



# Hear Of My Experience (HOME)

Lived Experience Engagement Framework  
Housing and Homelessness Service Providers

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Government of **Western Australia**  
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## ACKNOWLEDGEMENTS

Shelter WA acknowledges the Traditional Custodians of Country and their ongoing connection to land, waters and community. We pay our respects to Aboriginal and Torres Strait Islander peoples and to Elders past, present and emerging. We support the Uluru Statement from the Heart and offer our recognition and acceptance of the invitation to walk together towards a movement of the Australian people for a better future.

We acknowledge people with lived experience of homelessness and housing insecurity, and those who continue to pave the way for these experiences to inform and to improve the outcomes for people who come in contact with the housing and homelessness services.

We thank the people with lived experience of homelessness and housing insecurity who worked with us to develop of this framework. The learnings contained within this framework are a testament to the benefits of engaging and harnessing their strengths to deliver positive outcomes both for services and for the people they support.

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# PART ONE **THE FRAMEWORK**



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# 1 About Shelter WA

Shelter WA is an independent peak body, based in Perth, Western Australia, that advocates for social and affordable housing and ending homelessness.

Our vision is that all people living in Western Australia have housing that enables them to thrive.

Shelter WA brings together a strong coalition committed to diverse and affordable housing choice for all, with a focus on good housing outcomes for people experiencing homelessness, on low incomes, and groups generally disadvantaged in housing markets.

Shelter WA drives systemic change by facilitating collaboration amongst those who have an impact on housing outcomes, undertaking sector development activities, evidence-based policy advice, engagement and strong advocacy for an effective housing system.

## 2 Executive Summary

This Lived Experience Engagement Framework was developed in response to the COVID-19 pandemic and the missed opportunity for systemic engagement of people with lived experience of housing insecurity and homelessness as part of the crisis response and recovery effort. It was developed to support the housing and homelessness services sector to better engage with people with lived experience to inform their policy and practice.

A Framework is an illustration of the structural underpinning of a system, and guidance on how to enhance a system's operations. This engagement framework is intended as a guide for social housing providers and homelessness services to better harness the knowledge and skills of people with lived experience of homelessness and housing insecurity in their organisational policies, planning, and services. Research shows that engaging with people with lived experience drives efficiencies and creates the systemic and organisational change required to deliver better outcomes for people who are impacted by decision-making. Key aims of this framework are to inform services and people with lived experience of the benefits and opportunities to engage and to build their understanding of opportunities for engagement.

This framework was informed by a review of contemporary literature and developed in consultation with government, the services sector and people with lived experience of housing insecurity. It must be noted that in addition to the deep engagement with people with lived experience, the authors of this framework have a lived experience of homelessness and housing insecurity and bring a depth of personal knowledge which informs this work.

The genesis of this work started long before the production of this framework. The authors like to think of this work as a living, breathing resource that honours the experiences of those who have much to contribute. The authors specifically would like to acknowledge First Nations People, who are disproportionately impacted by housing insecurity and homelessness acknowledging the ongoing impacts of colonialism, systemic racism and injustice on the poor housing outcomes of many First Nations people.



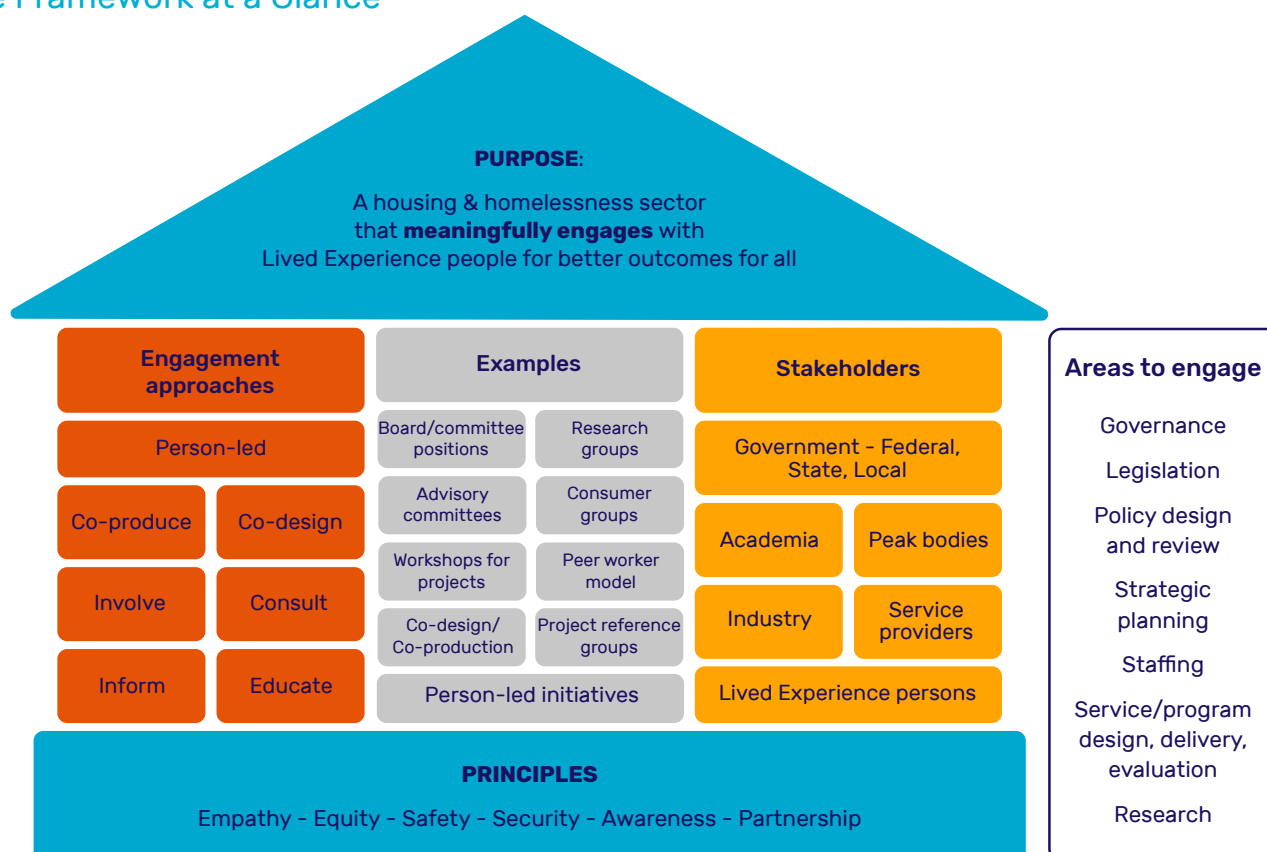
The engagements which took place during the framework’s development highlight the need for organisations to be ready to engage and an understanding of what needs to be in place across their organisations to facilitate successful engagement. Also, the importance of fostering trusted relationships and creating equity and empathy between people with lived experience of the housing and homelessness services system and the services themselves. This approach will build the skills of people with lived experience which are necessary for successful engagement outcomes.

This framework is strongly informed by the approach outlined in the Shelter Tasmania (2015) Consumer Engagement Strategy which outlines that relationship is the foundation for good engagement. Also, that people’s experiences of being engaged in this framework project would shape their attitudes for future engagements<sup>1</sup>.

This framework is in two parts. Part One, the framework, will take you on a journey that identifies the underlying principles of engagement, includes an overview of engagement approaches, and provides examples of engagement and areas of application within the sector, in addition to a process for deciding appropriate stakeholder groups for engagement activities. Whilst this framework may sometimes pose more questions than answers, we hope that it can guide the implementation of the right engagement, with the right people for the work that needs to be done. Part Two is an overview of the review of the literature and the engagement activities that informed this framework and offers lessons learnt from the authors in developing this work.

Implementation of this framework within organisations can be supported by the Shelter WA Lived Experience Engagement Toolkit. This toolkit was co-designed with people with lived experience of homelessness and housing insecurity and provides more detailed information on how to engage, complementing the information contained within this framework.

## The Framework at a Glance



<sup>1</sup> Shelter Tasmania, 2015. A Tasmanian Consumer Engagement Strategy. Retrieved from: [https://sheltertas.org.au/wp-content/uploads/2018/12/CES\\_2015\\_N0-BUDGETCOVER.pdf](https://sheltertas.org.au/wp-content/uploads/2018/12/CES_2015_N0-BUDGETCOVER.pdf)

## 3 Why do we need a framework?

### 3.1 Introduction

This engagement framework is intended as a guide for government, housing providers and homelessness services to better harness the knowledge and skills of people with lived experience of homelessness and housing insecurity in their organisational policies, planning, and services. There are a number of reasons for services to undertake engagement. A key reason is ensuring that services meet the needs of the people for whom they are intended. Research shows that engaging with people with lived experience drives efficiencies and creates the systemic and organisational change required to deliver better outcomes for people who are impacted by decision-making<sup>2</sup>.

This framework has been informed by a review of the literature (Part Two) and engagements held with local and state government providers, the housing and homelessness sector, and with people with lived experience, in order to identify the best practices for lived experience engagement.

### 3.2 Benefits for organisations

The literature highlights the following benefits to organisations when engaging with people with lived experience. These include:

1. Greater trust and confidence in their services.
2. Improved service quality.
3. Improved understanding of funding processes and how resources are applied internally, facilitating trust between stakeholders.
4. Improved service planning, design, delivery, and evaluation.
5. Access to and ownership over activities, through mechanisms that facilitate engagement of people with lived experience in advisory boards, committees, etc.
6. Increased engagement capacity.
7. Strengthened advocacy.
8. Improved social connectedness and inclusion.
9. Continuous sector development.

### 3.3 Benefits for people with lived experience

The literature highlights the benefits to people with lived experience when they are meaningfully engaged. These include:

1. Utilising their experiences for positive social change.
2. Gaining new skills.
3. Exposure to knowledge and new information.
4. Being part of a community with shared interests and similar values.
5. Referral opportunities to organisations with similar interests, thereby building sector networks.
6. Feeling heard, supported, valued and empowered.
7. Potential pathway to sector employment and career development.

<sup>2</sup> Part Two of the framework outlines the research.

### 3.4 Areas organisations can engage with lived experience

The literature highlights the following areas where organisations can engage with people with lived experience. These include:

1. Program planning and delivery.
2. Research and evaluation.
3. Services design, redevelopment, and improvement.
4. Organisational policy and procedures.
5. Legislation – development, implementation and review.
6. Organisational governance.
7. Systemic policy and advocacy.

### 3.5 Ways in which organisations have engaged

The literature and engagement undertaken in developing this framework highlights ways that organisations conduct engagement with people with lived experience making involvement accessible and meaningful for all participants. These include:

1. Recruiting participants for focus groups, consumer advisory boards, committees and employment.
2. Co-producing a document such as an organisational or end-user product such as an information pack.
3. Co-designing solutions such as a service innovation.
4. Using evaluation, feedback, and survey forms to get the input of service users.
5. Conducting meetings with service workers, to discuss activities and what's going well and what can be improved.
6. Acknowledging participants skills by remunerating participants.
7. Offering mentoring, training and support.
8. Providing opportunities for upskilling and professional development.
9. Providing peer support / peer supervision as part of the process.
10. Employing peer support workers.
11. Having mental health support readily available and accessible.
12. Providing conflict mediation and resolution where necessary.



### 3.6 Challenges to effective engagement for organisations

The literature and engagement undertaken in developing this framework highlights typical challenges that negatively impact the engagement process from an organisational perspective. These include:

1. Lack of organisational readiness – that is having policies and processes in place across the organisation to support this engagement.
2. Not understanding the benefits that engagement will deliver.
3. Ensuring engagement is representative and represents a diversity of views and experiences.
4. Ensuring that the people engaged have the skills and knowledge, as well as their experiences, to meaningfully engage.
5. Fear in not getting the approach right so not undertaking the engagement.
6. Not spending the time to create relationships of trust.
7. Being inflexible and not understanding the challenges participants may face in being engaged.
8. Tokenism or lack of authenticity in engagement – not willing to act upon input.
9. Setting unrealistic time limitations for the engagement process.
10. Funding limitations and competing budget priorities.
11. Language use and communication barriers.
12. Participant lack of clarity on the reason for engagement.
13. Imbalanced distribution of power impacting on participants ability to meaningfully engage.

### 3.7 Challenges to effective engagement with services for people with lived experience

The literature and engagement undertaken in developing this framework highlighted typical challenges that negatively impact the engagement process from the perspective of people with lived experience. These include:

1. Feelings of stigma and discrimination and a lack of trust.
2. Not having the skills to meaningfully engage within an organisation's way of working, and engagement processes which do not provide support for meaningful participation.
3. Tokenism and lack of meaningful involvement.
4. Financial barriers e.g., lack of reimbursement for parking, travel costs or lack of a policy that outlines how people will be paid for their lived experience expertise.
5. Inadequate time to prepare for the engagement activity.
6. Resources which are service-centred and use acronyms and technical language.
7. Resources are often not available in a variety of formats including for people with lower levels of literacy, in easy read formats or for people who do not understand English well.
8. Engagement process and consultants or facilitators who are not experienced or confident in drawing forth the voices of lived experience.
9. Lack of culturally secure practices.
10. Lack of trauma-informed engagement practice.

## 3.8 Organisational readiness

Organisational readiness is a key area for services to reflect upon before embarking on any engagement with people who have experienced housing insecurity or homelessness.

Given that engagement can happen at different levels it is important to embed as overarching principles an attention to relationship-building that focuses on building trust and the willingness to act upon input. Embarking on effective engagement, particularly co-design and co-production approaches, requires intentional planning and investment of time and energy into providing meaningful opportunities for relationship building, skills development and equitable sharing of different knowledge bases.

Investing in effective organisational readiness, which includes building the capacity of both staff and people with lived experience to be active and engaged partners, creates a strong foundation for undertaking any engagement approach. The trust that is built and the equitable relationships developed provide the structure that will support the process through the inevitable bumpy patches to reach the best possible outcome. In the co-creating stage which occurs before embarking upon co-design and co-production, the service provider and people with lived experience come together to discuss the best way forward.

This will include: the appropriate engagement approach; availability and type of resources; timelines and any likely limitations to the process. The greater the investment in organisational readiness and the co-creating stage, the greater the likelihood of success of any co-design and co-production approach<sup>3</sup>.

<sup>3</sup> Useful tools for these stages are available in the resource entitled *Co-production – Putting principles into practice in mental health contexts* which is available for free download at <[https://healthsciences.unimelb.edu.au/\\_\\_data/assets/pdf\\_file/0007/3392215/Coproduction\\_putting-principles-into-practice.pdf](https://healthsciences.unimelb.edu.au/__data/assets/pdf_file/0007/3392215/Coproduction_putting-principles-into-practice.pdf)>

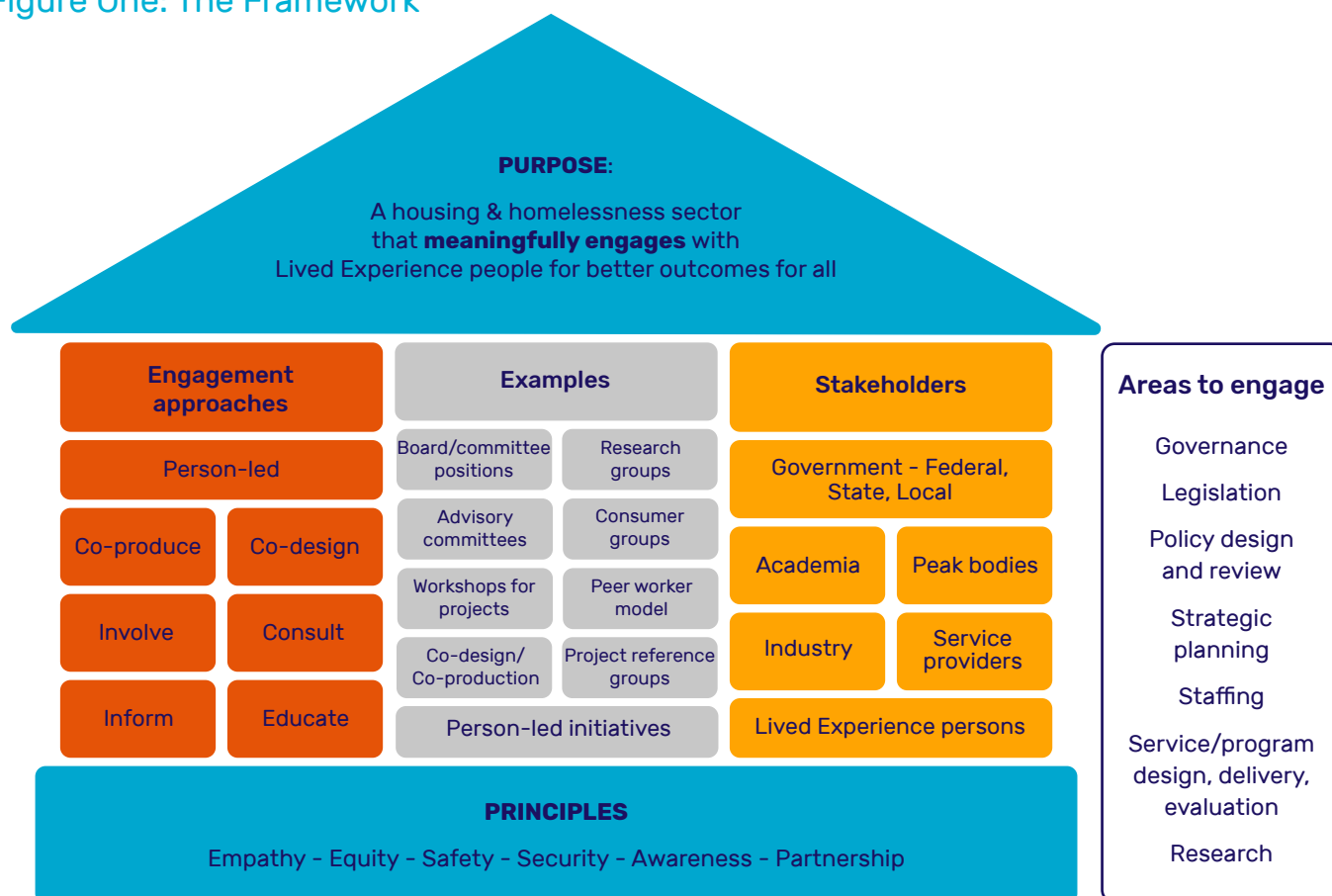
## 3.9 Bringing it all together

The literature and engagement undertaken in developing this framework demonstrates that engagement is occurring internationally, with Australian and within Western Australia by housing and homelessness organisations with people with lived experience. From the review, we have drawn together the following steps for successfully engaging people with lived experience:

1. Build a work environment and organisational culture that celebrates lived experience voices and participation.
2. Be organisationally ready by having the resources (such as time, money, plan, capacity, specific reason for engagement, knowledge on engagement types, including training for staff and participants) in place before the engagement.
3. Create the time and space to build relationships of trust and empathy between people.
4. Focus on equity by ensuring that lived experience people are supported as needed to fully and meaningfully participate.
5. Ensure that there are a diversity of voices that contribute to engagement processes.
6. Ensure confidentiality and consent practices are in place.
7. Remunerate lived experience participants.
8. Take a trauma informed approach.
9. Make peer support readily accessible.
10. Make mental health support readily accessible.
11. Work with participants to define the principles they would like to adopt while engaging.
12. Recruit lived experience participants, and where possible, allow a lived experience person to lead and oversee lived experience engagement activities.
13. Ensure lived experience agency and self-determination is respected, which includes allowing a lived experience person to exit a program or withdraw their participation at any time.
14. Act on the information found through the engagement to inform policy and practice and advise participants of the outcomes.
15. Evaluate the process, and the final outcomes, noting what worked well and what can be improved.
16. Utilise the information to improve lived experience engagements.

## 4 The Framework

Figure One: The Framework



### 4.1 Core elements of the framework

Figure One outlines the Lived Experience Framework and its core elements. These include the principles as a foundation, the engagement approaches and stakeholders, the areas to engage and examples of where engagement can occur. The pictorial representation of a house incorporating these elements represents the nature of the work of engagement within the housing and homelessness sector.

### 4.2 Principles

A principle is defined as a basic idea or rule that explains or controls how something happens or works<sup>4</sup>. Principles have been described as fundamental truths that are permanent, unchanging, and universal in nature. Cultural, gender and other lenses need to be considered when thinking through universal principles to ensure that there is care and consideration of unconscious biases in interpreting principles from a privileged cultural perspective.

It is important that principles are discussed and agreed between the organisation and people with lived experience who are being engaged, prior to the commencement of the engagement.

<sup>4</sup> Cambridge University Press, 2021, *Cambridge Dictionary Online*. Retrieved from: <https://dictionary.cambridge.org/dictionary/english/principle>

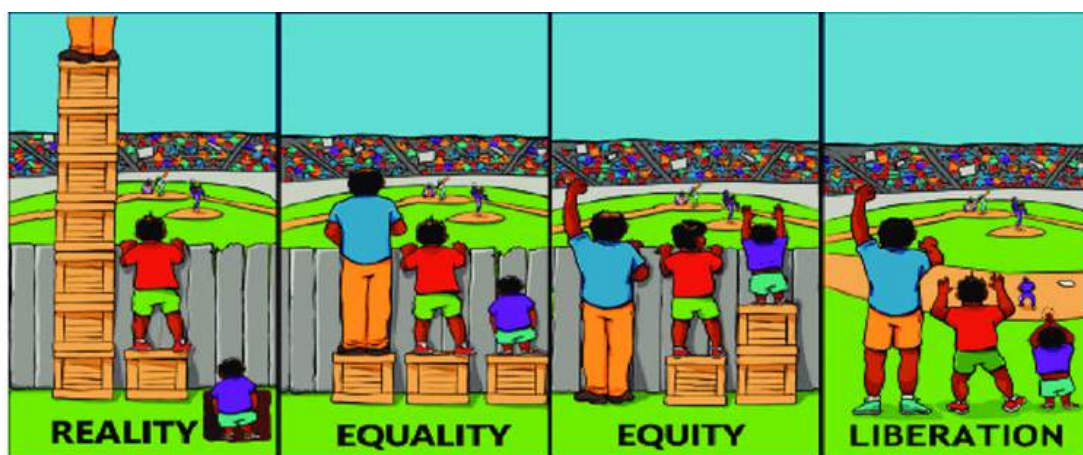
The principles for engagement identified through the research that inform this framework are:

- **Equity**
- **Empathy**
- **Safety**
- **Security**
- **Awareness**
- **Partnership**

In terms of the above principles and their application, within the areas of empathy and equity the concept of substantive equality is important. Substantive equality is a powerful framework for change away from a 'one size fits all' approach to actively addressing the gaps and barriers in order to meet the needs of different people<sup>5</sup>.

Figure Two is an illustration of the importance of considering the principles of equity and substantive equality. To create genuine equity, there is a need to understand and address difference so everybody can participate as equals.

Figure Two<sup>6</sup>



<sup>5</sup> <https://www.wa.gov.au/government/publications/the-policy-framework-substantive-equality>

<sup>6</sup> Source: <[https://www.researchgate.net/figure/The-difference-between-the-terms-equality-equity-and-liberation-illustrated-C\\_fig1\\_340777978](https://www.researchgate.net/figure/The-difference-between-the-terms-equality-equity-and-liberation-illustrated-C_fig1_340777978)>



Table 1 outlines the principles, how these principles look in action and examples of embedded practice within an organisation.

Table 1: Principles

| Principle                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Principles in action                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Examples of embedded practice                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1. Equity</b><br><b>Inclusion - empowerment - respect - diversity</b> <ul style="list-style-type: none"> <li>Acknowledgement of all perspectives.</li> <li>Embedding equitable practice to support equality.</li> <li>Empower individuals.</li> <li>Inclusive practice.</li> <li>Culturally secure practice.</li> <li>Each person is accepted as they are and with the experiences they bring, and provided with the support they need to engage fully.</li> <li>Respect for all.</li> </ul> | <ul style="list-style-type: none"> <li>Asking each person what they need to meaningfully contribute and being committed to finding a way to provide that.</li> <li>A culturally secure venue – ideally located close to where people are.</li> <li>If engaging online, ensure that people with lived experience have access to equipment and data availability. This is important when engaging with people in regional, rural and remote areas or people who may have health issues or difficulty with travel.</li> <li>Offering and providing support for meaningful inclusion during engagement (eg identifying peer supporters to be available during and after the session).</li> <li>Identifying and prioritising awareness and respect of different cultural needs.</li> </ul> | <ul style="list-style-type: none"> <li>Considering different dietary requirements.</li> <li>Providing information in different formats – for example, easy read format or pictorial form – and ensuring people of different genders, cultures and abilities are considered.</li> <li>Pre engagement sessions to inform participants of engagement requirements (for example; paperwork which may need to be completed for payment) and processes.</li> <li>Ensuring sessions begin with a Welcome or an Acknowledgement of Country and an Acknowledgement of Lived Experience.</li> <li>Provide opportunities for debriefing after the session and acknowledging this may occur days or weeks later as people's processing times vary.</li> <li>Clear process of consent is in place.</li> <li>Have clear and transparent processes for giving feedback which is then used to improve the next engagement sessions / initiatives.</li> <li>Acknowledge and recognise contributions – for example provide a certificate of participation or testimonial for participants which can be used as part of job-seeking or evidence of engagement.</li> </ul> |

Table 1: Principles cont.

| Principle                                                                                 | Principles in action                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Examples of embedded practice                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>2. Empathy</b><br><b>Recognition - care - acceptance</b>                               | <ul style="list-style-type: none"> <li>Valuing contributions with a deep consideration for each perspective.</li> <li>Individual's input is their intellectual property, and their voices are actively listened to on every occasion.</li> <li>Health, welfare, and protection of people and the project broadly must be considered.</li> <li>Care given to ensure attitudes are respectful, not paternal.</li> <li>Each perspective is heard, respected and validated.</li> </ul>                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>Making enough time and space to build relationships of trust.</li> <li>Deep, active listening of all, for all.</li> <li>Permissions of stories being retold is explained upfront, especially regarding media.</li> <li>Peer support offered.</li> <li>Emotional support given, tasks of project are clear to all participants.</li> <li>Work has been done to ensure each member has the right support and skills needed to complete project tasks, without impacting their wellbeing.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>3. Safety</b><br><b>Trust - relationship - authenticity - care - respect - empathy</b> | <ul style="list-style-type: none"> <li>Open acknowledgment that everyone is valued and has a right to be there.</li> <li>Suitable and accessible venue for engagement.</li> <li>A safe place for sharing and learning.</li> <li>Trauma-informed practice embedded in the engagement process, starting with the engagement planning process.</li> <li>Equitable processes to support everyone to be present.</li> <li>People are compensated for their input and expertise – services have a budget for engagement.</li> <li>Rights-based approach.</li> <li>Understanding that services are going on a journey that they may get things wrong.</li> <li>Respect for the diversity of lived experience, particularly in groups that are traditionally under-represented.</li> </ul> | <ul style="list-style-type: none"> <li>Peer support made available – for example, peer support worker, peer supervision or access to an employee assistance program.</li> <li>Trust-building in the engagement planning process. Self-determination for people with lived experience to recount their experiences are relevant to tasks.</li> <li>Transparent time management with regular breaks.</li> <li>Check-ins that allow all to speak and be heard. Example could be a simple 'one word for how you are feeling and something you do for fun/self-care'. At the end of the session, especially if it has been a tough one, participants can be reminded of their self-care and offer a fun activity.</li> <li>A clear and contemporary paid participation policy and implementing it with dignity.</li> <li>Safety for all to be accountable for mistakes made and resolutions that focus on solutions.</li> <li>Use of an independent facilitator who has experience in working in engagement approaches with people with lived experience.</li> </ul> |

Table 1: Principles cont.

| Principle                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Principles in action                                                                                                                                                                                                                                                                                                                                                                                                                          | Examples of embedded practice                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>4. Security</b><br><b>Care - authenticity - accountability - relationship - confidentiality - transparency</b> <ul style="list-style-type: none"> <li>Relationships built on trust.</li> <li>Empathy is a core requirement for trust-building.</li> <li>Power balanced for trust.</li> <li>Confidentiality of information shared.</li> <li>Authenticity in approach to engagement.</li> <li>Stigma-reducing.</li> <li>Sense of purpose for lived experience participants.</li> <li>Transparency of process.</li> <li>Care of each person as self-determining beings.</li> <li>Accountability in process and individual actions.</li> </ul> | <ul style="list-style-type: none"> <li>Time allocated in engagement process for relationship and trust building (for example, yarnning sessions, perspective/expertise sharing).</li> <li>Deep listening / hearing the experience beyond words.</li> <li>Identifying and encouraging vulnerability / openness.</li> <li>Intentionally build a culture of empathy, trust and care.</li> <li>Paid participation for LE participants.</li> </ul> | <ul style="list-style-type: none"> <li>Allocate time for relationships – for example, a ‘warm start’ to the session with refreshments, over lunch or an introduction session prior to official meetings.</li> <li>Establishment of group guidelines together.</li> <li>Payment process organised and communicated clearly prior to engagement.</li> <li>Allow multiple channels for feedback.</li> <li>Place of engagement is mutually inclusive.</li> </ul> |

Table 1: Principles cont.

| Principle                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Principles in action                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Examples of embedded practice                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>5. Awareness - of people, perspectives, processes</b> <ul style="list-style-type: none"> <li>• ‘Seeing in, seeing you and seeing it’.</li> <li>• Lived experience is an expertise.</li> <li>• Power is recognised, acknowledged and shared.</li> <li>• Meet diversity of individual needs, capacity and types of knowledge and expertise.</li> <li>• Accountability is part of the process.</li> <li>• Integrity of process includes fair facilitation, which privileges the voices which are usually least heard.</li> </ul> | <ul style="list-style-type: none"> <li>• ‘Seeing in, seeing you and seeing it’ means seeing one’s own perspective, acknowledging others as well as acknowledging the issue or problem.</li> <li>• Awareness of one’s own privilege and bias – self-awareness and willingness to accept feedback and reflect.</li> <li>• Awareness of others and where they are at.</li> <li>• Awareness of skills needed by facilitators and engagement participants and strategies to build this capacity.</li> <li>• Conflict resolution, active listening, interpersonal skills.</li> <li>• Individuals are empowered to participate through a range of strategies including art, music and play.</li> <li>• Processes of engagement are clear from the outset.</li> </ul> | <ul style="list-style-type: none"> <li>• Clarity around the purpose of the engagement (outcomes clearly identified).</li> <li>• Check-ins at the onset of each engagement.</li> <li>• Peer support available (peer worker model).</li> <li>• Stories to be as the LE person has told them (especially regarding media work).</li> <li>• Pre-engagement process in writing, inclusive of accountability processes and channels for feedback. Potential impacts of lived experience engagement clearly explained.</li> <li>• Training for engagement is offered to all.</li> </ul> |
| <b>6. Partnership</b><br><b>Empowerment - equity - collaboration - recognition</b> <ul style="list-style-type: none"> <li>• Empowerment and equity in voices heard.</li> <li>• Inclusivity.</li> <li>• Continual collaboration.</li> <li>• The partnership will evolve over time.</li> <li>• Recognition – each person’s expertise is recognised.</li> </ul>                                                                                                                                                                     | <ul style="list-style-type: none"> <li>• Identifying different forms of expertise (eg lived, learned) as being equally valid and valuable.</li> <li>• Identifying organisational readiness and pre-knowledge or skill-building required.</li> <li>• Each participant is safe and supported to participate.</li> <li>• Providing appropriate training for inclusivity.</li> <li>• Team building and training for engagement team and participants.</li> </ul>                                                                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>• Trauma-informed practice, deep listening, reflection, questioning, vulnerability as well as other upskilling necessary.</li> <li>• Review and evaluation of the process within a continuous quality improvement model.</li> <li>• Acknowledgement that personal growth is a part of the process.</li> <li>• Support offered for all participants (eg, peer, professional, Employee Assistance).</li> </ul>                                                                                                                              |

## 5 Engagement

### 5.1 Engagement approaches

This framework is informed by the work outlined in the WA Mental Health Commission State-wide Engagement Framework<sup>7</sup> and the WA Council of Social Services Lived Experience Engagement Framework<sup>8</sup>. This ensures and facilitates alignment across the homelessness and housing and broader community services sector in WA, thereby facilitating best practice lived experience engagement.

Figure Three, from the Mental Health Commission State-wide Engagement Framework outlines seven different engagement approaches. These are: Inform, Educate, Consult, Involve, Co-design, Co-produce and Citizen Led engagement. The method of engagement must be considered and fit for purpose for the task at hand. For too long the engagement of people with lived experience has been approached in a 'doing to' (informing, educating) or a 'doing for' (consulting, involving) manner. This approach, whilst appropriate in some circumstances, is not always appropriate. It is important that agencies take a considered approach to the matter at hand and consider the benefits of an integrated 'doing with' (co-design, co-produce) approach.

Table 2 outlines engagement approaches that could be considered within the housing and homelessness sector.

Figure Three: Engagement approaches<sup>9</sup>



<sup>7</sup> Government Of Western Australia Mental Health Commission, 2018. *Working Together: Mental Health and Alcohol and Other Drug Engagement Framework*. Perth WA. Retrieved from <https://www.mhc.wa.gov.au/media/2532/170876-menheac-engagement-framework-web.pdf>

<sup>8</sup> Western Australia Council of Social Service, 2020. *Lived Experience Framework: Principles and practices for Lived Experience partnerships*. Perth WA. Retrieved from: <https://wacoss.org.au/wp-content/uploads/2020/12/Final-Lived-Experience-Framework-Principles-and-Practices-for-Lived-Experience-partnerships.pdf>

<sup>9</sup> Source: <<https://www.mhc.wa.gov.au/about-us/lived-experience/engagement-framework-and-policies/>>

Table 2: Examples of engagement approaches

| Engagement approaches                 | Definition                                                                                                                                                                                                                                                                       | Examples (housing)                                                                                                                                                                                                           | Examples (homelessness services)                                                                                                                                                         |
|---------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Inform</b><br><b>DOING TO</b>      | Provide information to people and let them know what has been decided and what is going to happen.                                                                                                                                                                               | <ul style="list-style-type: none"> <li>Newsletters sent to tenants providing information relating to their tenancy</li> <li>Tenancy agreements</li> <li>Inspections</li> </ul>                                               | <ul style="list-style-type: none"> <li>Flyers displayed in services providing relevant information</li> <li>Information provided directly to individuals by services</li> </ul>          |
| <b>Educate</b><br><b>DOING TO</b>     | Provide opportunities to learn more about plans, proposals and processes to assist people to understand problems, alternatives, and solutions.                                                                                                                                   | <ul style="list-style-type: none"> <li>Focus groups about tenant matters such as maintenance procedures, rent processes and tenant services</li> </ul>                                                                       | <ul style="list-style-type: none"> <li>Clinics held within services about eg housing application processes</li> <li>Lists of available services, timetables</li> </ul>                   |
| <b>Consult</b><br><b>DOING FOR</b>    | Obtain feedback on plans, proposals and processes that may influence current and future decisions and assist with the development of alternative solutions. Typically used to seek feedback and comments on a topic of common interest.                                          | <ul style="list-style-type: none"> <li>Advisory groups being consulted regarding housing provider decisions, with feedback used to inform wider tenant body of the decision, eg changes to how rent is calculated</li> </ul> | <ul style="list-style-type: none"> <li>Plans for redevelopments displayed for feedback</li> <li>Surveys for feedback on service provision</li> </ul>                                     |
| <b>Involve</b><br><b>DOING FOR</b>    | Work with people throughout a process to ensure their concerns and opinions are included in the decision-making process and in the development of alternative solutions.                                                                                                         | <ul style="list-style-type: none"> <li>A project reference group involved in the consolidation of a 'terms of reference' that had been co-designed for an advisory committee of tenants</li> </ul>                           | <ul style="list-style-type: none"> <li>Adjusting plans of a redesign based on feedback from people with lived experience eg implementing feedback from a consultation process</li> </ul> |
| <b>Co-design</b><br><b>DOING WITH</b> | Identify and create a plan, initiative or service that meets the needs, expectations, and requirements of all those who participate in and are affected by the plan. Working with people during each part of the process, including developing options and identifying outcomes. | <ul style="list-style-type: none"> <li>Development of terms of reference for an advisory group</li> <li>Redesigning tenant information and correspondence</li> </ul>                                                         | <ul style="list-style-type: none"> <li>Co-design proposals for services, programs, policies</li> <li>Redesigning a service's program</li> </ul>                                          |



Table 2: Examples of engagement approaches cont.

|                                               |                                                                                                                                                                                                  |                                                                                                                                                                                                                        |                                                                                                                                                                      |
|-----------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Co-produce<br/>DOING WITH</b>              | Implement, deliver, and evaluate supports, systems, and services where consumers, carers and professionals work in equal and reciprocal relationships. Final decisions made by all stakeholders. | <ul style="list-style-type: none"> <li>• Development of this framework</li> <li>• Designing an advisory group where tenants have equal say in decisions</li> <li>• Policies are co-designed and co-reviewed</li> </ul> | <ul style="list-style-type: none"> <li>• Development of this framework</li> <li>• Anything where people with lived experience have equal say in decisions</li> </ul> |
| <b>Individual or community led<br/>LED BY</b> | Individuals, groups or communities lead their own decisions, solutions and activities and may collaborate or seek support in doing so.                                                           | <ul style="list-style-type: none"> <li>• Tenants in a complex creating their own support network</li> </ul>                                                                                                            | <ul style="list-style-type: none"> <li>• Grass roots initiatives, camps or social connections</li> </ul>                                                             |

## 5.2 Examples of engagement approaches

Table 3 provides examples of different types of meaningful engagement for consideration. These are taken from the literature, engagement practices, and additional activities and engagements attended by the project team.

Each of the principles (**equity, empathy, safety, security, awareness and partnership**) have been embedded in these examples to ensure effective engagement. Each example is set out in the following way: example type, approaches used, stakeholder groups included in the engagement as well as the systemic areas for engagement.

Table 3: Examples of engagement

| Example                     | Approaches             | People (stakeholders)                                                                                                                                                                           | Areas to engage                                                                                                                                                 |
|-----------------------------|------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Advisory committees         | Consult<br>Codesign    | <ul style="list-style-type: none"> <li>• Service Provider management and staff</li> <li>• Boards</li> <li>• Policy makers (ie. Government)</li> <li>• Tenants/service users</li> </ul>          | <ul style="list-style-type: none"> <li>• Policy</li> <li>• Planning</li> <li>• Service delivery</li> <li>• Program design</li> </ul>                            |
| Board/management committees | Involve<br>Co-produce  | <ul style="list-style-type: none"> <li>• Management</li> <li>• Decision makers</li> <li>• Experts</li> <li>• People with lived experience</li> </ul>                                            | <ul style="list-style-type: none"> <li>• Governance</li> <li>• Strategy</li> <li>• Risk</li> <li>• Policy</li> </ul>                                            |
| Codesign projects           | Codesign               | <ul style="list-style-type: none"> <li>• People with lived experience</li> <li>• Service provider staff</li> <li>• Government workers</li> </ul>                                                | <ul style="list-style-type: none"> <li>• Planning</li> <li>• Staffing</li> <li>• Service design, delivery, evaluation</li> </ul>                                |
| Project reference groups    | Involve<br>Consult     | <ul style="list-style-type: none"> <li>• People with lived experience</li> <li>• Policy makers (ie. Government)</li> <li>• Service providers</li> <li>• Experts – research, industry</li> </ul> | <ul style="list-style-type: none"> <li>• Planning</li> <li>• Service – design delivery, evaluation</li> <li>• Program – design, delivery, evaluation</li> </ul> |
| Peer worker model           | Codesign<br>People led | <ul style="list-style-type: none"> <li>• People with lived experience/peers</li> <li>• CEO</li> <li>• Staff</li> </ul>                                                                          | <ul style="list-style-type: none"> <li>• Staffing</li> <li>• Planning</li> <li>• Policy</li> <li>• Service/program – design, delivery evaluation</li> </ul>     |
| Consumer committees         | Inform<br>Involve      | <ul style="list-style-type: none"> <li>• People with lived experience</li> <li>• Management</li> <li>• Liaison</li> </ul>                                                                       | <ul style="list-style-type: none"> <li>• Policy</li> <li>• Staffing</li> <li>• Service and program delivery</li> </ul>                                          |

## 5.3 Levels and areas to engage

Engagement should occur across all levels of an organisation from the Board through to staff. To support this, it is important as outlined earlier, that organisations have the policies and processes in place so that they are organisationally ready.

Table 4 identifies areas where lived experience engagement can and should take place. It explains the area and the corresponding level of the system, and provides examples.

**Table 4: Areas and type of engagement**

| Area                                 | Level                                                 | Example                                                                                                                                                                                                                                                                                                                    |
|--------------------------------------|-------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Governance                           | Organisational                                        | Inclusion of people with lived experience on boards, strategic advisory committees.                                                                                                                                                                                                                                        |
| Legislation                          | Organisational                                        | Review of the WA Residential Tenancies Act.                                                                                                                                                                                                                                                                                |
| Policy design and review             | Government<br>Organisational                          | Advisory, reference groups, co-design teams.                                                                                                                                                                                                                                                                               |
| Strategic Planning                   | Government<br>Organisational<br>Program<br>Individual | Designated lived experience engagement on strategic planning teams.                                                                                                                                                                                                                                                        |
| Staffing                             | Program<br>Organisational                             | Inclusion of designated paid peer support worker positions (including peer supervision), advisory groups, and signalling within the organisation that lived experience is a priority requirement for a number of delegated roles. Lived Experience representatives as part of recruitment boards and onboarding processes. |
| Service design, delivery, evaluation | Organisational<br>Program<br>Individual               | Project reference groups, consumer advisory or reference committees, designated lived experience roles in management.                                                                                                                                                                                                      |
| Program design, delivery, evaluation | Organisational<br>Program<br>Individual               | Project reference groups, consumer advisory or reference committees, designated lived experience roles in management.                                                                                                                                                                                                      |
| Research                             | Government<br>Organisational<br>Program<br>Individual | Lived experience / peer researchers.                                                                                                                                                                                                                                                                                       |

## 5.4 Identifying stakeholders

The decision-making process, about which stakeholders and what type of stakeholder engagement, needs to occur prior to the engagement being undertaken. Just as many organisations carry out stakeholder mapping in other aspects of strategic planning, stakeholder mapping is critical preparation for effective engagement approaches. This includes people with lived experience and may need to specify certain communities or population groups to ensure a diversity of lived experience perspectives. This framework has outlined where and how people with lived experience can be engaged in all levels of the housing and homelessness sector.

Figure Four: Stakeholder Mapping Interest / Influence Grid<sup>10</sup>

|                | Low Interest                                                                                                                                                                 | High Interest                                                                                                                |
|----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|
| High Influence | <b>Action:</b> Keep these stakeholders satisfied Provide sufficient information to these stakeholders to ensure that they are kept up to date but not overwhelmed with data. | <b>Action:</b> Manage these stakeholders closely These are the most important stakeholders to engage with.                   |
| Low Influence  | <b>Action:</b> Monitor these stakeholders. These stakeholders require minimum communication.                                                                                 | <b>Action:</b> Keep these stakeholders adequately informed. Talk to these stakeholders to ensure that no major issues arise. |

Stakeholder mapping allows for identification of the different stakeholders who are impacted by the work. It is important to understand how each stakeholder's "stake" is defined. What is their interest and relationship to the work you are doing? Why is this stakeholder interested in your project? A process to set the criteria for identifying and prioritizing stakeholders is needed. This will then enable the selection of the best engagement approaches – for example, to inform or to co-design as outlined in the engagement approaches. Understanding the impact on different groups of people is paramount, as is inclusion of people on whom these decisions have an impact.

Figure Four outlines one approach to understanding the impact and influence of a stakeholder on your work. When developing a stakeholder map, it would be expected that people with lived experience would be in the 'High Interest' and 'High Influence' quadrants. As with transitioning from the 'doing to' approach to the 'doing with' approach, we must also be transitioning people with lived experience into integral stakeholders in the system. This happens through authentic and meaningful engagement.

Authentic engagement requires people with lived experience to be involved with all stakeholder groups. It is important to consider the position, skills, representation, and power in deciding who is best placed to participate. Lived experience representatives also have knowledge and skills beyond their lived experience expertise and this needs to be considered during drafting of expressions of interest for inclusion. Considerations during the process are outlined in the Hear of My Experience Lived Experience Co-Design and Engagement Toolkit Policies, Procedures, and Building a Team – Shelter WA<sup>11</sup>.

<sup>10</sup> Dyakova, Mariana & Ashton, Kathryn & Stielke, Anna & Bellis, Mark. (2019). How to Make the Case for Sustainable Investment in Well-being and Health Equity: A Practical Guide. [https://www.researchgate.net/figure/Stakeholder-mapping-Interest-Influence-Grid-31\\_tbl2\\_334671630](https://www.researchgate.net/figure/Stakeholder-mapping-Interest-Influence-Grid-31_tbl2_334671630)

<sup>11</sup> Shelter WA, 2021. Policies, Procedures and Building a Team. Retrieved from: <https://www.shelterwa.org.au/home-kit/policies-procedures-and-building-a-team/#toggle-id-1>

## 6 Glossary

The following glossary is a list of key words and concepts relating to this Framework.

**Authenticity:** Partnership activities need to be transparent and accountable, establishing clear and measurable criteria against which the success of partnerships can be measured.

**Check-in:** Examples include having participants share a few words about how they are feeling, before, during and after the engagement session. This may be a longer process and be formally scheduled to take part at the beginning and end of the engagement.

**Crisis accommodation:** Supported accommodation provided to people for periods of generally no more than three months and for people needing immediate short-term accommodation.

**Equity:** Ensuring each person has what is needed for them to fully contribute in an environment.

**Homelessness:** The Australian Bureau of Statistics (ABS) defines homelessness, for the purposes of the Census of Population and Housing, as the lack of one or more elements that represent 'home'. The ABS statistical definition of homelessness is '...when a person does not have suitable accommodation alternatives, they are considered homeless if their current living arrangement:

- is in a dwelling that is inadequate;
- has no tenure, or if their initial tenure is short and not extendable; or
- does not allow them to have control of, and access to space for social relations'<sup>12</sup>

**Homelessness services:** Organisations that provide services which can include short-term or emergency accommodation, engagement hubs, outreach work, medium-term/transitional housing, assistance to obtain long term housing, assistance to sustain tenancy or prevent tenancy failure or eviction and assistance to prevent foreclosures or for mortgage arrears.

**Housing insecurity/Housing stress:** Defined by the 30/40 rule, whereby a household in the bottom 40% of the income distribution spends more than 30% of its gross income on housing costs.

**Organisational readiness:** Assessment of an organisation's willingness and ability to take action and effectively implement change.

**Peer support:** "Peer support is a system of giving and receiving help founded on key principles of respect, shared responsibility, and mutual agreement of what is helpful...It is about understanding another's situation empathically through the shared experience of emotional and psychological pain. When people find affiliation with others they feel are 'like' them, they feel a connection. This connection, or affiliation, is a deep, holistic understanding based on mutual experience where people are able to 'be' with each other without the constraints of traditional (expert/patient) relationships."<sup>13</sup>

**Peer supervisor:** Someone who is an equal to the peer or lived experience worker, skilled in working from the principles of peer work and the perspective of the lived experience worker.

<sup>12</sup> Australian Bureau of Statistics, 2016, *Census of Population and Housing*. Retrieved from: <https://www.abs.gov.au/AUSSTATS/abs@.nsf/ViewContent?readform&view=ProductsbyCatalogue&Action=Expand&Num=2.1>

<sup>13</sup> Centre of Excellence in Peer Support, 2021. *What is Peer Support*. Retrieved from: <https://www.peersupportvic.org/index.php/2014-12-15-22-41-58/2014-12-15-22-59-27>

**Peerworker:** People who are employed in designated roles (either paid or volunteer) to use their personal lived experience to inform their work. Peer work roles include (but are not limited to) support workers, representatives, advisors, academics, consultants, educators, trainers, evaluators, and researchers<sup>14</sup>.

**People with lived experience**<sup>15</sup>: In this framework, we are referring to people who have previously or are currently experiencing homelessness and/or housing insecurity; these people may or may not have accessed housing or homelessness services. This includes family members (as defined by the individual) who may be affected by an individual's experience, as described above.

**Respect:** Must go beyond mere acknowledgment or noting of people's feelings and input – treating people with a deep level of dignity and even admiration due to their experience and knowledge is essential. This must also exist among lived experience advocates.

**Self-determination:** As per the Declaration of Human Rights, people need to have control and choice in their own life<sup>16</sup>.

**Social and Affordable Housing:** Rental homes provided by either government or non-profit community housing providers available for income-eligible tenants:

*Social housing* tenants do not pay more than 30% of their income on rent. Social housing is comprised of:

- Public housing provided by the WA Government
- Social housing provided by not-for-profit community housing providers

*Affordable housing* is rental housing provided by the community housing sector to income eligible tenants. Tenants generally pay below market rent for their home.

**Tokenism:** A practice or set of actions which merely pretends to give advantage to marginalised groups, in order to give the appearance of justice or validation.

**Trauma:** A deeply distressing or disturbing experience that may result in mental health issues or emotional problems<sup>17</sup>.

**Trauma-Informed Practice:** According to the Blue Knot Foundation, *“Trauma-Informed Practice is a strengths-based framework grounded in an understanding of and responsiveness to the impact of trauma, that emphasises physical, psychological, and emotional safety for everyone, and that creates opportunities for survivors to rebuild a sense of control and empowerment.”*<sup>18</sup> Trauma-informed engagement practices may include providing peer support within the group, peer supervision for people in (peer) lived experience roles, and access to Employee Assistance Programs for people with lived experience.

<sup>14</sup> Government Of Western Australia Mental Health Commission, 2018. *Working Together: Mental Health and Alcohol and Other Drug Engagement Framework*. Perth WA. Retrieved from <https://www.mhc.wa.gov.au/media/2532/170876-menheac-engagement-framework-web.pdf>

<sup>15</sup> We acknowledge that there are many different terms to describe these experiences.

<sup>16</sup> Australian Human Rights Commission, 2021. *Right to Self-Determination*. Retrieved from: <https://humanrights.gov.au/our-work/rights-and-freedoms/right-self-determination>

<sup>17</sup> Government Of Western Australia Mental Health Commission, 2018. *Working Together: Mental Health and Alcohol and Other Drug Engagement Framework*. Perth WA. Retrieved from <https://www.mhc.wa.gov.au/media/2532/170876-menheac-engagement-framework-web.pdf>

<sup>18</sup> Blue Knot Foundation, 2021. *Trauma-Informed Practice is a strengths-based framework grounded in an understanding of and responsiveness*. Retrieved from: <https://www.blueknot.org.au/Workers-Practitioners/For-Health-Professionals/Resources-for-Health-Professionals/Trauma-Informed-Care-and-practice>



## 7 Commonly Used Engagement Terms

**Doing with:** To partner with people with lived experience in decisions to achieve the best outcomes, through developing and demonstrating equal and reciprocal relationships. This unique approach ensures that people's assets and capabilities are recognised and nurtured and that professionals and service users work together in equal ways, respecting and valuing each other's unique contributions<sup>19</sup>.

'Doing with' is differentiated from 'doing to' and 'doing for' in deliberately attempting to shift and share power. People with lived experience may also initiate engagement or activities. This approach is referred to as 'led by'.

A 'doing with' approach can be achieved by:

- **Co-designing** which involves sharing decision-making power with people. This means that people's voices must be heard, valued, debated, and then – most importantly – acted upon.
- **Co-production** which goes further by enabling people to play partnership roles in developing, delivering and reviewing the services that they have designed.

**Co-design:** Identifying and creating an entirely new plan, initiative or service, that is successful, sustainable and cost-effective, and reflects the needs, expectations and requirements of all those who participated in and will be affected by the plan.

**Co-production:** Implementing, delivering and evaluating supports, systems and services, where consumers, carers and professionals work in an equal and reciprocal relationship, with shared power and responsibilities, to achieve positive change and improved outcomes.

**Stakeholders:** People or groups of people that need to be considered within a process of engagement. This can include people with lived experience, service providers, government and peak bodies, people who care and industry.

## 8 Types of Advocacy

|                            |                                                                                                                              |
|----------------------------|------------------------------------------------------------------------------------------------------------------------------|
| <b>Self-advocacy</b>       | An individual communicating their own interests, desires, needs and rights.                                                  |
| <b>Individual advocacy</b> | Walking beside an individual while supporting them to be well-informed and ensure their responses are heard and listened to. |
| <b>Systemic advocacy</b>   | Representing and advocating for the needs and interests of a group of people for improvements in policies and programs.      |

<sup>19</sup> Slay, J & Stephens, L, 2013, *Co-production in mental health: A literature review*. London, New Economics Foundation.





**Hear Of My Experience** (HOME)

Lived Experience Engagement Framework  
Housing and Homelessness Service Providers

# PART TWO

## **REVIEW OF THE LITERATURE AND ENGAGEMENT**



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## Review of contemporary literature and engagement

Part Two of the Lived Experience Engagement Framework contains a review of contemporary approaches to lived experience engagement, focussing on the housing and homelessness sector, to inform the development of the Shelter WA Lived Experience Engagement Framework. Also engagement was undertaken with people with lived experience of housing insecurity and homelessness and housing service providers.

This review of the literature uncovered examples of organisations that worked with people with lived experience to achieve positive outcomes both for people who access their services as well as the organisation. Examples presented here are from Australia, the US, Canada and the UK. They demonstrate engagement practices that are transferable to the housing and homelessness sector in Western Australia.

Information in Part Two of the Framework is presented in the following sections:

1. Examples from the review of the literature review of:
  - i. Framework documents;
  - ii. Toolkits; and
  - iii. Research and policy documents.
2. Engagement undertaken during this project.
3. Lessons learnt in developing this Framework.

### 1 Framework documents

A Framework is a structural underpinning of a system, providing guidance on how to enhance the system's operations. A number of frameworks reviewed during the course of this project that have informed the Lived Experience Engagement Framework for the Housing and Homelessness sector are outlined below. These documents provide scope for how and where a diversity of lived experience voices can and should be implemented within systemic operations.

#### Mental Health Commission (2018) – *Working Together: Mental Health and Alcohol and Other Drug Engagement Framework*<sup>1</sup>

The Mental Health Commission of Western Australia co-designed the *Working Together: Mental Health and Alcohol and Other Drug Engagement Framework* for consumer engagement in the mental health and alcohol and drugs sectors. This framework highlights the need for and benefits of consumer engagement and advocacy for marginalised groups such as Indigenous people, carers, etc. The below recommendations have been made for engagements with a range of people with lived/living experience.

<sup>1</sup> Government Of Western Australia Mental Health Commission. 2018. *Working Together: Mental Health and Alcohol and Other Drug Engagement Framework*. Perth WA. Retrieved from <https://www.mhc.wa.gov.au/media/2532/170876-menheac-engagement-framework-web.pdf>



Table 1. Participation approaches

|             |                                                                                                                                               |
|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| Inform      | Let participants know about decisions which have been made and what the following steps will be.                                              |
| Educate     | Provide opportunities to learn more about plans, proposals and processes to assist people to understand problems, alternatives and solutions. |
| Consult     | Use any feedback obtained from participants concerning the decisions to make changes where necessary.                                         |
| Involve     | Work with the participants to ensure that their actual concerns and opinions are included in the decision-making process.                     |
| Co-design   | Work together with the participants to identify and meet all their service needs.                                                             |
| Co-produce  | Implements a way whereby the participants and professionals can work as co-equals to implement a service.                                     |
| Citizen-led | Community groups initiate and lead their own work plans and work priority areas.                                                              |

## WA Council of Social Service (2020) – *Lived Experience Framework: Principles and practices for Lived Experience partnerships*<sup>2</sup>

The WA Council of Social Service (WACOSS) *Lived Experience Framework: Principles and practices for Lived Experience partnerships*, targeted at community services and those working in partnership, provides the principles and practices for working effectively with people with lived experience. The vision in this framework is that those with lived experience who engage in advocacy will develop skills, knowledge, networks and meaningful leadership opportunities. Additionally, an increasing number of lived experience partnerships will be the result of systemic change which in turn benefits communities. Table 2 shows the different types of lived experience advocacy as indicated in their framework.

Table 2. Lived Experience Advocacy

|                     |                                                                                                                        |                                             |
|---------------------|------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|
| Self-advocacy       | An individual communicating their own interests, desires, needs and rights                                             | "I speak for myself."                       |
| Individual advocacy | Walking beside an individual while supporting them to be well informed and their responses heard and listened to       | "I will support you to speak for yourself." |
| Systemic advocacy   | Representing and advocating for the needs and interests of a group of people for improvements in policies and programs | "I speak for members of my peer group."     |

<sup>2</sup> Western Australia Council of Social Services, 2020. *Lived Experience Framework: Principles and practices for Lived Experience partnerships*. Perth WA. Retrieved from: <https://wacoss.org.au/wp-content/uploads/2020/12/Final-Lived-Experience-Framework-Principles-and-Practices-for-Lived-Experience-partnerships.pdf>

## Neami National (2014) – *Consumer Participation Framework: Service Development*<sup>3</sup>

The Neami National *Consumer Participation Framework: Service Development* provides good information on areas in which lived experience participation has or can have positive influence, with a particular focus on mental health and community wellbeing. This can take place either in formal or informal activities within an organisation that include the sharing of power and decision making. Whilst this framework is targeted at the areas of mental health and community wellbeing delivered by Neami National, it is nevertheless relevant to agencies in the housing insecurity and homelessness sector. Table Three outlines the areas in which lived experience participation can have a positive influence.

**Table 3. Areas of lived experience participation and influence**

|                       |                                                                                                                                                                                                                                                |
|-----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Individual</b>     | <ul style="list-style-type: none"><li>• Participation in one's own health care</li></ul>                                                                                                                                                       |
| <b>Service</b>        | <ul style="list-style-type: none"><li>• Program planning</li><li>• Evaluation</li><li>• Service delivery</li><li>• Co-facilitation</li></ul>                                                                                                   |
| <b>Organisational</b> | <ul style="list-style-type: none"><li>• Staff recruitment</li><li>• Advisory structures</li><li>• Focus groups</li><li>• Organisational strategic planning</li><li>• Board of Directors</li></ul>                                              |
| <b>System</b>         | <ul style="list-style-type: none"><li>• Government policy and planning</li><li>• Advisory boards</li><li>• Area mental health networks</li><li>• Medicare local advisory committee</li><li>• Partners in recovery advisory committee</li></ul> |
| <b>Community</b>      | <ul style="list-style-type: none"><li>• Being a member of a community group</li><li>• Volunteering</li><li>• Educating the community on mental illness</li></ul>                                                                               |

<sup>3</sup> Neami National, 2014. *Consumer Participation Framework: Service Development*. Neami National, 2014 Melbourne, VIC. Retrieved from: [https://healthsciences.unimelb.edu.au/\\_data/assets/pdf\\_file/0005/3392132/Consumer-Participation-Framework.pdf](https://healthsciences.unimelb.edu.au/_data/assets/pdf_file/0005/3392132/Consumer-Participation-Framework.pdf)

## Australian National University (2020) – Framework for the engagement of people with a lived experience in program implementation and research<sup>4</sup>

The Australian National University's *Framework for the engagement of people with a lived experience in program implementation and research* notes that any piece of work that engages with persons with lived experience must aim to create an overall positive experience for those who are being engaged. This starts with creating a project plan that has realistic outcomes. The plan must outline why the project is going to take place, how, with whom, what resources are going to be involved and what engagement approaches will be used. Remunerating participants, supporting the needs of those leading the work and those taking part as participants, are pathways to successfully execute engagement projects with people with lived experience. Table 4 shows areas where organisations can engage with people with lived experience and at which levels people with lived experience can have influence.

**Table 4. Engagement levels**

| <b>What</b>     | <b>How</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Level</b>   |
|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| Decision Making | One-on-one consultation between a person with lived experience and a service provider in making decisions on what works best for people with lived experience                                                                                                                                                                                                                                                                                                                                                                                                     | Individual     |
| Service Design  | <ul style="list-style-type: none"> <li>The person with lived experience is part of an advisory board or an equal member of a committee contributing to service redevelopment, design, delivery and improvement</li> <li>Co-designing: From inception, testing, evaluation to completion, a person with lived experience takes part as a co-researcher in designing and redesigning programs, A person with lived experience is a partner in the design of programs, services and campaigns.</li> </ul> <p>Both are affective methods for service improvement.</p> | Program        |
| Executive Level | <p>A person with lived experience is offered a managerial role and given access to executive planning and decision-making.</p> <ul style="list-style-type: none"> <li>Takes part in hiring, interviewing and training new members and seeks quality improvement in the organisation. Here, a person with lived experience takes equal part in decision-making processes and becomes responsible for designing products and services that will benefit the organisation, including overseeing lived experience engagement activities.</li> </ul>                   | Organisational |
| Policy Expert   | Here, a person with lived experience is engaged as an expert in policy development, implementation and evaluation. They take part in designing a specific strategy that reflects the needs of those with lived experience and is engaged as a strategy expert.                                                                                                                                                                                                                                                                                                    | Government     |

<sup>4</sup> Australian National University, 2020. *Framework For The Engagement Of People With A Lived Experience In Program Implementation And Research*. Canberra, ACT. Retrieved from: <https://www.blackdoginstitute.org.au/wp-content/uploads/2020/04/anu-lived-experience-framework.pdf?sfvrsn=2>

## Rotherham Council (2019) – *Tenant Engagement Framework*<sup>5</sup>

Unlike Australia, local governments in the UK are actively engaged in the provision and management of social and affordable housing. This example can be provided to agencies that manage housing in Western Australia, including the State Government and community housing providers.

Rotherham Council, a small municipality in the UK, utilises consultation with tenants as part of making sure that tenancies are safe and sustainable. Their reason for consulting with tenants was first defined in terms of the outcomes and impact they will deliver; each outcome was linked to an action that required the necessary contribution of tenants. To increase contribution and make the process inviting, the council utilised different mechanisms that suit the familiarity of tenants. The following actions were taken in working with tenants:

- **Consultation:** Consulted tenants for complaints, compliments and suggestions through a forum, tenants' housing hub activities, and consultation events.

**Outcome:** Integrated tenants' contribution as part of organisational culture to shape services.

- **Engagement:** Created a young tenant forum, estate inspection group and a tenant panel and quality standards challenge group who were consulted to give feedback and opinions on decisions.

**Outcome:** Increased accountability that ensured tenants maintained confidence in the services provided to them.

- **Informing:** Informed tenants on council decisions and actions through tenants' newsletters, workshops, and digital inclusion platforms.

**Outcome:** Increased engagement capacity in the sector by offering different ways for tenants to get involved.

- **Empowerment:** Ensured that tenants were actively involved in the development of policies and strategies that enhanced the quality of houses delivered.

**Outcome:** Amplified tenants to make a difference in creating a safe and healthy neighbourhood where residents are proud of their community.

## 2 Toolkits

A toolkit can act as a supporting document for a framework, providing specific guidance for implementation of a range of engagement approaches. The examples below offer specific tools to enhance best practice for the inclusion of a diversity of lived experience expertise. A toolkit also guides the user in matching engagement approaches to activities, identifies who to involve and when involvement is optimal.

<sup>5</sup> Rotherham Council, 2019. *Tenant Engagement Framework*. Rotherham, UK. Retrieved from: <https://www.rotherham.gov.uk/downloads/file/413/tenant-engagement-framework>

## Shelter WA (2021) – ‘Hear of My Experience: Lived Experience Co-design and Engagement Toolkit’<sup>6</sup>

Shelter WA utilised the expertise of 17 people with lived experiences of housing insecurity and homelessness in developing the ‘Hear of My Experience’ (H.O.M.E) lived experience of housing and homelessness toolkit. Through a co-design process people with lived experience were paid for consultation and participation in workshops to develop this toolkit. The co-design included building the capacity of participants to have direct input into the co-production of the toolkit, ensuring that the process provided ongoing skills to participants. The capacity building activities in which the group participated included:

- **Lived experience storytelling:** Training was provided to participants on media and lived experience story sharing. Some of the questions that helped to shape understanding were:

*What is a safe way to tell a lived experience story?*

*What are the challenges and rewards of that?*

*What are the techniques to apply to do this safely?*

- **Training for working together:** Participants shared learnings, including exposure to organisational processes which can help people with lived experience to forge meaningful career pathways into the sector.
- **Building a team and onboarding:** Staff and consultants co-producing this framework onboarded and built an engagement relationship with the H.O.M.E group, outlining the project to increase understanding.
- **Confidentiality and consent:** An agreement was made with participants with lived experience concerning confidentiality around stories, photographs, and the organisation’s internal information. The consent agreement outlined what the engagement would involve and allowed participants to decide if they wanted to participate or not.
- **Intellectual property:** Understanding was established between all parties on what was deemed as the organisation’s intellectual property and, if a participant’s intellectual property were to be used in the outcome of the work, the scope of the permission given by the participant was agreed on.
- **Risk and mitigation plan:** The project team underlined some of the typical risks for working with people with lived experience such as unrealistic expectations and misaligned goals, competing commitments for lived experience, managing conflicts and disagreements, inability to obtain agreement/consensus, etc.
- **Time and resources allocation:** Working effectively in co-design or co-production approaches requires time, resources and commitment. The effective way to approach this is to consult with people with lived experience in developing the project plan, timeline and budget with transparency on the outcomes.
- **Support for mental health and trauma:** Providing the right mental health support to people with lived experience in homelessness while engaging with them throughout the work is important, as is employer support for staff engaging in potentially new and challenging approaches. This includes creating a safe space and equitable processes through which the work is carried out in an equal and empowering way.
- **Remuneration and employment:** Remunerating participants is important as is identifying potential opportunities for people with lived experience to gain employment opportunities in the sector.

<sup>6</sup> Shelter WA, 2021. ‘Hear of My Experience: Co-Design and Engagement, Lived Experience Toolkit’. Perth, WA. Retrieved from: [www.shelterwa.org.au/home-kit/co-design-and-engagement/](http://www.shelterwa.org.au/home-kit/co-design-and-engagement/)

## Homelessness NSW (2018) – ‘Consumer Participation Resource Kit’<sup>7</sup>

People who experience homelessness usually access one or several services to address their housing situation and other needs. The active inclusion of people in decisions that impact their housing situation and needs demonstrates that a service is operating from a “needs-based approach”. This means that the service has a concurrent understanding of what service recipients’ needs are and can effectively meet them. Similar to many others, Homelessness NSW included people who are homeless together with workers from their specialist services to develop a consumer representation kit that can be used by people with lived experience in homelessness and those who work in the sector. They developed the following good practice principles for consumer advocacy engagement:

- **Time:** This is considered especially important as when consumer participation is left until the very last minute it may become tokenistic. This means that the organisation must plan ahead as to when and how best consumers can participate from the early stages. Optimally the service would undertake this planning with people with lived experience.
- **Inclusiveness:** Making participation processes inclusive and accessible to all of the organisation’s diversity of consumers.
- **Consumer focused:** Ask what is best by gaining consensus for all those involved rather than for a particular person. This principle is couched in the awareness that, at times there is one representative with lived experience and therefore their particular voice needs elevating.
- **Deliberative and interactive:** Ask participants to consider the bigger picture about the matter through open inquiry and questioning than merely asking a closed question which requires only a yes or no response.
- **Effective:** Explain how decisions are made in the organisation so consumers understand the power of their participation in the process.
- **Make it matter:** Implement changes where recommendations have been made and report back on the effectiveness of these changes.
- **Independent facilitation:** Have someone without interest in the outcome, to facilitate consumer participation processes. This Fair Facilitation approach is a key support to ensuring meaningful engagement particularly of under-represented individuals and family/kinship groups.
- **Flexible, open and fair:** Utilise best consumer participation strategies and also consider participants’ other commitments such as finding safe and secure accommodation, meeting immediate food and safety needs, socialising, school, work, etc.
- **Evaluation:** Consumer responses and effectiveness of the engagement process must be evaluated and the results used to inform continuous quality improvement processes.

<sup>7</sup> Homelessness NSW, 2018. *Consumer Representation Resource Kit: For Services and People with Lived Experience of Homelessness*. Sydney, NSW. Retrieved from: [https://www.homelessnessnsw.org.au/sites/homelessnessnsw/files/2018-07/%281%29%20What\\_is\\_consumer\\_representation\\_2017.pdf](https://www.homelessnessnsw.org.au/sites/homelessnessnsw/files/2018-07/%281%29%20What_is_consumer_representation_2017.pdf)



## British Columbia (2017) – *Engagement Toolkit: People with Lived Experience in BC's Capital Region*<sup>8</sup>

British Columbia's *Engagement Toolkit: People with Lived Experience in BC's Capital Region* provides tools and techniques recommended by people who are homeless or have been homeless. These tools and techniques have proven to be effective in engaging with people who are homeless (or have been) in British Columbia's municipal region. It has proven to be effective for organisations who engage with people who are or have been homeless. The framework uses the International Association of Participation's (IAP2) levels of engagement. These levels of engagement, including its principles and practices are set out as follows:

- **Inform:** A one-way flow of information from the lead organisation to participants. Participants may have made it clear that a word-of-mouth exchange, or being informed in-person by a staff member, are their preferred ways of staying informed. Informing includes but is not limited to posters, handouts and media releases. The principle here is for the organisation to stay committed to providing information to participants according to their preferred way.
- **Consult:** Like others, participants indicated their preferred form of consultation as interviews, focus groups, tenant meetings, surveys, and open houses. The principle here is for the organisation to ensure that participants input has an influence on the final decision.
- **Involve:** An ongoing involvement of participants in the process. Preferred methods of involvement were workshops, World Cafés, advisors, etc. The principle for the organisation to embed is to support ongoing involvement of participants and ensure their inputs are reflected in the final decision.
- **Collaborate:** Often, collaborative work with participants takes the form of advisory committees and task forces which focus on developing new options and identifying a specific preferred outcome. The focus for the organisation here is to include the advisory committee/task force in generating solutions or innovation which will directly affect the final decision.
- **Empower:** This level uses participants' votes or public referendums so that the final decisions are made by the public. Operationalising this principle results in the organisation implementing what is voted or the decision of the participants.

## 3 Research and policy documents

The research and policy documents summarised below provide insight to the barriers and benefits of engagement as well what is needed for effective engagement. Further to the summaries is a bibliography of documentation relevant to the sector, many of which are cited in the framework.

### Wongee Mia (2020) – Addressing Aboriginal Housing Needs<sup>9</sup>

Wongee Mia means Strong Home. The Wongee Mia project in Western Australia, an initiative of Ruah Community Services, is an action-learning project which supports individuals who are experiencing intergenerational homelessness and poverty, as well as their extended family who are also homeless or at risk of losing their tenancy. The project shows how outcomes for one person can positively affect the rest of their family.

<sup>8</sup> British Columbia, 2017. *Engagement Toolkit People with Lived Experience in BC's Capital Region*. Vancouver, BC. Retrieved from [www.victoriahomelessness.ca/wp-content/uploads/2018/09/170630\\_crd\\_toolkit.pdf](http://www.victoriahomelessness.ca/wp-content/uploads/2018/09/170630_crd_toolkit.pdf)

<sup>9</sup> Vallesi, S, Tighe, E, Bropho, H, Potangaroa, M & Watkins, L. 2020. 'Wongee Mia: An Innovative Family-Centred Approach to Addressing Aboriginal Housing Needs and Preventing Eviction in Australia'. *International Journal of Environmental Research and Public Health*. Perth, WA. Retrieved from: [https://www.researchgate.net/publication/343329496\\_Wongee\\_Mia\\_An\\_Innovative\\_Family-Centred\\_Approach\\_to\\_Addressing\\_Aboriginal\\_Housing\\_Needs\\_and\\_Preventing\\_Eviction\\_in\\_Australia](https://www.researchgate.net/publication/343329496_Wongee_Mia_An_Innovative_Family-Centred_Approach_to_Addressing_Aboriginal_Housing_Needs_and_Preventing_Eviction_in_Australia)

The Wongee Mia project provided case workers who worked meaningfully with Aboriginal families to secure long term housing and prevent evictions by working through their whole-of-family needs on top of their housing needs. This project used an action-based research methodology, which allows for continuous learning, and adaptation to new challenges as they emerge.

**Table 5. Wongee Mia Project**

|                            |                                                                                                                                                                                                                                                                        |
|----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Project participant</b> | The participant with whom the project worked was already known to a caseworker and was deliberately recruited to be supported. The participant's family members who posed a risk to his tenancy were approached and included with a view to achieving better outcomes. |
| <b>Case workers</b>        | The case workers were Maori and had positive knowledge of indigenous living and cultural protocols. These case workers shared their language and culture with the families which created a cultural connection.                                                        |
| <b>Outcome</b>             | 29 of 32 family members of the participant who posed a risk to the participant's tenancy were supported together with a total of 5 who were housed.                                                                                                                    |

Further information can be found at <https://www.ruah.org.au/services-support/housing-and-homelessness/wongee-mia/>

## Shelter Tasmania (2015) – *A Tasmanian Consumer Engagement Strategy*<sup>10</sup>

To ensure that planning, legislation, and the delivery of services are informed by the experiences of service users, Shelter Tasmania conducted a project to develop a consumer engagement strategy. This included the active participation of people experiencing homelessness, or people who had been homeless, in developing this strategy. To achieve this goal, Shelter Tasmania did the following:

1. Reviewed models of consumer engagement, nationwide and internationally.
2. Explored views about consumer engagements in other sectors.
3. Built models for sustainable consumer engagement.
4. Developed recommendations on the appropriate models for engagement with people who are homeless or have been homeless in Tasmania.

### Recommendations

The model of consumer engagement is based on the Victorian Peer Support and Education Program in the Council for Homeless Persons.

The model builds on experiences of implementing consumer engagement strategies in other sectors and in homelessness, and meets the requirements of all stakeholders who were consulted in terms of principles, aims, goals and location.

These requirements include the ability to build the capacity of consumers, service providers and Government to input the consumer voice into all levels of service design and delivery. The model can be implemented at three different levels. The level at which it is implemented has implications for the resourcing required.

<sup>10</sup> Shelter Tasmania, 2015. *A Tasmanian Consumer Engagement Strategy*. Hobart, Tasmania. Retrieved from: [https://sheltertass.org.au/wp-content/uploads/2018/12/CES\\_2015\\_NO-BUDGETCOVER.pdf](https://sheltertass.org.au/wp-content/uploads/2018/12/CES_2015_NO-BUDGETCOVER.pdf)

## Taking a Leap of Faith – *Meaningful participation of people with experiences of homelessness in solutions to address homelessness*<sup>11</sup> (2015)

The meaningful participation of people with lived or living experience of homelessness in the design and implementation of policies to end homelessness is recognised as an important aspect of social inclusion and advocacy towards ending homelessness. There are some barriers that prevent people who are homeless or have been homeless from participating meaningfully in policy design processes and solutions which aim at ending homelessness.

In this study, the focus was on the social inclusion and exclusion of homeless people in meaningful decision-making to end homelessness. The participants who have experienced homelessness highlighted the stigma, discrimination, and lack of respect for people who are homeless as factors that contribute to their feeling powerless and having limited ability to influence effective decision-making aimed at ending homelessness. Most people who have experienced homelessness had little confidence that their participation would help solve the issue of homelessness at an organisational and systemic level. Another barrier to participation identified was the issue of services being uninterested in the contributions of people with lived experience or being driven by income only. Listening and understanding the experiences of people who are homeless or have been homeless and using those inputs to make changes and improvements are critical elements to improving social inclusion and power balance.

## Lived Experience Advisory Council – *The Seven Principles For Leadership & Inclusion For Lived Experience in Homelessness*<sup>12</sup>

In 2014, during the formation of the Canadian Alliance to End Homelessness in Vancouver, a group of people came together with a common goal to ensure that people with lived experience receive opportunities for equitable representation from service providers, researchers and policy makers so that these groups can better understand how to tackle the issue of homelessness. The Lived Experience Advisory (LEA) council was formed based on this idea. It created seven principles for inclusion and leadership development of lived experience. These seven principles are as follows:

1. Bring the perspective of lived experience to the forefront.
2. Include people with lived experience at all levels of the organisation.
3. Value their time and provide appropriate supports.
4. Challenge the stigma, confront oppression, and promote dignity.
5. Recognise lived experience expertise and engage them in decision making.
6. Work together towards equitable representation for people with lived experience.
7. Build authentic relationships between people with and without lived experience.

<sup>11</sup> Norman, T, Pauly, B, Hilary, M & Palazzo, D, 2015. *Taking A Leap Of Faith: Meaningful Participation Of People With Experiences Of Homelessness In Solutions To Address Homelessness*. Retrieved from: [homelesshub.ca/resource/taking-leap-faith-meaningful-participation-people-experiences-homelessness-solutions#:~:text=Taking%20a%20leap%20of%20faith%3A%20Meaningful%20participation%20of,the%20development%20of%20meaningful%20strategies%20to%20end%20homelessness.eless Hub](http://homelesshub.ca/resource/taking-leap-faith-meaningful-participation-people-experiences-homelessness-solutions#:~:text=Taking%20a%20leap%20of%20faith%3A%20Meaningful%20participation%20of,the%20development%20of%20meaningful%20strategies%20to%20end%20homelessness.eless Hub)

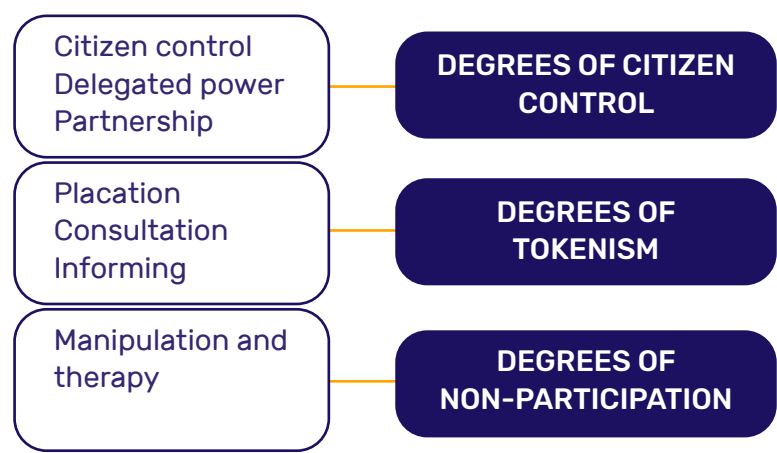
<sup>12</sup> Lived Experience Advisory Council, 2016. *Nothing about us without us: Seven principles for leadership and inclusion of people with lived experience of homelessness*. Toronto. Retrieved from: [www.homelesshub.ca/NothingAboutUsWithoutUs](http://www.homelesshub.ca/NothingAboutUsWithoutUs)

## Sherry Arnstein's Citizen Participation model (1969)

Arnstein's ladder of participation describes different levels of citizen involvement in planning processes. This model has been included as it explains the levels where participants have the least and most power in decision making. Below is an explanation of what each level means:

- **Informing:** When this approach is used by itself, it is a one-way flow of information from decision makers (or organisations) to service recipients without enabling them to give meaningful input or feedback to the information provided to them.
- **Consultation:** Although very well known, this level of participation can be very tokenistic as the participants' feedback, suggestions or recommendations on a particular decision presented to them, may not change the decisions already made or influence the final decisions to be made.
- **Placation:** This happens when a lived experience person or a group are selected as 'worthies' onto a committee, allowing them to plan/make decisions. However, the power to judge the legitimacy of their input and accept or deny it is retained in the hands of power holders.
- **Partnership:** Unlike the placation level, in most partnership engagements power is distributed through negotiation between the participants and power holders. At the partnership level, all planning and decision making is shared through joint and equal contribution.
- **Delegation:** During delegation, citizens (depicting people in general) hold most of the power on a committee and have powers to make decisions. The public, therefore, has power to assure accountability of the program to their needs.
- **Citizen control:** Citizen control is when people from the general community handle the entire planning, policy making and management of their own programmes. The most common example of this is a neighbourhood or community project with no 'middlemen' between the community and its sources of funding. This includes managing their own community affairs, programs, etc.
- **Manipulation and therapy:** The manipulation and therapy approaches are by definition and in practice, a non-participative approach. This level of participation is not useful for meaningful lived experience engagement as it does not allow for meaningful participation at all. The approach is used to 'cure' or 'educate' the participant into a proposed solution which is presented to be the best. The only participation here is aimed at convincing and achieving support through public relations.

Table 6. Arnstein’s participation model, showing the degrees of citizen participation, as discussed above<sup>13</sup>



Community Housing Limited Client and Tenant Participation Policy (2019)<sup>14</sup>

To effectively meet the needs of all its tenants, Community Housing Limited, a local and international housing provider with operations in Australia, provides tenants the opportunity to give advice on the services delivered to them to ensure they meet their needs. Community Housing uses the following principles for tenant’s engagement:

- **Rights:** Ensure tenants have the right to take part in decisions that impact their lives.
- **Meaningful Contribution:** Place value on tenant’s advice and aim to ensure their effective inclusion and participation in decision-making.
- **Decision Making:** Use the information obtained from tenants to inform policies, review procedures and measure performance.
- **Agency Contribution:** Seek tenant representation in agency forums, agency meetings, and make website accessible to tenants and clients with ability to post comments.
- **Consultation:** Client views sought and incorporated into work instructions and activities.
- **Scope of contribution:** Offer different capacities in which tenants can be engaged, considering length of time.
- **Equitable access:** Ensure there is a diverse representation of tenants and client’s group who are involved the process.

<sup>13</sup> Arnstein, R, 1969. ‘A Ladder of Citizen Participation’, *The Journal of the American Institute of Planners*, vol. 35, no. 4, pp. 216–224. Retrieved from: [www.lithgow-schmidt.dk/sherry-arnstein/ladder-of-citizen-participation\\_en.pdf](http://www.lithgow-schmidt.dk/sherry-arnstein/ladder-of-citizen-participation_en.pdf)  
<sup>14</sup> Community Housing Limited, 2019. *Client and Tenant Participation Policy*. Melbourne, Victoria. Retrieved from: [www.chl.org.au/wp-content/uploads/2.2-Client-and-Tenant-Participation-Policy-ver-4.0.pdf](http://www.chl.org.au/wp-content/uploads/2.2-Client-and-Tenant-Participation-Policy-ver-4.0.pdf)

## Further documentation of interest to this work

National Mental Health Commission – Paid Participation Policy<sup>15</sup>

Department of Communities – Enabling a No Wrong Door System in Homelessness<sup>16</sup>

Australian Housing and Urban Research Institute – Examining the relationship between structural factors, individual characteristics, and homelessness<sup>17</sup>

Martin et al. – The Valuing Lived Experience Project: Transforming Teaching and Learning in Health Sciences<sup>18</sup>

City of Perth – City Homeless Framework Committee Action Plan<sup>19</sup>

New South Wales Ministry of Health – Alcohol and Other Drugs (AOD) Consumer Engagement Framework<sup>20</sup>

Department of Communities – All Paths Lead to a Home: Action Plan 2020-2025<sup>21</sup>

The Western Australian Alliance to End Homelessness – Outcome Measurement and Evaluation Framework<sup>22</sup>

<sup>15</sup> National Mental Health Commission, 2019. *Paid Participation Policy*. Canberra, ACT. Retrieved from: <https://www.mentalhealthcommission.gov.au/getmedia/affffd63-8100-4457-90c7-8617f2d3c6d6/Paid-Participation-Policy-revised-March-2019>

<sup>16</sup> Department of Communities, 2020. *Enabling a No Wrong Door System in Homelessness*. Perth, WA. Retrieved from: <https://www.communities.wa.gov.au/media/2763/no-wrong-door-report.pdf>

<sup>17</sup> Australian Housing and Urban Research Institute, 2015. *Examining the relationship between structural factors, individual characteristics, and homelessness*. Melbourne, Victoria. Retrieved from: [https://www.ahuri.edu.au/\\_data/assets/pdf\\_file/0021/2883/AHURI\\_Positioning\\_Paper\\_No161\\_Examining-the-relationship-between-structural-factors,-individual-characteristics,-and-homelessness.pdf](https://www.ahuri.edu.au/_data/assets/pdf_file/0021/2883/AHURI_Positioning_Paper_No161_Examining-the-relationship-between-structural-factors,-individual-characteristics,-and-homelessness.pdf)

<sup>18</sup> Martin et al., 2016. *The Valuing Lived Experience Project: Transforming Teaching and Learning in Health Sciences*. Perth, WA. Retrieved from: [https://litedc.curtin.edu.au/local/docs/festival\\_of\\_learning/abstracts/Martin\\_et\\_al\\_Abstract\\_Final.pdf](https://litedc.curtin.edu.au/local/docs/festival_of_learning/abstracts/Martin_et_al_Abstract_Final.pdf)

<sup>19</sup> City of Perth, 2020. *City Homeless Framework Committee Action Plan*. Perth, WA. Retrieved from: [https://drive.google.com/drive/folders/1mXqHhERZNWh2yKK2vPKYRQQx\\_AM1ny3D](https://drive.google.com/drive/folders/1mXqHhERZNWh2yKK2vPKYRQQx_AM1ny3D)

<sup>20</sup> Ministry of Health NSW, 2019. *Alcohol and Other Drugs (AOD) Consumer Engagement Framework*. Sydney, NSW. Retrieved from: <https://www.health.nsw.gov.au/aod/strategy/Publications/aod-consumer-engagement-framework.PDF>

<sup>21</sup> Department of Communities, 2020. *All Paths Lead to a Home: Western Australia's 10-Year Strategy on Homelessness 2020-2030 – Action Plan 2020-2025*. Perth, WA. Retrieved from: <https://www.communities.wa.gov.au/media/2799/homelessness-action-plan-2020-2025.pdf>

<sup>22</sup> The Western Australian Alliance to End Homelessness, 2019. *Outcome Measurement and Evaluation Framework*. Perth, WA. Retrieved from: <https://apo.org.au/sites/default/files/resource-files/2019-08/apo-nid252381.pdf>



## 4 Engagement undertaken during this project

### Introduction

This section provides an overview of the range of engagements, including consultations, which took place to develop this framework. These include project workshops, interviews, meetings and people with lived experience-led initiatives. It also includes external engagements with people with lived experience in which the project-team participated and which added expertise to the development of this framework.

This framework is strongly informed by the best practice approach, as outlined in the Shelter Tasmania (2015) document<sup>23</sup>, which outlines those relationships are the foundation for good engagement and that people's experiences of being engaged in this framework project would shape their attitudes for future engagements. The project grew from the sector having the experience of increasingly engaging persons with lived experience and needing a framework to guide this area of work.

The challenges as well as the opportunities provided by these approaches have been identified and included in this section. The project and research goals were to deliver an engagement framework and to build capacity for engagement within the sector.

### Methodology

Shelter WA made a deliberate decision to appoint a person with lived experience of homelessness and housing insecurity to undertake this work in partnership with the Hear of My Experience project team. An Expression of Interest was issued to HOME participants to see who had the interest and the skills to work on this Framework. After an interview process with interested applicants a project team of two people was engaged. The research methodology included a literature review, the findings of which informed engagement with the sector and people with lived experience.

This methodology was trauma-informed and included the engagement of a peer support worker to support people with lived experience in all engagements.

Substantial support was provided by Shelter WA staff to the project team to assist with the Framework's development. The incorporation of peer supervision for the project team during the compilation of the framework was included later in the process, to support the project team to progress this work. Also, an editor was engaged once the work was completed to assist with the presentation of the Framework.

<sup>23</sup> Shelter Tasmania, 2015. *A Tasmanian Consumer Engagement Strategy*. Hobart, Tasmania. Retrieved from: [https://sheltertass.org.au/wp-content/uploads/2018/12/CES\\_2015\\_NO-BUDGETCOVER.pdf](https://sheltertass.org.au/wp-content/uploads/2018/12/CES_2015_NO-BUDGETCOVER.pdf)

# Engagement throughout project

## 1. Workshop – Process

| Workshop                                                                     | When workshop was held                                                                        | Who attended                                                                                 | Purpose                                                                                                 | Outcomes of workshop for the framework                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| An initial workshop with interested H.O.M.E. participants                    | After literature review, prior to whole sector engagement                                     | People with lived experience – 6 H.O.M.E. participants                                       | Consultation and development of principles for engagement, based on experiences in engagement practices | <ul style="list-style-type: none"> <li>Development of prototype (draft framework) to present to the whole sector.</li> <li>The workshops informed the principles-in-action by giving specific actions which could be seen if the principles were implemented.</li> <li>Balance of power was one constraint to overcome for meaningful engagement. The principles of equity, safety and partnership capture this theme.</li> <li>The theme of different stakeholder perspectives has been translated into actionable principles in the framework.</li> <li>Time and resources are a constant constraint in the sector. The effective allocation of resources as well as the inclusion of the lived experience voice in service practice is a way this framework aims to overcome this barrier. People with lived experience saw that accountability, from the lived experience perspective, to be an effective way to overcome these barriers, while services saw an answer in increased funding.</li> <li>All stakeholders saw that a more collaborative effort was needed to advance the voice of people with lived experience in how the sector operates.</li> <li>Data from this workshop was collated, analysed and incorporated into the next framework prototype.</li> </ul> |
| Homelessness services                                                        | During engagement -<br><br>Two workshops held in the venues of homelessness service providers | 14 people with lived experience<br><br>16 service provider staff<br><br>2 government workers | Relationship building<br><br>Testing principles                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Youth Affairs Council of WA (YACWA) – Homeless Youth Advisory Council (HYAC) | During engagement                                                                             | 3 people with lived experience                                                               | Relationship building<br><br>Testing principles                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

## 1. Workshop – Process cont.

| Workshop       | When workshop was held                             | Who attended                                                                                                 | Purpose                                                                                                                                                                    | Outcomes of workshop for the framework                                                                                                                                                                                                                                                                                                                                              |
|----------------|----------------------------------------------------|--------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Final workshop | After final prototype development by project team. | <p>7 people with lived experience</p> <p>3 service provider staff</p> <p>1 government</p> <p>1 peak body</p> | <p>To gain feedback on framework prototype.</p> <p>Feedback was provided on: principles, engagement approaches, examples of engagement and challenges with engagement.</p> | <ul style="list-style-type: none"> <li>Feedback from workshop including that provided via Google slides. Feedback was incorporated in framework, adding clarity to the framework and its implementation practicality. This feedback was then collated to be reviewed internally by Shelter WA staff, a framework specialist, a peer supervisor specialist and an editor.</li> </ul> |

## 2. Interviews

| Who                                                       | Purpose                                                                                                                                                                                                      | Content / Outcome                                                                                                                                                                                                                  | Non-specific outcomes from interviews                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| Department of Communities Project Officer                 | What does the Department need from a framework to engage with people with lived experience effectively for this project?                                                                                     | Requirement to complete assessment of the needs of each participant, prior to engagement.                                                                                                                                          | <ul style="list-style-type: none"> <li>Insight into what next steps could be including proceeding with the production of the framework. This included but was not limited to training and funding for ongoing meaningful engagement to be present in all sector areas, including service provision, policy and planning.</li> </ul>                                                                                                                                                                                                                                                                                                                                                  |
| Department of Communities homelessness portfolio managers | <p>What does the Department of Communities need to engage with people with lived experience?</p> <p>What does the Department think people with lived experience need in order to be engaged effectively?</p> | The need for trauma-informed training and practice to support all engagements was highlighted as part of the safety principle and the need for peer support throughout engagement became evident.                                  | <ul style="list-style-type: none"> <li>The need to undertake a scope of the needs of each participant, which is highlighted in the principles and actions needed to keep participants safe.</li> <li>Clarity around steps that have already begun to engage people with lived experience of homelessness. Engagement is minimal in the sector in WA and the need to support people with lived experience to be partners in this process became evident.</li> <li>The need for trauma-informed training and practice to support all engagements was highlighted as part of the safety principle. The need for peer support throughout engagement was quickly made evident.</li> </ul> |
| Service provider - day centre (engagement hub) manager    | To gain understanding of engagements already undertaken and to see where this framework could support staff in further engagements.                                                                          | Clarity around steps that have already begun to engage with people with lived experience of homelessness.                                                                                                                          | <ul style="list-style-type: none"> <li>Insight into next steps, including proceeding with the production of the framework. This included but was not limited to training and funding for continual meaningful engagement in all sector areas, including service provision, policy and planning.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                           |
| Person with lived experience                              | To hear specifically from street-present First Nations people of their engagement experiences.                                                                                                               | Interviews with street-present First Nations individuals regarding lived experience engagements in which they had already participated with service providers. Expertise was shared about how these engagements could be improved. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

### 3. Meetings

| Meetings attended                                                          | Who and where                                                                                                                                                           | Purpose                                                                                                                                                                                                                                                                                                                                                                                                      | Outcomes/observations                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| HOME Karawara<br><br>JWEHG (Joondalup, Wanneroo Ending Homelessness Group) | HOME Participant - South Perth<br><br>Joondalup<br><br>Attended by local governments employees, local service providers and lived experience experts living in the area | <ul style="list-style-type: none"> <li>To inform group members of the developmental process for the framework.</li> <li>To gain insight into what was already being done in specific place-based collaborations. To inform stakeholders regarding different engagement approaches and principles that support effective engagement.</li> <li>To inform of survey to be sent for further feedback.</li> </ul> | <ul style="list-style-type: none"> <li>Initiatives like these two bring about collaboration across levels of the sector in a solution-based way.</li> <li>These meetings happen regularly and show administrative support and commitment by the local governments to combat homelessness.</li> <li>Neither person with lived experience present was paid for the expertise they brought to the table.</li> <li>Both lived experience experts were, relationally, treated with respect.</li> </ul> |

## 4. Survey<sup>24</sup>

| Survey respondents           | Number of respondents | Survey results / conclusions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| Person with Lived Experience | 11                    | <p>The survey had limited respondents, highlighting the time constraint for the project as well as a need for the investment of continued resources into lived experience engagement.</p> <ul style="list-style-type: none"> <li>The need to engage and upskill the whole sector in the implementation of this framework and develop organisational readiness is necessary for meaningful LE engagement to be actioned state-wide, particularly with groups who are traditionally under-represented.</li> <li>The feedback on principles highlighted the need to be explicit with the meaning of the principles, specifically 'Awareness'. Comments around this principle included: 'There needs to be more awareness &amp; support for complex trauma, triggers, unresolved conflict(s), systemic trauma &amp; dealing with painful emotions, painful stories, painful unjust experiences.' This highlighted to the project team that specific examples of the principles being implemented is needed in the framework.</li> <li>The critical need to have time necessary to create safety and build relationships was strongly reflected in survey responses as well as in workshops. This has therefore been highlighted in the identification of actions to implement principles in the framework</li> <li>The survey showed the most common type of engagement used was a 'doing to' engagement by way of emails and letters. The sector has begun engagement with people with lived experience but more needs to be done.</li> <li>The survey also expanded on what was found in the workshops regarding stakeholders. The wide scope of people needing consideration in engagement was encapsulated by the word 'everyone' when survey respondents were asked about who needs to be involved.</li> <li>The survey showed that, as a practical tool, the framework needs to guide in decision-making in order to identify which stakeholders are most significantly impacted by the decisions being considered. These groups then need to be supported as priority groups for the engagement activity.</li> </ul> |
| Service providers            | 4                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Community organisation/NFP   | 14                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Government agency            | 5                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

<sup>24</sup> Patricia Owen, 2021. *Engagement with People with Lived Experience Survey*. Perth, WA. Retrieved from: <https://drive.google.com/file/d/1quHYiUeLx288hcjk3v1Yio9Dfmnabm6b/view?usp=sharing>

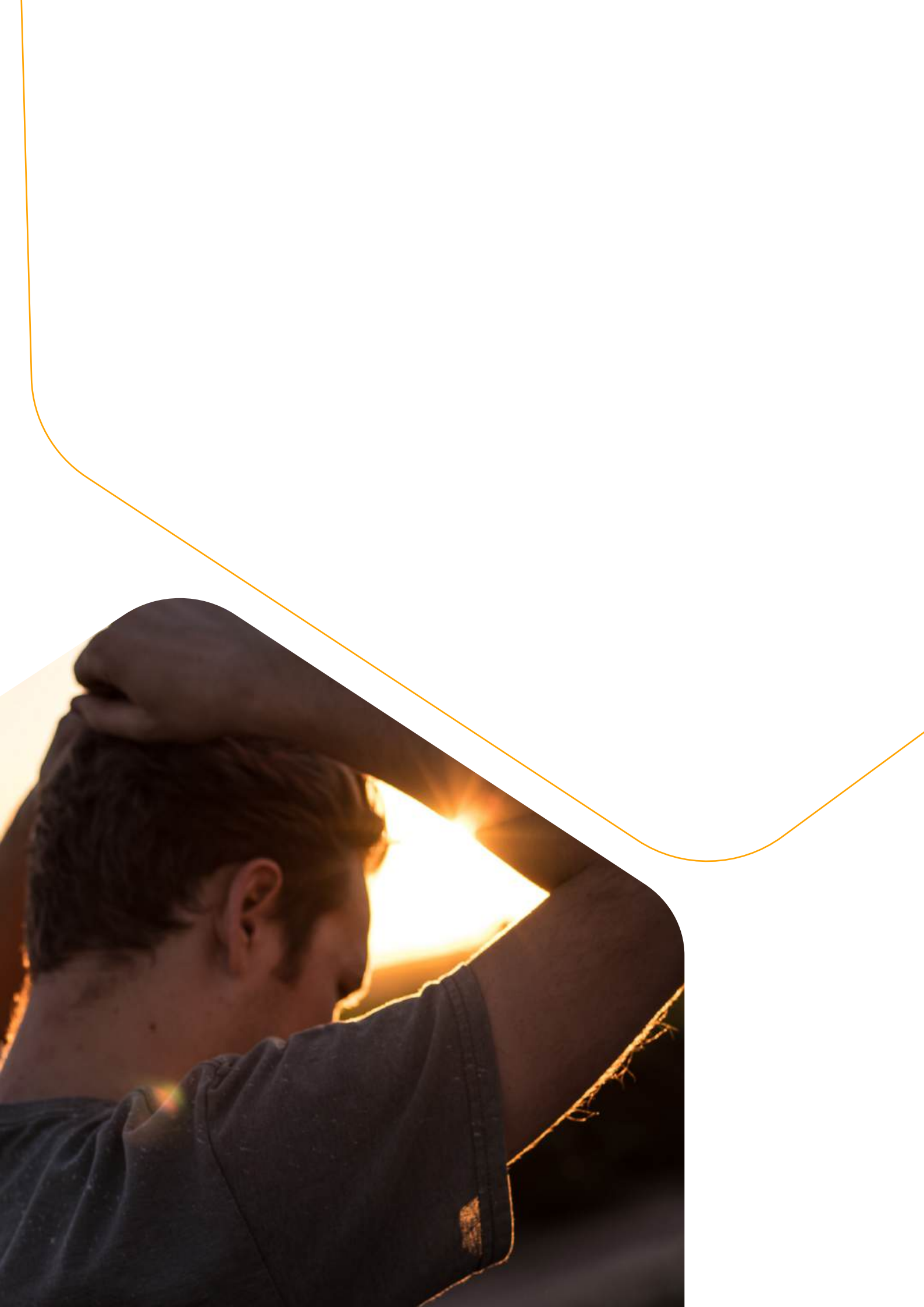


## 5 What we learned

The following section outlines the challenges and constraints that came about in the development of this framework. The framework when meaningfully implemented, as well as the accompanying toolkit, are valuable resources offered to help guide the sector to overcome these constraints.

| Lesson                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Project Team Perspective                                                                                                                                                                                                                                                                                                                                |
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| <b>Value of lived experience people driving this project:</b> Having a project team of people with lived experience develop the Framework provided genuine insight into the work and enabled the team to authentically connect on all aspects of the project. This was particularly important for engagement. Ensuring that project teams have the skills at hand to do the work is as important as having lived experience and understanding what may be needed before commencement of the project from all parties is critical to success. | The ability to use one's own live experience expertise to give greater awareness and a deeper perception to the project was valuable. The balance between the benefit of lived experience expertise and the skills and support necessary for a project needs to be considered, with inclusion of lived experience experts on the outset of the project. |
| <b>Time and resources:</b> The complexity of this work, engagement of people with lived experience in system change, as well as the pressure on the sector due to the increase in service users during the pandemic increased the time-frame limitations placed upon this framework. This limitation also inhibited the time needed to build meaningful partnerships based on relationships of mutual trust.                                                                                                                                 | Although previous relationships existed with project team and people with lived experience, this was at times challenging.<br><br>In hindsight, a consultant with lived experience who did not have a relationship with the HOME Group may have made a project like this less emotionally taxing for the project team.                                  |
| <b>The need for peer supervision:</b> This was not identified by the lived experience project leads at the project outset but peer supervision was provided to project leads promptly once it was clear this was necessary. This was due to the complexity of work that involves lived experience, past professional experiences and current professional skills brought to the project. This highlights the need for flexibility within funding models when implementing meaningful engagement.                                             | The willingness for Shelter WA to include this so late in the project showed a willingness to learn as well as real care and consideration for the lived experience co-leads.<br><br>This entire project highlights the need to be flexible and attentive when engaging people with lived experience.                                                   |
| <b>The need for Shelter WA staff supports and an editor:</b> this was not identified by the by the lived experience project leads at the project outset, but became apparent on the work to finalise the Framework, ensuring consistency of voice across the work undertaken by the members of the project team, editing the document and referencing.                                                                                                                                                                                       | The willingness for Shelter WA to include this so late in the project showed a willingness to learn as well as real care and consideration for the lived experience co-leads. This entire project highlights the need to be flexible and attentive when engaging people with lived experience.                                                          |

| Lesson                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Project Team Perspective                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| <p><b>The importance of organisational readiness:</b> The need for the drawdown on Shelter WA staff time and resources was not appreciated by all parties at the commencement of this project. Willingness to undertake engagement is not enough. Deep consideration of organisation readiness was required at the start of this work ensuring that there was the budget, time and importantly staff support to undertake this project. More clarity was needed at the start of the project on what was needed by all parties to make the project a success.</p>                                                                                                                                                                                            | <p>The emotional and mental weight for lived experience work needs to be paramount in the consideration of an organisation. The layer of support necessary for the use of one's own personal circumstance to advance a piece of work requires consideration of the organisation. Not a reason not to participate, but a greater awareness of what needs to be considered in the planning phase of a project. Flexibility needs to be in the plan. Flexibility with funding as well as flexibility with the use of and need for human resources.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <p><b>The impacts of trauma:</b> This includes but is not limited to childhood trauma, relational trauma, systemic trauma and vicarious trauma. The nature of trauma presentations in individuals in the lived experience space provided opportunities for co-leads to grow in their own recovery and response to personal and vicarious trauma. This highlights the need to embed trauma-informed practice, including the need for peer support workers to be present for all engagement practices. This also highlights the need for training and upskilling in the sector regarding lived experience engagement both for sector employees as well as lived experience representatives.</p>                                                               | <p>Trauma is only unpredictable when the necessary safeguarding has not been done. This project gave insight into the necessity for organisational readiness as well as what is needed for people with lived experience to be able to take the steps necessary to engage in professional work. Self-awareness is vital in responding to trauma, as well as having the right support and process in place at the commencement of lived experience projects.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <p><b>The lack of rural engagement:</b> From onset of engagement this was a challenge which was exacerbated due to the context of COVID and the impact of aforementioned challenges. Further work to identify effective regional, rural and remote lived experience engagement could be a focus as part of increased capacity-building for LE engagement in the sector.</p>                                                                                                                                                                                                                                                                                                                                                                                 | <p>We are disappointed that this project wasn't able to include more rural engagement. Further work is needed to review this framework in a rural context to see if it remains relevant and applicable.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <p><b>Language barriers:</b> This issue arose in two ways. First, the challenges posed for people with lived experience from CALD (culturally and linguistically diverse) populations to engage is well-documented. In addition, there is a deficiency in translation between the language used by people with lived experience and the sector-specific language used in many documents and engagement activities. Clarifying key definitions at the beginning of the framework is a small step towards bridging this language gap. However, this area requires continual learning and improvement in order to support equitable and empowering lived experience engagement practices, especially with more under-represented lived experience cohorts.</p> | <p>The language differences between lived experience voices and 'service speak' can be mitigated through trauma-informed processes and practice, as well as clearly defined expectations at the onset of projects. Using personal lived experience to input into a specific project is a different skillset to sharing one's story for a narrative purpose. Bridging the knowledge gap for services providers and government between policy, practice and experience is a two-way street. Issues of disclosure go both ways. For people with lived experience, which parts of their experience are relevant needs to be a key consideration. For service providers and government, there seems to be a fear around admitting where they have gone wrong in the past. These past mistakes need to be seen as systemic and not personal so we can authentically include the perspective of those who have felt the impact of decisions that have been made about us, without us.</p> |







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