

# **Victorian Community Road Safety Partnership Program**

**DRAFT**

## **A Guide for Engaging The Community and Stakeholders in Local Road Safety Programs**

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## 1. Introduction

These guidelines have been prepared to assist community road safety groups to plan for and undertake community and stakeholder engagement as part of their road safety programs.

The guidelines draw upon the work of the Department of Sustainability and Environment, Department of Planning and Community Development and VicRoads.

The guide provides a framework which takes you through a step-by-step approach of how to plan for and undertake an effective process to engage key stakeholders and the community in local road safety programs.

When talking about community and stakeholder engagement the guide is referring to engaging with a broad range of the community, including:

- Individuals and groups within the community e.g local Indigenous groups
- Groups or organisations which you may refer to as partners e.g. local transport company
- External stakeholders who you may wish to engage with e.g government agency
- Internal stakeholders who are represented on your group e.g local government, Victoria Police

At any time the community or stakeholder may fit into any of the above mentioned categories.

In addition to the general categories outlined above, there are a variety of types of communities and stakeholders. It is important to understand these variations as it will influence how you engage with them.

Sub - categories of communities and stakeholders include:

- *communities and stakeholders of place*: whose homes, workplaces, education institutions, shops, social and recreation facilities are located in a common geographic area such as: neighbourhoods, suburbs, regions, towns
- *communities and stakeholders of interest*: such as road users, business, levels of government, people from ethnically diverse backgrounds, people with a disability and people with various socio-economic backgrounds
- *communities and stakeholders that form because of a specific issue*: issues of particular concern, such as improvements to public transport, environmental protection, community amenity.

## 2. What is community and stakeholder engagement?

Engagement, in this context, refers to the many ways in which your group connects with and involves stakeholders and the community in the development and implementation of community road safety programs and initiatives.

Engagement covers a wide variety of participation ranging from information sharing and consultation, through to active involvement in decision-making processes.

Engagement it is not about public relations or marketing a particular view or decision, rather it involves key stakeholders and the community being kept informed and involved, and ultimately having ownership and responsibility for community road safety outcomes.

Engagement works best between parties that have an established relationship based on trust and mutual respect. Nurturing and maintaining positive relationships ensures engagement and consultation are as efficient as possible and misunderstandings are minimised.

An effective community engagement process

- ... is clearly scoped, influential and connected to decision making
- ... is simple, accessible and open
- ... is inclusive, respectful and values the contributions of all
- ... is informative, educational and contributes to continuous improvement
- ... has clear and reasonable timeframes
- ... builds relationships, collaboration and trust
- ... provides feedback and accountability
- ... and is evaluated

### 3. Why is engaging with the community important?

Effective community engagement allows your group to tap into diverse perspectives and potential solutions to improve the quality of its decision-making and the community road safety outcomes in your area.

The benefits of engaging stakeholders and the community include:

- good decision making - resulting from accessing good/additional information
- establishing new networks and relationships (and further developing existing networks)
- strengthening communities by keeping them informed about local issues
- building trust and confidence amongst stakeholders and the community
- contributing to the identification and development of leadership in community road safety
- provide 'a say' to those who tend to be less involved in or have barriers to participating in decision making processes
- extending democratic processes to stakeholders and the community in regard to community road safety
- more ownership of solutions to current problems and a higher level of responsibility for creating that future
- fostering a sense of belonging and empowerment from working together

To enable your group to effectively meet their engagement needs and the needs of the community it's recommended that you set aside time to work through the following framework with your project team in order to make the best use of skills and expertise. For a small program it is suggested that you allow one hour to plan your engagement. For larger programs you will need to allow more time.

When you start to develop your road safety program it is the time to plan your engagement of the community and stakeholders.

The way that you engage and the level to which you engage will be dependent upon what you are trying to achieve and the level of resources available.

## 4. Engagement Framework

### **STEP 1** Clarify your community engagement objective:

It's important that your group is clear about why you are engaging with the community and stakeholders.

Consider the following questions:

- Why do you need to engage?
- What would successful engagement look like?

Some of the reasons you would engage stakeholders and the community include:

- meeting the obligations of a funding agreement
- developing and delivering a road safety program
- gathering local knowledge
- identifying emerging issues
- developing community ownership and responsibility
- educating the community
- improving the design and delivery of a program or initiative
- developing ideas and solutions to local road safety issues
- obtaining feedback on a plan or program
- identifying and developing partnerships
- seeking funding and resources
- making decisions
- providing feedback on the success (or otherwise) of your program

Whilst it is important to be clear about the purpose of the community engagement, it is equally important to be clear about what is not included in the scope of the process. For example, if the purpose is to engage stakeholders and the community about a road safety issue such as drink driving, you may need to develop other strategies to manage issues such as an intersection where crashes have recently occurred, that could become a distraction to your engagement objective.

It may also be useful to create a list of negotiables and non-negotiable factors for your program. The negotiables are those that the community and stakeholders can influence e.g. venue where the program will be held, while the non-negotiable factors are those that have already been decided e.g. available budget.

A stakeholder and community engagement template has been provided Attachment A to assist you in recording your engagement activity. The Steps outlined in the engagement framework are contained in the template.

**Appendix A Template: Step 1:** Clarify your community engagement objective.

## **STEP 2** Identify who you are going to engage.

Having identified the objectives for your stakeholder and community engagement, the next step is to determine who should be involved in the process, and their level of interest in the program. In thinking about your stakeholders, consider residents, business owners, community organisations, departments and agencies, local government and key personnel.

The right of people to participate in public life without discrimination is enshrined in Victoria's Charter of Human Rights. Make sure you give some thought to the people or groups who may be at risk of being excluded from participation – for example Indigenous groups, young people, culturally and linguistically diverse and those with disabilities. Refer to Appendix D 'Guidelines for engaging hard to reach groups'.

In identifying your stakeholders consider the following questions:

- Who is responsible for the program?
- Who makes the decisions?
- Who can influence decisions?
- Who are the program partners?
- Who will be impacted by program outcomes?
- Who are the beneficiaries
- Who can make the program more effective?
- Who may be able to contribute resources (funding, materials, support)?
- Who may have an interest in the program?
- Who has existing networks into the community?
- Who may be excluded from participating?

## **Appendix A Template: Step 2** Identify stakeholders/community

### **STEP 3 Analyse your stakeholders and select your level of engagement**

Most Victorian Government Departments use the IAP2 Spectrum of Public Participation (Appendix C) as its framework for community and stakeholder engagement.

The International Association for Public Participation (IAP2) has developed a Spectrum<sup>1</sup> which is designed to assist with the selection of the level of engagement that defines the stakeholder and community's role. The five levels of consultation are as follows: Inform, Consult, Involve, Collaborate and Empower. The Spectrum shows that differing levels of engagement are legitimate depending on the goals, timeframes, resources and levels of concern in the decision to be made.

However, and most importantly, the Spectrum, sets out the promise being made to the stakeholders and community at each engagement level.

Your group should consider the promise that it is going to make to the stakeholder/participant:

- Are you promising to keep them informed?
- Are you promising to listen to their ideas?
- Are you promising to involve them in a program?
- Are you promising to work with them to find solutions?

Different stakeholders will have different levels of interest and influence over your project depending on a range of issues. These may include their contributions to the program, decision making power, ability to slow or halt the program and the ability to impact on the effectiveness of outcomes.

Stakeholders and the community are not all the same and their potential involvement in regard to road safety may vary. Identifying their specific interests, needs and areas of potential influence helps design the community engagement process as stakeholders may be clustered for specific and customised engagement activities.

It is useful for you to understand how the issue is perceived by the stakeholder/community. This can be achieved by:

- i. Meeting with particular stakeholders who represent a range of anticipated perspectives – determine how they perceive the issue
- ii. Determining if any potentially affected stakeholders are not likely to be represented by an existing group
- iii. Asking key stakeholders who else they think should be involved

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<sup>1</sup> © 2007 International Association for Public Participation

iv. Identifying any groups/individuals that may be hard to reach or that may not typically be thought of as being part of the public – strive for inclusive participation (refer to Appendix B Guidelines for Engaging Hard to Reach Groups)

Once you have identified all of your stakeholders (including community) Attachment D provides a template for your to analyse their level of interest and access to your program.

**Appendix A Template Step 3:** Determine level of interest and level of engagement (Inform, Consult, Involve, Collaborate, Empower). Be mindful that the level of engagement may change for each stakeholder as the program progresses, so you may need to reassess at a later stage.

#### **STEP 4      Select your engagement activities, determine timelines, communication messages and potential risks:**

Now decide the appropriate method of engagement for each stakeholder and the community. There may be options to engage groups of stakeholders together and others may be engaged individually or through methods other than face-to-face, such as surveys or web based questionnaires. Some of the engagement tools may require customising for different stakeholders or stakeholder groups. Remember one size doesn't fit all.

Consider engagement methods which are likely to best meet the needs of each stakeholder (including community) and remove barriers to participation – choosing times and venues to suit. This may mean evenings and weekends for some organisations. For some community groups it may mean meeting them at their own premises. Also ensure there are alternative opportunities for input and participation of those unable to attend engagement events, and consider strategies to engage community members and key stakeholders who may have barriers to participation, (transport, language, literacy, mobility and so on).

The engagement methods you select will be influenced by the timeframes available and resource implications

#### **Appendix A Template: Step 4**

Write down the proposed activities of how you plan to engage each stakeholder. Then decide when each of the engagement activities will occur. Then note the critical start and/or end dates for each of the engagement activities.

Having decided on the engagement methods and timeframes, the key communication messages for each stakeholder engagement process needs to be determined. Under the 'Communication messages' heading, write down the messages you need to communicate to each stakeholder.

Having identified your communication messages it is now time to note any areas that may limit the ability to achieve your stakeholder and community engagement objectives.

Generally the types of risks to be considered would include:

- Legislative or policy restrictions on participation by some stakeholders
- Resource allocation and stakeholder capacity to participate
- Resource implications for your organisation to engage stakeholders and the community
- Potential conflict between stakeholders
- Distraction or lack of clarity which restricts the engagement objectives being achieved

- Lack of commitment by stakeholders, and/or stakeholder representatives without the required level of authority or decision making capacity

Once the risks are identified, determine their level of priority by considering the likelihood of that risk eventuating and the consequences if it does.

Then develop actions to manage the risks prioritised as needing attention.

## **STEP 5      Review and evaluate your stakeholder and community engagement results:** What are the milestones and what is the progress toward your objectives?

Stakeholder and community engagement activities will occur at different stages of your program development and delivery cycle. It is a good idea to identify key points throughout the program where your group can review and update the engagement plan and celebrate success and where necessary take action to address any issues.

You may be seeking input into scoping a program or generating ideas; developing and/or analysing options or alternative solutions; be making decisions; evaluating and reviewing programs; or celebrating successful community road safety results.

In addition to an overall evaluation at the end of your engagement activities, identify the milestones where stakeholder and community engagement progress is to be reviewed and the activities to be undertaken at these points.

### **Appendix A Template: Step 5:**

Write down the evaluation and review activities you intend to undertake.

## **Step 6 Feedback and Follow-Up**

### **Providing participants with feedback**

Feedback is a critical element of an engagement process.

Providing feedback to those who have participated in an engagement process, allows them to see whether their views have been accurately represented when decisions are being made.

Ongoing feedback will:

- Encourage continuing participation
- Clarify whether community issues have been accurately understood
- Improve relationships
- Build trust and confidence in the engagement process
- Assess the appropriateness and effectiveness of the engagement techniques used
- Clarify whether the original Government/community goals and objectives are being met.

The types of feedback provided to participants may include:

- Details of subsequent engagement activities with other groups
- Answers to questions raised by participants
- Confirmation that information generated via engagement has been forwarded/is being considered by relevant agencies
- Details of any changes made or planned in response to participant comments

- Details of any future opportunities for further participation.

### **When should feedback and follow-up occur?**

Establish a protocol during the planning and design phase of an engagement process that outlines when and how feedback will be provided, and also what information will be shared with whom, ie depending on the nature of the engagement, feedback might be offered at regular intervals, and/or within a predetermined period after each engagement activity and provide further opportunities to be involved.

Incorporate feedback throughout the engagement process and have a focus on letting participants know what the next step is, and when and how they will be advised of the outcomes from any activity.

Ensure follow-up is timely and that commitments to follow up particular issues or matters of concern are addressed within agreed time frames. This helps to build faith in organisational engagement processes. Follow-up may also be a critical part of the evaluation process. So it is important that the capacity to provide regular and ongoing feedback is woven into the process at the planning stage.

### **How should feedback be given?**

A range of feedback techniques should be employed to reach a variety of participants. Depending on the group you are seeking to provide feedback to, it may be important to use both written and verbal feedback methods. It is usually important to provide people with information, but also to create opportunities for them to ask questions or to seek additional information if required. Some techniques to consider include:

- Writing letters to all participants – this can be via email or postal mail
- Posting reports
- Providing summary reports of meetings/workshops
- Acknowledging written submissions
- Providing information via telephone hotlines
- Holding meetings to relay findings, outcomes and progress
- Giving presentations to groups within the community
- Offering discussion/issues papers
- Publishing newsletters, charts and posters
- Using a dedicated community engagement process email group
- Establishing a website with information in multiple formats (e.g. text, audio and video)
- Issuing media releases and updates within organisation newsletters
- Using informal communications
- Issuing reports.

A critical aspect of stakeholder and community engagement is providing feedback on the outcome of the engagement process, and what has been done with the information that has been gathered, or the results of the decisions that have been made. Similarly it is important to share your successes with key stakeholders and the community and include them in the celebrations of positive community road safety outcomes.

### **Appendix A Template: Step 6:**

Detail the feedback processes where you intend to involve stakeholders and the community.



## **5. References and Resources**

<http://www.iap2.org/associations/4748/files/toolbox.pdf>

[http://www.dpcd.vic.gov.au/\\_data/assets/pdf\\_file/0019/43183/Engagement\\_Guide.pdf](http://www.dpcd.vic.gov.au/_data/assets/pdf_file/0019/43183/Engagement_Guide.pdf)

<http://www.land.vic.gov.au/dse/wcmn203.nsf/Home+Page/8A461F99E54B17EBCA2570340016F3A9?open>

## Appendix A Stakeholder and Community Engagement Template

**Program name: Child Restraints**

[illegible]

## Appendix A Stakeholder and Community Engagement Template – Sample

**Program name: Child Restraints**

Project objectives	Engagement objectives (Step 1)	Stakeholder (Step 2)	Level of engagement (Step 3)	Proposed activities (Step 4)	Timeframe (Step 4)	Communication messages (Step 4)	Risks (Step 4)	Review and Evaluate (Step 5)	Feedback and follow up (Step 6)
To increase correct use of child restraints and booster seats in the suburbs of X,Y and Z by 20%.	Work with stakeholders to establish the scope of the program and agree on program and implement and timelines	Local Government, Service providers	Collaborate	Face to face meetings	July - August	We are committed to working with local government, service providers and the community to improve the safety of child passengers	Capacity and availability of stakeholders to participate	Process review	Scope and timelines finalised and provided to stakeholders
	Work with stakeholders to identify affected communities and how best to engage and involve the community in the program	Local Government,	Collaborate, Involve	Face to face meetings	August	We value your input	Capacity of stakeholders to participate	Process review	Program outcomes shared with stakeholders – email and face to face
	To engage the affected communities in the program to increase their awareness and correct use of child restraints and booster seats	Local Government, Service Providers, community groups, media	Inform, involve	Newspaper articles, face to face meetings	September - December	We value your input  VicRoads Resource material is available to support the choice of child restraint  Resource available to ensure the correct fitting of child restraints	Affected communities do not wish to participate	Before and after data, Anecdotal feedback on program, Willingness to become involved in further programs and engagement	Media, program outcomes shared with affected communities

## Appendix B Guidelines for Engaging Hard to Reach Groups

One of our identified principles of engagement is that of 'inclusion'. This means that we need to proactively seek to address barriers for people to participate, especially those who are hard to reach or have special needs.

This section gives some hints about reaching out to some of the groups who have often not been successfully included in consultation processes. Information is provided about consulting with the following groups:

1. **Indigenous communities**
2. **Young people**
3. **Older adults**
4. **People from culturally and linguistically diverse backgrounds**
5. **People with disabilities**

This material has adapted from relevant VicRoads divisions, government publications/websites<sup>5</sup> as well as from information compiled in consultation with key organisations who work in, or with, these communities.

### 1. **Indigenous communities**

Traditional owners of the land in the municipality have a specific and particular role to do with the land. This must be a starting premise for any consultation within Aboriginal communities.

VicRoads has a proud achievement of Indigenous engagement. The following are key learning from the VicRoads experience and need to be taken into consideration when engaging with Indigenous communities.

Why engage with Indigenous stakeholders?

- It demonstrates recognition and respect for Aboriginal authority and customary law as well as an acknowledgment of the value of Aboriginal knowledge
- It is an aspect of social justice in terms of overcoming Indigenous disadvantage
- It acknowledges Indigenous rights as traditional custodians of the land

NB. It is also important, however, to remember that Aboriginal people have often felt consultation left them powerless to affect government decision making and for this reason prefer the term "negotiation" to "consultation". "Negotiation" suggests a more equal relationship where parties work through any conflict, finding areas of agreement and agreeing to disagree if areas of conflict cannot be resolved.

Who should be engaged?

- It is important to identify traditional owners and other Indigenous people with rights and interests in the area and to make sure you are talking to the right people -
  - Traditional owners, peak bodies, community councils
  - Other bodies/networks include Victorian Aboriginal Education Association Incorporated and local aboriginal education consultative groups

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<sup>5</sup> <http://www.vlgaconsultation.org.au>

- Make sure the people you are engaging have appropriate authority to make decisions
- Be as inclusive as possible but also be aware of community politics and potential conflicts

What is the purpose for the engagement?

- Be clear about the scope of the relevant activity and the engagement process
- Have a clear understanding of the benefits and desired outcomes both for VicRoads and the indigenous stakeholders
- Identify key interest areas
- Outline objectives and any potential implications
- Manage expectations particularly in relation to decision-making
- Outline other consultations

When and where should the engagement take place?

- Engagement should commence as early as possible and then continue consistently throughout the process
- Timelines - It is important to recognise that Indigenous people often have a broad range of issues that they need to address and your project or activity may not be an immediate priority; non-attendance at meetings doesn't necessarily mean a lack of interest
- Allow time for discussion, for meetings to be planned and for the organisation of meetings whether they are small or large
- Allow information to filter to other community members who for various reasons cannot be at the meeting
- Respect Indigenous people's rights to choose the time and locations of meetings – it is often better for relationship building if you go to them
- Patience is a virtue but extra effort is often required to keep momentum

How should we engage with Indigenous stakeholders?

- General principles
  - Each Indigenous community is unique
  - Build relationships
  - Set realistic goals
  - Recognise and utilise existing networks
- Context
  - Be aware of history and past dealings with Government - it's generally very important to acknowledge past issues but emphasise a willingness to develop positive outcomes in the future
- Capacity
  - Allow adequate time and resourcing to facilitate the process
  - Understand the differing capacities of Indigenous groups to engage
  - Engender indigenous ownership of process and outcomes
  - Provide as much support as possible
- Protocol
  - Meeting may be informal
  - Understand the timeframe and constraints (ie 'sorry business')
  - Dress appropriately
  - Meet face to face as much as possible to describe the project or activity
  - Avoid jargon

- Always make sure that 'yes' means 'yes'
- Process
  - Develop a culturally appropriate process
  - Inclusive meetings are better, but sometimes it is better to meet group by group
  - It is often important to focus on relationship building first before any business can be done
  - Always maximise face to face engagement in order to explain information orally
  - Foster direct involvement of the project team in any consultation to further build relationships
  - Listen as much as possible
  - Be aware of indirect communication
  - Don't expect an immediate answer to all questions
  - Use your best efforts to maintain momentum
    - Follow up contacts/agreed actions through phone calls
    - Follow up requests for additional information as soon as possible
    - Confirm any decisions in writing
    - Schedule regular meetings
  - Make sure that agreed actions and commitments (from both sides) are actually carried out.

## **2. Young people**

Young people have a right to be involved in decisions that affect their lives, as enshrined in the United Nations Convention on the Rights of the Child, to which Australia is a signatory.

It is important to remember that young people are not a homogenous group. They reflect the same mix of views, values and backgrounds that are prevalent throughout the entire community. Therefore young people should be targeted for any consultation that impacts on the whole community.

For young people, participation means connection. Involving young people in policy discussions at all levels of government helps to develop individual capacities and strengthens a sense of community and social responsibility.

- Young people can be accessed through schools, community organisations, committees, campaigns and projects. Other sources can include local sporting organisations or regional youth councils.
- Support of young people's interests is important in improving ongoing relationships. These interests may be diverse but might include local government support for recreational facilities, music concerts or local art projects.
- Young people use social media tools widely. E-consultation is an excellent method of engagement however, issues of access to technology and appropriate skill levels apply, particularly for those who are less literate or from culturally and linguistically diverse backgrounds.
- There is evidence to suggest young people are generally very interested in decision-making that directly affects them.
- Take into account venue and timing issues in relation to the lifestyles of young people (eg: hold and time consultations at venues where young people are likely to be). This is particularly important given young people's study and work commitments.

### **Issues which need to be addressed when consulting this group**

Youth participation works when:

- Young people are involved in all stages of policy discussion

- Trust and respect underpins the process
- Issues are raised and taken into account
- Decision-making processes are democratic
- Consultation process fits with young people's lifestyles
- There is a bottom-up approach to consultation
- Resources are available to support young people to be informed and trained so they can take some control
- Young people are involved in all decisions, both small and large (ie: budgetary and policy decisions)

Barriers to youth participation:

- People's perception that meaningful youth participation is not achievable
- Language and meeting process
- Lack of funding
- Perception by adults of young people (eg: media's negative images of young people)
- Lack of opportunity
- Lack of publicity in relevant and accessible formats.
- Social issues (eg: wealth, geography, nationality)
- Lack of motivation, apathy
- Image (eg: some young people think it's not 'cool' to be involved)

### **Further information**

The [Youth Affairs Council of Victoria](#) is the peak body representing young people in Victoria

### **3. People from culturally and linguistically diverse backgrounds**

People and community groups who identify as Culturally and Linguistically Diverse (CALD) will require the consideration of language, cultural and communication needs in the planning and design of consultation events.

Consulting with multicultural citizen groups and individuals can require the acknowledgement and consideration of the factors outlined below:

- the needs and aspirations of different groups, such as women, new arrivals, refugees, youth, the aged, people with disabilities and isolated people
- cultural expectations, gender roles and cross-cultural interaction
- the different impact of immigration and settlement processes on men and women of different generations
- how to use language and interpreting services

### **Standard methods**

Some consultation methods are more appropriate in attempting to target this group. For instance, large public meeting can be an intimidating experience for any person, but add to this language difficulties and it results in a potentially isolating experience for the participant.

The use of community leaders, community cultural development techniques or workshops/focus groups are more appropriate ways to engage people from CALD backgrounds. Community exhibitions with interpreters and face-to-face exchange may also increase their participation.

**See below for the 'what', 'how' and 'why' for engaging CALD communities.**

Further information

The [Ethnic Communities' Council of Victoria](#) is the peak non-government body representing the views of ethnic communities throughout Victoria.

The [Victorian Office of Multicultural Affairs](#) provides advice to the Victorian Government on multicultural affairs, immigration and community relations.

### Communication and engagement matrix for CALD communities<sup>6</sup>

What	How	Why
What's the topic or issue I want to tell people about?	<ul style="list-style-type: none"><li>• Think about consulting or working with an experienced person or agency to develop materials to make sure issues and messages are framed in a culturally appropriate way. You can contact the Diversity Unit in DHS for advice on potential agencies to consult with.</li><li>• Information materials may need to be tailored differently for men and women, particularly if they concern a sensitive issue.</li><li>• Include stories and examples that are relevant to the community you are targeting.</li></ul>	<ul style="list-style-type: none"><li>• Cultural understandings of particular health and wellbeing issues may vary between communities and community members, and differ considerably from the cultural understandings and practices that are dominant in Australia</li></ul>
How should I present the information?	<ul style="list-style-type: none"><li>• Use 'plain English' and avoid acronyms and bureaucratic jargon.</li><li>• Use illustrated formats and colours to highlight important information in written materials.</li><li>• Think about using a variety of formats for presenting the information, including:<ul style="list-style-type: none"><li>◦ Spoken information in English and/or community languages</li><li>◦ visual information such as posters, charts and DVDs</li><li>◦ written material translated into community languages</li></ul></li><li>• Tools and resources for providing information in community languages is available from the 'Tools and Resources' section of <a href="http://www.multicultural.vic.gov.au">www.multicultural.vic.gov.au</a></li></ul>	<ul style="list-style-type: none"><li>• People from CALD backgrounds may have varying literacy levels, which will impact on their capacity to read and understand written information in English and/or in their first language.</li></ul>
How do I make sure the information	<ul style="list-style-type: none"><li>• You'll need to use a range of ways to be sure that information reaches the target group. These might include:<ul style="list-style-type: none"><li>◦ asking community organisations and</li></ul></li></ul>	<ul style="list-style-type: none"><li>• The appropriateness of various channels for different CALD individuals and communities will</li></ul>

<sup>6</sup> State Government of Victoria, Australia. Department of human Services. Engaging CALD communities to inform or consult. <http://www.dhs.vic.gov.au/multicultural/html/engagement.htm>



<p>gets to the people it needs to?</p>	<p>leaders how to best disseminate the information</p> <ul style="list-style-type: none"> <li>○ using community organisations, leaders and informal networks to deliver key messages</li> <li>○ ethnic media, such as community radio programs and newspapers</li> <li>○ telephone hotline using interpreters</li> <li>○ DHS and other websites</li> <li>• Working with relevant community service agencies.</li> </ul>	<p>depend on a range of factors, including literacy levels, access to technology, and the existence of radio programs and other media in community languages</p>
<p>What type of consultation should I use?</p>	<ul style="list-style-type: none"> <li>• Try to provide a variety of ways for community members to participate in consultation, including focus groups, public forums, surveys, and opportunities for written submissions.</li> </ul>	<ul style="list-style-type: none"> <li>• Consultation processes must be accessible and inclusive of people who may have low literacy or do not have access to a computer</li> </ul>
<p>Who should I consult with?</p>	<ul style="list-style-type: none"> <li>• Think about small, targeted focus groups for particular groups within a community (eg, women, young people) to ensure broad representation. Offer transport and childcare where needed to ensure participation of those who might otherwise be excluded.</li> <li>• Think about consulting with services and advocates who work with the target communities to obtain a broad understanding of the issues and views of the community. This approach may be most appropriate with newly-arrived communities who have immediate settlement related issues to address.</li> <li>• Think about consulting with existing forums and groups – it isn't always necessary to establish a new consultative group for each project or program.</li> </ul>	<ul style="list-style-type: none"> <li>• Decisions about who to consult may be affected by the size of the target community, and the established processes of representation (such as community leaders)</li> <li>• The capacity of communities and community members to participate may vary depending on the length of their settlement, and whether they have other, immediate issues to address</li> </ul>
<p>Where should I run my consultation?</p>	<ul style="list-style-type: none"> <li>• Organise forums in a venue that is conveniently located for the target group, and accessible by public transport. Offer transport and childcare where needed to ensure participation of those who might otherwise be excluded.</li> <li>• If the target community of the consultation is geographically dispersed, consider organising multiple forums in different locations to ensure maximum participation.</li> <li>• Community profiles and fact sheets, including information on population</li> </ul>	<ul style="list-style-type: none"> <li>• Particular CALD populations may be concentrated in a few areas of Victoria, or they may be widely dispersed, depending on the patterns of settlement and the length of time the community has been established</li> </ul>

	<p>distribution, are available in the 'Population and Migration' section of <a href="http://www.multicultural.vic.gov.au">www.multicultural.vic.gov.au</a>.</p>	
How should I run the consultation?	<ul style="list-style-type: none"> <li>• Tailor communication to the target audience – individuals involved in community organisations may be knowledgeable about government process and policy-making, and other community members may need more background information.</li> <li>• Ensure that the facilitator is experienced in cross-cultural communication and working with interpreters.</li> <li>• Consider gender when selecting a facilitator; it might be better to have a woman facilitating the consultations with groups of women, particularly if the topic is sensitive.</li> <li>• Seek advice on engaging with particular communities from practitioners and agencies familiar with their cultural practices and expectations, such as Foundation House, the Centre for Multicultural Youth, and local migrant resource centres.</li> <li>• It may be better to contract an agency to consult on behalf of the department. The funding should be sufficient to cover incidental costs and to enable the agency to report outcomes of the consultation back to the department and community.</li> </ul>	<ul style="list-style-type: none"> <li>• CALD communities may have different expectations of how consultation events should proceed, for example in relation to gender roles, the role of community leaders, how the agenda is set and how decisions are made</li> </ul>
When will I run the consultation?	<ul style="list-style-type: none"> <li>• A calendar of key cultural and religious events, festivals and national days is available from <a href="http://www.immi.gov.au/living-in-australia/a-diverse-australia">www.immi.gov.au/living-in-australia/a-diverse-australia</a></li> </ul>	<ul style="list-style-type: none"> <li>• Community commitments, such as religious festivals or cultural practices around life events, may impact on the time, day or time of year community members can participate</li> </ul>
What are the boundaries of consultation?	<ul style="list-style-type: none"> <li>• Be clear about the purpose and scope of consultation, and about where authority for decision-making lies. Don't make promises that will not be kept!</li> <li>• Provide feedback to participants on the outcomes of consultation. The feedback should detail the messages heard though consultation, provide information on the decisions made by the department and explain why these decisions were made. A useful example of written feedback is the</li> </ul>	<ul style="list-style-type: none"> <li>• CALD communities may have varying expectations about the purpose and outcomes of consultation, and who is responsible for decision-making</li> </ul>

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|--|---|--|
|  | <p>'Community Summary Report' prepared for the Improving the way DHS works with Aboriginal organisations project.</p> <ul style="list-style-type: none"> <li>• Make sure that the feedback is provided in an accessible way.</li> </ul> |  |
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#### 4. **Older adults**

Older persons can span three generations and chronological age does not equate to physical or functional ability. Nevertheless there can be marked differences in the values and outlooks within these generations, eg 70 – 70, 75 -85 and 85+

Therefore the following guidelines should be taken into consideration when dealing with older adults:

- Be mindful of both sight and hearing deterioration
  - Choose venues that have good acoustics – many buildings have in-built hearing loops or PAs adjusted for the hearing impaired
  - Choose venues that have good lighting
  - Limit night time meetings – some older drivers have difficulty with the glare of headlights and other hazards associated with night driving.
- Keep PowerPoint presentations and hand outs clear, easy to read and uncluttered
  - Limit the information per slide/page
  - Use plain font ie Arial
  - Use minimum of 12 font for hand outs and 32 font for PowerPoint presentations
  - Keep spacing at 1.5
  - Provide clear and simple contrast (limit 'busy' colours or colours that are pale or merge).
- Treat the group as any other group of adults – don't talk down to older people
- Choose accessible venues – allow for mobility aides and parking facilities
- When presenting options be mindful that some older people are on limited income which could influence decisions.

#### 5. **People with disabilities**

The link provides a detailed guide to engaging effectively with people with a disability. The guide provides detailed information about the following:

- *Face-to-face communication*
  - General points to remember
  - Additional information
    - People who are blind or have a vision impairment
    - People who are Deaf or hearing impaired
    - Auslan and oral communication/lipreading
    - Working with Auslan interpreters
- *Consultations*
  - General points to remember
    - Planning
    - Promoting
    - Invitations

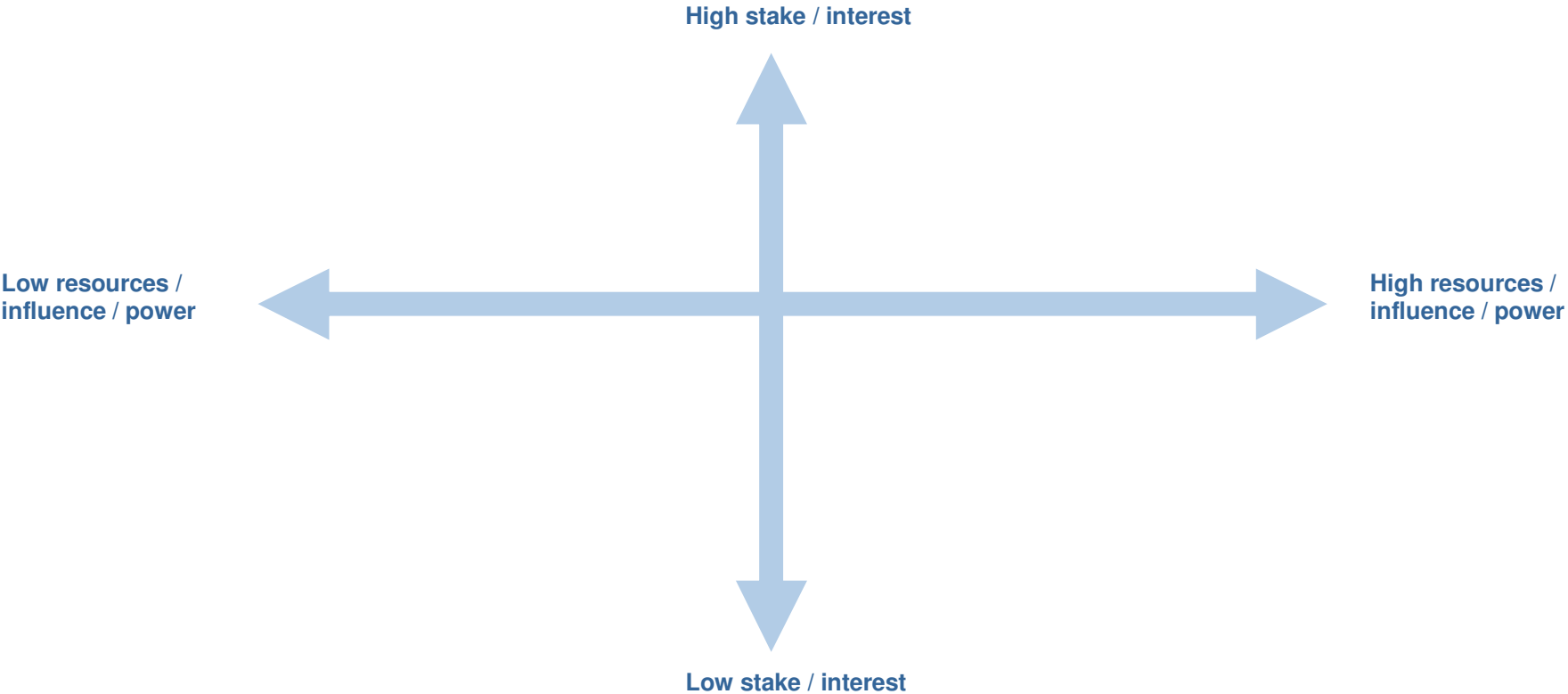
- Providing and accessible venue
  - Getting into the venue
  - People with guide dogs
  - Hearing augmentation systems
- Presentation design
  - Designing presentations for people who are deaf or hearing impaired
  - Designing presentations for people who have a vision impairment
- *Written communication*
  - General points to remember
  - What is Easy English
  - Visual design
  - Other communication skills
  -
- *Indigenous people who have a disability*
  - Written communication
  - Face-to-face communication and consultations
  - Additional information
- *People from a CALD background who have a disability*
  - Written communication
  - Face-to-face communication and consultations
  - Additional information

## Appendix C: IAP2 Spectrum of public participation

<div> <div></div> Increasing level of public impact <div></div> </div>					
	<b>Inform</b>	<b>Consult</b>	<b>Involve</b>	<b>Collaborate</b>	<b>Empower</b>
<b>Public participation goal</b>	To provide the public with balanced and objective information to assist them in understanding the problem, alternatives, opportunities and/or solutions.	To obtain public feedback on analysis, alternatives and/or decisions.	To work directly with the public throughout the process to ensure that public concerns and aspirations are consistently understood and considered.	To partner with the public in each aspect of the decision including the development of alternatives and the identification of the preferred solution.	To place final decision-making in the hands of the public.
<b>Promise to the public</b>	We will keep you informed.	We will keep you informed, listen to and acknowledge concerns and aspirations, and provide feedback on how public input influenced the decision.	We will work with you to ensure that your concerns and aspirations are directly reflected in the alternatives developed and provide feedback on how public input influenced the decision.	We will look to you for advice and innovation in formulating solutions and incorporate your advice and recommendations into the decisions to the maximum extent possible.	We will implement what you decide.
<b>Example techniques</b>	<ul style="list-style-type: none"> <li>• Fact sheets</li> <li>• Web sites</li> <li>• Open houses</li> </ul>	<ul style="list-style-type: none"> <li>• Public comment</li> <li>• Focus groups</li> <li>• Surveys</li> <li>• Public meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Workshops</li> <li>• Deliberative polling</li> </ul>	<ul style="list-style-type: none"> <li>• Citizen advisory committees</li> <li>• Consensus building</li> <li>• Participatory decision-making</li> </ul>	<ul style="list-style-type: none"> <li>• Citizen juries</li> <li>• Ballots</li> <li>• Delegated decision</li> </ul>

Appendix D: Stakeholder analysis template

Give some thought to the stake or interest your stakeholders have in project outcomes. Then think about the level of resources, influence or power your stakeholders can access to support (or oppose) the project. Map each of your stakeholders on the chart below, locating them in the quadrant that best reflects their stake and resources.



<p>The location of your stakeholders on the chart suggests the level of engagement appropriate:</p> <p>High Stake/Low Resources = Consult - Involve</p> <p>High Stake/High Resources = Collaborate - Empower</p> <p>Low Stake/Low Resources = Inform - Consult</p> <p>Low Stake/High Resources = Inform</p>	<p>These are suggestions only and you should think carefully about your stakeholders and their unique situation before deciding on an appropriate level of engagement.</p> <p>Be aware that your level of engagement may change rapidly as your project progresses.</p> <p>This is particularly the case for stakeholders in the Low Stake/High Resources segment as they can have considerable influence if their interest increases. For example, this group may include media or funding bodies.</p>
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Source: Department of Sustainability and Environment, 2007, Community Engagement Planning: Fundamentals training pack (edition 2)