



PUBLIC AWARENESS & COMMUNICATION MODULES AND MATERIALS

Module 4: Creative Facilitation of Interactive and Participatory Communications

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CREATIVE LEARNING

...a new way communications for sustainable development...





Expectation will force you to fantasize, imagine and hallucinate. Intellect intervenes, and blind emotion misguides. Though both are great powers, they should be known first and directed toward the source of intuition, the only true knowledge. Every human being is fully equipped to open the channel of intuition.

Wisdom from the Orient



What is communication?

Solid Waste Management is a complex field that involves many different players (stakeholders) from different sectors. ISWM projects often fail to succeed because the people or organisations concerned are not reached or do not support the project. It is often assumed that when the technical measures are arranged and found, the waste problem should be solved. In most cases however, communication is at least part of the solution, and often it is a crucial part. When the appropriate technical solutions are in place, communication can help prepare end-users for the changes they can expect, how they can adjust to them, and accept the changes made.

Two-way process

Above all, communication is a **two-way process**, in which the two parties, the sender and the receiver, exchange information. This two-way aspect is crucial to a proper understanding of communication. Everything you say, write or do, and how you say it, is picked up by the person you say it to, it is transformed in his/her mind, and the reaction is based on that transformation.

Communication can be **formal** or **informal**, and it can be unplanned. It becomes an effective support to management when it is well thought-through, when it is intended, designed, and targeted to a specific person or audience.

Internal versus External

Many projects and organisations develop communication activities that are targeted at external audiences. Internal communication is just as important, and usually receives much less attention. For a manager, internal communication helps to prepare the organisation for a job, to set the minds of the staff in the direction of the messages the organisation wants to communicate to its external target groups. Often, it is worthwhile to first organise this internally before making the step towards external communication.



***Problems that have been created through one
state of mind, can not be resolved through the
same state of mind.***

Albert Einstein

***Knowing others is wisdom
Knowing the self is enlightenment***

Lao Tsu

***The success of an intervention depends on the
interior condition of the intervenor***

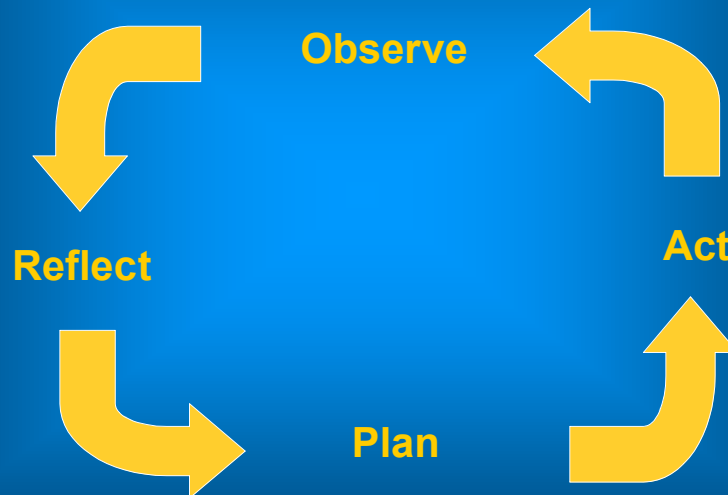
William O'Brian



These three quotes refer to the fact that to achieve ISWM for Sustainable Development we need to to change the minds of people, including that of our own. We can not keep searchin for solutions in old paradigms, but rather try to question whether we operate under the rights paradigms.

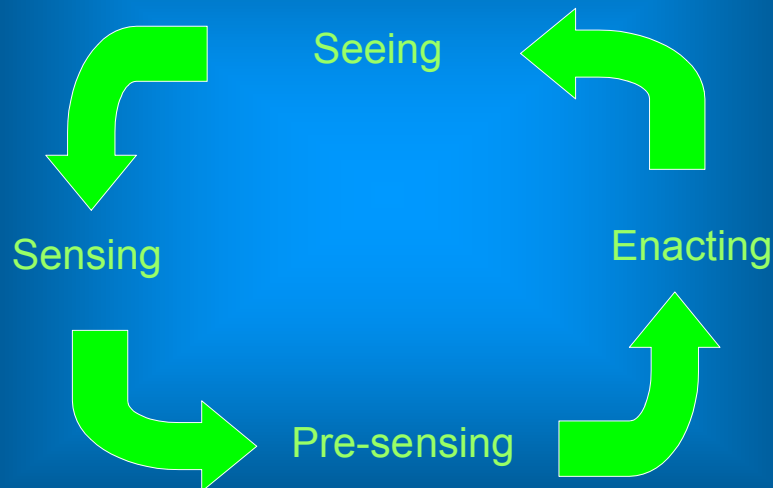


THE CONVENTIONAL LEARNING CYCLE



What does it mean? Let us take a close look at how we do things currently. We have all learned to observe problems by separating ourselves from the object. We do not identify ourselves with what we observe. We do not feel and understand the inter-relations between ourselves and the phenomena we observe. We then move to look into the past, collect data and facts that are historical, and then make an extrapolation to the future. I hope that everyone is aware of the facts that successes in the past are not necessarily a guarantee for a good future. We spend quite some resources in data collection and deepening the past, and hardly pay any attention to the future. We then plan and act. No wonder that, by the time we implement a project, we see that it does not fit the new situation in which we are. Life is so dynamic and explosive that we can not keep continuing with these conventional ways of thing. This is very much applicable to the way we think about communication and public participation. And it is not only applicable to Governments and Donors, but also to NGO's.

THE EMERGING NEW LEARNING CYCLE



The new emerging learning cycle has more to offer, especially when we deal with high dynamic changes and events that require social behaviour. In this new way of creative thinking, people learn to see and to sense. This means to allow them to digest the current and the past events, and become one with that. Feel the connectivity between the events and look at the problems from a holistic perspective; do not only use your rational capacities, but also allow your intuition (i.e. knowledge that is not gained through your senses) to emerge. Then pre-sense: allow the external observations to merge with your inner feelings and thoughts; allow the external world and internal world to become one, and to allow a new future to be created. Then, once you know where to go (your strategic vision), you announce your intention, and keep reminding yourself that you have something to implement. This new process requires one to go into deep moments of creativity through silence. Our brains and minds need to digest. The role of data and facts from the past play a role, but not a prominent one. For holistic planning and feeling what happens in a public participation process it is relevant to encourage the use of these methodology.



FOUR CHANGE PARADIGMS

Blue: Content (rational planning & control)

People change when you:

- Explain to people what they should do
- Define clear objectives and deliverables
- Develop clear milestones to get from A to B
- Monitor and adjust the project plan
- Focus on control
- Reduce complexity

Green: Learning (trying out and experimenting)

People change when you:

- Make them aware of other points of view and of their own limitations ('conscious incompetence')
- Motivate them to experiment
- Combine thinking and doing, develop the plan along the way
- Let people use and develop their talents

Yellow: Power (obtaining support and negotiating)

People change when you:

- Obtain support of key decision makers
- Form coalitions
- Make use of hierarchical power
- Negotiate with them
- Create win-win situations where people see 'what's in it for me'

White: letting go (creating the right context)

People change when you:

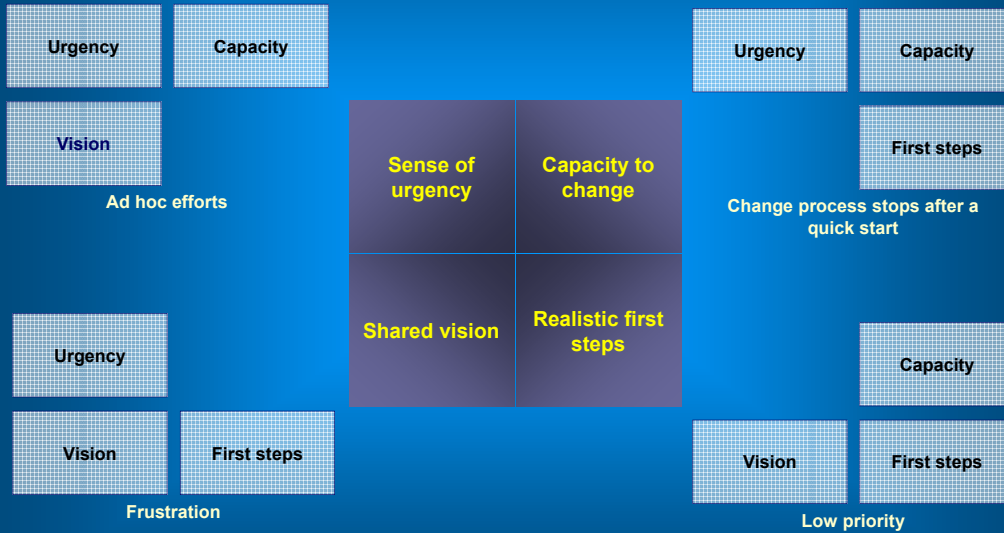
- Assume that people are willing and able to change in a positive direction
- Create the right context. Remove obstacles
- Release the energy of people
- Use symbols, rituals and stories. Add meaning
- Accept complexity and unpredictability



When introducing ISWM, one deals with changing peoples behaviour and changing organisational patterns. These can be done at once, because it will depend on the match between your own change paradigm and that of the public or people in concern. Be aware of your own position (bleu? Yellow? Green? Or White?) and then ask yourself how the public or your organisation look like in change processes? None of the above colors are right or wrong. You are as you are, but be aware of this before planning and executing communication campaigns and actions.



In each paradigm there are 4 critical success factors



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In change, especially when communication is used to introduce and/or implement change, one need to be aware of the four critical success factors. We will make ad-hoc efforts if the realistic first steps are not defined, while the vision is available, the sense of urgency is there and the capacity to change is there. We will frustrate ourselves, if the capacity to change is not in place, such as staff, equipment, money, organisation, etc. We will give low priority to change if there is no sense of urgency felt in the project. And, finally we will stop the change process after a quick start if the vision is lacking. So, when planning a project for change in SWM, please be aware of these four factors; base your observations and analysis on this factors.



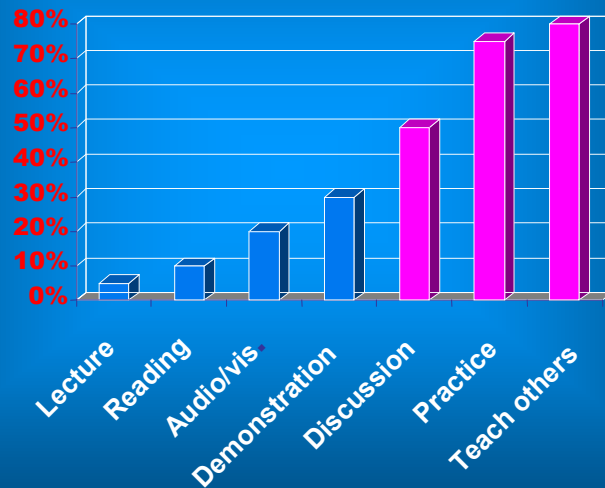
In change processes, people move through an emotional curve



Different groups and individuals are at different stages at the same point in time.
Making this explicit increases mutual understanding.

This sheet is self-explanatory.

IMPACT of 'BLENDED' LEARNING ...RETENTION OF KNOWLEDGE...



I want to share this sheet with you too. It has to do with the way knowledge is delivered through communications, and the level of retention of knowledge in our brains and minds. If we lecture, people will only remember a little bit of it. If we give them to read something, it might be a bit more. We see in this graph, that demonstrations and practising and teaching others are the most powerful methods to allow people to remember the knowledge. You may, for example, want to consider asking people from the public to communicate with others, rather than sending 'professionals' to do all the work. You may want to consider developing a communication strategy based on an effective combination of the several methods to achieve high impact in changing minds of people.

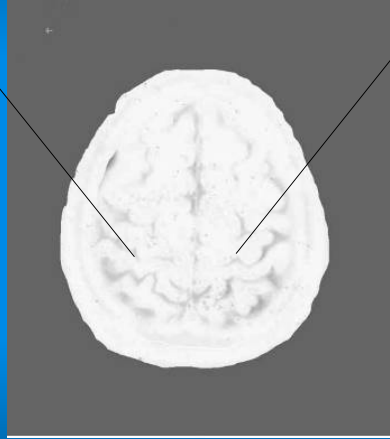
This also depends on how individuals prefer to learn. Communication tools and systems need to be based on this understanding. Please read more about the Kolb-test and see links to make the test for your self: http://www.ihe.nl/power/i_learning.htm

CREATIVITY EMERGES FROM UNITY

...from inner processing in the human brain to outer action...

Left Brain

*Rational
Analytic
Rational
Abstract
Lineal*



Right Brain

*Intuitive
Holistic
Relational
Concrete
Non-lineal*

Individual uniqueness
through ideas, beliefs, culture, memories, behavior patterns

What is creative communications? If we manage to balance our activities between the rational and the intuitive hemispheres of our brains. Real ISWM will start in your brain and mind when we unite things there. Integration does not happen when we just put different disciplines along one table and ask them to look at things from their own perspective, but as a whole. Integration will only happen when the hemispheres in the brain of each individual is harmonised, and therefore connect with the same in other individuals. So, to achieve that perfect situations, one need to reconsider the way we communicate with each other. The way we encourage creativity to emerge in teams, in your organisations. There are methods and techniques that can be learned. More to read in the book on « The Right Side of the Brain ».



WHAT IS KNOWLEDGE “K”? *relevance for both: trainer and facilitator*

$$K = \text{Information} \times (\text{Experience} \times \text{Skill} \times \text{Attitude})$$

Explicit Knowledge

Person independent
Related to “knowing”
Transfer >> education
Steady-state/Digital
Knowledge stock

Implicit or Tacit/Intuitive Knowledge

Person dependent
Related to ability/willingness
Shared through socialization process
Dynamic, analogues, “knowledge flow”

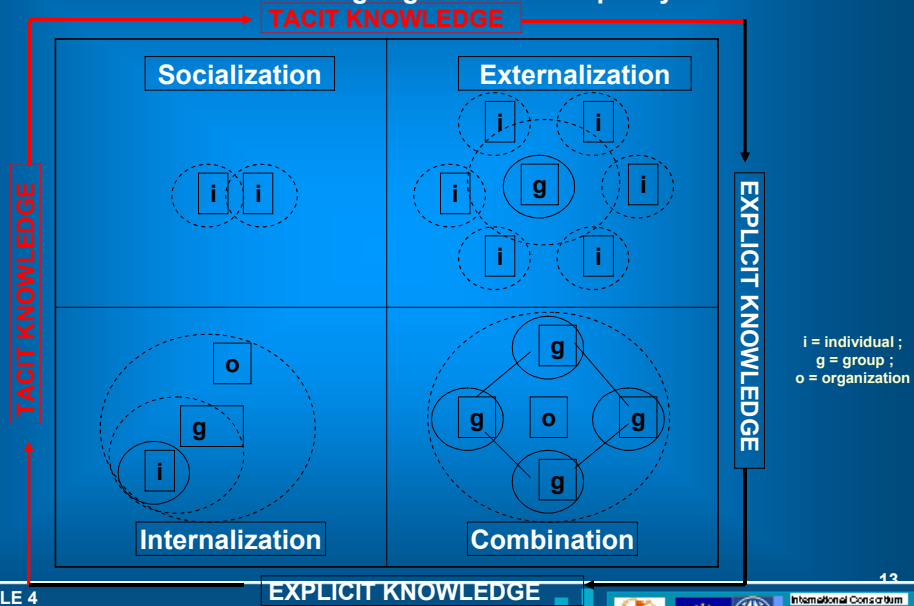
The accumulated portion of experiences and skills within people gained through cognition in one’s lifetime.

Knowledge that has never been depending on cognition i.e. not depending on contact between ‘sense’ and the ‘object’ and can only be perceived after a person’s ‘mind’ is silenced through special practices and attitudes.



This sheet is self-explanatory. It is relevant in communication and community participation processes to be aware of the different types of knowledge that flow and shared. Often, facilitators or project leaders of NGO’s and Governments are focused on the explicit knowledge, but not on the implicit knowledge. Not only engineers make this mistake, but also other scientists, because of their rational educational backgrounds.

THE EVOLUTION OF KNOWLEDGE ...flow for enhancing organisational capacity...



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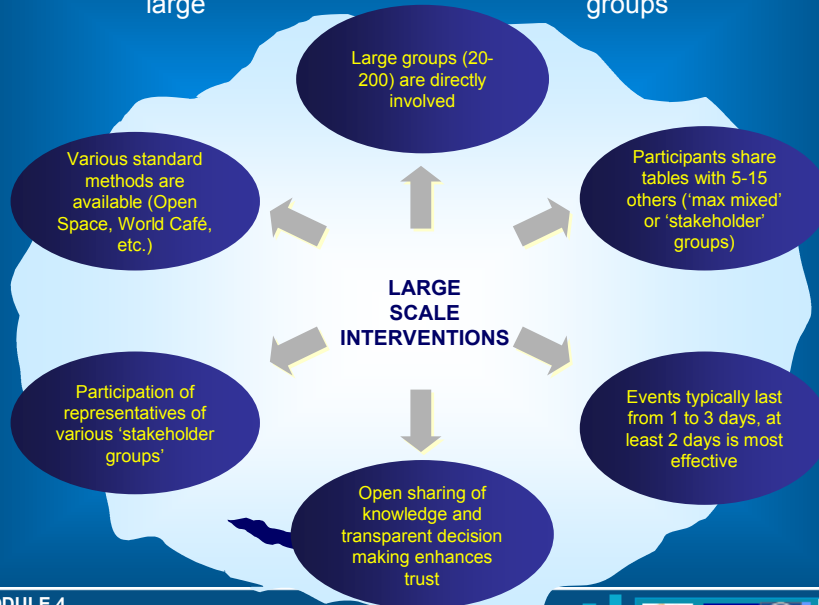
EXPLICIT KNOWLEDGE

Source: Nonaka & Takeuchi

In any knowledge intensive organisation (NGOs and Governments) knowledge flows and evolves. To enhance the capacity of organisations in ISWM we must be aware of the flows. This will have impact on the way we have our working meetings and our planning meetings; how we deal with informal sessions and how we welcome and introduce new comers in our teams and organisations. We need to be aware of the impact of socialisation processes in which one is willing to share its personal tacit knowledge. We need to apply the right methodologies in group dynamic process to enable tacit knowledge to be externalised. We need to know what kind of electronic and other physical systems to put in place to enable externalised knowledge to flow to all groups and departments and create the organisational knowledge. And then, we need to be aware of the fact how we allow individuals to internalise the organisational knowledge and culture, and with that, keep the flow on going. Organisations that will be able to ensure the flow will be creative and ever growing. They will have sustainable impacts in ISWM. More about this to read books of Nonaka & Takeuchi « Knowledge Creating Organisations ».



Large scale interventions are a powerful way to generate alignment and commitment in large groups



This sheet show how one can deal with large groups for introducing change and building change coalitions, also for the SWM sector.



Mediterranean Environmental Technical Assistance Programme Regional Solid Waste Management Project in Mashreq & Maghreb Countries

Six principles make LSI's more suitable for discovery, learning and generating commitment than other types of meetings

Principles of large scale interventions	Effects on the outcome
<ul style="list-style-type: none">Get the <i>whole system in the room</i>: ensure that representatives of the main stakeholders are present (top management, countries, customers, ...)	<ul style="list-style-type: none">Increased capability for action (all major stakeholders are right there in the room)Increased 'database of knowledge' with inputs from many different sources
<ul style="list-style-type: none">Think global before acting local (seeing the <i>whole elephant</i>)	<ul style="list-style-type: none">Increased quality decisions as participants look at the total picture and trends before discussing the specific theme
<ul style="list-style-type: none">Participants <i>manage themselves</i> in the table groups (divide roles). Some are included in the design team	<ul style="list-style-type: none">Participants take ownership of the conference and its outcomes. Community results from the lack of 'hierarchy'
<ul style="list-style-type: none">We focus on finding <i>common ground</i> on future aspirations, not on problem solving and conflicts of the past	<ul style="list-style-type: none">We focus time and energy on identifying what we agree on. We minimize time lost about differences
<ul style="list-style-type: none">We create a 'safe' environment where everyone feels free to speak their mind	<ul style="list-style-type: none">'Softer' aspects come to the surface (anxiousness, doubt, fear, resistance), thereby enabling 'deep' commitment
<ul style="list-style-type: none">Facilitate <i>learning</i> by all participants by offering action and reflection and engaging the hearts and minds	<ul style="list-style-type: none">Real learning on a content and on an emotional level

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This sheet is self-explanatory.



Most large scale interventions consist of exercises belonging to 5 groups

	Become a group	Analyse current situation	Improve relationships	Vision of the future (common ground)	Plan for action
Examples	<ul style="list-style-type: none"> Dialogue on frustrations, hopes and expectations. Highlights are fed back in plenary Participants get to know each other in duo's or table groups as <i>people</i> and report back on each others qualities Participants create timelines over e.g. the past 20 years: personal, organizational and global events. (Table) groups summarize trends 	<ul style="list-style-type: none"> Dialogue on how people <i>feel</i> about the current situation Brainstorm a large mind map of all trends influencing this issue. World café session discussing different elements of the current situations Organisational diagnoses: table groups brainstorm (using e.g. metaplan) 'glads', 'sads' and 'mads' in the current situation. 	<ul style="list-style-type: none"> Dialogue on 'undiscussables' with regard to how people see each other Groups identify what they are proud of and what they are sorry about. Objective is 'owning up' Valentines: groups write cards to other groups with suggestions for action. Valentines are posted on the wall. Addressees read, interpret and respond 	<ul style="list-style-type: none"> Experts present an inspiring perspective or best practice Dialogue where participants share their dreams for the future Open Space on what the future should look like Groups 'dream' their desired future and find a creative way to present, act, paint for the whole group 	<ul style="list-style-type: none"> Open space: participants announce which items they want to discuss. Items are scheduled in rooms. Whoever wants to attend does so Stakeholder groups (e.g. from a specific BU) make specific and actionable plans for the coming year All individuals make a public commitment about what they are going to do before leaving the conference



This sheet is self-explanatory.



Open Space Technology

When to use it?

- When real learning, innovation and departure from the norm are required
- When you aren't quite sure where you are and where you are headed

Important principles

- Whoever comes is the right people: don't worry about who 'could have come'
- Whatever happens is the only thing that could happen: be sensitive to opportunities at hand
- Whenever it starts it's the right time: 'open time' between opening and closure
- When it's over it's over: this may be later and (often) sooner than 'planned'
- The Law of Two Feet: move to where you can make a difference

What does it look like?

- The size of the group may vary from 20 – 400. All participants sit in a large circle. The session may last from 5 hours – 3 days
- Opening: Personal introduction by participants. Setting the scene by the facilitator
- Agenda setting: participants move to the middle of the circle, and announce what they like to talk about. Then they create an agenda in the 'village market place'
- Open space: participants organize their own meetings at the agreed place and time
- Formal reports: no reporting back of sub groups but typed reports visible for everyone
- Conclusion: participants are given the opportunity to reflect and announce what they will do
- Celebration: a party including music, skits, songs, humorous reviews of what has happened...

Key success factors

- Leaders set the direction, define and honour open space and *let go*. Trust the group to find their own way
- A clear and compelling theme and an inspiring opening statement
- The group must be interested and committed. Ideally, participation is completely voluntarily
- Enjoy the ride: have fun



This sheet is self-explanatory. The Open Space method is excellent to get community participation started. It looks chaotic, but it releases a lot of energy that can be geared towards change. Trust building is another advantage, because people do not feel that they are manipulated by an NGO or Government.



Dialogue or 'talking circle'

When to use it?

- To explore complex and controversial issues, emotional issues, relationships within groups
- To develop mutual trust, understanding and respect for diversity
- To diverge, not to seek agreement but to obtain a richer grasp of complex issues and a shared understanding

What does it look like?

- Participants sit in a circle and take turns sharing their view on a subject
- Participants get time to think ('silence') about a question before they are asked to answer
- Often a talking object is used: only the person who holds the object is allowed to speak, this slows down the conversation

Important principles

- The willingness to regard each other as colleagues or friends, not adversaries, not as people with more or less power. The privileges of rank and seniority are given up
- Generative listening: pay close attention to what is being said beneath the words. Feel the person and their real meaning behind the words
- Hang assumptions in front of you so that you and others can reflect on them. This requires surfacing, displaying and inviting inquiry into your assumptions

The role of the facilitator

Facilitators must continually bring forward people who have not spoken, and prompt them to add their views. They must regulate the flow of conversation, following a model of dialogue which invites people to suspend their assumptions and treat each other as colleagues. All the while, the facilitators must ask people to explain why they said what they just said --to urge them to describe what's behind their thinking. The facilitator is more a role model than a leader. Over time the process should evolve toward a collective facilitation.



Another method that is essential in building trust and coalitions for change. This sheet is self-explanatory.



IMPORTANCE OF CONVERSATIONS

	Knowledge-Creation Steps				
ENABLERS	Sharing Tacit Knowledge	Creating a Concept	Justifying a Concept	Developing a Pilot or Prototype	Cross-leveling Knowledge
Instill a Vision		♥♥	♥♥♥♥	♥♥	♥♥♥♥
Manage Conversation	♥♥	♥♥	♥♥	♥♥	♥♥
Mobilize Activists		♥	♥	♥	♥♥
Create the right context	♥	♥	♥♥	♥	♥♥

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This table shows the importance of conversations in the communication process to guide change and behaviour of people. One could consider using it when developing a communication plan or changing an organisation to introduce new things in SWM. Also reference is made to books of Nonaka & Takeuchi « Knowledge Creating Organisations ».



MAIN BELIEF BEHIND FACILITATION

...full cooperation between people is both possible and desirable...

	Shared Decision-making	Equal Opportunities	Values of equality	Power Sharing
Explicit Knowledge				
Tacit/Intuitive Knowledge				



When one enters a community participation process, one must be aware of the « why » behind the CP, and therefore the relative importance of the type of knowledge we one is looking for. Are we organising a CP process or a communication campaign for shared decision-making, or to create equal opportunities, etc.? The choice will determine how we consciously deal with the knowledge we need in those processes and which methods and techniques we need to achieve that.



‘Knowledge is justified true belief’
‘Ownership of knowledge comes through learning’

- Allow recipients to re-live the knowledge creation process in their own context
- Assist them to justify the knowledge in terms of their own belief systems such that they come to ‘own’ the knowledge
- Let them ‘scan globally, reinvent locally’ (Fukuda-Parr)



Some thoughts on knowledge in general.



LEARNING PROCESSES: WORKING AT DIFFERENT LEVELS

- **The physical level:** *space, caring, comfort*
- **The thinking level:** *analyzing, exploring*
- **The emotional level:** *sharing experiences, expressing feelings*
- **The intuitive level:** *sensing, imagining*
- **The energy level:** *attentiveness, attuned, focus*
- **The spiritual level:** *inclusion, fun, joy, deepening*
- **The synergistic level:** *aligned, attuned, integrated*



In CP processes a facilitator or project leader works at different level in the same space of the event. One need to be aware that these levels appear simultaneously, and one has to be sensitive to detect and deal with it. In most CP processes facilitators only pay attention to the physical and the thinking level, and all the other levels are not recognized, and therefore not used to make successful coalitions or campaigns. Facilitators of CP processes need special training to deal with all these levels in events. More to learn in the book « The Art of Facilitation ».



The essence of innovation is to re-create the world according to a particular ideal or vision. To create new knowledge means quite literally to re-create the organisation and everyone in it as part of an on-going process of personal and organisational self-renewal.

Nonaka & Takeuchi

Self explanatory.



THE 'NANJING' EXPERIENCE MAY '04



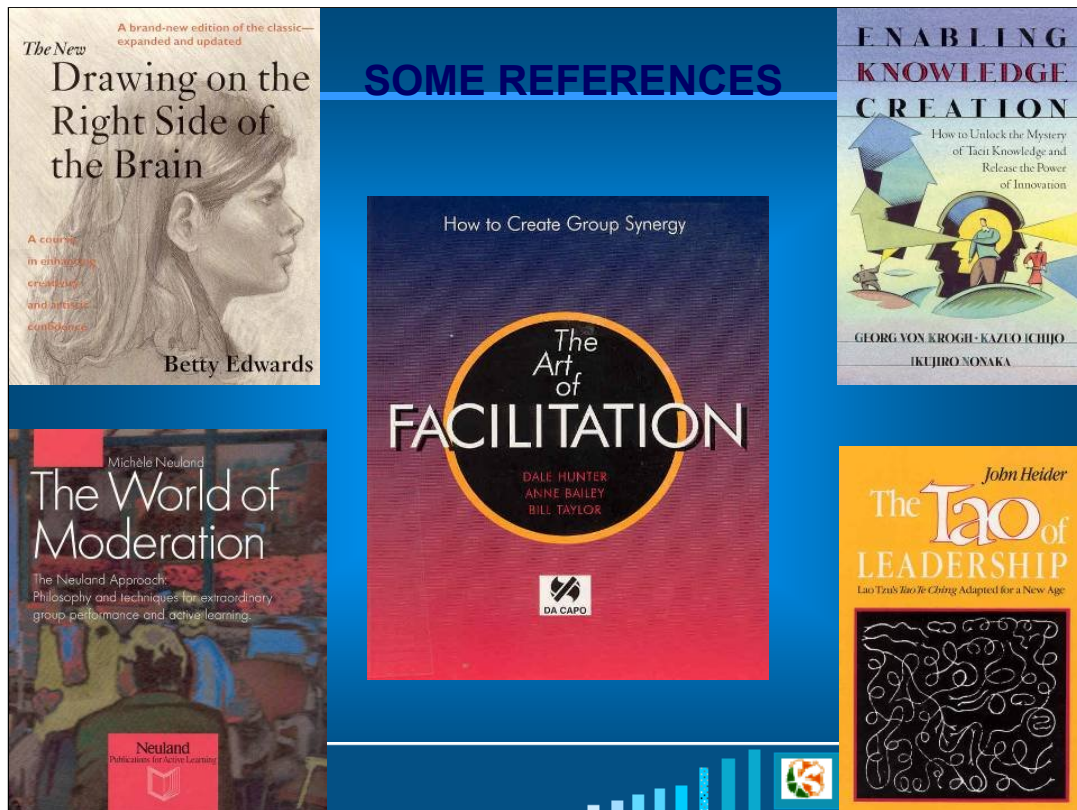
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These photos show impressions of the 1st UNESCO-IHE Workshop in Creative Learning, held in Nanjing China in May 2004. About 40 water, sanitation and environmental experts from 15 different countries were invited to follow a 7-day workshop. Attention was given to improving the « inner attitude » of the facilitator of creative learning and CP processes, while they were also trained to design entire CP and learning processes including the use of specific methods and techniques to deal with tacit and explicit knowledge.

These type of training needs to be considered to enable government and NGO staff to become good facilitators of communications and CP processes.

More information can be found on: <http://www.ihe.nl/vmp/articles/News/NEW-20040802-11-15-44.html>



Recommended books to improve skills and understanding in creative learning, communications and community participation processes. Book can be purchased at www.amazon.com