Climate and health public engagement

Leadership program

Topic area: Public engagement

Session title: Practice of equitable public engagement in communities

Funded by

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Agenda

01	Recap of community engagement (CE) opportunities	*(5 mins)*
02	CE live case	*(50 mins)*
	Break	*(5 mins)*
03	CE interventions (case contd.)	*(40 mins)*
04	Wrap up	*(5 mins)*

Agenda Setting

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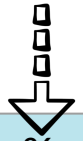
We are here



Date	April 28	Week of May 8 & 15	May 25	May 26	Week of June 5 & 12	June 22	June 23
Session	Introduction to PE	Coaching & optional responsive hours	Principles and mindsets for engaging equitably in communities we work	Practice of equitable PE in communities	Coaching & optional responsive hours	Principles of engaging with policymakers	Deep dive on engaging policy-makers

Date	Week of July 10 & 17	July 27	July 28	Week of Aug 7 & 14	Aug 25	Week of Aug 28 & Sept 4	Sept 22
Session	Coaching & optional responsive hours	Principles of public engagement in fundraising	Deep dive on PE for fundraising	Coaching & optional responsive hours	Deep dive on collaboration strategies for PE	Coaching & optional responsive hours	Program closing ceremony

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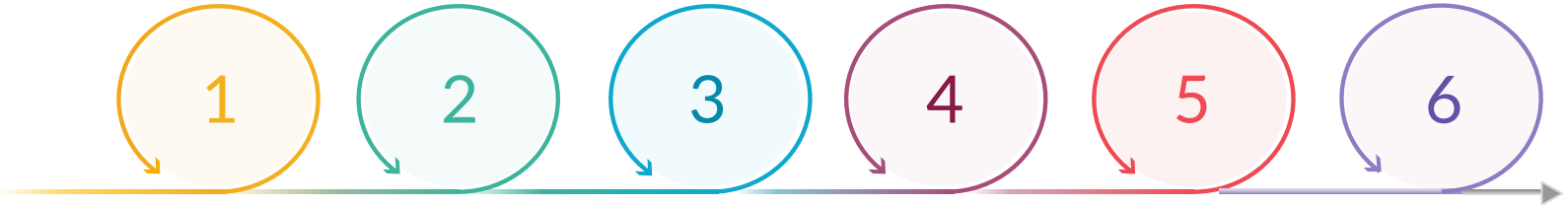
01 Recap of CE opportunities

How can CE show up in our work? *Revisiting the vocabulary*



1	2	3	4	5	6
from	*from*	*from*	*from*	*from*	*from*
Scope the project; Align with funders and partners on objectives & mobilize team	Assess landscape & define opportunity area	Conduct research / analysis & define solution set	Prioritize, test, & develop solution with key stakeholders	Deploy, implement, and scale	Monitoring, evaluation, and learning
to	*to*	*to*	*to*	*to*	*to*
Shape mindsets and plan for community engagement	***Partner with communities to define priorities & agenda***	***Facilitate participatory research and data collection***	***Conceptualise, design and co-develop intervention/ pilot***	***Collaborate for implementation and impact***	***Partner in evaluation and learning***

for enquiry, diversity, and inclusion → *for community preferences and ownership* → *for empowerment and sustained impact*

How can CE show up in our work - *activities*

ACTIVITIES

1 Shape mindsets and plan for CE

- **Identify** role of self, org, community, partners, clients
- **Assess existing biases** around CE in project execution during internal project kickoff
- **Partner with community and internal co-creators** (of different identities and entities) **and define CE** within the project execution
- **Understand community and organizational history** with the project's topic
- **Scope for time, budget and** other IT and knowledge systems to support CE
- **Allocate people, and resources** to community engagement activities.

2 Partner with communities to define priorities & agenda

- **Seek consent** for community participation
- **Identify critical strategic questions** in collaboration with community partners
- **Design materials for participatory research sessions** that include feedback on strategic options and prioritisation for the short, medium, and long run
- **Conduct in-depth 1:1 deep dives with staff and community members.** Gut test hypothesis and expectations of community engagement.
- **Examine changes in trends in external landscape** to inform strategic choices

3 Facilitate participatory research and data collection

- **Conduct participatory research to u**nderstand needs, aspirations, and preferences and systems of power
- **Facilitate 1:1 or small group meetings with community leaders team** to cocreate potential answers to the strategic questions
- **Synthesize research findings and insights** with the community to identify strategic options and potential paths forward
- Articulate approaches and recommendations as questions for community co-creators and team, and trade-offs.

4 Conceptualise, design and co-develop intervention/ pilot

- **Conceptualise program design** through co-creation activities and stakeholder consultations
- Co-develop program plan, sustainability plan. Co-identify **potential risks and mitigation strategies.**
- **Run capabilities assessment** to understand critical capabilities, opportunities, and challenges for joint-implementation
- **Prototype key elements of the strategy with community and organizations** such as funders or grantees
- **Co-develop metrics of success** for short, medium, and long run

5 Collaborate for implementation and impact

- **Build implementation partnerships** with community institutions, CBOs, and members
- **Ensure** community members and partners are provided favorable compensation; working conditions
- **Sensitise team and provide** capacity building support for internal team members and community leaders for partnered implementation
- **Co-implement as a team** *researchers; storytellers; implementers; writers*
- **Engage in joint storytelling** using diverse multimedia forms and formats to share your journey
- **Provide periodic and transparent updates** to community representatives.

6 Partner in evaluation and learning

- **Build a shared understanding** on successes and failures
- **Engage community in** monitoring and explore models of community led evaluations
- **Create spaces for dialogue and sharing of findings.** Solicit solutions, feedback, ideas for iterations and improvements.
- **Co-work a storytelling narrative** to communicate findings for policy advocacy and knowledge building

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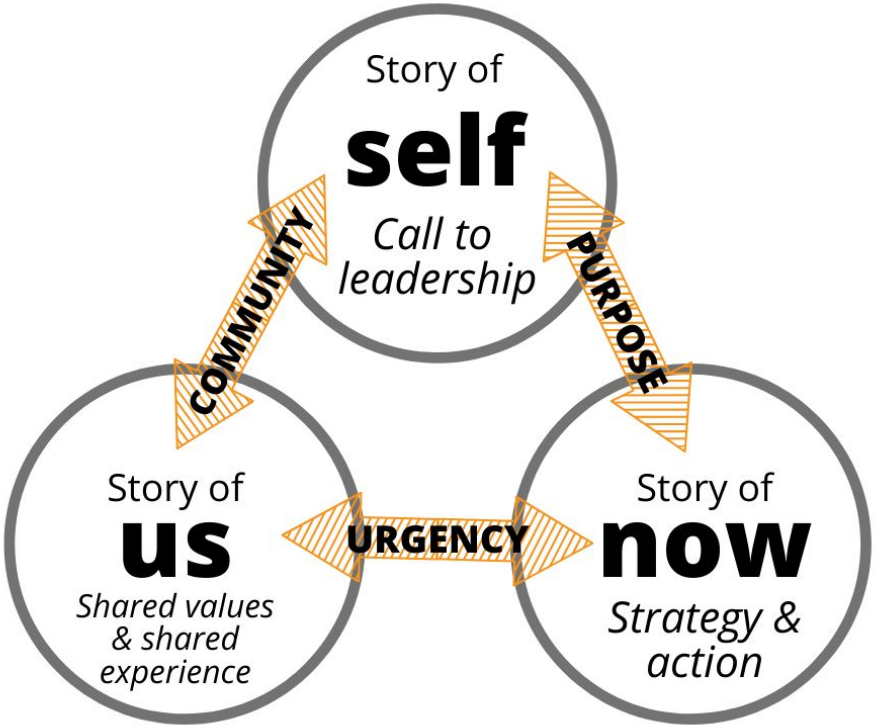
02 **CE live case**

The story of self, us and now



1 A story of self: Why were you called to motivate others to join you in this action? What stories can you share that will enable others to "get you." How can you enable others to experience sources the values that move you not only to act, but to lead? ***Focus on this section, trying to identify key choice points that set you on your path.***

2. A story of us: To what values, experiences, or aspirations of your community – in this case your cohort at the very least - will you appeal to when you call on them to join you in action? What stories do you share that can express these values? ***Describe this "us" in two or three sentences.***

3. A story of now: What urgent challenge do you hope to inspire others to take action on? What is your vision of successful action? What choice will you call on members of your community – in this case, your cohort - to make if they are to meet this challenge successfully? How can they act together to achieve this outcome? And how can they begin now, at this moment? ***Describe this "now" in two or three sentences.***

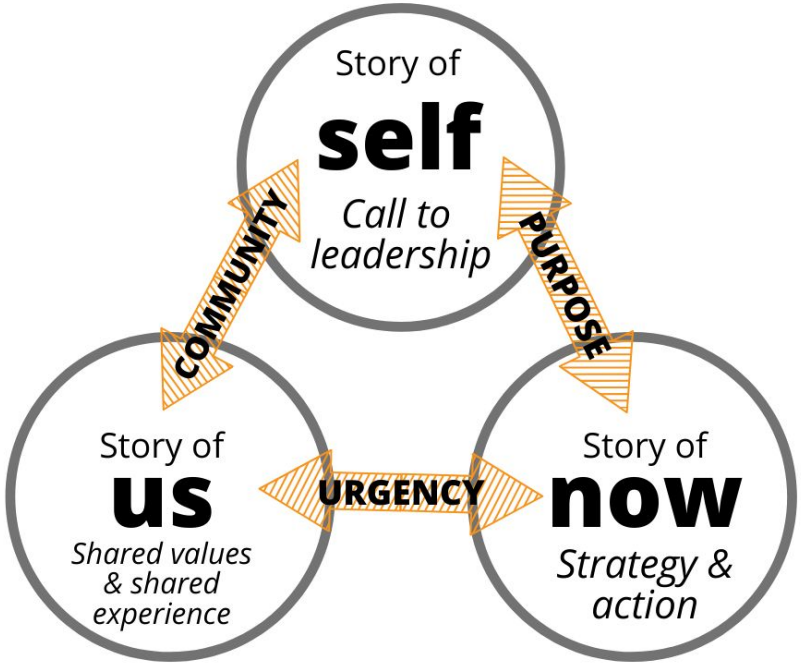
Read here

The story of self, us and now

The presenter will share their community engagement related leadership challenge case.

The story of self, us and now

The advisors (you! the cohort!) will uncover the story of us for the case presenter's ecosystem. They perhaps have a narrative already. Your role as advisor is to observe their narrative, push interpretation and drive interventions.



CE live case overview: peer consultation

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Peer Consultation

The purpose of the peer consultation is to help people with complex adaptive challenges and leadership work. It is designed to **gain new diagnostic insights and action options beyond more traditional inquiries.**

The value often lies in helping the case presenter see a situation in a very different light. It is an exploration where there are no bad or wrong ideas. Sometimes the interpretations of the consultation group might be a little uncomfortable to the case presenter.

CE live case overview: peer consultation (40 mins)

Each cohort has a case presenter. The rest of the cohort assumes the role of "advisors". Follow the guidelines provided at each step of case presentation.

Case presenter (Cohort 1): Carol
Case presenter (Cohort 2): Estrella
Advisors: cohort members
Designated authority: Session facilitators

1. Case presentation	5 min
2. Diagnostic questions	10 min
3. Diagnostic and action brainstorming	15 min
4. Case presenter reflections	5 min
5. Group debrief	5 min

Download the peer consultation guide *here*. Also available in chat. Refer to the document for sample questions during the consultation.

Peer consultation norms

1. Treat this as a “experiment - safe” space
1. Adhere to the roles outlined in each step
1. Keep your questions (if you are the advisor) and answers (if you are the case presenter) short and to the point.
1. Withhold judgement of context shared by case presenter, and ideas or interpretation shared by your peers
1. Build on your peer advisors’ ideas and interpretation
1. Airtime is a shared resource. Use judiciously, offer gracefully

Step 1: Case presentation (5 mins)

ROLES	
OBSERVATION	
Case Presentation (5 min)	**Case Presenter: Describe the challenge you face in leading CE in your work.** **Advisors**: Listen and observe carefully. Don't interrupt or ask questions yet. Take notes

Case presenter's PE north star link

Step 2: Diagnostic questions (10 mins)

ROLES AND SAMPLE QUESTIONS	
OBSERVATION	
Diagnostic Questions (10 min)	**Advisors: Gather data about values, loyalties, losses and pressures; keep questions short.** **Case Presenter**: Keep your answers on point, but feel free to elaborate if necessary.

Step 3: Diagnostic and action brainstorming (15 mins)

ROLES AND SAMPLE QUESTIONS	
INTERPRETATION	
Diagnostic Brainstorming (15 min)	**Advisors:** • **Generate as many interpretations as possible. Remember it's brainstorming, so no debating. Try raising the heat. Stay at it for the full 15 minutes.** • **Try to generate 10-20 actions, ranging from safe to risky. Watch out for groupthink.** **Case Presenter**: Turn your back/ go off video and remain silent on the "balcony." Take notes and listen carefully for nuggets

Notes on interpretation and action steps (Carol)

Notes:

- *The steps of connecting the local with the national is an unknown space alongside sensing some fear of doing the work*
- *Appreciation for acting across the community-to-national system / embracing this role.*
- *"Take on the role with whole body, not jasmine, listen to your body to address the matter"*
- *Need to identify major benefits of every community actions which can translate to the health benefits of the community and then importantly to the ministry*
- *Gap between grasstops and grassroots - losses and gains of each person, and see that in light of what has been done previously*
- *Sensing fear around sustainability and the future - around financing on moving away from volunteering to more sustainable financial structures*
- *Fear of taking on full system and stepping into a connector role - perhaps there is sequencing and prioritisation to roadmap in a way that you don't have to do it yourself, to recognise where you can and cannot have influence. Recognising systems change requires a multi-pronged approach - could that help break down taking the ownership of this role that is emerging*
- *"Who can mentor, support , identify and guide in this process (see above about roadmapping)? Is there someone in your environment who can be a confidant in bridging this gap?*
- *Perhaps this is new for ministry as well? Can Carol look at existing ministry projects and use the lessons from such projects - and how they have brought sustainability?*
- *Carol can try finding someone in supporting ministry (e.g. green climate fund supports ministries) - write to them for seeking support in ministry for them to have a stake here.*
- *There was a clear omission of the private sector. Carol can try to approach the energy sector and align with their ESG goals. leverage existing structures. Surprising to see that the private sector voice is not represented - perhaps that's why there is no funding? Are there hidden interests and reasons about why the things are that way? What is Carol's role in drawing that stakeholder in in service of indigenous people's representation?*
- *+1 to GCF approach - Bahamas was able to write in CE into GCF proposals and approach. Understanding the importance of supporting at the regional level*

Notes on interpretation and action steps (Estrella)

Notes:

- *Possible there are some groups in the community that feel neglected and so they do not want the innovation to work. Feel there is some kind of exclusivity of some people who now think about why they should use these technology if they were not involved and carried on in the process*
- *Developing next steps on usage as part of the CCB workshop itself - more than just developing the prototype. Factor in the time to learn, use, etc.*
- *Generally, people are protective of their intellectual property - wonder if they've had it protected in such a way that their ideas aren't stolen*
- *On timing - plan testing timelines based on community's calendar*
- *Q: Are there Partners for testing who are able to assist the testing process?*
- *Q: Are there commonalities with lemon harvesting - is everyone doing it with lemons and have same interest?*
- *I: Given lemon is so prevalent, having many kinds of new devices a deterrent when there are established harvesting mechanisms*
- *How relevant is lemon harvester to the community?*
- *Does coming up with a "home made" solution be extended to other challenges - e.g. other agricultural challenges? That in a way empowers thinking - i,e. Is there more focus on lemon harvester as a product rather focus on home grown solutioning*
- *Perhaps you are bringing in people who are raising their hand first as volunteers - and there is a perceived "neglect" to others*
- *What is the incentive to the community harvesters to change their current methods of technology to the proposed new ones*
- *What do the harvesters stand to lose? Is there a perception that it may be reducing their jobs hence the resistance?*
- *As part of developing the testing, can people be incentivised in the process to get their buy-in?*
- *Is there a way to have courageous conversations to get other ideas and perceptions of the harvesters*

Step 4: Case presenter reflection (5 mins)

ROLES AND SAMPLE QUESTIONS	
INTERVENTION	
Case Presenter Reflections (5 min)	**Case Presenter: Welcome back from the balcony. It's (only) your turn to talk now. Play with the ideas you heard, resisting the urge to defend or talk "louder."** **Advisors**: Just listen. Using yourself as data, notice your reactions to the Case Presenter.

Step 5: Group debrief (5 mins)

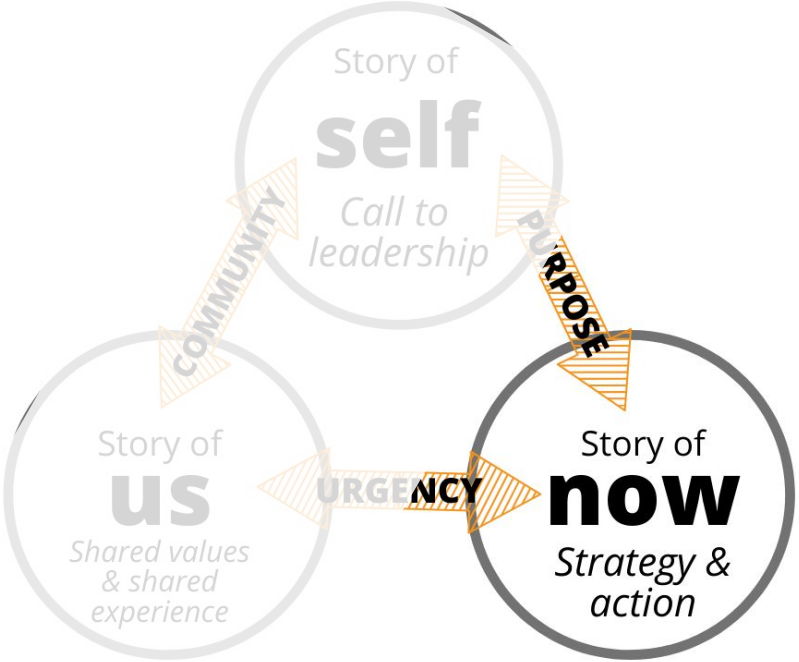
ROLES AND SAMPLE QUESTIONS	
INTERVENTION	
Group Debrief (5 min)	**Team: The case consultation is finished. Get on the balcony now and just discuss the group's own dynamics and patterns, not the case itself.**

BREAK

03 CE interventions

The story of now

After the peer consultation we will work on the aspects of “now” that will further the case presenters work with respect to the challenge presented

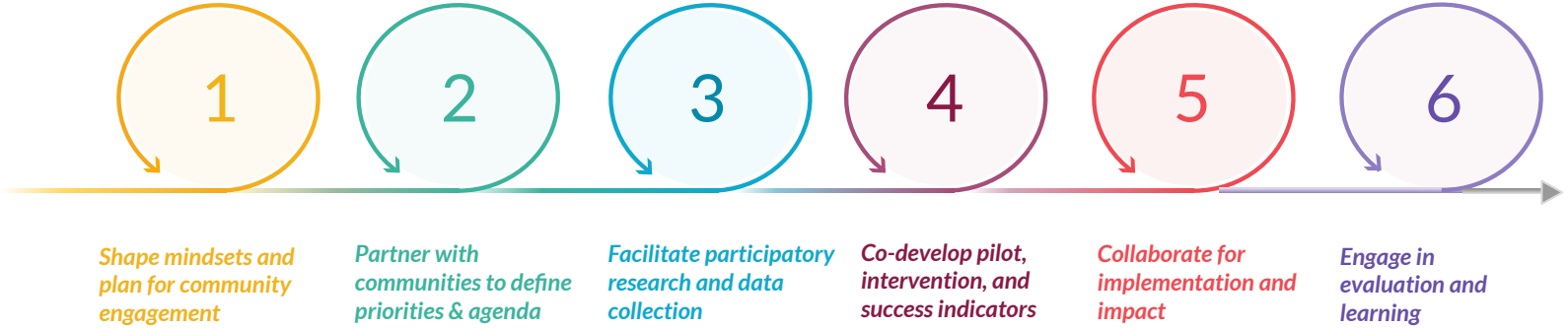


Identify strategic priority for CE

1. From Step 4: Action step brainstorming:

Discuss(5 mins)

1. Identify where in the framework does the case presenter CE opportunity lie with respect to their immediate-term CE goals *(choose 1-2 areas)*



CE strategy and action canvas (40 mins)

[Worksheet link]

Step 1: Where does immediate opportunity for CE lie for the case presenter? (10 mins)

- *How does it align with the PE north star of the changemaker ?*
- *Why should the changemaker prioritise these stages? Note: You may prioritise one or more stages depending on where opportunity lies.*
- *How does prirotising this stage further the changemaker's objectives?*

Notes….

***Step 2:** identify community stakeholders who are directly reached by changemaker's PE efforts (15 mins)*

Community stakeholder	***Objectives & outcomes***
From the list of stakeholders in PE north star, identify community stakeholders who are directly reached by your PE *Think of specific subgroups and as much detail. Think of defining criteria of these subgroups (e.g. age, behaviour, gender, aspirations). We encourage you to write 1-line profiles of these subgroups. For e.g.* *Financially independent women of ages of 21 - 35, married and unmarried, possessing risk appetite to try digital savings platforms* ○ *xxx* ○ *xxxx* ○ *xxx*	***What might be some of the objectives from the perspective of these stakeholders?*** ● *Why would they want to be involved with the changemakers' efforts?* ● *What motivation can the changemaker leverage?* ● *What losses will the changemaker have to manage?* ● *What will success look like from the perspective of community stakeholders?* ● *What expectations will have to be set and managed collectively?*

CE strategy and action canvas (continued)

***Step 3:** Activities and methods (15 mins)*

(What) Activities and their sequence within the stage ***Determine what activities the changemaker can undertake in this stage for community engagement:*** • *What mindsets and approaches need to shift for the changemaker and their work?* • *What conversations will need to be curated?* • *What interventions will need to be worked on?* • *How will the changemaker sequence conversations, activities, interventions in this stage?* • *Refer to the 'How CE can show up in your work' framework as a thoughts starter*	***(How) Methods to implement CE activities*** ***For the activities mentioned, what methods can realise the CE outcomes?*** *Note: There are not just outputs, they include mindsets, internal processes and approaches as discussed in session 3.2)*
1	
2	
3	
4	
5	

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Wrap up

Next Steps

What to expect next ?

Menti Poll