

Community Involvement Tools for Advancing Sustainability Worksheet

Tool	Brief definition / Overview	How tool supports development of sustainable societies	When tool would be useful / what it accomplishes	Where to get more information
Empowerment Evaluation (EE)	Empowerment Evaluation is the use of evaluation concepts to foster improvement and self-determination. This approach seeks program success by (1) providing program stakeholders with tools for assessing the planning, implementation, and self evaluation of their program, and (2) mainstreaming evaluation as part of the planning and management of the program/organization.	EE fosters the development of an egalitarian atmosphere, cooperation, respect, equity, open communication & transparency	<ol style="list-style-type: none"> 1. Improvement 2. Community ownership 3. Inclusion 4. Democratic participation 5. Social justice 6. Community knowledge 7. Evidence-based strategies 8. Capacity building 9. Organizational learning 10. Accountability 	<p>http://www.stanford.edu/~davidf/empowermentevaluation.html</p> <p>Fetterman, D.M. (2001). <i>Foundations of empowerment evaluation</i>. Thousand Oaks, California: Sage Publications.</p> <p>Fetterman, D. M and Wandersman, A. (2004). <i>Empowerment evaluation principles in practice</i>. Guilford Press.</p>

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Service-Learning (S-L)	Service-Learning is both a teaching and learning strategy that enriches the life of students by engaging them in meaningful hands-on service to their community while giving them the opportunity to gain valuable knowledge and skills that connect with their classroom studies.	Through the choice of sustainability-focused community projects combined with academic disciplines such as science, math, reading, writing, and social studies, young people engage in S-L activities that support sustainable societies.	<ol style="list-style-type: none"> 1. Builds capacity 2. Develops leadership 3. Develops creative strategies to address sustainability issues 4. Improves communities 5. Promotes social justice 6. Promotes socially responsible activities 7. Actively engages citizens 8. Enhances academic achievement in & passion for environmental studies 	www.CNS.gov www.servicelearning.org . National Youth Leadership Council www.nylc.org The Complete Guide to Service Learning by Cathryn Berger Kaye

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Public Issues Facilitation	Public Issue Forums are professionally facilitated public dialogue on important community issues. Public or community issues are matters of widespread concern in the community. Public forums are conducted in positive and productive ways that give “voice” to citizens about issues critical to local communities. Many models exist for conducting Public Issues Facilitation.	Issues for a sustainable world are topics or matters of concern in the public domain. Causes of and solutions to these issues are often in dispute. Examples of public issues of concern for sustainability include risk and disaster preparedness, health care, energy independence, renewable energy technologies, a shrinking water table, toxic waste disposal, and pollution of water sources.	<ol style="list-style-type: none"> 1. Improves communities 2. Deals with difficult community issues 3. Promotes ownership of an issue/problem 4. Develops policy possibilities 5. Includes all groups 6. Advances democratic participation 7. Enhances networking 8. Develops a Sense of Place (Place-based) 9. Builds capacity 10. Promotes informed decision making for the community good 	<p>The Institute for Civic Discourse and Democracy www.icdd@k-state.edu</p> <p>The National Issues Forum http://www.nifi.org/</p> <p>The International Association for Public Participation http://www.iap2.org/</p> <p>Holman, Peggy and Tom Devane. (1999). <i>The Change Handbook: Group Methods for Shaping the Future</i>. San Francisco: Barrett-Koehler.</p> <p>Pioneers of Change Associates. (2006). <i>Mapping dialogue: A Research Project Profiling dialogue Tools and Processes for Social Change</i>. Johannesburg, S.A.: Pioneers of Change. www.pioneersofchange.net</p>

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Appreciative Inquiry (AI)	<p>Appreciative Inquiry is an approach to change that looks at what works rather than the more traditional approach of a problem analysis.</p> <p>“Appreciative Inquiry is the cooperative search for the best in people, their organizations, and the world around them.”</p> <p>AI is a strengths-based process that inquires into, identifies, and further develops the best of what is in organizations in order to create a better future. A fundamental premise of AI is that <i>“organizations move toward what they study.”</i></p>	<p>The AI approach promotes the practice of working from an assets or appreciative stance. By working from an assets- or strengths-based process, groups conduct inquiries into the best of what is in a given situation in order to create a better future. A basic premise of AI is that organizations move toward what they study. Thus, AI practitioners and participating groups, organizations, and individuals work toward a sustainable society as they define it, a society that nurtures and replenishes its resources.</p>	<ol style="list-style-type: none"> 1. Organizational development/change 2. Particularly well suited to environmental sustainability as the focus is on positive change grounded in “the best” of what is and can be. 3. In evaluation practice 4. Any setting in which there is a dream is to work toward healthy groups, communities, and organizations 	<p>Corporation for Positive Change (CPC) http://www.positivechange.org/appreciative-inquiry.html Founders: Diana Whitney and David Cooperrider</p> <p>The Appreciative Inquiry Commons www.appreciativeinquiry.case.edu/ at Case Western Reserve University</p> <p>Cooperrider, D., Whitney, D., and Stavros, J. (2007). <i>Appreciative Inquiry Handbook with CD-ROM</i>, Premium 2nd Edition</p> <p>Whitney, D. and Trosten-Bloom, A. (2002). <i>The Power of Appreciative Inquiry: A Practical Guide to Positive Change</i> Berrett-Koehler Publishers, Inc. ISBN 1-57675-226-752795, Paperback (266 pages)</p>

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Transformative Learning (TLT)	Transformative learning theory (TLT) is the process by which the worldviews of individuals, groups, and organizations are changed as a result of real life experiences and events. The outcome of transformative learning is perspective transformation. It is thought that these new or transformed perspectives or worldviews will be more complex than previously held ones and that they will acknowledge a pluralistic view of reality.	In order to move toward a sustainable society, some of our current values, beliefs and world views need to be reexamined. Some of them may need modification; some may need to be replaced. TLT provides a theoretical perspective on this process and recommendations for facilitating transformation. TLT can help facilitate the development of citizens who can critically question themselves and their leaders.	<ol style="list-style-type: none"> 1. Promotes the development of critical thinkers 2. Is a process for questioning assumptions and exploring new ways of thinking and acting 	<p>Brookfield, S. (1987). <i>Developing critical thinkers: Challenging adults to explore alternative ways of thinking and acting</i>. San Francisco: Jossey-Bass.</p> <p>Cranton, P. (1994). <i>Understanding and promoting transformative learning</i>. San Francisco: Jossey-Bass.</p> <p>Mezirow, J. & Associates. (2000). <i>Learning as transformation: Critical perspectives on a theory in progress</i>. San Francisco: Jossey-Bass.</p>