Community Partnership Mapping Tool

To find allies, family groups should look for:

Other disability groups

Organisations of persons with disabilities (OPD) representing other disability groups

Groups of parents of children with other disabilities

Social justice groups

Women's groups

Indigenous advocacy groups

LGBTQ+ groups

Groups working on education

Groups of parents of school-aged children, including committees and groups affiliated with specific schools. For example, this may include parent-teacher associations (PTAs) or district education councils

Other community groups

Voluntary groups

Neighbourhood councils or associations

Religious groups, including social justice groups or SACCOs affiliated with churches, mosques, or other religious institutions

Citizen engagement groups formed by local governments

Your turn: Community Partnership Mapping Tool

To find allies, family groups should look for:

Other disability groups

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Social justice groups

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Groups working on education

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Other community groups

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To identify if the group could potentially be an ally for the family movement and could support with advocating for issues that affect people with intellectual disabilities and their families, family groups can use these scoping questions to understand if the organisation would be a potential partner.

Big questions for identifying allies

Who makes up this group?	• Is there a target population that this group works with? For example, this could be an identity group (such as women or members of a religious community) or a location-based group (such as people living in rural areas, people living in a particular neighbourhood). • Have people with intellectual disabilities and their families been involved in this group's work before? • If people with intellectual disabilities and their families have not yet been involved, is it likely that they could already be among their target group, even if they may not be visible? Does their target group overlap with ours?
What are the thematic areas that the group works on?	• Do the group's priority areas line up with ours? • Does the group work on issues that are important to the family movement, like inclusive education or living in the community? • If the group does not work on our priority issues yet, could our issues be a natural extension of the work they do? For example, if the group is already advocating for children's access to school but are not including children with intellectual disabilities yet, could working with us help to expand their advocacy into inclusive education?
What are the group's values?	• Do the group's values, beliefs, and assumptions line up with ours? • Do we have a common understanding of the issues that are important to us? • Does the group believe in inclusion? • If the group has never advocated for inclusion before, would they be open to learning more? • Is the group willing to get to know the experiences of families?
Who else does this group work and engage with?	• Does this group already build bridges with other groups? • Are the other groups they work with ones that families would want to engage with? Do they share the values of families?
How does the group work?	• What is the group's understanding of community engagement? How do they work with the people they represent, support, or advocate for? • What type of programming, activities, or advocacy do they do that aligns with the needs of families? Is it relevant, accessible to, inclusive of, and acceptable to families?

Your turn: Community Partnership Mapping Tool

Big questions for identifying allies

Who makes up this group?	....
What are the thematic areas that the group works on?	....
What are the group's values?	....
Who else does this group work and engage with?	....
How does the group work?	....

16

If the group is identified as a good potential partner, family groups should begin to identify a plan for outreach and engagement with the external group.

This might include:

Establishing the roles of members of the family group for building partnerships and engaging with community groups based on their backgrounds, interests, and experience.

This often looks like engaging families who are a member of the other group's target population to help build bridges and demonstrate the relevance of the family experience to the group's work - for example, mothers of people with intellectual disabilities engaging with women's groups or family members with a specific religious background opening up communications with groups within their faith.

Thinking about cultural differences between family groups and other organisations, and identifying common ground, a common vision, and the first steps to bridge the gap.

Family groups will need to gain an understanding of the vision of the other groups, which may happen through research or through direct dialogue with the group. Families can identify areas where families and other groups share priorities to start building a case for collaboration - for example, engaging with women's groups on the care agenda as an issue that impacts women broadly and female family members of people with intellectual disabilities specifically. Some of the same strategies that family groups use to build a shared vision together can be used to build a shared vision between a family group and other stakeholders and partners.

Identifying a strategy for how the partner can get to know the experiences of people with intellectual disabilities and their families on their key thematic areas and tap into the strengths and knowledge of families to build their own work.

Consultation with families and conversation with family group leaders will help other groups to begin to build an understanding of the needs and priorities of families. This could entail building platforms for two way communication between partners and families (such as regular engagement meetings or identifying a family leader to serve as the link and spokesperson connecting the two groups). This could include using other strategies for cross-cultural communication in communities where needed. Through effective and open communication between family groups and other groups, trusting relationships that can reinforce each other's advocacy and priorities can be built.

A strategy for how the partner can begin to include families and people with intellectual disabilities in their monitoring and evaluation.

Other groups may not have good data on people with intellectual disabilities and their families within their target population, and family groups can help them to update their data collection strategies to capture the experiences of families.

17