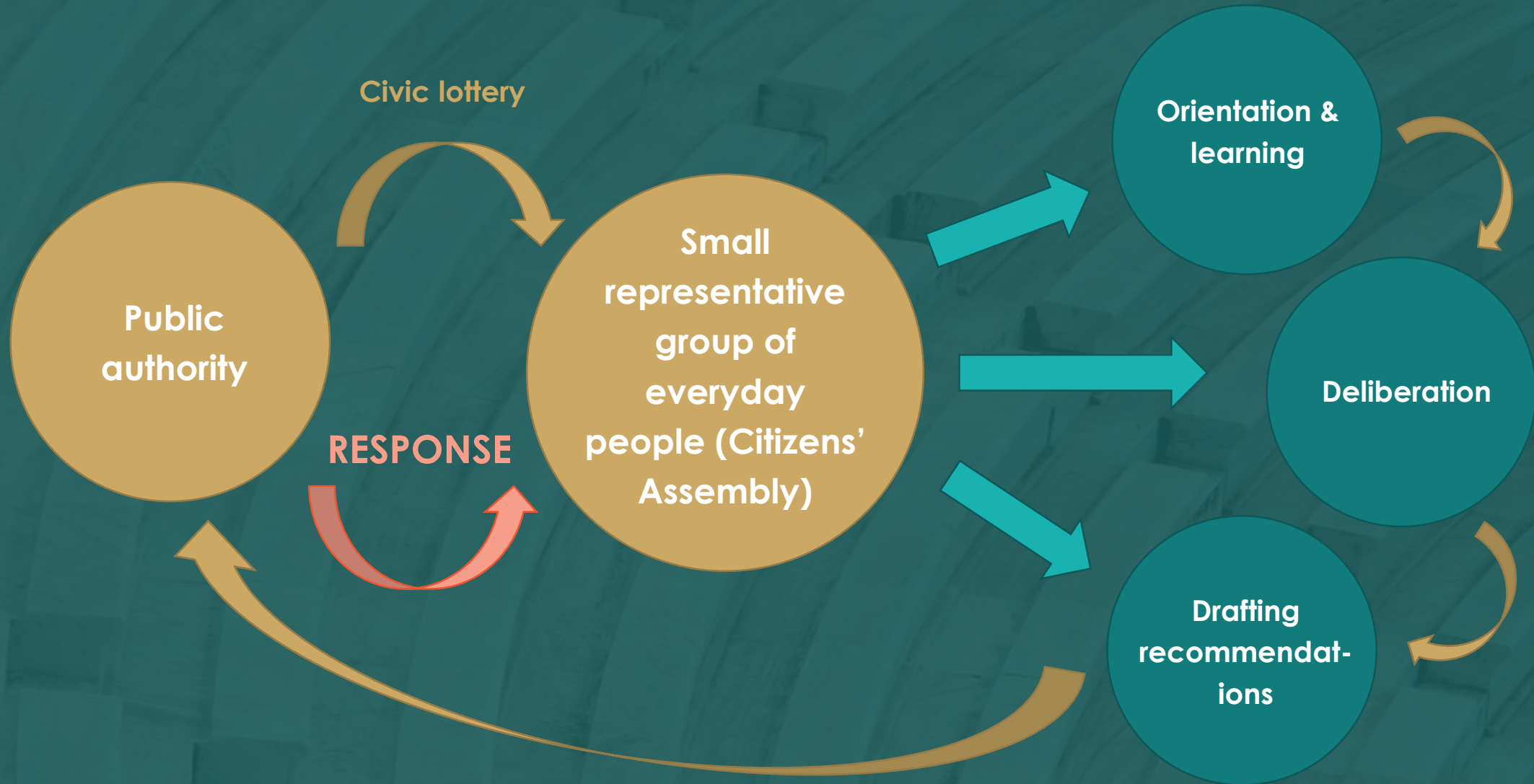


Learning & Deliberation

What is a representative deliberative process?



6. INFORMATION

Participants should have access to a wide range of accurate, relevant, and accessible evidence and expertise.

They should have the opportunity to hear from and question speakers that present to them, including experts and advocates chosen by the citizens themselves.

7. GROUP DELIBERATION

Participants should be able to find common ground to underpin their collective recommendations to the public authority.

This entails careful and active listening, weighing and considering multiple perspectives, every participant having an opportunity to speak, a mix of formats that alternate between small group and plenary discussions and activities, and skilled facilitation.

8. TIME

Deliberation requires adequate time for participants to learn, weigh the evidence, and develop informed recommendations, due to the complexity of most policy problems.

To achieve informed citizen recommendations, participants should meet for at least four full days in person, unless a shorter time frame can be justified.

It is recommended to allow time for individual learning and reflection in between meetings.

Importance of learning and deliberation

- **Deliberation** - entails participants having an equal chance to speak, listen carefully to others, and weigh different options and trade-offs in light of the broad access to diverse information.
- **Group deliberation** - entails people finding common ground between one another and coming to some consensus.
- Aim - developing **collective recommendations**.

Sound deliberation and judgements Nabatchi et al. (2012)

DELIBERATIVE ANALYTIC PROCESS	DEMOCRATIC SOCIAL PROCESS	SOUND JUDGEMENT
<p>High quality discussions between participants, based on:</p> <ul style="list-style-type: none"> • a solid information base • a prioritisation of key values • identification of alternative solutions • a careful consideration of pros and cons – the tradeoffs 	<p>Has a social element that makes it democratic deliberation:</p> <ul style="list-style-type: none"> • equal opportunity to contribute • mutual understanding and consideration • respect 	<p>Capacity of citizens to reach a comprehensive collective decision through egalitarian methods based on:</p> <ul style="list-style-type: none"> • the information available to them • their exchange of personal experiences • their diverse perspectives

Debate, dialogue, deliberation

Table 1. Characteristics of Debate, Dialogue, and Deliberation

Debate	Dialogue	Deliberation
Compete	Exchange	Weigh
Argue	Discuss	Choose
Promote opinion	Build relationships	Make choices
Seek majority	Understand	Seek overlap
Persuade	Seek understanding	Seek common ground
Dig in	Reach across	Framed to make choices
Tight structure	Loose structure	Flexible structure
Express	Listen	Learn
Usually fast	Usually slow	Usually slow
Clarifies	Clarifies	Clarifies
Win/lose	No decision	Common ground
Most useful when: A position or course of action is being advocated; winning is the goal	Most useful when: People want to talk together about something without desiring a particular outcome from the conversation	Most useful when: A decision or criteria for a decision, about the best way(s) to approach an issue or problem is needed.]

Source: Bone *et al.*, 2006.

Learning stage

For participants to be able to have quality discussions over a specific policy issue and reach informed decisions on recommendations, a learning stage is essential

Information

1. Experts available at meetings for presentations and/or questions
2. Introductory reading material before the first meeting (50-200 pages)
3. Reading material between meetings
4. Learning sessions
5. Opportunity for participants to request information
6. Open submissions from

Selecting experts and stakeholders

Information comes from three types of sources:

1. **government**
2. **stakeholder or active voices**
3. **sources requested by participants**

- A process is needed to identify the final line-up of experts and stakeholders who will address the participants.
- The line-up has to include a range of different points of view, opinions, and voices of groups that have a stake in or are involved in the policy question at hand.
- All stakeholders should be on an equal footing and have similar conditions and opportunities to present their point of view to the participants.

Learning stage: evaluation criteria

Breadth, diversity, clarity, and relevance of the evidence and stakeholders provided

- Members were provided a solid and accessible information base featuring a wide range of accurate relevant, clear and accessible evidence and expertise, sufficient for effective participation and to address the remit set.
- The information base as a whole was neutral, with a breadth of diverse viewpoints represented. (Ensured, for example, through mapping all the arguments of the issue with stakeholders to see whether all relevant areas and viewpoints are reflected in the information base.)
- The information base was accommodating to members with different learning styles and included materials in a variety of forms (written, video, in-person expert presentations etc.).
- There was a wide range of stakeholder views. (This could include an element of public submission.)
- The selection of sources was transparent, revealing the curator and the basis for selecting the content. People in charge of preparing the information base had declared any potential conflict of interest.
- Members had a possibility to submit evidence for consideration and request additional information.

Deliberation stage

Facilitation

The facilitation team are responsible for taking a selection of everyday people with generally only a basic understanding about a topic, through a shared citizen-led learning experience, to making decisions together that will shape the future of their community, and to do so in a neutral, non-leading way.

- creating a warm atmosphere
- building trust among members
- ensuring the credibility of the process
- supporting the participants to formulate their own recommendations
- maintaining neutrality and withholding their own judgements
- dealing with potential tensions between participants
- encouraging equal participation amongst participants
- ensuring a balance of speaking time

Deliberation stage

Steps

- STEP 1:** Getting started – welcome, remit, process
- STEP 2:** Working in small groups – 5-6 people, regularly mixed
- STEP 3:** Bringing in Information – interrogating information, asking questions, receiving answers and asking follow-up questions
- STEP 4:** Generating Ideas - coming up with initial solutions to a problem
- STEP 5:** Writing and Review - start from basic ideas and add more detail step-by-step, collaboratively, reviewing/rewriting
- STEP 6:** Final agreement – finalizing recommendations, voting, minority reports

Deliberation stage: evaluation criteria

Neutrality and inclusivity of facilitation

- The facilitation ensured inclusiveness, equal access to speaking opportunities, and appropriate balance of small group and panel discussions throughout deliberation.
- Enough consideration was given for marginalised communities to be heard. (For example, via supportive and mindful facilitation, creating a safe space for expression, devising specific strategies for encouraging participation by those who are not used to speaking in public or who may feel intimidated.)
- Facilitation was neutral regarding the issue addressed.

Accessibility and equality of opportunity to speak

- All members had equal speaking opportunities, opportunity to influence the discussions, and equal access to any necessary support, tools, or resources during the process.
- Members had the opportunity to provide ongoing feedback and suggest modifications of the process (such as asking for more time or reporting experienced bias).

References:

- Innovative Citizen Participation and New Democratic Institutions: Catching the Deliberative Wave; OECD, 2020
- Good Practice Principles for Deliberative Processes for Public Decision Making; OECD, 2020
- Evaluation Guidelines for Representative Deliberative Processes; OECD, 2021
- Democracy beyond Elections Handbook; newDemocracy and UN Democracy Fund, 2019



#OECDORG #delibWave

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