



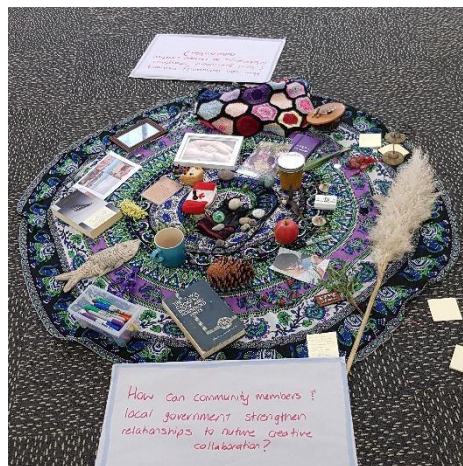
**ART OF PARTICIPATORY
COMMUNITY BUILDING WORKSHOP**

22 - 24 MAY 2019, ALBANY, W.A

How can community members and local government strengthen relationships to nurture creative collaboration?

The Art of Participatory Community Building Albany Harvest 2019 22 -24 May

Core Team: Dee Brooks and Michelle Dunscombe (Jeder Institute), Liz Nicholas (Link West), Josephine Lebbing (Community Empowerment Network), Petra Thompson (Denmark Community Resource Centre) and Tammy Flett (City of Albany)



Thank you to City of Albany for supporting the training of practitioners and community members to support collective learning.



BACKGROUND

Many of the challenges faced by individuals and communities require transformational change, which can best be achieved by focusing on the strengths within. Ways to access and build on these strengths include:

- Citizen & Community-led Initiatives
- Asset-based or Place-based projects
- Collective Impact & Action work
- Co-Production, Collaboration & Community Conversations
- Participatory Citizen's Juries, Participatory Budgeting, & more

Over the 3 days of this Art of Participatory Community Building workshop, met at South Regional TAFE, Albany and experienced how to blend Asset Based Community Development with a range of powerful strengths- based approaches to community work and complementary methodologies to create powerful outcomes and left with practical tools & skills on how to:

- Focus on assets and strengths rather than deficiencies
- Discover ways to blend methodologies
- Build effective partnership strategies
- Increase confidence in hosting group work
- Form powerful enquiries and proposals
- Explore group dynamics and decision-making

UNDERPINNING FRAMEWORKS

Participants learned ways to weave, embed and sustain ABCD with many of the following strengths- based and participatory practices through co-design and collaboration processes and how to move from dialogue to action to discover ways to address complex challenges via innovative solutions. Some of these methods were:

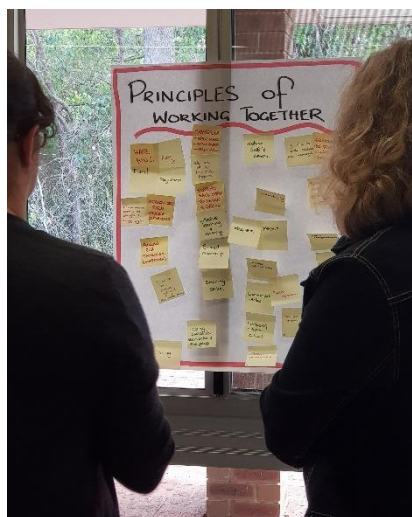
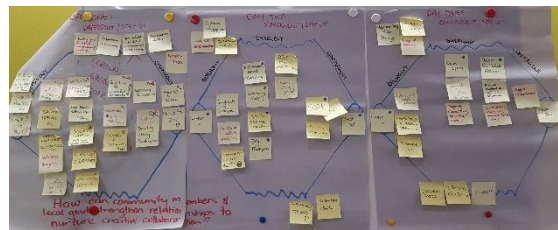
- Asset-Based Community Development (ABCD)
- Results Based Accountability (RBA)
- Design Thinking
- Art of Hosting & Harvesting Conversations & Work that Matters
- Circle Methodology
- World Café
- Open Space Technology
- Appreciative Inquiry & SOAR
- Graphic Harvesting
- DEC Thinking & Breath Patterns
- Presencing & Theory U

Throughout this document, you'll find the "Harvest" (essence) of what occurred and how participants stepped up to practice, in a short time, through deep and intentional invitation.

More information on the processes and practices can be found in the AoPCB Guidebook, which you can download for free here: <http://jeder.com.au/art-of-participatory-community-building/>

Design day

The Core Team for the training met at for a day of design on Tuesday 21st May, based on the principle that it is common sense to get stakeholders together when designing for the common good. The design day planning poster we left up over the 3 day workshop for transparency and to support the flexibility and movement of content.

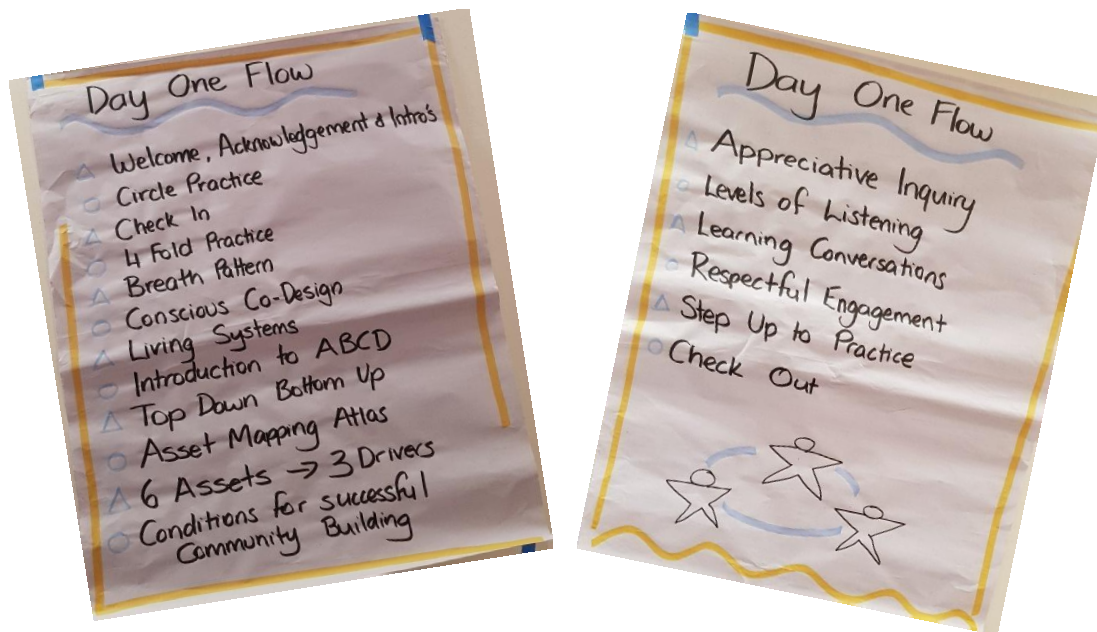


The core team were guided by a co-creation process and considered the principles for working together over the 3 days of co-hosting the training, before moving into the co-design process.

DAY ONE

Welcome and Acknowledgement

Tammy welcomed all participants to the training and respectfully acknowledged the traditional owners on whose land we were gathering over the next 3 days, the Menang people of the Noongar nation, paying respects to elders past, present and emerging.



Overview

Michelle followed the welcome by introducing herself and invited the hosting team of Dee, Petra, Liz, Josephine and Tammy to introduce themselves.

Dee explained the overarching Flow of “step in, step up and step out” which would be the pattern that the 3 day training would follow and then introduced the processes and practices that would be covered on day one.

Circle Practice

Dee introduced Circle practice and the principles behind sitting in circle, which is an ancient form of meeting that has gathered human beings into respectful conversation for thousands of years. The circle has served as the foundation for many cultures.

3 circle principles:

- **Leadership rotates** among all circle members
- **Responsibility is shared** for the quality of experience
- **Reliance is on wholeness**, rather than on any personal agenda

3 circle practices:

1. **Speak with intention:** noting what has relevance to the conversation in the moment
2. **Listen with attention:** respectful of the learning process for all members of the group
3. **Tend to the well-being of the circle:** remaining aware of the impact of our contributions

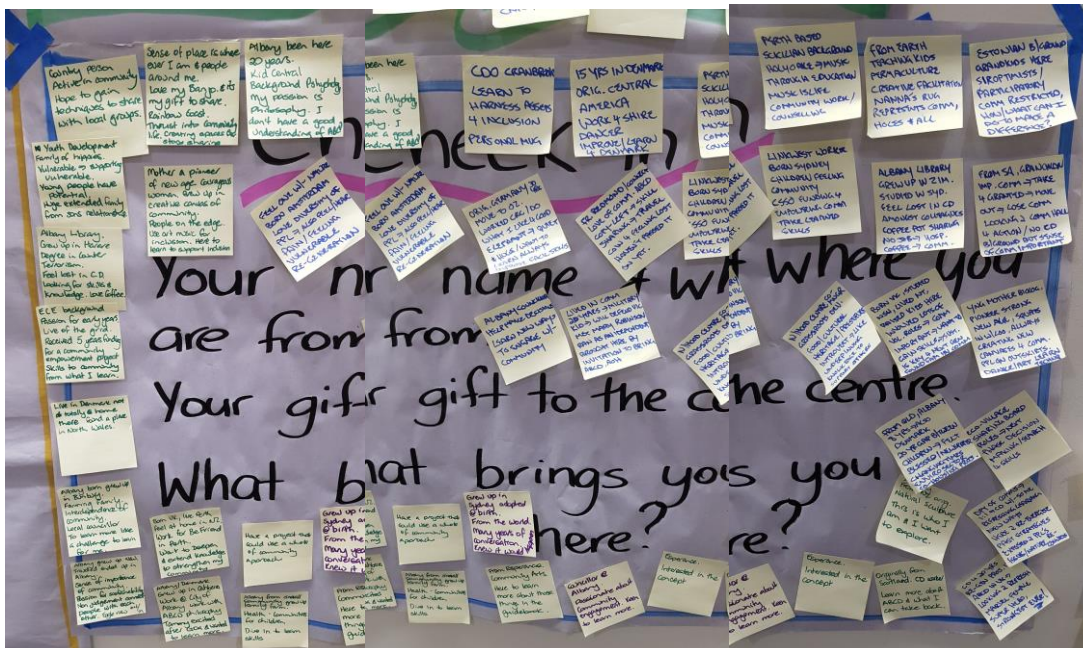
The active components of good circle practice:

- Intention
- Welcome or Start-point
- Centre and Check-in or Greeting
- 3 Practices
- Speak with Intention
- Listen with Attention
- Tend to the well-being of the group (remaining aware of the impact of our contributions)
- Check-out and Farewell

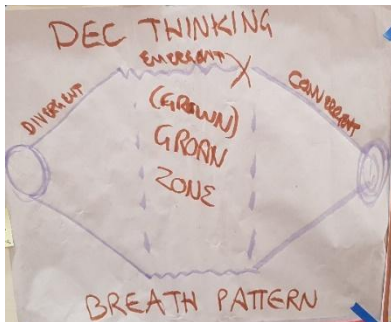
Check-in:

We opened the circle with a check in asking everyone to share

- Their name and where they were from
- Their gift to the centre and
- What brings you here?



Breath Pattern - Divergent, Emergent, Convergent Thinking



Dee introduced the Breath Pattern otherwise called Divergent, Emergent, Convergent (DEC) Thinking. In entering into an inquiry or multi stakeholder conversation we operate with three different phases in the process— divergent, emergent and convergent. Each of these phases are different and it is important for a host to know where we are in the process and what is needed in each phase.

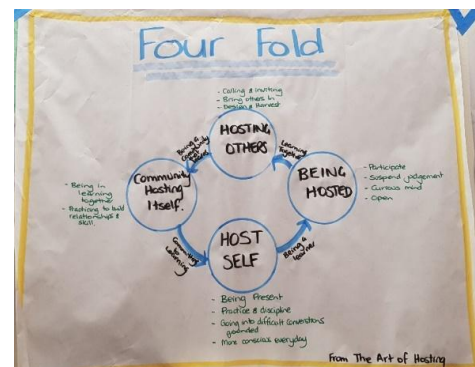
The three phases are different ways of thinking and working that is complementary. They can be likened to the three phases of breathing: breathing in (lungs expanding/diverging) holding, breathing out (lungs contracting/converging). Divergent and convergent ways of thinking and working are complementary and different.

Four Fold Practice

A practice means actively and regularly doing something to maintain or enhance a skill or ability. Being truly present, engaging skilfully in conversations, being a good host of conversations and engaging with others in co-creation are all practices or skills that are easily understood, but it takes continuous practise to hone these skills.

There are four basic practices that are foundational to the Art of Hosting and Participatory Leadership:

- ❖ Hosting self
- ❖ Being hosted
- ❖ Hosting others
- ❖ Being part of a community hosting itself

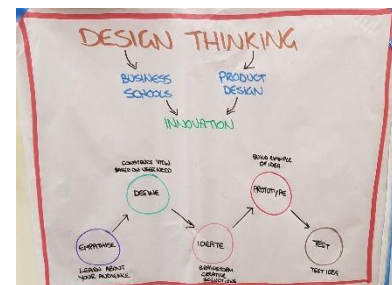
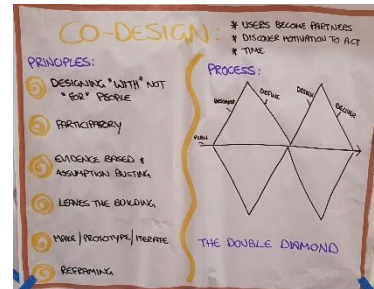
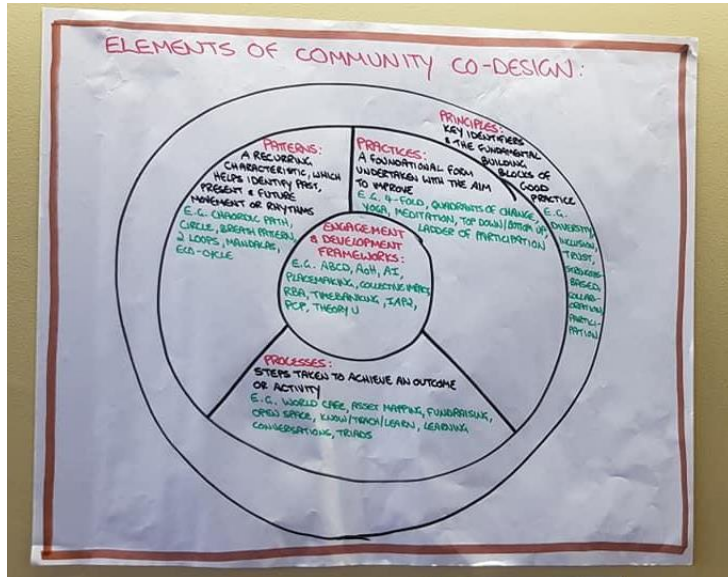


Michelle invited people into a 4-Fold activity where participants were asked to move to the Fold where they felt their passion/like/interest was strongest, or most comfortable, and to have a discussion with others who joined them. After a time, people were then asked to move to where they felt their Learning Edge was and engage in a second discussion with whoever else joined them there. After each discussion, participants offered feedback about the essence of their conversations.



Conscious Co-Design

Dee shared the Jeder Institute's thinking around the patterns, practices, processes and principles of participatory community building, co-design and potentially, Design Thinking when aligned with the work of Giorgio Agamben.



Dee shared the definition(s), to date, of patterns, practices, processes and principles within community engagement and development frameworks and invited people to share their thoughts on others.

Pattern: a recurring characteristic, which helps identify past, present and future movement or rhythm, e.g. chaos and order, new system and old system

- Circle Work
- Chaordic Path
- Two Loops
- Complexity
- DEC Thinking
- Theory U (?)
- Appreciative Inquiry (3 stages)
- Living Systems

Practice: a foundational form undertaken with the aim to improve, e.g. a repeated daily practice, conscious reframing, shifting perspective

- Circle Practice
- Glass half empty/full
- Strengths versus Needs
- 4-Fold
- Appreciative Inquiry (5D's)
- Check in/out
- 90/10 Principal Principle

Process: steps taken to achieve an outcome or activity, e.g. intentional movement, generative space

- Assets & Asset Mapping (5 levels)
- Bumping Spaces
- World Café
- Open Space
- SOAR (don't SWOT)
- Learning Conversations
- Top 100
- Designing for Wiser Action

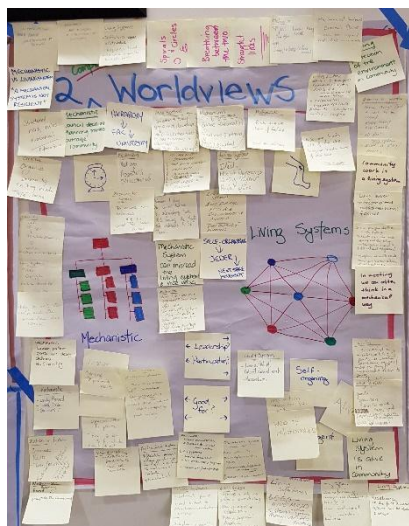
Principles: Key identifiers and the fundamental building blocks of good practice

- Diversity
- Inclusion
- Trust
- Strengths-based
- Collaboration
- Participation

The full Conscious Co-Design blog can be found here: <http://jeder.com.au/conscious-co-design/>

Living Systems

Liz presented an overview of 2 complementary worldviews; the Mechanistic System and the Living System. Liz then invited participants to discuss their thoughts with others, in small groups and feedback individually onto sticky notes to further share any comments with the collective.



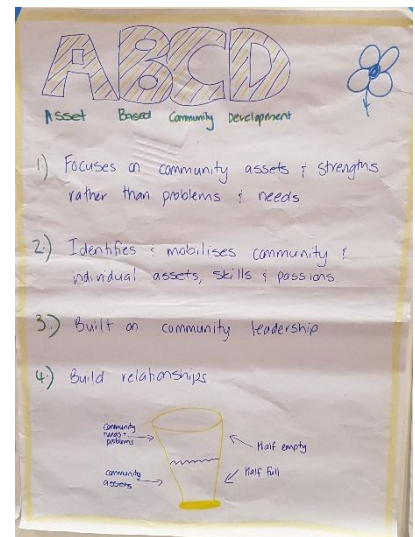
Introduction to ABCD

Tammy introduced Asset Based Community-Led Development (ABCD), explaining the history of the work John McKnight and Jody Kretzmann undertook at North Western University, where the ABCD framework was born now situated at DePaul University.

ABCD is a powerful approach to community engagement and development that focuses on abilities and potential, rather than problems and deficits by discovering the resources that are already present in a community. Discovering community strengths is a powerful and productive way to address problems and realise a collective vision.

Asset Based Community Development:

- Focuses on community assets and strengths rather than problems and needs
- Identifies and mobilises community and individual assets, skills and passions
- Is built on community leadership
- Builds relationships



Top Down Bottom Up

Michelle shared the practice of starting with a bottom up question, rather than a top down answer. The following is an excerpt from the Participatory Community Building Guidebook:

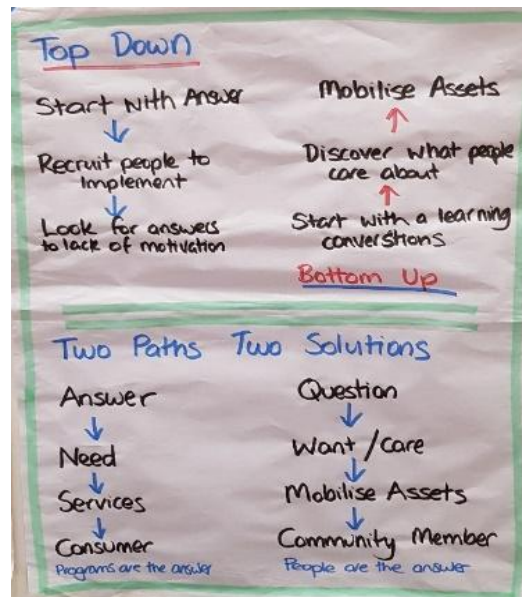
“When we start with an answer, we then need to recruit people to implement that answer. The people we find may not be invested or have a motivation to act so we then need to find another solution to boost their lack of motivation. Sounds like a hard job!

But, when we start with a learning conversation, we discover what people truly care about, right from the start and discover what they have or want to offer as part of the productive solution. Once we have discovered this, we can mobilise the assets of individuals, families and communities.

So, there’s 2 paths that have 2 solutions. If we start with answer, we are identifying a ‘need’, services are then allocated and people are consumers of these services. This path says that programs are the answer.

But, if we start with a question and we discover what people care enough to act on, we can get some action happening and people are community members. This path says that people are the answer.

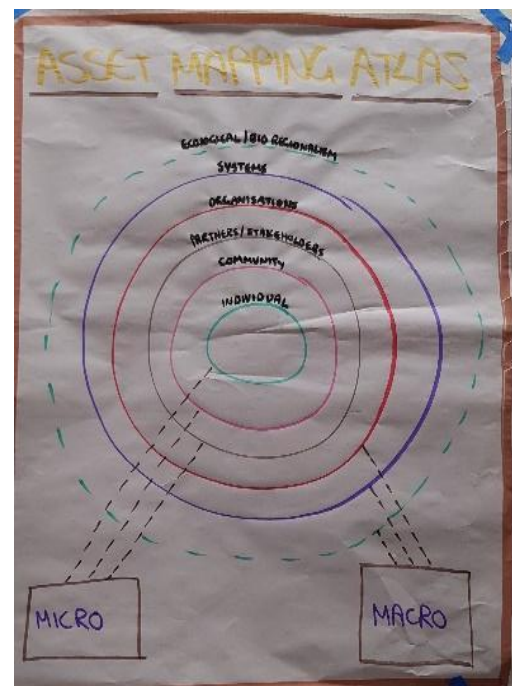
Now, we are not saying that programs are all wrong. If I broke my arm and needed rehabilitation, I would, no doubt, work through a program with a trained professional. But, when we are looking for solutions to concerns such as community inclusion, it's everybody's business and yet, we don't need everybody, only those who care."



Asset Mapping Atlas

Dee introduced the 6 elements of the Asset Mapping Atlas from Jeder's emergent work alongside the ABCD principles, which we would be working with in more detail over the next few days:

- Individual; talents, skills, abilities, talents
- Community; resources, networks, non/physical
- Organisational; constituents, materials, equipment
- Stakeholder (partners); business, gov/non-gov, volunteers, lived experience
- Systems; elemental, agents, components
- Ecological; land / humans / other creatures (this emergent level of mapping is still evolving)



Six Assets – Three Drivers

Tammy shared the 6 Assets and 3 drivers of ABCD in a story based on her community work:

1. We recognise the skills and abilities of **individuals** within the community and find people who are passionate about the community and are good at making connections.
2. We identify **community organisations and networks** and what they offer (or could offer) to the community.
3. We look at what **non-government organisations, not for profits, government agencies**, are already connected to the community. We pay particular attention to small, local institutions.
4. We look at our **physical environment** (both natural and built) in a new way.
5. We consider the **local economy** in a broad way so that we include the informal economy (e.g., people swapping goods and services, voluntary work) as well as the traditional economy (e.g. production, consumption).
6. And finally we appreciate the **stories, culture and heritage** of the community

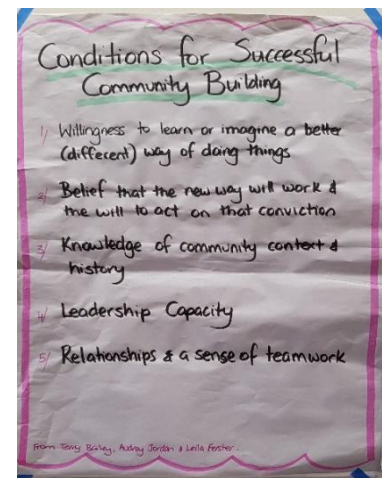


Conditions for Successful Community Building

Michelle shared the **conditions for successful community building** from Terri Bailey, Audrey Jordan and Leila Feister and build on work by Otto Scharmer (Theory U) to consider and reveal the "essential conditions" needed for successful community change initiatives, because community change doesn't exist in a vacuum.

Among the most essential conditions are:

1. **Willingness to learn and imagine a better way** of doing things.
2. **Belief** that the new way of doing things will work and the will to act on that conviction.
3. **Knowledge of the community context and history**, especially the nuances and impact of race, politics, social networks and other initiatives or programmes that have operated in the area.
4. **Leadership capacity**, along with continual efforts to develop and replenish the supply of community leaders. The process of becoming a leader prepares stakeholders to participate in a democratic process and provides a structure for shifting power to those who are most affected by community conditions or by the desired changes.
5. **Relationships and a sense of teamwork**. Social relationships encourage and provide neighbour-to-neighbour support, help people overcome the isolation of living and working alone, and overcome geographical, racial, class and power differences.

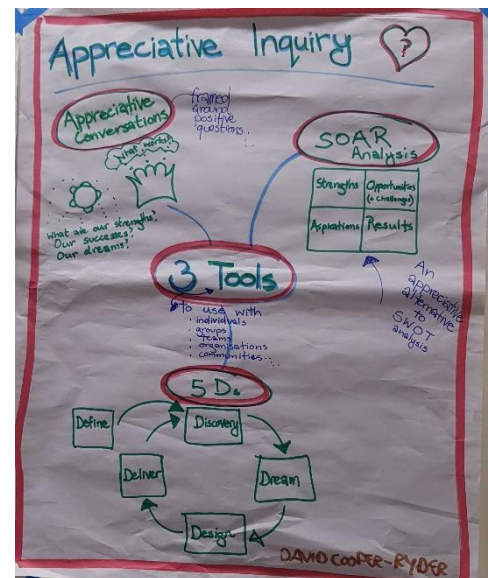


Appreciative Inquiry

Liz shared an overview of 3 Appreciative Inquiry tools to support a focus on what has been successful and encourages individual and collective reflection on how to do more of what works, instead of trying to solve a problem by doing less of something that was not done well in the first place.

Appreciative Conversations framed around a positive question such as What are our strengths, success and/or dreams? And exploring what works and how do we get more of the good stuff.

The **SOAR process** is an appreciative inquiry planning process that encourages us to focus on Strengths, Opportunities, Aspirations and Results rather than the traditional SWOT analysis. Why SWOT when you can **SOAR!**



The **5D Cycle of an Appreciative Inquiry** process:

Appreciative inquiry can be implemented as a longer structured process going through 5 phases of:

- Definition: Surfacing the focus for inquiring appreciatively.
- Discovery: Identifying organisational processes that work well.
- Dream: Envisioning processes that would work well in the future.
- Design: Planning and prioritising those processes.
- Delivery: Implementing the proposed design.

Levels of Listening

Petra shared the following poem about listening with us before discussing, the key elements of listening and the Levels of Listening Based on the work of Otto Scharmer, a senior lecturer at M.I.T. and founder of The Presencing Institute and Theory U

We are Always Listening

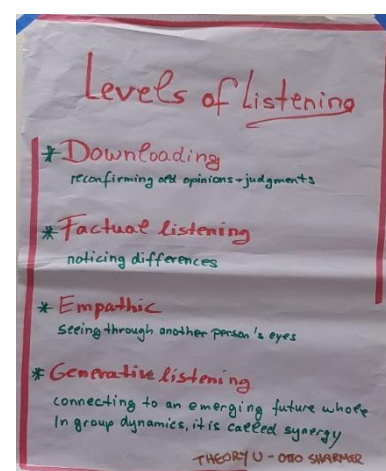
There is never a time we're not listening.
It's something that is never not happening.

Listening is Automatic

We don't choose whether to listen or not.
We just do it. It's part of being human.

We are Already Listening

Before another even speaks we're already listening to our private conversation or 'story' about the other.



Listening ... A Rare Happening



Listening is a rare happening among human beings.
You can not listen to the word another is speaking
if you are preoccupied with your appearance
or with impressing the other,
or are trying to decide what you are going to say when the other stops talking,
or are debating about whether what is being said is true
or relevant
or agreeable.
Such matters have their place,
but only after listening to the word as the word is being uttered.

Listening
is a primitive act of love in which
a person gives himself to another's word,
making themselves accessible
and vulnerable to that word.

— *William Stringfellow*

Petra spoke to the 4 levels of listening before participants moved into a discussion activity.

1. Downloading – “yeah, I know that already..” re-confirm what I already know.
 - Listening from the assumption that you already know what is being said, therefore you listen only to confirm habitual judgments.
2. Factual – pick up new information...factual, debates, speak our mind.
 - Factual listening is when you pay attention to what is different, novel, or disquieting from what you already know.
3. Empathic – see something through another person’s eyes; I know exactly how you feel. Forget my own agenda.
 - Empathic listening is when the speaker pays attention to the feelings of the speaker. It opens the listener and allows an experience of “standing in the other’s shoes” to take place. Attention shifts from the listener to the speaker, allowing for deep connection on multiple levels.
4. Generative – “I can’t explain what I just experienced”.
 - This deeper level of listening is difficult to express in linear language. It is a state of being in which everything slows down and inner wisdom is accessed. In group dynamics, it is called synergy. In interpersonal communication, it is described as oneness and flow.

Learning Conversations

The ABCD framework of Learning Conversations is based on the work of Mike Green and Henry Moore, authors of ABCD in Action: When People Care Enough to Act.

Through Learning Conversations, we are discovering people’s motivation to act. The framework intentionally supports people to reframe their challenges and is therefore, a powerful blend when combined with Appreciative Inquiry and/or World Café, as an example.

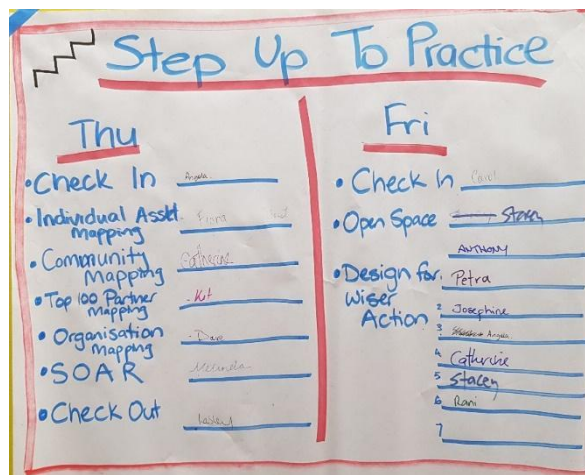
The framework intentionally starts with asking people to share their concerns or worries through discussion and then shifts into reframing them and then invites them to participate in the outcome. The framework is usually held over 3 rounds of discussions:

1. CONCERNS – ask people to share their concerns, and very specifically here, what they DON’T want to happen
2. DREAMS – invite people to share their dreams – what is their preferred future vision?
3. SKILLS & ABILITIES – by asking people to step up and share their skills and abilities, we are encouraging their motivation to act and discovering what they truly care about enough to act on



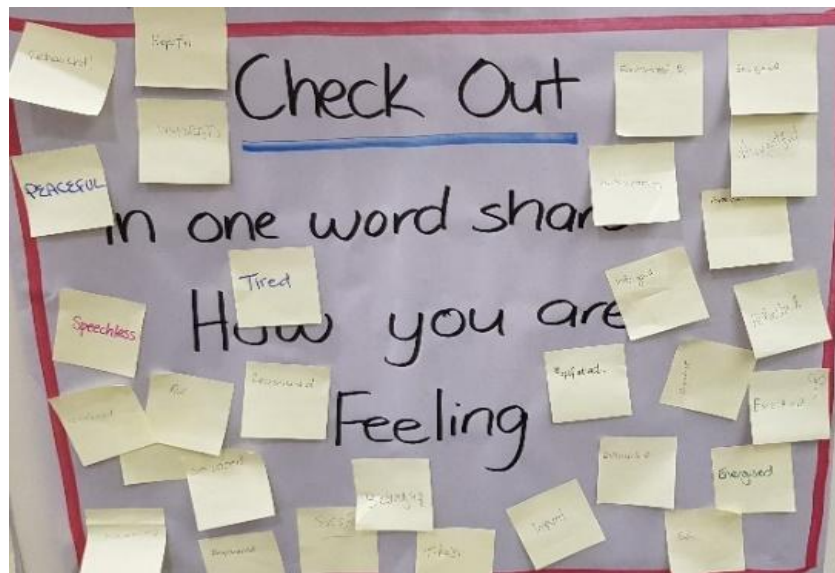
Step Up to Practice

This practice offers the opportunity for practitioners and community members to bravely step up, get some coaching in practices that they may not have tried before and co-host some of the following 2 day’s processes. Josephine stepped up to practice by inviting participants into this process.

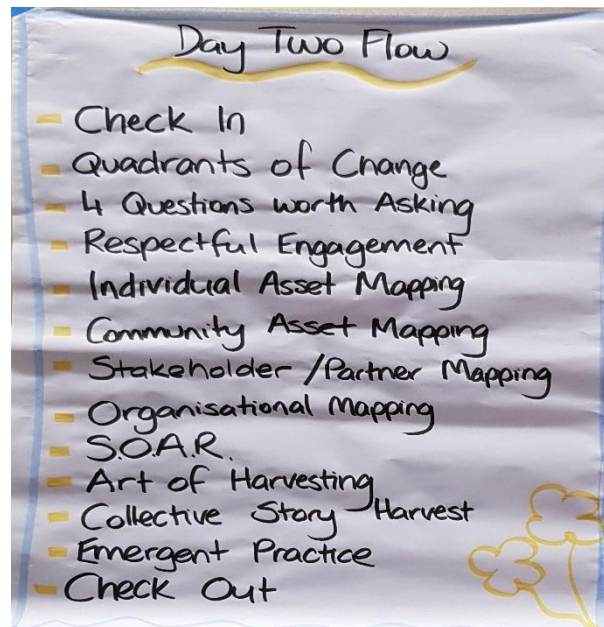


Check Out

To close off day one, Josephine asked everyone, to check out by responding to the question “In one word share – How you are feeling?”

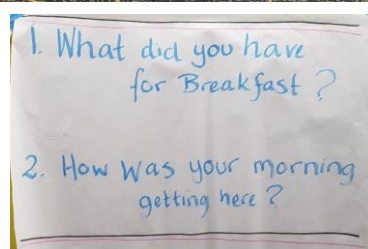


DAY TWO

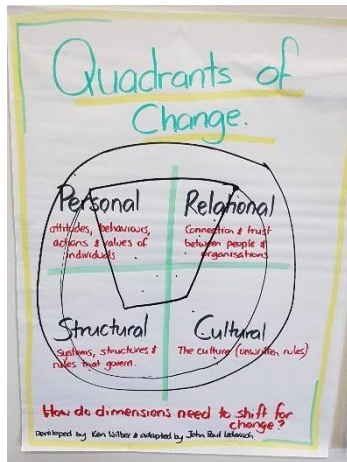


Check In

Angela stepped up this morning to host check in for the group sharing the Web of Connections activity responding to the questions below.



Quadrants of Change



Michelle shared the Quadrants of Change, developed by Ken Wilber and adapted by John Paul Lederach, change (and peace) in communities can be understood as having four dimensions: Personal, Relational, Structural and Cultural. Over time all of these dimensions must shift for change to be lasting. It makes sense, then, for change strategies to consider how each dimension might need to shift in order for change to occur, as well as how the dimensions might interconnect and influence one another throughout a change process.

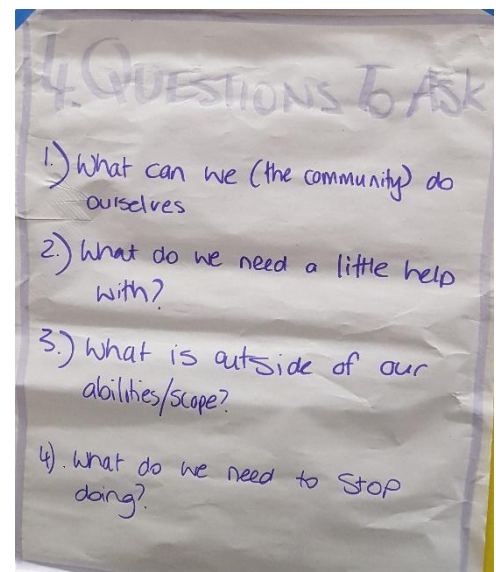
One way to apply the Quadrants is to recognise that not all individual changemakers have agency or positional power to be influential in all of the quadrants so it also makes sense to develop a team approach to changemaking. Some people may be more able than others to make changes to structures, for example (policies, legislation, accountability frameworks, institutional procedures). At the same time, the model recognizes that changemaking requires deep personal work (self awareness, considering values, beliefs and assumptions as well as knowledge, skills, competencies and mindsets) as well as conscious approaches to relating and interacting (trust, respect, understanding, conciliation) and everyone has at least some agency over these. Cultural change (the implicit 'rules': assumptions, expectations, practices and perceptions linked to common activities, discourse and language) is most often collective. Cultural change can be understood or experienced as a result of the integration of the other three dimensions and, in turn, influences those as well.

Four Questions Worth Asking

ABCD is committed to some guiding principles that can be covered in 4 questions, as follows:

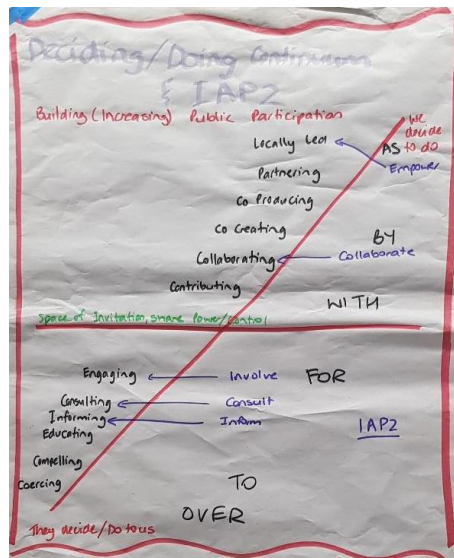
- What functions can community residents perform by themselves?
- What functions can community residents do with some additional help from government and agencies?
- What functions must government and agencies perform on their own?
- What functions must government and agencies STOP doing?

Tammy shared her thoughts on applying these questions in community, services and organisations and encouraged people to think about how they might also make use of these powerful questions.



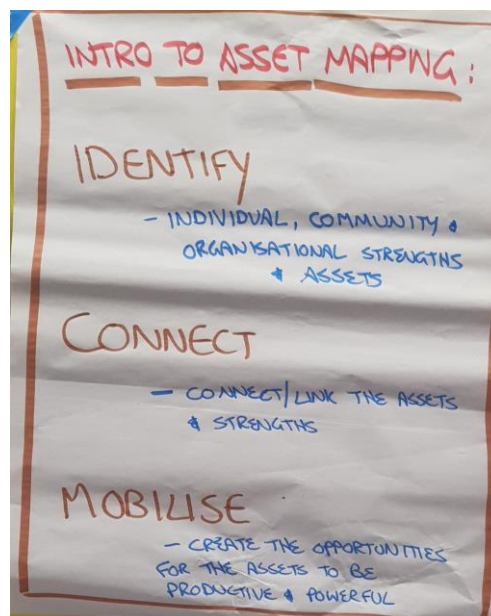
Respectful Engagement

Tammy and Michelle spoke about respectful community engagement and what we can learn from the IAP2 Spectrum and the Deciding / Doing continuum. Reiterating the importance of whatever model is chosen when undertaking community engagement that we go to the people, offer a variety of opportunities for participation, we are open and honest and remember that language matters.



Asset Mapping

Dee provided an overview to Asset Mapping and explaining the 3 key steps - Identify - Connect and Mobilise. It is in the mobilising of our identified and connected assets through creating opportunities for the assets to be productive and powerful together that we see action in communities. Remember don't just make lists.



Individual Asset Mapping - Five H's and Know Teach Learn

Fiona, Janet and Dee introduced the gifts we have to connect to in community and invited people to pair up with someone they might not know yet and share their own gifts through conversation.

- ❖ **Gifts of the Head** (Things I know something about and would enjoy talking about with others, e.g., art, history, movies, birds).
- ❖ **Gifts of the Hand** (Things or skills I know how to do and would like to share with others, e.g., carpentry, sports, cooking).
- ❖ **Gifts of the Heart** (Things I care deeply about, e.g., protection of the environment, civic life, children).
- ❖ **Gifts of the Heel** (Things I do to help me stay grounded and would like to share with others, e.g., meditate, walk, breathing exercises, hang out with friends)
- ❖ **Gifts of Human Connection** (Things I do to stay connected to or to connect my community, e.g., join an interest group, visit someone, introduce someone I know to someone else with a similar interest)



The **Know/Teach/Learn** tool offers a simple and powerful framework for discovering how these gifts can be productive and powerful together.

Dee asked people to share a skill or talent they heard from their partner to form a list and then invited people to come forward and write their name up in the appropriate box

according to what they “know”, “could teach” or “wanted to learn”.

Community Asset Mapping in Practice

Community mapping involved participants, in groups, taking the 6 assets and creating a street party or local event utilising the assets ONLY and there is NO funding available! This is always a fun, thought provoking activity where people create neighbourhoods and scenarios based on their real life experiences.

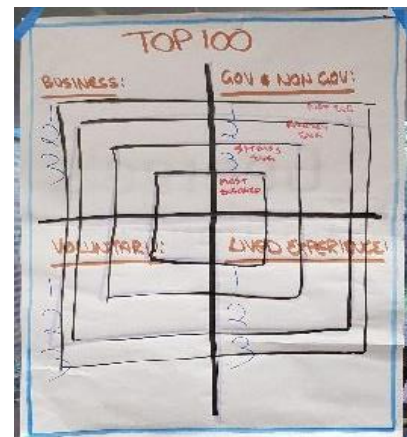
Each group had half an hour to co-design their street party, after which time, each group gave some feedback on what they had co-designed and discovered, insights they had and where they felt they could apply the idea of community asset mapping in their work/life.

For more information on Asset Mapping, follow this link: <http://jeder.com.au/the-art-of-community-mapping/>



Stakeholder and Partner Mapping - Top 100

Dee and Kit introduced us to a version of the Tamarack Institute's Top 100 Partners process for stakeholder mapping to encourage a broader spectrum of voices at the table. The process can be repeated as the core group grows to support an even more diversity amongst the participants, whether it be for an event, a conversation around a wicked question or a community forum.

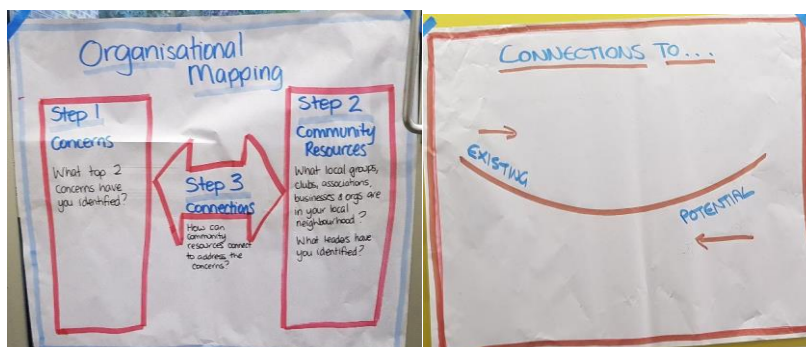


Organisational Asset Mapping

Michelle shared how organisations have numerous assets they can share to support community action and that we can be surprised when we mindfully map them, everything from a meeting room through to the skills of people within the organisation.

Michelle introduced a simple tool for organisations to map our connections to existing and potential partners, this exercise helps us uncover those organisations, groups etc that we can develop relationships with to support community building and action.

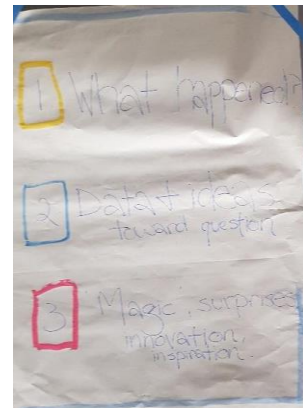
Dave stepped us through one of the many organisational mapping tools available from ABCD to show how any organisation can identify community resources and create connection for action around a local concern.



Collective Story Harvest

Liz stepped everyone through the Collective Story Harvest process.

1. Participants broke out into groups of 4
2. Each to tell a 5 min story relating to the theme.
3. As a group, choose a story for Collective Story Harvest.
4. Same groups. Chosen storyteller told story for 15 mins. One harvester per group for each of the three story arcs –
 - What happened?;
 - Data & Ideas toward question;
 - Magic, surprises, innovation and inspiration.
5. Wider circle - because of time constraints, harvested briefly as people were moved to share insights re questions and experience of the process. We finished with hearing briefly from each of the story-tellers



Collective Story Harvesting is a process to help us learn from the practice wisdom in a group or system, through paying deeper attention to the stories we hold. Its also a way to offer the gift of deep listening to a storyteller. The process involves:

- **Identifying, telling and listening to stories in relation to a particular theme or intention.** The stories may be invited from within the group (and may involve listening circles to help people identify stories that may be relevant to the theme of inquiry) or may involve inviting story-tellers from beyond the immediate practice or learning group.
- **Telling and listening to stories in particular ways.** Once story-tellers and stories have been identified, the stories are told to circles of listeners. Listeners are asked to listen and make notes (harvest) around focussed *narrative arcs or threads*, such as: the thread of the Narrative or ‘what happened’; the thread of Pivotal Moments and Breakthroughs; the thread of Overcoming Barriers; the thread of Innovation, or the thread of Questions, or Key Insights. Deciding on threads to be harvested is part of the Process Design phase, where hosts determine the questions according to their particular intention for the process. Threads can also be invited/suggested by the wider group according to the learning that is being focussed on. A dedicated time is given for the story-teller to tell the story in small groups, and for listeners to record their harvests according to their pre-determined thread themes.
- **Sharing learnings to the wider group.** Following this, harvesters share their themed learnings/observations with the larger circle. To close this part of the process, story-tellers are invited to share something of the experience of having their story listened to and harvested in this way, including any insights that they may be newly aware of. Learnings from these sharing-back processes can be harvested through a process harvester or through asking people to share 1 - 3 ‘nuggets’ on sticky notes.

Taking it further. The process can be further deepened by following this initial process with time for harvesters to co-discover and process learnings around common thread-types (for example, all harvesters of Pivotal Moments and Breakthroughs). Storytellers meet to co-

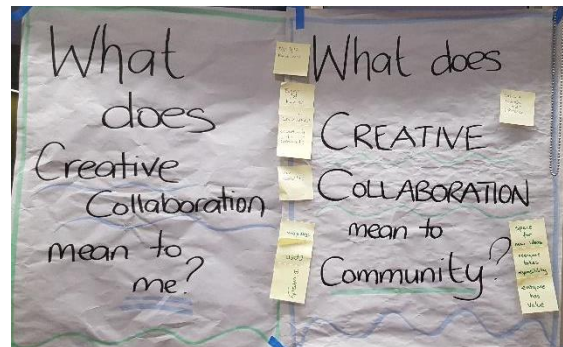
discover learnings around telling stories in this context. These learnings are again shared back to the whole group.

There are many variations and innovations around this evolving process. For further resources:

<http://artofhosting.ning.com/page/core-art-of-hosting-practices110914> [Collective Harvesting of AoH Practice Stories.pdf](#)

World Café

World Café with Dee and Michelle: The World Café is a method for creating a living network of collaborative dialogue around questions that matter in real life situations. It is a provocative metaphor. As we create our lives, our organisations, and our communities, we are, in effect, moving among “table conversations” at the World Café.



Based on World Café Principles, two questions were offered for World Café discussion:

1. What does Creative Collaboration mean to me?
2. What does Creative Collaboration mean to community?

See the Guidebook for more detail on the World Café process: [Participatory Community Building Guidebook 2019 – click here](#)

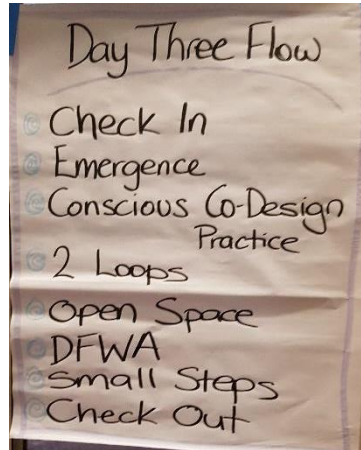




Check Out

The check-out for day 2 was a quick round of breath and clap work that role modelled a different way of offering a round that could be an effective and efficient way of ending a middle day.

DAY THREE



Check In

Carol stepped up this morning to host our check in and asked participants to take a sheet of paper off a toilet roll for each of the things they like to do and things that energised them and to then share their thoughts with the group.



Conscious Co-Design in Practice

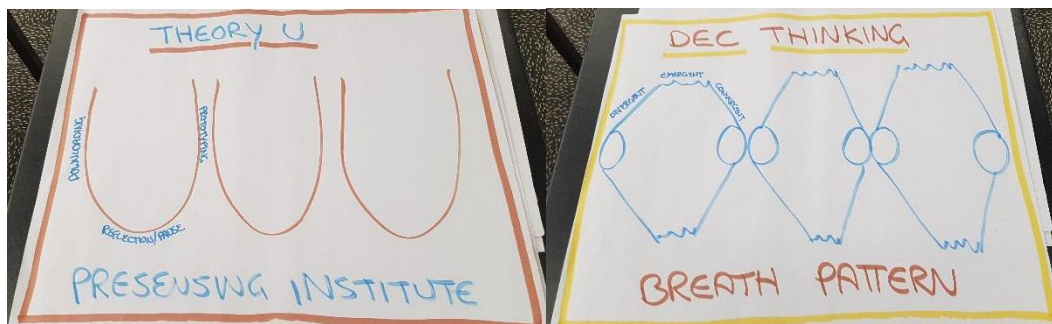
Dee shared the practice of pattern locating and how it can support our ongoing work within a myriad of community building options and shared 2 frameworks for design based on the Breath Pattern and Theory U.

Purpose: What does it look like in practice?

Purpose and intent is central to this framework. What are you aiming to achieve? Who wants this? Who cares? Focusing attention on the community-led aspect of this work is paramount here.

Once the purpose is identified, you can start looking at the relevant and appropriate engagement and development frameworks and discerning the next steps or approach, based on that choice.

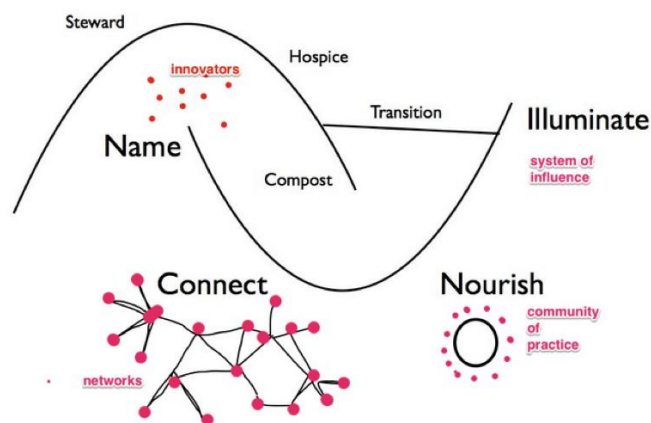
It's very important here that you enter with a curious mind and stay open to the possibilities of blending practices and processes. This takes time and is a practice within itself.



Two Loops

The two (2) loops model, which has come out of the Berkana Institute. It is useful in describing the natural and inevitable evolution of a system, organisations or even an idea.

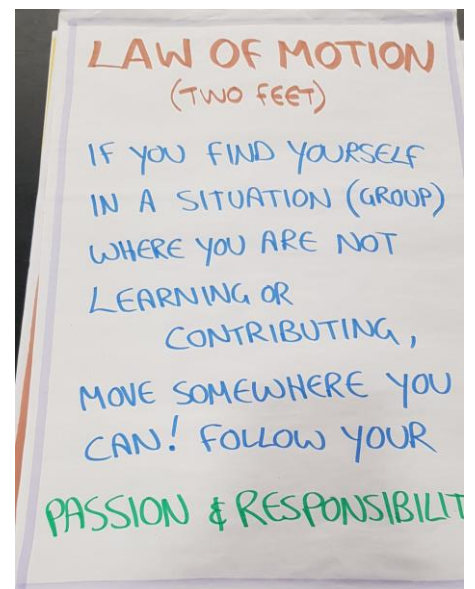
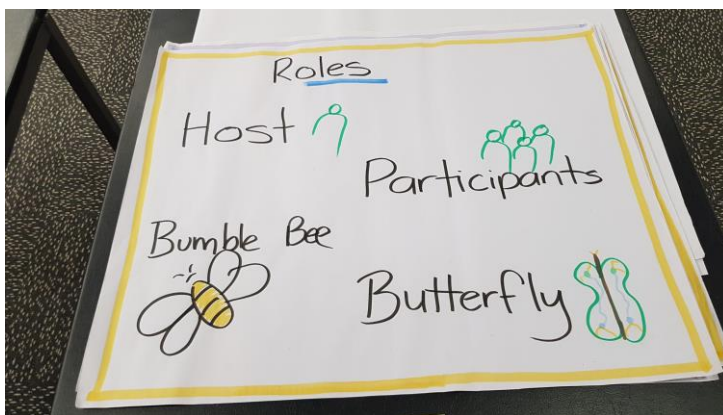
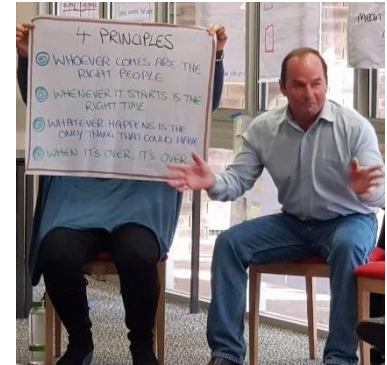
The theory is that as a system nears its peak, the new system starts being born. People drop out and walk out, innovating something new. Not everyone walks out of the current system, not everyone can.



Open Space

The goal of an Open Space Technology meeting is to create time and space for people to engage deeply and creatively around issues of concern to them. The agenda is set by people with the power and desire to see it through.

Anthony, Stacey and Dee explained the Open Space Process to the group including the principles, the roles and the law of motion. The Open Space market place was opened and an invitation was issued to members of the group to host a conversation around a topic/question that matters.



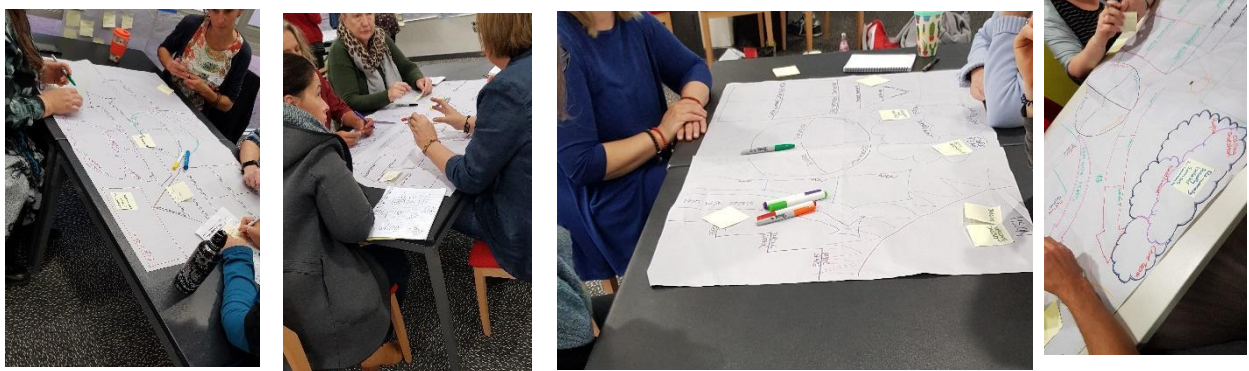
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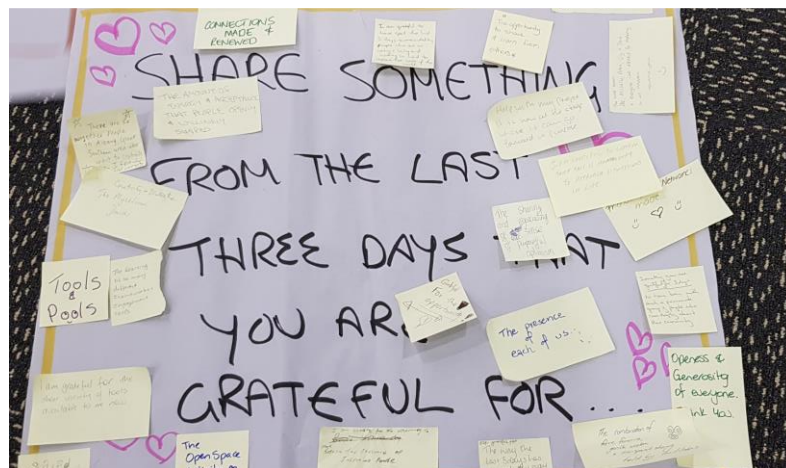
Design for Wiser Action

DFWA enables practitioners or community members to get support and wise insights and advice about the concrete outcomes needed, through peer support, and encourages participants to put their learnings about participatory community building and its methods to work on real life events.

Participants are invited to call a project or piece of work they are responsible for and invite others to contribute to the thinking and design of actions to bring it to life. Designing for Wiser Action is about finding the clarity we need to progress real work. Seven people stepped up with a project to work on for the Albany region.



Check Out



The Albany training was rich in passion, talents, skills and abilities of each participant. The courage and creativity of people willing to step up to practice was obvious, particularly in the emergent mycelium dance, and there were many opportunities to share, deepen and learn from each other's practice. Albany and the surrounding areas are in good hands with such a passionate group of community builders and activists.