Toolkit for Citizen Participation
From manipulation to partnership and beyond

Michal Fox
“Political power can never be exercised without the acquiescence of the people, without the direct cooperation of a large number of people and the indirect cooperation of the entire community.”

Errol E. Harris

“I do what you can not, and you do what I can not. Together we can do great things.”

Mother Teresa

“Citizen participation is a device whereby public officials induce nonpublic individuals to act in a way the officials desire.”

Daniel Patrick Moynihan

”
Executive Summary

The citizen engagement scale is the core of an Education City – participation in all aspects of life: education, society and economy, i.e. everything that affects the citizens and their lives. Citizen participation creates spaces for learning, creativity and decision-making among all the members of a defined space, e.g. a village, city, country, and, in the technological age, also groups that are not physical but rather seek to advance and have an impact on various aspects of their lives. In the 21st century, upon the development of large metropolises in which the communication, alienation and socioeconomic gaps are steadily widening, citizen participation is essential to the existence of an Education City that enables all its citizens to reach their potential now and in the future.

A significant number of mayors and local council heads are concerned that citizen engagement will turn out to be a double-edged sword since, at times, citizen engagement and participation is perceived as a threat rather than an impetus to empowering the city as well as themselves.

Keywords

Future Center, citizen engagement scale, eDemocracy, World Café, open space, deliberative polls, trust
In this article, you’ll learn about the theoretical background behind citizen engagement and participation as well as the connection to trust. We’ll present the values on which citizen participation is based along with the criteria for such a process. We’ll also present the various levels of citizen engagement and its impact on the level of citizen participation.

The core of the article is the tools and methods required for enabling citizen participation. We’ll acquaint you with the tools and methods that have succeeded in leveraging empowerment in the public, economic and civil sectors. Methods descriptions will be accompanied by examples of real-world implementation.

We’ll conclude by presenting a process for attaining the maximum level of citizen participation as part of the creation of an Education City.

**Background – Why?**

“Throughout my life I’ve met people in the framework of work committees and workplaces, and this is the first time that I have worked with my colleagues on a matter that affects us all”

(District Manager at the Histadrut Labor Union in Israel, participating in World Coffee)

Since people have gathered in a circle around a campfire, conversations have been the core of the process of discovering what matters to us and where our attention lies. This was the way in which we’ve always shared knowledge and imagination about the future and created devoted communities.

Policy makers and decision makers have not engaged the public and, as a result of this process, the citizens have developed a lack of trust in public institutions at both the state and local government levels. The social protests of the last two years, including the "Arab Spring" in the Middle East and the "Occupy Wall Street" protest in New York, were an expression of the public’s desire to be involved in the decisions affecting their lives and futures. Increased environmental awareness and the importance of individual action to effect change concomitantly with the development of the Internet have caused dynamic networks of conversation and innovation to develop worldwide.

Significant change occurs when groups of people, either face to face or in online communities, spread the seeds of ideas for new conversations, create options and joint actions on networks in an ever-expanding manner. As a result, participation, commitment and involvement are accepted concepts all over the world.

Even the business sector is beginning to realize that there is a need for change in organizational culture. According to a survey conducted by Dov Seidman ("How – That's Everything") among global American companies, only 3% of them have developed and implemented a culture of self-governance, promoting partnership and participation by employees in the decision making process.
WHY SHOULD A MAYOR ENGAGE CITIZENS (OUT OF PERSONAL INTERESTS AND/OR A WORLDVIEW)?

The decisions that are made are not only based on professional considerations but also on values; therefore, part of creating a democratic culture in the city is a commitment to allow various opinions and values to come into play.

- Applying an Education City model that implements citizen engagement and participation processes
- Forging a partnership throughout the city in order to create optimized utilization of resources and expand learning opportunities for everyone
- Citizen engagement increases the transparency of the decision-making process and has a positive impact on public trust
- Since, on both the local and national levels, citizens are forming groups demanding to be involved, at least some of their demands should be met

WHY SHOULD CITIZENS PARTICIPATE (OUT OF PERSONAL INTERESTS AND/OR A WORLDVIEW)?

“Man was not meant to belong to a herd like domesticated animals, but rather, like a bee, to belong to the hive community” (Immanuel Kant)

Contribute to future generations
- A desire to be involved in making the decisions that affect all aspects of their lives
- Strengthening their ability to give expression to their strengths and reach their potential
- A desire to feel involved and be part of the community, and a desire to contribute or gain recognition and respect
- In order to enhance the sustainability of the city for future generations (his/her children or other young people)

The mayor and the citizens share the responsibility to facilitate processes and decisions that affect every individual. The authority is responsible for providing information that will facilitate a sustainable decision; significant involvement and collaboration among all the partners will build the input that influences the decision.

SCALE, VALUES AND PRINCIPLES OF CITIZEN ENGAGEMENT

Prior to the era of social networks and protests, there was a feeling among employees and citizens that they didn’t have the same power as the managers, local authority or government, i.e. that the power structure was unequal. Today, more than ever, managers and leaders realize that citizen engagement and participation is important, and the public realizes that it has the power to influence the decision-making.

How do you create equivalence between the advancement of citizen engagement by the decision makers and the public’s motivation to participate? In order to answer these questions, we first have to learn about the citizen participation scale, and then the values and principles that constitute the basis for attaining the highest level of participation.
## SCALE/LEVEL OF CITIZEN ENGAGEMENT AND PARTICIPATION

Does the fact that citizens are involved in certain action in the city represent true citizen participation?

Sherry Arnstein’s Public Engagement Scale will show us the extent of public involvement in decision making and implementation:

<table>
<thead>
<tr>
<th>Citizen Engagement Scale</th>
<th>Types of Actions</th>
<th>Aim</th>
</tr>
</thead>
<tbody>
<tr>
<td>Citizen Control – the level of public power (the citizens' ability to affect their own lives)</td>
<td>The public plans, determines and manages policy. This usually exists in civilian organizations or self-organized community projects such as cooperative ventures (joint bar, a social bank, a cooperative supermarket)</td>
<td>To give the public power and responsibility</td>
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<tr>
<td>Delegated Power – the level of power given to the public</td>
<td>Most of the public is involved in committees or municipal discussions, for example, and has the authority to make decisions</td>
<td>To attain participation and accountability on the part of the authority and the public</td>
</tr>
<tr>
<td>Partnership – level of public power</td>
<td>The public is aware of all stages of planning, decision-making and responsibility, with the decision-making power in the hands of the local authority</td>
<td>To engage the public</td>
</tr>
<tr>
<td>Placation – tokenism level, can be lip service to the illusion of inclusion and engagement of the general public</td>
<td>Advising the public on the legality or feasibility of plans – by listening to the public’s needs and wishes, but the performance and the results are stored and held by those in power and authority</td>
<td>To listen to the public’s needs and desires and strive to reach agreement</td>
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<tr>
<td>Consultation – tokenism level, can be lip service to the illusion of inclusion and involvement of the general public</td>
<td>Consultation with selected groups by the authority through surveys, formal or informal discourse, a gathering of citizens and public research by the authority</td>
<td>To examine the impact of programs on various sectors</td>
</tr>
<tr>
<td>Informing – tokenism level, can be lip service to the illusion of inclusion and involvement of the general public</td>
<td>Surveys, information sheets through the various media to the public without any means of response. An important action as part of the process of citizen engagement and participation.</td>
<td>To initiate the flow of information in accordance with a decision by the authority</td>
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<td>Therapy – non-involvement</td>
<td>Support and public relations activities, e.g. responses to complaints by the public through various means</td>
<td>Reassurance – the authority is taking care of you</td>
</tr>
<tr>
<td>Manipulation – non-engagement and participation</td>
<td>Public relations activities</td>
<td>To educate the public and facilitate support of the public in the local authority’s programs</td>
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VALUES

Planning decisions are value-based and their consequences affect each and every individual’s life. Without a solid, clear-cut value base, the involvement processes can be merely a technical mechanism. Unless the mayor and the decision makers develop and maintain these values, it will be difficult to create a system of public involvement at the highest levels, but rather solely at the lowest levels.

- **A multidimensional systemic view** of the person and the city in which there is a connection among all the physical, environmental, political, social, cultural and economic aspects that affect daily life in the city
- **Partnership** – equality among the discourse partners
- **Social equity** – equal opportunities for the various and sundry community groups
- **Mutual accountability** by the mayor and the public with regard to the results
- **Transparency** of the process. This increases public trust in the local authority.
- **The right of expression**, freedom of information and making it accessible
- **A sense of community** – actions that are taken in order to meet the needs and interests, not only of the individual, but of all the members of the community
- **Sustainability** – concern for the welfare of future generations
ACTION PRINCIPLES

“Planning is a social act aimed at creating an optimal sustainable environment for meeting the needs of the human being, the community and the society” (from a "Guide to Integrating a Representative of the Society/Community into Planning Processes")

Emily Silverman (Silverman, 2011), one of the founders of the Coalition for Affordable Housing in Israel, wrote an article in which she presents two different approaches to city management

<table>
<thead>
<tr>
<th>Approaches</th>
<th>A Competitive City</th>
<th>A Social City</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urban Vision</td>
<td>Encouraging the construction of new neighborhoods and attracting a “strong” homogeneous population</td>
<td>The citizens’ satisfaction level</td>
</tr>
<tr>
<td>Urban Design</td>
<td>Design based on personal convenience: for the driver in his car, the family in its home</td>
<td>Community-based design, with an emphasis on the pedestrian; access to public transportation</td>
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<tr>
<td>City Management Style</td>
<td>The CEO of a business – a non-profit: the citizens are customers, and the city’s role is to provide efficient service to the consumer.</td>
<td>“Chief community social worker” – to listen to the citizens and businesses, make sure they get what they deserve, and strive to involve them in city life</td>
</tr>
<tr>
<td>Urban Budget</td>
<td>Competing with the nearby cities to attract the wealthier citizens and businesses – branding, building good areas. High-priced cultural events.</td>
<td>Budget directed to disadvantaged areas, to facilitate socioeconomic inclusion, create opportunities, and reduce stigmas. The citizen as a producer, not a consumer – especially as local cultural producers (encouraging creativity and involvement). Collaborative activities with neighboring cities.</td>
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A city that engages its citizens is one that has adopted the “social city approach,” which brings it closer to becoming an Education City. The following are the principles that guide a city in engaging the public:

1. It is the mayor’s responsibility to make an honest, genuine attempt at partnering with the public: to start viewing the public as a partner rather than as a customer.

2. **Motivating all the citizens** to give all of their strengths, talents, expertise, energy and knowledge in order to impact their own lives and the life of the community.

3. **“Mixing of Colors”** in terms of ages, professionals, various cultural and social groups from the authority and the public as an impetus to optimal implementation of the urban vision for all citizens.

4. **Honoring the past and being driven by the**
WHAT ROLE DOES TRUST PLAY IN CITIZEN ENGAGEMENT AND PARTICIPATION?

There are many studies on the topic of public cooperation and participation. In recent decades, we’ve seen the creation of a new normative perception of democracy that is identified with the philosophy of Jurgen Habermas: "deliberative democracy." This perception embodies a new concept of political public participation, and it has the potential to facilitate new avenues of civic involvement. In order to create a basis for the article, here are some definitions of the terms that we will use below:

- **Engagement:** an action based on a person’s decision/need to involve someone else or a body, e.g. a municipality decides to engage citizens such that the decision is made by the authority rather than the citizen.
- **Collaboration:** A process defined by repeated interaction of knowledge and mutual learning between two or more people, through joint work and an intellectual attempt to achieve a common objective.
- **Partnership:** equal relations among the various parties.
- **Participation:** A process in which we take part in an activity with others. It is one of the foundations of democracy, namely the individual’s desire and commitment to have an impact on the life of the community. There is a commitment to participate on the part of various groups in terms of age, culture, education and socioeconomic status (diversity and a mixing of colors).
- **Public:** Who are we referring to? Are we referring to the general public? Who is the relevant public? Is it possible to create collaboration among participants that have different levels of power? How do we ensure that the collaboration does not create a bias toward the ones with power? It is impossible to engage everyone in each process, and not everyone wants to participate. In order for participation to come out of partnership, we must enable all the relevant people to do so (including those who affect, and are affected by, the process regardless of power differences).
COOPERATION
AND TRUST

It is important to understand the connection between trust and cooperation (based on Fox, M. 2007). The literature presents three main definitions of trust:

Definitions Stressing the Concept of Trust Itself

1. Trust is the individual’s optimistic expectations in relation to the results of a specific event that occurs under conditions of uncertainty. In order to define these expectations as trust, the individual must be in a vulnerable state, i.e. the individual’s loss if the expectations are not exercised is greater than the expected gain if his expectations are not fulfilled. Without the characteristic of vulnerability, trust becomes a simple financial, rational calculation (Deutsch, 1958).

2. Trust is the decision to act in a certain way, i.e. the willingness to increase the chances of being hurt, based on expectations (Zand, 1972).

3. Trust as a subjective perception of the probability that the object of trust will act in a way that is beneficial to the person giving the trust or at least in a way that will not harm him (Gambetta, 1988).

Definitions Emphasizing the Conditions for Building Trust

Trust as the individual’s expectations related to the existence of conditions that lead to certain results.

Barber (1983) related to three main conditions: the preservation of social order, the technical ability to do the job, and high morality.

Many researchers have defined trust by means of various dimensions that describe conditions leading to trust. These conditions include integrity, transparency, motivation/pure intentions, consistency, openness, discretion, loyalty, availability, fairness, keeping promises, generosity, compatibility of values and ability. There are those who define three key, essential conditions: ability, generosity and morality.

Definitions Emphasizing the Result of Trust: Collaboration

Trust as equivalent to behavior characterized by collaboration and another perspective of the component of collaboration as being central to understanding of the phenomenon of trust.

Since trust is generally linked with collaboration and voluntary participation, there is a lack of clarity regarding the distinction between them. Although trust usually leads to cooperative behavior and participation, it is not an essential precondition for collaboration. Unlike trust, collaboration does not require risk taking. We can collaborate with someone we don’t really trust if there are external control mechanisms that, to a great extent, prevent the risk (Mayer, Davis & Schoorman 1995).

In attempting to define trust, we have to distinguish between trust, the factors that create it, and the results it produces. Nonetheless, there are elements in the definitions that emphasize the factors and the results, which aid us in distinguishing between trust and other similar concepts, and therefore a definition of trust will incorporate components taken from the various approaches.

Development of the research on deliberative democracy has contributed to the development of models and methods for citizen participation, as we will see below.

The definitions that emphasize the conditions for creating trust and the result of the trust and the connection with engagement and participation are significant when we wish to describe the tools and processes of citizen participation and their contribution to an Education City.
CITIZEN PARTICIPATION METHODS

The methods presented below primarily show ways to generate citizen participation. According to the citizen engagement and participation scale, they represent a high level of participation and engagement that is sometimes driven by the public, not the authority with the jurisdiction. There are several characteristics of these methods, and there is a hierarchy among them.

- The initiative of deliberative surveys and urban discussions stems from a decision by the local authority to conduct them as part of the citizen engagement process. The authority can suffice with these methods. The level of engagement is the lowest at this stage of citizen participation because most of the public is just expressing its opinion but is not a partner in the decision-making process.

- A citizens’ conference can be initiated by both the authority and the citizen, or by a local or national citizens’ organization that wants to influence the decision-making in the city.

- eDemocracy can be an auxiliary tool for citizen participation processes.

- The World Café get-togethers can be initiated by the citizens as well as the authority. In both cases, methodologies generate equality and full participation by the participants regardless of their statuses, roles or professions. In accordance with the purpose of these methods, they all affect the decision-making; some are partners in making and implementing the decisions. Both of them can be methods at a Future Center.

The following citizen participation models reflect Education City principles and values and make it possible to further the citizens’ active responsibility for building their desired vision of the future and taking action to realize this vision.

The World Café

Note: This sections is based on the World Café method, as described in http://www.theworldcafe.com.

“Our questions have the power to break us out of the shell of our understanding into new worlds. A vital question focuses the creative power of our minds. Real knowledge always emerges in response to our questions.” (Verna Alee, “The Knowledge Evolution”)

WHAT IS THE WORLD CAFÉ?

Imagine joining three or four people at a café-style table or in a small conversation cluster where collaborative thinking can really make a difference. Nearby, other small groups are exploring similar questions, noting down key insights and perspectives. Soon, you move to another group or café table, visit with new people, and cross-pollinate
ideas and insights. As the conversations connect, they spark new discoveries. Innovative opportunities begin to appear. Collective knowledge grows and evolves. A sense of the larger whole becomes real, and the wisdom of the group emerges for all to experience.

It’s an easy-to-use method for creating a living network of collaborative dialogue around questions that really matter, offering a relaxed, practical yet creative way to grow our capacity for thinking together. These "conversations that matter" foster deeper connection, learning, knowledge sharing and new possibilities for action.

Just as fish don’t see the water in which they swim, we rarely notice the larger systemic influence of the webs of conversation in which we participate. The ideas shared and commitments made in these exchanges often shape the future in ways we don’t anticipate. Once we become aware of this powerful reality, we can use it more effectively for our mutual benefit.

The World Café is based on the assumption that people already have the wisdom and creativity to confront even the most difficult challenges within them. Given the appropriate context and focus, it is possible to access and use this deeper knowledge about what’s important.

**Guiding Principles for Hosting a World Café Conversation**

Designing an exciting World Café conversation is not hard — it’s limited only by your imagination! The Café format is flexible and adapts to many different circumstances. It is based on seven simple guiding principles that, when used in combination, foster courageous conversation and collective intelligence.

**Clarify the Context**

To start off, it’s important to clarify the purpose of your Café, the participants you are inviting, and
the parameters you are working within in order to be able to create an invitation that engages people’s interests and curiosity.

Clarify The Purpose

The purposes for which World Café conversations are held are as diverse as the people attending them. Sometimes a conversation is given a special name to reflect its unique objectives, e.g. "Leadership Café," "Strategy Café," "Discovery Café," "Product Development Café" and "Knowledge Café."

Before you host a World Café conversation, be sure to ask yourself:

- What is the situation that makes this conversation important? Why are we bringing people together?
- What focus, themes, or areas of inquiry will be relevant and meaningful to those who will be coming? Do we need a special Café name to focus people's attention?
- What is the best outcome we can imagine? An outcome isn't always an immediate "answer" or "solution." Often the most powerful outcome is discovering the right questions or creating the opportunity to think together with others about an issue for the first time.

Create a Hospitable Space

Café hosts around the world emphasize the power and importance of creating a welcoming environment — one that feels safe and inviting. When people feel comfortable to be themselves, they do their best thinking, speaking and listening.

The Invitation

- Your invitation should reflect the difference between a traditional business meeting and a Café.

The Physical Environment

- It is critical to create a comfortable environment that evokes a feeling of both informality and intimacy. When your guests arrive, they should sense immediately that this is no ordinary meeting.
- The key is to find the type of space that allows you to create a "Café feeling."

Explore Questions That Matter

The question or questions discussed during a Café conversation are critical to the Café’s success. Finding and framing "questions that matter" to those who are coming to the Café is an area where thought and attention can produce profound results. In many cases, Café conversations are as much about discovering and exploring powerful questions as they are about finding immediate solutions. Innovative results can often be realized more readily through Café conversations than by formal planning and traditional problem-solving techniques.

For example, as you’ll see below in the section on "The 1,000 Round Tables," the two questions discussed by the participants were as follows:

The first question: "Following the protest, what are two things in Israeli society that you would like to change, and how do they relate to you personally?" It is important that people say their own things, things that pain them.

The second question: "What can we as a group, and I personally, do to facilitate these changes?"

Encourage Everyone’s Contribution

Whether you are the Café host or the host of an individual table, it is important to encourage everyone to contribute their ideas and perspectives, while allowing anyone who wants to contribute through their listening or silent presence to do so. One of the reasons for having only four to five people at a Café table is to enable each voice to be heard. For example: In one of the round table
discussions, all the participants were adults except for one, who was a boy from the town. He didn’t talk until I turned to him and invited him to contribute to the thinking. The things he said made the difference in making the future of the town look brighter.

In any case, we have found that people usually feel freer to speak and listen more deeply to others if there is a talking object available to support the dialogue. The talking object can also be passed around in a circle, or the person who begins can simply offer it as a gift to whomever they choose. No one interrupts the person who is holding the talking object. For centuries, indigenous peoples have used a “talking stick” to encourage mutual support and deep listening.

**Connect Diverse Perspectives (mixing colors)**

The opportunity to move between tables, meet new people, actively contribute your thinking, and link the essence of your discoveries to ever-widening circles of thought is one of the distinguishing characteristics of the World Café. As members carry key insights or themes to new tables from their earlier conversations, they cross-pollinate ideas, greatly enriching the exchange. Patterns emerge, additional perspectives surface, and surprising combinations of insight and creativity reveal themselves in ways people had not previously imagined. At this point, the exploration spirals to another level.

Participants entering the conversation with fixed ideas may find themselves more open to other people’s contributions. People often find common patterns that take them beyond the original question, or someone offers a contrary viewpoint that ignites an entire avenue of relevant exploration.

Upon completing the initial round of conversation, ask one person to remain at the table as the “Table Host” while the others become travelers or “ambassadors of meaning.” The travelers go to new tables, carrying with them the ideas, insights or deeper questions of their initial group.

**Listen Together for Insights and Deeper Questions**

The Spanish word *el meollo* means “the essential nature or deeper substance of a thing.” Café conversations give all members, both individually and collectively, the opportunity to listen for and discover *el meollo* — the deeper patterns of meaning beneath what initially appears to be a chaotic, messy exchange of ideas and perspectives. Noticing patterns and connections lies at the heart of knowledge creation. Dynamic listening plays a key role in realizing such breakthrough discoveries.
As the Café host, how do you encourage dynamic listening?

- **Listen to learn:** Encourage members to enter the conversation with the goal of learning from each person at their table.

- **Listen for differences:** Ask people to be curious and to listen for differences, surprises and challenges.

- **Listen with support:** Breakthrough thinking occurs most often when one person encourages another to take his or her thinking further.

- **Listen for connections:** To arrive at deeper meaning requires the discipline of “shared listening,” i.e. everyone listening together for the new connections, collective wisdom, or insight that no individual member of the group might access alone. A host at a Scandinavian World Café calls these deep insights “The Main Magic.” This “magic” can emerge at one of the coffee tables or when the whole group harvests and gathers the shared insights.

- **Listen reflectively:** Sometimes it’s helpful to intentionally pause between comments, allowing time for new ideas to surface. Encourage each Café table to take some time to reflect during their inquiry together, to ask, “What’s at the center of our conversation?”

### Harvest and Share Collective Discoveries – Town Meetings – Conversations of the Whole

Through practicing shared listening and paying attention to emerging themes, patterns, and insights, we begin to sense a connection to the larger whole. After several rounds of conversation, it is important to engage in a conversation of the whole, what we call “town meeting–style conversations.” These “town meetings” are not formal reports or analytical summaries. They serve as time for mutual reflection, offering the entire group an opportunity to notice the deeper discoveries, themes or questions that are now present.

### 5 Ways to Make Collective Knowledge Visible

- **Use a visual recorder:** In some Café gatherings, a visual recorder captures the whole-group conversation by literally drawing the
Tools for Participation

Example: "The People demand Create Social Justice"

Take a gallery tour: At times, people will place the paper from their tables on the wall so that members can take a "tour" of the group's ideas during a break.

Post your insights: Each participant can write one key insight on a large Post-it note and place it on a rolling white- or blackboard or on the wall so that everyone can review the ideas during a break.

Create idea clusters: Sometimes volunteers group insights from large Post-its notes into "affinity clusters" so that related ideas are visible and can help the group plan its next steps.

Make a story: Some Cafés create a newspaper or storybook to share the results of their work to larger audiences after the event, or a visual recorder will create a "picture book" along with text as documentation for future use.

The Night of 1,000 Round Tables

In July 2011, massive social protest erupted in Israel. By September, the public felt the time had come to refine their demands, and to start crystallizing solutions for the many social challenges that the protest addressed. Some leaders of the protest organized a "Night of the 1,000 Round Tables." Dani Gal, one of the architects and leaders of the Tel Aviv protest, described the idea:

"It will be an event with 1,000 round-tables held simultaneously across the country, with ten participants at each table. It’s important to stress that we’re not inviting participants upfront. Everyone who turns up can take a seat at the table. This way, we hope to get a broad representation of all kinds of populations in Israel. And we’re now working so that the message about the event will also reach populations that are not naturally
connected to the Internet, so they can be properly represented in the discussion.

Each table will have a professional group-facilitator - who will see that there's the same respectful and attentive discourse which has been the hallmark of the protest. We recruited the facilitators in recent weeks, and made sure to put together a group that's geographically and demographically diverse.

The discussion will focus on two questions, to be presented to the participants in two rounds: first, "Following the protest - which two things do you want to change in Israeli society, and how are you personally connected to them?" We think it's important that the discussion isn't a general one, that people speak their minds, and talk about the things that hurt them. The second question is: "What can we - and I personally - do, to advance those changes?"

There will be a laptop on each table, and the main points discussed will be recorded. The output will be transmitted in real-time to the editorial desk, then transferred to screens displaying the main points. In sites without screens, the output will be transferred to the main website of the protest.

All discussions at every table will end with an invitation for participants to suggest ways for transforming the social protest into real change.

The facilitators will collect their ideas, and upload them onto a website that will serve as a center for "market initiatives." After the event, every Israeli citizen can see the proposed initiatives, get in touch with those who suggested them and create groups that will continue promoting those ideas.

The event was held on 11 September with 130 cities and communities participating. On the Tel Aviv Museum Plaza, everyone who arrived joined the ten participants who gathered at each of the 1,000 tables set out in the plaza. There was an exciting, concrete and optimistic sense of the inherent power of the shared intelligence of around 10,000 people who gathered for two hours to think about their country's social future and how to get involved in it. And there was the feeling that ideas were flowing from all the tables across Israel, which we saw on the large screens set up on the site. We made our contribution through our "reporter", who recorded our ideas and uploaded them to his iPad. We felt that "everything's possible." Technology enabled 10,000 people to connect their minds and hearts - for two hours of co-creating the future.


Open Space Technology

Opening space at organizations and, in its overall sense, creating space for new life: space for evolvement, creativity, new development, the "birth" of the next phase.

In brief, Open Space Technology is a group meeting system that facilitates productive discourse and action through a view of the whole. The system can be applied in a small (even 5 participants) or large group of participants (the largest group consisted of 2,018 people).
Broadly, you can see the opening of the space as a worldview, an approach to life that regards existence and the universe as an infinite space that is open and opens up to everyone all the time; it assumes that man is a creator who wants to create the reality of his life. (The knowledge of the open space was written on the basis of an article by Tovah Averbuch and Avner Haramti: http://tovaaverbuch.com/4-2/100-2/.)

What is Open Space Technology (OST)?

Open Space Technology was created by Harrison Owen in 1985 when he discovered that the most productive, enriching, enjoyable and creative place for people at conferences is...the coffee break! And OST is still being created by those who have been dabling in it for the past 20 years in over 90 countries (in Israel mainly since 1999). In fact, OST developed as a method that attempts to track the characteristics of the "break" and create infrastructures that enable groups/organizations to gather ideas, energy and leadership that are created naturally and then organize them into productive action.

How Does It Work?

The idea is to bring together all the stakeholders along with those who have the energy and care about a particular topic to discuss it in one space in terms of place and time. The open space invites expression and leadership from each of the participants, thereby facilitating and encouraging natural leadership growth by the person who's suited to the matter and the person who's passionate about it, and not necessarily the official position holder or the person in power. In applying OST, you create a natural connection between "passion" (interest in the matter, caring, concern) and "responsibility" (initiative and leadership) by making sure to invite people (rather than force them), trying to bring together the entire range of differences on a topic (not just the organizers' associates or "VIPs"), and conducting the meeting with full access and transparency of information. This technology facilitates effective issue resolution, complex decision-making and action-taking within a short amount of time.

The common result is effective, powerful reinforcement and connection of organizational processes such as planning and action; learning and doing; passion and responsibility; and involvement and performance.

During the first hour of the meeting, the people who have gathered to discuss a question/issue determine their agenda as follows: Everyone present writes down an issue/question that is important to him within the context of the meeting theme, announces it to all the attendees, and initiates a small meeting as part of the general gathering. He states the time and place of the meeting, declares that
he is the “host” of the conversation and invites all those who are interested. It is also his job to ensure that the meeting is summarized and documented. An empty matrix of possible times and meeting places eventually turns into a marketplace teeming with topics from which each participant puts together his own personal agenda and acts to carry it out.

At the end of the discussions, the host puts all the summaries into one document, photocopies it and hands it out to all the participants, thus providing them with real-time, transparent, evolving information that enriches and impels the dialogue and the joint efforts.

How Do You Create a Meeting that is a "Break"?

The behavior rules are few and simple, aimed at neutralizing guilt and blame and opening space for a new occurrence. We will list them here without expounding on them:

The Four Principles of the Open Space

- Whoever comes is the “right people.”
- Whatever happens is the only thing that could have happened.
- Whenever it starts is the right time.
- When it’s over, it’s over.

Feet, Bees and Butterflies

- One rule is “The Law of the Two Feet”: If you find yourself in a situation where you are not contributing or learning, move somewhere where you can. Your heart, mind and body should be in one place...
- The open space also invites “bees and butterflies” as two roles that are very beneficial for the individual and the group. The bee chooses to be “here and also here and also here” and carries a little pollen from group to group, pollinating the whole. The butterfly wants to rest, not move; to be beautiful and sit on a branch…This state of non-movement produces highly creative directions.

The Basic Condition: All that’s required in order to open a space is the willingness to be surprised.
DELIBERATIVE DEMOCRACY

Who has the right to shape life in a community or a democratic country?

Amy Gutmann and Dennis Thompson (GA & TD, 2004) cite four characteristics that, when combined, can define democratic governance culture as one in which equal, free citizens take part in the decision-making process by discussing and suggesting reasons for and against the various proposals. The purpose of the process is to reach an agreement that is binding on all the citizens in the present, yet open to criticism and challenges in the future.

1. The government has a need to gain approval and legitimacy vis-à-vis decisions made by the citizens and their representatives, i.e. the legislator should not treat the citizen as an object but rather as an independent "agent" who takes part in controlling the society in which he lives, either directly or through representatives. The justifications for decisions should be accessible to all the citizens who are affected by these laws, i.e. full transparency.

2. The discussion/consultation process will be binding, and it will be legally implemented for a certain period of time. The purpose of the agreement reached by the participants is not just to advance the discussion, but also to influence the decisions. The joint consultation process can stop when the leader makes the final decision.

3. The dynamism of the process: The legitimacy of a decision today may not necessarily be true in the future and may change, depending on the circumstances. The possibility of an ongoing dialogue is preserved, with the citizens having the opportunity to criticize past decisions in order to change decisions or policies in the future.

There are various models of citizen engagement and deliberation, including citizens' conferences (also called "consensus conferences"), "deliberative polls" and "urban debates."

DELIBERATIVE POLLS

Deliberative polls are part of the deliberative democracy concept. They are based on the basic assumption that the deliberation and knowledge acquisition process in a democratic country has an impact on the citizens' preferences in relation to policy and the shaping thereof.

Deliberative polls provide the participants with information on public policy as well as an opportunity to discuss that information with people who hold a wide range of opinions.

The deliberative poll begins with interviews conducted among a random representative sampling of the population (about a thousand respondents). Following the interviews, the participants are invited to a meeting that includes face-to-face debates (after receiving balanced background material on the topic under discussion). During the meeting, there are small group discussions and a plenary session with the participation of experts. The participants present questions to the experts. They then fill out the same questionnaire they completed during the preliminary interview. This makes it possible to measure the change in views following exposure to the information and the discussion with the people holding various opinions. The results of the "before" interviews are similar to those that would have been obtained if a regular survey or vote had been taken among the public, whereas the "after" results reflect the nature of the public opinion if the public had been exposed to diverse viewpoints expressed by other citizens and experts and it had been given an opportunity to discuss and clarify the issue.

One of the most important advantages is a large sample and a large number of participants (hundreds of people) in the process, in which the selection is random.
The purpose of the deliberative polls is not to reach a consensus, but rather to make each participant more knowledgeable and give him a chance to examine his views in light of the new information and the variety of opinions to which he is exposed during the discussion. The goal is not to reach a uniform "verdict," but to assess the public’s views and the change they undergo as a result of the process. The deliberative polls tell us what direction the change is going in, who is apt to change his mind, and in what way and to what extent.

The first deliberative poll was conducted in the UK in 1994. Out of 16 deliberative polls conducted at the national level, five were conducted in the UK. The discussions on the deliberative polls were broadcast on television, thus increasing their impact and expanding the circle of information acquisition and deliberation among all the viewers. The surveys dealt with various topics: dealing with crime (1994), the future of the UK in Europe (1995), the monarchy (1996), and economic issues. In the US, deliberative polls were conducted nationally, regionally and locally, and dealt with issues such as electricity policy. In Australia in 1999, a deliberative poll was conducted on an issue that was subsequently the topic of a referendum, namely Australia's linkage with the British monarchy.

All the deliberative polls found significant changes in views among the participants. As a rule, the deliberative poll method is particularly effective in matters on which the public has little information (some office budget) or on issues over which there are competing views (environmental protection versus energy). Deliberative polls are an example of how you can promote civic education by means of research methods employed in the social sciences.

References


About C2City

C2City guides international cities in their journey toward becoming an Education City by promoting personal, social, and urban development through innovative educational transformation.

C2CITY IS A...

VISION
The vision of C2City is to promote personal, social, and urban development around the world through city-wide collaboration around education, such that all members of a community have the right to express and develop their uniqueness while respecting the right of others to do the same.

CONCEPT
The C2City concept revolves around collaboration with cities and localities who believe in taking responsibility for the education of all their members throughout their entire lives. Using the C2City model, program, and methods, we guide cities in their journey towards realizing the transformative ideas of Education City.

JOURNEY
C2City is a transformation process guided by the concrete needs of the city and its members as well as clear goals. It begins with strategic mapping and continues with the co-creation of a vision, a desired image of the future, a strategy to promote this Future Image, and a practical plan of action.

PORTFOLIO
The C2City Knowledge Center is led by experts engaged in developing a diverse set of tools and materials, culminating in a knowledge portfolio that supports the set-up of a full-blown Education City. These materials explore the theoretical, pedagogical, economic, organizational, and ethical facets of the Education City concept.

TEAM
The C2City team consists of an international set of approximately 50 education practitioners, researchers, and managers who believe in the transformative power of education and learning within cities and have extensive experience in international school management and the implementation of Education City programs. Two educational organizations have joined expertise, experience, and resources to promote the C2City vision and mission worldwide:

Nobel Education Network
Headquartered in Berlin, Germany, Nobel Education Network (NEN) provides world-class education with an emphasis on nurturing unique talent. It does so through an international network of high-quality schools that allows for the exchange of students, teachers, curricula, expertise and research. Through its schools, NEN connects local communities to best practices in international education.

http://www.nobel-education.com

The Institute for Democratic Education
Headquartered in Tel Aviv, Israel, the Institute for Democratic Education (IDE) has developed many innovative models and programs (Education Cities, Educational Pioneers, Future Centers, etc.) operated in collaboration with three universities. The 60 IDE team members are engaged in realizing these numerous models in real-world projects and turning the theoretical and practical knowledge into a rich knowledge portfolio.

http://www.democratic.co.il/en
WHAT IS AN EDUCATION CITY?

An Education City has set itself the goal of developing a society that recognizes and supports the equal rights of all its members to reach self-fulfillment. An Education City that promotes these values constitutes a tremendous driving force for personal, social, and economic development. An Education City spurs life-long learning, creates an incentive for innovation, and generates human capital by giving all residents (of any age) equal opportunities for themselves and their unique initiatives, thereby contributing to the wider community. An Education City has four core principles:

- The whole city serves as a learning and education space for its citizens. From "a school in the city" to "a city as a school"
- The city takes responsibility for education processes, 24/7, throughout the citizen’s life
- The city encourages proactive citizen participation, citywide collaborations, and communal dialogue
- The city helps its citizens understand take pride in and leverage their identity on a local, national, and global scale

Cities engaged in Education City projects report increased academic achievement and motivation levels in children, positive migration from young families, enhanced local economy, and an increase in local pride.

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We welcome the opportunity to discuss the C2City program and potential collaborations with your city!