# Help finalise best practice principles in participation, AI assisted!

**Tanya Burdett – John Sinclair**

*Australia/UK – Canada*

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# Session topics

What we want to cover – and anything else you might suggest?

## Key topics for discussion:

1. Definitions – 'what', 'who' & Objectives

2. Foundational elements – x 4

3. Essential elements – x 6

4. Contextual elements – x 3

5. Tools and techniques

Other topics?

# Session agenda:

| Timeframes | Overview | Detail |
|---|---|---|
| 0:00 - 0:10 | Session overview and context | Session outline, background to the refresh of the Best Practice Principles for Public Participation and Handbook insights as a guide to the refresh and the session topics |
| 0:10 – 1:00<br><br>3 x 12-15 minute 'rounds' – explore 3 different topics | 5 topic tables:<br>1.Definitions & Objectives<br>2.Foundational Elements (x 4)<br>3.Essential Elements (x 6)<br>4.Contextual Elements (x 3)<br>5.Tools & Techniques<br><br>Other topics of interest? | Table Host / Facilitator provide context; scribe volunteer. Key questions:<br>• Do the elements make sense as 'foundational', 'essential', or 'contextual'<br>• Are there things missing from their brief descriptions?<br>• Are there other elements you would add as 'foundational', 'essential', or 'contextual'? |
| 1:00 – 1:20 | Table feedback  (with AI aid e.g. Miro Board and AI enhancement from tables) | Table facilitator present overview of table discussions, key insights, things missing or to be added |
| 1:20-1:25 | Questions and next steps | Questions, discussion, next steps, draft for review |
| 1:25-1:30 | Final reflections | Feedback on session and how to stay involved |

# IAIA Best Practice Principles (2006)

Basic Principles

B1. Adapted to the context

B2. Informative and proactive

B3. Adaptive and communicative

B4. Inclusive and equitable

B5. Educative

B6. Cooperative

B7. Imputable

Operating Principles

OP1. Initiated early and sustained

OP2. Well planned and focussed on negotiable issues

OP3. Supportive to participants

OP4. Tiered and optimized

OP5. Open and transparent

OP6. Context-oriented

OP7. Credible and rigorous

# Handbook 'meaningful' elements (2024)

**Foundational**

1. Adequate notice

2. Access to information

3. Opportunities for comment

4. Access to public hearings and alternative dispute resolution

**Essential elements**

5. Participant assistance

6. Decision impact

7. Early and ongoing

8. Open and transparent

9. Deliberative forums

10. Learning oriented

**Contextual elements**

11. National, regional and local context

12. International agreements and goals

13. Indigenous rights, lands and processes
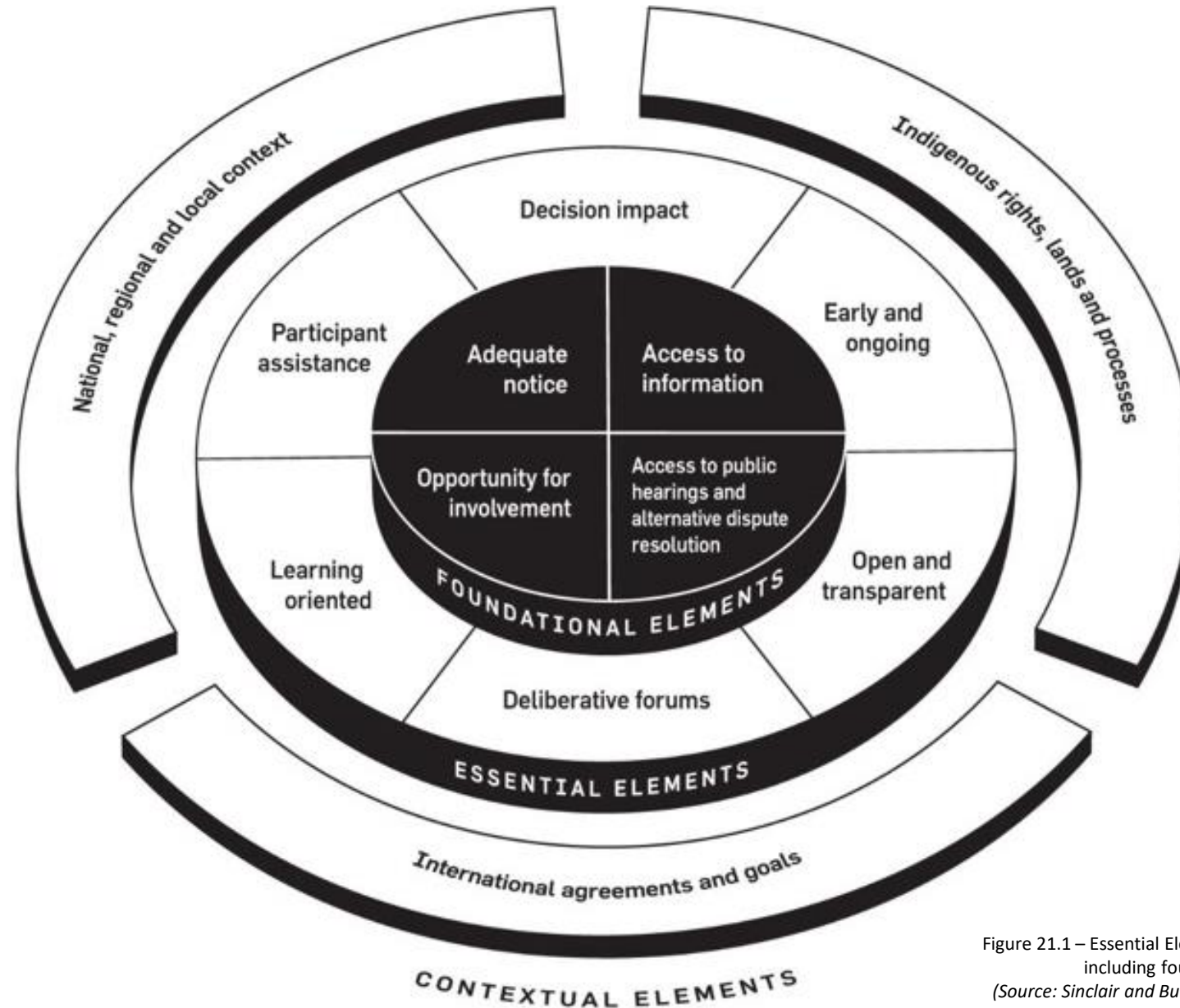
# Meaningful participation in Impact Assessment



Figure 21.1 – Essential Elements for meaningful public participation in IA including foundations and contextual elements
*(Source: Sinclair and Burdett, 2024, pg.409 in Burdett & Sinclair, 2024)*

| Handbook 'Element' | IAIA Best Practice principles (2006) | IAP2 framework references |
|---|---|---|
| 1. Adequate notice | BP2 – informative and proactive | CV6 |
| 2. Access to information | BP2 – informative and proactive | CV6 |
| 3. Opportunities for public comment | BP3 – adaptive and communicative | CV6; IAP2 foundation – values-based |
| 4. Access to public hearings / alternative dispute resolution | BP6 – cooperative<br>OP7 – credible and rigorous<br>IAIA Professional Code of Conduct | IAP2 Code of Ethics |
| 5. Participant assistance | OP3 – supportive to participants | |
| 6. Decision impact | OP2 – well planned and focused on negotiable issues | CV1, CV2, CV7;  IAP2 foundation – decision/impact-oriented; goal-driven |
| 7. Early and ongoing | OP1 – initiated early and sustained | |
| 8. Open and transparent | BP4 – inclusive and equitable<br>OP5 – open and transparent | CV3, CV4,<br>IAP2 foundation – equity-centred |
| 9. Deliberative forums | BP6 – cooperative | |
| 10. Learning oriented | BP5 – educative | CV7; IAP2 foundation – relationship-based |
| 11. National, regional and local context | BP1 – adapted to the context<br>OP5 – context-oriented | |
| 12. International agreements & goals | | |
| 13. Indigenous rights, lands and processes | | |

Figure 21.1 – Essential Elements for meaningful public participation in IA including foundations and contextual elements
*(Source: Sinclair and Burdett, 2024, pg.409 in Burdett & Sinclair, 2024)*
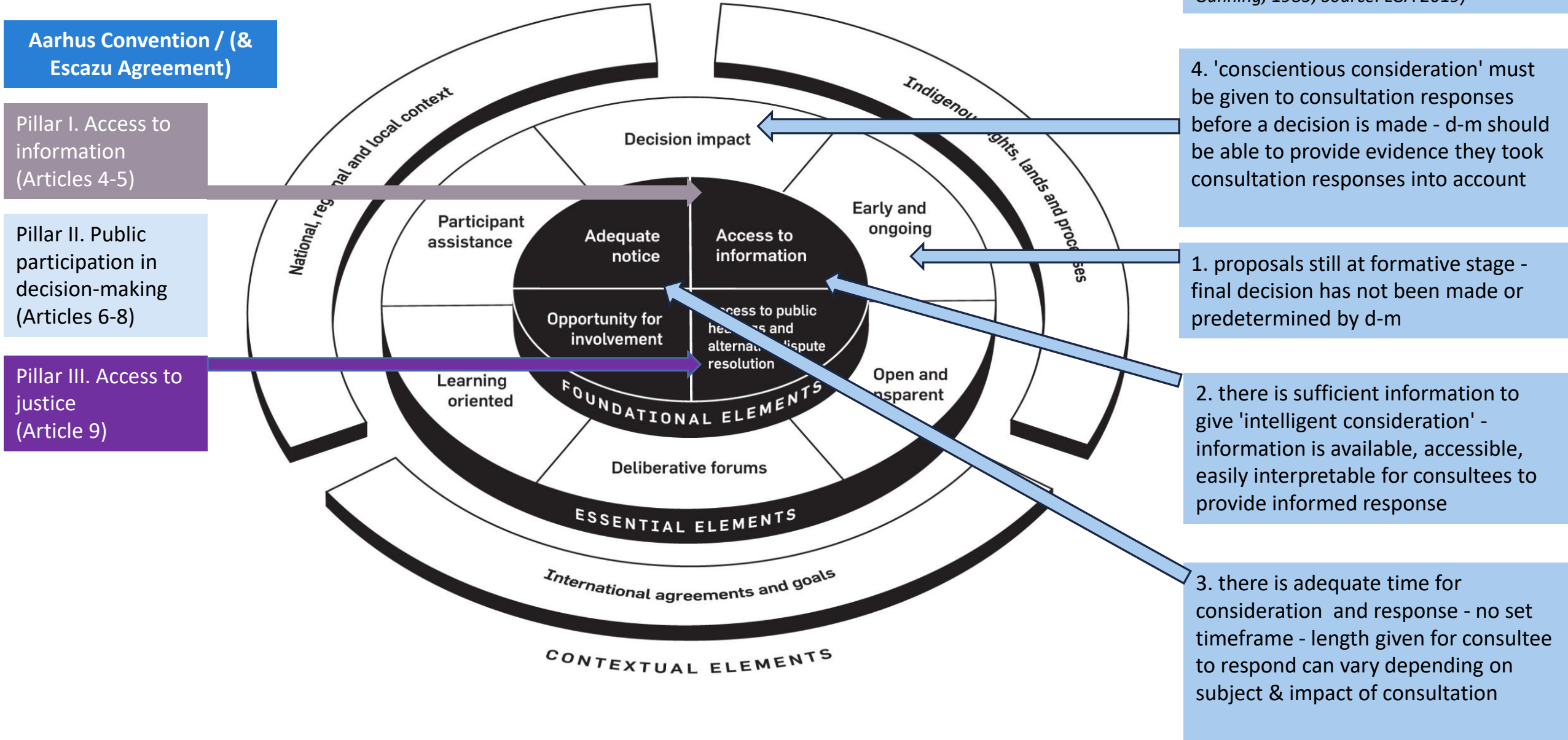
**Aarhus Convention / (& Escazu Agreement)**

Pillar I. Access to information (Articles 4-5)

Pillar II. Public participation in decision-making (Articles 6-8)

Pillar III. Access to justice (Article 9)

4. 'conscientious consideration' must be given to consultation responses before a decision is made - d-m should be able to provide evidence they took consultation responses into account

1. proposals still at formative stage - final decision has not been made or predetermined by d-m

2. there is sufficient information to give 'intelligent consideration' - information is available, accessible, easily interpretable for consultees to provide informed response

3. there is adequate time for consideration and response - no set timeframe - length given for consultee to respond can vary depending on subject & impact of consultation

# 1. Definitions & Objectives

Key questions / topics for the solution room:

- how to best 'weave in' frameworks such as the IAP2 spectrum (or others as per table 1 of Handbook);

- how to reflect the need for FPIC principles, particularly the principle of 'consent' (noting 'prior' and 'informed' are likely addressed in foundational/essential/contextual elements) *(member comment)*;

- establishment and updating of social acceptability mechanisms *(member comment)*;

- provide nuancing on various points including equity, inclusion, diversity;

- accessibility and transparency etc. *(member comment)*

# 2. foundational elements – x 4

Topics for the solution room:

- adequate notice,

- access to information,

- opportunity for involvement,

- access to public hearings and alternative dispute resolution

# 3. essential elements – x 6

Topics for the solution room:

- participant assistance

- decision impact

- early and ongoing

- open and transparent

- deliberative forums

- learning oriented including e.g.different types of knowledge

*(member comment)*

# 4. contextual elements – x 3

Topics for the solution room:

- national/regional/local context,

- International agreements and goals,

- indigenous rights, lands and processes

# 5. Tools and techniques

Groupings of tools and techniques?

Are we missing any? Are there too many? Does it matter?

What role for AI?

# Let's continue the conversation!

**Message me your questions or comments in the IAIA25 app.**

**IAIAI Hub – public participation – click here**

*Tanya Burdett, Essential Planning – UK / Australia*

*Timothy Peirson-Smith, Executive Counsel, Hong Kong*

*John Sinclair, University of Manitoba - Canada*

*Join our LinkedIn group page here*

**#iaia25**

# Table documents to be worked through:

## TOPIC 1 – DEFINITIONS & OBJECTIVES

### What is Public Participation?

Public participation may be defined as the involvement of individuals and groups that are positively or negatively affected by or interested in a proposed intervention (e.g. a project, a program, a plan, a policy) subject to a decision-making process. Levels of participation in IA vary, from passive participation or information reception (a uni-directional form of participation), to active participation through activities (such as public hearings and open-houses), and more interactive and deliberative participation (such as workshops, negotiation, mediation and even co-management). Different levels of PP may be relevant to the different phases of an IA process, from initial community analysis and notice of the proposed intervention at the screening, scoping phases, through to approvals and decision making, monitoring and follow-up.

### Who is the public?

The Oxford dictionary of the 'public' includes people, citizens, subjects, general public, electors, electorate, voters, taxpayers, residents, inhabitants, citizenry, population, community, society, country, nation, world; everyone. Defining the relevant public for an IA initiative is one of the first aspects of participation. Some make a distinction between 'stakeholders' and the 'public' at large - this guide suggests reference to the 'public' as a collective, which includes what might be considered key stakeholders such as the proponent, the decision maker(s) and relevant regulator(s). It also includes Non Government Organisations (NGOs).

### Objectives of Public Participation

Public participation is essential for good governance and decision making, and may empower local communities. PP in IA is multi-purposive, aiming specifically to:

- Bring together the affected and interested public into the decision-making process from the initial stages of a proposal, through to post approval and following up stages of IA, considering different levels of engagement and influence the public may have on the decision(s) being taken
- Inform and raise public awareness (which includes the proponent, public, decision maker(s) and the regulator) of the planned intervention, its rationale and its consequences
- Gather data and information from the public about their human (including cultural, social, economic and political dimensions) and biophysical environment, as well as the relations (including those related to traditional and local knowledge) they have with their environment, to support the assessment of impact significance, clarification of receptor sensitivity and enhance issues identification and risk management
- Seek input from the public on the planned intervention and [ideally] the selection of alternatives, including its scale, timing, impacts, and ways to reduce its negative impacts and increase its positive outcomes, or to compensate impacts which may not be mitigated.
- Contribute to better policy/plan/program/project design and impact assessment of proposals, and better consideration of the local context throughout the decision making process
- Achieve more creative development, more sustainable interventions, smoother implementation arrangements, and consequently greater public acceptance, support and possibly a sense of co-ownership of the outcomes than would otherwise be the case. This may manifest in a social license to operate
- Contribute to the mutual learning of all stakeholders, providing information on how input has been taken into account in the impact assessment and decision(s) taken.
- Provide opportunities for input in post approval and follow up stages of IA.

## Handwritten Notes

① DEFs and Objetives

Who is the public? (consensus)

( Right holders ) → language to refer to the public.

↳ Definitions of audiences encompassed

○ Point out the levels/spectrum of "participation" in what is PP?

② Foundational Elements

Adequate notice (+ capacity, resources $

- Use definition across the descriptions of the diverse elements.

- Use of AI tools to solve questions and provide information. Consider accessibility matter

- Consider including to report back to community on how the input was used.

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and decision making, mon[...]

*[handwritten note on sticky note: Defn of PP should include "region" (as in RA) in list ie of project, program, policy plan]*

*[handwritten: spectrum?]*

*[handwritten: + Rights-holders]*

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*[handwritten: Company.]*

*[handwritten: includes]*

*[handwritten: new term? Acknowledged that in some]*

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*[handwritten: M&E – Enhance spectrum]*

## TOPIC 2 – FOUNDATIONAL ELEMENTS

| No. | Meaningful participation | Specific requirements *(Chapter 21 – 13 elements)* | Minimum steps *(Handbook Chapter 2, summarised detail)* | Any suggestions for what to include/delete? *(Includes member survey responses)* |
|---|---|---|---|---|
| | | | **Foundational elements** | |
| 1 | Adequate notice | Direct notice to affected individuals and organizations<br>Use of phone, email or social media<br>Notice about assessment, where further information is located and where comments can be directed | • Public notice of IA be required by law for all of types of assessment undertaken in a particular jurisdiction, for example, project, regional and strategic assessments.<br>• Regulations should require widely distributed notification through as many venues as practical, including print, website, email, social media. | e.g., need to give appropriate time for participation, especially when affected people include traditional communities *(member survey comment)*<br>e.g., use of communication channels adapted to the contexts *(member survey comment)* |
| 2 | Access to information | Transparent, ongoing and timely exchange of information among all parties<br>Easy access through a public registry or other means | • All information pertaining to a case must be released as quickly as practical, so the reviewing body, proponents and participants submit and access all details of the assessment in one place.<br>• Participants must be given a period of time to review all information commensurate with complexity and volume of documents.<br>• A live person help line should be provided, for directing people on how to navigate documents and sources of information. | e.g., need for guidance on new ways to communicate project/undertaking information |
| 3 | Opportunity for involvement | Open to all interested parties and individuals<br>Interactive modes of participation beyond open houses and website submissions | • Meaningful participation should be defined in IA law/regulation/policy.<br>• Proponents and responsible authorities must provide opportunities for face-to-face meetings.<br>• IA Agencies must re-engage in participatory programmes and offer. opportunities for the public to learn about IA and their role. | e.g., Allows for consideration of "need for" and "alternatives to"<br><br>e.g.ensure diversity of contribution (gender etc.) even when this may be inconsistent with local culture *(member comment)* |
| 4 | Access to public hearings / Alternative Dispute Resolution | Frequent and creative use of the hearing process<br>Transparency, and timely written decision<br>Inclusive, informal venues for deliberation<br>Negotiation and mediation | • Smaller-scale hearings should be encouraged to facilitate more opportunities for people to have their voices heard.<br>• Hearings and other forms of dispute resolution should take place in affected communities and at times when people can attend.<br>• Forums should be as informal as possible, and avoid undue intimidation during cross-examination.<br>• Regulations should facilitate simultaneous translation of hearings or dispute resolution processes<br>• Guidance should be provided on use of dispute resolution within an ongoing IA case or hearing about a specific issue or set of issues. | e.g., regarding the existing BPP basic principle of 'cooperative', and "to reach a general acceptance of the proposal", this may be seen as some form of co-optation. Maybe "aiming at reaching an agreement towards a decision..."? Refer to appropriate 'levels' of engagement accepted by most involved including decision makers and participants? *(member survey comments)* |

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## TOPIC 2 – FOUNDATIONAL ELEMENTS

*Handwritten annotations:* "format too inc. visuals" · "'Human in the loop'" · "+ capacity link] In-person to PA resource" · "AI resources. + Chatbot?" · "link to early + ongoing"

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Open houses are interactive.
Consider revising for accuracy.

3

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| 1 | Adequate notice | Direct notice to affected individuals and organizations<br>Use of phone, email or social media<br>Notice about assessment, where further information is located and where comments can be directed | • Public notice of IA be required by law for all of types of assessment undertaken in a particular jurisdiction, for example, project, regional and strategic assessments.<br>• Regulations should require widely distributed notification through as many venues as practical, including print, website, email, social media. | e.g., need to give appropriate time for participation, especially when affected people include traditional communities (member survey comment)<br>e.g., use of communication channels adapted to the contexts (member survey comment) |
| 2 | Access to information | Transparent, ongoing and timely exchange of information among all parties<br>Easy access through a public registry or other means | • All information pertaining to a case must be released as quickly as practical, so the reviewing body, proponents and participants submit and access all details of the assessment in one place.<br>• Participants must be given a period of time to review all information commensurate with complexity and volume of documents.<br>• A live person help line should be provided, for directing people on how to navigate documents and sources of information. | e.g., need for guidance on new ways to communicate project/undertaking information |
| 3 | Opportunity for involvement | Open to all interested parties and individuals<br>Interactive modes of participation beyond open houses and website submissions | • Meaningful participation should be defined in IA law/regulation/policy.<br>• Proponents and responsible authorities must provide opportunities for face-to-face meetings.<br>• IA Agencies must re-engage in participatory programmes and offer. opportunities for the public to learn about IA and their role. | e.g., Allows for consideration of "need for" and "alternatives to"<br><br>e.g.ensure diversity of contribution (gender etc.) even when this may be inconsistent with local culture (member comment) |
| 4 | Access to public hearings / Alternative Dispute Resolution | Frequent and creative use of the hearing process<br>Transparency, and timely written decision<br>Inclusive, informal venues for deliberation<br>Negotiation and mediation | • Smaller-scale hearings should be encouraged to facilitate more opportunities for people to have their voices heard.<br>• Hearings and other forms of dispute resolution should take place in affected communities and at times when people can attend.<br>• Forums should be as informal as possible, and avoid undue intimidation during cross-examination.<br>• Regulations should facilitate simultaneous translation of hearings or dispute resolution processes<br>• Guidance should be provided on use of dispute resolution within an ongoing IA case or hearing about a specific issue or set of issues. | e.g., regarding the existing BPP basic principle of 'cooperative', and "to reach a general acceptance of the proposal", this may be seen as some form of co-optation. Maybe "aiming at reaching an agreement towards a decision..."? Refer to appropriate 'levels' of engagement accepted by most involved including decision makers and participants? (member survey comments) |

*Ensure that jargon is uniform along the document.*

## TOPIC 3 – ESSENTIAL ELEMENTS

| No. | Meaningful participation | Specific requirements (Chapter 21 – 13 elements) | Minimum steps (Handbook Chapter 2, summarised detail) | Any suggestions for what to include/delete? (includes member survey responses) |
|---|---|---|---|---|
| | | | Essential elements | |
| 5 | Participant assistance | Need for assistance because of complex issues | • Participant assistance must be available for all kinds of IAs, not just those involving hearings, or large projects or undertakings, and including strategic and regional assessments.<br>• Government agencies must learn more about the types of capacity support and expertise they can provide to proponents and the public and actually provide these on an ongoing basis.<br>• Regulatory IA Agencies given a very strong role in public involvement, carrying out workshops on how to get involved in IA, and guiding people through the participant funding possibilities, etc.<br>• Participant assistance and/or capacity building is provided in a timely way. | e.g., guarantee various elements including this one by provision of independent resources and mechanisms (member survey comment)<br>e.g., IA law/policy must establish participant assistance programmes that include clear methods and criteria for determining support, including equity considerations. |
| 6 | Decision impact | Input can impact and change the course of the decision at hand – not treated as advisory only | • IA law ensure that participation begins early, so projects and strategic initiatives can be significantly modified before significant investments are made by proponents, the public, and regulators.<br>• IA law make clear to all that the public have opportunity to have input on key decisions, such as the identification and consideration of alternatives, including the "do not proceed" alternative.<br>• IA law ensure for all public participation processes, there is written and reasoned response to public input, including why and how, or why not, input was used to improve the transparency of decisions. | |
| 7 | Early and ongoing | Public engaged in the design of the participatory programme to be followed<br>Extension of participation to the follow-stage<br>Reasonable timelines established<br>Stakeholder involvement in assessment process choices | • The public be involved and consulted in design of the participation program to ensure it meets their needs and involves them in appropriate ways.<br>• Early involvement taken as being before significant investment has been made in a project, undertaking, regional assessment, or strategic proposal and well before the submission of an impact statement – preferably starting at the strategic planning phase. In the case of a project, "early" can also be thought of as when a proponent first contacts a community or a government official about a project. | e.g., The decision to undertake an IA has been made, the design of the participation program be open to review and adjustment, and be on a scale appropriate to the circumstances.<br><br>e.g., Development of a public participation programme/plan must occur early and involve government officials in its development, implementation, and reporting. |
| 8 | Open and transparent | Public participation processes follow principles of natural justice and procedural fairness<br>Transparent | • Requirements for participation programmes to be open to all – a directly affected bias has no place in an IA law.<br>• IA law require all information provided and considered during an IA be made publicly available on a searchable registry for the assessment. | [NOTE 'FAIR' NOT IN FINAL HANDBOOK DIAGRAM]<br>e.g., add 'contributive' to the explanation? (member survey comment) |

| No. | Meaningful participation | Specific requirements (Chapter 21 – 13 elements) | Minimum steps (Handbook Chapter 2, summarised detail) | Any suggestions for what to include/delete? (includes member survey responses) |
|---|---|---|---|---|
| | | Open to all interested parties and individuals | • IA law establish decision-making criteria to guide decisions to prevent behind closed doors "justifications" that do not reflect the best available information collected and analysis conducted throughout IA. | |
| 9 | Deliberative forums | Emphasis on knowledge integration<br>Face-to-face decision-making<br>Open dialogue in a non-judgemental environment | • IA law recognize the importance of deliberative approaches to public participation, and encourage open dialogue, discussion and debate.<br>• Regulation and guidance should set out a non-exhaustive variety of methods for achieving face-to-face public deliberations and meetings.<br>• Codified timelines recognize the need for deliberative participation, not just the need to promote efficiency, which more often than not is used to justify the over-reliance on passive and impersonal techniques of participation. | e.g., Include forms of alternative dispute resolution<br>Incorporate future methods such as visioning and scenario development<br><br>e.g., 'conflict' aware and how / where to deal with this? (member survey comment) |
| 10 | Learning oriented | Promotes learning "about" and "through" IA for all participants<br>Fosters mutual learning among all participants<br>Feedback to participants about how their input has, or has not, been used, and why<br>Ensures lessons from past assessments as well as process experiences are considered in future assessments and assessment reform | • Establishment of learning-oriented participatory opportunities that encourage dialogue among parties and provide time for reflection on issues.<br>• Allowing time for participants, governments and proponents to dialogue with each other and to critically reflect on each other's views.<br>• Follow-up programmes that have mandated participation components, especially with regard to their design and reporting.<br>• Encourage learning among and between cases, especially regarding impact prediction and mitigation by mandating a transparent and easily accessible reporting system for monitoring and follow-up. | e.g., regarding previous 'imputable' basic principle, clarify specific mechanisms to ensure this, and note possibility of refusing the proposal or considering other proposals must also be considered as a legitimate option worthy of analysis (member comment)<br>e.g., principles about dealing with different types of knowledge (scientific, contextual, vernacular, traditional). Should all knowledge types be integrated? (member survey comment)<br>e.g., should there be periodic public reviews of IA procedures that report on, at a minimum: (a) the types of participatory processes used in IAs during the review period; (b) whether and to what degree those processes have met the goals of the legislated IA process; (c) whether and to what degree the public is satisfied with those processes; and (d) recommendations for future IA processes, law, and policy based on those findings. The public should be involved in these reviews. |

## ③ Essential Elements

Capture the power imbalance dynamics in the territories in the EE description

— Monitoring and follow-ups, on how tool/method the input/process has been implemented / development

— One-pager of action items per Element?

## TOPIC 3 – ESSENTIAL ELEMENTS

| No. | Meaningful participation | Specific requirements (Chapter 21 – 13 elements) | Minimum steps (Handbook Chapter 2, summarised detail) | Any suggestions for what to include/delete? (includes member survey responses) |
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| 6 | Decision impact | Input can impact and change the course of the decision at hand – not treated as advisory only | • IA law ensure that participation begins early, so projects and strategic initiatives can be significantly modified before significant investments are made by proponents, the public, and regulators.<br>• IA law make clear to all that the public have opportunity to have input on key decisions, such as the identification and consideration of alternatives, including the "do not proceed" alternative.<br>• IA law ensure for all public participation processes, there is written and reasoned response to public input, including why and how, or why not, input was used to improve the transparency of decisions. | *[handwritten: add Tiered & in optimised]* |
| 7 | Early and ongoing | Public engaged in the design of the participatory programme to be followed<br>Extension of participation to the follow-stage<br>Reasonable timelines established<br>Stakeholder involvement in assessment process choices | • The public be involved and consulted in design of the participation program to ensure it meets their needs and involves them in appropriate ways.<br>• Early involvement taken as being before significant investment has been made in a project, undertaking, regional assessment, or strategic proposal and well before the submission of an impact statement – preferably starting at the strategic planning phase. In the case of a project, "early" can also be thought of as when a proponent first contacts a community or a government official about a project.<br>*[handwritten: reduce long]* | e.g., The decision to undertake an IA has been made, the design of the participation program be open to review and adjustment, and be on a scale appropriate to the circumstances.<br><br>e.g., Development of a public participation programme/plan must occur early and involve government officials in its development, implementation, and reporting. |
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|---|---|---|---|---|
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Monitoring & Eval! & continous improvement

# TOPIC 4 – CONTEXTUAL ELEMENTS

| No. | Meaningful participation | Specific requirements (Chapter 21 – 13 elements) | Minimum steps (Handbook Chapter 2, summarised detail) | Any suggestions for what to include/delete? (includes member survey responses) |
|---|---|---|---|---|
| | | | **Contextual elements** | |
| 11 | National, regional and local context | Recognise that context will impact on weight placed on different foundational and essential elements | • Cultural, social, economic, political and environmental context influences utilisation of the above essential elements, level of participation and decision making processes.<br>• Consider context when establishing participatory approaches, and adapt them to the social and organisational structure of impact communities. | e.g., dealing with idealism vs pragmatism in some country contexts (member survey query / comment); include some examples and need to consider availability of the public to engage in complex / heavy PP processes (member comments); suggest all the measures be guaranteed somehow (member survey comment) |
| 12 | International agreements and goals | Ensure international frameworks are honoured, reviewed and followed | • Various international agreements establish foundational approaches and principles such as fairness, access to the IA process and equitable treatment. Review these for applicability to the subject IA process, and note the progressive intent of some e.g. the Escazú Agreement, which requires 'inclusive' participation from early stages and within reasonable timeframes, in a clear, timely and comprehensive manner. | e.g., how to be neutral or alternatively advocate for inclusion where e.g. 'cultural' background means women have no say (member survey query / comment)<br>e.g., defining 'national minorities' (such as in Council of Europe Framework Convention for the Protection of National Minorities https://www.coe.int/en/web/minorities )<br><br>What about specific principles for various stakeholders i.e.not the proponent? (member survey comment) |
| 13 | Indigenous rights, lands and processes | Look to indigenous ways of knowing and doing<br>Respect rights of indigenous people interested in and/or impacted by a proposal | • Consider community or indigenous-led IA approaches.<br>• Be collaborative in approaches to IA, and throughout the IA and decision making process.<br>• Recognise that in some circumstances those most impacted have a right to undertake the IA. | e.g., apply more generally including notions of community rights (member survey query / comment) |

## TOPIC 4 - Contextual Elements (x3)

Do the elements **make sense** as 'contextual'?

Are there things **missing** from their brief descriptions?

Are there **other elements** you would add as 'contextual'?

## TOPIC 5 - Tools & Techniques

Groupings of tools and techniques?

Are we missing any? Are there too many? Does it matter?

What role for AI?

**make sense?** | **missing?** | **other?**

**groupings?** | **missing? too many? does it matter?** | **role for AI?**

Consider strategic environmental assessment for discussion on the rationale for the project, location and technology

Historical impacts eg. Memorable issues or traumatised communities impacted from past

Consider social licence at different levels eg. at national, regional and local context

dilemma sharing from different audiences eg "weighting" the different levels of power and level of opponents not just those in power

Risk alignment with stakeholders - impact, residual risk and tolerable risk

Immersion eg. Combining digital and human engagement in a gamified approach

Decision makers participate

Inclusive governance



4. Contextual

International agreements

National/Regional/Local

Indigenous

Other?

## TOPIC 5 – TOOLS & TECHNIQUES

| Passive public information techniques (typically one-way flow of information) | | | Role for AI? |
|---|---|---|---|
| Advertisements | Feature stories | Information repositories | |
| News conferences | Newspaper inserts | Press releases | |
| Print materials | Technical reports | Television | |
| Websites | Blogs | Community education programs | |
| **Active public information techniques** | | | |
| Briefings | Central contact person | Community fairs | |
| Expert panels | Field offices | Tours and Field trips | |
| Information hotline | Open houses | Technical assistance | |
| Simulation games | Graphic recording | Direct mail / letters | |
| **Small-group public input techniques (two-way flow of information)** | | | |
| Informal meetings | In-person surveys | Interviews | |
| Small-format meetings including focus groups | Door knocking | Photo-journaling | |
| **Large-group public input techniques** | | | |
| Public hearings | Response sheets | Mail, telephone, and Internet surveys | |
| **Small-group problem-solving techniques** | | | |
| Advisory committees | Citizen juries | Community facilitation | |
| Consensus-building | Mediation and negotiation | Panels | |
| Role-playing | Task forces | | |
| **Large-group problem-solving techniques** | | | |
| Workshops | Interactive polling | Sharing circles | |
| Websites and chat rooms | Future search conference | | |
| Crowd sourcing | Gamification | Hackathons | |
| Public / Town hall-style meeting | Symposia / summit | Webinars | |
| **Combination of small to large group techniques, problem-solving/generative** | | | |
| Appreciative Inquiry | Charette | Co-design, Collaborative governance | |
| Card storming | Deliberative polling | Interactive mobile apps | |
| Interactive online tools including geolocation | Open space meeting | Study circles | |
| Voting | World Café | | |

*(Source: TABLE 2.3 Public participation techniques available for use in IA, Handbook, Burdett & Sinclair ed's (2024) Handbook of Public Participation in Impact Assessment, Edward Elgar Publishing Cheltenham)*