Introducing

My Clean School

www.mycleanschool.org

✓ Promotes leadership to improve the environment.
✓ Empowers young people.
✓ Promotes community activities.
✓ Consistent with UN Agenda 21 Chapter 25
“The leader’s main job is to make themselves obsolete.” – Lao Tsu

OVERVIEW

My Clean School (MCS) creates opportunities for students to build on and expand beyond the solid academic foundation developed at school. My Clean School encourages young people to think creatively, take initiative and mobilise people which takes their skills to another more practical and community-minded level. This makes them more employable and a greater asset in the adult world they are entering.

While cleanliness (of environment, self and mind) is an outcome, it is being in action (in the spirit of My Clean) which empowers the individual especially through interaction with members of the community.

While school takes care of one side of the hand (scholastics), My Clean School takes care of the other (leadership in the community), and by that, strengthens the whole individual.

The key features of My Clean are:

- The young people choose (with adult support and guidance) what action to take and then own the outcomes of their initiatives.

- Appreciative Inquiry: looking at what is working and then building on that. One could say, the spirit of My Clean discovers seeds and nurtures them. A key feature is therefore the acknowledgment of others, including businesses making a contribution to a cleaner environment.

- Progressive Inquiry: also looking at what is not working, what it could look like and what action steps would achieve that.

My Clean produces outcomes in shifting the collective consciousness with benefits such as:

- High profile media coverage of sponsors.

- Employers rewarded with more employable young people – confident, creative, self-
starters.

- The environment becoming cleaner in a sustainable way.
- The building of community spirit.
What is My Clean School?

Broadly, My Clean School (MCS) is a network to promote leadership and community activities where there is ownership over the outcome of initiatives that contribute to improve the environment.

It promotes partnerships which empower young people through information exchange and action to develop leadership skills.

Other activities include conferences, seminars and community activities.

It operates with My Clean India.

A NETWORK OF SCHOOLS.

My clean school is a network of schools that promotes opportunities for students to practice being inspirational citizens and to extend their academic skills. My clean school operates within my clean (country eg. www.mycleanindia.com).

PROMOTES COMMUNITY INTERACTION.

Under the unifying theme of My Clean School, students can interact with their community and apply their skills to influence the community’s attitude and management of the environment. Students are inspired to be in action voluntarily and rewarded for their initiatives.

LEADERSHIP OPPORTUNITY.

In promoting their community and the people in their lives, students have an opportunity to learn and practice leadership, extend their academic skills and their personal empowerment by creating awareness, sharing insights and inspiring others into action.

Simple steps

This document provide some simple steps for each school to take without distracting students from their important education - creating more employable young people who are satisfied with
their education. There are international precedents where like in australia students are required to undertake compulsory community service to graduate from high school. My clean school is self motivated and has already contributed to shifting community attitudes. My clean school is working consistent with United Nations agenda 21.¹.

WHAT CAN THE SCHOOLS DO?

The schools can undertake a broad range of activities including ranging from finding the Cleanest Street (for sponsored award), surveys of issues including community attitude, media releases; promoting agreements, progress reports, and occasional activities such as….

- To be community champions with marches, posters, media releases, debates and essays on issues of concern to the community.
- To be a voice and monitor of the progress of the community in creating a prosperous and beautiful community.
- Encourage participation in the annual Clean Up (your town) event. That can include targeting areas for cleaning up, to assume responsibility for promoting cleanliness in assigned areas.

The students are encouraged to take their initiative and possible activities include:

Action steps

- Interschool poster competition and their public display with sponsorship;
- Essay or poetry competition (inc. as a complement to the poster competition)
- Design and public display of banners.
- Collection and disposal of rubbish as part of Clean Up the World (see appendix).
- Planting of trees.

Community interaction

- Surveys of community-identified issues and proposed solutions.²
- Create and have community sign agreements and oaths to keep an area clean.

¹ Agenda 21: Chapter 25 Children And Youth In Sustainable Development

25.1 Youth comprise nearly 30 per cent of the world's population…….

25.2 In addition to their intellectual contribution and their ability to mobilize support, they bring unique perspectives that need to be taken into account.

25.4 Each country should ............. establish a process to promote dialogue between the youth community and Government at all levels ......................

² By the community identifying them promotes ownership and, compiled and interpreted, thereby media worthy.
• Awareness building eg about better sanitation and clean water.
• Street marshals to take responsibility for on-going cleanliness and reporting.
• Finding the Cleanest Street of 200x awards (with sponsorship for prizes).
• Acknowledgement Certificates for people that make a difference.
• Promoting the sponsorship of litter bins.
• Preparation of media releases based on activities such as surveys.

Each school by practicing the principles of My Clean, within their school grounds will be a model for the community. A source of inspiration of what is possible and students who are empowered to be more employable and capable.

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3 One example was in Nainital where cars were stopped on entering the town precincts and asked to exchange plastic bags for paper ones. This proved highly successful.
My Clean School
A network of schools within My Clean India (www.mycleanindia.com)

School Enrollment Form

Please use CAPITAL LETTERS.

Name of School……………………………………………………………………………………………………………………………

Postal address ...........................................................................................................................................................

School phone no.s……………………. School e-mail .........................................................
School fax……………………………………… School website……………………………………

Title and name of Head of School………………………………………………………………………………………………
Contact tel. no. (preferably cell)…………………………………………………………………………………………………

(Pl. circle)

Level of school: Primary/Middle/Secondary/Senior Secondary
(Pl. circle)

Name of teacher proposed to represent school for the My Clean School programme

Phone no. (preferably cell) ……………………..E-mail ……………………………………………………………………….

Student Co-ordinator/s:
1 ……………………………………………………..Contact tel no……………………
2 ……………………………………………………..Contact tel no……………………

Signature of Head of School………………………………………………………………………………………………..
Date…………………………..

Please
1. retain a copy for your records and
2. keep the Facilitator informed of any subsequent changes.

Fax, email or mail back to:
Facilitator (town, city, region)
Name…………………………………………………………
Telephone………………………………………………
Mobile phone…………………………………………
Email………………………………………………
Fax…………………………………………………………

www.mycleanschool.org
**APPENDIX I – CLEAN UP THE WORLD DAY**

**CLEAN UP (YOUR TOWN/CITY) DAY – A SPECIAL SEPTEMBER EVENT**

An opportunity that is both easy to begin and effective in creating community awareness is the annual *Clean Up* celebration day held in September such as *Clean Up Agra Day* as part of *My Clean India*.

Each year, on the third weekend of September, some 120 countries participate in the *Clean Up the World* (www.cleanuptheworld.org) event. This is an opportunity to participate as *Clean Up Xxxx Day* (where Xxxx is the name of the city, town or village). It is an opportunity to recognise people that take action and make a difference to “cleanliness” in the community. It is the act of recognition that not only rewards those that ‘made a difference’, but to inspire others to do likewise. It is an especially effective opportunity for creating community spirit.

For example. In Nainital, a hill station in Uttarakhand in 2007 at least one-tenth of the population directly participated in CUND2007 (Clean Up Nainital Day) and the whole town was made aware through enthusiastic media interest. From that single day, many initiatives were begun, including a solid waste management scheme, that is today seen as the beginning of a significant transformation, arguably a *Tipping Point*[^2]. Schools in Nainital contributed posters, essays, and participated in enrolling the community. They conducted surveys and circulated oaths and agreements to keep the area clean and the town and its civil employees participated in the cleaning process. One resident wrote to a newspaper saying,

> “…. there has been tremendous progress in Nainital”.

On the day, a central area could be set aside for public acknowledgements, for displays (including the posters) and may be preceded by a march which ends there. It is an opportunity for making a public statement and showing the community including the Nagar Palika at work. It is simply a day of celebration, awareness, commitment, acknowledgement and creating a sense of empowerment of the individual as a member of a community which cares and produces results. It is your day however you wish to shape it, to promote a community awareness and agreement to improve cleanliness. We recommend that you

[^2]: *Tipping Point* by Malcolm Gladwell Published Little Brown and Company 2000. Small events can “tip” (ie. shift) a status including in awareness, crime, economic well-being, product sales etc. A notable event in New York in the 1980s resulted in a major :clean-up of the subways with spill over benefits including in crime reduction and social conditions. MCI could become a “Tipping Point” event for India.
join the international *Clean Up the World* network at [www.cleanuptheworld.org](http://www.cleanuptheworld.org) and look for more ideas.

**FIRST STEPS IN STARTING A PROGRAM**

*Step 1- region representative*

Each town or city identifies a *My Clean School* Facilitator who reports to the *My Clean India* network.

*Step 2. schools nominate representative*

To create a schools network by inviting each school to nominate a schools representative that will contribute to a *My Clean School* (town/city) Committee to coordinate the program. This may be a teacher and optionally a senior student.

*Step 3 – assignment of responsibilities*

Each committee member to be assigned responsibilities that includes:

- Region management
- Schools coordination
- Promotion and media communications
- Sponsorship and donations
- Government agency coordination (eg traffic control, nagar palika)
- Finance management
- Materials acquisition
- Printing
- Waste management
- Health and Safety
- Publication development (oaths, agreements, surveys)
- Photography and video
- Post event report preparation
- Student support (analysis)

*Step 4- school team development*

Each school will have its *My Clean School* coordinator and create its own teams of student leaders as appropriate to their role. For students it will represent an opportunity for practicing planning.
APPENDIX II – OTHER ACTIVITIES FOR SCHOOLS

The schools and colleges represent the movers and shakers of tomorrow. School assemblies can be addressed to encourage their participation who are keen to hear from MCS especially about opportunities for community interaction, leadership development and applied scholarship. The schools can do much to promote awareness and do it creatively, high profile with media coverage.

Each participating school can be a model for their community in practising cleanliness.

Remember all you are doing is facilitating an opportunity for the schools. The My Clean India banner is a convenient universally acceptable unifying statement that can be used with other banners.

A few basic things can be readily initiated with the help of the municipality, administration and existing groups and community including:

- Professional cleaning up. The event is called a Clean-up day and so special effort could be made for regular cleaners of your community to take on a higher profile on the day. Perhaps they could be offered additional resources and wear special clothing to mark the event. This alone will make it newsworthy and the administration will be seen as a supportive partner for the day.
- Volunteer cleaning. Consider the opportunity for volunteer associations and groups. There is My Clean India and Clean Up the World artwork available that could be used on litter bags and even on banners. These bags could be distributed to volunteer groups and encouraged to participate (and of course recognised by MCI). Special T-shirts, caps, fliers could be distributed on the day with help of sponsors and donors.

MEDIA COVERAGE

Providing reports on schools activities including surveys, analysis, students in action can be very effective and a way to acknowledge and inspire the students.

Publicly acknowledging people who make a difference to the community creates awareness and inspires others into action. Taking every opportunity, including in conversations, is a key activity of MCS. MCS uses the website (www.mycleanindia.com) and media contacts to promote and advance people who make a difference to inspire others into action.

COMMUNICATING WITH THE STUDENTS (FOR FACILITATORS)

MCI is about communicating to inspire so obviously it takes every opportunity to address public venues,
events and especially school and other assemblies. The core topics such as how MCI works as described here can be conveyed and try and be as casual and engaging as possible – consider having a spontaneous ‘conversation’ more than a speech. Reflect on how you would have felt at their age listening to someone from My Clean India so acknowledge them for being progressive that ‘education’ is more than what ends up graded in the annual exam results or graduation certificate.

A key communication to students should be that MCS represents an opportunity for developing community and leadership skills which would empower them to take decisions for their future and also make them more employable.

Topics that could be discussed could include opportunities for interaction with the community (eg. surveys, agreements and other initiatives). One can suggest that surveys and other initiatives represent opportunities to demonstrate that the students are concerned members of the community. A well constructed schools survey allows for the community to promote the problems and their perception of the solutions through the students.

The students being in action provides for;

- Learning about student and community interaction,
- An opportunity for the student to learn what the community is concerned about and their solutions,
- Compiled as a report, the community are more likely to take ownership of the survey as being ‘theirs’.
- The report represents a media release where the community has spoken and the students have analysed. The consequent media coverage is also important as it acknowledges and provides incentives for the students and the community.
- The schools being in action can contribute to a “Tipping Point” in their city/town.[2]

So having shared what MCS is about, consider obtaining a vocal and hands-up agreement at the conclusion of the communication to begin action as inspired leaders in the community.

Their immediate steps could be modifying their behaviour, promoting awareness and action in others, and taking whatever steps to promote general cleanliness.

A schools leader should be appointed to represent MCS.

[2] Tipping Point by Malcolm Gladwell Published Little Brown and Company 2000. Small events can “tip” (ie. shift) a status including in awareness, crime, economic well-being, product sales etc. A notable event in New York in the 1980s resulted in a major clean-up of the subways with spill over benefits including in crime reduction and social conditions. MCI could become a “Tipping Point” event for India.
Media releases should be considered in terms of engaging the people and not just informing about MCI. Reflect on what you write in terms of creating space for action and acknowledging those that do. Write from enrolment (not from convincing them) – in other words, inspire rather than request or cajole. Creating space for the community to be inspired into action.

SUSTAINABILITY

Obviously we all want outcomes that are sustainable to produce lasting results. The annual celebration in September will require resources and some time in preparation. The experience of Clean Up Nainital Day (CUND2007), in Nainital held Sept 2007, created a shift in attitude and commitment by the administration as the event showed that the community actually cared. In no time a new solid waste management program, litter fines and lake-marshals were introduced and more is happening triggered by that one event that showed the community cared and took action. Your town, city or region will have its own priorities and particular needs but we know that the annual Clean Up celebration has benefits greater than the cost and effort. And again, because MCI is about creating community spirit and opportunities for creating leadership, this is also an important focus.

ACKNOWLEDGEMENT.

You are joining a pan-India network that facilitates the achievement of the ambitions of others and acknowledges those that take action. Acknowledgement represents a key activity for MCI and it goes out of its way to salute those that take action, partly as a reward but also to inspire others. The website, media, events, prizes and awards are just a few opportunities available with the logo/banner of My Clean India and especially at the annual Clean Up celebration in September.

SPONSORSHIP AND DONATIONS.

My Clean is self funding and not-for-profit so it relies on sponsors and donors. There are many opportunities including prizes for the schools competitions (posters, essays etc) and for the high profile Clean Up the World event in September (“Clean Up Xxxx Day”).

Possible sponsors include;

- Waste management and environmental businesses and organisations.
- Associations such as hotels and restaurants, industry, merchants; and
- Anyone who would like to be seen as a good community citizen.

Under the MCI logo, it will be easier to raise sponsorship funds. Donors too are more likely to come forward as they achieve visibility in association with MCI activities. With a little creativity, there are many opportunities for sponsorship such as litter bins, caps, T shirts, fliers etc. Define what you need, reflect on where that will appear to the public and reflect on how a potential sponsors would like to be seen.
WHAT ELSE YOU CAN SAY IN TALKS ABOUT MY CLEAN? (FOR FACILITATORS)

The objective is to inspire and motivate others by creating visions that are sufficiently broad to enable others to take action as appropriate for them. This means not being too attached to your own ideas (especially your own fix-it ‘plan’) as the solution must be theirs. In creating a solution they will feel they own it and will take responsibility for their initiative. Accept that solutions generally come from the people themselves when they can see the broader vision such as Prosperity and Beauty through Community. My Clean is a program of community self-empowerment (ie. of leadership, taking action, inspiring others, doing things one wouldn’t normally do etc). Self empowerment overcomes the consequence of growing affluence which conditions us to look to others for solutions to problems. Affluence serves to disempower the community.

Broadly My Clean is about creating visions like creating ‘space’ or opportunities for others to take action according to their needs.

MCS presents an opportunity for people of all ages to come together; to not look to the administration or the ‘oldies’ to do it, but to achieve results for themselves and in a satisfying way.

The trend in society is to be pragmatic (ie. tied to our existing experience) and by that, society is disempowered. Through My Clean, the community can make a stand to show it believes Gandhi had right the idea when he said, “Be the change you want to see in the world”. In other words, “just do it!”

Reflect on a speech made by Nelson Mandela referring to “Our greatest fear is not that we are inadequate, but that we are powerful beyond measure.” We are all ‘Mandela’s.

SOME MODELS FOR CONSIDERATION (AUSTRALIA)

In Australia, students cannot graduate from highschool without having done 20 hours of community service. Some structural initiatives are referenced below.


THE OATH
MCI Oath

- I commit to being responsible for the beauty of my environment
- I commit to build this awareness and encourage action in my community
- I commit to a prosperous community, in harmony with nature

Prosperity and beauty of the environment through community.
My Clean School (MCS - www.mycleanschool.com) complements My Clean India (MCI - www.mycleaninindia.org) to build community in a sustainable environment. Like MCI, the broader theme of My Clean School is “Prosperity and Beauty through Community” responding to the United Nations call (Agenda 21, Ch. 25) for the participation of youth in creating a sustainable environment with the wider community.  

My Clean School promotes the spirit of this United Nations Agenda and provides an opportunity for students to extend themselves as leaders in the community. Each school has an opportunity to become a community model with their students empowered to explore, interact to practice stewardship and leadership.

MCS practices Progressive Inquiry (page 16) to create awareness of what is, what isn’t and what could be done as a pathway into the community.

The underlying premise is that youth are naturally and spontaneously in action and can be particularly creative and innovative. The MCS concept is therefore about inspiring young people to take action and make a difference in their community and by that, to be left with a sense of achievement and ownership of their initiatives. It therefore provides a pathway for innovation and action, leadership and opportunities to make a difference.

In the end, MCS provides a pathway for students to become self-confident young people recognised as vitally important such as Australia where there is a requirement for community service in order to graduate from high school).

My Clean School creates ripples within the schools’ community and in the wider community.

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4 UN Agenda 21, Chapter 25

- 25.1. Youth comprise nearly 30 per cent of the world’s population........
- 25.2........ In addition to their intellectual contribution and their ability to mobilize support, they bring unique perspectives that need to be taken into account.
- 25.4. Each country should ........... establish a process to promote dialogue between the youth community and Government at all levels ..................
“Sometimes when I consider that tremendous consequences come from little things...I am tempted to think...there are no little things” (Anon.)

THE RELATIONSHIP OF MY CLEAN INDIA AND MY CLEAN SCHOOL – RESONANCE

The distinction of My Clean India and My Clean School is by the processes of identification and promotion of issues by Appreciative Inquiry and by Progressive Inquiry.

They both acknowledge cleanliness is just a symptom of community spirit.

My Clean India is a concept that promotes the process of Appreciative Inquiry (page Error! Bookmark not defined.) which focuses on the community’s achievements rather than its problems and fosters inspiration at the grass-roots level. It is a concept that acknowledges those that make a difference and inspires people into action.

My Clean School is a concept that promotes the process of Progressive Inquiry which reviews the community in terms of what is, what isn’t and what could happen.

PROGRESSION INQUIRY

A review of positive aspects of their community.
1. Objectively – of what is liked.
2. Functionally – the

A review of disliked aspects of their community.
1. Objectively – of what is not liked.
2. Functionally – the community functions

Evaluations of what could be done that is not liked or missing in their community.
1. Identification of the sources of problems and ways to remedy
community functions which do not work. them.

2. Creating awareness and promoting action in their community.

My Clean School acts like an auditor on the progress of My Clean India and identifies issues that are not addressed providing opportunities for students to interact with the community to practice opportunities for leadership.

My Clean India acknowledges success and visions, providing a starting platform for students to monitor progress and identify problems not brought to account by the process of Appreciative Inquiry undertaken by My Clean India. The two processes therefore complement and synergise with each other.

Figure 1 Appreciative Inquiry (MCI) and Progressive Inquiry working together as a system

The umbrella theme is “Prosperity and Beauty through Community.

MY CLEAN INDIA - ACKNOWLEDGING STRENGTHS

The theme of My Clean
Small problems can be solved by direct action. Large problems, persistent problems are different. They have persisted in the face of many attempts at resolution. Most major problems in communities as in life cannot be solved by head-on approaches. They need a shift in perspective, a new way of seeing - a view from a greater platform. Individuals and communities who intend to solve persistent problems need to grow to develop a broad perspective from which to perceive new and effective directions.

Most externally funded initiatives aimed at helping the community are designed and applied using participatory techniques including workshops to uncover problems, restraints on resources, deficiencies and unfulfilled needs. While such initiatives emphasises the importance of local knowledge including the problems, they often fail to maintain community participation after withdrawal of the implementing entity or the funding.

The traditional initiatives usually begin by identifying community problems that generates much data and information to describe local needs and constraints on resources. Initiatives to address the problems are then developed usually by consulting with the local community but in the end the local people often view their community as a place of problems and unsatisfied desires that need the support of others.

By creating and even reinforcing an identity of problems, this approach tends to have a disempowering effect contributing to the entities being viewed as the agents of change rather than as the community members themselves. This viewpoint establishes and entrenches a sense of dependency in the community that the agency must then work to overcome.

This dependency building illustrates the need for a shift away from problem-oriented methods toward processes that build on achievements, existing strengths and local skills of the community.

All the greatest and most important problems of life are fundamentally insoluble... They can never be solved, but only outgrown. This "outgrowing" proves on further investigation to require a new level of consciousness... Some higher or wider interest appeared on the horizon and through this broadening of outlook the insoluble problem lost its urgency. It was not solved logically in its own terms but faded when confronted with a new and stronger life urge.

— Carl Jung
A better approach engages the community so that they can help create an agreed vision of an equitable and sustainable future and to then move towards that future through locally initiated and managed projects.

Such self management when complemented by capacity-building initiatives enables the community to gauge progress toward their vision and modify their strategies with changed circumstances and outcomes.

Appreciative Inquiry therefore focuses on the community's achievements rather than its problems and fosters inspiration at the grass-roots level. This approach is promotes sustainable change.

Appreciative inquiry is a strategy for valuable change that:

- Identifies the best of what is, so as to;
- Pursue dreams and possibilities of what could be.

It is a co-operative search for the strengths, passions and life-giving forces that are found within every system - factors that hold the potential for inspired and positive change.

The appreciative approach involves collaborative inquiry, based on interviews and affirmative questioning, to collect and celebrate the good news stories of a community that enhances cultural identity, spirit and vision.

Local people can use their understanding of the best of what is to construct a vision of what their community might be if they identify its strengths and then improve or intensify them. They achieve this vision by creating provocative propositions that challenge them to move ahead by understanding and building on their current achievements. Provocative propositions are realistic dreams that empower a community to reach for something better but based on an understanding of what gives them life now.

There are four steps to the appreciative approach – Find, Dream, Design and Destiny.

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5 It was developed in the early 1990s by David Cooperrider at Case Western Reserve University, primarily to help corporations sharpen their competitive advantage.
DISCOVERY

This discovery phase appreciates the best of what is by focusing on community excellence, when people experience the community in its most vigorous and effective state. Participants then seek to understand the unique conditions that made those qualities possible such as leadership, relationships, technologies, values, capacity building or external relationships. This process avoids the analysis of failure and deficits, and instead identifies the victories and to learn from them. In this discovery phase, people share stories of exceptional accomplishments, discuss the core life-giving conditions of their community and deliberate upon the aspects of their history that they value and desire to enhance.

DREAMING

In the dream phase, people challenge the status quo by envisioning more valued and vital futures. This phase is grounded in the community's history, and is generative in that it seeks to expand the community's potential.

Appreciative inquiry is different from other planning methods because its images of the future emerge from examples of the positive past. They are compelling possibilities because they are based on extraordinary moments from a community's history. Great thoughts create great possibilities for their community which motivates the people into action. It is a circular process.

DESIGNING

In the design phase participants create a strategy to initiate their provocative propositions. They do so by building a social architecture for their community that
may, for example, re-define approaches to leadership, governance, participation or capacity building. As they compose strategies to achieve their provocative propositions, local people incorporate the qualities of community life that they want to protect, and the relationships that they want to achieve.

DESTINY

The final phase of the circle involves the delivery of new images of the future sustained by nurturing a collective sense of destiny. It is a time of continuous learning, adjustment and improvisation in the service of shared community ideals. The momentum for innovation is high by this stage of the process. Because they share positive images of the future, everyone in a community re-aligns their work and co-creates the future. The destiny phase leads naturally to new discoveries of community strengths, beginning the process anew with finding more of the best.

Appreciative Inquiry is a continual cycle of improvement and growth.

APPENDIX 4: WHY APPRECIATIVE INQUIRY WORKS

The constructionist principle postulates that social knowledge and community destiny are interwoven. To be effective as development practitioners, we must be adept in the art of understanding, reading and analysing communities as living, human constructions. The questions that we ask set the stage for discovering stories from which a new future can be conceived and constructed.

The principle of simultaneity recognizes that inquiry and change are not separate moments, but occur together. Inquiry is intervention. The seeds of change—the things people think and talk about, the things people discover and learn, the things that inform dialogue and inspire images of the future—are implicit in the first questions we ask. The questions we ask set the stage for what we find, and what we discover becomes the stories out of which the future is conceived and constructed.

The poetic principle states that human organizations, including communities, are an open book. A community's story is constantly being co-authored. Its past, present and future are an endless source of
learning, inspiration and interpretation. We can study virtually any topic on human experience in any community. We can choose to inquire into the nature of alienation or of joy. We can choose to study moments of creativity and innovation, or choose to focus on moments of stress and failure. Appreciative inquiry chooses to focus on the positive aspects of communities.

The *anticipatory principle* postulates that current behaviour is guided by images of the future. People project a horizon of expectation ahead of themselves that brings the future powerfully into the present as a mobilizing agent. Communities exist because the people who govern and maintain them share a vision of what the organization is, how it will function and what it is likely to become.

The *positive principle* states that momentum for change requires positive thinking and social bonding—qualities like hope, inspiration and joy in creating with one another. If development practitioners use positive questions to guide community development they will achieve more long-lasting and effective changes. In many important respects, people and communities move in the direction of their questions. Thousands of interviews about empowerment will lead a community in a much more positive direction than thousands of interviews about poor participation in projects.
APPENDIX 5. SOME LEVITY IDEAS

Promote stepping *outside-of-the-box*

Consider the question of the tossed coins. After tossing the coin 99 times and getting all tails, what is the probability of the next toss also being a tail? The “correct” answer is of course 50:50 but an out of the box answer could be tail as the odds of getting 99 is so slim, that the coin must be loaded.

Consider the medical test given to a community of 1000 people in which 1 per cent has a disease. The test has a 90 per cent accuracy in detecting a medical condition. If you are the doctor and patient comes to you having tested positive, what is his odds of having that condition? The correct answer is just one in ten (10 per cent)\(^6\).

Consider the boxer caught out in the street. How will he fare in a mugging compared to the average person? Conditioned to play it strictly according to the rules of the ring, he may fare badly to someone not so conditioned.

Stepping out is what *My Clean School* is about.

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\(^6\) Answer: If 1 per cent has the disease, there will be 10 people that are likely to have it but the test will test positive for 100 people with only ten of those actually with the disease. The odds are therefore 10 percent of those testing positive.