

Inclusive Engagement Framework

Tools and Resources Pack



Presented by

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**A companion toolkit to AMPARO Advocacy's
Inclusive Engagement Framework**

How to use this pack:

This pack sits alongside the Inclusive Engagement Framework and provides the working templates and practice guidance referenced in Part C – Tools and examples. Unlike the Framework itself, these are living working documents: teams should copy the relevant template for each engagement activity, and AMPARO Advocacy will update individual tools from time to time as practice develops. Always check you are using the current version.

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Engagement influence and decision-rights matrix



Guidance For Staff: Using The Engagement Influence / Decision-Rights Template

Purpose of this guidance

This template helps teams plan and communicate engagement in a way that is clear, respectful and transparent. It is designed to reduce tokenism, support trust, and make sure participants understand how their input will be used.

A key principle when completing this template is:
Be specific enough to be honest.

Participants should be able to understand, in plain language:

- why they are being engaged
- what this engagement is for
- what they can influence
- what is fixed and cannot change (and why)
- who will make decisions
- when and how they will hear back

If these points are unclear, participants may reasonably assume they have more influence than is actually available. This can damage trust and reduce confidence in future engagement.

Why vague wording is a risk

Statements such as:

- “Participants will help shape the reform”
- “This is a co-design workshop”
- “Your feedback will inform decisions”

may sound positive, but they are often too broad to be meaningful on their own. Without more detail, participants may not know:

- which part of the reform they are shaping
- whether they are helping design, advising, or only commenting
- who actually has authority to decide
- whether any feedback will be provided afterwards

Use these phrases only when they are accompanied by specific information about scope, decision rights and feedback arrangements.

Practical tips for clear and honest wording

1. Name the specific topic participants can influence. Avoid general terms like “the project” or “the reform” where possible. Instead, name the actual areas open to influence, for example: communication materials, engagement methods, service access process, implementation priorities, accessibility supports, participant information, evaluation questions.

2. State what is fixed and explain why. Be explicit about what is not open to change in this engagement stage – e.g. approved budget envelope, legislation or regulatory requirements, mandatory timelines, previously approved policy settings, existing contract obligations, safety requirements. Where something is fixed, provide a short reason.

3. Name the decision-maker. Clearly state who is responsible for drafting options, making recommendations, and final approval (e.g. project team, manager/director, executive, board/steering group, funding body/government agency). If final decisions sit outside the engagement group, say so.

4. Be clear about how feedback will be used. Describe what participants’ input will be used for – e.g. identifying barriers and risks, improving draft materials, prioritising implementation actions, refining delivery methods, testing options, informing recommendations. If input is advisory only, say so plainly.

5. Commit to when and how feedback will be provided. A promise to “report back” is not enough unless it includes what will be shared, when, and how (e.g. summary themes within 4 weeks by translated email).

6. Use engagement terms accurately. Use terms such as inform, consult, involve, co-design and partner carefully. Do not describe an activity as co-design if participants do not have a genuine shared role in shaping at least part of the design. A single project may include different levels of engagement at different points – that’s acceptable, as long as it’s clearly explained.



Engagement Activity Title:

Project/ Program:

Date(s):

Lead Agency / Organisation:

Contact Person:

1. Purpose of this engagement

- What are the proposed outcomes of this engagement?
- What will those outcomes mean in practice for participants involved, and/or other people from CALD backgrounds with disability and families?
- What decision/process is this engagement informing?
- Why are we engaging now (why this stage)?
- What are we asking participants to contribute?

2. What is open to change (participant influence)

List the parts participants can shape. Be specific.

- e.g. priorities, service features, wording, delivery methods, implementation sequencing, accessibility supports, evaluation questions

3. What is fixed (and why)

List the parts that cannot change in this engagement and explain why.

- e.g. legislation, budget envelope, ministerial decision already made, procurement rules, timeframes, safety requirements, existing contract terms

4. Who decides what

Topic/ Question	Participant Role	Decision-Maker	Final Sign-Off
e.g. engagement methods	Co-design / advise	Project team	Director
e.g. policy options	Provide advice / priorities	Agency policy team	Executive / Minister
e.g. final materials	Review & suggest changes	Communications team	Agency executive

5. How and when decisions will be communicated back

- What will be shared: summary of themes / decisions / what changed / what didn't (and why)
- Format(s): plain English, Easy Read, translated summary, audio/video, verbal follow-up, SMS/email/post
- Timing: e.g. within 4 weeks of session; final update within 8 weeks
- Who is responsible: named role/person

6. Escalation / concerns

If participants feel the engagement was misrepresented or unsafe, how can they raise concerns?



Representativeness & Inclusion Planning Check

Avoiding gatekeeping and over-reliance on single voices

Purpose

Use this tool when planning engagement with people from CALD backgrounds with disability and family members to help ensure the engagement includes a broader cross-section of voices, not only people who are easiest to reach or already connected to services.

This tool supports:

- inclusive recruitment
- better representativeness
- reduced gatekeeping risk
- stronger trust and legitimacy of findings



A. Engagement activity details

Engagement Activity Title:

Project/ Program:

Date(s):

Lead Agency / Organisation:

Planner / Facilitator:

Purpose of Engagement (1-2 Lines):

B. Who are we trying to hear from?

List the key groups whose perspectives are important for this engagement (be specific).

Target participant groups (tick and specify as relevant)

- | | |
|---|--|
| ☐ People from CALD backgrounds with disability | ☐ People with low English literacy |
| ☐ Family members / carers | ☐ People with low digital literacy / no digital access |
| ☐ Women | ☐ People on temporary visas / with migration-related concerns |
| ☐ Young people | ☐ People not connected to services (including NDIS) |
| ☐ Older people | ☐ Rural / regional participants |
| ☐ People with psychosocial disability | ☐ Faith/community-specific groups (specify): |
| ☐ People with intellectual disability | ☐ Other priority groups (specify): |
| ☐ People with sensory/physical disability | |

Why these groups are important for this engagement (what perspectives/experiences might be missed if they are not included?)

C. Entry points and trust-building (leaders, elders, connectors)

Who are the trusted entry points we plan to work with? (e.g. leaders/elders, bicultural workers, peer workers, community organisations, faith leaders, local connectors)

Entry Point / Person / Organisation	Why They Are Important	Role In This Engagement	Any Risks / Limits To Manage

How will we work respectfully with leaders/elders while avoiding over-reliance on one person or network? (e.g. multiple contacts, separate pathways, broader outreach, targeted sessions)

D. Quick Risk Check – Are we at risk of over-relying on:

- | | |
|---|---|
| ☐ One leader / spokesperson | ☐ Family members speaking for people with disability without direct input from the person where possible |
| ☐ One service provider / organisation | ☐ Online-only recruitment or engagement |
| ☐ One language group | ☐ English-language materials only |
| ☐ One faith/community network | ☐ Other (specify): |
| ☐ People already in advisory groups | |
| ☐ People already linked to NDIS/services | |

Who is most likely to be missing? (write down specific groups/people and why they might miss out)

What will we do to reduce this risk? (at least 2–3 actions)

E. Recruitment Pathways (Use More Than One)

- | | |
|---|---|
| ☐ Community leaders / elders | ☐ One-to-one outreach / phone calls |
| ☐ Bicultural / peer workers | ☐ Multilingual invitations / translated materials |
| ☐ Community organisations / migrant services | ☐ Social media / messaging apps used by communities |
| ☐ Disability organisations / advocates | ☐ Multicultural media |
| ☐ Faith/community settings | ☐ Service touchpoints (clinics, schools, hubs, etc.) |
| ☐ Existing participant networks | ☐ Other: |

How Many Pathways Are We Using?:

(If only one, explain why that is appropriate and how representativeness risk will be managed)

F. Inclusion Supports Needed To Enable Participation

- | | | |
|--|--|---|
| ☐ Interpreters | ☐ Childcare / caring support | ☐ Small groups / one-to-one options |
| ☐ Translated materials | ☐ Payment / vouchers / reimbursement | ☐ Alternative contribution methods (phone, audio, written, visual) |
| ☐ Easy Read / pictorial information | ☐ Flexible timing (work/caring/religious commitments) | ☐ Other: |
| ☐ Accessible venue | | |
| ☐ Sensory-friendly environment | | |
| ☐ Transport support | | |

How will these supports be arranged and communicated? (include who is responsible)

G. Equal Voice In The Room (Facilitation Planning)

How will these supports be arranged and communicated? (include who is responsible)

- | | | |
|---|--|---|
| ☐ Small group discussions | ☐ Visual / story-based methods | ☐ Facilitator checks for who has/hasn't spoken |
| ☐ Separate groups (e.g. women, young people) where appropriate | ☐ More time for interpreted discussion | ☐ Breaks and "pass" option |
| ☐ One-to-one options | ☐ Ground rules for respectful participation | ☐ Other: |
| ☐ Anonymous input options | | |

Specific facilitation notes for this engagement (e.g. mixed family groups, power dynamics, interpreter needs, trauma considerations):

H. Reflection After Engagement (Complete After Session)

Who participated?

(brief summary of diversity across groups)

Who was missing or under-represented?

(what did we notice?)

What did we learn about barriers to participation?

(access, trust, format, timing, communication, recruitment)

What will we change next time?

(concrete changes)

Sign Off

Completed By

Date

Reviewed By (if applicable)

Privacy, Confidentiality & Safe Use Of Lived Experience Information

Planning checklist and participant consent options template

Purpose

Use this tool to plan and explain, in a clear and trauma-informed way, how information shared during engagement will be handled. This tool supports the plan's commitments to:

- privacy and confidentiality
- trauma-informed and person-centred practice
- safe facilitation
- transparency and trust
- clear feedback and follow-through



Part A: Planning Checklist (For Organisers/ Facilitators)

Tips for using this tool

- Participation in a session does not automatically mean consent to use direct quotes, stories, recordings, or identifiable examples in reports or presentations.
- Explain privacy/confidentiality in plain language, with interpreters and communication supports as needed.
- Be especially careful in small or close-knit communities, where people may be identifiable even if names are removed.

1. Engagement Activity Details

Engagement Activity Title:

Project/ Program:

Date(s):

Lead Organisation / Team:

Facilitator(s):

Note-taker(s):

Interpreter(s) / Communication Supports:

2. What Information Will Be Collected?

Tick all that apply and describe what is necessary for this engagement.

- | | |
|--|--|
| ☐ Attendance details (name/contact details) | ☐ Audio recording |
| ☐ Demographic information (language, age group, etc.) | ☐ Video recording |
| ☐ Notes from discussion | ☐ Photos |
| ☐ Written responses / sticky notes / worksheets | ☐ Follow-up contact details |
| ☐ Quotes / stories / examples | ☐ Other: |

Why is this information being collected? (what is needed, and what is not necessary?)

3. Privacy and Confidentiality Explanation (What Participants Will Be Told)

Confirm that participants will be told, in accessible formats/languages as needed:

- | | |
|---|---|
| ☐ Why the engagement is happening | ☐ Whether the session will be recorded (or not) |
| ☐ What information is being collected | ☐ That people can choose what they share / pass on questions |
| ☐ How information will be used | ☐ How to raise concerns later |
| ☐ Who will see the information | ☐ How feedback/results will be reported back safely |
| ☐ Where information will be stored | |
| ☐ Whether anything will be shared outside the project team | |

4. Consent For Stories, Quotes and Examples

Important check: is there any plan to use lived experience stories/quotes outside the session (e.g. reports, presentations, training, briefings)?

No → use summary themes only

Yes → complete the consent options section below

If yes, how will consent be handled?

- ☐ Verbal consent (documented by facilitator/note-taker)
- ☐ Written consent
- ☐ Interpreted consent discussion
- ☐ Follow-up confirmation before use
- ☐ Option to review wording before quote is used (where feasible)
- ☐ Option to decline use without affecting participation
- ☐ Other:

5. De-identification Plan

How will information be de-identified before use in summaries/reports? Tick what applies:

- | | |
|---|---|
| ☐ Remove names | ☐ Remove visa/migration details unless essential |
| ☐ Remove identifying contact details | ☐ Check combinations of details that may identify someone in a small community |
| ☐ Generalise location/suburb if needed | ☐ Review with a second person before publication/use |
| ☐ Generalise country/community details where needed | ☐ Other: |
| ☐ Remove or generalise provider/service names where needed | |

De-identification notes for this engagement (e.g. heightened identification risk in regional/local context):

6. Interpreter Confidentiality and Communication Supports

- | | |
|--|--|
| ☐ Professional interpreter arranged where needed | ☐ Family members will not be used as interpreters for systemic engagement (except participant choice in limited circumstances, with risks considered) |
| ☐ Gender preference discussed/considered where appropriate | ☐ Communication support roles clarified (interpreter vs support person vs advocate) |
| ☐ Participants informed of interpreter role and confidentiality | ☐ Other: |
| ☐ Facilitator will speak directly to participant (not to interpreter) | |
| ☐ Extra time allocated for interpreted discussion | |

Interpreter Briefing Sign Off:

Completed By

Date

7. Recording Decision (Audio / Video / Photos)

Will any recording occur?

- ☐ No recording (default)
- ☐ Audio recording
- ☐ Video recording
- ☐ Photos only
- ☐ Other:

If recording is proposed, confirm participants will be told:

- | | |
|--|--|
| ☐ Why recording is needed | ☐ Whether any recording will be shared outside the project team |
| ☐ Who will access the recording | ☐ That they can decline recording and still contribute (where feasible) |
| ☐ How it will be stored and secured | ☐ Alternative participation options if they do not consent |
| ☐ Whether transcription will occur | |
| ☐ How long it will be kept (or relevant policy/process) | |

Recording decision rationale (why recording is / is not needed):

8. Data Storage and Access

Will any recording occur?

Where will notes/files be stored?

Who will have access? (e.g. project team roles only)

Will information be shared outside the project team?

☐ No ☐ Yes (specify who)

Retention / deletion approach (e.g. according to organisational policy / project plan):

Contact for privacy questions or concerns:

9. Safe Reporting Back (Feedback to Participants / Communities)

How will you report back in a way that protects privacy/confidentiality? Tick what applies:

- | | |
|---|--|
| ☐ Use aggregate themes rather than attributed stories (unless consented) | ☐ Provide translated summaries / interpreted verbal update where needed |
| ☐ Avoid details that may identify people in small communities | ☐ Explain what changed / didn't change and why |
| ☐ Use accessible/plain language summaries | ☐ Offer a way to correct misunderstandings |
| | ☐ Other: |

Planned feedback/report-back method and timeframe (e.g. written summary and verbal update within 4 weeks):

10. Facilitator Sign Off (Pre-Session)

I confirm that privacy/confidentiality and information use arrangements have been planned and will be explained clearly to participants in accessible ways.

Name

Role

Date

Signature (if used)

(Template)

Part B: Participant Consent Options (Plain-Language Draft)

How your information will be used (participant information and consent options)

Thank you for taking part in this engagement. We want to hear your views and experiences to help improve services/policy/programs. You can choose what you want to share. You can also choose not to answer a question (“pass”) or take a break.

We will explain:

- what information we are collecting
- why we are collecting it
- who will see it
- how it will be stored
- how we will report back what we heard



Your Choices (Tick / Choose)

1. Use Of My Feedback

- | | |
|--|--|
| ☐ You may use my feedback in a summary (de-identified) form | ☐ Please check the wording with me first before using a quote (if possible) |
| ☐ You may use a de-identified quote from what I said | ☐ Please do not use my quote/story outside this session |

2. Recording (If Relevant)

- | | |
|---|--|
| ☐ I agree to audio recording | ☐ I do not agree to recording/photos (if you do not agree, we will explain other ways you can participate where possible) |
| ☐ I agree to video recording | |
| ☐ I agree to photos | |

3. Follow-Up Contact (Optional)

- ☐ You may contact me to clarify my feedback
- ☐ You may contact me to share updates / outcomes
- ☐ Please do not contact me after this session

Important Notes

Taking part in this session does not mean you must share personal or traumatic experiences. You can change your mind about what you share during the session.

If you have concerns later about how your information was used, you can contact: **[Name/role/contact]**

Participant name (optional depending on format):

Preferred contact method (optional):

Language / interpreter needs (optional):

Consent given (tick one):

☐ Verbal ☐ Written

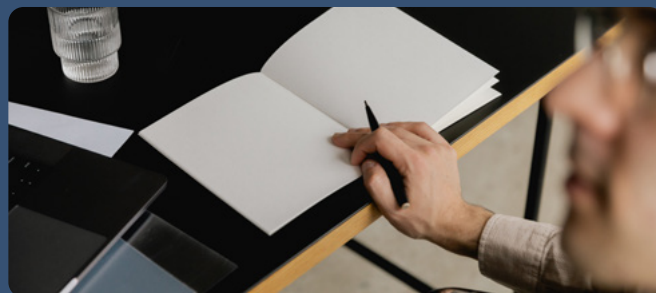
Date:

Facilitator name:

Practice Guidance: How Organisations Should Report Back After Engagement

Closing The Loop: What Organisations Must Do

After engaging with people from CALD backgrounds with disability and family members, organisations must report back in a way that is timely, specific, and accessible. A thank-you message alone is not enough.



Organisations Must:

1. Explain what was heard. Provide a short summary of the main themes (in plain language).

2. Explain what will change. Be specific about what will be different because of the engagement.

3. Explain what will not change (and why). If something can't be changed, say why in simple terms (e.g. law/rules, budget, decision made elsewhere, outside this project). Where possible, say whether it could be revisited later.

4. Explain where the process is at and what happens next. Tell people what stage the work is at, what the next step is, and when they will hear from you again.

5. Use accessible formats and preferred communication channels. Offer the update in ways that work for participants, such as:

- phone call (with interpreter)
- short voice message (e.g. WhatsApp)
- translated one-page summary
- Easy Read summary
- short video summary (where appropriate) – do not rely on email only

6. Provide a way to ask questions or correct misunderstandings. Give a contact person and offer interpreter support for follow-up. Make it easy for participants to say “that’s not what I meant” or “you missed something important.”

Recommended timing – provide an update within 4–6 weeks, or sooner once key decisions are confirmed.

Good Practice Examples (plain language)

Example: What changed

- “We changed the booking process so interpreters are arranged early.”
- “We now send information 3 days before meetings in plain English and translated versions.”
- “We will allow longer meeting times when interpreters are used.”

Example: What didn't change (and why)

- “We can't change eligibility rules because they are set by law.”
- “We can't make this change in this project because the funding is already allocated, but we will raise it for the next stage.”

Example: Where the process is at

- “We are updating the draft plan now. We will share the next version by 15 May. We will hold another meeting in June.”

Planning Checklist CALD Engagement

A single-page, at-a-glance checklist pulling together the Must do minimum standards from across the CALD Engagement Cycle (Part B of the Framework), for use before, during and after any single engagement activity. For full guidance on any point below, see the referenced section of the Framework.



Engagement Activity Title: _____

Date(s): _____

Lead Facilitator: _____

Prepare

See Part B – Prepare for engagement

- ☐ Mapped local CALD communities and networks relevant to this activity
- ☐ Partnered with CALD community leaders and/or organisations
- ☐ Budgeted for interpreters, bicultural workers, translations, accessible venue and cultural supports
- ☐ Briefed staff/facilitators on the cultural and disability capability this activity needs

Design

See Part B – Design engagement

- ☐ Completed the Engagement influence/decision-rights matrix (Tool 1) and can explain it in plain language
- ☐ Arranged interpreters/translators and multilingual, plain-language or Easy Read materials as needed
- ☐ Chosen settings, times and formats with communities (accessible venue, flexible timing, childcare/transport considered)
- ☐ Genuinely co-designed the approach with CALD communities, rather than importing a fixed method
- ☐ Completed the Representativeness and inclusion planning check (Tool 2) to guard against relying on one voice or network

Deliver

See Part B – Deliver engagement

- ☐ Explained purpose, confidentiality and how information will be used at the start, in plain language
- ☐ Set simple ground rules and facilitated at a pace that allows time to think and respond
- ☐ Used certified interpreters (never children or family members) with extra time built in
- ☐ Made clear that participants can choose what to share, pass on questions or take a break
- ☐ Actively supported quieter or less confident participants and managed power imbalances
- ☐ Completed the Privacy, confidentiality and consent tool (Tool 3) before the session

Close the loop

See Part B – Closing the loop and improvement

- ☐ Provided feedback within 4–6 weeks, in accessible formats and languages
- ☐ Explained what changed, what did not change (and why), and what happens next
- ☐ Offered a way for participants to correct misunderstandings or refine wording
- ☐ Captured evaluation across access and inclusion, quality and safety, and influence and follow-through
- ☐ Used the Practice guidance: closing the loop tool (Tool 4) to check the report-back met the standard

Sign Off:

Completed By _____

Date _____

Engaging Interpreters



A practical, booking-focused companion to the Must do / Should do / Consider guidance on interpreters in Part B – Deliver engagement of the Framework. **Read this tool alongside the Queensland Language Services Policy and related Queensland Government guidance.**

When You Need An Interpreter

Offer a certified interpreter whenever a participant has difficulty communicating in English, or requests one – including for people who are Deaf or hard of hearing (Auslan). Do not rely on children or other family members to interpret for systemic engagement. Bilingual or bicultural staff can support participation but should not replace a qualified interpreter.

How To Book One

- Confirm the language/dialect needed and any preferences (e.g. interpreter gender) with the participant or referring contact where possible.
- Use a NAATI-certified interpreter wherever one is available for the language – credentials can be verified through the NAATI Online Directory.
- Queensland Government agencies and funded services should engage interpreters through the Queensland Government's language services procurement arrangements – see 'Find a translator or interpreter' on qld.gov.au.
- Community and not-for-profit organisations may also be able to access free interpreting through TIS National (Translating and Interpreting Service), the Australian Government's phone and on-site interpreting service.

[View AMPARO's internal booking process](#)

Book early – double or triple the usual planning time when an interpreter is involved, to allow for availability, briefing and a longer session.

Before The Session – Briefing Checklist

- ☐ Interpreter briefed on purpose, topic, role boundaries and confidentiality expectations
- ☐ Session materials (agenda, key terms, purpose statement) shared with the interpreter in advance where possible
- ☐ Participant offered a choice of interpreter gender where relevant for sensitive topics
- ☐ Extra time allocated in the session plan for interpreted discussion
- ☐ Face-to-face interpreting arranged for complex, sensitive or trust-dependent engagement where possible

During the session – must do

- ☐ Speak in short segments and pause regularly for interpretation
- ☐ Address the participant directly – not the interpreter – and check understanding throughout
- ☐ Do not assume a “yes” means understanding; use plain-language check-backs (e.g. “Can you tell me in your own words what you think this means?”)
- ☐ Ensure sufficient time for interpreted discussion – do not rush or shorten participation because interpretation takes longer
- ☐ Combine interpreting with other accessible supports where useful (plain language, visuals, Easy Read, written summaries)

Quick Do’s and Don’ts

Do	Don’t
Use a certified (NAATI) interpreter wherever available	Rely on children or family members to interpret
Speak directly to the participant	Speak to or through the interpreter as if the participant isn’t there
Build in extra time	Rush the session because interpretation takes longer
Brief the interpreter on sensitive content in advance	Introduce distressing topics without warning the interpreter

Links To Cultural Awareness & Disability Inclusion Training

External links change over time – check each provider’s site periodically and update this list accordingly.

Cultural awareness and CALD engagement

Multicultural Australia – Cultural Awareness Training

Queensland-based tailored workshops on cultural competence and engaging CALD clients and communities.

[View Cultural Awareness Training →](#)

Queensland Human Rights Commission – Diversity Awareness online training

Self-paced online modules including a CALD topic, a disability topic and a LGBTIQ+ topic in one package.

[View Diversity Awareness Training →](#)

Queensland Health – Cross-cultural training packages

Workshops for health and human-services staff, including Customer Service in a Diverse Society.

[View Cross-Cultural Training Packages →](#)

Multicultural Community Council Gold Coast (MCCGC) – Cultural Training

Regional cultural awareness and cultural humility workshops for frontline and community-services staff.

[View Cultural Training →](#)

Disability awareness and inclusion

NDIS Quality and Safeguards Commission – free worker e-learning modules

Includes the Worker Orientation Module (‘Quality, Safety and You’) and Supporting effective communication.

[View Free Worker e-Learning Modules →](#)

JobAccess – disability awareness and confidence training

Free, confidential advice and links to disability awareness training for organisations.

[View Disability Awareness Training →](#)

Australian Disability Network – e-Learning and workshops

On-demand modules and facilitated workshops on disability confidence, accessible communication and neuro-inclusion.

[View e-Learning and Workshops →](#)

Links To Cultural Awareness & Disability Inclusion Training

External links change over time – check each provider’s site periodically and update this list accordingly.

Interpreters, translators and language services

Queensland Language Services Policy and Guidelines

The Queensland Government’s policy and practical guidance on engaging interpreters and translated information.

[View Language Services Policy and Guidelines →](#)

NAATI – National Accreditation Authority for Translators and Interpreters

Verify an interpreter or translator’s credential or find the NAATI Online Directory.

[View NAATI Online Directory →](#)

TIS National – Translating and Interpreting Service

Australian Government phone and on-site interpreting, including free access for some community and not-for-profit organisations.

[View TIS National Service Website →](#)