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Facilitating Social Change: Bridging Participatory Methodology with Training Design to Support Equitable Community Development in Kent, Washington. A Journey of Learning and Development.

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Facilitating Social Change: Bridging Participatory Methodology with Training Design to Support

Equitable Community Development in Kent, Washington.

A Journey of Learning and Development.

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Student Name: Folake M. Oyegbola

Date: May 06, 2019

Dedication

To all those who have and will support me on my many adventures, I offer a humble expression of gratitude, thank you.

Much appreciation to:

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My gracious **mother and family** for lifetimes of care.

To all my **Ancestors**, thank you…for everything.

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….and to Africa, you will always be my most cherished love. Modupe – I am grateful.

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Abstract

Including community members in decisions that affect their lives is an agreed upon practice in participatory development. When exercised without attention to key details like defining the need for a participatory approach, understanding the history of a given community, and how this all influences training design, it can be used to uphold inequitable development practices. This Training Course-linked Capstone combined participatory development approaches with training theory and design to support my growth as a development professional and facilitator. Through this study, I sought to support the Kent Community Development Collaborative's efforts to encourage diverse participation of Kent residents on a twelve-member Community Advisory Council. Training pedagogical frameworks and methodologies explored included: Experiential Learning Theory with a focus on co-creating effective learning environments, strategic questioning, change management, and learning evaluation. The specific participatory methodology used was Participatory Learning and Action. Results of this study showed the impact of participatory approaches on training design evidenced through various design components from the needs assessment to the evaluation. Barriers to participation on the Advisory Council were discovered, and strategies for building trust and relationships on short-term development projects were explored. In addition, an increased awareness of the important role and responsibility a facilitator holds in supporting equitable community development was discovered through self-critical reflection.

"Training and facilitation are the key enablers of the spread and success of participatory methods." -
Ugandan Teacher and Facilitator Maria Nandago

Introduction

Journey n.
1: something suggesting travel or passage from one place to another. The journey from youth to maturity. The journey through time.

Merriam Webster

I have always been intrigued by journeys. By the process of moving from one stage of development to the next. I am equally captivated by rites of passages, and how countless cultures around the world use them to signify a person's growth through the various stages in life. It is only through direct engagement with a new experience that an initiate can test their knowledge and skills to sharpen and refine their tools. The wisdom gained from this experience serves as the entry point to a new level of growth and maturity. Upon completion, the initiate re-enters their former community as a respected member of society. These practices fueled my own sense of adventure, cultural exchange, and growth from a young age. I can remember flipping through issues of National Geographic, watching the Discovery Channel with my father, and making treasure maps in the back yard, all to know and experience the quest. As fate would have it, I would end up combining this passion for discovery, culture, and travel with service; a role that eventually led me on my own journey – my very own rites of passage, if only professionally. Monday, June 13, 2011, marked the beginning of my professional journey of learning in development and social change.

My experience with training/facilitation/design started with my role as a Peace Corps Volunteer in the East African country of Tanzania. My primary assignment was in science education and my secondary assignment focused on girls and women's empowerment programming. Projects included co-designing: a youth-led Malaria education campaign, an all-girl soccer program as a behavior change initiative towards healthy lifestyle choices, a

community theater group, and a women's leadership program that focused on economic empowerment through employment. These projects brought new exposure to me in the world of training/facilitation. I learned basic skills in design and facilitation; for example, creating a goal statement, setting up an agenda, and sharing the training space with a co-facilitator. Reflecting on this, I realize that I did not have a deep knowledge of training design to support our work or my own understanding of the community. I relied heavily on my counterpart's teaching expertise, local knowledge, and community connections to implement our trainings and development projects. While these projects were well received by the community, there was definite room for improvement as far as training and facilitation are concerned. A deeper understanding of training theory and participatory design approaches would have improved our work and served our students and community members better.

Development projects I have worked on since leaving Africa have provided a deeper understanding of issues within the development practice. I witnessed how power, race, class, caste, and gender affected how decisions are made and who is included or excluded from the process. One of my most transformative experiences working in community development came as an Urban Revitalization Fellow with the organization *Challenge Detroit*, in Detroit, Michigan. Utilizing the human-centered design thinking[1] approach, I worked on five team-based impact projects ranging from youth engagement to economic development to surface various issues and opportunities being faced in the city. A current theme that arose project after project, was the notion of a "redevelopment tale of two cities". Many residents expressed anger that redevelopment projects were being *designed for* new residents in mind as opposed to *designed with* the desires of long-term, often lower-income residents. With the city's rich history of

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[1] Design Thinking is a methodology for creative problem solving. https://dschool.stanford.edu/resources/getting-started-with-design-thinking

community organizing, activism, self-reliance and innovation, I witnessed a model of community development that centered equity in its design.

When I reflect on my previous facilitation and development experience, I often think about what more I could have done to support equitable development[2]. I think about how I entered various communities and designed programs without much attention to its history and current socio-political context. I think about "designing-with" and what participatory approaches would have best supported our projects. I think about the learning environment of the workshops I planned and who was unintentionally excluded. I also reflect on whose ideas of success took priority in my previous project outcomes, the community or the funding agency? This Training CLC is based on my belief that facilitation can lead to greater community participation if designed thoughtfully with attention to equity and inclusion. It bridges pedagogical approaches and methodologies related to coursework taken in ICHR 5025 - Training Design for Experiential Learning (TDEL), and SDIS-5022 - Training for Social Action (TSA) with participatory development approaches and practitioner reflection to support equitable community development initiatives in Kent, Washington. Training pedagogical frameworks and methodologies explored include: Experiential Learning Theory with a focus on co-creating effective learning environments, strategic questioning, change management, and learning evaluation. The specific participatory methodology used was Participatory Learning and Action. My professional quest is to grow into a better facilitator and development professional for the communities I work alongside. I chose this Training Course-linked Capstone, to embark on an adventure of learning and development. The paper is arranged in five 'gates' or sections: *Mission, Tools, Test, Looking*

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[2] Equitable development is defined by the city of Seattle as making public and private investments in neighborhoods that support those most in need and that considers past history and current conditions so that future outcomes are equitably distributed, both for current residents and new arrivals. https://www.seattle.gov/opcd/ongoing-initiatives/equitable-development-initiative

Glass or reflections, and Arrival as it related to stages of my journey. The *Mission section,*
describes my practicum and serves as the spark for this journey; The *Tools section*, describes the
various theories, methodologies and relevant information I equipped myself with before
engaging in practice; The *Test* section describes the practical application of the relevant
information, theories and methodologies; The *Looking Glass* section describes an examination of
my identity and a reflection of my role as a development professional; and the *Arrival* section
describes where I have landed on this journey. The results are as follows.

The Mission

Practicum Site

      My practicum position is located in Kent, Washington; a city located 18 miles south of
Seattle in King County. Across measures for quality of life, social, and health factors, King
County scores among the highest in the country. However, where you live, how much you make,
and the color of your skin, heavily impact your access to a healthy quality of life in Washington.
Fueled by the growing technology industry, gentrification and displacement have forced many
low-income residents and communities of color to move outside of Seattle to find affordable
housing. Cities situated in south King County are now experiencing the most racial and
economic disparities (See map in Appendix A). To address the growing issue, a unique
public/private/community-based partnership was created in 2014. Communities of Opportunities
(COO) holds a mission to improve health and well-being within ethnically and geographically
diverse communities across Greater Seattle. COO operates on the belief that "When community
members have voice and power in the decisions that impact their communities and express it
through civic engagement and leadership, it leads to broader community and policy changes that

assure racial, health, and economic equity." Their focus is on advancing community-based priorities, tapping into existing community expertise and leadership, and shaping policies to promote equity.

My practicum site is at the Kent Community Development Collaborative (KCDC). KCDC was established in May 2018 after being awarded a two-year grant from Communities of Opportunity. KCDC focuses on equitable community development and offers all residents, especially low income, communities of color, immigrants, and refugee residents, an opportunity to co-create a neighborhood that is healthy, vibrant, and embraces the diversity of the city. The KCDC partnership consists of seven community leaders representing a diverse constituent base from Middle Eastern, pan-Asian, pan-African, and Latinx communities, as well as religious, educational, and governmental sectors. Partners include Mother Africa, Community Network Committee, Somali Youth and Family Club, Centro Rendu/St. Vincent DePaul, Coalition for Refugees from Burma, Communities in Schools, Kent, and BEST (Being Empowered Through Supportive Transition). The operation of KCDC closely aligns with the Collective Impact[3] model in which people are brought together in a structured way to achieve greater social change[4]. It starts with the setting of a common agenda; establishes shared metrics; fosters mutually reinforcing activities; and encourages continuous communication. Project tasks are then supported by a team which coordinates the work of the entire group. In the next two years, KCDC intends to: ensure the health and well-being of all residents of Kent by focusing on those with the greatest disparities; focus on affordable, safe, healthy, family-sized housing; increase

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[3] https://collectiveimpactforum.org/what-collective-impact

[4] Collaborative progress towards an ideal state in which members of a society are encouraged to contribute and benefit from development initiatives that impact their well-being.

connections between residents, businesses and local government to build a sense of belonging; and increase access to opportunities for living wage jobs and locally owned businesses.

In an effort to be more inclusive and add an extra layer of accountability to the project, the assembly of a diverse, twelve-member Community Advisory Committee is planned to guide the work of the KCDC partnership, ensuring that the project initiatives are equitable and prioritizes the needs of the community. In addition to managing project deliverables, I am responsible for developing training and facilitating the bi-monthly meetings of the Community Advisory Committee.

<div align="center">The Tools</div>

Background information on Participatory Development

To strengthen my understanding of participatory methodology, I first sought to understand its origins. Slocum, Wichart, Rocheleau, and Thomas-Slayter describe participatory development as the active inclusion of people in the implementation of processes, programs, and projects that affect their lives (1995). Participatory approaches have become an increasingly popular tool for development since the middle of the last century. The 1950s saw externally-driven, top-down approaches to development. This approach has been widely criticized as it leaves out those closest to a particular issue from exercising any agency in the alleviation or solution to a given problem (Colum, 2013). In the 1970s, a new people-centered approach to development grew out of Paulo Freire's concept of 'Praxis' work. His work revealed an approach to popular education that required a critical reflection and directed action on oppressive structures in order to transform them (1972). Thomas-Slayter (1995) contributes, the further expansion of people-centered approaches to various researchers: Schumacher (1973), Sach's

(1976), Korten (1980) and the Cornell Rural Development committee. In the 1980s, Robert

Chambers, a vocal critic of top-down development practices is widely cited for his Participatory

Rural Appraisal approach which incorporates the knowledge and opinions of rural people in the

planning and management of development projects (1994).

Participatory methods.

The type of participatory method used depends on the goal of the project and the interest

of the target population. The most common methods include Participatory Action Research,

Methods for Active Participation, Participatory Rural Appraisal, Training for Transformation,

Productivity Systems Assessment and Planning, and Participatory Learning and Action.

According to the Institute of Development Studies (IDS), participatory methods are not a one

size fits all. The techniques used will need to be adapted by the facilitator to fit the context they

are working in (2018). The type of participatory method used in this study was Participatory

Learning and Action (PLA) which is an approach that can be used to learn about and engage

with communities. Sarah Thompson with the Centre for International Development and Training

(CIDT) writes that PLA combines a variety of participatory and visual methods and is utilized to

facilitate a process of collective analysis and learning (2018). PLA methods are also highly

adaptable, inclusive, interactive, and center community members as local experts (Newton,

2016). More importantly, a PLA approach was chosen for this study because of the synchronistic

systems of interaction present in the project. Pretty, Guijt, Thompson, & Scoones, suggests any

agency considering the application of PLA must ensure the interworking of three key areas: new

methods, new learning environments, and new institutional environments that include improved

links within and between institutions (1995). In the area where these three overlap, sector A (see

Appendix B.4), there is support within and between organizations and institutions, authority is

decentralized, the learning environment is interactive and focused on problem solving, behaviors and attitudes stress listening and facilitation, and local groups are encouraged to make demands on the system (Pretty et al., 1995). The KCDC project demonstrates support in these three areas by utilizing participatory methodology, focusing on co-creating an effective learning environment for the Advisory Committee, and innovative funding support (referenced earlier in this paper) from COO.

Types of participation.

Not all participation is created equal. According to Slocum et al., "Participation can be for purposes of transforming a present system or for simply maintaining the status quo." (1995, p. 3). The Institute for Development Studies based in London, UK notes the importance of understanding which type of participation is being sought in a given program. The works of Arnstein, White, and Pretty, further adapted by (Cornwall, 2008) have been used to clarify the various types of participation, (See Appendix B). Sherry Arnstein's "*Ladder of Citizen Participation*" argues that participatory processes exist on a continuum from manipulation to citizen power. Sarah White's "*Typology of Intere*st" contends that each type of participation carries with it various perceptions and interests. Jules Pretty's "Typology of Participation" is in close alignment with the works of both Arnstein and White and further adds in a condition of participation as a citizen 'right'. For this study, Sarah White's "*Typology of Interest*" was chosen for use. White (1996), lists the four types of participation as nominal, instrumental, representative, and transformative and includes sections on what 'participation' means to the implementing agency, the community, and what ends does participation serve (see Appendix A.2). It is important to note that any single program intervention may carry more than one type of participation. Given the short time frame of the KCDC project, the leadership team decided on

the use of *representative* participation, in which community members have a say in the decision-making and implementation process of projects, as they felt this would support the project aims of inclusive development and benefit community members as well.

Ascertaining this information was quintessential to my role as a facilitator utilizing participatory development methods, as it allowed me to be transparent with Advisory Committee members on the type of participation that is requested of them ahead of implementation. Research has shown that being transparent about the type of participation requested upfront, whether nominal or transformative, leads to greater trust and reduces issues that may arise later in the project (Mason, 2016).

Defining Key Terms

The terms 'participation' and 'empowerment' can mean many different things to many different people. Scheyvens notes the need for practitioners to always define what they mean by terms like 'empowerment' and 'participation' when working in grassroots development (1998). To increase my efficacy as a facilitator in participatory development projects, I established working definitions of key terms related to the development field. The need to define these terms was important for a variety of reasons: 1) it provides a frame of reference for how I show up in my work, 2) it serves as a tool to hold myself accountable to various project stakeholders, and 3) it provides an additional layer of transparency that supports favorable project outcomes and equitable development Mason (2016). To begin this study, I created working definitions of the following terms: Development, Empowerment, Participation, and Social Change.

Development - *My working definition of development for this study: movement towards an enhanced state of being that is fully supported through an enabling political, social, and economic environment.*

Empowerment **-** *My working definition of empowerment for this study: a process through which power and resources are shifted to disempowered groups.*

Participation **-** *My working definition of participation for this study: deliberate inclusion of community members to be involved in development practices from project inception to evaluation.*

Social Change *- My working definition of social change for this study: collaborative progress towards an ideal state in which members of a society are encouraged to contribute and benefit from development initiatives that impact their well-being.*

Defining Facilitator vs. Trainer.

In this study, I use the following terms as follows. *Facilitator* to describe instances where I guide discussions and pose questions centered around participant knowledge, and insights. *Trainer* to describe instances where I am disseminating information for new learnings. *Training* to describe the onsite training event. I have found in any given session with participants, I may move between functioning as a Facilitator and Trainer quite frequently.

Historical View of Kent

One of the key factors to equitable development for projects is to start with an examination of the socio-political context of the community, Gramont (2015). Many participatory approaches agree on the necessity of this step. Slocum et al., asserts the need for "a careful consideration of the local context, the specific concerns to be addressed, the institutions involved in collaborative efforts, and the objectives of the local and outside actors for methods of research and action and for planning new activities (1995, p 24). To begin, I started the PLA approach by conducting background research on the community and its history to understand the context within which I was going to work. Gathering research on the city of Kent, pre-

facilitation, provided insights into current issues being faced by residents and helped inform my training design.

History.

To honor the Native tribes who flourished in this region, I would like to start this section by acknowledging the Stakamish tribe who lived in the region pre-settlement.

Kent was originally named "Titusville" after settler James Henry Titus; however, the name Titusville was changed to "Kent" after Kent, England due to a similarly abundant hop-growing industry (Washington Secretary of State, 2019). Kent received the moniker "Hop Capital of the West" due to its main agricultural produce during the 1800s. An increase in the demand for Kent hops grew after blight destroyed hop crops growing in Europe. The transportation industry in Kent rapidly transformed as a result of the need to transport the crop to various markets increased. In addition to hop-farming, logging became a top industry in Kent.

Kent has changed dramatically since its early years. Due to its early beginnings as a transportation hub, the Kent Industrial Valley is the fourth largest manufacturing and distribution areas in the U.S (Data USA, 2019). The city is now the sixth largest in the state of Washington. It has a land area of about 29 square miles (U.S. Census Bureau, 2000) and a population estimate of 125,492 residents (Data USA, 2019) The third largest population percent change,109.5%, occurred between the 1990 and 2000 census years, from 37,960 in 1990 to 79,524 in 2000 (U.S. Census Bureau, 2000).

Demographics.

As mentioned earlier in the paper, it was important that I gathered research in the form of demographics on the city of Kent before starting any facilitation work. This would provide insight into current issues being faced by residents and help inform my training design.

Diversity.

In 2018, Kent was ranked the 38th most diverse city in the United States, by Wallethub[5] (2019). Their methodology ranked 501 of the largest cities in America across five key dimensions: 1) Socioeconomic Diversity, 2) Cultural Diversity, 3) Economic Diversity, 4) Household Diversity, and 5) Religious Diversity. Out of the 501 largest U.S. cities where 1 is the most diverse, Kent received a score of 172, 10, 95, 162, and 374 across the above key dimensions, respectively.

Racial makeup.

According to 2010 US Census data, Kent's largest racial group are White, making up 52% of the population. This is followed by Asian 20%, Hispanic 15.9%, Black or African American 11.4%, Biracial 6.1%, Native Hawaiian or other Pacific Islander 1.7%, and American Indian and Alaska Native 1.3%.

Age.

In 2016, the median age of all residents in Kent was 34, with native-born represented a median age of 35 and foreign-born citizens represented a median age of 39.4 (Data USA, 2019).

Language.

In 2015, the most common non-English language spoken in Kent was Spanish with 45,953 residents speaking the Spanish language (Data USA, 2019). The next two common

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[5] WalletHub is a web platform owned by Evolution Finance Inc. Data used to create these rankings were collected from the U.S. Census Bureau and ARDA.

languages spoken in Kent are Other Indic at 3.26% and African languages at 2.76%, respectively (Data USA, 2019).

Gender.

The female population in Kent is 49.9% (U.S. Census Bureau, 2010). Male statistics were not included, so I will infer the male population to be 51.1%.

Housing.

In 2016, 51% of housing units were owner-occupied (Data USA, 2019). This figure is lower than the national average of 63.6%. In that same year, the median property value was $262,800 (Data USA, 2019). During 2013-2017, the median gross rent was $1192 (United States Census Bureau, 2019).

Family & living arrangements.

During 2013-2017, there were 43,509 households with 39.9% of those speaking a language other than English in the home (United States Census Bureau, 2019).

Computer and internet access.

Households with a computer totaled 93.1% while households with a broadband subscription service totaled 85.8% (United States Census Bureau, 2019).

Education.

Percentage of persons age 25+ with a high school degree or higher during 2013-2017 was 85.4%. Percentage of persons with a bachelor's degree or higher for that same demographic was 24.7% United States Census Bureau (2019).

Health.

According to the 2016 King County City Health Profile, the leading causes of death are due to cancer and heart disease respectively. Persons with a disability, under the age of 65, during 2013-2017 was 7.4% while persons without health insurance, under the age of 65, was 1.3% (2019).

Transportation.

Mean travel time to work for workers was 30.9 minutes with 3.39% of the population commuting in excess of 90 minutes to work. 72.4% drove alone versus 7.87% who used public transit (Data USA[6], 2019).

Income and poverty.

Median household income was $61,033 (Data USA, 2019). The percent of persons in poverty was 15.2%, which is higher than the national average of 14% (Data USA, 2019). The largest demographic living in poverty by age and gender are females age 25-34, followed by females age 18-24 and then male age 25-34 (Data USA, 2019). According to Data USA, the most common racial or ethnic group living below the poverty line in Kent is White, followed by Hispanic or Latinx, and Black or African American (2019). The Bureau of Labor Statistics lists the unemployment rate in Kent at 4%, the State of Washington at 4.5% and the U.S. at 3.8% (2019). Criminal activity declined from 2017 to 2018. Since November of 2018 the top incidents of crime by number of incidents were property 1099, assault 519, and drugs 321 (Kent, 2019a).

Displacement and Migration

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[6] Data USA is a web platform that offers comprehensive visualization of US public data and is a product of an ongoing partnership between Deloitte, Massachusetts Institute of Technology's Collective Learning Group, and Datawheel.

The rapid economic and population growth of Seattle during the 1990s was coupled with a high degree of gentrification[7] and displacement (Morrill, 2008). This large-scale growth has impacted migration patterns in the Kent region (McGee, 2017). Following the federal relocation of indigenous tribes in the 1800s, Kent was primarily a white farming community. According to data from the 2000 U.S. Census, racial demographics have changed in the city, with the number of white households on the decline and the number of minority households on the rise. High income 'tech' professionals of every race continue to stream into Seattle due to the high salaries offered by companies like Microsoft, Boeing, and Amazon and a desire to live close to worksites (McGee, 2017). Unable to keep up with Seattle's rising costs, middle to low-income communities of color have moved into surrounding suburbs where living costs are more affordable (McGee, 2017).

Refugee resettlement.

The state of Washington ranks 7th after California, Texas, New York, Florida, Minnesota, and Arizona in the number of refugees resettled, according to figures from the Seattle Times (Balk, 2015). The majority of those resettled are from Iraq and Somalia. Kent ranks amongst the top city in Washington to resettle refugees with a total number of 4339 persons (Balk, 2015). The number of residents who are US citizens has declined. As of 2016, 85% of Kent residents are US citizens which is lower than the national percentage of 94% (DATA USA, 2019).

Implications of demographic data gathered.

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[7] The process of renewal and rebuilding accompanying the influx of middle-class or affluent people into deteriorating areas that often displaces poorer residents. https://www.merriam-webster.com/dictionary/gentrification

What does this rich information mean for the KCDC project? The community? My role as

a Facilitator?

Implications for the project.

To maintain accountability to its mission of equality, collective action, and leadership, the KCDC project will need to be adaptive to this data. The biggest implications I discovered were in the areas of program design, marketing strategy, and outreach. As 15% of the population does not hold US citizenship, we could use this data to inform the design of the upcoming Kent Leadership Institute. At this community-wide event, residents will receive training and capacity building in the areas of community mobilizing and advocacy. This data can be used to influence non-citizen policy advocacy efforts, for example, non-citizen voting in local elections. According to an article in Poverty & Race, non-citizen voting initiatives are present throughout the country with Takoma Park, Maryland and New York City granting voting rights to non-citizens at one point in time (2004). In addition, as Kent ranks amongst the top city in Washington to resettle refugees with a total number of 4339 persons, our project may need to install a variety of community building activities to encourage community cohesion. The second implication to the KCDC project was in its marketing materials. To support the diversity of the city, these could be generated in English, Pan-Asian, Spanish, and Arabic languages. The third implication I discovered was in the area of outreach. With the high poverty rate, 15.2%, and a large number of youths, particularly females, ages 18-34, followed by males aged 25-34 experiencing poverty, our project focus areas of affordable housing, economic development, and health need to be aligned to support these demographics. An additional focus area for our project to ensure we are "building with", would be to include recruitment of long-term Kent residents in our project plans. This aspect is critical, and its importance arose while I worked in Detroit. As mentioned

earlier in this paper, long-time residents of the city were angered when development projects "carried on as if we were never here and just built on top of us." In our efforts to build an equitable community, I want to ensure we are incorporating the views of many: new arrivals, the marginalized, and long-term residents. Additional work is planned to outreach to long-term Kent residents through attending specific heritage events and celebrations and utilizing member networks to conduct future outreach activities. I believe this will allow for greater community inclusion and participation.

Implications for the Community

The most important implications this data represented for the community were the high percentage of poverty at 15.2%. For financial purposes, members are offered an honorarium for their involvement on the committee. As not all residents may have access to traditional banking methods, additional accommodations are being planned to support a participant's ability to receive funding. At the time of writing, this has not been finalized however this may be either through gift cards, or vouchers.

Given the call for diversity and the high number of youths living in poverty, the leadership team requested outreach be done to attract youth to the committee. The logistics of this will require more planning and approval from parents or guardians. In the meantime, outreach was conducted at various youth-centered events to promote the position.

Implications for My Role as a Facilitator of the Advisory Committee

The KCDC project requested involvement of Kent residents in the development of community projects. I used the historical information on Kent to support an inclusive recruiting process and participatory training design. Given that Kent is highly diverse across a variety of dimensions: socioeconomic, cultural, economic, household and religious, a candidate pool that

reflected this diversity was sought. Key project implications were discovered in the areas of recruitment material, language, technology, location, and accessibility.

Advisory Committee members will be recruited through KCDC partner agencies which represent pan-African, Asian, Latinx, Middle Eastern, and African-American groups. Recruitment activities were also conducted in person at a variety of community events. In addition, marketing materials were requested for translation in various languages: English, Arabic, Spanish, Somali, and Burmese to accommodate speakers of multiple languages.

To support an inclusive training design, I used this data to inform design choices such as: language(s) used, technology, location, and accessibility. Given the diversity of languages spoken in Kent, I made a note to include a request for translation services in my pre-facilitation phone calls and needs assessment and offer this as needed. This is the first time I will be working with a multi-lingual audience. My previous training and facilitation experience included English and/or Swahili as a medium. This ultimately will impact the design approach as I will need to accommodate and adjust aspects such as my rate of speech, room setup, and technique accordingly for the translator and participants. As households with a computer totaled 93.1% while households with a broadband subscription service totaled 85.8%, I felt comfortable designing a training that utilized a variety of technological features like PowerPoint, streaming video content, and sending out pre and post communications via email. Given the high number of commuters, I sought a central meeting location that was accessible by car and public transportation. As well as a location that supported participant wellbeing and met the American Disability Association (ADA) standards.

Facilitator reflections.

As a facilitator, it was important that I spent time understanding the context within which I planned to work. Starting the PLA approach with a historical examination of Kent's history and demographic data surfaced key insights that had implications for the KCDC project and my design work. Through current and historical research, I was able to discover a key demographic that could have been overlooked and therefore not included. The three largest racial groups in Kent are White, Asian, and Latinx respectively. Additionally important, the largest demographics living below the poverty line in Kent are White residents and females between the ages of 25-34. Planning a training based solely on the project requirements would have provided a limited view of the community and a limited representation on the Advisory Committee. Given that our project is focused on reflecting the diversity of the city this step allowed me to ensure that the project is being implemented equitably. This information was critical and served as the bridge between a key participatory development practice, context setting, and the primary step of the training design process, the needs assessment. In the next section, I go further into how this demographic information impacted the design components from needs assessment to evaluation.

The Test

Design Components

Demographic information on the city of Kent sourced from the context setting phase was then used to influence various aspects of the training design, from the needs assessment to the evaluation. Specific impacts will be highlighted in each section. I believe utilization of this information in the resultant training design will allow for greater community voice to guide the KCDC project and build greater trust in the project overall as the community may respond positively to such intentional efforts to encourage participation.

One of the goals of this Training CLC was to increase my skills in training design, specifically as it relates to the design process from needs assessment to evaluation. To support my development, I drew on various pedagogical frameworks from training coursework in Training Design for Experiential Learning and Training for Social Action. These include: Kolb's Learning Cycle (1984), Chambers' Participatory Workshops (2002), Strategic Questioning model by Fran Peavy, Tova Green, and Peter Woodrow (2000), Four levels of Learning Evaluation model, Kirkpatrick (2016) and Kurt Lewin's "*Unfreeze – Change – Refreeze*" (2016) framework on change management. I also supplemented my work with methodologies utilized from the Instructional Systems Design (ISD) approach. The specific model used was the ADDIE Model (Branch, 2009). The above approaches allowed me to deepen my understanding of the design process. Specific insights are shared in corresponding sections.

Needs assessment.

The needs assessment process has been described as a vehicle through which empowerment can occur, (Hibbard, 1984). While the use of the instrument demonstrates positive outcomes, it is an often-neglected aspect of human service program planning, (Siegel et al., 1978). According to the authors, "Assessment information helps to assure that there will be additional inputs to prevent sole reliance on professional formulations of service needs and/or to prevent overriding influence by the most vocal or powerful community groups . . ." (Siegel et al., 1978, p.222). To allow for greater inclusion and participation of all stakeholders in the KCDC project, I sought the use of a needs assessment as the first step in the design process.

I created two survey instruments, one for the leadership team and another for the advisory committee (See Appendix C) to understand the needs of both groups. The needs assessment was sent out two weeks before the training. Participants were given the option of taking the needs

assessment by email or over the phone. The needs assessment for the KCDC leadership team was

conducted in person. The needs assessment for the Advisory Committee were conducted over the

phone and one by email. The results are as follows:

Needs of KCDC leadership team.

KCDC Planning committee members answered questions on what participation means in

the context of the project, why participation from an Advisory Committee is desired, and how

participation will benefit the Advisory Committee. Through the results of the needs assessment, I

learned that the KCDC Planning committee members desired a committee for accountability of

project tasks and guidance from community members. According to the leadership team, the

Advisory Committee members will benefit directly and indirectly through receiving an

honorarium for their time, being a part of development work, and sharing their knowledge with

others on the committee. As a facilitator, it was important that I collect a needs assessment from

board members first as it sets the level of participation requested and allowed me to be

transparent with participants early in the project.

Needs of Advisory Committee members.

The second instrument sought to understand participant needs, identify training goals,

and to find the best time and location for the training. To understand participant needs, I utilized

Peter Woodrow, Fran Peavy, and Tova Green's (2000) Strategic Questioning. This functioned as

an empowerment tool to uncover seeds of change present within participants that could be used

to support sustainable growth in Kent. Using this tool as opposed to generic needs assessment

questions allowed me to take a risk in the training design process. While basic assessment

questions would have sufficed for this project, I decided to push past my learning edges and use

an instrument that would dive deeper into uncovering each participant's needs and creativity.

The results were very encouraging. I learned interesting facts about participants I would not have

learned had I not asked strategic questions. I believe this level of exchange helps build rapport

between facilitator and participant which ultimately could lead to favorable project outcomes.

Participants expressed a desire to learn more about the KCDC project; what their roles would be;

and to learn more about community resources in Kent. Participants expressed a desire to

participate but wanted to learn more about the project. The majority of requests were to learn

how to get connected to city resources and other community members. Based on the results of

the needs assessment, the goals of the training are to 1) introduce participants to the project, 2)

provide more information about the three focus areas, and 3) provide a space for community

connections and resources.

Respondents requested to meet in the evening between 4-7pm at a central location in

Kent. One participant expressed a desire to meet within walking distance to the main

transportation hub as this would be easier to commute to and from the training location. The

training was requested to be delivered in English. All respondents shared a desire to receive

information through PowerPoint presentation.

Facilitator notes on needs assessment.

As a facilitator, conducting the needs assessment offered me greater clarity on training

goals and the desires of all stakeholders: the KCDC Leadership team and Advisory Committee

members. The demographic data influenced this stage in the design process by clarifying what

type of participation is being requested for the project and set questions posed in the needs

assessment related to location, technology, language and accessibility. The assessment helped

surface issues, questions, and ultimately led to overall time-saving. While this information was

useful, gathering and synthesizing the information was not without issues. During the analysis

phase, I felt a sense of stress as I had to synthesize the needs of various groups. Siegel et al.,

caution planning professionals to use care when interpreting information from a needs

assessment as groups are inherently heterogeneous and their needs and expectations dynamic.

"These stakeholders not only represent diverse vested interests and often disparate values but

also maintain conflicting expectations based on their particular interests and values." (1978,

p.219). The authors further mention that even the most systematic needs assessment will be

viewed through the filter of the implementing professional.

      The issues a facilitator may face when interpreting information from a needs assessment

also surfaced a deep personal fear of failure. Siegel et al., maintains that it is ultimately the

responsibility of the facilitator to prioritize which needs are integrated into the training design

and which are not (1978). My role in the KCDC project requires me to make many decisions that

can have an impact on the lives of others. As I worked through the needs assessment process, I

was met with an overwhelming sense of fear of not wanting to make a 'wrong choice'. I was

surprised when an alleviation of this fear came out of our project's participatory approach.

Through the process of sharing power in the co-design of future trainings, a participant was able

to offer feedback on my predicament. When it was noticed that I was overly concerned with

getting various features of the training design 'right', this participant offered sage-like advice

that shot through me like healing medicine. "We are just in the beginning stages of the project.

We will not get everything right. This is a process of learning and we will make mistakes along

the way. The important thing is that we begin." I felt a sense of release as a heavy burden was let

go. These wise words also brought me to the realization that in the process of planning, and

revising, and planning some more, you can actually block the flow of progress.

Purpose, goals, and objectives (PGO) statement.

Purpose
Introduce participants to the KCDC project.

Goal
Increase participant's knowledge of the KCDC project.

Objectives
By the end of the training, participants will:
- Increase their knowledge of the city of Kent.
- Understand the need of the KCDC project and goal.
- Leave with at least one (1) new city resource.
- Connect with at least one new Kent resident.

Facilitator notes on PGO statement.

The needs assessment allowed me to carefully construct a PGO statement that captured participant needs and the needs of the project. Had I not conducted the needs assessment beforehand, I would have created a training that met the needs of the project and funders only, thereby defeating the purpose of a participatory project. The historical research and demographic data sourced in the beginning of the PLA approach influenced this stage in the design process by providing historical information and statistics on the city of Kent that was used to inform participants of the need and goal of the KCDC project.

Agenda.

[Total time: 2 hours]
Welcome and Introductions   [5 mins]
Opening Activity: Energizer   [5 mins]
Visioning Activity: [10 mins]
Review of PGOs   [5 mins]
True or False Activity   [15 mins]
Presentation of Information on Kent   [30 mins]
·   KCDC Project Overview
·   Presentation of Advisory Committee Role
        and Responsibilities

Listening Activity   [10 mins]
Review of evening   [10 mins]
Evaluations   [10 mins]
Closure   [5 mins]

Facilitator notes on agenda.

Once the PGOs were set in place, it was easy for me to craft an agenda. To accommodate the needs of participant's schedules, I kept the agenda light by only listing a few agenda items. Chambers notes, the participatory process cannot be 'properly planned'. "If you have planned a session in exact detail you will be thrown off by 'participation'" (Chambers, 2002, p. 14). This information will be useful for planning subsequent trainings as I will want to avoid overloading the agenda. I did grapple with the sequencing and wondered if I would be able to achieve training activities and goals in the two-hour time frame. The timing worked well, however, from feedback received on evaluations, participants mentioned that they would like to have a shorter session in the future to accommodate their work schedule. To overcome the challenge of balancing training activities and goals with limited time, I will source structured activities that can be completed within thirty minutes.

Methodology.

In this section, I blended PLA approaches with Experiential Learning Theory. The PLA methods used were adapted from *A Trainer's Guide for Participatory Learning & Action* (Pretty et al., 1995) and Roger Newton's *Introduction to Participatory Learning and Action Training Coursebook* (2016). I combined *Oral Histories,* in which participants verbally share their local experiences with *Graffiti Wall*, a written collection of community insights on a given topic, to collect first person narratives on the city and their experiences in Kent. This combined PLA

method also functioned as the *concrete experience* or the first step in the Experiential Learning Cycle (Kolb, 1984). Borrowing from approaches outlined in *The Winning Trainer* (2002) and *Power, Process, and Participation*, I utilized a *workshop method* to breakdown standard one-way, unequal relationships between facilitator and learner, Choudhury (1997). This method involved sharing ideas and information with participants and encouraging discussions towards the goal of uncovering new ways for participants to think about Kent and how they viewed themselves in the development process.

I also included a variety of activities to accommodate different learning styles so each participant could benefit from the training. For 'Divergent' learners, I planned a video, a lecture for 'Assimilator' or analytic style learners, a hands-on practical activity for 'Convergent' learners, and brought in the participant's stories/experience to help the 'Accommodator' or dynamic learners.

Facilitator notes on methodology.

This was an important area for growth and learning in this Capstone. The methodology used in the below *techniques and activities* section was the first time I bridged participatory approaches with training pedagogy. By guiding participants through Kolb's Learning Cycle (1984) with processing questions on a future vision for Kent, I was able to increase my understanding of training design and learn first-person narratives about the city. I felt excited to get to this stage in the design because the processing questions captured participant knowledge and their plans for engagement with the Advisory Committee. As I led participants through the stages of the learning cycle, from *Concrete Experience* to *Active Experimentation*, I noticed their own movement and growth after each processing question and/or stage. Kurt Lewin's "*Unfreeze – Change – Refreeze*" framework on change management served as a tool to examine this change

(1951) as cited in Blumberg and Golembiewski (1976). The 'un*freeze*' period occurred during the *concrete experience* phase. In this phase, participants were just beginning to interact with the project and various demographics on the city of Kent. The second phase, the '*change*' or '*transition*' phase, was witnessed in the 'abstract conceptualization' phase. Here, participants linked their personal experience with their new learnings and potential role on the Advisory Committee. This is where I particularly noticed change in body posture from folded to unfolded arms. This signified to me an opening and receptivity to the project and the participants role in it. The last phase, the 'refreeze' phase was witnessed in the *active experimentation* phase where participants made plans for future engagement with the project, other city resources, as well as their personal networks! As a facilitator, this was a very reassuring moment. To see a participant start the training with what I interpreted as hesitation to ending the training with that same participant linking me to their personal networks demonstrated receptivity to the project, training event, and a potential early sign of trust.

This section was also an opportunity to work through past facilitation challenges. From a review of my previous training designs, impatience and facilitation positioning were areas for improvement. One of my biggest learning moments came during the Reflective Observation phase, where I posed several processing questions (see below techniques and activities section) to allow participants to reflect on their new learnings. Historically, this is an area where I found myself anxious and sometimes impatient as I waited for learners to complete a task. As I was aware ahead of time that the processing questions would require space for participants to think and respond, I made sure to allocate enough time in the agenda for this. "Hovering over participants" was another area I wanted to watch for. This may be a technique left over from my teaching days where I would walk around the room to observe students as they worked. While

this may have worked in the past with students, I did not want to repeat it with adults. I wanted to ensure I was breaking down any perceived power difference between myself and the participants, so I adjusted my position in the room by removing myself from their vicinity and used the time to prepare handouts on the materials table.

Techniques/Activities.

Welcome and Introductions.

I started the training by welcoming participants to the training space. Music was played to ease guest into the training room.

Opening Activity: Fabulous Flags

Purpose: to convey what symbols represent participants or what is important to them, and to build connections/relationships among participants.

Materials used: sheets of paper, pens, and colored pencils/crayons/markers.

Participants engaged in an opening activity in which they were asked to draw a flag that contained various symbols or objects that represented who they are or what they enjoyed. As an example, I showed a "flag" I created previously to demonstrate what the exercise should look like. Participants were then asked to share their drawings with the group.

Review of PGOs

I read through the Purpose, Goal, Objective statements to familiarize the participants with the flow of the meeting.

Discovery Activity

Purpose: To draw out participant knowledge and experiences of the city of Kent.

Materials used: sheets of paper, pens, question and answer sheets.

I lead the group through an activity to learn how much they knew about the city to serve as the *concrete experience*. This activity supported the accommodator learning style. Various questions were asked to encourage independent discovery. Participants then shared their own "local knowledge" and interesting facts of the city.

Presentation: Information on Kent

Following the discovery activity, I lead a lecture via PowerPoint on the city of Kent and the KCDC project. After the presentation, participants were guided through the *Reflective Observation* phase. I posed several processing questions to allow participants to reflect on what they just learned. Questions included: What did you learn from the presentation? How did the information make you feel about Kent and the KCDC project?

Visioning Activity

Following the project overview, participants were guided through the *Abstract Conceptualization* phase. Participants were divided into pairs and asked processing questions. Once complete, volunteers were requested to share their remarks with the group. This activity provided a second opportunity for critical reflection as participants linked their personal experience with their learnings and expectations. Processing questions asked were: What about the situation in Kent do you care the most about? How would you like it to be? How does your participation on the committee support this vision?

Final Reflection Activity

In this phase, participants were guided through the *Active Experimentation* phase. Here, participants were asked to use their reflections to create plans for application in their life. Questions posed included: Given the needs in Kent and roles of an Advisory Committee member, how would you like to participate on the committee?

Review of the evening

I planned to review the PGO statement displayed at the head of the room to prime participants for filling out the evaluation, however, I missed this step. Due to a last-minute room arrangement, I did not see the sheet posted behind me that was to serve as a reminder to go over the PGOs.

Facilitator notes on techniques/activities.

The demographic data influenced this stage in the design process by my intentional choice to use a cultural activity that would highlight the diversity of cultures present in Kent. One participant appeared reserved, witnessed through folded arms and hesitation to participate in the activity. I was not prepared for this reaction, so I took a pause to figure out my next steps. In that time, the participant decided to do the activity. In cases of participant disengagement, Pfeiffer recommends facilitators ask participants to "suspend any judgement on an activity and get involved." as all participants need to be engaged in training activities for experiential learning purposes, (Pfeiffer, 1994, p. 213). What started out as a minor challenge ended up being an opportunity. The same participant who appeared disengaged, offered valuable feedback in the publishing phase of the learning event. They recommended the use of an alternate structured activity that would further engage diverse audiences. I plan to use this activity in the next session. The activities that went well were the visioning, discovery, and question posing. I had two doctors present who were very knowledgeable about the history and statistics of Kent, so I adjusted my facilitation style to be responsive to participants with a wealth of subject matter knowledge. For example, I adjusted my speech and tone and used more development jargon in my explanations than I would have had there been a mix of participants with varying subject matter experience. During the information section of the training, I noticed participants taking

notes. In future sessions, I will adjust my design to inform participants that the presentation will be sent to them after the training so they do not worry about taking notes during the session. As a Facilitator, I did feel there were times when I was not as engaged as I was also taking notes. Trying to capture notes for both my own personal development and the KCDC project took time away from the participants. In the future, I plan on limiting the amount of note taking I make by jotting down key points to revisit post training.

It is important to note the impact of inclement weather on participant attendance. A severe snow storm hit the Pacific North West in early February. Due to the steep hills present throughout the region, and large amounts of snow, the city and most of its services were essentially delayed or shut down for three weeks. This was also compounded with a week of school vacation. Given this, project plans were delayed to accommodate various rescheduling. While I made personal phone calls to interested participants, only two participants out of the original four were available to make the meeting. I remained optimistic and rearranged the seating to bring participants closer. I was able to carry on with planned activities, however, I will come prepared with a mix of training activities for varied participant numbers in the case of low turnout.

Evaluations.

The last section in the Training Design Component was the Evaluations and Follow up section. I designed the evaluation to capture feedback on whether the training objectives and goals were achieved. I also solicited feedback on workshop materials, training location, and setting. Responses were a mix of short answer, open-ended, and Likert-scale questions. Evaluations were handed to participants who were willing to provide feedback. Not only was the feedback delightfully positive, but all participants fully interacted with and responded to each

question. The prompts that requested hand-written comments were all utilized as well as the

prompt that requested feedback on anything not previously requested. This was exciting because

as a Facilitator, you want to receive rich feedback on your design and use this to influence future

sessions. Having participants fully engage with the evaluation is also promising in that it

signifies active participation throughout the session and well as potential future engagement in

the project. Barriers to participating on the Advisory Committee were also sought using

evaluations. Results include length of training event and location. Participants requested a shorter

training session of 1.5 hours and to vary the training location to accommodate various

transportation needs.

Facilitator notes on evaluations.

I redesigned my initial evaluation based on the needs assessment and the training PGOs.

My initial evaluation tool was too long. Given the responses from the needs assessment, where a

participant mentioned the late time of the training, I cut the evaluation down to a few key

questions to capture what was most critical to the meeting. I will also consider holding a small

focus group to answer more in-depth evaluation questions. The Kirkpatrick "*Four levels of*

Learning Evaluation Model" (2016) will be important to bring into evaluation the committee

over time. We are currently at *Level 1*, having received a favorable reaction to our learning

event. The next stage would be moving the sessions into *Level 2: degree of learning* in which we

would notice how well Advisory Committee members acquire new information; and *Level 3:*

Behavior, how well members apply any learnings or leadership development in their personal

lives. Ideally, we would like to reach *Level 4: Results* – the degree to which we witness agency

and power shifting from participants taking over control of the Advisory Committee process

from co-design to evaluation, but given the KCDC project timeframe, we expect to reach level two if not three.

Closure and follow-up.

The closure consisted of a group share/review of what was learned during the session. Community resources were listed on the closing slide of the presentation while participants were reminded to take pamphlets on city resources to share with their networks. The PowerPoint presentation will be shared with all participants for future reference. In addition, participants were asked to share this information with a community member who would expand the diversity and contribute to the committee.

Facilitator notes on closure and follow-up.

I found sharing the PowerPoint presentation to be a good strategy. Participants appreciated not having to write as much, especially for a training session held afterwork on a Friday afternoon. This is another area where the demographic data was useful. Due to the amount of Kent residents with a computer and internet access, I felt comfortable offering to share resources electronically.

Logistical considerations.

I reserved a training room with access to a computer/audio-visual connection. I also sought a room that had ample wall space on which to write the Agenda and PGOs. I went to visit the space ahead of the training to check on training requirements. The room was designed in a small "U-shape" to give easy access to the front of the room and the participants.

Facilitator notes on logistical considerations.

I sought a safe, central location that would accommodate most participants with special awareness given to the schedules of caretakers and those whose first language is not English. The meeting was held at the Kent Library in a meeting room with a maximum occupancy of 34 persons. This room worked out well as both participants had been there before and could find it easily. It had a projection screen, as well as ample wall space to hang drawing paper on. A side table was used to lay out community resources and snacks. In hindsight, I did not ask the participants if they had any food allergies. This could have severely affected the meeting as a can of mixed nuts was served. In future trainings with food, I will make sure to include this in the needs assessment. The room was initially designed in a small U-shape. However, given the nature of the training, and the limited number of attendees, only the center table was utilized. This shift of the seating arrangement worked out well as I was able to move between the board and the participants easier. For future meetings, I intend to utilize the informal "SOSOTEC" seating arrangement in which tables and chairs are set up so a variety of activities can occur in different parts of the room (Chambers, 2002). I also varied my position of power in the training room by "decentralizing" myself - moving away from the spatial focus of authority and sitting among participants. This seemed to work well for the number of attendees as we were able to have a more informal conversation. All items that were created or shared with the group: charts, graphs, PowerPoint presentation, were sent to participants after the meeting.

Final reflections on training design.

Through connecting participatory approaches with training theory and design, I deepened my learning of the design process from needs assessment to evaluation. Working through various training challenges provided rich opportunities for learning. Key learnings include: how demographic information on the city impacted the needs assessment, which sets the stage for the

rest of the training design, how to involve disengaged participants, the benefit of having a concise training evaluation that is aligned with PGOs, sharing training resources electronically for equity purposes, being flexible with mother nature and inclement weather, and the importance of asking for food allergies in the needs assessment to avoid day-of issues! This was a fascinating experience that offered me new insights into the world of training design.

The Looking Glass

Facilitator Identity

Reflecting on my various identities and their impact on the ways in which I may be perceived in the training room is a topic I now consider constantly. In previous roles, I simply underestimated its effect on my work. To support my growth as a facilitator, I explored my various identities and their potential impact on the training. I explored how my age, ethnicity, gender, and socioeconomic status could affect how I am perceived and rates of project participation. I also devised a set of ethics to utilize during the training event, see Appendix D.3.

Before the training, I considered how being the youngest person in the room could either inspire or inhibit participation among attendees. I put additional focus on decentralizing myself as an authority figure to encourage participation. My African name and heritage can carry various assumptions about me, from my expected country allegiance to social upbringing, to personality. Being a dual citizen, I do have the privilege of being both Nigerian and American or choosing to express one over the other at any given time. In previous settings, African and American cultural expectations have been placed upon me and failing to meet those expectations have been difficult at times. What I have found that works for me in my personal life, is to disclose my bi-cultural identity, and denying requests to choose one "If I had to". For

transparency, I carried this practice into the training by incorporating it into the opening activity, see below. Given that I would be facilitating to a mixed-gender group, I made a note to equalize my interaction with all. As my past facilitation experiences involved working with girls and women's empowerment programs, I have felt more comfortable engaging with female attendees. In this case, I wanted to be mindful of this dynamic so as not to ignore male participants unintentionally. As a newly-arrived, non-Kent resident living in Seattle, I am very conscious of the perceived one-up identities associated with this. There are present tensions in the region between transplants, those who have come to the Pacific North West in recent years for work, and long-term residents; especially as it relates to gentrification and displacement. I cannot stress enough the level of care I take to not have this interfere with the work I intend to do with communities. Being an educated, Nigerian-American woman navigating various layers of inequality is at times highly celebrated; though not always. The way I work with this is by re-affirming my commitment to community development and, when possible, enlisting the support of a co-facilitator. Examining the impact of identity on equitable development is a practice that has positively impacted the development of my own personal facilitation style. It is a dynamic process that will evolve after every session.

Assumptions and Learnings

On this journey, I also learned insights about myself. As a facilitator and development professional, I made some assumptions about the project and the community interest. I assumed that spending time learning about the history of the city, being transparent about the goals of the project, and including the community in the design of the project would lead to a high rate of participation. From feedback received on evaluation forms, those efforts were appreciated, however, I neglected to consider the impact relationship building and trust have can have on a

project. I also did not consider participant interest. I assumed that presenting an opportunity to participate in the project would be of great interest to the community. In hindsight, I realize that while it is mandatory for myself to be involved with this project, as I am being paid to do this work, it is only optional for community members to participate. I believe that had there been more work done with trust and relationship building at the beginning of the project, there would have been a greater turn out for the Advisory Committee. This is one of my biggest learnings as a trainer and development professional. The impact of trust and relationship building on community interest and project delivery is paramount and something I have never considered. As I reflect on this learning, I think about the projects I worked on at the beginning of my career and the reasons they failed. One, in particular, comes to mind in which I personally found a community grant and harassed my community members to participate because I thought it was a great idea. Looking back on it, I did not have a relationship with anyone I spoke with and this project never made it off the ground. This reflection highlighted for me the link between trust/relationship building and community interest. In order for a community to feel connected to a project and want to participate, they must feel a sense of trust.

Areas for further exploration.

As I grow in the facilitation and development field, I would like to expand my awareness of balancing relationship building in communities with short-term development projects. As I intend to continue working on short-term projects, it is important that I learn how to respectfully enter and exit a community. In this study, I highlighted ways in which the KCDC project needed to disclose its intentions with the Kent community however, I did not realize how important it was for myself to do the same. The desire to address this arose out of a comment made about my role and intentions to stay in Kent long-term as being "non-committal". As I reflected on this

comment, I realized that it was not the first time I had heard this. I believe this points to the fact that as you engage in development work, you are entering into a relationship with a community. As such it is important to state your personal commitment to its growth and what your intentions to stay engaged look like in the short, medium, and long-term. This study has pushed me to look at the ways in which I have operated in a transactional capacity with communities. It also shed light on the growing tensions between my professional aspirations and long-term development projects. One of my professional goals involves consulting on development projects abroad. Unbeknownst to me, there have been mounting tensions between my desire to stay short-term in a community versus a community's desire to have a long-term, committed development professional.

Guidance from a research project conducted with the Harlem Community & Academic Partnership revealed advice for consultants, or those working on short-term projects to build trust with communities (Greene-Moton, E. Palermo, A., Flicker, S. and Travers, R., 2006). Key takeaways for me were the need to be honest in speech and deed, and to 'have some skin in the game' meaning really committing to the development of the community; for example, volunteering at local organizations or attending various community gatherings after hours. This information also highlighted disparaging comments I have received about my commitment to previous development projects. I now believe that deeper relationship and trust building would have occurred had I been honest upfront about my short-term plans to stay in the community as opposed to the ways I unintentionally demonstrated untrustworthiness by "skillfully" avoiding answering questions about "how long I planned on staying?" in a given community. What this would look like in practice would be an honest sharing of how long I intended to stay, while at the same time reaffirming my commitment to being fully engaged while working on the project

with community members. Perhaps even offering an option to stay connected for advice,

questions, follow-up, after the project is completed. I believe this style of project completion

honors the time spent learning and growing with one another, facilitator and community, and

provides a graceful exit from a community while also remaining a committed resource.

Facilitator Self-Assessment

Finally, an additional aspect of this study involved my growth as a facilitator. To become

more intentional in my practice of participatory development, I monitored areas of development

on my revised Facilitator Self-Assessment and in a Facilitator Journal (see Appendix D). This

tool was introduced to me while taking coursework in Training Design for Experiential Learning.

The Trainer Self-Assessment which I have renamed to, Facilitator Self-Assessment, is intended

to measure a practitioner's degree of knowledge, attitudes, and skills related to training. From

my previous Self-Assessment taken after coursework in Training for Social Action, my growth

in competencies was ranked as being "adequate" to "high". Some areas that were ranked as

"high" included: knowledge/ understanding of experiential learning theory and its application to

adult learning; commitment to self-development and change; respect and sensitivity for

individual cultural differences; humor; and skill in defining training objectives and methodology.

For the purpose of this study, I set my understanding of training as a relates to participatory

development to "low" in order to benchmark myself appropriately. I then tracked my growth in

the following areas:

Knowledge.

My previous understanding of training design as it relates to participatory methods was

ranked as *low*. Areas for growth included: understanding the training process from needs

assessment through evaluation; knowledge of available literature, resources, and material in the

field of participatory methods; conflict management and problem-solving; teamwork; and group process.

My current understanding in this area is now ranked as *Medium*. I greatly increased my understanding of the training process from needs assessment to evaluation with the planning and implementation of a training for KCDC Advisory Committee members. Reading through available literature on participatory methods informed my design choices. While not directly related to the Advisory Committee, I increased my skills in conflict management and problem-solving by creating a facilitation plan for the KCDC leadership team during a conflict by using an approach from *The Mediators Handbook by* Jennifer Beer and Caroline Packard (2012). Team work and group process were increased however, only slightly.

Skills.

My previous skills of training design as they relate to participatory methods were ranked as low. Areas for growth included: skill in designing and facilitating an effective training to meet the goals and objectives as articulated; intervening in group process when necessary and appropriate; handling stress and taking care of self.

My current understanding in this area is now ranked as Medium. My biggest area of growth included skill in designing and facilitating an effective training to meet training goals and objectives. This was evidenced by the evaluations received from participants. Participants mentioned that all training goals and objectives were met and that they were able to offer feedback on the project during the session. Though we did not get to use this method, I would like to develop in my use and facilitation of participatory decision-making for the Advisory Committee. Participatory Decision Making is a tool used to give ownership over decisions that affect an entire group. The KCDC leadership team currently uses consensus, as a participatory

method of decision-making. This method is a great tool that has not gone without issues. The leadership team has experienced various upsets, and delays, when trying to put this model into practice. I have more recently revised the consensus model to make it easier to follow and refer to. In an effort to make the group decision process easier for the Advisory Committee, I intend on introducing Sam Kaner's model on group decision-making once the team is fully operational in June. The benefits of the model by Sam Kaner, et al include "better thinking, better buy-in, and better decisions all around" as a group is required to use the diversity of experiences and skills present within the group to make decisions (2007).

I had a minimal shift in intervening in group process as this was not needed. Areas with the least growth were handling stress and taking care of self. The KCDC project underwent various shifts which brought with it layers of conflict. At times this made work more stressful and I struggled to manage. This had a negative impact on my ability to practice self-care. I found that I put more effort into trying to solve various conflicts and less on my own well-being.

Attitudes.

My previous attitudes/awareness of training design as it relates to participatory methods were ranked as low. Areas for improvement include a genuine interest and desire to increase flexibility, creativity, and risk-taking; respect and sensitivity for individual cultural differences; and genuine interest and desire to contribute to the development and learning of others. Additional areas for improvement include clarity of my own value system; and congruence between my own beliefs and actions. I believe I demonstrated a desire to increase flexibility by working patiently with the fluctuating schedules of participants. Due to changing personal and professional participant schedules, I had to adjust the dates and times of scheduled sessions. This

often required me to stay later than planned or to cancel a session altogether. I instead used the free time to plan for future sessions which proved to be a great strategy.

My current understanding in this area is now ranked as Medium. My biggest area of increase was in risk-taking. I wanted to practice sharing power in training, and so I invited a participant to co-design future training sessions. This worked well and led to greater engagement of the participant in the project. It also showed me how much more inclusive and effective a project can be when I hand over more control to program participants. Through defining keywords like empowerment, development, and participation, I was able to clarify my value system and practice alignment of my own beliefs and actions in my role as Program Coordinator of the KCDC project.

Keeping a trainer journal created a space for deeper reflection. Looking back through the journal, I tracked my state of mind month over month. Through tough times in the training room to fun discoveries and new connections, this tool also allowed me to see first-hand how I have developed and look back and laugh at some of my funnier lessons!

Project Limitations

While efforts were made to recruit twelve diverse candidates, a limited number of community members, eight, had applied and out of that, three were ready, willing, and available to participate. Due to this, continued recruitment practices have been extended for an additional two months. Our original aim was to have 12 members sit on the Advisory Committee, however, the project has had to be flexible with the number of residents able to participate at this time. Given the diversity of the city, marketing strategies have had to be adjusted to outreach to specific populations. The KCDC leadership team has also extended the start date of the Advisory Committee and plans to move forward with less than twelve participants if need be. With a full

committee, more insight can be gleaned on the effectiveness and rate of participation and how training design impacted these. An area for further exploration would be to seek out barriers to participation on the KCDC Advisory Committee. For example, would the provision of childcare services at future sessions, increase the rate of attendance for caretakers of small children? Current research on the City of Kent's *Cultural Communities Advisory Board* is underway to source barriers and opportunities to Advisory Committee participation in Kent.

Due to the scope of this study, I was able to capture a minimal picture on the history of Kent. I relied mainly on data collected through US Census records, online sources, the Kent Historical Society and informal interviews. To gain a greater understanding of the community, more time should be spent collecting first-person narratives on the city and its history. I believe this will provide richer information to cross-reference with the various data sources.

I was also unable to conduct a full social relations of power analysis and its impact on gendered participation. As Kent has a high demographic of young women between the ages of 18-35 experiencing poverty, it would be beneficial for the KCDC project to incorporate this key participatory approach to potentially alleviate disparities experienced by this demographic. As this is a vulnerable population, mindful consideration and subject matter expertise would need to be exercised in supporting the participation and inclusion of this demographic in the KCDC project.

Recommendations

Below are my recommendations for the KCDC project and for facilitators interested in using this approach. My recommendations for the KCDC project are in the areas of recruitment strategy and the Leadership Institute design. Given the demographics of the city, my first suggestion would be to revise the recruitment strategy. To attract more diverse applicants to the

committee, I suggest that the KCDC leadership team utilize connections they have with various ethnic communities to recruit potential Advisory Committee members. As I am new to the city, I have not established strong relationships with Kent residents. I believe that if residents have a personal connection to the recruiter, they would be more inclined to participate. My second recommendation would be to use the demographics of the city and the data on the percentage of residents who are not US citizens to influence the design of the upcoming Kent Leadership Institute. At this Leadership Institute, community members will receive further training and capacity building in the areas of mobilizing and advocacy. As participants mentioned a desire to see more diversity on the Kent School Board during the *visioning exercise* of the training, this could be an area for strategic policy advocacy. This could also serve as an opportunity to share power with participants by inviting interested community members to co-design the upcoming Kent Leadership Institute.

Final Facilitator-to-Facilitator Notes

To Facilitators interested in using the various approaches described in this study I leave you with some final notes. Participatory methods should be used as a guide or tool support a given community. Even the most carefully planned approaches, designs, reflections, and well-intentions may not deliver expected results. This practioner would describe its workings to be a mysterious dance between science and magic. In my effort to support the Kent Community Development Collaborative's social change initiatives, I learned the valuable lesson that participatory approaches do not guarantee development, but functions more as a process through which social change can occur. You may not get it right the first, second, or third time, but as a wise Kent resident once told me, it is important that you start.

Arrival

Conclusion and New Beginnings

Journeys of growth are often challenging but extremely rewarding. This Training Course-linked Capstone allowed me to bridge participatory methodology, training theory and design, with practitioner self-reflection to arrive at a new level of awareness. I have learned that participatory development and training design are linked through my role as a Facilitator and that facilitating social change initiatives is a position to be practiced with care. My unique role in the Kent Community Development Collaborative comes with great responsibility. I have the responsibility to follow through on applying these methods to encourage inclusion and I also have the power to advocate for the needs of the community, the KCDC leadership team and the funders simultaneously. This has empowered me with a sense of fluidity to move through various stakeholder groups to encourage dialogue and understanding in our shared goal of social change through equitable community development. Taking the time to understand the unique history of Kent and conducting formal and informal interviews disrupted my ability to design a training based on assumptions of a community, or sole reliance on project documents and encouraged a "build with" mindset. The information from this key step impacted which and how members were recruited and influenced training design elements from the needs assessment to evaluation. Through the process of inclusion, an area for possible policy change/reform surfaced, trainings will be co-designed, and trust was initiated in the KCDC project.

This journey started with understanding the mission, gathering tools, applying learning through tests and challenges, and shedding old skin though self-reflection. This professional "rite of passage" was an exciting adventure and I joyously look forward, and sometimes backwards, on what has shaped me and what is to come.

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Appendices

APPENDIX A: INDEX OF HEALTH & WELL-BEING MEASURES IN KING COUNTY

Sourced from: https://www.coopartnerships.org/about-coo
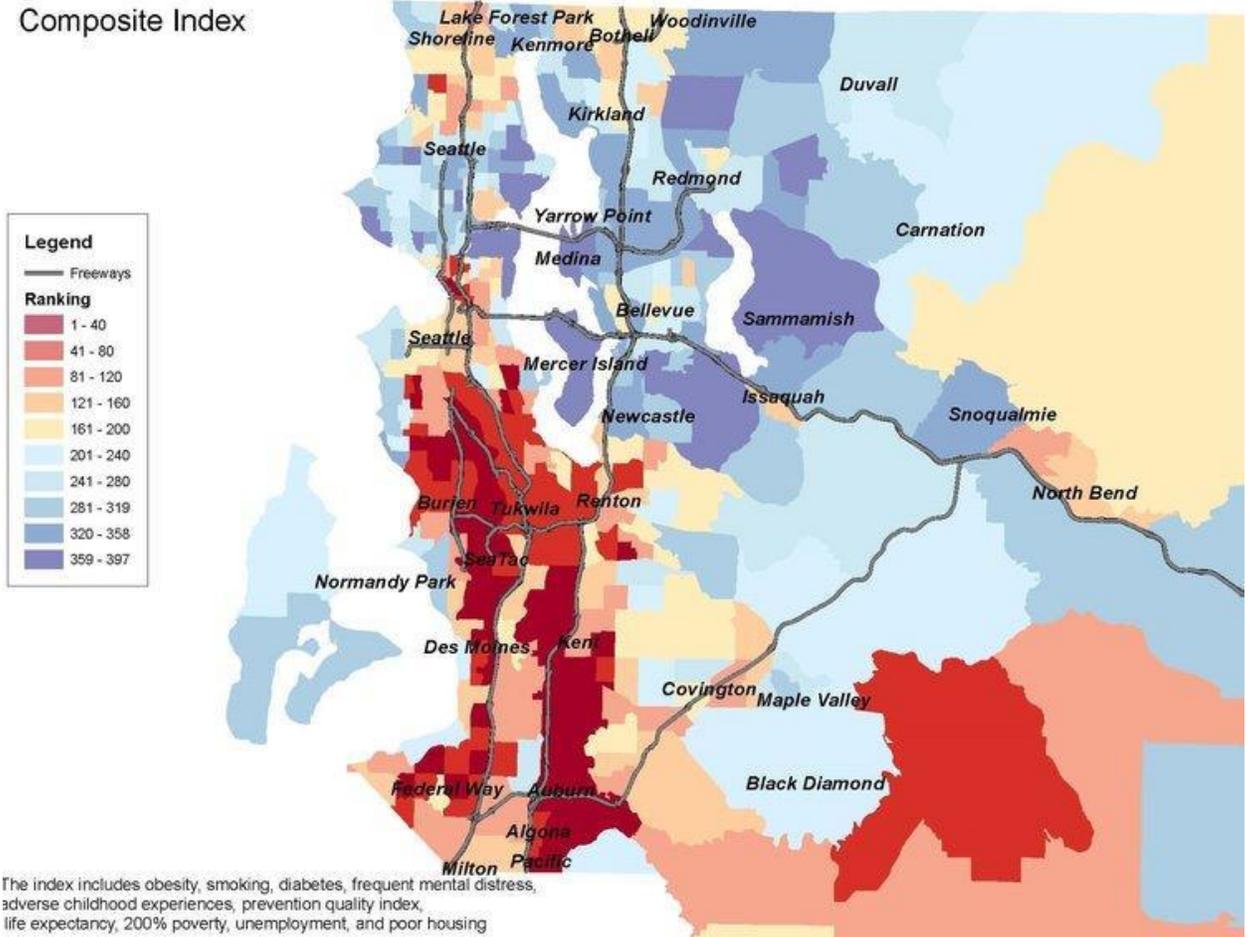
APPENDIX B: TYPOLOGY OF PARTICIPATION BY AUTHOR

B.1 Sherry Arnstein's "Ladder of Citizen Participation
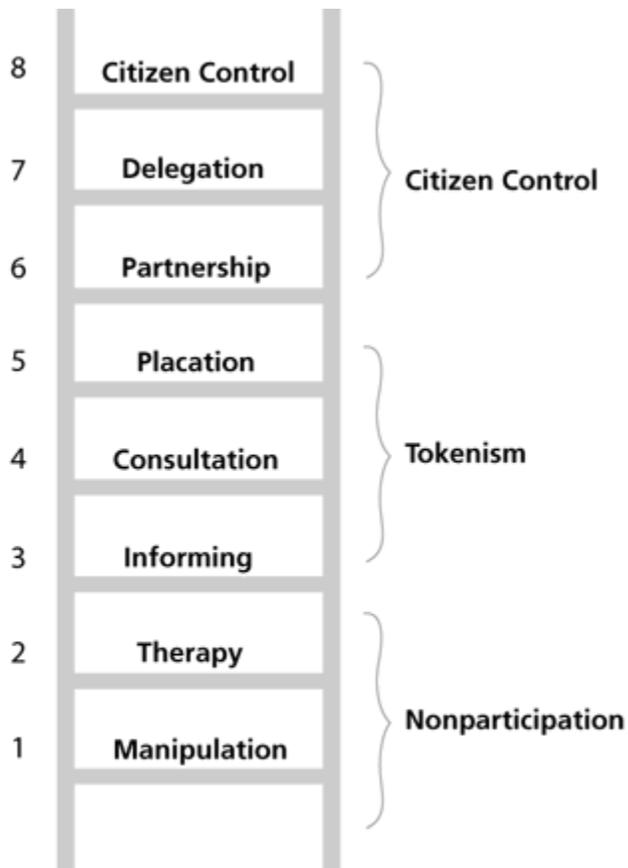
Arnstein's Ladder (1969)
Degrees of Citizen Participation

B.2 Sarah White's Typology of Interest

| Form	What 'participation' means to the implementing agency	What 'participation' means for those on the receiving end	What 'participation' is for
Nominal	Legitimation – to show they are doing something	Inclusion – to retain some access to potential benefits	Display
Instrumental	Efficiency – to limit funders' input, draw on community contributions and make projects more cost-effective	Cost – of time spent on project-related labour and other activities	As a means to achieving cost-effectiveness and local facilities
Representative	Sustainability – to avoid creating dependency	Leverage – to influence the shape the project takes and its management	To give people a voice in determining their own development
Transformative	Empowerment – to enable people to make their own decisions, work out what to do and take action	Empowerment – to be able to decide and act for themselves	Both as a means and an end, a continuing dynamic

Sourced from: https://360participation.com/models-of-participation/

B.3 Jules Pretty's Typology of Participation

Pretty's Typology of Participation

Typology	Characteristics
Passive Participation	People are told what has been decided or has already happened
Participation by Consultation	People are consulted by answering questions. No share in decision-making
Bought Participation	People participate in return for food, cash or other incentives
Functional Participation	People participate by forming groups to meet pre-determined objectives
Interactive Participation	People participate in joint analysis, development of action plans, formation/strengthening of local groups
Self-mobilisation	People participate by taking initiatives independently of external agents, control over resources remains with locals

Source: Pretty 1995, in Mowforth & Munt (2009: 229)

B.4 Jules Pretty and Robert Chambers Conceptual Framework on Key Areas for Participatory Action
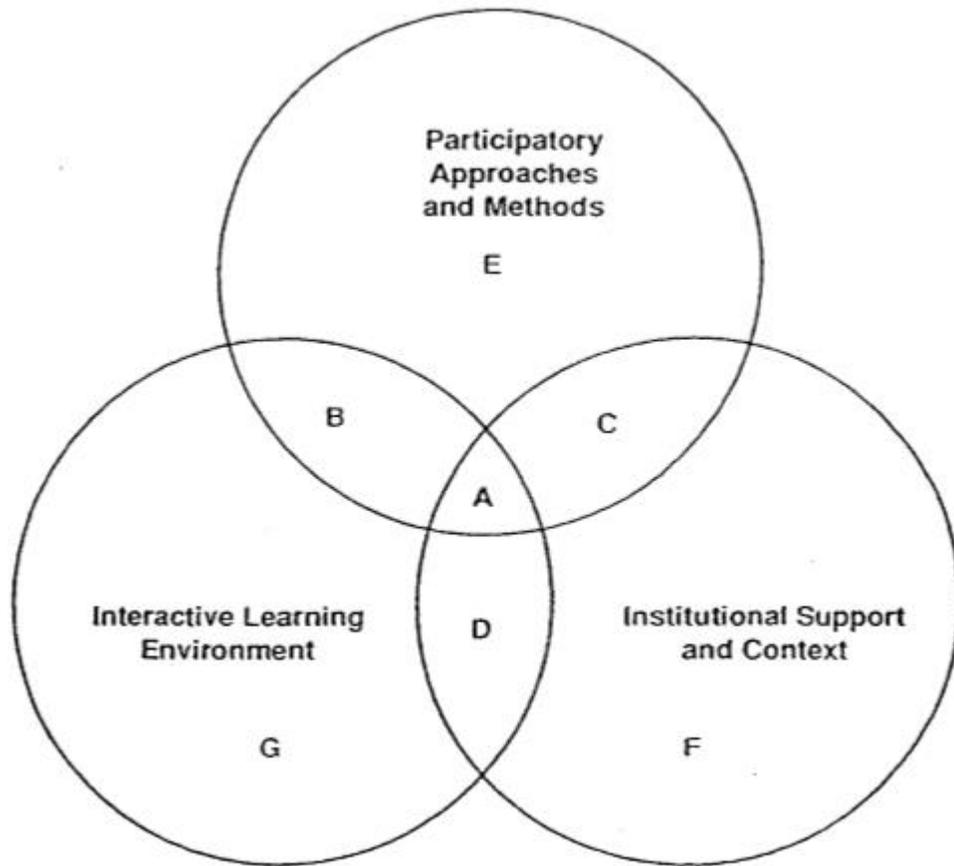
● participatory approaches and methods support local innovation, respect diversity and complexity, and enhance local capabilities, represented by the ECAB circle;

● an interactive learning environment encourages an open-minded and sharing attitude, creates interest and commitment, and so contributes to agreed courses of action, represented by the GBAD circle;

● institutional support encourages the spread between and within institutions of participatory methodologies. This is represented by the FDAC circle, which occurs where a whole organisation shifts towards participatory methods and management, and where there are informal and formal linkages between different organisations.

As cited in: *A Trainer's Guide for Participatory Learning & Action* (Pretty et al., 1995 p.63)

APPENDIX C: TRAINING NEEDS ASSESSMENT

C.1 Pre-Training Survey for KCDC Leadership team

The purpose of this survey is to understand what the KCDC leadership team understands of participation, and what type of participation is desired from the Advisory committee members. The information will help gain clarity and help guide the techniques chosen in my role as a facilitator.

Regarding the KCDC Communities of Opportunity project, please answer the following questions.

- What does participation mean in the context of the project?

- Why is participation from an advisory committee needed? What ends does it serve?

- What key qualities or characteristics do we seek in an advisory committee member?

- Please review the chart below, given the choices what type of participation is requested from the advisory committee members?

Form	What 'participation' means to the implementing agency	What 'participation' means for those on the receiving end	What 'participation' is for
Nominal	Legitimation – to show they are doing something	Inclusion – to retain some access to potential benefits	Display
Instrumental	Efficiency – to limit funders' input, draw on community contributions and make projects more cost-effective	Cost – of time spent on project-related labour and other activities	As a means to achieving cost-effectiveness and local facilities
Representative	Sustainability – to avoid creating dependency	Leverage – to influence the shape the project takes and its management	To give people a voice in determining their own development
Transformative	Empowerment – to enable people to make their own decisions, work out what to do and take action	Empowerment – to be able to decide and act for themselves	Both as a means and an end, a continuing dynamic

- How will participating in the advisory committee benefit community members?

C.2 Needs Assessment for Advisory Committee Members

I will use Strategic Questioning as an empowerment tool for visioning social change.

The purpose of this survey/needs assessment is to help gather information on current understanding of committee members on the project focus areas of affordable housing, health, and economic development, source ideas from the group to co-create appropriate training techniques, and understand member interest in participating on the advisory committee.

Observation questions
- What effects of affordable housing, health, and economic development have you noticed in Kent?
- What do you know of affordable housing, health, and economic development?
- What are you uncertain of?

Feeling questions
- How do you feel about the situation in Kent?
- How has it affected you?

Visioning questions
- What about the situation do you care the most about?
- What is the meaning of this situation in your life?
- How would you like it to be?

Change questions
- What needs to change?
- What information do you need to learn about the three project areas?
- What changes/solutions have you seen or heard in other areas?
- How did they happen?

Personal Inventory questions
- What support do you need from me, other committee members to work towards social change?
- What skills do you have to support the Committee?

Personal Action questions
- How would you like to participate on the advisory Committee to support change in Kent?
- How will you work together on this committee to support the three focus areas of affordable housing, health, and economic development?

APPENDIX D: FACILITATOR JOURNAL

To monitor personal and professional achievement of learning objectives, I documented my experiences in a Trainer Journal and revised Facilitator Self-Assessment. I noted observations of my use of participatory methods in practice, reflecting on any issues and opportunities. Relevant themes related to language choice, power-sharing, dynamic listening, creativity, risk-taking, empathy, and self-care, were highlighted.

Facilitator Journal

Journal entry: January 2019

Insights from the month of January

Language choice:
I used the word "I" when frustrated over a work conflict. This may have caused the audience to think I am not considering this a collective project. Must monitor stress more.

Power sharing:
 -

Dynamic listening:
I tried practicing this as a technique, but it was completely shut down by a team members response. I will need to practice this more at the beginning of my work. Some may not be completely forthcoming with their desires so I may have to ask a few times in a variety of ways to solicit feedback.

Creativity:
During this month I did not have a lot of creativity because of work conflicts. Will need to pre-plan energizers/ activities and remain flexible when there are emergent needs.

Risk-taking:
Used mediator's handbook to work through a conflict. Was a great experience. Did not get utilized due to a few members being in high anger mode. This was one of the key recommendations: do not hold a mediation if people are upset. Will keep in mind for future Advisory Committee work.

Empathy:
Tried to understand members that were not happy with the project- their cultural background and reasons for emotions. Took space and time for me to get to this point.

Self-care:
Out the window! I would love a massage right about now. Stay-tuned for Feb!

Free Write:

To motivate myself to complete the capstone, I bought a navy-blue graduation gown and hung it in my closet!

Journal entry: February 2019

Insights from the month of February

Language choice:
Noticed more use of terms like "we" in office meetings and in personal discussions both in times of success and challenges. This points to a sense of ownership and commitment.

Power sharing:
 Solicited feedback on the needs of the group and invited team members to lead components of the training during a monthly meeting. Felt a sense of release as I did not have to "overdo it".

Dynamic listening:
Called around to all group members to discuss their thoughts on the progress of the work. Was useful and it required a lot of time and post-processing to leave behind what was shared.

Creativity:
Created a thoughtful PowerPoint presentation for KCDC that was shown at a regional meeting. Had some great ideas for reorganizing the advisory committee to make it easier and more inclusive for members as we reorganized the job description.

Risk-taking:
-

Empathy:
Desire to understand the needs of the advisory committee and what they are experiencing in the city. A breakdown of community was mentioned- "how do we rebuild a new community and learn to trust and support each other?"

Self-care:
Took an entire weekend off to just melt into home :) was so glorious. I feed myself and really let myself unwind. Had a recharging effect as far as work is concerned.

Free Write:
Big snow storm slowed progress down a bit as city and services were postponed or stopped for about three weeks.

Journal Entry: March 2019

Insights from the month of March

Language choice:
Some sense of excitement as group met with donors to talk about project parameters. There is excitement because we can redesign areas and bring fresh new ideas to the project. Also feels great to know the group feels energized.

Power sharing:
I asked advisory committee member to assist in co-designing the meetings. I was nervous at first and during but practiced letting go. This was a great idea as a participant was happy to participate.

Dynamic listening:
I heard a lot of excitement from the advisory committee about the project and hopefulness from the leadership group. The group wants to work but needs to work through processes to get to the next stage.

Creativity:
Will use presentation created for regional meeting to show to the advisory committee because it is a colorful and vibrant depiction of Kent.

Risk-taking:
-

Empathy:
-

Self-care:
Felt so completely overwhelmed with all that I signed up for. Was beginning to feel unsure of capstone and involvement with development. However, through utilizing a new approach, and sharing feelings with those in my network, I was able to receive so much support and care. One surprising source was an advisory committee member who said to "keep going" and "I am proud of you"!

Free Write:
Due to the comment by the interviewee I had to put my situation in perspective. There are tons of people who would be no short of grateful to have the privilege of earning a second degree. The words of wisdom from this African Doctor really pulled me through. Mungu ni wema!

I reached out to another facilitator to share best practices in setting up an advisory committee and understanding their training techniques. It went well. I learned how the city structures their Committee and received resources I can share with the committee.

APPENDIX D.2: Facilitator Self-Assessment

Knowledge	Understanding of training design as it relates to participatory methods				
	Jan	Feb	Mar	April	May
understanding the training process from needs assessment through evaluation	Low- 1	Medium-3	High- 4		
knowledge of available literature, resources, and material in the field of participatory methods	Medium-3	Medium-3	High- 4		
conflict management and problem-solving	Low- 1	Medium-3	Medium-3		
Teamwork	Low- 1	Medium-3	Medium-3		
group process	Low- 1	Low- 1	Medium-3		

Skills	skills of training design as it relates to participatory methods				
	Jan	Feb	Mar	April	May
skill in designing and facilitating an effective training to meet the goals and objectives as articulated	Low- 1	Medium-3	High- 4		
intervening in group process when necessary and appropriate	Low- 1	Medium-3	Medium-3		
handling stress	Low- 1	Low- 1	Low- 1		
taking care of self	Medium - 3	Low - 1	Low - 2		

Attitudes	attitude/awareness of training design as it relates to participatory methods				
	Jan	Feb	Mar	April	May
clarity of my own value system;	Low- 1	High- 4	High- 4		
congruence between my own beliefs and actions.	Low- 1	Medium-3	High- 4		

APPENDIX D.3: Facilitation Principles and Ethics

I adapted Choudhury's *Facilitating for Change* approach to participatory workshops

(1995) and composed a list of facilitation principles I wanted to utilize during this training.

Facilitation Ethics

1) Demystify role as facilitator to avoid being viewed as an authority figure.
2) Fully explain my involvement with the KCDC project.
3) Be explicit about the goals of the KCDC project and the type of participation requested from participants.
4) Encourage participants to take ownership of the design process for subsequent meetings.
5) Use humor as much as possible.