inclusive community engagement *toolkit*

capire

Over the past eight years Capire has worked on over 500 stakeholder and community engagement projects. Every project provides us with an opportunity to further develop our tools and confidence to connect with different groups.

As part of our commitment to inclusive community engagement, we have prepared the *Inclusive Community Engagement Toolkit* to share our learnings with our friends and colleagues.

This second version of this *Inclusive Community Engagement Toolkit* has been created to reflect current engagement practices.

Everyone has a role in community engagement – we should all take a step back and think about what we can share with others to create stronger communities.

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inclusive community engagement *toolkit*

Version Two

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Inclusive community engagement provides people with opportunities to participate by reducing barriers, creating connections and engaging in meaningful and supportive ways.

The six phases in designing your inclusive community engagement approach:

It's a process

DEFINE
the context, purpose and objectives of the engagement

DEFINE

UNDERSTAND
the whole community and barriers to their participation

UNDERSTAND

EVALUATE
the engagement and its outcomes

EVALUATE

DESIGN AND IMPLEMENT
the appropriate methods of engagement

DESIGN AND IMPLEMENT

FEEDBACK
the outcomes of the engagement

FEEDBACK

CAPTURE
and understand behaviours, experiences and information

CAPTURE
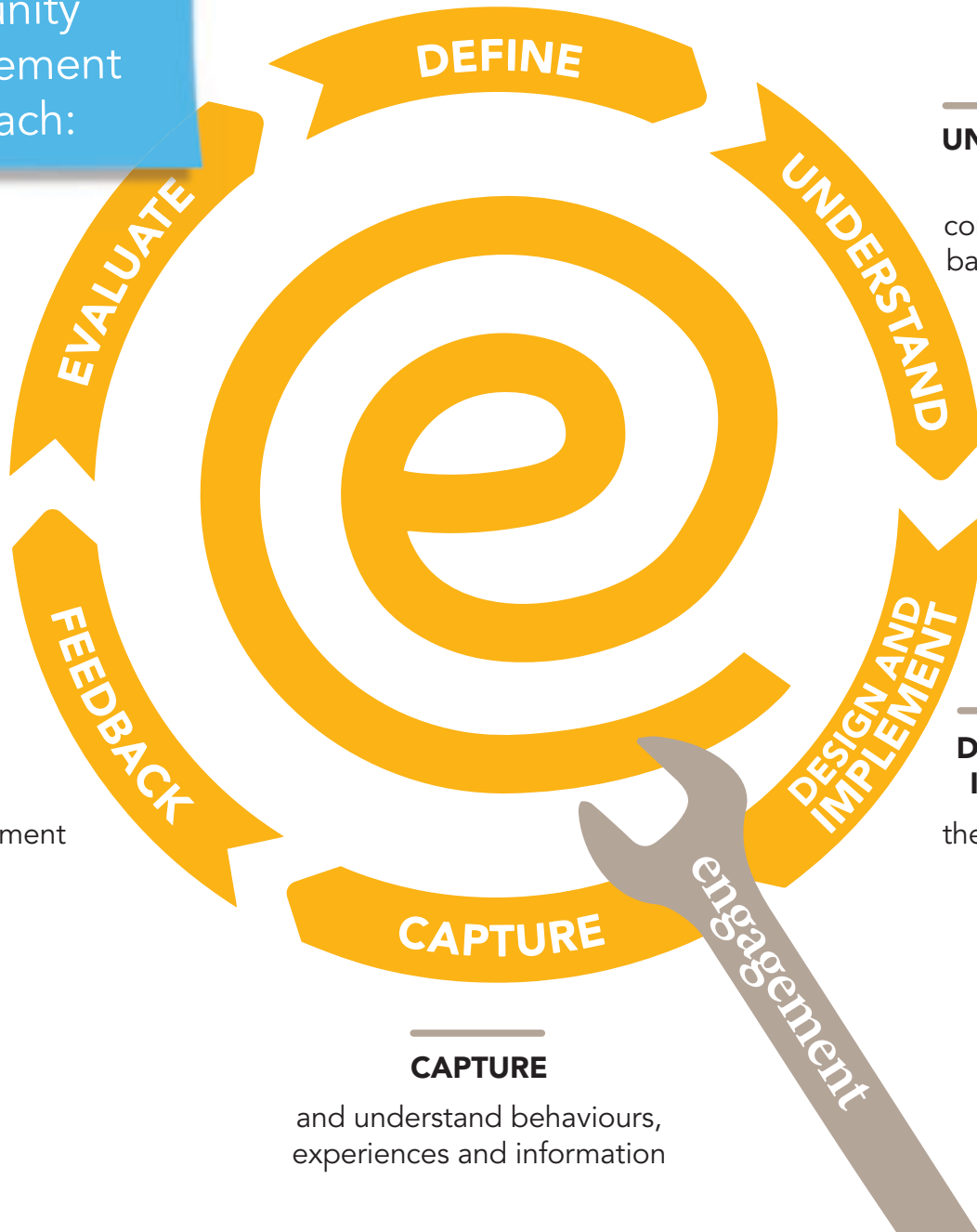
engagement

Why *inclusive* engagement ?

Capire's Inclusive Community Engagement Toolkit has been designed to prompt you to think about the barriers that prevent or deter people from participating in engagement activities. It explores methods to overcome these barriers, aiming to empower and motivate members of the community that are harder to reach.

In every engagement program you will have people who will find it difficult to participate due to individual circumstances. An inclusive community engagement approach is about recognising these circumstances and designing an approach that addresses these barriers to participation.

The toolkit is divided into the six phases of an engagement program;

DEFINE **UNDERSTAND** **DESIGN AND IMPLEMENT**
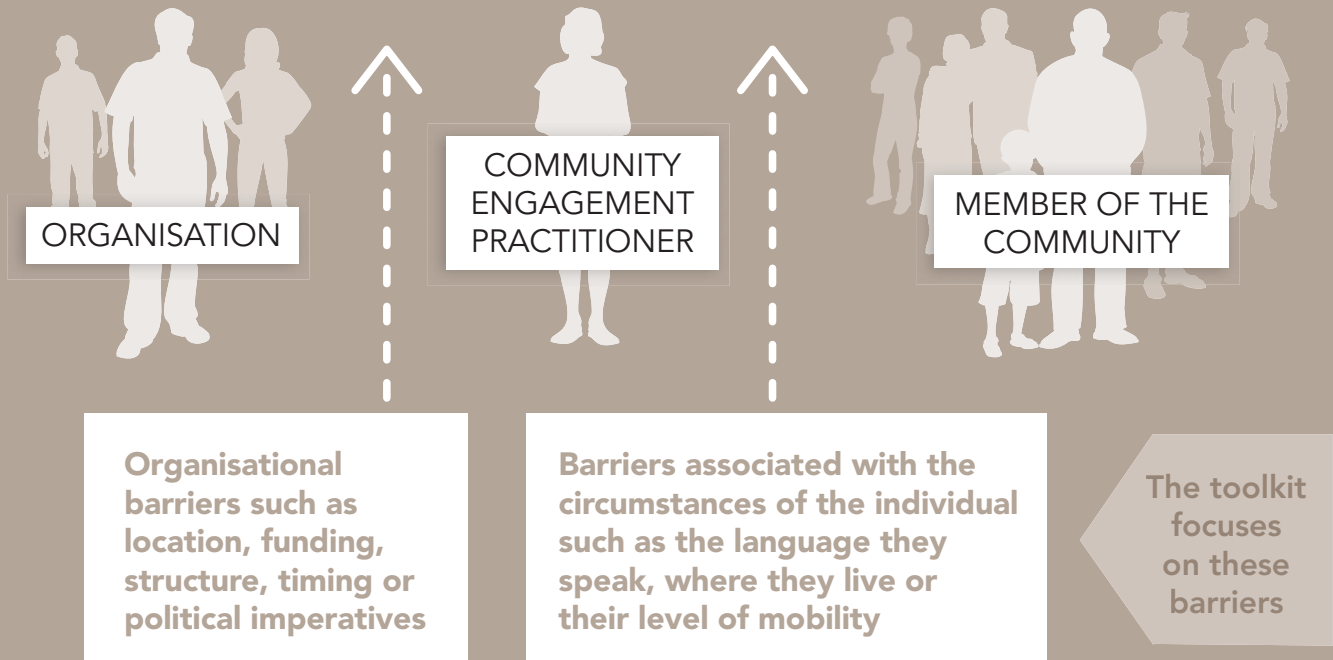
CAPTURE **FEEDBACK** **EVALUATE**

The Inclusive Community Engagement Toolkit is a guide only and is not intended to provide an extensive list of tools and techniques, groups considered hard to reach or barriers to participation. It provides ideas for planning, designing and delivering engagement activities that will help to engage the whole community.

A note on using this toolkit

The aims, objectives or intended outcomes of your community engagement program will differ depending on the location, funding, structure, timing and political imperatives of your project. The Inclusive Community Engagement Toolkit has not examined barriers to participation found within the decision-making organisation. It focuses on the barriers between you and the individuals or groups within the community.

Barriers to participation in community engagement activities

ORGANISATION

COMMUNITY ENGAGEMENT PRACTITIONER

MEMBER OF THE COMMUNITY

Organisational barriers such as location, funding, structure, timing or political imperatives

Barriers associated with the circumstances of the individual such as the language they speak, where they live or their level of mobility

The toolkit focuses on these barriers

1 DEFINE

Every time you undertake community engagement, it is different–a different topic, a different group, a different conversation.

In the early stages of planning your engagement it is important to define the rationale for the engagement process so it can be commonly owned and understood. In defining the engagement, the following elements should be addressed:

CONTEXT

What is the story or events leading up to the community engagement? Is this public, known and commonly understood?

OBJECTIVES

What is the purpose or aim of the community engagement? Are there negotiables or things that the community can influence?

OUTCOMES

What would you like the community engagement to achieve? How will this inform or build on the overall project outcomes?

ENGAGEMENT NARRATIVE

How would you briefly describe the community engagement to a person on the street? How would you describe it in plain, accessible English? How would you describe it in two minutes? How would you describe it to someone who did not want to participate to make it interesting and relevant?

QUESTIONS

What are the questions you would like the community to answer? Will these questions really provide you with the information you need? What type of information is the decision maker looking for?

Inclusive engagement *principles*

BE CLEAR

Define the scope of the project. Use accessible and non-threatening communication techniques.

ACKNOWLEDGE THE EXPECTATIONS

Acknowledge the expectations of all parties involved. Share knowledge and make the process as transparent as possible.

GO TO THE PEOPLE

Go to the people, don't expect people to come to you – go to their spaces, their groups, the places they meet. Leave the individual or group better informed than when you arrived.

BE OPEN

Be open to creative techniques and new technology. Think of new ideas for engagement activities that suit your community and try multiple methods. Have the community design their own methods. Disguise the engagement as something fun, like a community festival, BBQ or party.

IDENTIFY ORGANISATIONS OR LEADERS

Realise that you might not have the right experience to design engagement activities for some groups. Identify organisations or community leaders that better understand these groups and invite their ideas.

BE AWARE

Be aware of your own feelings, beliefs, issues and potential biases towards certain groups.

RESPECT EVERYONE'S VOICE

Respect everyone's voice and be open to two-way learning. Provide feedback and acknowledge contributions made. Demonstrate empathy.

ALLOW ENOUGH TIME

Allow enough time to try different methods, and give people time and space to participate.

2 UNDERSTAND

Your approach should consider that people may face barriers to engagement for a range of reasons.

These barriers depend on the different circumstances of the individual. Understanding the characteristics of your community before the engagement will strengthen the quality of your outcomes. Different categories of barriers may limit people's opportunity to participate in engagement activities or projects. These include:

PERSONAL RESOURCES

Limited education and capacity

Limited money

Physical and mental health issues

Limited mobility

Geographic isolation

Disability and sensory impairments

Limited confidence

Limited social networks

Limited time

MOTIVATION AND ATTITUDE

Limited knowledge of benefits of engagement

Limited knowledge of engagement activities

Limited interest in the subject

Limited understanding of the subject

Consultation 'fatigue'

Unmet expectations

CULTURAL FACTORS

Minority groups

Language and literacy

Values and beliefs

Community divisions

When you come across a barrier, what do you do?

Ignore it?
Go around it?

Tunnel under it?

Wait for it to go away?

or...
address it by recognising the barrier and designing an approach that will help to engage all members of the community?

There are different groups in different settings who may find it more difficult to participate in engagement activities. Some of the groups often considered to be hard to reach are:

- Homeless people
- Aboriginal and Torres Strait Islander people
- People with a disability
- Culturally and linguistically diverse (CALD)
- Children
- The bereaved
- People with health issues

- Young people
- People in prison
- Residents in public housing
- Parents and carers
- New residents
- Hearing, speech or vision impaired people
- Older people

- People living in rural or regional areas
- International students
- Professionals and business owners
- Lesbian, gay, bi, trans and intersex (LGBTI) people

Who else may find it difficult to participate in your community engagement activities?

In presenting these groups, we recognise that not every individual in these groups may be hard to reach. The circumstances of each individual within these groups may vary depending on the topic, location, timing or past experiences and your engagement approach should be adapted accordingly.

3 DESIGN AND IMPLEMENT

There are some techniques which work better than others when addressing barriers to participation.

From our recent experience we have prepared this *Inclusive Community Engagement Matrix*.

It describes suitable community engagement tools and techniques given the specific barrier.

The tools in the following pages are rated according to investment of money and time required.

Barriers

Personal resources	Limited education and capacity
	Limited money
	Physical and mental health issues
	Limited mobility
	Geographic isolation
	Disability and sensory impairments
	Limited confidence
	Limited social networks
	Limited time
Motivation and attitude	Limited knowledge of benefits of engagement
	Limited knowledge of engagement activities
	Limited interest in the subject
	Limited understanding of the subject
	Consultation 'fatigue'
	Unmet expectations
Culture	Minority groups
	Language and literacy
	Values and beliefs
	Community divisions

pop-up	communication	education	arts	ONLINE	surveys	drop-in	LARGE GROUP	small group	one-to-one
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one-*to*-one

INTERVIEW	TELEPHONE SURVEY	VOX POP
INTERCEPT SURVEY	BRIEFING	

Meeting one-to-one allows you to be flexible, engaging in multiple ways and in a location that works best for your community member and their needs.

One-to-one techniques can be used when discussing sensitive topics and will allow people to discuss information in-depth, in a private setting. It can also allow people to share information anonymously if they do not want to be identified publicly.

one-*to*-one

Remember

- Informal one-to-one techniques like vox pops can help you to approach people who may be time poor or who may not have an interest in or know about the project.

- One-to-one interviews can enable you to test or validate information obtained in other formats.

- Build valuable and long-lasting relationships that can benefit the project and future engagement with the community.

- Try phone conversations, conference calls and video links to help to break down physical isolation and link people across a number of locations.

- Target questions to the person you are speaking to. Make the questions relevant and appropriate.

- When detailed information is required, provide questions, plans and supporting material ahead of time to allow your interviewee to prepare.

- Limit vox pops to three or four targeted questions and keep the conversation focused by having a clear structure.

- Consider entering your conversation directly into a tablet (for example, an iPad). This can save you time and allow you to easily present maps, images and other relevant information.

- Go to your target community— make them feel comfortable and valued in their own space rather than expecting them to come to you.

- Consider hosting your conversation in a neutral location such as a cafe or community centre.

- Use a gentle approach when undertaking vox pops, don't be pushy. Remember that you can't force people to participate.

- Test any technology thoroughly before using it.

'I'm not good in groups –sometimes I stutter and get embarrassed.'

– Corey, 19, from Braybrook, was interviewed by an engagement practitioner about local youth services.

small group

MEETING	FOCUS GROUP	CITIZEN JURY
WALKING TOUR	CONSULTATIVE GROUP	
KITCHEN TABLE DISCUSSION		

Small group activities target groups within the community and allow the sharing of information and building of trust with participants. They can be tailored to suit a particular group's needs and can involve creative methods such as mapping, visioning, walking tours or site visits.

Small groups can focus on 'one community' and tailor communication to meet their needs. They allow you to build community capacity by providing a potential networking opportunity and creating a space for like-minded people to share experiences.

small group

Remember

- Recruit your participants for small group activities through existing networks or community groups. Invitations could also be sent to community leaders or people who work in the area to pass on to their members or contacts.

- Develop a flexible structure that details your objectives and desired outcomes. Design activities with these objectives in mind.

- Ensure a non-confrontational group environment, participants will feel safe and will be more likely to open up and discuss the issues important to them.

- Incorporate the use of an interpreter and visual aids to help communication. Take the time to explain the project or discussion topic to the interpreter beforehand so they are familiar with the content and key terms.

- Consider using a structured workbook that allows people to individually respond to your questions or research themes.

- Tailor the activities and the content to suit your audience. Make sure your questions and activities are relevant to the small group by testing the questions before they are finalised or doing your research about the target group up front.

- Try to make people feel welcome and known to each other. People are more likely to contribute to a discussion if they feel comfortable.

- Acknowledge participant's contribution or time. Provide lunch, a voucher or a donation to a community group.

- Start your session with a back-up plan. Things might not go as expected so you will need to be able to adapt the process to keep the conversation moving.

- Break up the allocated time into a combination of group discussions, self-reflection and paired activities.

'We got to discuss something that doesn't come up in conversation but is really important to our community.'

– Almaz, 26, from Flemington, took part in a discussion group about children's health services.

LARGE GROUP

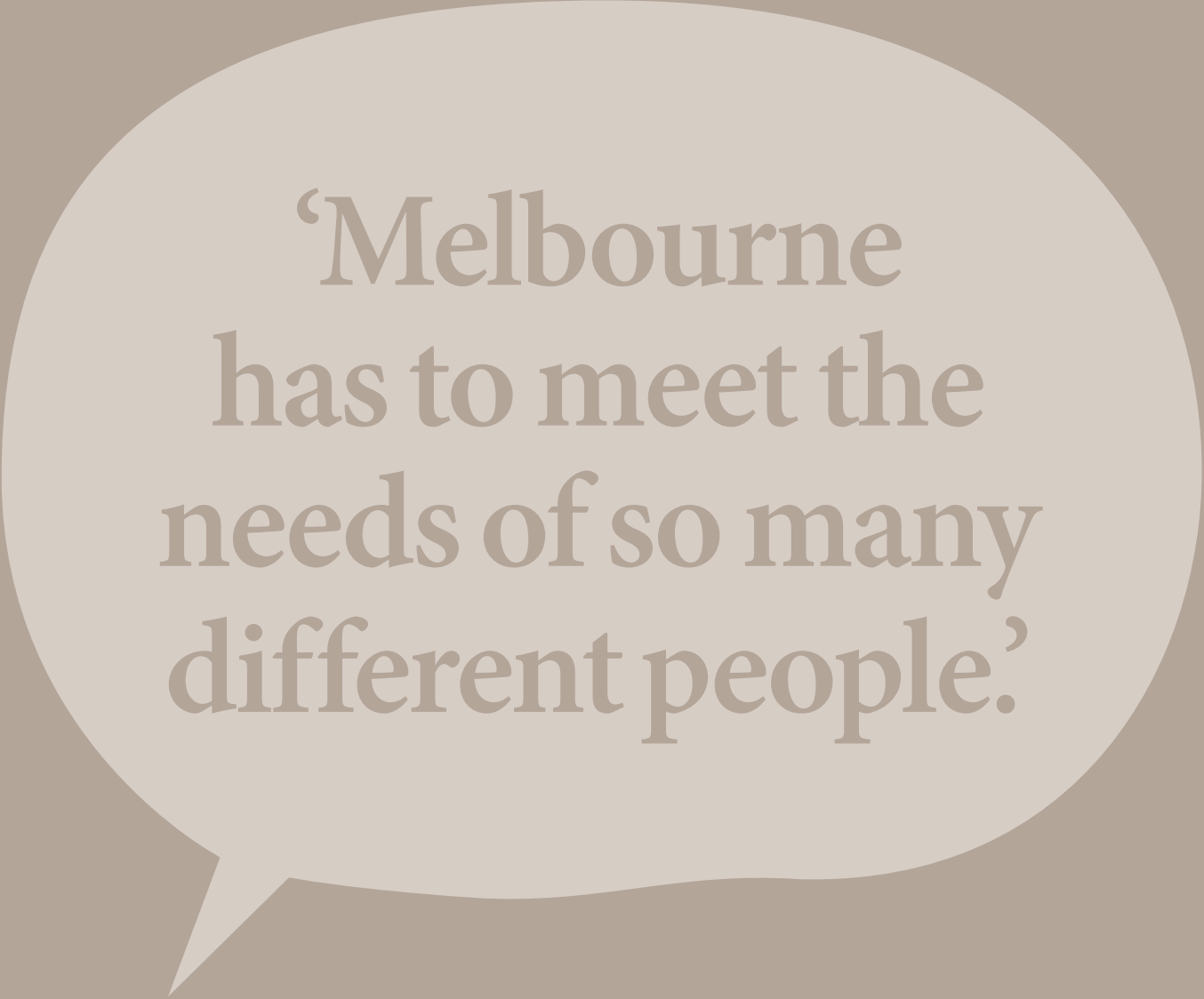| MEETINGS	DELIBERATIVE FORUMS
WORKSHOPS	FIELD TRIPS

Large group activities provide an opportunity for you to focus on 'multiple communities' and hear from a large range of people with different perspectives. These sessions can encourage dialogue and debate between groups. People bring with them energy, passion and experience which can be infectious and allows you to quickly identify priorities and actions.

LARGE GROUP

Remember

- Develop a clear run sheet or structure to identify the objectives, activities, resources and responsibilities for the large group activity. Test your run sheet with your colleagues before the session.

- Choose the right facilitator for the group. Facilitators will all have unique styles, tone and energy.

- Pick the right venue for your participants. Take into consideration the location, access, type of facility and size. Use a microphone if the room is large to make sure everyone can hear. Ask your participants ahead of time if they have special requirements.

- Break up the group according to topics to allow for focused discussion and for people to choose their interest area/s.

- Encourage participants to wear a name badge. This helps personalise the interactions and can also help you to understand who is confident to contribute and who is not.

- Use table facilitators to host and record conversations at break-out tables.

- If the energy in the room gets low, move people around and mix up the participants.

- Allow all members of a group to have their say. Some people might be nervous speaking in a large group, so make them feel valued.

- Promote your event widely in communication materials and through existing networks. Word of mouth can also be a great way of promoting your large group activity.

- Plan activities whilst remaining flexible. Some people may just want to have a chat and this form of input is equally valid and should be treated as such. Make sure you have the time to listen and record the conversations.

- Organise sessions at a time that's suitable to your participants. Research your audience to make sure the time suits them and provide plenty of notice.

'Melbourne has to meet the needs of so many different people.'

– Elizabeth, 45, from Ivanhoe, was at a table talking about planning during the Plan Melbourne forums.

drop-in

| POP-UPS | LISTENING POSTS |
| INFORMATION SESSIONS | SPEAKOUTS |

The public setting of drop-in events engages community awareness and interest, and is an opportunity to engage the community as a whole. Drop-in events can engage a range of people who might not normally be involved in engagement activities in a less formal way. They allow for greater flexibility as participants can choose to be involved for as much or little time as they like.

drop-in

Remember

- Use fun, creative and festive elements. Drop-in events can help to engage those people who may not have been initially interested in the project.

- Hold your drop-in event during an existing community event as you will already have a captive audience. If you create your own event, make sure it is advertised through the local media, letterbox drops or in public places.

- Have activities where people can see or hear what others have said, encouraging people to respond to other people's comments.

- Make sure your event is well signed and promoted on the day. You can use creative methods such as performance artists, chalk art or colourful signs.

- Choose the right location. Think about disability access and consider how your event impacts on surrounding people and businesses. Make sure your site is not overly exposed to the elements.

- Make sure you have access to interpreters to ensure access for CALD people within the community.

- If your event is outdoors, make sure it is an all weather event. You can also downsize on the day if the weather deteriorates.

- Develop a checklist with all the materials you'll need on the day. These events can be labour and resource intensive and can take weeks to prepare. Allow enough time to plan.

- Think about the time and day for your drop-in event. Weekends will help to attract families and other casual passers-by.

- Design your activities to enable input from all ages and backgrounds. Use voting activities or visual displays to help make your event attractive. It will also make sure your content has universal appeal.

- Make sure you have enough staff for your event. More staff will help attract community members. Make sure your staff are positive and approachable.

IDEA

Street Party: Throw a party down a local street for the community, and in the process you'll create a comfortable environment to collect useful thoughts and ideas from those who otherwise might be hesitant to participate. Providing food is a great way to start conversations.

'How is the laneway access to these apartments going to work?

Are they going to park on the street and create even more traffic?'

— John, 33, from West Brunswick, had questions for planners at a drop-in session.

surveys

SELF-COMPLETION SURVEYS	BALLOTS
ONLINE SURVEYS	PHONE SURVEYS
INTERCEPT SURVEYS	FORMAL SUBMISSIONS

Survey methods allow the collection of both qualitative and quantitative data. Surveys are inexpensive, non-confrontational and can allow anonymity. Anonymity can encourage honest answers especially if it is a sensitive conversation. Surveys are a trusted technique to obtain rich quantitative and qualitative data.

surveys

Remember

- Give participants the choice to complete a hard copy or online survey in their own time and in the comfort of their own home.

- Consider how you are going to distribute and collect your hard copy surveys. For example, if the survey is targeted at businesses, drop off the survey in person to explain the project and get their commitment to complete it and pick the survey up a couple of days later.

- If it is a hard copy survey, make sure to provide a reply paid envelop to ensure you receive the results.

- Intercept surveys in the street will be easier to attract people and to show them images, maps or plans. In this case, using tablets (for example, iPads) can help record information easily.

- Use language that is simple, direct and allows for either long or short answers. Consider what type of questions to use, depending on the information required, open or closed questions or a combination of both.

- Allow sufficient time to complete the survey and publicise the cut-off date.

- Promote your survey widely using existing communication channels and publications. Online surveys can be promoted on your website or as part of an email mail-out.

- When undertaking face-to-face surveys in an area with CALD community members, have an interpreter on hand to translate the surveys.

- Use clear and accurate language in your survey. Make sure it can be universally understood. Avoid using double negatives, leading questions and built in assumptions. Test your survey and its language before the engagement.

- Make your survey concise. The longer the survey the higher the risk of participant drop-off or partial completion.

- Make an enticing survey. Make sure your survey is visually attractive. Balance visuals with text.

'We need to make much better use of this facility. Every time I'm there it's empty.

It's a sad place when really it should be the heart of the community.'

— Sandra, 50(-ish) is a volunteer at a community centre in the outer suburbs.

ONLINE

FORUM FOR EXAMPLE, ENGAGEMENT HQ	WEBSITES	VIDEOS FOR EXAMPLE, YOUTUBE
MAPPING FOR EXAMPLE, SOCIAL PINPOINT	PHOTO SHARING FOR EXAMPLE, INSTAGRAM	
SOCIAL NETWORKS FOR EXAMPLE, FACEBOOK	MICRO BLOGS	
BLOGS FOR EXAMPLE, TUMBLR	ONLINE SURVEYS	FOR EXAMPLE, TWITTER

Engaging with people in an online space is convenient for people who are time poor. It is also an accessible technique for those with limited physical access as they can become involved from their home or library computer and even from their mobile phone. People are becoming increasingly confident and creative with the internet and it can be a safe place to share ideas and generate discussion. People who are geographically isolated or who have little spare time can be empowered by online engagement.

ONLINE

Remember

- Use online tools in combination with face-to-face techniques.

- Make your online space visually attractive and user friendly. Less words on a page helps with useability and navigation.

- Ask yourself what type of input you are seeking from the community and choose your online tools appropriately. Are you inviting the community to vote on options or provide a list of ideas? Do you want to create a space for dialogue and deliberation? Or do you just want to inform the community?

- Some participants could feel intimidated by technology. Make the steps to participating easy to understand.

- Use tagging where appropriate to make your engagement accessible and searchable.

- Include those who may have difficulty participating online. Make sure your online engagement follows the Web Content Accessibility Guidelines (WCAG) 2.0.

- Don't leave your online engagement un-moderated. Some online techniques require frequent moderation to ensure a safe environment to discuss community concerns is upheld. Ensure adequate risk management practices have been put in place to manage your online discussions for example 24/7 moderation, response protocols, staff facilitators.

- Include those without personal computers or stable access to internet. As far as possible ensure that people without direct computer access can gain access to your online consultation via community drop in centres, libraries, internet cafes, etc.

- Avoid using purely text based surveys. Ensure the online tool provides an opportunity for people with poor literacy skills to get involved; for example, through voting, ranking or rating processes.

- Consider how you are going to respond to and report on the findings from your online engagement. While social media tools may allow you to reach people, most do not have adequate archiving or reporting systems, both of which are essential for meaningful engagement.

IDEA

Citizen journalism: Try asking your participants to take some digital images or shoot a short video of their local area to show you rather than tell you what is important to them. This method can be especially effective with those living in geographically isolated areas.

‘I actually had conversations with people!’

– Paul, from Parkville, was reluctant to come to workshops
for a park planning project, so he used the online portal.

arts

MURALS	SCULPTURES	MUSIC
PHOTOGRAPHY	VISIONS FOR THE FUTURE	
PERFORMANCE	MULTIMEDIA	

Creative tools and activities are becoming increasingly recognised as effective responses to solving problems. They can be used to explore community values allowing people to express themselves using different mediums.

Arts based engagement is effective in discussing a particular issue or topic, as a capacity-building initiative, for behaviour change outcomes or to help promote your project and create a buzz.

arts

Remember

- Engage the community early to collaborate in urban design projects. For example, public art or street art can help 'reclaim' an area and encourage people to connect with a place. This co-design approach can also help to promote a project and generate interest from the broader community.

- Use art to help develop trust, build confidence and self-esteem and encourage the community to learn new skills. Long-term arts projects or initiatives can also have important community-building outcomes as diverse people can be brought together to share stories and experiences.

- Take care not to place too many restrictions on the participants' creativity.

- Holding children's workshops also helps to entice parents to participate. Use a simple collage activity to engage children and parents and give them information about your project or issue.

- Colourful art activities can help inspire other people to get involved in the broader community engagement project. Use art works created by the community in your communication materials such as posters to promote your project.

- Keep the activities uncomplicated. Keeping the task simple means more room for creative input from the participants and will encourage a wider audience to participate.

- Collaborate with local artists. They will have the skills and expertise as well as the local knowledge. Allow artists time to develop relationships with community members. This will help engender a sense of trust and will encourage a collaborative relationship to form.

- Acknowledge arts as a powerful form of expression, especially for those with disabilities affecting other forms of communication.

- Acknowledge contributions. Use arts as an avenue to share experiences or provide feedback on your project. This can be through creating a mural to communicate a vision for an area or through a performance that communicates people's ideas for the future.

'I want my house to be big enough for my whole family to all live together and that there are parks with giant playgrounds everywhere.'

– Jessie, 7, a primary school student, made a colourful collage to show all of the elements he'd like to see in an ideal future suburb.

education

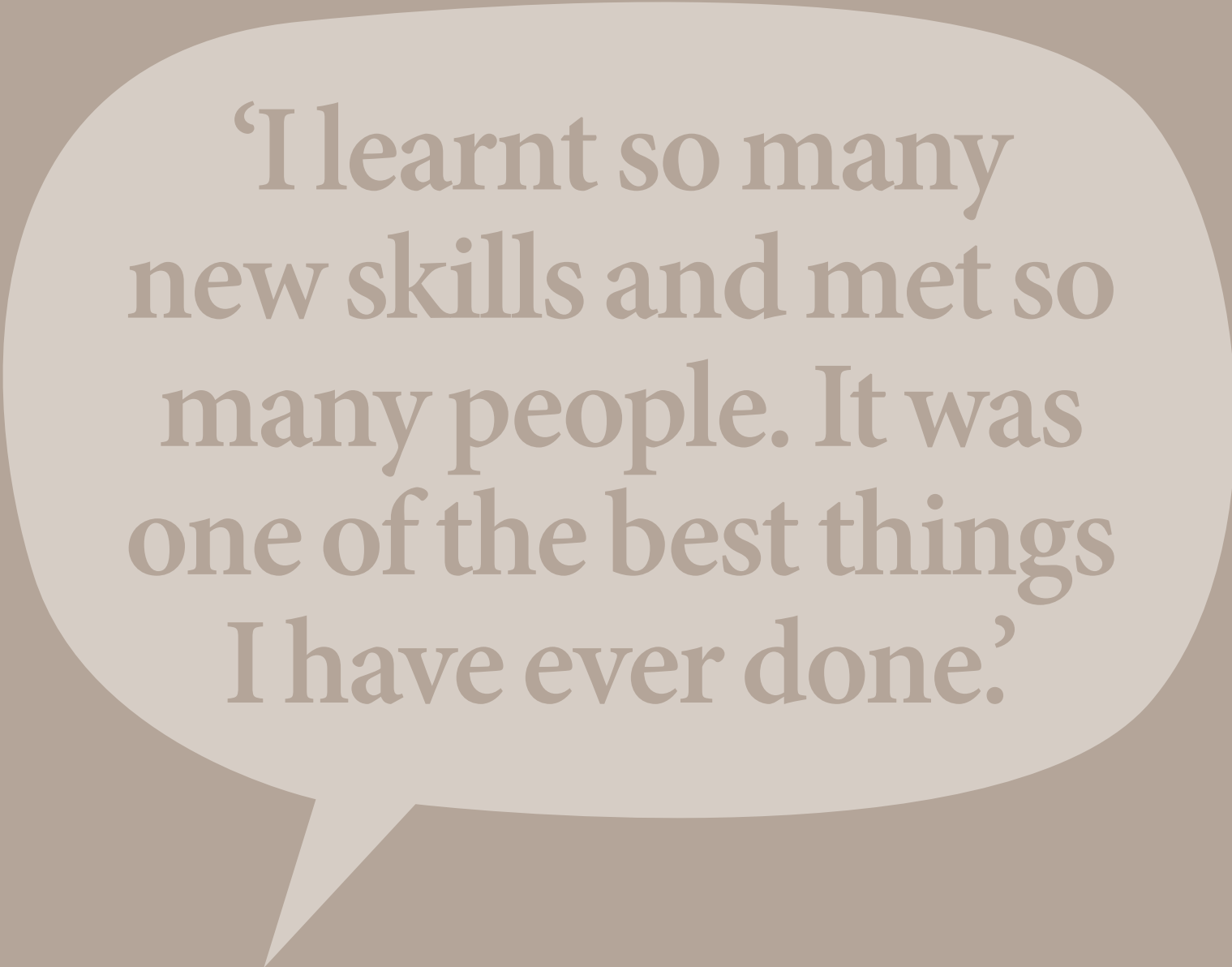| TRAINING	MENTOR PROGRAMS	LEADERSHIP GROUPS
SKILL DEVELOPMENT DAYS		

Engaging communities through training and community education has the potential to change ingrained behaviours, build capacity and provide the community with skills and confidence.

Community education programs can also assist in completing an engagement program or can help you engage a captive audience to test ideas or seek feedback. These sessions can also provide a good opportunity to link into existing programs by working with local organisations or service providers.

education

Remember

- Conduct an audit early on in your project to identify where the skills or knowledge gaps are. Use your community education program to address these gaps.

- Clearly define the purpose, objectives and intended outcomes of your community education program, and design your approach accordingly. Make sure all participants understand the objectives and learning outcomes before signing up.

- Work with local service providers and the community to develop the education program to suit their needs. Remember that a common defining feature of community education is that programs and activities are developed in collaboration.

- Be mindful of the duration and commitment required of participants before designing the program – is it feasible given everything else going on in their lives?

- Link with other education institutions – such as TAFE or CAE – to deliver your community engagement program.

- Train people in the community to have an active role in your project giving people new skills and opportunities. Invest the time in training and provide support in clearly defined ways.

- Reward the contribution of participants and their completion of an education program. This could be through certificates, written recognition or a prize.

- Invite people from the community to volunteer, don't expect people to come to you. These volunteers can be temporarily enlisted to assist in developing and implementing a community education program.

- Create finite and clearly defined programs as this will allow people to understand what is expected.

'I learnt so many new skills and met so many people. It was one of the best things I have ever done.'

– Sally, 20, originally from Kenya, was selected with 11 other newly-arrived young people for a training program in multimedia and community engagement.

communication

DISPLAY	NEWSLETTER	FACT SHEET	
POSTER	POSTCARD	LETTERS	EMAIL
MEDIA RELEASE	TELEPHONE		

Printed communication materials are a familiar method used to publicise and provide information about a project or issue. Communication material can be single purpose or be produced as a series of communication tools as the project progresses.

Communication materials come in a very broad range of formats including both online and hard copy, and can be easily adapted to suit the project and target audience.

communication

Remember

- Distribute materials widely and in a variety of formats, so they can reach a large amount of people, combining the needs of promotion with project information.

- Use multiple methods of communication to help reach a diversity of people, as they all have different communications needs.

- Choose images that complement the words and the subject matter.

- Test your communication material with different audiences before going to print.

- Advertise and provide links to further opportunities to participate such as social media and upcoming events. Provide project contact details so participants can ask questions.

- Use creative methods to deliver your promotional material. This could be via street performers to attract children or families, or through existing community groups.

- Think outside the box, using attractive images to give your communication material a life of its own and make people excited about the project.

- Include CALD groups or those with limited English proficiency. Make sure you provide translated material for key community languages if appropriate or provide links to language services.

- Avoid complicated jargon in your communication materials.

- Don't use small font sizes, or layouts and colours that are difficult to read.

- Use images, photos and graphics that the community can relate to and understand.

‘I didn't know what urban renewal was about until I saw those pictures.'

– Kim, 37, lives in a housing estate which is going through a major renewal to enhance the housing, community facilities and public spaces.

pop-up

TEMPORARY STREET ACTIVATION

RAPID PROTOTYPING | POP-UP PARKLETS

COLLABORATIVE DESIGN WORKSHOPS

PLACEHOLDERS

Creating a temporary prototype (or 'pop-up') of your project allows participants to tangibly experience its impacts first hand and re-imagine their local spaces. This testing process can generate meaningful engagement opportunities and build local support. By transforming an under-used space into a more attractive setting you will entice unlikely participants to be engaged in the design of your project. Pop-ups are also a great way to identify opportunities with participants that may not otherwise be explored.

pop-up

Remember

- Research and involve existing community organisations with your pop-up. These collaborations will provide useful insights and help to widely promote your engagement.

- Make your pop-up colourful and inviting. Provide free Wi-Fi and a range of activities for participants.

- Promote your pop-up event using flyers, posters and social media to make sure there is interest generated.

- Use a pop-up as part of your wider engagement program. Organise printed material to distribute with project information and online links to further engagement opportunities.

- Invite retail, food carts and trucks to your pop-up. This makes for a more relaxed environment to engage in discussions and will encourage wider participation.

- Test a range of alternative uses to the space, allowing the space to evolve throughout the event.

- Avoid expensive materials. Source low-cost, temporary materials like deck chairs, traffic cones, astro-turf and chalk.

- A good pop-up is short and sweet, leaving the community curious for its return.

- Don't be discouraged if your pop-up isn't a hit. It's not a failure as long as meaningful learning comes from the process. It's just as important to understand what approaches don't work in achieving the project goals.

- Define your desired outcomes prior to the event and work closely with the community to make sure you are testing something that has been developed from your insights.

4 CAPTURE

Capturing the experiences, behaviours and information that arise from an engagement activity or program is an important phase in an inclusive engagement process. Without capturing this information it will be very difficult to accurately convey feedback to decision makers and the rest of the community.

There is a wide range of techniques that can be used to capture information.

Outlined here are some tried and true techniques, but don't be afraid of trying something new.

MIX IT UP

The traditional mode of recording information is through a survey or form. You can mix this up by having the survey on an iPad/tablet at the event for participants to fill out or fill it out yourself while having a discussion with a person.

COLOURFUL CONTRIBUTIONS

Allow people to put their ideas on post-its or coloured card which can be put around the room or on an installation. These post-its/card can then be collected at the end of the event.

TIME TRAVEL

Take a time-lapse camera with you to a drop-in or pop-up event and watch the footage back to analyse the flows of people throughout the day.

SHARING STORIES

Encourage people to tell their stories either through a video, booklet, artwork or photography and share it with you and/or the community.

OBSERVE

Sit in a quiet place and observe how people use the place, interact with people or react to a change. Record the behaviour by taking notes or annotating an image or map.

MAP IT

Have participants create or annotate a map with their experiences and information through colour, notes, sticky dots etc. These maps can then be collected and analysed after the event.

It's always a challenge to take large volumes of information and analyse it. Here are some tips for organising and analysing information.

- Ensure you organise your data, otherwise you will have a lot of information that cannot be attributed to any questions, locations or themes.

- Synthesize your findings into key themes by spotting patterns in the responses from the community.

TAPE IT

Record interviews or discussion groups via a recording device or note taker. It is recommended that the note taker is a different person to the interviewer or facilitator so that they can actively listen and maintain eye contact with people.

LIVE ACTION

Take videos or photos at events of people participating in activities. A favourite activity is taking a photograph of people while they hold up a message on a piece of card or a white/black board. If you are really adventurous you can give people a camera and allow them to document their experience at an engagement event, remember to collect the photos afterwards.

- Think about how you want to report on before you begin engagement activities so that you collect all the information you need.

- Create visual maps or frameworks of the data collected relative to your initial aspirations for the engagement.

FEEDBACK

5

Providing feedback to participants and the broader community is an important step in the engagement process. Providing feedback informs participants about the collective impact of their engagement, strengthens the relationship between you and the community and builds trust in you and your process.

An interesting and inspiring feedback method can often result in participants sharing it with the broader community which in turn increases the impact of your engagement. Building feedback into your engagement process is also very helpful if there is media interest in your project.

EMAIL

An email following an event to say thank you for participating. If possible it is good to provide the key discussion points in the email to show that you have listened to feedback.

PUBLISH

Publish the findings online in the form a report or one page summary. Notify participants via email that the findings are available. If a participant has indicated that they do not have an email take the time to mail them a copy of the findings if possible.

VIDEO

Create a video that details the journey of the engagement including purpose, activities and findings. This can be emailed to participants, put on a website and/or shared via social media.

If you are adventurous you can record the engagement journey through other mediums including a story book, comic or art work.

OTHER MEDIA

Offer to meet with organisations, community groups or governing bodies to give a presentation on the findings.

Ensure whatever method you choose it is accessible for all abilities for example spoken and/or soft copy feedback.

When providing feedback remember:

TIMELINESS

Don't take too long to provide feedback. Participants will have lost interest in the project or worse already become frustrated and/or lost trust in the process.

DETAIL

Be generous with you feedback. The more detailed information you provide participants the more transparent the process will be.

ACCESSIBILITY

Make the feedback accessible. For example if a participant has to click through several websites to access a findings report they will be less likely to read it.

MINDFULNESS

Include participant's ideas and feedback. If there is a reason that a popular suggestion from an engagement activity cannot be implemented, acknowledge the suggestion and provide a reason why it cannot be implemented.

EVALUATE

6

Sharing your stories and insights with your colleagues and networks, and critically evaluating the methods used will allow you to improve and build on your community engagement practice. Here is a set of tips and ideas for evaluating your engagement methods.

FOCUS ON THE 'LESSONS LEARNT'

What worked well? What could have been better? What would we do differently on future projects? What is the formal or informal feedback from the community and stakeholders?

PARTICIPANT EVALUATION

Ask your participants to fill out an evaluation form after a large or small group session to see how included and comfortable they felt.

REVIEW

Go back and review your initial plan. Did you follow it or adapt to the barriers faced in the engagement?

PRINCIPLES

Create a set of principles representing the community you engaged with and follow it up with them for feedback.

STAY CONNECTED

Stay in touch with your participants and keep them informed, their views may change throughout the course of the project.

SHARE

Share information with your friends and colleagues. Speak to a friend or colleague who is not involved with the project for an outside opinion.