Community Involvement Tools for Advancing Sustainability

Wendy Griswold, CHSR

Marie Steichen, ICDD

Tools

- Empowerment Evaluation
- Service Learning
- Public Issue Facilitation
- Appreciative Inquiry
- Transformative Learning Theory

Empowerment Evaluation

- Uses evaluation concepts to foster improvement and self-determination.
- Provides program stakeholders with tools for assessing the planning, implementation, and self evaluation.
- Mainstreams evaluation as part of the planning and management of the program/organization.

Steps of Empowerment Evaluation

- Mission statement
  - Group values, democratic process, making meaning & giving voice
- Taking Stock
  - Democratic and transparent way to prioritize program/organization activities
- Planning for the Future
  - Goals, strategies, evidence

Role in Sustainability

- Fosters the development of
  - An egalitarian atmosphere
  - Cooperation
  - Respect
  - Equity
  - Open communication & transparency

EE results/outcomes

Improvement	Community Ownership
Inclusion	Democratic Participation
Social Justice	Community Knowledge
Evidence-based Strategies	Capacity Building
Organizational Learning	Accountability

Service-Learning

- Service-Learning is a teaching and learning strategy that integrates meaningful community service with classroom instruction
- Corporation for National and Community Service (CNCS)
- “Learning In Deed” Report (2001)

Six Components of Service-Learning

- Connecting service with learning
- Reflection
- Reciprocity
- Critical Thinking
- Social Responsibility
- Experiential Learning

Public Issue Facilitation

- Discover
- Discuss
- Decide

Public Facilitation Core Principles

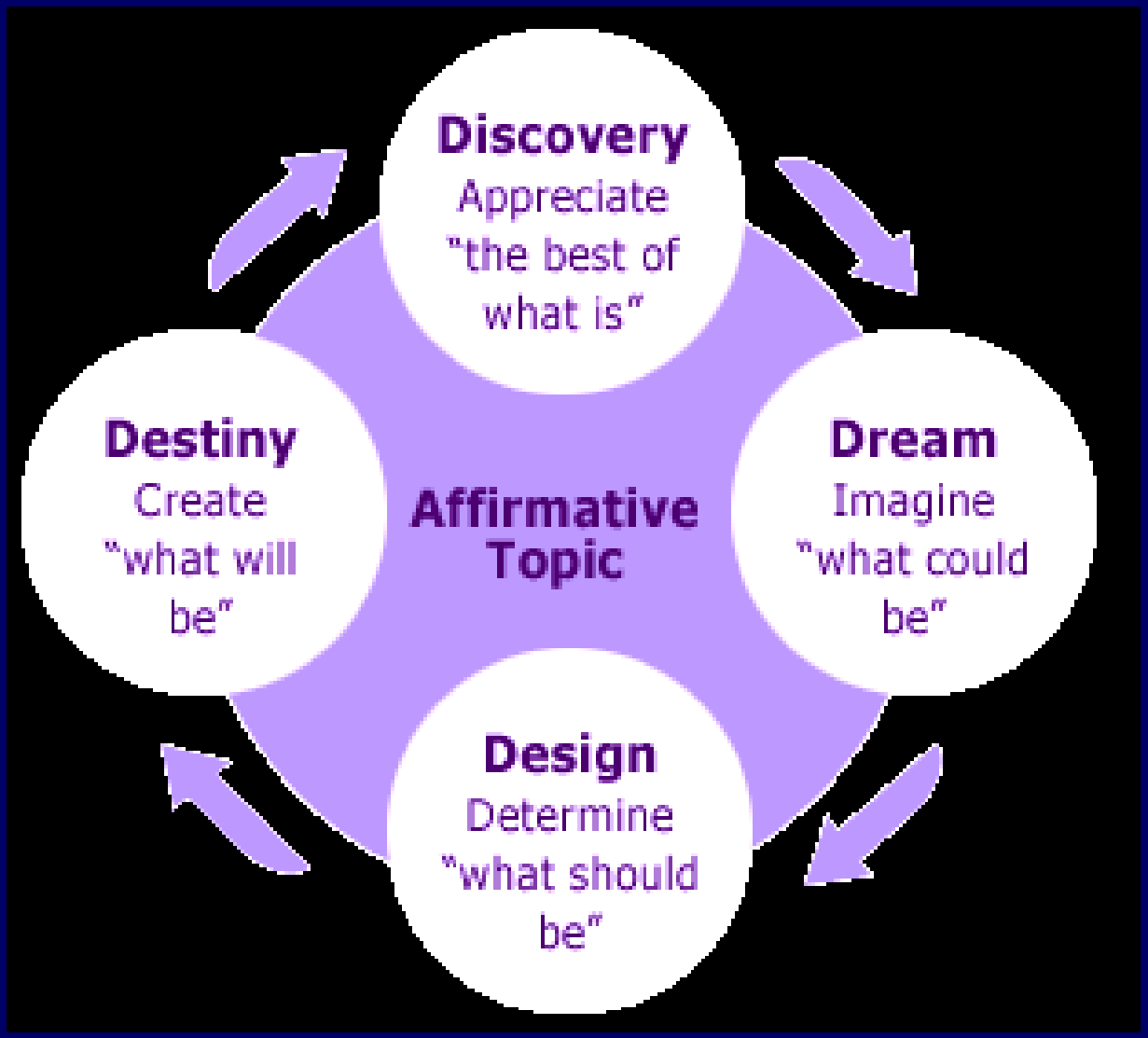
- Full participation
- Mutual understanding
- Respect for other group members
- Shared responsibility

Appreciative Inquiry

- Positive Change Process
- Involves “appreciating” & “inquiring”
- Strengths-based
- Strategic Questions
- 4-D Cycle

Basic Principles

1. Words create worlds
2. Positive images lead to positive action
3. Quality relationships are essential to organizational success
4. Previously hidden possibilities emerge when the entire organization engages in conversations that matter.


Discovery
Appreciate "the best of what is"
Dream
Imagine "what could be"
Design
Determine "what should be"
Destiny
Create "what will be"
Affirmative Topic

Role in Sustainability

- Public domain issues
- Differential views
- Disagreements stymie progress
- AI as Intervention

Transformative Learning Theory

"how we learn to negotiate and act on our own purposes, values, feelings and meanings, rather than those we have uncritically assimilated from others—to gain greater control of our lives as socially responsible, clear-thinking, decision makers" (Mezirow & Associates, 2000, p. 8).

Stages of TLT

- A disorienting dilemma;
- Self-examination with feelings of shame or guilt;
- A critical assessment of assumptions;
- Recognition that one's discontent and the process of transformation are shared and that others have negotiated a similar change;
- Exploration of options for new roles, relationships, and actions;
- Planning a course of action;
- Acquisition of knowledge and skills for implementing one's plans;
- Provisional trying of new roles;
- Building of competence and self-confidence in new roles and relationships; and
- A reintegration into one's life on the basis of conditions dictated by one's new perspective (Mezirow, 1991).

Role in Sustainability

- Examination of current values, beliefs, worldviews
  - Modification
  - Development of new worldviews
- Theoretical and practical view of process
- Develop citizens capable of critically questioning themselves and leaders
  - Process for questioning assumptions
  - Explore new ways of thinking and acting

Facilitating critical thinking

- Affirm critical thinkers self-worth
  - Assure students that they are respected and valued for who they are
- Listen attentively to critical thinkers
  - This is how we know when to push
- Reflect and mirror CT ideas and actions
  - Tell students how you see them, what their actions and statements reveal to you about who they are, what their assumptions are
- Regularly evaluate progress
  - Find ways to point out changes that you see

Facilitating Critical thinking

- Help create networks
  - Help students develop supportive relationships with other students
- Make people aware of how they learn
  - Understanding preferred learning style aid in being adaptable
- Model critical thinking and teaching
  - Clarity, consistency, openness, communicative, specific, accessible