

# GOOD PRACTICE PARTICIPATE

## TECHNIQUES TO ENCOURAGE PUBLIC PARTICIPATION

This section describes techniques designed to encourage public participation in decision-making.

Some of the techniques discussed here are simple, while others are more complicated and may require specialist training. Under certain circumstances, such as when you are dealing with a highly controversial issue, you may need to seek expert help.

The interactive [People & Participation Process Planner](#) can help you plan engagement for your project.

### Choosing a technique for involving communities

When choosing any technique, consider these factors:

- the time and resources available
- the complexity of the issue
- the number of people you want to involve
- the kind of groups you want to involve
- the type of information you want to obtain.

It is generally best to utilise a mix of engagement methods to suit a variety of people.

### Suitable techniques

Different techniques may suit different target groups. For example:

- oral processes are often preferred by Māori and Pacific people

- increasing number of people who use information technology, particularly young people
- written submissions can be particularly useful for getting detailed views, especially when the groups involved need to survey the views of their wider membership before responding.

Depending on the techniques used and the number of people involved, you may get either qualitative and/or quantitative information. The data you gather may be either statistically representative or indicative of trends and issues.

The results will be more robust if you can obtain information from a range of sources and involve as wide a cross-section of the target community as possible in the exercise.

### Communicating with the public

To improve the way you communicate with the public, identify who your audience is, and target your approach to that audience.

There are a variety of situations where your public participation goal is simply to inform.

- You may have a decision to announce or new information to communicate, and you want it to reach the people who are affected or could benefit from that knowledge.
- You may be at an early stage of participation, where you want to provide the public with balanced and objective information to assist them in understanding an issue/problem, alternatives, opportunities and solutions.

- You could be at the end of a consultation or collaborative process, where you want people to know how their input affected the end result and why, and how things will move forward.

### Effective communication

- Use the agency's active relationships to find out how much and what kind of information the community wants to know about your agency's policies and programmes.
- Prepare a communications brief as an automatic part of any new community initiative.
- Make use of newspapers - articles (news and features), what's on calendars, advertorials, public notices, other advertising, and radio community noticeboards to tell people about what you are doing.
- Involve communications staff in consultation processes.
- Explore opportunities for online participation.
- Use umbrella organisations to distribute material to members.
- Make key information available at public libraries, Citizens' Advice Bureaux, schools and other public facilities, and online.
- Form working relationships with local authority officials for issues of mutual interest.
- Ensure your agency's websites contain the kind of information the public wants and is easy to navigate.
- Review the accessibility of 0800 phone numbers and telephone systems.

## Getting people together

Public meetings are useful ways to canvass different points of view, provided participation is good and a range of viewpoints are represented.

### Public meetings

A key advantage of public meetings is that participants have the opportunity to hear and respond to other points of view. Sometimes it is possible to develop group consensus.

You can encourage participation by:

- good advertising
- getting support from community leaders
- covering the direct costs of people's participation for example travel and childcare. This is likely to be more feasible for focus groups.

In your planning you will need to consider wheelchair access, and facilities for the hearing-impaired and non-English speakers.

You will also need to consider how best to present material, and elicit and record participants' views.

Signal ahead of time if you want to tape or electronically record the proceedings, and remember to seek participants' permission.

**Working with specific groups** [\[LINK\]](#)

### Hui

Participation in hui can be open, or you may wish to invite specific individuals or groups.

First, check within your agency that previous hui have not covered the same topic.

Then ask for help from people who have organised hui before. They may be able to put you in touch with key people who can help.

They may also be able to advise you on tikanga or customary practices to be aware of. It is important to ensure

appropriate contact is made with local Māori communities.

Regional staff from Te Puni Kōkiri can also provide assistance.

[Te Puni Kōkiri](#)

### Fono

Participation in fono can either be open or limited to invited participants.

The Ministry of Pacific Island Affairs has carried out extensive nationwide consultation processes with Pacific communities. Ministry staff should be your first reference point for existing information – and for helping to organise the consultation process.

The Ministry can also advise on which groups and individuals to include in the exercise.

[The Ministry of Pacific Island Affairs](#)

### Focus groups

Focus groups are usually limited to 8-10 people to ensure that everyone has the opportunity to speak and points can be discussed in depth.

There are two keys to a successful focus group process.

First, get the right person to run the focus group. It takes a great deal of skill to manage group dynamics and to ask questions that elicit useful information.

Second, include the right people. They need to be representative of the population that will be affected, and they need to have knowledge to contribute to the discussion.

Tips for getting the right people:

- use your active relationships
- contact other community groups working in related services
- ask regional staff from your agency to help identify key people who may be interested
- hold the focus group meetings at places where people normally gather (e.g. play centres, Returned Services Association

halls, and sports clubs), and at times that are convenient for them.

When organising focus groups you should:

- give sufficient advance notice
- send written invitations and background information to participants well in advance
- choose a venue with good parking, public transport and accessibility
- consider the best time of day to get people together, and fit in with their requirements
- tell participants if you want to tape proceedings, and ask permission
- consider sending your notes of the meeting back to participants to check for accuracy.

### Choosing a facilitator

A successful meeting does not just happen. Facilitation is a skill that has to be learned, and it is different from chairing a formal meeting.

### How to recognise a good facilitator

A good facilitator:

- is seen as trustworthy, impartial and culturally sensitive
- speaks clearly and positively
- notices and responds when people's energy is flagging.

A suitably flexible facilitator:

- plans the agenda in advance but is flexible on the day
- ensures at the start of the meeting that the purpose is clear and agreed by those present
- has a toolbox of techniques for engaging people in different ways.

An experienced facilitator:

- focuses on guiding the meeting rather than talking
- ensures that different voices are heard and prevents one person or group from dominating the meeting
- constructively manages conflict
- clarifies where necessary, by paraphrasing what has just been said and checking accuracy
- summarises at intervals the conclusions the meeting appears to be reaching
- keeps the meeting on track and keeps an eye on the time
- helps participants draw conclusions at the end and determine clear actions.

## Choosing a facilitator for a community-based meeting

Consider contracting an independent skilled facilitator if:

- you are conducting a complex, large-scale consultation
- the topic of your consultation could be contentious
- a facilitator from a government agency would not appear sufficiently neutral.

Recognise the potential of those within a community, iwi or Māori organisation with whom you have active relationships. Could they facilitate the meeting?

Remember that the best person for the role will be someone culturally appropriate and familiar with the community, with the particular skills and knowledge that you seek. They also need to be impartial.

Contact the facilitator's referees and ask about their background and style of working. Seek the views of community organisations and government agency people who have worked with this person, to get a balanced perspective.

Arrange an initial meeting with the facilitator you plan to use. Brief them clearly about the outcomes you want to achieve and give them an opportunity to ask questions.

Contact facilitators early in your planning and involve them in designing the process.

For an indication of the kind of qualities you can expect of a professional facilitator see the International Association of Facilitators Code of Ethics. Their resources on training and skills development may also be useful.

[International Association of Facilitators Code of Ethics](#)

## Tips for making presentations

PowerPoint and other visual aids can increase the effectiveness of your presentation – but make sure you know how to use them.

### PowerPoint

Know your audience and its expectations. Keep the presentation focused on the objectives.

Position yourself (and the lap top) to the side of the screen. As you work the mouse or cursor button make sure you continue to face the audience, not the screen.

When setting up, make sure that you are positioned far enough to one side so that people sitting on your side have a clear view past you.

Talk to the audience – not the screen. Make eye contact frequently; it keeps audience attention on you and the presentation.

The information on the lap top screen is being projected on to the screen. Trust it! When you are setting up and the image is not on the projector screen – press Fn-F5 to throw the image on to the screen.

Speak about the subject matter; do not read out what is on the screen. Assume the audience can read the screen for themselves. It is a good

idea to check if there are members of the audience with a hearing or vision disability and what special provisions have been made for them.

Whether seated or standing, you should be positioned so that you can see the laptop screen without obviously glancing at it. Rely on your peripheral vision. It allows you to create a smoother and often faster transition.

Move quickly from slide to slide. Delays or slow transitions are distracting to the audience.

Use your final comments on a slide to manage the transition to the next slide. It smoothes the process and allows you to maintain the flow of your presentation.

Prepare and rehearse. It makes a big difference. Be familiar with the powerpoint content and what it means - especially if someone else has prepared the presentation for you.

### Other useful PowerPoint tips

Arrive early and check everything is working and all the leads are firmly plugged in. Bring a removable storage device if you are using another person's equipment.

If you have your presentation on a disk, load it onto the desktop. It will play much better.

Be prepared for complete equipment failure - if you have print-outs for the audience, you can talk to those - or you may have to speak to your own notes. Powerpoint should supplement your presentation - not be the core component.

Use planned movements and gestures to make your presentation more dynamic and interesting. Less is often more, so don't overdo it. (That goes for the words on your slides too!)

PowerPoint notes pages are useful for rehearsal purposes or for including a very large and bold font reminder. They are best used when you are working from a lectern with a remote.

It can be helpful to use laser pointers or your hand to highlight something on the screen. Laser pointers work well, but learn to use them without reaching your arm out to point. Like a TV remote, they work over a long distance and it's the light on the screen you want the audience to follow, not your arm.

## **Getting written submissions from the public**

When you are seeking written submissions from the public, allocate adequate resources and time. This is essential to make the submission process run smoothly and maintain public confidence.

### **Before you begin**

You need time to design the consultation material, identify interested parties, advertise the exercise, read and process submissions and analyse the results.

The public needs time to give a considered response. The next meeting of a community, voluntary, iwi or Māori organisation may be weeks away, and they may have to prepare submissions outside working hours.

### **The ideal draft document**

You can expect to get quality feedback on a draft document if:

- it is easy to read, jargon-free, and not too long
- it is attractively presented
- the topic is highly relevant to the survey population
- the issues are of interest and concern to those surveyed.

The public needs to know exactly what you are seeking feedback on. Say which decisions have already been made and which are still negotiable, and spell out any options being considered.

When you structure a draft document:

- include a brief summary
- include key questions to focus responses
- number questions and paragraphs: this saves time and confusion and also helps you to analyse the responses
- prominently display the deadline, and when results will be published
- provide contact details.

### **Seeking written submissions**

- Make the consultation document widely available in printed form and on a website, with copies available at such places as public libraries, Citizens' Advice Bureaux and local authority offices.
- Advertise the consultation in appropriate media/newsletters/press releases.
- Log details of your consultation on [newzealand.govt.nz](http://newzealand.govt.nz) by emailing the e-govt unit.
- Ask key community, voluntary, iwi and Māori representatives to identify groups to which the document should be sent.
- Ensure iwi and Māori groups can respond appropriately.
- Consider disseminating the document through umbrella organisations.
- Include a deadline for responses.

### **Acknowledgement, analysis and feedback**

Success! The deadline has passed, and your desk is piled high with submissions.

Now you summarise and analyse all the responses, and prepare a report, including an executive summary.

People have voluntarily given you their views, ideas and other material to help you to do your job. Their contribution should be recognised.

Send the executive summary to all submitters, with a letter of thanks.

Make the full document available on a website, at libraries and through key organisations.

### **Using the results**

Consider having follow-up discussions with key individuals and groups about significant issues identified by submitters.

Issue press releases or provide direct feedback to submitters on the chosen option for action, giving clear reasons for rejecting or accepting particular options.

## **Community representation on boards and committees**

Community representatives on government boards and committees will bring a different perspective to decision-making.

Community representatives on government working parties, steering groups, boards and committees can:

- provide relevant expertise and knowledge
- ensure community perspectives are represented
- increase the likelihood that decisions will be realistic and workable
- increase the credibility of decisions in the eyes of the community.

### **Guidelines**

If you are considering community representation on boards and committees, you'll find help from the links below.

Cabinet has directed those involved in appointment processes to explore alternative means of finding

candidates if existing methods do not produce a suitable balance of individuals for consideration. See the Cabinet Office Circular below:

[Government Appointments: Increasing Diversity of Board Membership](#)

[Cabinet Appointments and Honours Committee \(APH\) guidelines](#)

[Fees for Crown appointees](#)

The Ministry of Consumer Affairs has guidelines for government agencies on how to help consumer representatives be effective. The guidelines cover consulting and recruiting consumer representatives and guidance for chairpersons:

[Consulting consumers](#)

[Recruiting Effective Consumer Representatives](#)

[Guidelines for Chairpersons – Helping Consumer Representatives to be Effective](#)

[You can request these guidelines from the Ministry of Consumer Affairs](#)

## Nomination services

The Ministry of Consumer Affairs will actively seek appropriate nominees on behalf of government agencies. For more information, email Ministry of Consumer Affairs.

[Ministry of Consumer Affairs](#)

Te Puni Kokiri, the Ministry of Pacific Island Affairs, the Ministry of Women's Affairs and the Office for Disability Issues are just some of the other government agencies that have databases of people available for nomination.

[Te Puni Kokiri](#)

[The Ministry of Pacific Island Affairs](#)

[Office of Ethnic Affairs](#)

[The Office for Disability Issues](#)

[The Ministry of Women's Affairs](#)

[Ministry for Culture and Heritage](#)

[Crown Company Monitoring Advisory Unit \(CCMAU\)](#)

## Questionnaires to gather information and ideas

Questionnaires can be a valuable tool for gathering data, especially from a large sample population. But how can you ensure you get valid results?

### Significant factors

All these factors are significant:

- the design
- the sample selection
- the way the questions are asked
- the way the respondent interprets the questions
- the way the reply is recorded
- the analysis of the responses.

### Preparing a questionnaire

Before you start, clarify what it is you need to know and why. Check that a questionnaire is the most effective way of getting the information you want. Involve research and evaluation staff from the earliest planning stage.

There are two basic methods for administering a questionnaire: self-administered, or interviews undertaken face-to-face or by telephone.

Use a proper sampling technique to select your questionnaire respondents so that they are representative of the relevant population.

Test the questionnaire first. When you pilot a questionnaire with people similar to your survey population, this helps ensure the clarity and success of the questionnaire.

Before finalising a questionnaire, decide how you are going to process and record the responses.

### Wording of questions is crucial

Ask only those questions that are absolutely necessary. If the questionnaire is too long, people will be reluctant to answer it.

Make sure the questions fit the task. If you are trying to find out how effective a policy has been, look at the original aims for the policy and break those down into indicators that would measure success in achieving those aims.

When deciding what questions to ask, you should be constantly asking, 'How will I use this information?' This helps to ensure every question is relevant and necessary.

Are you likely to get the most useful response by using multiple-choice questions or open questions? Tick-box responses are quicker to answer and easier to process.

Make sure the questions follow a logical sequence, as this will affect how they are answered.

### More tips for wording questions successfully

- Use filter questions wherever possible (e.g., 'If no, go to question ...'). This will save the respondent's time.
- Keep the wording simple. Avoid jargon, technical terms and abbreviations.
- Avoid leading questions, complex questions and negative questions. Ask simple questions, each about a single point.
- Be clear and consistent about the meaning of concepts. Words such as 'income' or 'employment' may need to be defined.
- Make sure the response categories do not overlap, e.g. not 10-15, 15-20 years.
- Make sure that your response categories cover the full range of possibilities. Always provide a catch-all option such as 'other (please state)', 'not applicable' or 'don't know'.

## Questionnaire instructions

Every questionnaire, whether self-administered or administered by interview, should contain clear instructions on how it is to be filled out. Go through the questionnaire with the people who will be administering it, to ensure that they understand each question and the reasons for asking.

## Processing answers

Keep a record of the number of questionnaires administered or sent out, and the number of responses received. If the survey population is made up of groups with distinct characteristics (e.g., urban/rural, different ages or ethnicities) you may want to know the response rate from each group. Your recording system will need to make that possible. The response rate is fundamental to the weight or reliability that can be attributed to the results.

## Interview techniques

Interviews with key individuals are often an excellent means of gathering information. They allow for greater two-way dialogue than questionnaire-based surveys.

## Key points

Use interviewers with experience and skill. Make sure they understand the topic thoroughly so they can quickly recognise and probe relevant themes that arise in discussion.

Allow sufficient time to carry out the interviews, analyse the results and write them up.

Prepare guidelines to ensure that the questions asked are relatively consistent across all interviews:

- for a structured interview, provide a specific set of questions
- for an unstructured interview, provide a list of topics or issues to be covered.

Write up each interview as soon as possible (preferably on the same day).

Your summary should accurately reflect the views and feelings of the person being interviewed. With complex issues, it is a good idea to check the accuracy with the interviewee.

## Specialised participatory methods

Various specialised techniques have been developed to encourage public involvement in decision-making processes.

### Appreciative Inquiry

Appreciative Inquiry builds change within organisations by focusing on what is already working well.

Workshops start with a topic that is important and specific to the group. Questions are asked about positive experiences, for example 'describe a time when you feel the group performed well'. In small groups or pairs, participants ask one another the questions, then share their answers with the whole group. From this, common threads of success start to emerge and the group discusses possible ways to move forward, developing 'provocative propositions' as actions for the future.

Possible applications could include community and officials discussing improvements to service delivery.

### [Appreciative Inquiry Commons](#)

### Change Lab using the U-Process

The Change Lab is a workshop approach to solving tough problems by involving key stakeholders and using creative and generative practices. It is about developing new and innovative ways of thinking and communicating.

A Change Lab is conducted using the U-process. The U-Process, co-developed by Joseph Jaworski and Otto Scharmer, is a social technology for addressing highly complex challenges – for solving complex problems or realising complex opportunities. It is an innovation process, a theory, a set of practices,

and a language for producing extraordinary breakthroughs within and across the worlds of business, government, and civil society.

In using the U-Process, an individual or team undertakes three activities or movements to transition from the current reality to a new reality.

- Sensing the current reality of the system of which they are part, carefully and in depth.
- Presencing and reflecting to allow their "inner knowing" to emerge, about what is going on and what they have to do.
- Creating - acting swiftly to bring forth a new reality.

Connected to these three phases, the U-Process outlines seven 'capacities' that enable the process of re-generation and which again apply both at an individual and a group level. These practices are: suspending, redirecting, letting go, letting come, crystallising, prototyping, and institutionalising.

The U-Process is simultaneously a cutting-edge technology and a distillation of ancient wisdom. It's a process that many creative people - business and social entrepreneurs, inventors, artists - use when they generate breakthroughs. The U-Process takes what has previously been an individual, tacit, intuitive, and largely un-replicable practice, and embodies it in a methodology that can be used collectively and consciously to open up and make visible concrete fields of opportunity.

When used collectively, the U-Process creates shared learning spaces within which teams of highly diverse individuals become capable of operating as a single intelligence. This mode of operation allows them to share what each of them knows, so that together they can see the whole system and their roles in enacting it. The resulting "system sight" enables extraordinarily effective individual and collective leadership. From this place of greater clarity and connection, teams are able to co-create breakthrough innovations that address their most complex challenges.

While the U-Process may appear to be a linear process (sense – presence -create), it actually has a holistic quality to it, where each part reflects and contains the whole. The capacities and movements are related to each other and while one may be in focus at a given time, the others are always present.

## Charette

The Charette is a technique for generating and prioritising ideas. It is especially useful when a group has decided what they want to do, but is unsure of how to go about it.

To begin, the group is divided into sub-groups for each issue to be addressed. Each sub-group nominates someone to record the discussion. The sub-groups brainstorm as many ideas as possible. The recorders write all the ideas on large sheets of paper. After about 10 minutes, the discussion is stopped. Each recorder takes their sheets of paper with them and moves on to the next sub-group.

The next sub-group reviews the recorded ideas, refines them and adds their own. This rotation continues until each sub-group has discussed each of the issues. The last sub-group in the rotation prioritises the items on the list. The total group is reconvened and the recorders report on the priorities set.

[Charette system - a tool for community transformation](#)

## Citizens' Juries

Citizens' Juries involve the recruitment of a team of jurors to consider a particular issue. The jury is selected, using a mixture of random and stratified sampling, to be broadly representative of the community. The jury is brought together for a number of days to discuss aspects of the issue as a group. They may seek written and/or verbal submissions from the wider public to assist in their deliberations, and may call on expert advice to clarify specific aspects.

At the end of the process, the jury's conclusions are recorded, with the

draft signed off by the individual jurors before being submitted to the commissioning authority.

[See how Australia is using the Citizens Jury process](#)

## Consensus Conference

A consensus conference is made up of a panel of citizens who question expert witnesses on a particular topic at a public conference. Their recommendations are then circulated widely. A Consensus Conference is often used as a way of including the views of the general public into the assessment of new scientific and technological developments. Citizens' Juries and Consensus Conferences aim to both inform and consult, but the difference between the two is that Consensus Conferences take place in the public gaze.

[Consensus conference](#)

## Deliberative Method

Deliberative methods, of which there are many, involve citizens working together to understand each others' views on issues that they care deeply about. Deliberation draws attention to the deeply held convictions and motives that pull communities in different directions.

The process encourages citizens and communities to look for the common ground and work constructively towards solutions.

In the view of the National Issues Forum in the US:

'Public deliberation is simply people coming together to talk about a community problem that is important to them. Participants deliberate with one another – eye-to-eye, face-to-face, exploring options, weighing others' views, considering the costs and consequences of public policy decisions.'

Deliberative dialogues are most often based on a discussion booklet featuring several solutions to a community problem. Participants are invited to discuss the options, weighing up the options and deciding which trade-offs they can and can't live with. People participate as

citizens rather than as experts, even if they know much about an issue.

An outcome of a deliberative process may be common ground around acceptable policy options. Deliberative approaches are good for issues where there are several (at least three) approaches to an issue. Deliberation is less suited to technical problems.

Deliberation can also occur online through email lists and other internet technologies.

[US National Coalition for Dialogue and Deliberation](#)

[US National Issues Forums](#)

[More about Online Deliberation](#)

## Future Search

In Future Search, a group of between 30 and 65 people meet for up to two and-a-half days. There is semi-structured dialogue in mixed groups of around eight people each. The groups explore what has happened in the past and look at what is shaping the present environment. From this, participants develop ideal common scenarios for the future, and plan a process of action.

[Future Search](#)

## Graphic Facilitation

Graphic facilitation involves use of big pictures, graphics and text to quickly and clearly depict ideas emerging during group discussions. This helps groups reach consensus, resolve disputes and create effective strategies.

[Graphic Facilitation](#)

## Open Agenda Conferences

Open Agenda Conferences encourage participants to put forward issues and create action plans. While the conference can have a pre-set theme, the agenda is set by the participants according to their interests and energy.

Key local players to be included in deliberations can be identified through the conference. The initiators identify key individuals who they perceive to be influential. These people in turn identify others they consider to be influential.

The method can be used for single agencies, multiple agencies, new organisations, large corporations or entire communities.

[Open Agenda/Youth Search Conference Phases](#)

## Open House

The Open House was developed as a constructive alternative to public meetings. Open Houses provide a forum in which interested people can obtain information and register their views. The venue is usually a well-known local space, (e.g. a room in a library, school or church). Open Houses typically run over long periods of time (e.g. 2-9pm or two to three days) so that a wide cross-section of the community can attend.

Display panels are used to present key information about the proposal. Visual and text information should give visitors a clear understanding of the proposal. A brief automatic slide presentation or short video can enhance the written information. A table with handout material is usually provided. Refreshments may also be provided.

The primary feature of an Open House is free-flowing conversation directed by the visitors. People can come whenever they wish, stay as long as they wish, and discuss whatever topics interest them in whatever order. As a result, the staff of your government agency can talk with a large number and broad cross-section of the population.

The systematic gathering of feedback is critical. Staff wear name tags, which may also indicate a topic. They also carry pads of response forms for recording individual comments, concerns, questions and suggestions. When questions are raised that cannot be answered, the person's name, address and phone number are noted for later follow-up.

You can ask visitors to complete a short survey as they leave the Open House. This helps you to gather quantitative data (e.g. the ranking of alternatives) and background data for cross tabulation (e.g. the geographic location, sex, age and occupation of respondents).

It is important to avoid overcrowding (which can effectively turn an Open House into a public meeting). If the Open House is run during the week, staffing can usually be lighter during the day than in the evening.

Use your active relationships to spread the word, as you need to advertise an Open House widely.

## Open Space Technology

Open Space Technology (OST) is a workshop process for people with a genuine concern or passion for an issue. It normally takes place over one to three days, depending on the complexity of the issue. The size of the group is immaterial, provided there are enough people to get the job done.

To start, participants form a circle. The facilitator explains the theme of the workshop and the OST process, and then participants set the agenda. Anyone can write down a topic they wish to discuss. Topics are stuck on a wall (the 'bulletin board') and a time and meeting place are set for each item.

The person who chooses the topic convenes the group. Participants decide when and where they wish to contribute to the process, moving between groups as they wish. In each group the discussion is recorded, and a copy is given to each participant at the end of the workshop.

Throughout the workshop the facilitator is not obviously present, other than to open and close the space and ensure that it is held together. The process is managed and recorded by the participants. By the end of the workshop, people should have made some clear decisions and developed a plan for action.

[Open Space](#)

## Participatory Appraisal

Participatory Appraisal (PA) enables a wide cross-section of people to share information and opinions about their lives and environment. People who typically have little power are assisted to gain confidence and speak out.

Facilitators use a series of methods to facilitate analysis and discussion, including:

- institutional analysis diagrams
- historical trend diagrams
- local livelihoods analysis diagrams
- matrix scoring of priorities or criteria.

Facilitators must take time, be respectful and open, and not interrupt. They need to have confidence that local people, whatever their circumstances, are capable of performing their own analysis.

Policymakers can be included in the PA process. Face-to-face interaction of this kind can be valuable for gaining understanding of issues.

There are many applications of PA, including:

- planning and design
- identifying and prioritising indicators
- natural resource management
- institutional change
- environmental and social impact assessment.

[Participatory Appraisal for Community Assessment: Principles and Methods](#)

[Relaxed and Participatory Appraisal: Notes on practical approaches and methods for participants in PRA/PLA related familiarisation workshops](#)

## Roadshows

The roadshow is a variation on the Open House. Staff transport displays from place to place, setting up and

running the Open House format in a range of locations suitable to the target audience.

Alternatively, displays may be permanently set up in a vehicle that travels between different locations. The principles are the same as for the Open House. This is a demanding technique in terms of organisation. The event must be well publicised in every location the roadshow visits.

## ChangeCamp

ChangeCamp is an event format, an open community and a set of tools and ideas designed to give citizens and governments the ability to work collaboratively in new ways to make change and to better address real-world challenges in our communities.

[ChangeCamp](#)

## Sustained Dialogue

Sustained Dialogue is a process focused primarily on relationships rather than specific issues. The process seeks to transform relationships where conflict has meant issues affecting both parties cannot be dealt with thoroughly.

Sustained Dialogue is a structured, moderated process that probes the dynamics of relationships to identify problem areas and ways forward. Each side shares their feelings, fears and hopes and, in turn, listens to the other side, with the aim of building respect and breaking down misconceptions.

Typically each side of the dialogue is made up of representatives of interest groups or sectors. The process has been used in places of ethnic conflict and in post-war reconstruction.

[International Institute for Sustained Dialogue](#)

## World Cafe

A World Café is a conversational process designed to foster dialogue, active engagement and constructive possibilities for action. The idea is to set the context and clarify the purpose of the exchange; create a

hospitable space; explore questions that matter; encourage everyone's contribution; connect diverse perspectives; and listen for insights and share discoveries.

To start, four or five people sit at café-style tables and discuss different questions. There are usually three rounds of conversation of approximately 20-30 minutes each. All participants are encouraged to record key ideas on their tablecloths or index cards.

Once the initial round of conversation is over, one person remains at the table while the others carry key ideas, themes and questions into new conversations on other tables. The table host welcomes new guests and briefly shares the main ideas, themes and questions from the initial conversation, encouraging the new arrivals to contribute ideas from their previous tables.

By the end of the second round, all of the tables will be cross-pollinated with insights from earlier conversations. In the third round of conversation, people can either return to their original table to share discoveries, or continue to travel to new tables.

Sometimes a new question that helps to deepen the exploration is posed for the third round.

After several rounds of conversation, the whole group will have a conversation so that patterns can be identified, collective knowledge can grow, and possibilities for action can emerge.

[World Café](#)

## Online participation

There are many online techniques that are valuable for public participation. Your choice will be based on your budget, time and expertise, and the kind of response you want.

## Directions and Priorities for Government ICT

The Directions and Priorities for Government ICT is a medium-term

strategy for how central government will more collectively lead the use, development and purchasing of government ICT over the next three years. There are five Directions and fifteen Priorities - these fit within a governance structure that goes right to the very top levels of Government:

- Ministers and agency chief executives make strategic decisions together about investment priorities and funding.
- A Government Common ICT Capability Roadmap provides a combined 'line of sight' across a portfolio of services, projects and new initiatives.
- Agencies can make products and services available to one another as part of their core business.

[Directions and Priorities for Government ICT](#)

## The Guide to Online Participation: When Government Engages

The State Services Commission's Guide to Online Participation will help State servants identify and develop exciting and innovative ways to engage with New Zealanders in policy and service design and delivery. This work contributes to achieving a world-class professional State Services.

It includes local examples of online participation led by government, and is itself a result of using these techniques - having been produced using a wiki.

[Guide to Online Participation - NZ State Services Commission](#)

## Case studies of online participation in New Zealand

The State Services Commission's Guide to Online Participation: developed case studies of several Kiwi examples of government using the online environment to seek greater input from communities. These and other New Zealand examples of online engagement are listed below.

[Rethink online - a 2010 consultation about government's online information and services](#)

[Official Police Twitter presence](#)

[Welfare Working Group uses wikispaces for online discussion](#)

[NZ Companies Office makes itself more accessible using social media](#)

[Inland Revenue's online consultation about making the tax system easier](#)

[NZ Police uses Facebook to gather intelligence from local communities in Manurewa and Queenstown](#)

[Standards NZ regularly invites online comment on draft Standards and Codes](#)

[Building Better Government Engagement project's use of Bang the Table online discussion forum](#)

[Wellington City Council's e-petition feature](#)

## Online participation techniques

Online participation techniques include websites, email, chat rooms, shared workspaces and wiki.

Ideally, whatever is available online should also be available in hard-copy, but as more interaction and discussion happens online, the best you might be able to do is provide a hard copy summary.

- **Feedback and submissions:** can be made online using forms, questionnaires, or email.
- **Full documentation on the Web:** you can post all consultation documents on websites ([newzealand.govt.nz](http://newzealand.govt.nz) and your own agency's), including supporting and background documents, submission summaries and raw submissions.
- **E-zines:** keep people up-to-date by sending regular email news about a participation exercise.

- **Online hearings, civic conferences or other special events:** you can invite a government minister, local authority councillor or policymaker to interact with the public for a set time.
- **Dialogue with specific audiences:** you can approach targeted audiences both online and offline to participate in discussion.
- **Shared workspaces and wiki** where people can collaborate online and edit or comment on material produced by others.

Current trends in online participation are moving towards greater use of social media and going to where your stakeholders are - rather than expecting them to come to your website or discussion forum. This requires good knowledge of your audience's online behaviours and changes to how you 'package' information.

## Using the internet effectively

From the all-of-government web portal, the public can now find out what government is consulting on, find their way to government services and information, find their MP online, find important documents about what Parliament is discussing and how to make submissions to its committees, and view legislation online. You can even search ALL government websites from the site, so the chances of the public finding your website are better than ever!

There is no single success factor for using the internet effectively. Online participation is just another technique for involvement – lessons from the real world apply online.

To engage people online, the issues need to be broadcast widely and the facts stated clearly. Technical problems can be off-putting. Be certain that tools work as you expect – before going live – and have support on hand.

If you do regular consultations, consider setting up an RSS feed to notify interested people of new opportunities automatically. RSS

(Really Simple Syndication) is a standard format for automating news feeds for syndication. It allows summaries of web content, together with links to the full versions, to be e-mailed to people or displayed automatically on [newzealand.govt.nz](http://newzealand.govt.nz) or other websites.

- Don't rely exclusively on the internet as not everyone uses it.
- Provide multiple opportunities for citizens to have input. Use a simple poll, a questionnaire or a blank page to collect feedback.
- Integrate online opportunities with other activities. Give high visibility to your site in all marketing material.
- Have a permanent place on your site where people can provide feedback.
- Don't leave online discussion to prospective contributors – line up facilitators before you start.
- Writing for the web is different from writing for print – use concise, objective language.
- Allow for resources to maintain information on your website and respond to feedback accordingly.

[Consultation listings on \[newzealand.govt.nz\]\(http://newzealand.govt.nz\)](#)

[Visit Parliament's website to see the list of Bills that submissions are being called for.](#)

## Managing limitations and risks

Online participation is still in its early days. When using online techniques remember that:

- People expect websites to be up-to-date, reliable, relevant, accessible and trustworthy.
- People expect quick responses to electronic communication.
- People are quite impatient when reading web pages.
- There is a potential for email overload.

As in any form of consultation or participation, you need to carefully manage expectations, be realistic about what you can deliver and set appropriate budgets.

Remember, the Internet will not replace all the other ways government agencies relate to people, and better technology alone does not guarantee better participation.

## E-government standards

The New Zealand Government Web Standards are a standard for public sector websites. The major focus of the guidelines is accessibility - removing impediments to online access to government information. Accessible websites can be used by people regardless of disability, use of the latest technology or the availability of fast internet connections.

The E-Government Participation Project explored the scope for e-government to improve the opportunities for public and businesses to participate in government. The project included workshops to explore related topics and complement the The Guide to Online Participation.

[New Zealand Government Web Standards 2.0 \(required\)](#)

[Meeting the Standards \(how to comply\)](#)

[Web Standards Overview \(an overview of the structure of the standards\)](#)

[Technical Standards Overview \(how the new technical standards work together\)](#)

[Social Media in Government guidance](#)

The intent of this social media guidance is to encourage best practice social media use by government agencies, provide useful templates and tools for planning, and give an overview of the strengths, weaknesses, benefits and risks of this very important and rapidly growing toolset.

[Web Guides and Other Resources \(web development and management advice\)](#)

[Directions and Priorities for Government ICT](#)

The Directions and Priorities for Government ICT is a medium-term strategy for how central government will more collectively lead the use, development and purchasing of government ICT over the next three years.

[Government ICT Roadmap](#)

The Government ICT Roadmap provides a broad outline of common capabilities that will deliver on the Directions and Priorities. The Roadmap provides a mechanism for identifying opportunities for shared capability and enables agencies to align their ICT planning so that scale can be leveraged for wider system benefits. The Roadmap facilitates agencies working together on joint requirements to ensure initiatives are fit for purpose and provides appropriate governance from concept through to general availability and beyond.

[Improving access to government services for people and business](#)

[Contact the Office of the Government Chief Information Officer](#)

The role of the Government Chief Information Officer (GCIO) is to provide leadership on ICT matters within government. The aim is lower cost, higher quality public services.

## Related Resources for Techniques

This list of mainly international resources further explores the wide range of participation techniques.

### Choosing a technique

[Community Engagement Handbook: A Model Framework for leading practice in Local Government in South Australia](#)

This publication is part of a wider 'Local Government Community Engagement Project' - a joint initiative of the Local Government association of South Australia (LGA) and the SA Government through the Office for State/Local Government Relations. It follows on from an earlier 'Community Engagement Showcase' publication and is a process orientated 'how to' guide.

Local Government Association of South Australia (2008).

[Effective Engagement: Building Relationships with Community and Other Stakeholders](#)

This series of three booklets on effective engagement includes a planning workbook and an engagement toolkit. It is intended as a resource for facilitators of projects involving community and other stakeholders. It aims for better project outcomes, improved community relationships and better understanding of community issues. State of Victoria, Department of Sustainability and Environment, Melbourne, Australia, 2005.

[Engaging Communities: A Guide to Engagement Methods for Practitioners](#)

This guide brings together introductory information on a range of traditional and innovative techniques. It is intended as a guide for public officials at all levels, and for other practitioners who want assistance in choosing the most appropriate community engagement process. It is part of a suite of resources produced by the Strategic Policy Directorate, Department of Communities in collaboration with other agencies. Department of Communities, Queensland Government, Australia, 2005.

[Every Action Counts](#)

This website provides resources for community groups who want to take environmental action in their area but the tools and suggestions could be applied to any area. It includes games to show what is already being achieved and an evaluation tool for measuring future progress. The lead agency is the Community Development Foundation, which is a non-departmental public body and a registered charity supported by Communities and Local Government (CLG) United Kingdom.

[Facilitators Guide to Participatory Decision-Making](#)

This book discusses tools and techniques to help with group decision-making. It starts off with a discussion of the group dynamics of decision-making and discusses

the values of participation. A further 15 chapters address topics ranging from designing realistic agendas and chart-writing techniques to dealing with difficult dynamics. S Kaner, L Lind, C Toldi, S Fisk and D Burger. Jossey-Bass, California, United States of America, 2007.

#### [Framing Issues for Public Deliberation: A Curriculum Guide for Workshops](#)

This reference tool for workshop participants has a step-by-step guide to the issue-framing process, along with examples. The Kettering Foundation, United States of America, 2002.

#### [The International Association for Public Participation](#)

The International Association for Public Participation has developed a toolbox design to help agencies share information.

#### [The Nature of Social Collaboration: How Work Really Gets Done](#)

This article discusses social collaboration and how to develop social capital within an organisation. It includes diagrams for formulating and understanding social connectedness, and how to preserve social connectedness when implementing change. It is an excellent resource for understanding the concepts involved in building social capital and social connectedness. D Sandow and A Allen, *Reflections: The Sol Journal* (Vol 6: 2-3). Society for Organizational Learning, 2005.

#### [Participation Works! 21 Techniques of Community Participation for the 21<sup>st</sup> Century](#)

The guide documents various successfully used techniques and the required actions and resources for each method. It includes case studies and covers the traditional types of citizen participation, as well as those that encourage minority groups to participate, such as migrants or disabled people. New Economics Foundation, United Kingdom, 1999.

#### [Participatory Avenues: The Gateway to Community Mapping, P3Dm and PPGIS](#)

The website is maintained by a Natural Resource Management and Participation Specialist. It focuses on participatory approaches to planning and development, adoption of sustainable production systems and collaborative natural resource management.

#### [Participatory Methods Toolkit: A Practitioner's Manual](#)

The 2<sup>nd</sup> edition of this guide written by practitioners for practitioners is designed to facilitate practical knowledge sharing. It is a hands-on toolkit for starting up and managing participatory projects. For each method, there is a description of when to use, the different steps, best practices and budget - accompanied by different hints and tips. A chapter with general guidelines for using participatory methods includes a comparative chart of the discussed methods and the brief overview of 50 methods and techniques. Authors: Janice Elliott (Public Policy Forum, Canada); Sara Heesterbeek (Rathenau Institute, The Netherlands); Carolyn J. Lukensmeyer (Global Voices, USA); Nikki Slocum (United Nations University - Comparative Regional Integration Studies) in collaboration with the King Baudouin Foundation and the Flemish Institute for Science and Technology (viWTA), Brussels, Belgium, 2005.

#### [People and Participation. Process Planner](#)

People and Participation online is an interactive tool designed to help those seeking to engage with the public. The Process Planner can help to select participatory methods based on specific circumstances (such as budget, time available, target audience, etc). The associated website provides a comprehensive methods database, covering traditional and innovative approaches to public participation from around the world and has a selection of case studies. United Kingdom.

#### [Politics Is About Relationship: A Blueprint for the Citizens' Century](#)

This book considers the role of citizens working with politicians to bring about change. It analyses the five stages of Sustained Dialogue

and suggests reasons for engaging with citizens as a way of overcoming complex social problems. H Saunders, Palgrave MacMillan, New York, USA, 2005.

#### [Resource Guide on Public Engagement](#)

The National Coalition for Dialogue & Deliberation (NCDD) is an active network and community of practice centred around conflict resolution and public engagement practices. The NCDD compiled this guide as a companion to a 2010 series of events designed to connect practitioners, public managers and community leaders to build local capacity in quality public engagement. Showcasing NCDD's best work (like the Core Principles for Public Engagement and the Engagement Streams Framework), the guide also recognises a lot of the great work done by others in this field. The guide shares stories and resources with the dialogue and deliberation community, public managers, and anyone else with an interest in public engagement. USA, 2010.

#### [Working Together: Involving Community and Stakeholders in Decision-Making](#)

This publication covers initial considerations for community involvement, scoping the project, preparing the community participation plan, and implementation. It also includes techniques and tools to help ensure consultation processes are clear, fair and ultimately rewarding for all those involved - suggesting methods for on-going evaluation. Department of the Premier and Cabinet, Government of Western Australia, Perth, Australia, 2006.

#### [The World Bank Participation Sourcebook](#)

This online resource is intended to for anyone who has decided to use participatory processes and wants some ideas on how to achieve this. It includes examples of participatory approaches, and has an appendix of various tools and methods that can be used in any community. It also has a section devoted to enablement of the poor in the participatory process. The World Bank.

## Facilitation ideas

### *The Art of Facilitation*

This is a training resource for facilitators that can also be used to enable group members to understand facilitation and take on this role themselves. Authors Hunter, D, Bailey, A, and Taylor, B (1994). Auckland: Tandem Press.

### *Effective Training Strategies: A Comprehensive Guide to Maximizing Learning in Organisations*

This book offers guidance on choosing the best approach to planning learning/training programmes and activities, and developing appropriate systems for assessing the results of those programmes and activities. Authors Davis, J R, and Davis, A B (1998). San Francisco: Berrett-Koehler Publishers Inc.

### *The Eight Essential Steps to Conflict Resolution: Preserving Relationships at Work, at Home, and in the Community*

Presents an eight-step method for resolving differences of opinion and achieving enduring resolution. This is the model used by the Conflict Partnership Facilitation Service of Aotearoa. Weeks, D (1992). New York: Putnam Publishing Group.

### [Electronic discussion on Group Facilitation](#)

This site is sponsored by the Centre for Policy Research at the University at Albany and the International Association of Facilitators. It contains a wide range of resources on the practice and theory of group facilitation.

### *Getting Together: Building a Relationship That Gets to Yes*

This book focuses on how to develop principled relationships. Authors Fisher, R, and Brown, S (1988). Boston: Houghton Mifflin Company.

### *Getting to Yes: Negotiating Agreement Without Giving In*

An old book which still offers sound principles for developing good relationships. Authors Fisher, R,

Ury, W, and Patton, B (1991). USA: Penguin.

### *The Meetings Manual: How to Chair and Participate Effectively in Meetings*

This is a guide to the process of formal meetings, ways of running less formal meetings and tips for making meetings work well. Mountjoy, L (1998). Wellington: GP Publications.

### *Talking Past Each Other: Problems of Cross Cultural Communication*

In a text written for early childhood centres, Metge and Kinloch examine verbal and non-verbal communication, the use of eye contact, interpreting and reacting to silence, decision-making and time management in cross-cultural contexts. Metge, J, and Kinloch, P (1999). Wellington: Victoria University Press.

## Online participation

### [100 Ideas to Help Engage Your Community Online](#)

This short booklet from Bang the Table covers ten big issues: why engage online, planning to engage online, creating rich and engaging content, promoting your online consultation, consultation accessibility, anonymity in online forums, moderating online forums, facilitating online forums, qualitative and quantitative reporting, and following up with your community. Bang the Table, Australia, 2010

### [An Introduction to SMS Use in Government](#)

A starting place for government agencies considering the implications that short message services (SMS) may have on their core business. It offers case studies of agencies already using SMS, and lists some of the lessons learnt. It is not intended to be a definite guide, nor as hard and fast laws. It is hoped that agencies will add case studies as more projects are completed. State Services Commission, New Zealand, 2009.

### [Bowling Together: Online Public Engagement](#)

### [in Policy Deliberation](#)

This document discusses some issues raised in the on-going debate regarding e-democracy and has an emphasis on the deliberative element within democracy. It considers the democratic rationale for online public engagement in policy deliberation, the need for institutions of governance to consider the impact of online public engagement, the skills and strategies required by citizens to enable involvement and the role of technology. There are examples of e-democracy undertaken in Australia, Canada, Denmark, Finland, Sweden, the United Kingdom, Estonia, France Italy, Germany, Scotland and The Netherlands. Coleman, S and J Gøtze. London, UK: Hansard Society.

### [Bristol City Council online consultation](#)

After more than a decade of innovative community engagement projects, this site has a number of research and guidance documents including an e-participation handbook. United Kingdom.

### [CommunityPeople.net](#)

This site describes the eConsultation Management System (eCMS) used for online participation by the Scottish Parliament, the National Assembly for Wales and a number of British local authorities.

### [Drivers of Satisfaction for Online Public Services](#)

The State Services Commission has released research on the most important drivers of satisfaction with online public services for New Zealanders - whether they were used for obtaining information or carrying out a transaction. Important drivers included 'The service experience met my expectations' and 'It's an example of good value for tax dollars spent'. New Zealand, 2011.

### [E-Participation in Local Government](#)

This book presents new primary research evidence into the scale and character of current e-democracy practices in local authorities in England and Wales. Authors: I. Kearns, J. Bend and B. Stern (2002). London: Institute for Public Policy Research.

[E-democracy.org](http://E-democracy.org)

E-democracy.org is a non-profit, non-partisan, volunteer-based project whose mission is to expand participation and build stronger democracies and communities through information and communication technologies and strategies.

[Guidelines for Community Engagement using Information and Communications Technology \(ICT\)](#)

This booklet provides a framework for online consultations and should be used in conjunction with the "Consulting Citizens" series of guides which can also be found on this web site. Department of the Premier and Cabinet Office of e-Government. (2005) Western Australia: Department of the Premier and Cabinet Office of e-Government.

[Hansard Society E-Democracy Programme](#)

This site has a number of publications that examine the possibility for a 'wired democracy' in the electronic age.

[Headstar E-Government Bulletin](#)

This is a free monthly email service covering electronic public services, 'teledemocracy' and the information society in the UK and worldwide.

[High-Tech Tools for Dialogue and Deliberation](#)

The US National Coalition for Dialogue & Deliberation offers tools for engaging with the public in the development of policy, and provides some examples of hi-tech and online experiments in public participation.

[Social media in governance](#)

This 'Social Media in Government' guidance is made up of two documents: 'High-level Guidance' and 'Hands-on Toolbox'. The intent of the guidance is to encourage best practice social media use by government agencies, provide useful templates and tools for planning, and give an overview of the strengths, weaknesses, benefits and risks of this very important and rapidly growing toolset.

[Info-ren.org](http://Info-ren.org)

Information Renaissance is a US non-profit corporation that promotes the use of the internet to empower citizens to participate more fully in the functioning of the democratic state, including the legislative process of Federal Government.

[Policy Brief: Engaging Citizens Online for Better Policy-making](#)

This Policy Brief highlights lessons drawn from OECD member countries' experiences of online consultation. It suggests 10 guiding principles for successful online consultation. Organisation for Economic Co-operation and Development (2003).

[Publicus.net](http://Publicus.net)

From here you can access dozens of articles and resources on e-democracy.

[mySociety.org](http://mySociety.org)

This is a UK organisation that builds websites to encourage citizens to participate in their communities. Its projects are focused on improving the quality of civic, community and political life.

[Using Online Tools to Engage and be Engaged by the Public](#)

This report describes common scenarios where public managers may find themselves needing, or using, public input. It describes a mix of ten different tactics that are useful for engaging the public online and highlights over 40 different technologies in use today to support those kinds of engagements. IBM Center for the Business of Government, USA 2011.

[Working Wikily](#)

Most nonprofits use social media as an ancillary part of what they do. A few organisations, however, are using these tools to fundamentally change the way they work and increase their social impact. This article from the Monitor Institute explores what's involved in this approach, which is characterised by greater openness, transparency, decentralised decision-making and collective action. USA, 2011.

[zebralog.com](http://zebralog.com)

Zebralog is a not-for-profit German organisation that supports modern democratic decision-making through the use of interactive media. In Germany, they were among the first to conduct online consultations for various State bodies, among them, the Government of Berlin, Hamburg and the South German City of Esslingen.

[The "Listening to the City" Online Dialogue Experience](#)

This case study explores how an intentional social agreement known as a Full Value Contract, can help relax scepticism while supporting trust in sustaining full and conscientious participation and community in a purposeful online dialogue. In this instance it was used in an online dialogue involving eight hundred participants debating the 9/11 tragedy over a period of two weeks in 2002. The participants comprised survivors, relatives of victim's, medical professionals, police and residents of Manhattan and the surrounding areas. It discusses the use of FVC's to promote online etiquette and the importance of safety for participants in this type of dialogue. Pyser, S and C Figallo (2004) The Impact of a Full Value Contract in Conflict Resolution Quarterly, Vol 21:3 pp 381-393

## ***Specialised participatory methods***

*Appreciative Inquiry: Rethinking Human Organization Toward a Positive Theory of Change*

This book is intended as a source book for students introducing them to the techniques of appreciative inquiry. Authors D.L. Cooperider, P.F. Sorenson, D. Whitney and T.F. Yaeger (1999). Illinois: Stipes Publishing Co.

*Appreciative Inquiry: The Power of the Unconditional Positive Question*

This chapter provides a simple guide to using the appreciative inquiry technique. Authors J.D. Ludema, D.L. Cooperrider and F.J. Barrett (2001). In Handbook of Action Research.

P. Reason and H. Bradbury (eds).  
London: Sage Publications.

### [Australia's first Citizens' Parliament](#)

This event was held at Old Parliament House in Canberra from 6-9 February 2009. One hundred and fifty people from across Australia spent four days discussing and deliberating about the country's democracy and how it could be improved.

### [Canadian Policy Research Networks \(CPRN\)](#)

This website has a number of resources that relate to citizens' dialogues. It gives information regarding what citizen dialogues entail and has a number of reports on various citizens' dialogues undertaken ranging from children to adults and all areas of social policy. Canada.

### [Centre for Wise Democracy](#)

The concept of a Wisdom council is set out on this website along with key resources including a video link, articles and audio links of some presentations given. Seattle, United States of America: Centre for Wise Democracy

#### [The Charrette as an Agent of Change](#)

This article defines what a charrette is and how it can be used. It includes the nine principles found in the charrette process and some background information on how the process developed. From Pp. 12-2-8 of the Comprehensive Report and Best Practices Guide, 3rd edition, B Lennertz, Ithaca: New Urban Publications, 2003.

### [Citizens' Juries: Theory into Practice](#)

This report provides the results of a pilot series of citizens' juries. Authors A. Coote and J. Lenaghan (1997). England: Iprr.

### [Citizens' Jury Model of Public Participation: A Critical Evaluation](#)

This chapter evaluates the effectiveness of the citizens' jury as a model of citizen participation. A. Armour (1995). In Fairness and Competence in Citizen Participation: Evaluating Models for Environmental Discourse. Authors O. Renn, T.

Webler and P. Wiedemann (eds).  
Boston: Kluwer Academic Publishers.

### [Citizens' Assemblies](#)

This document looks at the experience of citizen assemblies on electoral reform in British Columbia, and Ontario along with the Electoral System Civic Forum in the Netherlands. It also has some analysis of the arguments for and against greater public participation in the constitutional reform agenda. Maer, L. (2008). United Kingdom: House of Commons Library

### [Citizens' Juries](#)

This document sets out a programme of citizens' juries held since July 2007. It also considers the use of citizens' juries and deliberative forums in the United Kingdom by local and national Government since 1997. Maer, L. (2007) United Kingdom: House of Commons Library

#### [Citizens' Jury on Community Engagement and Deliberative Democracy](#)

This report documents the Citizens' Jury run in conjunction with the Innovations in Community Engagement Conference. This Citizens' Jury was asked to consider expert witness presentations on a range of issues relating to community engagement. It focused in particular on water supply and demand as a case study. This report has been written in a practical way that sets out the entire process. It includes evaluation forms completed by the jurors. Department for Planning and Infrastructure, Government of Western Australia. (2005), Department for Planning and Infrastructure, Government of Western Australia.

### [Civic Engagement and the Restoration of Community](#)

This booklet presents a way of shifting thinking about building community. It features a set of tools designed to foster conversations and restore and reconcile community. The shift is to recognise that creating an alternative future rests on the nature of our conversations and our capacity to relocate where cause resides. A Small Group, USA, 2007.

### [Community Engagement in the CDEM context](#)

This Best Practice Guideline identifies the process through which communities can be engaged and involved in civil defence emergency management in their area.

### [Consult your Community: A handbook - A guide to using citizens' juries](#)

This booklet, prepared for PlanningNSW, outlines the steps involved in running a citizens' jury and illustrates how it works in a real life situation. The main case study is a citizens' jury carried out by the Institute for Sustainable Futures, which examined community attitudes to the introduction of Container Deposit Legislation in the state of New South Wales. Two other case studies show how citizens' juries can be modified to work on a smaller, local scale. Useful material such as sample letters, questionnaires and terms of reference documents are included as appendices. Edited by Dr Lyn Carson, Australia, Feb 2003.

### [Deliberative Public Engagement: Nine Principles](#)

Deliberative public engagement is about giving participants time to consider and discuss an issue in depth before they come to a considered view. The nine principles require that the process makes a difference, is transparent, has integrity, is tailored to circumstances, involves the right number and types of people, treats participants with respect, gives priority to participants' discussions, is reviewed and evaluated to improve practice and participants are kept informed. Involve, the National Consumer Council and Diane Warburton at Shared Practice as the lead author, United Kingdom, 2008.

### [Digital storytelling](#)

Digital stories derive their power to engage by weaving images, music, narrative and voice together, thereby giving more dimension and vivid colour to characters, situations, experiences, and insights.

## Engaging Queenslanders: A guide to community engagement methods and techniques

This publication is an introduction to the various traditional and innovative techniques that can be employed when planning citizen engagement. It has been designed as a guide for decision makers at all levels who want to choose the most appropriate community engagement process. State of Queensland - Department of Communities (2005). State of Queensland (Department of Communities) Australia.

### Graphic facilitation

Graphic facilitation involves use of big pictures, graphics and text to quickly and clearly depict ideas emerging during group discussions. The International Forum for Visual Practitioners website explains how this process helps groups reach consensus, resolve disputes and create effective strategies.

### A Guide to E-Consultation

This is a comprehensive website in the area of e-consultation. It covers the benefits and costs, and includes a list of steps to be taken by various groups such as policy makers, organisers and facilitators when considering e-consultation. It also offers comprehensive discussion of the criteria required to ensure it is a democratic and deliberative process as well as how best to engage participants. Queens University. Belfast, Northern Ireland: Queens University.

### Issues Deliberation Australia/America

This website has information on Deliberative Polling. This technique is modelled on ancient Athenian democracy. It seeks to examine what the public would think if given an opportunity to be informed of competing arguments and to deliberate with their peers on topics of social and public policy.

## Millions of Voices: A Blueprint for Engaging the American Public in National Policy-Making

This article is in two parts. The first part outlines the steps necessary for a nation-wide discussion on a topic of substantial interest to a large number of citizens such as inadequate housing or climate change. It covers the three critical stages of framing the issue, convening the national discussion and presenting the findings to the decision-makers. The second part of the article describes the deliberation strategies in detail including resources needed for each time and a time-line for preparation. Goldman, J (2004). United States of America: America Speaks

### Neighbourhood Initiatives: Working with Communities. United Kingdom

The NIF has been involved in helping residents to play an active part in the regeneration of their neighbourhoods and the development of their communities. They have developed a technique called "Planning for Real®", which is a nationally recognised process of community consultation. It has step-by-step directions on how this works and ideas for moving beyond the "Planning for Real" technique. Neighbourhood Initiatives Foundation. Neighbourhood Initiatives Foundation (NIF).

### Open Space Technology: A User's Guide

This book describes Open Space Technology and its use as a means of helping groups of people to work together to reach decisions. Author H. Owen (1997). San Francisco: Berrett-Koehler Publishers.

### Participative Design for Participative Democracy

This book describes search conferences and their use as a means of developing participatory decision-making. Available from the Centre for Continuing Education, ANU, GPO Box 4, Canberra ACT 2601. Editor M. Emery (ed) (1993). Canberra: Australian National University, Centre for Continuing Education.

## Participatory Methods Toolkit

This updated Toolkit builds on the 2003 manual and is a practical guide for people wanting to organise participation on every level. It indicates the context and the purpose of different participatory methods, but does not overburden the reader with theory. Edited by King Baudouin Foundation and the Flemish Institute for Science and Technology Assessment (viWTA).

### Pathways to Community Participation

The focus in this guide is on building community participation amongst communities that experience social exclusion and are often starting from a limited base of social and economic capital. It sets out guidelines for dealing with these issues and includes case studies where increased community participation has been successful. Hoffman-Ekstein, J. (2007). Perth, Australia: Australian Research Alliance for Children and Youth.

### *The Power of Participation: PRA and Policy*

This publication discusses the use of Participatory Rural Appraisal (PRA) in the policymaking process. Institute of Development Studies (1996). IDS Policy Briefing. Brighton, UK: Institute of Development Studies.

### *Public Politics in Practice: A Handbook on Deliberation.*

This book outlines a process for public deliberation, involving identification of the problem, development of 'issues guides' and structured discussions at public forums. Available from David Robinson, 113 Creswick Terrace, Wellington. Email: davidjrobinson@xtra.co.nz. Social & Civic Policy Institute (2001).

### *Research and Evaluation on Intergroup Dialogue in Intergroup Dialogue*

This chapter discusses research, studies and evaluations that support intergroup dialogue. It documents evidence that suggests involvement in intergroup dialogue results in participants being better equipped

to work through differences with other groups and to analyze social problems in a different way. Hurtado, S. (2001) *Deliberative Democracy in School, College, Community, and Workplace* (Chapter 2) Schoem, D and Hurtado, S (eds.). Michigan, United States of America: University of Michigan Press

#### [Say and Play: A Toolkit for Improving Local Government Consultation](#)

The report describes and analyzes an informal consultative format trialled by the London Borough of Lambeth. It was used to encourage involvement of children and young people in the consultative process. It uses case studies to illustrate the various techniques used and analyzes their effectiveness. Creasy, S, A Casey and L Waller (2008). London, United Kingdom: Involve

#### [Towards More Meaningful, Informed and Effective Public Consultation](#)

This study analyses the use of a deliberative consultative meeting as a way of involving the public in health-care decision making in an effective way. The study involved five regional health authorities across Canada. Consultation issues ranged from prioritising options for the configuration of primary health care services to determining a model for organising community services for autism and pervasive development disorder. The study reviews the experiences of both participants and the regional health authorities and gives guidelines for undertaking deliberative consultation that could be adapted to areas of concern other than health. Canadian Health Services Research Foundation, Canada, 2004.

#### [Using Participatory Action Research in a Local Government Setting](#)

The role of the researcher in action research is that of a facilitator who works collaboratively to involve the stakeholders in every aspect of the research process. This article is based on a playground consultation conducted by Dunedin City Council. J Aimers, 1999.

#### [United Kingdom: Involve](#)

This document defines Participatory Budgeting and discusses its development and the benefits of this type of technique and when it could be used. Involve.Org.UK. Participatory Budgeting.