



The Scottish
Government

A Resource Guide to Engagement Standards, Guidance and Tool Kits

Equalities



A RESOURCE GUIDE TO ENGAGEMENT STANDARDS, GUIDANCE AND TOOL KITS

**Lucy Johnston, Lucy Johnston Research
and Quarriers**

in association with

**Clare Lardner, Clarity
Anna Barton
Mike Martin**

Scottish Government Social Research
2009

This report is available on the Scottish Government Social Research website only www.scotland.gov.uk/socialresearch.

The views expressed in this report are those of the researcher and do not necessarily represent those of the Scottish Government or Scottish Ministers.

© Crown Copyright 2009

Limited extracts from the text may be produced provided the source is acknowledged. For more extensive reproduction, please contact the Queens Printers of Scotland, Admail, ADM 4058, Edinburgh EH1 1NG. Email: licensing@oqps.gov.uk

Table of Contents

1	INTRODUCTION.....	1
2	PRINCIPLES AND STANDARDS.....	3
3	GOOD PRACTICE GUIDANCE.....	11
4	CAPACITY BUILDING.....	16
5	PRACTICAL RESOURCES AND TOOLKITS	19
6	SOURCES AND LINKS	21

1 INTRODUCTION

- 1.1 This report is one of a series of three produced as a result of research into disability organisations across Scotland and their capacity to influence public bodies. The other two reports are on the mapping of disability organisations across Scotland and the capacity of disability organisations to engage with public authorities. Taken together the three reports contribute to a clearer understanding of disability organisations in Scotland and to a heightening appreciation of how they can individually and collectively engage with public bodies.
- 1.2 The whole project focused primarily upon the capacity of disability organisations to engage. That is to what extent organisations have the ability, skills, structure, opportunities, resources and authority to engage with public authorities. This is different to how public authorities should engage with disability organisations.
- 1.3 This report presents, within one reference document, relevant information about what is known and recommended about 'how to engage organisations.' The information has been gathered from websites, documents, toolkits and case studies that set standards for and illustrate good practice in engagement with disabled people, either individually or through representative groups. It has been prepared as a signposting document to the resources available to support and enhance engagement. It is directed at public authorities and disability organisations and can be used as a source of reference by all organisations wishing to improve their engagement policies and practice. It sets out in four sections what has been developed in relation to:
 - Section 2 - Principles and standards
 - Section 3 - Good practice guidance
 - Section 4 - Guidance on capacity building
 - Section 5 - Practical resources and toolkits
- 1.4 Section 6 provides a full list of the resources referred to in this paper and electronic links to the publications and organisations.
- 1.5 The Disability Discrimination Act 2005 and the Local Government in Scotland Act 2003 established the legal requirement for all public service bodies to encourage and enable the involvement of all sectors of society in local decision-making processes. These were main drivers for the development of principles to guide and support the necessary engagement processes.

- 1.6 Most of the resources presented here were published after the publication of both the Disability Discrimination Act and the National Standards of Community Engagement in 2005.
- 1.7 The web address (URL) for each of the websites referred to in this guide is given in the list of sources at the end of this paper and there are links from many of these to other useful sites. Lucy Johnston and Anna Barton wrote the report.

2 PRINCIPLES AND STANDARDS

2.1 The engagement practices of public bodies are expected to adhere to the principles and standards set out in three key papers:

- The Principles of Effective Engagement with Communities¹ 2004
- The Nationals Standards of Community Engagement⁷ 2005
- Good Practice Guidance Consultation with Equalities Groups 2002, updated 2006¹⁵

2.2 Two of the reports are not exclusively about disability organisations, nor do they refer specifically to disability issues, but are relevant when planning engagement with disabled people and organisations.

2.3 Research in 2008/09 with disability organisations in Scotland found many examples of engagement practices which had not met the standards, suggesting that many public bodies may also be either unaware of or not implementing the standards. Disability organisations see value in the already available National Standards for Community Engagement. They ask that, rather than reinventing the wheel, public authorities actively adopt, promote and implement them.

2.4 The key principles and standards are re-stated here.

2.5 **The Principles of Effective Engagement with Communities¹** were set out in April 2004 in a Scottish Government Community Planning Advice Note relating to The Local Government in Scotland Act 2003. (<http://www.scotland.gov.uk/Publications/2004/04/19167/35261>)

2.6 These principles¹ focus on community engagement by councils with their community planning partners in general, and are very relevant to engaging with disability organisations. The principles are:

- **Commitment:** Demonstrating genuine commitment to working with communities, making appropriate use of the wide range of methods now available for doing so - and involving not just the 'usual suspects'.
- **Outcome orientated:** Engaging with communities in ways that lead to meaningful and tangible outcomes - and not as an end-in-itself - in terms of significant improvements to services and people's quality of life, giving communities more control over the circumstances in which they live.
- **Appropriate level:** Engaging with communities at levels they can best relate to, rather than expecting communities to relate to partners' own organisational structures and processes.

- **Recognising diversity:** Acknowledging the wide range and diverse nature of communities.
- **Independence:** Recognising that the most effective representation of community interests is likely to be via community bodies which are independent and accountable to their communities.
- **Learning lessons:** Increasing their own knowledge and skills to successfully engage community bodies.
- **Support:** Ensuring that support is provided for informal learning and community action focusing on the real issues affecting people's lives.
- **Reaching out:** Reaching out to socially excluded communities and to groups, such as people with disabilities, ethnic minorities and young people.

2.7 **The Nationals Standards of Community Engagement⁷** were published in 2005 by Communities Scotland. They were developed with the involvement of over 500 people from communities and agencies throughout Scotland. They are a practical tool to help improve the experience of all participants involved in community engagement to achieve the highest quality of process and results.

2.8 The Involvement, Support and Working Together Standards in the National Standards for Community Engagement⁷ are designed to reduce barriers, which include those most frequently faced by disabled people: attitudes, transport, financial costs of participation, the built environment and lack of information.

National Standards of Community Engagement⁷

The Involvement, Support and Working Together Standards

The **Support Standard** lists practical support to overcome barriers including:

- suitable transport
- care of dependants
- general assistance
- personal assistants
- access to premises
- communication aids (such as loop systems, interpreting, advocacy)
- meetings organised at appropriate times
- co-operation of employers

The **Support Standard** also lists financial barriers to participants in community engagement including:

- out of pocket expenses
- loss of earnings
- suitable transport
- care of dependents
- personal assistants
- communication aids (such as loop systems, interpreting, advocates)
- timing of meetings

The **Involvement Standard's** second Indicator states that 'Agencies and community groups actively promote the involvement of people who experience barriers to participation'.

The **Working Together Standard** encourages openness and the ability for everyone to take part by:

- communicating with one another using plain language
- ensuring that all participants are given equal opportunity to engage and have their knowledge and views taken into account when taking decisions
- seeking, listening to and reflecting on the views of different individuals and organisations, taking account of minority views
- removing barriers to participation

2.9 **The Glasgow Disability Alliance**⁸ (GDA) adapted the National Standards for Community Engagement to relate specifically to disabled people and their particular needs.

2.10 **GDA's Top Tips** state principles and suggest practical steps for making the National Standards for Community Engagement relevant to the needs of disabled people. The principles for each standard are given in full here.

GDA's Top Tips

INVOLVEMENT STANDARD PRINCIPLES

- Recognise the rights of disabled people to full citizenship with the same range of human rights, needs and aspirations as other people.
- Work on the principle 'nothing about me without me'.
- Remember that disabled people have busy lives and make your opportunities for involvement well-defined, focused and meaningful.

SUPPORT STANDARD PRINCIPLES

- Recognise the true costs of involving disabled people and acknowledge the time and expertise that disabled people and their organisations contribute.
- Recognise the value of involving independent support organisations of disabled people to provide community development support.

PLANNING STANDARD PRINCIPLES

- Plan engagement to ensure objectives are met.
- Encourage open and honest expression of views.
- Recognise and acknowledge the skills and assets which disabled people bring to the planning process.

METHODS STANDARD PRINCIPLES

- Demonstrate that you are listening to and hearing people.
- Value people's personal testimonies of their experiences of service delivery as qualitative evidence of what needs to change.

WORKING TOGETHER STANDARD PRINCIPLES

- All participants need to feel confident that their participation is valued.
- People often need support to work together efficiently.
- Recognise that disabled people's time is valuable.

SHARING INFORMATION STANDARD PRINCIPLES

- Information is a 2 way process: agencies should share accessible quality information about services and gather information from disabled people to inform service planning.
- People want to be and appear to be confident when participating in public engagement. Being able to access the relevant information is essential to build confidence and understanding of the issues.

WORKING WITH OTHERS STANDARD PRINCIPLES

- Learn about organisations, activities and structures that are relevant to your engagement.
- Recognise that involvement of disabled people's organisations will be at a cost to them i.e. time and resource e.g. staffing.
- Ensure that you involve disabled people and not just the wider disability networks of organisations that provide services to disabled people. These are valid and should be included but not at the expense of disabled peoples' voices.

IMPROVEMENT STANDARD PRINCIPLES

- A culture of learning is beneficial to all involved and results in higher levels of performance.
- Agencies often need their learning and capacity to work with disabled people enhanced. It's not just disabled people who need help with skills and knowledge!
- Learning from practice is fundamental to improvement.

FEEDBACK STANDARD PRINCIPLES

- If you neglect to feedback to participants, they will feel ignored and that their contribution is pointless. Feedback what has changed as a result of their input as this acknowledges their expertise and validates the efforts of disabled people.
- People need to feel confident that their participation is valued and that they will receive feedback about the impact this has made.

MONITORING & EVALUATION STANDARD PRINCIPLES

- Recognise that monitoring and evaluation are firmly connected to planning.
- Learn lessons from evaluations and integrate these into future planning.
- Evaluation is a continuous and dynamic process and is connected to all of the Standards for Community Engagement.

2.11 Good Practice Guidance Consultation with Equalities Groups 2002, updated 2006¹⁵

The purpose of this booklet is to provide some basic guidance about how to ensure that 'equalities groups' are not excluded from public consultation exercises. The main guiding principles that underpin consultation with equalities groups involve preparation, inclusiveness and accessibility.

Preparation

- Equalities groups should be included in all consultations and consideration of equalities issues should be built in from the beginning of any process.
- Effective consultation with equalities groups requires careful planning, making sure that there is enough time at each stage of the process.
- It is good practice to provide feedback to respondents on how their views have contributed to policy and practice, as well as giving reasons why some suggestions may not have been taken forward.

- The way that inappropriate staff attitudes and behaviour can affect the involvement of equalities groups should be acknowledged. Appropriate training and guidance should be provided.
- Long-term relationships between the public sector and equalities groups (often involving support) are now developing. These can enable groups to take part in consultation, as well increasing the overall understanding of wider issues.

Inclusiveness

- It is important to get beyond the 'usual suspects' and take proactive steps to identify and include 'hard to reach' groups which are not traditionally involved in consultation.
- In virtually all cases, the best way of identifying how to involve equalities groups in a consultation is to include them in the planning process.
- Each method chosen must be appropriate for the group involved, for example, in some cases written methods may be suitable; in others face-to-face methods or a mix of methods may be better.
- Many equalities groups lack resources and this often affects whether they can respond to consultations. It is important to take steps to ensure that all views can be included by providing support (financial or otherwise) to allow them to participate.
- At the very least, it is important to allow some flexibility in how people can respond to a consultation, for example, by accepting telephone comments.

Accessibility

- Accessible information is central to good consultation, but needs careful planning and can be time-consuming. Assistance should be sought from specialist organisations to identify, for example, which formats or languages will be required and how the information should be presented.
- It is critical that inclusive language (verbal and written) is used.
- Images used in documents, or in presentations, must reflect diversity. If not, the process will suggest that the participation of equalities groups is not valued.
- There is no justification for any consultation event being inaccessible to any group.
- Venues should be physically accessible and support for interpretation, transport or care responsibilities should be provided.
- Good practice suggests that consultations should be open and transparent. There are, however, good reasons why some equalities groups might require confidentiality and this should be offered and respected.

2.12 **Communication Forum Scotland**² is an informal alliance of organisations representing people of all ages with varied communication support needs. Their Communication Support Principles were developed to help achieve their aims of highlighting the diverse range of communication support needs and promoting ways of meeting these needs. The principles are:

- Recognise that every community or group may include people with communication support needs.
- Find out what support is required.
- Match the way you communicate to the ways people understand.
- Respond sensitively to all the ways an individual uses to express themselves.
- Give people the opportunity to communicate to the best of their abilities.
- Keep trying.

2.13 Further principles are set out within **Don't Treat Us All The Same**.³ This is an Advice Note developed by the Scottish Community Development Centre and Communities Scotland. Four seminars were held to support development of the Advice Note: on engaging young people, older people, minority ethnic communities and refugees and people with a disability or health condition. The advice largely comes, therefore, from people with substantial experience of engaging communities who face barriers to their involvement. It is not intended to be comprehensive but to get people and organisations thinking about equalities and community engagement and to provide practical tips on how to get started on making community engagement more inclusive.

2.14 The Advice Note includes the following principles:

- Recognise the diversity of needs people will have in terms of accessibility – be flexible.
- Be proactive about accessibility so that people don't have to ask for support.
- Get beyond meetings!
- The timing and pace of engagement activities is critical.
- Recognise British Sign Language as a first language.
- Be careful when people have advocates or supporters that the views expressed are those of the participants.
- Allow for the fact that people may need to drop in and out of processes if the effects of a disability or health issue are variable.
- Produce the Standards in different formats, e.g. for people with learning disabilities.
- Be creative about training techniques.

2.15 **Fair For All**⁴ is good practice guidance developed by the Fair for All Disability team, to assist all staff within NHS Scotland to understand and meet their responsibilities under Part 3 of the Disability Discrimination Act. It includes Disability: Principles of Good Engagement as follows:

- **Monitor:**
 - How are disabled people depicted in your communications and publicity material?
 - Review your corporate images to make sure they include positive images of all 6 of the equality and diversity strands.
- **Involve:**
 - Take a proactive approach to disability equality.
 - Work with specific groups of disabled people to identify possible strategies to increase uptake of services among disabled people.
- **Training:**
 - Demonstrate leadership.
 - Invite directors, senior managers and board members to attend equality and diversity training alongside other staff groups.

2.16 **How to Actively Involve Disabled People**⁵ was published by The Learning and Skills Network (LSN). It has one overarching principle – involve disabled people at every level of decision making. This document is one of a suite of materials from the project, The Duty to Promote Disability Equality, which is designed to assist all those who are involved in the provision of Further and Higher Education to respond positively to the duty to promote disability equality. The project ran from May 2005 to March 2006 and individuals from more than 25 organisations were involved in the project as research sites, advisory group members and or partners.

2.17 The booklet covers the specific duty to involve disabled people; the principles of involvement; mechanisms to involve disabled people and barriers to involvement. (see Section 2 on page 9 of the booklet). It sets out principles of involvement by answering the questions:

- Why should we involve disabled people?
- What do we mean by 'involvement'?
- Which disabled people should we involve?

3 GOOD PRACTICE GUIDANCE

The project identified nineteen sources of recent guidance relevant to successful engagement with disabled people and organisations. These consist of general guidance, which includes good practice in identifying and engaging disabled people and disability organisations, and more specific guidance on capacity building and overcoming barriers.

3.1 **Good Practice Guidance Consultation with Equalities Groups** (2002) was updated in 2006¹⁵. The purpose of this booklet is to provide some basic guidance about how to ensure that equalities groups are not excluded from public consultation exercises. This guidance covers:

- The nature of consultation and the need for guidance
- Preparing for consultation
- Carrying out consultation
- The main guiding principles for consulting equalities groups

3.2 This guidance booklet also provides some descriptions of good practice. For example:

- **South Ayrshire Council** used 'graphic communication techniques' to help people with learning disabilities give their views as part of developing a Joint Learning Disability Strategy.
- In **Orkney**, the social work service is developing a Children's Services Plan and has given potential participants a range of consultation options, letting them identify the best way for them to be consulted.
- As part of the development of the Equality Strategy, the **Scottish Executive** undertook a series of 'grassroots' consultations with disabled people, people from minority ethnic communities, women and LGBT groups. The purpose of the events was to discuss the issues raised in responses to the Equality Strategy consultation paper and to learn from those who had experienced barriers to participation.

3.3 **Involvement for Real Equality**¹⁰ - **The benefits for public services of involving disabled people** describes the benefits gained and lessons learned through involving disabled people in the development and implementation of disability equality schemes (DES) in a range of public organisations. It suggests that while involving disabled people may present challenges for some authorities, if it is properly resourced and meaningfully conducted, it can result in significant benefits for all those concerned.

- 3.4 In 2008 the Scottish Government published a review of literature relevant to **Public Value and Participation**¹¹. This paper is aimed at public sector managers, policymakers and other stakeholders interested in increasing the democratic legitimacy of government and bringing public services closer to the citizens they serve.
- 3.5 **The Annual Progress Reports of 2007 and 2008 - Scottish Government Disability Equality Scheme**¹² gives details of:
- New developments to strengthen involvement with disabled people
 - Disabled people's strategic priorities
 - Involvement of disabled people over the life of the scheme
 - Engagement with disabled people through equality impact assessment
- 3.6 The **2008 Annual Report** provides an overview of the actions that have been taken by the Government since publication of their revised scheme in May 2008. It contains 5 chapters, structured as follows:
- Chapter 1 provides the background, context and approach to its disability equality scheme annual report.
 - Chapter 2 reports on headline policies across Government which are delivering progress on disability equality.
 - Chapter 3 reports on the progress being made through processes, including impact assessment.
 - Chapter 4 reports on progress across human resource (HR) functions.
 - Chapter 5 summarises progress made in relation to gathering information.
 - Appendix 1 provides data on a range of measures of progress on disability equality.
- 3.7 Ipsos MORI, on behalf of the Office for Disability Issues (ODI), carried out a compliance audit of public authorities required to publish a disability equality scheme (DES) between December 2006 and January 2007. This was published as '**Moving Forward**' **Conclusions**¹⁴.
- 3.8 Following this, organisations that took part in the compliance audit were invited to a series of events across the country. The events were held in Cardiff, London and Manchester in March and April 2007.
- 3.9 In the box below are some of the good practice tips participants found helpful in developing their schemes that are relevant to engaging disability organisations.

Moving Forward Conclusions

Achieving senior level support:

- Secure senior level support early.
- Link disability equality schemes with other business structures such as risk management and strategic planning to achieve a higher profile and embed them across the organisation.
- Nominate a dedicated member of staff to help secure commitment to disability equality.
- Create a spirit of competition and look at what other public bodies are doing within the sector to secure senior level support.
- If all else fails, consider using the threat of legal action.

Involving disabled people:

- Involve disability groups and disabled people in identifying priorities before you write your plan. Be flexible in your approach.
- Continue to communicate with disabled people and organisations who are involved throughout the process so they know what is happening.
- Establish a dedicated group to ensure ongoing involvement.
- Be honest and realistic about what can be achieved and give disabled people a real chance to help shape action plans and priorities.
- Consider collaborating with other organisations to reduce costs and get a wider range of views on actions and priorities.

3.10 Section 8 of the **Fair For All**⁴ Checklist explains how service users' experiences can help improve access to services. It includes information, not only on principles of good community engagement detailed above at paragraph 2.15, but on:

- Definitions of community engagement.
- The role of policy and legislation.
- Learning from complaints.
- Contribution of patients in service delivery and design.
- Services to wider groups of people with disabilities.

3.11 Some of the information will be of particular interest to those involved in planning and developing engagement and involvement strategies, such as equality and diversity leads and staff in Community Health Partnerships (CHP).

3.12 The checklist sets out good practice in community engagement. There are then examples of how service users have been involved in various aspects of the design and delivery of health services. The checklist includes:

- Consult with disabled people on all services, not just those that focus on disability issues.
- Ensure all community engagement activities have a clear remit, where disabled people have the opportunity and time to influence the planning, design and delivery of the work.
- Recognise that disabled people are not a homogenous group, and that people will have differing needs and experiences and will face different barriers regardless of their disability.
- Find out if anyone else in your board or local authority has already done similar work which could be used as a learning experience.
- Monitor activities to make sure they include people with a wide range of different disabilities.
- Make sure all participants are informed of the results of their involvement using formats and methods which suit their needs.

3.13 **How to Actively Involve Disabled People⁵** (see 2.16 above) suggests a variety of mechanisms that can be used to increase participation with disabled organisations, such as:

- one-to-one interviews
- video footage
- text messages on mobile phones
- providing an opportunity for disabled people to make comments, for example, on specifically designated notice boards, the use of comment boxes, or the creation of online virtual forums and chat rooms
- the direct representation of disabled people on groups and at meetings such as student unions, equality and diversity groups, governors meetings and academic boards.

- 3.14 **Capability Scotland Plain Talking**¹⁸ provides practical advice about communicating with disabled people. This document highlights barriers caused by behaviours and language of non-disabled people and provides some very useful tips for avoiding these barriers and improving disabled people's capacity to participate.
- 3.15 The 'Barriers to Involvement' section of **How to Actively Involve Disabled People**⁵ looks at ways of addressing involvement fatigue and concerns about confidentiality. (see also para 2.16)
- 3.16 A number of examples of good practice in engaging with disabled organisations and people can be found in **Audit Scotland – Best Value and Community Planning Audits**⁶.
- 3.17 Also Section 5 of **Reporting on Progress towards Equality of Opportunity between Disabled Persons and Other Persons made by Public Authorities in Scotland: the Scottish Ministers' Duties**¹⁹, gives examples of the mechanisms local authorities throughout Scotland use to consult and involve disabled people and organisations.

4 CAPACITY BUILDING

- 4.1 Research for this resource guide found that disability organisations engage with public bodies to influence policy and practice. However, their capacity to engage is affected by the resources they have, by organisational factors, their reputation and their ability to build relationships with the ‘right’ people in public bodies. Their ability to engage is also heavily influenced by the engagement policies and practices of public bodies, for example, the resources dedicated to engagement, the skills and attitudes of people in public bodies and organisational factors.
- 4.2 Capacity building has been identified as an essential aspect of engagement with all sectors of the community, but is particularly important to ensure that disabled people and their representative organisations have the means to access consultations and decision making processes. This section looks at both general and disability-specific capacity building and cites case studies which are models of good practice
- 4.3 The **Involvement Standard** of the **National Standard for Community Engagement**⁷ was originally called ‘Building Capacity’ and includes guidance on how to respond to training and development needs. The Indicators for the Involvement Standard include:
- All participants have access to support and to opportunities for training or reflection on their experiences, to enable them and others to take part in an effective, fair and inclusive way.
 - Each party identifies its own learning and development needs and together the participants regularly review their capacity to play their roles.
 - Where needs are identified, the potential of participants is developed and promoted.
 - Resources, including independent professional support, are available to make the most of the competence and understanding of individual participants and the engagement system as a whole.
- 4.4 **Don’t Treat Us All the Same**³ recommends the following capacity building mechanisms for public agency staff as well as disabled people:
- Provide awareness training on the needs of equalities groups to all public sector staff.
 - Use trainers from your target group to provide training for all staff on equalities issues. Hold regular joint training events for staff and community representatives. It brings people together, helps challenge stereotypes and builds relationships.

- 4.5 **Communities Scotland**¹⁶ cites **Countdown East End** – a literacy project that uses peer educators and offers a model that can be adapted for building capacity within the disability sector. The system of peer educators has had a ‘cascade’ effect on others – part of their role is to identify other potential educators and to encourage full name (PEEPS) course participants to become actively involved in wider social justice issues in their communities.
- 4.6 As part of the Countdown East End project peer educators and literacy learners have been encouraged to look at wider community activity in the area. Much of the literacy learning activity that takes place has focused on decision making in the East End of Glasgow and has included visits to SIP board meetings and City Council area committee meetings.
- 4.7 Glasgow Disability Alliance (GDA) produced **Sharing Good Practice: Coaching for Change**⁸, a GDA pilot course which aimed to put disabled people at the heart of the decision making process on what, where and how they participate in lifelong learning. Ten disabled learners, with a wide range of impairments, attended a preliminary workshop at GDA’s Learning Festival in June 2007. Following this, participants committed to a series of 6 sessions over 3 months (leading up to enrolment and start of autumn lifelong learning courses) on setting learning goals, which involved them committing to future actions for themselves; to use personal support networks in identifying barriers; and coming up with solutions to access or sustain a learning activity.
- 4.8 **Communities Scotland Community Engagement How To Guide - Techniques**¹⁶ lists a number of capacity building techniques. These could be used to develop the capacity of disability organisations and disabled people and are shown in the boxes below.

Communities Scotland Community Engagement How To Guide - Techniques
Community animateurs help promote and organise the participation of local people in activities that help to make positive changes to their community.
Community visioning - Community visioning involves a group of people coming together to develop ideas about what they would like their community ideally to be like. After the vision is agreed the group will then work on looking at what needs to be done to bring about that vision and put this together in an action plan.
Partnership working - Working in partnership with communities involves a long term commitment to engaging with individuals and groups. Partnership working with communities involves ensuring that people are able to influence the decisions that are made on a particular issue through long term involvement in decision making structures.
Achieving Better Community Development (ABCD) - ABCD is a method to help with planning and evaluating community development activity. It was devised by the Scottish Community Development Centre (SCDC). The method aims to ensure there is clarity about:

- The aims of community engagement activity
- What activities will be undertaken
- How success will be measured.

Learning Evaluation and Planning - LEAP is based on principles of involving the community in planning and evaluation and was revised in 2007.

The key questions participants consider are:

- what needs to change?
- how will we know it has changed?
- how will we change it?
- how will we monitor what we do?
- how will we learn from our experience?

The answers to these are used to devise a framework against which activity is planned, monitored and evaluated.

Action Research and Participatory Evaluation - The participatory evaluation process focuses on involving *all key stakeholders* in assessing the performance and achievements of an organisation, project or initiative. All stakeholders jointly set the aims for the research, and specify how it will be undertaken. The focus is on making sure that the research will be useful to all stakeholders.

Participatory Budgeting - Participatory budgeting is a tool that can be used to engage people in making decisions about how local budgets are spent.

5 PRACTICAL RESOURCES AND TOOLKITS

- 5.1 The six toolkits described in this section offer practical help to plan and implement effective engagement with disabled people and organisations and can be used by public bodies or by disability groups wishing to engage with their service providers.
- 5.2 **Visioning Outcomes in Community Engagement⁹ (VOiCE)** is a database recording tool to enable everyone involved in community engagement to respond effectively to the National Standards of Community Engagement. It has been designed primarily for use by staff and service managers to maximise participation, particularly from hard-to-reach groups. It is also relevant to groups who wish to initiate engagement with local authorities. It can be used to support a range of participation from overall area regeneration to specific concerns of users of particular services.
- 5.3 It is designed to be relevant both for individual services and for integrated, cross disciplinary community planning. VOiCE enables all users to have a common system for analysing, planning, monitoring, evaluating and recording that provides common protocols, definition of terms and understanding of different types and purposes of engagement.
- 5.4 **South Lanarkshire's⁶ Community Planning Partnership Community Engagement Framework (CEF)** sets out principles, tools and techniques, a six-stage engagement process and a 'wheel of participation'. The wheel details the various stages of engagement which can be used when working with communities. It moves from no input from the community, through consultation and participation to community empowerment, where communities make their own decisions on the issues which affect them.
- 5.5 The **Office for Disability Issues 'Moving Forward'¹⁴** programme suggests the following techniques:
- Involve disability groups and disabled people in identifying priorities before you write your plan. Be flexible in your approach.
 - Continue to communicate with disabled people and organisations who are involved throughout the process so they know what is happening.
 - Establish a dedicated group to ensure ongoing involvement.
 - Be honest and realistic about what can be achieved and give disabled people a real chance to help shape action plans and priorities.
 - Consider collaborating with other organisations to reduce costs and get a wider range of views on actions and priorities.

5.6 **Communities Scotland Community Engagement How To Guide on Engagement Techniques**¹⁶ gives details of the following techniques:

- Discussion group techniques
- Public event techniques
- Survey techniques
- Regular involvement techniques
- Capacity building and support
- Using arts and innovation

5.7 **The Children's Society Disability Toolkit**¹⁷ is a database full of techniques for engaging with disabled children on a variety of issues. A few of these are:

- **The Hear by Right** standards framework is based around a core set of values for the participation of children and young people that need to be owned and shared by all those involved.
- **My Life, My Decisions, My Choice** is a learning resource for disabled children and young people that includes an A2 poster and 10 interactive display cards to help them understand their right to participate in decisions about their life. It helps them explore their feelings, thoughts and needs. It is designed to help young people understand the decision-making process and to help them to prepare and be involved.

5.8 **WeCan2** is a website based on the work of six young people with a learning disability. In order to be effectively involved in Local Authority Youth Participation structures, the young people researched barriers to access and recommended a number of possible solutions.

5.9 This toolkit also offers a range of activities designed to overcome barriers caused by communication impairments.

5.10 **The Communication Forum Scotland's Talk for Scotland Communication Toolkit**² is for decision-makers and service providers in public and voluntary organisations. It is for those who produce information and run events aimed at engaging with the public. It provides advice on how to engage with people who have varied communication impairments. The focus is on needs beyond those related with sensory impairments and English as an additional language.

6 SOURCES AND LINKS

1. 2004 - Principles of Effective Engagement with Communities

<http://www.scotland.gov.uk/Publications/2004/04/19167/35261>

2. 2008 - Communication Forum Scotland – Talk for Scotland Communication Toolkit

<http://www.communicationforumscotland.org.uk/talk-for-scotland.html>

3. 2006 - ‘DON’T TREAT US AS ALL THE SAME’

http://www.ce.communitiesscotland.gov.uk/stellent/groups/public/documents/webpages/cs_016227.doc

4. 2006 Fair for All Checklist

<http://83.137.212.42/sitearchive/DRC/fair4all/achievingfairaccess/section-8/index.html>

5. 2006 - Learning and Skills Development Agency ‘How to Actively Involve Disabled People’ booklet

http://www.lsneducation.org.uk/dda/files/pubs/B1_062488.pdf

6. 2006-2008 Audit Scotland – Best Value and Community Planning Audits

http://www.audit-scotland.gov.uk/work/local_bestvalue.php?year=2006

http://www.audit-scotland.gov.uk/work/local_bestvalue.php?year=2007

http://www.audit-scotland.gov.uk/work/local_bestvalue.php?year=2008

7. 2005 - National Standards for Community Engagement

http://www.communitiesscotland.gov.uk/stellent/groups/public/documents/webpages/cs_010771.hcsp

- 8. 2008 - Glasgow Disability Alliance 'Top Tips Toolkit'.**
<http://www.gdaonline.co.uk/fileuploads/gda-toolkit-are-we-being-served-4044.pdf>

- 9. Scottish Community Development Centre – VOiCE**
<http://www.scdc.org.uk/voice/>

- 10. Involvement for Real Equality - The benefits for public services of involving disabled people**
<http://www.dotheduty.org/files/Involvementforrealequality.doc>

- 11. Public Value and Participation: A Literature Review for the Scottish Government**
<http://www.scotland.gov.uk/Publications/2008/03/17090301/0>

- 12. 2007 and 2008 - Scottish Government Disability Equality Scheme Annual Reports**
<http://www.scotland.gov.uk/Publications/2007/11/30091018/0>
<http://www.scotland.gov.uk/Publications/2008/12/15103651/0>

- 13. 2007 - HM Government : Office for Disability Issues - Disability Equality: How will we know we are making a difference?**
<http://www.officefordisability.gov.uk/docs/wor/new/ded-difference.pdf>

- 14. 2007 - Office for Disability 'Moving Forward' Conclusions**
<http://www.officefordisability.gov.uk/docs/reso/moving-forward.pdf>

- 15. Good Practice Guidance Consultation with Equalities Groups – Scottish Government 2002, updated 2006**
<http://www.scotland.gov.uk/Resource/Doc/46729/0025644.pdf>

16. 2006 - Communities Scotland Community Engagement How To Guide – response to NATIONAL STANDARDS FOR COMMUNITY ENGAGEMENT and Disability Equality Duty; Case Studies and Techniques

http://www.ce.communitiesscotland.gov.uk/stellent/groups/public/documents/webpages/cs_019450.hcsp

http://www.ce.communitiesscotland.gov.uk/stellent/groups/public/documents/webpages/cs_006710.hcsp#TopOfPage

http://www.ce.communitiesscotland.gov.uk/stellent/groups/public/documents/webpages/cs_016002.hcsp#P40_1022

17. The Children’s Society Disability Toolkit

<http://sites.childrensociety.org.uk/disabilitytoolkit/toolkit/>

18. 2004 - Capability Scotland Plain Talking – practical advice about communicating with disabled people

<http://www.capability-scotland.org.uk/plaintalking.aspx>

19. 2008 - Reporting on Progress towards Equality of Opportunity between Disabled Persons and Other Persons made by Public Authorities in Scotland: the Scottish Ministers' Duties (November 2008)

<http://www.scotland.gov.uk/Publications/2008/11/28145418/2>

ISSN 0950 2254
ISBN 978 0 7559 7765 9
(Web only publication)

www.scotland.gov.uk/socialresearch

The text pages of this document are produced from 100% Elemental Chlorine-Free material.
The paper carries the Nordic Ecolabel for low emissions during production, and is 100% recyclable.

RR Donnelley B63079 12/09

