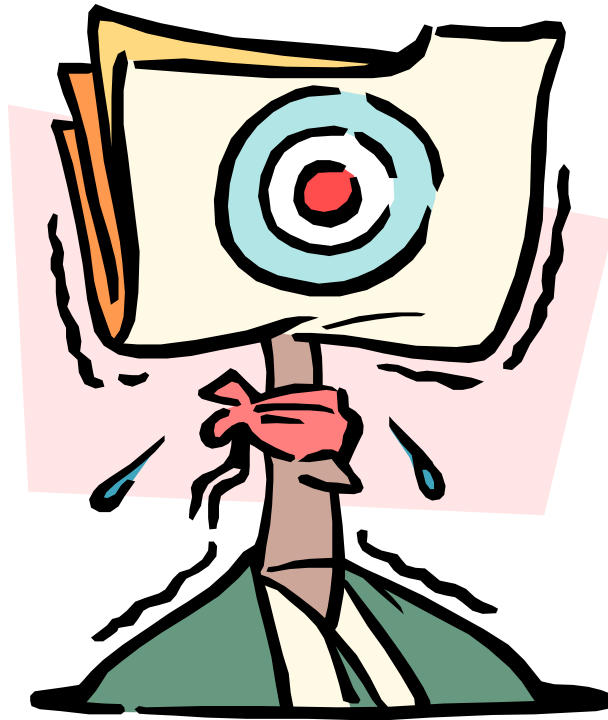


*Public Policy Education/Public Issue Education:
Relevance to Agrosecurity*



Larry D. Sanders

Reno 2002

Our Mission

Public policy educators should work on issues that make grown men and women cry.

--Hank Wadsworth, Cornell University, 1994.

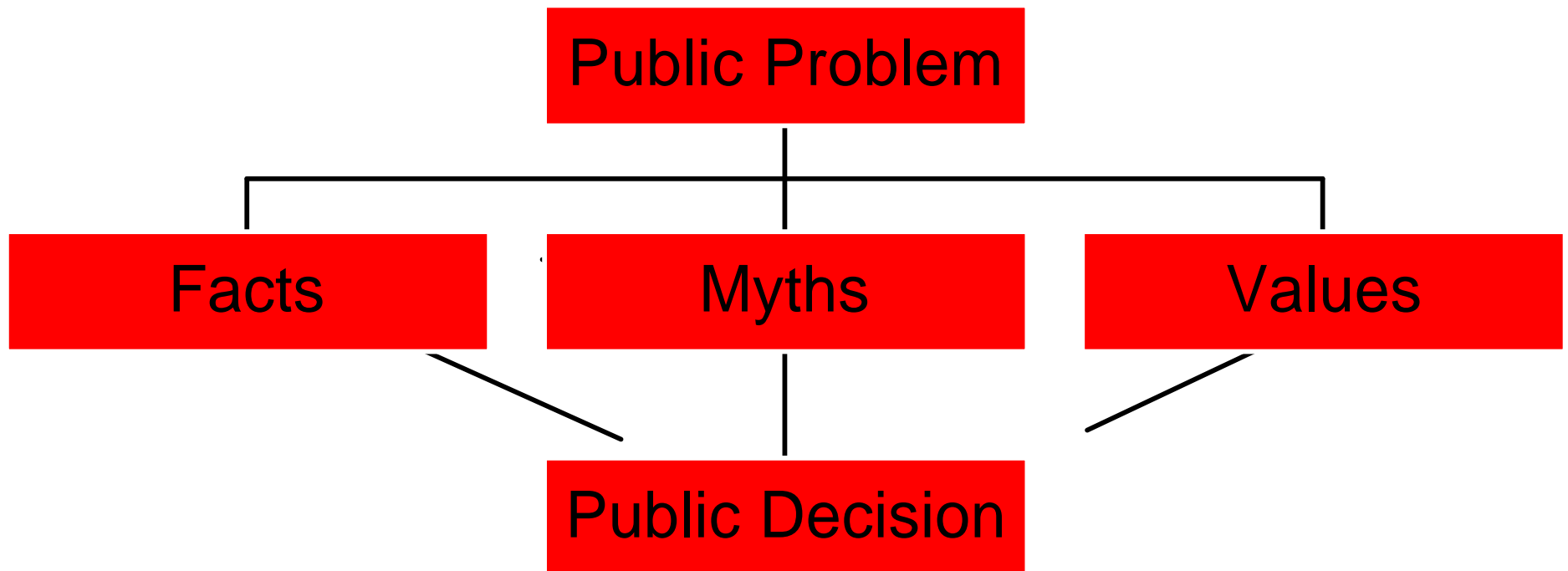
Threats & Challenges

- ◆ **Terrorism?**
- ◆ **Bioterrorism?**
- ◆ **Local or global?**
- ◆ **Protection vs Freedom?**
- ◆ **Foreign vs Domestic threats?**

What's the Issue?

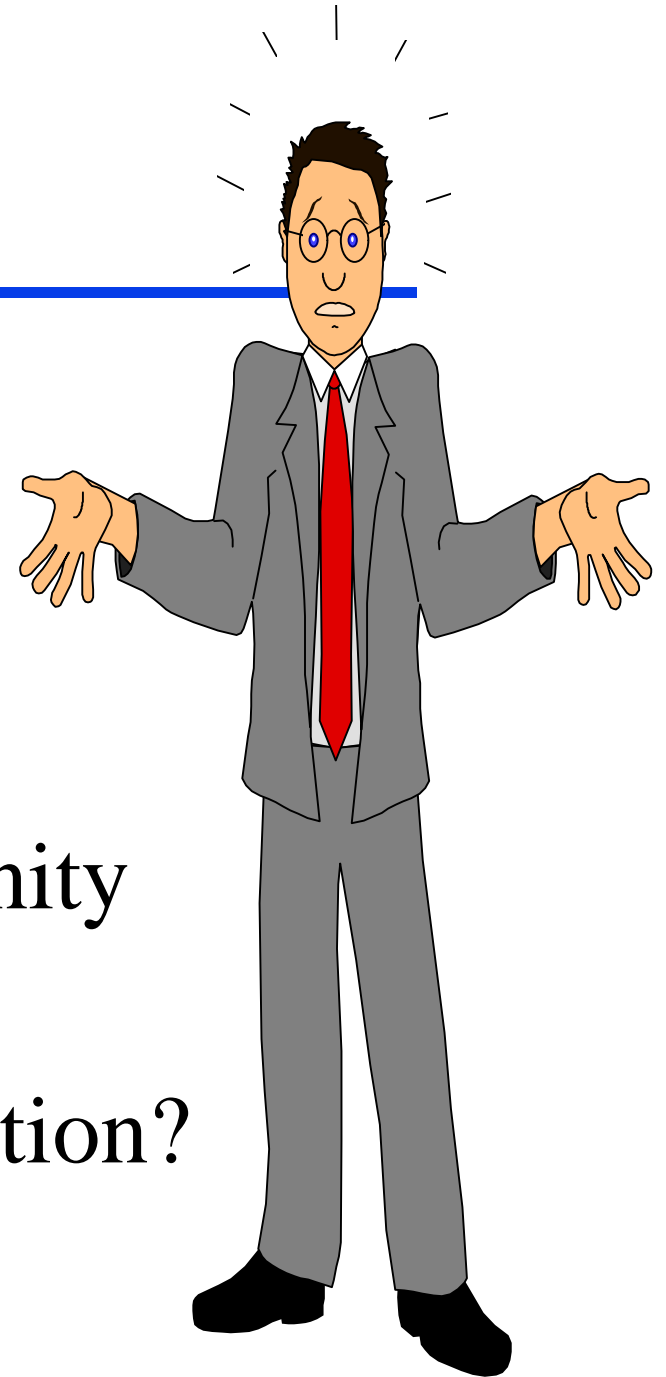
- ◆ **Every issue tells a story**
- ◆ **The PPE/PIE educator may be the only professional positioned to**
 - *accurately* interpret this story, and
 - *objectively* assist the public in developing appropriate public response(s).

Anatomy of a Public Decision



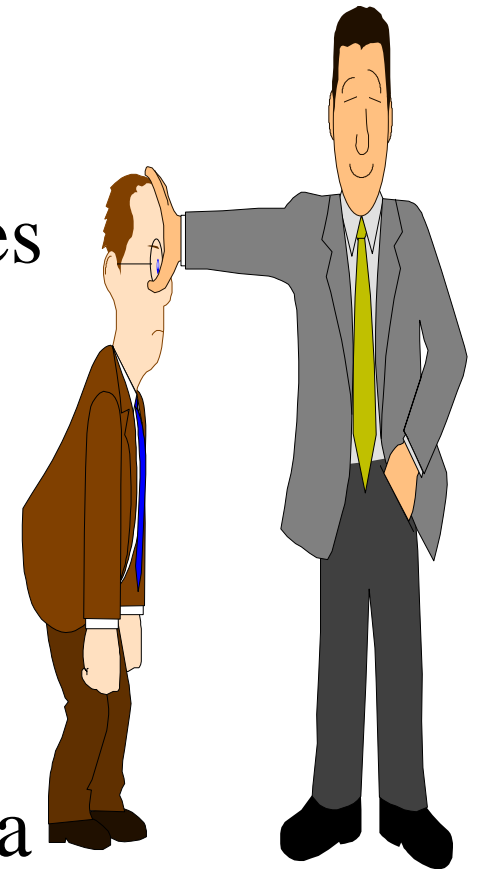
Preliminary Questions

1. Is there a “Problem”?
2. Is it a “Public” problem?
3. Can public discussion offer a solution?
4. Is there a window of opportunity for education?
5. Are there resources for education?
6. Are you willing & able to be neutral/objective?



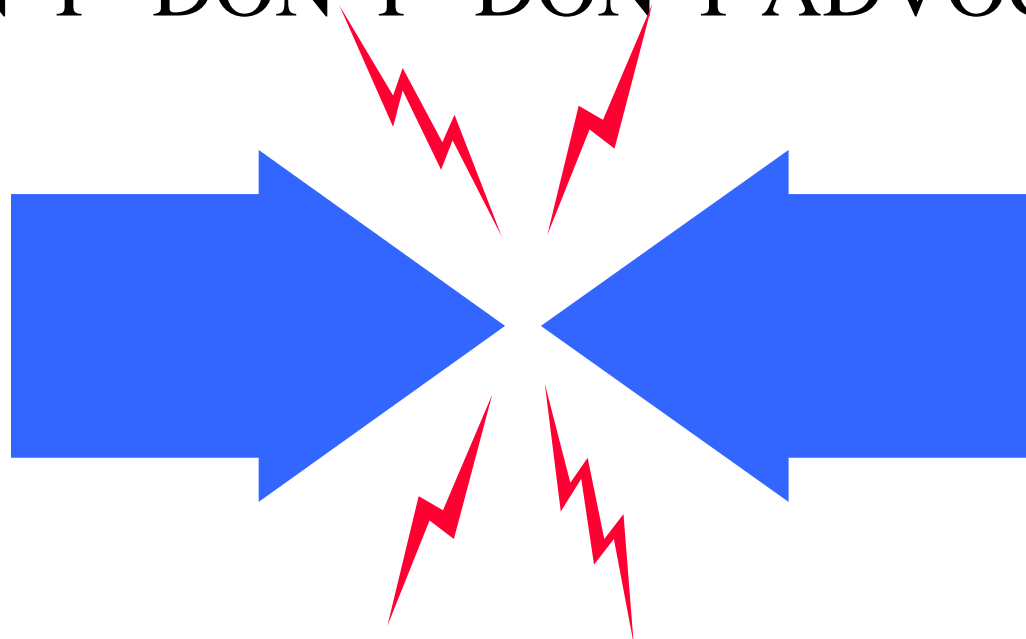
Dealing With Conflict

- ◆ Act quickly
- ◆ Bring various sides/key actors together
- ◆ Set the example to rise above differences
- ◆ Take educational role; be objective
- ◆ Let affected parties decide on action
- ◆ Work with leaders to implement action plan
- ◆ Encourage leaders to update news media

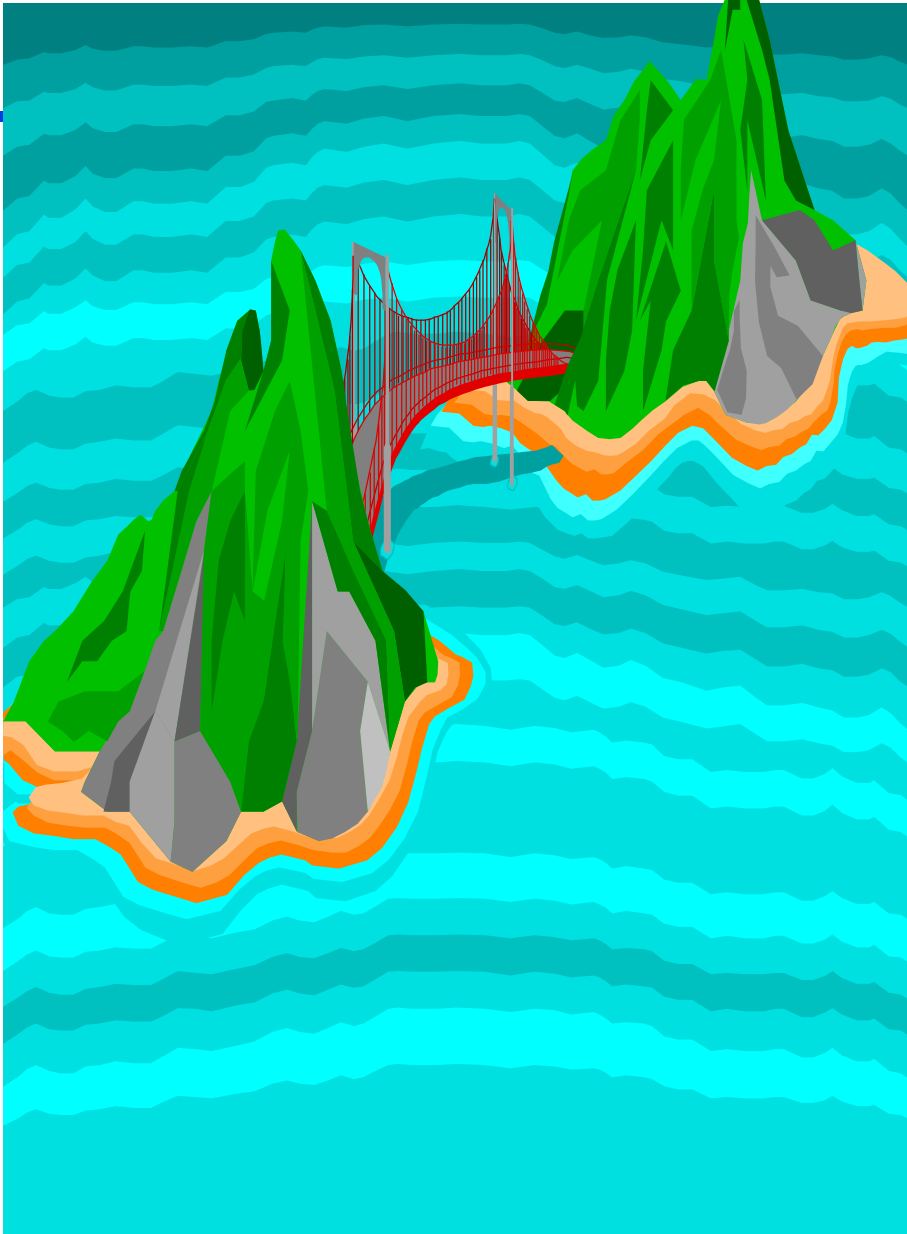


Heading off Conflict

- ◆ Know your user audiences/various publics
- ◆ Earn confidence/trust
- ◆ Monitor situations
- ◆ DON'T--DON'T--DON'T ADVOCATE

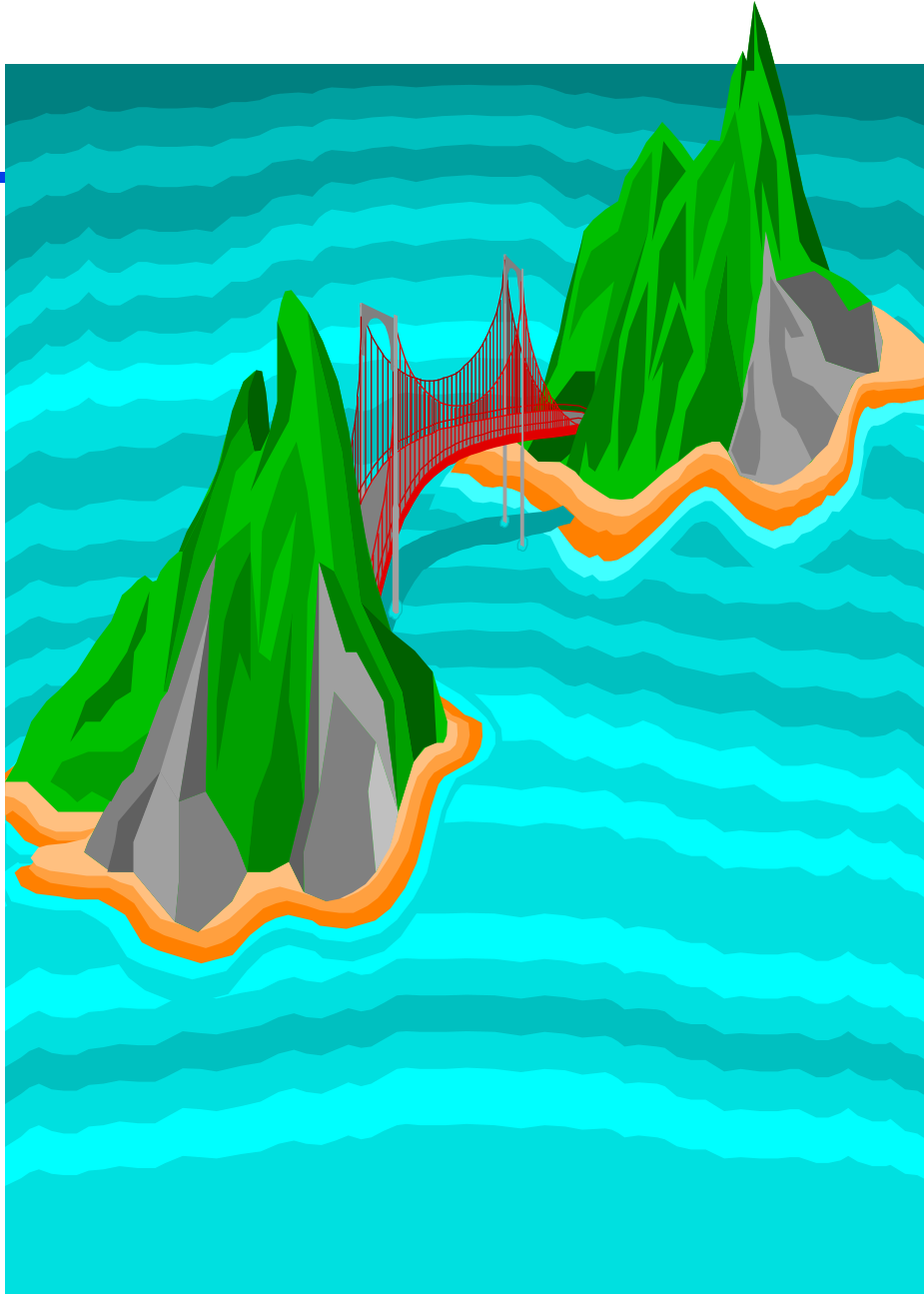


Framing the Issue means:



- ◆ Clarify or redefine the “problem”
- ◆ Be sensitive to
 - perceived concerns
 - various groups
- ◆ Include affected groups
 - All key stakeholders need to be invited

And, Framing the Issue also means:



- ◆ Not Pro versus Con
 - divisive & destructive
 - Avoid any labels or issue framing that imply good vs bad
- ◆ Instead, Alternatives versus Consequences
 - cohesive & constructive
 - Allows more thoughtful consideration with low threat

Issue Framing Requires:

- ◆ Objective attention & facilitation
- ◆ Recognition of community vision
- ◆ Creation of structure that allows discussion without arguing over solutions



SOURCES

Gratto, Charles P. “Policy Education: A Model With Emphasis on How.” *Increasing Understanding of Public Problems and Policies - 1973*. Farm Foundation, Oak Brook, Ill. 1973.

House, Verne W. *Shaping Public Policy: The Educator’s Role*. Westridge Publishing., 1981.

Williams, Sue & Sanders, Larry. *Making Public Policy Work for Families and Communities*. Preconference Workshop for American Association of Family and Consumer Sciences, Annual Conference, Dallas, June 2002.

ISSUES EVOLUTION

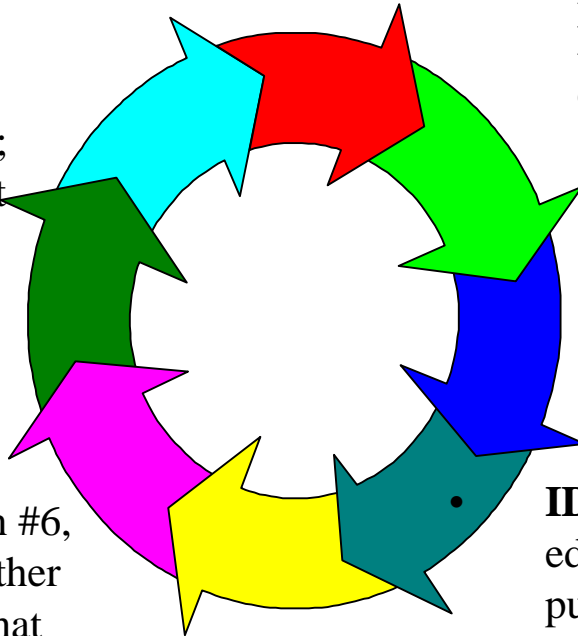
--Agrosecurity (various aspects)

9. NEW SET OF CONCERNS—address concerns from formal/informal reviews/studies

8. EVALUATE POLICY: (a) state/federal agencies may conduct periodic formal review; (b) citizens groups may conduct informal review; (c) Co-op Extension/land grant may get grant to conduct scientific evaluation

7. IMPLEMENT RULES/REGULATIONS—depends on #6, but will likely include USDA/other state/fed agency mechanisms that may include public hearings

6. MAKE PUBLIC CHOICES—depends on situation, but could include agency/Congressional public hearings, Congressional vote & Presidential signature



1. CONCERN—Farmers & consumers are concerned about potential for terrorist attacks on food chain.

2. INVOLVEMENT OF SOME PUBLIC—arrange a meeting w/concerned citizens &/or their affected group leaders

3. ISSUE DEFINED—Farmers/agribusiness are concerned about profitability & consumers are concerned about food availability/safety.

IDENTIFY ALTERNATIVES: (a) education programs on objective info for public & media; (b) arrange meetings w/key agencies; (c) Extension/land grant analysis of relevant alternatives; (d) facilitate farmer/agribusiness/ consumer meetings; (e) define status quo & relevant options.

5. EVALUATE CONSEQUENCES—[expand w/scientific, objective analysis]