

# PARTICIPATION WORKS!

21 techniques of community participation for the 21st century

Produced by the New Economics Foundation  
with members of the UK Community Participation Network.

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## Comments on Participation Works!

The rhetoric says that Participation Works! But what does participation really mean and what makes it really happen? Participation Works! contains twenty-one proven techniques from around the world. It shows how to choose between them, how to use them properly and where to go for more information. With this book, you can prove that the rhetoric is true: Participation Works!

*I only went to be nosy. I just went to see what was going on and before I knew what had happened I was in the thick of it. I went Friday, Saturday, went back Sunday for an hour or two and then Monday night as well. I thought it was brilliant.*

Donna Fallows, local resident, West Silvertown

*There's a lot of loose talk about community participation, consultative processes and so on, but it's far from clear that people understand what this means. This guide is invaluable, defining the scene, providing contacts, and shedding light on what is an increasingly important aspect of delivering sustainable development at the local level.*

Jonathon Porritt

*For me, the future search conference was a personal milestone ... We would have been a lot poorer without the conference. The young people will never forget it.*

Jane Yeadon, local resident, Forres, Moray, Scotland

*We will also consider how to encourage public participation in decision making ... involving local communities in identifying problems and opportunities ... and in taking action for change.*

From 'Opportunities for change', the government consultation paper on sustainable development

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# INTRODUCTION

## Why this guide has been produced

'Consultation' and 'participation' are fashionable words. Our institutions are starting to appreciate that a lack of accountability breeds a lack of legitimacy and trust. We are all starting to understand that society is now so complex that no decision will stick unless it has involved everybody with a stake in it.

New forms of engagement are springing up. People are starting to become more directly involved in their communities; in their planning, their management and their impact on the environment.

Such activity is crucial in creating social capital, the network of social relationships that ties us into our communities, creating social norms and a sense of mutual obligation. It is crucial because of the decline in many of the traditional forms of civic engagement. Trades union membership has fallen from a peak of 53% of the workforce in 1980 to 32% in 1994. The membership of the main churches has fallen from 9.1 million in 1970 to 6.4 million in 1995. Finally, the number of men and women who read a national daily newspaper has declined by 14% between 1981 and 1995.

New forms of engagement are needed to fill the gap. The government has recognised this. Labour's new Clause IV promises a system of government in which 'decisions are taken so far as possible by the communities affected by them'. Their manifesto for the 1997 election said, 'We will encourage democratic innovations in local government'. We hope that this book will provide a few ideas.

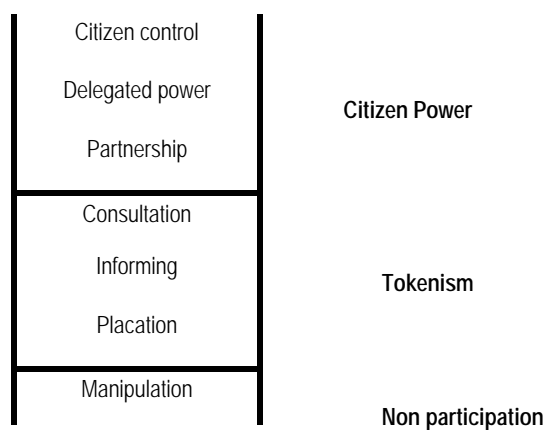
Local Agenda 21 will also provide an increasing spur to community participation in the run up to the millennium. In June 1997, Tony Blair stated 'I want all local authorities in the UK to adopt Local Agenda 21 strategies by the year 2000'. The official guidance on LA21 strategies states: 'LA21 strategies will not work unless local communities become actively involved in helping to identify what issues really matter locally, and a wide range of local groups pool their talents, skills and resources ... [This involves] encouraging a broad, inclusive, creative approach.' Many of the techniques in this book have already been used by communities to start successful LA21 processes, and we hope they will provide a creative way forward for the others.

Some of the 21 techniques for involving people in this guide were unknown in Britain five years ago. Even their names would have been considered weird. Yet many of the others have been around for a while. One and a half million people have taken part in one or another. This guide aims to increase that number.

## What is participation?

Participation is a buzz-word that means different things to different people. One way of looking at participation is using a version of the 'ladder of participation' first developed by Sherry Arnstein. This is now 20 years old, but is still relevant. It shows the different ways in which the organisation responsible for an activity - for example a local authority - can involve participants - in this case their citizens.

## Ladder of Participation



The ladder helps us understand what people mean when they talk about 'participation' or 'involvement'. We hope you will rule out the bottom four rungs! Always ask the question: is it possible to move one step higher on the ladder?

## How this guide has been produced

In December 1996, NEF convened the first meeting of what has become the UK Community Participation Network. One purpose of the Network is to share information about different techniques. The photograph, taken at the second meeting in Northampton, symbolises our wish for the techniques to borrow from each other and so become entwined. It soon became clear that there was a wider thirst for this knowledge.

We decided to respond to widespread enquiries by using the model provided by 'Community Works!', a guide to 34 community economic initiatives, published by NEF in 1996.

Successive meetings of the Network have kicked around drafts, ideas for layout and design, and so on, until individual contributions have become as entwined as the bodies in the photograph. We believe that the production of this guide demonstrates the truth of its title!

The recent government consultation paper on sustainable development recognises that participation must go beyond consultation to enabling the community to act:

*'We will also consider how to encourage public participation in decision making. This is not just about getting agreement to decisions by local authorities and other public bodies, but involving local communities in identifying problems and opportunities ... and in taking action for change.'*

## How to use this guide

This guide has two main aims. The first aim is to promote good practice in the techniques listed and in participation generally. Each technique has been described by a leading practitioner who has generously shared their expertise and experience. We hope that this in turn will encourage readers to share their experiences, so that we all learn.

The fact that the entries are written by practitioners has the advantage of reflecting their enthusiasm for their chosen technique. However, this may make the entries less than objective. We have not tried to evaluate the techniques.

One of the dangers in this field is that people learn a technique and stick to it come what may. We hope that this guide will help you to widen your horizons - you may decide to use two or three different techniques at different stages of a project, or with different groups of people. We also hope that the guide will help you to choose the most appropriate techniques for your circumstances. It can also help you to 'mix and match', to combine bits of different techniques, although this should be done with care.

If, having chosen a technique, you want to explain it to lots of people, feel free to photocopy the relevant entry. Feel free also to contact NEF about any aspect of training, in addition to the contacts listed under individual entries.

The second aim of this guide is to identify the techniques that we missed - do tell us. We hope to be able to post new techniques on the NEF website at: [www.neweconomics.org](http://www.neweconomics.org).

This section contains a number of suggestions for using the guide and choosing a technique. We recommend though that you look through the guide and decide your own set of criteria before making a choice.

**A grid for choosing techniques**

Below you can write in your own criteria and then use the grid to score each technique against them. Remember, however, that participation, and choosing participatory techniques, is not a science. A scoring system may help, but it is not a substitute for discussion and judgement.

Write in your criteria! We recommend no more than seven. Decide which techniques you would like to assess. Then use the grid. Use a simple scoring system such as: score 2 if the technique fully meets the criterion; score 1 if it partly meets it; and score 0 if it does not meet it. The totals show how the techniques compare. Don't forget: this is art not science!

**Criteria:**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

For example, the organisation Vision 21 in Gloucestershire chose the following criteria. They wanted a method that could:

- be adapted and used with a variety of groups, organisations or stakeholders;
- be used with different sized groups;
- be easily recorded;
- fit within a limited time slot of an evening or half a day;
- break through traditional oppositional arguments in order to develop a picture that reflected the diversity of a group;
- have feedback to Vision 21 built in;
- access people's deepest hopes and dreams, which are not often shared with others.

They used these criteria to choose Guided Visualisation.

Technique:	Criteria:							
	1	2	3	4	5	6	7	Total
Action Planning								
ACE (Act Create Experience)								
Choices Method								
Citizens' Juries								
Community Appraisals								
Community Indicators								
Enspirited Envisioning								
Future Search								
Guided Visualisation								
Imagine!								
Local Sustainability Model								
Open Space								
Parish Maps								
Participatory Appraisal								
Participatory Strategic Planning								
Participatory Theatre								
Planning For Real								
Round Table Workshops								
Social Auditing								
Talk Works!								
Team Syntegrity								

**What are your values?**

Each technique is based on a particular set of values. Many of these are shared by practitioners of all techniques, with differences of emphasis. The value of equality, for example, is widely shared. This means making special efforts to include people who are often excluded. The techniques will work better if you too are able to share these values.

You may find it helpful to list your values and principles. Here are those of SPARC, the South Pembrokeshire Partnership for Action with Rural Communities:

- People need to understand fully the process and how they fit in;
- People initially want involvement on a local basis;
- Public meetings alone are not a satisfactory way of fully involving the community;
- There is a need to involve a wide range of people with energy and enthusiasm;
- Wholly objective ways have to be found to rank proposals in terms of impact and appropriateness and sustainability;
- Information, professional advice, training and confidence building are essential prerequisites for local people to feel able to meet as equals with representatives of authorities and agencies.

### ***What level of participation do you want?***

The ladder on page 2 showed the levels of participation. All the techniques covered in this guide can be used at several levels. What matters is, first, to be clear which rung is appropriate for your purposes and, second, to be honest about it. Don't, for example, tell the citizens you want to involve that they are in control if in fact someone else retains a right to veto their decisions.

### ***Do you want quality or quantity of involvement?***

A Citizens' Jury seeks representativeness, which can be satisfied with a relatively small number of participants. It also needs a lot of time, which also argues for small numbers. By contrast, Community Appraisals derive their legitimacy from the very high percentage of the population that is often involved, while the Choices Method gets lots of people acting together by involving them from the outset. In between are techniques like Parish Maps and Future Search. These start with a limited number of people, but involve more as momentum builds.

Most of the techniques are usually open to anyone to take part. Exceptions include Citizens' Juries, Future Search and Round Tables. In the case of Citizens' Juries the aim of selection is to ensure representativeness and so legitimacy. In the case of Future Search and Round Tables invitations go to a carefully selected cross-section of the community to maximise the diversity of those attending and to ensure that all the community's issues are aired.

The main method of involvement in most cases is a group of people meeting together. An obvious exception is Community Appraisals, which initially rely on questionnaire surveys. These often produce a high response rate - quantity of involvement - possibly at the price of the deeper understanding that can come from discussion with others in a meeting. The Imagine method can also be an exception, often using one-to-one interviews.

Two approaches generate a physical product above and beyond a report: Parish Maps and Planning for Real (which involves making a model of the area concerned). They have the advantage that displaying the map and model provides a focal point for engaging people. However, the disadvantage of the approaches is that they are less suitable for a large geographical area.

### ***Involving the less articulate***

A further benefit of Parish Maps and Planning for Real is that people can get involved without much talk. Someone can simply place a suggestion on the Planning for Real model. They do not need to justify their idea and once it is placed on the model it becomes anonymous, so they are at no risk of being challenged to justify themselves. Community Appraisal questionnaires also have this advantage of anonymity. Some other approaches, such as Participatory Appraisal and Participatory Theatre, also avoid relying on the spoken word.

### ***Increasing Youth Participation***

The necessity of involving young people in planning the future of their communities is becoming increasingly urgent at all levels of society.

As a spokesperson for Downing Street said in June 1997, 'We recognise that the Government must start listening to young people and start acting on what they say'.

All the techniques here enable young people to participate as equals with adults. The emphasis on creativity and valuing each person's contribution,

which is crucial to the success of the methods, is also the key to integrating young people.

Many of the techniques offer chances for the formal involvement of young people as a group as well as individually; for example, one of the eight tables in a Future Search conference could be made up of young people. Others are particularly suitable for using with youth groups, such as Guided Visualisation, Participative Theatre, and ACE! Techniques such as Participatory Appraisal can start engaging young people who do not usually get involved in any group process. Young people who have participated in an event often gain the confidence to continue involvement in civic and community activities, and adults begin to place a greater value on their contribution.

### ***Experts***

One of the choices to be made is whether outside experts are 'A Good Thing'. Some people take the view that people are empowered by having outsiders who are 'on tap but not on top' to provide them with information. Others take the view that greater empowerment comes from observing the principle that 'all the information necessary is in the heads of the participants'.



What probably makes the difference is the nature of the topic. Action Planning, for example, is often used for quite complex planning issues, and outsiders can help provide a fresh approach.

### **Resources**

Approaches that involve either a high quality or a high quantity of participation will require a lot of resources. These resources may be time as well as money. Community Appraisals for instance involve a fair amount of time to analyse details from each questionnaire survey. The approaches that cost the least are those that can start small and develop organically, such as Participatory Appraisal or Parish Maps.

## **The responsibilities of organisers**

The use of these techniques is not truly participatory unless all participants can also be involved, if they so wish, in organising the activity. So before beginning any participatory activity, it is important to create a climate for participation.

As a general principle, the group of people organising the activity will be most likely to achieve a successful outcome if:

- they come from a known and respected organisation;
- they are representative of a wide range of organisations within the community;
- they have credibility within the community;
- there is a clearly defined purpose for the activity;
- there are proper mechanisms for analysis and reporting the results to the wider community;
- there is a realistic chance of positive action/projects as a result of the activity;
- all of those interested in achieving the actions/projects can become fully involved.

These are high ideals, and hard to achieve. Aim high, but be realistic. It may take much time and much effort to achieve those aims. Good Luck!

We are pleased that the president of the World Bank agrees with us. As he says,

**'The message is very simple: participation works.'**

James Wolfensohn

## ACTION PLANNING

- involves carefully structured collaborative events at which all sections of the community work closely with specialists from different disciplines to deal with planning and urban design issues.

**Action Planning** is particularly suitable for urban design and physical planning issues, such as:

- regeneration strategies for specific regions or neighbourhoods;
- development strategies for specific sites;
- solutions to specific problems such as traffic congestion.

Events are normally hosted by a partnership of local interests. They are facilitated by a multi-disciplinary Team, usually of around 10-15 people with a range of relevant expertise such as town planning, urban design, architecture, development economics, ecology and so on. Team members may come entirely from outside the area, providing a fresh and independent perspective, or may include local people.

Events typically last 4-5 days but may last anything from one day to several weeks.

During the event the Team will go through the following process:

1. Briefing by key stakeholders (local planners, landowners, residents, politicians, etc.);
2. Physical reconnaissance of area (on foot, by bus or even from the air);
3. Topic workshops (open to everyone);
4. Design workshops (open to everyone);
5. Brainstorming;
6. Analysis and synthesis;
7. Report back presentation of proposals (open to everyone);
8. Published report of proposals, normally including sketch plans, drawings, organisation charts and action points.

In addition there may be special events organised for specific stakeholder groups. Preparatory activity before the event and follow-up activity are also vital parts of the overall action planning process.

### Case Study

The Greater Shankill Planning Weekend was held in Belfast in 1995. This was a five day event to plan a vision for the future of an inner city area particularly affected by the conflict in Northern Ireland. It was organised by John Thompson & Partners in a consultancy capacity for the Greater Shankill Partnership representing a wide range of key local interests. The event attracted 600 people including representatives from 62 community groups, 45 public, statutory and private agencies and five political parties. It galvanised the Greater Shankill Partnership to prepare a funding bid for a £3.2 million regeneration project which resulted in Lottery (Millennium) and International Fund for Ireland sponsorship for a Flagship Youth Centre for Young People on the Shankill Road.

The proposals, which so far have outline planning consent, are for an auditorium, cafes, a one-stop information shop, media and crafts facilities and a dedicated play group facility. The revenue funding for all of these facilities will be supported by lettable retail and office floor space. Action Planning techniques were also used to engage young people from the area in devising the brief for the Centre, which it is intended will be used by young people from both the loyalist and nationalist communities alike.

For more information contact John Thompson & Partners,  
77 Cowcross Street, London EC1M 6BP Tel: +44 (0)207 251 5135.

## Use

The first European event took place in 1985 and around 50 have taken place since. Typically 150 to 300 people will take part in workshops and report back presentations but larger events have involved up to 1,000.

## Resources needed

**People:** A local steering group to develop and follow up the event and a multi-disciplinary team to facilitate it.

**Venue:** Main requirements are: large space for presentations; workshop spaces; studio working area; administrative office. All these need to be situated in the actual planning area.

**Budget:** Average events cost £20,000 (excluding professional organisers' fees). Events can be run for under £10,000 by securing support in kind. Large professionally organised events can cost over £60,000.

## Support

### Contacts:

The Prince's Foundation, 19-22 Charlotte Road, Shoreditch London EC2A

Tel: +44 (0)207 916 7380 Email: [info@princes-foundation.org](mailto:info@princes-foundation.org)

Website: [www.princes-foundation.org](http://www.princes-foundation.org).

Promotes action planning through research and student project work.

Urban Design Group, 6 Ashbrook Courtyard, Westbrook Street, Blewbury, Oxon OX11 9QA Tel: +44 (0)1235 851415

Email: [admin@udg.org.uk](mailto:admin@udg.org.uk) Web site: <http://rudi.herts.ac.uk>

The Group's 'Public Participation Programme' provides info on involving people in urban design and on experienced practitioners. Contact: Nick Wates, 7 Tackleway, Hastings TN34 3DE Tel: +44 (0)1424 447888

E-mail: [nick@wates.demon.co.uk](mailto:nick@wates.demon.co.uk) Website: [www.wates.demon.co.uk](http://www.wates.demon.co.uk)

### Publications etc.:

*The Community Planning Handbook: how people can shape their cities, towns or villages in any part of the world.* Nick Wates, Earthscan, 1999, £14.95 ISBN 1-898465-11-8 Also available in English, Chinese, German and Czech. E-mail: [earthinfo@earthscan.co.uk](mailto:earthinfo@earthscan.co.uk).

*Action Planning: how to use planning weekends and urban design action teams to improve your environment,* Nick Wates, Prince's Foundation (see above), 1996, £11 incl. p&p. ISBN 1-898465-11-8

### Training:

Contact the organisations above for latest information.

## ACT, CREATE, EXPERIENCE (ACE):

## YOUTH & AGENDA 21

- releases potential through Principle 21, Rio Summit:

'The creativity, ideals and courage of the youth of the world should be mobilised to forge a global partnership in order to achieve sustainable development and ensure a better future for all.'



### ACE!: Context

Chapter 25 of the Rio Summit addresses 'Children and Youth in Sustainable Development': 'Youth comprise nearly 30% of the world's population. The involvement of today's youth in environment and development decision-making and in the implementation of programmes is critical to the long-term success of Agenda 21.' The way to achieve this success is by: 'Advancing the role of youth and actively involving them in the protection of the environment and the promotion of economic and social development.'

### Aim

The aim of ACE is to explore, show and support the contribution youth (13 to 25 year olds) can make to the Local Agenda 21 process. The model involves a holistic view of young people and their environment that allows for the diversity of youth experience. It is concerned with: entitlement, participation, equality, access, opportunity, personal development and partnership to make a better, sustainable world. ACE includes local, national and international perspectives.

### Model

The premise of ACE is that the most effective way of involving young people is to start from their own enthusiasm rather than established practice. The key elements are: Time, Space and Action. Young people

- identify issues that are of concern to them in their environment;
- develop an understanding of sustainability;
- prepare action plans.

ACE provides a platform for young people to speak out in their own voice, be seen and heard and have an opportunity to contribute to policy development. They are supported by youth workers, teachers, community artists, councillors and any other adults who are prepared to release youth's potential in a supportive and non-exploitative way. The adults' role is that of facilitator and catalyst. The intent is to provide a participatory experience which builds on positive relationships, provides challenges and broadens the outlook and horizons of all concerned.

### Case Study

The World Wide Fund for Nature's ACE initiative, developed in London, South Wales and North Yorkshire, has revealed how the imagination and energy of young people can be released through lively, challenging, creative opportunities.

Multimedia, dance, drama, music, video, art, poetry, biodiversity walks, fitness, alternative technology and jargon-busting have featured strongly in ACE activities organised by young people. Performances have taken place with audiences of 200 plus. Action plans have been produced. Councillors and officers are involving young people in the development of Local Agenda 21 policies. National and international links have been established via the Internet. Envirovision, an interactive website, has been designed and features young people sharing information, messages and ideas.

Grants have been provided to facilitate action plans. Local authorities, schools, college, youth and community education services have all contributed significant amounts of time, space and funds to support the youth ACE programme.

## Use

After the successful pilots, ACE is poised to extend to other parts of the country. Future plans include a roadshow to enable young people to share their experience of ACE and ideas for Agenda 21.

## Resources needed

**People:** A local person working with young people over a period of time.

**Venue:** Varies according to needs of project.

**Budget:** Initial start-up costs can be very low; once the project develops, the budget required depends on the support from local authority or other agencies.

## Support

### Contacts:

Ken Webster, Senior Education Officer (Local Government & Community) or Christine Stone, Education Project Officer, World Wide Fund for Nature - UK (WWF), Panda House, Weyside Park, Catteshall Lane, Godalming, Surrey GU7 1XR Tel: +44 (0)1483 412483 Fax: +44 (0)1483 426409 E-mail: Cstone@wwfnet.org

Jane Knightsbridge-Randall, Youth Adviser to WWF-UK on Agenda 21  
Tel: +44 (0)208 452 8121 Fax: +44 (0)208 452 1068  
E-mail: jane@envirovision.org

### Publications etc.:

*ACE (Act, Create, Experience): A Youth Approach to Agenda 21.*  
Available from WWF-UK.

ACE! - examples of youth ACE initiatives can be seen at their Web site:  
<http://www.envirovision.org>

### Training:

Contact WWF for details.

## CHOICES METHOD

- involves large numbers of people in developing a vision for their community in such a way that they are then inspired to act to realise it.

The **Choices** method is an elaborate process needing a long lead time, in which the support of local media and volunteers is crucial.

*ReVision 2000 in Chattanooga took a year to plan and three months to do. The planning phase included training 150 volunteers in facilitation.*

There are four stages:

### 1. Meetings throughout the community

People generate ideas that would make life better in the future.

*In Bristol, a supplement in the Bristol Evening Post provided a discussion guide. Any group could then use the guide to come up with ideas. People could use the Discussion Guide in familiar surroundings with friends and neighbours, which made participation very easy.*

### 2. Consolidation of goals

All ideas submitted are presented to meetings or vision workshops led by facilitators. They are then consolidated into possible goals by people interested in the particular subject. The goals may then be clustered under 'vision statements'.

*One of six vision statements in Bristol was on 'Acting together':*

*Everyone in Bristol is proud to live in a city that values all its citizens and welcomes their participation at every level of the city's life. Bristolians are proud of the city's illustrious past and that it is a leader in social and environmental excellence. Bristol is a city of people from many cultures, each of which is celebrated and encouraged to work together to create solutions and strategies for building a better future for all.*

*Two related proposals came under the heading of 'Civic pride':*

- *Hold an annual birthday party for Bristol;*
- *Set up an 'apprentice citizen' scheme for young people to find out what being a citizen is all about.*

### 3. A 'Vision Fair'

People vote on which goals matter most to them and on which goals they would like to work towards. The goals and visions are published.

### 4. Action groups are formed to carry out the chosen ideas

*ReVision 2000 in Chattanooga was launched in 1993 because substantial progress had been made with 37 of the 40 goals set during the original exercise, Vision 2000 in 1984. A survey suggested that Vision 2000 had been responsible for:*

- *223 project and programmes;*
- *1381 jobs;*
- *7300 temporary construction jobs;*
- *\$793 million of investment.*

### Case study

Choices for Bristol distributed 7,000 copies of their Discussion Guide. Ideas came partly from groups using the Guide and partly from Vision Bristol Roadshows at libraries, health centres, supermarkets and so on. People came up with 2032 ideas for improving the city.

Two Vision Bristol Meetings for adults and for young people turned the ideas into achievable goals and six vision statements.

The statements and ideas were published in February 1997 under the title 'Your Ideal Bristol? Let's Make it Happen' and displayed over five days. People were invited to join Action Groups. Choices for Bristol has initiated and supports action on libraries, a youth forum, waterways, and transport. Other groups, for example concerned with out of town shopping, are in the pipeline.

## Use

So far Bristol is the only British example: Chattanooga and New Haven have used the choices approach in the USA. The approach aims to involve as much of the population as possible.

## Resources needed

**People:** If the discussion guide is not produced for local groups, many facilitators will be needed at this stage. Facilitators are definitely needed for any whole neighbourhood meetings.

**Venue:** Venues for the first stage include public places such as libraries. A larger venue is needed for the whole neighbourhood meetings.

**Budget:** Depends on the scale of the project. Bristol had a budget of around £35,000 for the whole city, in addition to around £50,000 worth of volunteer time. This can expand with the success of the programme.

## Support

### Contacts:

Candy Weston for information about Choices for Bristol at 21 Hawthorne Street, Bristol BS4 3DD Tel: +44 (0)117 972 0224

E-mail: [candy@candidaweston.freeserve.co.uk](mailto:candy@candidaweston.freeserve.co.uk)

Chattanooga Venture, Tennessee USA Fax: +44 (0)01 423 267 0018

### Publications etc.:

*Your Ideal Bristol-update 1999* is free from Choices for Bristol with an A5 SAE.

Paul Burton's independent evaluation of the project costs £11.95 from the Centre for Urban Studies, Rodney Lodge, Grange Road, Bristol BS8 4EA Tel: +44 (0)117 974 1117 Fax: +44 (0)207 973 7308.

The Centre for Participation have a video about Chattanooga and their resource pack (£22 inc. p&p) includes a case study of Chattanooga. Contact Perry Walker, Centre for Participation, NEF, Cinnamon House, 6-8 Cole Street, London SE1 4YH Tel: +44 (0)207 407 7447 Fax: +44 (0)207 407 6473 E-mail: [participation@neweconomics.org](mailto:participation@neweconomics.org)

### Training:

Contact Candy Weston at Choices for Bristol for advice and training.

## CITIZENS' JURIES

- provide a structured way of involving citizens in the decision-making process and of making public bodies accountable.

A **Citizens' Jury** is typically made up of 16 people, selected as far as possible to be representative of the community, with a balance of men and women and an appropriate mix of ethnicity, employed / unemployed, etc. There is no self-selection.

The topic might be controversial, such as what to do about drugs in the community, or an issue on which suggestions are sought, such as how to regenerate a particular area. The topic should be substantial enough to justify several days' attention, but not so huge that the jury cannot deal with it in the time available.

A jury lasts for three to five days, usually four. The jury hears presentations from witnesses, who give different sides of the argument. The witnesses might be local authority officers, scientific and professional experts, representatives of pressure groups, members of the public with specific knowledge/concerns, etc.

There are one or two independent moderators to help the jury process run smoothly. The jury sometimes has its own advocate or jurors' friend to assist the questioning and discussion. After debate, the jury draws up its conclusions in a report presented to the commissioning body. The report should record any disagreements.

### Who uses it

The first citizens' jury in the UK was held in 1996. Since then they have been established particularly in the health sector and by local authorities, with interest starting to come from the regulators, utilities and the private sector.

### Citizens' juries work well when:

- The need is for consensus building and for problem solving;
- There are clearly defined options;
- The jury is independent and has time for scrutiny and deliberation;
- The sponsoring body has an open mind and is committed both to publishing the jury's report within a set time and to either following the recommendations or explaining publicly why they are not doing so.

## Case Study

The Lewisham citizens' jury met for four days in April 1996. The jury considered the question 'What can we do to reduce harm to the community and individuals from drugs?'. The 16 members of the jury were selected at random but according to a quota system so that they were representative of Lewisham's population. Over four days, jurors heard evidence from expert witnesses about drugs education and drugs and crime. The witnesses included a psychiatrist involved in the treatment of drug users, teachers, youth workers, people with experience of drug use and Council community safety and education officers.

At the end of the four days the jury produced a series of recommendations to the Council and others including the Health Service and the Police. The jury's recommendations on drugs education were that the whole community should be involved, especially parents, and that a range of people with different areas of knowledge and experience should give drugs education. In response the Council has set up a Community Drugs Education Project which will extend to the whole borough over four years.

The jury's report was sent to over 100 opinion formers in politics, the Civil Service, research organisations and the media.

## Use

So far there have been about 25 citizens' juries in the UK, mainly run by the Health Service and Local Government.



## Resources needed

**People:** One or two independent moderators; witnesses; possibly a jury's advocate.

**Venue:** Meeting room for 20-30 people.

**Budget:** Normally about £17,000 - £20,000.

## Support

### Contacts:

Cheryl Bringham, Improvement & Development Agency, Layden House, 76-86 Turnmill Street, London EC1M 5LG Tel: +44 (0)207 296 6600

E-mail: Cheryl.Bringham@IDEA.gov.uk

Information on pilots in Local Government.

Clare Delap or Vicki Combe, Public Involvement Programme, Institute for Public Policy Research (IPPR), 30 - 32 Southampton Street, London WC2E 7RA Tel: +44 (0)207 470 6100 E-mail: ippr@easynet.co.uk

Website: www.pip.org.uk

Alastair Wyllie, Wyllie & Reid, 42 Rowallan Gardens, Glasgow G11 4LJ Tel: +44 (0)141 339 3841 E-mail: alastair.wyllie@dial.pipex.com

### Publications etc.:

*Citizens' Juries in Local Government*, Declan Hall and John Stewart of the Institute of Local Government Studies (INLOGOV). Describes the pilots with practical recommendations on best practice and guiding principles. Order from IDEA's publications department on 0171 296 6522

*Citizens' Juries: Theory into Practice*, Anna Coote and Jo Lenaghan, IPPR, £7.50; and *Citizens' Juries: Making Better Decisions* by Clare Delap, IPPR, £4.95, which also considers other techniques and how to bring a considered public voice into decision-making. Order from Central Books, 99 Wallace Road, London E9 5LN Tel: +44 (0)208 986 5488, plus 75p p&p.

### Training:

Contact Robin Clarke, Stakeholder Consultation, Research & Evaluation Unit, Office for Public Management, 252b Gray's Inn Road, London WC1X 8JT Tel: +44 (0)207 837 9600 E-mail: R.Clarke@opm.co.uk

## COMMUNITY APPRAISAL

- is a survey of the community, by the community, for the community and an action plan or list of recommendations for the future of the community.

The typical stages of a good **Community Appraisal** are:

1. A few enthusiasts seek to establish a sound basis of local support for the appraisal;
2. Form a widely drawn steering group to decide the 'what' and the 'how';
3. Draft a questionnaire and plan a household survey;
4. Distribute individual questionnaires to every household for collection on a later visit. The response rate averages 70% and can be up to 95%;
5. Code and analyse responses (maybe using special software);
6. Draft an appraisal report together with any recommendations and action plan;
7. Place the recommendations in priority order and link them to the group or agency best able to take action;
8. Persuade the parish council or local authority to adopt the recommendations as official policy, so that they feel some responsibility to act;
9. Publicise the report via the press, local magazine, notice boards etc.;
10. Distribute the document locally and to outside agencies, either free or for a small charge;
11. Discuss the document within the community, perhaps at a public meeting, and seek consensus on priorities and action;
12. Set up task forces to take forward agreed action points within an agreed timescale;
13. Monitor and report progress.

The whole sequence usually takes at least a year. Two years is typical and more likely to achieve the wide range of community development benefits that can result. Perhaps five to ten years later, the whole exercise is repeated.

Few communities complete an appraisal just out of curiosity. Sometimes there is a general sense that the place is going downhill. More often the spur is a particular threat such as the closure of a school.

Community appraisals are known by different names such as community profiling, which provides a comprehensive description of the needs and resources of mainly urban communities.

Software such as 'Village Appraisals for Windows', or 'Compass' for community profiling, is often used to simplify the whole process. It covers development of the questionnaire, analysis and presentation of the findings.

### Case study

Tetbury, the second largest town in the Cotswold District of Gloucestershire, has a population of nearly 5,000. The appraisal, launched in 1993, has spawned a large number of initiatives; some have reached fruition, and others are continuing.

The questionnaire was distributed to 2,041 households and 60% were completed and returned. Issues addressed included: planning; parking; transport; shops; employment; medical services; crime; sport and leisure; tourism; green space and representation on local councils and committees. An open weekend was held to publicise the outcomes. Service providers (police, local government, health authority, etc.) were invited to defend their past performance, as perceived by the local residents, and to outline future actions. The appraisal has led to a major redevelopment proposal, orchestrated by local people, for the old railway sidings and other land in the town. This is being pursued through, amongst other things, a weekend of Action Planning (see separate entry).

(From 'Tetbury Town Appraisal', Tetbury Town Appraisal Group)

### Use

Community appraisals are mainly used in rural areas but can be used wherever a distinct community can be defined. There have been more than 1500 appraisals, involving more than a million people, since the mid-1970s. Thousands of community profiles have taken place in the UK since the 1950s, in both small communities and densely populated inner city areas. Each initiative involves 8 -12 members in the steering group, 8 - 120 active in the appraisal and can involve thousands of respondents.

### Resources needed

**People:** Outside help is useful but not essential.

**Venue:** A neutral venue (the school or a hall) for the public meetings at the start and to present findings. A local venue for steering group.  
**Budget:** Between £500 to £5,000, mostly for the report document. An appraisal package with software costing £50 is useful, but not essential.

## Support

### Contacts:

The Countryside and Community Research Unit (CCRU), Cheltenham & Gloucester College, Francis Close Hall, Cheltenham, Gloucestershire GL50 4AZ Tel: +44 (0)1242 543557 E-mail: [mboseley@chelt.ac.uk](mailto:mboseley@chelt.ac.uk)

England: ACRE, Somerford Court, Somerford Road, Cirencester GL7 1TW Tel: +44 (0)1285 653 477 E-mail: [Acre@acre.org.uk](mailto:Acre@acre.org.uk)

Wales: Simon Thomas, Jigso, 1 North Parade, Aberystwyth SY23 2JH  
Tel: +44 (0)1970 623255 E-mail: [swyddfa@jigso.org](mailto:swyddfa@jigso.org) Web: [www.jigso.org](http://www.jigso.org)

Scotland: Barataria Foundation, Coopers Cottage, Pitlandie, Luncarty PH1 3HZ Tel: 01738 582232 E-mail: [ruth@barataria.org](mailto:ruth@barataria.org)

Community profiling training and *Compass* software: Murray Hawtin, Policy Research Institute, Leeds Metropolitan University, Bronty Hall, Beckett Park campus, Leeds LS6 3QS Tel: +44 (0)113 283 1747

### Publications etc.:

CCRU, ACRE, Jigso, Rural Forum and most local English Rural Community Councils (RCCs) produce resource materials. CCRU provides support and *Village Appraisals* software. ACRE have a list of RCCs and case studies.

*Community Profiling: auditing social needs*, M Hawtin, G Hughes,  
J Percy-Smith, Open University Press, £12.99.

### Training:

Jigso, Barataria Foundation and most RCCs in England provide training, as can the Centre for Local Policy Studies (same address as CCRU).

# COMMUNITY INDICATORS

- act like a flag. They are tools for simplifying, measuring and drawing attention to important issues.

Sets of **Community Indicators** are being developed across the UK, by communities of all shapes and sizes, to measure the local trends that really matter to them. Local people decide together what is important to them and agree how best to measure whether things are getting better or worse. The results increase awareness of problems and opportunities, and help build agreement about what should be done. By giving a voice to local people, they literally make communities count.

Indicators are signals. They are tools for simplifying, measuring and communicating important information. We already use indicators every day: e.g. 'running a temperature' is an indicator of poor health which prompts us to take action. Quality of life, feel good factor, sustainable development - whatever we call it, indicators help to find out what is going on in the community. What is happening to people's health? What state is the education system in? Is crime on the increase? How is the local economy / environment faring? Are work and leisure opportunities well balanced?

There are six steps:

## 1. Getting started

Raise awareness about the project, plan the next stages, seek appropriate funding and resources and enlist help. Who do you need to reach, and how will they receive the information?

## 2. Deciding issues

Help the community to think through and reach agreement on the issues that are of most concern and interest. Use questionnaires, interviews and workshops to get people involved.

## 3. Choosing indicators

Working from the list of common issues, try to identify one or more indicator ideas for each issue. A basic list of criteria will assist selection. The best indicators will strike a chord in the community.

## 4. Gathering information

Harness the resourcefulness of the community to identify sources of data from official sources and develop ideas for information that the community can gather itself. Start thinking about agreed targets.

## 5. Communicating progress

The information is turned into understandable indicators for the community. This is a crucial but often neglected stage. Use relevant media: newspapers, local radio, etc.; exhibitions; displays; publications; and material for schools. And be inventive!

## 6. Galvanising action

The indicators are for education and action: to grab people's attention, make them think, and spur them on. The audience includes 'powers that be' outside the community, who become more accountable. It's also time to review progress, so that the cycle of improvement is maintained.

### Case study

People in Merton identified equal access as a key indicator. Volunteers from the Merton Association for Independent Access (MAFIA), whose mobility is restricted, visited shops, banks, places of worship and post offices in the Borough's four main town centres to assess how accessible these are for disabled people. Sue Tanton of Merton's Policy and Quality Division says 'MAFIA brought their own expertise to the collection of this data. And, as a result, they became involved in the wider Agenda 21 process'.

This indicator also shows up accessibility for older people, those with children in buggies, and others for whom access is difficult.

The data was collected for an access guide to the Borough. The next edition will include doctors' and dentists' surgeries and private leisure facilities. The long-term target is 100% accessibility. Of 912 premises surveyed, 453 (49.7%) were accessible. Everyone agreed that a target of 60% would be a realistic medium-term milestone. The indicators have potential for development to include more shopping areas and public open spaces, amongst other facilities.

### Use

There are now more than 40 community indicators initiatives around the UK and Ireland, aiming to involve the whole community.

## Resources needed

**People:** A facilitator is useful, but may be a member of the group. Also useful are local experts (in Croxdale, County Durham, they have involved the local history group, the university, a tree surgeon and a geologist!).

**Venue:** A quiet space large enough for people to split into small groups. Somewhere to display information, e.g. community notice boards.

**Budget:** As for ordinary community meetings unless the groups plans to prepare a report or display.

## Support

### Contacts:

Sanjiv Lingayah, Centre for Participation, NEF, Cinnamon House, 6-8 Cole Street, London SE1 4YH Tel: +44 (0)207 407 7447

Fax: +44 (0)207 407 6473 E-mail: sanjiv.lingayah@neweconomics.org.

### Publications etc.:

*Communities Count! A step by step guide to Community Indicators* £10 for individuals / £15 for organisations / bulk order 5 for £35 + £10% p&p from NEF. This includes a map and round-up of community indicators initiatives around the UK. The full-colour A2 map highlights 36 initiatives around the UK and is available separately at £3 + 30p p&p.

*Signals of Success (project indicators)*, £5 + 50p p&p from NEF.

### Training:

The New Economics Foundation offers courses and workshops for between half a day and a week.

# ENSPIRITED ENVISIONING

- is where people listen to the voice of their spirit and share their vision with others to discover which parts fit together and support each other.

**Enspirited envisioning** (formerly called 'Futures-Invention') includes three main practices or disciplines, which can be used by individuals, in pairs and in larger groups.

- **Deep Imaging** - eliciting images of the future;
- **Deep Listening** - listening to yourself or to other people with silence, attention and empathy and without judgement;
- **Deep Questioning** - listening for whatever questions inside oneself insist on being asked, and asking them.

A full event involves 20-24 hours' work. The main stages are:

## 1. Clarify the main concern of the vision

With deep imaging, for example, this means learning:

- to make your images concrete;
- not to censor them or try to interpret them;
- to live the image as fully as possible.

## 2. Create individual visions of the future

People take a leap into the future to see what it will be like when their concern is fully addressed. They identify a compelling future vision, with indicators (specific signs, behaviour etc) to show that the vision has happened, positive or negative consequences of the vision and maybe stories and values. Visions are drawn or written on flipcharts for display.

## 3. Seek shared vision

People with similar visions create a shared vision that identifies common ground. This contains a vision statement, long-term goal and set of assumptions as well as the indicators, consequences and stories above.

## 4. Strategy paths leading to action

Teams put themselves into the future and remember how it came about. They compile 'futures histories' of the years between the present and the year in which their future is set, in say five year blocks. They then look at the futures histories to seek opportunities for action.

To be able to act to realise their vision, people need to be prepared to

- listen to their inner voice;
- form themselves into a community of learners in order to do so.

When the above conditions are met, enspirited envisioning is very flexible.

## Case Study

Strathcona County in north Canadian has a population of around 85,000. The Futures-Invention Associates (FIA) led a three-day envisioning/strategic planning workshop with 25 senior county administrative managers. Participants were invited to 'de-role', and, irrespective of their official role or status, to focus on what is important to them as a person. This resulted in visions of the future which did not fit within conventional authorisations.

They realised that first the County Council and then citizens themselves should undertake their own envisioning program. This involved senior officials learning to enter into creative dialogue with their fellow citizens. In 1990, the Strathcona Tomorrow project was born, with the FIA training a planning team of citizen-leaders, citizen-facilitators and County project staff. Community-based envisioning groups were publicised in the press, etc. People were invited to deep image in great detail, and produced scenario material on a wide range of topics.

Citizen-leaders produced 26 operational goals together with the strategic actions, people responsible and resources needed to achieve the goal. The vision material, goals and unresolved issues were submitted to the entire population to seek feedback, new images and concerns. Many policies were agreed and partnerships emerged between government and citizens and between public and private sectors. There is continuing dialogue on how to balance, for example, consumption and sustainable development.

## Use

The techniques have been used with dozens of communities, schools, and churches. UK use includes a workshop 'Imaging a world without weapons'. Numbers vary from small groups to hundreds of people.

## Resources needed

**People:** A trained facilitator is needed to lead the group through the process.

**Venue:** Large enough to allow people to have quiet individual space, inside or outside.

**Budget:** To cover facilitator and venue costs.

## Support

### Contacts:

Warren Ziegler, The Futures-Invention Associates International

2260 Fairfax Street, Denver, Colorado 80207-3817, USA Tel: +1 303 399 1077 Fax: +1 303 355 2414 E-mail: Warren.fia@Worldnet.Att.net

Perry Walker, Centre for Participation, NEF, Cinnamon House, 6-8 Cole Street, London SE1 4YH Tel: +44 (0)207 407 7447 Fax: +44 (0)207 407 6473 E-mail: participation@neweconomics.org

### Publications etc.:

There are two handbooks: *Enspirited Envisioning for the Individual Envisioner* and *Enspirited Envisioning for Groups, Organizations and Communities*, both \$19.95 plus p&p, and available from Warren Ziegler at Futures-Invention Associates.

*Ways of Enspiriting: Transformative Practices for the Twenty-First Century*, Warren Ziegler, FIA International, Denver, 271 pages ISBN 0-9643701-0-7, \$14.95 plus postage.

### Training:

The only training workshops so far held in Europe have been in Sweden. Training events will be held in 1998 in the Netherlands, and in 1999 in the UK. Contact Perry Walker at the Centre for Participation for details.

# FUTURE SEARCH

- generates action by building a shared vision among a diverse group of people.

A **Future Search** conference is a way for a community or organisation to create a shared vision for its future. It enrolls a large group of stakeholders, selected because they have power or information on the topic at hand or are affected by the outcomes. Ideally there are 64 people, who form eight tables of eight stakeholder groups. Examples of such groups are health, young people or shopkeepers.

They take part in a highly structured two and a half-day process covering five stages:

Stage	Activity
1. Review the past	<ul style="list-style-type: none"><li>• Each participant writes key events in the history of themselves, the community and the world onto three parallel time lines.</li></ul>
2. Explore the present	<ul style="list-style-type: none"><li>• An enormous mind map is made of trends affecting the local community;</li><li>• Stakeholder groups identify important trends and what they are and would like to be doing about them;</li><li>• Groups share what they are proud of and sorry about in their community.</li></ul>
3. Create ideal future scenarios	<ul style="list-style-type: none"><li>• Mixed small groups develop visions;</li><li>• Barriers to the visions are identified;</li><li>• Each group acts out its vision to everyone else.</li></ul>
4. Identify shared vision	<ul style="list-style-type: none"><li>• First the small groups, then the whole group, work out: what the shared vision is; what potential projects would achieve it; and any unresolved differences.</li></ul>
5. Make action plans	<ul style="list-style-type: none"><li>• Self-selected action groups plan projects and publicly commit to their action.</li></ul>

Several features are designed to empower participants:

- The principle that people are the experts in their own lives. There are facilitators, but no other experts;
- The emphasis on self-management in small group work;
- The openness - everything is written up on flipcharts and displayed.

A future search is worth considering when:

- There are influential people within the sponsoring body (e.g. a local authority) who are prepared to support the idea strongly;
- There is (or there can be) a steering group of local people representing all parts of the community;
- There is plenty of time to prepare for the event - especially to recruit people;
- There are people with time to do the recruiting;
- There is a venue available with natural light, plenty of wall space and good acoustics.

## Case Study

Hitchin is a market town in Hertfordshire. A future search conference was chosen as a way of creating a 'Whole Settlement Strategy' that looked at the town as a whole. The conference took place in 1995 over two days at a school in the town. Sixty people came. It was followed by specialised focus groups to bring in the interest groups under-represented at the conference, such as disabled and ethnic minority groups.

A transportation plan is being prepared. A directory of social groups and facilities in the town has been compiled. A printer for use with the library computer has been obtained. A building for the Bancroft Youth Centre has been obtained and will undergo refurbishment. A one stop shop for local council services is operating from Brand Street. The Town Centre manager is in place, with an office in the town centre.

## Use

About 20 future search conferences have been held since NEF organised the first UK training in 1995. Most have been in local communities, with some in the health field.



## Resources

**People:** At least one facilitator is needed at the event, and a committed partnership group to plan and invite people beforehand.

**Venue:** A room large enough to hold 64 people in tables of eight, with room for presentations and plenty of wall space for displays.

**Budget:** The budgets for seven of the first future searches held in British communities ranged from £2,500 to £40,000. Most were in the £5-10,000 range.

## Support

### Contacts:

Perry Walker, Centre for Participation, NEF, Cinnamon House, 6-8 Cole Street, London SE1 4YH Tel: +44 (0)207 407 7447 Fax: +44 (0)207 407 6473 E-mail: [participation@neweconomics.org](mailto:participation@neweconomics.org)

SearchNet is a network of future search practitioners. SearchNet, Resources for Human Development Inc., 4333 Kelly Drive, Philadelphia, PA 19129 USA: Tel: +1 800 951 6333 Fax: +1 215 849 7360

E-mail: [fsn@futuresearch.net](mailto:fsn@futuresearch.net)

Web site: <http://www.searchnet.org>

### Publications etc.:

*Future Search*, Marvin Weisbord and Sandra Janoff; explains how to run an event. Available from NEF for £20 + £2 p&p.

The Centre for Participation' resource pack (£22 including p&p) includes a 13 page briefing on future search in Britain and a case study of a future search in Hitchin.

A ten minute video of a future search in Hucknall is available from Samantha Jones at Nottinghamshire County Council on 0115 977 3067.

### Training:

Contact the Centre for Participation for details of annual training and practitioners events.

# GUIDED VISUALISATION

- is the use of a script to take a group on an imaginary journey into the future.

**Guided visualisation** has several advantages. It can:

- be adapted and used with a variety of groups;
- be used with different sized groups;
- be easily recorded;
- fit into a limited time slot of an evening/half a day;
- access people's deepest hopes and dreams, which are not often shared with others;
- be used with large numbers, with enough facilitators and rooms;
- be done without using too many resources;
- be not too demanding of venues, although it is especially important to avoid interruptions during the visualisation;
- fit into a longer term programme to inspire action.

The following steps are based on the approach of Gloucestershire's Vision 21, which uses guided visualisation in a long term process.

## 1. Setting the scene

The facilitator sets participants at ease by outlining what is going to happen, and works with the group to agree group guidelines. These are: confidentiality; the need to be non-judgmental; and encouragement to people to listen to each other. Some time is spent on getting to know each other and discussing the current situation.

## 2. Where we are now

A brief mapping exercise on current concerns and trends is conducted.

## 3. The guided visualisation

The facilitator helps the group to relax and get comfortable, then reads a script that involves travelling forward into a year in the future. The facilitator then slowly talks the group through 'a day in your life', starting with waking up and finishing with going to bed. The day is kept as open to individual interpretation as possible, with the facilitators careful not to bring in their personal values or assumptions.

The facilitator reads slowly through the visualisation script, allowing enough time for people to build up their pictures of the future: this takes approximately 15 minutes. The facilitator then slowly brings participants back into the present time and checks that everyone has arrived back. Steps are taken to protect participants during the process, and help them prepare for effects afterwards, in case any are affected by the visualisation: e.g. by accessing usually hidden parts of their imaginations or only being able to see negative aspects of the future. They emphasise that it is positive visions that are being sought.

## 4. Describing and recording

Participants take time on their own to record their imagined visions. They then share their images of the future with first another person and then a small group, recording essential elements on post-it notes. These are displayed to help create a collective vision among the whole group.

## 5. Taking action

The facilitator helps participants to take the first steps towards realising their visions by becoming involved with a project.

### Case Study

Young people from youth groups throughout Gloucestershire were invited to spend a weekend in the Wye Valley with Vision 21 in late 1996. Forty people came, and used guided visualisation to envision a sustainable future. Once they had imagined their day in the future, they were asked to identify three 'balloons', or wishes, and three weights, or things that might prevent their desired future. They then looked at ways of overcoming these obstacles.

They presented their vision to Gloucestershire council officials, business leaders, etc. at a Youth Speak Out event. They have formed a county-wide young person's environment group, which is looking at various aspects of sustainability, providing a voice for young people, and engaging in practical conservation work.

## Use

The technique has been widely used, particularly in education and for developing a common vision around Local Agenda 21. Numbers have varied from small groups to 160, with several facilitators.

## Resources needed

**People:** The facilitator guiding the participants through the event should be experienced in facilitation and managing visualisation. It is important to have other experienced facilitators around as well.

**Venue:** A comfortable room with natural lighting, warm, spacious, inviting and quiet. Each small group needs its own room and facilitator.

**Budget:** Minimal apart from facilitators' time.

## Support

### Contacts:

Emily Kippax, Vision 21, 16 Portland Street, Cheltenham GL52 2PB

Tel: +44 (0)1452 425670 E-mail: [office@vision21.demon.co.uk](mailto:office@vision21.demon.co.uk)

Perry Walker, Centre for Participation, NEF, Cinnamon House, 6-8 Cole Street, London SE1 4YH Tel: +44 (0)207 407 7447

E-mail: [participation@neweconomics.org](mailto:participation@neweconomics.org)

Lancashire Global Education Centre, 37, St. Peter's Square, Preston

PR1 7BX Tel: +44 (0)1772 252299 E-mail: [1dec@gn.apc.org](mailto:1dec@gn.apc.org)

### Publications etc.:

The *Resource Pack* of the Centre for Participation (£22 including p&p) includes a fuller briefing on guided visualisation.

*Vision 21 Toolkit of Facilitation Skills*, price on request, and *Short Stories '96/'97*, the first annual folder of detailed project briefings on eight of Vision 21's Sustainable Action projects, £10. Details from Vision 21.

### Training:

The Facilitators Learning Network of Vision 21 regularly runs training for its facilitators in listening and communication skills. Contact Alison Parfitt, Facilitators Learning Network, 152 Hatherley Road, Cheltenham GL51 6EW Tel: +44 (0)1242 584982 E-mail: [alison.parfitt@virgin.net](mailto:alison.parfitt@virgin.net)

Lancashire Global Education Centre offers training throughout Britain, and can also provide trained facilitators or consultancy for events.

# IMAGINE

- understands and appreciates the best of the past as a basis for imagining what might be, and then creating it.

**Imagine** is based on 'Appreciative Inquiry' (AI). AI was developed by Suresh Srivastva and David Cooperrider in the mid-1970s, as a challenge to the problem-solving approach to the management of change. They felt that this approach was based on a view of human nature as a machine, with people like parts that could be fixed or replaced. They saw organisations as expressions of beauty and spirit - to be appreciated. The Imagine method was developed by a project called IMAGINE CHICAGO.

There are three phases:

## 1. Understand

Questions are chosen that will draw out the best of the past. Here are some of the questions used in 'IMAGINE CHICAGO', the example below:

- *Thinking back over your Chicago memories, what have been real high points for you as a citizen of the city?*
- *Why did these experiences mean so much to you?*
- *How would you describe the quality of life in Chicago today?*

The questions are put during interviews to people with a stake in the community or group concerned. The outcome of this phase is a set of stories about what works.

## 2. Imagine

The best of the past becomes a basis for what might be. Here are IMAGINE CHICAGO's questions about the future:

- *What changes in the city would you most like to see? What do you imagine your own role might be in helping to make this happen? Who could work with you?*
- *Close your eyes and 'imagine' Chicago as you most want it to be a generation from now. What is it like? What do you see and hear? What are you proudest of having accomplished?*
- *As you think back over this conversation, what images stand out for you as capturing your hopes for this city's future?*

The outcome of this phase is a set of 'provocative propositions' that challenge the status quo and stretch the notion of what is possible.

Each proposition describes an ideal future as if it were already happening. The steps needed to make each aspect of the ideal future a reality are designed and planned.

## 3. Co-create

Partnerships are formed between various organisations and interested individuals to take different projects forward. Examples in Chicago include a project between a museum and a school encouraging literacy, and between an art gallery and a local community association, resulting in interactive video installations about local issues and history on street corners.

### Case study

During 1991 and 1992, Bliss Browne, a priest and banker, planned a pilot that would:

- Discover what gives life to Chicago;
- Provide significant leadership opportunities for youth.

1993-94 saw both city-wide and community-based pilots. City-wide, 50 young people were recruited and trained as interviewers. They interviewed about 140 citizens, identified as 'Chicago Glue'. The interviews were then summarised for three public events.

Since 1995 the appreciative approach has been seeded, by forming partnerships, into over 100 community organisations, schools, communities of faith and cultural institutions. An example is the Urban Imagination Network. Six state schools and five Chicago museums are working to improve student reading comprehension.

## Use

Dozens of events have taken place in organisations such as Social Services departments of local authorities and housing associations. Community use in the UK is just beginning.

## Resources Needed

**People:** An outside facilitator can be helpful at the outset.

**Venue:** No special requirements.

**Budget:** Minimal, especially if there is no outside facilitator.

## Support

### Contacts:

Bliss W Browne, Imagine Chicago, 35 Wacker Drive Suite 1522, Chicago Ill 60601 USA Tel: +1 312 444-1913 E-mail: [bbrowne@teacher.depaul.edu](mailto:bbrowne@teacher.depaul.edu)  
Web site: [www.imaginechicago.org](http://www.imaginechicago.org)

The Appreciative Inquiry Group is co-ordinated by Anne Radford,  
303 Bankside Lofts, 65 Hopton Street, London SE1 9JL  
Tel: +44 (0)7000 077011 E-mail: [AnneLondon@aol.com](mailto:AnneLondon@aol.com)  
Contact Anne for details of the Appreciative Inquiry e-mail newsletter.

Julie Lewis, Centre for Participation, NEF, 6-8 Cole Street, London SE1 4YH Tel: +44 (0)207 407 744 E-mail: [participation@neweconomics.org](mailto:participation@neweconomics.org) - for details of Imagine Waterloo.

### Publications etc.:

*The Thin Book of Appreciative Inquiry*, Sue Hammond, £9 including p&p, available from Anne Radford.

Imagine Chicago publish a pack: details from Bliss Browne.

*Locating the Energy for Change: An Introduction to Appreciative Inquiry*, Charles Elliott, ISBN 1-895536-15-4, IISD, \$15 including p&p [info@iisd.ca](mailto:info@iisd.ca)  
or Fax: +1 204 958 7700

*Strategic Planning for Churches: an Appreciative Approach*, Charles Elliott, ISBN 1-88-562-29-4: published by Christian Ministry Resources, PO Box 1098, Matthews, N. Carolina, 28106 USA. Also a training manual.

### Training:

Members of the Appreciative Inquiry group conduct training; details from Anne Radford above.

# THE LOCAL SUSTAINABILITY MODEL

- is a way for a community to assess its present position and test the likely effects of projects.

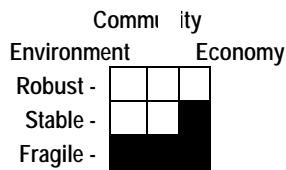
The **Local Sustainability Model** consists of a simple three by three matrix. The columns represent the three components of sustainability:

- The natural environment;
- The community and its culture;
- The economy.

The rows represent various states of these components:

- Robust - little affected by external events
- Stable - locally well-founded but subject to external 'shocks';
- Fragile - locally at risk and likely to external effects.

The diagram below shows a situation where the environment and community are considered fragile but the local economy is stable:



It is up to local people to define:

1. What makes up each component, e.g.:

	Environment	Community	Economy
Quality	Water Air Soil	Health Education Crime	Resources Wealth Retention
Diversity	Flora Fauna Habitats	Culture Facilities Skills	Intertrading Activities Infrastructure

2. What indicators to use to measure each of these elements;
3. What 'Robust', 'Stable' and 'Fragile' mean in their community.

The current state of affairs can then be defined and possible projects assessed through their effects on the model. This is best done in groups of no more than seven people. Participants assess the likely performance of a project against the three columns in terms of the effect on quality and diversity. Effects are divided into those which:

- (a) Cause a component to improve or deteriorate in its current state;
- (b) Create the preconditions for change to another state;
- (c) Will by themselves cause the component to change to another state.

Each group assigns either (a), (b) or (c) to each column, with a plus or minus sign to show whether it is improving or deteriorating. They look at trade-offs between columns. Together, teams discuss results and agree a common assessment of the proposal. This quantitative approach avoids the pitfalls of arbitrary scoring and encourages discussion.

## Use

Used so far by one major rural partnership in Scotland and as a training tool for officers responsible for Local Agenda 21 in several councils around the UK.

## Case study

Highland Perthshire Community Partnership (HPCP) comprises representatives of 19 local voluntary organisations which work together on economic, environmental and community development. It was set up in response to a Scottish Office initiative encouraging the formation of local rural Partnerships to address rural disadvantage. With members coming from diverse backgrounds and sectoral interests, using the simple framework of the Local Sustainability Model has enabled the diverse members of the partnership to have a common language.

The HPCP first used the model to identify a consensus view of the current state of the local area in terms of its economy, environment and community. This is the baseline against which future progress can be measured. The model is then used to assess the likely impacts of proposed projects of both HPCP and the individual partner organisations. HPCP is currently using the model to analyse itself, and provide direction for its own future.

## Resources needed

**People:** A facilitator is needed at the outset.

**Venue:** Depends on numbers.

**Budget:** To cover facilitation and training.

## Support

### Contacts:

Drew Mackie, 10 Winton Grove, Edinburgh EH10 7AS

Tel/Fax: +44 (0)131 445 5930 E-mail: drewmackie@m2ud.com

### Publications:

*The Sustain Game - Proceedings of the 25th Conference of the International Simulation and Gaming Association (ISAGA)*, University of Michigan, 1993. Details from Drew Mackie.

### Training:

There are training resources in the form of various games. The first of these is a simple board game which introduces people to the concept and allows them to test hypothetical projects against a randomly generated base position. Liverpool University is building a computer version of this for use in schools. Another game is used to generate scenarios in team building sessions. These games are used to help communities to reach a stage where they feel comfortable with the model and capable of using it to describe their local situation and test possible project ideas. Contact Drew Mackie for further details.

## OPEN SPACE

- is an intensely democratic framework which enables an unlimited number of participants to create their own programme of discussions around a central theme. It is particularly effective in generating high-energy participation, learning and commitment to action.

**Open Space** is extremely flexible and needs minimal organisation. It can cater for almost any number of people, and usually lasts between one and three days.

Open Space works particularly well when:

- there is an urgent issue needing quick action;
- large and diverse groups are involved;
- there are complex and potentially conflicting issues.

Open Space is unsuitable when:

- the course of action has already been decided on;
- someone wants to control the meeting or event;
- there is inadequate follow-through after an event.

Everyone starts in a circle - 'the fundamental geometry of human communication' - and is invited to identify issues that they are passionate about, and willing to take responsibility for. They write each of their issues on a sheet of paper and sign their name. Saying 'My issue is.... my name is....', each person announces the topic on which they want to convene a workshop session and sticks their sheet of paper on the wall with a post-it note from a prepared matrix of times and spaces available for the workshops. This continues until all the topics (sometimes over 150!) have been announced. Everyone then gathers around the wall, and signs up for whichever topics they wish to discuss.

The sessions take place. The results are recorded, and sometimes fed into a computer. There is a final plenary, also in a circle. With events lasting more than one day, the whole group get together at the start and close of each day, recreating a sense of community and providing a forum for news and announcements. The report of all the sessions is available as participants leave, or soon after.

'Open Space runs on passion bounded by responsibility'. Action is created by the those who really care about a topic coming together and taking responsibility for tackling it. Groups naturally form across more formal boundaries, and frequently wish to continue working together after Open Space events. A specific action planning process can follow.

The fundamental principles of Open Space are:

- Whoever comes are the right people. (Participation is voluntary);
- Whenever it starts is the right time. (Be relaxed about time);
- When it's over it's over. (If there's no more to say, move on);
- Whatever happens is the only thing that could happen. (Let go of your expectations);
- *The Law of Two Feet*: If you are in a situation where you are neither learning nor contributing, it is your responsibility to go elsewhere.

### Case study

The Local Government Management Board (LGMB) runs an annual Forum for the environment co-ordinators of all the UK local authorities. A request for fewer 'lectures', more networking and more say in what happens, led to a dramatic change in the seventh year of the Forum - to the Open Space format. On the theme of *The issues & opportunities for achieving Sustainable Development using LA21 processes in 21st century Britain*, an agenda of 52 sessions was created, and 44 workshops run by the 250 participants.

A form of Vision Fair (see the Choices entry for a brief description) was added to the final stages of the day, to identify priorities from the 96 workshop recommendations, and for people to sign-up for further conversations and action. The enthusiasm and commitment generated by the Open Space format resulted in a 120 page report full of action points to be taken forward after the event - the report was delivered to everyone the next day.

## Use

Open Space has been used in the Health Service, universities, the LGMB and many boroughs running Local Agenda 21 (LA21) events.



World-wide, there have been tens of thousands of events, e.g. in townships in South Africa and the US Forest Service. Events work well with numbers from five up to over a thousand people.

## Resources needed

**People:** One facilitator is all that is necessary - even for events of several hundred people or more. It *is* possible to pick up a book on Open Space, and to run an event. However, the *nature* of the facilitation is crucial to the success of the event: the hands-off approach needs the right kind of temperament, and benefits from experience. In practical terms the facilitator guides the opening and closing sessions, explaining the procedure and the guiding principles, and then stands back as far as is possible.

**Venue:** A space large enough to hold everyone in a circle, plus, ideally, smaller spaces for the discussion groups.

**Budget:** The usual costs for an Open Space are confined to the venue and any refreshments that may be necessary, plus minimal stationery (A4 paper, large marker pens, post-it notes, flip chart paper, and masking tape), and possibly a facilitator fee.

## Support

### Contacts:

The main UK contact is Romy Shovelton, Director, Wikima,  
23, Leamington Road Villas, London W11 1HS Tel/Fax: +44 (0)207 229 7320  
E-mail: romys@compuserve.com

### Publications etc.:

Books on Open Space by Harrison Owen, are available from Wikima. They include *Open Space Technology: A User's Guide* and *Expanding Our Now, The Story of Open Space* price £17.99 (+ p&p).

Wikima also has details of videos showing Open Space in action - for example, *Discerning the Spirit - Envisioning our Future*, at £30.

### Training:

Harrison Owen and Romy Shovelton have run three-day events in 1996 and 1997. Contact Romy Shovelton for details of future events (from one to three days) and general training in public participation principles, practice and techniques, in which she includes Open Space.

## PARISH MAPS

- encourage people to come together to explore and express what they value in their place and take an active part in its care and development.

**Parish Maps** with the most profound social and environmental impact are initiated by local people themselves. (Many are driven by women, who find all kinds of skills and courage in the process.) However, many good Maps have been generated by a local authority or other outreach person, where the idea has been sensitively promoted and supported.

The starting point is anything to do with place and people's relationship with it. This could be nature, history, food, traditions, literature, buildings, legends, photography, community activity, or confrontation. The central question is: what do you value in your place? This makes anyone and everyone an expert, since no one else can tell you what is important to you.

All that a Parish Map needs to work is a group that wants to have a go. A group of almost any size can set out to make a Map. They make their own rules and set their own pace. People can participate by:

- gathering information; and
- making the Map itself.

Both these activities can take many forms. The group is encouraged to adapt to the people who want to be involved and to keep trying to draw new people in, for example by making the map in a public place, or by having a regular meeting time so that people can drop in. Groups are encouraged to be open and welcoming, but not to worry if not everyone wants to be involved, especially straight away. Some people will only be interested once the Map is completed and displayed.

The map itself should express what the mappers have found out. Maps have been sewn, woven, knitted, printed, drawn, painted, filmed, animated, performed and written.

Parish Maps can result in increased level of community awareness. This can be the inspiration for many new initiatives. For example,

*'Not surprisingly, the Map has not changed everyone's idea of whether or not Barrow is a great place to live. At least one family were disappointed by the lack of photographs of old and beautiful Barrow. But is it a coincidence that for the first time we held an official switching on ceremony of the Christmas lights with community carol singing?*

*Is it a coincidence that we are staging a village pantomime? That we are negotiating to buy an old forge and so bring it into the public domain? That a group of individuals were motivated enough to enter the Better Towns competition? ... Our map created, perhaps, a little hiatus into which a sense of pride and purpose can creep before we spill over the edge of the next millennium.'*

Helen Sadler, Barrow on Soar

### Case study

In Aveton Gifford, Devon, local people created a Parish Map to help them re-discover their place after the by-pass had been built. They formed many working groups to gather information and views on different topics, and walk, talk and share their findings, before coming together to decide what to include. Mappers explored everything from the 'ghostly giggles' of the haunted barn to the manhole covers and lichens. Local artist Mike Glanville made the map, which includes a pictorial view, historical events, and current community activities.

The map was printed and paid for by South Hams District Council, and has sold well. It has been the start of a growing interest in the parish. The group continues to meet and is now working on the restoration of the Pump House in the centre of the village, and two walks leaflets have been produced to enable people to 'walk the map' themselves. Local food specialities, beer and traditions of beating the bounds have been revived.

From 'Parish Maps', a leaflet published by Common Ground

### Use

Common Ground stopped counting numbers of initiatives in 1989, by which time some 2,000 Parish Maps had been made. Hundreds were started in 1996 as a result of a series of exhibitions held around the country. Numbers of people involved can range from a core group of four to ten, to hundreds of people.

## Resources Needed

**People:** No facilitators are needed, but some groups have raised money for an arts or environment worker to act as 'choreographer' and to impart or share skills. Help may be sought from professionals such as archaeologists and planners, but it should be on the mapping group's own terms.

**Venue:** Two types of venue are needed; somewhere to meet and somewhere to display the map - permanently.

**Budget:** Ranges from virtually nothing to a few hundred pounds.

## Support

### Contacts:

Common Ground, Seven Dials Warehouse, 44 Earlham Street, London WC2H 9LA, Tel: +44 (0)207 267 2144 Fax: +44 (0)207 836 5741

E-mail: Sue.Clifford@commonground.org.uk

Common Ground keep lists of mappers and of supportive people in various organisations for new groups to make contact with. These lists cover England, plus a few contacts in Scotland, Wales and overseas.

### Publications:

Common Ground publications include:

*From place to PLACE: maps and Parish Maps*, 1996, £10 + £1.25 p&p;

*Parish Maps*, 24 page pamphlet, 1996, £2.50 inc. p&p;

*Parish Maps*, slide pack, 1996, £30 to buy, £12/week to hire;

*Parish Maps* leaflet, single copies free with sae, £1.00 for 10.

### Training:

Common Ground offer lectures and workshops and have an exhibition for hire.

## PARTICIPATORY APPRAISAL (PA)

- is a set of methodology that encourages learning and interaction. Many of the methods are visual.

**Participatory Appraisal (PA)** is a methodology that creates a cycle of gathering data, reflection and learning - and hence action. Ideally, each group of participants moves through the various stages, first looking at their perceptions of the current situation, then identifying barriers or gaps and proposing solutions or areas for change. Normally, sessions are undertaken by groups of peers, with people choosing to participate and deciding their own level of participation.

PA is highly flexible. It can be used both with small groups and with whole communities. It can be used wherever people are to be found: in their homes, in pubs, at shop corners and so on. It does not depend on people coming together for meetings.

The methods used are highly visual, which means that they:

- overcome potential literacy problems;
- provide a focus for a discussion while an issue is discussed;
- can simplify complex issues;
- can be modified and extended;
- stimulate people's memory.

Here are some of the methods. The first four examples come from the case study opposite: the rest are from work by the Groundwork Trust of Merthyr and Rhondda Cynon Taff on an estate called Gellideg:

1. Brainstorms - e.g. people were asked to write down anything which they would associate with drugs;
2. Diagrams - e.g. some younger participants were asked to draw a picture about 'drugs', which showed their different perceptions and interpretations;
3. Causal Impact Diagrams - e.g. to look at the causes and effects of drugs;
4. Ranking - e.g. to prioritise suggestions in terms of impact and ease of implementation;
5. Timelines - e.g. to identify the key events that have shaped the estate, as seen by people of different ages;
6. Community mapping - e.g. to provide a focal point for compiling a profile of issues. Stickers of different colours were used to mark: likes; dislikes; and proposed changes;
7. Venn diagrams - e.g. used to identify perceptions of the key institutions working on Gellideg.

PA has evolved rapidly and continues to do so. Most applications help groups to decide their priorities for action. One example is known as Participatory Appraisal of Needs and the Development of Action (PANDA).

### Case study

'Addressing the myths: a community appraisal of drug issues in Withernsea' took place between January and May 1997, initiated by local people. The project worker was helped by members of the Hull and East Yorkshire Participatory Appraisal Network. They worked with groups of young people, adults and workers to:

- identify gaps in knowledge about drugs and drug-related services;
- address common misconceptions through the sharing of information;
- explore barriers to accessing information and services and ways of overcoming those barriers;
- disseminate the findings to local people, workers and local authorities.

Initially the workers met with community groups, who suggested other contacts, who in turn suggested others. Participants were also reached in the street, in cafes, in youth centres, in a leisure centre and at their places of work. Participants were assured that whatever they said would be reported anonymously.

Addressing the Myths provided an opportunity for more relevant community based solutions.

## Use

PA emerged as Participatory Rural Appraisal (PRA) and Participatory Learning and Action (PLA) in the southern hemisphere in the mid-1980s. It is now spreading rapidly to the industrialised countries. There have, for example, been over 50 PA events in Scotland alone.

## Resources needed

**People:** Facilitators experienced in PA are essential. They may be neutrals or from the community concerned.

**Budget:** Will depend on the length of the process.

## Support

### Contacts:

Jules Pretty, Centre for Environment and Society, John Taylor Labs, University of Essex, Colchester CO4 3SQ Tel: +44 (0)1206 873323  
E-mail: [jpretty@essex.ac.uk](mailto:jpretty@essex.ac.uk)

Andy Inglis and Susan Guy, Scottish Participatory Initiatives(SPI), 3 Queen Charlotte Lane, Edinburgh EH6 6AY Tel: +44 (0)131 555 0950  
Fax: +44 (0)131 553 0340 E-mail: [101234.2170@compuserve.com](mailto:101234.2170@compuserve.com)

Paul Mincher, IIED Resource Centre for Participatory Learning and Action 3 Endsleigh Street, London WC1H 0DD Tel: +44 (0)207 388 2117  
E-mail: [paul.mincher@iied.org](mailto:paul.mincher@iied.org)

Vaghadia Jas, John Gaventa or Patta Scott-Villiers, Institute for Development Studies, University of Sussex, Falmer, Brighton BN1 9RE  
Tel: +44 (0)1273 678 436 E-mail: [jasv@ids.ac.uk](mailto:jasv@ids.ac.uk) Website: <http://www.ids.ac>

Hull and E. Yorkshire Participatory Appraisal Network, Community Focus, Hull Education Centre, Coronation Road North, Hull HU5 5RI  
Tel: +44 (0)1482 616616 E-mail: [PRANET.comfocus@tinyonline.co.uk](mailto:PRANET.comfocus@tinyonline.co.uk)

Leroy White, South Bank University, London SE1 0AA  
Tel: +44 (0)207 815 8468 E-mail: [whitel@sbu.ac.uk](mailto:whitel@sbu.ac.uk) (For PANDA manual)

### Publications:

Contact IIED and IDS for details of their publications and resource centres.

### Training:

For training for individuals contact IDS or IIED. For training packages designed and delivered for specific purposes and/or single organisations contact SPI, Edinburgh.

# PARTICIPATORY STRATEGIC PLANNING

- enables a group to come to a shared vision of its desired future, and to create a detailed participant-owned plan of action.

**Participatory Strategic Planning** is one application of the group facilitation methods developed by the Institute of Cultural Affairs (ICA), known collectively as the Technology of Participation (ToP). The process typically involves 15-50 people. Participants should be those who intend to implement the resulting plan.

The standard Participatory Strategic Planning process involves four half-day sessions. Each session uses a basic ToP Workshop process, which involves **brainstorming** to generate ideas, **organising** to explore the ideas and new insights that emerge, and **naming** to discern the consensus of the group. Each Workshop involves a combination of working individually, in small groups and with the whole group together. The four sessions are:

## 1. Practical Vision

The Practical Vision is what the group would like to see in place in 3-5 years' time. This workshop is often preceded by a visualisation exercise.

## 2. Underlying Contradictions

The Underlying Contradictions are the obstacles or issues preventing the realisation of the vision. What issues or blocks must be dealt with if the vision is to be realised?

## 3. Strategic Directions

The Strategic Directions are innovative courses of action that the group can take to deal with the underlying contradictions and move it toward realising its vision.

## 4. Implementation Plan

The Implementation Plan is a set of practical actions that will initiate the group's journey from where it is to where it wants to be. It is a clear outline of what is to be done, why, how, when and by whom.

Participants begin to think of specific actions they can take to establish their strategies - and decide to commit themselves to taking them. First, the group names its anticipated major accomplishments for the first twelve months. These are SMART - Specific, Measurable, Action-oriented, Realistic and Time-bound. Then, participants create working teams, assign tasks, create calendars and designate leadership roles and responsibilities. The outcome is a 90-day action plan that begins 'on Monday morning'.

## Use

### Case study

Garfield, in Pheonix Arizona, USA, is a neighbourhood with a strong residents association. They persuaded the Department of Justice to finance a strategic plan for the area. In June 1997, 50 residents came together in the school cafeteria for a Participatory Strategic Planning process facilitated by the Institute of Cultural Affairs (USA).

The day started with reviewing the past, then establishing a common vision for the community in the year 2000. After a shared lunch, groups from each sector discussed their strengths and the obstacles they would face, and proposed five concrete actions. Back in the full group, actions were grouped, action teams formed, and a 90 day implementation plan created.

On being asked the significance of the day for them, participants' responses included - 'a renewed beginning', 'hope for a better standard of living for everybody' and 'we experienced enthusiastic, important co-operation toward major goals'.

At the first quarterly follow-up session held on September 13th, participants identified their accomplishments of the first three months, including a new law enforcement committee, a grant proposal-writing workshop, a clean-up and tree-planting day and a health fair covered by TV news.

ICA has 30+ years of working with communities and organisations world-wide. ICA UK is now again working with local community groups in Britain after some years focusing mainly on its overseas partnerships.

The techniques are often used with groups of up to 50 people, although they can be modified to accommodate many more.

## Resources needed

**People:** The role of the facilitator is central. It is helpful for facilitators to work in pairs, or larger teams for larger and more complex events.

**Venue:** Should comfortably accommodate the participants in such a way that they can see and hear each other and the facilitator clearly, with good lighting and acoustics. A large, flat area of wall-space is best for organising participants' ideas, written on cards.

**Budget:** Design and facilitation by a team of two trained facilitators might cost around £1 - 2,000.

## Support

### Contacts:

The Institute of Cultural Affairs, 19 Lansdowne House, Manchester M20 6UJ Tel/Fax: +44 (0)161 448 249 E-mail: [icauk@gn.apc.org](mailto:icauk@gn.apc.org) Web site: <http://www.icaworld.org/uk/>

### Publications:

Various available from ICA, including the 'text book' of ToP methods, *Winning through Participation*, Laura Spencer; and the *Beyond Prince & Merchant: Citizens Participating in the Rise of Civil Society* edited for ICA International by John Burbidge.

### Training:

ICA offers a series of 2-day facilitation training courses around the UK, including: Group Facilitation Methods (presents the Discussion Method and Workshop Method), Applied Group Facilitation Methods (presents the Action Planning Method and applications design process), Participatory Strategic Planning, Toward a Philosophy of Participation, the art of Facilitation and Technologies of Conciliation. ICA also offers customised facilitation and facilitation training.

# PARTICIPATORY THEATRE

- uses physical movement and creativity to explore people's own experience. This helps release the blocks that frustrate us and leads on to a common vision.

**Participatory Theatre** has worked particularly well with people who are alienated by more formal or verbal participation methods. Projects often start with workshops for a specific group of people, and may go on to involve the public through events in a range of settings.

## 1. *Image theatre*

Participants use a series of exercises to develop images and tableaux. For example, someone may use the bodies of her fellow participants to 'sculpt' the current position she is in, her desired future and the transition path between the two.

Here is a recipe for an Image Theatre session:

**Games:** To create an atmosphere where it is enjoyable and easy to find a voice and a vision.

**Exercises:** The simple creation of tableaux on all kinds of familiar subjects (the local pub, my 18th birthday, if I won the lottery, etc.). This helps participants both to learn to create images and to read their multiple meanings.

**Image of Transition:** First, images are formed of the current situation. Secondly, fantasising all kinds of ideal possibilities for the community - always in the shape of concrete images made from and by the people who have the fantasies. Thirdly, images are formed of steps that might bring these ideals closer. This is a 'rehearsal for reality'. Having acted out or seen acted out possible solutions, participants feel more confident about applying similar methods in real life, and realistic plans can be made for achievable action.

**Animation:** The images which seem the most alive are animated and explored. For example, participants take turns to enter a tableau where they take over a meeting, to feel what it would be like. This gives them a sense of what taking a greater part in a 'real' meeting might be like. This also makes action seem achievable.

**Closing ceremony:** Celebration, taking stock, next steps.

## 2. *Forum theatre*

The players first perform a 10-15 minute play showing a protagonist trying to achieve a goal and failing. The play is then repeated. Members of the audience are invited to gauge whether the protagonist could at any point have behaved differently, with a better outcome. They are further invited to come onto the stage, replace the actor and try out their idea. It is usually evident very quickly whether or not that strategy for change works. The aim is to stimulate as many people as possible to try out ideas. The Brazilian theatre director, Augusto Boal, who developed these forms of 'theatre of the oppressed', calls the audience in Forum Theatre 'spectactors', reflecting the fact that they don't just sit and watch.



## Case Study

Cardboard Citizens is a homeless people's theatre company which produces Forum Theatre pieces, playing mainly in homeless venues and schools. The plays address issues around homelessness, including everything from resettlement to abuse. The work is about understanding the complexity of the oppressions people find themselves confronted with, and identifying opportunities and mechanisms for change, both for individuals and for society.

The company started life as a project of London Bubble Theatre in 1991. A number of user-friendly outreach workshops were organised in hostels and day centres around London; people who enjoyed them came together and devised a couple of shows which again toured before becoming Cardboard Citizens.

Six years later, the company is independent, and members, who are or have been homeless, receive an Equity wage for their work. Current projects include the exploration of a homeless people's cultural centre with a major housing association.

## Use

The techniques have been used to explore issues of conflict or exploitation ranging from prisons, community care, and sectarian divisions in Northern Ireland to the environment. They are widely used in education to address issues such as bullying in schools.

## Resources needed

**People:** Someone trained in the theatre technique chosen can work with a group of local people to develop drama skills and create the event.

**Venue:** Rehearsal space may be needed, Performing in a street or in a park saves hiring a hall!

**Budget:** Needs to cover a theatre practitioner; venues; and community members forming a theatre group.

## Support

### Contacts:

Perry Walker, Centre for Participation, NEF, Cinnamon House,  
6-8 Cole Street, London SE1 4YH Tel: +44 (0)207 407 7447  
Fax: +44 (0)207 407 6473 E-mail: participation@neweconomics.org  
For details of British practitioners.

Adrian Jackson, Cardboard Citizens, 146 Mare Street, London E8 3SG  
Tel: +44 (0)208 533 4466 Fax: +44 (0)208 533 4477  
E-mail: Ajackson@aol.com

Adrian Jackson, London Bubble Theatre Company, 5, Elephant Lane, London, SE16 4JD Tel: +44 (0)207 237 4434 Fax: +44 (0)207 231 2366

### Publications etc.:

*Games for Actors and Non-actors*, Augusto Boal, Routledge, £10.95 (accessible, full of practical approaches to forum and image theatre).

*Techniques of the Theatre of the Oppressed: A User's Directory*, Peter Harrop ed., available from Peter Harrop, University College, Bretton Hall, Smyth Street, Wakefield WF1 1ED, UK £5, overseas £7.

There is a video of a Channel 4 Documentary about Cardboard Citizens, available from the company for £20 including p&p, or £12 to hire.

### Training:

London Bubble run training events on the Theatre of the Oppressed, some with Boal himself: contact Adrian Jackson for details.

## PLANNING FOR REAL

- is an eye-catching, hands-on method which people use to sort out what needs to be done to improve their neighbourhood.

Using the 'Planning for Real' process, a large 3D model of the neighbourhood is made and used by the people who live there to *show* their needs in a non-confrontational way.

Local schools and local groups help to make the model. This model is taken around to different venues to raise awareness. Interest can also be created through resident-led surveys to identify local resources of skills and experience.

The model is used at open meetings, which are held at places, and times, suited to the community, e.g. 'women only' consultations in Muslim communities or events to attract young people. The suggestion cards and the publicity materials can be translated into locally used languages.

At the 'Planning for Real' exercise lots of illustrated suggestion cards are available, covering community facilities, crime and safety, the local environment, health, housing, leisure, traffic and transport, work, training and the local economy. Blank cards are also available for people to make their own suggestions.

The use of a model, on which participants place their suggestion cards, ensures that full participation can be achieved. A model is much more easily understood than a map; using suggestion cards means that ideas can be put forward without needing to be articulate or self-confident; the pictures on the suggestion cards assist those with poor literacy skills and those whose first language is not English; and the method appeals to people of all ages.

This can be followed up by group meetings with the community to sort out and prioritise the suggestions so that a profile of community needs can be drawn up. When used fully, 'Planning for Real' is a complete process of community involvement containing many of the elements needed to facilitate effective capacity building in local communities. It can be applied to anything from usage of a small patch of land to strategic planning; from design of play facilities to examining health care options; from safety issues to developing a Local Agenda 21 strategy.

### Case study

'Planning for Real' was recently the centrepiece of two years of community involvement on an East London estate. The estate, with a population of approximately 1000, has a wide mix of age range, and unemployment of over 19%. Resident morale was low, and it had a reputation of high racial tension. A 3D model was made by children in the two schools on the estate and several 'Planning for Real' events took place. During these events the community registered many problems, ideas and suggestions over numerous issues concerning the regeneration of their estate.

There were a number of almost immediate developments: a residents' action group was formed, the local bus company undertook to restore a bus route through the estate, and a youth workers' group was formed to co-ordinate all youth provision on the estate. Utilising small grants offered through the project, a number of voluntary resident-led mini projects were set up including an after-school club, parents and toddlers group and a sewing class. Residents are now involved in the consultation process for the next round of SRB bids.

### Use

Many 'Planning for Real' events have been held in Britain. It has also been used with great success both within Europe and world-wide.

## Resources needed

**People:** A 'Planning for Real' exercise works best when facilitated by someone experienced in the use of 'Planning for Real'. At 'Planning for Real' events, 'experts', e.g. local authority officers from planning, housing, etc.; local police; and representatives of other statutory authorities may be invited - but are there only to advise if requested.

**Venue:** Large enough to hold the model, and have people walk round it. The size of the model varies depending on the size of the area being shown, and the scale used, but on average could be 16' by 8'.

**Budget:** Generally between £500, which would cover the cost of materials and venue, and £15,000, which would cover the costs of a fully trained facilitator for 2-3 months prior to the event, during the exercise and at the follow-up prioritising meetings.

**Other:** A 'Planning for Real' pack.

## Support

### Contacts:

The Neighbourhood Initiatives Foundation (NIF), The Poplars, Lightmoor, Telford, TF4 3QN Tel: +44 (0)1952 590777 Reg. Charity No.1064179 E-mail: [nif@cablenet.co.uk](mailto:nif@cablenet.co.uk) Website: [www.nif.co.uk](http://www.nif.co.uk)

### Publications:

The '*Planning for Real*' pack, which includes a handbook on running a 'Planning for Real' exercise, costs £26.25 including p&p. A 17 minute video on 'Planning for Real' is also available costing £7 including p&p. Both are available from NIF.

### Training:

The Neighbourhood Initiatives Foundation runs a regular two day course on 'Planning for Real', and can also provide in-house training.

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

## ROUND TABLE WORKSHOPS

- involve the key players in an area in generating a vision and strategy over a relatively short time as part of a longer term initiative to bring about regeneration.

The **Round Table** method brings people together to discuss local issues of shared concern, and brainstorm ideas for action, in a manner that allows maximum participation. A workshop can be as short as half a day, but ideally forms part of a series spread over a month or so, with the outcomes of each feeding into the next.

Workshops aim to build relationships between different groups and sectors; participants are targeted from the local authority, business and the community. Movers and shakers in local networks and organisations are identified beforehand; invitations are followed up to ensure key figures attend, so that the conclusions have the authority needed to change priorities. Each workshop can have a single theme, e.g. making the most of people; or several themes as part of a strategy, e.g. revitalising a town centre, comprising accessibility, amenities, etc.

Participants, who have often been briefed in advance, are seated in a single room at individual tables of 7 to 10. Round tables are used to avoid hierarchies of head and foot, etc. Tables are allocated according to 'maximum mix' - each table may have an issue or topic in which participants have an interest, while coming from different sectors and organisations. This ensures people meet new faces and cross boundaries.

The event begins with a brief introduction setting the context and aims of the event, which has three main stages:

### 1. Specialist presentations (maximum one hour)

These provide technical information, along with case studies and lessons from elsewhere, to help generate ideas and new approaches.

### 2. Round table discussions (one and a half hours)

Brainstorm issues or themes. Participants write down any ideas on post-its, which are grouped by the reporter on a flip chart sheet, ensuring that every comment is recorded in the participant's own words, rather than paraphrased by the reporter.

### 3. Report back from the groups (one hour)

Discussion and questions may follow before a short concluding session. The outcomes are usually worked into a draft for comment by participants and others.

## Case Study

Vision for Leeds is probably the most extensive process organised by any local authority to help build agreement on priorities for the city as a whole. It stemmed from an invitation to develop a City Pride Prospectus and the decision to link this with the Local Agenda 21 process. The Vision was developed through the Leeds Initiative, which brings together the local authority with partners such as the Chamber of Commerce and the universities. URBED was engaged to prepare briefing papers and facilitate the process. A series of six events was planned beginning with an initial symposium in spring 1997 under the theme of 'Leeds: A Great European City?' Trends reviews were prepared on four key themes and these were sent in advance to participants in the symposium. The series of half-day workshops took place over a period of two months. Over 500 people took part representing nearly 300 organisations and groups.

The symposium generated a series of ideas for action projects, including Leeds as a city for youth and Leeds playing a European role as a highly accessible city. These were written up and developed in a series of workshops which each focused on one of the themes. They were fed into the unity perspective workshop which was also organised to present the views of distinct groups such as young people, women, the disabled, ethnic minorities and small businesses. The ideas fed directly into the council's strategy for the city.

## Use

There have been around fifteen events in Britain. Participants can number from 30 to 100 for each workshop, and a series enables many more people to participate (up to 500).

## Resources needed

**People:** Consultants are generally used for initial organisation and briefing. The events need to be chaired and wrapped up by people who command general respect. Each table ideally has a convenor who belongs to the organising group/consultants, and a reporter who should be a key figure in the community. Specialist contributors are chosen to bring relevant experience from similar places elsewhere (preferably using pictures as well as words) and to stimulate creative thinking.

**Venue:** The venue should ideally be on neutral ground (for example, 'at arm's length' from the council even if they are the organiser). Seating should be in a single large room around tables. The tables need to be spaced so that discussion is not disturbed.

**Budget:** From £3 - 5,000 per event and £10 - 20,000 for a series of events.

## Support

### Contact:

Dr. Nicholas Falk at URBED (Urban and Economic Development Group),  
19 Store Street, London WC1E 7DH Tel: +44 (0)207 436 8050  
Fax: +44 (0)207 436 8083

URBED is a not-for-profit consultancy and training group that has for twenty years worked with communities to regenerate run-down areas and promote local economic development.

### Publications:

*Town Centre Partnerships*, URBED (HMSO) £23.00. URBED can supply copies of other reports involving round tables.

# SOCIAL AUDITING

- is a way of measuring, understanding, reporting and ultimately improving an organisation's social and ethical performance.

**Social Auditing** is used by organisations which realise that they will only continue to prosper if they satisfy the aspirations of their stakeholders. These include employees and volunteers, governments, funders, suppliers, customers, investors, local communities, environment and public interest groups. They are increasingly recognising the need to measure, track and report on their social and ethical performance.

The social audit process is not a 'one-off' exercise but a regular cyclical process. This identifies whether the organisation's performance has improved over time in relation to its own objectives, the objectives of its stakeholder and broader social norms.

The audit cycle:



diagram from  
The Values Report 1997, The Body Shop International

There are four 'building blocks' used in the social audit method:

## 1. Stakeholder Dialogue

Stakeholders are those individuals and organisations who can affect and are affected by an organisation's activities. The dialogue draws together the values, issues and indicators relevant to stakeholders in a language that is meaningful, consistent and useful for decision-making. This is done through focus groups, interviews and questionnaires.

## 2. Indicators and Benchmarks

Indicators (both quantitative and qualitative) of performance are generated. They should where possible be benchmarked against comparable organisations, compared with previous years, against relevant social norms and against procedures and policies.

## 3. External Verification

External verification ensures legitimacy by ensuring that the views of the stakeholders are secured within the accounting process.

## 4. Communication

The results need to be published in an accessible form.

## Case Study

One example of social auditing is with the non-governmental organisation the Irish Fair Trade Network (IFTN). IFTN promotes the buying of fair trade products by consumers in Ireland so as to better the economic and social position of producer groups in Southern countries. They undertook a social audit process as a way of understanding their impact and the difficulties they face in trying to achieve their mission and objectives.

This was done through a dialogue process with four of their stakeholders: funders, supporters, staff, and organisations, where the different groups defined the questions upon which the assessment was based. IFTN is a small organisation, and for them this was their first step towards a more meaningful dialogue with a wider group of stakeholders. In the future they hope to broaden out the dialogue with producer groups in the South and consumers in the North.

## Use

There is an increasing interest from a wide body of organisations in the practice of social auditing. These include the Co-operative Wholesale Society, Black Country Housing Association, the Institute for Development Policy and Management, and Respond! Industrial Mission. Social Auditing is used in Southern countries with Participatory Appraisal methods.

## Resources Needed

**People:** It is vital to have commitment at a senior level within the organisation. A full social audit requires an external verifier as well as significant time inputs from an internal social audit person or team.

**Budget:** Varies with the scope of the audit and the level of verification.

## Support

### Contacts:

New Economics Foundation, Cinnamon House, 6-8 Cole Street, London SE1 4YH Tel: +44 (0)207 407 7447 Fax: +44 (0)207 407 6473  
E-mail: social.audit@neweconomics.org

Institute of Social and Ethical AccountAbility (ISEA), Thrale House, 44-46 Southwark Street, London SE1 1UN Tel: +44 (0)207 407 7370 Fax: +44 (0)207 407 7388 E-mail: Secretariat@AccountAbility.org.uk

Centre for Social and Environmental Accounting Research, University of Dundee, Dundee 4HN Tel: +44 (0)1382 344 789 Fax: +44 (0)1382 330 495

### Publications:

Publications from the New Economics Foundation (NEF):

*Social Auditing for Voluntary Organisations*, Ed Mayo, £8.25 inc. p&p.

*The Workbook. Social Auditing for Small Organisations*, J. Pearce, P. Raynard and S. Zadek, £30 for organisations / £20 for individuals.

*Measuring Social Wealth. A study of social audit practice for community and co-operative enterprises*, J. Pearce, £6 plus 10% p&p.

*Building Corporate AccountAbility*, S. Zadek, P. Pruzan and R. Evans, £13.95 plus 10 % p&p.

### Training:

The ISEA offers a staged training path including introductory one-day courses and professional training in social and ethical accounting, auditing and reporting. The programme underpins the accreditation of accounts and auditors. NEF offers 'guided' learning in social auditing.

## TALKWORKS

**-involves a group of people attending a one-day core workshop in essential conversational skills as preparation for participation in further activities. Effective dialogue is the key enabling competency and is a vital ingredient for all successful group projects.**

**TalkWorks** is suitable for any project as it focuses on the universal skills required for effective communication in any setting. Research shows that the majority of conversations are seriously marred by misunderstanding. TalkWorks is the antidote to this condition.

A TalkWorks event can be held at any stage of a project but is best run during the early days as it provides participants with a common set of skills and strategies which can help transform the productivity of teams. It can help 'supercharge' the outcome of any of the other techniques covered in this booklet.

The basic TalkWorks event lasts one day and can be followed up with further workshops on specific communication problems and challenges.

The event is highly participative and works with people of mixed ages and ability. Short video clips are used throughout to highlight the difference between unskilled and skilled conversation. The learning is then reinforced through a series of one-to-one conversational exercises.

During a typical workshop, the team engages in the following topics.

1. Working towards a definition of good dialogue and experimenting with what works and what doesn't.
2. Identifying and experiencing the essential skills of better conversation, such as: putting the other person in the picture; listening for key messages; sharing understanding; searching for clarity; bringing stories to life, and controlling emotions.
3. Encouraging dialogue to take place when dealing with less skilled people.
4. Maintaining and repairing communication by 'chairing' your own conversations.

Additional workshops are being developed to cover group interactions, dealing with difficult conversations, problem-solving and conflict management. Customised workshops are also being prepared for use in education and the workplace and within the family and community.

### Case study

Browhills community school sees the role of education extending into the home and community at large. It passionately believes that education is a life-long process. It has developed ties with over 80 local companies and is working to meet the challenge of serving the needs of a multi-ethnic population. The headteacher was keen to improve the communications skills of staff and pupils as a necessary step towards running a true community school.

The first stage was to run a TalkWorks event for the senior and middle management team within the school, which included teachers, administrators and caretakers. Following the workshop, participants drew up a plan to involve the whole school in projects to enhance their team and individual communication skills. Members of the broader school community, including feeder primary schools, were included. The plan involved:

- Pupils inviting parents to communication skills workshops.
- Pupils talking with older citizens to capture their experiences.
- An 'Equal People' initiative to overcome discrimination by valuing differences, understanding other people's point of view and minimising stereotype assumptions — all core concepts within the TalkWorks set of values.
- A school 'Communication Charter' which sets civility as the over arching ethos.

The school is now planning a communication week. Activities will include drama classes with role-playing exercises, sports lessons highlighting team communication, and history projects on the origins of language and importance of storytelling.

### Use

Events have been run inside many public and private sector organisations, including BT, the NHS, the prison and services, social service departments and various schools and colleges.



## Resources needed

**People:** Events are run by licensed trainers and can accommodate up to 30 people or more. Your own people can be trained and licensed.

**Venue:** Sufficient space to run an informal workshop with people working in pairs. Technical needs include an overhead projector and a television with a video.

**Budget:** Assuming 'village hall' styled accommodation is available, the remaining costs are minimal — equipment hire, refreshments and handouts (approx £1 each). Training the trainer takes 2.5 days and varies in cost.

## Support

**Contacts:** David Hancock, BT TalkWorks, 5th Floor, Holborn Centre, London EC1N 2TE. Tel: +44 (0)207 492 8738.

Web site: <http://www.talkworks.co.uk>. Research and support through the BT Millennium programme and BT Forum.

**Publications:** TalkWorks: how to get more out of life through better conversations. Order free copies via 0800 800 808.

**Training:** Contact David Hancock for details.

# TEAM SYNTEGRITY

- enables people to share as much information and ideas about a complex issue as possible, and explore creative solutions over three to five days.

**Synte-gration** is an amalgam of **synergy** and **integration**. A Team Syntegrity event, or Synte-gration, usually involves around 30 people who come together to explore a specific question over three and a half to five days. They must be carefully chosen to ensure they represent the cross-section of ideas within a community.

The event has a tight structure (based on the 3D shape shown on the front) to ensure everyone has an equal say, and that information from each topic group is shared with each other group.

A synte-gration is suitable when there is:

- a complex issue is to be discussed, needing input from people with a range of viewpoints;
- a need to break through the constraints of conventional thinking.

The event has three main components:

## 1. Setting the agenda.

The first task is to select 12 aspects of the question which they agree are the most important, by

- brainstorming to produce up to 450 statements of importance, which will hopefully be creative and controversial enough to provoke discussion;
- the Problem Jostle to collect and mould these into about 25 potential topics; and
- a Topic Auction - champions of each topic describe it briefly, before some topics are combined and the remainder voted on to reduce the number to 12 topics.

Everyone lists the topics in order of preference, and a computer algorithm assigns the best fit of participants to topic groups.

## 2. Topic groups

In a group of 30 participants, each topic is discussed by five team members, and has five critics, who are invited to comment on the process and content at certain stages of the discussion. Each person is a member of two topic groups, a critic of two more, and can observe two more groups. The roles of silent observer and critic give people a chance to listen deeply in order to take ideas back to their group. There are three rounds of discussion; after each one, topic groups post a summary

on a board, and observers and other participants give feedback and 'visual applause' in the form of dots before the next round. By the second round, ideas begin to reverberate between topics, as members and critics feed in information from other topic groups.

## 3. Conclusion and action

Final group statements are shared with the whole group: these form an agenda for action. Action groups may be formed. A desired result is more 'synergy', or desire to work together, between participants.

### Case Study

In August 1997, New Times called together 35 Londoners for three days, in response to the Green Paper issued by the government calling for people's ideas on how the proposed Mayor, assembly and general government for London should be run. Councillors, campaigners, urban planners and journalists rubbed shoulders and chose 12 topics to concentrate on in working groups. Issues included ecology/economy; community involvement in governing London; and exclusion and inclusion.

As the groups met, links between the different topics became clear. By the third round of topic meetings, ideas such as smart cards for access to arts and education, a community forum to complement the assembly, and roving meetings of the Mayor and Assembly in every part of London were reverberating round many groups. The results were submitted to the government, and formed a platform for wider debate throughout London.

## Use

There have been several UK events involving community and volunteer groups, students and trades unions. Synte-grations are used world-wide, e.g. on Israeli/Palestinian settlement issues. Numbers of people vary from 18 to 36.

## Resources needed

**People:** Quite a few staff are needed, in addition to facilitators. Their numbers depend on time pressures and the amount of documentation desired. There are logistics staff who manage the computing and paperwork.

**Venue:** Ideally, the synteintegration is residential. Minimum requirements are: two meeting rooms with lots of wall space; an informal meeting / refreshments room; and a logistics room for computers, photocopiers, etc.

**Equipment:** At least two computers.

**Budget:** Varies according to the number of trained facilitators and logistics staff needed.

## Support

### Contacts:

Nina Temple at Democratic Left (Tel: 0207 278 4443,

E-mail: demleft@pop3.poptel.org.uk) has run several UK synteintegrations, and Rosemary Belcher at New Times (Tel: 0207 278 4451,

E-mail: newtimes@pop3.poptel.org.uk) has details of the case study; both are at 6, Cynthia Street, London N1 9JF Fax: +44 (0)207 278 4425

Allenna Leonard or Joe Truss at Team Syntegrity Inc. (TSI), 1350 Hampton Street, Suite 5, Oakville, Ontario, L6H 2S6 Canada

Tel/Fax: +1 (905) 849 4809 E-mail: jtruss@syntegrity.com

For trained facilitators, and a program matching participants to groups.

### Publications etc.:

*Beyond Dispute: The Invention of Team Syntegrity*, Stafford Beer, ISBN 471944513, £37.50; available from John Wiley, 1 Old Land's Way, Bognor Regis, West Sussex, PO22 9SA.

Allenna Leonard has an article 'Team Syntegrity: A New Methodology for Group Work' in the European Management Journal, Vol. 14 No. 4 August 1996. Other articles are available from TSI as above.

### Training:

Contact Nina Temple for details.

## SOME OTHER TECHNIQUES

There are various techniques that we came across that didn't seem quite to fit in with the main guide. This was for various reasons, such as: we did not have enough information; they were used mainly with businesses; or they seemed to be forms of community development. They are summarised here so that you can follow them up if you wish.

### Beo

Beo is a board game designed to show people that co-operation, communication and creativity are essential to the solution of global and local issues. Beo can be played with groups of all ages and abilities.

The game usually forms part of an Outreach workshop that helps participants to progress from co-operative playing to co-operative action. Workshops can run from less than an hour to a whole weekend, with groups from six to over 30.

#### Contact:

Mat Clements or Jane Shields, Living Water Charitable Trust, 5 Holyrood Road, Edinburgh EH8 8AE Tel: +44 (0)131 558 3313 Fax: +44 (0)131 558 1550 E-mail: lwct@zetnet.co.uk

Web site: <http://www.clan.com/environment/lwct/>

Beo costs £55 including postage and packing in the UK.

### Broad-Based Organising

This typically involves a trained organiser spending a year talking one-to-one with hundreds of local citizens to discover the issues that most concern them. Leaders of church groups and other civic bodies are brought together to work out a common agenda for action. (Churches and faith congregations are often the starting point because they are the last remaining institutions in the community that bring together large numbers of people with shared values.) Winnable issues are identified. An action team researches the problem and identifies who is in a position to make decisions that will bring about change.

Broad-Based Organising has been highly successful in the USA and in the Philippines. The UK version, with its roots in the union movement of the late nineteenth century, was launched in Bristol in the late 1980s. It is now going in Bristol, Liverpool, Sheffield, North Wales, the Black Country and East London. Bristol illustrates the achievements. A charter for community safety has influenced police policy making and pressures on building societies have boosted resources for the homeless.

#### Contact:

The Citizen Organising Foundation, 535 Manhattan Buildings, London E3 2UP Tel/Fax: +44 (0)208 981 6200

### Citizen Advocacy

Citizen Advocacy involves trained volunteers and co-ordinating staff working on behalf of those who are disabled/disadvantaged and not in a good position to exercise or defend their rights as citizens. Working one-to-one, volunteer advocates attempt to foster respect for the rights and dignities of those they represent. This may involve helping to express the individual's concerns and aspirations, obtaining day-to-day social, recreational, health and related services, and providing other practical and emotional support.

The first citizen advocacy scheme was set up in the UK in 1981 by the Advocacy Alliance, an alliance of five national mental health charities.

#### Contact:

CAIT, Citizen Advocacy Information and Training, Unit 164, Lee Valley Technopark, Ashley Road, Tottenham Hale, London N17 9LN

Tel: +44 (0)208 880 4545 Fax: +44 (0)182 880 4113 E-mail: [cait@leevalley.co.uk](mailto:cait@leevalley.co.uk)

### Community Site Management Plans

These show that new and participatory ways can be found to tackle particular types of project.

Site management plans are usually written by a consultant ecologist. BTCV helped members of one community to write one over two day-long planning sessions held over a four week period. This involvement has greatly increased the commitment among the community to make the plan happen.

#### Contact:

Jo Harris, BTCV, 36 St Mary's Street, Wallingford, Oxfordshire OX10 0EU Tel: +44 (0)1491 839766 Fax: +44 (0)1491 839646

### Community Strategic Planning

This is a process run by the Corrom Trust's Strategic Planning Unit. It helps communities to:

- identify a clear vision for the future
- bring together information on the area through an analysis of the current situation

- identify priority projects and actions
- agree on the most appropriate way to progress those projects and actions.

Following the preparation of the strategic plan, the Corrom Trust will where appropriate help the community to:

- develop prioritised projects and actions to a 'funding ready' stage; and
- identify funding packages and submit funding applications.

This may involve helping the community to develop its own local organisation(s) to carry forward and to implement its action plan. Such local organisations will then be able to play an equal role in partnerships established to implement the action plan.

To support the process a local group is set up which brings together local people and representatives of public agencies. Local people and/or groups are recruited to act as Community Agents to work alongside the Corrom Team.

A final report may be summarised in a broadsheet or newsletter which is distributed to every household and business in the area and to the agencies involved.

**Contact:**

Corrom Trust Community Strategic Planning Unit, Davidson House, Drummond Street, Comrie, Perthshire PH6 2DW  
Tel/Fax: +44 (0)1764 670333 E-mail: corrom@BTinternet.com

## Consensus building

Consensus building is about helping people with differing views of the world to work together towards agreeing a sensible way forward. This process is carefully structured and managed by teams of independent facilitators and mediators who ensure that meetings address issues effectively and productively. Its use for communities was pioneered by Stratford-on-Avon District Council. It recognised that the typical Local Agenda 21 structure of a centralised forum would not on its own suit a large rural area.

Instead, ten people around the District who were interested in acting as independent facilitators were identified. Training was provided by Environmental Resolve, an undertaking of the Environment Council.

Their work has catalysed positive action in three trial communities. One village, for example, identified ideas to mark the Millennium. Sometimes the facilitators have used Community Appraisals, which have an entry in this guide.

**Contacts:**

David Barber, Environment Co-ordinator, Stratford-On-Avon District Council, Elizabeth House, Church Street, Stratford-Upon-Avon CV37 6HX Tel: +44 (0)1789 260117 Fax: +44 (0)1789 260007

Alison Crowther, 212 High Holburn, London WC1V 7VW  
Tel: +44 (0)207 836 2626 Fax: +44 (0)207 242 1180  
E-mail: alisonc@envcouncil.org.uk

## Finding Home - Visualising our Future by Making Maps

Finding Home appears in this section because the initial pilot only began in October 1997, hosted by the Scottish Borders Forum on Sustainable Development.

There are three phases. First, the facilitator, or Community Ranger, spends two months on familiarisation and data collection. Secondly, participants create a Bioregional Atlas, over four months. Third, participants lead a long-term action and review programme.

### Contact:

Yahya Alexander Tel: +44 (0)131 331 1647 Fax: +44 (0)131 650 8019  
E-mail: yahya@caad.ed.ac.uk

## From Vision to Action

This is a workshop, ideally taking six hours, but fitting comfortably into three. There are three stages:

### 1. The long-term vision

Groups of six imagine their community in the year 2020 and come up with headlines for the local paper, radio or television station. Each group displays its headlines to the others.

### 2. How did we get there?

Each group takes three or four of its headlines and tries to imagine what happened by the midpoint 2010. If time allows they repeat for 2001.

### 3. Getting started

Each group is then asked, 'If that is what is happening in 2010 or 2001, what has to happen within the next twelve months to get things started? Who is going to do what?' Personal and group action plans are developed.

### Contact:

Chris Church, Environmental and Social Project Development,  
PO Box 893, London E5 9RU Tel: +44 (0)208 806 1836

## Human Scale Development Initiative

HSDI offer researching, training and networking for community self-reliance. Our Vision is:

- Diversity: multi-intelligences, multi-abilities, multi-cultures, multi-species
  - Neighbourhood as sanctuary and oasis (rest, play, abundance)
  - Community as steward and sustainer (care, security, adaptability)
  - Individual as designer and explorer of paths to quality of life and well-being (learning, thinking, contributing)
- All for one and one for all!(balance and wisdom)*

HSDI has integrated a minimum number of flexible 'SYSTEMS' design tools. This Toolkit includes Thinking Tools; Mind Mapping; Permaculture Design; LETSystems; Viable Systems Model; and Planning for Real; each has stood the test of time within all sectors. Pioneering projects have shown that any age groups, genders, professions and cultures can benefit from these tools, significantly amplifying their capacities. HSDI's workshops enable these tools to be tried out in a hands-on atmosphere and cover: LA21, models, indicators, complexity, sustainable societies, multi-centric economies, time-budgets, information, 'Order For Free', etc.

The illustration below shows how a Community Forum / Roundtable / Think Tank could use such a Toolkit.

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## Issues, Aims, Expectations, Challenges and Dialogues in a Day

This is designed to cover as much as possible in a day. It is a composite method drawing upon several different methods. It therefore illustrates how a careful design can pick and mix. For example, participants are initially seated at round tables of eight on a 'max-mix' basis - see Real Time Strategic Change below. They are asked to appoint a timekeeper, scribe, spokesperson and chairperson from among their number: a piece of self-management drawn from Future Search.

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## Real Time Strategic Change

Real Time Strategic Change (RTSC) shares with Future Search conferences the ability to handle a large number of people at one event. Whereas Future Search is designed to work best with 64 people, though, RTSC works well with several hundred people. The design of an event is very flexible, since at the heart of RTSC is a set of principles that can be applied in different ways. An example of these principles is 'max-mix': the six to eight people seated at each round table are chosen to maximise the mixture of diversity within an organisation.

Danbury, Connecticut, illustrates that diversity. The RTSC event there, held over two days in 1996, featured 150 people from over thirty different religious denominations.

In the UK, Walsall Metropolitan Borough Council wanted to apply for funds from the Single Regeneration Budget (SRB) in 1995. Almost 200 people spent two days identifying what the community's preferred future was and where SRB money should be spent at an RTSC event.

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## Technology

Email, the World Wide Web and other electronic media will become increasingly important in community participation over the next few years as Digital TV adds access to that provided through computers and the Internet.

For example, as well as one-to-one email:

- Activists have found email newsletters very effective in mobilising interest and action. Reaching 1000 people costs the same as mailing one person - the price of a few seconds on the phone.
- Email discussion lists which 'starburst' messages out to subscribers can be used for these one-way newsletters - but also enable subscribers to post messages back reaching any others on the list simultaneously, providing online conferences.
- Web pages enable even small groups to reach wide audiences if they are well signposted from popular sites

Used together with meetings, phone calls and print these electronic tools enable groups to organise effectively, reach out to audiences cheaply, and often operate faster than larger institutions.

The Community Channel is pioneering these uses with practitioners and policy makers. Partnerships Online provides practical advice and links to other resources, and a 'game' about devising local online services.

In a different direction, participative video is being used to train local people to make their own video about their community, and their hopes for the future.

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Partnerships Online <http://www.partnerships.org.uk>  
The Community Channel <http://www.communitychannel.org.uk>  
UK Communities On-line Website: <http://www.communities.org.uk>

Participative video: Al Garthwaite, VERA Media, 30-38 Dock Street, Leeds LS10 1JF Tel: +44 (0)113 242 8646 Fax: +44 (0)113 245 1238

## Time Dollars

Time dollars are a record of the time people spend helping out in the community. They are a kind of 'social money' paid to people for volunteering locally, which they can spend on other people's time for themselves, or donate to their elderly relatives. Anyone can take part, even by making supportive phone calls to next door neighbours. Time dollars build what economists call 'social capital'. Over 200 projects in the USA, and 21 in the UK, are paying for work on crumbling housing estates, tutoring disaffected pupils etc. They are fuelling food banks, security patrols, computer workshops - even youth courts in Washington. UK schemes have been pioneered in Gloucestershire, Newcastle, Lewisham and Watford.

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## Irish, Scottish and Welsh Contacts

The following organisations are involved in many different aspects of participation:

Sustainable Northern Ireland Programme, 77 Botanic Avenue, Belfast BT7 1JL Tel/Fax: 01232 327705 :E-mail: [jason@snip1.freeseerve.co.uk](mailto:jason@snip1.freeseerve.co.uk)

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## About New Economics

*'People are coming back to the centre of ideas, fuelled by a radical new economics.'*

The Guardian

The New Economics Foundation (NEF) promotes practical and creative approaches for a just and sustainable economy. Many of these involve new ways in which people can participate in creating their own future.

- **resource material and training** on participative techniques, including community visions and community based indicators;
- **social audits** help people with a stake in an organisation to hold that organisation to account;
- **a network** for practitioners to share ideas and experience;
- **research and evaluation** into innovative techniques, to **demonstrate their effectiveness** and understand their impact on the community;
- **information for policy-makers**, including recommendations on best practice, and the removal of obstacles to uptake of new ideas.

If you would like to know more, please return the response form overleaf or contact Julie Lewis at

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E-mail: [participation@neweconomics.org](mailto:participation@neweconomics.org)

Website: [www.neweconomics.org](http://www.neweconomics.org)

## Response Form

The New Economics Foundation (NEF) relies on the support of individuals. As a supporter you receive our newspaper 'News from the New Economy' 10 times a year. It is an attractive and essential guide to what's going on in every aspect of new economics (a 'contemporary treasure trove' according to one reader).

- Yes, I would like to join NEF   
(regular £20 a year; low/unwaged £10; core supporter £150)
- I am interested in training on participative techniques
- I would like more information on community participation, including community visioning and community indicators
- Please send me \_\_\_ copies of this book at £7 individuals / £12 institutions / bulk order £25 for 5 copies:  
(please add 10%p&p or 25% if overseas) Total £\_\_\_\_\_

- I wish to pay by cheque / Visa / Mastercard / Switch

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