



Leading the Way – Engaging young voices for change

This module covers:

Impact Stream

- Better solutions shaped by children & young people

Implementation Actions

- Including children & young people in policy creation
- Including children & young people in planning

Overview

Children and young people are active members of communities and experts in their own lives. All children and young people should have a voice in identifying problems and finding solutions that impact their health and wellbeing. The Leading the Way – Engaging young voices for change module provides best practice and evidence-based strategies for councils to ensure children and young people are at the centre of the design, delivery and governance of initiatives that aim to improve their health and wellbeing.

Children and young people often face barriers to being heard, seen and respected in their communities. This module will enable councils to build capacity and capability in engaging with and empowering children and young people to share their experiences to create a healthier future. The module provides guidance for councils on how to enhance engagement with children and young people for planning and to establish governance mechanisms that prioritise ongoing engagement.

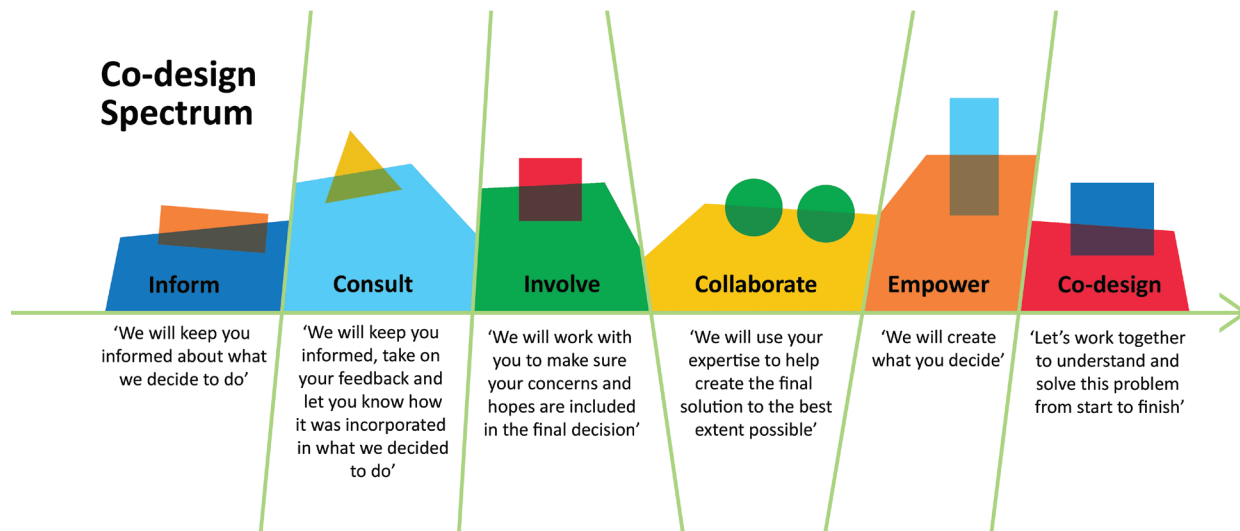
Consultation with children and young people to inform planning, council decision-making and policy development may take on different forms along the co-design spectrum (see next page). Leading the Way outlines consultation and engagement approaches for working with children and young people, and takes a more focused look at co-design as the most intense form on the spectrum.

What are the benefits for Council?

Embedding the voices of children and young people in council planning yields many benefits for councils. By empowering children and young people to contribute their experiences and ideas in meaningful ways, councils gain unique perspectives and benefit from new ideas coming directly from people who use council services and facilities. Ultimately, partnering with children and young people will enable outcomes that reflect the real needs and experiences of the community and allow for more efficient, democratic decision-making.

Partnering with children and young people can require significant resources and input from council teams. Assess your readiness for this engagement at multiple levels – leadership, staff, teams and the organisation as a whole. Your council may only be ready to start engaging young people with simple, purpose-specific activities and will need to work towards deeper partnerships with young people over time. Other councils may be well-positioned and resourced to commence more elaborate co-design. Whatever your journey, frame it as a learning process for your council and staff at all stages.

Co-design benefits



Co-design is the most intense form of engagement on the co-design spectrum. Government, education and industry bodies have begun to embrace co-design as a specific method for engaging with children and young people. This is because it produces outcomes that reflect the real needs and experiences of these groups. People and communities generally like co-design because it empowers them to contribute authentically and in meaningful ways. It builds trust between stakeholder groups and a willingness and capacity to engage in innovation

Co-design offers a range of benefits for councils. It offers:

- a powerful source of new ideas directly from the people who use council services and facilities
- a deeper understanding of community needs
- immediate validation of ideas and concepts
- higher quality, better differentiated products, services or solutions
- more efficient democratic decision-making
- better cooperation between people and organisations and across disciplines
- a higher degree of community engagement, activity and satisfaction
- an increase in support and enthusiasm for innovation and change
- improved relationships between councils and people in the community.





Impact Stream: Better solutions shaped by children and young people

Implementation Action 1: Including children & young people in policy creation

This implementation action requires councils to establish an ongoing mechanism that includes children and young people in engagement and governance policies.

Intended outcomes

There is strong evidence for engaging young people and young adults (aged 16 to 25) in planning, council decision-making and policy development, so the module focuses on elevating this cohort's voice. By engaging with young people councils can better reflect the real needs and experiences of young people in their policies and programs that impact this cohort.

Each intervention builds on the previous one, but can also be done independent of the other, and is more time and resource intensive. Each intervention offers a different level of engagement and different outcome for your council.



The quick win will take about 2 weeks. It will provide your council with young people's views about an existing or pre-formed policy or program.



The step up will take 6 to 8 weeks. It will provide your council with young people's input to help shape and inform the development of a policy or program.



The ambitious one will take 10 to 12 months. It will enable your council to work in partnership with young people to identify where new policies or programs are needed or to determine new approaches to problems/issues.

Each intervention is arranged around 5 stages:

1. Plan

2. Engage

3. Prepare

4. Meet and consult

5. Evaluate and feed back

Each stage is important and cannot be skipped. Ensure you allow adequate time and resources for each stage to be performed.

The 'quick win' is the most basic intervention and is the basis for the second and third interventions.





The quick win – Youth advisory group

Creating a youth advisory group is a basic way to involve young people in policy design. It involves engaging and bringing together a diverse group of young people to discuss and provide feedback on interventions and policies. To be successful, this method relies on active listening and taking forward young people's ideas and suggestions so they can see real change. Genuine, and meaningful participation improves by giving young people more decision-making power.

While creating a youth advisory group might be a first for your council, we encourage you to go beyond a single consultation or focus group and engage with young people throughout the policy process.

Paramount to any work that seeks to engage young people are ethics, consent and confidentiality. This means respecting the rights and autonomy of young people and putting safeguards in place so that they can speak freely. To shape your approach, consider the ethical and other guidelines provided by the Youth Affairs Council of Victoria. See: <https://yerp.yacvic.org.au/>

How-to deliver the Youth advisory group intervention

Plan

- Begin by doing some background research – what do we know about this topic/issue? What work has been done on this issue? Who does this issue affect?
- Define which groups of young people you want to talk to. Do you want to talk to all young people or are there certain groups who will be directly impacted by this policy?
- Think about which areas of the issue you want to discuss with young people in your community and at what stage in policy development you want to engage them – the earlier the better.
- Try to engage the same group of young people across multiple stages of policy development. This might include working with young people to understand the issue the policy wants to address, coming up with ideas, and reviewing the policy.
- Select a meeting medium and time. Meetings could be face-to-face, over an online forum or video responses. Remember to be flexible and mindful of young people's busy schedules. If meeting in person make sure the venue is safe and accessible by public transport (e.g. a local library meeting room or community centre/hub).
- Consider how you can best thank or compensate young people for their contributions. Options include certificates of completion, vouchers, payment or access to activities. Asking organisations who work with young people such as the Youth Affairs Council Victoria and Berry Street as well as checking relevant policies is a good place to start.



Engage

It is important to engage a diverse group of young people to reflect your local community or target group. This means considering things like age, life experience, cultural background, socioeconomic status, gender, sexual identity, education status, family, location and interests.

Include people whose voices might not otherwise be heard. This might involve working with organisations who engage with young people who are less likely to be involved in community or school-based committees. This also requires you to understand specific participation needs and preferences.

- Consider working with youth services or peak bodies (e.g. Youth Affairs Council Victoria) as they have skills and processes in place for recruiting young people.
- To help engage a diverse group, promote the opportunity through various channels (e.g. local groups and activities, events, schools, sports clubs, community organisations working with specific groups of young people, and social media).
- Consider the age range of your group. If you engage both teenagers and people in their early 20s, having separate groups is recommended. Young people are most comfortable around peers of a similar age.
- Consider other preferences and needs in order for people to fully participate (e.g. mixed or single gender groups). Asking participants before and after each session will help keep the balance right.
- Think about the size of your group: 6 to 8 participants per group is ideal. If time and resources allow, have multiple groups.
- Provide young people with clear information about what is involved in participating and what support they will get. Include a brief information and consent sheet, which outlines what is involved, perceived risk and benefits, time commitment, how confidentiality will be maintained, details of reimbursement, how to sign up and contact details of the project lead.
- Give young people space to ask questions and clarify anything before agreeing to participate. Allow enough time to decide if participating is right for them. For early adolescents, suggest they discuss this opportunity and the information and consent sheet with a trusted adult.
- Respect young people's right to change their mind or drop out of the group at any point. Remind them throughout the process they have that option.



How-to deliver the **Youth advisory group** intervention cont.

Prepare

- Reach out to each group member before the first meeting.
 - Talk through the information and consent sheet and address any concerns or questions. Get informed written or verbal consent. Consenting means they:
 - understand what participation involves and means
 - are freely deciding to participate without pressure
 - are capable of providing consent (consider their age and maturity).
 - Remind them of the time of the first meeting and let them know what to expect.
 - Learn about their experience and confidence in group settings.
 - Work with them to plan ways to cater to any special needs.
 - Communicate how you will support them to participate and how they can communicate with the facilitators.
 - Share topics in advance to give people time to think about what they want to say.
- Provide group members with the information and tools they need to participate, e.g. software (zoom), a location with internet access, and information on the topic/policy that will be discussing.
- Have a policy/plan in case anyone finds the discussion confronting or if they indicate they need support. Have a list of services and information you can link people with.
 - Provide the support services before and after each session.
 - Ensure young people know who they can contact at any stage.
- Prepare a question guide with follow-up prompts. Consider what you can learn from young people and how to encourage discussion.
- Example questions:
 - How does [issue] affect young people? PROMPT: Does it affect all young people in the same way?
 - If you could change anything about [issue] what would you change and why? PROMPT: What would stop that change from happening in real life? What would help make that happen?
 - What would your ideal future look like in terms of [issue]?

Meet and consult

- Whether the meeting is online or in person, create a comfortable, young people-friendly atmosphere.
- During the first meeting:
 - Discuss shared expectations and agree on a set of values or ground rules – e.g. not talking over people or putting down one another's ideas; ask 'how can we show that we respect everyone's ideas and help make everyone to feel comfortable in contributing?'
 - Go over the agenda for each session so people know what is expected of them
 - Make meetings casual and engaging: start with an icebreaker activity and use fun and easy activities to reduce the stress of being in a group for the first time. For example, break into smaller groups, give everyone random objects like straws, paper, marshmallows and ask them to build something (e.g. a plane) in 5 minutes. This will promote creativity and teamwork.
- Have an experienced facilitator to guide the group.
 - Consider internal expertise (who has content area knowledge? who has worked with young people previously?). Use an external facilitator if there is no one with the appropriate expertise.
 - The facilitator is important in ensuring everyone feels safe and heard. The facilitator should encourage every member of the group to contribute without pressuring anyone.
 - The facilitator might want to demonstrate and encourage the group to use a "yes and" mindset so that young people can constructively build on each other's perspectives and ideas. "Instead of pointing out flaws in someone's idea ("no, but...") we can build on their idea by saying "yes, and..."
- Give participants options for how to interact or offer an opinion, e.g. dot voting.
- Ensure meetings do not go for too long. Ideally the meeting should be between 60 and 90 minutes; if longer, include breaks.
 - Don't spend more than 10 minutes on the icebreaker.
 - Save 10 minutes at the end for wrapping up.
- If funding permits, provide refreshments and snacks.
- After group discussion, summarise what you have heard from the group and ask them to validate or challenge the summary.
- Write or verbalise the main ideas from the discussion as 'key insights'.
- After each meeting, share the insights with young people and ask for feedback.
- Provide a physical and digital certificate of participation.



How-to deliver the **Youth advisory group** intervention cont.

Evaluate and feed back

Evaluate the group process

Review the participants' experience and, if appropriate, make changes to the program. A survey is an easy way to do this. Questions could include the following:

- How would you rate your experience?
- What did you enjoy?
- What could we change?
- Do you feel you had the opportunity to voice your opinions?
- Were there issues that you wanted to discuss but weren't raised?
- Did you learn anything about the topic/issue. If yes, what?

The survey also gives you an opportunity to understand the impact of participating in the group (e.g. did they gain new friendships, confidence, connection to the community, knowledge?).

Provide feedback on the process and policy impact

- Write up what you learnt from young people and share a summary of what worked and what you could do better. Deidentify the participants.
- Invite the group to an organisational meeting or send an email update to explain how their ideas and opinions were used in policy development.





The step up – Collaborative and creative youth advisory group activities

Talking to young people is one way of getting ideas and feedback on policy. To make a youth advisory group more involved and collaborative, use creative activities that will help you understand how certain issues impact young people.

A range of activities can be found online. We have provided instructions below for a storytelling activity that would be implemented across three sessions to allow plenty of time for creativity and discussion. For optimal workflow, run the three sessions over 2 or 3 weeks; or if in school holidays, all three sessions could be completed in a week. You will need time after each session to review what you have learnt in advance of the next session.

This approach may take more planning and time than a regular advisory group meeting but is usually more enjoyable and meaningful for young people and your organisation.

How-to deliver the **Collaborative and creative youth advisory group activities** action

Storytelling enables a group of young people to reflect on a topic and come up with new ideas. Creating and using a fictional character lets the group defer to a third person perspective, which fosters a safe environment to discuss any topic. These activities can be adapted based on the age and composition of your group and the policy or topic.

Plan, engage and prepare

- Follow the steps outlined above to plan, engage and prepare for a youth advisory group.
- Review the storytelling activity plan below and adapt it for your group and topic.
- Ensure the facilitator is familiar with how to run the activities and has practiced explaining the chosen activities.
- Purchase and prepared equipment (e.g. worksheets, textas, pens, butchers' paper).

Meet and collaborate

- Follow the steps from the 'quick win' intervention above to ensure a youth-friendly environment, mutually understood goals and time for young people to get to know each other.
- Using plain language to broadly introduce the topic or issue you are interested in.
- Don't spend too much time explaining the issue/topic – you want to hear what young people have to say without influencing their opinions.
- Clearly outline the activities for the three sessions.
- If online you can use tools like PowerPoint, Miro, or MS paint and break into smaller zoom groups. Practise using this technology beforehand.
- Leave plenty of time for participants to report back to the group and for group discussion.
- Plan how you will share what you learn and how to keep them updated.

Evaluate and feed back

- Follow the previous 'quick win' steps for feedback on activities and workshops, making changes to your program, and sharing what you have learnt.
- Always explain how their opinions and ideas are being used to make changes.



Storytelling workshop activity

Session 1: Create a story character

1. Break into small groups and hand out a worksheet – a large piece of paper with an outline of a person drawn on it.
2. Invite participants to create a character who is a young person “like them” or the people they know.
3. Use verbal and written prompts to help them identify characteristics of their character. Things like a name, age, gender, sexual identity, relationship and education status, languages spoken, family, location and interests.
4. Invite them to add information on the character’s life and circumstances which relate to your topic and issue (e.g. their favourite foods, exercise, or ways to connect with others).
5. Ask them to identify things that make the character happy, excited, relaxed, sad or stressed.
6. Participants can use drawing, speech bubbles or post-it notes to create stories and narratives to create a visual of the character.
7. Invite each group to present their character to the group and discuss.

Session 2: Use your character to tell a story

1. Break into small groups and hand out the worksheet – a storyboard with blank panels on it.
2. Invite participants to use their character to tell a story of how their character experiences the policy issue/topic in your community.
3. Invite them to draw and use speech bubbles to show what happens in each step of the story – who else is in the story? how do they feel? what do they think, what do they do/say?
4. Invite participants to share their story with the group and discuss. Question examples:
 - What are some of the good things happening in the story?
 - What are some of the challenges happening in the story?
 - Why is this happening?
 - How could things be different?
 - Why are these things important to young people in your community?
5. A good facilitator will draw out key challenges/opportunities that the group has identified. Write these down to set up next session.



Session 3: Create a new and improved story

1. Break into groups and hand out another blank storyboard worksheet.
2. Remind the group what you learnt last time by re-visiting their stories and the list of challenges/ opportunities that you created. Invite participants to choose a challenge or opportunity they identified.
3. Repeat the same storytelling activity, but this time ask groups to create a story that shows a changed/improved experience for the character and your community.
4. Invite them to change what happens, how the character thinks, feels and behaves throughout, what the community looks and feels like.
5. Invite participants to share their story with the group and ask questions about the experience.
Question examples:
 - How does this relate to what other people in the group think?
 - What are some of the good things happening in the story?
 - Why is this happening?
 - How does it stay like this?
 - How could things be different?
 - Why are these things important to young people in your community?





The ambitious one – Youth-led policy co-design

Co-design can enable young people to identify their own policy priorities and co-create policy with peers, professionals and their communities. Using co-design offers substantive and meaningful opportunities for young people to get involved in policymaking. Best practice co-design is youth-led and facilitated. It requires expertise from professionals to ensure that young people are supported through the process of policy creation to implementation. Unlike running a youth advisory group, this approach requires skilled facilitators with experience in co-design.

This approach also requires a high level of readiness across your council. You need strong support from leadership and across teams so that the input from young people is valued and embedded into council work. There should also be sufficient resources available, including skilled staff, time, finances and processes to ensure consent and confidentiality. Ensure your council is visibly ready to embark on a co-design journey before you take the next steps.

We have provided the key steps to create a youth-led co-design policy project. This will help you decide if your council is ready and interested in undertaking youth-led co-design.

In this example, young people are trained to design and deliver the project with professionals as partners and peers as participants.

How to deliver the Youth-led policy co-design action

Plan

Follow the planning steps from the 'quick win'. In addition:

- Conduct background research – what do you know/assume about young people and their experiences in your community? Are their documented challenges or opportunities that are evidence based?
- Prepare information in a format you can share with young people and other stakeholders.
- Identify how your organisation is prepared to build capacity, support, fund and implement youth-led policy co-design.
 - What additional professional expertise is required? How will the policy be reviewed/ratified? What funding is available? What are the timelines? Who are the key internal and external stakeholders?
- Set up a partnership with experienced co-designers/facilitators to plan, train peer facilitators and conduct youth-led co-design workshops.
 - When partnering with another organisation, come to a mutual understanding of your goals.

Engage

Youth-led policy co-design facilitators

- Follow the previous steps ('the quick win') on engaging with young people.
- Engage a diverse group of young people in your community (4 to 6 people) to train as youth co-design facilitators. Training will be led by the co-design partner organisation.
 - Use existing networks, advertising and community engagement to recruit youth co-design facilitators.



- Build their capacity to co-design through training and mentoring.
 - Work with them to build a shared understanding of the area of interest in your community and train them on co-design facilitation and policy development. This is a long-term process, usually around 6 months.

Young people (peers) from your community as participants

- Use existing networks, advertising and community engagement to recruit young people (6 to 8 max.) to be involved in the project as participants.
- Following suggestions from the 'quick win' intervention; prepare participants for workshops.

Prepare

- Work alongside your team of youth-led policy co-design facilitators to develop a project plan that includes:
 - Project goals and values
 - Timeline/budget for the project
 - Who you want to recruit and how to engage participants
 - What co-design activities you will conduct
 - Support needs for facilitators and participants
 - People with professional experience who could participate in the workshops, e.g. subject matter experts, policy writers.

Meet and co-design

- Meet and conduct youth-led co-design workshops that use creative activities to understand, define, ideate and design policy with young people in your community.

Example outline of a youth-led policy co-design workshop series:

Workshop 1: Understand the experience of young people in our communities, including challenges and opportunities they face or which relate to a broad topic/issue.

Workshop 2: Work together to define our priorities for change.

Workshop 3: Use 'blue sky thinking' and 'yes, and' mentality to come up with ideas.

Workshop 4: As a group, select ideas to refine with the help of people with professional experience.

Workshop 5: Bring in people with professional expertise to work with young people to co-create policy briefs and present to local government/key stakeholders.

Workshop 6: Create an opportunity for young people to present policy briefs to local government for ratification, implementation and evaluation.



How to deliver the **Youth-led policy co-design** action cont.

Evaluate and feed back

Evaluate the co-design process

- Review young people's experience of leading and participating in the co-design process and make appropriate changes to the program. This can include interviews with youth facilitators and a short survey for everyone, following participation. You could ask:
 - How would you rate your experience?
 - What did you enjoy?
 - What could we change?
 - Do you feel you had the opportunity to voice your opinions?
 - Were there issues that you wanted to discuss but weren't raised?
 - Did you learn anything about the topic/issue; if yes what?
- Interview participants to help you understand the impact (e.g. did they gain new skills, knowledge, confidence, connection to the community or friendships?)
- Follow up with young people a few months after the end of the project to understand any longer-term impacts on their lives.

Provide feedback on the process and policy impact

- Write up what you learnt from young people and share a summary of what worked and what you could do better. Deidentify participants.
- How were their opinions and ideas used in policy? Set up an online newsletter, portal or social media group to keep the group engaged with progress on the policy or implementation. Provide opportunities for further involvement.

Minimum deliverables

To complete the impact stream **Better Solutions Shaped by Children and Young People**, councils will have:

- ☐ Formed connections or partnerships with youth services or peak agencies.
- ☐ Clearly allocated resources to complete the impact stream – including staff, time and budget.
- ☐ Established clear processes to ensure ethical conduct with young people including consent, confidentiality and support options.
- ☐ Established clear processes to ensure young people's group outputs are considered in relevant planning and policy decisions, and are visible where possible.
- ☐ Established clear processes to effectively evaluate young peoples engagement mechanisms.
- ☐ Enhanced their capability and capacity to engage with young people for planning and policy decisions, e.g. through training and information sessions, partnerships with expert agencies, digital resources and leadership support.



Implementation Action 2: Including children and young people in planning

This implementation action requires councils to build capability and capacity in working in partnership with children and young people to inform population health planning. By including children and young people in planning, councils will gain new insight into the way they plan and deliver services and work with young community members to co-design solutions that suit their needs.

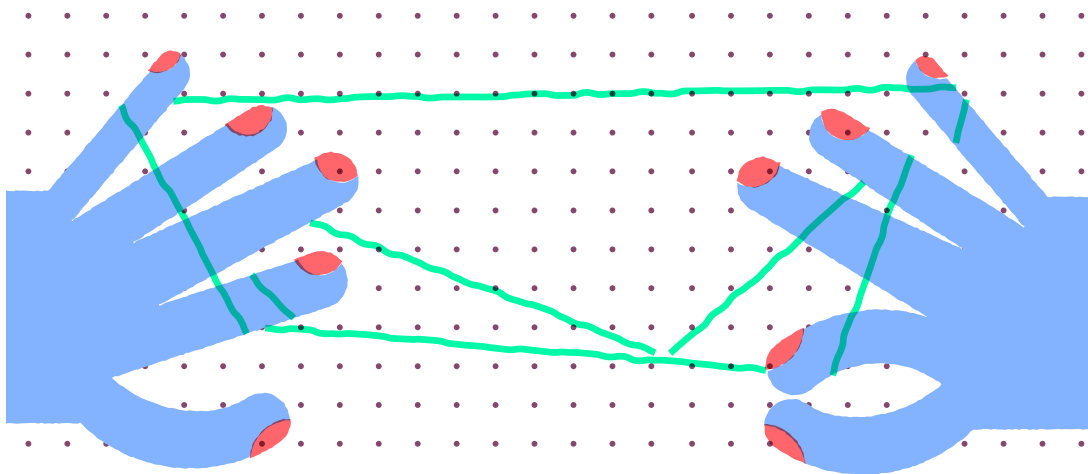
Intended outcomes

Ideally, councils will partner with schools to plan and deliver the 3-step process (see below) to capture children and young people's solutions; however, resources can be used by councils working with kids directly in their communities.

The toolkit could also be used with children or young people's groups established in the **Including Children and Young People in Policy Creation** implementation action.

Intervention: Kids Co-designing Healthy Places Toolkit

The website and toolkit are primed for use with children aged 8 to 13 years, and include curriculum and adaptation suggestions for use with older or younger children. The focus is on Municipal Public Health and Wellbeing Planning, but would suit use when planning or developing community visions, place-based or neighbourhood strategies, early years, children and young people's strategies, walking and bike riding strategies or when developing facilities that children and young people will use.



Kids Co-Designing Healthy Places

How to deliver **Kids Co-designing Healthy Places Toolkit** intervention

The website and toolkit has detailed information on how councils can put co-design into action. The co-design model that underpins the Kids Co-designing Healthy Places project consists of three main phases:

1. Kids learn about healthy places and the role that their surroundings have in shaping health.
2. Kids audit their own neighbourhood and the places they use regularly.
3. Kids participate in a workshop with council staff and/or their teachers to analyse the audit data and co-design solutions to create healthy places.

Everything councils and kids need to work through this process is available on the website:

www.kidscodesigninghealthyplaces.com.au

Council staff can collate the learnings from the audit data and co-design solutions workshop to inform relevant council plans or strategies. Once the relevant council plan or strategy has been developed, council staff should liaise with teachers to report back to the kids who participated. Incorporated solutions could be highlighted on council or school websites to show the community how kids' perspectives fed into the council's community health strategy. Council staff should also consider ways to keep kids involved in the delivery of actions that stem from their ideas.

Minimum deliverables

To complete the impact stream Better Solutions Shaped by Children and Young People, councils will have:

- ☐ Promoted resources to help children and/or young people in their community learn about how surroundings can shape health and wellbeing.
- ☐ Captured data from children and/or young people to understand how health and wellbeing is impacted by the place/s in the local area.
- ☐ Delivered a co-design workshop with children and/or young people to review the data and co-designed solutions.
- ☐ Demonstrated how they have used co-design with children and young people, including embedding their priorities and solutions into the relevant plan, strategy or policy of council.

Extra Resources

- <https://www.vichealth.vic.gov.au/media-and-resources/publications/co-design>
- A resource providing ethical and other guidelines around youth engagement provided by the Youth Affairs Council of Victoria: <https://yerp.yacvic.org.au/>

We would like to thank our development partners for contributing and co-authoring this module:



MONASH
University



Burnet Institute
Medical Research. Practical Action.





Community of Practice support for Leading the Way – Engaging young voices for change

Fast-track councils completing this foundation module will have opportunities to share with, learn from and support each other through the community of practice opportunities as part of the **Victorian fast-track councils foundation community of practice**, which will bring together all fast-track councils to support the initiation of the VicHealth Local Government Partnership throughout 2021.

The purpose will be to bring together and share experiences about the Leading the Way and Connecting the Dots foundation modules from across Victoria, as well as providing an opportunity to look at topics related to the initiation of the *VicHealth Local Government Partnership* more broadly and the development and adoption of Municipal Public Health and Wellbeing Plans 2021–25.

Community of Practice lead agency	VicHealth with expert partners
Format	Online video conference supported by peer-to-peer discussion and sharing through MS Teams Recorded brief presentations or case studies
Frequency	Every 2 months (~ 60 to 90 minutes)
Focus	<ul style="list-style-type: none">• VicHealth Local Government Partnership initiation• General sharing related to foundation modules• Link to the planning and adoption of Municipal Public Health and Wellbeing Plans 2021–25• Program updates
Local government participants	Required: Funded Project Officer, Local Government Partnership Project Lead Optional: Key staff involved in the delivery of the Local Government Partnership



Further Information

Stay up to date with the VicHealth Local Government Partnership.

Visit: www.vichealth.vic.gov.au/programs-and-projects/local-government-partnership

For further information or enquiries, contact our Local Government team at lgp@vichealth.vic.gov.au or phone on 03 9667 1333.



Victorian Health Promotion Foundation
Level 2/355 Spencer Street
West Melbourne VIC 3003
T +61 3 9667 1333 F +61 3 9667 1375

vichealth@vichealth.vic.gov.au
vichealth.vic.gov.au
twitter.com/vichealth
facebook.com/vichealth

VicHealth is committed to health equity, which means levelling the playing field between people who can easily access good health and people who face barriers, to achieve the highest level of health for *everyone*.



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VicHealth acknowledges the Traditional Custodians of the land. We pay our respects to all Elders past, present and future.