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# The Collaborative Development Model: Recruiting the Community



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# «Dugnad»

Norwegian word describing the ancient «tradition» of working together to reach a common goal

- E.g. «Barnraising» as it still exists in Amish Communities, USA
- ‘We all get together and do the job because it is critical to have it done, it is too big for any one to do themselves, and having it done benefits us all’
  - Quick
  - Efficient
  - Capacity-building and capability enhancing
  - Strengthens togetherness (Social Capital)

# Dugnadsmethod

(Professors Jørgen Amdam and Roar Amdam from Volda University College, Norway)

- Developed from the mid 1980s into the 1990s
- We have used it intensively in our national effort to strengthen the focus on and the ***recharging of local communities*** in relation to municipal development
  - Market Economy and Expert-dominated public planning had (in the -50s,-60s and -70s eroded much of the local communities rationale and -capacities
    - A bit like the consequences of the Soviet-era central planning....
    - «The market» combined with «our experts» know what must be done

# Re-vitalising our local communities

Suddenly – we saw needs for involvement and participation (again):

- **Experience showed us that expert based planning was inefficient**
  - Could not deliver goods or services diverse enough to suit needs of the real world – even in tiny communities
    - Production became too costly
    - Distribution unclear
    - Reception uncertain
    - *«This is not what we want!...»*

# The BIG Question

- How can we harness and benefit from  
**‘the capacities of local’**

# Key characteristics

## (of our answers)

- **Mobilizing** participants to invest their time, resources and eagerness is crucial for success.
- Need to focus on what happens *after* alternatives have been identified and decisions have been made (the **implementation** phase)
  - Assigning tasks and responsibilities
- And to build systematic approaches towards **continuously learning** for improvement and capability-building among all participants.  
(Become accountable)

# «Continous planning and evaluation»

- To not always having to start processes from scratch, as this is both inefficient and sub-optimal.
  - establishing forums or arenas (of many varieties) where stakeholders/ participants may keep the dialogue alive - even after the original intent has been reached!
  - The common denominator is they becoming a fixed and (at least for a period of time) permanent object for participants to lean on, make use of and work through.
  - Often, **boundary objects** form the basis for establishing such fora.

# Boundary Objects

- Plastic enough to adapt to local needs and constraints of the several parties employing them, yet robust enough to maintain a common identity across users.
- Weakly structured in common use, becoming strongly structured for users intentions.
- May be abstract or concrete ( think: the museum, or our planned-for exhibition).
- Have different meanings to different social worlds, but a structure common enough to make them recognizable for all – a means of translation.
- **The creation and management of boundary objects is key in developing and maintaining coherence across intersecting social worlds**

Susan Leigh Star, James R. Griesemer (1989): *Institutional Ecology, 'Translations' and Boundary Objects: Amateurs and Professionals in Berkeley's Museum of Vertebrate Zoology, 1907-39*. Social Studies of Science, Volume: 19 issue: 3, page(s): 387-420



# Force-free dialogue

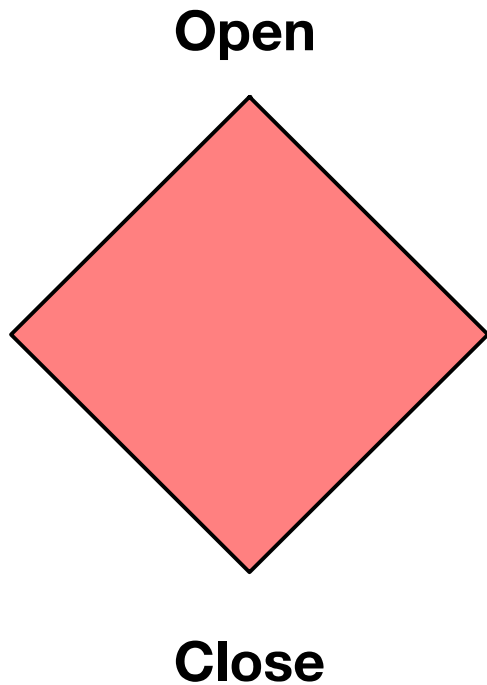
This links us directly over to the understanding of the importance of a 'force-free dialogue' as is the term introduced by Jürgen Habermas (Habermas 1989).

- Points towards the need to establish a setting where everyone has the same possibility AND ability to voice their opinion.
- In our **DUGNAD-sessions** we use the term “*Opening*” to illustrate when everyone contribute and voice new input, and “*Closing*” when everyone is invited to participate in discussing, elaborating and prioritizing.

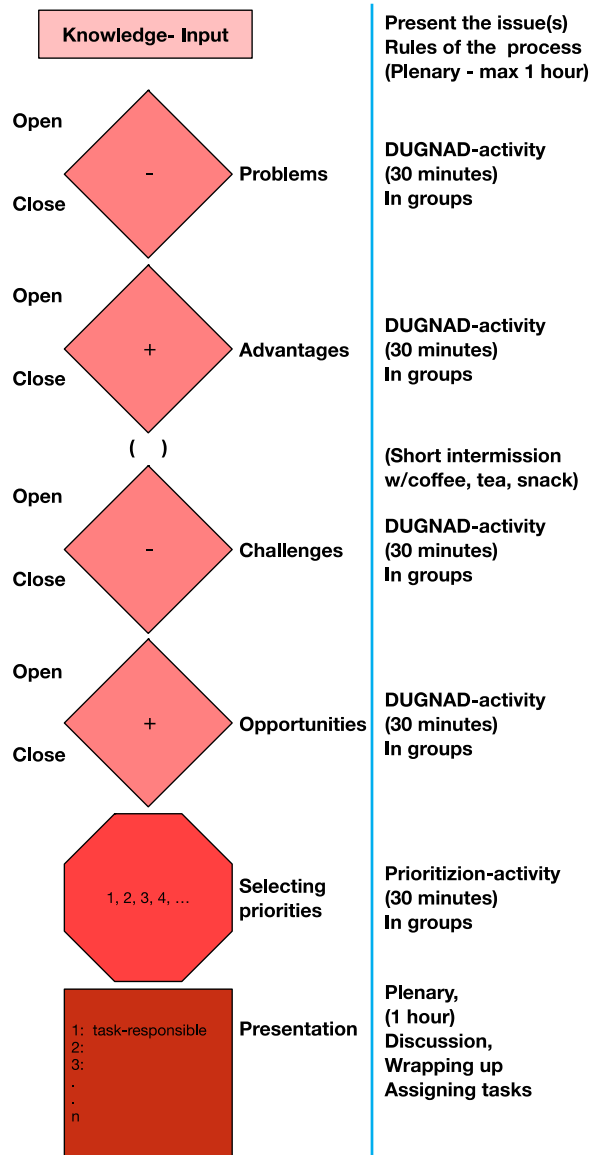
# «Opening and closing»

## Core activity of the Dugnadsmethod

- When you approach an issue, you aim, through the process, to «open it up»
  - i.e. to release the dynamics and get as much input come forward as possible
- After this potential for input has been exploited (for the time being), you need to «wrap it up»
  - i.e. to agree upon what it is, what it means, how it can be useful and who will take charge



**Figure 1** DUGNAD-process; structure:



Amdam and Amdam, 2011

# From the simple to the complex

A principle may to use in increasingly more complex settings

- Through adding more time
- Through repeating procedural elements
  - (the PACO-example = 4h30m + breaks)

The Process benefits from being repeated at intervals – or when needed

## **Structural rules:**

Not one set way of implementing the DUGNAD-method, it can be adapted and adjusted to suit the specific settings. Still a few conditions to be met:

- To follow the structure closely (Figure 1)
- To follow the time frame as closely as possible (why? To show your sincerity
  - not waste participants time by overstretching their timed involvement
- To follow the rules of engagement.

## ***Before the Collaborative session (3-5 weeks)***

- Rehearse the process thoroughly before starting! Make sure your team knows their 'job'
- Invite "the right individuals". *Can (s)he contribute/help embed the process into their home-groups?*
  - Develop strategies to ensure invitees will (can!) show up.
    - Offer pick-up/transportation if needed!
- Rehearse everyone's roles, ensure all 'helpers' feel safe and secure in their roles/tasks.

# ***Before .....***

- Decide upon the plenary program for the startup session.
  - Give a sober introduction from a responsible person – about the aims of today's Session
  - It is highly recommended to invite an 'outsider' to give a "provocative" introduction
    - And have an **experienced facilitator** to present and clarify 'the rules of the game' for the evening
- Decide upon principles for placing participants into (sub)groups of 5-8
  - Homogenous groups? Only if special needs
  - Heterogenous groups? Generally the best choice – want to have discussion

# *Before .....*

- Decide upon principles for placing participants into (sub)groups
  - Homogenous groups? Only if special needs
  - Heterogenous groups? Generally the best choice – want to have discussion
- Clarify hopes for desired outcomes of the Communicative Session
  - NOT what will be the actual results (the issues and actions prioritized)
- Decide upon the need for further assigning tasks for continuing the process
  - For the museum/responsible unit
  - For the participants
  - For the groups (or smaller partnerships)

# ***Rules of the game (the Workbook-sessions)***

- Divide participants into groups of 5-8.
  - Present a list with names (print and present a list based upon the ones that show up!)
- **Appoint group dirigent** (“dictator”) and **group secretary** (“notarius”)
  - Decide upon whom before the Collaborative Session and present it as a fact!
    - “Dictators” keeps agenda- and time-progress. Has power to discharge participants who disobey the rules, if needed
    - “Notarius” writes down input on flip-over, and presents it later in plenary
  - Important: avoid appointing ‘power-persons’ as dictators!



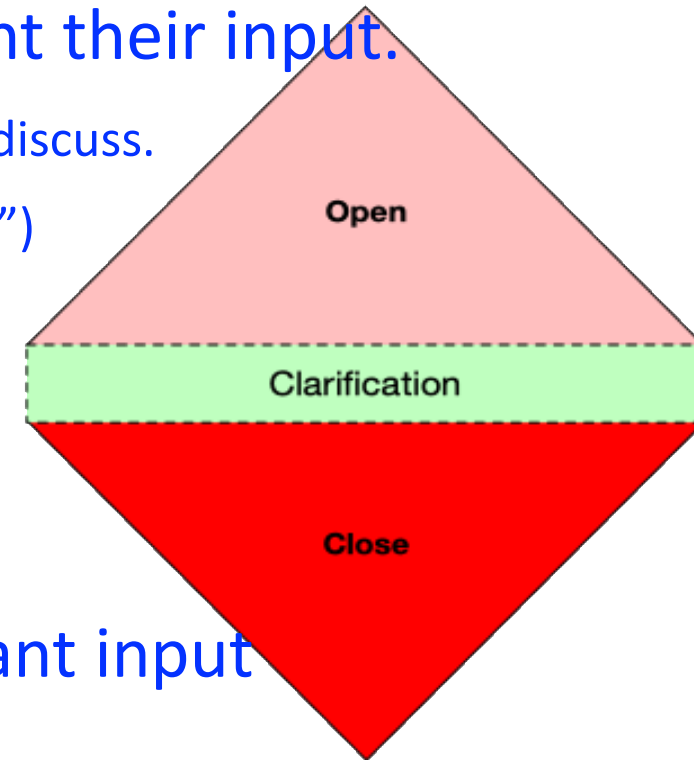
## *(the Workbook-sessions)*

Carefully avoid to complex or to voluminous themes for any session

- We must to be able 'to get to the point' in 30 minutes

# Structuring each sub-session (30 min)

- 10 minutes: **ideas-generating**. Everyone in turn present their input.
  - To the point. NO discussion. Dictator immediately stops attempts to discuss.
  - All input taken on face value. Notarius writes it all down (“**Opening**”)
- 10 minutes: **clarification** –to discuss/elaborate input.
  - Only positive input allowed – no critiquing of others at this stage.
  - Link ‘similar’ inputs together (notes-taker).
- 10 minutes: **prioritize** to short-list of 5-7 most important input (“**Closing**”)



- Repeat procedure for next topics (e.g. P->A->C->O).
  - Discharged participants (if any) allowed back in when starting on next topic
- Facilitator (and if many groups: her helpers) meander among groups to be there if progress is obstructed
- Final Priorities session.
  - Prioritize max 3 ideas/actions/issues from each of the 4 sessions
  - Free discussion allowed, but dictators be aware against negative/destructive argumentation

# *Wrapping it all up*

Meet in Plenary for presentation of group-prioritized issues

- Hang up flip-overs of priorities on wall, act groupwise
- Present priorities by group (Notariuses presents!)
  - Priorities transferred by universal dirigent (facilitator) to big screen

NB: Only new items added to list!

# *Wrapping it all up*

## Discussion in plenary about global priorities

- Screen-list amended to reflect flow of the discussion
- Assigning responsibilities (tasks – persons) to progress with priorities
- Agreeing upon follow-up procedures
  - Rules for sincere ‘use’ of input
    - **Who does what and when...**
  - Next meeting (if appropriate)
- Final words and thank you all from Mayor or main responsible person

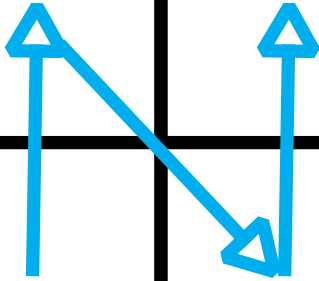
Then:  
continue by doing  
what was agreed upon!!

# Thank you all very much!



# PACO-analysis

	<i>Now</i>	<i>Future</i>
+	Advantages	Opportunities
-	Problems	Challenges

Three blue arrows are drawn over the table. One arrow points vertically upwards from 'Problems' to 'Advantages'. A second arrow points vertically upwards from 'Challenges' to 'Opportunities'. A third arrow points diagonally from 'Problems' to 'Opportunities'.