An annotated bibliography of the new governance concepts

ReCo

ReCo
Karl Polanyi Institute
Concordia University

In partnership with

Institut National de Recherche Scientifique (INRS) and
Université de Montréal
University of Buenos Aires

Emilien Gruet

Under the direction of
Professors Marguerite Mendell and Frédéric Lesemann

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Introduction

The Continental network for the co-construction of knowledge, research and training (ReCo) provides a dynamic environment for learning and exchange between researchers, policy makers and practitioners of social policies, the social economy and local development. Through dialogue and a reciprocal transfer of ideas, a group of stakeholders coming from various communities is connected in a dynamic process of co-construction and sharing of knowledge with the aim of fostering the understanding and formulation of policies to fight poverty, promote employment insertion, the social economy and socio-economic transformation more broadly.

The ReCo gathers researchers, students, civil society members (social and cooperative movement, associations and unions) and government representatives (national, federal, provincial and municipal levels) from Canada/Quebec and Latin America involved in the co-construction of knowledge at the institutional level on innovations in social policy, social economy initiatives and local development. Participants commit themselves to share their knowledge horizontally in an environment of learning and exchange.

The chosen methodology is the one of dialogue, for it is the essential research tool of innovative policy elaboration. Co-construction is a way of sharing and mobilizing knowledge as well as a means to create an environment that helps to strengthen dynamic « communities of practice ». Hence, the ReCo is committed to different activities such as training (training of trainers), international conferences and internships but also to the production of documents with research and training objectives that clarify the concepts widely used in the ReCo activities.

The goal of this bibliography is thus to take stock of the literature that has emerged during the last two decades on many of the concepts used by ReCo. Although this review of literature is focused on theoretical ideas that underpin the ReCo approach, it also explores complementary concepts. This document does not try to provide an exhaustive inventory of these concepts. It rather offers a selective up to date overview. By allowing researchers as well as practitioners and policy-makers to better comprehend the concepts on which our approach is based, we hope to facilitate the co-construction of knowledge and to bring this discussion into the formation of public policies that create employment, stimulate economic growth and contribute to poverty reduction.

Introduction

Le Réseau continental de co-construction de connaissances, recherche et formation (ReCo) offre un espace multidisciplinaire d'échange entre chercheurs, décideurs et praticiens des politiques sociales, de l'économie sociale et du développement local. Au moyen du dialogue et par le transfert réciproque des idées, un ensemble d'acteurs de communautés diverses est relié dans un processus dynamique de co-construction et co-production de connaissances et du partage du savoir afin de faire avancer la compréhension et la formulation des politiques de lutte contre la pauvreté, d'insertion en emploi, d'économie sociale et de transformation socio-économique**.**

Le ReCo rassemble des chercheurs, des étudiants, des membres de la société civile (mouvements sociaux, coopératifs, associations et syndicats) et des représentants gouvernementaux (de niveau national, fédéral, provincial et municipal) du Canada/Québec et d'Amérique latine impliqués dans la co-construction de connaissances sur le plan institutionnel et d'innovation en matière de politique sociale, d'initiatives d'économie sociale et de développement local. Les participants s'engagent à partager horizontalement leurs connaissances dans un esprit d'apprentissage et d'échange.

La méthodologie adoptée est celle du dialogue, outil essentiel de recherche et d'élaboration de politiques innovatrices. La co-construction est une façon de partager et de diffuser les connaissances ainsi qu'un moyen d'engendrer un environnement qui aide à la consolidation de «communautés de pratique» dynamiques. De là, le ReCo s'investit dans différentes activités, dont des séminaires de formation, des colloques internationaux et des stages, mais aussi, comme ici, dans la production de documents à finalité de recherche et de formation qui permettent de clarifier le sens et les usages de concepts couramment utilisés dans le cadre des activités du ReCo.

Le but de cette bibliographie est ainsi de faire le point sur la littérature qui a exploré, principalement durant les deux dernières décennies, certains des concepts auxquels nous recourons. Bien que cette revue de littérature soit focalisée sur les fondements théoriques qui sous-tendent l'approche du ReCo, elle traite également de concepts en phase avec notre approche. Le but de ce document n'est pas de dresser un inventaire complet de ces concepts, mais plutôt d'offrir un panorama général et actuel des théories dans lesquelles ils s'inscrivent. En permettant aux chercheurs comme aux praticiens et aux *policy makers* de mieux cerner les quelques concepts qui fondent notre approche nous espérons faciliter la co-construction du savoir et dynamiser son application à la formation de politiques publiques qui génèrent des emplois, stimulent la croissance économique et contribuent à réduire la pauvreté.

Introducción

La Red continental de co-construcción de conocimientos, investigación y formación (ReCo) ofrece un espacio multidisciplinario de intercambio a investigadores, decisores y practicantes de las políticas sociales, la economía social y el desarrollo local. Por medio del diálogo y la transferencia recíproca de ideas, un conjunto de actores de diversas comunidades se vincula en un proceso dinámico de co-construcción y de coproducción de conocimientos, compartiendo ideas que permiten avanzar en la comprensión y formulación de las políticas de lucha contra la pobreza, inserción en empleo, economía social y transformación socioeconómica.

La ReCo reúne investigadores, estudiantes, miembros de la sociedad civil (movimientos sociales, cooperativos, asociaciones y sindicatos) y representantes gubernamentales (del ámbito nacional, federal, provincial y municipal) de Canadá/Quebec y de América Latina implicados en la co-construcción de conocimientos en el plano institucional y la innovación en materia de política social, en iniciativas de economía social y en desarrollo local. Los participantes se comprometen a compartir horizontalmente sus conocimientos orientados por una motivación de aprendizaje e intercambio.

La metodología adoptada es la del diálogo, herramienta esencial para la investigación y elaboración de políticas innovadoras. La co-construcción es una manera de compartir y difundir los conocimientos así como un medio de generar un contexto que ayude a la consolidación de "comunidades de práctica" dinámicas. De allí que la ReCo se compromete en el desarrollo de distintas actividades, entre las que se encuentran los seminarios de formación, los coloquios internacionales y las pasantías, aunque también la producción de documentos orientados a la investigación y formación, de modo de clarificar el sentido y los usos de conceptos generalmente utilizados en el marco de sus actividades.

La finalidad de esta bibliografía consiste en realizar un balance sobre la literatura que ha explorado, en especial durante las dos últimas décadas, algunos de los conceptos a los cuales recurrimos. Aunque esta revisión de la literatura focaliza los fundamentos teóricos que sustentan el enfoque de la ReCo, también refiere a conceptos asociados a nuestro enfoque. El objetivo de este documento no consiste en elaborar un inventario completo de estos conceptos, sino más bien en ofrecer un panorama general y actual de las teorías en las cuales se inscriben. Al permitir tanto a los investigadores como a los expertos y a los *policy makers* delimitar mejor algunos conceptos que fundan nuestro enfoque, esperamos facilitar la co-construcción de conocimientos y dinamizar su aplicación en la formulación de políticas públicas que generen empleos, estimulen el crecimiento económico y contribuyan a reducir la pobreza.

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I Communities of Practice (CoPs)

Introduction to the concept

First of all, to comprehend the concept of community of practice (CoP), it is essential to understand that even if the term CoP itself is relatively new, the underlying ideas are not. The origin and initial use of the concept was in learning theory and educational research. A few researchers emphasized the fact that (to put it simply) « learning » cannot be separated from « doing ». From there, knowledge management researchers became very interested in these issues because it provided insight into what was later referred to as soft (tacit) knowledge in contrast to hard (codified) knowledge.

The concept of communities of practice provides a context for this "soft knowledge". It explains how it is created, nurtured and exchanged. It allows for a better understanding of the every day processes in which people are learning from and teaching each other through their respective activities.

According to Étienne Wenger (the originator of the concept), communities of practice are formed by people who engage in a process of collective learning in a shared domain of human endeavour: a tribe learning to survive, a band of artists seeking new forms of expression, a group of engineers working on similar problems, a group of students defining their identity in school, a network of surgeons exploring new techniques. In summary:

"Communities of practice are groups of people who share a concern or a passion for something they do and who interact regularly to learn how to do it better".

To make a CoP three things are needed:

-A shared domain of interest.
-A community where built relationships enable members to learn from each other.
-A community of practitioners in which members are active in the community, since the "doing" is essential to a CoP.

Once the concept was articulated, these communities appeared everywhere, even when no formal apprenticeship system existed.

So far the concept has been mostly used in business organizations because of the recognition that knowledge is a critical asset that needs to be managed strategically. But it has found a number of other practical applications in government, education, professional associations, international development projects, the social sector and civic life.

Nowadays there are two main subjects of research on CoPs:
The first one concerns the possible means to create and foster those communities where they do not yet exist.
The second one questions whether or not CoPs can be virtual. It studies how CoPs might function in the increasingly distributed international environment we are living in.

Introduction au concept

Avant toute chose, pour bien saisir le concept de communauté de pratique (CoP), il est capital de comprendre que, même si le terme de CoP est relativement nouveau, le phénomène est, lui, vieux comme le monde.

L'origine et les premières formulations de ce concept se trouvent dans les théories du savoir et de la recherche sur l'éducation. Quelques chercheurs ont alors insisté sur le fait que (pour le dire simplement) l'« apprendre » ne pouvait être séparé du « faire ». Les chercheurs en gestion du savoir s'intéressèrent alors beaucoup au sujet car il leur offrait de nouvelles voies pour gérer ce qui fut plus tard appelé le savoir mou (en opposition au savoir dur qui est explicite et saisissable).

Le concept de communauté de pratique offre un environnement à ce « savoir mou ». Il explique comment ce savoir apparaît, se développe et s'échange. Il permet une meilleure compréhension des processus qui se retrouvent dans la vie de tous les jours où les gens enseignent les uns aux autres et apprennent les uns des autres à travers leurs activités.

Selon Étienne Wenger (le premier à avoir théorisé le concept), les communautés de pratique sont formées par des personnes engagées dans des processus d'apprentissage collectif dans un domaine d'entreprise commun : une tribu apprenant à survivre, un groupe d'artiste cherchant de nouvelles formes d'expression, un groupe d'ingénieur travaillant sur des problèmes similaires, une bande d'élève construisant leur identité à l'école, un réseau de chirurgiens explorant de nouvelles techniques. En un mot :

« Les communautés de pratique sont des groupes de personne qui partagent un intérêt ou une passion pour une activité et qui interagissent régulièrement pour apprendre comment s'améliorer dans celle-ci. »

Trois choses sont nécessaires pour faire une CoP :

-Un domaine d'intérêt commun.
-Une communauté où les rapports interpersonnels permettent aux membres d'apprendre les uns des autres.
-Une communauté de pratiquants. Ce qui signifie que les membres sont actifs dans la communauté car le « faire » est essentiel à une CoP.

Une fois que le concept fut théorisé, on a commencé à voir des communautés partout, et ce même en l'inexistence de système d'apprentissage formel.

Jusqu'à présent le concept a surtout été utilisé dans des organisations commerciales en raison du large consensus qui s'est formé autour du caractère essentiel du savoir et de son usage stratégique pour le bon fonctionnement d'une organisation. Mais on lui a trouvé de nombreuses autres possibilités d'utilisation pratique dans les gouvernements, l'éducation, les associations professionnelles, le développement de projets internationaux, le secteur social ou encore la vie civique.

Aujourd'hui il existe deux grands champs de recherche sur les CoPs:
Le premier s'intéresse aux possibles voies et façons de créer et stimuler ces communautés là où elles n'existent pas encore forcément.
Le second pose la question de la viabilité de CoPs virtuelles. Il étudie les possibilités qu'ont les CoPs de fonctionner dans l'environnement de réseaux virtuels dans lequel nous vivons.

Introducción al concepto

Para comprender el concepto de comunidad de práctica (CoP), es primordial considerar que, incluso si el término de CoP es relativamente nuevo, el fenómeno es antiguo como el mundo. El origen y las primeras formulaciones del concepto provienen de las teorías del conocimiento y la investigación sobre educación. Algunos investigadores han insistido en que (para decirlo simplemente) el "aprender" no podía separarse del "hacer". Los investigadores en gestión del conocimiento se interesaron mucho por el tema ya que el mismo ofrecía nuevas vías para gestionar lo que más tarde se denominó conocimiento blando (en oposición al conocimiento duro que es explícito y apropiable).

El concepto de comunidad de práctica ofrece un contexto a este "saber blando". Explica cómo aparece este conocimiento y se desarrolla e intercambia. Permite una mejor comprensión de los procesos que se encuentran en la vida cotidiana donde la gente enseña, unos a otros, y aprende, de otros, a través de sus actividades.

Según Étienne Wenger (el primero en haber teorizado el concepto), las comunidades de práctica son formadas por personas comprometidas en procesos de aprendizaje colectivo en un ámbito de iniciativas comunes: una tribu que aprende a sobrevivir, un grupo de artistas buscando nuevas formas de expresión, un grupo de ingenieros trabajando sobre problemas similares, una banda de estudiantes construyendo su identidad en la escuela, una red de cirujanos explorando nuevas técnicas. En una palabra: "Las comunidades de práctica son grupos de personas que comparten un interés o una pasión por una actividad y que interactúan regularmente para aprender cómo mejorarse en ella".

Para conformar una CoP son necesarios tres aspectos:

-Un ámbito de interés común
-Una comunidad donde las relaciones interpersonales permiten a los miembros aprender unos de otros

-Una comunidad de practicantes. Lo que significa que los miembros son activos en la comunidad ya que el "hacer" es esencial a ella.

Una vez que el concepto fue teorizado, comenzaron a descubrirse comunidades en todas partes y esto incluso en la inexistencia de sistema de aprendizaje formal.

Hasta ahora el concepto se utilizó sobre todo en organizaciones mercantiles debido al amplio consenso que se produjo en torno al carácter esencial del conocimiento y su uso estratégico para el buen funcionamiento de una organización. Sin embargo, también se encontraron numerosas otras posibilidades de utilización práctica en los gobiernos, la educación, las asociaciones profesionales, el desarrollo de proyectos internacionales, el sector social o incluso la vida cívica.

Hoy existen dos grandes campos de investigación sobre las CoPs: el primero se interesa por las posibles vías y maneras de crear y estimular estas comunidades allí donde no existen aún.
El segundo plantea la cuestión de la viabilidad de CoPs virtuales. Estudia las posibilidades que tienen las CoPs para funcionar en el contexto de redes virtuales en el cual vivimos.

1 How (soft) Knowledge Management called for the concept of CoPs

John Seely Brown, Allan Collins and Paul Duguid, (1989). "Situated Cognition and the Culture of Learning", Educational Researcher; v18 n1, pp.32-42.

This paper shows that in many situations conceptual knowledge cannot be abstracted from the situations in which it is learned and used. The authors argue that knowledge is situated, being in part a product of activity, context, and culture in which it is developed and used.

The authors chiefly base their study on education. For instance they show how incredibly efficient is the way children learn vocabulary by themselves through their everyday life compared to the methods they are taught (sometimes the same vocabulary) with.

They also posit that any knowledge is like language in so far as any concept continually evolves with each occasion of use, because new situations, negotiations and activities inevitably recast it in a new, more densely textured form. So a concept, like the meaning of a word is always under construction and therefore it would make no sense to try to abstract it from its environment since the environment is part of the concept.

http://www.exploratorium.edu/ifi/resources/museumeducation/situated.html

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Hildreth, P. & Kimble, C. (2002). "The duality of knowledge" *Information Research*, 8(1), paper no. 142

Keywords: Hard and soft knowledge, Legitimate Peripheral Interaction, Communities of practice

This article makes a good review of all the literature dealing with the two types of knowledge that have been named in many ways; the hard one (explicit, formal, structured) which can be articulated, abstracted, codified, captured and stored and the soft one (tacit, informal, less structured) which cannot. The "know-what" and the "know how". Hard and soft knowledge are the most comprehensive terms. Hildreth coined them in 1999.
Nevertheless although this dichotomous view of knowledge is the most common it is not the only one. Leonard and Sensiper (1998) describe knowledge as a continuum, a spectrum with hard K at one end and soft K at the other and with most knowledge obviously existing between the two extremes.

The paper then tries to understand what soft knowledge exactly is and wonders if it relates in any way to hard knowledge. According to Polanyi (1967) tacit knowledge is

knowledge that is known but cannot be told for it has become internalised in the unconscious mind. Put simply: "we know more than we can tell".

Some authors posit that the soft knowledge can be turned into hard knowledge (Nonaka 1991). Here the authors disagree with this vision and see soft knowledge as "lost in the unfathomable depths of obviousness" (Winograd and Flores 1986). They also agree with Polanyi when he says that knowledge is socially constructed and they call for an understanding of the process that govern its construction and nurturing. Lave and Wenger (1991) suggest that a process called Legitimate Peripheral Participation (LPP) in Communities of Practice (CoPs) can assist the creation and sustenance of such knowledge.

http://folk.uio.no/thommyb/master/Hildreth_The_duality_of_knowledge.pdf

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Brown J. S. and Duguid P. (2000). "The Social Life of Information", Boston, MA: Harvard Business School Press.

This book describes the potential pitfalls of an infocentric application of IT. Although they avoid those terms, the author studied the connection between hard knowledge (codified, or "explicit") and soft knowledge (non capturable or "tacit"). They do so by exploring the social processes that turn information into knowledge. According to them it is most important to marry information systems with social systems, so that the explicit knowledge of process is complemented by the tacit knowledge of practice and that both can work in harmony.

An interesting question raised by the book is:
Will the 21st century see virtual communities replacing physical communities?

http://www.sciencedirect.com/science?_ob=ArticleURL&_udi=B6V65-41XV8WN-9&_user=789722&_rdoc=1&_fmt=&_orig=search&_sort=d&view=c&_acct=C000043357&_version=1&_urlVersion=0&_userid=789722&md5=62e2baa0002fa37133912cd6c4421e37

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Smith, M. K. (1999). "The social/situational orientation to learning", *The encyclopedia of informal education*

This paper studies the process of learning and especially of social and situational learning. Social learning theory posits that people learn from observing other people. In this model behaviour results from the interaction of the individual with the environment.

A more radical model - *situated learning* - has been put forward by Lave and Wenger (1991). As William F. Hanks puts it in his introduction to their book: 'Rather than asking what kind of cognitive processes and conceptual structures are involved, they ask what

kinds of social engagements provide the proper context for learning to take place' (1991: 14). It is not so much that learners acquire structures or models to understand the world, but they participate in frameworks that have structures. Learning involves participation in a community of practice.

Learning is thus, not seen as the acquisition of knowledge by individuals so much as a process of *social* participation. The nature of the *situation* impacts significantly on the process. "Legitimate peripheral participation" provides a way to speak about the relations between newcomers and old-timers, and about activities, identities, artefacts, and communities of knowledge and practice.
(Lave and Wenger 1991: 29)

The author finishes his article by pointing out that learning is not to be found within individuals but between them. « Learning does not belong to individual persons, but to the various conversations of which they are a part. » McDermott (in Murphy 1999: 17)

www.infed.org/biblio/learning-social.htm.

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Allee, V. (2000). "Knowledge networks and communities of learning", *OD Practitioner 32(4)*

The article describes the new approaches to knowledge management and their underlying concepts. It then stresses the great benefits for business, community and individual that communities of practices can bring if properly nurtured.

They make an interesting point with the following guidance:

« Making networks and communities visible: Knowledge networks and communities of practice already exist in most organizations. The first challenge is not to create them, but to simply find them and make them visible to themselves and to the rest of the organization. We need to first understand how knowledge sharing is already taking place before we begin strategizing ways to improve it. »

The author then emphasizes on the need to support knowledge initiatives and gives various ways of doing it.

-Building capacity for meaningful conversation
-Building supporting infrastructure
-Cultures of learning and sharing
-Champion new ethics and values

They also describe the 5 possible stages of development in CoPs (Potential, Coalescing, Maturing, Active and Dispersing) which helps better understand a process that is primarily informal.

http://www.vernaallee.com/value_networks/KnowledgeNetworksAndCommunitiesOfPractice-28Jan07.pdf

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John Seely Brown, Paul Duguid, (2001). "Knowledge and Organization: A Social-Practice Perspective". ORGANIZATION SCIENCE, 2001 INFORMS Vol. 12, No. 2, March–April 2001, pp. 198–213

Taking the community of practice as a unifying unit of analysis for understanding knowledge in the firm, the paper suggests that often too much attention is paid to the idea of community, too little to the implications of practice.

The authors base their theory on the paradox of sticky and leaky knowledge, which describes on the one hand the difficulty experienced by some knowledge to circulate within an organization and its ability to easily be caught by others (external individuals or organizations).

« Knowledge may more easily flow out of a firm than move productively within it. Ultimately, the greatest benefits to knowledge accrue from coordinating its development across the division of labor, coordination often better achieved within the structure of the firm than in the marketplace »

http://orgsci.journal.informs.org/cgi/reprint/12/2/198

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Timothy Koschmann, Curtis D. LeBaron, (2003). "Reconsidering Common Ground: Examining Clark's Contribution Theory in the OR". Southern Illinois University and Brigham Young University. Kluwer Academic Publisher.

Abstract:
The constructs of "common ground" and "grounding" are frequently invoked in the CSCW literature as a mechanism by which participants engaged in joint activity coordinate their respective understandings of matters at hand. These constructs arise from a model of conversation developed by Herbert Clark and sometimes referred to as "contribution theory." We describe here the basic features of this theory and attempt to apply it in analyzing a fragment of enacted interaction. The interaction was recorded during an abdominal surgery performed with the aid of an endoscopic camera. We encountered difficulties, however, in applying contribution theory as an analytic framework within this concrete setting. We found further that the notion of common ground represents a confusing metaphor rather than a useful explanatory mechanism. We conclude with a suggestion that researchers in the future seek ways of constructing descriptions of joint activity that do not rely on the troublesome notions of grounding and common ground.

http://www.ecscw.org/2003/005Koschmann_ecscw03.pdf

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Kimble C. & Hildreth P. (2000). "Communities of Practice in the distributed international environment" Journal of Knowledge Management Volume 4 - Number 1 - 2000. pp.27-38 MCB University Press

This paper looks at the possibilities offered by CoPs in terms of Soft Knowledge Management.

http://uk.arxiv.org/ftp/cs/papers/0101/0101012.pdf

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Wilson T.D. (2002). "The Nonsense of Knowledge Management" Information Research, 8(1), paper no. 144

Abstract:
This paper examines critically the origins and basis of 'knowledge management', its components and its development as a field of consultancy practice. Problems in the distinction between 'knowledge' and 'information' are explored, as well as Polanyi's concept of 'tacit knowing'. […] The conclusion is reached that 'knowledge management' is an umbrella term for a variety of organizational activities, none of which are concerned with the management of knowledge. Those activities that are not concerned with the management of information are concerned with the management of work practices, in the expectation that changes in such areas as communication practice will enable information sharing.

http://InformationR.net/ir/8-1/paper144.html

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Ponzi L. and Koenig M. (2002). "Knowledge Management: Another Management Fad?" Information Research, 8(1), paper no. 145

This paper shows that Knowledge Management might not just be another management fad but is perhaps in the process of establishing itself as a new aspect of management.

http://InformationR.net/ir/8-1/paper145.html

2 What Communities of Practice exactly are?

What CoPs are in one page by Étienne Wenger
http://www.ncddr.org/cop/whatiscop.html

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A brief introduction to CoPs by Étienne Wenger (7 pages)
http://www.ewenger.com/theory/index.htm

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In one page a very good definition displaying the basic elements of a CoP
http://www.funderstanding.com/communities_of_practice.cfm

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Good review paper (7p) on the work Lave and Wenger did on CoPs during the last 15 years.
http://www.infed.org/biblio/communities_of_practice.htm

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Examples of use of CoPs
http://www.ncddr.org/cop/wherecop.html

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Lave J. and Wenger E. (1991). "Situated Learning. Legitimate Peripheral Participation" Cambridge University Press

This book marked in a certain way the unveiling of the Communities of Practice (CoPs). Jean Lave and Etienne Wenger give here a good description of how « soft knowledge » can be transmitted among a community working and interacting in the same domain. They describe how those CoPs work through the concept of Legitimate Peripheral Participation (LPP).
« LPP provides a way to speak about the relations between newcomers and old-timers, and about activities, identities, artefacts, and communities of knowledge and practice. It concerns the process by which newcomers become part of a community of practice. »

The authors illustrate their theory with five studies of apprenticeships (midwives, tailors, quartermasters, butchers and non-drinking alcoholics). Their analysis shows in each case how apprentices progressively become part of a community of practice, acquiring specific skills and language.

The analysis also gives some hints about the master-apprentice relation:
« One of the first things people think of when apprenticeship is mentioned is the master-apprentice relation. But in practice the roles of masters are surprisingly variable across time and place. […] It should be clear that, in shaping the relation of masters to apprentices, the issue of conferring legitimacy is more important than the issue of providing teaching. […] It seems typical of apprenticeship that apprentices learn mostly in relation with other apprentices. »

Short and good review at:
http://www.jstor.org/view/00940496/ap020084/02a00340/0?frame=noframe&userID=84cc761a@umontreal.ca/01c0a8347300501bfec53&dpi=3&config=jstor

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Wenger, E. (1998). "Communities of Practice. Learning as a social system", *Systems Thinker.*

In this dense paper, Wenger first help us to better understand what exactly a CoP is through precise definitions and concrete examples. He describes then the CoPs development in organizations and the different kind of relationship that exist between the CoP and the organization as a whole.
Later Wenger examines all the different function that CoP fulfil with respect to the creation, accumulation, and diffusion of knowledge in an organization and the various ways to develop and nurture them.

This is a really good paper to go around the subject in a few pages.

http://www.co-i-l.com/coil/knowledge-garden/cop/lss.shtml

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Etienne Wenger, (1999). "Communities of Practice. Learning, meaning and identity", Cambridge: Cambridge University Press. 318 + xv pages. Extended discussion of the concept of community of practice and how it might be approached within organizational development and education.

This is the second of the three major books of Wenger on CoPs.

Bon article résumé et critique du livre de Wenger par Valérie Chanal en français

Chanal, V. (2000). « Communautés de pratique et management par projet : À propos de l'ouvrage de Wenger (1998) *Communities of practice : Learning, meaning and identity* » M@n@gement. 3 (1), 1-30.

http://www.dmsp.dauphine.fr/Management/PapersMgmt/31Chanal.pdf

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Wenger. McDermott & Snyder (2002). « Cultivating communities of practice » (284p)
[Harvard Business School Press](#)

This is a third and last (to date) important book of Wenger on the subject.

Good abstract at
http://www.askmecorp.com/pdf/7Principles_CoP.pdf

The text describes the seven principles for cultivating communities of practice:

1. Design for evolution.
2. Open a dialogue between inside and outside perspectives.
3. Invite different levels of participation.
4. Develop both public and private community spaces.
5. Focus on value.
6. Combine familiarity and excitement.
7. Create a rhythm for the community.

Other review by Alton Chua, Ngee Ann Polytechnic, Singapore
http://www.tlainc.com/articl45.htm

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3 Papers raising issues stemming from the CoPs

This literature discusses some of the problems CoP may encounter. The main issue attended can be sum up in the following question:

Is the concept of CoP relevant to the growing virtual world we live in?

José Braga de Vasconcelos, Paulo Castro Seixas, Paulo Gens Lemos and Chris Kimble, (2005). « Knowledge Management in Non-Governmental Organisations: A Partnership for the Future », Proceedings of the 7th International Conference on Enterprise Information Systems (ICEIS 2005), Miami, USA, May 24-28, ISBN: 972-8865-19-8.

Keywords:
Knowledge Management, Communities of Practice, Non-Governmental Organisations, Civil Society Organisations, Information Society, Humanitarian Aid, Social Development.

NGOs need to tackle the problems of effective communication that arise from their local-global nature. This paper examines Knowledge Management (KM) practices for use with

portal technologies in order to promote Communities of Practice in both local and global networks.

Abstract:
This paper explores Knowledge Management (KM) practices for use with portal technologies in Non- Governmental Organizations (NGOs). The aim is to help NGOs become true Civil Society Organizations (CSOs). In order to deal with more donors (at the top) and more beneficiaries (at the bottom), NGOs working in Humanitarian Aid and Social Development increasingly need systems to manage the creation, accessing and deployment information: within the NGOs themselves, between different NGOs that work together and, ultimately, between NGOs and Society as a whole.
This paper presents the needs of a responsible, cooperative and participative NGO from a KM perspective, in order to promote the growth of Communities of Practice in local as well as in global network.

http://www.cs.york.ac.uk/mis/docs/KM-NGO-pdf.pdf

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Kimble C., Li F. and Barlow A. (2000). "Effective Virtual Teams through Communities of Practice", University of Strathclyde Management Science Research Paper No. 00/9, 2000

Abstract:
This paper examines the nature of virtual teams and their place in the networked economy. It presents a framework for categorising virtual teams and argues that fundamental changes have taken place in the business environment which force people and organisations to operate in 'two spaces' simultaneously: the physical space and the electronic space. It highlights some of the issues of trust and identity that exist in virtual teams and argues that, due to certain barriers, only a small proportion of these teams reach a satisfactory level of performance.

It reports on the use of a 'Community of Practice' in a virtual team and argues that this may provide one mechanism for overcoming some of the barriers. Finally, it argues that many of the problems stem from a lack of understanding of the new geography of the information economy and that, rather than accepting the notion that 'geography no longer matters', continued efforts must be made to understand the relationship between the physical world in which we live and the electronic world of virtual team working.

http://ideas.repec.org/p/wpa/wuwpio/0504006.html

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Chris Kimble & Peter Wright, (2005). "Computer Mediated Communications and Communities of Practice," Industrial Organization 0504005, EconWPA, revised.

Abstract:
Communities of Practice provide an excellent forum for knowledge sharing and a vital question is whether the new communications media, which provide new possibilities for collaboration and distributed working, could support the existence of such groups in a distributed environment. This question takes on an added relevance with the rapid internationalisation of business [Castells 1996] that can spread the distribution over national boundaries posing problems of cultural and temporal as well as physical distance. This paper reports on a case study which was the first stage in exploring whether Computer Mediated Communications technologies (CMCs) can support distributed international Communities of Practice. The aim of the case study was to explore the possible existence of Communities of Practice in an international organisation, to identify such groups and to ascertain the media used.

http://www-users.cs.york.ac.uk/~kimble/research/EthiComp98.pdf

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Chris Kimble, Paul Hildreth, and Peter Wright (2001). "Chapter XIII Communities of Practice: Going Virtual". University of York, UK

This paper gives a very good overview of the various issues of Knowledge Management that have led to the development of the concept of communities of practice and of those triggered by the distributed international environment that those CoPs now have to evolve with.

http://www-users.cs.york.ac.uk/~kimble/research/13kimble.pdf

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Chris Kimble & Paul Hildreth, (2001). "Communities of Practice: Going One Step Too Far?"

This paper focus on two essential questions about CoPs

-The first one applies to the exact functions of CoPs and to their genuine nature.

"Do CoPs really offer a way to *manage* the softer aspects of knowledge? That is to say, can they be initiated and directed by management, or will the outcome always be the product of the emergent properties of a self-directed and self-organized group?"

The second one questions the validity of the CoPs phenomenon in the ever-growing virtual world we live in.

"If they do offer ways to manage the softer aspects of knowledge, will they work in today's high tech and increasingly internationalised "virtual" world?"

It comes out to ask whether CoPs are self-evolving phenomenon with their intrinsic rules or simple tools used in Knowledge Management that can be transformed in response to the evolution of the world (globalization and virtualization of exchanges) to better meet the KM needs of business organizations.

http://ideas.repec.org/p/wpa/wuwpio/0504008.html

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José L. Rodríguez Illera, (31st May, 2007). "How virtual communities of practice and learning communities can change our vision of education" Conference, Faculty of Psychology and Educational Sciences of the University of Lisbon

http://sisifo.fpce.ul.pt/pdfs/sisifo03ENGconfer.pdf

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Paul Hildreth and Chris Kimble (2004). « Knowledge Networks: Innovation through Communities of Practice » Publisher, Idea Group Publishing.

This introductory chapter to the book provides a quick overview of the development of the concept of Communities of Practice from Lave and Wenger's seminal work in 1991, through Wenger's application of the concept to the business world in 1998, to the development of Brown and Duguid's notion of a Network of Practice in 2000.

The book in itself focuses on CoPs contributions to commercial networks and multinational corporations. Nevertheless it seems to include an interesting and rather thorough description of the way CoPs work in today's world and of KM current innovations. Moreover the fourth and last part of the book attend a problem often left out in the literature; the after CoP. By this we mean to consider the end of a CoP, how it disappears and how to help the community to carry out the transition.

Very good sum up of the book at
http://www.chris-kimble.com/KNICOP/Chapters/Introduction.html

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Duguid, P. (2005). "The art of knowing: Social and tacit dimensions of knowledge and the limits of the community of practice." *The Information Society, 21* (2), 109-118.

Abstract:
Community of practice theory is inherently a social theory. As such it is distinct from more individualist accounts of human behaviour, such as mainstream economics. Consequently, community of practice theory and economics favour different accounts of knowledge. Taking a community of practice perspective, this paper challenges economists' attempts to reduce knowledge to information held by individuals and to

reject tacit knowledge as mere uncodified explicit knowledge. The essay argues that Polanyi's notion of a tacit dimension affected numerous disciplines (including economics) because it addressed aspects of learning and identity that conventional social sciences overlooked. The paper situates knowledge, identity, and learning within communities and points to ethical and epistemic entailments of community practice. So doing, it attempts to limit rather than expand the scope of community of practice analysis and to stress the difference, rather than the commonalities, between this and other apparently congenial forms of social analysis.

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Chris Kimble (2006). "Communities of Practice: Never Knowingly Undersold"

Abstract:
This paper will show how the use of the term has changed from the early exploratory works of Lave and Wenger (1991), through the later, more theoretical, works of Wenger (1998a) to the current, more "business friendly", version propounded by Wenger, McDermott and Snyder (2002). It will argue that, just as when buying goods from a retailer, when dealing with the Community of Practice, one should also follow the dictum 'let the buyer beware'.

http://ftp.informatik.rwth-aachen.de/Publications/CEUR-WS/Vol-213/paper35.pdf

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Kimble, Chris; Hildreth, Paul. (2008). "Communities of Practice: Creating Learning Environments for Educators"

Abstract:
The aim in this book has been to combine current academic research in Communities of Practice in education with practitioner experience to provide teachers and academics with guidance and an incentive to develop and work in their own Communities of Practice.
The result is a wide mix of authors from around the world who are relating their experiences in their own words. The chapters and styles range from reports into research to very personal accounts and thus provide a fascinating view of Communities of Practice in Education.

Detailed overview of the book and its chapters:
http://www.chris-kimble.com/CLEE/Book_1/Book1_ToC.html
http://www.chris-kimble.com/CLEE/Book_2/Book2_ToC.html

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Gilbert Probst et Stefano Borzillo (2007). « Des réseaux pour partager activement le savoir au sein des institutions publiques »

On trouve ici des conseils pour maintenir une CoP active de manière durable.

« C'est parce qu'un bon nombre de COP mises en place - tant dans le secteur public que privé - finissent par s'éteindre naturellement par manque d'implication active de la part de leurs membres, que nous avons fait une analyse pour mieux comprendre la dynamique de ces communautés, et découvrir quels sont les facteurs de succès qui les maintiennent actives et « vibrantes » durablement. »

http://www.sgvw.ch/sektor/news/archiv/f/060419_cop_probst_borzillo.php

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Websites

Recent papers on Knowledge Management
http://www.knowledgeboard.com/
* * *

Broad bank of reviews and papers on Knowledge Management
http://www.kmbook.com/
* * *

The Web's first site dedicated to communities of practice
http://www.co-i-l.com/coil/knowledge-garden/cop/index.shtml

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Large list of papers on CoPs (with links)
http://www.tact.fse.ulaval.ca/ang/html/cp/orga.htm

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Large bibliography on CoPs
http://www.openacademy.mindef.gov.sg/openacademy/Central/HTML%20Folder/KM/bcp/resource_biblio.htm

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Selected resources on Communities of Practice
http://www.ncddr.org/cop/copresources.html

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The Communities of Practice (CoPs) resources page
A very good website to quickly grasp the concept of CoP and to access further readings on the subject.

http://home.att.net/~discon/KM/CoPs.htm

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CoPResearch Wiki
http://copresearch.wikispaces.com/

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CP Square "The community of practice on Communities of Practice"
http://www.cpsquare.org/

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Website on Knowledge management for development
Review of good articles on knowledge and development with abstracts and links toward the full paper.
http://www.km4dev.org/index.php

* * *

An interesting page on Knowledge Networks which gives some hints to « make it happen ».
http://www.skyrme.com/insights/10knet.htm

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Caledon institute
http://www.caledoninst.org/

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Centre francophone d'informatisation des organisations
http://www.cefrio.qc.ca/

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Site internet sur les CoPs en français
http://radio.weblogs.com/0101569/stories/2002/11/14/communautesDePratiqueEtGestionDeSavoirs.html

http://www.tact.fse.ulaval.ca/rea/pratique.html

Top authors

Jean Lave
Jean lave is a social anthropologist with a strong interest in social theory, based at the University of California, Berkeley. Much of her work has focused on the 're-conceiving' of learning, learners, and educational institutions in terms of social practice.

Email: jlave@berkeley.edu

Homepage
http://geography.berkeley.edu/PeopleHistory/faculty/J_Lave.html

Etienne Wenger
Etienne Wenger was a teacher who joined the Institute for Research on Learning, Palo Alto having gained a Ph.D. in artificial intelligence from the University of California at Irvine. (He is now an independent consultant specializing in developing communities of practice within organizations). Their path-breaking analysis, first published in *Situated Learning: Legitimate peripheral participation* (1991) and later augmented in works by Jean Lave (1993) and Etienne Wenger (1999) set the scene for some significant innovations in practice within organizations and more recently within some schools (see Rogoff *et al* 2001).

E-mail: etienne@ewenger.com

Homepage: www.ewenger.com

Chris Kimble
Chris Kimble is lecturer at the department of Computer Science of the University of York (UK).
http://www.chris-kimble.com/

An exhaustive list of Kimble's publication
http://www-users.cs.york.ac.uk/~kimble/research/publics.html

Paul Hildreth
Paul Hildreth is a research student at the department of Computer Science of the University of York (UK). He is concerned with knowledge which cannot be captured, codified and stored, and the management of this knowledge in the distributed international environment.

E-mail: contact@paulhildreth.me.uk
Homepages: http://www.pmhildreth.co.uk/home.html
http://www.pmhildreth.co.uk/K-Now/Research.html

Brown, J. S.
Mr. John Brown is a Managing Scientist in Exponent's Environmental Sciences practice and is based in Boston, Massachusetts. He is a researcher who specializes in organizational studies with a particular bent towards the organizational implications of computer-supported activities. His research interests include the management of radical innovation, digital culture, ubiquitous computing, autonomous computing and organizational learning.

http://www.johnseelybrown.com/

Publications:
http://www.exponent.com/leaders/bios/pdf/brown,js.pdf
http://www.lib.uci.edu/online/fellows/CDFS_JSB.pdf

Duguid, P.
Paul Duguid is a socioconstructivist philosopher. He is working in collaboration with J. S. Brown.

Webpage:
http://people.ischool.berkeley.edu/~duguid/

Publications up to 2000
http://www.parc.com/research/publications/results.php?author=220

McDermott, R.
Richard McDermott is one of the leading thinkers, authors and consultants on designing knowledge organizations and building communities of practice. For nearly two decades, he has worked with engineering, professional service, sales, and manufacturing firms to maximize the productivity of knowledge workers. He was the subject matter expert for two national studies of best practices in knowledge management; one on creating a knowledge-sharing culture and another on institutionalizing communities of practice. He is also a frequent speaker at international conferences. Prior to starting his consulting practice, Richard worked in the Corporate Education department at Polaroid, where he designed career development programs for technical professionals and experienced first-hand the dilemmas of being a knowledge worker. He was a Research Assistant at the Harvard Business School and a faculty member at Lesley College, teaching management, organizational behavior, and organizational change.

Website:

Verna Allee

Verna Allee is an internationally recognized thought leader in knowledge management and new business models. Her book, The Knowledge Evolution: Expanding Organizational Intelligence (Butterworth-Heinemann 1997) is an international best seller. As President of Integral Performance Group, she consults in knowledge management and strategic issues with global companies of all sizes. She serves as advisor for special projects in intellectual capital and the knowledge economy with Stanford University and the Brookings Institution and guest lectures frequently in academia. Verna holds degrees from U.C. Berkeley and JFK University.

II Empowerment

Introduction to the concept

The concept of empowerment is used and defined by many disciplines including psychology, education, community psychology, nursing, business organization, management, social work and societal transformation studies. This diversity actually contributes to the ambiguity of this concept.

In the last two decades the use of the word empowerment has become so important (especially since international development organizations such as the World Bank began to use it) that, as is the case for many other "buzzwords", it is subject to numerous interpretations and usage.

The lack of clear consensus on the exact sense of the term creates problems for effective implementation. The variety of meanings is so vast that a large part of the literature (partially represented in the following bibliography) focuses almost entirely on clarification of this concept. Therefore, instead of adding to the numerous existing definitions of this term, we will only mention the one used by the World Bank, not because it is the best but because it is certainly one of the most read and used.

"Empowerment is the process of increasing the capacity of individuals or groups to make choices and to transform those choices into desired actions and outcomes. Central to this process are actions which both build individual and collective assets, and improve the efficiency and fairness of the organizational and institutional context which govern the use of these assets."

Apart from the exploration of the notion itself, the literature on empowerment explores how it can be implemented. There is a broad acknowledgement of the importance of the state as a key enabler of empowering actions through the institutionalization of the spaces devoted to stakeholder involvement in public policy making. This explains why many articles and books connect the concepts of empowerment and distributed governance.

The following literature responds to three main questions on empowerment:

What is it and where does it come from?
Why is it central to our society?
How can it be implemented?

Introduction au concept

Le concept d'*empowerment* est défini et utilisé dans de nombreux domaines tels que la psychologie, l'éducation, la psychologie communautaire, la santé, l'organisation du travail, le management, le travail social et l'étude des transformations sociétales. Cette diversité contribue grandement au flou initial qui entoure ce concept.

Durant les deux dernières décennies l'utilisation du mot *empowerment* est devenue si importante (tout particulièrement depuis que des organisations internationales de développement comme la Banque Mondiale ont commencé à l'utiliser) que, comme c'est le cas pour de nombreux autres "buzzwords", il est utilisé et interprété de multiples façons.

L'absence de consensus clair sur le sens exact de cette notion freine sa mise en place. La diversité des interprétations qui en sont faites est si grande qu'une importante part de la littérature (représentée en partie dans cette bibliographie) est vouée presque entièrement à la clarification du concept. Pour cette raison, au lieu de donner une énième définition de la notion, nous nous contenterons de citer celle de la Banque Mondiale, non pas parce que c'est la meilleure mais parce que c'est certainement l'une des plus lues et utilisées.

"Empowerment is the process of increasing the capacity of individuals or groups to make choices and to transform those choices into desired actions and outcomes. Central to this process are actions which both build individual and collective assets, and improve the efficiency and fairness of the organizational and institutional context which govern the use of these assets."

Mise à part l'étude du concept en soi, la littérature sur l'*empowerment* explore comment il peut être mis en pratique. Il existe à ce sujet un large consensus sur l'importance de l'État et de son rôle de facilitateur grâce à l'institutionnalisation d'espaces voués à l'implication des acteurs concernés dans l'élaboration des politiques publiques. Ceci explique pourquoi de nombreux articles et livres mettent en relation les concepts d'*empowerment* et de gouvernance élargie.

La littérature présentée ici répond à trois principales questions sur l'*empowerment*:

Qu'entend-on par *empowerment* et d'où vient cette notion?
Pourquoi est-elle centrale à notre société?
Comment peut-elle être mise en pratique?

Introducción al concepto

El concepto de *empowerment* se utiliza y define en numerosos ámbitos como la psicología, la educación, la psicología comunitaria, la salud, la organización del trabajo, la gestión, el trabajo social y el estudio de las transformaciones sociales. Esta diversidad contribuye en gran parte a la vaguedad inicial que rodea a la noción.

Durante las dos últimas décadas la utilización de la palabra *empowerment* se ha vuelto tan importante (especialmente desde que las organizaciones internacionales de desarrollo como el Banco Mundial han comenzado a utilizarlo) que, como es el caso para numerosas "buzzwords", se utiliza y se interpreta de múltiples maneras.

La ausencia de consenso claro sobre el sentido exacto del concepto frena su instauración y la diversidad de interpretaciones realizadas es tan grande que una parte importante de la literatura (representada en esta bibliografía) se dedica casi enteramente a la clarificación del concepto. Por esta razón, en lugar de presentar una enésima definición del concepto, nos limitamos a citar la del Banco Mundial, no porque sea mejor sino porque es indudablemente una de las más leidas y utilizadas.

> *"Empowerment is the process of increasing the capacity of individuals or groups to make choices and to transform those choices into desired actions and outcomes. Central to this process are actions which both build individual and collective assets, and improve the efficiency and fairness of the organizational and institutional context which govern the use of these assets."*

Dejando de lado el estudio del concepto en sí, la literatura sobre el *empowerment* explora cómo puede ponerse en práctica. Al respecto, existe un amplio consenso sobre la importancia del Estado y su papel de facilitador, gracias a la institucionalización de los espacios dedicados a la implicación de los actores involucrados en la elaboración de las políticas públicas. Esto explica porqué numerosos artículos y libros ponen en relación los conceptos de *empowerment* y de gobernanza ampliada.

La literatura presentada aquí responde a tres cuestiones principales sobre el *empowerment*:
¿Qué se entiende por *empowerment* y de dónde proviene el concepto?
¿Por qué es central a nuestra sociedad?
¿Cómo puede ser llevado a la práctica?

1 What is it and where does it come from?

Fundación para las Relaciones Internacionales y el Diálogo Exterior (2006). « The empowerment ». Publicación del FRIDE.

This paper tries in a few pages to redefine clearly what empowerment is and what empowerment isn't.

Available in english and spanish at
http://www.fride.org/publicacion/20/el-empoderamiento

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Page internet "Nouveau millénaire, Défis libertaires". *Empowerment : appropriation ou réappropriation de son pouvoir.*

On trouve ici un résumé très clair (en français) sur le sens et les utilisations du concept depuis son apparition dans les années 1980.

http://1libertaire.free.fr/PuissancedeSoi.html

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Alsop R. (ed.) (2005). "Power, Rights and Poverty: Concepts and connections" World Bank, Washington.

This book constitutes a useful collection of papers from leading thinkers on these topics that clarify the rather tarnished concepts of Power and Rights. It offers very useful materials to both development professional and students of development studies for a better understanding of linkages between theory and practice and of the empowerment mantra of our time.

http://siteresources.worldbank.org/INTEMPOWERMENT/Resources/PPFinalText.pdf

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Beteille A. (1999), « Empowerment », *Economic and Political Weekly*, vol. 34, n°10-11, pp. 589-597.

In this rather theoretical work the author first studies the concept of empowerment in itself, its background, its various meanings and how it is rooted in the distinction sociologist made between power and authority. It then studies the benefit of empowerment in terms of redistribution of power and social rearrangement.

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Yann Le Bossé (2003). « De l'*habilitation* au *pouvoir d'agir* : vers une appréhension plus circonscrite de la notion d'*empowerment* ». Faculté des fondements et pratiques en éducation, Université de Laval

L'auteur commence par effectuer un double constat. D'une part la notion d'*empowerment* reste encore bien trop floue vis-à-vis de l'usage de plus en plus fréquent qu'on en fait. Et d'autre part cette imprécision de sens ressort de manière encore plus accrues dans les diverses traductions qui en sont faîtes. Ainsi « au flou conceptuel initial s'ajoutent les approximations linguistiques ». L'auteur pense qu'en « l'absence de connaissance plus précises, il faut craindre que cette perspective de changement ne parvienne pas à dépasser le stade des déclarations d'intentions ». Dans cet article il cherche donc en premier lieu à clarifier cette notion en définissant ses composantes essentielles puis, en s'appuyant sur ces composantes, il propose une nouvelle traduction de la notion qui selon lui « permettrait de mieux cerner la réalité à l'étude et ainsi d'établir sa pertinence pour les pratiques sociales ».

http://www.erudit.org/revue/nps/2003/v16/n2/009841ar.pdf

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Cheater, A. (ed.) (1999). « The Anthropology of Power: Empowerment and Disempowerment in Changing Structures », Londres: Routledge.

This book uses ethnographic analysis to examine the issues surrounding power and empowerment. It presents material drawn from across the world to explore how traditionally disempowered groups gain influence in multicultural settings.

Not freely available on internet

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Andrea Cornwall and Karen Brock (2005). « Beyond Buzzwords "Poverty Reduction", "Participation" and "Empowerment" in Development Policy » United Nations Research Institute for Social Development.

This paper takes a critical look at the use of the buzzwords in the international development policy-making processes. It posits that these words are not neutral and studies their influence on the way international policies are shaped. Then it explores the evolution of the use of these words. Eventually it emphasize on the issues rising when the mere use of such words allows any one-size-fits-all development policy to be implemented.

Paper (as well as a summary in english, french and spanish) available at :
http://www.unrisd.org/unrisd/website/document.nsf/ab82a6805797760f80256b4f005da1ab/f25d3d6d27e2a1acc12570cb002ffa9a/$FILE/cornwall.pdf

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Florin, P., & Wandersman, A. (1990). « An introduction to citizen participation, voluntary organizations, and community development: insights for empowerment through research » American Journal of Community Psychology, 18(1), 41-54.

This is a well structured and very well documented work that has been done at a time when empowerment was not yet the buzzword it has become.

Introduction:
This paper proposes that empowerment theory and practice can be enriched through concepts and methods drawn from studies of citizen participation, voluntary community organizations, and community development. Descriptions, examples, and major findings from each domain are related to empowerment concepts and issues. Several rationales for a profitable convergence of research in these domains with empowerment and community psychology themes are offered. It describes the two large research projects from which the five articles in the special section were drawn, relates these articles to themes found in previous work, and points to the special contribution of each article.

http://www.springerlink.com/content/g87330k1th307212/fulltext.pdf

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« The Challenge of Democratic Empowerment » Technical Report Series, Hivos India October 2004

This paper is an attempt to examine social resistance and attempts at social change through the critical examination of popular terms and thus arriving at an understanding of the civil society debates in contemporary times.

This article is provided by Hivos India and is therefore somewhat focused on this country issues. That said it is a very useful paper to grasp the global issue of empowerment and the theoretical framework in which this concept fits. The paper describes (through four main parts) the different approaches and paradigms that have shaped the world development policies over the last decades. The main chapters are the following ones:

Developmentalism Before the Current Wave of Globalisation
From 'Nation Building' to 'Civil Society Building'
Decoding the Strategies of New 'Civil Society Building'
Understanding the Potential Implications: Towards a 'New Clientelism'

It also provides a set of very useful tool for a better understanding of those concepts such as:

-A very wide bibliography on the subject
-A broad glossary which clarifies various concepts such as civil society, community/communitarianism/community driven development , decentralisation and of course empowerment
-And finally an annotated bibliography prepared by Akhila Seetharaman on Community Participation, Decentralisation & Democratic Empowerment

http://www.civilsocietybuilding.net/csb/knowledge_corner/publications/the_challenge_of_democratic_empowerment

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Theodore M. Kerrine, Richard John Neuhaus (1979). « Mediating Structures: A Paradigm for Democratic Pluralism ». *Annals of the American Academy of Political and Social Science*, Vol. 446, The Uneasy Boundary: Church and State, pp. 10-18

Abstract:
The advent of the modern welfare state has tended to undermine the "mediating structures" that form linkages between the individual in his private life and the vast institutions of the public order. Such institutions as churches and families are important not only because they are the value-generating and sustaining institutions in democratic society, but also because they are the agencies through which people most frequently interact in public life. The steady erosion of these natural communities by government expansion has resulted in public policies that lack the confidence of the people most directly affected by them. At the same time, there is an increasing desire for government services. Churches have been effectively excluded from considerations of public policy by a view that identifies the public realm solely with the state. Where church participation is acknowledged, the forces of secularization and professionalization continue to assault the religious character of that involvement while the expansionist tendencies of the state are manifested in attempts to bring churches further within the sphere of government control. The mediating structures proposal calls for an imaginative recognition of institutions like churches in public policy in order to bridge the ever-widening division between individual belief and public purpose.

Not freely available on Internet

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Marguerite Mendell (2007). « Empowerment : What's in a Word ? Reflexions on Empowerment in Canada with Particular Emphasis on Quebec ». Concordia University, Montreal.

This paper gives a comprehensive look at the notion of empowerment. It explores the notion from the difficulties entailed by the multiple understandings given to such a « buzzword » to its true significance in the current (and revolutionary) reshaping of the socio-economic policy-making process. The author emphasizes that empowerment must not solely be seen as a protest noise contesting the system from the outside. Although this is necessary and forms the first step of the process, the changes have to be done from the inside. It means an incremental process starting with citizen engagement and consultation. This will lead to better-informed citizens through participation in an interactive process of policy dialogue. Then comes the need for the institutionalization (the empowerment) of the spaces where these interactions take place.

Eventually, when all these needs are properly met, empowerment can be considered as achieved and allow a genuine co-production of socio-economic policy. The author demonstrates with the examples of Canada and Quebec that this goal is not out of reach and as the society is naturally changing and moving we only have to pave the road before it.

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Sadan, Elisheva (1997). "Empowerment and Community Planning: Theory and Practice of People-Focused Social Solutions" Tel Aviv: Hakibbutz Hameuchad Publishers

This book is very useful for a thorough understanding of the concept of empowerment. In the introduction the author states "*Empowerment is first and foremost an ideology and a world-view, and only someone who accepts its values can attain a deeper understanding of the details of its processes and the methods of its practical implementation*". She thus emphasizes these values considering their comprehension as essential to any efficient practical implementation. The book is divided in two parts. The first one provides an enlightening explanation of the sociological and philosophical currents such as existentialism in which the notion is rooted as well as in-depth definitions of the notion and of its various meanings. In the second part the author focuses more on the professional practice in the context of Community Planning and explores the principal stages of the process of change coming along with empowerment.

E-Book entirely available at
http://www.mpow.org/

2 Why is it central to our society?

Berger, P., Neuhaus, R. (1977), *To Empower People: The Role of Mediating Structures in Public Policy*, American Enterprise Institute for Public Policy Research, Washington, DC.

The acknowledgement of the importance of "mediated institution" and the work that has been done on this topic in the 1970's by Berger and Neuhaus can be seen as one of the first step toward the development of the concept of empowerment.

Abstract:
This work has been one of the most significant intellectual influences on domestic policy and non-profit sector practice over the past 30 years. In this 45-page book published in 1977, Peter Berger and Richard John Neuhaus introduced the now classic analysis that a healthy nation relies on the institutions of civil society – especially neighborhoods, families, churches, and voluntary associations – to mediate between individual citizens and the large bureaucratic "megastructures" of big government, big labor, and big business. They argued that these institutions could serve as alternate mechanisms to provide for social welfare, allowing the public to continue to respond to major social problems, yet without creating the sense of alienation characteristic of welfare bureaucracies. The intellectual framework sketched by Berger and Neuhaus is often credited with providing the basis for such well-known policy innovations as the landmark welfare reform efforts of the 1990s and the increased role of faith-based and community institutions in more recent years.

On the publication's 30th anniversary, it is opportune to revisit the original argument and subsequent attempts to design policies along the lines of its recommendations. What is the proper relationship of government to other institutions of society? What is the best way for a society to empower its people? Have the policies which were designed to strengthen and promote civil society been sufficiently faithful to the authors' vision, so that we can evaluate their ideas by evaluating the attempts to put them into practice? How have these policies empowered people over the last three decades, and how can this agenda be advanced in the years ahead?

http://www.heritage.org/Press/Events/ev112907a.cfm

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Berger, Peter L., and Richard John Neuhaus (1996). « To Empower People: From State to Civil Society ». Washington, D.C.: American Enterprise Institute Press.

In the first edition of this pathbreaking book, the authors showed that such "mediating structures" as family, neighborhood, church, and voluntary and civil associations are

crucial institutions, whose weakening spells disaster. They have returned to their original argument to assess today's efforts at renewing civil society.

A (long) review at
http://conservativehome.blogs.com/books/2006/02/to_empower_peop.html

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Jane Palier, Benoît Prévost (2006). « Le développement social : nouveau discours et idéologie de la Banque mondiale » LEFI (Université Lyon 2) et IRD/IFP et CEMI (Université
Montpellier 3)

Keywords:
World Bank, social development, social capital, microfinance, empowerment, neoinstitutionalism.

Abstract:
In the late nineties, Social Development Initiative associated to the Comprehensive Development Framework have been presented as the new paradigm of the World Bank. The combination of social, political and economic dimensions of development lead the Bank to conceive new strategies against poverty. The principle of autonomy through the concepts of empowerment and microfinance are so promoted. These recommendations are in fact based on specific representations of development and market society that need to be analysed. Not only economic but social and political structures are now supposed to be adjusted to an ideal model of society.

http://matisse.univ-paris1.fr/colloque-es/pdf/articles/palier_prevost.pdf

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Francisco J. Francés y José T. García (2002). « Estrategias Instituyentes De Participación en el Contexto de la Globalización: El Concepto de Empoderamiento ». Dpto. de Sociología II, Universidad de Alicante.

Cet article traite des processus de participation et d'empowerment. L'auteur voit dans ces concepts des outils permettant de lutter contre la désintégration des groupes sociaux issue du phénomène de mondialisation.

http://www.iudesp.ua.es/documentos/empoderamiento.pdf

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Friedmann, J. (1992). *Empowerment: The Politics of Alternative Development*, Oxford: Blackwell

This book has become one of the most quoted one in the empowerment literature. It is a critique of neoclassical economic models that are deemed accountable for the many problems of poverty, unemployment and environmental sustainability the world was experiencing at the time and is still experiencing today. The author argues that the solution to these problems lies in processes of emancipation, local self-reliance and participatory democracy. In so doing he defines the notion of empowerment.

It is not available freely on Internet but a good review made by Esther Wangari (Clark University) can be found at
http://www.jstor.org/view/00130095/ap010284/01a00070/3?frame=noframe&userID=84cc7654@umontreal.ca/01c0a8347200501c1d6cb&dpi=3&config=jstor

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Mark Schmid and SDC Latin American Division (2002). « Are we Contributing to Empowerment in Latin America? »

This document presents a summary of the lessons learned in a workshop on empowerment organised by the Latin American Division of the Swiss agency for Development and Cooperation (SDC) and its partners. It is an invitation for discussion and sharing of experiences on various questions including:

Are we using our logic or the logic of the people?
Are we strengthening organizations that are legitimate, democratic and capable of solving problems?
Do the people have access to vital, adequate and relevant information?
Do socio-economic growth and organizational progress go hand in hand?
What are we doing to encourage competent, motivated and well-rooted leadership?
Are we promoting the pursuit of alliances?

Available in english, french and spanish at
http://www.sdc.admin.ch/fr/Home_21719/Item_21738/Item_22666/Item_21741

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Sirianni, Carmen and Lewis Friedland. (2001) *Civic Innovation in America. Community Empowerment, Public Policy and the Movement for Civic Renewal.* Berkeley, University of California Press. 371p.

In this book, two leading experts on community action provide the first scholarly examination of the civic renewal movement that has emerged in the United States in recent decades. Sirianni Friedland examine civic innovation since the 1960s as social learning in four arenas (community organizing/development, civic environmentalism, community health, and public journalism), and they link local efforts to broader networks and to the development of "public policy for democracy." They also explore the

emergence of a movement for civic renewal that builds upon the civic movements in these four arenas. It draws upon analytical frameworks of social capital, policy learning, organizational learning, regulatory culture, democratic theory, and social movement theory. The study is based upon interviews with more than 400 innovative practitioners, as well as extensive field observation, case study, action research, and historical analysis.

Not freely available on Internet

3 How can it be implemented?

Beteille A. (1999), « Citizenship, State and Civil Society », *Economic and Political Weekly*

Introduction:
A great deal of the recent enthusiasm for civil society in this country has been, unfortunately, driven by a negative, if not a hostile, attitude towards the state, and, indeed, towards all public institutions. Nothing can be more destructive of civil society than the idea that the best way to create and invigorate civil society is to empower the people at the expense of the state. And just as state and civil society are complementary, so are state and citizen. Furthermore, civil society cannot amount to very much where citizenship is absent or weakly developed.

http://www.epw.org.in/epw/uploads/articles/9211.pdf

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Breton, M. (1994). « On the Meaning of Empowerment and Empowerment-oriented Social Work », Social Work with Groups, vol.17, no 3, 23-27.

Abstract:
This paper begins by discussing five components deemed essential for the disempowered to become empowered. The components are: social action, political awareness, the right to say and to 'have a say,' recognizing oneself and being recognized as competent, and the use of power. Based on this discussion, the paper then addresses the requirements for empowerment-oriented practice, which, it is argued, fall under two major headings: the principle of collegiality, and group and community work. Some cautions on the limits of empowerment work conclude his analysis.

http://www.haworthpress.com/store/E-Text/View_EText.asp?a=3&fn=J009v17n03_03&i=3&s=J009&v=17

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Patrick Kilby (2006). « Accountability for Empowerment: Dilemmas Facing Non-Governmental Organizations » Asia Pacific School of Economics and Government, Australian National University.

Abstract:
The accountability of NGOs, particularly their ''downward'' accountability to their beneficiaries, affects NGO effectiveness in the process of empowerment for the poor and marginalized in developing countries. While debate about the accountability of NGOs and various pressures they face is well travelled, much less consideration is given to the broad values of the NGO and how they may affect their approach to downward accountability. This paper looks at evidence from a number of case studies of NGO programs with poor women in India, on the role of accountability in empowerment outcomes, and the role NGO values play in these outcomes.

http://www.crawford.anu.edu.au/degrees/pogo/discussion_papers/PDP04-1.pdf

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Gertrude MacIntyre (1999). « Active partners: education and community development », Education + Training, Volume 41 Number 4.

Abstract:
This paper states that community development has been promoted as a process, a method, a programme, a movement and a paradigm, but that efforts at definition tend to divert attention from the key concern in this field: what kinds of organizations are most effective in actually doing community development? Posits that the main determinants of what is done in society today are laid down by governments and large corporations; these organizations cannot give people a sense of identity and purpose beyond the job and the daily round of work. Proposes that mediating structures can do so. Reveals that these are organizations that stand between the individuals and the larger entities of society. Examines, using Cape Breton Island as context, a potential role for the university as a mediating structure in community development.

http://www.emeraldinsight.com/Insight/ViewContentServlet?Filename=Published/EmeraldFullTextArticle/Articles/0060241108.html

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Brad McMillan, Paul Florin, John Stevenson, Ben Kerman and Roger E. Mitchell « Empowerment praxis in community coalitions » American Journal of Community Psychology, Volume 23, Number 5 / octobre 1995, Pages 699-727, Springer Netherland

Keywords:

Empowerment - community coalition - multilevel - prevention - participation

Abstract:
Community coalitions address a wide variety of community problems, espousing a community development processes that promotes individual and collective self-determination. They offer a promising venue for the study of empowerment of individuals and organizations. This study utilizes data from members of 35 community coalitions organized for the prevention of alcohol and other drug problems to address the following questions: What individual characteristics are related to the psychological empowerment of coalition members? What organizational characteristics are related to the collective empowering of members? What organization characteristics are related to a coalition being organizationally empowered to succeed in achieving its objectives? At the individual level, psychological empowerment was most strongly related to individuals' participation levels, sense of community, and perceptions of a positive organizational climate. At the group level, the strongest predictors of collective empowering (our operationalization of the empowering organization) were net benefits of participation, commitment, and positive organization climate. Psychological empowerment and positive organizational climate were the two predictors of organizational effectiveness (the empowered organization). Implications and limitations of these findings are discussed.

Not available freely on Internet

Excerpt at:
http://www.questia.com/googleScholar.qst;jsessionid=HVkHpxVYkPTW3lgNbNLBWG64sfv2kBqY9phFTMG01HG9TZ7vFvKJ!-2005193794?docId=5000390253

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Pretty, Jules N. /et al. (1995). « Participatory Learning and Action: a trainer's guide ». International Institute for Environment and Development, 268p. London.

Abstract:
Designed for both experienced and new trainers who have an interest in training others in the use of participatory methods, whether they are researchers, practitioners, policy-makers, villagers or trainers. The guide: provides a comprehensive background to the principles of adult learning; focuses on the facilitation skills necessary for effective training; describes group dynamics and how to build interdisciplinary teams; summarises the principles of participatory learning and action; describes in detail the process of training, both in the workshop and in the field; suggests how to organise workshops, from laying the groundwork to post-training evaluation; details 101 interactive training games and exercises.

Can be ordered at:
http://www.iied.org/pubs/display.php?o=6021iied

Websites on Empowerment methodology

David Wilcox's websites

David Wilcox used to be a planning correspondent for the London Evening Standard in the 1970s. He wrote about housing, transport, property and the social and economic forces changing the capital's communities. Since then he has worked as a consultant, writer and trainer, specialising in community engagement and cross sector partnerships. His research are now mainly on how to help people communicate and engage better in organisations and communities through the use of social software and creative events.

He created a few websites that forms useful tools to any theorist or practitioner interested in creating and fostering cross sector partnership:

http://www.partnerships.org.uk/

This site provides guides to participation and partnerships, and also some early work of Wilcox on creating online communities.

http://www.designingforcivilsociety.org/

This website is mainly about engagement and collaboration using social media and events.

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Joseph Rowntree Foundation website
http://www.jrf.org.uk/knowledge/findings/housing/H4.asp

Community participation and empowerment: putting theory into practice

"This Guide to Effective Participation offers a comprehensive framework for thinking about involvement, empowerment and partnership. It also provides an A to Z of key issues and practical techniques for effective participation."

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Making The Net Work

Making The Net Work aims to help organisations, centres, neighbourhoods or networks plan and use the Net effectively. This site offers sets of workshop games, a routemap for planning development, and other tools for use on the journey.

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Bibliographie annotée sur l'empowerment dans les organisations commerciales

http://www.heacademy.ac.uk/assets/hlst/documents/resource_guides/employee_empowerment_perception_and_involvement.pdf

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Empowerment Evaluation

This is a place for exchanges and discussions about empowerment evaluation practice, theory, and current debates in the literature.

http://eevaluation.blogspot.com/

Top authors

Peter Ludwig Berger
Peter Berger is an American sociologist and Lutheran theologian. In his main work *The Social Construction of Reality: A Treatise in the Sociology of Knowledge* (New York, 1966), Berger develops a sociological theory in line with other school of thought such as social constructivism and structuralism. 'Society as Objective Reality and as Subjective Reality'. In this book he describes the process by which an individual's conception of reality is produced by his or her interaction with social structures. He writes about how new human concepts or inventions become a part of our reality (a process he calls reification).

Doctor Peter Berger is professor of Sociology and Theology at the College of Arts and Sciences and School of Theology. He is also director of the Institute on Culture, Religion and World Affairs and doctor honoris causa of Loyola University, Wagner College, the University of Notre Dame, the University of Geneva, and Munich University. He is an honorary member of many scientific associations.

Homepage
http://www.bu.edu/sth/faculty/staff/berger.html

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John Friedmann
Professor John Friedmann (b. 1926, Vienna, Austria) is an Honorary Professor in the School of Community and Regional Planning at University of British Columbia, Vancouver, Canada, and Professor Emeritus in the School of Public Policy and Social Research at UCLA. His main area of research is urban and regional planning but in 1993 he published a book called « Empowerment: A Theory of Alternative Development » that quickly became one of the most quoted one in the empowerment literature.

Email: jrpf@interchange.ubc.ca

Homepage
http://www.scarp.ubc.ca/faculty%20profiles/friedmann.htm

Richard John Neuhaus
Richard John Neuhaus (born May 21, 1936) is a prominent Catholic priest and writer born in Canada and living in the United States, where he is a naturalized citizen. Together with Peter Berger he has become an important figure in the empowerment literature for the path-breaking book *To Empower People: The Role of Mediating Structures in Public Policy* they published in 1977. Richard J. Neuhaus is president of the Institute on Religion and Public Life and part of the Board of Directors of the Institute on Religion and Democracy. He is also known as a close, if unofficial, adviser to George W. Bush.

Homepage
http://rightweb.irc-online.org/profile/1307.html

Online archive
http://www.ratzingerfanclub.com/Neuhaus/

III Distributed and participatory governance

Introduction to the concept

Whether they are called shared, horizontal, distributed or participatory, notions of the new governance are central to an effective implementation of the other concepts explored in this review of literature. Consultation and involvement of various stakeholders of one or several sectors around negotiation tables on specific issues, is only a step towards empowerment. To be « empowered » people need more than policy dialogue. Full participation of people in decision-making processes around policies that concern them calls for the institutionalization of such spaces of dialogue and negotiation. In some ways, institutionalization of the process of empowerment may be interpreted as distributed and participatory governance.

Achieving effective distributed governance is a very challenging task. It means building a functional web of consultation and decision-making that translates goals into policy or action, while maintaining a high level of accountability on decisions that are made. Besides addressing the notion itself, this review of literature explores different problems that may be encountered in its implementation. This review of literature emphasizes three main issues.

Problems of legitimacy:
Participatory governance should not be used as a way of avoiding State/Civil Society conflicts by an apparent and illusory legimitation of govermental actions. It must begin with the recognition of the legitimacy of groups invited to participate so that any mutual mistrust between the State and the Civil Society does not undermine participatory processes.

Problems of intersectoriality:
Identifying and gathering all the stakeholders concerned with a specific political decision is a very challenging task. However, with the proliferation of public and civil society organizations and associations, their respective fields of action are becoming more and more intertwined. These intersectoral tables have thus become critical to reach fair and efficient policy decisions.

Problems of accountability:
It has long been recognized that a high level of accountability is at the core of efficient participatory governance. That said, finding mechanisms and instruments to achieve this remains the biggest challenge in the implementation of genuine distributed and participatory governance.

Introduction au concept

Qu'elle soit appelée partagée, horizontale, élargie ou participative la nouvelle gouvernance est essentielle à la mise en pratique effective des concepts explorés dans cette revue de littérature. La consultation et l'implication des différents acteurs d'un ou de plusieurs secteurs autour de table de négociation sur des problèmes particuliers ne signifient pas encore leur *empowerment*. Pour se réaliser l'*empowerment* demande plus qu'un simple dialogue sur les politiques. La pleine participation des citoyens dans les processus de prise de décision relatifs à des politiques les concernant nécessite une institutionnalisation de ces espaces de dialogue et de négociation. De ce point de vue, la gouvernance élargie et participative peut être perçue comme l'étape d'institutionnalisation au sein du processus global d'*empowerment*.

La mise en place d'une gouvernance élargie et participative effective est un défi de taille. Cela implique la construction d'un réseau fonctionnel de consultation et de prise de décision qui transforme des objectifs en politiques ou en actions tout en rendant des comptes sur les décisions qui sont prises. Cette revue de littérature traite de la notion elle-même ainsi que des problèmes que sa mise en place soulève. Dans cette bibliographie nous avons relevé trois principaux ensembles de problèmes.

Problèmes de légitimité:
La gouvernance participative ne doit pas être utilisée pour éviter les conflits État/société civile par une apparente et illusoire légitimation des actions gouvernementales. Elle doit commencer par la reconnaissance de la légitimité des groupes invités à participer pour qu'aucune méfiance entre l'État et la société civile ne vienne perturber les processus participatifs.

Problèmes d'intersectorialité:
L'identification et le rassemblement des différentes personnes concernées par une décision politique particulière forme l'un des points clés d'une gouvernance élargie et participative. Cependant, avec la prolifération des organisations et associations publiques ou issues de la société civile, les limites des champs d'action respectifs de chacune sont devenues de plus en plus confuses. Ces tables de dialogue intersectoriel sont donc devenues essentielles à la construction de politiques justes et efficaces.

Problèmes de responsabilité:
Il est reconnu depuis longtemps qu'un haut niveau de responsabilisation est au cœur d'une gouvernance participative efficace. Ceci dit, définir les mécanismes et instruments pour réaliser ceci reste un défi majeur pour la mise en place d'une authentique gouvernance élargie et participative.

Introducción al concepto

La nueva gobernanza, ya sea compartida, horizontal, ampliada o participativa, es esencial para la puesta en la práctica efectiva de los conceptos explorados en esta revisión de la literatura. La consulta y la implicación de los distintos actores, de uno o varios sectores, en torno a la mesa de negociación sobre problemas particulares no significa aún el *empowerment*. Para realizarse, éste requiere más que un simple diálogo sobre las políticas. La plena participación de los ciudadanos en los procesos de toma de decisión que se refieren a las políticas que les conciernen requiere una institucionalización de estos espacios de diálogo y negociación. Desde esta óptica, la gobernanza ampliada y participativa puede percibirse como la etapa de institucionalización en el seno del proceso global de *empowerment*.

La instauración de una gobernanza ampliada y participativa efectiva es un desafío de importancia. Esto implica la construcción de una red funcional de consulta y toma de decisión que transforma objetivos en políticas o en acciones dando cuenta al mismo tiempo sobre las decisiones que se toman. Esta revisión de la literatura trata sobre la propia noción así como sobre los problemas que su instauración plantea. En esta bibliografía destacamos tres principales conjuntos de problemas:

Problemas de legitimidad:
La gobernanza participativa no debe utilizarse para evitar los conflictos Estado/sociedad civil por una aparente e ilusoria legitimación de las acciones gubernamentales. Debe comenzar por el reconocimiento de la legitimidad de los grupos invitados a participar para que ninguna desconfianza entre el Estado y la sociedad civil vengan a perturbar los procesos participativos.

Problemas de intersectorialidad:
La definición y la reunión de distintas personas afectadas por una decisión política particular forma uno de los puntos clave de una gobernanza ampliada y participativa. Sin embargo, con la proliferación de las organizaciones y asociaciones públicas o resultantes de la sociedad civil, los límites de los campos de acción respectivos de cada una se volvieron cada vez más confusos. Estas tablas de diálogo intersectorial resultaron esenciales para la construcción de políticas justas y eficaces.

Problemas de responsabilidad:
Se reconoce desde hace tiempo que un alto nivel de responsabilización está en el corazón de una gobernanza participativa eficaz. Dicho esto, definir los mecanismos e instrumentos para realizarla sigue siendo un desafío principal para la instauración de una auténtica gobernanza ampliada y participativa.

Annoted bibliography

Frederick M. Abbott (2000). "Distributed governance at the WTO_WIPO: An evolving model for open-architecture integrated governance" Journal of international Economic Law, Oxford University Press.

This paper brings the multilateral organization in the game of co-construction of public policy calling specially for more cooperation between them. (E.g. WHO&FAO on the OGM issues)
It describes a new model of multilateral governance through the evolution of the inter-institutional relationship between the WTO and the World Intellectual Property Organization (WIPO). It posits that these kinds of partnership between multilateral organizations can:

Enhance the breadth of subject matter interests and the administrative capacity of each organization and thus enhance horizontal cooperation.

Enlarge the overall capacity of multilateral economic governance system to consider the interests of developing and least developed countries, civil society, and individuals.

Foster the development of innovative mechanisms for public policy-making, in particular in relation to the Internet and global electronic commerce.

Abstract available at:
http://jiel.oxfordjournals.org/cgi/content/abstract/3/1/63

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C. Ansell and A. Gash (2007). *Collaborative Governance in Theory and Practice.* Journal of Public Administration Research and Theory. November 13.

Abstract:
Over the past few decades, a new form of governance has emerged to replace adversarial and managerial modes of policy making and implementation. Collaborative governance, as it has come to be known, brings public and private stakeholders together in collective forums with public agencies to engage in consensus-oriented decision-making. In this article, we conduct a meta-analytical study of the existing literature on collaborative governance with the goal of elaborating a contingency model of collaborative governance. After reviewing 137 cases of collaborative governance across a range of policy sectors, we identify critical variables that will influence whether or not this mode of governance will produce successful collaboration. These variables include the prior history of conflict or cooperation, the incentives for stakeholders to participate, power and resources imbalances, leadership, and institutional design. We also identify a series of factors that are crucial within the collaborative process itself. These factors include face-to-face

dialogue, trust building, and the development of commitment and shared understanding. We found that a virtuous cycle of collaboration tends to develop when collaborative forums focus on "small wins" that deepen trust, commitment, and shared understanding. The article concludes with a discussion of the implications of our contingency model for practitioners and for future research on collaborative governance.

http://jpart.oxfordjournals.org/cgi/reprint/mum032v1

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Guy Bessette (2004). « Communication et participation communautaire : Guide pratique de communication participative pour le développement » Centre de recherches pour le développement international, Les Presses de l'Université Laval.

Selon l'auteur de cet article, « la recherche pour le développement, tout comme la réalisation d'initiatives et de projets de développement dépendent de la participation effective des populations. […] Mais de quelle participation parle-t-on? […] Les communautés locales sont-elles simplement consultées ou mobilisées lors d'activités particulières, ou participent-elles vraiment à la prise de décision concernant la planification et la mise en œuvre de ces initiatives? […] La communication participative pour le développement est au cœur de ce défi de facilitation d'une participation véritable. »

Cet article étudie donc les rôles du chercheur et de l'intervenant communautaire comme facilitateurs/acteurs d'un processus de communication. Il donne ensuite une méthodologie et des outils permettant la planification et la mise en place d'une stratégie de communication participative pour le développement.

Livre disponible intégralement sous format E-book à
http://www.idrc.ca/fr/ev-52226-201-1-DO_TOPIC.html

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Laurence Bherer (2006). « La démocratie participative et la qualification citoyenne. À la frontière de la société civile et de l'État » Département de science politique. Université de Montréal. Revue « Nouvelles Pratiques Sociales ».

Cette article insiste sur le fait que la gouvernance participative ne doit pas simplement servir à éviter les conflits État/Société civile et légitimer l'action gouvernementale mais qu'elle doit avant tout reconnaître profondément les groupes et l'action collective et lutter ainsi contre la méfiance réciproque qui existe entre État et Société civile et qui sape les processus participatifs.

Non disponible gratuitement sur Internet mais peut être commandé de même que d'autres articles sur la démocratie participative à :
http://www.erudit.org/revue/nps/2006/v18/n2/index.html

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Bourgault, J. et R. Lapierre. (2000). « Horizontalité et gestion publique ». Ottawa : Centre canadien de gestion.

Les frontières entre organismes publics sont de plus en plus floues. L'interdépendance, l'intersectorialité et surtout de l'interdisciplinarité qui caractérisent ces organes de décision doivent nous amener à mettre fin aux *approches silo* et à porter un attention grandissante au processus de gestion horizontale. Partant de ce constat, les auteurs définissent dans cet article le concept d'horizontalité et insiste sur l'importance qu'il revêt pour la gouvernance de nos sociétés modernes. L'article explore ensuite en détail et avec des exemples empiriques à l'appui le processus de mise en place d'une telle gestion, ses avantages et ses difficultés.

http://dsp-psd.communication.gc.ca/Collection/SC94-80-2001F.pdf

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Yves Cabannes (2004). "Participatory budgeting: a significant contribution to participatory democracy" Environment&Urbanization Vol 16 No 1 April 2004

Summary:
This paper describes participatory budgeting in Brazil and elsewhere as a significant area of innovation in democracy and local development. It draws on the experience of 25 municipalities in Latin America and Europe, selected based on the diversity of their participatory budgeting experience and their degree of innovation. The paper provides a systematic analysis of the range of experience that can be included in participatory budgeting – in terms of the level of funds being considered, the extent of control and mode of involvement of local citizens, the relationship with local government, the degree of institutionalization and the sustainability of the process – and it considers the questions that are raised by this diverse set of possibilities.

http://eau.sagepub.com/cgi/reprint/16/1/27

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Chaskin, R. J., and S. Garg (1997). *The Issue of Governance in Neighborhood-Based Initiatives*. Urban Affairs Review, Vol. 32, No. 5, 631-661. SAGE Publications.

The authors of this issue-mapping article explore the rationale behind, and issues bearing on, the governance of community-based initiatives. They examine three issues relevant to the formation of local governance structures: the relationship between neighbourhoods-based governance structures and local government; issues of representation, legitimacy, and connection; and long-term viability. They suggest an agenda for further exploration that includes examining the relative benefits of different governance structures, exploring

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the issue of capacity in community-building, and investigating the perspective of local governments that have jurisdiction over the areas in which these efforts are being implemented.

http://uar.sagepub.com/cgi/content/abstract/32/5/631?ck=nck

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Chaskin, R., and A. Abunimah (1999). *A View from the City: Local Government Perspectives on Neighborhood-Based Governance in Community-Building Initiatives.* Journal of Urban Affairs 21 (1) , 57-78.

This article explores the perspective of local governments on the neighborhood-based governance entities being developed by community-building initiatives within their jurisdictions. In general, the governance entities created by these initiatives are seen within a pluralist framework in which they are treated as one of a number of organizations operating on behalf of a neighborhood with which government can choose to work in a number of ways. Public officials see a benefit in working with and through identifiable organizations and community leaders who can broker relationships and provide apparent legitimacy to government activities in the neighborhood. Nevertheless, public officials have identified a number of limitations of such entities, and it is unclear how best to structure their roles, responsibilities, expectations, and lines of accountability.

http://www.blackwell-synergy.com/doi/abs/10.1111/0735-2166.00003

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Coaffee, J. and Healey, P. (2003). *"My Voice: My Place": Tracking Transformations in Urban Governance.* Urban Studies Journal, 40(10): 1979-99.

This paper develops an institutionalist framework for analysing transformations in urban governance, focusing in particular on assessing the potential of initiatives designed to 'mainstream' citizen participation and 'voice' in local government processes. The framework centres on an analytical conception of levels of social formation: specific episodes of collective action; the on-going work of governance practices and discourse formation and use; and underpinning culturally embedded assumptions and habits. The central argument is that transformations in urban governance capacity need to penetrate all three levels to effect enduring changes in governance cultures. The framework is used to assess the early experience of an attempt to introduce 'area committees' by Newcastle City Council, UK, and their ability to act as a 'voice for place'. The paper examines how far the area committee initiative has the potential to achieve the objectives set for it, the qualities of the emerging governance processes in the initiative and their potential to transform the wider context of urban governance in the city.

http://usj.sagepub.com/cgi/content/abstract/40/10/1979

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Cunill Grau, N. (1997). *Repensando lo público a través de la sociedad: Nuevas formas de gestión pública y representación social* , Caracas: CLAD. 320 pages.

En esta obra, la autora analiza las relaciones Estado/sociedad que se han venido dando desde la década de los noventa, en las cuales la sociedad civil ha tenido un papel importante en el proceso de democratización de la vida pública. La autora enfatiza que a medida en que se amplíe la esfera pública a través del público no estatal, se fortalecen el Estado y la sociedad civil, y al mismo tiempo la propia democracia, amenazada hoy día, por las propuestas neoliberales de una mercadización de la administración pública.

Abstract and table of contents at
http://www.nuso.org/upload/libros/44.php

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Tom Fitzpatrick (2000). "Horizontal Management: Trends in Governance and Accountability" Secretariat for CCMD's Action-Research Roundtable on the Management of Horizontal Issues.

This paper treats the issues of horizontal management and accountability, it defines various notions such as partnership arrangement, distributed governance, accountability in a modern public service, the roles of key players (parliament, central agencies, departments, partners and the Canadian citizen)

Paper and comments at:
http://www.csps-efpc.gc.ca/research/publications/html/horinz_rt/documents/trends_e.html

Disponible aussi en français à
http://www.myschool-monecole.gc.ca/Research/publications/pdfs/Horiz-Trends-REV-f.pdf

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Greca, Rainer (2000). *Institutional Co-Governance As a Mode of Co-Operation Between Various Social Service Carriers and Providers*. Public Management Review, Volume 2, Issue 3 September 2000 , pages 379 - 396

Keywords: Co-operation; governance; NPM; regionalization and decentralization; social time/social space conceptualizations

Abstract:

A four-year study in Munich, Bavaria, examined a reorganization process (decentralization and regionalization) of social services. A main target of this programme was to improve the co-operation of various social service providers. On different levels of governance the reasons for co-operation or non-co-operation were considered. Dissimilar social time and space conceptualizations are an important source of exclusion or inclusion of providers in the network of services. Governance modes in the field of services are described. The study emphasizes the importance of an institutional basis for co-operation.

Ordering at
http://www.informaworld.com/smpp/content~content=a739448703~db=all~order=page

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Michaela Hordijk (2005). "Participatory governance in Peru: exercising citizenship" Environment and Urbanization vol 17 No1 april 2005.

Abstract:
This paper discusses participatory budgeting as a learning process, with an analysis of two cases of participatory budgeting in Lima, Peru. Peru is the only country in the world where it is legally required that local and provincial authorities should formulate comprehensive development plans and budgets in a participatory manner. The first case discussed is Villa El Salvador, one of the cities that set the example for the framework law on participatory budgeting. The second is the district of San Juan de Miraflores, where municipal officials and inhabitants are currently struggling to implement the new law. This paper suggests that despite obvious shortcomings and a wide variety of implementation problems, the new legal framework offers interesting opportunities for participatory governance.

http://eau.sagepub.com/cgi/reprint/17/1/219

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Luc Juillet, Gilles Paquet et Francesca Scala. *Gouvernance collaborative, imputabilités douces et contrats moraux : un cadre d'analyse*.

Résumé :
Ce texte examine l'importance du rôle joué par les mécanismes d'imputabilité dans la mise en place et l'opération d'une gouvernance collaborative axée sur l'apprentissage collectif. Nous avançons l'hypothèse que, dans les organisations en réseaux marquées par une collaboration avancée entre partenaires aux ressources, pouvoirs et cadres de références divers, les mécanismes d'imputabilité participent à un processus de rétroaction de nature à la fois éthique et épistémique, essentiel à une gouvernance efficace et adaptée. Or, afin de servir adéquatement dans un contexte de gouvernance collaborative, il sera souhaitable de miser sur une panoplie de mécanismes d'imputabilité et d'instruments de

veille particuliers instituant une conception pédagogique et douce de l'imputabilité. Une approche qui contraste avec la notion d'imputabilité encore en usage dans plusieurs cas.

http://gge.unb.ca/Research/GEG/OceanGov/documents/gouvernance_collaborative%20.pdf

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Donald Lenihan and Tony Valeri (2003). Horizontal Government: The Next Step. Centre for Collaborative Government.

This paper sketches some of the emerging links between planning and reporting, policy development and coordination, and program delivery. It identifies a critical next step along the path to realizing the results agenda. And, it discusses some issues and challenges around our proposal to develop an alternative approach to funding.

http://www.kta.on.ca/pdf/ppg2.pdf

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Jon Marshall (2006). « Negri, Hardt, distributed governance and open source software ». Journal of Multidisciplinary International Studies PORTAL vol. 3, no. 1

This paper investigates the idea that governance has changed in the contemporary world; it is now distributed, rather than centralised or territorialized. Michael Hardt and Antonio Negri describe this situation in their books *Empire* (2000) and *Multitude* (2004), under the rubric of 'Empire' and the author bases his article on these two books. He studies the links existing between Information and Communication Technology, distributed governance and democracy. He shows that ICT is a central tool to distributed governance but that even if it may it does not necessarily help democracy. It can be used for as much as against democratic processes. For instance, networks such as the Internet developed more out of the needs of military and corporate expansion and mobility rather than democracy; thus they may retain features of their original purpose as much as they may challenge the dominant powers.

http://epress.lib.uts.edu.au/ojs/index.php/portal/article/view/122/84

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Gilles Paquet (1998). « La gouvernance en tant que manière de voir: le paradigme de l'apprentissage collectif. » Centre d'études en gouvernance. Université d'Ottawa.

Cet article étudie en profondeur le concept de gouvernance, les évolutions qu'il a connu et le sens qu'on lui donne aujourd'hui. Il étudie en parallèle, en fleuretant avec l'épistémologie, les liens que les récentes mises en valeur des processus d'apprentissage collectif ont avec la nouvelle gouvernance qui est en train de se construire actuellement.

https://artemis.webserversystems.com/~gouverna/publications/98-29.pdf

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Gilles Paquet (1999). "Canada 2015: the governance challenge" Centre on Governance, University of Ottawa

Keywords:
The globalization/regionalization-regime nexus
The productivity/government-business-society nexus
Distributed governance and mediating structures

This paper studies the two dominant forces shaping the world scene over the 1980-2015 period and identified by Bradford DeLong (1998).

-Process of global economic integration
-General productivity slowdown

The author probes the existing tensions between the two dominant forces and the mediating structures likely to attenuate their impacts on Canada and explain why Canada does not feel the need for putting in place the distributed governance system and the mediating structures that would appear to be required.

http://www.csls.ca/events/sept1999/paqu.pdf

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Peters, B. (1998). « La gestion d'un gouvernement horizontal: L'aspect politique de la coordination ». Ottawa : Centre canadien de gestion.

L'auteur explore ici les nombreux défis que pose la quête d'un gouvernement plus «horizontal», et nous rappel qu'il s'agit là d'une des questions les plus persistantes et les plus réitérées du monde de la gestion publique. Par son analyse, il souligne un certain nombre de problèmes non résolus quant à la coordination entre les organismes et les programmes du secteur public. Pour comprendre pourquoi les différents secteurs politiques éprouvent tant de problèmes à agir de façon coordonnée, l'auteur cherche à déterminer les critères importants qui les différencient les uns des autres.

http://dsp-psd.communication.gc.ca/Collection/SC94-61-21-1998F.pdf

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Hartmut Schneider (1999). *Gouvernance participative : le chaînon manquant dans la lutte contre la pauvreté.* Centre de Développement de l'OCDE, Cahier de Politique Économique n° 17.

Résumé:

54

Renforcer le pouvoir des populations défavorisées est un élément déterminant pour lutter efficacement contre la pauvreté. Une approche participative reposant sur la demande accroît l'efficience et l'efficacité. L'obligation de rendre des comptes est le pivot de la gouvernance participative. Il n'existe pas de véritable gouvernance participative sans un réel développement des capacités.

http://oberon.sourceoecd.org/vl=1353128/cl=15/nw=1/rpsv/cgi-bin/wppdf?file=5l9t4hs1vw0p.pdf

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Celina Souza (2001). "Participatory budgeting in Brazilian cities: limits and possibilities in building democratic institutions". Environment&Urbanization Vol 13 No 1 April 2001

Summary:
This paper describes participatory budgeting in Brazil, where citizen assemblies in each district of a city determine priorities for the use of a part of the city's revenues. This is one of the most significant innovations in Latin America for increasing citizen participation and local government accountability. After describing its antecedents, as various local governments sought to increase citizen involvement during the 1970s and 1980s, the paper reviews the experience with participatory budgeting in the cities of Porto Alegre and Belo Horizonte. It describes who took part in different (district and sectoral) citizen assemblies, the resources they could call on and the priorities established. It also discusses its effectiveness regarding increased participation, more pro-poor expenditures and greater local government accountability. While noting the limitations (for instance, some of the poorest groups were not involved, and in other cities it was not so successful) the paper also highlights how participatory budgeting allows formerly excluded groups to decide on investment priorities in their communities and to monitor government response. It has helped reduce clientelist practices and, perhaps more importantly for a society as unequal as Brazil, helped to build democratic institutions.

http://eau.sagepub.com/cgi/reprint/13/1/159

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Crossing Boundaries National Council Secretariat (2005). "Putting Public Services in the Public Eye: Making the Political Case for Citizen-Centred Government". Centre for Collaborative Government.

Getting and maintaining political attention for citizen-centred government is necessary but challenging. True collaboration to achieve the seamless service that citizen demand means action and leadership from public servants and politicians. This paper explores why service improvement needs more attention from political leaders, and examines a new agreement that is a hopeful new development for achieving citizen-centred service

http://www.crossingboundaries.ca/files/kta_ppg_vol_9.pdf

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OCDE (2002). "Distributed Public Governance Agencies Authorities And Other Autonomous Bodies". Publication prepared by Elsa Pilichowski and edited by OECD Consultant Christine Hemming.

This preliminary report display the results of a project on the governance of public agencies and authorities that was proposed by the OCDE Senior Budget Officials Working Party in 2000. The project gathered experts from 12 OCDE countries including Canada, the United States, France and Germany to discuss the main issues regarding the governance arrangements for public agencies and authorities and to draw some conclusions. By presenting individual country reports the publication provides unique comparative information and analysis on the governance of the wider state sector. It examines old and new governance problems involved in managing autonomous public bodies in a wide range of OECD Member countries. In this way, it aims to provide an important tool of analysis for governments and scholars of public management.

http://pagesperso-orange.fr/claude.rochet/pdf/DPG--ENGFR.pdf

Rapport final également disponible en Français sous le titre « Les autres visages de la gouvernance publique»

http://pagesperso-orange.fr/claude.rochet/pdf/DPG--FRseule2.pdf

IV Policy Dialogue and Deliberative Democracy

Introduction to the concept

Policy dialogues are processes that seek to share information and build consensus recommendations between the public, private, and civil sectors. They take place during meetings that are often called « roundtables », « issue workshops » or « working groups ». These meetings are usually guided by a facilitator or mediator, and aspire to produce concrete outputs, i.e. guidance to government, a proposed rule or regulation, or a plan or strategy (Adler and Celico, 2003).

The process of dialogue is itself critical to the success of such meetings. A decision emanating from a real dialogue is the result of the interactions between dialogue participants and therefore belongs to each of them. When successfully carried out, policy dialogues have an impact on the balance of social power and allow for better accountability and information sharing.

A democracy where such decision-making processes would take place on a regular basis and where each conflict would be solved by giving a voice to each stakeholder involved in the issue and working towards a real consensus could be called a "deliberative democracy".

The literature on Policy Dialogue and Deliberative Democracy is very extensive indeed and it is hard to separate these two concepts from others such as collaborative decision-making or horizontal management. This latter concept is increasingly used. It refers to the way governments can deal with complex issues that require the intervention of different ministries (horizontality) at the same time (Torjman, 2005). We have tried to gather some key documents that both provide a good overview of this general topic and allow for a deeper analysis of the main issues carried by each of its related concepts.

The bulk of the literature explores the conditions and means needed to achieve policy dialogues and deliberative democracy to better understand when they work, when they do not and what is necessary to go from dialogue theory to its actual implementation. It also provides methods and guidance. Other authors study the role of the public sphere in their implementation and the implication of social structure on public policy making. More recently a new domain of research has opened on the possibilities offered by computer-mediated-forums.

The implementation of good policy dialogues is difficult and complex. It raises many issues in relation to each context and sometimes these obstacles may cause their failure. Some literature highlights the fact that fostering a public judgement is not yet empowering it. There are also questions on what position people should exactly take; it is not self-evident that public opinion ruling is desirable. Specialists of the topic also often

raise the issue of legitimacy of decisions made by citizens deliberative councils. Finally, a smaller yet significant part of the literature emphasizes the need for evaluation of public participation and an analysis of its effects compared to those of more centralized leadership.

Introduction au concept

Les dialogues sur les politiques sont des processus qui visent le partage de l'information et adoptent des recommandations issues de consensus entre les secteurs public, privé et civil. Ils prennent place durant des rencontres qui sont souvent appelées "groupes de discussion", "tables rondes" ou "groupes de travail". Ces rencontres sont généralement supervisées par un médiateur et cherchent à produire des résultats concrets tels que des conseils aux gouvernements, des propositions de règlement ou de régulations ou des plans et stratégies d'action.

Le processus de dialogue est lui-même essentiel au succès de ces rencontres. Une décision émanant d'un vrai dialogue est le résultat des interactions entre intervenants et appartient de ce fait à tous et à chacun d'eux. Quand ils sont réalisés avec succès ces dialogues ont un impact sur les équilibres des pouvoirs sociaux et permettent un meilleur partage de l'information et une meilleure responsabilisation.

Une démocratie où de tels processus de prise de décision prendrait place systématiquement et où chaque conflit serait résolu en donnant une voix à chaque partie prenante du débat pour atteindre un vrai consensus pourrait être appelée une démocratie « délibérative ».

La littérature traitant des dialogues sur les politiques et de démocratie délibérative est très vaste et il est difficile de séparer ces deux concepts d'autres tels que les prises de décisions collaboratives ou la gestion horizontale. Ce dernier concept est de plus en plus utilisé. Il fait référence à « une façon dont les gouvernements peuvent travailler plus efficacement et mieux gérer des dossiers dits complexes dont les enjeux chevauchent les champs d'intervention de plusieurs ministères à la fois. » (Torjman, 2005). Nous avons essayé de rassembler ici des documents clés qui donnent un bon aperçu du thème général tout en permettant une analyse plus poussée des principales problématiques soulevées par chacun des concepts attenants.

La majeure partie de la littérature explore les conditions et les moyens nécessaires à la mise en place de ces dialogues sur les politiques et de cette démocratie délibérative pour mieux comprendre quand ils fonctionnent ou ne fonctionnent pas et ce qu'il faut pour passer de la théorie du dialogue à sa mise en pratique. Cette littérature fournit également de nombreuses méthodologies et conseils pratiques. Certains auteurs étudient plus spécifiquement le rôle de la sphère publique dans sa mise en place ainsi que l'influence de la structure sociale sur l'élaboration des politiques publiques. Plus récemment un nouveau domaine de recherche s'est ouvert sur les possibilités offertes par les forums virtuels.

La mise en place de dialogues fructueux sur les politiques est difficile et complexe. Elle soulève de nombreux problèmes liés à chaque contexte et parfois ces obstacles entraînent leur échec. Une partie de la littérature insiste sur le fait que stimuler le jugement public n'est pas encore l'habiliter. Une autre partie s'interroge sur la position exacte que doivent tenir les citoyens, l'idée selon laquelle l'opinion publique est juste et doit diriger ne va pas de soi. Les spécialistes de ce domaine soulèvent souvent la question de la légitimité des décisions prises par les conseils délibératifs de citoyens. Enfin, une plus petite part mais pour le moins conséquente des auteurs se focalisent sur la nécessité d'une évaluation de la participation publique et d'une analyse de ses effets comparés à ceux d'un leadership autocratique.

Introducción al concepto

Los diálogos sobre políticas son procesos que contemplan el compartir información y adoptan recomendaciones resultantes del consenso entre los sectores público, privado y civil. Tienen lugar durante los encuentros denominados generalmente "grupos de discusión", o "mesas redonda" o "Grupos de Trabajo".

Estos encuentros son supervisados generalmente por un mediador y buscan producir resultados concretos como consejos a los Gobiernos, propuestas de Reglamento o reglamentos o planes y estrategias de acción. El propio proceso de diálogo es esencial para el éxito de estos encuentros. Una decisión que emana de un verdadero diálogo es el resultado de las interacciones entre participantes y pertenece por lo tanto a todos y cada uno de ellos. Cuando se realizan con éxito, estos diálogos tienen un impacto en los equilibrios de los poderes sociales y permiten una mejor división de la información y una mejor responsabilización.

Una democracia donde tales procesos de toma de decisión tengan lugar sistemáticamente y donde se solucionaría cada conflicto dando una voz a cada parte involucrada del debate para alcanzar un verdadero consenso podría llamarse una democracia "deliberativa".

La literatura que trata de los diálogos sobre las políticas y de la democracia deliberativa es muy extensa y es difícil separar estos dos conceptos de otros como la toma de decisiones cooperativas o la gestión horizontal. Se utiliza cada vez más este último concepto. El mismo hace referencia "a una forma en que los Gobiernos pueden trabajar más eficazmente y administrar mejor los considerados expedientes complejos cuyos desafíos cabalgan entre los campos de intervención de varios ministerios a la vez" (Torjman, 2005). Intentamos reunir aquí documentos clave que reseñan buena parte del tema general permitiendo al mismo tiempo un análisis más avanzado sobre la principal problemática planteada por cada uno de los conceptos contiguos.

La mayor parte de la literatura explora las condiciones y los medios necesarios para la instauración de estos diálogos sobre las políticas y de esta democracia deliberativa, para comprender mejor cuándo funcionan o no y qué es lo necesario para pasar de la teoría del

diálogo a su puesta en práctica. Esta literatura proporciona también numerosas metodologías y consejos prácticos. Algunos autores estudian más específicamente el papel de la esfera pública en su instauración así como la influencia de la estructura social sobre la elaboración de las políticas públicas. Más recientemente un nuevo ámbito de investigación se abrió sobre las posibilidades ofrecidas por los foros virtuales.

La instauración de buenos diálogos sobre políticas es una tarea difícil y compleja. Plantea numerosos problemas vinculados a cada contexto y a veces estos obstáculos implican sus fracasos. Una parte de la literatura hace hincapié en que estimular el juicio público no significa habilitarlo. Otra parte se interroga sobre la posición exacta que deben adoptar los ciudadanos; la idea según la cual la opinión pública es justa y debe dirigir no va de suyo. Los especialistas de este ámbito plantean a menudo la cuestión de la legitimidad de las decisiones adoptadas por los consejos deliberativos de ciudadanos. Por último, una pequeña parte, al menos consecuente de los autores, se concentra sobre la necesidad de una evaluación de la participación pública y un análisis de sus efectos comparados a los de un liderazgo autocrático.

A few essays and books on dialogue

David Bohm, Donald Factor and Peter Garrett (1991). *Dialogue - A Proposal.*

http://www.ratical.org/many_worlds/K/dialogueProposal.html

Version française sur
http://thinkg.net/david_bohm/bohm_dialogue_proposition.html

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Bohm, David (1996). *On Dialogue.* Ed. Lee Nichol. (Routledge, 1996). The foundational
document of "the dialogue movement."

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Ellinor, Linda and Glenna Gerard (1998). "Dialogue: Rediscovering the Transforming
Power of Conversation" Published by J. Wiley and Sons

This book studies the benefit we can draw from dialogue in general. It is not focused on
policy dialogue but can be useful to understand thoroughly the potential lying in a well-
led dialogue. Authors are the cofounders of The Dialogue Group, a consulting and
training firm specializing in inter-personal communication, collaborative work processes,
community building, and leadership.

Long review at
http://findarticles.com/p/articles/mi_qa3954/is_200001/ai_n8882379/pg_1

Websites on dialogue

http://www.david-bohm.net/dialogue/

http://www.soapboxorations.com/ddigest/index.htm

Policy dialogue and deliberative democracy

Ableson, J., et al. (2001). "A Review of Public Participation and Consultation Methods"
excerpted from *Deliberations about Deliberation: Issues in the Design and Evaluation of*

Public Consultation Processes (McMaster University Centre for Health Economics and Policy Analysis Research Working Paper 01-04, June 2001).

This chart describes and analyses five deliberative and twelve non-deliberative public participation and consultation methods, and offers an extensive bibliography on each one.

http://www.vcn.bc.ca/citizens-handbook/compareparticipation.pdf

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Peter S. Adler and Kristi Parker Celico (2003). "Policy Dialogue: a brief overview and methodology"

A clear webpage on what Policy Dialogues are, what they do and what is needed for them to work successfully.

http://www.beyondintractability.org/essay/policy_dialogue/

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Dr. John S. Atlee, with Tom Atlee (1992). « Democracy: A Social Power Analysis »

This article studies the importance of social power balance for democracy. When a person or group has substantially more power than others, their relationships are not democratic. Democracy requires that social power be equal or balanced. Although it can happen that power is not equally shared. In such cases this has to be counterbalanced with higher level of accountability of those who have more power so that people's desires are fairly balanced with the desires of everyone else involved. Any system that ensures that kind of balance-of-power is democratic.

Larger summary and article at
http://www.co-intelligence.org/CIPol_democSocPwrAnal.html

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Atlee, Tom (2002). "A Call to Move Beyond Public Opinion to Public Judgment"

In this essay the author tries to answer the following questions:
What should be the relationship between the thoughts and conversations of us ordinary citizens, and the actions of our leaders? Should public opinion rule what happens? How should our leaders lead?

He suggests that we can depend on neither public opinion nor strong leadership to produce the wisdom we need to deal with the public issues of the day. According to him, public opinion and strong leadership are downright dangerous when confronting crises like the ones we're living through currently. He concludes by stating that the real

challenge is to create official institutions for citizen deliberation to generate public judgment that are empowered to inform all other conversations among citizens and officials -- or even to create policies and laws directly.

Article complemented with a large set of tools for citizen deliberation and public judgment including links to other relevant websites and books.
http://www.co-intelligence.org/CIPol_publicjudgment.html

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Tom Atlee (2002). "Can Citizen Deliberative Councils Legitimately Claim to Generate a 'People's Voice' on Important Public Concerns?"

This paper looks at sources of legitimacy in small groups that represent the public, particularly exploring number and diversity of council members and the role of dialogue quality in citizen deliberative councils.

www.co-intelligence.org/CDCsLegitimacy.html.

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Atlee, Tom (2003). "Using Citizen Deliberative Councils to Make Democracy More Potent and Awake"

This article proposes that "Citizen Deliberative Councils" can and should be used in a wide variety of ways to increase the potency of our democracy. Citizen Deliberative Councils can increase both the power of "We the People" and the quality of the decisions made and implemented with that power.

http://www.co-intelligence.org/CDCUsesAndPotency.html

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Tom Atlee (2002). "Democracy and the Evolution of Societal Intelligence". July 1992, revised September 2002

This paper explores the fact that group intelligence is neither the sum of the group member intelligence nor the intelligence of its leader. When facing a dilemma, in order to make the best decision, members must share their knowledge and unit their individual strength. Society works equally and so does societal intelligence. The author proposes here to work toward "a state in which societies become intelligent entities - neither a monolith unified by conformity nor a machine made of fragmented individuals, but a thinking organism made of discrete participants, each contributing their unique and essential creativity into the dynamic wisdom and power of the whole."

http://www.co-intelligence.org/I-SocIntelEvolution.html

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Tom Atlee (2003). "The Tao of Democracy. *Using Co-Intelligence to Create a World That Works for All*". Published by The Writers' Collective, Cranston, RI

This is the major book of Tom Atlee that collects most of his ideas on the co-construction of a functional democracy.

The book is not available freely but a large bank of information in relation to it can be found at
http://www.taoofdemocracy.com/

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Tom Atlee (2003). *Empowered Dialogue Can Bring Wisdom to Democracy*. Published as "Wisdom, Democracy, and the Core Commons" in *Earthlight*, Fall/Winter 2002/2003

Paper on the importance of dialogue for democracy.

http://www.co-intelligence.org/CIPol_EmpoweredDialogue.html

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Benjamin Barber (1984). *Strong Democracy: Participatory Politics for a New Age*. Berkeley: University of California Press, 320 p.

An eloquent and influential critique of "thin democracy," and an elaboration of strong democracy as a way of living. This book discusses the various functions of strong democratic talk as essential features of citizen deliberation and common action. Chapter 7 ("A Conceptual Frame: Politics in the Participatory Mode") represents the core of the argument.

Reviews of the book at
http://www.jstor.org/stable/view/3227943?seq=1

http://www.jstor.org/stable/view/2150669?seq=1

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Dr Michael Barzelay & al. (2002). *Research on Public Management Policy Change in the Latin American Region: Conceptual Framework, Methodological Guide, and Exemplars*. Inter-American Development Bank: Regional Policy Dialogue Networks. Working Paper. Washington, D.C., November 14-15, 2002

This document presents a conceptual framework and methodological guide for researching the process of public management policy change in the Latin American region.

http://idbdocs.iadb.org/wsdocs/getdocument.aspx?docnum=626908

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Bohman, J. F. (1996). Public deliberation: Pluralism, complexity, and democracy. Cambridge, MA: MIT Press.

Excerpt from Owen's review:
In this book, Bohman seeks to combine the critical social theory of Jürgen Habermas with the pragmatism of John Dewey to construct a deliberative theory of democracy that is feasible within, and applicable to, modern societies. His strategy is to begin from an account of the practice of public deliberation, and then to derive the normative ideals of the theory from that account. In this way the theoretical ideals will be closely linked to the social facts of the theory's application.

Review from David S. Owen at
http://psc.sagepub.com/cgi/reprint/27/5/117?ck=nck

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Harry C. Boyte (1995). « Beyond Deliberation: Citizenship as Public Work ». Delivered at the PEGS Conference, February 1995. Civic Practice Network.

This paper focuses on the capacities, powers, and skills that the citizen needs to acquire for she or he to become a serious and accountable actor and creator in public affairs.

http://www.cpn.org/crm/contemporary/beyond.html

* * *

Canadian Policy Research Network (2000). *Public Dialogue: A Tool for Citizen Engagement*. CPRN Public Involvement Network, 56 p.

This manual focuses on public dialogue as a particularly effective tool for involving ordinary citizens in a meaningful way. It provides a comprehensive step-by-step guide to public dialogue processes. It also provides information about how the materials to support public dialogue are developed, and anchors public dialogue in a clear research methodology and analysis plan.

http://www.cprn.org/documents/24123_en.pdf

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Craig Calhoun, ed. (1992). *Habermas and the Public Sphere.* Cambridge: MIT Press.

The editor's introduction is one of the clearest short statements of the theory of the public sphere in English. It concisely summarizes Habermas' masterwork, while offering sympathetic criticism. The other essays in this volume are also quite interesting, especially those by Michael Schudson, Mary Ryan, and Harry Boyte. Boyte develops an important critique of the deliberative tradition based on the more pragmatic, public work of citizens. (The latter is developed at greater length in *Building America: The Democratic Promise of Public Work,* by Harry Boyte and Nancy Kari, Temple University Press, 1996, and in Harry Boyte, Beyond Deliberation: Citizenship as Public Work.) Habermas' concluding essay reconsiders his theory of the public sphere thirty years after it was originally published, and modifies it to take account of modern communication technologies and the struggle to transform civil society in Eastern Europe and the West.

Table of content and ordering at
http://mitpress.mit.edu/catalog/item/default.asp?ttype=2&tid=7090

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Caledon institute (2001). *"Opening Dialogue, Opening Minds: Encouraging citizen engagement"*

This paper describes in details how deliberative dialogues work.

http://www.ccic.ca/e/docs/002_public_deliberation_open_dialogue_open_mind.pdf

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Carson, Lyn and Katharine Gelber (2001). *Ideas for Community Consultation: A Discussion on Principles and Procedures for Making Consultation Work* (New South Wales Department of Urban Affairs and Planning, 2001).

This paper includes a review of seven methods including citizens' juries, consensus conferences, deliberative polls and search conferences.

www.duap.nsw.gov.au/planfirst/pdf/principles_procedures_final.pdf.

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James Fishkin, *The Voice of the People: Public Opinion and Democracy.* New Haven: Yale University Press, 1995. 256 p.

A clear theoretical introduction to the problems of plebiscitary democracy in America, and an argument for how we need to link political equality with democratic deliberation. Fishkin presents the argument for a deliberative opinion poll, and the tradition upon

which this draws. This book also gives greater recognition to other forms of civic engagement than Fishkin's earlier writings.

Reviews, contents and excerpts at
http://yalepress.yale.edu/yupbooks/book.asp?isbn=9780300072556

http://www.jstor.org/stable/view/2082619?seq=1

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John Gastil (1994). *A Meta-Analytic Review of the Productivity and Satisfaction of Democratic and Autocratic Leadership.* Small Group Research, Vol. 25, No. 3, 384-410 (1994) SAGE Publications

Abstract:
There exists a wealth of research examining the effects of democratic and autocratic leadership on group productivity and member satisfaction; however, past reviews of this literature have not systematically integrated the results of available quantitative studies. This essay uses a meta-analysis to provide such an integration. Analysis reveals no correlation between democratic and autocratic leadership style and productivity, except when taking into consideration the influence of study setting and task complexity. Results also suggest that democratic leadership has a moderate positive correlation with member satisfaction, but this relationship may be moderated by task complexity. The conclusion discusses the limits of experimentally manipulating democratic leadership and the need for conceptual refinement.

http://sgr.sagepub.com/cgi/content/abstract/25/3/384

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John Gastil (2000). « Is Face-to-Face Citizen Deliberation a Luxury or a Necessity for Democracy? ». Paper prepared for University of Washington. Workshop on Communication and Civic Engagement May 19-20, 2000.

The author studies the various forms of deliberation with the aim of finding the most essential ones for a representative democracy. According to him, citizen deliberation is central but because of its complexity and cost to implement, its efficiency is debatable whereupon he introduces computer-mediated forums as a possible solution to this issue.

http://depts.washington.edu/ccce/events/gastil.htm

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Innes, J. et D. Booher. (2003). "Collaborative Dialogue as a Policy Making Strategy". In M. Hajer et H. Wagenaar éd. *Deliberative Policy Analysis: Understanding Governance in the Network Society.* Cambridge : Cambridge University Press, pp. 33-59.

This paper brings ideas and insights from multiple collaborative dialogue experiences in water policy and other arenas such as school reform or transportation planning. It describes the conditions for a successful dialogue (diversity and interdependence among stakeholders) and the obstacles that may cause its failure. It also identifies and explains the results an authentic dialogue can produce.

http://www-iurd.ced.berkeley.edu/pub/WP-2000-05.pdf

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Donald Lenihan and Tony Valeri with David Hume (2002). "Information as a Public Resource: Leading Canadians into the Information Age". Centre for Collaborative Government.

Modern governments contain huge amounts of data and information, which they currently store in a host of separate systems. Increasingly, e-government will penetrate these systems, liberating much of the information from its isolation and obscurity. This paper examines how governments could balance the demand that they liberate their information holdings with the demand that they provide reliable, authoritative information.

http://www.kta.on.ca/pdf/ppg1.pdf

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Donald Lenihan, John Godfrey and John Williams (2003). *Results Reporting, Parliament and Public Debate: What's New in Accountability?* Centre for Collaborative Government.

This paper explains how accountability has been understood in the past and how results-based accountability differs from it. The paper goes on to assess some of the challenges and opportunities the new trend poses for government, democracy and public debate in Canada.

http://www.kta.on.ca/pdf/ppg3.pdf

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Arthur Lupia (2006). "Can Online Deliberation Improve Politics? Scientific Foundations for Success". Prepared for Todd Davies and Beth Noveck (eds.) Online Deliberation: Design, Research, and Practice. University of Michigan.

http://www-personal.umich.edu/~lupia/Papers/Online%20Deliberation%20Feb%203.pdf

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McLeod, J. M., Scheufele, D. A., Moy, P., Horowitz, E. M., Holbert, R. L., Zhang, W., Zubric, S., & Zubric, J. (1999). *Understanding deliberation: The effects of discussion networks on participation in a public forum*. Communication Research, Vol. 26, No. 6, 743-774. 1999 SAGE Publications.

Participation in a deliberative forum has received relatively little scrutiny as opposed to more traditional forms of participation. This study examines direct and indirect effects of discussion network characteristics on willingness to participate in a deliberative forum. Using data collected in a telephone survey of 416 respondents in Madison, Wisconsin, in the fall of 1997, the authors employ structural equation modelling techniques to explore the roles that local media use, interpersonal discussion of local politics, and reflection of information play in mediating the relationship between discussion networks and participation in public forums. Findings show that network heterogeneity directly influences forum participation, suggesting that membership in heterogeneous networks ensures greater non-traditional participation. Also, having more discussion partners makes frequent discussion of issues and higher levels of local public affairs media use more likely. Communication processes lead to reflection about local issues, which enhances forum participation. Finally, normative implications are addressed.

http://crx.sagepub.com/cgi/content/abstract/26/6/743

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David Mathews (1994). *Politics for People: Finding a Responsible Public Voice*. Urbana and Chicago: University of Illinois Press.

This is the clearest and most popularly accessible account of deliberative democracy as a response to the crisis of politics and the displacement of citizens in America today. Mathews draws upon the research of the Harwood Group on citizen alienation, and the experiences of his own Kettering Foundation and the National Issues Forums. He presents a complex account of the conditions under which public officials feel threatened by public participation, and those under which they recognize the need for public involvement. He links deliberative democracy to a broader tradition of action-oriented community problem solving and capacity building.

Preview and order from
http://books.google.com/books?ie=UTF-8&sourceid=ca-print-uofillinois_press&vid=isbn0252067630

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McCoy, M. et P. Scully. (nd). *Deliberative Dialogue to Expand Civic Engagement: What Kind of Talk Does Democracy Need?* National Civic League.

« Civic engagement is both a barometer of our public life and a focal point for action when we want to improve it. While regular citizen-to-citizen communication has always

been a central part of democracy, public deliberation is just starting to be defined as a field of thought and practice. »

This paper focuses on face-to-face democratic deliberation as a means of enhancing civic engagement. It identifies and promotes two marriages that have a great potential to strengthen this process; the first one is dialogue and deliberation and the second one is community organizing and deliberative dialogue.

http://www.ncl.org/publications/ncr/91-2/ncr91-2_article.pdf

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Tali Mendelberg (2002). *The Deliberative Citizen: Theory and Evidence.* Political Decision Making, Deliberation and Participation, Volume 6, pages 151-193. Copyright © 2002 by Elsevier Science Ltd.

Abstract:
Should citizens be encouraged to deliberate about matters of politics? A review of several literatures about group discussion yields a mixed prognosis for citizen deliberation. Group discussion sometimes meets the expectations of deliberative theorists, other times falls short. Deliberators can, as theorists wish, conduct themselves with empathy for others, equality, and open-mindedness. But attempts to deliberate can also backfire. Social dynamics can often account for both discussions that appear deliberative and for those that clearly fail to meet deliberative criteria.

http://www.princeton.edu/~talim/DeliberativeCitizen.pdf

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OECD (2001). *Engaging Citizens in Policy-Making: Information, Consultation and Public Participation*. OECD Public Management Policy Brief.

This paper is a Policy Brief published by the OCDE. It describes a range of concrete measures and suggests ten guiding principles for strengthening government relations with citizens and civil society.

http://www.oecd.org/dataoecd/24/34/2384040.pdf

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John Parkinson (2003)*. Legitimacy Problems in Deliberative Democracy.* Australian National University. Political Studies: 2003 *Vol 51, 180–196.* Published by Blackwell Publishing Lt.

This paper posits that since in complex societies deliberative participation by all those affected by collective decision-making is not possible, legitimacy is an essential issue.

Excerpt:
Focusing on the problem of scale, this paper offers a tentative solution using representation, a concept which is itself problematic. Along the way, the paper highlights issues with the legitimate role of experts, the different legitimate uses of statistical and electoral representation, and differences between the research and democratic imperatives driving current attempts to put deliberative principles into practice, illustrated with a case from a Leicester health policy debate.

http://www.blackwell-synergy.com/doi/pdf/10.1111/1467-9248.00419?cookieSet=1

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Roberts, N. (1997). Public deliberation: an alternative approach to crafting policy and setting direction. Public Administration Review, 57, 124-132.

Abstract:
This paper explores the generative approach to public sector general management and its use of public deliberation as an alternative way to establish public policy and set bureau directives. It concludes with implications for public management theory and practice.

Excerpt at
http://www.questia.com/googleScholar.qst?docId=5000422505

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Nancy Roberts (2004). *Public deliberation in an age of direct citizen participation*. SAGE Publications.

Keywords: deliberation • dialogue • citizen engagement • involvement • participation

Abstract:
The purpose of this article is to summarize the past experiments in direct citizen participation—the forms they take, the challenges they raise (including the need for redefined roles for public officials and citizens), and the consequences they produce. By laying out what has been done in the past, we are better positioned to identify the critical issues and challenges that remain for researchers and practitioners to address in the future.

http://arp.sagepub.com/cgi/reprint/34/4/315

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Sanders, L. M. (1997). *Against deliberation*. Political Theory, 25, 347-376.

Introduction:

Deliberation, which has become a democratic standard in American political settings, has also an undemocratic appeal. Foremost among the undemocratic charges against deliberation is that its proponents cannot guarantee equality of opportunity to those who want to participate in it. Furthermore, critics of deliberation argue that the problem of ordinary citizens committing excesses when they participate in deliberative processes must be addressed. The advantages and disadvantages of deliberation are evaluated and an alternative model for democratic politics is proposed.

http://faculty.virginia.edu/lsanders/SB617_01.pdf

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Anne L. Schneider and Helen M. Ingram (2005). *Deserving and Entitled: Social Construction and Public Policy*. State University of New York Press, Albany.

The authors study here the implication of social structure of society (and of the perception public authorities have of this structure) on public policies. They posit that a particular perception of our society structure that they call "social construction" distinguish different target groups and that most of public policies are implemented in line with this view. The paradigm is the following one:

There are four categories (also called cells): advantaged, contenders, dependents and deviants. Each of these categories is entitled to a more or less important politic power and public policies distribute rewards or sanctions to each category.

Sean Nicholson-Crotty and Kenneth J. Meier call "a more explicit examination of how the perception of groups sometimes becomes translated into public policy". According to them "the causal link between social construction and public designs is not inevitable, but numerous intervening factors mediate the connection between the two".

Review by John Krinsky at
http://muse.jhu.edu/journals/social_forces/v085/85.1krinsky.html

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Anne L. Schneider and Helen M. Ingram (2005). *Public Policy and the Social Construction of Deservedness.* State University of New York Press, Albany.

The purpose of this book is to explain, examine, and criticize the social construction of deservedness and entitlement in public policy.

Introduction to the book available at
http://www.sunypress.edu/pdf/61060.pdf

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Anne L. Schneider and Helen M. Ingram. *How the Social Construction of Target Populations Contributes to Problems in Policy Design.*

Shorter article on the central idea of Ingram and Schneider's work.
http://www.apsapolicysection.org/vol3_1/schneide.html

<p style="text-align:center">* * *</p>

Carmen Sirianni and Lewis Friedland. *Deliberative Democracy*. Civic Practices Network.

A comprehensive definition of the term "Deliberative Democracy" displaying its various forms, giving examples coming with related issues and a bibliography on the concept.

http://www.cpn.org/tools/dictionary/deliberate.html

<p style="text-align:center">* * *</p>

Harry Smith (2004). *Costa Rica's Triangle of Solidarity: can government-led spaces for negotiation enhance the involvement of civil society in governance?* Environment&Urbanization Vol 16 No 1 April 2004

Summary:
Initiatives in participatory governance can rise from the grassroots or be implemented by government, examples of the latter being particularly notable in Latin America. This paper considers the scope and limitations of spaces of negotiation opened up from above, examining one particular initiative undertaken in Costa Rica between 1998 and 2002, the Triangle of Solidarity, which involved the state (central and local) and civil society, and the relationships between them.

http://eau.sagepub.com/cgi/reprint/16/1/63

<p style="text-align:center">* * *</p>

Sherri Torjman (2005). « Dialogue sur les politiques ». Caledon Institute of Social Policy.

Quartier en essor/Action for Neighbourhood Change

Ce document vient appuyer le programme pancanadien « Quartiers en essor » qui vise à revitaliser cinq quartiers du pays à travers une démarche qui rompt avec les schémas de gouvernance classique. L'article porte sur les bienfaits du dialogue entre l'ensemble des acteurs liés à un même secteur. L'auteur voit le dialogue sur les politiques comme un processus qui permet à des participants dont les perspectives sont différentes d'exprimer leurs préoccupations et de résoudre ainsi les problèmes soulevés. Il crée un forum à l'intérieur duquel ces problèmes peuvent être identifiés et discutés pour aboutir à la construction de politiques plus efficaces. Il décrit ce processus comme une étape essentielle vers une gestion horizontale. Selon lui une telle gestion « fait référence à une

façon dont les gouvernements peuvent travailler plus efficacement et mieux gérer des dossiers dits complexes dont les enjeux chevauchent les champs d'intervention de plusieurs ministères à la fois. ». Une telle gestion devrait idéalement s'articuler autour des caractéristiques suivantes : obligations de rendre des comptes, transparence du processus décisionnel, mécanisme de résolution de conflits, mesures du rendement et rapport relatif aux résultats.

Résumé et article en français et anglais sur
http://www.caledoninst.org/?Reframe=%2FPublications%5FSearch%2FSearch%5FResults%2F

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Webpages

Canadian Adversaries Take a Break to Dream

This brief piece tells the story of a successful national dialogue initiative in Canada, which was designed to develop a national vision for the future. The web page contains links for further information on this experience.

http://www.co-intelligence.org/S-Canadaadvrsariesdream.html.

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Dialogue

An interesting webpage on the concept of dialogue. The page includes definitions and description of different types of dialogues and gives guidelines and tools to implement them.

http://www.co-intelligence.org/P-dialogue.html

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Community Co-Intelligence

A collection of texts based on the idea that "a whole is greater than the sum of its parts" and displaying co-intelligence-related materials useful in organizing communities or building local community co-intelligence capacity.

http://www.co-intelligence.org/CommunityCI.html

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Websites

The Co-Intelligence Institute

http://www.co-intelligence.org/index.html

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Initiative for Policy Dialogue

Nobel laureate economist Joseph Stiglitz founded The Initiative for Policy Dialogue (IPD) in July 2000 to help developing countries explore policy alternatives, and enable wider civic participation in economic policymaking. IPD is now a global network of more than 200 leading economists, political scientists, and practitioners from the North and South with diverse backgrounds and views.

http://www0.gsb.columbia.edu/ipd/aboutus/index.cfm

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Revue « Nouvelles pratiques sociales »

http://www.erudit.org/revue/nps/

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KTA Connecting people, ideas and solutions

KTA is a leading consulting and research organization that provides high-level advisory services to government, business, and other public sector client groups.

http://www.kta.on.ca/

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Inter-American Development Bank: Regional Policy Dialogue Networks

http://www.iadb.org/int/redes/rpd/index.aspx

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Crossingboundaries

Public policy issues today are often complex, cut across many aspects of life and affect a wide range of actors within our society. Governments are increasingly ill-equipped to address these issues on their own. Citizens, stakeholders and communities also have a role to play.

In response, the Public Policy Forum has created the Crossing Boundaries Governance Program to help governments deal more effectively with change and complexity through a new model of public engagement.

http://www.crossingboundaries.ca

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Top authors

Tom Atlee
Tom Atlee is the founder of the Co-Intelligence Institute. He has written and spoken for twenty years on politics, democracy, and cultural transformation. Recently, his work has focused on developing our capacity to function as a wise democracy, so we can turn our social and environmental challenges into positive developments for our society. His resource-packed website, co-intelligence.org, is used by thousands of people every month.

Homepage
http://www.co-intelligence.org/tomatleebio.html

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David Bohm
David Joseph Bohm (1917-1992) is an American physicist who achieved great contributions to quantum physics, theoretical physics, philosophy and neuropsychology. He is also known for the work he has done on dialogue processes and on their potential for addressing societal problems.

Homepages
http://www.david-bohm.net/
http://www.vision.net.au/~apaterson/science/david_bohm.htm#BOHM'S%20LEGACY

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David Booher, Ma, Ms
Mr. Booher studied planning at the University of Tennessee and political science at Tulane University. He is a Planning and Policy Consultant and a Fellow of the American Institute of Certified Planners. Among his many professional activities, David has provided advisory and consulting services in collaborative policy making to CSUS, the Center for Collaborative Policy, California Department of Water Resources, the Irvine Foundation, and the Hewlett Foundation.

Homepage:
http://www.spa.ucla.edu/urban_technology_conference/Speakers/DFBD5BDC-F13D-4BA1-907C-4B04B020D502.html

Email : dbooher@ccp.csus.edu; dbooher@berkeley.edu

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Donald G. Lenihan
Doctor G. Lenihan has over 20 years experience as a writer, analyst, facilitator and speaker in areas ranging from electronic-government to citizenship and diversity. He is the founder of *Crossing Boundaries*, a non-partisan, multi-stakeholder network from across Canada. Its mission is to act as a champion for the transformation of government and governance in Canada through the responsible use of information and communications technologies.

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Helen Ingram
Doctor Ingram is Professor of Planning, Policy, and Design and Political Science. Her research interests include transboundary national resources (particularly on the US/Mexican border), water resources and equity, public policy design and implementation, the impact of policy upon democracy, public participation and social movement formation, and science and society.

Email: hingram@uci.edu

Homepage
http://socialecology.uci.edu/faculty/hingram

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V Communicative/Collaborative planning

Introduction to the concept

Similar to the previous concepts we have identified, *collaborative planning* is also a broad concept without a tight definition. Confusion arises more from the use of the word planning than that of collaboration. The literature on planning uses the term in two ways. Planning can be defined as the public production of space, that is, all policies and practices that shape the urban and regional environment under the auspices of the modern State (Lefebvre 1991). But it can also be seen as a generic and procedural activity. This approach of planning is more focused on notions of democracy, decision-making, citizen empowerment and role of the State. Although these two approaches are different, they are not incompatible, since the first approach can easily be incorporated into the second one. This bibliography on collaborative planning focuses more on the latter approach which is more comprehensive as well as more theoretical. That being said, it does include numerous articles on urban/regional planning and production of space that were considered insightful for a broader understanding of the notion of collaborative, deliberative or communicative planning. We did not notice any profound differences between these three terms and their use comes chiefly from the author's preferences.

Planning theory has been dominated for the last two decades by the "communicative" paradigm that draws mainly on the work of Habermas and the social theory of Foucault. Collaborative planning theory comes directly from a new vision of the world that contests a "top down" approach implemented by the modernist current that dominated the first half of the 20th century by initiating "bottom up" participatory strategies. This introduces a host of contradictions expressed in questions raised such as: "Can we really build something that we believe should build itself?" Facing this dilemma the main researchers (among whom are Innes, Forester, Healey and Hoch) present diverse views but usually agree that a public planner's role is to facilitate and participate in the processes of deliberation as suggested by the "communicative" paradigm. Although not exhaustive, the following literature review provides a fairly good survey of the main ideas on this topic and on the issues it has raised to date.

Introduction au concept

Comme les autres concepts que nous avons vus jusqu'à présent, la planification collaborative est un concept vaste qui n'est pas toujours clairement défini. La confusion provient essentiellement des différentes interprétations qui sont faites du mot planification. La littérature qui traite du sujet utilise ce terme de deux façons. La planification peut être définie comme la production publique de l'espace, c'est-à-dire, l'ensemble des politiques et pratiques qui donnent forme à notre environnement urbain et régional sous la supervision de l'État moderne (Lefebvre, 1991). Mais elle peut également être vue comme l'activité procédurale en elle-même. Cette approche est plus tournée vers les notions de démocratie, de prise de décision, d'*empowerment* des citoyens et de rôle de l'État. Bien que ces deux approches soient différentes, elles ne sont pas incompatibles, puisque la première peut facilement être inclue dans la seconde. Cette bibliographie sur la planification collaborative se concentre plus sur la seconde approche qui est plus large et également plus théorique. Ceci étant dit, elle comporte de nombreux articles traitant de planification urbaine et régionale et de production de l'espace qui peuvent aider à une meilleure compréhension de la notion de planification collaborative, délibérative ou communicative. Nous n'avons pas relevé de différences significatives entre ces trois termes, les choix d'usage venant principalement des préférences de l'auteur.

Durant les deux dernières décennies la théorie de la planification a été dominée par le paradigme « communicatif » qui trouvait ses principales origines dans le travail de Habermas et la théorie sociale de Foucault. La théorie de la planification collaborative vient directement d'une nouvelle vision du monde qui conteste l'approche « top down » mise en place par le courant moderne qui a dominé la première moitié du 20ième siècle en faisant la promotion des stratégies participatives « bottom up ». Ceci implique nombre de contradictions exprimées dans des questions comme : « Pouvons nous réellement construire quelque chose que nous pensons devoir se construire de manière autonome ? ». Devant ce dilemme, les principaux chercheurs (parmi lesquels se trouvent Innes, Forester, Healey et Hoch) présentent différentes visions mais s'accordent généralement sur le rôle que doit jouer le planificateur public. Selon eux, ce dernier doit faciliter et participer aux processus de délibération comme le suggère le paradigme communicatif. Bien qu'elle ne soit pas exhaustive, la revue de littérature que nous proposons ici donne un relativement bon aperçu des principales idées qui ont germé sur ce thème et des problèmes qui ont été soulevés jusqu'à aujourd'hui.

Introducción al concepto

Como los conceptos anteriores, la planificación colaborativa es un concepto amplio y no siempre claramente definido. La confusión proviene esencialmente de las distintas interpretaciones que se hacen de la palabra planificación. La literatura que trata el tema utiliza este término de dos maneras. La planificación puede ser definida como la producción pública del espacio, es decir, el conjunto de políticas y prácticas que dan forma a nuestro contexto urbano y regional bajo la supervisión del Estado moderno (Lefebvre, 1991). Pero puede también verse como la actividad procedimental en sí misma. Este enfoque se dirige más hacia los conceptos de democracia, toma de decisión, *empowerment* de los ciudadanos y papel del Estado.

Aunque estos dos enfoques sean diferentes, no son incompatibles, puesto que el primero puede fácilmente incluirse en el segundo. Esta bibliografía sobre la planificación cooperativa se concentra más en el segundo enfoque que es más amplio y también más teórico. Esto implica numerosos artículos que tratan sobre la planificación urbana y regional y la producción del espacio que pueden ayudar a una mejor comprensión del concepto de planificación colaborativa, deliberativa o comunicativa. No hemos relevado diferencias significativas entre estos tres términos, las elecciones provienen principalmente de las preferencias del autor.

Durante las dos últimas décadas la teoría de la planificación fue dominada por el paradigma "comunicativo" originado en el trabajo de Habermas y la teoría social de Foucault. La teoría de la planificación colaborativa proviene directamente de una nueva visión del mundo que impugna el enfoque "top down" establecido por la corriente moderna que dominó la primera mitad del siglo XX promocionando las estrategias participativas "bottom up".

Esto implica numerosas contradicciones expresadas en cuestiones como: ¿"Podemos realmente construir algo que pensamos deber construirse de manera autónoma? ". Ante este dilema, los principales investigadores (entre los cuales se encuentran Innes, Forester, Healey y Hoch) presentan distintas visiones aunque se ponen de acuerdo generalmente sobre el papel que debe desempeñar el planificador público. Según esa perspectiva, éste debe facilitar y participar en los procesos de deliberación como lo sugiere el paradigma comunicativo.

Aunque la revisión de la literatura que proponemos aquí no sea exhaustiva, presenta una buena reseña de las principales ideas que surgieron sobre este tema y los problemas que se plantearon hasta hoy.

Annoted bibliography

Albrechts, L., Healey, P. and Kunzmann, K. (2003). *Strategic Spatial Planning and Regional Governance in Europe*, APA Journal 69(2): 113—29.

Abstract:
In this article, we discuss the recent experience of planning and the development of strategic spatial development frameworks for city regions in Europe. We first explain the context and forces behind the revival of interest in this level of planning. We then describe three examples. We conclude by summarising the motivations behind the examples, drawing general lessons.

Excerpt and ordering at
http://goliath.ecnext.com/coms2/gi_0199-2696245/Strategic-spatial-planning-and-regional.html

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Albrechts, L. (2004). *Strategic (Spatial) Planning Re-Examined*, Environment and Planning B: Planning and Design 31(5) 743 – 758

Abstract:
In the 1990s a strategic approach to the organization of space at different levels of scale became more prevalent. Increasingly, it is being assumed that the solutions to complex problems depend on the ability to combine the creation of strategic visions with short-term actions. The creation of strategic visions implies the design of shared futures, and the development and promotion of common assets. Moreover, all of this requires accountability within a time and budgetary framework and the creation of awareness for the systems of power. Delivering on these new demands implies the development of an adapted strategic planning capacity and a shift in planning style in which the stakeholders are becoming more actively involved in the planning process on the basis of a joint definition of the action situation and of the sharing of interests, aims, and relevant knowledge. In this paper I aim to provide building blocks for such an 'alternative' strategic (spatial) planning approach. It is based on two different sources. The first source is critical planning literature and strategic thinking in business, which will be used to broaden the scope of the concept. The second source consists of European strategic planning practices.

http://www.envplan.com/abstract.cgi?id=b3065

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E. R. Alexander (1994). *To plan or not to plan, that is the question: transaction cost theory and its implications for planning.* Environment and Planning B: Planning and Design 21(3) 341 – 352

Abstract:
Planning has been associated with public intervention, in contrast with the 'free' market. The transaction cost theory of planning bridges this dichotomy, suggesting instead the link between planning and hierarchical organizations and networks in the public and private sectors alike. The implications of this theory are that: (1) the scope and limits of planning are not based on the rationales for public intervention, but depend on the need for more hierarchical or more market-like forms of organization; (2) planning as coordination demands coordinative planning as well as traditional strategic planning, culminating in institutional design; (3) these forms of planning are associated in varying degrees with different types of organizations, characterized by size, complexity and degree of hierarchy; (4) with growing societal complexity and interdependence, the demand for coordinative planning and institutional design will rise. Planning practice will have to incorporate coordinative planning and institutional design, and planning education needs to equip planners for these types of practice.

http://www.envplan.com/abstract.cgi?id=b210341

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E. R. Alexander (2005). *Institutional Transformation and Planning: From Institutionalization Theory to Institutional Design.* Planning Theory, Vol. 4, No. 3. SAGE Publications

Keywords: agency theory • coordination • governance • institutional design • institutional transformation • institutionalization • institutions

Abstract
For planners, institutional transformation is important in two ways. From the positive aspect they need to know their institutional environment: institutionalization theory can help. Three 'schools' of institutionalization theory are presented: 'Historical', 'Rational Choice' and 'Sociological Institutionalism'. The normative aspect of institutional transformation is institutional design: planning often demands this. Institutional design is defined and described: what is it, where is it done, and who does it. The article identifies the institutional-agent interactions that are the media and tools of institutional design, and reviews some of the knowledge base for institutional design practice under the headings of governance, coordination, and agency.

Ordering at
http://plt.sagepub.com/cgi/content/abstract/4/3/209?ck=nck

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Allmendinger, P. (2001). *Planning in Postmodern Times.* London: Routledge.

Abstract:
Postmodern social theory has provided significant insights into our understanding of society and its components. Key thinkers including Foucault, Baudrillard and Lyotard have challenged existing ideas about power and rationality in society. This book analyses planning from a postmodern perspective and explores alternative conceptions based on a combination of postmodern thinking and other fields of social theory. In doing so, it exposes some of the limits of postmodern social theory while providing an alternative conception of planning in the twenty-first century. This title will appeal to anyone interested in how we think and act in relation to cities, urban planning and governance.

Ordering at
http://www.informaworld.com/smpp/title~content=t727489428

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Philip Allmendinger (2002). *Towards a Post-Positivist Typology of Planning Theory.* Planning Theory, Vol. 1, No. 1, 77-99.

Keywords: collaborative • postmodern • post-positivism • procedural planning theory • typology

Abstract:
The post-positivist domination of planning theory in recent years has rightly highlighted the social and political context of theories. Its impact through various guises including collaborative, postmodern and neo-pragmatic approaches has been significant. However, one area that has been immune to these broad changes and interpretations is typologies of planning. Typologies provide heuristics for academics and practitioners that help map the landscape of ideas that influence a particular field. As such they are crucial to any understanding of a diverse theoretical area such as planning. This article seeks to develop a post-positivist typology for planning theory. My typology is based upon the broad themes of post-positivism including the belief that all theory is to greater or lesser degrees normative, a non-linear conception of time and progress and the introduction of spatial and temporal variance in any understanding of the formulation, interpretation and application of theory. The result is an approach that does away with two traditional planning theory dualisms - the procedural-substantive distinction and the theory-practice gap. It also provides a locally diverse and unique interpretation of planning theory at the national and sub-national scale that rejects the idea that local interpretation of theories and their application can be assumed to be consistent with ideas operating at a higher (often supra-national) scale.

http://plt.sagepub.com/cgi/reprint/1/1/77

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C. Ansell and A. Gash (2007). *Collaborative Governance in Theory and Practice.* Journal of Public Administration Research and Theory, November 13.

Abstract:
In this article, we conduct a meta-analytical study of the existing literature on collaborative governance with the goal of elaborating a contingency model of collaborative governance. After reviewing 137 cases of collaborative governance across a range of policy sectors, we identify critical variables that will influence whether or not this mode of governance will produce successful collaboration. These variables include the prior history of conflict or cooperation, the incentives for stakeholders to participate, power and resources imbalances, leadership, and institutional design. We also identify a series of factors that are crucial within the collaborative process itself. These factors include face-to-face dialogue, trust building, and the development of commitment and shared understanding. We found that a virtuous cycle of collaboration tends to develop when collaborative forums focus on "small wins" that deepen trust, commitment, and shared understanding. The article concludes with a discussion of the implications of our contingency model for practitioners and for future research on collaborative governance.

Ordering at
http://jpart.oxfordjournals.org/cgi/content/short/mum032v1

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Summary of proceedings of the *Roundtable on Collaborative Planning and Democracy: Building Institutions of Governance for the Network Society*, Association of European Schools of Planning 2004 Conference, Grenoble, 3 July 2004.

This conference was attended by some of the main researchers in the domain of collaborative planning. Among them were David Booher, California State University Sacramento, Judith Innes, University of California Berkeley, Patsy Healey, University of Newcastle and Jean Hillier, University of Newcastle. This document gives short summaries of their contributions to the roundtable displaying thereby the major current issues and views related to the topic.

http://www.csus.edu/ccp/CDN/ccp%20summary%20of%20AESOP%20Grenoble%20Roundtable.pdf

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Christer Bengs (2005). *Planning Theory for the naive?* The European Journal of Spatial Development.

Globalisation implies the establishment of a neo-liberal society to match the neo-liberal economy. In this context planning theory seems to be reduced to pure ideology. The question thus follows, is planning theory then essentially useless for all theoretical or practical purposes? Moreover, can planning theory solve the moral dilemmas faced by planning professionals? And what does the communicative turn in planning theory stand

for? Who need it: only the naïve? These are just some of the questions raised in the following introductory discussion on planning theory.

http://www.nordregio.se/EJSD/debate050718.pdf

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Bengs, C. (2005). *Time for a critique of planning theory*. European Journal of Spatial Development. Editorial no. 3, June. 3 p.

There is today a blatant promotion of an overhaul of "top-down" governmental structures aiming at a more "bottom-up" approach. This change illustrates the construction of a neo-liberal society which responds to the now dominating neo-liberal economy. This observation is particularly true in planning theory. But the geographical level where decisions are taken does not always coincide with the degree of democracy. This editorial emphasizes the danger of a planning theory reduced to communication. Through examples in property and real estate market it shows that the implementation of communicative planning may sometimes not respond to the public interest just as the invisible hand does not always regulates properly our markets.
"Planning reduced to communication is a political statement in line with the building of a neo-liberal society but fairly unfit for the pursuit of say sustainable development."

http://www.nordregio.se/EJSD/editorial3.pdf

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Ralf Brand and Frank Gaffikin (2007). *Collaborative Planning in an Uncollaborative World.* Planning Theory*, Vol. 6, No. 3, 282-313. SAGE Publications

Keywords: collaborative planning • epistemology • ideology • Northern Ireland • ontology • realistic assessment

Abstract:
The purpose of this article is to expose the concept of collaborative planning to the reality of planning, thereby assessing its efficacy for informing and explaining what planners "really" do and can do.

Rest of the abstract and full text at
http://plt.sagepub.com/cgi/reprint/6/3/282

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David D. Chrislip (2002). *The Collaborative Leadership Fieldbook* [E-Book]

85

The book outlined an innovative way of building partnerships to solve the civic problems too big for anyone to solve alone as well as a new type of leadership that brings together diverse stakeholders to solve a community's problems.

Concise description, table of contents, information on the author and reviews at http://www.josseybass.com/WileyCDA/WileyTitle/productCd-0787966835,descCd-description.html

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Chrislip, David D. and Larson, Carl E. (1994). *Collaborative Leadership: How Citizens and Civic Leaders Can Make A Difference.* San Francisco: Jossey-Bass Publishers.

The leaders who are most effective in addressing public issues are those who have the credibility to bring together the right people to create visions and solve problems. Drawing on their extensive research, as well as on the advice and guidance of the leading scholars and practitioners in the field, David Chrislip and Carl Larson show how elected officials and other civic leaders can generate the civic will to break through legislative and bureaucratic gridlock, deal with complex issues, and engage frustrated and angry citizens. They also describe how to design, initiate, and sustain a constructive, collaborative process. This groundbreaking book provides insight and answers to the major challenges facing communities today.

Ordering at
http://www.josseybass.com/WileyCDA/WileyTitle/productCd-0787900036.html

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Jennifer Chu-Carroll and Sandra Carberry (1996). *Conflict Detection and Resolution in Collaborative Planning.* Springer-Verlag: Heidelberg, Germany. P 111-126

Abstract:
In multi-agent collaborative planning, since each agent is autonomous and heterogeneous, it is inevitable that conflicts arise among the agents during the planning process. A collaborative agent, however, must be capable of detecting and resolving these conflicts. This paper describes a computational model that captures the collaborative planning process in a *Propose-Evaluate-Modify* cycle of actions. Our model is capable of evaluating a given proposal to detect potential conflicts regarding both proposed actions and proposed beliefs, and of initiating collaborative negotiation subdialogues to resolve the detected conflicts. In situations where multiple conflicts arise, our model identifies the focus of the modification process and selects appropriate evidence to justify the necessity for such modification. Finally, our model handles the negotiation of proposed domain actions, proposed problem-solving actions, and proposed beliefs in a unified manner.

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Jennifer Chu-Carroll and Sandra Carberry (1998). *Collaborative Response Generation in Planning Dialogues*. To appear in Computational Linguistics, Special Issue on Natural Language Generation.

Abstract:
In collaborative planning dialogues, the agents have different beliefs about the domain and about each other; thus, it is inevitable that conflicts arise during the planning process. In this paper, we present a plan-based model for response generation during collaborative planning, based on a recursive Propose-Evaluate-Modify framework for modelling collaboration. We focus on identifying strategies for content selection when 1) the system initiates information-sharing to gather further information in order to make an informed decision about whether to accept a proposal from the user, and 2) the system initiates collaborative negotiation to negotiate with the user to resolve a detected conflict in the user's proposal. When our model determines that information-sharing should be pursued, it selects a focus of information-sharing from among multiple uncertainties that might be addressed, chooses an appropriate information-sharing strategy, and formulates a response that initiates an information-sharing subdialogue. When our model determines that conflicts must be resolved, it selects the most effective conflicts to address in resolving disagreement about the user's proposal, identifies appropriate justification for the system's claims, and formulates a response that initiates a negotiation subdialogue.

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Jennifer Chu-Carroll and Sandra Carberry (1999). *Conflict Resolution in Collaborative Planning Dialogues.*

Keywords: Collaborative Negotiation, Conflict Resolution, Response Generation, Dialogue Systems

Abstract:
In a collaborative planning environment in which the agents are autonomous and heterogeneous, it is inevitable that discrepancies in the agents' beliefs result in conflicts during the planning process. In such cases, it is important that the agents engage in collaborative negotiation to resolve the detected conflicts in order to determine what should constitute their shared plan of actions and shared beliefs. This paper presents a plan-based model for conflict detection and resolution in collaborative planning dialogues. Our model specifies how a collaborative system should detect conflicts that arise between the system and its user during the planning process. If the detected

conflicts warrant resolution, our model initiates collaborative negotiation in an attempt to resolve the conflicts in the agent's beliefs. In addition, when multiple conflicts arise, our model identifies and addresses the most effective aspect in its pursuit of conflict resolution. Furthermore, by capturing the collaborative planning process in a recursive *Propose- Evaluate-Modify* cycle of actions, our model is capable of handling embedded negotiation during conflict resolution.

http://citeseer.ist.psu.edu/cache/papers/cs/11268/http:zSzzSzwww.bell-labs.comzSzuserzSzjencczSzpaperszSzijhcs99.pdf/chu-carroll99conflict.pdf

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Healthy Start Field Office, University of California, Davis (2001). *Collaboration: A Guide to Authentic Partnerships and Real Change.* Davis, CA: Healthy Start Clearinghouse.

This booklet, along with its slide presentation, tools and resources, is intended to show the collaborative process like an ever-changing river, flowing over the landscape of the community, changed by everything it touches and at the same time altering everything it touches. This module was designed to relate to collaborative issues. It can be used in any integrating initiative. Use it as a map to traverse along the river of change and guide you from where you are now to your ever-changing travels through collaboration and partnerships.

http://hsfo.ucdavis.edu/clearinghouse/catalog/item.lasso?-Token.catnum=1002

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Day, Diane (1997). *Citizen participation in the planning process: an essentially contested concept?* Journal of Planning Literature 11(3) (February), 421-34.

Ordering at
http://jpl.sagepub.com/cgi/content/citation/11/3/421

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Donahue, John (2004). *On collaborative Governance*. Corporate Social Responsibility Initiative Working Paper No. 2. Cambridge, MA: John F. Kennedy School of Government, Harvard University. 10 p.

This short paper constitutes a good exploration of the concept of collaborative governance. It first explores the taxonomy of the concept and then gives the different dimensions of the notion that facilitate its definition, recognition and classification. In a second part, it considers the kind of work that needs to be done to implement collaborative governance. This agenda includes four kinds of work: conceptual, empirical, evaluative and operational.

http://www.hks.harvard.edu/m-rcbg/CSRI/publications/workingpaper_2_donahue.pdf

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Fainstein, S. (2000). *New Directions in Planning Theory*. Urban Affairs Review 34(4): 451-476.

Abstract:
In this article I discuss and critique contemporary planning theory in terms of its usefulness in addressing what I believe to be its defining question: what is the possibility of consciously achieving widespread improvement in the quality of human life within the context of a global capitalist political economy. I examine three approaches under the rubrics of: (1) the communicative model; (2) the new urbanism; and (3) the just city. In my conclusion I defend the continued use of the just city model and a modified form of the political-economy mode of analysis that underlies it.

http://144.122.21.201/crp372/new_directions_in_planning_theory.pdf

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Fischler, R. (2000). *Communicative Planning Theory: A Foucauldian Assessment.* Journal of Planning Education and Research 19(4): 358-368

Abstract
Given the philosophical opposition that existed between Foucault and Habermas, a Foucauldian reading of communicative planning theory may yield a very critical assessment of that body of work. Rather than develop such a critique, this paper shows that there are in fact significant points of agreement between communicative theorists and the French historian of modernity, in particular with respect to the relationship between theory and practice. However, Foucault's work raises important questions about the relationship between theory and history, and it challenges Forester, Healey, and others to situate communicative planning in its historical context and to assess the dangers that it poses for individuals and for society at large.

http://jpe.sagepub.com/cgi/reprint/19/4/358

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John F. Forester (1988). *Planning in the Face of Power.* University of California Press. 264 pages.

This book provides a systematic reformulation of the politics of professional practice in the arena of city planning, public policy making, and public administration and management. Power and inequality are realities that planners of all kinds must face in the practical world. In *Planning in the Face of Power*, John Forester argues that effective,

public-serving planners can overcome the traditional--but paralyzing--dichotomies of being either professional or political, detached and distantly rational or engaged and change-oriented. Because inequalities of power directly structure planning practice, planners who are blind to relations of power will inevitably fail. Forester shows how, in the face of the conflict-ridden demands of practice, planners can think politically and rationally at the same time, avoid common sources of failure, and work to advance both a vision of the broader public good and the interests of the least powerful members of society.

Table of contents
http://www.people.cornell.edu/pages/jff1/pifp.htm

Further information and ordering at
http://www.amazon.com/Planning-Face-Power-John-Forester/dp/0520064135/ref=pd_bxgy_b_text_b

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John F. Forester (1999). *The Deliberative Practitioner. Encouraging Participatory Planning Processes*.

Citizen participation in such complex issues as the quality of the environment, neighborhood housing, urban design, and economic development often brings with it suspicion of government, anger between stakeholders, and power plays by many--as well as appeals to rational argument. Deliberative planning practice in these contexts takes political vision and pragmatic skill. Working from the accounts of practitioners in urban and rural settings, North and South, John Forester shows how skilful deliberative practices can facilitate practical and timely participatory planning processes. In so doing, he provides a window onto the wider world of democratic governance, participation, and practical decision-making. Integrating interpretation and theoretical insight with diverse accounts of practice, Forester draws on political science, law, philosophy, literature, and planning to explore the challenges and possibilities of deliberative practice.

Ordering at
http://mitpress.mit.edu/catalog/author/default.asp?aid=1333

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Geertman, S. (2006). *Potentials for planning support: a planning-conceptual approach*. Environment and Planning B: Planning and Design 33(6) 863 – 880

Abstract:
Over the course of many years, professional planners have used a plethora of methods and tools to support their planning activities. Nevertheless, it can be argued that planning practitioners have never fully embraced the much wider diversity of available methods, techniques, and models developed in the research laboratories. On the basis of this

observation, this study poses several questions about why there is an apparent mismatch in planning practice between supply, demand, and applications of planning-support instruments (including 'planning support systems') and their outcomes (dedicated information and knowledge), and how this mismatch can be solved. In order to arrive at an answer, a conceptual framework is constructed, which constitutes crucial factors that influence the potential planning support roles of information, knowledge, and instruments. With the help of this framework, a developmental overview is interpreted of the theoretical planning traditions that exerted an influence on planning practice during the last half millennium in the Western world. From this interpretation, some lessons can be learned about the improvement of the planning-support role in factual planning practice, and moreover, it opens up some new questions and discussion points.

Ordering at
http://www.envplan.com/abstract.cgi?id=b31129

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Harris, N. (2002). *Collaborative Planning: From Critical Foundations to Practice Forms* in P. Allmendinger and M. Tewdwr-Jones. (eds) Planning Futures: New Directions for Planning Theory, pp. 21-43. London: Routledge.

In the first half of this paper he author explores the core ideas and intellectual ancestry of collaborative planning. Then he focuses on criticisms against regulation theory, institutionalist geography and against Habermasian assumptions.

A good two pages review by Ralf Brand at
http://www.qub.ac.uk/ep/research/cu2/data/bib_harris_collaborative-planning.pdf

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Healey, Patsy. (1996). *The communicative turn in planning theory and its implications for spatial strategy formation*. Environment and Planning B: Planning and Design 23:217-234.

In this paper I explore the potential of the new ideas about public argumentation and communicative policy practice developing in the field of planning theory for addressing the task of strategic spatial strategy making. I first outline the ideas, and then develop them into an approach focused around questions about the forums and arenas where spatial strategy-making takes place, and who gets access to them; the style of discussion, the way issues are identified and filtered; how new policy discourses emerge, and how agreements are reached and monitored. Throughout, I emphasize the locally contingent ways in which policy processes are invented by political communities in relation to their particular economic, social, environmental, and political circumstances.

Not freely available
http://www.envplan.com/abstract.cgi?id=b230217

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Healey Patsy (1997). *Collaborative Planning - Shaping Places in Fragmented Societies*. Palgrave Macmillan (United Kingdom). 384 pages.

This book draws on a range of thinking in social, political and spatial theory to provide a framework for planning which is rooted in the institutional realities of our increasingly fragmented societies but designed to foster communication and collaborative action. This book also assesses the developments in theory and practice.

Review by Charles Hoch (2005) at
http://jpe.sagepub.com/cgi/reprint/18/3/272

and by Ralf Brand at
http://www.qub.ac.uk/ep/research/cu2/data/bib_healey_collaborative_planning.pdf

Note: A 40 pages excerpt of "Collaborative Planning" is available upon request from <ralf@b-r-a-n-d.de>

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Healey, Patsy (1998). *Collaborative Planning in a Stakeholder Society*. Town Planning Review, Vol 69, No 1. 1998, pp 1-22

Review by Ralf Brand at
http://www.qub.ac.uk/ep/research/cu2/data/bib_healey_stakeholder.pdf

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Healey, P. (1999). *Institutionalist Analysis, Communicative Planning and Shaping Places*. Journal of Planning and Environment Research 19(2): 111-122.

This article reviews the developments in the new institutionalism in social science and their relation to communicative planning theory, with emphasis on the relevance to the practical task of responding to demands for a more place-conscious evolution in public policy.
I trace the evolution of forms of governance that are more responsive to the multiple claims and social worlds of civil society and include discussion of the social-constructionist conception of institutions, the significance of actors and networks, the interrelation between structure and agency, and the cultural dimensions of social networks. The implications for developing governance capability or institutional capacity are also explored. In reviewing communicative planning theory, I discuss how Habermas's approach to communicative action may be reworked or positioned in an institutionalist perspective. Finally, I explore how these developments can be used to

develop understanding and strategies for evolving more exclusionary approaches to integrated, place-focused public policy.

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Abstract:
This article presents a personal review by the author of *Collaborative Planning: Shaping Places in Fragmented Societies*, published in 1997. It explains how the book came to be written and makes some comments on the various criticisms it has attracted. The first section introduces key experiences that fed into the book followed by a brief summary of the key ideas that underpin its arguments. In reviewing the critiques, the article focuses in particular on the treatment of `context', the emphasis on "process", the use of `social theory', and `power', and the development of "institutionalist" analysis. This is followed by a comment on the normative biases in the work. In conclusion, the author makes a plea for continuing attention to the complexity and diversity of urban governance contexts and the importance for practical action of grasping the particularities of situated governance dynamics.

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Abstract by the author:
I explore the core Habermasian concept of rational consensus-formation and its counterfactuality before introducing the possibility of permanence of conflict, non-reciprocity and domination (i.e. of agonism) which may productively explain some of the powergames enacted in planning decision-making. In so doing I draw on the concept of agonism and introduce the political into Habermas' moral theorization. Where the personal and the political intersect there is a role for psychology. I illustrate how Habermas' communicative theorizing was itself partly developed from a psychoanalytical tradition before introducing some of the concepts popularized by Jacques Lacan. I conclude that development of communicative planning theory could usefully retain some

of Habermas' psychological foundations while turning to the work of Lacan as a basis for an enhanced understanding of the realities of planning practice.

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Abstract:
Communicative action (CA) theory need not displace the critical insights of social scientists, geographers, and other urban scholars about the processes of social, economic, and political change that shape urban settlements. CA analysts believe we settle differences in research findings and interpretations by studying the consequences these differences produce instead of claiming philosophical trump. In the first part of this article, I summarize and critique the argument that CA theory is unrealistic explaining of how CA analysts care more about relevant consequences than causal certainty. In the second part of the article, taking some conceptual advice from social theorist Jurgen Habermas, I show how CA analysis can combine structural and intentional concepts to revise and integrate the apparent antagonism between comprehensiveness and compromise for planning practice. I conclude that a pragmatic CA provides a useful and critical theory for planning practice that remains open to future challenge and debate.

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Abstract:
Partnerships increasingly play a major role in determining and implementing major policy drives in localities. Understanding how they may provide value is therefore essential to understanding modern governance principles. This article describes action research aiming to develop a conceptualization of factors inherent in collaborative forms and, hence, about their practicality as governance tools. Different interpretations of what collaborative governance is intended to achieve are first reviewed. Two areas that seriously affect the ability of collaborations to deliver their potential, structural

complexity and diversity are then reviewed. The article concludes by considering what is needed to make collaborative governance work.

Ordering at
http://www.informaworld.com/smpp/content~content=a739448701~db=all~order=page

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Huxley, M. (2000). *The Limits of Communicative Planning*. Journal of Planning Education and Research 19(4): 369-377.

Abstract:
While studies undertaken by communicative planning theorists provide valuable inisights into everyday planning practice, there is a growing debate around the need for greater acknowledgement of relation of power and inequality. In particular, communicative planning theory has tended to obscure planning's problematic relation to the state. This paper opens for debate conceptions of public discourse in planning that, on the one hand, draw on Habermas's notions of communicative rationality, but on the other, fail to critically examine his positioning of these in opposition to state and economy. It is argued that the implications of critiques of Habermas's ideas may involve questioning the very possibility of communicative planning itself.

http://jpe.sagepub.com/cgi/reprint/19/4/369

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Huxley, M. and Yiftachel, O. (2000). *New Paradigm or Old Myopia? Unsettling the "Communicative Turn" in Planning Theory*. Journal of Planning Education and Research, Vol. 19, No. 4, 333-342.

Abstract:
During the last decade or so, many planning theorists have taken a so-called communicative turn, to the point where some have declared the emergence of a dominant new paradigm supported by increasing consensus among theorists. We wish to raise a number of broad questions about the communicative paradigm and claims for its theoretical dominance. We point to alternative analytical positions that focus on issues of power, of the state, and of political economy, in ways that are often underplayed in the communicative literature and that demonstrate a healthy diversity in the field. We offer six critical propositions about communicative planning theory as a contribution to the ongoing debates, in theory and practice, about the contested nature of planning, its practices and effects.

Ordering at
http://jpe.sagepub.com/cgi/content/abstract/19/4/333

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Huxley, M. and Yiftachel, O. (2000). *Debating Dominance and Relevance: Notes on the "Communicative Turn" in Planning Theory.* International Journal of Urban and Regional Research, Vol. 24: 4: 907-923

This paper is a drastically abridged version of the former paper. It provides a very good overview of the different existing approaches to planning and of their evolution in the last few decades. In so doing the authors emphasize the need for a more comprehensive understanding of the nature of planning, its practice and effects, beyond the communicative perspective.

http://www.geog.bgu.ac.il/members/yiftachel/new_papers_eng/IJURR-print-huxley.htm

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Innes, J. (1995). *Planning Theory's Emerging Paradigm: Communicative Action and Interactive Practice.* Journal of Planning Education and Research, Vol. 14, No. 3, 183-189.

Ordering at
http://jpe.sagepub.com/cgi/content/citation/14/3/183

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Judith Innes and David Booher (2002). *Network power in collaborative planning.* Journal of Planning Education and Research, Vol. 21, No. 3, 221-236.

This article makes a case that collaborative planning is becoming more important because it can result in network power. Collaborative policy processes are increasingly in use as ways of achieving results in an era distinguished by rapid change, social and political fragmentation, rapid high volume information flow, global interdependence, and conflicting values. Network power can be thought of as a flow of power in which participants all share. It comes into being most effectively when three conditions govern the relationship of agents in a collaborative network: diversity, interdependence, and authentic dialogue (DIAD). Like a complex adaptive system, the DIAD network as a whole is more capable of learning and adaptation in the face of fragmentation and rapid change than a set of disconnected agents. Planners have many roles in such networks, and planning education needs to incorporate new subject matter to better prepare planners for these roles.

Ordering at
http://jpe.sagepub.com/cgi/content/abstract/21/3/221

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Judith E. Innes and David E. Booher (2002). *The Impact of Collaborative Planning on Governance Capacity.* University of California, Berkeley**.** Paper prepared for presentation at the Annual Conference of the Association of Collegiate Schools of Planning, Baltimore, November 21–24, 2002.

There is in today's world an acknowledged lack of capacity of modern societal institutions and practices to deal with the era of globalization, rapid growth of technology, instantaneous worldwide communication, and fragmentation of institutions and communities (Friedman 2000, Castells 1996). This paper is concerned with these issues of governance and how some new forms of collaborative dialogue, policy making, and action are filling the gaps left as our formal institutions of government are failing to carry out their responsibilities or where no agency has jurisdiction. The authors contend that the impact on governance capacity is the most important criterion for assessing collaborative processes over the long run.

http://www-iurd.ced.berkeley.edu/pub/WP-2003-03.pdf

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P. J. Maginn (2007). *Towards more effective community participation in urban regeneration: the potential of collaborative planning and applied ethnography.* Qualitative Research, February 1, Vol. 7, No. 1, 25-43.

Keywords: applied ethnography • collaborative planning • consultation • inclusionary argumentation • local community • participation • urban regeneration partnerships

Abstract:
Community participation has become the new orthodoxy within urban regeneration policy in the UK. Yet, it remains a perennial problem for policymakers, especially at the neighbourhood level. A major reason for this, it is argued, is that policymakers often set up local partnerships with insufficient knowledge of the 'culture' (i.e. structure, processes, practices, relations and agents) of the neighbourhoods and communities they seek to regenerate and involve in decision-making. Furthermore, policymakers also lack a critically reflective understanding of their own cultural practices. It is argued that collaborative planning theory and applied ethnography offer policymakers a way forward in realising more effective community participation. Collaborative planning and applied ethnography provide a governance and methodological framework that have the potential to promote inclusionary argumentation and consensus building, and give partnership stakeholders an opportunity to become more aware and critically reflective of their cultural relations, practices and processes, thus paving the way forward for more effective community participation.

Ordering at
http://qrj.sagepub.com/cgi/content/abstract/7/1/25

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Alan March and Nicholas Low (2004). *Knowing and steering: mediatisation, planning and democracy in Victoria, Australia.* University of Melbourne, Australia. London, Thousand Oaks, CA and New Delhi. Planning Theory, Vol 3(1): 41–69. 2004 SAGE Publications.

Abstract:
Habermas suggests that democracy means that a society is able to know itself and steer itself. This article builds on Habermas' conception that *mediatization* is a central impediment to the realization of democracy, while recognizing the locally particular resolution of democratic dilemmas represented by any planning system. Using Victoria, Australia as an example, the article seeks to demonstrate that Habermas' project offers a means of critiquing existing planning systems. Rather than communicative planning remaining an unattainable ideal, the possibility is explored of Habermasian critique offering practical directions for enhancing the democracy of existing planning systems.

http://plt.sagepub.com/cgi/reprint/3/1/41

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Paul W. Mattessich, Marta Murray-Close, Barbara R. Monsey (2001). *Collaboration: What Makes It Work.* Fieldstone Alliance 2nd Ed**.** P 104.

Collaboration: What Makes It Work takes a practical look at the latest collaboration research. This resource provides a working definition of collaboration; details of the 20 factors influencing successful collaborations; a chart that compares the elements of cooperation, coordination, and collaboration; and an expanded collaboration bibliography and list of contacts. This book also offers several tools such as the Wilder Collaboration Factors Inventory, which is an assessment instrument to determine how well your collaboration incorporates the 20 success factors. The three goals of the book are (1) to review and summarize existing research literature on factors influencing collaboration, (2) to report those results so that new collaborations can benefit from the experiences of others, and (3) to make available practical tools, such as the inventory, that bridge the gap between research and practice.

Table of contents and further information around the book at
http://www.fieldstonealliance.org/productdetails.cfm?SKU=069326

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Paul W. Mattessich, Marta Murray-Close, Barbara R. Monsey (2001). Collaboration Factors Inventory: Assessing Your Collaboration's Strengths and Weaknesses. Fieldstone Alliance. P 16.

This inventory is a practical tool for discovering how your collaboration is doing on the twenty factors that research has shown influences success. It's included in Collaboration: What Makes It Work and may also be purchased separately.

http://www.fieldstonealliance.org/productdetails.cfm?SKU=069342

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Pennington, M. (2002). *A Hayekian Liberal Critique of Collaborative Planning* in P. Allmendinger and M. Tewdwr-Jones (eds) Planning Futures: New Directions in Planning Theory, pp. 187—205. London: Routledge.

Review by Ralf Brand at
http://www.qub.ac.uk/ep/research/cu2/data/bib_pennington_hayekian-critique.pdf

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Sager, T. (2001). *Positive Theory of Planning: The Social Choice Approach.* Environment and Planning A 33(4): 629-647.

Abstract:
Most planning theory is normative and does not aim at explaining the design of planning processes. However, once the relationships between organizational characteristics and the various modes of planning are established, these connections can be used for developing positive planning theory. The problem is to explain why an agency practices a particular mode of planning (synoptic, incremental, etc), or even why it performs a specific variant of such a mode. It is argued that the impossibility theorems of social choice provide a useful platform for attacking such problems. In order to explain the practice of planning agencies, a scheme for linking agency properties and planning modes is combined with alternative strategies for resolving dilemmas of agency decision-making. A brief survey of other theoretical approaches to the construction of positive planning theory opens the discussion and places the social choice analysis in a theoretical context.

Ordering at
http://www.envplan.com/abstract.cgi?id=a3319

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Tore Sager (2001). *A planning theory perspective on the EIA*. Editor Tuija Hilding-Rydevik. Stockholm (Nordregio Report 2001).

Abstract:
This paper is an extensive comment on five Nordic EIA (Environmental Impact Assessment) studies from the perspective of planning theory. It is shown how issues raised and problems encountered in several of these studies relate to current debates in the international planning literature. The themes receiving most attention are the different

functions of the EIA process as deliberative democracy and technocratic prediction of effects, EIA as managing uncertainty and locational conflict, EIA as a vehicle for public involvement, communicative distortions in impact assessment, the use and misuse of EIA results, and the relationship between EIA problems and organisational design.

http://www.nordregio.se/Files/r0106p197.pdf

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Tore Sager (2005). *Communicative Planners as Naive Mandarins of the Neo-liberal State?* European Journal of Spatial Development- Dec 2005 Department of Civil and Transport Engineering Norwegian University of Science and Technology (NTNU).

In this paper the author explores the links existing between communicative planning theory and the development of neo-liberal society. To do so he mainly bases his analysis on the work of Christer Bengs (c.f. Bibliography). "Planning reduced to communication is a political statement in line with the building of a neo-liberal society" (Bengs 2005).

http://www.nordregio.se/EJSD/debate051208.pdf

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T. Sager (2006). *The Logic of Critical Communicative Planning: Transaction Cost Alteration*. Planning Theory, November 1, 2006. 223 - 254.

Keywords: communicative planning • critical theory • planning rationale • planning theory • transaction costs

Abstract:
Communicative planners are often criticized for lacking a credible strategy for dealing with biased power relations. The purpose of the article is to make it evident that critical communicative planning has a strategy for handling this problem. The logic of critical communicative planning (John Forester's 'critical pragmatism') is reformulated in terms of transaction cost politics. The critical planner counteracts systematically distorted communication by augmenting the transaction costs of those trying to influence the planned solution by leaning on their power base instead of the force of the better argument. Also, the critical planner aims to diminish the political transaction costs of deprived groups standing to lose from the results of power-based argumentation. The idea is to make it relatively more difficult to pursue special interests by means of repressive or manipulative strategies. Hence, the rationality of critical communicative planning rests on power management by deliberate alteration of political transaction costs. Analysis of 'network power' shows that the same chain of reasoning does not fit well for strongly consensus-seeking collaborative planning.

http://plt.sagepub.com/cgi/reprint/5/3/223

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Joseph C. Santora and James C. Sarros (1995). *Collaborative Leadership: How Citizens and Civic Leaders Can Make a Difference - book reviews*. Business Horizons, May-June, 1995.

These reviews are not available freely but the following link gives a good overview of Chrislip and Larson's book by summarizing each of the chapters. It then identifies the strengths and weaknesses of their theory.

http://findarticles.com/p/articles/mi_m1038/is_n3_v38/ai_16889379

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D. F. Shmueli, S. Kaufman, and C. Ozawa (2008). *Mining Negotiation Theory for Planning Insights*. Journal of Planning Education and Research. Vol. 27, No. 3, 359-364.

Keywords: collaborative planning • negotiation theory • interests • mutual gains • information

Abstract:
The rational planning model based on the view of planners as expert decision makers is gradually being replaced by collaborative models that acknowledge the joint nature of planning decisions. This article addresses the benefits of recognizing that negotiation is the key vehicle for joint decision making and therefore lies at the heart of planning. It calls for applying negotiation theory and practice lessons to examine and improve the dynamics of collaborative interactions. It proposes that analytical frameworks informed by negotiation theory can improve planning decisions and enhance the odds of their implementation. To illustrate their claims, the authors revisit three key concepts from the negotiation field—interests, mutual gains, and information—and illustrate their use in planning situations with vignettes from planning practice.

Ordering at
http://jpe.sagepub.com/cgi/content/abstract/27/3/359

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Sonoran Institute and Lincoln Institute of Land Policy (2006). *Building trust: Lessons From Collaborative Planning on State Trust Lands*. A University of Michigan Study for the State Trust Lands Partnership Project.

This paper explores through various case studies the benefits and costs of collaborative planning in American land policy. Although very focused on experiences in west US the lessons drawn here can be applied in other places as well as in other fields.

http://www.trustland.org/publications/collaborative_planning_stl.pdf

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Tait M. and Campbell H. (2000). *The politics of communication between planning officers and politicians: the exercise of power through discourse*. Environment and Planning A 32(3) 489 – 506

Abstract:
In this paper we will explore the extent to which a consideration of the language used in planning practice can inform our understanding of the relationship between planners and politicians. Thinking within the planning field about the role of language as a mechanism for reflecting and constituting power has been dominated by the work of Jürgen Habermas and Michel Foucault. However, despite the increasing attention focused on the importance of language and communication, work within the planning community has tended to concentrate on normative issues of how planning ought to operate in society rather than situating these theories within the 'real' world of practice. The objectives behind the case study research evaluated in this paper are therefore twofold. First, to explore the role of language and discourse in reflecting and constituting relations of power in a planning authority on the south coast of England and, second, to explore the value of Foucault's and Habermas's ideas as tools of research in planning. On the basis of this study we conclude that there are some important theoretical and methodological difficulties in connecting the ideas of Habermas and Foucault to the world of everyday planning practice.

http://www.envplan.com/epa/fulltext/a32/a3287.pdf

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Tewdwr-Jones M. and Allmendinger P. (1998). *Deconstructing communicative rationality: a critique of Habermasian collaborative planning*. Environment and Planning A 30(11) 1975 – 1989.

Abstract:
What has become known in recent years as communicative or collaborative planning has forged a new hegemony in planning theory. Described by some as the paradigm of the 1990s, it proposes a fundamental challenge to the practice of planning that seeks both to explain where planning has gone wrong and (more controversially) to identify ways forward. The broad approach itself and advocates of it have lacked the advantage of any critique. This paper provides such an opportunity. Following a brief outline of communicative action, we identify three broad areas of concern that militate against the option of a collaborative planning approach. More specifically, we identify problematic assumptions in Habermas's original theoretical distinction of communicative action as a fourth separate concept of sociological action. Although we accept its useful dissection of planning and the role of values and consensus-building in decision-settings, we consider that collaborative planning theory fails to incorporate adequately the peculiar political

and professional nuances that exist in planning practice. We conclude our critique by raising programmatic points for planning theory and practice in general.

http://www.envplan.com/abstract.cgi?id=a301975

<p style="text-align:center">* * *</p>

Tewdwr-Jones M. and Thomas H. (1998). *Collaborative action in local plan-making: planners' perceptions of 'planning through debate*. Environment and Planning B: Planning and Design 25(1) 127 – 144

Abstract:
In this paper we analyse an innovative community participation technique in the Brecon Beacons National Park (BBNP), a rural local planning authority in mid-Wales. It is argued that the planning officers were feeling their way towards a communicative or collaborative approach close to Healey's (1992) 'planning through debate'. An evaluation of their efforts and their opinions can shed light on the constraints facing democratising tendencies associated with communicative or collaborative local planning. Following an outline of the technique adopted by BBNP planners, we analyse the perceptions of the officers towards democratisation in relation to five key areas: planning regulation; the role of politicians; knowledge gaining; corporate approaches; and assessing the benefits of innovative participation. We conclude by suggesting that, although innovative participation exercises are worthwhile and can lead to closer working relationships between communities and professionals, the problems caused by the legal and policy constraints within the British planning system often mitigate against translating community discourses into policy development and can lead to public frustration.

http://www.envplan.com/epb/fulltext/b25/b250127.pdf

<p style="text-align:center">* * *</p>

Kristof Van Assche (2007). *Planning as/and/in Context: Towards a New Analysis of Context in Interactive Planning*. METU JFA 2007/2 (24:2) pp 105-117.

Keywords: context; interpretation; communication; Luhmann; Foucault; collaborative planning

In this paper, we propose a revisiting of the concept of context in spatial planning, especially in the analysis of the rapidly growing sector of interactive, collaborative, communicative planning. In interactive planning projects, different stakeholders with different backgrounds, interests, negotiate a plan for an area. Communication, interpretation, and therefore the concept of context, as everything outside the actual communication that influences its meaning, become correspondingly more central to planning theory and practice. We briefly analyze the refinement of context- analysis in post-structuralist interpretation theory, and next introduce key concepts from Niklas Luhmann's social systems theory. After a brief expose on the emergence of interactive planning approaches, and a critique of modernist versions of interactive planning, we use

the concepts derived from Luhmann and the post-structuralists to analyze the construction of context in interactive planning, and to analyze the planning process as a context in itself.

http://jfa.arch.metu.edu.tr/archive/0258-5316/2007/cilt24/sayi_2/105-117.pdf

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Abstract:
How might Castells's theory of the network society influence planning? The authors argue that while there is much to learn from Castells, the idea of a network society does not warrant a fundamental revision of planning theory. Rather, it reinforces the scope and relevance of Habermasian communicative action and American pragmatism, ideas that are already recognized within planning.

Ordering at
http://intl-jpe.sagepub.com/cgi/content/abstract/24/2/131

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Abstract:
Working across organizations has long been recognized as a characteristic of public management, but recent years have seen a worldwide intensification in partnership working. Rhetoric about the benefits is endemic but so are complaints about the difficulty of partnership working in practice. Understanding the way that collaborative approaches may provide value is therefore an essential element of understanding the changing roles of public-sector organizations. The particular aim of this paper is to contribute to a growing understanding of the way in which individuals enact leadership roles in such situations. The focus is on partnership managers, whose main role is to organize the activities of collaboration. The way in which partnership managers enact leadership is explored and insight into the kinds of activities that typically occupy them, the types of challenges and dilemmas that they face and typical ways in which they respond to these is provided. We suggest that the main categories of activities split into two opposing perspectives on leadership. We propose an overarching concept which suggests that

collaborative leadership involves the management of a tension between ideology and pragmatism.

Available at SSRN:
http://papers.ssrn.com/sol3/papers.cfm?abstract_id=513364

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Voogd H. and Woltjer J. (1999). *The communicative ideology in spatial planning: some critical reflections based on the Dutch experience*. Environment and Planning B: Planning and Design 26(6) 835 – 854.

Abstract:
In this paper we address the question whether communicative planning is a better framework for protecting values and reaching objectives that have justified planning interventions to this point in society. By using notions of quality and ethics as a framework, we evaluate critically the communicative features of Dutch infrastructure planning. A distinction is made between comments about planning *outcomes* and comments about consensus-building *processes*. It is argued that communicative planning could conflict with basic ethical principles of conventional planning. It is concluded that the communicative ideology *alone* does not meet conventional ethical planning principles any better. This is in line with the ideas of Kaiser et al and other authors that communicative planning must go together with `adaptive' rational planning. Planning discourse should be based on planning intelligence, which consists of gathering, organizing, analyzing, and disseminating information to stakeholders in the use and development of land.

http://www.envplan.com/epb/fulltext/b26/b260835.pdf

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Zadek, Simon and Radovich, Sasha (2006). *Governing Collaborative Governance: Enhancing Development Outcomes by Improving Partnership Governance and Accountability*. Accountability and the Corporate Social Responsibility Initiative, Working paper No. 23. Cambridge, MA: John F. Kennedy School of Government, Harvard University.

Public-private partnerships are becoming key institutional pathways for international development and the delivery of public goods. Their performance depends on issues of governance and accountability structures, processes and norms. This paper proposes a framework to guide the governance and accountability of such partnerships. It offers a sound foundation for advancing a more systematized approach to the effective governance and accountability of multi-stakeholder, or public-private partnerships in the future.

http://www.hks.harvard.edu/m-rcbg/CSRI/publications/workingpaper_23_zadek_radovich.pdf

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Zadek, Simon (2006). *The logic of Collaborative Governance.* Corporate Social Responsibility Initiative. Cambridge, MA: John F. Kennedy School of Government, Harvard University. 29 p.

Emerging collaborative arrangements between public and private institutions provide the potential for novel ways for enhancing the provision of public goods. This potential is framed by organizations' willingness and ability to participate in such arrangements. Business engagement is a particular challenge given business' distinct societal mandate to create private economic gain. The basis of business accountability establishes the logic of business' terms and interests, and therefore its participation in such collaboration. This basis of accountability is, however, in constant flux. "Corporate responsibility" is proposed here as the ongoing negotiation and realignment of this basis, which in turn is driven by the micro-dynamics of business competition, risk management, and reputation. This dynamic is described in terms of the interaction between micro, business-level learning and macro, societal learning. The potential for "collaborative governance"—the process by which multiple actors, including public and private institutions, come together and evolve, implement, and oversee rules, providing long-term solutions to pervasive challenges—depends on the pace and direction of such learning.

http://siteresources.worldbank.org/PUBLICSECTORANDGOVERNANCE/Resources/LogicCollaborativeGovernance.pdf

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Websites and webpages

Center for Collaborative Planning

The Center for Collaborative Planning (CCP) promotes health and social justice by providing training and technical assistance and by connecting people and resources.

CCP supports diverse communities in key areas, such as:

Asset-based Community Development (ABCD)
Leadership Development
Working Collaboratively
Community Assessment and Strategic Planning

http://www.connectccp.org/

KTA "centre for collaborative government"

The KTA Centre for Collaborative Governance was established in 1999 as a vehicle for a more independent approach to public policy research, dialogue and development. Since then, the KTA Centre has achieved a national reputation for its ability to bring together leaders in the fields of politics, policy and governance, and break new ground in connecting the ideas, the people and the practices that are transforming governance and government for the 21st century.

http://www.kta.on.ca/ktacenter.html

A short and concise overview of collaborative planning in education
http://webserver3.ascd.org/ossd/collaborativeplanning.html

Top authors

Philip Allmendinger
Dr Allmendinger is a chartered planner and surveyor with interests in theory, politics, regional planning and development. He holds a PhD in Planning (Oxford Brookes, 1995). He is Professor of Planning and Director of the Centre of Planning Studies, Department of Real Estate and Planning of the University of Reading. He is also a member of the ESRC Research Grants Board and a member of the CLG Housing Markets and Planning Expert Panel. He has published widely on planning and property matters including Planning in Postmodern Times (2001), Planning Futures. New Directions for Planning Theory (2002, with Mark Tewdwr-Jones), Urban Planning and the British New Right (1998, with Huw Thomas).

Homepage:
http://www.reading.ac.uk/REP/Aboutus/Staff/p-allmendinger.asp

Email: p.allmendinger@reading.ac.uk

David Booher, Ma, Ms
Mr. Booher studied planning at the University of Tennessee and political science at Tulane University. He is a Planning and Policy Consultant and a Fellow of the American

Institute of Certified Planners. Among his many professional activities, David has provided advisory and consulting services in collaborative policy making to CSUS, the Center for Collaborative Policy, California Department of Water Resources, the Irvine Foundation, and the Hewlett Foundation.

Homepage:
http://www.spa.ucla.edu/urban_technology_conference/Speakers/DFBD5BDC-F13D-4BA1-907C-4B04B020D502.html

Email : dbooher@ccp.csus.edu; dbooher@berkeley.edu

* * *

Ralf Brand
Dr. Ralf Brand is a lecturer at the Manchester Architecture Research Centre. He is also an experienced consultant who worked primarily with communities in Germany to develop and implement a local sustainability strategy, called Local Agenda 21. He holds a Ph.D. in Community and Regional Planning from the University of Texas at Austin where he developed his current research focus on co-evolutionary dynamics in urban socio-technical ensembles. He is a member of the Society for Social Studies of Science (4S), the European Association for the Study of Science and Technology (EASST) and various other academic and professional organisations. He has done several insightful reviews on collaborative planning that we used in this bibliography.

Further information is available at
www.b-r-a-n-d.de.

And at
http://www.sed.manchester.ac.uk/architecture/staff/brand_ralf.htm

Email: ralf.brand@manchester.ac.uk

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John F. Forester
John F. Forester was educated at the University of California, Berkeley, receiving a BS in 1970 and an MS in 1971. He completed a Master of City Planning in 1974, and a PhD in 1977, also at the University of California. He is today Associate Professor of City and Regional Planning at Cornell University. John F. Forester is a planning theorist with a particular emphasis on participatory planning and the author of *Planning in the Face of Power* (1988) and *The Deliberative Practitioner* (1999).

Homepages
http://www.people.cornell.edu/pages/jff1/

http://vivo.cornell.edu/entity?home=1&id=15494

Patsy Healey

Patsy Healey is professor emeritus in the School of Architecture, Planning and Landscape at the University of Newcastle upon Tyne. She has qualifications in geography and planning and is a specialist in planning theory and practice, with a particular interest in strategic spatial planning for city regions and in urban regeneration policies. She has undertaken research on the preparation and implementation of development plan frameworks, on how planning strategies work out in practice and on partnership forms of governance at the neighborhood, city and city region scales. In the past ten years, she has been developing approaches to collaborative planning

Homepage
http://www.staff.ncl.ac.uk/d.f.j.wood/guru/profiles/ph.htm

Email: patsy.healey@ncl.ac.uk

Jean Hillier

Jean Hillier is Professor of Town and Country Planning at Newcastle University and Managing Editor of the international journal 'Planning Theory'. Her research interests include developing poststructuralist planning theory and discursive, relational analyses of planning decision-making. Recent publications include Shadows of Power (2002), Stretching Beyond the Horizon (2007), three volumes of Critical Essays in Planning Theory (with Patsy Healey, 2008) and Conceptual Challenges in Planning Theory (2009).

Homepage
http://www.ncl.ac.uk/ipp/staff/profile/j.s.hillier

Email: j.s.hillier@ncl.ac.uk

Charles Hoch

Professor Hoch studies planning activity across scale and discipline. Struggling with New Left inspired criticisms of conventional rational planning at UCLA Hoch studied the ideas of American pragmatist John Dewey. Setting out to discredit pragmatic ideas at their source he became a convert. Hoch has spent three decades studying and proposing that we treat planning as an inherently pragmatic enterprise. It is not accident that he taught planning theory and the professional development seminar for 25 years. Hoch's 1994 book, What Planners Do offered a pragmatic interpretation of the urban planning field.

Homepage
http://www.uic.edu/cuppa/upp/Faculty/Hoch/Hoch.html

Email : chashoch@uic.edu

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Judith Innes

Judith Innes holds a Ph.D. from MIT's Department of Urban Studies and Planning and an undergraduate degree in English from Harvard University. She has done research on the processes of planning and decision making across a wide range of substantive topics, including land use and environmental policy, water management, growth management, transportation, human rights, environmental justice and social policy. Her recent interests have focused on collaborative policy making and action at the state and regional levels, particularly in environmental and growth policy.

From 1993 through 2003, Dr. Innes was the Director of the Institute of Urban & Regional Development, a campus-wide organized research unit addressing a wide range of topics through externally funded faculty and student research. In her capacity as Director she also directed the Community Partnerships office (former the University Oakland Metropolitan Forum) and was involved in managing a variety of community development efforts, action research, and community-based learning projects in partnership with localities, foundations and NGO's. She is currently professor of City & Regional Planning at the College of Environmental Design of the University of California, Berkeley.

Homepage
http://dcrp.ced.berkeley.edu/ced/people/dcrp_query.php?id=61&dept=DCRP&title=Faculty

Email: jinnes@berkeley.edu

VI Co-construction

Introduction to the concept

The term co-construction is used in many fields. Co-construction is generally applied to the notion of one person finishing another person's thought. It is therefore frequently referred to in education science, learning theory, pedagogy, psychology and even philosophy. Today, this concept appears more and more frequently in the context of discussions on the new governance along with policy dialogues and communities of practice.

To get a full picture of what lies behind this concept, it is important to understand where it comes from and what its different kinds of application are. Furthermore, the particular use that interests us is relatively new; therefore, articles explicitly on the co-construction of public policy are very few. The following review of literature consists of articles representing a fairly wide range of interest. In addition, co-construction can be linked to other concepts and currents of thought that carry the same general ideas. The main ones are social constructivism[1], social constructionism and knowledge building.

Although social constructionism and social constructivism theory often overlap, they do have different meanings. Social constructionism is described as a sociological construct and refers to the importance of relationships in the development of social phenomena. Social constructivism has more to do with psychology and describes how individuals construct their knowledge according to their own experience and previous learning.

In education and learning theory, constructivism describes *how learning should happen*. Key to this theory is the hypothesis that learners construct knowledge. It is therefore in line with pedagogic approaches of active learning and the famous "learning by doing" of John Dewey as well as with the work of Jean Piaget who is considered as the originator of constructivism.

More recently, Carl Bereiter and Marlene Scardamalia developed a theory of Knowledge Building that corresponds with the co-construction of knowledge in order to describe what a community of learners needs to accomplish in order to create knowledge. The theory addresses the need to educate people for the knowledge society, in which knowledge and innovation are pervasive (Scardamalia & Bereiter, 2003).

This annotated bibliography refers frequently to these diverse currents of thoughts, which underlie the concept of co-construction.

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[1] For specific references on constructivism see
http://www.univie.ac.at/constructivism/edu.html

Introduction au concept

Le terme de co-construction est utilisé dans de nombreux domaines. Il est généralement employé pour traduire l'idée d'une pensée commencée par une personne et finie par une autre. On y fait donc souvent référence en science de l'éducation, théorie de l'apprentissage, pédagogie, psychologie et même en philosophie. Aujourd'hui, on voit apparaître fréquemment ce concept au sein des discussions sur la nouvelle gouvernance de concert avec les notions de dialogues sur les politiques et de communautés de pratique.

Pour bien saisir les tenants et aboutissants de ce concept, il est important de comprendre ses origines et les divers usages qui en sont faits. Par ailleurs, l'usage particulier qui nous intéresse ici étant relativement nouveau, les articles sur la co-construction des politiques publiques sont peu nombreux. La revue de littérature que nous proposons comprend donc des articles d'horizons assez larges. À travers ces différents usages, nous verrons que la notion de co-construction peut être liée à d'autres concepts et courants de pensée qui véhiculent les mêmes idées générales. Les principaux sont le constructivisme et le constructionisme social ainsi que le "knowledge building".

Bien qu'un amalgame soit souvent fait autour des théories de constructionnisme et de constructivisme social, elles ont des portées différentes. Le constructionnisme social est vu comme une construction sociale et fait référence à l'importance des relations et interactions dans le développement des phénomènes sociaux. Le constructivisme social est plus tourné vers des considérations psychologiques et décrit la façon dont les individus construisent leur savoir en fonction de leur expérience et de leur apprentissage.

Dans les théories de l'éducation et de l'apprentissage, le constructivisme décrit comment on acquiert un savoir. L'hypothèse selon laquelle une personne qui apprend doit construire son savoir est l'un des fondements de cette théorie. Elle se situe donc dans la ligne parfaite du célèbre "learning by doing" de John Dewey ainsi que des travaux de Jean Piaget qui est d'ailleurs considéré comme le fondateur du constructivisme.

Plus récemment, une théorie de la construction du savoir (Knowledge Building) a été développée par Carl Bereiter et Marlene Scardmalia. Elle est en accord avec le concept de co-construction et cherche à déterminer ce qu'une communauté apprenante doit accomplir de manière à créer un savoir. Cette théorie se préoccupe de la nécessité d'éduquer une société qui entre dans une ère de savoir où la connaissance et les innovations sont omniprésentes.

Cette bibliographie annotée fait souvent référence à ces divers courants de pensée qui sous tendent la notion de co-construction.

Introducción al concepto

El término co-construcción se utiliza en numerosos ámbitos. Es empleado generalmente para traducir la idea de un pensamiento iniciado por una persona y concluido por otra. Se hace pues a menudo referencia en ciencias de la educación, teoría del aprendizaje, pedagogía, psicología e incluso en filosofía. En la actualidad, se ve aparecer frecuentemente este concepto en los debates sobre la nueva gobernanza en conexión con los conceptos de diálogo sobre políticas y comunidades de práctica.

Para captar mejor el alcance de este concepto, es importante comprender sus orígenes y los distintos usos que se hacen del mismo. Por otra parte, el uso particular que nos interesa es relativamente nuevo, los artículos sobre la co-construcción de las políticas públicas son poco numerosos. La revisión de la literatura que proponemos aquí incluye artículos de horizontes bastante amplios. A través de los distintos usos, veremos que el concepto co-construcción puede vincularse con otros conceptos y corrientes de pensamiento que vehiculizan las mismas ideas generales. Los principales son el constructivismo y el construccionismo social así como el "knowledge building".

Aunque se haga a menudo una amalgama en torno a las teorías de construccionismo y constructivismo social, ellas tienen alcances diferentes. El construccionismo social se percibe como una construcción social y hace referencia a la importancia de las relaciones e interacciones en el desarrollo de los fenómenos sociales. El constructivismo social está dirigido más hacia consideraciones psicológicas y describe la forma en que los individuos construyen su conocimiento en función de su experiencia y su aprendizaje.

En las teorías de la educación y el aprendizaje, el constructivismo describe cómo se adquiere un conocimiento. La hipótesis según la cual una persona que aprende debe construir su conocimiento es uno de los fundamentos de esta teoría. Se sitúa entonces en la línea del célebre "learning by doing" de John Dewey así como de los trabajos de Jean Piaget quien es considerado como el fundador del constructivismo.

Más recientemente una teoría de la construcción del conocimiento (Knowledge Building) fue desarrollada por Carl Bereiter y Marlene Scardmalia. Está de acuerdo con el concepto de co-construcción y pretende determinar lo que una comunidad que aprende debe realizar para crear conocimiento. Esta teoría se preocupa por la necesidad de educar a una sociedad que entra en una era de saber dónde el conocimiento y las innovaciones son omnipresentes. Esta revisión bibliográfica hace a menudo referencia a las distintas corrientes de pensamiento que sustentan el concepto co-construcción.

Annoted bibliography

Vivien Burr (2003). *Social Constructionism*. Routledge. 240p.

This book aims to introduce students to the area of social science theory and research that has come to be known as social constructionism. Using a variety of examples from everyday experience and from existing research in areas such as personality, sexuality and health, the basic theoretical assumptions of social constructionism are clearly explained. Key debates, such as the nature and status of knowledge, truth, reality and the self are given in-depth analysis in an accessible style. The theoretical and practical issues relevant to social constructionist research are illustrated with examples from real empirical studies, and the different approaches to social constructionist research are spelled out.

http://books.google.com/books?id=L301_vk1LzQC&hl=fr

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Grace Carroll, Velma LaPoint, Kenneth Tyler (2001). *Co-Construction: A Facilitator for School Reform in School*. The Journal of Negro Education, Vol. 70, No. 1/2, Samplings from Howard University CRESPAR, (Winter - Spring, 2001), pp. 38-58

Unlike some models, Talent Quest is not prescriptive but a co-constructive Talent Development Model for school reform. Co-construction, although more time consuming and labor intensive, has the potential of yielding the transformational outcomes, which go beyond the school doors. Based on the field experiences of CRESPAR staff members, this paper will operationalize the definition of co-construction and review the literature on related constructs. It will also present the need and rationalization for co-construction in order to maximize the schooling experience and outcomes for all key stakeholders. The challenges for co-construction are presented along with strategies for successful implementation outcomes. A suggested paradigm of key leverage areas for co-construction are offered with examples from filed sites encompassing experiences from elementary to middle and high school settings.

http://www.jstor.org/stable/pdfplus/2696282.pdf

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Chan, C.K.K. & Van Aalst, J. (2005). Analysis of collaborative knowledge building using e-Portfolio.

This paper examines the design of knowledge-building portfolios in assessing and scaffolding collaborative knowledge building. Specifically, we sought (a) to examine how knowledge-building portfolios could characterize and assess both individual and

collective aspects of knowledge building; and (b) to investigate the roles of knowledge-building principles and portfolios in fostering students' collaborative inquiry and conceptual understanding. The key design feature involves asking students to identify exemplary notes in the database illustrating collaborative knowledge building guided by four pedagogical knowledge-building principles. Participants included 120 Grade 9 students in Hong Kong working on Knowledge Forum under three design conditions. Results indicate that knowledge-building portfolio scores are related to other knowledge-building measures; and students producing knowledge-building portfolios with principles performed better than comparison students on collaboration and conceptual understanding. Knowledge-building portfolios provided both a rich data source for characterizing knowledge building as well as a pedagogical tool for scaffolding conceptual understanding.

http://www.educ.sfu.ca/kb/Papers/Chanetal2005.pdf

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Donnay Jean, Dejean Karine, Biémar Sandrine (2007). *Un dispositif de formation universitaire pour des enseignants centré sur la co-construction de savoirs et le développement mutuel des chercheurs et des praticiens*.

Résumé :
Dans cette communication, nous proposerons une description et une analyse d'un dispositif de formation comme une démarche de co-construction de savoir par les enseignants et les chercheurs-formateurs. Le dispositif de formation s'inscrit dans une perspective de développement professionnel des enseignants et des chercheurs. Le développement professionnel est défini comme « un processus d'apprentissage dynamique et continu qui implique la personne et aboutit au développement de compétences professionnelles et à la transformation de l'identité professionnelle du professionnel » (Donnay et Charlier, 2001, 2006)

http://tice.det.fundp.ac.be/spip/IMG/doc/Calais-partie-SB-KD-vfF1.doc

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Kenneth J. Gergen (1994). *Realities and Relationships Soundings in Social Construction.* Harvard University Press**.** 356 pages.

Recent attempts to challenge the primacy of reason - and its realization in foundationalist accounts of knowledge and cognitive formulations of human action - have focused on processes of discourse. Drawing from social and literary accounts of discourse Gergen considers these challenges to empiricism under the banner of "social construction". His aim is to outline the major elements of a social constructionist perspective, to illustrate its potential, and to initiate debate on the future of constructionist pursuits in the human sciences generally and psychology in particular. Realities and Relationships not only integrate the many voices of anti-empiricist criticism, it positions us to consider

alternative conceptions of knowledge, new vistas for human science, and transformations in cultural practice.

http://books.google.com/books?id=tM4gVY82FpgC&hl=fr

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Kenneth J. Gergen (1999). *An Invitation to Social Construction.* Sage Publications Inc. 248 pages.

An Invitation to Social Construction is an elegant overview of social constructionism from a major figure in the movement, which is at once panoptic and accessible as an introductory text. In this landmark work, author Kenneth Gergen charts the background to the social constructionist movement and outlines the major debates, topics and issues in a way that is at once profound yet highly readable. It is an interdisciplinary tour de force that will influence the development of the field for years to come. The book is essential reading for all students and academics interested in social constructionism and contemporary issues and debates across the social sciences.

http://books.google.com/books?id=y-gIiu6Vx7kC&hl=fr

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Kenneth J. Gergen (2001). *Social Construction in Context.* Sage Publications Inc. 223 pages.

This latest book by one the world's leading protagonists in the field will be welcomed not just by psychologists but by students, academics and professionals interested in social constructionism across a wide range of subjects. Social Construction in Context explores the potentials of social constructionist theory when placed in diverse intellectual and practical contexts. It demonstrates the achievements of social constructionism, and what it can now offer various fields of inquiry, both academic, professional and applied, given the proliferation of the theory across the social sciences and humanities. First order issues of concern within the academic world, objectivity, truth, power and ideology, are now being augmented by widespread developments in practice - therapeutic, pedagogical, organizational and political. This book looks closely at these developments and examines both the positive potentials and limitations of social constructionist theory when applied to a variety of domains. It has been written in an accessible and scholarly manner making it suitable for a wide-ranging readership. This book should be of great value to all students and academics interested in social constructionist theory. Particularly, within the fields of psychology, sociology, organizational behavior, communication, cultural studies, and the human sciences. It should also appeal to those the helping professions (i.e. therapists, counselors and social workers).

http://books.google.com/books?id=vUU4_3GiZxYC&hl=fr&source=gbs_summary_s&cad=0

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Hill, C.M., Cummings, M., & van Aalst, J. (2003, April). *Activity theory as a framework for analyzing participation within a knowledge building community.* Paper presented at Individual, social, and cultural aspects of collaborative knowledge building Structured poster session presented at the annual meeting of the American Educational Research Association, Chicago, IL., April 2003.

This paper examined knowledge building, using activity theory as a conceptual framework; the goal was to provide a somewhat broader description of knowledge building than is provided by analysis of computer discourse, adding community, rules, division of labor, and other mediating artifacts to the analysis. The knowledge building discourse of a grade four class was analyzed, using the following questions. 1) What were the outcomes toward which activity was directed? 2) What was the nature of the mediating artifacts and signs? 3) What was the nature of stated and tacit rules that were operative in the community? And 4) How was the division of labor manifested in the community? We used primarily transcriptions from class discussions and interviews to develop a qualitative picture of each of these components and how they interacted. For example, we discuss how two students created a note genre new to the class in order to cope with an interface problem with the software the class was using for online discussion. We suggest that activity theory provides a useful framework for continual improvement of the social and material infrastructure for knowledge building. As such, it can complement more epistemic and cognitive descriptions of knowledge building.

http://www.educ.sfu.ca/kb/Papers/Hill_Cummings.pdf

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Hill, C.M., & van Aalst, J. (2001, June). *Sociocultural factors influencing face-to-face and online collaborative knowledge building: Preliminary research findings from survey data*. A short paper presented at EdMedia 2001, Tampere, Finland, June 25-30.

Introduction:
In this paper we present preliminary data from a survey designed to probe issues relevant to a successful implementation of Bereiter and Scardamalia's (1996) theory of knowledge building and other similar social constructivist approaches to teaching and learning. The purpose of the survey was to develop an understanding of the sociocultural factors that may influence knowledge building practices, such as students' epistemological and pedagogical beliefs, as well as their experiences of the classroom culture, during the initial phase of a three-year project. The goal of the project is to extend Bereiter and Scardamalia's work on knowledge building (Bereiter, & Scardamalia 1993) to improve the access students have to expertise that is not normally available in classrooms.

http://www.educ.sfu.ca/kb/Papers/edmedia2.pdf

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Ian Parker (1998). *Social Constructionism, Discourse and Realism*. SAGE Publications. 159 pages.

Social Constructionism, Discourse, and Realism charts a clear and accessible path through some of the key debates in contemporary social psychology. Drawing on the wider critical and discursive turn in the human sciences, it explores comprehensively the many claims about what we can know of reality in social constructionist and discursive research in psychology. Key questions addressed by an internationally renowned cast of contributors include: Should pragmatic and relativist views of meaning and the world necessarily be adopted by discourse analysts? Where is "the real" in contemporary critical research in psychology? How does the turn-to-language affect, encourage, or inhibit perspectives for change? These relativist versus realist tensions go to the heart of current theoretical and methodological issues, not only within psychology but across the social and human sciences. By mapping the connections between theory, method, and politics in social research and placing these within the context of the broader social constructionist and discursive debates, this wide ranging book offers the reader an invaluable survey of the current debates. Social Constructionism, Discourse, and Realism will be essential reading for all students of social psychology, social constructionism, discourse analysis, and the philosophy of social sciences.

http://books.google.com/books?id=UPq8-IjCSfQC&hl=fr&source=gbs_similarbooks_r&cad=5_2

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Radaelli, Claudio M. (2003). *The Open Method of Coordination: A new governance architecture for the European Union?* Swedish Institute for European Policy Studies. Stockholm, March 2003.

This report emphasizes the potential of the Open Method of Coordination (OMC) in bridging the gap between academics and policy-makers. It illustrates the essential features of the method (Section 3). It discusses the emergence of the OMC within the long-term attempt to make Europe more competitive. The so-called Lisbon agenda is therefore situated in its wider historical context (Section 4). The report makes a distinction between the ideal-typical features of open coordination – that is, the rather abstract template described in the conclusions of the 2000 Lisbon summit (and other official documents) and the reality of open coordination. Section 5 reaches the conclusion that the case for the abstract OMC template as new mode of governance based on learning can be made. However, the potential of the OMC is constrained by a number of contradictions. Accordingly, Section 6 looks into the issue of endemic tension. The conclusion is that open coordination – in its abstract, ideal-typical form – has considerable potential for 'better governance', but endemic tension limits what it can achieve.

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Scardamalia, M. et C. Bereiter, Knowledge Building, dans Encyclopedia of Education, 2e édition, New York, Macmillan Reference, 2003, p. 1370 à 1373.

In this paper the authors emphasize the importance of the capacity of societies to innovate and of the challenge of understanding how to develop citizens who not only possess up-to-date knowledge but are able to participate in the creation of new knowledge as a normal part of their lives. According to them the answer is to be found in the nature of the developmental trajectory leading from the natural inquisitiveness of the young child to the disciplined creativity of the mature knowledge producer, the next step being to get students on that trajectory. This paper posits that knowledge building is the key to achieve these challenges. Finally the authors define precisely what they mean by knowledge building pointing out the fundamental distinctions with mere learning.

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Peter Taylor (1995). *Co-Construction and Process: A Response to Sismondo's Classification of Constructivisms*. Social Studies of Science, Vol. 25, No. 2 (May, 1995), pp. 348-359. Published by: Sage Publications, Ltd.

In this paper Peter Taylor highlights the risks of classifying into types phenomenons described in constructivist theory. Such classifications can clarify our view of the whole but may also narrow it preventing us from understanding hybrid processes that cannot be put into a box.

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Nancy J. Gilbert and Marcy P Driscoll (2001). *Collaborative knowledge building: A case study.* Educational Technology, Research and Development; Washington. Vo. 50(1). Copyright Association for Educational Communications & Technology 2001.

Introduction:
What learning conditions are necessary to effectively support the knowledge-building enterprise in a learning community? To answer this question, the case-study method was employed to investigate collaborative knowledge building in a graduate level course designed to incorporate specific constructivist learning principles. These principles included (a) having a collective and authentic community goal to facilitate collaboration and engagement in the community, (b) using cooperative groups to provide for social negotiation and to promote multiple perspectives, (c) personally selecting of course

readings and group decision-making to encourage ownership in learning, and (d) employing an integrated set of technology tools to archive the work of the community and facilitate communication. Results indicated that the instructional strategies designed into the course promoted collaborative knowledge building and the acquisition of key concepts through self-directed learning strategies. Results also pointed out the types of technological support required to implement an effective community of learners.

http://www.hull.ac.uk/php/edskas/collaborative.doc

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Van Aalst, J., Kamimura, J., & Chan, C.K.K. (2005). *Exploring collective aspects of knowledge building through assessment.* Paper presented at the International Conference on Computer Supported Collaborative Learning (CSCL) 2005: the next ten years. Taipei, Taiwan, May 30-June 4, 2005. p 10.

Keywords: Knowledge building, assessment

Abstract:
We explore the use of collaborative summary notes in Knowledge Forum™ (KF) as a way to capture the distributed nature of knowledge advances among groups of students building knowledge together. The purpose of this exploration is to develop assessments that can be used for *scaffolding* the discourse and promoting ideas within the community, as well as for evaluation. The unit of analysis was the group on KF. Students in two high school classes collaborated on a progressive inquiry exploring aspects of a recent SARS outbreak and some related topics. They were asked to write collaborative, co-authored, summary notes to make the nature and importance of the knowledge advances they achieved clear for their peers. The findings indicate that note ratings were positively related to the number of co-authors and the number of views (different discussion spaces) in which students had worked.

http://www.educ.sfu.ca/kb/Papers/vanAalstcscl05.pdf

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Webpages

Ménard, Louise (2006). *Principes et processus de co-construction.* Québec janvier 2006

Document concis sur la co-construction des connaissances, sur ses principes et sur les phases itératives dans lesquelles ils s'intègrent : phase de définition, phase de planification, phase de réflexivité.

http://www.protic.net/profs/menardl/0enseignants/12principes.php

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Conseil canadien sur l'apprentissage (2007). *Former les apprenants pour combler les besoins de la société : Examen de la construction du savoir*.

Cette page et ses liens sont principalement axés sur la construction du savoir dans le milieu de l'éducation mais donne de bonnes indications théoriques et plus générales sur la formation des savoirs et sur l'apprentissage collaboratif.

http://www.ccl-cca.ca/CCL/Reports/LessonsInLearning/LinL20070906_Building-knowledge-building-the-future.htm?Language=FR

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Websites

Entre praticiens et chercheurs

Le Département Education et Technologie des Facultés Universitaires Notre-Dame de la Paix (Namur) a une longue tradition d'échanges et de travail en partenariat avec des praticiens (enseignants, directeurs, conseillers pédagogiques...). Cette tradition se traduit aujourd'hui par la mise en place de dispositifs de formation continue qui associent des praticiens et des chercheurs, au sein d'une relation partenariale et de nécessité réciproque, pour travailler ensemble sur des thématiques communes.
Ce site met à la disposition de tous les professionnels de l'éducation, praticiens et chercheurs, le fruit des savoirs construits en collaboration au sein des différents groupes qui se sont mis en place.

http://tice.det.fundp.ac.be/spip/

L'un de ces outils est un dispositif de co-construction du savoir.

http://tice.det.fundp.ac.be/spip/spip.php?rubrique32

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Centre for Research on Networked Learning and Knowledge Building

The Centre carries out studies related to collaborative learning and methods and practices of using information and communication technology in educational institutes, universities, and enterprises. Our aim is to study and facilitate pedagogical and cultural changes which enhance collaborative knowledge creation at workplaces and all levels of education.

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Top authors

Marlene Scardamalia

Marlene Scardamalia is an education researcher, professor at the Ontario Institute for Studies in Education, University of Toronto. She is also the Presidents' Chair in Education & Knowledge Technologies at OISE/University of Toronto and the Director of the Institute for Knowledge Innovation and Technology, IKIT—a worldwide network of innovators working to advance the frontiers of knowledge building in various sectors. She is considered one of the pioneers in Computer-supported collaborative learning. Knowledge building theories, models, practices and technologies have been developed in partnership with Carl Bereiter and team members, and form the basis of two recent awards: (1) The Canadian Foundation for Innovation and (2) the INE Collaborative Research Initiative awards.

E-mail:
mscardamalia@kf.oise.utoronto.ca

Homepage:
http://www.ikit.org/people/scardamalia.html

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Carl Bereiter

Carl Bereiter is an education researcher, professor emeritus at the Ontario Institute for Studies in Education, University of Toronto (OISE/UofT) and co-director of the Education Commons at OISE/UofT, a division that integrates all information and technology services from this institute. His research interests are in Networked systems for collaborative learning, Cognitive psychology, Educational policy and Knowledge-creating technology. He is one of the pioneers of Computer supported collaborative learning (CSCL). In collaboration with Marlene Scardamalia, he introduced and developed the theory of "knowledge building".

Homepage:
http://www.cea-ace.ca/foc.cfm?subsection=map&page=ove&subpage=cbe

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Kenneth J. Gergen

Kenneth J. Gergen is a Senior Research Professor at the department of psychology of Swarthmore, a College Affiliate Professor of Psychology at University of Tilburg, Netherlands and President of the Board of The Taos Institute. He is also Honorary Professor at University of Buenos Aires. He has research interests in narratives of the self; processes of social construction; psychological discourse, theory formation and evaluation; relational theory, rhetoric of inquiry; and culture critique.

Email: kgergen1@swarthmore.edu

Homepages :
www.swarthmore.edu/SocSci/kgergen1/

http://gergen.socialpsychology.org/

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van Aalst, Jan C.W.

Dr. van Aalst is an associate professor at the faculty of Education of the University of Hong Kong. His main research interests are in learning sciences, knowledge building, assessment and teacher education.

Email: vanaalst@hkucc.hku.hk

Homepage:
http://www.edu.hku.hk/vanaalst/

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VII Initiatives in line with the ReCo project

Introduction

With a view to promoting collaboration and cooperation, it is important for persons and groups with similar activities in different cultural, institutional and geographic settings to know each other and exchange ideas and experiences in order to better understand the challenges they each face. In this section we present some initiatives whose goals and/or activities may display similarities with those adopted by the ReCo.

Introduction

Dans une optique de collaboration et coopération, il est important pour les groupes et personnes ayant des activités similaires de se connaître et d'échanger pour mieux cerner et prévenir les enjeux et obstacles liés à leur entreprise. Nous présentons dans cette section certaines initiatives qui, de par leurs objectifs et/ou leurs activités, comportent des similarités avec le ReCo et dont il est important de connaître l'existence.

Introducción

Buscando potenciar la colaboración y la cooperación, es importante que los grupos y las personas dedicadas a actividades similares se conozcan e intercambien ideas, lo que les ayudará a comprender los desafíos a los que se enfrentan. En esta sección presentamos una serie de iniciativas que, por sus objetivos o actividades asociadas, presentan similitudes con los intereses del ReCo.

Initiatives in line with the ReCo

Resource Centres for Participatory Learning and Action

First established in 1997 the RCPLA network is an alliance of organisations from around the world that strives to promote the empowerment of the disadvantaged through participation in their own development. The Network helps researchers and practitioners share information and experience about Participatory Learning and Action (PLA) approaches, and encourage the improved implementation of these approaches globally. The Network hopes to further the role of participatory approaches into governance structures to create change.

http://www.rcpla.org/about.html

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Unidad Académica en Estudios del Desarrollo (UAED) de la Universidad Autónoma de Zacatecas (Development Studies Academic Unit)

The UAED was created in Mexico in 2003 with an academic mission including the following goals:

-Forming highly qualified staff in the interdisciplinary field of development studies.
-Generate and spread theoretical and practical knowledge on development issues.
-Contribute to the exchange of knowledge and to a dialogue between the academic community and the social organizations, governments, public entities and international organizations.
-Prompt the academic debate on a level South-South and North-South with views on the establishment of a collective and innovative research agenda and the promotion of interinstitutional, interdisciplinary and international work team on the subject.

The project has three main areas of research:

-Migration and development
-Local and regional development and sustainability
-Global capital and scientific and technological development

http://estudiosdeldesarrollo.net/documentos/Informe-2006-2007.pdf

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International Network on Migration and Development (INMD)
Red Internacional De Migración Y Desarrollo (RIMD)

The INMD was created in Mexico in 2003 as an NGO. It seeks to consolidate a global network of scholars, students, migrant associations, civil-society organizations, and institutions concerned with the complex relationship between migration and development. In order to achieve this goal the INMD uses various vehicles for:

-Disseminating the network's activities
-Promoting public opinion
-Influencing policymakers on issues related to migration and development that could improve the quality of life in communities, regions, and nations.

http://www.migracionydesarrollo.org/

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Canadian e-Policy Resource Centre (CePRC)

The CePRC helps a wide array of African stakeholders by building capacity in the formulation of ICT strategies and polices. It draws e-policy services and information products from Canadian government and non-government policy experts into a virtual resource centre. Through this centre, African ICT policy makers obtain access to expertise, information and mentoring in numerous fields linked to ICT policy.

This project is interesting for the ReCo in relation to the issues raised by the creation of virtual networks of CoP.

http://www.ceprc.ca/

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USAID New Partnership Initiative (NPI)

The NPI project seeks to stimulate lasting economic, social and political development by building local institutional capacity. It recognizes the critical economic and political role of civil values and of the rich variety of voluntary associations that constitute civil society. Thereby NPI focuses on strengthening civil society and helping to restructure the relationships between states and civil societies.

To achieve these broad goals NPI will use two approaches:
-Building grassroots capacity
-Enhancing national enabling environments

Core reports of the new partnerships initiative (including two focus reports on NGO empowerment and Democratic local governance) available at:

http://www.usaid.gov/pubs/npi/corerept/npi-mas.htm

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KTA Centre for Collaborative Governance

The KTA Centre for Collaborative Governance was established in 1999 as a vehicle for a more independent approach to public policy research, dialogue and development. Since then, the KTA Centre has achieved a national reputation for its ability to bring together leaders in the fields of politics, policy and governance, and break new ground in connecting the ideas, the people and the practices that are transforming governance and government for the 21st century.

http://www.kta.on.ca/ktacenter.html

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Centre de développement de l'OCDE :
Dialogue sur les politiques de développement

En facilitant le dialogue informel entre les dirigeants politiques, les universitaires, le milieu des affaires et la société civile, le Centre de développement agit comme un catalyseur en vue de créer un environnement propice à des échanges ouverts et constructifs, à l'intérieur et entre les régions.

http://www.oecd.org/department/0,3355,fr_2649_34101_1_1_1_1_1,00.html

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Center for Collaborative Policy
California State University, Sacramento

The Center for Collaborative Policy is a unit of the College of Social Sciences and Interdisciplinary Studies at California State University, Sacramento. The Center was established in 1990 as the California Center for Public Dispute Resolution, which was originally a joint program of California State University Sacramento and the McGeorge School of Law, University of the Pacific. The mission of the Center is to build the capacity of public agencies, stakeholder groups, and the public to use collaborative strategies to improve policy outcomes.

Strategic Goals of the CCP:

Enhance the existing capacity of governing institutions to use collaborative methods (governance capacity).

Enhance the existing capacity of communities and the public to collaboratively engage with governing structures and public policy decision-making (civic engagement capacity).

Create and share knowledge about collaborative public policy development and capacity building (knowledge capacity).

Enhance the collaborative policy and civic engagement network across the state (statewide capacity).

Continue to enhance the Center's internal organizational capacity and provide opportunities for practitioners' professional growth (internal capacity).

http://www.csus.edu/ccp/

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ReCo