

# The State of Public Participation Practice in Canada

Sherif Kinawy

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# 1 Executive Summary

The State of the Practice Survey was initiated by the IAP2 Canada Great Lakes Chapter in 2012, and its finalization was integrated into the work of the IAP2 Canada Research Subcommittee. It was designed to investigate the practice of public participation (P2) in Canada with the objective of shedding light on the tools, techniques and best practices being employed throughout the country.

Launched in May 2013, the survey was disseminated to P2 practitioners across Canada – both members and non-members of IAP2 - with the following goals:

- Bridging P2 research and practice;
- Determining priority areas for the Research Subcommittee;
- Advising the IAP2 Canada Board on the needs of member and non-member practitioners; and
- Informing trainers on the needs of practitioners.

Offered in both English and French (Appendix A: Survey Questions (English) and Appendix B: Survey Questions (French) respectively), the survey was comprised of 17 questions - including a mix of multiple-choice and ranking - grouped into four sections:

1. Respondent's Information;
2. Effectiveness of the P2 Process;
3. Tools and Techniques; and
4. Barriers and Limitations.

Over 80 responses were received, providing views of practitioners with a wide range of experience, in a variety of roles, covering industries within the public, private and not-for-profit sectors.

Analysis of the results provided the following insights:

- Respondents generally agreed on the value of P2 and its contribution to the processes that encompass it, noting the public also perceives it as a valuable process. It's also useful in providing information on local knowledge and understanding issues, which in turn frequently impact the outcome of a project.
- Open houses, public meetings, workshops, focus groups and direct mail-outs were the most common engagement techniques, with deliberative polling and field offices as the least utilized.
- Online materials and websites were the tools most used, followed by facilitation and consensus-building, however it was very much project dependent and tools were often used in conjunction.
- Barriers varied depending on project and context, with the exception of the need to manage conflict, which was listed as the most encountered.

The survey also identified four primary areas for ongoing focus:

- Conflict management;
- Standards for effectiveness, evaluation and defining successful processes or outcomes;
- Social media, web-based and mobile technologies; and
- Engaging top level management and decision makers in effective P2.

Suggested recommendations for bridging these focus areas are:

- Access to research journals, training workshops, and manuals and guidelines;
- Knowledge transfer mechanisms to facilitate practitioner networking amongst cross-disciplinary organizations; and
- Regular surveys to capture the dynamic nature of the practice and benchmark notable changes.

## 2 Objective & Context

In an effort to direct IAP2 Canada's resources more efficiently, a set of surveys were developed to identify opportunities and areas of focus. The State of the Practice survey was developed for a wider reach beyond IAP2 members who were surveyed earlier through the Membership Survey. The State of the Practice survey was created in partnership with the IAP2 Canada Great Lakes Chapter. It is designed to investigate the practice of public participation (P2) in Canada with the objective of shedding light on the tools, techniques and best practices employed in P2 across Canada.

This report will be produced in English, with a recommendation for a French version in future years.

## 3 Process

The survey was developed from an initial pool of 24 questions, which were scaled down to a final 17 questions. Although the final 17 questions were originally developed in English, the survey was conducted in English and French.

These questions were reviewed and approved by:

- IAP2 Canada Great Lakes Chapter Steering Committee and Board of Directors
- IAP2 Canada Board of Directors
- IAP2 Trainers, and
- the Research Subcommittee

Once approved, the questions were set up in the form of an online survey. Participation in the survey was voluntary, and none of the questions were mandatory.

The survey was conducted online to facilitate wider dissemination and eliminate the need for financing. The online platform used to conduct this survey was Fluid Surveys (<http://www.fluidsurveys.com>).

### 3.1 Timeline

The development and review process for this survey adhered to the following timeline.

November 12, 2012	Survey proposed to the IAP2 Canada Great Lakes Chapter
January 9, 2013	Initial survey
February 1, 2013	First review (IAP2 Canada Board)
March 15, 2013	Second review (committee and trainers)
April 27, 2013	Translation to French
May 10, 2013	Final review
May 22 – June 4, 2013	Survey live
June 4 – June 28, 2013	Survey extended
June 27, 2013	Survey closed
July 1 – August 9, 2013	Analysis

## 4 Results

A total of 86 responses were received. Eight of the responses were in French. Since the survey questions were all optional, the number of complete questions varied significantly, however most survey participants attempted to respond to all questions. In addition to aggregate results, this section will specifically analyze data from respondents who are not IAP2 members.

### 4.1 Respondent Information

In questions 1-6. survey participants were asked to provide basic information about their membership in professional organizations, geographic distribution in terms of operation, years of experience, and finally their roles within the industry and specific sectors.

#### 4.1.1 Membership

The participants in this survey indicated their membership in one or more organizations including IAP2. Just under two thirds of respondents (62%) indicated their status as IAP2 members while 18% of respondents indicated they were members of the Canadian Institute of Planners. A significant number of "other" organizations were added in **Error! Reference source not found.**

Associations or Organization	Percentage	Count
Canadian Institute of Planners	18%	12
International Association for Public Participation (IAP2)	62%	42
International Association of Facilitators	6%	4
Project Management Institute	1%	1
American Planning Association	6%	4
Professional Engineer	4%	3
Environmental Professional (CECAB)	0%	0
Other	43%	29
<b>Total Participants</b>		<b>68</b>

Respondents listed other organizations on the national and international level such as the International City/County Management Association, Canadian Association of Geographers, Canadian Association of Municipal Administrators, and Canadian Community for Dialogue and Deliberation. Other organizations on a more local level were also listed including the Alternative Dispute Resolution Institute of Alberta, Ordre des urbanistes du Quebec, and Public Health Association of British Columbia. The full list of memberships can be viewed in **Error! Reference source not found.**

#### 4.1.2 Geographic Region

A large number of respondents identified Alberta or Ontario (40% each) as their region of operation. All Canadian provinces and territories were represented in the results, some at 5% of respondents or less such as the Yukon, Nunavut and the Northwest Territories. Some of the respondents (14%) indicated operation beyond the border on international projects in the United States, France, Brazil, Australia, and Singapore among other countries. One respondent identified Ontario as the home office while operation was international and across Canada.

Geographic Region	Percentage	Count
Alberta	40%	35
British Columbia	28%	24
Manitoba	9%	8

<b>Geographic Region</b>	<b>Percentage</b>	<b>Count</b>
New Brunswick	6%	5
Newfoundland and Labrador	7%	6
Northwest Territories	3%	3
Nova Scotia	8%	7
Nunavut	3%	3
Ontario	40%	35
Prince Edward Island	8%	7
Québec	16%	14
Saskatchewan	10%	9
Yukon	5%	4
International	14%	12
<b>Total Responses</b>		<b>87</b>

#### 4.1.3 Years of Experience

The responses showed a comprehensive representation across the experience categories with a quarter of respondents having less than 5 years of experience, and about 40 percent almost equally divided between 5 to 9 years and beyond 25 years of experience. The remaining bulk of the respondents fell into the 10 to 24 years-of-experience category (38%).

<b>Response</b>	<b>Percentage</b>	<b>Count</b>
Less than 5 years	25%	21
5 to 9 years	18%	15
10 to 24 years	38%	32
25+ years	20%	17
<b>Total Responses</b>		<b>85</b>

#### 4.1.4 Primary Type of Involvement

Acknowledging that many P2 practitioners have roles that span several sectors and involve wearing different hats, this question asked about the primary role of the respondent. The results show that 80% of respondents selected the public sector as their primary role while almost a quarter selected the private sector (28%) and almost as many in the Not-for-profit sector (23%). More specific responses among those listed in **Error! Reference source not found.** point to involvement in sporting events, political parties and social enterprises.

Type of Involvement	Percentage	Count
Public sector (municipality, ministry or other government or public agencies)	80%	70
Private Sector	28%	24
Not-for-profit	23%	20
Other	13%	11
<b>Total Responses</b>		<b>87</b>

#### 4.1.5 Primary Role

About half the survey respondents indicated having a primary role as a facilitator (51%). This number was at about the same level for public participation specialists (51%) and consultants (46%). Those who practiced as planners were the next largest category at 21% followed by other roles including owners, coordinators, designers and communications officers among other roles shown on the following chart as well as the table in **Error! Reference source not found.** The role that was least represented was the Public Information Officers which was only selected by a few respondents (6%).

Role	Percentage	Count
Management in firm or agency	11%	10
Owner of firm or agency	16%	14
Subject matter expert	15%	13
Facilitator	51%	44
Public participation specialist	51%	44
Public information officer	6%	5
Consultant	46%	40

Role	Percentage	Count
Planner	21%	18
Designer	14%	12
Other	15%	13
<b>Total Responses</b>		<b>87</b>

#### 4.1.6 Typical Types of Project Involvement

The data on types of project involvement show great diversity with the smallest number of participants indicating involvement in mining projects. However, policy, landuse planning, community development and energy projects each had involvement from 30-50% of respondents. Other areas such as education and human security were listed among other project types in **Error! Reference source not found.**

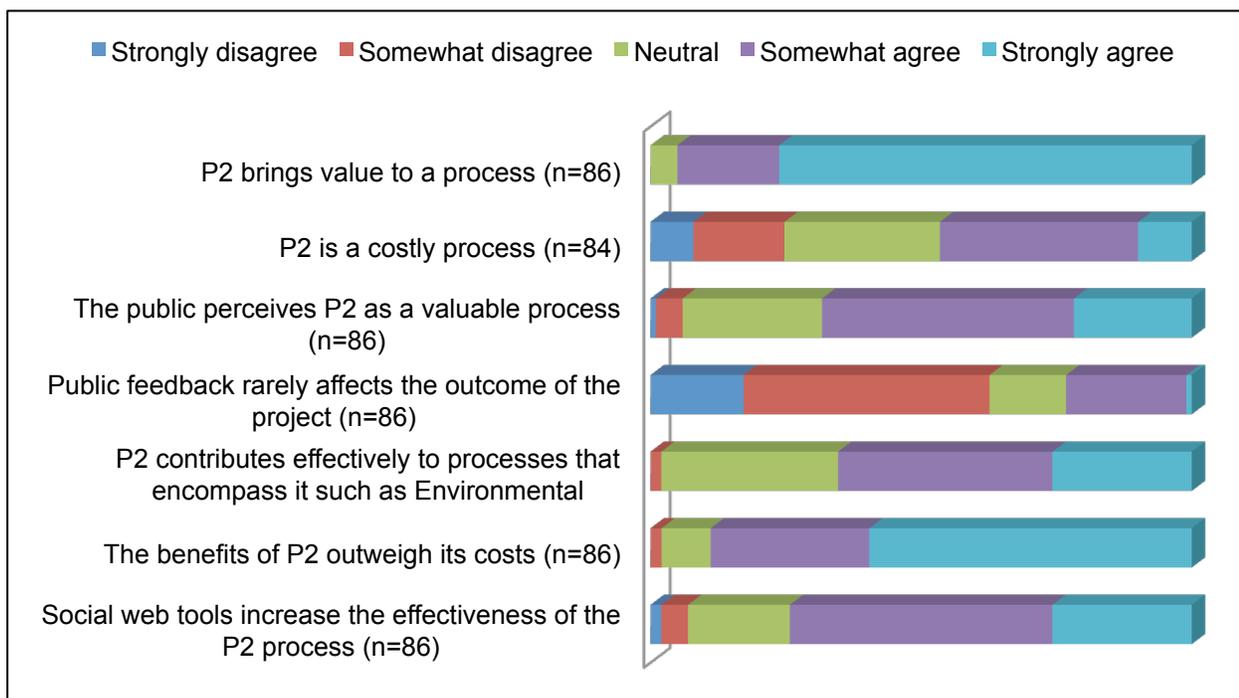
Project Type	Percentage	Count
Aboriginal communities	22%	19
Energy (renewable, pipeline, electric transmission/distribution, nuclear, hydrocarbon)	35%	30
Transportation	27%	23
Waste	17%	15
Land use planning	40%	34
Policy	47%	40
Mining	6%	5
Healthcare	17%	15
Community Development	51%	44
Environmental Assessment	20%	17
Other, please specify	40%	34
<b>Total Responses</b>		<b>86</b>

## 4.2 Effectiveness of the P2 Process

For this section, questions 7 and 8 asked survey participants to indicate their level of agreement with a number of preset statements as well as their use of common process goals. The charts are presented in this section while the raw data is included in **Error! Reference source not found.**

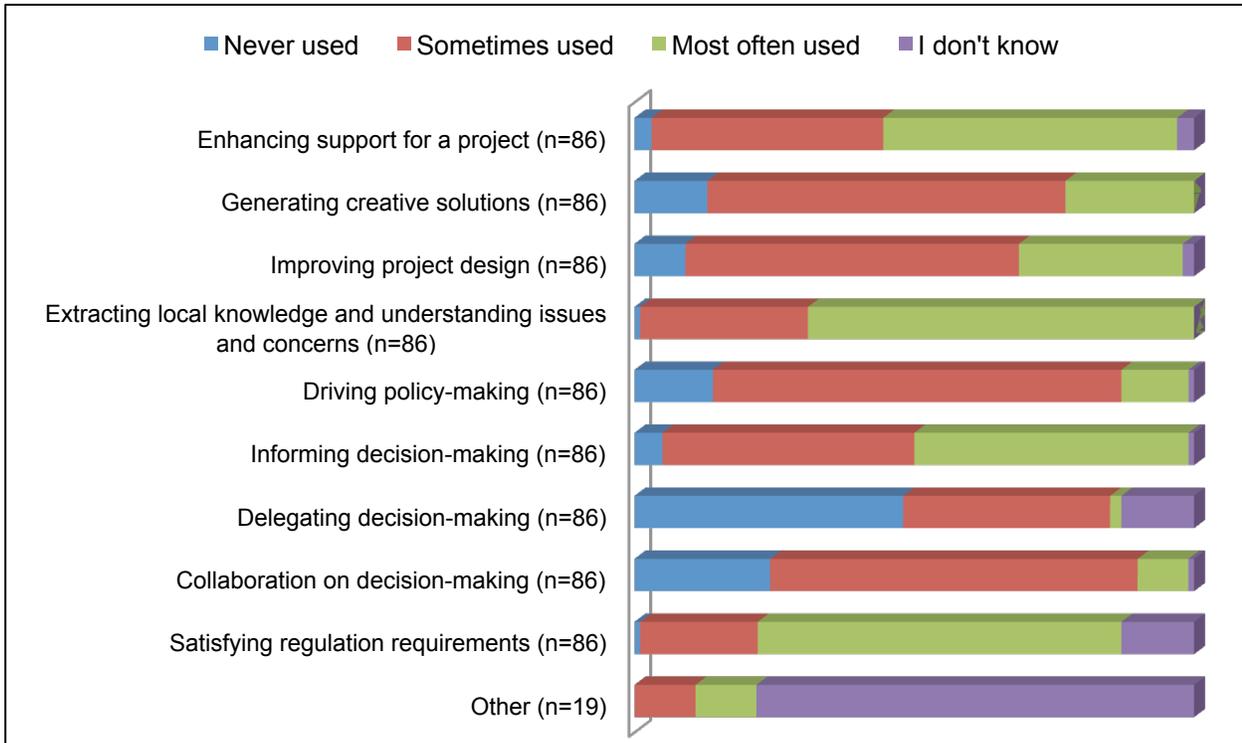
A very large proportion of respondents (96%) agreed that P2 brings value to a process and just under 90% agreed that the benefits of the process outweigh its costs. This proportion of responses was relatively lower for three other questions: social web tools increase the effectiveness of the P2 process (75% agreement); the public perceives P2 as a valuable process (69%); and P2 contributes effectively to processes that encompass it (66%). A number of respondents also indicated limited agreement with a statement on the cost of the process (47%). Finally, there was a majority disagreement on the lack of effect of public feedback on the outcome of the project (23% agreement and 62% disagreement).

**Effectiveness of P2 Process**



When asked about the purposes for which public feedback was used, most participants indicated that they most often or sometimes used P2 to satisfy regulation requirements, extract local knowledge and understand issues and concerns, or enhance support for a project. Delegation of decision-making was the least cited purposes. Other purposes cited included community inclusion, troubleshooting and collaborative project planning. The responses also included a few comments on the nature of the process that can be in some cases used as a public relations exercise.

## Use of Public Feedback

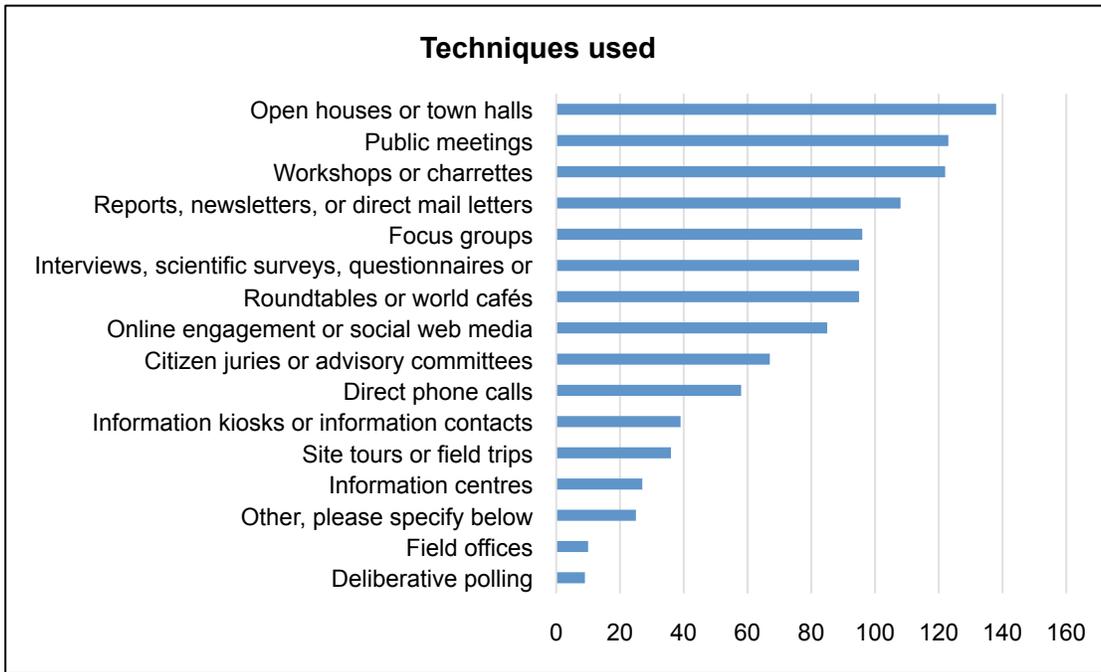


### 4.3 Tools and Techniques

Questions 9-11 and 14-15 asked respondents to rank the answers from 1 to 5, 1 meaning that the answer was the most preferred or relevant to the question. To analyse these ranking questions, a score of 5 was awarded to all top choices, a score of 4 to second choices, a score of 3 to third choices, a score of 2 to fourth choices and a score of 1 to fifth choices. These values were summed up for each answer and a total score was awarded accordingly.

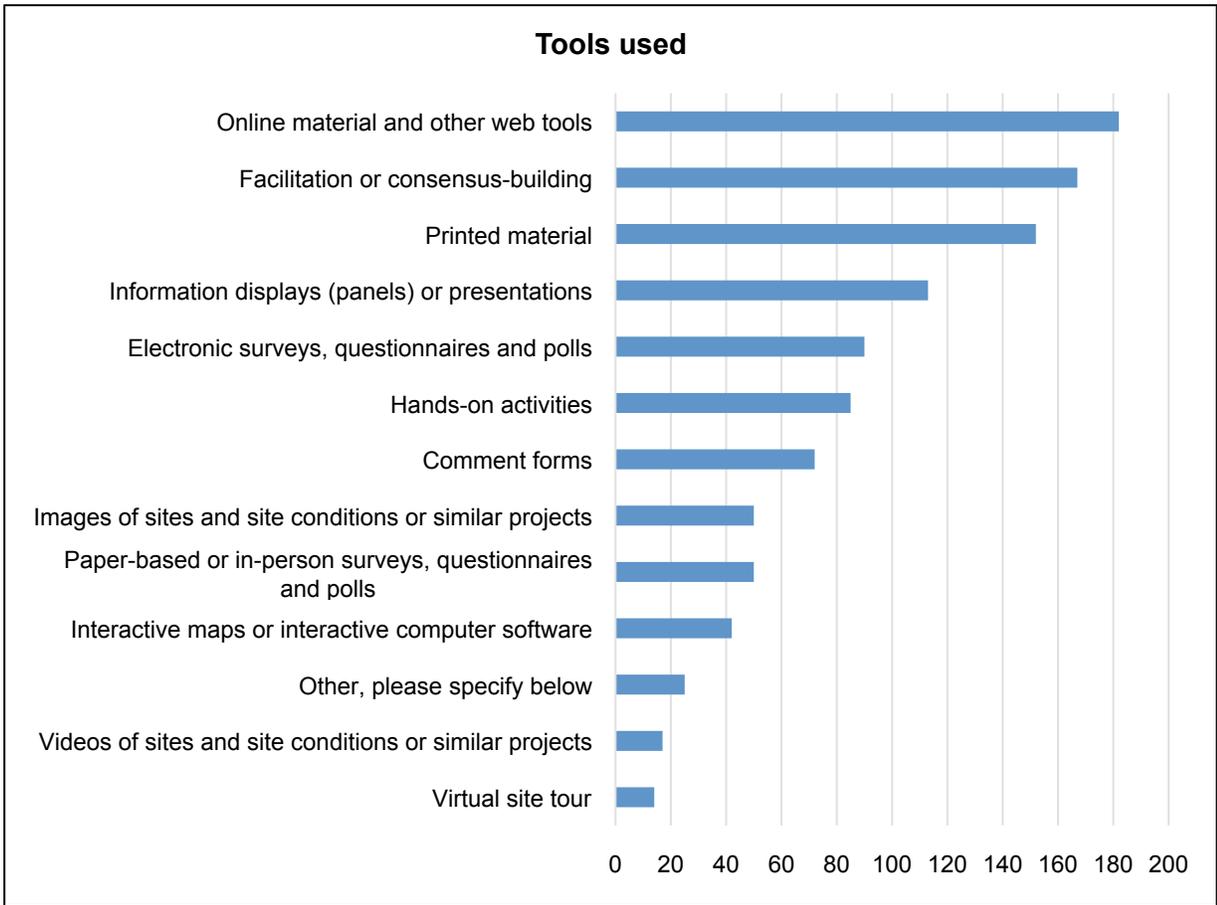
#### 4.3.1 Questions 9-11

The survey showed that a diversity of techniques are used by P2 professionals. Open houses or town halls; public meetings; workshops or charrettes; and reports, newsletters or direct mail letters are used most commonly. Several respondents who indicated the use of “other” techniques also mentioned the use of open space approaches. One respondent pointed out that the most commonly used techniques are not necessarily the most effective.

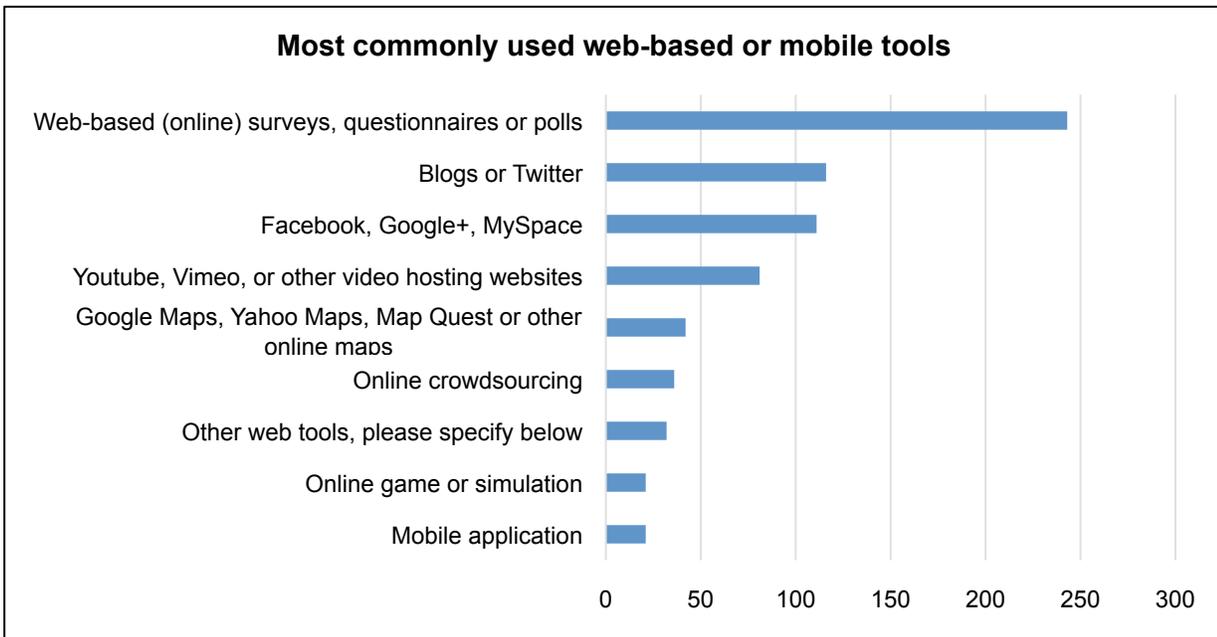


Relative to the use of “techniques,” P2 practitioners appear to have a slightly stronger preference for certain “tools” over others. The most commonly used tools by P2 practitioners are online material and other web tools, facilitation or consensus-building, and printed material.

Many respondents pointed out, however, that the choice of tools depends on the project at hand, and moreover that tools are often used to support one another, making a ranking difficult. Several respondents also were surprised to see “facilitation” and “consensus-building” presented as the same thing. Others felt that the list of options were impersonal, adding ideas such as participatory research and collaborative deliberation/design to the discussion.



The survey showed that web-based surveys, questionnaires or polls are by far the most commonly used web-based or mobile tools by P2 practitioners. Some that use “other” tools mentioned online engagement platforms such as PlaceSpeak, Metroquest and e-deliberation.com.



### 4.3.2 Question 12: How Do You Seek Information?

A notable difference in sources of information was indicated by respondents between information sought within versus outside their respective organizations in certain categories. Not surprisingly, more respondents indicated depending on documents from past projects from within their organization than from outside their organization. However, more respondents referred to manuals, guidelines and journals from outside their organization. Other respondents also indicated in the comments section that they often used simple web searches using an online search engine. The response rate for this question and following questions were lower than previous sections in the survey; a trend that could be due to the placement of the questions on the second half of the survey. A number of comments also reflected some confusion regarding the intent and clarity of the question.



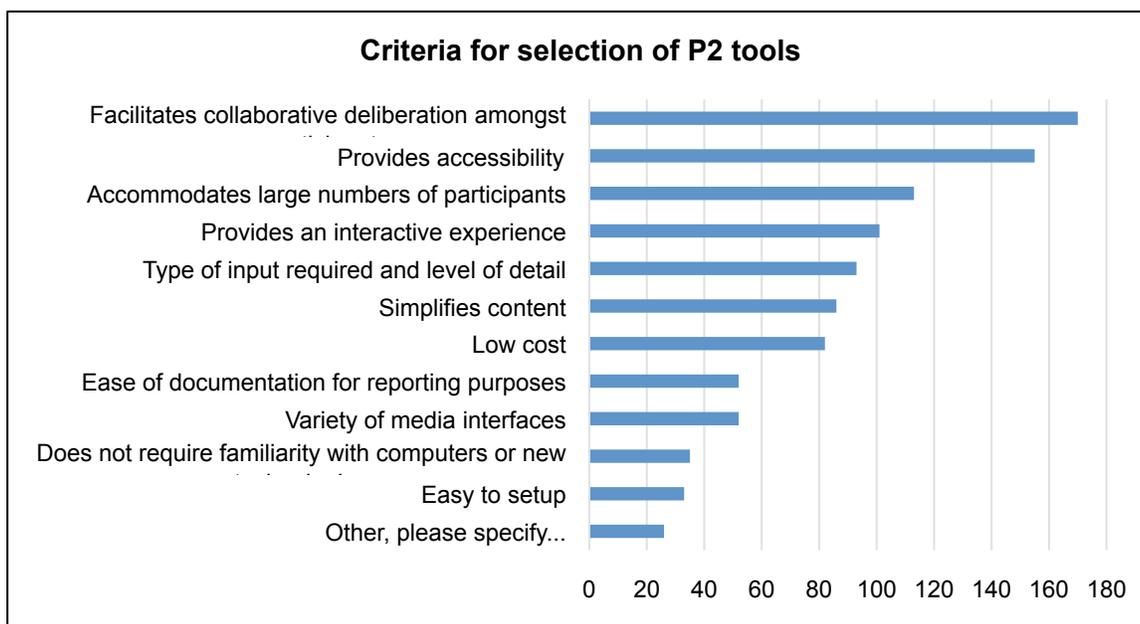
### 4.3.3 Question 13

Overall, respondents indicated that all techniques were more preferred than avoided in projects expected to cause public controversy. This suggests that the appropriate tools depends on the particular project at hand. The most preferred technique in the face of a controversial projects were site tours or field trips, roundtables or world cafes, and workshops or charrettes. The most avoided were deliberative polling, public meetings and information centres.

Technique	Prefer	Avoid
Field office	66%	34%
Information centres	59%	41%
Information kiosks or information contacts	70%	30%
Public meetings	54%	46%
Open houses or town halls	69%	31%
Reports, newsletters, or direct mail letters	82%	18%
Direct phone calls	76%	24%
Focus groups	84%	16%
Online engagement or social web media	72%	28%
Roundtables or world cafés	85%	15%
Workshops or charrettes	85%	15%
Interviews, scientific surveys, questionnaires or polls	84%	16%
Site tours or field trips	94%	6%
Deliberative polling	44%	56%
Citizen juries or advisory committees	76%	24%

#### 4.3.4 Question 14

The most favoured criteria for the selection of P2 tools in respondents' recent projects were whether they facilitate collaborative deliberation amongst participants and whether they provide accessibility. A range of other criteria were also suggested. In terms of qualitative criteria, respondents mentioned culture, language, past and present relationships, and the impact and complexity of the decision at hand. Others mentioned practical considerations such as governing regulations, time, and resources.



## 4.4 Barriers and Steps

### 4.4.1 Question 15

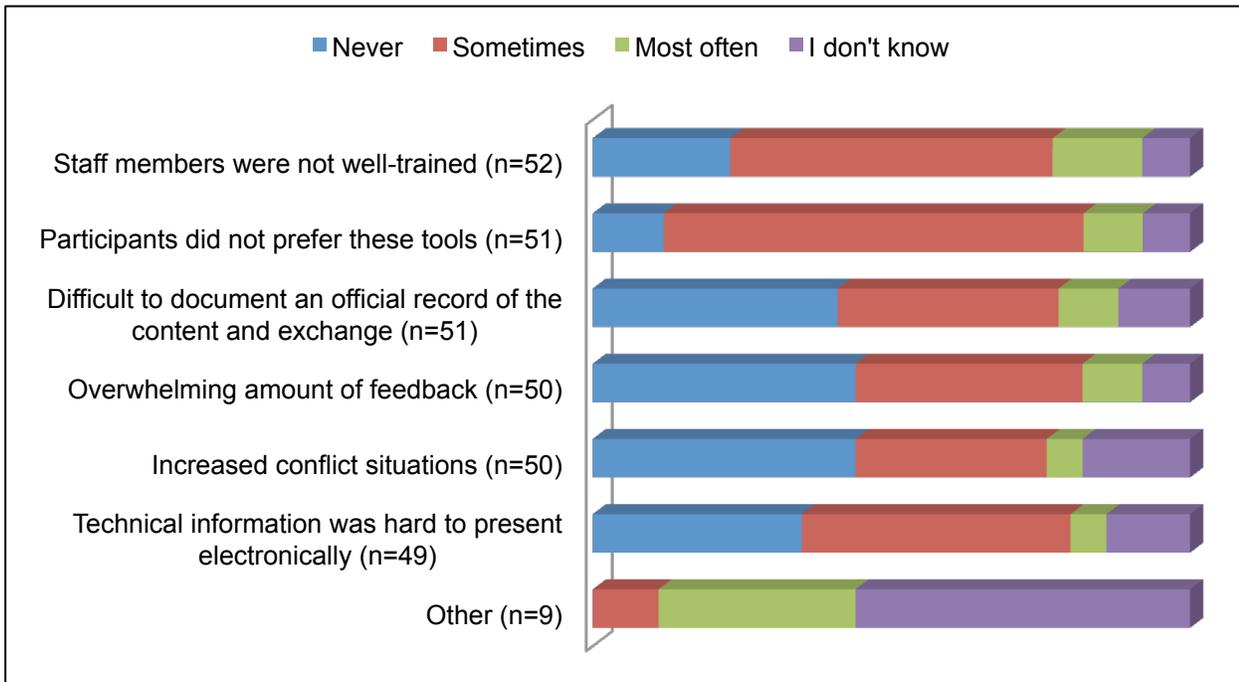
The most commonly encountered barrier in respondents' most recent project was by far **the need to manage conflict**. Other potential barriers and steps received similar scores in the survey, indicating that barriers vary widely depending on the project and context. The majority of respondents mentioning "other" barriers focused on bureaucratic barriers and the inflexibility of clients, leaders or decision-makers in the P2 process.



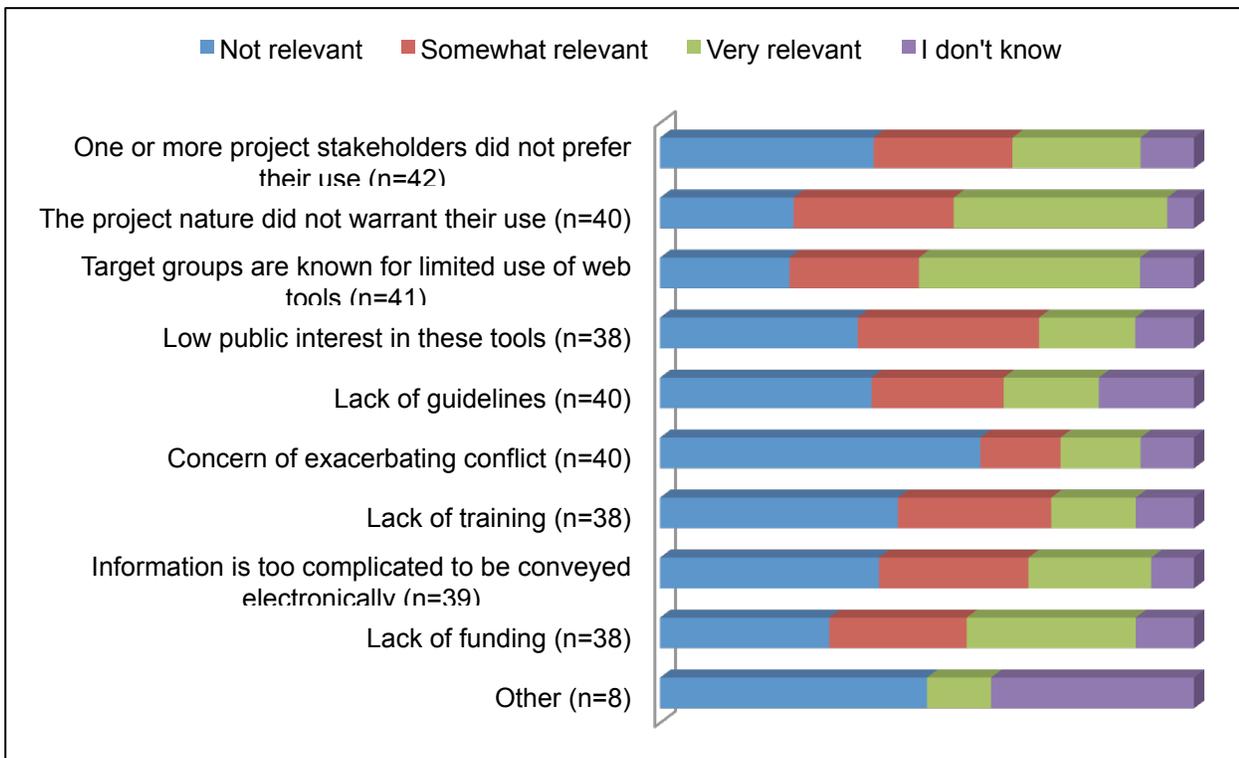
### 4.4.2 Questions 16 & 17

When asked more specifically about web tools, respondents identified the preferences of their participants and suitability of tools as primary reasons. There was also an indication by respondents (44%) that the increase in amount of feedback or possibility of conflict escalation were not relevant concerns. Some comments indicated using an online communication option to complement more traditional methods, yet others discussed limitations imposed by regulations and policies. Other comments addressed additional issues with web-based tools that make it more difficult to keep and submit official records of discussions or favor local community engagement (**Error! Reference source not found.**). Additional comments alluded to other factors including references to a preference for participant anonymity, chances of miscommunication and misinterpretation due to user behavior, and limitations on the technical complexity of web-based content.

### Issues faced when using web-based or mobile tools



### Factors contributing to not using web-based or mobile tools

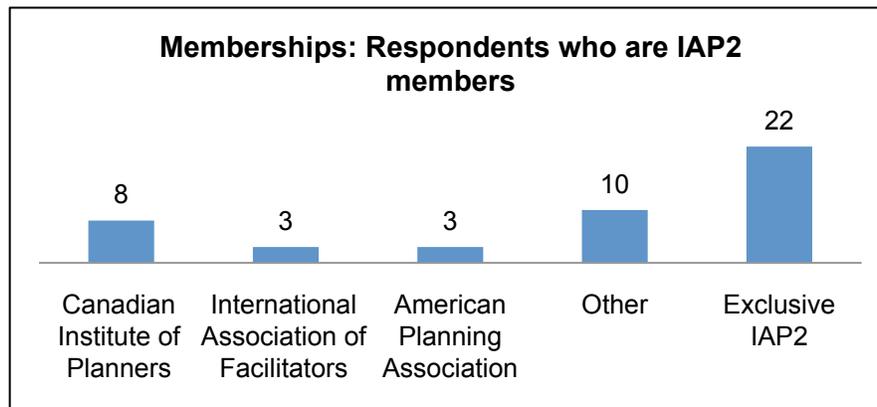


## 5 Further Analysis

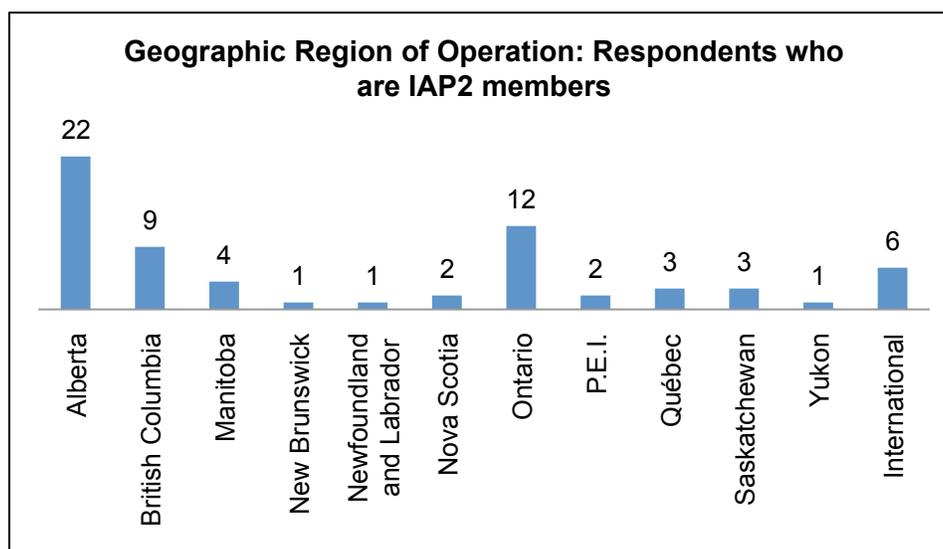
A deeper look into the results revealed some differences between IAP2 members and other practitioners. This cross data assessment however be used with caution due to the limited size of the data sample.

### 5.1 Members of IAP2

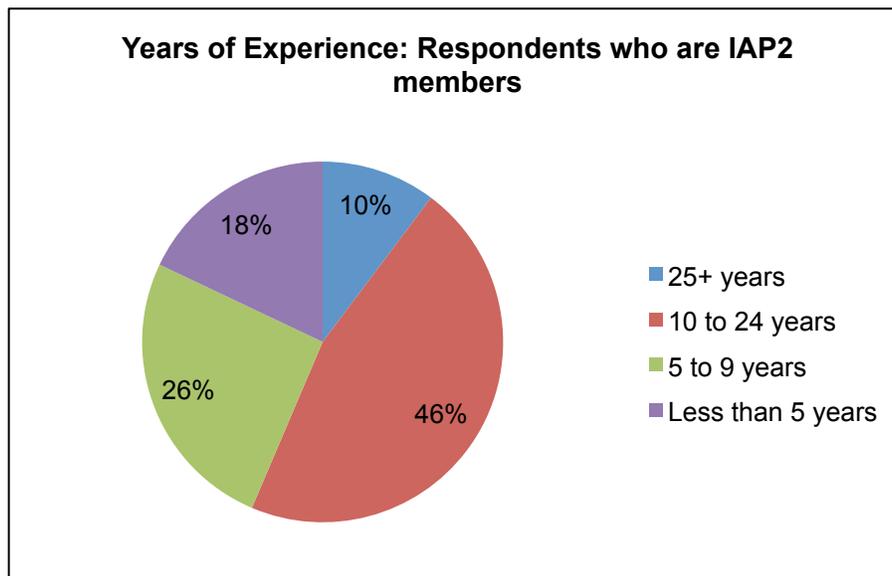
The proportion of responses that indicated IAP2 memberships were further analyzed as a subset that can contribute to the analysis of the IAP2 Members' Survey. There were 42 respondents who indicated being members of IAP2. A number of those respondents were exclusive IAP2 members (22) while others belonged to one or more associations or organizations in addition to IAP2.



These IAP2 members operated at a number of locations across Canada mostly in Alberta, followed by Ontario and British Columbia, with a minority operating internationally as well.

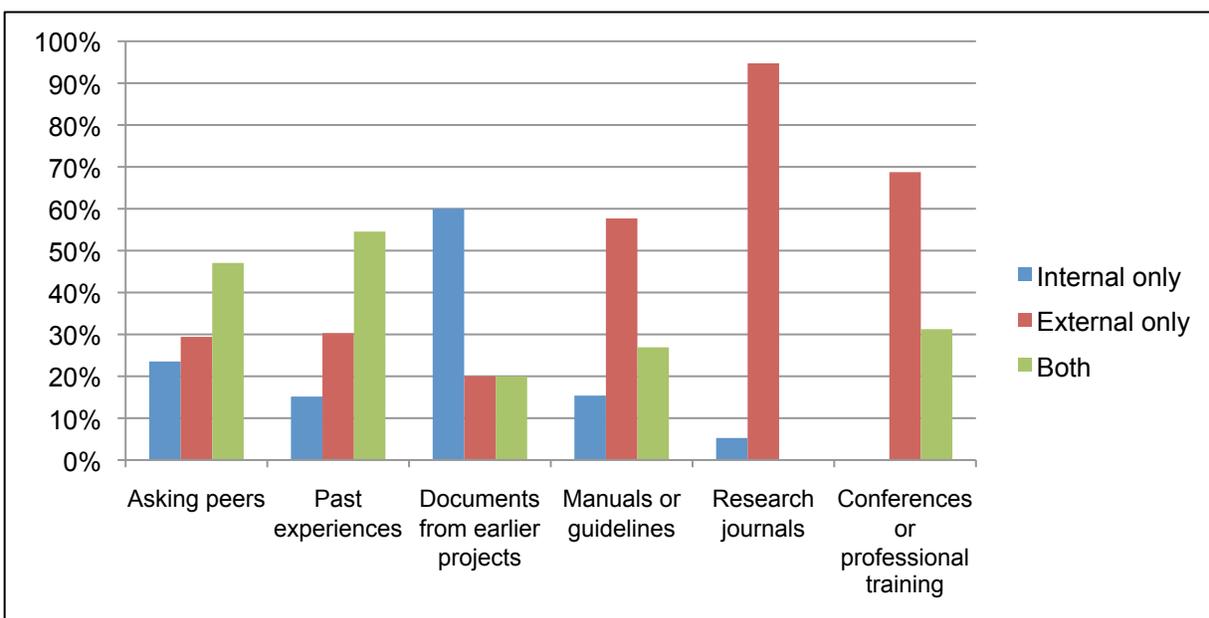


Almost half of those 39 respondents who selected an experience category belonged to the 10 to 24 years of experience group, followed by about a quarter in the 5 to 9 years category.



The IAP2 Members' Survey had looked at access to knowledge and the needs of IAP2 members. The areas identified in this earlier survey were complemented with the following set of results on access to information. These results distinguish between knowledge transfer mechanisms within organizations and wider range mechanisms that span practitioners working in different organizations. This latter category **indicated great demand for research journals, training workshops as well as manuals and guidelines as exchange tools among organizations**. Web searches were also brought up by several respondents as a commonly used tool.

### Sources of Information



## 5.2 Research Needs

This survey identified a number of research needs that can be translated into research proposals or research needs statements. **A deeper look into the academic literature would help identify common goals in the academic scope and gaps in research.** These areas where research is disconnected from the practice can also define future research directions.

A recent trend in research has shifted the focus to P2 technologies and tools. The survey, however, revealed that there were additional issues and concerns on a more fundamental level besides the focus on new technologies involving social media and web and mobile tools. The analysis established **four needs to focus on:**

1. **Engaging top level management and decision makers in effective P2**
2. **Conflict management**
3. **Standards for effectiveness, evaluation and defining a successful process or outcome**
4. **Social media, web-based and mobile technologies**

These focus areas occupy a fair portion of research space. For example, a number of research papers have discussed methods for P2 evaluation and the definition of a "good process." Yet this feedback from the survey indicates **a need for further emphasis on transferring research findings and frameworks to practice.**

## 6 Recommendations

### 6.1.1 Recommendations to the IAP2 Board, Trainers, and P2 Industry

Through analysis of the survey results we offer the following recommendations:

- Trainers can collect more information from training sessions for specific areas or elements identified in this survey.
- A focus on conflict management and evaluation as possible themes for future events and communication material.
- Sectors: within the private, public and not-for-profit sectors, IAP2 membership outreach and activities may additionally target policy makers as well as stakeholders in special events such as the PanAm games.
- Tools and Techniques: some of the preferred tools are not the most common as demonstrated from the survey results. Focusing on the characteristics of such tools and techniques as site visits and field trips and citizen juries, and how they can be promoted in practice can be among the focus areas.
- A literature review or a study of existing literature reviews should be conducted to complement this survey and identify gaps between research and practice.
- Survey tool: setting up a shared account or number of accounts on a popular platform such as Fluid Surveys (used for this survey) or other platforms would be a useful investment for future surveys.

The following table presents some opportunities identified by both surveys:

Opportunities and focus areas based on the IAP2 members' survey	Opportunities and focus areas from the State of the Practice survey	Sectors and roles to focus on
Information on research-based trends, best practices, innovations in public participation.	Research focus on community development, policy, land use planning and energy.	Current IAP2 membership and academic partners.
Presentations on major public participation research projects.	Projects with a focus on community development, policy, land use planning and energy.	Wider practitioners' base with emphasis on public participation specialists, facilitators and consultants.
<p>An IAP2 Canada research initiative should include:</p> <ul style="list-style-type: none"> <li>• shared best practices</li> <li>• development of partnerships</li> <li>• cross-disciplinary linkages</li> <li>• innovative practices</li> <li>• accessibility to article resource library</li> </ul>	<p>Provide case studies and best practices that can be shared across different organizations to complement research-based partnerships.</p> <p>Help with access to journal titles, especially articles linking policy with implementation, and addressing conflict management as a theme.</p>	Current IAP2 membership, emphasis on the needs of the public sector in addition to consultants.
<p>Focus for public participation research:</p> <ul style="list-style-type: none"> <li>• evaluation</li> <li>• online participation/new technology</li> <li>• aboriginal affairs</li> <li>• impact of public participation</li> <li>• strengthening democracy</li> </ul>	<p>Two primary areas were identified as common focus areas:</p> <ul style="list-style-type: none"> <li>• evaluation and effectiveness</li> <li>• social media</li> </ul>	Top management and decision-makers, as well as process specialists.
<p>There were four primary opportunities identified for IAP2 Canada related to research:</p> <ul style="list-style-type: none"> <li>• build capacity/share knowledge</li> <li>• promote collaboration</li> <li>• invest in partnerships &amp; networking</li> <li>• advance the practice</li> </ul>	<p>Address the dependence on one end of the IAP2 spectrum, informing and consulting through tools and techniques such as townhalls and public meetings.</p> <p>Dedicate resources towards an effort to promote more engaged forms along the other end of the spectrum</p> <p>Despite the recent prevalence of web-based and electronic forms of media, printed material and traditional facilitation still play a significant role in the process and should not be overlooked.</p>	Champions representing academic, industrial and governmental partners.

### 6.1.2 Recommendations for future surveys

- Completion time: limiting the number of questions to 10-15 may increase the participation rate. This recommendation is based on the observation of notably fewer responses for the second half of the survey whether due to its length or the quality of the questions.
- Now that there is baseline data it is recommended that this survey be conducted every three years and on alternate years with the IAP2 Canada members survey. This timeframe is adequate to monitor and identify any shifts in practice.
- Survey period: the period from June to August constitutes a busy time for P2 practitioners as expressed by many who sent their regrets for not completing the survey
  - Preferred survey period: January 15 - March 31
  - Alternating years with the members' survey can also help in reducing the number of surveys per year.
- Types of questions: some questions were perceived as prescriptive. There were some comments from practitioners who found the questions irrelevant or difficult to answer. More open ended questions driven by a needs review and gap assessment can perhaps generate more responses.
- Future surveys should attempt to collect more anonymous information about respondents: demographic, gender, etc.
- The extended list of tools and techniques on the survey caused some confusion among respondents and didn't facilitate a natural categorization for aggregate data analysis. For future surveys, we suggest categorizing tools and techniques together using the IAP2 spectrum of public participation as demonstrated in Appendix C: Classifying Tools and Techniques.

## **Appendix A: Survey Questions (English)**

### **IAP2 Public Participation in Canada: State of the Practice Survey**

#### **Introduction**

This survey was created in partnership with the IAP2 Canada Great Lakes Chapter. It is designed to investigate the practice of public participation (P2) in Canada with the objective of shedding light on the tools, techniques and best practices employed in P2 across Canada. There are a total of 17 questions over 2 pages with an estimated completion time of 10 minutes. These questions will extract some necessary, yet anonymous, information about the respondents for statistical purposes. Thank you for your input.

#### **Privacy Statement**

IAP2 Canada is conducting this survey of public participation practitioners across Canada to gain a better understanding of the perceived value and effectiveness of P2 by practitioners in the context of the process as well as its outcomes. Additionally, barriers and limitations will be investigated to ultimately drive the generation of a list of research needs. Special attention will be dedicated to studying the prevalence of new internet and visualization technologies.

Your participation is completely voluntary and you may choose whether or not to participate. The responses provided will be aggregated and no comment or response will be attributed to any one individual. Your responses will be anonymous.

Thank you for taking the time to answer these questions.

## Section A: Respondent's information

Information about memberships, field of operation and experience

### 1. Membership in professional associations

Please select all that apply.

- Canadian Institute of Planners
- International Association for Public Participation (IAP2)
- International Association of Facilitators
- Project Management Institute
- American Planning Association
- Professional Engineer
- Environmental Professional (CECAB)
- Other, please specify...

Please specify other memberships.

### 2. Geographic region(s) where you operate

Please select all that apply.

- Alberta
- British Columbia
- Manitoba
- New Brunswick
- Newfoundland and Labrador
- Northwest Territories
- Nova Scotia
- Nunavut
- Ontario
- Prince Edward Island
- Québec
- Saskatchewan
- Yukon
- International, please specify...

### 3. Please indicate how many years of experience you have in the field of public participation (P2).

- Less than 5 years
- 5 to 9 years
- 10 to 24 years
- 25+ years

4. Which sector represents your primary type of involvement in P2?

Select more than one if applicable.

- Public sector (municipality, ministry or other government or public agencies)
- Private sector
- Not-for-profit
- Other, please specify...

5. What is your primary role within P2?

Please select all that apply.

- Management in firm or agency
- Owner of firm or agency
- Subject expert
- Facilitator
- Public participation specialist
- Public information officer
- Consultant
- Planner
- Designer
- Other, please specify...

6. What types of projects are you typically involved in?

Please select all that apply.

- Aboriginal communities
- Energy (renewable, pipelines, electric transmission/distribution, nuclear, hydrocarbon)
- Transportation
- Waste
- Land use planning
- Policy
- Mining
- Healthcare
- Community Development
- Environmental Assessment
- Other (please specify): \_\_\_\_\_

## Section B: Effectiveness of the P2 process

The role and value of the P2 process

7. Please state how strongly you agree or disagree with each of the following statements:

	<b>Strongly disagree</b>	<b>Somewhat disagree</b>	<b>Neutral</b>	<b>Somewhat agree</b>	<b>Strongly agree</b>
P2 brings value to a process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
P2 is a costly process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The public perceives P2 as a valuable process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Public feedback rarely affects the outcome of the project.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
P2 contributes effectively to processes that encompass it such as Environmental Assessments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The benefits of P2 outweigh its costs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social web tools increase the effectiveness of the P2 process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. From your experience, please state how often public feedback from P2 is used for each of the following purposes:

	<b>Never used</b>	<b>Sometimes used</b>	<b>Most often used</b>	<b>I don't know</b>
Enhancing support for a project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Generating creative solutions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improving project design	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Extracting local knowledge and understanding issues and concerns	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Driving policy-making	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Informing decision-making	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Delegating decision-making	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaboration on decision-making	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Satisfying regulation requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other, please specify...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments or other uses.

## Section C: Tools and Techniques

9. Please rank the top 5 techniques that you most often use as a P2 professional.

Rank the top 5 techniques with 1 being most common and 5 being least common.

- Field offices
- Information centres
- Information kiosks or information contacts
- Public meetings
- Open houses or town halls
- Reports, newsletters, or direct mail letters
- Direct phone calls
- Focus groups
- Online engagement or social web media
- Roundtables or world cafés
- Workshops or charrettes
- Interviews, scientific surveys, questionnaires or polls
- Site tours or field trips
- Deliberative polling
- Citizen juries or advisory committees

Comments or other preferred techniques.

10. Please rank the top 5 tools that you most often use as a P2 professional.

Rank with 1 being most common and 5 being least common.

- Facilitation or consensus-building
- Printed material
- Online material and other web tools
- Information displays (panels) or presentations
- Paper-based or in-person surveys, questionnaires and polls
- Electronic surveys, questionnaires and polls
- Hands-on activities
- Virtual site tour
- Images of sites and site conditions or similar projects
- Videos of sites and site conditions or similar projects
- Interactive maps or interactive computer software
- Comment forms

Comments or other preferred tools.

11. **If you have used web-based or mobile tools**, which of these tools have you used most often?

Please rank the top 5 applicable choices starting with 1 for the most common tool and 5 for the least common.

- \_\_\_ Web-based (online) surveys, questionnaires or polls
- \_\_\_ Facebook, Google+, MySpace
- \_\_\_ Blogs or Twitter
- \_\_\_ Youtube, Vimeo, other video hosting websites
- \_\_\_ Online crowdsourcing
- \_\_\_ Mobile application
- \_\_\_ Online game or simulation
- \_\_\_ Google Maps, Yahoo Maps, Map Quest or other online maps
- \_\_\_ Other web or mobile tools, please specify below...

Comments or other preferred web-based or mobile tools.

12. As a P2 practitioner, how do you seek information on best practices...

Please mark all relevant boxes.

	Within your organization?	Outside your organization?
Asking peers	<input type="checkbox"/>	<input type="checkbox"/>
Past experiences	<input type="checkbox"/>	<input type="checkbox"/>
Documents from earlier projects	<input type="checkbox"/>	<input type="checkbox"/>
Manuals or guidelines	<input type="checkbox"/>	<input type="checkbox"/>
Research journals	<input type="checkbox"/>	<input type="checkbox"/>
Conferences or professional training	<input type="checkbox"/>	<input type="checkbox"/>

Please specify other sources of information, or titles of journals and manuals.

13. When planning for a project that is expected to cause public controversy, which of these techniques would you prefer and which would you avoid? Leave blank if neutral.

	Prefer	Avoid
Field offices	—	—
Information centres	—	—
Information kiosks or information contacts		
Public meetings	—	—
Open houses or town halls		
Reports, newsletters, or direct mail letters	—	—
Direct phone calls	—	—
Focus groups	—	—
Online engagement or social web media	—	—
Roundtables or world cafés	—	—
Workshops or charrettes	—	—
Interviews, scientific surveys, questionnaires or polls	—	—
Site tours or field trips	—	—
Deliberative polling	—	—
Citizen juries or advisory committees	—	—

Please specify other techniques you would prefer or avoid in this case.

14. Think about your most recent project. What criteria did you use while selecting the most appropriate P2 tool?

Please rank the top 5 applicable choices starting with 1 for the top choice.

- \_\_\_ Variety of media interfaces
- \_\_\_ Ease of documentation for reporting purposes
- \_\_\_ Low cost
- \_\_\_ Facilitates collaborative deliberation amongst participants
- \_\_\_ Provides accessibility
- \_\_\_ Does not require familiarity with computers or new technologies
- \_\_\_ Provides an interactive experience
- \_\_\_ Simplifies content
- \_\_\_ Accommodates large numbers of participants
- \_\_\_ Easy to setup
- \_\_\_ Type of input required and level of detail
- \_\_\_ Other, please specify \_\_\_\_\_

## Section D: Barriers and Limitations

15. Think about your most recent project. Select which barriers needed to be overcome, or steps that needed to be taken to achieve a more effective P2 process?

Please rank the top 5 factors with 1 being the most urgent and 5 being the least urgent.

- Managing conflict
- Consensus building
- Need to educate the public on the process of P2
- Lack of proper engagement tools and technologies
- A standardized definition of a successful process
- Metrics for measuring the effectiveness of a process
- Equity in community representation
- Updating regulations to facilitate the use of web technologies
- Effectively communicating technical and financial information
- Engaging citizens beyond planning
- Other, please specify \_\_\_\_\_

16. If you have used web-based or mobile tools in your most recent project, please indicate how often you face the following issues:

	Never	Sometimes	Most common	I don't know
Staff members were not well-trained	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participants did not prefer these tools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Difficult to document an official record of the content and exchange	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overwhelming amount of feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increased conflict situations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technical information was hard to present electronically	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other, please specify...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17. If you decided **not** to use web-based or mobile tools in your most recent project, which of these factors contributed to your decision?

	<b>Not relevant</b>	<b>Somewhat relevant</b>	<b>Very relevant</b>	<b>I don't know</b>
One or more project stakeholders did not prefer their use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The project nature did not warrant their use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Target group are known for limited use of web tools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Low public interest in these tools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of guidelines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Concern of exacerbating conflict	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information is too complicated to be conveyed electronically	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of funding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other, please specify...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Thank you for your feedback and time.

## Appendix B: Survey Questions (French)

### Sondage sur l'état des pratiques

Ce sondage a été créé en partenariat avec la Section des Grands Lacs de l'Association internationale pour la participation publique (AIP2) Canada. Il a été conçu afin d'examiner la pratique de la participation publique (P2) au Canada. L'objectif est de mettre en lumière les outils, les techniques et les pratiques exemplaires en matière de P2 à l'échelle du Canada. Compléter le sondage, qui comprend 17 questions réparties sur 2 pages, devrait prendre 10 minutes. Ces questions permettront aussi d'obtenir quelques informations sur les répondants pour des fins d'analyse statistique. Veuillez noter que ces informations demeureront confidentielles. Merci pour votre contribution.

### Déclaration de Confidentialité

L'AIP2 Canada mène ce sondage auprès des praticiens en P2 au Canada afin de mieux comprendre la façon dont ils perçoivent la valeur et l'efficacité de la P2 que ce soit en termes de processus ou de résultats. De plus, les barrières et les facteurs limitatifs liés à la P2 seront aussi explorés afin de générer une liste de besoins en matière de recherche. Une attention particulière est accordée à l'étude de la prévalence des nouvelles technologies de visualisation et de l'Internet.

Votre participation à ce sondage est faite sur une base entièrement volontaire; vous pouvez choisir de participer ou pas. Les réponses fournies seront regroupées et aucun des commentaires ou réponses reçus ne seront attribués à un individu en particulier. Vos réponses seront anonymes.

Merci de bien vouloir prendre le temps de répondre à ces questions.

### Section A : Information sur le répondant

Information concernant l'appartenance à des associations professionnelles, le secteur d'intervention et l'expérience.

Question 1 : Appartenance à des associations professionnelles

Veuillez sélectionner toutes les réponses qui s'appliquent.

- Institut canadien des urbanistes (ICU)
- Association internationale pour la participation publique (AIP2)
- International Association of Facilitators*
- Project Management Institute*
- American Planning Association*
- Ordre des ingénieurs (Ordre des ingénieurs du Québec (OIQ) ou autre)
- Bureau Canadien de reconnaissance professionnelle des spécialistes de l'environnement (BCRPSE)
- Autre, veuillez préciser... \_\_\_\_\_

Veuillez préciser votre appartenance à d'autres associations.

Question 2 : Région(s) géographiques où vous êtes actif professionnellement

Veillez sélectionner toutes les réponses qui s'appliquent.

- Alberta
- Colombie Britannique
- Manitoba
- Nouveau-Brunswick
- Terre-Neuve-et-Labrador
- Territoires du Nord-Ouest
- Nouvelle-Écosse
- Nunavut
- Ontario
- Île-du-Prince-Édouard
- Québec
- Saskatchewan
- Yukon
- International, veuillez préciser... \_\_\_\_\_

Question 3 : Veuillez indiquer le nombre d'années d'expérience que vous avez dans le domaine de la participation publique (P2).

- Moins de 5 ans
- 5 à 9 ans
- 10 à 24 ans
- Plus de 25 ans

Question 4 : Dans quel secteur se situe votre implication première en matière de P2?

Veillez choisir plus d'une réponse, si pertinent.

- Secteur public (municipalité, ministère ou autre gouvernement ou agence publique)
- Secteur privé
- Organisation sans but lucratif
- Autre, veuillez préciser... \_\_\_\_\_

Question 5 : Quel est votre rôle principal en lien avec la P2?

Veillez sélectionner toutes les réponses qui s'appliquent.

- Gestion au sein d'une entreprise ou organisation
- Propriétaire d'une entreprise ou organisation
- Expert d'un domaine / d'un sujet
- Animateur
- Spécialiste en participation publique
- Agent d'information publique
- Consultant
- Planificateur
- Concepteur
- Autre, veuillez préciser... \_\_\_\_\_

Question 6 : Dans quels types de projets êtes-vous habituellement impliqué?

Veillez sélectionner toutes les réponses qui s'appliquent.

- Communautés autochtones
- Énergie (énergies renouvelables, *pipelines*, transmission/distribution d'électricité, nucléaire, hydrocarbures)
- Transport
- Matières résiduelles
- Aménagement du territoire
- Politiques
- Activité minière
- Soins de santé
- Développement communautaire
- Évaluation environnementale
- Autre, veuillez préciser... \_\_\_\_\_

## Section B : Efficacité du processus de P2

Le rôle et la valeur du processus de P2

Question 7 : Veuillez indiquer si vous êtes en accord ou en désaccord avec chacun des énoncés suivants :

	Fortement en désaccord	Plutôt en désaccord	Neutre	Plutôt en accord	Fortement en accord
La P2 amène une valeur ajoutée à un processus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
La P2 est un processus coûteux.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Le public perçoit la P2 comme un processus ayant de la valeur.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Les commentaires du public influencent rarement les résultats du projet.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
La P2 contribue efficacement aux processus d'ensemble auxquels elle est associée (tels que l'évaluation environnementale).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Les bénéfices de la P2 l'emportent largement sur ses coûts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Les médias sociaux et autres outils en ligne augmentent l'efficacité des processus de P2.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Question 8 : Selon votre expérience, les commentaires du public obtenus grâce à la P2 sont utilisés le plus souvent pour \_\_\_\_\_ .

Veuillez indiquer par ordre d'importance les 5 éléments les plus communs (où 1 est le plus commun et 5 le moins commun).

Augmenter le soutien face à un projet.	<input type="checkbox"/>	1
	<input type="checkbox"/>	2
	<input type="checkbox"/>	3
	<input type="checkbox"/>	4
	<input type="checkbox"/>	5
Générer des solutions créatives.	<input type="checkbox"/>	1
	<input type="checkbox"/>	2
	<input type="checkbox"/>	3
	<input type="checkbox"/>	4
	<input type="checkbox"/>	5

Améliorer la conception du projet.	<input type="checkbox"/>	1
	<input type="checkbox"/>	2
	<input type="checkbox"/>	3
	<input type="checkbox"/>	4
	<input type="checkbox"/>	5
Extraire le savoir local et comprendre les enjeux et les préoccupations.	<input type="checkbox"/>	1
	<input type="checkbox"/>	2
	<input type="checkbox"/>	3
	<input type="checkbox"/>	4
	<input type="checkbox"/>	5
Mener l'élaboration de politiques.	<input type="checkbox"/>	1
	<input type="checkbox"/>	2
	<input type="checkbox"/>	3
	<input type="checkbox"/>	4
	<input type="checkbox"/>	5
Éclairer la prise de décision.	<input type="checkbox"/>	1
	<input type="checkbox"/>	2
	<input type="checkbox"/>	3
	<input type="checkbox"/>	4
	<input type="checkbox"/>	5
Déléguer la prise de décision.	<input type="checkbox"/>	1
	<input type="checkbox"/>	2
	<input type="checkbox"/>	3
	<input type="checkbox"/>	4
	<input type="checkbox"/>	5
Collaborer lors de la prise de décision.	<input type="checkbox"/>	1
	<input type="checkbox"/>	2
	<input type="checkbox"/>	3
	<input type="checkbox"/>	4
	<input type="checkbox"/>	5

Satisfaire des exigences réglementaires.	<input type="checkbox"/>	1
	<input type="checkbox"/>	2
	<input type="checkbox"/>	3
	<input type="checkbox"/>	4
	<input type="checkbox"/>	5
Autre, veuillez préciser ci-dessous.	<input type="checkbox"/>	1
	<input type="checkbox"/>	2
	<input type="checkbox"/>	3
	<input type="checkbox"/>	4
	<input type="checkbox"/>	5

Commentaires ou autres usages.

--

### Section C : Outils et techniques

Tendances en lien avec l'usage d'outils et de techniques de P2.

Question 9 : Veuillez indiquer par ordre d'importance les 5 techniques que vous utilisez le plus souvent en tant que professionnel de la P2.

Veuillez classer les 5 techniques retenues (où 1 est la plus commune et 5 la moins commune).

Bureaux sur le terrain.	<input type="checkbox"/>	1
	<input type="checkbox"/>	2
	<input type="checkbox"/>	3
	<input type="checkbox"/>	4
	<input type="checkbox"/>	5
Centres de renseignement.	<input type="checkbox"/>	1
	<input type="checkbox"/>	2
	<input type="checkbox"/>	3
	<input type="checkbox"/>	4
	<input type="checkbox"/>	5

Kiosques de renseignement ou personnes-ressources.	<input type="checkbox"/>	1
	<input type="checkbox"/>	2
	<input type="checkbox"/>	3
	<input type="checkbox"/>	4
	<input type="checkbox"/>	5
Réunions publiques.	<input type="checkbox"/>	1
	<input type="checkbox"/>	2
	<input type="checkbox"/>	3
	<input type="checkbox"/>	4
	<input type="checkbox"/>	5
Activités/journées portes ouvertes ou assemblées publiques.	<input type="checkbox"/>	1
	<input type="checkbox"/>	2
	<input type="checkbox"/>	3
	<input type="checkbox"/>	4
	<input type="checkbox"/>	5
Rapports, bulletins ou lettres postales.	<input type="checkbox"/>	1
	<input type="checkbox"/>	2
	<input type="checkbox"/>	3
	<input type="checkbox"/>	4
	<input type="checkbox"/>	5
Appels téléphoniques directs.	<input type="checkbox"/>	1
	<input type="checkbox"/>	2
	<input type="checkbox"/>	3
	<input type="checkbox"/>	4
	<input type="checkbox"/>	5
Groupes de discussion.	<input type="checkbox"/>	1
	<input type="checkbox"/>	2
	<input type="checkbox"/>	3
	<input type="checkbox"/>	4
	<input type="checkbox"/>	5

Implication en ligne ou médias sociaux.	<input type="checkbox"/>	1
	<input type="checkbox"/>	2
	<input type="checkbox"/>	3
	<input type="checkbox"/>	4
	<input type="checkbox"/>	5
Tables rondes ou <i>world cafés</i> .	<input type="checkbox"/>	1
	<input type="checkbox"/>	2
	<input type="checkbox"/>	3
	<input type="checkbox"/>	4
	<input type="checkbox"/>	5
Ateliers de travail ou charrettes.	<input type="checkbox"/>	1
	<input type="checkbox"/>	2
	<input type="checkbox"/>	3
	<input type="checkbox"/>	4
	<input type="checkbox"/>	5
Entrevues, sondages scientifiques, questionnaires ou enquêtes d'opinion.	<input type="checkbox"/>	1
	<input type="checkbox"/>	2
	<input type="checkbox"/>	3
	<input type="checkbox"/>	4
	<input type="checkbox"/>	5
Visites de sites ou sorties sur le terrain.	<input type="checkbox"/>	1
	<input type="checkbox"/>	2
	<input type="checkbox"/>	3
	<input type="checkbox"/>	4
	<input type="checkbox"/>	5
Sondages délibératifs.	<input type="checkbox"/>	1
	<input type="checkbox"/>	2
	<input type="checkbox"/>	3
	<input type="checkbox"/>	4
	<input type="checkbox"/>	5

Jurys de citoyens ou comités consultatifs.	<input type="checkbox"/>	1
	<input type="checkbox"/>	2
	<input type="checkbox"/>	3
	<input type="checkbox"/>	4
	<input type="checkbox"/>	5
Autre, veuillez préciser ci-dessous	<input type="checkbox"/>	1
	<input type="checkbox"/>	2
	<input type="checkbox"/>	3
	<input type="checkbox"/>	4
	<input type="checkbox"/>	5

Commentaires ou autres techniques favorites.

Question 10 : Veuillez indiquer par ordre d'importance les 5 outils que vous utilisez le plus souvent en tant que professionnel de la P2.

Veuillez classer les 5 outils retenus (où 1 est le plus commun et 5 le moins commun).

Animation ou recherche de consensus.	<input type="checkbox"/>	1
	<input type="checkbox"/>	2
	<input type="checkbox"/>	3
	<input type="checkbox"/>	4
	<input type="checkbox"/>	5
Documents imprimés.	<input type="checkbox"/>	1
	<input type="checkbox"/>	2
	<input type="checkbox"/>	3
	<input type="checkbox"/>	4
	<input type="checkbox"/>	5

Documents en ligne et autres outils Internet.	<input type="checkbox"/>	1
	<input type="checkbox"/>	2
	<input type="checkbox"/>	3
	<input type="checkbox"/>	4
	<input type="checkbox"/>	5
Panneaux de renseignement ou présentations.	<input type="checkbox"/>	1
	<input type="checkbox"/>	2
	<input type="checkbox"/>	3
	<input type="checkbox"/>	4
	<input type="checkbox"/>	5
Sondages, questionnaires et enquêtes d'opinion en format papier ou en personne.	<input type="checkbox"/>	1
	<input type="checkbox"/>	2
	<input type="checkbox"/>	3
	<input type="checkbox"/>	4
	<input type="checkbox"/>	5
Sondages, questionnaires et enquêtes d'opinion électroniques.	<input type="checkbox"/>	1
	<input type="checkbox"/>	2
	<input type="checkbox"/>	3
	<input type="checkbox"/>	4
	<input type="checkbox"/>	5
Visites de sites virtuelles.	<input type="checkbox"/>	1
	<input type="checkbox"/>	2
	<input type="checkbox"/>	3
	<input type="checkbox"/>	4
	<input type="checkbox"/>	5
Activités pratiques ou sur le terrain.	<input type="checkbox"/>	1
	<input type="checkbox"/>	2
	<input type="checkbox"/>	3
	<input type="checkbox"/>	4
	<input type="checkbox"/>	5

Images de sites et de leurs conditions ou images de projets similaires.	<input type="checkbox"/>	1
	<input type="checkbox"/>	2
	<input type="checkbox"/>	3
	<input type="checkbox"/>	4
	<input type="checkbox"/>	5
Vidéos de sites et de leurs conditions ou vidéos de projets similaires.	<input type="checkbox"/>	1
	<input type="checkbox"/>	2
	<input type="checkbox"/>	3
	<input type="checkbox"/>	4
	<input type="checkbox"/>	5
Cartes interactives ou logiciels informatiques interactifs.	<input type="checkbox"/>	1
	<input type="checkbox"/>	2
	<input type="checkbox"/>	3
	<input type="checkbox"/>	4
	<input type="checkbox"/>	5
Formulaire de commentaires.	<input type="checkbox"/>	1
	<input type="checkbox"/>	2
	<input type="checkbox"/>	3
	<input type="checkbox"/>	4
	<input type="checkbox"/>	5
Autre, veuillez préciser ci-dessous	<input type="checkbox"/>	1
	<input type="checkbox"/>	2
	<input type="checkbox"/>	3
	<input type="checkbox"/>	4
	<input type="checkbox"/>	5

Commentaires ou autres outils favoris.

Question 11 : Si vous avez déjà utilisé des outils Internet ou des applications mobiles, lesquels avez-vous utilisés le plus souvent?

Veillez indiquer les 5 principaux outils et les classer par ordre d'importance (où 1 est la technique ou l'outil le plus commun et 5 le moins commun).

Sondages en ligne, questionnaires ou enquêtes d'opinion.	<input type="checkbox"/>	1
	<input type="checkbox"/>	2
	<input type="checkbox"/>	3
	<input type="checkbox"/>	4
	<input type="checkbox"/>	5
<i>Facebook, Google+ ou MySpace.</i>	<input type="checkbox"/>	1
	<input type="checkbox"/>	2
	<input type="checkbox"/>	3
	<input type="checkbox"/>	4
	<input type="checkbox"/>	5
Blogues ou <i>Twitter</i> .	<input type="checkbox"/>	1
	<input type="checkbox"/>	2
	<input type="checkbox"/>	3
	<input type="checkbox"/>	4
	<input type="checkbox"/>	5
<i>Youtube, Vimeo</i> ou autres sites Internet d'hébergement de vidéos.	<input type="checkbox"/>	1
	<input type="checkbox"/>	2
	<input type="checkbox"/>	3
	<input type="checkbox"/>	4
	<input type="checkbox"/>	5
Externalisation ouverte (ou « <i>crowdsourcing</i> ») en ligne.	<input type="checkbox"/>	1
	<input type="checkbox"/>	2
	<input type="checkbox"/>	3
	<input type="checkbox"/>	4
	<input type="checkbox"/>	5

Applications mobiles.	<input type="checkbox"/>	1
	<input type="checkbox"/>	2
	<input type="checkbox"/>	3
	<input type="checkbox"/>	4
	<input type="checkbox"/>	5
Jeux en ligne ou simulations.	<input type="checkbox"/>	1
	<input type="checkbox"/>	2
	<input type="checkbox"/>	3
	<input type="checkbox"/>	4
	<input type="checkbox"/>	5
<i>Google Maps, Yahoo Maps, Map Quest</i> ou autres cartes en ligne.	<input type="checkbox"/>	1
	<input type="checkbox"/>	2
	<input type="checkbox"/>	3
	<input type="checkbox"/>	4
	<input type="checkbox"/>	5
Autre outils Internet, veuillez préciser ci-dessous.	<input type="checkbox"/>	1
	<input type="checkbox"/>	2
	<input type="checkbox"/>	3
	<input type="checkbox"/>	4
	<input type="checkbox"/>	5

Commentaires ou autres outils Internet ou applications mobiles favoris.

Question 12: En tant que praticien en P2, comment procédez-vous pour obtenir de l'information concernant les bonnes pratiques ou les pratiques exemplaires ...

Veillez sélectionner toutes les réponses qui s'appliquent.

	Au sein de votre organisation?	À l'extérieur de votre organisation?
Échanges avec vos pairs	<input type="checkbox"/>	<input type="checkbox"/>
Expériences passées	<input type="checkbox"/>	<input type="checkbox"/>
Documents d'anciens projets	<input type="checkbox"/>	<input type="checkbox"/>
Manuels ou lignes directrices	<input type="checkbox"/>	<input type="checkbox"/>
Journaux scientifiques	<input type="checkbox"/>	<input type="checkbox"/>
Conférences ou formations professionnelles		

Veillez indiquer d'autres sources d'information, ou titres de journaux ou de livres.

Question 13: Si vous étiez à planifier un projet susceptible de générer une importante controverse publique, lesquelles de ces techniques préféreriez-vous et lesquelles éviteriez-vous? Laissez sans réponse les techniques au sujet desquelles vous êtes neutre.

Bureaux sur le terrain.	<input type="checkbox"/>	Préférer
	<input type="checkbox"/>	Éviter
Centres de renseignement.	<input type="checkbox"/>	Préférer
	<input type="checkbox"/>	Éviter
Kiosques de renseignement ou personnes-ressources.	<input type="checkbox"/>	Préférer
	<input type="checkbox"/>	Éviter
Réunions publiques.	<input type="checkbox"/>	Préférer
	<input type="checkbox"/>	Éviter
Activités/journées portes ouvertes ou assemblées publiques.	<input type="checkbox"/>	Préférer
	<input type="checkbox"/>	Éviter

Rapports, bulletins ou lettres postales.	Préférer
	Éviter
Appels téléphoniques directs.	Préférer
	Éviter
Groupes de discussion.	Préférer
	Éviter
Implication en ligne ou médias sociaux.	Préférer
	Éviter
Tables rondes ou <i>world cafés</i> .	Préférer
	Éviter
Ateliers de travail ou charrettes.	Préférer
	Éviter
Entrevues, sondages scientifiques, questionnaires ou enquêtes d'opinion.	Préférer
	Éviter
Visites de sites ou sorties sur le terrain.	Préférer
	Éviter
Sondages délibératifs.	Préférer
	Éviter
Jurys de citoyens ou comités consultatifs.	Préférer
	Éviter
Veuillez indiquer d'autres techniques que vous préféreriez ou que vous éviteriez dans ce cas.	

Question 14: Pensez à votre plus récent projet. Quels critères avez-vous utilisés pour déterminer l'outil de P2 qui était le plus adéquat?

Veillez indiquer les 5 principaux éléments et les classer par ordre d'importance (où 1 est le plus important et 5 le moins important).

Variété des interfaces médiatiques.	<input type="checkbox"/>	1
	<input type="checkbox"/>	2
	<input type="checkbox"/>	3
	<input type="checkbox"/>	4
	<input type="checkbox"/>	5
Facilité à documenter le processus à des fins de reddition de comptes.	<input type="checkbox"/>	1
	<input type="checkbox"/>	2
	<input type="checkbox"/>	3
	<input type="checkbox"/>	4
	<input type="checkbox"/>	5
Faible coût.	<input type="checkbox"/>	1
	<input type="checkbox"/>	2
	<input type="checkbox"/>	3
	<input type="checkbox"/>	4
	<input type="checkbox"/>	5
Facilite la délibération collaborative entre les participants.	<input type="checkbox"/>	1
	<input type="checkbox"/>	2
	<input type="checkbox"/>	3
	<input type="checkbox"/>	4
	<input type="checkbox"/>	5
Est accessible.	<input type="checkbox"/>	1
	<input type="checkbox"/>	2
	<input type="checkbox"/>	3
	<input type="checkbox"/>	4
	<input type="checkbox"/>	5

Ne nécessite pas une bonne connaissance des ordinateurs ou des nouvelles technologies.	<input type="checkbox"/>	1
	<input type="checkbox"/>	2
	<input type="checkbox"/>	3
	<input type="checkbox"/>	4
	<input type="checkbox"/>	5
Offre une expérience interactive.	<input type="checkbox"/>	1
	<input type="checkbox"/>	2
	<input type="checkbox"/>	3
	<input type="checkbox"/>	4
	<input type="checkbox"/>	5
Simplifie le contenu.	<input type="checkbox"/>	1
	<input type="checkbox"/>	2
	<input type="checkbox"/>	3
	<input type="checkbox"/>	4
	<input type="checkbox"/>	5
Adapté à un nombre important de participants.	<input type="checkbox"/>	1
	<input type="checkbox"/>	2
	<input type="checkbox"/>	3
	<input type="checkbox"/>	4
	<input type="checkbox"/>	5
Facile à mettre en place.	<input type="checkbox"/>	1
	<input type="checkbox"/>	2
	<input type="checkbox"/>	3
	<input type="checkbox"/>	4
	<input type="checkbox"/>	5
Autre, veuillez préciser...	<input type="checkbox"/>	1
	<input type="checkbox"/>	2
	<input type="checkbox"/>	3
	<input type="checkbox"/>	4
	<input type="checkbox"/>	5

Type de commentaires nécessaire et niveau de détail.

## Section D : Barrières et facteurs limitatifs

Facteurs affectant l'utilisation des outils et techniques de P2.

Question 15: Pensez à votre plus récent projet. Choisissez les barrières qui ont dû être surmontées, ou les mesures qui ont dû être prises, afin de parvenir à un processus de P2 plus efficace.

Veuillez indiquer les 5 principaux éléments et les classer par ordre d'importance (où 1 est le plus urgent et 5 le moins urgent).

Gestion de conflit.	<input type="checkbox"/>	1
	<input type="checkbox"/>	2
	<input type="checkbox"/>	3
	<input type="checkbox"/>	4
	<input type="checkbox"/>	5
Établissement de consensus.	<input type="checkbox"/>	1
	<input type="checkbox"/>	2
	<input type="checkbox"/>	3
	<input type="checkbox"/>	4
	<input type="checkbox"/>	5
Besoin d'éduquer le public sur le processus de P2.	<input type="checkbox"/>	1
	<input type="checkbox"/>	2
	<input type="checkbox"/>	3
	<input type="checkbox"/>	4
	<input type="checkbox"/>	5
Manque d'outils et de techniques de mobilisation adéquats.	<input type="checkbox"/>	1
	<input type="checkbox"/>	2
	<input type="checkbox"/>	3
	<input type="checkbox"/>	4
	<input type="checkbox"/>	5
Une définition normalisée de ce qu'est un processus réussi.	<input type="checkbox"/>	1

	<input type="checkbox"/>	2
	<input type="checkbox"/>	3
	<input type="checkbox"/>	4
	<input type="checkbox"/>	5
Indicateurs pour mesurer l'efficacité d'un processus.	<input type="checkbox"/>	1
	<input type="checkbox"/>	2
	<input type="checkbox"/>	3
	<input type="checkbox"/>	4
	<input type="checkbox"/>	5
Équité dans la représentation de la communauté.	<input type="checkbox"/>	1
	<input type="checkbox"/>	2
	<input type="checkbox"/>	3
	<input type="checkbox"/>	4
	<input type="checkbox"/>	5
Mise à jour des règlements afin de faciliter l'usage des technologies Internet.	<input type="checkbox"/>	1
	<input type="checkbox"/>	2
	<input type="checkbox"/>	3
	<input type="checkbox"/>	4
	<input type="checkbox"/>	5
Communication de l'information technique et financière de façon efficace.	<input type="checkbox"/>	1
	<input type="checkbox"/>	2
	<input type="checkbox"/>	3
	<input type="checkbox"/>	4
	<input type="checkbox"/>	5
Faire participer les citoyens au-delà de la planification.	<input type="checkbox"/>	1
	<input type="checkbox"/>	2
	<input type="checkbox"/>	3
	<input type="checkbox"/>	4
	<input type="checkbox"/>	5

Autre, veuillez préciser...	<input type="checkbox"/>	1
	<input type="checkbox"/>	2
	<input type="checkbox"/>	3
	<input type="checkbox"/>	4
	<input type="checkbox"/>	5

Question 16: Si vous avez utilisé des outils Internet ou des applications mobiles dans votre plus récent projet, veuillez indiquer les 3 problèmes les plus importants auxquels vous avez été confronté.

Veuillez classer vos réponses par ordre d'importance (où 1 est le plus important et 3 le moins important).

Les employés n'étaient pas suffisamment formés.	<input type="checkbox"/>	1
	<input type="checkbox"/>	2
	<input type="checkbox"/>	3
Les participants n'accordaient pas leur préférence à ces outils.	<input type="checkbox"/>	1
	<input type="checkbox"/>	2
	<input type="checkbox"/>	3
Difficulté à constituer un registre officiel faisant état du contenu et des échanges.	<input type="checkbox"/>	1
	<input type="checkbox"/>	2
	<input type="checkbox"/>	3
Quantité très importante de commentaires reçus.	<input type="checkbox"/>	1
	<input type="checkbox"/>	2
	<input type="checkbox"/>	3
Augmentation des situations de conflit.	<input type="checkbox"/>	1
	<input type="checkbox"/>	2
	<input type="checkbox"/>	3
Information technique difficile à présenter en format électronique.	<input type="checkbox"/>	1
	<input type="checkbox"/>	2
	<input type="checkbox"/>	3
Autre, veuillez préciser...	<input type="checkbox"/>	1
	<input type="checkbox"/>	2
	<input type="checkbox"/>	3

Question 17: Si vous avez décidé de ne pas utiliser des outils Internet ou des applications mobiles dans votre plus récent projet, lequel de ces facteurs a eu une influence sur votre décision?

Veillez indiquer l'importance de chacun des facteurs dans votre décision (où 1 est le plus important et 5 le moins important).

Une (ou plusieurs) des parties prenantes du projet préférerait qu'on n'utilise pas ce type d'outils.	<input type="checkbox"/>	1
	<input type="checkbox"/>	2
	<input type="checkbox"/>	3
	<input type="checkbox"/>	4
	<input type="checkbox"/>	5
La nature du projet ne se prêtait pas à l'usage de ce type d'outils.	<input type="checkbox"/>	1
	<input type="checkbox"/>	2
	<input type="checkbox"/>	3
	<input type="checkbox"/>	4
	<input type="checkbox"/>	5
Les groupes cibles sont connus pour très peu utiliser ces outils.	<input type="checkbox"/>	1
	<input type="checkbox"/>	2
	<input type="checkbox"/>	3
	<input type="checkbox"/>	4
	<input type="checkbox"/>	5
Faible intérêt du public face à ce type d'outils.	<input type="checkbox"/>	1
	<input type="checkbox"/>	2
	<input type="checkbox"/>	3
	<input type="checkbox"/>	4
	<input type="checkbox"/>	5
Manque de lignes directrices.	<input type="checkbox"/>	1
	<input type="checkbox"/>	2
	<input type="checkbox"/>	3
	<input type="checkbox"/>	4
	<input type="checkbox"/>	5

Crainte d'exacerber le conflit.	<input type="checkbox"/>	1
	<input type="checkbox"/>	2
	<input type="checkbox"/>	3
	<input type="checkbox"/>	4
	<input type="checkbox"/>	5
Manque de formation.	<input type="checkbox"/>	1
	<input type="checkbox"/>	2
	<input type="checkbox"/>	3
	<input type="checkbox"/>	4
	<input type="checkbox"/>	5
Information trop complexe pour être transmise par voie électronique.	<input type="checkbox"/>	1
	<input type="checkbox"/>	2
	<input type="checkbox"/>	3
	<input type="checkbox"/>	4
	<input type="checkbox"/>	5
Fonds insuffisants.	<input type="checkbox"/>	1
	<input type="checkbox"/>	2
	<input type="checkbox"/>	3
	<input type="checkbox"/>	4
	<input type="checkbox"/>	5
Autre, veuillez préciser...	<input type="checkbox"/>	1
	<input type="checkbox"/>	2
	<input type="checkbox"/>	3
	<input type="checkbox"/>	4
	<input type="checkbox"/>	5

**Merci pour vos commentaires et pour le temps que vous nous avez consacré.**

## Appendix C: Classifying Tools and Techniques

### Current classification in 2013 survey

<b>Tools</b>
Facilitation or consensus-building
Printed material
Online material and other web tools
Information displays (panels) or presentations
Paper-based or in-person surveys, questionnaires and polls
Electronic surveys, questionnaires and polls
Hands-on activities
Virtual site tour
Images of sites and site conditions or similar projects
Videos of sites and site conditions or similar projects
Interactive maps or interactive computer software
Comment forms

<b>Techniques</b>
Field offices
Information centres
Information kiosks or information contacts
Public meetings
Open houses or town halls
Reports, newsletters, or direct mail letters
Direct phone calls
Focus groups
Online engagement or social web media
Roundtables or world cafés
Workshops or charrettes
Interviews, scientific surveys, questionnaires or polls
Site tours or field trips
Deliberative polling
Citizen juries or advisory committees

**Proposed structure for future surveys according to spectrum levels**

<b>Spectrum Level</b>	<b>Tool/Technique</b>
<b>Inform - offline/in-person</b>	<ul style="list-style-type: none"> <li>▪ Field offices</li> <li>▪ Information centres</li> <li>▪ Information kiosks or information contacts</li> <li>▪ Reports, newsletters, or direct mail letters</li> <li>▪ Site tours or field trips</li> <li>▪ Printed material</li> <li>▪ Information displays (panels) or presentations</li> </ul>
<b>Inform - online/digital</b>	<ul style="list-style-type: none"> <li>▪ Online material and other web tools</li> <li>▪ Virtual site tour</li> <li>▪ Images of sites and site conditions or similar projects</li> <li>▪ Videos of sites and site conditions or similar projects</li> <li>▪ Interactive maps or interactive computer software</li> </ul>
<b>Consult/research</b>	<ul style="list-style-type: none"> <li>▪ Interviews, scientific surveys, questionnaires or polls</li> <li>▪ Paper-based or in-person surveys, questionnaires and polls</li> <li>▪ Comment forms</li> <li>▪ Electronic surveys, questionnaires and polls</li> <li>▪ Open houses or town halls</li> <li>▪ Public meetings</li> <li>▪ Focus groups</li> <li>▪ Online engagement or social web media</li> <li>▪ Direct phone calls</li> </ul>
<b>Involve</b>	<ul style="list-style-type: none"> <li>▪ Deliberative polling</li> <li>▪ Roundtables or world cafés</li> <li>▪ Workshops or charrettes</li> <li>▪ Hands-on activities</li> <li>▪ Empower</li> <li>▪ Citizen juries or advisory committees</li> </ul>
<b>Other</b>	<ul style="list-style-type: none"> <li>▪ Facilitation or consensus-building</li> </ul>