

**Background:**

In November 2006, Ann Shacklady-Smith, Chair of the Community Empowerment Network (CEN) in St. Helens did a presentation to the Local Strategic Partnership Board (LSP) about creating an Imagine St Helens initiative to build capacity for constructive intergenerational civic engagement. She secured support for the idea from multiple stakeholders (CEO St. Helens Council, CEO various primary care trusts, police, education, economic regeneration.) Carole Hudson, St Helens CEO requested that Imagine St Helens also be put on the town wide ward committee agendas.

A daylong workshop on community empowerment, to launch the Imagine St. Helens' process and build skills for community participation, was scheduled on February 9, 2007 at a regularly scheduled open meeting of the CEN. An invitation was extended also to members of the LSP. 80 people were in attendance including the leader and deputy leader of the Council, the CEO and many members of the CEN. Several young people were present as well as many adults working with young people. Bliss Browne, President and founder of Imagine Chicago, and mentor of the Imagine global movement, was invited to St. Helens to facilitate the day. She met in advance with panel members of the CEN and the Council CEO to gain perspective on the local situation and how the day could support efforts already underway.

**Part 1: Overview: Setting Space for Hope**

*Community engagement begins with creating hospitable space within which everyone can make a creative and constructive contribution. Human beings determine quickly whether a space is safe and welcoming. The frame of reference must be set from the beginning to welcome participation, community voice and experience. An agenda and resource materials provides helpful orientation and focus, especially for those who like a map.*

Round tables of eight were set in advance with paper of various colors and sizes, markers pens and colorful post-it notes. The implicit message was that the time together would be creative and fun and that the work of the day would be everyone's (shared conversation around tables versus lecture style expert testimony.)

The workshop began with an invitation issued as people were gathering: "If you would like, please draw an image that represents the shape of hope. It will help shape our space together." Participants begin drawing at their tables, spontaneously also explaining what they are doing to others as they joined the table. The activity lasted about ten minutes, enough time to have many people create an image, and for latecomers to arrive.

The "official" opening of the day followed, with a formal welcome by the Chair and Director of the CEN, and introduction of the facilitator. Bliss offered overview remarks about the shape and intention of the day, and encouraged everyone to enter into it in the spirit of learning and fun. She then invited anyone who wanted to share their image of the shape of hope. Many did. Their images included

- Hands working together
- A candle (with and without a \$ sign)

- Trees, environment reborn
- A circle with arrows which said “no start, no end, no divisions”
- A triangle which said “together we are stronger”
- An hourglass
- An arrow up
- Removing barriers (brick wall) to give hope (sun shining) to relationships (heart)
- A circle full of people which read “all community working together for a better St. Helen’s”
- An anchor
- “A great big melting pot” (which strongly resembled a coffee pot)
- A clover leaf
- Person with arrows inside out
- A circle changing shapes as hope ebbed and flowed
- Bridges built between young and old
- A key with a lock “to unlock the new St. Helen’s and our answers”
- A star
- A lightbulb with ideas and images
- Children singing “I like the flowers, I like the daffodils”
- Children bulb planting in the park
- Youth voice and adults reply
- Yin yang
- People around a computer
- Man climbing wall “Hope I can get over the wall of obstacles” (ladder and springboard with funding treats on other side)
- Crossed fingers
- All together
- Chain link
- Wishing well
- Circle of community under the sun
- Ear; never being too old to listen
- Open door
- Hilary
- Hierarchy changing to circle
- Community change. In past, people were always there for each other. No fear. Young ones had more respect for authority and adults. We had less but were more content. Discipline was harder but worked.
- Funds
- Experience. Young and old working together bridging the age gap.
- New enterprises

Participants were invited to reflect on their answers (and write them on 3 colored post it notes) and then introduce themselves to others at their table with three identifiers:

+ an image of hope from St. Helen’s with personal authority, from a time they had witnessed first hand or participated in an empowering community event;

- + something they had discovered through experience to be essential to community empowerment
- + a question, a growing edge right now personally or professionally, related to the work of community empowerment.

After participants shared their answers, they posted their images of hope, empowerment factors and questions on exhibition boards, clustering their images of hope around the “shapes of hope” with which the day had begun (like stories placed within a chapter.) Images of hope connected to stories from St. Helens included:

- Taylor Park
- I will not stand by
- Shaw Trust presentation, celebration of achievement, certificates, award recognition, hard work, working hard to achieve my goal
- 1992- first boats through new double locks since 1919
- Local people creating their own businesses and futures
- Obtaining funding for community room
- The Homezone Initiative. Open space for people designed and owned by the community
- Crownway Community Centre, St. Helens Volunteer Awards
- I helped set up a community project seven years ago, to train young people with social problems finding it difficult to find employment through mainstream. It turned into the most amazing experience of my life. My image of hope: young people in the community I have met. The fantastic people within the community who helped me achieve amazing things with young people. Some who had been written off by society are now playing an important role, tasting success and passing on to others that there is hope.
- Established Greenbank thru local activism
- Opening up parish church; building bridges between young and old
- Young person in prison to team programming to opportunities to being given a chance to getting a job in under nine months
- Governing body of Sutton Manor primary school worked together to move the school from a position of abject failure into one that was reintegrated and a glowing example of success
- UC crew
- When I was in town and a lady in a wheelchair needed help to cross the road, so I helped her and talked to her as we walked along. I hope that one day people of a younger generation, my generation, will be able to work hand in hand with people of older generations
- Need for change in our community, wanting to make the change. The dream of putting the heart back into Hard Lane, to have a community meeting place instead of trying to do it all from our homes.
- The Future—community groups involving all ages in the community. Action not just listening. Respect between old and young to help each other.
- Saving a lovely old building for purpose it was built for (station)
- Cape Town and Robben island

- St Helens YMCA for you and community
- Cap and gown at awards ceremony
- Working with tower block residents in Liverpool over a ten year period to create/transform their communities thru process of empowerment and radical change. It worked by thinking/approaching things differently.
- Story of hope: out of adversity came new industry
- Fingerpost muga!
- We refurbish old unwanted furniture training young people in restoration skills— from thins we can provide the community with affordable furniture raising the standard of living for people on low incomes
- Community spirit borne out of tragedy
- Local projects around regeneration changing older residents' perception of young people
- Start of St Helens transport
- People prepared to sit and listen. Budget allotment for young people to work for their foods.
- Bringing everyone together. More people using places that are already here
- Peasley Cross TRA—a story of people working together and making a difference
  - Ordinary people in a neighborhood
  - Organizations (Helena, Riverside, Police, Council)
  - Listening, talking, dreaming, planning, acting together
- MerceyFest Projects 2005 and 2006
  - Harlow allotment transformed by people working together
  - A story of renewed interest and participation by individuals and organizations
- We can provide the training and help for more people to move on in society, providing a better standard of living for all the community.
- A young lady with learning disabilities, whose grandmother, who was her carer, had died, had not only the grief of losing the person she loved the most, she had to leave her family home and enter a 'home' for people with learning disabilities. After a few months, plans were put in place for her to share a home of her own with 2 other young people with 24 hour support. The first time I visited her in her new home, after seeing her really suffering with the trauma of the past months, I will never forget the beautiful smile on her face and how happy she was.
- Bank of ????, cut off by ????. 20 people came together at market, united by common concern. Built new relationships
- Firemen open their building for the community – work with young people within the community, work with families at risk within the community

Core factors named for empowering communities included (headings have been added here):

### **WORKING TOGETHER**

- United
- Togetherness

- Working in partnership
- Different agencies coming together to discuss what they do so people can be referred. People need to share more.
- People working together on community projects getting to know each other and making connections
- Being able to bring people together who may not appear to have anything in common
- Communities coming together, young and old, helping each other to bridge the divide
- Teamwork
- Belonging
- Shared passion
- Collective desire to achieve
- Friendship and working together
- Shared vision

### **SEEING THE BIG PICTURE**

- Inclusivity—an understanding of who your community is and placing them at the heart of change—not who you think your community is or should be
- Enable people to feel they matter--raise self esteem, trust, relationship, ownership
- Acceptance of minority groups
- More participation from tenants
- Bringing whole community together with public parade. People are major resource! They empower each other and are the foundation of all achievement.
- Get ‘em educated and interested, working together to achieve more
- Creating ambition and aspiration “wanting better”
- Acceptance of rival groups; amalgamation of factions; loss of self interest. Seeing the bigger picture
- We have to network, learn, trust, develop, and keep determined. We have to pass on to our community that the little change we have made with just a few of us.
- Ensure social cohesion and integration is real and really “all inclusive”

### **CONVERSATION AND COMMUNICATION**

- More consultation with community and private sector
- Communication (5)
- Conversation
- Listening
- Feeding back
- Sharing success
- Publicity for work of groups. Who knows what we do? What concerns people? (Tendency to run down or demolish rather than cherish or repair. Diminishes community.)
- Listen/hear

### **LEARNING**

- Without knowledge and learning there can be no empowerment

- Spreading the work; passing on knowledge
- Open mind
- Ability to think out of the box and explore new things/ideas
- Getting the knowledge to grow and develop

### **SHARED OWNERSHIP**

- A long-term approach and commitment from all partners
- I will not stand by
- Risk takers
- When people change their lives for the better
- Renewed commitment from above
- Ownership
- Responsibility
- Accountability
- Commitment
- Remove apathy
- Faith, involvement, a local voice, input, rewards, encouragement
- We need to all be aware of how we can help no matter how small. If we are all positive we can build a community we can be proud of

### **POSITIVITY: FOCUS ON THE FUTURE**

- Forward thinking local champions
- Less moaning
- Positivity
- Friendly people
- Motivation of young people
- Motivation to act
- Energy

### **SHARING POWER AND CONTROL**

- Devolution of power and resource
- Understanding
- Shared interests
- Local control
- Compromise
- Support for engagement—secure your investment
- Engaging the community in delivering our own new build

### **FAITH AND TRUST (3)**

- Safe place, voice, comfortable, open, positive to take a journey of change
- Mutual respect
- Faith (substantive)
- Vulnerability
- Belief things can change, belief in what it is you are trying to do

- Faith and belief. We had the faith, we had the belief, now we have the place.
- People gaining confidence and persistence to do things for your community

**QUESTIONS people were wrestling with included:**

- Does the community want to move forward?
- Will we have coordination?
- Will we get actual support (not lip service) from the power base in St. Helen's?
- Why is there a generational gap?
- Are we all sincere?
- Is there a real desire/appetite from agencies to let go and support communities to take ownership of their own assets and destinies?
- Funds??
- Who would help?
- How do we prevent self-interest from taking over aims to work toward "community?"
- How do I get people out of their pajamas in the morning (rather than have them walk to the shop in their jammies?)
- How to encourage people to open their doors and talk to each other?
- How can we break down barriers that keep groups apart?
- How can we get young people off the streets causing havoc and not being ashamed to help or to learn about how to look after our communities? How can value and heritage be passed down from other generations?
- How can we sustain community empowerment?
- How do we find the keystones?
- How do we pay our electricity bill?
- How do we remove apathy?
- How do we afford this, working together?
- How can we stay motivated?
- How can we achieve communication at all levels?
- How can we help communities engage in every possible way?
- How do we engage the 'hard to reach' or those who do not want to be involved?
- How do you buck the trend of a national and global economy-at a local level? "You can't buck the market!"
- How do we work more effectively to create a common vision and take St. Helen's to the next level?
- How do we harness all the pockets for the good of the whole?
- How do we increase participation?
- How do we build community consensus in an individualized/atomized society?
- How do we keep the momentum going following today's launch?
- How do we give people the belief that together we can make the changes? To paint the bigger picture?
- How can we move a community forward by working together when social pressures steer people into being more isolated?
- How do we improve communication?

- How do we let young people know we have listened and heard them?
- How do we change the media's portrayal of young people?
- How do we get more people involved (electoral turnout etc.)
- How can I change to make St. Helen's a better place for everyone?

Once the postings were completed, Bliss led a group reflection on the question "What did you notice?" about creating welcoming community space, space for hope. People noted the importance of conversation, creativity, participation, the focus on hope and positivity, presence of all ages as helpful in creating a shared sense of identity and commitment as community builders.

### **Part 2: Setting the agenda for community change. Strengthening questions.**

After a short break, two volunteers with strong voices read aloud the group's posted questions. Once all questions were read, people commented on what they noticed. We began to work with different questions, noticing the different impacts depending on how a question was asked, the clarity of the question, its embedded assumptions. For example, "Does the community want to move forward?" might imply a judgment of unreadiness or might simply point to the necessity of making sure the community's rhythm was honored. Such a question can be answered by a simple "Yes" or "No" rather than inviting further reflection. To ask, "What suggests that the community is ready to move forward?" or "What can we do to support the community's interest in moving forward?" builds momentum for forward movement into the dialogue.

One challenge of community empowerment is to ask questions that empower, that can help regenerate public life. Every question leads somewhere; where hinges on its often hidden assumptions. Few questions are neutral; most carry a generative or destructive edge with impacts. "Why can't you ever do anything right?" presumes and creates an identity of incompetence. "Who made such a stupid decision?" leads to blaming and defensiveness. "How can we get even?" rallies support for retaliation. "Why invest in a 'lost generation'?" reinforces despair about the future.

Conversely, questions can be used to inspire, encourage, expand understanding, clarify, invite and build community. They can build bridges to positive experiences and hopes, stimulate reflection on issues of importance, help people notice what is of value, encourage participation and sharing of ideas. "How did you learn to do such a good job?" honors an individual's skill and generates useful information about creating a path to work for others. "How can we support and learn from your community?" assumes there is much to be learned and invites relationship and trust. "How can we get this done now and how can I help?" infers confidence in an idea and a readiness to act on it, building solidarity and momentum to move forward.

Participants were invited to write down a question "you would appreciate being asked, that you would love to see the whole community start to talk about--that would create a community buzz", imagining that these questions would be posted on busses and billboards, and encourage community conversation about St. Helen's future.

Examples of questions proposed included:

- What will make St. Helens the best place in NW to live, work and play?

- What has to happen to make you care?
- What can we do to help you contribute to your community? (who is we?)
- If you had the power to change just one thing in St. Helens what would it be?
- What can you do to empower the people of St. Helens? What can you do to improve the night life?
- How can we work together for a brighter future for St. Helens?
- What are you willing/able to contribute to the future of St. Helens?

Good questions get people thinking and engaged (often prompting “um”, the sound of thought, as an initial response!) The group worked with how to change questions so they were more engaging, provocative, interesting, likely to stimulate constructive conversation. One table offered playful but very interesting questions with a distinctly creative edge: “What makes St. Helens sexy?” “What’s the difference between St. Helens and chocolate?” and the larger group’s laughter confirmed the power of those suggestive invitations into new ways of thinking. People redesigned some of their original questions to be more effective in opening up space for community conversation. “Would you like a chance to improve your town/community?” became “How would you like a chance to improve your community?” Or further “What’s one thing you would like to do to improve your community, a small change that could make a big difference?”

### **Part 3 Bringing Stories to Life: Listening, Hearing, Making Hope Visible**

Trustworthy communication (listening and being heard) and working together are essential to community empowerment. Sharing stories of community empowerment reinforce a community’s confidence that change is possible and stretch the collective imagination about how it is possible. Everyone loves a good story.

At the beginning of the workshop, participants were invited to bring to mind a story that was a source of hope and confidence that people working together can make a difference. In this section of the workshop, participants brought those stories into performance using the storytelling game organized as follows:

1. Within each group of eight, participants divide themselves into four pairs.
2. Each person in the pairs decides to be “a” or “b”
3. Facilitator asks a question of the group (e.g., tell me about an experience of community empowerment, a vivid story of something you have seen with your own eyes, when you said to yourself that people working together really can make a difference).
4. “A” tells a story to their partner “B” in two minutes.
5. “B” tells “A” her story back, in the first person, making it “B’s” story. Two minutes.
6. “B” tells “A” his story in two minutes.
7. “A” tells “B” his story back, in the first person, making it “A’s” story. Two minutes.
8. A and B in each pair decide which story to share with another pair in a group of four. If “A’s” story is chosen, “B” tells it. If “B’s” story is chosen, “A” tells it.
9. Group one in the group of four tells its story to group two. Two minutes.

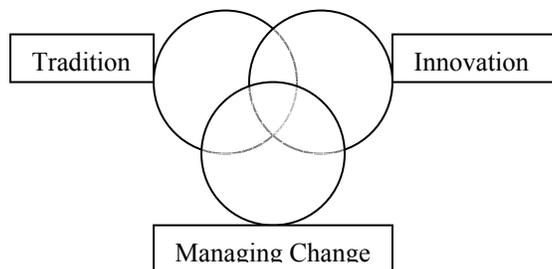
10. Group two tells group one its story. Two minutes.
11. The group of four decides which story to share with another group of four.
12. Group one in the group of four tells its story to group two. Two minutes.
13. Group two tells group one its story. Two minutes.
14. The group of eight then decides which story, or composite story, to enact, 'put on its feet'.
15. The group of eight has 5-7 minutes to rehearse their chosen story.
16. Each group acts out their scene.

Seven groups performed their stories to a delighted and appreciative audience – stories of neighbors gathering to work with police to make the community safe; protecting ducks on the road leading to neighbors meeting neighbors, boy scouts learning about vegetables leading to recycling and local food production, a young man starting a break dancing group and earning an award for community service, an historical story about skating and rescue.

When all groups had performed, they had brought to life a portrait of this group of people at this moment as an empowered community. Magnifying one another's positive stories created constructive experiences of difference that built positive relationships across divides of age, role, class and geography. Sharing and enacting powerful stories invited people to see and move into a bigger story, a more hopeful story. It offered an experience of transcendence, a ritual act in which people felt honored and saw the power of their own lives magnified.

Once the performances were completed, people commented on the power of listening, team building, storytelling, the dynamics of empowering community participation, risk taking, rediscovering the creative capacity of human beings, extending empathy.

The latter comment was followed by a reflection by Bliss on the importance in a change process of understanding the relationship of tradition, innovation, and the management of change and making space for each to be honored.



Change always happens at the intersection of the past, present, and future. In a change process, it's important not to privilege the voice of innovation over the other two voices. If you privilege the innovative voice, you risk throwing out the past, your greatest inventory of possibility; only the past has shown and built confidence in what is meaningful and what works. Sometimes the assumption is made that the only voice in community change is the voice of innovation. People expect resistance from the conservators who feel dishonored and protect fiercely what they feel must be honored. How do you honor their voice in the process? The managers of change, bureaucrats and doers, who excel in organizing the details and structure of a change process, must also be

honored. When the innovator is dreaming, the manager can ground the dreaming by being asked, "How could we get that done?" The traditionalist can be asked "How does this build on what we've already done, what is already in place?"

#### **Part 4: Shifting the Frame of Reference**

One considerable challenge to enabling a community to move forward is that much public discourse is problem and deficit oriented. Most of us have been trained in problem solving. What's the problem? What or who caused it, whose fault is it? What can we do about it? Problem solving, while helpful in some diagnosis, has limited utility in mobilizing community participation since people react negatively to being viewed and treated as problems to be solved. We react defensively because we perceive ourselves as being judged and under threat. To frame community regeneration in problem talk creates expertise and focus on what communities don't want and what doesn't work. To shift from deficit to visionary language opens up possibilities and energy for community renewal. When inquiry helps communities identify and name strengths, skills, hopes, values, assets and constructive ideas, a positive community image and identity grows which can inspire higher participation and attract investment.

Positive communication can help connect individuals and communities to what has meaning, value and purpose and builds positive relationships. Three dimensions are especially noteworthy. First is the power of positive framing. Human beings of any age are full of potential, rich in strengths and talents, with energy and vitality to dream and create. Even complaints mask a deep desire for change. Much community talk and public forums currently focus on problems or needs, but they can shift to focus instead on how to harness our capacities to make lives and communities more vital. Challenging communities to state affirmatively what they value, what they hope, what they want, enables them, and their partners, to understand and act on behalf of that vision. Reframing negative comments into positive desires can provide a way out of traps and into possibilities. (Bliss noted that, as a priest, she thinks of this as a matter of creating a culture of life rather than death, blessing rather than curse. We need to find more ways to bless each other. Our language is a primary way we can do that.)

Second, dialogue is invigorated by the power of inspiring questions. It is possible to investigate anything — unemployment and illiteracy or job creation and learning communities, causes for despair or reservoirs of hope. The questions we ask set the agenda and determine what we find. Honest, open questions, asked in a spirit of genuine interest, enrich and deepen dialogue and open up new images and understandings.

Third, active listening is creative; something new happens in the "in-between" space that listening and dialogue create. When people listen deeply to one another, they honor each other and cultivate the trust and relationships so crucial for community. They start not only to see, but also to 'hear' the possibilities for their collective future.

By way of example, Bliss relayed the story of working with a high school freshman class who had organized themselves into teams to learn about their community. Four of the teams had chosen "crime" as their area of study and designed questions accordingly to ask the local police chief. She wondered why they were asking about crime. They said it was because they felt unsafe. "What is it that you want?" she asked them. "We want to be safe." "How do you think you're likely to feel after you've asked

the police chief about crime in your neighborhood?” A girl responded that she thought they would be likely to feel more scared, because they would find out about a lot of bad things that might happen to them. “What if you asked instead about community safety, the most important practices that support it, what the police are proudest of having accomplished, what actions students might take to protect yourselves and others?” They acknowledged that such an interview would likely increase their respect for the police and their awareness of security strategies they could use. “What do you think would be the effect of writing a letter to the police commander thanking him for the interview and the ways he is helping make the community safer?” They said such a letter would probably remind him of why he wanted to be a policeman, and establish a relationship with him that they could draw on in the future. Plus, they added “I bet he never got a letter like that!” They quickly saw how asking about safety rather than crime led to constructive community outcomes and impacts.

Bliss then offered some practical tools to help communities with the challenge of reframing: How can we hold space for people's anger and frustration but re-direct it to a constructive end? She offered a framework for helping communities shift to naming what they did want rather than complaining about that they didn't.

—	?? (but...)	∨	+	
what we don't want	questions to keep in view	“Green shoots” What's already underway that suggests shift is possible	what we DO want	Indicators of shift This shows it's worked

As people articulate dreams or hopes, placed in + column. Frustrations or complaints are recorded in \_\_ column but person also invited to name what they do want, on premise that complaint can be reframed as a frustrated dream. As you reframe things people will announce their reservations or resistance. You can listen to the "buts" as naming things necessary to keep in mind . For example, “the government will never fund it" becomes "Where can we find the necessary funding?" The leader intentionally holds the space for the conversation to head somewhere constructive. Indicators of what that constructive future looks like can ground the dream.

Participants were asked to discuss in small groups shifts they saw as necessary right now in St. Helen's to expand community empowerment. Some of the shifts named included:

FROM

How we help city council start to listen?  
Thinking in ¼ parts

Council knows best

TO

Thinking about the whole  
(Cited as already happening w/ different bits uniting in support of the local rugby team )  
Using ward committees effectively  
Community voice valued and respected  
(indicators: accessible language, tenants setting agenda, enabling CEN

Preference for only disadvantaged areas

Community support for devt of all areas (with city wide agencies working together to gain support)

Not connected

Connected and coordinated service delivery

One party council

Mixed council and sharing of power

Writing off young people as drunks

Working with WC with young people present and capacity building for young people to listening to young people and curious about what they want (like Bliss)

## **UNIT 5: WHERE DO WE GO FROM HERE?**

We can create only what we can imagine. To regenerate communities, communities need to articulate their own images of what they want and are willing to work for. Imagining the future puts us into a realm of freedom and possibility. People find energy to move the future they have imagined and created together, if there are structures that support collective action on behalf of their visions. Focusing on individual and collective preferred futures (goals worth aiming at) helps the focus on present abilities, skills and actions needed to get there.

The rest of the conversation was therefore focused on "where do we go from here?" What are applications we now have in mind? How do we practice this? The final time provided open space for organizing of issues and interests to move forward. Four conversation hosts hosted brainstorming sessions around a community issue on which they wanted input, stating their case, generating ideas and then evaluating the best ones for moving forward.

- Creating a huge community center (Fay)
- Expanding involvement of young people in CEN (Joe)
- Creating paper-free meetings and meeting reports (Eddie)
- Protecting Open Space at Victoria Park (Ann S-S)

## **CLOSING CIRCLE**

The day ended with a closing circle, a space of shared hope, for naming what had been most useful, how people wanted to take what they had learned forward.

There were outcomes noted from the day at three levels of the system: individual, organizational and civic infrastructure.

Individual:

- Participants gained skills in promoting constructive community engagement (storytelling that enhances listening, team building activities, constructive communications, reframing tools)
- Participants were given the opportunity to articulate and share their hopes for St. Helen's and their stories about good things happening here
- Participants appreciated the opportunity to meet and learn from others outside of the context of prescribed roles

- Participants experienced themselves as creative community builders and members of a community all committed to the working together on behalf of a positive future for all of St. Helens (as one said, “we came in as constituents from our various bits. By lunch we were a community working together.”)
- Imagination shifted toward focusing on what more was possible, especially with respect to supporting youth leadership and engagement
- Participants gained confidence in “the power of good”

The day empowered because it brought alive the very things that people spoke about at the beginning as effective in empowering community: positivity, working together across difference, constructive communications, sharing power and control, learning, creativity, seeing the big picture, focusing on the future. It reinforced confidence in many of the ability to work together effectively.