

WAYFINDING FOR CIVIC AND COMMUNITY PARTICIPATION: A GUIDE FOR FUNDERS

MINDEROO FOUNDATION

Centre for Public Impact
Founded by BCG

Version 1.2 April, 2026



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ACKNOWLEDGEMENT OF COUNTRY

We acknowledge the Traditional Custodians of the lands on which this work has been undertaken, and pay our respects to their Elders past and present.

The ancient practice of **wayfinding** that gives this Guide its name has deep roots in Indigenous cultures around the world.

For tens of thousands of years, Aboriginal and Torres Strait Islander peoples have practised wayfinding, reading Country, sharing knowledge across generations, and maintaining the collective wisdom necessary to care for land, waters, and community.

This practice of observing, learning, sharing, and adapting holds profound lessons for how we might approach civic and community participation today.

We recognise that **genuine participation** requires us to honour Indigenous sovereignty, leadership, and ways of knowing.

As funders, intermediaries, organisations and individuals work to support civic and community participation, they will benefit from doing so in ways that respect and learn from the practices of care, reciprocity, and collective responsibility that have sustained communities on this land for millennia.

"In every community, there is work to be done. In every nation, there are wounds to heal. In every heart, there is the power to do it."

— Marianne Williamson



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PART ONE: INTRODUCTION

WELCOME

Welcome to the Wayfinding Guide
Why Does Participation Matter?
Why a Wayfinding Guide?

WELCOME — TO THE WAYFINDING GUIDE

This Wayfinding Guide was developed off the back of a big question – what can funders do to enable and inspire civic participation in communities and places?

After extensive desktop research, interviews, workshops and sensemaking, we've realised that it's not possible to find these answers through analysis and research alone; instead what's needed is a process that supports funders to actively learn their way into the answers. And that's precisely what this Guide seeks to do.

This Wayfinding Guide is for funders, from both philanthropy and government, who want to support people to engage in and contribute to their communities and places, and to support the log arch of participation as it evolves across a life span. It's for those willing to move beyond traditional modes of distributing funding toward actively creating the conditions for participation to flourish.

Most importantly, it's for funders who recognise the importance of engaging in a process of collective learning, experimentation and modelling partnership and participation through their funding practices.

This Guide has been launched as V1.2 in order to further test with different funders, orgs, and communities.

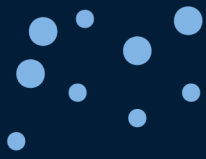
Please email **info@centreforpublicimpact.org** if you would like to know more, get involved or have feedback.

THIS GUIDE OFFERS:



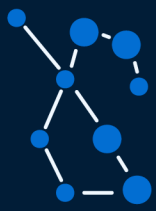
A framework of **Funding Postures** that helps funders bring awareness to the approach that informs the funding choices they're making.

See: Choosing a Funding Posture



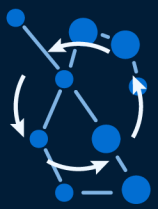
A Glossary of 37 Elements that shape civic participation.

See: Glossary of Elements



Constellation Mapping – a *participatory and collaborative methodology* for identifying which Elements to fund in a given context

See: Constellation Mapping



Constellation Refining – a two-part tracking and learning process that captures changes in communities emerging as a result of funding decisions.

See: Constellation Refining

INTRODUCTION — TO THE WAYFINDING GUIDE

Because each community has its own dynamics and possibilities, civic and community participation is not something that can be easily codified or created through prescribed interventions.

There is no one right recipe.

What's needed, therefore, is not a recipe or playbook to be followed, but a way to navigate towards participation through complexity.



What this guide does.

This Wayfinding Guide offers a framework that enables funding that is simultaneously place-focused and systemic. The methodology outlined by the Guide supports funders in investing in different ways while also incorporating best-practice principles for achieving sustained and enduring change.

Finally, this Guide also offers a mechanism to support funders interested in investing in civic participation to learn together. Rather than a compendium of answers, the Wayfinding Guide invites funders to journey together - iterating, adapting and sharing what they discover along the way.

The pages that follow provide a shared scaffolding that enables funders to engage communities in a participatory process, make sense of what they're discovering through their work, provide direction for next steps, and share insights across the ecosystem.

INTRODUCTION — WHY DOES PARTICIPATION MATTER?

Why Does Participation Matter?

There is growing recognition and interest in the value of participation at a global level. We see this in the growing research on the concept and importance of place, and in initiatives in which philanthropists and governments are experimenting with different methods. In this, we include place-based approaches, devolution, participatory budgeting, participatory grant-making, participatory policy making, asset-based community development, community wealth building and more.

Funders' growing interest in fostering civic and community participation reflects a convergence of practical pressures, policy ambitions, and shifts in how social change is understood.

Participation

When we talk about participation, we are looking at the ways people get involved in the places they live, work and play that build agency, foster connection and support vibrant and cohesive communities.

This project was commissioned by the Minderoo Foundation and so this guide focuses on understanding participation through a philanthropy-led, community-driven approach that improve the lives of young people and families.



INTRODUCTION — WHY DOES PARTICIPATION MATTER?

Participation is increasingly seen not as a "nice to have," but as essential for effective, legitimate, and sustainable outcomes for a number key reasons:

1 Complex problems such as climate adaptation, social cohesion, disadvantage, public health, and democratic resilience require collective action.

2 Supporting civic participation is a way to rebuild legitimacy, tolerance and trust, strengthen democratic culture, and counter disengagement or extremism.

3 Policies and programs are more effective when they are informed by collective intelligence, including the insights of the people who understand the context and relevant history, and will use and benefit from those programs and policies most.

4 Participation is itself a protective factor that improves mental health and well-being and increases the capacity to respond to shocks.

However, despite this growing interest, some metrics suggest we are heading in the wrong direction.

In many places, levels of formal volunteerism are declining, polarisation is increasing, and trust in institutions is wavering.

We have written this **Wayfinding Guide for Civic and Community Participation** to respond to this need.

The guide builds on the many other reports and documents (see Appendix A), which capture and synthesise extensive research into what is enabling community and citizen participation.

It is designed to equip funders wanting to support people to engage in and contribute to their communities and places with practical guidance. This includes methods to use, case studies to learn from, and a way of understanding the value they are creating.



INTRODUCTION — WHY A WAYFINDING GUIDE?

Learning Together

This Guide also offers a process for collective learning and building **relational intelligence and infrastructure** across the funding ecosystem. The ancient practice of Wayfinding relied heavily on trusted groups, bound by deep relationships, sharing wisdom, stories and experiences, which enabled people and communities to travel vast distances safely.

In order to understand what's working in the context of civic and community participation, funders also need to try things, capture what they're learning, and share that with others.

This Wayfinding Guide aims to offer a structured process and methodology to enable that.

> *"The capacity to tolerate complexity and welcome contradiction, not the need for simplicity and certainty, is the attribute of an explorer. Centuries ago, when some people suspended their search for absolute truth and began instead to ask how things worked, modern science was born. Curiously, it was by abandoning the search for absolute truth that science began to make progress, opening the material universe to human exploration..."*
> *Heinz Pagels*

The dynamic nature of Wayfinding means that this Guide will never be complete. Wayfinding requires constant updating because landscapes, conditions, and meanings change over time.

In ancient contexts, navigators continuously recalibrated their knowledge in response to geographical and seasonal changes. In modern settings, this same principle holds. Physical infrastructure changes over time, such as buildings that are rebuilt or repurposed and transport networks that extend or are amended. Individuals also update their internal "mental maps" as they live, perhaps through gaining experience and new relationships or through encountering disruptions.

Wayfinding therefore is not simply about reaching a destination once, but about maintaining orientation in a changing system.

It is less a discrete act, and more an ongoing practice: a cycle of observing, interpreting, moving, learning, and revising. In this spirit, this Guide is also designed to be a living document that can and should be updated regularly as new insights emerge. Again, this distinguishes it from a moment-in-time report or static guide. To have the greatest effect, this needs to be a dynamic, evolving repository of shared knowledge, informed by those who use it.

To make this happen effectively, this Guide will need stewards who will support collective learning and updates.

For more on this, see Appendix F.5 - Indicative Runsheet for a **Collective Learning Forum**

A process for collective **learning together** across the funding ecosystem.

INTRODUCTION — WHY A WAYFINDING GUIDE?

So Why a Wayfinding Guide?

We have chosen to call this a **Wayfinding Guide** because we want to emphasise that civic and community participation is a dynamic and complex thing which cannot be easily codified. Each funder, each place, and each community has its own priorities, constraints and opportunities.

This complexity and diversity mean that funders wanting to support participation need guidance around how to approach funding decisions, rather than a fixed set of answers about what to fund.

Wayfinding (or Way Fairing) is both an ancient and modern form and practice. In its ancient form, wayfinding was the system of navigation used by Indigenous and seafaring cultures — reading stars, winds, currents, bird flight, landforms, and other natural cues to travel safely across land and sea.

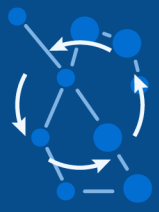
In its modern form, the term wayfinding describes the process of using social, spatial and environmental information to navigate to a destination.



For more details on what these processes look like in action, see: **Appendix F Workshop Considerations and Example Runsheets**



Constellation Mapping as a *participatory and collaborative methodology* for identifying which Elements to fund in a given context



Constellation Refining – a two-part tracking and learning process that captures changes in communities emerging as a result of funding decisions.

Drawing on both of these approaches, this Guide is designed to support funders as they navigate the complex landscape of societies and communities toward improved civic and community participation. It has been structured in a way that supports funders to ask different questions, and explore different funding approaches.

It suggests a framework for identifying signposts and cues to look out for, and offers different possible trajectories and directions that funders may pursue.

None of the choices or trajectories are right or wrong; but they will lead to different destinations.



PART TWO: WAYFINDING

HOW TO USE THIS GUIDE

The Wayfinding Guide is designed to be adapted by funders. It offers a set of principles, approaches and elements to shape and guide, rather than direct, how funders might choose to invest and partner with communities.

Step 1. Setting Up to Wayfind:
Choosing a Funding Posture

Step 2.Charting the Course:
Using the Elements to Inform Funding

Step 3.Refining the Course:
Tracking, Evaluation and Learning

WAYFINDING — HOW TO USE THIS GUIDE

THE WAYFINDING GUIDE HAS THREE STEPS:

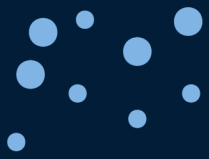
1. Setting Up to Wayfind:
Choosing a Funding Posture



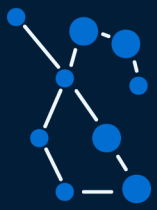
A framework of **Funding Postures** that helps funders bring awareness to the approach that informs the funding choices they're making.



2. Charting the Course:
Using the Elements to Inform Funding



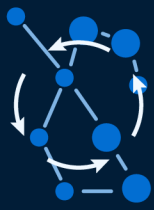
A Glossary of 37 Elements that shape the conditions in which community and civic participation happen.



Constellation Mapping – a *participatory and collaborative methodology* to identify Elements to fund in a given context.



3. Refining the Course:
Tracking, Evaluation and Learning



Constellation Refining – a two-part *tracking and learning* process that captures changes in communities emerging as a result of funding decisions.

WHAT COMES AFTER THAT?

Part Three "Learning Together"
Describes the convening process for collective learning across the funding ecosystem .



STEP ONE: SETTING UP TO WAYFIND
CHOOSING A FUNDING POSTURE

The first decision funders need to make is what posture they will be adopting on the journey.

This section contains:

- An overview of **three different funding postures**,
- Some common **constraining factors** that may influence the postures available to funders,
- and provides some **tools to identify the posture** that best suits your funding objectives.



1. SETTING UP TO WAYFIND — CHOOSING A FUNDING POSTURE

STEP ONE

The first decision funders need to make is what posture they will be adopting on the journey.

A Funding Posture describes the underlying mindset and approach underpinning a particular investment. Choosing a Funding Posture involves funders identifying *what it is that they want to do* and *how it is that they want to go about doing it.*

Funding Postures are important because they influence many other decisions that funders make - from which resources, tools and funding methods to use, to which organisations to work with. These choices are covered in more detail in the **Investment Opportunity Framework created by The Good Shift.**

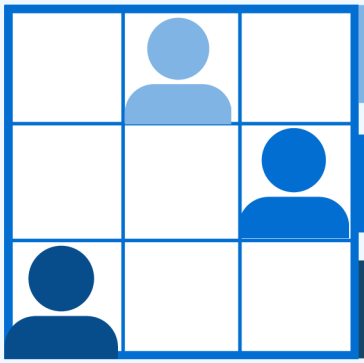
Different contextual pressures and considerations may dictate which funding style is (or is not) possible.

These factors often constrain possible funding postures:



1. SETTING UP TO WAYFIND — CHOOSING A FUNDING POSTURE

This guide identifies three categories of Funding Postures



- Funder as Expert
- Funder as Collaborator
- Funder as Field- Builder

Context Matters

In certain environments, funders may be working with fairly inflexible constraints or addressing disasters or emergencies that don't allow time for consultation and engagement processes, making them feel like a more top-down approach is required.

In other environments, the context and specific challenge may be more amenable to funders focusing less on solving specific problems and more on collaborating to create conditions for positive outcomes and enabling those closer to the ground to define the possible interventions. In other environments, there may still be a group of actors working on aspects of the challenge, or many potential solutions already exist, and the funder's best role might be to build the field through connection and catalysis.

Different Postures in Different Contexts

This Guide highlights that different postures are needed in different contexts. Different postures make different things possible, and each has benefits and drawbacks. It is therefore important for funders to be conscious of and pay attention to which funding style they're adopting, and to be aware of the benefits and drawbacks of the approach, in the context.

Multiple and Shifting Postures

It is also important to note that funding bodies often adopt multiple Postures. For example, government funding offers everything from tightly defined and targeted grants (e.g. Addressing Critical Psychology Shortages, which reflects an Expert stance) to long-term funding partnerships (e.g. Investment Dialogue For Australia's Children, which reflects a Field-Building Stance). Funding Postures can also shift and evolve. A change in Funding Posture is always available.

Funding Posutures (At a Glance)

- Funding postures are constrained by contextual factors.
- Different postures can constrain or enable certain ways of activating civic and community participation.
- Funders may choose to adopt multiple postures in different environments.
- Postures can shift and evolve (due to learning and iteration or outside pressures and forced adaptation).

1. SETTING UP TO WAYFIND — CHOOSING A FUNDING POSTURE

What these postures make possible

Funding Postures are outlined in the table below. These postures are not fixed or firm; rather, they make visible the assumptions and choices funders make about their funding approach and enable them to interrogate whether the posture is the most appropriate for the circumstances.

As mentioned above, different Postures make different things possible (and less possible):



Funder as Expert

An "expert" approach allows for quick and decisive action but doesn't allow for co-design or collaboration with the community.



Funder as Collaborator

A "collaborative" approach engages in a process of sharing decision-making with the community (while still relying on the funder to define the direction of travel) but takes considerable time and requires careful and explicit conversations around the boundaries of power-sharing arrangements.



Funder as Field-Builder

A "field builder" approach is the most collaborative approach - inviting funding recipients to co-define both the challenge and potential solutions - but is also the most time consuming and complex to administer, measure and control.

As funders reflect on which approach they want to adopt in different contexts, there are two key questions to consider.

1. Do funders want to ...

- Solve a particular problem?
- Contribute to a desired outcome?
- Scale something that is already underway?

2. Is the most effective way of achieving that...

- Funding or scaling a known program or approach?
- Collaborating with funding recipients to define what to fund or how to achieve greater scale?
- Convening a network of actors to co-define the challenge, opportunity and potential solutions or approaches?

For more research and detailed examples on the funding postures, see Appendix B. **Funding Postures: Detailed Examples**

1. SETTING UP TO WAYFIND — CHOOSING A FUNDING POSTURE

	I want to... solve a problem relating by funding a specific solution	I want to... contribute to a desired outcome	I want to... scale a project or approach to that is already underway
Funder as Expert	**Specific problem and solution are pre-defined by funder.** Example: Disaster Relief Grants **Most appropriate when** funders have identified that an immediate action is needed to address a specific crisis or meet a clearly defined community need	**Desired outcome and intervention are defined by funder.** Example: Social Impact Bond - Play2Learn+ **Most appropriate when** funders have identified a desired state they are working towards and seek to enable progress through funding intervention/s but don't have sufficient time, authority or capacity to involve funding recipients in designing the solution	**Scaling what works.** Example: Men's Sheds **Most appropriate when** a funder wants to scale a program that has been proven effective
Funder as Collaborator	**Specific problem is pre-defined by funder, solution is created by recipient or co-created with funder.** Example: Future Drought Fund Community Impact Program **Most appropriate when** there is a complex problem that aligns with the funders' priorities and focus areas and there is sufficient time and funding available to invite community into the process of co-creating specific solution/s	**Desired outcome is defined by funder but intervention is created by recipient or co-created with funder.** Example: Stronger Places Stronger People **Most appropriate when** there is a desired outcome that aligns with the funders' priorities and focus areas and there is sufficient time and funding available to invite community into the process of co-creating solution/s	**Scaling what works in the grantee's context.** Example: Community Hubs Australia's place based approach **Most appropriate when** the funder wants to scale an approach, rather than a specific program, and that approach can be adapted to meet local needs and contexts
Funder as Field-Builder	**Specific problem and solution/s are defined by a coalition of actors working together.** Example: Boundless Epics **Most appropriate when** the funder believes that the way to address a problem is to bring together a collection of partners who will work together to define the problem from a variety of angles, and develop a range of solutions	**Desired outcome and interventions defined by a coalition of actors working together.** Example: Paul Ramsay Foundation's Peer-to-Peer Program **Most appropriate when** cultivating relationships and networks between different actors and building capacity amongst grantees is seen as a priority (see Participatory Grantmaking report)	**Scaling the conditions that make change possible.** ("scaling deep") Example: Wolfville Community Oven **Most appropriate when** funders want to focus on shifting relationships, cultural beliefs and values – and have the funding, time and capability to invest in learning and relationships

1. SETTING UP TO WAYFIND — CHOOSING A FUNDING POSTURE

START: Identify your **primary intent** for this project or partnership

I want to solve a problem by funding a specific solution

Is the specific problem and solution already pre-defined by the funder?

- **YES** → **EXPERT**
  - **Best for:** Funders who have identified an immediate action responding to a clearly defined crisis or community need
- **NO** → Is the specific problem defined by the funder but the solution is shaped by the funding recipient?
  - **YES** → **COLLABORATOR**
    - **Best for:** There is a complex problem that aligns with the funders' priorities and sufficient time and funding available to invite community into the process of co-creating specific solution/s
  - **OR...** → Is the problem and solution/s defined by a coalition of actors working together?
    - **YES** → **FIELD-BUILDER**
      - **Best for:** Addressing a problem by bringing together a coalition to design and implement multiple solutions

I want to contribute to a desired outcome

Is the desired outcome and intervention defined by the funder?

- **YES** → **EXPERT**
  - **Best for:** Funders who have defined a desired state and there is insufficent time/ capactiy for co-design
- **NO** → Is the desired outcome defined by the funder but intervention co-created by funding recipient?
  - **YES** → **COLLABORATOR**
    - **Best for:** Funders who have defined a desired state and there is capacity, funding, time, authority and community interest in co-creating solutions with the funding recipient
  - **OR...** → Is the desired outcome and intervention defined by a coalition of actors working together?
    - **YES** → **FIELD-BUILDER**
      - **Best for:** Complex challenges which will benefit from a variety of actors being involved

I want to scale a project or approach that is already underway

Do you want to scale a specific program that has been demonstrated to be effective?

- **YES** → **EXPERT**
  - **Best for:** Funders want to scale a specific program that has been proven effective
- **NO** → Do you want to scale an approach rather than a specific program?
  - **YES** → **COLLABORATOR**
    - **Best for:** Scaling an evidence-informed approach which can be adapted and modified to suit local contexts
  - **OR...** → Do you want to focus on scaling the conditions needed to drive change rather than a specific program or approach?
    - **YES** → **CONDITION-BUILDER**
      - **Best for:** Funders who are able to commit to long-term investment and are committed to transformation rather than iteration or innovation

STEP TWO: CHARTING THE COURSE USING ELEMENTS TO INFORM FUNDING

After you choose your **Funding Posture in Step One**, you will want to chart a course to fund in a way that enables civic and community participation.

This section contains:

- An **overview of Common Elements** that influence the conditions for Civic and Community Participation
- Links to a **Glossary of Elements** with more definitions and examples of the elements in action
- Descriptions of "**Dark Matter**" – more intangible forces and feelings that activate the elements and sustain participation
- A process of Constellation Mapping – mutual learning to use elements to inform funding decisions and chart your funding course

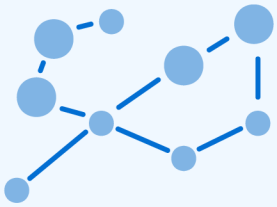


2. CHARTING THE COURSE

You have chosen a funding posture, now how do you choose what to fund?

After choosing a funding posture (which informs decisions about *how to fund*) the next step is to make a decision about *what to fund* to enable community and civic participation.

Funding is often directed to what is immediately visible and obvious. However, that is not always what's needed. It is for this reason that this Guide introduces **Elements of Civic Participation** and **Dark Matter** - mechanisms to surface funding opportunities that are less visible and therefore often overlooked.



Elements of Civic Participation

The **Elements** outlined here (explained in detail in the Glossary of Elements) provide a structured and systemic way to reveal both the visible and less visible factors that enable and inhibit civic and community participation. Elements - even those that are less visible - are relatively objective and can be funded (even if somewhat indirectly).
Elements span across 7 categories:

INDIVIDUAL IDENTITY & PERSONAL TRAITS

RELATIONAL & SOCIAL TIES

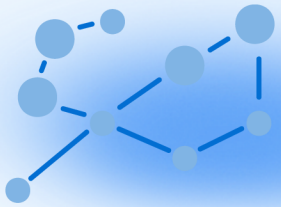
INFRASTRUCTURE & PLACE

INSTITUTIONS, STRUCTURES, SERVICES & SKILLS

BROADER SYSTEMIC CONTEXT

BELIEFS, VALUES, & KNOWLEDGE SYSTEMS

HISTORICAL, ENVIRONMENTAL & SOCIETAL DYNAMICS



Dark Matter

Dark Matter describes the more intangible and subjective factors that underlay the more definable elements - the often unsurfaced feelings and forces which are central to people's experience of community. **They include things like:**

Trust
Belonging
Care
Pride in place
Inclusion and respect for difference
Agency and Purpose

For more detailed definitions and examples of the elements in action, refer to **The Glossary of Elements**

2. CHARTING THE COURSE — ABOUT THE ELEMENTS

Elements of Civic Participation

The 37 Elements of Civic Participation were identified through an extensive desktop review, interviews with 29 experts, practitioners, philanthropists, academics, and practitioners from across the globe, a four–day place-based community immersion, and several sense-making workshops (for more on this methodology, see *Appendix C*).

Like all aspects of the Guide, the Elements should not be seen as fixed or definitive. While widely applicable, there may be specific additional things important to funding in a specific context that can be determined and integrated as part of the learning process.

A high level summary of each of the categories and associated Elements is described next in the High Level Overview of Elements, with a more detailed overview in the **Glossary of Elements**.

Elements are designed to:

- Make visible factors that are relevant to participation but which are less explicit or obvious (i.e. the informal and relational aspects) and therefore often overlooked;
- Support funders and funding recipients to pay attention to the interaction between elements, thereby enabling a more systemic funding approach.

The **"Constellation Mapping"** process sets out how to use Elements to achieve this.



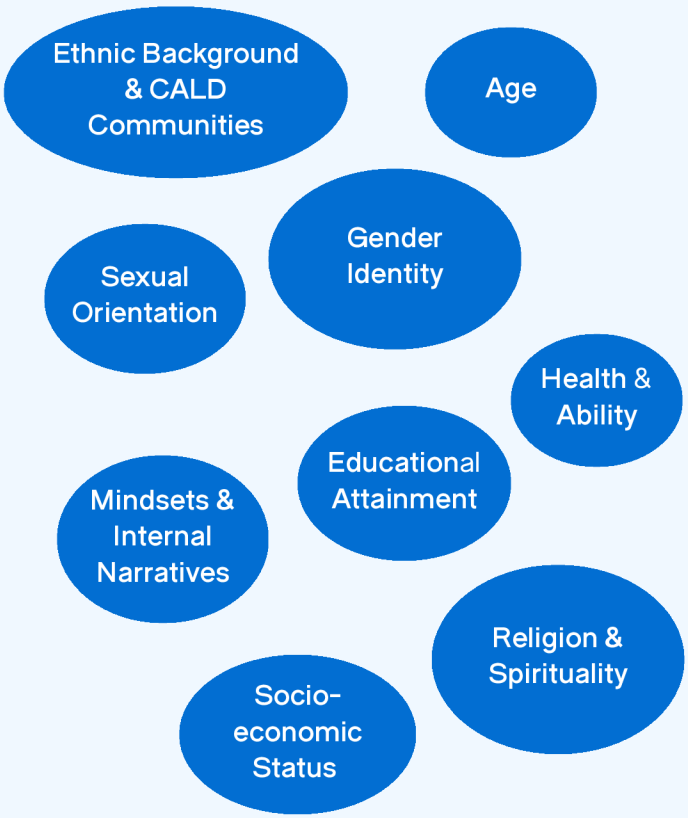
Constellation Mapping is a *participatory and collaborative methodology* for identifying which Elements to fund in a given context.

Constellation Refining is a tracking *and learning* tool that captures changes in communities emerging as a result of funding decisions.

2. CHARTING THE COURSE — OVERVIEW OF COMMON ELEMENTS

1. INDIVIDUAL TRAITS

Individual identity and traits influence people's ability and willingness to be active participants in their places and communities. The Elements in this category highlight how traits such as age, education, gender, health and ability, mindset, race, sexual orientation, socioeconomic status and religion influence how a person experiences the world, what knowledge they carry, and what issues feel most urgent or relevant to them.



These experiences can motivate participation (for example, advocacy driven by lived injustice) or make certain forms of engagement feel more or less meaningful or safe.

People's individual circumstances also affect access to resources and opportunities. For instance, people juggling insecure work, caring responsibilities, or financial stress may have less capacity to attend meetings, volunteer, or engage in unpaid civic activities—even if they are highly committed.

A person's **gender identity, race, or age** can also affect whether they feel heard, respected, and taken seriously—or whether they anticipate discrimination or tokenism, which can discourage participation.

Historical exclusion or harm (for example, toward First Nations peoples or migrant communities) affects trust in institutions and willingness to engage. *Participation is shaped not only by who someone is now, but by how people like them have been treated over time.*

When considering identity and personal traits, it is important to consider **intersectionality**, recognising that a person's life is shaped not only by individual traits, but also by how these traits intersect, creating unique experiences of advantage or disadvantage that influence how a person participates.

Funders looking to address barriers to participation must take into account that what works to engage one cohort (e.g. young people) may look different to what works for another (e.g. refugee and migrant families), while also recognising that no cohort is homogeneous, given the intersectional nature of people's identities.



For more detailed definitions and examples of the elements in action, refer to **The Glossary of Elements**

2. CHARTING THE COURSE — OVERVIEW OF COMMON ELEMENTS

2. RELATIONAL AND SOCIAL TIES



Relational and social ties are important enablers of civic engagement because participation is fundamentally a social activity, rather than individual choice alone. People's networks and relationships shape an individual's experience of connection and belonging, and are often the first places where civic and community values are learned and practised.

Family and friends have a significant influence on people's capacity and willingness to participate. Families are often identified as the first and most important role models for civic engagement. In addition, families can draw people into civic spaces (such as schools, parks, and third spaces).

Social networks also impact participation, with strong networks fostering support and confidence for people to engage in their communities. On the flipside, where a person's immediate circle is disengaged, or where family trauma or violence exists, this may act as a barrier to participation.

Neighbours and peers also influence people's attitudes to participation by acting as bridges to the broader community, setting norms around participation, and creating a sense of safety.

Work and School Networks also offer opportunities for people to connect and develop trusting relationships with people from different backgrounds. Workplaces can also provide financial security and work-based opportunities, enabling people to actively volunteer and participate in other ways.

Finally, while formal volunteering rates are declining on average, **communities of purpose, action and interest** (such as groups and clubs) continue to play a vital role in creating opportunities for people to participate in their communities by offering spaces where they feel connected and included.

It is important to note that ***strong relationships and social ties can also enable participation in harmful or exclusionary ways.*** When trust, loyalty, and belonging are built within networks with nefarious intentions, they can motivate people to actively engage in destructive behaviours or adopt rigid, harmful ideologies. The same social mechanisms that support positive community engagement can also be leveraged for negative or coercive forms of participation.

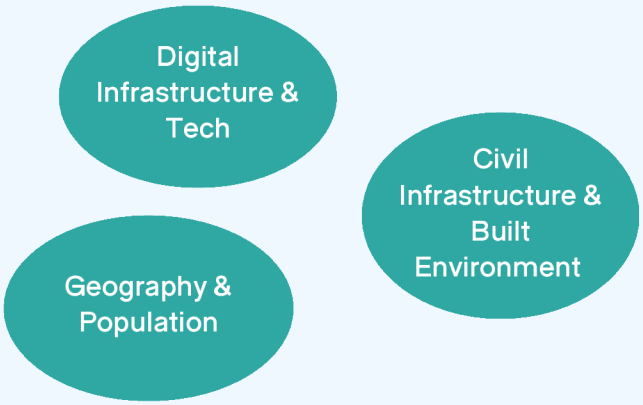
Funders seeking to create the conditions for participation need to consider how to support opportunities to establish, develop, and deepen productive social ties by investing in the relational infrastructure that makes healthy, constructive relationships possible.

For more detailed definitions and examples of the elements in action, refer to **The Glossary of Elements**

2. CHARTING THE COURSE — OVERVIEW OF COMMON ELEMENTS

3. INFRASTRUCTURE AND PLACE

Infrastructure and place are the stage on which civic life plays out. These elements shape the practical, social, and symbolic conditions that enable participation in everyday life. People's ability to contribute is influenced not just by who they are or who they know but by the environments in which they live.



The **built environment/civil infrastructure,** elements like walkable streets, accessible buildings, public transport, lighting, and safe public spaces; make it easier for people to meet, attend activities, and spend time in shared places.

Poorly designed or inaccessible environments can exclude people with disabilities, older people, carers, or those without private transport, reducing opportunities for participation.

Third spaces, such as libraries, community centres, and town halls, provide formal and informal venues for participation. When these institutions are well-resourced, inclusive, and trusted, they lower the barriers to organising, volunteering, deliberating, and decision-making.

Digital infrastructure and the ease of access to online platforms are another form of infrastructure that can expand or limit participation.

Beyond infrastructure, the **Geographic features** of particular places - location, population size, density and natural features - can all shape how participation occurs.

In **dense urban areas**, proximity can support frequent interaction and diverse forms of engagement, but can also create anonymity or competition, and reduce independence, as state services provide a sense of security.

In r**egional, rural, or remote areas**, strong social ties may support participation, while distance, limited services, and travel time can make involvement more difficult.

Funders wanting to support participation need to look at the spaces and physical or social infrastructure within which participation is happening, and whether these are enabling or inhibiting.

For more detailed definitions and examples of the elements in action, refer to **The Glossary of Elements**

2. CHARTING THE COURSE — OVERVIEW OF COMMON ELEMENTS

4. INSTITUTIONS, STRUCTURES, SERVICES AND SKILLS

Institutions, structures, services and skills create the enabling environment for participation: they shape whether people have the resources, information, support, invitation and influence needed to contribute consistently and meaningfully to their communities.

Institutions such as **community foundations, cooperatives** and **local media** create platforms through which people can organise, pool resources, tell their stories, and influence decisions. When these institutions are trusted and locally grounded, they offer clear ways for people to contribute and be heard.

Community foundations and cooperatives also enable funding, assets, and decision-making authority to sit closer to communities, enabling people to shape priorities rather than just respond to them. This increases local agency and ownership.

Well-designed **government and not-for-profit services**, such as social supports and **arts and culture programming**, also play an important role in creating the conditions for participation. While many argue that these services work against participation by creating a culture of "learned helplessness", when services are culturally safe, easy to navigate, and designed to fill the gaps that participation can't fill, they can reduce pressure on people's lives, and create opportunities to connect in different ways, thereby complementing and enabling, rather than undermining active citizen engagement.

Clear, timely, and **transparent information** about decisions, opportunities, and outcomes helps people understand how they can get involved and what influence their participation can have.



People also need the **skills and capability** to engage effectively, as even where opportunities to participate exist, engagement is shaped by what people feel able and confident to do.

Finally, **connecting and convening roles** (including funded backbone teams, place-based coordinators, and informal, relational conveners) help align actors, facilitate relationships, and sustain momentum across diverse groups. By holding the "in-between" work—coordination, learning, and trust-building—these roles lower the burden on individuals and make collective participation more inclusive and effective.

Funders need to consider how a historic over-reliance on services has weakened citizen participation by reframing people as passive recipients rather than active contributors. They should explore how services can be bolstered by other forms of investment in communities and by enabling structures and institutions that grow people's power and agency.

2. CHARTING THE COURSE — OVERVIEW OF COMMON ELEMENTS

5. BELIEFS, VALUES, AND KNOWLEDGE SYSTEMS

Ideologies, norms, values, narratives, and place-based wisdom shape the shared meaning system that defines who people are, what is expected of them, and whether their participation is legitimate and valuable.



Ideologies and values influence what people prioritise, how they see themselves, and how they consider their agency as citizens. Where dominant ideologies emphasise individualism or deferring to experts over collective action, people may feel that participation is "not their role." In contrast, values that emphasise mutual responsibility, stewardship, or inclusivity support active contribution.

Stories communities tell about themselves —such as "we look after each other," or "nothing ever changes here"—shape whether people believe participation will matter. Empowering narratives can inspire engagement and persistence, while deficit or fatalistic narratives undermine collective confidence.

The dominant ideologies and stories told help reinforce **social norms**, which determine whose voices are encouraged and what forms of participation are considered appropriate. If norms privilege confidence, technical skills, or formal meeting styles, many people—particularly those with different cultural traditions—may self-exclude.

Finally, **local, cultural, and place-based wisdom** helps people understand what has worked before, what matters now, and what is realistic in a specific place. When this knowledge is recognised and respected alongside professional expertise, people are more willing to contribute because their experience is valued rather than overridden.

These less tangible elements of civic participation are often overlooked by funders, but there are ways to invest in shifting stories and cultures. Organisations such as Frameworks Institute and The New Citizen Project offer practical pathways to engage with these elements.

For more detailed definitions and examples of the elements in action, refer to **The Glossary of Elements**

2. CHARTING THE COURSE — OVERVIEW OF COMMON ELEMENTS

6. BROADER SYSTEMIC CONTEXT

People's ability, opportunity and willingness to participate are also shaped by the broader systemic context in which they live. Governance approaches, laws, regulations and policies provide the overarching frameworks that guide participation. These shape whether people have the protection, legitimacy, and confidence to actively engage in their communities, by setting out the implicit goals, expected behaviours and boundaries around participation. The stories they hear from mainstream media or the degree of cultural awareness they experience can either strengthen or erode their sense of belonging and trust.



Governance approaches signal whose voices are valued. Shared decision-making, participatory funding models, and inclusive policy processes empower people to contribute meaningfully, while top-down approaches restrict agency, reduce ownership, and can foster cynicism.

Social, planning, and economic policies, such as childcare, employment and housing, create the base conditions and safety from which participation becomes more or less feasible, while the ways in which policy is created and enables or dissuades participation and agency and indicates whose voices and experiences are legitimate and important.

Law and regulations set the rules and incentives for engagement. Clear legal frameworks that protect rights to association, expression, and consultation create enabling conditions, while restrictive laws and bureaucratic hurdles can inhibit participation.

Cultural awareness and literacy within institutions and systems influence whether participation is genuinely inclusive. When decision-makers understand and respect diverse cultural practices, languages, and traditions, people feel valued and confident to participate. Lack of cultural competence, in contrast, can make participation alienating or unsafe.

Mainstream media can discourage citizens from seeing themselves as active contributors by promoting individualism, positioning people as observers rather than participants, and failing to represent diverse voices and perspectives. The stories that the media tells influence the stories that people tell themselves about what is - and is not - possible.

While many of these elements may lie beyond funders' control, it is still important to pay attention to them and understand their potential influence. Naming and recognising these elements encourages funders to look at the whole system, better anticipate unintended consequences, and identify more powerful leverage points.

For more detailed definitions and examples of the elements in action, refer to **The Glossary of Elements**

2. CHARTING THE COURSE — OVERVIEW OF COMMON ELEMENTS

7. HISTORICAL, ENVIRONMENTAL AND SOCIETAL DYNAMICS

Historical, environmental and societal dynamics influence a person's ability to participate because they shape the broader temporal and societal conditions that enable or constrain engagement, often beyond individual control.



The **history and legacy** of a place or community (such as colonisation, migration patterns, or historical exclusion) shape trust, norms, and expectations.

Communities with a history of disempowerment may be sceptical about participating in formal systems, while those with strong civic traditions may have established pathways for involvement.

Political cycles affect participation by influencing stability, priorities, and access to decision-making. Frequent elections, changing governments, or shifting policy agendas can disrupt programs, create uncertainty, and make people feel that their contributions have limited impact.

Intergenerational disadvantage, including systemic inequality, poverty, or exclusion, can reduce access to resources, confidence, and networks, making participation more difficult and reinforcing patterns of marginalisation.

Natural and climate disasters disrupt lives, infrastructure, and social networks. However, they can also act as a catalyst for strengthening collective action and resilience, particularly when funders support locally led efforts.

Finally, **social change and movements** open new possibilities for participation by challenging norms, amplifying voices, and creating networks of support. They can empower people to engage in advocacy, volunteering, or collective problem-solving, while also reshaping what kinds of participation are valued or recognised.

While the durational and implicit nature of these elements make them hard to influence in away that can be measured, paying attention to how they shape the broader dynamics and context in which participation occurs is important. Understanding how they are expressed in a place for a group of people can help illuminate why certain challenges feel intractable and offer alternative pathways and ways of thinking about how to engage certain communities or cohorts.

For more detailed definitions and examples of the elements in action, refer to **The Glossary of Elements**

2. CHARTING THE COURSE — ABOUT DARK MATTER

The "Dark Matter" of Civic Participation

"Dark Matter" is the substance that makes up most of the universe but can't be directly observed. We only know it's there because of what it holds together, and it's knowable in a different way than the more stable elements listed above.

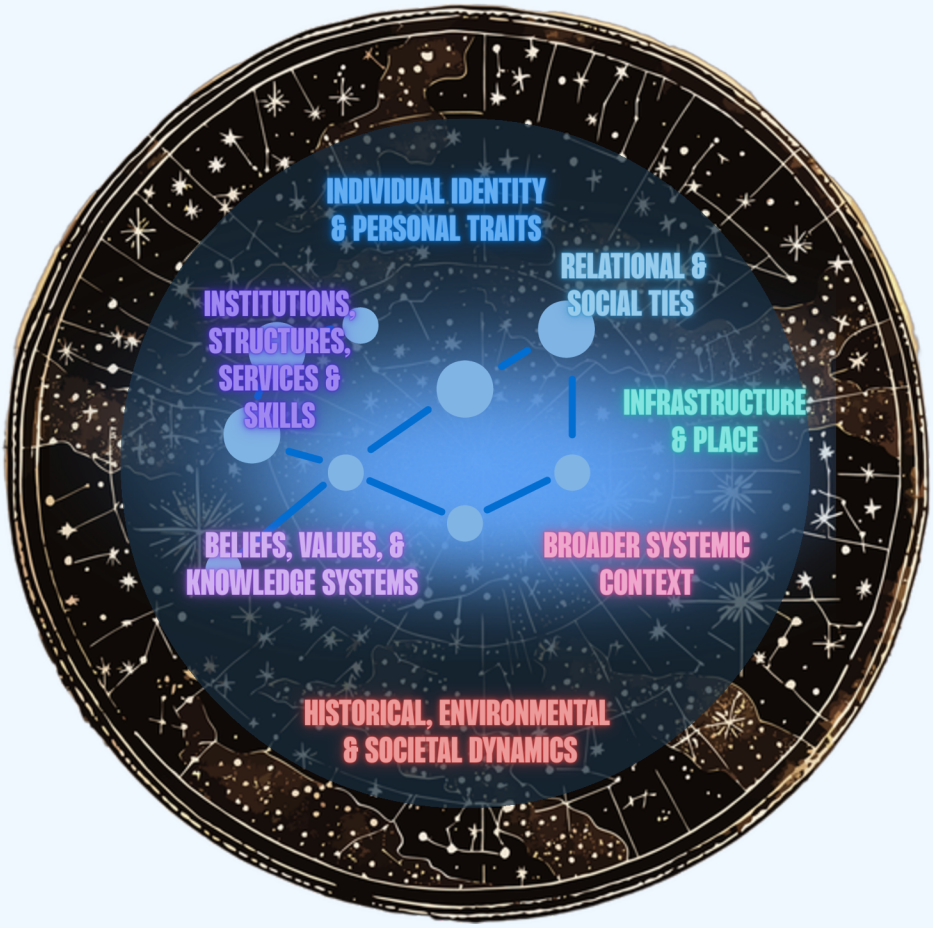
In people's experience of a community, Dark Matter works the same way, it sits between and around the Elements. It describes the individually felt but collectively experienced emotions and "felt sense" which develops within communities and places, and which form the critical relational foundations for civic engagement.

Trust, belonging, care, pride in place, inclusion, and agency came up frequently across conversations with funders, place-based orgs and community members. We propose that they are central through often unseen forces catalysing participation.

"THINK ABOUT WHEN YOU FEEL BELONGING IN YOUR OWN LIFE... HOW WOULD YOU MEASURE IT?"

– Thanks to Befriend for pushing our thinking on early framing of the elements and helping us honour and hold these more ephemeral experiences more lightly!

Trust, belonging, care, pride in place, inclusion, agency are the relational infrastructure that determines whether the combination of Elements produces meaningful, sustained participation. As Sam Rye has argued, relational infrastructure operates much like the mycelial networks beneath a forest: **often invisible, but fundamental to the health of the whole system.**



2. CHARTING THE COURSE — ABOUT DARK MATTER

The "Dark Matter" of Civic Participation

Trust is essential as it increases community confidence, making people willing to build relationships, share power, and engage in collective action.

Belonging and care are vital because people engage more deeply when they feel seen, valued, and connected, fostering mutual responsibility and sustaining participation towards a common goal.

Love and pride in place motivate people to care for, invest in, and defend their community. This emotional bond makes participation an act of stewardship and identity, strengthening long-term commitment to collective wellbeing.

Inclusion and respect for difference matter because diverse connections allow civic life to flourish. Honouring difference expands belonging, deepens trust, and brings multiple perspectives to decision-making, making participation more equitable and resilient.

Agency and purpose catalise participation because people participate more fully when they believe their actions can contribute to change and align with their personal meaning. Feeling influential transforms participation from passive attendance into ownership, responsibility, and sustained action.

As circumstances and contexts shift, other forms of Dark Matter may emerge as equally important, such as "hope" or "inspiration". For example, in post-disaster settings, "hope" may prove to be the critical relational condition that sustains collective action. In communities experiencing prolonged disinvestment, "inspiration" may be what unlocks civic energy. The five dimensions of trust, belonging, pride, inclusion and agency we have identified reflect what we see now, in the communities and programs we studied. A different community context may reveal additional layers of Dark Matter that is not yet visible to us

This is shared as a starting place, and funders should aspire to learn more and surface the unique expressions of dark matter that is being felt and experienced by different people who are most impacted by the programs and initiatives being funded.

In light of this, **Dark Matter is included in the Constellation Reviewing process**. As funders engage in the process of learning and adaptation, they need to pay attention not just to the Elements, but also to whether that combination of Elements is creating and sustaining, or undermining or decreasing, the Dark Matter, which we know is such an important enabler of civic and community participation.

For more detail and early signals on Dark Matter see Appendix D.

At a glance: "Dark Matter" *describes the more ephemeral feelings, affects, and experiences that frequently came up as central to individual and community experience of participation. They are the energising forces at play as people experience life and the connective tissue between different elements.*

While they are critical to catalyse and sustain participation, these are best understood through shared storytelling, relationships, and becoming familiar with how people experience life in place.

See ***Constellation Reviewing*** *process for suggestions on how to do this.*

2. CHARTING THE COURSE — CONSTELLATION MAPPING

Constellation Mapping

CPI's approach to understanding civic and community participation calls for mutual learning that privileges the perspectives of the people most impacted by the initiatives being funded.

Constellation Mapping is a *participatory and collaborative methodology* to identify Elements to fund in a given context. **A suggested process and canvass are provided in Appendix F.2.**

To foster mutual learning about the conditions that enable Civic and Community Participation, this Guide offers "Constellation Mapping" as a mechanism for surfacing Elements and using them to inform funding decisions. The Constellation Mapping process supports funders to identify a number of Elements (no more than six to seven) to focus on as they determine where to focus their decision-making and investment.

While Constellation Mapping supports funders and funding recipients (people and organisations within a community) to identify where to focus their investment, as well as options to consider around the types of interventions that could be funded (see examples of projects and initiatives for each element in the Glossary of Elements)

_It stops short of providing guidance on precisely how to scope and distribute that investment (the decision-making phase). ***The Good Shift's Investment Opportunity Framework*** will also be an important resource to draw on, as will the many reports and guides that provide advice on best practices for funding in both government and philanthropy.



As part of the constellation mapping process, community members will need to be able to constructively engage in dialogue with others with different views.

In CPI's related work on **Dialogue Across Difference,** we identified three opportunities to create these **enabling conditions for constructive discussion.**

Narrative infrastructure to shift the conversation on social towards one of connection and belonging

Learning infrastructure for communities to learn what's working in fostering cohesion

Practice infrastructure to provides opportunities to practice skills and mindsets necessary to constructively discuss contentious issues.

These principles have informed the creation of the Constellation Mapping process described next.

2. CHARTING THE COURSE — CONSTELLATION MAPPING

"RELATIONSHIPS ARE BUILT AT THE SPEED OF TRUST, AND SOCIAL CHANGE HAPPENS AT THE SPEED OF RELATIONSHIPS"

— REVEREND JEN BAILEY

Investing in the process

The process of Constellation Mapping does, without question, require an investment of time, energy, and resources by funders and funding recipients. However it is important to recognise that *the Constellation Mapping process itself is an invitation to communities to participate in shaping their places and futures.*

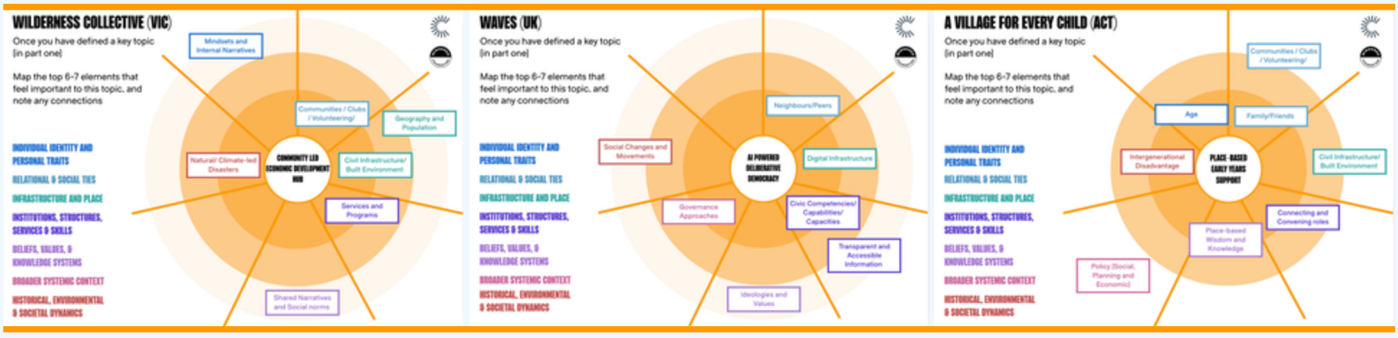
The Constellation Mapping process - as a participatory methodology - recognises that any opportunity to participate community members and sets off reinforcing cycles of participation. It is also a critical investment in relational infrastructure that humanity needs to thrive. The Constellation Mapping process is deliberately designed to weave in principles of collaboration and power sharing regardless of the funding posture.

With this in mind, the investment of time and effort in the Constellation Mapping process is itself an enabler of civic and community participation in a place.

It is also an opportunity to invest in and form relationships. This same group is invited back after the funding initiative has been implemented and running for some time to be part of the **Constellation Reviewing and Remapping process. (Step 3)**

What does this look like?

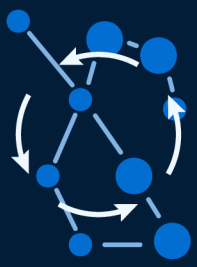
To offer a sense of what Constellations might look like, we have created some Constellation Maps based on case studies (see Appendix E - Elements in Action and sample Constellations).



A high-level, indicative runsheet for a 2-hour workshop and materials for Constellation Mapping can be found in Appendix F.2.

STEP THREE: REFINING THE COURSE
TRACKING, EVALUATION AND LEARNING

After you choose your **Funding Posture in Step One**, and use the Elements of Civic and Community Participation to **Chart a Course in Step Two**, you will need to keep refining your course and learning through **Constellation Refining in Step Three.**



This section describes how to refine the constellations created in Step Two. This is a two-part process for tracking and learning about changes in communities emerging as a result of funding decisions.

Constellation Refining:

1. Constellation Reviewing, a method of storytelling for initial tracking and evaluation

2. Constellation Remapping, a way to plan next steps and surface learning through

WHAT COMES AFTER THAT?

Part Three "Learning Together"
Describes a convening process that goes beyond individual funding initiatives to improve funding and investment decisions in the broader field of civic and community participation.





3. REFINING THE COURSE – TRACKING, EVALUATION AND LEARNING

Constellation Refining

An important part of wayfinding is learning and course correction. A funding partnership is its own type of journey, requiring time to pause and work out where to go next based on what has already been experienced.

The Measurement, Evaluation and Learning (MEL) methodology has two parts:

1. "Constellation Reviewing" and
2. "Constellation Remapping".

Both are informed by established methods - Most Significant Change and Participative Narrative Inquiry, grounded in both storytelling and storylistening.

This is a process to learn

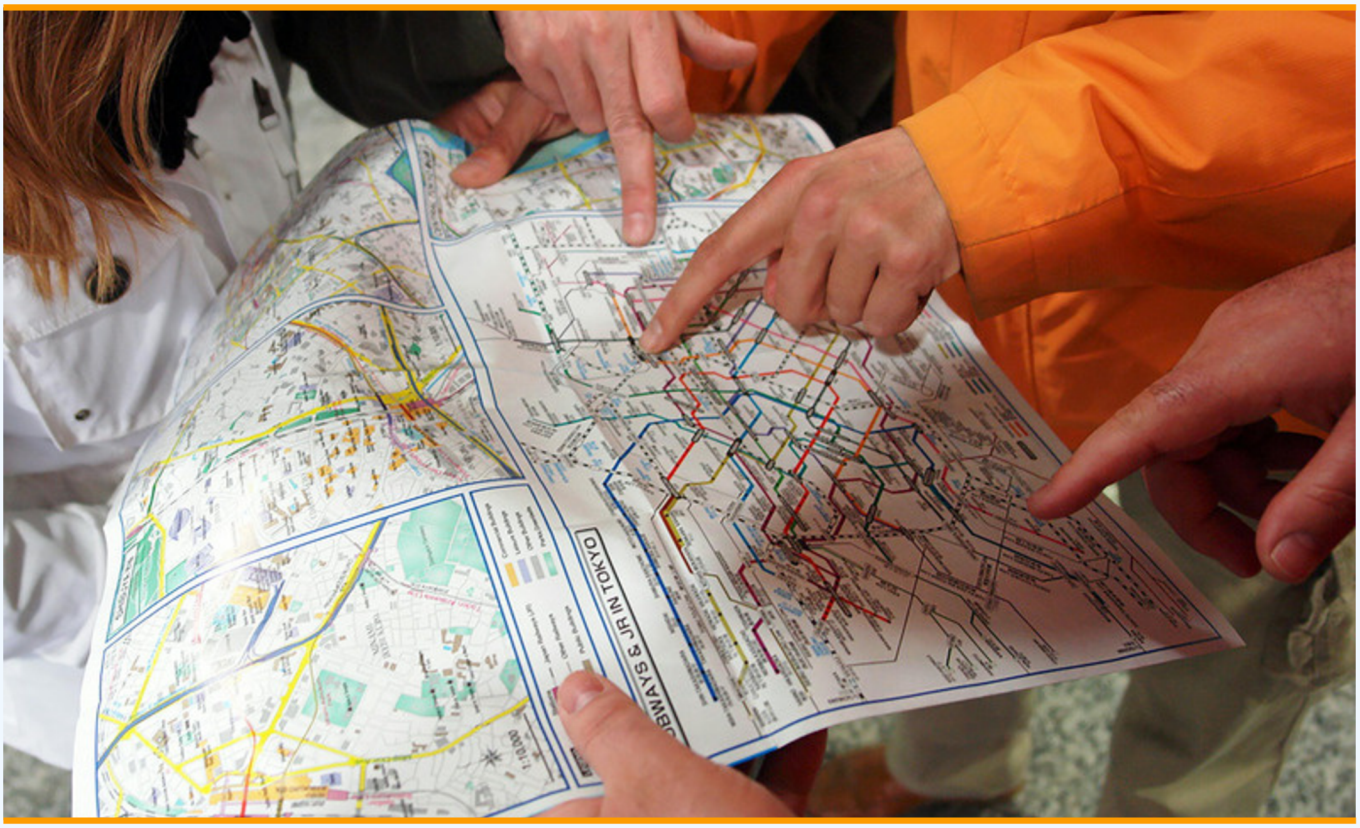
WHAT HAPPENED?
FOR WHOM?
WHERE? WHY?
WHAT LED TO THIS CHANGE?

Working with stories places power in the hands of those who best understand the experience, and allows the story holder to define what was an important or valuable change on their own terms. It also allows exploration of antecedents and unanticipated consequences: what happened for whom, where, why, and what led to this change?

We have extended these established methods by adding an opportunity to explore the system conditions for change through the use of the Elements (outlined above) as storytelling prompts and by involving participants in this meaning-making/analysis session.



Materials and Run Sheets for:
1. **Constellation Reviewing** Appendix F.3
2. **Constellation Remaping** Appendix F.4



3. REFINING THE COURSE – TRACKING, EVALUATION AND LEARNING

1.Constellation Reviewing

Regardless of Funding Posture, the process of Constellation Reviewing always requires the involvement of funding recipients. It's not possible to understand the impact of an intervention without speaking to people it is impacting.

Stories and supplementary data

Constellation Reviewing may be supplemented with available administrative data that might monitor aspects of participation that may not be identified through this process. This could be election turnouts, volunteering or other activity output tracking data. This should be determined by community leaders who would be best placed to identify pre-existing opportunities for data triangulation.



The Constellation Reviewing process involves:

- Inviting participants to use a series of story spine questions to support them in telling stories about their experience of the funding and associated initiatives. Element cards can optionally serve as prompts to invite people to consider the wide range of factors that could have played a role in activating civic agency.

- Pattern spotting will be conducted in small groups and across the whole group for a shared narrative. The template will guide participants to share:
  - Generalisations: In general, I noticed...
  - Exceptions: Exceptions to this were...
  - Contradictions: On the one hand....but on the other hand...
  - Puzzles: Things that still puzzle me that may need following up on are...
  - Surprises:
    - Things I was expecting to see, but didn't see were...
    - Things I wasn't expecting to see but did were...

Materials and Run Sheets for:
1. **Constellation Reviewing** Appendix F.3
2. **Constellation Remaping** Appendix F.4

LEARNING TOGETHER

2. Constellation Remapping

The Constellation Remapping process supports and facilitates those involved to compare the themes and narratives from the Constellation Reviewing process with the original Constellation Maps.

This will highlight differences between anticipated and experienced outcomes, or changes from one constellation reviewing session to another, and will inform discussions about whether and how funding might need to be shifted to better respond to emerging insights.
Facilitated sessions will explore the evidence available for decisions around changes that reinforce the original focus or the strategic direction of the funding. The group will review the themes and stories shared and consider the following types of questions.

The Constellation Remapping process involves considering:

- Is there plausible evidence to suggest that investment in certain Elements is contributing to desired outcomes?
- Are there Elements that weren't the focus at the beginning, but that now appear to be contributing more to the desired outcomes?
- Is there any flux in perceived Dark Matter?
- Is there adequate, credible information upon which to base decisions about next steps for focus or direction? If not, what else is needed?
- What are the conclusions drawn and the adjustments in focus or direction required in response?

~~"WHAT WORKS"~~ BECOMES "IS THIS WORK GOOD AND VALUABLE TO THE PEOPLE MOST IMPACTED?"

By avoiding predetermined metrics for tracking change, we focus attention on what is valuable, as defined by those experiencing change. In doing so, we extend the conversation from "what works" to "is this work good and valuable to the people most impacted?", and open up evaluation to ask "by whose standards?"

Without predetermined metrics, tracking change is made possible by comparing stories over time for recurring themes and by triangulating against other established administrative metrics. When respondents report change, for example, increases in community trust or perhaps decreases in anxiety, with a narrative around why that is important, this can be correlated with other data to suggest evidence for causality. For example, trust in governance structures might translate to changes in voter turnout or the number of community-led events.



Materials and Run Sheets for:
1. **Constellation Reviewing**
Appendix F.3
2. **Constellation Remaping**
Appendix F.4



PART THREE: LEARNING TOGETHER

This Guide has been launched as V1.2 in order to further test with different funders, organisations, and communities.

Please email **info@centreforpublicimpact.org** if you would like to know more, get involved or have feedback.

Why shared learning matters
What shared learning might look like

PART THREE – LEARNING TOGETHER

Learning together

This guide is intended to improve funding and investment decisions in the field of civic and community participation by offering funders a complexity-informed investment approach centred around continuous learning and improvement.

In addition to supporting funders and communities to work together to improve their own practice and approach and deepen relational infrastructure, this Guide also aims to support learning and relationship building across the funding ecosystem, following the principles of building learning networks.

The final stage in the Wayfinding Process - Learning Together - aims to create opportunities to harness the collective intelligence of funders by surfacing important insights, patterns and trends, and using them for the benefit of the system as a whole.

Why shared learning matters

We heard through interviews and conversations that there is a gap in shared language and scaffolding to support funders to learn with and from each other about how to most effectively support civic and community participation. This Guide aims to fill this gap by supporting shared learning across the funding ecosystem. The Constellation Mapping and Reviewing Process, underpinned by Elements and Dark Matter, creates a shared learning infrastructure and language to support funders to better understand trends and emerging practices in the field of civic and community participation.

THERE IS A GAP IN SHARED LANGUAGE AND SCAFFOLDING TO SUPPORT FUNDERS TO LEARN WITH AND FROM EACH OTHER AND COMMUNITIES.

This shared learning requires the following preconditions:

- A Community of Funders (ideally 6 - 8 from both philanthropy and government) who are committed to using the Elements, Constellation Mapping and Refining processes outlined in this Wayfinding Guide for at least two years;
- An organisation willing to step into the role of **Convenor** - hosting annual or bi-annual Learning Forums to capture and share learning that catalyses impact across the Community of Funders.

Both the Community of Funders and the Convenor role could be connected to existing learning forums and mechanisms such as PLACE. However, the critical thing to keep in mind is to keep the Community small and nimble so as to avoid stagnation and over-bureaucratisation of the process. Borrowing from Aaron Dignan, the intention of the group is to “do radical things at a non-radical scale, rather than doing non-radical things at a radical scale”.

PART THREE – LEARNING TOGETHER

What shared learning looks like

A high-level, indicative runsheet for a Learning Forum that would support the Shared Learning is at Appendix F.5.

It details some considerations to start the design of a session to support that would the Community of Funders to:

- Identify commonly used Elements, Elements that are less common, and any Elements that might be currently missing from the Guide
- Share Constellation Maps and identify similarities and differences
- Share patterns and themes that have emerged from the Refining process, including the role of Dark Matter
- Discuss the benefits and drawbacks of adopting different Funding Postures
- Discuss shared challenges and opportunities that have arisen from the process

There are also exciting opportunities to think about how to use AI tools to support the distillation of insights from Learning Forums, but that will need to be developed in partnership with funders and will depend on the level of resourcing available.
In addition to catalysing impact in communities, the new knowledge and understanding emerging from these Forums will be used to update the Wayfinding Guide, which will document progress and deepen the rigour and effectiveness of the sector. This should be the role of the Convenor, as they steward the group's knowledge and ensure that the Guide remains relevant and responsive to emerging feedback.



WHAT DOES THIS MEAN FOR YOU AND THE WORK YOU ARE DOING?

This Guide has been launched as V1.2 in order to further test with different funders, orgs, and communities.

Please email **info@centreforpublicimpact.org** if you would like to know more, get involved or have feedback.

IF ANYTHING IS THIS GUIDE HAS RESONATED WITH YOU OR SPAKED FURTHER QUESTIONS, LET US KNOW!

THANKS

Thanks and Acknowledgements

This work was made possible through the generous support of the Minderoo Foundation. We would particularly like to thank Roydon McNamara-Smith, Andrew Baker and Penny Dakin who acted as thought partners and champions of this work from its inception.

We also want to acknowledge the thought partnership of the other two organisations who undertook parallel streams of work as part of this project - The Good Shift and The Behaviour Change Collaborative. This work wouldn't have taken the shape it did without our many conversations, weavings and shared explorations.

We would like to thank the Greater Shepparton Lighthouse Project for their support and generous hosting of the Community Deep Dive.

Our gratitude also to the many people, listed in Appendix C, whom we interviewed as part of this research and who participated not only in the initial interviews, but also in sensemaking sessions afterwards to help us make sense of what we were hearing.

Thank you to Sarah Buckley, Eytan Lenko, Adam Ognall and Kathy Richardson for their feedback on the Funding Postures.

Thanks to Befriend for deepening our thinking around elements through convivial and friendly challenges and conversations.

Thank you to Sam Rye for spending a morning with us to talk through the Guide and related activities when we were feeling a bit stuck.

Thanks also to Katie Stubley for her thoughtful and careful facilitation of workshops which enabled CPI, The Good Shift and The Behaviour Change Collaborative to weave together insights and develop an overarching framing for this collective effort.

And last but not least, a big thank you to all of the communities and funders doing this work every day. **We drew so much inspiration from the plethora of case studies, articles, and stories highlighting examples of civic and community participation from Australia and beyond. We hope that this Guide supports these efforts and helps strengthen and amplify the great work already underway.**



PART FOUR: APPENDICES

Appendix A - Select Reports and Discussion of Civic and Community Participation

Appendix B - Funding Postures: Detailed Examples

Appendix C - How we developed the Wayfinding Guide and Glossary of Elements

Appendix D - Dark Matter

Appendix E - Elements in Action and Sample Constellations

Appendix F - Workshop Considerations and Example Runsheets

This Guide has been launched as V1.2 in order to further test with different funders, organisations, and communities.

Please email **info@centreforpublicimpact.org** if you would like to know more, get involved or have feedback.

APPENDIX A
SELECT REPORTS AND DISCUSSION OF CIVIC AND COMMUNITY PARTICIPATION

In this section, we share key reports and discussions that have shaped this work and are most useful to funders seeking to learn more.

Throughout this Guide and the accompanying **Glossary of Elements,** sources for statements are linked in text to enable further reading if desired.

This section includes sources relating to:

- National Civic Health & Trust in Democracy/ Institutions
- Social Cohesion, Inclusion & Identity
- Civic Life and Infrastructure (Social and Physical)
- Social Isolation & Loneliness
- Philanthropy, Power, and Evolutions of Giving
- Emerging Technologies & New Narratives
- Communities of Action/ Volunteering/ Sport/ Religion

APPENDIX A
SELECT REPORTS AND DISCUSSION OF CIVIC AND COMMUNITY PARTICIPATION

National Civic Health & Trust in Democracy/ Institutions

The Civic Health of Australia: A National Portrait in 30 Charts	Key Data & Metrics (Report/Publication)	Australian Leadership Index	2024
Mapping Social Cohesion 2024	Key Data & Metrics (Report/ Publication)	Scanlon	2024
Measuring What Matters	Key Data & Metrics (Report)	Department of Treasury	2022
Federal Government parliamentary inquiry into civics education	Institutional Reform (Parliamentary Inquiry)	Federal Government	2024
APS Reform outcomes about Empowered communties	Institutional Reform (Government website)	Australian Public Service Commission	2022
Strengthening Democracy Taskforce	Institutional Reform (Government website)	Home Affairs	2023
World Social Report 2025	Global Context (Report/ Publication)	UN Department of Economic and Social Affairs	2025
Civic education as a pathway to inclusive societies	Global Context (Report/ Publication)	OECD	2025

Civic Life and Infrastructure (Social and Physical)

Enabling Place-Based Community Led Regeneration	Models of Reform (Report/ Publication)	Joseph Rowntree Foundation	2024
Framework for Place-Based approaches	Models of Reform	Victorian Government	2020
The Frome Model of Enhanced Primary Care	Models of Reform (Report/ Publication)	Frome City Council	2019
Community Wealth Building in Australia: A New Focus for Regional Economic Development	Economic Infrastructure (Report)	SGS Economics and Planning Pty Ltd	2020
Delivering Common Good Through The Public Realm and Public Spaces, Community Places	Urban Design (Report/ Publication)	Re-imagining the civic commons	2025

APPENDIX A
SELECT REPORTS AND DISCUSSION OF CIVIC AND COMMUNITY PARTICIPATION

Social Cohesion, Inclusion & Identity			
The Civic Health of Australia: A National Portrait in 30 Charts	Key Data & Metrics (Report)	Australian Leadership Index	2024
Mapping Social Cohesion 2024	Key Data & Metrics	Scanlon Foundation	2024
Measuring What Matters	Key Data & Metrics (Report/Publication)	Department of Treasury	2022
Victorian African Communities Action Plan	Multiculturalism & Race (Government website)	Victorian Government	2023
Multicultural Framework Review	Multiculturalism & Race (Government website)	Home Affairs	2024
Racism, It Stops With Me	Multiculturalism & Race (Government website)	Australian Human Rights Commission	2025
National Agreement on Closing The Gap	Closing the Gap (Government website)	Australian Federal Government	2024
Aboriginal Led Review of Closing the Gap	Closing the Gap (Review / Report)	Secretariat of National Aboriginal and Islander Child Care	2025
The law of obligation, Aboriginal ethics	Indigenous Ethics (Journal Article)	Dr. Mary Graham	2023
DHS Diversity and Inclusion Strategy 2025-2027	Inclusion (Government website)	Department of Education	2025
Social cohesion at Australian universities	Inclusion (Government website)	Department of Education	2020
Civic Engagement Youth Advisory Group	Youth Perspectives (Report/ Publication)	Department of Education	2022
Civic engagement strongest in young from culturally diverse families	Youth Perspectives (Report/ Publication)	Sydney Policy Lab	2021

APPENDIX A
SELECT REPORTS AND DISCUSSION OF CIVIC AND COMMUNITY PARTICIPATION

Social Isolation & Loneliness

Inquiry into loneliness and social isolation in the ACT	Loneliness / Isolation (Parliamentary Inquiry)	ACT Parliamentary Inquiry	2023
Prevalence, causes and impacts of loneliness in NSW	Loneliness / Isolation (Parliamentary Inquiry	NSW Parliamentary Inquiry	2024
State of the Nation Report: Social Connections in Australia	Connection (Inquiries & Reports)	Ending Loneliness Together	2023
Shut Out Report	Discrimination and Inclusion (Review/ Report)	The National People with Disabilities Career Council	2009
Mental Health and Wellbeing Act (Victoria)	Wellbeing (Legislation)	Victoria Department of Health	2022
BCEC Stronger Together, Loneliness and social connectedness in Australia	Neighborhood Focus	Bankwest and Curtin University	2021
Everyone Needs Good Neighbours	Neighborhood Focus	Involve UK	2008

Philanthropy, Power, and Evolutions of Giving

Shifting Power in Today's Philanthropy	Evolution of Giving	Open Global Rights	2025
Collective giving and its role in Philanthropy	Evolution of Giving	*Creative Partnerships Australia*	*2017*
Guiding Narrative Change: Considerations for the Philanthropic Field	Evolution of giving and New Narratives	Frameworks Institute	*2024*
A Decade of Economic Systems Change: What We've Learned and Where We're Going - P4NE	Partners for a New Economy		*2025*

APPENDIX A
SELECT REPORTS AND DISCUSSION OF CIVIC AND COMMUNITY PARTICIPATION

Emerging Technologies & New Narratives

How innovation ecosystems foster citizen participation using emerging technologies	Digital Innovation	OECD	2025
Measuring Australia's digital divide	Digital	Australian Digital Inclusion Index	2024
Rewilding Civic Life	Narrative Shifts	Kinship Works	2025
New Constellations	Narrative Shifts	New Constellations	2024
We've squeezed the life out of civic life	Narrative Shifts	Connective Tissue	2025
Design for Belonging and Relationships Heatmap	Design Thinking	Design for Belonging	2025

Communities of Action/ Volunteering/ Sport/ Religion

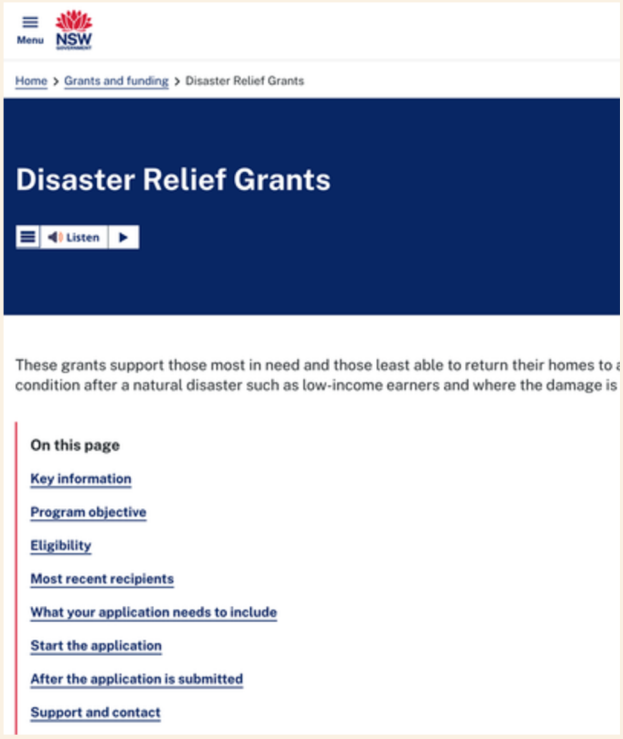
Strategy: National Strategy for Volunteering	State-wide Strategy	National Strategy for Volunteering	2025
State of Volunteering Reports	Reports on Volunteering by state	Supported by the State & Territory Volunteering Peak Bodies	2025
Australia Sports Foundation Annual Report 2025	Reports onSports Participation and Strategy	Australia Sports Foundation	2025
AusSport - Ministers Statement of Expectation	Importance of sport Nationally	Australian Sports Commission	2023

APPENDIX B
FUNDING POSTURES: DETAILED EXAMPLES

Funder as Expert

NSW Disaster Relief Grants
(Funder as Expert: solve a specific problem)

The NSW Disaster Relief Grants Program is a standing government grant administered by NSW Reconstruction Authority, designed to support low-income earners who are unable to return their homes to a safe and habitable condition following a declared natural disaster. The problem, the solution, and the eligibility criteria are all pre-defined by the funder: applicants must meet six tightly specified criteria — covering income level, insurance status, residency, cause of damage, timing, and available assets — and funding is assessed on the basis of need within those parameters, not entitlement. There is no scope for community co-design or recipient input into the program's design or direction.



https://www.nsw.gov.au/grants-and-funding/disaster-relief-grants

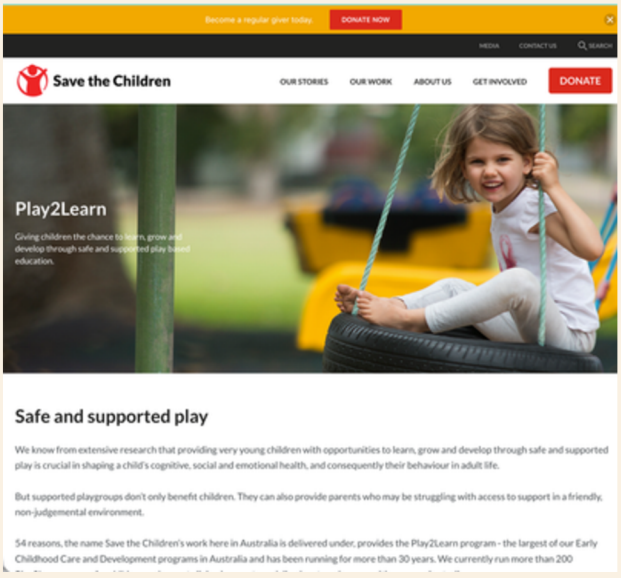
This is an example of the Expert posture in action. The government has identified a specific population (uninsured, low-income residents), a specific problem (uninhabitable homes after disaster), and a specific intervention (direct financial grants to enable return to basic living standards). Speed, consistency, and clear eligibility are the program's primary virtues — as they need to be in a crisis context. The trade-off is that the program deliberately constrains itself to a narrow and pre-defined scope: it is not designed to compensate for loss, address systemic vulnerability, or respond to community-defined recovery needs. This makes it efficient and predictable, but necessarily limited in how much it can address the broader social dimensions of disaster recovery. **The Expert posture is appropriate precisely because the problem is urgent, clearly defined, and requires consistent, rapid application at scale.**

APPENDIX B
FUNDING POSTURES: DETAILED EXAMPLES

Funder as Expert

Play2Learn+ Social Impact Bond, Tasmania
(Funder as Expert: contribute to a desired outcome)

The Play2Learn+ program represents an example of the Expert posture, in which funders — the Australian Federal Government and the Paul Ramsay Foundation — defined both the desired outcome (improved early childhood development and school readiness for children from low socioeconomic backgrounds) and the mechanism by which that outcome would be pursued (a Payment by Outcomes social impact bond). Announced in 2022, the $7.6 million partnership was notable as Australia's first payment-by-outcomes impact investment in early childhood development, and the first to mirror that structure across both government and philanthropic funding.



https://www.savethechildren.org.au/our-work/our-programs/australia/play2learn

The service itself was brought to the initiative with an established evidence base, targeted at approximately 300 children aged three to four across thirteen school districts in Hobart. Crucially, though the program logic had been established through earlier iterations of Play2Learn, the funding structure meant that disbursement was contingent on delivering predetermined outcomes, not on activities undertaken. This reflects the Expert posture's defining characteristic: funders retained control over what success looked like and how it would be measured, with limited scope for recipients to redefine the problem or the intervention. **The model is most appropriate where funders have a clear theory of change, the evidence base already exists, and the priority is demonstrating return on investment in a replicable and accountable way.**

APPENDIX B
FUNDING POSTURES: DETAILED EXAMPLES

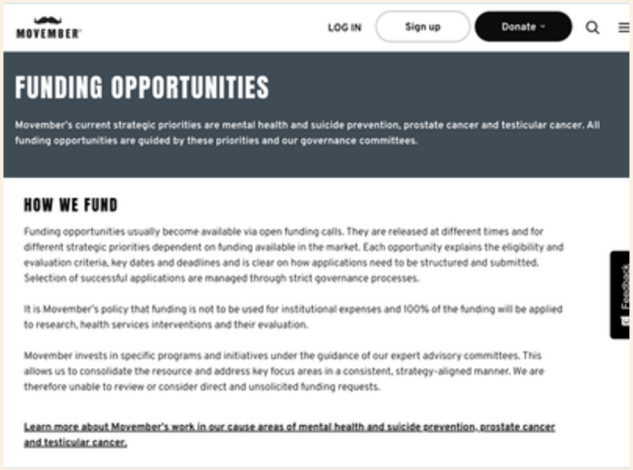
Funder as Expert

Movember Scaling What Works Grants
(Funder as Expert: scale what works)

The Victorian Government's Men's Shed Funding Program is a standing annual grant program, administered by the Department of Families, Fairness and Housing, that provides up to $100,000 to eligible not-for-profit organisations for the construction, refurbishment, extension, or equipment upgrade of men's sheds across Victoria. The program is backed by a $1 million annual commitment.

The program reflects the Expert posture's "scaling what works" logic: men's sheds have a well-established evidence base as a model for reducing social isolation, improving mental health, and building community connection among men. Rather than investing in developing or testing new approaches, the Victorian Government is backing a proven model and using capital grants to extend its reach — funding more sheds, better-equipped sheds, and more accessible sheds across the state. The funder has determined both what works (the men's shed model) and what needs to happen to scale it (removing the infrastructure barriers that prevent new sheds from forming or existing ones from growing). Applicants operate within tightly defined parameters — eligible activities, co-contribution requirements, design standards, and governance conditions are all pre-specified — with no scope for recipients to redefine the problem or the approach.

This is a relatively straightforward example of scaling what works: the model is not in question, the goal is coverage and quality, and the funder's role is to provide the capital needed to get there. **Its strength is the clarity and accessibility it offers to community groups who simply need resources to build something they already know how to run.**



https://movember.com/uploads/files/2021/Scaling_What_Works_FAQ%20English_Nov_2021.pdf

APPENDIX B
FUNDING POSTURES: DETAILED EXAMPLES

Funder as Collaborator

FRRR Future Drought Fund Community Impact Program
(Collaborator: problem is pre-defined, solution is co-created)

The Future Drought Fund Community Impact Program (CIP), delivered by the Foundation for Rural & Regional Renewal (FRRR) and the Australian Rural Leadership Foundation (ARLF) with Australian Government funding, is an example of the Collaborative posture at work: the funder has identified the specific problem (drought vulnerability in agricultural communities), but the solutions are co-designed with local people rather than prescribed from above.

Operating across twelve nominated regions, the CIP brings locally based not-for-profit organisations together with FRRR staff and an independent facilitator to collaboratively develop a community 'Roadmap' — a locally designed program of initiatives that will strengthen social capital, networks, and leadership capabilities in ways that make sense for that specific place. Grants of up to $150,000 fund projects identified through this community-led planning process, and complementary leadership development activities are available to support community members to build their own drought resilience capacity. Prioritisation is given to initiatives that build on prior engagement, engage young and First Nations people, and demonstrate broad community ownership.

This is distinct from the Expert posture in a key respect: while the Australian Government has determined that drought resilience is the focus and agricultural communities are the target, the program deliberately reserves to communities the authority to determine what activities will actually build that resilience in their local context. T**he trade-off is time — the planning and facilitation process takes months before grants even open.**



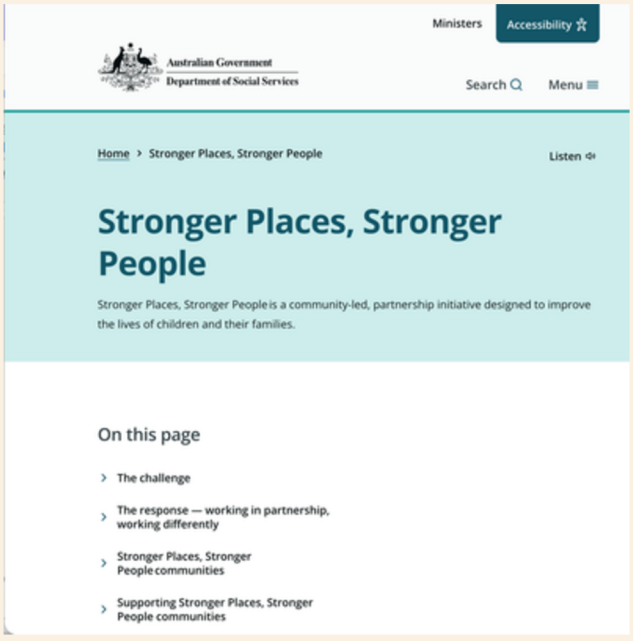
https://www.nsw.gov.au/grants-and-funding/disaster-relief-grants

APPENDIX B
FUNDING POSTURES: DETAILED EXAMPLES

Funder as Collaborator

Stronger Places, Stronger People
(Collaborator: desired outcome defined by funder, intervention is co-created)

Stronger Places, Stronger People (SPSP) is a place-based partnership initiative led by the Australian Government's Department of Social Services in partnership with state and territory governments. It operates in ten communities experiencing concentrated disadvantage — from Logan and Rockhampton in Queensland to Bourke in NSW and the Barkly Region in the Northern Territory — with a commitment of $64 million over the period to 2029.



https://www.dss.gov.au/stronger-places-stronger-people

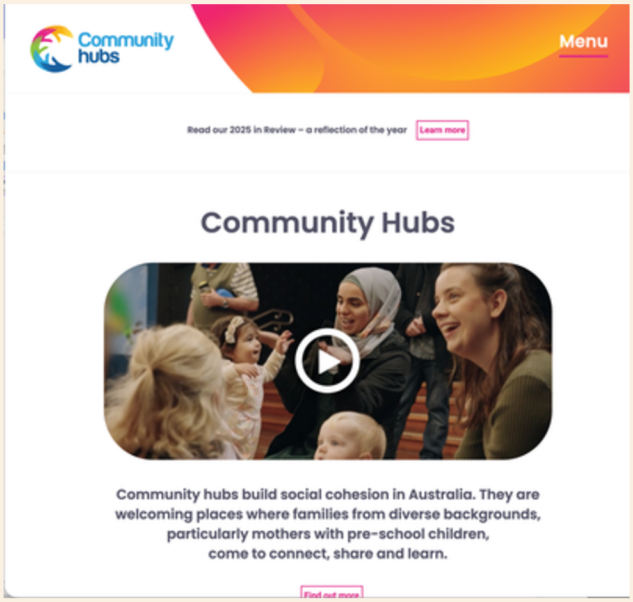
The program reflects the Collaborative posture: the government has defined the broad outcome it is pursuing (better futures for children and families in communities experiencing entrenched disadvantage) and selected the participating communities, but the intervention — the local strategy and plan of action — is developed collaboratively with local communities. Each community receives funding to support a backbone team, which is accountable to a local community leadership group. That group plays an active role in developing the community strategy and overseeing implementation. A National Leadership Group, comprising thirteen non-government leaders from communities, philanthropy, academia, and business, provides independent governance. This structure reflects a genuine attempt to move beyond top-down program delivery toward shared decision-making, while the government retains the right to determine where and with what goal funding is deployed. **The program's use of a collective impact model means that shared accountability for planning, decision-making, and results sits across government, service providers, communities, and investors rather than within any single actor.**

APPENDIX B
FUNDING POSTURES: DETAILED EXAMPLES

Funder as Collaborator

Community Hubs Australia — PlaceConnect Place-Based Approach
(Collaborator: scaling what works in the grantee's context)

PlaceConnect is a Queensland Government platform and practice model for planning and delivering place-based social infrastructure, with community hubs as a central example. Rather than prescribing a fixed model of what services a community hub should contain, the PlaceConnect approach establishes a set of collaborative planning principles and then supports service delivery organisations to work with communities and each other to develop a service mix that reflects local need.



Community Hubs under this approach bring together a range of service providers who partner to develop a model of service delivery with input from stakeholders and the community. The funder's role is to establish the infrastructure for this collaboration — the framework, the tools, the platform — while service integration and community responsiveness are built in at the local level. The model explicitly rejects a one-size-fits-all approach: an effective hub identifies the specific gap in the existing social service mix and addresses it, with flexibility built into the operational design. **This reflects the Collaborative posture's emphasis on scaling an approach rather than a specific program** — the goal is to extend a way of working (collaborative, place-based, community-responsive social service delivery) rather than to replicate a single intervention. The trade-off, as the framework acknowledges, is the additional time and stakeholder management required to bring multiple providers into a genuine partnership.

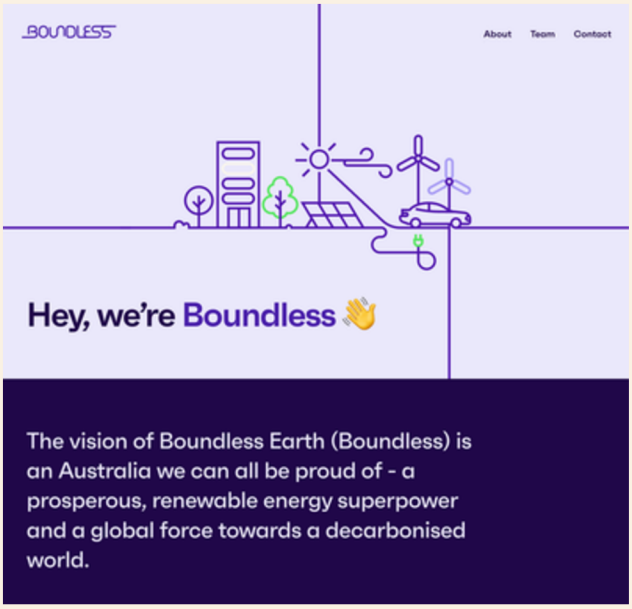
https://www.communityhubs.org.au/

APPENDIX B
FUNDING POSTURES: DETAILED EXAMPLES

Funder as Field-Builder

Boundless Earth Epics Program
(Field-Builder: problem and solution defined by coalition)

Boundless Earth is an Australian climate philanthropy founded by Mike and Annie Cannon-Brookes, with a mission to accelerate Australia's transition to becoming a renewable energy superpower by 2030. Operating through a combination of philanthropy, impact investment, and direct advocacy, Boundless is an example of the Field-Builder posture: rather than funding individual programs or projects, it seeks to convene, catalyse, and coordinate a broader coalition of actors around a shared direction of travel.



https://www.boundless.earth/

Central to Boundless' model is the concept of 'Epics' — structured, time-limited campaigns (typically three months) in which Boundless builds a strategy around a specific lever point or tipping moment in the climate transition, then actively seeks and funds partners who can execute that strategy. The process is explicitly coalition-based: Boundless works to identify the right actors, build shared understanding of the problem, and mobilise resources and action around a common goal. This is different from the Collaborative posture because the intent is not merely to co-design a response to a defined problem — it is to build the field itself, shifting relationships, narratives, and system conditions.

Boundless is designed as a spend-down organisation, with all resources to be deployed by 2030, which creates a deliberate bias toward urgency, risk-taking, and catalytic rather than sustaining investment. **The complexity and ambition of the model means it is most appropriate for funders with both a strong theory of change at the systems level and the appetite for long timelines, diffuse attribution, and emergent outcomes.**

APPENDIX B
FUNDING POSTURES: DETAILED EXAMPLES

Funder as Field-Builder

Paul Ramsay Foundation Peer-to-Peer Program
(Field-Builder: desired outcome and interventions defined by coalition)

The Paul Ramsay Foundation's Peer-to-Peer Program exemplifies the Field-Builder posture applied to grantmaking itself. Developed in partnership with Philanthropy Australia and Social Impact Hub, the program brought together 10 organisations — each with a fully developed proposal to address cycles of disadvantage — and asked the group to collectively evaluate each other's ideas and determine which five would receive funding.

This is a significant departure from conventional philanthropic practice. Rather than the funder acting as an expert adjudicator — reviewing applications and selecting winners based on internal criteria — the program redistributed decision-making authority to the group of applicants. In doing so, it accomplished multiple things at once: it surfaced the collective intelligence of practitioners in the field; it built relationships between funded organisations who had engaged deeply with each other's work; and it positioned the funder as a convener and facilitator of a coalition rather than a singular authority.

The program reflects a Field-Builder stance in that the foundation's investment was not just in the funded projects but also in the quality of the network of actors now connected to one another and to each other's approaches. **This kind of participatory grantmaking is most powerful when cultivating long-term learning relationships and building shared capacity across a sector or field is a priority, and when the funder is willing to relinquish some control over outcomes in exchange for greater collective legitimacy and ownership.**



https://www.paulramsayfoundation.org.au/news-resources/paul-ramsay-foundation-peer-to-peer-program

APPENDIX B
FUNDING POSTURES: DETAILED EXAMPLES

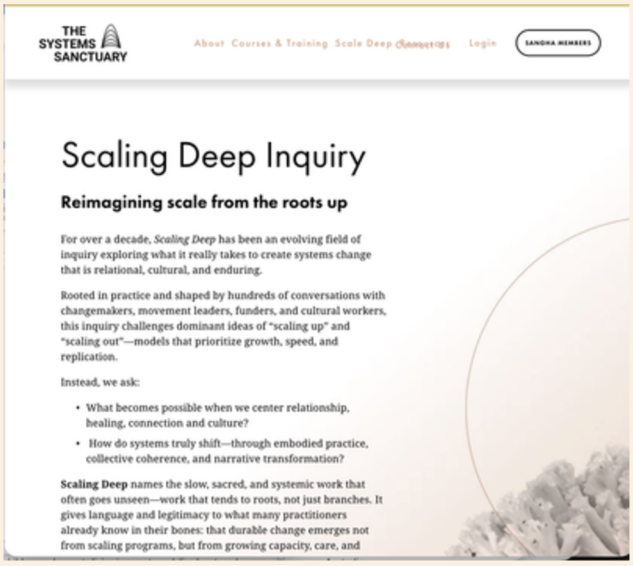
Funder as Field-Builder

Scaling Deep Case Studies — Systems Sanctuary
(Field-Builder: scaling the conditions for change)

Scaling Deep: Stories from the Field (2025), compiled by Tatiana Fraser of The Systems Sanctuary, is a collection of case studies from practitioners around the world — including Aotearoa, India, Canada, the UK, and Jordan — who are engaged in what the document calls "scaling deep": the work of changing not just what people do, but the underlying conditions, relationships, narratives, and cultural beliefs that shape what is possible. The document is offered as a companion to the broader Scaling Deep inquiry, which sits at the intersection of practice, funding, and evaluation.

What makes this a compelling example of the Field-Builder posture is its explicit challenge to conventional conceptions of scale. Across nine case studies — including the Front Street Community Oven in Nova Scotia, Foundation for Change's trauma-informed education model, and We Love Reading — the document demonstrates that the kind of change funders most want to see (lasting, structural, equitable transformation) cannot be produced by replicating programs or expanding reach alone. It requires building the conditions — trust, healing, shared narrative, distributed leadership — that allow transformation to emerge organically from within communities.

For funders, this framing invites a fundamental question: are we investing in programs, or in the capacity of a field to shift? The Field-Builder posture, as illustrated here, means prioritising relationships between actors over control of outputs, and accepting that change may be slow, relational, and hard to attribute to any single intervention. The case studies span different cultural contexts, but **the common thread is a funder or practitioner orientation that centres belonging, coherence, and the redistribution of power as the real infrastructure of systemic change.**



https://systemsanctuary.com/scaling-deep-1

APPENDIX C
DEVELOPING THE WAYFINDING GUIDE AND GLOSSARY OF ELEMENTS

Our approach included the following stages:

1. **Desktop Review**
2. **Interviews**
3. **Interview Synthesis**
4. **Place-Based Deep Dive**
5. **Workshopping**
6. **Prototyping**
7. **Testing and refining**

1. Desktop Review

CPI conducted a desktop review focused on policies and programs. The key insights that emerged from this were that while there were many barriers and enablers to participation, it seemed difficult to discern from the literature what mattered more or less.

2. Interviews

We then conducted over 31 interviews with people from across the globe, from academia, philanthropy, government, NGOs and NFPs. Insights from these Interviewees are cited using initials and year, eg, (AT 2025).

These individuals spoke to us as individuals and do not necessarily reflect the views of their organisation.

Those who were happy to be cited and included in this report include:

- **Amanda Tattersall,** UNSW, [AT1]
- **Anthony Taylor,** Business Council of Co-operatives and Mutuals, Aus [AT2]
- **Bec Kowtow,** Community Hubs Australia, Aus [BK]
- **Bridget Barket**, Manager, Office for Youth, Department of Fairness, Families and Housing [BB]
- **Brett Davis**, Fire to Flourish, Aus [BD]
- **Brett Ellis**, Resilience Canopy [BE]
- **Cassie Robinson**, Freelance, [CR1]
- **Cormac Russel** [CR2]
- **David Hanna**, Wesley Community Action, NZ [DH]
- **Desiree Cai,** National Director of Tomorrow Movement [DC]
- **Emma Fletcher,** DemocracyCo, Aus [EF]
- **Frances Martin**, OurPlace, Aus [FM]
- **Ian Bird,** Community Foundations Australia, Aus [IB]
- **Jack Orlick**, AI and technology consultant, EU [JO]
- **Jane McCracken,** HUM, Aus [JM]
- **John Daley**, Director of Helen Macpherson Smith Trust, Aus [JD]
- **Jon Alexander,** New Citizen Project, UK [JA]
- **Kimberly Crofts**, Community Climate Transitions, Aus [KC]
- **Lenda Oshalem**, Minderoo Foundation, Aus [LO]
- **Luke Craven**, PLACE, Aus [LC]
- **Miki Stricker-Talbot,** Volunteer Alberta, Canada [MST]
- **Nicole Hunter**, Mosaic Lab, Australia [NH]
- **Nina Sharpe**, Regen Melbourne, Aus [NS]
- **Rory Gallager,** Amplify, Aus [RG]
- **Sonja Hood,** Scanlon Foundation, Aus [SH]
- **Toby Lowe**, Human Learning Systems, UK [TL]
- **Tom Bentley**, RMIT, Aus [TB]
- **Zoe Conliffe**, Lift Women Victoria, Aus [ZC]

Thanks again to everyone who shared their wisdom and perspectives with us!

APPENDIX C
DEVELOPING THE WAYFINDING GUIDE AND GLOSSARY OF ELEMENTS

Our approach included the following stages:

1. **Desktop Review**
2. **Interviews**
3. **Interview Synthesis**
4. **Place-Based Deep Dive**
5. **Workshopping**
6. **Prototyping**
7. **Testing and refining**

3. Interview Synthesis

As we began to analyse and code the interview findings, we used Bronfenbrenner's Ecological Model as a framework that could usefully support us in making sense of the many different things people were speaking about that influenced civic participation at many different levels.

As we moved through the analysis, we again found people sharing very strong views that were true for them but not necessarily universally applicable to all or even most places. The process of synthesising interviews also revealed some productive tensions or paradoxes between different people's views:

Constructive tensions/ Paradoxes to navigate

Statement A ↔ Statement B		
Levels of civic and community participation are declining	↔	*While formal volunteerism is on the decline, there are many other forms of civic participation that are thriving*
Institutions, such as Rotary clubs, sporting clubs and community hubs, are an essential enabler and we need to invest more in them.	↔	*We need to move away from institutions and towards an approach where we can harness collective citizen creativity.*
We should invest in physical infrastructure so people have places that feel safe and neutral	↔	*We have enough infrastructure already. What we need is to invest in collaboration, trust and informal bonds between citizens.*
People have capacity, knowledge and skills already. We should focus on creating the authorising environment for communities to exercise their agency and autonomy	↔	*We should focus on capacity building by giving people and communities tools, training and resources to make participation possible*
It is not fair or reasonable to expect people whose basic needs - e.g. housing - haven't been met to be active participants in their community	↔	*It is false to believe that only people who have are able to give to others. When you assume people without resources can't contribute, you're undermining their agency*
We should understand,invest in and scale programs that are effective in supporting civic participation	↔	*There is no silver bullet solution as to "what works". Investment should focus on the capacity of specific communities to engage in continuous experimentation, learning and improvement, rather than focusing on scaling programs*

APPENDIX C
DEVELOPING THE WAYFINDING GUIDE AND GLOSSARY OF ELEMENTS

Our approach included the following stages:

1. **Desktop Review**
2. **Interviews**
3. **Interview Synthesis**
4. **Place-Based Deep Dive**
5. **Workshopping**
6. **Prototyping**
7. **Testing and refining**

4. Place-Based Deep Dive

Two CPI staff spent a week in Shepparton working with The Greater Shepparton Lighthouse Project (a local community backbone organisation). They had 13 conversations and listened to about 85 people from around Greater Shepparton. They added onto the initial framework from the Ecological Model to support the conversations and tested the use of cards to sort priorities and surface differences.

What they heard was that what was an enabler for some was perceived to be a barrier to others. The insights from conversations in the community mirrored to a large extent the takeaways from the interviews - there are some paradoxes that exist, and it would be unwise to narrow too quickly. We also realised the importance of being in place, and how important it was for people funding the initiative to actually be in the community, having conversations and hearing people's stories.

5. Workshopping

We presented back what we were finding from the desktop review, Community based Deep Dive and Interviews to a consortium of partners involved in this work, as well as invited place-based organisations and keynote listener Cormac Russel (CR2 2025). As we tested our ideas and discussed the tensions a few key things to emerge from those conversations was that:

- The "tensions"weren't tensions to be resolved but paradoxes to be navigated - the question is what to foreground and what to background (and this will look different in different contexts) [thanks Cormac].
- The ecological model was too reductive because "everything is everything" - we were forgetting the stories and lived experience that made the elements matter
- We realised that it's not our role in this project to determine what's important in a place; it's about creating a tool to help people do that better.
- The people we spoke to there from NFPs added and reinforced the concepts of love, connection and belonging that had come in the evidence review and interviews.

The main takeaway from this workshop was that there is no "right way" to activate civic and community participation. There are many ways. And what we're trying to do is create a guide that embraces that messy reality, rather than trying to simplify it or make it legible.

However, we also saw a need for shared learning infrastructure. There were so many different aspects of participation being explored, and not as much shared learning or existing ways of helping to surface insights in a translatable way across the diverse contexts and work being done by the people in the room.

APPENDIX C
DEVELOPING THE WAYFINDING GUIDE AND GLOSSARY OF ELEMENTS

Our approach included the following stages:

1. **Desktop Review**
2. **Interviews**
3. **Interview Synthesis**
4. **Place-Based Deep Dive**
5. **Workshopping**
6. **Prototyping**
7. **Testing and refining**

Conversations with the project consortium Minderoo, prototyping cards and canvases in the Community Deep Dive, and feedback from practitioners led us to develop the final Wayfinding Guide and Glossary of Elements.

6. Prototyping

CPI started developing different versions of what could facilitate learning about the conditions at play in a community, funding based on the learning, and learning for funders in participatory and developmental ways that were not too burdensome.
In conversation with Minderoo and other partners, we waded through the uncertainty of what the final output would be.

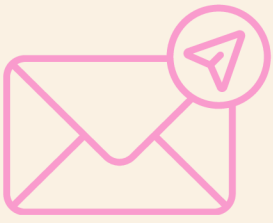
We knew it needed to do several ambitious things:

- Help funders consider a broader range of things to invest in and learn about than they typically might in order to leverage existing strengths and enable participation.
- Make what's often invisible (like the Dark Matter of love and agency), visible, thereby expanding funding and learning opportunities
- Offer a rigorous yet flexible process for funders to use and move through with different communities in different ways.

CPI prototyped various outcomes, including an online glossary that could show connections between related concepts using Obsidian, A version of a field guide, mapping activities, element cards, a prioritisation workshop, storytelling canvases and posters to colour in and create constellations.

7. Testing and refining

We are now testing and refining these ideas, including a workshop in Perth to be held in March 2025, and future work with partners and communities.



This Guide has been launched as V1.2 in order to further test with different funders, organisations, and communities.

Please email **info@centreforpublicimpact.org** if you would like to know more, get involved or have feedback.

APPENDIX D
DARK MATTER

These are feelings, affects, and experiences that came up repeatedly as central to the experience of community, framed in this Wayfinding Guide as "Dark Matter"
For a full list of people we interviewed, see Appendix A.

DARK MATTER	WHY IT MATTERS	EARLY SIGNALS
Trust	Trust is essential to civic and community participation because it increases community confidence to get involved, speak honestly, and act together. When communities trust one another and the process, they are more willing to build relationships, hold and share power, and stay engaged in different modes of participation, making collective action possible.	*"Individual level trust is the multiplier for true civic and community engagement. If the kids don't trust the adults, they won't keep going back -* **(BB 2025)** *"The idea of "moving at the speed of trust" needs to be embodied all the way up the chain" -* **(FM 2025)**
Belonging and care	Belonging and care are vital to civic and community participation because people engage more deeply when they feel seen, valued, and connected to others. Care creates the relational conditions for mutual responsibility, while belonging sustains community participation through a shared commitment to a bigger common goal.	"It's easier to mobilise an existing community/ group that knows each other. Lot's of people join a movement because they're already friends with someone in it, and then find more connection and belonging" - **(DC 2025)** *"People participate in [a project] because they ""want to feel a part of something bigger than themselves" and "that sense of solidarity." -* **(ZC 2025)**
Love and pride in place	Love and pride in place matter because they create an emotional bond that motivates people to care for, invest in, and defend their community. When people feel affection and pride for where they live, participation becomes an act of stewardship and identity, strengthening long-term commitment to collective wellbeing in a specific community.	*"We are so proud to be able to talk to each other here, understand each other and speak to each other. We are good at coming together and coming up with a collective approach."* ***- Place-Based Deep Dive*** *"In this community, we get more here by giving than receiving."* ***- Place-Based Deep Dive***

APPENDIX D
DARK MATTER

These are feelings, affects, and experiences that came up repeatedly as central to the experience of community, framed in this Wayfinding Guide as "Dark Matter"
For a full list of people we interviewed, see Appendix A.

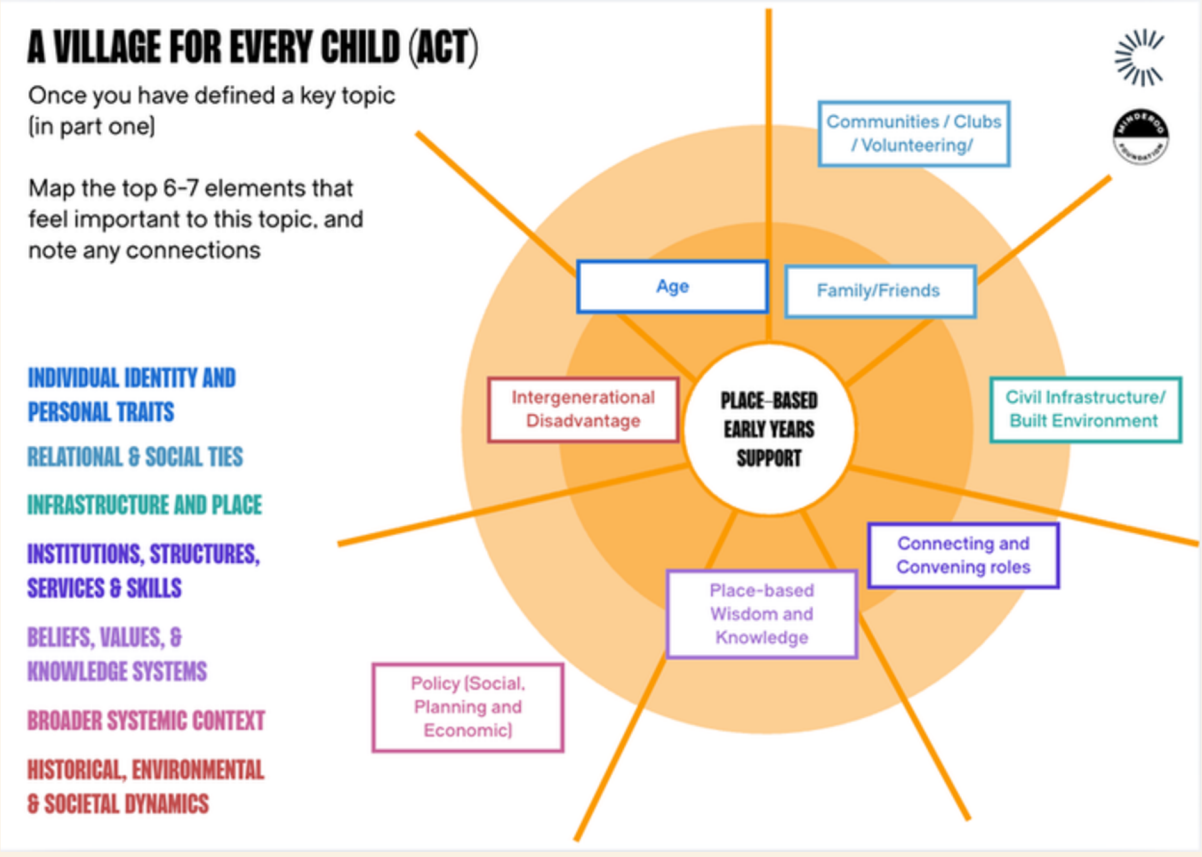
DARK MATTER	WHY IT MATTERS	EARLY SIGNALS
Inclusion and respect for difference	Inclusion and respect for difference within the community matters because diverse connections within a community enables civic life to flourish. Honouring difference expands who belongs and deepens trust, and brings multiple ways of knowing into collective decision-making, making participation more equitable and resilient.	*"We need to help people to stop being afraid of each other, and begin talking and getting on with each other, even across significant divides"* **- (TL 2025)** *"A lot of [civic participation] processes have elements of invisible exclusion - when things are run; how long they're run for; who else is in the room."* - **(NH 2025)**
Agency and purpose	Agency and individual purpose matter because people participate more fully when they believe their actions are capable of contributing to change and align with what gives their lives meaning. Feeling able to influence decisions transforms participation from passive attendance into ownership, responsibility, and sustained action.	*"Civic participation relates to the extent to which people feel they have a role in contributing to the lives of others"* - ***(JO 2025)*** *"If I'm not learning, feeling connected to purpose, if it's hard to see the end game, if I'm not being rewarded for time, less likely to keep coming back and engaging* - **(LO 2025)**

APPENDIX E
ELEMENTS IN ACTION AND SAMPLE CONSTELLATIONS

Case Study 1 - A Village For Every Child, Belconnen, ACT, Australia
A Village for Every Child was developed as a place-based collective impact initiative aiming to identify issues facing young families and transform early childhood systems across Belconnen. Between 2018 and 2021, there was a statistically significant increase in the number of children considered developmentally vulnerable in one or more domains under the Australian Early Development Index.
Their mission is to improve the support network for children and families by bringing together families, community members, child and family support organisations, education providers, and government agencies to increase awareness of early childhood development, build connections between families and early years services, and increase community engagement among parents and families.

Read more here: Home - A Village for Every Child

Elements present:
Individual: Age
Relational Social Ties: Family, Communities/ Clubs/ Volunteering
Infrastructure and Place: Civic Infrastructure and the Built Environment
Institutions, Structures, Services and Skills: *Connecting and Convening Roles*
Beliefs, Values and Knowledge Systems: Place-based Wisdom and Knowledge
Broader Systemic Context: Policy (Social, Planning and Economic)
Historical, Environmental & Societal Dynamics: *Intergenerational Disadvantage*



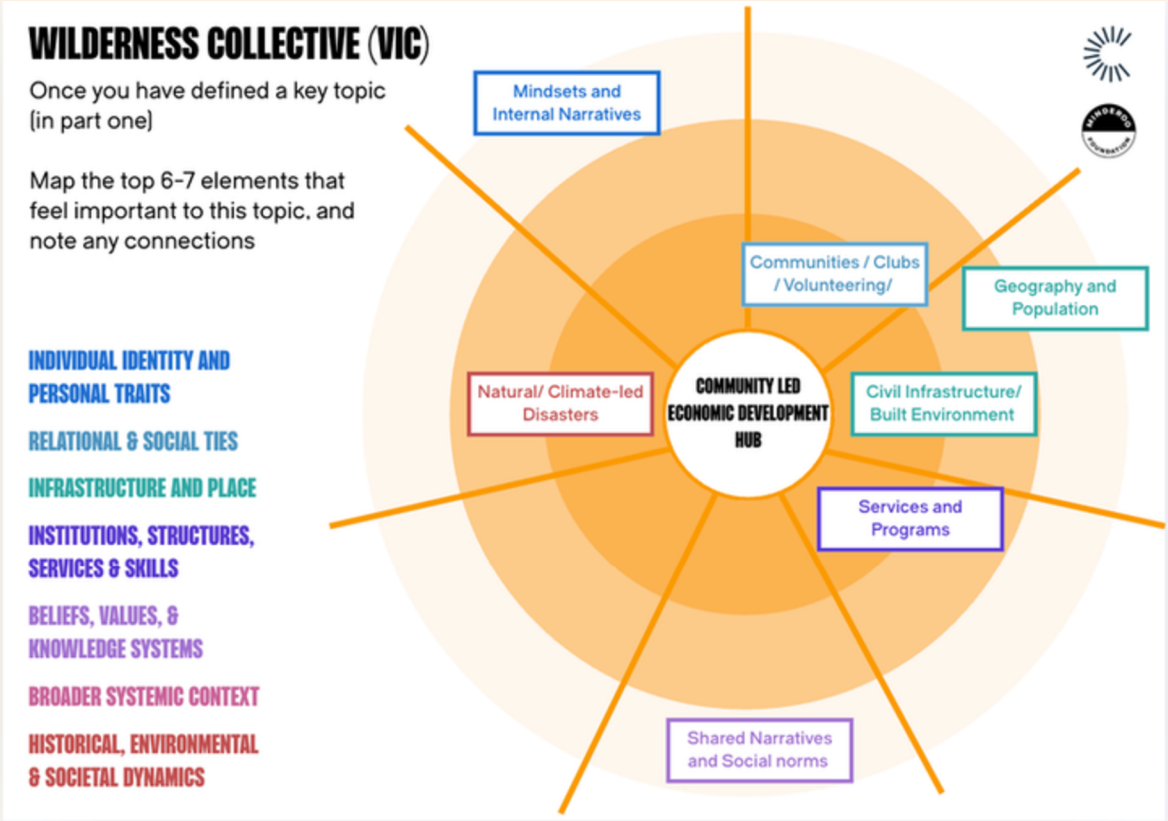
APPENDIX E
ELEMENTS IN ACTION AND SAMPLE CONSTELLATIONS

Case Study 2 - Wilderness Collective, Mallacoota, Victoria, Australia

After the bushfires of 2019/2020 and the prolonged decline of traditional industries, the problems in Mallacoota were made starkly clear. Locals wanted to find a way to create and lead a new economy that could be agile, resilient, inclusive and enterprising in the future. Three generations of Mallacoota women got together and have formed a hub for enterprise that includes a co-working space and a space for start-ups, microbusinesses and those excluded from commercial real estate. They provide business mentoring and support skills for local businesses, and training in digital skills for local people.
Through hands-on enterprise support, educational workshops, and community programs, they aim to foster local talent, build sustainable livelihoods, and shift Mallacoota beyond its dependence on tourism toward a resilient, diversified local economy.
The Collective also emphasises sustainability and strives to be a multigenerational community space that strengthens social cohesion while nurturing innovation.

Read more here: Wilderness Collective – Co-working and biz support in Gippsland and beyond

Elements present:
Individual: *Socioeconomic status, mindsets and internal narratives*
Relational Social Ties: *Communities/ Clubs/ Volunteering*
Infrastructure and Place: *Civil Infrastructure and the Built Environment*
Institutions, Structures, Services and Skills: *Services and programs*
Beliefs, Values and Knowledge Systems*: Shared Narratives and Social Norms*
Historical, Environmental and Societal Dynamics: *Natural/ climate-led disasters*



APPENDIX E
ELEMENTS IN ACTION AND SAMPLE CONSTELLATIONS

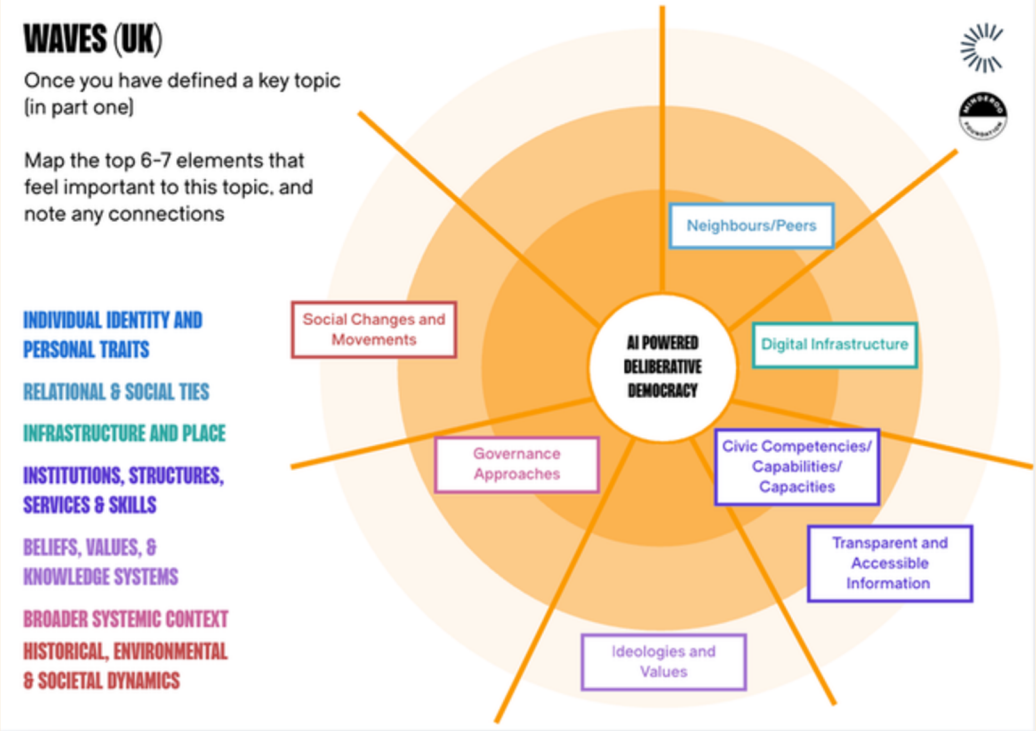
Case Study 3 - Waves, Tech Powered Democracy, United Kingdom

The Waves project, co-led by the think tank Demos and supported by Google.org, is a pioneering initiative in digital democracy designed to modernise how local governments interact with their citizens. Its primary goal is to activate civic participation by creating a "multi-stage" engagement model that bridges the gap between mass public opinion and in-depth deliberation.

The project addresses the "crisis of representation" by utilising two distinct phases:

1. At-Scale Engagement: Using digital tools inspired by Taiwan's vTaiwan model, Waves allows thousands of residents to share perspectives and vote on ideas. It uses "bridge-based ranking" technology to prioritise statements that find common ground between opposing groups, effectively filtering out polarisation.
2. In-Depth Deliberation: Smaller, representative groups of citizens (60–100 people) then take these consensus-based ideas into deep-dive workshops. Here, they work with experts to turn raw community input into concrete policy recommendations.

In the context of community activation, Waves is unique because it pushes digital democracy into the physical world. It employs "digital champions" and utilises libraries and bus shelters to recruit residents who are typically marginalised by digital-only processes. By directly linking these community insights to formal civic power, Waves ensures that participation isn't just a consultation, but a tangible driver of local government policy. **Read more here: Demos**



Elements present:
Relational Social Ties: Neighbours/ Peers
Infrastructure and Place: Digital infrastructure
Institutions, Structures, Services and Skills: Transparent and accessible information, civic competencies, capabilities and capacities
Beliefs, Values and Knowledge Systems: Ideologies and values
Broader Systemic Context: Governance approaches
Change and Time: Political cycles, Social changes and movements

APPENDIX F
WORKSHOP CONSIDERATIONS AND RUNSHEETS

F.1 Workshop Considerations and Setting up for Success

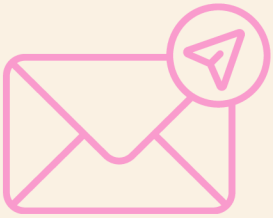
Engaging communities and practitioners in these workshops should be done by experienced facilitators with care and consideration. While standard best practices still apply, there are some considerations we feel especially important to consider in any convening efforts in this space.

Invitation
Because these stories are true and personal, attention needs to be paid not just to what is asked, but also how the process is set up and facilitated. Participants should experience feeling respected, safe and listened to at all times in the process. This begins with a careful invitation and consideration of hospitality.
Creating the container - ethical data collection and decision making
These sessions need to be carefully convened in order to be maximally effective in terms of generating understanding and ethically conducted to ensure psychological and cultural safety for ongoing trust between communities and decision makers. This will include the physical preparation of the space, the invitation and information shared, the convening (who is brought together with whom to ensure learning and enough safety to share in the room). To manage the effect of power differentials, we will be guided by participant's wisdom and level of comfort with people of different backgrounds and roles in the room. It's extremely important that people feel cared for, as this will convey the respect we have for them and their stories, and create the conditions for the necessary psychological safety required to tell stories in a public forum.

Resources and guidance

To do this well, we are drawing on the following practices and guidelines.

- Morgan and Co's Interrupting Harm Framework
- KA McKercher's Model of Care for Co-design
- Appreciative enquiry - an asset-based approach
- Most Significant Change
- Participative Narrative Inquiry



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APPENDIX F
WORKSHOP CONSIDERATIONS AND RUNSHEETS

F. 2 - Indicative Runsheet for Constellation Mapping Workshop

An example of an indicative two-hour mapping workshop is below.
Ideally, this could take place within a more expansive stretch of time and involve food and more time for shared sense-making and deliberation, as well as breakout conversations informed by things like liberating structures .

WHO	This is for community members and other stakeholders in the funded initiative (community orgs, local businesses, local governance figures etc)
WHAT	We will establish expectations and share more about the , trust and opportunities to build relationships Surfacing what matters to people involved in the community or place you are funding and identifying common experiences or shared priorities. Creating shared initial understanding of how different elements are impacting lived experience and influencing your topic and potential funding opportunities.
WHY	• Establish expectations, trust and opportunities to build relationships • To honour multiple versions of the truth that exist in the community • To explore how the elements are influencing conditions for community and civic activation and change • To understand how funders and decision makers might respond, in collaboration with people who are familiar with the context and impacted by the proposed project or programe.

APPENDIX F
WORKSHOP CONSIDERATIONS AND RUNSHEETS

F. 2 - Indicative Runsheet for Constellation Mapping Workshop

Time	What	Why?	Materials
Prior to start	**Coffees teas and snacks**	To convey welcome and express care for material needs	Refreshments (ideally named with coffee preferences collected beforehand)
0-10”	**Welcome** • Acknowledgement of Country • Agenda for the day • Info about data governance • and what they are consenting to through their participation (written copies also available).	To extend a welcome and provide reassurance of who we are as people To ground the day in respect for unceded lands and Clear expectations for what they can expect - this should match what was communicated in the invitation	Print outs of agenda
10”- 40”	**Introductions to each other and the topic** • Ask people to share a brief story about participation (you can be more specific if you already know the scope/ intended topic), **or** • Invite everyone to think about what participation means to them (or what enables a specific type of participation) - choose an image that resonates or sparks something for them, then share why they chose the image. •	To start by having everyone’s experiences and voices in the room, get an initial sense of who is in the room and what their experiences of participating in their community are. Element cards add a creative twist, encourage new ways of thinking about things that might not be front of mind and can be a good primer for discussing and prioritising elements in the next steps.	• (Optional, printed element cards)

APPENDIX F
WORKSHOP CONSIDERATIONS AND RUNSHEETS

F. 2 - Indicative Runsheet for Constellation Mapping Workshop

Time	What	Why?	Materials
40”-50”	**Scoping** Share with the group the scope of what is being considered and how it would involve or impact them . • How will decisions be made? • Who will see the outcomes of this session? • How will they be informed after this engagement?	Set clear expectations and work in transparent ways. To ensure informed consent to participate.	
50”- 70”	**Constellation Mapping Part One** Where should funding be directed to enable or deepen people's participation in the place you live? **Use the provided canvases** to have a conversation about the topic you are interested in, and to explore what that matters to people, what else may be true for people impacted by this, and to start refining the opportunity here/ what you know is out of scope/ not of interest.	Start to surface what people view as important in their community and relevant to the topic being explored by the funder. Establish how much is known about a topic or whether more research or discussion is useful. Dig down to see what other perspectives might be useful to consider and invite curiosity and participation in this process.	**Constellation mapping Part One** **A4 single-sided PDF**
70”-80”	**Break**		

APPENDIX F
WORKSHOP CONSIDERATIONS AND RUNSHEETS

F. 2 - Indicative Runsheet for Constellation Mapping Workshop

Time	What	Why?	Materials
80”-11”	Constellation Mapping Part Two • Discuss the 6-7 elements that most people feel are important (you might wish to use element cards to sort priorities). • Arrange the top 6-7 elements, from those that feel most important to this topic to those that feel least important • (optional: make a note of any interconnections on the canvas. You also may wish to record any differences of opinion and get curious as a group about “who is this true for”).	Note: There are two versions of this canvas- one which would enable a more nuanced conversation and drawing connections, as well as pattern spotting across the different levels of the elements, and a second one that is more straightforward and would require less facilitation for a tighter time constraint or less engaged group.	**Constellation Canvas Part Two**
110-115	Discuss how you will make your funding decision This will depend upon your funding posture, and the nature of the problem or opportunity you are seeking to address.	The Good Shift have created an Investment Opportunity Framework See this output for more detail on the decision making processes.	**The Good Shift’s Investment Opportunity Framework**
115-120	**Close and Next Steps** Share what will happen next, how they will be kept in the loop, and when you expect they will be reengaged for the **Constellation Revising** activities (after at least 6-10 months).		

APPENDIX F
WORKSHOP CONSIDERATIONS AND RUNSHEETS

F. 2 - Indicative Materials for Constellation Mapping Workshop

Example Element Cards
These cards can be used to help people tell stories and evoke new connections. We have suggested using them in the introduction to a session as a means of photo-elicitation and introductions. They can also be used to do card sort activities and identify priorities.

Each card corresponds to an element in the Glossary of Elements and includes a brief definition and examples of why it matters. The images can be used as a standalone tool as well.

A demonstration set is available for free here.

1. Print as an A4 document, print double-sided, flip on the short end.

2. Cut into quarters

3. Place around the table as a warm up actviity - invite poeple to select an image that speaks to their experience of community in the place they live (or something more sepcific that relates to the area of funding, if known).



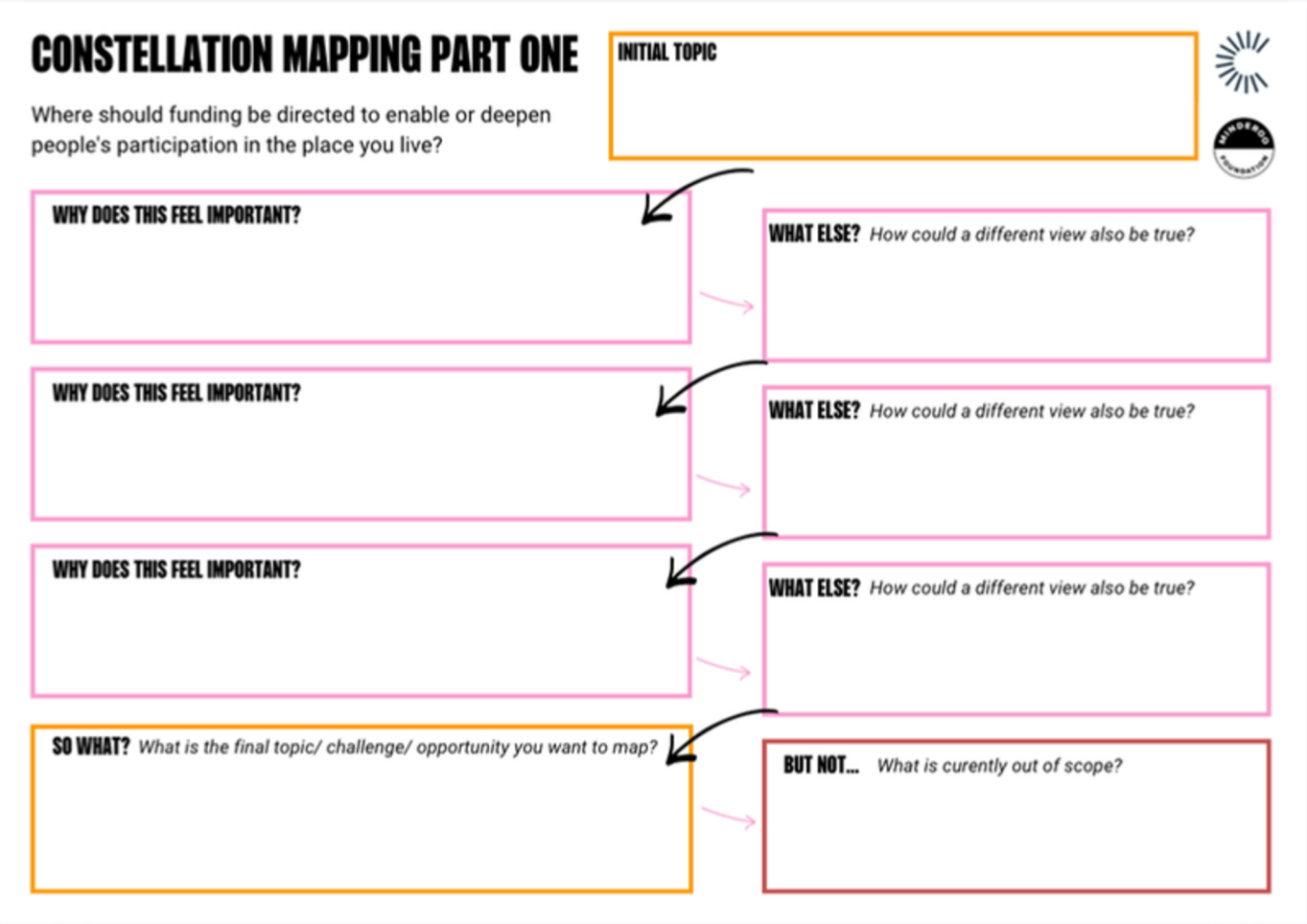
APPENDIX F
WORKSHOP CONSIDERATIONS AND RUNSHEETS

F. 2 - Indicative Materials for Constellation Mapping Workshop

Example Constellation Mapping Canvas (Part 1)

This canvas can be used to:

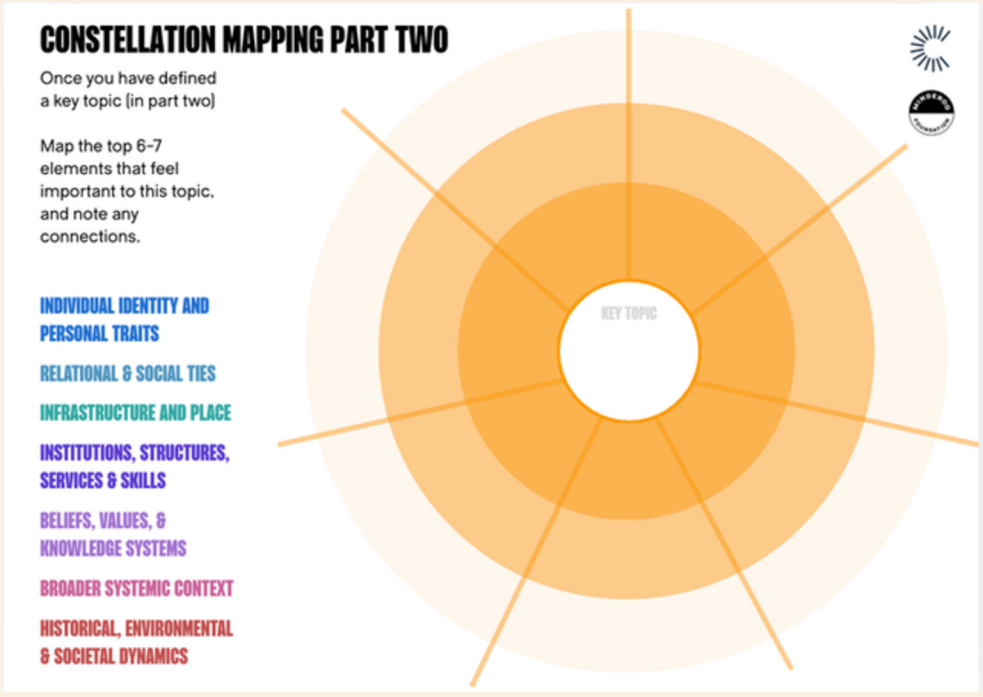
- Start to surface what people view as important in their community and relevant to the topic being explored by the funder.
- Establish how much is known about a topic or whether more research or discussion is useful.
- Dig down to see what other perspectives might be useful to consider and invite curiosity and participation in this process.



APPENDIX F
WORKSHOP CONSIDERATIONS AND RUNSHEETS

F. 2 - Indicative Materials for Constellation Mapping Workshop

Example Constellation Mapping Canvas (Part 2)
Note: There are two versions of this canvas- one that enables a more nuanced conversation and drawing connections, as well as pattern spotting across the different levels of the elements. The second one is more straightforward and would require less facilitation for a tighter time constraint or a less engaged group, responding to practitioners' desire for both a tool that shows degrees of perceived influence, as well as the need to quickly engage community members who are more story-oriented and less willing to spend time mapping.





APPENDIX F
WORKSHOP CONSIDERATIONS AND RUNSHEETS

F. 3 - Indicative Runsheet for Constellation Reviewing Workshop

WHO	This is for community members and other stakeholders in the funded initiative (community orgs, local businesses, local governance figures etc)
WHAT & WHY	We will establish expectations and share more about the , trust and opportunities to build relationships Surfacing what matters to people involved in the community or place you are funding and identifying common experiences or shared priorities. Creating shared initial understanding of how different elements are impacting lived experience and influencing your topic and potential funding opportunities.

APPENDIX F
WORKSHOP CONSIDERATIONS AND RUNSHEETS

F. 3 - Indicative Runsheet for Constellation Reviewing Workshop

Time	What	Why?	Materials
Pre 9am	Coffees teas and snacks	To convey welcome and express care for material needs	Refreshments
9am	Introductions Acknowledgement of Country Agenda for the day Include info about data governance and sharing plans and what they are consenting to through their participation (written copies also available). Ensure informed consent to participate	To extend a welcome and provide reassurance of who we are as people To ground the day in respect for unceded lands and set expectations for what they can expect - (this should match what was communicated in the invitation)	Print outs of agenda
9.3	Opening exercise Story themed, collective, fun and context specific	To welcome participants into the space and encouraged speaking	
10	Introduction to the method - what we will be doing in detail and why. Introduce the element cards and how we might use them to tell a story about what happened.	Make it clear what and why we are taking this approach	Elements cards
10.3	Break into pairs with someone you know and tell the story of what happened, using the story spine and drawing on the cards. Each of the five questions on the story spine should be answered in turn taking about 10 minutes each. Photograph the elements for each question as you place them into the story canvas. 1. What did you want to change when this initiative began? / What does good or valuable look like for you? 2. (Orientate towards activating civic and community participation if necessary) 3. Why was this a perpetual problem? (aspects of context that combined to drive situation - draw on elements) 4. What happened? 5. What did you need to have for that change to happen? (scan across elements and dark matter for guidance and scaffolding) 1. And what else, as a prompt until saturation or nothing new comes out? 6. Who did you need for that change to happen and what did they bring? (scan across elements for guidance and scaffolding) 7. How did these things and people work together with you to create the change you wanted to see?		Element cards and storytelling canvas (below) Provide a safe listening partner and scaffolding as the story emerges.

APPENDIX F
WORKSHOP CONSIDERATIONS AND RUNSHEETS

F. 3 - Indicative runsheet Runsheet for Constellation Reviewing Workshop

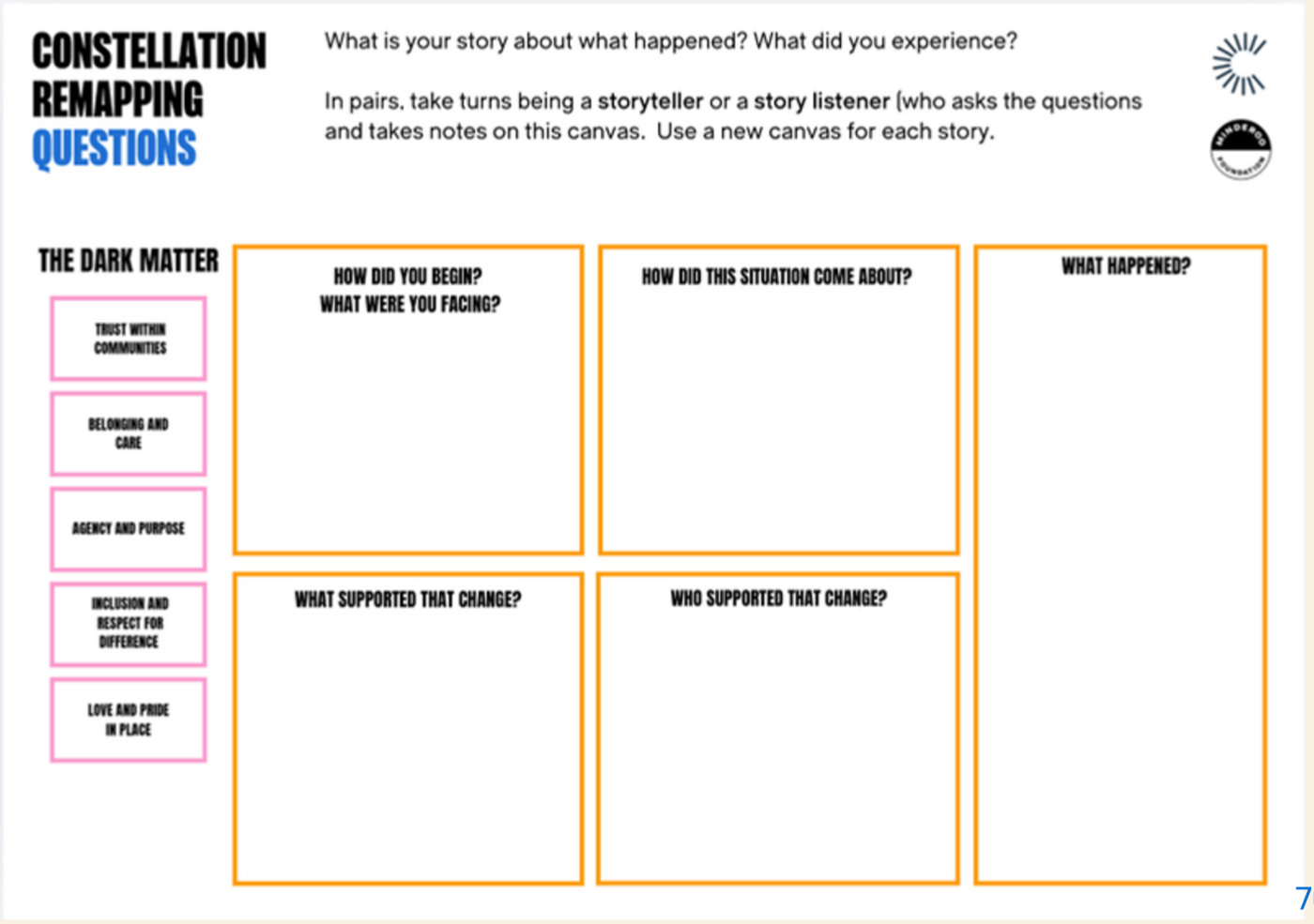
Time	What	Why?	Materials
11.2	Break for more coffee etc	To provide a pressure reliever and allow people time on their own if needed	
11.3	Swap around and the other person in the pair tells their story	To provide an opportunity for everyone to tell a story of change in a safe space	Element cards and storytelling canvas
12.3	Lunch		
1.3	Storysharing in small groups In groups of 4-6 story holders tell their story to each other. They are encouraged to listen and not to correct or comment - each person's story is their experience and understanding. Stories are meaning making tools and everyone makes meaning differently.	To socialise the stories and for people to hear what happened for other people in the same context.	
2.15	Change groups and share stories again - try not to hear the same story twice		
3pm	Sensemaking and pattern spotting What did we hear from these stories? In small groups again, participants would be guided through a pattern spotting series of questions. • Generalisations: In general, I noticed... • Exceptions: Exceptions to this were... • Contradictions: On the one hand....but on the other hand... • Puzzles: Things that still puzzle me that may need following up on are... • Surprises: Things I was expecting to see, but didn't see were... Things I wasn't expecting to see, but did see were...	Collective analysis, with the benefit of analysts having a deep understanding of context and history and culture of the place where the change occurred.	

APPENDIX F
WORKSHOP CONSIDERATIONS AND RUNSHEETS

F. 3 - Indicative Runsheet for Constellation Reviewing Workshop

Time	What	Why?	Materials
4pm	The responses to the questions for each small group, and the patterns identified are then shared with the whole group in plenary to identify any overarching themes or points of interest. A collective narrative co-created from this work would be shared to describe the conditions for the change observed.	A cohesive narrative that reflects the themes and conditions that enabled the change, and surfaces the hidden impact of culture, history etc.	
5pm	Celebration, next steps and what they can expect to happen because of their contributions, close and thanks.	Close the day on a high note andmake sure participatnts know what happens next to close the loop.	

F. 3 - Indicative Material for Constellation Reviewing Workshop



APPENDIX F
WORKSHOP CONSIDERATIONS AND RUNSHEETS

F. 4 - Indicative Runsheet for Constellation Remapping Workshop

WHO	This is for those who participated in the initial Constellation Mapping process: community members and other stakeholders in the funded initiative (community orgs, local businesses, local governance figures etc)
WHAT	To highlight • where there are differences between what was anticipated and what was experienced, • changes from one constellation reviewing session to another • new understanding about how the elements might act as catalysts for activation in this context/place. To consider what configurations need to be in place in new constellations in this next phase of work.
WHY	• To make sense of what has been learned through the Constellation reviewing process • To inform decisions around if and how resources might need to be reallocated to better respond to emerging insights i.e what combinations of reallocation of funding for philanthropy and reallocating internal resources for community orgs. • To plan next steps If Constellation Reviewing represents the “what?” and “so what?” of the research and evaluation process. Constellation Remapping represents the “now what?”.

APPENDIX F
WORKSHOP CONSIDERATIONS AND RUNSHEETS

F. 4 - Indicative Runsheet for Constellation Remapping Workshop

Time	What	Why?	Materials
Prior to start	**Coffees teas and snacks**	To convey welcome and express care for material needs	Refreshments
0-10”	**Welcome** • Acknowledgement of Country • Agenda for the day • Info about data governance • and what they are consenting to through their participation (written copies also available).	To extend a welcome and provide reassurance of who we are as people To ground the day in respect for unceded lands and Clear expectations for what they can expect - this should match what was communicated in the invitation	Print outs of agenda

10”-40”
 	
40-70"
	The discussion: Using the Jeffersonian Dinner approach.
	• Each person is invited when ready to speak uninterrupted, responding to a prompt. The prompt here could be to share a brief reflection they had on the findings from the Constellation reviewing process.
	  ◦ What struck them?
	  ◦ What did they find interesting?
	  ◦ Where was the energy?
	• Once everyone has spoken, go around the group again and ask for another reflection in response to what they have heard from others, giving space for people to change their minds, or extend or amend their previous point.
		To ensure that all those present are listened to and heard. One conversation, one issue and many brains and perspectives.
		
		This sets up the conversations to follow and ensures that all perspectives and opinions are aired and that changing your mind in response to new information is demonstrably encouraged.	

70"	**Break**		

APPENDIX F
WORKSHOP CONSIDERATIONS AND RUNSHEETS

F. 4 - Indicative Runsheet for Constellation Remapping Workshop

Time	What	Why?	Materials
75-115"	**Decision making** Reform after the break into decision making groups. Each group considers their initial Constellation Map and the Constellation Review themes and narratives. Briefly as individuals, in pairs, and then spending more time as a collective, they consider the following • Is there plausible evidence to suggest that investment in certain Elements is contributing to desired outcomes? (confirmation) • Are there Elements that weren't the focus at the beginning, but that now appear to be contributing more to the desired outcomes? (new information leading to an amended Constellation map) • Is there any flux in perceived Dark Matter? Are there new forms of relational infrastructure revealing themselves? • Confidence assessment: Is there adequate credible information upon which to base decisions about next steps for focus or direction? If not, what else is needed? • Conclusions: What are the conclusions drawn? What level of consensus is acceptable to this group? • Actions: What actions will we take now - what adjustments in focus or direction are required?	To bring the group to a collective decision about their remapping and the actions within their mandate and remit that will fall out of this decision. Initial tentative ideas of contributing to impact Reviewing assumptions and testing hypothesis Establish how much is known about a topic or whether more research or discussion is useful. Dig down to see what other perspectives might be useful to consider and invite curiosity and participation in this process. Moving to action.	Constellation mapping Part One from the first engagement
115-120"	**Close and Next Steps** Share what will happen next, when the decisions might be actioned and therefore when the next Constellation reviewing session should occur.		

APPENDIX F
WORKSHOP CONSIDERATIONS AND RUNSHEETS

F. 5 - Indicative Runsheet for a Learning Forum

Time	What
0” - 20”	**Welcome and check-in** Invite everyone to identify what they hope to get out of the session
20” - 50”	**Sharing stories** Each funder to share a story about an experience they’ve had that highlights what they’re learning about funding civic and community participation Prompts to think about include: • What are they observing about Dark Matter? When have they felt trust, belonging and care, love, respect for diversity or agency in their community? • What are they learning about Funding Postures?
50” - 110”	**Elements and Constellations** Use Element Cards to identify commonly used Elements, Elements that are less common, and any Elements that might be missing from the Guide Share Constellation Maps that have been developed using the Guide and identify similarities and differences across funders
110” - 130”	BREAK
130” - 160”	**Shared challenges and opportunities** Discussion about shared challenges and opportunities and what to focus on between now and the next Learning Forum
160” - 180”	**Closing activity**

THANKS!

This Guide has been launched as V1.2 in order to further test with different funders, organisations, and communities.

Please email **info@centreforpublicimpact.org** if you would like to know more, get involved or have feedback.

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