Active Transport Investment Program
Community and Stakeholder Engagement Guide

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Queensland
Government

Contents

Background

The Active Transport Investment Program (ATIP) is a Queensland Department of Transport and Main Roads (TMR) cycling infrastructure funding program. The ATIP was established to accelerate the development of a connected cycle network across Queensland and support the Queensland Government's vision of 'more cycling, more often' as set out in the *Queensland Cycling Strategy 2017–2027*.

The ATIP consists of two main funding sub-programs:

- Cycle Network Local Government Grants (CNLGG), which supports local government to invest in local cycling networks
- Cycling Works, which invests in cycling infrastructure on the state controlled road network.

The ATIP funds delivery of the identified highest priority routes in the in the published Principal Cycle Network Plans (PCNPs).

TMR recognises that each ATIP funded project has a unique set of circumstances that community and stakeholder engagement processes need to respond to.

The Community and Stakeholder Engagement Guide does not seek to prescribe an engagement approach. Instead, it describes:

- engagement principles that TMR expects will underpin community and stakeholder engagement processes delivered as part of ATIP funded cycling infrastructure projects
- what to consider when developing an engagement approach and selecting engagement tools
- where to find information about engagement trends or how to engage with particular groups.

The development of this guide delivers Action 1.7 in the *Queensland Cycling Action Plan 2017-2019* (QCAP). Action 1.7 relates to 'investigating and implementing ways' to make sure appropriate stakeholder engagement is delivered for Queensland Government funded cycling infrastructure projects.

In developing this guide, TMR has drawn from a range of current engagement toolkits and guides. It is also informed by the outcomes of a review of stakeholder engagement processes on ATIP funded projects that was undertaken in 2018. This stakeholder engagement review captured input from:

- TMR staff, including staff that manage the ATIP and staff that deliver funded projects
- local government staff that deliver funded projects
- members of the Ministerial Queensland Cycling Advisory Group
- bicycle user group (BUG) representatives.

Before you read this guide

To apply for ATIP funding you will need to demonstrate that you understand the engagement context of your project. To do this, we recommend you complete project and engagement context questions as part of your application (Table A.1 and Table A.2 in this guide). You will also need to briefly outline and justify your engagement approach.

If your application is successful, you will need to submit an overview of your proposed engagement process to demonstrate that it meets the intent of this guide. The guide has been structured to help you design an engagement approach that meets TMR's engagement principles.

At the end of your project you may be requested to submit a completed 'Project evaluation and lessons learnt' template (Table E.1 in this guide).

About the engagement guide

What is the purpose of the engagement guide?

TMR has developed this guide to support the delivery of consistent and effective community and stakeholder engagement for ATIP funded cycling projects across Queensland.

This guide is for TMR and local government staff that deliver ATIP funded cycling projects. This guide may also be useful for community members and community stakeholders that participate, or would like to participate, in engagement processes about the design and delivery of these projects.

What is community and stakeholder engagement?

For the purposes of this guide, community and stakeholder engagement refers to involving community members and stakeholders in the planning, design and delivery of ATIP funded cycling projects, so that their input can be used to solve problems and strengthen decisions.

This definition of community and stakeholder engagement is based on the International Association of Public Participation (IAP2) definition.

What do we mean by community and who are stakeholders?

Communities can be described as 'communities of place' or 'communities of interest'. Communities of place are people who identify with a defined area e.g. a neighbourhood. Communities of interest share an interest e.g. bike riding, an experience, or a characteristic such as age or cultural background.

Community members are individuals potentially affected by, or interested in, the outcomes of ATIP funded cycling projects. Stakeholders are individuals, groups, or organisations that have an interest in bike riding and cycling infrastructure.

How will this guide help you?

Using this guide will help you to:

- make better decisions about projects by capturing and incorporating community and stakeholder expertise, local knowledge, ideas and feedback
- enhance your understanding of the local community and their perceptions of bike riding and cycling infrastructure projects
- strengthen relationships between TMR, local government, stakeholders and community members interested in bike riding and cycling infrastructure
- raise the profile of projects and build community ownership of project outcomes, leading to greater interest in projects and increased long-term use of facilities
- proactively identify and manage any potential causes of opposition to projects, bikes, and bike riders generally, which is also known as 'bikelash'
- educate stakeholders and community members about the processes used to plan, design and deliver cycling infrastructure projects, and the associated timeframes and costs
- find opportunities to raise awareness about the benefits of active travel, and how cycling infrastructure projects help to reduce traffic congestion, and improve safety and accessibility.

These outcomes will be achieved by:

- making sure that stakeholders are identified and informed about projects
- making sure that stakeholders are included in a process that provides opportunities for them to share their expertise, local knowledge, ideas and feedback about projects
- raising awareness of projects, particularly with community members who are 'riders' or 'considerers'[i] and may choose to support the project
- making sure potential bikelash is managed by proactively addressing concerns and issues
- openly and honestly communicating about the steps, timeframes and costs involved in delivering projects.
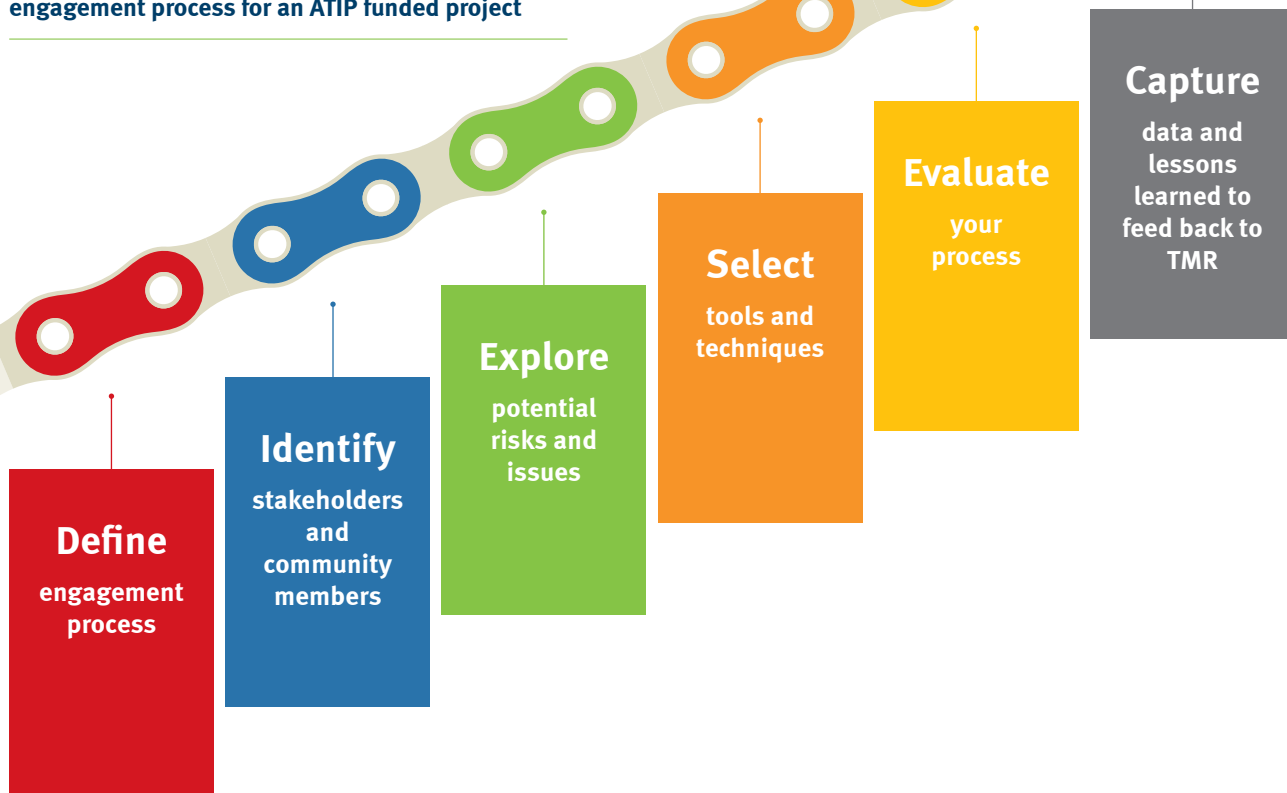
How to use this guide

TMR acknowledges that each funded project is unique from an engagement perspective depending on:

- the stage of the project (e.g. planning, design or delivery)
- the location (i.e. whether the project is located in a rural or urban area)
- the potential interest and potential impact that could arise from a project (i.e. the potential impacts on the community, visibility of the project, or the actual or perceived issues)
- the proposed design and facility type (i.e. off-road, on-road, on-road separated facility)
- the physical and natural environment
- community characteristics.

TMR and local government staff have considerable experience delivering community and stakeholder engagement processes. Many local governments also have their own community engagement toolkits that provide advice about the type of tools and techniques that are successful in their local area.

This guide does not replace those existing toolkits. Instead, it takes you through a number of steps to make sure that your process addresses TMR's engagement principles. Figure 1 describes each of these steps.

Figure 1: Using this Guide to design and deliver an engagement process for an ATIP funded project

Define engagement process

Identify stakeholders and community members

Explore potential risks and issues

Select tools and techniques

Evaluate your process

Capture data and lessons learned to feed back to TMR

1. Engagement principles

Community and stakeholder engagement adds value during every stage of a bike riding project: planning, design and delivery.

When the following principles underpin your community and stakeholder engagement approach, we are confident that your process will:

- raise awareness of, and provide information about, the project
- capture expertise, local knowledge, ideas and feedback that will help to strengthen project outcomes
- identify concerns so that they can be managed and addressed
- strengthen working relationships
- build ownership of the project
- encourage people to use your project when it is built.

TMR's engagement principles for ATIP funded projects are:

- engage early
- build robust relationships
- maintain contact
- consider local circumstances
- reflect and capture learnings.

Engage early

Community members and stakeholders have a valuable contribution to make to a project. They are more familiar with the local area than you, they may ride a bike in the area, or have a better understanding as to why people do not ride.

Engaging early will help you to understand a project's opportunities, challenges, impacts and benefits from the community's perspective, address the impacts and challenges of a project upfront, and realise the opportunities and benefits of a project. This will help you build ownership of project outcomes.

When expectations are managed well, targeted engagement prior to bidding for a project can have positive results for a project in the long-term, and build relationships with key stakeholders.

Building ownership of projects can help to create, or identify, potential project allies. These allies are often able to advocate locally for a project if the community raises issues or starts to generate bikelash.

Build robust relationships

Aim to build robust relationships with community members and stakeholders through good communication which is:

- timely
- open and honest
- user-friendly
- accurate
- two-way
- respectful.

This kind of communication, particularly face-to-face communication, will help you to manage expectations and engagement risks, identify project opportunities, and tap-into crucial local knowledge.

Respectfully, clearly and openly discussing a project allows you to explain what is negotiable, and what is not negotiable, and where a project might sit within its lifecycle. This will be particularly important if a project is in the planning stages and will not be built for many years.

Timing of engagement activities should consider whether a community member or stakeholder will be able to participate. Avoid public holidays and school holidays, where possible, and consider holding activities at times when community members and stakeholders are available e.g. after work or on weekends.

Ultimately, community members and stakeholders are after the same goal as TMR—the right cycling infrastructure, in the right place, with more people using it. Good communication will help to build the relationships that are necessary to work together to achieve this goal.

Robust relationships built on good communication are absolutely critical for TMR and local government representatives. This will support project coordination and strengthen project outcomes.

Maintain contact

Maintaining contact with community members and stakeholders will help to:

- establish an ongoing working relationship that will strengthen engagement on the next project in your area, or the next stage of your project
- maintain a connection between the project, community members, and stakeholders
- maintain awareness of the project
- manage expectations about delivery.

Ongoing contact and connection with the community should continue throughout all stages of a project's lifecycle (e.g. planning, design, delivery), between project stages, and after a project is complete.

Consider local circumstances

Each project is unique. So, remembering that one-size-does-not-fit-all is key when approaching community and stakeholder engagement. Engagement activities that worked on your last project may not work on your next.

Your engagement approach needs to be shaped by local community circumstances and environmental context. This attention to local context will help achieve better project outcomes.

Reflect and capture learnings

TMR is committed to continually improving the approach to community and stakeholder engagement for ATIP funded projects.

To improve, it is important to capture project experiences and learnings, and retain this knowledge so that it can inform future engagement processes. You will know who participated in previous project stages, what their key issues were, and how their input shaped project outcomes.
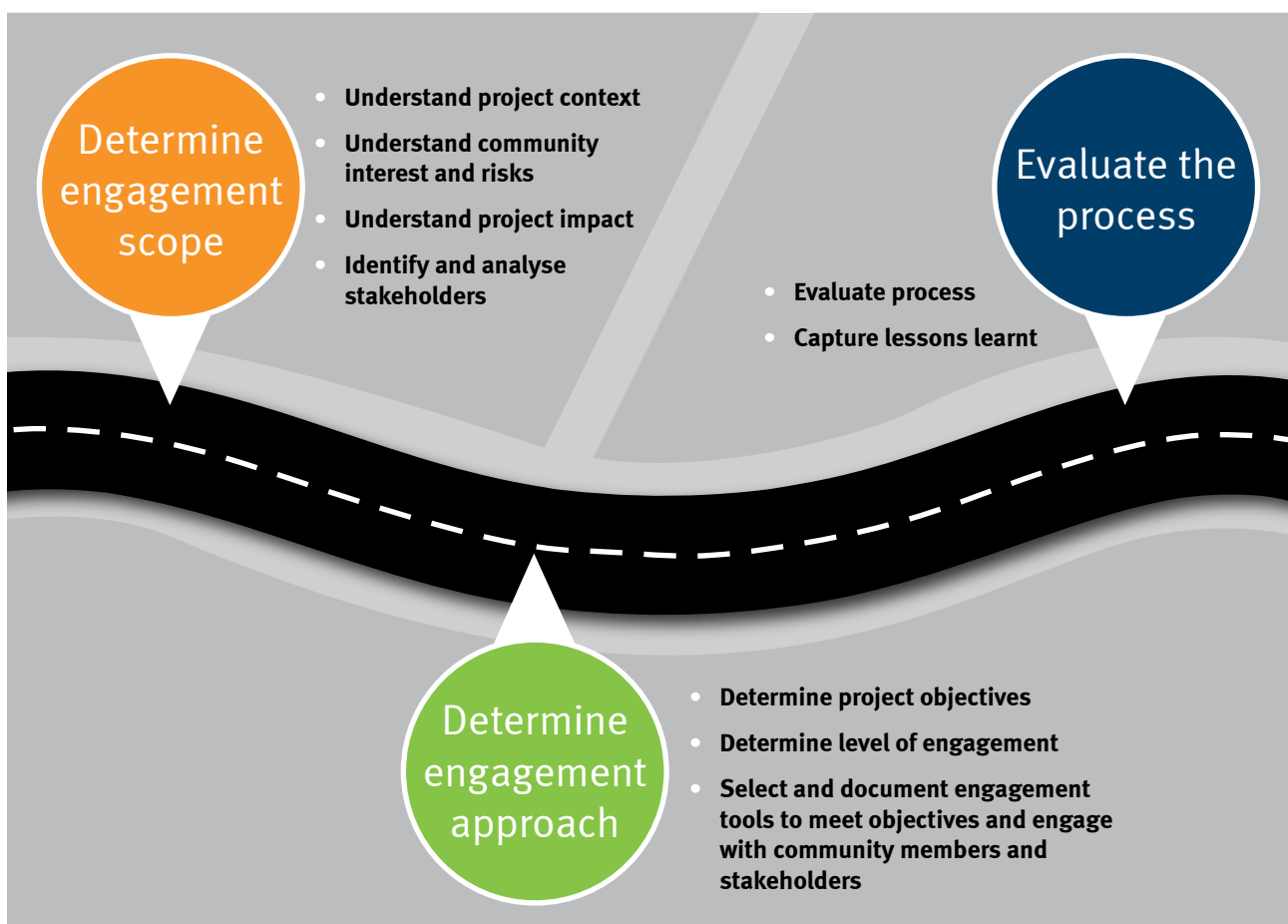
Acknowledging community and stakeholder contribution to a project's outcomes could encourage participation in future stages of the project, or in future projects in the region.

2. Developing an engagement approach

To develop a robust engagement approach that addresses your project's unique circumstances you need to understand the purpose of your engagement and the scope of your project. This will determine an appropriate level of engagement.

Figure 2 maps out the path for developing an engagement approach.

Figure 2: Developing an engagement approach

Determine engagement scope
- Understand project context
- Understand community interest and risks
- Understand project impact
- Identify and analyse stakeholders

Evaluate the process
- Evaluate process
- Capture lessons learnt

Determine engagement approach
- Determine project objectives
- Determine level of engagement
- Select and document engagement tools to meet objectives and engage with community members and stakeholders

This section of the guide steps you through the process to understand your engagement scope. Section 3 steps you through the process of selecting your tools and Section 4 provides you with a template for evaluating your engagement process and capturing the learnings.

2.1 Engagement purpose

The purpose, or goal, of the engagement process for any ATIP funded project is to make sure that key stakeholder input shapes the outcomes of the project and that interested community members are aware of the project.

2.2 Determine engagement scope

To achieve the engagement goal, and manage community and stakeholder expectations, it is essential to understand the potential scope of the process. Understanding this scope will help you to determine specific engagement objectives, stakeholders that need to participate in the process, and suitable tools.

To determine the scope and objectives, you need to understand:

- project context
- likely level of project impact
- project negotiables and non-negotiables
- potential engagement risks and issues.

Step 1: Understand project and engagement context

To determine the scope of your engagement process you need to understand the unique circumstances of your project. These are influenced by:

- the stage of your project
- the location of your project
- the potential interest in your project
- the potential impact that could arise from your project
- the potential end-users of your project
- the physical and natural environment where your project will be built
- the community where your project will be built.

Tables A.1 and A.2, which are included in Appendix A, provide a list of questions that have been designed to help you consider the unique context and history of your project. To apply for ATIP funding you will need to demonstrate that you understand the engagement context of your project. To do this, you will need to complete Table A.1 and Table A.2 as part of your application.

Table A.1 explores questions specific to the nature of your project, while Table A.2 explores questions specific to the community, stakeholder and engagement aspects of your project. If you are new to your project, you may need to speak to others or research the project to answer these preliminary questions and complete these tables.

Step 2: Consider engagement risks and issues

Exploring and understanding the potential issues and risks from a community and stakeholder perspective is a critical part of determining the scope of the engagement process. Understanding issues and risks will help you to more deeply understand the engagement context explored in Table A.2. This understanding will also help you to identify engagement opportunities.

Engagement issues and risks are often caused by community and stakeholder reaction to:

- unresolved issues in relation to the location of the study area or corridor
- the location of the route
- the location of facilities
- construction impacts
- concerns about safety
- concerns about perceived impacts on property values and business revenue.
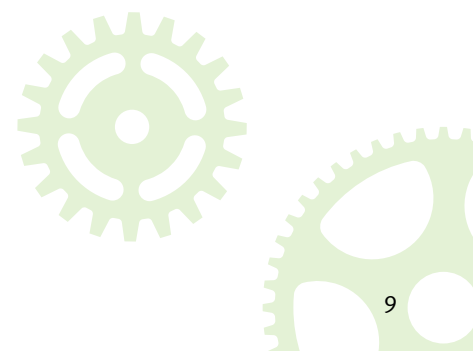
Step 3: Understand likely level of project impact

To determine the scope of the engagement process it is important to understand the potential impact of the project on the community and stakeholders. This level of impact will influence the level of community and stakeholder interest that needs to be managed throughout the engagement process. This level of impact can also determine the influence the community could expect to have on project outcomes.

Impacts caused by a project can be both positive and negative. While negative impacts might generate more community and stakeholder interest, positive impacts (or benefits) also need to be recognised.

Figure 3 outlines the visibility and community awareness of, or interest in, the project against the perceived and potential project issues. Identifying where your project sits in this matrix will help you to understand what level of community and stakeholder engagement is likely to be needed.

Answering the project context and engagement context questions provided in Table A.1 and Table A.2 will help you determine where your project sits in the matrix. Look at your answers in these tables: will there be people that are aware of the project because you have talked to them before, or because they can see it? Does the project create issues or impacts that could generate concern.

Table 2.1 indicates the likely level of perceived community impact for ATIP funded projects, based on where the project sits in the visibility and perceived issues matrix, and the recommended level of community engagement according to IAP2's Public Participation Spectrum. Visit the IAP2 Australasia website for a detailed explanation of these levels of engagement.

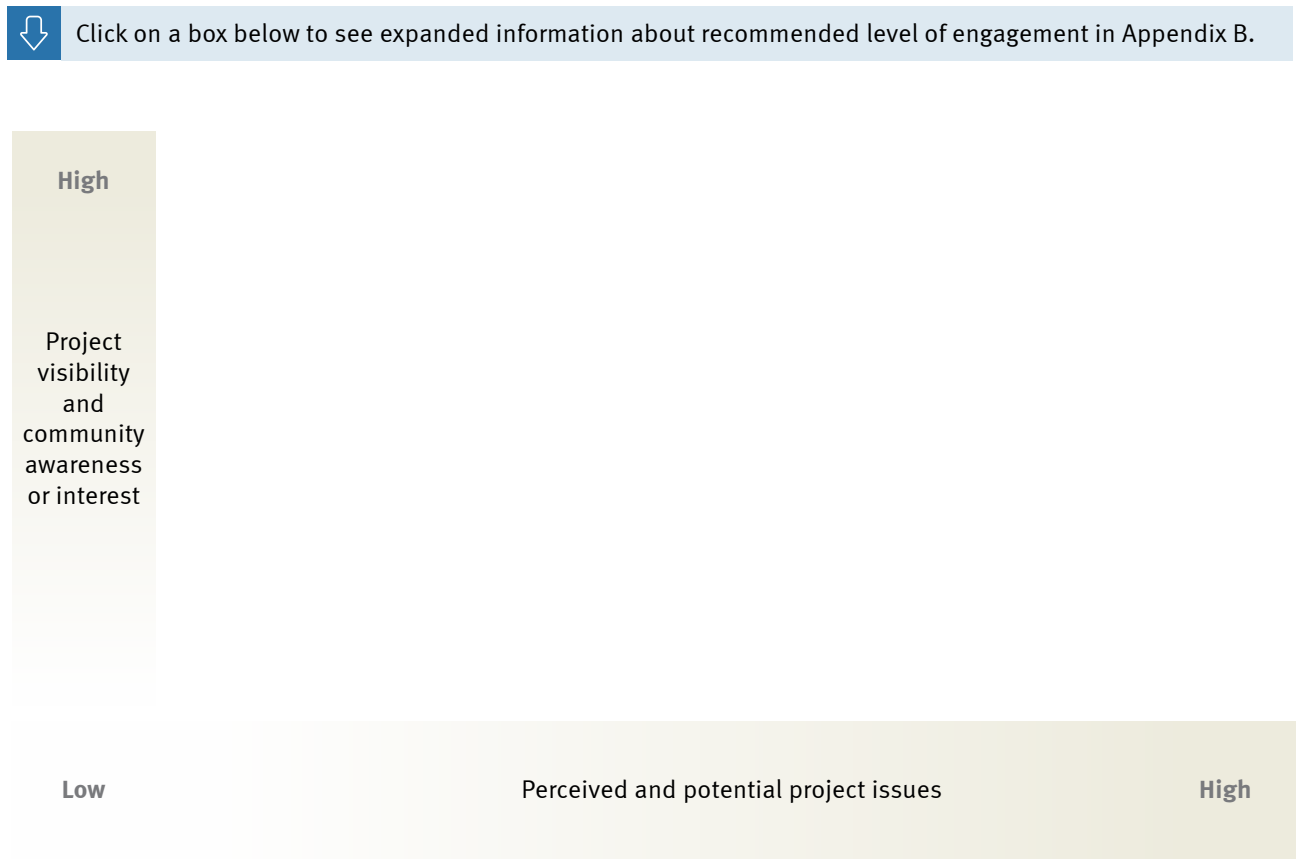**Figure 3: Project visibility against perceived issues**

⇩ Click on a box below to see expanded information about recommended level of engagement in Appendix B.

High

Project visibility and community awareness or interest

Low   Perceived and potential project issues   High

Table 2.1: Recommended level of engagement based on likely level of impact

Perceived impact	Recommended engagement level
Low–moderate localised impact	Inform
Moderate localised and broader impact	Inform–Involve
Moderate–high localised and broader impact	Inform–Involve or Collaborate

It is worth noting that on some low to moderate localised impact projects there may also be stakeholders that you need to consult with or involve. These stakeholders may have a higher degree of influence and interest in a project because of its actual impacts (e.g. landowners with property that is directly affected by the project).

Step 4: Identify and analyse stakeholders

A key aspect of designing an engagement approach for your ATIP funded project is understanding your project's community stakeholders, their level of interest, and their level of influence within the community.

By understanding the project's context, you have started the stakeholder analysis process. You have considered whether there are community stakeholders and community members that are likely to be:

• interested in your project

• affected by your project

• able to influence your project.

The former Department of Infrastructure Local Government and Planning's (DILGP's) *Community engagement toolkit for planning*[ii] offers useful resources for understanding and analysing your stakeholders.
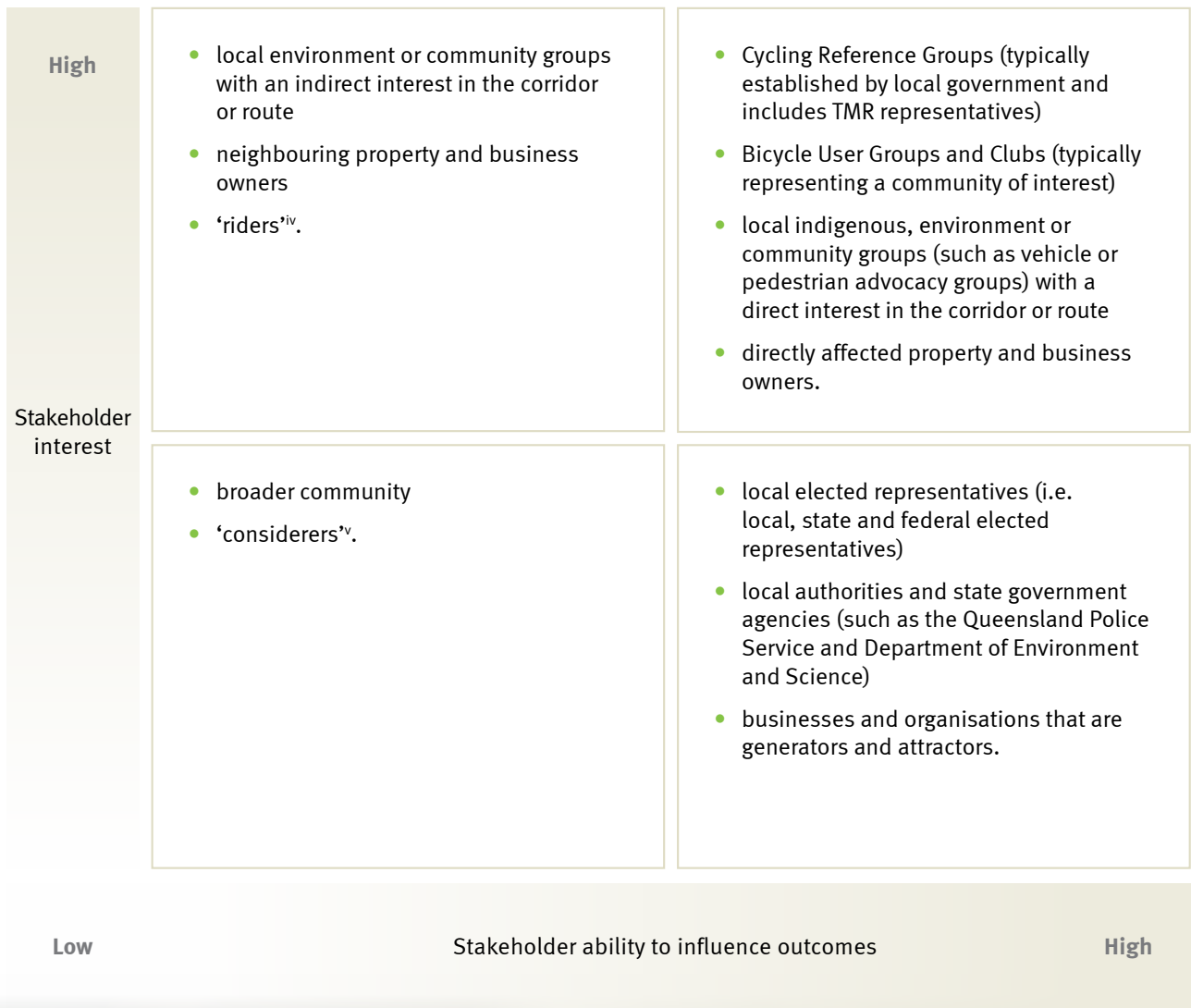
Figure 4 identifies potential stakeholders for ATIP funded projects, and maps them according to their likely level of interest and influence.

Bicycle stakeholders may include Advisory Groups, User Groups and Clubs, and current riders. Figure 4 indicates the likely level of interest and influence these stakeholders could have on a project.

Establishing a bike stakeholder advisory group: Some regions already have an established group of stakeholders that can provide input to their cycling infrastructure projects. These groups can provide useful planning, design, delivery and promotion advice. If you want to establish one of these groups, you could:

• identify stakeholders in your region or district that could provide advice about cycling infrastructure—this could include bicycle stakeholders, business stakeholders (including 'generators' and 'attractors'), traffic stakeholders

• prepare a terms of reference or charter for the group that describes the purpose of the group

• contact each stakeholder individually to discuss the group with them—you could discuss the purpose of the group, and seek advice about the best times to meet and where meetings should happen

• use the engagement principles to underpin your involvement with the established group.

Figure 4: Stakeholder ability to influence outcomes[iii]

Stakeholder interest	Low ——→ Stakeholder ability to influence outcomes ——→ High	
High	• local environment or community groups with an indirect interest in the corridor or route • neighbouring property and business owners • 'riders'[iv].	• Cycling Reference Groups (typically established by local government and includes TMR representatives) • Bicycle User Groups and Clubs (typically representing a community of interest) • local indigenous, environment or community groups (such as vehicle or pedestrian advocacy groups) with a direct interest in the corridor or route • directly affected property and business owners.
	• broader community • 'considerers'[v].	• local elected representatives (i.e. local, state and federal elected representatives) • local authorities and state government agencies (such as the Queensland Police Service and Department of Environment and Science) • businesses and organisations that are generators and attractors.
	Low Stakeholder ability to influence outcomes **High**	

Step 5: Understand project negotiables and non-negotiables

A clear understanding of what is negotiable or not negotiable on your project is important when determining the scope of the engagement process. The more negotiables a project has, the more opportunities there are for key stakeholders and community members to collaborate with decision-makers, which will strengthen decisions and build ownership of project outcomes.

Table 2.2 indicates the likely negotiables and non-negotiables during planning, design, delivery, and promotion of cycling infrastructure projects, and during

the installation of supporting infrastructure.

While the negotiables and non-negotiables may be different for your project, it is critical that you define what they are. Clearly and openly communicating non-negotiables will help community members and stakeholders understand what they can influence, and this transparency will help to build robust relationships.

Table 2.2: Negotiable and non-negotiable aspects of ATIP funded cycling infrastructure projects

Negotiables	Non-negotiables
Planning projects	
Preferred route within the study area.	Study area and desire lines are determined.
Type of cycling infrastructure (i.e. on or off-road).	
Design decisions.	
Priority and timeframes for delivery.	
Concept design projects	
Type of cycling infrastructure (i.e. on or off-road).	Route is determined.
Location of cycling infrastructure on route.	Priority and timeframes for delivery.
Preliminary and detailed design projects	
Mitigation of impacts of cycling infrastructure.	Route is determined.
Design details along route (i.e. width of medians, treatments across side streets).	Type and location of cycling infrastructure.
Intersection design.	Priority and timeframes for delivery.
Delivery	
Management of construction impacts.	Route is determined.
	Type and location of cycling infrastructure.
	Detailed design is determined.
	Construction timeframes.
Promoting infrastructure	
Target audience for promotion activities.	Route, infrastructure and design delivered.
Supporting infrastructure and data collection	
Location of wayfinding signage and other supporting infrastructure.	Route, infrastructure and design delivered.

2.3 Determine engagement approach

Now that you understand the engagement scope, you need to determine the engagement approach. To do this you need to describe your engagement objectives, determine the level of engagement required to address likely community impact and stakeholder expectations, and select appropriate engagement tools.

This section of the guide will help you to describe engagement objectives and determine the level of engagement for your project. Section 3, Appendix C and Appendix D will help you to choose appropriate engagement tools.

Step 6: Determine engagement objectives

Engagement objectives describe in finer detail what an engagement process needs to do to achieve its purpose, or goal. The objectives of your engagement process could relate to a range of potential outcomes, depending on the scope of the project, which could include:

- raising awareness of, and providing information about, the project

- capturing expertise, local knowledge, ideas and feedback that will help to strengthen project outcomes

- proactively identifing community and stakeholder concerns so that they can be managed and addressed

- strengthening relationships with bike riding stakeholders

- building ownership of the project

- encouraging people to use the project when it is built.

Step 7: Determine level of engagement

Table B.1 brings together the elements of your project's unique circumstances and recommends a best practice level of engagement for your engagement approach. Table B.1 is structured according to whether your project was identified as Low–moderate localised impact, Moderate localised and broader impact, or Moderate–high localised and broader impact.

This recommendation, coupled with application of TMR's engagement principles for ATIP funded projects, will help to make sure that community members and stakeholders across Queensland experience a consistent approach to engagement.

Key things to remember, as you are determining the appropriate level of engagement, are:

- the more densely populated an area is, the more chance there is that someone will be interested in, or affected by, your project

- the more negotiable a project is, the greater the benefit of doing more than informing people

- the more community and stakeholder issues and risks there are on a project, the more proactive and collaborative an engagement process needs to be, and the more value there is in using face-to-face engagement tools

- some stakeholders may need to be more involved or to collaborate with the project team because of the impact a project may have on them

- during a previous stage of the project, commitments may have been given to some stakeholders about how they could contribute during future stages of the project

- while you might offer to involve or collaborate with stakeholders, they may choose to be less engaged because of their perception of the level of impact or their level of interest in the project

- 'inform' should be considered to be the minimum standard, with best practice engagement building from there.

It is important to consider that working proactively with identified stakeholders and community members to understand their issues, explain the project, and resolve actual issues and concerns will make sure that potential bikelash is avoided. This process needs to be iterative, and will take time. However, the benefits to the project are likely to outweigh the costs.

It is also important to note that Table B.1 does not refer to 'empower' as a suggested best practice level of engagement. Because of the nature of ATIP funded cycling infrastructure projects it is unlikely that decision-making will be handed to the community.

However, there have been examples of cycling infrastructure projects in Queensland where community stakeholders have been provided with a budget and design parameters, and they have decided what infrastructure will be built. If you have a project that presents this kind of opportunity you should consider using more deliberative engagement processes, and empowering community stakeholders to make the decisions.

3. Selecting tools

Now that you have developed a deeper understanding of your project's unique circumstances, and the objectives of the engagement process, you are in a position to choose appropriate tools and techniques for your project.

3.1   Selecting tools

Before you start to select tools to engage with stakeholders and the community on your project, check-in with the appropriate people within your organisation to see if they can provide advice about tools that have been proven to work in your local area.

Determine the approval processes that are required for engagement and communication activities. This will indicate which decision-makers need to be briefed about the project, and when they need to be briefed. It will also indicate the timeframes required for approval of engagement material.

It is also important to understand the resources you have available to deliver engagement activities on your project. There may be an in-house team that can support engagement delivery, or you may need to procure a consultant or contractor to support delivery. This will influence the budget you need for your engagement process.

Table 3.1. outlines additional questions that you may need to consider before you start selecting tools for your engagement process.

Table 3.1: Context informing engagement approach

Engagement context	Mitigation through engagement approach
Are there any potential communication barriers? This could include: • limited or slow access to online tools in the local area • presence of particularly vocal stakeholders • specific groups in the local area that have specific communication needs • reluctance to participate, or engagement fatigue, caused by the amount of previous and current engagement occurring in the local area.	• Select a mix of online and face-to-face engagement tools, which allow people to participate at a time, and in a way, that suits them. • Select tools that allow you to proactively work face-to-face with vocal stakeholders in an iterative and meaningful way. • Clearly outline negotiables and non-negotiables from the beginning of the project. • Research best practice ways to engage with stakeholders from specific groups. • Make sure that all materials and the language used during face-to-face meetings is plain English or non-technical language.
Do identified community members and stakeholders have different expectations about the engagement process?	Select a mix of tools that allow you to: • provide clear information about expected project outcomes, timeframes, and opportunities to contribute to the project • outline negotiables and non-negotiables face-to-face from the beginning of the project • maintain contact throughout the project.
Will the community in the local area find it difficult to participate in the process because of the timing and their existing commitments?	Select a mix of tools and timeframes that consider community and stakeholder circumstances. Make sure timing of engagement activities provides options for people that may work or have parental commitments.
Are there other projects occurring in the local area with engagement processes that your community members and stakeholders are involved in? Could the addition of your project lead to engagement fatigue?	• Where possible, work with the other project teams to combine activities. • Make sure community members and stakeholder understand their opportunities to participate, and the project negotiables.

As part of the process of selecting tools, you will also need to understand:

- the engagement objective you are trying to achieve

- the budget your project has available to deliver engagement activities

- the timeframe that the activities have to be delivered (i.e. choose tools that you can afford to deliver, and that can be delivered within your timeframes)

- how you can maximise opportunities for face-to-face engagement

- regional willingness to establish Cycling Reference Group, if one is not already in place

- how you will communicate the bigger state-wide picture of the PCNPs and the Queensland Cycling Strategy, and how your project fits within that context

- how you will manage the data and information you capture, including stakeholder contact details, and whether you need to invest in the use of a stakeholder management database

- when you will provide feedback to community members and stakeholders, and when you will report on the engagement process

- how you will document meetings and workshops for stakeholders i.e. will there be meeting or workshop notes, and will they be provided to community members and stakeholders

- your approach to evaluating the engagement process.

3.2   Potential engagement tools

Appendix C provides a table, adapted from DILGP's *Community engagement toolkit for planning,* and draws from IAP2 information and other toolkits from around Australia. This table provides general information about tools that could be used to achieve each identified level of engagement for ATIP funded projects. Each of the tools included in the table could easily be part of an engagement approach for bike riding projects, depending on the scale and level of impact of the project.

Once you have identified tools that achieve your objectives and are suitable for your stakeholders, you will be able to work with local TMR and Council staff to research and deliver these tools.

Appendix D includes three hypothetical examples that demonstrate how the objectives, tools and levels of engagement work together to deliver an engagement approach.

3.3   Staying on top of trends

It is important to remember that, similar to other fields, community engagement tools, techniques and platforms are constantly evolving. The tools listed in Appendix C are not exhaustive, rather they serve as a guide to indicate what is possible for your project from an engagement perspective.

Tools that were not outlined in Appendix C include:

- charettes
- citizen's panels (both face-to-face and online)
- online deliberative forums
- gamification
- virtual reality
- animations
- data visualisation
- 3D models
- online workshop
- QR codes
- media and social media monitoring
- public art session
- expert panel
- blogs
- market research
- conversation kits
- deliberative polling
- information maze.

Any of these tools could also be used on ATIP funded projects, depending on the unique circumstances of your project and the resources available to you.

If you are interested in maintaining your knowledge of engagement tools and techniques, there are some useful networks you can connect with. IAP2 Australasia, the peak body for engagement practitioners, publishes a regular e-newsletter, holds regional events and an annual conference, and delivers training.

Some trends in engagement practice include:

- tools that support citizensourcing, which refers to the practice of using crowdsourcing techniques to tap into the collective intelligence of community members to either collect ideas and feedback[vi]
- evolving online interactive mapping platforms
- tools that support stakeholder management processes, including capturing and analysing data.

3.4   Specific groups

When you are selecting your engagement tools, you also need to consider if there any community members or stakeholders that are part of groups that have specific engagement needs. These groups include:

- Aboriginal and Torres Strait Islander people and communities
- older people
- young people
- people with disability
- people from culturally and linguistically diverse (CALD) backgrounds
- disadvantaged and homeless people.

When you are engaging with people from these specific groups you need to:

- identify local representatives
- communicate consistently, clearly, simply, frequently and respectfully
- provide smaller meeting opportunities
- think about the accessibility of engagement tools
- allow enough time for people to participate
- behave in a culturally appropriate way.

4. Evaluating the project and capturing lessons learnt

Effective evaluation of community and stakeholder engagement processes is key to building a knowledge base that demonstrates the value of engagement. It is important to demonstrate this value to both internal and external stakeholders.

This section of the guide outlines the key evaluation tasks for individual projects, and the process for capturing learnings to share with TMR to benefit all ATIP funded projects.

Table E.1 in Appendix E provides an evaluation and lessons learnt template that draws upon IAP2's Quality Assurance standard for community and stakeholder engagement and DILGP's *Community engagement toolkit for planning*. It includes:

- quantitative evaluation—number of people or groups engaged in the process
- qualitative evaluation—feedback from participants
- summative evaluation—whether the project met its objectives.

Evaluating the engagement process, and capturing lessons learnt from each project is key to understanding what worked well and what can be improved on future projects. The purpose of this process, and completing the template, is to ensure that learnings on projects are not lost between project stages, and that engagement processes on ATIP funded projects continually improve.

At the end of your project you will need to submit a completed 'Project evaluation and lessons learnt' template (Table E.1 in this guide).

5. Useful resources

When you are selecting tools for your engagement process, there are a number of useful resources that you can access. Some of these resources have helped to shape this guide, and are listed in the End Notes and References section of this guide.

Useful resources include:

- *Queensland Government Community engagement toolkit for planning* published by the former Department of Infrastructure Local Government and Planning in 2017.

- Community engagement frameworks/guidelines published by Sunshine Coast Regional Council, Hume City Council, City of Greater Bendigo, and Burdekin Shire Council.

- *Communicating with Aboriginal and Torres Strait Islander audiences*, published by the Australian Department of the Prime Minister and Cabinet in 2016.

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Appendix A—Project and engagement context

Table A.1: Project context questions

Project understanding questions	Yes	No
Where is your project in the project lifecycle?		
• We are planning the project.		
• We are designing the project.		
• We are building the project.		
• We are promoting or launching the project.		
• We are capturing data to inform the project.		
• We are conducting works to maintain the delivered project.		
Where is your project located? *Choose all that apply.*		
• In an urban area.		
• In a growth area where some people are currently living.		
• In a growth area where people will live in the future.		
• In a rural area.		
• In a remote area.		
• In a tourist area.		
• In a recreational area.		
What type of cycling infrastructure is being developed as part of your project? *Choose all that apply.*		
• We are talking about new infrastructure.		
• We are talking about upgrading existing infrastructure.		
• We are talking about supporting infrastructure (e.g. data counters, wayfinding signage, bike parking etc.)		
What type of cycling facility is being developed as part of your project? *Choose all that apply.*		
• On-road.		
• On-road separated from vehicles.		
• Off-road shared.		
• Off-road separated from pedestrians.		

Table A.2: Engagement context questions

Previous community and stakeholder engagement questions	Yes	No
• Have you identified Aboriginal or Torres Strait Islander stakeholders as part of this project?		
• Have you already engaged with community members or stakeholders on your project?		
• If yes, when were they engaged?		
– During the planning stages of this project.		
– During the design stages of this project.		
– At the end of the previous stage of this project.		
• If yes, what was the overall sentiment about the project?		
– Positive.		
– Mostly positive, with some people that were concerned.		
– Neutral		
– Indifferent or uninterested		
– Mostly negative, with some people that were positive.		
– Negative, with potential to develop into protest or bikelash.		
• If yes, were there any specific groups whose sentiment was different to the overall sentiment?		
• If yes, how was the project closed-out?		
– Participants were informed about outcomes, next steps and likely timeframes.		
– Participants were informed there would be engagement on future project stages.		
– Broader community were informed about outcomes, next steps and likely timeframes.		
– Updates about next steps and timeframes have been issued periodically to participants.		
– Updates about next steps and timeframes have been issued periodically to broader community.		
– No project close-out information was distributed. There have been no updates.		
– Do you know where to find the details for community members and stakeholders already engaged in your project?		
Current community and stakeholder engagement questions	**Yes**	**No**
• Will the community or stakeholders be interested in your project?		
• Will the community or stakeholders expect to be able to influence your project's outcomes?		
• Have you identified aspects of your project that community or stakeholders can influence?		
• Have you identified the aspects of your project that are non-negotiable? (For example, budget, timeframe for project, expected year of construction.)		
• Is your project likely to create any cultural heritage impacts?		
• Will any community members or community facilities be affected by the project?		
• Will the natural environment be affected by the project?		
• Has the scope or design of your project changed since your last community update?		
• Have you considered how many other projects are being delivered in your project area, and whether your community is participating in engagement processes for these projects?		

Appendix B—Level of impact and level of engagement

Table B.1: Level of engagement according to perceived impact, stage of project, and stakeholder group

Perceived impact	Stage of project	Stakeholder group	Best practice level of engagement
Low–moderate localised	**Planning projects Concept design projects**	• Bicycle User Groups • Directly affected local indigenous, environment and community groups • Directly affected property and business owners	Involve
		• Cycling Reference Groups • Local elected representatives • Local authorities and state government agencies • Generators and attractors	Consult
		• Potentially interested environment or community groups • Neighbouring property and business owners • Community members that ride bikes • Community members that would consider riding a bike • Broader community	Inform
	Preliminary and detailed design projects	• Bicycle User Groups • Directly affected local indigenous, environment and community groups • Directly affected property and business owners	Involve
		• Cycling Reference Groups • Local elected representatives • Local authorities and state government agencies • Generators and attractors • Potentially interested environment or community groups • Neighbouring property and business owners • Community members that ride bikes • Community members that would consider riding a bike • Broader community	Inform
	Delivery	Directly affected property and business owners	Involve
		• Cycling Reference Groups • Bicycle User Groups • Directly affected local environment and community groups • Local elected representatives • Local authorities and state government agencies • Generators and attractors • Potentially interested environment or community groups • Neighbouring property and business owners • Community members that ride bikes • Broader community • Community members that would consider riding a bike	Inform

Perceived impact	Stage of project	Stakeholder group	Best practice level of engagement
	Promotion	• Cycling Reference Groups • Bicycle User Groups	Involve
		• Local elected representatives • Local authorities and state government agencies • Generators and attractors • Community members that ride bikes	Consult
		• Community members that would consider riding a bike • Directly affected local environment and community groups • Directly affected property and business owners • Potentially interested environment or community groups • Neighbouring property and business owners • Broader community	Inform
	Supporting infrastructure	• Bicycle User Groups • Community members that ride bikes	Consult
		• Cycling Reference Groups • Local elected representatives • Local authorities and state government agencies • Generators and attractors • Community members that would consider riding a bike • Directly affected local indigenous, environment and community groups • Directly affected property and business owners • Potentially interested environment or community groups • Neighbouring property and business owners • Broader community	Inform
	Ongoing updates	All	Inform
Moderate localised and broader	**Planning projects** **Concept design projects**	Directly affected property and business owners	Collaborate
		• Cycling Reference Groups • Bicycle User Groups • Directly affected local indigenous, environment and community groups	Involve
		• Local elected representatives • Local authorities and state government agencies • Generators and attractors	Consult
		• Potentially interested environment or community groups • Neighbouring property and business owners • Community members that ride bikes • Community members that would consider riding a bike • Broader community	Inform

Table B.1: Level of engagement according to perceived impact, stage of project, and stakeholder group *(continued)*

Perceived impact	Stage of project	Stakeholder group	Best practice level of engagement
	Preliminary and detailed design projects	Directly affected property and business owners	Collaborate
		• Cycling Reference Groups • Bicycle User Groups • Directly affected local indigenous, environment and community groups	Involve
		• Local elected representatives • Local authorities and state government agencies • Generators and attractors • Potentially interested environment or community groups • Neighbouring property and business owners • Community members that ride bikes • Community members that would consider riding a bike • Broader community	Inform
	Delivery	Directly affected property and business owners	Collaborate
		• Cycling Reference Groups • Bicycle User Groups • Directly affected local indigenous, environment and community groups • Local elected representatives • Local authorities and state government agencies • Generators and attractors • Potentially interested environment or community groups • Neighbouring property and business owners • Community members that ride bikes • Broader community • Community members that would consider riding a bike	Inform
	Promotion	• Cycling Reference Groups • Bicycle User Groups	Involve
		• Local elected representatives • Local authorities and state government agencies • Generators and attractors • Community members that ride bikes • Community members that would consider riding a bike	Consult
		• Directly affected local indigenous, environment and community groups • Directly affected property and business owners • Potentially interested environment or community groups • Neighbouring property and business owners • Broader community	Inform

Perceived impact	Stage of project	Stakeholder group	Best practice level of engagement
	Supporting infrastructure	Bicycle User Groups	Involve
		• Community members that ride bikes • Directly affected local indigenous, environment and community groups • Directly affected property and business owners	Consult
		• Cycling Reference Groups • Local elected representatives • Generators and attractors • Community members that would consider riding a bike • Potentially interested environment or community groups • Neighbouring property and business owners • Broader community	Inform
	Ongoing updates	All	Inform
Moderate–high localised and broader	**Planning projects Concept design project**	• Cycling Reference Groups • Bicycle User Groups • Directly affected local indigenous, environment and community groups • Directly affected property and business owners	Collaborate
		• Local elected representatives • Local authorities and state government agencies • Generators and attractors	Involve
		• Potentially interested environment or community groups • Neighbouring property and business owners • Community members that ride bikes	Consult
		• Community members that would consider riding a bike • Broader community	Inform
	Preliminary and detailed design projects	• Cycling Reference Groups • Bicycle User Groups • Directly affected property and business owners	Collaborate
		• Directly affected local indigenous, environment and community groups • Local elected representatives • Local authorities and state government agencies • Generators and attractors • Potentially interested environment or community groups • Neighbouring property and business owners • Community members that ride bikes	Consult
		• Community members that would consider riding a bike • Broader community	Inform

Table B.1: Level of engagement according to perceived impact, stage of project, and stakeholder group *(continued)*

Perceived impact	Stage of project	Stakeholder group	Best practice level of engagement
	Delivery	Directly affected property and business owners	Collaborate
		• Cycling Reference Groups • Bicycle User Groups • Directly affected local indigenous, environment and community groups • Local elected representatives • Local authorities and state government agencies • Generators and attractors • Potentially interested environment or community groups • Neighbouring property and business owners • Community members that ride bikes • Broader community • Community members that would consider riding a bike	Inform
	Promotion	• Cycling Reference Groups • Bicycle User Groups	Collaborate
		• Local elected representatives • Local authorities and state government agencies • Generators and attractors • Community members that ride bikes	Involve
		• Community members that would consider riding a bike • Directly affected local indigenous, environment and community groups • Directly affected property and business owners • Potentially interested environment or community groups • Neighbouring property and business owners • Broader community	Inform
	Supporting infrastructure	• Bicycle User Groups • Community members that ride bikes	Involve
		• Cycling Reference Groups • Local elected representatives • Local authorities and state government agencies • Generators and attractors • Community members that would consider riding a bike • Directly affected local indigenous, environment and community groups • Directly affected property and business owners • Potentially interested environment or community groups • Neighbouring property and business owners • Broader community	Inform
	Ongoing updates	All	Inform

Appendix C—Potential engagement tools

Appendix C outlines a table with potential tools to be used as part of your engagement process. This table has been adapted from the *Community Engagement Toolkit* published by the former Department of Infrastructure, Local Government and Planning. It also draws from information published by the International Association for Public Participation (IAP2) International Federation and other toolkits from around Australia.

This table provides general information about tools that could be used to achieve each identified level of engagement for ATIP funded projects. Each of these tools could easily be part of an engagement approach for bike riding projects, depending on the scale of the project and the level of impact of the project. Once you have identified tools that achieve your objectives and are suitable for your stakeholders, you will be able to work with local TMR and Council staff to research and deliver these tools.

Activity	General Information	Objective potentially achieved	Level of participation			
			Inform	Consult	Involve	Collaborate
Print materials e.g. brochures, newsletters, fact sheets, rates notices	• A way to provide information about project to a broad audience. • Can activate interest quickly and broadly. • Production standards and distribution area dictate budget required. • Information needs to be clear and concise. • A way to reach the people who may consider riding who live in the distribution area.	• Raise awareness of, and provide information about, the project. • Encourage people to use the project when it is built.	✔			
Advertisements e.g. print, TV, radio and digital	• A way to provide information about project to a broad audience. • Can efficiently distribute information to a broad area. • Can activate interest quickly and broadly. • Production standards and method dictate budget required. • Information needs to be clear and concise. • A way to reach 'considerers'[vii] who live in the distribution area.	• Raise awareness of, and provide information about, the project. • Encourage people to use the project when it is built.	✔			
Media releases	• A way to provide information about project to a broad audience. • Can efficiently and cost-effectively distribute information to a broad area. • Can activate interest quickly and broadly. • A way to reach 'considerers'[vii] who live in the area. • Messages need to be simple, clear and newsworthy, with opportunities for good visuals highlighted.	• Raise awareness of, and provide information about, the project. • Encourage people to use the project when it is built.	✔			

Activity	General Information	Objective potentially achieved	Level of participation			
			Inform	Consult	Involve	Collaborate
Static displays	• Unstaffed displays of material in areas that community members visit e.g. public libraries.	• Raise awareness of, and provide information about, the project. • Encourage people to use the project when it is built.	✔			
Community events	• Create an event for the project, or attend community events run by other organisations. • Excellent tool to launch a project, or promote and build awareness about a project when it is complete. • Opportunity to use non-infrastructure related activities to encourage people to attend (e.g. live music, food trucks, entertainment for children).	• Raise awareness of, and provide information about, the project. • Encourage people to use the project when it is built.	✔			
Community radio	• Independent media with broad reach across Queensland, although concentrated on east coast. • Caters to a diverse audience.	• Raise awareness of, and provide information about, the project. • Encourage people to use the project when it is built.	✔			
Project summaries	• Publicly available technical studies. • Ensure information is user-friendly and communicated in plain English. • Provide visual explanations where possible e.g. heat maps, 3D visualisations. • Include summary of how engagement has shaped project outcomes.	• Raise awareness of, and provide information about, the project. • Build ownership of the project. • Encourage people to use the project when it is built.	✔			
Websites	• A way to provide information about project, and regular project updates, to a broad audience. • Can be used for two-way information exchange (e.g. links to online surveys, polls, or feedback forms). • Information needs to be clear and concise. • Useful tool to manage expectations if information includes clear information about project negotiables.	• Raise awareness of, and provide information about, the project. • Capture expertise, local knowledge, ideas and feedback that will help to strengthen project outcomes. • Proactively identify community and stakeholder concerns so that they can be managed and addressed. • Encourage people to use the project when it is built.	✔	✔		

Activity	General Information	Objective potentially achieved	Level of participation			
			Inform	Consult	Involve	Collaborate
Online platforms	• Products built specifically to pull all online aspects of your project into one hub (e.g. website, online polls, interactive map and ideas walls). • Many local governments in Queensland are already using these platforms.	• Raise awareness of, and provide information about, the project. • Capture expertise, local knowledge, ideas and feedback that will help to strengthen project outcomes. • Proactively identify community and stakeholder concerns so that they can be managed and addressed. • Encourage people to use the project when it is built.	✔	✔		
Project-specific email address	• A point of contact for project and a way for people to provide their feedback and ideas, and ask questions. • Allows people with limited time to participate at a time convenient to them. • Emails need to be tracked and acknowledged, and, if necessary, responded to.	• Capture expertise, local knowledge, ideas and feedback that will help to strengthen project outcomes. • Proactively identify community and stakeholder concerns so that they can be managed and addressed. • Strengthen relationships with bike riding stakeholders.	✔	✔		
Project-specific telephone hotline	• A point of contact for project and a way for people to provide their feedback and ideas, and ask questions. • Calls need to be tracked and information captured. • Expectation that a project team member will answer the call and respond to questions. • Could be established as a 1800 or 1300 number so that the call is free or the cost of a local call.	• Capture expertise, local knowledge, ideas and feedback that will help to strengthen project outcomes. • Proactively identify community and stakeholder concerns so that they can be managed and addressed. • Strengthen relationships with bike riding stakeholders.	✔	✔		
Telephone survey or polls	• A way to capture quantifiable information about a project. • Can be a useful way to explore and understand sensitive community issues. • Depending on approach, can provide an opportunity to capture information from a targeted demographic or statistically valid cross-section of community, who might not otherwise participate. • Survey method dictates budget required.	• Capture expertise, local knowledge, ideas and feedback that will help to strengthen project outcomes. • Proactively identify community and stakeholder concerns so that they can be managed and addressed.	✔	✔		

Activity	General Information	Objective potentially achieved	Level of participation			
			Inform	Consult	Involve	Collaborate
Tactical urbanism (also known as guerrilla urbanism and pop-up urbanism)	• Temporary installation of proposed bike lanes and paths, so that community members can experience them before they are implemented.	• Raise awareness of, and provide information about, the project. • Build ownership of the project. • Encourage people to use the project when it is built.	✔	✔		
Public displays, pop-up sessions or drop-in sessions e.g. could be on-site or in active community spaces (such as local parks or shopping centres)	• Provides an opportunity for community members to discuss the project, and their ideas and concerns with team members. • Schedule event to maximise the number of people that can attend (e.g. hold over a number of hours including in the evening or on weekends). • If possible, create elements that make it possible for families to attend (e.g. activities for children). • Useful tool when you have plans or ideas to share. • Display and information material, and the scale of the event dictate budget required. • Pop-ups are typically smaller scale, in active community spaces, and unadvertised. During project delivery, pop-up along the route could generate interest in project outcomes and encourage use.	• Raise awareness of, and provide information about, the project. • Capture expertise, local knowledge, ideas and feedback that will help to strengthen project outcomes. • Proactively identify community and stakeholder concerns so that they can be managed and addressed. • Encourage people to use the project when it is built.	✔	✔		
Apps	• Create a mobile platform to engage audiences in a way that aligns with how they currently access and process information. • Apps help to reach younger and more mobile audiences. Can also encourage people who are time poor to engage with project. • Can be a good way to engage people who are time poor. • Requires a good idea and accompanying execution, and a large-scale project to ensure return on investment. • CitySwipe is a planning App being used in the United States of America.	• Raise awareness of, and provide information about, the project. • Capture expertise, local knowledge, ideas and feedback that will help to strengthen project outcomes. • Proactively identify community and stakeholder concerns so that they can be managed and addressed. • Encourage people to use the project when it is built.	✔	✔		

Activity	General Information	Objective potentially achieved	Level of participation			
			Inform	Consult	Involve	Collaborate
Social media i.e. Facebook, Twitter, Instagram, Snapchat, LinkedIn	• Social media platforms are an excellent tool for promoting events and projects, and sharing ideas. • Comments on social media posts will provide insight into people's perceptions of project. • Facebook use is high. • Consider the visual nature of social media platforms, and the succinct messages that are required. • Video content in posts leads to greater interaction. • Platforms such as Yammer and LinkedIn can lead to greater interaction with a professional audience. • Have a plan in place to manage comments posted (e.g. process for capture and analysis, and response). • Extremely useful tool during project delivery to provide accurate and timely updates about road or path closures and alternative routes.	• Raise awareness of, and provide information about, the project. • Proactively identify community and stakeholder concerns so that they can be managed and addressed. • Encourage people to use the project when it is built.	✔	✔		
Digital video e.g. YouTube	• Short, simple videos to provide visual content. • Can help to explain complex planning and design issues simply.	• Raise awareness of, and provide information about, the project. • Proactively identify community and stakeholder concerns so that they can be managed and addressed. • Encourage people to use the project when it is built.	✔	✔		
Online surveys or polling	• Relatively cost-effective way to capture community ideas, feedback and sentiment in relation to a project. • Quantitative as well as qualitative data capture.	• Capture expertise, local knowledge, ideas and feedback that will help to strengthen project outcomes. • Proactively identify community and stakeholder concerns so that they can be managed and addressed.	✔	✔		
Hardcopy surveys	• Quantitative as well as qualitative data capture. • Could be self-select or selected sample depending on delivery method. Typically, self-completion attracts fewer responses. • Can be more labour intensive and require more budget if statistical validity required.	• Raise awareness of, and provide information about, the project. • Capture expertise, local knowledge, ideas and feedback that will help to strengthen project outcomes. • Proactively identify community and stakeholder concerns so that they can be managed and addressed.	✔	✔		

Activity	General Information	Objective potentially achieved	Level of participation			
			Inform	Consult	Involve	Collaborate
Online interactive forums e.g. ideas walls and interactive mapping	• Interactive mapping can generate considerable community interest and participation, but also raises the expectation that issues identified on map will be resolved. • Transparent moderation is essential. • Opportunity for people to flag ideas and locations, and engage in discussion about them in their own time.	• Raise awareness of, and provide information about, the project. • Capture expertise, local knowledge, ideas and feedback that will help to strengthen project outcomes. • Proactively identify community and stakeholder concerns so that they can be managed and addressed.	✔	✔		
Mixed reality (including augmented reality)	• Mixed reality takes the real world, uses existing planning and design drawings, and provides a clear picture of a proposed project. • Tools can include virtual fly-throughs or augmented reality, which help to provide a visual understanding of the project. • Requires a large-scale project to ensure return on investment.	• Raise awareness of, and provide information about, the project. • Encourage people to use the project when it is built.	✔	✔		
Hackathons	• Creative problem solving forums, aimed at developing tech-based solutions. • Usually brings together groups of between two and five individuals. • Requires facilitation. • Ideas often need to be further developed.	• Raise awareness of, and provide information about, the project. • Capture expertise, local knowledge, ideas and feedback that will help to strengthen project outcomes. • Encourage people to use the project when it is built.	✔	✔	✔	
Community summit	• A large event designed to gather community members and stakeholders together to discuss a project to generate ideas, solve project challenges, or identify opportunities. • Facilitation techniques need to be designed to be scalable (i.e. able to accommodate large or small numbers). Techniques can be interactive, collaborative, and deliberative. • Attendees could be self-selected, invited, or selected through random sample.	• Raise awareness of, and provide information about, the project. • Capture expertise, local knowledge, ideas and feedback that will help to strengthen project outcomes. • Proactively identify community and stakeholder concerns so that they can be managed and addressed. • Build ownership of the project. • Encourage people to use the project when it is built.	✔	✔	✔	

Activity	General Information	Objective potentially achieved	Level of participation			
			Inform	Consult	Involve	Collaborate
One-on-one meetings	• Provides an opportunity for in-depth information exchange about a project. • An effective way to establish and maintain working relationships with stakeholders and community members, and provide opportunities to collaborate to find solutions to localised challenges. • Depending on how discussion shapes the project outcomes, can help to build ownership of project.	• Capture expertise, local knowledge, ideas and feedback that will help to strengthen project outcomes. • Proactively identify community and stakeholder concerns so that they can be managed and addressed. • Strengthen relationships with bike riding stakeholders. • Build ownership of the project.	✔	✔	✔	✔
Site tours	• Useful for reference groups or Cycling Reference Group. • Depending on timing, can build understanding of project and lead to stronger collaborative outcomes. • Depending on timing, can explain project outcomes and build enthusiasm for project delivery.	• Raise awareness of, and provide information about, the project. • Capture expertise, local knowledge, ideas and feedback that will help to strengthen project outcomes. • Proactively identify community and stakeholder concerns so that they can be managed and addressed. • Build ownership of the project. • Encourage people to use the project when it is built.	✔	✔	✔	✔
Small group meetings or workshops	• Opportunity to have a more detailed and structured conversation with an identified group of stakeholders about the project negotiables. • With structured agenda and skilled facilitation, discussion will provide opportunities to collaborate to generate ideas, solve project challenges, and leverage opportunities. • Ownership of project outcomes is built when workshops are continued throughout the stage of project (e.g. planning) and the project's entire lifecycle (i.e. planning through to delivery).	• Raise awareness of, and provide information about, the project. • Capture expertise, local knowledge, ideas and feedback that will help to strengthen project outcomes. • Proactively identify community and stakeholder concerns so that they can be managed and addressed. • Strengthen relationships with bike riding stakeholders. • Build ownership of the project.	✔	✔	✔	✔

Activity	General Information	Objective potentially achieved	Level of participation			
			Inform	Consult	Involve	Collaborate
Cycling Reference Group	• A group comprised of local or regional high-level bike riding stakeholders or experts. • Group is able to provide advice on key issues, and share expertise to inform decision-making. • Group established to discuss bike riding projects across the region or across a local government area. This means group has broader understanding of project context and place in PCNP network. • Establish a clear charter that outlines how you will work with the group, and the roles and responsibilities of group members. • Monitor the performance of the group against an agreed set of key performance indicators, and provide feedback to members. • Feedback from past groups indicates a desire to meet regularly and discuss projects collectively.	• Capturing expertise, local knowledge, ideas and feedback that will help to strengthen project outcomes. • Proactively identifying community and stakeholder concerns so that they can be managed and addressed. • Strengthening relationships with cycling stakeholders. • Building ownership of the project.	✔	✔	✔	✔
Community Reference Group (CRG)	• A group of stakeholder and community representatives that meet regularly to discuss a particular project. • Members recruited to provide expertise about local issues that could influence project (e.g. representatives from environment group, chamber of commerce, local high school). • Establish a clear charter that outlines how you will work with the group, and the roles and responsibilities of group members. • Useful to establish a CRG when potential for bikelash is high.	• Raise awareness of, and provide information about, the project. • Capture expertise, local knowledge, ideas and feedback that will help to strengthen project outcomes. • Proactively identify community and stakeholder concerns so that they can be managed and addressed. • Strengthen relationships with bike riding stakeholders. • Build ownership of the project. • Encourage people to use the project when it is built.	✔	✔	✔	✔

Appendix D—Selecting tools for example case studies

The following tables illustrate the engagement tools that could be selected for projects with different levels of perceived community impact. To illustrate the example, we have also indicated the overall objectives that would be achieved for particular stakeholder groups by delivering these engagement tools.

Please note, that the tools that are used to raise awareness of a project and provide information will also be useful for stakeholders that you are consulting with, involving or collaborating with. For example, the directly affected property owners in low to moderate localised impacts example will also benefit from receiving the printed flyer describing the works and timeframes.

Please note, these examples have not articulated engagement tools for ongoing contact between stages of a project.

Low to moderate localised impacts project—Data counter on an existing bikeway

Stakeholder Group	Overall engagement objective to be achieved	Engagement Tools
Directly affected property owner	• Capture expertise, local knowledge, ideas and feedback that will help to strengthen project outcomes. • Proactively identify property owner concerns so that they can be managed and addressed.	One-on-one meetings with directly affected property owner.
• Cycling Reference Groups • Bicycle User Groups • Directly affected local indigenous, environment and community groups • Local elected representatives • Local authorities and state government agencies • Generators and attractors • Potentially interested environment or community groups • Neighbouring property and business owners • Community members that ride bikes • Broader community • Community members that would consider riding a bike	• Raising awareness of, and providing information about, the project. • Encouraging people to use the project when it is built.	• Printed flyer letterbox dropped to neighbouring property and business owners describing the works and timeframes. • Static display on-site (e.g. a weather-proof sign) describing the works and timeframes.

Moderate localised and broader community impact project—Design of on-road cycling facility on residential street in regional centre

Stakeholder Group	Overall engagement objective to be achieved	Engagement Tools
Directly affected property and business owners	• Raising awareness of, and providing information about, the project. • Capture expertise, local knowledge, ideas and feedback that will help to strengthen project outcomes. • Proactively identify property owner concerns so that they can be managed and addressed. • Building ownership of the project. • Encouraging people to use the project when it is built.	• One-on-one meetings with directly affected property and business owners. • Representative invited to attend community reference group meetings.
• Cycling Reference Groups • Bicycle User Groups • Directly affected local indigenous, environment and community groups	• Raising awareness of, and providing information about, the project. • Capturing expertise, local knowledge, ideas and feedback that will help to strengthen project outcomes. • Proactively identifying community and stakeholder concerns so that they can be managed and addressed. • Building ownership of the project. • Encouraging people to use the project when it is built.	• Community Reference Group established to work with, and inform, design team decisions. • Site tour at beginning of project.
• Local elected representatives • Local authorities and state government agencies • Generators and attractors • Potentially interested environment or community groups • Neighbouring property and business owners • Community members that ride bikes • Broader community • Community members that would consider riding a bike	• Raising awareness of, and providing information about, the project. • Encouraging people to use the project when it is built.	• Drop-in session on site. • Advertisement to promote drop-in session. • Tactical urbanism—temporary installation of design.

Active Transport Investment Program, Community and Stakeholder Engagement Guide, August 2019

Moderate to high localised and broader community impact project—Planning off-road cycling facility in densely populated urban area

Stakeholder Group	Overall engagement objective to be achieved	Engagement Tools
• Directly affected property and business owners • Cycling Reference Groups • Bicycle User Groups • Directly affected local indigenous, environment and community groups	• Raising awareness of, and providing information about, the project. • Capture expertise, local knowledge, ideas and feedback that will help to strengthen project outcomes. • Proactively identify property owner concerns so that they can be managed and addressed. • Building ownership of the project. • Encouraging people to use the project when it is built.	• One-on-one meetings with potentially directly affected property and business owners. • Representatives invited to form Community Reference Group. At meetings work closely with the project team to inform planning decisions (e.g. contribute to multi-criteria analysis). • Site tour at beginning of project to gain understanding of constraints and opportunities.
• Local elected representatives • Local authorities and state government agencies • Generators and attractors	• Raising awareness of, and providing information about, the project. • Capturing expertise, local knowledge, ideas and feedback that will help to strengthen project outcomes. • Proactively identifying community and stakeholder concerns so that they can be managed and addressed. • Building ownership of the project. • Encouraging people to use the project when it is built.	• One-on-one meetings with local elected representatives, council representatives, and representatives from state government agencies with a direct interest in the study area. • One-on-one telephone meetings (or interviews) with local organisations that could generate or attract people who ride bikes (e.g. local schools and shopping centres). • Site tour when route determined.
• Potentially interested environment or community groups • Neighbouring property and business owners • Community members that ride bikes	• Raising awareness of, and providing information about, the project. • Capturing expertise, local knowledge, ideas and feedback that will help to strengthen project outcomes. • Proactively identifying community and stakeholder concerns so that they can be managed and addressed. • Building ownership of the project. • Encouraging people to use the project when it is built.	• Printed flyer letterbox dropped to neighbouring property and business owners describing the project and timeframes, and opportunities to provide input. • Factsheets on webpage. • Project specific email address. • Project specific telephone hotline. • Project webpage or website. • Advertisement to promote drop-in session. • Drop-in session at local venue throughout project—initially to capture ideas and then to seek feedback on draft plans. • Online interactive map and discussion forum.
• Broader community • Community members that would consider riding a bike	• Raising awareness of, and providing information about, the project. • Encouraging people to use the project when it is built.	

Appendix E—Project evaluation and lessons learnt template

Table E.1: Project evaluation and lessons learnt template

Project details

Project name: [Insert project name.]

Project stage: [Insert project stage e.g. planning, design, delivery, promotion, maintenance, etc.]

Facility type: [Insert facility type e.g. on-road separated, off-road shared path etc.]

Quantitative evaluation

Number of community members that participated in the engagement process: [Insert number.]

Number of stakeholder groups that participated in the engagement process: [insert number.]

The names and contact details of people who participated in the engagement process has been saved in the following location. This information does not have to be shared with TMR and can remain confidential: [Insert the location where information saved, so that anyone taking over the project can easily find it.]

Number of comments, insights and ideas shared by community members and stakeholders: [Insert number.]

Percentage of these comments that were positive: [Insert number.]

Percentage of these comments that were negative: [Insert number.]

Qualitative evaluation

Overall the sentiment of community members and stakeholders in relation to the project was:
[Insert extremely positive, positive, negative, extremely negative or outraged, or neutral.]

Were there groups that had a different sentiment to the overall community and stakeholder
sentiment for the project? [Indicate yes or no]   Yes   No

[Insert a list of groups with a different sentiment, and indicate their sentiment for the project.]

A summary of the feedback received from the community and stakeholders throughout the engagement process is attached. [Attach hardcopy or softcopy of summary of feedback. Summary should be no more than one page, and ideally note common themes raised throughout the engagement process.]

A report documenting the community and stakeholder engagement process has been prepared and can be found at: [Insert the location where report saved, so that anyone taking over the project can easily find it.]

Summative evaluation

Engagement with key stakeholders, and representatives of stakeholder groups, occurred from the following week in the project program: [Insert week.]

The stated objectives of the engagement process were: [Insert list of engagement objectives.]

We met these stated objectives by delivering the following tools as part of the engagement process:
[Insert list of engagement activities delivered as part of project.]

We met these stated objectives by encouraging the following stakeholders groups to participate in the engagement process. [Insert list of broad stakeholder groups that participated in the process i.e. Cycling Reference Groups, Bicycle User Groups, directly affected property and business owners, directly affected local indigenous, environment and community groups etc.]

A Cycling Reference Group or bicycle stakeholder group has or has not been established in this region.
[Insert has or has not, as applicable.]

The engagement process informed the following decisions made on the project: [Insert list of decisions on the project that were shaped by community and stakeholder input. Be specific and indicate how the project outcomes changed as a result of the engagement process.]

We made the following key commitments on this project, which will need to be considered as part of the next stage of the project. [Insert list of commitments made on the project to community members and stakeholders.]

Closing-out the engagement process

We have communicated the outcomes of this stage of the project with community members and stakeholders that participated in the engagement process, and thanked them for their input. We did this by: [Insert list of engagement tools used to close-out the project.]

We have communicated the next steps for the project and the likely timeframes by stating: [Insert messages used to communicate next steps and likely timeframes.]

We have a plan in place for maintaining contact with community members and stakeholders until the next stage of the project starts. We will maintain contact by: [Insert list of engagement tools that will be used to maintain contact between project stages.]

Observations and learnings

(Please note, in responding to all of the parts in this section of the template, we are looking for no more than a page of observations and learnings.)

From a community and stakeholder engagement perspective, what worked well on this project? [Insert details here.]

What were the biggest community and stakeholder engagement challenges on this project? [Insert details here.]

Were you expecting these challenges at the beginning of the project? [Insert details here.]

Based on what you have learned on this project, and the engagement challenges you faced, would you take a different approach next time and use different engagement tools? [Insert details here.]

Based on what you have learned on this project, are there any engagement tools that you would use on your next project because they worked so well this time? [Insert details here.]

End notes

i   According to TMR's definition of bike riding typologies as outlined in *More bicycle riding, more often in Queensland: Research summary report,* published at https://www.tmr.qld.gov.au/Travel-and-transport/Cycling/Research-and-resources/Participation-and-encouragement.

ii   *Queensland Government Community engagement toolkit for planning* published by the former Department of Infrastructure Local Government and Planning, 2017. Available at https://dilgpprd.blob.core.windows.net/general/Communityengagementtoolkit.pdf.

iii   Adapted from Resource 2.1 in the *Queensland Government Community engagement toolkit for planning* published by the former Department of Infrastructure Local Government and Planning, 2017. Available at https://dilgpprd.blob.core.windows.net/general/Communityengagementtoolkit.pdf.

iv   According to TMR's definition of bike riding typologies as outlined in *More bicycle riding, more often in Queensland: Research summary report,* published at https://www.tmr.qld.gov.au/Travel-and-transport/Cycling/Research-and-resources/Participation-and-encouragement.

v   According to TMR's definition of bike riding typologies as outlined in *More bicycle riding, more often in Queensland: Research summary report,* published at https://www.tmr.qld.gov.au/Travel-and-transport/Cycling/Research-and-resources/Participation-and-encouragement.

vi   'What is Citizensourcing' published by Citizenlab 20 October 2015, available at www.citizenlab.co/blog/civic-engagement/what-is-citizensourcing.

vii   According to TMR's definition of bike riding typologies as outlined in *More bicycle riding, more often in Queensland: Research summary report,* published at https://www.tmr.qld.gov.au/Travel-and-transport/Cycling/Research-and-resources/Participation-and-encouragement.

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