5.3 Actions to be Taken

(1) Formation of Study Groups

1. There must be one Study Group for **each priority Issue** identified; for example Study Group on "Urban Services and Infrastructure in heritage conservation and urban improvement" or Study Group for "Tourism and economic vibrancy in our town", etc.

2. Each Study Group comprises **10 to 15 persons** and may be **led** by either community, government or business stakeholder depending on the nature of the issue; there should be a total of between three to five Study Groups for each town, (depending on the number of issues but this number should be one that is manageable).

3. Relevant **head of department** of the local authority or the professional in the HCU may be the **secretary** for each Study Group to ensure that the overall objectives, management, analysis and reporting are carried out consistently and on time.

4. Each Study Group reports regularly to the **Task Force and Working Committee**

5. The function of the Study Group is to study and **analyse** the specific priority issue assigned to it and secondly, to **develop Environment Action Plans** for achieving the Future Community Vision.

6. Similar to the focus groups in the previous step, each Study Group must comprised a balanced representation of various stakeholder categories as much as possible, including a well mix of gender, age group, background, etc.

(2) Define the area to be studied

Each of the Study Groups must first define the area to be covered in the analyses. Depending on the type of issue, this area may take the form of a geographical area such as housing blocks or township; or systems, such as transport system, utility systems, etc.

1. Define physical boundary of area, or systems
2. Set a realistic time frame considering the manpower and resources within the Study Group.
3. Identify target groups or **communities** that may be affected by the issue and this must be included in the study (e.g. schools and communities affected by new public transportation)
4. Check with other Study Groups to ensure some consistency of the area so defined with those by other groups.

(3) Specify the Scopes of Analysis

Given the time frame and resources in each Study Group, the scope of analysis must be specify from the beginning. The group must at least include in their analysis of the issue the underlying factors, the impacts both positive and negative, and explore all possible actions or measures that can be taken.

1. What are the underlying factors, be it social, economic or cultural, that cause the issue to arise.
2. What are the positive impacts if any of this issue,
3. What are the negative impacts of this issue,
4. Has this issue been considered, tackled before, or included in any existing plans or development studies, or research, etc.

(4) Carry out Detailed Analysis of Issues

When a Study Group begins to analyse in details the issue in question, the stakeholders (both the community as well as experts), will begin to understand the complexities of the issues they face and appreciate the need to compromise in seeking realistic options and strategies to address them.

This in depth analysis can be carried out either through technical presentation and seminars by technocrats, experts and professional consultants; or through **mini workshops** or round-table discussions involving the local community, business and local authority. Practical experiences can be shared from the bottom-up by residents; while technical know-how and policies from the top-down from the authority.

This structured public participation workshop approach helps promote mutual understanding of issues and priorities.

1. Lectures or talks by Resource Persons

To ensure comprehensiveness in the analysis, the Work Group with the help of the Working Committee may conduct specific talks or lectures by knowledgeable resource persons on the particular issue. Thus the Local Authority resource person may be able to speak on the government policy or administrative aspect of certain issue while a resource person from the NGO may be able to highlight the issue from the consumer or society point of view.

2. Site Visits

Where applicable, **site visits** for stakeholders to view and understand the specific issues can be arranged. For example, visit to the site to observe the state of the drainage, garbage collection, or other utility system conditions is more effective than verbal presentation.

3. Relevant Information

Any relevant information on the issue from development plans, statistics and reports must be made available in easily understood format to the members of the Study Group. If similar actions have been taken in other towns or other plans, reviews on the success of such actions can be very useful information to the study.

4. Interactive Dialog

The Study Group shall organise an interactive **dialog** and exchange of information and ideas between stakeholders on the priority issues by holding a mini-workshop

a. The Mini Workshop should be well **facilitated** to ensure that the issue is effectively and thoroughly analysed and factors or root causes identified.

b. Stakeholders should review entire systems using **life-cycle analysis** to gain comprehensive on issues

c. Stakeholders should also try to employ **Strengths, Weaknesses, Opportunities and Threats (SWOT) Analysis** on existing programs implemented for similar areas of improvement.[3]

d. Use the '**Problem Tree Analysis**'[4] method to identify root causes of the issue,

e. Explore **preliminary actions** or measures that can be taken to address the issues.

(5) Compiling the State of the Town Report

At the completion of the analysis, each Work Group will need to publish its findings. These findings from separate Study Groups are compiled by the Working Committee into a single comprehensive document that describes the state of the town's urban environment, quality of life and heritage assets or as defined in the Future Community Vision. This report must contain:

1. Thorough descriptions of the issue and **findings** on the factors, root causes and assessment of impacts on target community or groups, or the town at large. All secondary impacts and downstream effects must also be thoroughly investigated and reported.

2. Establish indicators and other measurable baseline data relating to the issue (e.g. number of tourists per day/month, or number of buildings with smoke detectors installed, number of vehicles a day, number of pre-war buildings, building stock with straits eclectic architecture, etc). These indicators must

[3] For a detailed description of how to carry out a SWOT analysis please refer to Pan Asia Network's web-site at URL: http://www.panasia.org.sg/iirr/ikReference Manual/swot.htm

[4] For detailed information regarding Problem Tree Analysis, please refer to AusAID's AusGUIDElines website on project development [URL: http://www.ausaid.gov.au/ausguide/ausguidelines/1.cfm], also see example given at end of this section.

link or reflect those **established municipal development indicators** wherever possible.

3. Identify areas that require **further consideration**. Sometimes consensus cannot be reached or there is insufficient information to develop a clear position; in this case, the issues may have to be further studies in the future.

4. Present any **preliminary proposals** and options for action that can be considered later in the next step on Action Planning.

5. This State of the Town Report should be published and made available to all stakeholders in the town.

5.4 Example Workshop Design for CBIA

The following **workshop design** is an example to guide implementers plan a community-based issue analysis workshop, however it must be stressed here that this is not the only format or program. Some of the key points in organizing such a workshop are given below.

- **Workshop Objective**

  Participants in that Study Group should have a clear understanding of the issues to be analysed:

  - Participants understand **root causes** of the issues (e.g. lifestyle, values in life, consumption patterns, education background and level of awareness)
  - Participants understand the **down-stream effects** of the issues affecting other aspects of the town and its environment, (e.g. negative impacts on economic growth, urban decay, migration, safety, etc)

- **Workshop Participants**
  - Participants are members of a Study Group. Other stakeholders and experts may also be invited to attend if necessary,
  - 15 to 20 participants per Study Group
  - All participants understand their roles and have mandate from their respective interest groups
  - All participants understand the objectives of the Public Participation process
  - Participants in each group are equitably selected to represent community, government and business interests of the town

- **Facilitator's Approach**

  - Show confidence, professional and friendly, avoids being critical or judgemental of participants' views or ideas,
  - Non-expert and does not get bogged down by technical details of the subject discussed
  - Encourage participants to speak, speaks less himself, uses questions to draw out answers

- Seek to build consensus and common understanding
- Is fair to all and ensures that all views are heard and recorded.

Sample Workshop Program

1-day Issue Analysis Workshop Administrative Program

Prelude:

0830 – Registration of participants

0900 – Introductions and opening address by municipal secretary or *Yang Dipertua*

0915 – Briefing by Task Force or Working Committee on the purpose of the workshop, its relevance to the overall Public Participation process, its expected output and how that will be used

0930 – Workshop briefing by facilitator day's program and other logistical issues

Part 1:

0945– Presentation (i.e. slide show, video or PowerPoint) on issues to be discussed (e.g. "infrastructure and traffic situation in the town") by stakeholder

- Presentation must be focused and specific to the issues to be discussed and must contain sufficient **technical information** to enable meaningful discussion

1000 - Short Question and Answer session and O.R.I.D. discussion (Objective, Reflective, Interpretive, Decisional); structured questions to be asked by the facilitator:

- "What caught your attention about the presentation?" (**Objective** observation)
- "How do you **feel** about the issues raised in the presentation" (Participants **reflect**)
- "Why do you think these issues came about?" (Participants **interpret** the information)
- "What is your organisation **willing** to try in response to this issue?" (Participants make a **decision** to respond)

1030 – Tea break and break out into Study Groups (12-15 persons)

Part 2:

1100 – Identifying key issues and building a consensus on them; using coloured cards the facilitator

- Each participant writes on a **card** what he/she considers is an important issue related to the Priority Area of Concern; only one issue may be written on each card and each participant must contribute at least two cards
- Cards are **grouped** on the wall or whiteboard; there should be about 7 groups for easy management
- Each group of cards are then given a broad title that characterises the issues within it; this title is called an **Key Issue** and there should be about 7 Key Issues from each discussion group
- Seek additional views and ideas if necessary; develop **consensus** and agreement to the Key Issues and other issues within them
- **Document** and record Key Issues and the other issues and ideas contained within

1230 – Lunch break

1330 – Problem tree analysis; building on the identification and characterisation of issues above, the Study Group with guidance of the facilitator analyses root causes and downstream effects of the issues discussed previously:

- Display the Study Group's **Issue** or Area of Concern in the middle of the wall or whiteboard
- Re-distribute the **issue** cards from the morning session according to whether they are 'causes', i.e. leading to the Area of Concern, or 'effects', i.e. resulting from the Area of Concern.
  - Do this until all causes are below the Area of Concern and all effects are above the Area of Concern
- Facilitator poses the **guiding questions** to structure the issue statements into a problem tree by asking "What leads to that?"
  - Choose any issue card and ask: "What leads to that?" Then select from the cards the most likely cause of the problem, and place it below the chosen statement.
  - Review and ask the discussion group if there are more causes leading to that problem
  - Repeat the above, or you must ask if there are any more effects resulting from that problem.

- **Check** the logic of the problem tree:
  - At each stage invite participants to move the cards (i.e. to suggest or hypothesize other relationships) and to add new issues / cards as they see necessary
  - When all cards have been placed, review the structure to ensure that related streams of cause and effect are close to each other on the problem diagram
  - Choose one of the cards at the top line of your Problem Tree, then work back through the diagram according to the guiding question: "What leads to, or causes, that?" in order to check the logic or completeness of your cause-effect structure
- **Draw** the problem tree diagram
  - Draw vertical links to show cause-effect relationships, and horizontal links to show joint causes and combined effects
  - Copy your diagram onto a sheet of paper and distribute it for further comment

1500 – <u>Tea</u> break

Part 3:
1530 – <u>Preparation for presentation</u>; the Study Group prepares short presentation on overhead projector or flipcharts to summarise, present and declare the findings of the day's analysis and set out the next steps

1600 – Study Group <u>Presentation</u> (i.e. Overhead projector, PowerPoint presentation, flipcharts) by Study Group spokesperson on the day's discussions; this must include:

- **Conclusions** reached by the Study Group regarding the Key Issues relating to their Area of Concern (i.e. root causes, down-stream effects)
- Immediate **next steps** that need to be taken (i.e. further discussion or investigation, type of additional information needed, other stakeholders that must be involved)
- Short Questions and Answer session if necessary for further clarifications and additional input from stakeholders
- Declaration of **consensus** by Study Group stakeholders

Postlude:
1640 –<u>Summing up</u> the day's activities by the facilitator and closing the group discussions

1650 – Task Force or HCU accepts the findings of the Study Group and sets out the **next steps** (i.e. next workshop meeting date for further discussion, incorporation of findings into State of the Town Report)

1700– <u>End</u> of Workshop

Materials to be prepared for the Workshop

- Writing material, A4 paper, pens / pencils
- Colour cards, Marker pens, masking tape, and two large whiteboards
- PowerPoint presentation set (computer, LCD projector and screen)
- Overhead projector and transparencies for group presentations

Décor of the room

- Posters of heritage assets of the town
- Posters of heritage and urban issues in the town
- Posters of the Public Participation process

Seating Arrangement

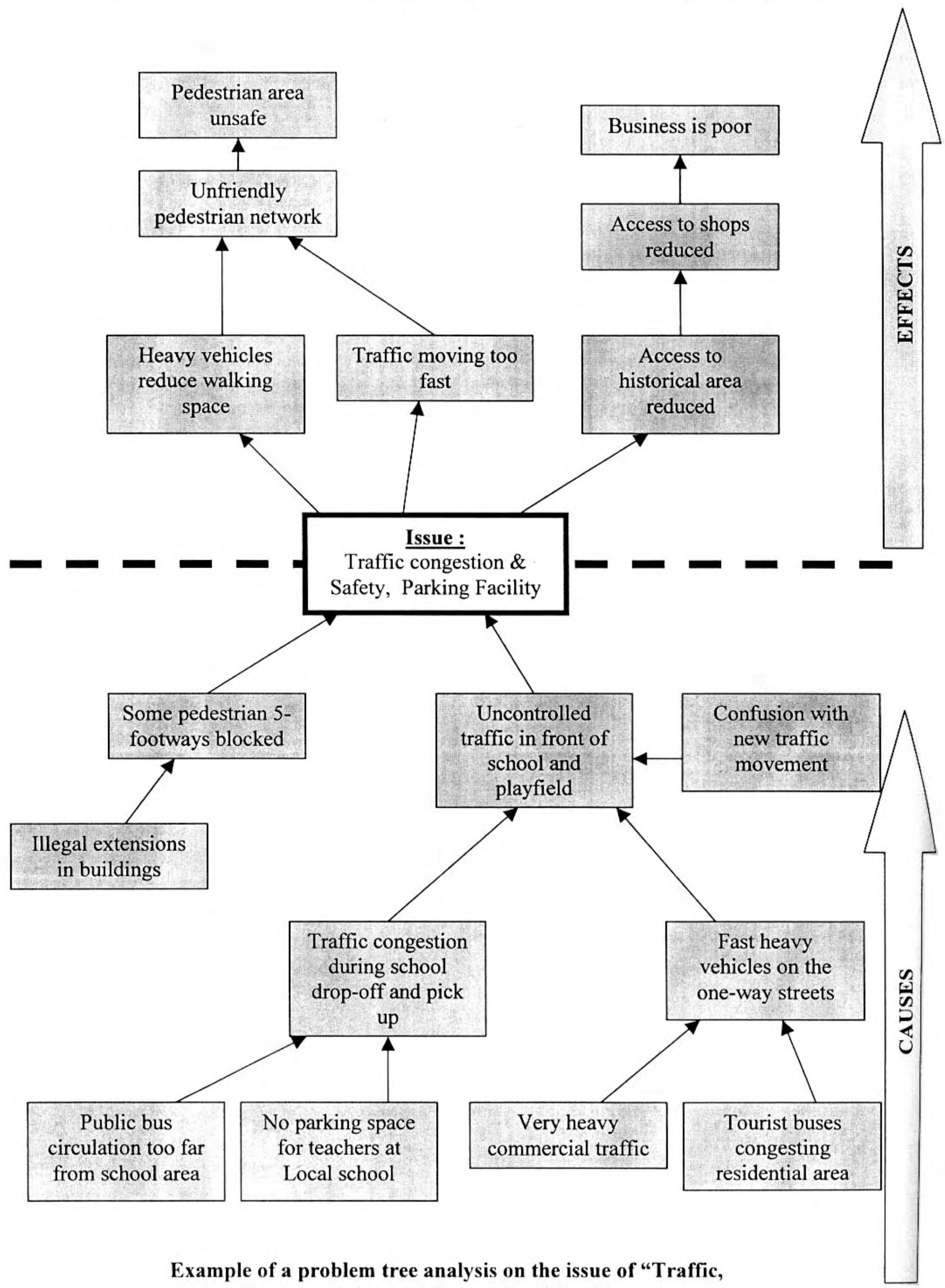
- For plenary sessions (where applicable), lecture or **seminar style** seating with tables for note taking
- For each Study Group discussion group of 15 to 20 persons: 2 cabaret style **round tables** for 8-10 persons each

Event management

Task Force in the HCU to act as Master of Ceremony and Secretariat for the workshop

Expected activity levels

- Quiet beginning during briefings by Task Force and facilitator
- Gradually more lively during facilitated sessions and excited during group work
- Very lively during final presentation
- Quiet during summary of the day's events



Example of a problem tree analysis on the issue of "Traffic, Transportation and Pedestrians" in a Town

5.5 Checklist for Community-based Issue Analysis

Tick box when action item is completed:

- ❑ Task Force or the Working Committee to decide on the scope and scale of the Community-based Issue Analysis process
- ❑ Task Force to decide on target groups and organisations that should be included in the Study Groups for the analysis process
- ❑ Formation of the Study Groups and assigning each group with one Issue to be analysed.
- ❑ Briefing the Study Groups on the analysis process
- ❑ Study Groups to decide on area, scope of analyses, additional site visits or interviews
- ❑ Task Force to device and advice Study Groups on facilitation methods,
- ❑ Study Groups to establish baseline data on the key issues to be discussed
- ❑ Technical information and assessments are given to Study Groups for further analysis
- ❑ Study Groups to carry out detail analyses, identifying root causes and downstream effects through a series of min workshops
- ❑ Issues that require further studies are identified
- ❑ Study Groups to identify preliminary countermeasures or actions to be developed further in future public participation processes for addressing the issues.
- ❑ Task Force to compile 'State of the Town Report' from findings and recommendations of all Study Groups
- ❑ 'State of the Town Report' is publicised and distributed to all stakeholders.