



Toolkit for Indigenous Service Provision



Australian Government





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Purpose of the resource

The Department of Families, Housing, Community Services and Indigenous Affairs is committed to helping the organisations we fund to ensure that Indigenous Australians have the same level of access to services and facilities as the rest of the community.

This toolkit consolidates information and resources into a single package that any of FaHCSIA's service providers can use to:

- Review their current practices
- Build their knowledge and relationship
- Develop, implement and evaluate strategies.

The Tool Kit can be applied across a whole organisation or within a specific location or program and service area that FaHCSIA specifically funds.

Staff at all levels, committee members and volunteers will benefit from being involved.

Ideally a commitment at Management level to apply the Tool Kit and oversee its implementation across the organisation would be required.

The Tool Kit has been designed to be flexible recognising that different organisations have different needs and varying capacity.

You can provide comments and feedback on this resource by sending an email to serviceprovisiontoolkit@fahcsia.gov.au

How to use

This resource has two components:

- Part A - Background to the development of the toolkit
- Part B - Toolkit and self-assessment templates

Part A – Background

1. Why a Tool Kit?

Indigenous Business is Important Business

Research and consultation with service providers identified a need for consistent and practical information and resources to help organisations to implement 'best practice' strategies in service design and delivery.

Service providers across Australia have been involved in a project to help identify and address barriers Indigenous people may experience when accessing their service.

This tool kit is designed to help increase the consistency of knowledge and practices supporting staff and organisations funded by FaHCSIA, to achieve a high standard of service delivery.

2. Why should we focus on the social inclusion of Indigenous Australians?

There is an unacceptable gap in the life expectancy of Indigenous and non Indigenous people. The Overcoming Indigenous Disadvantage Report, published by the Productivity Commission, gives an insight into Indigenous disadvantage.

The focus on "Closing the Gap" supported by the Council of Australian Governments, confirms it is especially important to ensure that our services are universally available ensuring:

- ✓ Indigenous people have **equitable** access to all FaHCSIA funded services;
- ✓ FaHCSIA funded organisations are supported to implement best practice standards; and
- ✓ We capitalise on existing knowledge, information and the experience of successful organisations already available locally.

3. How to use this Tool Kit

This tool kit has been designed to be used by any of the organisations FaHCSIA funds, across all program areas including early childhood, youth, families, disabilities and community projects.

It is broken into five sections:

1. Reflect
2. Learn
3. Engage
4. Plan
5. Implement

4. Overview

Take Time – a long term view of incorporating changes and improving skills needs to be adopted. Activities should be embedded and recurrent, as a one off event is less likely to sustain change.

Be Informed – know the Indigenous history of your area, know what your organisation has tried in the past and know who else in your area is doing something similar.

Pursue Partnerships – pursue partnerships with other service providers, Indigenous organisations in your area and community.

Innovation – try new ideas and share what works.

Integration – across all activities and facets of your organisation

Part B – Toolkit for Indigenous Services Provision

Steps and Assessment

1. Reflection

The first step to addressing barriers that Indigenous people may experience when accessing your service, is to reflect on your organisation and individual practice.

Checklists are included for the use of individuals and organisations.

- The checklist for individuals assesses current levels of knowledge, attitudes and perceptions about personal cross cultural competency.
- The checklist for organisations focuses on current practices, levels of access and begins the process of identifying potential barriers as well as strengths and weaknesses to be capitalised on or addressed.

It is suggested that the individual check list is completed first and the results collated to help build a profile of staff capacity.

The organisational checklist may be completed by a nominated staff person but ideally would engage staff and committee members at all levels of the organisation in an environment that encourages people to reflect and contribute.

Individual Self Assessment and Reflection Tool

This tool is designed to help you reflect on your personal and professional knowledge and practices as it relates to working with Indigenous Australians. It is not a test and there are no right or wrong answers. The information will be used to identify trends, strengths and opportunities to develop the skills and capacity of staff to ensure Indigenous Australians have equitable access to services.

Please review the questions and statements and respond as indicated or place a mark on the line indicating your level of knowledge, experience and comfort.

1. No knowledge or experience
2. Some knowledge and or experience
3. General knowledge and / or experience
4. Strong knowledge and experience
- 5 Highly developed knowledge and very experienced

INDIVIDUAL SELF ASSESSMENT AND REFLECTION TOOL

Date		Organisation	
Job Title		Qualifications	
Time in Current Role		Length of Time in Related Roles	

How would you describe your knowledge and experience of Indigenous Australian history?

1 2 3 4 5

How would you describe your knowledge of the factors which have led to the gap in life expectancy for Indigenous Australians?

1 2 3 4 5

How would you assess your knowledge of the demographic information of Indigenous people in the area you work in?

1 2 3 4 5

What do you know about the traditional owners of the area that you work in?

1 2 3 4 5

Are you aware of the Indigenous organisations that operate in the area that you work?

1 2 3 4 5

How would you describe your awareness of the barriers that might affect Indigenous people accessing your service?

1 2 3 4 5

How would you describe your knowledge of the elements of professional practice which may affect Indigenous people accessing your service?

1 2 3 4 5

Have you ever modified the way you deliver a service to improve someone's ability to access it?

1 2 3 4 5

How would you describe your personal comfort level when working with Indigenous clients?

1 2 3 4 5

How many Indigenous clients have you worked with in your current role (total)?

How many Indigenous clients are you currently working with in your role?

How often do you currently meet with clients who are Indigenous?

Comments: (Reflect on your strengths, weaknesses, changes you have made in your practices in the past and what opportunities you can see to improve Indigenous people's access to your service)

ASSESSMENT:

Total possible – 45 Result

Result Range

Rating

9 or less

No knowledge or experience

10 - 16

Some knowledge and or experience

Requires development

17 - 27

General knowledge and / or experience

Capable

28 - 37

Strong knowledge and experience

Comfortable

38 +

Highly developed knowledge and very experienced

Confident

Organisational Assessment and Audit Tool

This tool is designed to help you reflect on your organisation's knowledge and practices as it relates to working with Indigenous Australians. It is not a test and there are no right or wrong answers.

The information gathered can be used to identify issues, trends, strengths and opportunities to develop strategies to ensure Indigenous Australians have equitable access to services.

ORGANISATIONAL ASSESSMENT AND AUDIT TOOL	
Date	Organisation
Assessment completed by	
Does your organisation keep information on the cultural background (CALD / ATSI) of your clients? <i>(If not, is there the capacity to start keeping this information?)</i> Yes <input type="checkbox"/> No <input type="checkbox"/>	
<i>How is this information collected and collated?</i>	
Review this client data to identify the number of Indigenous Australian's that have used your service in the past (at least year)?	
Total number of clients:	Number of Indigenous clients:
Period reviewed:	
% proportion of Indigenous clients compared to total clients:	
Can you identify any trends in the data? Which services people access? How frequently they attend? Length of time as a client? What reasons would people usually attend for? Are people referred? Who by?	
Identify any past or current programs or strategies that your organisation has implemented to increase Indigenous people's access to your service.	
<i>List below:</i>	
<i>What worked and what didn't?</i>	
Identify any policy or planning documents that your organisation has, or had, which addressed Indigenous people's access or related matters in the organisation.	
<i>List below:</i>	
<i>Speak to people about whether the policies and planning documents are achieving what they intended:</i>	
How would you rate your organisation and staff's current understanding and knowledge of Indigenous people and culture?	
<i>Review the results of the individual staff self assessments:</i>	

ORGANISATIONAL ASSESSMENT AND AUDIT TOOL *(cont.)*

Has your organisation ever implemented any strategies or training to increase organisational understanding and knowledge of Indigenous people and Indigenous culture?

Summarise details of the strategies or training below:

Gather feedback about what the outcome was, what worked and what didn't:

Does your organisation have any Indigenous Australian committee members, staff or volunteers? If so, are their knowledge, experience and connections engaged in planning and service delivery

List; including the outline of the role:

Has your organisation implemented any strategies or policies to increase the number of Indigenous people in the organisation or support existing staff? Yes No

Describe them and how effective they were?

Does your organisation have any relationships, associations or networks in common with local Aboriginal organisations?

Note the organisations:

What kind of relationships are they (Client referral? Are you working in partnership? Do you attend meetings with them?)

Identify the local and state wide Aboriginal organisations that may be relevant to your organisation's work.

List the organisations and identify their roles:

Are you aware of how your organisation is perceived by potential or actual Indigenous clients?

Note any feedback you have received and how you have or could gather this feedback:

Are you aware of any potential, actual or perceived barriers to accessing your service, particularly as they relate to Indigenous people?

Consider factors such as availability, location, transport, cost, how and where you promote the service, flexibility in participation requirements and whether people are comfortable and welcomed accessing the building, staff and services.

Has your service ever deliberately designed a strategy or project to increase Indigenous people's access to services?

Describe the strategies, what worked and what didn't and what the outcomes were:

ORGANISATIONAL ASSESSMENT AND AUDIT TOOL *(cont.)*

Can you identify ways that existing services could be modified to improve Indigenous people's access to them?

Consider alternative methods of service delivery e.g.: move from appointment to outreach, locations for service delivery, the presentation of buildings, staffing mix, partnerships for service delivery, way of promoting and communicating the service etc.

Comments: *(Reflect on your strengths, weaknesses and what opportunities you can see to improve Indigenous people's access to your service)*

2. Learn

The next step to ensuring Indigenous people will have equitable access to your service is to increase the knowledge and awareness of your staff, volunteers and committee members relating to historical and contemporary experiences of Indigenous Australians, specifically in your region.

As there are no 'blank slates' in community work it is important to learn about your organisation's history in the region, as well as who else in your area is concerned with these issues including what has been tried in the past.

Some tips and hints on inexpensive, locally achievable strategies are suggested below.

The history of Indigenous Australia and the specific Indigenous history of your region

- How?

Many elements of Indigenous history are oral or material in nature however much of it has been described on websites, in novels and films and can be found in interactions with local community members and large organisations such as the Heritage Trusts or in Museums.

Look for creative and inexpensive ways to expose your staff to this history and knowledge.

There are a number of local Indigenous people who can put you in contact with individuals and organisations that could deliver this training.

Are you going to be in a capital city? Consider adding an extra half day to your travel to take in the learning opportunities to be found at museums and heritage trusts.

There are a number of good websites that include resources, timelines and other information that will increase staff awareness and knowledge – consider downloading some articles and making them available in your staff library, email them to your staff or place in the tea room encouraging staff to familiarise themselves

- <http://www.natsiew.edu.au/site/home.aspx>
- <http://www.austlii.edu.au/>

- <http://museumvictoria.com.au/Collections-Research/Our-Collections/Indigenous-Cultures/>
- <http://museumvictoria.com.au/forest/humans/aboriginal.html>
- <http://www.shareourpride.org.au/pages/topics/welcome-to-share-our-pride.php>

Consider making some books available, again in your staff library, tea room and by making them available for staff to loan and take home. Stories are an engaging and powerful way of communicating history.

Some titles you may be interested in:

- The Wailing – A National Black Oral History (S. Rintoul)
- The Way we Civilise (R. Kidd)
- For more suggestions see your local librarian or review: <http://www.creativespirits.info/resources/movies/>

Consider a movie night for staff that features films describing historical and contemporary Indigenous Australia

- September
- Rabbit Proof Fence
- Ten Canoes
- Black Chicks Talking
- The Fringe Dwellers
- Babakiueria
- Nukkan Kungun Yunnan
- Samson and Delilah
- For more suggestions see: <http://www.creativespirits.info/resources/movies/>

Approach your local historical society, library or museum and discuss the opportunity to host a 'living history' night where local Indigenous community leaders and elders are invited to tell stories about the history of their community.

Understanding of common barriers to accessing services and the extent, presentation and effect of unintended and institutionalised racism

- How?

Often the barriers to accessing a service are not intended or reflect practices and policies that haven't taken into account the needs of minority groups.

What are the potential barriers to accessing our service?

There are a number of potential and actual barriers which Indigenous people may encounter attempting to access a mainstream service. These barriers are most often unintended and involve largely unconsciously negative perceptions and attitudes regarding Indigenous people.

Highlighted below are a few examples. Review the case studies provided to identify further barriers and explore how some agencies have sought to overcome them.

- The complexity of need and challenges facing Indigenous families.
- Engagement with multiple agencies over extended periods of time.

The historical association around organisations and institutions involvement in past policies which affected Indigenous people and families may act as a barrier for some individuals.

Inappropriate attitudes and behaviours of individuals within an organisation may influence customer or client interactions or may affect the organisation's culture. Examples include people inadvertently 'talking down'

to Indigenous clients or people being dismissive of effort required to engage Indigenous clients during internal planning activities.

Inappropriate attitudes and behaviour may result from personal prejudice, being ill informed, lacking knowledge of the structural factors contributing to disadvantage, or generally people who lack self-awareness and empathy.

A lack of respect for cultural difference, or unwillingness to recognise the strengths which exist in this difference, ahead of noting perceived weaknesses.

The perceived and actual lack of resources within the organisation which are required to invest the time and energy in developing strong relationships, and implementing other strategies to overcome barriers.

A lack of consistent cultural training provided to mainstream service staff may also represent a barrier.

The educational attainment and capacity required to interact with the processes, forms and requirements of use for some services.

The perception that the physical environment is unwelcoming, or simply unfamiliar.

There are a number of ways that you can learn how your service is perceived and experienced by Indigenous Australians.

Consider trying some of the following options as part of your reflection process:

- Identify an Indigenous community member who may be able to provide you with informal feedback about community perceptions and how your service is talked about. Consider an existing client, staff member, or volunteer.
- Consider partnering a local Indigenous organisation to conduct an audit of your service; use the Organisational Assessment and Audit Tool to guide the assessment.
- Can you identify someone in your community who is Indigenous or has close contact and experience with Indigenous community members who could be co-opted onto your committee for advice and assistance during planning and evaluation?
- Could you consider engaging someone or an Indigenous resource organisation to undertake

research on your behalf? For example facilitated surveys and focus groups with Indigenous community members.

- Do you have existing clients who are Indigenous? Consider asking them to participate in semi structured interviews or a short, simple survey to gain their views on how they have been received in the service, what is working for them and what could be improved?
- Do you have an Indigenous staff member who could provide feedback?

3. Engage

It is important to plan and find ways to engage organisations and the broader Indigenous community.

The aim of engagement is to:

- Ensure Indigenous community leaders, people with specialist knowledge and clients participate in a range of activities including planning, service design, delivery and evaluation

- Provide time for staff to establish trusting relationships with Indigenous organisations and clients
- Commit to engagement with your Indigenous community to build and sustain long term relationships

Outlined below are a number of practical and affordable strategies that organisations can employ to engage Indigenous community members.

It is important to establish genuine trusting relationships. Therefore an initial investment, extending assistance and support without any expectation of return, will ensure that Indigenous community members have an opportunity to get to know you, your staff and your organisation.

Most of these suggestions don't cost more money, but do require an investment in terms of time, alternative resource allocation and working in new ways. All suggestions require persistence and patience.

Consider who you already have access to:

- Is anyone in your organisation Indigenous? How could their views and expertise be incorporated? For example you could ask them to provide particular input during planning and evaluation.
- Have any of your staff previously held roles in Indigenous community organisations, or undertaken related training? Can you ask them to review your service delivery for potential barriers?
- Consider creating a contact list of key Indigenous community leaders and organisations for future reference – ask local Aboriginal organisations for advice and assistance to develop this list.
- Ask for their assistance to develop a strategy aimed at ongoing consultation with Indigenous communities
- Are there any Indigenous people or organisations that are specialists in your field? Consider asking them to contribute to your organisations planning and evaluation
- Are there any community events that Indigenous people participate in (consider sports events – football games, art or NAIDOC week activities)? Can you find a connection, extend an offer of assistance or offer to provide activities on a regular basis?
- Can you establish a presence at places where Indigenous people regularly visit? Could staff provide service delivery on a part time basis? Could you offer resources?

- Could you support events, programs or issues that are important to Indigenous communities? Could you offer a venue, equipment, resources, use of a vehicle, staff etc?
- Can you coordinate a focus group of Indigenous community members to provide feedback?
- Could you create a liaison officer position on a part time, casual, traineeship or volunteer basis? An Indigenous community leader or someone with good pre-existing relationships with your Indigenous community could help inform and promote to community members the availability of services as well as implement best practice strategies in service delivery. Explore some of the State and Australian Government support programs for employment and training of Indigenous staff members.
- Can you collaborate with a complementary service provider and allocate resources between you?
- Could you find an Aboriginal organisation who delivers a similar service, to review the effectiveness of your service delivery in meeting the needs of Indigenous people?
- Can you advertise locally for a Board member who is Indigenous?

4. Plan

So far this Tool Kit has provided you with tools, information and suggestions about how to:

- Reflect on your organisations current position
- Learn more about Indigenous history and culture and the potential barriers Indigenous people may experience accessing your service
- Engage Indigenous people, organisations and expertise at all levels of your organisation

Based on this information you can implement strategies to create and sustain changes in your organisation to enhance the social inclusiveness of your services.

One of the key elements of best practice in socially inclusive service design and delivery, is to ensure consistent application of these practices throughout the organisation. It is important that service delivery is not applied randomly or left simply to the judgement of individuals. There must be a consistent and systematic approach.

It is important to consistently equip staff, volunteers and Board members with the skills and knowledge they need, and to convey the importance of these strategies from the top down.

There are a number of areas to consider when planning your strategies. These changes are designed to address a range of symbolic, operational, administrative and physical changes.

It is important to implement a range of changes. Simply changing a physical environment or making a symbolic gesture is unlikely to have a sustained/ significant influence on potential Indigenous clients.

You can plan to implement changes in your organisation by:

Mission, value or principle statements:

- Can your documents reference the importance of proactively ensuring that all services are accessible to Indigenous people?
- Can your documents be amended to include a statement acknowledging the role your organisation can take in [Closing the Gap](#)?
- Can your documents be amended to include an acknowledgement of traditional owners of the area that you operate in?

Annual and long term planning processes:

- Apply the strategies listed in 'Engage' to ensure Indigenous people have an opportunity to contribute to your planning processes
- Could you apply for a grant for funding and for employment of a project officer to undertake planning and implementation of initial strategies? This work could be shared between several agencies
- Can you dedicate resources to engage and support an Indigenous staff member? Could you offer a traineeship?
- Can you work towards engaging Indigenous people in developing or reviewing your plans?

Are you planning a new facility or upgrade in the future? Have a look at how building design and architecture can influence the accessibility and cultural safety or appropriateness of a facility.

- Policies, procedures and forms:
- You could introduce policies with protocols for engaging the local Indigenous community
- You could review existing operational procedures which guide your interactions with clients
- Consider developing a Memorandum of Understanding or agreement to collaborate with a similar Indigenous organisation

- Many services funded by FaHCSIA have assessment tools or checklists. Most of these are based on assumptions of the predominant culture. It may be worth reviewing the assessment tools you use to identify any bias that may unintentionally exist. For example there is an alternative youth mental health assessment tool which is being used to help ensure that the signs of depression are detected in Indigenous young people

Recruitment, induction, training and development of staff:

- Can selection criteria ask applicants to indicate their experience and knowledge of Indigenous issues?
- Can inductions include a self assessment checklist and some of the learning activities listed?
- Can your induction and orientation process alert new employees to specific policies and corporate planning documents that communicate the importance of proactive service delivery to Indigenous Australians?
- Can the results of the staff self assessments develop a series of activities which increase employee's knowledge and confidence when working with Indigenous Australian's?

Decisions about resource allocation:

- Can your organisation, alone or in partnership, allocate resources for cross cultural competency development?
- Will you consider grant funding and sponsored programs to increase the level of Indigenous people who are employed or supported by your organisation?
- Can funds be allocated to review the physical space needed for service delivery, as well as the various changes required?

Physical space:

- What is the access to your building like?
- Are people clearly directed to the entrance?
- Could signage include acknowledgement of traditional owners or include in language or pictures a specific welcome for Indigenous people?
- Many people may feel 'shame' about their reasons for coming into your premises? If so are there alternative entries?

Service delivery models:

- Do you operate by appointment; can it be done differently?

- How does your service link to public transport options?
- Are there other options regarding location of services delivered?
- Can you co-case manage or develop a client centric model of service delivery that shifts the onus on coordination from the individual to linking with the services they may be using?
- Can you co-deliver services with Indigenous people? Can you invite clients to bring someone they feel comfortable with?
- Could innovative programs that offer attractive group options be a starting point for attracting and retaining clients that may not otherwise attend on a one to one basis?
- What are your forms and written materials like? How would someone with low literacy levels respond?
- Could you develop a picture book of how someone uses your service to explain the process instead?
- Can an Indigenous person or someone with specific expertise coach and mentor staff about issues with helping Indigenous people participate in services?

Reporting and evaluation:

- Can you amend your data collection practices so that information about the cultural background of clients is captured?
- Consider amending your client information forms so that there is a space for people to volunteer information about their cultural heritage
- Consider inviting someone who has used your service to provide qualitative feedback in order to help you improve services
- Use action research methods to capture information that will help you understand the effect of changes in service delivery. Use digital cameras, story telling and the story books to help highlight what works and what doesn't.
- Provide examples of the changes you have made to your organisation, to your networks, various publications and your funding provider.

5. Implement

Some initial suggestions about practical alternatives you could trial are outlined below. The most important aspect of implementation is to try something new, critically reflect on the effect and adjust your approach. You should also find ways to celebrate changes and share successes and failures.

Patience and persistence are important, but it must also be remembered that service use is a choice and people should not feel compelled to use your services.

Service design alternatives

Partnerships

- Formal and informal options for partnerships in service delivery between mainstream and Indigenous organisations can be explored.
- Each partner usually has something mutually valuable to contribute; such as expertise, established policies and procedures, resources and equipment and relationships.
- Can you work in collaboration with other organisations to achieve a greater reach in the Indigenous community? Can you deliver workshops for other organisations to add value to their pre-existing programs, or vice versa?
- Partnering a non indigenous organisation such as schools, hospitals, prisons etc are prime examples of organisations that may need your service to add value to the support they offer to Indigenous clients.

Broker

- Often the best form of ensuring Indigenous engagement in your service is to engage the services of a broker. A broker in an informal sense may be an Indigenous person who has used your service and is willing to **vouch** to others.
- You can establish your service by maintaining relationships with key community members such as female elders who tend to act as advisers and brokers. Establishing relationships with extended families can also be helpful.

Identify Indigenous people associated with places like hospitals, schools and health centres. Utilise these people and their knowledge to identify how your service can address the needs of the community

Encourage people who engage with the Indigenous community to refer or accompany potential clients to your service.

- You may also choose to examine more formalised ways of engaging someone to act as a broker, by establishing a part time or casual position within your organisation structure.

Alternative engagement

- Offering direct one on one case or client work can be a daunting experience to engage in.
- Provide advice and information in a group setting as opposed to one on one, as this can be less intimidating for clients and may stimulate more dialogue.
- Recent research indicates visual activities, oral history and art are useful in engaging people's interest. These can be used as a stimulus to instigate conversation about your services. Visual activities and oral history are suited to group settings.
- Given cultural connections to land, delivering services in outdoor, interactive settings are beneficial. For example following a walk along a river, having a camp where people can get away from home or usual environments is a useful approach.
- Outreach work including home visits offers another option. Delivering services where people are already gathered helps to overcome not only transport issues, but ensures that people get to know you before they need to come to your venue.
- Opening alternative hours is another option, have you considered evenings and weekends?

The activities listed above may increase individual's confidence in your staff, familiarity with your venue as well as providing a pathway into mainstream services on offer.

Definitions

Consider revising your definitions of key issues. What are the key concepts in your service, and how may an Indigenous person view issues differently?

For example, homelessness has different aspects beyond traditional perceptions of people living on the streets. With large extended families, Indigenous people may move from family member to family member, which may be considered normal in some circumstances, or potentially an indicator of unstable, high risk living arrangements.

Promotions and communications

- Adopting an interactive approach that relies less on written communication and more on visual/oral communication helps if there is a literacy gap.
- You can consider using posters and story books that demonstrate a story of someone using your service. A story book is likely to gain and sustain interest, particularly if it has local or recognisable people in it.

- Indigenous role models have been successfully used to highlight non traditional issues.

Rules

- Often services have standards or minimum requirements for engagement with their service. Some examples of the rules include attendance requirements for appointments or forming an agreement to participate regularly over a longer period of time.
- These rules can act as barriers. Although it is acknowledged that rules are put in place to manage the demand on services, a flexible approach to their implementation will help overcome rules becoming barriers.

Presentation

Changing your presentation is a great way to engage a wide variety of community members, including Indigenous community members. Successful examples include:

- Engaging Indigenous artists to design and prepare a mural for an unused brick wall
- Getting young people involved in digital photography – taking photos of themselves and their community as well as at your service
- Consider engaging a group to, with permission, develop an Indigenous name and logo to sit alongside your current identity
- Create a native bush foods garden as a gathering place, and make it available for a wide range of community purposes
- Include local maps with Indigenous place names in your documentation

Food, food, food and more food

A good rule in community development is the provision and integration of food within your programs and activities. Food will usually ensure high levels of sustained participation of people from any cultural background.

People gather around food, share enjoyment of it, as for most people it represents a sense of caring and being cared for. Food can highlight and overcome points of difference in cultures and it can also be a lot of fun.