OPENING REFLECTION

Five C Reflection Guide

Choose one public decision

Pick one decision you know well: a school repair, a clinic queue, a service interruption or another bounded issue. Use the Five Cs to ask questions about the relationship between people and an institution. You may leave a domain open where the evidence is thin.

1. What happened, where, and over what period?

2. What public service or decision did someone have reason to expect?

3. What did you observe yourself? What would someone else need to confirm?

Read alongside: Introduction and A Call to the Reader

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CULTURE

Circles of obligation

Five C Reflection Guide

Think of a time someone asked you for help because of a family, neighbourhood, religious or professional tie. A relationship can make a rule easier for everyone to understand. It can also let one person jump a queue. The difference lies in what the help changes for others.

1. **What help did the person ask for, and why did the request matter to you?**

2. **Would giving that help change who gets an opportunity or whose turn comes next?**

3. **What could you offer openly to someone who has no connection to you?**

Read alongside: Part One, chapters 1-4

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CULTURE

The favour test

Five C Reflection Guide

Imagine that a relative asks an official about a vacancy. Explaining the published criteria and changing the shortlist have different effects on the next applicant. Use the space below to work through a comparable choice.

1. **Which part of the response would make the process clearer for every applicant?**

2. **Where would a private obligation begin to decide a public outcome?**

3. **How could the family or community support the official in keeping the selection fair?**

Read alongside: Part One, chapters 1-4

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CORRUPTION

Follow the decision

Five C Reflection Guide

Choose a process with a stated rule. Trace how a decision was actually made. A delay might follow from missing supplies, poor coordination or a private intervention. Look for evidence before drawing a conclusion about the use of entrusted authority.

1. **What is the official route, and who decides at each step?**

2. **Where did the actual route differ? What record or observation supports that account?**

3. **What other explanation fits, and what would help you distinguish between them?**

Read alongside: Part Two, chapters 5-8

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CORRUPTION

Power and alternatives

Five C Reflection Guide

Picture a family seeking urgent help and a manager with authority over the service. Both may use a personal contact. What they knew, what they controlled and what refusal would cost can differ sharply. Leave names out of your notes.

1. **Who controlled the timetable, requirements or exceptions?**

2. **What alternatives did the person seeking help realistically have at that moment?**

3. **Which change could the responsible office make so the next person can use the ordinary route?**

Read alongside: Part Two, chapters 5-8

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CITIZENSHIP

The unknown citizen test

Five C Reflection Guide

Imagine arriving at an unfamiliar office without an introduction. Follow the process from the entrance to the decision. Equal membership becomes tangible when a stranger can discover the rule, obtain an answer and question a mistake.

1. **How would you find the requirements, fee and expected response time?**

2. **If the answer were unclear or adverse, how would you ask for the reason or a review?**

3. **What would count as evidence that a stranger and a well-connected visitor receive equal treatment?**

Read alongside: Part Three, chapters 9-12

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CITIZENSHIP

The same standard for an ally

Five C Reflection Guide

Recall a decision by a party, organisation or leader you support. A person can move between the postures of supporter, client, subject and citizen. Revisit the decision from the standpoint of someone entitled to an explanation.

1. **What standard did you use when you first judged the decision?**

2. **Would you apply that standard to a rival? What evidence could change your view either way?**

3. **Which responsibility belongs to the institution even when residents do not attend a meeting?**

Read alongside: Part Three, chapters 9-12

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CONTENTMENT

What is enough?

Five C Reflection Guide

Contentment concerns what you consider enough in your own life. Resilience is the capacity to continue under strain. Adaptation is a practical change in how you manage. A household can value its modest life, carry water from elsewhere and still expect reliable public provision.

1. **What does enough mean in an area of your private life that you choose to discuss?**

2. **Which public obligation remains regardless of your personal choice?**

3. **What could an observer wrongly infer from the fact that a household manages?**

Read alongside: Part Four, chapters 13-16

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CONTENTMENT

Count the cost of coping

Five C Reflection Guide

In the illustrative water campaign, households keep buying water while residents document interruptions and ask the agency for an answer. Private relief and a public claim can coexist. Apply the distinction to a service you know.

1. **Which workaround is used, and who supplies the money, time or labour?**

2. **Whose costs are easiest to overlook? What can be recorded without exposing them?**

3. **What answer, timetable or repair does the responsible institution still owe?**

Read alongside: Part Four, chapters 13-16 and chapter 21

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COMPLACENCY

Read silence carefully

Five C Reflection Guide

Imagine two residents staying away from a meeting. One doubts this campaign will work. Another fears losing work by attending. Either may still expect the agency to answer. Understanding what people regard as an acceptable standard takes more evidence than attendance.

1. **Which standard, if any, appears to have been abandoned? What supports that reading?**

2. **Could exhaustion, credible risk or strategic withdrawal explain the same behaviour?**

3. **What could someone with more power do to make questioning safer or more worthwhile?**

Read alongside: Part Five, chapters 17-20

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COMPLACENCY

When a failure becomes ordinary

Five C Reflection Guide

Choose an unmet public duty that people have experienced repeatedly. Listen for the difference between predicting that the problem will continue and deciding that the institution no longer owes an answer.

1. **What was once expected, and how do people describe the situation today?**

2. **Where do people continue to preserve the claim, even quietly?**

3. **What modest, verifiable change could give a sceptical resident reason to reconsider?**

Read alongside: Part Five, chapters 17-20

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MAPPING THE CASE

Test one relationship

Five C Reflection Guide

Return to the issue on page 1. Choose two domains for which you have evidence. For example, an obligation to a relative might affect access to an appointment. In another office, the same relationship might help someone understand a fair procedure.

1. **Which two domains are relevant here, and how might one affect the other?**

2. **What evidence supports the link? Where does a counterexample weaken it?**

3. **At which decision could a different rule or response alter the outcome for the next person?**

Read alongside: Introduction and After the Five Cs

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SHARED REFLECTION

Make room for another account

Five C Reflection Guide

In a reading circle, classroom or workplace, let each person choose what to share. Start with one observable event. Invite another interpretation before agreeing on the record. A person who declines to speak retains the same public entitlement.

1. **Which part of the account is observed, which is inferred, and what is disputed?**

2. **Whose perspective is missing? How could it be heard without adding risk or expense?**

3. **What may be recorded or shared, and who has agreed to that use?**

Read alongside: Chapters 21-23

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PUBLIC QUESTION

Ask the office that can answer

Five C Reflection Guide

Turn a general concern into a question about a specific duty. For a school-roof repair, an inspection, a funding decision and completed work are different stages. Identify which stage you can verify and who can explain the next one.

1. **Which institution is responsible, and what standard or decision applies?**

2. **What record do you have? What one answer would clarify the present position?**

3. **Write your question and identify a route that someone without a patron can also use.**

Read alongside: Chapters 21-23 and A Call to the Reader

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FOLLOW-THROUGH

Keep a record of the answer

Five C Reflection Guide

A reply can clarify responsibility while leaving the underlying service unresolved. Record what was promised, who can act and when to return. Sometimes a safe pause is the soundest decision available to a group.

1. **What did the reply establish, and what still needs evidence or action?**

2. **What would show that the change reached other residents as well as the original requester?**

3. **Who can safely review the record, on what date, and under what conditions should the effort pause?**

Read alongside: Chapters 22-24 and A Call to the Reader

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CLOSING REFLECTION

What will you carry forward?

Five C Reflection Guide

Revisit the public decision you chose on page 1. Consider what you now understand differently about people who cope, people who can act and institutions that must answer. Choose one realistic point of follow-through.

1. Which assumption did you revise, and what changed your mind?

2. What can you do directly, what can you influence with others, and what can you only monitor?

3. What legitimate public question will you preserve, and when will you return to it?

Read alongside: Chapter 24 and A Call to the Reader

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