

Thinking about...

Community participation

February 2009

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The Heritage Lottery Fund would like to thank Sarah Taragon and Angela McTiernan of Red Door Associates for their help in producing this guidance.

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1 Introduction

The Heritage Lottery Fund (HLF) was set up in 1994 to distribute money raised by the National Lottery to heritage projects throughout the UK. In our first 12 years we awarded over £4 billion in grants to over 26,000 projects, from multi-million-pound investments in well-known sites and buildings to small grants making a big difference to community groups. We have a range of grant programmes for projects of different types and sizes – see Appendix B for more information.

We can offer advice **before you apply**, but first please use our website www.hlf.org.uk to:

- read the guidance in the application materials for the grant programme you are interested in;
- decide broadly what you want to do and roughly how much money you are likely to ask us for;
- fill in a pre-application enquiry form online or in hard copy; and
- send it through our website or send it to your country or regional HLF team who will then contact you to offer advice on your project.

2 Our aims

HLF gives grants to support a wide range of projects involving the local, regional and national heritage of the United Kingdom.

We have three main aims which relate to learning, conservation and participation.

To receive a grant your project must:

- help people to learn about their own and other people's heritage.

Your project must also do either or both of the following:

- conserve the UK's diverse heritage for present and future generations to experience and enjoy;
- help more people, and a wider range of people, to take an active part in and make decisions about heritage.

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2.1 Meeting our aims

There are a number of ways you can meet the two aims that focus on people. We have described these below with a link to the guidance on each.

Help people to learn about their own and other people's heritage

We call this our **Learning** aim. There are three main ways you can meet this aim:

- provide information about your heritage and interpret it for people – for further information see *Thinking about interpretation*;
- create opportunities for people to gain new or increased skills – for further information see *Thinking about training*; and
- hold events or activities to help the general public or particular groups of people learn about your heritage – for further information see *Thinking about learning*.

Your project might do one of these things or a combination of them depending on its size and scope.

Help more people, and a wider range of people, to take an active part in and make decisions about heritage

We call this our **Participation** aim. There are three main ways you can meet this aim:

- create opportunities for people to volunteer in your project – for further information see *Thinking about volunteering*;
- help your community to take an active part in your project, including helping people make decisions about heritage – this guidance is about that; and
- develop new and/or wider audiences for your heritage – for further information see *Thinking about audience development*.

Your project might do one of these things or a combination of them depending on its size and scope.

Although you do not have to meet our Participation aim if you are carrying out conservation work to your heritage, we encourage you to think about how the public can take an active part in your project, for example in the conservation itself.

3 What do we mean by community participation?

By 'community participation', we mean getting people who live or work locally to take part in your project in some way. By 'local' we mean people within easy reach of your project for example in your village or town, in your part of a city or perhaps in the rural areas surrounding your town.

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Community participation should be built in from the start of your project and can run through its planning, development, implementation, management and evaluation.

In this guidance we outline five ways in which you can give people the opportunity to take part in your project.

- 1 Informing:** telling local people about your project. This might be one of the first things you do and you should view it as preparation for more active involvement.
- 2 Consulting:** giving local people choices about what happens in your project and a chance to shape it.

'Informing' and 'consulting' **can be** quite passive ways to involve people. Your project will not fully meet our Participation aim if it only includes this type of activity. It might be appropriate, however, to include some 'informing' and 'consulting' activity in a project which primarily meets our Learning and Conservation aims.

Real participation is active and gives people a meaningful personal stake in a project, for example:

- 3 Supporting:** creating opportunities for people to promote or to help fund your project.
- 4 Managing:** creating opportunities for people to make decisions about and influence the direction of your project.
- 5 Delivering activities:** creating opportunities for people to deliver your project, taking a role in heritage conservation and/or learning activities.

In local heritage projects these three roles are usually carried out by volunteers. We have produced separate guidance *Thinking about volunteering* for good practice and sources of information on encouraging volunteers in your project.

In the rest of this guidance we outline in greater detail these five different ways in which you can reach out to your local community and the benefits this can bring for your project.

The amount you are able to involve your local community will vary from project to project, depending on the size of your organisation, the type of project you are undertaking and your previous experience of community participation.

Small groups may find it useful to have one person whose responsibility it is to keep community participation on the agenda, with everyone being involved in the process. In larger organisations and projects, a team of people with relevant community development and outreach skills may be needed. You may wish to bring people in with additional skills or experience or to provide training in these skills.

You may also want to develop new and/or wider audiences for your heritage in general; for example you may want more visitors to your building or site or you

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may want people to use your collection of objects or archives in new ways. If you are interested in reaching out to people beyond your local community you will find it helpful to read our guidance *Thinking about audience development*.

4 What are the benefits of community participation?

The benefits can include:

For your project

- Getting more done by having people with a range of skills, knowledge and experience in your project;
- Bringing richness, new perspectives and new ideas or ways of working; and
- Ensuring the project reflects local needs, and avoids negative impacts locally.

For your organisation

- Creating links with the community and providing powerful ambassadors for your organisation; and
- Building new skills and experience that your organisation can use for other work and in the future.

For individuals involved

- An opportunity to use existing skills and experience while gaining new ones;
- Gaining confidence; and
- Meeting people and/or feeling part of their community.

For your local community

- Transferring skills and experience which individuals gain to other community projects and activities;
- Strengthening local pride, sense of community and quality of life;
- Linking people together so they feel less isolated and have more support within their community;
- Learning about and enjoying their local heritage; and
- Organisations working more closely together and identifying opportunities for joint projects.

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For heritage

- More people feeling committed to their local heritage and valuing it, and therefore taking action to look after it; and
- Better use of heritage assets.

You should try to reach as many people/groups as possible within your community. In particular, you should think about those people who are not currently involved in your work or who face barriers to taking part, for example young people, older people, people from black and minority ethnic groups, people with disabilities and those with caring responsibilities. You should try to make sure that your heritage project is representative of the community in which it is based and is as open as possible.

5 What is right for your project?

You need to think about what type of community participation you want in your project and what it is practical for you to do.

This will depend on:

- the stage you are at in developing your project;
- how much consultation has already been done in your community;
- whether you can, or want to, give local people control over the way the project goes;
- the size of your organisation and whether you are a local group or part of a regional/national organisation;
- how much room there is for people to influence the project; and
- the skills and experience you have or that are available locally to help with community participation.

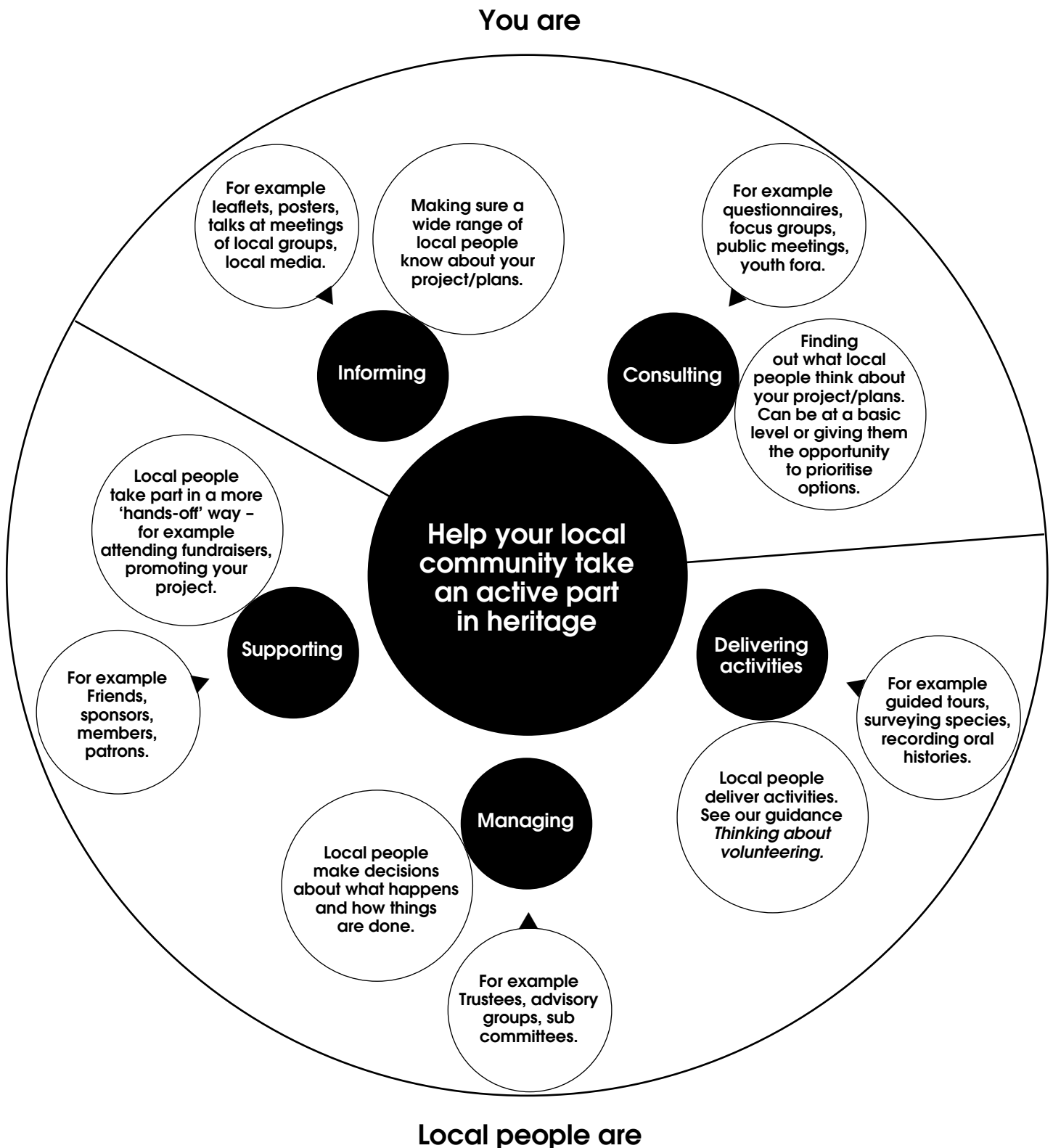
You will probably want to use different types of participation activity at different stages of your project. Remember, it's important to have a range of methods that give people choices about how and when to get involved.

Involving the local community has many benefits, but you need to be aware that you may have to deal with people with strong opinions and views on how things should be. Involving the community in your project may highlight conflicting opinions and views within that community. Some people find change difficult and can be resistant to any new ideas. Involving a wider range of people can be hard work and time consuming, but the tips and links in this guidance may help you to resolve any problems that arise.

The diagram on the next page gives an overview of the five types of activity we outlined in Section 3. The following sections focus on each type, giving more detail on what you might do and how to do it.

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Helping people to take part in your project



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5.1 Informing your local community

Introduction

Informing is the basis of all types of participation and is a starting point for any work you do with your local community. It is a one-way process but, if it is carried out well, it can help people to feel valued and informed. If you have very limited options for action in your project (for example in what you can do to a listed building or protected site) informing people is an appropriate way of involving them, but it is rarely the only thing you can or should do. Informing people can be used as an introduction to consultation.

Informing people should be an important part of any heritage project. It's important because it helps to:

- explain what's happening, and why;
- recruit members or volunteers;
- build support and understanding, including sponsorship;
- get across ideas or opinions;
- extend networks; and
- celebrate success.

It is important to start informing people at the planning stage of your project, and then to give regular updates so that local people know what is happening at each stage of the project and understand any changes to your original plans.

What are the benefits of informing?

If you do this well, it will mean your project is more likely to be accepted by the local community. It may also bring new people to you who would like to be more actively involved and will help make your project a success.

Tips on informing

You can inform people in lots of different ways. They include:

- **Reaching out to people** – talk to people where they are in their everyday lives: schools, shops, pubs, community events;
- **Community groups** – some have newsletters or websites with bulletin boards; you may be able to offer someone from your project to speak at one of their meetings;
- **Councils** – may offer you a link on their website, and most have databases of local companies and organisations; some will do bulk mail-outs (e.g. to schools, arts groups, carers' groups, health groups); and they all have to circulate information to elected members;

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- **Local media** – through press releases but also possibly leaflets as an insert, or details on their website. Free newspapers will often take articles of local interest;
- **Libraries** – will often display posters or leaflets or a small display; some send posters/flyers to other libraries for you;
- **Milk rounds/newsagents** – if they make regular local deliveries around the local community, they may take out a leaflet or letter for you;
- **Places of worship** – most produce newsletters and have notice boards; many run events which you might be able to attend with an information table about your project;
- **Schools** – can often display posters or give out flyers and may have a parents' newsletter;
- **Shops, post offices, pubs, garages** – all places which attract a steady flow of people and are ideal for posters, leaflets and informal discussion.
- **Websites** – your own and those of other local organisations; and
- **Word of mouth** – often the best way.

When deciding which methods to use you will need to think about which groups of people you are trying to inform. For example, if a lot of local people walk past the site for your project then putting up posters/information on the site is a good way to inform them. If you want to make sure that families find out about your project, then targeting the local school or baby clinic might work best.

One of the tricks of effective informing is to use a mixture of methods. So, if you want to run a poster campaign you could have a competition for the local school/youth club to design a logo or publicity materials for your project. You could then do press releases announcing the competition, naming the winner, and unveiling the poster.

5.2 Consulting your local community

Introduction

Consultation is only appropriate when you can offer people some say on what you are going to do. At a basic level you might seek opinions on a limited number of options for one element of your project; at a more in-depth level, you might be asking for new ideas and options by involving members of your local community in planning your project. It is important that you consult, hear the opinions you've been given and then redraft your plans or make decisions based on this. You then need to tell people the decisions you have made and the difference their input made.

You should consult the local community at the earliest point you can. Build in consultation at relevant points through the planning stages of your project and

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particularly where decisions need to be made that will have an impact on the local community, for example where to site buildings or when to hold major events.

What are the benefits of consulting?

There are many benefits of effective and timely consultation. These include:

- gaining general support and understanding of your project;
- local people knowing exactly what is planned;
- local people feeling they have had a say and been heard;
- bringing in new suggestions and approaches;
- reducing the risks of conflict with local people later in the project;
- learning new information and ideas or gaining expert advice that will improve your project; and
- getting new people actively interested in supporting, managing or doing your project.

Tips on consulting

There are many ways in which you can consult people – from an informal meeting in a local library to employing a market research company to conduct a survey. The methods you choose will depend on your organisation, the resources you have available, and what is appropriate to your project and community. It is much better to do a small amount of consultation well, than to try to do a lot with little time, resources or skills available and therefore do it badly.

Only consult if you are really interested in getting feedback. Only give people realistic options – don't offer a blank canvas if there are only a limited number of options (for example, on where a building will be sited). You don't want to raise unrealistic expectations which you cannot meet. Don't say you are consulting if you are only informing.

If your organisation is new to consultation, or wants to try out new ways of consulting, it might be a good idea to bring in someone to help you do this (they could be employed or consultants, new volunteers, representatives from local community groups or businesses or voluntary sector infrastructure organisations such as Councils for Voluntary Services).

You can consult people in lots of different ways. They include:

- questionnaires/interviews;
- meetings;
- focus groups;

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- going out to where people are – for example pubs, shops, fetes, schools, local organisations, sports events, doctors' surgeries;
- open days at your building or site; and
- informal discussion/conversations.

Although widely used, public meetings are difficult to run well, and have many pitfalls. They can easily be dominated by a small number of people and become stage sets for confrontation. You tend to attract only those people who like coming to meetings, unless they are really interested in the topic. For these reasons do not use public meetings as your only method of informing and/or consulting, but as one of several approaches or the first step in the process. On the plus side, public meetings are fairly easy to organise, and are open to all. See Appendix A for tips on successful meetings.

Here are two ideas that work particularly well in community settings and do not rely on people reading documents. There are more ideas in the resources in Section 10 and Appendix A.

Photo safaris

If your project is site-based, you could do a 'photo safari'. This involves taking small groups of people round the site asking them to take photographs or to highlight as they go ideas and concerns they have, or the things they value most. Reasons for each photograph should be noted down. This list can then be collated at the end of the safari and you can work out what to do. The photographs can also be used at a public event for other people to add their own comments. This method is great for involving children, young people and those who find it easier to take in information in visual form.

Using maps/models

For many people to understand your project fully and give an informed view, they will need to 'see' what you are going to do, rather than hear about it or read about it. Using maps and models can be one way to do this in the early stages of your project. It is also an excellent way of consulting with children, young people, and people with learning disabilities.

You will need either to make or to get hold of a map/model of your site or proposed project. You can involve people in this too if appropriate; for example, get local young people to help you build the model. You can then put the maps/model into a space where people can see them and use post-its or discussion to gather views. Alternatively you can take the map/model out to people, for example, existing community groups, schools, residential homes, GPs' surgeries, and pubs.

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5.3 Building support in your local community

Introduction

This type of participation will bring people into your project at a different level; they will be advocates and help to sustain your project but they might prefer not to get directly involved. It is often appropriate for people who are interested or keen to support you but have limited time or lack the skills to take a direct role in the project.

Larger organisations are most likely to do activity specifically to encourage supporters and raise money, but it is possible for small community organisations to build this type of participation into their project. Naturally, some supporters will also want to take part in management and delivering activities. Your role will mainly involve administration and organising special events for your supporters.

What are the benefits of building support?

- It gives people an option to support your aims and your project without having to give up a huge amount of their time;
- You can get people on board but without the responsibility of being part of the project's management;
- It can give your organisation some income; and
- It can raise your project and organisation's profile in new circles/places.

Tips on building support

You can develop supporters in lots of different ways. They include:

- **Friends group** – supports your project through subscriptions and activities. Friends groups generally have an interest in your project, and will fundraise to help support your work. In return you can provide opportunities for them to learn more about the project, get reductions on entry fees etc. Friends groups can be hands-on, becoming active volunteers for your project, for example as event stewards or leading tours. They often develop social programmes and associated events to bring local people together to celebrate projects.
- **Membership scheme** – gives individuals the opportunity to pay an annual fee in return for regular newsletters/updates, opportunities to come to special events or exhibitions/openings and reduced entry fees.
- **Local Association/Clubs** – can be Friends or members too; they will benefit from talks, guided walks or some free invitations to particular events following a small subscription to cover your administration costs. Keep them up-to-date with newsletters/leaflets.

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- **Patrons scheme** – some local people might be keen to give more financial support. They pay a larger subscription and in return are listed as patrons, and receive invitations to particular events/talks etc. They promote your project and you publicly acknowledge their support of your project.
- **Corporate Membership scheme** – depending on your project/organisation, you may be able to offer this type of membership to businesses. For a much larger fee than individual membership, you could offer VIP private tours, invitations to special events and openings for corporate member's staff and guests and perhaps exclusive parties or events offering networking opportunities with other corporate members. You may also be able to offer learning or group volunteering events for their staff development or exclusive venue hire on your site.

5.4 Encouraging management volunteers from the local community

Introduction

At this level, you want people from your local community to be involved in managing and organising your project – making decisions about what and how things happen throughout the project. People can take part in a number of ways, for example, by becoming a Trustee of your organisation (with the associated legal responsibilities) or by becoming a member of a working or advisory group giving their expertise and knowledge to your project, which is a more specific and time-limited commitment.

For small community groups, this type of participation will be core to their organisation and for a community based project, most of the management will be done by members of the local community. Larger organisations may have to make changes to their governance in order to involve community representatives. Where direct participation in management is not possible, advisory panels may be.

What are the benefits of encouraging new management volunteers?

- Local people know their area best, and how decisions will affect the community;
- Involving more people will bring new skills and experience to the management of your organisation;
- More diversity brings different points of view and new ways of looking at issues; and
- Community participation in management is more likely to embed the project within the community, helping its future success and increasing the likelihood of getting more local support and volunteers.

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Tips on recruiting new management volunteers

You can develop management volunteers in lots of different roles. They include:

- trustees;
- sub-committees of existing board or management committee;
- advisory panels – you could have a ‘community’ advisory panel, or invite members of the community to sit on a wider panel; their role is to give ideas and advice on the project without being given decision making responsibilities;
- specialist advisors (for example architect, access auditor, teacher) – you may want to make contact early so you can call on their professional expertise when you need them;
- working groups – it may make sense to set up groups to oversee particular parts of your project, for example building redevelopment or access planning; your working group(s) will involve people with a particular interest or skills in that area; and
- community representative(s) – this will give you a direct link to local people in order to hear their views.

Involving the Local Community on Your Management Board

Before you try to attract members of your local community onto your steering or management group/board you should plan how you will do it:

- look at how far your board reflects the local community it serves, including by age, gender, disability, ethnicity, religion, parental/caring responsibility;
- think about overcoming barriers for potential new members – offering payment for childcare, having flexible meeting times, simplifying your paperwork;
- do a skills assessment of current management members – financial knowledge, understanding of relevant laws, heritage experience and skills, environmental knowledge, practical and administrative skills etc.;
- draw up a person specification outlining the skills, knowledge and experience you need, for example accounting skills, fundraising, PR;
- set out the role members will play with any specific responsibilities;
- develop a promotional strategy – advertise widely through local media, community networks and local meeting places to attract the kind of person you want;
- identify and use key interview questions and a scoring process;
- induct your new member well with the help of an induction plan, a pack of key documents and ‘buddy’ support;

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- make sure they are aware of responsibilities, both legally and practically, for example reading briefing papers and attending x number of meetings per year;
- identify the benefits to them of joining your management group, for example to widen personal networks, develop new skills, improve career prospects.

Working Groups, Advisory Groups or Subcommittees

Setting up a working group, advisory group or subcommittee can free up the time of committee members or staff, making them more effective in their overall management. These groups are usually short term, and are set up to take on a specific task, for example to publicise a consultation event, organise an information day, develop a policy, advise on local biodiversity, or plan the refurbishment of a heritage building.

The sub-group should be made up of people with the relevant skills and experience for the task allocated, playing to members' strengths. People who don't wish or who are ineligible to become management committee members (people under 18, for example) can be involved in managing particular elements of projects.

Groups need clear terms of reference, so members can understand:

- their task or purpose and the topics or issues they need to cover;
- how often they should meet and how and when the group will end;
- their role in sending out the agenda, taking and circulating the minutes etc.;
- delegated powers – decisions or action they can take alone; what should be referred back to staff or committee;
- when and how they should report to staff and/or Trustees;
- funding available to them, and how they access and account for it; and
- how their members are appointed and for how long.

Bringing new people into a management board or having new working groups or representatives involved in managing a project can be difficult for both the new and the existing people. Learning to work with new people is always a challenge.

5.5 Encouraging activity volunteers from the local community

Introduction

At this level of participation people contribute to the delivery of the project in practical, hands-on ways. Sometimes the same people who manage the project also take on delivery roles but you may need to recruit additional people with different skills and knowledge.

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You can get members of the local community to volunteer in a range of ways, for example:

- researching information for the interpretation of a site or building;
- acting as room stewards or taking guided tours;
- helping to maintain your site;
- organising events, displays or exhibitions; or
- helping with your community participation activities.

Organising viewing opportunities for local people to see what you are doing during the development of your project will increase their likelihood of getting involved. Providing taster opportunities or chances to 'volunteer for a day' – for example tidying up a canal site, creating a mosaic for a refurbished building or doing a nature watch – can lead to longer term volunteering.

What are the benefits of encouraging activity volunteers?

By getting local people involved as volunteers, you gain much needed resources. You will also find that local volunteers will be committed to your project and will support you in other ways too – attending events, telling other people about what you're doing and bringing in more volunteers and supporters.

Encouraging local people to take part in your project will bring many positive benefits. However, there will be time and cost implications – volunteers are not just cheap labour. They should be supported and managed and offered expenses and training, as appropriate. You might need someone whose role it is to coordinate your volunteer team.

There is detailed information about attracting and managing volunteers to help with delivering your project in our guidance *Thinking about volunteering*.

6 Being inclusive

We looked at the benefits of involving people in your project in Section 4. In this section, we look at how to make sure you have considered all parts of your local community, not just those that you know and already have on board.

Your first step is to think about who is already involved in your project, and then who could be. You will need to identify those people within your community who could be affected by your project and therefore should be given the opportunity to take part.

A good starting point is to get hold of a list of local community, faith and issue-based groups. Ask your local Council for Voluntary Services, your local public library and your council if they have lists of local organisations representing particular groups (for example, people with mental health issues, refugees, disability groups, Lesbian, Gay, Bisexual and Transgender groups).

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You may also want to look at the census data for your area; there is free access to data produced by the Office for National Statistics, government departments and devolved administrations including census data at www.statistics.gov.uk.

Using your local knowledge and the information you collect:

- Identify the make-up of your local community;
- Put a tick against those groups (e.g. young people, older people, women) who are already taking part in your project; and
- Underline those who are missing and think about why this might be the case.

Work out when and how you plan to involve people who are not currently involved with your project. If you are new to this kind of activity, it might be a good idea to prioritise one part of the community to start with – don't try and do everything at once.

For more ideas on how to analyse the profile of your local community and what you can then do to reaching out to people see our guidance *Thinking about audience development*.

For tips on making sure everyone can take part see Appendix A and our guidance *Improving your project for disabled people*.

7 Training and support for your community participation work

In this section we highlight skills that are particularly relevant to community participation and provide ideas on where to get information, training or support.

Contact details for organisations and details of recommended reading are in Section 10.

To find recommended local trainers, you should contact:

- **England** – your local Rural Community Council or Council for Voluntary Services (CVS) – see ACRE and National Association for Voluntary and Community Action in Section 10;
- **Northern Ireland** – Northern Ireland Volunteer Development Agency.
- **Scotland** – Scottish Council for Voluntary Organisations (SCVO), local CVS or Volunteer Centre – see Volunteer Development Scotland in Section 10; and
- **Wales** – the Council for Voluntary Action.

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Skill	What people might do	Where to get information, training or support (see Section 10)
Administration and Finance	Typing, data inputting, dealing with general enquiries, managing petty cash, keeping accounts etc.	<ul style="list-style-type: none"> You probably already have people in your community with these skills who just haven't ever been asked to volunteer. Council for Voluntary Services for volunteers and mail out services
Design/ graphics	Producing attractive displays, leaflets, posters etc.	<ul style="list-style-type: none"> Local trainers Local art college students or local schools <p>NB you may need to buy in this skill if no-one in your group has such skills</p>
Event organisation	Running events as part of your consultation or activity stage. Bringing everything together on the day by using good time management and organisational skills.	<p>You probably already have people in your community who are used to organising events – try and find them and get them involved! For example WI, hall committee, places of worship, arts centres etc.</p> <ul style="list-style-type: none"> Local training Directory of Social Change
Consultation/ Facilitation	Leading meetings. Using different ways to get people's views. Recording and managing different opinions and feedback.	<ul style="list-style-type: none"> Local consultants/courses Local trainers/facilitators Directory of Social Change <p>NB It can be a good idea to bring in someone from outside the community as a 'neutral' chair/ facilitator</p>
IT	Keeping a database of interested people/ members, producing leaflets electronically, running a website or e-news service, producing a newsletter.	<ul style="list-style-type: none"> Your local college will provide training on most programmes. Local trainers appropriate for voluntary sector groups.

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Skill	What people might do	Where to get information, training or support (see Section 10)
Management	Making sure everyone is up-to-date with legislation, policies, background, committee processes etc.	<ul style="list-style-type: none"> • Governance Hub (in England) • Local training • Read <i>Just About Managing?</i> (see Section 10)
People skills and networking	Getting people interested in your project, and gaining support from local people and organisations. Using listening and social skills to make everyone feel comfortable, welcome, listened to and valued. Dealing with a wide range of people.	<ul style="list-style-type: none"> • Local trainers • Media Trust • Open University • Directory of Social Change
Presentation skills	'Selling your project' – talking to local groups, or at public meetings. Being an ambassador for your project.	<ul style="list-style-type: none"> • Local trainers • Media Trust • Community Service Volunteers
Promotion/marketing	Writing good materials to get people interested and put your message across. Writing press releases.	<ul style="list-style-type: none"> • Local trainers • Media Trust • Community Service Volunteers • Directory of Social Change
Recruitment	Drawing up person specifications, job descriptions etc. Writing a job advertisement. Interviewing skills. Induction.	<ul style="list-style-type: none"> • Governance Hub (in England) • Local training • Read <i>Just About Managing?</i> (see Section 10)

Thinking about... Community participation

8 Evaluating your community participation work

You decided to involve members of your local community in your project because you believed it would benefit your project and your organisation, and also members of your wider community. As part of the monitoring and evaluation of your overall project, it is important to look at your community participation, to find out:

- how much of it there has been (quantity);
- how good it has been (quality); and
- the benefits it has brought for your project and for those individuals involved (impact).

We will expect to see evidence that you have looked at whether you have been successful or not and that you are learning from the experience. You will need to build in evaluation from the beginning, not wait until the end of your project. You need to record the situation as it is at the start (the baseline), and the changes you hope it will make for you and for the people you will involve. Towards the end of your project you can then check if those changes have taken place. Midway through your project, you can find out how well you are doing your community participation, and if there's anything you need to do differently.

Issues to think about include:

For your organisation

- How well did particular community participation methods work? Which would you use again? How would you change your approach in future?
- What skills did your project gain through community participation?
- What benefits has community participation brought for your organisation for the longer term?
- Were the benefits worth the time/resources they took?
- What did your project/organisation learn through having the community involved? How have you used that learning?
- How many new people has your community participation work brought you into contact with?
- Are there any new groups/networks/organisations involved in your project as a result of your activity? What benefits has this brought?
- Has community participation prevented, or helped to ease any potentially difficult situations? How would you have handled these situations without community participation?

For individuals involved in the project

- Why did they get involved (for example, for a particular event)?

Thinking about... Community participation

- What did they think of the activities/information you provided?
- What did they enjoy about being involved?
- What have they found difficult and what would have made it easier for them?
- What could you have done to get them more involved?
- Which of their existing skills did they use in the project? How?
- What new skills did they gain?
- What difference has their participation made to them? Has anything else changed for them as a result of being involved with this project?
- What do they think has stopped other people getting involved?

You can produce simple monitoring forms, comment cards or questionnaires, either on paper available at events or posted on a website. Try to monitor the people whose views you get, collecting some basic information such as their age group, gender, ethnic background and anything else of particular relevance to your project (for example that they are from a particular area/village).

There are links in Section 10 to simple evaluation methods and ideas. You can also find more information in our guidance *Evaluating your heritage project*.

9 What we fund

We will fund the types of activities and materials described in Section 5 within a heritage project where one of your aims is to help more people, and a wider range of people, to take an active part in and make decisions about heritage.

The activities must be on top of the everyday work of your organisation and must be specific to the project for which you are seeking funding.

If your project involves capital works or conservation work to a heritage item, the costs of your community participation activities must be in proportion to the total cost of the project.

The costs can include:

- Staff time to develop, manage and deliver the activities e.g. time of a Community Outreach Officer or Project Manager;
- Freelance staff and professional fees necessary to get the community involved;
- Equipment and materials;
- Training for staff and volunteers;
- Publicity and promotional material; and
- Evaluating your activities.

Thinking about... Community participation

If you are applying to Heritage Grants you will give us an idea of what you want to do in your project and what it will cost in your first-round application; if you are given a first round pass you will then work this up in detail during the development period and submit an activity plan with your second-round application. Refer to *Planning activities in heritage projects*.

You can ask us to contribute to the costs of developing your project between the first and second rounds, and you can include the costs of delivering community participation in your project budget at the second round. This includes specialist help with:

- Carrying out research in the community;
- Analysing data about your community;
- Designing and putting your research into action;
- Training staff and volunteers to carry out research;
- Holding focus groups and consultation sessions;
- Producing material for consultation;
- Translating materials into community languages; and
- Hosting consultation sessions, for example, hiring a venue.

We cannot give a grant towards existing staff costs, but we can fund short-term contracts or extensions to part-time hours for the purpose of developing your project.

10 Sources of further information

10.1 General resources

Access for all toolkit – enabling inclusion for museums, libraries & archives

www.mla.gov.uk/website/policy/Inclusion

Including Cultural Diversity and Disability checklists. Provides a good starting place for seeing where you are whatever kind of heritage you have.

How to make meetings work

Malcolm Peel, Kogan Page, 1988.

Covers planning for meetings, how groups work, different roles, formal procedures, legal issues, and conferences.

Thinking about... Community participation

Open Hearts Open Minds

www.openheartsoopenminds.org.uk

Tips and exercises to look at all aspects of involving people; plus free e-news service and a handbook.

PARTICIPATION WORKS! 21 techniques of community participation for the 21st century

New Economics Foundation, 1999

Handbook showing how to choose between 21 methods of participation, how to use them properly and where to go for more information.

Download from **www.neweconomics.org**

The Guide to Effective Participation

David Wilcox, 1994

Huge number of ideas, resources and background on participation.

Download from **www.partnerships.org.uk/guide/**

People and Participation.net

www.peopleandparticipation.net

Web based questionnaire to suggest good participatory methods for consulting people in your project. Provides practical information for those working to involve people, including methods, case studies, news, library, events listing, advice service, and a process planner.

10.2 Consulting

Community planning website

www.communityplanning.net

Information on consultation and involving people and examples of practical tools and methods.

Based on The Community Planning Handbook

Nick Wates, Earthscan Publications, 2000.

Neighbourhood Initiatives Foundation

www.nif.co.uk

Tel: 0870 7700339

Email: info@nif.co.uk

Thinking about... Community participation

Promotes the use of interactive, hands-on tools and techniques, such as “Planning for Real®”. Runs a range of training courses of relevance to heritage and community organisations. Sell resource packs on the involvement methods.

Promoting Partnerships through Consultation

Val Baker, Russell House Publishing, 1994

Very good simple step-by-step guide to consultation covering theory and practice.

Village Design: Making local character count in new development.

Countryside Agency, 2006

Gives detailed guidance on carrying out a character workshop which would be useful for site based heritage projects.

Download from Natural England website: www.naturalengland.org.uk

10.3 Managing

The Governance Hub

www.governancehub.org.uk/index.html

Huge amount of information bringing together people, information and ideas about governance in the voluntary and community sector in England.

Is Your Parent Group a Clique?

Michelle Bates Deakin

See www.ptotoday.com/index.php

Just about managing? Effective Management for Voluntary Organisations and Community Groups

Sandy Adirondack, London Voluntary Service Council, 1992.

Guide to effective management for voluntary organisations and community groups. Covers all the main issues, with lots of checklists.

Thinking about... Community participation

10.4 Supporting

British Association of Friends of Museums (BAFM)

www.bafm.org.uk

Independent organisation for Friends, volunteers and supporters in museums, galleries and heritage sites. Lots of support, including 'Handbook For Friends', and a range of Information Sheets. Newsletter and Insurance scheme for members.

10.5 Being inclusive

Office for National Statistics (UK-wide)

www.statistics.gov.uk

Free access to data produced by the Office for National Statistics, government departments and devolved administrations including census data

Black Environment Network (BEN)

www.ben-network.org.uk

Tel: 01286 870715

Provide resources and information on working with, and including ethnic communities.

4Children

www.4children.org.uk

Tel: 020 7512 2100

Includes resources and links on consulting and including children in your project.

Children's Rights Alliance for England

Tel: 020 72788222

E-mail: info@crae.org.uk

Comprehensive set of training and tools to increase children's and young people's participation in decision-making.

Participation Works Gateway

www.participationworks.org.uk

Enquiry service: 0845 603 6725

Online gateway to the world of children and young people's participation.

Thinking about... Community participation

Participation. Spice it up!

Dynamix with Save the Children in Wales, 2001

Practical tools for engaging children and young people in planning and consultation.

Save the Children Fund

www.savethechildren.org.uk (Resources section)

Tel: 020 7012 6400

Email: supporter.care@savethechildren.org.uk

Comprehensive resources and guides around involving and consulting children.

Lesbian, Gay, Bisexual and Transgender (LGBT)

<http://lgbtconsortium.org.uk>

National consortium of LGBT organisations.

Action for access: a practical resource for arts organisations

Anne Hornsby and Mind's Eye, Arts Council England, 2004.

www.artscouncil.org.uk

Resource pack for arts organisations wishing to make their activities more accessible to disabled people. Sections include consultation and communication.

Improving your project for disabled people

HLF guidance

Download from **www.hlf.org.uk**

British Council of Disabled People (BCODP)

www.bcodp.org.uk

Tel: 01332 295551

Provide training and a transcription service (braille, large print, audio etc.)

British Institute of Learning Disabilities (BILD)

www.bild.org.uk

Tel: 01562 723101

Includes details of training available for using a range of methods for consulting those with learning disabilities e.g. music & puppets.

Thinking about... Community participation

Mencap

www.mencap.org.uk

Tel: 020 7454 0454

Email: information@mencap.org.uk

Produce downloadable guides on writing accessible information and websites for people with learning disabilities.

Royal National Institute for Deaf People (RNID)

www.rnid.org.uk

Textphone: 020 7296 8001

Tel: 020 7296 8000

E-mail: informationline@rnid.org.uk

Website includes tips and resources to improve communication with deaf and hard of hearing people.

Royal National Institute of Blind People

www.rnib.org.uk

Tel: 020 7388 1266

Includes tips and resources to improve communication with blind and visually impaired people.

10.6 Training

Federation for Community Development Learning

www.fcdl.org.uk

Tel: 0114 253 6770

Email: info@fcdl.org.uk

Website includes research on reaching people, and training resources eg resource packs for the Open College Network Community Development Programme, and Community Work Skills Manual.

Institute of Cultural Affairs (ICA) UK

www.ica-uk.org.uk

Tel: 0845 450 0305

Email: ica@ica-uk.org.uk

Run a range of courses around the country on facilitating and running participatory meetings and events. Have a list of consultants who offer bespoke training.

Thinking about... Community participation

Media Trust

www.mediatrust.org

Tel: 020 7874 7600

Email: information@mediatrust.org

Cover all aspects of media and communications training for charity and voluntary organisations, eg PR, press releases, communicating with young people. On-line resources available.

Participatory Evaluation and Appraisal
in Newcastle upon Tyne (PEANuT)

<http://northumbria.ac.uk>

Tel: 0191 227 3848 or 0191 227 3753

Email: ge.peanut@northumbria.ac.uk

Training courses in participatory appraisal techniques and approaches. Part of Northumbria University.

10.7 Evaluation

Evaluator's cookbook

NECF, 2005

www.ne-cf.org

Includes practical exercises for evaluation, which could also be used for consultation.

Prove it!

New Economics Foundation, 2000.

Download free: **www.neweconomics.org**

A handbook on how to demonstrate impact.

Your project and its outcomes

Sally Cupitt with Jean Ellis, Charities Evaluation Services, Community Fund, 2003.

Download free: **www.ces-vol.org.uk**

Provides an excellent introduction to thinking about what you want to achieve and planning evaluation against 'outcomes'.

There are more resources in our guidance *Evaluating your HLF project*.

Thinking about... Community participation

10.8 Other helpful organisations

ACRE (Action with Communities in Rural England)

www.acre.org.uk

Tel: 01285 653477

The national contact point for 38 county-based Rural Community Councils (RCC).

Community Development Exchange

www.cdx.org.uk

Tel: 0114 241 276

Email: admin@cdx.org.uk

Resources, research, training etc on inclusion, diversity and community involvement.

Community Development Foundation (England, Scotland Wales)

www.cdf.org.uk

Email: admin@cdf.org.uk

Includes a huge range of research around community development, alongside resources. They also provide training and information on evaluation.

Community Service Volunteers (CSV)

www.csv.org.uk

E-mail: information@csv.org.uk

Provide professional media training for voluntary and public sector organisations.

Council for Voluntary Services (England) – see NAVCA

Directory of Social Change

www.dsc.org.uk

Tel: 08450 77 7707

Produces a huge range of resources and training courses of relevance.

Heritage Link

www.heritagelink.org.uk

Tel: 020 7820 7796

Email: mail@heritagelink.org.uk

Includes resources on diversity and inclusion.

Thinking about... Community participation

National Association for Voluntary and Community Action (England)

www.navca.org.uk

Tel: 0114 278 6636

Email: navca@navca.org.uk

Will provide details of your local Council for Voluntary Service, which will be a contact point for voluntary organisations in your area (formally NACVS).

Oxfam GB

www.oxfamgb.org/uk

Tel: 01865 47241

Email: ukpoverty@oxfam.org.uk

Good downloadable resources and background on participatory tools.

Rural Community Councils – see ACRE

Northern Ireland Volunteer Development Agency

www.volunteering-ni.org

Tel: 028 90236100

Email: info@volunteering-ni.org

The Volunteer Development Agency for NI

Scottish Community Development Centre

www.scdc.org.uk

Tel: 0141 248 1924

Email: info@scdc.org.uk

National Development Centre for community development in Scotland.

Volunteer Development Scotland (VDS)

www.vds.org.uk

E-mail: vds@vds.org.uk

Provide training in volunteer management and resources on involving young people and good practice. Also contact for Scotland's Volunteer Centre network.

Wales Council for Voluntary Action (WCVA)

www.wcva.org.uk

E-mail: enquiries@wcva.org.uk

Information sheets, publications, training courses and conferences around volunteer management, community involvement and participation.

Thinking about... Community participation

Participation Cymru

www.wcva.org.uk

Provide support, information and training around participation including consultation, participatory evaluation and facilitation skills.

Appendix A

Tips for including everyone

1 Make your management meetings more inclusive

Think about how you look to the outside world. You might think you are welcoming to new members, but is this really the case?

Is Your Group a Clique?

Jo Bloggs left her first meeting a little disillusioned. "Everybody knew each other, but I didn't know anyone. Every time I offered up an idea, someone said, 'we've tried that, and it doesn't work,' or 'we've done this for a long time, and we know what works best'."

Here are some simple tips for making sure your group is open to new members:

Rotate roles – Make sure that roles and the tasks people do are regularly reviewed or changed.

Wear name tags – People feel awkward when they think that everyone knows everyone else. Name tags are a simple solution.

Be welcoming – Give someone the role of welcoming new faces, making sure they know how things work, and that they are greeted when they come again.

Match old-timers and newcomers – team new people with long-term members where they share an interest in a particular role. This helps spread out newcomers and helps mix old and new approaches.

Build diversity – think about who is missing and actively recruit from these groups. Think about getting more than one member from each group – not just a token representative.

Adapted from: Is Your Parent Group a Clique? Michelle Bates Deakin (see Section 10).

2 Reach out to your community

To make participation an option for everyone at meetings and events, keep the following points in mind:

- **Widen networks** – Target particular groups or areas who need to know about your project; use existing networks/groups (particularly for people you don't normally contact – for example visit youth clubs, or work with schools, contact leaders of local faith groups); go to where people are, don't assume they will come to you.
- **Information** – Use a range of materials for example written, photographs, pictures, direct contact, verbal (via website/radio etc); have a contact name and number attached to all materials; make sure you include all the information someone will need – don't assume for example people know where the Community Centre is;

Appendix A

- **Language** – use plain English; consider the need for translations or interpreters for other languages spoken in your area or for those needing a British Sign Language interpreter (can you get local people to act as interpreters or translators?)
- **Think of your audience** – use language appropriate to your audience; don't talk down to or over the heads of people; try and make information available verbally and in writing using charts, maps, photographs and other visuals where possible; remember different thinking/learning styles and try to provide something for everyone
- **Physical access** – try to choose buildings which have good physical access, for example ground floor meeting spaces or accessible upper floor, wide doorways, accessible toilets, space for wheelchair users, hearing loops.
- **Perceptions** – the venue you choose may give certain messages. Think about who you want to come and whether they are likely to attend an event in your venue, for example schools have a negative image for some, pubs are not suitable for others, a Church may be off-putting for some. Try and use neutral venues – your local Council for Voluntary Services or Rural Community Council will have lists of village/community halls.
- **People's lives** – most people are very busy in their everyday lives, so hold events at times to suit your audience or at a range of times so that those, for example who work, have young children or caring duties can take part; think about childcare issues – or provide a crèche/activities for children or make it clear they are welcome to attend the event;
- **Transport** – is there parking nearby? Is public transport available? Try and work around public transport timings. Arrange transport for those who need it. If people are unable to get to you, then try and go out to them.

3 Make public meetings work

You can make a public meeting work by following these tips:

- Prepare and publicise it well;
- Make sure the venue is easily accessible and the meeting is at a time when a range of people can attend;
- Make sure people know what the meeting is about;
- Choose someone independent and locally respected if you need a chairperson;
- Make the aims of the meeting clear at the beginning and report on whether these have been met at the end;
- Keep any presentations short and provide opportunities for audience response;

Appendix A

- Keep a visible and accessible record of the meeting in full view of everyone by using flipcharts or recording on a laptop and showing on a large screen – and check with people that you have recorded their views correctly.

If you really want to hear people's views and get them involved then you need to think about how to make this happen. There are some simple things you can do:

- layout the room so that there is no obvious 'top' table – use a horseshoe shape rather than straight lines so people can see each other;
- don't use stages;
- don't use microphones if possible so anyone can speak (but do use hearing loops);
- use methods where people don't have to speak in public or put their name to their views;
- be flexible and make sure there is always someone on hand for people to talk to one-to-one and/or contact for more information;
- think about how you're dressed – don't wear uniforms and dress informally if you expect your audience to do so.

It is better to tell people about your project as one large group, and then break them into small groups (about 4–8 people) to actually get their feedback and/or concerns. You can have someone leading in each group (either selected by you, or each group choosing someone to do this). At the end of the meeting you can then get feedback from each group, and have some space for general concerns or comments. Trying to get feedback from a room full of people takes a very skilled facilitator – and even then you will probably only hear from the most eloquent 10%. Breaking into smaller groups will make people less wary of speaking up, and means that those who are used to taking the floor have a much smaller audience.

You can also use other participatory methods at a public meeting, for example, maps, models, photographs and recording booths to get people talking and gain their views. You can also use techniques such as ideas nets; for example, for a maritime heritage project you could ask people to write ideas onto blue fish and concerns onto red fish and put these into a fishing net. You can then continue the theme through all the consultation questions.

Appendix B

Our grant programmes

General programmes

Heritage Grants (above £50,000)

This is our main programme for grants over £50,000 for all kinds of heritage, and is open to all not-for-profit organisations. All applications go through two rounds (unless you are unsuccessful at the first round) and you can apply for development funding to help develop your project to the second round. Assessment takes three months at each round and the outcome of your application will then be decided at the next available decision meeting.

Your Heritage (£3000–£50,000)

This is our general small-grants programme for all types of heritage project. It is a flexible programme, open to all not-for-profit organisations, but is particularly designed for voluntary and community groups and first-time applicants, with a much simpler application process and a shorter assessment timetable (10 weeks).

Targeted programmes

Young Roots (£3000–£25,000)

Young Roots is a targeted programme for 13–25-year-olds who want to explore their heritage and develop skills. Young Roots projects stem directly from young people's interests and ideas, harnessing their creativity and energy, building their confidence and helping them work with others.

Parks for People (£250,000–£5 million)

Parks for People supports the regeneration of existing public parks, garden squares, walks and promenades across the UK.

Townscape Heritage Initiative (£500,000–£2 million)

Through our Townscape Heritage Initiative we make grants to help communities regenerate the historic parts of their towns and cities. The programme is designed for areas of particular social and economic need throughout the UK. Partnerships are funded to carry out repairs and other works to a number of historic properties within a defined area, some of which may be in private ownership, and improve the quality of life for all those who live, work or visit there.

Appendix B

Landscape Partnerships (£250,000–£2 million)

Landscape Partnerships is our primary vehicle for promoting heritage conservation as an integral part of rural regeneration, delivered by partnerships representing a range of heritage and community interests to tackle the needs of landscape areas that may be in different ownerships. Each scheme is based round a portfolio of smaller projects, which together provide a varied package of benefits to an area, its communities and visitors.

Repair Grants for Places of Worship (£10,000 upwards)

Through this programme we help conserve and sustain heritage at risk through urgent repairs to places of worship. The UK-wide scheme is delivered through four programmes in England, Northern Ireland, Scotland and Wales. Repair Grants for Places of Worship in England and Scotland are awarded up to £250,000 and in Northern Ireland and Wales up to £100,000.

You can get more information by:

- downloading application materials from **www.hlf.org.uk**;
- emailing **enquire@hlf.org.uk**;
- phoning our helpline on **020 7591 6042**;
- contacting us by textphone on **020 7591 6255**; or
- using Text Direct **18001 020 7591 6042**.

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13–15 Hills Road
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Chiltern House
St Nicholas Court
25–27 Castle Gate
Nottingham NG1 7AR
Phone: 0115 934 9050
Fax: 0115 934 9051

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7 Holbein Place
London SW1W 8NR
Phone: 020 7591 6000
Fax: 020 7591 6001

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Fax: 0191 255 7571

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Phone: 01392 223950
Fax: 01392 223951

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