



# The Community Engagement Handbook



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# PART 1: COMMUNITY ENGAGEMENT PROTOCOL

## What is Community Engagement?



### What is Community Engagement?

Community engagement is a planned process with the specific purpose of working with identified groups of people, whether they are connected by geographic location, special interest, or affiliation or identity to address issues affecting their well-being.

[www.dse.vic.gov.au/effective-engagement](http://www.dse.vic.gov.au/effective-engagement)

South Coast  
NRM highly  
values  
community  
engagement

*Our community engagement is focused on how people engage and interact with each other and their local environment. Community engagement is a lot more than sharing information or listening to opinions. It is about partnerships with key stakeholders based on genuine interaction, and well informed and shared decision-making that motivates positive action.*

*This is achieved via a planned and flexible process that leads to:*

- *Streamlined project development and effective decision-making;*
- *Building local capacity to adapt;*
- *Community ownership, innovation and ongoing commitment to sustainable natural resource management; and*
- *Enhancements to the region as a place to work and live.*

Why is  
community  
engagement  
important?

Southern Prospects, the regional NRM strategy for the south coast of WA, provides the vision for 'sustainable and resilient communities across the south coast region'. Achieving this will take the active engagement of stakeholders at all levels in both decision-making and significant behaviour changes.

The Regional Capacity chapter of *Southern Prospects* outlines guiding principles for building community capacity:

- ⇒ Consult and engage with the community
- ⇒ Support the community to undertake priority NRM activities
- ⇒ Value the priceless resource of community capacity
- ⇒ Celebrate achievements

## Community Engagement Standards

South Coast NRM has developed this Community Engagement Protocol and Guidelines to help project officers across the region engage with their communities effectively to:

1. Make joint decisions, and
2. Bring about positive behavior changes in natural resource management.

The guidelines are not proscriptive, rather they provide prompts to help people ask questions and think deeply before acting!

South Coast NRM expects all of its project officers and anyone delivering projects funded by South Coast NRM to meet the highest



[www.dse.vic.gov.au/effective-engagement](http://www.dse.vic.gov.au/effective-engagement)

### Guidelines for engagement

- We know why we are engaging and we communicate this clearly
- We know who to engage
- We know the background and history
- We are genuine
- We are creative, relevant and engaging.

<b>Inclusive</b>	We will work collaboratively with stakeholders at all levels: key organisations including government, key individuals, community groups, expert advisors; and will seek people not just representing personal views but who try to represent a wider constituency.
<b>Transparent</b>	We will use engagement guidelines where expectations and processes will be clearly and openly discussed. It is important to South Coast NRM that stakeholders feel their involvement is valued and worthwhile.
<b>Two-way commitment</b>	We seek and depend upon the two-way flow of information and effort with stakeholders to establish a shared vision and to undertake action. We recognise that no-one has all the answers or can do it alone and that all can work together to create fresh solutions that include diversity of contributions.
<b>Respect</b>	We are committed to listen to people with a range of ideas. It will work to foster a network of people from all sectors contributing to NRM.
<b>Courage to change</b>	We understand that whole of community engagement is needed to make a difference. We recognise that things need to change and everyone needs to learn new skills and new ways.
<b>Leadership</b>	We will invest time and resources to provide leadership in facilitating whole of community engagement in NRM.
<b>Objectivity</b>	We will strive to provide information that is objective, complete and accessible.

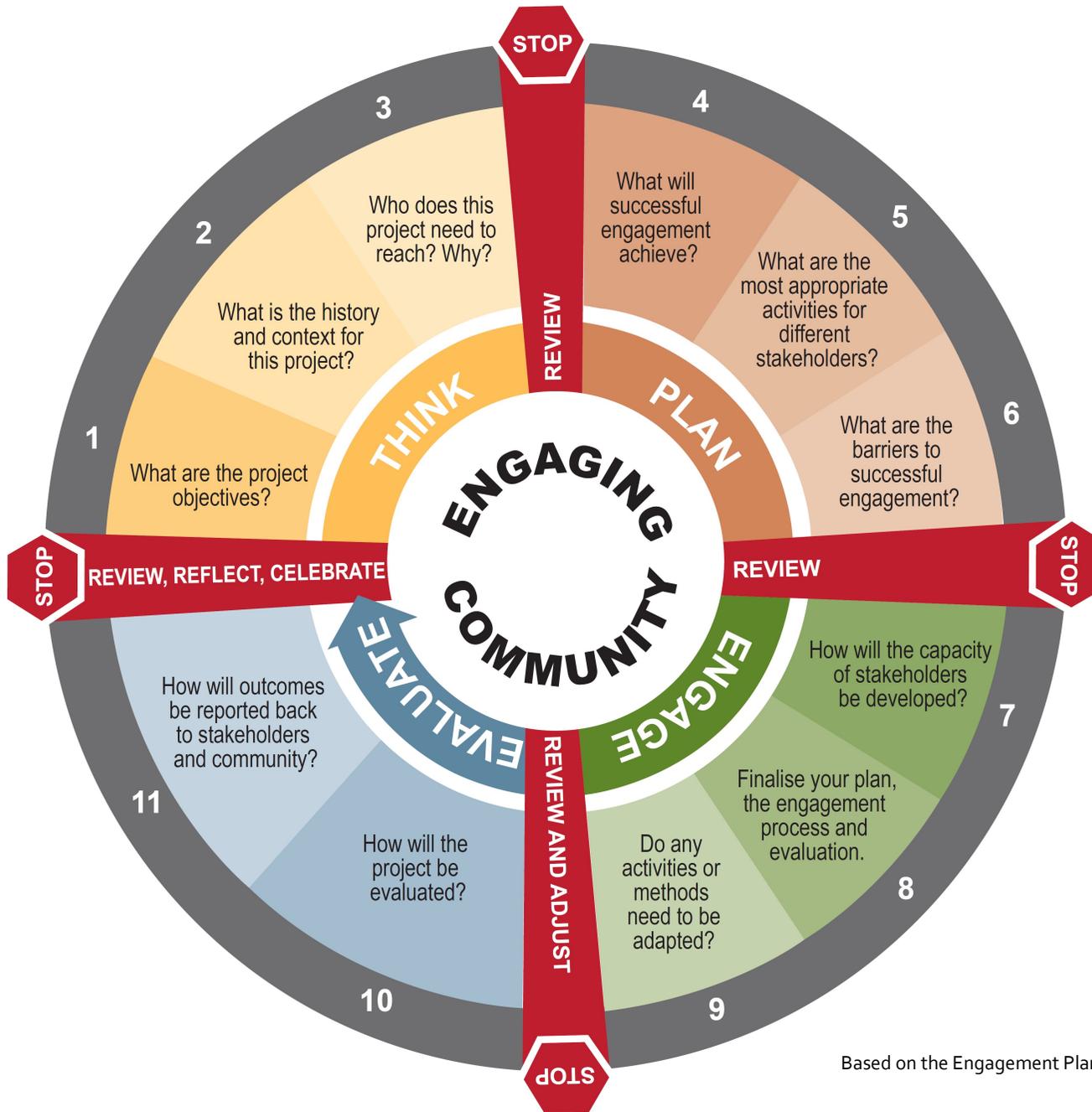
## Engagement = working with people

It is worth emphasising that community engagement is first and foremost about developing relationships with people. Pay particular attention to developing your own inter-personal skills and be aware of your own strengths and weaknesses.

<b>Know thyself</b>	Be prepared to reflect on your own strengths and weaknesses, and strategies for increasing your own capacity.
<b>Know community capacity</b>	Understand and appreciate the existing capacity, networks and skills of the community.
<b>Deal with individuals</b>	If possible speaking and listening to individuals one on one is preferable to all other methods of engagement.
<b>Empathise</b>	Consider your target group and try to anticipate their concerns and needs. There may be a number of 'protocols' that are known through past experience.
<b>People are unique</b>	Don't 'pitch' to stereotypes or make assumptions about people's lives. Each person in the target group comes with different knowledge, experiences, values and perspectives.
<b>People are different</b>	Provide a variety of opportunities to participate that consider equal opportunity and provide choice.
<b>Be prepared</b>	Have the skills to manage criticism, anger and strong views. If you're asking the question be prepared to handle the answer without being defensive or annoyed.
<b>Have fun</b>	Participation that is hands on, provides a social element and has a positive, celebratory approach helps create an emotional investment in the outcome.

Adapted from NQ Dry Tropics (2011) *Community Engagement Protocol*

# PART 2: COMMUNITY ENGAGEMENT GUIDELINES



The wheel of engagement, left, provides the 13 step process that forms the basis of this Community Engagement Framework. It is a reworking of a standard project management cycle, with regular reminders to review and adapt the activities to incorporate ongoing learning and experience.

The steps in the wheel of engagement:

1. **What are the project objectives?**
2. **What is the history and context for this project?**
3. **Who does this project need to reach? Why?**
4. **What will successful engagement achieve?**
5. **What are the most appropriate activities for different stakeholders?**
6. **What are the barriers to successful engagement?**
7. **How will the capacity of stakeholders be developed?**
8. **Finalise your engagement process and evaluation.**
9. **Do any activities or methods need to be adapted?**
10. **How will the project be evaluated?**
11. **How will outcomes be reported back to stakeholders and community?**

Based on the Engagement Planning Key— Department of Sustainability and Environment, Victoria (2005b)



# 1. What are the project objectives?

Before thinking about the community engagement components of your project, it is very important to clearly spell out the objectives of your overall project, so that you have a clear understanding of where the engagement process fits in.

Once the overall project objectives are clearly spelt out, the purpose of the community engagement process can be set out.

## Clarify the Purpose and Context

Being clear about the purpose of any engagement activity will help to determine how you go about that engagement and who is involved. It will also help to ensure that you make best use of community members' time and your organisational resources.

'Engaging for the sake of engaging' has a real risk of being hollow and not leading to change—which may demotivate community members in the longer term. *GHD (2009) Community Engagement in NRM*

## Case studies

A single fictional case study has been developed to provide an example of how to plan and run a community engagement process.

Other case studies from within the South Coast region have been collected in Appendix 4 and referred to throughout this document.

	Key Questions—Overall Project	Example Responses
✓	What are the outcomes of the project?	<i>Review and implement a whole of catchment restoration plan . The specific outcomes sought are:</i>
✓	What are the project strategies and have they been devised with all key stakeholders from the start?	<ul style="list-style-type: none"> <li>• <i>Review management goals for the catchment</i></li> <li>• <i>Improve understanding about state of the catchment, sources of nutrients &amp; management of receiving water bodies</i></li> <li>• <i>Implement restoration activities across the catchment</i></li> </ul>
✓	What are the specific deliverables you are responsible for within this project?	<ul style="list-style-type: none"> <li>• <i>Implement monitoring and evaluation program to achieve outcomes of reducing frequency of algal blooms by 30% in 20 years. Fence off 80% of primary and secondary rivers in 10 years, etc</i></li> </ul>
✓	What is your timeframe and is it realistic in terms of community engagement?	<p><i>Project strategies: Changes in soil testing and fertiliser application etc</i></p> <p><i>Involvement of stakeholders so far has been: medium, looking for high</i></p> <p><i>The timeframe for the whole project is 4 years, with a budget of \$500,000.</i></p>

	Key Questions—Community engagement	Example Responses
✓	What are you trying to achieve through community engagement? Is it decision making or changing behaviour?	<p><i>This project is seeking to both:</i></p> <ul style="list-style-type: none"> <li>• <i>Involve relevant stakeholders in reviewing the whole of catchment restoration plan</i></li> <li>• <i>Engage landholders in on-ground action such as fencing waterways, revegetation, soil testing, reducing nutrient runoff, establishing perennial pastures, engagement in monitoring, weed control etc</i></li> </ul>
✓	What decisions have already been made that will affect the development of the Engagement Plan?	<p><i>Resources for community engagement : Project officer main focus</i></p>
✓	What are your resources particularly those earmarked for community engagement?	<p><i>The main messages for the engagement process are:</i></p> <ul style="list-style-type: none"> <li>• <i>You are part of the xxxx catchment, a beautiful area worth protecting</i></li> <li>• <i>Being engaged in this process will be fun, you will meet neighbours and learn interesting things about where you live</i></li> </ul>
✓	What is/are the message/s you need to convey?	<ul style="list-style-type: none"> <li>• <i>You are an important part of making the right decisions for future management etc</i></li> </ul>

The goal of a communication and engagement plan may also involve raising issues about the need for changes in NRM related policy to remove current barriers or provide incentives for change. Strategies could include: approaching decision-makers in person or by letter, working with and educating community members who are affected, running briefing sessions.



## 2. What is the history and context for this project?

All projects and engagement processes occur in a wider context. Internal and external factors influence the design, conduct and success of engagement activities. Clearly identifying all the internal and external factors is a key step in gathering background information that can help to improve the suitability of engagement activities.

Take time to consider the questions outlined in this table.

### Knowing the Community

A good engagement is one that draws people into the process, understanding what will motivate them and interest them. You should take the time to understand the community you're going to engage, getting a handle on the people involved, their motivations and their desires.

Do some research into the community... what makes it tick?

Government of South Australia (2014) *Better Together*

	Key Questions	Example Responses
✓	What is the existing policy framework around the project—is the current context favourable to your project?	<i>The catchment group has been active for 10 years but membership is low. There is a focus on the catchment now because it could be a future water source, this concept has caused contention in the community who do not favour extraction of the limited water supplies both because they fear impacts on agriculture and also on the environment.</i>
✓	Are there similar projects (either within your organisation or outside the organisation) that have been attempted, are there evaluations of those projects?	<i>Yes there are similar projects that could provide learnings!!</i>
✓	What are the particular barriers and opportunities influencing the project? How will these impact on the engagement process?	<i>The Agency responsible for water supply has not been consultative and transparent about intentions in the past.</i>
✓	What is the current perception of your organisation amongst the project stakeholders?	<i>The catchment is predominantly small landholders and there is reasonably high turnover of ownership. Many people do not know they are in the catchment and have not engaged with the catchment group.</i>
✓	Will the community and stakeholder have particular expectations of this project? Are the expectations realistic?	<i>There may be expectations that the project will 'fix' the algal blooms in the water bodies at the bottom of the catchment.</i>
✓	Past history of engagement—What is the history of, and preferences for, engaging with the relevant stakeholders and communities in this area?	<i>The residents are time poor as most earn their income off farm. They related to their own local communities via local halls, local fire brigades etc. These are both competing interests and potential for collaboration.</i>
✓	Is there any existing conflict between project stakeholders that could impact on your project?	
✓	Are there other activities that may compete for time, or could be a potential for collaboration?	



## 3. Who does this project need to reach and why?

### Who is a Stakeholder?

A stakeholder is any person, or group, who has an interest in the project, including resourcing it, or could be potentially affected by its delivery or outputs.

A community engagement process should both understand and learn from community stakeholders.

- Who are the stakeholders and parts of the community to be engaged with?
- How might they influence the success of the program?
- How can they inform us?
- What can we learn from them?

Southern Prospects has identified a **list of key external stakeholders for South Coast NRM (see link)**. This list and these categories are a good place to start in identifying the key stakeholders for your projects.

Don't forget about the range of internal stakeholders such as Boards, NRM Committees, Reference Groups, etc. This list, and these categories are a good place to start in identifying the key stakeholders for your project. Consider your approach to Aboriginal stakeholders and use the Aboriginal **Engagement Protocol (see link)**.

### Segmentation

Think about how you can further analyse your key stakeholders on particular characteristics.

- ⇒ Behaviour
- ⇒ Cultural
- ⇒ Demographics
- ⇒ Physical
- ⇒ Psychological

	Key Questions	Example Responses
✓	Which stakeholders are directly responsible for either action or decisions on the relevant issues?	<i>Key stakeholders include landholders, catchment group, Water Corporation, Department of Water, South Coast NRM, Friends of local reserves, Department of Agriculture, Department of Parks and Wildlife, CENRM and other research bodies, local government etc</i>
✓	Who could be influential in the area, community and/or organisation (extend the range of your engagement)?	<i>There are a handful of full time long term farmers in the catchment that are very influential. There are two long term resident fishers who are influential.</i>
✓	Who will be affected by any decisions on the issue (individuals and organisations)?	<i>Subset stakeholders: full time farmers, part time income from farms, lifestyle landholders, town residents. Recent landholders vs long term landholders. Landholders who have undertaken landcare works previously vs not previously engaged etc</i>
✓	Are there subsets of stakeholders that can be identified (be specific as possible)?	<i>Some full time landholders have not been engaged. Water Corporation and DPAW have had limited engagement etc.</i>
✓	Are there groups normally excluded that should be included eg young people, Aboriginals, seniors that you have overlooked?	
✓	Who has been involved in this issues in the past?	
✓	Who has not been involved in the past, but should have been?	

**For example:** 3 'types' of farmers have been identified in terms of adaptive capacity to changing climate:

- **Cash poor long-term adaptors (55%)** – younger, healthy, socially well connected, information-seeking and believing in climate change but resource poor;
- **Comfortable non-adaptors (25%)** – older, socially well connected, enjoying comparatively good farming conditions and income. Don't believe in climate change and don't see pressure for change;
- **Transitioners (20%)** – under considerable pressure and low adaptive capacity. Less certain about climate change and what to do about it. (Evans, et al, 2011)

*It is highly likely that each segment of the rural farming community would respond best to a different engagement strategy.*



### 3. Who does this project need to reach and why?

**Prioritise stakeholders:** Use this diagram to help you brainstorm the stakeholders that you should be involving in your project. Categorise the stakeholders and groups by their influence and importance to your project to help prioritise the key stakeholders. Are they currently engaged?

**Analyse your stakeholders:** Use this table to identify what might stop your key stakeholders being involved and what opportunities you could offer them. Segment your stakeholder groups to target your engagement, and identify how they prefer to be communicated with.

High level of importance (affected by or affecting change) ↑ Medium levels of importance ↓ Low levels of importance (affected by or affecting change)	Landholders Department of Water Catchment group Water Corporation	<b>Highest Priority</b>
	Department of Parks and Wildlife Department of Agriculture CENRM South Coast NRM	
	Friends of local reserves Local Government	<b>Lowest Priority</b>
	Low degree of influence      Medium degree of influence      High degree of influence ←—————→—————→	

Priority Stakeholders (Individual or Group) egs.	Barriers or constraints to involvement?	Opportunities for involvement?	Appropriate methods of communication or involvement
Water Corporation	Wary about being engaged and expectation of them	Improve their image in the community.	Member of project committee, briefing to community
Catchment group	Struggle to get full and active committee membership	Clear project with set timeframe more attractive. Potential new residents with skills.	Social gatherings, get to know your neighbours, briefings on interesting catchment topics
Landholders f-time farmers	Wary about intentions of catchment group	Possible incentives for on ground works.	Face to face meetings on farm.
Landholders p-time farmers	Time poor, lack farm income & knowledge to do things	Looking for support	Small group field trips, workshops
DPAW	Reluctant to be engaged as lack of on ground resources	Open to helping Friends of groups	Activities specifically focused on DPAW estate



## 4. What will successful engagement achieve?

### Measure your success

Set up monitoring and evaluation at the very beginning of project planning for:

- Project outcomes;
- The contribution of the community engagement to project success; and
- The effectiveness of the project and engagement outcomes for the level of investment.

Evaluation of the success of the community engagement plan can include:

- ⇒ Assessment of who attends activities.
- ⇒ Evaluation of activities: knowledge, and skills gained and any behaviour changes made.
- ⇒ Evaluating the level of changes pre and post event.
- ⇒ Success in keeping key stakeholders involved.

Create SMART Goals	
<b>S</b>	<b>SPECIFIC</b> What do you want to achieve? Who, what, where and why?
<b>M</b>	<b>MEASURABLE</b> How will you measure and evaluate the extent to which the goals have been achieved? How much and how many?
<b>A</b>	<b>ACHIEVABLE</b> Are your immediate, short term and longer term goals realistic
<b>R</b>	<b>RELEVANT</b> Will the goals achieve what you are hoping for?
<b>T</b>	<b>TIME-BOUND</b> Set deadlines that are realistic and goals that are prioritised - by when?

What outcome/ benefit would you consider shows success?	Description of each outcome/ benefit	Achievement target/s?	How will you measure success and when?	When to use this measure
<b>1. Capacity change/gains with specific target audiences (such as knowledge, understanding, skills, confidence, motivation) - within life of project</b>	<i>Positive engagement in catchment activities</i>	<i>Catchment Committee full membership and succession Activities attract high participation</i>	<i>Annual reporting Post activity surveys to measure satisfaction, attitudes and behaviour put into practice</i>	<i>All engagement activities - provides measure of short term outcomes/benefits</i>
<b>2. Practice, adoption, behaviour change gains with specific target audiences—medium term 2 to 5 years</b>	<i>Fencing of 80% of primary and secondary rivers in 10 years Soil test regularly and use results</i>	<i>90% primary rivers in 5 yrs 70% secondary rivers in 10 yrs 80% of landholders soil test at least every 3 yrs on active paddocks</i>	<i>Catchment group records of supported fencing Survey of landholders Input/output analysis of selected farms (history of poor use)</i>	<i>N/A to engagement for decision making projects. Applies to behaviour change medium term.</i>
<b>3. Economic, environmental, social change / gains—longer term 3 to 20 years</b>	<i>Reduced algal blooms in wetlands and inlet at bottom of catchment</i>	<i>30% reduction in 20 yrs</i>	<i>Department of Water monitor this indicator</i>	<i>Applies to behavior change for asset and community condition long term improvement targets.</i>



## 5. What are the most appropriate activities for different stakeholders?

### About the spectrum

The engagement spectrum - inform through to empower - is based on the International Association of Public Participation guidelines, designed primarily for decision-making processes.

South Coast NRM and other NRM organisations undertake community engagement for two main reasons:

- Involving stakeholder and community input on NRM planning documents, policy making and decision-making processes; and
- Engaging the community in NRM behaviour change.

### Is empowerment the best?

- ⇒ Different engagement activities and techniques will be most appropriate for different stakeholder groups, therefore with any particular project you will likely use a range of engagement activities.
- ⇒ For simple engagement situations, providing good quality information may be all that is required for the community engagement process.
- ⇒ For behaviour change programs the lifecycle of the project is likely to require a range of these approaches .

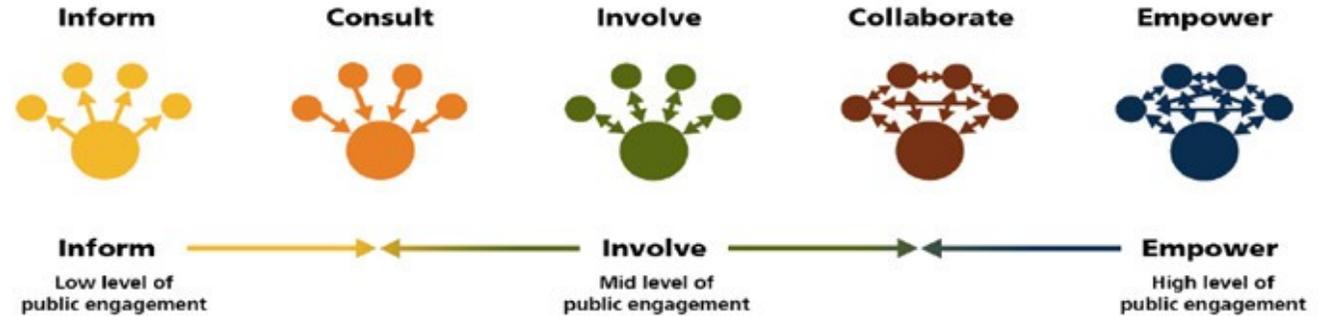


Image source: <http://cms.burlington.ca/AssetFactory.aspx?did=24958>

### Be innovative!

There is a distinct risk of burnout and over-consultation for many in the NRM community.

Be as innovative as possible with your engagement activities to inject new life and draw new stakeholders into your project.

### Re-invention

*"According to diffusion experts, what spreads an idea is not persuading more people to do it, but rather the way the idea itself changes. Ideas spread when they become easier, cheaper, faster, more useful and more satisfying."*

Follow the link for some interesting ideas on reinventing a Landcare or bushcare group—with new names, new activities, new initiatives or new purpose. [http://enablingchange.com.au/If\\_not\\_then\\_what.pdf](http://enablingchange.com.au/If_not_then_what.pdf)

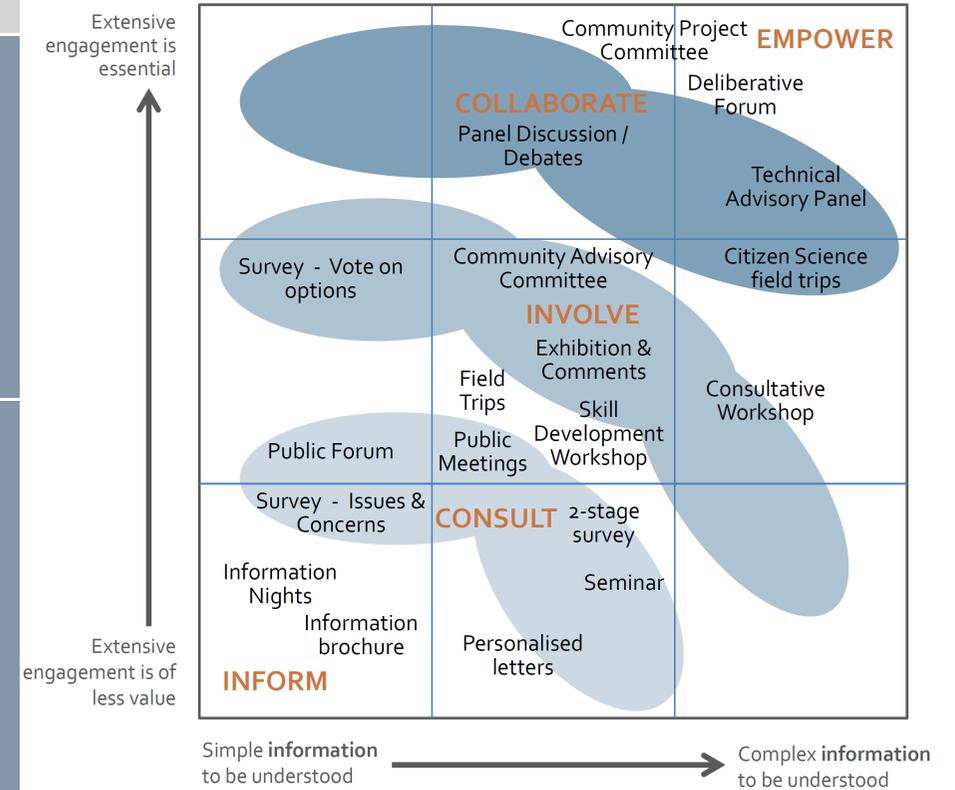


# 5. What are the most appropriate activities for different stakeholders?

Click on the diagrams for links to lists of appropriate activities



DECISION-MAKING PROCESSES					
GOAL	To provide the public with balanced and objective information to assist them in understanding problems, alternatives and/or solutions	To obtain public feedback on analysis, alternatives and/or decisions	To work directly with the public throughout the process to ensure that public concerns and aspirations are consistently understood and considered	To partner with the public in each aspect of the decision, including the development of alternatives and the identification of the preferred solution	To place final decision-making in the hands of the public
	We will keep you informed.	We will keep you informed, listen to and acknowledge concerns and provide feedback on how public input influenced the decision.	We will work with you to ensure that your concerns and aspirations are directly reflected in the alternatives developed and provide feedback on how public input influenced the decision.	We will look to you for direct advice and innovation in formulating solutions and incorporate your advice and recommendations into the decisions to the maximum extent possible.	We will implement what you decide.
PROMISE					



Les Robinson 2002



# 5. What are the most appropriate activities for different stakeholders?

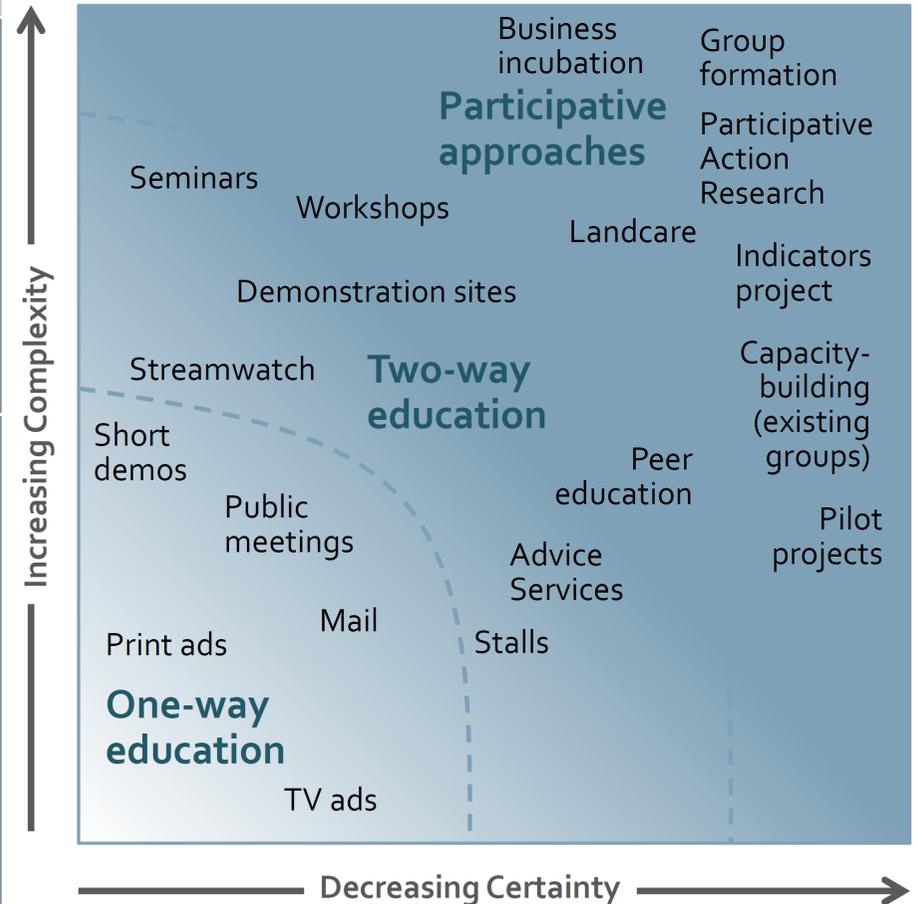
Click on the diagrams for links to lists of appropriate activities



The three strategic approaches to developing behaviour change programs :

- 1) **Participative approaches - high involvement programs** stakeholders collaboratively define the problem and devise and test solutions.
- 2) **Two-way education - medium involvement programs** community has opportunity to converse with experts and negotiate over solutions.
- 3) **One-way education - low involvement programs**, design of solutions non-negotiable and hence either accepted or rejected by community.

BEHAVIOUR CHANGE PROCESSES					
GOAL	Change in awareness about issues related to sustainable NRM	Change in knowledge, understanding and skills about behaviour changes required for sustainable NRM outcomes	Intention to partner in change of practices or behaviour for sustainable NRM outcomes and plan for changes	Undertaking behaviour changes for sustainable NRM outcomes and learn from experience	Undertaking behaviour changes that result in improved environmental, economic, social conditions of South Coast region and maintain changes
	PROMISE	We will share information between communities, organisations and agencies to come to a mutual understanding. Everyone is informed and able to take responsibility for decisions and actions.	We will share information, questions or positions to obtain ideas, feedback, knowledge or an understanding of objectives and expectations about projects and programs.	We will build on networks and relationship across the south coast region, and facilitate ownership and trust through active involvement of all key stakeholders in a project or program.	We will collaborate with communities, organisations and agencies to support action, including developing alternatives and identifying preferred solutions for behaviour change in NRM.





## 6. What are the barriers to successful engagement?

Possible barriers or challenges	Factor	Possible solutions
<ul style="list-style-type: none"> <li>Financial—budget blowout, changes in program goals</li> <li>Logistical or technical issues</li> <li>Turnover of staff/ lack of skills in engagement</li> </ul>	Delivering organisation	<ul style="list-style-type: none"> <li>Avoiding budget blowouts is part of planning and not promising more than can be delivered.</li> <li>Seek outside expertise for technical issues. Plan ahead for logistical problems and solutions.</li> <li>Good planning and handover notes for any staff changes.</li> </ul>
<ul style="list-style-type: none"> <li>Community or stakeholders feel excluded from engagement process</li> <li>Community members with different expectations of engagement activities</li> <li>Overpromising by delivering organisation/s leading to disappointment</li> </ul>	Mismatch of Expectations	<ul style="list-style-type: none"> <li>Clearly communicate the purpose of the engagement and project.</li> <li>Ask stakeholders what they understand to check expectations.</li> <li>Make sure any agencies and other organisations are also clearly on the table.</li> </ul>
<ul style="list-style-type: none"> <li>Consultation fatigue/ low community participation/ poor attendance</li> </ul>	Consultation Fatigue	<ul style="list-style-type: none"> <li>Check that you are going to the right target audience.</li> <li>Don't over consult, and work with others who might be doing engagement too.</li> <li>Make sure the stakeholders are getting something from the process - the WIFM factor (What's In It For Me).</li> </ul>
<ul style="list-style-type: none"> <li>Controversy/political sensitivity of some proposals/ polarised views</li> <li>Special interest groups/potential derailers</li> <li>Negative media coverage or high media interest</li> </ul>	Controversy	<ul style="list-style-type: none"> <li>Remain impartial, rational and even-handed. Avoid personalising issues.</li> <li>Ensure all views are given space for an airing.</li> <li>Control engagement to avoid takeover by interest groups – use professional facilitators if necessary.</li> </ul>
<ul style="list-style-type: none"> <li>Sustaining interest over a longer engagement period</li> </ul>	Maintaining interest in those already engaged	<ul style="list-style-type: none"> <li>Introduce new information and skill development in the process.</li> <li>Use different engagement tools and activities.</li> <li>Encourage those currently interested to take roles as mentors and leaders.</li> </ul>
<ul style="list-style-type: none"> <li>Lack of Issue-specific knowledge</li> <li>Literacy</li> <li>Communication styles</li> <li>Limited reach of press and media</li> </ul>	Awareness and Communication	<ul style="list-style-type: none"> <li>Provide timely information</li> <li>Use different communication media (e.g. print and online media, community radio, community theatre)</li> <li>Provide information in various languages and styles</li> </ul>
<ul style="list-style-type: none"> <li>Availability of resources</li> <li>Unreliable infrastructure (possibly season specific)</li> <li>Costs of travel and accommodation</li> <li>Lost working-time</li> </ul>	Infrastructure and finance	<ul style="list-style-type: none"> <li>Choose accessible locations</li> <li>Assist with transport and compensate out of pocket expenses</li> <li>Choose the right time (e.g. avoiding seeding time etc)</li> <li>Make every activity time efficient and targeted</li> <li>Provide other incentives e.g. social aspect to meet other needs</li> </ul>

Based on AIM (2013) *Effective Stakeholder Management*



## 7. How will the capacity of stakeholders be developed?

You have identified your key stakeholders in step 3 of the Wheel of Engagement. Building capacity of stakeholders will address some of the possible barriers and provide incentives to engagement.

Building capacity supports community resilience, confidence and a feeling of motivation and empowerment.

Possible Challenges	Factors	Possible Responses
<ul style="list-style-type: none"> <li>Do all stakeholders have the same information?</li> <li>It is important that there is a level playing field of knowledge so all stakeholders around the table can be part of discussion and decision making.</li> <li>Understanding that there is a need for behaviour change is the first step in engaging people in change.</li> <li>What is the current level of understanding of the issues at hand? You may need to ask stakeholders to find out.</li> </ul>	Information	<ul style="list-style-type: none"> <li>Citizen Science approach to information</li> <li>Engage stakeholders in research</li> <li>Seek and validate information/knowledge from community members and all stakeholders</li> </ul>
<ul style="list-style-type: none"> <li>Do stakeholders need new skills to engage in behaviour changes?</li> <li>A key barrier to change is that people feel more comfortable doing what they currently do, change is challenging. Identify if key stakeholders need new skills – there may be information that already exists on this or you may need to ask them.</li> </ul>	Skills	<ul style="list-style-type: none"> <li>Provide training, field trips, sharing skills</li> <li>Workshops</li> <li>Conferences</li> </ul>
<ul style="list-style-type: none"> <li>Are there leaders willing to be involved in the decision making process and/or champion behaviour change?</li> <li>How will you build leadership succession into your engagement process?</li> </ul>	Leadership & Succession Planning	<ul style="list-style-type: none"> <li>Bring new leaders onto project team</li> <li>Mentor young leaders</li> <li>Provide rewards eg conference support</li> </ul>
<ul style="list-style-type: none"> <li>Do individuals and/or organisations have the time and financial capacity to be involved?</li> </ul>	Resources	<ul style="list-style-type: none"> <li>Recognise contributions</li> <li>Cover out of pocket expenses</li> <li>Reward involvement—end of year gifts.</li> </ul>

Citizen Science is a hands-on approach to engaging people to gather data, ask questions and seek evidence for decisions. It broadens the definition of the expert and engages people in a diversity of ways while supporting conventional science.

There is growing evidence that training and quality controls in citizen science mean the data is rigorous and useful. The rapid spread of internet and mobile technology supports the engagement of people in gathering evidence and the information can be quickly collated and mapped using Google.

Citizen Science is how ordinary citizens help scientific research and in doing so help the society.

*Land and Water Australia*





## 8. Finalise your engagement process and evaluation

At this stage of the process, you need to carefully consider the scheduling of activities and identify the range of resources you will require to implement your Community Engagement Plan. Also consider:

- What are the skills/competencies needed for the further design and delivery of your Engagement

Plan?

- Do the stakeholders have the capacity (knowledge, skills, aspirations and attitudes) to participate in and implement the tools/actions outlined in the plan?
- Are there any seasonal constraints that might affect the ability of your stakeholders to be involved?
- Does your timeline recognise the time required to

design and implement a tool, and then to evaluate the activity?

- Does this fit with existing project timeframes and milestones?
- Where can you access outside skills and expertise?
- Does accessing or developing these skills match the available budget?

Project stage	Engagement Activity	Stakeholder (s) Involved	Level of engagement	Tools/ actions	Key Messages/ questions	Who is responsible?	Start & finish dates
<b>Project Planning</b>	1. Series of field trips and presentations on different aspects of the catchment 2. Community visioning forum	Agencies Community groups Individuals Research bodies	INFORM CONSULT INVOLVE  COLLABORATE	<ul style="list-style-type: none"> <li>• Select community venues in the catchment.</li> <li>• Set at times suitable to community. Advertise widely.</li> <li>• Experienced facilitator to plan agendas with project team.</li> <li>• Incorporate fun activities, canoeing, bird watching, BBQs, picnics, prizes etc</li> <li>• Change future presentations/field trips to meet feedback needs.</li> <li>• Record Forum input verbatim, provide in collated form back to participants and collect evaluation forms from participants.</li> </ul>	<ul style="list-style-type: none"> <li>• You are already doing good work</li> <li>• What is most important to do next and where?</li> <li>• This is your catchment</li> <li>• Your ideas are central to success</li> <li>• We can act and make a difference</li> </ul>	Project officer Project team (sub-group of stakeholders)	Feb (once school is back) - Nov Year 1
<b>Research / Review</b>	1. Focus group 2. Citizen science program	As above plus WA Museum Conservation Volunteers Conservation Council	CONSULT COLLABORATE INVOLVE	<ul style="list-style-type: none"> <li>• Focus groups to understand attitudes to NRM in catchment, and barriers and benefits to behaviour change.</li> <li>• Develop research questions from project planning from community and other stakeholders.</li> <li>• Develop citizen science program; identify current information and gaps.</li> <li>• Identify stakeholders able to run aspects of program.</li> <li>• Seek funding for programs. Run program. Collate findings.</li> <li>• Evaluation program from both stakeholders and participants.</li> </ul>	<ul style="list-style-type: none"> <li>• We want to know what you think</li> <li>• We can find out cool things</li> <li>• Knowledge helps better management decisions</li> <li>• Research is fun/ rewarding</li> </ul>	Collaborating stakeholders Project officers Students Volunteers	June Year 1 – Year 4
<b>Draft Plan</b>	1. Draft plan 2. Second draft of plan	As above	COLLABORATE CONSULT INVOLVE	<ul style="list-style-type: none"> <li>• Project team collates research information and catchment plan ideas.</li> <li>• Forum presenting information and ideas to date with maps of catchment showing possible locations. Seek input.</li> <li>• Repeat forum with 2<sup>nd</sup> draft incorporating input from 1st one</li> </ul>	<ul style="list-style-type: none"> <li>• Your ideas are central to success</li> <li>• We can act</li> <li>• New information is important</li> </ul>	Project team Collaborating stakeholders Community	Feb Year 2 April Year 2
<b>Take action</b>	1. Support best bet behaviour changes in NRM	Land managers	INFORM COLLABORATE EMPOWER	<ul style="list-style-type: none"> <li>• Continue supporting NRM action while the catchment plan review is underway on known priorities.</li> </ul>	<ul style="list-style-type: none"> <li>• We are not starting from a blank slate</li> <li>• We can act</li> <li>• Your efforts are important</li> </ul>	Project officer Land managers Stakeholders	June Year 1 - 4



## 9. Do any activities or methods need to be adapted?

Use an adaptive planning approach to review your engagement plan to date.

<p><b>Are there any new risks or issues that have emerged?</b></p>	<p><b>Check your risk profiles and strategies</b>                  E.g. you may not have known about a particularly vocal group of stakeholders at the beginning of the project who are now proving to be a risk to successful engagement.  <b>Has there been any change in a source of risk that now makes it more likely to be a problem?</b>                  For example, your normal facilitator may not be available or you may find yourself having to use external contractors for all engagement activities instead of just 20% as originally planned.</p>
<p><b>Are the engagement activities being successful?</b></p>	<p><b>Do evaluations show they have been effective?</b>                  Hopefully you have done enough evaluation to be able to answer this question with confidence!                  On which targets are you spending most effort, is this going to result in the outcomes you are seeking? e.g. avoid spending too much time on laggards.</p>
<p><b>Do you need to adapt or amend any activities or methods for the remainder of the project?</b></p>	<p><b>Do you need to investigate different engagement techniques</b>                  Are there other stakeholders you need to target?                  Has the review of evaluations indicated changes are needed?  <b>Are there any emerging factors that could have a positive impact on the project?</b>                  E.g. an activity generates a greater response than anticipated. If so, what contingencies can you put in place to maximise the benefits?</p>
<p><b>Is your timeline still on track?</b></p>	<p><b>Review your engagement plan to ensure it is realistic</b>                  Timelines should not be prescriptive as most engagement plans need to be reviewed and adapted. However, good planning should mean timeframes are in the ball park and pressure to deliver is avoided.</p>

### REWARDS MOTIVATE CHANGE

Rewards help to encourage people to change behaviour and reinforce new positive behaviours. Rewards do not have to be expensive or difficult, they can include:

- Barbecues and social gatherings of key stakeholders and the project team
- Thanks at events or in newsletters, websites
- Media stories
- Awards
- Gifts
- Special rates for events
- Inclusion in special events

*"Shrink the challenge - Small targets lead to small victories and small victories can often trigger a positive spiral of behaviour".*

*Chip and Dan Heath Switch: How to Change Things When Change is Hard*



## 10. How will the project be evaluated?

Purpose of Evaluation	Key evaluation questions	Who needs to know what about the outcomes?	Sources of evidence and Methods of Measurement	Who is responsible & When?
<p>As well as accountability to funding bodies consider whether the evaluation will:</p> <ul style="list-style-type: none"> <li>Improve how community engagement is done</li> <li>Identify what can be learnt for the future</li> </ul>	<ul style="list-style-type: none"> <li>Were objectives met?</li> <li>Is behaviour changed?</li> <li>Were new skills &amp; knowledge developed?</li> <li>Which activities best met needs of stakeholders?</li> <li>What helped or hindered our process?</li> <li>What did we learn about needs of stakeholders?</li> <li>How did stakeholders feel?</li> </ul>	<p><b>External</b></p> <ul style="list-style-type: none"> <li>Funding Bodies</li> <li>Government Departments</li> <li>Other organisations in region</li> <li>Those <i>affected by / affecting</i> project</li> </ul> <p><b>Internal</b></p> <ul style="list-style-type: none"> <li>Colleagues/ Management</li> </ul>	<p><b>Quantitative</b></p> <ul style="list-style-type: none"> <li>Evaluation surveys</li> <li>Monitoring participation</li> </ul> <p><b>Qualitative</b></p> <ul style="list-style-type: none"> <li>Surveys or interviews</li> <li>Observation and anecdotal</li> </ul> <p><i>See Appendix 3 for a list of possible Evaluation Tools</i></p>	<ul style="list-style-type: none"> <li>What is the timeline for different evaluation tasks?</li> <li>Who will do them?</li> </ul>
<b>How successful was the engagement?</b>	<ul style="list-style-type: none"> <li><i>What impact has the community engagement activities had on the outcomes of the project?</i></li> </ul>	<i>Funders, managers, project team</i>	<i>On-ground data collection via annual field assessments</i>	<i>Immediately post project, longer term</i>
	<ul style="list-style-type: none"> <li><i>To what extent are community stakeholders behaving differently?</i></li> </ul>	<i>Funders, managers</i>	<i>Community Feedback via interviews Project team via observations, reports, most significant stories</i>	<i>Immediate post event, 3 mths, 1–3 years after</i>
	<ul style="list-style-type: none"> <li><i>How has the community stakeholders' understanding of the issue changed? What new knowledge/understanding have they gained?</i></li> </ul>	<i>Funders, managers, project team</i>	<i>Community Feedback via interviews, activity feedback sheets, most significant stories</i>	<i>Annual and/or post project</i>
<b>What could we do better? What did we learn?</b>	<ul style="list-style-type: none"> <li><i>How satisfied were stakeholders that their point of view had been heard?</i></li> </ul>	<i>Project team, other practitioners, funders, Managers</i>	<i>Representatives of all Stakeholders via stakeholders</i>	<i>Post project</i>
	<ul style="list-style-type: none"> <li><i>What did community stakeholders think/feel about the processes used to engage them?</i></li> </ul>	<i>Project team, other practitioners, funders, Managers</i>	<i>Community feedback via ORIDs at events/ activities, interviews</i>	<i>Annual Post program</i>
	<ul style="list-style-type: none"> <li><i>How accepting are community stakeholders of the project outcomes (eg decisions or recommendations made)?</i></li> </ul>	<i>Project team, managers, funders</i>	<i>Community feedback via interviews, invitation to respond. Project team via most significant stories</i>	<i>Periodically through life of project and post</i>
	<ul style="list-style-type: none"> <li><i>To what extent were stakeholders able to participate in the decision-making process?</i></li> </ul>	<i>Project team. managers</i>	<i>Community feedback—who did and didn't get involved—via interviews, surveys</i>	<i>Post project</i>



## 10. How will the project be evaluated?

Purpose of Evaluation	Key evaluation questions	Who needs to know what about the outcomes?	Sources of evidence and Methods of Measurement	Who is responsible & When?
<b>What could we do better? What did we learn? (continued)</b>	<ul style="list-style-type: none"> <li>What did the project team learn about the issue/problem area as a result of the community engagement activities?</li> </ul>	Project team	Project team via learning journals, Delphi, group discussions	Immediately post project
	<ul style="list-style-type: none"> <li>What changes have project staff made to the way they manage the issue as a result of their community engagement activities?</li> </ul>	Project team, other practitioners	Project team via group discussion Learning journals	Periodically through life of project and post project
	<ul style="list-style-type: none"> <li>To what extent did the project team keep their 'participation promises' (made to community stakeholders)?</li> </ul>	Project team, other practitioners, managers	Project team via facilitated discussion Community feedback via interviews News items via monitoring	Periodically through life of project and post project
	<ul style="list-style-type: none"> <li>How confident can the project team be that all the appropriate/necessary interest groups were included? If not why not?</li> </ul>	Project team	Community feedback (from those not involved) via interviews News items via monitoring (for disenfranchised)	Periodically through life of project and post project
	<ul style="list-style-type: none"> <li>How willing were community stakeholders to be involved in the engagement activities?</li> </ul>	Project team, other practitioners	Project team observation via discussion Records from activities via data analysis	Periodically through life of project and post project
	<ul style="list-style-type: none"> <li>Who was involved in the community engagement activities?</li> </ul>	Project team, other practitioners	Project team records from activities via data analysis	Periodically through life of project and post project
	<ul style="list-style-type: none"> <li>What activities were undertaken to implement the community engagement plan?</li> </ul>	Project team, other practitioners	Quarterly reports via data analysis	Periodically through life of project and post project
	<ul style="list-style-type: none"> <li>To what extent has the project influenced how the project team members view the issue?</li> </ul>	Project team, other practitioners	Project team reflection via facilitated discussion Learning journals	Periodically through life of project and post project
	<ul style="list-style-type: none"> <li>To what extent did project team staff have the skills needed to implement the engagement activities successfully?</li> </ul>	Project team, other practitioners, Managers	Project team reflection via discussion Project manager observation via discussion Community feedback via interviews	Periodically through life of project and post project
	<ul style="list-style-type: none"> <li>What worked well? What could have been done better?</li> </ul>	Project team, other practitioners	Project team reflection via facilitated session Community feedback via interviews and feedback sheets at activities	Immediately post project and prior to new projects



# 11. How will outcomes be reported back to stakeholders and community?

Implementing engagement tools and conducting engagement activities is one part of the engagement process.

Another is ensuring that the discussions, outcomes and decisions arising out of these activities are communicated back to participants. Providing feedback to your stakeholders is central to the engagement process.

It is important that participants in community engagement understand how their input was valued and used. It is important that feedback is always provided back to participants regarding how their input or involvement influenced the decisions made. This is particularly important to maintain a level of engagement that will enable the community engagement process to be fully evaluated.

EXTERNAL		Example
✓	Funding Bodies	Final report, project briefing, celebratory event
✓	Government Agencies (State and Federal)	Final report, project briefing, celebratory event
✓	Other relevant organisations in the region	Final report, project briefing, celebratory event, media
✓	People / organisations <b>affected by</b> the project	Project reporting event with celebration, newsletters, media, personalised addressed mail, report card
✓	People / organisations <b>affecting</b> the project	Final report, project briefing, report card, celebratory event
✓	Peers in other organisations	Project briefing, conference papers, workshop to share, report card
INTERNAL		
✓	Colleagues	Project briefing/workshop, final report, invite to celebratory event
✓	Board or committee	Final report, project briefing, invite to celebratory event

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## Appendix 1 - Stakeholders

Category	Name / Sub-categories
<b>LAND MANAGERS</b>	<ul style="list-style-type: none"> <li>⇒ 100% income from farm</li> <li>⇒ Part income from farm</li> <li>⇒ Absentee landholder</li> <li>⇒ Peri urban landholder</li> <li>⇒ Urban landholder</li> </ul>
<b>REGIONAL COMMUNITY</b>	⇒
<b>COMMUNITY GROUPS</b>	⇒ Progress Associations
<b>MAJOR SUB-REGIONAL GROUPS</b>	<ul style="list-style-type: none"> <li>⇒ Esperance Regional Forum (ERF)</li> <li>⇒ Fitzgerald Regional Biosphere Group Inc (FBC)</li> <li>⇒ Gillami Centre Cranbrook</li> <li>⇒ North Stirlings Pallinup Natural Resources Inc (NSPNR)</li> <li>⇒ Oyster Harbour Catchment Group Inc (OHCG)</li> <li>⇒ Ravensthorpe Agricultural Initiative Network Inc (RAIN)</li> <li>⇒ South Coast Management Group (SCMG)</li> <li>⇒ Torbay Catchment Group</li> <li>⇒ Wilson Inlet Catchment Committee Inc (WICC)</li> <li>⇒ South Coast Natural Resource Management Inc</li> </ul>

Category	Name / Sub-categories
<b>LOCAL GOVERNMENT</b>	⇒
<b>OTHER ENVIRONMENT NON-GOVERNMENT ORGANISATION S (NGOs)</b>	<ul style="list-style-type: none"> <li>⇒ Bush Heritage</li> <li>⇒ Gondwana Link</li> <li>⇒ Green Skills</li> <li>⇒ Greening Australia</li> <li>⇒ Conservation Volunteers</li> <li>⇒ Malleefowl Preservation Group</li> <li>⇒ Albany Environment Centre</li> <li>⇒ Denmark Environment Centre</li> </ul>
<b>RESEARCH &amp; DEVELOPMENT GROUPS</b>	<ul style="list-style-type: none"> <li>⇒ Centre for Excellence in NRM (CENRM)</li> <li>⇒ Other Universities</li> </ul>
<b>EDUCATIONAL INSTITUTIONS</b>	<ul style="list-style-type: none"> <li>⇒ University of WA Albany Centre</li> <li>⇒ Edith Cowan University</li> <li>⇒ Curtin University of Technology (Centre for Regional Education)</li> <li>⇒ Great Southern Institute of Technology</li> <li>⇒ Esperance Community College</li> </ul>
<b>INDUSTRY GROUPS</b>	<ul style="list-style-type: none"> <li>⇒ Grower Group Alliance</li> <li>⇒ Southern Dirt</li> <li>⇒ Evergreen</li> <li>⇒ Stirlings to Coast</li> <li>⇒ Etc</li> </ul>

Category	Name / Sub-categories
<b>ABORIGINAL GROUPS</b>	⇒
<b>FEDERAL GOVERNMENT AGENCIES</b>	⇒
<b>STATE GOVERNMENT AGENCIES</b>	<ul style="list-style-type: none"> <li>⇒ Department of Agriculture and Food (DAFWA)</li> <li>⇒ Department of Parks and Wildlife (DPAW)</li> <li>⇒ Department of Environmental Regulation</li> <li>⇒ Department of Water</li> <li>⇒ Department of Fisheries</li> <li>⇒ Department of Indigenous Affairs</li> <li>⇒ Department of Planning</li> <li>⇒ Department of Regional Development and Lands</li> <li>⇒ Forest Products Commission</li> <li>⇒ Main Roads WA</li> <li>⇒ WA Museum (Albany)</li> </ul>
<b>REGIONAL DEVELOPMENT BODIES</b>	<ul style="list-style-type: none"> <li>⇒ Goldfields Esperance Development Commission</li> <li>⇒ Great Southern Development Commission</li> <li>⇒ Regional Development Australia (Great Southern) -</li> </ul>

# Appendix 2 - Engagement Techniques

## Inform



Consider techniques for <i>Inform</i> level	Always Think It Through	What Can Go Right	What Can Go Wrong
<b>PRINTED MATERIALS</b> ⇒ Fact Sheets ⇒ Guides ⇒ Newsletter ⇒ Advertisements ⇒ Brochures ⇒ Posters ⇒ Letter drops ⇒ Media articles/ editorial ⇒ Reports ⇒ Signage	<ul style="list-style-type: none"> <li>• Keep it short &amp; simple</li> <li>• Make it visually interesting and engaging but not too busy or slick</li> <li>• Proof-read all documents</li> <li>• Engage randomly selected staff members to trial material &amp; provide feedback before distribution to the community</li> <li>• Use language that is inclusive and jargon free</li> <li>• When possible include opportunities for comment and include reply paid forms or envelopes to encourage two-way communication</li> <li>• Explain community's role and how comments may affect the project</li> </ul>	<ul style="list-style-type: none"> <li>• Can reach a large target audience</li> <li>• Community look for information in regular format such as a newsletter</li> <li>• Allows for technical &amp; legal reviews</li> <li>• Written comments returned in reply paid format</li> <li>• Documentation of community involvement facilitated</li> <li>• Can help to develop a mailing list</li> </ul>	<ul style="list-style-type: none"> <li>• Distribution planning inadequate</li> <li>• Materials do not reach the mark</li> <li>• Materials not read</li> <li>• Limited capacity to communicate complicated concepts</li> <li>• Information misinterpreted</li> </ul>
<b>DISPLAYS</b> ⇒ South Coast NRM offices ⇒ Regional Council Offices ⇒ Libraries ⇒ Shopping centres ⇒ Schools ⇒ Community Centres (such as CRCs)	<ul style="list-style-type: none"> <li>• Establish regular sites if possible to build on community culture</li> <li>• Make sure personnel at locations know what materials are about &amp; where they are located &amp; who to contact for further information</li> <li>• Consider interactive or electronic displays, to encourage engagement. (e.g. video loop Presentations)</li> <li>• Make sure materials are removed when past their use by date</li> </ul>	<ul style="list-style-type: none"> <li>• Information is accessible to the community at relatively little cost</li> <li>• Community visit offices and facilities and learn more about projects and services</li> <li>• Community ask for further information</li> </ul>	<ul style="list-style-type: none"> <li>• Distribution sites are overcrowded with information and the materials get lost among the collection of materials</li> <li>• There is no active promotion of the materials</li> <li>• Upkeep of information</li> </ul>
<b>WEBSITE &amp; SOCIAL MEDIA</b> ⇒ South Coast NRM website ⇒ Regional Council website ⇒ Partners and stakeholders website ⇒ Facebook etc.	<ul style="list-style-type: none"> <li>• Needs to be visible &amp; easy to navigate</li> <li>• Keep information regularly updated</li> <li>• Make sure important information is readily available</li> </ul>	<ul style="list-style-type: none"> <li>• Capable of reaching a large audience at low cost</li> <li>• Popular information resource</li> </ul>	<ul style="list-style-type: none"> <li>• People without access are disadvantaged</li> <li>• Technical difficulties</li> <li>• Can be hard to navigate</li> </ul>

Based on City of Newcastle (2013) Community Engagement Framework

**Inform**



Consider techniques for <i>Inform</i> level	Always Think It Through	What Can Go Right	What Can Go Wrong
<p><b>FAIRS &amp; EXPOS</b></p> <ul style="list-style-type: none"> <li>⇒ Communities engage at their own pace in a comfortable environment</li> <li>⇒ Drop in to individually to view plans, ask questions, give opinions have an informal chat</li> <li>⇒ Open houses</li> </ul>	<ul style="list-style-type: none"> <li>• Consider the demographics of the area &amp; time sessions accordingly</li> <li>• Greet people, explain &amp; describe project, provide comments sheet</li> </ul>	<ul style="list-style-type: none"> <li>• Facilitates a wide variety of people</li> <li>• Break down perceived barriers</li> <li>• Fosters communication</li> <li>• More convenient for people</li> <li>• Engages people more effectively</li> <li>• Minimise myth and/or aggressive behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Special interest groups may boycott or disrupt</li> <li>• Staff resource intensive</li> </ul>
<p><b>SEMINARS, INFO SESSIONS, FIELD DAYS</b></p> <ul style="list-style-type: none"> <li>⇒ Presentations</li> <li>⇒ Community meeting held at various times and locations</li> </ul>	<ul style="list-style-type: none"> <li>• Consider the demographics of the area &amp; time sessions accordingly</li> <li>• May need to hold a number of sessions depending on size of project/issue</li> </ul>	<ul style="list-style-type: none"> <li>• Community gets the same information at the same time</li> <li>• Time effective way of providing information for a wide group of people</li> <li>• Structured format</li> </ul>	<ul style="list-style-type: none"> <li>• Can be difficult to control group if derailers/agitators present—needs a competent facilitator</li> <li>• People may feel intimidated about speaking in front of others</li> <li>• If not well promoted, may get limited people attending</li> </ul>

Based on City of Newcastle (2013) Community Engagement Framework



**Consult**

Consider techniques for <i>Consult</i> level	Always Think It Through	What Can Go Right	What Can Go Wrong
<b>COMMUNITY MEETINGS</b> ⇒ <b>Community Comment</b>	<ul style="list-style-type: none"> <li>• Keep it short &amp; simple</li> <li>• Use clear, jargon free, inclusive language</li> <li>• Use easy to read diagrams and visuals that are consistent with the verbal and written content</li> </ul>	<ul style="list-style-type: none"> <li>• Control of information/ presentation</li> <li>• Opportunities to clarify misinformation</li> <li>• Reach a wider variety of people</li> <li>• Evaluate and approach</li> </ul>	<ul style="list-style-type: none"> <li>• Some groups may be left out</li> <li>• Expectations may be raised</li> <li>• Information may be used inappropriately</li> </ul>
<b>SURVEYS</b> ⇒ <b>Blanket distribution</b> ⇒ <b>Random distribution</b> ⇒ <b>Selected distribution</b>	<ul style="list-style-type: none"> <li>• Surveys should be developed using specific guidelines and tested before distribution</li> <li>• Collection and method of analysis to be considered</li> <li>• Preference of confidentiality and anonymity of respondents</li> <li>• Can be used to consult</li> </ul>	<ul style="list-style-type: none"> <li>• Can gather information from people other than those with special or from people who might not attend meetings</li> <li>• Economical and efficient means to collect data from a large number of people</li> <li>• Statistical results have more credibility</li> </ul>	<ul style="list-style-type: none"> <li>• Need statistical and research expertise to design survey and analyse findings</li> <li>• Response rate can be poor</li> <li>• Communities over surveyed</li> <li>• Can be labour intensive</li> <li>• Questions may be misinterpreted</li> <li>• Results not trusted</li> <li>• Results not fed back to community effectively</li> <li>• Unsuitable for complex issues</li> </ul>
<b>TECHNICAL ASSISTANCE</b> ⇒ <b>Briefings</b> ⇒ <b>Meetings</b> ⇒ <b>Workshops</b>	<ul style="list-style-type: none"> <li>• Technical experts must be perceived as credible by community</li> <li>• Ensure technical experts have access to information about the community's attitudes</li> </ul>	<ul style="list-style-type: none"> <li>• Build credibility and address community concerns about equity</li> <li>• Facts in dispute can be debated and consensus reached</li> </ul>	<ul style="list-style-type: none"> <li>• Resource availability may be limited</li> <li>• Technical experts may not be prepared for working too closely with community and/ or may lack empathy with community</li> </ul>
<b>FOCUS GROUPS</b> ⇒ <b>Small group discussions</b>	<ul style="list-style-type: none"> <li>• Ensure tasks are clear</li> <li>• Non-threatening environment where participants can share views</li> <li>• Requires skilled facilitation</li> </ul>	<ul style="list-style-type: none"> <li>• Provides opportunity to test material</li> <li>• Verify prior assumptions</li> <li>• Raise unexpected additional benefits</li> <li>• Ability to find out current issues</li> </ul>	<ul style="list-style-type: none"> <li>• Facilitator not impartial or not skilled enough to deal with some behaviours</li> <li>• Participants may feel restricted by the approach</li> <li>• May be perceived as exclusive</li> <li>• May be costly</li> <li>• People may attend with their own agenda, manipulate the outcomes</li> </ul>
<b>SUBMISSIONS</b> ⇒ <b>Allows interested community members to respond formally to project proposals</b>	<ul style="list-style-type: none"> <li>• Provide the community with detailed information on issue/ project</li> </ul>	<ul style="list-style-type: none"> <li>• Written information is less likely to be misinterpreted</li> </ul>	<ul style="list-style-type: none"> <li>• Possible poor response rate</li> </ul>

Based on City of Newcastle (2013) Community Engagement Framework

**Involve**



Consider techniques for <i>Involve</i> level	Always Think It Through	What Can Go Right	What Can Go Wrong
<p><b>INTERVIEWS</b> Used when specific information from a small group of people is adequate ⇒ Face to face ⇒ Telephone</p>	<ul style="list-style-type: none"> <li>• Be clear and open about the intent</li> <li>• Consider questions carefully to gather relevant information</li> <li>• Ensure effective information recording methods</li> <li>• Be inclusive</li> <li>• Be equitable</li> <li>• Vary timeframe for interviews to reach more people</li> </ul>	<ul style="list-style-type: none"> <li>• Gather clear understanding of community concerns and issues</li> <li>• Individuals feel inclined to provide input based on personalised format</li> <li>• Can help to engage hard-to reach groups</li> </ul>	<ul style="list-style-type: none"> <li>• Can be very time consuming</li> <li>• Participants can take their issues out on the interviewer</li> <li>• Participants are tired of being interviewed on a range of issues and will not engage willingly</li> <li>• Need skilled interviewers</li> <li>• Face-to-face interviews may pose personal safety risks for the interviewer</li> </ul>
<p><b>WORKSHOPS, REFERENCE GROUPS, PLANNING SESSIONS (NRM E.g Cultural heritage Survey)</b></p>	<ul style="list-style-type: none"> <li>• Know how you plan to use community input before the workshop, group meeting or session</li> <li>• How you are going to manage the group – rules for engagement</li> <li>• Use trained facilitators to ensure the aims of the workshop, group meeting or session are achieved</li> <li>• Outcomes of workshop, group meeting or session need for feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Participants can use the opportunity to raise their concerns, needs, issues</li> <li>• Foster equity and credibility</li> <li>• Opportunity to hear the “silent” voices</li> <li>• Special interest groups get to listen to other voices</li> <li>• Unexpected additional benefits</li> </ul>	<ul style="list-style-type: none"> <li>• Small numbers of participants which may not be representative of community</li> <li>• Resistance to breaking up into small groups by some participants</li> <li>• Special interest groups monopolise the workshop</li> <li>• Participants alter the agenda</li> <li>• Facilitator not impartial or not skilled enough to deal with some behaviours</li> <li>• Information session format used rather than workshop format</li> <li>• Feedback not recorded effectively</li> <li>• Participants may raise unrelated issues or personal/topical issues</li> </ul>
<p><b>TOURS, FIELD TRIPS</b> ⇒ School visits (at school or on site) ⇒ Site and/or field days</p>	<ul style="list-style-type: none"> <li>• Make accessible to diverse groups</li> <li>• Provide itinerary/tour guide</li> <li>• Plan question/answer session</li> <li>• Plan refreshment break and provide water during the trip</li> <li>• Consider safety</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunity to develop rapport with stakeholders</li> <li>• Increase knowledge of issues and process for all involved</li> </ul>	<ul style="list-style-type: none"> <li>• Number of participants can be limited by resource availability</li> <li>• Intention can be misinterpreted</li> <li>• Project site may have unsuitable conditions</li> <li>• Aggrieved participant may take the opportunity to monopolise captured audience</li> </ul>

Based on City of Newcastle (2013) Community Engagement Framework



<b>Collaborate</b>	<b>Consider techniques for <i>Collaborate</i> level</b>	<b>Always Think It Through</b>	<b>What Can Go Right</b>	<b>What Can Go Wrong</b>
	<b>ADVISORY &amp; PROJECT STEERING COMMITTEES</b> ⇒ Consensus Building ⇒ Participatory Decision-Making ⇒ Joint Projects	<ul style="list-style-type: none"> <li>• Commit to full process</li> <li>• Aim for a cross-section of participants from the community</li> <li>• Can tap into existing groups and organisations</li> <li>• Requires a clear line of communication between the committee and the project office/team</li> <li>• Need an exit strategy to ensure committee disbands when role no longer required</li> </ul>	<ul style="list-style-type: none"> <li>• Participants can be exposed to views and arguments from different backgrounds</li> <li>• Works well when the composition of the group remains stable</li> <li>• Able to deal with specific issue(s) in a detailed manner</li> <li>• Partnership approach allows for consensus in problem solving</li> <li>• Special interest lobbying can be diffused</li> <li>• Can develop capacity in community</li> <li>• Help build trust and cooperation between key stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>• No clear formal mechanism to input into decision-making process</li> <li>• People do not have the time required to commit to the process</li> <li>• Timeframes are unrealistic</li> <li>• Agenda too ambitious or not specific enough</li> </ul>
	<b>POLICY CHANGE</b> ⇒ Making representations for policy change	<ul style="list-style-type: none"> <li>• Stick to the key policy matter in question</li> <li>• Identify who can have an influence on the policy</li> <li>• Choose spokespeople carefully</li> <li>• Be well prepared with information</li> </ul>	<ul style="list-style-type: none"> <li>• Policy makers can view the impacts of policy from a different viewpoint</li> <li>• Opportunities for change can be identified collaboratively</li> <li>• Policy makers can become champions of policy change</li> </ul>	<ul style="list-style-type: none"> <li>• Poor preparation can mean that representations are dismissed and position are hardened</li> <li>• Representations regarding policy can be time consuming taking away from other efforts</li> <li>• Raising policy issues may cause polarisation that is difficult to manage</li> </ul>



<b>Empower</b>	<b>Consider techniques for <i>Empower</i> level</b>	<b>Always Think It Through</b>	<b>What Can Go Right</b>	<b>What Can Go Wrong</b>
	<b>COMMUNITY PROJECT COMMITTEE</b> ⇒ Empowered to make decisions	<ul style="list-style-type: none"> <li>• Make sure the scope and terms of reference to be made are very clear at the outset</li> </ul>	<ul style="list-style-type: none"> <li>• Can give decisions more legitimacy in the broader community</li> <li>• Can develop capacity in community</li> <li>• Help build trust and cooperation between key stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>• Different levels of resourcing, power and influence can cause imbalance in group</li> <li>• Timeframes and agendas can be unrealistic or too ambitious</li> </ul>
	<b>DELIBERATIVE FORUM</b> ⇒ Design Charette	<ul style="list-style-type: none"> <li>• As innovative and complex processes deliberative techniques can be costly and complicated to organise</li> </ul>	<ul style="list-style-type: none"> <li>• Can give decisions more legitimacy in the broader community</li> <li>• Can involve a broad range of stakeholders in a relatively short period of time</li> </ul>	<ul style="list-style-type: none"> <li>• If facilitation is not good enough, there can be a sense of lacking outcomes</li> </ul>

Based on City of Newcastle (2013) Community Engagement Framework

## Appendix 3 - Potential Evaluation Tools

Tool	Description
<b>Structured interviews</b>	Face to face exchange with an individual. Standardised questions carefully ordered and worded for interview schedule. Each person is asked exactly the same questions, in the same order. Questions are mostly closed not open.
<b>Semi-structured interviews</b>	Face to face exchange with an individual. Uses an informal interview guide, questions are predetermined and interviewer probes for more information. The loose guide ensures the same format and topics are covered with each person but exact wording is not predetermined.
<b>In-depth interviews</b>	Repeated face to face interviews directed at understanding participants' perspectives on their lives, experiences or situations expressed in their own words. (Semi-structured interviews are one way of doing in-depth interviews)
<b>Formal surveys</b>	Use in-depth interviews or focus groups to develop survey. Use surveys to gather social and/or numerical data from multiple people either randomly or selected target groups. How to survey? Phone, Mail, Email, website, in the street.
<b>Concept mapping</b>	A structured process focused on a topic of interest involving input from one or more participants to produce an interpretable map with their ideas and concepts and how these are interrelated.
<b>Delphi technique</b>	A form of interactive (postal/email) surveying that utilises an iterative questionnaire and feedback approach, and provides participants with an opportunity to revise earlier views based on the response of other participants.
<b>Focus groups</b>	Involve gathering people together to discuss a topic, in the presence of a moderator to pose questions to 'get the ball rolling' and to help the discussion stay on track. Used to understand barriers and benefits of potential actions, to form up a survey form, test engagement messages etc
<b>Nominal group technique</b>	A group process which involves the following steps: 1. Divide the stakeholders into homogenous 'nominal' groups. 2. Within each nominal group, the stakeholders each generate a 'private' list of responses to the question. 3. Key ideas are presented to the group by each participant and a composite list or chart is constructed. 4. The list is reviewed intensively by the group. 5. Each stakeholder then privately ranks the list for its utility, relevance, etc. 6. The ranks are discussed by the group and each stakeholder again ranks the ideas. 7. These ranks are converted to scores that reflect the group's priority. 8. A general forum of all nominal groups is held.
<b>ORID</b>	A technique for structuring a facilitated group conversation based on four levels of question: <ul style="list-style-type: none"> <li>• Objective questions – the facts</li> <li>• Reflective questions – how people felt</li> <li>• Interpretive questions – identifying challenges and issues</li> <li>• Decision questions – what is the decision or response.</li> </ul>

Tool	Description
<b>Most significant change: story technique</b>	A form of 'monitoring and evaluation' for program management and is designed to run throughout the life of a program - collecting and systematically reviewing stories of significant change. The stories are collected from those most directly involved (e.g. farmers, extension staff and field workers). The stories are then reviewed on a monthly basis. Each level of the program stakeholders (e.g. field workers, project coordinators, regional committees and funders) are involved in reviewing a series of stories and selecting those they think are the most significant accounts of change. They then document the selected stories and explain the criteria used. It is intended that the monitoring system should take the form of a slow but extensive dialogue up and down the project stakeholders each month.
<b>Goal attainment scales</b>	A self-evaluation technique for combining qualitative and quantitative data in a 5-point scale of expected outcomes stated as: +2 much more than expected outcome through to 2 much less than expected outcome An important feature of goal attainment scales is that the stakeholders are involved in developing consensus on the most important aspects of the goals to be achieved within a particular timeframe. They are also involved in identifying the likely range of desirable and undesirable outcomes of the activities undertaken.
<b>Peer/expert review</b>	Can refer to quite different processes at different stages of a project for different purposes: <ul style="list-style-type: none"> <li>• Review project proposals during development.</li> <li>• Review program or staff performance to make improvements.</li> <li>• Review project on completion to assess processes and findings.</li> </ul> The process can involve peers or experts. It can be based on site visits, interviews, or review of documentation.
<b>Photo-language</b>	Participants select photos to describe how they are feeling. The photos provided are often evocative.
<b>Direct measurement</b>	Information may be collected in a number of ways: by watching, listening, and documenting what is seen and heard; or by asking questions, sharing in activities and noting comments, behaviours and reactions.
<b>Photography/video</b>	Uses photography or video to capture visual images.
<b>Project records</b>	Review of available documentation from and about a project.
<b>Logs and diaries</b>	The use of participant or staff records to capture events as they occur. This can include diaries, farmer records and learning logs.
<b>Secondary source (e.g. demographic data)</b>	Use of information that already exists. For example, demographic data (census), meteorological data and environmental data.

Department of Sustainability and Environment, Victoria (2005)

## Appendix 4 - Case Studies

1. Code Off Road - Albany and Denmark
2. South Coast Soil Acidity Program
3. Lake Warden Recovery Catchment - Esperance
4. Green Town - Denmark and Walpole

## Case Study – Code Off-road, Albany and Denmark

Brief description of overall program / project	Regional scope	Resourcing / funding source
<p>Initiated by South Coast Vehicle Working Group, subcommittee of the South Coast Management Group - includes coastal managers, community delegates, vehicle user group representatives and South Coast NRM. The group's role is to facilitate and promote environmentally sustainable use of vehicles in the South Coast coastal zone.</p> <p>The original intent of the project was to develop a package of education and awareness resources aimed to promote and support sustainable use and minimise environmental impacts on the coastal zone. The targeted audience is the general community and vehicle users (road registered and off road vehicles). The "Code Off-road" complements past "Code of the Coast" initiatives.</p>	<p>Coastal regions of South Coast NRM region</p>	<p>South Coast NRM (via South Coast Management Group) –production of brochure.</p> <p>Coastwest –Vehicles in the Coastal Zone forums &amp; localized Off-roading around the (place) Coast event.</p> <p>South Coast NRM – vehicle training workshops.</p>
Aims of the community engagement component of the project		Target group/s
<p><b>Phase 1 – Code Off Road brochure for Albany and Denmark regions</b></p> <p>Development of the Code Off-road brochure is part of a larger project and working group of the South Coast Management Group to reduce impacts of vehicles in coastal areas. This larger project also funds Local Governments to develop projects such as facilitating sustainable access and protecting rehabilitation areas.</p> <p>The brochure is intended to reach people that land managers, South Coast NRM and the South Coast Management Working Group have limited interaction with, that are actively recreating in the coastal reserves.</p> <p><b>Phase 2 – Training for 4WDers and expansion of brochures</b></p> <p>With the brochure distributed and well received, there were opportunities to create a more practical component through training workshops promoting safe and environmentally responsible 4WDing.</p>		<p>4WD users along the South Coast</p> <p>Indirectly as distributors of the brochures:</p> <ul style="list-style-type: none"> <li>• Visitors Centres</li> <li>• 4WD and camping shops</li> </ul>

Community engagement activities undertaken	Did it work well? How did you measure that?	What didn't work so well? Do differently next time?
<p><b>Code Off-road brochure</b></p> <p>Project officer collaborated with the Vehicle Working Group of the South Coast Management Group to develop the content of the brochures – based around a 4WD map, with extra safety and environmental information</p>	<ul style="list-style-type: none"> <li>• A large number of brochures were produced and took around to retail outlets in Albany and Denmark, and to Visitor Centres</li> <li>• Feedback about how the brochure was received was anecdotal, and primarily from the retailers etc – but extent of very positive feedback has been high.</li> <li>• Feedback from Denmark Visitors Centre was very supportive</li> <li>• Formal evaluation was not required by funding body</li> <li>• Distribution numbers another (unsatisfactory) indicator</li> </ul>	<ul style="list-style-type: none"> <li>• Difficult to measure the impact of the brochures and whether it has resulted in any behaviour change</li> <li>• The distribution of brochures didn't actually require any interaction with the target stakeholders</li> <li>• Very difficult to attribute any on-ground outcomes to the brochure</li> <li>• Could potentially have a feedback form attached – but the results would be self-selecting</li> </ul>

Community engagement activities undertaken	Did it work well? How did you measure that?	What didn't work so well? Do differently next time?
<p><b>4WD workshops</b> Running 2 x 4WD workshops focused on safe driving on the coast, incorporating some environmental education.</p>	<ul style="list-style-type: none"> <li>• Both workshops were over-subscribed (double number of participants registered interest)</li> <li>• There were a large range of people that would never come to a South Coast NRM workshop</li> <li>• Every participant filled in a survey</li> <li>• Direct interaction with the target group, who South Coast NRM would not normally interact with.</li> </ul>	<ul style="list-style-type: none"> <li>• There was some resistance from South Coast Management Group partners about running the training, feeling that it might be seen to promote driving on beaches.</li> <li>• However, if the reality is that people are allowed to and likely to drive on beaches – the training and brochures can help make it more responsible and safer.</li> </ul>
<p><b>Expanding reach of current brochures</b> Reproducing current Albany and Denmark focused brochures, and also expanding into other areas – Hopetoun, Bremer Bay &amp; Esperance</p>	<ul style="list-style-type: none"> <li>• In the process of delivering more brochures and talking to the retail outlets the feedback has been positive.</li> <li>• Designing 4wd maps specific to locations.</li> </ul>	

#### Most important lesson/s learnt in doing the community engagement component

- The **difficulty of doing meaningful evaluation**. A major difficulty with focusing on an 'information-only' activity such as developing a brochure is to see how to get meaningful feedback or evidence of outcomes. Measuring behaviour change in itself is difficult, but with this project it is even harder, as there was little direct engagement with the people using the product.
- **Recognising that results can come from a variety of sources**. For example, land managers in the region can implement on-ground works to minimise impacts of 4WDs. In areas where you might be trying to change behaviour through signage and education, providing sustainable access tracks and directing coastal users away from sensitive coastal heath and rehabilitation areas is also required.
- **The importance of working with all the relevant stakeholders**. The collaborative working relationships developed in the South Coast Management Group has resulted in a consistent approach to address vehicle impacts across land management tenures and created the possibility of further policy and regulatory action to better manage access tracks and minimise environmental impacts.
- **Moving beyond just the provision of information**. There is a lot of repetition of the idea that providing information will change behaviour and a general lack of evaluation of the outcomes. It is far easier to evaluate outcomes in discrete, specific projects, such as river restoration, where some water quality monitoring and an awareness program is developed. It is easy to monitor and evaluate, and to see changes in water quality – through quantitative data. With projects such as the Code Off-road project need to find ways to interact with the audience via surveying to gauge impact/uptake.

## Case Study – South Coast Soil Acidity Project

Brief description of overall program / project	Regional scope	Resourcing / funding source
<p>Improve knowledge and skills of South Coast farmers re management practices to reduce impacts of sub-soil acidity especially soil health and sustainable agricultural production (estimated to cost WA primary producers around \$500 million dollars annually).</p> <p><b>Phase 1</b> 2010 - 2012 South Coast NRM whole of region project focused on pH monitoring of topsoils and sub soils for cropping and grazing land. Aim: demonstrate soil acidity best management practice to farmers by providing back topsoil and subsoil pH information collected on their farms, including a 10 year liming strategy based on their soil test results, while providing soil survey data used to estimate and benchmark overall NRM region soil pH condition.</p> <p><b>Phase 2</b> Phase 1 did not quite achieve original targets, and underspent the budget - Phase 2 focused on further engagement with landholders, and development of an ongoing engagement plan for amending soil acidity, based on understanding current trends in management of soil acidity, and barriers to uptake of effective management of soil acidity.</p>	<p><b>Phase 1</b> – Whole South Coast Region</p> <p><b>Phase 2</b> – Targeted specific regions</p>	<p>Caring for Our Country</p>
<p><b>Aims of the community engagement component of the project</b></p>		<p><b>Target group/s</b></p>
<p>With Phase 1 not being fully subscribed, further investigation was done, this confirmed most growers in the south coast region are aware that acidity is a major on farm problem, but a significant number are not achieving optimum pH levels on their farms. Further, farmers who implement half measures in dealing with acidity are likely to be wasting money. Many advisers and farmers appear to be “not convinced enough” of the financial and soil health benefits that will result from achieving optimum soil pH. This appears to be the case despite the information delivered in workshops as part of the subsoil sampling program in 2013 on acidity on the south coast region and the large amount of well documented information available to growers (e.g. summarised on the DAFWA website and provided in kits).</p>		<p>Cropping and grazing farmers not achieving optimum pH levels on their farms.</p>

Description of community engagement activities undertaken	Did it work well? How did you measure that?	What didn't work so well? Do differently next time?
<p><b>Phase 1</b> <b>Incentives Program</b> Incentives to farmers to conduct soil sampling across the region. The project worked with more than 148 land managers to collect approximately 6,100 sub-surface soil samples from the more than 75,500 ha of cropping, grazing or mixed farming enterprises these farmers manage in the South Coast NRM region.</p>	<ul style="list-style-type: none"> <li>• The project achieved the aims of increasing farmers knowledge and skills in soil acidity management by providing each participating farmers with their own soil pH data and management plan.</li> <li>• Information collected across the area has been collated and used to show</li> </ul>	<ul style="list-style-type: none"> <li>• Despite good partnership between Department of Agriculture and Food Western Australia (DAFWA), Precision Soil Tech and South Coast NRM, and considerable effort in engaging farmers to participate in the project, not all targets were met.</li> <li>• Farmers in some parts of the region</li> </ul>

Description of community engagement activities undertaken	Did it work well? How did you measure that?	What didn't work so well? Do differently next time?
Farmers paid for the topsoil sampling and analysis and the project paid for the sampling and pH analysis of the subsoils in an almost 50:50 split of funds.	other farmers the extent and severity of soil acidity across their areas and has provided the stimulus for them to actively seek further information on acidity management.	were reluctant to take up sub-soil pH testing. A strategy to address poor uptake was not included in the initial MERI plan as the identical approach had proven highly effective in the Wheatbelt NRM Region and successful extension was considered probable.
<p><b>Workshops and Forum</b></p> <p>A number of workshops aimed at improving knowledge and skills were conducted as part of this project to provide farmers with up to date soil acidity management options.</p> <p>A soil acidity forum held with DAFWA brought together soil acidity experts from across the region to discuss aspects of soil health in conjunction with soil acidity pamphlets being made available to farmers. The project also launched promotional activities including radio advertising, attendance and presentations at field days and workshops to promote the risks of soil acidity and the benefit of participation in the project.</p>	<ul style="list-style-type: none"> <li>• Participants at Jerdacuttup workshop completed an e-survey assessing their knowledge of soil acidity and whether, as a result of the day's activities, they would change the way they manage soil acidity on their farm. There was a good participation rate and &gt;90% of those surveyed said they would collect more subsurface soil samples in the following year.</li> </ul>	<ul style="list-style-type: none"> <li>• A low number of farmers listened to the soil acidity presentation at the soil health forum which may indicate that this issue stills needs to be promoted with farmers to raise awareness of the impacts of subsurface soil acidity.</li> </ul>
<p><b>Media and awareness raising</b></p> <p>Acidity management information was distributed through various media (pamphlets, radio interviews, workshops, field days, forums etc.) that there is very likely to be an overall increase in soil acidity awareness amongst farmers in the South Coast NRM region.</p>	<ul style="list-style-type: none"> <li>• Radio interviews were well received and often generated follow-up phone calls. Very difficult to measure the number of people reading information provided in written form.</li> </ul>	<ul style="list-style-type: none"> <li>• Workshops and field days that just targeted soil acidity were not well attended. More successful to weave soil acidity into existing events (Crop Updates, Spring Field Days) and deliver through grower groups.</li> <li>• High Profile speaker who will deliver the message you want was also successful (Wayne Smith @ Jerdacuttup workshop)</li> </ul>
<p><b>Phase 2</b></p> <p><b>Identification of barriers</b></p> <p>Farmers are still hesitant to apply appropriate amounts of lime to their soils because cost is a limiting factor. Strategies to help farmers minimise the cost of applying lime, or increasing its effectiveness through incorporation, should be considered.</p>	<ul style="list-style-type: none"> <li>• Highlighted the need to engage with agronomists and farm advisors – the key groups providing advice to farmers.</li> <li>• Future engagement should focus on remedial treatment, rather than further explanation of the problem.</li> </ul>	<ul style="list-style-type: none"> <li>• Survey conducted by delivery organisation wasn't very comprehensive. SCNRM should have better defined scope of project.</li> </ul>

## Most important lesson/s learnt in doing the community engagement component

- **Success of a program in one region does not guarantee success in another.** This project was based on an approach in the Wheatbelt region of WA that was very successful. However, a range of factors meant that the take up in the South Coast region was not as initially expected.
- **Having an adaptive approach to project development.** In Phase 1 there was a reluctance to participate or promote the project by regional NRMO's meant that grower participation in this project was initially not of the level expected. This was partially overcome after the first sampling through the project activities and outcomes being better explained to all stakeholders. This did impact on the ability of the project to meet its original targets which were subsequently revised.
- **Weather will (obviously) impact on NRM programs.** A wet harvest and late finish to harvest narrowed the window of opportunity to sample, however all expressions of interest were covered. From this we learnt that it was important to collect the soil samples at the earliest opportunity or make provision for sample collection in the following project.
- **Identification of different audiences and how best to target each.** This will differ between broadacre farmers, agricultural consultants, agronomists, NRM officers. A tailored program for each is required.

## Case Study – Lake Warden Recovery Catchment, Esperance

Brief description of overall program / project	Regional scope	Resourcing / funding source
<p>In 1990 Lake Warden Wetland System was designated a Wetland of International Importance, especially for waterbird habitat under the RAMSAR Convention. It was named as a Natural Diversity Recovery Catchment under the WA Salinity Action Plan 1997 managed by the Department of Conservation and Land Management. The ongoing project was recognised nationally, 2006, for the community engagement and technically for its targeted strategic catchment investment program. (arrhhhh!!! – there’s some words for you Louise!?).</p>	<p>Esperance sandplain sub-region</p>	<p><b>Phase 1</b> – Federal and State funding, including through Natural Heritage Trust and National Action Plan for Salinity &amp; Water Quality.</p>
<p><b>Project Background</b></p>		
<p>Prior to 1997 farmer coordinated catchment land care groups were active with tree planting and native vegetation fencing projects assisted by Natural Heritage Trust. Project impetus? Rising secondary salinity of agricultural land throughout the 90’s plus the 1989 floods causing major erosion, and waterlogging impacts across the catchment.</p> <p>Implementation of Salinity Action Plan defined catchment biodiversity values, assessed values threatened by salinity, installed catchment groundwater and surface water monitoring networks, and vegetation transects. A landholder survey gained understanding of landholder perceptions to land degradation issues and management. Information gathered via these actions lead to development of a Recovery Catchment Plan.</p> <p><b>Phase 1 – 2004 to 2008</b></p> <p>During 2004 local and regional community groups, such as the Esperance Regional Forum (ERF) and the South Coast Regional Initiative Planning Team (SCRIPT) identified Lake Warden Recovery Catchment as a strategic target catchment. Funds secured via State and Commonwealth governments for implementation. In 2005, CALM and university partners and researchers, held a community workshop in Esperance to present results of ongoing scientific studies. This led to a clear understanding of the main issues impacting environmental values of the wetlands. This work included a priority zoning of the catchment for future on-ground work, resulting in a strategic approach for on-ground works and hence a change in landholders targeted. Federal and State funding supported the implementation of the Action Plan between 2006 and 2008.</p> <p><b>Phase 2 – 2008 to now</b></p> <p>As with all other NRM projects, the substantial reduction in funding available has resulted in a significant decrease in capacity and has limited what can be delivered. Many of the community engagement activities are no longer able to be offered, or are insufficiently resourced. The catchment priority zones (and Technical Advisory Group) have continued to play a key role during this reduced funding period to help ensure ongoing strategic and targeted decisions for the effective delivery of on-ground works and associated community engagement.</p>		
<p><b>The community engagement component of the project</b></p>		<p><b>Target group/s</b></p>
<p>Development of the plan was guided by input from the community; detailed one on one landholder surveys and project inception; establishment of two Committees to facilitate working with the community in the Lake Warden Recovery Catchment: 1) The Lake Warden Project Management Team, and 2) the Technical Advisory Group.</p>		<ol style="list-style-type: none"> <li>1. Zone 1 small landholders</li> <li>2. Rest of landholders as per priority zones</li> </ol>

Description of community engagement activities undertaken	Did it work well? How did you measure it?	What didn't work so well? Do differently next time?
<p><b>Key engagement strategies in Phase 1</b> <i>Community-led engagement process</i></p> <p>Esperance Regional Forum (ERF) were identified as the most appropriate group to lead the delivery of the on-ground works and ongoing community engagement, with the ongoing support of key State Government agencies such as CALM/DPAW, Dept of Agriculture/DAFWA and SCRIPT/South Coast NRM.</p>	<p>Lake Warden Recovery Catchment identified as a strategic target - Funds secured to implement.</p>	
<p><b>Innovative capture of community / technical information</b></p> <p>An intensive on-ground process of visiting landholders, and efficient capturing information from them, live with a GIS system, in terms of what they would be willing and able to do with incentives on offer. This led to a Catchment Action Plan of strategic targeted investment. Note – technical support provided from DAFWA/CALM staff was crucial to enable ERF (&amp; SCRIPT) with the capacity to undertake this innovation.</p>	<p>This innovative process was recognised in 2006</p>	
<p><b>Empowered multi-stakeholder advisory groups</b></p> <p>A local <b>Technical Advisory Group (TAG)</b> of key agency and research staff and several other key stakeholders helped to keep everyone involved and informed. The Technical Advisory Group is responsible for advising the management team on the feasibility of actions, technically reviewing/guiding catchment priorities and projects, being informed of ongoing research and monitoring findings to ensure a scientific basis for improving and adapting future management.</p> <p>The <b>Lake Warden Project Management Team (LWPMT)</b> provided guidance for development, implementation, monitoring and review of Lake Warden Recovery Plan actions. The team represented local and regional stakeholders of the LWRC and sort technical advice from the Technical Advisory Group. The LWPMT included representatives from key stakeholder groups including local landholders from each priority zone and sub-catchment and indigenous representation. They developed the Catchment Action Plan 2006-08, the day-to-day implementing of this Plan, monitoring &amp; reviewing, ensuring the Plan met the strategic objectives of SCRIPT Regional Strategy, and seeking technical advice from the TAG. The other stakeholders included CALM, Esperance Regional Forum, Departments of Agriculture, Environment and Water, Shire of Esperance, Forest Products Commission, and South East Forest Foundation.</p>	<p>Ongoing engagement of all key stakeholders.</p> <p>Plan met national (Ramsar Treaty), state, regional and district strategic objectives of CALM, and the SCRIPT Regional NRM Strategy and other partners.</p> <p>Management Team and TAG ongoing.</p>	
<p><b>Regular meetings with all catchment groups</b></p> <p>During the process of establishing the Action Plan, regular meetings were held with catchment groups, especially in the upper catchment. With the technical information, groups could be approached and informed if works in their area were no longer a priority. This could have been quite a negative situation, but good technical information and with good communication meant response was positive.</p>	<p>The reaction from landholders to technical input and strategic decisions was positive.</p>	

Description of community engagement activities undertaken	Did it work well? How did you measure it?	What didn't work so well? Do differently next time?
<p><b>Regular communication with all landholders</b></p> <p>The project featured thorough and regular communication with all landholders eg:</p> <ul style="list-style-type: none"> <li>• Personally addressed letter accompanying the map from the survey sent at beginning of funding round 2006 –detailing the priority zones, what landholders would get funded for, where to from here, how to sign up. Had very high response rate.</li> <li>• Every 6 months another personalised letter advising of on-ground works and how to stay involved; received very high response rate. Landholders were seeing impacts and funding now coming back to them.</li> </ul>	<p>Expectations of project communicated early. High response rate to incentives offered.</p> <p>Six monthly personalised letter follow up. Continued high response rates.</p>	
<p><b>Engaging previously un-engaged groups</b></p> <p>Recognised that landholders at bottom of catchment have a direct impact on the wetlands, priority zone 1, an intense area of 150 small rural landholdings (1ha to 5ha to 20ha) had not been engaged. Not an easy group to communicate with. Strategies to reach this group included:</p> <ul style="list-style-type: none"> <li>• Recognised many involved in local bushfire brigade, engaged via that organisation.</li> <li>• Put more articles and information in local paper as a way of reaching many people.</li> <li>• Partnered with Shire to access ratepayers database to send information directly.</li> <li>• From direct involvement of a few people from this area who came onto the PMG, a group was developed. South Coast NRM previously had a Small Landholder officer involved in Lake Warden project, who communicated regularly with this group. DAFWA also had a state-wide small landholder program that provided information and assistance for this group.</li> </ul>	<p>The Esperance Small Landowners Group formed during the project still exists, and until recently was doing regular activities and workshops.</p> <p>Level of engagement in on ground works.</p>	
<p><b>Key engagement strategies in Phase 2</b></p> <p><b>Continuation of Technical Advisory Group and mapping</b></p> <p>The TAG still meets and reviews data. On ground works have been captured and mapped, to review the next priorities. It was realised that priorities had changed to a degree and a different approach was required. The Project Management Group did not continue, so the link between the TAG and ERF/South Coast NRM (SCRIPT) needed to become more direct to ensure good technical understanding continued to guide strategic project development, investment and on-ground works</p>	<p>TAG continued.</p> <p>Works continued to be mapped.</p> <p>Adaptation of technical and engagement processes done.</p>	
<p><b>Recognition of action already undertaken</b></p> <p>At this point in the project, many landholders are at the capacity of what they can do at this point in their business.</p>	<p>Works captured in Catchplan database.</p>	<p>Greater recognition required of past efforts; greater innovation required in project engagement for the ongoing uptake of on-ground works/catchment actions.</p>

Description of community engagement activities undertaken	Did it work well? How did you measure it?	What didn't work so well? Do differently next time?
<p><b><i>Increasing awareness in broader community</i></b> Focus has shifted from working directly with landholders implementing on-ground works, to broader community awareness of the environmental values of the wetlands:</p> <ul style="list-style-type: none"> <li>• Continued range of field trips, walks and workshops</li> <li>• Put infrastructure (such as canoe trail) in wetlands for people to be more involved</li> <li>• Incorporated Festival of Wetlands, in conjunction with the Festival of Wind. Involved range of activities at wetlands, such as DVD about wetlands, working with 3 artists on sculptures and ephemeral art, involving Traditional Owners.</li> <li>• "Hold Onto Your Feathers" events featuring the wetlands flyways, also focusing on water quality, invertebrates.</li> <li>• Regular stalls at the Esperance Show, featuring a wetlands theme.</li> <li>• Innovative messaging, such as "Esperance and Kakadu are closer than you think" – Think about iconic wetlands and importance of bird habitat, Esperance wetlands are just as important.</li> </ul>	<p>Integrating art, theatre, storytelling into NRM/ scientific messages has been very encouraging and has also re-enthused core group of 'doers' in awareness raising and education activities.</p>	
<p><b><i>Understanding the values for the community in the wetlands</i></b> Workshops held to understand community response to wetlands and associated values. Recognised there are significant values across catchment, not just wetlands at bottom.</p>	<p>Effort was taken to ensure a broad range of stakeholders were represented and they felt acknowledged as a result.</p>	<p>The people engaged to represent key stakeholder groups for this process were very targeted which possibly did not reflect the broader community perception.</p>
<p><b><i>School Education Program (2008 – now)</i></b> Taking school groups to wetlands, studying wetlands, some active involvement in on-ground works in lower catchment. Primary School in 2009 did before &amp; after survey demonstrating a direct change in understanding of biodiversity. Anecdotal evidence that 5 years on, kids have retained the knowledge from the original program.</p>	<p>A formal evaluation was not done, but the anecdotal feedback has been very positive.</p>	<p>More formal evaluation.</p>
<p><b>Overall effectiveness of the project</b></p>		
<p>Some real physical improvements evident, with Hooded Plovers breeding, paperbarks that had thought dead reshot and seedlings appearing.</p>		

## Overall: Most important lesson/s learnt in doing the community engagement component

### ***What has worked well***

- All funding bodies prioritised support for on-ground works. This can lead to neglect of critical strategic activities, including investigations and related planning and priority setting. Important lesson is necessity to rank management strategies with a clear management goal prior to engaging the catchment farming community. This avoids creation of false expectations that can later threaten achievement of outcomes.
- Experience in Lake Warden demonstrating how to deal with large numbers of small landholders. Important to retain focus on project priorities in the allocation of resources, rather than stakeholder equity. E.g: it can be tempting to offer subsidies for revegetation equally to all landholders, rather than targeting specific sites (and landholders) that are most critical to achieving recovery goal. Need to anticipate at least some criticism from those who miss out on funding as an inevitable consequence of allocating resources on a priority basis to achieve clear goals; appropriate planning approaches will minimise such issues.
- Initial project planning had strong community and stakeholder engagement. This established a solid foundation for the project.
- Seeking to understand the stakeholders and using those learnings to tailor the engagement program worked really well. It meant people could be accessed and provide input through existing channels (e.g. fire brigades) without overly increasing the demands on their time.
- The long-term tenure of the LWWS Recovery Catchment officer (CALM/DPaW) – unique across the recovery catchments – benefits of providing continuity of management, allowing a scientific approach to management, and development of an operational officer with specialist skills.

### ***What hasn't worked so well***

- Good progress with monitoring and evaluation, and standardisation of data collection and storage, but still significant scope for improvement.
- Although monitoring and evaluation widely accepted as crucial for adaptive management approach, implementing the process generally is difficult. At LWWS, implementing such an approach also proved difficult. However, now there is close linkage of: management goals, strategy development, biophysical threat analysis, feasibility assessment (including assessment of risk and uncertainty) and monitoring and evaluation. Although a difficult journey, the linkage of the above planning components has proved to be central to wise decision-making
- The significant focus on communicating the values of wetlands for birds, saw the President of Esperance Bird Group criticized by local people who perceived they couldn't use wetlands as wanted. Recognised the need to be active in communicating other values of the wetlands not just birds.
- Some ongoing negative impacts on wetlands, with the Eastern Suite badly affected by 4WDs and motorbikes, this could be changed with more passive use of the area (such as walk trails and bird observing spots).
- When the project funding changed, moving into Phase 2 after 2008, a few landholders who had been very involved in the Project Management Group, found they weren't getting regular information or communication, with the reasons for being involved not being communicated very clearly. A lesson was learnt that if it is clearly understood that the capacity doesn't exist or has changed, that needs to be communicated very carefully to stakeholders. There could have been more support, in a passive way, to that group of stakeholders. Their value should have been recognized at the time.
- Recognition of contribution of substantial staff changes at ERF, SCNRM and DEC at the same time, with several new people hadn't been involved in seeing how empowered the Management Group had been. It was difficult to handover "what you don't know that you know" and to handover the intangible, as in the relationships with people.

## Case Study – Green Town, Denmark and Walpole

Brief description of overall program / project	Regional scope	Resourcing / funding source
<p>Green Town is a program and a multi-year project. Initiated because of electricity power blackouts at peak tourism times leading up to a 2 day blackout Easter 2006. The South Coast Power Working Group was a partnership formed to address this issue initiated by then local Greens MP Paul Llewellyn and other local community members together with Western Power and the Shire.</p> <p>The community engagement project was complemented by a range of infrastructure and technical projects, including infrastructure upgrades, installation of 2300 smart meters, R&amp;D such as battery storage technology, and demonstrations such as the Rickety Gate Wine installation of PV and battery storage with a Demand Response Enabling Device (DRED) allowing Western Power to discharge the batteries into the network during peak times via a smart meter, and the installation of the Denmark Community Windfarm.</p>	Denmark and Walpole	Western Power underpinned the funding for specific project components and also for Executive Support. Partner groups contributed funds through Federal and State Grants and through private investment (e.g. Wind Farm & Great Southern Solar). Resulted in the project being quite well resourced.
Brief description of specific project component	Target group/s	
<p>The project working group set four goals:</p> <ol style="list-style-type: none"> <li>1. To reduce peak electricity demand by 10%</li> <li>2. To reduce overall demand</li> <li>3. To reduce greenhouse gas emissions and a fourth goal was important to local groups</li> <li>4. To produce energy locally through renewables.</li> </ol> <p>The community engagement component of the project was established to help achieve these goals.</p>	<ul style="list-style-type: none"> <li>• Households with high consumption appliances at peak times</li> <li>• Businesses with high consumption at peak times</li> <li>• Tourists, particularly at peak time of Easter and long weekend in June</li> <li>• Accommodation outlets, Broader community</li> </ul>	
Key aspects of community engagement project		
<p><b><i>An empowered multi-stakeholder Steering Group</i></b></p> <p>The South Coast Power Working Group was established with key stakeholders - Local Government, Development Commissions, Western Power (energy provider), Chamber of Commerce, local businesses, not for profit groups and Greens MP. The stakeholders worked very well together in a collaborative way from 2007 to 2013.</p> <p><b><i>Green Town Community Education Program</i></b></p> <p>The localised community engagement program ran on an annual basis from 2008 to 2013. Western Power provided sponsorship for specific events and auditing of highest energy consumers. SEDO funding was secured for home &amp; business auditing, workshops and promotions.</p> <p><b><i>Detailed &amp; focused surveying</i></b></p> <p>To develop understanding about the reasons for electricity blackouts a community household survey of when energy was being used and what appliances were being used was undertaken early in the program. This information together with analysis of historic electricity consumption data held by Western Power made it clear that energy use peaked between 5.30pm and 7.30pm of an evening particularly during Easter and around the first weekend in June each year. Specific appliances were major contributors: electric hot water storage, electric heaters and electric stoves. <b><i>Beat the Peak</i></b> became the key message of the Green Town education and engagement program with a logo and style created by Western Power with input from the committee.</p> <p><b><i>Targeted approach</i></b></p> <p>The targets for the project were located in Denmark and Walpole and were added to over time as new information was gathered and the program became more established.</p>		

Description of community engagement activities undertaken	Did it work well? How did you measure that?	What didn't work so well? Do differently next time?
<p><b>Target 1: Householders with particular appliances contributing to peak.</b></p> <ul style="list-style-type: none"> <li>Free CFLs and installation (incentives)</li> <li>Subsidy appliance replacement offered for very limited time (Incentive)</li> </ul> <p><i>Communication tools:</i></p> <ul style="list-style-type: none"> <li>Personalised addressed letters and information about incentives to targeted householders.</li> </ul>	<ul style="list-style-type: none"> <li>Outcomes were able to be measured via the 14% reduction in peak electricity demand, and overall electricity use between 2008 and 2012.</li> </ul>	<ul style="list-style-type: none"> <li>Initial take up of the appliance replacement was poor.</li> <li>A solution would be to offer more time for households to take up the offer, as people generally make decision about the purchase of large items over longer periods.</li> </ul>
<p><b>Target 2: Tourists</b></p> <p>A communication plan focused on the tourist influx at Easter – the peak electricity usage period.</p> <p><i>Communication tools:</i></p> <ul style="list-style-type: none"> <li>Posters distributed larger accommodation outlets in Denmark and Walpole</li> <li>Small paper pyramids (500) distributed over 2 years with energy saving hints distributed to larger accommodation outlets</li> <li>Road side banners placed on the entries and exits of Walpole / Denmark at peak tourist times.</li> <li>Large story boards posted and small flyers handed out at key tourist destinations</li> <li>Easter Market Stalls Denmark and Walpole providing display information, literature and free give aways to tourists</li> </ul>	<ul style="list-style-type: none"> <li>Outcomes were able to be measured via the 14% reduction in peak electricity demand, and overall electricity use between 2008 and 2012.</li> <li>Western Power did a recognition survey early in the program to test the Green Town logo and Beat the Peak message. At the Treetop walk, of 64 visitors surveyed: <ul style="list-style-type: none"> <li>42% aware of Green Town Project</li> <li>69% aware of / or identified the Green Town logo</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Some of the banners Western Power were delivered with writing too small and the dimensions of banner were not easy to install well.</li> <li>Car stickers were trialled one year and then discontinued. (not very visible – only taken up by already committed)</li> </ul>
<p><b>Target 3: Broader community</b></p> <p>Many of the communication activities directed at tourists were also applicable to the broader community including the posters, banners, large story boards and Easter Market stalls. <i>Additional communication tools:</i></p> <ul style="list-style-type: none"> <li>Sustainable Living EXPO and fair - between 2008 and 2014. Included over 25 stalls of sustainable products and services, a speakers and workshop program aimed at changing energy consumption behaviour.</li> <li>Offer of subsidised energy audits (free to low income households) – advertising in Denmark Bulletin, email lists, posters.</li> <li>Running of workshops for households on reducing energy.</li> <li>Provision of self auditing kits provided at the Denmark and Walpole libraries and at the Denmark Environment Centre.</li> <li>Denmark Environment Centre one stop shop of information, advice and displays on energy conservation</li> </ul>	<ul style="list-style-type: none"> <li>Expo and Fair exhibitors and attendees were surveyed</li> <li>Exhibitors said they got business out of it / people were installing sustainable technologies.</li> <li>A Survey of 101 Denmark residents: <ul style="list-style-type: none"> <li>49% aware of Green Town Project</li> <li>91% (of those aware of Green Town) demonstrated an understanding of peak demand</li> <li>77% (of those aware of Green Town) claimed to have changed their consumption behaviour</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>The Expo and Fair became a challenge to attract a wider variety of exhibitors because of distance. Having new things each year to keep attendees coming back. Having skills to run events. Funding always patchy and not always secured early enough to have appropriate lead times.</li> </ul>

<p><b>Target 4: Commercial users</b></p> <p>Targeted half way into the program as required a specific approach and securing funding internally from Western Power to conduct energy audits of the top commercial energy users.</p> <p><i>Communication tools:</i></p> <ul style="list-style-type: none"> <li>• Direct letters and follow up to selected top ten commercial energy users with offer of free energy audit.</li> <li>• Running of workshops for businesses on reducing energy.</li> <li>• Offer of subsidised energy audits – by direct letter, advertising in Denmark Bulletin, email lists.</li> </ul>	<ul style="list-style-type: none"> <li>• One of one communication with businesses with follow up reports from auditor.</li> <li>• All of the businesses have acted on at least some of the recommendations.</li> </ul>	<ul style="list-style-type: none"> <li>• Workshops targeting small businesses did not work well – small businesses are time poor, often single operators. What did work was presenting at Business After Hours where they were already gathering, and handing out freebies that did generate willingness to be contacted after the events.</li> </ul>
<p><b>Overall outcomes</b></p>		
<ul style="list-style-type: none"> <li>• There was a 14% reduction of peak electricity demand and overall electricity use between 2008 and 2012 and further reduction in 2013. A stabilising of the electricity demand and load shifting, meaning the whole electricity network was more stable.</li> <li>• Better environment for support of the Wind Farm, which was ultimately successful with installation of 1.6MW of local power generation capacity supplying 45% of local electricity demand.</li> <li>• Significant uptake of PV – part of overall promotion.</li> </ul>		
<p><b>Overall most important lesson/s learnt in doing the community engagement component</b></p>		
<ul style="list-style-type: none"> <li>• The <b>very clear goals</b> for the project were very helpful and maintained focus, together with a realistic target that was meaningful and achievable</li> <li>• The importance of <b>ongoing monitoring and evaluation</b> throughout the project, so that future activities could be modified on the basis of information. Western Power provided information of electricity consumption post Easter and June peak periods for discussion at South Coast Power Working Group meetings allowing for adaptation of future activities. Monitoring of electricity consumption provided feedback on the key goals – reducing peak demand and reducing overall demand.</li> <li>• The importance of having <b>targeted monitoring</b>. There was not enough effort put into establishing the monitoring of different elements of the program to better understand which elements had contributed to the peak and overall energy reductions.</li> <li>• Having an <b>empowered steering group able to make decisions</b>. The South Coast Power Working Group was also an important collaboration for internal stakeholders.</li> <li>• The importance of <b>having capacity</b> – in form of financial support from Western Power – plus other resources from stakeholders. This did mean that Western Power directed where investment would be made to a large degree.</li> <li>• The project was conducted over a <b>long enough time period</b> to get the required outcomes – over a six year period.</li> <li>• The importance of <b>working locally</b>, with local providers. The initial householders survey was conducted by a company based in NSW. This disenfranchised local groups that could have done the work and reduced early involvement in the process. This was recognized by Western Power and rectified in any future work undertaken.</li> <li>• The importance of <b>utilising opportunities such as surveys</b>, to get more comprehensive results. The initial survey was limited and did not include questions about barriers and benefits of key energy reduction behaviours which represented a lost opportunity.</li> <li>• Incentives such as subsidies for major appliances need to offered over <b>a longer period</b> to establish the offer and get take up.</li> </ul>		