

COMMUNITY ENGAGEMENT AND EQUITY



A FRAMEWORK
FOR INCREASING
COMMUNITY
ENGAGEMENT

model & toolkit

ACKNOWLEDGMENTS

This project has been developed together with the Rural City of Wangaratta, Central Hume Primary Care Partnership and North East Support and Action for Youth Inc.

We would like to acknowledge the guidance and the input of the steering committee:

Leonie Painter & Wendy Daly – Rural City of Wangaratta

Jenny Ashby & Clare Schultz – Central Hume Primary Care Partnership

David Kidd – Northeast Health Wangaratta

Kerry Strauch - The Centre for Continuing Education Inc.

Laura Simpson & Tanya Tabone – Rural Housing Network

Zoe Black - Gateway Health

Leah Waring - North East Support and Action for Youth Inc.

The information for this community engagement and equity model was developed in consultation with individuals, groups and organisations in the local community. We acknowledge and thank them for their valuable contributions.

© 2016

Developed for the Wangaratta Health and Wellbeing Partnership

Project Officer:

Melissa van Bergen

Project Auspice:

NESAY Inc.

(North East Support and Action for Youth Inc)



CONTENTS

Background	01
The Model	02
SECTION 1:	04
Identify the social issue you want to address	
Framework 1	05
Toolkit 1	08
SECTION 2:	12
Statement of issue / purpose of engagement	
Framework 2	13
Toolkit 2	16
SECTION 3:	20
Who do we want to engage?	
Framework 2	21
Toolkit 2	24
SECTION 4:	30
Level of engagement	
Framework 4	31
Toolkit 4	35
SECTION 5:	36
Engagement plan & application	
Framework 5	37
Toolkit 5	39
SECTION 6:	42
Review & evaluation	
Framework 5	43
Toolkit 5	46
References	47

BACKGROUND

In order to increase equity within the engagement process, the 'Wangaratta Health and Wellbeing Partnership' identified the need for clear guidelines to use when engaging the community on social issues. This model has been developed in response to that need. A literature review was completed and local data collected, this informed the development of the model. It concluded that the model needed to be:

- Inclusive and have the capacity to actively engage all members of the community,
- Offer insights into reaching hard to reach groups,
- Easy to read, understand and implement,
- Simple, user friendly and include resources and information to enable and prompt action.

Individual organisations often take an isolated approach to addressing social issues. A more holistic view recognises that social issues are multi-faceted and to be effectively addressed require cross sector coordination. Research and practice examples support the benefits of working together and demonstrate the importance of having clearly defined processes and procedures in order to establish a coordinated approach. We all highlight 'team work' as one of our attributes, now we need to put it into practice with our community engagement efforts.

This framework for the community engagement and equity model aims to assist in establishing a sound foundation for community engagement practice. A planned approach will add rigor to any community engagement. It needs to start with getting the basic community engagement principles right before choosing your engagement technique. The model offers a step by step process, the order of these steps are flexible and can be revisited throughout your engagement process.

Engagement involves getting all interested people to meaningfully contribute and participate.

Community is a group of people who have something in common. It may be geographical location or a group that shares common characteristics, attitudes, interests or goals.

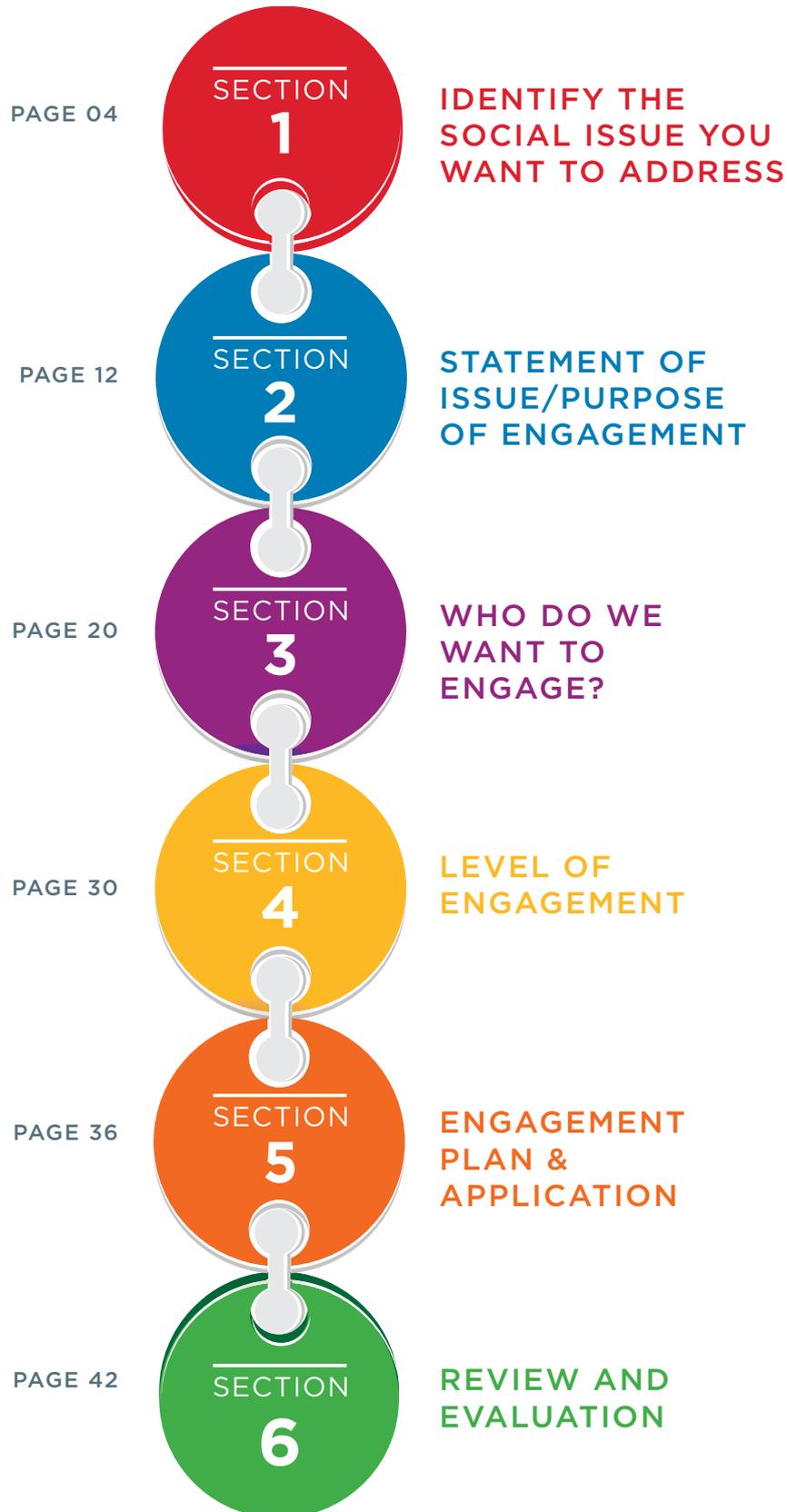
To guide your practice when engaging the community consider the following:

- **Get the basics right** - Follow the defined steps of engagement when planning and preparing for community engagement. Make your engagement fit the purpose

- **Make it inclusive** - Ensure that there is a diversity of potential participants so that a range of people and ideas are heard. Take time to reach the hard-to reach and help them have a voice within your engagement process
- **Work together** - Work together with range of participants and groups towards a shared goal and meaningful community engagement
- **Value contributions** - Be open to a range of contributions, and learn from this information
- **Evaluate and monitor** - Evaluate throughout the engagement process and adjust methods/ approaches as required. Evaluate the effectiveness of the engagement
- **Transparency** - Be open and honest about your engagement purpose and what you are looking to achieve and the limitations (be honest with the community)
- **Impact** - Make sure that participants are aware of any impact that may result from the engagement process and outcomes
- **Participation** - Encourage, support and maintain active involvement throughout the engagement process

Adapted from: Core Principle for Public Engagement(2015). International Association for Public Participation (IAP2).

THE MODEL



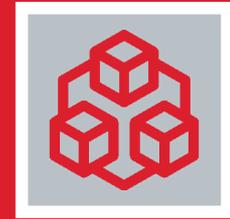


SECTION 1:

FRAMEWORK 1

Identify the social issue you want to address

- 1.1 Understanding the issue and who to involve
- 1.2 Monitor & Modify: Establishing an evaluation process
- 1.3 Check before continuing: Reflective Questions



TOOLKIT 1

- 1.4 Planning your evaluation
- 1.5 Before you evaluate
- 1.6 Evaluation strategy
- 1.7 Stakeholder analysis





1.1: IDENTIFY THE SOCIAL ISSUE YOU WANT TO ADDRESS

Understanding the issue and context

The first important step in engaging the community is to clearly identify the social issue that you want to address and what you want to achieve. This clarification will not only assist with your understanding of the issue, but will help when you convey your intentions to others. A clear understanding of the issue reduces the possibility of mixed messages and helps stakeholders remain focused on the issue. To add weight and greater depth to your engagement look at local data in order to establish the need for the engagement to take place. Also look at what others have been doing locally to address the issue and examine how you can support one another and form partnerships. Utilise knowledge and resources from other communities and look at 'what has worked' and 'what hasn't' and learn from other people's engagement. Adding statistics may also help legitimise your purpose for engaging.

Who is impacted by the issue?

Gain an understanding of the social issue you are addressing and the people who are affected by the issue. What, if any, are the barriers that may stop them from engaging? Identify if there are any particular communication issues that require a greater understanding, particularly with 'hard to reach' groups. There is a diverse range of people in our community with different backgrounds, requirements, values and aspirations. To effectively encompass that diversity, you may need to alter your approach to the engagement. Please refer to the 'Who do you want to engage?' section for further information on 'hard to reach' groups.

Who are the key stakeholders for your engagement process?

In community engagement the definition of a stakeholder is very broad and may refer to any interested party, who may impact on the engagement or be impacted by the engagement. This could range from organisations to individuals.

Having a range of people involved creates a greater depth and breadth to your engagement planning and distributes the workload. It is also important at this early stage to identify the individuals and groups who may be affected and invite them to be involved. By including these people in the early design stage of the engagement process you will increase the chances of 'ownership' or 'buy in' and commitment to the engagement. Further, ensure that leadership/managers of services are on board and are willing to commit time and resources. Look outside the square, who else in the community is affected by the issue? Develop a list of stakeholders and potential stakeholders.

Working together

There is great value in organisations and individuals working together toward a common goal. Working at maintaining a cohesive and effective relationship is very important. The following provides some guidelines to developing and maintaining effective partnerships:

- Identify the value of organisations working together
- Make the partnerships mutually beneficial
- Promote what the partnership might bring, identify realistic benefits of the partnership
- Gain a level of commitment from management
- Be flexible with changing partnerships and power structures
- Review and adjust partnership as required
- Communicate and emphasise how you are working in partnership
- Sustain momentum by providing support
- Recognise efforts and celebrate successes

Adapted from the Vic Health Partnership analysis tool (2011). Vic Health

The partnership analysis tool (2011), developed by Vic Health provides clear and concise information and tools on how to 'assess, monitor and maximize ongoing effectiveness' of partnerships.



1.2: MONITOR AND MODIFY

The easiest and most effective evaluation is to incorporate a reflective evaluation into each step in the engagement process. Establish early how you want to evaluate throughout the engagement process.

- Look at the purpose of the evaluation and what you intend to do with the results of the evaluation
- Who is the target audience? Is it stakeholders, management, a funding body, or the community that you engaged with, that want to know what has resulted from the engagement process?
- Once you have established your target audience this will help in the development of the questions you need answered

By evaluating throughout the engagement you will be able to make sure that there is a continual avenue for improvement in your design and practice. It also provides supporting proof of the impact of the engagement. This will also help confirm that the goals of partner organisations are being met.

By developing an evaluation plan before you engage you will be able to gather the information required throughout the engagement process. Consequently you will not miss opportunities to collect important information and will have gathered much of the necessary information for the final evaluation.

The **reflective questions** at the end of each step provide a good start for evaluating and reflecting on your practice.



1.3: CHECK BEFORE CONTINUING

Reflective Questions

What is the engagement about? What do we want to achieve? And how do we know that we have achieved it?

Why are we engaging?

Why are we engaging now?

What are other people in the community doing about this social issue?

Who else should be involved?

How will the engagement alter the outcome?



1.4: PLANNING YOUR EVALUATION

There are four key areas that can help guide you when developing your evaluation.

What occurred?

This part of the evaluation is to explore the process and outcomes of the engagement from a range of viewpoints. Some questions may include:

- What has been the impact on the community as a result of the engagement? Consider changes to perceptions, competence, knowledge, attitudes, actions and skills
- Has there been a change in relationships with the community? Has there been a change in inter-organisational relationships?

What can we improve on?

This is a good mid-engagement evaluation and enables you to make a comparison between what the desired outcomes of the engagement are and what is occurring. Some questions may include:

- Is the engagement meeting the objectives?
- How is the engagement not meeting the objectives?
- What has worked? How can we sustain and develop this?
- What has not worked? How can we fix it?
- What were the unintended outcomes?
- What were the internal/external barriers impacting the engagement?

Was the engagement a success?

This revolves around the final results of the engagement and helps direct future engagement. Some questions may include:

- Did we achieve what we set out to achieve?
- Was the implementation of the engagement a success?
- How did the outcomes address the original need for the engagement?

What have we learnt from the engagement?

This focuses on the engagement process and how future community engagement processes can be improved. Some questions may include:

- What works, for whom and in what situations?
- What were the main features that contributed to the success of the engagement?
- What were the main difficulties that impacted the engagement?
- Why did/did not people participate? What enhanced and sustained participation?
- How has the engagement altered the outcome?



1.5: EVALUATION FOCUS:

What are you evaluating? _____

What is the purpose of your evaluation? _____

Who is the evaluation for? _____

What will they use the information for? _____

What questions will the evaluation try to answer? _____

What information is required to answer these questions?

What we want to know? _____

How will we know it? _____

What date is the evaluation needed by? _____

COLLECTING INFORMATION:

What existing sources of information can you use? _____

What data collection method/s will you use? _____

Survey, interview, observation, diary etc _____

What do you require to collect the information? _____

When does the information need to be collected?

Method	Before	During	After

COLLATE, ANALYSE AND INTERPRET:

How will the data be collated, analysed and interpreted? _____

What did you learn? What would you do differently next time? _____

How will you communicate the information?

To whom	When	Where	How

Next step _____

1.5 BEFORE YOU EVALUATE



1.6: STRATEGY FOR EVALUATION OF ENGAGEMENT PROCESS					
Evaluation question	Who is it for?	How did you measure?	What evidence will be provided?	By who?	By when?

1.6 EVALUATION STRATEGY



1.7: STAKEHOLDER ANALYSIS

Once you have a list of potential stakeholders, a stakeholder analysis is a useful tool in understanding how to best engage them.

Look at each stakeholder and consider what their interest in the project is? What do they contribute to the project? How may they influence the project, both positively and negatively? The stakeholder map allows you to plot each stakeholder’s level of interest around the issue against their level of power and resources that may impact the project.

Adapted from: Twin Prism Consulting – stakeholder analysis



SECTION 2:

FRAMEWORK 2



Statement of issue / purpose of engagement

- 2.1 Structuring a statement and action plan
- 2.2 Risk management
- 2.3 Check before continuing: Reflective Questions

TOOLKIT 2



- 2.4 Action plan template
- 2.5 Risk matrix
- 2.6 Risk plan template
- 2.7 Memorandum of Understanding template



2.1: STATEMENT OF ISSUE/PURPOSE OF ENGAGEMENT

Provide a clear and concise statement of what you are trying to achieve. You will increase the effectiveness of engagement, by understanding all the influences that may impact the engagement process. The statement of the social issue needs to be clear and straight forward and reflect the needs of the community.

Consider the following when structuring your statement:

1. Identify what you are looking to achieve in your engagement, with clear achievable targets
2. Clarify what is able to be modified in the engagement process and what is not
3. Identify and understand interrelationships with stakeholders. Identify stakeholder's roles and responsibilities
4. Identify risks
5. Identify Resources: What do we have? What do we need?
6. Examine local context and what previous engagement has taken place and what current trends are
7. Identify how and to whom you are going to communicate outcomes of the community engagement process

Adapted from: IAP2's Quality Assurance Standard Process for Community and Stakeholder Engagement (2015).

Examine if you need to redefine your statement. Once it is accepted by the stakeholders, establish a level of commitment from all involved and assure commitment from a managerial level. This may be in the form of a written agreement, such as a MoU clearly stating the roles of each organisation. Outline and commit what resources each person/organisation brings to the engagement, i.e. meeting rooms, funding, transport, skills.

Action plan

Develop a clear and simple action plan to assure that everybody is on the same page and detail what the next steps are. Keep the action plan practical and achievable; allocate resources, set timeframes and delegate jobs.

You may find it useful to have headings such as: specific tasks, actions and resources required, responsibilities for tasks, dates and deadlines.

Negotiable and non-negotiable - Be clear and upfront on what can be changed, 'the negotiable' and what participants cannot change, 'the non-negotiable'. Being clear at the outset will ensure that no promises are made that cannot be delivered.

Identify any risks or areas of possible conflict.

By identifying any risks or areas of conflict early on you will be better equipped to manage them effectively. Following a good engagement process will reduce the likelihood of risks occurring. Risks may range from; not achieving your engagement objective, running out of time or money to effectively complete your engagement, physical safety of all involved and the potential of negative impact arising from the engagement. By examining possible risks and their nature you can then work on monitoring or mitigating any negative outcomes. Monitoring and reviewing throughout the engagement will help identify changes needed. Be aware of how broad potential risks may be, they may range from trip hazards, to the individual or public reaction to the issue, to providing information that is misinterpreted.



2.2: RISK MANAGEMENT



WHAT ARE THE RISKS?

What might happen?
How might it happen?



WHAT ARE THE CONSEQUENCES?

What is the likelihood of the risk occurring?
What is the impact of it occurring?
Prioritise the risk.



MANAGE THE RISK

What is the best response to addressing the risk?
What alternatives are available?
What do I do next?

COMMUNICATORS

A risk to your engagement may be a breakdown in communication. For effective communication consider the following:

- Be empathetic and accepting. Actively listen to each person's concerns. Try to understand their meaning and feelings
- Try to be aware of any hidden conflict. Don't forget to look at non-verbal signs of conflict, such as body language
- Focus on the issue, not the person
- Don't make promises that you cannot follow through on
- Share the responsibility for the conflict
- If it is needed, take action
- Develop a MoU on how to deal with conflict



2.3: CHECK BEFORE CONTINUING

Reflective Questions

Is it a clear statement of the social issue you want to resolve?

Background: What are the events or actions that have made this engagement necessary? Is there any research or rationale to support the engagement?

Has this issue been addressed in other communities and what have they found works/does not work?

Are all stakeholders clear and on the same page about the statement? If not, do you need to redefine the statement?



2.4: ACTION PLAN FOR ENGAGEMENT					
Task	Who is responsible?	Actions required	What resources are needed?	Dates/deadlines	Completed

2.4 ACTION PLAN



2.5: RISK MATRIX: PROBABILITY V'S IMPACT

NEGLIGIBLE RISK
Will have minimal impact and is easily mitigated

LOW RISK
Monitor the risk

MODERATE RISK
Monitor and develop control measures

MAJOR RISK
Urgent action -Additional control measures

SEVERE RISK
Stop and reassess -Detailed action plan required

2.5 RISK MATRIX

EXPECTED IT WILL HAPPEN	LOW-MEDIUM	MEDIUM	MEDIUM-HIGH	HIGH	HIGH
LIKELY IT WILL HAPPEN	LOW	LOW-MEDIUM	MEDIUM	MEDIUM-HIGH	HIGH
POSSIBLE IT WILL HAPPEN	LOW	LOW-MEDIUM	MEDIUM	MEDIUM-HIGH	MEDIUM-HIGH
UNLIKELY IT WILL HAPPEN	LOW	LOW-MEDIUM	LOW-MEDIUM	MEDIUM	MEDIUM-HIGH
PROBABLY WONT HAPPEN	LOW	LOW-MEDIUM	LOW-MEDIUM	MEDIUM	MEDIUM

- HIGH RISK // STOP
- MEDIUM HIGH RISK // URGENT ACTION
- MEDIUM RISK // ACTION
- LOW- MEDIUM RISK // MONITOR
- LOW RISK // NO ACTION



2.6 RISK PLAN					
What & how it can happen?	Likelihood of it happening?	Consequences of it happening?	How will you reduce, remove or control the risk?	How will you monitor it?	Who will monitor it?

2.6 RISK PLAN



2.7: MEMORANDUM OF UNDERSTANDING

Between *[Name, title, organisation]*

Date

Purpose/scope

Statement of purpose or description of expectations of the partnership or the reason for the partnership

Roles and responsibilities

I.e. attend fortnightly meetings

Governance structure

Include a description of the governance structure and detail who is responsible for reporting

Meetings

Detail where meetings will be held and how often

Commitments

Detail what the commitments of each organisation are

Resources

Include resources that the partnership will bring

Communication and information sharing

How the information obtained by the partnership will be handled

Privacy and confidentiality

Conflict resolution

Describe how conflict will be resolved should it arise

Review and evaluation

Establish a timeframe to review and decide if the partnership has met its purposes

Authorisation/signatories

This signifies that participating organisations will strive to meet the outlined objectives

Name: _____

Signature: _____ Date: / /

Organisation: _____

Name: _____

Signature: _____ Date: / /

Organisation: _____

Name: _____

Signature: _____ Date: / /

Organisation: _____

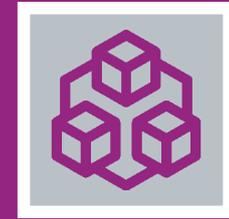
Name: _____

Signature: _____ Date: / /

Organisation: _____

SECTION 3:

FRAMEWORK 3



Who do we want to engage?

- 3.1 Who do we want to engage?
- 3.2 Hard to reach groups: Rural and isolated communities
- 3.3 Check before continuing: Reflective Questions

TOOLKIT 3



- 3.4 Swinburne University tool to identify hard to reach populations
- 3.5 Engaging Aboriginal and Torres Strait Islander communities
- 3.6 A guide for people managing Aboriginal and Torres Strait Islander patients
- 3.7 Engaging youth



3.1: WHO DO WE WANT TO ENGAGE?

When addressing the social issue, it is important to understand who you want to engage with, as this will provide direction for the level of engagement and the engagement plan. This can be a wide range of people including: Elected councilors that may be involved in the decision making, people who may be influential in the community such as; community groups and leaders, people who are affected by the issue (those who need a voice and will be impacted by the outcome of the project) and people who may be influential or have a special interest in the area. In many cases there may be multiple parties you want to engage, however being able to narrow and define who is impacted or has an interest in the particular social issue will make your engagement more effective. Understanding the background or the interests, values and wishes of who you want to engage will also help this process.

Below is a list of potential people you may want to engage:

- People affected by the issue
- Community groups
- Service providers
- Government departments
- Local residents
- Cultural groups
- Elected council members and staff
- Board members
- Industry
- Local businesses
- Consultants
- Sports and recreation groups
- Local media

3.2: HARD TO REACH GROUPS

It is important when examining who you want to engage that you also look at the barriers which may impede people from engaging. The recurring issue with community engagement is the difficulty of engaging people who don't usually engage. Community engagement often focuses on a small number of involved community members and not the broader demographic who may benefit from the engagement process. There is a broad range of hard to reach groups and it would not be possible to cover them all in this model, consequently engaging with a rural lens has been included as a necessary addition for this area. Many of the recommendations for engaging 'hard to reach' populations are similar.

Recommendations include being respectful and building trust, and should be embedded into all your engagement practices.

Further examples are provided in the Toolkit on engaging with Aboriginal and Torres Strait Islander people and youth. The Rural City of Wangaratta's 'multicultural strategy 2014-2017' is a good starting point for understanding local cultural diversity. There are statistics on local multicultural populations and links to state and federal multicultural policies. North East Multicultural Association (NEMA) supports the needs of various multicultural groups locally and partners with numerous other local organisations.

The following are some possible barriers impeding hard to reach groups from engaging in the community:

- Age (children/youth/middle age/seniors)
- Industry and business
- Apathy – Why is it relevant to me?
- Perceived powerlessness and influence
- Low income or unemployment
- Childcare and elder care responsibilities
- Low literacy levels
- Community bullying
- Mental health and other health issues
- Gender roles – for example, women as primary carers, single parents
- Physical disability or mobility and access difficulties
- Cultural norms or religious customs
- Prior experiences of not being listened to
- Use of technical jargon
- Shift work or seasonal events
- Language and cultural barriers
- Access to transport
- Ineffective communication between council members / staff and community
- Homelessness or transient population
- Drug and / or alcohol dependency
- Access to and capability to work with Information technology
- Indigenous people and/or newly arrived refugees who may have experiences of disadvantage or isolation

This list was from a study titled: 'Hard to Reach – Local Government Social Profiling and Civic Infrastructure' (2008), compiled by the Victorian Local Governance Association



To maximise engagement with hard to reach groups it is important to do some background research about the group that you are wishing to engage with. This will increase your understanding of the issue and assist in developing more effective ways to communicate and engage. Take the time to understand the people that are impacted by the issue, what are their needs and values and what are their expectations from the engagement? For example are people that are homeless looking for emergency accommodation or do they need assistance and support to access rental properties?

When engaging hard to reach groups you need to provide adequate and appropriate information and support to enable participation. For significant participation to occur it needs to be more than tokenistic. Individual contributions need to be valued and purpose driven and feedback needs to be provided to participants post consultation. It is also important to identify possible risks that may arise from the engagement and look at areas of possible conflict.

RURAL/ISOLATED COMMUNITIES

When engaging with rural/isolated communities it is important to first take the time to understand the community. As with all engagement look at who you want to target and how best to reach those who usually don't engage. Consider people that are new to the community or seasonal workers that may not be aware of engagement opportunities. When timing your engagement, consider farming communities and the difficulties they may experience leaving the farm, the distance needed to travel (and cost) and seasonal activities such as harvesting.

Skills/talents and resources

When promoting your engagement look locally at what resources are available. Who are the town leaders that may be able to assist with how to reach the community? Smaller towns may have their own print community newsletter or email; schools may also have newsletters and community notice boards. It may also be useful to partner with other organisations or individuals in the community, such as: neighbourhood/community houses, health centres, the school principal, police or sporting clubs. Local government may also have a history of engagement and be able to provide information and guidance/advice.

In smaller communities, geographical location results in people and groups being interconnected. This may be beneficial when communicating, however if you are engaging on a sensitive issue people may be reluctant to participate. Maintaining discretion and confidentiality is very important.

Logistics

Consider how people are going to attend, public transport may be irregular, if at all. This may be particularly impactful for the elderly, people with disabilities or financially disadvantaged people. Before engaging consider what time constraints there may be and tailor your engagement so that people can attend. Ask how people want to be involved and examine the possibility of shorter timeframes or tasks for some people.

Considerations when trying to engage hard to reach groups:

Is the meeting environment non-stigmatised?

Is the timing of your meeting convenient? e.g. after-hours, weekends

Are there incentives required/provided? e.g. thank you voucher

What's in it for them?

Are community leaders involved?

Are there adequate supports for involvement, such as childcare/respite care?

Can it be coordinated with other events?

Are other workers or professionals that work with the targeted individuals/groups involved? Can you use their experience and expertise? Or work in partnership?



3.3: CHECK BEFORE CONTINUING

Reflective Questions

Who do we want to engage?

Who is impacted by the issue?

Who is influential, has a special interest in the issue?

Are the perspectives from other people in the community affected by the issue considered? Is it inclusive?

Who are the hard to reach groups?



3.4: IDENTIFYING HARD TO REACH

CHARACTERISTICS DEFINITION	ATTRIBUTES	EXAMPLES	PROMPTS WHAT DO WE KNOW? WHAT DO OTHERS DO?
Demographic The quantity and characteristics of the group	Large numbers Dispersed population Place of residence Occupation and employment status Age Gender Educational level attained Income Tenancy status Advantage/disadvantage	Farmers Unemployed persons Tenants New residents Old people Young people Women Businesses Community groups and organisations Indigenous High rise apartment dwellers Faith based communities	Where are these groups found? How many are there in the group? What do members have in common? (Where) do they get together? Who else contacts them and how?
Cultural The way of life of a group of people	Lack of established information networks Unable to access services easily Language spoken Ethnic or cultural background Social invisibility Lack of knowledge about council's role and services	CALD Non-readers Home workers Ethnic groups Indigenous Drug users Sex workers Homeless people Problem gamblers Residents of hostels and boarding houses	Which organisations could we work with to develop an information network? What established information networks do people already use and how could we tap into them? Are there individuals we could work through? How? What are the alternatives to written information and points of contact?
Behavioural and attitudinal The way the group's attitude to council influences their behaviour	Distrust of government agencies Unwillingness to access services Public participation in local or council matters is a low priority Lack of time Diffuse or poorly organised internal structure and communication Previous bad experience	Busy people (Single) mothers Businesses Illegal workers Drug users Sex workers Homeless people Problem gamblers Residents of hostels and boarding houses	Who do they trust? How can we inform or educate about the relevance of, or necessity for, consultation? What methods of outreach can we use (social marketing approach)? How can we establish new relationships? What or who can influence them? What about the timing of the consultation?
Structural The way council processes and structures influence access	Bureaucracy and red tape Availability of information in relevant languages, print sizes and media Complicated 'procedures' Attitude of council staff Competence of consultants used Timing and location of public participation	Council staff Consultants Councillors	What changes can we make to reach the group? How can we improve the way we provide information and communicate? How do other organisations facilitate access?

Table used from a study titled; *To Identify Characteristics of the Hard to Reach* (2008), compiled by Swinburne University



3.5: ABORIGINAL AND TORRES STRAIT ISLANDER COMMUNITIES

Engaging with and consulting the Aboriginal and Torres Strait Islander community must be done with sensitivity, respect and over a period of time. In Wangaratta and Benalla there are no Aboriginal organisations or peak bodies. There are however, several volunteer based Local Aboriginal Networks (LANs) in the Hume region, which are made up of local Aboriginal and Torres Strait Islander community members. These groups are supported by Aboriginal Victoria (AV), Department of Premier and Cabinet (DPC), through the role of the Aboriginal Community Development Brokers for the Hume Region. These networks include:

- Wangaratta LAN, locally known as Dirrawarra Indigenous Network (DIN)
- Mansfield LAN, locally known Gadhaba Local Indigenous Network (GLIN)
- Wodonga LAN, locally known as Wodonga Aboriginal Network (WAN)
- Seymour LAN
- Shepparton LAN

These networks meet monthly and are involved in community development through implementation of a community plan. Attending these meetings would first require an Aboriginal worker as a point of contact. A Koolin Balit Aboriginal Community Support Worker is employed through the Central Hume Primary Care Partnership to work with communities in Alpine, Benalla, Mansfield and Wangaratta local government areas, they are an important point of contact. Another point of contact may be through attending a culturally significant celebration such as NAIDOC week celebrations.

Respecting identity, values and culture is vital. Consider the following when engaging with the Aboriginal and Torres Strait Islander Community:

- Before engaging with the Aboriginal Community attend cultural competency (knowledge, skills and attitudes) training in order to gain an understanding of the dynamics and diversity within the indigenous community
- The 'Making two worlds work' resources provide comprehensive information and also local context

when working with the indigenous community. This is a very useful resource and provides thorough and user friendly tips and tools

This is also linked to 'The Closing the Gap Young Women's Health Project' which helps to develop an understanding of Aboriginal and Torres Strait Islander history, society and community. This can be found at: www.whealth.com.au/mtww/resource_kit.html

- Symbolic recognition of Aboriginal and Torres Strait Islander culture in the workplace is also valued. Acknowledging the country and traditional owners at the very start of meetings is of important significance
- Understand the cultural background and history of the community - An appreciation of a historical context is important in understanding the indigenous experiences with engaging the community. As a consequence of this historical context and a history of the Aboriginal and Torres Strait Islander community not being involved in decision making, engagement needs to be a collaborative process
- Be flexible and be patient it takes time to build rapport, confidence and develop trust with the community
- Make a genuine effort for the engagement to be a collaborative process, that there are shared goals and responsibilities. Support Aboriginal and Torres Strait Islander control and decision making
- Be clear about the engagement process and the shared responsibilities for the roles and responsibilities. Do not promise anything that cannot be delivered
- Use simple English and be aware that some issues are women's business and some are men's business
- Understand and utilise strong family ties and community relationships. Know the senior Elders in the community and create partnerships with local workers and local networks
- Most people in the community know each other and 'word of mouth' is an important communication tool

This information was provided by: Chris Thorne and Wangaratta LAN - known locally as the Dirrawarra Indigenous Network



3.6: CULTURAL GUIDE FOR PEOPLE MANAGING ABORIGINAL AND TORRES STRAIT ISLANDER PATIENTS

Aboriginal and Torres Strait Islander people make up 0.74% of the population in Victoria, in the Hume region the portion is 1.82%, made up of 4566 people. 564 of these people reside in Central Hume. However, these numbers are believed to be underestimated.

It is important to note there is not one Aboriginal culture. The aboriginal community is diverse, and the 'one size does not fit all'. Each Aboriginal person has a set of values, ideas and experiences so "everyone" is not the same. However, the culture tends not to focus on the individual as in western cultures, but is family and group-oriented. This means they often have strong commitment to extended family, and may have active responsibilities towards their extended family. This can take priority over their own health.

It is acknowledged that past government practices and general administration of Aboriginal people have contributed to Aboriginal people being one of the most disadvantaged groups in Australia. Most Aboriginal people or their predecessors have been, or are still exposed to racism, where because they were 'black' they were treated differently. This discrimination may have affected their confidence, causing Aboriginal people to be too shy or shameful to ask for support or assistance in education, work or health settings. Others may be afraid to try (and risk failure) and so are assumed to be lazy or uneducated. There may also be other contributions that affect the health and wellbeing of Aboriginal people for example: had poor role-modelling, fallen into 'bad company' or 'bad ways', social problems, mental health problems, as many people in low socio-economic circumstances have. They may have relatives who were part of the Stolen Generation, resulting in lasting impacts across generations, such as fear of government and institutions. Overall, this has meant that many Aboriginal people have had fewer opportunities as they have started on the 'back foot'. Consequently many Aboriginal people experience significant health problems such as anxiety and depression, lung, cardiovascular, and life-style related diseases.

One might ask why should we treat Aboriginal and Torres Strait Islander people differently through having this guide, when other cultures are different and should also be treated in a culturally sensitive way. The reason is that Aboriginal and Torres Strait Islander people experience poorer health when compared with other Australians, and they are still slipping through the health net. In addition, Australian Governments are now focusing on this great area of need, and are providing resources and policies to support better health outcomes for Aboriginal and Torres Strait Islander people.

Specifically in our local area, there is evidence that the health of Aboriginal people in the Hume region is compromised for several reasons:

- Lack of accessible, culturally appropriate services – there are no Aboriginal specific health services, Aboriginal Liaison Officers, or informal advisors on cultural practices in Central Hume, and
- Fear and mistrust of 'white' institutions such as hospitals

We urge you to take initiative to involve the Aboriginal people in their care (as with anyone) to directly identify their needs and increase the acceptance and effectiveness of services.

The following cultural guide provides information to assist staff to better understand Aboriginal culture, and how to respond appropriately to Aboriginal clients. Please take the time to read it, and then ask yourself – What can I do to improve our service to Aboriginal people?

This information and the tables on page 27 & 28 were provided by:
Central Hume Primary Care Partnership:
admin@centralhumehcp.org or (03) 5761 4217

For more information:

Women's' Health Goulburn North East:
www.whealth.com.au/mtwww



SECTION 3 - TOOLKIT 3

CULTURAL CHARACTERISTICS	ACTION
Many Aboriginal people don't look 'Aboriginal' Many are fair-haired and blue-eyed	Accept the fact they have identified Don't say "You can't be" or "How much"
When responding to a question they can be silent for a while – they may be thinking, or not know what to say	Don't hurry them Say things in a different way – don't be worried by this Come back later
Aboriginal people may take time to provide information (tell their story)	Allow time – they don't like to be hurried Come back later to yarn (talk) some more
Aboriginal people are often not assertive	Take time to establish rapport, build trust Encourage them to speak up Always wait your turn to speak
Aboriginal people may be fearful as they have had a bad experience	Try to make them comfortable, use humour (if appropriate). Consider waiting until you know someone a bit as they may feel you're mocking them, or it's not a laughing matter Tune into their body language – is something not right? This works both ways – they will read yours
Aboriginal people may lower their eyes/have little eye contact during conversation. This is a sign of respect, not lack of interest	You don't have to avoid eye contact in return. Respect that they are being respectful Don't be put off – continue your interaction as usual, don't cut it short
Aboriginal people may say they understand so they don't appear ignorant (shame/embarrassment)	Explain things in simple language and words. Explain to them again in a different way Use diagrams to assist Write information down to help remember
If Aboriginal people have a bad experience, or are shamed, they won't return to your service	Don't blame them for their condition/child's injury Arrange follow-up
Aboriginal people may not attend appointments due to shame, cost, jargon, don't understand why, transport/cost issues, feel intimidated/fear/uncomfortable waiting	Obtain support for issues Use plain language Be direct – don't beat around the bush Suggest they might like to wait outside/in a quiet area
Be mindful of Men's and Women's Business. A female may not accept a male practitioner, especially for women's health issues. Males may not accept a young female nurse, or a female discussing Domestic Violence	Try to have a practitioner of the same gender Ask if they are comfortable with young nurse/male Read their body language Be able to follow-through with their choice
The Aboriginal community is small and many people know each other. Confidentiality and privacy are major issues	Strict confidentiality should be maintained. In any public sharing of information ensure anonymity, and check with the community first
Attending funerals or "sorry business" is compulsory – they will often be gone a long time (weeks or months)	Manage their immediate needs by contacting local services in the alternate location Arrange follow-up supports for when they return
People will relate to what you do, more than what you say or who you are	Never promise anything that can't be delivered Be honest and down-to-earth, practical Offer and earn respect
As in all cultures, people can be aggressive because they are frustrated. They may have had prior experiences that make them more sensitive	Calm them down Talk to them in a private space to gain an understanding of their issues Refer to "Dealing with difficult people" resources
Swearing is not considered to be as offensive as in Aboriginal culture vs non-Aboriginal culture. It can also be a sign of frustration or other emotions and some people cannot communicate these in any other way	Try not to take offense. This doesn't include anyone swearing directly at you in an offensive manner – this should not be tolerated by anyone
Health tends not to be a priority. There are often other issues or crises that get the way e.g. caring for grandchildren.	Ask them about their priorities Assist them to understand why their health is important Refer to community supports re how to manage their condition, or issues
If they can't see the health problem they may think it doesn't exist e.g. with Diabetes there is no immediate impact if they don't take their tablets	Take time, and use different strategies to help them and their family understand their condition Link them with supports



CULTURALLY SIGNIFICANT DATES

DATE	DAY	SIGNIFICANCE
26 January	Australia Day	Represents loss for some Indigenous people
13 February	National Apology Day	Anniversary of Prime Ministers Rudd's apology in 2008
21 March	Harmony Day	Celebration of rich cultural diversity in Australia
21 March	United Nations International Day for the Elimination of Racial Discrimination	Spotlight on the need to eliminate racial discrimination
22 March	National Close the Gap Day	Highlights the importance of working together to achieve Aboriginal and Torres Strait Islander health equality
26 May	National Sorry Day	Remembering the stolen generations
27 May – 3 June	National Reconciliation week	Celebrates the many journeys of reconciliation
27 May	The 1967 Referendum	Discrimination references to Aboriginal and Torres Strait Islander people removed from the constitution
3 June	Mabo Day	Anniversary of the historic Mabo judgement
1 July	Coming of the light festival	Annual Torres Strait Islander Christian celebration
1st week of July (Sun to Sun)	NAIDOC week celebrations	Celebration of Indigenous people and culture
4 August	National Aboriginal and Islander Children's Day	Annual celebration of Indigenous children
9 August	International Day of the World's Indigenous People	Acknowledges Indigenous cultures worldwide
10 December	Human Rights Day	Promotes Human Rights for all people



3.7: YOUTH

The contributions youth can make to the community are underestimated, as is the important role that community involvement plays in healthy adolescent development. Adolescents often have a strong need to establish a sense of competence, social acceptance, and autonomy. Youth don't have many opportunities to have input on issues that affect them. By providing them with the opportunity you may find that they provide new and often innovative perspectives.

Connecting and building trust with youth is an important first step. Engaging with youth organisations may assist with this. Be flexible, and willing to adapt and find new ways of engaging. When engaging with youth you need to consider strategies that are going to get their interest and find ways of maintaining their interest and keeping them involved. Limiting down time and keeping them actively involved will assist in maintaining momentum.

Think about how to inform the youth that there is an opportunity to engage. Some good examples are: Peer word of mouth, social media, posters, newsletter articles, community organisations that work with youth. If you are using print, keep the information accurate and short, clear and consistent.

When engaging with youth consider:

- That the meeting space is youth friendly and not intimidating
- Be welcoming and friendly
- Make sure that engagement is not tokenistic, assure that youth feel that their efforts are recognised and worthwhile

- Find out if there is transport available or do you need to provide transport
- Ask them what they want
- Meet at a convenient time (outside school hours)
- Send out reminder via text, email, social media or phone
- Use tools to break the ice and encourage social interaction
- Provide food or other incentives
- At the end reflect on what was effective and what can be done to improve the engagement

If you are producing any print material consider:

- Finding out what youth want and what will catch their attention, get them to assist with the format and design
- Keep it simple and concise, don't use acronyms and jargon
- Provide examples to highlight important aspects
- Use interesting quotes
- Provide documents online

SECTION 4:

FRAMEWORK 4

Level of engagement

- 4.1 Level of engagement
- 4.2 Engagement: Tools & tips
- 4.3 Check before continuing:
Reflective Questions



TOOLKIT 4

- 4.4 Social Media





4.1: LEVEL OF ENGAGEMENT

The previous step of establishing your purpose of engagement and what you want to achieve will help you understand what 'level of engagement' is needed and the correct tool or tools to use.

For example; if homelessness is your identified social issue and your purpose is to raise awareness on homelessness locally you will look at the 'Inform' level of engagement and provide information on homelessness to a broad range of the community.

The chart below shows different levels of engagement starting from the left hand side, 'Inform', which is providing information on the issue to a wide range of people. Through to the far right, 'Empower', which is people participating in the engagement are empowered to take control and responsibility for the engagement process and are taking action and responding to the social issue. When choosing your level of involvement be sure you have the time and resources and that you can deliver what you promise to the community.

LEVEL OF COMMUNITY INVOLVEMENT



Adapted from: Bang the Table (2016) – What is community engagement exactly?



4.2: ENGAGEMENT: TOOLS & TIPS

Once you have established the level of participation you want to engage in, there are a wide range of community engagement tools available. The following table provides some examples:

LEVEL OF ENGAGEMENT	TOOL	TIPS
 <p>KEEP THE COMMUNITY INFORMED</p> <p>Providing information to the community, or raising awareness of a particular social issue. Increasing the awareness and understanding will help stakeholders and community members to be more equipped to deal with the social issue.</p>	<p>Information sessions</p> <p>Public gatherings</p>	<ul style="list-style-type: none"> • Be clear with your language and avoid jargon and acronyms • Make any visual components simple and eye-catching
	<p>Printed Material</p> <p>Fact sheets, newsletters, newspaper articles & advertising, brochure/pamphlets, reports, letterbox drops, personalised invitations</p>	<ul style="list-style-type: none"> • Decide who is your target audience and secondary audience • Keep it simple and avoid jargon and acronyms • Make it eye-catching and not too busy • Proof read all printed materials and get feedback from other staff members • Provide an opportunity for participants to respond <p>Before developing the information you need to consider: who is your target audience? How are they going to access the information? Is it clear and easily understood? Is there a contact person for more information/clarification?</p>
 <p>PROVIDE INFORMATION AND FEEDBACK TO THE COMMUNITY</p> <p>Be clear on your purpose for the consultation, this will help you choose the most effective tool for your engagement.</p> <p>Show people how you responded to their feedback and acknowledge concerns. Be sure to factor in enough time to allow for participants feedback and for your response to the feedback. When presenting the results of the consultation ensure that the material is clear and simple.</p>	<p>Surveys Questionnaires</p> <p>Used to gather a broad range of opinions and attitudes and obtain quantitative and qualitative data. This can be online, by phone or face to face</p>	<p>You may gather a broader range of people that may not typically engage in other ways</p> <ul style="list-style-type: none"> • Use specific guidelines for the survey and trial it before it is distributed • Establish what methods of collection and analysis will be used • Communicate how the survey results will be fed-back and who it will be sent to and in what format
	<p>Community forum</p> <p>A public meeting to engage a wide range of feedback in order to gather opinions and thoughts</p>	<p>Make sure it is convenient and accessible for all, take into account the demographics of the area</p> <ul style="list-style-type: none"> • Encourage a wide range of people to attend, you may provide food or vouchers as an incentive to attend • Encourage communication between all parties



LEVEL OF ENGAGEMENT	TOOL	TIPS
 <p>INVOLVE</p> <p>COMMUNITY WILL DIRECTLY INFLUENCE RESULTING ACTIONS</p> <p>Provide an opportunity for all the people that are affected by the social issue to be involved and ensure that their input is reflected in the outcome. Consider carefully what processes and/or structures are appropriate for the purpose and provide feedback on how participants input was responded to.</p>	<p>Focus group</p> <p>Gather a small group of people and facilitate discussion on a topic in order to get a range of opinions and views to gain greater insight into the social issue</p>	<ul style="list-style-type: none"> • If possible use a skilled facilitator • Have a clear understanding on the course of the focus group • Set tasks that will generate discussion • Test any ideas and materials prior to the focus group meeting
	<p>Workshops</p> <p>A structured meeting where people work together on a issue or task</p>	<ul style="list-style-type: none"> • Intention is to resolve the issue • To gain a agreement on taking action post the workshop • Try to gather a range of people in order to gain a good cross section of views • Engage all participants in the discussion • Smaller numbers work better, 4-6 per table
 <p>COLLABORATE</p> <p>PARTNERING WITH THE COMMUNITY</p> <p>Work together with participants in all the stages of the engagement. Where possible integrate participants recommendations into the decision making process. Be clear on who has the decision making power and communicate that to participants.</p>	<p>Participatory decision making</p> <p>A process where all people in the group participate and are given a chance to be heard</p>	<ul style="list-style-type: none"> • Create an environment where different opinions are heard and everyone's opinions are valued • Take time to create this environment • Make sure everyone is on the same page and there is a understanding of the process • Where possible use a skilled facilitator • Aim towards a common consensus, final decisions should reflect the wide range of views
	<p>Consensus-building</p> <p>Bringing a range of people together (to build consensus) for a round table discussion</p>	<ul style="list-style-type: none"> • All participants are considered equal • Create an environment that encourages open dialogue • Focuses on an issue and not a person • Have a power neutral facilitator
 <p>EMPOWER</p> <p>THE COMMUNITY MAKES AN INFORMED DECISION</p> <p>This involves the community making their own decisions and being responsible for the outcome.</p>	<p>Citizen Juries</p> <p>Getting a random group from the community to discuss approaches to an issue</p>	<ul style="list-style-type: none"> • May help involve people who have previously felt distanced from involvement • Gather a range of participants • Is a transparent process
	<p>Stakeholder visioning</p> <p>Involves getting participants to envision what the future could look like and how to enact it</p>	<ul style="list-style-type: none"> • Encourage a diverse range of participants • Encourages stronger relationships and commitment • Careful to be clear on the focus • Utilise participant's knowledge and expertise • Carefully document outcomes



4.3: CHECK BEFORE CONTINUING

Reflective Questions

What tool is right for you?

Who are we targeting for our engagement and why?

What outcome are we hoping to get from the engagement process?

How much time do you have for the engagement process?

What resources do you have available and what budget?

Have we considered the best tools to use for 'hard to reach' groups?

What tools already exist that I can use? Do I require more than one tool?

How could the engagement change the outcome?



Department of Environment, Land, Water & Planning offer a comprehensive list of tools for engagement.

dse.vic.gov.au/effective-engagement/toolkit

'Dialogue by Design' provides an online tool that helps you to identify the right tool for your engagement.

dialoguedesigner.dialoguebydesign.ne



4.4: BASIC SOCIAL MEDIA OVERVIEW

If you want to reach a broad audience for your engagement, the statistics show that a large proportion of our population is online. Therefore social media may be the most effective and efficient way to go. Before starting out, consider who your target market is, what the best strategy to reach them is and how to get them to share your information with their networks. For social media to be effective, you need to be prepared to build an online profile and then grow, listen and monitor your followers.



Is currently the most dominant social media platform in Australia. It caters to a wide range of ages, connects people by facilitating communication networks through a number of different ways.



Is a networking platform for business professionals. It is a good way to connect with other community engagement professionals.



Twitter allows you to instantly send a message to your followers. It is similar to blogging, however you send shorter updates.



Involves viewing and sharing images, essentially it is a catalogue of images.



Video is a unique way of highlighting why you are engaging, consider the following ways of creating videos to enhance your engagement.

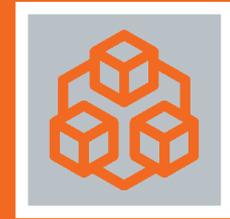
- Key messages; A welcome video to explain the issue should contain, why, when, how, who, where the project is taking place.
- Hot issues; a video may be a good, open way to address any concerns about the community engagement.
- Community meetings; videoing your community engagement so that it can be accessed by people who could not attend.
- Vox Pops; Going to the community with a video camera and creating short interviews that capture the communities' response to an issue.

SECTION 5:

FRAMEWORK 5

Engagement plan & application

- 5.1 Engagement plan and application
- 5.2 Check before continuing:
Reflective Questions



TOOLKIT 5

- 5.3 Media release information
- 5.4 Photo consent template
- 5.5 Privacy and confidentiality
information





5.1: ENGAGEMENT PLAN AND APPLICATION

The engagement plan involves bringing together the previous steps and producing a clear and concise document that outlines what your engagement will look like. There needs to be a consensus from key parties involved on the plan. The engagement plan should include the following:

- A clear and concise statement of the social issue and purpose of the engagement
- Outline the tools that will be used in the engagement process
- A document/plan of what you will do, and who is responsible for what, with timelines
- The resources that you need and how you are going to get them
- Budget
- Communication strategy
- How you will report what you find
- Evaluation: What you will evaluate and when and how?

Adapted from IAP2

Communication Plan

Once you have established a level of engagement, you need to look at what you need to communicate, who to and how often. Remember good communication is a two way process.

Look at the expectations of management, funding bodies and stakeholders and what communication/information they require. When communicating in print make sure that the information is clear and free of jargon and acronyms. You may need to tailor your communication to the reader.

Make sure all stakeholders are in agreement with the information and that it is proof read before being distributed, preferably by more than one person.

Engagement plan implementation

Once an agreement on the plan has been made, the next step is to implement the plan. Simply, it is enacting all the steps outlined in your plan. To assure that the implementation of the plan goes smoothly consider the following:

- Do you have all the necessary resources that were detailed in the plan? Are there anymore resources that may not have been detailed in the plan that you may require?
- Is the plan approved by management?
- Is the timeline being followed?
- Are you remaining within budget?
- Is the direction and decisions resulting from the engagement process aligned with the engagement plan?
- Are relationships with participants developing effectively?
- Is there a continual process of reflection and reporting back to participants and stakeholders?
- Is the plan approved by key people?



5.2: CHECK BEFORE CONTINUING

Reflective Questions

What is working?

What is not working?

Is the engagement flexible? Are changes being made if required?

Are we connecting with hard to reach populations?

Is communication open and clear? Is feedback being given?



5.3: MEDIA RELEASE

A media release is a good way to get free advertising and promote your engagement.

Before starting your media release consider the following:

- o Make dot points of what is the main information you want the community to know, what do they need to know?
- o Consider any additional information that they may find interesting or may attract attention
- o Place your dot points in order of relevance, so that public receives the important information early
- o Take a photo to include, try to make it creative

Catchy heading

Create a heading that is not too long, is creative and attracts people's attention. The heading and opening may win or lose the reader.

Introductory sentence

Include all the important information early and try to grab the readers attention. Explain who, what, when, where, why and how of your article early on, so that the reader receives the information they need. Be clear and avoid jargons and acronyms.

Body of the article

Include any supporting facts - Ensure the information is in order of what is the most relevant information you want the public to know.

- Add in a quote and name the person you are quoting. Using quotes will help put a face to the article and add clarity to what you are doing
- Include any funding bodies or partnerships
- Assure that you stick to the facts and can support all your claims
- Highlight the importance of your cause
- If you are holding an event, don't forget the location, date and time of the event, highlight this information

Concluding paragraph

Keep it simple and reinforce what you have already said and why it's important. Include any extra details such as where you can obtain more information and your organisations contact details. Make it easy for people to contact you by providing multiple contact sources.

Revise and check the details are all correct, have a colleague check as well.

Send in your media release and don't forget small community newsletters to target a wider audience.

Follow up with a phone call or email.



5.4: PHOTOGRAPHIC CONSENT

I, *[Full name]* _____

- Consent
- Do not consent

to *[organisations name]* _____

using photos of me and my name in print or electronic publications.

Signature: _____

[Parent or guardian if under 18]

Name: *[Print]* _____

Date: _____



5.5: PRIVACY & CONFIDENTIALITY

[insert organisation's name] _____ will be collecting personal information for the purpose of [insert purpose] _____

[insert organisation's name] _____ will take all realistic and applicable steps to assure that the privacy of all individuals is protected, in compliance with Victorian Privacy laws. All necessary steps will be taken to assure that all personal information stays confidential.

[insert organisation's name] _____ will:

- o Collect only the information required for the purpose of this engagement.
- o If the information is used for another purpose we will obtain consent from the person.
- o Keep all parties informed as to why we collect the information and how we intend to use the information.
- o Ensure that all employees and volunteers that deal with the personal information are aware of privacy principles.
- o Maintain anonymity - Personal information made public will be de-identified to protect privacy.
- o Disclose personal information to a third party only with the persons consent.
- o Store personal information securely.
- o Provide you access to your own personal information, with the right to seek correction.

If a breach of any of the above commitments occurs,

[insert organisation's name] _____ will act promptly to rectify the situation.

ACKNOWLEDGEMENT AND CONSENT

I [insert name] _____ have read and understood the details for the collection and use of my personal information by

[insert organisation's name] _____

I understand that I may at any time access my personal information and correct any information that has changed or is incorrect.

I consent to the collection and use of my personal information for the purposes defined above.

Signed: _____

Print name: _____

Date: _____

SECTION 6:

FRAMEWORK 6

Review and evaluation

- 6.1 Review and evaluation
- 6.2 Final report
- 6.3 Check before continuing:
Reflective Questions



TOOLKIT 6

- 6.4 Websites





6.1: REVIEW AND EVALUATION

Evaluation is a systematic process which aims at establishing the worth or significance of your engagement, an effective evaluation will assist in improving your processes. Having clarity on what you were trying to achieve or the purpose for the engagement will help to guide your evaluation. This is where your earlier clarification and commitment to the 'statement of the issue' will assist with guiding your evaluation.

Evaluation purpose

The first step when designing an evaluation process is to understand your purpose for evaluating and what you will do with the results. Examine who you need to report back to with the information, this can range from stakeholders and participants to managers and funding bodies. Looking at what these individuals/groups want to get from the engagement will assist this process. For example:

- You may need to systematically demonstrate how you have met your goals for managers or funding bodies
- You may want to raise awareness or encourage discussion in relation to the issue you have engaged the community on
- Others interested in engaging the community may also be interested in gaining insights into what worked and what didn't

The easiest and best way to develop this understanding of what people want is to ask directly what information they hope to get from the engagement. Periodic evaluation will also help you assess and re-evaluate your engagement and make improvements where necessary throughout the project.

Evidence required

The next step in the evaluation process is to determine if you require qualitative or quantitative methods of data collection to support your engagement. A comprehensive evaluation includes both. **Quantitative**; is the collection and measurement of numbers and statistics. The

results of a survey may be collated, summarised and analysed to provide statistical information on the issue. For example, statistics on the number of young people who are homeless in Wangaratta and surrounds may be the most impactful way to capture people's attention. **Qualitative** methods; involve interpreting language, such as comments or responses to surveys that are interpreted and then used to draw conclusions and provide answers. Combining your statistical information on youth homelessness, with some comments from homeless young people is also going to provide a more comprehensive evaluation.

Examples of evaluation questions:

- Has the engagement met the engagement objectives? How? Where did it not meet the objectives?
- Has there been an impact on the community as a result of the engagement?
- What were the unintended outcomes?
- Is additional engagement required?
- Has there been a change in perception of the issue?
- Has there been a change in inter- organisational relationships?
- Has there been a change in relationships with the community?
- Have participants developed any new knowledge as a result of the project?
- Have participants developed any new skills as a result of the project?
- Was there a fair representation of people impacted or involved in the issue?
- What was the most effective way we addressed the issue?
- Has feedback been provided?
- How have we documented and shared the information?
- What did we learn from this process?



6.2: FINAL REPORT

Being clear on who your target audience is will help guide how you present your final report. Once you have established this consider how the information will be presented so that it has the most impact or draws people's attention.

A big wordy document may be difficult to comprehend and consequently only be read by a few people. Whereas, an info-graphic or a video, which is easily understood and will retain individual's attention can reach a broader range of people.

When writing your final reports include the following:

- o An introduction and description of the engagement process
- o A summary of each evaluation throughout the engagement process
- o A comment on what worked and what did not, what could be improved? And what we have learnt for next time
- o Recommendations for future engagement
- o Dissemination of information, look at what is going to have the most impact



Community Engagement Sustainability Evaluation Toolbox, provides best practice examples of evaluations and contains many user-friendly templates.

evaluationtoolbox.net.au



6.3: CHECK BEFORE CONTINUING

Reflective Questions

What are the elements of the engagement that will be evaluated?

What are the criteria that you will use to evaluate the engagement?

What key performance indicators need to be reached in order for the engagement to be considered effective?

What information do those involved need?

How has the engagement changed the outcome of the project?



6.4: WEBSITES

IAP2

IAP2 is very influential in community engagement and focusses on engagement being shaped by the problem at hand. IAP2's 'Stakeholder and community engagement process' provides a good, clear and concise example of community engagement model in an 11 step process. IAP2's guidelines provide a clear structure to follow and outline some issues that need to be considered at each step. IAP2's 'Public Participation Spectrum' is a useful tool to use to clarify what contributions you want stakeholders to make and stresses the need to be clear and concise with all messages in the engagement process.

www.iap2.org.au

Collective Impact Australia

Collective impact encourages us to view everything as being interdependent; this greater understanding of interrelated systems will help us have a greater impact. There are many practice examples and research that indicates co-ordination between cross sector organisation's (including organisations that are not in the not-for profit sector), as opposed to individual organisation's providing isolated interventions is more effective when addressing a social issue.

collectiveimpactaustralia.com

Vic Health Partnership Analysis tool

The Vic Health partnership analysis tool (2014) was designed to assist organisations 'entering into or working in a partnership to assess, monitor and maximise ongoing effectiveness'. It provides a good, simple and user friendly tool for looking at the partnerships and is based on the premise that efficiency will increase if we work together, sharing skills and resources. There are three sections: changing organisations, exploring the nature of partnerships and analyzing existing or potential partnerships.

www.vichealth.vic.gov.au/search/the-partnerships-analysis-tool

The Community Toolbox

The Community Toolbox (2015) provides a very comprehensive one stop shop on community engagement. It is very extensive and provides comprehensive information on community work and engaging the community. It looks at a wide range of community engagement; however it predominantly focuses large scale community engagement at an international level. In order to use this toolkit effectively you would need time to navigate its numerous resources and information.

ctb.ku.edu/en

The Victorian Department of Sustainability and the Environment

The Victorian Department of Sustainability and the Environment (2013), together with the Coastal Cooperative Research Centre has developed a toolkit to assist with community engagement. It does not provide a one size fits all model, but offers a range of tools to assist in the planning, implementation and evaluation of community engagement activities. It provides a good resource for finding the right tool for your engagement and provides a detailed description of the tool and highlights strengths and weaknesses.

www.dse.vic.gov.au/effective-engagement/toolkit

Making two worlds work

'Making two worlds work' (2008) is a local initiative that provides a fantastic range of material on engaging with Aboriginal people. It ranges from information on local Aboriginal people from the North East and historical information to how to communicate effectively with Aboriginal people. It provides information on how to be informed and respectful and has many useful links. The 'Closing the Health Gap Young Women's Health Project' provides an abundant amount information in a simple and user friendly format.

www.whealth.com.au/mtww/about.html

The Bureau of Statistics

The 'people and communities' section of the ABS contains local Wangaratta area information in the 'data by region navigator'. This provides statistics about the local people, economy, industry and energy and environment.

www.abs.gov.au

Community Indicators Victoria

Community Indicators Victoria presents data and reports on the wellbeing of Victorians. They have five major domains of community wellbeing; they are; social, economic, environmental, democratic and cultural.

www.communityindicators.net.au

Bang the table

Bang the table aims to increase levels of community involvement in public life. It is a global organisation that provides a medium for public engagement and they provide a range of digital tools to engage in collaborative learning, discussion and debate.

www.bangthetable.com

REFERENCES

- Arnstein, S.R. (1969), *A Ladder of Citizen participation*, journal of the American Planning Association 35 (4): 216-214.
- Australian Capital Territory Government, 2011. *Engaging Canberrans – A guide to engagement*. Accessed on 8th of March, 2016, http://www.timetotalk.act.gov.au/storage/communityengagement_FINAL.pdf
- Bang the table – All about engagement. *What is community engagement exactly?* Accessed on 1 of September 2016, <http://www.bangthetable.com/what-is-community-engagement/>
- Brackerdz, N. & Meredyth, D. 2008. *Social Inclusion for the hard to reach – Community consultation and the hard to reach: local government, social profiling and civic infrastructure*. Melbourne, p. 16. Accessed on 3rd of March, 2016, <http://healthissuescentre.org.au/images/uploads/resources/Social-inclusion-of-the-hard-to-reach.pdf>
- Chappel, M. 2008. *Government of South Australia – Community Engagement Handbook* – Accessed on 24th of February 2006, http://www.lga.sa.gov.au/webdata/resources/files/Community_Engagement_Handbook_March_2008_-_PDF.pdf
- Central Hume Primary Care Partnership, 2012. *Cultural guide for people managing Aboriginal and Torres Strait Islander patients*.
- Collaboration for impact – collective approaches. *The Collective Impact Framework*. Accessed on 18th of February, 2016, <http://www.collaborationforimpact.com/collective-impact/>
- Community Toolbox, 2015. Toolkit. Accessed on 11th of February, 2016, <http://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/collect-information/main>
- Cortiss, N. Katz, I. & Patulny, R. 2009. Australian Government Department of Social Services – Families and Children. Number 26: Engaging hard to reach families and children. Accessed on 8th of April 2016, <https://www.dss.gov.au/our-responsibilities/families-and-children/publications-articles/number-26-engaging-hard-to-reach-families-and-children?HTML#sec6>
- Department of Environment, Land, Water and Primary Industries, 2013. Department of Sustainability and Environment – *Effective engagement toolkit*. Accessed on 12th of February, 2016, <http://www.dse.vic.gov.au/effective-engagement/toolkit>
- Department of Premier and Cabinet – *Tasmanian Government Rural and Isolated Communities – a guide to engagement*. Accessed on 24th of March 2016, http://www.dpac.tas.gov.au/__data/assets/pdf_file/0003/227595/Engaging_rural_and_isolated_communities.pdf
- Graham, D. & O'Neil, D. 2014. *Collective Impact Australia – Go slow to go fast – a mantra for collective impact*. Accessed on 16th of March, 2016, <http://collectiveimpactaustralia.com/2014/04/11/go-slow-to-go-fast-a-mantra-for-getting-started-with-collective-impact/>
- Hunt, J. 2013. *Australian Government – Closing the gap clearinghouse*. Accessed on 3rd of March 2016, <http://www.aihw.gov.au/uploadedFiles/ClosingTheGap/Content/Publications/2013/ctgc-ip5.pdf>
- IAP2, 2015. *Quality Assurance Standard for Community and Stakeholder Engagement*. Accessed on 18th of February, 2016, <http://www.iap2.org.au/>
- Making two worlds work (2008). Accessed on 24th March, 2016, <http://www.whealth.com.au/mtww/about.html>
- Ministry of Children and Family Development, 2013. Youth Engagement – Toolkit Resource Guide. Accessed on 22nd of March 2016, http://www.mcf.gov.bc.ca/youth_engagement/pdf/yet_resource_guide.pdf
- Rob Carolane. Twin Prism Consulting – Stakeholder Analysis.
- Sweeney, M. & Pritchard, M. 2010. *Community Sustainability Engagement Evaluation Toolbox*, National Centre for Sustainability. Accessed on 15 of September 2016, <http://evaluationtoolbox.net.au/>
- The Rural City of Wangaratta. Multicultural strategy 2014-2017. Accessed on 08th of September 2016, http://www.wangaratta.vic.gov.au/recreation-leisure/arts/images/RCoW_Multicultural_Strategy_2014_-_20171.pdf
- University of Wisconsin – Program Development & Evaluation, 2006. Planning a Program Evaluation. Accessed on 24th of March 2016, <http://www.uwex.edu/ces/pdande/>
- Vic Health, 2014. *The Partnership Analysis Tool – Resource for Organisations*. Accessed on 3rd of March 2016, <https://www.vichealth.vic.gov.au/search/the-partnerships-analysis-tool>



Wangaratta

Head Office
86-90 Rowan Street
PO Box 572
WANGARATTA VIC 3676

T 03 5720 2201
F 03 5721 8185

Benalla

5a 66-68 Nunn Street
(in Cecily Court)
BENALLA
VIC 3672

T 03 5762 2880
F 03 5762 7399

General Enquiries:

info@nesay.com.au



nesay.com.au

