FUTURE TOGETHER

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PARTICIPATORY DEVELOPMENT
Training Manual

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TECHNICAL CHAMBER OF CYPRUS

UNDP   USAID
FROM THE AMERICAN PEOPLE
ACTION FOR COORDINATION AND TRUST IN CYPRUS
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PEACE it TOGETHER
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KTMMOB
Union of the Chambers of Cyprus
Turkish Engineers and Architects

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Summary

"We (…) must never provide the people with programs which have little or nothing to do with their own preoccupation, doubts, hopes, and fears." Paolo Freire, in: Pedagogy of the Oppressed

According to Nabatchi (2012), "Citizen participation can be broadly defined as the processes by which public concerns, needs, and values are incorporated into decision-making. Citizen participation happens in many places (e.g., civil society, electoral, legislative, and administrative arenas) and can take many forms (e.g., methods may range from information exchanges to democratic decision-making)."

Future Together is a bi-communal project implemented by the Cyprus Technical Chamber (ETEK), and the Union of Chambers of Cyprus Turkish Engineers and Architects (KTMMOB) with the support of UNDP-ACT (United Nations Development Programme - Action for Cooperation and Trust) through funding from USAID.

The overall aim of the Future Together project is to promote reconciliation on the island through community-led development projects focusing on citizen participation in planning shared spaces. Participation is an integral component of social integration that is inclusive of and sensitive to the needs of the people it aims to address, and as such, a powerful driver of reconciliation efforts.

Through such a participatory process, people involved will be empowered to participate in, and access information relating to, the decision-making processes that directly affect their lives. Accordingly, the result of an inclusive, participatory process is generally viewed as more relevantthan the "top-down" approach. Indeed, as top-down decision making is regularly removed from the reality of people's lives, resultingin reduced applicability of policies on the ground, social participation maintains the ability of breeding a sense of ownership and commitment to the process and its outcomes, which become collectively held and subsequently more sustainable, increasing the likelihood of implementation and lasting social change.

Through the Future Together Project different parties have been enabled to:
- Learn about the perspectives of others and become aware of the subjectivity of perceptions in general
- Build working relationships among themselves and across ethnic and religious divides and relate to each other as human beings in order to see beyond prejudices and to build trust
- Exchange multiple backgrounds and perspectives in the process so that a greater wealth of knowledge, experience and perspectives is brought to bear for tackling a problem or developing a plan.
- Disseminate and promote the outcomes of a dialogue process. All participants relate the outcomes to their groups and constituencies, which in turn will spread the message.

The project achieved the above by helping existing partners and other interested parties to extract lessons from already established participatory development models, followed by a dialogue on similar models in Cyprus and beyond, leading to the development and delivery of a series of training workshops for practitioners on the island. Through this training, over 80 people from both communities and sectors of society (planners, citizens, academics, private sector, NGOs etc.)were exposed to participatory planning approaches. As a direct result, interested parties were given the opportunity to integrate participatory principles into their own work and share their knowledge with others while developing and implementing confidence-building measures as a vehicle to facilitate the reconciliation process on the island. Each module in this training manual is based on the training materials that were delivered to the participants in 2011, and is presented as a self-contained unit, addressing one aspect of the participatory model and aiming to provide participants with the tools and skills to enable them to adopt participatory approaches in their daily lives, work, and projects. Each module is analyzed separately, divided into sections and includes its own References section. The aim of this publication is to provide educators involved in teaching about participatory planning and community-led development with ready-made materials that they can use in their own way to disseminate the approaches identified by Future Together. The materials can also be used as a self-learning tool for practitioners to improve their own projects and make their approaches more inclusive.

The outcome of the trainings provided is best summarized by the participants themselves:

''Regarding my personal development, this training made me question myself and provided me support to create my own targets for my future.''
''Theory and practice parts of the training are balanced very successfully. I think that increased the participation a lot.''
''I believe that this training will have a very positive contribution to my professional and personal life.''

1. Abbreviations / Acronyms

ETEK: Cyprus Scientific and Technical Chamber
GCC: Greek Cypriot Community
IFS: InterFusion Services Ltd.
KTMMOB: Union of the Chambers of Cyprus Turkish Engineers and Architects
PENNA: PENNA Consultancy
PB: Participatory Budgeting
PD: Participatory Development
TCC: Turkish Cypriot Community
UNDP: United Nations Development Programme
UNDP-ACT: UNDP Action for Cooperation and Trust in Cyprus
USAID: United States Agency for International Development

2. Introduction to the Training Manual

The present training manual was developed anddelivered by InterFusion Services Ltd and by PENNA Consultancy during the Capacity Building phase of the Future Togetherproject, in late 2011, as part of a series of eight Participatory Development workshops for Greek Cypriot and Turkish Cypriot practitioners. The manual is based not only on the original training materials, but also on the feedback from participants themselves.

2.1 PURPOSE OF THE MANUAL

The training manual focuses on participatory approaches that apply to the entire life cycle of a succesful community-led project: from project design, to implementation and to evaluation. Each module addressed one aspect of the participatory model aiming to provide participants with the tools and skills to enable them to adopt participatory approaches in their daily lives, work, and projects.

2.2 TARGET AUDIENCE

The primary audience of this training manual is trainers and educators, but also civil society at large, including practitioners, project managers, project teams and anyone else interested in participatory development approaches. Although this training manual was written with the Cypriot experience in mind, it strives to have a global reach and applicability, especially in other post-conflict situations.

2.3 METHODOLOGY

Participatory training methods wereadopted based on action learning principles. Participants were encouraged to voice concerns and views, share their experience and contribute to the learning process. The reasoning was that the trainer should also expect to 'learn' from participants and not only'teach' participants. For this reason a number of tools to encourage active participation in the workshops were used, including brainstorming, role play, case study, instruments, group exercisesand simulations.

Each module in this training manual is presented as a self-contained unit, based on the reasoning that future audiences may not wish to reproduce all of the eight modules, but may wish to select the modules that best reflect their training needs. For this reason each module is analysed in a separate training manual, divided into sections and includes a References section.

2.4 FEEDBACK

During the trainings, participants had the chance to develop their skills in participation, by many interactive and participative training methods in which they were able to share their experiences, feelings and thoughts. Trainings were not only evaluated as a rich information sharing experience on the participation topic but also as a fruitful network opportunity for many people island wide. Some participants of 'Training of the Trainers' courses -which were conducted for a possible roll-out of the participatory development trainings- said they would be very glad to facilitate workshops on participatory development and contribute to the capacity building process of their own communities ; in terms of participatory development, decision making and reconciliation. Also many participants expressed an interest in making

participatory development trainings more wide-reaching, by creating a community of practice on the island bringing together trainers and trainees into a loose network of people advocating for participatory approaches to reconciliation. The trainings can be used as a starting tool for creating a 'participatory development network' that can be a very effective instrument for raising awareness in civic participation, participatory development, decision making and reconciliation, in both communities.

3. Trainer's Manual, Module 1:
Participatory Approaches in Development

Sections
Section 1: What is Participation?
Section 2: Participatory Development
Section 3: Cyprus Case Studies
Section 4: International Case Studies 1: Salford Participatory Budgeting Event
Section 5: References
Section 6: Handouts

3.1 WHAT IS PARTICIPATION?

"If you are ever going to get to a system of the people, by the people, and for the people then you'd better engage the people as early as you can." Rick Barton, United States Agency for International Development's Office of Transition Initiatives (USAID/OTI).

• Participation is a pre-requisite for democracy
• Participation supports the value of self-determination
• The meaning of "participation" often reflects the values of whoever is defining it. It has been broadly conceived to embrace the idea that all "stakeholders" should take part in decision making and it has been more narrowly described as the extraction of local knowledge to design programs off site,*

"Citizen participation can be broadly defined as the processes by which public concerns, needs, and values are incorporated into decision making. Citizen participation happens in many places (e.g., civil society, electoral, legislative, and administrative arenas) and can take many forms (e.g., methods may range from information exchanges to democratic decision making)." Nabatchi, 2012

Pretty's Typology of Participation (Petty, 1995) gives a description of different levels of participation:

PASSIVE PARTICIPATION	People participate by being told what is going to happen or has already happened. It is a unilateral announcement by an administration or project management without any listening to people's responses.
PARTICIPATION IN INFORMATION GIVING	The information being shared belongs only to external professionals. People participate by answering questions posed by extractive researchers using questionnaire surveys or such similar approaches. People do not have the opportunity to influence proceedings, as the findings of the research are neither shared nor checked for accuracy.
PARTICIPATION BY CONSULTATION	People participate by being consulted, and external agents listen to views. These external agents define both problems and solutions, and may modify these in the light of people's responses. Such a consultative process does not concede any share in decision making, and professionals are under no obligation to take on board people's views.
PARTICIPATION FOR MATERIAL BENEFITS	People participate by providing resources such as labour, in return for food, cash or other material incentives. It is very common to see this called participation yet people have no stake in prolonging activities when incentives end.

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*As stated by Ray Jennings Participatory Development as New Paradigm: The Transition of Development Professionalism.

FUNCTIONAL PARTICIPATION	People participate by forming groups to meet predetermined objectives related to the project, which can involve the development or promotion of externally initiated social organization. Such involvement tends not to be at early stages of project cycles or planning, but rather after major decisions have already been made. These institutions tend to be dependent on external initiators and facilitators, but may become self-dependent.
INTERACTIVE PARTICIPATION	People participate in joint analysis, which leads to action plans and the formation of new local institutions or the strengthening of existing ones. It tends to involve interdisciplinary methodologies that seek multiple objectives and make use of systematic and structured learning processes. These groups take control/ownership over local decisions, and so people have a stake in maintaining structures or practices.
SELF-MOBILISATION	People participate by taking initiatives independent of external institutions to change systems. Such self-initiated mobilisation and collective action may or may not challenge existing inequitable distributions of wealth and power.

The Guide to Effective Participation, by David Wilcox (1994) (Handout 1)
The guide proposes a five-rung ladder of participation which relate to the stance an organisation promoting participation may take.
Information: merely telling people what is planned.
Consultation: offering some options, listening to feedback, but not allowing new ideas.
Deciding together: encouraging additional options and ideas, and providing opportunities for joint decision making.
Acting together: not only do different interests decide together on what is best, they form a partnership to carry it out.
Supporting independent community interests: local groups or organizations are offered funds, advice or other support to develop their own agendas within guidelines.
Different levels are appropriate at different times to meet the expectations of different interests. Context, particularly local social and political factors, is important determinants of which level is most appropriate.

Arnstein Model* (also give as Handout 2)
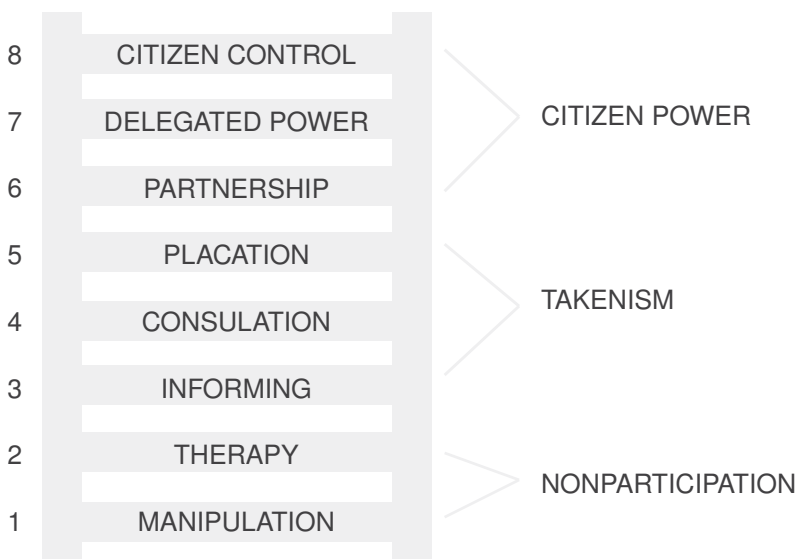
8	CITIZEN CONTROL	
7	DELEGATED POWER	CITIZEN POWER
6	PARTNERSHIP	
5	PLACATION	
4	CONSULATION	TAKENISM
3	INFORMING	
2	THERAPY	NONPARTICIPATION
1	MANIPULATION	

Manipulation and Therapy: are 'non participative'. The aim is to cure or educate the participants. The proposed plan is best and the job of participation is to achieve public support for a project designed by a third party/expert/aid agency/ authority and so on.

Informing: an important first step to legitimate participation. Without a free flow of information civic participation, even democracy, is meaningless as it does not allow people to make 'informed choices'. However, often the emphasis is on a one way flow of information. No channel for feedback.

Consultation: a legitimate step - attitude surveys, neighborhood meetings and public enquiries. But Arnstein still feels this is just a window dressing ritual.

Placation: e.g. Co-option of hand-picked 'worthies' onto committees. It allows citizens to advice or plan ad infinitum, but retains for power holders the right to judge the legitimacy or feasibility of the advice.

Partnership: power is in fact redistributed through negotiation between citizens and power holders. Planning and decision-making responsibilities are shared e.g. through joint committees.

Delegated power: citizens holding a clear majority of seats on committees with delegated powers to make decisions. Public now has the power to assure accountability of the programme to them.

Citizen Control: have-nots handle the entire job of planning, policy making and managing a programme e.g. neighborhood corporation with no intermediaries between it and the source of funds.

Notes For The Trainer

Objective: Section 1 provides a typology of the term 'participation', briefly presenting the different levels of participation and giving insight on the effectiveness of each. It aims to give participants an understanding of the definition of 'participation', but also convey the idea that even 'participation' is a subjective concept with a variety of definitions and layers.

Learning Goals: Participants acquire a shared knowledge of the basic typology and concepts related to participation.

Process: Participatory training methods will be adopted, based on action learning principles. Participants will be encouraged to voice concerns and views, share their experience and contribute to the learning process. The trainer should expect to 'learn' from participants and not just to 'teach' them.

Activity A: 'Eye Opener'

some people will see a Rabbit while others will see a Bird. It also depends on the angle from which the picture is viewed. This activity aims to show the importance of perspective in defining 'participation'. Participants are shown the drawing horizontally/from one side and are asked what they see. Everybody will see the bird. Even when the trainer asks the group to look again and confirm their view, most will probably answer the same. As soon as the drawing is turned to a vertical/opposite position, participants will soon see another image, the rabbit.

Activity B: Brainstorming

What is Participation? (Optional)
At the start of the session, divide your trainees into small groups of 3-4. Hand out 2 separate A5 pieces of paper to each group and ask them to come up with 1) the meanings of the term 'participation' and 2) the contexts where participation is valuable and/or necessary, write down thoughts on the papers and then give a small presentation of their findings. Allow them approximately 15 minutes to come up with thoughts and write them down.

Activity C: Handouts 1, 2 and 3

should be circulated after the theory is presented to participants (to avoid a situation where they are distracted by the handouts and do not follow the presentation). These handouts should be kept as reference for the duration of this training- they will also be used later when attempting to place case studies on the Arnstein ladder and classify the level of participation achieved in each project.

Outputs: The participants understand the concepts of participation.

Time Allocated: 60 minutes

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*Paolo Freire, in Pedagogy of the Oppressed, call this the "banking concept" of education and warns:
"Authentic education is not carried on by 'A' for 'B' or by 'A' about 'B', but rather by 'A' with 'B'".

3.2 PARTICIPATORY DEVELOPMENT

Definition of Participatory Development:

"Involvement by a local population and at times additional stakeholders in the creation, content and conduct of a program or policy designed to change their lives. Built on a belief that citizens can be trusted to shape their own future, participatory development uses local decision making and capacities to steer and define the nature of an intervention." Ray Jennings, 2000, at the "Community Based Reintegration and Rehabilitation in Post-Conflict Settings" Conference Washington, DC.

Participatory development promotes equity and accepts that the exercise of decision making power at the local level is as legitimate as it is at the national level. This approach entails:

- Extraction of local knowledge to design programs off site
- Recognition & use of local capacities
- Avoid imposition of priorities from the outside
- Champions the sovereignty of people
- Intrinsic importance of self-determination.
- Local Knowledge and not Expert Knowledge- view the world from the point of view of those directly affected by the development intervention
- Participation in the DESIGN, IMPLEMENTATION and EVALUATION of a project.
- Not just meeting people's needs, but creating an environment where people can more effectively identify and address their own needs:

"Give a man a fish and you feed him for a day. Teach a man to fish and you feed him for a lifetime. " Chinese Proverb

Is this true? Under which conditions?(Group Discussion)
In reality, certain conditions must be met in order for the fishing skills to be meaningful and rewarding e.g. clean waters (no one likes polluted fish), free access, possession of tools, mutual respect by fishermen (the sea is a commons and all must engage in sustainable fishing to avoid depletion of the resource). What if ownership of the sea is contested, and the fishermen find themselves in the middle of a conflict between warring countries both claiming ownership of the waters and its natural resources? What if this war has been over, but fishermen live in fear when out fishing due to a sense of insecurity? For this reason, certain conditions are necessary for the Participatory Approach to succeed:

- Trust Building/ Transparency
- Social Needs Assessment
- Willingness to Cooperate
- Good Leadership
- Good Communication
- Patience in terms of time delays- participatory processes take longer but are more sustainable
- Good problem solving skills
- Vision
- Strategy
- Win-win mentality with no hidden agenda

The History of Participatory Approaches (adapted from G. Beckmann, in Berg et al. 1997)

Participatory approaches are a product of long lasting interaction between researchers, development workers, government agents and local populations.

The history of participatory methods in development co-operation began in the late 1970s with the introduction of a new research approach called "Rapid Rural Appraisal (RRA)", which immediately became popular with decision-makers in development agencies. Building on close collaboration with local populations RRAs were designed to collect first-hand data from the local people about their perceptions of their local environments and living conditions in rural areas. RRAs were usually conducted as 1-3 days workshops with villagers in the field and facilitated by small teams of RRA special-

ists or researchers. RRA methods were specifically adapted to respond to local conditions. Thus communication processes with illiterate persons not used to communication in abstract terms were carefully considered. Visualisation using locally comprehensible symbols, and tools like mapping, diagramming and ranking were introduced. A limitation of RRA, however, was that it was extractive; the role of the local people was limited to providing information, while the power of decision-making about the use of this information remained in the hands of others.

During the 1980's NGOs operating at grass-roots level used RRA to come up with further fine-tuned approaches called Participatory Rural Appraisals (PRA). PRAs use similar methods and tools as RRA, but the underlying philosophy and purpose changed. While RRAs aim at extracting information, often in a single event, PRAs were designed to follow more the peoples' own concerns and interests; PRA workshops were usually facilitated by a team of trained persons and could take several days (3-6). One of the most important principles in PRA was the sharing of results of analysis, decisions and planning efforts among the community members by open and public presentation during meetings. PRAs strongly supported and facilitated the introduction of more demand-responsive ways of managing development interaction, and process-oriented thinking. The latter led to sequential applications of PRA events and assisted follow-up. Thus it built up rural people's own capacities for analysing their circumstances of living, their potentials and their problems in order to actively decide on changes. PRA facilitators accepted more and more the role of learners. These shifts towards interactive mutual learning was then reflected in the new terminology of Participatory Learning and Action (PLA) in the early 1990s.

«The essence of PRA is change and reversalsof role, behaviour, relationships and learning. Outsiders do not dominate and lecture; They facilitate, sit down, listen, and learn. Outsiders do not transfer technology; They share methods which local people can use for their own appraisal, analysis, planning, action, monitoring and evaluation. Outsiders do not impose their reality; they encourage and enable local people to express their own.» Chambers (1997:103).

Since the beginning of the 1990s extended concepts of Participatory Processes and Interaction have been developed, and summarised under the name Participatory and Integrated Development (PID). In order to overcome the casual application of participatory methods here and there, PID seeks to include workshops and their results in a broader, long-term frame of institutionalised activities. PID means offering facilitation support to locals (such as villages, communities, interest groups, associations etc.) on a demand responsive basis, and assisting them in getting their interests represented. For example, getting grassroots level planning and action integrated into local and regional planning approaches. This leads to a more sustainable and better co-ordinated way of development. In addition to this vertical integration, PID also tries to enhance horizontal integration, i.e. the collaboration of different agencies, sector organisations and different groups of stakeholders within a region.

Notes for the trainer
Objective: Section 2 provides definitions of participatory development, as well as the main concepts and terms that characterize this approach. In addition, a brief historical evolution of participatory development approaches is presented.

Learning Goals: Participants gain a shared knowledge of the basic concepts and terms of participatory development, as well as a basic understanding of the main PD approaches that evolved in recent decades.

Process: Participatory training methods will be adopted, based on action learning principles. Participants will be encouraged to voice concerns and views, share their experience and contribute to the learning process. The trainer should expect to 'learn' from participants and not just to 'teach' them.

Activity A: Group Discussion Of The Chinese Proverb
Ask participants about their opinion on what conditions are necessary for the fishing skills to be important. Have a prepared List (see above) and compare it to what they suggest. Encourage participants to understand the allegorical value of the proverb. You may need to briefly explain the term 'common s'.

Activity B: Circulate A Handout 3 With The Content Of Box 1
Ask participants to think about the pros and cons of each PD method.

Outputs: Participants gain a shared understanding of the basic concepts of participatory development and a basic grasp of the historical evolution of PD approaches to development.

Time Allocated: 50 minutes

*«The commons" is terminology referring to resources that are collectively owned or shared between or among communities or populations. These resources are said to be "held in common" and can include everything from natural resources and common land to software. The commons contains public property and private property, over which people have certain traditional rights.

3.3 CYPRUS CASE STUDIES*

Kontea/Türkmenköy Cultural Heritage Preservation Circle Project

Short Description of the Project (Handout 4)
The Kontea/Türkmenköy Project involves the restoration of a number of buildings and public spaces in the village (church, mosque, aqueducts, 'The Carob Tree Peace Park', and central plaza) of Kontea/Türkmenköy with the cooperation of former (mostly Greek Cypriot refugees) and current (mostly TC inhabitants) residents of the village. The process started in 2006, sparked by a call for proposals by the UNDP for the restoration and maintenance of endangered monuments all over Cyprus.

Participatory Process
The identification of stakeholders was carried out in an informal way as most were acquaintances and shared recognition of the need to restore village buildings. The beneficiaries were identified as the former residents and current residents. The current residents were recruited by announcements in the village. Informative meetings were carried out in the village.

A formal participatory process was developed where a management committee was formed. This team included groups of engineers, architects, civil engineers as well as average citizens who could help out.

There was a lot of communication between the teams and a lot of information was exchanged before implementation took place, so everyone knew about the project in detail and all queries were solved. Some of these information and communications include meetings in village coffee shop, social events such as dinners, project presentations. Throughout the initial project design stage, the project team reports to have identified some social needs.

Although the project teams report that gender sensitivity has been respected and all have been included in the project from the very beginning, some members of the project team report that more women and youth could have been added from the initial phases. This has been one of the shortcomings of the participatory process of this project. Since the village meetings took place mostly in the coffee shop, this could have been a limiting factor for some women to participate.

After the initial design stage, the management team, which met 3-4 times a week when necessary started meeting less, about once a month. And the center for meetings became Nicosia instead of the village itself, since the technical team was based in Nicosia.

Nevertheless, constant information flow continued between the management committee and the villages and this was ensured through the inclusion of villagers in the management committee.

Although a formal project evaluation was not carried out, constant feedback was taken from the beneficiaries and as reactions increased, informative meetings and social gatherings were arranged to explain the project.

Good Practices
1. Social activities at the beginning of the project to break the ice and become friendly
2. A more or less open process of recruiting individuals who would be interested in the project (this could be improved)
3. Effort to create a win-win situation
4. Continuous communication and social activities to keep the contact and interest alive
5. Continuous information sessions about the progress
6. Including the beneficiaries in the implementation of the project (cleaning of the site etc) to increase ownership of the project
7. Inclusion of different opinion leaders from different backgrounds (and political opinions)
8. Good Leadership
9. A longer and flexible project period to overcome difficulties
10. A flexible approach to project management
11. Problem solving skills are very important

12. Multiple communication channels,
13. Active presence of steering committees in both communities,
14. Work on building trust,
15. No hidden agenda,
16. Adopt common goals

Lessons Learned
Although the participatory process of this project has been evaluated by many as a very good one, some suggestions were made to improve it. Among these suggestions are:

• More people could come in, especially younger individuals, students, research teams, ethnography. Anything that helps build networks of people would be helpful.
• More thematic events could be facilitated such as history square events to show history. These could attract additional interest in the project and improve participation.
• More professional methods of public participation, such as focus groups etc could have been used.
• More youth could be involved. Universities could participate in such projects - the benefits would be to the students who would get real life experience of restoration and architecture, while the projects would benefit from a rich pool of ideas and expertise.
• The project could have become a larger part of life where the villagers could make use of the economic benefits of this project. This could be ensured by attracting more people to the region. By seeing the 'economic benefits' the public would be more supportive of such projects.

Notes for the trainer
Objective: Section 3 provides a brief presentation of the Kontea project and its good practices and shortcomings from the perspective of participatory approaches.

Learning Goals: Participants examine their project's participatory character by applying the typology presented in Section 1 and 2. The aim is to encourage critical thinking and an examination of what their projects have achieved and what remains to be done, in order to be more participatory.

Process: Participatory training methods will be adopted, based on action learning principles. Participants will be encouraged to voice concerns and views, share their experience and contribute to the learning process. The trainer should expect to 'learn' from participants and not just to 'teach' them.

If there is a participant from the Kontea project, ask them to help the Trainer with the presentation of the Kontea project, the good practices and the lessons learned. The Trainer distributes a Handout (4) with the description of theKontea/Türkmenköyproject and asks participants to read it.

Ask each participant to talk brieflly about their own project. Give participants 20 minutes to place their project on the Arnstein ladder, and explain the level of participation achieved. Ask them to present findings and then discuss them in class.

Outputs: Participants gain a working understanding of the models of participation and PD, by learning how to apply these to assess real life projects.

Time Allocated: 65 minutes

Activity A:
Ask participants to retrieve Handout 1, 2 and 3 on the Typology of Participation.

3.4 INTERNATIONAL CASE STUDY: SALFORD PARTICIPATORY BUDGETING EVENT

Method Used: Participatory Budgeting (PB)

What is Participatory Budgeting?
Participatory budgeting directly involves local people in making decisions on the spending and priorities for a defined public budget. Participatory budgeting directly involves local people in making decisions on the spending and priorities for a defined public budget. PB processes can be defined by geographical area (whether that's neighbourhood or larger) or by theme. This means engaging residents and community groups representative of all parts of the community

to discuss and vote on spending priorities, make spending proposals, and vote on them, as well giving local people a role in the scrutiny and monitoring of the process and results to inform subsequent PB decisions.

Engaging residents and community groups representative of all parts of the community to discuss and vote on spending priorities, make spending proposals, and vote on them, as well giving local people a role in the scrutiny and monitoring of the process and results to inform subsequent PB decisions on an annual or repeatable basis."

Participatory budgeting (PB) allows the citizens of an area (neighbourhood, regeneration or local authority area) to participate in the allocation of part of the local Council's or other statutory agency's (health services, police) available financial resources. PB aims to increase transparency, accountability, understanding and social inclusion in local government affairs. PB applies to a varying amount of the local Council's budget and the actual process is developed to suit local circumstances.

Three Stages of Development

1. 1989 - 1997, PB was "invented" inPorto Alegre & other cities in Brazil.
2. 1997 - 2000: the Brazilian model "spread", more than 130 municipalities in Brazil adopted the model, with regional variations.
3. 2000 - Present: expansion & diversification: Spain, Belgium, Italy, Germany, France, Portugal, Denmark, Switzerland, the Netherlands and the UK. A number of cities in Africa (for example in Cameroon) and Asia (for example in Sri Lanka) are starting their own PB processes.

Salford Participatory Budgeting Event
Location: England
Date project launched: 2007
Project Background: Salford City Council was one of the first councils in the UK to become interested in participatory budgeting, sending councillors and community activists to Brazil in 2000 to learn about PB. The group that went to Brazil developed a feasibility study with recommendations and a steering group was set up. Due to various internal processes, PB did not actually get off the ground until 2007/08 when this project took place. Due to the success of the project, Salford City Council is looking to build on it and is looking at devolved highways budgets of £200,000 for PB processes in 2008/09.

Purpose of project

• To involve the local community in proposing and prioritising projects for highway improvements.
• To involve a wider range and number of residents than would normally attend a community committee meeting.
• To produce a list of prioritised schemes.
• To learn from the process.

Project activities
The amount of £800,000 was devolved from mainstream highways budgets to 8 Community Committee areas for Highway improvements. Claremont and Weaste Community Committee decided to allocate its £100,000 share using a PB process.

Before the event: project proposals were gathered from the Community Action Plan and from ideas submitted from residents. Residents were invited to attend the PB event and efforts were made to target those who didn't usually attend meetings.

At the event: written information and photos of each of the 23 prioritised schemes were laid out on tables and a technical officer from the council was available to answer questions. Residents were given score cards to mark each scheme out of 10. The top ten scoring schemes went through to a second round of scoring using the same process. Residents' final scoring allowed four schemes to be potentially funded, subject to project estimates being correct.
Finally, the residents evaluated the process using e-voting.

Elected members affirmed the decisions of the community. The legal decision remained with the members.

Project results

1. Around 50 people attended the event, which was a significant increase from the usual numbers attending community committees.
2. A DVD was produced of the event.
3. New groups were brought into decision making.
4. Trust was increased between service provider (the Highways department) and the community.
5. The Community had a greater input into deciding how a mainstream budget was spent.
6. The process demonstrated that PB can be used to decide on the allocation of part of mainstream budgets.
7. The success of the event has lead to the council deciding to continue with PB in 2008/09 with £200,000 - an increase of 100% on 2007/08.

Notes For The Trainer

Objective: Section 4 provides a brief presentation of the Salford Participatory Budgeting Event and a basic understanding of the method of participatory budgeting.

Learning Goals: Participants understand the term participatory budgeting and examine the case study's participatory character by applying the typology presented in Section 1 and 2. The aim is to encourage critical thinking and an examination of what the project has achieved and what more could have been done, in order to be more participatory.

Process: Participatory training methods will be adopted, based on action learning principles. Participants will be encouraged to voice concerns and views, share their experience and contribute to the learning process. The trainer should expect to 'learn' from participants and not just to 'teach' them.

Visual Aid
Present short video to class about the Salford Participatory Budgeting Event
(http://www.youtube.com/watch?v=eVMyVAP_sEc).

Activity A:
Encourage participants to discuss the case study. What are the advantages of PB? In what cases could this method be adopted in Cyprus? Would it make the political process more democratic? What would be the obstacles in adopting such a method, even at the local level and how could these obstacles be lifted?

If time allows it, present some other PD methods and encourage similar discussions.
e.g. Citizens' Panels, Focus Groups.

Outputs: Participants gain a shared knowledge of the method of participatory budgeting and the advantages of using such a method.

Time Allocated: 60 minutes

3.5 REFERENCES

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3.6 HANDOUTS

Handout 1 - Pretty's Typology of Participation

PASSIVE PARTICIPATION	People participate by being told what is going to happen or has already happened. It is a unilateral announcement by an administration or project management without any listening to people's responses.
PARTICIPATION IN INFORMATION GIVING	The information being shared belongs only to external professionals. People participate by answering questions posed by extractive researchers using questionnaire surveys or such similar approaches. People do not have the opportunity to influence proceedings, as the findings of the research are neither shared nor checked for accuracy.
PARTICIPATION BY CONSULATION	People participate by being consulted, and external agents listen to views. These external agents define both problems and solutions, and may modify these in the light of people's responses. Such a consultative process does not concede any share in decision making, and professionals are under no obligation to take on board people's views.
PARTICIPATION FOR MATERIAL BENEFITS	People participate by providing resources such as labor, in return for food, cash or other material incentives. It is very common to see this called participation yet people have no stake in prolonging activities when incentives end.
FUNCTIONAL PARTICIPATION	People participate by forming groups to meet predetermined objectives related to the project, which can involve the development or promotion of externally initiated social organization. Such involvement tends not to be at early stages of project cycles or planning, but rather after major decisions have already been made. These institutions tend to be dependent on external initiators and facilitators, but may become self-dependent.
INTERACTIVE PARTICIPATION	People participate by taking initiatives independent of external institutions to change systems. Such self-initiated mobilization and collective action may or may not challenge existing inequitable distributions of wealth and power.

Handout 2 - The Guide to Effective Participation, by David Wilcox

The guide proposes a five-rung ladder of participation which relate to the stance an organisation promoting participation may take.

Information: merely telling people what is planned.

Consultation: offering some options, listening to feedback, but not allowing new ideas.
Deciding together: encouraging additional options and ideas, and providing opportunities for joint decision making.

Acting together: not only do different interests decide together on what is best, they form a partnership to carry it out.

Supporting independent community interests: local groups or organisations are offered funds, advice or other support to develop their own agendas within guidelines.

Different levels are appropriate at different times to meet the expectations of different interests. Contexts, particularly local social and political factors, are important determinants of which level is most appropriate.

Handout 3 - Arnstein Model
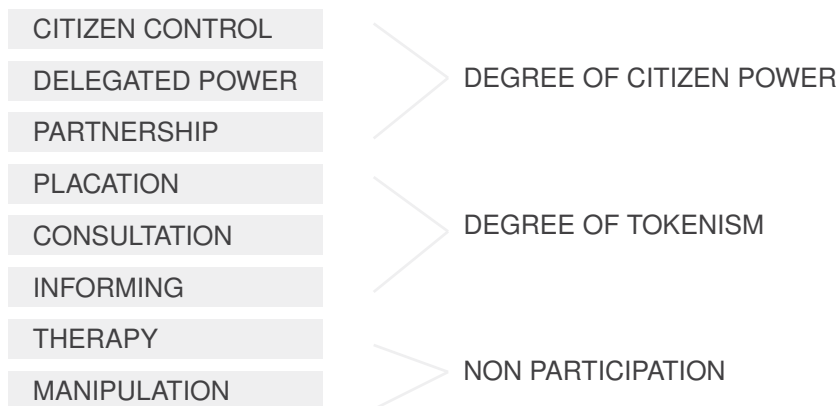
CITIZEN CONTROL	
DELEGATED POWER	DEGREE OF CITIZEN POWER
PARTNERSHIP	
PLACATION	
CONSULTATION	DEGREE OF TOKENISM
INFORMING	
THERAPY	
MANIPULATION	NON PARTICIPATION

Manipulation and Therapy: are 'non participative'. The aim is to cure or educate the participants. The proposed plan is best and the job of participation is to achieve public support for a project designed by a third party/expert/aid agency/ authority and so on.

Informing: an important first step to legitimate participation. Without a free flow of information civic participation, even democracy, is meaningless as it does not allow people to make 'informed choices'. However, often the emphasis is on a one way flow of information. No channel for feedback.

Consultation: a legitimate step - attitude surveys, neighbourhood meetings and public enquiries. But Arnstein still feels this is just a window dressing ritual.

Placation: e.g. co-option of hand-picked 'worthies' onto committees. It allows citizens to advise or plan ad infinitum, but retains for power holders the right to judge the legitimacy or feasibility of the advice.

Partnership: power is in fact redistributed through negotiation between citizens and power holders. Planning and decision-making responsibilities are shared e.g. through joint committees.

Delegated power: citizens holding a clear majority of seats on committees with delegated powers to make decisions. Public now has the power to assure accountability of the programme to them.

Citizen Control: have-nots handle the entire job of planning, policy making and managing a programme e.g. neighbourhood corporation with no intermediaries between it and the source of funds.

4. Trainer's Manual, Module 2:
Participatory Approaches to Leadership

Sections
Section 1: What is Leadership?
Section 2: Theories of Leadership
Section 3: The importance of understanding the different roles that exists within a team
Section 4: References
Section 5: Handouts

4.1 WHAT IS LEADERSHIP

Quote: *"We are what we repeatedly do. Excellence, then, is not an act, but a habit… It is easy to perform a good action, but not easy to acquire a settled habit of performing such actions" Aristotle 384-322 BC, philosopher.*

• Make a hint here whether leaders are born or made (state here that in academia this discussion goes on and on with passionate supporters backing both side). Whatever the case (born or made), what is important to note here is that what they do ("leading") is not something extraordinary for them, but is actually a settled habit. Leaders excel at leading.

Quote: *"I am a leader by default, only because nature does not allow a vacuum."*
(Bishop Desmond Mpilo Tutu, received the Nobel Peace Prize in 1984. A true opponent of apartheid.)

• Desmond Tutu states clearly that he is a leader by default, he had to play this role for the good of his people. Keep in mind that this is one highly religious man.

Definition of Leadership
• **The action of leading a group of people or an organization.**
  Example sentence: "Different styles of leadership exist."
• **The state or position of being a leader.**
  Example sentence: "The leadership of the party."
• **The leaders of an organization, country, etc**
  Example sentence: "A change of leadership had become desirable."
• **The ability to lead skilfully.**
  Example sentence: "They hailed Abraham Lincoln's courage and leadership."

Open discussion
Think of a good relationship that you had with someone in authority.
What did they do that made it feel good?

Think of a difficult relationship that you have had with someone in authority.
What did they do that made it feel difficult?

These two questions will help the trainees remember two situations they had with someone in authority one good and one bad. As soon as the trainer receives their feedback (ask at least two to share their experiences) then you can move to the next slide and discuss with them the Positive and Negative things that are associated with the character's in authority that they just mentioned in their shared stories (values, inter-personal skills, etc).

THE FOUR ELEMENTS OF EMOTIONAL INTELLIGENCE (EI)

	SELF	OTHERS
AWARENESS	SELF AWARENESS	SOCIAL AWARENESS
ACTIONS	SELF MANAGEMENT	SOCIAL / RELATIONSHIP MANAGEMENT

Emotional intelligence consists of four fundamental capabilities:
self-awareness, self-management, social awareness and social skills (social/relationship management) (Goleman 1998).

Self-Awareness
Self-Awareness means being aware of your own emotions, and being able to identify them correctly. This is the most important of the EI skills. It allows you to recognize your own strengths and weaknesses. If you are aware of your feelings, you know what causes you to feel happy, proud, alarmed, disgusted, and so on. These are your biases, positive as well as negative. When you are aware of your feelings you can more easily manage your own reactions and your behaviour. This is very important to managing relationships with others successfully.

Self-Management
Self-Management is the ability to control your emotional reactions while still behaving with honesty and integrity. A person who is emotionally intelligent does not let bad moods or a strong emotional reaction govern his or her behaviour. She or he is able to be honest and frank in a calm manner, without attacking others. When moods or feelings are too strong to set aside, an emotionally intelligent person lets others know she/he is upset, and how long this is likely to last so they know what to expect and can adjust. Self-Management also means being able to direct your own behaviour toward a goal. It means being able to put off gratification in the present in order to get better results at a future time, like saving money now to buy a house later. And it means being able to motivate yourself to stick with something over time, even though it may be difficult and time consuming.

Social Awareness
Social awareness has two parts: empathy, and attention (noticing how others are reacting to you). Empathy means being able to sense what the other person is feeling, and to know what their emotion feels like from your own experience. It does not necessarily mean you agree with the other person. However it does mean that you know how they feel and can communicate that you understand, and that you care. The other part of social awareness is attention or knowing how other people are reacting, or anticipating how they are likely to react to what you do and say. It means having a sense of how others feel when you announce a change, make a request, or simply make a statement. Once you have the ability to sense how others react, you can be more effective in choosing how to deliver a message. This lays the foundation for the fourth skill, relationship management.

Social/Relationship Management
Social/Relationship management includes the ability to communicate in a clear and convincing way. Being clear means being able to say what you mean simply, and being able to offer examples. Being convincing does not rely on rational argument. It relies on understanding how people feel and what emotions are important in their decision-making process. You can observe this in the way national and community leaders attempt to influence their constituents. They will typically talk about issues of security, faith, family, health and prosperity – all things that have a strong emotional impact on people. This does not mean you should abandon rational argument, it means you must also understand how to use emotion to communicate and persuade. A person who is emotionally intelligent can communicate ideas, information, and requests to others effectively. They pay attention to how others are reacting and adjust their approach to get a better result. Because they pay attention to emotional response, they are often able to predict how others will react and plan accordingly. They are often quite good at building enthusiasm and calming down interpersonal conflicts. The key is social awareness and flexibility in how they talk to other people. They can adjust words, non-verbal behaviour, and timing to get the best reaction from others.

Brainstorming Session
Pose these three questions in succession in order to facilitate discussion based on the principle of Emotional Intelligence

1. How things can go wrong?
2. How can a leader get derailed?
3. Where do you think the greater risk of neglecting something from the four categories lies? (on Self-awareness; Self-management; Social-awareness or Social-management?)

HINT: Regarding the 3rd question give them a hint that the greatest risk lies on lack of self-awareness.

Time Allocated: 15 Minutes

Session On Management Vs Leadership
Are you a manager or a leader? Although you may hear these two terms thrown out interchangeably, they are in fact two very different animals complete with different personalities and world views. By learning whether you are more of a leader or more of a manager, you will gain the insight and self-confidence that comes with knowing more about yourself. The result is greater impact and effectiveness when dealing with others and running your business.

We are going to take a look at the different personality styles of managers versus leaders, the attitudes each have toward goals, their basic conceptions of what work entails, their relationships with others, and their sense of self (or self-identity) and how it develops. Last of all, we will examine leadership development and discover what criteria is necessary for leaders to reach their full potential.

First of all, let's take a look at the difference in personality styles between a manager and a leader.

Managers - emphasize rationality and control; are problem-solvers (focusing on goals, resources, organization structures, or people); often ask question, "What problems have to be solved, and what are the best ways to achieve results so that people will continue to contribute to this organization?"; are persistent, tough-minded, hard working, intelligent, analytical, tolerant and have goodwill toward others.

Leaders - are perceived as brilliant, but sometimes lonely; achieve control of themselves before they try to control others; can visualize a purpose and generate value in work; are imaginative, passionate, non-conforming risk-takers. Managers and leaders have very different attitudes toward goals.

Managers - adopt impersonal, almost passive, attitudes toward goals; decide upon goals based on necessity instead of desire and are therefore deeply tied to their organization's culture; tend to be reactive since they focus on current information.

Leaders - tend to be active since they envision and promote their ideas instead of reacting to current situations; shape ideas instead of responding to them; have a personal orientation toward goals; provide a vision that alters the way people think about what is desirable, possible, and necessary.
Now let us have a look at managers' and leaders' conceptions of work.

Managers - view work as an enabling process; establish strategies and makes decisions by combining people and ideas; continually coordinate and balance opposing views; are good at reaching compromises and mediating conflicts between opposing values and perspectives; act to limit choice; tolerate practical, mundane work because of strong survival instinct which makes them risk-averse.

Leaders - develop new approaches to long-standing problems and open issues to new options; first, use their vision to excite people and only then develop choices which give those images substance; focus people on shared ideals and raise their expectations; work from high-risk positions because of strong dislike of mundane work.
Managers and leaders have very different relations with others.

Managers - prefer working with others; report that solitary activity makes them anxious; are collaborative; maintain a low level of emotional involvement in relationships; attempt to reconcile differences, seek compromises, and establish a balance of power; relate to people according to the role they play in a sequence of events or in a decision-making process; focus on how things get done; maintain controlled, rational, and equitable structures ; may be viewed by others as inscrutable, detached, and manipulative.

Leaders - maintain inner perceptiveness that they can use in their relationships with others; relate to people in intuitive, empathetic way; focus on what events and decisions mean to participants; attract strong feelings of identity and difference or of love and hate; create systems where human relations may be turbulent, intense, and at times even disorganized.

Session on Delegation

What is delegation: By definition it is
• The assignment of meaningful tasks, either operational or managerial, to others with supervision over time.

By implication is not
• The assignment of simple, unpopular or isolated tasks at the whim of the manager as an end in itself.

Guidelines for effective delegation
• Clarify the objectives and the performance standards.
• Shift authority commensurate with the responsibilities.
• Provide necessary support systems.
• Establish reasonable checkpoints and deadlines.
• Clarify the objectives and the performance standards
• Shift authority commensurate with the responsibilities
• Provide necessary support systems
• Establish reasonable checkpoints and deadlines
• Review results, not methods.

Time Allocated: 75 minutes

4.2 THEORIES OF LEADERSHIP

Introduction into the basic theories of leadership

• Contingency Theory
• Path-Goal Theory
• Transformational Vs Transactional
• Visionary Leadership
• Team Leadership
• Participatory Leadership

Contingency Theory

• It was developed by Fiedler (1987).
• This is a leader match theory because it tries to match leaders to appropriate situations.
• A leader's effectiveness depends on how well the leader's style fits the context.
• The theory was developed by studying the styles of leaders in situations and whether they were effective (primarily in military organizations).
• Concerned with styles and situations.

Interactive session on **Least Preferred Coworker (LPC) Scale** (read handout 1, thoroughly for detailed explanation)

How does it work?

• By measuring a leader's LPC score and three situational variables, one can predict whether the leader is going to be successful in a particular setting.
• It is important to note that contingency theory stresses that leaders are NOT successful in all situations.

Useful Notes: Fiedler developed this instrument, the least-preferred co-worker (LPC) questionnaire,that measures the leader's behavioural orientation-either task-oriented or relationship-oriented. He isolated three situational criteria--leader-member relations, task structure, and position power--that can be manipulated to create the proper match with the behavioural orientation of the leader. The LPC questionnaire contains sixteen contrasting adjectives, asks the respondent to think of all the co-workers he/she has ever had and rate that person on a scale of 1 to 8 for each set of contrasting adjectives. Fiedler's premise was that what you say about others tells more about you than it tells about the person you're describing.

Time Allocated for LPC: 10 minutes

Path-Goal Theory: Path Goal theory is about how leaders motivate subordinates to accomplish designated goals. The stated goal of leadership is to enhance employee performance and employee satisfaction by focusing on employee motivation. Emphasizes the relationship between the leader's style and characteristics of the subordinates and the work setting. The leader must use a style that best meets the subordinate's motivational needs.

Leadership Behaviors based on the Path/Goal Theory: Path-goal theory is one of the most respected approaches to leadership and it was developed by Robert House (House, 1996). The essence of the theory is the following: the leader's job to assist followers in attaining their goals and to ensure that their goals are compatible with the overall objectives of the group or organization. A leader's behaviour is acceptable to employees to the degree that they view it as an immediate source of satisfaction or as a means of future satisfaction. House identified four leadership behaviors.

- The **directive leade**r tells employees what is expected of them, schedules work, and gives specific guidance as to how to accomplish tasks. It parallels initiating structure.
- The **supportive leader** is friendly and shows concern for the needs of employees. It is essentially synonymous with the dimension of consideration.
- The **participative leader** consults with employees and uses their suggestions before making a decision.
- The **achievement-oriented leader** sets challenging goals and expects employees to perform at their highest level.

In contrast to Fiedler (father of Contingency Theory), House assumes that leaders are flexible. Path-goal theory implies that the same leader can display any or all leadership styles. Research to validate path-goal predictions is encouraging, although not all is found positive. The majority of the evidence supports the logic underlying the theory. Provide the trainees with the advantages and disadvantages of this theory.

How Do Transactional (goal oriented) Leaders differ from Transformational Leaders?

1. Most of the leadership theories presented in this chapter address the issue of transactional leaders.
    - These leaders guide or motivate their followers in the direction of established goals by clarifying role and task requirements.
2. Transformational leaders inspire followers to transcend their own self-interests for the good of the organization and are capable of having a profound and extraordinary effect on his or her followers.
3. These are not opposing approaches.
4. Transformational leadership is built on transactional leadership.
    - Transformational leadership produces higher levels of employee effort and performance.
    - It is more than charisma.
    - The transformational leader will attempt to instill in followers the ability to question not only established views but eventually those established by the leader.
5. The evidence supporting the superiority of transformational leadership over the transactional variety is overwhelmingly impressive.
6. In summary, the overall evidence indicates that transformational leadership is more strongly correlated with lower turnover rates, higher productivity, and higher employee satisfaction.

What is Visionary Leadership?

- Visionary leadership goes beyond charisma.
- Visionary leadership is the ability to create and articulate a realistic, credible, attractive vision of the future for an organization or organizational unit that grows out of and improves upon the present.
- A vision differs from other forms of direction setting in several ways:
  "A vision has clear and compelling imagery that offers an innovative way to improve, which recognizes and draws on traditions, and connects to actions that people can take to realize change." Hitt et al.,The Blackwell Handbook of Strategic Management (2001) pp.52
  Vision taps people's emotions and energy.
- The key properties of a vision seem to be inspirational possibilities that are value cantered, realizable, with superior imagery and articulation.
  Visions should be able to create possibilities that are inspirational, unique, and offer a new order that can produce
  - organizational distinction.
  - Desirable visions fit the times and circumstances and reflect the uniqueness of the organization.
  - People in the organization must also believe that the vision is attainable.

- Examples of visions (ask the trainees).
- What skills do visionary leaders exhibit?
  - The ability to explain the vision to others.
  - The ability to express the vision not just verbally but through the leader's behaviour.
  - The third skill is being able to extend the vision to different leadership contexts.

What Is Team Leadership?
• Leadership is increasingly taking place within a team context.
• As teams grow in popularity, the role of the leader in guiding team members takes on heightened importance.

Two Top Priorities
• Managing the team's external boundary (upper management, other teams, partners, etc).
• Facilitating the team process.

Four Roles
• Liaisons with external constituencies;
• rouble-shooters of the team's problems;
• Conflict managers;
• Coaches.

Participatory Leadership: Inclusive decision-making processes, reflecting human rights principles, are likely to generate creative solutions to collective needs that integrate diversity and support the common good. The concept of "participatory leadership" is fundamental to promoting participatory democracy. The focus is on supporting the advance away from non-inclusive processes for decision-making and action.

TABLE 1: STAGES OF SYSTEM DEVELOPMENT AND THEIR LEADERSHIP DEMANDS*

NATURE OF SYSTEM	AUTHORITARIAN	CONSULTATIVE - MANAGERIAL	PARTICIPATORY
Who performs leadership roles	The boss. Others respond to command, governed by rules.	Top management. Others largely rule-governed with varying degrees of initiative supported. System may be either paternalistic or run for benefit of owners/rulers.	Potentially everybody. Self-authorizing initiatives supported. Community decides what is good for community.
Basis for response to leadership	Coercion	Acceptance of rules induced by incentive/penalty or degree of acceptance of goals of organisation.	Ownership of, identification with, goals of collectivity and acceptance of personal responsibility to meet or exceed demands of role.
who provides inputs to leadership decisions	As decided by the boss who may be affected by uninvited as well as invited feedback.	Feedback solicited by management who may or may not be responsive to this or uninvited feedback.	Consensual decision processes provide for voices with various degrees of inclusion. Process ranges from debate to dialogue.
Who gives effect to decisions	Orders issued; implementation dependent on coerced or willing response.	Management hierarchy hands down directives.	Authority for implementation given by consensual decision expressed in implementation of agreed/negotiated resource allocations and collective response to expectations generated regarding prformance of roles.
The accountability structure	Everyone accountable to the boss. The boss accountable to no-one (though vulnerable to potential revolt).	Hierarchy of accountability.	Mutual accountability as well as hierarchical accountability based on values and principles more than rules.
Who needs what leadership competencies	The boss needs: • ability to hear/make reality checks • power of personality or threat of	Management needs: • ability for reality checks • power of personality (degree of interpersonal skills), aceptability	Authorized leader needs: • Skills: interpersonal, facilitation, empathic, imaginal, negotiation, communication skills to meet

*Leonard Joy, Development, MDGS and leadership, page 14.

NATURE OF SYSTEM	AUTHORITARIAN	CONSULTATIVE - MANAGERIAL	PARTICIPATORY
	coercion to secure response to commands • systems thinking skills • imaginal skills • other (followers) need compliant skills	of orders, or threat of coercion to secure response to directives • systems thinking skills • imaginal skills Others need compliant skills with imaginal, communication and systems skills as required by the demands of management.	cognite gaps, systems thinking • ability to hold the tension with constructive confrontation • ability to hold the tension with constructive confrontation • self-awareness • self-authorization • ability to keep ego in its plaxe • ability to handle projections onto self • values required at next developmental step for system • ability to model these with integrity • ability to resist abuse of privilege • non-attachment to specific outcomes Shaing these skills with other actors will enhance system-wide leadership capacity.

Time Allocated for whole of Section: 2:75 minutes

4.3 THE IMPORTANCE OF UNDERSTANDING THE DIFFERENT ROLES THAT EXISTS WITHIN A TEAM

The Belbin Model
The Belbin Model is a robust and highly effective concept on teamwork that is the product of many years of research. British psychologist Dr Meredith Belbin has worked to achieve a coherent and accurate system that explains individual behaviour and its influence on team success. These behavioural patterns are called "Team Roles" and these nine roles cover the types of individual behaviour at work in a team.

What is a Team Role: "A tendency to behave, contribute and interrelate with others in a particular way."Belbin team roles describe a pattern of behavior that characterizes one person's behavior in relationship to another in facilitating the progress of a team.These are not personality traits, but preferences that change over time.The value of Belbin team-role theory lies in enabling the individual or team to benefit from self-knowledge and adjust according to the demands being made by the external situation.

Dr Meredith Belbin often says:"What is needed is not well-balanced individuals, but individuals that balance well with each other."The accurate delineation of these TEAM ROLES is critical in understanding the dynamics of any team.

The Belbin Team Roles (Give Handout 2 - perform the Belbin Test)
The personal skill inventory identifies eight team roles which are described below. There is also another team role called the Specialist which is not identified in the questionnaire (but its explanation is listed here).

Sh Shaper
Characteristics
Highly strong, outgoing, dynamic.
Shapers are highly motivated people with a lot of nervous energy and a great need for achievement. Often they seem to be aggressive extroverts with strong drive. Shapers like to challenge, to lead and to push others into action - and to win. If obstacles arise, they will find a way round - but can be headstrong and emotional in response to any form of disappointment or frustration. Shapers can handle and even thrive on confrontation.
Function
Shapers generally make good managers because they generate action and thrive on pressure. They are excellent at sparking life into a team and are very useful in groups where political complications are apt to slow things down. Shap-

ers are inclined to rise above problems of this kind and forge ahead regardless. They like making necessary changes and do not mind taking unpopular decisions. As the name implies, they try to impose some shape and pattern on group discussion or activities. They are probably the most effective members of a team in guaranteeing positive action.

Strengths

Drive and a readiness to challenge inertia, ineffectiveness, complacency or self-deception.

Allowable Weaknesses

Prone to provocation, irritation and impatience, and a tendency to offend others.

Pl Plant

Characteristics

Individualistic, serious-minded, unorthodox.

Plants are innovators and inventors and can be highly creative. They provide the seeds and ideas from which major developments spring. Usually they prefer to operate by themselves at some distance from the other members of the team, using their imagination and often working in an unorthodox way. They tend to be introverted and react strongly to criticism and praise. Their ideas may often be radical and may lack practical constraint.

They are independent, clever and original and may be weak in communicating with other people on a different wavelength.

Function

The main use of a Plant is to generate new proposals and to solve complex problems. Plants are often needed in the initial stages of a project or when a project is failing to progress. Plants have often made their marks as founders of companies or as originators of new products. Too many Plants in one organisation, however, may be counter-productive as they tend to spend their time reinforcing their own ideas and engaging each other in combat.

Strengths

Genius, imagination, intellect, knowledge.

Allowable Weaknesses

Up in the clouds, inclined to disregard practical details or protocol.

Co Co-ordinator

Characteristics

Calm, self-confident, controlled.

The distinguishing feature of Co-ordinators is their ability to cause others to work to shared goals. Mature, trusting and confident, they delegate readily. In interpersonal relations they are quick to spot individual talents and to use them to pursue group objectives. While Co-ordinators are not necessarily the cleverest members of a team, they have a broad and worldly outlook and generally command respect.

Function

Co-ordinators are useful people to have in charge of a team with diverse skills and personal characteristics. They perform better in dealing with colleagues of near or equal rank than in directing junior subordinates. Their motto might well be "consultation with control" and they usually believe in tackling problems calmly. In some organisations, Co-ordinators are inclined to clash with Shapers due to their contrasting management styles.

Strengths

Welcome all potential contributors on their merits and without prejudice, but without ever losing sight of the main objective.

Allowable Weaknesses

No pretensions as regards intellectual or creative ability.

Me Monitor Evaluator

Characteristics

Sober, unemotional, prudent.

Monitor Evaluators are serious-minded, prudent individuals with a built-in immunity from being over-enthusiastic. They are slow deciders who prefer to think things over - usually with a high critical thinking ability. Good Monitor Evaluators have a capacity for shrewd judgements that take all factors into account and seldom give bad advice.

Function

Monitor Evaluators are at home when analysing problems and evaluating ideas and suggestions. They are very good at weighing up the pro's and con's of options and to outsiders seem dry, boring or even over-critical. Some people are surprised that they become managers. Nevertheless, many Monitor Evaluators occupy key planning and strategic posts

and thrive in high-level appointments where a relatively small number of decisions carry major consequences.

Strengths

Judgement, discretion, hard-headedness.

Allowable Weaknesses

Lack of inspiration or the ability to motivate others.

Ri Resource Investigator

Characteristics

Extroverted, enthusiastic, curious, communicative.

Resource Investigators are good communicators both inside and outside the organisation. They are natural negotiators, adept at exploring new opportunities and developing contacts. Although not necessarily a great source of original ideas, they are quick to pick up other people's ideas and build on them. They are skilled at finding out what is available and what can be done, and usually get a warm welcome because of their outgoing nature. Resource Investigators have relaxed personalities with a strong inquisitive sense and a readiness to see the possibilities of anything new. However, unless they remain stimulated by others, their enthusiasm rapidly fades.

Function

Resource Investigators are quick to open up and exploit opportunities. They have an ability to think on their feet and to probe others for information. They are the best people to set up external contacts, to search for resources outside the group, and to carry out any negotiations that may be involved.

Strengths

A capacity for finding useful people and promising ideas or opportunities, and a general source of vitality.

Allowable Weaknesses

Liable to lose interest once the initial fascination has passed.

Imp Implementer

Characteristics

Implementers are well organised, enjoy routine, and have a practical common-sense and self-discipline. They favour hard work and tackle problems in a systematic fashion. On a wider front they hold unswerving loyalty to the organisation and are less concerned with the pursuit of self-interest.

However, Implementers may find difficulty in coping with new situations.

Function

Implementers are useful because of their reliability and capacity for application. They succeed because they have a sense of what is feasible and relevant. It is said that many executives only do the jobs they wish to do and neglect those tasks which they find distasteful. By contrast, Implementers will do what needs to be done. Good Implementers often progress to high management positions by virtue of good organisational skills and efficiency in dealing with all necessary work.

Strengths

Organising ability, practical common sense, hard working, self-discipline.

Allowable Weaknesses

Lack of flexibility, resistance to unproven ideas.

Tw Team Worker

Characteristics

Socially oriented, rather mild and sensitive.

Team Workers are the most supportive members of a team. They are mild, sociable and concerned about others with a great capacity for flexibility and adapting to different situations and people. Team Workers are perceptive and diplomatic. They are good listeners and are generally popular members of a group. They cope less well with pressure or situations involving the need for confrontation.

Function

The role of the Team Worker is to prevent interpersonal problems within a team and allow everyone to contribute effectively. Since they don't like friction, they will go to great lengths to avoid it. The diplomatic and perceptive skills of a Team Worker become real assets, especially under a managerial regime where conflicts are liable to arise or to be artificially suppressed. Team Worker managers are seen as a threat to no one and therefore can be elected as the most accepted

and favoured people to serve under. Team Workers have a lubricating effect on teams. Morale is better and people seem to co-operate better when they are around.

Strengths

Ability to respond to people and situations and to promote team spirit.

Allowable Weaknesses

Indecision at moments of crisis and some failure to provide a clear lead to others.

Cf Completer-finisher

Characteristics

Painstaking, orderly, conscientious, anxious.

Completers, or Completer-Finishers, have a great capacity for follow-through and attention to detail, and seldom start what they cannot finish. They are motivated by internal anxiety, although outwardly they may appear unruffled. Typically, they are introverts who don't need much external stimulus or incentive. Completer-Finishers dislike carelessness and are intolerant of those with a casual disposition. Reluctant to delegate, they prefer to tackle all tasks themselves.

Function

Completer-Finishers are invaluable where tasks demand close concentration and a high degree of accuracy. They foster a sense of urgency within a team and are good at meeting schedules. In management, they excel by the high standards to which they aspire, and by their concern for precision, attention to detail and follow-through.

Strengths

A capacity for fulfilling their promises and working to the highest standards.

Allowable Weaknesses

A tendency to worry about small things and a reluctance to "let go".

Specialist

Characteristics

Professional, self-starting, dedicated.

Specialists are dedicated individuals who pride themselves on acquiring technical skills and specialist knowledge. Their priorities are to maintain professional standards and advance their own subject. While they show great pride in their own work, they usually lack interest in other people's work, and even in other people themselves. Eventually, the Specialist becomes the expert by sheer commitment along a narrow front. Few possess the single-mindedness, dedication and aptitude to become a first-class Specialist.

Function

Specialists play an indispensable part in some teams, for they provide the rare skill upon which the organisation's service or product is based. As managers, they command support because they know more about their subject than anyone else and can usually be called upon to make decisions based on in-depth experience.

Strengths

Provide knowledge or technical skills in rare supply.

Allowable Weaknesses

Contribute only on a narrow front.

Time Allocated for the entire Section: 3: 60 minutes

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4.5 HANDOUTS

Handout 1 - Least Preferred Co-Worker

Least Preferred Co-Worker Scale

The LPC scale is used in contingency theory to measure a person's leadership style. For example, it measures your style by having you describe a coworker with whom you had difficulty completing a job. This does not need to be a co-worker you disliked a great deal, but rather someone with whom you least like to work. After you have selected this individual, the LPC instrument asks you to describe your coworker on 18 sets of adjectives.

Low LPCs are task motivated. They are individuals whose primary needs are to accomplish tasks and whose secondary needs are focused on getting along with people. In a work setting, they are concerned with achieving success on assigned tasks, even if at the cost of having poor interpersonal relation- ships with coworkers. Low LPCs gain self-esteem through achieving their goals. They attend to interpersonal relationships, but only after they first have directed themselves toward the tasks of the group.

Middle LPCs are socio-independent leaders. In the context of work, they are self-directed and not overly concerned with the task or with how others view them. They are more removed from the situation and act more independent than low or high LPCS.

High LPCs are motivated by relationships. These individuals derive their major satisfaction in an organization from getting along with people-inter- personal relationships. A high LPC sees positive qualities even in the co- worker she or he least prefers, even though the high LPC does not work well with that person. In an organizational setting, the high LPC attends to tasks, but only after she or he is certain that the relationships between people are in good shape.

Least Preferred Coworker (LPC) Measure

Instructions: Think of the person with whom you can work least well. He or she may be someone you work with now or someone you knew in the past. He or she does not have to be the person you like least well, but should be the person with whom you had the most difficulty in getting a job done. Describe this person as he or she appears to you.

										Scoring
Pleasant	8	7	6	5	4	3	2	1	Unpleasant	_____
Friendly	8	7	6	5	4	3	2	1	Unfriendly	_____
Rejecting	1	2	3	4	5	6	7	8	Accepting	_____
Tense	1	2	3	4	5	6	7	8	Relaxed	_____
Distant	1	2	3	4	5	6	7	8	Close	_____
Cold	1	2	3	4	5	6	7	8	Warm	_____
Supportive	8	7	6	5	4	3	2	1	Hostile	_____
Boring	1	2	3	4	5	6	7	8	Interesting	_____
Quarrelsome	1	2	3	4	5	6	7	8	Harmonious	_____
Gloomy	1	2	3	4	5	6	7	8	Cheerful	_____
Open	8	7	6	5	4	3	2	1	Closed	_____
Backbiting	1	2	3	4	5	6	7	8	Loyal	_____
Untrustworthy	1	2	3	4	5	6	7	8	Trustworthy	_____
Considerate	8	7	6	5	4	3	2	1	Inconsiderate	_____
Nasty	1	2	3	4	5	6	7	8	Nice	_____
Agreeable	8	7	6	5	4	3	2	1	Disagreeable	_____
Insincere	1	2	3	4	5	6	7	8	Sincere	_____
Kind	1	2	3	4	5	6	7	8	Unkind	_____
									Total:	_____

Scoring Interpretation

Your final LPC score is determined by adding up the numbers you circled on all of the 18 scales.

If your score is 57 or below, you are a low LPC, which suggests that you are task motivated. If your score is within the range of 58 to 63, you are a middle LPC, which means you are independent. Individuals who score 64 or above are called high LPCs and they are thought to be more relationship motivated.

Because the LPC is a personality measure, the score you get on the LPC scale is believed to be quite stable over time and not easily changed. Low LPCs tend to remain low, moderate LPCs tend to remain moderate, and high LPCs tend to remain high. As was pointed out earlier in the chapter, research shows that the test-retest reliability of the LPC is very strong (Fiedler & Garcia, 1987).

SOURCE: Adapted from F.E. Fiedler and M.M. Chemers, Improving Leadership Effectiveness: The Leader Match Concept (2nded.). Copyright © 1984.

Handout 2 - The Belbin Test

For assessing team roles

This version of the Belbin test has been taken from "Teambuilding" by Alistair Fraser and Suzanne Neville: The Industrial Society 1993.

Self Perception Inventory

To complete each section of this inventory, tick in the far left hand column the one, two or three sentences most applicable to yourself. Then in the column on the right, apportion 10 points between those sentences that apply to you: one of which you feel sums you up well while the other only applies some of the time. In this instance you could give your first choice seven points and the remaining points to your second choice. In some instances you might decide that there are two sentences which apply to you equally - if this is the case, award five points to each.

You must allocate all 10 points in each section

Section A
When Involved In A Project With Other People

TICK		POINTS
	I can be relied upon to see that work that needs to be done is organised.	
	I pick up slips and omissions that others fail to notice.	
	I react strongly when meetings look like losing track of the main objective.	
	I produce original suggestions.	
	I analyse other people's ideas objectively, for both merits and failings.	
	I am keen to find out the latest ideas and developments.	
	I have an aptitude for organising people.	
	I am always ready to support good suggestions that help to resolve a problem.	

Section B
In Seeking Satisfaction Through My Work

TICK		POINTS
	I like to have a strong influence on decisions.	
	I feel in my element where work requires a high degree of attention and concentration.	
	I am concerned to help colleagues with their problems.	
	I like to make critical discrimination between alternatives.	
	I tend to have a creative approach to problem solving.	
	I enjoy reconciling different points of view.	
	I am more interested in practicalities than new ideas.	
	I particularly enjoy exploring different views and techniques.	

Section C
When The Team Is Trying To Solve A Particularly Complex Problem

TICK		POINTS
	I keep a watching eye on areas where difficulty may arise.	
	I explore ideas that may have a wider application than in the immediate task.	
	I like to weigh up and evaluate a range of suggestions thoroughly before choosing.	
	I can co-ordinate and use productively other people's abilities and talents.	
	I maintain a steady systematic approach, whatever the pressures.	
	I often produce a new approach to a long continuing problem.	
	I am ready to make my personal views known in a forceful way if necessary.	
	I am ready to help whenever I can.	

Section D
In Carrying Out My Day-to-day Work

TICK		POINTS
	I am keen to see there is nothing vague about my task and objectives.	
	I am not reluctant to emphasise my own point of view in meetings.	
	I can work with all sorts of people provided that they have got something worthwhile to contribute.	
	I make a point of following up interesting ideas and/or people.	
	I can usually find the argument to refute unsound propositions.	
	I tend to see patterns where others would see items as unconnected.	
	Being busy gives me real satisfaction.	
	I have a quiet interest in getting to know people better.	

Section E
If I Am Suddenly Given A Difficult Task With Limited Time And Unfamiliar People

TICK		POINTS
	I often find my imagination frustrated by working in a group.	
	I find my personal skill particularly appropriate in achieving agreement.	
	My feelings seldom interfere with my judgement.	
	I strive to build up an effective structure.	
	I can work with people who vary widely in their personal qualities and outlook.	
	I feel it is sometimes worth incurring some temporary unpopularity if one is to succeed in getting one's views across in a group.	
	I usually know someone whose specialist knowledge is particularly apt.	
	I seem to develop a natural sense of urgency.	

Section F
When Suddenly Asked To Consider A New Project

TICK		POINTS
	I start to look around for possible ideas and openings.	
	I am concerned to finish and perfect current work before I start.	
	I approach the problem in a carefully analytical way.	
	I am able to assert myself to get other people involved if necessary.	
	I am able to take an independent and innovative look at most situations.	
	I am happy to take the lead when action is required.	
	I can respond positively to my colleagues and their initiatives.	
	I find it hard to give in a job where the goals are not clearly defined.	

Section G
In Contributing To Group Projects In General

TICK		POINTS
	I think I have a talent for sorting out the concrete steps that need to be taken given a broad brief.	
	My considered judgement may take time but is usually near the mark.	
	A broad range of personal contacts is important to my style of working.	
	I have an eye for getting the details right.	
	I try to make my mark in group meetings.	
	I can see how ideas and techniques can be used in new relationships.	
	I see both sides of a problem and take a decision acceptable to all.	
	I get on well with others and work hard for the team.	

Scoring Key For Self Perception Inventory

Transfer your points allocation from the seven sections of the Self Perception Inventory to the appropriate boxes below. The pre-printed numbers in the grid refer to the question numbers of each section. For example if for Section A you scored seven points for question 6 and three points for question 1, you would allocate them in the columns RI and IMP respectively.

	SH	CO	PL	RI	ME	IMP	TW	CF
A	3 ___	7 ___	4 ___	6 ___	5 ___	1 ___	8 ___	2 ___
B	1 ___	6 ___	5 ___	8 ___	4 ___	7 ___	3 ___	2 ___
C	7 ___	4 ___	6 ___	2 ___	3 ___	5 ___	8 ___	1 ___
D	2 ___	3 ___	6 ___	4 ___	5 ___	1 ___	8 ___	7 ___
E	6 ___	5 ___	1 ___	7 ___	3 ___	4 ___	2 ___	8 ___
F	6 ___	4 ___	5 ___	1 ___	3 ___	8 ___	7 ___	2 ___
G	5 ___	7 ___	6 ___	3 ___	2 ___	1 ___	8 ___	4 ___
Total								

Once you have allocated all your points, total each column.
The highest two totals represent your primary and secondary preferred team roles.

The Belbin Team Roles

The personal skill inventory identifies eight team roles which are described below. There is also another team role called the Specialist which is not identified in the questionnaire.

Sh Shaper
Characteristics
Highly strung, outgoing, dynamic.
Shapers are highly motivated people with a lot of nervous energy and a great need for achievement. Often they seem to be aggressive extroverts with strong drive. Shapers like to challenge, to lead and to push others into action - and to win. If obstacles arise, they will find a way round - but can be headstrong and emotional in response to any form of disappointment or frustration. Shapers can handle and even thrive on confrontation.

Function

Shapers generally make good managers because they generate action and thrive on pressure. They are excellent at sparking life into a team and are very useful in groups where political complications are apt to slow things down. Shapers are inclined to rise above problems of this kind and forge ahead regardless. They like making necessary changes and do not mind taking unpopular decisions. As the name implies, they try to impose some shape and pattern on group discussion or activities. They are probably the most effective members of a team in guaranteeing positive action.

Strengths

Drive and a readiness to challenge inertia, ineffectiveness, complacency or self-deception.

Allowable Weaknesses

Prone to provocation, irritation and impatience, and a tendency to offend others.

Pl Plant

Characteristics

Individualistic, serious-minded, unorthodox.

Plants are innovators and inventors and can be highly creative. They provide the seeds and ideas from which major developments spring. Usually they prefer to operate by themselves at some distance from the other members of the team, using their imagination and often working in an unorthodox way. They tend to be introverted and react strongly to criticism and praise. Their ideas may often be radical and may lack practical constraint. They are independent, clever and original and may be weak in communicating with other people on a different wave-length.

Function

The main use of a Plant is to generate new proposals and to solve complex problems. Plants are often needed in the initial stages of a project or when a project is failing to progress. Plants have often made their marks as founders of companies or as originators of new products. Too many Plants in one organisation, however, may be counter-productive as they tend to spend their time reinforcing their own ideas and engaging each other in combat.

Strengths

Genius, imagination, intellect, knowledge.

Allowable Weaknesses

Up in the clouds, inclined to disregard practical details or protocol.

Co Co-ordinator

Characteristics

Calm, self-confident, controlled.

The distinguishing feature of Co-ordinators is their ability to cause others to work to shared goals. Mature, trusting and confident, they delegate readily. In interpersonal relations they are quick to spot individual talents and to use them to pursue group objectives. While Co-ordinators are not necessarily the cleverest members of a team, they have a broad and worldly outlook and generally command respect.

Function

Co-ordinators are useful people to have in charge of a team with diverse skills and personal characteristics. They perform better in dealing with colleagues of near or equal rank than in directing junior subordinates. Their motto might well be "consultation with control" and they usually believe in tackling problems calmly. In some organisations, Co-ordinators are inclined to clash with Shapers due to their contrasting management styles.

Strengths

Welcome all potential contributors on their merits and without prejudice, but without ever losing sight of the main objective.

Allowable Weaknesses

No pretensions as regards intellectual or creative ability.

Me Monitor Evaluator

Characteristics

Sober, unemotional, prudent.

Monitor Evaluators are serious-minded, prudent individuals with a built-in immunity from being over-enthusiastic. They are slow deciders who prefer to think things over - usually with a high critical thinking ability. Good Monitor Evaluators have a capacity for shrewd judgements that take all factors into account and seldom give bad advice.

Function

Monitor Evaluators are at home when analysing problems and evaluating ideas and suggestions. They are very good

at weighing up the pro's and con's of options and to outsiders seem dry, boring or even over-critical. Some people are surprised that they become managers. Nevertheless, many Monitor Evaluators occupy key planning and strategic posts and thrive in high-level appointments where a relatively small number of decisions carry major consequences.

Strengths

Judgement, discretion, hard-headedness.

Allowable Weaknesses

Lack of inspiration or the ability to motivate others.

Ri Resource Investigator

Characteristics

Extroverted, enthusiastic, curious, communicative.

Resource Investigators are good communicators both inside and outside the organisation. They are natural negotiators, adept at exploring new opportunities and developing contacts. Although not necessarily a great source of original ideas, they are quick to pick up other people's ideas and build on them. They are skilled at finding out what is available and what can be done, and usually get a warm welcome because of their outgoing nature.

Resource Investigators have relaxed personalities with a strong inquisitive sense and a readiness to see the possibilities of anything new. However, unless they remain stimulated by others, their enthusiasm rapidly fades.

Function

Resource Investigators are quick to open up and exploit opportunities. They have an ability to think on their feet and to probe others for information. They are the best people to set up external contacts, to search for resources outside the group, and to carry out any negotiations that may be involved.

Strengths

A capacity for finding useful people and promising ideas or opportunities, and a general source of vitality.

Allowable Weaknesses

Liable to lose interest once the initial fascination has passed.

Imp Implementer

Characteristics

Implementers are well organised, enjoy routine, and have a practical common-sense and self-discipline. They favour hard work and tackle problems in a systematic fashion. On a wider front they hold unswerving loyalty to the organisation and are less concerned with the pursuit of self-interest.

However, Implementers may find difficulty in coping with new situations.

Function

Implementers are useful because of their reliability and capacity for application. They succeed because they have a sense of what is feasible and relevant. It is said that many executives only do the jobs they wish to do and neglect those tasks which they find distasteful. By contrast, Implementers will do what needs to be done. Good Implementers often progress to high management positions by virtue of good organisational skills and efficiency in dealing with all necessary work.

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Allowable Weaknesses

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suppressed. Team Worker managers are seen as a threat to no one and therefore can be elected as the most accepted and favoured people to serve under. Team Workers have a lubricating effect on teams. Morale is better and people seem to co-operate better when they are around.

Strengths
Ability to respond to people and situations and to promote team spirit.

Allowable Weaknesses
Indecision at moments of crisis and some failure to provide a clear lead to others.

Cf Completer-finisher

Characteristics
Painstaking, orderly, conscientious, anxious.
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Function
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Strengths
A capacity for fulfilling their promises and working to the highest standards.

Allowable Weaknesses
A tendency to worry about small things and a reluctance to "let go".

Specialist

Characteristics
Professional, self-starting, dedicated.
Specialists are dedicated individuals who pride themselves on acquiring technical skills and specialist knowledge. Their priorities are to maintain professional standards and advance their own subject. While they show great pride in their own work, they usually lack interest in other people's work, and even in other people themselves. Eventually, the Specialist becomes the expert by sheer commitment along a narrow front. Few possess the single-mindedness, dedication and aptitude to become a first-class Specialist.

Function
Specialists play an indispensable part in some teams, for they provide the rare skill upon which the organisation's service or product is based. As managers, they command support because they know more about their subject than anyone else and can usually be called upon to make decisions based on in-depth experience.

Strengths
Provide knowledge or technical skills in rare supply.

Allowable Weaknesses
Contribute only on a narrow front.

5. Trainer's Manual, Module 3:
Participatory Project Management

Sections
Section 1: What is a Project?
Section 2: What is a Project Cycle?
Section 3: What is Project Management?
Section 4: Participatory Approaches to Project Management
Section 5: References
Section 6: Handouts

5.1 WHAT IS A PROJECT?

Definition: A project is a series of activities aimed at bringing about clearly specified objectives within a defined time-period and with a defined budget*

A project should also have:

• Clearly identified stakeholders, including the primary target group and the final beneficiaries;
• Clearly defined coordination, management and financing arrangements;
• A monitoring and evaluation system (to support performance management); and
• An appropriate level of financial and economic analysis, which indicates that the project's benefits will exceed its costs.

Activity 1: Sharing Stories of Success – Characteristics of Successful Projects

Objectives

1. Learn about and celebrate the accomplishments of participants and their respective communities.
2. Identify essential characteristics of successful projects

Time Allocated: 30 minutes

Materials: Flipchart papers, markers, coloring pencils, crayons

Directions

1. For this first activity, have participants work in 2-person teams. It is better if there are two people from each project/organization. Give each pair a flipchart paper and a marker and ask them to use the materials to describe a successful project or activity they have implemented with community members, including information about their role in the process and any significant lessons learned. Allow the pairs approximately 10 minutes to do the assignment and suggest that they use words, symbols or drawings to capture the essence of their experience.
2. Ask each pair to introduce themselves (names, site, how long they have been working in the target community) and tell their success story. Allow approximately 2 to 3 minutes per pair for the sharing. After they finish, have them tape their sheet on the designated wall.
3. At the end of the sharing, ask participants for their immediate impressions about the work being accomplished by communities.

Note for the Facilitator: Depending on the shared examples, participants may note the diversity of activities, the role of community members versus outsiders, and so forth. The purpose of this first processing is to allow people to reflect and celebrate, not to analyze and interpret.
While participants are sharing their success stories, note down all characteristics or qualities of successful projects they mention during the course of their sharing. Write each characteristic on a strip of paper or a large-sized sticky note (only one item per note or strip). Keep the notes to yourself until all pairs have finished telling their stories.

Reflection

1. Move to the front of the room and post the header Characteristics of Successful Projects on the wall. Explain to the group why you were taking notes and then present all of the characteristics you noted (on the paper strips or Post-It) from their stories. Introduce the items one by one, placing them in logical order or groupings.
2. Once you have finished showing participants this initial list, ask them if they can think of any additional characteristics they want to add. When they are finished, add any other essential items you think are still missing.

Characteristics of Successful Projects - Possible List

• Involvement of the community and all beneficiaries in all phases of the project planning, implementation, and evaluation.
• Analysis of the situation and determining what the community wants to do.
• If a problem is identified, problem analysis and selection of a cause that they can reasonably work on.
• Realistic and achievable project goals.

*European Commission. 2004. Aid Delivery Methods, Volume 1, Project Cycle Management Guidelines Brussels Belgium, page.8

- Realistic and concrete project objectives.
- Clearly defined project tasks and responsibilities of all people involved.
- Well designed time frame and budget, so that the objectives are met within the time and resource limits.
- Partial, concrete and tangible results achieved during implementation of the project.
- Effective monitoring system that measures the project's progress, identifies problems and provides a mechanism for necessary changes in the project.
- Methods for keeping the larger community informed and involved.
- Evaluation, based on indicators set beforehand, of each project phase and the entire project after it is finished.
- Logical and effective structure of project design and management.
- Qualified persons assigned to specific roles.
- A mechanism for training community members in effective maintenance of the project, if required.
  (Adapted from The New Project Design and Management Workshop Training Manual, Peace Corps, June 2003)

5.2 WHAT IS A PROJECT CYCLE?

The project cycle involves the following phases/processes
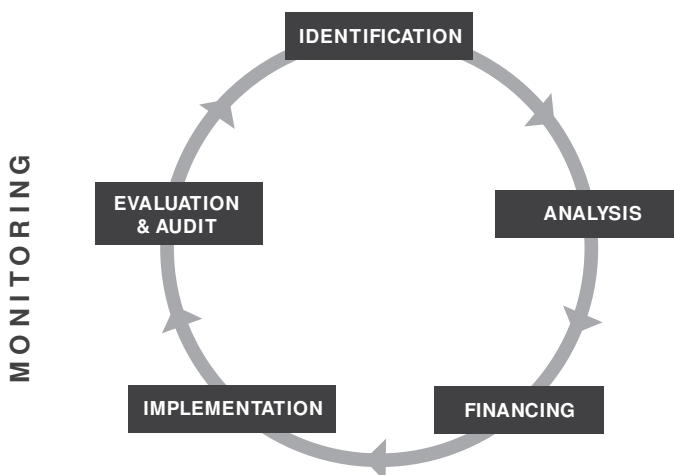
Source: Özgüneş, M. 2008. Training Manual, PCM & Concept Note Drafting Training for Civil Society Support Team, Cyprus, p.12

Identification: Project idea blossoms, problems identified
Formulation & Analysis: All analysis conducted (problem, objective, strategy, risk & stakeholder analysis), partnerships formed etc., methods identified
Financing: Funding is sought for the project from donors or other financial sources
Implementation: project activities start taking place- deliver results and achieve specific objective of the project
Evaluation & Audit: Evaluation is to check the technical soundness of the project & is conducted at the end of certain benchmarks (e.g. mid-term evaluation) and at the end of the project duration (ex-post evaluation). Evaluations can be external (e.g EC) or internal (within organisation, integrated into the project). Audit is to check the financial soundness of the project.
Monitoring takes place throughout the project implementation!!

5.3 WHAT IS PROJECT MANAGEMENT?

Project Management is the application of knowledge, skills, tools, and techniques to project activities to meet the project requirements.* Following the project cycle, there are 5 "process groups" in Project Management, which are in summary the steps or phases that need to be happening in the life of a project:

- Initiating processes, which involve recognizing that a project or phase of a project should begin and making a commitment to start;
- Planning processes, which involve development of a workable scheme to achievethe goals for which the project was undertaken; Defines and refines objectives, and plans the course of action required to attain the objectives and scope of the project
- Executing processes, which involve coordinating the step by step activities, the resources, including human resources, required in the plan; Integrates people and other resources to carry out the project management plan as designed

- Monitoring and Controlling processes, which involve regular monitoring project progress and taking corrective action, if needed;
- Closing processes, which involve bringing the project to an orderly and formal conclusion.*

5.4 PARTICIPATORY APPROACH TO PROJECT MANAGEMENT

Definition
Participatory Approaches are embodied in a process of full participation through which target groups/stakeholders collaboratively learn, influence and share views on their needs and opportunities and action required to address them.**

Rationale
Why would project managers want to embed participatory approaches into their initiatives in the first place? Nabatchi (2012) identifies two possible answers:

1. Arguments based on normative ideals. Participation is intrinsically good, and it is theright thing to do regardless of other outcomes. Participation is an important part of democracy-it fosters legitimacy, transparency, accountability, and other democraticvalues. Moreover, citizens should have a say (and want to have a say) in decisions that affect their lives, and, when done well, citizens actually like to participate. Administrative agencies make numerous decisions that affect the public, and citizens need to have a voice in those decisions. Therefore, participation should be a regular feature in the work of administrative agencies regardless of any benefits it may (or may not) produce
2. Arguments based on the pragmatic benefits of participation. The old (or traditional) ways of dealing with public problems no longer work because they do not account for the "new political conditions facing leaders and managers" and the new "expectations and capacitiesof ordinary people" (Leighninger 2012). Citizen participation offers a potential solution because it has many instrumental benefits for citizens, communities, and policy and governance. Participation creates and fosters better citizens because it promotes education about government and policy and improves basic civic skills and dispositions. It helps build healthy communities because it raises awareness about problems, develops the motivation, leadership, and capacity to address those problems, and builds social capital. It creates better policy decisions and improves governance because it generates more information, builds consensus, and increases buy-in and support of (potentially unpopular) decisions."

Key Information
One of the functions of participatory approaches is to guide the target group through active and collective participation to realize the needs of their communities and come up with strategies to address them. The key concepts in understanding what participatory approaches imply are: collaboration, collective decision making, sharing experiences and shared vision.***
Participatory techniques are not just tools; it is a state of mind, an attitude. It is about having a genuine concern and respect for the values, skills and needs of others, particularly those who are least advantaged.

Four levels of intensity might be distinguished (they are not mutually exclusive)****

- **Information sharing:** Minimal level of 'participation' and often consists of little more thankeeping people informed.
- **Consultation:** There is a two-way flow of information - a dialogue.
- **Decision making:** Involving individuals or groups (particularly those who are usually excluded) in making decisions. They have the authority and responsibility to take action.
- **Initiating action:** People take it on themselves to initiate new actions.

INITIATING ACTION
DECISIONMAKING
CONSULTATION
INFORMATION SHARING

ACTIVE/HIGH-LEVEL PARTICIPATION

PASSIVE/LOW LEVEL PARTICIPATION

Source: European Commission. 2004. Aid Delivery Methods, Volume 1, Project Cycle Management Guidelines, Brussels, Belgium, page.119.

*Ibid.
**Kamera, M., and Mukanda, E. 2001.Participatory Management in Basic Education.UNESCO Basic Education Capacity Building Project - Training Kits For Local NGOS - Theme 2, Lusaka, Zambia, p.7
***Ibid, p,7-8.
**** European Commission. 2004. Aid Delivery Methods, Volume 1, Project Cycle Management Guidelines,Brussels, Belgium, page.119.

Activity 2: Coordination/Steering Committee Meeting
Objectives

1. Identify and examine the project management issues and the roles of various players, including project managers, CSO representatives, community members, and facilitators, in the project design and implementation process.
2. Elaborate and identify possible tools and methods for increasing the participation level of stakeholders.

Time Allocated: 90 minutes
Materials: Flipchart papers, markers
Handout: Stories from the ground

Step I: (20 minutes)
Directions

1. Participants make groups of 5-6. Participants from the same projects can work together in a group.
2. Give out the handout 'Stories from the ground (Whose Pipes are They*? and The Street-Market Day)   to groups and let them read through it for 5 minutes.
3. Each group discuss the stories among themselves and propose ideas/solutions regarding what could the project managements have done priorly in order to prevent the problems they faced at later stages of project implementation.
4. Groups present their solutions.
5. Ask the participants if they want to add anything to the wall of success (the list they prepared in the first activity)

Step II: (70 minutes)
Directions

1. Tell participants go back to their groups.
2. Each group identifies a project (it could be a real project they were involved or an imaginary one). They identify: project location, aim, objectives, main activities, stakeholders, and management structures. They write these on a flipchart for presenting. Tell them they have 15 minutes to identify them all.
3. After they are finished with the second step, tell participants to prepare a short sketch (8 minutes) in which they will be role-playing a project management/coordination committee meeting. They have 20 minutes to get prepared. Tell them that the meeting is taking place at mid-way into the project and the sketch should briefly present the following (but not limited to):
   a. Members of the committee (who they are);
   b. Presentation of project implementation up-do-date;
   c. Future planning decisions.
4. The groups present their sketches.
5. After each sketch, discuss in the larger group what went well, what could have done better and tell each group to take notes for their own sketches.
6. After all sketches are over; ask the participants if they would like to add anything on the wall of success. Go over the complete list.

Some methods and tools to increase participation levels of projects

I. Identification & Planning Phase: a facilitated process of collecting information and conducting situation analysis, using different participatory methods and tools. The further process aims at assisting and empowering a community, village or interest group to assess, analyse and/or prioritise their problems, make use of existing potentials, generate and elaborate ideas and plan their own development activities. This includes reactivating/establishing functioning groups or committees to take over responsibility for management tasks, if necessary. This is the most important phase in terms of participatory project management since this is the phase in which the project is shaped together with decision-making structures, target groups, stakeholders, activities, monitoring structures, etc.

Some tools
Participatory Mapping: It's a tool that increases stakeholder involvement and provides a means for participants to express their ideas in an easily understandable visual format. Participatory mapping is commonly used in the following ways:

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*This anonymous story is quite well known among a group of development experts and is used to present the problems of possible development interventions. It clearly justifies the need for a thorough participatory social assessment, project identification and planning.

• To create maps that represent resources, hazards, community values, usage
• To gather traditional knowledge and practices
• To provide information to the stakeholders on issues and interrelationships of resources outside their immediate areas of concern

Participatory mapping could be conducted through: Paper Maps, On-site Walks, Interviews, On-line Mapping Tools, etc.

Stakeholder identification: A key first step in all stakeholder engagement is to identify or inventory the relevant stakeholders. Involving these individuals and organizations early on will help ensure the long-term success of the project. The following five categories include most of stakeholders to be involved:

• People who live, work, play, or worship at or near a resource (the disadvantaged groups should definetly be included)
• People interested in the resource, its users, its use, or its non-use
• People interested in the processes used to make decisions
• People who are financially involved
• People who represent citizens or are legally responsible for public resources

Validating and Analyzing Information: Once data collection from the participatory mapping process is complete, the project team should solicit help from stakeholders in validating the accuracy and completeness of the data. The final maps should accurately reflect the knowledge and values of the stakeholders.

II. Formulation & Analysis Phase: The role of the project manager is to enhance the involvement of all concerned persons/groups by supporting participatory processes. The managers should acknowledge different persons/groups' experience in and knowledge of their own context and living conditions by considering them experts in dealing with their own situation and problems. Hence, at the formulation and analysis phase, the project manager should be facilitating sessions/workshops/meetings with the stakeholders in which they analyse the data gathered during the first phase and formulating the project's objectives and interventions.

Some tools: (All the following analysis should be conducted with the participation of all stakeholders)

• Problem and Objectives Tree Analysis
• Logical Framework Matrix
• Activity Scheduling and Critical Path Analysis
• Risk Analysis
• Identifying Monitoring, Evaluation and Decision-making structures - all thesestructures should include the participation of stakeholders concerned

III. Financing: Financing phase should be a basket of several sources including local, national and international sources. Some of these sources could be monetary and/or in-kind contributions. It is of utmost importance to identify possible local resources already existing and then to search for further funding. The resources could be derived from the mapping studies to be conducted during the planning phase. The financing decisions should be made together with the stakeholders.

IV. Implementation: Conduct periodical steering/coordination committee meetings with the participation of all stakeholders in which project implementation information will beshared, reported and then decisions for the project implementation including financial, human resources, activity, procurement, etc will be made. Create effective tools (e-groups, sms groups, etc) to be utilized for two-way communication between the project management and the relevant stakeholder bodies. Shared responsibility and authority in implementing project activities should be guaranteed. These should include tender processes if relevant.

V. Evaluation and Audit: Preparation of evaluation tender documents with the partners and stakeholders and their participation in evaluation committees are of crucial importance. Both the evaluation and audit reports and findings should be shared with the stakeholders for transparency and ownership.

Monitoring: Create a system of local information collecting from the ground by community stakeholders; these could be in the form of written reports but also of periodical focus group meetings facilitated by the project manager. Make sure the information is collected from the disadvantaged groups of the community such as women, youth, people with disabilities, children, minorities, etc.

The following table* can serve as a guide to increase participation to project cycle management:

Process of Project Identification and Formulation	• Use participatory working techniques and respect local knowledge and skills • Ensure local stakeholders take a lead role in the identification and formulation stages, including use of local expertise where possible • Allow time for consultation and for building consensus – don't force the pace • Promote appropriate cost-sharing arrangements • Link into local planning and budgeting calendars
Project Management Arrangements	• Build on/use established project management or coordination structures than establishing separate or parallel structures • Ensure local partners have a lead role in decision-making, including as part of project management/coordination committee structures
Project Financing Arrangements	• Decentralise the responsibility and authority for use of funds to local partners • Establish clear local accountabilities
Project Monitoring and Reporting Requirements	• Build on local information collection, recording and reporting systems • Prioritise the information needs of local managers who are on-the-ground • Promote monitoring a learning process, not an auditing tool • Keep reporting requirements to a necessary minimum • Ensure the burden of reporting is realistic and reasonable
Project Evaluation	• Prepare the Terms of References (ToR) for evaluation studies jointly with the project partners/stakeholders • Plan joint/collaborative evaluations which involve team members from partners

5.5 REFERENCES:

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5.6 HANDOUTS

Handout: Stories from the Ground

Whose Pipes Are They?
The government with the support of an international donor wants to build water pipe lines in a remote village which lacked the infrastructure and in which women and children had to walk for miles every day to get clean water. The decision was made after the government and donor experts made a series of meetings with the village community several times, in which all different groups of the village (women, youth, children, decision-makers, men, elderly, etc) were present. The need for bringing water to the taps was accepted by everyone as the most urgent need and hence a comprehensive and expensive project was initiated.

Everything seemed fine and the community seemed happy when the pipes were over and they have clean water in their taps. Women did not have to walk all the way to the fountain which was a few miles away. After a few months, a problem

occurred and the taps did not have water anymore. The village chief called in the government to check what the problem is. The experts found out that the pipes were severly damaged but not by any natural or animal cause: the investigations pointed out that the damage was caused by humans breaking the pipes on purpose. The donor was invited by the government once more for support and the pipes were repaired. However, this time, the donor spent a bit more money and put surveillance cameras along the pipeline with the aim to spot any possible future sabotage.

After a short while, the pipes were broken once more and the donor consulted the camera recordings. The donor was very much surprised to find out that it was the village women who were damaging the pipes! The so-called real beneficiaries of the project! Gender experts were recruited to make a study and make interviews with local women, which meant more money was put in by the Donor. The study concluded that there was an immense social pressure over the women (especially young women) in the community and the trips to the fountain (which was women-only trips) were the one and only opportunity for women to socialize among themselves while being able to take a break from the harsh daily gender roles they were shouldering. Yes, they did want to have water from their taps but that was not their first and utmost need.

The Street-Market Day!
A women's organization planned a project to bring legal counselling to a social services centre in a metropolitan slam area which was providing literacy and handicrafts classes for women in the region. There was a series of meetings with both the staff and the women members of the centre prior to the project planning and upon their demands, the legal counselling service project was drafted and financing was found.

The project includedto create a group of women legal practitioners to go to the centre once a week, on the same day of the week, and women could come in to consult any legal issue they have. The project management committee (including the centre staff, women's organisation representatives and the lawyers) identified the day which fit to the schedule of the lawyers and announced the identified day and time to the women.

Project started, the lawyers started to go to the centre every week on Thursdays but in about 2-3 weeks, it became obvious to the project management that there was a problem: the women who stated that they desperately needed legal counselling were not really utilizing the service offered. The number of women who came in for counselling was very low. Hence, they stopped the process and arranged a meeting with the women in the centre to ask what went wrong. In a few minutes, it became obvious that because of the social pressure on women, it was easy for them to go out of their houses without a "legitimate" reason that they could tell to their families. Their families were well aware of the programme of the centre and they would never allow them to visit a lawyer if they hear about it. Project Management Committee asked women what could be done. The answer was there all the time, and the women knew it by heart: if the legal counselling can be provided on the day of the street-market (which was on Tuesdays) they can easily come in without presenting any other reason than just going for shopping in the market!

6. Trainer's Manual, Module 4:
Social Needs Assessment

Sections
Section 1: What is Social Assessment
Section 2: Social Assessment Process
Section 3: Stakeholder Analysis
Section 4: References
Section 5: Handouts

6.1 WHAT'S SOCIAL ASSESSMENT?

Social Assessment is a process that provides a framework for prioritizing, gathering, analyzing, and incorporating social information and participation into the design and delivery of development operations.*

*Rietbergen-McCracken, J and Narayan, D. 1998. Participation and Social Assessment: Tools and Techniques,The World Bank, Washington D.C.,USA, p.19.

Activity 1: Rich Picture
Purpose
To get introduced to different projects implemented and the communities
To raise awareness on personal perceptions of community and contribution
To introduce a method they can utilize for mapping the community, locality and stakeholders as a part of social assessment
Time Allocated: 60 minutes (15 minutes for drawing + 45 minutes for presentations)
Materials: flipchart papers, colored markers, colored pencils, crayons

Directions

1. Tell the participants that they will make a picture called a rich picture. If there are a few participants from one project, then group them into one and tell them to make one picture together. It is not important how they make the picture (nobody expects them to be excellent painters) but the pictures should present (at least) the following:
   • Where they work - the community/locality they work in (the community/locality they implement their projects in)
   • What they do - their projects
2. When the pictures are finalized, let everyone present their picture to the group in 2-3 minutes.
3. Let other group members ask questions to understand more.

Notes for the Facilitator: Elaborate on each rick picture pointing out some important aspects you see in the pictures. Some tips for elaborations can be:

• Whatever is drawn around the centre of the picture is what is most important for the person(s) who drew the picture.
• See if the person(s) draw themselves; if yes comment to where they put themselves; among the community? Somewhere separate? If they did not draw themselves, ask them where they are and why they did not draw themselves.
• See if the picture only consists of buildings. If yes, ask them where the people are? And why they did not include them in their picture?

Definitions*
Participation is "a process through which stakeholders influence and share control over development initiatives, decisions and resources which affect them."

Stakeholders are "those affected by the outcome-negatively or positively-or those who can affect the outcome of a proposed intervention." Stakeholders can include: decision-makers (elected officials, local government officials, and so on); directly affected groups (including the poor and disadvantaged); indirectly affected groups (such as NGOs and private sector organizations); implementing agencies, donors, and etc.

Two major arguments normally posed against social assessment processes are that it takes very long and costly (e.g. Nabatchi, 2012). However, to-date, there is no concrete evidence that it takes more time than any other part/phase of project preparation and/or engineering. Regarding the latter argument, to the contrary, if and when proper social assessment is made, project preparation and implementation costs are normally reduced.

Social Assessment usually involves

• Gathering information about social issues and trends in the community (needs);
• Gathering information about resources available in the community (assets);
• Determining what issues are most important for the community (priorities);
• Building commitment and support from the community to improve the situation (partnerships).

Why do we (as outsiders) need to learn from the community people?

Activity 2: Knowledge Matrix**
Purpose: To become aware of difference between outsiders and community people, to understand that there are many things that the community people know but the outsiders do not know, and to find out the reasons why the outsiders need to be involved in community development.
Time Allocated: 20 minutes

Directions

1. Draw the following matrix to a flipchart paper.
2. Ask participants to find concrete examples of knowledge and skills that can fit into each of the boxes in the matrix. Facilitate the discussion to find 5-10 items for each box.
3. Discuss if the participants utilized the knowledge and skills they listed on the matrix in their own projects. If yes, did it work; if not, why not?

	WHAT OUTSIDERS KNOW	WHAT OUTSIDERS DO NOT KNOW
What community people know	A	B
What community people do not know	C	C

Hence, we need to make the best combination of "Wind" and "Land", as they say in Japan. Land (or earth) represents the community people (locals) and the wind representing the outsiders (project people, experts, donors, engineers, etc). We need to find a way to utilize the knowledge and skills of both the wind and the land. However, if wind blows too strong/fast, then the land/earth could be damaged.

A typical Social Assessment investigates one or more of the following issues.

Demographic factors: number of people, their location, population density, age, and so on.
Socioeconomic determinants: factors affecting incomes and productivity, such as risk aversion of the poorest groups, land tenure, access to productive inputs and markets, family composition, kinship reciprocity, and access to wage opportunities and labor migration.
Social organization: organization and capacity at the household and community levels affecting participation in local-level institutions as well as access to services and information.
Sociopolitical context: implementing agencies' development goals, priorities, commitment to project objectives, control over resources, experience, and relationship with other stakeholder groups.
Needs and values: stakeholder attitudes and values determining whether development interventions are needed and wanted, appropriate incentives for change, and capacity of stakeholders to manage the process of change.*

Social Assessment should start at the early stages of the project cycle and continue all the way through. Hence it is not a one-time but a continuous activity.

6.2 SOCIAL ASSESSMENT PROCESS
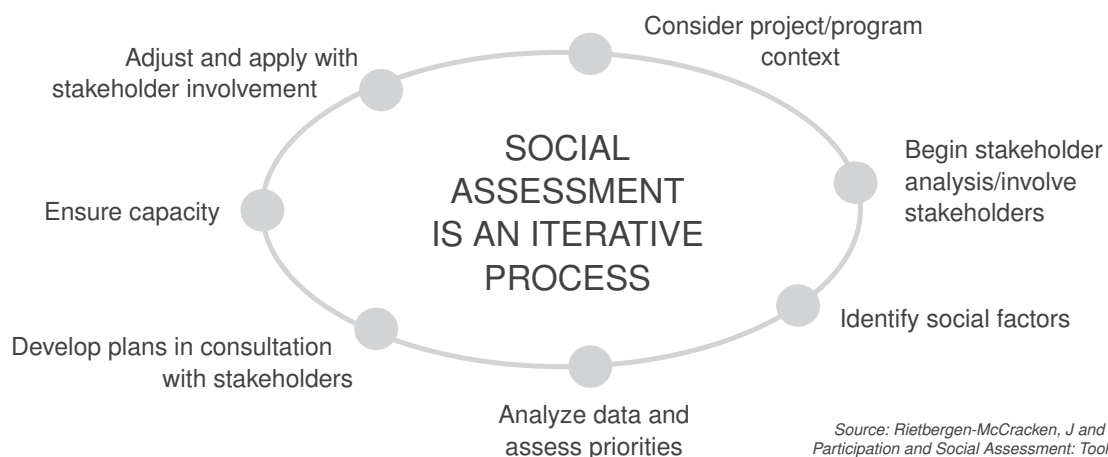
Source: Rietbergen-McCracken, J and Narayan, D. 1998. Participation and Social Assessment: Tools and Techniques, The World Bank, Washington D.C.,USA, p.22.

*Rietbergen-McCracken, J and Narayan, D. 1998. Participation and Social Assessment: Tools and Techniques, The World Bank, Washington D.C.,USA, p.21.

1. **Conduct Stakeholder Analysis.** The first step in Social Assessment is an analysis of the relevant stakeholder groups, their interests, influence, and power, and how they will be affected by the project.

2. **Identify social factors.** Defining operationally relevant social issues that may affect project delivery and outcomes is generally done by listening to affected groups, experts, and government officials who have knowledge of the larger sociocultural, political, and economic context that can affect project design and implementation.

3. **Gather data.** The gathering of information should focus only on issues of operational relevance, and should be undertaken with as much local participation as possible. Where there is little or no local experience with social research and analysis, resources should be allocated for intensive training and supervision.

4. **Analyze data and assess priorities.** Data analysis should focus on answering operational questions and generating action-oriented recommendations.

5. **Develop plans in consultation with stakeholders.** Findings should be discussed with affected people to ensure that conclusions and recommendations are appropriate. A common flaw in designing Social Assessments is to allot too little time to the analysis of findings and the facilitation of stakeholder discussions on the results and their implications. One means of providing operationally relevant material is to produce an action plan, which specifies:
   • what social measures and institutional arrangements are to be incorporated in the project;
   • how they will be carried out and monitored;
   • how changes that occur as the project is implemented will be addressed; and
   • how key stakeholder groups will be involved throughout the project.
   The action plan, informed by the data and analysis in the Social Assessment, should be incorporated into the overall project.*

Social Assessment activities can take place throughout the project cycle, but the integration of social factors into project design works best when it begins at the identification stage. The methods for social analysis and participation that are most commonly used include:

Workshop-based Methods. Collaborative decision-making often takes place in the context of stakeholder workshops, which bring stakeholders together to assess issues and design development projects collaboratively.

Participatory Assessment Methods. Social Assessments can also be informed by field visits to communities and other key local-level stakeholders to learn about their perspectives and priorities.

Common questions in Social Assessment:**

- Who are the stakeholders? Are project objectives consistent with their needs, interests, and capacity?
- What social and cultural factors affect the ability of stakeholders to participate or benefit from the proposed policy or project?
- What will be the impact of the project or program on the various stakeholders, particularly women and vulnerable groups? Are there plans to mitigate adverse impacts?
- What social risks might affect project or program success?
- What institutional arrangements are needed for participation and project delivery?
- Are there adequate plans to build the capacity required at the appropriate levels?

Activity 3: "Where Do You Stand?"
(M. Nagahata, i-i-network (Research and Action for Community Governance), Japanese NGO,
http://i-i-net.blogspot.com/2010/03/tips-for-conducting-training-workshop.html)

Purpose: To realize different standpoints between community and outsiders, and to be aware that despite the different viewpoints, the community people tend to tell the things from outsiders' point of view, as a result, it is not easy for the outsiders to know the real view of the community people.

*Ibid, p.22-23   **Ibid, p.48

Time Allocated: 20 minutes
Materials: Flipchart paper, red marker

Directions:
1. Prepare a large sheet of paper and write a letter "M" with a bold red marker.
2. Ask the participants to stand up and gather in a circle.
3. Show the sheet and put it on the floor. Then, ask the question to the participants; "What is it on the paper?"

Notes for the Facilitator: Some of the participants can answer that "it is M", but some others may say "it is W", "it is E", "it is 3", or even "it is mountain" "it is a breast of a woman". All the answers are right. However, if a participant who stands at the other side answers that "it is M", then, you should ask him/her "is it true?" "From your standpoint, is it really M?" Then, the person may understand that s/he sees the letter not from his/her own standpoint but from the facilitator's standpoint. Then, you can explain that in many cases of community development, the community people will answer to your question from your (outsider's) standpoint or viewpoint, not from their own standpoint. You can ask the participants why the community people may respond like this.

6.3 STAKEHOLDER ANALYSIS
Stakeholder Analysis is the starting point of most participatory work or Social Assessments. A Stakeholder Analysis can contribute to more in-depth analysis of the project's social and institutional context.

It is essentially a four-step process:
Step 1. Identify Key Stakeholders
Assess:
• Who are potential beneficiaries?
• Who might be adversely impacted?
• Have vulnerable groups been identified?
• Have supporters and opponents been identified?
• What are the relationships among the stakeholders?

Step 2. Assess Stakeholder Interests And The Potential Impact Of The Project On These Interests
Assess:
• What are the stakeholder's expectations of the project?
• What benefits are there likely to be for the stakeholders?
• What resources might the stakeholder be able andwilling to mobilize?
• What stakeholder interests conflict with project goals?

In the case of some institutions these questions can be answered through a review of secondary information. For more informal groups and local people, assessment of their interests will probably require some form of consultation, either directly with these stakeholders or with people "on-the-ground" who are familiar with these groups.

Step 3. Assess Stakeholder Influence And Importance
For each stakeholder group, assess its:
• Power and status (political, social, and economic).
• Degree of organization.
• Control of strategic resources.
• Informal influence (for example personal connections).
• Power relations with other stakeholders.
• Importance to the success of the project.

Step 4. Outline A Stakeholder Participation Strategy
Plan stakeholder involvement according to:
• Interests, importance, and influence of each stakeholder group.
• Particular efforts needed to involve important stakeholders who lack influence.
• Appropriate forms of participation throughout the project cycle

TRAINING MANUAL

Methods for Stakeholder Analysis
• Best done in collaboration with key stakeholder groups;
• Not only a desk study-use participatory methods where possible:
  - Stakeholder workshops,
  - Local consultations,
  - Participatory analysis; and
  - Use secondary data where available and reliable.

Activity 4: Role-play: For A New Fez
(Adapted from Rietbergen-McCracken, J and Narayan, D. 1998.Participation and Social Assessment: Tools and Techniques. The World Bank, Washington D.C.,USA, p.49)
Purpose: To provide the participants with the opportunity to design a social assessment, through taking on the roles of different stakeholders. To raise awareness on different possible stakeholders, their needs and impact. To present some of the difficulties of working in collaboration with stakeholders who hold diverse and sometimes conflicting views.
Time Allocated: 80 minutes

Handouts:
• Designing A Social Assessment For A Historic City Rehabilitation Project
• Role-Play descriptions cut out for each participant

Directions:
1. Distribute the Handout: Designing A Social Assessment For A Historic City Rehabilitation Project. Tell participants that this is based on a real-life project aiming to rehabilitate the historic city of Fez, Morocco. Give 5 minutes for review.
2. Assign a role to each participant (note: the role descriptions should be cut out into separate strips prior to the workshop) and give their role-play descriptions. Everybody should only be seeing her/his own description.
3. After everybody reads through their role descriptions, tell them to group into four as:
   • Government stakeholders
   • Donor agency stakeholders
   • Fez merchants
   • Fez residents and religious leaders
4. Tell the groups that they have 15 minutes to discuss their positions and to prepare for the workshop discussions.
5. When they are ready, bring participants together, either around a table or seated in a circle on the floor, and the workshop can begin. Tell the participants that they have 45 minutes to finalize the task.
   Notes for the facilitator: to make it easier for participants to remember each others' roles, name cards can be prepared in advance and placed in front of each person.
6. When the role-play is over, facilitate a discussion on the process, the end-result, and how they can relate the role-play with real-life situations.

Tips for some Techniques

BOX 1 / STAKEHOLDER WORKSHOP TIPS

• Enlist the help of a trained workshop designer and facilitator.
• Plan series of linked workshops of different sizes, compositions, and locations (for example, a number of smaller workshops at the local level that feed into a subsequent national-level workshop.
• Organize and manage a committed core team to provide oversight and impetus to the process-for example a task manager, key lead agency staff, beneficiary representative, and consultant facilitator.
• Ensure that all key stakeholder groups participate over the course of the workshop, including the powerful, the poor, the reluctant actors, the marginal groups, the interested observers, and the enthusiastic supporters.
• Ensure that groups with special needs (such as women's groups, illiterate stakeholders) are given voice through special arrangements. Choose the appropriate workshop techniques for undertaking a Stakeholder Analysis with the participants.
•
  Source: Based on a presentation by Jim Edgerton (of the World Bank) at a World Bank Africa Region seminar on Stakeholder Workshops, November 1995.

Source: Rietbergen-McCracken, J and Narayan, D. 1998.Participation and Social Assessment:
Tools and Techniques. The World Bank, Washington D.C.,USA, p.95.

BOX 1 / FOCUS GROUP DISCUSSIONS: TIPS

- Have a clear purpose for the group discussion, based on a few key topics.
- Identify participants with the help of local leaders and key informants in the community. Beware of possible blases in their suggestions (such as favoring the more powerful, articulate, and active members of the community).
- After establishing a time when participants can attend, let people know well in advance.
- Ensure there is a comfortable and pleasant atmospphere. Arrange snacks or drinks when appropriate.
- Start the discussion with a brief introduction explaining the purpose of the meeting.
- Facilitate the discussion with enough authority to keep the meeting on track, but with enough sensitivity to iclude as many people as possible in the discussions.
- Try to identify which issues are of general concern to the group and which issues are more controversial or personal in nature.
- Look for potential "spokespersons" from different focus groups who could be asked to meet together to summarize the concerns of their groups and discuss differences among the groups.

Source: Adapted from D' Arcy Davis Case, 1990, The Community's Toolbox: The Idea, Methods and Tools for Participatory Assessment, Monitoring and Evaluation in Community Forestry. Food and Agriculture Organization, Rome.

6.4 REFERENCES

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6.5 HANDOUTS

Handout 1: Designing a social assessment for a historic city rehabilitation project

Background to Task

Your task is to draw up a Terms of Reference for the Social Assessment of a forthcoming International Donor-funded project in Fez, Morocco. The project aims to improve environmental conditions and to upgrade the historic walled urban center-the Medina. This portion of the old city encompasses overlapping commercial and residential zones, a palace compound, special courtier neighborhoods, and open areas.

The components of the proposed project include
- environmental upgrading of sewerage, domestic and solid waste management, relocation of polluting activities, rehabilitation of housing, and resettlement of affected populations;
- provision of urban infrastructure and community facilities, through a system of improved access roads, allowing the rehabilitation and development of adjacent areas by private or public developers, as well as rehabilitation of significant historic buildings for social uses, such as community health, training, and women's centers; and
- technical assistance with emphasis on municipal management, training, and technology transfer of best practices in heritage conservation works.

The Social Assessment will need to include a social impact analysis of how the project will affect the different stakeholders and to develop mitigation plans to address any major adverse impacts. The Social Assessment will also need to analyze the positions of the different stakeholders in relation to the project to understand their perspectives and priorities on the sociocultural, environmental, heritage, and housing aspects of the intervention.

The Terms of Reference for the Social Assessment should set out
- the goals of the Social Assessment;
- the tasks that need to be done;
- the particular skills that are needed (number and types of analysts/facilitators); a general schedule for implementing the Social Assessment; and
- a strategy for synthesizing and disseminating the results and ensuring follow-up action

Background to Fez

Fez dates back to the ninth century and features a series of important cultural monuments and heritage sites (mosques, schools, brotherhood quarters, homes) from various historical periods. Its heyday was from the 12th to the 15th centuries, when it was the capital of an empire that stretched across much of current Morocco and the Iberian Peninsula. Political decline from the 17th to the 19th centuries, and the growth of new areas beyond the walls in the 20th, have left the Medina in slow decay—but also untouched by the bulldozers of development. Fez is still important politically, culturally, and commercially. Its history and intact architecture enabled Fez to be recorded on the UNESCO list of World Heritage Sites. Many agencies have planned restoration and upgrading for years, but institutional jealousies have hampered action. Major proponents of the current project include the "Agency for the De-Densification and Rehabilitation of Fez," the electricity and water utility companies, the highest authorities of the government (including the king and the prime minister, who will both contribute personally to the preservation), and "brown" environmental managers who are alarmed by pollution in the city and downstream. The Medina houses 180,000 people, a quarter of the population of greater Fez. There are good social surveys for at least part of the Medina; half of the people are tenants, and only about one-third are rural migrants to the city. Some upgrading of infrastructure has been done over the years: electricity is available, some underground drainage and sewage exists, and water lines go to nearly all buildings. Nonetheless, well-to-do owners have fled the Medina to less dense suburbs; and housing stock is degrading in part because ownership is absentee or ambiguous, and because no system of real estate taxes is in operation. Low-rent housing is scarce outside the Medina except in the totally un-serviced shantytowns. Thus, the Medina "traps" the poor, who might otherwise move away as they prosper. Housing degradation is worst in the core, where mud-brick buildings are cracking and walls occasionally collapse. Some solid waste is collected, but most is thrown into gullies, ruined houses, and streambeds. The city's teeming workshops and markets provide half of the jobs in Fez. Commerce and industry are intermixed with housing, but are concentrated in the oldest and core part of the Medina and along one major axis that leads toward a western gate. Some industries use electrical machinery, but most work is handcrafted and thousands of children are employed as weavers, embroiderers, and leather and brass workers. Traditional industry and commerce are highly diversified and intricately interlaced with subcontracting, supply networks, and credit, but they have also added toxic chemicals to their processes, and worker exposure is high. Effluents go untreated into the streams that run through the city and then join with a river that provides water for a major agricultural area.

Handout 2: Role-Play Descriptions

Industrial Tanner

You are among the 20 owners of industrial-scale tanneries along the river that runs through the Medina. Tanning is the family tradition, but you intended to leave it and went to a technical college. Then you inherited the business, and decided to expand and use modern technology. You have your own old building, use modern machines, and employ 45 people. You export much of your output to Spain and Italy, but you sell some dyed skins to local craft workers who make jackets, backpacks, and other leather goods.

You also pollute the river with high levels of chrome and acid through the drains from your factory. The Agency for Fez Rehabilitation has proposed that you and others like you move to a new site just east of the old city, where preparations have been made for recuperating and reprocessing the waste water and chemical runoff. The price of the space, however, is much higher than you expected. At the same time, your entire operation is threatened by the fact that Italian, Spanish, and French tanners are now buying raw skins directly from Moroccan abattoirs. You fear that you cannot pass the increased cost of the new site on to your customers. Indeed, some of your fellow tanners have closed down to await some resolution of this economic crisis.

Trash Collector

You are one of about 200 mostly elderly and unschooled men who remove solid waste from the Medina. At two in the morning and with your donkey, you leave your shantytown, which is two miles from the Medina, to report to the yard. There, a contractor hires you by the day starting at four in the morning. You are a regular and work 10 hours a day. Your daily route is in a residential area, and involves going up and down narrow lanes, picking up a few bags of refuse at a time, and transporting them to a large dumpster just outside the Medina walls at the nearest gate. Sometimes in the late afternoon you can earn a little extra money by working at a construction site transporting excess earth and broken bricks out of the Medina at a rate of about 35 kilos per load.

Absentee Landlord

There are thousands of people like you. You are one of the sons of a Medina homeowner who died many years ago. You and your brothers are educated, and you live and work in the new city. The small house where you grew up was passed to all of you when your father died. At the

time he was renting out extra rooms to two families that were originally from a village where you have relatives. You and your brothers have not been able to decide whether to sell the house, so you now rent to six families, each of which has one room around the small courtyard of the house. One of the old trusted tenants collects the rents each month and brings them to you. You have not been to the house in more than two years.

You have heard of a possible program to offer loans for renovating Medina housing. You would not want to move your own family to the Medina, but if such a program would allow you to renovate and raise rents, you might be interested. That depends, of course, on whether the rising rents would be worth the trouble-it's hard to get your brothers to agree on anything!

Director, Ader-fez

You are an architect and urban planner. You were born in the Medina, where your aged father is the director of one of the centuries-old religious colleges. The tomb of the college founder is a center of religious pilgrimage from all over North Africa. For you, the uniqueness and sanctity of the old city is a source of pride, reverence, and nationalism. In a sense you are one of the major caretakers of a World Heritage Site.

Your agency has planning responsibility for the Medina. Under your overall supervision a master plan has been drafted, and specific technical studies have been undertaken for various components of the project proposed for International Donor funding. On paper, the agency also has responsibility for implementation, but you lack staff or technical capability to undertake the contracting and oversight. With assistance from various Islamic philanthropic organizations, your accomplishments have been limited to the conservation and restoration of several run-down old colleges and brotherhood headquarters buildings.

Governor, Prefecture Of Fez-medina

You are not from Fez but you have been posted here by the minister of the interior in recognition of your political skills, your training as a lawyer with an interest in land law, and your love of Moroccan history. You lived for eight years in Paris, and have been trained in short administrative courses at the EcoleNationaled'Administration, the elite public administration institute. You have friends from Fez, now well-off businesspeople in Casablanca, who have renovated old homes in the Medina and come back for the occasional weekend. You have an official home, a villa in the new suburbs, but the idea of elegant living in the Medina intrigues both you and your wife. You recognize that you come to Fez as a stranger, and it is all too clear that city politics are in the hands of an opposition

party that considers the central administration to be bleeding the urban areas for tax revenues. You want to get on with the rehabilitation of the Medina, but you know that by pushing ahead with the weight of the national administration, whom you represent, you will be opposed by powerful local interests. Besides, even with outside assistance for the project, there will be difficulty in sustaining the costs of running an upgraded city. It is frustrating to you that so much must be done and yet you have to proceed slowly due to local politics.

Elderly Woman, Resident Of The Oldest Quarter Within The Old City

At the age of 11 you were married to the son of one of the oldest families of the city. You spent many years within the walls of your husband's family home, which also housed the families of a set of brothers in the various apartments around the refreshing garden courtyard. Now, however, your children have moved away and your husband has died. You are allowed to retain his apartment, which has passed to your sons' ownership. Two brothers-in-law and their families still reside in other wings of the house, but a fourth apartment has been let out to a stranger.

The sheer age of the present house means that many repairs are needed. It is a bit shameful that the family has not seen fit to restore the now-dilapidated wooden balconies and windows that face the street from the upper story of the house, nor the large door that leads to the street. You also regret that the neighborhood has become more and more run-down, with storefronts being opened in some of your friends' front walls and the press of people in the narrow lane becoming ever more dense. You and your woman friends succeeded in resisting the invasion of the lane by a group of fruit sellers who tried to set their stalls against your walls, but the streets are dirtier now, and the public fountain where your poorer friends got their water has ceased to function.

Brass Merchant

You began in the metal industry as a 10-year-old, running brass craft pieces from your boss's shop. You ran the brass objects from one subcontractor after another for plating, embossing with elaborate designs, polishing, fitting additional parts, polishing again, and finally for selling by the small shopkeepers You were a bright child and you reported to your boss on the activities of the other boys who were delivering goods the same way. Your boss, the owner of a large tourist shop, soon had you reporting on which other merchants seemed to be advancing credit to the suppliers and subcontractors, who seemed to be getting paid and who wasn't, and what customers got the best treatment. That helped him to set his own prices, and to know when to cut off wholesalers who were having trouble paying their bills. Eventually, your boss must keep

to the shop, but he finances a large artisanal trade that you yourself supervise on his behalf. You live above his shop and spend part of each day in the shop with your boss, serving clients and discussing conditions in the artisanal industries. You are also recognized for the sage advice that you offer other members of the ancient mosque that you attend near your house. Your own children are at school in the Medina, and you hope that they will further their education so that one day they will be well-to-do merchants like your boss.

Director-general, Association For The Conservation Of Fez

You are the executive director of the largest cultural association in greater Fez. Your association organizes cultural events that capitalize on the profound history of the city (a worldwide exhibition on religious architecture, and a seminar on Maghrebian and Spanish traditional music, for example). In promoting the "adoption" of historic buildings by individual benefactors, you have succeeded in getting contributions from the presidents of two Moroccan banks, the head of the largest Moroccan department store, and the president of a large clothing factory. In this way various monuments in the old city could be restored. Your association has direct links to the royal household, and one of the princesses opened the most recent event—the installation of a sound-and-light show that projects lights from a hillside into the old city as it narrates local history.

You know, of course, that the Medina is a living city, but you do not have the mandate to carry out non-cultural activities for the residents of the old city. It is your hope that increasing worldwide recognition of the city will lead to increased tourism from both the Muslim and the non-Muslim worlds.

Analyst, Senior Operations Adviser's Office, International Donor Agency

You have just moved to this regional department. The project comes to your attention both because it is inherently interesting and because you have noticed how much money has already been spent on project identification and early preparation.

You have taken a course on project quality-at-entry. You are forced to be skeptical of what you learned, however, because you know that you must help enforce norms on preparation and operations costs for your department. Nonetheless, partly because you speak Arabic, you have been added to the current preparation mission.

Saw Miller-carpenter

You occupy an ancient warehouse in the northern sector of the Medina. You buy logs from wholesalers outside the city, and you transport them by sections in a small truck to your workshop, which is 200 meters from the end of a short road that enters the Medina nearby. Neighbors in this residential area complain of the noise from the sawmills, but there is nowhere else in the Medina that allows the logs to be brought in this close to the worksite.

Vibrations from the large electric saws that you use for finer cutting of lumber have caused cracks in the walls of the building. You know that the building has some historic value because it was carefully measured and recorded in a census of historic buildings. The owner of the building, however, has never raised the question of evicting you as there are few other tenants who would pay as much rent as you do for this location.

Being in the Medina allows you and your younger brothers to talk to all manner of people contemplating construction and renovation work. You get many of your customers by servicing the specific needs of jobs as they get under way. If you moved away from the Medina, you would have to rely on the customers coming to you; however, you do not think it is wise to assume that you do not need to be out searching for work almost every day.

Public Oven Tender

You have your job as an act of charity. You have lived all of your life in the Medina, except for the period you served in the army. Without sons and widowed early in life, you eventually sought work from the leaders of the religious institutions in your neighborhood. They found a position for you at the public oven.

The large oven that you tend heats water for the public baths adjacent to one of the oldest mosques in the city. The oven is below ground level and the water pipes run in and out above the fire vault.

You and several other men gather the refuse of the artisanal industries nearby: wood shavings and chips from the woodworkers, scraps of leather, shredded bits of cloth from the clothing makers, old polishing rags, and everything else that can be burned. It then all goes into the oven. There is tremendous smoke and dust from burning these "fuels," but it also provides one way of recycling materials from other industries and of keeping the craft zones of the Medina clean.

Also, heat from your oven is passed next door to one of the neighborhood bakeries, where girls bring daily their mother's dough for baking into bread. Your work, then, dirty as it makes both you and the air each day, is vital for the material life of your neighbors and for their acts of religious and personal cleansing in the baths.

Social Scientist

You are a private consultant, and you know Morocco well because you worked in Rabat for many years. You are the author of a book on the growth of the capital city, and you actually lived in the Medina while you were doing your research. You have never worked for the International Donor Agency.

You have heard about the plans for rehabilitating Fez, but you have not been directly involved. You have some colleagues who worked on brief assignments there, but not in the Medina. Your strength, besides your Moroccan experience, is in urban research methods and you are also the author of a book on social survey methods.

The Task Manager of the project, having heard about you from his acquaintances, has hired you to be on the planning team for the project. Your specific duties, however, have not been well defined.

Environmental Planner, Water Supply Agency Of Greater Fez

When you studied environmental economics in Toulouse you did not realize that you would become a sewerage planner. Your work, however, is personally challenging and a source of pride. You were born in the Medina, and moved to the new city with your family at the age of six. When you first went back to the Medina, as an adult and a planner, you were shocked by the contrast between your fond memories and the extensive degradation of the physical infrastructure that you now saw before you.

You know that the system of ancient drains, for which there are no records, is decayed and broken in many places. The old system of fresh water distribution from the many springs within the old city is-miraculously, you think-still mostly intact, and is serving some of the oldest areas in the city. Nevertheless, 10 percent of the dwellings in the Medina have no sewage connections at all.

Overwhelming these problems is the question of toxic waste-including highly dangerous heavy metals-being dumped into the main streams that run through the city. Moreover, the major river is polluted by sewage from the new city even before it gets to the Medina. In short, the river has turned into an open sewer, and is dangerous to the people who live in the plain below. Your agency has plans for: sewage treatment in the new city, enclosure of the river as a main drain, recuperation of the toxic wastes, extension of the new sewerage lines within the Medina, and further treatment facilities downstream. The national budget, however, has consistently omitted items for Fez, apparently favoring the cleanup of the larger city of Casablanca and the national capital, Rabat.

Task Manager, International Donor Agency

This project was not in your division's pipeline until special pleas for its inclusion were registered at the highest levels of contact between the Donor Agency and the government. You are a civil engineer by training, and your urban projects to date have mainly been in transport planning and in sites and services projects.

You are of at least two minds about this project. On the one hand, you think that it should be split apart and done as elements of separate projects in water supply, sewerage, transport, site and service preparation, and housing. On the other hand, you realize that the Medina of Fez is a unique situation, a unified system in which all of the elements are linked to one another. You know that simply parceling out each activity to a different project will risk the possibility that rehabilitation of the city will languish or be done in fits and starts that amount to very little.

One thing that you are prepared to do is to listen to the views of the many stakeholders in the proposed project to see if you can learn from them some route to effective planning for the project. You don't know how best to undertake this exercise.

Male Family Head, Medina

You migrated to Fez in search of work when you seemed to be down on your luck in the smaller city 80 kilometers to the west. You found work in one of the tourist shops on the main commercial street, selling small artisanal items to tourists and other residents of the Medina. You have a knack for getting passersby to enter the shop, and your boss is pleased with your level of sales.

This has given you some hope. You would like to get your young family out of the Medina-with its crowded houses, schools, and clinics, and where you have to walk nearly a kilometer to get to the nearest bus stop. But you think you will never be able to pay the rents demanded for an apartment elsewhere that has water and electricity services like your room does here in the Medina.

Five years ago you heard that the government may be planning to create some building subdivisions where you could actually buy a lot very cheaply and build your own house. It has something to do with the government wanting people to move away from the Medina so that the remaining residents can have more room, or something like that. In any case, despite the fact that you have asked many times, you have not been able to find out where you sign up for this possibility. Yet, because the idea is still in the air, you have stopped looking for a rental apartment outside the Medina.

City Councilor

You were born into a family of ancient lineage in Fez. Your uncle is the imam of a mosque, your brother is the provincial representative of one of the major national ministries, and your sister is the head of the largest women's organization in the new city. You studied in Egypt and Tunisia, and for years you were a professor of history at the university in Casablanca. Ten years ago you returned to Fez, in part to dedicate yourself to the further study of religion. You represent your neighborhood-which was built in the 1920s and is the most modern quarter in the Medina-to the City Council. You were elected because of your family connections and your piety and renown as a scholar.

You want the Medina to prosper, but you do not want to open it only to European tourism. If it thrives, you think, it should be on its own Islamic foundations as a religious, cultural, and economic center. You do not deny that the urban infrastructure is becoming dilapidated, but you are not sure that you want the national government to come in and fix everything. Your position is that the city council itself, and the municipal authorities that are responsible to the council, should plan and execute the upgrading of the city. To do this, the city will need taxation authority and many other instrumentalities that it does not now have. You are one of the leaders of the fight for a kind of "home rule."

Female Household Head

You are the mother of three children. You were born in the Medina in the home where your own widowed mother now lives, which is several houses down the lane. Your husband worked as a brass polisher in a basement artisan's workshop; but he became sick from the acid fumes and the metal dust in the air and had to quit his job. Four years ago he went to Casablanca, where his brother had a job in a modern clothing factory. Since then, he has not sent any money home, and you suspect that he is living with another woman in his room there.

You were forced to move with your children from a three-room apartment into one room of a dilapidated house, also in the Medina. It has a single standpipe for water and a common toilet for the eight families who share the building. The house itself is built directly over one of the many streams that run through the Medina, and dampness from the stream permeates the stucco walls of the house. You are sure that the cold and dampness contribute to the nearly constant colds and coughs from which your children suffer.

You buy flour from one of the wholesalers in the vegetable market at the edge of the Medina, and you make money by cooking meals that you sell at lunch hour to workers in the brass shops. You can pay your rent, although you have your children eat at your mother's whenever they can. You would like to escape the misery of your existence, but you don't know how you could afford to do so.

Teacher, Primary School In The Medina

You came to Fez from a smaller town to the east to complete your secondary schooling, and you did well enough to win a place at a Teacher Training Institute. Upon graduation four years ago, you were assigned to one of the small primary schools deep inside the Medina. At first you were pleased with the assignment because you had been living in the Medina anyway to save money while you were in training. Now, however, you have saved some money, and you are starting to wonder what you will do.

On the one hand, you would like to stay in the Medina where you have friends, where there is a lively nightlife for you, and where life is relatively cheap. On the other hand, you want to buy a mobylette (a motor scooter), but there is no safe place to keep it at night, and you are tired of the shared water and sanitary facilities in the building where you live. There are larger flats nearby, some even with private toilets, but frankly you wish that the whole neighborhood was cleaner, that the electricity for your TV did not flicker every time the machines were turned on at the electroplating shop two streets away, and that you were surer of the safety of the drinking water. You also know that your school, because it is for "only the Medina children," does not get the supplies and maintenance that it needs. All of this makes you inclined to seek a transfer to a place where you can forget the Medina.

Fruit Vendor

Good ideas can have bad effects! That is what you have learned from "development" as it has affected you.

You are a woman who sells vegetables on the side of a busy alley that connects the main commercial streets of the Medina to one of the better residential neighborhoods. Until just two years ago it was a pleasant if poor living. You went to the produce wholesale market at the edge of the Medina in the morning, and you usually got really good fruit by rising early and making friends with the wholesalers. You would carry it to the alley market yourself, and by lunchtime around one in the afternoon you would have sold it and returned home to tend to your household chores. The money you earned helped you and your husband to have a better apartment than you would otherwise and to get the small extra purchases-paper, erasers, clothes-that make your children enthusiastic about going to school.

This changed for the worse two years ago. The city had the idea of moving the wholesale vegetable market way off to the industrial suburb several kilometers away. Now you have to buy your fruit from middlemen who carry boxes of fruit on muleback to your little market area. They must make money, too, so you had to raise your fruit prices even though your fruit was not of the same quality as before. Moreover, the middlemen come at various times throughout the day, and sometimes the alley is totally clogged with mules, vendors, boxes of fruit, and passersby. All in all, you make less, have less satisfied customers, and have a harder time than before. You are thinking simply of giving up this trade. The city's good idea has left you in frustration!

Carpet Merchant
You and your two brothers own a carpet emporium in one of the large old "Andalusian" homes just off the main commercial street in the Medina. You rent from the heirs of the family that owned it, and who long ago moved to the new part of Fez. You yourself live in the Medina, in a single-family home that has one of the more open and pleasant views over the south flank of the slope on which the Medina is built.

About half of your sales are to people from all over the Fez area, and for the other half you depend upon the tourist trade that the Medina attracts. You are a strong supporter of the conservation of the city, and you have become a member of the "Association Fès-Sais," which is seeking to build up tourism both from Europe and from the Middle East by restoring the old Muslim monuments and mosques.

You like the Medina more or less the way it is. You pass your days engaged in sales and enjoying the cool rooms of your shop's airy premises. You wish that it were easier to bring rolls of carpets through the streets, but the present system of bringing a few at a time by mule is sufficient. You certainly do not want them to start tearing down sections of the Medina because you fear that tearing at the "fabric" of the city risks driving away the tourists. Nevertheless, you are a reasonable and educated man, and you will listen to proposals and speak your mind.

7. Trainer's Manual, Module 5:
Conflict Management and Consensus Building

Sections
Section 1: What is Conflict?
Section 2: Resolving Conflicts
Section 3: Interest Based Negotiation Procedure
Section 4: Mapping Conflict & the Role of a Mediator
Section 5: References
Section 6: Handouts

7.1 WHAT IS CONFLICT: DEFINITION AND NATURE

The Definition of Conflict
When people think of the word conflict, they often think of wars or violence. However, conflict exists at all levels of society in all sorts of situations. It is easy to forget that we experience conflict every day of our lives.

According to Galtung, who is broadly accepted as the father of peace education, a conflict consists of behaviour (B), assumptions (cognitions) and attitudes (emotions) (A) and a contradiction (C).

B
BEHAVIOUR

A
ATTITUDES

C
CONTRADICTION
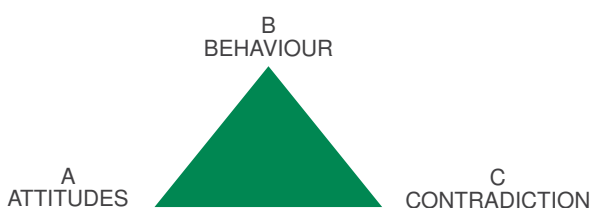
Source: Galtung, J,1996. Peace by Peaceful Means. Peace and Conflict, Development and Civilization, International Peace Research Institute Oslo, London/Thousand Oaks/New Delhi: Sage Publications, p.72

While the B-component is manifest (because it is observable), both A and C are latent. Conflicts take the form of a triangle and there are flows and interactions between the three corners of the triangle, which illustrates the dynamic nature of conflicts.

Activity I: Brainstorming
Time Allocated: 10 minutes
Brainstorm the word conflict. What words come to mind?

• Write down participants' examples of conflict on the flipchart. Add others if necessary.
• Formulate a definition of conflict with the participants.

Wallensteen defines conflict as "a social situation in which a minimum of two actors (parties) pursue incompatible goals/objectives (or perceive them as being incompatible)." (Wallensteen, Understanding conflict resolution. War, Peace and the Global System, 2007)
"A conflict exists when two people wish to carry out acts which are mutually inconsistent."(M.Nicholson: Rationality and the Analysis of International Conflict, 1992)

Levels of Conflict
Brainstorming Activity II:
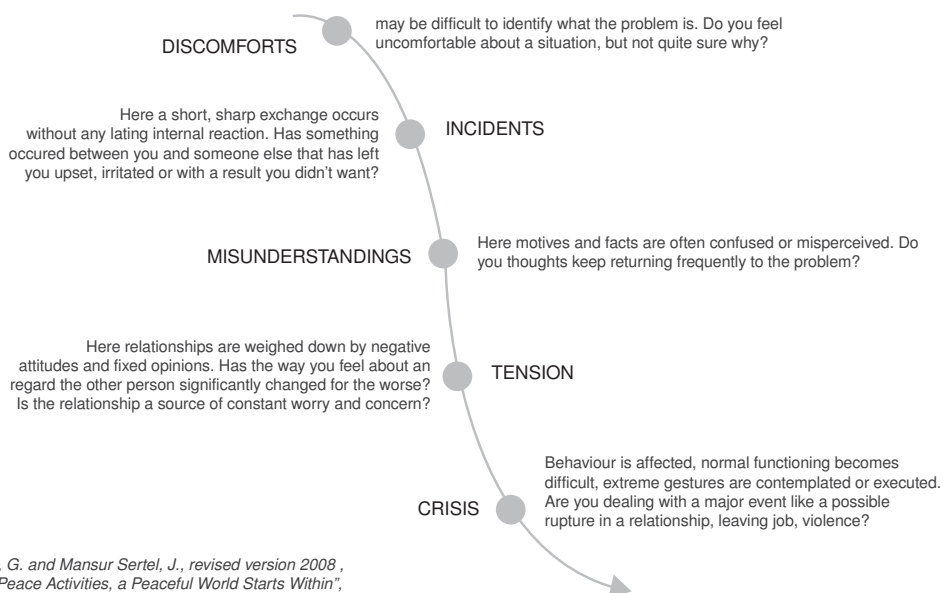**Time Allocated:** 10 minutes

Group the conflict examples identified in the prior activity together with the participants according to the level at which the conflict occurs (eg: personal, family, group, community, ethnic, state, international).

Conflicts may appear on different levels

• individual level (intra-personal conflicts)
• between individuals (interpersonal)
• between families: conflicts between different families
• between and within groups
• among and between communities
• between nations (international)

In whatever the level of conflict is, there are different stages that most conflicts go through from a feeling of discomfort to a full crisis. If we can identify the process during the first stages of conflict, it becomes easier to stop a probable crisis.

STAGES OF CONFLICT

DISCOMFORTS — may be difficult to identify what the problem is. Do you feel uncomfortable about a situation, but not quite sure why?

INCIDENTS — Here a short, sharp exchange occurs without any lating internal reaction. Has something occured between you and someone else that has left you upset, irritated or with a result you didn't want?

MISUNDERSTANDINGS — Here motives and facts are often confused or misperceived. Do you thoughts keep returning frequently to the problem?

TENSION — Here relationships are weighed down by negative attitudes and fixed opinions. Has the way you feel about an regard the other person significantly changed for the worse? Is the relationship a source of constant worry and concern?

CRISIS — Behaviour is affected, normal functioning becomes difficult, extreme gestures are contemplated or executed. Are you dealing with a major event like a possible rupture in a relationship, leaving job, violence?

Graphic derived from Kurt, G. and Mansur Sertel, J., revised version 2008 , "TheWINPEACE Book of Peace Activities, a Peaceful World Starts Within", Handout 6.2a

While conflict is inevitable, it does not have to end in polarized disputes. In fact, if handled well, conflict can even be healthy. Among the positive things conflicts can bring about are:

1. Conflicts identify problems that need to be solved.
2. Conflicts bring about change, permitting adjustments to be made without threatening the stability of the relationship.
3. Conflicts can change the way we think about things, preventing "group-think."
4. Conflicts help to clarify our purpose: what is important to the organization or us.

Activity I: Chairs

(adapted from Peacebuilding: A Caritas Training Manual, Caritas Internationalis, 2002 and 2006, p. 127)
Purpose: Demonstrate how to manage conflict by turning it into cooperation; focus on possible differences in interpretation of instructions; and differences in handling conflict.
Materials: A room without tables but with a chair for each participant, copies of each instruction (see below) for one third of the participants
Time Allocated: 30 minutes

Procedure

1. Explain to the participants the relevance of the exercise by referring to the purpose.
2. Give each participant one set of instructions (A, B, or C), distributing equal numbers of the three different instructions. Tell them not to show their instructions to other participants, as this will defeat the purpose of the exercise:
   A. Put all the chairs in a circle. You have 10 minutes to do this.
   B. Put all the chairs near the door. You have 10 minutes to do this.
   C. Put all the chairs near the window. You have 10 minutes to do this.
3. The trainer tells everyone to start the exercise, following the instructions they were given.

Notes for the Trainer

Explain participants that this exercise focuses on aspects of non-aggressive conflict resolution. The instructions cannot be carried out unless people with identical instructions cooperate. The sub-groups cannot carry out all their instructions unless they cooperate. Several solutions are possible:

• Putting all the chairs in a circle, between the door and window;
• Consecutively putting all chairs in a circle, then near the door, then near the window;
• Disobeying part of the instructions, by putting one third of the chairs in a circle, one third near the door, one third near the window;
• Renaming the situation, by hanging two newsprint sheets in the middle of the room, on one of which is written "door" and on the other "window";
• Disobeying the instructions entirely.

The exercise has great scope for creative conflict resolution. Groups often burst into frantic action, use force and sometimes carry chairs with others desperately sitting on them to their corner. While some participants are trying to find a cooperative solution, others can be seen continuing to collect and defend their chairs. This in turn frustrates the cooperators, who forget their positive intentions and join the argument.

Debriefing questions include

• What did you experience when playing this game?
• Did you feel that the chair you were sitting in was yours, to do with as you pleased? How did you relate to people who wanted something else? Did you cooperate, persuade, argue, fight, or give in? If you confronted others, how did you do this?
• Did you follow instructions? Why did you interpret them as you did? Did you see them as an instruction to be carried out whatever the cost and to the exclusion of others?
• How would you handle this if you did it a second time?
• How can you relate the activity to the stages of conflict?
• Can you relate what happened here to real life situations?

7.2 RESOLVING CONFLICTS

Activity 2: Win-Win – A story and an Activity
(Adapted from WINPEACE Peace Education Handbook, revised version 2008, Guliz Kurt and Jennifer Mansur Sertel)
Time Allocated: 30 min
Materials: One orange
Purpose: To introduce a new perspective in solving conflicts
Objective: Participants will internalize a new paradigm in solving conflicts and reflect on how it might be used

Part I. The Concept
Directions
1. Tell the group the following story:
There were two women in war torn Europe. Let's say Poland. Both were hiding in different parts of an attic trying to escape notice of the Nazis. Each had one child. One had a little boy, the other a little girl. Once a week they were sent a package of food by an old neighbor. One day the package had a big luscious orange in it. [Take out orange here] This was the first time in a year either woman had seen an orange! Needless to say each wanted this exotic luxury for their children. What should they do?
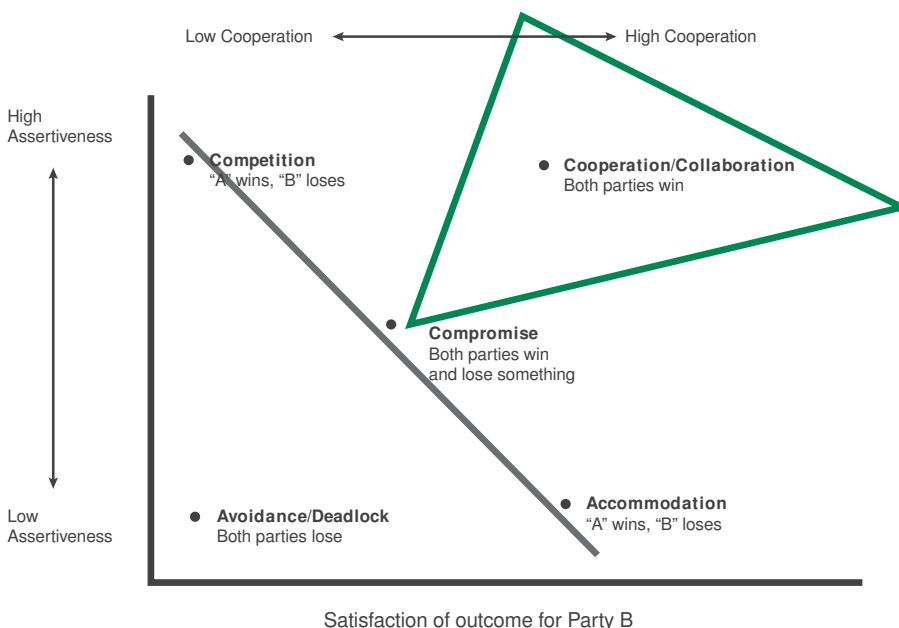Elicit responses.
[The responses will most likely be to split the orange in 2]
This way seems fair. Each woman would then have half an orange. But it turns out there would have been a better way if they had discussed why they wanted the orange. For it happens, that, one woman wanted the fruit, to make orange juice for her little boy. The other wanted the peel, since she had a bit of sugar and her daughter's favorite jam was orange marmalade. If they had discussed why they had wanted the orange they both would have been able to have a whole orange.

2. Discuss
a. This is an example of a win/win situation. How?
b. What was necessary for the win/win outcome to come about? [They had to talk first about their needs. They had to be willing to cooperate.)

WHAT ARE OTHER POSSIBLE OUTCOMES OF CONFLICTS OTHER THAN WIN/WIN?

Low Cooperation ⟷ High Cooperation

High Assertiveness

● **Competition**
"A" wins, "B" loses

● **Cooperation/Collaboration**
Both parties win

Compromise
Both parties win
and lose something

Low Assertiveness

● **Avoidance/Deadlock**
Both parties lose

● **Accommodation**
"A" wins, "B" loses

Graphic derived from UNDESA/UNDP And The Centre for Conflict Resolution, Skills Development for Conflict Transformation, A training manual on understanding conflict, negotiation and mediation, p. 17

Satisfaction of outcome for Party B

Figure derived from Kilmann and Thomas, "International conflict-handling behavior as reflections of Jungian personality dimensions." Psychological Reports. 37, 1975. pp. 971-980

• Avoidance/Deadlock: Both parties lose
• Accommodation: "A" wins; "B" loses
• Compromise: Both parties win and lose something
• Competition: "A" wins; "B" loses
• Cooperation/Collaboration: Both parties win - WIN/WIN

The difference between compromise and win-win is that in compromise each party gives up something. In the example used in Activity 2, dividing the orange into two equal portions is an example of a compromise strategy, while talking about their needs and coming to a solution based on that is an example of collaboration. In Win/Win each party is getting what they want. [More of their needs are being met.]

Interest-based Negotiation

To achieve a durable settlement, there are at least three types of interests that generally must be met (Lincoln, 1986). These are:
• Substantive interests: content needs, money, time, goods, or resources.
• Procedural interests: the needs for specific types of behavior or the "way that something is done."
• Relationship or psychological interests: the needs that refer to how one feels, how one is treated, or conditions for ongoing relationships.
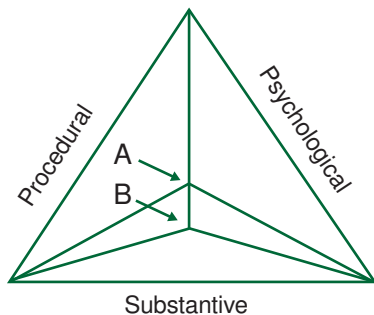
Source:DelliPriscoli, Jerome, 2003. Participation, Consensus Building, and Conflict Management Training Course, by Institute for Water Resources, USACE UNESCO Publications, p. 15.

SATISFACTION TRIANGLE

Ideally, conflict management processes should aim for point A. This point, in some sense, represents an optimal satisfaction of the procedural, psychological, and substantive interests of each of the parties. Frequently, technical professionals, in designing conflict management and public involvement processes, implicitly or subconsciously behave as if they are reaching for point B. This point represents a situation that is high on the substantive or content aspects of the situation but relatively low on the psychological and procedural aspects. Hence, there are many examples of development projects, which were left in ruins through neglecting psychological and procedural interests such as consulting with the project's recipients and determining how decisions about the project are made.

7.3 THE INTEREST-BASED NEGOTIATION PROCESS

Steps in a Interest/Needs-based Negotiation Process
1. Identify Interests

What are the different interests that you are trying to meet through the negotiating process? Why are these needs important to you? Which interests are of greater/lesser priority to you? How can you communicate these needs and their importance to the other parties? Also try to determine the interests of the other parties? Why are they important to them? How do they prioritise their issues?

2. Negotiate Over Interests, Not Positions

Instead of beginning with an opening offer as in positional negotiations, start with a period of time in which parties discuss the issues and educate one another on their interests, needs and concerns. Be explicit about your interests and those of the other parties. If other parties offer a position or solution, reframe it in terms of the interests they are trying to articulate. Don't forget that people's positions are not necessarily the same as their interests. Interests are the fundamental desires and needs that people are trying to meet through negotiation. They are the reasons behind the positions people take.

3. Problem Solving and Generating Alternatives

Jointly develop a wide range of alternatives. Generate options, which will meet all, or most of these interests. Don't evaluate alternatives/options at this stage yet. Generate a range of options rather than focusing on one option at a time. Get parties to look at the problem from different perspectives.

4. Evaluating Options

After a number of options are generated, evaluate them. Look at how well they meet the needs of all the parties. If there is no clear best solution, get parties to look at integrating aspects of different proposals, find ways to think creatively, see if parties can make trade-offs based upon their priorities for settlement or reframe the issue.

7.4 MAPPING A CONFLICT AND THE ROLE OF A MEDIATOR

Activity 3: Mapping a conflict and the role of a mediator

(Resources: WINPEACE Peace Education Handbook, revised version 2008, Guliz Kurt and Jennifer Mansur Sertel. Training Handout prepared by Meric Ozgunes for CSST, Cyprus)

Time Allocated: 90 minutes

Materials: Flipchart and papers, markers

Handouts: Mapping diagram; a conflict in Mafalda; What a Mediator Does

Goals: To have a deeper understanding of conflict by taking part in a role play. To be introduced to the concept of mapping a conflict and the role of a mediator.

Objective: Participants will be able to identify disputing parties and be able to identify the needs and concerns of each disputing party. They will learn what a mediator does.

Directions

- Present the handout "What a Mediator does". Go over this briefly with the class.
- Present the empty mapping diagram.
- Draw the diagram on the flipchart as large as possible.
- Explain that in order for a conflict to be solved, all parties' needs and concerns should be addressed. The concerns are often underlying fears. Tell the participants they will now try to identify the conflicting parties and each party's needs and concerns in a conflict situation.
- Give out photocopies of Handout: A Conflict in Mafalda.
- Elicit who the conflicting parties are and insert them into the diagram on the board. Tell participants that they will be identifying different needs: substantial, procedural and psychological. Needs are things you want or need; Concerns are things you are worried about or afraid might happen.
- Divide the participants into 5 groups, one for each character in this conflict situation plus a mediator. The group doing the businessperson will identify his/her needs and concerns. The group doing the environmentalist will identify his/her needs and concerns, etc.
- The groups should also prioritise their needs and identify their minimum requirement(s) would be for their character to be satisfied. For example, the environmentalist would actually be satisfied if they saved all the Cherry trees and 75% of the other trees and but the turtles could be saved. The mediator group should understand and discuss the handout What a Mediator Does and brainstorm the ground rules of acceptable behavior.
- When groups are finished, a representative from each group will insert their findings into the diagram on the board.
- Lead a discussion analyzing the map using the following questions:
  - Are there any common needs and concerns held by everyone?
  - Are there any new insights?
  - Are there any hidden needs and concerns that people aren't talking about?
  - Which areas might be easiest to solve?
  - What areas might be harder to solve?
  - Which minimal acceptable solutions are not in conflict with each other?
  - Does it seem like anyone does not have a vested interest in wanting to resolve this conflict?
  - What areas do you need more information about?
- Now, re-divide the participants into different groups of 5 students each. In each group there should be one businessperson, one environmentalist, one unemployed youth, one retired person, and one mediator. Now they must imagine they are in a public meeting to decide the fate of Mafalda. They will now role-play and try to come up with a solution that will be satisfactory for all parties involved.

• Groups present their solutions.
• Discuss. Which was the most successful solution? Why? Have the mediators from each group report to the whole group about how the process went, the difficulties they encountered etc.

Note to the facilitator: Possible solutions might include: building a boutique hotel (Something smaller with less environmental damage), no disco, an ecotourism hotel (where the tourists could turn off lights at night, and observe the baby turtles reaching the sea), etc.

7.5 REFERENCES

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7.6 HANDOUTS

Handout 1: Mapping Diagram
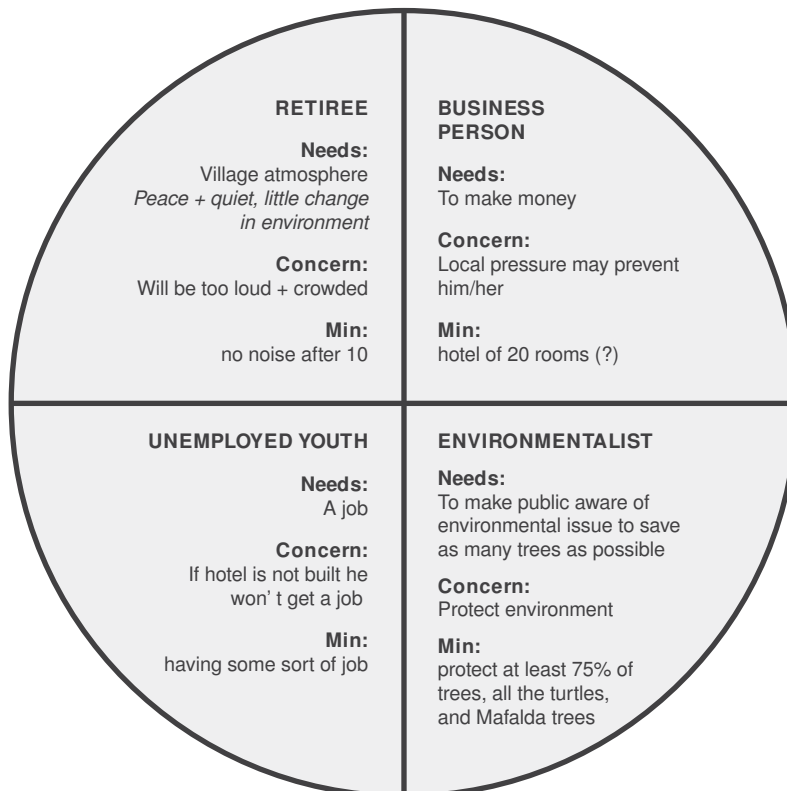
Graphic derived from Kurt G. and Mansur Serte J.I, 2008,
"The WINPEACE Book of Peace Activities, a Peaceful World Starts Within", Handout 6.4a

Handout 2: **Situation in Mafalda**

Businesswoman, Diana Richer is a wealthy business-woman. She has a plot of land near an undeveloped part of the Pleasantville coast near Mafalda. It is on a heavily forested hillside overlooking the sea, next to the quaint village of Mafalda. She wants to develop this land and try to make some money. She wants to build a large hotel complex with two discos, and seven large waterslides. The hotel would have 500 rooms. Her partner is a travel agent in Fruitopia who promises he can bring many tourists there very cheaply. If they can build the hotel cheaply, they can attract these customers who do not want to pay much. She has not paid an architect yet for any plans, and is not totally committed to this huge hotel complex. She does know that she really wants to make money with this land.

Diana has some problems. There are many retired people living in Mafalda. They have come there for clean air, and for peace and quiet. They like the village atmosphere in Mafalda and the fact that everyone knows everyone else. They are especially afraid that there will be a lot of noise at night and that they won't be able to sleep. They do not want the hotel to be built. They have organized themselves and Ms. Calmway is their leader. They are planning protests.

Dianas does not only have a problem with the retired people, she has an even bigger problem with the environmental organization, Greenpeace. Mr. Green lives in Mafalda and is a regional director of Greenpeace. He is totally against the building of this vacation village. He has done research on this hillside and has figured out that if Diana builds this complex, 200 trees will be cut down. Of these, there are 25 Mafalda trees which are rare. Also the CaretaCareta turtles come to this beach every year to lay their eggs. The baby turtles always hatch at night. When the baby turtles hatch, they crawl out of their shells and head for the light of the moon over the water to begin their life as sea creatures. If there are any lights near the beach, the baby hatchling turtles think the lights are the moon over the water and crawl towards the lights instead of the water. Thus, many turtles will die and this turtle species is already endangered. He is involved in a huge campaign to stop the building of this complex. He actually would be happy if they saved all the Mafalda trees, all the turtles, and 75% of the other trees.

George is an unemployed youth from Mafalda. He wants the complex to be built because then he will have a job and he won't have to move to a big city. He doesn't care what sort of job he has; he just would like a job.

The local chief of the village, who was sort of like a mayor was named Mr. Doright. It is near election time and Mr. Doright, is respected and wants to be reelected. He wants to keep everyone happy. He has called a village meeting and has invited all the interested parties to discuss this issue.

8. Trainer's Manual, Module 6:
Communications, Dissemination and Networking

Sections
Section 1: Designing a Communications Strategy
Section 2: Attracting Media Attention in Cyprus
Section 3: What is a Network?
Section 4: References
Section 5: Handouts

8.1 DESIGNING A COMMUNICATIONS STRATEGY

Activity 1: Why is Communication Important? Discussion.
Role of Communications for NGOs/ Projects
• Visibility among competitors for funds;
• Building Credibility- in the eyes of donours & beneficiaries;
• Changing stereotypes;
• Winning Issues;
• Reaching out to internal audience- keeping staff, project team, beneficiaries motivated;
• Retaining the donour.

The Essential Elements of a Communications Strategy

Element 1

Review: How have we been communicating in the past? How effective has that been?

How do our audiences perceive us? This step implies an audit - a rigorous and structured review or assessment –to assess our past communications performance and any perceptions of our organization by considering: the general state of communications in our organization; the ways our organization has communicated in the past (internally and externally); how audiences perceive our organization compare our situation with others.

"A big part of the 'who are you' question is determining what makes you unique. What do you do that no one else can do? And one of the best ways to answer that crucial question is to look at how you compare with institutions that serve the same core constituency". If you are an organisation with members, you can design a small questionnaire with relevant questions and distribute it to your mailing list in order to get feedback. Alternatively, a number of websites allow you to conduct a small survey for free:

• SurveyMonkey, free at basic level: www.surveymonkey.com
• SurveyConsole, free at basic level: www.surveyconsole.com
• SurveyGizmo, fee for service: www.surveygizmo.com
• ThinkUp, free: www.thinkupapp.com

Activity 2

This internal analysis can take place by asking and answering these 3 core questions

Who are we? (in 25 words);

How do we uniquely serve our purpose/ mission/ reason for existence? (in 25 words);

What are three distinct differences between our organization and similar NGOs/ projects/organisations? (in 25 words);

Ask participants to answer these questions briefly and report to the group.

Time Allocated: 15 minutes for writing down ansers, 15 minutes for presenting to group (depending on number of participants).

Element 2

Objective: What do we want our communications to achieve? Are our objectives SMART? What, ultimately, do we want from communications? All strategies must start with anunderstanding of objectives. Communications can be expensive in resources and time, so the more precisely we can state our reasons for communicating, the better we'll be able tospend those precious resources.

The "SMART" acronym is useful here: all of our objectives should be –

• Specific
• Measurable
• Attainable
• Results-orientated and
• Time-limited.

Examples of objectives: building awareness of a project or programme among a tightlydefined audience; securing the commitment of a defined group of stakeholders to theproject's aims; influencing specific policies or policymakers among key and definedaspects; and encouraging increased stakeholder participation on specific issues.

Element 3

Audience: Who is our audience? Do we have a primary and a secondary audience?

What information do they need to act upon our message? E.g. we could spend time and finance in creating a DVD - but if our audience is, for instance, rural villagers, will they have the hardware to play it? Will they speak the language of the DVD if we do it in English? If not, can we add subtitles? And will they be able to read those? Each audience has its own needs, ranging from the intellectual (e.g. issue/research comprehension) to the cultural (e.g. images considered taboo) to the practical (e.g. owning a radio, having electricity) and the greater we understand and respect these boundaries, the likelier we are to achieve our desired impact.

Element 4

Message: What is our message? Do we have one message for multiple audiences or multiple messages for multiple audiences?

Once you have identified your audiences, the next task is to break down your objectives into relevant messages for each of those audiences. Start with the audiences that are the highest priority. Remember that your messages should be relevant and appropriate to the audience. You might want to speak to your supporters and donors in much more forthright language than you would use for local authorities or other funders. But it is very important that there is continuity across the messages. It is important that all of your stakeholders understand what kind of organisation you are, so your messaging needs always to link back to your key organisational objectives and values.

Element 5
Basket: What Dissemination Channels Best Capture & Convey our Message? The choice of our communications "basket" depends squarely on the type and content of message to deliver, our available resources, and also - most crucially - on how the audience likes to receive information. What newspaper do they read? What radio station do they listen to? Where do they gather? How can we marry scientific content with the right dissemination channel (e.g. newsletter, website…)?

Channels of Dissemination
Conventional: Mass Media (TV, Radio, newspapers, magazines), newsletters, events (workshops, conferences, informal social gatherings, presentations at other events, leaflets/ brochures.
Digital: Website, digital newsletters, Social Networking sites, Blogs, Online forums.
e.g. Newsletter of Terra Cypria NGO - go online & show it
http://www.conservation.org.cy/newsletter/volume3.html
Newsletter of DIEGO project:
http://www.diego-project.eu/index.php?option=com_content&view=article&id=94&Itemid=166&lang=el

Element 6
Resources: What kind of budget do we have for this? Will this change in the future? What communications skills and hardware do we have?

Element 7
Timing: What is our timeline? Would a staged strategy be the most appropriate?
What special events or opportunities might arise? Does the work (or future work) oflike-minded organizations or ministries, etc., present opportunities?

Element 8
Brand: Are all of our communications products representative of our organisation? How can we ensure that we are broadcasting the right message?
Consider the logos and products of Toyota, Nike, Heinz and Barclays. These brands translate not only as car, shoes, food, and bank (what they are) but also give us an association of status, quality, and size (what they're like - the feelings their products create in us). A brand tells the world, at a glance, who and what we are. It is what we want to be seen, known and remembered as. "Being on brand" means that whatever we do, say or produce is consistent with the image and quality our brand represents. Our brandrepresents everything we do. Before any of our products are disseminated, we must go through a checklist to ensure that our messages are of high quality and are "on brand":
• Does our message, in two sentences or less, capture the importance of our work?
• Does our product show our honesty and trustworthiness?
• Does it show, in concrete terms, what we've achieved?
• Does it frame our issue and our research within the issue's broader perspective?
• Does our message inspire? Does it convince an audience of its worth?
• Does it lead an audience to further resources?

Three simple "being on brand" strategies include
1. Creating a "communications committee" to review our messages and products before they're disseminated.
2. Taking or providing media training. Essential to understanding how we might remain "on brand"isunderstanding how the media might react to our messages, and how it might choose to report us. What is a "brand" to the media? How does the media select the stories it covers? What "issues" do they generally report? We need to ensure that everyone in our organization understands how the local/national/global media works.

3. Hiring a professional to create a logo and a style guide. These design issues are central to a perceived "professional-ism": the more professional a brochure or newsletter looks, the more professional the issuing organization must be.

Useful Tips
- Provide a description or guidelines for using our logo - when to use it, when not to use it, how to use it, whether it's in black-and-white or colour, and so on.
- Create a preferred "house style" for all print communications, setting out rules for font type, font size, capitalization, punctuation, and abbreviations e.g. "All our correspondence (e.g. formal letters) will be in Times New Roman, size 12. Text will be justified. Headings will be in bold, italics, size 14. Logo to go in top right corner".
- Describe acceptable variations to the house style.
- Develop templates where we can - for instance, creating computerized stationary with our logo, on which we can add any text for a quick memo or press release. A template for a newsletter would be particularly useful – instead of redesigning the newsletter from scratch each time we want to issue it, we ensure our consistency (not to mention saving all kinds of time) by filling in the template with our desired text. This also creates a sense of familiarity within our audience - at a glance they'll be able to recognize our brand.

Element 9
Feedback: How will we know when our communications strategy is 100% successful? What will have changed? How can we assess whether we used the right tools, were on budget and on time, and had any influence?

Activity 3
Here, in one page, we've reproduced the Essential Elements with some room for organizations to fill in their own answers in a note format (we will not be asking for detailed descriptions here, just brief bullet points). Ask participants to imagine that they are preparing the Communications Strategy for their project for the coming year, and to answer the following questions briefly.
Time allocated: 20 minutes for filling in the Handout, 20-30 minutes for discussing it (depending on the number of participants).

8.2 ATTRACTING MEDIA ATTENTION IN CYPRUS

Why do we Use Press Releases?
1. To announce an event/ invite people to it (in such cases consider whether an invite is enough, and if target people (journalists) don't show up at the event, send them the press release with pictures to brief them on what happened.
2. To circulate at your event/ press conference/ workshop. The press release can be part of a Press Kit that may also include CD with pictures and any general leaflets/ brochures that your project has developed recently. You cannot always rely on journalists taking down everything correctly and sometimes they may be bored to call up and ask for a name or another piece of info, so it's good to give them easy access with all the necessary info, in the form of a good press release.
3. To announce a landmark in your project e.g. important research findings, the restoration of a building, the achieve-ment of a goal- BUT you must present it in a newsworthy way (more on this below).

The Characteristics of a Good Press Release
1. Well written:
   • no spelling or grammar mistakes (use Spell check tools, have someone else read it before sending it out)
2. Correct Layout
   • Catch the reader's attention from the onset. So, state the most important things you want to say in the first 2-3 sentences of the document. (Intro)
   • Use Quotes: Make it Easy for the Journalist: Include interesting Quotes and when you do give the full name and position of the person you are quoting. (2nd Paragraph)
   • Elaborate a bit- provide more detailed info, and perhaps a secondary message that you think is important, but not too newsworthy- if you are lucky they may include it. (3rd-4th paragraph).
3. Brief
   • 'Hit the nail on the head'- say what you want to say as clearly as possible. No blah blah!
4. Try and make it newsworthy/ spice it up/ find the right angle

Once you write the press release, the obvious question is where to send it. Make a list of all the local and national newspapers, magazines, radio stations, TV stations you wish to target and send the press release by FAX and by E-MAIL to the Editor. Also send it to the CNA (Cyprus News Agency - www.cna.org.cy), which feeds all journalists with events and news stories.

Activity 4
Circulate sample press releases to participants and ask them to read them. Ask them to consider the characteristics of a good press release, and to pretend that they are newspaper editors- which of these three would they use for a story? Time Allocated: 20 minutes to read and make notes, 15-20 minutes to discuss with group.
(Please see Annex for Handouts/Press Releases)

Building Contacts with Journalists–Useful Tips
• When you organise events- send press releases and call them personally. How? Call at the newspaper, radio channel etc. and ask for the journalist who deals with the issue your event will present.
• Organise a social with journos (associated with something they can write about).
• Ask for direct emails/ phone lines.
• Appoint a person in your organisation as 'Media Representative'- this person should deal with all communication with journalists and slowly build a relationship with them.
• Try to classify your Media mailing list according to the type of stories each journo covers e.g. 'Responsible for Environmental stories', 'Limassol correspondent' and so on.
• Keep in mind that unless you want to make bold statements and be controversial, national media may never get interested- perhaps they are not the best 'channel' to disseminate your message - think about local media and so on...

8.3 NETWORKS

Networking is "a new name for an old practice" (Plucknett et al. 1993:187)
Networks, in one form or another, have been around for ages. In pre-agricultural societies, individuals formed communities, and one's contribution to the community depended on the utilization of the perceived strength of the individual. Hence, some people became hunters and others became gatherers, and the sum welfare and sustainability of the community was improved as a result. In the Middle Ages, the establishment of guilds provided a way of ensuring economic protection for producers and quality control for consumers that flourished into a norm for production. The guilds were self-sustaining and regulated, and membership was tightly controlled. As industry grew, guilds became highly specialized in town centers and began to establish standards of practice and to train apprentices in crafts or trades. In the nineteenth century, labor unions arose in cities as a way to cope with the new challenges of industrialization. Workers found support and protection in community and created a vehicle for social change advocacy that would improve their welfare. Today, professional associations are a vital way for members to stay up-to-date on research and current practices, as well as a means to help members obtain and retain credibility.

Definition of 'Network'
The term "network" is very expansive and encompasses a wide variety of sub-categories, including communities of practice, knowledge networks, lateral learning networks, and consortia, just to name a few.

Benefits of Network Formation
Nevertheless, networking, if properly utilized, can greatly enhance efficiency and impact of NGOs. By constituting links between organizations, networks can establish inter-organizational scale economies, and significantly expand the information available to its constituent organizations. Networks tend to be created to fill gaps in available information systems and often in opposition to established interests and institutions. In essence, a network is a communication devise - a mechanism that links people or organizations that share some common value and/or objective.

One fundamental advantage of networks is that they "allow organizations… to confront growing challenges without having to enlarge their formal structure.

1. Donor Attraction - NGOs are aware of the growing attention that donors are paying to networks and often believe that creating or belonging to a network will create access to new donors and lead to additional funding opportunities.).

2. Increasing the Profile or Legitimacy of Member NGOs - Belonging to a successful network that plays a prominent role in a sector can increase the profile or legitimacy of NGO members by conferring status and creating a platform on which members can be seen and heard.

3. Expanding Opportunities to Start Projects - Network formation may allow an NGO's members to begin projects more quickly without facing dozens of administrative hurdles, to improve cost efficiency, and to create access to communities where access for outsiders may be limited (Leach 1999).

4. Desire to participate in something that will have an impact on an important issue, such as HIV/AIDS, or to gain influence in the civil society arena.

Activity 5
Discussion on benefits and feasibility of networks. Present idea of a participatory development community of practice for Cyprus and gather feedback.
Time allocated: 20-30 minutes

8.4 REFERENCES

Leach, M., R. Mearns, and I. Scoones. 1999. Environmental entitlements: Dynamics and institutions in community-based natural resource management. World Development 27: 225-247.
Plucknett D., Smith N., Ozgediz S. 1993. Networking in international agricultural research. In(Eds.): Alders et al

8.5 HANDOUTS

Handout 1
1. Review: How have we been communicating in the past?
2. Objectives: What do we want our communications to achieve? Are our objectives SMART?
3. Audience: Who is our audience? What information do they need to act upon our work?
4. Message: What is our message? Do we have one message for multiple audiences or multiple messages for multiple audiences?
5. Basket: What kinds of Dissemination channels will best reach our audience?
6. Resources: What kind of budget do we have for this? Will this change in the future? What communications hardware and skills do we have?
7. Timing: What is our timeline? Would a staged strategy be the most appropriate? What special events or opportunities might arise? Does the work of like-minded organizations present possible opportunities?
8. Brand: Are all of our communications products "on brand"? How can we ensure that we are broadcasting the right message?
9. Feedback: Did our communications influence our audiences? How can we assess whether we used the right tools, were on budget and on time, and had any influence?

Handout 2: Types of Networks

Communities of Practice
Communities of practice are self-organized networks of organizations and individuals that share common work interests and practices. Communities of practice often start out as informal associations that provide a space for knowledge sharing and encouragement of new ideas. They may become more formalized over time as the perceived benefits of regular exchange increase. While often loosely structured, there is a certain amount of regularity inherent in the communication within communities of practice that differentiates them from general networking. Communities of practice generally do not engage in collective action so the motivation for participation is usually to build individual capacity for individual work (Wenger, McDermott and Snyder 2002; Alliance for Health Policy and Systems Research 2002).

Knowledge Networks
As the name implies, knowledge networks have a mandate to generate and disseminate information through lateral learning to the benefit of the network membership. Knowledge networks also encompass more specific networks that include an information-sharing component as part of its raison d'Ltre. Like most types of networks, knowledge networks can be either informal or formal, and the level of internal structure varies accordingly. Some originate spontaneously in response to a specific issue or need, while others are planned with long-term relevancy in mind. The latter type tends to be more formal in nature, with controlled membership and clearly defined infrastructure for management and

communications. In many cases, formal knowledge networks engage in the formulation of joint research and aim to extend the knowledge dissemination beyond the network itself. In contrast to communities of practice, knowledge networks are purpose-driven and built on expertise rather than interest.

Sectoral Networks
Sectoral networks are organized around a specific sector, such as the non-governmental sector, the environment, or health. They are often donor-initiated. The activities of sectoral networks are directed toward enhancing public information and awareness of a particular sector. Sectoral networks are generally highly collaborative, and often involve advocacy, technical capacity building, joint research, and the development of standards (Goodin 2002).

Social Change or Advocacy Networks
Social change or advocacy networks, sometimes called alliances and coalitions, are created in order to advance the causes or interests of the network members, often with a specific goal in mind. Most often this goal is related to the social conditions in an area. In contrast to other types of networks, advocacy networks often engage governmental and inter-governmental entities directly, with the aim of producing a desired change. Membership is not limited to organizations, and the networks are often informal in structure (Goodin 2002; Nuñez and Wilson-Grau 2003).

Service Delivery Networks
Service delivery networks involve autonomous organizations that coordinate efforts in the provision of services, generally in the health and human services sectors. Although they are usually comprised mostly of NGOs, most service delivery networks are publicly funded. In terms of maximizing reach and impact, coordination of services in a network helps to increase efficiency, reduce duplication of efforts, and reduce competition.

Handout 3
National Anti-Poverty Network Cyprus (EAPN Cyprus)
http://www.eapn.eu/index.php?option=com_content&view=article&id=91%3Anational-anti-poverty-network-cyprus-eapn-cyprus&catid=43&Itemid=21&lang=en

Part of the European Anti-Poverty Network
http://www.eapn.eu/index.php
http://www.eapn.eu/index.php?option=com_content&view=article&id=1396&Itemid=18&lang=en

What is EAPN?
The European Anti Poverty Network (EAPN) is an independent network of non-governmental organisations (NGOs) and groups involved in the fight against poverty and social exclusion in the Member States of the European Union, established in 1990.
At present, EAPN is a network of:
• 26 national networks of voluntary organisations and grassroots groups.
• 23 European organisations.

The membership of EAPN is involved in a variety of activities aimed at combating poverty and social exclusion including, education and training activities, service provision and activities aimed at the participation and empowerment of people experiencing poverty and social exclusion. Together the membership of EAPN aims to put the fight against poverty high on the agenda of the EU and to ensure cooperation at EU level aimed at the eradication of poverty and social exclusion. EAPN has consultative status with the Council of Europe, and is a founding member of the Platform of European Social NGOs.
National Anti-Poverty Network Cyprus (EAPN Cyprus)
In order to achieve our ambitions, we have set ourselves the following mission:
• To promote and enhance the effectiveness of actions to eradicate poverty and prevent social exclusion;
• To raise awareness around poverty and social exclusion
• To empower the people living in poverty and social exclusion
• To lobby for and with people and groups facing poverty and social exclusion. EAPN includes the objectives of gender equality and non discrimination in all its areas of work.
  EAPN includes the objectives of gender equality and non discrimination in all its areas of work.

Our activities

Advocacy and campaigning. EAPN is one of the main partners of the European institutions on the European strategy to combat social exclusion. It lobbies for the integration of the fight against poverty and social exclusion into all Community policies, ranging from Structural Funds and employment policies through to economic and monetary policies (See "What we do"). EAPN builds alliances with relevant actors to create a stronger voice in favour of social inclusion. Analysis EAPN keeps under close review Community policies and programmes likely to impact on groups facing poverty and social exclusion. We also develop links with the research sector in order to enhance knowledge of poverty and social exclusion within the EU. EAPN develops proposals to influence the Community institutions.

Information

The web site www.eapn.eu is the reference portal on poverty and social exclusion in Europe.

A magazine the Anti-Poverty Mag and a bimonthly newsletter EAPN Flash provide information on EAPN and EU policy/events and on Community programmes and initiatives of interest to EAPN members.

We also produce a range of publications on poverty, social inclusion, employment, social protection, the Structural Funds, the future of Europe, etc.

Exchange EAPN sets up task forces and hosts transnational seminars. It is also a forum for exchange of information on national policies for social inclusion. It facilitates partnership building among its members and beyond, and liaises with NGOs in the candidate countries.

Training EAPN provides training for its members on networking and European policies. Welcomed by the 2005 General Assembly into membership of EAPN, the National Anti-Poverty Network Cyprus (NAPN-Cyprus) has been formally set up in September 2005 in Nicosia.

NAPN-Cyprus is an informal agency, who has the following objectives:
• Provide information and create awareness among the public and the institutions and agencies of Cyprus;
• Identify and make visible groups of the population which are victims of social exclusion, regardless of gender, race, religion, national origin, culture or sexual orientation;
• Exercise pressure on all decision-making levels in Cyprus so as to adopt and implement social policies and practical and legal measures which will prevent, immediately alleviate and finally eradicate poverty and social exclusion;
• Submit proposals for improving the Cyprus Action Plan on Inclusion.

NAPN-Cyprus's members
• PSEPEP Foundation Pancyprian Coordinating Committee for the Protection and Welfare of Children (PCCPWC)
• SEK Cyprus Workers Confederation
• PEO PancyprianLabourOrganisation
• DEOK Democratic Labour Federation of Cyprus
• KISA Movement for the Support of Migrants
• POP Pancyprian Organization of Large Families
• PESYS-SEK All-Cyprus Pensioners' Committee - PESYS)
• EKYSY-PEO Union of Cypriot Pensioners
• EDON Youth Organisation
• POGO Womens Movement
• PROTOPORIA Womens Movement
• NEDISI Youth Organisation
• GOED
• NEDIK Youth Organisation
• Arhaggelos Institute
• Ecology Women movement
• Youth Ecology
• MIGS (Mediteranean research Institute for social gender)
• Equal rights, equal responsibilities
• EDEK-Youth
• POAA National Organisation for People with Disabilities
• Green Ecology Students
• EYROKO Womens Movement
• National Federation of Students union
• GODISI-Womens Movement
• GODIK-WomensMovement

9. Trainer's Manual, Module 7:
Use of ICT/New Media to Enhance Participation

Sections
Section 1: Introduction to e-Government
Section 2: Digital Inclusive e-Government example
Section 3: ICT tools to enhance participation
Section 4: References

9.1 INTRODUCTION TO e-GOVERNMENT

E-government provides to the public critical opportunities saving money and time. Furthermore, it enables citizens to get access information on public sector services. e-Government provides the opportunity to transform a public sector organization's commitment, so it can function as truly citizen-centric. It also provides opportunity to provide cost effective services related to the development of business and promoting long-term economic growth. Furthermore, governance is enhanced through facilitated access to accurate information and transparent, responsive and democratic institutions. A trend towards reforming the public sector has emerged in many countries in recent years spurred, primarily by the aspirations of citizens around the world, who are placing new demands on governments. The success of government leaders is increasingly being measured by the benefits they are creating for their constituents, namely, the private sector, citizens and communities. These 'clients' of government demand top performance and efficiency, proper accountability and public trust, and a renewed focus on delivering better service and results. Several countries around the world are attempting to revitalize their public administration and make it more proactive, efficient, transparent and especially more service oriented. Each country that develops e-government initiatives has their own priorities and strategic plans. Based on provided online facilities and services e-government readiness indices are composed by various international bodies, including the United Nations (UN) and the European Union (EU). The e-Government readiness indices are combinations of measurements that refer to each country's technological infrastructure and human resources.

NEEDS	CHALLENGES	NEEDS
• Access to Information • Online Forms and Permits • Business opportunities • Level Playing Field	• Shared Services • Integrated Office Operations • Customer Relationship (CRM) • Trust of Customer • Data Security, Verification and Validation • Infrastructure	• Participatory Process • Citizen Friendly Portal • 24/7 Accessibility • Ease of Use • One-Stop Shop • Confidentiality

← CUSTOMER   CUSTOMER →

COVERNMENT

This e-government Model figure was derived from UN e-Government Survey 2008: From e-Government to Connected Governance

http://unpan1.un.org/intradoc/groups/public/documents/un/unpan028607.pdf
More info about UN Readiness Index in the end of section 1 presentation.

EU readiness index
1. No citizen left behind: advancing inclusion through e-government so that all citizens benefit from trusted, innovative services and easy access for all.
2. Making efficiency and effectiveness a reality: significantly contributing to high user satisfaction, transparency and accountability, and a lighter administrative burden.
3. Implementing high-impact key services for citizens and businesses: by 2010, 100% electronic availability of public procurement with 50% actual usage, and agreements on cooperation on further high-impact online citizen services. Putting key enablers in place: so citizens and businesses benefit from convenient, secure and interoperable authen-
4. ticated public service access across Europe.
5. Strengthening participation and democratic decision-making: employing effective tools for public debate and participation in democratic decision-making.

Levels of Sophistication

Information
Non interactive, non authenticated and quite static contents and services are inside this LEVEL 1 set of services. Citizens are passive receptors of the services, its content is of general interest and does not require authentication (no transaction between Public Administration and Citizen occurs); i.e. Local Council's Contact Info.

One Way
Non interactive, sometimes authenticated contents are part of this LEVEL 2 set of services. Citizens are passive receptors of these services, generated only by the Public Administration with general interest of personal purposes. Citizens are not able to response or to take active part in these services; i.e. Local Council Decree Online Publishing.

Two Way
Low interactive, sometimes authenticated contents are part of this LEVEL 3 set of services. Citizens are receptors of these services, generated by the Public Administration with general interest of personal purposes. Citizens are able to response or to take active part in these services.

Transaction
High interactive, friendly authenticated contents are part of this LEVEL 4 set of services. Citizens are receptors or starters of the service procedure. They are able to response or to take active part in these services; i.e. Paying the Community Council's taxes.

Personalisation
High interactive, always friendly STRONG authenticated contents are part of this LEVEL 5 set of services. Citizens are receptors or starters of the service procedure, under a User Centric approach. They are able to response or to take active part in these services; i.e. e-Voting between expanding the park or building a monument.

Application of e-Government

e-Archive
• e-Libraries;
• Job-Room;
• land & properties information;
• digitised historical archives.

e-Business
• Business Services Centre;
• Business Register.

e-Democracy
• Internet voting;
• 16plus is to reach out to young voters;
• a virtual forum for the democratic and political process;
• complaint management;
• people's participation in public decision-making process.

e-Citizens
• eHealth services;
• social security administration;
• population records;
• reporting of a crime;
• VAT declaration;
• on-line skills evaluation system for farmers;
• change of Address Notification.

e-Accessibility
• talking Webpages for disabled;
• public Web for computer illiterate;
• a web-bus to help people start with.

Common Public Services
The table below provides an overview of the 20 basic public services (12 citizens / 8 businesses) that are assessed annually, and their maximum level of sophistication. All of these existing services cover the interaction between Public Sector and Citizens/Businesses and the list has never changed since its definition.

PUBLIC SERVICES FOR BUSINESSES	MAXIMUM STAGE	REMARKS
Social contributions for employees	4	
Corporate tax	4	
VAT	4	
Registration of a new company	4	
Submission of data to statistical offices	5	previously 3 stages
Customs declaration	4	
Environment - related permits	5	previously 4 stages
Public procurement	4	

PUBLIC SERVICES FOR CITIZENS	MAXIMUM STAGE	REMARKS
Income taxes	5	previously 4 stages
Job search services	4	
Social security benefits	5	one extra stage
Personal documents (passports/driver's license)	5	previously 3 stages
Car registration	4	Introduction of a stage 4b (intermediaries and electronic networks)
Application for building permission	4	
Declaration to police	3	
Public libraries	5	previously 4 stages
Certificates	4	previously 3 stages
Enrolment in higher education	4	
Announcement of moving	4	previously 3 stages
Health-related services	4	Introduction of a stage 4b (intermediaries and electronic networks)

"Inclusive"
• The Council of the European Union adopted on 31 March 2009 its conclusions on accessible information society, endorsing the Communication "Towards an accessible information society" adopted by the Commission on 1st December 2008.
• As our society is evolving to an 'information society', we are becoming intrinsically more dependent on technology-based products and services in our daily lives. Yet poor FULL e-accessibility means many Europeans with a disability are still unable to access the benefits of the information society. FULL e-accessibility is now the main driver of European e-Inclusion policy, including the availability and affordability of e-Services.

"Inclusive e-Gov"
• Inclusive e-Gov (by definition, the intersection of e-Inclusion and e-Gov) is a huge challenge, as there is a wide range of disabilities and ICTs are constantly and rapidly evolving. It is of great importance for many citizens: The core group of disabled persons for whom Inclusive e-Gov is relevant comprises some 84 million persons in Europe (17% of total population), of which 50 million in the age range 15-64 and 34 million in the age range 65 and above. The elderly population is also much concerned by Inclusive e-Gov as disability correlates strongly with age.

- Thus, the focus of Inclusive e-Gov is twofold. First, the beneficial social policy impacts e-Gov can have on the lives of disadvantaged groups, for example in terms of literacy, employability and social integration. Second, the service delivery arrangements, practitioners, access channels (both ICT and non- ICT) and types of use which can deliver this impact, including the business and value chain models for combined service delivery which successful initiatives are using. The emphasis is not on the technology but on how the technology can be used to provide these beneficial impacts.

Commercial Services On the Market
- Cap Gemini report: "The User Challenge - Benchmarking The Supply Of Online Public Services,2007", concluded that with a total average score of 75% the result can be considered good for European Governments, to what we add, especially in what refers to policies. A few country portals do it extraordinarily well and over perform this figure (Austria; Norway, Slovenia, UK….). In this figure Cyprus is in the third position from the bottom something that illustrates the significant difference with the rest E.U. Countries on this aspect.
- Despite that many countries have inclusive e-Gov policies focusing on disadvantaged groups, that multi-channel policies have grown and many countries also report big improvements in public sector website conformity to e-Accessibility Guidelines (from a very low base), despite all that, inclusive e-Gov still has very low visibility and suffers from widespread misunderstanding, as well as from a wide variety of unnecessarily disparate and conflicting policies and practices.

European Union members Government portal validation
"User centricity" column rated with an EU27+ average of 19%, shows that only 3 countries in Europe are above 30%, evidencing there is still much to do in this aspect

MS NATIONAL PORTAL	PORTAL	FULL ONLINE AVAILABILITY	ONLINE SOPHISTICATION	USER CENTRICITY
Norway	http://www.norway.no/	76	86	37
Bulgaria	http://www.government.bg/	15	67	37
Austria	http://HELP.gv.at	100	99	31
Estonia	http://www.riik.ee/en	70	87	29
Malta	http://www.gov.mt/	95	96	25
France	www.service-public.fr	70	87	25
Island	http://www.island.is	50	68	25
Finland	http://www.suomi.fi	67	82	23
Slovenia	http://www.mddsz.gov.si/	90	96	22
Portugal	http://www.portaldocidadao.pt/PORTAL/pt	90	90	22
UK	http://www.direct.gov.uk/en/index.htm	89	90	20
Sweden	http://www.sweden.gov.se/	75	87	20
Italia	http://www.italia.gov.it	70	79	20
Ireland	http://www.citizensinformation.ie	50	78	20
Germany	http://www.bund.de	75	81	19
Spain	http://www.060.es/	70	84	18
Belgium	http://www.belgium.be	60	80	18
Czech Republic	http://portal.gov.cz)	55	71	13
Latvia	http://www.gov.lv/	30	51	13
Poland	http://www.poland.gov.pl/	25	53	13
Greece	http://www.kep.gov.gr	68	36	11
Cyprus	http://www.cyprus.gov.cy/portal/	45	67	8
Slovakia	http://www.portal.gov.sk/	35	57	8
Hungary	http://www.magyarorszag.hu	50	70	6
Romania	http://www.gov.ro	35	57	4

The above table its our composition, extracted from the CapGemini Report: «The User Challenge – Benchmarking the Supply of Online Public Services, September 2007» on behalf of the European Commission .

Available at: http://ec.europa.eu/information_society/eeurope/i2010/docs/benchmarking/egov_benchmark_2007.pdf
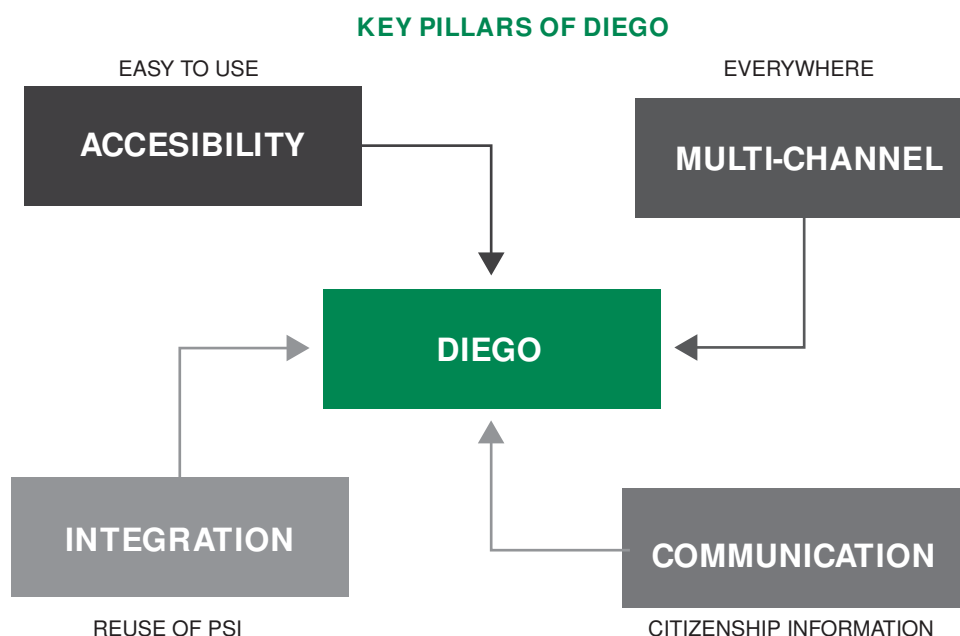
9.2 DIGITAL INCLUSIVE e-GOVERNMENT

What is DIEGO (www.diego-project.eu)?
• An EU funded project under the CIP Programme: ICT-PSP (inclusive e-Governance) on Inclusive e-Government
• Initial deployment in 6 Member States, 11 partners:
Spain: IDI EIKON (IT sme/Coordinator) - Diputación de Valencia-Fundación CV Región Europea - Local council of Quart de Poblet
UK: Cambridgeshire County Council
Ireland: Mid-West Regional Authority
Greece: Altec (IT Company)
Italy: Associazione Regionale delle Autonomie Locali del Lazio (ARALL) and Provincia di Bergamo
**Cyprus:** Interfusion (IT sme), Municipality of Pafos

e-Inclusion
• According to the European Commission is "to stimulate the access and usage of ICT to achieve higher levels of inclusiveness in other areas: social, economic, employment, culture… e-Inclusion is one of the main strategic pillars of European public policies"
• And for the European Commission it should cover 6 main basic goals
  - Understand how different persons use the Internet: elders, disabled, unemployed, illiterate, lower education levels, those at rural areas…
  - Improve the accessibility of public websites
  - Ensure that no one is discriminated due to its skills or knowledge
  - Cover both rural and urban areas
  - Ensure that no one is discriminated due to age issues
  - Ensure that no ones is discriminated due to cultural issues

KEY PILLARS OF DIEGO

EASY TO USE — **ACCESIBILITY**
EVERYWHERE — **MULTI-CHANNEL**
DIEGO
INTEGRATION — REUSE OF PSI
COMMUNICATION — CITIZENSHIP INFORMATION

How does "Digital Inclusion" link to e-Government?
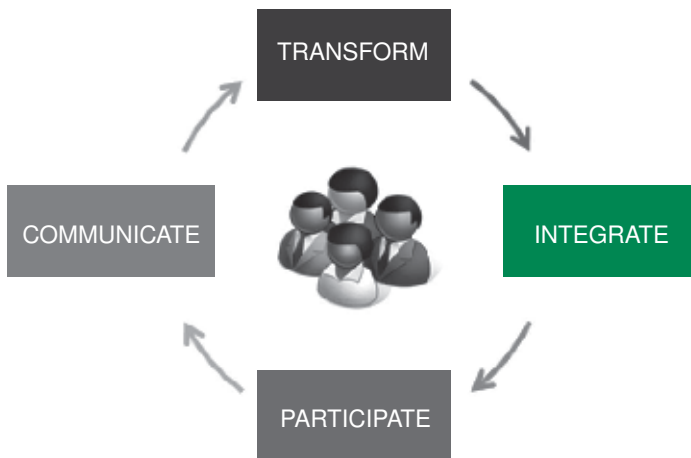• Reusing and empowering previous investments: services, contents, infrastructure, hardware…
• Achieving the Public Goal of "No Citizen is left behind" (of the digital divide)
• Ensuring that we are closer to the citizen: better communicating -> better impact -> better engagement -> better participation
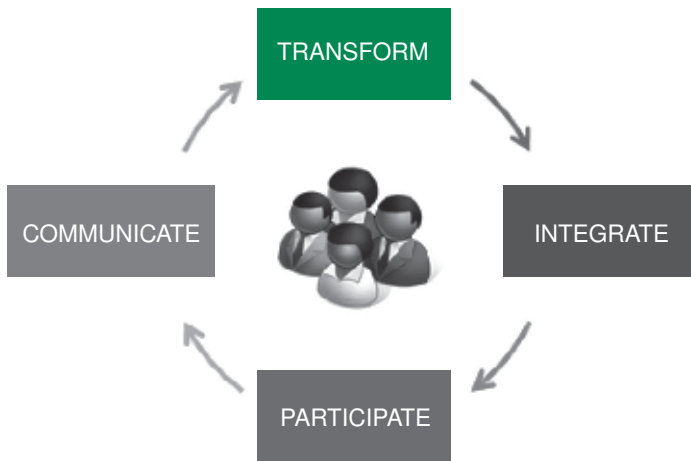
TRANSFORM

- Do things easier to everybody;
  do things thinking in everybody

- Making ITC services
  multimodal
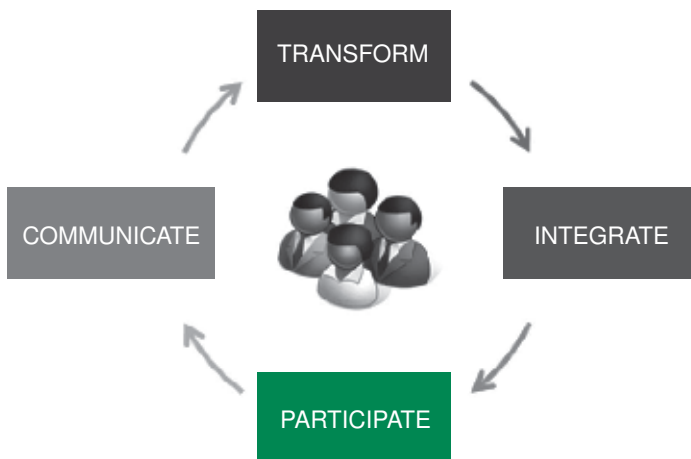 (PC, Mobiles, touch screens,
  TV, video consoles...)

**Simpler interfaces +
Technical Aids**

INTEGRATE

- Re-using my pre-existing content
  as it is of General Interest

- Re-using third parties content as
  it is of General Interest:
  Public Sector Information (PSI),
  NGOs, Associations...

- Re-using previous investments:
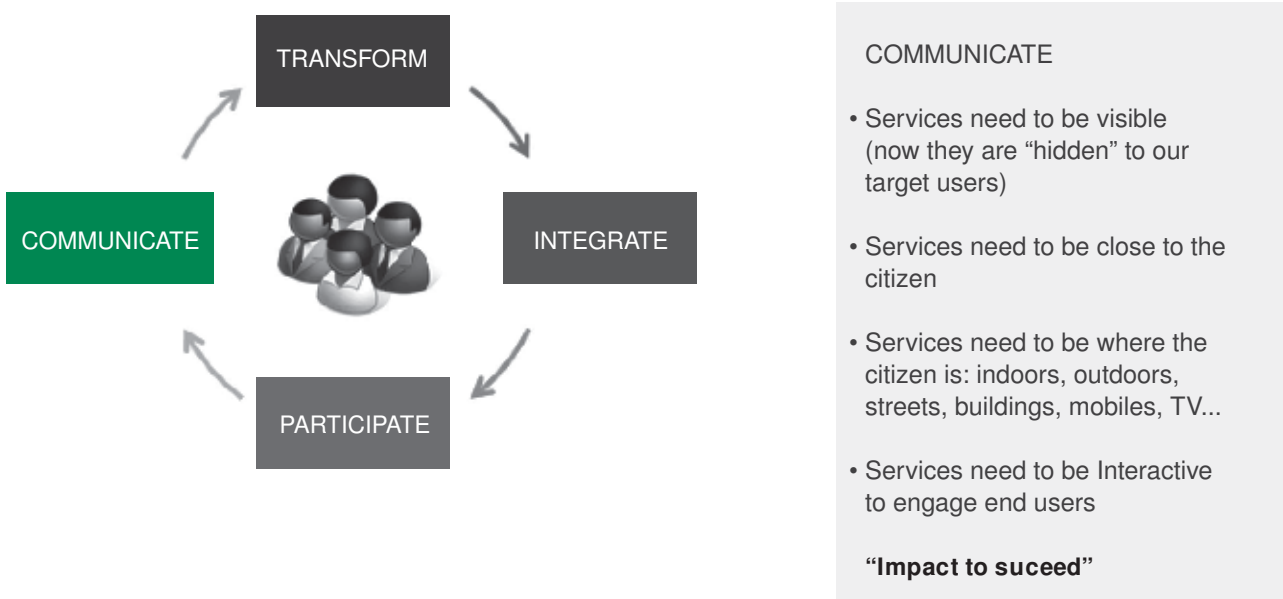 software, hardware, infrastructure...

"Re-use to Empower"

PARTICIPATE

- Things are easier -> higher and
  user engagement -> higher
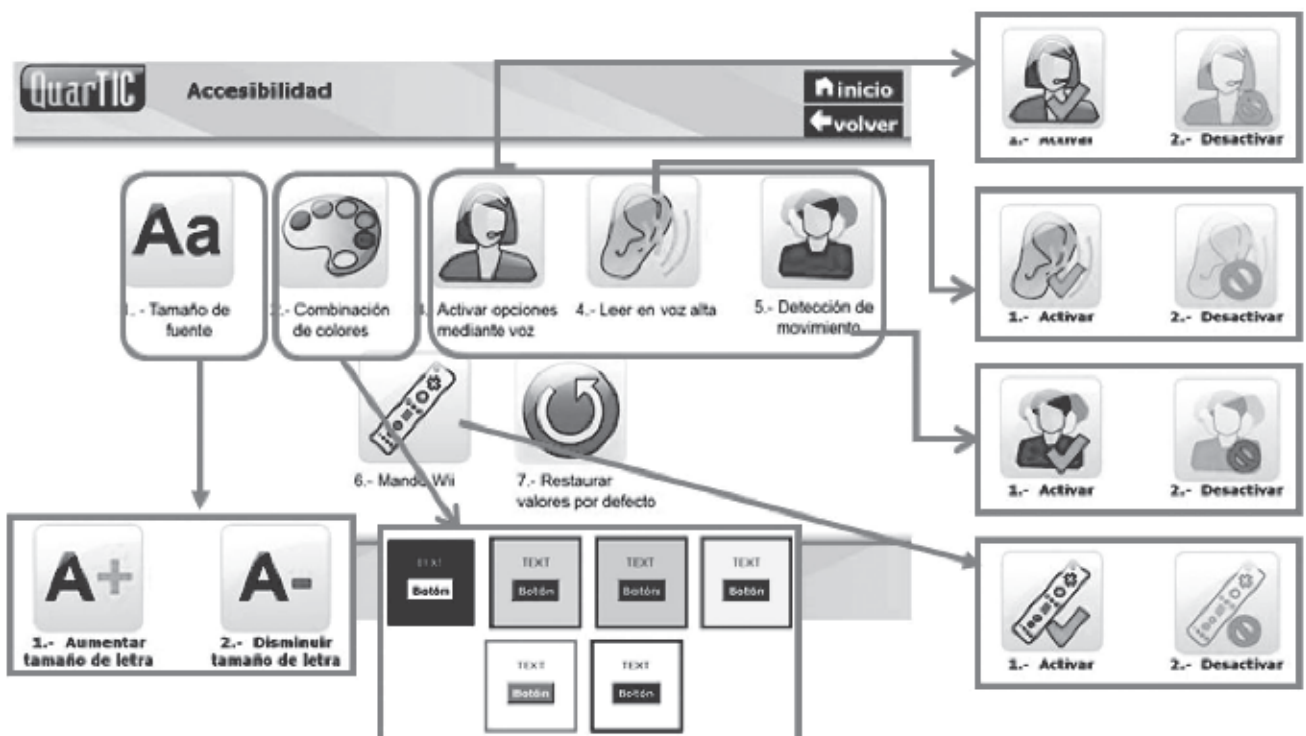 participation -> improvement of
  service offer

"Simplicity to improve"

COMMUNICATE

• Services need to be visible (now they are "hidden" to our target users)

• Services need to be close to the citizen

• Services need to be where the citizen is: indoors, outdoors, streets, buildings, mobiles, TV...

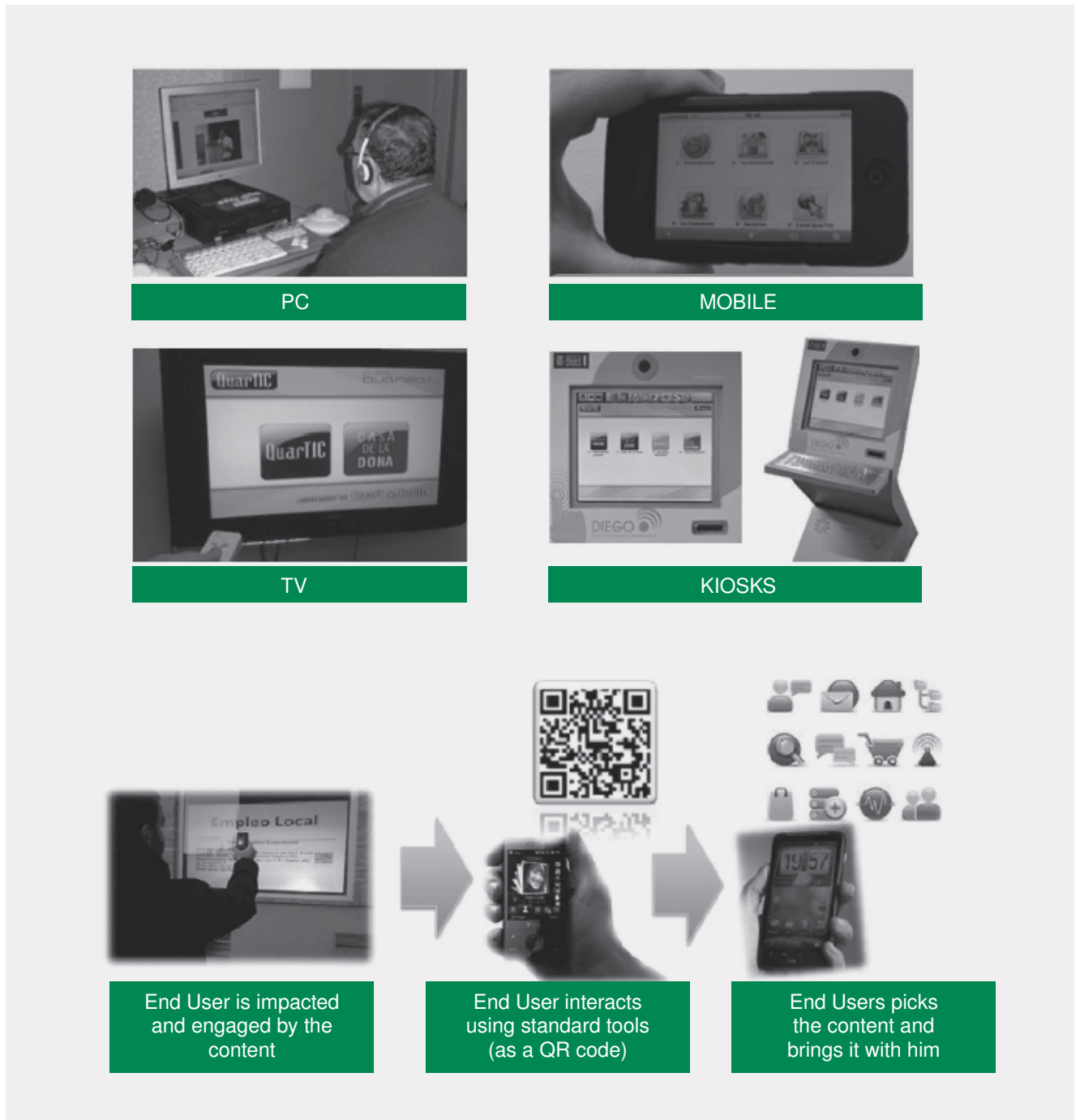• Services need to be Interactive to engage end users

"Impact to suceed"

DIEGO provides technical aides and technological solutions embedded in standard Internet browsers to guaranteeAccessibility of services in:
• Cognitive Impairments Area;
• Physical and Mobility Impairments Area;
• Auditive Impairments Area;
• Voice Impairments Area;
• Visual Impairments Area.
…providing multi-channel alternatives to citizens in order to be the ones to decide which is their preferred channel at any time

PC

MOBILE

TV

KIOSKS

| End User is impacted and engaged by the content | End User interacts using standard tools (as a QR code) | End Users picks the content and brings it with him |

- Special Collectives focused: women, elder people, disable people associations → benefit ALL CITIZENS
- Contents should be based on Public Services (key content) easy to use →Design for ALL
  - Census: Where should I vote (e-ID)
  - Multimedia (videos and pictures)
  - e-Participation (complaints, report it, citizen surveys, appointments)
  - Employment offers
- Public Spots: User´s Spaces (sport center, elders house, internet classrooms) →AVAILABILITY
- Digital Out of Home (DOOH) scenarios →AWARENESS

Go to the link https://ids.idieikon.com/diego and navigate thru some of the Pilots using DIEGo to demonstrate how it works

• RSS FEEDS: Content Users of the platform, will update a section in the normal organisation's website and this will be automatically transformed to DIEGO UNDP Platform.
• Online Questionnaires
• Multilingual: Available in Greek, Turkish and English
• Project's section: Each Project should have its own space containing all the relevant information, videos and pictures about it.
• Online Phone: Call or email for free
• Calendar: Online Calendar with events
• Report Problems: Report misuse of property, problems or any other issue.

• Outdoor Infokiosks Installed in the premises of each project, will be a showcase of what was done so far and by using it the end users will be able to see the other UNDP funded projects, answer online questionnaires, post their opinion, report problems and get informed on various events.

Watch Video: http://www.youtube.com/watch?v=uOZ-hOIAdEA

Navigate Pilots: https://ids.idieikon.com/launchers/diego/

9.3 ICT TOOLS TO ENHANCE PARTICIPATION

Facebook
Facebook is a social networking service and website launched in February 2004, operated and privately owned by Facebook, Inc. As of July 2011, Facebook has more than 750 million active users. Users may create a personal profile, add other users as friends, and exchange messages, including automatic notifications when they update their profile. Facebook users must register before using the site. Additionally, users may join common-interest user groups, organized by workplace, school or college, or other characteristics, and categorize their friends into lists, e.g. "People From Work", or "Really Good Friends". The name of the service stems from the colloquial name for the book given to students at the start of the academic year by university administrations in the United States to help students get to know each other. Facebook allows any users who declare themselves to be at least 13 years old to become registered users of the website.

Facebook was founded by Mark Zuckerberg with his college roommates and fellow computer science students Eduardo Saverin, Dustin Moskovitz and Chris Hughes.The website's membership was initially limited by the founders to Harvard students, but was expanded to other colleges in the Boston area, the Ivy League, and Stanford University. It gradually added support for students at various other universities before opening to high school students, and, finally, to anyone aged 13 and over. However, based on ConsumersReports.org on May 2011, there are 7.5 million children under 13 with accounts, violating the site's terms.

A January 2009 Compete.com study ranked Facebook as the most used social networking service by worldwide monthly active users, followed by MySpace. Entertainment Weekly included the site on its end-of-the-decade "best-of" list, saying, "How on earth did we stalk our exes, remember our co-workers' birthdays, bug our friends, and play a rousing game of Scrabulous before Facebook?" Quantcast estimates Facebook has 138.9 million monthly unique U.S. visitors in May 2011.According to Social Media Today, in April 2010 an estimated 41.6% of the U.S. population had a Facebook account. Nevertheless, Facebook's market growth started to stall in some regions, with the site losing 7 million active users in the United States and Canada in May 2011.
(source wikipedia)

Present the below project as a Facebook example and navigate for 5 minutes on the Facebook website to show some features
UNDP Project "Local Governance Support: Participation and Partnership"
https://www.facebook.com/pages/UNDP-Project-Local-Governance-Support-Participation-and-Partnership/207563395946366

Twitter
• an online social networking and microblogging service
• allows its users to send and read text-based posts of up to 140 characters (tweets)
• was created in 2006
• 200 million users
• 1.6 billion search queries per day
• Described as the "SMS of the Internet"
• Watch sample Video:
• http://www.youtube.com/watch?v=aaI5-1sBjhU

Navigate for 5 minutes on the Twitter website to show some features

WordPress
• WordPress is the world's most popular blogging platform
• Used by a staggering 202 million websites.
• As simple or as complex as you want it to be, WordPress is supported by a wide array of plugins which can be used to transform a standard blog into anything you could possibly desire.
• Besides blogs, WordPress can be used as a straightforward content management system to power anything from an e-commerce site to a social network.

Show http://unredd.wordpress.com/ example

Wiki
A wiki is a website that allows the creation and editing of any number of interlinkedweb pages via a web browser using a simplified markup language or a WYSIWYG (What you see is what you get) text editor. Wikis are typically powered by wiki software and are often used collaboratively by multiple users. Examples include community websites, corporate intranets, knowledge management systems, and note services. The software can also be used for personal notetaking. Wikis serve different purposes. Some permit control over different functions (levels of access). For example editing rights may permit changing, adding or removing material. Others may permit access without enforcing access control. Other rules can be imposed for organizing content.

Show some Wiki's of the list: http://en.wikipedia.org/wiki/List_of_wikis

DebateGraph
A web-based collaborative idea visualization tool
Accessed at http://debategraph.org/home
Free of Charged
Has been used by the White House, UK Foreign and Commonweath Office and CNN.
Was Co-founded in 2008 by the former Australian Minister for Higher Education

Show the below 2 videos:
http://www.youtube.com/watch?v=S4NjLxBUDFo
http://www.youtube.com/watch?v=K46_oY-Qco4&feature=related

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10. Trainer's Manual, Module 8:
Strategic Planning, Vision, and Mission Building

Sections
Section 1: Strategic Planning Process
Section 2: Vision Building
Section 3: Mission Building
Section 4: References

10.1 STRATEGIC PLANNING PROCESS

Definition of Strategy
A plan of action designed to achieve a long-term or overall aim (Oxford English Dictionary)

Definition of Strategic Plan
Strategic Plan is a road map which shows, with methods and tools, how an organisation plans to reach its long term goals.

Strategic Planning
Is setting goals and developing an approach to reach those goals. It helps to think and act strategically rather than just reacting to the changing conditions. Strategic plan is revised and updated regularly.

Important Points in Strategic Planning
It is very important to encourage and maintain the participatory approach from the beginning of the process, to develop stakeholder and beneficiary based services, to set clear performance measures and utilise effective resource management and distribution.

Why Strategic Planning?
Strategic planning is a very useful tool and process because it encourages participation and communication, reflects a common understanding, defines an attainable future. It is also a road map for a desired change and a necessary management tool. The Strategic Plan, which is the end result of the Strategic Planning process encourages the stakeholder and beneficiary support to our organisation or project.

Strategic Plan
Although the Strategic Plan has different components and detailed information in it, basically it is a guide that answers the following questions:
• Where are we now?
• Where do we want to be in the future?
• How and when can we reach that future?
  We will use these questions in order to model our Strategic Planning Process.

Strategic Planning Process
A simple way of doing the Strategic Plan is to focus on three areas:
1. Current Situation (Which answers the question "Where are we now?".
2. Desired Future (Which answers the question "Where do we want to be in the future?"
3. How to reach there (Which answers the question "How and when can we reach that future?).
  We will use different tools in each part of these three areas to answer these questions.

CURRENT SITUATION	▶	DESIRED FUTURE	▶	HOW TO REACH THER?
• SWOT Analysis • Stakeholder Analysis • Needs Analysis		• Vision • Mission • Values		• Strategic Aims • Goals • Action Plans

Strategic Planning Process-1
Analysis of Current Situation

CURRENT SITUATION

• SWOT Analysis
• Stakeholder Analysis
• Needs Analysis

Source: Uludağ University Presidency, November 2002.
Development Planning Council Guide for Strategic
Planning in The University, Bursa.

SWOT Analysis
There are different ways of analysing the current situation which gives us an opportunity to see the present moment of the organisation or project that we want to improve from different perspectives including its inner mechanisms, strengths, weaknesses, the kind of activities, products, services it delivers, the status of the beneficiaries, stakeholders, staff, volunteers etc. The current situation analysis also investigates the external factors that affect our project or organisation.

Some of these methods are known as SWOT Analysis, Stakeholder Analysis, Needs Analysis, Portfolio Analysis and PESTLE analysis. It is best if an expert conducts one or more of these methods with the full participation of all related parties. However, since this will take a very long time, for the purposes of this training, we will focus on a simple but very effective method known as the SWOT analysis.

SWOT analysis focuses on the internal and external evaluation of the current moment from the perspective of our organisation or project. Internal Evaluation includes strong and weak sides of the organisation or project that we are evaluating. External Evaluation focuses on the existing or potential opportunities and threats for the next 3-5 years in the external environment that affects our organisation or project. When we do the SWOT ananlysis we discuss the following four areas and come up with many different ideas related with each of them.

INTERNAL	EXTERNAL
STRENGTHS	OPPORTUNITIES
WEAKNESSES	THREATS

Source: Barnard, Hilary and Walker,
Perry,1994. Strategies for Success, NCVO.

Activity 1
SWOT Analysis. Tell the participants that there are different ways of doing the current situation analysis. Most of them are usually done by experts in a formal way. For this training we will learn how to do the SWOT analysis. Ask the participants to form groups of at least 4-5 people each. They will pick one of the organisations/projects that they represent and do the SWOT analysis on a flip-chart for that organisation/project using the format in the above chart. If any of the work groups seem confused about what to look for or discuss in a specific area of this exercise you can help them by giving examples. You can tell them that internal evaluation includes the aspects like: Functioning of the organisation, Characteristics of the organisation, Financial status, Internal resources that are immediately available, Fund raising activities, Stakeholder structure etc. And while doing the external evaluation they can consider: Economic factors, Political factors, Government policies, Legal issues, Technological changes, Environmental issues etc.

It is a good idea to use a separate flip-chart paper for each of these areas and write down all of the ideas without criticism or prioritising in the beginning. Then, when they feel they have covered enough points for that specific area, they will move to the next area of discussion. After they have written down all strengths, weaknesses, opportunities and threats ask them to prioritize and keep a maximum of 5-6 points in each category and put them all on a single flip-chart.
Time Allocated: 45 minutes

Strategic Planning Process-2
In the second part of the Strategic Planning Project we focus on our ideal future which means what kind of a community, country, world do we want to live in the future. This is the most inspiring part of the process because it gives us an opportunity to remember or re-evaluate why we are a part of this organisation or project. We will use Vision, Mission and Value building exercises to help us with this process.

DESIRED FUTURE

• Vision
• Mission
• Values

The strategic planning model that we use is built on the vision. First we determine what kind of a future we desire and then all the remaining steps will follow and reflect this aspiration:

STRATEGIC PLANNING MODEL

Source: Uludağ University Presidency, 2002, Development Planning Council Guide for Strategic Planning in The University, Bursa.

10.2 VISION BUILDING

Vision

The vision that we have for the future of our community, country or world is our ideal or desired future where we would like to live. It describes the desired state in the future (but it doesn't yet describe how to reach there- this will be done in the later parts of the planning process). It focuses at least 3 to 5 years ahead. It is strategic, not operational. It foresees desired and achievable change, so it must be inspiring but also realistic. Our vision is an inspiration for all stakeholders and beneficiaries.

Activity 2

Vision Building: Brief the participants about the idea of "brain storming". Brain Storming means that participation is the most important thing in this exercise and they shouldn't limit or suppress any ideas that come to their mind. They shouldn't also try to criticise the points that are made by others. Instead they will set themselves free to come up with inspiring ideas. Ask them what kind of a future they want to build by participating in their organisation or project. They will use the same organisation/project they have selected in the previous exercise. Write all the ideas that come up on a flip-chart. Make sure to encourage everybody to participate in this exercise. If they start discussing one of the ideas tell them to leave this for later and continue to come up with different ideas. When all ideas are on the flip-chart, ask the group to prioritise them to a few concepts and form a one or two sentence vision declaration out of them.
Time Allocated: 30 minutes

10.3 MISSION BUILDING

Mission

Mission is a declaration that expresses the reason of existence of our organisation or project. It is a clear short paragraph that answers the question: Who we are, What we do, Why we do it and for Whom we do it.

In a way, our mission informs anyone who reads it about our identity and is always in line with our vision because it shows what we need to do in order to achieve our vision.

STRATEGIC PLANNING MODEL

VALUES:
Principles that
guide our actions
and decisions

VISION — DESIRED FUTURE

MISSION — IDENTITY

STRATEGIC AIMS

GOALS

ACTION PLANS

Vision and Mission examples from Cyprus

SOS Children's Villages
(Source:http://www.sos-childrensvillages.org/About-us/Mission-statement/Documents/SOS-CV-MissionStatement-EN.pdf)

Our Vision
Every child belongs to a family and grows with love, respect and security.

Our Mission-What we do
We build families for children in need, we help them shape their own futures and we share in the development of their communities. We work for children who are orphaned, abandoned or whose families are unable to care for them. We give these children the opportunity to build lasting relationships within a family.

Turkcell
(Source: http://www.kktcell.com/individual/about-us/kktcell/687)

Our Vision
To add value to lives in Cyprus, as a leading technological company.

Our Mission
As the leading technology company, by using the resources of the Turkcell Group, to offer solutions concerning the educational, health, and security, economic and social needs of every individual who lives in Cyprus.
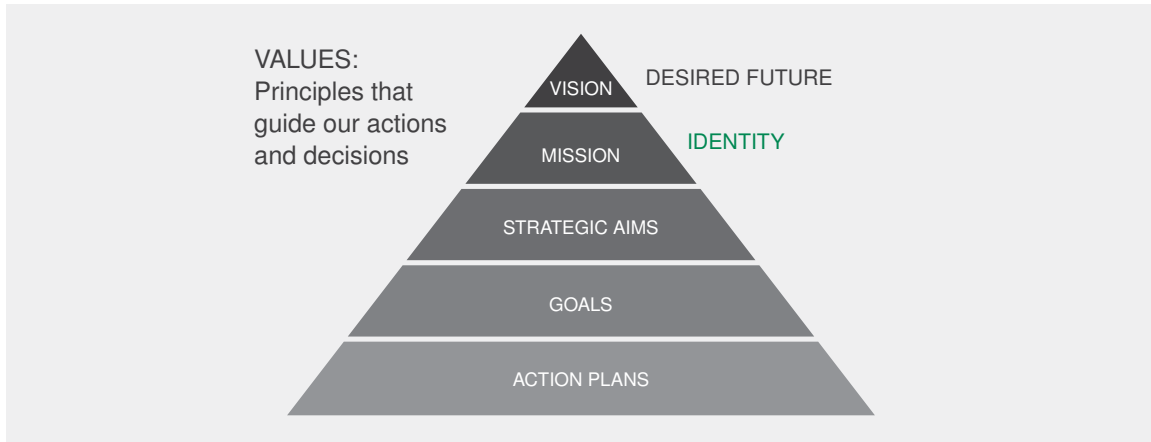
Activity 3
Mission Building
Ask the participants what is the reason of existence of their organisation or project. They will use the same organisation/project they have selected in the previous exercise. Tell them to remember their vision and ask what this organisation or project should do in order to achieve that vision. Use the same brain storming method and skills as you did while doing the vision building exercise. Write all the ideas that come up on a flip-chart. Make sure to encourage everybody to participate in this exercise. When all of the ideas are on the flip-chart, ask the group to prioritise and form a mission declaration out of them.
Time Allocated: 20 minutes

Values
The Values are the guiding principles and beliefs for the decisions that we take for our organisation or project at all levels. They also form the basis for our organisational culture.

STRATEGIC PLANNING MODEL

VALUES:
Principles that
guide our actions
and decisions

VISION — DESIRED FUTURE

MISSION — IDENTITY

STRATEGIC AIMS

GOALS

ACTION PLANS

«Value» examples from Cyprus

SOS Children's Villages
(Source: http://www.sos-childrensvillages.org/About-us/Mission-statement/Documents/SOS-CV-MissionStatement-EN.pdf)

Our Values
• Courage: We take action
• Commitment: We keep our promises
• Trust: We believe in each other
• Accountability: We are reliable partners

Turkcell
(Source: http://www.kktcell.com/individual/about-us/kktcell/687)

Our Values
• We are there for our customers
• We are an active team
• We believe in open communication
• We make a difference
• We value people

Strategic Planning Process-3
This is the module where we already know about the current situation and the desired future. Now is the time to start discussing how we can reach that desired future. First we will focus on the general areas of action and set goals for each area. Then, we will find detailed action plans for each of these goals.
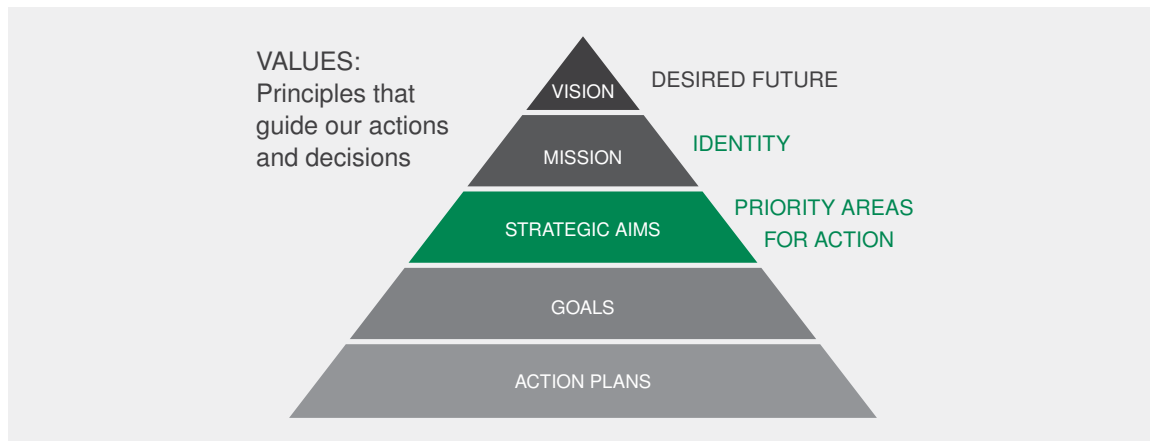
HOW TO REACH THER?

• Strategic Aims
• Goals
• Action Plans

Strategic Aims

The Strategic Aims define the strategies of the organisation for the next 3 to 5 years. They are based on the Vision and Mission and influenced by the internal and external evaluations that we have earlier done. They state the priority areas for action and don't cover the actions themselves (these will be covered in the next part: the Goals)

STRATEGIC PLANNING MODEL

VALUES:
Principles that guide our actions and decisions

VISION — DESIRED FUTURE

MISSION — IDENTITY

STRATEGIC AIMS — PRIORITY AREAS FOR ACTION

GOALS

ACTION PLANS

Strategic Aim Example from Cyprus

SOS Children's Villages
(Source: http://www.docstoc.com/docs/14444155/Read-more---SOS-Childrens-Villages---Home)

Strategic Initiatives
• Long-term family based care for children in need
• Prevention of Child Abandonment
• Fund development
• International and local participation and partnership
• External recognition of the SOS family child care model
• Develop research concepts
• Human Resources Development
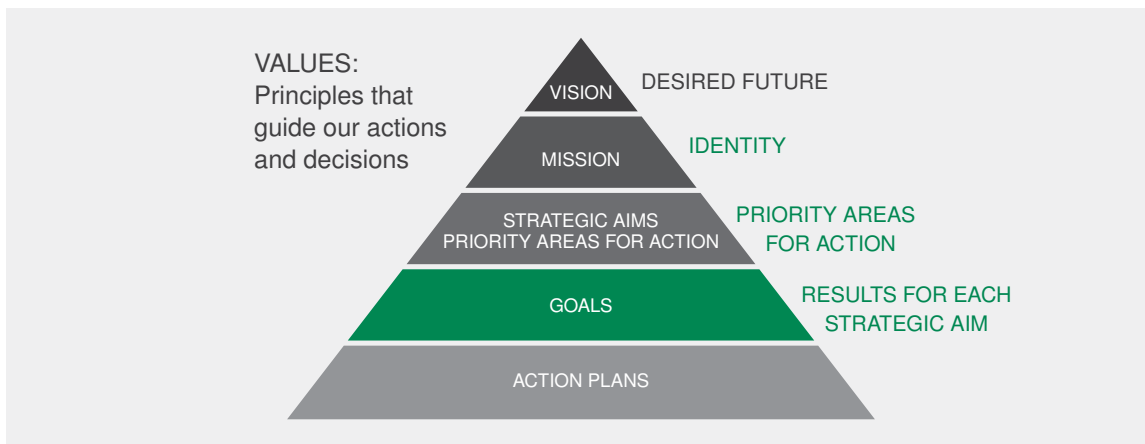
Activity 4
Building Strategic Aims
Ask the participants to go through the Vision and Mission statements they have earlier written for their organisation or project. Then ask them to review the SWOT analysis for that they did for that specific organisation or project too. Then, ask them in what areas does this organisation/project need to improve or focus in order to accomplish their vision and mission. Write all the ideas that come up on a flip-chart. Make sure to encourage everybody to participate in this exercise. When all ideas are on the flip-chart, help the group to identify several areas of improvement or focus as the strategic aims of this organisation/project.
Time Allocated: 20 minutes

Goals
Our Goals are the different results that we need to achieve for each of the Strategic Aims. Usually the goals can be achieved within a few years. They will be revised and replaced with new goals as they are accomplished. Although they tell us clearly what to do, they do not specify responsibility distribution and detailed actions etc. because these details will be covered in the Action Plans.
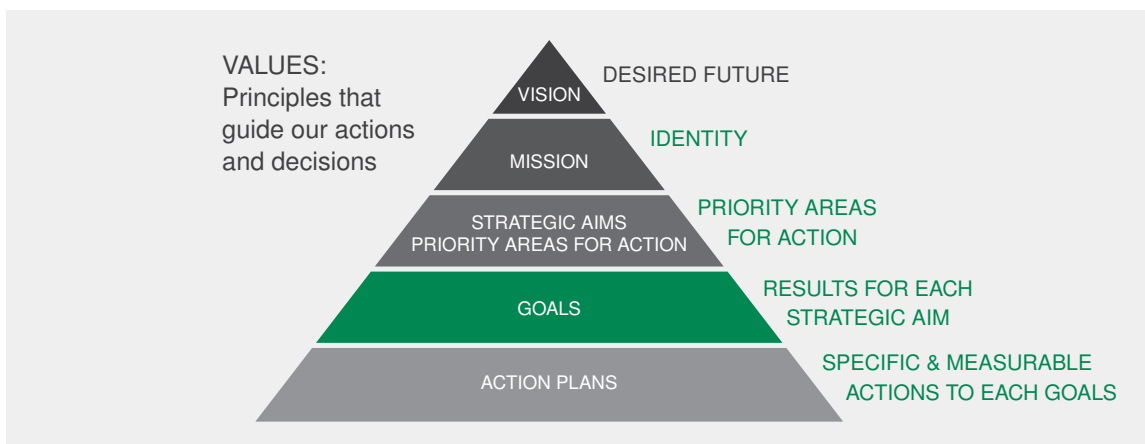
STRATEGIC PLANNING MODEL

VALUES:
Principles that
guide our actions
and decisions

VISION — DESIRED FUTURE

MISSION — IDENTITY

STRATEGIC AIMS
PRIORITY AREAS FOR ACTION — PRIORITY AREAS
FOR ACTION

GOALS — RESULTS FOR EACH
STRATEGIC AIM

ACTION PLANS

Action Plans
Action Plans are specific and measurable actions to reach our goals. They state the steps, detailed methods, time lines and responsibilities that we will follow in achieving our goals.

STRATEGIC PLANNING MODEL

VALUES:
Principles that
guide our actions
and decisions

VISION — DESIRED FUTURE

MISSION — IDENTITY

STRATEGIC AIMS
PRIORITY AREAS FOR ACTION — PRIORITY AREAS
FOR ACTION

GOALS — RESULTS FOR EACH
STRATEGIC AIM

ACTION PLANS — SPECIFIC & MEASURABLE
ACTIONS TO EACH GOALS

SMART Action Plans
In order to know what we will be exactly doing, who will do it, when it will be done and to be able to measure our performance we need to make sure that our Action Plans reflect a certain quality. All of our Action Plans must be Specific, Measurable, Attainable, Result-oriented and Time bound. We simply call this as SMART Action Plans.

Activity 5
Setting Goals and Action Plans:
Ask the participants to pick one of the Strategic Aims that they have identified earlier- the most important one for their organisation or project. Then ask them to come up with several goals for this Strategic Aim. These goals will define what they should do in order to improve their organisation or project in that specific area. Write down several goals for that specific Action Plan on the flip-chart and then ask the group to identify the most important of these goals. Then, ask the participants to find several action plans to help achieve this goal. Make sure the action plans are SMART. Which means each one of the Action Plans clearly tell what exactly they will be doing, what is the measurable outcome that will come

from this action, that this action is realistic and attainable, that there is a certain result that we would like to achieve with this action and there is a specific time for it to be done or completed. It is also very important to state in the action plan who will be responsible for doing this action plan. It is possible to assign one or more people for each of the action plans.

Time Allocated: 30 minutes

The Success of a Strategic Plan:

For a strategic plan to be successful, it must be prepared with active participation of all related parties. It must include an inspiring vision and a mission, summarising the identity of the organisation. It should also have clear, long-term strategies and SMART action plans.

The Strategic Plan is also a document that inspire us for action, gives us the strategy to follow and the references to measure our performance. It needs to be reviewed and updated periodically in order to be up to date with the current needs and priorities of the parties that we are concerned with.

It is also important to remember that the process of internal and external evaluation, Strategy, Vision, Mission and Value building and setting up our Strategies, Goals and Action Plans give us a unique opportunity to come together with our team and encourage the participation and communication between all those who participate to this process.

10.4 REFERENCES

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Future Together is supported by: