

PUBLIC PARTICIPATION MANUAL

Department of Conservation & Land Management

July 2000

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FOREWORD

Public participation is a practical way of involving the community in CALM's activities. It helps the community to understand what our responsibilities are; it enables them to give us the benefit of their sometimes very detailed knowledge and it can give the community the opportunity for some hands on assistance in our works programs. Furthermore, the community now expects to be given the opportunity to be involved in decisions about the management of the natural environment. This Public Participation Manual has been prepared to provide guidelines for our staff about the best ways of involving the community in activities.

CALM has the lead responsibility for conserving the State's natural biodiversity, and we are responsible for managing, on behalf of the people of Western Australia, more than 22 million hectares of national parks, marine parks, conservation parks, regional parks, nature reserves, marine nature reserves, State forests and timber reserves. In fulfilling this management responsibility we recognise that the people of Western Australia have a strong interest in being involved in the development of management and conservation strategies and the process of decision-making about our natural resources. CALM recognises the community's expectation that they be involved in these processes and that they be recognised for their contribution to the outcomes that are achieved.

CALM has always tried to ensure that the community is involved in planning for and conserving the natural resources of Western Australia, whether it be day-to-day management of our natural environment or providing input to the decision making process about policy directions. It will continue to be an integral part of the way in which we conduct our business from 2000 onwards. Feedback from the community and from departmental staff has indicated that we can improve the way in which public participation in CALM's activities is conducted.

This Public Participation Manual is not prescriptive but rather provides assistance to staff about how to plan, implement and evaluate a public participation process. The Manual will evolve over time taking into account feedback we get from staff and the community. Ultimately we hope that it will result in better conservation and participation outcomes for all.

The Manual has been prepared with significant input from departmental staff as well as community groups, industry bodies and other Government departments. This input has been instrumental in identifying the issues and setting the direction for the Manual. The time and intellectual commitment from all those involved is very much appreciated.

I commend the Manual to you and look forward to seeing the positive results of its application.

Dr Wally Cox, Executive Director
Department of Conservation & Land Management
July 2000

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OVERVIEW OF THE PUBLIC PARTICIPATION MANUAL

This Manual has been developed to assist departmental staff in planning, implementing and monitoring public participation processes that they may undertake as part of their work in implementing the objectives of CALM. The Manual contains the following parts:

PART A PUBLIC PARTICIPATION POLICY

The Public Participation Policy is the statement of intent from CALM in relation to public participation. It provides a broad overview of CALM's commitment in relation to public participation and outlines the principles that the Department expects to be upheld in planning and implementing public participation.

PART B WHAT IS PUBLIC PARTICIPATION?

This section provides an outline of the origins and theory of public participation as well as an overview of best practice. This has been derived from a comprehensive review of the literature and a review of practical examples of public participation. This section also provides detail about CALM's activities and expectations in relation to public participation.

PART C PUBLIC PARTICIPATION STRATEGY

The Strategy is a series of sections on planning for, and implementing, public participation. These sections do not provide a prescriptive approach to public participation – rather they are a series of important questions and considerations. These questions and considerations are based on a full appreciation of best practice and are aimed at ensuring that you can devise a public participation approach that best suits the activity, policy, or plan that you are undertaking.

The section comprises the following parts:

- Setting the Level of Public Participation – where do I start, what level of participation is the right one and what are my objectives?
- Planning and Preparation – identifying the boundaries, stakeholders, issues, timeframe, appropriate techniques and resource requirements. Preparing a timeframe, budget and resource checklist.
- Implementation – helpful tips for implementing your participation strategy and case studies to demonstrate particular approaches.
- Continuation – providing feedback to participants and monitoring and evaluating your participation process.

For each of these sections there are links to materials in the Resource Kit such as the PARTICIPATION PLAN, which allows you to record the relevant information in a useful and clear manner.

PART D PUBLIC PARTICIPATION RESOURCE KIT

This section of the Manual is aimed at providing a selection of useful tools to assist you to implement your participation strategy. These range from proforma's that can be used to plan a participation process through to checklists and summaries of techniques. The Resource Kit also includes an annotated bibliography of a wide range of literature and Internet sites which provide further opportunities for learning and research about public participation in natural resource management.

Case studies have also been prepared by departmental staff. These are presented in full in the Resource Kit and have been used to illustrate key elements of the Strategy. It is intended that additional case studies will be included over time, many of which will reflect your experience with the Manual. This will be an important component of the evolving nature of the Manual.

PART E REVIEW PROCEDURE

The Public Participation Manual has been prepared drawing on the experience of a wide range of individuals and groups in the community as well as departmental staff. Regular feedback from these interested parties will be vital to the ongoing improvement and updating of this Manual.

This section of the Manual outlines the process by which such feedback can be provided and how this feedback will be incorporated by CALM.

PUBLIC PARTICIPATION POLICY

PUBLIC PARTICIPATION POLICY

Our Commitment

The Department of Conservation & Land Management (CALM) is the State agency with statutory responsibility for the implementation of Government policy on the conservation of Western Australia's biodiversity, and the management of lands and waters entrusted to the Department for the appreciation and benefit of present and future generations.

CALM has a firm commitment to public participation and recognises the right of members of the public to have a meaningful role in conserving Western Australia's natural environment to ensure healthy ecosystems, social and economic well-being and conservation of biological diversity for present and future generations. CALM has prepared this Policy as part of an integrated Manual on Public Participation, in order to achieve its goal of improving public participation.

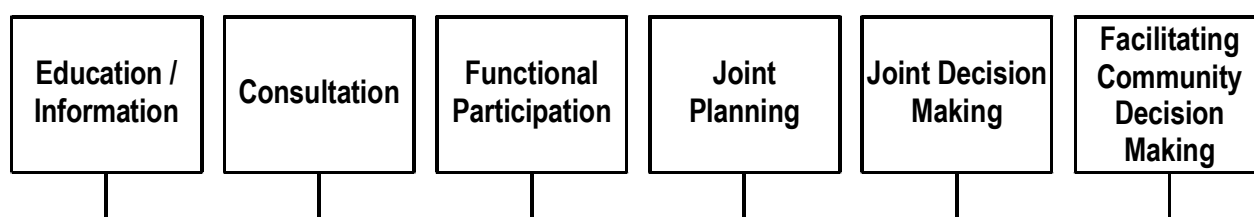
It is CALM's policy to ensure that appropriate opportunities for participation are provided for individuals, interest groups and communities.

What is Public Participation?

Public participation is an ongoing process which can involve communication, interaction and joint decision making between different stakeholders. Through public participation, all parties become better informed about the range of views on proposals and issues. Most importantly, a good public participation process will result in better decisions that are more sensitive and responsive to public concerns and values.

It is widely acknowledged that public participation processes should vary according to the size, complexity and level of interest in any one issue, policy or plan. Accordingly, CALM recognises that there are different forms of public participation and that these are appropriate in different circumstances.

Forms of Public Participation



It is important that the right form of participation is chosen for each issue, policy or plan and that CALM constantly aims for best practice implementation in every situation. The Public Participation Strategy provides guidance for adopting best practice approaches.

Principles for Public Participation

To establish a sound basis for CALM's public participation practices, the policy promotes ten central principles:

1. Public participation processes will have a clearly stated purpose and clearly identified boundaries.
2. Public participation will be based on a shared understanding (with stakeholders) of principles, objectives, responsibilities, behavior, assessment criteria and expected outcomes.
3. Participation will provide opportunities for input, representation and joint learning from all relevant stakeholders.
4. The participatory process will be objective, open, fair and carried out in a responsible and accountable manner.
5. Public participation processes will emphasise the sharing of information, joint learning and understanding.
6. Data and information used in the decision making process will be available to stakeholders.
7. Consensus will be emphasised with provision for dissenting views to be documented.
8. Appropriate staff, information and time will be allocated to ensure that the participatory process can be undertaken in a comprehensive manner.
9. The outcomes of public participation will form part of the decision making process.
10. Participants will be informed as to how their involvement affected CALM's or Government's decisions.

CALM has a responsibility to ensure that resources are used effectively in implementing these principles.

WHAT IS PUBLIC PARTICIPATION

WHAT IS PUBLIC PARTICIPATION?

Origins and Theory

The move toward more participatory approaches to decision making is a world wide phenomenon – throughout the world communities are becoming more informed about, and want to participate in, decision making processes which affect them and the environment in which they live.

While public participation, in some form, is as old as democracy, it is a relatively new field of professional activity and the consideration of theories of public participation, particularly in relation to natural resource management, are relatively recent.

Many practitioners consider Sherry Arnstein, in an article published in 1969, to be the first person to present and challenge our concepts of how people participated in decision-making processes. She developed a ‘ladder of citizen participation’ based on her experience with urban social programs, particularly black ghettos in North America.

In Australia, public participation has been used to describe many processes and there is no widespread consensus about the meaning of participation: participatory approaches can range from what may be considered “passive” consultation or information provision to collaborative decision making, to community control.

There have been many, diverse ladders or continuums of public participation developed to illustrate different concepts of public participation. The table provided below, developed by Peter Sandman and others (Sandman, et al, 1988), provides a helpful guide to the forms and types of participation in decision making relevant in the Australian context today.

Delegate Citizen Empowerment	Where citizens act without communicating with government (eg. Volunteer fire department; citizen investigation; citizen development and implementation programs).
Power sharing	Where citizens and government solve problems together (eg. Funding of citizen groups to hire technical consultants and/or implement projects; citizen oversight and monitoring; meetings called jointly by government and citizens groups).
Consult (meaningful)	Where government asks citizens for meaningful input and intends to listen (eg. Citizen advisory committees; informal meetings; on-going dialogue; some public hearings).
Consult (Pro forma)	Where government asks citizens for limited input and would prefer not to listen (eg. Most public hearings; most requests for responses to formal processes; pro forma meetings and advisory committees).
Inform (late)	Where government talks, citizens listen (eg. Some public meetings; media releases and other informational strategies: newsletters, brochures, etc.).
Government Power	Where government acts without communicating with citizens (e. some investigations; legal and enforcement actions).

Developing an Understanding of Good Public Participation

Communities form the interface between society and the environment, and their actions are crucial for the proper management of natural resources. Accordingly, public participation is not an end in itself, but rather should be viewed as a means to secure tangible benefits through the achievement of conservation practices and sustainable resource management.

Public participation can be defined as an interactive approach to decision making, involving a two way communication, information and decision making process. 'Participation' can take many different forms, depending on the issues, the methods used, the point in the project that the participation occurs and the types of interests involved.

A successful public participation process will help identify potential issues, impacts, opportunities, available alternatives, and solutions to problems. Public participation provides decision-makers with the best information available and allows for the best decisions. It is a learning experience, by which all participants acquire a more complete understanding of both the issues and how other parties see and interpret the issues.

A good public participation process can:

- Help to clarify the objectives of a project;
- Lead to the development of alternative solutions or approaches, which are relevant to the issue or problem and have the support of all stakeholders;
- Give the community a sense of ownership of decisions or plans;
- Improve the credibility of CALM within the community;
- Reduce the level of misunderstanding or misinformation in the community about a project or policy;
- Bring further sources of expertise and information to the project;
- Provide an opportunity to access local information, which can often only be obtained through the cooperation of the local community;
- Be an effective conflict management tool. Project-threatening resistances on the part of certain stakeholders can often only be minimised/prevented through their early involvement in the planning and implementation of participation processes;
- Identify and resolve issues before decisions are made and plans are finalised; and
- Consider in a clear and consistent manner the concerns of all interested or affected parties.

Just as there are clear benefits that can be derived from public participation, the process is unlikely to be considered to be perfect by all stakeholders.

A public participation process will not necessarily:

- Overcome all opposition;
- Resolve all differences in opinion or values;
- Replace processes that weigh up technical aspects of the process; and
- Be the sole input to the decision making process.

Principles of Best Practice Public Participation

The definition of public participation is often best expressed through what are considered to be best practice principles. These have been derived from the literature review and provide an overview of what you can seek to achieve in the participatory process you adopt. They are reflected in the 10 principles outlined in CALM's Public Participation Policy.

The design and implementation of a 'best practice' public involvement program is dependent on some fundamental principles:

- Public participation is an integral part of, and complementary to, the planning and decision making process;
- Public participation programs should occur throughout the life of a project;
- An agency seeking people's involvement has to be very specific at the onset about what it is prepared to achieve to avoid misleading the public and raising false expectations;
- Public participation programs should recognise the diversity of values and opinions that exist within and between communities;
- Specialised public participation techniques are required for contentious or complex issues;
- The timing of a public participation process is crucial to its success;
- The information content of the public involvement program must be comprehensive, balanced and accurate;
- A public participation program must be tailored to suit the proposed development project; and
- A public participation process requires adequate time and resources: money and skilled staff.

CALM's Approach

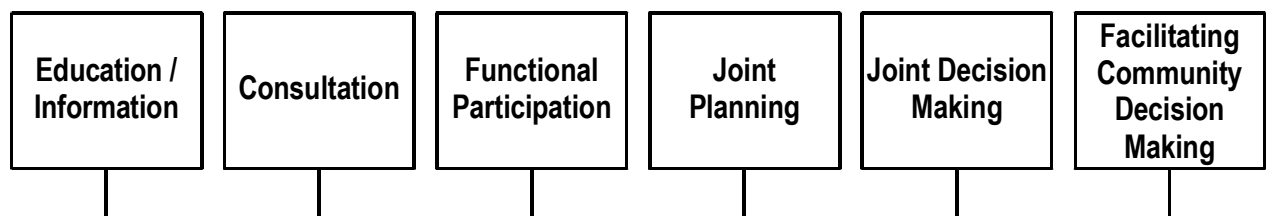
The purpose of this Manual is not to debate or consider in great detail the theory of public participation although there is a significant body of literature that considers this issue. (Refer to the Resource Kit for further information). Its purpose is to give you a basic understanding of the concept of public participation and what this means for you, as a staff member of CALM.

CALM is responsible for conserving the State's natural biodiversity and for the management of a diverse range of lands, and waters. The Department also assists the Conservation and Land Management (CALM) Act statutory bodies (ie the Conservation Commission, Marine Parks and Reserves Authority and the Marine Parks and Reserves Scientific Advisory Committee) to carry out their statutory functions. This responsibility manifests itself in a diverse range of activities.

Consequently, public participation is an important tool in the management and decision making practices of the Department.

The activities of CALM can be illustrated by a continuum of public participation. The different forms of public participation are not considered to be mutually exclusive and in many cases are the building blocks for the next step on the continuum. For example, you cannot have a process of joint decision-making between stakeholders without first having disseminated information and consulted and obtained feedback on the information provided.

Forms of Public Participation



It should also be recognised that different projects, aims and objectives will result in different public participation approaches. This is healthy and should mean that the approach has been tailored to suit the particular issue rather than applying a formula.

CALM has regularly and successfully used a range of statutory and non-statutory participation techniques to involve the community in decision making:

- CALM Act statutory bodies;
- Local community committees;
- Public meetings;
- Publication of issues papers as a basis for developing management plans;
- Publication of draft management plans and calls for submissions;
- Public seminars;
- Targeted briefings;
- Open houses;
- Workshops;
- Ongoing formal and informal contact with other government authorities;
- Ongoing and informal contact with department staff; and
- Advisory committees.

These techniques will continue to be used, and will be enhanced through the implementation of the new techniques and approaches outlined in this Manual.

The following table has been prepared to provide some guidance to staff on the forms of public participation that might be expected for the activities that are proposed. This is NOT a prescriptive guide – it is an indication of CALM’s general approach to such matters, based on previous experience, but each proposal, activity, policy or plan must be considered on its own merits, in accordance with the guidance provided in this Manual.

FORMS OF PUBLIC PARTICIPATION

FORMS OF PUBLIC PARTICIPATION	CHARACTERISTICS	USEFUL TECHNIQUES FOR IMPLEMENTATION AT THIS LEVEL	TYPICAL ACTIVITIES OF THE DEPARTMENT
EDUCATION/INFORMATION			
Dissemination: You are providing the public with details about a proposal or policy. This may follow all other steps on the continuum or it may be the result of a decision taken by Government.			
	<p>Information must be communicated to all relevant stakeholders and the public</p> <p>Justification/ reasons for the decision (where this is draft or final) must be clearly explained</p> <p>Opportunities should be provided to access additional information or clarification</p> <p>Be very clear if there is no opportunity for people to have a say in the outcome if the decision is final</p>	<ul style="list-style-type: none"> Printed material – newsletters, leaflets, advertorials in newspapers, inserts in papers or other communication tools Electronic material – use of the Internet, videos and CD's Presentations at stakeholder meetings Public displays Use of print, electronic and television media for advertising and raising the profile of issues 	<ul style="list-style-type: none"> Community education – improve knowledge and support of the Department's activities. Providing wide scale information and advising community members of a new policy or government decision. Develop community understanding of land management issues. Advise community members or landowners of small scale developments or initiatives.
Information Gathering: You are seeking information from the community about a particular issue, area or site. This could be scientific, social or economic.			
	<p>Clearly identify the processes for collating the information</p> <p>Identify how the information will be used, shared and acknowledged</p>	<ul style="list-style-type: none"> Letters to stakeholders requesting information Advertisements in the media Databases Electronic media – internet Interviews, Focus groups, workshops, public displays Surveys and market research – verbal, written 	<ul style="list-style-type: none"> Research programs for conservation. Forest management planning. Regional parks. Terrestrial and marine reserves. Planning for tourism and visitor facilities.
CONSULTATION			
You are asking people to comment on and discuss the information you have disseminated and will consider the particular policy, project or plan in light of their comments.			
	<p>These consultative processes are usually preceded by information dissemination and gathering</p> <p>Requires clear guidelines about the extent to which stakeholders can influence outcomes</p> <p>People must have clear indication about what aspects of an issue they are being asked to comment on / provide input to</p> <p>Feedback on how the comments have been used must be provided</p>	<ul style="list-style-type: none"> Surveys and market research Interviews, focus groups, consultative meetings Manned public displays Advisory Committees Submissions 	<ul style="list-style-type: none"> Planning for marine and terrestrial reserves. Planning for visitor facilities and services and nature based recreation and tourism opportunities.
FUNCTIONAL PARTICIPATION			
You are working with the community to implement programs, policies or plans. Generally applies at the local community or interest group level.			
	<p>Requires recognition and acknowledgement of community input</p> <p>Department is responsible for facilitating</p>	<ul style="list-style-type: none"> Establishment of 'Friends of' groups, CALM Volunteers, Marine Community Monitoring, CALM Bush Rangers. 	<ul style="list-style-type: none"> Develop conservation partnerships with community groups for the management of terrestrial reserves..

and funding the implementation			
FORMS OF PUBLIC PARTICIPATION	CHARACTERISTICS	USEFUL TECHNIQUES FOR IMPLEMENTATION AT THIS LEVEL	TYPICAL ACTIVITIES OF THE DEPARTMENT
JOINT PLANNING You are asking the community to participate in a process of joint planning for a particular resource or reserve. The Department or Government has responsibility for ultimate decision making about the resource or reserve.			
	<p>Normally preceded by Information dissemination/ gathering and consultation processes</p> <p>Community must clearly understand the Department's objectives for the area – these must take into account the consultation outcomes</p> <p>Participants must have clear understanding of the extent to which they can have 'say' in the issues</p> <p>Participants must be able to develop a thorough understanding of the Department's decision making processes and the planning process from the commencement of the project</p>	<ul style="list-style-type: none"> • Committees and other consultative groups • Community planning workshops . 	<ul style="list-style-type: none"> • Forest management. • Marine reserves advisory committees.
JOINT DECISION MAKING You are asking people to share in the decision making process about a particular issue or implementation of a plan.			
	<p>These processes usually require significant time to be allocated and will require Information Dissemination and Consultation processes prior</p> <p>The techniques involved in joint decision making are usually more complex and require high forms of skill from the facilitator and the participants</p> <p>The processes used must be very open and participants must adhere to agreed guidelines</p> <p>Based on the premise of power sharing and establishing partnerships</p>	<ul style="list-style-type: none"> • Development of decision making frameworks such as Multi-Criteria Analysis, Cost Benefit Analysis • Sophisticated workshop processes such as Value Management, Simulations • Committees • Team Building Exercises 	<ul style="list-style-type: none"> • Develop partnerships to provide recreational and tourism facilities, services and programs. • Conservation partnerships with the community, landholders and industry.
FACILITATING COMMUNITY DECISION MAKING You are participating in a process where the community is making decisions about something that affects them. The Department is providing assistance to do this.			
	<p>Process must be 'owned' by the community</p> <p>May require provision of resources (people, time, information) for use by community groups</p>	<ul style="list-style-type: none"> • Establishment of community based and run groups • Skill development workshops or practical sessions - Action Planning, Design workshops, Business Planning, Fund-raising, Publicity • Facilitated workshops with community set agendas • Offers of grants or other support 	<ul style="list-style-type: none"> • Support community initiatives for conservation / research. • Friends of Group activities. • Develop partnerships with and provide practical assistance to landowners. • Support management of plantations for economic and environmental benefits.

STRATEGY FOR PUBLIC PARTICIPATION

STRATEGY FOR PUBLIC PARTICIPATION

WHAT IS THE STRATEGY?

This part of the Manual has been prepared to help you develop your own approaches to public participation and provides guidance on how these approaches might be best implemented. Your choice of approach will depend on a number of factors – the Strategy is designed to help you consider these factors and decide what is the most appropriate response for your project, policy, issue or plan.

The Strategy includes four main phases:

A Setting the Level of Public Participation

This section helps you identify what level of public participation is appropriate for your project or issue. It asks a series of questions to help you define the best approach to public participation for your specific project or issue.

B Planning and Preparation

Organising a public participation process requires considerable attention to the scope of the project, the likely stakeholders and issues, timing, budgeting, resourcing and information requirements. This section provides guidance on the range of things you need to consider when planning a public participation program.

C Implementation

The effective implementation of the process you define is very important. This section provides guidance on how public participation techniques can be implemented.

D Continuation

Feedback, monitoring and evaluation are very important – both in terms of letting the public know how their input has influenced the process and identifying how the public participation process might be improved. This section of the Strategy provides guidance on how feedback processes can best be managed.

There are 12 steps in the Strategy, each based on a series of questions. You can use the PARTICIPATION PLAN or PARTICIPATION CHECKLIST to record any relevant information or you may prefer to develop your own recording processes.

Each section uses case studies to illustrate how things could be done and refers to items in the Resource Kit that might be useful.

Tools in the Resource Kit are identified in BOLD, for example PARTICIPATION PLAN, to help you identify them.
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A

SETTING THE LEVEL OF PUBLIC PARTICIPATION

WHAT IS THIS SECTION FOR?

The process of deciding what level of participation is required is the most important decision you will make. You need to thoroughly consider all aspects to make sure you have considered all possible angles.

This section poses a series of questions – prompting you to consider where you are at with your particular project or issue. From this you can document the issues and formulate a response.

WHAT DO I NEED TO START?

You can use the PARTICIPATION PLAN (PART A) in the Resource Kit to record your answers to the questions.

OR

You can use the PARTICIPATION CHECKLIST which is a summary version of the PLAN.

OR

You can use blank paper or your own preferred method to record your process.

NEED HELP ?

Tools for Doing

The Resource Kit contains an example of a completed PARTICIPATION PLAN (see page 45) and a PARTICIPATION CHECKLIST (see page 79).

You might want to look at these before you start.

Tools for Learning

The Resource Kit has some case studies and a bibliography of useful literature. You might want to look at these before you start.

STEP 1 ESTABLISH THE DECISION-MAKING FRAMEWORK

Who has decision-making authority?

This is very important. You should identify and map (using a flowchart) the decision-making lines that will apply to the project. In particular, consider the decision-making roles and responsibilities of the following:

- Minister/s
- CALM
- Other Government or statutory bodies
- Peak bodies representing community or other interests
- Community – local community and the broader community

What or who has triggered the need for a participatory process – why am I doing it?

The source of the need for public participation is important. You should record whether it is something that has been seen as important by CALM, by the Minister or by the community, or all of the above.

What are the non-negotiable elements?

In this section you need to carefully identify the parameters of what is being considered in the public participation process. Has a decision or decisions been made? Can these be changed?

STEP 2 IDENTIFY THE TIMEFRAME

When should we start?

You need to think about where in the decision-making process the public participation activities should occur, for how long and whether the process should or can be staged.

What could affect the timeframe?

In answering this question you need to identify any factors which may influence the timeframe. These may include:

- conflict over issues, requiring more time to be spent resolving these;
- unforeseen problems such as information dissemination difficulties, natural disasters;
- political occurrences such as Local, State or Federal Government elections;
- discovery of new and relevant information;
- particular needs/characteristics of local community; and
- geographic distribution.

CASE STUDY EXAMPLE

Introduction of Park Fees in the Leeuwin Naturaliste National Park

The Leeuwin Naturaliste National Park (LNNP) Park Fees project was initiated as a result of a Cabinet decision to introduce park fees in the LNNP.

The Capes District was responsible for developing a participation process to decide the best way to implement the policy. The District was not being asked to engage in a debate about whether fees should or should not be introduced, but to communicate the decision and to find a way to implement it that was mutually acceptable to stakeholders.

It was very important in this case for the District to understand the decision making framework within which they needed to work. The project was highly political, and as such it was considered necessary to approach participation as a Ministerial task force, involving local Members of Parliament, local government representatives, tourism associations and park user groups as well as the Department.

STEP 3 SET THE LEVEL OF PUBLIC PARTICIPATION AND OBJECTIVES

This step is very important because you are setting the expectations of all stakeholders about the extent to which they can be involved and identifying the boundaries of the public participation process. This will in turn influence which stakeholders should be involved, whether these stakeholders wish to be involved and to what extent.

Each level of participation has particular characteristics. Be aware that for each issue, plan or project you may seek to achieve more than one level of public participation. For example you may want to implement a process which has elements of information dissemination and receipt, consultation and joint decision making.

Where are You?

- Education/Information:
 - Dissemination
 - Gathering
- Consultation
- Functional Participation
- Joint Planning
- Joint Decision Making
- Facilitating Community Decision Making

Remember, you might choose more than one level.

CASE STUDY EXAMPLE

Introduction of Park Fees in the Leeuwin Naturaliste National Park

The Leeuwin Naturaliste National Park Fees project was seeking to achieve more than one level of participation. The Capes District were aiming to communicate Cabinet's decision to stakeholders as well as develop a participation model that would lead to joint implementation of the decision.

In order to achieve this, it was necessary to use different forms of participation techniques. This included education and information techniques (such as briefings), consultation (field trips), joint planning (Ministerial task force) and joint implementation.

In making the decision about the appropriate level of public participation, check you have done the following:

- discussed and agreed the 'non - negotiables' (if any) with your Manager or Director;
- discussed with your Manager or Director and relevant colleagues whether the process/project is a new one or CALM has some commitments or taken decisions on the issue;
- discussed with your Manager or Director the Department's expectations of outcomes, timing and budget;
- contacted a cross section of known stakeholder representatives to discuss the proposed project/activity with them and to identify community perceptions;
- identified and reviewed past public participation processes undertaken with the particular community;
- what other public participation has occurred with the same community?

You should now have an idea about what your objectives are in relation to:

- Environmental/conservation outcomes and
- Public participation outcomes.

You can record your responses and list your objectives on the PARTICIPATION PLAN (PART A).

CASE STUDY EXAMPLE

Southern Region Forest Coupe Cleanup Case Study

In the Southern Region Forest Coupe Cleanup project, the Department undertook a participation process with community groups associated with protest on coupes in sensitive areas. It aimed to identify appropriate ways to clean up coupes where harvesting operations had been interrupted, regeneration works remained incomplete, and logs were left on landings or on the ground. The process was the first opportunity for groups that had been in conflict over logging for two and a half years to work together. The Department contacted all of the relevant parties, who agreed that leaving the areas in their existing condition was unsatisfactory, and that cleanup operations were therefore necessary. The objectives of the project were twofold:

- to foster communication between conflicting groups; and
- to clean up coupes left in an unsatisfactory condition.

The Department's position was very clear, and the non-negotiable parameters were identified and explained up front. A stakeholder working group was established and facilitated by the Regional Manager. A time frame of agreed action was jointly prepared with stakeholders.

B

PLANNING AND PREPARATION

WHAT IS THIS SECTION ABOUT?

This section provides guidance for developing a public participation strategy and preparing for participation activities.

WHAT DO I NEED TO START?

You can use the PARTICIPATION PLAN (PART B) to record details.

OR

You can use the PARTICIPATION CHECKLIST.

OR

You can use your own preferred method.

NEED HELP ?

Tools for Doing

The Resource Kit contains an example of a completed PARTICIPATION PLAN and a PARTICIPATION CHECKLIST.

You might want to look at these before you start.

Tools for Learning

The Resource Kit has some case studies and a bibliography of useful literature. You might want to look at these before you start.

STEP 4 IDENTIFY YOUR SCOPE – ISSUES AND STAKEHOLDERS

Having decided on the level/s of public participation you intend to include and your objectives, you need to determine how you will achieve these, within the parameters you have set. In planning your approach you need to consider:

- the size and scope of the issue/project/plan/area you are dealing with;
- the number and concerns of stakeholders; and
- the ability of stakeholders to be involved.

What is the nature of the issue?

Consider the nature and extent of your issue. Is it a:

- Strategic policy issue? (crosses entire State or regions for example prescribed burning, marine reserves);
- Strategic Plan for a Specific Area (eg. marine park, regional park, local authority, region); or
- Local site-specific policy, plan or action (fencing along a reserve boundary, recreation plan for specific reserve).

CASE STUDY EXAMPLE

The case studies outlined in the Resource Kit provide useful examples of the implementation of different public participation techniques, including:

- Information provision
- Workshops
- Advisory Committees
- Developing partnerships
- Community empowerment
- Community festivals
- Conflict management

What is my study area?

You need to 'map' the area of influence for your issue.

What are the communities in this area? – rural communities, townsites, other 'communities of interest'?

How many households and landowners live in this area?

What are the socio-economic characteristics of the community?

- economic characteristics and breakdown;
- communities' experience in dealing with issues;
- community self image;
- ability to organise; and
- community resources.

What are the environmental characteristics and values of the area?

Who are the stakeholders?

This exercise is similar to 'profiling' for social impact assessment. You are trying to identify the stakeholders within the community/s that may be affected by the decision that has been made or is required to be made. If it is a specific project you need to consider all those who are located within the specific geographic area in question, those outside the 'project' area, government and non-government.

Some useful questions are:

1. How are the communities in your area represented? (Consider all of the different ways this might occur)
 - Local government authorities
 - Community interest groups or leaders
 - Environment and conservation groups
 - Business groups
 - Media
 - Local, State and Federal elected representatives

CASE STUDY EXAMPLE

Stirling Range and Porongorup National Park Management Plan

When preparing a management plan for the Stirling Range and Porongorup National Parks, a formal Planning Advisory Committee was appointed to anchor the community involvement process. The Department advertised for expressions of interest through the media and 31 applications were received. All applications were analysed using a matrix and 14 community applications were chosen to represent a broad cross section of interests. Members were also chosen to be representative of a range of geographical locations around the park.

CASE STUDY EXAMPLE

Jurien Bay Marine Park Reserve Management Plan

For the Jurien Bay Marine Reserve process, a data base was compiled including all of the individuals and groups who had an interest in or had previously been involved in planning for the area. The data base is confidential and has remained live throughout the process.

2. Are there parts of the community that would not be represented by an interest group?
3. Who are the other stakeholders apart from the community? – Government agencies, statutory bodies.
4. Are there groups with different needs? – Consider people with disabilities, non-English speaking backgrounds, youth, aged, religious groups, ethnic groups.
5. Are there likely to be large numbers of individuals with an interest?

What are the likely concerns and issues?

You need to consider the interest groups and associated attitudes. There is a table provided in the PARTICIPATION PLAN (PART B) that you can use to identify the likely issues for each group, including whether you don't know what their issues are.

STEP 5 DEVELOP DRAFT PARTICIPATION STRATEGY

What techniques are best suited to the participation approach I have chosen?

There is no right or wrong answer to this question. The success of any selected technique will depend on:

- The response of the participants to the particular technique – this will depend on their previous experience with the techniques, the cultural appropriateness of the technique, the ability of the community to understand the technique being used.
- The skills and knowledge of all of the participants including the facilitator if one is being used.
- How well organised and implemented the technique is – a workshop can have very different outcomes depending on how well organised and run it is.

NEED HELP IN SELECTING THE RIGHT TECHNIQUE/S?

The GUIDE TO PARTICIPATION TECHNIQUES provides an indication of when particular techniques might be used and the specific pros and cons of the different techniques.

CASE STUDY EXAMPLE

Shannon D'Entrecasteaux National Park Management Plan

Identifying and involving groups with different needs can be difficult. When planning for the involvement of Indigenous groups in the planning and management of the Shannon D'Entrecasteaux National Park, the Aboriginal Affairs Department and the Manjimup Aboriginal Corporation was contacted to ensure the involvement of the right people following correct protocol.

You need to consider what techniques you are going to use for each level of participation. You should consider:

- who will be involved?
- how many people?
- can I use representatives?
- how often should I use the technique?
- to what extent can the technique be used?
- what skills and/or level of knowledge already exist in the community?
- do individuals/groups have different information/consultation needs?
- what social/cultural issues do I need to consider?

You can use the PARTICIPATION PLAN (PART B) to record the techniques you plan to use.

What is my Program?

Having decided on the techniques you are going to use and your stakeholders you need to develop a program. Consider:

- legislative / statutory public comment requirements;
- time required to prepare materials and distribute; and
- time for contingencies.

What resources will I need?

When you have identified the techniques you are going to use (it is likely you will use more than one) you will need to identify the associated resource requirements:

- Information;
- Equipment and Venues;
- Personnel; and
- Finance.

What budget do I have?

You need to check with your Manager or Director about your budget for this project and determine what component you are going to set aside for public participation activities.

NEED HELP?

WORKING OUT YOUR PROGRAM?

See the PARTICIPATION PLAN (see Page 45) for an example.

WORKING OUT RESOURCE REQUIREMENTS?

See the GUIDE TO PARTICIPATION TECHNIQUES (see Page 95) for assistance.

BUDGETING?

See the PARTICIPATION PLAN and the BUDGETING GUIDE (see Page 83) for assistance.

STEP 6 SUMMARISE THE DRAFT APPROACH

When you have answered these questions you should be in a position to document your public participation strategy including:

- conservation and public participation objectives;
- clear description of the issue or project;
- all stakeholders and their issues;
- difficulties that may arise during the process and mechanisms for dealing with these;
- participation techniques that you propose to use;
- resource requirements – information, staff, equipment, venues, finance;
- participation timeframe and potential influences; and
- project budget, specifically the proportion set aside for the public participation activities.

STEP 7 CONFIRMING THE STRATEGY APPROACH

When your strategy is in a Draft form you will be in a position to discuss your proposed approach with relevant stakeholders including your Manager or Director. Depending on which level of participation you are seeking to implement, you will need to speak with different stakeholders.

CASE STUDY EXAMPLE

Marine Parks and Reserves Planning Process

The Marine Parks and reserves Authority (MPRA) is responsible for overseeing the preparation of management plans for marine conservation reserves in Western Australia.

Following the preparation of an indicative management plan for the proposed Jurien Bay Marine Park, the MPRA and CALM received significant feedback, both positive and negative, on the processes that were used.

The MPRA and CALM have subsequently reviewed and refined the process, prior to commencing planning for the Montebello/Barrow islands and Dampier Archipelago/Cape Preston marine conservation reserves.

A facilitated workshop was held, with a wide range of stakeholders, to discuss the proposed changes to the process. This led to an improved understanding of the process by stakeholders and the identification of a number of issues that could be considered further.

Are any of the following relevant?

<i>Director</i>	To confirm the approach, CALM's objectives and expected outcomes and the budget and timeframe
<i>Manager</i>	To confirm the approach, CALM's objectives and expected outcomes and the budget and timeframe
<i>Colleagues in your Section</i>	To confirm the approach and techniques to be used, availability of personnel and other resources
<i>Local Authority</i>	To discuss the approach, confirm the objectives, confirm the stakeholders, clarify any issues, identify potential availability of shared resources
<i>Selection of Interest Groups</i>	To discuss the approach, confirm the objectives, confirm the stakeholders, clarify any issues, identify resource requirements or preferences
<i>Individuals most Affected</i>	To discuss the approach, confirm the objectives, clarify any issues, identify resource requirements or preferences

You will need to gain agreement on:

- the style and tone of participation – formal vs informal or combination;
- participation techniques to be used and the frequency and timing of events;
- the exact level of decision making that can occur and who can be involved;
- ground rules for behaviour of all participants;
- resources available and any conditions attached;
- budget requirements and restrictions;
- resources available to the community;
- mechanisms for recording and disseminating information;
- expected outcomes; and
- the purpose of the participation process - aims and objectives.

C

IMPLEMENTATION

WHAT'S IN THIS SECTION?

This section of the strategy is aimed at checking that you have everything organised for your participation strategy.

WHAT DO I NEED TO START?

You can use the PARTICIPATION PLAN (PART C) to record details.

OR

You can use the PARTICIPATION CHECKLIST.

OR

You can use your preferred method for recording information or details.

NEED HELP ?

Tools for Doing

The Resource Kit contains an example of a completed PARTICIPATION PLAN and a PARTICIPATION CHECKLIST.

You might want to look at these before you start.

Tools for Learning

The Resource Kit has some case studies and a bibliography of useful literature. You might want to look at these before you start.

STEP 8 CO-ORDINATE RESOURCE REQUIREMENTS

When you have confirmed the approach and the associated details with the stakeholders you need to review your:

- **PARTICIPATION PROGRAM**
A simple bar chart indicating when activities are going to occur and where
- **RESOURCE CHECKLIST**
A checklist of your resource requirements, who is responsible for preparing them or organising them, how many copies are required
- **BUDGET**
A simple budget for time and resources to help you plan the most effective use of internal and external resources

STEP 9 IMPLEMENTING YOUR PLAN - DO IT !

The Resource Kit includes a significant amount of information on the implementation of specific techniques including:

- **GUIDE TO PARTICIPATION TECHNIQUES**
- **DETAILED CASE STUDIES**

You can record your progress on the implementation of the participation strategy on your **PARTICIPATION PLAN** including comments about difficulties you have experienced, what has worked well and issues that have arisen.

D

CONTINUATION

WHAT'S IN THIS SECTION?

This section addresses:

- Feedback;
- Monitoring; and
- Evaluation.

WHAT DO I NEED TO START?

You can use the PARTICIPATION PLAN (PART C) to record details.

OR

You can use the PARTICIPATION CHECKLIST.

OR

You can use your preferred method for recording information or details.

STEP 10 FEEDBACK TO PARTICIPANTS

One of the most important aspects of public participation is the feedback process. Feedback on the specific project or policy will occur throughout a project through the use of different information dissemination techniques. At the end of the process, the community needs to understand how their input has affected the outcome of your project. In particular, where compromises have had to be reached, they need to understand how the decisions were made and the criteria used. The key factors for successful feedback are:

- Making sure that the contributions of participants are acknowledged;
- Ensuring that an accurate record of the participation process is kept;
- Provide evidence that the views of participants have been heard;
- Provide clear information on how decisions were made including the criteria and weightings used; and
- Provide a clear record of how final decisions are reached.

The final feedback loop is therefore very important. All stakeholders must be informed of the outcome. The way in which you do this will depend on the number and extent of stakeholders involved. Options are included in GUIDE TO FEEDBACK TECHNIQUES.

You can record the feedback process on the PARTICIPATION PLAN.

STEP 11 MONITORING PUBLIC PARTICIPATION

One of the most valuable sources of information for improving future natural resource decision making is the feedback you receive on a public participation process. This can be done informally or formally through the use of interviews, surveys and evaluation forms.

You should incorporate monitoring mechanisms into your participation program and record the results of these. The Resource Kit includes examples of these the GUIDE TO MONITORING AND EVALUATION TECHNIQUES.

STEP 12 EVALUATION

The feedback received from the community about the public participation and decision making processes needs to be recorded and used to inform and improve future processes. At the end of each participatory process it is recommended that you complete a CASE STUDY EVALUATION SHEET - this will act as both a case study for future reference as well as useful information for others who may be required to implement a participatory process in your area.

Key questions include:

- To what extent did we meet our objectives – conservation and participation?
- Were the stakeholders happy with the participatory process?
- Have we provided participants with feedback?
- Do we have an Action Plan for moving forward?

What lessons have we learned for improving the participatory process?

There is a range of literature available that provides guidance on feedback, monitoring and evaluation.

Participatory monitoring and evaluation, Eldis, available at:
<http://nt1.ids.ac.uk/eldis/hot/pme.htm>

Participatory Monitoring & Evaluation: Learning From Change
Guijt I & Gaventa J,
<http://www.ids.ac.uk/ids/publications/briefs12.html>

RESOURCE KIT

CONTENTS OF THE RESOURCE KIT

SECTION 1 -TOOLS FOR DOING

Section 1A Proformas

- PARTICIPATION PLAN (BLANK)
- PARTICIPATION PLAN (COMPLETED EXAMPLE)
- PARTICIPATION CHECKLIST (BLANK)

Section 1B Checklists And Other Useful Tool

- BUDGETING GUIDE
- WORKSHOP CHECKLIST
- GUIDE TO BEHAVIOUR PRINCIPLES

SECTION 2 - TOOLS FOR LEARNING

Section 2A Guides to Best Practice

- GUIDE TO PARTICIPATION TECHNIQUES
- GUIDE TO FEEDBACK TECHNIQUES
- COMMON PROBLEMS AND TIPS FOR IMPLEMENTATION
- GUIDE TO MONITORING AND EVALUATION TECHNIQUES

Section 2B Case Studies

Case Study 1 Dwellingup Forest Heritage Festival Case Study

Case Study 2 Southern Forest Region Coupe Cleanup Consultation

Case Study 3 Possible Future Directions for Wilyabrup Reserve

Case Study 4 Introduction of Park Fees in the Leeuwin Naturaliste National Park

Case Study 5 Fire Management in the Walpole Nornalup National Park

Case Study 6 Community and Agency Partnerships for Conservation Planning

Case Study 7 Indigenous Involvement in the Planning and Management of Shannon
D'entrecasteaux National Park

Case Study 8 Kalbarri CALM Bush Rangers

Case Study 9 Jurien Bay Marine Reserve Case Study

Case Study 10 Regional Parks Case Study

Case Study 11 Fitzgerald River Biosphere Reserve

- CASE STUDY EVALUATION SHEET

Section 2C Useful Literature and Websites

This section is presented as an annotated bibliography of literature and Internet sites relating to public participation. They have been sorted into the following sections for your convenience:

- Public Participation Best Practice Literature;
- Public Participation Manuals and Resource Kits;
- Conflict Management Literature;
- Working with Aboriginal Communities; and
- Adaptive Environmental Assessment Management Literature.
- Useful Websites

Section 2D Other Resources

There are some other resources that you may find useful preparing for or implementing public participation processes. These are described in this section and include:

- Department of Conservation Panel Contract for Facilitators.

SECTION 1

TOOLS FOR DOING

1A

PROFORMAS

This section contains proformas to help you, particularly with developing a public participation strategy.

PARTICIPATION PLAN (BLANK)

The PARTICIPATION PLAN is a detailed proforma that relates directly to the questions in the Strategy section of the Manual. It has been prepared as a resource for you to use to record your planning process – it is not mandatory that you use it. You may have an alternative method that you wish to use.

PARTICIPATION PLAN (COMPLETED EXAMPLE)

An example of the PARTICIPATION PLAN has been filled out, using a **hypothetical** example, to provide further guidance.

PARTICIPATION CHECKLIST

The PARTICIPATION CHECKLIST is a summary version of the PARTICIPATION PLAN. It has been prepared for you to use a simple reminder of the factors/questions to consider in developing a public participation strategy.

PARTICIPATION PLAN

PART A SETTING THE LEVEL OF PUBLIC PARTICIPATION

STEP 1 : Establishing the Decision Making Framework

This is an important factor to consider before you decide what level/s of participation you are going to implement. It is also important to be able to convey to stakeholders prior to and throughout the process clear decision making.

Who has Decision-Making Authority?

Use the space provided below to map your decision making process and the box provided to clearly identify roles and responsibilities. Consider the role of:

- Minister/s
- CALM
- Other Government agencies
- Peak industry and community groups
- Community (local and broader)
- Academia
- Other statutory/legislated groups, eg. NPNCA,MPRA

Sketch a flow chart to map out the decision making process

Stakeholder (List)	Decision Making Role? (If yes specify)	Other Role? (Specify)

What/who has created the opportunity for public participation and why? (Tick)

- Minister for the Environment on behalf of Government

- Community or stakeholder group (include details)

- Department of Conservation & Land Management

- Other (specify)

Are there any given/non - negotiable issues/elements? Yes ☐ No ☐

Document the 'givens' /non-negotiable elements and any potential implications you might foresee.

STEP 2 : Identifying the Timeframe

When should we start?

What could affect the timeframe?

STEP 3 : Setting the Form of Public Participation and Objectives

Where are you?

Using the FORM OF PARTICIPATION table provided in Part B of this Manual, identify the form/s of participation you think is appropriate for your project/issue. You may choose a number of levels - use the list below to record how the different levels might apply.

- Education/Information _____

- Consultation _____

- Functional Participation _____

- Joint Planning _____

- Joint Decision Making _____

- Facilitating Community _____
Decision Making _____

Record the results of any discussions you may have had with your Manager, stakeholders or other parties and their views on an appropriate level.

STAKEHOLDER/ MANAGER	VIEWS/ISSUES RAISED

Draft Objectives

In the section below, list and describe the objectives you are seeking to achieve from this process – these objectives may be related to the conservation outcomes, public participation process, research outcomes, or other outcomes.

Identify which of these are most important (if there are priorities).

YOU HAVE REACHED THE END OF PART A. THE NEXT SECTION WILL REQUIRE YOU TO CONSIDER AND DEVELOP A DETAILED PUBLIC PARTICIPATION APPROACH.

PART B PLANNING AND PREPARATION

STEP 4 : Identifying Your Scope – Issues and Stakeholders

What is the nature of the issue?

Issue Type	✓	Details
Strategic or Policy Issues?		
Strategic Plan for a Specified Area		
Local/Site Specific Plan		
Other		

What is my study area?

Sketch or attach a map of your area of study/investigation including:

- Geographic boundaries;
- Areas of influence (see example); and
- Communities of interest.

Who are the Stakeholders and what are their concerns?

You now need to flesh out the details of the stakeholders in your area of study/investigation. The information you gather in this process will be useful once you commence your public participation process so it is worth completing the detail.

You can use the table provided or you may like to set this up as a separate database for ongoing use in the various stages of participation.

Stakeholder (Could be an individual or a group)	Contact Details (include as much information as possible - phone, address, fax, email)	Likely Issues and Concerns	Characteristics/Notes on Specific Needs and Requirements eg. non-English speaking, inability to participate in certain types of participation, cultural or social economic constraints

STEP 5 : Developing a Draft Participation Strategy

What Techniques Am I Going to Use?

For each level or step on the public participation continuum, you will need to identify how you are going to achieve your desired objectives. A useful way to do this is to use a flow chart to map out your public participation process for each level. This will highlight the techniques you might use.

Education / Information	<hr/> <hr/> <hr/>
Consultation	<hr/> <hr/> <hr/>
Functional Participation	<hr/> <hr/> <hr/>
Joint Planning	<hr/> <hr/> <hr/>
Joint Decision Making	<hr/> <hr/> <hr/>
Facilitating Community Decision Making	<hr/> <hr/> <hr/>

Refer to the PUBLIC PARTICIPATION TECHNIQUE GUIDE for guidance on techniques.

What is my program?

You need to identify a program for your project overall and the public participation process specifically. Consider:

- is there a legislative/statutory requirement I need to adhere to?
- is there a Department time constraint and is this flexible?
- is my process part of a broader planning/project framework that I need to fall within?
- how long have other process/projects of a similar nature taken?
- what are stakeholder expectations about timeframe?
- do I need to allow for contingencies such as elections, natural disasters, holiday periods, potential conflict resolution periods?

There are many ways to illustrate your timeframe. A simple bar chart is often the most useful. An example is attached for your to use.

Project/Process Milestones or Tasks	Time Period *					
Tasks	1	2	3	4	5	6

Notes: * = these could be days, weeks, months or years.

What resources will I need?

Having identified the stakeholders, potential timeframe and likely techniques, you are now in a position to identify your resource requirements. These may include your time and time of other CALM staff, information, external personnel, finance and equipment.

Refer to the TECHNIQUES GUIDE. for assistance.

Technique/s To Be Used	Resources Required

What budget do I have?

Your Manager will probably require you to identify a budget for your project, including public participation. The BUDGETING GUIDE provides a general guide to some of the costs associated with certain resources. You should identify the full range of costs as clearly as possible. The spreadsheet attached can be used if required.

Budget Item	Rate	Hours/No. Required	Total Cost	Comments
Department Personnel Time A. B. C. D. E.				
External Personnel Facilitators Other Other				
Equipment/Venues A. B. C. D. E.				
Printing/Information Preparation A. B. C. D. E.				
Financing for Community Involvement A. B. C. D. E.				

STEP 6 : Summarising the Draft Approach

You may like to summarise the information you have documented in the Participation Plan in a short paper or letter which you can then use as the basis for confirming the proposed process with stakeholders. Remember to include:

- Decision making framework;
- Objectives;
- Clear description of project/policy/plan/process;
- Stakeholder list and issues;
- Proposed techniques and resource requirements; and
- Timeframe and budget.

STEP 7 : Confirming the Strategy Approach

The Strategy identifies the individual groups with whom you should discuss the proposed process. There are a number of ways for doing this ranging from one-on-one consultation through to a workshop with all stakeholders. You need to decide what is the best approach for your particular process.

If there is the likelihood that the project will affect large numbers of stakeholders or communities and there is a significant degree of interest, a more formal approach, such as a facilitated workshop might be appropriate.

Record who you have discussed the process with, how and the outcomes (ie. suggested changes, endorsement).

Individual/Stakeholder	Outcomes

PART C IMPLEMENTATION

STEP 8 : Co-ordinate Resource Requirements

Before you commence implementation you should reconsider your:

- program;
- resource requirements; and
- budget.

to ensure that you can achieve your objectives/outcomes within the set parameters.

STEP 9 : Implementing Your Plan

The process of implementing the public participation process will undoubtedly experience problems and/or have some very positive experiences. It is worth recording these for future reference.

Nature of Issue/Problem/Experience	Suggestions for Future

PART D CONTINUATION

STEP 10 : Feedback

You may have a requirement to provide feedback during and at the end of the process you are dealing with. You should identify at the commencement of your process what feedback techniques you are going to use, how often and what specific requirements stakeholders may have.

Stakeholder	Feedback Technique/s to be Used	Frequency	Special Requirements?

STEP 11 : Monitoring and Evaluation

You need to check how your participation process is going. You may want to do this during the process depending on the timeframe or at the end, or both.

You should identify the monitoring techniques you are going to use and when you will do this. You should also decide whether this will be done externally or internally.

Monitoring Technique	Frequency	Responsibility

STEP 12: Evaluation

You need to evaluate stakeholder perceptions of the process, including the perceptions of internal and external stakeholders. Provision is made for this on the CASE STUDY EVALUATION SHEET.

This is a hypothetical example prepared to help you when completing the Participation Plan.

The example assumes that Cabinet has made a decision to release an area of State-owned former industrial land located adjacent to the Swan River for development. The development is to include, residential and commercial uses as well as public open space, however a concept plan for the site will be prepared following a comprehensive public participation process.

PARTICIPATION PLAN

PART A SETTING THE LEVEL OF PUBLIC PARTICIPATION

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PART B PLANNING AND PREPARATION

STEP 4 : Identifying Your Scope – Issues and Stakeholders

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STEP 5 : Developing a Draft Participation Strategy

What Techniques Am I Going to Use?

For each level or step on the public participation continuum, you will need to identify how you are going to achieve your desired objectives. A useful way to do this is to use a flow chart to map out your public participation process for each level. This will highlight the techniques you might use.

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Consultation	<hr/> <hr/> <hr/>
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Refer to the TECHNIQUES GUIDE. for assistance.

Technique/s To Be Used	Resources Required

What budget do I have?

Your Manager will probably require you to identify a budget for your project, including public participation. The BUDGETING GUIDE provides a general guide to some of the costs associated with certain resources. You should identify the full range of costs as clearly as possible. The spreadsheet attached can be used if required.

Budget Item	Rate	Hours/No. Required	Total Cost	Comments
Department Personnel Time F. G. H. I. J.				
External Personnel Facilitators Other Other				
Equipment/Venues F. G. H. I. J.				
Printing/Information Preparation F. G. H. I. J.				
Financing for Community Involvement F. G. H. I. J.				

STEP 6 : Summarising the Draft Approach

You may like to summarise the information you have documented in the Participation Plan in a short paper or letter which you can then use as the basis for confirming the proposed process with stakeholders. Remember to include:

- Decision making framework;
- Objectives;
- Clear description of project/policy/plan/process;
- Stakeholder list and issues;
- Proposed techniques and resource requirements; and
- Timeframe and budget.

STEP 7 : Confirming the Strategy Approach

The Strategy identifies the individual groups with whom you should discuss the proposed process. There are a number of ways for doing this ranging from one-on-one consultation through to a workshop with all stakeholders. You need to decide what is the best approach for your particular process.

If there is the likelihood that the project will affect large numbers of stakeholders or communities and there is a significant degree of interest, a more formal approach, such as a facilitated workshop might be appropriate.

Record who you have discussed the process with, how and the outcomes (ie. suggested changes, endorsement).

Individual/Stakeholder	Outcomes

PART C IMPLEMENTATION

STEP 8 : Co-ordinate Resource Requirements

Before you commence implementation you should reconsider your:

- program;
- resource requirements; and
- budget.

to ensure that you can achieve your objectives/outcomes within the set parameters.

STEP 9 : Implementing Your Plan

The process of implementing the public participation process will undoubtedly experience problems and/or have some very positive experiences. It is worth recording these for future reference.

Nature of Issue/Problem/Experience	Suggestions for Future

PART D CONTINUATION

STEP 10 : Feedback

You may have a requirement to provide feedback during and at the end of the process you are dealing with. You should identify at the commencement of your process what feedback techniques you are going to use, how often and what specific requirements stakeholders may have.

Stakeholder	Feedback Technique/s to be Used	Frequency	Special Requirements?

STEP 11 : Monitoring and Evaluation

You need to check how your participation process is going. You may want to do this during the process depending on the timeframe or at the end, or both.

You should identify the monitoring techniques you are going to use and when you will do this. You should also decide whether this will be done externally or internally.

Monitoring Technique	Frequency	Responsibility

STEP 12: Evaluation

You need to evaluate stakeholder perceptions of the process, including the perceptions of internal and external stakeholders. Provision is made for this on the CASE STUDY EVALUATION SHEET.

PARTICIPATION CHECKLIST

SETTING THE LEVEL OF PUBLIC PARTICIPATION

STEP 1 : Have you identified :

Who has decision-making authority? _____

Any non-negotiable elements? _____

What has created the opportunity? _____

STEP 2 : Have you identified :

When you should start? _____

What could affect the timeframe? _____

STEP 3 : Have you set the level of participation and objectives?

STEP 4 : Planning and Preparation

Have you identified:

- the nature of your issue? _____

- your study area? _____

- your stakeholders and their issues? _____

STEP 5 : Develop Draft Strategy

Plan an appropriate timeframe. Have you considered:

Any legislative/statutory requirements

Department time constraints

The broader planning framework

Stakeholder expectations

The need for contingencies

Planning your budget

Identify required resources

Identify potential costs

Summarise the draft approach

Summarise the information you have documented in a short paper or letter which you can use to confirm the approach with stakeholders

Confirm your approach with the appropriate stakeholders

Implementation – before starting, reconsider your timeframe, budget and resource requirements. Ensure you can achieve your objectives within the set parameters. Record any problems/issues or learning experiences you encounter.

Continuation – remember to consider:

What feedback techniques you should use?

How often you should use them?

Do any of the stakeholders have special requirements?

Monitoring and evaluation – What techniques will you use?

1B

CHECKLISTS AND OTHER USEFUL TOOLS

This section contains some useful checklists and tools to assist you in supplementing your public participation strategy.

Budgeting Guide

This is a guide to some of the costs and factors to consider when preparing or trying to budget for participation activities.

Workshop Checklist

This is a guide to factors you should consider when planning a workshop.

Guide to Behaviour Principles

This is a guide for developing and coming to agreement with stakeholders on appropriate behaviour of participants during the public participation process. It includes a checklist of the principles and factors of behaviour you might like to consider when embarking on a public participation process.

BUDGETING GUIDE

Resource	Cost Estimation or How to Obtain Cost Estimations
Venue Hire	
Half day	Approx - \$500 - \$650 (including light refreshments)
One day	Approx - \$1,000 - \$1,250 (includes light refreshments)
Equipment Hire	
Overhead	(If not included in venue hire)
Flipchart	See “Audiovisual Equipment & Productions” in the Yellow Pages
Electronic Whiteboard	
Facilitator	
Half Day	Approx - \$500 (plus preparation time costs and travel expenses)
Full Day	Approx - \$1000 (plus preparation time costs and travel expenses)
Advertising	Prices vary according to newspaper and distribution area according to the Government Master Agency Agreement. All bookings must be made through the Strategic Development and Corporate Affairs Division. For information call: 9389 8644
Newsletters	
Printing Costs	Varies according to: <ul style="list-style-type: none"> ● Black and white vs colour ● Black and white vs spot colour ● Quality of paper ● Number of copies (this is the smallest variant) For production of 1,000 A3 newsletter, printed both sides in black and one colour, folded to A4, and folded again to 99mm x 210mm (for distribution). Approximate prices range from \$400 to approximately \$450, dependant on print and paper quality. All printing to be arranged through the Strategic Development and Corporate Affairs Division. For information call: 9389 8644.
Distribution Costs	
Australia Post	0.09 cents per copy. (For A3 newsletter printed both sides and folded 99mm x 210mm) Call: 13 13 18 for information
Local Papers (include as insert)	Varies according to publication and distribution area. All printing to be arranged through the Strategic Development and Corporate Affairs Division. For information call: 9389 8644

WORKSHOP CHECKLIST

This checklist provides a general list of points you should consider when organising a workshop. Requirements will vary for different workshops, so ensure you carefully consider your objectives for the workshop and identify what will best suit your needs.

General considerations

- Prepare a workshop agenda (and stick to it!).
- Have clear objectives for the workshop and communicate these clearly to participants.
- Identify and communicate the non-negotiable elements of the process.
- Prepare background information and provide it to all participants prior to the workshop. Include a copy of the workshop agenda.
- Clearly communicate the expected behaviour of participants (see 'Group Expectations' sheets at the rear of this checklist).
- Ensure you invite participants from a range of backgrounds and point of view to ensure discussion is not weighted.
- Identify appropriate feedback techniques to provide feedback after the workshop.

Selecting a venue

- Have a clear idea of the type and possible size of the meeting or workshop you are anticipating.
- Keep in mind the stages of the meeting and what participants will be required to do at each stage.
- Ensure the venue is accessible to all participants and think about how your available resources may be applied.
- Plan in advance – venues may not be available at the last minute.

Rooms and halls

- Ensure that there is room for all anticipated participants and a few unexpected.
- Ensure kitchen facilities are adequate for catering.
- Avoid rooms with columns or that are odd-shaped.
- Check for noise intrusion.

Accessibility

- Parking close to the venue for set up people.
- Adequate and well located car parking for participants.
- For evening workshops ensure that parking is well lit and safe for participants.

Consider:

- Will participants be able to get there?
- Access for participants with disabilities.
- Is the venue easy to find and enter?
- Ensure the venue is accessible by public transport.

Layout and Acoustics

- Locate the focus of the room so that all participants can see easily.
- Ensure tables are an appropriate size, so that participants can talk at tables without problems hearing other tables.
- Ensure toilets are clearly labelled.
- Ensure there is access to telephones.

Catering

- Ensure that you provide appropriate refreshments and food for staff and participants.

Staffing a workshop

- Place one person in charge of setting up.
- Assign one person the role of registering participants.
- Facilitator – A person with group process skills responsible for the balanced flow of information at a workshop.
- Provide the facilitator with comprehensive and concise information about the project, including:
 - Briefing material re: project
 - Briefing material re: their role.
- Ensure that you brief and de brief your facilitator.
- Provide a facilitator for each table if required for group exercises.

The registration desk – Provide a registration desk in an appropriate location if required.

Working in Groups

- If working in groups at the workshop, include the following things at each table:
 - Briefed and informed facilitator.
 - Briefed and attentive scribe or recorder who has clear printing skills.
 - Stationary for participants to record notes, comments or questions.
 - A copy of the workshop agenda.
 - Butcher's paper for public recording (label each with a table number).
 - Thick texta pens for recording.

Audio-visual Aids

- Ensure you use audio-visual aids in any presentations, including overhead projector, slides, videos or maps.
- Ensure people will be able to hear the proceedings – do you require a PA system?

- Consider how you are going to record the workshop. Is it appropriate to:
 - Video record proceedings.
 - Take photographs.
- Ensure that you have an electronic whiteboard or flipcharts to record participant comments.

Workshop – Group Expectations

Do Participate

in discussions and exercises

Do Listen

to what other participants have to say

Do Respect

the opinions and perspectives of other participants

Do Evaluate

constructive criticism is welcome and requested

Don't be Passive/Don't Dominate

you have much to share and learn from others

Don't Interrupt

when others are speaking

Don't Judge or Assume

the opinions or perspectives of other participants.

Don't Criticise

without providing suggestions or alternatives

GUIDE TO BEHAVIOUR PRINCIPLES

When undertaking a participation process, it is important that you communicate effectively and appropriately and ensure that participants in the process understand the Behaviour that is expected from them to enable effective participation.

The following checklist identifies some factors that may affect the communication process when undertaking public participation:

Communication

- ❑ *Who are the stakeholders?*

Ensure that you understand who your stakeholders are, what their level of knowledge is about the project and if they have any specific requirements for communication, such as language. By doing this, you can ensure that stakeholders understand the process, and reduce the likelihood of a break down in communication, or misunderstanding.

- ❑ *Obtain agreement on the participation process.*

When you have developed a participation strategy, discuss it with key stakeholders and try to obtain their agreement on the participation approach. This may help to avoid conflict later in the process.

- ❑ *Clearly communicate the non-negotiables.*

- ❑ *Ensure all stakeholders are provided with equal opportunities to participate in the process.*

It is important that all stakeholders have equal access to information and resources during the participation process. This will help to reduce any perceptions of bias, and allow all participants to participate effectively.

- ❑ *Listen to the views of different stakeholders.*

Try not to judge or assume the opinions or perspectives of stakeholders.

- ❑ *Respect the opinions or perspectives of all stakeholders.*

If stakeholders communicate a dissenting view, ensure that it is accurately documented.

Behaviour

- ❑ *Prepare ground rules for participants.*

Participants must behave appropriately if the process is to be effective. Prepare behaviour tips and rules for the participation process. Clearly explain the behaviour requirements to all participants and obtain their agreement to abide by them.

- ❑ *Be firm but fair*

Do not let individuals dominate the process. Be aware of attempts to dominate and be prepared to redirect the discussion or process if necessary. Provide opportunities for people to write down their views or meet with you one on one if required.

- ❑ *Stick to the topic!*

SECTION 2

TOOLS FOR LEARNING

2A

GUIDES TO BEST PRACTICE

This section contains a number of guides on best practice public participation techniques and implementation tips.

Guide to Participation Techniques

There are a large number of techniques that can be used in any participation process. Your choice of technique will depend on the factors identified in the Strategy. The Guide provides an overview of all the techniques – pros and cons of each, resources required and suitability.

Guide to Feedback Techniques

This Guide provides an outline of the techniques that can be used to provide feedback to participants in the decision-making process.

Common Problems – Tips for Implementation

Whenever you are implementing a public participation process you will invariably experience difficulties. It is the nature of the process. This set of information takes some of the common problems and provides some advice and directions to lay literature that you might find useful. The issues include the following.

Guide to Monitoring and Evaluation Techniques

This guide provides an outline of the techniques that can be used to monitor and evaluate the public participation process.

GUIDE TO PARTICIPATION TECHNIQUES

This section provides a guide to the various techniques that can be used for public participation. The guide includes a description of the technique, its strengths and weaknesses, helpful hints, and resources you are likely to need for implementation.

The Guide to Participation Techniques Matrix provided below identifies the techniques outlined in the guide, and the form of participation that different techniques can be used to achieve. It is important to remember that techniques can be used in conjunction with one another to achieve more than one form of participation.

Technique	Form of Participation						Pg. No
	Education/ Information	Consultation	Functional Participation	Joint Planning	Joint Decision Making	Facilitating Community Decision Making	
Adaptive Environmental Assessment & Management				✓	✓		97
Advisory Groups		✓		✓			98
Citizens juries				✓	✓	✓	99
Community facilitators	✓	✓	✓				100
Community fairs	✓	✓	✓			✓	101
Computer based participation	✓	✓					102
*Conflict resolution							103
Consensus building techniques					✓		104
*Cost benefit analysis							105
Deliberative Polling	✓	✓					106
Design Charrettes				✓			107
Displays	✓	✓					108
Electronic democracy	✓	✓					109
Expert Panels	✓	✓					110
Feature Stories	✓						111
Field trips	✓	✓	✓				112
Information hot line	✓	✓					113
Information Repositories	✓	✓					114

Technique	Form of Participation						Pg. No
	Education/ Information	Consultation	Functional Participation	Joint Planning	Joint Decision Making	Facilitating Community Decision Making	
Internet surveys/polls	✓	✓					115
Liaison officer	✓	✓					116
*Mediation / negotiation							117
News conferences	✓	✓					118
Newspaper inserts	✓	✓					119
Open houses	✓	✓					120
Panels		✓	✓				121
Partnerships					✓	✓	122
Personal interviews	✓	✓					123
Presentations to groups	✓	✓					124
Press releases	✓	✓					125
Printed materials	✓	✓					126
Public hearings		✓					127
Public meetings	✓	✓	✓				128
Response sheets		✓					129
Role playing	✓	✓					130
Simulation games	✓	✓					131
*Social Impact Assessment							132
Surveys & Questionnaires	✓	✓					133
Task force					✓		134
Technical assistance			✓			✓	135
Technical reports	✓						136
Television	✓	✓					137
Working with media	✓	✓					138
Workshops		✓	✓	✓	✓		139

**Other techniques that can be used in conjunction with public participation techniques.*

Adaptive Environmental Assessment and Management (AEAM)

Description:	Adaptive Environmental Assessment Management is a procedure developed in Canada that is designed to deal with the uncertainty in development assessment or environmental evaluation created by theoretical or data limitations. It is based on interdisciplinary workshops and the use of a computerised simulation model. The AEAM process is fundamentally interactive.
Strengths:	<p>Provides a forum in which people from different roles and different organisations can interact.</p> <p>It allows dialogue between various different and possibly conflicting perspectives on a problem or issue.</p> <p>The approach is holistic.</p> <p>It emphasises as the goal the greater understanding of complex, dynamic systems.</p> <p>The approach aims for consensus and the highlighting of critical knowledge gaps.</p>
Weaknesses:	<p>Participants need to reflect a balance between competing interests and outlooks, there is potential for inadvertent stacking.</p> <p>Consensus may not be possible in situations of extreme value differences.</p> <p>Computer systems can appear to determine outcomes and not assist or inform them.</p>
Helpful hints:	Proficient facilitation is essential in order to prevent experts from having too much emphasis in the process.
Resources:	Independent facilitator (if necessary).

Advisory Groups

Description: Advisory groups are small meeting groups of people chosen from your stakeholder group. They are designed to generate qualitative insights rather than quantitative information.

Strengths: Allow for a two-way exchange of information, solutions to problems can be explored.

Weaknesses: May not represent all interests, may be perceived as elitist. Info not allowed passed on to other community members.

Helpful hints: The number of participants should be restricted to a maximum of 15.

Advisory group meetings generally last for several hours and generate moderated discussion, which is carefully steered by the facilitator.

To run a successful advisory group, you need to ensure that you:

- Get the right mix of people
- Have a skilled facilitator
- Properly interpret information generated by the group

Provide information and feedback to the participants.

Resources: Personnel to run and facilitate the process
Advertising for participants
Providing background information to participants
Preparing meeting minutes
Providing feedback to participants (preparation, copying and distribution costs)
Appropriate meeting facilities

Citizens Juries

Description:	Small group of ordinary citizens empanelled to learn about an issue, cross examine the witness, make a recommendation. Always non binding with no legal standing.
Strengths:	<p>Great opportunity to develop deep understanding of an issue.</p> <p>Public can identify with the ordinary citizens.</p> <p>Pinpoint fatal flaws or gauge public reaction.</p>
Weaknesses:	Resource intensive.
Helpful hints:	<p>Requires skilled, independent facilitator.</p> <p>Commissioning body must follow the recommendation or explain why.</p> <p>Be clear about how results will be used.</p>
Resources:	<p>Personnel.</p> <p>Preparation and provision of appropriate information for participants.</p> <p>Participant travel and accommodation costs (if necessary).</p> <p>Payment for participation (if necessary).</p> <p>Appropriate venue and facilities.</p> <p>Meals and refreshments.</p>

Community Facilitators

Description:	Used qualified individuals in local community organisation to conduct project outreach.
Strengths:	<p>Promotes community based involvement.</p> <p>Capitalises on existing networks.</p> <p>Enhances project credibility.</p>
Weaknesses:	<p>Can be difficult to control information flow.</p> <p>Can build false expectations.</p>
Helpful hints:	<p>Ensure you provide community facilitators with appropriate knowledge and resources.</p> <p>Ensure facilitators properly understand their role in the consultation/decision making process.</p>
Resources:	

Community Fairs

Description:	Central event with multiple activities to provide project information and raise awareness.
Strengths:	<p>Focuses public attention on one element.</p> <p>Conducive to media coverage.</p> <p>Allows for different levels of information sharing.</p> <p>Provides an opportunity for stakeholders to work together.</p> <p>Can be beneficial to the local economy.</p>
Weaknesses:	<p>Public must be motivated to attend.</p> <p>Usually expensive to do it well.</p> <p>Can damage reputation if not done well.</p>
Helpful hints:	<p>Where possible, utilise community resources.</p> <p>Facilitate community organisation.</p>
Resources:	Time and personnel. Other resources are dependent on the type of fair and level of the Department's involvement.

Computer-based Participation

Description:	Surveys conducted viz computer network.
Strengths:	Provides instant analysis of results. Can be used in multiple areas. Novelty of technique improves the rate of response.
Weaknesses:	High expense. Detail of inquiry is limited.
Helpful hints:	Appropriate for attitudinal research.
Resources:	Development of appropriate Web site. Advertising of site/information location.

Conflict Resolution

Description:	There are likely to be conflicts with any participation process due to people's underlying attitudes, the outcome they are seeking and the values they hold. The processes to resolve conflict include consensus building, mediation and negotiation.
Strengths:	Provides an opportunity to resolve conflict by dealing with negative feelings in positive ways.
Weaknesses:	Can be a difficult, time consuming process.
Helpful hints:	<p>Allow enough time to deal with the conflict.</p> <p>Define the problem in terms that are clear and acceptable to all.</p> <p>Help people identify in concrete terms what makes them unhappy with the situation – distinguishing between feelings and reality.</p> <p>Allow each member of the conflict to identify his or her real needs.</p> <p>Provides an opportunity for individuals to unload their feelings.</p> <p>Have an independent facilitator or mediator oversee the process.</p>
Resources:	<p>Independent facilitator or mediator.</p> <p>Appropriate meeting venues.</p> <p>Preparation of information and feedback to participants.</p> <p>Materials to record information and meeting minutes.</p> <p>Time.</p>

Consensus Building Techniques

Description:	Techniques for building consensus on project decision such as criteria and alternative selection. Often used with advisory committees.
Strengths:	<p>Encourages compromise among different interests.</p> <p>Provides structures and trackable decision making.</p> <p>Focuses on solving problems with mutually satisfactory solutions.</p> <p>Can help avoid later conflicts.</p>
Weaknesses:	<p>Not appropriate for groups with no interest in compromise.</p> <p>Consensus may not be reached.</p>
Helpful hints:	<p>Use simple methodology.</p> <p>Allow adequate time to reach consensus.</p> <p>Consider one of the computerised systems that are available.</p> <p>Define the levels of consensus.</p> <p>Make sure the decision maker is committed to consensus.</p>
Resources:	<p>Appropriate personnel.</p> <p>Time.</p>

Cost Benefit Analysis

Description:	Cost benefit analysis is a complex technique, which involves, in simple terms, assessing different options by assigning values to the potential costs and benefits of each option in turn.
Strengths:	Cost benefit analysis can be a useful as a way of deciding between different options. It is useful for public sector projects with widespread community benefits.
Weaknesses:	Cost benefit analysis is a complex technique, and there is limited scope for public participation in the analysis. It can be very difficult to assign values to some costs and benefits. The results can be subjective.
Helpful hints:	If you are trying to assess a complex project or issue, it may be helpful to engage a suitably qualified consultant to undertake cost benefit analysis.
Resources:	Information. Cost of engaging a consultant (if necessary).

Deliberative Polling

Description:	Measures informed opinion on an issue.
Strengths:	<p>Can tell decision maker what the views of the public are likely to be if they had more time and more information.</p> <p>Provides members of the public with exposure to different backgrounds, arguments and views.</p>
Weaknesses:	<p>Resource intensive.</p> <p>Often held in conjunction with television companies.</p> <p>2 – 3 day meeting.</p>
Helpful hints:	<p>Do not expect or encourage participants to develop a shared view.</p> <p>Hire a facilitator experienced in this technique.</p>
Resources:	<p>Appropriate personnel and facilitator.</p> <p>Venue with adequate facilities.</p> <p>Participant expenses.</p> <p>Advertising.</p> <p>Television air time (if necessary)</p>

Design Charettes

Description:	Intensive session where participants design project features.
Strengths:	<p>Promotes joint problem solving and creative thinking.</p> <p>Effective for creating partnerships and positive working relationships with the public.</p>
Weaknesses:	<p>Participants may not be seen as representative by target public.</p> <p>May not have lasting effect if used as one shot technique.</p>
Helpful hints:	<p>Best used to foster creative ideas.</p> <p>Be clear about how results will be used.</p>
Resources:	<p>Appropriate venue.</p> <p>Independent facilitator (if necessary)</p> <p>Tables, seating and stationary for note taking</p> <p>Scribe (if necessary).</p> <p>Overhead projector, flip charts, electronic whiteboard.</p> <p>Microphone.</p> <p>Refreshments.</p>

Displays

Description:	Provides pictorial and written information on the project, highlighting potential issues and is set up in a public place.
Strengths:	General information can be provided at relatively low costs and can reach community members who may not otherwise participate.
Weaknesses:	Information giving, rather than gathering.
Helpful hints:	<p>Ensure information is precise.</p> <p>Use illustrations, photos and maps.</p> <p>Ensure all information is up to date.</p> <p>Ensure the display is in an accessible location (such as a local shopping centre).</p> <p>Advertise the location of the display.</p> <p>Provide feedback or 'comments' forms and return box at the display.</p> <p>Provide contact details for more information.</p>
Resources:	<p>Appropriate venue (such as shopping centre, mall or community centre).</p> <p>Display boards.</p> <p>Information sheets (handouts).</p> <p>Personnel to attend the display.</p> <p>Visual as well as written information.</p>

Electronic Democracy

Description:	Internet, Web sites, Televoting, On line dialogue, On line delivery of Government Services
Strengths:	Facilitates interaction communication. Convenient.
Weaknesses:	Not accessible to everyone. Opportunity for manipulatory misinformation.
Helpful hints:	Carefully plan how information will be presented and how feedback will be used.
Resources:	Design and set up of appropriate Internet or electronic information and services.

Expert Panels

Description:	Public meetings designed in “meet the press” format. Media panel interviews experts from different perspectives.
Strengths:	Encourages education of the media. Presents opportunity for balanced discussion of key issues. Provide opportunity to dispel scientific misinformation.
Weaknesses:	Requires substantial preparation and organisation. May enhance public concerns by increasing visibility of issues.
Helpful hints:	Provide opportunity for participation by general public following the panel. Have an independent facilitator. Agree on ground rules in advance. Possibly encourage local organisations to sponsor rather than challenge.
Resources:	Appropriate participants. Independent facilitator. Time. Preparation and provision of background information. Participant expenses / cost.

Feature Stories

Description:	Focused stories on general project related issues.
Strengths:	Can heighten the perceived importance of the project. More likely to be read and taken seriously by the public.
Weaknesses:	No control over what information is presented and how.
Helpful hints:	Anticipate visuals or schedule interest events to help sell the story. Recognise that reporters are always looking for an angle.
Resources:	Preparation of information.

Field Trips

Description:	Provide tours for key stakeholders elected officials, advisory group members and the media.
Strengths:	Opportunity to develop rapport with key stakeholders. Creates greater public knowledge of issues and processes.
Weaknesses:	Number of participants is limited by logistics. Potentially attractive to protesters.
Helpful hints:	Know how many participants can be accommodated and make plans for overflow. Plan question/answer session. Consider providing refreshments. Demonstrations work better than presentations. Make sure everything is safe.
Resources:	Transport Guides Information (hand outs) Safety equipment Refreshments

Information Hotline

Description:	Identify a separate line for public access to prerecorded project information or to reach the project team members who can answer questions/obtain input.
Strengths:	People don't get 'the run around' when they call. Controls information flow and promotes information consistency. Conveys image of accessibility.
Weaknesses:	Designated contact must be committed and prepared for prepared for prompt and accurate responses. May filter public message from technical staff and decision-makers. May not serve to answer many of the toughest questions.
Helpful hints:	Make sure all contact has sufficient knowledge to answer most project related questions. If possible list a person not a position. Best if contact person is local. If not local, use a Freecall number.
Resources:	Appropriate personnel. 1800 (Freecall) telephone number (if possible).

Information Repositories

Description:	Library's, schools and other public facilities make good for housing project related information.
Strengths:	<p>Relevant information is accessible to the public without incurring the costs or complications of tracking multiple copies sent to different people.</p> <p>Can set up visible distribution centres for project information.</p>
Weaknesses:	Information repositories are often not well used by the public.
Helpful hints:	<p>Make sure the personnel at the location know where materials are kept.</p> <p>Keep a list of repository items.</p> <p>Track usage through a sign in sheet.</p>
Resources:	<p>Preparation of information.</p> <p>Appropriate venues.</p>

Internet Surveys/Polls

Description:	Web based response polls
Strengths:	<p>Provides input from individuals who would be unlikely to attend meetings.</p> <p>Provides input from cross sections of the public, not just those on a mailing list.</p> <p>Higher response rate than other communication forms.</p>
Weaknesses:	<p>Generally not statistically valid results.</p> <p>Can be very labour intensive to look at all of the responses.</p> <p>Cannot control geographic reach of poll.</p> <p>Results can be easily skewed.</p>
Helpful hints:	Be precise n how you set up the site- chat rooms and discussion places can generate more input than you can look at.
Resources:	<p>Design and set up of appropriate site.</p> <p>Advertising site.</p>

Liaison Officer

Description:	Appointing an officer as a point of contact for the community.
Strengths:	Provides a single point of contact, ensures the community receive consistent information, ensures community members liaise with a skilled, informed officer.
Weaknesses:	Can be used to 'pass the buck' to one officer.
Helpful hints:	<p>You appoint a person who has appropriate skills for the job</p> <p>The liaison officer gets support from their colleagues, and they do not just 'pass the buck'</p> <p>Are they being expected to occupy conflicting roles? It is difficult to present yourself as a neutral liaison officer if you are also acting as a stakeholder</p>
Resources:	Personnel

Mediation/Negotiation

Description:	The process of resolving disputes through compromise
Strengths:	Promotes accountability on both sides. Focuses on specific issues.
Weaknesses:	Difficulty of defining who the parties are and whom they may represent. Time and labour intensive.
Helpful hints:	Should be used typically as a last resort to solve specific problems with well defined stakeholder groups.
Resources:	Appropriate personnel. Time.

News Conferences

Description:	Conference with media to give information and answer questions on project.
Strengths:	Opportunity to reach all media in one setting.
Weaknesses:	Limited to newsworthy events.
Helpful hints:	Make sure all speakers are trained in media relations.
Resources:	Appropriate personnel.

Newspaper Inserts

Description:	A fact sheet within the local newspaper
Strengths:	<p>Provides community wide distribution of information</p> <p>Presented in the context of local paper, insert more likely to be read and taken seriously</p> <p>Provides opportunity to include public comment form.</p>
Weaknesses:	Expensive, especially in urban areas.
Helpful hints:	<p>Prepare in plain English</p> <p>Use graphics to attract attention and convey information.</p> <p>Provide contact details for further information.</p>
Resources:	Preparation of information.

Open Houses

Description:	An open house to allow the public to tour at their own pace. The facility should be set up with several stations each addressing a separate issue. Resource people guide participants through the exhibit.
Strengths:	<p>Fosters small group or one on one communication.</p> <p>Ability to draw on other team members to answer difficult questions.</p> <p>Meets information and interaction needs of many members of the public who are not served by typical public meetings.</p> <p>Builds credibility.</p>
Weaknesses:	<p>Difficult to document public input.</p> <p>Protesters may use the opportunity to disrupt the event.</p> <p>Usually more staff intensive than a meeting.</p> <p>May not provide the opportunity to be heard that some public will expect.</p>
Helpful hints:	<p>Someone should explain the format at the door.</p> <p>Ask participants to fill out a comment sheet.</p> <p>Be prepared for a crowd all at once.</p> <p>Develop a meeting contingency plan.</p> <p>Set up stations so that several people (6 to 10) can view at once.</p>
Resources:	<p>Personnel.</p> <p>Time.</p> <p>Information displays.</p> <p>Information hand outs.</p> <p>Feedback/response sheets.</p>

Panels

Description:	A group assembled to debate or provide input on specific issues.
Strengths:	<p>Provides opportunity to dispel misinformation</p> <p>Can build credibility if all sides are represented.</p>
Weaknesses:	<p>May create unwanted media attention.</p> <p>Can polarise issues if not conceived and moderated well.</p>
Helpful hints:	<p>Most appropriate to show different views to the public.</p> <p>Panels must be credible with public.</p>
Resources:	<p>Appropriate group members.</p> <p>Venue.</p> <p>Background information (to be provided prior to panel meeting).</p> <p>Scribe (if necessary).</p> <p>Flip chart or whiteboard (to record information).</p>

Partnerships

Description:	A partnership is an agreement between two or more partners (formal or informal) to work together to achieve common aims.
Strengths:	<p>Effective partnerships can build trust and result in mutually beneficial outcomes.</p> <p>Partnerships are useful when one party cannot achieve what they want on their own and the various interests involved will get extra benefit from acting together.</p>
Weaknesses:	Effective partnerships take a long time to develop.
Helpful hints:	<p>Building an effective partnership requires a common language and shared vision of what you want and the means to carry it out.</p> <p>Each partner needs to feel they have an appropriate stake in the partnership and a fair say in what happens.</p> <p>Partnerships are not appropriate when one party holds all of the resources and uses this to impose solutions.</p> <p>All parties must have a long term commitment to the partnership.</p>
Resources:	<p>Dependent on the groups involved.</p> <p>Community groups may require resources to effectively participate in partnerships. This may include access to information, office equipment and facilities (such as computers, phones, faxes and meeting rooms).</p>

Personal Interviews

Description:	Interviews held with individuals and/or small groups in face to face situations or over the phone can also be useful if time and resources permit.
Strengths:	It ensures that individuals have the maximum opportunity to have their say, but are only effective if they complement other strategies and the issues are relatively simple.
Weaknesses:	Time and resource exhaustive. Difficult to identify all interested people, no community feel, may be threatening or culturally inappropriate for some groups.
Helpful hints:	<p>Seek people out.</p> <p>Ensure that all appropriate people are consulted.</p> <p>Use culturally appropriate techniques.</p> <p>Ensure the interview time is appropriate.</p> <p>Use standardised questions and interview format.</p> <p>Accept that some people may want to have professional representation.</p>
Resources:	<p>Personnel to conduct interviews.</p> <p>May require travel.</p> <p>Telephone calls.</p> <p>Interview questions and preparation of information.</p>

Presentations to Groups

Description:	Presentations to stakeholder groups, usually held at the groups' regular meeting place. A short presentation is followed by a question and answer session.
Strengths:	Opportunity for two-way communication of information. Groups can be targeted, and information can be tailored to meet the needs of a particular group. Information can be passed on to others (organisation helps in providing information to the community).
Weaknesses:	Potential for hostile audience reaction and if used alone can fail to reach other sections of the community.
Helpful hints:	<p>Do not exclude non-supportive groups.</p> <p>Provide written material to be considered before the meeting.</p> <p>Provide material for group members to take home/pass on to others.</p> <p>Prepare visual aids.</p> <p>Define your objectives.</p> <p>KISS – Keep it short, simple.</p> <p>Use short phrases as prompts in your presentation.</p>
Resources:	<p>Appropriate venue.</p> <p>Whiteboard (electronic if possible).</p> <p>Overhead projector.</p> <p>Visual aids.</p> <p>Handouts.</p> <p>Materials for group members to take notes.</p>

Press releases

Strengths:	Informs the media of project milestones.
	Press release language is often used directly in articles.
	Opportunity for technical and legal reviews.
Weaknesses:	Generally low media response rate.
	Frequent poor placement of press release within newspapers.
Helpful hints:	Try to hand deliver press releases or kits to get a chance to discuss project.
	Foster a relationship with editorial boards and reporters.
Resources:	Preparation of press release.

Printed Materials: Brochures and Newsletters

Description:	<p>Brochure: A brief summary of the project, key issues and how people can participate.</p> <p>Flier: A one page summary of lay issues and how people can participate.</p> <p>Newsletter: A periodic update of the project - informs and maintains profile.</p>
Strengths:	<p>Inexpensive, quick and easy to produce, used to inform large numbers of people, reduces misinformation.</p> <p>Initial information should clearly outline the aims and parameters of the participation process and provide relevant background to the issues.</p> <p>For the public participation process to be a success, it is important to be honest and transparent about why the consultation is occurring.</p> <p>Always keep participants in the participation process informed of what's happening, what the next stage is going to be and by when.</p>
Weaknesses:	<p>Can be misinterpreted. Only basic information can be given. No mechanism for direct feedback. Difficult to distribute over wide or remote areas.</p>
Helpful hints:	<p>Information needs to be available to people of all backgrounds, so try to avoid cultural, physical, material or communication barriers, which may prevent meaningful participation by some stakeholders.</p> <p>Written information should:</p> <ul style="list-style-type: none"> - Be in a language other than English when the issue or proposal is likely to affect people from a non-English speaking background. - Be written in plain English and be readable. - Be set out clearly. - Invite a reader's attention and communicate more effectively through graphics and colours. - Provide summaries of important documents that are too long or complex to be understood readily by the average person. - Avoid the use of acronyms and jargon, unless clearly defined in a glossary. - Be accessible. Ideally, information should be available in all major community languages, electronically, and in Braille.
Resources:	<p>Printing costs.</p> <p>Distribution costs.</p> <p>Preparation time.</p> <p>Collation of information.</p>

Public Hearings

Techniques:	Public hearings
Description:	Formal meetings with scheduled presentations offered.
Strengths:	<p>Provides opportunity for public to speak without rebuttal.</p> <p>Meets legal requirements.</p> <p>Puts comments on record.</p>
Weaknesses:	<p>Does not foster dialogue.</p> <p>Creates us vs them feeling.</p> <p>Many dislike public speaking.</p>
Helpful hints:	Avoid if possible. Otherwise try to use informal meetings immediately before.
Resources:	<p>Personnel.</p> <p>Time.</p> <p>Appropriate venue.</p> <p>Scribe.</p>

Public Meetings

Description:	Public meetings can be a useful technique for information provision. They usually follow a set agenda and have presentations and question time.
Strengths:	Can be used successfully to impart information to large groups in the community.
Weaknesses:	<p>The conventional set-up with a fixed agenda, platform and a row of chairs is a stage set for conflict.</p> <p>Many people feel intimidated in a public forum and will not speak up.</p> <p>Public meetings tend to attract people that are interested in the issue, but are not effective in gauging the views of the wider community.</p> <p>It is very difficult to keep to a fixed agenda, and the audience will contain people with many different interests and different levels of understanding, so it is very difficult to know how to pitch a presentation.</p>
Helpful hints:	<p>Use an independent chairperson or facilitator if possible.</p> <p>Publicise the event widely.</p> <p>Mail or directly contact persons and groups who are likely to have an interest in the topic or meeting.</p> <p>Provide any required information well before the event, and ensure all participants have access to information about the issue or proposal.</p> <p>Make the meeting place accessible.</p> <p>Schedule public meetings so as to avoid conflicting events or commitments.</p> <p>Plan the room to avoid an 'us and them' scenario and can split easily into groups if required.</p>
Resources:	<p>Appropriate venue and facilities.</p> <p>Independent facilitator (if required).</p> <p>Publicity:</p> <ul style="list-style-type: none"> - Advertisements. - Mail out. - Fliers. <p>Preparation and distribution of background information.</p> <p>Presentation materials.</p> <p>Whiteboards.</p> <p>Flip charts.</p> <p>Materials to record information (including markers and paper).</p> <p>Scribe (if necessary).</p> <p>Refreshments (if appropriate).</p>

Response Sheets

Description:	Mail forms often included in fact sheets and other project mailings to gain information on public concerns and preferences.
Strengths:	<p>Provides input from those who would be unlikely to attend meetings.</p> <p>Provides a mechanism for expanding mailing list.</p>
Weaknesses:	<p>Does not generate statistically valid results.</p> <p>Only as good as the mailing list.</p> <p>Results can be easily skewed.</p>
Helpful hints:	<p>Use prepared postage.</p> <p>Include section to add name to the mailing list.</p> <p>Document results as part of the public involvement records.</p>
Resources:	Preparation, printing and distribution.

Role Playing

Description:	Participants act out characters in predefined situation followed by evaluation of the interaction.
Strengths:	Allow people to take risk free positions and view situations from other perspectives. Participants gain clearer understanding of issues.
Weaknesses:	People may not be able to actually achieve goal of seeing another's perspective.
Helpful hints:	Choose roles carefully. Ensure than all interests are represented. People may need encouragement to play a role fully.
Resources:	Appropriate personnel. Preparation time. Background information for participants. Appropriate venue.

Simulation Games

Description:	Exercises that simulate project decisions.
Strengths:	Can be designed to be an effective education training technique especially for local officials.
Weaknesses:	Requires substantial preparation and time for implementation.
Helpful hints:	Test “game” before using. Be clear about how the results will be used.
Resources:	Appropriate venue. Suitably qualified personnel.

Social Impact Assessment

Description:	Social impact assessment (SIA) assesses the effect of a development, project or program on people
Strengths:	Social impact assessment techniques can assist government programs and services to better meet their objectives.
Weaknesses:	There are a wide range of techniques for the assessment of social impacts, some of which are complex and time consuming. It is important that the most appropriate technique is selected for the task.
Helpful hints:	Ensure an appropriate technique is selected for the task.
Resources:	Dependent on the technique selected.

Surveys and Questionnaires

Description:	Surveys and questionnaires can be conducted by face to face interview, over the telephone or by self-completion.
Strengths:	Questionnaires and surveys are useful tools when you require responses to specific issues. They give you quantitative, measurable results.
Weaknesses:	<p>Be aware of the limitations of surveys and do not undertake a 'survey for survey's sake'.</p> <p>Surveys can be easily manipulated and designed to yield the results you want, not necessarily the information you need for making the right decision.</p> <p>Surveys in which you expect the participant to return questionnaires by mail or deposit somewhere often have poor response rates, which can make the sample size statistically invalid.</p>
Helpful hints:	<p>Obtain base line data in order that results of change can be documented against comparable data.</p> <p>Ensure that existing data, for example, Australian Bureau of Statistics survey data, is obtained, and that where overlaps exist they will not be vulnerable to dispute by interest groups at a later stage.</p> <p>Use a sample size that is statistically significant and encompasses relevant areas.</p> <p>The survey must have a high degree of impartiality.</p> <p>For a maximum return, the questionnaire or survey must be kept simple, be easy to fill out and provision made for easy return mail or easy dropping at a central location. The Internet can be used for some sectors of the community for some questionnaires and surveys.</p> <p>Questionnaires and surveys can be delivered to a wide sector of the community through direct mail or letter box drops.</p>
Resources:	<p>Background information.</p> <p>Preparation of survey/questionnaire.</p> <p>Printing or copying costs.</p> <p>Personnel to conduct surveys.</p> <p>Telephones.</p> <p>Travel costs.</p>

Task Forces

Description:	A group of experts or representative stakeholders formed to develop a specific product or policy recommendation.
Strengths:	<p>Findings of a task force of independent or diverse interests will have greater credibility.</p> <p>Provides constructive opportunity for compromise.</p>
Weaknesses:	<p>Task force may not come to consensus or results may be too general to be meaningful.</p> <p>Time and labour intensive.</p>
Helpful hints:	<p>Obtain strong leadership in advance.</p> <p>Make sure membership has credibility with the public.</p> <p>Make sure members represent diverse perspectives and will be independent.</p>
Resources:	<p>Personnel.</p> <p>Time.</p> <p>Appropriate venues.</p> <p>Preparation and provision of background information.</p> <p>Travel costs and participant expenses.</p>

Technical Assistance

Description:	Providing technical expertise to individuals and organisations.
Strengths:	<p>Builds credibility and helps address public concerns about equity.</p> <p>Can be effective conflict resolution technique where facts are debated.</p>
Weaknesses:	<p>Availability of technical resources may be limited.</p> <p>Technical experts may not be prepared for working with the public.</p>
Helpful hints:	<p>The technical resource must be perceived as credible by the audience.</p> <p>Work with your technical people to make sure they understand the public issues.</p>
Resources:	<p>Personnel.</p> <p>Time.</p>

Technical Reports

Description:	Technical documents reporting research or policy findings.
Strengths:	Provides for thorough explanation of project decisions.
Weaknesses:	Can be more detailed than desired by many participants. May not be written in clear accessible language.
Helpful hints:	Reports are often more credible if prepared by independent groups.
Resources:	An appropriately experienced consultant to prepare report (if necessary).

Television

Description:	Television programming to present information and elicit audience response.
Strengths:	Can be used in multiple geographic areas. Many people will take the time to watch rather than read.
Weaknesses:	High expense. Difficult to gauge impact on audience.
Helpful hints:	Cable options are expanding and can be inexpensive. Check out expanding video options on the Internet.
Resources:	Preparation of appropriate material. Appropriate air-time. Appropriate feedback mechanisms.

Working with the Media

Description: There are numerous ways information can be disseminated through the media, and these can be used for a range of purposes.

Strengths: Useful for reaching a broad audience.

Weaknesses: Limited amount of information can be given

Helpful hints: Treat them as allies.

Issue news release and public service announcements. News releases can be written and distributed quickly, and the media will often use them almost word for word – if they contain something newsworthy and are written in an appropriate style.

Designate a staff member to be the department's "information officer".

Distribute a "press package" to local and regional media and to new reporters assigned to the area.

Have key personnel appear on local radio or television shows.

Hold a news conference.

Write optional or editorial pieces for the local newspaper.

Arrange to have public meetings announced in the local calendar of events in local newspapers and on local radio stations.

Conduct surveys or questionnaires through the local media.

Resources: Preparation of media releases.
Advertisement costs.
Press conference
Appropriate personnel.
Appropriate venue.

Workshops

Description:	<p>Designed to generate a “group” product, such as lists of issues, conceptual alternatives, impacts, or a mutually acceptable plan of action. A workshop is best used where there is a specific problem to be solved.</p> <p>A workshop usually needs at least 12 people.</p>
Strengths:	<p>Maximum flow of information. Solutions to problems can be explored. Allows exchange of ideas within community.</p>
Weaknesses:	<p>It may be difficult to keep on the subject. Limited participation for the general community. Can be time consuming.</p>
Helpful hints:	<p>(see the Workshop Checklist page 85) Twenty-five is a comfortable number for one or two people to handle. Workshops with larger numbers of people need greater organisation. Avoid formal meeting procedures – this can inhibit the flow of information. Have an agenda – try to keep to the subject and to allocated time. Use a competent, experienced facilitator. Use an independent facilitator (if necessary). It is preferable to hold additional workshops to meet demand rather than restrict participation. For planning purposes, know in advance how many people will be attending. Design the workshop so that it generates a group product.</p>
Resources:	<p>(see the Workshop Checklist page 85) Appropriate venue. Independent facilitator (if necessary) Tables, seating and stationary for note taking Scribe (if necessary). Overhead projector, flip charts, electronic whiteboard. Microphone. Refreshments.</p>

The Community participation in Practice Workshop Checklist, by Wendy Sarkissian and Kelvin Walsh (see the literature review)

GUIDE TO FEEDBACK TECHNIQUES

This Guide provides an outline of the techniques that can be used to provide feedback to participants in the decision-making process.

The techniques outlined include:

- Advertorials
- Individual letters
- Internet
- Newsletters
- One on one (face to face)
- Presentations
- Summary report

Advertorials

Description:	Providing feedback through an advertorial (large editorial style advertisement) in regional and local newspapers.
Strengths:	A useful tool for providing feedback to large numbers of participants dispersed across wide geographical areas.
Weaknesses:	Cannot be used to address the individual input of participants. May not reach all stakeholders.
Helpful hints:	Ensure information is available in local as well as regional newspapers. Place the advertorial in more than one edition of a newspaper. Advise stakeholder groups of when and where the advertorial is likely to appear (if possible).
Resources:	Preparation. Newspaper advertising costs.

Individual Letters

Description:	Send individual letters to all participants providing feedback on their input into the participation process.
Strengths:	Provides comprehensive, personalised feedback which can specifically address the input of individuals.
Weaknesses:	Can be expensive – not appropriate for projects where large numbers of participants have been involved.
Helpful hints:	<p>Prepare a database of names and contact details of all participants as you undertake the process.</p> <p>Appoint an individual officer to prepare responses.</p>
Resources:	<p>Personnel.</p> <p>Preparation time.</p> <p>Postage.</p>

Internet

Description:	Providing a summary of the project outcomes on the internet.
Strengths:	Allows a large number of participants in a wide range of geographical locations access feedback information.
Weaknesses:	Impersonal feedback, most suitable for very large projects. Some participants may not have internet access.
Helpful hints:	Ensure participants are aware that information is available on the internet, as well as the address of the site and when the information will be available. The site should be well designed and easy to navigate. Provide e-mail addresses to answer any questions participants may have about the information (if appropriate). Plan other avenues for participants to access feedback information.
Resources:	Design of web site to incorporate feedback information. Advising participants of the details of the site and posting of the information through: <ul style="list-style-type: none">- Advertising.- Mail out.- Distribution of fliers.

Newsletters

Description:	Preparation of a newsletter providing feedback of the outcomes of the public participation process.
Strengths:	A useful tool for providing feedback to large numbers of participants.
Weaknesses:	Feedback is generic and does not address the input and concerns of individual participants. Difficult and resource intensive if participants are dispersed across wide geographical areas.
Helpful hints:	Ensure the newsletter is readable and prepared in plain English (see Printed material in the Techniques Guide).
Resources:	Preparation. Printing. Distribution.

One on One (face to face)

Description:	Meeting one on one with individuals to provide feedback on the public participation process.
Strengths:	Allows for comprehensive individual feedback to be provided through two way communication.
Weaknesses:	One on one meetings can be time and resource intensive.
Helpful hints:	<p>Prepare your feedback and comments before the meeting.</p> <p>Allow appropriate time.</p> <p>Organise a venue and time which is convenient for the participants.</p>
Resources:	<p>Personnel.</p> <p>Preparation of individual feedback.</p> <p>Time.</p> <p>Travel.</p> <p>Appropriate meeting venue.</p>

Presentations

Description:	Presentations to stakeholders groups of the outcomes of public participation process. Short presentation followed by a question and answer session.
Strengths:	Allows for face to face feedback, where individual issues can be addressed through two way communication.
Weaknesses:	Not suitable as the only means of feedback for participation process with large numbers of participants.
Helpful hints:	Ensure groups are small. (See Presentations to groups in the <i>Guide to Participation Techniques</i>).
Resources:	(See Presentations to groups in the <i>Guide to Participation Techniques</i>).

Summary Report

Description:	Preparing a report summarising the input of participants and the ways the outcomes of the project were modified to address their concerns.
Strengths:	Can provide feedback addressing individual input for projects that involve a relatively large number of participants.
Weaknesses:	Can be time and resource intensive. Not appropriate for all types of public participation (most appropriate for feedback on consultation and public comment).
Helpful hints:	<p>Show how the project outcomes have been changed in response to public input.</p> <p>Write in clear English.</p> <p>Produce in other languages if necessary.</p> <p>Provide an avenue through which participants can access and check the how their individual input has been summarised and addressed.</p> <p>Distribute or provide all participants easy access to the report.</p>
Resources:	<p>Preparation time.</p> <p>Personnel.</p> <p>Printing and copying costs.</p> <p>Distribution.</p>

COMMON PROBLEMS – TIPS FOR IMPLEMENTATION

This information identifies some common problems that occur when implementing a public participation process and provides some advice to overcome them and identifies literature that you might find useful.

- Tip 1 Involving the Silent Ones
- Tip2 Working with Indigenous people or ethnic groups
- Tip 3 Dealing with stakeholders who get involved 'late' in the process
- Tip 4 Dealing with NIMBY syndrome
- Tip 5 Managing limited resources and/or timeframes
- Tip 6 When the stakeholders can't agree – conflict resolution.
- Tip 7 Dealing with a poor response or lack of commitment
- Tip 8 Dealing with political influences and power brokers

Tip 1 Involving The Silent Ones

One of the most common difficulties in any public participation process is often how to involve those individuals or groups in the community that do not participate for various reasons. This could be because:

- They have not received the information and are not aware of the process
- The information is not in a format that they can easily understand
- They feel threatened by the participation techniques that are being used because of physical, educational, cultural, and socio-economic differences
- They are not interested because they do not think it directly affects them or they do not understand the implications
- They do not agree with the decision-making framework and may choose to pursue their objectives through other political avenues

Many of the issues that arise are related to the clarity of information that is provided, the extent to which this is disseminated and the methods used to disseminate information. You need to make sure that information is:

- Accurate – this means checking sources and not making assumptions that everything is correct because someone else said so
- Clearly explains the process and implications for the local community and individuals – if people have a clear understanding they are in a better position to decide if they wish to be involved
- In Plain English – the use of technical jargon and complicated language will often cause people not to read written material
- Represented in pictorial or other interesting forms as often as possible – this widens the audience and will attract people to the information
- Disseminated using a variety of means – not everyone reads the local or State newspapers, people often throw flyers they get in their letterbox in the bin, not everyone has access to the Internet, some people are not members of community groups, some people live in very isolated areas and do not receive mail daily

Ultimately, not everyone in your area of investigation will choose to participate. This is OK as long as they are aware of the process and their decision not to participate is an informed one.

Tip 2 Working with Indigenous People or Ethnic Groups

The Department undertakes activities in areas that require significant liaison with indigenous people and other ethnic groups. The cultural differences between these communities and yourself and other stakeholders who may be involved are important to recognise and provide for. Some of the key issues for indigenous people and other ethnic groups and public participation are:

- Language barriers
- Different perceptions of who has the authority to speak
- Different perceptions about timeframes and how long a process should take
- Different responses to participation techniques – many indigenous or ethnic groups do not respond well to formal participation processes such as workshops
- Different attitudes towards the role of men and women in decision making or discussion
- Requirement for payment for ‘intellectual contributions’, particularly about cultural heritage

There are some general tips for involving ethnic and indigenous communities including:

- Ensure your initial approach is made to the right person or representative body – talk to people who live or work in the area to find out who this might be
- Allow sufficient time for the person or group contacted to consult with their community and respond
- Ask for permission to consult with the group or community
- Be flexible about timing and approach – ask the indigenous community leaders about their preferences for participation techniques
- Inform yourself about indigenous or ethnic meeting or consultation practices and make sure you follow them

There are a number of useful references that provide specific guidance on consultation with indigenous and ethnic communities.

Working with Aboriginal Communities – A Booklet prepared by the Department of Resources Development

Going Forward: Social Justice for the First Australians, Council for Aboriginal Reconciliation, available at: www.austlii.edu.au

Jalinardi Ways: Whitefellas Working in Aboriginal Communities prepared by F. Crawford and published by Curtin University (1989)

Partnerships in Reconciliation, Council for Aboriginal Reconciliation, available at: www.austlii.edu.au

Working with Aborigines in Remote Areas, prepared by S. Forrest and J. Sherwood and published by Edith Cowan University (1988)

Wunggomalli Model[C]: A consultative model and database for cultural heritage management in the Great Barrier Reef Marine Park, by Jacobson A, Dala Giru and, Lamb Lara, Australian Aboriginal Studies, Spring 1999 v1999 i1 p51.

Case Study No. 7 Shannon D'Entrecasteaux Case Study

Public participation in the Shannon D'Entrecasteaux project aimed to develop meaningful participation and co-operative decision making mechanisms that involve the indigenous community in the planning and management of Shannon D'Entrecasteaux National Park.

The case study highlights the difficulties that can be experienced in gaining consensus with indigenous groups. The process invested a lot of time in negotiations, field trips and meetings seeking ways for co-operative management agreements. This required the time and patience of all stakeholders.

The project was undertaken in the Southern Forest Region where the Department was negotiating with the Manjimup Aboriginal Corporation (MAC) to explore co-operative management agreements.

A Memorandum of Understanding (MOU) was developed and signed by both the Department and the MAC that signified support and a willingness to work together, while respecting each other's responsibilities. It also indicated the Department's willingness to involve all Aboriginal stakeholders. Developing a satisfactory MOU required time and patience, however it was successful in building up trust and understanding. The MOU was a positive step in forming a sound basis for liaison.

However difficulties were experienced in developing consensus within Aboriginal groups due to differences in opinion between individual members. It was therefore very difficult for the groups to provide people who can speak for all stakeholders, causing long delays.

Changes to Aboriginal peak body structures in the south west stalled negotiations, which have halted until the internal arrangements of local Aboriginal groups have been sorted out. While there were setbacks in the process, there have also been significant steps forward. The process has required time and patience.

Tip 3 Dealing With Stakeholders Who Get Involved 'Late' In The Process

This is a common issue for many participation processes. Often people who get involved 'late' in the process have only just heard about it (indicating that the information processes and stakeholder identification process may have been inadequate). On the other hand, they may have decided not to get involved until after they realised that it might directly affect them or the plans have changed.

People choose to get involved in participation processes at different stages but usually at times when they feel they have the most to contribute. Often people will wait until they have something to comment on before they raise their issues – others prefer to be involved from the beginning. While it may be frustrating to get 'late' comments they are still a valid part of the process and where possible it is best to maintain a flexible timeframe to allow for this input.

You should be guided in your decision on the extent of the community that is 'late' in getting involved. For example, if it is a large sector of the community it would be wise to accommodate the needs of this group by extending a deadline and providing additional opportunities for input and comment. If it is only a few individuals you may be able to speak with them one on one and try and resolve their concerns or issues by making minor adjustments or additions.

Tip 4 Dealing with NIMBY Syndrome

The NIMBY or Not In My BackYard syndrome is a common problem in community participation, where there is local opposition to a project due to perceived impacts on the local environment or community. NIMBY is usually born of concern about individual, local issues, rather than the entire project, and can be a result of natural human fear of change, however it is often caused by a lack of understanding about the project and poor consideration of community concerns.

Where NIMBY feedback occurs it is often because the process has not sufficiently informed and involved the local community in the decision making process. Consequently, to avoid NIMBY, the best advice is to:

- Keep the community informed: undertake as comprehensive a public participation process as possible so that when a decision is made, the NIMBY can be minimised or at least explained
- Take a “proactive and conciliatory approach” rather than a “defensive and aggressive” attitude
- Focus on the benefits of the project to the wider community
- Prepare a long term strategy for the community

Notwithstanding this, it is likely that the NIMBY will still occur. You need to spend time communicating with these people and explaining the process that has been undertaken.

There are references available that provide direction on how to deal with the NIMBY syndrome.

Dealing with NIMBY, The Department of Housing and Municipal Affairs, available at:
<http://www.gov.ns.ca/homa/muns/plan/plandev/pd18/nimbyvue.htm>

Case Study No. 5 Walpole Fire Strategy Case Study

A workshop was held in Walpole to seek strategies for the fire management component of the draft management plan then being prepared.

Walpole residents had strongly held and often opposing views on the subject. Some wanted no protection burning at all, others believed protection burning was essential.

A workshop with participants invited from a cross section of different views was held at Walpole. An independent (non CALM) facilitator was hired for the workshop. The workshop venue was set up with 6 tables. Each table had participants with differing views. The workshop was successful in producing fire management strategies.

Participants, many of whom had not spoken to each other for years because of their strongly held and different views on fire management, left with pleasant farewells to each other.

A few days later these same people were observed in the street crossing over to say hello to each other. Before the workshop street crossing would have been to avoid each other. This is seen as a valuable and unintended beneficial by product of the workshop that is of tremendous value, especially in a small country town. They may not agree with each other but now they respect each other and their points of view.

Tip 5 Managing Limited Resources And/ Or Timeframes

Sometimes you will not have all the resources you would like/have planned for or the timeframe that has been set. If this is the case you need to explain this to stakeholders in the first instance so that they are aware of the constraints within which you are working. It is also important that stakeholders recognise that having agreed deadlines is important – it encourages people to move forward and to get things done.

The first thing to do is to identify whether you can get additional resources or time. Speak to your Manager or colleagues in your section to find out if there is any way they can help you. Also, speak to representative groups in the local area to find out if they have resources available – for example the local authority or another Government agency may have a venue you can use free of charge or they may be able to assist with copying or distributing information.

If you do have to manage with limited or restricted resources the following comments might be helpful:

- Staff – if you have insufficient staff to help you on the ground with some of the public participation activities try and co-opt community leaders or representatives from other Government agencies or community groups. This may be as simple as getting them to assist in setting up for an open day or distributing flyers to getting the local Council to take submissions on a project. If you do this, be sure to acknowledge their efforts publicly.
- Equipment – you may not have enough equipment such as whiteboards or vehicles for a field trip. If it is not possible to hire additional equipment try and borrow it from other agencies, sections within the Department or from community organisations.
- Budget – where your budget is restricted you need to identify the most important techniques and fund these first. Think about doing things like black and white copying instead of colour – information presented in black and white can still look good, try and get discounts from the local newspapers, get venues hired for free or minimal charge, borrow the things that can be borrowed.

There are some things which are important to do well and these are:

- To distribute information as widely as possible;
- To use professional facilitators where this is necessary;

- To make sure there is an avenue for people to contact someone and discuss an issue.

The very least that needs to be achieved is a point at which the stakeholders can discuss the issues and be told why the timeframe is short or resources are limited.

Case Study No. 10 Regional Parks Case Study

A Regional Parks unit was established within the Department in 1997 to manage 8 metropolitan based, regional parks. All of these parks were in the Perth metropolitan area and had a large number of neighbours and users. The approach of the Regional Parks unit to public participation illustrates the resource intensive nature of implementing public participation, particularly in terms of time and personnel.

The Regional Parks Unit's approach to public participation was three pronged:

- Establish open, transparent and accessible community advisory groups for all parks
- Utilise volunteer and friends groups to undertake conservation projects where CALM covered the materials and administration costs.
- Begin a public information profile raising campaign directed at the relevant community based media.

In order to implement this approach, the Unit recognised a need to allocate appropriate resources to public participation exercises. As a result, a full time CALM officer was allocated an executive role for the advisory committees, while a journalist was contracted to work with all regional parks staff to generate information and stories about the parks.

It was also clear early on in the process that a full time officer was required to resource and follow up all the details and processes involved in the Community Advisory Committees.

Tip 6 When The Stakeholders Can't Agree – Conflict Resolution

Despite the best laid plans for public participation, often a situation can arise where conflict occurs between stakeholders about the project or plan. You may be facilitating a process or acting as a stakeholder in a process when one or more of the stakeholders can't agree. You need to:

- Identify what the source of disagreement or conflict is – is it process related (for example, one stakeholder may believe that certain groups should be consulted while another may not believe this is necessary) or is it a fundamental difference of opinion about values (for example one stakeholder may feel that an area of mangroves should not be cleared at all, whereas another stakeholder may feel that some loss is acceptable given the other objectives that may need to be met).
- Speak to each of the stakeholders individually (or have the facilitator do this if you are using one) to clearly understand each of their viewpoints and what they are prepared to negotiate on;
- Conduct an open and transparent process of getting the stakeholders to understand each others viewpoint and then agree on the process and criteria by which the situation is resolved. This is often best achieved with the broader group of stakeholders so that all views can be expressed and heard – a facilitated focus group or workshop is a good technique. You need to get the disagreeing parties to agree that they will abide by the outcome once the process for working through the issues is agreed.
- Work through the issues using the agreed criteria, ensuring that this process is robust and transparent to all parties. Make sure that the outcome is explained to all parties and provide the opportunity for questions and feedback.

You will not always achieve consensus. In these circumstances you need to ensure that the dissenting views are documented to the satisfaction of the dissenter and forwarded to the decision making body or person along with the other outcomes of the process. In this way all views, including those that are outside the majority, are conveyed to those making the decisions.

In some cases the situation may develop into one where real conflict occurs. This can occur for a variety of reasons and you may need to resolve the situation using conflict management tools. The degree of conflict management required is dependent on the nature of the conflict and how many individuals and groups are involved.

You need to:

- Allow enough time to deal with the conflict
- Define the issue or the problem and different stakeholders' attitudes
- Encourage stakeholders to be positive and look to solutions rather than being negative
- Allow people to completely and freely express their views
- Use an experienced, qualified conflict resolution facilitator

There is a wealth of literature available on conflict resolution. See the Resource Kit for references including those below.

Charlton R & Dewdney M, 1995, The Mediator's Handbook Skills and Strategies for Practitioners, LBC Information Services.

Fisher T, 1998, 4th National Mediation Conference Proceedings Melbourne – April 1998, La Trobe University.

O'Leary R & Yandle T, 2000, Environmental Management at the Millennium: The Use of Environmental Dispute Resolution by State Governments, Journal of Public Administration Research and Theory, Jan 2000 v10 i1 p137

Case Study No.2 Southern Forest Region Coupe Cleanup Case Study

The Southern Forest Region Coupe Cleanup Case Study provides an example of where a public participation process has been successful in fostering communication between previously polarised stakeholders.

The process was initiated as a result of recommendations of the Ferguson Report, released in 1999, that CALM negotiate with community groups associated with protest on coupes in sensitive areas. In 9 Karri coupes harvesting operations had been interrupted and regeneration works remained incomplete, with logs left on landings or on the ground.

All of the parties involved agreed that leaving the areas in this condition was unsatisfactory. Cleanup operations would entail log extraction, gravel pit rehabilitation, fireline construction, boundary cleanup, burning and planting intervention within coupe cells.

A stakeholder group was established and a timetable of agreed action was prepared. This entailed four field based forums for the on site coups inspections. An issues board was maintained to table any concerns arising outside the scope of the public participation process.

Communication was fostered between previously polarised stakeholders. The process was an efficient way to move through detail. Lots of issues were raised that were outside the scope of the process. These were tabled and followed through as a separate process. Some of the stakeholders went outside the process and into the political forum when they realised that their main objective, to stop logging, could not be addressed through this process.

Tip 7 Dealing With A Poor Response Or Lack Of Commitment

Sometimes you will experience a situation where you get a very low response to a call for participation or you find that stakeholders are not committed to a process. There may be a number of reasons for this:

- A lack of understanding of the issues and expected outcomes
- Stakeholders don't believe that their input will be considered or that they can influence the outcome
- People don't have time or don't feel comfortable with the participation opportunities that have been provided
- People are not interested or don't care

You need to make sure that:

- You have addressed all the information requirements properly (see above)
- You have explained what the decision making process will be and how input will be incorporated – what are the criteria that will be used, how will information be assessed, how will feedback be provided
- Ensure that there are different opportunities for people to be involved – some that only require a small time commitment
- Make it as easy as possible for people to participate by offering to go to them – in their homes, the local shopping centre on busy days and their normal community group meetings
- You have spent time networking in the community to build interest, understanding and ownership

Case Study No. 1 Dwellingup Forest Heritage Centre Case Study

The Dwellingup Forest Heritage Centre was conceived, planned and developed with limited community involvement, fostering very little sense of ownership within the local community.

CALM's vision was to create a Forest Heritage Centre with a rich, vibrant atmosphere, involving the local community through volunteer programs. The project aimed to connect the centre with other visitor experiences in the region, creating a flow on effect for local business and enterprise.

In reality, the Forest Heritage Centre was developed in economically difficult times for the area, and was isolated from the local community who perceived few reasons to become involved. As a strategy to engender community ownership of the Forest Heritage Centre, and to promote the Dwellingup Region, CALM and the Centre management decided to facilitate the organisation of a Spring Forest Heritage Festival, an initiative started two years previously by Peel TAFE.

The Festival was to be held over a weekend, at the Forest Heritage Centre. To encourage the involvement of local community members and businesses, the festival was promoted to the community as an opportunity to promote the local area and a business opportunity for local enterprise. Contact with local community groups and community members helped create community interest, and many people became involved on a word of mouth basis.

Local people were interested in the project, and a planning committee was formed. Some of the members were invited on, and some heard about it and became involved.

CALM provided support in the form of project officers, some advertising promotional exposure, and environmental training and expertise to enhance the festival activities and tours. CALM did not run, but rather helped facilitate and support the process.

A range of local and regional people became involved in the festival, and ultimately in the Forest Heritage Centre, by volunteering to guide tours. Local people were invited to the Centre at the time of the festival through the distribution of community passes valid at the time of the Forest Heritage Festival.

The project was successful in organising a successful community festival which promoted and developed local involvement in the Forest Heritage Centre. As the festival continued each year, more and more local and regional interest was generated.

Now the business community is eager to organise and run the festival themselves, and it is seen as an opportunity for regional families to gain high quality hands-on experience. The process has therefore ultimately resulted in community empowerment.

Tip 8 Dealing with Political Influences and Power Brokers

The political influences that can be brought to bear on a project should not be underestimated and these can be at the local community and Local, State and Federal government levels. It is almost impossible for you to control these influences however you need to inform yourself and the stakeholders with which you are working about any potential influences and implications.

There are a number of things you should do:

- Make sure that you consider these elements when you are doing your decision-making process flowchart early on in the planning process;
- Talk to the local Mayor or relevant Councillors as well as other elected representatives to identify their position in relation to the process you are undertaking;
- Identify any actions you might need to take in order to address these concerns or issues;
- Keep these people informed throughout the process to minimise the risk of issues being used for political point scoring;
- Take election periods into account when preparing your project timeframe.

Case Study No.4 Leeuwin Naturaliste Case Study

This project was initiated as a result of a Cabinet decision to introduce park fees in the Leeuwin Naturaliste National Park.

The introduction of park fees in the LNNP had previously been proposed by CALM, however the public participation process on the issue identified strong local government opposition to the proposal, and the proposed fee structure was not implemented. The issue had a ten year local history and legacy. Due to the highly political nature of the project, the public participation process was approached as a ministerial task force. Both local members of parliament were invited to be observers of the whole process, which they took up. The chair of the task force was the LNNP Advisory Committee chairman. Member ship of the task force involved ministerial staff who attended meetings as working members of the task force

The outcome of the project was the implementation of a joint entry fee proposal, where the shires collect a park entry fee as part of a rate payers package and at a discounted rate. This amount is then provided to CALM in the form of works in kind, such as roading, and CALM matches this amount in park improvements. It also resulted in an improved level of understanding and support of CALM's position and management issues in the LNNP.

GUIDE TO MONITORING AND EVALUATION TECHNIQUES

This table provides a guide to monitoring and evaluation techniques. Please note that the techniques outlined in the *Guide to Feedback Techniques* can also be used as monitoring and evaluation tools.

The techniques identified include:

- Survey of participants
- Feedback forms

Surveys of Participants

Description:	Undertaking a survey of participants to gauge their satisfaction with the public participation process. Can be undertaken through face to face or telephone surveys.
Strengths:	Provides an opportunity for participants to evaluate the public participation process, identify strengths and weaknesses and provide constructive criticism about ways it could be improved.
Weaknesses:	Can be expensive – time and resource intensive.
Helpful hints:	Prepare a standardised survey that will produce statistically significant, impartial results (<i>see Surveys and questionnaires in the Participation Techniques Guide</i>).
Resources:	Personnel. Preparation time. Printing costs. Telephone. Travel.

Feedback Forms

Description:	When you conduct a public participation exercise, such as a workshop, provide feedback forms for participants to evaluate your performance.
Strengths:	Allows you to evaluate the public participation process and areas where it can be improved.
Weaknesses:	Response rate for returning feedback forms is often poor.
Helpful hints:	<p>Provide a 'reply paid' address with the feedback form.</p> <p>Ask participants to fill out feedback forms before leaving the participation activity.</p>
Resources:	<p>Printing costs.</p> <p>Cost of reply paid address.</p>

2B

CASE STUDIES

This section contains case studies that have been prepared by Department staff, describing public participation processes they have been involved in. Excerpts of these case studies have been used throughout the Manual to illustrate key points.

These case studies are a valuable resource for ongoing learning and all staff are encouraged to record and share their experiences so that we can all learn from each other.

A CASE STUDY EVALUATION SHEET is included at the end of this section which you can use to help you prepare a case study to be added to the Manual.

The Case Studies include:

Case Study 1 Dwellingup Forest Heritage Festival Case Study

Case Study 2 Southern Forest Region Coupe Cleanup Consultation

Case Study 3 Possible Future Directions for Wilyabrup Reserve

Case Study 4 Introduction of Park Fees in the Leeuwin Naturaliste National Park

Case Study 5 Fire Management in the Walpole Nornalup National Park

Case Study 6 Community and Agency Partnerships for Conservation Planning

Case Study 7 Indigenous Involvement in the Planning and Management of Shannon D'entrecasteaux National Park

Case Study 8 Kalbarri CALM Bush Rangers

Case Study 9 Jurien Bay Marine Reserve Case Study

Case Study 10 Regional Parks Case Study

Case Study 11 Fitzgerald River Biosphere Reserve

Case Study No. 1

Dwellingup Forest Heritage Festival Case Study

Why are you tabling this case study. From your point of view, what makes it distinctive?

Demonstrates the importance of creating and refining a process for community involvement.

Can you briefly outline what happened and who was involved.

The icon project, the Forest Heritage Centre was conceived, built and began functioning with limited involvement and very little ownership from the local community. The vision was always to create a rich, vibrant atmosphere, filled with volunteers and with the centre well connected to other visitor experiences in the region and hence flow on for local enterprise and business.

In reality, times were tough, core business was in training and the FHC remained isolated from the Dwellingup community with very little reason for these people to become involved.

As a strategy to engender community ownership and as a promotional and regional marketing action, CALM and the FHC manager decide to continue the running of a Spring Forest Heritage Festival, started 2 years previously by Peel TAFE.

This meant creating interest, organising a committee, discussing programmes sourcing funds and talent, working co operatively, tapping into volunteer time and energy, advertising and other such details associated with running a FESTIVAL.

Getting down to the Facts

What were your objectives at the start? Did they change at all throughout the process?

To run an annual community based festival on site over one weekend at the FHC. To showcase and celebrate local talent, knowledge, craft, skills related to forest heritage.

This objective did alter to running the Festival over one week and at locations other than on site at the FHC. Sponsorship and grant applications were sourced and the food and beverage strategy was opened up to professional caterers to meet the expectations of the large numbers of visitors.

What were some of the milestones in the project. What were you looking for at these stages? How did you keep track of progress?

Local people were interested and the organising committee reelected local volunteers, there were agreement forms for those wanting to run a stall. Strict quality guidelines were developed and agreements entered into.

Washup sessions/reports were held to review each festival and to make changes.

A co ordinator was appointed to play a central role. After the first festival we started to attract community grants

What were the techniques or structures used?

A planning committee was used. People were invited on, some heard about it and became involved. The group met regularly in the lead up with people having functional roles. The FHC management structure was providing the pivotal support and co ordination.

What was CALM's position. Was this communicated and how, when?

CALM was keen to provide support in the form of project officers, some advertising promotional exposure and to provide people with environmental expertise to enhance the activities and tours programmed on site. This was communicated verbally at meetings and reinforced in all the promotional literature, we supported it but we weren't running it.

On the theoretical ladder of involvement where would you say this case study sits?

It aimed for community empowerment but it ended up being quite low, consultation/information with the power concentrated in the FHC management and the expectations falling onto CALM that they would deliver the success or own the failure.

Were you looking for consensus, or what other outcome were you after? How did you seek agreement from the group?

We were looking for joint decision making processes and assumed we had consensus. This was not always the case nor did the group take time to check this agreement. Ownership of the process and outcomes was not clear.

What were the outcomes, what were the costs/ resources involved?

A community festival began and improved each year. More and more local and regional interest was generated. Now the business community want to run it themselves. It was seen as a high quality hands on experience for regional families.

The start up costs were borne by the FHC and CALM at the outset and as success could be demonstrated and community involvement, were able to attract external funding and sponsorship.

Reflections and Interpretations

What were the difficult parts? How did you get through these stages?

As the festival continued each year, the expected outcomes of the project were different for different groups. As the success continued, people came onto the organising committee with the expectation that all the work was done by others. This led to a fragmentation of responsibility and a break down in communication. It also led to a lot of stress. The wash up at the end of each festival always highlighted these issues and adjustments made for next year. A major drawback was not all stakeholders would attend these wash ups and so didn't own the recommendations.

A major difficulty was the decision making and authority was overturned during the process and came to reside in one person rather than the group.

What worked well?

Tapping into community groups, skills and talent. Opening up avenues for local involvement with the centre, creating business opportunities for others. Inviting local people in via a community pass timed to co-incide with the festival event.

What were some of the feelings involved during the process?

Unification of a diverse group organising a big event that benefited the local community

Joy, excitement, pulling it off, worth the effort

Hurt when looking to blame someone for mistakes

Anger when individuals took credit without acknowledging the community/group effort

Anger and frustration when communication ignored and unilateral decisions made

How did you know you'd done enough, did you complete the process initially embarked upon?

We had a program to publish and the printing deadline often dictated when we'd done enough.

How did you know the outcomes were achieved, how did you end it?

Festival held, people thanked, gifts given to volunteers, event written up in the media, wash up and report written, grant application sign off report completed

What sort of undertakings were involved at this point. How do you keep faith with the people involved?

Personal relationships and existing channels of communication were used to maintain contact with all those involved. At times this was not supported by others of the group who remained focused only on their area.

What would you do differently

1. Have a more open system of nominating for the organising committee.
2. Having clear outcomes written and agreed to
3. Appointing a project co ordinator and working through this person
4. Starting earlier in the planning
5. All members need to attend the wash up/ review session
6. Have a separation of the Festival from the FHC and CALM

Key Learnings

From this experience, what do you consider essential when embarking on a similar public participation situation?

The community yields many heroes, talents, skills and energies. The involvement opportunities need to be many and varied, not exclusive and closed shop.

Volunteer involvement is high maintenance and requires large amounts of energy and communication.

Responsibility and authority of an organising group needs to be set and agreed to from the start. The style in which this is done will stamp the rest of the process

All those involved must be formally acknowledged and thanked as personally as possible.

Have a feedback mechanism to review the event and recommend changes to continuously improve. Stay flexible and open to this, avoid taking feedback personally.

Case Study No. 2

Southern Forest Region Coupe Cleanup Case Study

Snapshot Section

Why are you tabling this case study? From your point of view, what makes it distinctive?

After two and a half years of conflict over logging, where communication between groups relied primarily on law enforcement procedures, this process was the first opportunity to work together. There was a good outcome, the objectives achieved and the process quickly engendered trust and respect.

Can you briefly outline what happened and who was involved

The Ferguson Report Dec 1999 recommended that CALM negotiate with community groups associated with protest on coupes in sensitive areas. In nine Karri coupes, harvesting operations had been interrupted and regeneration works remained incomplete, logs were left on landings or on the ground due to initial roading activity and all parties agreed that leaving these areas in such condition was unsatisfactory. Cleanup operations would entail log extraction, gravel pit rehabilitation, fireline construction, boundary clean up, burning and planting intervention within coupe cells.

Getting down to the Facts

What were your objectives at the start? Did they change at all throughout the process?

The objective was to run a transparent consultative process that gave the coupe cleanup outcome. It was important to stay within a timeframe and to link decisions with the regional works programme. These objectives did not change throughout.

What were some of the milestones in the project? What were you looking for at these stages? How did you keep track of progress?

All stakeholders attended. All issues addressed. Minutes kept and circulated

What were the techniques or structures were used?

A stakeholder consultation framework was drawn up by CALM involving the region and district managers and the three forest reps from the business units. See attachments for what this framework looked like.

A stakeholder group was established and facilitated by the Regional Manager. A timetable of agreed action was drawn up jointly and field inspection was done to sign off each coupe. This meant four field based forums for the on site coupe inspections. An issues board was maintained to table any concerns arising outside of the scope of this process.

What was CALM's position? Was this communicated and how, when?

CALM's position was very clear, and related directly to the Ferguson recommendations. The boundaries were explained and the non-negotiable parameters such as safety were explained up front. See attached.

Who was involved? How did they become involved/ selected/ nominated?

Stakeholder groups were identified and two participants invited from each major group, single representation for smaller interest or business groups. The conservation groups involved in protest action came in groups.

On the theoretical ladder of involvement where would you say this case study sits?

Meaningful consultation

Were you looking for consensus, or what other outcome were you after? How did you seek agreement from the group?

Consensus was essential. It was based on coupe sign off. All parties had to be accepting that the criteria had been met. Only one coupe out of 16 required a second field visit.

What were the outcomes, what were the costs/ resources involved?

Communication was fostered between previously polarised stakeholders. The process enabled an efficient way to move through the detail. Lots of other issues arose that were tabled and followed through as a separate process. Some stakeholders went outside of the consultation process and into a political one when they realised their main objective of stopping logging could not be addressed in this forum.

Reflections and Interpretations

What were the difficult parts? How did you get through these stages?

Emotions were high for most stakeholders and there were at times heated exchange between differing parties. The facilitator had to keep the focus, record the issues and maintain the momentum

What worked well?

Clear objectives, short time frame, well briefed staff, a specific task arising from a consultative process/report.

What were some of the feelings involved during the process?

Anger from some stakeholders at having to be exposed to antagonism and attack from within the stakeholder group.

Frustration and bewilderment of some CALM staff when communicating with the protester group dynamics, i.e. they don't come with a spokesperson and have a specific way of making decisions.

How did you know you'd done enough, did you complete the process initially embarked upon?

When the coupes were signed off, this signaled the end of the process. CALM continued working on the management issues raised on the issues board and reported back to those who raised these. The last report back was completed in May 2000.

What sort of undertakings were involved at this point. How do you keep faith with the people involved?

As above

What would you do differently?

Cater for larger groups on the field trips.

Key Learnings

From this experience, what do you consider essential when embarking on a similar public participation situation?

1. Our staff must be well briefed and have clear understandings of the outcomes, processes and possible pitfalls. It is essential they are comfortable with the process.
2. Leadership is essential to maintain the focus and stay objective. In this case it was imperative that across the region there was consistency in the coupe clean up criteria and standards.
3. Vital to get the involvement of all stakeholders, if one was missed it could have jeopardised the whole process.

4. Have clear outcomes, ground rules and boundaries and state these as soon as possible.
5. The whole process must remain transparent and equitable.
6. In this case it was important for CALM to facilitate the process at a regional level. The ownership of the issue was local
7. The minutes and action items must be recorded in a positive and action orientated tone.
8. The process relies on stakeholders doing their job and feeding back to their networks. We could assist this a bit more.
9. Commitment to follow through all issues raised. Willingness to trial suggestions involving field procedures
10. Having a clear process and agreed action plans helped deal with ministerial questions when some stakeholders went outside of the local consultative process.

Case Study No. 3

Possible Future Directions for Wilyabrup Reserve

Snapshot Section

Why are you tabling this case study? From your point of view, what makes it distinctive?

This case is about exploring new ways of working together, based on recent land tenure changes. The long term aim is to have the local Wilyabrup group continue to manage this land with the support of CALM.

Can you briefly outline what happened and who was involved?

A stakeholder group of about half a dozen neighbors, has been managing an area of land about 30 ha adjacent to their properties (the old Wilyabrup townsite, in the Margaret River shire) for over 20 years. The origins of this involvement stem from the local fire brigade responsibility for prescribed burning on previously held DOLA land.

As part of the RFA process, the land has now been vested in CALM and will eventually become part of the Leeuwin Naturaliste National Park. The group is interested in maintaining their land management involvement, which has broadened over the years to include conservation values. CALM and other environment experts have advised the group on management practices over the years. CALM district officers are interested in seeking ways to continue the Wilyabrup group's custodianship.

Issues to consider arising from the land tenure changes relate primarily to fire, public liability, legislative requirements for prescriptions and other restrictions that stem from bureaucratic processes.

A possible strategy is to develop jointly interim management guidelines and seek regional approval.

The possibility in this situation is through joint decision making, community empowerment and action.

Watch this space.....

Case Study No. 4

Leeuwin Naturaliste National Park Case Study

Snapshot Section

What was the case study project? Please provide a general outline of the public participation process undertaken for the project.

Cabinet had directed CALM to introduce park fees in the LNNP. The Capes CALM District was responsible for consulting locally to decide on the best way to implement this policy.

Why are you tabling this case study? From your point of view, what makes it distinctive?

This example is a direct consequence of Government Policy. Introduction of park fees in the LNNP had been attempted by CALM using a consultation approach and had resulted strong local government opposition and the proposed fees collection structure not being implemented. The issue had a ten year local history and legacy.

Because of the highly political nature of the project, the community consultation was approached as a ministerial task force. Both local members of parliament were invited to be observers of the whole process, which they took up. The outcome was something everyone could live with, joint entry fee proposal and works in kind from councils.

Can you briefly outline what happened and who was involved?

The Minister for the Environment set out a terms of reference, this was announced and publicised and a taskforce appointed. The chair of this task force was the LNNP Advisory Committee chairman. Membership of the task force involved local government, tourism associations, specific park user groups and CALM. The process involved ministerial staff who attended all meetings as working members of a task force. CALM provided executive support.

The taskforce met 8 times over a total of 11 months.

Getting down to the Facts

What were your objectives at the start of the process?

To build a process that could recommend to the Minister for the Environment, how best to implement the introduction of park fees that was acceptable to the community associated in the LNNP region.

Describe the public participation process you undertook for the project.

We wanted a model that would work towards joint decision making and joint implementation.

How did you plan for the public participation process? How did you:

- **identify stakeholders:** due to the 10 year legacy of this issue, many stakeholders had been involved previously. Consultation with politicians, CALM staff and local government refined the invitation list sent to groups.
- **Decide on an appropriate timeframe:** a six month time frame was set to move the process along, this co-incided with the Christmas summer breakpeak holiday period for the region and summer fires and the business took nearly 12 months to complete.
- **Plan your budget?** In this case it was a case of whatever it took. CALM estimates \$10, 000 in resources and salaries.

What were the techniques or structures used in the public participation process?

Initial brainstorming of the issues. Clustering and rating of these and then presentation in map form.

This was a turning point for the taskforce as the big picture was graphically portrayed to all members. There were 64 sites on the LNNP all having management requirements. This stage was critical in widening members perspectives and linking their issues into the overall technical land management strategies of CALM.

Field trips and briefings as appropriate. Alternating of meeting venues in the shires involved.

Continual local media coverage was sought leading up to the taskforce and during the process. The chair was appointed the spokesperson. Individuals could represent their constituencies publicly but the collective deliberations were made public by consent of the committee or the chair.

What were the outcomes of the process?

Improved level of understanding and support of CALM's position and management issues in the LNNP.

Implementation of a joint entry fee proposal, where the shires collect a park entry fee as part of a rate payers package and at a discounted rate. This amount is then provided to CALM in the form of works in kind, such as roading, and CALM matches this amount in park improvements.

This necessitates on going negotiation, accounting and involvement between CALM and the shires in park priorities and works programming.

Reflections and Interpretations

Did the process meet the objectives? Did the objectives change throughout the process?

Yes, and the objectives remained the same

Did the stakeholders accept the process (did they understand and agree on the process)?

The terms of reference and the ground rules helped to set the process for all. A number of stakeholders tried to derail the process but the chair and the group helped to keep the focus. The decision to implement park fees was not negotiable and the political process remained rock solid on this position.

What worked well?

Tapping into local government structures and decision making. Using existing community networks and groups. Maintaining close links to all the political players. Having senior CALM staff involved, at Director level. Clear boundaries and a relatively short time frame.

What difficulties did you have? How did you get through difficult stages of the process?

The ultimate decision was taken at government level and was non negotiable. Allaying fears and suspicion meant CALM had to work hard to provide timely and accurate information, briefings, field trips. Where possible preempting the requests and having the information on hand. The ability to deliver this built trust over the time of this project. A non CALM chairman greatly helped to keep the process on track.

What were some of the feelings involved during the process?

A wide range experienced over the time. Fear, mistrust, suspicion, these changed to support, understanding and partnership.

How did you know you'd done enough?

There was consensus on the recommendations.

How did you know the outcomes were achieved? How did you end the process?

The terms of reference were met and the recommendations accepted by the Minister.

Key Learnings

How did the process outcomes feed into the decision making process?

Honesty, openness and trust built via the process contributed to the on going, tasks of implementing and managing the decisions.

Better understanding of the management issues in the park has led to better working relationships with shires. Other park user groups such as the surfboard riders now involved in coast care grant projects, on a partnership basis.

The issue is not over yet and will need continual monitoring.

If you were to undertake the process again, what would you do differently?

Nothing other than try to foster local support and understanding prior to the announcement at government level.

From this experience, what do you consider essential when embarking on a similar public participation situation?

Commence negotiations very early

Have a clear plan for communication linked to the political process

Resource the plan

Have a consistent approach

Review where the issue has come from, know the history

Continuation

Did you evaluate the process? If so, how?

Process continually evaluated as the group progressed the issues. This was built into the meeting agendas. Looking for consensus, voting on motions only when necessary.

How did you provide feedback to participants?

Distribution of minutes detailing all decisions and actions.

Final report and recommendations.

Case Study No. 5

Walpole – Nornalup Case Study

Snapshot Section

What was the case study project? Please provide a general outline of the public participation process undertaken for the project.

Fire management in Walpole-Nornalup National Park.

A workshop was held in Walpole to seek strategies for the fire management component of the draft management plan then being prepared. Walpole residents had strongly held and opposing views on the subject.

Why are you tabling this case study? From your point of view, what makes it distinctive?

To highlight the beneficial social side effects that can arise from a public participation process.

Can you briefly outline what happened and who was involved?

Walpole residents had strongly held and opposing views on the subject. Some wanted no protection burning at all, others believed protection burning was essential.

Getting down to the Facts

What were your objectives at the start of the process?

To seek strategies for the fire management component of the draft management plan then being prepared.

Describe the public participation process you undertook for the project.

A workshop with participants invited from a cross section of different views was held at Walpole. A neutral (non CALM) facilitator was hired for the workshop.

How did you plan for the public participation process? How did you:

- **Identify stakeholders;** Walpole is a small town and there was no trouble inviting people with a wide range of known views on fire management.
- **Decide on an appropriate time frame;** a one day workshop.
- **Plan your budget?** From the budget to prepare the management plan.

What were the techniques or structures used in the public participation process?

Facilitated workshop with 6 tables. Each table had participants with differing views.

What were the outcomes of the process?

Strategies were produced.

Participants, many of whom had not spoken to each other for years because of their strongly held and different views on fire management, left with pleasant farewells to each other.

A few days later in the street these same people were observed crossing over to say hello to each other. Before the workshop the street crossing would have been to avoid each other. This is seen as a valuable and unintended beneficial by product of the workshop that is of tremendous value, especially in a small country town.

They may not agree with each other but now they respect each other.

Reflections and Interpretations

Did the process meet the objectives? Did the objectives change throughout the process?

Yes. No.

Did the stakeholders accept the process (did they understand and agree on the process)?

Yes

What worked well? What didn't?

Structured workshop.

Neutral facilitator.

Good factual information at the start of the workshop.

Syndicate discussions with participants of differing views at the same table.

No insurmountable problems.

What difficulties did you have? How did you get through difficult stages of the process?

The facilitator was able to handle the occasional outburst of emotion.

What were some of the feelings involved during the process?

Tension. Relief. Satisfaction. Hope.

How did you know you'd done enough?

When the strategies were agreed.

How did you know the outcomes were achieved? How did you end the process?

When the strategies were agreed.

Key Learnings

How did the process outcomes feed into the decision making process?

They formed a valuable part of the draft management plan.

If you were to undertake the process again, what would you do differently?

We would adopt the same basic approach - a structured invited workshop.

From this experience, what do you consider essential when embarking on a similar public participation situation?

A competent facilitator. Participants with a wide range of differing views.

Continuation

Did you evaluate the process? If so, how?

By the output of agreed strategies.

How did you provide feedback to participants?

A summary of the workshop was sent to each participant.

Case Study No. 6

Community and Agency Partnerships for Conservation Planning- Stirling Range and Porongorup National Park

Case Study

In 1991, CALM initiated the development of a Management Plan for the Stirling Range and Porongorup National Parks, near Albany WA. For the preparation of this plan, a formal Planning Advisory Committee was appointed to anchor the community involvement process. Expressions of interest were called widely in the media and 31 applications were received. All applications were analysed using a matrix showing the experience and skills of the applicants in the following areas:

- natural resource management;
- fire management;
- cultural resources;
- recreation (including tourism);
- interaction with the community;
- research knowledge;
- organisational representation;
- committee experience; and
- occupation.

14 community members were chosen to represent a broad cross-section of interests. Specific interests represented included:

- local authorities (four);
- neighbours to both Parks;
- farming interests (WAFF);
- conservation interests; and
- commercial tourism.

CALM's South Coast Regional Manager was also appointed as a member.

Members were also chosen to be representative of a range of geographical locations around the two Parks. This was particularly important as management issues vary on the north and south sides of the Parks particularly with respect to fire. The chairman, Des Gaze, was chosen for his extensive knowledge of the area, experience in the Parks, and his standing in the community.

While a number of the community members had experience in committee work, none of them had specific experience on committees of this particular nature. Although we believe the selection process used for determining membership of this Committee led to the appointment of a highly effective and motivated group, it is our view that in the interests of efficiency in the operation of new Advisory Committees, members with previous experience on similar committees should be included, where feasible. Clearly, however, members also need to have a strong association with or knowledge about the area for which the plan is being prepared.

From 1991 to 1998, the Committee held a total of 18 meetings, ranging in duration from half a day to two full days. The timing of these meetings was largely determined by the many commitments of those involved in the process.

During the early meetings, members were briefed by specialists on a range of relevant issues including:

- the role and function of the Committee;
- dieback and other plant diseases;
- fire management and research;
- recreation planning;
- strategic planning and the relationship of the Stirling Range and Porongorup National Parks Management Plan to CALM's South Coast Regional Management Plan;
- fire/wildlife interactions;
- zoning schemes for national parks;
- army exercises in the Parks;
- mountain ecology research;
- the introduction of visitor fees; and
- malleefowl preservation issues.

A Public Workshop on the plan was also conducted.

After this thorough briefing, members provided detailed input to the CALM planning team, which was responsible for drafting the plan. The Committee played a major role in determining the content of the plan and literally commented on every word in the document. Members were also able to assist in the resolution of a range of management issues that arose during the planning process. This included liaising between local bushfire brigade members and CALM and the development of guidelines for the management of activities conducted by the military within the Parks. In the former example, we believe the involvement of trusted community members working with CALM through the management planning process was instrumental in the building of greater levels of trust between members of bushfire brigades and the Department. The building of such trust is a key component of all natural resource management planning.

Those involved all appear to agree that the extensive involvement of the Advisory Committee has led to a plan of a very high standard with broad community support. Not only was the level of respect between Committee members and CALM very high, but we believe that the high level of community acceptance is, to a significant degree, due to of the close working relationship known to exist between Committee members and staff of the Department. In other words, we believe the planning process used in this instance was **effective**.

The question remains as to whether the approach used was the most **efficient** available in terms of the use of participants' time and expertise. In addition to the obvious burden of preparing for and attending the 18 meetings of the Committee, a number of concerns have been raised about inefficiencies in the planning process connected with the extended time over which the plan was prepared.

For example, briefings on key issues were conducted in the early stages of the planning process and the delay in completion of the plan meant that the benefits gained from this background knowledge diminished with the passage of time. In addition, the management of national parks is a dynamic process and the physical circumstances of the two Parks varied throughout the seven-year life of the planning process. For example three major fires occurred in Stirling Range National Park during the time the draft plan was in preparation and each of these fires necessitated a reanalysis of fire management strategies. Had the planning process proceeded more rapidly, such complications would have caused less of a problem.

A more streamlined approach may have been just as effective in producing a high quality plan, but far more efficient in the use of the time of community and agency participants alike. It is our belief that four or five Committee meetings could have provided for adequate community participation in the preparation of the Draft Management Plan:

1. Background briefing of Committee members

This would be a concentrated session during which experts from a number of relevant fields would brief Committee members during a single day or possibly two days of meetings and field inspections.

2. Identification and discussion of issues at a public workshop hosted by the Committee

In order to permit the involvement of all interested community members, a public workshop would be hosted by the Committee early in the planning process. This would ascertain the views of the community at large about the key issues needing to be addressed in the plan and the preferred options for their resolution. The information gained at this workshop would form another input to the planning process. Additional public workshops could be held if required to address specific issues.

3. Preparation for writing of draft management plan

Using the information gained during the briefing sessions and at the public workshop, Committee members and agency staff would determine the table of contents of the plan and consider, at least in broad terms, the strategies to be employed in the management of each issue. After this meeting, the agency planning team would prepare a complete draft of the plan. If agency staff identified issues requiring further input from the community Advisory Committee, contact with members would be made (preferably by mail) during the drafting process. This would avoid the necessity for a series of meetings to determine the preferred approach on an issue by issue basis.

4. Consideration of the draft document

Once the full draft of the plan had been prepared, a fourth meeting would be required at which Advisory Committee members would provide comment on the draft document. This would need to be a lengthy meeting in most planning exercises due to the number and complexity of the issues addressed in the plan. It is possible that at least some significant changes to the draft document would be required after this meeting. As all sections of a plan are inter-related, this may necessitate a major redrafting of the document.

5. Final review of Draft Management Plan (optional)

The revised management plan may need to be presented to a further meeting of members of the Advisory Committee in order for them to determine whether the changes proposed by the agency planning team have satisfactorily addressed the issues raised at the previous meeting. At the conclusion of this meeting the agreed Draft Management Plan would be ready for final approval and release for public comment.

In the case of national parks, the CALM Act specifies that Draft Management Plans must be publicly available for a period of at least two months during which members of the community may make written submissions on the document. At the conclusion of the submissions process, the CALM planning team summarises and analyses all submissions and presents these at a final Committee meeting that considers the public submissions to the Draft Management Plan and recommends changes to be incorporated in the final document. The planning team then makes modifications to the Draft Management Plan to accommodate public comment in accordance with pre-determined criteria. The product of this process is a final management plan that is released once the appropriate approvals are obtained.

Obviously the process described need not be restricted to CALM-managed reserves. Government agencies, such as Agriculture Western Australia and the Water and Rivers Commission, are also involved in the preparation of natural resource management plans in partnership with the community. Our proposed approach may also be applicable in these cases. In addition, in view of the increasing trend towards community-based management planning for remnant bush areas on private property, it is worth considering whether our proposed approach could be of assistance in the preparation of management plans by community groups. In such instances, of course, a committee comprising community members fulfills the role of the agency in national park planning. There is, however, still a clear need for the committee to seek input from the broader community including all affected landowners.

The proposed approach need not be restricted to the preparation of plans for individual bush remnants but may be equally applicable in circumstances where a broader scale plan, such as for an entire catchment, is in preparation. In this instance, it is clearly desirable for all landowners in the catchment to be involved in and supportive of the planning process, otherwise implementation of the plan will not be effective. It is our belief that a systematic community involvement process should form an integral part of all planning for natural resources. Whether this involves partnerships between agencies and the community, or between different groups and individuals within the community itself, such an approach should improve both the effectiveness and efficiency of planning processes through the harnessing of community knowledge and support.

Case Study No. 7

Shannon D'Entrecasteaux National Park Case Study

Snapshot Section

What was the case study project? Please provide a general outline of the public participation process undertaken for the project.

To seek meaningful consultation and joint decision making mechanisms that involve the indigenous community with the Shannon D'Entrecasteaux National Park planning and management.

Why are you tabling this case study? From your point of view, what makes it distinctive?

A lot of time was invested in negotiations, field trips and meetings seeking ways for co operative management agreements. Within indigenous groups there can be division and mistrust with their own networks. While it is obvious that groups are not empowered to speak for everyone, it can be confusing just who is the correct group to liaise with. As the political landscape changes, for example through land claims and aboriginal peak body structures, the appropriate group to deal with may also change mid way through a negotiating process.

Can you briefly outline what happened and who was involved.

In the Southern Forest Region, CALM was negotiating with the Manjimup Aboriginal Corporation to explore co operative management agreements. An MOU was signed that signified support and a willingness to work together, along with a respect for both parties. To move beyond this general document towards more detailed management and decision making is not possible at this moment.

Getting down to the Facts

What were your objectives at the start of the process?

To seek a working relationship between local indigenous groups linked to park management and planning.

Describe the public participation process you undertook for the project.

Contact was through the established Manjimup Aboriginal Corporation as the key body.

How did you plan for the public participation process? How did you:

- **Identify stakeholders;** relied on the corporation to involve the correct people and use the correct protocol
- **Decide on an appropriate timeframe;** whatever it took to progress the actions, no need to rush, just to make progress. Ideally to feed into the revised management plan. (had about 4 years in which to work it through)
- **Plan your budget?** N/a although this involves many meetings, field trips, a lot of time and effort

What were the techniques or structures used in the public participation process?

Meetings, talk, MOU's, field trips, lots of talking.

What were the outcomes of the process?

A broad MOU showing support but a stalemate when trying to move to more detailed decision making model.

Reflections and Interpretations

Did the process meet the objectives? Did the objectives change throughout the process?

Yes, the process seemed well on its way to delivering the objectives and having a positive and wider implication for the whole of Australia.

Did the stakeholders accept the process (did they understand and agree on the process)?

In the beginning the answer was yes, acceptance. When a new indigenous land management structure, "Quaadup???" championed by the MAC spokesperson, was formed for aboriginal interests in the southwest, it caused dissent among indigenous groups. It undermined the original authority invested in the main spokesperson at the MAC who subsequently left the MAC.

Without the original driving force behind the negotiations, everything stopped and negotiations went back to square one as new relationships were needed to be established. This time it was more on a consultation expectation rather than a desire for joint ownership and implementation. With two outstanding land claims over the park it is still not clear who CALM must consult. Until some of these issues are resolved, it is difficult to progress joint management decisions on land that is in dispute with traditional owners

What worked well? What didn't?

Building up trust and understanding by spending a lot of time on communication. What didn't work well was the investment in personal relationships counted for little when that person left due to internal pressures.

What difficulties did you have? How did you get through difficult stages of the process?

We didn't. It's now stalled.

What were some of the feelings involved during the process?

Frustration, a feeling that information and involvement were all one way

How did you know you'd done enough?

The situation moved out of CALM's ability to influence and focused on internal indigenous communication and empowerment.

How did you know the outcomes were achieved? How did you end the process?

It's not finished, CALM still keen to pursue the original objective and awaits indication that the land claim conflicts have been resolved

Key Learnings

How did the process outcomes feed into the decision making process?

It could be said they undermined the objective because the process involved the person who was later to leave, no longer empowered to negotiate.

If you were to undertake the process again, what would you do differently?

From this experience, what do you consider essential when embarking on a similar public participation situation?

Continuation

Did you evaluate the process? If so, how?

How did you provide feedback to participants?

A lot of talking, a lot of meetings, a written and signed MOU.

Case Study No. 8

Kalbarri CALM Bush Rangers Case Study

Snapshot Section

What was the case study project? Please provide a general outline of the public participation process undertaken for the project.

Kalbarri CALM Bushranger Unit is local community driven initiative aimed at a group of correspondence students. A key mechanism for the CBR is to operate under a community management committee. The committee in Kalbarri has involved a broad range of community interest and has worked to bring diverse groups and resources together in co operative programmes.

Why are you tabling this case study? From your point of view, what makes it distinctive?

CALM Bush Rangers is a relationship building program. Designed by CALM, it is run through the high school system and does not rely on CALM staff for situ programmes. It operates on a community empowerment level.

In Kalbarri it has worked to bring diverse groups, such as the Surfboard Riders Assoc and the RSL together to share resources and to complete community conservation and landcare projects.

In the process of running the CBR, the community has become more aware and involved with CALM's work in the region particularly Kalbarri National Park.

CALM has also benefited from the extra resources and involvement particularly in the KNP fauna monitoring project that was no longer able to be supported from Woodvale.

Can you briefly outline what happened and who was involved?

A local teacher contacted the head office based CALM CBR programme co ordinator to seek assistance in setting up a Unit at Kalbarri. The community links were facilitated , a management committee formed and annual plans and programmes set.

Getting down to the Facts

What were your objectives at the start of the process?

To support the community in setting up and running a CBR unit. To link the group with meaningful on the ground conservation based projects. To tap into local resources and networks.

Describe the public participation process you undertook for the project.

The CBR is widely promoted through education networks. It is also effectively marketed by word of mouth at the teacher level. CALM produces corporate information that advertise the programme. It has also produced nationally accredited manuals, annual and ongoing in servicing and provides executive support for start up groups.

Interested people can contact head office CALM for assistance, although they continue to run the process at the local level.

Local CALM people become involved as is appropriate once the local management processes are set up.

How did you plan for the public participation process? How did you:

- **Identify stakeholders:** This is done at the local level relying on the Unit Leader's community links. In Kalbarri's case a personalised letter was sent to every organisation in the town inviting a representative to participate on the management group... everyone turned up.
- **Decide on an appropriate timeframe:** The community involvement is tied to the life of the CBR unit and specifically the involvement of the co ordinator. In this case it will be two years minimum. However experience of this new program shows that where a CBR programme is running, others are keen to keep the unit going.
- **Plan your budget?** This is built into the guidelines for the management committee and becomes part of the overall CBR programme. The idea is to allow for local initiative, resources and networks to use the funds as a global budget.. In Kalbarri the police have storage space, CALM has a HQ camping base, 4 wheel drives from service organisations, the surfriders association have a coast care grant and are able to provide plants for rehabilitation works.

What were the techniques or structures used in the public participation process?

Management committee set up , nomination via invitation to all organisations in the town.

What were the outcomes of the process?

Shared community resources, better understandings of the work of each stakeholder group, a reason for interaction and communication. Meaningful conservation projects completed jointly on the ground and self esteem and involvement of the towns youth in conservation

Reflections and Interpretations

Did the process meet the objectives? Did the objectives change throughout the process?

Yes, and the objectives did not change

Did the stakeholders accept the process (did they understand and agree on the process)?

Yes

What worked well? What didn't?

Inviting all the town organisations, making it personal worked well. Allowing people and local community groups to come forward voluntarily with what they could contribute or facilitate.

What difficulties did you have? How did you get through difficult stages of the process?

Hasn't been any conflict, great communication skills of the unit leader anticipates things before they build up. The CBR process promotes partnership and synergy, difficulties and difference is built into the programme process.

What were some of the feelings involved during the process?

Enthusiasm, unison and focus, increased respect for those working together on the management committee.

How did you know you'd done enough?

Hasn't finished yet, process still going. CALM local staff a part of the process but not the main organiser.

How did you know the outcomes were achieved? How did you end the process?

The Kalbarri unit now has good connections with CALM staff on the ground and the management committee is basically self directing with phone support and twice yearly visits required from CALM/Perth.

Key Learnings

How did the process outcomes feed into the decision making process?

The process is about working together at the community level towards a shared goal. Differences between groups becomes secondary as they working together to support the CBR unit.

If you were to undertake the process again, what would you do differently?

Building more understanding of past ownership and historical land use into the Kalbarri experiences. This is a long- term goal for this Unit.

From this experience, what do you consider essential when embarking on a similar public participation situation?

Take the time to build up personal rapport.

Use existing community resources and networks.

Work out ways of fitting together, partnerships and assistance of already existing projects, no need to reinvent the wheel.

Be aware, foster and make explicit shared goals and interests.

Continuation

Did you evaluate the process? If so, how?

Informally by regular talking to stakeholders, monitoring media interest, attending conservation projects and other Unit events. Annual figures, details and reports are submitted to the CALM CBR co ordinator which is fed back into the Education and CALM systems in the form of a combined report.

How did you provide feedback to participants?

Participation certificates are regularly received by the CBR for their work. Promotion certificates are received annually to recognise achievement of a Level of outcomes. Attendance of management meetings to feed back and recognise achievement of the group. Media coverage is built into the CBR programme.

Reward and recognition is also part of the CBR so participants know when they've achieved milestones in their own learning. This includes an reward for excellence programme – CBR are provided with exceptional experiences with CALM including native animal handling and fire events.

Case Study No. 9

Jurien Bay Marine Conservation Reserve Case Study

Snapshot Section

What was the case study project? Please provide a general outline of the public participation process undertaken for the project.

The proposed Jurien Bay Marine Park is the first marine area to be considered under CALM's revised marine planning process, following the 1997 changes to the marine reserve provisions of the CALM Act. The changes require, amongst other things, an increase in public participation in the planning of marine conservation reserves. The process broadly requires two phases of participation. The first involved a stakeholder advisory committee process to assist CALM in developing an indicative management plan prior to the Notice of Intent being issued and a second round carried out during the statutory 3 month public submission period.

The establishment of marine conservation reserves requires that the Minister for the Environment obtains the concurrence of the Ministers for Fisheries and Mines. The planning process for the proposed Jurien Bay Marine Park established new precedents in both marine planning and public participation and has involved all relevant peak industry bodies, State Government departments and NGOs as well as extensive grass roots involvement.

The Jurien Bay marine conservation reserve planning process began before the establishment of the Marine Parks and Reserves Authority in August 1997. The area was identified in the 1994 report of the Marine Parks and Reserves Selection Working Group as representative of the central west coast marine environment and therefore worthy of consideration as part of a statewide marine reserves system for WA.

Why are you tabling this case study? From your point of view, what makes it distinctive?

The experiences gained during this planning process have led to significant improvements in both planning and public participation processes in establishing WA's marine conservation reserve system. Many of these improvements are documented in progress reports, operating procedures and in the revised structure of marine conservation reserve management plans. The lessons learned in the Jurien Bay marine reserve planning process have many generic elements of broader interest to CALM staff.

Can you briefly outline what happened and who was involved?

A representative community-based, twelve member advisory committee was appointed by the Minister for the Environment to assist CALM to provide advice on the purpose, boundaries, zoning and management issues for a proposed marine conservation reserve in the vicinity of Jurien Bay. This committee was chaired by CALM. In effect this committee became a focus for peak state bodies, often linked to reference groups who met out of the advisory sessions to establish sectorial interest positions for their representative to table.

An issue analysis was conducted and assessed the levels of community understanding and knowledge, identified their concerns and aspirations and helped identify areas where information and education was needed. It also helped CALM identify issues for negotiation.

Getting down to the Facts

What were your objectives at the start of the process?

The objectives were two-fold:

1. To develop understanding, community ownership and stewardship of the proposed Jurien Bay marine conservation reserve.
2. To encourage and facilitate appropriate and effective public participation in the planning process for the proposed Jurien Bay marine conservation reserve.

Describe the public participation process you undertook for the project.

There are five main phases of the public participation program.

1. Establish a Community Profile: contacts' database construction and issue analysis survey.
2. High profile community liaison and stakeholder advisory committee input via the preparation of an Indicative Management Plan for the proposal.
3. Release for public comment via the notification of intent to reserve (NOI).
4. Post-NOI: the public participation process required during the 3 month statutory public submission period; the formal review of public submissions and to finalise the management plan.

5. Reserve gazettal and declaration, public involvement with implementing the management plan, guidance expected from a community-based marine park advisory committee and local involvement in day to day management.

The process is currently midway through phase 3.

How did you plan for the public participation process? How did you:

- **Identify stakeholders:** Developed a database of interested, involved, directly or indirectly affected businesses, organisations, individuals and by personal references from others. This is a confidential database and is updated as required. It is compiled for each reserve as planning gets underway. Picks up statewide interest, industry and stakeholder groups as well as local community groups and individuals.
- **Decide on an appropriate timeframe:** This is a difficult area to report on. There is a middle ground between a thorough detailed and comprehensive approach that would involve a lot of resources and time versus a more outcome-orientated approach within a desired time frame. So far the process, including the initial resources assessment phase, has taken three years and the process is now midway in phase 3. The desirable balance must be made between a drawn out process where all issues are considered in an exhaustive manner and people lose interest or a process which is too rushed and people feel either too pressured to contribute properly and do not develop the necessary ownership.
- **Plan your budget:** The Public Participation Program was planned for and budgeted on the basis of two major components: a proactive component and a reactive component. The proactive component was planned and budgeted for on the basis of the number of meetings, accommodation, travel etc. The reactive component and the negotiation strategies required to keep people at the table were less predictable in terms of resources needed, although a significant proportion of the resources required for this stage was anticipated. As this was the first process under the new legislation much of the planning was based simply on relevant past experience and common sense.
- **What were the techniques or structures used in the public participation process?** Issue analysis survey, displays, brochures, discussion papers, formal presentations, letter drops, news articles, newsletter articles in target group media, radio, correspondence, information packages, advisory meetings, briefings of key groups, meetings with stakeholder groups and individuals affected by proposed changes and field trips.

- What were the outcomes of the process?** Outcomes included broad agreement for the establishment of a marine park in the Jurien Bay area and strong local community support for the marine park. In addition there was broad endorsement (with some exceptions) of an Indicative Management Plan which included zoning, education, research and monitoring, surveillance and enforcement and public participation strategies detailing how the area is to be managed.

Reflections and Interpretations

Did the process meet the objectives? Did the objectives change throughout the process?

Yes. It has delivered a marine park proposal with a high degree of ecological integrity and one that the local community broadly agrees to and can support. It established channels of communication and consultation that ensured a high level of community input into the decision-making processes.

No. The objectives remained the same throughout.

Did the stakeholders accept the process (did they understand and agree on the process)?

Yes, most of the advisory committee members did accept the process. At times CALM had to work very hard to keep the advisory committee focussed and the process on track. Some sectors were less satisfied with the process and one representative withdrew from the process just prior to the last meeting of the advisory committee.

What worked well? What didn't?

People sitting down, talking, tabling concerns and listening to other committee members provided a good forum for generating respect for alternative views, common ground and a decision-making forum to progress the proposal.

The lack of 'authority' of some of the advisory committee members and the sectoral representation of the advisory committee meant some members were often reluctant to 'sign off' on advisory group decisions until they could check the position of their particular interest group. As a result the broader public interest was often subordinate to sectoral interests.

What difficulties did you have? How did you get through difficult stages of the process?

The major difficulty was trying to accommodate the wide variety of concerns, expectations and understanding of the issues and process of the advisory committee members. In addition the local community versus institutional divide presented some problems. Another major problem was that some representatives wanted to sort out contentious issues from a statewide perspective (ie 'big picture' first) before tackling the specifics within the Jurien context.

Maintaining a focus on the vision and objectives, stressing common ground and continually trying to seek a consensus was the major way of trying to deal with the difficult issues. Instilling an understanding that individual members of the advisory committee operated in different ways was also important in resolving some of the contentious issues.

What were some of the feelings involved during the process?

A spirit of co-operation, friendliness and understanding were displayed by most advisory committee members much of the time. Disagreements were many but were generally overcome through discussion. At times members became frustrated, annoyed and impatient; all emotions to be expected in this sort of forum.

How did you know you'd done enough?

When there was a broad level of agreement on the contents of the Indicative Management Plan and that further discussion was not going to provide substantial additional gains.

How did you know the outcomes were achieved? How did you end the process?

The broad level of agreement on the contents of the Indicative Management Plan encapsulated the major desired outcomes of this process. The process is not yet complete.

Key Learnings

How did the process outcomes feed into the decision making process?

Key stakeholder groups were represented and involved with a diverse range of information, research and community perspectives. As they worked together in the process, an enormous amount of ground was negotiated, resulting in enhanced conservation outcomes and community support for the major management strategies in the IMP.

If you were to undertake the process again, what would you do differently?

The major changes to the process would include:

1. Designating the spatial boundaries of the proposed study area before the planning process begins.
2. Having a MPRA-endorsed framework to provide guidance to the advisory committee.
3. Appointment of an independent (non-CALM) chair.

4. The appointment of advisory committee members on a non-representative (non-sectoral) basis.
5. Establishing up-front ground rules for how CALM will consult and negotiate with each sector and vice-versa.
6. Seeking ways of increasing the efficiency of keeping the community informed throughout the process and increasing community input (e.g. via web-based technology or other media).

From this experience, what do you consider essential when embarking on a similar public participation situation?

1. Clarify up-front how CALM intends to undertake discussions and negotiations with each key stakeholder group and vice-versa. Pursue consultation agreements with major stakeholders to assist in making the process transparent and accountable and to assist in setting realistic expectations of the process.
2. Continue to assess community aspirations, issues, understanding of concepts and process as well as support for the proposal prior to the process beginning.

Did you evaluate the process? If so, how?

A formal evaluation was conducted by CALM. Our experiences and analyses of the process were combined with comments received from participants. This led to revisions and refinements of the process by CALM. These changes were reviewed by the MPRA who then held a stakeholder workshop to seek wider comment on the proposed changes.

Many of these changes have been, or will be, implemented for the up-coming Pilbara marine reserve planning processes.

How did you provide feedback to participants?

A variety of communication mechanisms were used, dependent on the target group. The Indicative Management Plan, including maps, was sent to all participants. Newsletter articles, media releases, personal communications and group meetings have been used to keep stakeholders abreast of further developments in the Jurien process.

Case Study No. 10

Perth Regional Parks Case Study

Snapshot Section

What was the case study project? Please provide a general outline of the public participation process undertaken for the project.

A Regional Parks Unit was set up within CALM in 1997 to manage the metropolitan based, regional parks. The management of the 8 Parks was progressively transferred to CALM from the Ministry for Planning and the Ministry for Sport and Recreation. Some parks already had associated friends groups and advisory groups that had been active and supportive in the custodianship of these lands. There was a well established pattern of recreational use with these parks being metro based and all having a large number of neighbours and users.

The Regional Parks Unit approach to public participation was three pronged:

1. Establish open, transparent and accessible community advisory groups for all parks : Consultation
2. Utilise and expand volunteer and friends groups to undertake conservation projects where CALM covered the materials and administration costs : Joint implementation
3. Begin a public information profile raising campaign directed at the relevant community based media, depending on the park involved : Information

Why are you tabling this case study? From your point of view, what makes it distinctive?

This is a broad brush case study outlining a general approach to community involvement undertaken by a new incoming management agency in a densely populated area, with the conservation lands adjoining many neighbours and having a high community profile

Can you briefly outline what happened and who was involved?

At the beginning of the work, the meetings and briefings involved ministers, program directors and peak conservation bodies concerned and mistrustful of the incoming agency. Over the two and a half years the emphasis has moved to a more local involvement as management results can be seen on the ground and work is followed through.

A full time CALM officer has been allocated an executive role for the advisory committees. A contract journalist works with all regional park staff to generate information and stories on the parks. Various project planning checklists and protocols have been developed to assist field staff make appropriate decisions and induction packages produced to develop and support incoming advisory members.

Getting down to the Facts

What were your objectives at the start of the process?

The main objective was to continue the maintenance management programme already in place and progressively improve the conservation and recreation status of the parks based on planning and seek community advice, support and resources.

Describe the public participation process you undertook for the project.

Three pronged as described above, information, consultation and joint implementation.

How did you plan for the public participation process? How did you:

- **Identify stakeholders;** began a data base of interested groups, neighbours and stakeholders. When appropriate, those on the list are sent updates, invitations and any notification of expressions of interest for their relevant park.. The EOI are also lodged in local papers and the West Australian
- **Decide on an appropriate timeframe;** CAC members have a one to three year term.
- **Plan your budget?** It was clear early on that a full time officer was required to resource and followup all the details and processes involved in the CAC's. Community consultation with interested groups would occur as needed and whenever asked. It was important to establish communication and trust. Whatever it took, whenever the time suited the community group.

What were the techniques or structures used in the public participation process?

Community advisory groups with a non CALM chairperson. Management plan participation processes on various issues and community information networks for any land management operation to neighbours.

What were the outcomes of the process?

Increased involvement of a broader range of stakeholders on the CAC's. Senior members of state parliament involved on the CAC's, involvement and communication with experienced and senior conservation movement members involved with volunteer, project based tasks.

Reflections and Interpretations

Did the process meet the objectives? Did the objectives change throughout the process?

Yes, over time it seems to have built trust and communication. One objective that changed through the process was the idea of allotting the role of education and information to a full time CALM officer. This was changed to a journalist contract for public information and the Regional Parks staff embracing community involvement and participation as part of their work, core business.

Did the stakeholders accept the process (did they understand and agree on the process)?

Not all stakeholders agreed on the community input process to be adopted by regional parks. Some went outside to the political process to gain satisfaction. However over time and with political support, the process has delivered an outcome that the community seems to embrace. CAC membership is a ministerial appointment, with terms of reference.

What worked well? What didn't?

Informal meeting procedures work well with CAC's. Decisions based on a consensus approach rather than formal motions and meeting procedures. Providing an induction package to CAC members helps to set the ground rules and bring knowledge up to speed on conservation and land management issues.

What difficulties did you have? How did you get through difficult stages of the process?

Allowed the CAC's to work through issues with the chair directing them. Willing to meet interest and lobby groups on their own turf and in times that suited them.

What were some of the feelings involved during the process?

Anger, mistrust, interest, co operation and involvement.

How did you know you'd done enough?

It's only just starting.....

Key Learnings

How did the process outcomes feed into the decision making process?

When using CAC's it is important to realise they do not necessarily report back. CAC's often have a distinct conservation perspective, they are people intrinsically motivated to volunteer time for this task. All Regional Parks have a large recreational based constituency that may not always be picked up by advisory group membership.

People interested in acting on CAC's and in friends groups are often able to speak out and support the work of the organisation in other forums.

The whole process engenders trust and seeks partnerships based on personal relationships.

From this experience, what do you consider essential when embarking on a similar public participation situation?

Make sure you can resource your commitments and follow through.

Be willing to meet and talk and work through differences, focus on the common ground.

Have the good communication and support of senior CALM staff.

Be aware of the local politics and keep CAC's focussed on park conservation issues and business.

Continuation

Did you evaluate the process? If so, how?

There are far less ministerial questions and far greater support at the local, project level. The database of stakeholders is stabilising and adverse reaction to operations on the ground is now the exception.

How did you provide feedback to participants?

- Minutes, formal invitations to CAC members to Regional Parks events.
- Regional Parks staff agree this is an area that needs to be fostered now that a participation structure is up and running.

Case Study No. 11

Fitzgerald River Biosphere Reserve

The following case study comes from an article by John Watson entitled 'Fostering community support for the Fitzgerald River Biosphere Reserve, Western Australia', published in *Nature and Resources*, Vol. 29, Nos 1-4, 1993.

Background

The Fitzgerald River National Park on the South Coast of Western Australia is one of the most protected areas in the Australian Biographic Realm, containing over 1,700 species of plants. It was designated as a biosphere reserve in 1978.

In order to reduce the spread of dieback disease many four wheel drive tracks were closed. Such restrictions on traditional areas were highly unpopular with many sections of the local community. Fire management is another contentious issue, which was highlighted by a severe wildfire in December 1989. Since 1986 a local 'Biosphere Project Committee' has increased community awareness of the biosphere reserve concept and promoted recognition of a 'zone of co-operation' in surrounding farm land.

This Case Study outlines the reasons for an eventual improvement in local community support for the Park over the past six years, particularly through improved communication and increased local involvement in planning. Some of the lessons learned from the Fitzgerald experience are described and a call is made for closer liaison and mutual support between all parties involved at the local, state, national and international levels.

Community attitudes

Community attitudes towards the national park and biosphere reserve have been quite divided and antagonism towards both remains strong in some quarters. The attitudes of the local community towards the Park were worsened by the December 1989 wildfire. This was due in part to circulation within the district of some misinformation and half-truths with regard to the draft management plan and the fire.

Management Planning

In 1987 CALM commenced the preparation of a park management plan. A local planning advisory committee was appointed to assist in the process. A draft management plan was duly released two years later (CALM 1989). There was a very strong response for this draft, particularly from the local community, and overall there was greater local opposition to the proposals than support for them.

The converse was generally true of comments received from further afield. The plan proposed retention of the status quo with regard to road and track closures introduced for dieback control in 1986, confirming local fears that these closures would be permanent.

Eventually, after considerations of all the public comments received and a further review of the fire management section, the final draft ten year management plan for Fitzgerald River National Park was publicly released in July 1991. The plan formally recognized that the Fitzgerald River National Park is essentially a biosphere reserve core area and that there is potential for increased buffer zones and a zone of a co-operation in the farming areas around the Park.

Methods of Fostering community support

Local community support for protected areas requires a reasonable level of community ownership – if not in the legal sense, at least on a consultative basis or better still through self motivation. It is therefore essential that good communication links exist between the managing agency and local people, and that there is good opportunity for public involvement in park planning and management.

In the case of Fitzgerald River National Park, a variety of approaches were used to foster community support.

Liaison has occurred at all levels – with local government, park user groups, local bushfire brigades, neighbours and individual visitors.

Where potentially unpopular management decisions have been made, reasons have always been given to those affected and, where possible, alternative provided to enable previous use patterns to be continued but in more suitable areas.

In 1986 dieback disease road closure programme was widely advertised using a range of media, handout sheets and personal visits by CALM staff to key user groups who were requested to support the programme.

Ongoing efforts were made to involve the local community throughout the management planning process in response to talks, workshops and draft documents.

The Fitzgerald River National Park Advisory Committee, formed in 1987, has been given strong departmental support. It has not been a token group or a rubber stamp, but has taken an active and positive role in the management planning process and in the analysis of public submissions to the draft plan.

Following the 1989 wildfires, information sheets were made available a visitor entry point to the Park and in the surrounding community in order to explain what had happened and what site restoration work was occurring. Several volunteer projects occurred during 1990 to assist with site works and various post fire surveys.

In early 1990 there was an urgent need to correct the misinformation which was circulating in the district. It was recognized that there should be a mechanism to provide for fair and accurate exchange of information between CALM and the local community. A network of volunteers called 'Community-CALM-Link' (CCL) was established around the Park, composed of people who were well known in their districts, reachable by telephone and involved in key community organizations. The CCL members were not necessarily expected to agree with all CALM's policies or actions, or indeed those of individuals within the community. Rather they agreed to pass on information both ways in a fair and unbiased manner. They were provided with a contact list of departmental officers who could assist with more detailed information on issues, and they were contacted on a weekly basis by the park rangers to provide updated information on track conditions and other general visitor inquiries.

This group has run its course by early 1992 and its role and several of its members were incorporated into a new Fitzgerald River National Park Advisory Committee. However CCL played a crucial role during a very difficult period and may well provide a useful model for protected areas elsewhere where similar problems of damaging misinformation occur.

Lessons learned

We can take note of the things that went well and use the experience to improve the chances of similar success in other areas. In the case of Fitzgerald River National Park there are examples of each. Some recommendations based on the lessons learned are:

1. Try to communicate at all levels and as widely as possible using many different techniques and media outlets. Naturally this has to be balanced against logistics and costs, especially in remote areas.
2. Be flexible and prepared to use new approaches to counter difficult problems. The Community-CALM-Link group was a vital component in correcting misinformation from mid-1989 to early 1992, but now that community understanding has been restored the group has really fulfilled its function.
3. Look for the common interests and allies, particularly in the zone of co-operation. The FBP Committee has gained much support through its close association with the Land Conservation District Committees which are concerned with getting trees back into the cleared landscape to reduce wind erosion and help combat water salinity. There is a direct cause for joint concern here as the increased salinity and sediment runoff from the zone of co-operation end up in the core national park area.

4. Constantly remind people of the benefits of biosphere reserves and seek to encourage feelings of ownership and ongoing support. Recognize and support the efforts of volunteers but retain a healthy distance if there is any risk of jeopardizing their efforts by making them appear to be in league with the bureaucracy.
5. Finally, all parties involved in helping to promulgate and further the cause of biosphere reserves at all levels must work closely together and give proper recognition and support to other parties involved. The actions of the local Fitzgerald community have been seen as a model for biosphere reserves elsewhere and the people involved are to be complemented on their considerable achievements. However, MAB administrators must remain conscious of the formally responsible land managers who are usually behind the scenes with the same overall objectives but who only too easily have to be answerable when things go wrong.

CASE STUDY EVALUATION SHEET

Snapshot Section

- What was the case study project? Please provide a general outline of the public participation process undertaken for the project.
- Why are you tabling this case study? From your point of view, what makes it distinctive?
- Can you briefly outline what happened and who was involved.

Getting down to the Facts

- What were your objectives at the start of the process?
- Describe the public participation process you undertook for the project.
- How did you plan for the public participation process? How did you:
 - Identify stakeholders;
 - Decide on an appropriate timeframe; and
 - Plan your budget? etc.
- What were the techniques or structures used in the public participation process?
- What were the outcomes of the process?

Reflections and Interpretations

- Did the process meet the objectives? Did the objectives change throughout the process?
- Did the stakeholders accept the process (did they understand and agree on the process)?
- What worked well? What didn't?
- What difficulties did you have? How did you get through difficult stages of the process?
- What were some of the feelings involved during the process?
- How did you know you'd done enough?
- How did you know the outcomes were achieved? How did you end the process?

Key Learnings

- How did the process outcomes feed into the decision making process?
- If you were to undertake the process again, what would you do differently?
- From this experience, what do you consider essential when embarking on a similar public participation situation?

Continuation

- Did you evaluate the process? If so, how?

How did you provide feedback to participants?

2C

USEFUL LITERATURE AND WEBSITES

Part of the process for preparing this Manual has been an extensive literature review. The outcomes of this review have been recorded in the form of an annotated bibliography and list of Internet sites that you may find useful as you develop public participation strategies. The following section includes:

- Public Participation – Best Practice Literature
- Public Participation Manuals and Resource Kits
- Conflict Management Literature
- Literature on Working with Aboriginal Communities
- Adaptive Environmental Assessment Management Literature
- Useful Websites

BEST PRACTICE LITERATURE

Abbot, J., 1996, *Sharing the City: Community Participation in Urban Management*, Earthscan Publications Ltd., London.

Divided clearly into three section this book covers:

- *Historical Analysis of Community Participation.* Within the historical analysis of community participation, Abbott addresses community participation and project based development and community participation and local government.
- *Theory of Community Participation.* Abbott addresses the characteristics of community development, empowerment, community participation in negotiated development and building a practical model of the 'community participation surround'.
- *Implementation of Community Participation.* The third part of the book addresses the role and impact of development professionals, community organisations and urban management, community participation and NGO's, Interventions and their impact on the community participation process.

Abbot J, Guijt I, [Changing views on change: participatory approaches to monitoring the environment](http://www.oneworld.org/iied/pdf/sar12/pdf) <<http://www.oneworld.org/iied/pdf/sar12/pdf>>

This discussion paper by Joanne Abbot and Irene Guijt reviews participatory approaches to monitoring environmental change. It draws on published literature, interviews with practitioners, and the practical experience of a research project on participatory monitoring of sustainable agriculture in Brazil.

Allen, W.J.; Bosch, O.J.H.; Gibson, R.G.; Jopp, A.J. 1998: *Co-learning our way to sustainability: An integrated and community-based research approach to support natural resource management decision-making*. In: *Multiple objective decision making for land, water and environmental management*. El-Swaify, S.A.; Yakowitz, D.S. eds. Lewis Publishers, Boston. Ch. 4: Pp. 51-59.

A brief discussion of sustainability is presented to provide an introduction from which to discuss challenges facing resource managers trying to introduce more sustainable environmental practices.

These include the need to address multiple social perspectives, fragmented knowledge and information systems and environmental/ social change. An outline is given of how the use of participatory and learning-based approaches such as the Integrated Systems for Knowledge Management (ISKM) can help to more closely linking research with management and policy.

Allen, W.; Brown, K.; Gloag, T.; Morris, J.; Simpson, K.; Thomas, J.; Young, R.; 1998; *Building partnerships for conservation in the Waitaki/Mackenzie Basins*. Landcare Research Contract Report LC9899/033, Lincoln, New Zealand.

This report documents an facilitated initiative to improve relationships between the Department of Conservation (DOC) staff and local landholders in the Waitaki/Mackenzie basins, South Island, New Zealand. It reviews the outcomes of the activities undertaken through this exercise and points the way forward. The process involved separate pre-workshop discussions with individual landholders and DOC staff, and two "looking to the future" workshops involving both local DOC staff and members of the local farming community. The key themes arising from this project were the expressed desire by both parties to develop more collaborative approaches, improve relations, and build up trust over the longer term. In the shorter term both groups identified that they had a lot of common ground to build on, and collectively identified a number of positive steps to improve working relationships at a local level.

Allen, W.J. 1997: [Towards improving the role of evaluation within natural resource management R&D programmes: The case for learning by doing](#). Canadian Journal of Development Studies (Special issue on results-based evaluation) 18: 629-643.

The increasing use of participatory development approaches in recent years pose new challenges for decision-makers and evaluators. Because these programs are designed to be responsive to changing community needs, one of the most pressing challenges is to develop participatory and systems-based evaluative processes to allow for ongoing learning, correction, and adjustment by all parties concerned. This paper outlines one such evaluation process, and uses a case study in New Zealand to illustrate its benefits in the light of current issues facing both evaluators and natural resource managers.

Allen, W.J.; Bosch, O.J.H. 1996: [Shared experiences: the basis for a cooperative approach to identifying and implementing more sustainable land management practices](#) In: Proceedings of symposium on resource management: issues, visions, practice" Lincoln University, New Zealand, 5-8 July, Pp. 1-10.

Given the complexity and different social perceptions surrounding many resource management issues, the challenge facing science is to develop understanding, knowledge, forums and learning environments to better inform and support more sustainable decision-making.

An essential component of any process to achieve these aims will focus on placing contributed information "in context". This paper describes the importance of community dialogue processes to support the identification and adoption of more sustainable land management. The benefits of a cooperative approach the planning of different sectors of society towards a more coordinated set of environmental goals are outlined.

Borrini-Feyerabend G. 1995, [Collaborative Management of Protected Areas: Tailoring the Approach to the Context](http://www.iucn.org/themes/spg/Tailor/index.html)
<<http://www.iucn.org/themes/spg/Tailor/index.html>>

This IUCN publication addresses conservation professionals - in particular governmental agency staff - interested in pursuing the collaborative management option. It offers a broad definition of the approach and provides a number of examples of how it has been specifically tailored to different contexts, in particular within developing country contexts. General assumptions, consequences, benefits, costs and potential draw-backs of collaborative management are reviewed and a process by which an agency in charge of a protected area can pursue the approach is illustrated.

Borrini-Feyerabend Dr G, [Participatory Management of Natural Resources](#)

This document (50 pages), by Dr Grazia Borrini-Feyerabend, provides a comprehensive guide-for-action of the use of participatory management (PM) to help address environmental and natural resource issues. The three phases common to any PM process - Preparatory, Negotiation, and "Learning-by-doing" are explained through sections which outline the aims and an outline of practical steps for implementation for each phase. Space is also given to the facilitator's role in the PM process , as well as examples of appropriate indicators. An example of a common long-term vision of a rural community is provided, as well as a guide to methods and tools for achieving this including participatory mapping, brainstorming, ranking exercises and SWOL.

Bosch O.J.H., Allen W.J., Williams J.M. and A.H. Ensor, [An integrated system for maximising community knowledge: Integrating community-based monitoring into the adaptive management process in the New Zealand high country](http://www.landcare.cri.nz/)
<<http://www.landcare.cri.nz/>>

This paper describes the development of a process to facilitate the identification and introduction of sustainable land management practices in the high country of New Zealand. The process was designed to gather and structure community knowledge (both local and scientific) into a single, accessible decision support system (DSS). The development and provision of appropriate, and user-friendly monitoring tools is supported. An outline is given of how this integrated system can be used to integrate monitoring with adaptive management.

Special reference is made to how this process is used as a large-scale ecological "experiment", to enhance continually the knowledge base available for land use decision-making in the South Island high country of New Zealand.

Canadian Journal of Development Studies, Vol. XIX, No. 3, 1998

This special issue of the Canadian Journal of Development Studies presents a selection of refereed articles presented at the Canadian Association for the Study of International Development (CASID) 1997 conference in St. John's, Newfoundland. The conference focused on the issues of literacy's, participation and development and the presentations addressed a range of topics: education, participation, participatory development, globalization, multilateral banks, NGOs, civil society, APEC, results-based emergency relief, gender and development, environment, development studies, development education, and Canada's role as a knowledge broker and in peace making. Students, researchers and professors, as well as practitioners, NGOs, policy makers and community groups attended the conference.

**Canadian Forest Service, *Canada's Model Forest Program*, Ontario Canada
Available on line at: <http://ncr157.ncr.forestry.ca/>**

Canada's Model Forest Program represents an initiative in building partnerships locally, nationally, and internationally to generate new ideas and on-the-ground solutions to sustainable forest management issues.

Clark T W, *Interdisciplinary problemsolving: Next steps in the Greater Yellowstone Ecosystem*, Policy Sciences, Dec 1999 v32 i4 p393(22), Kluwer Academic Publishers

The Greater Yellowstone Ecosystem, a 7.6-million-hectare region in the Central Rocky Mountains of the United States, is used to illustrate both the challenges and means to improve problem solving in the natural resources arena. The challenges in this world-famous region are contextual (rapid change, growth, pluralism, complexity, state/federal conflicts, and lack of a common perspective), institutional (multiple organizations with overlapping authority and control and disparate mandates, uneven leadership, lack of creativity in problem solving, and resistance to change), and human (diverse perspectives and values and epistemological limitations). To overcome these challenges, an interdisciplinary method that integrates knowledge to improve policy making is briefly described. It provides a framework with a comprehensive set of categories to use in investigating and analyzing problems and inventing alternatives for substantive, process, and structural improvements. Five programs or interventions, all of which are based on this method, are suggested to address the challenges facing Greater Yellowstone: (1) workshops for 'capacity building,' (2) leadership, staff development, and student internships, (3) case analyses and appraisals for policy learning, (4) problem-solving exercises and decision seminars, and (5) prototyping exercises to improve interdisciplinary and interagency coordination. These are described, examples given, and benefits outlined.

Creighton J, 1999, *Public participation in Federal Agencies Decision Making in the 1990's*, National Civic Review, Fall 1999 v88 i3 p249.

Federal agencies have been conducting public participation processes since the 1960s. Over the decades, our understanding of public participation has grown and the procedures for involving the public have been refined. This article provides an overview of where the agencies have been, my own take on where they are now, and the major issues facing the field. Although this overview focuses on federal agencies, it also deals with issues relevant to people at state and local levels.

Forester, J, 1989, *Planning in the Face of Power*, University of California Press Ltd., London.

Forester addresses issues arising in everyday practice for planners in the routine work to assess future choices. The practicalities and difficulties and the challenges and opportunities that are presented by the pursuit of the public good.

Chapters address issues including, problems of power and rationality in planning practice, the practical and critical work of listening, when planners must negotiate to defend particular interests, yet must act in some ways like mediators between conflicting publics as well and the work of designing as a social, communicative process. Throughout the book Forester questions what planners might do to foster more genuinely democratic politics in their communities.

Freedman J, 1997, *Accountability in the Participatory Mode*, CJDS/RCED 1997 Special Issue, p. 763-780

With the rise of its rhetoric to such respectability, participatory research now seems capable of anything from raising social consciousness to increasing gender sensitivity, from resolving the contradiction between growth and equity to getting relevant data for project design. The phrase has become almost banal in its broad applicability. This is the moment to re-appraise the idea after its transformation from rogue idea to standard procedure and to see it afresh.

Godschalk, D., 1971, *Participation, Planning and Exchange in Old and New Communities: a Collaborative Paradigm*, Urban Studies Publication Series, North Carolina.

Godschalk covers the topic of participation through the following chapters:

- Planning and the 'Participation Revolution';
- Community Participation as an Exchange Process;
- Participation Studies: A Critical Review;

- Collaborative Planning: A Paradigm of Community Guidance;
- Citizen Participation in New Communities; and
- Participatory Planning: Alternative Futures.

Glasbergen P, 1995, *Managing Environmental Disputes Network Management as an Alternative*, Kluwer Academic Publishers

This book is a collection of papers on dispute resolution in environmental management. It includes articles on: environmental dispute resolution as a management issue; adversarial to collaborative action; the role of mediation in the process of integrated planning; project management of water conflicts; and forecasting land-use disputes.

Guijt I & Gaventa J, *Participatory Monitoring & Evaluation: Learning From Change* <http://www.ids.ac.uk/ids/publications/briefs12.html>

Development organisations need to know how effective their efforts have been. But who should make these judgements, and on what basis? Usually it is outside experts who take charge. Participatory monitoring and evaluation (PM&E) is a different approach which involves local people, development agencies, and policy makers deciding together how progress should be measured, and results acted upon. It can reveal valuable lessons and improve accountability. However, as authors Irene Guijt and John Gaventa point out this is a challenging process for all concerned since it encourages people to examine their assumptions about what constitutes progress, and to face up to the contradictions and conflicts that can emerge.

Hilborn R, *Can Fisheries Agencies Learn from Experience? Fisheries*, 17(4): 6-14.

The essential steps in learning from experience are documentation of decisions, evaluation of results, and organisational response to the evaluation. Learning is slow in fisheries management because of the difficulty of replication and control and, to a lesser extent, the variability of natural systems. Thus, it may take a long time to determine which kinds of management actions are best, and we stand a significant chance of making false conclusions about the efficacy of specific actions. Even when decisions are documented and evaluated, fisheries agencies have few mechanisms of institutional memory to retain the lessons learned. Agencies need to develop a systematic plan for learning, including listing of identified uncertainties, methods for resolving the uncertainty, how to evaluate existing actions, and mechanisms for retaining the lessons learned in the institutional memory.

Institute for Science and Technology Policy, 1988, *Community Participation in Practice, The Community Participation Handbook, Resources for Public Involvement in the Planning Process*, Second Ed, Sarkissian W & Pergut D (Ed), Murdoch University WA.

This book provides a useful overview of resources for public participation. It includes articles on the principles of public participation, programs and techniques used for public participation, international and Australian participation case studies, running good public meetings, and selected references on participation.

Institute for Science and Technology Policy, 1988, *Community Participation in Practice, Casebook*, Second Ed, Sarkissian W & Pergut D (Ed), Murdoch University WA.

The Casebook is a collection of case studies of public participation projects around Australia. The book provides an outline of public participation theory and models, and using case studies, examines:

- participatory processes in existing residential neighbourhoods;
- working with new neighbours;
- community development and participation;
- staff participation and consultation;
- community participation in rural and remote communities;
- redevelopment in existing town centres; and
- role plays.

James R F & Blamey R K, 1999, *Public Participation in Environmental Decision - Making - Rhetoric to Reality?*, 1999 International Symposium on Society and Resource Management, Brisbane, Australia.

This paper examines the methods of and opportunities for public participation in environmental decision making in Australia. The emphasis of the paper is on methods of public participation which lie outside the normal representative political process, having stronger foundations in participatory democracy. The paper discusses the potential of discursive and deliberative forms of participatory democracy to provide alternative approaches to public participation in environmental management. One particular method, the citizen's jury, is considered in detail.

James R F & Blamey R K, 1999, *Citizen participation - some recent Australian developments*, Paper presented at the Pacific Science Congress, Sydney, Australia.

This paper focuses on the application of the public participation method of citizens juries, which is considered by the authors to suitable for use in environmental decision making in Australia. The citizen's jury protocol is critically considered and modifications to enhance the effectiveness of the method are proposed.

James R F, *Public Participation in Environmental Decision Making - New Approaches*, Paper presented at the National Conference of the Environment Institute of Australia, 1-3 December 1999.

This paper briefly considers the opportunities and methods used for public participation in NSW and examines methods in use in the management of national parks. Citizens juries are considered in detail, and a case study is presented, which involved the application of the citizen's jury methods to national park management. This discusses the process used, participants and outcomes achieved.

Lando T, 1999, *Public Participation in Local Government: Points of View*, National Civic Review, Summer 1999 v88 i2 p109.

This article considers the public participation process in the United States with respect to policy formation. It explores various points of view on participation and makes some observations about ways to make participation at the local level more effective.

**Lynn F M *Public Participation in Risk Management Decisions: The Right to Define, the Right to Know, and the Right to Act*,
<<http://www.flpc.edu/risk/vol11/spring/lynn.htm>>.**

This paper analyses the need for participation in regulatory decision making. It gives an outline of approaches that have been used in the past, including the Right To Know approach which has been used by public regulators around the world. This approach included holding public hearings to inform people of a project or decision, however this would take place after the parameters of a problem have been defined. This approach tends to undervalue or ignore public knowledge. Today the public demand to be involved in decision making and the challenge is to develop public participation plans and for them to be given priority in decision making.

Manaaki Whenua Landcare Research, *The Integrated Systems for Knowledge Management (ISKM)* <http://www.landcare.cri.nz/>

The focus of the ISKM framework is to provide an organised set of principles and methodologies which guide our actions as we go about "managing" the information needed to address real-world problem situations.

The need for collaborative environmental approaches supported by well-managed information is especially important in communities, where human and financial resources are often limited. By focussing on the improved use of information within a collaborative approach, people can broaden the scope of their actions and address issues previously beyond their capacity. The Integrated Systems for Knowledge Management (ISKM) is such an approach. It is designed to improve links between research and management and policy. By building on principles of systems thinking and "learning by doing", ISKM helps develop the knowledge and action needed to bring about constructive change in "real" situations.

The ISKM approach can be applied for different purposes, and at different stages of the project management cycle. It can be used as a guide to construct a collaborative effort to help address a particular problem (e.g. manage an invasive weed), or develop an adaptive approach for communities wishing to develop an information system to help the identification, adoption, and ongoing refinement of best management practices (e.g. for grasslands or riparian management). Equally, ISKM can be used as an evaluation framework for those wishing to help communities assess programme effectiveness. In this latter regard the framework helps by providing a list of key steps required for the success of community-based natural resource management programmes.

McDonald Jan, 1999, *Mechanisms for public participation in environmental policy development - lessons from Australia's First Consensus Conference*, Environmental and Planning Law Journal, June 1999 v16 i3 p258.

Law and policy makers have long searched for the best means by which to facilitate public input in the development of public policy. The mechanisms used most commonly today are parliamentary inquiries, commissions of inquiry, and processes of public notice and comment. These mechanisms emanate from government, and usually occur towards the middle or end of policy development. The scope for participation is often limited to rubber-stamping or, at best, fine-tuning a predetermined government position. At earlier stages, public input is obtained using mainly informal and unaccountable processes. Apart from the timing and style of public input, most lay individuals consider themselves ill-equipped to comment upon a document that has been prepared by "experts", especially when it pertains to complex scientific or technological issues. Thus, debate tends to become polarised and dominated by key stakeholder groups, who collectively are assumed to represent the general public.

The first Australian Consensus Conference, held in Canberra in March 1999, provides a valuable model for those seeking to improve the process and overall quality of public input into policy formulation. Consensus conferencing is "a method of assisting citizens to participate in an informed way in the debate and formation of public policy about complex and challenging issues".

The key players in the process are a panel of lay persons who are selected to represent a broad cross-section of Australian society, like a citizens' jury. Their final report, or "judgement" represent the outcomes of the conference.

Monitoring as an integral part of management and policy making

<<http://www.oneworld.org/iied/pdf/sar12/htm>>

This paper describes the key elements required to maintain a successful community-based environmental monitoring programme to help those entrusted with the responsibility of managing our natural resources. It also seeks to illustrate how these elements can be brought together within a framework for collaborative learning and knowledge management.

O. McGarity, *Public Participation in Risk Regulation*,

<<http://www.fplc.edu/risk/v011/spring/mcgarity.htm>>

This article explores the need for public participation in regulatory decisions, the different "publics" that claim rights of participation in risk regulation, and explored several models of participation. The paper accepts the premise that public participation is necessary and desirable, but it suggests that, in the complicated climate on the 1990s, serious thought should be given to the appropriate role for different publics in different regulatory proceedings.

Seekings, D., 1989, *How to Organize Effective Conferences and Meetings*, Kogan Page Ltd., London.

The book functions as a practical step by step guide to the organisation and management of conferences and meetings, as the title suggests. The importance of careful planning and organisation to achieve success is a key issue in this text.

Tasks are addressed from the basis of the planning for the meeting eg. Venue, Programme etc. to the Paperwork and marketing of the event. The book functions as a checklist for the organizer with the practical steps to follow.

Sinclair John & Smith Doreen, 1995, *Multi-stakeholder decision making and management: Manitoba Model Forest*, Manitoba Model Forest Inc, Pine Falls, Manitoba

The Canadian Model Forest Program was established under the Partners in Sustainable Development of Forests of Canada's Green Plan. In keeping with the theme and stated importance of 'partnerships', the Manitou Abi Forest Proposal identified that project management would be directed by a Partnership Model. The operation and effectiveness of the multi stakeholder management structures of each Model Forest has become a very critical aspect of the Model Forest Program.

This report documents the evolution of and future direction for, partnership building and multi-stakeholder decision making and management among partners in the Manitoba Model Forest.

UNDP, [Empowering People - A Guide to Participation](http://www.undp.org/csopp/paguide.htm)
<<http://www.undp.org/csopp/paguide.htm>>

The Guidebook has been prepared primarily as a means to brief and to inform UNDP staff promoting participation in UNDP programmes, but is suitable for anyone interested in this field. It is not an academic text but one which seeks to explain the various dimensions of participation in a way that readers can build on and develop according to the demands and context of their work. For this reason the text contains few references and no footnotes and can be read easily without these distractions.

Weisbord, M., 1992, *Discovering Common Ground: How Future Search Conferences Bring People Together to Achieve Breakthrough Innovation, Empowerment, Shared Vision and Collaborative Action*, Berrett-Koehler Publishers, San Francisco.

The concept of the 'search conference' and strategic management is the purpose of this book. Weisbord addressing how you can use strategic conferences, based on discovering common ground and imagining ideal futures, to improve planning within all sectors, group methods of discovery, analysis and dialogue that broaden our global perspectives, utilise self management and lead to committed action. The book aims to provide the reader with the theories, methods and skills needed to organize strategic conferences.

Woodhill J and Robins L, [Participatory evaluation for landcare and catchment groups: A guide for facilitators](http://www.greeningaustralia.org.au/) <<http://www.greeningaustralia.org.au/>>

This very practical guide by Jim Woodhill and Lisa Robins, of Greening Australia, is designed to provide assistance to people who are working at the interface between community groups and government. The guide outlines basic evaluation concepts, explains how to design and undertake a participatory evaluation, discusses how to make evaluation a valuable learning experience for groups, and introduces a series of practical techniques that will enhance community participation.

PUBLIC PARTICIPATION MANUALS

Bureau of Land Management (United States), Natural Resource Alternative Dispute Resolution Tool Kit <http://www-a.blm.gov/nradr/>

This tool kit provides a guide for the use of alternative dispute resolution (ADR) techniques in natural resource management. It includes the potential applications for ADR in the Bureau of Land Management, the levels of ADR, when ADR is appropriate, guidelines for procuring neutrals, guidelines for convening an ADR event, ground rules, styles of commonly used ADR processes, ethics and conduct for implementation of ADR, case studies and sample ADR agreements.

Conner, D., 1997, *Constructive Citizen Participation: A Resource Handbook*, Development Press, Victoria, BC.

Conner's Resource Handbook is sectioned into the following categories; Overview, addressing the general organisational requirements and demands of undertaking public participation, methods for involving the majority and trends in public participation. Operational techniques, addressing a variety of techniques used in participation. Management considerations, addressing issues of participation and organizational management, evaluating public participation and project management. Social impact assessment and community management.

Case studies facilitate the understanding of principals and techniques described in the preceding chapters and address a variety of applications of public participation techniques and outcomes. Case studies include examples from natural resource management.

Dobson C, *The Citizen's Handbook - A Guide to Building Community in Vancouver*.

The Citizen's Handbook is deigned for citizens, to encourage more active participation in community decision making. It includes sections on community organising, research, planning and evaluation. It provides some useful information on ways to get people involved, keeping people involved, running meetings and facilitating workshops. It also includes case studies and a literature review of successful projects in North America.

Environmental Protection Agency (United States), The Green Communities Assistance Kit <<http://www.epa.gov/region03/greenkit/>>

This kit has been developed and is provided by the United States Environmental Protection Agency (EPA). The kit provides a range of tools and processes for helping communities set goals (visioning), develop action plans to improve their local environment, and carry these through to implementation.

Ministry of Natural Resources (Ontario), *Forest Information Series A Guide to Forest Management Planning*, MNR, Ontario

This booklet is designed to provide information to the community about forest management planning in Ontario. The booklet includes information on:

- The background to forest management planning.
- Planning for healthy forests.
- The forest management planning team.
- The public consultation phases in the planning process.
- The opportunities the community has to resolve issues.
- Compliance and enforcement in the forest.
- The methods used to monitor the results of forest management.
- The legal authority for planning.

Seekings, D., 1989, *How to Organize Effective Conferences and Meetings*, Kogan Page Ltd., London.

The book functions as a practical step by step guide to the organisation and management of conferences and meetings, as the title suggests. The importance of careful planning and organisation to achieve success is a key issue in this text.

Tasks are addressed from the basis of the planning for the meeting eg. Venue, Programme etc. to the Paperwork and marketing of the event. The book functions as a checklist for the organizer with the practical steps to follow.

Pathway: Australian Capital Territory Government Intranet Consultation Manual
<<http://www.act.gov.au/government/department/cmd/comliaison/consult/fore.html>>

This consultation manual has been developed to help ACT Government agencies plan more effective consultation initiatives. It includes information on why government agencies need to consult with the community, what issues require consultation, planning a consultation strategy, defining the aims and parameters of the consultation process, preparing a statement of intent, targeting the right participants, timing consultation, preparing a budget, choosing appropriate methods, and information on contacting stakeholders and consultation tools. It also provides a guide on how to evaluate a consultation process.

The Oregon Citizen Involvement Advisory Committee *How To Put The People In Planning*, The Oregon (United States) Department of Land Conservation and Development, Oregon.

This document is a “how- to” manual about public participation in land use planning. The manual is designed to help planners and government officials carry out citizen involvement, and provide information to non-planners, especially those who serve on committees. The document addresses the following issues: what is citizen involvement?; what is a citizen involvement program?; the framework for citizen involvement (state and local); key statutes and rules; common issues and problems; and ways to put the people in planning (planning for effective citizen involvement; getting information to the public; getting information from the public; exchanging ideas and information with the public and working with the media).

The World Bank, *The World Bank Participation Sourcebook Environmentally Sustainable Development*, The World Bank Washington, DC.

This sourcebook aims to help World Bank Task Managers, and those who work with them support participatory processes in economic and social development projects. It includes information on the themes and common elements of participation, and the importance of using participatory approaches. It provides examples of the implementation of participatory practices from a wide range of case studies it gives pointers in participatory planning and decision-making, and describes a range of participatory methods.

The United States Environmental Protection Agency - *RCRA Expanded Public Participation and Revisions to Combustion Permitting Procedures*.

The RCRA Public Participation Manual is a users manual for public participation activities in the United States Environmental Protection Agency Permits Branch. The manual provides an overview of how the public participation process works in the RCRA permitting process, and identified ways in which citizens, regulators and industry can make it better.

The manual primarily provides information on the public participation activities that are required by U.S. federal regulations, specific details about public participation activities and outlines the EPA's current policies.

The following chapters provide some useful information regarding public participation:

- Chapter 2 – Guidelines for a Successful Participation Program. Introduces some basic participation concepts and principles that are encouraged.
- Chapter 3 – Public Participation in RCRA Permitting.
- Chapter 5 – Public Participation Activities – How to do them. Provides descriptions of public participation techniques – required and optional, formal and informal.

The Regional and Environmental Centre for Central and Eastern Europe, *Public Participation Training Participant Workbook* - REC: Manual on Public Participation <<http://www.rec.org/REC/Publications/PPManual/FeeBased/ch11.html>>

This is a training manual which aims to provide workshop participants or readers with knowledge and basic skills in:

- understanding of who the key environmental stakeholders are in their area, the diversity of priorities and opinions among different sectors, and the benefits of cooperation and partnerships in decision making;
- an understanding of the general guiding principles and relevance of public participation in environmental decision-making;
- an understanding of the current status of public participation;
- an understanding of the legal and non-legal framework for participation; and
- the manual includes some useful worksheets including:
 - 'Individual expectations' – what do you expect from this process;
 - 'Group expectations' – the expected behaviour of participants;
 - Responsibilities in the process; and
 - Appropriate level of participation.

UK Department of the Environment, transport and the Regions. *Guidance on Enhancing Public Participation in Local Government*
<<http://www.local-regions.detr.gov.uk/epplg/1.htm>>

This document is a guide to help officers and members in local authorities to plan and advance their approach to public participation. The issues addressed in the document include: why participation is important; the dilemmas and difficulties of participation; the need to develop and communicate a strategic approach to participation; the requirement to build capacity for participation; and the need to ensure that participation is built into the internal agency structure as well as within partnerships with other agencies.

UNDP, *Empowering People - A Guide to Participation*
<http://www.undp.org/csopp/paguide.htm>

The Guidebook has been prepared primarily as a means to brief and to inform UNDP staff promoting participation in UNDP programmes, but is suitable for anyone interested in this field. It is not an academic text but one which seeks to explain the various dimensions of participation in a way that readers can build on and develop according to the demands and context of their work. For this reason the text contains few references and no footnotes and can be read easily without these distractions.

Wilcox D, 1994 *Public participation guide*, Partnerships Online Website
<<http://www.partnerships.org.uk/guide/intro.htm>>

This guide provides a brief overview of participation theory and then provides an A to Z “cookbook” of participation techniques. It considers ways to choose appropriate participation techniques, and provides information on the different levels of participation, from information provision, to supporting local initiatives. It outlines the main phases of participation, and the preparation that is required to be successful, a cross-reference from participation problems to techniques. It also provides useful sections on building trust and partnerships, with information sheets about how to create and run development trusts.

USEFUL LITERATURE ON CONFLICT RESOLUTION

Charlton R & Dewdney M, 1995, *The Mediator's Handbook Skills and Strategies for Practitioners*, LBC Information Services

This handbook provides an overview of the mediation and conflict management movement and a diverse range of theories, practices, literature, organisations, training and legislation dealing with conflict management. It also gives a useful, a step by step description of a mediation process.

Fisher T, 1998, *4th National Mediation Conference Proceedings Melbourne - April 1998*, La Trobe University

This report includes all of the papers presented at the National Mediation Conference. It includes papers on how to negotiate with difficult people, training and skill development and provides a range of papers on culturally sensitive mediation, including mediating with Indigenous people.

Smith Doreen L, 1994, *Conflict Resolution - An Annotated Bibliography*, Manitoba Model Forest Inc, Ontario

This annotated bibliography provides a comprehensive list of references focusing on the topic of conflict management with special emphasis on environmental issues. The material is categorised into the following sections:

- Co-management.
- Conflict resolution.
- Consensus.
- Ecosystems.
- Forest management.
- Mediation.
- Resource management.

O'Leary R & Yandle T, 2000, *Environmental Management at the Millennium: The Use of Environmental Dispute Resolution by State Governments*, Journal of Public Administration Research and Theory, Jan 2000 v10 i1 p137.

Environmental management literature is ripe with normative pleas to increase the roles of the lay public and interested stakeholders in the resolution of environmental disputes.

WORKING WITH ABORIGINAL COMMUNITIES

Council for Aboriginal Reconciliation, Partnerships in Reconciliation, available at: www.austlii.edu.au

This document provides guidance on developing partnerships with Aboriginal communities. It includes examples on joint management in national parks, land use agreements, business and local government projects.

Council for Aboriginal Reconciliation, *Giong Forward: Social Justice for the First Australians*, available at: <http://www.austlii.edu.au/au/orgs/car>

This publication includes information on Aboriginal empowerment, cultural integrity and heritage protection, ownership and access to land, management of national parks and rights to camp, hunt, gather and fish.

Craig & Ehrlich et al, 1996, *Indigenous Participation in Common wealth Environmental Impact Assessment*, Environmental Protection Agency

This report provides an overview of the involvement of indigenous people in environmental impact assessment. It outlines a range of proposals where indigenous Australians might have particular interests or concerns, and gives examples of indigenous involvement in case studies from around Australia and overseas.

DRD, *Working with Aboriginal Communities, A Practical Approach*, Department of Resources Development, WA.

This booklet is a practical resource providing information on how to involve Aboriginal people in the early stages of resource development projects. It outlines a step by step approach to enhance cooperation between company representatives and Aboriginal people on sensitive issues. It includes information on preparation, approaching the community, meeting and discussing issues with the community, information on significant sites, and the current legal framework to work within.

Jacobson A, Dala Giru and, Lamb Lara, *Wunggomalli Model[C]: a consultative model and database for cultural heritage management in the Great Barrier Reef Marine Park*, Australian Aboriginal Studies, Spring 1999 v1999 i1 p51.

The Giru Dala Council of Elders Aboriginal Corporation have offered a model describing methods of involvement, consultation and communication between Aboriginal organisations and government agencies over matters of cultural resource use and management.

Aborigines and the Queensland Parks and Wildlife Service employ this model in negotiations over issues of natural resources and cultural heritage regarding the Great Barrier Reef.

Jalinardi Ways: Whitefellas Working in Aboriginal Communities prepared by F. Crawford and published by Curtin University (1989)

Partnerships in Reconciliation, Council for Aboriginal Reconciliation, available at: www.austlii.edu.au

Working with Aborigines in Remote Areas, prepared by S. Forrest and J. Sherwood and published by Edith Cowan University (1988)

Wunggomalli Model[C]: A consultative model and database for cultural heritage management in the Great Barrier Reef Marine Park, by Jacobson A, Dala Giru and, Lamb Lara, *Australian Aboriginal Studies*, Spring 1999 v1999 i1 p51.

USEFUL LITERATURE ON ADAPTIVE MANAGEMENT

Allen W J, Bosch O J H & Gibson R G, *Integrated and participatory research sustainable agriculture: farmers and scientists working together to achieve more sustainable land management*, Conference paper presented at the 1995 North American Farming Systems Research-Extension Symposium: Linkages among Farming Systems and Communities. Ames, Iowa, 5-8 November.

This paper provides an outline of the principles and implementation of participatory programs in agriculture research and development. It contests that involving the community in participatory research is essential if sustainable land management issues are to be resolved in a constantly changing environment. It represents an opportunity to provide the learning environments which enable all those involved to develop a more holistic perspective, within which they can make their particular contribution.

Adaptive management approaches provide science with the opportunity to learn from the experiences gained within enterprise and catchment-level systems. Participatory research allows scientists a better feeling for how their research field fits into the total system, and provides an appreciation of management concerns and issues. At the same time, formal involvement in the linked processes of monitoring and adaptive management mean that land-managers acquire greater technical expertise - building on both collective local knowledge and an associated scientific awareness of their particular environment.

Although such a co-operative venture may not be able to offer definitive solutions to such elusive issues as sustainability, it can begin to offer a variety of knowledge-based tools and possible courses of action to enable the community to make better informed decisions. In turn, as communication flows between different sectors of the community are expanded and improved, the level of conflict surrounding a number of land management issues should be minimised. In this way, the process also provides a mechanism to deal with resource-related conflicts that are focussed more on values than facts. Accordingly, this participatory approach represents a framework through which different segments of society can cooperate to develop and work towards a more coordinated set of environmental goals.

Baskerville G, Adaptive Management Wood Availability and Habitat Availability, *Forestry Chronicle*, 61: 171-175.

Adaptive management uses well-defined feedback loops to design actions and track the effects resulting from actions. The adaptive process maximises the managers' learning about the system, and is consequently a safe approach to initiating management in complex systems. By its nature adaptive management requires quantitatively explicit hypothesis about system function and structure. This requirement is both the greatest limitation to its use and the greatest benefit. The emerging application of the adaptive approach in the control of wood availability is discussed and comparison is drawn to the control of wildlife habitat availability.

Borman et al: 1995, *Adaptive Management, Best Management Practices, Or Both? Operational Practices to Obtain Sustainability*, SAF national Conference.

This paper explores active adaptive management, indicating that active adaptive management and best practices can be combined if we accept more than one best practice – several to many, depending on the adequacy of existing knowledge and whether objectives are open to multiple interpretations. Multiple best practices can be compared by establishing “management experiments” with treatments that are sets of practices or prescriptions. Replication and random allocation of treatments to stands or watersheds known to be similar can help to refine practices and policies and determine the importance of site. This kind of active adaptive management is being pilot tested in coastal Oregon on Federal forest lands.

Bosch O.J.H., Allen W.J., Williams J.M. and A.H. Ensor [An integrated system for maximising community knowledge: Integrating community-based monitoring into the adaptive management process in the New Zealand high country](http://www.landcare.cri.nz/)
<<http://www.landcare.cri.nz/>>

This paper describes the development of a process to facilitate the identification and introduction of sustainable land management practices in the high country of New Zealand. The process was designed to gather and structure community knowledge (both local and scientific) into a single, accessible decision support system (DSS). The development and provision of appropriate, and user-friendly monitoring tools is supported. An outline is given of how this integrated system can be used to integrate monitoring with adaptive management. Special reference is made to how this process is used as a large-scale ecological "experiment", to enhance continually the knowledge base available for land use decision-making in the South Island high country of New Zealand.

Bormann, B.T., P.G. Cunningham, M.H. Brookes, V.W. Manning, and M.W. Collopy. 1994. *Adaptive management in the Pacific Northwest*. General Technical Report PNW-GTR-341, Pacific Northwest Research Station, USDA Forest Service, Portland, Oregon. 22pp.

A systematic approach to adaptive management is proposed to simultaneously manage at the regional, provincial, and watershed scales and to reorganize the activity of agencies to better support the concepts of adaptive management. Reorganizing management activities into these four groupings is recommended: adjustment (expanded decision-making); linked, not single actions; feedback, including monitoring; and information synthesis. A major new focus for the collaborative decision process is to identify and set priorities among possible future adjustments. Linked actions that integrate management and research would then be designed to produce the information needed to decide whether to make proposed adjustments. Feedback and information synthesis will follow to facilitate and inform future decisions. The strategy requires making better decisions; improving public participation; and developing science-based management.

British Columbia Ministry of Forests, *An Introductory Guide to Adaptive Management*, Victoria, British Columbia, Canada

This guide provides an introduction to the principles of adaptive management and gives guidance on problem assessment, designing, implementing, monitoring, evaluating and adjusting management plans. It also provides an overview of adaptive environmental assessment and management workshops, the likely barriers to adaptive management, definitions of adaptive management and adaptive management references.

Halbert, C.L. 1993, *How adaptive is adaptive management? Implementing adaptive management in Washington State and British Columbia*. *Reviews in Fisheries Science*, 1: 261-283.

This paper provides an analysis of constraints to the effective implementation of adaptive management from a sociological and institutional perspective. Successful implementation of adaptive management requires management to take risk prone actions while providing institutional patience and stability. The experimental nature of adaptive management requires managers and politicians to redefine success so that learning from error becomes an acceptable part of the learning process. In addition, information must be collected and analysed over time frames that often exceed the typical tenure of politicians. There is also need for clearly established goals and decision criteria that will allow for accountability and evaluation of how goals are being met. The paper also defines adaptive management.

Nyberg, J.B. and B. S. Taylor. 1995. *Applying adaptive management in British Columbia's forests*. In *Proceedings of the FAO/ECE/ILO International Forestry Seminar, Prince George, BC, September 9-15, 1995*, pp. 239-245. Canadian Forest Service.

Adaptive management offers forest managers the potential to learn rapidly from the results of operational policies and practices as they are being implemented, and thus to keep pace with the rapidly changing demands of industrial and public clients. Despite published examples of the successes of adaptive management in other fields, it has seldom been applied rigorously to forestry issues. The BC Forest Service is now developing a province-wide initiative that aims to establish adaptive management as a standard approach to situations in which the optimal policies or practices are uncertain.

Adaptive management is defined as a formal process for continually improving management by learning from the outcomes of operational plans. Critical steps in the process include:

1. acknowledging uncertainty about what policy or practice is "best" for the particular management issue,
2. thoughtfully selecting the policies or practices to be applied,
3. carefully implementing the plan of action,
4. monitoring key response indicators,
5. analyzing the outcome in light of the original objectives, and
6. incorporating the results into future decisions.

So-called "active" adaptive management, in which alternative policies or practices are compared through operational experiments, is the most powerful variation of the concept.

Adaptive management can be an important supplement to forest research programs, especially where demands for change do not allow the luxury of intensive, process-level research before starting widespread implementation of new approaches. Current issues in British Columbia that have been identified as high priorities for testing through adaptive management include: harvesting techniques and silvicultural systems that provide alternatives to conventional clear-cutting; methods for protecting riparian habitat and streams; landscape and stand-scale practices for maintaining biological diversity and sensitive wildlife values; and watershed restoration techniques. A number of projects, which demonstrate the application of adaptive management to wildlife, timber, and vegetation competition issues are currently in operation in the province.

Taylor B, Kremsater L, Ellis R. 1997: *Adaptive Management of Forests in British Columbia*, Silviculture 426, BC Ministry of Forests Forestry Division Services Branch, British Columbia

The purpose of this paper is to provide an overview of adaptive management: what it is, what some its potential benefits are, and what problems have been or might be faced in trying to implement it effectively. The paper also outlines the key elements of adaptive management and some tools that can help in applying it. The paper is not a “how to” manual, nor does it make recommendations about if or how adaptive management should be implemented.

Walters, C. 1997. *Challenges in adaptive management of riparian and coastal ecosystems*. *Conservation Ecology* [online]1(2):1. Available from the Internet. URL: <http://www.consecol.org/vol1/iss2/art1>

Many case studies in adaptive-management planning for riparian ecosystems have failed to produce useful models for policy comparison or good experimental management plans for resolving key uncertainties. Modeling efforts have been plagued by difficulties in representation of cross-scale effects (from rapid hydrologic change to long-term ecological response), lack of data on key processes that are difficult to study, and confounding of factor effects in validation data. Experimental policies have been seen as too costly or risky, particularly in relation to monitoring costs and risk to sensitive species. Research and management stakeholders have shown deplorable self-interest, seeing adaptive-policy development as a threat to existing research programs and management regimes, rather than as an opportunity for improvement. Proposals for experimental management regimes have exposed and highlighted some really fundamental conflicts in ecological values, particularly in cases in which endangered species have prospered under historical management and would be threatened by ecosystem restoration efforts. There is much potential for adaptive management in the future, if we can find ways around these barriers.

USEFUL WEB SITES

<http://www.pin.org/>

The **International Association for Public Participation Website**. Contains:

- General information
- Publications
- Conference information
- 'Participation happenings'

<http://www.parnet.org>

The **Participatory Action Research Website**, located at Cornell University, Ithaca, U.S.A, contains:

- PAR events at Cornell & around the world
- Institutions, course offerings and faculty
- Publications
- Practical advice and techniques

<http://www.oneworld.org/iied/resource>

The **Participatory Learning and Action Website**, located at Sustainable Agriculture Programme, IIED, London, UK, contains:

- Information on application on PRA methods (sectoral and regional examples)
- Lists of PRA practitioners
- Information on various other participatory methodologies

<http://www.ids.ac.uk/eldis/eldis.html>

Eldis is a gateway to information on development or the environment. Some of the information it contains is:

- Large collection of descriptions & links to databases, full text materials, library catalogues, gopher sites, discussion lists
- Participation/PRA information sources

<http://www.fao.org/waicent/faoinfo/sustdev/ppdirect/pphomepg.htm>

- The **Food and Agriculture Organisation Website**, located in the People's Participation section of Sustainable Development Dimensions which is a service of the Sustainable Development Department of FAO, in Rome, Italy, contains:
- Plan of Action for people's participation in rural development
- FAO People's Participation Programme
- Ongoing participatory project and research activities supported by FAO rural institutions & participation service (SDAR)
- Case studies
- Special -- toward sustainable food security

<http://www.worldbank.org/html/edi/sourcebook/sbhome.html>

The **World Bank Participation Sourcebook Website**, located in the World Bank, Washington D.C., USA, contains:

- Forward, Table of Contents, What is the Participation Sourcebook
- Chapter I - Reflections: What is participation?
- Chapter II - Sharing Experiences - Examples of Participatory Approaches
- Chapter III - Practice Pointers in Participatory Planning & Decision Making
- Chapter IV - Pointers in Enabling the Poor to Participate
- Appendices

<http://www.oneworld.org/oda/>

The **Overseas Development Administration Home Page**, located in London, UK. The following technical notes are available here:

- Guidance Note on How to do Stake Holder Analysis of Aid Projects and Programmes
- Guidance Note on Indicators for Measuring and Assessing Primary Stakeholder Participation
- Note on Enhancing Stakeholder Participation in Aid Activities

<http://www.idrc.ca/corp/idrc.html>

The **International Development Research Centre**, public corporation created by the Canadian parliament to help researchers & communities in the developing world find solutions to their social, economic and environmental problems. Contains:

- Projects
- Networks
- Publications
- Documents

<http://www.ids.ac.uk/index.html>

Devline, located at the International Development Studies Department of the University of Sussex, UK. Provides information on issues of economic, social and sustainable development from the IDS and the British Library for Development Studies. Contains:

- Databases
- DS research, teaching, training, publications, events
- A large library on Participatory Rural Appraisal and other participatory approaches
- (for web site specifically on PRA, see <http://www.ids.ac.uk/pramain.html> - this also includes names and addresses of key people and organisations for PRA throughout the world)

<http://www.info.usaid.gov/agency/part-devel/partdev.html>

The **USAID Participation Page**, located in Washington D.C. Contains:

- Administrators statement of principles on participatory development
- Participation Forum papers which encompasses USAID activities taking place at levels of the agency.

<http://www-a.blm.gov/nradr/>

Bureau of Land Management Web Site, United States, includes:

- Information and a resource kit on Alternative Dispute Resolution in Natural Resource Management.

<http://www.epa.gov/region03/greenkit/>

Environmental Protection Agency (United States). The site contains:

- Information on the development, and includes a kit providing a range of tools and processes to help communities set goals, develop action plans and implement community environment programs.

<http://www.act.gov.au/government/department/cmd/comliaison/consult/fore.html>

Australian Capital Territory Government Intranet Consultation Manual. This site includes:

- Documents: A consultation manual developed to help ACT Government agencies plan more effective consultation initiatives.

<http://www.rec.org/>

The Regional Environmental Centre for Central Eastern Europe. This site includes:

- Documents: The Public Participation Training Participant Workbook and Manual on Public Participation.

<http://www.local-regions.detr.gov.uk/epplg/1.htm>

UK Department of Environment, Transport and the Regions

- Publications

<http://www.partnerships.org.uk/guide/intro.htm>

Partnerships Online Website. This site includes:

- Information for developing partnerships
- Documents on public participation and developing partnerships.

<http://www.landcare.cri.nz/>

The Manaaki Whenua Landcare Research Web page. Includes information on:

- Collaborative and adaptive resource management processes.

<http://www.austlii.edu.au/au/orgs/car>

Council for Aboriginal Reconciliation Website.

This site provides a plethora of information on Aboriginal reconciliation, both in Australia and overseas. It includes the reconciliation and social justice, information on and provides examples of developing partnerships with Aboriginal communities and literature on social justice.

2D

OTHER RESOURCES

The Department is establishing a Panel Contract for experienced facilitators. You can access this contract by contacting:

- Strategic Development and Corporate Affairs Division on 9389-8644.

REVIEW AND MONITORING OF MANUAL

INSTRUCTIONS FOR REVIEW AND MONITORING

WHY SHOULD THE MANUAL BE REVIEWED?

The Manual has been developed with significant input from stakeholder groups and CALM staff. The ongoing development of the Manual is important: the Manual needs to:

- Be relevant for staff;
- Becomes increasingly user friendly; and
- Reflect the public participation achievements that are being made.

HOW CAN I PROVIDE FEEDBACK?

There are two ways you can provide feedback – manually and interactively.

- Manual Feedback - If you are using a hard copy version of the Manual you can use the MANUAL REVIEW FEEDBACK FORM attached to write your comments on and send them to the appropriate person within the Department.
- Interactive Feedback - If you are using the electronic version of the Manual you can comment on the Manual directly, at the bottom of each section that you are using. Just insert your comments in the section that is headed “YOUR COMMENTS ARE WELCOME”. If you use this section you may find that there are comments from other people already in the comment section.

WHERE CAN I RECORD MY CASE STUDY?

You are encouraged to record your experiences in relation to public participation for use by other people in the Department. Learning from our colleagues is one of the most powerful tools we have.

You can fill out a CASE STUDY EVALUATION SHEET either in hard copy or electronically and send it through for incorporation into the Manual.

HOW WILL THE COMMENTS BE COLLATED AND INCOPRORATED?

The Manual will be reviewed annually by the Department and any written or electronic comments will be incorporated.

WHERE DO I GO IF I HAVE QUESTIONS?

The Division within the Department that has been responsible for coordinating the preparation of the Manual has been Strategic Development and Corporate Affairs. Any inquiries, feedback or comments should be directed to Ms Tammie Reid.

MANUAL REVIEW FEEDBACK FORM

Your feedback on this manual would be greatly appreciated. It will help us improve the manual for the benefit of all CALM staff and stakeholders.

Participation Strategy

How would you rate the Public Participation Strategy? **(1 is poor and 5 is excellent)**

Contributed to my knowledge and understanding	1	2	3	4	5
Helped me plan for my participation process	1	2	3	4	5
Helped me identify appropriate participation techniques	1	2	3	4	5
Helped me identify stakeholder groups	1	2	3	4	5
Helped me implement my participation plan	1	2	3	4	5
Helped me monitor and evaluate my participation process	1	2	3	4	5

Other comments: _____

Do you think the content of the Manual is appropriate for
CALM projects? YES/NO

Do you think the participation plan is a useful guide for
CALM officers? YES/NO

Is the structure of the participation plan appropriate? YES/NO

Resource Kit

Is the information provided in the Resource Kit:

- Helpful for identifying appropriate participation techniques? YES/NO

- Useful for the identification of literature resources? YES/NO

Have case studies contributed to your learning and understanding? YES/NO

To what extent do you think the manual will help achieve the principles identified in the Policy on Public Participation?

1 2 3 4 5

Has improved CALM's approach to public participation?

1 2 3 4 5

Other Comments

Thank you for taking time to complete this form

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