



**BANYULE COMMUNITY
ENGAGEMENT TOOLKIT,
TEMPLATES AND
RESOURCES**

July 2021



Banyule
CITY COUNCIL

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INTRODUCTION

Message from the CEO

Banyule is committed to meaningful and accessible engagement. Our engagement enables our communities and stakeholders to have a say on issues important to them. We use the feedback gathered to shape our service planning, decision making and advocacy to best meet Banyule's needs.

Over the past twelve months, we have been working to develop the Banyule Community Engagement Policy. Our policy guides how we plan, deliver and evaluate engagement opportunities that provide the opportunities needed for all voices to be heard. The Policy also guides how the information provided by community and stakeholders is valued and used to inform decisions and how this information is then shared.

The Policy is supported by this Community Engagement Toolkit – an internal resource we have developed to provide guidance and templates for Council officers to plan, implement and evaluate community engagement initiatives.

This is an exciting time for us to work together with our community and stakeholders to provide them with genuine opportunities for shaping and influencing decisions affecting them and issues that they care about. Through our commitment to engagement we aim to continually strengthen our community and together create a better Banyule.

Allison Beckwith
CEO of Banyule



Section I: How to use this Toolkit

The Community Engagement Toolkit (the Toolkit) is an internal resource for project managers to plan, implement and evaluate an engagement program, delivered as part of their project. It can be used from initiation through to delivery and evaluation after delivery or to refresh or provide support at any stage in the engagement process.

This Toolkit should be read in conjunction with the Banyule Community Engagement Policy (the Policy). The Toolkit and Policy have been based on existing engagement policies, internal engagement, best practice research and Council's project management approach.

The engagement principles underpin how we design and deliver community engagement, across all stages of engagement. The Toolkit takes you through the engagement stages to identify, understand, design, deliver, review, utilise and learn from your activities. We apply the community engagement principles as we move through all stages in an engagement process, from start to finish.

The Toolkit includes templates, key considerations, resources, detailed information on engagement tools and techniques as well as information about how to capture, analyse and report back on feedback.

It is important to note that every project requires an Engagement Plan with subsequent sign-off as well as a project plan. Further information on project planning can be found on the Intranet.



Section 2: Our Approach

Provided in Figure I (on the next page) is a summary of our engagement approach. It details our engagement stages, procedure, the key actions and resources available at each of those stages.

↓ **Figure 1:** Engagement approach

Stage one: Identify



Procedure

Key actions

Assess the project
Identify stakeholders
Develop Engagement Plan

- Identify the purpose of the engagement
 - Articulate the project scope (drawn from your Project Plan), and level of community and stakeholder influence.
 - Identify stakeholders (internal and external).
 - Identify the type of Engagement Plan required.
 - Define the engagement objectives, negotiables, non-negotiables and scope. Integrating the engagement design with project management procedures.
 - Agree on the evaluation criteria to measure the effectiveness of the engagement.

Stage two: Understand



Procedure

Key actions

Identify stakeholders
Develop Engagement Plan

- Understand the community and stakeholder, their interests, values and opportunities for engagement
 - Identify stakeholders and their possible values and likely level of interest in the project.
 - Consider the possible 'harder-to-reach' groups and opportunities for their participation.
 - Engage with colleagues to further understand community interests, values and preferences for engagement.
 - Understand the history of the project and related engagement, and who has or has not been involved in previous related projects.
 - Have an awareness of other projects, opportunities or community issues that may influence community participation in the engagement.
 - Gain Council buy-in and feedback regarding the engagement objectives and negotiables.
 - Agree roles and responsibilities of key officers.

Resources for stage 1, 2 and 3

Template #1: Project Assessment and Stakeholder Analysis
Template #2: Engagement Plan
Template #3: Shaping Banyule Request
Banyule Events and Engagement Calendar in Outlook



Stage three: Design



Procedure

Key actions

Develop Engagement Plan

Seek sign-off

Invite Banyule Events and Engagement calendar to project events

Develop project specific content

Design an appropriate engagement approach

- Create your Engagement Plan. Projects with a low risk rating can create their plans independently, however projects with medium to high risk ratings need to collaborate with the Community Engagement Team to create your engagement plan.
- Use a range of different engagement methods that provide people with accessible options to participate. This includes the identification of opportunities for inclusive and accessible engagement (consider the barriers to engagement e.g. providing information in languages other than English and AUSLAN).
- Select tools that collect relevant project information and data, and agree on an approach to information management and data analysis.
- Co-ordinate with other Council engagement activities, define roles and responsibilities (if applicable).
- Seek sign-off on the Engagement Plan for projects with a medium to high risk rating.
- Add your Engagement Program events to the Banyule Events and Engagement Calendar in Outlook.
- Work with the Community Engagement Team to develop engagement content and with the Communications Team to develop project collateral and Shaping Banyule page build (if applicable).

Resources for stage 1, 2 and 3

Template #1: Project Assessment and Stakeholder Analysis

Template #2: Engagement Plan

Template #3: Shaping Banyule Request

Banyule Events and Engagement Calendar in Outlook



Stage four: Deliver



Procedure	Key actions
Deliver engagement as per Engagement Plan	<p>Deliver genuine and respectful engagement</p> <ul style="list-style-type: none"> • Implement Engagement Communications Plan (Template 2 Table 6 in Engagement Plan). • Use clear and plain English throughout the engagement. • Provide the appropriate lead times when promoting the project (e.g. minimum 2-weeks' notice to attend an event). • Provide targeted project information in advance of engagement activities to support informed participation. • Describe to the community how their involvement will influence decision-making at the outset of the engagement and a timeframe of when participants can expect feedback. • Use structured agendas and engagement materials. Ensure the most appropriate team are delivering the engagement e.g. using skilled and equipped facilitators. • Deliver engagement activities at days, times and locations that meet the needs of the community and stakeholders.

Stage five: Review



Procedure	Key actions
<p>Collate and analyse engagement findings</p> <p>Identify what Council will do with the feedback</p> <p>Prepare and submit consultation findings report</p> <p>Share consultation findings</p>	<p>Review and interpret the engagement information and data</p> <ul style="list-style-type: none"> • Consolidate the data and information collected during each engagement activity. • Analyse the data and information to identify themes, priorities and preferences. • Identify any engagement bias or limitations which have impacted the process. • Identify gaps in participation and information to be addressed. • Re-engage with key stakeholders to validate that we understood them correctly.

Resources for stage 5 and 6

Key Findings Report (as per project assessment)



Stage six: Utilise



Procedure

Key actions

Collate and analyse engagement findings

Identify what Council will do with the feedback

Prepare and submit consultation findings report

Share consultation findings

- Utilise the outcomes of your engagement to inform your project; provide feedback on the engagement process, findings, outcomes and decisions
- Communicate with participants and stakeholders about the engagement process, what happened, the key findings, outcomes and how any decisions were made.
 - Publish updates and final outcomes of community engagement on key communication forums and channels.
 - Upload the engagement findings report to the Shaping Banyule page and the Digital Knowledge Bank. If the project did have a Shaping Banyule page, at a minimum you must share the report with participants and upload your report to the Digital Knowledge Bank.
 - Use the findings of the engagement to inform project decisions and other relevant initiatives.
 - Leverage relationships to support delivery of project outcomes.

Resources for stage 5 and 6

Key Findings Report (as per project assessment)



Stage seven: Learn



Procedure

Key actions

Undertake evaluation of engagement

Share project lessons with organisation

- Learn by measuring the effectiveness of the engagement and share the learnings from your engagement
- Measure the engagement process from the beginning.
 - Understand and evaluate the depth and breadth of participation to inform future engagement.
 - Capture and share the learnings from the engagement (e.g. host a 'lessons learnt' discussion with key internal stakeholders).
 - Share information internally about the engagement process and outcomes.

Resources for stage 7

Template #4: Community Engagement Reflections and Lessons Learnt





Section 3: Templates

THIS SECTION COVERS:

Identify and Understand
Design and Deliver
Review, Utilise and Learn



Identify and Understand

Template #1: Community Engagement Project Assessment and Stakeholder Analysis

Project assessment

Prior to commencing the design of any engagement initiative, the Community Engagement Project Assessment must be undertaken to understand what level of engagement your project requires and the level of approval your subsequent Engagement Plan will need. The assessment will help you to understand and guide the community engagement requirements for your project.

Project managers are responsible for undertaking the assessment. They are also responsible for ensuring that quality engagement is planned, delivered and evaluated.

Instructions

Undertake an assessment of your project by completing the table below. Please indicate a score for each question, 1 = very low and 5 = very high.

↓ **Table 1:** Project assessment

	1 Very low	2	3	4	5 Very high
What level of impact will the project have on stakeholders / community?					
What is the anticipated level of stakeholder / community interest in your project?					
	<\$10K	\$10k - \$25k	\$25k - \$65k	\$65k - \$100	>\$100K
What is the expected cost of the project?					
What impact/influence will the project have on Banyule's reputation?					
What level of influence will stakeholder / community feedback have on the project direction/outcome?					
How great is the risk if no engagement occurs?					
Total risk rating score					

The total score from the project assessment will determine the appropriate engagement approach and who is responsible for signing-off your subsequent Engagement Plan (see Table 2).



↓ **Table 2:** *Appropriate engagement approach and sign-off required*

Risk rating	Low (1-10)	Medium (11-20)	High (21-30)
Engagement design responsibility	Managed entirely by the project manager with support from their Service Area	Managed by the project manager with support from their Service Area and input / advice from the Community Engagement Team	Managed by the project manager with support from their Service Area and input / advice from the Community Engagement Team
Sign-off of the Engagement Plan	Service Area Manager	Relevant Director	Executive Management Team (Note, Councillor Briefing may also be required)
Level of engagement ¹	Inform/Consult E.g. minimal amount of engagement such as media release, survey	Consult/Involve E.g. medium amount of engagement such as workshops, survey	Involve/Collaborate/Empower E.g. high amount of engagement such as citizen jury, survey, workshop, working groups
Type of key findings report	2-page summary report	~15-page key finding report	~30-page key findings report

Stakeholder analysis

Each project involves different groups of people with varied and sometimes conflicting ideas about the issue at hand. It is important to identify the people or groups who are affected by or have influence on the project. It is also important to understand their level of interest in the project, their motivations, and their ability to participate in the engagement process. People, attitudes, ideas and perceptions are not static, and neither are stakeholders; they will emerge and evolve throughout the engagement process.

It is important to identify all groups and individuals internally and externally that will be affected by or have an interest in your project and determine what engagement activities might be required and at what stage of the project. Not all stakeholders will need to be engaged at the same level; their needs will need to be identified to determine what engagement activities might be required and at which stage of the project.

Consider the following:

- Refer to Digital Knowledge Bank to identify if past engagement with stakeholders and the community about similar issues has occurred.
- Council has a number of Advisory Committees that may be highly beneficial to engage with. These include committees with the following focuses: environment, disability and inclusion, arts and culture, age-friendly, Aboriginal and Torres Strait Islander, multicultural, LGBTIQ+ and children, young people and families.
- Review local community profile or ABS Census statistics to get a full picture of the people who make up the community.
- When undertaking a stakeholder analysis, remember it is a 'snapshot in time' and requires constant review and monitoring.

Use the Stakeholder analysis template (see Table 3) to list all your project stakeholders along with their level of interest, impact and influence and their barriers to engagement.

¹ The IAP2 spectrum can be found in the Community Engagement Policy.



↓ **Table 3:** *Stakeholder analysis template*

[illegible]

Next steps:

- Save your completed template in your relevant project folder in CM9.
- Please submit a copy of the completed template (#1) to the Community Engagement Team (for statistical purposes). This is required for all projects regardless of their risk rating.

[illegible]

- Use the findings of this project assessment and stakeholder analysis to develop your Engagement Plan (Template #2). If your project risk rating is greater than 10, meet with the Community Engagement Team to discuss your Engagement Plan. All Engagement Plans, regardless of risk rating, must be signed off by the relevant person (refer to Table #2).



Design and Deliver

Template #2: Engagement Plan

Project Name	Project manager

Project background

In a few sentences, describe the project. Start by answering these key questions.



What is the project? Why is the project needed? Where and when is the project taking place?
What is the intended outcome? What Council Plan strategic objective does the project align with?

For further information refer to Supporting Notes – [Understand the project background \(page 29\)](#)

Engagement objectives

Clearly define the objectives so stakeholders understand the purpose and intended outcomes of the engagement process.



For further information refer to Supporting Notes – [Develop Engagement Objectives \(page 29\)](#)

↓ Table 1: Engagement objectives

Objective 1	E.g. To build knowledge amongst the stakeholders identified in this plan to understand the impacts of climate change and the rationale for a Community Emissions Reduction Plan.
Objective 2	E.g. To understand stakeholders preferences regarding Council's response to climate change.
Objective 3	To...



Delete:

Please delete the instructions once you have completed drafting the section so the final plan is easy to read.



Negotiables and non-negotiables

Identify below what the community/stakeholders can influence (negotiables) and cannot influence (non-negotiables).



For further information refer to Supporting notes – [Define the project negotiables and non-negotiables \(page 30\)](#)

↓ **Table 2:** Negotiables and non-negotiables

Non-negotiables: What are the elements that cannot change and therefore are not able to be influenced by engagement?	Negotiables: What are the elements that can change and will be influenced by engagement?	Information needed: What information can be collected through the engagement process?
<i>E.g. Main Street is going to be transformed to ensure it's more accessible and attractive for all members of the community.</i>	<i>E.g. Style and location of street furniture and lighting.</i>	<i>E.g. Where is lighting and street furniture most needed? Should the works be undertaken all at once or be a staged implementation?</i>

Key messages

What needs to be communicated about the project and engagement activities?



For further information refer to Supporting notes – [develop the key messages² \(page 30\)](#)

↓ **Table 3:** Key messages

1	
2	
3	
4	
5	

2 Note, a project may also need Frequently Asked Questions (FAQs) developed, particularly if the project is complex and the project manager anticipates the community and stakeholders will ask lots of questions. For further information refer to [Supporting notes – write the frequently asked questions \(FAQs\) \(page 31\)](#)



Engagement activity plan (tools and techniques)

Use the below table to map out who you will be engaging with; what you are engaging about; how, where and when you will engage; who is responsible; and how much it will cost.



For further information refer to Supporting notes – [design the engagement activity plan \(tools and techniques\)](#) (page 31) and Section 6: Tools and techniques menu (page 42).

↓ Table 4: Engagement activity plan

Stakeholder group	Engagement tool / technique and description	Focus / questions	Date, time and Location	Resources / Materials	Responsibility	Promotion Method	Cost

Tips for developing the activity plan are presented below.

- Use your completed stakeholder analysis from Template # 1 to populate Column 1, Stakeholder group.
- Designing the right questions for the various activities throughout your Engagement Plan is essential to ensuring you end up with the information you require. For tips on how to design your questions please refer to Supporting Notes – [Designing the questions](#) (page 32).



Monitoring and evaluation

Evaluation is essential for understanding how effective the engagement has been.



Please plan your evaluation below using the key evaluation fields of ‘Participation’, ‘Process’ and ‘Outcome’

For further information, including an evaluation framework refer to Supporting Notes – undertake ongoing monitoring and evaluation (page 34)

↓ Table 5: Monitoring and evaluation

Participation	Process (How)	Outcome	When will it occur? (timing, e.g. at the end of the project, at the end of stage 1)	Who is responsible for undertaking?



Communications plan

Promotion is an essential part of successful community engagement.



This section must be discussed with the Communications Team prior to Engagement Plan sign-off. Communications will work with you to select the best ways to promote your engagement.

Please submit the completed plan to Communications by using the Communications Brief on the intranet. Select Engagement Project; include the whole Engagement Plan so Communications can understand your target audiences as well as your communication needs.

For further information refer to Supporting notes – [develop the communications plan \(page 34\)](#)

↓ **Table 6:** *Communications plan*

Project title		
Project manager		
Engagement timeframe:		
<ul style="list-style-type: none"> Initial engagement: Feedback on engagement: Engagement conclusion: 		
Communication aims:		
Design and print required	Item	Date required
Promotional avenues required	Note, Communications will work with you to identify the best avenues to get the message out about your engagement. Below are a range of possible avenues for consideration.	
Avenue	Date required	
Design and print ³		
Social Media		
BCC Website		
Intranet (internal only)		
Media release		
Banner	Edition Required	
Shaping Banyule article		
Separate article (dependent upon space and other editorial)		

3 Please think about the stages of your engagement. What do you need to promote the engagement? Will you need a final report designed? Will you need to design a summary of the feedback you receive?



Budget

- | | |
|------------------------------|--|
| • Design: | |
| • Printing: | |
| • Distribution: | |
| • Advertising and promotion: | |
| • Other: | |

Engagement Plan approval

Note, the total score from the project assessment will determine the appropriate engagement approach and who is responsible for signing-off your Engagement Plan (refer to #1 Community Engagement Project Assessment and Stakeholder Analysis Template).



↓ Table 7: Engagement plan approval

Sign-off level required:

Complete sign-off hierarchy as required

Project manager name (Officer):

Signature:

Date:

Service Area Manager (Owner):

Signature:

Date:

Director (Sponsor):

Signature:

Date:

Next steps:

- Save your completed template in your relevant project folder in CM9.
- Develop the content you need for the engagement activities.
- Continue, as required, to work with the Community Engagement and Communications teams throughout the implementation of your Engagement Plan.



Template #3: Shaping Banyule Request

If your Engagement Plan involves a Shaping Banyule page, please complete this template and return it to the Community Engagement Team.

You will need to commence working with the Community Engagement Team to develop your Shaping Banyule request six weeks prior to the date you want your Shaping Banyule project page to go live.

You will need to allow three weeks to work with the Community Engagement Team. This is to ensure you have developed the key information required for your page; that the content is clear and easy to understand; and that you are asking questions that will get you the information you are after and is most valuable to your project.

Once your content and all supporting materials (e.g. photos, documents, maps, design concepts etc.) are developed and agreed, please forward all items to the Communications Team for page build. You will need to allow three weeks for Communications to build your page and have it ready to go live (remember there are multiple projects happening across the organisation at any one time).

↓ Table 1: Shaping Banyule request

Project Title	
Photo / image	
Call to action statement	<i>E.g. What do you think about XXX? Have your say on XXX. Provide your feedback on XXX.</i>
Project introduction / background	<i>Use the project background section and project key messages as per your Engagement Plan to prepare a paragraph (200-words) to introduce the project and the background.</i> <i>This may be the only information the community and stakeholder will read about your project; keep it simple and clear. Your project page may be the first-time people are hearing about the project, so the content must not assume prior knowledge or understanding of the project/subject matter.</i>
Have your say / consultation approach	<i>This section should include details about how you are seeking feedback and how people can get involved. If possible, it should include links to the online engagement tools e.g. survey, maps, etc.</i>
OPTIONAL: Additional project information (tabs)	<i>The information available on the project page should be kept short to encourage people to read and digest it. Further information about the project can be provided in multiple ways such as FAQs, fact sheet, links to other projects and tabs. Limit tabs to three for specific project information, this may include site details, previous engagement, the process to date, how to get involved, etc.</i> <i>Provide the tab/s title and the content below</i>



Engagement tools and questions	<p>Please identify what tool you would like to use and the questions you would like to ask. Use Supporting notes – design the questions (page 32) to guide you. Note, there are some standard demographic questions that will apply to all projects. Please specify if you would like additional demographic questions included.</p> <p>Below is a list of the Shaping Banyule engagement tools. More information is available in the Section 6: Tools and techniques menu (page 42).</p> <ul style="list-style-type: none"> • Form allows you to build detailed forms and surveys to collect quantitative and qualitative data • Quick Poll allows for quick multiple-choice questions • Social Map allows respondents to leave spatially based, qualitative feedback via an interactive map • Gather provides the ability for participants to post text, images or videos • Visioner asks a single prompting question and participants can respond in 160 characters or less • Forum enables online discussions around themes or topics • The Q&A tool allows participants to ask you specific questions and allows you to post responses • Fund it is a participatory budgeting tool that gives the community a voice in funding projects and services
Project timeline	<p>This section includes the timeline of the project; this can be milestone steps or key dates. Note, this may change as the project progresses.</p> <p>Provide the project timeline below.</p>
OPTIONAL: FAQs	<p>This section includes a link to the project FAQs. Please insert your project FAQs below. If there are a lot of FAQs consider dividing them into themed them into sections.</p>
Get in touch	<p>This section includes information about who to contact (Council representative) to find out more information, ask a question, etc. Please include the name, phone number (main Council #) and email address of the project contact below.</p> <p>Note, you will need to advise Customer Service that your project is going live.</p>
Document library	<p>The document library includes all information relevant to the project and engagement process. This can include project collateral (fact sheets, poster, etc.), previous engagement reports, background reports, presentations, etc. Note, these should always be a PDF document.</p> <p>Please insert the document title and attached a PDF copy of the documents.</p>
Links (optional)	<p>This section includes links to other relevant information such as related projects (Council and external). Please include links and the title below.</p>



Review, Utilise and Learn

Template #4: Community Engagement Reflections and Lessons Learnt

To be used at the end of your project.

It is important to understand and evaluate the depth and breadth of participation in an engagement process to inform future engagement. At the end of a project and as part of the overall project debrief, project managers should host a 'lessons learnt' meeting with the project team and key internal stakeholders. The purpose of these meetings is to capture and share the learnings from the engagement.

Below are some key questions for Project Managers to answer individually or for the project team to reflect on at a lesson learnt meeting at the conclusion of your project. Draw on the information from the ongoing monitoring and evaluation of your project, as identified in your Engagement Plan to complete this template.

↓ **Table 1:** *Community Engagement Reflections and Lessons Learnt*

Project Title	
Suburb	
Date (month/year)	
Project manager	
What was the project?	
What were the engagement objectives for your project?	
What were the engagement tools used? (i.e. implementation, locations and platforms)	
Who participated in your project? (i.e. the demographics of the participants)	
What were the key engagement findings?	
How will the feedback be used?	
What are the next steps for the project?	
What surprised you?	
What frustrated or concerned you?	

4 Note, please refer to your Engagement Plan (Template #2) for this information.

5 Note, this can include a link to where the key findings report can be found.

What worked well? Is there a general principle/ process that you could use again?	
What would you do differently? What would you try next time?	
What advice would you give someone working on a similar project?	
Project manager	
Please include further information – link to the project webpage (if available) and link to Key Findings Engagement Report	

Next step:

- Once completed, please upload your responses to the Digital Knowledge Bank to share your learnings with the organisation.



Section 4: Supporting Notes

Understand the project background

Every time you undertake community engagement it is different: a different topic, a different group, a different conversation. Understanding the community and the environment you will be working in, will help define the engagement objectives. These elements lay the foundation for your engagement approach and provide an important reference point throughout the project.

Project background can include a description of the project, including information about the project needs, the community it is located in, the likely benefits and impacts, summary of findings from recent research and/or engagement and if relevant, the Council Plan strategic objective the project aligns with. Hint: You may already have this information in your project plan/BPMi documents.

Develop the engagement objectives

The engagement objectives should be clearly defined so that stakeholders understand the purpose and intended outcomes of the engagement process. It is crucial that the objectives are also commonly understood and 'owned' by the broader project team. The objectives will underpin the engagement and will also allow for effective monitoring and evaluation of the project.

Some tips for developing objectives are presented below.

- Think about why you have decided to undertake engagement.
- Consider where does your engagement sit on the IAP2 Spectrum⁶.
- Keep it simple; up to three key objectives for most projects is enough.
- Start sentences with 'to' such as 'to improve the community's understanding of the proposed upgrades to the park' or 'to seek feedback on the proposed location of the pedestrian pathways in the park.'
- Ensure the objectives complement Council's community engagement principles⁷.
- Use accessible language to ensure the objectives are commonly understood by all involved.

⁶ Refer to the IAP2 Spectrum in the Community Engagement Policy.

⁷ Refer to our Community Engagement Principles in the Community Engagement Policy.



Define the project negotiables and non-negotiables

Negotiables and non-negotiables detail what can and cannot be influenced through the engagement process. It is essential to the success of the project that these are clearly articulated through communication materials and at engagement events, so the community understand what they can genuinely provide feedback on and influence.

The engagement negotiables guide all key messages and engagement questions for the project. The non-negotiables are elements of the project that cannot be influenced due to statutory, regulatory or technical reasons e.g. the playground will be moved to the far left of the site to avoid the flood plain in the park, therefore location of the playground is a non-negotiable.

Develop the key messages

Key messages are developed to assist in informing the community of the project and to help them understand how their involvement will directly contribute. The messages should be used consistently across all project communications.

Tips for developing key messages:

- Limit the key message to the most important project information. There should be a mix of engagement process and subject content.
- Balance what the project needs to communicate with what the community needs to know.
- Key messages should be simple; each should present one idea in one sentence.
- Include a key message about how you will be using the feedback you collect e.g. 'Your feedback will be used to help develop a design concept for ...'
- Review and update key messages every few months.



Write the frequently asked questions (FAQs)

Some projects may need FAQs, a centrally managed and approved set of 'answers' to commonly asked or expected questions about the project. Note, these are not mandatory but may need to be developed if the project is complex and the project manager anticipates the community and stakeholders will ask a lot of questions. If developed, the FAQs will be available on Shaping Banyule and in hard copy at face-to-face engagement events and may also be included in any targeted mailouts.

Tips for developing FAQs:

- List the tough questions you anticipate will be asked about the project.
- Answer questions, not statements.
- Order questions by importance; if there are a lot, group them under themes.
- Keep the answers up-to-date and remove redundant questions.
- Seek information or review from Banyule staff to ensure the question and answer is correct.

Design the engagement activity plan (tools and techniques)

To plan effectively, it is important to understand the resources / materials and how much support from others (internal and external stakeholders) you will need throughout the engagement. It is important to understand how much budget you will need for the engagement and to design an approach for the budget allocated. Good engagement can be inexpensive, if you choose an approach that is achievable within your resourcing parameters.

When completing this section consider if your project is occurring across multiple stages, if so you will want to reflect each stage and the activity separately in the Activity Plan

Refer to the Tools and Techniques Menu on page 42 for more information about possible activities as well as details about their investment of money, time / resources required and anticipated impact.



Design the questions

What are the key questions you will be asking throughout the engagement activities? These can be based on the information needed in the define the negotiables and non-negotiables section of your Engagement Plan. Consider that you may be presenting and delivering your questions in workshops, pop-ups, online, pictorially or in any other context as such no template has been provided for drafting the questions. We encourage you to draft them in anyway that suits you best. The final presentation and delivery of them will be in accordance to the identified engagement method in your activity plan.

There is a science to developing the ‘right’ questions, and more specifically, to achieve your engagement objectives. Not only do the questions have to obtain the information required to inform your work, they also need to socialise the project and engage people about the topic.

Tips for writing questions are presented below.

Be simple and clear

- Write questions in plain English – no jargon and no acronyms
- Be brief and keep questions short and to the point
- Focus questions so they ask one thing at a time

Be thought-provoking

- Be specific – ask about elements of your project, not just a generic question requesting ‘feedback’
- Dig deeper and ask for a rationale behind the opinion

Create excitement

- Generate energy by using the active voice to motivate involvement
e.g. ‘What would **you** do to ...’
- Empower respondents to act or take responsibility for the solution
e.g. ‘What can you do this week to reduce the amount of times you drive your car?’

Be genuine and open

- Ask yourself; is this a genuine question – a question we really don’t know the answer to?
- Don’t ask for something you can’t deliver on or is outside the scope of your project.
- Be honest and transparent about potential change.

Provide information

- Provide context; often the questions will be the only project context people will read



Include Council's standard demographic questions			
Gender:	Age Group:	Suburb: (drop down list of Banyule Suburbs)	
<ul style="list-style-type: none"> • Female • Male • Non-binary / Gender fluid • I identify as (open text box) 	<ul style="list-style-type: none"> • Under 15 • 15-19 • 20-24 • 25-34 • 35-44 • 45-54 • 55-64 • 65-84 • 85+ 	<ul style="list-style-type: none"> • Bellfield • Briar Hill • Bundoora • Eaglemont • Eltham • Eltham North • Greensborough • Heidelberg • Heidelberg Heights 	<ul style="list-style-type: none"> • Heidelberg West • Ivanhoe • Ivanhoe East • Lower Plenty • Macleod • Montmorency • Rosanna • St Helena • Viewbank • Watsonia • Watsonia North • Yallambie • Other
Relationship to Banyule:	Access, Inclusion and Equity:		
<ul style="list-style-type: none"> • Live • Work • Study • Other (please specify) 	<p>We value diversity and want to ensure our consultations are capturing the diversity existing in our community. With that in mind, please tell us a little more about you.</p>		
What languages (other than English) do you speak at home?	<p>Are you (please tick all that apply) <input checked="" type="checkbox"/></p> <ul style="list-style-type: none"> <input type="checkbox"/> A person with disability, inclusive of mental illness <input type="checkbox"/> A person identifying as LGBTIQ+ (Lesbian, Gay, Bisexual, Transgender, Intersex, Queer+) <input type="checkbox"/> A person of Aboriginal or Torres Strait Islander decent <input type="checkbox"/> A person speaking English as a second language <input type="checkbox"/> None of the above <input type="checkbox"/> Prefer not to say 		

There are many ways to ask a question. Finding the most appropriate one will depend on the type of information you are seeking. Some things to think about when designing your questions are outlined below.

- What are the information needs of the project?
- What are the reporting requirements? For example, quantitative responses (e.g. information that can be measured with numbers such as demographics), qualitative responses (e.g. non-numerical such as people's views and feelings) or a mixture?
- Open-ended questions, the kind that don't have 'yes' or 'no' answers, are most effective.
- Provide multiple choice and check box options if they are the only response options. But keep in mind those rarely are the only options. Ensure you have room for 'other' responses.
- Instead of words, use images as a more inclusive and engaging way to seek feedback.





Develop the communications plan

There is no point in hosting a community engagement activity for your project if no one knows it is happening. Promotion is an essential part of successful community engagement and it is important that all identified stakeholders and members of the community are informed of the engagement. It is important to consider whether the project's communication material requires translation into key community languages.

Please refer to the [Section 6: Tools and Techniques Menu \(page 42\)](#) for more information about the possible communication and promotion tools, as well as details about their investment of money, time / resources required and anticipated impact.

Undertake ongoing monitoring and evaluation

Evaluation is essential for understanding how effective the engagement has been. Consider it along with your overall community engagement planning at the start of the process not the end. Early planning will mean resources are properly allocated and the necessary data is collected. Evaluating the engagement becomes difficult if it is not considered until after project delivery.

The evaluation of the engagement should be guided by Key Evaluation Questions across the themes of participation, process and outcomes. The evaluation framework is shown in Table 1 on page 35.



↓ **Table 1:** Evaluation framework for engagement process

Theme	Key Evaluation Question	Key Performance Indicator	Data source
Participation	<ul style="list-style-type: none"> How many stakeholders / members of the community were reached with information about the project? How many stakeholders / members of the community were given the opportunity to provide input? Was there diversity in participants? Was the community provided multiple and varied opportunities to participate? 	<ul style="list-style-type: none"> Reach of promotion activities As identified in stakeholder analysis and representation across age, gender, stakeholder group, language background Number and variety of engagement events 	<ul style="list-style-type: none"> Google analytics Social media channels Numbers of attendees Number of letters / emails sent Shaping Banyule visitor, contributor and respondent Responses to demographic questions Project team reflections
Process	<ul style="list-style-type: none"> Was the engagement well-planned, well-facilitated and well-communicated? How could the project methodology and delivery be improved? 	<ul style="list-style-type: none"> Participants rating of planning, facilitation and communication Reflections of the project team 	<ul style="list-style-type: none"> Participant evaluations Project team reflections
Outcomes	<ul style="list-style-type: none"> Did we [outcome of engagement objective #1 e.g. improve the community's understanding of the proposed upgrades to the park?] Did we [outcome of engagement objective #2] Did we [outcome of engagement objective #3] Do stakeholders have confidence in the engagement process? What were the unexpected outcomes from the engagement? Do stakeholders know how their feedback was used to inform decisions? 	<ul style="list-style-type: none"> Changes in knowledge and attitudes in engagement participants Stakeholders report confidence in process Understanding of the key engagement findings 	<ul style="list-style-type: none"> Participant evaluations Project team reflections Key findings report



Key Findings Report

Reporting on engagement is important – if we do not report on it; *how will people know what happened? How will we be able to use the information to inform the next steps for the project? How can we close the loop with our community and stakeholders who spent time and energy providing their feedback?*

Tips for undertaking analysis of the engagement findings and preparing a key findings report:

- Determine the type of engagement report as per the project assessment.
- Undertake an analysis of the engagement data to identify themes, priorities and preferences.
- Identify any engagement bias or limitations which have impacted the process.
- Think about how the key findings will be shared with participants and the broader community.
- Use direct quotes to illustrate sentiment, either in the text or as pull-out boxes.
- Examples of recent Council's engagement reports can be found in the Digital Knowledge Bank located on our intranet.
- Prepare a key findings report using the table of contents examples below.
- Once the report has been written and approved it needs to be shared with participants as well as stakeholders and the wider community. The report should also be shared internally via the Digital Knowledge Bank.

Two-page summary report

A two-page summary report can be a MS Word document or a designed infographic. Below are the example contents of a two-page summary report.

↓ **Figure 2:** Example table of contents

Section	Key information
1 Project background	<ul style="list-style-type: none">• Project background and context, when the engagement occurred and purpose of the engagement
2 Engagement methodology	<ul style="list-style-type: none">• Engagement approach• Information about who participated• Demographics of the participants presented as a summary graph• How they participated• Engagement activities and number of people who participated in each
3 Key engagement findings	<ul style="list-style-type: none">• What did we hear? / What did people say?• Summary of the key themes / findings
4 Next steps	<ul style="list-style-type: none">• How the feedback from the engagement will be used• The next steps for the project

Medium and long key findings report

Outlined below are the example contents of a medium (~15-page) and long (~30-page) key findings report.

↓ **Figure 3:** *Example table of contents*

Section	Key information
Executive summary	<ul style="list-style-type: none">• If the report is longer than 20 pages or to summarise the key feedback
Introduction	<ul style="list-style-type: none">• Report purpose• Project background
Engagement methodology	<ul style="list-style-type: none">• Engagement consultation approach e.g. what activities did you undertake to gather the feedback? This could be split into activities to inform (communication and promotion) and activities to seek feedback• Limitations e.g. what were the limitations with the engagement process or the data• Participants e.g. this can be based on the demographic questions
Engagement findings	<ul style="list-style-type: none">• This could be presented in multiple ways e.g. as per the engagement questions or under the key themes that emerged through the engagement• An optional section on the evaluation of the engagement process (monitoring and evaluation)
Further comments	<ul style="list-style-type: none">• This is an ideal space to capture the feedback from participants on issues that were not directly addressed by the engagement questions
Observations	<ul style="list-style-type: none">• An optional section of the observations from those involved in delivering the engagement
Next steps	<ul style="list-style-type: none">• How will the engagement findings be used?• What are the next steps for the project?
Appendices	<ul style="list-style-type: none">• Communication and promotion materials e.g.<ul style="list-style-type: none">- Poster / postcard- Copy of the survey or engagement questions- Social media posts

Next steps:

- Once your report has been written and approved please upload the finalised report to the Digital Knowledge Bank on the Intranet.
- Please also work with the Communications Team to upload your report to Shaping Banyule (but only if you had a Shaping Banyule page).



Section 5: Tips for Engaging the 'Harder-to- reach'

There are different groups in different communities who may find it more difficult to participate in engagement activities. Presented below are some of these 'harder-to-reach' groups and some tips for how to engage with them. Note, please be aware that not every individual in these groups may be harder-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.

Note, Council facilitates Advisory Committees comprised of individuals identifying as being from a number of the below groups. Therefore, engaging with the Committees, via the relevant Contact Officers, can be invaluable.



↓ **Figure 4:** *Tips for engaging the 'harder-to-reach'*

Group	Tips
Culturally and Linguistically Diverse (CALD)	<ul style="list-style-type: none"> • Language can be a barrier to participation. Consider translating project information into key community languages and having interpreters at engagement events. • Some people may not be comfortable in a mixed gender forum; consider whether it is more appropriate to run women or men only engagement activities. • Be aware of special days or events that may clash with your event, such as cultural days, celebrations or religious festivals. • Use existing networks and groups to connect with these communities. • Liaise with Banyule's Social Planner with the Multi-cultural portfolio.
Children	<ul style="list-style-type: none"> • Be creative and allow for creativity and age appropriate tools. Colour, pictures, images, stickers and Lego are some of the tools children may feel comfortable with. • Distribute project information on posters to local schools. Ask local schools if they are willing to include information about your project in their newsletters. • Have realistic expectations about the length of time an effective consultation will take. Allow more time than you think might be necessary. • Consider the timing of the consultation and factor in things like school holidays and religious festivals. • Seek support from facilitators that are experienced in working with children and ideally who are familiar to the children. • Consult in a child-friendly and familiar environment such as childcare centre, schools, or libraries. • Work in partnership with children to run workshops or forums or to initiate peer to peer conversations. • Liaise with Council's Maternal and Child Health and Early childhood Services Team.
Young people	<ul style="list-style-type: none"> • Use existing networks and groups to connect with young people. • Find out where young people will be and go to the them, don't expect people to come to you – go to their spaces, their groups, the places they meet. For example, Council's YouthFest. • Spend the time to build confidence. Some young people are not used to participating in a public setting, but with training, support and opportunity, they may feel more comfortable to put forward their valuable insights. • Don't dumb down the information. Young people have a lot to contribute and can understand complex issues if given the chance. • Liaise with Council's Youth Services Team.



Group	Tips
People who identify as having a disability	<ul style="list-style-type: none"> • Be considerate of the fact that people with disabilities may need more time to voice their opinions, may prefer to provide feedback in written format or may need questions or the discussion topic forwarded ahead of time to prepare their contribution. • Written material may need to be in large font for people who have a vision impairment. • Auslan interpreters or hearing loops may be required for meetings if deaf people are attending. If an Auslan interpreter is present speak clearly and a little slower than you would usually to give them time to translate. • The venue should have suitable access for wheelchair buses or maxi-taxis to stop nearby as well as accessible toilets and facilities. • If you are not sure of people's communication or mobility requirements, it is better to ask, than assume. • Liaise with Council's Social Planner with the Disability portfolio.
Aboriginal and Torres Strait Islander	<ul style="list-style-type: none"> • Take the time to establish strong connections and build rapport. It may be beneficial to liaise with someone who has existing connections with the community. • Liaise with Council's Social Planner that holds the Aboriginal and Torres Strait Islander portfolio.
LGBTIQ+	<ul style="list-style-type: none"> • Review how you are communicating your engagement activity; consider including a statement that says diverse representation is valued and respected. • Consider including a small rainbow flag somewhere in the promotional material. This will message to the LGBTIQ+ community that the activity is welcoming and inclusive of their community. • Using LGBTIQ+ inclusive language is a must. Reflect upon the content of your engagement. Is there anything in there that makes assumptions about people's identities, such as heterosexual norms or binary genders? If so, replace with inclusive language. • Ensure any information or data collection you are undertaking is using language that is inclusive. For example, provide gender neutral options for gender and prefix questions. • Use existing networks, groups or programs for LGBTIQ+ people that meet locally and connect with them. • Liaise with Council's Community and Social Planner that holds the LGBTIQ+ portfolio



Group	Tips
Older adults	<ul style="list-style-type: none"> • Use existing networks such as clubs to reach older adults. • Send older people a letter inviting them to participate. • Provide refreshments at your activity. Sharing a chat over tea or coffee and food can be a great way to engage older people and create a relaxed environment. • Consider the time of day of your event and location of your event. Evening events may not be appropriate, as some older people may not feel comfortable or safe going out at night. Venues should be in a familiar, safe setting and close to public transport. • Have written material available for people to take away and review in their own time. • Liaise with Council's Age Friendly City Program Social Planner that holds the older adults portfolio.

For some additional information see:

- Capire Consulting Group capire.com.au/communities/publications
- Victorian Multicultural Commission, multiculturalcommission.vic.gov.au/about-victorian-multicultural-commission
- Engaging children in decision making: A guide for consulting children
vlga.org.au/sites/default/files/Engaging_Children_in_Decision_Making_-_A_Guide_for_Consulting_Children.pdf
- Bang The Table, Engaging Young People Online, bangthetable.com/blog/engaging-young-people
- The Youth Affairs Council of Victoria, Consulting young people about their ideas and opinions: a handbook for organisations working with young people, youthcoalition.org/wp-content/uploads/Consulting+Young+People+About+Their+Ideas+and+Opinions.pdf
- Department of Premier and Cabinet, Tasmania, People with disability, A Guide to Engagement, dpac.tas.gov.au/__data/assets/pdf_file/0006/214395/Toolkit_-_Engaging_with_people_with_disability.pdf
- Ministry of Health, New Zealand, A Guide to Community Engagement with People with Disabilities, health.govt.nz/publication/guide-community-engagement-people-disabilities





Section 6: Tools and Techniques Menu

This menu has been developed based on the existing engagement approaches used by Banyule and with a lens of inclusive community engagement approaches. In every engagement program there are people who will find it difficult to participate due to individual circumstances. The menu below recognises this and includes tips for designing an approach to help address barriers to participation.

Note: this is not an exhaustive menu and there are also many other effective tools and techniques. Contact the Community Engagement Team for further information.

The tools and techniques have been divided into two sections:

A. Communication:

Highlights a selection of tools and techniques for promoting your project and opportunities for involvement.

B. Participation:

Highlights a selection of tools and techniques for providing opportunity for stakeholder and community to share ideas and inform decisions.

The tools in the following pages are rated according to level of investment required, time / resources required and anticipated impact. See legend below. The icons indicate the level – from one icon being **low**, to three icons being **high**.

Legend:



level of investment



time / resources



anticipated impact



Communication

	Description	Best for	Think about	Cost	Time	Impact
Newsletter / fact sheet	<p>Newsletters and fact sheets are direct, succinct and easily accessible communication material that encourage awareness of the main issues and priorities of the project. They can be standalone or a series e.g. monthly newsletters or themed fact sheets depending on the complexity of project.</p> <p>Ensure you include images and photos that complement the words and the subject matter.</p>	<p>Providing detailed project information to the community and encouraging people to find out more by visiting the webpage.</p> <p>Keeping people up-to-date with the progress of the project.</p>	<p>Translating the fact sheet or newsletter into key community languages ensuring you also reference Banyule's style guides.</p> <p>Mailing or delivering information about your project to all of or some of the community.</p>	<p>💰 — 💰 💰</p>	<p>🕒 — 🕒 🕒</p>	<p>✅ ✅</p> <p>Depending on the production (e.g. English or translated into other languages or externally designed) and distribution (i.e. online or via post)</p>
Poster / postcard	<p>Postcards and posters are used to publicise the project among the community. They can be distributed to places frequented by the community including libraries, recreation centres and retail precincts and in a variety of formats such as multiple languages to promote the engagement opportunities and provide information about the project.</p>	<p>Getting quick information about the project out to the community and encouraging people to find out more by visiting the webpage.</p>	<p>Postcards and posters should use plain language to account for varying levels of literacy within the community.</p> <p>The poster or postcard could be used to advertise the project through local channels.</p>	<p>💰 — 💰 💰</p>	<p>🕒 — 🕒 🕒</p>	<p>✅ ✅</p> <p>Depending on the production (e.g. English or translated into other languages) and distribution (i.e. online, via post or to key community touchpoints such as libraries)</p>
Letter / email	<p>A direct and personalised letter or email can include information about the project, links the webpage and encourage people to provide their feedback.</p> <p>It's best to include an option to receive information via post as some people may not have an email address and/or prefer to receive hard copy information.</p>	<p>Letters and emails can announce the beginning of a project, stages of a project such as the release of an engagement findings report and thank participants for their time at an engagement event.</p>	<p>As part of a project, ask people to register to receive updates on the project and whether they would like to receive information on similar projects.</p> <p>Translating the letter into key community languages.</p>	<p>💰</p>	<p>🕒</p>	<p>✅ — ✅ ✅</p> <p>Depending on how the information is distributed (i.e. via email or post), printing and whether it is translated into other languages.</p>
Media release	<p>Media releases are official and will reflect Council's position or outcome of a project. They can also be used to raise awareness and generate publicity.</p> <p>Media releases aim to get the widest possible coverage and may elicit further enquiries about the topic covered.</p>	<p>Media releases can disseminate information quickly to many people and can help Council to make contact with the media.</p>	<p>Media releases can be difficult to retract, should any changes to the messaging occur.</p> <p>Use the key messages for your project to prepare the media release and work with the Communications to have it finalised and released.</p>	<p>💰</p>	<p>🕒</p>	<p>✅ — ✅ ✅</p> <p>Media releases can be developed with minimal investment and depending on the controversial nature of the project minimal coverage from the media.</p>
Social media	<p>Social media such as Facebook, Instagram and Twitter is now part of most people's lives, and can be a powerful engagement tool. Its ease, cost effectiveness and wide adoption make it a compelling and accessible link to diverse communities.</p> <p>Develop a social media plan to strategically think and plan for your social media campaign. Work with Communications to identify the best avenues to get the message out about your engagement.</p>	<p>Complementing existing engagement approach and overcome some of the barriers of participation.</p> <p>Providing posts to community groups and asking them to share the information on their social media page.</p>	<p>Whether you have budget to pay for targeted posts to target specific stakeholder groups.</p> <p>Using images to accompany your posts. Many social media platforms also offer interactive elements, this can be discussed with Communications as part of your communications planning.</p>	<p>💰 — 💰 💰</p>	<p>🕒 — 🕒 🕒</p>	<p>✅ ✅</p> <p>Social media can be a very cost-effective tool to promote your project. The impact could depend on paying for targeted posts and research to understand who can 'share' your posts.</p>
Councillor briefing	<p>Councillor briefings are required to raise Councillor awareness, understanding and seek support for Engagement Plans for projects with a high-risk rating (score of 24+- Template #1).</p>	<p>Identifying and mitigating political risks associated with a project's engagement activities.</p> <p>Councillors know their communities; check-in with them that the proposed approach will work for their communities.</p>	<p>What do the Councillors need to be aware of (i.e. key messages).</p> <p>The rationale for why the engagement activities have been selected and their value to overall project outcomes.</p>	<p>💰</p>	<p>🕒</p>	<p>✅ — ✅ ✅</p> <p>For the cost and time required, Councillor briefings can have a high impact.</p>



Participation















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	Description	Best for	Think about	Cost	Time	Impact
Form	Form allows for detailed forms and surveys to collect both quantitative and qualitative feedback. Form is the most flexible online tool as questions can be asked in multiple formats in the one survey. It is also a useful tool if you are seeking formal submissions for your project.	Collecting one-way, structured responses to specific questions and personal information, such as demographics. The form could be used at face-to-face engagement activities to ensure all responses are collected in the same way.	The best way to ask the question for example open field (long or short response options), dropdown menus and radio buttons (one answer from a multiple-choice list) checkboxes (one or more answers from a list) and file uploads (participants can upload an image or document such as a submission).	N/A		
Quick Poll	Quick Poll allows for quick response to multiple-choice questions. There is an option for participants to see live results, both before and after they answer the question.	To quickly assess opinion or sentiment on a particular topic or question.	Quick Poll is great to encourage participation in the engagement through an easy to use engagement activity.	N/A		
Social Map	The Social Map tool makes it easy for your community to leave spatially-based, qualitative feedback via an interactive map. Participants can pinpoint their comments on the map and can optionally view other user's comments.	This tool is great if you would like to know the community's thoughts about a specific location.	What map layer you would like to include as the base map – you can choose from Google, Open Street Map, Mapbox, Carto or add a project specific layer on top if you're testing a plan.	N/A	—	
Gather	Gather is a tool that provides the community the space to tell their stories. Participants can respond to a question you're asking with a response including pictures and videos. This tool also allows other participants to leave comments on responses or 'like' them. The Gather tool has a multitude of applications, from creating competitions to collecting rich qualitative data about people's lives, interests, favourite places and ideas for the future.	Seeking rich qualitative feedback including multimedia from the community.	Whether your project includes a competition element – Gather allows you to include public voting and feature winners.	N/A	—	—
Visioner	Visioner asks a single prompting question and participants can respond in 160 characters or less with their comment displayed as a virtual 'post-it' note. Each response is displayed publicly for other users to see, filter on several different factors and there is the option for other participants to up-vote or down-vote to determine priorities.	Getting big picture ideas or seeking feedback from the community at the beginning stages of project, plan or strategy.	Using Visioner to ask one high-level question and using categories to sort responses so that they are easy to read.	N/A		
Forum / Conversation	Forum enables online discussions around themes or topics and the ability for you to capture qualitative feedback on a particular piece of content, topic, proposal or idea. Ask your question, participants can respond and respond to other participants responses. You can ask multiple questions, and each displays the number of views, participants and comments made for each forum.	When there is more than one question, theme or topic that you are seeking feedback on and consolidating a number of conversations on different topics in the one place.	Think about whether you want to create transparent discussion or debate about your project. The Forum tool lets you consolidate a number of conversations on different topics in one place – if you have multiple conversations consider having links to a new page with an individual Conversation tool on it.	N/A		





















Participation continued

Shaping Banyule

	Description	Best for	Think about	Cost	Time	Impact
Q&A	Q&A tool allows participants to ask you specific questions and allows you to post responses both publicly and privately responding to the participant.	If you anticipate the community asking lots of questions about the project or proposal.	If the project is particularly complex, there may be many questions being asked, consider preparing FAQs to ensure that people have the information and so you can respond to questions quickly.	N/A	   	 
					Allow adequate time to provide considered responses.	
Fund It	A participatory budgeting tool that gives the community a voice in funding projects and services. The tool enables you to build consensus, educate the community about the costs and compromises, and encourage participants to prioritise the things most important to them. Fund It can be an effective research tool for accurately gauging community sentiment; it empowers participants to step into the shoes of decision makers and weigh projects against each other on cost, merit and necessity.	For public or internal budgeting projects; asking the community to weight priorities; competitions or voting processes including live voting.	As this tool is based on mutual trust between the decision maker and the community, make sure you clearly set and communicate the non-negotiable elements such as the budget.	N/A	 —  	  —   
					As this tool has the function to make a 'live' decision the internal approvals process can take some time to ensure everyone feels comfortable.	

One-to-one

	Description	Best for	Think about	Cost	Time	Impact
Interviews	Interviews allow flexibility to meet the needs and answer questions of the interviewee and provides a private setting which is great for deeper engagement and discussion of sensitive topics and can be used to validate information. They aim to elicit detailed information and opinions on an issue through wide-ranging discussion rather than specific questioning.	Interviews are great for key stakeholders and to target specific members of the community.	Who the best stakeholders are to interview and how you will be recording the interview – written or through a recording.		 	  
					It can be a timely activity to find the right person to interview and it can also take some time if interviewing face-to-face.	
Vox-pop	Vox-pop (street-based intercept surveys) informally capture people's views on the street in areas of high foot traffic or event. They aim to reach the not-typically engaged community members and can help to engage those who are time poor or may not know about the project.	Communicating the project and capturing the high-level views of the wider community.	Limit question to three or four targeted questions as you will often only have people for a short conversation. Think about your 'hook' – how you will engage people to chat with you.		 —  	 —  
					Vox-pops can be a timely activity when thinking about where to go. The impact can range depending on how many people you speak with and the level of their engagement.	
Briefing	Briefings use regular meetings to provide a short presentation to inform stakeholders about the project and the opportunities to participate, in an informal and comfortable environment.	Presenting information to established groups such as Trader Associations or community leaders.	Having project information to hand out following the briefing to direct people to places (website, email address) where they can provide feedback.		 	 
					It can take some time to find the right groups to brief; once found the impact can be high.	




























Small group

	Description	Best for	Think about	Cost	Time	Impact
Kitchen Table	Kitchen Table discussions are small meetings with up to three participants. They are usually held at a person's home and provide an informal, safe and comfortable space for discussion as people generally already know each other.	The relaxed setting is conducive to constructive and effective conversation.	Providing morning / afternoon tea to thank people for attending. Distributing project information before the meeting. Safety considerations.	\$	⌚ ⌚	✓ ✓ — ✓ ✓ ✓
Focus group	Focus groups are a facilitated session of 1.5 to 2-hours in length, with 8-12 people. They allow the sharing of information and building of trust with participants in a structured setting. Focus groups can be designed for a specific community group or be open to mixed stakeholders, to encourage them to hear other perspectives and experiences.	The design of focus groups can be flexible with activities and content tailored to suit the participants.	Whether the focus group will have group discussions as well as use creative methods such as mapping and visioning. Language can be a barrier to participation. Interpreters may be necessary to ensure that complex issues are fully understood, and participants feel welcome.	\$ \$	⌚ ⌚	✓ ✓ ✓ Dependent on the mix of participants (e.g. self-selected or invited), the activities and whether interpreters are required.
Walking tour	Walking tours (or field trips) are a great way for people to see firsthand a space they are discussing. Walking tours follow a predetermined route and could be facilitated or self-guided, with participants answering questions along the way. They usually take place over one-hour and can be followed with a short focus group.	These group activities build community capacity by creating a space for like-minded people to share experiences.	Ask participants to register for the session, so that you are aware of their physical needs and can adapt the route if necessary.	\$	⌚ ⌚	✓ ✓ — ✓ ✓ ✓ The logistics of walking tours can be timely to setup however the impact is high as people are able to see and experience things firsthand.



Large group

	Description	Best for	Think about	Cost	Time	Impact
Workshop	Workshops are a facilitated session that typically run for 3-hours.They present key project information as well as allow participants to provide their feedback.They provide an opportunity to focus on ‘multiple communities’ and hear from a large range of people with different perspectives. Participants can be seated at smaller tables of up to eight, to allow debate and dialogue between groups to help to identify priorities and actions.	Break up the larger group according to topics or themes, to allow for focused discussion and for people to choose their interest area/s.	Table hosts will ensure conversation at smaller breakout tables are facilitated and discussion is captured.Adequately brief hosts with the project background, workshop runsheet and their expected role.	 —  	 	 
Deliberative forum	Deliberative forums are a longer and more in-depth sessions providing an opportunity for participants to talk with one another about their different points of view.Taking place over a few days, these forums provide a more structured space for deliberation and discussion than a workshop.The goal of deliberation is to find where there is common ground for action and provide recommendations to the decision-maker.	Bringing people together as a group to make choices about difficult and complex public issues where there is a lot of uncertainty about solutions	The number and ‘make-up’ of the participants e.g. are they a representative sample of the community.	  	  	  
Citizen jury	Citizen juries or representative panels bring a group of community members together to learn about an issue over several sessions and make a recommendation.A core component is creating a sample that represents the diversity of experiences, values and voices within that community.The sample is usually randomly chosen according to demographic and other factors such as religion and employment status.	A great opportunity to develop deep understanding of an issue with participants able to share information within their community.	The format of the sessions must encourage participation and dialogue.	  	  	  



Drop-in / pop-up

	Description	Best for	Think about	Cost	Time	Impact
Information session	<p>An information session (also known as an open house or a listening post) is usually held in a public setting and is great to engage the community's awareness and interest. They can run from 2-hours to a whole day and present information about the project as well as the opportunity to speak with the member of the project team and provide feedback.</p> <p>They are an opportunity to engage the whole community including 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.</p>	Include activities where people can see or hear what others have said – this will encourage people to respond to other people's comments.	<p>Hold your session during an existing community event as you will already have a captive audience.</p> <p>Setting-up the venue according themes to take people on a journey.</p>	<div><div></div><div></div></div>	<div><div></div><div></div></div>	<div><div></div><div></div></div>
Pop-up	Pop-ups (temporary prototype) is temporarily transforming a space into something else such as a closing a street and turning it into a park or public space. Creating pop-up of your project allows the community to re-imagine local spaces and tangibly experience an idea firsthand. 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-ups can generate meaningful engagement opportunities and build local support for the project.	Use a pop-up as part of the wider engagement program providing project information with details about engagement opportunities.	<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>



