



Coastal Communities 2150

Shaping our future by the coast

Guidance Notes on Developing Tools and Approaches for Community Engagement

Prepared by CAG Consultants

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Contents

1. Introduction	2
2. Community Engagement Framework	3
3. Tools and Approaches for Community Engagement	6
3.1 <i>Potential Tools</i>	7
3.2 <i>Approaches to Engagement</i>	11
3.3 <i>Guidance Notes on Tools and Approaches</i>	18

1. Introduction

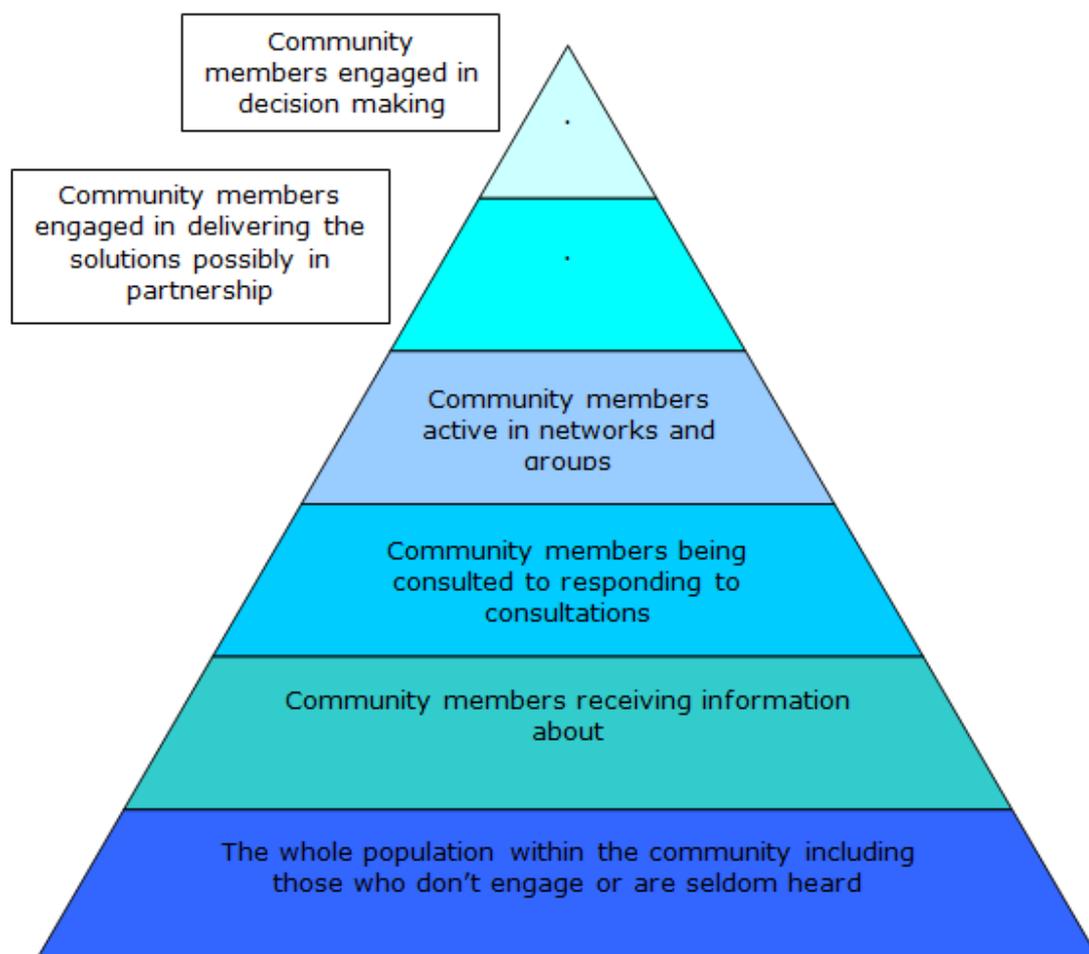
This guidance document has been produced to support those looking to develop community engagement programmes. It provides an overview of a range of engagement tools and approaches, how and when they could be used, and their effectiveness in communicating with different groups. It is therefore suggested that this document is used during the early stages of developing an engagement process. The tools and approaches identified here have been used for the Kent Coastal Communities 2150 project, engaging around 2,400 community members in the development of visions and action plans. For further information on the project visit www.kentcc2150.org.uk.

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2. Community Engagement Framework

The six level 'Pyramid of Engagement' may be seen as a framework or structure for engagement programmes. Chanan¹ suggested that community engagement operates at a "variety of levels simultaneously" and as such "could be seen as a pyramid" with multiple entry points (see Figure 1). In the pyramid, there is a small group of people in the 'upper' three levels which are directly engaged, while people on the more populous on 'lower' three levels are informed. Throughout a programme, people may move up and down the levels. As they do so, they adopt roles and attitudes towards engagement that reflect their position in the pyramid.

Figure 1 - Pyramid of engagement



¹ *Regeneration and Sustainable Communities* CDF 1999



To ensure success, a community engagement programme needs to service all levels within the pyramid. This servicing will include communication, capacity building, enablement and other support. Significantly, as one rises up the pyramid, relationships with service providers change from recipient of information in the ‘lower’ levels to active participants who influence or deliver services in the ‘higher levels’.

However, within the ‘lower’ levels of the pyramid some proportion of the population will not have opportunities to move up. These ‘seldom heard’ or ‘hard to reach’ and excluded or disenfranchised communities will need particular attention within any engagement programme. This ‘particular attention’ will need to be tailored to each groups’ needs and aimed at enabling participating in all levels of the pyramid. Details of the types support needed can be found in Figure 2.

Figure 2- Support needed at different levels of engagement

Level	Activity	Types of support needed	At all levels
Level six	Leadership	Technical assistance and strategies for maintaining dialogue with other levels in the community	<ul style="list-style-type: none"> o Enabling Inclusion o Establishing a ‘social norm’ of engagement²
Level five	Community infrastructure groups	New opportunities for community members to be involved, strategic planning, connections to networks and increased reach /improved delivery	
Level four	Informal or semi formal collective action	Capacity building, establishing of joint or common objectives, assistance in group / strategic development and connectivity	
Level one to three	Community members acting as individuals	Stimulus to get involved in activities and organisations; assistance in overcoming exclusion, making social connections and contacts, capacity and confidence building, pathway development. Assistance in setting up informal groups and social recognition of the role of the groups	

To be successful, tools and approaches for community engagement need to be tailored to serve each part of the pyramid, including those who are excluded, as would communication channels and techniques. This tailoring is as essential as the eventual programme. It will work best when community stakeholders²:

- Are involved in local initiatives and efforts to share information,
- Are knowledgeable about what is planned and have clear channels to influence plans;
- Co-operate with the engagement process and add value to it;

² Adapted from community roles in regeneration, bid



- Develop individually and as a group to enhance the atmosphere of involvement;
- Feel ownership of what is achieved and are confident in the benefits to local people.

Throughout engagement, communities add value to a your work and the engagement programme through being³:

- Beneficiaries of the outcomes of the engagement and recipient of information;
- Reflectors and representatives of local opinion and feeling;
- The source of community activity which will have an influencing, adapting impact and a value to the programme;
- A source of organisations that will help deliver the programme or work;
- Long-term partners and sustainers of the work outcomes after the life of the programme.

For your programme, the key to understanding this approach is building tools that will serve the needs of each level identified in Figure 2, while ensuring that pathways are in place for movement between levels and, crucially, communication through them. It is essential that even the most informal information gathered at level one, is reflected in the decision making at level six. Additionally it will be essential to ensure that there are processes in place to make sure that the community engagement activities are as inclusive as possible, proactively seeking out the involvement of all groups within the community.

³ Adapted from the Five roles of Community, *ibid*



3. Tools and Approaches for Community Engagement

As you begin to develop your tools and approaches, it is recommended that you start with a scoping process, to shape the potential engagement programme and identify the range of tools and resources which would be most useful and cost-effective in supporting your community engagement goals and outputs. During the scoping phase you should:

- Review background documents to gain a better understanding of the community;
- Speak to key local stakeholders; and
- Sketch out potential approaches to the community engagement process, drawing on experiences from around the UK and EU.

There are some key considerations to take into account when designing an engagement programme, including:

- Who are the main stakeholder groups you will be engaging?
- What is the local context of your programme or work – where and how does it sit within the community?
- What are the key issues relating to your programme or work?
- What are the key issues for community engagement activities relating to your programme?
- Are there any opportunities to link with other projects or initiatives already active in your area?

Based on the CC2150 project work in Kent, a number of relevant tools were identified and appraised against a set of criteria. This section includes an assessment of the identified tools, suggestions how they could be used across a variety of approaches, and detailed guidance notes for implementing the tools and approaches through your engagement programme.



3.1 Potential Tools

The table below summarises a range of tools and how they can support a variety of engagement approaches.

Tools	How to use	1.Social media campaign	2.Traditional media campaign	3. Online hub	4. Briefing wallet	5.Unstaffed exhibitions	6. Staffed exhibitions	7.Info events	8. School activities
Postcards with QR codes	Distribute through libraries, shops, events	QR codes provide access to website	Media campaign alerts people to where they can pick up postcards	Postcards direct people to website	Include postcards for people to give to others	Make postcards available to take away	Make postcards available to take away	Make postcards available to take away	Distribute postcards via book bags
Posters	Display in shops, libraries, schools, community venues	QR codes provide access to website	Media campaign encourage people to look out for posters	Posters direct people to website	x	Posters advertise exhibitions	Posters advertise exhibitions	Posters can be used to advertise events	Posters can be used by schools
Display boards	Use in exhibitions (staffed and unstaffed)	x	Media campaign directs people to exhibition	Display boards direct people to website	x	Use display boards (with materials and post box)	Display boards, plus a range of other tools	Display boards could be taken, if not in use elsewhere	Unstaffed exhibition could be held at schools, in parallel with schools activities
Website	Encourage public to	Direct people to	Media campaign	x	Briefing wallets	Boards and postcards	Display on laptop at	Display on laptop at	Direct children to



Tools	How to use	1.Social media campaign	2.Traditional media campaign	3. Online hub	4. Briefing wallet	5.Unstaffed exhibitions	6. Staffed exhibitions	7.Info events	8. School activities
	use the website, to access information and give feedback	website	directs people to website		provide off-line alternative to website. Explain option to request paper briefing wallet on website.	direct people to website	exhibition	info events (e.g. to demonstrate online maps)	website
Static maps	Resource for individual and group working	x	x	Provides access to static maps, with explanation on how they can be used	Possibly include copies of static maps	x	Provide copies for people to use/mark with feedback	Provide copies for people to use/mark with feedback	x
Online maps	Resource for individual and group working	x	x	Provides access to online maps, with explanation on how they can be used	x	x	Provide access to online maps via laptop	Provide access to online maps via laptop	Provide access to online maps via website (primary and secondary schools)
Photos	Mechanism for gathering comments on particular	x	x	x	x	x	Display photo on table, and ask people to mark.	Depending on length/format of info events,	x



Tools	How to use	1.Social media campaign	2.Traditional media campaign	3. Online hub	4. Briefing wallet	5.Unstaffed exhibitions	6. Staffed exhibitions	7.Info events	8. School activities
	locations						Record comments by photo and in location database	use photo as per exhibition	
Schools materials	Distribute to schools, with covering letter	Social media campaign could feature activities at local schools	Media campaign could feature activities at local schools	Provide access to schools materials via document section	Possibly include Fact sheet from schools materials	x	Use 'facts and figures' sheet as handout	Use board game and other activities as appropriate	x
Feedback forms	Use to gather information during the engagement process	Direct people to website, and encourage them to leave comments/ feedback	Direct people to website and phone message, and encourage them to leave comments/ feedback (online or paper)	Encourage people to complete feedback survey online, and/or leave comments	Encourage people to complete and return paper feedback form	Provide paper feedback forms and post-box, and also direct people to website to leave online feedback	Provide paper feedback forms and post-box, and also direct people to website to leave online feedback	Provide paper feedback forms and also direct people to website to leave online feedback	Possibly distribute paper feedback forms via book bags – or direct to website
Twitter and/or Facebook	Use Twitter to engage with the community, particularly younger audience and busy	Generate interest and debate	Publicise twitter account through radio and press	Publicise twitter account on the website, and vice versa	x	Publicise QR codes, linking to website and then on to social media	Publicise twitter account	Publicise twitter account	Publicise twitter account



Tools	How to use	1.Social media campaign	2.Traditional media campaign	3. Online hub	4. Briefing wallet	5.Unstaffed exhibitions	6. Staffed exhibitions	7.Info events	8. School activities
Database of interested individuals in your work area	Gradually build up a database of interested individuals, throughout the engagement process	Social media followers provide leads for database	Media campaign encourage interested individuals to make contact with the programme	Online feedback forms and comments provide leads for database	Requests for briefing wallet provide leads for database	Completed feedback forms provide leads for database	Record names and contact details of individuals interested in being involved (or being kept informed)	Record names and contact details of individuals interested in being involved (or being kept informed)	x



3.2 Approaches to Engagement

Potential approaches to integrate into community engagement programmes are summarised below. These approaches are explained in more detail with guidance notes in Section 3.3.

Approach	Introduction	Purpose/audience	Suggested tools/inputs	Outputs	Outcomes
1. Social media campaign	Raising awareness of events and activities through an organised social media programme	<p>To promote your work and raise awareness of issues in your work area, planned public engagement events and activities through a set of social media accounts such as Facebook, Twitter and others.</p> <p>Social media may be particularly useful in directing traffic to both interactive and information elements of the online hub.</p> <p>Social media may be useful as a communication tool to reach groups who would not normally engage through other routes (e.g.</p>	<p>Use QR codes on posters and postcards to drive people to the website.</p> <p>The website itself provides access to Twitter and/or Facebook, while social media can also direct people to the website.</p> <p>Twitter and/or Facebook accounts.</p>	<p>Twitter and/or Facebook comments.</p> <p>Twitter followers/ Facebook friends.</p> <p>Increased website and event visits.</p> <p>Phone messages left.</p> <p>Details of people interested to be involved.</p>	<p>Raised awareness of your work and local issues amongst key audiences.</p> <p>Increased awareness within your work of these audiences' concerns and the best ways of engaging with them, which can be fed back into planning work activities.</p>



Approach	Introduction	Purpose/audience	Suggested tools/inputs	Outputs	Outcomes
		young people, busy parents).			
2. Traditional media campaign	Raising awareness of events and activities through press, radio and TV	<p>To raise awareness of your work and issues in the area, and encourage people to visit the website/events, through local and regional media such as the press, radio and television.</p> <p>The audience is the general public in and around the work area.</p>	Press releases; feature articles; interviews; broadcasts.	<p>Increased website visits.</p> <p>Phone messages left.</p> <p>Details of people interested to be involved.</p> <p>Increased visits to exhibitions.</p> <p>Increased participation in social media.</p>	Raised awareness of your work and local issues amongst the general public, in and around your work area.
3. Online hub	Interactive website that will host information with opportunities to comment, access documents, and learn more.	<p>To provide information about your work and to increase understanding of local issues within your work area.</p> <p>To provide access for community members to tools.</p> <p>To gather feedback and</p>	<p>Online feedback forms and comments boxes.</p> <p>maps and photos.</p> <p>Downloads of resources including school resources and briefings.</p>	<p>Completed feedback forms (online)</p> <p>Comments submitted through comment boxes (online).</p> <p>Details of people interested to be</p>	<p>Raised awareness and increased understanding of your work and local issues amongst the general public, in and around the work areas.</p> <p>Through comments, increased awareness within your work of community concerns,</p>



Approach	Introduction	Purpose/audience	Suggested tools/inputs	Outputs	Outcomes
		<p>comments from members of the community; and to publicise your work events and social media.</p> <p>The audience is community members who have access to the internet, via smartphone or computer.</p>	<p>General information on your work.</p> <p>Information on events and activities.</p> <p>Local area news.</p>	involved.	<p>which can be fed back into the website content and into planning work activities.</p> <p>Information on interested individuals, to feed into work database.</p> <p>Potentially an ongoing resource for use by the communities.</p>
4. Briefing wallet	<p>Loose leaf briefing papers, in an attractive A4 wallet.</p> <p>Aim to provide summary information of the programme, local actions with some tailoring for hard to reach groups where needed</p>	<p>To provide information about your work, and to increase understanding of local issues within your work area; to gather feedback from members of the community; and to publicise programme events.</p> <p>The audience is community members who do not have access to the internet or who prefer print-based media, including 'hard to reach' groups.</p>	<p>Printed versions of selected webpages, including feedback form and return address – with information sheet tailored to 'hard to reach' groups where appropriate.</p>	<p>Completed feedback forms (paper).</p> <p>Details of people interested to be involved.</p>	<p>Raised awareness and increased understanding of your work and local issues amongst community members who do not have or use the web, including hard to reach groups.</p> <p>Information on interested individuals from these groups, to feed into work database.</p>
5. Unstaffed exhibitions	Exhibition materials to be place in	To provide information about your work, to	Display boards.	Completed feedback forms (paper)	Raised awareness and increased understanding



Approach	Introduction	Purpose/audience	Suggested tools/inputs	Outputs	Outcomes
	public spaces — without needing a person supporting.	<p>increase understanding of local issues; and to gather feedback from members of the community.</p> <p>The audience is potentially all members of the community, except those who have difficulty reading English or who are housebound.</p>	<p>Table to display materials.</p> <p>Materials to take away (e.g. postcards, leaflets).</p> <p>Materials to view in situ (e.g. briefing wallets).</p> <p>Feedback forms and postage box.</p>	<p>Details of people interested to be involved.</p>	<p>of your work and local issues amongst the general public in the work area.</p> <p>Information on interested individuals from these groups, to feed into work database.</p>
6. Staffed exhibitions	Exhibition materials to be place in public spaces or events —needing a person supporting.	<p>To provide information about your work, increase understanding of local issues; and to gather feedback from members of the community.</p> <p>The audience is potentially all members of the community who attend community events.</p>	<p>Display boards.</p> <p>2-3 tables to display materials, plus chairs.</p> <p>Materials to take away (e.g. postcards, leaflets, fact sheets).</p> <p>Materials to view in situ (e.g. briefing wallets).</p> <p>Website and online</p>	<p>Completed feedback forms (paper).</p> <p>Flags with location-specific risks opportunities (on photos).</p> <p>Maps with comments/suggestions marked on them (static maps).</p> <p>Other comments</p>	<p>Raised awareness and increased understanding of your work and local issues amongst the general public in your work areas.</p> <p>Informal feedback on the issues of interest to different stakeholders, to feed into planning later events.</p> <p>Information on interested individuals, to feed into work database.</p>



Approach	Introduction	Purpose/audience	Suggested tools/inputs	Outputs	Outcomes
			<p>maps (on laptop).</p> <p>Tools for gathering feedback:</p> <ul style="list-style-type: none"> -copies of static maps (printed) - photo (with flags) - feedback forms and postage box <p>Other feedback tools:</p> <p>log sheet to record numbers attending (by hour); notebook to record conversations and other outputs; contact list for people who express interest.</p> <p>Camera</p>	<p>(from notebook).</p> <p>Details of people interested to be involved (from feedback form and contact list).</p> <p>Record of numbers attending at different times of day.</p>	
<p>7. Information events</p>	<p>1 to 2 hours sessions sharing information with specific stakeholder groups, providing them with an opportunity to</p>	<p>To provide information about your work, to increase understanding of local issues; and to gather feedback from members of the community.</p>	<p>The tools to be used will depend on the needs of the audience and the time available. The menu includes:</p> <p>Introductory</p>	<p>Completed feedback forms (paper or online).</p> <p>Other comments and feedback (e.g. marked on static</p>	<p>Raised awareness and increased understanding of your work and local issues amongst specific stakeholder groups, particularly 'hard to reach' groups.</p>



Approach	Introduction	Purpose/audience	Suggested tools/inputs	Outputs	Outcomes
	<p>contribute their views to the process.</p>	<p>The audience is specific stakeholder groups.</p> <p>These may include:</p> <p>Groups who are disenfranchised or 'hard to reach' by other means (e.g. younger people, minority ethnic community members, members of travelling communities, residents of caravan sites, older people); and</p> <p>Key stakeholder groups with whom deeper engagement is sought (e.g. parish councils, voluntary organisations)</p>	<p>presentation or schools presentation.</p> <p>Activities from schools materials (e.g. boardgame; art activity).</p> <p>Static maps (paper copies, where appropriate).</p> <p>Online maps (on laptop – where appropriate).</p> <p>Photos (possibly with flags, where appropriate).</p> <p>Feedback forms.</p> <p>Briefing wallets and postcards to take away.</p> <p>Camera (where appropriate).</p>	<p>maps or photos or recorded on flipcharts).</p> <p>Details of people interested to be involved.</p>	<p>Informal feedback on the issues of interest to these stakeholders, to feed into planning later events.</p> <p>Information on interested individuals, to feed into work database.</p>



Approach	Introduction	Purpose/audience	Suggested tools/inputs	Outputs	Outcomes
8. School activities	<p>A curriculum pack with localised data including:</p> <ul style="list-style-type: none"> • Covering letter • Powerpoint presentation • Handout of facts and figures • Numeracy activities • Literacy activities • Art activity 	<p>To engage school children with your work, to disseminate information to families via school children; to gather creative ideas from children and young people.</p>	<p>Curriculum pack</p> <p>Postcards and feedback forms – distribute via book bags.</p> <p>Optional – display boards, if combined with exhibition school.</p>	<p>Posters (from art activity).</p> <p>Text from literacy activity.</p> <p>Increased attendance at your work events by children and their families.</p>	<p>Raised awareness and increased understanding of your work and local issues amongst children and their families, and other people using the materials.</p> <p>Materials for display at interactive planning events (e.g. posters).</p>



3.3 Guidance Notes on Tools and Approaches

This section offers more detailed guidance on implementing each approach listed in Section 3.2.

3.3.1. Social media campaign

Purpose:

- To promote your work and raise awareness of issues in your work area, and promote public engagement events and activities through a set of social media accounts such as Facebook and Twitter.
- Social media may be particularly useful in directing traffic to both interactive and information elements of the online hub.

Audience:

- Social media may be useful as a communication tool to reach groups who would not normally engage through other routes (e.g. young people and busy parents).

Timing:

- Throughout your programme, starting as soon as possible.

Brief description	Use of tools/inputs	Consultation outputs
Raising awareness of events and activities through an organised social media programme	<p>Use QR codes on posters and postcards to drive people to the website.</p> <p>The website itself provides access to Twitter and/or Facebook, while social media can also direct people to the website.</p> <p>Twitter and/or Facebook accounts.</p>	<p>Twitter and/or Facebook comments.</p> <p>Website visits.</p> <p>Phone messages left.</p> <p>Details of people interested to be involved.</p>

Don't forget:

Social media is a two-way conversation. It is tempting just to push information out through regular tweets and Facebook posts but the true power of social media is in how people engage with your communication. This engagement will bring additional insights as part of your engagement programme's overall consultation.



Social media is now an ‘embedded behaviour’ in many people’s lives, with huge percentages of people across all age, genders and ethnic groups regularly interacting with more than one platform.

Top tips:

Build a group of followers

Rome wasn’t built in a day and neither are social media followers. It can be a very slow process, but often quality is more powerful than quantity. The purpose of social media is to communicate with your target audience. Seek out key influencers in each geographical area and follow them; when they follow you back, look through their followers to find more people to follow who are in your target audience.

It might be useful to follow Twitter lists of like-minded people and join Facebook groups. This raises the profile of your work and also joins you up with target audience members.

Content

Build content around the broad subject area and not just the specifics. For people to follow you, your work needs to be authoritative about its subject area. Aim to become a port of call for followers to drop in to find engaging and interesting information to share with their followers.

Re-tweet or share other people’s content, so that your work is joining the conversation at a basic level and supporting others in the field.

Keep it up

Social media can be time consuming. Develop a reasonable do-able plan and stick to it. Investigate social media scheduling tools like Buffer that can help do some of the work for you.

Elicit Responses

Ask thought-provoking questions that people will genuinely want to respond to and respond back to them.

Keep your goals visible

Make sure that your profiles and content clearly present why you are there and the goals of your work. Put your key messages out there and ensure all contributors know them.



Follow others

When you follow your sector colleagues, contacts and participants, you'll have an opportunity to read their news; see first-hand what content is important to them; and comment, respond and further your dialogue. You should aim to be a pivotal part to the discussion, providing more opportunities to raise awareness, promote activities and seek feedback.

Tone

Be friendly and supportive to other social media participants. Always be 'the bigger person'. Remember when it's on the web it can't be taken back – even if you delete it!

Evaluate how you are doing

Use analytic sites to see how your social media engagement is going and how far you are reaching. Don't forget to look at what is actually happening and ask evaluative questions: are people engaging? Is social media getting people on to the web site? Are people coming to events in greater numbers? Re-adjust your social media plan if the outcomes are not what you need.

Outcomes:

- Raised awareness of your work and local issues amongst key audiences.
- Increased awareness within your work of these audience's concerns and the best ways of engaging with them, which can be fed back into planning your work activities.

Evaluation:

- Number of followers
- Number and content of tweets/comments.
- Analysis of web hits driven by Twitter/Facebook.
- At events, analysis of how many people heard about your work through Twitter/Facebook.

3.3.2. Traditional media campaign

Purpose:

- To raise awareness of your work and local issues, and encourage people to visit the website/events, through local and regional media such as the press, radio and television.



Audience:

- General public.

Timing:

- Throughout your programme, starting as soon as possible, with articles/broadcasts timed to publicise key events.

Brief description	Tools and inputs	Consultation outputs
Raising awareness of events and activities through press, radio and TV.	Press releases; feature articles; interviews; broadcasts.	Increased website visits. Phone messages left. Details of people interested to be involved. Increased visits to exhibitions. Increased participation in social media.

Traditional media remains an extremely accessible and useful tool to disseminate information, promote community-level debate and raise awareness of events and activities.

Top tips:

Voice and tone

Try to find a recognisable voice and tone for all traditional media activities, possibly aiming for an authoritative tone with a friendly voice. This will ensure that messages from your work become recognisable, while ensuring that the activities appear accessible to potential participants.

Key messages

Clearly define what your overarching key messages are and include these where ever possible, while also making sure the key message for each communication is also well defined, clearly articulated and to the forefront.

Make a plan

Set out when each contact needs to be made to achieve the best reaction to each key message.



Ensure information is accurate

Check and double check all dates, times, contact details and other specific information. Mistakes are easily made and less easy to put right.

Drive participants to other information sources and events

Traditional media activities are only one part of the process. They need to encourage and support input from stakeholders into the consultation. Make sure that all communication drives people to these opportunities (e.g. the website, Twitter and/or Facebook, phonline, events, briefing wallets).

Outcomes:

- Raised awareness of your work and local issues amongst the general public, in and around your work area.

Evaluation:

- Number and type of media placements.
- Audience and reach of the media used.
- At events, analysis of how many people heard about the work through local media.

3.3.3. Online hub

Purpose:

- To provide information about your work, increase understanding of local issues within your work area, to provide access for community members to static and online maps and other tools; to gather feedback and comments from members of the community; and to publicise events and social media channels.

Audience:

- Community members who have access to the internet, via smartphone or computer.

Timing:

- From launch throughout the duration of the programme.

Brief description	Tools and inputs	Consultation outputs
Interactive website that will host information with opportunities to comment, documents, and online maps	Online feedback forms and comments boxes. Static and online maps.	Completed feedback forms (online). Comments submitted



	<p>Downloads of resources including school resources and briefings.</p> <p>General information on your work, events and activities.</p> <p>Local area news.</p>	<p>through comment boxes (online).</p> <p>Details of people interested to be involved.</p>
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Top tips:

The online hub is an attractive, easy to use, resource. It should include shared pages introducing and providing information on your work. Key elements of the hub include:

- Easy to find news and event updates;
- A feedback form to allow users to submit their views on risks, opportunities and vision to the work team;
- Comment feature on all news / events pages to enable public to post comments;
- Information on potential climate impacts and their potential implications for each area;
- Links to online maps; and
- The ability for key stakeholders to post news items.

The website should, like the social and traditional media campaigns, drive people to events and activities, and to the various channels by which they can provide feedback to the programme (e.g. online and paper feedback forms; comments boxes, Twitter, phonline).

It will be very important to keep website information up to date, particularly changes in local news and events. We suggest that key local stakeholders should have access to their pages, so that they can upload news and images. This will help to develop a sense of the work ‘belonging’ to the local community.

Outcomes:

- Raised awareness and increased understanding of your work and local issues amongst the general public, in and around the work area.
- Through comments, increased awareness within your work of community concerns and the best ways of engaging with them, which can be fed back into the website content and into programme activities.



- Information on interested individuals, to feed into your work database.
- Potentially an ongoing resource for use by the communities.

Evaluation:

- Website hits and web analytics.
- Number of feedback forms completed via the website compared to other channels.
- Demographic profile of people submitting feedback forms via website, compared to other channels.
- Number of comments received via the website.
- Whether the area sites continue to be supported and updated by individuals or organisations linked to each local community, beyond the end of your work.

3.3.4. Briefing wallet

Purpose:

- To provide information about your work, to increase understanding of local issues within each area community; to gather feedback from members of the community; and to publicise events.

Audience:

- Community members who do not have access to the internet or who prefer print-based media
- Adapt content for the needs of hard to reach audiences

Timing:

- Make available from the launch and throughout the programme.

Brief description	Tools and inputs	Consultation outputs
<p>Loose leaf briefing papers, in an attractive A4 wallet.</p> <p>Aim to provide summary information of the programme and local activities, with tailoring for 'hard to reach groups' where needed.</p>	<p>Printed versions of webpage information, including feedback form.</p>	<p>Completed feedback forms (paper).</p> <p>Details of people interested to be involved.</p>



Top tips:

The briefing wallet provides community members with a summary of your work, planned events and activities. It can also include relevant information leaflets from other sources. The contents of the wallet can be adapted to offer information on particular impacts and opportunities for specific stakeholder groups. The wallet should include feedback forms to enable community members to feed their views back into the consultation process.

Content checklist

- Introduction to your work.
- Tailored information for specific groups of stakeholders.
- Information on local activities and events, including opportunities to feed in views.
- Feedback form.
- Details of how to return feedback form (e.g. return address or freepost envelope).
- Additional leaflets from other sources (where relevant).

Tailored information

For some groups in your work area, the briefing packs will be a key opportunity to become involved with the work. There may be specific groups who have been identified as 'hard to reach' or 'seldom engaging'. Having a tailored information sheet available for each of these communities allows clear articulation of your goals, and will encourage their involvement. Where appropriate, the tailored information sheets can be translated into other languages, or provided in large type. Such groups may include:

- Some younger people.
- Some members of minority ethnic communities.
- People with physical and learning disabilities.
- Members of travelling communities.
- Residents of caravan sites.
- Older people.

Distribution of briefing wallets

Briefing wallets would be made available to individuals who did not use, or preferred not to use, the online hub. Wallets could be posted to individuals who have left messages on the phonenumber, or to individuals referred by other community members. Copies could be made available at libraries, in schools, health centres, social centres and at information events with the audiences listed above. The website should publicise the option of requesting a briefing wallet, but make it clear that the wallets are intended for those who do not have web access or who prefer paper-based media.



Outcomes:

- Raised awareness and increased understanding of your work and local issues amongst community members who do not have or use the web, including hard to reach groups.
- Information on interested individuals from these groups, to feed into work database.

Evaluation:

- Number of feedback forms posted back to your team (paper versions, identified as originating from briefing wallets).
- Demographic profile of people submitting postal feedback forms, compared to other channels.
- Level of participation of ‘hard to reach’ groups in your processes.

3.3.5. Unstaffed exhibitions

Purpose:

1. To provide information about your work and to increase understanding of local issues; and to gather feedback from members of the community.

Audience:

2. All members of the community, except those who have difficulty reading English or who are housebound.

Timing:

3. Primarily the earlier stages of the programme.

Brief description	Tools and inputs	Consultation Outputs
Exhibition materials to be placed in public spaces — without needing a person supporting.	Display boards. Table to display materials. Materials to take away (e.g. postcards, leaflets). Materials to view in situ (e.g. briefing wallets). Feedback forms and postage box.	Completed feedback forms (paper). Details of people interested to be involved.



Top tips:

Unstaffed exhibitions could be held at key locations across your work area. These will provide opportunities for a wide cross-section of the public to increase their understanding and awareness of your work.

The unstaffed exhibitions will provide varying levels of interaction, depending on their location and the possibility of community volunteers staffing the stalls at times, but all should:

- Provide information on your work, planned activities and events;
- Offer opportunities for completing and returning feedback forms, and be evaluated.

Unstaffed exhibitions provide a cost effective way to communicate with stakeholders. They are really useful for people to engage in an informal and very unthreatening way.

Essentially unstaffed exhibitions are 'information out' events, with some opportunities for feeding back 'information in'. Visitors to unstaffed exhibitions need to be able to achieve three actions:

1. Read / view information.
2. Take information home, including what to do to find out more.
3. Contribute their views in easy, accessible and speedy ways.

There are two principle considerations when planning to set up an unstaffed exhibition:

1. Suitability of venues

The acceptability and accessibility of the venue is essential. You are expecting people to take themselves to the exhibition, so they need to be placed in areas with high footfall, where people are used to going and are willing and able to spend a little time. For example; a village or town hall, community centre, library, pub, supermarket entrance, school reception area or sports facility.

2. Use of community ambassadors

Spreading word about unstaffed exhibitions and encouraging attendance is crucial. A successful way to achieve this is through 'spreading the word' via local people.

As unstaffed exhibitions provide informal opportunities for all audience members to become engaged with the work, they allow for wide engagement and consultation but they do have some drawbacks. Stakeholders who are



housebound or without English reading skills, and those who do not normally engage in the written word, will not participate in such exhibitions. They also tend to be more successful in smaller communities or when placed at focal points in identifiable communities in urban areas.

In terms of audience some of the barriers of unstaffed exhibitions can be addressed through the actions of staff encouraging callers and supporting their engagement. However, seldom heard groups may still hold back from engaging in exhibitions. On the whole, staffed exhibitions allow for wide stakeholder engagement and consultation (see below).

Don't forget:

1. Pre-event awareness raising and publicity will be essential.
2. Set up – you need to plan who will erect, dismantle and staff the event.
3. Day and time - Be aware that the time and choice of day(s) on which you decide to hold your open event may affect who will be able to attend.
4. Monitoring – if an unstaffed display is to stay in one location for a length of time (e.g. library, community centre), it may help to ask a local contact to keep an eye on the display, and alert you if there are any problems, such as if feedback forms need to be collected or materials need to be replenished.

Outcomes:

- Raised awareness and increased understanding of your work and local issues amongst the general public in your work area.
- Information on interested individuals from these groups, to feed into work database.

Evaluation:

- Number of feedback forms posted back at unstaffed exhibitions (analysed by location and date).
- Demographic profile of people submitting feedback forms at unstaffed exhibitions, compared to other channels.

3.3.6. Staffed exhibitions

Purpose:

- To provide information about your work, to increase understanding of local issues; and to gather feedback from members of the community.



Audience:

- All members of the community, except those who have difficulty reading English or who are housebound.

Timing:

- Primarily the earlier stages of the programme.

Brief description	Tools and inputs	Consultation Outputs
<p>Exhibition materials to be place in public spaces or events —needing a person supporting.</p>	<p>Display boards.</p> <p>2-3 tables to display materials, plus chairs.</p> <p>Materials to take away (e.g. postcards, leaflets, fact sheet from schools materials).</p> <p>Materials to view in situ (e.g. briefing wallets).</p> <p>Website and online maps (on laptop)</p> <p>Tools for gathering feedback: -copies of static maps (printed). - photos (with flags). - feedback forms and postage box.</p> <p>Other feedback tools: log sheet to record numbers attending (by hour); notebook to record conversations and other outputs; contact list for people who express interest.</p> <p>Camera</p>	<p>Completed feedback forms (paper).</p> <p>Static maps with comments/suggestions marked on them.</p> <p>Other comments (from notebook).</p> <p>Details of people interested to be involved (from feedback form and contact list).</p> <p>Record of numbers attending at different times of day.</p>



Top tips:

Staffed exhibitions could be held at community events across your work area. These will provide engaging opportunities for a wide cross-section of the public to increase their understanding and awareness of your work.

These exhibitions should be staffed by one or more members of your team, supported by volunteers from the community if you have them. The level of staffing will depend on the expected footfall and the length of the exhibition. Most exhibitions can be held as part of wider community events which will attract high footfall, but any opportunities for high-footfall 'pop-up shops' on the high street or at local amenities should also be pursued. The exhibitions will:

- Provide information on the work, and other planned activities and events;
- Engage people in activities;
- Show them the resources available on the website, including the online maps;
- Provide information on other work activities and events;
- Offer opportunities for completing and returning feedback forms; and
- Will be evaluated.

Staffed exhibitions provide the opportunity for members of the public and other stakeholders to see what is going on or proposed, view resources, meet staff and ask questions. Essentially all exhibitions offer a relaxed and engaging environment that encourages people to have their say in unthreatening ways, at times that suit them.

For the consultation, staffed exhibitions provide an excellent opportunity to explore stakeholders' views and ideas one to one. They provide outreach to key audiences, explaining what's going on and exploring plans for the future.

The display boards and other resources are key to the success of exhibitions as all the visual aids encourage people to stop at the stall and find out more, while also creating a focus for debate and conversation with staff and other stakeholders at the stall.

There are two principle considerations when planning a staffed exhibition:

1. Staffed exhibitions require significant investment and therefore it is essential that the build-up includes effective publicity to ensure high levels of attendance from stakeholders.
2. Although feedback forms will be essential in collecting information, methods to record observations and information and ideas that emerge from conversation are also essential. The tools that we suggest using for this are the Photos, the static maps, the feedback forms and notebook. You may want to come up



with some 'seed questions' that can be used to encourage people to give their views.

Don't forget:

- Pre-event awareness raising and publicity will be essential.
- Location choice - select the best location for it to be seen by everyone.
- Set up – plan who will erect, dismantle and staff the event.
- Furniture – you are likely to need a number of tables and chairs, as well as the other materials.
- Day and time - Be aware that the time and choice of day you decide to hold your open event on may affect who will be able to attend.
- Evaluation – keep a log of how many people attend the stall, for later evaluation and to help plan staffing levels for future events
- Take photos for display on the website.

Outcomes:

- Raised awareness and increased understanding of your work and local issues amongst the general public in the work area.
- Informal feedback on the issues of interest to different stakeholders, to feed into planning later events.
- Information on interested individuals, to feed into work database.

Evaluation:

- Number of feedback forms posted back at staffed exhibitions (analysed by location and date).
- Analysis of attendance logs, including information on how people heard about the exhibition.
- Demographic profile of people submitting feedback forms at staffed exhibitions, compared to other channels.

3.3.7. Information events

Purpose:

- To provide information about your work, to increase understanding of local issues; and to gather feedback from members of the community.

Audience:

- Specific stakeholder groups. These may include:



- Groups who are disenfranchised or ‘hard to reach’ by other means (e.g. younger people, minority ethnic community members, members of travelling communities, residents of caravan sites, older people).
- Key stakeholder groups with whom deeper engagement is sought (e.g. parish councils, voluntary organisations).

Timing:

- Primarily the earlier stages of the programme.

Brief description	Tools and inputs	Consultation Outputs
<p>1 to 2 hours sessions sharing information with specific stakeholder groups, providing them with an opportunity to contribute their views to the process.</p>	<p>The tools to be used will depend on the needs of the audience and the time available. The options are:</p> <p>Introductory presentation or schools presentation</p> <p>Activities from schools materials (e.g. boardgame or art activity).</p> <p>Static maps (paper copies, where appropriate).</p> <p>Online maps (on laptop – where appropriate).</p> <p>Photos (possibly with flags, where appropriate).</p> <p>Feedback forms.</p> <p>Briefing wallets and postcards to take away.</p> <p>Camera (where appropriate).</p>	<p>Completed feedback forms (paper or online).</p> <p>Other comments and feedback (e.g. marked on static maps or photos or recorded on flipcharts).</p> <p>Details of people interested to be involved.</p>

Sessions should be interactive and discursive in nature; drawing on resources from other parts of the programme (e.g. schools materials).



‘Hard to reach’ groups

These sessions will enable your team to broaden engagement and set aside time to communicate positively with specific stakeholder groups including ‘hard to reach’ and other disenfranchised community members, who may not participate in other parts of the programme.

An absolutely key role of these sessions is to reach out to groups of stakeholders who may not engage in other ways. Therefore they need effective arrangements to support and encourage attendance: this may affect the timing and location of information sessions, and the provision of practical support such as childcare or activities for older children. The sessions should be tailored to provide a comfortable and engaging process for the target group.

Key groups that may need such extra consideration include (but are not limited to):

- Younger people,
- Minority ethnic community members,
- Members of travelling communities,
- Residents of caravan sites,
- Older people.

During the session it is essential to be as engaging as possible and to encourage active participation. It will be important to use interactive resources from other parts of the consultation process including schools materials. For example:

- An introductory presentation.
- Tools from the schools materials could be used to explore your work with youth groups;
- The photos could be used as a focus for talking with a local community.

Where appropriate, members of these groups can be encouraged to complete a feedback form, either on paper or online. Alternatively, the questions on the feedback form could be used to facilitate a group discussion, with feedback being recorded by the group facilitator – either on post-it notes, on flipchart sheets or simply on a notepad.

For groups that are ‘seldom heard’ in consultation it is often useful to think about taking your consultation to the community, rather than expecting the community to come to you. Think carefully about where people already meet and try to make best use of these opportunities, either to promote the event or hold the event. For example:

- Younger people – youth clubs, community centres, sports centres, schools, colleges.



- Minority ethnic community members – faith centres, cultural centres, community centres.
- Members of travelling communities – cultural centres and social clubs, on informal and formal sites.
- Residents of caravan sites – social centres, health centres, shops.
- Older people – health centres, social groups, luncheon clubs, voluntary sector organisations, faith centres.

Don't forget that if the timing of the consultation coincides with that of a popular local event such as a local society event or community club, it may be possible to 'piggy back' a shorter information event on to that event. This will mean that you will be guaranteed an audience.

You can encourage people to take away postcards and/or briefing wallets, either for themselves or for others unable to attend. Any briefing wallets used in these sessions could have an additional sheet adapted to the target audience (e.g. in the relevant language for a minority ethnic group; or in large print for older people with sight impairment). For some stakeholder groups (e.g. younger people), it may be appropriate to direct them to Twitter/Facebook or the website.

Key stakeholder groups

In addition, information sessions may also be useful to seek deeper consultation with highly involved or 'key' stakeholder groups such as parish councils or voluntary organisations. If time allows, these sessions could make use of:

- An initial presentation.
- Demonstration of online maps (where facilities allow).
- Facilitated discussion around the questions from the 'feedback forms', recorded on flipcharts.
- Use of 'seed questions' (see 'Staffed Workshops' above) to generate comments and suggestions which stakeholders can mark on the photos (using post-its) or on paper copies of the static maps.
- Distribution of feedback forms, for any additional comments.
- Distribution of postcards and/or briefing wallets to those who want them.
- Information about the website, social media and about upcoming events, for them to pass on to their networks.

Outcomes:

- Raised awareness and increased understanding of your work and local issues amongst specific stakeholder groups, particularly 'hard to reach' groups.
- Informal feedback on the issues of interest to these stakeholders, to feed into planning later events.



- Information on interested individuals, to feed into work database.

Evaluation:

- Number of people attending events for specific stakeholder groups, including ‘hard to reach’ groups.
- Number of people attending these events who get more involved in activities (e.g. coming to another event; posting comments on Twitter or Facebook or the website; submitting feedback forms; attending the interactive planning workshops).

3.3.8. Schools materials

Purpose:

- To engage school children with your work, to disseminate information to families via school children, and to gather creative ideas and visions from children and young people.

Audience:

- School children

Timing:

- Primarily the earlier stages of the programme.

Brief description	Tools and outputs	Consultation outputs
A curriculum pack with localised data.	Curriculum pack. Postcards and feedback forms – distribute via book bags. Optional – display boards, if combined with exhibition.	Posters (from art activity). Descriptions of vision (from literacy activity 3). Increased attendance at events by children and their families.

A curriculum pack developed around literacy, numeracy and art for school children, providing opportunities to introduce the themes of your work in lessons.

The activities can be combined with an exhibition or information session in schools which would allow students, families and staff to provide feedback through other



channels (see staffed and unstaffed exhibitions above). The contents of the pack could include:

- Covering letter.
- Powerpoint presentation.
- Handout of facts and figures.
- Numeracy activities.
- Literacy activities.
- Art activities.

Some of these materials could be used in other engagement approaches. For example:

- The powerpoint presentation could be used at information events, particularly sessions with youth groups.
- Copies of the handout can be made available at information events and exhibitions.
- The art activity could be used at craft workshops and entered into the poster competition.
- Winning entries from the poster competition could be displayed at the interactive planning workshops, and used as the basis of a poster for launching the action plan.

Outcomes:

- Raised awareness and increased understanding of your work and local issues amongst children and their families, and other people using the materials.
- Materials for display at interactive planning events (e.g. posters).

Evaluation:

- Number of schools using the materials.
- Number of children completing each activity.
- Feedback from teachers using the materials.



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Why 2150? Why communities? By working to a long-term time frame, we aim to see the wider implications of coastal change, rather than seeing only the immediate concerns. Effects of climate and coastal change are already being felt by residents around our coastlines and this project aims to help communities maximise the opportunities and minimise any risks associated with these impacts. We know that the social, economical and environmental costs of acting now to address change are far less than if we take a purely reactive position.



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**This document was produced by CAG Consultants,
Mary Anderson and Emma Cranidge as Lead Authors,
for Kent County Council:**

As part of the Coastal Communities 2150 Project

Email: ma@cagconsult.co.uk

Christine.wissink@kent.gov.uk

Phone: 0300 333 6120

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