Version **2**

Effective
community
engagement

Victoria
The Place To Be

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Acknowledgements

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Foreword

Effective Community Engagement: Workbook and Tools is a practical planning tool that will help staff engage the community and other key stakeholders to achieve better policy and project outcomes.

The Victorian Government through its Growing Victoria Together policy is committed to working closely with Victorian communities and being open and inclusive. This means offering better access to decision-making processes.

The Department of Sustainability and Environment and the Department of Primary Industries are involving the community in order to deliver the Government's agenda for sustainable growth in our natural and built environments.

With a wide and diverse range of stakeholders, staff are increasingly required to develop their skill base to better understand and manage this exchange of information and knowledge. Engagement is not about running a process, it is about knowing how to obtain and share relevant information across a broad range of stakeholder groups to achieve better results.

To deliver on our respective charters, we need a strong stakeholder focus and a solid grasp of the principles of engagement. This Workbook is for all staff. It acknowledges that in addition to our technical and science skills, we need to develop our capacity to work with stakeholders. We encourage you to familiarise yourselves with this Workbook and make full use of it as we work with our communities to achieve better outcomes for Victoria.

Chloe Munro
Secretary

Department of
Primary Industries
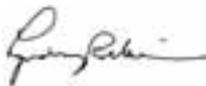
Lyndsay Neilson
Secretary

Department of
Sustainability and
Environment

Glossary

Action Learning

"…a continuous process of learning and reflection, supported by colleagues, with an intention of getting things done."[1]

Citizens

individuals within a community.

Community

joint ownership or fellowship of place (town, district catchment, etc.) or issue (industry, professional associations, special interest which may be local or even world wide) where there is "…sharing among all members of resources, opporunities and consequences…"[2]

Capacity Building

refers to the development of skills, abilities, relationships and networks between and within individuals and groups within a defined community.

Community Capacity

"…consists of the networks, organisation, attitudes, leadership and skills that allow communities to manage change and sustain community-led development…"[3]

Extension

to work with communities to accelerate the rate of change in particular aspects of endeavour, over and above that being realised through the normal activities of the market place.

Human Capacity

the collective skills and abilities of individuals within a community.

Project Team

refers to a group of people working together to develop processes and implement activities to achieve their project goals.

Social Capacity

the sum of the relationships and trust between individuals within a community.

Social Capital

the networks and relationships that foster trust, reciprocity and social cohesion.

Stakeholders

individuals and/or groups with an interest in an activity and/or outcome. Stakeholders may be internal or external to the organisation and may be direct or indirect beneficiaries of an activity and/or outcome.

Stakeholder Engagement

"…is a way of thinking about external audiences and their impact on organisational outcomes. It is not simply another word for clients or customers. It implies recognising and responding to those who have the capacity to influence your outcomes and have a particular interest in your activities.."[4]

Your external stakeholders may not necessarily be outside the organisation. They can also include those internal to the organisation but, external to your unit, program or project.

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[1] MicGill, I., and Beaty, L., (page 11) (2001)

[2] Senge, P., et al (pp 509), 1994 and Concise Oxford Dictionary

[3] Cavaye, Dr. J., (2000)

[4] Allen Consulting Group, (2003)

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Section one

Introduction

1.1 The Way Forward – Victorian Government Commitment

The Victorian Government is committed to open, accountable and democratic processes. The Premier, Steve Bracks, has said genuinely democratic governments are required to place greater emphasis on establishing a true democratic partnership between the people and their institutions. These views are outlined in the Government's **Growing Victoria Together**[5] vision statement and reflected in the objectives of the Department of Sustainability and Environment (DSE) and the Department of Primary Industries (DPI).

Victorian Government departments are diverse, with many links to the community. These links are essential as government alone cannot achieve the aim of "all Victorians living sustainably within their natural and built environment."[6]. DSE and DPI are committed to this vision, which can be achieved by taking the time to build trust and establish resilient relationships, and through working in partnership with stakeholders and the community.

The long-term sustainable management of our natural and built environments requires a holistic approach which considers economic, social and environmental factors that are integrated with the community, other services and government agencies. This journey will require a commitment from all staff and stakeholders, a willingness to challenge current practices and to learn from each other, the community and other organisations.

DSE and DPI have a role in influencing the way communities interact with Victoria's natural, built and cultural environment. Both departments need to develop this role and work together towards the aim of Victorians living sustainably.

1.2 Victoria's Diversity

Understanding the diversity and dynamism of the Australian and Victorian population is fundamental in developing DSE/DPI's capability to engage the community in the delivery of its vision of sustainability - for the present and future. The ageing population, increasing cultural diversity, lower birthrates, higher education rates, significant change in religious affiliations and increased participation of women in labour markets, coupled with an ongoing, rapid rate of technological change, present challenges and opportunities for decision makers.

A snapshot of information from the Australian Bureau of Statistics 2001 Census illustrates the diversity of Victorian communities and highlights the need for effective engagement by government.

Total population of Victoria
4,612,097

Indigenous Australians
- 0.6% or 25,078 of the total Victorian population.
- 52% live outside of the Melbourne metropolitan area compared with 27% of the non-Indigenous population.
- 57% are under 25 years of age compared with 34% for the total population.
- 2.9% are over 65 compared with 12.6% for the total population.

Birthplace
- 24% or 1,083,048 Victorians were born overseas in 233 countries.
- 44% of Victorians were either born overseas or have at least one parent born overseas.
- 72% of those born overseas were born in non-English speaking countries.

Religion
- 72% of Victorians followed 116 religions.

Languages spoken
- 21% of Victorians spoke a language other than English at home, comprising 180 different languages and dialects.

Age
- 34% of the population is under 25.
- The population is ageing with 12.6% of the community over the age of 65.

[5]Growing Victoria Together, State Government of Victoria publication (2002)
[6]Department of Sustainability and Environment Corporate Plan 2003 – (page 3), 2003

Community Engagement

2.1 A Community Engagement Framework and Principles

A Community Engagement Framework has been developed for DPI/DSE staff who seek to better engage the community and other stakeholders to achieve long-term outcomes for living sustainably within our natural and built environments. The Framework is based on a model and set of principles that respect the right of the Victorian community to be informed, consulted, involved and empowered.

The following broad principles underpin the Framework and are important to consider when responding to the needs of stakeholders and the community:

- Change is a fundamental part of growth and effective change must come from within individuals and groups
- Community engagement / growth starts by first changing ourselves, our attitudes, language and the way we view the world around us
- Communities are most powerful when true partnership, delegated power or control is vested in the community.

The six C's of successful community engagement are:

Capability: the members are capable of dialogue.

Commitment: mutual benefit beyond self interest.

Contribution: members volunteer and there is an environment that encourages members to 'have a go' or take responsibility / risks.

Continuity: Members share or rotate roles and, as members move on, there is a transition process that sustains and maintains the community corporate memory.

Collaboration: Reliable interdependence. A clear vision with members operating in an environment of sharing and trust.

Conscience: Embody or invoke guiding principles / ethics of service, trust and respect that are expressed in the actions of the community.

Note: the six Cs may be seen as targets or as filters to measure the quality of the functioning of the community.

This Workbook outlines the importance of community engagement and sets out a model for developing best practice engagement activities with stakeholders and the community. Through dedicated use of the model and Workbook and associated tools, DSE/DPI staff will become more able to deliver their community engagement activities in a planned, purposeful way, and with an 'evidence-based' approach.

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'...it is important to be clear about the purpose of community engagement processes and choose appropriate methods...'

2.2 Engagement and Community Engagement

Some Definitions

To assist users of this Workbook to understand the intent behind various terms, general definitions have been included in the Glossary. However, specific definitions of 'engagement' and 'community engagement' are noted below.

Engagement is a generic term for any process or interaction with stakeholders, community groups or individuals. It includes one-way communication or information delivery, consultation, involvement in decision-making and empowered action in informal groups and/or formal partnerships.

The term *Community Engagement* includes processes adopted when working with groups of people affiliated by geographical location, special interest, or similar situations to address issues affecting their well-being.[7]

Cavaye extends this definition as it specifically relates to the role of government. He notes that community engagement "…is mutual communication and deliberation that occurs between government and citizens. It allows citizens and government to participate mutually in the formulation of policy and the provision of government services…"[8]

Community Engagement and its subsequent activities are therefore broad. Some examples of community engagement undertaken by DSE and DPI staff include:

- Informing the community of policy directions of the government
- Consultation as part of a process in development of government policy, or building community awareness and understanding
- Involving the community in activities and collaborative action
- Empowering the community to make decisions, implement and manage change processes.

It must be noted that much of the literature on the subject has varying definitions of community engagement. The concept of community engagement, and its relationship to participation and consultation, is further explored in Section 1, Part 4.2 Difference between Engagement, Participation and Consultation.

The philosophy behind this Workbook is one of inquiry within a culture of continuous learning. Section 1, Part 3 The Workbook is designed to take you on a journey, challenging your thinking, and ultimately your own definition of community engagement and a greater awareness of the concept of capacity building.

2.3 The benefits of successful engagement

Stakeholder and community engagement provides an essential link between DSE/DPI and the Victorian community. This link offers the following benefits:

- Enabling stakeholders and the community to be better informed
- Reducing the level of misconception or misinformation
- Encouraging stakeholders and the community to put ideas forward
- Enabling DSE/DPI to gain a better understanding of local needs
- Helping to identify issues that may not have been considered otherwise
- Ensuring commitment and greater ownership of outcomes by stakeholders and community
- Building resilient relationships between DSE/DPI and community
- Reducing conflict in certain situations
- Assisting different groups within the community to better understand the viewpoints and needs of others.

2.4 Relationship between Community Engagement and Capacity Building

Processes used by government to interact with communities are critical and can impact either positively or negatively on the capacity of individuals and groups to respond to opportunities and threats.

It is important to be clear about the purpose of community engagement processes and choose appropriate methods to achieve agreed goals. It is also necessary to ensure the participants in community engagement efforts are clear about their role and what is being promised when they are engaged.

Trust is an important part of any capacity building process, whether it is trust in a source of information, or trust in a partner in a collaborative project. Trust can be eroded if the community engagement methods used are inappropriate, or promise a level of involvement or decision making that is not delivered.

This concept is explained in relation to the range of processes used to engage the community in Section 1, Part 5.6 Increasing Social Capacity.

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[7] Charter for Community Engagement, (2001)
[8] OECD, (2001) cited in Cavaye, Dr. J., (2001)

The Workbook

3.1 Purpose

The purpose of this Workbook is to provide users with information and resources to help plan and implement community engagement activities. The Workbook is presented in a modular, revisable format to allow for constant update and improvement so the experiences and learning outcomes of staff can be captured and shared across the organisation.

The Workbook has been developed through direct participation with a range of internal and external DSE/DPI stakeholders to ensure it is relevant to a wide audience.

'Successful engagement' can be achieved within DSE/DPI through development of:

- A common language
- A model that assists with a clearer definition of the purpose of engagement
- A process that clearly defines the concept 'community of focus' and incorporates greater appreciation and inclusion of diversity
- Guidelines and tools to enhance effectiveness in engagement.

The processes used to develop this Workbook will continue to be important to enable learning outcomes and improvements to be incorporated into future editions and web based applications.

Creating a Community Engagement Plan is a fluid and circular process. There is no 'right way' to approach community engagement. Every situation and circumstance is different. Essentially, community engagement is about processes that bring people together. This Workbook cannot provide a proven formula for success but rather, offers guidance in planning and some tools that may be useful.

3.2 How far will the Workbook take you

This Workbook is not able to cover all community engagement processes and bodies of knowledge. In particular, it cannot attempt to cover well established areas of community engagement expertise such as extension and community education, which have a long and successful history within DSE/DPI.

3.3 Who is it for?

While this Workbook has been designed for DSE/DPI staff, it is a useful tool for anyone committed to engaging the Victorian community and looking for resources to assist in planning and implementing community engagement processes.

The Workbook introduces users to the challenges of working with potentially diverse groups. Consequently, it may be helpful to be familiar with the basic principles of group dynamics, to have experience with or access to facilitation techniques, and an understanding of adult learning principles.

In the process of developing a Community Engagement Plan, some people may also identify professional development opportunities. For more information DSE/DPI staff can refer to the Corporate Training Schedule.

3.4 Using this Workbook

This Workbook uses a Community Engagement Planning Key[9] to guide staff in how to develop a flexible and dynamic Community Engagement Plan. The Key assists in the progression from idea, through to the development of a measurable and tangible plan. Through the use of the Key, individuals and groups are encouraged to develop a plan in order to understand the potential diversity of their 'defined community', to broaden their scope, incorporate findings and identify action based on evidence.

The Key incorporates the theory behind the Wheel of Engagement[10]. The Wheel of Engagement is a simplified model to assist in clarifying the purpose of the engagement process.

3.4.1 Creating a Project Team

Team support and mentoring is an important component of the engagement process and can be achieved by forming a project team. For the purposes of community engagement, a project team is a group of people working together to develop a plan to achieve their project goals.

While working as part of team is ideal, in reality, many people may be working on their own. The advantages of developing a Community Engagement Plan with a team include:

- Creating a multi-disciplinary team of people that offers depth and breadth of views and ensures diversity is built into the planning process
- Removes the tendency for 'group think', slipping into existing habits and norms
- Distributes the workload and the learning opportunities. If the plan is about seeking pathways for change and achieving action, those people involved in the process are more likely to move with the change.

The composition of the project team may change throughout the development and implementation of the plan. The composition will reflect the differing tasks required to work through each step of the Community Engagement Planning Key. For example:

- Different tasks may be required to achieve the outcomes when progressing through the steps contained in The Key
- Different skill sets may be required
- Different levels of analysis and understanding may be required to 'define a specific community' and/or inclusion of specific citizen or stakeholder group(s).

3.5 Feedback on the Workbook

This Workbook is an evolving, revisable document developed in consultation with DSE/DPI and partner agencies for staff and other users. The relevance and completeness of the Workbook is the responsibility of the people who use it.

Feedback on its usefulness, and any ideas for amendments or inclusions, such as your experience as a case study, is central to its success. A feedback form is included in Section 4 for your consideration.

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[9] refer to Section 2, Part 6 for the Community Engagement Planning Key
[10] refer to Section 1, Part 5 for the Wheel of Engagement

4 Community Engagement

Principles and concepts

4.1 Understanding the Principles and Concepts

Current theory and practice in community engagement shows that building effective community engagement processes depends on establishing an agreed framework, backed by sound knowledge and practice that is applied consistently and strategically.

There is a large body of literature addressing community engagement and broad agreement on most of the concepts, principles and good practice approaches. The following information will give you a taste of the literature and resources you can access. This theoretical and practical base is the foundation for the principles, guidelines and processes of community engagement outlined.

Further reading is provided in Section 3, Part 13 Recommended and Additional Resources.

4.1.1 Principles

The literature on community engagement is extensive. Petts & Leach[11] undertook a review of some of this material, drawing together an overview of approaches and lessons learnt from these approaches. One of the outcomes of the review was to develop a list of principles underpinning effective community engagement activities. These principles can be used for choice, design, implementation and evaluation of varying community engagement methods.

The main principles Petts and Leach recommend when planning engagement activities include:

- A need for clarity of objectives, and of legal, linked and seamless processes, where relevant
- Consensus on agenda, procedures and effectiveness

- Representativeness and inclusiveness
- Deliberation
- Capability and social learning
- Decision responsiveness
- Transparency and enhancement of trust.

Other principles identified as important through DSE/DPI's experience in community engagement include:

- Being in the present
- An intent to 'connect with' citizens and stakeholders
- Balancing the logical development of a plan with intuition.

[11]Petts, J & Leach, B., (2000)

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'The Wheel of Engagement is the model referred to throughout the Workbook and offers a simple way of visualising the range of ways DSE/DPI engages the community.'

4.1.2 Concepts

This section of the Workbook introduces a variety of literature and approaches.

A number of theories are offered so that the most appropriate approach can be selected to achieve the goals of a specific community engagement plan. A selection of articles are discussed to offer some background to the Workbook and to DSE/DPI's Wheel of Engagement. The Wheel of Engagement is the model referred to throughout the Workbook and offers a simple way of visualising the range of ways DSE/DPI engages the community.

4.1.2.1 Systems Thinking

Bawden and Macadam (1991)[12] discuss how to work with change and move with change in increasingly complex situations through the use of a 'systems approach'. Key points from their article include:

- When presented with a problem, our natural tendency is to break it down into manageable parts. When these parts are solved individually then reconstructed to form the greater whole, they may not fit back together. By disentangling a problem the links, connections and inter-relationships of the whole are sometimes missed thereby reducing the opportunity to identify new initiatives and pathways for action. This process is sometimes referred to as a 'positivist' approach.

- A systems approach encourages the exploration of a problem through social, environmental and technical interactions. The problem is not fragmented into its components; rather it is initially broadened to capture divergent views and information. Patterns and themes emerge through exploring the links and inter-relationships, offering insights and new meaning to the initial problem. This creates the opportunity to identify different ways to achieve action that might not have been considered initially. By accommodating what has been learnt through the process, actions that utilise the input of everyone involved can be achieved.

- Community engagement is a learning process for the project team, individuals and communities. Hearing the views of others allows a project team to reflect and review their own assumptions and perceptions of the situation. Bringing in a diversity of views encourages the gathering of differing opinions. This difference allows a new understanding of the situation to surface and provides the opportunity to identify actions that otherwise might not have occurred. Compare this process to trying to solve a situation with a solution in mind. Having a remedy in mind narrows the field of inquiry to the implementation of predetermined solutions.

[12]Bawden R. and Macadam (1991) cited in Bawden, R., (1995)

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4.1.2.2 Community Profiling

One of the principal tasks of ensuring your planned engagement activity is as effective as possible is to create a 'profile' of the community or stakeholders who are the centre of primary concern. A community of concern may be defined by geography (place), industry or issue. The type and level of documentation collected when undertaking a profile is determined by the purpose of the Community Engagement Plan.

Refer to the Glossary for a definition of 'community' and 'stakeholders' used in this Workbook.

- Community profiling is defined by Fenton & Coakes as:

"…Profiling involves the documentation of the social environment in order to develop a more detailed understanding of the historical background of the community; the statistical profile of the community; contemporary issues; political and social structures; culture; and attitudes towards the proposal or proposed change. It is important that the community is involved in the development of an accurate profile of their area, and that this profile is then used as a basis from which social impact predictions can be made.

Data may be gathered from secondary or primary sources using a range of different methods…"[13].

While views can differ on what a community profile is, the major commonality is a desire for increased understanding of the diversity of the community to ensure inclusiveness and thus greater effectiveness of the engagement outcome.

- In its draft report, Community Statistics: a Resource for Local Communities, The Office of Community Building, Department for Victorian Communities defines a community profile as:

"…a snapshot, usually including data and statistics, which provides an overview of a particular community in comparison to others, or to some benchmark. What is in the profile is dependent upon the aim of the profile (e.g. identify new opportunities/ advocate for change/plan an initiative/lobby for infrastructure, etc.)…"[14]

- Hawtin et al defines a community profile as:

"…a comprehensive description of the needs of a population is defined, or defines itself, as a community, and the resources that exist within that community, carried out with the active involvement of the community itself, for the purpose of developing an action plan or other means of improving the quality of life in the community."[15]

The third definition (above) extends the process of profiling to include the opportunity for the community to be actively involved in its own research, and as such, to be more empowered to determine an appropriate course of action. Empowerment as an approach to research seeks to achieve full participation in change by the defined community at all stages of the research process, by critical analysis of power and the responsible use of power.[16]

Section 3, Part 11 Introduction to the 'Toolbox' includes an example of a process adopted for community profiling for a geographically defined (or place-based) community. This process is further outlined in a Case Study included in Section 3, Part 12 Case Studies.

Community profiling is often viewed as a data collection task. However, detailed community profiling - where the community in question is involved in the process - enables a greater level of interaction with the defined community. As a result, the relationships established during this process and the depth of understanding of the inter-connectedness of communities can have positive effects on community engagement plans and their effectiveness. However, it is important to observe the rights to privacy of the community and seek permission for use of any information that can lead to group and/or individual identification. Workbook users are urged to ensure they are aware of the Privacy Act (2002).

4.1.2.3 Participation

It is important for DSE/DPI staff to carefully consider the concept of 'participation' as there are varying models of participation. This Workbook aims to assist in deliberations about appropriate models, based on the purpose of the planned engagement activity. It is important to note:

"...the key message for those designing community engagement processes is to avoid promising a level of participation and power that is never intended to be given, or designing processes that claim to be empowering, but merely offer 'token' levels of participation…"[17]

Governments, agencies and organisations have relied on forms of participation for many years. Participation is used to describe the activities of steering committees and reference groups which provide direction, guidance and community representation. In addition, participation is an essential part of extension activities that encourage people to adopt new technologies and share experiences.

For this Workbook, the authors have chosen to use a concept of engagement that includes processes that are participatory in nature. Processes that are participatory in nature often create a strong link between people having ownership of a solution and its implementation. Extending this assumption, the greater the degree of decision-making, the more likely a higher degree of ownership of the decision, and therefore improved likelihood of implementation of the solution.

The Wheel of Engagement (Section 1, Part 5) is based on the thinking of theorists such as Arnstein and Pretty, both of whom provide a linear model to describe different types of participation. These are described in the following diagram.

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[13] Fenton, D.M., and Coakes S.J., (page 4) (1998)

[14] Community Statistics: a Resource for Local Communities, (2003)

[15] Hawtin, M., Hughes, G., Percy-Smith, J. and Foreman, (1994)

[16] Ristock J.L., and Pennell J., (1996)

[17] Howden, P., (2003)

4

In diagram 1 below Pretty and Hine[18] provide a typology of 'participation' to differentiate actions according to the level of power agencies wish to devolve to participants in determining outcomes and actions.

Diagram 1: Pretty and Hine Typology of Participation

Typology	Characteristics of each type
1. Manipulative Participation	Participation is simply pretence, with 'people's' representatives on official boards but who are not elected and have no power.
2. Passive participation	People participate by being told what has been decided or has already happened. It involves unilateral announcements by an administration or project management without listening to people's responses. The information shared belongs only to external professionals.
3. Participation by consultation	People participate by being consulted, and external people listen to views. These external professionals define both problems and solutions, and may modify these in light of the people's responses. Such a consultative process does not concede any share in decision-making, and professionals are under no obligation to take on board people's views.
4. Participation for material incentives	People participate by providing resources, for example labour, in return for food, cash or other material incentives. Much on-farm research falls into this category, as farmers provide their land but are not involved in the experimentation or the process of learning. It is very common to see this called participation. People have no stake in prolonging activities when the incentives run out.
5. Functional participation	People participate by forming groups to meet predetermined objectives related to the project, which can involve the development or promotion of externally initiated social organisation. Such involvement does not tend to be at early stages of project cycles or planning, but rather after major decisions have been made. These institutions tend to be dependent on external initiators and facilitators, but may become self-dependent.
6. Interactive participation	People participate in joint analysis, which leads to action plans and formation of new local institutions or the strengthening of existing ones. It tends to involve interdisciplinary methodologies that seek multiple perspectives and make use of systematic and structured learning processes. These groups take control over local decisions, and so people have a stake in maintaining structures or practices.
7. Self- mobilisation	People participate by taking initiatives independently of external institutions to change systems. They develop contacts with external institutions for the resources and technical advice they need, but retain control over how resources are used. Such self-initiated mobilisation and collective action may or may not challenge existing inequitable distribution of wealth and power.

18 Pretty, J. and Hine, R., (1999)

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'...processes that are participatory in nature often create a strong link between people having ownership of a solution and its implementation.'

Diagram 2: Arnstein's Ladder

8	Citizen Control	
7	Delegated Power	Degrees of Citizen Power
6	Partnership	
5	Placation	
4	Consultation	Degrees of Tokenism
3	Informing	
2	Therapy	Non-participation
1	Manipulation	
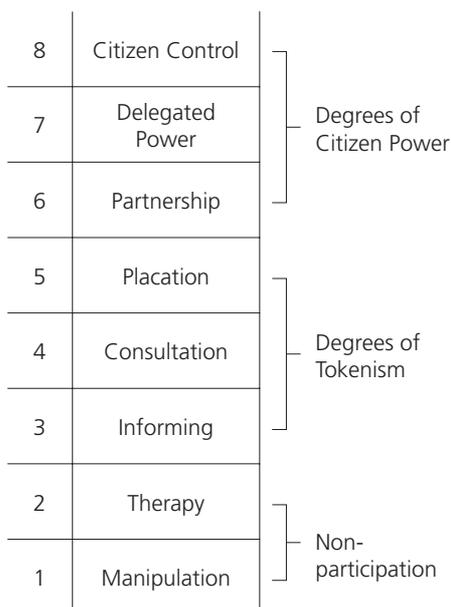
Another commonly used typology of participation is Arnstein's[19] Ladder depicted in Diagram 2. Arnstein designed the typology to be "provocative" and to "encourage more enlightened debate" about citizen participation in government processes. Like Pretty's model, this typology was designed to highlight what Arnstein calls the "empty ritual of participation" where community does not have any real power to effect outcomes.

There are strong correlations between Pretty and Arnstein's models and that developed recently by local government bodies in Scotland, moving from what is referred to as 'manipulative' engagement processes through to those which give citizens real power.

In raising both Pretty's and Arnstein's typologies, the user of this Workbook is cautioned on the need for a clear purpose of community engagement. Rather than attempting to develop a best model for engagement, The Wheel of Engagement (Section 1, Part 5) aims to assist DSE/DPI and other agencies in being more transparent in their purpose of engagement, and consequently managing more effectively the dilemmas and trade-offs required in community engagement. As Cavaye[20] notes, this calls for changes not only in policy, structures and practice, but also in assumptions, values and culture.

4.2 Difference between Engagement, Participation and Consultation

Many organisations interested in community engagement have different interpretations of the concepts of engagement, participation and consultation. The Murray Darling Basin Commission, for example, provides the following definitions:

Participation "…simply means the act of participating, in whatever form. Writing letters, ringing-up, attending events, sending emails or using a host of other forms of communication are forms where people can participate.

Participation is very similar to involvement - the act or process of being involved."

Consultation "…conveys the idea that an agency, group, or individual is actively seeking advice from someone else. Advice is sought in relation to a problem the agency has and is directed towards a number of options. The event is purpose driven. Whilst you listen to the feedback there are no assurances that the advice received will be utilised or acted upon."[21]

Often these words and concepts are used interchangeably. However, in this Workbook the authors have chosen to use the word 'engagement' to highlight the broader responsibilities of government in their interactions with community, and to encompass the full range of processes they use, from informing to empowering. Engagement, in this context, is inclusive of the processes described in the Wheel of Engagement.

[19]Arnestein, S.R., (1971)
[20]Cavaye, Dr. J., (2001)
[21]Aslin H.J. & Brown V.A., (page 7) (2002)

wheel of engagement

Introduction

5.1 The Wheel of Engagement

The Wheel of Engagement (see diagram 3) aims to assist DSE/DPI staff and other agencies to determine the level of participation they require for an activity, based on identifying a clear purpose. It outlines four processes encompassing the range of ways interaction takes place with citizens, stakeholders and communities. They are: inform, consult, involve and empower.

The wheel is an adaptation of various models underpinned by Arnsteins's Ladder of Community Engagement (1971)[22].

The wheel is broken into four quadrants: inform, consult, involve and empower. The quadrants define the purpose of each form of engagement. Each quadrant of the wheel can be considered as either a complete process in itself, or one informing the development of the next. It is not expected that users will necessarily start in one quadrant and move to the next when developing their community engagement plan, unless this is part of the design of an engagement process. If seen as a continuum, rather than segments, other forms of engagement, such as partnerships, can be placed on the wheel.

'...each quadrant of the wheel can be considered as either a complete process in itself, or one informing the development of the next...'

However, the question arises, where do processes such as community education and extension fit on the wheel? This depends on the purpose of the engagement process. If an extension program is designed to empower a community to drive their own learning, it belongs in the 'empower' segment. The key to working out where different activities fit on the wheel is to examine the intention of the engagement process - is it to inform, consult, involve, or empower?

The arrow outside the wheel emphasises the link between community engagement and capacity building. As you move around the wheel in an anti-clockwise direction, from inform to empower, each process is more likely to enhance the social capacity

of communities – the relationships and trust between individuals within a community that drive engagement in, and ownership of, opportunities and threats.

Diagram 4 outlines the objectives of each of the quadrants of the Wheel of Engagement as well as outlining the commitment (or promise) made by DSE/DPI staff and other agencies when selecting that quadrant as the purpose of their community engagement.[24] It is important when selecting a purpose of engagement that the commitment is fully understood.
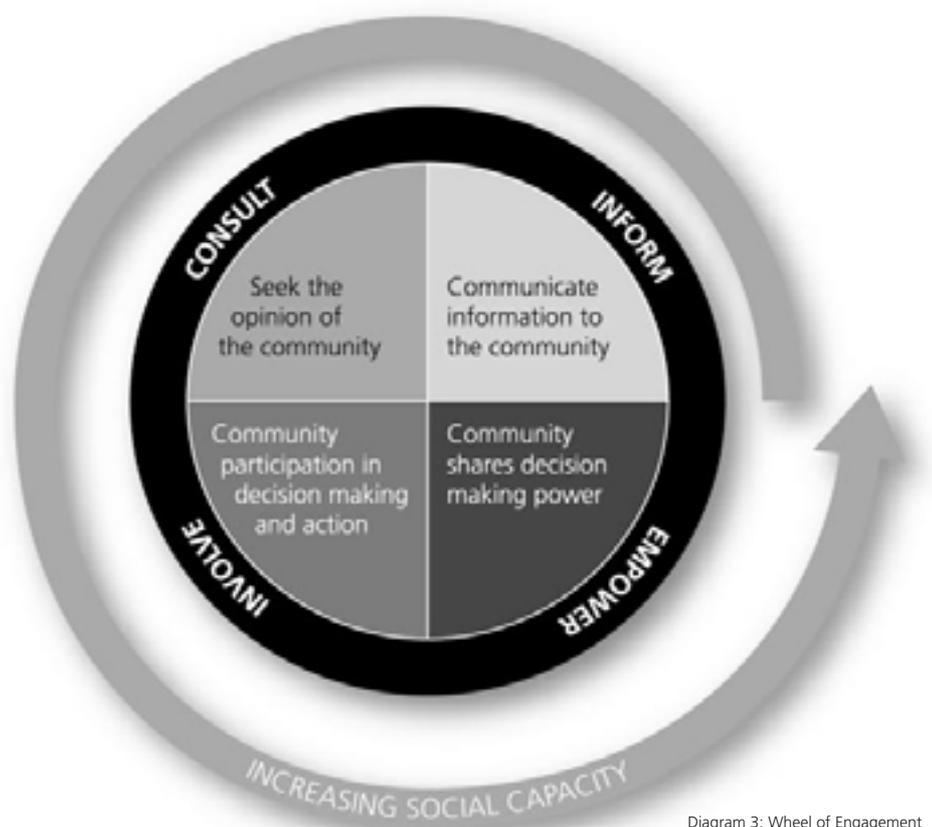
Diagram 3: Wheel of Engagement

[22]The Wheel of Engagement was first developed by Pryosusilo, K. Pilioussis, C., Howden, P., Phillips, E., and Gooey, M., of the Community Strategies Section of Catchment and Water Division (Dept. of Natural Resources and Environment), 2002
[23]Arnestein ibid (1971)
[24]model adapted from Powell, J., (2003)

5

Diagram 4: Objectives and Promises with The Wheel of Engagement

	Objective	Promise
Inform "Communicate information to the community"	To provide citizens and stakeholders with balanced and objective information to assist their understanding or reaching solutions.	DSE/DPI staff will: • keep citizens and stakeholders informed.
Consult "Seek the opinions of the community"	To obtain citizen and stakeholder feedback on analysis, alternatives and/or decisions.	DSE/DPI staff will: • Keep citizens and stakeholders informed. • Listen and acknowledge concerns. • Provide feedback on how citizens and stakeholder input influenced the decision.
Involve "Community participation in decision making and action"	To work directly with citizens and stakeholders throughout the process to ensure that issues and concerns are consistently understood and considered.	DSE / DPI staff will: • Work with citizens and stakeholders to ensure their concerns and issues are directly reflected in the alternatives developed. • Provide feedback on how citizen and stakeholder input influenced the decision
Empower "Community shares decision making power"	DSE/DPI staff to participate as a stakeholder. To share in each aspect of the situation including the development of alternatives and how to achieve action with other stakeholders. To equally distribute decision making.	DSE/DPI staff, citizens and stakeholders in equal partnership will: • implement the alternatives identified to achieve action.

5

'...the link between knowledge and implementing change is strongest when people who are expected to implement change are involved in developing the knowledge that provides the capacity to act...'

5.2 Inform

This quadrant describes the communication of information to the community and is the foundation of all community engagement processes. The purpose is to build knowledge and skills in the community in order to assist decision making and achieve lasting change by:

- Increasing understanding of issues and options
- Increasing community ability to address issues
- Increasing community compliance with regulation and other requirements associated with change.

Those you inform can range from citizens and stakeholders through to other agencies. The processes you use can be proactive (information dissemination) or responsive (responding to questions from the community). Informing involves one or two way communication over various timeframes. Examples include one-off communication such as brochures or media releases through to longer term, intensive processes such as community education.

The following are general guidelines for ensuring information is effectively communicated to the community:

- Know who you are trying to reach and how they are most likely to access and understand the information (perhaps use a community profiling process – see Section 1, Part 4.1.2.2).
- Ensure information provided is:
  - high quality
  - consistent
  - timely
  - appropriately targeted
  - clear and understandable to your audience.

Implications:

Although information is essential for all participation, it is not in itself participatory, nor is it directly linked to the adoption of this information.

Evidence in literature and through personal experience across DSE/DPI, suggests the link between knowledge and implementing change is strongest when people who are expected to implement change are involved in developing the knowledge that provides the capacity to act.

In addition, often the solutions offered during an inform process, by way of knowledge and skills, tend to be technical or scientific and may not capture the whole picture. Refining your audience and key messages through market research may miss links that could be explored through another process such as 'empower'.

Above: **Inform**
Communicate information to the community

5

'...ensure the purpose of consultation is clear...'

5.3 Consult

Consultation actively seeks community views and input into government policy, plans and decisions. The responsibility for the decisions remains with government or the organisation doing the consulting.

There are a range of ways consultation can occur, including processes that involve little or no dialogue. Examples include written consultation (eg. a one off survey in a newsletter) through to those involving dialogue and debate such as public meetings, focus groups and processes where the community is able to influence proposed options. Processes for gaining rural intelligence, social research and attitudinal surveys would also be included here.

The following are general guidelines for appropriate and timely consultation processes; building on from those guidelines outlined under inform:

• Ensure the purpose of consultation is clear, including what is being consulted on and what is non-negotiable

• Know who you are trying to consult, the most effective way to reach them and get a response

• Allow enough time for a response to consultation requests

• Coordinate requests so that where possible, and appropriate, ask for views once, not several times

• Provide feedback on the results of consultation

• Ensure the views of those consulted are taken into account in the outcome

• Present all information simply and clearly

• Ensure adequate resources are allocated to the process.

Implications:

Consultation is a worthy process in community engagement, providing the expected levels of participation and commitment are expressed and matched with the expectations of relevant citizens, stakeholders and/or communities.

The objective of this approach is to obtain feedback on alternatives or decisions to be made. There are no guarantees given to citizens and stakeholders on how or if the feedback they provide will influence decision-making. However, commitment to best practice principles would suggest this is adopted. In return, those undertaking this approach have no guarantee citizens and stakeholders will 'own' the decisions that are made and change their practices as a result of any involvement in the process.
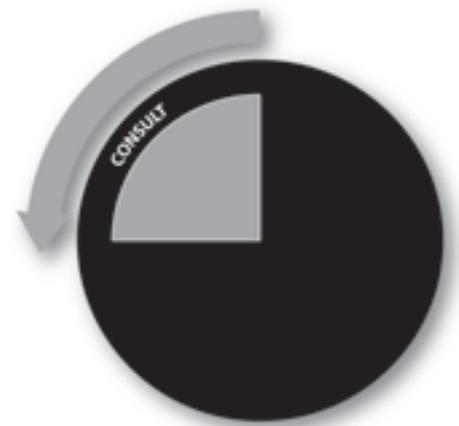
Above: **Consult**
Seek the opinion of the community

5

'...community is a participant or partner in activities or actions...'

5.4 Involve

Involve refers to processes where decisions are negotiated with the community, in a context where government generally retains the responsibility for decision making. These processes vary from decision making with relatively limited scope, to examples where the community has a role in proposing policy options and shaping policy dialogue. In a decision making context, examples include taskforces and citizen's juries.

Involve also includes processes where the community is a participant or partner in activities or actions that may be developed collaboratively or entirely by government.

Many of the current activities and programs of DSE/DPI such as Landcare, Waterwatch, and Target 10[25], as well as past programs such as the Salinity Program[26], provide useful examples of involve processes.

The following are general guidelines for involving the community:

- Know who needs to be involved in decision making, activities or programs
- Ensure all relevant people are given the opportunity to be involved
- Consider carefully what structures and processes are appropriate for the purpose and who is to be engaged
- Avoid misunderstanding and ambiguity by clearly establishing the basis for membership of bodies such as boards or committees (eg. skills vs representation), decision making processes (eg. voting vs consensus) and roles and responsibilities at the outset.

Implications:

This level of engagement demands a higher level of participation and inclusion with citizens and stakeholders. Those who develop community engagement plans at this level must work with citizens and stakeholders to ensure their concerns and issues are directly reflected in alternatives and solutions, and be explicit on how input influenced decision making.
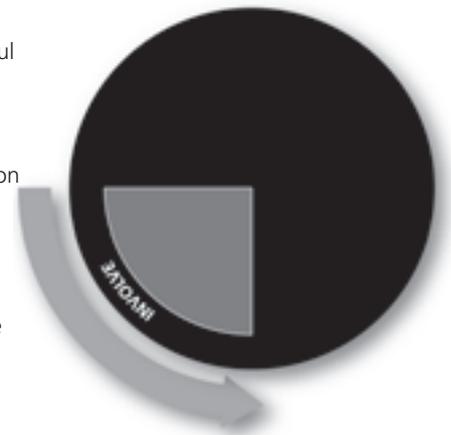
Above: **Involve**
Community participation in decision making and action

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[25]Programs originally developed within the Department of Natural Resources and Environment and the Catchment Management Authorities with a major focus on engagement and participation of volunteers.

[26]Programs originally developed within the Department of Natural Resources and Environment and the Catchment Management Authorities with a major focus on engagement and participation of volunteers.

5

5.5 Empower

Empowered communities share decision making. Legislative and policy frameworks give power to communities to make decisions. The community may have the power to make a limited range of decisions (eg. on a specified issue or for a limited time) or may have extensive decision making powers. A relevant example for DSE/DPI users of this Workbook are Catchment Management Authorities.

The following are general guidelines for empowering communities:

• There must be a clear legislative, policy and governance framework for the community to lead the decision making process

• There must be clarity about the scope of the shared power

• There must be clarity about roles and responsibilities

• Communities need sufficient resources to enable empowerment.

Implications:

This is the most challenging approach of community engagement, but offers the greatest rewards in building capacity. There is a commitment by the initiators of the community engagement plan to participate as a stakeholder and to share power in decision making to achieve collaborative action.

The promise by users of this process is to maintain a high level of engagement during the development, design and implementation of the approach. Those who do not participate to this extent risk breaking the principles of inclusiveness, transparency and enhancement of trust.

The rewards of an empowerment approach are often more innovative results that incorporate the knowledge of all participants as well as reduced conflict, greater ownership of outcomes and commitment to ongoing action.

Above: **Empower**
Community shares decision making power

5

'...community engagement is an investment both in the present and the future of social capacity...'

5.6 Increasing Social Capacity

What impact will our interaction with the community have on the community's ability to 'act'?

Community capacity consists of the networks, organisation, attitudes, leadership and skills that allow communities to manage change and sustain community-led development.[27]

Community capacity is built on the skills and abilities of individuals (human capacity), and the relationships between those individuals (social capacity). These two elements can be mutually reinforcing. For example, individual skills can be applied much more effectively in an environment where there is trust and cooperation. Similarly, a close-knit community can respond more quickly to change if there are a range of individual skills and leadership abilities available to sustain development.

The process of disseminating information (inform) is fundamental to many government activities - building individual knowledge but contributing little to social capacity. This is particularly true of one-way processes such as newsletters, internet or media information.

A participatory extension program (involve) can build individual knowledge (ie. through the subject or nature of the extension program), but also builds relationships between those who are learning together. Skills learnt are often reinforced through peer support, exchange of ideas and experiences.

Community engagement is an investment both in the present and the future of social capacity. For example:

- If communities are not adequately informed, an imbalance in knowledge is created that privileges some and alienates others

- If involvement is promised, or action from a consultation expected, but not delivered, trust between the community and government is eroded. Future interventions may then be compromised by current actions

- If representatives of some segments of the community are empowered and not others, this can further divide a community where activities are in place to build capacity to manage change

- If leadership programs are not sensitive to community structure, they can erode any trust the leader has built within that community.

Gray and Lawrence (2000)[28] indicate the anticipated outcome of capacity building is empowerment. Engaging the community effectively can empower a community to understand, own, debate and address issues leading to more enduring and sustainable outcomes.

The next section of this Workbook, Section 2, takes users through the process of developing of a Community Engagement Plan and enables them to build on, and apply, their existing body of knowledge.
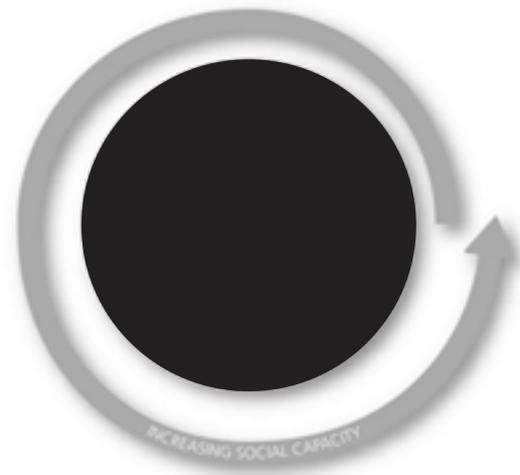
Above: **Increasing social capacity**

27 Cavaye, Dr. J., (2000)
28 Gray, I., and Lawrence, G., (2000)

Section two

6.1 The Community Engagement Planning Key

The Community Engagement Planning Key[29] is a model for helping you to systematically explore the purpose of your community or stakeholder engagement and develop a Community Engagement Plan.

Similar to a problem solving model, the KEY enables you to step through key issues and actions that build on each other in progression towards your own Community Engagement Plan.

The *Key* is divided into four quadrants, with four clearly defined outputs and an arrow defining the movement from one quadrant to the next. For example, the *'scope'* quadrant output is development of a list of stakeholders and clearly defining the purpose of engagement. Each quadrant outlines a specific task and takes you through a range of activities. For example, the first task is to identify and understand the project system. Each quadrant builds on the next to culminate in final development of your Community Engagement Plan as well as integration of your learning.

The 'stop' descriptors at the end of each quadrant (indicated by R1, R2, R3, and R4) are specifically designed to caution you to carefully consider your work to date and consider management of your risks in moving to the next quadrant. Engagement with the community can be complex and fraught with varying levels of risk. Carefully review your work and plan for potential risks at each of these points.
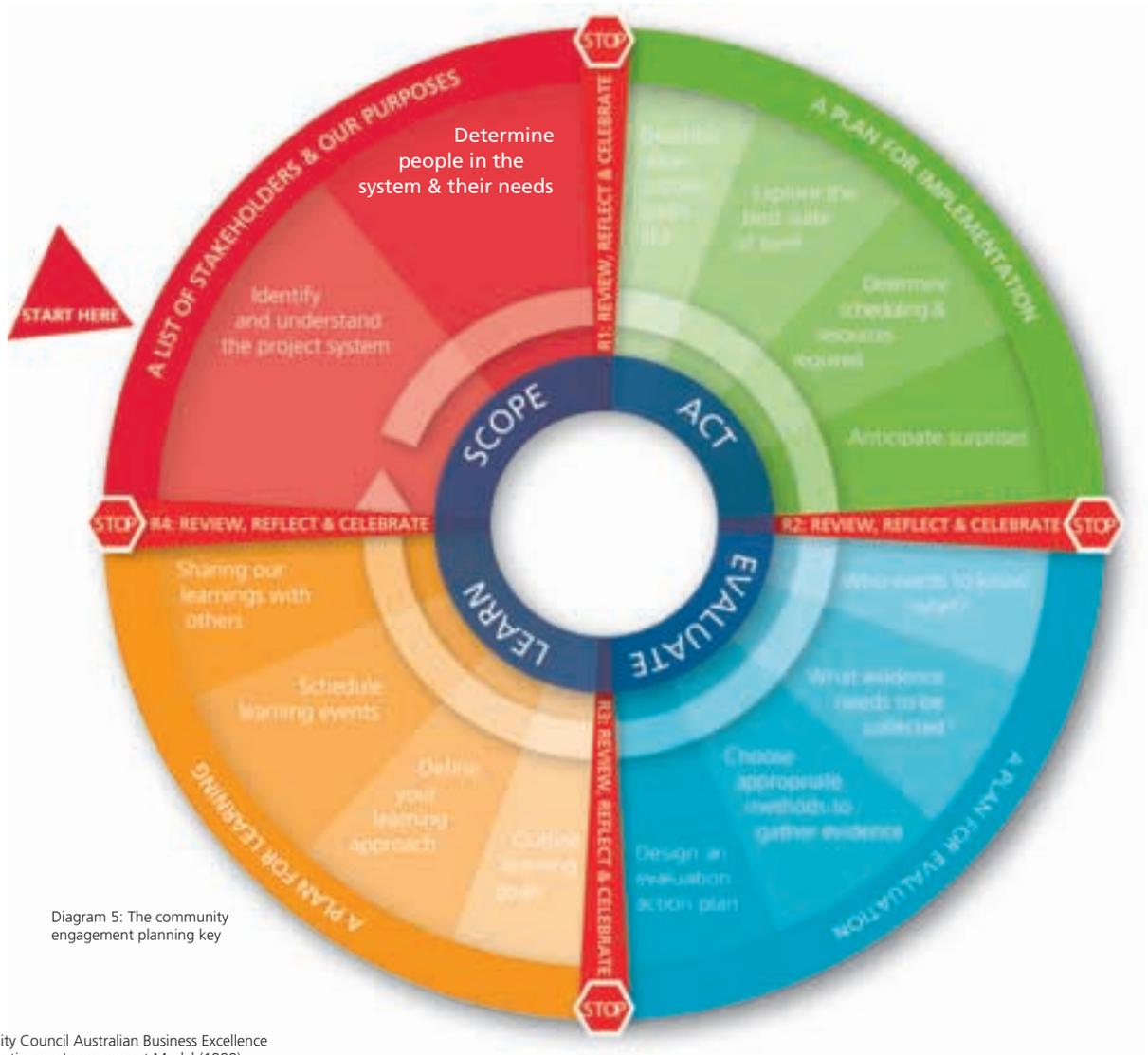
Diagram 5: The community engagement planning key

Scoping
a list of stakeholders and our purposes

The aim of the first section of the Key is to help you focus clearly on your purpose of engagement and align this with your overall project objectives. It is important for you to be clear about your overall project objectives to enable you to clearly define the purpose of the engagement component of your project. Once you have done this, you are then able to start identifying the stakeholders and/or community of focus.

7.1 Identify and Understand the Project System
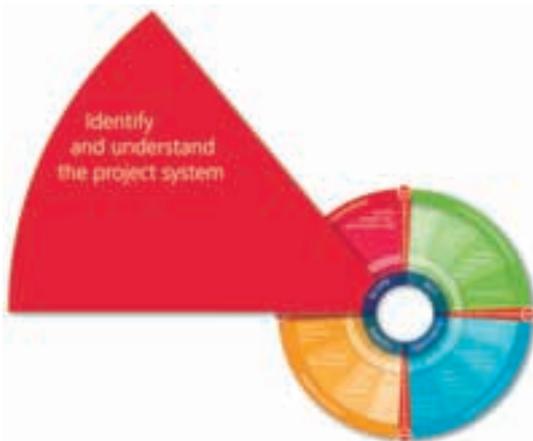
Key Quadrant Output: A List of Stakeholders and our Purposes

Task: Identify and Understand the Project System

Document the intent of the project and community engagement plan, and create a list of citizens and stakeholders and their needs. The questions listed below are prompts only. It is not essential that every question is answered but it is helpful to have done some thinking on these issues.

As a first step, it is important you fully clarify the broad environment within which your project is operating. This includes addressing environmental, social, cultural and economic factors that may influence the development of your Community Engagement Plan. Your first group of tasks are to:

a) Clarify and define your overall project objectives

b) Develop a map that depicts the 'system' as you see it

c) Consider the stability and/or complexity of your overall project and implications on your Community Engagement Plan.

As part of ensuring you have a firm foundation on which to develop your Community Engagement Plan, it is important to work through and clearly understand your overall project objectives. Follow the arrow to your first activity to assist you in
a) clarifying and defining your overall project objectives.

Activity 1:

Go to Section 4 Activity 14.1.1 Clarifying and defining your overall project objectives and complete the questions on this worksheet.

7

Your next activity involves b) developing a mind map that depicts the 'system' as you see it.

Mind maps are an external 'photograph' of the complex inter-relationships of your thoughts at any given time. They enable your brain to 'see itself' more clearly, and greatly enhance the full range of your thinking skills. A mind map consists of a central word or concept. Around the central word you jot down five to ten main ideas that relate to that word. You then take each of those words referred to as 'child words' and jot down another five to ten ideas that relate to each of those words. In this way a large number of related ideas can quickly be produced.

The more information your mind map contains, the better chance you have of addressing a range of issues (particularly from a risk perspective) in the development of your Community Engagement Plan. When drawing your mind map, consider the following prompts to address social, environmental, cultural and economic issues related to your overall project.

Social:

- Identify the particular target groups or constituencies involved
- Identify particular social characteristics/ issues that could affect the project (social demographics etc.)
- Identify the issue(s) that concern citizens and stakeholders
- Identify where these issues occur (the interface between agricultural, environmental and social enterprise/ industry)
- Research the history of groups or areas.

Environmental:

- Mix of land-use
- condition
- Environmental zones and sensitivities.

Cultural

- Diversity of the citizens or stakeholder groups or groupings
- Your knowledge of culturally significant issues related to place or specific groups.

Economic:

- Industry groups and economic drivers that are directly and indirectly related to the project
- Trends which you may be aware of, such as rising land prices
- Range of business enterprises.

Further points to consider when developing a mind map include:

1. Start with a coloured image in the centre
2. Consider use of images throughout your mind map
3. Words need to be printed with a connecting line to other words
4. Use colours to stimulate right brain functioning and enhance memory, delight the eye, be creative
5. The mind should be left as 'free' as possible. You will likely think of ideas faster than you can write.

Further information on mind mapping is included in Section 3, Part 11.2.31 or access Buzan, T., Mind Map Book.[30]

For your next activity, b) develop a mind map that depicts the 'system' as you see it.

> **Activity 2:**
>
> **Go to Section 4 Activity 14.1.2** and complete Your Mind Map

This next activity takes you a step further in developing the foundation for your Community Engagement Plan through c) consideration of the stability and/or complexity of your overall project and implications for the plan.

> **Activity 3:**
>
> **Go to Section 4 Activity 14.1.3** and complete Stability of the System and Implications for Your Community Engagement Plan

[30] Buzan T., (1995)

7

7.2 Determine the People in the System and Their Needs

Determine people in the system & their needs

Key Quadrant Output: A List of Stakeholders and our Purposes

Task: Determine the people in the system and their needs

This section examines in more detail which citizens and stakeholders influence the system, what their expectations are and clarifies who the project team could engage. New insights and relationships may appear that otherwise could have been overlooked.

Citizens and stakeholders strive for different kinds of development and change depending on their values and needs. Each person linked to the process is likely to have their own view of what must be achieved, and how. This diversity among relevant citizens and stakeholders can be utilised to explore fundamentally different or even conflicting values and needs. Understanding the differences in values and needs offers insights into designing your Community Engagement Plan.

If the intent of your Community Engagement Plan is to deliver in the 'involve' and 'empower' quadrants of the Community Engagement Wheel, then revisiting the scope section of the key with your project team is essential. If you are working on your own, check with fellow colleagues or ensure you gain some feedback from your target group.

Inclusive and transparent processes are achieved when needs and expectations are shared across citizen and stakeholder groups, of which DSE/DPI are one, and are recognised through the negotiation or re-negotiation of key milestones.

This section will focus on gathering of information that contributes to the development of your Community Profile or Stakeholder Analysis. Both these concepts are outlined in Section 3, Parts 11.2.9 Community Profiling and 11.2.56 Stakeholder Analysis. A case study of a Community Profile is also outlined in Section 3, Part 12.1

7

7.2.1 Who are the people?

Activity 4 asks a range of questions in a worksheet. These questions can be 'guessed', at first, then validated against the responses of citizens and stakeholders, and modifications made. This creates a broader view of the people (individuals and groups) involved in the system.

> **Activity 4:**
>
> **Go to Section 4 Activity 14.1.4** and complete Defining Citizens and Stakeholders

Having completed this exercise, read the following questions:

a) Are there any sub-sets of citizens / stakeholders that can be distinguished? Try to be as specific as possible. Farmers, for example, are often not a homogenous group and can be specified according to region, scale, enterprise, farm management etc.

b) Who would normally be excluded from a community engagement process? Will they be affected by the issue or decisions made? This might include young people, people with English as a second language, indigenous people, aged groups, etc.

c) Have you forgotten any people or groups that should not have been overlooked?

d) Who within the department/government/ industry needs to be involved?

e) How involved does your supervisor need to be? What is their role?

Revisit Activity 4 and, if required, modify your approach following your thinking and responses to the above questions.

It is extremely important that you do not assume this information as our assumptions often lead to risks with our project in latter stages that could have been easily addressed at this stage.

It is also important to consider issues of privacy of citizens and stakeholders. The Privacy Act 2000 should be observed and DSE/DPI staff are also to observe departmental guidelines and policy.

The next activity is designed to establish a clearer picture of the interest, importance and influence of the citizens and stakeholders on the success of your project.

> **Activity 5:**
>
> **Go to Section 4 Activity 14.1.5** and complete the table Citizens and Stakeholder Relationship to the project

Building on the information you have developed in Activity 5, Activity 6 seeks to be a little more discerning when determining both the influence on, and importance of your project to, citizens and/or stakeholders. This activity takes you through the process of clearly defining your purpose for citizens and stakeholders who are critical to the success of your project. Follow the instructions carefully. You will also need to revisit The Wheel of Engagement to validate your purpose.

> **Activity 6:**
>
> **Go to Section 4 Activity 14.1.6** and complete the matrix Importance to, and influence of Citizens and Stakeholders in determining purpose of engagement

7.2.2 Forming a Project Team or working as individuals

Section 1, Part 3.4.1 Creating a Project Team highlighted the benefit of forming a project team as well as highlighting its role in designing and implementing a Community Engagement Plan. You may already have an established project team to oversee your project. If you do, you could consider nominating some members of your project team to form a specific Community Engagement Project Team. If you do not have a project team overseeing your project, it is beneficial to consider forming a team to assist in the development of your Community Engagement Plan.

Depending on the dimensions of your Community Engagement Plan, the following criteria may assist in developing a Community Engagement Project Team. To ensure consistency, establish a list of criteria to help you select individuals from the groups you've already outlined in Activities 2, 4, 5 and 6.

The criteria might include:

- The match between your project team's terms of reference and the project purpose
- Experience and skills (local knowledge, familiarity with community engagement processes etc.)
- Location
- Increasing the diversity within the team
- Enterprise
- Particular view point.

The next activity takes you through the process of identification of potential members to make up your project team.

> **Activity 7:**
>
> **Go to Section 4 Activity 14.1.7** and complete the worksheet Potential Community Engagement Project Team

7

7.3 R1: Review, Reflect And Celebrate
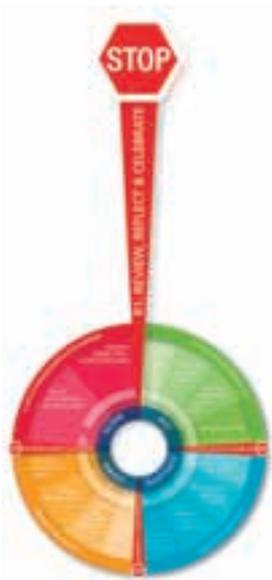
Key Quadrant Output: A List of Stakeholders and Our Purpose

Task: Review, Reflect and Celebrate

A trap people frequently fall into with community engagement activities is to determine a method before having clearly defined the purpose of engagement or the community to be engaged. This can lead to unforeseen situations or risks that could either have been prevented, or a risk management approach developed. These issues can amount to huge additional costs for a project that were not factored in at start of the project (eg. financial, community perception, project reputation, etc.). You are encouraged to carefully reflect on your preliminary work at this time to ensure you are sufficiently prepared to work on the next phase of your community engagement planning process.

Reviewing and reflecting on information gathered so far is an important step in ensuring the effectiveness of your community engagement planning processes. At this point in your process you are able to objectively assess the material you have gathered, capture any insights and build on this new information in your Community Engagement Plan.

Activity 8:

Go to Section 4 Activity 14.1.8 and complete the worksheet **R1: Review, Reflect and Celebrate**

The purpose of this section of the Key is to help you move through the next phases of developing of your Community Engagement Plan by building on the work you have already done. You are taken through the following tasks: your project success is described; you explore and select the best suite of tools to match your engagement approach; you develop a schedule and identify resources; and you explore risks associated with your choices and develop ways to manage these effectively.

Act

a plan for implementation
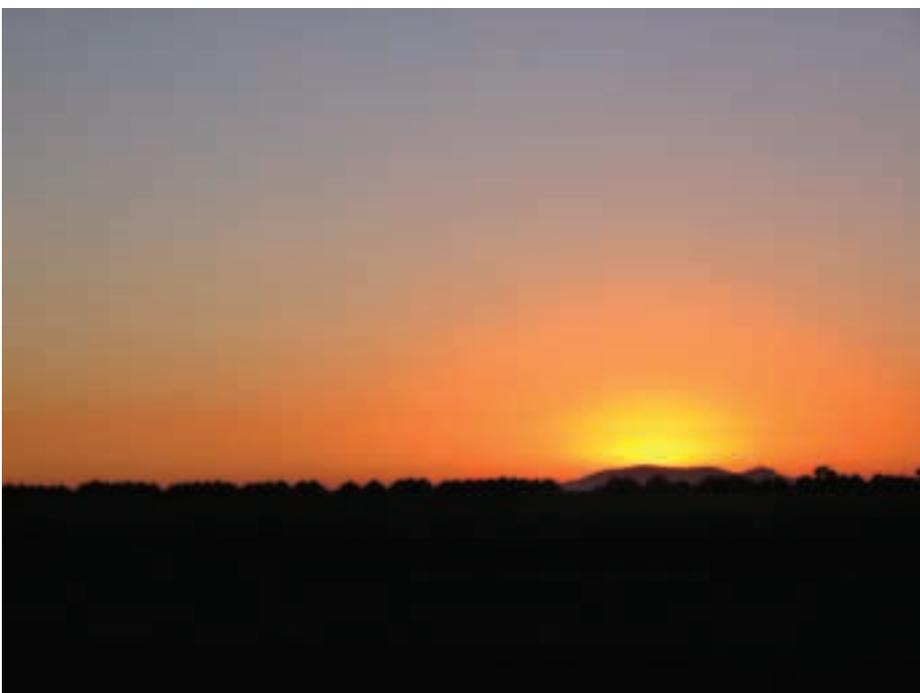
8.1 Describe What Success Looks Like

Key Quadrant Output: A Plan For Implementation

Task: Describe What Success Looks Like

This section invites you to consider what success looks like in your community engagement approach from three perspectives; the project team, the community and the Minister or the department.

Activity 9 takes you through the process of identifying the potential 'success' of your community engagement approach as part of your overall project. It is based on a Bennett's Hierarchy[31] approach to assist with evaluation. This activity lets you consider the long-term outcomes of your engagement approach as well as identify the steps towards achievement of project goals.

In addition, this work assists in the development of evaluation of your Community Engagement Plan (outlined further in this section, Section 2, Part 9).

Activity 9:

Go to Section 4 Activity 14.2.1 and complete the table Describing Stakeholder and Community Success for Your Community Engagement Plan and record key points on **14.5 Draft Template – Your Community Engagement Plan**

[31]Bennett (1975)

8

8.2 Explore The Best Suite Of Tools
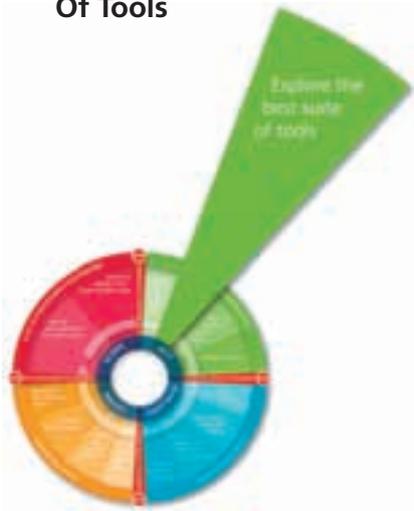
Key Quadrant Output: A Plan For Implementation

Task: Explore The Best Suite Of Tools

This section invites you to explore the range of tools included in this Workbook. It is important you select tool(s) that effectively match the purpose of your Community Engagement Plan.

Diagram 6 (below) outlines a range of tools, many of which have been kindly reproduced from the Citizen Science Toolbox www.coastal.crc.org.au. For the purposes of this Workbook, the tools have been matched to The Wheel of Engagement approaches. This diagram is a guide only and focuses on matching decision making processes to your purpose of engagement. The diagram can also be used for individual decision making. For example, Technical Assistance in a group situation is more about informing while for an individual this information is often empowering for their own decision-making (eg. dairy extension advice to a farmer etc.).

In Diagram 6 (below) a bracket indicates the tool that suits each approach – Inform, Consult, Involve, and/or Empower. Where a 'best fit' occurs between the tool and approach, the tick is bracketed. Detailed information on each of the tools listed below is outlined in Section 3, Part 11. The detailed information includes consideration of a range of issues such as costs, recommended size of audiences (where appropriate), skill level as well as method etc.

Diagram 6: Tools and Community Engagement Approach

Tool	Approach			
	Inform	Consult	Involve	Empower
Backcasting	✔	✔	{✔}	{✔}
Brainstorming		✔	{✔}	{✔}
Briefings	{✔}	✔		
Citizen committees		{✔}		
Citizen juries		✔	{✔}	
Civic journalism	✔	✔		
Community fairs	{✔}			
Community indicator			✔	✔
Community Profiling	✔	{✔}	✔	✔
Conference	{✔}	✔	✔	✔
Consensus conference		{✔}	✔	
Deliberative opinion polls	✔	{✔}		
Delphi study		✔	{✔}	✔
Design charrettes	✔			
Displays and exhibits	{✔}	✔		
Electronic democracy		{✔}	✔	
Expert panel	✔	✔	{✔}	✔
Field trips	{✔}	✔		

Tool	Approach			
	Inform	Consult	Involve	Empower
Fishbowl	✔	{✔}	✔	
Focus groups		✔		
Future search conference		✔	{✔}	✔
Information contacts	✔			
Information hotline	✔			
Information repository	✔			
Interactive TV	✔	{✔}		
Interactive video display kiosks	✔			
Key stakeholder interviews		✔		
Kitchen table discussion	✔	{✔}	✔	✔
Media releases	{✔}	✔	✔	✔
Mediation and negotiation			{✔}	✔
Mind maps	✔	{✔}	✔	✔
Multi Objective Decision Making Support			✔	{✔}

8

(continued from previous page)	Approach			
Tool	Inform	Consult	Involve	Empower
Newspaper inserts	✓	{✓}	✓	
Nominal group			✓	{✓}
Open house	✓	{✓}	✓	
Open space technology			✓	{✓}
Participant observation		{✓}	✓	
Photovoice		{✓}	✓	
Planning4real			✓	{✓}
Poster competitions	{✓}	✓	✓	
Printed information	{✓}	✓		
Prioritisation matrix		✓	{✓}	{✓}
Public conversation	✓	{✓}	✓	
Public involvement	✓	✓	{✓}	
Public involvement volunteers	✓	✓	{✓}	
Public meeting	✓	{✓}	✓	
Questionnaires and responses	✓	{✓}		
Role plays	{✓}	✓		
Samoan circles	✓	✓	{✓}	✓

		Approach		
Tool	Inform	Consult	Involve	Empower
Scenario testing	✓	✓	{✓}	✓
Search conference		{✓}	{✓}	
Shopfront	{✓}	✓		
Simulation (electronically generated)	✓	{✓}	{✓}	✓
Sketch interviews	✓	{✓}	✓	
Snowball sampling		{✓}	✓	
Speak-outs	{✓}	✓		
Stakeholder analysis	✓	{✓}		
Study circles		✓	{✓}	✓
Submissions	✓	{✓}	✓	
Surveys	✓	{✓}		
Technical assistance	{✓}	✓	{✓}	✓
Technical reports and discussion papers	{✓}	✓		
Telephone trees	{✓}	✓		
Visioning		✓	{✓}	✓
Websites	{✓}	{✓}	✓	
Workshops		✓	{✓}	✓

The next activity involves matching appropriate tool(s) to your planned engagement purpose. The idea is to select the suite of tools that most effectively builds towards the engagement approach for each citizen or stakeholder. Consider your choices carefully.

Activity 10:

Go to Section 4 and insert the selected tools into column 4 Tools of 14.5 Draft Template - Your Community Engagement Plan related to specific stakeholder and/or citizen groups

8

8.3 Determine Scheduling And Resources Required
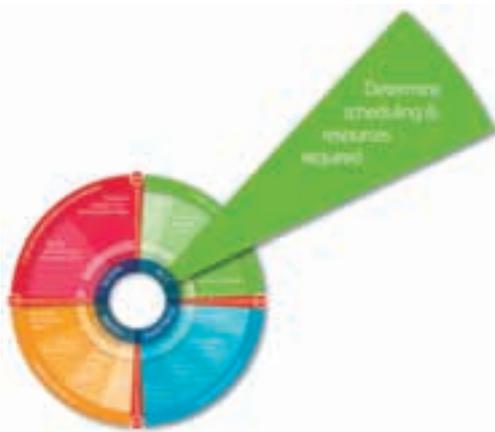
Key Quadrant Output: A Plan For Implementation

Task: Determine the Scheduling and Resources required

A key activity of this section is to carefully consider the timing or scheduling of activities, and identification of the range of resources you require.

At this point in development of your Community Engagement Plan, it can be difficult to decide on how the activities should be scheduled, and whether the sequencing is in a logical order. Some activities occur in parallel, some activities may be repeated, while other activities may be combined to coincide at the same time. One of the challenges is to maintain pace and momentum at the same time.

Things to consider when developing a Schedule include:

- The current level of information held within the project team
- Seasonal constraints
- Project timeframes and milestones
- The time required to design and implement a tool, and then to evaluate the activity.

Other issues to consider include the level of resources you require to implement your Community Engagement Plan. Again it is helpful here to refer to Section 3, Part 11 on costs and time required for each tool.

Activity 11:

Go to Section 4 and complete column 5 Resources of 14.5 Draft Template - Your Community Engagement Plan

---

On completion of column 5 of 14.5 **Draft Template – Your Community Engagement Plan** take time to reflect on the impediments and how you can manage the following:

- What are the skills/competencies needed for the delivery and further design of your Community Engagement Plan?
- Are these skills/competencies held by anyone involved in development and implementation of the Community Engagement Plan?
- Do the citizens and stakeholders have the capacity (knowledge, skills, aspirations and attitudes) to participate in and/or implement the tools/actions outlined in the plan?
- Where can you access outside skills and expertise?
- Does accessing or developing these skills match the available budget?

Further development of these skills and ways to improve them are outlined in this section, Section 2, Parts 10.1 – 10.5 Learn – A Plan for Learning.

The next activity requires you to re-visit 14.5 Draft Template – Your Community Engagement Plan. But this time you are asked to complete columns 7, 8 and 9. Prior to completing this part of your Community Engagement Plan, consider the following questions:

- Who has responsibility for these major task sets?
- What can be delegated amongst the project team?
- Have you allowed adequate time to conduct the selected tools?
- What are the strengths, weaknesses, opportunities and threats with respect to:
  - Project team availability?
  - Staff availability?
  - Citizen and Stakeholder availability?
- How should people be informed about the outcomes, receive feedback etc?

Activity 12:

Go to Section 4 and complete columns 7, 8 and 9 of 14.5 Draft Template – Your Community Engagement Plan

---

Please Note: At this stage you have completed a broad action plan. Further detail in terms of specific actions and work breakdown will be completed at a later stage.

8

8.4 Anticipate Surprises

Key Quadrant Output: A Plan For Implementation

Task: Anticipate Surprises

This section covers how to identify risks and opportunities. It also deals with strategies to overcome or capitalise on different eventualities.

The following activity is designed to help you anticipate risks. Consider the best and worse case scenarios for the activities you plan to undertake. This is an opportunity for identifying and managing potential risks.

Activity 13:

Go to Section 4, part 14.2.2 and complete the table **Anticipate Surprises**
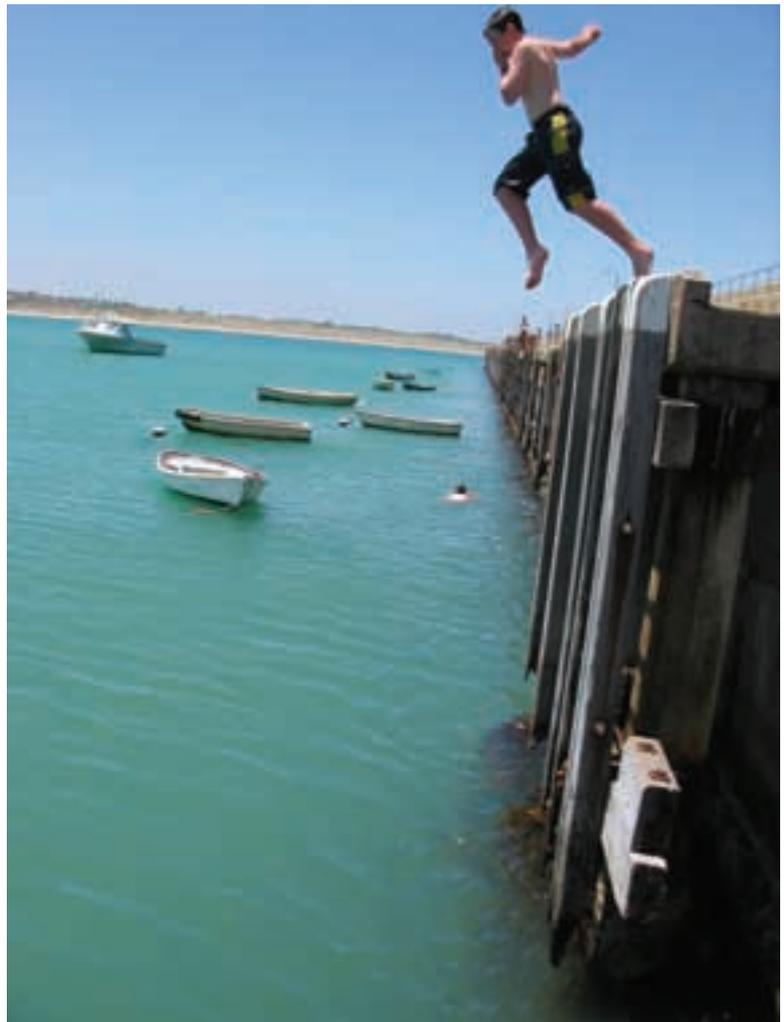
8

8.5 R2: Review, Reflect And Celebrate
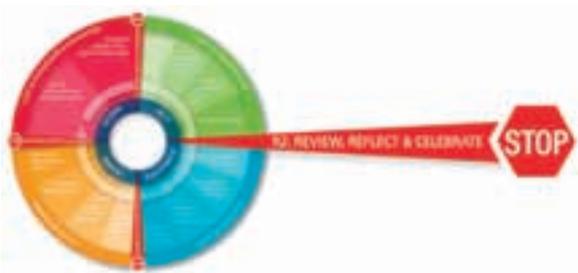
Key Quadrant Output: A Plan For Implementation

Task: R2: Review, Reflect And Celebrate

In this section you are invited to reflect on the thinking and activities you have undertaken to develop the implementation phase for a Community Engagement Plan

Reviewing and reflecting on information gathered so far is an important step in ensuring the effectiveness of your community engagement planning processes. At this point in your process you are able to objectively assess the material you have gathered, capture any insights and build on this new information in your Community Engagement Plan.

Activity 14:

Go to Section 4, part 14.2.3 R2: Review, Reflect and Celebrate and reflect and complete the range of questions

9

Evaluate
a plan for evaluation

A key part of any project is to develop and build on learning outcomes. There are a range of evaluation methodologies you can explore to help in the evaluation of your Community Engagement Plan.

Bennetts Hierachy has been used consistently for a number of years within the previous Department of Natural Resources and Environment and continues to be a model utilised in DSE/DPI. A specific model has recently been developed for community engagement based on Bennetts Hierachy. Other similar approaches include work by Funnell[32] and work undertaken by the Office of the Auditor General of Canada on 'results-expectations charts'[33]. Further information is included in Section 3, Part 13.2 Additional Resources.

While this Workbook does not address specific evaluation methodologies in detail, it is strongly recommended you define a method to enable you to accurately identify the learning outcomes of your overall project as well as community engagement planning outcomes. For DSE/DPI staff information and/or training can be accessed through the DSE/DPI Training Schedule.

9.1 Who Wants To Know What?
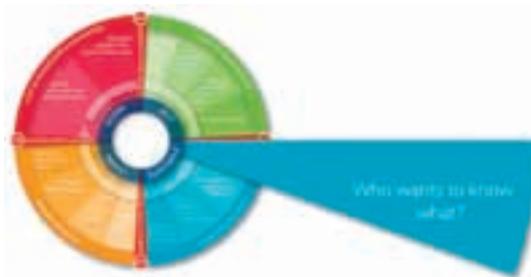
Key Quadrant Output: Evaluate – A Plan for Evaluation

Task: Who Wants To Know What?

In this section you are asked to decide on who is your evaluation audience. The audience may range from stakeholders, community, policy makers, steering groups, funders/investors and the project team itself. There will probably be some differences between those stakeholders who have been identified earlier and those who are purely interested in evaluation results.

At this stage it is important to identify those people who are interested in monitoring the progress of your Community Engagement Plan and its impact. For the purposes of this Workbook, 'monitoring' is defined as measuring 'as you go' or during the project. It refers to measuring how well the process is going (ie how well the tools have been received and operated) and also measuring how well the Community Engagement Plan is achieving its objectives and making progress.

For the purposes of this Workbook, 'impact' means measuring at the end of the project. In this case, it means measuring the overall impact of your Community Engagement Plan and its activities – the overall changes that resulted from the project and the behavioural changes the project initiated.

The next activity involves revisiting your list of citizens and stakeholders to identify those people interested in knowing how the project is progressing and knowing the end results.

Activity 15:

Go to Section 4, part 14.3.1 Evaluation and Audiences and complete the table

[32]Funnell S., (1997)
[33]Office of Auditor General, Canada

9

9.2 What Evidence Needs To Be Collected?

Key Quadrant Output: Evaluate – A Plan for Evaluation

Task: What Evidence Needs To Be Collected?

In order to demonstrate the success of your Community Engagement Plan, this section helps you to determine the evidence you need to collect either during or after your community engagement planning process.

The following activities will help you decide what evidence (or Key Performance Information) to seek and gather in order to demonstrate your Community Engagement Plan:

a) Is 'on target' (monitoring), and

b) has met it's overall aims (impact).

Evidence or Key Performance Information refers to that which you see, hear, touch and understand from both a 'quantitative' and a 'qualitative' point of view. A 'quantitative' approach is the gathering and analysis of data that focuses on quantifiable material, such as numbers and volumes. Whereas a 'qualitative' approach is focussed on understanding the meaning of the data[34]. At this stage it is not necessary to worry about how the information is collected but whether it is the best information to collect to demonstrate the success of your Community Engagement Plan.

Collecting evidence in the field of community engagement is often more complicated than other aspects of project evaluation. There are many reasons for this:

a) It is a relatively new field of expertise (especially for government) and subsequently has not been tested and measured as other methods.

b) Results are more commonly exhibited through better relationships, trust and connectedness – all of which are difficult to observe or articulate in tangible or 'hard science' terms.

c) The effects of any engagement activity (more so than any other activity) are often not obvious for some time after the completion of an activity or project.

This last point means that those working in the field of community engagement are often 'planting a seed' for future eventualities. This makes it hard to attribute changes in behaviour or relationships to particular community engagement activities .

To assist your evaluation processes you are now encouraged to match the evidence you collect against the success measures you described in Activity 9, Section 4, Part 14.2.1. Consider the things you see, hear, touch, or understand (quantitatively and qualitatively) to ensure success.

Now you are ready to decide on which activities/tools outlined in your Community Engagement Plan provide the evidence you require to evaluate success. The next section will take you through this process.

> **Activity 16:**
>
> **Go to Section 4, part 14.3.2** Draft Evaluation Plan and complete columns, 1, 2 and 3 only

---

34 Bryman, A., (2001)

9

9.3 Choose Appropriate Methods To Gather Evidence

Key Quadrant Output: Evaluate – A Plan for Evaluation

Task: Choose Appropriate Methods to Gather Evidence

This section asks you to consider the best method for collection of evidence as outlined in the work undertaken in Part 9.1 Activity 16.

Consider the variety of activities you are undertaking where a level of recording and/or collection could easily be added (eg. regular reports that are already being prepared, modifying reports to capture important information etc.). Discussion with, and/or training provided by the DSE/DPI's Evaluation Unit could enhance your skills in completing an effective evaluation plan.

Activity 17:

Go to Section 4, part 14.3.2 Draft Evaluation Plan and complete column 4

9

9.4 Design an Evaluation Action Plan

Design an evaluation action plan

Key Quadrant Output: Evaluate – A Plan for Evaluation

Task: Design an Evaluation Action Plan

This section asks you to integrate the actions and steps for evaluation into the overall action plan for the project. There is often a need to link several key plans together when building a comprehensive approach to your activities. The actions for the project, communication, evaluation, learning and individual work plans will all need to link to, and integrate with, the Community Engagement Plan. This step is a reminder to ensure you are updating your processes, reviewing your plan and reporting to key stakeholders.

This part aims to help you complete an Evaluation Action Plan that will need to be revisited as part of the overall project plan and asks you to consider:

a) What tasks are required to be allocated to people from within/or outside the team

b) What evaluation tasks may need to be undertaken by outside consultants/ providers

c) When these tasks should occur.

To complete your Evaluation Action Plan, you need to revisit Section 4, Part 14.3.2 Evaluation Action Plan and fill out columns 5 and 6 in the table. It maybe helpful to draw together all action plans, those forming part of the development of the Community Engagement Plan, as well as overall project actions. This could avoid unnecessary duplication.

> **Activity 18:**
>
> **Go to Section 4, part 14.3.2 Draft Evaluation Plan** and complete columns 5 and 6

9

9.5 R3: Review, Reflect And Celebrate
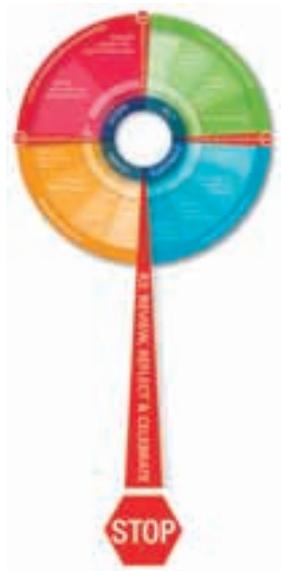
Key Quadrant Output: A Plan For Evaluation

Task: Review, Reflect And Celebrate

This section invites you to reflect on the work and learning outcomes that have occurred to date.

As mentioned earlier, there is limited information available on the outcomes of community engagement activities. As you reflect your outcomes, make sure your Evaluation Action Plan is clear and comprehensive, and consider using the outcomes of your work in presentations, case studies (that could be included as part of this Workbook) and journal articles.

Activity 19:

Go to Section 4, part 14.3.3 R3: Review, Reflect and Celebrate and respond to the various questions

Learn
a plan for learning

The following section draws together the work you have undertaken in the previous three quadrants of the Key. While the learning in previous quadrants focuses on your project and the effectiveness of your community engagement planning processes, this section deals with your individual skills.

10.1 Outline Learning Goals

Key Quadrant Output: Learn – A Plan For Learning

Task: Outline Learning Goals

This overall section focuses on completion of an Action Learning Cycle. Although aspects of learning have already been identified through the evaluation component, this step aims to focus your individual skills, reflection and further development into learning goals.

For people working in an organisation where there are formal performance planning and skill development programs (ie 'work plans' or 'performance planning and review' processes), these learning goals can form the basis of future training and development.

The following activity looks at the qualities required to effectively undertake community engagement activities, and then examines some clear development paths for individuals and project teams.

The activity is based on 'competencies'. In this context, competencies are defined as 'the knowledge, attitudes, skills and aspirations (K.A.S.A.)[35] that are most important in the role of a person who engages with community members (individually and in groups)'. These competencies are equally relevant for those who consider themselves full-time 'community engagers' or 'occasional' engagers.

These competencies do not fit into a national training framework as yet. But they have been built on key competencies such as those outlined in the International Facilitator Competencies, from the Institute of Cultural Affairs in Canada and some key sources in Action Learning[36].

The following competencies, outlined in Diagram 7 (over the page) have been adapted by the Community Engagement Unit (DSE/DPI) to best represent the current and future skill levels required to match DSE/DPI and other users' directions in effective community engagement. Read this information.

[35] Bennett (1975)
[36] Hunter (1999) citing RMIT Action Science (1997)

10

Diagram 7. Assessment of scaling of community engagement skills

Community engagement skills are:

- Project planning [including community engagement planning]
- Theoretical understanding [of community engagement, systems thinking,capacity building]
- Action and adult learning

- Communication skills including emotional intelligence
- Development of community and professional networks
- Evaluation and continuous improvement
- Personal and team performance and development
- Encourage others to understand and appreciate the different learning styles in the group.

Level 1:	Basic Understanding, Awareness
Level 2:	Ability to apply with some confidence
Level 3:	Individual expertise
Level 4:	Foster it in your team
Level 5:	Creating a culture – a normal way of doing business

Competencies	SCALING				
	Level 1	Level 2	Level 3	Level 4	Level 5
Project Planning [including Community Engagement Planning	• Work is undertaken in accordance with agreed project plans. • Understand components of project plans including engagement. • Understand basic project management principles. • Identify Performance Plan goals in alignment with project and Community Engagement objectives.	• Contribution is made to developing project plan. • Contribution is made to development of CE plan.	• Develop project plan. • Develop engagement plan as part of project plan. • Manage project staff to fulfil project & CE objectives.	• Discuss aspects of theory with colleagues. • Use the theory to inform practice [eg seeking community intelligence] • Use theory as an aid to reflect on and to make changes to current practice.	• Coordinate multiple projects to achieve integrated outcomes. • CE plan is implemented, evaluated and improved. • Lead a team to deliver project outcomes whilst building their professional capacity.
Theoretical understanding of community engagement, systems thinking, capacity building.	• Knowledge that the theories exist.	• Understand the basic principles of the theory. • Modify one's own language to reflect the theory.	• Experience with the application of theoretical principles in real world situations. • Actively seek new knowledge of theory from credible sources. • Begin to enter into conversations with others to learn more about theory and theory in practice.	• Assist individuals or groups in being aware of the values and needs of others. • Encourage others to share responsibility for learning. • Encourage others to understand and appreciate the different learning styles in a group. • Combine advocacy with inquiry.	• Confidently use the theory to inform planning and actions. • Add to the theory in light of reflection on practice in relation to theory. • Confident in describing the theory to others. • Enter into intellectual conversations about theory [and theory in practice] with "experts."

10

Competencies	SCALING				
	Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
Action/Adult Learning	• Understand different learning techniques. • Aware of the learning cycle. • Aware of one's own learning style – strengths & weaknesses.	• Confident applying different learning techniques • Design learning activities consistent with adult learning principles. • Effectively manage disruptive individuals and group dynamics. • Understand how the learning cycle fits with community engagement and begin using it. • Understand the difference between advocacy & inquiry • Understand the ladder of inference.	• Manage difficult emotional situations with confidence. • Aware of the values and needs of individuals and use these in progressing one's own skills in community engagement. • Designing and delivering processes based on the learning cycle. • Actively use inquiry.	• Assist individuals or groups in being aware of the values and needs of others. • Encourage others to share responsibility for learning. • Combine advocacy with inquiry.	• Negotiate learning outcomes with staff/teams/groups. • Construct an environment conducive to learning. • Use learning styles across different sectors of the community. • Personal actions demonstrate the application of the learning cycle in every day work/life. • Slow down and focus on the inferential steps individuals take in going from the data to conclusions.
Communication skills including emotional intelligence. [complete emotional competence framework at www.eiconsortium.org]	• Understand communication principles and the difference between communication, marketing, promotion and engagement. • Growing understanding of how emotions affect behaviour. • Interested in others' values and needs.	• Participate in the development of a communication plan. • Implement communication plan. • Understand the values and needs of others. • Identify emotions and affect on behaviour.	• Develop a communication plan for the project. • Adhere to communication plan. • Growing self awareness, being reflective and learning from experience. • Increased awareness of values and their effects on one's own behaviour. • Increased awareness of one's effect on others. • Empathy with the needs and feelings of others.	• Regularly monitor implementation and review effectiveness of communication plan. • Demonstrate regular and effective communication. • Growing self awareness through being open to candid feedback. • Encourage others to notice their own behaviours (espoused and in-use).	• Regularly review, evaluate and improve communication plan. • High level of self awareness and self management in stressful situations. • Primary focus on others' needs and feelings.

10

Competencies	SCALING				
	Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
Development of community and professional networks	• Believe that building networks and relationships is time well spent. • Identify key stakeholder and contacts for project/region. • Aware of own communication styles and preferences.	• Develop professional and community networks. • Collect information from community • Listen effectively to community issues.	• Provide an effective mutual referral system • Understanding of community needs and issues. • Flexible with communication techniques according to situations. • Seeks out mutually beneficial relationships.	• Form alliances and create synergies between agencies and communities. • Design engagement processes which are informed by community needs. • Builds rapport and keeps others involved.	• Develop and maintain strong networks and robust relationships. • Value effective communication as an opportunity to create improved working relationships. • Displays influential leadership.
Evaluation & Continuous improvement.	• Understand theory and benefits of evaluation. • Aware of different evaluation methods.	• Participation in development of project evaluation plan. • Collect, analyse and report data to project manager. • Accept and use feedback as a means to improve practice.	• Understand and use Bennett's Hierarchy or other evaluation framework for project, CE and evaluation planning. • Seek and give feedback from and to colleagues.	• Lead the development of project and CE evaluation plan. • Collate qualitative and quantitative data into project reporting. • Use evaluation as a continuous improvement mechanism.	• Develop an evaluation culture where evaluation is an integrated part of project management and day to day work.
Personal and Team Performance and Development	• Acknowledge the importance of ongoing learning – formal and informal. • Aware of workload and pressures. • Aware of benefits of coaching and mentoring. • Use PPS for training & development opportunities.	• Implement analysis of own performance. • Seek help with workload and pressures. • Have a mentor or coach [formal or informal] • PPS training & development is based on an annual personal learning plan.	• Seek feedback from others on performance. • Identify learning opportunities for self and others. • Actively apply appropriate management of workload and pressures. • Effectively support others through coaching or mentoring.	• Own continuous learning program in place. • Team learning plan is in place. • Assist others with appropriate management of workload and pressures. • Encourage others to develop coaching and mentoring skills as well as coaching and mentoring others.	• Develop team learning culture. • Develop team culture of planning to manage workload and pressures. • Develop coaching and mentoring as a part of team culture.

10

The following activities are based on a decision making planning process taking into account the information included in Diagram 7 Assessment of Scaling of Community Engagement Skills. A skill wheel has been adapted linking the above to assist in determining your current skills and future skill development requirements. To assist with identification of your learning goals, a stepped process will help identify the following:

(a) your current skill level now, and

(b) consider where you would like to further develop your skills.

The now process requires each individual to assess themselves against key competency areas for community engagement. Take some time to reflect on the following questions:

a) What is my normal behaviour at this point?

b) What stands out in my performance?

c) What has occurred over the last year?

d) What do I do that makes me feel satisfied / happy?

e) What do I do that frustrates me or makes me uncomfortable?

f) What are the key learning outcomes over the last year?

g) What insights do I have about my development needs in community engagement?

Activity 20:

Using previous table **"Assessment of Scaling of Community Engagement Skills"** and diagram at 14.4.1 define your skills "Now"

1. Mark where you think you are currently performing for each key competency area (each scaling level refers to a dot / dash along the spoke of the Competencies and Scaling Framework). Complete the whole framework.

2. Discuss questions a) through to g) and your assessment with a colleague(s) and /or supervisor to validate your perceptions.

3. After completing the framework, mark your current skill level on each spoke and join up the dots to pictorially indicate your strengths and areas for further learning in community engagement.

Activity 21:

Go to Section 4, part 14.4.1
Define your skills for the future

The 'where' process requires each individual to set themselves a goal for the next 12 months against each key competency area for community engagement. Ask yourself a key question:

• From what I know about the last 12 months, what areas do I need to develop in the next 12 months?

Go back to the Skill Wheel but this time mark in red further development opportunities for yourself over the next 12 months on each spoke. For example, if you are currently placed at about a level 2 for action / adult learning, do you need or want to move to a level 3, 4 or 5? It is very important to look at the descriptions for each level and be pragmatic about what will be possible and achievable in the coming 12 months.

Activity 22:

Go to Section 4, part 14.4.2
Highlight Key Competencies for learning and circle 2 or 3 areas for potential further development

On examination of your Skill Wheel, pick 2 or 3 areas to highlight as possible development / training needs. Do this by placing a circle around the spoke(s) which you most want or need to focus on for the next 12 months.

It is important to note each spoke of the Skill Wheel represents a large area of development. It is best to focus on smaller, and more specific, development areas. Ask yourself a key question:

• From the detailed descriptions of each spoke and level/s, which key area of this competency do I want to develop that will lift my overall capability in community engagement?

Having completed all the activities outlined above, you should now ratify your thoughts with someone else. You could choose a colleague or mentor to help assess you and/ or you could discuss your thoughts with your supervisor.

10

10.2 Define Your Learning Approach

Key Quadrant Output: Learn – A Plan For Learning

Task: Define Your Learning Approach

This section of the Key encourages you to collect insights and record key learning opportunities throughout the development of your Community Engagement Plan. By recording insights and making recommendations, you can modify the approach as you go and share your experiences (successes or learning opportunities) with others.

This part of the Workbook outlines a number of methods for capturing the insights of you and your team to assist in further development of skills. Consider using one, or a number, of these approaches.

A table has been developed in Section 4, Part 14.4.2 Defining Your Learning Approach that sets out several approaches for capturing the insights of you and your team and outlines the advantages and disadvantage of each approach. Your next activity is to:

a) Brainstorm other possible approaches you could consider, and

b) Decide on the methods you will use during your Community Engagement Plan (indicate your preference with a tick).

Activity 23:

Go to Section 4, part 14.4.2
Defining your learning approach

After you and your team members have chosen one or two methods for capturing your learning opportunities, you can share your ideas and collectively compile a team approach. Whatever approach is chosen, ensure all insights and recommendations are recorded or captured in some way. This information can be used as evidence in Part 9.3 Choose Appropriate Methods to Gather Evidence and links to section 10.3 Schedule Learning Events.

10

10.3 Schedule Learning Events
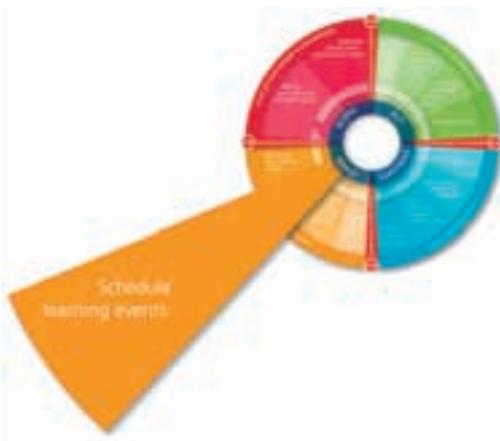
Key Quadrant Output: Learn – A Plan For Learning

Task: Schedule Learning Events

This section asks you and your project team to outline how you will develop your skills and capability in the field of community engagement. The final outcome of this section will be a learning plan for you and your project team members –steps are the same for both.

For your final activities as part of this Workbook, complete the table in Section 4, Part 14.4.3 Community Engagement Learning Plan. This table requires information you have already provided during activities 22 and 23 in the Learn quadrant of the Key. It also requires additional information about actions, such as 'when, who and what' evidence will be used to demonstrate an improvement in skill areas.

Activity 24:

Go to Section 4, part 14.4.3 Planning your learning

10

10.4 Share our Learnings with Others
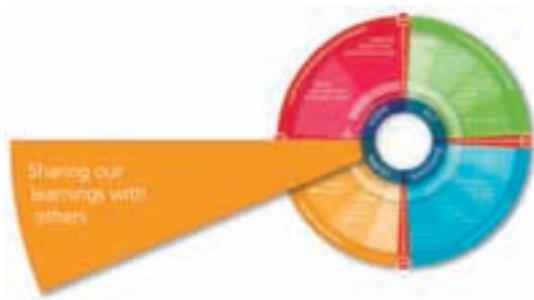
Key Quadrant Output: Learn – A Plan For Learning

Task: Sharing Our Learnings With Others

This section ensures that insights gathered through experiences are shared with colleagues. It links directly to your Community Engagement Learning Plan (Section 4, Part 14.4.3) and asks you to define who could benefit from knowledge about the process (monitoring) and outcomes of your Community Engagement Plan.

A common oversight in the field of community engagement is the lack of formal sharing of outcomes, learning and personal experiences. While the concept of community engagement is relatively new, many of the practices underpinning work with communities has been in place for many years and is well documented (eg. extension[35] activities with landholders and the agriculture industry).

However, these activities have often been developed from a 'science-based' approach. While there has been a reluctance on the part of some practitioners to write non-scientific papers or present their findings at conferences, this culture is changing.

Revisit your Community Engagement Learning Plan (Section 4, Part 14.4.3) and consider opportunities for sharing your learning and incorporating it into the general Community Engagement Plan in Section 4, Part 14.6.

[35] refer to term in glossary

10

10.5 R4: Review, Reflect And Celebrate

Key Quadrant Output: A Plan For Learning

Task: Review, Reflect And Celebrate

This section enables you to reflect over the entire process and fine tune any outstanding actions that require follow up.

If you have reached this point, you have been involved in a huge journey, a journey of discovery, and possibly some trials and tribulations. Your second last activity is to reflect on some questions to enable you to continue to build on your learning and share this with others.

> **Activity 25:**
>
> **Go to Section 4, part 14.4.4** R4: Review, Reflect and Celebrate and consider the questions for continuing the momentum of your Community Engagement Planning process and Learning

The last activity for this Workbook is to reflect on your overall learning outcomes throughout the project. Follow the instructions in Section 4, Part 14.4.5, Activity 26 Part B Learning Outcomes.

> **Activity 26:**
>
> **Go to Section 4, part 14.4.6** Transfer any actions from 14.4.3 to 14.6 as your overall action plan

Review your work and identify any gaps with regard to your actions and highlight these in Section 4, Part 14.6 of Your Action Plan.

The Community Engagement Planning Key is designed as an interactive tool that can be consistently built upon. Take advantage of the lessons you have learnt while developing your own Community Engagement Plan and feel free to make your future engagement activities even more responsive and effective.

Finally, it is expected this Workbook will continue to be further developed and refined through inclusion of your experiences, learning and case studies to reinforce and share this learning with others. The Workbook contains a sheet entitled Your Feedback. This exercise is optional. We welcome your contributions. See feedback sheet 14.7.

Section three

Introduction to the toolbox

This Toolbox was developed with permission of the Coastal Co-operative Research Centre (CRC). The Coastal CRC is based in Queensland and provides decision-making tools and knowledge to assist in effective management of ecosystem health of Australia's coastal zone, estuaries and waterways. Further information can be accessed through their web site http://www.coastal.crc.org.au/index.html.

Additional tools have been added that expand the application of activities relevant to developing effective community engagement plans. A total of 65 tools are currently presented in the Toolbox.

It is anticipated this Toolbox will continue to expand as more tools are developed and tested. All tools are listed in alphabetical order, with full descriptions including objectives, resources required, strength of the tools, as well as references for further exploration, etc.

11.1 Contents of the Toolbox

Backcasting

Brainstorming

Briefings

Citizen Committees

Citizen Juries

Civic Journalism

Community Fairs

Community Indicator

Community Profiling

Conference

Consensus Conference

Deliberative Opinion Polls

Delphi Study

Design Charrettes

Displays and Exhibits

Electronic Democracy

Expert Panel

Field Trips

Fishbowl

Focus Groups

Future Search Conference

Information Contacts

Information Hotline

Information Repository

Interactive TV

Interactive Video Display Kiosks

Key stakeholder interviews

Kitchen Table Discussion

Media Releases

Mediation and Negotiation

Mind Mapping

MODSS Multi-objective Decision Support Systems

Newspaper Inserts

Nominal Groups

Open House (or Open days and Drop-In Centres)

Open Space Technology

Participant Observation

Photovoice

Planning4real

Poster Competitions

Printed Information

Prioritisation Matrix

Public Conversation

Public Involvement Volunteers

Public Meeting

Questionnaires and Responses

Role Plays

Samoan Circles

Scenario Testing

Search Conference

Shopfront

Simulation (electronically generated)

Sketch Interviews

Snowball Sampling

Speakouts

Stakeholder Analysis

Study Circles

Submissions

Surveys

Technical Assistance

Technical Reports and Discussion Papers

Telephone Trees

Visioning

Websites

Workshops

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11.2 Detailed Descriptions and Application of the Tools

Backcasting

Description:

Backcasting is a method of analysing alternative futures, often energy futures. Its major distinguishing characteristic is a concern with how desirable futures can be attained. It involves working backward from a desired future end point or set of goals to the present to determine the physical feasibility of that particular future and the policy measures required to reach that end point. End points are usually chosen for a time 25 to 50 years in the future (Paehlke, Robert (1995) Conservation and Environmentalism, An Encyclopedia. New York & London, Garland Publishing Inc).

Backcasting is similar to Visioning, however backcasts are not intended to reveal what the future will be, but rather to weigh up a number of possible futures, and decide the implications and preferable options, then to map out steps along the way.

Objectives:

Backcasting allows a group of people to weigh up the implications of different future options or policy goals.

Outcomes:

Backcasting provides one preferred option from a number of future possibilities, and a series of ways that the desired endpoint can be achieved.

Uses/strengths:

- Backcasts are not intended to reveal what the future will likely be, but to indicate the relative feasibility and implications of different policy goals.
- Suggests the implications of likely futures, chosen not on the basis of their likelihood but on the basis of other criteria defined externally to the analysis (eg criteria of social or environmental desirability).
- Determines the freedom of action, in a policy sense, with respect to possible futures.

Special considerations/weaknesses:

- No estimate of likelihood is possible.
- Does not seek to discover the underlying structural features of the world that would cause the future to come about.

Resources required:

- Publicity
- Venue rental
- Catering
- Staffing
- Moderator/facilitator
- Experts
- Recorders
- Gophers
- Artists/photographer
- Audiovisual recording equipment and amplification
- Overhead projectors
- Data projectors
- Video
- Slide projector/screen
- Printed public information sheets
- Response sheets
- Props for working in groups (pens, paper, pins, etc.)
- Furniture
- Children's requirements

Suitable for use by:

- Industry
- Government
- Community

Can be used for:

- Showcase product, plan, policy
- Engage community
- Develop community capacity
- Develop action plan

Number of people required to help organise:

- Medium (2-12 people)
- Individual

Audience size:

- Large (> 30)
- Medium (11-30)

Time required:

- Medium (6 weeks-6 months)

Skill level/support required:

- High (Specialist skills)
- Medium (Computer & other expertise)

Cost:

- High (>AUD$10,000)
- Medium (AUD$1,000-AUD$10,000)

Participation level:

- High (Stakeholders participate in decision)

Innovation level:

- High (Innovative)

Method:

To undertake a backcasting analysis:

1. Define future goals and objectives, projecting 25-50 years into the future.
2. Specify the scenario by analysing the technological and physical characteristics of a path that would lead towards the specified goals.
3. Evaluate the scenario in terms of physical, technological and socioeconomic feasibility and policy implications.
4. Brainstorm ways this desired endpoint can be achieved, working backwards to the present.

References:

- Paehlke, Robert (1995) Conservation and Environmentalism, An Encyclopaedia. New York, Garland.

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Brainstorming

Description:

Brainstorming is a method for developing creative solutions to problems. It works by focusing on a problem, and then having participants come up with as many deliberately unusual solutions as possible and by pushing the ideas as far as possible. During the brainstorming session there is no criticism of ideas - the idea is to open up as many possibilities as possible, and break down preconceptions about the limits of the problem. Once this has been done the results of the brainstorming session can be analysed and the best solutions can be explored either using further brainstorming or more conventional solutions.

Brainstorming is useful in warming up a workshop and creating a sense of unity between workshop participants by 'breaking the ice' between them (Source: http://www.mindtools.com/brainstm.html).

Objectives:

Brainstorming aims to develop the broadest possible range of creative options, to evaluate these, and to select the best.

Outcomes:

Brainstorming will offer better solutions to a community issue or proposal because a wider range of options has been canvassed.

Uses/strengths:

- Can encourage creative solutions.
- Can serve as a warm-up exercise.
- Can replace conventional participation tools where such tools are inappropriate.
- Can assist in developing unity between participants.

Special considerations/weaknesses:

- Ideas are unrestrained and may not be achievable.
- Sessions may be difficult to record.
- Realistic outcomes are not guaranteed.
- Allow time to engage jury & facilitator, put together briefing papers and contact 'experts'.
- Jury can take up to four days to consider its 'verdict'.

Resources required:

- Methods of recording ideas where whole group can view them
- Expertise - high
- Venue large enough for comfort
- Facilitator

Suitable for use by:

- Industry
- Government
- Community

Can be used for:

- Engage community
- Discover community issues

Number of people required to help organise:

- Large (> 12 people)
- Medium (2-12 people)
- Individual

Audience size:

- Large (> 30)
- Medium (11-30)
- Small (<=10)

Time required:

- Short (< 6 weeks)

Skill level/support required:

- Low (No special skills)

Cost:

- Low (< AUD$1,000)

Participation level:

- High (Stakeholders participate in decision)

Innovation level:

- Low (Traditional)

Method:

1. Select participants from as wide a range of disciplines with as broad a range of experience as possible. This brings many more creative ideas to the session.
2. Select a leader for the session, who can:

   Outline any criteria that must be met.
   Keep the session on course.
   Encourage an enthusiastic, uncritical attitude among brainstormers.
   Encourage participation by all.

3. Set times for the whole brainstorming session, and for generating ideas.
4. Keep fresh ideas coming, and welcome creativity.
5. Do not allow any one train of thought to dominate for too long.
6. Do not criticise or evaluate during the brainstorming session (criticism stifles creativity and spoils the fun).
7. Record ideas no matter how unrealistic, until there are no more ideas, or the time allocated for generating ideas is up.
8. Record all ideas on a whiteboard or projector so that all participants can see all the ideas.
9. Encourage 'spark off' associations from other people's ideas, or combinations of ideas.
10. Either, evaluate solutions at the end of the brainstorming session to agree on the most practical way forward; or
11. Record the session either as notes, tape recording or video for later evaluation.

References:

- Edward de Bono (1992) Serious Creativity, New York, HarperBusiness.
- http://www.mindtools.com/brainstm.html

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Briefings

Description:

Briefings are often a way of providing information on a specific issue or initiative to a special audience. The presentation may be delivered by an industry, government or organisation's representative, and is typically followed by detailed discussions in a question and answer format. Briefings are useful as a public relations activity when an identified group is going to be affected by a proposal. The use of existing meetings of social and civic clubs and organisations as a forum for briefings to inform and educate is often used (Ontario Public Consultation Guide 1994). Briefings may provide some preliminary ideas of community issues based on questions and feedback at the briefing.

Objectives:

A briefing will inform stakeholders of a project, product or proposal and provide them with a chance to ask questions.

Outcomes:

Providing a briefing or briefings will ensure that an organisation will be working with an informed stakeholder group.

Uses/strengths:

- Used when stakeholders are identified as being more directly affected by an issue than the general population and you want to inform them first.
- Provides a forum to interact directly with a particular group and allows for detailed explanation of issues, circumstances and implications unique to the group.
- Allows sponsor to retain control of information/presentation.
- Allows sponsor to reach a large number of individuals who are not attracted to other participatory forums, as this forum is specifically designed for them.
- Provides an opportunity to expand project mailing list.
- Allows presentations to be tailored with specific information suited to different groups.
- Can build community good will.

Special considerations/weaknesses:

- Purpose and timeframe need to be stated clearly at the outset.
- If not appropriately targeted, project stakeholders may not be in target audience.
- The topic may be too technical.
- Does not provide a forum for making decisions.
- May raise expectations of the targeted audience.
- Stakeholders may be disillusioned because the process is used as a means to inform them and not take on board their ideas, interests and concerns.
- Concerns of stakeholders need to be recorded.

Resources required:

- Staffing
- Experts
- Facilitators
- Recorders
- Overhead projectors
- Data projectors
- Video slide projector
- Projection screen
- Printed information as handouts

Suitable for use by:

- Industry
- Government
- Community

Can be used for:

- Showcase product, plan, policy
- Communicate an issue

Number of people required to help organise:

- Medium (2-12 people)
- Individual

Audience size:

- Large (> 30)
- Medium (11-30)
- Small (<=10)

Time required:

- Long (> 6 months)

Skill level/support required:

- High (Specialist skills)
- Medium (Computer & other expertise)

Cost:

- Medium (AUD$1,000-AUD$10,000)
- Low (< AUD$1,000)

Participation level:

- Low (Information only)

Innovation level:

- Low (Traditional)

Method:

1. Prepare presentation materials using (eg Powerpoint, overhead transparencies etc.) thinking about the specific interests of the target audience. Also take printed material and have background information available.
2. Select groups and make offers for a briefing (telephone and/or send letters to confirm date and times). It is important to accommodate group/community needs as much as possible.
3. Clarify whether the groups are willing to promote the event, or whether you need to provide promotional material (flyers, posters, newsletter articles).
4. KISS - keep it simple and short.
5. Bring visuals if possible, and talk about case studies or personal experiences to illustrate the points you want to make.
6. Outline opportunities for ongoing participation.

References:

- Ministry of Environment and Energy (1994) Public Consultation Guide. Toronto, Ontario.
- RCRA. 1996. Public Participation Manual. Ch 5: Public participation activities. http://www.epa.gov/epaoswer/hazwaste/permit/pubpart/chp_5.pdf [accessed 03/01/02].

   Wates, N. (1999) The community planning handbook. London, Earthscan.

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Citizen Committees

Description:

Also known as public advisory committees and public liaison committees, citizen committees consist of a group of representatives from a particular community or set of interests appointed to provide comments and advice on an issue. Generally, relevant community groups and agencies are invited to nominate as members of the committee, although people with specific skills may also be asked. Members meet regularly to provide ongoing input and advice over the duration of the project (Ontario Public Consultation Guide 1994:26). These generally have an agreed life span and are normally organised at the local level to address a specific issue.

Objectives:

The objective of citizen committees is to provide broad-based input into planning and decision making from a range of groups and agencies that are affected by a proposal or issue.

Outcomes:

The citizen committee may have sufficient ownership of a project or issue to take responsibility for the actions that are needed. Where the citizen committee's role is more in a consultation and planning mode, the final plans will be based on better information and deal with a wider range of issues as a result of this broad-based and extensive consultation mechanism.

Uses/strengths:

- Allows the involvement and input of a range of people (eg fishers and surfers as well as relevant government departments).
- Allows development of consensus (where achievable) or directions for action on complex issues that affect the broad community.
- Effectively disseminates detailed information and decisions to members of the organisations or community sectors represented on the committee.
- Provides opportunities for exploring alternative strategies and building on commonalities and alliances.

- Provides for a detailed analysis of project issues, timelines and deliverables and a focus on the outcomes.
- Participants gain an understanding of other perspectives leading toward an agreed, integrated outcome.

Special considerations/weaknesses:

- Participant selection is a major consideration:

The range of interests must be broad enough to represent all those affected, and those with relevant interests and skills.

Community members must be willing to work together on a common challenge, and

Organisers must be aware of potential conflicts.

- The original terms of reference need to be agreed upfront and recorded.
- Contact should be maintained with the committee to ensure that it does not take on a life of its own.
- Members' comments to the media may not coincide with the sponsor's policy. A set of principles can be developed to avoid this happening.
- The general public may not embrace committee recommendations.
- Members may not achieve consensus (although consensus may not be the goal).
- The sponsoring agency or agencies must accept the need to give and take.
- May be time and labour intensive if the issue is significant.

Resources required:

- Venue (rental)
- Catering
- Staffing
- Moderator/facilitator
- Overhead projectors
- Data projectors
- Video
- Slide projector
- Projection screen
- Props for working in groups (pens, paper, pins, etc.)
- Requirements for childcare.

Suitable for use by:

- Industry
- Government
- Community

Can be used for:

- Engage community
- Discover community issues
- Develop community capacity
- Develop action plan
- Communicate an issue
- Build alliances, consensus

Number of people required to help organise:

- Large (> 12 people)
- Medium (2-12 people)

Audience size:

- Large (> 30)
- Medium (11-30)

Time required:

- Medium (6 weeks-6 months)
- Short (< 6 weeks)

Skill level/support required:

- High (Specialist skills)
- Medium (Computer & other expertise)
- Low (No special skills)

Cost:

- High (> AUD$10,000)

Participation level:

- High (Stakeholders participate in decision)

Innovation level:

- Medium (Some new elements)

Method:

1. Consider the demographic profile of the community to ensure most of those groups that will be affected by an issue or proposal are represented
2. Consider special interest groups.
3. Consider groups most affected by the issue.
4. Conduct stakeholder analysis prior to inviting groups to propose

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5. Be flexible to allow other representatives to join if they make themselves known during the participation process (however, it is more effective not to allow alternative representatives, as they can highjack the agenda and/or may need extra briefings that slow down the process).

6. Clearly state the role of the citizen committee and the objectives of the participation.

7. The organising group or agency should work closely with the committee during its formation.

8. The organising group or agency should work closely with the group during the participation process.

9. Use third party facilitators to manage conflict.

10. Be forthcoming with information.

11. Use a consistently credible process.

12. Set up reporting arrangements to ensure that members communicate with their constituents via their regular communications networks (eg newsletters, meetings, presentations, email, or websites).

13. Record decisions and keep a running summary. This is important if new people join the group.

References:

• Crosby, N., Kelly, J. M., & P. Schaefer. Citizen panels: A new approach to citizen participation. Public Administration Review (1986/March-April), pp. 170-178.

• Ontario Ministry of Environment and Energy (1994) Public Consultation Guide MEE, Toronto.

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Citizen Juries

Description:

Citizen juries involve the wider community in the decision-making process. Participants are engaged as citizens with no formal alignments or allegiances rather than experts. Citizen juries use a representative sample of citizens (usually selected in a random or stratified manner) who are briefed in detail on the background and current thinking relating to a particular issue, and asked to discuss possible approaches, sometimes in a televised group. Citizen juries are intended to complement other forms of consultation rather than replace them. Citizens are asked to become jurors and make a judgement in the form of a report, as they would in legal juries. The issue they are asked to consider will be one that has an effect across the community and where a representative and democratic decision-making process is required.

Citizen juries can be used to broker a conflict, or to provide a transparent and non-aligned viewpoint.

Citizen jurors bring with them an intrinsic worth in the good sense and wisdom born of their own knowledge and personal experience. Citizen juries provide the opportunity to add to that knowledge and to exchange ideas with their fellow citizens. The result is a collective one, in which each juror has a valuable contribution to make (Jefferson Center's Citizens' Jury Handbook. Summer 1997).

Objectives:

Citizen juries aim to draw members of the community into participative processes where the community is distanced from the decision-making process or a process is not seen as being democratic.

Outcomes:

A citizen jury will deliver a considered report with recommendations for future actions or directions.

Uses/strengths:

- Can be used to draw members of the community into participative processes where the community is distanced from the decision-making process or a process is not seen as being democratic.
- Strives to improve representation in participative processes by engaging a cross section of the community in the jury.
- Can be used to moderate divergence and provide a transparent process for decision making.
- Provides a transparent participatory process which can be seen to be independent and credible.
- Provides a public democracy mechanism.
- Provides citizens with an opportunity to develop a deep understanding of the issue.
- Involves ordinary citizens.
- Pinpoints fatal flaws or gauges public reaction and opinion (IAP2, 2001).

Special considerations/weaknesses:

- Jury members need to be representative of the community in consideration.
- Setting up involves selecting jurors and experts and planning the timing, as it takes up to four days to run the jury.
- Moderators may be required, and would need to be hired.
- Everyone involved needs to be clear about the results and how they will be used. Ahead of the event, time needs to be allowed to engage jury, hire facilitator, put together briefing or background papers and contact 'experts'.
- Allow up to four days for the jury to consider its 'verdict'.
- The commissioning body must follow recommendations or explain why.

Resources required:

- Venue rental
- Catering
- Staffing
- Moderator/facilitator
- Other facilitators
- Overhead projectors
- Data projectors
- Slide projector
- Projection screen
- Props for working in groups (pens, paper, pins, etc.)
- Jurors' fees

Suitable for use by:

- Industry
- Government
- Community

Can be used for:

- Engage community
- Develop community capacity
- Develop action plan
- Communicate an issue

Number of people required to help organise:

- Medium (2-12 people)

Audience size:

- Medium (11-30)

Time required:

- Long (> 6 months)
- Medium (6 weeks-6 months)

Skill level/support required:

- High (Specialist skills)

Cost:

- High (> AUD$10,000)
- Medium (AUD$1,000-AUD$10,000)

Participation level:

- High (Stakeholders participate in decision)

Innovation level:

- High (Innovative)

Method:

1. Select a broadly representative group of approximately 8-12 people. Determine a question important to the issue being considered or develop a series of options for the jury to consider.
2. Brief jurors on the rules of the proceedings, and allow them two-four days to come to a recommendation.
3. Provide expert witnesses to brief the jury who can be cross-examined and who can spend time discussing the issue with the jury.

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4. Engage independent moderator(s) to assist the process of deliberation.

5. At the agreed time, arrange a presentation from the panel and/or collect the jury's report, which should outline their recommendations.

6. Publish the report and recommendations (this would normally be done by the commissioning body).

7. If the recommendations of the citizen jury are not followed up, publish the reasons for not following up (this would normally be done by the commissioning body).

References:

• Abelson, J., Forest, P-G, Eyles, J., Smith, P., Martin, E., & Gauvin, F-P. (2001) A Review of Public Participation and Consultation Methods. Canadian Centre for Analysis of Regionalization and Health. http://www.regionalization.org/PPfirstpage.html [accessed 03/01/02].

• Australian National University (2000) Far North Queensland Citizens Jury Project. Canberra, ANU. http://cjp.anu.edu.au/index.html [accessed 16/12/02].

• Crosby, N. (1995) Citizen juries: One solution for difficult environmental questions. In Renn, O., Webler, T., & P. Wiedemann, (eds.) Fairness and competence in citizen participation: Evaluating models for environmental discourse. Boston, Kluwer Academic Publishers.

• Anna Coote and Jo Lenaghan (1997) Citizens' Juries: Theory into Practice. London, Institute for Public Policy Research.

• Jefferson Center (2002) The Citizen Jury Process. http://www.jefferson-center.org/citizens_jury.htm. Jefferson Center for New Democratic Processes, Minneapolis, MN. USA [accessed 19/12/02].

• NSW Environmental Protection Agency (2001) Stormwater jury piloted at Waverly Council. EnviroNetwork News. Dec. http://www.epa.nsw.gov.au/enn/enndec01.htm [accessed 19/12/02].

• The Waterways Trust (2002) Citizen`s Jury To Consider New Waterway (News Release 17/10/02).http://www.thewaterwaystrust.co.uk/news/viewarticle.asp?NewsID=144.

• London Borough of Waltham Forest (2001) Consultation Guidelines. http://www.lbwf.gov.uk/government/bv/consultation_guidelines.pdf [accessed 03/01/02].

• New Economics Foundation & UK Participation Network (1998) Participation Works: 21 Techniques. http://www.neweconomics.org/default.asp?strRequest=pubs&strContext=pubdetails&intPubID=16 [accessed 03/01/02].

• www.iap2.org

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Civic Journalism

Description:

Civic journalism sets out to provide people with detailed news and information about specific issues to allow them to make the decisions they are called on to make in a democratic society. Newspapers, radio and television stations and the internet combine to provide forums for citizens to question their politicians, polling the electorate to elicit the major issues and then questioning legislators.

Civic journalism is an effort to reconnect with the real concerns that viewers and readers have about the issues they care most about, not in a way that panders to them, but in a way that treats them as citizens with the responsibilities of self-government, rather than as consumers to whom goods and services are sold. Civic journalism takes the traditional five w's of journalism (who, what, when, where, why) and expands them to ask 'why is this story important to me and to the community in which I live?' (Source: http: //www.cpn.org/sections/topics/journalism/).

Objectives:

Civic journalism aims to develop more democratically active citizens. Civic journalism aims to do this by providing expert comment on an issue, either in the media or by organising face-to-face public debate. In this way, civic journalism is encouraging citizens to become engaged in democratic processes, or to take some action (eg to reduce water use).

Outcomes:

Better informed citizens and more effective media coverage of issues that are more directly relevant to citizens' rights and responsibilities in civic society

Uses/strengths:

- Can be used to raise widespread public awareness of community issues.
- Offers citizens the chance to determine what makes news in their community through polls or participation in community forums.
- Combines the power of the media to set political and social agendas with the power of individuals and groups to speak out

about their issues of concern, and hence can influence the decision making process.

Special considerations/weaknesses:

- The media must decide whether to become involved to this extent.
- May pander to those who are most 'media friendly' (glamorous, articulate people) and hence may not be representative of community views.
- Outcomes will be influenced by the media's agenda.

Resources required:

- News agencies or individual news reporters.

Suitable for use by:

- Industry
- Government
- Community

Can be used for:

- Engage community
- Discover community issues
- Develop community capacity
- Communicate an issue

Number of people required to help organise:

- Medium (2-12 people)

Audience size:

- Large (> 30)

Time required:

- Medium (6 weeks-6 months)
- Short (< 6 weeks)

Skill level/support required:

- High (Specialist skills)
- Medium (Computer & other expertise)

Cost:

- Medium (AUD$1,000-AUD$10,000)

Participation level:

- High (Stakeholders participate in decision)
- Medium (Opinions noted)

Innovation level:

- Medium (Some new elements)

Method:

If citizen generated:

1. Contact news agencies with case studies of civic journalism and their advantages for the news media and the community.
2. Organise focus groups, Citizen Juries, Citizens' Committees.
3. Advise local media of the opportunity to be involved.
4. Keep contact with key journalists to encourage them to treat this as a 'running story' with regular updates for the duration of the campaign or until the issue is resolved.

If news agency generated:

1. Publicise public meetings, focus groups, etc to determine what issues are of most concern within the local area.
2. Coordinate coverage with other media (print, radio and television).
3. Invite politicians to discuss issues with citizen groups on camera.
4. Encourage citizens to develop options and publicise these options as an open forum for comment/voting.
5. Present solutions to those who have the power to make decisions and report back on their reactions/responses.

References:

- America's Struggle Within (1996) Citizens Talk about the State of the Union. A Report prepared by The Harwood Group. Washington, DC: Pew Center for Civic Journalism.
- Charity, A. (1995) Doing Public Journalism. New York. Guilford Publications, Inc.
- Merritt, D. (1995) Public Journalism and Public Life and What It Means to the Press. Hillsdale, N.J: Lawrence Erlbaum Associates, Inc.
- Pew Centre for Civic Journalism (2000) Civic Journalism Is...True Stories from America's Newsrooms. Pew Centre for Civic Journalism. http://www.pewcenter.org/ doingcj/pubs/index.html.
- Schaffer, J. and Miller, E. (eds) (1995) Civic Journalism: Six Case Studies. Pew Centre for Civic Journalism and The Poynter Institute for Media Studies. http: //www.cpn.org/cpn/sections/topics/ journalism/index.html [accessed 20/12/02].

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Community Fairs

Description:

A community event intended to provide project information and raise awareness about particular issues. The fair includes a multiplicity of activities and events of interest to cater for the broadest range of people (eg sausage sizzles, rides and activities for children, young people's activities and events of interest to adults). The events incorporated within community fairs, if focused on the main issues, will act as magnets to encourage public participation and will raise awareness on this basis.

Objectives:

Community fairs provide a fun venue that will draw a crowd of all ages and backgrounds, and then use many different ways to inform and engage the participants on a community issue.

Outcomes:

The community fair will raise awareness of an issue or proposal, and provide a venue for collecting contact details and getting signatories to any submissions or alternate proposals

Uses/strengths:

- Focuses public attention on an issue.
- Can create interest from media groups and lead to increased coverage of the issue.
- Allows for different levels of information sharing.
- Builds social capital, that is, people who are more willing and able to participate in community decision making and management.

Special considerations/weaknesses:

- The public must be motivated to attend.
- Fairs can be expensive to do well.
- The project's reputation can be damaged if the fair is not done well (IAP2).

Resources required:

- Publicity
- Venue rental
- Catering
- Staffing
- Moderator/facilitator
- Experts
- Recorders
- Artists or photographer
- Events organiser
- Cleaners
- First aid
- Other audio and visual recording and amplification
- Overhead projectors
- Printed public information materials
- Response sheets
- Data projectors
- Video
- Slide projector
- Projection screen
- Props for working in groups (pens, paper, pins, etc.)
- Furniture
- Children's requirements
- Entertainment and events
- Duty of care
- Insurance

Suitable for use by:

- Industry
- Government
- Community

Can be used for:

- Showcase product, plan, policy
- Engage community
- Discover community issues
- Communicate an issue

Number of people required to help organise:

- Medium (2-12 people)

Audience size:

- Large (> 30)

Time required:

- Medium (6 weeks-6 months)
- Short (< 6 weeks)

Skill level/support required:

- High (Specialist skills)
- Medium (Computer & other expertise)

Cost:

- High (> AUD$10,000)
- Medium (AUD$1,000-AUD$10,000)

Participation level:

- Medium (Opinions noted)

Innovation level:

- High (Innovative)

Method:

1. Select a date and venue that will encourage the greatest number of participants to attend (generally weekends or public holidays). Liaise with key groups to avoid clashes.

2. Arrange for a number of activities and events of interest to various groups in the community (ie all ages, children, young people, adults, the elderly).

3. Provide low cost or free activities (rides, sausage sizzles etc.) to encourage attendance.

4. Advertise and publicise the event with emphasis on the issue to be considered. Advertise starting and closing times.

5. Provide adequate staffing and consider the employment of volunteers.

6. Determine appropriate consultative activities for the fair. Organise the necessary duty of care and insurance issues.

7. Consider employment of an events manager.

8. Develop a plan of the site, and ensure all those participating know where they are to go. Consider some form of marking out sites (tape or stakes).

9. Prepare a traffic plan (for trucks/cars etc.) including a site for parking.

10. Allow adequate time for setting up.

11. On the day, ensure that coordinators circulate to assist participants to focus on the major issue and to facilitate participation.

References:

- International Association for Public Participation (2000) IAP2 Public Participation Toolbox. http://www.iap2.org/boardlink/toolbox.pdf.

- US Dept of Transportation (1997) Public Involvement and Techniques for Transportation Decision-Making: Transportation Fair. Washington. http://www.fhwa.dot.gov/reports/pittd/tranfair.htm [accessed 12/12/02].

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Community Indicator

Description:

Community indicator projects are those where communities have a vision for a sustainable future and have established ways of tracking their progress through the use of indicators. The list of indicators varies and is generally developed by the community itself. The technique has been used mostly in North America and Europe. The most successful projects have three characteristics in common:

- First, the community created a vision of its future that balanced economic, environmental, and social needs. This future is long term - not in the order of years, but for decades or generations.
- Second, the vision incorporated the views of a wide cross-section of the community.
- Third, the community decided how to keep track of its progress in reaching that vision. (Source: http://www.johnsonfdn.org/library/journal/v19n2/indicators.html)

Objectives:

Community indicators measure progress toward community sustainability action plan goals.

Outcomes:

Community indicators provide a set of indicators that allows a community to keep track of its progress in reaching an agreed vision.

Uses/strengths:

- Can be used to educate other residents and to mobilize additional community members to join in community efforts.
- Can either precede efforts to build a community-wide initiative or be developed through a community-wide process. Both approaches are valid and serve distinctly different yet complementary purposes.
- Can still be used to inform and engage a wider cross section of the community when the set of indicators are developed by a small, non-inclusive group of concerned residents first.
- Can help generate community-wide interest reporting of change through measurement and indicators.
- May reveal data previously unknown by residents and decision-makers.

- Helps build citizens' capacity for community involvement and participation.
- Benefits from the community members' combined experience and their first-hand knowledge about their community.
- Allows monitoring of change over time.
- When it's difficult to know which are most urgent issues or will be most effective actions, a community indicator project can measure and guide the community.

Special considerations/weaknesses:

- The steps that have been chosen as indications of progress toward a goal should be relevant to the entire community.
- The community indicator project will need ongoing management.
- Indicators can be incorporated into wider statutory/legislative frameworks and this may be beyond the scope of the project and the experience of the project leaders.
- There may be difficulties in identifying and agreeing on accepted stakeholders.

Resources required:

- Publicity
- Venue rental
- Catering
- Staffing
- Moderator/facilitator

Suitable for use by:

- Government
- Community

Can be used for:

- Engage community
- Discover community issues
- Develop community capacity
- Develop action plan

Number of people required to help organise:

- Large (> 12 people)
- Medium (2-12 people)

Audience size:

- Large (> 30)

Time required:

- Long (> 6 months)
- Medium (6 weeks-6 months)

Skill level/support required:

- High (Specialist skills)
- Medium (Computer & other expertise)

Cost:

- Medium (AUD$1,000-AUD$10,000)
- Low (< AUD$1,000)

Participation level:

- High (Stakeholders participate in decision)

Innovation level:

- High (Innovative)

Method:

1. Select a representative sample of the community.
2. Organise the appropriate method to gather people together. This may be in the form of a meeting or it may be done via phone or email.
3. Establish a vision for the future and the steps that are needed to get there (strive to balance environmental, social and economic issues in all decision making activities).
4. Develop a set of indicators that will indicate that progress is being made - significant milestones that have made concrete and measurable progress towards the future vision.
5. Can also be developed by a small group prior to community-wide visioning and planning processes for educational purposes, and then be developed through community-wide involvement.
6. Monitor progress against indicators.
7. Publish and circulate regular progress reports through media and newsletters.

References:

- International Association for Public Participation (2000) IAP2 Public Participation Toolbox. http://www.iap2.org/boardlink/toolbox.pdf.
- Izaak Walton League of America (1998) Monitoring Community Sustainability. http://www.iwla.org/sep/pubs/monitor.html US$2.50 Available to order online [accessed 20/12/02].
- Hart, Maureen (1997) Evaluating Indicators: A Checklist for Communities. Wingspread 19(2). http://www.johnsonfdn.org/info/publications/journal/v19n2/indicators.html [accessed 20/12/02].

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Community Profiling

Description:

Community (or Stakeholder) profiles are a useful way of developing an understanding of the people in a geographical area or a specific community of interest. This understanding can assist in the development of a community engagement plan and influence who the key stakeholder groups are and how a project develops. Profiles can illustrate the make up of a community and could include information about the diversity within the community, their history, social and economic characteristics, how active people are (ie the groups and networks used) and what social and infrastructure services are provided. A community profile can also provide information on the level of interest community members may have in being actively involved in a project and their preferred method of engagement.

Objectives:

- To develop a more indepth understanding of a community of interest.

Outcomes:

- The understanding provided by a community profile can assist in the development of a community engagement strategy and lead to more effective projects as they are tailored to the needs and characteristics of the people involved.

Uses/strengths:

- A profile is an effective way of gathering information about the diversity of a community and the potential stakeholders that may otherwise not be recorded.
- Profiles can highlight the gaps in our understanding of a community/ stakeholders and therefore guide future research.
- Profiles can encourage broader thinking about 'who' a community is and 'who' is involved in a project and 'how'.
- Profiles can help determine who is likely to be influenced by change or affected by a project.
- Developing a profile can be used as a means to develop relationships in a community/stakeholder group as the understanding is researched and developed together.

- The process of profiling can in itself raise awareness, interest and build the capacity of members in the community.
- Profiles are a means to gather community intelligence over time as projects develop and therefore this info can be easily passed on.

Special considerations/weaknesses:

- Community profiling is in itself an engagement activity. People involved in profiling need to be clear about why it is occurring and what will happen with the information that is collected (ie privacy laws).
- Communities are often complex and over time a rich and diverse picture may develop. It is important to think about how such information will be collected, managed and presented in order to prevent 'information overload'.
- Some of the most interesting questions to ask about a community can be the most expensive/time intensive to research.

Resources required:

- A 'profile' coordinator to manage the above tasks.
- Access to social research texts/social research advisors that can assist in development of the method.
- Publicity (if necessary).
- Statistical resources (ie ABS Community Profiles).

Suitable for use by:

- Government
- Community
- Agencies.

Can be used for:

- Identify the diversity in a community.
- Discover community issues/features of the community.
- To engage the community and introduce a new project.
- Explore the perspectives of different stakeholders.
- Develop community capacity (as a community becomes more aware of its own issues/ strengths/ weaknesses).
- As a basis for a community engagement strategy.

- To assist in project development.

Number of people required to help organise:

- One person to coordinate profile development.
- The number of people involved in research activity depends on size and extent of profile.
- A supporting team of people (ie project steering committee).
- Mentors/ advisors in profile development.

Audience size:

- Issue/ location dependent.

Time required:

- Medium sized community (eg 1000 people), medium depth of information (eg socio-demographic data, groups and networks) – two months.
- A more indepth profile would require more time.

Skill level/support required:

- This depends on the questions asked in the profile. For example, if the profile was to include an understanding of people's attitudes towards an issue (ie community activity, salinity) then more time will be required to investigate the methods that are appropriate.

Cost:

- The cost will depend on the depth of inquiry in the profile.
  Medium – rural community, population 1000 (2 month Full Time Employment salary)
  Low (smaller community) (1 month Full Time Employment salary)

Participation level:

- Medium (interviews, discussions with community) to High level (shared task, shared decision making).
- Involving others in the development of the profile or empowering the community to develop its own profile will require a high level of participation and resources.

Innovation level:

- High (Innovative) – Medium

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Method:

1. Scoping

   What is the purpose of the community profile for the overall project?

   How will the community profile assist the overall project?

   What information needs to be in the community profile?

   How will the community profile information be used?

   Who will be involved in the development of the profile?

   What resources/ constraints will influence the development of the profile?

2. Develop a research proposal

   What are the key questions to be researched by the profiler?

   What research approach will be taken?

   What methods will be used?

   Estimate the time/ cost for development.

3. Endorsement

   Who needs to endorse/ support the development of the profile?

4. Research Activity

   How will the information be collected and recorded? (eg community maps)

   How will privacy issues be managed?

5. Presentation of profile

   Presentation of profile to project team/ community (dependent on purpose of profile)

6. Production of profile document

   Will the profile be added to over time as more understanding is developed?

   Who will be responsible for the profile?

References:

- Department of Victorian Communities, Office of Community Building (2003) Community Statistics: a resource for local communities. State Government of Victoria.

- Hawtin, M., Hughes, G., Percy-Smith, J. and Foreman, A. (1994). Community Profiling: auditing social needs. Open University Press, Bristol.

- Ristock, J. L. and Pennell, J. (1996) Community Research as Empowerment. Oxford University Press, Ontario.

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Conference

Description:

A conference is usually organised by a like-minded group or association to share information, present the latest innovations, and/or to make decisions about or on behalf of the organisation. Conferences can vary from 'shoestring' budget gatherings to large-scale, week-long events that may justify hiring a professional conference organiser. Often, conferences provide an opportunity for organisation members who are geographically scattered to gather, learn, and socialise. The venue and presenters need to suit the types of people who will be attending. That is, a camping conference may suit backpackers, but an organisation whose members have young children, or are aged, will need a venue that suits these special needs

Objectives:

A conference provides a venue to bring a large group of people together to share information, hear the latest updates on a topic or issue, and make decisions.

Outcomes:

The conference outcomes should include a report that includes all presentations and decisions for future reference, participants who have received up-to-date information. Outcomes may include recommendations or an action plan for future directions and outcomes.

Uses/strengths:

- Can allow organisation-wide sharing and decision-making by bringing all members to one place for a day or a number of days.
- Provides networking opportunities for members of an organisation that are spread over a wide area.
- Provides a large enough audience to draw presenters of reknown who may not be willing to come for a smaller gathering.
- Allows new information to be shared with a large number of people simultaneously.
- Usually provides time for serious consideration of issues over two or three days.
- Can provide an opportunity for public statements that bear the authority of coming from the collective group.

Special considerations/weaknesses:

- May take a long time from conception to welcoming delegates.
- Needs a dedicated committee for advance planning to ensure every detail is planned for.
- When deciding on timing and venue, consider other events or activities that may affect costs and availability (eg school holidays).
- Need good quality presenters and a suitable venue to encourage large numbers to attend.
- Need to tailor the venue and costs for inclusiveness (eg disabled access, childcare, cost, ambience, levels of comfort, distance from public transport) to encourage people to attend.
- Starting and registration times need to suit people travelling long distances.

Resources required:

- Venue rental
- Catering
- Presenters fees (in volunteer organisations, presenters may not ask for fees)
- Staffing (can be a trained volunteer)
- Moderator/facilitator
- Other facilitators
- Overhead projectors
- Data projectors
- Video
- Slide projector
- Projection screen
- Projectors
- Props for working in groups (pens, paper, pins, etc.)

Suitable for use by:

- Industry
- Government
- Community

Can be used for:

- Showcase product, plan, policy
- Engage community
- Discover community issues
- Communicate an issue

Number of people required to help organise:

- Large (> 12 people)

Audience size:

- Large (> 30)

Time required:

- Medium (6 weeks-6 months)
- Short (< 6 weeks)

Skill level/support required:

- High (Specialist skills)
- Medium (Computer & other expertise)

Cost:

- High (> AUD$10,000)
- Medium (AUD$1,000-AUD$10,000)
- Low (< AUD$1,000)

Participation level:

- High (Stakeholders participate in decision)
- Medium (Opinions noted)
- Low (Information only)

Innovation level:

- Low (Traditional)

Method:

1. Select a small working group to organise the event.
2. Determine what will be a suitable venue and time, taking into consideration the types of participants, their levels of ability/agility, the kinds of activities planned, cost and transport accessibility.
3. Book the venue and catering early, and check at regular intervals in relation to staff turnovers, changes to availability of facilities, changes to numbers, events, etc.
4. Give plenty of advance notice of the date and venue through mailouts, newsletters, together with contact details for one person for inquiries.
5. Select presenters who have credibility, knowledge, and good presentation skills. Confirm all times, dates and locations in writing, and clarify what audiovisual equipment they may need, and any issues of payment.
6. Visit the venue when booking, and closer to the event, to check that all is as expected. Select knowledgeable and

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credible presenters, aiming for a variety of delivery styles and information.

7. Engage independent moderators to encourage equitable participation and to assist processes of decision making and deliberation.

8. Preferably, have some agreed conference outcomes or actions or recommendations.

9. Consider gaining sponsorship to lighten the cost to participants.

10. Arrange all legal, financial and other responsibilities for holding a public gathering.

11. Organise a booking procedure, keep scrupulous records, and consider offering discounts for early registration.

12. Check audiovisual requirements, book and check equipment.

13. Plan carefully for the arrival of participants. If possible, trial your registration processes, catering and other facilities prior to the event.

14. Publish any reports, statements or recommendations.

15. Consider how participants will find their way to their destinations (signs, arrows, 'help desks' can all help the conference run more smoothly).

16. Use the media to publicise your event and the conference's decisions or opinions on issues. Send out media releases before the event to publicise the venue, times and speakers, and any notable events or people attending. If appropriate, organise a media conference for the end of the conference to announce the outcomes.

References:

• Virginia Tech Dept of Urban Affairs and Planning (1999) Partnerships and participation in planning. Community Presentations and Conferences. http://www.uap.vt.edu/cdrom/tools/tools4-2.htm.

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Consensus Conference

Description:

A consensus conference is a public meeting, which allows ordinary citizens to be involved in assessing an issue or proposal (traditionally, this has been used in the assessment of technology). The conference is a dialogue between experts and citizens. It is open to the public and the media. Developed in Denmark, there it is usually attended by members of the Danish Parliament.

The citizen panel plays the leading role, formulating questions to be taken up at the conference, and participating in the selection of experts to answer them. The panel has two weekends for this preparation. The expert panel is selected in a way that ensures that essential opposing views and professional conflicts can emerge and be discussed at the conference. An advisory/planning committee has the overall responsibility of making sure that all rules of a democratic, fair and transparent process have been followed. Consensus conferences have mostly been used where the topic being investigated concerns management, science or technology. They require a strict adherence to the rules of implementation to be successful. Where members of the community feel their views go unheard, the consensus conference offers an exciting participatory technique for democratic participation.

Objectives:

Consensus conferences aim to give members of the community a chance to have their say on community issues, to increase their knowledge of and ability to participate in such a discussion, and to come to one position statement that all participants can 'own'.

Outcomes:

At the end of a consensus conference, the outcome should be a position statement that reflects the joint decision(s) of all participants on an issue or proposal.

Uses/strengths:

- Assists in the facilitation of public debate from a range of perspectives.
- Empowers lay people to develop an informed understanding and make some contribution to the development of policy on a sensitive topic.
- Demonstrates a plurality of views on issues.
- Bridges the gap between experts and lay people.
- Can develop new knowledge.

Special considerations/weaknesses:

- High costs for set up and recruitment of participants and staging the event.
- The conference would run for a two-four day period and therefore resources will be costly.
- The process of panellist selection can be difficult. Stakeholders' analysis must be undertaken to predetermine who are the relevant groups. This will ensure that representation from the relevant groups is achieved.
- Need to draw citizens for panels that are representative and from a wide range of backgrounds rather than members of the community who are usually present in participatory processes.
- Strict adherence to the rules of implementation is required for the conference to be successful.
- The formal nature of the tool can restrict impartiality.
- Rapid production of reports and findings is required.
- Choice of an effective facilitator is critical to the success of the conference.

Resources required:

- Publicity
- Venue rental
- Catering
- Staffing
- Moderator/facilitator
- Experts
- Recorders
- Gophers
- Artists
- Photographer
- Other
- Audio and visual recording and amplification
- Overhead projectors
- Data projectors
- Video
- Slide projector
- Projection screen
- Props for working in groups (pens, paper, pins, etc.)
- Furniture
- Children's requirements

Suitable for use by:

- Industry
- Government
- Community

Can be used for:

- Showcase product, plan, policy
- Engage community
- Discover community issues
- Develop community capacity
- Develop action plan
- Communicate an issue

Number of people required to help organise:

- Medium (2-12 people)

Audience size:

- Large (> 30)

Time required:

- Medium (6 weeks-6 months)

Skill level/support required:

- High (Specialist skills)
- Medium (Computer & other expertise)

Cost:

- High (> AUD$10,000)
- Medium (AUD$1,000-AUD$10,000)

Participation level:

- High (Stakeholders participate in decision)

Innovation level:

- High (Innovative)

Method:

Select an advisory/planning committee to have the overall responsibility of making sure that all rules of a democratic, fair and transparent process have been followed.

The committees should then:

1. Organise a public meeting and advertise the venue, time and topic to the public, experts in the field to be discussed, the media and appropriate decision-making bodies.

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2. Select participants for the citizen panel, ensuring a representative sample of the geographic area and/or relevant community groups (about 14 people).

3. Hire a professional facilitator to work with the citizen panel during its preparation.

4. Book suitable venues for the citizen panel to meet over two weekends to work with a facilitator to formulate the questions to be taken up at the conference, and to participate in the selection of experts to answer them.

5. With the help of the citizen panel, select the expert panel in a way that ensures that essential opposing views and professional conflicts can emerge and be discussed at the conference. Good experts are not only knowledgeable but also open-minded and good communicators with an over-view of their field.

6. Hold a formal conference (two-four days) at which:

   • Panellists hear experts' responses to questions.

   • After hearing these responses, panellists can ask follow up questions.

   • The audience is given opportunity to ask questions.

   • The panel deliberates and prepares a position statement to achieve consensus on the issue.

   • Panellists present outcomes.

   • Planning committee prepares a report of the outcomes and distributes to panellists, media and decision making bodies.

References:

• Abelson, J., Forest, P-G, Eyles, J., Smith, P., Martin, E., & Gauvin, F-P. (2001) A Review of Public Participation and Consultation Methods. Canadian Centre for Analysis of Regionalization and Health. http://www.regionalization.org/PPfirstpage.html [accessed 03/01/02].

• Andersen, I-E & Jeagaer, B. Danish participatory models Scenario workshops and consensus conferences: towards more democratic decision-making, a revised and updated version of an article which was first published in Science and Public Policy, October 1999, Vol. 26, No. 5, PP331-340. http://www.pantaneto.co.uk/issue6/andersonjaeger.htm [accessed 17/12/02].

• Cointelligence Institute (2002) A Toolbox of processes for community work. http://www.co-intelligence.org/CIPol_ComunityProcesses.html [accessed 03/01/02].

• COSLA (1998) Focusing on Citizens: A Guide to Approaches and Methods. http://www.communityplanning.org.uk/documents/Engagingcommunitiesmethods.pdf [accessed 03/01/02].

• O'Connor, Desmond, M. (1985-1994) Constructive Citizen Participation: A Resource Book. Victoria, BC: Connor Development Services. Fifth Edition 1994.

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Deliberative Opinion Polls

Description:

Deliberative Opinion Polls (DOPs) measure informed opinion on an issue. Compared to ordinary opinion polls, DOPs differ in that participants are informed via briefing notes and access to experts (these may include politicians) on a particular issue and have time to consider the issue in detail, whereas participants in ordinary opinion polls do not have the opportunity to learn about the issue being measured and may know little about the issue.

Objectives:

DOPs aim to develop well-informed core group representatives, who have been privy to good quality information and who can take this information back to share within the community.

Outcomes:

DOPs will deliver a report which reflects informed public opinion on an issue or proposal. Such reports may then be distributed to the wider community via the popular media.

Uses/strengths:

The DOP uses a random sample of the population so that the results can be extrapolated to the community as a whole. The DOP advises decision makers and the media what the public would think if they had enough time to consider the issue properly.

Special considerations/weaknesses:

- DOPs involve a large number of participants (between 250 and 600), therefore set-up costs are high.
- Informing the participants normally requires access to experts in a number of fields of knowledge.
- Speakers need to be organised.
- With so many participants' opinions, managing data is a significant undertaking.
- Organising and running the event can be time consuming.
- Organisers need to allow time to select participants, undertake an initial opinion poll, allow two-four days for the deliberation process, and then allow time for another poll, and formulating the report.

Resources required:

- Staff and telephones
- Briefing papers
- Expert knowledge

Suitable for use by:

- Industry
- Government
- Community

Can be used for:

- Engage community
- Discover community issues
- Develop community capacity
- Communicate an issue

Number of people required to help organise:

- Large (> 12 people)
- Medium (2-12 people)

Audience size:

- Medium (11-30)

Time required:

- Long (> 6 months)
- Medium (6 weeks-6 months)

Skill level/support required:

- High (Specialist skills)
- Medium (Computer & other expertise)

Cost:

- High (> AUD$10,000)
- Medium (AUD$1,000-AUD$10,000)

Participation level:

- Medium (Opinions noted)

Innovation level:

- Medium (Some new elements)

Method:

1. Determine a random sample of the population, so that participants are representative of the wider groups in the community.
2. Conduct baseline survey of opinion.
3. Contact experts and politicians who may be required to inform the participants on specific aspects of the issue.
4. Brief participants and dispatch written information.
5. Give participants two-four days to compose questions and engage politicians and experts in plenary discussions.
6. Record views on a particular issue before the poll begins and again at the completion of the poll.
7. Changes in opinion are measured and incorporated into a report.
8. DOPs are often conducted in conjunction with television/media companies.

References:

- International Association for Public Participation (2000) IAP2 Public Participation Toolbox http://www.iap2.org/boardlink/toolbox.pdf.
- Kennedy, B & Stempel, B. (1999) The effects of new technologies on political participation: referendums and increased political participation. Duke University. http://www.reed.edu/~gronkep/webofpolitics/projects/techandparticipation/referendum.html [accessed 12/12/02].

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Delphi Study

Description:

The Delphi group approach is a technique for gathering data that is similar to focus groups. Its value is that unlike focus groups, Delphi groups do not have to physically meet. The Delphi technique is a method of generating ideas and facilitating consensus among individuals who have special knowledge to share, but who are not always in contact with each other. A Delphi study carefully selects individuals who have knowledge necessary to analyse a specific problem.

Most often, a Delphi study is conducted through the mail, by telephone, and sometimes by personal interviews. However, this technique can also be used with faxes and email. Initially, the participants do not interact with each other. Through the efforts of one facilitator, who serves as a clearinghouse, the panellists see and react to each others ideas. Through a series of surveys, they share and generate new ideas based on an emerging consensus among the panel members (James M. Nehiley, Ph.D (2001) How to Conduct a Delphi Study http://extmarket.ifas.ufl.edu/FOCUS.html).

Nehiley says 'the Delphi technique is an innovative way to involve busy experts and specialists who may not be able to come together to brainstorm, but who nevertheless need to interact with each other to generate new ideas'. Using email, one central contact person (who may be conducting research) will send questions and background information to individuals who have been selected on the basis of the relevance of their expertise. These people will reply, stating their thoughts on the topic. The researcher or facilitator will then compile these ideas to develop a concrete proposal, set of guidelines, or wording for an agreement, and will send this out again for comment. The process is continued until agreement on the wording or process or action to be taken has been reached.

Objectives:

A Delphi study aims to engage a large number of experts and/or stakeholders in a process of coming to agreement without necessitating their leaving their usual domain. This usually involves circulating documents or options papers by email or post so that all comments and suggestions can be noted.

Outcomes:

The Delphi study process should lead to an agreed set of guidelines and/or recommendations that includes the input of all relevant areas of expertise, regardless of how geographically far-flung this network might be.

Uses/strengths:

- Allows sharing of ideas and consensus decision making by a large number of stakeholders who are geographically distanced.
- Can be used when the issue is complex.
- Works well to produce a consensus decision.
- Provides a transparent and democratic technique.
- Can deal with quite technical issues.
- Offers convenience to participants, as they can contribute from their own office or home.

Special considerations/weaknesses:

- The process can be expensive to run.
- Large amounts of data need to be assessed and distributed.
- Takes time for the organisers (can run for several months).
- Participant commitment may falter if the process takes too long or they have other commitments.

Resources required:

- Staffing
- Relevant communication media
- Relevant technical information needs to be made available to participants

Suitable for use by:

- Industry
- Government
- Community

Can be used for:

- Engage community
- Communicate an issue
- Build alliances, consensus

Number of people required to help organise:

- Large (> 12 people)
- Medium (2-12 people)
- Individual

Audience size:

- Large (> 30)
- Medium (11-30)
- Small (<=10)

Time required:

- Medium (6 weeks-6 months)

Skill level/support required:

- Medium (Computer & other expertise)

Cost:

- Low (< AUD$1,000)

Participation level:

- High (Stakeholders participate in decision)

Innovation level:

- Medium (Some new elements)

Method:

The following steps are necessary to conduct an effective Delphi study (McElreath 2001):

1. Identify a panel of experts or specialists by soliciting nominations from specialists or individuals appropriate to serve on the Delphi panel. Cooperation and participation is improved significantly when prospective panellists are told how they were nominated by their peers. The panellists' primary qualification should be their specialist knowledge. This knowledge can be gained through experience (eg readers of a certain publication) or specialist knowledge (eg safety engineers). Another key qualification is that panellists be willing to share their information (eg non-competitors). The terms of reference of the study need to be described to the panellists at this time.

2. Invite an appropriate number of panellists to participate – 30-50 individuals should be members of the final panel. This is large enough to see patterns in responses, but not so large as to overwhelm the facilitator or researcher, who must sift through all of the responses individually. The invitation should explain what is expected from

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each panel member in terms of time and effort to complete each wave of the Delphi study.

3. Prepare and distribute the initial survey instrument. The initial survey may contain open-ended probes or specific closed-ended questions, depending on the focus of the research.

4. Receive and analyse the first responses. Compile the responses by question, with only minor editing as necessary for clarity and consistency. If open-ended questions were used extensively, then it may be necessary to analyse and present the first set of responses within an appropriate theoretical framework, typology, or outline.

5. Prepare and distribute the second survey instrument. Most often panellists are asked, with this second wave enquiry, to clarify and rank order survey items suggested during the first wave. When the panellists receive the second survey instrument, it will be the first time they will have seen the responses of the other panel members. It is often appropriate at this time to ask for additional ideas, clarifications, and elaborations based on the initial survey responses.

6. Receive and analyse the second lot of responses (second wave of data). If the initial questions were open-ended and the second wave asked for clarifications and elaborations, the analysis of the second wave of data can be very challenging because it requires numerous subjective decisions about rewording and revising the initial responses. Care should be exerted to include all of the new ideas and suggestions, for the main purpose of the Delphi study is to generate new ideas.

7. Prepare and distribute the third survey instrument. Most often, panellists are asked, with the third wave, to rank order and clarify the new set of revised survey items.

8. Receive and analyse the third wave of data. Often by this stage, the analysis is less subjective and judgmental, and more quantitative and objective.

9. Repeat the process with additional waves, if necessary. For example, sometimes certain priority items are selected for more in-depth treatment by the Delphi panellists, who may be asked to propose answers to questions or short-range strategies for long-range goals, and so on.

10. Prepare and distribute a final report to panel members. One of the motivations for participating in a Delphi panel, particularly for specialists, is to learn firsthand, before others, what the results of the Delphi study are.

11. The final report is acted upon according to the initial terms of reference (Source: http://extmarket.ifas.ufl.edu/ FOCUS.html).

References:

- National Resource Centre for Consumer Participation in Health. Practical tools. Canberra, Commonwealth Department of Health & Aged Care. http://www.participa teinhealth.org.au/how/practical_tools.htm [accessed 03/01/02].

- Department of Public Health (Flinders University) & South Australian Community Health Research Unit (2000) Improving Health Services through Consumer Participation - A Resource Guide for Organisations.

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- Nehiley, J. M. (2001) How to Conduct a Delphi Study http://extmarket.ifas.ufl.edu/ FOCUS.html [accessed 28/01/02].

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Design Charrettes

Description:

'En charrette' was a term used by architecture students in Paris to mean 'to draw at the last moment'. In recent years, the term has come to describe a design workshop in which designers work intensively on an issue and present their findings in a public forum (www.washington.edu/research/showcase/1985c.html).

According to the Charrette Center website (www.charettecenter.com) 'a charrette is an intensive, multi-disciplinary...design workshop designed to facilitate open discussion between major stakeholders of a development project. A team of design experts meets with community groups, developers and neighbours over a period from three-four days to two weeks long, gathering information on the issues that face the community. The charrette team then works together to find design solutions that will result in a clear, detailed, realistic vision for future development. The charrette process is an exercise of transparency, where information is shared between the design professionals and the stakeholders of a project area. In this way, trust is built between the parties involved and the resulting vision can be based predominantly upon the issues that stakeholders feel are most crucial to them (Charrettes defined, 2003). Charrettes are popular with architects, planners, designers and developers as the intensive nature of the process means results are achieved quickly (Sarkissian, W. et al. 1999:143).

Charrettes are increasingly used by public and private sector groups and agencies as the chief design event in the urban design or town planning process. There are three stages in the Charrette Timetable:

1. Information gathering, in which the design team listens to the views of the stakeholders and citizens.

2. Design and review, a collaborative process engaging the design team.

3. Presentation -The charrette ends with a final presentation of designs and findings.

(Source: http://www.charettecenter.com)

Objectives:

The charrette process aims to develop a vision for a geographic region on planning process which is based predominantly upon the issues that stakeholders have said are a priority.

Outcomes:

The design charrette process aims to be transparent, allowing information to be shared between the design professionals and the stakeholders of a project area. The information shared and the understanding gained by the participants is the most important product. The trust that is built between the parties ensures that the resulting vision is based predominantly upon the issues that stakeholders feel are most crucial to them.

Uses/strengths:

- A design charrette is a good idea when people need to cut across boundaries and work on a large, collaborative project.

- Because participants are encouraged to offer design ideas and solutions to problems that are outside their areas of expertise, charrettes are particularly helpful in complex situations calling for new ways of looking at things.

- Can save money where many drawings are needed in a short time. Rather than commissioning expensive drawings without input from the community, a charrette offers an inclusive, less expensive process.

- A highly specialised participatory tool, usually applied in planning and design projects.

- Attempts to bring together project stakeholders to facilitate fast and interactive decision making.

- Provides joint problem solving and creative thinking.

- Effective for creating partnerships and positive working relationships with the public [Sarkissian et al (1999)] have identified the following Uses/strengths:

- Can open up horizons for local people to imagine and visualise possibilities.

- Allows a problem to be analysed holistically, attempting to resolve community problems and encourage consensus building.

- Enables the initiating agency to understand how a proposal appears to a community.

- Allows the desires, attitudes and preferences of special interest groups to be tabled so that conflicting issues can be resolved by consensus.

- Can energise community participation by introducing new perspectives through introducing multidisciplinary teams

- With expert facilitation, can provide a transparent and accessible process, giving voice to all participants, including those that may not be as self assured and confident as others.

- Can stimulate community momentum through the intensity of the process.

- Encourages people to become actively involved because the process promises immediate feedback.

- Properly facilitated and with extensive community contact, can function as a community education process.

- Provides an opportunity for the community to have input at a number of points in the process.

- Can save money by being an effective use of time and resources.

Special considerations/weaknesses:

- This specialised tool is only applicable to certain scenarios (eg where a short-term resolution is needed, or where a high level of public awareness and input is needed and welcomed).

- The process is intensive, and usually lasts 5-14 days.

- As specialists are required, the process is costly.

- Ideally, the break-out groups should contain a cross-section of people in the various disciplines represented in the design team.

- A compressed time period means a number of stakeholders may miss out.

- Inadequate time provided for reflection and refinement.

- The process can be 'railroaded' by vocal stakeholders if not run by a trained design charrette facilitator.

- The process limits the input of children.

- Participants may not be seen as representative of the larger public.

- The effects may not last if this is seen as a 'one shot' technique, rather than part of a large planning and decision-making process.

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Resources required:

- Publicity
- Venue rental for final presentation
- Catering
- Staffing
- Experts for design process and expert panel
- Trained green charrette facilitator
- Recorders
- Gophers
- Photographer
- Audio and visual recording and amplification
- Overhead projectors
- Data projectors
- Video
- Slide projector
- Projection screen
- Props for working in groups (pens, paper, pins, etc.)
- Children's requirements

Suitable for use by:

- Industry
- Government
- Community

Can be used for:

- Showcase product, plan, policy
- Engage community
- Discover community issues
- Develop community capacity
- Develop action plan
- Communicate an issue
- Build alliances, consensus

Number of people required to help organise:

- Large (> 12 people)
- Medium (2-12 people)
- Individual

Audience size:

- Large (> 30)
- Medium (11-30)

Time required:

- Short (< 6 weeks)

Skill level/support required:

- Medium (Computer & other expertise)

Cost:

- Medium (AUD$1,000-AUD$10,000)
- Low (< AUD$1,000)

Participation level:

- Medium (Opinions noted)

Innovation level:

- High (Innovative)

Method:

1. Identify an architectural, urban design, or planning policy issue of community and/or environmental importance.

2. Select a suitably cross-disciplinary team or teams (eg architects, landscape architects, urban designers, engineers, biologists and/or students in these fields).

3. Select an Expert Panel who can help assess the designs at the end of the process.

4. Hire a trained design charrette facilitator, who can help form teams and small groups, obtain quick agreement on desired outcomes, and keep everyone involved in the process.

5. Brief the teams on the charrette process, which aims at delivering feasible and creative solutions for real clients within a short period of time.

6. Plan for a workshop that provides sufficient time for the designers to work intensively on a problem and then present their findings (often five days).

7. Book a venue (indoor or outdoor) with room for the design team as a whole to work, as well as areas for smaller, break-out groups.

8. Encourage the team to begin each day with a whole-group discussion of issues, goals, findings, and approaches. These help to define subsequent goals and issues for break-out groups to discuss and analyse.

9. Encourage break-out groups to join the larger group regularly to present ideas and approaches. These can then be integrated or adapted into the overall design concept.

10. Record ideas using on-site graphic recording in a somewhat standard format that can easily be compiled in a report. Examples include 'fill-in-the-blanks' flip charts that can be scanned into booklets or files for internet distribution.

11. At the conclusion of the charrette, allow each team to present its proposed solution to a large audience of the public, planning professionals, and business and civic leaders. The goal is not necessarily to prepare a final design but to explore and understand all the design issues. The information shared and the understanding gained by the participants is the most important product.

12. Invite questions from an Expert Panel and questions from the audience.

References:

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- US Dept of Energy. Federal Greening Toolkit: Conducting a Greening Exercise, the Design Charette. http://www.eren.doe.gov/femp/techassist/greening_toolkit/charrette.htm [accessed 05/12/02].

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11

Displays and Exhibits

Description:

A community event intended to provide project information and raise awareness about particular issues. Displays can be interactive, and can be used as part of a forum, workshop, exhibition, conference or other event. Displays and exhibits can include feedback opportunities such as blank sheets with one-line questions, and can include drawings, models, posters, or other visual and audio representations relevant to community issues and interests. Interactive displays can include 'post-it' ideas boards, maps for people to make their most and least favourite buildings or spaces, and flip charts or blank posters for comments and questions.

Objectives:

Displays and exhibits use drawings, maps, models or audio representations of community issues and interests to inform the community, and to help to engage community members in the process of planning and decision making about an event, proposal or issue.

Outcomes:

Displays and exhibits develop more concrete concepts of proposals or developments, and, where these provide options for interaction, provide public opinions and feedback that can be incorporated into the planning and decision making process.

Uses/strengths:

- Focuses public attention on an issue.
- Can create interest from media groups and lead to increased coverage of the issue.
- Allows for different levels of information sharing.
- Provides a snapshot of opinions and community issues based on feedback.

Special considerations/weaknesses:

- Public must be motivated to attend.
- Needs a facilitator to encourage involvement and written feedback.
- Can damage the project's reputation if not done well.

Resources required:

- Publicity
- Venue rental
- Staffing
- Recorders
- Gophers
- Artists
- Photographers
- Events organiser
- Cleaners
- First aid
- Overhead projectors
- Printed public information materials
- Response sheets
- Data projectors
- Video
- Slide projector
- Projection screen
- Props for working in groups (pens, paper, pins, etc.)
- Furniture
- Children's requirements
- Duty of care
- Insurance

Suitable for use by:

- Industry
- Government
- Community

Can be used for:

- Showcase product, plan, policy
- Discover community issues
- Communicate an issue

Number of people required to help organise:

- Large (> 12 people)
- Medium (2-12 people)
- Individual

Audience size:

- Large (> 30)

Time required:

- Long (> 6 months)
- Medium (6 weeks-6 months)

Skill level/support required:

- High (Specialist skills)
- Medium (Computer & other expertise)
- Low (No special skills)

Cost:

- High (> AUD$10,000)
- Medium (AUD$1,000-AUD$10,000)
- Low (< AUD$1,000)

Participation level:

- Medium (Opinions noted)
- Low (Information only)

Innovation level:

- Low (Traditional)

Method:

1. Select a date and venue that will encourage the greatest number of participants to attend (generally weekends or public holidays/shopping centres or malls/public spaces).
2. Arrange for a number of displays/exhibits to give details of the event/issue.
3. Place the display/exhibit in a well-populated public space where those most affected by the issue/event are likely to pass by.
4. Advertise and publicise the event with emphasis on the issue to be considered. Advertise times when display/exhibit will be open.
5. Provide adequate staffing and consider the employment of volunteers.
6. Consider duty of care and insurance issues.
7. Allow adequate time for setting up.
8. On the day, ensure that coordinators circulate to facilitate participation and answer questions.
9. Collate feedback and publish results.

References:

- International Association for Public Participation (2000) IAP2 Public Participation Toolbox. http://www.iap2.org/boardlink/toolbox.pdf.
- US Dept of Transportation (1997) Public Involvement and Techniques for Transportation Decision-Making: Transportation Fair. Washington. http://www.fhwa.dot.gov/reports/pittd/tranfair.htm [accessed 12/12/02].
- Wates, N. (1999) The Community Planning Handbook. London, Earthscan.

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Electronic Democracy

Description:

Electronic democracy seeks to embrace existing and emergent media sources as a forum for allowing members of the public to express opinions and seek to influence decision-making within their community, state, country, or globally. Media sources that may be used for the processes of democracy include television and radio, but the internet is the main way that electronic democracy can be seen in action. While electronic democracy is more an ideal than a reality, electronic democracy is generally discussed in theoretical terms. Participation using the internet through email, on-line voting and access to information on websites are widely used participatory tools. People can use email or websites to register their opinions on proposed developments, on environmental impact statements, and so on. Television and radio stations can set up websites that record listener voting on issues, or to register the major community issues for a particular demographic of the community. These findings can then be reported as a measure of community attitudes and issues, increasing the chance that these opinions will be taken into account in government or industry's planning and decision-making processes.

Community groups can also develop electronic democracy projects using commercial or not-for-profit on-line servers to develop the technical information infrastructure needed to set up web pages, email list administration, etc.

Objectives:

Electronic democracy aims to engage more members of the public in expressing their opinions on a website, via email, or through other electronic communications options, in order to influence planning and decision-making

Outcomes:

Electronic democracy has increased the number and variety of people who exercise their democratic rights through comments sent to decision-making bodies with regard to proposals and issues.

Uses/strengths:

- Creates a virtual public space where people can interact, discuss issues and share ideas.
- Allows citizens to participate at their own convenience.
- Can reach a potentially large audience readily.
- Facilitates interactive communication.
- Costs little to set up.
- Disseminates large amounts of information effectively and without distortion.

Special considerations/weaknesses:

- May exclude participation by those not on-line.
- Results can be manipulated therefore results of polls should be carefully considered.
- Needs a core group of dedicated volunteers (5-15 depending on the scope and scale of activities).
- People can become disillusioned if the project is 'over-hyped'. Keep expectations realistic.
- Encouraging electronic conferencing among participants in an interactive forum ensures that the project moves beyond broadcast to build an on-line, participatory open space.
- Email lists with many active subscribers generate so much information that they drive people away.

Resources required:

- Commercial and not-for-profit online service providers
- Public library on-line facilities
- Private on-line facilities, including internet
- Volunteers with technical knowledge and understanding

Suitable for use by:

- Industry
- Government
- Community

Can be used for:

- Showcase product, plan, policy
- Engage community
- Discover community issues
- Develop community capacity
- Communicate an issue

Number of people required to help organise:

- Large (> 12 people)
- Medium (2-12 people)
- Individual

Audience size:

- Large (> 30)

Time required:

- Medium (6 weeks-6 months)
- Short (< 6 weeks)

Skill level/support required:

- Low (No special skills)

Cost:

- High (> AUD$10,000)
- Medium (AUD$1,000-AUD$10,000)

Participation level:

- Medium (Opinions noted)
- Low (Information only)

Innovation level:

- High (Innovative)

Method:

1. Set up a core group of volunteers/ participants interested in developing e-democracy, seeking people with a diverse mix of skills and experience.

2. Explore and use existing opportunities for contributing individual and group opinions on, or information about, specific issues including feedback on websites, televoting, on-line dialogues, and using the feedback options on on-line government services. Provide search engines with sufficient data (from broad categories such as 'off-shore fishing' to specific categories such as the name of the area [eg 'Bateman's Bay'] to see what other information/opportunities are available).

3. Set up your own website providing information about your organisation, links to other sites that may provide background information.

4. Develop a clear and concise mission or purpose statement to form the basis of public interest and awareness through wide distribution.

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5. Keep your site well organised and up to date. Use standard HTML formatting to make the site as inclusive as possible.

6. Provide details of subscribe/unsubscribe procedures.

7. Include new email contact details in your public email lists so that you can report up-to-date information those who have registered an interest, and also invite them to add their signatures to submissions, alternate proposals, etc.

8. Set up your own on-line dialogue through your website. Counting the number of people who visit the site can provide useful data for authorities who need to know how many people are concerned, or what kinds of issues are of concern to the community.

9. Investigate whether government news groups offer newsgroup space for local electronic democracy projects. Newsgroups provide the core of information exchange and global topical discussions.

10. Don't forget to let the traditional media know about your e-democracy project. An article in the news (radio, television or print) will let people know of your project and its address.

References:

• Cabinet Office (2002) In the Service of Democracy. http://www.edemocracy.gov.uk [accessed 03/01/02].

• COSLA (1998) Focusing on Citizens: A Guide to Approaches and Methods. http://www.communityplanning.org.uk/documents/Engagingcommunitiesmethods.pdf [accessed 03/01/02].

• Democracy 2000 (2002) The Civic Engagement Project. http://www.democracy2000.org/civicengage.htm [accessed 03/01/02].

• IPPR (2002) E-participation. http://www.ippr.org.uk/home/index.php?table=projects&id=80 [accessed 03/01/02].

• Northwest Regional Facilitators (1999) Public Participation Resource Guide September, Chapter One Public Participation Methods & Techniques. http://www.nrf.org/cpguide/index.html#tablecontents [accessed 20/12/02].

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• University of Kansas (2002) Community Toolbox. Ways to develop Communication Plans (includes details on websites etc.) http://ctb.lsi.ukans.edu/tools/EN/chapter_1005.htm [accessed 20/12/02].

11

Expert Panel

Description:

Expert panels are engaged when highly specialised input and opinion is required for a project. Generally, a variety of experts are engaged based on various fields of expertise to debate and discuss various courses of action and make recommendations. Expert panels are not as interactive as Fishbowls (where expert panels are seen as the fish in the bowls). They are used often when the issue is highly contentious and decisions are likely to have possible legal ramifications or where the best possible results (based on expertise) are required (See: Fishbowls).

Objectives:

Expert panels allow citizens to hear a variety of informed (expert) viewpoints from which to decide on recommendations or courses of action in relation to an issue or proposal.

Outcomes:

Expert panels help participants to come to agreement on an issue, or to develop a series of recommendations on a proposal or community environmental issue. Such recommendations or proposals can then be forwarded to decision making bodies.

Uses/strengths:

- Useful when an issue is complex and contentious.
- Useful where conflict exists to provide opinions which may have more credibility, and hence may assist in resolving the conflict.
- Useful when a variety of opinions are present, to provide a credible alternative opinion, based on credible expertise.
- Useful when the possibility of legal ramifications is present, as the experts' report or opinions may carry weight in any future court case.

Special considerations/weaknesses:

- Experts can be expensive.
- A long lead time may be needed to book appropriate experts.
- Format of the panel must encourage participation and dialogue between all panellists.
- Generally, this is used at the conclusion of participatory program where all available information has been considered.

- Public input may not be available.
- Used mostly where specialised knowledge is required rather than public opinion.
- A highly skilled moderator is required.
- Expertise in relevant and complementary areas will be needed to produce an 'expert opinion' which will be credible with the public, and which can be drawn on in the case of legal action.

Resources required:

- Publicity
- Venue rental
- Catering
- Staffing
- Moderator/facilitator
- Experts
- Recorders
- Audio and visual recording and amplification
- Overhead projector
- Data projector
- Video
- Slide projector
- Projection screen
- Furniture
- Children's requirements

Suitable for use by:

- Industry
- Government
- Community

Can be used for:

- Engage community
- Discover community issues
- Develop community capacity
- Develop action plan
- Communicate an issue
- Build alliances, consensus

Number of people required to help organise:

- Medium (2-12 people)
- Individual

Audience size:

- Large (> 30)
- Medium (11-30)

Time required:

- Medium (6 weeks-6 months)

Skill level/support required:

- High (Specialist skills)

Cost:

- High (> AUD$10,000)
- Medium (AUD$1,000-AUD$10,000)

Participation level:

- Medium (Opinions noted)

Innovation level:

- High (Innovative)

Method:

1. Select panellists on the basis of expertise, ensuring issues/groups of relevance are represented.
2. Allow time for contacting experts for the panel, and negotiating a mutually suitable time. For very busy people, this can mean planning some months in advance.
3. Employ a skilled and unbiased moderator.
4. Provide background briefing information to panellists.
5. Determine ground rules for the panel.
6. Allow public input if possible and appropriate (see also Fishbowls).
7. Determine course of action.
8. Present the outcomes of the panel discussions.

References:

- International Association for Public Participation (2000) IAP2 Public Participation Toolbox. http://www.iap2.org/boardlink/toolbox.pdf.

Case study:

- Go to http://www.coastal.crc.org.au/toolbox/casestudies/cs_expertpanel.pdf to view a Case Study utilising an Expert Panel

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Field Trips

Description:

Field trips are organised trips where participants visit physical sites. They are a venue for providing information and at times, opportunities for participant input. Public input is possible when other participative activities are combined with the field trip. A popular technique for environmental, planning and design-related participation processes, field trips are especially useful as a complement to conference presentations, or when written work such as reports are inappropriate.

Objectives:

Field trips aim to let people to 'see for themselves' the place where a development is proposed to be placed, or to have a demonstration of a technique (eg water quality testing) in the environment where the technique can be tried, and where it is most able to be seen, remembered, and understood.

Outcomes:

Field trips provide people with an understanding about a place and/or practice that allows them to incorporate a new method into their practice, or to provide informed opinions on a proposal or issue.

Uses/strengths:

- Used when the issue being considered has a geographic focus.
- Used when a large number of stakeholders are involved in the process.
- Used where participants require information or education and these are best provided or explained on-site.
- Used when a demonstration will be more effective than presentations.
- Adds transparency and education to the process of participation.
- Provides opportunity for rapport with key stakeholders.
- Creates greater public knowledge of issues and processes.

Special considerations/weaknesses:

- Costly if a large number of experts are engaged to present on site.
- Larger numbers of participants require large number of staff/facilitators.

- Number of participants is limited by logistics.
- Potentially attractive to protesters.

Resources required:

- Publicity
- Venue rental
- Catering
- Staffing
- Moderator/facilitator
- Experts
- Recorders
- Photographer
- Printed public information materials
- Response sheets
- Children's requirements
- Entertainment and events
- Duty of care
- Insurance

Suitable for use by:

- Industry
- Government
- Community

Can be used for:

- Showcase product, plan, policy
- Engage community
- Communicate an issue

Number of people required to help organise:

- Large (> 12 people)
- Medium (2-12 people)
- Individual

Audience size:

- Large (> 30)
- Medium (11-30)
- Small (<-10)

Time required:

- Long (> 6 months)
- Medium (6 weeks-6 months)

Skill level/support required:

- High (Specialist skills)
- Medium (Computer & other expertise)

Cost:

- Medium (AUD$1,000-AUD$10,000)
- Low (< AUD$1,000)

Participation level:

- Medium (Opinions noted)
- Low (Information only)

Innovation level:

- Medium (Some new elements)

Method:

1. Publicise the field trip.
2. Select times that suit the largest number of participants (eg select from after hours for full-time workers, daytime for retirees or parents with small children).
3. Field trips can run from several hours to full days to allow the greatest number of participants to attend (depending on the time participants can spare, distance to be travelled, availability of expertise and/or case studies).
4. Advertise the agenda and times of key presentations in appropriate place (eg local media, posters at local stores and libraries). This will allow participants to attend for shorter periods if necessary, and will allow them to choose sessions of interest.
5. Ensure adequate staff on site to provide assistance. For example, give directions, be available for first-aid, organise food and drink (set-up and clean away), etc.
6. Create and display signs that publicise the location of field trip through attachment of maps/directions with a pre-posted agenda.
7. Ensure all publicity (signs, media releases, brochures) provide directions from major routes near the site.
8. Allow time for participants to approach experts for one-to-one discussions.
9. Provide printed public information materials during the field trip for interested participants.
10. Appoint staff to act as note takers during the discussions.
11. Provide feedback forms/survey/response sheets to facilitate public input.

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12. Pay attention to duty of care/safety issues. If site is difficult to access or contains elements of risk, make necessary preparations to avoid accidents with an emphasis on participants with disabilities.

13. Organise catering if appropriate.

14. Ensure toilets are available.

References:

- International Association for Public Participation (2000) IAP2 Public Participation Toolbox. http://www.iap2.org/boardlink/toolbox.pdf.

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Fishbowl

Description:

A technique used to increase participation and understanding of issues. The fishbowl represents an inner group of participants in a roundtable format involved in a decision making process that is 'witnessed' by a larger group who have the opportunity for input and questioning (see also: Expert Panels, and Samoan Circles). The fishbowl can be adapted with the use of role-playing techniques to highlight conflicts and alliances, the patterns that connect different points of view and the previously unrecognised linkages between different aspects of issues or problems. The fishbowl process can be modified to allow participants from the wider audience to join the roundtable (Sarkissian, W. et al, 1999).

Objectives:

The fishbowl process aims to increase people's understanding of other people's perspectives on an issue or proposal, and to allow them to make connections and recognise links that may have been hidden.

Outcomes:

Fishbowls can make a large group feel that their viewpoint has been represented in the discussion, even when they have not themselves had any input. Because they hear and see other people's contributions, they know whether the issues that are important to them have been considered. As well, participants and observers will leave the fishbowl process with a greater understanding of the range of opinions and experiences that exist within their community on a particular issue or proposal. This provides community groups with options for building on commonalities and sharing resources.

Uses/strengths:

- Highly applicable when consultation (and/ or interaction) with the broader community is required.
- Can be used to build trust with the community by creating a sense of transparency in decision making.
- Can illuminate decisions through focused and creative dialogue.

   (Sarkissian, W. et al, 1999)

Special considerations/weaknesses:

- Works best where presentations are brief.
- Requires organisers to be committed to a creative and 'from the edge' approach to consulting.
- People must be able to operate from beyond their comfort zones.
- Requires intensive set-up and publicity.
- Skilled facilitators should be hired.

(Sarkissian, W. et al, 1999)

Resources required:

- Publicity
- Venue rental
- Catering
- Staffing
- Moderator/facilitator
- Expert
- Recorders
- Gophers
- Other
- Audio and visual recording and amplification
- Overhead projectors
- Printed public information materials
- Response sheets
- Data projectors
- Video
- Slide projector
- Projection screen
- Furniture
- Children's requirements

Suitable for use by:

- Industry
- Government
- Community

Can be used for:

- Engage community
- Discover community issues
- Develop community capacity
- Communicate an issue
- Build alliances, consensus

Number of people required to help organise:

- Medium (2-12 people)

Audience size:

- Large (> 30)
- Medium (11-30)

Time required:

- Medium (6 weeks-6 months)
- Short (< 6 weeks)

Skill level/support required:

- High (Specialist skills)

Cost:

- High (> AUD$10,000)
- Medium (AUD$1,000-AUD$10,000)

Participation level:

- High (Stakeholders participate in decision)

Innovation level:

- High (Innovative)

Method:

1. Canvas people to be invited to the meeting in advance to determine the fishbowl team.
2. Book venue.
3. Hire a facilitator.
4. Advertise event.
5. Brief participants and the facilitator on the aims and objectives of the session.
6. Provide a technical briefing for participants if required.
7. Support participants with role descriptions.
8. Structure time for the interactions between the 'actors' and the 'audience'.
9. Can alternate between 'experts' in the fishbowl and members of the public. Each of the two groups can pick up on the issues and ideas expressed by the other.
10. Record issues raised by individuals and report back in the plenary sessions.
11. De-brief the participants and the facilitator.
12. Compile a report and distribute to participants and relevant authorities.

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References:

• Atlee, Tom (2002) Fishbowl technique for adversarial meetings. Adapted from an email to the Global Ideas Bank. http://www.globalideasbank.org/SD/SD-26.HTML [accessed 06/12/02].

• Cointelligence Institute (2002) A Toolbox of processes for community work. http://www.co-intelligence.org/CIPol _CommunityProcesses.html [accessed 03/01/02].

• Sarkissian, W., Perlgut, D & Ballard, E. (eds.) (1986) The Community Participation Handbook: resources for public involvement in the planning process. Roseville, NSW. Impacts Press.

11

Focus Groups

Description:

Focus groups are used for exploratory studies, and the issues that emerge from the focus group may be developed into a questionnaire or other form of survey to verify the findings. Relatively inexpensive, focus groups can provide fairly dependable data within a short time frame. Focus groups are a technique used to find out what issues are of most concern for a community or group when little or no information is available. They allow people to answer questions, but also to bounce ideas off one another, and hence provide more detailed information as people share and elaborate on their issues.

Where large-scale objective information is needed, a minimum of four focus groups and as many as 12 may be needed to collect all the information needed. Using independent researchers to run groups and analyse data will ensure objectivity for organisations which need to maintain transparent processes.

Objectives:

Focus groups aim to discover the key issues of concern for selected groups. Discovering these issues can help determine which of a number of options is the preferred way forward, or to determine what are the concerns that would prevent a proposal going ahead. The focus group may also be undertaken to discover preliminary issues that are of concern in a group or community, and on which to base further research or consultation.

Outcomes:

Focus groups should deliver detailed knowledge of the issues that concern a specific demographic or community. (See Case Study: Gold Coast Citizen Committee.pdf).

Uses/strengths:

- Highly applicable when a new proposal is mooted and little is known of community opinions.
- Can be used to develop a preliminary concept of the issues of concern, from which a wider community survey may be undertaken.
- Can be used for limited generalisations based on the information generated by the focus group.
- Particularly good for identifying the reasons behind people's likes/dislikes.
- Produces ideas that would not emerge from surveys/questionnaires, because the focus group allows opportunity for a wider range of comments.

Special considerations/weaknesses:

- Such small groups may not be representative of the community response to an issue.
- May be confronting for some to be open about their opinions depending on how well people know one another.
- People must be able to operate within their comfort zones.
- Requires careful selection to be a representative sample (similar age range or status etc.).
- Skilled facilitators should be hired.

Resources required:

- Venue rental
- Moderator/facilitator
- Recorders
- Depending on age group, may require child care
- May use audiovisual or audio recording of discussion.

Suitable for use by:

- Industry
- Government
- Community

Can be used for:

- Showcase product, plan, policy
- Engage community
- Discover community issues
- Communicate an issue

Number of people required to help organise:

- Medium (2-12 people)
- Individual

Audience size:

- Medium (11-30)
- Small (<=10)

Time required:

- Long (> 6 months)
- Medium (6 weeks-6 months)

Skill level/support required:

- High (Specialist skills)

Cost:

- Low (< AUD$1,000)

Participation level:

- Medium (Opinions noted)

Innovation level:

- Low (Traditional)

Method:

1. Randomly select 6-10 people affected by or interested in the community issue to make up the focus group.
2. Book venue and arrange catering if meeting goes across a meal time.
3. Hire a facilitator.
4. Prepare preliminary questions.
5. Send reminders to participant with time, date, venue and questions.
6. Brief participants and the facilitator on the aims and objectives of the session.
7. Establish ground rules: keep focused; maintain momentum, get closure on questions (Carter McNamara, www.mapnp.or/library/grp-skll)focusgrp.htm).
8. Encourage shy participants if they feel anxious about revealing their opinions/feelings.
9. Engage a co-facilitator to record issues raised by individuals (may use audio, a/visual, and/or written notes).
10. De-brief the participants and the facilitator.
11. Compile a report of proceedings for the organisers, and offer a copy to the participants.

References:

- Abelson, J., Forest, P-G, Eyles, J., Smith, P., Martin, E., & Gauvin, F-P. (2001) A Review of Public Participation and Consultation Methods. Canadian Centre for Analysis of Regionalization and Health. http://www.regionalization.org/PPfirstpage.html [accessed 03/01/02].

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- COSLA (1998) Focusing on Citizens: A Guide to Approaches and Methods. http://www.communityplanning.org.uk/documents/Engagingcommunitiesmethods.pdf [accessed 03/01/02].

- McNamara, Carter. Conducting focus groups. http://www.mapnp.org/libary/grp-sklls/focusgrp.htm.

- Dawson, S., Madnerson, L. & Tallo, V.L. (1993) A Manual for the Use of Focus Groups. International

- McNamara, Carter (1999) Conducting focus groups. http://www.managementhelp.org/grp_skll/focusgrp/focusgrp.htm [accessed 20/12/02].

- Flinders University Department of Public Health & South Australian Community Health Research Unit (2000) Improving Health Services through Consumer Participation - A Resource Guide for Organisations. Commonwealth Department of Health & Aged Care. Canberra. http://www.participateinhealth.org.au/how/practical_tools.htm [accessed 03/01/02].

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- Northwest Regional Facilitators (1999) Public Participation Resource Guide September, Chapter One Public Participation Methods & Techniques. http://www.nrf.org/cpguide/index.html#tablecontents [accessed 20/12/02].

- Nutrition Foundation for Developing Countries (INFDC) Boston, MA, USA. http://www.unu.edu/unupress/food2/UIN03E/UIN03E00.HTM [accessed 20/12/02].

11

Future Search Conference

Description:

A two-day meeting where participants attempt to create a shared community vision of the future. It attempts to bring together those with the power to make decisions with those affected by the decisions to try to agree on a plan of action. The future search conference can also be used to focus on the future of an organisation, a network of people or a community. Participants are encouraged to explore the past, present and future and make action plans based on common ground (Sarkissian, W. et al 1999).

Objectives:

A future search conference helps a group of people to develop a series of options for the future, and agree on a plan of action, which, because participants include those with the power to make it happen as well as those who will be affected, should be able to be implemented.

Outcomes:

A future search conference will develop a feasible plan which incorporates the needs and wishes of those affected as well as those of the decision making agencies or departments. Such a plan should allow a community or group to reach a preferred future vision.

Uses/strengths:

- The search conference is useful in identifying issues at the early stages of a project or process.
- It assists in identifying key or priority issues.
- Can provide guidance on how the participation process should be run.
- Can provide advice on who to involve in the participation process and gain support for ongoing involvement.
- Can empower individuals to become better informed, and better able to express their opinions.
- Useful when participation of large groups is desirable and an open forum is sought.

Special considerations/weaknesses:

- Can be logistically challenging given the number of potential participants.

- Requires the engagement of an experienced facilitator to be successful.
- Can be difficult to gain complete commitment (to attend or to agree on outcomes) from all participants.
- Large time frame (two-three days) may affect the availability of volunteers / participants.

Resources required:

- Publicity
- Venue rental
- Catering
- Staffing
- Moderator/facilitator
- Experts
- Recorders
- Artists
- Photographer
- Audio and visual recording and amplification
- Overhead projectors
- Printed public information materials
- Response sheets
- Data projectors
- Video
- Slide projector
- Projection screen
- Props for working in groups (pens, paper, pins, etc.)
- Furniture
- Children's requirements

Suitable for use by:

- Industry
- Government
- Community

Can be used for:

- Engage community
- Discover community issues
- Develop community capacity
- Develop action plan
- Communicate an issue
- Build alliances, consensus

Number of people required to help organise:

- Medium (2-12 people)

Audience size:

- Large (> 30)

Time required:

- Medium (6 weeks-6 months)

Skill level/support required:

- High (Specialist skills)

Cost:

- High (> AUD$10,000)
- Medium (AUD$1,000-AUD$10,000)

Participation level:

- High (Stakeholders participate in decision)

Innovation level:

- High (Innovative)

Method:

1. Canvas people to be invited to be part of the future search.
2. Book venue.
3. Hire a facilitator.
4. Advertise event.
5. Brief participants and the facilitator on the aims and objectives of the session.
6. Provide a background briefing for participants if required.
7. Conduct discussion. One methodology for conducting the discussion is outlined by Emery (1976), a pioneer of the technique, who identifies five stages to the process:
   - External environment: 'the futures we are currently in' are described by the participants.
   - Desirable futures: groups construct a list of desirable futures that build upon the current situation.
   - Desirable futures are transmitted into more explicit pictures.
   - Testing desirable futures against the reality of the current situation and the criteria generated earlier in the meeting.
   - Discussing the implementation of the desirable future, based on current circumstances and resources (in Sarkissian, W. et al (1999).
8. Record issues raised by individuals and report back in the plenary sessions.
9. Compile a report of proceedings.

11

References:

- COSLA (1998) Focusing on Citizens: A Guide to Approaches and Methods. http://www.communityplanning.org.uk/documents/Engagingcommunitiesmethods.pdf [accessed 03/01/02].

- Inter-America Development Bank (1996) Resource Book on Participation. http://www.iadb.org/exr/ENGLISH/POLICIES/participate/index.htm [accessed 03/01/02].

- International Association for Public Participation (2000) IAP2 Public Participation Toolbox. http://www.iap2.org/boardlinks/toolbox.pdf.

- New Economics Foundation & UK Participation Network. (1998). Participation Works: 21 Techniques. http://www.neweconomics.org/gen/.

- O'Connor, Desmond, M. (1985-1994) Constructive Citizen Participation: A Resource Book. Victoria, BC: Connor Development Services. Fifth Edition 1994.

- Sarkissian, W., Perlgut, D. & Ballard, E. (eds.) (1986) Community Participation in Practice in The Community Participation Handbook: resources for public involvement in the planning process. Roseville, NSW. Impacts Press.

- Wates, N. (1999) The Community Planning Handbook. London, Earthscan.

11

Information Contacts

Description:

Establishing information contacts who are identified as the official liaison person(s) for the public and the media, can help members of the community find information quickly and effectively. The nature of some participation processes is extensive, therefore it can be worth ensuring central information contacts who have the skills they need, know the process of participation inside out; and are well versed in project information, that they know the key stakeholders and stakeholder groups and are able to answer questions quickly with a high level of accuracy and authority.

Objectives:

Information contacts provide a single, well-informed source from which the public can obtain information.

Outcomes:

Information contacts should ensure good quality, correct and consistent information is given to all enquirers.

Uses/strengths:

- Can link stakeholders with technical experts.
- Ensures people don't get 'the run around' when they call.
- Controls information flow and promotes information consistency.
- Conveys image of accessibility.
- Useful when consultation process is intensive and widespread.
- Gives the contact person(s) a good sense of stakeholder opinion.
- Useful in making suggestions for future consultation activities given understanding of stakeholder concerns.
- Good for building up trust among all parties.

Special considerations/weaknesses:

- Organising group must be committed to and prepared for prompt and accurate responses.
- May filter public message from technical staff and decision makers.
- Contact people require strong interpersonal skills.

- Contact people should be briefed first about major project issues.
- Contact people must be well briefed in what information is appropriate for release.
- All external contacts should be logged.

Resources required:

- Appropriately trained staff
- Electronic communications for checking details, logging contacts, etc.
- Comfortable workroom close to facilities with telephones, desks, chairs, etc.

Suitable for use by:

- Industry
- Government
- Community

Can be used for:

- Showcase product, plan, policy
- Discover community issues
- Communicate an issue

Number of people required to help organise:

- Medium (2-12 people)
- Individual

Audience size:

- Large (> 30)

Time required:

- Medium (6 weeks-6 months)
- Short (< 6 weeks)

Skill level/support required:

- High (Specialist skills)

Cost:

- Low (< AUD$1,000)

Participation level:

- Low (Information only)

Innovation level:

- Low (Traditional)

Method:

1. Select and appoint person (s) with appropriate public relations skills and knowledge of public participation processes.
2. Publicise person by name with relevant contact points: phone, in person and via email.

3. Brief person on role and provide them with appropriate background information.
4. Maintain a log of contacts.
5. Regularly meet with central information contact to develop a sense of stakeholder concerns.

References:

- International Association for Public Participation (2000) IAP2 Public Participation Toolbox. http://www.iap2.org/boardlink/toolbox.pdf.
- US Department of transport (2002) Public Involvement Techniques for Transportation Decision-Making. http://ntl.bts.gov/DOCS/pubinvol.html [accessed 13/12/02].

11

Information Hotline

Description:

An information hotline offers pre-recorded information on a project via the telephone and/or access to project team staff members who can answer questions or provide additional information and assistance.

Objectives:

An information hotline aims to deliver accurate, consistent information over the telephone to those who wish or need to know about an issue or event.

Outcomes:

An information hotline can ensure that those who need to know are informed quickly, easily and efficiently (eg at times of a natural disaster when relatives want to know the whereabouts and safety of their family members).

Uses/strengths:

- Offers an inexpensive and simple device for publicity, information and public input.
- Provides a good service to the public by preventing people 'doing the run around' to access project information.
- Can serve as a link between the citizens and the municipality's government.
- It is easy to provide updates on project activities.
- Can describe ways the community can become involved.
- Can offer a report-in point for volunteers who act as extra observers in reporting on events (eg pollution, litter, beached whales, etc).
- Offers a reasonably low-cost for set up and updates.
- Portrays an image of 'accessibility' for an organisation, department or group.
- Can be an avenue for citizens to feel more involved in their community.
- It also can be a great way to catch illegal polluters or to stop accidental spills that might otherwise go unnoticed (eg people may feel more comfortable to 'dob in' a polluter when they are speaking to the people responsible for monitoring such activities via the relatively anonymous hotline, whereas they would not do this in person, or if they had to write a letter).

Special considerations/weaknesses:

- Must be adequately advertised to be successful.
- If staffed by volunteers, can be time consuming.
- Works best if you can afford to set up an easy-to-remember phone number.
- Designated contact must have sufficient knowledge of the project to be able to answer questions quickly and accurately.
- May limit a project officer from performing other tasks.

Resources required:

- Staff.
- Comfortable workroom with desks, telephones, and computer access for recording contacts, tracking updated information, and contacting expert sources.
- Polite, brief, up-to-date recorded message giving details of the project, proposal or issue, and inviting further enquiries.

Suitable for use by:

- Industry
- Government
- Community

Can be used for:

- Showcase product, plan, policy
- Discover community issues
- Communicate an issue

Number of people required to help organise:

- Large (> 12 people)
- Medium (2-12 people)
- Individual

Audience size:

- Large (> 30)

Time required:

- Long (> 6 months)
- Medium (6 weeks-6 months)

Skill level/support required:

- Medium (Computer & other expertise)

Cost:

- Medium (AUD$1,000-AUD$10,000)

Participation level:

- Low (Information only)

Innovation level:

- Low (Traditional)

Method:

1. Determine the information to be recorded and timetable of updates to the service (if applicable).
2. Plan for advertising the number, which may include having stationery and flyers printed, or a stamp with the hotline number that can be stamped onto all outgoing printed correspondence or promotional material.
3. Set up a hotline number for callers by recording message and hooking up to the phone line. Record information that will answer the most commonly asked questions.
4. Set up a toll free number for non-local callers.
5. Advertise the number in the media, and ensure it is on all your outreach material.
6. Offer the option of being put through to a specific person for more details.
7. Appoint staff to answer questions.
8. Brief and train the person nominated to ensure they can access all information, have contact details of who to ask for information on specific aspects of the project, and have a pleasant telephone manner, even with difficult callers.
9. Record calls/common complaints/concerns in telephone journal for your records and input to the participation process.

References:

- Department of Public Health (Flinders University) & South Australian Community Health Research Unit (2000) Improving Health Services through Consumer Participation - A Resource Guide for Organisations. Commonwealth Department of Health & Aged Care. Canberra. http://www.participateinhealth. org.au/how/practical_tools.htm [accessed 03/01/00].
- RCRA (1996) Public Participation Manual. Ch 5: Public participation activities.
- US EPA (2002) National Pollution Elimination System (NPDES) Public Involvement/Participation Hotlines. http://cfpub.epa.gov/npdes/stormwater/ menuofbmps/invol_3.cfm [accessed 11/12/02]

11

Information Repository

Description:

Information repositories are formed when project information is stored in a centralised public place where members of the community can access the information. Popular places for information repositories include public libraries, schools, city halls and Council offices. Typically, the repository should house all the project information appropriate for public access and act as a dispatch centre for project information.

Objectives:

To provide one central, well-advertised venue (or a specific number of venues) at which all information about an event, historical study, or proposal can be accessed.

Outcomes:

The information repository becomes an invaluable resource wherein members of the community can gain information on a wide range of aspects of an issue, event or proposal.

Uses/strengths:

Where a large quantity of project information is being generated, the repository is useful in limiting the need for multiple copies (similar to libraries).

- Information repositories can double as distribution centres for project information.
- Can illustrate the levels on interest in a project, and who is using the material, if log of users is kept through a 'sign-in' system.

Special considerations/weaknesses:

- Generally not well used by the public, if not in an easily accessible, well-publicised location.
- Staff at the repository must know the location of the materials and be able to answer basic project questions.

Resources required:

- Publicity
- Venue with good storage and display areas and room to access material (corrals or tables and chairs)
- Staff

Suitable for use by:

- Industry
- Government
- Community

Can be used for:

- Showcase product, plan, policy
- Engage community
- Communicate an issue

Number of people required to help organise:

- Large (> 12 people)
- Medium (2-12 people)

Audience size:

- Large (> 30)

Time required:

- Long (> 6 months)
- Medium (6 weeks-6 months)

Skill level/support required:

- High (Specialist skills)
- Medium (Computer & other expertise)

Cost:

- High (> AUD$10,000)
- Medium (AUD$1,000-AUD$10,000)

Participation level:

- Low (Information only)

Innovation level:

- Low (Traditional)

Method:

1. Select materials suitable for repository.
2. Select a suitable location that is centralised, accessible by public transport, and set up in a way that will allow the material to be easily used.
3. Publicise and existence of the repository through a range of publicity techniques.
4. Reiterate the existence of the repository at public consultation sessions.
5. Staffing: staff require basic library skills, interpersonal skills and the knowledge and ability to answer basic project questions (can use existing staff if housing repository in a public library or staffed space).
6. Maintain a log of visitors.
7. Consistently add information to the repository.
8. Maintain for the duration of the project.
9. Use as distribution centre for project information.

References:

- International Association for Public Participation (2000) IAP2 Public Participation Toolbox. http://www.iap2.org/ boardlink/toolbox.pdf.

11

Interactive TV

Description:

Interactive television is a form of electronic democracy where television acts as a conduit for information on an issue and as a prompt for public opinion on an issue. Public opinion is usually received via telephone calls or email/websites that record information. In some cases, the call acts as a vote on a particular issue.

This technology has the potential to electronically connect the public with important public institutions faster, and in far less regulated ways than is customary. This technology will enable people to vote on almost everything on their television and will, with computer-like keyboards, enable e-discussions to occur on almost any topic. As people become routinely able to 'vote' and 'speak' on almost all issues via the extended TV handset in their living room this interactivity could enable people to create local sites of 'deliberative democracy', to generate 'town meetings of the air' (Lancaster University Dept Sociology, http://www.lancs.ac.uk/users/csec/study/itv-lc-ed.html). As Steve Morrison, the Chief Executive of Granada television in the UK, wrote recently: 'television reaches parts of society other technologies don't reach. As integrated digital television sets develop, you'll be able to access the internet. Television is easy and unintimidating' (The Guardian, Nov 27, 1999). He specifically argues that digital TV may enable a new stage of citizenship to develop, 'closing the gap between the information-rich and the information-poor and to create a genuinely inclusive society of Digital Citizen'.

Objectives:

Interactive TV aims to use television as a medium for voting on issues, expressing opinions, and knowing that these votes and opinions will be recorded and distributed to the larger community. This provides an audiovisual element to the voice of industry, government and community groups.

Outcomes:

Interactive TV will enable people to vote on almost everything via their television, which, as a familiar 'tool', increases the chances of more people taking up this option. As a result, a larger range of people may express opinions about, or influence decisions about, community issues and proposals, including some sections of the community who may not otherwise have participated.

Uses/strengths:

- Useful for reaching a wide audience.
- Useful when an issue is very important to the majority of the community.
- Useful when a large sample of the population's opinion is required.
- Citizen TV may become more available, accessible and familiar than e-democracy internet options.
- Allows TV viewers to share their opinions, needs and ideas.
- Can be useful for education campaigns (eg health campaigns).
- Can combine with web and on-line chat rooms to allow community ideas to exchange ideas in real time.

Special considerations/weaknesses:

- The technology is highly expensive.
- Can limit the number of detailed responses.
- Can be difficult to present issues in an unbiased manner.
- May be attractive to certain sectors of the community and not others.
- Can develop a rich and diverse online community, but may baffle the non-expert users, and so limit inclusiveness.

Resources required:

- Community television
- Telephone staff
- Computer-based recording systems

Suitable for use by:

- Industry
- Government
- Community

Can be used for:

- Showcase product, plan, policy
- Engage community
- Discover community issues
- Develop community capacity
- Communicate an issue

Number of people required to help organise:

- Large (> 12 people)
- Medium (2-12 people)

Audience size:

- Large (> 30)

Time required:

- Medium (6 weeks-6 months)
- Short (< 6 weeks)

Skill level/support required:

- High (Specialist skills)

Cost:

- High (> AUD$10,000)

Participation level:

- Medium (Opinions noted)

Innovation level:

- High (Innovative)

Method:

- Still in the developmental stages, interactive TV is often used commercially for viewer voting on programs and products, but the technology also makes it possible for citizens to be actively involved in voting and commenting on community issues.
- Requires provision of interactive TV, not for sports or shopping, but for local organisations and the public to participate in 'their' community local interactive TV.
- Can involve the use of qwerty-handsets within people's living rooms, or phoning or emailing into the station on a particular topic.
- Viewers can then suggest topics, interviewees, and other directions that the community interactive TV might explore.

References:

- The Communication Initiative (2002) National AIDS Control Programme - India. http://www.comminit.com/pdskdv32002/sld-4338.html British Columbia, Canada [accessed 25/12/02].

11

Interactive Video Display Kiosks

Description:

Stand alone kiosks that present a large amount of information using a computer and touch screen/mouse for navigation through the information located within the kiosk. Interactive video displays and kiosks are similar to automatic teller machines, offering menus for interaction between a person and a computer. Information is provided through a presentation that invites viewers to ask questions or direct the flow of information. Viewers activate programs by using a touch-screen, keys, a mouse, or a trackball. Software used in interactive video displays and kiosks is highly specialized, storing information on CD-ROM or floppy disks that allow retrieval of specific information based on directions from the viewer. By contrast, hardware requirements are fairly minimal, requiring relatively simple computer equipment (Source: US Federal Highway Administration http://www.fhwa.dot.gov/reports/pittd/contents.htm).

Objectives:

Interactive video display kiosks aim to deliver information via a multimedia presentation. This media is suitable for those not able to read the language, those who prefer visual as well as verbal cues, and is one that appeals to all age groups. The interactive elements, and the sense of a video game to the presentation, will elicit responses from people who may not otherwise participate in a planning or decision-making process.

Outcomes:

Well set-up interactive video display kiosks provide a multimedia option for finding information about an event, issue or proposal, through a 'click and find' process, rather than having to scroll through a great deal of information to find just what is wanted.

Uses/strengths:

- Can elicit preferences from people who do not otherwise participate.
- Complement staff availability.
- Can provide printed messages.
- Provide information from an agency to the public.
- Collect information from the public for agency analysis.
- Offers agencies flexibility in controlling and directing where a message goes.
- If well sited, can reach people who do not normally attend hearings or meetings.
- Deliver information to the user.
- Offers a variety of issues to explore, images to view, and topics to consider.
- Elicit specific responses, acting as a survey instrument.
- Enables the user to enter a special request to the sponsoring agency or join a mailing list.
- Are used in a variety of locations and may be either stationary or mobile.
- Allows a great deal more information to be made available and can be developed similarly to web pages and navigated in a similar way. Therefore, a lot more information can be made available through kiosks than stand alone displays (Source: US Federal Highway Administration http://www.fhwa.dot.gov/reports/pittd/contents.htm).

Special considerations/weaknesses:

- Sophisticated information programs make interactive displays expensive.
- Takes time to set up (one year for planning, fundraising and setting up).
- After construction and installation, staff commitments are relatively limited.
- Any new technology involving machines may cause unease.
- Software purchase is a high up-front cost.
- Maintenance costs are incurred.
- Potential vandalism is a factor in site selection.
- Liability issues may be associated with location of displays.

Strategic siting of interactive programs is imperative. They should be located where large numbers of people frequent.

Resources required:

- Sophisticated hardware and software
- Expert programmers to set up interactive display and keep updated/troubleshoot and repair
- Technicians to install near ISDN or cable connections
- Regular policing to prevent vandalism

Suitable for use by:

- Industry
- Government
- Community

Can be used for:

- Showcase product, plan, policy
- Engage community
- Discover community issues
- Develop community capacity
- Communicate an issue

Number of people required to help organise:

- Large (> 12 people)

Audience size:

- Large (> 30)

Time required:

- Short (< 6 weeks)

Skill level/support required:

- High (Specialist skills)

Cost:

- High (>AUD$10,000)

Participation level:

- Medium (Opinions noted)

Innovation level:

- High (Innovative)

Method:

1. Conduct local meetings to determine whether interactive video would be a viable option for your community. The interactive video network might serve a number of community needs, such as teaching shortages in rural communities, and as well build the community's capacity to participate in decision making in relation to issues of community concern.

2. Contact communications providers and government agencies for funding and sponsorship for the project (eg telco's may lay fibre optics as part of their community service obligations). Sponsorship is more likely if a number of agencies can present a case for using the systems (eg Natural Resources and Education Departments).

3. In setting up displays on a community issue, present materials in ways that are simple, graphically interesting, and easily understood.

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4. Develop material in similar ways to web pages, so they can be navigated in a similar way.

5. Seek limited public input through the inclusion of electronic surveys, however manipulation is a possibility and results should be regarded with care.

6. Specialist software and industrial designers are required.

References:

• Wheatland Resource Conservation and Development (2002) Interactive Video Saves Schools and Trains Adults. http://www.rcdsuccess.com/interactive_video.htm [accessed 20/12/02].

• US Federal Highway Administration Dept of Transportation (1997) Public Involvement Techniques for Transportation Decision-making. Interactive Video Displays and Kiosks. http://www.fhwa.dot.gov/reports/pittd/intervid.htm [accessed 03/01/02].

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Key stakeholder interviews

Description:

Interviews with key stakeholders with expertise relevant to a particular community issue are lengthy, one to one interviews that may last an hour or two, and require specialist skill to use the time effectively, and to elicit relevant and specific information. The interviewer should be able to gain insights from a 'casual' conversation so the person being interviewed does not get too narrow in addressing a single point (unless you want a lot of information about a specific issue). This interviewing technique is like the technique in focus groups, because you can keep asking questions until you get a satisfactory response. These are expensive and hard to do well, but they are very good sources of information and are especially useful when it is important to understand the views of certain people (because of their position or their expertise).

Objectives:

Stakeholder interviews aim to elicit detailed information and opinions on an issue through wide-ranging discussion rather than specific questioning.

Outcomes:

Stakeholder interviews provide a broad overview of the interviewees' opinions about a specific topic that may reveal hidden concerns or ideas that would not be expressed in response to a set number of specific questions.

Uses/strengths:

- Useful for targeting key stakeholders who have specific knowledge about an issue.
- Provides opportunity to get understanding of concerns and issues of key stakeholders.
- Can be used to determine how best to communicate with the public.
- Can be used to determine the best members of consultative committees.

Special considerations/weaknesses:

- Can be expensive.
- Can be time consuming.
- Interviewers must engender trust or risk negative response to the format.
- Requires skilled interviewers.

Resources required:

- Trained interviewers.
- Recording methods (may be audio, hand-written or computer aided records, but should be unobtrusive, so the focus is on the content and conversation).
- May need a professional typist to transcribe tapes and hand-written notes, as this is time consuming.

Suitable for use by:

- Industry
- Government
- Community

Can be used for:

- Engage community
- Discover community issues
- Communicate an issue
- Build alliances, consensus

Number of people required to help organise:

- Medium (2-12 people)

Audience size:

- Medium (11-30)
- Small (<=10)

Time required:

- Medium (6 weeks-6 months)

Skill level/support required:

- High (Specialist skills)

Cost:

- Medium (AUD$1,000-AUD$10,000)

Participation level:

- High (Stakeholders participate in decision)

Innovation level:

- Medium (Some new elements)

Method:

1. Select interviewees according to designated criteria (areas of expertise, representation of groups, complementary of skills for committees).

2. Arrange times and places for interviewing. Better quality information will be forthcoming if the interviewee is in a familiar setting, so it may be easier for the interviewer to go to them.

3. Ensure uninterrupted time for at least one hour.

4. Check all equipment and take spare tapes, batteries, pens, etc. to avoid any interruptions during the interview.

5. Try to transcribe interview notes as soon as possible after the interview, while nuances, body language and asides are still in the interviewer's memory.

6. Prepare a report, including the verbatim interviews, and offer copies to the interviewees.

References:

- US Dept of Transportation (1997) Public Involvement and Techniques for Transportation Decision-Making: Transportation Fair. Washington. http://www.fhwa.dot.gov/reports/pittd/tranfair.htm [accessed 12/12/02]

- US EPA (2002) RCRA Public Participation Manual Ch 5 Public Participation Activities and How to do them. http://www.epa.gov/epaoswer/hazwaste/permit/pubpart/manual.htm [accessed 17/12/02].

11

Kitchen Table Discussion

Description:

Small meetings within the neighbourhood, usually at someone's home or a local coffee shop. These settings make the meeting informal and participants tend to respond to the more relaxed surrounds. Because they are informal, participants generally are more willing to discuss issues and dialogue is maximised. A kitchen table discussion group is a small collection of people who get together in someone's home to talk, listen and share ideas on subjects of mutual interest. The host often begins by reminding everyone that there are no right or wrong ideas, and that everyone's contribution is valuable. The host also encourages people to listen, to ask clarifying questions, and to avoid arguing or interrupting. Kitchen table discussion groups can be a prime vehicle for social change. Kitchen table discussions are now going 'on line', and are being held around virtual kitchen tables where anyone can join in to discuss an issue (see also Electronic Democracy).

Objectives:

Kitchen table discussion aims to encourage people to continue discussing an issue until all members have had a chance to be heard, and provide an opportunity of sharing not only opinions, but information and alternatives for community proposals or issues.

Outcomes:

Kitchen table discussion builds a sense of community, provides a venue for sharing, and may generate feedback and submissions on community issues and proposals.

Uses/strengths:

- Maximises two-way dialogue.
- If issue is likely to be contentious, provides an ideal setting to scope for early conflicts.
- Maximises the likelihood of engagement in debate and allays likelihood of conflict because held in 'neutral turf' setting.
- Builds social networks within the community.

Special considerations/weaknesses:

- Needs organisers/facilitators who are polite and relaxed.
- Requires creativity and resource investigation to reach a large number of people.
- Needs a diversity of interests to be invited.
- Best for small group discussions (8-10 people).

Resources required:

- Possible venue rental
- Catering
- Staffing
- Hired facilitators, or volunteers with facilitation skills
- Children' s requirements (eg child minding)

Suitable for use by:

- Community

Can be used for:

- Showcase product, plan, policy
- Engage community
- Discover communityissues
- Develop community capacity
- Develop action plan
- Communicate an issue
- Build alliances, consensus

Number of people required to help organise:

- Medium (2-12 people)
- Individual

Audience size:

- Large (> 30)
- Medium (11-30)
- Small (<=10)

Time required:

- Long (> 6 months)
- Medium (6 weeks-6 months)

Skill level/support required:

- Low (No special skills)

Cost:

- Low (< AUD$1,000)

Participation level:

- Medium (Opinionsnoted)
- Low (Information only)

Innovation level:

- Low (Traditional)

Method:

1. If a kitchen table discussion arises informally, those who wish to follow up on this opportunity should seek advice on how best to encourage participation and how to handle the issues/information that arises. The informal beginnings can be discouraged if the person or people organising further discussions do not understand how to ensure all members of the discussion feel that their opinion will be taken seriously, valued and can be freely expressed.

2. Kitchen table discussions can be formally planned to reach targeted groups by advertising the venue and time.

3. Because these discussions reach groups that are not attracted to formal participation programs, sensitivity must be used in organising and facilitating meetings so as to encourage continued participation.

4. Select a centralised, neutral space (not affiliated with any one interest group in the locality).

5. Use informal neighbourhood networks to organize the first round of events.

6. Set ground rules about respecting other's opinions, and recording all issues for further discussion.

7. Needs sensitive handling to ensure no one dominates the discussion, and all opinions are valued.

8. Encourage group to record the outcomes of discussions and feed back into a broader participation program.

9. Encourage ongoing discussions.

10. Use these discussions as a means of gauging ongoing public response to a participation program.

References:

- British Columbia Council for Families. Organizing a kitchen table discussion. http://www.bccf.bc.ca/learn/fc_kitchen.html.
- New Politics Initiative, Toronto. Kitchen Table Discussion Facilitation Kit. http://www.newpolitics.ca/kitchen_table.php.
- Vancouver/Richmond Health Board Office Community Health Council: Kitchen table discussion kit. http://www.vcn.bc.ca/citizens-handbook/2_15_discussion_group.html.

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Media Releases

Description:

Project information released to various media corporations. Media releases are seen as being official and reflecting the corporation/group/agencies' position or the outcome of a project. They can also be used to raise awareness and generate publicity.

Objectives:

Media releases aim to get the widest possible coverage for a community issue or proposal through the publication or broadcasting of the information in the release. It may also elicit further enquiries by the media organisation about the issue, or the group or agency that put out the release.

Outcomes:

Wider awareness of an issue or proposal can be achieved if the media release is published or broadcast, and if the essential information is retained.

Uses/strengths:

- Can disseminate information quickly to a large number of people.
- Can be a predetermined method of notification.
- Can raise publicity and awareness.
- Can help an organisation or community group to make contact with the media.
- Can alert media organisations to an issue/event and may encourage their active participation through civic journalism.

Special considerations/weaknesses:

- Difficult to retract, should any changes occur.
- Should be written in a journalistic style (see Method).
- May not be used if more exciting news events take priority.
- May be re-written and key facts/emphasis changed.
- Media organisations may become interested in an aspect of the project/issue that is not the focus of public concern.
- Media releases are competing with thousands of other incoming news items, and have a better chance of being used if they are sent directly to a journalist who has had previous friendly contact with the sender.

- The size of media releases limit the amount of real content that can be incorporated.
- Media releases have a better chance of being accepted if they have an element of controversy or risk, however an organisation or group may not wish to focus on possible negative outcomes or risks.

Resources required:

- Volunteers/staff

Suitable for use by:

- Industry
- Government
- Community

Can be used for:

- Showcase product, plan, policy
- Engage community
- Discover community issues
- Communicate an issue
- Build alliances, consensus

Number of people required to help organise:

- Medium (2-12 people)
- Individual

Audience size:

- Large (> 30)

Time required:

- Long (> 6 months)

Skill level/support required:

- Medium (Computer & other expertise)

Cost:

- Low (< AUD$1,000)

Participation level:

- Low (Information only)

Innovation level:

- Low (Traditional)

Method:

1. Determine the main news angle you wish to communicate.
2. Check deadlines for local publications/television/radio bulletins to ensure media release is received in time to be published before the event. Some local newspapers have a Friday deadline for the following Wednesday publication date.

Radio programs may need to check the spokesperson to see whether they will be suitable for on-air interview, etc.

3. On average, send releases two weeks before events, except to magazines which may have a two-three month lead time for publication.
4. Follow news style:
   - Keep the focus local (with local spokespeople) for local papers.
   - Send only major capital city issues or state-wide issues to state papers; only national issues (and use national spokespeople) for national papers/magazines.
   - Use short sentences. Each sentence should be a separate paragraph.
   - Use active sentences 'the group have decided', not 'It has been decided'.
   - Avoid jargon and difficult words (keep it simple).
   - Write about your group: 'The group will hold a poster competition at the Centralville Town Hall on Wednesday, 23 January'.
   - First paragraph of no more than 25 words telling briefly who, what, where, when and why about the event, issue or project.
   - If using quotes in the body of the release, quote credible spokespeople and identify them with their positions in the organisation.
   - Keep information clear and unambiguous.
   - Keep releases short, no longer than one page. If the media want more information, they will contact you.
   - If for a community notices column, check the required size and format of items (may be 30 words or less).
   - Include in the media release the date the release was written, and a contact name and phone number for someone who is easily contacted during office hours.
5. Check whether the media prefers email (most do now), or whether you can distribute your release via the Australian Associated Press (AAP) network (this will reach an Australia-wide audience).

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6. If offering interviews, make it clear whether this is an exclusive for one media outlet (could be one print, one radio and one television, as these do not see one another as competing). This can encourage coverage of your issue, whereas a general media conference may not be well attended.

7. Track coverage to see how and when your information is published.

8. Be sure to write and thank the journalist to develop a relationship that may encourage them to work with your organisation in tracking progress on the issue/project, and hence keep the community informed.

References:

• International Association for Public Participation (2000) IAP2 Public Participation Toolbox. http://www.iap2.org/boardlink/toolbox.pdf.

• RCRA (1996) Public Participation Manual. Ch 5: Public participation activities. http://www.epa.gov/epaoswer/hazwaste/permit/pubpart/chp_5.pdf [accessed 03/01/02].

• Social Change Online (2000) Using the Media http://media.socialchange.net.au/using_media/Contents.html [accessed 25/12/02].

• Thornton, P. et al (1997) I Protest! Sydney, Pluto Press. Warringah Council (2000) Community Consultation Toolkit. http://www.warringah.nsw.gov.au/community_consultation.htm [accessed 03/01/02].

11

Mediation and Negotiation

Description:

Negotiation is the process of searching for an agreement that satisfies various parties. An agreement may be reached either through a barter or through real negotiation. A barter allows only one party, the one in a position of power, to 'win'. The other party is forced to accept something of lesser value. A real negotiation implies a 'win-win' situation in which all parties are satisfied' (The Guide to Managing for Quality 1998 MSH and UNICEF).

Mediation is the attempt to help parties in a disagreement to hear one another, to minimise the harm that can come from disagreement (eg hostility or 'demonising' of the other parties) to maximise any area of agreement, and to find a way of preventing the areas if disagreement from interfering with the process of seeking a compromise or mutually agreed outcome.

Objectives:

Negotiation and mediation aims to deal with conflict in a creative and positive way, and to find a solution or a way for people to hear and appreciate the differences between their perspectives.

Outcomes:

With negotiation and mediation, contentious issues can be discussed and agreements found in which differing opinions are considered and included.

Uses/strengths:

- Generally used when normal participation methods fail.
- Attempts to provide a 'win-win' outcome rather than settling on a single course of action.
- Can improve satisfaction of all parties.
- May allow areas of convergence (areas where there are some mutual goals or agreements).

Special considerations/weaknesses:

- Generally requires a specialist moderator who is independent.
- Moderators can be costly, and their lack of knowledge of the content can be a drawback in the kinds of questions posed.

- Works best when the parties concerned are engaged; less well when a representative is asked to negotiate, as they may not feel they have the authority to be flexible in their solutions.
- Needs to get beyond set 'positions' (I/we are only willing to do this or that) and look at the interests of all parties (what they are trying to achieve in broad general terms (eg do we want clean sand, clean water, access to the beach etc.) to create mutually satisfying outcomes.
- Needs all parties to agree to objective criteria by which to assess the 'fairness' of solutions.
- Can be time consuming; could take months of meetings to find a mutually satisfactory outcome.
- 'Win-win' is not guaranteed.

Resources required:

- Publicity
- Venue rental
- Catering
- Staffing
- Moderator/facilitator
- Expert
- Recorders
- Audio and visual recording and amplification
- Props for working in groups (pens, paper, pins, etc.)
- Furniture
- Children's requirements

Suitable for use by:

- Industry
- Government
- Community

Can be used for:

- Engage community
- Discover community issues
- Develop community capacity
- Develop action plan
- Build alliances, consensus

Number of people required to help organise:

- Medium (2-12 people)

Audience size:

- Large (> 30)
- Medium (11-30)

Time required:

- Long (> 6 months)
- Medium (6 weeks-6 months)

Skill level/support required:

- High (Specialist skills)

Cost:

- High (> AUD$10,000)
- Medium (AUD$1,000-AUD$10,000)

Participation level:

- High (Stakeholders participate in decision)

Innovation level:

- High (Innovative)

Method:

Negotiation and mediation are highly specialised activities and a simplistic methodology is not available. Specialists are generally required for negotiation and mediation. Other sources of information are outlined on the UNICEF site. The following excerpt has been provided as an introduction:

1. Analyse the interest of the parties: this is important to understand the perceptions, the style of negotiation, and the interests and principles of the counterparts, as well as one's own.

2. Plan the negotiation, and determine:
   - What are the expectations from the negotiation?
   - What are the terms of the negotiation?
   - What are the non-negotiable terms and what can be modified?
   - What is the minimum that an agreement can be reached on?
   - What is the negotiation strategy?
   - What are the most important interests of the other parties?
   - How does one interact with or manage people?

3. Select the appropriate negotiation technique from among the following:
   - Spiralling agreements: begin by reaching a minimum agreement, even though it is not related to the objectives, and build, bit by bit, on this first agreement.

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- Changing of position: formulate the proposals in a different way, without changing the final result.
- Gathering information: ask for information from the other party to clarify their position.
- Making the cake bigger: offer alternatives that may be agreeable to the other party, without changing the terms.
- Commitments: formalise agreements orally and in writing before ending the negotiation.

4. Negotiate: be sensitive and quick to adapt to changing situations, but do not lose sight of the objective. Avoid confrontational positions and try to understand the interests of the other party. Some aspects that could interfere with the negotiation are:

- Personal positions and interests.
- Psychological and emotional aspects of the persons (place, placement of chairs, body language, gestures, etc.).
- Difficulties in communication (differences in languages, different meanings of the same words, etc.).

References:

- Amy, Douglas (1987) The politics of Environmental Mediation. New York. Colombia.

- Fisher, Rodger & William Ury (1991) Getting to Yes: Negotiating Agreement Without Giving In. London, Random Century Business Books Ltd.

- International Association for Public Participation (2000) IAP2 Public Participation Toolbox. http://www.iap2.org/boardlinks/toolbox.pdf.

- Management Science for Health and UNICEF (1998) The Guide to Managing for Quality MSH and UNICEF. http://erc.msh.org/quality/ [accessed 19/12/02].

11

Mind Mapping

The human brain is very different from a computer. Whereas a computer works in a linear fashion, the brain works associatively as well as linearly - comparing, integrating and synthesising as it goes. Association plays a dominant role in nearly every mental function, and words themselves are no exception. Every single word and idea has numerous links attaching it to other ideas and concepts.

Mind Maps™, developed by Tony Buzan are an effective method of note-taking and useful for the generation of ideas by associations. To make a mind map, one starts in the centre of the page with the main idea, and works outward in all directions, producing a growing and organized structure composed of key words and key images. Key features are:

• Organisation
• Key Words
• Association
• Clustering
• Visual Memory - Print the key words, use colour, symbols, icons, 3D-effects,arrows and outlining groups of words
• Outstandingness - every Mind Map needs a unique centre
• Conscious involvement

Mind Maps are beginning to take on the same structure as memory itself. Once a Mind Map is drawn, it seldom needs to be referred to again. Mind Maps help organize information. Because of the large amount of association involved, they can be very creative, tending to generate new ideas and associations that have not been thought of before. Every item in a map is in effect, a centre of another map. The creative potential of a mind map is useful in brainstorming sessions. You only need to start with the basic problem as the centre, and generate associations and ideas from it in order to arrive at a large number of different possible approaches. By presenting your thoughts and perceptions in a spatial manner and by using colour and pictures, a better overview is gained and new connections can be made visible.

Mind maps are a way of representing associated thoughts with symbols rather than with extraneous words something like organic chemistry. The mind forms associations almost instantaneously, and 'mapping' allows you to write your ideas quicker than expressing them using only words or phrases.

What is a mind map?

A mind map consists of a central word or concept, around the central word you draw the 5-10 main ideas that relate to that word. You then take each of those child words and again draw the 5-10 main ideas that relate to each of those words.

In this way a large number of related ideas can quickly be produced with virtually no mental effort. The concept of 'writers block' is hard to understand once you have grasped the use of this simple technique.

Your Brain and Mind-Mapping

If the brain is to relate to information most efficiently, the information must be structured in such a way as to 'slot-in' as easily as possible. It follows that if the brain works primarily with key concepts in an interlinked and integrated manner, then so should our notes and word relations be structured in a similar manner.

Rather than starting from the top of a page and working down in sentences or lists, one should start from the centre with the main idea and branch out as dictated by the individual ideas and general form of the theme.

A mind map has a number of advantages over the linear form of note-taking:

1. The centre with the main idea is more clearly defined.
2. The relative importance of each idea is clearly indicated. More important ideas will be nearer the centre.
3. The links between key concepts will be immediately recognised.
4. Recall and review will be more effective and more rapid.
5. Addition of new information is easy.
6. Each map will look different from other maps, aiding recall.
7. In the more creative areas of note making, the open-ended nature of the map will enable the brain to make new connections far more readily.

Mind Mapping Laws

1. Start with a coloured image in the centre.
2. Use images throughout your Mind Map.
3. Words should be printed.
4. The printed words should be on lines, and each line should be connected to other lines.
5. Words should be in 'units' one word per line, allowing each word to have free hooks and giving more freedom and flexibility.
6. Use colours to enhance memory, delight the eye and stimulate the right cortical processes.
7. The mind should be left as 'free' as possible. You will probably think of ideas faster than you can write.

Mind Maps are an external 'photograph' of the complex inter-relationships of your thoughts at any given time. They enable your brain to 'see itself' more clearly, and will greatly enhance the full range of your thinking skills.

For more information visit:

http://members.ozemail.com.au/~caveman/Creative/Mindmap/index.htm.

Or read any of Tony Buzan's books on mind mapping (eg Mind Map Book).

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MODSS Multi-objective Decision Support Systems

Description:

Multi-objective decision support systems technology allows programs to be developed that focus on management effects in environmental issues. This technology is part of the science of environmental management, which recognises that natural and social systems are dynamic, interlinked and unpredictable, and need complex systems that allow flexible responses. Management that uses rigid control mechanisms can contribute to the breakdown of socio-ecological systems. Hence, newer approaches stressing flexibility and responsiveness have developed, and decision support technology has developed that allows for the inter-connectedness of ecological systems. Such computer programs describe the multiple effects of any change, and provide a structured approach to selecting a management plan based on a group's preferences and tradeoffs (based on Heilman et al, 2000).

Objectives:

MODSS technology creates programs that can address widespread, significant problems, and engage stakeholders in considering the best compromise in complex environmental issues where there are many, often conflicting, criteria.

Outcomes:

MODSS offers better solutions that allow flexible responses to complex environmental issues.

Uses/strengths:

- Can offer ways to assess a variety of options and their consequences in a complex environmental issue.
- Can be incorporated into existing computer programs and operating systems, simply adding the components that are needed for decision making support.
- Can provide a structured approach to engage stakeholders in complex environmental issues where there are many, and possibly conflicting, criteria to consider.

Special considerations/weaknesses:

- Can be very high cost for specialist programming.
- Can exclude those who are not computer literate.
- Needs to have been sufficiently used to be validated and minimise software bugs.

Resources required:

- Computers, programmers, good quality data
- Wide range of expertise

Suitable for use by:

- Industry
- Government
- Community

Can be used for:

- Develop community capacity
- Develop action plan

Number of people required to help organise:

- Large (> 12 people)

Audience size:

- Large (> 30)
- Medium (11-30)

Time required:

Skill level/support required:

- High (Specialist skills)

Cost:

- High (> AUD$10,000)

Participation level:

- High (Stakeholders participate in decision)

Innovation level:

- High (Innovative)

Method:

1. Determine the issue or management decision that needs to be addressed.
2. Review existing databases, programs and options.
3. Using a program such as The Facilitator, add on the decision support tools needed.
4. Trial the Decision Support tool.
5. Modify as needed to develop an operational tool for natural resource management decision making.

References:

- Heilman, P. et al (2000) The Facilitator - An Open Source Effort to Support Multiobjective Decision Making. (http://www.iemss.org/iemss2002/proceedings/pdf/volume%20tre/325_heilman.pdf).
- MODSS website: http://www.modss.org.

11

Newspaper Inserts

Description:

An insert is a fact sheet that can be disseminated via a local newspaper. Inserts achieve high-level publicity for a project and normally are used at the commencement of a project. They create interest, describe the issue being considered and outline opportunities for public involvement in the participation process. Newspaper supplements can serve similar purposes, but cover the issue in more detail through features articles and/or advertisements. They can be a paid advertising arrangement, or can be put together by news staff in the public interest. Such supplements may include feedback opportunities, and may outline opportunities for public involvement.

Objectives:

Newspaper inserts aim to reach and inform the majority of people in a targeted geographic area about an issue or proposal.

Outcomes:

Newspaper inserts will increase awareness of a proposal or issue, even though many inserts will not be read.

Uses/strengths:

- Achieves high level publicity.
- Provides information.
- When a large number of potential stakeholders exist.
- When a large number of people are affected by a development decision (eg road works/planning scheme preparation).
- Outlines opportunities for public involvement in a participation process.

Special considerations/weaknesses:

- Content should be simply stated, concise and unambiguous.
- Content should provide basic information (do not overload with too much information).
- Contact information should be provided.
- Cost may be a factor if the newspaper charges for the inserts, or insists on advertising.
- If undertaken as a community service, rather than a commercial transaction, distribution depends on the newspapers willingness to insert the flyers, leaflets, etc.

Resources required:

- Staff to prepare, layout and deliver insert material
- Expertise in journalistic or advertising style or writing and layout

Suitable for use by:

- Industry
- Government
- Community

Can be used for:

- Showcase product, plan, policy
- Engage community
- Communicate an issue

Number of people required to help organise:

- Large (> 12 people)
- Medium (2-12 people)
- Individual

Audience size:

- Large (> 30)

Time required:

- Medium (6 weeks-6 months)

Skill level/support required:

- High (Specialist skills)
- Medium (Computer & other expertise)

Cost:

- High (> AUD$10,000)
- Medium (AUD$1,000-AUD$10,000)

Participation level:

- Low (Information only)

Innovation level:

- Low (Traditional)

Method:

1. Decide the size, cost and number of inserts by determining the potential number of stakeholders, and how these match with the delivery areas of the newspaper.
2. Decide on your key messages, including methods for public participation.
3. Write your information in simple, concise and unambiguous language.
4. Outline major events and the duration of the participation process.
5. Include contact information (ie key project staff [by name], information hotline numbers, location of information repository [if any], phone, email and website addresses).
6. If possible, use trained layout help to ensure the inserts attract interest and are easy to read.
7. Record contact made as a result of the insert, and add to project mailing list.
8. Use to report project outcomes as well as publicising the process.

References:

- International Association for Public Participation (2000) IAP2 Public Participation Toolbox. http://www.iap2.org/boardlink/toolbox.pdf.
- Wates, N. (1999) The Community Planning Handbook. London, Earthscan.

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Nominal Groups

Description:

Nominal group technique is a process in which a group of people become a group in name only. This technique aims to eliminate social and psychological dynamics of group behaviour which can inhibit individual creativity and participation in group decisions. Everyone is given a structured opportunity to participate. Nominal group technique is a way of organising a meeting to enhance its productivity. Its purpose is to balance and increase participation, to use different processes for different phases of creative problem solving and to reduce the errors in aggregating individual judgments into group decisions. It is especially useful for problem identification, problem solving and program planning (Source: http://128.143.238.20/ services/CSA/nominal.htm).

Objectives:

Nominal group technique aims to increase participation in problem identification, problem solving and program planning, and to make sure that participants represent a balance of the range of opinions available within a community or group.

Outcomes:

Nominal group technique facilitates creative problem solving and delivers group decisions that incorporate individual judgments with greater accuracy.

Uses/strengths:

- Highly effective workshop activity.
- Ensures input from all participants.
- Elicits a wide range of responses.
- Useful for determining democratically derived outcomes.
- Useful for fact-finding, idea generation, or solutions.

Special considerations/weaknesses:

- Good facilitators are required.
- Rules need to be clear at outset.
- The wording of questions must be unambiguous and clear.
- Not for routine business, bargaining, predetermined outcome, or groups requiring consensus.
- Can be difficult to convince people to use nominal groups for the first time.

- Explanations help to overcome this resistance, but a successful experience helps much more.

Resources required:

- Publicity
- Venue rental (meeting room with table to accommodate groups of 5-9 members).
- Catering
- Staffing
- Moderator/facilitator
- Experts
- Recorders
- Gophers
- Artists
- Photographer
- Other
- Audio and visual recording and amplification
- Overhead projectors
- Data projectors
- Video
- Slide projector
- Projection screen
- A flip chart or newsprint for each group.
- Roll of masking tape.
- Pack of 3x5 cards for each table.
- Felt pens for each table.
- Paper and pencil for each participants.
- Response sheets

Suitable for use by:

- Industry
- Government
- Community

Can be used for:

- Engage community
- Develop community capacity
- Develop action plan
- Communicate an issue
- Build alliances, consensus

Number of people required to help organise:

- Large (> 12 people)
- Medium (2-12 people)

Audience size:

- Large (> 30)
- Medium (11-30)

Time required:

- Medium (6 weeks-6 months)

Skill level/support required:

- High (Specialist skills)

Cost:

- Medium (AUD$1,000-AUD$10,000)

Participation level:

- High (Stakeholders participate in decision)

Innovation level:

- High (Innovative)

Method:

1. Advertise group meeting of three-four hours.
2. Select participants to ensure a mix of interests/community groups/social levels/ age/gender, etc.
3. Hire facilitator skilled in nominal group meeting process. Success of the process depends on thorough preparation by the facilitator.
4. Leaders should clarify the questions to be asked, considering what key information they need. Pre-test the question before the meeting. Remember, global questions stimulate global answers. Emotional (likes/ dislikes, etc.) information must be asked for directly.
5. For larger groups, organise into subgroups (seven-nine people) on the same or different topics, depending on the range of issues.
6. The facilitator should follow the full step-by-step process, which can include the silent generation and balloting of ideas used strategically in a wide variety of situations and taking relatively little time (eg for quick agenda setting).
7. Choose from the following steps, and follow the process (see: http:// 128.143.238.20/services/CSA/nominal.htm for detailed instructions):
   1. Silent generation of ideas in writing (10-20 minutes).
   2. Recorded round-robin listing of ideas on chart (20-40 minutes).

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3. A very brief discussion and clarification of each idea on the chart (20-40 minutes).

4. Preliminary vote on priorities: silent, independent (10 minutes).

5. Meeting break.

6. Discussion of the preliminary vote (20-40 minutes).

7. Final vote on priorities: silent independent (10 minutes).

8. Listing and agreement on prioritized items.

References:

• Borrini-Feyerabend, G (ed.) (1997) Beyond Fences: Seeking social sustainability in conservation. http://www.iucn.org/themes/spg/beyond_fences/beyond_fences.html#contents [accessed 03/01/02].

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Open House (or Open days and Drop-In Centres)

Description:

Open houses provide information; provide a forum for understanding people's concerns and discussing issues and provide opportunities for follow up or feedback (see Displays and Exhibits). A relatively informal event designed to allow people to drop in and obtain information at their convenience. Usually, the open house includes display information and presentation material complimented by printed handout materials and the presence of the sponsor's staff to meet with and answer people's questions one-on-one. Brief presentations should also be made at regular times to inform guests.

Objectives:

An 'open house' aims to provide one venue for people to visit where they can speak to staff or members of the organisation, and obtain a variety of information about an institution, issue or proposal.

Outcomes:

Those who visit during an open house will be more familiar with the venue, will know more about the operations and intention of the organisation or group that set up the open house, and may be more informed about an issue or proposal.

Uses/strengths:

- Useful when a large number of potential stakeholders exist and the issue is of concern to the wider community. Alternatively, it can be used to target a particular group.
- Frequently used as a lead-in to another participation activity and achieves early publicity for that activity.
- Can also be used to provide feedback at the completion of a public participation exercise.
- Can fit people's personal timetables.
- Where the issue is contentious, it provides a relaxed forum where conflict is less likely to occur.
- Fosters small group and one-on-one discussions.
- Allows other team members to be drawn on to answer difficult questions.

- Meets information and interaction needs of many members of the public who are not attracted to typical public meetings.
- Builds credibility.

Special considerations/weaknesses:

- Attendance is difficult to predict at an open house. Therefore, it is important to advertise in a number of ways that target different sections of the community and select the location carefully.
- It is possible to move the location of the open house on a regularly scheduled basis.
- Often, the concerns of a small number of people are well articulated at this forum.
- Lower attendance may mean that fewer people are informed. You need to use other methods to reach a wider audience.
- The low-key nature of an open house may also restrict people from asking questions and participating in discussions.
- Public input can be difficult to document, and may only be reported as hearsay.
- Protesters may use the opportunity to disrupt the event.
- Usually more staff intensive than a meeting.
- May not provide the opportunity to be heard that some of the public may expect.

Resources required:

- Publicity
- Venue rental
- Catering
- Staffing
- Moderator/facilitator

Suitable for use by:

- Industry
- Government
- Community

Can be used for:

- Showcase product, plan, policy
- Engage community
- Discover community issues
- Communicate an issue

Number of people required to help organise:

- Large (> 12 people)
- Medium (2-12 people)

Audience size:

- Large (> 30)

Time required:

- Long (> 6 months)
- Medium (6 weeks-6 months)

Skill level/support required:

- Medium (Computer & other expertise)

Cost:

- High (>AUD$10,000)
- Medium (AUD$1,000-AUD$10,000)
- Low (< AUD$1,000)

Participation level:

- Medium (Opinions noted)
- Low (Information only)

Innovation level:

- Medium (Some new elements)

Method:

1. The five steps to a successful open house are as follows:
   - Understand your objective and develop a work plan
   - Schedule a place and time
   - Advertise
   - Develop the display and supporting materials
   - Set up

(Ontario Public Consultation Guide 1994:47)

2. Consider the target audience and your objectives to decide whether an open house is the most appropriate public participation tool for the issue being discussed.

3. Some of the considerations in developing the workplan include: the cost of the display, how to convey information on the display, how much time it will take to design and produce the display and how the display materials can be transported from place to place.

4. The choice of a central and easily accessible location is critical in the success of the open house. Organisers should maintain a low-key presence and make everyone feel welcome. They should also consider the needs of the particular audience (if there is a target group for the open house). The opening times should be flexible and change in response to the preference of

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the public. Comment sheets should be provided and staff should be available to answer questions and record comments.

5. The publicity of the open house is also important to its success so advertising is necessary. The location, opening times and purpose of the open house should be publicised in the media. The open house should be left open as long as possible to allow as many of the public to use the facility as possible.

References:

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• International Association for Public Participation (2000) IAP2 Public Participation Toolbox. http://www.iap2.org/ boardlink/toolbox.pdf.

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• RCRA. (1996) Public Participation Manual. Ch 5: Public participation activities. http: //www.epa.gov/epaoswer/hazwaste/permit/ pubpart/chp_5.pdf [accessed 03/01/02].

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Open Space Technology

Description:

A radical participatory approach developed by US Management Consultant Harrison Owen in the 1980s. Stated simply, open space technology allows participants to offer topics for discussion and others to participate according to their interest. The theory behind open space technology is that people will take ownership of issues they wish to address.

The open space technology operates on the following four principles:

1. Whoever comes are the right people.
2. Whatever happens is the only thing that could have.
3. Whenever it starts is the right time.
4. When it's over, it's over.

(International Association for Public Participation, 2000.)

Objectives:

Open space technology aims to provide an event which is relevant, timely, and participatory. Its relevance is determined by the participants, who determine the agenda, the length of the event, and the outcomes.

Outcomes:

The open space technology event puts people of like interests in touch with one another, allows people to exchange views and to understand a wider range of viewpoints, and provides a sense of empowerment to shape the world towards the kind of future the participants might desire.

Uses/strengths:

- Appropriate for use where there is a need for new ideas and the prevailing climate is characterised by uncertainty, ambiguity and a low level of trust.
- Because there are a limited set of rules, the process is driven by the participants.
- Absence of 'control' of the process means participants must be prepared to go where the process takes them.
- Includes immediate summary and discussion.
- Provides a structure by giving participants opportunities and responsibilities to create a valuable product or an experience.

Special considerations/weaknesses:

- Facilities should be flexible to accommodate variable group sizes.
- A powerful theme or vision statement is needed to generate topics.
- A large number of participants are involved in the process (up to 500).
- The most important issues can sometimes be lost in the discussion.
- It can sometimes be difficult to get accurate records of results.

Resources required:

1. Venue with room for a large gathering space, plus up to 10 smaller breakout spaces, which offers shelter in case of rain, heat, etc.
2. Facilitator trained in open space technology techniques.
3. Publicity (which, for a large gathering may include a website on which topics or themes can be predetermined).
4. Website or other means to disseminate outcomes or issues papers.

Suitable for use by:

- Industry
- Government
- Community

Can be used for:

- Discover community issues
- Develop community capacity
- Communicate an issue

Number of people required to help organise:

- Medium (2-12 people)

Audience size:

- Large (> 30)

Time required:

- Medium (6 weeks-6 months)

Skill level/support required:

- High (Specialist skills)
- Low (No special skills)

Cost:

- Medium (AUD$1,000-AUD$10,000)

Participation level:

- Low (Information only)

Innovation level:

- High (Innovative)

Method:

1. Determine whether the open space technology process is the most appropriate technique for your situation, considering the people who are likely to take part and their preferences and attitudes, and the venues available to you.
2. Select venue, facilitators and prepare information (open space technology can be successfully used in conjunction with other techniques such as conferences and workshops).
3. Publicise the event.
4. Describe process and rules to the participants, as outlined below:

   1. Principles: Whoever comes are the right people: Whatever happens is the only thing that could have: Whenever it starts is the right time: When it's over, it's over.
   2. Law of two feet: The law of two feet: people are honour bound to walk away from proceedings and sessions which they believe are irrelevant.
   3. Follow due process.
   4. One by one, each person who wishes to, steps into the centre of the circle and announces their name and topics they feel passionate enough about to be willing to lead a break out session on that topic.
   5. Each passionate person writes the topic on a piece of paper along with time and venue for a discussion.
   6. Following announcements of topics by passionate people, the market place becomes open. The marketplace is a wall where all the topics, times and venues are posted to allow participants to decide which session to sign up to.
   7. Those who announced the topics facilitate the individual discussions and appoint people to record minutes on provided computers.
   8. Reconvene into the larger group and report back, or combine reports into one document and ensure widespread dissemination to all those who took part, and all those likely to make a decision.

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References:

• Cointelligence Institute (2002) A Toolbox of processes for community work. http://www.co-intelligence.org/CIPol_ComunityProcesses.html [accessed 03/01/02].

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• Herman, M. (1998-2002) Working in Open Space: A Guided Tour, a look at a hypothetical OST event, highlighting 'givens' and possibilities for Open Space events. http://www.globalchicago.net/ost/invitingorg/24guidedtour.html [accessed 16/12/02].

• Inter-America Development Bank. (1996_ Resource Book on Participation. http://www.iadb.org/exr/ENGLISH/POLICIES/participate/index.htm [accessed 03/01/02].

• International Association for Public Participation (2000) IAP2 Public Participation Toolbox. http://www.iap2.org/boardlink/toolbox.pdf.

• New Economics Foundation & UK Participation Network (1998) Participation Works: 21 Techniques. http://www.neweconomics.org/default.asp?strRequest=pubs&strContext=pubdetails&intPublD=16 [accessed 03/01/02].

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• Owen, H.A. (1997) Open Space Technology. A Users' Guide. San Francisco, Berrett-Koehler.

• Worldwide Open Space Marketplace http://www.openspaceworld.org/wiki/wiki/wiki.cgi. A collection of links, resources, stories, and contacts [accessed 16/12/02].

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Participant Observation

Description:

Participant observation is a method of collecting information about the operation of, and attitudes existing in, a community through a researcher living in the area for an extended period [Sarkissian, W. & Perlgut, D. (eds.) 1999]. The participant observer becomes known within the community, and gets to know the community in a more intimate and detailed way than someone who simply comes to do a survey and then departs. The participant observer consequently is given much more detailed information, and may identify specific issues and assist groups to address these by developing mutually agreed principles and practices.

Objectives:

A participant observer is placed in a community with the aim of collecting more detailed information about a community's habits, opinions and issues and with a view to developing planning and policies that better incorporate the community's needs and wishes.

Outcomes:

Information about a community collected by a participant observer can ensure that planning and decision making incorporates community needs and opinions, and will therefore be more acceptable and more useful to the community.

Uses/strengths:

- Can develop greater understanding of sensitive situations.
- Can be used before developing a consultation program in cases where the nature of community issues is not known to agencies.
- Can be used for scoping information and determining key players when the issue is contentious or controversial.
- Can assist in the development of a more thoughtful consultation program because participant observation is usually conducted incognito. Can allow the development of consultation processes that suit the subject community.

Special considerations/weaknesses:

- This method is limited, and needs to be used in conjunction with other methods for collecting information (eg surveys, public meetings, and/or displays and exhibits).
- Depends on the ability of the researcher/consultant to correctly observe and draw appropriate conclusions.
- Can create concern in the community.
- Not recommended for use in isolation but in conjunction with other tools and techniques, to offset any bias or inaccuracy in the observer's conclusions.
- Applicable to a wide variety of issues.
- Particularly useful as a technique where the issue is contentious or controversial.
- Takes a long time.

Resources required:

- Staff
- Publicity
- Accommodation
- Observation locations (may include a location for a storefront drop-in centre)
- Record-keeping facilities (computers, notebooks)
- Venues and resources for public meetings (see Workshops)

Suitable for use by:

- Industry
- Government
- Community

Can be used for:

- Showcase product, plan, policy
- Engage community
- Discover community issues
- Develop community capacity
- Develop action plan
- Communicate an issue

Number of people required to help organise:

- Medium (2-12 people)
- Individual

Audience size:

- Large (> 30)

Time required:

- Long (> 6 months)
- Medium (6 weeks-6 months)

Skill level/support required:

- High (Specialist skills)

Cost:

- High (> AUD$10,000)

Participation level:

- Low (Information only)

Innovation level:

- Low (Traditional)

Method:

1. Researcher lives in or regularly visits the site/suburb/organisation.
2. Observations are made by the researcher regarding opinions or reactions to particular issues.
3. Researchers should state their intentions openly, and integrate themselves into the community.
4. The conclusions drawn by the researcher depend largely on the researcher's abilities, and should be seen within this context.
5. Generally, participant observation should be combined with actual participation techniques to be of any value.

References:

- International Institute for Sustainable Development (1999) Participant observation and individual (interviews). http://www.iisd.org/casl/CASLGuide/ParticipantObserver.htm [accessed 9/12/02].
- Sarkissian, W., Perlgut, D & Ballard, E. (eds.) (1986) The Community Participation Handbook: resources for public involvement in the planning process. Roseville, NSW. Impacts Press.

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Photovoice

Description:

Photovoice is a process of collecting information and expressing issues and concerns through photos. Photovoice has three main goals:

1. To enable people to record and reflect their community's strengths and concerns.
2. To promote critical dialogue and knowledge about personal and community issues through large and small group discussions of photographs.
3. To reach policy makers.

Photovoice is highly flexible and can be adapted to specific participatory goals (such as needs assessment, asset mapping, and evaluation), different groups and communities, and distinct policy and community issues.

Objectives:

Photovoice aims to add a visual element to participatory processes, and can assist in engaging the community in planning and policy issues.

Outcomes:

Photovoice provides tangible evidence of the visual aspects of an issue or proposal (eg before and after photographs of an eroded beach) and provides a visual record of the suggestions and decisions.

Uses/strengths:

- Provides pictorial evidence of community issues (a picture being worth a thousand words).
- Provides an alternative means of expression which may help include those who are more visual than literate.
- Allows detailed information to be collected from individual participants.
- Provides a snapshot of an area or issue from which to develop indicators and to gauge changes/responses.
- Can easily be used in the media (print/ television/interactive A/V technologies).

Special considerations/weaknesses:

- Can be costly (eg cost of disposable cameras, developing film).
- Requires staffing and the coordination of participants.
- If photos are pasted onto a larger poster type presentation, can be difficult to store and protect (may need photocopies taken for storage/distribution).

Resources required:

- Disposable cameras
- Publicity
- Venue rental
- Catering
- Staffing
- Moderator/facilitator
- Expert
- Recorders
- Gophers and others
- Audio and visual recording and amplification
- Overhead projectors
- Data projectors
- Video
- Slide projector
- Projection screen
- Props for working in groups (pens, paper, pins, etc.)
- Furniture
- Children's requirements

Suitable for use by:

- Industry
- Government
- Community

Can be used for:

- Engage community
- Discover community issues
- Develop community capacity
- Develop action plan
- Communicate an issue
- Build alliances, consensus

Number of people required to help organise:

- Medium (2-12 people)
- Individual

Audience size:

- Large (> 30)

Time required:

- Short (< 6 weeks)

Skill level/support required:

- High (Specialist skills)

Cost:

- Medium (AUD$1,000-AUD$10,000)
- Low (< AUD$1,000)

Participation level:

- High (Stakeholders participate in decision)

Innovation level:

- High (Innovative)

Method:

The stages of photovoice include:

1. Conceptualising the problem.
2. Defining broader goals and objectives.
3. Recruiting policy makers as the audience for photovoice findings.
4. Training the trainers.
5. Conducting photovoice training (for participants).
6. Devising the initial theme/s for taking pictures.
7. Taking pictures.
8. Facilitating group discussion.
9. Critical reflection and dialogue.
10. Selecting photographs for discussion.
11. Contextualising and storytelling.
12. Codifying issues, themes, and theories.
13. Documenting the stories.
14. Conducting the formative evaluation.
15. Reaching policy makers, donors, media, researchers, and others.
16. Conducting participatory evaluation of policy and program implementation.

(For further details, see http://www. photovoice.com/method/)

References:

- Borrini-Feyerabend, G. (ed.) (1997) Beyond Fences: Seeking social sustainability in conservation. http://www.iucn.org/ themes/spg/beyond_fences/beyond_ fences.html#contents [accessed 03/01/02].
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Planning4real

Description:

Planning4real offers local people a 'voice' to bring about an improvement to their own neighbourhood or community (Neighbourhood Initiatives Foundation 1995). Local people begin by constructing a three-dimensional model of their neighbourhood or catchment area. From this, they construct their vision of their ideal neighbourhood or catchment by placing suggestions cards on a three-dimensional model, then sorting and prioritising the suggestions. The model of the neighbourhood or catchment is made so that it can be moved from venue to venue, allowing more people to participate. Used since the late 1970s in Britain, this planning tool is now used throughout the world. Participants are largely intended to be from the target community, with government officials, local councillors, and professionals present to answer questions, when requested.

Objectives:

Planning4real aims to increase community involvement and knowledge of proposed changes or planning issues through allowing them to place their suggestions and concerns directly on to a three-dimensional model; this also increases the chance that planning and decision-making will be made with a fuller knowledge and understanding of community issues and needs.

Outcomes:

Planning4real delivers a design or plan that incorporates community needs and issues, and that will therefore be more acceptable and useful to the community, and will give the community a sense of ownership of the plan that may incorporate elements of community monitoring and maintenance.

Uses/strengths:

- Provides a three-dimensional model that may help people better envisage the changes suggested for the neighbourhood.
- Offers a hands-on approach that allows participants to visualise the preferred future for an area.
- Particularly effective in mobilising community support and interest.
- Specific projects are identified and implementation is set in motion.

- Has advantages for those who are more visual/tactile in their approach.
- Can help bridge language barriers in mixed language areas.

Special considerations/weaknesses:

- Requires commitment from decision makers to follow through on suggestions.
- Needs commitment from participants to stay for two and a half hours to participate in the whole process.
- Can be expensive to develop a three-dimensional model.
- If building a model with volunteers and found materials, can take three months to collect materials and create the model in easily movable sections.
- Can take two-three months for follow up and feedback.

Resources required:

- Publicity
- Workshop location must be large enough to accommodate the model. Common community spaces are preferred.
- Catering
- Staffing
- Moderator/facilitator
- Experts
- Recorders
- Gophers
- Artists
- Photographer
- Modelling equipment: Sheets of polystyrene are suggested as the model base, glued to cardboard or other hardboard for stability.
- Props for working in groups (markers, pins, tape, glue and access to photocopying facilities for duplication).
- Tables/chairs
- Children's requirements.

Suitable for use by:

- Industry
- Government
- Community

Can be used for:

- Showcase product, plan, policy
- Engage community

- Discover community issues
- Develop community capacity
- Develop action plan
- Communicate an issue

Number of people required to help organise:

- Large (> 12 people)
- Medium (2-12 people)

Audience size:

- Large (> 30)

Time required:

- Long (> 6 months)

Skill level/support required:

- High (Specialist skills)

Cost:

- High (> AUD$10,000)

Participation level:

- Medium (Opinions noted)

Innovation level:

- High (Innovative)

Method:

1. Hire a knowledgeable moderator to start the process, although a community member with some background in community development could readily pick up the key concepts through the 'kit' which is sold by the Neighbourhood Initiatives Foundation.

2. Assemble the three-dimensional model of the neighbourhood from lightweight material and in easily-transportable sections (ask volunteers, a local club, students, or others as a way to involve key people). The model is usually best at a scale of 1:200 or 1:300, which allows people to identify their own home.

3. Use the model to publicise public meetings, by taking it around shopping centres and community meeting points for about two weeks to generate interest and begin the process of identifying problems and opportunities.

4. Begin training sessions with a few local residents to familiarise them with the process.

5. Hold public meetings where cutouts are placed on the model as a way to identify issues of concern to the community.

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6. Form small, ad hoc 'working parties' around these issues (eg Traffic, Shopping Facilities, Play Areas, Work Opportunities, Coastal Zone Management and Planning etc.). These working parties then meet to work out details and to negotiate between conflicting interests and priorities, using a 'Now, Soon, Later' chart as a guide.

7. Plan a series of activities to develop a momentum that continues into specific practical proposals. Sufficient time is needed for an effective exercise. Three months is suggested for the initial stage of mobilisation, setting up a steering group, building the model and publicising the sessions.

8. Circulate steps taken in local newsletter and/or media.

References:

• COSLA (1998) Focusing on Citizens: A Guide to Approaches and Methods. http://www.communityplanning.org.uk/documents/Engagingcommunitiesmethods.pdf [accessed 03/01/02].

• New Economics Foundation & UK Participation Network (1998) Participation Works: 21 Techniques. http://www.neweconomics.org/default.asp?strRequest=pubs&strContext=pubdetails&intPubID=16 [accessed 03/01/02].

• Neighbourhood Initiatives Foundation (1995) A Practical Handbook for 'Planning for Real' Consultation Exercise. NIF. Telford. UK. Overview of book at: http://web.mit.edu/urbanupgrading/upgrading/issues-tools/tools/Planning-for-Real.html [accessed 27/12/02].

• Wates, N. (1999) The Community Planning Handbook. London, Earthscan.

11

Poster Competitions

Description:

Poster competitions raise awareness of issues and participation programs (eg a poster competition about caring for our catchment or water quality or water conservation will elicit ideas that generate discussion and can lead to planning to incorporate these ideas). Posters provide visual, colourful, simple ways to communicate community issues and events, and are suitable for display in community spaces. Poster competitions that display children's work can reflect the attitudes of much of the community as children between certain ages tend to reflect their parents' ideas. Poster competitions can generate publicity and provide information (see also Interactive Displays).

Objectives:

Poster competitions aim to engage the community's interest in an issue, reveal community issues, and raise awareness of an issue in a way that is visual, inclusive, and fun.

Outcomes:

Poster competitions provide a visual display of current states of community knowledge of an issue, community expectations and visions, and provides an opportunity to answer questions about that issue.

Uses/strengths:

- Provides basic information about a process, project or document in a fast, concise and clear way.
- Can allow easy updates on an issue/ process/project.
- Can create publicity for an issue/event.
- If the poster competition is displayed in public spaces, they can provide easy ways for people to get information.
- Provides easier ways to absorb information for those more comfortable with pictures than words (and those from other cultures who speak languages other than the dominant language).
- Can be humorous, interesting, colourful and may include cartoons and diagrams.
- Provides an informal gauge of community attitudes to issues.
- Creates interesting graphic material for the project.

- Can lead to greater participation.
- Generates ideas.
- Excellent for children's participation.
- Can encourage people to seek more information.

Special considerations/weaknesses:

- May need descriptions to explain the concept portrayed on the posters.
- Where posters are developed by school children or members of the public, may not cover all aspects of an issue/process/project (may need some knowledgeable staff to accompany a display of the works to answer questions).
- May need continual staffing to watch display to avoid vandalism and explain the display (see above).
- Competitions can cause ill will if the judging is considered to be unfair.

Resources required:

- Staffing
- Publicity
- Judges/prizes
- Venue for display

Suitable for use by:

- Industry
- Government
- Community

Can be used for:

- Showcase product, plan, policy
- Engage community
- Discover community issues
- Communicate an issue

Number of people required to help organise:

- Medium (2-12 people)

Audience size:

- Large (> 30)

Time required:

- Long (> 6 months)
- Medium (6 weeks-6 months)

Skill level/support required:

- High (Specialist skills)
- Medium (Computer & other expertise)

Cost:

- Low (< AUD$1,000)

Participation level:

- Medium (Opinions noted)
- Low (Information only)

Innovation level:

- Medium (Some new elements)

Method:

1. Determine issues/aspect for poster competition and the community groups to be asked to participate. Encourage participation from all ages and community groups.
2. Set timeframe for poster competition (one month), size of posters, media, due date and where they are to be delivered. Specify how many words for any captions/explanations.
3. Advertise competition, with details of where, when and how to deliver the posters, and how they will be judged, and where the finalists will be displayed.
4. Select an appropriate local personality/ politician to announce the winners.
5. Sort posters and determine which are suitable for display. Advise contributors whose posters have been selected for display and where they can be seen.
6. Invite the media to the judging, and announce winners.
7. Provide options for visitors to the poster display to make comments/ provide feedback.
8. Prepare a report on the issues raised in the posters and the feedback, and forward this to relevant authorities.

References:

- US Department of Transport (1997) Public Involvement Techniques for Transportation Decision-making. http://www.fhwa.dot.gov./reports/pittd/cover.htm. [acessed 09/12/02]
- Wates, N. (1999) Interactive display in The Community Planning Handbook. London, Earthscan.

11

Printed Information

Description:

Printed material is still one of the easiest ways to publicise and provide information on a project/issue, or publicise a participation process such as an event or meeting. Popular forms include: fact sheets, flyers, newsletters, brochures, issues papers, reports, surveys etc. These can be single purpose or be produced as a series for distribution (eg newsletters). Printed material can be distributed hand to hand, made available for the public to pick up, or mailed out either directly to a select mailing list, or included as 'bill stuffers' with regular mail outs such as utility bills, rates notice or other regularly posted bills.

Objectives:

Printed information aims to provide easily scanned details, in words and drawings, to inform a community about an issue or proposal. Printed information can be easily handed out and carried away.

Outcomes:

Printed material, whether handed out, dropped into letterboxes, distributed by mail, or mailed out with other material, is one of the easiest and most familiar methods for increasing awareness of an issue and/or soliciting responses to an issue or proposal.

Uses/strengths:

- Printed public information materials can combine the needs of publicity with information and allow for minor public input.
- They can reach a large amount of people through mailing or via the availability of the information to the public.
- If comment sheets or questionnaires are included the material can allow for limited public input to a project.
- Can facilitate the documentation of the public participation process.
- Can be a low-cost means of publicity.
- Can be economically distributed by doubling up with existing mail out lists.

Special considerations/weaknesses:

- The problem with most printed materials is the limited space available to communicate complicated concepts.
- Needs time to decide on text, visuals, proofread, print and fold.
- There is no guarantee that the materials will be read.
- If mailed, the guarantee of being read is only as good as the mailing list itself; mailing lists need regular updating to avoid wasted time, energy and paper.
- Appearance of the material should be visually interesting but should avoid a 'sales' look .
- Can be lost if included with many other flyers and bill stuffers (consider using coloured paper and bold headlines if mailing as a bill stuffer, to ensure this is not just binned without reading).
- Without visual elements, this can exclude those who are not print literate.

Resources required:

- Staff or volunteers with expertise in writing, editing and layout
- Paper
- Printing
- Postage

Suitable for use by:

- Industry
- Government
- Community

Can be used for:

- Showcase product, plan, policy
- Communicate an issue

Number of people required to help organise:

- Large (> 12 people)
- Medium (2-12 people)

Audience size:

- Large (> 30)

Time required:

- Medium (6 weeks-6 months)

Skill level/support required:

- Medium (Computer & other expertise)

Cost:

- High (> AUD$10,000)
- Medium (AUD$1,000-AUD$10,000)

Participation level:

- Low (Information only)

Innovation level:

- Low (Traditional)

Method:

1. Available budget, and the use of other publicity methods and tools for distributing project information, will determine just what type of printed material will best suit your need.
2. Plan your messages well. Provide regular updates, but do not bombard people with information.
3. Develop the material with the following considerations in mind: Make it eye catching (colour, photos, cartoons); Make it simple and easy to understand; Provide points of contact, such as the name of a central information contact or details of the participation program; Avoid a 'sales' look; Do not overload with information.
4. Limited public input can be sought through printed public information materials by the inclusion of surveys and questionnaires or comment/response sheets.
5. Enclosing a stamped, addressed envelope (or email address/website) with mail outs will improve the return of comments for posted materials.
6. The material should be easily available to the public and be accessible from a number of locations.
7. It is critical that the information outlines the public's role in the participation process or opportunities for participation.
8. Keep mailing lists up to date and check for duplication to save money, time and paper.
9. If distributing as a bill stuffer, speak to agency/department which distributes bills and find out when they need the material in order to go out in the appropriate mail out, and in what format. Check what else is being distributed with bills, and decide whether your flyer will have a good chance of being read. Deliver/arrange for printer to deliver to agency/department who will stuff and distribute.

References:

- International Association for Public Participation (2000) IAP2 Public Participation Toolbox. http://www.iap2.org/boardlink/toolbox.pdf.

11

Prioritisation Matrix

Description:

A prioritisation matrix is a technique used to achieve consensus within a specific group of participants about an issue. The matrix helps rank problems or issues (usually generated through brainstorming or other techniques) by a particular criteria that is important to the project, as defined by the participants. This allows participants to clearly see which issues are the most important to work on solving first. Prioritisation matrices are used to determine what participants consider to be the most pressing issues (Adapted from: The Guide to Managing for Quality Copyright 1998 MSH and UNICEF).

A prioritisation matrix can use whatever resources are available to create a table of issues and boxes for participants to cast their 'votes'. Tools can include whiteboards, computer databases, or twigs and stones in a field trip setting. The important thing is to list all the issues, to determine the frequency with which problems arise in relation to an issue, the importance the people give to this, and to count the votes to determine what is seen by the majority of people as a priority.

Objectives:

A prioritisation matrix produces a community view of the priorities in relation to a community issue or proposal.

Outcomes:

A prioritisation matrix provides a measurable basis for determining the important issues for a community (eg what priority they give to foreshore revegetation and/or continuing beachfront development).

Uses/strengths:

- Can assist in defining the most important issues in participation projects with many issues.
- Provides a democratic and transparent device for determining priorities.
- Can provide a focus for action.

Special considerations/weaknesses:

- Setting up criteria can be problematic, if the brainstorming process raises a large number of issues.
- Some issues may not be considered because they are not raised by participants.

Resources required:

- Publicity
- Venue rental
- Catering
- Staffing
- Moderator/facilitator
- Experts
- Recorders
- Gophers
- Artists/photographer
- Audiovisual recording equipment and amplification
- Overhead projectors
- Data projectors
- Video
- Slide projector/screen
- Printed public information sheets
- Response sheets
- Props for working in groups (pens, paper, pins, etc.)
- Furniture
- Children's requirements

Suitable for use by:

- Industry
- Government
- Community

Can be used for:

- Engage community
- Discover community issues
- Develop community capacity
- Develop action plan
- Build alliances, consensus

Number of people required to help organise:

- Medium (2-12 people)
- Individual

Audience size:

- Large (> 30)
- Medium (11-30)

Time required:

- Short (< 6 weeks)

Skill level/support required:

- Low (No special skills)

Cost:

- Low (< AUD$1,000)

Participation level:

- Low (Information only)

Innovation level:

- High (Innovative)

Method:

1. Conduct a brainstorming session on issues that participants wish to explore in relation to a proposal, plan or community service (See the Brainstorming tool to learn how to conduct group brainstorming).

2. Fill out the prioritisation matrix chart with the group: Issue/Frequency/Importance/Feasibility/Total Points

3. In the first column, write down the issues that were mentioned in the brainstorming session.

4. In the second to fourth columns, define your criteria. Examples of some typical criteria are:

   - Frequency: How frequently does/will this issue affect the participants? Does it occur often or only on rare occasions?

   - Importance: From the point of view of the users, what are the most important issue? Add the issues that the organising agency or group wants to address?

   - Feasibility: How realistic is it that you can find a way to address this issue? Will it be easy or difficult?

   You can choose other criteria if they better fit the situation you are discussing (eg cost, environmental impact [high to low], number of affected persons can act as criteria). For a more quantitative comparison, you could use cost, amount of time, or other numerical indicators. It is also possible to use number values for each criteria and provide a rank out of 10 for each criteria. Collating total numbers for all criteria against issue can indicate the issues of highest priority

5. Rank/Vote: Each participant now votes once in each of the boxes. Total all the votes together. The totals help you see clearly how to identify the priorities.

(The Guide to Managing for Quality Copyright 1998 MSH and UNICEF)

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References:

- The Manager's Electronic Resource Centre. Quality Guide - Prioritization Matrix (2002).
- US Department of Energy Office of Environmental Management (1995) Incorporating Risk Information to the Environmental Restoration Prioritization Matrix. http://www.em.doe.gov/tie/fall25.html. [accessed 09/12/02].

11

Public Conversation

Description:

Public conversation and/or individual discussion are informal consultations that allow you to talk to participants in a direct and personal manner. Informal consultation techniques such as these support more formal consultation techniques by identifying key issues, attitudes, skills and knowledge. The personal level of discussion of these tools is generally not possible under more formal consultation approaches and a greater appreciation of project issues can emerge as a consequence. Such informal discussions allow a free-ranging discussion around the issues which may reveal issues or attitudes that would not come to light through more structured surveys which may begin with a pre-conceived notion of who and what is relevant to the issue.

As well, public conversations can be facilitated with a view to reducing polarisation on contentious issues. Such conversations have been categorised: Talking with the enemy (Boston Sunday Globe, January 28, 2001) where this technique was used to encourage those who supported abortion, and those opposed, to begin a dialogue with the intention of preventing further violence after the killing of doctors in the US. Environmental issue can also generate fiercely opposed factions which undertake violent or, potentially violent actions like driving spikes into trees that are to be cleared. Through engaging the opposing factions in a series of ongoing informal discussions with professional facilitation some understanding of one another's viewpoints can be established, and this can assist a more formal process of consultation by focusing attention on the issues rather than the actions or assumed misdemeanours of the 'other side'.

Public conversations may involve lay and professional speakers.

Objectives:

To identify issues that are of relevance to community groups or members who are affected by or interested in an issue. This may include revealing the reasoning behind groups or individuals taking very polarised positions, with a view to finding ways for those who are polarised in this way to hear one another's viewpoints and be able to work together.

Outcomes:

Public conversations will reveal unknown issues and aspects of community views on a plan or project that will allow the plan to be improved or modified to take these into account. They can also reveal the thinking behind polarised viewpoints which provides the possibility for people to work together in a consultative process who might otherwise be disruptive or distract the focus from the desired outcome.

Uses/strengths:

- Can help identify individuals and groups who should be consulted as well as how they should be notified or invited.
- Can help gather information and understand people's viewpoints prior to formalised programs.
- Maintains and establishes good community relations.
- Directly involves individuals.
- Offers insight into issues prior to the development of a consultation program, or may suggest alternative approaches.

Special considerations/weaknesses:

- Can be costly.
- Can be time consuming.
- Time and cost constraints can limit the number of participants.
- Discussions may be difficult to incorporate into participation findings.
- Opinions may not be representative.

Resources required:

- Facilitator
- Staff
- Volunteers
- Unobtrusive recording mechanisms (audiotape, notebook, computers)

Suitable for use by:

- Industry
- Government
- Community

Can be used for:

- Engage community
- Discover community issues
- Develop community capacity
- Build alliances, consensus

Number of people required to help organise:

- Medium (2-12 people)
- Individual

Audience size:

- Large (> 30)
- Medium (11-30)

Time required:

- Medium (6 weeks-6 months)

Skill level/support required:

- High (Specialist skills)
- Medium (Computer & other expertise)

Cost:

- High (> AUD$10,000)
- Medium (AUD$1,000-AUD$10,000)

Participation level:

- Low (Information only)

Innovation level:

- Medium (Some new elements)

Method:

Individual discussions

1. Approach people that are potential stakeholders in the following ways:
   - On the telephone
   - On the street
   - At places of work
   - In public places
2. Identify yourself and ask if the person is interested in discussing the issue.
3. Arrange venue, times.
4. Allow the participant flexibility in steering the discussion to areas of their interest
5. Take notes (or tape/type notes).
6. Use findings to modify a participation program and/or target specific stakeholder groups.

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Group public conversations

1. Identify the issue or issues to be discussed.

2. Advertise public meeting time and issue.

3. Hire a facilitator who can bring a non-adversarial approach to the discussion.

4. Record discussion points.

5. Write up and distribute a report of the discussions, acknowledging the differing viewpoints and highlighting areas of overlap and difference.

6. If such a discussion is part of a decision-making process, describe the final recommendations and reasons that come from the public discussion.

References:

• Constructive conversations that reach across differences. Public Conversations Project (1989) Watertown, MA 02472 http://www.publicconversations.org/pcp/index.asp [accessed 09/12/02].

• Harvard Law School. The Program on Negotiation.(2002) Public Conversation Project Shares Work on Abortion Conflict. http://www.pon.harvard.edu/news/2001/pcp.php3 [accessed 09/12/02].

• Public Education Network. How to Set Up a Public Conversation (in five steps) (2002) Washington, PEN. http://www.publiceducation.org/resources/conversation4.htm [accessed 09/12/02].

11

Public Involvement Volunteers

Description:

Public involvement volunteers are people from the community who are temporarily enlisted to assist in developing and implementing a public involvement program. These volunteers can take on various roles according to the nature of the participation program (eg they might show people around a facility or site, hand out or letterbox drop information brochures, engage passers-by in a survey, answer telephone queries or undertake a telephone survey).

Public involvement volunteers would normally have an interest in the issue or the community, and be willing to assist. Such volunteers will extend the staffing for an event or outreach without a great deal of additional cost. For example, if dunes are being stripped of vegetation and eroded, a public awareness campaign may be needed to enlist community involvement in planning and acting to revegetate and protect the foreshores. The volunteers need to be clear about the purpose of the event or process, and to be well briefed at the outset and kept up to date so that they can undertake their work effectively.

Objectives:

The purpose for the organising committee or group may be to expand the available people to staff an event or activity without increasing the budget. However, the volunteers may find that participating increases their skills and knowledge, and therefore there can be a gain for all parties

Outcomes:

Outreach can be extended further and more work undertaken in a campaign or project; as noted above, the volunteers can also become more skilled and informed as a result of participating.

Uses/strengths:

- Public involvement volunteers can help a group or agency who is undertaking a public information campaign or a public consultation process. For example, public involvement volunteers may be enlisted to do the following:
- Handle general administration: fold, staple, telephone, file.
- Staff open days or open house.

- Distribute material door-to-door or at meetings.
- Act as a volunteer speakers' bureau.
- Stretch a limited budget.
- Having public involvement volunteers can also:
- Expand possibilities for community participation. More volunteers offer more choices for meeting community groups at a place of their choosing, which increases the number of participants in a planning process.
- Help the organisation understand community viewpoints.
- Help the community understand the issue and/or process.
- Add vigour to the public involvement process.
- Help assemble a community perspective on a project or program.
- Add a level of person-to-person communication.
- Bridge communication gaps.
- Offer an advantage in eliciting concerns and issues.
- Help identify people for leadership positions

(Source: US Federal Highway Administration http://www.fhwa.dot.gov/reports/pittd/contents.htm).

Special considerations/weaknesses:

- The organising agency or group has less control over unpaid volunteers.
- These techniques do not substitute for professional staff involvement.
- Volunteer loses credibility and standing in the community if things go awry.
- Must allow some training time and costs (Source: US Federal Highway Administration http://www.fhwa.dot.gov/reports/pittd/contents.htm).

Resources required:

- Staff
- Telephones
- Computers/printing
- Trainers in the skills or knowledge needed by volunteers.

Suitable for use by:

- Industry
- Government
- Community

Can be used for:

- Showcase product, plan, policy
- Communicate an issue

Number of people required to help organise:

- Medium (2-12 people)

Audience size:

- Large (> 30)

Time required:

- Medium (6 weeks-6 months)

Skill level/support required:

- High (Specialist skills)

Cost:

- Low (< AUD$1,000)

Participation level:

- Low (Information only)

Innovation level:

- Low (Traditional)

Method:

1. Plan to recruit and train volunteers before you need them. These may be members of partnership agencies, consultants, researchers, agency board members, local government members, or community residents.

2. Plan what you can achieve with the number of volunteers available. Match your volunteer's capacities to the task they will be given (eg those who are confident public speakers could be sent to speak to public meetings or local government representatives). Those with secretarial skills could be allocated to typing information sheets and/or creating databases to record feedback and information received. Those with media skills could work on developing promotional materials. In an open house situation, volunteers can be shown the facility or site and key issues explained so that they can effectively usher community groups around the site.

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3. Organise training for your volunteers, which should be simple and should continue throughout the campaign or event, as new information or issues are discovered. Training may include: public speaking practice and feedback, meeting facilitation, media liaison, writing reports, entering data.

4. Appoint a coordinator for volunteers. This person will be responsible for liaising with volunteers to ensure they are clear what is expected of them, when and where. This person would be the central information point for further queries, or for letting organisers know if a volunteer cannot do what they have undertaken to do.

5. Provide a budget for volunteer work which includes costs of background briefing papers, handouts, transport, accommodation, phone calls made from home, and other out-of-pocket costs incurred by volunteers.

References:

• US Department of Transport Federal Highway Administration. (1997) Speakers' Bureaus and Public Involvement Volunteers in Public Involvement Techniques for Transportation Decision-Making. http://www.fhwa.dot.gov/reports/pittd/speakers.htm [accessed 10/12/02].

11

Public Meeting

Description:

A meeting is a coming together of people for a specific purpose. The meeting can involve a large number of people, or a smaller (under 10) number of people who focus on a specific problem or purpose. Meetings generally have a facilitator who encourages two-way communication, and a recorder who records suggestions and issues that are revealed at the meeting.

Public meetings provide a good focal point for media interest in an event, and photos can provide a visual indicator or levels of interest and the range of people who attended. Public meetings are often the springboard for a movement or for the establishment of a common-interest group which will continue to act on the issues raised and suggestions made.

Public meetings are familiar, established ways for people to come together to express their opinions, hear a public speaker, or plan a strategy. They can build a feeling of community and attendance levels provide an indicator of the level of interest within a community on a particular issue.

Smaller focus group meetings can be made up of people with common concerns who may not feel confident speaking up in a larger public gathering (eg women, those who speak English as a second language, Indigenous groups). In a separate venue, these people can speak comfortably together, share common issues and a common purpose. The findings from focus group meetings can be presented to larger group meetings, giving a 'voice' to those in the community who are unable to speak up in a larger meeting (See also Focus Groups).

(FAO Informal Working Group on Participatory Approaches & Methods (http://www.fao.org/Participation/ft_ more.jsp?ID=640).

Objectives:

Public meetings are held to engage a wide audience in information sharing and discussion.

Outcomes:

Public meetings increase awareness of an issue or proposal, and can be a starting point for, or an ongoing means of engaging, further public involvement.

Uses/strengths:

- Allows the involvement and input of a wide range of people
- Can develop consensus for action on complex issues that affect the broad community.
- Disseminates detailed information and decisions throughout the community.
- Provides opportunities for exploring alternative strategies and building consensus.

Special considerations/weaknesses:

- Unless well facilitated, those perceived as having power within the community, or those who are most articulate and domineering in their verbal style can dominate the meeting.
- Participants may not come from a broad enough range to represent the entire community.
- Organisers must be aware of potential conflicts.
- Community members may not be willing to work together.
- May not achieve consensus.
- Can be time and labour intensive.

Resources required:

- Venue rental
- Catering
- Staffing
- Moderatorfacilitator
- Overhead projectors
- Data projectors
- Video
- Slide projector
- Projection screen
- Props for working in groups (pens, paper, pins, etc.)
- Children's requirements

Suitable for use by:

- Industry
- Government
- Community

Can be used for:

- Showcase product, plan, policy
- Communicate an issue

Number of people required to help organise:

- Medium (2-12 people)

Audience size:

- Large (> 30)

Time required:

- Medium (6 weeks-6 months)
- Short (< 6 weeks)

Skill level/support required:

- Medium (Computer & other expertise)

Cost:

- Medium (AUD$1,000-AUD$10,000)
- Low (< AUD$1,000)

Participation level:

- Low (Information only)

Innovation level:

- Low (Traditional)

Method:

1. Establish why you need to consult the community; do not hold a public meeting or consult unnecessarily; this wastes people's time, and may create disinterest for the future.

2. Consider the circumstances of the community and the issues.

3. Schedule a series of meetings. A suggested series follows:

   1. Meeting 1:
      - Introduce project and key personnel
      - Supply project information
      - Allow the community to ask questions and identify issues of concern
      - Provide contact points
      - Identify groups with specific concerns for targeted consultation

   2. Meeting 2:
      - Break between meetings allows participants to consider views and concerns
      - Reintroduce project
      - Activate good listening skills
      - Clarification and expansion of issues

   3. Meeting 3:
      - Information and feedback on how issues and concerns are being met

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- Presentation at the conclusion of a project or make recommendations for the community's consideration
  - Discuss ongoing participation in the process
4. Publicise and advertise the meeting:
  - Advertise weekly in local media
5. Book a venue and arrange catering with flexibility as to numbers as attendance is difficult to predict:
  - Venue should be neutral territory
  - Provide no alcohol
  - Provide refreshments at the conclusion of the meeting
6. Timing: Conduct the meeting at a time where the largest number of participants can attend.
7. Inform participants of chairperson/facilitator/guest speakers.
8. Determine the conduct of the meeting:
  - Work closely with the chair
  - General format is presentation followed by question time
  - Present agenda
  - Field questions
  - Record comments
9. Considerations:
  - Widely advise the ways feedback from the community is being incorporated into the project. Avoid allowing the meeting to be taken over by a vocal community members
  - Be prepared to change tack during the meeting
  - Cater for people with disabilities or from non-english speaking backgrounds
  - Never lose your temper
  - Set up early (Source: Sarkissian, W. et al 1999 & Ontario Guide to Public Participation)

References:

- FAO Informal Working Group on Participatory Approaches & Methods Participatory and Integrated Watershed Management (PIWM) http://www.fao.org/Participation/ft_more.jsp?ID=640.

- Northwest Regional Facilitators (1999) Chapter One: Public Participation Methods & Techniques, in Public Participation Resource Guide. Washington. Washington State Office of the U.S. Department of Housing and Urban Development. http://www.nrf.org/cpguide/chapter1/chapter1atopubic.html#getwordout [accessed 10/12/02].

- Sarkissian, W., Perlgut, D & Ballard, E. (eds.) (1986) Community Participation in Practice in The Community Participation Handbook: resources for public involvement in the planning process. Roseville, NSW. Impacts Press.

- US Department of Transport (1996) Public Involvement Techniques for Transportation Decision-Making. Washington. http://www.fhwa.dot.gov/reports/pittd/cover.htm.

- Wilcox, David (1994) The Guide to Effective Participation. http://www.partnerships.org.uk/guide/index.htm [accessed 19/12/02].

11

Questionnaires and Responses

Description:

Questionnaires are the basic research tool used to collect information, and are usually developed and tested to ensure that they are easily understood and will collect the information required. Questionnaires ensure that exactly the same questions are presented to each person surveyed, and this helps with the reliability of the results. Questionnaires can be delivered via face-to-face interviews, telephone interviews, self-complete forms, mail outs or on-line. Questionnaires can be distributed by email as well as posted or faxed. Response sheets can be collected at a workshop, or can be picked up at a workshop and mailed back. These can also be mailed out in ways that reduce postage costs, when they are included in routine mail-outs such as the distribution of fact sheets or accounts.

Objectives:

Questionnaires and response sheets are a measure of community opinion and/or issues at a certain time or in a certain area.

Outcomes:

Questionnaires and response sheets provide information on which to base decisions about planning and management of community and/or natural resources.

Uses/strengths:

Questionnaires offer the following advantages:

- Less personal than interviewing, their anonymity can encourage more honest answers.
- Works well to reach respondents who are widely scattered or live considerable distances away.
- Provides information from those unlikely to attend meetings and workshops.
- Permits expansion of the mail list.
- Can be used for statistical validation.
- Allows results to be extrapolated by subgroups.
- Allows the respondent to fill out at a convenient time.
- More economical and less labour intensive than interviews and telephone surveys as they provide larger samples for lower total costs.

Special considerations/weaknesses:

- Generally only useful for qualitative data.
- Low response rates can bias the results. Can involve follow up telephone calls and letters to encourage returns.
- Needs a return envelope/freepost address to encourage participation.
- Depends on a high degree of literacy.
- Wording of questions needs to be unambiguous to avoid bias, and should be pre-tested on a sample audience to ensure that you receive the information you desire.

Resources required:

- Staff or volunteers
- Access to expertise in developing questionnaires
- Small trial group for trialling questionnaire and ensuring that the data you collect is the data you are seeking.

Suitable for use by:

- Industry
- Government
- Community

Can be used for:

- Engage community
- Discover community issues

Number of people required to help organise:

- Medium (2-12 people)
- Individual

Audience size:

- Large (> 30)

Time required:

- Short (< 6 weeks)

Skill level/support required:

- Low (No special skills)

Cost:

- Low (< AUD$1,000)

Participation level:

- Low (Information only)

Innovation level:

- Low (Traditional)

Method:

1. Draft questions. Keep as short as possible.
2. Trial questions with a small sample (pilot group) to determine whether they are unbiased, straightforward and not open to misinterpretation.
3. Indicate the purpose of the questionnaire at outset.
4. Include qualitative data (eg age, sex, address, education etc.) to allow for further extrapolation of the results.
5. Include any new names/addresses in the mailing list.
6. Send out with printed information materials.
7. If the budget allows, provide free mail reply (stamped addressed envelope; freepost mailbox, etc) to improve responses.
8. Document responses as part of the public involvement process.

References:

- Community Toolbox: Promoting Interest in Community Issues Ways to develop Communication Plans, includes details on developing brochures, flyers, etc. http://ctb.lsi.ukans.edu/tools/EN/chapter_1005.htm.
- International Association for Public Participation (2000) IAP2 Public Participation Toolbox. http://www.iap2.org/boardlink/toolbox.pdf.
- US Department of transport (2002) Public Involvement Techniques for Transportation Decision-Making. http://ntl.bts.gov/DOCS/pubinvol.html [accessed 13/12/02].

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Role Plays

Description:

An activity where participants take on designated roles and act out characters according to predetermined situations, followed by an evaluation of the activity. People may choose from a range of set roles (eg local council environment planner, environmentalist, surfrider, developer, natural resource manager and Chamber of Commerce member). By getting people to take on a role that may be unfamiliar to them, this process enhances understanding of the issue from another perspective. However, role-playing requires skilled facilitation, and everyone must be 'de-briefed' and clearly directed to step out of role and return to their own persona before leaving the exercise, or confusion can ensue.

Highly useful as an ice breaker, to get people talking and interacting with one another about the issue, and also to gain some empathy for the position of other stakeholders.

Role playing can involve risks. A person must try to understand another's point of view to the extent that they can act in ways that are appropriate and recognisable.

Objectives:

Role plays help people see other viewpoints, and the range of different perspectives that may affect decisions and planning in relation to natural resources. To develop team-building as people see how different roles are necessary in the total natural resource management perspective.

Outcomes:

Role plays provide greater awareness of other people's roles in a group, or in relation to an issue or proposal, and the relevance or importance of these roles.

Uses/strengths:

Participants can take risk-free positions and view situations from other perspectives.

- Great as an ice-breaker.
- Leads to greater understanding of issues.
- Can be a fun activity that encourages team building within the participation program.
- Good for scoping the extent of conflicts.

Special considerations/weaknesses:

- People may have little appreciation of other's positions.
- Can insult unless treated in a lighthearted manner.
- Participants often require encouragement to take on another's role.
- Requires clear direction that the role-playing is now over, and ensure that everyone knows that they are now speaking for themselves alone, or confusion can ensue. Having badges or costumes that are taken off at the end of the role-play can help this process.
- Needs a skilled facilitator with experience of role playing and debriefing.

Resources required:

- Publicity
- Venue rental
- Catering
- Staffing
- Moderator/facilitator
- Recorders
- Gophers
- Other
- Audio and visual recording and amplification
- Printed public information materials
- Response sheets
- Props for working in groups (pens, paper, pins, etc.)
- Furniture
- Children's requirements

Suitable for use by:

- Industry
- Government
- Community

Can be used for:

- Build alliances, consensus

Number of people required to help organise:

- Large (> 12 people)
- Medium (2-12 people)

Audience size:

- Large (> 30)
- Medium (11-30)

Time required:

- Short (< 6 weeks)

Skill level/support required:

- High (Specialist skills)

Cost:

- Medium (AUD$1,000-AUD$10,000)

Participation level:

- Medium (Opinions noted)

Innovation level:

- Medium (Some new elements)

Method:

1. Determine all the agencies or individuals that are likely to influence a particular issue (eg commercial organisations, government agencies, non-government organisations, community 'personalities') and develop badges, lists or costumes to develop a number of roles to make for interesting interactions.

2. Assign roles. Generally, greatest success occurs when people opposed to one another take on each other's roles, thus allowing them to put themselves into the other person's position. This works best when there is some visual indicator or the role being played (eg a cap or badge).

3. Describe a scenario that introduces the issue in a non-threatening way. This technique can cause conflict when used for a contentious issue, so ensure that trained facilitators are available to defuse any confrontations and address the conflict in more constructive ways.

4. Treat the activity as a lighthearted exercise and encourage participation by indicating the lack of consequence from the activity.

5. The person playing the role may be advised by someone with experience in the role they are playing (eg a resident who is playing a natural resource manager may be advised by someone experienced in management in that area). Role plays are then adlibbed, based on the understanding of the activities/attitudes of the person whose role they are taking.

6. Facilitate the role play to maximise understanding of other's positions. Hence, ask participants why they take a position, or express a certain opinion, while in role.

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7. Follow up the activity with a debriefing session that seeks to clarify the variety of potential positions as a pre-curser to the actual participation process.

8. Make clear the point at which the role play is over: Allow people to say any last things 'in role', then make it clear that when they return to their own seat they return to being themselves.

References:

- International Association for Public Participation (2000) IAP2 Public Participation Toolbox. http://www.iap2.org/boardlink/toolbox.pdf.

11

Samoan Circles

Description:

The Samoan circle is a leaderless meeting intended to help negotiations in controversial issues. While there is no 'leader', a professional facilitator can welcome participants and explain the seating arrangements, rules, timelines and the process. As with the Fishbowl process, the samoan circle has people seated in a circle within a circle, however only those in the inner circle are allowed to speak. The inner circle should represent all the different viewpoints present, and all others must remain silent. The process offers others a chance to speak only if they join the 'inner circle'.

Objectives:

Samoan circles are similar to Fishbowls. The aim to stimulate active participation by all parties interested in or affected by an issue, and allows insights into different perspectives on an issue

Outcomes:

All present at a Samoan circle hear the range of opinions and ideas expressed, and are therefore better informed on the issue, and the aspects of the issue that are under debate. Those who do not speak, nonetheless have the chance to hear whether someone else expresses their views, and the chance to speak out if someone in the 'inner circle' steps out and allows them to take their place.

Uses/strengths:

- Works best with controversial issues.
- Can avoid severe polarisation.
- Allows a large number of people to be involved in discussing a controversial issue.

Special considerations/weaknesses:

- Dialogues can stall or become monopolised.
- Observers may become frustrated with their passive role.

Resources required:

- Suitable venue to take central table with concentric circles
- Roving microphones
- Staff
- Facilitators
- Recorders

Suitable for use by:

- Industry
- Government
- Community

Can be used for:

- Engage community
- Develop community capacity
- Build alliances, consensus

Number of people required to help organise:

- Medium (2-12 people)

Audience size:

- Large (> 30)
- Medium (11-30)

Time required:

- Medium (6 weeks-6 months)

Skill level/support required:

- High (Specialist skills)

Cost:

- Low (< AUD$1,000)

Participation level:

- Low (Information only)

Innovation level:

- Low (Traditional)

Method:

1. Set room up with centre table surrounded by concentric circles of chairs.
2. Arrange roving microphones.
3. Select one or two representatives for each of the views present to constitute the core of the Samoan Circle.
4. Seat these people in a semi-circle surrounded by two-four open chairs.
5. Clarify that once the discussion begins, the facilitator may withdraw and watch as a silent observer or facilitate the discussion.
6. Before the discussion begins, arrange for the facilitator to announce the rules and ask for agreement from all:
   - People in the larger group can listen, but there is no talking, booing, hissing or clapping.
   - Anyone from the larger group who wishes to join the conversation may do so by coming forward at any time and taking one of the 'open chairs' on either end of the semi-circle.
7. Indicate that the discussion may begin with a brief statement from each representative and then proceeds as a conversation. Representatives discuss issues with each other as the larger group listens.
8. Record viewpoints expressed and commonalities identified, and agreements or outcomes reached.

References:

- International Association for Public Participation (2000) IAP2 Public Participation Toolbox. http://www.iap2.org/boardlink/toolbox.pdf.
- Kraybill, R. (2001) Facilitation skills for Interpersonal Transformation. Berghof Handbook for Conflict Resolution. http://www.berghof-center.org/handbook/kraybill/final.pdf.

11

Scenario Testing

Description:

Scenarios are a way of developing alternative futures based on different combinations of assumptions, facts and trends, and area where more understanding is needed for your particular scenario project. They are called 'scenarios' because they are like 'scenes' in the theatre - a series of differing views or presentations of the same general topic. Once you see several scenarios at the same time, you better understand your options or possibilities. Visit the web site (Seminar on Futures Techniques, http://ag.arizona.edu/futures/tou/tut2-buildscenarios.html) for further information.

Scenario testing is useful to:

1. Identify general, broad, driving forces, which are applicable to all scenarios,

2. Identify a variety of PLAUSIBLE trends within each issue or trend (trends that vary depending on your assumptions so you get positive and negative perspectives), and

3. Combine the trends so you get a series of scenarios (for example, mostly positive trends identified in relation to an issue would give a positive scenario).

Scenario testing's greatest use is in developing an understanding of the situation, rather than trying to predict the future (Source: http://ag.arizona.edu/futures/tou/tut2-buildscenarios.html).

Objectives:

Scenario testing is a way to test alternative (hypothetical) futures so as to make better choices today.

Outcomes:

Generally, scenario testing would deliver three scenarios: a positive (or optimistic), negative (or pessimistic), and neutral (or middle of the road) scenario. These allow a more realistic assessment of future possibilities which does not assume either the best or worst outcomes. The scenarios could also include an unlikely event but one that would have a large impact were it to occur.

Uses/strengths:

- Avoids having to model complex situations.
- Allows you to alter combinations and play 'what if' games (eg change the assumption and see what happens).
- Provides understanding of events and possible combinations.

(Source: Seminar on Futures Techniques http://ag.arizona.edu/futures/tou/Backcasting)

Special considerations/weaknesses:

- Agreement may not be reached on what is the 'right' scenario to include (if the questions are controversial).
- Scenarios must be recognised as possibilities only, not firm predictions.

(Source: Seminar on Futures Techniques http://ag.arizona.edu/futures/tou/Backcasting)

Resources required:

- Publicity
- Venue rental
- Catering
- Staffing
- Moderator/facilitator
- Experts
- Recorders
- Gophers
- Artists
- Photographer and other Audio and visual recording and amplification
- Overhead projectors
- Data projectors
- Video
- Slide projector
- Projection screen
- Printed public information materials
- Response sheets
- Props for working in groups (pens, paper, pins, etc.)
- Furniture
- Children's requirements

Suitable for use by:

- Industry
- Government
- Community

Can be used for:

- Showcase product, plan, policy
- Engage community
- Discover community issues
- Develop community capacity
- Develop action plan

Number of people required to help organise:

- Large (> 12 people)
- Medium (2-12 people)

Audience size:

- Large (> 30)

Time required:

- Short (< 6 weeks)

Skill level/support required:

- High (Specialist skills)
- Medium (Computer & other expertise)

Cost:

- Medium (AUD$1,000-AUD$10,000)
- Low (< AUD$1,000)

Participation level:

- Low (Information only)

Innovation level:

- High (Innovative)

Method:

1. Invite participants who have knowledge of, or are affected by, the proposal or issue of interest.

2. Invite participants to identify the underlying paradigms or unwritten laws of change; trends or driving forces and collect into general categories (economy, socio/political, etc; and wildcards or uncertainties).

3. Consider how these might affect a situation, either singly or in combination, using these steps:
   - Review the big picture
   - Review general approaches to future studies
   - Identify what you know and what you don't know
   - Select possible paradigm shifts and use them as an overall guide
   - Cluster trends and see which driving forces are most relevant to your scenario

4. Create alternative scenarios (similar to alternate scenes in a play) by mixing wildcards with trends and driving forces. Keep the number of scenarios small (four is ideal because it avoids the 'either' 'or' choice of two, and the good/bad/medium choice of three).

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5. Write a brief report that states assumptions and future framework; provides observations and conclusions, gives a range of possibilities, and focuses on the next steps coming out of this study. Each scenario should be about one page.

References:

• Caldwell, R. (2001) Tutorial 2: Building Scenarios. Arizona University. http://ag.arizona.edu/futures/tou/tut2-buildscenarios.html [accessed 20/12/02].

• Futures Research Quarterly, Summer 2001, 17 (2). Issue devoted to scenario building. Available from World Future Society.

• US Dept. of Transportation (2001) Land Use/Transportation Scenario Testing: A Tool for the 1990s. http://tmip.fhwa.dot.gov/clearinghouse/docs/landuse/luts/intro.stm [accessed 20/12/02].

11

Search Conference

Description:

A search conference is a large-group task-oriented 'conversation' (Emery & Purser 1996).

Search conferences emphasise face-to-face interaction among stakeholders to create a new community. The process of meeting and discussion engenders new ideas. The venue and seating plan of the conference are designed to engender conversation and good relationship building.

Search conferences have been used to help organisations to merge when they have differing visions and to bring together trade experts to develop curricula based on their tradecraft and skills. In a community setting, search conferences have allowed 'ordinary' citizens to use their local knowledge in developing plans for economically depressed regions.

Search conferences are held over one or more full days, during which participants explore ambiguity and difference in the interests of forwarding research and action.

Objectives:

Search conferences seek future plans or visions that are practical and can be implemented for an organisation, community or environment.

Outcomes:

The search conference will identify specific actions which must be taken. Empowering the people responsible to make these changes allows search conferences to produce much more useful results than standard strategic planning methods (Source: http://www.ccnr.net/searchconf/search.htm).

Uses/strengths:

- Develops creative and achievable strategies.
- Produces collaborative and participative approaches.
- Generates consensus.
- Develops shared values.
- Develops commitment to strategies formulated.
- Combines formulation and implementation.
- Integrates cultural, regional and/or value differences.

- Achieves completion of a task in two or three days (and sometimes evenings) that would take months if left to specialised analysts and experts.

(Source http://www.buzzblick.com/search.htm)

Special considerations/weaknesses:

- Focus is on learning, not teaching.
- Conflict and differences are acknowledged, but not dealt with.
- Equal status of participants is supported.
- Personal commitment and ownership are emphasized.
- Self-managing teams are used.
- Shared meaning is developed.
- Can be logistically challenging.
- Can be time consuming (two-three days).

Resources required:

- Publicity
- Venue rental
- Catering
- Staffing
- Moderator/facilitator
- Experts
- Recorders
- Gophers
- Artists/photographer
- Audiovisual recording equipment and amplification
- Overhead projectors
- Data projectors
- Video
- Slide projector/screen
- Printed public information sheets
- Response sheets
- Props for working in groups (pens, paper, pins, etc.)
- Furniture
- Children's requirements

Suitable for use by:

- Industry
- Government
- Community

Can be used for:

- Engage community

- Develop community capacity
- Develop action plan
- Communicate an issue

Number of people required to help organise:

- Large (> 12 people)
- Medium (2-12 people)

Audience size:

- Large (> 30)

Time required:

- Long (> 6 months)
- Medium (6 weeks-6 months)

Skill level/support required:

- High (Specialist skills)
- Medium (Computer & other expertise)

Cost:

- High (> AUD$10,000)
- Medium (AUD$1,000-AUD$10,000)

Participation level:

- High (Stakeholders participate in decision)

Innovation level:

- High (Innovative)

Method:

Search conferences have three broad stages: pre-planning; the conference; and implementation.

Pre-planning:

1. First Planning Session: (6-8 hours) Determine whether a Search Conference will meet your needs. If it will, decide on the conference themes and purpose, arrange a venue and draw up an invitation list.

2. Secure keynote speakers. Their presence should break the ice and set the flavour of the event, but not dominate it.

3. Second Planning Session: (3-4 hours) This serves as a progress 'check-in' and a time to redirect efforts if necessary. Questions are answered and all conference plans are finalised. It is best to hold this session with the facilitator present, however, when travel costs are a major concern it is possible to substitute an extensive telephone conference call between the planning group and the facilitator.

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The Conference:

The Search Conference: (1 full day or more). The participants will share information, discuss issues, and complete a series of small and large group tasks, which culminate in a strategic goal setting and action planning session. These tasks should encompass the following:

- Analyse the environment (background, possible future, what is working/not working)

- Analyse the 'SYSTEM', what routines, practices, restrictions, rules and structures influence the present known community issues, the community itself and its environment.

- Plan how our system can best flourish, within our environment (this should develop realistic action plans engendered through new understandings).

Implementation:

1. Follow-up Session(s): This is a time to celebrate individual and group successes. Evaluate the ultimate success of the conference by how easily the action plans can be implemented. Progress is assessed and plans are modified as needed.

2. People are give roles and deadlines set.

3. The action plans are put into practice.

References:

- Centre for Community Networking Research (Oct. 2002) About Search Conferences IN Search Conference: Community and Information Technology: The Big Questions. http://www.ccnr.net/searchconf/search.htm [accessed 20/12/02].

- Emery M. & Purser, R., (1996) The Search Conference: A powerful method for planned organisational change and community action, San Francisco, Jossey-Bass.

- Emery M. (ed.) (1993) Participative Design for Participative Democracy, Canberra, Australian National University Centre for Continuing Education.

- Emery, M. (1995) Designing and Managing Search Conferences and Participative Design Workshops, Course held at the IIRM Institute, University of New Mexico, Los Cruces, New Mexico. May.

- Weisbord M. (1992) Discovering Common Ground, San Francisco, Berrett-Koehler.

11

Shopfront

Description:

Shopfronts (or site offices) are attempts to improve participation in programs by bringing a participatory venue into a heavily used public area, such as a main street or shopping centre. They are designed to allow people to drop in at their convenience and therefore display materials are usually provided along with project staff to answer questions. They have a relaxed atmosphere and can act as a semi-permanent meeting place / kitchen table discussion forum so providing refreshments is recommended. Shop fronts run for the duration of a participation program. While many of the objectives and outcomes of shopfronts are similar to those of an open house, an open house is usually at an existing site or establishment, whereas shopfronts can be set up wherever they will attract the target audience. This may be in the main street, in a shopping centre, or in accommodation that is temporarily rented for the occasion.

Objectives:

Shopfronts or site offices provide a temporary 'headquarters' where people can come for information or to see and talk to the people who are knowledgeable about or planning about an issue or project.

Outcomes:

Shopfronts can produce a better informed community, and allow people to feel greater ownership of a process, organisation, or community.

Uses/strengths:

- To access participants who are not generally interested in formal participation programs.
- To improve public relations.
- For convenience.
- To facilitate informal participation.
- To locate project stakeholders.

Special considerations/weaknesses:

- Community members may not consider this a legitimate avenue to have a say.
- The shopfronts can be easily targeted by activists.

Resources required:

- Publicity
- Venue rental

- Catering
- Staffing
- Facilitators
- Recorders
- Overhead projectors
- Data projectors
- Video
- Slide projector
- Projection screen
- Printed public information materials
- Response sheets
- Props for working in groups (pens, paper, pins, etc.)
- Furniture
- Children's requirements

Suitable for use by:

- Industry
- Government
- Community

Can be used for:

- Showcase product, plan, policy
- Engage community
- Discover community issues
- Communicate an issue

Number of people required to help organise:

- Large (> 12 people)
- Medium (2-12 people)

Audience size:

- Large (> 30)

Time required:

- Long (> 6 months)
- Medium (6 weeks-6 months)

Skill level/support required:

- Medium (Computer & other expertise)

Cost:

- Medium (AUD$1,000-AUD$10,000)

Participation level:

- Medium (Opinions noted)
- Low (Information only)

Innovation level:

- Medium (Some new elements)

Method:

1. Select a centralized venue that has a lot of passer-by traffic. Usually owners of vacant shops are very happy to lease over short periods of time.

2. Select staff/volunteers with strong public relations skills and knowledge of the project and participatory processes (ie who will encourage people to chat and discuss issues and be aware of offering different feedback options).

3. Provide display materials, printed public information materials, technical reports, maps, photographs etc. that will be provide all sectors of the community with a means to understand the issues or proposals.

4. Advertise the variety of opportunities for public participation throughout the participation program.

5. Provide a variety of opportunities for feedback, including speaking person-to-person, filling in feedback sheets and contacting email/website addresses.

6. Provide adequate seating and consider visitors comfort (drinks, toilets, childcare, accessibility).

7. Staff should record visits to document participation process and to note issues, concerns and suggestions and report these to the organisation/organisers.

References:

- Industry and community participation. EPA Information Sheet IS No. 23 July 2001 http://www.environment.sa.gov.au/epa/pdfs/is_no23.pdfUQ [accessed 10/12/2002].

- Community Service and Research Centre (2002) Regional Engagement & Consultation Projects. The Shopfronts and Community Hubs Project in Esk Shire. http://www.uq.edu.au/csrc/regionalprojects.phps [accessed 10/12/2002].

11

Simulation (electronically generated)

Description:

Simulations attempt to display the outcomes of particular choices through changing the inputs to a computer model that simulates the likely outcomes of a system with choices. Simulation can also be set up as games (eg the Quest Envision programs that encourage community participation through games where they make choices, are then given feedback on the consequences of those choices).

This participation method uses mathematical relationships to explain a system (eg the regulations to do with vegetation clearing and proposed changes to legislation) and then when it is understood, extrapolations into the future can be made. The overriding consideration is that you 'know and understand' the system you are trying to model. In relatively simple systems, or those that have been used a long time and have many revisions from experience (like current economic forecasting), the relationships can be modelled fairly accurately. Two major components are 1) knowing the relationships relative to what event is connected to what other event(s); and 2) the relative magnitude of that relationship. In anything but a very simple model, the interactions and feedback loops (results of one step affect an earlier step) are VERY difficult to determine. This is especially true for models that predict more than a few years. For complex situations, it is nearly impossible to model accurately both the relationships and their magnitude when appropriate feedback loops are considered (Source: Seminar on Futures Techniques http://ag.arizona.edu/futures/tou/Backcasting). (See also, Adaptive Management (AEAM) process).

Electronically generated simulations can be set up in such a way that they are accessible and understandable to the general public, or may be designed for technical and professional use in determining the consequences of a projected change in regulations or laws.

Objectives:

Electronic simulation allows broad scenarios to be given a 'virtual trial run' on a computer that allows the consequences to be observed and considered, and decisions made. Simulations can allow testing of the environmental consequences of choices and decisions to an entire catchment area.

Outcomes:

Electronic simulation gives a chance to 'trial' a change and its consequences prior to implementation of those changes, without affecting the community or environment. Testing the consequences allows modification of suggested changes or innovations to produce a better outcome for the environment and community.

Uses/strengths:

- Gives better results, even with limitations, when you cannot make simple extrapolations or modify trends or non-linear processes.

- Offers the option to change the conditions and see what would happen under a variety of assumptions. The latter are `what if' options, and you learn a great deal about the subject and its future possibilities by determining which changes cause what type (and how big) of an effect.

  (Adapted from: Seminar on Futures Techniques)

Special considerations/weaknesses:

Model results are only as good as the model and the assumptions on which it is based.

- Very expensive to set up, including data for validation.

- Assumes an understanding of all variables.

- Need trained programmers and technical staff.

(Source: Seminar on Futures Techniques http://ag.arizona.edu/futures/tou/Backcasting)

Resources required:

- Staff, computers, specialists
- Publicity
- Venue rental
- Catering
- Staffing
- Moderator/facilitator
- Experts
- Recorders
- Gophers
- Artists/photographer
- Audiovisual recording equipment and amplification
- Overhead projectors
- Data projectors
- Video
- Slide projector/screen
- Printed public information sheets
- Response sheets
- Props for working in groups (pens, paper, pins, etc.)
- Furniture
- Children's requirements

Suitable for use by:

- Industry
- Government

Can be used for:

- Showcase product, plan, policy
- Engage community
- Discover community issues
- Develop community capacity
- Develop action plan
- Communicate an issue

Number of people required to help organise:

- Large (> 12 people)

Audience size:

- Large (> 30)

Time required:

- Long (> 6 months)

Skill level/support required:

- High (Specialist skills)

Cost:

- High (> AUD$10,000)

Participation level:

- High (Stakeholders participate in decision)

Innovation level:

- High (Innovative)

Method:

1. Collect background information on issue or scenario.

2. Determine as many factors and influences as possible, and possible/probable outcomes of changes.

3. With the assistance of programmers, set up model to allow simulations.

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4. Invite representatives of relevant groups to view and discuss the scenarios.

5. Discuss understanding and insights gained.

6. If relevant, develop future planning options based on preferred scenarios.

References:

• Hasell, M.J. (1987) `Community Design and gaming/simulation: Comparison of Communication Techniques for Participatory Design Session` Simulations and Games 18 March: 82-115.

• International Association for Public Participation (2000) IAP2 Public Participation Toolbox. http://www.iap2.org/boardlink/toolbox.pdf.

11

Sketch Interviews

Description:

A visualisation technique applicable to planning, design and problem solving. This tool provides for the visual articulation of ideas facilitated through drawings and sketches. Sketch interviewing allows the participant to articulate ideas that are not easily expressed through words and the interaction between facilitator and participant allows for the refinement and modification of the ideas visually to avoid misinterpretation.

Sketch interviews can be used in conjunction with surveys.

Objectives:

Sketch interviews aim to provide a visual perspective to the process of community consultation by providing people with paper and pens to sketch their ideas. This process may allow inclusion of those unable to express their views in writing or speaking (those who lack confidence, or have poor language skills or English as a second language).

Outcomes:

Sketch interviews provide tangible illustrations of community visions and issues, and allow inclusion of those who feel more comfortable making sketches of their ideas.

Uses/strengths:

- Highly applicable to planning and design or where visual communication using images is preferred to text oriented consultation.
- Where participants are uncomfortable in traditional participation forums.
- Where participants are more comfortable in communicating ideas visually.
- Flexibility in venue: can be conducted on-site or any number of venues.

Special considerations/weaknesses:

- Facilitators require some drawing/sketching ability and the interpersonal skills to work closely with participants.
- Limitations to the number of participants given the need for one on one or small group interactions.
- Costly and time consuming if large numbers of facilitators and participants are required.

- Need to articulate the purpose of the exercise and the role of the sketches.
- Suggested that catering be supplied and an informal atmosphere is facilitated.

Resources required:

- Publicity
- Venue rental
- Catering
- Staffing
- Facilitators
- Recorders
- Artists
- Photographer
- Audio and visual recording and amplification
- Props for working in groups (pens, paper, pins, etc.)
- Furniture
- Children's requirements

Suitable for use by:

- Industry
- Government
- Community

Can be used for:

- Showcase product, plan, policy
- Engage community
- Discover community issues
- Develop community capacity
- Develop action plan
- Communicate an issue

Number of people required to help organise:

- Large (> 12 people)
- Medium (2-12 people)

Audience size:

- Large (> 30)
- Medium (11-30)
- Small (> 11)

Time required:

- Medium (6 weeks-6 months)
- Short (< 6 weeks)

Skill level/support required:

- Medium (Computer & other expertise)

Cost:

- Low (< AUD$1,000)

Participation level:

- Low (Information only)

Innovation level:

- High (Innovative)
- Low (Traditional)

Method:

1. Publicise the sketch interviews through a number of publicity tools.
2. Arrange for facilitators with drawing (as well as interpersonal) skills to be present.
3. Schedule a meeting time on site or at a location convenient to the participants.
4. During interviews:
   - Provide an overview of the purpose of the exercise.
   - Describe the role of the sketches in the project or process.
   - Provide catering and refreshments
   - Conduct interviews one-on-one or in very small groups.
   - Pin up all the sketches and have participants present their ideas to the larger group to maintain a sense of ownership.
   - Ask the group: 'Where to from here?' Describe opportunities for ongoing involvement or where the sketches are being used in the consultation process or project.

11

Snowball Sampling

Description:

Snowball sampling is an approach for locating information-rich key informants (Patton, 1990). Using this approach, a few potential respondents are contacted and asked whether they know of anybody with the characteristics that you are looking for in your research. For example, if you wanted to interview a sample of vegetarians / cyclists / people with a particular disability / people who support a particular political party etc., your initial contacts may well have knowledge (eg through a support group) of others (Adapted from http://www.tardis.ed.ac.uk/~kate/qmcweb/s8.htm). Snowball sampling is not a stand-alone tool; the tool is a way of selecting participants and then using other tools, such as interviews or surveys. Having identified those with the skills and/or knowledge or characteristics you require, you would then approach these people to invite them to participate in a community consultation process.

Objectives:

Snowball sampling is designed to identify people with particular knowledge, skills or characteristics that are needed as part of a committee and/or consultative process. Snowball sampling uses recommendations to find people with the specific range of skills that has been determined as being useful, as such, snowball sampling aims to make use of community knowledge about those who have skills or information in particular areas.

Outcomes:

Snowball sampling allows you to identify the resources within a community and to select those people best suited for the needs of a project or process.

Uses/strengths:

- Helps to determine stakeholders.
- Increases the number of participants in process.
- Builds on resources of existing networks.
- Determines stakeholders unknown to you.

Special considerations/weaknesses:

- Choice of initial contacts is most important.
- Participation process should be drafted prior to the sampling to encourage participation from potential contacts.

Resources required:

- Staff
- Telephones
- Recording materials (notebooks, audiotapes)

Suitable for use by:

- Industry
- Government
- Community

Can be used for:

- Engage community
- Discover community issues
- Develop community capacity
- Communicate an issue

Number of people required to help organise:

- Medium (2-12 people)

Audience size:

- Large (> 30)
- Medium (11-30)

Time required:

- Medium (6 weeks-6 months)
- Short (< 6 weeks)

Skill level/support required:

- Medium (Computer & other expertise)

Cost:

- Medium (AUD$1,000-AUD$10,000)
- Low (< AUD$1,000)

Participation level:

- High (Stakeholders participate in decision)

Innovation level:

- Low (Traditional)

Method:

1. Draft up a participation program (likely to be subject to change, but indicative).
2. Approach stakeholders and ask for contacts.
3. Gain contacts and ask them to participate.
4. Community issues groups may emerge that can be included in the participation program.
5. Continue the snowballing with contacts to gain more stakeholders if necessary.
6. Ensure a diversity of contacts by widening the profile of persons involved in the snowballing exercise.

References:

- Patton, M. (1990) Qualitative evaluation and research methods. Newbury Park, Calif. Sage Publications.

11

Speakouts

Description:

A speakout is an event where a group of people give testimony about a particular issue. The people speaking can be 'experts' giving factual information to educate the audience and media, or they can be lay people who are personally affected by the issue talking about their lives, or a combination of both (Source: http://www.actupny.org/YELL/zine/speakout.html).

Speakouts/soapboxes can be organised events or events that are arranged by participants. They are a venue for public comment and debate and are usually informal with a limited agenda. Formally organised Speakouts/soapboxes should be relaxed and should not attempt to steer a discussion and hence set an agenda.

Objectives:

Speakouts aim to provide people with specific information on an issue with a venue in which to share their expertise. In this way, speakouts determine issues and gain insight into various perspectives in relation to a community issue or proposal.

Outcomes:

Speakouts allow participants to express their views to a wide audience, and result in a wider airing of views, and greater awareness of other people's contributions to a particular process or issue. Speakouts open up possibilities of collegiate action when participants are experts working in similar fields

Uses/strengths:

- Useful when conflicting viewpoints exist.
- Useful when debate is required to refine understanding of issues.
- Useful when a particular group or individuals are affected by a project.
- Can educate.
- Allows organisers to meet people and develop networks.

Special considerations/weaknesses:

- Can be difficult to direct (often speak outs occur because groups feel their voices are not being heard).
- Popular with activists, and may not have a balance of opinions.

- The discussion may be difficult to incorporate into a formal consultation program.

Resources required:

- Publicity
- Venue rental
- Catering
- Staffing
- Facilitators
- Recorders and other audio and visual recording and amplification
- Overhead projectors
- Data projectors
- Video
- Slide projector
- Projection screen
- Printed public information materials
- Response sheets
- Furniture
- Children's requirements

Suitable for use by:

- Industry
- Government
- Community

Can be used for:

- Engage community
- Discover community issues
- Develop community capacity
- Communicate an issue

Number of people required to help organise:

- Medium (2-12 people)
- Individual

Audience size:

- Large (> 30)
- Medium (11-30)

Time required:

- Medium (6 weeks-6 months)

Skill level/support required:

- Low (No special skills)

Cost:

- Medium (AUD$1,000-AUD$10,000)
- Low (< AUD$1,000)

Participation level:

- High (Stakeholders participate in decision)

Innovation level:

- Low (Traditional)

Method:

1. Identify the issue of interest.
2. Book venue and invite experts.
3. Publicise speak out/soapbox.
4. Take care of legal and other responsibilities.
5. Hire facilitator.
6. Organise recorders.
7. Explain time limits to each speaker (five minutes maximum).
8. After the event, prepare statement/report for media and authorities.

References:

- ActUp New York. Speak outs. http://www.actupny.org/YELL/zine/speakout.html [accessed 12/12/02].
- Cointelligence Institute (2002) A toolbox of processes for community work. http://www.co-intelligence.org/CIPol_ComunityProcesses.html [accessed 03/01/02].
- Food & Agriculture Organisation of the United Nations (FAO). 2002. Talking circles. http://www.fao.org/Participation/ft_more.jsp?ID=682 [accessed 03/01/02].

11

Stakeholder Analysis

Description:

Stakeholder analysis is a process of discovering the broadest possible range of people who will be affected by, or are interested in, proposed changes or a community issue. It is a cyclic process of surveys, interviews, feedback and finetuning that allows for community consultation that includes many stakeholder groups whose opinions might otherwise be overlooked. As well, through the cyclic process of opinion surveys and feedback, this provides a mechanism for increasing stakeholder awareness and knowledge in relation to an issue or proposal.

Through this process, groups can discover common interests that allow strategic alliances to be formed (eg commercial and recreational fishers may find a common interest that permits them to work together to improve fishing options in a particular bay or catchment).

Objectives:

Stakeholder analysis aims to ensure that the widest possible range of stakeholders' opinions and needs are known, so that these can be considered in any future planning and/or decision making, and to increase stakeholders' knowledge of the issues so that they are enabled to make informed contributions and decisions.

Outcomes:

Stakeholder analysis seeks groups within the community that might otherwise be overlooked in the planning and decision-making processes, will have their role as stakeholders recognised, their opinions heard, and their capacity to contribute to the planning and decision making process enhanced.

Uses/strengths:

- Goes beyond the conventional ideas of who the stakeholders are to empower those who may otherwise be overlooked.
- Can be used to ensure that as few of the affected stakeholder groups as possible are overlooked in the opinion polling and planning processes.
- Can serve an environmental education role, increasing knowledge and awareness of an issue.

- Can increase social capital in a community or group by increasing people's capacity to contribute to the planning and decision-making processes.
- May reveal links and commonalities among groups that can lead to strategic alliances.

Special considerations/weaknesses:

- Can be expensive to undertake on a large scale.
- Needs to cast a wide net to ensure that it can include unexpected and unpredicted connections between groups and issues.

Resources required:

- Staff
- Surveys
- Facilitator
- Venue for report back meetings
- Computer database to collate responses
- Publicity
- Whiteboards or computer records
- Telephones for surveys

Suitable for use by:

- Industry
- Government
- Community

Can be used for:

- Showcase product, plan, policy
- Engage community
- Discover community issues
- Develop community capacity
- Communicate an issue
- Build alliances, consensus

Number of people required to help organise:

- Medium (2-12 people)
- Individual

Audience size:

- Large (> 30)

Time required:

- Medium (6 weeks-6 months)
- Short (< 6 weeks)

Skill level/support required:

- High (Specialist skills)
- Medium (Computer & other expertise)

Cost:

- High (> AUD$10,000)
- Medium (AUD$1,000-AUD$10,000)

Participation level:

- Medium (Opinions noted)

Innovation level:

- High (Innovative)

Method:

1. Publicise a community issue and invite comment or submissions.
2. Prepare survey material that provides demographic data and inquires about the ways in which the issue affects the respondent.
3. Survey a wide cross-section of people living in a relevant geographic region (randomly selected).
4. Summarise the findings and plan a public meeting to give feedback to the largest possible number of the interviewees.
5. Present the findings at a public meeting, and invite comment and clarification. Organise to have sufficient expertise at this meeting to answer most questions that are likely to arise.
6. As a result of this feedback, modify the findings and include any further demographics or groups that have been discovered through the process.
7. Send back the findings to all previous interviewees, together with further questions arising from the public meeting.
8. Provide feedback to those planning or making decisions about the issue. This process allows an ongoing finetuning of the groups that are surveyed, and of the community's opinions. Also, this provides a process of education that increases community awareness of the issue, and answers their questions throughout the process.

References:

- Jennings, S. F. & Lockie S. (2002) Application of stakeholder analysis and social mapping for coastal zone management in Australia, invited paper and paper publication, Sixth International Conference Littoral 2002 - The Changing Coast, Porto, Portugal, 22-26 September 2002 (www.coastal.crc.org.au).

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- Lockie, S. & Jennings, S. F. (2002), Community attitudes towards and knowledge of waterways in South East and Central Queensland: Application of stakeholder analysis for community participation, invited paper and paper publication, River Symposium, Fifth International River Management Symposium, Brisbane, Australia, 3-6 September 2002.

11

Study Circles

Description:

The study circle is a simple process for small-group deliberation. For example, a study circle might be formed to discover more about a specific interest (eg the vegetation in a particular area, or more about a process like community involvement in water quality monitoring).

A study circle comprises 10-15 people who meet regularly over a period of weeks or months to address a critical public issue in a democratic and collaborative way.

A study circle is facilitated by a person/facilitator who is there not to act as an expert on the issue, but to serve the group by keeping the discussion focused, helping the group consider a variety of views, and process difficult questions.

A study circle examines many perspectives.

The way in which study circle facilitators are trained and discussion materials are written gives everyone 'a home in the conversation' and helps the group deliberate on the various views and explore areas of common ground. A study circle progresses from a session on personal experience ('how does the issue affect me?') to sessions providing a broader perspective ('what are others saying about the issue?') to a session on action ('what can we do about the issue here?').

Study circles can take place within organisations, such as schools, unions, or government agencies. Yet, they have their greatest reach and impact when organisations across a community work together to create large-scale programs. These community-wide programs engage large numbers of citizens in a community - in some cases thousands -- in study circles on a public issue such as race relations, crime and violence, or an environmental education issue (Source: http://www.pbs.org/ampu/sc.html).

Objectives:

Study circles provide a venue for in-depth, regular, lengthy discussions that allow exchange of information on a particular topic or issue.

Outcomes:

Study circles develop better informed citizens who are then in a better position to manage their local natural resources, or to contribute to planning initiatives in relation to these resources.

Uses/strengths:

- Allows citizens to gain ownership of the issues, discover a connection between personal experiences and public policies, and gain a deeper understanding of their own and others' perspectives and concerns.
- Since the dialogue does not promote one particular point of view or try to persuade people to take a specific action, potential coalition partners can usually find ways to work through ownership issues, mistrust, or genuine disagreement.
- Fosters new connections among community members that lead to new levels of community action.
- Can create new connections between citizens and government, both at an institutional level and at the level of parents and teachers, community members and social service providers, residents and police officers.

Special considerations/weaknesses:

- Building a coalition that represents many points of view takes time and effort.
- This kind of coalition building for democratic participation requires leadership, a working knowledge of community dynamics, and a willingness to learn by trial and error.

(Source: http://www.studycircles.org/pages/artabout/whole.html)

Resources required:

- Venue
- Facilitator
- Publicity
- Background information
- Food (can be 'bring a plate' if not catered)

Suitable for use by:

- Industry
- Government
- Community

Can be used for:

- Engage community
- Discover community issues
- Develop community capacity
- Communicate an issue
- Build alliances, consensus

Number of people required to help organise:

- Medium (2-12 people)
- Individual

Audience size:

- Medium (11-30)

Time required:

- Medium (6 weeks-6 months)
- Short (< 6 weeks)

Skill level/support required:

- Low (No special skills)

Cost:

- Low (< AUD$1,000)

Participation level:

- Medium (Opinions noted)

Innovation level:

- Medium (Some new elements)

Method:

1. Identify an issue of broad community concern. Some of the issues communities have started with include race relations, crime and violence, understanding environmental impact statements, or exploring the issues involving proposed developments.

2. Let people start where they are. It must be clear from the outset that the dialogue is not just for conservatives, or for liberals, or for 'the civic crowd' or for any one group. By bringing personal stories and experiences into the discussions early on, the dialogue will naturally welcome people of all backgrounds and points of view.

3. Arrange a venue for study circles, and determine whether there will be one facilitator, or shared facilitation within the group.

11

4. For large, community-wide study groups, build a broad coalition to implement and sponsor the dialogue. Community members will get involved in the dialogue when people they know and respect make it clear that their participation is essential.

5. For small-scale study circles, an individual or group within a grassroots organisation (churches, neighbourhood associations, businesses, schools, and clubs) need only find a topic of community interest and invite people.

6. Aspects of the topic can be determined from one meeting to the next, depending on current issues or specific aspects of interest to the group.

7. Facilitators should try to move the group from the personal to seeing the issue within the wider systems at work within their community.

(Adapted from: http://www.studycircles.org/pages/artabout/whole.html)

References:

• Cointelligence Institute (2002) A Toolbox Of Processes For Community Work. http://www.co-intelligence.org/CIPol_ComunityProcesses.html [accessed 30/01/02].

• Kleiber, Pamela B, Holt, Margaret E., & Swenson, Jill Dianne (1997) The Electronic Forum Handbook - Building Study Circles In Cyberspace. http://www.cpn.org/cpn/sections/tools/manuals/electronic_handbook1.html [accessed 03/01/02].

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• McCoy, Martha , Emigh, Phyllis, Leighninger, Matt & Barrett, Molly (1996) Planning Community-wide Study Circle Programs: A Step-by-Step Guide. http://www.cpn.org/cpn/SCRC/study_circle_guide1.html [accessed 03/01/02].

• Study Circles Resource Centre (2001) Organising Community Wide Dialogue for Action and Change. Topsfield Foundation Inc. USA. http://www.studycircles.org/pages/usingguide.html [accessed 01/01/02].

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• Study Circles Resource Center (2000) Building Strong Neighborhoods: A Study Circle Guide for Public Dialogue and Community Problem Solving. Topsfield Foundation, Inc. USA. http://www.studycircles.org/pages/issueg.html [accessed 03/01/02].

11

Submissions

Description:

Submissions are intended to allow participants to respond to proposals or ideas in some detail. They are used widely in urban planning development decisions and are intended to allow interested parties to make detailed responses to development proposals in this context. They can be used in a broader context to allow the community to have their say or present their ideas in written detail. Submissions may be in the form of a letter, a short document or a substantial paper. They may include appendices and other supporting documents. The best submissions are those that provide reasons and justifications for specific comments.

Objectives:

Submissions allow interested community members or groups to make a detailed response to a proposal, which would usually be a development or resource management proposal.

Outcomes:

Submissions provide government agencies and decision-makers with more detailed information on which to base planning or development decisions.

Uses/strengths:

- Allows a group to provide details of their position on an issue.
- Can satisfy statutory or legal requirements.
- Allows people to have a say.
- Review of written response submissions helps get a sense of the range of concerns of interested parties, their contact details and a mailing list for subsequent project information.

Special considerations/weaknesses:

- They are passive in nature. The communication is one way and there is no chance for discussion.
- They are mainly used by persons with a significant stake in a project.
- Requires time and energy, often with short timelines, which may discourage under-resourced community groups.
- Communication is limited to the written form.
- Is not well used as a participation tool.

- With the advent of electronic submissions, avoid sending multiple submissions.

Resources required:

- Staff/volunteers

Suitable for use by:

- Industry
- Government
- Community

Can be used for:

- Showcase product, plan, policy
- Engage community
- Discover community issues
- Communicate an issue

Number of people required to help organise:

- Large (> 12 people)
- Medium (2-12 people)
- Individual

Audience size:

- Large (> 30)
- Medium (11-30)

Time required:

- Medium (6 weeks-6 months)
- Short (< 6 weeks)

Skill level/support required:

- High (Specialist skills)
- Medium (Computer & other expertise)
- Low (No special skills)

Cost:

- High (> AUD$10,000)
- Medium (AUD$1,000-AUD$10,000)
- Low (< AUD$1,000)

Participation level:

- Low (Information only)

Innovation level:

- Low (Traditional)

Method:

1. Keep an alert for calls for submissions from government departments or other organisations responsible for management decisions in areas of direct concern to your community. Any individual or organisation can make a submission to a parliamentary committee.

2. When possible, designate a group to work on the submission and allow plenty of time to develop a well thought out, clearly argued statement of your position, with explanations and reasons for the attitudes and positions adopted.

3. Ensure your submission meets the terms of reference in the call for submission.

4. Check the requested format (eg the Australian Government requests that submissions be printed on A4 paper, electronic submission on disc or CD-rom in Microsoft Word). In printed submissions, include a cover page with a title that clearly indicates what your submission is about, the full name of your organisation, and contact details (return address and telephone numbers). On the next page, include a brief summary of the main points in the submission. Submissions should be signed, and clearly indicate whether the individual is signing on behalf of an organisation, or submitting a personal opinion. Add any helpful documentation in an appendix.

5. If a request for submissions has a very short lead time, consider what you can do. One page with your key concerns (with explanations) and your preferred outcome, is better than no communication at all.

6. Ensure that submissions are delivered to the correct address and by the due date.

7. Request feedback on the submission process, and any decision and outcomes that result.

References:

- House of Representatives. Committee Office (2002) Preparing a submission to a Parliamentary Committee Inquiry. Canberra, Australian Government. http://www.aph.gov.au/house/committee/documnts/howsub.htm [accessed 11/12/02].

- Great Barrier Reef Marine Park Authority: Representative Areas - Submission Brochure (Sample submission brochure). http://www.gbrmpa.gov.au/corp_site/key_issues/conservation/rep_areas/consultation/ [accessed 11/12/02].

11

Surveys

Description:

Surveys are a method used to collect information from a specific population. Surveys are used to gauge the level of public information about an issue and provide a 'snapshot' of attitudes and ideas at a particular time. They can be used to determine community attitudes or target a particular group.

Surveys can be used to collect broad general information from or about a large audience or specific information from targeted groups. Surveys can seek information that can be quantitative (facts and figures) and/or qualitative (opinions and values). Surveys can use questionnaires to collect information, and these can be delivered through face-to-face interviews, self-completion written forms, telephone surveys, or electronic surveys. (See also Questionnaires and Response Sheets)

For a well-conducted survey using a large, random sample, surveys are usually high cost. Small-scale surveys using opportunistic sampling and volunteers can be relatively low cost, but may not produce results that can be generalised beyond the specific people sampled. Sampling so that you can generalise from your results to the general community or a specific segment of the community requires expert knowledge.

Objectives:

Surveys are designed to collect information from community groups in relation to a particular issue or issue. The results of the surveys provide information about the demographics and/or opinions of a specific group of people. This information can permit decision-making bodies to make better-informed decisions or to better inform the community in relation to an issue or proposal.

Outcomes:

Surveys provide information about a community and its opinions (eg a survey can indicate the number of people who support or oppose specific proposals, their reasons and their demographics).

Uses/strengths:

- Provides traceable data.
- Can serve an educational purpose.

- When properly constructed using good sampling techniques can reach a broad, representative public or targeted group.
- Can derive varied information from the results.
- Can help in future planning.

Special considerations/weaknesses:

- Poorly constructed surveys produce poor results.
- Can be expensive if surveying a large audience.
- Care must be taken that wording of questions is unambiguous to prevent skewed results.
- Care is needed in sampling to make sure representative samples are taken.
- Surveys with tick boxes are the fastest and easiest to process, however this limits the detail in the information collected.
- Can be seen as 'counting heads' without necessarily telling you what is in them.

Resources required:

- Staff/volunteers

Suitable for use by:

- Industry
- Government
- Community

Can be used for:

- Engage community
- Discover community issues
- Communicate an issue

Number of people required to help organise:

- Medium (2-12 people)
- Individual

Audience size:

- Large (> 30)

Time required:

- Long (> 6 months)
- Medium (6 weeks-6 months)

Skill level/support required:

- High (Specialist skills)
- Medium (Computer & other expertise)

Cost:

- High (>AUD$10,000)
- Medium (AUD$1,000-AUD$10,000)
- Low (< AUD$1,000)

Participation level:

- Medium (Opinions noted)

Innovation level:

- Low (Traditional)

Method:

1. Find out what is already known, and what relevant surveys are being done or planned elsewhere. This will avoid duplication, and will help establish what you need to find out from your survey.

2. Talk to locals with strong views and local knowledge to sharpen the focus of the questions.

3. Survey writing is a skill that improves with practice and feedback, so seek expert advice on the pitfalls and requirements of survey writing, but rely on your own understanding of the issue or topic.

4. Preliminary investigations (eg focus groups or interviews) with people on a 'convenience' basis (outside the Town Hall, or in a shopping centre) can help to develop some of the issues/range of questions needed.

5. Determine how the information is to be obtained. Surveys can be done by asking people questions through the mail (see Questionnaires) in personal interviews, or by a combination of methods.

6. Select your target audience. How will you sample them? What stratas of the society or organisation do you need to reach? How will you ensure that your survey gives a representation of the ideas of the group?

7. Draft the questionnaire or interview guide.

8. Trial this with a pilot study to ensure the answers will give you the information you wanted (check readability and clarity of questions).

9. Undertake the survey.

10. Collate and analyse the results.

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11. Write a report and make available to those surveyed to appropriate authorities and to the media. If the report is lengthy and/or detailed, provide a synopsis of the key points.

References:

• Abelson, J., Forest, P-G, Eyles, J., Smith, P., Martin, E., &Gauvin, F-P. (2001) A Review of Public Participation and Consultation Methods. Canadian Centre for Analysis of Regionalization and Health http://www.regionalization.org/PPfirstpage.html [accessed 03/01/02].

• COSLA (1998) Focusing on Citizens: A Guide to Approaches and Methods. http://www.communityplanning.org.uk/documents/Engagingcommunitiesmethods.pdf [accessed 03/01/02].

• Flinders University Department of Public Health & South Australian Community Health Research Unit (2000) Improving Health Services through Consumer Participation - A Resource Guide for Organisations. Commonwealth Department of Health & Aged Care. Canberra. http://www.participateinhealth.org.au/how/practical_tools.htm [accessed 03/01/02].

• London Borough of Waltham Forest (2001) Consultation Guidelines. http://www.lbwf.gov.uk/government/bv/consultation_guidelines.pdf [accessed 03/01/02].

• Northwest Regional Facilitators (1999) Public Participation Resource Guide September, Chapter One Public Participation Methods & Techniques. http://www.nrf.org/cpguide/index.html#tablecontents [accessed 20/12/02].

• RCRA (1996) Public Participation Manual. Ch 5: Public participation activities. http://www.epa.gov/epaoswer/hazwaste/permit/pubpart/chp_5.pdf [accessed 03/01/02].

• US Department of Transportation (1996) Public Involvement Techniques for Transportation Decision-Making. http://www.fhwa.dot.gov/reports/pittd/surveys.htm [accessed 13/12/02].

11

Technical Assistance

Description:

Technical assistance is intended to provide the public with understanding complex issues and concepts. Publicising the availability of technical assistance adds transparency and positive public relations to a public participation process. Often technical issues associated with a project are complex and stakeholders require one-on-one discussions to improve their understanding or gain information.

Objectives:

Technical assistance aims to provide accurate and informed advice on complex issues and concepts.

Outcomes:

Technical assistance offers consistent, accurate information that increases community understanding of an issue or proposal.

Uses/strengths:

- Builds credibility and helps address public concerns.
- Can be effective as a conflict resolution technique where facts are clarified.
- Assists in the dissemination of information.

Special considerations/weaknesses:

- Availability of resources can be limited.
- Technical experts may resent working with members of the community.
- Can be costly if outside experts are required to provide assistance.

Resources required:

- Suitably trained and knowledgeable staff
- Publication facilities for reports/publications
- Telephone/computer communications facilities

Suitable for use by:

- Industry
- Government
- Community

Can be used for:

- Showcase product, plan, policy
- Discover community issues
- Communicate an issue

Number of people required to help organise:

- Large (> 12 people)
- Individual

Audience size:

- Large (> 30)

Time required:

- Medium (6 weeks-6 months)
- Short (< 6 weeks)

Skill level/support required:

- High (Specialist skills)

Cost:

- High (> AUD$10,000)

Participation level:

- Low (Information only)

Innovation level:

- Low (Traditional)

Method:

1. Advertise the name of the person providing technical assistance and their specialisation so the public can directly access the person (at predetermined times) and discuss the issue to improve understanding.
2. Brief staff and train in public consultation. They need to be polite, courteous and patient with all callers, regardless of their attitude or level of understanding.

References:

- International Association for Public Participation (2000) IAP2 Public Participation Toolbox. http://www.iap2.org/boardlink/toolbox.pdf.

11

Technical Reports and Discussion Papers

Description:

Technical reports can outline research and policy findings, and can also be used to outline proposals. The most popular format is the discussion paper which, when combined with calls for submissions, can provide both information and public input. Consultation activities often require plain language documents that ensure technical information is presented comprehensively to a wide range of stakeholders. Technical reports are widely used for this purpose.

Objectives:

Technical reports give detailed information on complex or technical issues.

Outcomes:

Technical reports provide background information that can be used in making decisions about complex issues, or that allows good quality, accurate information to be provided to those members of the community who are interested or affected by a proposal or issue.

Uses/strengths:

- Can provide a large number of people and organisations with information.
- Can be well thought out and prepared by those with considerable knowledge, interest and expertise in the issue.
- Provides for a thorough explanation of project issues.

Special considerations/weaknesses:

- Some participants may find the reports too detailed.
- Can be costly to produce.
- Unless clearly written, can cause confusion.
- Generic nature may not make it relevant to local issues.
- Cannot ensure people have received, read or understood the information.
- Some people are not comfortable responding in writing.
- Time consuming to develop.
- Time allowances for people to prepare responses.
- Follow up consultation activities are generally required.

Resources required:

- Staff
- Printed public information materials
- Access to layout and publication expertise/ facilities (reports produced for public access should be as brief as possible and include a balance of words/illustrations/maps)

Suitable for use by:

- Industry
- Government
- Community

Can be used for:

- Communicate an issue

Number of people required to help organise:

- Large (> 12 people)
- Medium (2-12 people)

Audience size:

- Large (> 30)

Time required:

- Medium (6 weeks-6 months)

Skill level/support required:

- High (Specialist skills)

Cost:

- High (>AUD$10,000)

Participation level:

- Low (Information only)

Innovation level:

- Low (Traditional)

Method:

1. Consider the target audience, the agency or group budget, and production costs to determine the appropriate media via which to distribute the report (eg internet, print or CD-Rom).
2. Prepare mailing list, in accordance with access to addresses and the scope of the mail-out.
3. Prepare the reports and discussion papers using simple language with an emphasis on visual communication.
4. Publicise the availability of the reports and/or discussion papers. If options are available, ask in what form (email, print, website address or CD-Rom) the person would like to receive the material.
5. Provide opportunities for submission of responses, that is, allow sufficient time for detailed consideration and development of responses, and provide a variety of ways for the responses to be delivered (post, drop off points, or email).
6. Provide contact details for people with queries.
7. Advise on the opportunities for participation.
8. Collate and monitor responses.

References:

- Alciatore, D. (2002) Writing Technical Design Reports as a Group Colorado State University. http://writing.colostate.edu/references/documents/ce-trpt/pop4e.cfm [accessed 11/12/02].

- Haligan, Nancy (2002) Technical Writing. http://www.technical-writing-course.com/index.html [accessed 03/01/02].

- Hoogstad, V. and Hughes, J. (1968) Communication for Scientific, Technical and Medical Professionals, Theory and Practice. Sydney, University of Sydney.

- Kowalski, Dawn (1997-2001) Overview: Engineering Technical Reports Colorado State University. http://writing.colostate.edu/references/documents/ce-trpt/index.cfm [accessed 11/12/02].

11

Telephone Trees

Description:

Telephone trees allow a message to be conveyed by a number of people simultaneously when it is necessary to speak to a large number of people quickly about an event, issue or proposal. Telephone trees rely on each person on a committee undertaking to telephone a number of specific people. These may be those people who cannot be reached by email, or those who check their email infrequently but who need to know urgently. If one person calls 10 people, and each of those 10 call another 10 people, you can reach a hundred people with only two 'rounds' of calls. Another way of organising a telephone tree is for each person to agree to telephone one person, and that person telephones one person, and so on, so that the message is spread sequentially, and no one person has to spend their time or money making a number of calls.

An agreed message can then be spread quite quickly, and the expense and/or time involved in telephoning can be shared by all members of the committee.

Electronic telephone tree products are now available commercially that provide organisations with the opportunity to deliver information to each member of a group with the push of a button. The telephone then automatically continues to dial and deliver the messages to each of the designated numbers. The main drawback is that the automated voice delivers the message regardless of who picks up the telephone, and there is no way of ensuring that the message gets to the intended recipient.

As well, an electronic message option which allows a large number of telephones to be reached is sending messages from one computer to a number of mobile telephones using text messaging. This is helpful where a team of workers all have mobile telephones out in the field.

Objectives:

Telephone trees allow information to reach a number of people by telephone in the shortest possible time.

Outcomes:

A telephone tree ensures that people have been given a message or piece of information, so that there is a clear understanding of the issue, and of how many people have been informed.

Uses/strengths:

- Allows a group to reach all those who need quick notification of an event or proposal, and to reach them quickly by telephone.
- Can allow a quick survey of people's responses to the event or proposal at the same time that people are notified.
- Ensures that people have heard about an important event, because you have immediate confirmation when you speak to them.
- Can be useful in community emergencies (eg closure of schools caused by severe weather conditions).

Special considerations/weaknesses:

- This is more costly and time consuming than sending one email to an electronic mailing list.
- Telephoning may involve some time if the caller has to keep calling until they reach their targeted audience.
- Electronic telephone trees deliver their messages via an automated voice which may not reach the desired recipient.

Resources required:

- Staff or volunteers
- Telephone
- Agreed lists of names and phone numbers

Suitable for use by:

- Industry
- Government
- Community

Can be used for:

- Showcase product, plan, policy
- Engage community
- Discover community issues
- Develop action plan
- Communicate an issue

Number of people required to help organise:

- Large (> 12 people)
- Medium (2-12 people)

Audience size:

- Large (> 30)

Time required:

- Long (> 6 months)

Skill level/support required:

- Low (No special skills)

Cost:

- Low (< AUD$1,000)Participation level:
- High (Stakeholders participate in decision)
- Medium (Opinions noted)
- Low (Information only)

Innovation level:

- Low (Traditional)

Method:

- Decide if the issue or proposal is important enough to require urgent notification.
- If urgent notification is required, you might combine email mailing lists and telephone trees to reach all affected people.
- Starting with a core group or organising committee, agree on who will telephone whom, and ensure that names and telephone numbers are correct.
- If in a work situation, people may telephone from their own desks or in an emergency or polling situation, a bank of telephones may be set up with operators working through their agreed lists. If in a volunteer situation, volunteers may telephone from their own homes or from an organisation's office or shopfront.
- When all those on the list have been telephoned, and especially when it is vital that all those affected are reached, callers should report back to the organising committee who can take other steps to contact anyone who has not been able to be reached.

References:

- Environmental Cleanup. 24 hour.On Call. (Provides a telephone tree for emergency situations). http://www.tdsenvironmental.com [accessed 27/05/03].

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- The Marcus Marauder Band Newsletter Sept 2002 (includes details of coordinator for all messages, including telephone tree calls to those not available by email, http://www.marcusband.com/Newsletters/02_Sept_news.htm [accessed 27/05/03].

- Neighbourhood Phone Tree (template from the Neighbourhood Liaison Handbook, Page 45. Rev 10/02. Copyright 2002, City of Falcon Heights, Minnesota). (http://www.ci.falcon-heights.mn.us/nlhandbook/app/phonetree.pdf [accessed 27/05/03].

- Telephone Trees. (http://www.nineladies.uklinux.net/fonetree.htm [accessed 27/05/03].

11

Visioning

Description:

Visioning exercises are used to define and help achieve a desirable future. Visioning exercises are regularly used in urban and strategic planning and allow participants to create images that can help to guide change in the city. The outcome of a visioning exercise is a long term plan, generally with a 20-30 year horizon. Visioning exercises also provide a frame for a strategy for the achievement of the vision. Alternatively, some visioning tools may be used to promote thought and encourage discussion of future land use and planning options, without the need to create a future orientated document.

Games can be developed to do this, for instance, the *Wheel of Coastal Fortune*, a game in which participants post cards to decide where facilities will be sited, is a planning exercise which encourages a holistic approach to planning and considering the impacts from the whole catchment area on the coastal zone (See also Scenario Testing).

Objectives:

Visioning aims to develop a preferred future scenario.

Outcomes:

Visioning develops future scenarios, together with the steps that are needed to achieve this vision, and a group of participants who have ownership of the vision, and therefore have a reason to help make this happen.

Uses/strengths:

- Use when integration between issues is required.
- Use when a wide variety of ideas should be heard
- Use when a range of potential solutions are needed.
- Visioning encourages participation for developing a long-range plan.
- Visioning is an integrated approach to policy-making. With overall goals in view, it helps avoid piecemeal and reactionary approaches to addressing problems. Visioning uses participation as a source of ideas in the establishment of long-range policy. It draws upon deeply-held feelings about overall directions of public agencies to solicit opinions about the future.

- When completed, visioning presents a democratically-derived consensus.
- When using games such as *Wheel of Coastal Fortune* as a visioning tool, this offers the following advantages:
- Can access sections of the population who are typically disempowered in traditional consultative processes (Luckie 1995)
- Can be used to assess willingness to pay to preserve specific environmental attributes or willingness to accept the loss of these attributes
- Can involve a broad range of participants (in demographic terms).

Special considerations/weaknesses:

- Organisation of the visioning exercise can be costly.
- Vision can be difficult to transfer into strategy and policy
- In relation to using the *Wheel of Coastal Fortune* (c) with visioning: Playing the game when visioning presents problems in recording and analysing data and interpreting social preferences for land use management. (It is important to be clear about the questions or issues to be addressed so that these can be incorporated into the game design as simply as possible.)

Resources required:

- Recorders
- Resources for group participation (paper/pens/tables/chairs)
- Food

Suitable for use by:

- Industry
- Government
- Community

Can be used for:

- Engage community
- Discover community issues
- Develop community capacity
- Develop action plan
- Communicate an issue
- Build alliances, consensus

Number of people required to help organise:

- Large (> 12 people)

Audience size:

- Large (> 30)

Time required:

- Long (> 6 months)
- Medium (6 weeks-6 months)

Skill level/support required:

- Medium (Computer & other expertise)

Cost:

- High (> AUD$10,000)
- Medium (AUD$1,000-AUD$10,000)
- Low (< AUD$1,000)

Participation level:

- High (Stakeholders participate in decision)

Innovation level:

- High (Innovative)

Method:

In a typical visioning exercise a facilitator asks participants to close their eyes and imagine they are walking along their shoreline as they would like to see it in 15 years. What do they see? What do the buildings look like? Where do people gather? How do they make decisions? What are they eating? Where are they working? How are they travelling? What is happening on the street? Where is the centre of the neighbourhood? How does greenspace and water fit into the picture? What do you see when you walk around after dark?

People record their visions in written or pictorial form; in diagrams, sketches, models, photographic montages, and in written briefs. Sometimes a professional illustrator helps turn mental images into drawings of the city that people can extend and modify (Source: http://www.vcn.bc.ca/citizens-handbook/2_16_visioning.html). To play games such as *Wheel of Coastal Fortune*, which promote thought and encourage discussion of future land use and planning options without developing any documentation, the following steps are taken:

1. The kit can be borrowed from the developer of the game, Katrina Luckie, or, with enough preparation time and funds, you could make your own.

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2. Develop a map of the coastal zone beginning in the hinterland and flowing down to the sea. This should be sturdy and able to be transported for frequent use, and may be in the form of a patchwork rug, or a model in segments.

3. Develop cards that indicate the facilities likely to be proposed for the area (eg national parks, native forest, high-rise development, tourist developments, sewerage outlets, shopping centres, wetlands reserves, etc.) Develop boxes or cans into which these cards can be slotted, marked with the various natural resources of the region (eg island, wetlands, native forest, town, beach, forested hills, etc) with two less receptacles than there are cards. Two cards will be jettisoned by each player.

4. Ask for volunteers, and provide each with a full range of cards to 'post' and invite them to consider how they will match the facilities with the most suitable environments. They may throw out two cards each, and can post only one card per environment (can).

5. Once people have made their choices, record what was placed in each site, and invite the group to comment on these choices.

6. Invite the participants to discuss what was easy and what was difficult about the process, what they learned, and how they might use the game in the future.

References:

- Participation and Consultation Methods. Canadian Centre for Analysis of Regionalization and Health. http://www.regionalization.org/PPfirstpage.html [accessed 03/01/02].

- Ames, Steven. C. (1989) Charting a Course for Corviallis: A Case Study of Community Visioning in Oregon. Gresham, Oregon: American Planning Association (Oregon Chapter), Oregon Visions Project, May.

- Ames, Steven. C (1993) The Agency Visioning Handbook: Developing A Vision for the Future of Public Agencies, A Hands-on Guide for Planners and Facilitators in State and Federal Natural Resource Agencies. Arlington, Virginia.

- United States Fish and Wildlife Service Cointelligence Institute. 2002. A Toolbox of processes for community work. http://www.co-intelligence.org/CIPol_ComunityProcesses.html [accessed 03/01/02].

- COSLA. (1998) Focusing on Citizens: A Guide to Approaches and Methods. http://www.communityplanning.org.uk/documents/Engagingcommunitiesmethods.pdf [accessed 03/01/02].

- New Economics Foundation & UK Participation Network (1998) Participation Works: 21 Techniques. http://www.neweconomics.org/default.asp?strRequest=pubs&strContext=pubdetails&intPubID=16 [accessed 03/01/02].

- SEQ2021 http://www.seq2021.qld.gov.au/aboutseq2021_QUEST.asp.

- US Department of Transportation (1996) Public Involvement Techniques for Transportation Decision-Making. http://www.fhwa.dot.gov/reports/pittd/vision.htm [accessed 03/01/02].

- US Environmental Protection Agency. (2002) Green Communities Where Do We Want To Be? http://www.epa.gov/greenkit/3tools.htm [accessed 03/01/02].

- Vancouver Citizens Committee & Dobson, Charles, The Citizens Handbook - Kitchen table discussion. http://www.vcn.bc.ca/citizens-handbook/ [accessed 03/01/02].

11

Websites

Description:

World wide websites that contain project information, announcements and documents can use various media formats. The array of computer software and graphics packages and capacity of the internet as a publicity tool and information source and forum for public input or electronic democracy is expanding, increasing the application of this participatory tool. Websites are particularly useful for people in remote areas accessing project information and are more effective than information repositories in this regard. As well, websites make ideal community noticeboards for small organisations and provide sources for interaction when they invite feedback and provide email addresses or chat options. They are readily updateable and can be used to dispatch information with relative ease. The internet and websites are emerging consultation tools and their applications and number of users continues to expand. (See also E-democracy)

Objectives:

A website aims to make information available, freely and in forms that are easily accessible (click and go information, multimedia options for accessing information, and/or the option of collecting and/or providing feedback).

Outcomes:

A website allows community groups, industry and government agencies to obtain information quickly, effectively, and at low cost, that will assist their members to undertake whatever tasks are needed to be done. Websites provide the chance to inform a wider range of people about issues and to invite the website visitors to become involved in some way.

Uses/strengths:

- Can provide publicity, information and limited public input.
- Capable of reaching very large numbers with enormous amounts of information.
- Offers a low cost way of distributing larger documents.
- Offers a highly accessible forum for posting project updates.

Special considerations/weaknesses:

- Many people still cannot access the web.
- Many people are still not web literate.
- Its success as a participatory tool is still relatively unknown.
- Information overload and poor design can prevent people from finding what they need.

Resources required:

- Staff
- Internet access
- Web design skills

Suitable for use by:

- Industry
- Government
- Community

Can be used for:

- Showcase product, plan, policy
- Communicate an issue

Number of people required to help organise:

- Medium (2-12 people)
- Individual

Audience size:

- Large (> 30)

Time required:

- Medium (6 weeks-6 months)

Skill level/support required:

- High (Specialist skills)

Cost:

- High (> AUD$10,000)
- Medium (AUD$1,000-AUD$10,000)

Participation level:

- Low (Information only)

Innovation level:

- Low (Traditional)

Method:

1. Contact a web designer, or find someone within the organisation with web design skills.

2. Discuss the 'architecture' - all the levels of information, links and illustrations available and necessary to inform and engage the user.

3. Do some background research, web-surfing in your chosen area or field. Discover what works well on other websites, what they cover, what they omit, and use this information to improve your own website.

4. Trial the website before releasing it to the public. A bad experience with a website can mean people do not return. Ensure all links are working, and that the material scrolls smoothly with minimum delays.

5. Launch the website with suitable coverage in the media, in newsletters, and in a public forum

6. Ensure that you have alternative communication options for those who are not web-literate or do not have access to the internet.

7. Place the website address on all correspondence and other printed material from the organisation.

References:

- Grant, C. & Pirotta, M. (2002) Connecting Communities. (Section on Communicating with residents - websites). Improvement and Development Agency UK. http://eshtw01.idea-knowledge.gov.uk/80256BCF003A18C3/httpPublicPages/4789C23F5460D46080256BDB0054A6EC?open [accessed 03/01/02].

- Partnerships Online (1999) A Toolkit for Online Communities. http://www.partnerships.org.uk/internet/ [accessed 03/01/02].

- University of Kansas (2002) Community Toolbox. Ways to develop Communication Plans (includes details on websites etc.) http://ctb.lsi.ukans.edu/tools/EN/chapter_1005.htm [accessed 20/12/02].

11

Workshops

Description:

A structured forum where people are invited to work together in a group (or groups) on a common problem or task. The goals are to resolve issues and build consensus for action, rather than provide information and answer people's questions.

If the workshop is intended as a community event focusing on a community issue, the selection of participants is determined by knowledge, expertise or by selecting a cross-section of views. Alternatively, workshops can be organised to target particular groups (eg young people, or women).

Workshops require a facilitator who is able to engage all participants in the discussion. Workshops are a participatory tool that is best used with smaller numbers of participants.

The Ontario Public Consultation Guide (1994) suggests a workshop can meet three key objectives of the public consultation program:

1. Understanding the public: workshops allow you to learn in detail the views and suggestions of participants.
2. Discussing the issues. Other viewpoints and ideas and possible solutions can be heard in a non-confrontational atmosphere.
3. Building consensus for action. Participants can have a free-flowing discussion of new approaches that can lead to group decisions or positions.

A variety of tools can be used within a workshop. These include many of the tools listed in this toolbox (eg focus groups and/or visioning).

Objectives:

Workshops aim to bring participants together in a structured environment (that is, through large and small-group activities, discussions, and reflection) to plan, decide or overcome difficulties.

Outcomes:

Workshops can deliver a report, opinions, suggestions or plans that have been collaboratively developed and agreed to by all participants, on an issue or proposal.

Uses/strengths:

- Excellent for discussion on criteria or analysis of alternatives.
- Fosters small group or one-on-one communication.
- Offers a choice of team members to answer difficult questions.
- Builds ownership and credibility for the outcomes.
- Maximises feedback obtained from participants.

Special considerations/weaknesses:

- Excellent for discussion on criteria or analysis of alternatives.
- Fosters small group or one-on-one communication.
- Ability to draw on other team members to answer difficult questions.
- Builds credibility.
- Maximised feedback obtained from participants.
- Fosters public ownership in solving the problem (IAP2).
- Hostile participants may resist what they may perceive as the 'divide and conquer' strategy of breaking into small groups.
- Facilitators need to know how they will use the public input before they begin the workshop.
- Several small group facilitators are usually needed (IAP2).

Resources required:

- Publicity
- Venue rental
- Catering
- Staffing
- Moderator/facilitator
- Experts
- Recorders
- Gophers
- Artists/photographer
- Audiovisual recording equipment and amplification
- Overhead projectors
- Data projectors
- Video
- Slide projector/screen
- Printed public information sheets
- Response sheets
- Props for working in groups (pens, paper, pins, etc.)
- Furniture
- Children's requirements

Suitable for use by:

- Industry
- Government
- Community

Can be used for:

- Engage community
- Discover community issues
- Develop community capacity
- Develop action plan
- Communicate an issue
- Build alliances, consensus

Number of people required to help organise:

- Large (> 12 people)
- Medium (2-12 people)

Audience size:

Time required:

- Medium (6 weeks-6 months)

Skill level/support required:

- Medium (Computer & other expertise)

Cost:

- High (> AUD$10,000)
- Medium (AUD$1,000-AUD$10,000)
- Low (< AUD$1,000)

Participation level:

- High (Stakeholders participate in decision)

Innovation level:

- Low (Traditional)

Method:

References:

- IAP2 www.iap2.org
- Ontario Public Consultation Guide 1994.

'...giving people the opportunity to talk about their own community was an excellent starting point from which to build a relationship...'

12.1 Community Profiling

Name: Josette O'Donnell

Position: Community Capacity Building Officer

Agency/Department/Group: Community Engagement Unit, DSE

Name of overall project: Brucknell Creek Catchment Project

Date: July – December 2003

A brief description of the project:

The Brucknell Creek Catchment is a small catchment in South West Victoria near the township of Warrnambool. The catchment is predominantly rural, with several small towns and a population of approximately 1000. Over the last two and a half years a group of people including local Agency representatives and members of the community have gathered to talk about working together in the catchment. The Brucknell Creek Catchment Project has since evolved to adopt a holistic community development approach to addressing the social, economic and environmental issues of the catchment area. My part in the project has been to develop a Community Profile of the Brucknell Creek Community. The development of the profile occurred over a six month period from April to September 2003.

The team who planned/were involved in the activity:

The Brucknell Creek Project steering committee includes local landholders from the catchment and representatives from Department of Primary Industries (DPI), Department of Sustainability and Environment (DSE), Glenelg Hopkins Catchment Management Authority (GHCMA), WestVic Dairy and the Corangamite Catchment Management Authority. Three representatives from DSE have been involved in the project and were involved in the discussion/ development of the approach of the community profile. One person coordinated and conducted the community profile research.

A brief description of the engagement activity and point at which the Community Engagement Plan was developed:

Originally the community profile was thought to be the information from which the community engagement plan would be based. However, it was soon discovered that profiling is an engagement activity itself as people from the community are involved in the research. This was essentially a 'pre-engagement' activity to identify information, AND develop a relationship with the community in question.

Why it was decided to engage the citizens and stakeholders in this activity:

The project was keen to establish a relationship with citizens, explore the level of diversity in the Brucknell Creek community and to use this knowledge to use more inclusive engagement processes. It was necessary to engage the citizens and stakeholders in the development of the profile because this kind of information had not been recorded for this area before (ie local history, lists of groups and networks and descriptions of their interactions with each other, identification of community leaders).

The main components of the Community Engagement plan: inform, consult, involve or engage and processes used to achieve the purpose.

The main purpose of the Brucknell Creek community profile was to develop a greater understanding of 'who' the community is – their characteristics, their story and their networks and well as establish the initial phases in development of relationships with the community. The profile would then be used to form the basis of the Community Engagement Plan.

The research component of the profile involved conversations with community members using a snowball sampling technique. The community members on the steering committee were the starting point from which a list of active community members, community groups and stories was collected. A map of the groups was developed. This information was supported by statistical socio-demographic data from

the ABS 2001 Census of Population and Housing and a list of all of the agency engagement activities in the catchment. In retrospect the approach was 'consultative' (as people were asked questions etc.) but were not involved in the development process.

How the approach developed:

Research was undertaken into the different approaches that could be used to develop the profile. The main advice given by social researchers was to 'talk to people' that live in the community.

A snapshot of the resources used for the Community Engagement plan (estimate if necessary):	
No. of people involved:	1 profiler, 3 support team, +5 mentors/advisors
Who was involved (ie the breadth of citizens and stakeholders groups):	20 local community members and 20 agency staff were involved in the profile development as well as members of the project steering committee (5-10)
Cost ($ estimate):	2 months EFT
Time (days/hours):	2 months full time

Highlights of the engagement efforts:

The highlight of developing the community profile was the relationships that developed between myself (the profiler) and the community members. I found that giving people the opportunity to talk about their own community was an excellent starting point from which to build a relationship. I discovered how passionate people are about their community and how much diversity there was within the one area. Often our discussions would lead to reflections on how things have changed in the community which was an excellent starting point for the community visioning exercise that took place a few months later.

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Lowlights of the engagement efforts:

The lowlight would be that a limited number of people in the catchment area (which has approx 1000 people) were involved in the profile development. The profile document is owned by the Brucknell Creek Project steering committee (and the Community Engagement Unit) and not the community itself. A different approach would have allowed for more community ownership.

Unforeseen benefits/successes:

The unforeseen benefit was that the relationships built from the profile became the foundations of the community visioning exercise. Most of the people that attended the visioning workshop had been involved in the profile.

What I would do differently next time to improve the outcomes and community engagement process:

Next time I would take the following steps:

Inform groups within the Brucknell area more widely of the intention to develop a community profile through –

- Invitation of groups/ community members to either take on the profile project/ or to be involved in decision making around how the profile would be developed.

- Involve/ empower community members to undertake the research themselves or be involved in ways that suited their preference.

Key lessons learned:

The main lesson that I have learned is that community profiling can be a significant way to develop relationships in a community and that it offers much potential as a starting point for building community capacity to create more enduring long-term beneficial outcomes.

Flowchart of process:

The following flowchart illustrates the steps involved in this profiling process for a specific community.

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Stage one: Research and Scoping

What is the purpose of the Brucknell Creek community profile?

What information needs to be in the community profile?

What resources/ constraints will influence the development of the profile?

How will the profile information be used?

Activities:

- Research report into different approaches to community profiling.
- Scoping discussions within team about the content of the profile.

Resources: 1 month FTE

Stage two: Develop proposal and endorsement of steering committee

Activities

- Develop research proposal based on activities from Stage One
- Explain and demonstrate the value of a community profile to steering commtitee
- Clear definition of:
- The research questions/ define boundary of area of interest

- The data sources and method to be used for each research question
- The time required for the research

Resources: 3 days FTE

Stage three: Research activity

Identifying groups/networks/ community leaders

Method: snowball sampling beginning with steering committee (phone calls), visiting local store owners, local directories/notice boards.

Resources: 1.5 weeks FTE
 (20+ community members contacted)

Basic socio-economic demographics

Data source: ABS Census of Population and Housing/ Basic Community Profiles

Resources: 1 week FTE

Agency activity/ projects in catchment area

Method: snowball sampling technique/ phone calls.

Survey to obtain more information on extent and purpose of engagement.

Also enquired about prior social research in area.

Resources: 1.5 weeks FTE

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Stage four: Presentation of profile in progress to steering committee

Identified next steps in profile development
after presentation

Resources: 1 week FTE

Stage 5: Ongoing development of profile

Further research activity as project
progresses/ more relationships with people
in the community (landcare group meeting,
community visioning BBQ coordination)

Resources: < 1 week FTE

Stage 6: Production of living profile document

• Information can be added to over
  time/ edited.
• Endorsement of community members
  (i.e. town descriptions)

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'...reducing the scale of the original project increased how meaningful the study was for the area but also increased the need for community involvement...'

12.2 Avoca Marshes Study and the Local Community

Name: Rob O'Brien and Andrea Delaney

Position: Rob O'Brien Wetland Officer

Andrea Delaney Catchment Project Officer

Agency/Department/Group: Department of Primary Industries and the North Central

Name of overall project: Catchment Management Authority

The Wetlands Management Team of the Loddon Murray Strategy initiated a creative community engagement plan for the Lower Avoca Salinity and Water Management Plan in July 2003.

The aim of the project was to study the deterioration of wetland health specifically related to groundwater and surface water salinity, including an appraisal of vegetation. The project was developed in 2001 and was coordinated by the North Central Catchment Management Authority (NCCMA) however the Wetland Team from the Loddon Murray Strategy, Department of Primary Industries (DPI), influenced a change in the scope of the project and it was decided that they would be responsible for the community engagement plan for the project. Reducing the scale of the original project increased how meaningful the study was for the area but also increased the need for community involvement.

The stakeholders in the project included the indigenous community, the Field and Game hunting club, Wimmera Mallee Water, Victorian Farmers' Federation (VFF), DPI, Department of Sustainability and Environment (DSE), Avoca and Loddon Implementation Committees, Parks Victoria, Lower Avoca Diverters Group, Swan Hill Rural City Council, Environment Victoria, the Steering Committee for the study and the landholders surrounding the Avoca Marshes.

There was a need to involve the landholders surrounding the Avoca Marshes so that they were aware of what the study included and to involve them in developing the management options for the wetland.

There were two stages for the community engagement plan. Firstly, surveys, a workshop and a field day were planned to gather information from the landholders surrounding the Avoca Marshes. Twenty-five surveys were sent to targeted landholders asking them a series of questions about changes and trends they have seen to the vegetation, water flows and biodiversity. From these 25 surveys, 14 were returned. The surveys were used as a thinking tool to lead into the information gathering workshop. A facilitator hosted the workshop involving 12 landholders, divided into three groups, sitting around maps, butchers paper and tape recorders. The facilitator prompted five-minute conversations about specific environmental and historic topics and ensured that maps and dates were referred to. This form of engagement used consultation and involvement from the Wheel of Engagement.

The second stage of the community engagement plan invited the Steering Committee and the landholders from the Marshes to assist the NCCMA and DPI develop the management plan. This form of engagement used involvement and empowerment from the Wheel of Engagement.

The highlights of this community engagement plan included:

- Positive feedback from the landholders, pleased that they had been given an opportunity to share their information about the local area with the government.

- Sensing the enthusiasm at the workshop as people shared their stories, witnessed changes, listed the years of drought and floods and enjoyed themselves.

- Increased community trust for the government via their opportunity to be included in the project and being recognised as an important stakeholder in the project.

- The participants could recognise their contribution towards the outcome of the project by confirming environmental trends and assisting with the management plan.

The lowlights of the community engagement plan included:

- There was a great deal of work required by the Wetland Team after the field day, survey and workshop to record all of the information collected. Every piece of information was recorded and copies were disseminated to the landholders to reinforce that their information was received and captured. The preparations and information recording required one-month full time work for one officer. Transcribing the recorded tapes was the most labour-intensive task.

The unforseen benefits of the engagement plan included capturing the stories from the people who live near the Avoca Marshes. This information will be an excellent source of historical information for future generations. The Wetland Team was very pleased that they employed a facilitator instead of hosting the workshop alone. This gave the team the opportunity to listen, record information and enjoy the evening, rather than provide the structure and rules for the session. The Wetland Team has also received much positive feedback from some of the participants who thoroughly enjoyed the experience to share their stories and be listened to by the government.

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'...whilst agency staff were driving the change, local participation was high...'

12.3 Nutrient Reduction Plan for the Macalister Irrigation District (MID)

Name: Alistair Christie

Position: Salinity and Nutrients Team Leader

Agency/Department/Group: Department of Primary Industries (Gippsland)

Name of overall project: As above

Macalister Irrigation District (MID) is a point source for nutrient flow into the Gippsland Lakes system.

Objectives of the Nutrient Reduction Plan are:

1. To reduce surface water flows containing phosphorous.
2. To reduce the concentration of phosphorous in runoff.

The first task in achieving the objectives of the project was to develop a draft Nutrient Reduction Plan. The Environmental Protection Authority (EPA), under legislation, required Southern Rural Water (SRW) to create the plan. SRW came to the former Department of Natural Resources and Environment (NRE) to help draft the plan.

A technical Working Group comprising EPA, SRW, NRE, consulted with a Farmer Reference Group. Farmers, some of them members of the Macalister Customer Consultative Committee (for irrigation farmers), were nominated by SRW. The farmers were all politically active people with community leadership experience.

This group worked to develop the plan. After completion of the draft plan, it went out for written comment, led by SRW. There were two months of community consultation. Press releases advertised community meetings to get verbal feedback on the plan. Government officers talked with industry groups. Written submissions and verbal comments from the meetings were collected and responded to. The Working Group analysed feedback and made appropriate changes in the final plan. SRW and EPA endorsed the plan.

The Wellington Salinity Group (WSG) was named by consensus as the community group to oversee the plan. WSG became an implementation committee of the West Gippsland Catchment Management Authority (WGCMA). They became a management committee, then an implementation committee, with strong involvement in the plan implementation.

The plan to get farmers involved worked through the complex administrative arrangements requiring the involvement of many players: the Farmer Reference group, the Wellington Salinity Group, local Landcare groups and consultants developing irrigation plans with farmers all became involved in a project with a focus on nutrient reduction. Whilst agency staff were driving the change, local participation was high and the availability of funding incentives to change irrigation practice was a major factor. Importantly, the project team was recommending measures that were a benefit to everyone.

An attitudinal change (towards fertiliser and irrigation) survey was done – exploring farmer attitudes to change – as a baseline data survey. In this survey, research, monitoring, incentives, and enforcement issues were explored. It is planned to repeat this survey at regular intervals. Also, physical farm surveys were done of on ground practices.

In 2001, case studies were done with a selected group of farmers to explore why their practice had changed and whether they were more satisfied with those changes.

It was noted that Government officers discussing options in themselves had an influence on the current irrigation practices. An ally in the project was the Macalister Research Farm which trialled new measures simultaneously.

Learnings for others

- Farmers got sick of being surveyed. Other projects and students were working separately to consult the same farmers.
- Engagement was not well planned but there was a steep curve in awareness.
- The plan has been an opportunity to develop closer working relationships with farmers. The Project Team has personally met with about three hundred farmers and other interested groups over the life of the project.
- Processes were over formalised in an administrative sense. This slowed the process down and meant that farmers and government officers were attending meetings which are not entirely relevant.
- A decision was made to distribute 'Excellence in irrigation' signs, in the district. One sector of the community thought this was a good idea, another thought it was divisive and competitive. The signs became a point of contention rather than a unifying, education tool. The learning was to beware of assuming that one group represents the views of the whole community
- Beware of thinking that the peak (industry) bodies represent the community.
- Having a voice should not mean having to sit on a committee monthly forever. For example, quick channel side chats have been used successfully.
- Community champions can make or break a local project. They can be enormously influential. Enlightened self-interest can be a powerful driver, where a local consultant becomes a champion for changed practices.
- It takes time to build credibility.

Any incentive needs to maintain policy and funding arrangements for a reasonable period of time to ensure community fairness and government credibility.

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'...having a process to show that we were serious about enagement and the community's views...'

12.4 Portland/Horsham Forest Management Plan – Community Engagement Component

Name: Meredith Hartley

Position: Engagement Officer

Agency/Department/Group: Department of Sustainability and Environment

Name of overall project: Portland Horsham Forest Management Plan – Community Engagement Component

A brief description of the project:

Forest management is about the long term health of forests. This means that everyone involved has to commit time and resources. The development of the Portland Horsham Forest Management Plan started in Oct 2002 and will finish in July 2004 with the release of the plan.

The community engagement component is to develop an engagement plan for the project and to ensure appropriate community involvement throughout. Department of Sustainability and Environment (DSE) staff are working with a community consultative committee to do this.

The team: Who were the people who planned and ran the activity?

The DSE team consists of Justin Cook, Forest Manager, Glenelg in Portland, Lucy Gannon, Strategic Forest Planner in Melbourne, and Meredith Hartley, Community Engagement Officer in Hamilton (May – Oct 03), Rob Chaffe, Community Engagement Support, Alexandra.

A brief description of the engagement activity:

At what point in the project was the Community Engagement Plan developed?

The plan was developed during the first year of the project, while the project was running.

Why was it decided to engage the citizens and stakeholders in this activity?

Because of the political nature of forest management, but also because of the connection locals have with their forests.

What were the main components of the Community Engagement plan? What was your purpose: inform, consult, involve or engage? What processes were used to achieve this purpose?

A number of methods were identified in the plan, which linked to the stages of engagement: INFORM – newsletters, mailouts, media, internet, sheepvention display, brochure, discussion papers, forest forums; CONSULT – workshops, meetings, draft plan; INVOLVE - community consultative committee.

How was the approach developed?

The plan itself was written in terms of a new football team playing for the first time, and what the team's long and short term goals were. This enabled the plan to be easy to relate to for everyone. It outlined the team, the opposition, the coaching team, the match ups, and the game plan.

The details which made up the plan came from the DSE team (the coaching team).

What were the highlights of the engagement efforts?

Bringing together peoples ideas, who were based across the project area and beyond. Having a process which allowed us to show we were serious about engagement and the community's views. Also having a map of where we wanted to go.

What were the lowlights of the engagement efforts?

Not having the plan developed before we started, which caused things to be adhoc and reactive at the beginning, rather than proactive. Also timeframes, and not allowing a lot of feedback from the community consultative committee on the plan.

Were there unforeseen benefits/ successes?

As the project is still going, these may yet fall out.

What would you do differently next time? Key lessons learned? What could have been done to improve the outcomes and the community engagement processes?

Some lessons would be:

Have a clear idea about what you want to do at the start, spend some time nutting this out and making sure everyone is on the one track. This also means the engagement plan forms the backbone of the actions, rather than it having to fit around what's already happening. This may allow for more lateral thinking to occur rather than the same old same old in terms of activities etc.

Putting things in simple terms that everyone can relate to, and see through, so they do not feel as if they are being lead into answers and ideas, but can see it as a gentle nudging down which ever path they choose.

A snapshot of the resources used for the Community Engagement plan (estimate if necessary):	
No. of people involved:	Dept ~20, Community ~230
Who was involved (ie the breadth of citizens and stakeholders groups):	Community organisations; Environment Groups; Tourism Associations; Recreation Groups; Indigenous Communities; Forest Industry and Forest Users; Agencies involved in natural resource management; Local Government and municipalities; DSE/ DPI/VC and PV staff; Youth.
Cost ($ estimate):	Not sure, staff time and printing, publishing costs, plus unpaid community time.
Time (days/hours):	Again not sure, probably at about equivalent of 2.5 full time positions for the two years of the project.

Recommended & additional resources

13.1 Highly Recommended Resources

Arnestein, S.R., A Ladder of Citizen Participation in the USA in the **Journal of Town Planning Institute**, Vol 57, No. 4, 1971.

Bawden R. and Macadam (1991) in Bawden, R., **Systemic Development: A Learning Approach to Change**, Centre for Systemic Development, UWS Hawkesbury, 1995.

Cavaye, Dr. J. **The Role of Government in Community Capacity Building**, Queensland Government Information Series Q199804 Queensland Government, 2000.

Cavaye, Dr. J. **Community Engagement Framework Project: Scoping and Review Paper**, Cavaye Community Development/CEO Committee on Land Resources, Queensland, 2001.

Department of Sustainability and Environment Corporate Plan 2003 - 06, The State of Victoria, 2003:3.

Hawtin, M., Hughes, G., Percy-Smith, J. and Foreman, A. **Community Profiling: Auditing Social Needs**, Open University Press, 1994.

Howden, P., **Discussion Paper: Capacity Building and Community Engagement in Natural Resource Management**, Paper in Progress November, 2003.

Laird, A., Fawcett, J., Rait, F., and Reid, Sharon, **Assessment of Innovative Approaches to Testing Community Opinion**, George Street Research Ltd, The Scottish Executive Central Research Unit, 2000.

McDonald, B., et al., **Evaluation in the Agriculture Division Using Bennett's Hierarchy**, Department of Natural Resources and Environment, Victoria, February, 2000.

OECD, (2001) **Engaging Citizens in Policy-Making: Information, Consultation and Public Participation**, PUMA Policy Brief No 10 in Cavaye, Dr. J. **Community Engagement Framework Project: Scoping and Review Paper**, Cavaye Community Development/CEO Committee on Land Resources, Queensland, 2001.

Moloney, J. & Whiting, L., **Identification of NRE Activities Involving Community Engagement Processes in the South West Region**, Department of Natural Resources and Environment, Victoria, September 2002.

Roberts, K., & Dobson, A., **A Community Engagement Evaluation Framework**, (Draft document) Catchment and Water, Department of Sustainability and Environment, Victoria 2003.

13.2 Additional Resources

13.2.1 Websites

Action Learning

Dick, B., Action learning and Action Research, 1997 online at http://www.scu.edu.au/schools/gcm/ar/arp/actlearn.html

Capacity Building, Social Capital & Sustainability:

http://www.mapl.com.au/A2.htm
Measuring Social Capital in Five Communities in NSW: A Practitioners Guide

This site gives an overview of a well-known Australian study into social capital in rural communities by Paul Bullen and Jenny Onyx. The site outlines the elements of social capital that are measured in this study, and which make up the user's guide.

The guide provides sufficient detail for practitioners to measure social capital in their own communities and have comparative data from other communities available in interpreting the results

Ordering information is available on the site for the full guide.

http://www.worldbank.org/poverty/scapital/index.htm
A more than useful general site on social capital, including papers background information, discussion groups and other resources.

http://www.aifs.org.au/institute/info/bib/capital.html#capital
This is a selection of recent references from Australian Family & Society Abstracts database that link to online, full text articles and reports on social capital and community development.

http://www.facs.gov.au/internet/facsinternet.nsf/policy/occasional_paper3.htm
The identification and analysis of indicators of community strength and outcomes.

Provides a review and analysis of literature on the conceptualisation and measurement of community strength and its outcomes and places this information in an analytical framework, identifying the commonalities and differences between various approaches to these issues.

http://www.ag.iastate.edu/centers/rdev/pubs/contents/180.htm
Measuring Community Success and Sustainability: An Interactive Workbook:

This is a useful workbook for community development/capacity building processes. The blurb on it says that it 'describes a process to help communities learn how to measure the local or regional impacts of economic and community development processes that enhance rural community sustainability. The principal purpose is to help communities learn how to measure the concrete results of rural community development and conservation efforts.'

Communications:

http://www.commstoolkit.dpc.vic.gov.au/default.asp
Communications Best Practice Toolkit - website established by Department of Premier and Cabinet to provide a range of communications resources including guidelines for websites, written communication, approvals processes, protocols etc.

Consultation:

http://www.cabinet-office.gov.uk
Very accessible, informative site of the British Cabinet Office which covers a range of topics but has a very useful section on guidance and consultation which includes:

- A consultation Code of Practice for the British Government.
- 'How to consult your users' which includes details of a range of methods (the pdf file is also available in the good practice guides and examples section).
- Guidance on government research into public attitudes and opinion.
- A register of current consultations which allows access to any consultations being undertaken by the Cabinet Office.

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http://www.ofmdfmni.gov.uk/index.htm
The website of the Northern Ireland Office of the First Minister and the Deputy First Minister which generally has current policy documents up for consultation.

Engaging with Particular Groups:

http://www.indigenous.qld.gov.au/pdf/a4_1.pdf
Queensland Government: Protocols for Consultation and Negotiation with Aboriginal People

General:

http://www.vlgaconsultation.org.au/
Victorian Local Governance Association website which provides a useful range of resources and guides to assist in community engagement and consultation processes

http://nrm.massey.ac.nz/changelinks/
NZ based landcare research website which provides a range of resources to assist in achieving change in natural resource management, including capacity building, collaborative and learning based approaches, participatory monitoring and evaluation etc.

http://www.community.gov.au/
Commonwealth Government website which aims to assist community organisations and includes contacts and resources to assist them in areas including community development, capacity building, setting up and managing community organisations.

http://www.iplan.nsw.gov.au/engagement/index.sp
Website coordinated by the NSW Department of Infrastructure, Planning and Natural Resources to provide resources on community engagement for practitioners in the NSW planning and development system.

http://cari.unl.edu/#Top
Nebraska Centre for Applied Rural Innovation website. The Institute, headed by Dr John Allen aims to help create sustainable rural communities. The website provides resources related to leadership, sustainable agriculture, economic, and community development and specific tools such as community asset assessment.

http://www.communitybuilders.nsw.gov.au
NSW Premiers Department website which provides resources related to community building and community development.

http://europa.eu.int/comm/governance/index_en.htm
European Union website which outlines the principles being applied across the EU, particularly the right to public participation in decision-making and provides discussion papers and resources.

http://www.iap2.org/index.html
International Association for Public Participation website that provides information about the association, some resources and links.

http://www.communitybuilding.vic.gov.au/index.asp
Department of Victorian Communities website that outlines the government's Community Building Initiative. It aims to inform and connect people involved in community building projects across Victoria, and to assist those who want to find out more about community building approaches.

http://www.lgc.org/index.html
American Local Government Commission website providing a range of resources on mostly planning related issues and public participation.

http://www.lwa.gov.au/programs.asp?section=9&title=arenas&program=7&id=28
Link to the Social and Institutional Research section of the website of Land and Water Australia, a Commonwealth Government research and development corporation that provides access to their research papers which includes topics such as capacity building and understanding landholders capacity to adopt sustainable practices. Specific examples include use of a citizen's jury to consider environmental issues in far north Queensland.

http://www.ag.iastate.edu/centers/rdev/pubs/flora/publication.htm
Website of the North Central Regional Rural Development Centre at Iowa State University which aims to build community capacity and provides a range of articles on community based participation in natural resource management and community development.

Many of these articles are based on the work of Cornelia and Jan Flora who have undertaken considerable practical research in this area.

http://www2.essex.ac.uk/ces/CommParticipation/ComPartSubheads.htm
University of Essex Centre for Environment and Society has a number of articles and examples on community participation available on its website. The director for the Centre is Prof Jules Pretty who has co-authored many of the articles and is well known for his input to the field.

http://www.cdc.gov/phppo/pce/index.htm
Principles of Community Engagement form the CDC/ATSDR Committee on Community Engagement (Community Engagement in Public Health)

Principles of Community Engagement contains definitions of key concepts and insights from the literature that support and influence the activities of community engagement. The principles, a set of nine fundamental guiding ideas, form the core of the document and hold true for efforts across public health disciplines regardless of the initiating organisations. A series of case examples, taken from real-life experiences, link these principles to the major components of the community engagement process. http://www.scotland.gov.uk/cru/innovative.pdf Assessment of Innovative Approaches to Testing Community Opinion by Andra Laird, Jo Fawcett, Fiona Rait and Sharon Reid of George St Research Ltd. Published by the Scottish Executive Central Research Council, 2000

Research paper aiming to:

- review existing literature and guidance on community consultation,

- to collate and review evidence on the effectiveness and appropriateness of new techniques with an emphasis on innovation, and

- identify and describe examples of the use of new techniques with particular reference to Scotland

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Identifies characteristics of good consultation and considerations to bear in mind when planning consultation as well as discussion on evaluation of consultation. Includes the wheel of engagement which has been used as the basis for the CAW wheel.

http://www.leedsinitiative.org/ initiativeDocuments/2003717_50907534.pdf Example of a Community Engagement Framework for Leeds Council in the UK - fairly general with principles, rationale etc.

Mind Mapping:

http://members.ozemail.com.au/~caveman/ Creative/Mindmap/index.html

Specific Methodologies and Examples:

http://www.abc.net.au/rn/science/earth/ stories/s376084.htm

Australian example of the use of citizen's jury: provides test of a discussion on Radio National about the use of a citizen's jury in Sydney beachside council of Waverley to consider the issue of stormwater pollution.

http://www.abc.net.au/science/slab/consconf/ report.htm
Outline of the use in Australia of a consensus conference and lay panel to consider the use of Gene Technology in the food chain.

http://www.crnhq.org/index.html
Website of the NSW based Conflict Resolution Network

http://www.sln.org.uk/geography/ silkmore.htm
Example of 'Planning for Real' process in the UK

Why engage?:

http://www.psandman.com/index.htm or http://www.reputation.com.au/factors.htm.Understanding risk controversies for both public and stakeholder relations. Peter Sandman is the author behind Risk = Hazard + Outrage.

13.2.2 Books, Articles and Guides

Capacity Building, Social Capital & Sustainability:

Social Capability in Rural Victoria: the Food and Agriculture and Natural Resource Management Sectors by Monash Regional Australia Project and Centre for Research and Learning in Regional Australia DNRE, 2000

This report aims to identify ways in which to enhance the capabilities of people in the food and agriculture sector to manage and respond positively to change. The report states the objective of an initiative to develop social capability should be the sustainability of rural and regional communities in social, economic and environmental terms. It considers the change environment, existing social capability and ways of enhancing social capability.

Available in the DSE/DPI Library

Macgregor, C. J. and Cary, J. (2002) **'Social/ Human Capital Rapid Appraisal Model (SCRAM)**: a method of remotely assessing social and human capacity in Australian rural communities', Rural Society, 12, 105-122.

A useful conceptual tool for designing a measure of social/human capital.

Available in the DSE/DPI Library

Jim Cavaye **The Role of Government in Community Capacity Building**

A useful paper outlining the changing role of Government, and the way in which it can support capacity building in communities.

Available in the DSE/DPI Library

Robert Putnam - **Bowling Alone (2000), and Making Democracy Work (1993)** for research and discussion on the role of social capital. Available in DSE/DPI Libraries)

Conference Proceedings of the International Landcare 2000 Conference.....Includes a useful range of papers which outline academic approaches (for example by Jules Pretty, Steven Dover, Geoff Lawrence), practical approaches and local and international examples of community involvement in natural resource management.

Available in the DSE/DPI Library

Evaluation:

Bennett, C., **Up the Hierarchy**, Journal of Extension, 6-12 March/April, 1975

Bennett, C., **Analysing Impacts of Extension Programs**, Washing DC, Extension Service, US Department of Agriculture, 1977

Bennett, C., Coffey, S., McDonald, B., and McNeal, B., **Models for Planning and Evaluating Integrated Projects**: Collaborative Research, Extension Education (in print)

Bennett, C., and Rockwell, C., Target Outcomes Program (TOP): **An Integrated Approach to Planning and Evaluation**, United States Department of Agricture, Washington DC, 1995

Montague, S., **The Three R's of Performance Measurement**, Performance Management Network, Ottowa

Van der Bon, A., and Hawkins. H.S., **Agriculture Extension**, Blackwell Science, Berlin, Germany

Mind Mapping:

Buzan, T., **Mind Map Book**

Stakeholder Analysis:

Grimble, R. and Wellard, K. (1996) **'Stakeholder Methodologies in Natural Resource Management: a Review of Principles, Contexts, Experiences and Opportunities'**, Agricultural Systems, 55, 173-193.

A useful way of designing a stakeholder analysis process

Available in the DSE/DPI Library

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Specific Methodologies and Examples:

Guynn, D. E. and Landry, M. K. (2000) **'A Case Study of Citizen Participation as a Success Model for Innovative Solutions for Natural Resource Problems'**, Wildlife Society Bulletin, 25, 392-398.

A useful case study of a rather involved (and long), but successful community engagement process around an issue that involved great conflict.

Available in the DSE/DPI Library

Engaging with Particular Groups:

More than a question of numbers : working with women and people from a non-English speaking background toward total catchment participation : a report of the Landcare Participation Project
Liz Hogan and Bruce Cumming

A Landcare report on a project aimed to identify approaches from a national perspective to enhance the representation and participation of women and people from non-English speaking backgrounds in Landcare.

Available in DSE/DPI Library

Practical Guides: need to check availability

Doing Better Business through Effective Public Consultation and Disclosure: A Good Practice Manual

published by the International Finance Corporation, a member of the World Bank group. 1998

A manual which aims to provide good practice guidance to private sector project sponsors on disclosing information and consulting with the public. Although private sector oriented, provides detailed steps involved in planning consultation.

Canadian Standards Association - A Guide to Public Involvement

Comprehensive and practical guide that provides detailed, step-by-step directions for designing, launching and evaluating a successful public involvement plan, including work sheets to assist with key steps along the way. Copies of the Guide can be purchased from the CSA, 178 Rexdale Blvd., Etobicoke, Ontario, Canada M9W 1R3.

Public Participation in Making Local Environmental Decisions, The Aarhus Convention Newcastle Workshop: A Good Practice Handbook published by the UK Department of the Environment, Transport and the Regions 2000

A handbook on the practical issues related to public participation and sets out good practice in public participation to assist implementation of the Aarhus Convention of the EU (which gives the public the right to obtain information on the environment, the right to justice in environmental matters and the right to participate in decisions that affect the environment). Outlines planning for participation, some of the issues associated with participation, techniques, etc.

Listen Up! Effective Community Consultation published by the UK Audit Commission 1999

This paper aims to help authorities get the benefits of consultation and ensure good value from the resources that they invest in it. The paper does not attempt to cover methodologies but covers:

• the nature of consultation,

• how to plan consultation and overcome obstacles to effective consultation,

• the principles of good practice, and

• evaluating effectiveness.

Constructive Engagement Resource Guide: Practical Advice for Dialogue Among Facilitators, Workers, Communities and Regulators,

published by the U.S. Environment Protection Agency, Office of Pollution Prevention and Toxics, June 1999

Section four

14 Working sheets and templates
Your community engagement plan

The work sheets and templates included in the following pages are designed to assist you in collection of information that will form the basis of development of your Community Engagement Plan.

14

14.1.1 Activity 1
Clarifying and defining your overall project objectives

Outline your project objectives:
What are the overall goals for the project?
What are the major assumptions and requirements for the project (refer to your Evaluation Plan for your project if developed)?
What are the specific deliverables for your project?
What are the key responsibilities of the project and how do these relate to the Community Engagement Plan?
What decisions have already been made that will affect the development of the Community Engagement Planning process?
What aspects of this situation are negotiable or not negotiable ? (eg legislation, policy, etc.)

Activity 2
Your Mind Map

Describe the
social, economic
and environmental
conditions of your
project

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14.1.3 Activity 3

Stability of the system and implications for your community engagement plan

How stable is the system, currently?	least stable most stable 1………2………3………4………5………6………7………8………9………10
Is it subject to change?	
How flexible is the system to respond to changes currently? **Consider market, policy targets, users and/or consumer demands**	least stable most stable 1………2………3………4………5………6………7………8………9………10
How complex is the system, currently?	least stable most stable 1………2………3………4………5………6………7………8………9………10
Describe why	
What are the implications for the engagement plan?	

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14.1.4 Activity 4
Defining Citizens and Stakeholders

List citizens and/or stakeholders (revisit your mind map and ensure you include those you noted with an *)	What are their values/needs?
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	

14.1.5 Activity 5

Citizens and stakeholder relationship to the project

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1. Citizen and Stakeholder Groups (translate this information from the previous table 14.1.4) to here and column 1 table 14.5 Draft Template - Your Community Engagement Plan.	2.Needs at stake in relation to project	3. Effect on the final outcomes of the project Positive negative + 0 -	4. Importance of citizens and stakeholders for success of project currently U, 1, 2, 3, 4 or 5	5. Degree of influence of stakeholder over project U, 1, 2, 3, 4 or 5	
				Current	Future
eg. Project team	Project deliverables and milestones	+	5	4	5
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14					

Legend: | U= unknown | 1 = little/no importance/influence | 2 = some importance/influence | 3 = moderate importance/influence | 4 = important/significant | 5 = critical

14.1.6 Activity 6

Importance to and Influence of Citizens and Stakeholders
in Determining Purpose of Engagement

Instructions:

1. Select a citizen/stakeholder and rank their (i) current importance and (ii) current influence and place a dot at the junction point on the matrix.

2. Rank their (i) future importance and (ii) future influence and place a star at the junction point on the matrix.

3. In pencil, draw a line from current to the desired future and name this line according to the citizen/stakeholder

4. Revisit Section 1, part 5.1 Community Engagement Wheel to clarify that the expectations associated with each example are aligned to the purpose of your Community Engagement Plan.

5. (important things to consider when revisiting the table left) Return to the matrix, from what you have drawn what tension or synergies exist between the approach selected and the citizen/stakeholder group(s) identified?

6. What are the implications for the Community Engagement Plan?

7. Determine if the ranking in Step 2 is accurate. One way to decide this is to identify or imagine the impact on your project.

8. For those citizens/stakeholders listed in the sections of the matrix noted 'unknown', identify if you need to find out further information about them prior to moving to the next steps. If so, follow this up.

9. Transfer the citizen/stakeholder list from Activity 5 to column 1 of your draft community engagement plan 14.5. Transfer the approach defined from this table to column 3 of your Draft Community Engagement Plan (Activity Sheet 14.5)

Influence of stakeholder	Importance of Citizens and Stakeholders to the Success of the Project					
	Unknown	Little/no Importance	Some Importance	Moderate importance	Significant importance	Critical Player
	U	1	2	3	4	5
Unknown U						
Little/no influence 1		inform			involve	
Some influence 2						
Moderate influence 3						
Significant influence 4		consult			empower	
Critical 5						

Source: Chamala, and Coults J., Participatory Achon Model Training Book, University of Southern Queensland

14

14.1.7 Activity 7
Potential Community Engagement Project Team

If you have an overall Project Team, who could potentially be involved in a specific Community Engagement Project Team?
If you don't have an overall Project Team, list people who you could consider for involvement in a specific Community Engagement Project Team?
Which citizen and stakeholder groups are included in the team?
List any additional stakeholders that could be included in a specific Community Engagement Project Team, or in the activities you are undertaking to ensure adequate inclusion?

14

14.1.8 Activity 8
R1: Review, Reflect and Celebrate

What stands out for you now with regard to the citizens/stakeholders and the system generally?

What excites you?

What concerns you overall?

What new insights have been gained through the process you have undertaken?

What does this mean for the Community Engagement Plan?

Prompt Box
Think about the following key questions:
• Does your overall project objectives need to be refined? If so, how?
• What needs to be re-negotiated, if anything?
• How do you plan to celebrate your successes so far?
Where you think you need to review or refine your overall project objectives, go back to Activity 1, 14.1.1 **Clarifying and defining your overall project objectives.**

14

14.2.1 Activity 9

Describing Stakeholder and Community Success for
Your Community Engagement Plan

What does success look like for...	The project Team	The Community	The Minister, sponsors, funders, industry and the department
Social, Economic & Environmental Conditions			
Behavioral Change			
Knowledge, Attitudes, Skills and Aspirations			

14

14.2.2 Activity 13
Anticipate Surprises

" What would surprise you…"

…and have negative impact on the Community Engagement Plan?	Identify a contingency
eg: active fire season that affects timelines and community attitudes	eg. build the fire response into engagement plan, to build rapport. Or: realise that stakeholder priorities have changed and so the project may need to be renegotiated or rescheduled.
…and have a positive impact on the Community Engagement Plan?	Identify a contingency to maximize the benefits
eg. an activity generates a greater response than anticipated	eg. have an RSVP date, and reassess the plan and tools

14.2.3 Activity 14
R2: Review, Reflect and Celebrate

<div style="text-align: right; font-size: 3em;">14</div>

"What stands out for you now (regarding tools, scheduling, risks, etc.)?"
What concerns you?
What excites you?
What new insights have you gained?
What do these reflections mean for your Community Engagement Plan?

Prompt Box

Think about the following key questions:

• How do your Community Engagement Plan tasks integrate with:

- other existing tasks or deadlines?

- your work performance plan(s)?

- re-negotiation of tasks, objectives or deliverables?

- workload and delegation of tasks?

• What does this mean for the overall project/team?

• How do you plan to celebrate your successes so far?

Where you think you need to act on your considerations refer to your project objectives, performance planning and/or Community Engagement Plan and revise.

14

14.3.1 Activity 15
Evaluation Audiences

Instructions:

Take the list of citizens and stakeholders outlined in 14.5 Draft Template – Your Community Engagement Plan (column 1) and highlight those who are interested in Monitoring (M) and those interested in Impact (I). Some may be interested in both.

Now summarise your evaluation audience by transferring all the 'M' and 'I' citizens and stakeholders into the first two columns of the following table, then describe your initial ideas for how this information will be shared into Column 3.

Note that there may be more than one method required to share this information. This column will be revisited.

1. Citizen/Stakeholder	2. Evaluation Interes Impact (I) Monitoring (M)	3. How will this information be shared?
eg.supervisor	M and I	PPS reviews and final assessment. Fortnightly phone conversations. Reports at team meetings

14.3.2 Activity 16, 17 & 18

14

Draft Evaluation Plan

Success statements (transfer your responses for each identified citizen/ stakedholder from 14.2.1 Describing Stakeholder and Community Success for Your Community Engagement Plan)	Evidence required	From which events or activities can the material be sourced?	How will the evidence be collected?	Who is responsible?	When
1	2	3	4	5	6

14

14.3.3 Activity 19
R3: Review, Reflect and Celebrate

What stands out for you now in relation to the Who needs to know, what they need to know and how this will be collected and reported?
What concerns you?
What excites you?
How do you plan to celebrate your successes so far?
How will the project team capitalise on the skills and experiences gained during the design and implementation of the Community Engagement Plan?
What will sabotage these learnings and what can be done to avoid this?
As the project team looks forward, do the results so far suggest a need for revision of procedures or a need for further work before moving on?
Re-negotiation of tasks, objectives or deliverables?
Workload and delegation of tasks?

Prompt Box
Think about the following key questions:
• As the project team looks forward, do the results so far suggest a need for revision of procedures or a need for further work before moving on?
• Renegotiation of tasks, objectives and deliverables?
• Workload and delegated tasks?
• How do you plan to celebrate your successes so far?
Where you think you need to act on your considerations, refer to your project objectives, performance planning and/or Community Engagement Plan, and revise.

14.4.1 Activities 20, 21 & 22

Skill Development Wheel
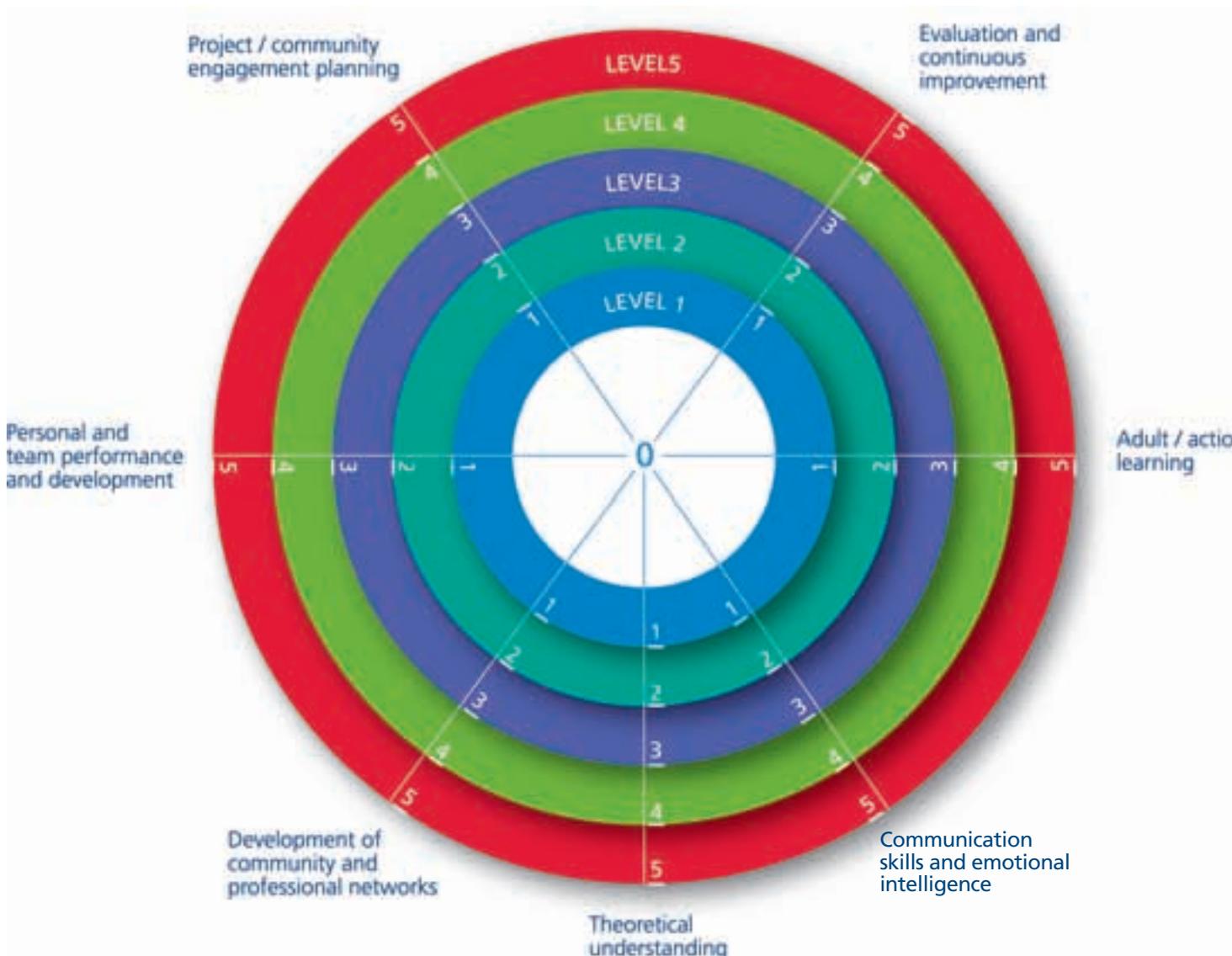
14

14.4.2 Activity 23
Defining Your Learning Approach

Select	Approach	Advantages	Disadvantages
	Learning log	• Can be undertaken at any time - timely • Can be written or verbal	Individual rather than team activity Takes time to develop the habit of recording regularly.
	Learning sets	• You can share and learn from others experiences • Provides a balance for learning, where Learning = P + Q P stands for an individuals programmed knowledge and relates specifically to the problem being explored through action learning; and Q stands for an individuals questioning insight.	• Takes time and commitment as each group meets about every 4-6 weeks
	Team discussions / structured reflections	• Can be included as part of normal team meetings	• Making time at busy team meetings. • Timing may not suit the required immediacy of learning. • Need skills to lead discussion
	Email discussions	• Can be ongoing discussion. • Can participate in other groups' discussions.	• Impersonal • Hidden among many other emails.
	Debrief sessions	• Very effective to reflect on critical incidents, and has ability to enable team members develop greater level of rapport and trust	• If not handled carefully difficulties can escalate.
	Your brainstorming:		

14

14.4.3 Activity 24
Community Engagement Learning Plan

Skill Area[1]	Learning Goal/s[2]	LearningApproach[3]	Actions[4]	When & Who	Skill Evidence[5]

[1] What skills area (or spoke from the skill wheel) has been chosen to work on in this learning plan? (Refer to the decisions made in activity 22.

[2] What do I want to be able to do differently as a result of this learning plan? (Refer to the decisions made in Activity 22).

[3] Outline the learning methods you have chosen in Activity 23.

[4] Outline all the steps needed to meet your learning goals through the methods you have chosen. Start scheduling the events over the next 12 months – refer to key dates for training and/or timing required to prepare and undertake other forms of learning

[5] What evidence of my skill development do I expect to obtain?

14

14.4.4 Activity 25
R4: Review, Reflect and Celebrate

What stands out for you now (in relation to the Your learning goals)?
What excites you?
What concerns you overall?
What key insights have you gained about the Community Engagement Plan?

Prompt Box
Think about the following key questions:
• What key messages will you take to the next stage of the Community Engagement Plan?
• How is your workplan and/or performance monitoring processes capturing this?
• What is your diary looking like? Do you need to have a discussion with your supervisor?
• How might you ensure the capturing and sharing of your learning doesn't fall by the wayside when time is short?
• How do you plan to celebrate your successes?
Where you think you need to act on your considerations refer to your project objectives, performance planning and/or Community Engagement Plan and revise. Go to Section 4 Activity 14.1.1 Clarifying and defining your overall project objectives and complete the questions on this worksheet.

14.5 Your Community Engagment Plan

Draft Template

Engagement Plan Title:

Project Team: Project Objectives: 1. 2. 3. 4. 5. Commencement and Completion Dates:	Success: • • • • (from Activity 9)

1. List citizens and stakeholders (from Activity 4)	2. Which project objectives relate to which citizen and stakeholders 1-5	3. Purpose of Engagement Inform etc (from Activity 6)	4. Suite of Tools (Activity 10)

5. Resources: $, FTE's, purchase expertise, people, skills, equipment (Activity 11)	6. Who is responsible (delegation)? (Activity 12)	7. When will it start and finish? (Activity 12)	8. How and when will you report? (Activity 12)

14

14.6 Activity 26
Your Action Plan

Use this Action Plan page to pull all the actions from the act section, evaluation section and learn section of your Community Engagement Plan

Action	Who	When	Resources required

14

14.7 Your Feedback

This feedback sheet is anonymous unless you choose to include your name and contact details with this completed sheet.

What aspects of the Workbook did you like?	
What aspects of the Workbook did you not like?	
How useful did you find the Workbook (please circle on scale) Least Useful Most useful 1……………2……………3……………4……………5	Why?
What did you do differently as a result of using the Workbook?	
What impact do you think this different approach had on your project outcomes?	
What changes, if any, would you make to the Workbook?	
Would you recommend the Workbook to others? (please check box) Yes ☐ No ☐ Comments:	
Did your use of the Workbook lead to a need for further support or services?	
If so, who did you seek support from and were they able to help? If not, why?	
The Workbook designers would like to collect stories and case studies about the use and impact of the Workbook. If you would like to contribute, please complete and detach information below. Contact will be made with you.	
Would you be willing to provide further feedback for evaluation purposes to assist in continuing improvement to the Workbook? Yes ☐ No ☐ If so, please complete and detach (if necessary) information below.	

- ✂ - - - -

Forward your completed feedback sheet to:

Lyneve Whiting,

South West Program Leader (Statewide Workbook Project Leader), Community Engagement Unit – Regional Services,

Department of Sustainability and Environment,

78 Henna Street,
Warrnambool,
Victoria, Australia 3280

Effective community engagement: Workbook and tools

I would like to provide the following information to assist in the continuing development of the Workbook and effective community engagement. (Tick relevant box, complete details and return)

Story/Case Study ☐   Further feedback for evaluation purposes ☐   Both ☐

Name	Position/Organisation:
Contact Details (address, phone and email):	

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