

# COMMUNITY ACTIVATE

## TOOLKIT



 City of Whittlesea  
A place for all



City of Whittlesea



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# COMMUNITY ACTIVATE



**The City of Whittlesea recognises the rich Aboriginal heritage of this country and acknowledges the Wurundjeri Willum Clan as the Traditional Owners of this place.**

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**City of  
Whittlesea**

# Overview

## SECTION 1.1

**The City of Whittlesea acknowledges the diversity of its community, one that is unique in culture and identity.**

**We rely on people and their contribution of ideas, skills, leadership and passion to create neighbourhoods that are liveable and connected.**

By doing so, communities strengthen and have the opportunities to shape their local place with a greater sense of pride and belonging. Together, we create more liveable places with stronger, healthier and safer communities.

**The Community Activate toolkit is designed to support residents, groups and the wider community in leading positive local change.**

**This may be in the form of a program, advocacy campaign, event or longer-term project delivered with the City of Whittlesea.**

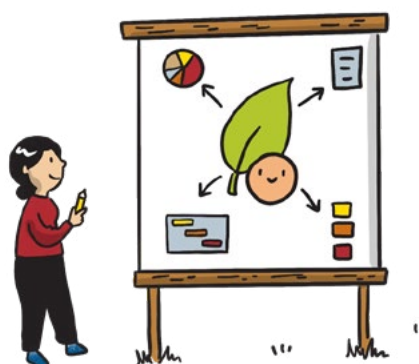
The toolkit has several resources as an introductory guide for community to use in different ways.

### **It includes:**

- information and examples
- tips and ideas
- templates
- worksheets
- links to further information

Editable templates as well as digital and physical versions of this toolkit are available via the City of Whittlesea website.

[www.whittlesea.vic.gov.au](http://www.whittlesea.vic.gov.au)



# How to use

This toolkit can be used in many ways.

Use the toolkit from beginning to end, or make a step-by-step plan for your project. Here are some suggestions:

## SECTION 1.2



### Practice essentials

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## Organise a community event

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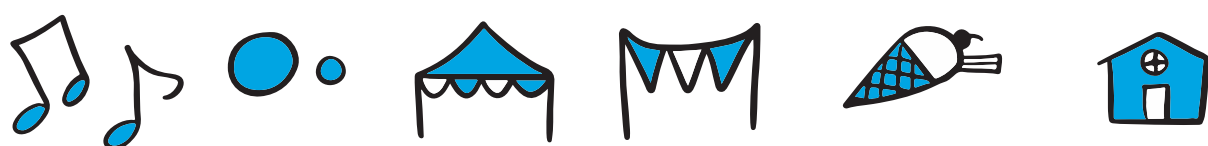
## Raise awareness and lobby for local change

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# Key terms and Definitions

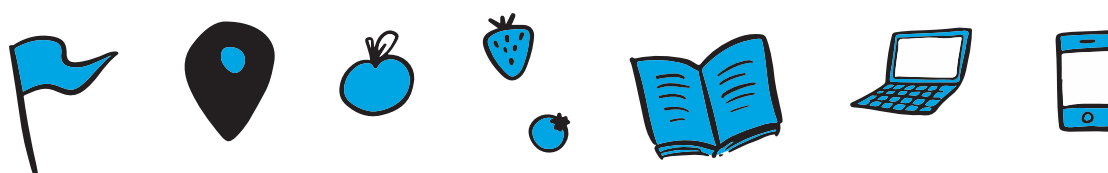
## SECTION 1.3

Key Terms	Definition
<b>Auspice</b>	In a funding context, this refers to when a community group or organisation is under the protection and support of a larger organisation that manages grant funding on your group's behalf.
<b>Community</b>	A group of people who identify as connected by a common interest, identity and/or a geographic location. People often belong to more than one community. Communities are dynamic, and may be local, across municipal boundaries, global and virtual.
<b>Community group</b>	An organised group of residents who function as a working group, association or committee. Members come together sharing common interests and passion to create positive change that benefits the broader community.
<b>Engagement</b>	Engagement or public participation is a process for making better decisions that incorporates the interests and concerns of all affected stakeholders.
<b>Evaluation</b>	The process of making a judgement about the worth, merit and value of a project/event. An assessment of existing initiatives to enable reflection and assist in the identification of future changes.
<b>Expenditure</b>	The amount of funding spent, can also refer to money, time and other resources
<b>Funding</b>	Money provided by an external body to support the delivery of services, programs, events or the function of a community group.
<b>Gantt chart</b>	A type of bar chart that illustrates a project schedule or timeline, month by month over the period of a project's duration.
<b>Governance</b>	Refers to the process in which people organise themselves as a group to manage the way they function to achieve the things that matter to them.





Key Terms	Definition
<b>Grants</b>	Typically used to describe a one-off provision of money from a funding body.
<b>IAP2 spectrum of participation</b>	Designed to assist with identifying the level of participation that is involved in the community engagement process. The level of participation many vary depending on the goals, time frames, resources, level of concern and decision to be made.
<b>In-kind support</b>	Non-monetary based contribution of time, equipment or services (venue hire, office supplies, printing, transport, legal advice, subscriptions etc).
<b>Neighbourhood</b>	Varied in size and character, a neighbourhood represents the scale of people collectively creating the character of a place in which they live.
<b>Not-For-Profits (NFPs)</b>	Type of organisations that exist to benefit their members. A NFP can make a profit but it is required to re-invest any profits into the organisation or use them to pay for activities and functions.
<b>Participation</b>	The process of providing opportunities to those affected by a decision, so they can contribute towards the decision-making process. Participation can take different forms depending on the scope of the decision and the opportunities available for the community to influence it.
<b>Quorum</b>	The minimum number of members that must be present at any of its meetings to make the proceedings of that meeting valid.
<b>Stakeholder</b>	Those who are interested in, concerned about, affected by, have vested interest in, or are involved in some way with, the issue or project.





# Community engagement

*have your say and make an impact*

## SECTION

## 2

**Communities have a right to have their say and to influence decisions that impact their livelihood and wellbeing.**

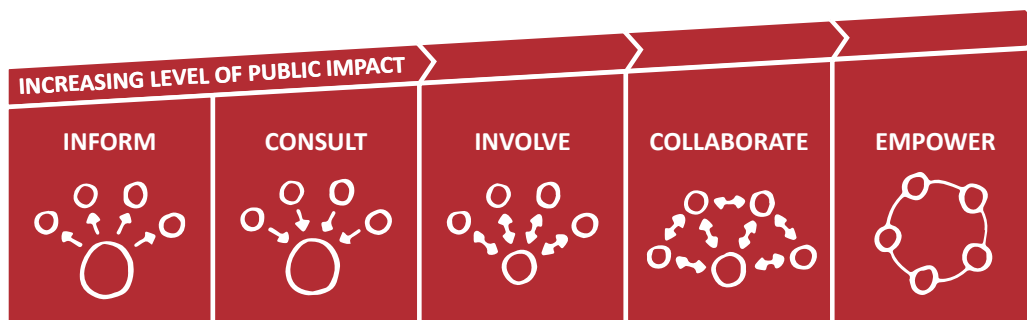
There are many ways to involve community, dependent on the purpose, group size or need.

**This resource outlines considerations for planning engagement and provides several practical methods to meaningfully involve your community.** Although this is not an extensive list, it will give insight on the tools that can be applied, their suitability and tips to get you started.



## International Association for Public Participation (IAP2) 'spectrum' of participation

There are different ways to engage with people depending on what you want to do. The **IAP2 spectrum** is widely used and has five different levels of participation. The level can be selected according to what is most relevant for your project or what you hope to gain from the engagement, and it is common to engage at more than one level in each engagement activity:



1. **Inform:** you will keep people informed
2. **Consult:** you will keep people informed, ask what they think and use that information where you can, and provide feedback on how that input has influenced the project direction
3. **Involve:** you will ensure that people's feedback is reflected in the alternatives developed as much as possible and you will provide feedback on how the input has influenced the project
4. **Collaborate:** you will work with people as equals to develop the direction of the project
5. **Empower:** the direction of the project will be determined by people's feedback

### Planning and design

Community engagement works best where it is an ongoing process enabling relationships and trust to build and strengthen. Community may want to participate in several ways, from providing advice, making decisions, assisting with the engagement process or delivering on projects. Refer to the following steps and the Community Engagement Planning worksheet for guidance.

## Step 1: Considerations

It is important to understand and reflect the diversity of the community appropriately in your engagement activity. Ensure that you are making intentional planning considerations to reach and involve:

1. children, young people and seniors
2. families and single parent households
3. Aboriginal and Torres Strait Islanders
4. culturally and linguistically diverse groups
5. people with disabilities



Take time as you plan to design in ways that enable meaningful community engagement. The following barriers and solutions have been identified to prompt factors for consideration.

Potential barriers	Design solutions
<ul style="list-style-type: none"><li>• chosen venue is not accessible</li><li>• participants have limited access to the internet</li><li>• ill-informed cultural appropriateness</li><li>• time poor residents</li><li>• different literacy and numeracy levels</li><li>• lack of interest in topic</li><li>• issues with mistrust</li><li>• communication materials hard to read or text size too small</li><li>• wrong engagement method applied for purpose</li><li>• length of engagement too short/long</li></ul>	<ul style="list-style-type: none"><li>• apply a range of techniques and engagement methods</li><li>• use an independent facilitator</li><li>• Actively consider:<ul style="list-style-type: none"><li>▶ location and accessibility of venue</li><li>▶ time and day of session/event</li><li>▶ transport requirements</li><li>▶ childcare needs</li><li>▶ format and content of communication materials</li><li>▶ use of interpreters</li></ul></li></ul>

### Tip:

involve children and young people early in the engagement process.

### Tip:

having food at an engagement session is common and well liked.

## Step 2: Methods and delivery

Selecting a variety of appropriate engagement methods will enable greater involvement and outcomes. Ensuring that you have the required resources and skills to deliver the chosen methods is critical. Once the appropriate method/s has been selected, plan logistical details including allocated timing, breaks and roles. Refer to the **Community engagement methods** resource for more information.

Facilitation is commonly required in many engagement methods. Consider whether it would be best to facilitate the engagement yourself or to use an independent facilitator. If you are interested in developing such skills, there is specialised training available to learn the art of facilitation offered by providers such as **IAP2** and the **Groupwork Centre**.

## Step 3: Flexibility

**Have a plan but be willing to shift your focus as needed.** Circumstances may change, community members may challenge the purpose of the process or require more information. The most important consideration should be developing and maintaining meaningful engagement.

## Step 4: Limitations

**Being open and honest from the beginning is important for building trust** and in setting realistic expectations on what can be done, what decisions can be made and the resources that are available. Clearly define what is in scope (included for discussion and consideration) and out of scope (non-negotiable or not included for consultation). How will you communicate this with participants?

## Step 5: Credibility

**You must ensure it is clear to participants how the information they provide will be used to inform a decision** and how they will be kept informed about the project. It is unethical to ask people to participate in engagement activities if the information they provide will not be considered in a genuine way and there is no planned opportunity to keep participants informed about the project.

## Step 6: Feedback loop

**Keep people informed by communicating the outcomes from the engagement,** decisions reached and what the next steps will be. Provide a summary via various communication avenues such as a written report, visual explanation, social media post or regular emails.

### **Tip:**

create a quiet space away from the main event to support people who may need an area to retreat and rest. This is especially important for crowded events.

### **Tip:**

create a kit of all essential engagement materials including post it notes, markers, butchers' paper, coloured stickers etc. Plan, grab your kit and go!

## Step 7: Evaluation

Develop a process of monitoring and assessing your engagement purpose and approach throughout the process, allowing you to adapt as you go. Once you have finished, allow time to review and reflect on the whole process to capture key learnings and recommendations for the future.

### To access more information about community engagement and methods:

#### International Association for Public Participation (IAP2)

- Information, resources, training opportunities, events and membership [www.iap2.org.au/](http://www.iap2.org.au/)

#### Asset Based Community Development (ABCD)

- Strengths-based community engagement, information, resources and tools [www.nurtureddevelopment.org/asset-based-community-development/](http://www.nurtureddevelopment.org/asset-based-community-development/)
- Bank of I.D.E.A.S [www.bankofideas.com.au](http://www.bankofideas.com.au)



## Community engagement planning - Worksheet

Answering the following questions will assist with planning your engagement process.

**What is the purpose of your engagement?**

**Identify the targeted level of participation and why? IAP2 spectrum of participation**

**Who do you need to engage? Think about who is impacted by or interested in your project**

**What forms of communication will you use?**

**What engagement method/s will be applied?**

**What resources are needed?**

**What are the limitations?**

**What will success look like?**

# Community engagement methods

## Social media and online platforms



### What is it

- utilising online platforms such as **Facebook** or **Twitter** can be a useful way to reach the community by posting information, running a poll or analysing comments/data to get a broader understanding of community thoughts and opinions.

### Why and when to use it

- enables broad, far reaching engagement with quick turnaround.
- provides basic information, available for immediate use to identify themes/areas for further exploration.
- convenient for people to participate in their own time and space.
- applicable across all ages, particularly for engaging younger cohort.
- works best alongside other engagement methods.
- can bring people together with particular interests.

### What's involved

- cost effective, no or minimal budget needed.
- basic understanding of social media platform needed, how it works and ways to maximise reach.
- consider ethical use and ways to respond to challenging or negative online interactions.
- excludes people with no access to internet or who have limited technical skill.



## Public forum

### What is it

- opportunity to engage large numbers of people.
- forums can be organised to allow for small group discussions and feedback.
- can provide avenues for community to set or influence discussion, ask questions and make decisions.



### Why and when to use it

- targeted larger-scale engagement hosted in the community.
- works well with a focused topic/issue for discussion by applying a range of engagement methods to encourage interaction, contribution and fun.
- can be effective at the beginning of an engagement process to provide participants with information and opportunities to contribute
- can take place via online platforms such as Zoom or Teams. Online forums can follow a similar format, though require different planning and monitoring.

### What's involved

- requires facilitation and detailed pre-planning to achieve effective engagement and optimal outcomes, in particular, recruiting participants can take much longer than anticipated.
- resources are required for logistics (venue, food, stationary)
- engagement of harder to reach cohort requires additional planning and action.

## Focus group or workshop



### What is it

- facilitated session that guides participants through a series of open-ended questions, focusing on a single issue.
- discussion often leads to in-depth responses and a greater understanding of the challenges and opportunities that exist for the community.

### Why and when to use it

- to enable discussion between participants who may feel less confident in a larger group.
- participants or certain interest groups can be targeted and therefore those often excluded from a wider engagement exercise can be identified and invited to attend.
- targeted engagement with small groups of participants can be an effective method to manage differences or conflict.

### What's involved

- requires experienced facilitation and detailed pre-planning of session content.
- resources are required, however not extensive.
- intentional efforts needed to engage target audience, ensuring the sessions are accessible.

## Survey

### What is it

- designed set of questions developed to seek community input, data and opinions.
- can be delivered online, via phone, post or as a hard copy paper form.
- it's important to have clear and concise questions, written in plain English that are easily understandable.



### Why and when to use it

- far reaching, broad community response.
- best utilised as part of an offering, project or program.
- effective way to gather feedback for evaluation.
- suitable for all age groups, however questions may need adapting dependant on age or language ability.
- convenient for people to participate in their own time/space.
- avoid asking unnecessary questions that you don't intend to use.

### What's involved

- online platforms to develop and post surveys with minimal technical knowledge.  
(**Survey Monkey** is one option).
- little or no cost.
- consideration on ways to report findings back to participants.
- relative skill in analysing and interpreting information.

## Interview



### What is it

- one-on-one interview asking questions to gain insight from individual participants.
- detailed information gathered from targeted cohort, designed to provide opportunities to further explore themes or areas for greater exploration.
- can be face-to-face or via phone.

### Why and when to use it

- suitable for all ages.
- a way to get community members involved by providing their ideas and thoughts on the topic or issue in more detail.
- most appropriate approach if dealing with confidential or sensitive information
- individuals may feel more comfortable talking about certain issues on a one-on-one basis rather than in a group setting/crowd.

### What's involved

- consent of participants, protection of their privacy, and security of their data is paramount in this and all other interview-based methods. This is particularly important with interviewing of children. If you are in any doubt about the ethical obligations of conducting interviews seek professional advice.
- prior contact with participants enables greater trust and contribution.
- appropriate venue required to suit purpose.
- minimal resources needed, however factors to assist participation (childcare, travel expenses, easy to access venue) should be catered for.

## Drop-in sessions or stalls

### What is it

- displays of maps, questions or visuals utilised to attract people passing by, asked to comment on particular issues/themes
- information is made available, staffed by people who can explain and answer questions.



### Why and when to use it

- high levels of participation to generate interest from those who may not otherwise get involved.
- fun, brief and interactive way to gain quick feedback, raise awareness of topic, that coincides with other engagement methods to follow.
- a listening post (where the community can chat to their councillors) or an information night are great ways to encourage conversation on community concerns.
- sessions may take place at festivals, shopping centres, community hubs or shared neighbourhood facilities.

### What's involved

- relationship management to coordinate arrangements with festival host for drop-in session or stall requirements.
- brief and catchy engagement methods to maximise limited contact with community members.
- resources to host session, sourcing equipment and staff to facilitate engagement.

## Artistic or creative expression



### What is it

- an active way to have community members use their creativity through photographs, drawings, paintings, sculptures, murals and multimedia productions to tell a story and share it with others.

### Why and when to use it

- great way to spark a conversation that can sometimes be difficult without a visual point of reference.
- suitable for all ages.
- beneficial to use at the beginning of a community engagement process to generate interest or raise awareness.
- effective way to present personal experiences of being involved in a project that can be used for evaluation.

### What's involved

- experienced facilitator to guide the session
- pre-planning and a creative mind necessary to ensure the process generates effective ways for community to engage with the process.
- resources required (equipment, materials, large space) to facilitate the experience.

## Podcasts

### What is it

- flexible form of audio communication that can be any length, frequency, format and can cover any topic you wish.
- an online audio programme that you can listen to anytime on your phone or other device.
- often used to discuss a topic or to interview a subject matter expert.
- conversation like discussion, often informal and relaxed in its delivery.



### Why and when to use it

- can reach a broad audience and has the potential to develop ‘followers’
- understand why you are creating a podcast. This will help you identify your audience and shape content for them.
- unlike other forms of media, listeners tend to give podcasts exclusive attention and time.
- convenient for people to participate in their own time and space.

### What's involved

- to produce a quality podcast, you'll need a microphone, audio editing software, and podcast hosting services.
- consider how to market your podcast; whether it be through advertising it on a website or community radio, making it available across various platforms i.e. **Spotify, iTunes, Soundcloud.**
- check to see if your local library has a podcast kit that can be borrowed.



## Here are three engagement methods in more detail:

### Icebreakers – the essential ingredient to any engagement session!

Icebreakers can be used with every engagement session or activity. They are a great way to encourage team building and to allow people to get to know each other better, especially in a new setting. Icebreakers encourage people to socialise with one another, to get out of their comfort zone, and provides an opportunity for all voices to be heard.

Although the activities are often met with some form of resistance, make sure that you persevere as icebreakers serve an important purpose and are often enjoyed by all. Design icebreakers to be relaxing and fun. Here are example ice-breakers that could work with small or large groups:

#### **2 truth and 1 lie**

In a group setting, a participant is asked to share three sentences about themselves, two being true and one a lie. The group is then asked to identify which sentence they believe to be a lie. The participant then reveals which sentence was the lie.

#### **Getting to know your neighbour**

Speaking to the person sitting beside you, take turns asking each other questions and noting down their responses. Share your interesting findings with the broader group.

#### **Speed Dating**

The goal of the game is to have a series of fast conversations in a short amount of time with as many people as possible. Participants sit opposite to each other and engage in a short conversation for 3 minutes before the buzzer goes when they move along to the next person.

#### **World café**

World café encourages conversation and knowledge sharing in a group of people discussing a topic at several small tables in a café style. In these small meeting-style conversations patterns can be identified, collective knowledge grows, and possibilities for action emerge. This process is effective and involves everyone, enabling each participant to have a voice toward decisions or issues.



**The process can be summarised as:**

- Create a welcoming environment that resembles a café. With rounded small tables, tablecloth, butchers paper, coloured pens, sticky notes and water/glasses. There should be 4-6 people per table.
- The host/facilitator introduces the World Café process, sets the scene for the discussions and introduces the host on every table. The role of the host is to capture conversations on paper and to report back or to appoint a table spokesperson to report back.
- The small groups spend up to 20-30 minutes on each table and once the bell rings, they move along to the next table. The host welcomes the next group and the process continues.
- There are a set of questions that are discussed at every table that are designed to guide the conversation. The host should encourage everyone's contribution and diverse perspectives
- Upon reflection of patterns, themes and main points discussed – each table shares their insights with the whole group.

## Citizens Jury

Much like a jury in court, this method involves a randomly selected group from the community to take part in discussions. Their collective opinion carries a lot of weight, and at the end they are required to produce a summary of their conclusions on a topic in a short report.

This engagement method has shown to be effective in many settings and can bring about recommendations that lead to change. It is very resource intensive and a long process that requires time.

**The process can be summarised as:**

1. Many people, ranging from anywhere between 30–100 randomly selected community members are invited to participate as jurors to discuss their views and reach a consensus on a topic. The task should be written for everyday people and not designed for experts in the field.
2. The jurors engage in a forum with facilitators, who plan, guide and oversee the process. Jurors consider the evidence and research provided, to develop an informed decision.
3. The jurors meet face to face for 2–4 days. Here they agree on the direction established as a collective group.
4. On the final day, the jury presents their findings to the facilitator/s or decision makers.



# Community asset mapping

*discover existing skills and resources*

## SECTION

## 3

**Everyone has gifts that can be shared to create a stronger and more connected community.**

Community asset mapping is a way to discover the skills and resources that already exist, yet are not well utilised. By developing a community asset map, we focus on what is good about your community, rather than identifying gaps, needs or issues.

**This resource is designed to assist with mapping assets in your community.**

It includes tips and worksheets that are recommended for use during the early stages of working together on a project or forming a new community group.

**Assets include individual knowledge and skills, community resources and special qualities that make your local neighbourhood unique.**



**Consider:**

- What brings people together?
- What makes your neighbourhood different to others?
- What are you proud of?

**Tip:**

an asset map can be developed during a community engagement session.

The following diagram provides a breakdown of the types of community assets at an individual and collective level:

Individual Assets	Social and Cultural Identity	Physical – Natural and Built Environment
<ul style="list-style-type: none"><li>• volunteering</li><li>• gifts of the head and heart</li><li>• profession</li><li>• creative skills</li><li>• multiculturalism</li><li>• spoken languages</li><li>• creativity</li></ul>	<ul style="list-style-type: none"><li>• sporting activities or clubs</li><li>• farmers markets</li><li>• local culture</li><li>• community groups</li><li>• local stories</li><li>• heritage</li></ul>	<ul style="list-style-type: none"><li>• mountains</li><li>• parks</li><li>• lakes</li><li>• central hubs</li><li>• landmarks</li><li>• facilities</li><li>• shops</li><li>• hospitals</li><li>• schools</li></ul>

An asset map is a useful tool to spark conversation that may lead to sharing of ideas, skills and resources in your community.

**To develop a map you will need to:**

- consider who will lead the process
- involve as many people as possible from your community
- gather background information and data
- develop a way to present the community asset map

The benefits for your local community are endless. Making connections and having conversations are key to linking information and people together. Once individual and collective assets are identified, opportunities to create positive and productive change unfold.

For more information and resources read about **Asset Based Community Development (ABCD)** via **Bank of I.D.E.A.S:** [www.bankofideas.com.au/](http://www.bankofideas.com.au/)



# Community asset mapping

## INDIVIDUAL activity worksheet



*For this activity you will need...*

- Paper
- Writing material – pens/pencil
- Creative brain power

**List 2-4 things in each category**

### HEAD:

**What is my profession?** Things I know something about and have lots of knowledge and interest in (such as environmental conservation, science, art, history, spoken languages etc.).

### HANDS:

**What are my hobbies?** Things I know how to do well and enjoy (such as sewing, gardening, building, cooking, rock climbing, drawing, sign language etc.).

### HEART:

**What do I have a passion for?** Things I care deeply about, related to my personal values and passion (such as animal welfare, the environment, gender equity, youth voice etc.).

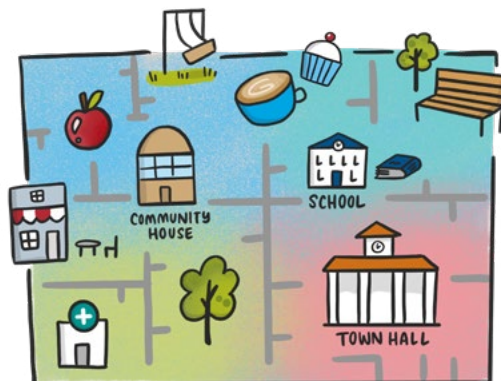
## COMMUNITY:

**How do I contribute?** Groups that I attend, have a role in or belong to.

**What do I love most about where I live/my neighbourhood?**

**What do I want to see more of?**

**What can I provide my community or how can I contribute to my neighbourhood?**





# Community asset mapping

## GROUP activity worksheet



### *For this activity you will need...*

- Butchers paper
- Writing material – coloured pens, markers
- Creative brain power

**For COMMUNITY (to be completed as a group together)**

### What are OUR Individual skills?

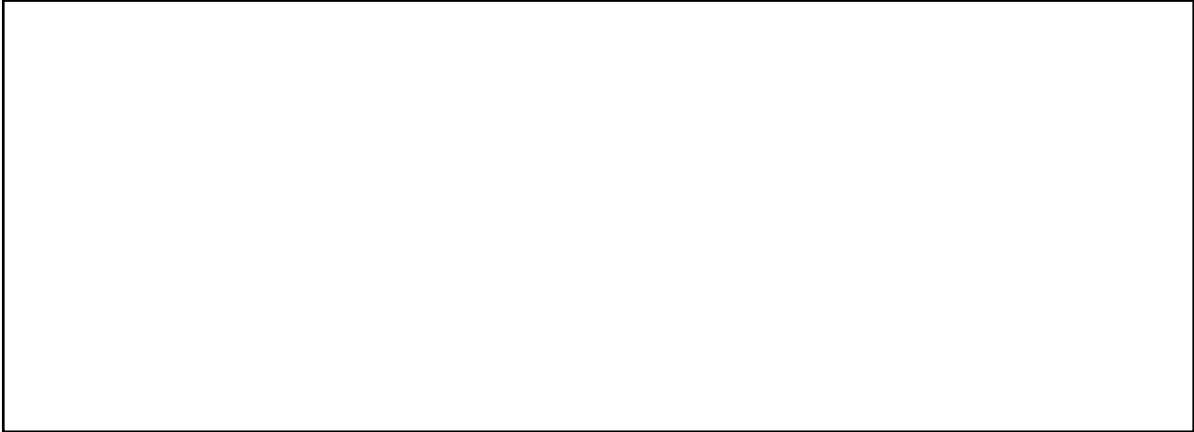
Make sure to include a broad representation from the community, involve as many people as you can to identify their individual skills. Gather all information to create a sense of what exists in your community.

### What SOCIAL assets do we have?

Discuss and gather information on what you already know, and write down what you need to find out more about. What's missing that needs further investigation? Who will do this?

## What PHYSICAL assets do we have?

What makes your neighbourhood different to others? Where do people gather? Include public space, buildings, facilities – get hold of a visual map of your neighbourhood and mark where they exist.





# Vision statement

*a reference point for future decision making*

## SECTION

## 4

**Values are the foundations to understanding what is important to each person.**

Forming shared values as a collective group is essential to inform decisions, actions and the way a group operates in unison.

**A vision statement captures the shared values and aim of a collective group.**

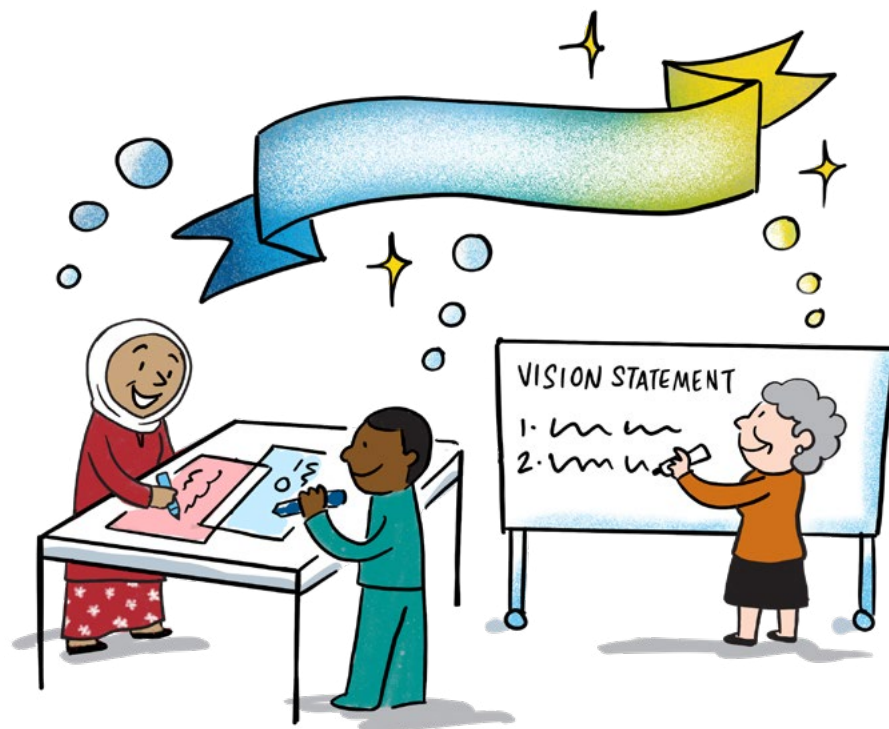
It is important to form a vision with your community to ensure that everyone is on the same page when working together on a project or as a group.

**This resource provides tips and tools to develop a strong vision statement that captures the essence of what you want to do and achieve together.**

### **Tip:**

a mission statement focuses on what the organisation **does**

a vision statement focuses on what the organisation wants to **become**





A vision statement outlines what you will do as well as what you won't, and can be a reference point for future decision making. Every vision statement is different and unique, but some follow a formula, including:

- a future focus
- identified collective purpose
- a measurable goal
- what success looks like

### **Tip**

Hosting a community forum to gather ideas, thoughts, and opinions can be a great way to develop a vision statement together.

## **Having a clear and practical vision statement has many advantages, as it:**

- draws people to common work
- gives hope for a better future
- inspires community members to realise their dreams through positive, collective action
- provides a basis to develop other parts of the planning process: your mission, objectives, strategies, and project plan
- let's others outside of the community know what the group wants to achieve/stand for

## **Vision statement examples**

### **City of Whittlesea 2040**

A place for all

### **Whittlesea Community Connections**

For a Whittlesea in which people and agencies work together to make a positive difference to their community, ensuring that everyone has equal access to the community's resources and services.

### **Department of Health and Human Services**

Better health and wellbeing for all Australians, now and for future generations.

### **OzHarvest**

Our vision is to build a world with zero food waste and free of hunger, where everyone can lead a fully sustainable life.

## Here are some tips and considerations to assist with writing your vision statement:

- **look for key words or phrases** repeatedly used during the group discussion and write them down
- **start forming together key words into a vision statement.** Form a sentence that describes what your group wants to achieve and for who.
- how can you **refine** this vision down to a few powerful phrases?
- **ask for feedback** on your vision statement
- **step away** from the exercise for a day and **re-visit** your vision statement with a fresh perspective. Does it make sense? Does it cover what your group discussed and agreed on? Is it clear and easy to understand?

Once you have developed and agreed on a vision statement, consider ways to communicate this powerful message with the broader community and other people you wish to engage.

**Re-visiting your vision statement every 2-3 years is recommended** to assess if it is still relevant or whether it needs updating to align with your group's evolving purpose and function.





# Develop a Vision statement

*GROUP activity worksheet*



*For this activity you will need...*

- Whiteboard
- Butchers paper
- Writing material – coloured pens, markers
- Creative brain power

## **Exercise 1: Big picture thinking** (30 min)

Divide into smaller groups or pairs. Draw a picture of what your community wants to achieve. Use colour, shape, words, and/or images. Discuss how this will happen.

**Capture key phrases, words or descriptions.**

## Exercise 2: Map Your Vision (45-60 min)

In small groups - on a large piece of paper, use words or pictures to describe what your community would look like if it was doing everything it wants to and had all the resources (tools, money, equipment, support) it needed. Share your ideas with others.

**In one sentence, describe the long-term change that your community aims to create.**

### Points for discussion:

- What did you have in common? Look for key words, what stirs passion and enthusiasm?
- Identify what the differences are. Are you on the same page and clear on what you want to achieve together?

## Exercise 3: Form your vision statement (60-90 min)

Now that you have done a lot of the thinking and sorting together as a group, most of the hard work is complete. To form your vision statement could take some going back and forth to fine tune wording, but the most important part is that you all agree on what you want to do and create. Write down your vision statement.





# Governance

*communities actively planning for their future*

**Governance refers to how people organise themselves as a group to manage the way they function, to achieve the things that matter to them.**

**This resource is designed to provide an overview of governance, with information to assist new or emerging community groups to form.** It includes information, tips and a terms of reference template that may be useful for both informal and incorporated community groups.

SECTION

5



**Tip:**

consider how decisions will be made. Will it be by vote, consensus or leadership direction?

## A governance structure enables community groups to:

- run effective meetings
- achieve their agreed objectives
- determine membership of the group
- appoint roles and responsibilities, levels of authority
- influence the decision-making process
- prevent and/or manage misconduct
- manage financial responsibilities
- operate within the law

## What is an informal governing group?

Some groups are legally incorporated, but most groups are informal. These include committees, working groups, reference or advisory groups. With informal groups, members decide on the type of governing structure, positions and processes they want to have. A **Terms of Reference (TOR)** document can be useful to communicate agreed group function and details. If incorporated, legal requirements direct the governance required.

## What does it mean to be incorporated?

There are thousands of incorporated associations in Victoria ranging from clubs to community groups whose members have decided to give their community group a formal legal structure.

### There are three main reasons to become incorporated:

- **Funding:** grants from government or philanthropic trusts may only be available to incorporated associations
- **Taxation:** a non-incorporated group may not be eligible for the same tax concessions as an incorporated group
- **Legal action:** when a club or community group incorporates, it becomes a legal entity that stays the same even if its members change. It can enter into contracts in its own name; for example, to borrow money or buy equipment. This protects the individual members of the group from legal liabilities.

When making the decision to become incorporated or not, there are many factors to consider, such as costs, contracts, disputes and statutory obligations.

**Consumer Affairs Victoria** is a great resource to assist with making the right decision for your group.

**Tip:**

the chosen governance structure for your community group needs to fit with the purpose and function of the group.

Governing responsibilities are to lead, plan, direct and organise. There are many different types of structures, though some fundamentals are consistent across all.

### An incorporated organisation/group will have:

Role	Description
<b>Members</b>	People who decide to set up an organisation for a specific purpose
<b>Board/Directors</b>	Elected members responsible for governing and overseeing key functions according to legislation.
<b>Chair/Chief Executive Officer (CEO)</b>	Elected by the Board to lead the group/organisation
<b>Managers/Staff/Volunteers</b>	Responsible for day-to-day management, tasks and duties

### Understanding the role of the Board

The Board's role is to provide strategic direction, create a financial plan, manage risks and monitor performance against the groups' goals and objectives. The Board is responsible for organising meetings, decision-making and fulfilling all legal obligations. Decisions that are in the best interest of the community should be transparent, consistent, lawful and well considered.

### Policies and procedures

Having relevant policies and procedures is critical to guide and inform decisions. Policies are big picture guidelines that set out what the organisation/group want to achieve, performance standards and intended outcomes. Procedures outline how the big picture guidelines will happen. The governing body has responsibility for developing a set of policies for the group. Policies need to be easy to understand and applicable for all members. Common policies and procedures are developed for Occupational Health and Safety, conflict resolution, social media use and membership.

#### **Tip:**

regardless of its governance structure all groups need a shared commitment, time and persistence, teamwork, strong leadership and negotiation skills

## What is an auspice?

Grants are sometimes set up so that only organisations – not individuals, can apply for them. That doesn't mean that you must give up on the idea of applying for that grant. Instead, you could apply with the help of an **auspice organisation**.

An auspice is an incorporated organisation who manages grant funding on your behalf. For example, a small community group with limited resources may use a larger not-for-profit organisation as their auspice. The larger organisation would receive and manage the grant funding, with the community group undertaking the project.

## Approaching an auspice

- Find the appropriate contact person in the organisation you've chosen to discuss the possibility of being an auspice for your grant application
- If the organisation agrees to auspice your group, you'll need to develop an agreement together in writing. This involves receiving a letter of support from them
- This is a legal document, so make sure your group is happy with the arrangement. The auspice may absorb a percentage of your grant for their administration costs and services.





## Terms of Reference – Template

**This document outlines how a community group will set out its working arrangements.**

It includes information such as its purpose, chair and membership, meeting schedule and ways to resolve dispute.

**Community Group Name:** \_\_\_\_\_

### Role/Purpose

Describe the role of your governance group and the strategic direction and leadership needed to achieve your vision statement.

### Term

This is the date that the document is effective from (insert date) and continues until (insert date). Include a date that the document will be reviewed.

### Membership

The governance group will comprise of (name, title and organisation).

### Roles and responsibilities

What is the governance group accountable for? For example- fostering collaboration with the community, improving social cohesion, establishing strong partnerships  
Include a list of the roles appointed to members and what they will be doing – what are their responsibilities?

Meeting agenda minutes will be prepared by (insert name).

All meetings will be chaired by (insert name).

### Meetings

A meeting quorum will be (insert number) members of the governance group.

Outline how frequently meetings will take place within a year.

### Amendment, modification or variation

A terms of reference may be amended or modified in writing after consultation and agreement by the governance group.



# Project plan

*the first vital task*

SECTION

6

It's easy to go from having a great idea and wanting to jump straight into action. Though before commencing any project, the first vital task is to develop a project plan.

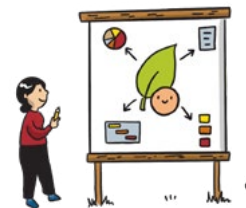
This includes all the details required to ensure that your idea not only happens but turns out to be a great success.

This resource outlines the key steps involved with planning a project and how to gain collaborative support for your idea or initiative. It includes vital information, practical examples and a project plan template to get you started.



## Step 1: Project scope

Expressing what your project aims to address and what it intends to achieve are the building blocks to planning the initial stages of your project. Supporting this with research, data and evidence will inform and strengthen the rationale, outcomes and deliverables. Specify exactly what the project will include and what it will not. This will set clear and realistic expectations for everyone involved.



### PROJECT CASE STUDY: Kids nature play project

**The project aims to provide play experiences in nature for young children in the neighbourhood.**

- Research childhood development and the benefits of nature-based play and learning. The results of this research will help decide the most suitable age group, delivery of activities, including most appropriate time of day and duration for each session.
- Research existing nature play projects to find out how they operate, resources required, participation fees charged and what outcomes they have achieved.
- Gather relevant local data such as the number of children in the desired age bracket who live in the neighbourhood.

## Step 2: Stakeholders

Identify who to involve and start talking with others about the need for the project in your community and how it will impact your local neighbourhood. Consider who more broadly should be involved? Stakeholders may include community groups, local council, state government departments, schools, businesses, neighbours, and other residents. Developing a communication plan that details how you will engage and communicate with your audience is also a useful tool.



Having discussions with key stakeholders early in the planning process will help to understand:

- their needs and expectations
- how the project should be delivered
- what to consider
- how to achieve great outcomes together
- if there are any decisions that need approval, and by whom?

### PROJECT CASE STUDY: Kids nature play project

Potential stakeholders to engage who may support, fund or assist with delivering this project include:

- Playgroups/kindergartens
- Local schools
- Local families and parent groups
- Council
- Parks Victoria
- Nature Play Australia

### Step 3: Deliverables



Clearly explain what you will do, step by step, to ensure that you deliver a project that meets the objectives and intended outcomes. Designing project deliverables that are evidence informed (collected through research) is highly recommended. Be clear on why you are doing what you are doing. When designing the project deliverables, consider:

- What is the best way to achieve the objectives given the time and money available?
- What deliverables will have the most impact?
- Are there solutions to the problem and how do we reach these solutions?

### PROJECT CASE STUDY: Kids nature play project

For example, based on research the project will be:

- Delivered once a week over a 6-week period
- Targeted to children aged 3-4 years
- Each session will be held in the morning for 1.5 hours with a break for morning tea
- There will be a combination of structured and unstructured play. Activities are designed to support development and social interaction, with time allocated for free play/exploration.

### Step 4: Timeline



Key to managing any project is to have a timeline that is achievable and realistic. Indicating milestones such as when the project will commence, due dates and when the project is planned to conclude are all included in the timeline. Break it down so that everyone is clear on the task, the amount of time it will take, the resources that are needed and the person that will be responsible for each task. Creating a timeline is a great way to keep track of deadlines, important start and

end dates and how the project is progressing. Tools such as an excel spreadsheet or a Gantt chart are useful to record and adapt the timeline as your project progresses.

### **PROJECT CASE STUDY: Kids nature play project**

#### **Key milestones to factor in a timeline are:**

- Research and planning
- Designing sessions and evaluation
- Applying for additional funds
- Establishing connections with identified stakeholders
- Promotion
- Registration for attendance
- Project delivery
- Reviewing and evaluating the project

## **Step 5: Risks and solutions**

Most projects have a level of risk involved. It is important to be upfront about factors that will impact the project. Conduct a risk assessment and develop a risk management plan to make sure that you are prepared. Also identifying what the project will address, and what it won't, minimises some risk and creates reasonable expectations by all.



### **PROJECT CASE STUDY: Kids nature play project**

#### **Potential risks associated with delivering the project sessions:**

- Injury to child, parent or facilitator during the session
- Weather conditions – pouring rain/too hot
- Activities are not age appropriate
- Food allergies

#### **Ways to prevent or manage identified risks may include:**

- Source public liability insurance
- Plan activities based on research
- Parent/guardian to complete an indemnity form prior to commencing sessions
- Parent/guardian to be present, supervising their child/children
- Develop a weather response plan
- Conduct a site visit of the park/lake

## Step 6: Resources



Creating a clear budget is essential in managing the income and expenditure for the whole project. Be sure to allow for unplanned expenses. Knowing what you need in order to deliver the project will allow you to determine if and where best to source any additional funds. Make sure to include staffing/volunteer hours in your project plan. Consider different ways to deliver your project just in case you're unable to attract the amount of money needed.

### PROJECT CASE STUDY: Kids nature play project

This project is low cost and requires minimal resources.

- Funding will be sourced to purchase age appropriate equipment
- Parents will be charged minimal amount to help cover the cost of a facilitator and public liability insurance
- Parents to bring snacks for their children to keep costs low

## Step 7: Evaluation



Evaluation is about collecting information and keeping records that show the progress of your project, any challenges, and achievements against your aim and objectives. Your project plan should include details of how you will measure and evaluate the success of the project. It is best recommended that an evaluation plan is developed well before you commence delivering the project.

### PROJECT CASE STUDY: Kids nature play project

**The aim/objective may be to:**

- Benefit whole wellbeing through exposure to nature, play and connection
- Connect local parents in the neighbourhood
- Build on children's social skills
- Contribute toward children's developmental skills
- Encourage parents and children to access the natural environment

**Measuring if this was achieved could be done through:**

- Observation of interaction between children/parents
- Recording experiences, comments and feedback
- Surveying parents
- Incorporating an activity at the last session to capture participants (child) experience
- Monitoring registration numbers and retention of attendance over 6 weeks

## Project plan – Template

<b>Project Name</b>	Short, sharp, catchy	
<b>Project Description</b>	What do you want to do? How do you plan to do it? Who is your target audience? Include research to support your project idea. Who will help you throughout the project? Where will it take place?	
<b>Rationale</b>	How do you know this project is needed? Include facts, data, information to provide a good overview of the benefit.	
<b>Aim and objectives</b>	What will the project achieve? Who will this project benefit in the community?	
<b>Scope</b>	<b>INCLUDES:</b> What is included or part of the project?	<b>EXCLUDES:</b> What is not part of this project?
<b>Outcome</b>	What is the change you want to see? Based on the aims and objectives, what results do you want to see? What will be the positive outcome for people, your community, the long-term continuation of the project?	
<b>Deliverables and outputs</b>	These are the detailed actions you will undertake through the stages of planning and delivering.	
<b>Start date</b>		
<b>Finish date</b>		
<b>Budget</b>	<b>Total project cost:</b> How much will the whole project cost?	<b>Sourced funding:</b> Have you applied for any grants?
<b>Partners</b>	Who in the community will you work with to achieve the project? This could include residents, libraries, community groups, local Council.  Name: _____ Name: _____ Title: _____ Title: _____ Organisation: _____ Organisation: _____ Role in project: _____ Role in project: _____	



# Evaluation

*Measuring success*

SECTION

7

**Once you have developed a collective vision and project plan, forming ways to measure success is vital.**

There are many ways to evaluate projects, groups, events or programs. A clear and simple evaluation plan created at the beginning of any project will offer key learning, reflection and informed future decisions.

This resource outlines the importance of evaluating community initiatives and provides relevant information to understand key terms and methods. It gives insight on the tools that can be applied, their suitability and tips to get you started.





	<b>Action</b>
<b>1</b>	Set project goals, aims/objectives and activities
<b>2</b>	Identify evaluation purpose and scope
<b>3</b>	Create evaluation questions
<b>4</b>	Identify the information you need
<b>5</b>	Determine ways to gather information/data
<b>6</b>	Decide on ways to analyse information/data

**Tip:**

evaluation can be a complex process and so it is important to develop a plan that is achievable and one that meets your needs.

### What is PROCESS evaluation?

Process evaluation aims to understand how and if a project worked. Process evaluation measures whether the project activities were appropriate and if they helped to achieve the project’s aim. This should take place throughout the cycle of your project to inform and improve design and delivery.

- how well did we do it?
- are we doing the right things in the right way?
- is it being delivered in the most effective way?
- what worked well?
- what didn’t work well?
- what would we change for next time?

### What is IMPACT evaluation?

**Impact evaluation measures the changes that happened as a result of your project/program.** Impact measures should be developed at the start of a project, with most data to be collected after the project is completed. This information can track whether there are longer-term changes in participants’ lives as a result of being part of the project.

- have we achieved what we set out to achieve?
- did we achieve our vision – why/why not?
- is the project effective?
- what impact has our project had in the community?

**Tip:**

consider how the community, your participants, can be involved in the evaluation process.

**Having participant input throughout the whole project, including evaluation is key.** This can be achieved by involving participants in evaluation planning, asking and gathering their feedback and if possible, carrying out the research as well.

**Tip:** evaluation will enable you to tell a rich story of what has been learnt, the project's impact on community and what you plan to do in the future.

**Some questions to ask project participants at the start of evaluation planning are:**

- what do you want the project to achieve?
- why are you interested in being a part of the project?
- what do you want the evaluation to find out?
- how would the evaluation be most valuable for you?
- would you be interested in helping to collect data and conduct the evaluation?

**Collecting data & information is a key component to the evaluation process.**

Establishing what you want to measure and how this information will be collected needs to relate back to the project aim and objectives.

## What is QUANTITATIVE data?

**Quantitative data is the 'numeric' value that demonstrates what has taken place as a result of the project** (how many, how much, how often). Types of quantitative data include:

- statistics from surveys or other relevant sources such as government records, which can provide data at both an individual and community level
- local demographic data including gender, age, nationality, languages spoken, workforce trends, qualifications, family size etc.



## What is QUALITATIVE data?

**Qualitative data is about describing and observing things that can't be measured or counted by numbers alone – the 'quality' of the project.** It is often about trying to measure or understand how and why the way people act or behave may have been changed by a project. For example, you might want to know if a program designed to help the wellbeing of people who feel socially isolated has been successful, and to do that you'll need to look at more than just how many people joined the program. Qualitative data is gathering information on whether their behaviour and wellbeing has improved because of the program.

**It allows us to demonstrate the outcomes of the project through methods like:**

- telling of stories, such as case studies or images; and in the voices of participants
- interviews and focus group discussions
- recording observations or project notes
- open-ended questions from feedback forms or surveys

**It is very important to note that quantitative and qualitative data are complimentary, and all good project evaluation is almost always a mix of both.**

An evaluation report does not need to be dry and boring. Present your findings in a captivating way, keeping it simple with lots of images, quotes, case studies and photos. This will assist you to reflect on the whole experience, expand the project, apply for funding or present your findings to a broader audience.





# Communication plan

*how information will be shared, with who and why*

## SECTION

## 8

**A communication plan is a tool that outlines how information will be shared, with who and why.**

Through the process of developing a communication plan, you will be led to consider how you want your message delivered to your identified audience.

**This resource has been developed to assist with preparing a communication plan**, prompting what to consider and how best to communicate throughout all stages from planning through to implementation and evaluation.

**Developing a communication plan at the beginning of a project or event is best recommended.**

**A communication plan asks:**

- who are you trying to reach?
- what message do you want them to receive?
- how will you reach them?

### **Tip:**

allow room to grow, change, adapt and re-assess what you are doing and how best to communicate this.



## Types of communication:

- word of mouth
- media releases for news stories in both print and radio
- newsletters (electronic or paper form)
- posters, brochures, and fliers
- presentations
- events and festivals
- social media posts and advertisements

**Tip:** you'll need different messages for different groups, and a variety of communication methods to reach each of those groups.

## What to consider:

- **Create a single sentence that summarises what your project/event will do.**  
For example: *create a community garden in the local neighbourhood park*
- **Identify who you want to engage** – the purpose of the engagement should be clear. Get thinking about the best possible method to communicate with your audience.
- **Factor in ways to communicate that are equitable and accessible for everyone.** What barriers may your identified audience face?
- **Assess your budget** to factor in collateral such as signs, paid adverts, printing etc.
- **Decide how you'll evaluate your communication plan and adjust as needed.**

An important part of any communication plan is to continue using and revising your plan. The purpose, audience, message, and methods may change, but the need to maintain relationships with key people in the community remains.



## Communication plan – Template

**Project / Event Title:** \_\_\_\_\_

### Contact Details

Best contact for project details. Name, title and phone number.

### Project Timeline

Date/time (if an event)

Project duration, deadlines and milestones (e.g. dates, start and finish, event booking/registration opening and closing dates, etc.)

### Objectives

What are your objectives for the communication? For example – to inform residents about the street party in their neighbourhood.

What's the call to action? What do you want people to do after hearing about your project?  
For example – to register to attend the event or visit the Facebook event page.

### Project Details

Where will it be located? How to register or RSVP (if an event).

Funding (sources and dollar figures).

Statistics and facts that are relevant.

Community involvement/what consultation has informed the project?

Interesting stories about the project/event. For example past participants, the journey to get the project done.

Anyone to thank for their involvement, volunteering, support, financial contribution

### Target Audiences

Which groups do you want the communication to reach? Include age, location, ethnicity, gender.

How can you communicate appropriately with these groups? For example do your brochures need to be translated into different languages?

Are there other stakeholders (funding bodies/other groups/local government) that need to be kept informed about this project?

## Key Messages

Detail the key points you want the public and other stakeholders to know about the project/event.

Three or four key messages are ideal (no more than five).

## Communication Methods

Outline how you will communicate with your community.

List the types of communication methods you will use and why.

For example – using Facebook and Instagram to promote an upcoming event for young people between the ages of 15-18 years is most suitable as it is the platform they mostly engage with.

## Challenges

Explain any political challenges/risks to be aware of?

Consider how these risks could be addressed.

List any other challenges you consider may cause issues.

## Consultation

Community consultation may be needed for your project.

Is there a decision that needs to be made?

How will you factor in the voice of your community?

Which communication platforms will you use to do this?

## Resources

List any key resources that you may require to communicate effectively.

## Budget

Do you have a budget to develop marketing collateral like brochures, flyers, signage, etc?



# Media release

*announce important information to media sources*

## SECTION

## 9

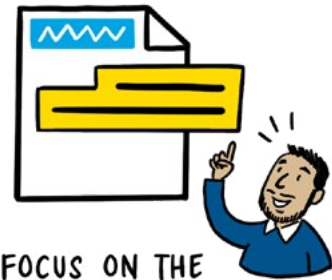
**A media release is a written message that announces important information to the broader public by being sent to media sources such as newspapers.**

Developing and distributing a media release can be an effective way to tell a story about your community project, upcoming event or festival.

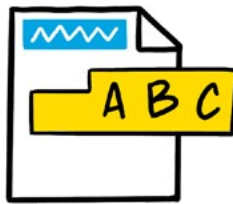
**This resource outlines key information to assist with writing a media release.** It includes practical information, tips and a template to get you started. A media release is one form of communication so ensure that you have developed a broader plan that considers how to reach your audience at different stages throughout the project or event (refer to the communication plan resource).



1. A PUNCHY HEADLINE



2. FOCUS ON THE FIRST 1-2 SENTENCES



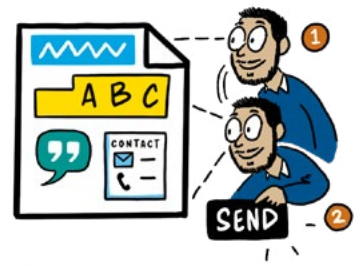
3. WRITE CLEAR & SIMPLE



4. FACTS & QUOTES



5. CONTACT DETAILS



6. READ BEFORE PRESSING SEND

### Tip:

media releases are a great way to reach a large audience and to gain public support.



## Step 1: Have a punchy headline

The first thing a journalist will notice is the headline. Keep it short and catchy, bold and clever. This will also capture the attention of the audience you want to engage.

## Step 2: Focus on the first 1-2 sentences

The first paragraph is most important. Think about the most important message you want to make and put it in the first sentence. Be sure to include every important piece of information that you want the public to know. Many media releases fail to get media coverage. Ensure your media release includes information that is relevant, accurate and news worthy.

### **Tip:**

a good media release should fit on one A4 page.

## Step 3: Write clear and simple

A media release should be easy for everyone to understand. Any reader should be able to pick up your story and follow what you're wanting to say. Avoid using big words and complicated ideas. Make it interesting to read and relevant to a broad audience.

## Step 4: Facts and quotes

Add comments from community members or quotes that support what you're trying to convey. Having a supportive voice and perspective will strengthen your story. Avoid making any generalisations or broad sweeping statements that are difficult to back up with real facts and information.

## Step 5: Contact details

Make sure you include the name of the person who prepared the media release and contact information including phone and email of the group member who has been appointed to speak with the journalist.

## Step 6: Read before pressing 'send'

Put the media release aside for an hour then re-read it. Ask yourself whether it is logical, informative and interesting. Is everything spelt correctly? Have you included all the information you wanted to?

It can be helpful to have someone else read the media release before sending it through. They can check for errors and provide valuable feedback.

### **Tip:**

include photos or related images to accompany the media release.

**Once you've written the media release and had it double-checked, it's time to send it out to various media sources.**

Before sending, think about who will be interested in your story. This will help you decide which media source you should share the release with.

## Media release – Template

**Project Title:**

**Date:**

*For immediate release*

### HEADLINE

#### FIRST PARAGRAPH

Your first paragraph needs to grab the reader's attention. It should explain your headline and briefly cover the important points of your project and the message you want to get across. Make sure it is clear and short.

#### SECOND PARAGRAPH

Introduce a person or the group behind your project/event, their name and role. Include quotes that support what you are doing.

#### THIRD AND FOURTH PARAGRAPHS

The following paragraphs should contain a mix of quotes and statements of fact and should explain in further detail the key messages - who, what, where, when and why.

Visuals help to engage a reader. Include photo's of people or places related to the story.

-ENDS-

### MEDIA ENQUIRIES

If you would like an interview with <insert name>, please contact:  
Contact name, address, phone, email address/website



# Social media & Online platforms

SECTION  
10

**Social media and other online platforms have an important role in communicating and engaging community in your work.**

They provide opportunities to interact in a flexible way through sharing content, promoting events, exchanging information and having a two-way discussion.

**This resource is designed to support community members and groups to purposefully use social media to connect and promote locally and more broadly.** It includes prompting questions and tools to ensure your online presence is meaningful, positive and effective.



**Tip:**

social media and online platforms are cost-effective options, compared to traditional forms of marketing.

## Step 1: Develop a social media plan

A social media plan can be useful to ensure that you're communicating effectively online and using appropriate platforms to maximise your reach and interaction. Take time to consider:

### Who are you trying to reach?

Identify your target audience (age, gender, location)

### Who will be the spokesperson or voice for your community group?

This person will manage posts and respond to messages/queries

### What are you hoping to achieve?

Are you aiming for broader exposure, greater number of sign ups, increased attendance at community related events?

### How often will you post?

Daily, weekly, fortnightly, monthly? Think about the types of posts you make and include a variety of good news stories, promotion, volunteer spotlighting, information and event promotion.

### How will you evaluate success?

What do you have in place to demonstrate if your message is reaching the right audience?

## Step 2: Develop a social media policy

Developing a social media policy may be relevant for community groups who plan to utilise social media frequently. This policy can include guidelines to ensure privacy, safety and confidentiality are considered and adhered to. A social media policy may include:

- overview of social media and purpose of the policy
- how and why your group plan to use social media
- what group members agree to as appropriate interaction and content upload
- guidelines for using social media as a group member
- ways to resolve issues or concerns
- roles and responsibilities

## Step 3: Create content for social media

To make the process easier, it is important to create a schedule by using a content calendar template. Creating a content calendar will make it easier to plan social media posts over a period of time. Once your audience is engaged, they will want to see regular posts and updates to remain informed and to know the group is operating.

Platform	Purpose/content	Image or Video	Post Calendar
Instagram	“Had such a great time running a successful community festival, we can’t wait till next year’s one!”	A group shot of the team at an event	August
Zoom	Deliver a webinar on ways to attract volunteer support for community gardens	Filmed in the community garden	January
	<i>Add rows as needed</i>		

## Step 4: Use analytics to measure success

Social media platforms offer free analytic tools to monitor activity related to your online use. Utilising this data is helpful to assess level of engagement, user patterns such as busiest time of use and user habits. This can provide useful data to evaluate your online use and to assess whether it is achieving what your group originally intended.



## List of social media and online platforms

<b>Facebook</b>	Commonly used tool to post about updates, links, conversations, photos, videos and petitions. It's a great way to promote events and is used by many interest groups. Facebook also offers the option of sponsored adds as a way to reach more people. Videos and photos are generally more popular than text-only updates.
<b>YouTube</b>	A video based platform used to view clips, music, cooking, exercising and other topics of interest. People can upload their own content and create a subscription page for viewers to access all videos, some at a cost. It is also commonly used to promote business and products.
<b>Instagram</b>	A visual tool used to represent personal life, business promotion or product endorsement. Many people use Instagram as a blog and to get access to home-based businesses and services. You can use hashtags to join a theme of related posts within a given audience.
<b>Twitter</b>	A text based platform used for sending out short messages known as "tweets", sparking conversation about a topic or issue. Hashtags are also used to join a theme of related posts. Twitter can be a great means to connect with like-minded people or groups. It serves as a great advocacy tool and is particularly common during conferences of mass gathering events.
<b>Website/ Blog</b>	<p>A website is a standard tool for advertising and sharing information about a group, business or product. Websites are designed to provide holistic information as a one stop shop for a user, providing the option to view content, write reviews and make purchases.</p> <p>A blog is a way to post from a slightly more personal angle. It is typically text-based and includes photos and videos. The stories can provide a personal touch and make it more relatable to a wider audience.</p>
<b>Snapchat</b>	Similar to Instagram, Snapchat is used to share images and messages, however they are only available for a short time before they become inaccessible.
<b>TikTok</b>	Features short form video's created and uploaded, mostly of people dancing, lip syncing or singing. As one of the newest apps, TikTok has become extremely popular, trending across all ages, particularly amongst young people.
<b>Zoom</b>	Offers video and audio functions to host virtual meetings, share content and run webinars. A webinar is an online event whereby a speaker presents information, like a conference. Webinars are better suited to larger audiences and participants can interact by posting questions/comments, responding to polls and other interactive tools. Sessions can be recorded and shared.



# Meetings

*gathering people for a purpose*

Meetings are commonly held for gathering people together to discuss a topic, make decisions or progress a project/event.

Planning and facilitating an effective meeting require skill, preparation and technique.

This resource outlines considerations for planning a meeting and provides practical steps to follow before, during and after to ensure that your meeting is informative, productive and engaging.



1. GATHER INFO



2. PLAN LOGISTICS



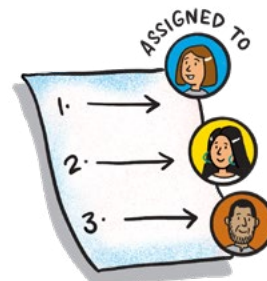
3. SET THE AGENDA



4. ROLE ALLOCATION



5. SUMMARISE & WRAP UP



6. POST-MEETING ACTIONS

**Tip:**

in place of a meeting, there are other effective ways to engage people and share information.

## Step 1: Gather information

**Consider what you want to cover in the meeting and gather information that is necessary for all attendees to know.** Plan interactive ways to present information, whether it be as a PowerPoint presentation, visual diagram or as a discussion. Make a list of the priorities and decisions needing to be reached.

## Step 2: Plan logistics

**Once you are clear on the purpose of the meeting, it is just as important to plan the logistics,** including who you want to attend, how to engage/invite them, where the meeting will be held and when. Make sure the venue is local and easy to access. If access is a barrier, consider hosting an online meeting via platforms such as Zoom. Asking attendees when and where would be most suitable for them can help to ensure you have maximum attendance.

## Step 3: Set the agenda

**An agenda will allow you to manage your time on the day of the meeting.**

Identify the topics that you need to cover and how long you would like to spend on each agenda item. The agenda should include the meeting date, name of attendees, start/end time, and meeting location/venue. Make sure that the agenda is sent to all attendees before the meeting (up to a week prior) so they know what is scheduled for discussion.

**Tip:**

have a clear reason why you want to bring people together.

## Step 3: Role allocation

**A meeting will tend to have an appointed chairperson.** Their role is to monitor the meeting, run through agenda items and to make sure a range of people have a say and participate. Other roles include having a note/minute taker and possibly a timekeeper. Role allocation should be done prior or at the beginning of a meeting.

## Step 4: Summarise and wrap up

**A meeting should be concluded with a summary of the key discussions that occurred.** Relaying the agreed decisions and actions provides an opportunity to check whether all important details were captured. Discuss if a follow up meeting is required and when best to schedule.

## Step 5: Post meeting actions

**Notes/minutes from the meeting should be sent out to all who attended.** Make sure that you capture the main points from discussion, all actions, who agreed to follow up on which action and next meeting date details (if needed). This ensures that everyone has received the same information and can action any points that were discussed during the meeting. Ask for suggestions on ways people prefer to stay involved.



## Meeting agenda – Template

<b>Date:</b>		<b>Time:</b>	
<b>Place:</b>			
<b>Item</b>	<b>Description</b>	<b>Responsible</b>	
<b>1</b>	<p><b>Welcome, apologies – noting who is absent, etc.</b></p> <p><b>Acknowledgement of Country</b> An Acknowledgement of Country is an opportunity for anyone to show respect for Traditional Owners and the continuing connection of Aboriginal and Torres Strait Islander peoples to Country.</p> <p><b>Example:</b> I begin by acknowledging the Traditional Owners of the land on which we meet today and pay my respect to Elders past and present.</p> <p><b>Note:</b> It is recommended that you include the name of the Traditional owners of the Country that you meet on and include this in your Acknowledgement. <b>E.g. "The traditional owners of the land on which the City of Whittlesea resides is the Wurundjeri Willum Clan."</b></p>	<i>Person name, role</i>	
<b>2</b>	Introduction		
<b>3</b>	Review of actions from previous meeting		
<b>4</b>	Acceptance of minutes of previous meeting		
<b>5</b>	Agenda item 1 discussion		
<b>6</b>	Agenda item 2 discussion		
	<i>Add rows as necessary</i>		
<b>11</b>	Next meeting date		
<b>Item</b>	<b>Agreed Actions</b>	<b>Responsible</b>	
<b>#</b>	List of actions for follow up from this meeting	<i>Person name, role</i>	
	<i>Add rows as necessary</i>		



# Grant writing

*prepare and write a grant application*

SECTION

12

## Prepare and write a grant application

Writing a grant application is a lengthy process that requires sufficient time and planning. However, gaining needed funds for your project or community group can make the effort worthwhile. There are a variety of grants available to assist with achieving great outcomes within your community.

**This resource provides guiding information to assist with preparing and writing a grant application.** It includes useful tips and prompting questions to consider prior to commencing your search for funding.



## In general, grant applications require you to include:

- **who you are:** brief description of your community group, vision and purpose
- **what you want to do:** overview of the project, its aim and objectives, how this meets the needs of the community
- **how you will do it:** develop a plan on what you will deliver and how
- **when will it happen:** detailed timeline of planning, delivery and evaluation of your project
- **who will be involved:** list of partners who will support the project? who will your project benefit?
- **what you need to make it happen:** a budget including the amount you are asking for, what you will contribute (including cash and in-kind contributions and volunteer hours) and how each amount will be used
- **how will you know if it worked:** demonstrate how to assess the benefits of your project and ways to review the impact on community

## Step 1: Check eligibility

**All grants have guidelines and eligibility criteria including key dates for consideration.** This is what all applications will be judged against. Read these carefully and understand them before you start writing. Grants are competitive so make sure you understand all requirements. Applications must be submitted before the deadline in order to be eligible. Read about projects that have received funding before, via the grant providers website. This can help to understand what they're looking for.

## Step 2: Contact the grant provider

**Clarify any questions you have and listen for additional information they may provide that will be helpful when writing your application.** Talk about your project and ask for advice or feedback to consider. Ask about what they are prioritising or looking for in grant applications. Attend an information session if it is offered. This will give you a head start and helps the funder put a face to the application.

## Step 3: Writing the grant

**Take time to develop a thorough plan.** Make sure you keep to the timelines allocated in the grant process. Give yourself plenty of time to research, write, review and submit your application before the deadline. If you are submitting an application on behalf of a group, appoint one person to be responsible for writing the grant but they may like to get support from others to gather information, edit etc. Partnering with other community groups and organisations is favourable as it demonstrates that your project is well supported.

### **Tip:**

think broadly about what you do – a football team isn't just about playing footy. They also help connect communities, benefit physical, mental health and wellbeing.

The following questions are designed to assist during the planning stage:

**What do you want to do and why?**

**Do you have support for your project? Who are they and how will they be involved?**

**What resources do you already have? i.e. money, equipment, venue, volunteer support etc.**

**What do you need to make this idea/project happen?**

## Step 4: Budget

**Consider the project cost and include enough detail in your application for the grant provider to feel confident with your predicted budget.** Your budget should match the project you've described. For example, if you're running a one day training session for 20 people you shouldn't have catering costs of \$2,000.

Having other sources of income will strengthen your application, such as community fund raising, in-kind partner support or sponsorship.

In-kind costs (non-monetary contributions made by your group or partners) should also be included in your budget. This contributes toward the total value of the project.

If you are a successful grant recipient, reporting on the budget and actual expenditure will be necessary once the project is complete. There shouldn't be a large difference between the budget you submitted in your application and the actual budget at the end of your project. If there is a significant change to what you said would be spent, it is best to contact the grant provider to inform them before the change is made.

### **Tip:**

note whether the grant provider requests to include or exclude the cost of GST for each budget item.

## Step 5: Review application and submit

**Getting to this point of an application is an achievement in itself, regardless of the grant outcome.** Once you feel that the application is ready, make sure to ask someone who has not been involved in the grant writing process to read and review your application. Remember key dates including when grant results are to be announced.

If successful, congratulations! It's now time to start delivering and planning your reporting methods. If unsuccessful, ask for feedback from the grant provider. Grant rounds can be competitive but there is always another opportunity to refine your application and try again.



# Funding options

*many funding options are available*

## SECTION 13

**There are many different funding options available for community members and groups to access.**

Additional funding may be sourced to support the function of a community group, to help deliver a project or host a community event.

**This resource provides information on several funding options, though it is not an extensive list.**

Keep in mind that funding opportunities are constantly changing. Ensure that you search far and wide to find suitable option for your project or group.



## Prior to commencing a search for funding, be clear on:

- the estimated costs
- the funds you have
- the funds you need
- what 'in-kind' support you have or could get?
- alternative options in case you're unable to attract the full amount of funding needed.

## If you have decided that external funding is needed, plan well to assist your search by:

- listing all the government bodies you deal with and talk to them or search their websites for grants or other supports they could offer (in-kind, networking etc.)
- identifying other groups/organisations who specialise in dealing with the topic your project will address and get in touch with them
- attending seminars or information sessions offered by grant-providers

### **Tip:**

consider who may be interested in financially supporting your project?

## Government sources

### Local Council Community Grants

Depending on which local government area you live in, you may be eligible for local council grants. The **City of Whittlesea (CoW)** has a range of funding streams available for the community to access. More details about the **Community Grant** programs are available on City of Whittlesea website: [www.whittlesea.vic.gov.au/grants](http://www.whittlesea.vic.gov.au/grants)

### Local History Grants Program

Provides funding for projects and activities that 'preserve, record and share the local, social and community history of Victoria and Victorians'.

### Grants Victoria

Has an extensive list of Victorian government grants that may suit your area of interest. These grants are made available for a range of community volunteers, sporting groups, community infrastructure and multicultural events.

### Creative Victoria

A potential avenue to explore if your community group/project has an arts focus. It is a suitable funding source for individuals.

### Victorian Multicultural Commission

Provides community grants for culturally and linguistically diverse community groups to create events and other related activities.

### **Tip:**

consider the types of funding that suit your group or project and search for what is available.

**Tip:**

grants can be broad or have a specific focus on areas such as the arts, education or environmental conservation.

## Victorian Sustainability Grants

Provides links to grant programs that seek to improve Victoria's waste and recycling systems, encourage better use of energy and improve the State's sustainability targets. [www.sustainability.vic.gov.au/Grants-and-funding](http://www.sustainability.vic.gov.au/Grants-and-funding)

## Community Grants Hub

The Hub is a shared platform offering grant opportunities by different Federal government departments. [www.communitygrants.gov.au/grants](http://www.communitygrants.gov.au/grants)

## Non-government sources

### Philanthropic

Philanthropy is a way of individuals and companies supporting others through giving of time, support and cash. There are a number of philanthropic foundations who provide funding for research, policy development and community projects that create positive social change.

[www.probonoaustralia.com.au/grants/](http://www.probonoaustralia.com.au/grants/)

[www.philanthropy.org.au/](http://www.philanthropy.org.au/)

### Community Fundraising

Fundraising is an excellent way to get the local community contributing toward projects in their neighbourhood. Consider organising a BBQ, silent auction or cake stall to raise money. Demonstrating community support may also help to attract other additional funding sources.



### Crowdfunding

There are many online crowdfunding platforms that allow individuals, groups and organisations to generate support from a wider audience. The platforms allow you to start your campaign by telling a story, sharing it with family, friends and networks to help you manage donations.

### Forming Partnerships

It is useful to also think of ways to partner with others in your community to combine efforts, resources and funds. Through developing partnerships with other groups or community organisations, valuable opportunities can unveil that are not limited to the exchange of grants.





# Budget

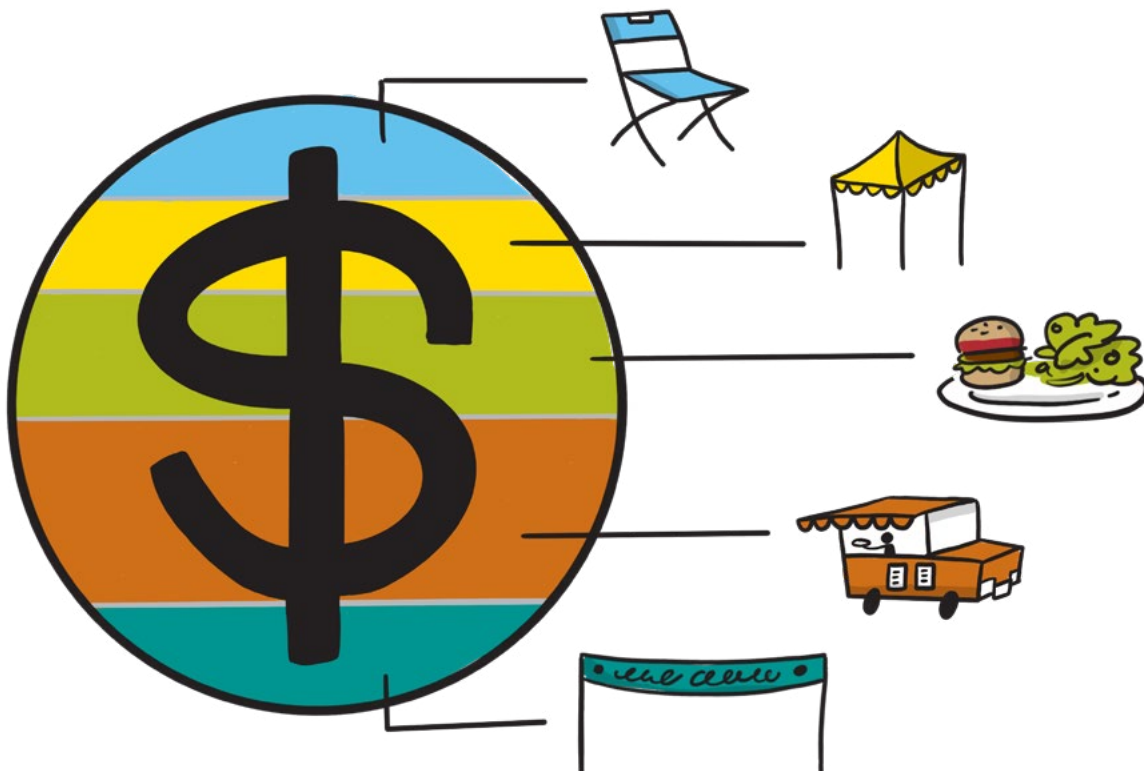
*allocate resources*

## Developing a budget for a community group, project or event is essential.

Budgeting enables you to make decisions on what can be delivered and whether additional resources are needed. This enables you to run effective short-term projects or to deliver services into the long-term future.

**This resource provides useful information on what to include in a budget to meet financial reporting requirements for community projects and initiatives.**

It includes information, tips and a budget template.



## Key Terms:

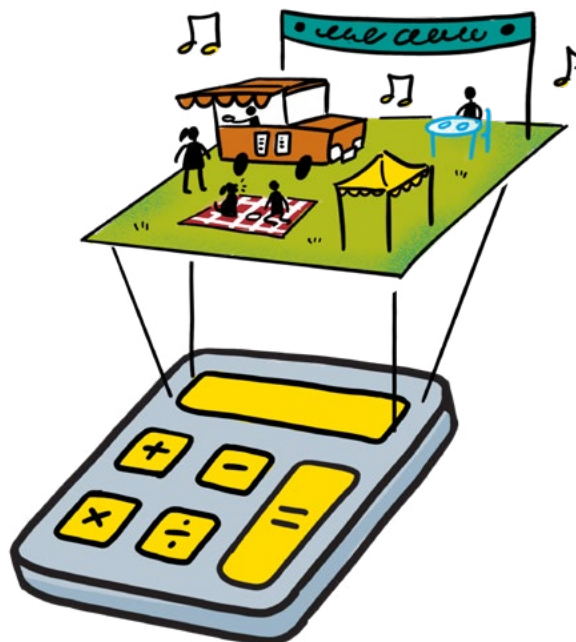
<b>Income</b>	Total amount of money coming in
<b>Expenditure</b>	Total amount of money spent
<b>In-kind support</b>	Donated assistance towards the project which you would normally need to pay for
<b>Acquittal</b>	Accurate report on funded activities and expenditure
<b>Treasurer</b>	Appointed person to manage or oversee the financial planning and monitoring for the group

## What to include in a budget:

- the total amount in income and where it is coming from whether it be fund-raising, grants or other sources.
- what you plan to spend and what it will be spent on. The expenditure amount per item should be as accurate as possible, including quotes or estimated item costs. The expenditure should amount to the total income received. If expenditure is more than your total income, this needs to be re-considered and discussed with other committee/group members. Sourcing external grants may be an option to attract additional funds.
- any in-kind support received and costing this to provide a monetary value.

### **Tip:**

having a clear picture of your regular expenses will help to set a realistic budget.



## Step 1: Establish a book keeping method

There are many budgeting software programs available (at a cost) to develop and monitor your budget with different features making it easy to insert information, provide data and automatically calculate total costings. As an alternative, using an excel spreadsheet to develop and monitor your budget can be just as effective.

## Step 2: Budget cycle

Budget cycles tend to be annual or go for the duration of a funding period. Consider if it is more suitable to set up a budget cycle by calendar year Jan-Dec or by financial year July-June. Deciding which works best for you/your group could be based on external grant requirements. Monitoring the budget monthly is recommended.

### **Tip:**

make sure to factor increasing costs of items from one year to the next.

## Step 3: Monitoring the budget

Once the budget is drafted (role of the Treasurer), discussing this with the committee/board or other group members is important to make sure that everyone checks and agrees to the budget. This can spark important conversations about your group goals, priorities, ways to generate more income and what to spend funds on.

### **Applying for grants:**

As part of a grant application, you will be asked to provide a budget. If you are unsure of how much a service or product may cost, it is essential to contact the relevant company and ask for a quote. This will help provide an estimated costing. Some grant providers request that a quote is provided for items costing over a certain amount.

## Budget – Template

<b>INCOME</b>		
<b>Income Source</b>	<b>Budget amount</b>	
Community fundraising	\$	
Council grant	\$	
Other	\$	
<b>In-kind Support</b>	<b>Description</b>	<b>Amount</b>
Volunteering	no. of hours x no. of volunteers x estimated hourly rate (\$27 p/h)	\$
Venue hire	Hourly rate x no. of hours required	\$
<b>TOTAL INCOME (Income plus In-kind)</b>		\$
<b>EXPENDITURE</b>		
<b>Item</b>	<b>Description (ex GST)</b>	<b>Actual</b>
Event equipment hire	(quote attached)	\$
Printing costs		\$
Artist fees	Street artist mural design, materials and hours of labour	\$
Event photographer	no. of hours, editing	\$
Graphic designer		\$
Catering		\$
Travel	Petrol, accommodation	\$
<b>TOTAL EXPENDITURE</b>		\$

## Resource price guide

Prices for items can vary. Below are estimated costs of commonly used items for a community event or program.

<b>Example Items</b>	<b>Approx. Cost</b>	<b>Potential Use</b>	<b>Suggested Suppliers</b>
<b>Folding Chairs</b>	\$10	Outdoor cinema, festival, community forum	Kmart, Bunnings, Ikea
<b>Trestle tables</b>	\$15-60	Festival, stalls, community consultation	Kmart, Bunnings
<b>Fairy Lights</b>	\$10-25	Outdoor cinema, night market	\$2 store, Bunnings
<b>Marker Pens</b>	\$2.50	Community consultation, festival, stalls	Officeworks, Kmart
<b>Paint</b>	\$10-75	Art project, legal mural, kids workshop	Bunnings
<b>Van Hire</b>	\$90	Festival, street party	Budget truck rental
<b>Marquee</b>	\$100-300 (hire/purchase)	Festival, stalls, outdoor cinema, farmers market	Kmart, camping stores
<b>Food Trucks</b>	\$300 for 3 hours	Festival, outdoor cinema, street party	Small Giants, Airstream, Caravan Caffeinator, Franklin Coffee Co, Bean to Melbourne, Soul Kitchen Mobile Cafe
<b>Flyers, Posters and Signage</b>	\$20-200	Promotion of festival, consultation or upcoming event	Officeworks, Printzone online
<b>Catering dishes</b>	\$30-\$300	Committee meeting, community consultation	
<b>Colour tape</b>	\$2	Community consultation, stall, festival	\$2 store, Kmart



# Levels of Government

*understanding levels of government*

SECTION

15

Knowing about the three levels of government in Australia and their key functions can help you and your community group with advocacy support, funding and accessing other relevant resources.

This resource is an introductory overview of local, state and federal government with a breakdown of their key responsibilities.

Voting in Australia is compulsory across all levels of government, ensuring that elected members are appointed at local, state and federal government to represent the diverse voices of everyone. There are areas of overlap across the three levels of government, though each provide a different service and hold varying responsibilities.



## LOCAL GOVERNMENT

**Local government is diverse, ranging from large metropolitan to smaller rural organisations.**

It is responsible for the function and delivery of a range of services and local infrastructure for their communities such as parks and gardens, roads, streets, libraries, rubbish removal and animal management.

Services are provided for the whole community ranging from maternal and child health through to ageing well in place. Every local government works differently dependent on the needs of their community. Victoria's local government sector is administered under the **Local Government Bill**.

### Ways to get involved with your local council:

- attend council meetings if you want to be involved in decisions that impact your community
- become an **elected local member (Councillor)**. Residents have an opportunity to be elected by their community to represent them. Councillors are elected to act in the best interest of the community and to make decisions that benefit the whole municipality
- volunteering opportunities
- organise your own event
- apply for **Community Grants**
- access services, facilities and events.

## STATE GOVERNMENT

**State government manages services and infrastructure that affect people across a state** including schools, hospitals, roads and public transport.

State departments and agencies share responsibility for ensuring better education, health and wellbeing, environmental protection, agriculture, criminal justice and emergency response. Each state has a different approach. Writing a letter to your local MP is a great way to advocate for local needs or for a cause that is important to you.

## FEDERAL GOVERNMENT

**Federal government looks after concerns that affect the entire country**, such as trade with other countries, currency and tax, immigration, defence and telecommunication services.

The **Prime Minister is the head of government**, elected by citizens.

The **Cabinet** includes the prime minister and approximately 19 ministers who are responsible for major government departments, policy and legislations.

Cabinet makes decisions on government concerns to reach a consensus.

The **Senate** is the upper house of the parliament and the **House of Representatives** is the lower house of parliament.

The Senate is a powerful check of the government and looks into policy issues whereas the House of Representatives deals with passing new laws and making changes to already existing laws.

## Summary

<b>Federal</b>	The federal government raises revenue to run the country by collecting taxes on incomes, goods and services, and company profits, and spends it on national matters: for example, trade, defence, immigration and the environment.
<b>State</b>	State governments raise revenue from taxes, though also receive a large proportion of funds from the federal government to spend on state matters: for example, schools, housing, hospitals, roads, railways, police and ambulance services.
<b>Local</b>	Local councils collect rates from all local property owners and receive funds from federal and state governments. This is spent on local matters: for example, town planning, rubbish collection, water and sewerage, local roads and services.





# Advocacy

raise awareness, gain support, or lobby for change

Advocacy is a way to raise awareness, gain support or to lobby for change on a cause or for a project.

It usually takes the form of a campaign that is made up of organised activities such as a rally, letter to a local government representative, a petition with signatures or an event.

This resource outlines the key steps involved to develop an advocacy plan and how to gain support toward positive change. The City of Whittlesea has a more detailed community advocacy toolkit available on their website.

For more information:

[www.whittlesea.vic.gov.au/about-us/advocating-for-community-needs/](http://www.whittlesea.vic.gov.au/about-us/advocating-for-community-needs/)



**Tip:**  
collective effort is a powerful force. Gather support for your campaign.

## Step 1: Research

### Tip:

choose the right time to commence your campaign.

It is important to have knowledge and information about the topic that you want to address. Challenging how things stand can be difficult but with strong research you can build an informed, logical plan of action. Keep in mind that a strong campaign includes facts, data and research. Know your topic/issue well and make information available to others.

## Step 2: Confirm what you're asking for

The request should be clear and easy to understand, addressing:

- what you're wanting to achieve
- why you want this to happen
- how you will create this change

### CASE STUDY: Addressing homelessness in the community

**“This campaign is seeking to secure \$5 million to develop suitable housing that will benefit older residents and vulnerable people living in the northern region of Melbourne”.**

- The **vision** is to provide people experiencing homelessness with a safe environment to call home
- The **objective** is to address the broader social and environmental issues that impact on their homelessness
- The **strategy** is to deliver both short and long-term actions to secure support, funds for temporary accommodation, access to support services and employment opportunities
- The **action plan** has specific details including who is involved, what they will do and a timeframe of when it will happen.

## Step 3: Identify the target audience and influencers

Be clear on who your target audience is and who can influence the results of your campaign. This will shape the types of actions you choose to take and how best to communicate this in different ways. Use language that connects with your audience and utilise online platforms to have a broader reach. Identify:

- who are the decision makers? (i.e. government, businesses, unions)
- which level of government will you advocate to?
- who are your allies? (i.e. neighbours, community groups, not for profit organisations)
- who do you need to get on board?

### Tip:

knowing that there will be set backs prepares you to continue in place of giving up. Persistence pays!

## Step 4: Put your campaign into action

Once a plan has been developed and the most effective course of action has been identified, it's time to set the wheels in motion. Stick to your plan and use (and reuse) your key messages.

Consider the broader climate and what is happening at a local, state and national level. For example, leading up to elections is a great time to advocate for significant change. Linking into existing networks or community groups that have aligned views or would benefit from your campaign will help strengthen the initiative. Many voices are stronger than one.

There are various courses and training opportunities available to build your skills and capacity to run a successful campaign. Also chatting to experienced advocates can help to gain useful tips and tricks.

## Step 5: Evaluation

Take time to reflect and assess if your campaign worked, make changes to improve what didn't work and try again. This should be a fluid process throughout the campaign.

### CASE STUDY: Lalor Community Garden

#### Step 1: Research

Lalor resident, Matt, wanted to create a community space where residents could play, garden and experiment with sustainable ideas. A group of like-minded individuals quickly formed around the idea and they found a vacant plot of land near the local train station. They conducted research into what was needed and the people that they needed to contact including their local council.

#### Step 2: Confirm what you're asking for

The request was very clear and focused. They wanted to form as a group and to establish a community garden. The group wanted to secure the identified vacant plot of land for community use.

#### Step 3: Identify the target audience and key influencers

Matt worked closely with local Lalor residents as his primary audience and established a strong rapport with those who were interested in creating a new community space. This advocacy plan was supported by Council's Community Development team.

#### Step 4: Put your campaign into action

Forming together as the Lalor Links Community group, they worked closely with Council and in a matter of months, they were able to successfully negotiate a lease arrangement to redevelop the land. They successfully brought their vision for a new community space to life.

#### Step 5: Evaluate

The Lalor Links Community group are continuously reviewing the community space and finding ways to improve the community garden by advocating for more resources and funding.



# Events

*bring your neighbourhood together*

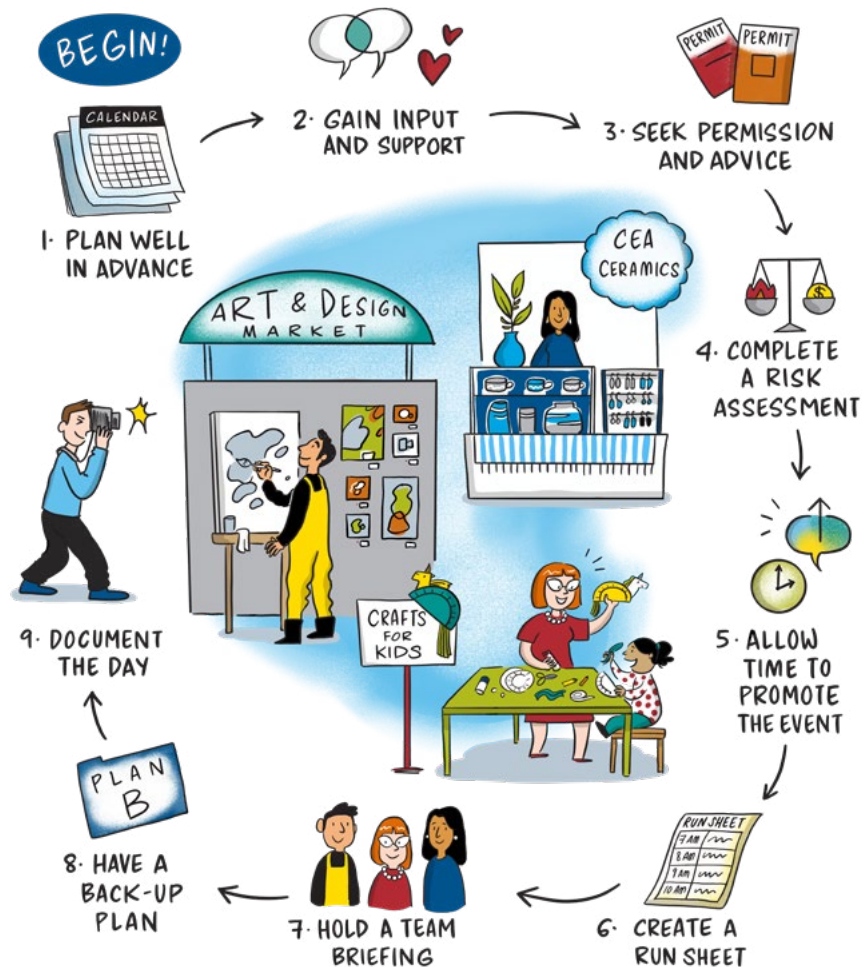
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## It's time to put ideas into action.

One way might be to host a community event which could be delivered in the form of a street party, festival, workshop or open-air cinema to name a few. Events can be a great way to bring your neighbourhood together for fun, connection and celebration.

**This resource provides a brief overview of considerations to ensure your event is planned well and runs smoothly.** The City of Whittlesea has detailed information on planning events, approvals required, promotion and managing risks available on their website. For more information:

[www.whittlesea.vic.gov.au/arts-events-recreation/organising-an-event/](http://www.whittlesea.vic.gov.au/arts-events-recreation/organising-an-event/)



## Step 1: Plan well in advance

Be clear on what you want to achieve and re-visit this throughout the process of planning and delivering of the event. Some approvals can take up to 12 weeks to complete so allow plenty of time.

### What type of event is it? What are you going to call it?

Describe what you want to do and why.

Is this the best type of event to achieve the outcome/s you want?

### What types of activities will take place?

Will there be food vans, music, stalls, rides etc.

What infrastructure and equipment will you need?

For example– marquees, staging, PA equipment?

How are you going to manage the waste generated at the event?

**Note:** certain activities require different Council permits or approvals.

### When will it happen?

Confirm an event date and time.

Check what other events are planned on the same date.

Consider time of year and the weather to plan suitable venues.

Develop a contingency plan.

Is it a day or night event? If it is at night, you will need lighting.

## Where will it take place?

Can it be held indoors or is it best suited outside.

Factor in costs of hiring a venue or booking a park.

Do you plan to use Council owned facilities or land? If so, you will need to seek approval.

Does the venue have capacity to hold the number of people you aim to attend?

Does it have power and water?

Having all ability access and proximity to transport will enable greater attendance for all.

## Who is the target audience? How many people do you want to attend?

How will you engage all members of the community?

Are there specific factors required based on the age or ability of your audience?

Have you budgeted to have promotional material translated into various languages?

## Will you charge participants to attend? Y/N. If yes, how much?

Consider ways that will ensure your event is inclusive by keeping the event free or low cost.

**Note:** charging a fee may require extra permissions.

## Who do you need to talk with?

Make sure that you have informed neighbours and emergency services about the event.

A large event may require that you notify the Police, Ambulance Victoria, CFA or MFB.

If your event affects public transport either by increased traffic impacting on bus routes or if there is a road closure you need to let Public Transport Victoria know.

Some event permits and approvals may dictate who you need to inform and when.

**Note:** you may need to hire first aid staff and security.

## How many staff are needed?

Are they paid or voluntary? What is their role?

## What is your budget?

Make sure you stick to it! Here is a budget example:

<b>Income</b>		<b>\$</b> <b>(total amount you have to spend)</b>
<b>Expenditure</b>		
Item	Description	Cost
<i>i.e marquee hire</i>	<i>Size 3x3. Require 4 in total</i>	\$450
		\$
		\$
		\$
	<b>Total Expenditure</b>	\$ <b>(this should not exceed the amount you have in income)</b>

## How will you measure success?

Capture information on what was delivered and how many people attended.

What do you want to know?

Your plan should include details of how you will measure and evaluate the success of the event.

How will you document this?

## **Step 2: Gain Input and support**

Include community input throughout the planning phase to ensure the event meets the needs of those you wish to engage. Who has skills that could help you plan or deliver the event? Who could you partner with to provide funding or other support? Support your community by hiring local vendors/businesses to provide food and activities at your event.

## **Step 3: Seek permission and advice**

There are varying approval processes, permits and approvals required to host an event. Processing these requests can take from 2-12 weeks. Make sure that you allow plenty of time in advance to plan your event according to all requirements specified. Contact Council to find out what approvals you may require for the event.

## **Step 4: Complete a risk assessment**

Have a plan in place to prevent or minimise any potential risk. By identifying what could go wrong, you're better prepared to make necessary changes that ensure all staff and participants are safe during the event. A risk assessment may also help to determine how many staff are required, and what their roles will be. It will also inform the level of insurance required.





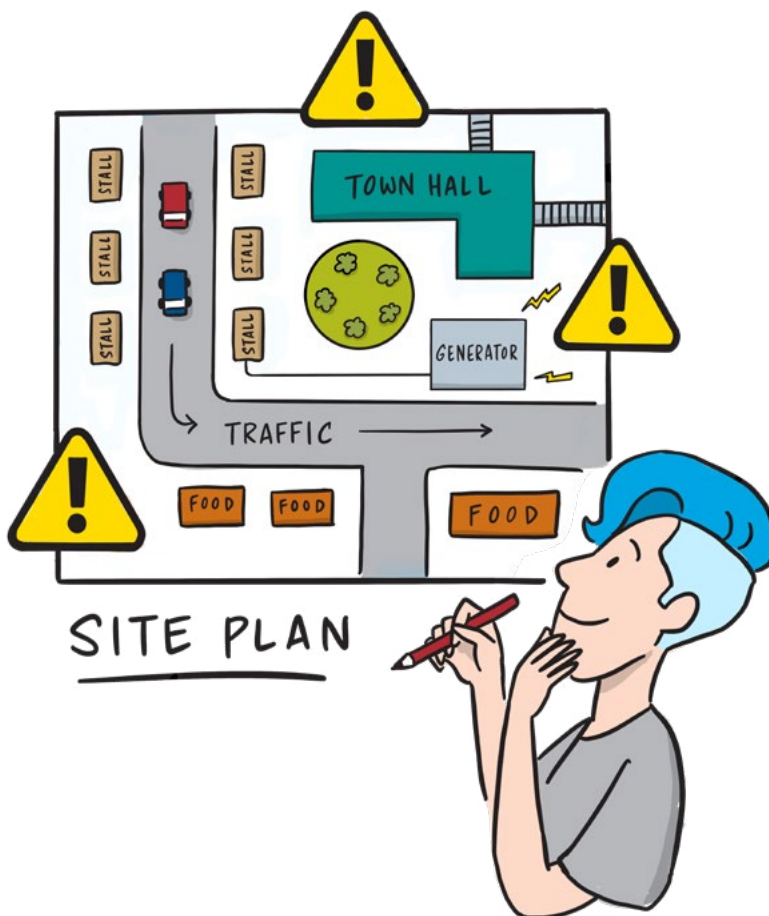
# Risk assessment & Management plan

Identifying and managing risk is an essential part to planning and running a project or event.

Conducting a risk assessment and developing a management plan ensures that safety has been considered and prioritised.

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This resource highlights the steps required to enable safe engagement and participation. It includes an overview of risk factors to consider and how to develop a risk assessment and management plan. The City of Whittlesea has more information available on identifying risks including an Event Emergency Management Plan template for community to access. For more information: [www.whittlesea.vic.gov.au/arts-events-recreation/organising-an-event/](http://www.whittlesea.vic.gov.au/arts-events-recreation/organising-an-event/)



## Step 1: Develop a site plan

Having a site plan can be helpful to visually map out risks and to decide how you can use the space and how best to address noted risks. The purpose of the plan is to map your ideas and easily communicate them with others. There is no need to be too detailed, you can add, change and refine the site plan as you progress. To access a site plan, use **Google Maps** to print an aerial image or contact your local council to request a map. Mark the entry and exit, places to sit, walk through, shade, open space for gatherings, organised activities, vehicle access and smaller spaces for various use.

## Step 2: Identify, analyse and evaluate the risk

**Risk considerations may include the following:**

- Has appropriate equipment been identified and sourced? How durable is the equipment? What maintenance is required? How is equipment being managed?
- What specialty skills are required? Is there a site induction process?
- How will we communicate? What do we want people to know about the project/event?
- How do we want the project/event perceived by the community? Who supports the project/event?
- Who is the target audience? Who do you want to attend the event? How will they be reached? Are there special considerations such as accessibility?
- Are there back up funds available?
- What consideration has been made for management of emergencies including fire, severe injury where 000 may need to be called to assist? Health and safety risks including managing physical injuries to organisers or attendees?

Once identified, analysing risks to determine the likelihood and consequences leads to prioritising risks for management. The **Risk Assessment Matrix** is used to categorise risk level and likelihood of occurrence.

## Risk Assessment Matrix

		Likelihood to occur		
		Likely	Possible	Unlikely
Level of Impact	Significant	Very High Risk	High Risk	Medium Risk
	Moderate	High Risk	Medium Risk	Medium Risk
	Minor	Medium Risk	Low Risk	Low Risk

### Definitions of Likelihood

Likely	probability to occur: <b>67 - 100%</b>
Possible	probability to occur: <b>34 - 66%</b>
Unlikely	probability to occur: <b>1 - 33%</b>

### Levels of Impact

Significant	<b>Includes all serious personal, financial or environmental risk</b> that would prevent the project from continuing or impact the project's reputation. For example– equipment is stolen or vandalised, pedestrians injured via a busy road unassisted.
Moderate	<b>Includes all factors that impact the ability to meet project objectives</b> , project cannot be delivered on time or on budget, causing significant delays or cancellation. For example– a personal injury, damaged infrastructure.
Minor	<b>Incudes factors that impact the environment or partner relationships.</b> For example, bad weather impacting attendance at activation events.

### Step 3: Address identified risks

**How can you address the risk or potential harm whilst still achieving the desired outcome?** Once you have identified the potential risks related to your project/event, the next step involves addressing each risk with an appropriate response to minimise and/or manage its impact.

This is known as a **Risk Management Plan**.

This process involves assessing the highest ranked risks to establish a plan that ensures the level of risk is minimised through different actions or delivery. The risk management process helps you resolve problems when they occur. Developing a plan means that you are better equipped to respond and address any issues that may still happen. Make sure the plan is shared with everyone involved in your project/event and that they all understand the plan and their role in the process.

### Step 4: Review and adapt

**You will need to test, review and update your risk management plan regularly.**

Particularly after delivering your project/event, review the plan to determine whether it was effective and if things could have been done differently. Were there any risks that occurred but were not considered in the plan?



## Risk Assessment – Template

1. List each risk agreed in discussion and give it a score using the included Risk Assessment Matrix.
2. Discuss how to mitigate the risks, and who from the group is responsible for this.

Project Name: \_\_\_\_\_

Identified Risk	Likelihood	Impact	Risk Category	Plan to Address	Who is Responsible?
Examples– breach of confidential information	Very high, high, medium, low	Significant, moderate, minor	Communication, Equipment, Assembly, Health & Safety, Project Timeline, Budget, Participants	Limit no. of people who have access to confidential information	Rhonda – project manager



# Celebrate

*appreciate, recognize, reflect*

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Working with your local community to create positive change can be equally rewarding and exhausting. By taking the time to celebrate, no matter how big or small, you acknowledge the time, effort and persistence it has taken to get to where you are.

This resource provides information to highlight the importance of celebration, acknowledgment and failure when working together as a group. It includes ideas on ways to celebrate and how to create a positive culture.

**Investing in people and acknowledging their contribution has many benefits:**

- allows people get to know each other. This improves personal connections and relationships
- builds a team culture that is positive and strong
- particularly important for attracting and maintaining active involvement of volunteers
- provides an opportunity to invite grant providers or other partners to view the success of your group or project
- allows time for reflection
- creates space for growth and development
- encourages people to notice their own achievements and in turn boosts morale and confidence.

**Tip:**

meaningful acknowledgment is about the specific contribution a person has made and tying that back to the impact it has on the community.



## Celebration and acknowledgement ideas:

- send an email to community group members acknowledging their contribution
- throw a party/afternoon tea and invite the community to come along
- host a launch event to showcase your project or a report
- allocate time in meetings for reflection, success stories and peer recognition
- say 'thank you' often
- organise a group dinner or drinks to socialise or mark the end of a project
- give a certificate to acknowledge contributions and key anniversaries
- host a street party to gather neighbours working together
- have a morning tea to meet and greet new members of the group
- organise regular outings such as bowling, laser tag attending a film or going for a bush walk
- nominate your project or individual community members to receive an award

Celebrating wins and achievements can be easier to do, however, acknowledging when things go wrong is just as important.

**In a relaxed environment it is easier for people to share their thoughts on problems and ways to reach solutions.**



### **Tip:**

tap into key dates such as National Volunteering Week to connect with celebrations happening more broadly.

### **Tip:**

recognition and celebration doesn't have to involve spending lots of money.

# Notes

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## Free telephone interpreter service

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