Culturally and linguistically diverse community project
Research report

NSW Office of Environment and Heritage

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All research conducted by CIRCA for this project was in compliance with ISO20252
Executive summary

Introduction

The Office of Environment and Heritage (OEH) required research to map stakeholders who have the capacity to deliver successful programs with a sustainability focus to culturally and linguistically diverse (CALD) communities in the Greater Sydney Metropolitan area. The OEH contracted the Cultural and Indigenous Research Centre Australia (CIRCA) to conduct this research. The project was designed to provide strategic direction and guidance on ways to engage with organisations and stakeholders and integrate sustainability education into their services. The overall purpose of the research project was to increase involvement, opportunities and accessibility for multicultural communities to become more actively engaged in looking after the local environment.

Methodology

The project comprised two main elements: desktop scoping (desk-based online search of organisations and projects) and consultations with 41 stakeholders across 28 organisations in the Greater Sydney Metropolitan area. Consultations were through semi-structured interviews conducted both individually or in pairs or small groups, and a mix of telephone and face-to-face interviews according to stakeholder preferences.

Key findings

The research highlights that a wide range of organisations have been involved in delivering environmental projects that engage people from CALD backgrounds and a diverse array of projects have been implemented, covering a diversity of environmental topics.

The research suggests that increasing the engagement of CALD community members depends on the effective engagement of community organisations working with CALD communities. Increasing engagement among and building capacity of CALD organisations to deliver environmental projects was a key theme of the consultations, and many stakeholders identified strategies and approaches for achieving this. Many of the CALD organisations consulted had been involved in sustainability and environmental projects, but for most the level of involvement was limited. This represents an untapped opportunity for increasing CALD community engagement.

The importance of building on and developing relationships and using existing networks was a consistent theme throughout the research, with many stakeholders also noting that developing trustful relationships takes time. Significant benefits in working with organisations that already have trusting relationships with CALD communities were identified, and there are a number of opportunities for the OEH in this regard.

The research indicates that consulting with community and planning appropriately are necessary to a project’s success and that this stage of a project needs to be recognised and funded.

The research also indicates that building the capacity of individuals is important to ensuring a project has relevance, and engagement strategies should aim to enhance the individual capacity of participants.

Projects offering a social element and delivering social outcomes were seen to encourage participation and facilitate environmental outcomes, particularly when working with new and emerging communities.

A common theme in the consultations was that grant funding was not easily accessible, especially for organisations working with CALD communities.
In order to reach CALD community members, the research indicates that projects need to be promoted widely through a diversity of channels, with many using existing networks and relationships in promotion and distribution.

Accommodating language needs (particularly for education programs) and cultural requirements was seen as important for making environmental projects accessible for CALD communities. Addressing practical barriers such as transport and ensuring projects are family focused were also seen as ways to promote access.

The consultations suggest there is an opportunity for the OEH to support good governance by providing support to organisations around project management, risk analysis and mitigation, monitoring and evaluation, and contract management.

The research highlights the importance of reporting requirements that balance the need for accountability and recording success while also limiting the burden on organisations, with suggestions that in some cases onerous reporting processes have a negative impact on project implementation. Also reporting requirements need to be flexible so the timing and reporting measures adapt with the project over time.

**Recommendations**

There are a number of recommendations and considerations resulting from the research’s key findings. They are summarised below and the complete set of considerations and recommendations is in Section 5 of this report.

**Recommendation 1 – Help establish and develop collaborative partnerships**

The OEH should encourage and support potential grant recipients / organisations to develop collaborative relationships in order to deliver projects that engage CALD communities.

**Recommendation 2 – Increase participation and build capacity**

The OEH should specifically target community organisations working with CALD communities in order to encourage participation in environmental projects.

**Recommendation 3 – Ensure projects are relevant and tailored to culturally diverse audiences**

The OEH should recognise the importance of project planning within project funding guidelines and support organisations to consult with community and plan appropriately.

**Recommendation 4 – Make grant funding processes accessible to potential grantees**

The OEH should review its grants application processes to identify opportunities for simplification.

**Recommendation 5 – Include accessibility principles in the design of projects**

The OEH should give consideration to enhancing the accessibility of projects.

**Recommendation 6 – Support community-sector stakeholders and grantees in project management**

The OEH should support and promote strong project management.

**Recommendation 7 – Network, share information and collaborate with councils and other government agencies**

The OEH could explore opportunities in working with other government agencies in order to tap into other funding streams, such as urban development and health and wellbeing programs.
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1. Introduction

1.1 Background

The Office of Environment and Heritage (OEH) works with the community to care for and protect the environment and heritage of New South Wales (NSW), and supports the community, business and government in protecting, strengthening and making the most of a healthy environment and economy in NSW. In keeping with the NSW Government’s commitment to multiculturalism, the OEH sought the services of a social research provider to map stakeholders who have the capacity to deliver successful programs with a sustainability focus to culturally and linguistically diverse (CALD) communities in the Greater Sydney Metropolitan area.¹ The OEH contracted the Cultural and Indigenous Research Centre Australia (CIRCA) to conduct this research.

From 1997 to June 2014, the OEH adopted a single partnership approach with the Ethnic Communities’ Council of NSW (ECC) through the Sustainable Living Project to facilitate and promote CALD communities’ engagement in environmental activities and education. As part of the Sustainable Living Project, a team of bilingual educators delivered environmental workshops, field trips and art projects in community languages including Arabic, Mandarin, Cantonese, Greek, Italian, Korean, Macedonian, Russian, Spanish and Vietnamese.

The OEH is now transitioning from this single partnership to an approach where a diverse range of partners will work with the OEH to deliver programs in the Greater Sydney Metropolitan region. As such, the OEH requested research to inform this change in strategic direction to better understand how to successfully undertake sustainability initiatives with CALD communities in the Greater Sydney Metropolitan region.

1.2 Aim of the research

As noted above, the aim of the research was to map out current stakeholders who have the capacity to deliver successful programs with a sustainability focus to CALD communities in the Greater Sydney Metropolitan area.

The key task deliverables included:

- Identify organisations that provide professional development and support to CALD community members to lead local environmental projects in the Greater Sydney Metropolitan area.
- Identify stakeholders that have undertaken sustainability initiatives with CALD communities in the Greater Sydney Metropolitan area.
- Determine what the service providers’ key motivators are.

¹ This project was designed to complement a research project currently being undertaken on behalf of the NSW Environmental Trust titled Multicultural Communities’ Engagement with the Environment. It involves the development of a framework for effectively engaging CALD communities that will direct the future investment of the Trust. The framework is intended to facilitate the engagement of CALD communities in environmental projects aimed at increasing awareness of environmental issues, enhancing knowledge and skills, influencing attitudes and encouraging long-term behaviour change.
• Provide strategic direction and guidance in the form of recommendations on ways to engage with these providers and to integrate sustainability education into their services.

1.3 Methodology

The methodology for this research comprised two main elements: desktop scoping and consultations with 41 stakeholders across 28 organisations in the Greater Sydney Metropolitan area. The stages of these elements are outlined below.

Initial scoping

Initial desktop scoping was undertaken to identify:

- Sustainability and environmental programs implemented with CALD communities in the Greater Sydney Metropolitan area, as well as outside Sydney by organisations with a Sydney presence
- Organisations working with CALD community members in the Greater Sydney Metropolitan area.

The initial scoping was undertaken through a desk-based online search of organisations that were likely to have implemented programs with CALD communities in the Greater Sydney Metropolitan area. This included a review of a large number of websites such as those for NSW government agencies (OEH, Environmental Trust, Environment Protection Authority, Sydney Water, and Ethnic Communities Council), councils with large CALD populations, local council alliances, organisations that work with CALD communities (Migrant Resource Centres (MRCs), Settlement Services, ethnic-specific organisations), and social enterprise organisations. Feedback from the OEH and a few stakeholders with extensive experience in the area also identified relevant organisations to include in the desktop scoping. As well, the search found a number of evaluations and reports, and other organisations or website links listed in them were reviewed.

An initial list of stakeholders was created as part of this stage. This list was further developed and refined in consultation with the OEH throughout the project.

First stage consultation

Before approaching stakeholders, CIRCA liaised with the OEH to identify priority organisations from the initial list. Consultations were through semi-structured interviews conducted both individually or in pairs or small groups, and a mix of telephone and face-to-face interviews according to stakeholder preferences.

An initial set of interview questions, which formed the discussion guide CIRCA used for the interviews, was developed in consultation with the OEH. Interviews were conducted between 5 August and 1 September 2014 with representatives from eight local councils and peak bodies. The results of these interviews provided a broader understanding of:

- Projects that have been implemented
- The organisations working with CALD communities in the sustainability space

3 The initial project scope comprised consultations with 30 stakeholders. As the stakeholders to be consulted for this project and the Environmental Trust project were similar, it was agreed that the interviews for both projects would be combined and inform both projects, thus increasing the number of consultations that informed the research.
Those organisations that may lack capacity in this space
Other potential partners for delivering programs with CALD communities.

An interim summary report was provided to the OEH in September 2014. It helped inform the OEH’s expression of interest (EOI) process for the Our Place: CALD Communities Caring for their Local Environment grants program. Potential partners were identified and invited by the OEH to submit an EOI to form partnerships with the OEH to deliver projects.

**Second stage consultation**

The feedback obtained in the initial interviews was used to refine the stakeholder list and the discussion guide for the remaining consultations. As a result of information obtained during consultations, desktop scoping also continued throughout this stage of the research. A further 29 stakeholders were consulted across 20 organisations from 15 September to 11 December 2014.

A full list of the organisations consulted as part of the research is at Appendix 1. A copy of the discussion guide is at Appendix 2.

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3 The revised discussion guide also included questions to fulfil the requirements of the Environmental Trust research project.
2. CALD community engagement with environmental projects

Stakeholders from a diverse range of organisations were interviewed to discuss past experiences in relation to engaging CALD communities in environmental projects, as well as opportunities for enhancing the level of engagement of CALD communities in the future. Representatives from organisations that had been involved in CALD environmental projects discussed the project aims, outcomes, a range of approaches to CALD community engagement and aspects that worked well, as well as the challenges. This section summarises these discussions and while it does not provide an audit of projects conducted over recent years, it does provide a valuable qualitative perspective from those closely involved in implementing the projects.

2.1 Overview

In summary, the research highlights that a wide range of organisations have been involved in delivering environmental projects that engage people from CALD backgrounds. A number of different types of organisations were identified including:

- Those that deliver services and provide support to CALD communities, such as MRCs, ethnic-specific and/or religious organisations, organisations that deliver the Settlement Grants Program, and organisations that deliver the Adult Migrant English Program (AMEP) and the Skills for Education and Employment (SEE) program
- Local government, especially in areas with high CALD populations
- Organisations involved in urban development
- Regional organisations, including regional local government alliances (such as the Cooks River Alliance and the Western Sydney Regional Organisation of Councils (WSROC))
- Other peak organisations such as Greening Australia, Botanical Gardens and Bushcare.

An array of projects were discussed, covering environmental topics such as bush regeneration, field trips, energy efficiency, littering, recycling, reducing water use, reducing waste, community gardens, biodiversity and food security. This encompassed a wide range of approaches including arts projects, resident behaviour change projects and strategies for creating connections with green spaces/the local environment. The projects engaged community members, community-based organisations and businesses, as well as a mix of stakeholders and partners. A table outlining the projects identified in the consultations is at Appendix 3. Section 2.2 provides details of the kinds of projects, activities and programs.

While the research found that many of the CALD organisations consulted had been involved in sustainability and environmental projects, for most the level of involvement was limited. This represents an untapped opportunity for increasing CALD community engagement, and for developing a more strategic approach to promoting and enabling CALD community involvement in caring for the environment.
2.2 Environmental sustainability program and project examples

The following programs have successfully engaged CALD communities in projects with an environmental and/or sustainability focus.

**Ethnic Communities’ Sustainable Living Project**

The aim of the Ethnic Communities’ Sustainable Living Project was to assist organisations in engaging CALD communities in local environmental activities and education. It started in 1997 with the then Department of Environment and Climate Change NSW and has changed over time.

The Sustainable Living Project employed a team of bilingual educators trained to deliver community-based information sessions on a range of environmental issues including sustainable living, compost, waste, stormwater management, energy saving and water conservation, and to promote sustainable living at community events. The educators covered eight key language communities: Chinese, Greek, Arabic, Italian, Spanish, Vietnamese, Korean and Macedonian.

The Ethnic Communities’ Sustainable Living Project delivered a wide range of projects which many of the stakeholders consulted in this research participated in. It included workshops by bilingual community educators, field trips in community languages, ‘train the trainer’ programs for educators and community workers in CALD communities, and involvement in cultural festivals and other community events (through stalls, demonstrations and exhibits). A key component of the program was to provide support to local councils and organisations working with diverse communities to develop their own projects and foster participation in council and other environmental activities. This included project advice, information about local, state and Commonwealth programs and rebates, access to translated resources and specialist bilingual facilitators. Several of the council staff who participated in this research had worked with bilingual educators to deliver projects and education to residents.

**The Home Power Saving Program**

The Home Power Saving Program (HPSP), a key strategy under the NSW Energy Efficiency Action Plan, aimed to assist householders reduce their energy bills by helping them understand how and where savings can be made in their homes. The program ran from June 2010 to April 2014, and provided householders with an assessment of their energy consumption, a personalised action plan and advice on installing energy-efficient products. The HPSP helped more than 220,000 lower-income households collectively save 120,000 MWh (megawatt-hours) of electricity and over $36 million on their power bills each year.⁴

Although this program did not specifically target CALD communities, they were an important segment and partnering with CALD community organisations was a key element of the approach. The program included 73 CALD organisations, groups and events (such as smaller ethnic-specific community organisations, locally based community centres, MRCs and organisations delivering the AMEP and the SEE program).

evaluation noted that state wide 14 per cent of program participants identified as not speaking English at home, and the bilingual assessors covered Mandarin, Vietnamese and Arabic.\(^5\)

**The Sustainable Actions Value Everyone Program**

The Sustainable Actions Value Everyone (SAVE) Program sought to bring about sustained environmental awareness and sustainable living practice for social housing residents and other disadvantaged community groups, including CALD and Aboriginal communities and socially isolated groups. A three-year partnership program, it was funded by the NSW Environmental Trust in the City of Canterbury, the City of Sydney, Marrickville Council and Randwick Council local government areas. Thirty individual projects were implemented through the SAVE Program. One of its key elements was developing partnerships, enabling strong champions who already had trusting relationships with low-income householders from CALD backgrounds.

The partnership with Lakemba Community Centre was identified as a positive example of enabling on-the-ground champions to expand their existing programs to incorporate sustainability outcomes. In 2011 the Centre established a community garden, which is still going strong and continues to have high levels of involvement from CALD residents. The program also offers a range of activities including workshops and social activities. The SAVE evaluation found that long-lasting behaviour change was evident for most participants involved with the Lakemba Community Garden, and several had taken up opportunities to develop their potential as community leaders and to expand their community involvement and interests.\(^6\)

**Arts and culture projects**

Several stakeholders provided examples where art and culture were used to engage CALD community members and introduce environmental and sustainability topics. An example was the Water in the Landscape Program, which deliberately adopted a social and cultural approach to raising environmental awareness. It was the result of research which indicated that an approach drawing on the everyday experiences of people in relation to their local water resources, and focusing on the social and cultural values of water and the places that are sustained by water is more likely to achieve education and awareness outcomes than technical information regarding water management.

Cross Currents was one of the cultural projects which specifically targeted CALD communities under the Water in the Landscape Program. Cross Currents: Stories of Water aimed to explore the significance of water in the contemporary lives of people in Bankstown, specifically those from Arabic-speaking, Vietnamese, Pacific Islander, Chinese and Aboriginal communities. The program involved workshops where participants captured their stories of water through writing or drawing. The workshops were facilitated by ECC bilingual educators and incorporated contemporary water education. The project also involved a trip to Warragamba Dam during which the participants exchanged cultural stories of water and were given information about the dam. Postcards, a short documentary and posters were also produced as part of the project, along with a festival on the Georges River involving local CALD communities in a range of interactive and educational

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activities around the theme of water. The Cross Currents festival is now a biennial event; the most recent festival was conducted in November 2014.

The evaluation of the Water in the Landscape Program found that overall the cultural projects that were part of the program achieved a high degree of engagement from people representative of the diversity of the Western Sydney population and across all age groups. The projects implemented approaches using ‘cultural tools’ and were able to embed their projects with a number of key messages designed to inspire people to learn more about urban water catchment management issues. The evaluation found strong evidence of positive social outcomes for participants in relation to enhancing community connection through intercultural and/or intergenerational dialogue.7

**Community gardens**

Several stakeholders had been involved in community garden projects that successfully engaged CALD residents. Stakeholders said that community gardens offer increased opportunities to target CALD communities, especially given the importance of food security for those on low incomes, and the strong link with agriculture for many CALD groups. The social component of community gardens was also highlighted, as the approach offers opportunities for participants from a range of CALD groups to come together, learn about different foods, share meals, join in preparation and support community kitchens. Workshops provided educational opportunities. The research included a range of organisations that had been involved in community gardens, many through the program, including St George Community Housing, University of NSW, MRCs, community centres and councils.

As part of the Macarthur Food Security Project, Macarthur Diversity Services Initiative Ltd (MDSI) supported a number of food security initiatives including community gardens. The MDSI provided training, support and ongoing workshops to assist the implementation of the projects and encourage community participation, as well as expertise via the Food Security Project Officer as needed. A number of the community garden projects have continued after the funding ceased. Along with chutneys and pickles made from excess fruit and vegetables, the produce from one of the gardens is sold via monthly markets, and participants are undertaking a Certificate II in Horticulture to enhance employment opportunities. Other gardens also supply produce for local residents, community kitchen initiatives and the MDSI social enterprise cafe, Café Kulcha.

**Environmental education and communications**

Several stakeholders discussed a number of education projects aimed at increasing awareness among CALD community members. These projects generally involved partnerships between councils and CALD community organisations or training organisations delivering the AMEP. In-language workshops were run with CALD community members in relation to correct waste disposal, recycling, reducing waste, composting and energy saving in the home. These projects were often delivered in partnership with the bilingual educators from the Ethnic Communities’ Sustainable Living Project.

An example of a communications strategy provided during the consultations is Bankstown Council’s Recycle Right campaign. It was based on behavioural psychology and aimed to reduce recycling contamination in the Bankstown local government area. Prior to the campaign, the contamination rate was one of the highest in

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Metropolitan Sydney, in some areas as high as 30 per cent. There was considerable community consultation in developing the approach, including a multicultural community consultation panel to help guide the development of the program. Materials were also developed in consultation with the community, resulting in highly visual resources that could reach residents from a wide range of cultural backgrounds (129 community languages are spoken in the Bankstown local government area). The approach was based on changing social norms.

Nine strategies were trialled over a six-month period during which officers checked bins and provided feedback to residents. These strategies included a number of elements such as: door hangers, door knocking, gathering personal pledges, feedback by posters, a recycling tub strategy, flagging and tagging bins with a ‘Well done’ or ‘Oh no’ tag, changing the bin lid, a bulk recycling bin, providing personal feedback via a ‘Well done’ or ‘Oh no’ postcard in the mailbox congratulating residents who had ‘recycled right’ and informing those who had contaminated their recycling, and door knocking residents to answer questions about recycling and ensure that residents were aware of how to use the bins correctly.

The evaluation found that many of the strategies had a significant impact, with contamination reducing from 28 per cent to 10 per cent in areas where residents signed a pledge, and from 31 per cent to 8 per cent where residents received personal feedback. In terms of reaching residents from CALD communities, stakeholders noted that making the communication as simple as possible, focusing on images and using limited text successfully overcame language barriers.

The campaign has won a number of awards including the Community Education and Empowerment category of the Local Government and Shires Association (LGSA) Excellence in Environment Awards 2011, the Best Community Engagement category in the Local Government Communications Awards 2012, the Excellence in Communication category in the LGSA RH Dougherty Awards 2012, the Waste and Recycling category of the Premier’s Green Globe Awards 2012 and the Local Government Innovation in Waste Awards 2012. A film outlining the research, program development, trials and evaluation stages of the campaign was also produced.

Social enterprise

Social Traders, an organisation that aims to develop the social enterprise sector in Australia, was consulted. Their work revolves around raising awareness of social enterprise, building enterprise capability, and opening markets for social enterprises products and services. Green Connect was also consulted in relation to their social enterprises.

In 2011 Social Traders conducted a project for Sustainability Victoria looking at green social enterprises in Victoria, and at the time identified 111 green social enterprises. The research found that more than a third (44%) of the green social enterprises identified were involved in the waste industry, including recycling, e-waste and waste collection. Twenty-three per cent of green social enterprises identified worked in environmental management in the areas of land care, tree planting, gardening and landscaping. The food industry was another dominant group, comprising 15 per cent of green social enterprises.

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8 Social Traders on behalf of Sustainability Victoria, 2011, Support and Strengthen Green Social Enterprise
The research concluded that there is a strong alignment with the environment and social enterprise. While it did not specifically identify examples of CALD environmental social enterprises, it was suggested that they could provide significant benefits to CALD communities, and that there are opportunities to enhance the reach for CALD communities.

It was noted that there is an opportunity for the government to encourage social enterprise, but in doing so needs to understand that flexibility is critical, and that time is needed. It was estimated that it takes approximately five years for social enterprises to become sustainable (with one stakeholder also noting that there is quite a low success rate). It was suggested that if the OEH aims to encourage social enterprise, long-term partnerships of at least five years would need to be supported. It was also suggested that councils could create opportunities for social enterprise in land management activities that aim to provide employment opportunities for CALD community members and refugees (such as cutting grass, removing noxious weeds, horticultural enterprises), by developing the contracting and procurement approach so that social enterprises are advantaged when tendering for projects. Organisations like the Westpac Foundation and Social Traders provide support to social enterprises, and there are opportunities to work with these organisations to encourage environmental social enterprises that engage CALD community members.

One example of a successful social enterprise discussed in the consultations was Resource Recovery which provides labour opportunities for the long-term unemployed, early school leavers, Aboriginal communities and ex-offenders. Based in Forster and Tuncurry in NSW, Resource Recovery has been run by Great Lakes Community Resources for 23 years.

In an area where Indigenous unemployment reaches 90 per cent and often only 1.3 per cent of Indigenous people complete Year 12, Resource Recovery offers hands-on training, work experience and employment. Established in 1991, this not-for-profit, community development association assists disadvantaged people in developing social and economic livelihoods and places a high priority on sustainable, progressive and leading environmental practices. Resource Recovery is contracted by Great Lakes Council to operate the Waste Management Centre at Tuncurry and the landfills at Tea Gardens and Bulahdelah. These sites incorporate training, community work order programs and wider Great Lakes Community Resources initiatives.

The organisation employs 22 full-time and 15 part-time staff and is assisted by over 90 volunteers. In 2012 Resource Recovery achieved training and social engagement outcomes including 20 Community Service Orders completed, 20 staff enrolled in Certificate III in Asset Maintenance, 6 staff enrolled in Certificate II in Transport and Distribution, 16 volunteers enrolled in Certificate II in a Conservation and Land Management course, 60 staff and volunteers undertaking forklift licenses, 1,650 visitors to the Resource Recovery material recycling facility and 60 children taking part in YMCA Midnight Basketball sessions.

Resource Recovery is Great Lakes Community Resources’ longest-running enterprise and has achieved a profit of 10 per cent for the last 10 years, increasing to 20 per cent in the last two years. In 2012, Great Lakes Council signed off on a 25-year master plan for Resource Recovery’s Tuncurry site.

Resource Recovery won the Waste Management Association of Australia’s Innovation in Waste (Australasia) Award for combined social and environmental impacts in 2011. The enterprise was selected as one of the top three Community Recycling Enterprises in Australia by the Australian Centre for Philanthropy and Nonprofit Studies in 2012 and was ranked one of the best 10 non-profits in Australia by Jobs Australia in 2010.
In 2013, Community Resources and Resource Recovery were awarded the Westpac National Innovation Grant to develop a consulting arm, Resource Recovery Australia, which will provide expertise to the community recycling enterprise sector.

Field trips

Several stakeholders discussed their involvement in conducting field trips and excursions with CALD community members as a way of providing opportunities for people to connect with and learn about the local/Australian environment. The trips were also regarded as promoting a sense of belonging, social inclusion and community connectedness as well as providing opportunities for people to connect with green spaces, and learn about environmental issues and caring for the environment. They were also seen as a way for people to find out about environmental groups and volunteering opportunities.

2.3 Success factors

Stakeholders involved in environmental projects targeting CALD communities were asked to reflect on the factors of success for effectively engaging CALD communities in sustainability and environmental projects. While there was considerable diversity in the types of projects, there were a number of consistent themes when discussing success factors.

Developing collaborative partnerships

In almost all cases projects were based on partnerships and relationships that bring together skills and networks from a range of organisations. This was through formal partnerships or memoranda of understanding, and through reference groups and other governance arrangements. There were many examples of local government, multicultural organisations, various state government agencies, community-based organisations and educational organisations working together to deliver environmental projects.

The importance of building on and developing relationships and using existing networks was a consistent theme throughout the research. Many stakeholders identified positive working relationships as an important success factor, as it brought together complementary skill sets that enhanced the level of engagement of CALD community members. For these partnerships to work well, a number of principles were identified. These included:

- Identifying gaps in knowledge/skills and developing partnerships to share expertise and fill those gaps
- Working with organisations and community leaders that have strong relationships with CALD communities
- Identifying clear roles and responsibilities between the partners that are based on realistic expectations
- Allowing adequate time and resources during project planning to develop trustful relationships
- Having transparent and frequent communication between partners.

Identifying gaps in knowledge/expertise and developing partnerships or collaborative relationships with relevant organisations to address these gaps was seen as an important first step. The importance of working
with organisations and community leaders with strong relationships with CALD communities was also emphasised, as the research found that increasing the engagement of CALD community members depends on the effective engagement of CALD community-based organisations.

“We have the clients, people and networks ... it’s easy for us to engage.” – CALD organisation representative

Bringing together a range of skills – St George Community Housing community gardens

One example of a partnership that brought together a range of skills was between St George Community Housing and Macquarie University. Students from Macquarie University who spoke Mandarin and Cantonese and were studying interpreting supported the community gardens implemented by St George Community Housing, and for the students this participation was recognised as workplace hours for the courses they were studying.

Stakeholders involved in joint projects, such as those between councils and community centres and organisations, noted the mutual benefits of connecting to new communities and accessing expertise in the environment/sustainability through collaborative partnerships.

Building on existing networks and relationships – The Enable Energy Efficiency (3E) Project

The 3E project implemented by Community Migrant Resource Centre was cited as a project that successfully engaged with a large number of CALD organisations and businesses by building on existing networks and relationships. The project was designed to empower CALD small and medium enterprises and community organisations in Western Sydney to make informed decisions about energy efficiency. The project targeted business owners, senior managers and supervisors who have decision-making authority to make positive changes towards improving energy efficiencies in their workplace. The project involved a series of workshops, field visits by field officers to deliver face-to-face technical energy efficiency information and assessments conducted by field assessors to assist businesses and community organisations to implement energy efficiency action plans. There was a website, a telephone information line and multilingual resources disseminated through a variety of channels including advertising and social media.

“So that is the key element, the ongoing relationship, and establishing and maintaining it, you’ve got to have delegated workers speaking the language, understanding the community. Every community has their own organisations, and structures and issues ... it is good to understand them.” – CALD organisation representative

Identifying clear roles and responsibilities, and basing this on realistic expectations of what the organisations can achieve/contribute, was also identified as key to successful partnerships. It was noted that within this, it is also important to identify the benefits for each partner as a result of their involvement, and to identify a clear driver.

Many stakeholders also noted that developing trustful relationships takes time and resources, and this needs to be acknowledged and accounted for in planning projects. Transparent and frequent communication was also seen as key to a successful collaborative partnership.

Successful collaborative partnerships – Minto Community Development Project

One project that provides a good example of a successful collaborative partnership is the Minto Community Development Project. As part of this project, MDSI is collaborating with Landcom, Urban Growth NSW, Land...
and Housing NSW and Campbelltown City Council to support the development of both environmentally and socially sustainable services, events, groups and activities that are appropriate, useful and enjoyable for the diverse community of Minto. The collaboration with this broad group of organisations provides opportunities to identify and develop engagement approaches, build knowledge and skills across a range of areas, and identify role models who can assist in the implementation of community engagement strategies. The Community Development Facilitator consults with the community and provides direction and support for residents to develop and maintain ongoing community projects, with an approach that can be led by community and supported by the range of organisations involved. MDSI is a key partner because it is a strong community leader for CALD communities in the region, and is well placed to engage community champions.

Aligning with CALD community needs and contexts

Developing projects relevant for CALD communities was consistently noted as a critical success factor, and a number of approaches for achieving this were discussed. These included:

- Consulting with community and planning appropriately
- Devoting resources to consultation and planning
- Approaching the issue creatively and building on cultural knowledge and understanding
- Exploring opportunities for inter-cultural exchange to strengthen project outcomes.

Although by no means exhaustive, the research highlighted a number of elements that stakeholders consistently identified for delivering projects relevant to CALD communities. These are outlined below.

Working with organisations with strong relationships with CALD communities and identifying the needs of these client groups in partnership with these organisations was seen as key to successfully engaging CALD community members in environmental projects. The importance of identifying social outcomes and complex needs as well as environmental outcomes was emphasised in the consultations, especially in relation to targeting new and emerging communities.

“The approach should recognise that social achievements are an important outcome, and this should be reflected in the funding approach. Without social outcomes, you will not get environmental outcomes, as it is the social outcomes that bring people together.” – CALD organisation representative

Within this, it is important that the approach recognises where the issue fits in the hierarchy of needs for new and emerging groups, and how it can be adapted to embed sustainability into these higher order priorities. Several stakeholders specifically identified social inclusion as an important motivator for newly arrived migrants, and said that incorporating this in project design was a key success factor. Several projects had social inclusion incorporated into their design, and this enabled environmental/sustainability elements to enhance existing social inclusion programs. Projects with field trips, providing recent arrivals with a connection to the Australian environment, were often cited as positive examples.

Similarly, it was noted that building community can be an important social outcome, so that those involved feel part of a bigger group, and more empowered as a result. The environment was seen as a non-threatening entry point for building and encouraging community involvement for newly arrived migrants.
The research highlighted that allowing for flexibility in project design, so the project can be developed ‘from the ground up’ and incorporate community consultation to identify community priorities, was important for developing a relevant approach for CALD communities.

“One of the most successful parts of engagement is using a consultation model.” – CALD organisation representative

Responding to feedback as the project progresses was also seen as important to maintaining community engagement, as was making the project relevant to daily lives, and this often works by bringing the focus back to local issues.

Providing opportunities for the initiative to benefit from the cultural, religious and spiritual connection to the issue, taking into account existing knowledge and beliefs, recognising community strengths and building on these assets were seen as significant to developing a relevant approach.

Stakeholders identified providing experiential and activity-based learning and encouraging creativity as success factors in developing and delivering projects to CALD communities. Examples cited included demonstration projects and using strategies with little reliance on words (such as rain gardens and models that demonstrate what happens when oil goes down the sink). In particular, it was noted that new and emerging communities can be engaged through incorporating art and culture into projects and integrating environmental education within this framework, the approach adopted in the Cross Currents project discussed in sections 2.2 and 3.1.

Building capacity

Capacity building was consistently identified as a key success factor; this included both capacity building for community members as well as for CALD organisations and staff. Increasing engagement among and building capacity of CALD organisations to deliver environmental projects was a key theme of the consultations, and many stakeholders identified strategies and approaches for achieving this. As well, they gave a wide range of examples where capacity of community members had been developed as a result of participation, with several projects specifically targeting skills development of volunteers in order to enhance employment opportunities.

Capacity building for employment outcomes – The Energy and Water Taskforce

The Energy and Water Taskforce, run by Sustainability Victoria in partnership with community organisations, is an example of a project that highlights this capacity building element. It aimed to improve energy efficiency and deliver employment outcomes to those facing significant barriers to employment. The program assisted nearly 7,000 low-income households to save energy and water, and was found to reduce energy usage by the participating households that were given free assessments and retrofits. The project was also found to have significant employment and work related outcomes for work team members and trainees across the projects.

This was achieved through the enterprise models developed by the non-government welfare organisations that delivered the projects. Those who experienced long-term unemployment and people with multiple barriers to employment were recruited to deliver the program, and the approach included accredited training. In areas with high cultural diversity, the teams tended to reflect this diversity, which was seen as critical in increasing the participation level of residents in the program. The evaluation found that the transition of many trainees toward ongoing employment in the same or related fields was a significant outcome of the program. Working with community champions who had wide community networks, were well respected and had trusting relationships with community members was also a key element of the approach.
Recording outcomes and celebrating success

Recording project outcomes and celebrating achievements were identified as elements of success. A few stakeholders noted that projects where participants could notice the benefits of the behaviour change (such as improved energy efficiency and financial savings) were successful in reinforcing this positive change. A few stakeholders identified rewards and incentives as a potentially beneficial component, and examples included travel vouchers, tools for measuring energy efficiency and timers.

The research highlighted that there needs to be a balance between monitoring and measuring success and not overburdening organisations with onerous reporting requirements, and that organisations need to be supported to monitor and measure success. Stakeholders also noted a need for flexible reporting requirements to allow for the timing and reporting structure to adapt with the project over time.

Enhancing access and equity and addressing barriers to CALD participation

Accommodating language needs and cultural requirements were identified as important success factors, and some stakeholders noted that it is important to be able to work in the appropriate language. Examples were given where bilingual educators were an important resource for organisations. Improving access included addressing practical barriers such as transport and childcare needs.

Wide promotion through a diversity of channels was also seen as an important contributor to success, with many using existing networks and relationships. It was also suggested that promotion needs to creatively attract new people and new organisations, with comments that terms like ‘engaging with CALD communities’ have become background noise, resulting in a need for different approaches to promotion.

Project management support and coordination

Stakeholders said that some organisations would benefit from project management support when delivering environmental projects to CALD communities. Where a number of projects were conducted under a broader project banner, the coordination role was highly valued, especially in relation to providing ongoing support, access to administration and legal expertise, monitoring and evaluation guidance, contract management, risk analysis and mitigation and shared learning opportunities. This support was also regionally based which was important.

Overall project coordination and support – Water in the Landscape

The Water in the Landscape program is an example of this kind of overall coordination and support. It was administered by WSROC and funded by the NSW Environmental Trust. As part of that program, WSROC provided project management support to a range of community organisations funded to engage the Western Sydney community in water management issues and to deliver environmental messages to the community through the delivery of artistic and cultural projects.

The support included a regional summit, evaluation and network meetings as well as ongoing liaison with the Water in the Landscape project team and all project partners to identify and facilitate possible partnerships and synergies, or assist in overcoming obstacles where necessary. A key success factor included a partnership with the University of Western Sydney aimed at developing the capacity of council staff and community organisations in relation to community engagement and monitoring and evaluation. The approach was seen as key to the program’s success as it enabled organisations to understand that they were part of a greater whole, supported and encouraged councils not to work in silos and facilitated the up-skilling of staff.
involved in the projects. The approach provided support to project partners to implement, manage and measure the outcomes of their projects.

2.4 Challenges

Throughout the consultations a wide range of challenges in relation to implementing environmental projects with CALD communities was identified.

Funding

Several stakeholders noted that short-term funding (or not re-funding projects/one-off funding) means that the organisation does not build on the experience, skills and capacity they have developed. Some also questioned the ability of the funding to cover staff time, and said that community-based organisations struggle with the human resources required for some projects, especially as many of these organisations are under-resourced. This was also discussed in relation to the pressure organisations like the MRCs are under to deliver a range of programs and services.

It was also noted that there is a need to be realistic in relation to what is expected for the amount of available funding, and the expectations of volunteers.

Engagement

It was noted that engaging businesses/community members takes time, and this can be a significant challenge. For projects with a landscape or environmental benefit, it takes time to talk to communities about environmental changes, as it is important to ‘take people along the journey’ and the implementer needs to understand what is happening in that place, or in that community. A few also noted that advisory committees can help in enhancing capacity, but this also has implications in relation to timing.

Timeframes

Stakeholders noted that developing collaborative relationships takes time, and one of the challenges raised in the research was that of bedding down partnerships when applying for grants. They said this is not always possible, and potentially it is a risk for projects, and time needs to be allocated to developing these positive working relationships.

Grant processes

Complicated grant application processes were also seen as a challenge. This included not allowing enough time to develop grant applications, complex access to grant applications online and the need to provide substantial information that requires significant resources to research and develop; resources that are not available to some organisations. EOI processes and pre-funding workshops to canvass what projects could look like were seen as a way of overcoming these challenges. Stakeholders also said there is limited awareness of the OEH and what the OEH does. Also, as CALD organisations access different information channels from other organisations in the environment space, the grants and EOI processes need to be promoted widely.
Language barriers

Another challenge identified for delivering environmental projects to CALD communities was responding to language and cultural needs. While there were many examples where this had been addressed effectively, there was much discussion about the difficulties of relying on organisations or others to assist with language needs. Some also noted that translated material is not the answer, due to cultural differences and variations in literacy levels (both in English and the participants’ first language).
3. Motivators and barriers

Stakeholders identified motivators and barriers to CALD community members’ participation in environmental projects as well as the drivers and challenges for organisations to develop and implement environmental projects that engage CALD communities. These are outlined below.

3.1 Motivators for community participation

Stakeholders noted that community members tend to participate more in projects providing practical tips and solutions or hands-on experience. In particular, programs with strategies that can be applied in the home to save money through reduced energy or water consumption are highly valued.

**Household benefits – Home Power Savings Program**

An example of one such project was the HPSP, which was designed to support low-income households in NSW to reduce their power usage and save on energy bills by providing a home power assessment, a tailored action plan and a kit of energy-saving items. The HPSP partnered with MTC Australia and presented workshops to MTC’s CALD clients about saving energy and water in the home. These clients were then given an opportunity to sign up for the home power assessment and the energy-saving kit. Stakeholders noted that participation in the program was high and the program received very positive feedback from CALD participants.

Projects offering a social element of participation and promoting social inclusion and community connection were also seen to encourage participation among CALD community members. Programs that bring community members together promote a sense of belonging and help them to get to know the local or Australian environment (including parks, nature reserves, rivers, waterways and beaches) were seen to motivate participation and engagement by CALD community members.

“Any form of activity that promotes social inclusion, bike rides, beach days ... anything that forms connections. Learning things together ... social inclusion and connection is probably the best way.” – CALD organisation representative

**Social inclusion – Operation Bluetongue**

Operation Bluetongue was designed by the ECC to provide newly arrived migrants with education about the Australian environment and the importance of environmental conservation through workshops and group field trips in the local natural environment. The outings included a welcome to country ceremony and provided participants with an introduction to Aboriginal culture. They were designed to increase awareness and foster a sense of belonging while providing a social experience.

Stakeholders also noted that providing a fun activity for children is a good ‘soft entry’ for engaging community members. Scarecrow-making workshops and painting garden pots were examples of engaging families in community garden projects. It was also noted that community gardens are more likely to be popular among populations from an agrarian or rural background.

Appealing to a sense of civic responsibility and community pride was also seen to be a motivator, particularly for more recently arrived migrants who are often keen to contribute as a good Australian citizen. To avoid environmental concepts and issues being hard to relate to or too esoteric, it was believed to be important to provide something tangible for participants to work on where they can see results.
Incorporating cultural values and knowledge – Cross Currents: Stories of Water

Arts and culture workshops were seen as a way of engaging community members and introducing them to environmental and sustainability issues. Cross Currents: Stories of Water adopted this approach and aimed to explore the significance of water in the contemporary lives of people in Bankstown, specifically people from Arabic-speaking, Vietnamese, Pacific Islander, Chinese and Aboriginal communities. The program involved workshops where participants captured their stories of water through writing or drawing. The workshops were facilitated by ECC bilingual educators and incorporated contemporary water education. The project also involved a trip to Warragamba Dam where participants exchanged cultural stories of water and were given information about the dam. Postcards, a short documentary and posters were also produced as part of the project.

3.2 Barriers to community participation

Stakeholders identified a number of barriers to community participation. These included:

- Competing priorities – other issues such as housing, employment, health concerns and financial stresses took priority, particularly for more recently arrived migrants and humanitarian visa entrants.

- Time – was identified as a key barrier, particularly for those employed full time.

- Transport – getting to and from environmental project activities can be challenging for CALD community members, particularly in areas where public transport options are limited.

- Lack of knowledge or awareness of projects – not knowing about opportunities for involvement, particularly for those who have arrived in Australia more recently.

- Limited knowledge of Australian wildlife and the Australian elements – lack of knowledge of the dangers of spiders and snakes and the risks of river and ocean currents and bushfires can also be a barrier to participation in outdoor and/or environmental projects, particularly those focused on bush activities. Providing community members with information about safe outdoor practices was identified as a way of encouraging engagement among CALD community members.

- The perception that Australia has unlimited resources – when people are coming to Australia from countries or refugee camps that lack resources and infrastructure, such as running water and power, it may be necessary to challenge the perception that Australia has unlimited resources when trying to engage new migrants/CALD community members in relation to reducing consumption and caring for the environment.

  “If you come as a refugee and had to struggle for water and then arrive to free-flowing water from a tap, then it feels like it is an unlimited resource here. You have to take on board what their lived experience is...” – Council representative

- Lack of awareness of the importance of protecting the environment – the idea that the environment is valuable and needs to be protected may not have been promoted in the countries the people have moved from so the idea may be very new to them. Also, for many, the Australian environment is perceived to be flourishing compared to where they have come from. This was seen as both a motivator and a barrier. From one perspective, it could be that the beauty of the environment needs
to be protected, but from another perspective, it could be that is naturally beautiful and does not require any protection or maintenance.

“The Australian environment is beautiful … we are so privileged in Australia – the fact that the environment has to be looked after and maintained doesn’t necessarily register because it looks so good all the time.” – Urban development/housing representative

3.3 Drivers for organisational involvement

Many stakeholders indicated that their organisations were motivated to engage with CALD clients in relation to the environment. However a number of factors affect their motivation for involvement, for example, their size, jurisdiction, governance/terms of reference and organisational goals.

- Organisational goals and policies – for example, councils have priorities in their organisational strategies (in part determined by community priorities, as identified in surveys and consultations with residents), and have particular core business/jurisdiction in areas such as waste management, recycling and resource recovery.

- Focus audience/stakeholders – many of the organisations service CALD communities/clients (in a targeted way) and/or have CALD residents as a significant proportion of their target population.

- Capacity building and awareness raising – to provide CALD community members with the knowledge they believed to be important for living in Australia, including daily concerns such as waste and recycling, to awareness of the Australian landscape and environment including places to visit and enjoy.

- Social and collective impacts – stakeholders noted that projects have benefits across a range of sectors, such as health and the environment, and this can be a driver for agencies and organisations to become involved. For example, projects that encourage community members to access the outdoors/green space could have a ‘collective impact’ by potentially increasing their motivations for caring for the environment, while at the same time having positive health outcomes (for example encouraging people to walk and ride).

- Urban development – in Western Sydney the negative effects of urban development is a strong theme. This is especially true for councils, which have jurisdiction over planning (e.g. new release suburbs), water (catchment areas), waste management and many community services (e.g. community gardens etc.).

3.4 Barriers to organisational involvement

Stakeholders identified barriers to organisations developing and implementing environmental projects themselves. The key barriers were a lack of resources, limited funding available and difficult grants processes. Stakeholders indicated that the criteria to apply for funding were too difficult and, for some, the amount of effort required was not commensurate with the amount of funding available. This feedback was not limited to
smaller organisations but came up across the spectrum of stakeholders consulted. Some stakeholders indicated they had unsuccessfully applied for funding from the OEH and/or the Environmental Trust.

Due to limited staff resources, projects often require the hiring of an officer to manage a program and this consumes a significant amount of funding. A related issue is that the program knowledge leaves the organisation when the officer’s contract concludes. Stakeholders also highlighted that environmental projects generally need an individual champion within the organisation to drive the project and these people are not always available.

It was noted that some CALD community members, in particular those who have recently arrived in Australia, tend to be highly mobile and this poses challenges for organisations, in particular for local councils, to maintain community knowledge and education around the environment.

Stakeholders said that partnerships with the OEH, the Trust and other organisations could potentially facilitate involvement in environmental projects with CALD communities. However, some stakeholders did note that having organisations often competing for the same limited funding pool can prove a barrier to real partnerships and collaboration. Opportunities for partnerships and capacity building activities were identified and are discussed in section 4.
4. Support and collaboration

Stakeholders were asked whether there were opportunities for their organisation to be supported to deliver environmental projects and the possible types of support. They identified training for workers as a potential area. This was particularly the case among stakeholders from MRCs, registered training organisations that deliver AMEP or SEE programs and community organisations. Community workers were seen as influencers both for the organisation’s clients but also for their own community, and up-skilling these workers in environmental issues was seen as a good way of raising awareness among, and providing education to, CALD community members. Stakeholders saw a peer education model as a good way of reaching CALD community members.

Stakeholders noted that in order to feel confident about delivering environmental projects, organisations need someone with knowledge or expertise in the environment. The bilingual environmental educators program implemented through the ECC was seen as a valuable resource in this regard, and tended to fill gaps in organisational knowledge and capacity when delivering environmental education projects to CALD communities. Several of the stakeholders consulted had worked with the ECC bilingual educators to deliver environmental education projects. It was believed this knowledge or expertise could be developed through training staff directly. It could also be achieved through the development of partnerships between organisations with environmental expertise and organisations working with CALD communities. There are opportunities for the OEH to facilitate these kinds of partnerships.

The research highlighted that there are opportunities for training organisations to incorporate environmental education into their curriculum. There are also opportunities to train educators to deliver content and to develop materials to support training organisations to deliver this kind of project.

The research also identified other opportunities to provide support to organisations in relation to project management, evaluation, risk analysis, contracting and corporate governance in order to strengthen organisations’ capacity to deliver environmental projects.

Providing easy access to up-to-date resources, tools and research was seen as a way of supporting organisations to deliver environmental projects. In addition to research and resources to support environmental education, stakeholders were also interested in research on engaging with CALD communities as well as delivering successful programs, enhancing the effectiveness of programs and identifying opportunities for partnerships or relationships across organisations.

Some stakeholders referred to the need for in-language resources across a variety of languages, although in-language materials alone were not seen as adequate in addressing communication needs for CALD communities, particularly for those with low literacy.

Some stakeholders were asked whether their organisation could be supported to become more sustainable itself and the feedback indicated that there are opportunities for the OEH or the Environmental Trust to support organisations in this regard. MRCs and CALD community organisations were particularly open to this kind of support. The opportunity to showcase environmental sustainability within the organisation was seen as a good way to promote issues relating to the environment and sustainability among CALD clients.
5. Recommendations

The following section summarises the implications, key considerations and recommendations that have emerged from the research project.

Recommendation 1 – Help establish and develop collaborative partnerships

The OEH should encourage and support potential grant recipients/organisations to develop collaborative relationships in order to deliver projects that engage CALD communities. The following factors need to be considered:

- Allocating dedicated funding to project design so that meaningful partnerships can be developed from the outset
- Including criteria that encourage successful partnerships in funding guidelines
- Linking organisations with potential partners and supporting these partnerships.

The importance of building on and developing relationships and using existing networks was a consistent theme throughout the research, with many stakeholders noting that developing trustful relationships takes time. There were significant benefits identified when working with organisations that already have trusting relationships with CALD communities, and there are a number of opportunities for the OEH in this regard.

When planning funding opportunities, it would be beneficial if the allocation covers project design so that resources and time can be dedicated to developing these relationships. This could enhance engagement of CALD communities in environmental projects, as it is not always possible for these relationships to be developed and negotiated while developing grant applications.

Funding guidelines could include criteria or provide support to encourage the development of successful partnerships that bring together a range of expertise.

The OEH should offer support to organisations by linking them with potential partners. This approach could identify organisations with expertise in a range of topics, such as multicultural engagement, waste management, social enterprise, arts projects and organisations with links in specific locations/regions. This would also encourage grant recipients to take into account the places people connect with, and where people are, and would also support collaboration between organisations with different skills/areas of expertise. In particular, it would be beneficial to link organisations with environmental expertise and community-based organisations with skills in engaging with CALD communities.

Recommendation 2 – Increase participation and build capacity

The OEH should specifically target community organisations working with CALD communities in order to encourage participation in environmental projects. Key factors to consider include:

- Providing regular communication and updates to these organisations
Linking CALD organisations to other environmental groups/projects in their region

- Providing invitations to apply for grants and support for developing these applications
- Delivering training for staff on environmental sustainability that includes examples of other projects or facilitating training for staff through other organisations such as local councils or environmental organisations
- Working with CALD organisations to target potential environmental champions and to deliver leadership training programs to these people
- Assisting CALD organisations to improve the sustainability of their operations
- Working with community-based CALD organisations to encourage them to weave positive environmental outcomes into what they are already doing, for example training workers to deliver information themselves, and tapping into existing activities and groups such as tours, outings and information sessions
- Targeting current education and training programs, such as AMEP and SEE, to deliver environmental education
- Maintaining a repository of information that includes information and resources about environmental issues and trends, previous successful project case studies, research and evaluation findings, and resources that include key principles and strategies around developing environmental projects and community engagement.

The research suggests that increasing the engagement of CALD community members depends on the effective engagement of CALD community-based organisations. Increasing engagement among and building capacity of CALD organisations to deliver environmental projects was a key theme of the consultations, and many stakeholders identified strategies and approaches for achieving this. The need for strong leadership and environmental champions was highlighted.

Many of the CALD organisations consulted had been involved in sustainability and environmental projects, but for most the level of involvement was limited. This represents an untapped opportunity for increasing CALD community engagement.

It is worth noting that several organisations had drawn on the expertise of the ECC and the bilingual educators in implementing environmental projects, and this poses a potential gap under the new funding approach. To address this, the OEH could provide opportunities to increase knowledge and share information.

The research suggests that another opportunity for increasing engagement would be to assist CALD organisations to improve the sustainability of their operations. This could have an immediate positive environmental benefit as well as increasing the awareness of staff. It could also provide opportunities for this knowledge to be filtered through to community members, as many of the staff are role models in the community. Enhancing the capacity within these organisations could lead to long-term behaviour change.
Following on from the above, enhancing the environmental sustainability and capacity of the organisations could also assist staff in identifying opportunities for incorporating sustainability and environmental projects into existing core business, in the programs and services they deliver, and community events they are involved in. This would ensure that CALD community members’ involvement in environmental projects would also include social outcomes that could lead to enhanced social inclusion.

The research indicates there are opportunities to tap into current education and training programs, such as AMEP and SEE programs. This method has been adopted by a number of previous projects, but the approach could be expanded to target more education providers. Feedback suggests there are opportunities for guest workshops, as well as for relevant training and resources for educators so that environmental education can be incorporated as part of the course curriculum. There are also opportunities to work with education providers to develop relevant resources.

Most of the organisations consulted had only been involved in short-term projects and there was concern that this limited the impact of these initiatives for participants and for the organisations themselves. Stakeholders were concerned that corporate and program knowledge is not maintained beyond the individual project officers, and it was noted that mechanisms for transferring or maintaining knowledge could increase the capacity to maintain engagement and build capacity across the organisation.

**Recommendation 3 – Ensure projects are relevant and tailored to culturally diverse audiences**

The OEH should **recognise the importance of project planning within project funding guidelines and support organisations to consult with community and plan appropriately**. This could be achieved through:

- A tiered model of funding that allows time and resources to be devoted to developing projects by providing initial seed funding that encourages innovation and ensures community buy-in
- Encouraging projects that build on cultural knowledge and understanding, and engage community members through art and culture
- Recognising and supporting projects that deliver social benefits, particularly projects targeting new and emerging communities, and capitalising on opportunities to weave environmental education into existing social inclusion programs. In particular, the OEH could develop processes that encourage and support social enterprise.
- Encouraging projects that provide practical hands-on opportunities for experiential learning
- Encouraging projects that build the capacity of the community members involved

The research indicates that consulting with community and appropriate planning are necessary for a project’s success, and that this stage needs to be recognised and funded. The funding criteria could allow for time and resources to develop projects from the ground up, asking those involved ‘what is important’. This would also provide an opportunity for the initiative to benefit from the cultural, religious and spiritual connection to the issue, and take into account existing knowledge and beliefs, recognise community strengths and build on.
these assets. This could be achieved through a tiered model of funding. As well, providing initial seed funding that is not too prescriptive could encourage innovation and achieve community buy-in.

Approaching the issue creatively and building on cultural knowledge and understanding were identified as important success factors. Opportunities for inter-cultural exchange were also seen as strengthening project outcomes. It was suggested that new and emerging communities can be engaged by incorporating art and culture into projects and integrating environmental education within that framework. It was noted that the approach needs to consider the lived experience and encourage creativity.

Projects offering a social element and delivering social outcomes were seen to encourage participation and to facilitate environmental outcomes, particularly when working with new and emerging communities, and the OEH should incorporate this into its funding and/or programming approach. Social enterprises are an example where social outcomes and environmental objectives are incorporated, with participants identifying some positive outcomes.

Approaches that include ‘seeing and doing’, such as demonstration projects and using strategies with less reliance on words need to be developed. It would also be valuable to encourage fun approaches, so people connect easily with the project. The research also indicates that building the capacity of individuals is important to ensuring a project has relevance, and engagement strategies should aim to enhance the individual capacity of participants.

Recommendation 4 – Make grant funding processes accessible to potential grantees

The OEH should review its grants application processes to identify opportunities for simplification. This could include:

- Having an EOI process that is relatively simple to complete, and where organisations are successful, the OEH could then provide support to these organisations to develop a more comprehensive application and project plan
- The program and the process of applying should also be promoted widely through a variety of channels to ensure organisations working with CALD communities are aware of funding opportunities.

A common theme in the consultations was that grant funding was not easily accessible, especially for organisations working with CALD communities.

Recommendation 5 – Include accessibility principles in the design of projects

In order to enhance the accessibility of projects, the OEH should consider the following issues:

- Encourage the promotion of projects through diverse channels
- Ensure projects have mechanisms, where appropriate, to accommodate language and cultural needs
- Encourage grant recipients to address practical barriers such as transport and childcare needs in project planning.
The research indicates that projects need to be promoted widely through a diversity of channels in order to reach CALD community members, with many utilising existing networks and relationships in promotion and distribution.

Accommodating language needs (particularly for education programs) and cultural requirements was seen as important for making environmental projects accessible for CALD communities. Addressing practical barriers such as transport and ensuring projects are family focused were also seen as ways of promoting access.

**Recommendation 6 – Support community sector stakeholders and grantees in project management**

In order to *support and promote strong project management*, the OEH should:

- Provide assistance and support to projects/organisations to develop good governance structures including around project management, risk analysis and mitigation, monitoring and evaluation, and contract management
- Balance the need for accountability with reporting requirements that are supported and flexible.

The consultations suggest there is also an opportunity for the OEH to reinforce good governance by providing assistance and support to organisations around project management, risk analysis and mitigation, monitoring and evaluation, and contract management.

The research also indicates the need for reporting requirements to provide accountability and recording success without overburdening organisations with onerous reporting, and to be flexible enough to allow for the timing and reporting structure to adapt with the project over time.

**Recommendation 7 – Network, share information and collaborate with councils and other government agencies**

The OEH could explore opportunities in working with other government agencies to tap into other funding streams. For example, the research suggests OEH may be able to work with councils to encourage developers in new urban development projects with high CALD populations to commit to funding environmental projects and initiatives.

The research also indicates that there may be opportunities for cross-agency links, because of the close relationship between environmental outcomes and health and wellbeing outcomes. Examples include Health, Transport, Family and Community Services (FaCS) and housing agencies.
References


Social Traders on behalf of Sustainability Victoria, 2011, *Support and Strengthen Green Social Enterprise*  

## Appendix 1 – Consultations

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<thead>
<tr>
<th>Organisation</th>
<th>Role</th>
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<tr>
<td><strong>Councils</strong></td>
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<tr>
<td>Ashfield Council</td>
<td>Team Member, Environmental Sustainability</td>
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<tr>
<td>Auburn City Council</td>
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<td>Bushcare Coordinator</td>
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<td>Bankstown City Council</td>
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<td>Team Leader, Resource Recovery</td>
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<td>Bankstown Arts Centre</td>
<td>Director</td>
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<td>Manager Community Development</td>
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<td>City of Sydney</td>
<td>Urban Ecology Officer</td>
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<td>City of Sydney</td>
<td>Coordinator, Waterloo Community Garden</td>
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<td>Fairfield City Council</td>
<td>Manager, Waste Strategy and Sustainability</td>
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<td>North Sydney Council</td>
<td>Senior Sustainability Programs Manager (and Project Manager, SAVE)</td>
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<td>Parramatta City Council</td>
<td>Community Place Development Officer, Community Capacity Building Team</td>
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<td><strong>Alliances</strong></td>
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<td>Western Sydney Regional Organisation of Councils Ltd. (WSROC)</td>
<td>Chief Executive Officer (CEO)</td>
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<td>Deputy CEO</td>
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<tr>
<td>Auburn Diversity Services Inc.</td>
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<td>Auburn Community Development Network (ACDN)</td>
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<td>Urban development / housing</td>
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<tr>
<td>Catholic Care Social Services, Bungarribee (Bunya Development – Urban Growth NSW)</td>
<td>Community Development Officer</td>
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<tr>
<td>Connections (The Ponds development)</td>
<td>Community Development Officer</td>
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<tr>
<td>St George Community Housing</td>
<td>Community Development Officer</td>
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<td>Social enterprise</td>
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<td>Social Traders</td>
<td>Head of Market and Sector Development</td>
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<tr>
<td>Green Connect</td>
<td>Manager</td>
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<td>Training and employment</td>
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<td>MTC Australia</td>
<td>Regional Manager, SEE Program</td>
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<tr>
<td>MTC Australia</td>
<td>Centre Manager, Belmore site, SEE Program</td>
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<tr>
<td>Government</td>
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<tr>
<td>Sustainability Victoria</td>
<td>Manager Business Productivity, Resource Efficiency</td>
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<tr>
<td>Sustainability Victoria</td>
<td>Evaluation Lead, Strategy &amp; Planning</td>
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<tr>
<td>Sustainability Victoria</td>
<td>Project Advisor, Households</td>
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</tbody>
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Appendix 2 – Discussion guide

OEH and Environmental Trust
CALD Project / Multicultural Communities Engagement Project
Discussion guide

Introduction

- I am from the Cultural and Indigenous Research Centre Australia (CIRCA) and we are conducting research on behalf of the NSW Environment Trust and the OEH.

- The OEH has contracted us to undertake research, to map out stakeholders working with CALD groups and/or with a sustainability focus in the greater Sydney metropolitan area e.g. local councils, community and migrant resource centres/services, and environmental organisations. This is so they can get a better understanding of the different sectors involved in working with CALD communities and sustainability; where there are existing intersections; and where they could help build the capacity of individuals, groups and organisations to look after their environment.

- In addition to this mapping exercise, the Trust has also contracted us to investigate what factors influence multicultural community engagement and to look into effective engagement approaches to help the Trust direct its investment.

- The information from this research will also help these agencies to plan appropriately; so they have an informed strategy for possibly partnering and/or collaborating with stakeholders, developing new programs, directing funding and engaging target groups in Sydney and across NSW.

- They are particularly interested in newly arrived and emerging diverse communities, where less is known about their motivations and participation in their community environments.

- There are no right or wrong answers – it is your opinions we are interested in.

- Explain:
  - The feedback you provide is confidential – only the researchers and key OEH staff involved in the project design will have access to the detailed information you provide.
  - It will be important that OEH have the contact details of those who are involved, as they may follow up with individuals if needed, regarding further information, and to invite key stakeholders to provide feedback on project designs.
If during the interview you would like to provide information ‘off the record’, that is no problem at all, and this request will be respected.

We would like to record the interview on a digital recorder. The recording is just for the research team to help us with our notes so that our report includes all your thoughts/ideas. Are you happy for us to record the discussion?

Participation is voluntary, and you can choose not to participate in part or all of the discussion.

- Confirm that they are happy to participate and start recording.

Introduction

1. Brief introductions – talk a little bit about roles, involvement with OEH/Trust environment/sustainability projects, CALD communities, etc.

Experience

2. What has been your involvement with CALD sustainability/environment projects? Explore/please describe the project(s)? Including details on who was involved (language group, religious group, new arrivals, etc.).

NOTE – Some information from the questions below will already be known from reports, websites and other background research. Questions will be introduced with specific project knowledge, to get to the core questions regarding elements of success, barriers and future plans. Probe where there are gaps, but focus is on their view of the program.

If not implemented a CALD project/program

3. Are there any reasons why CALD community members have not been included in any environmental programs conducted?

For those who have implemented a CALD project/program

Prompt for:

4. Number involved/CALD backgrounds included

5. Length of time of project

6. Partners

7. Promotion strategies

8. Resourcing/Funding
9. What were the outcomes of the project?

10. Social – behaviour change experienced, connection to communities/networks, language, any unintended consequences

11. Environmental – positive impacts on environment

12. Economic – Capacity building, employment opportunities, cost-saving, social enterprise, diverse funding sources, etc.

13. [IF RELEVANT] Why didn’t the program continue?

14. What were the success factors/what worked well? (PROMPT if relevant – e.g. leadership, collaboration, high level of interest/motivation, approach, etc.)

15. What motivated the involvement of your organisation?

16. What motivated the involvement of CALD community members?

17. What were the challenges/barriers/what didn’t work well? (PROMPT if relevant – e.g. short term funding, limited previous experience, lack of leadership, limited collaboration, lack of funding for infrastructure and other project components, lack of appreciation for different ways of working/beliefs, etc.)

18. Any lessons about increasing involvement/accessibility of CALD community members in sustainability/environmental projects?

19. Overall, what did you think of this project – anything you liked about being involved/anything you didn’t like?

**CALD engagement**

20. What do you think are the environmental issues of interest/relevance/importance for CALD communities? Do you think these are different for different age groups/life stages? (PROMPT if relevant – e.g. nature and animal conservation/land and bush care, sustainability/sustainable living, biodiversity, environmental health such as air quality, waste minimisation, energy and water use, renewable energy and climate change)

21. What do you think are the environmental issues of interest/relevance/importance for your organisation?

22. [IF NOT ALREADY COVERED] What do you see are the motivators to involvement in environmental projects/programs for CALD communities? What about for your organisation?

23. What do you see are the barriers to involvement in environmental projects/programs for CALD communities? What about for your organisation?
24. What do you think best practice community engagement looks like for CALD communities?

25. What are the opportunities for life-long behaviour change/engagement of CALD community members in relation to the environment/environmental issues?

26. Do you think that social media could play a role in engaging CALD communities around environmental programs/issues?

Support/collaboration

27. What experience do you have in developing collaborative relationships with other organisations on programs/projects and specifically around environmental projects?

28. Do you have any ideas for future collaborations that could enhance CALD community engagement in the environment/environmental issues/programs?

29. When thinking about future opportunities and potential collaborations, what do you think are the skills/strengths that your organisation could bring to projects engaging CALD communities in the environment/sustainability? (Prompt if relevant: What are the skills/strengths that you would like other organisations to bring?)

30. What advice would you give the OEH and the Trust to enhance involvement and sustainability of environmental programs for CALD communities?

31. What support could the OEH and/or the Trust provide organisations to encourage and support engagement with CALD communities about the environment? Are there opportunities for these agencies to partner with your organisation to support you to deliver environmental programs/provide environmental education?

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>Practical Details</th>
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<tbody>
<tr>
<td>Capacity building</td>
<td>e.g. Formal and informal training</td>
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<td>Support with grant writing</td>
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<td>Resource development</td>
<td>e.g. In-language materials</td>
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<tr>
<td>Building networks</td>
<td>Linking with other organisations, such as locally based support options</td>
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<tr>
<td>Networking</td>
<td>Bringing together groups working on similar projects for shared learning</td>
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<tr>
<td>Research</td>
<td>Case studies</td>
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<td>Reports on what has worked in the past</td>
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<td></td>
<td>Information on CALD communities</td>
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</table>
Long-term Sustainability

32. Any suggestions for enhancing the longer-term life of projects like this? – e.g. other funding options/ways that you could be supported to deliver a self-funded model so that projects have a longer timeframe and can continue beyond the initial funding?

One option is for environmental/sustainability projects to be linked to projects/activities your organisation already does, so that the grant supports what you are already doing. Could you see this working for your organisation? (especially relevant for MRCs)

The future

33. Would you be interested in being contacted by OEH (this could be in relation to asking for further feedback on project design, or being involved in workshops, etc.)? Check contact details (and confirm the type of information that will be provided, and check if there is anything sensitive that they do not want passed on)

34. Are there any evaluation reports on your program/other programs that you know of that you can send us?

35. Anyone else you can think of that we should be consulting with in this project?

Thank and close
# Appendix 3 – Table of projects

The information in this table is based on feedback obtained during the qualitative interviews and from evaluation reports and program documentation where these were available.

<table>
<thead>
<tr>
<th>Organisation name</th>
<th>Project name</th>
<th>Project type</th>
<th>Aims/goals</th>
<th>Other organisations involved</th>
<th>Funder</th>
<th>Description</th>
<th>Year</th>
<th>Outcomes</th>
<th>Evaluation report</th>
</tr>
</thead>
<tbody>
<tr>
<td>Auburn City Council</td>
<td>Bushcare and education</td>
<td>Education</td>
<td>To reduce the contamination of recycling bins to below 15%</td>
<td>Council</td>
<td>Nine different strategies were trialed and measured over a six-month period resulting in the adoption of a personal feedback strategy via a ‘Well done’ or ‘Oh no’ postcard in the mailbox that congratulated residents who had ‘recycled right’ and informed those who had contaminated their recycling and door knocking residents to answer questions about recycling and ensure that residents were aware of how to use the bins correctly</td>
<td>Ongoing</td>
<td>Significant reductions in recycling bin contamination. The evaluation showed the contamination of recycling bins reduced from 28% to 10% in areas where residents signed a pledge, and from 31% to 8% where residents received personal feedback</td>
<td>Campaign results outlined in video: <a href="https://www.youtube.com/watch?v=4YvoH2oJ6&amp;feature=youtu.be">https://www.youtube.com/watch?v=4YvoH2oJ6&amp;feature=youtu.be</a></td>
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<tr>
<td>Bankstown City Council</td>
<td>Recycle Right</td>
<td>Education/behaviour change</td>
<td>To reduce the contamination of recycling bins to below 15%</td>
<td>Council</td>
<td>Workshops to capture stories of water through writing or drawing and to provide water education. Trip to Warragamba Dam in which cultural stories of water were exchanged and information about the dam was provided. Postcards, a short documentary and posters were also developed. Short video developed available on YouTube (<a href="https://www.youtube.com/watch?v=M2XjVDFS8">https://www.youtube.com/watch?v=M2XjVDFS8</a>)</td>
<td>2010-2014</td>
<td>Improved understanding of water issues. Cross-cultural exchange. Positive social outcomes</td>
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<tr>
<td>Bankstown Arts Centre</td>
<td>Cross Currents: Stories of Water (part of Water in the Landscape)</td>
<td>Arts and education</td>
<td>Provide a forum to share stories, opportunity for cross-cultural exchange and education about water</td>
<td>NSW Environmental Trust</td>
<td>In-language workshops re living sustainably facilitated by staff from community organisations including chemical-free cleaning, waste minimisation, worm farming</td>
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<tr>
<td>Fairfield City Council</td>
<td>Education</td>
<td>CALD community organisations</td>
<td>Program targeting younger men where mental health issues and social isolation were of concern. Provided field trip, and this provided as opportunity to talk with these men about linking them into existing services in a fun and safe approach. Project included bush regeneration</td>
<td>The then Department of Immigration and Indigenous Affairs</td>
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<td>Parramatta City Council</td>
<td>Field trips</td>
<td>Local council – providing expertise in working with multicultural communities, TAFE outreach – partner providing free English classes to tenants</td>
<td>Provided language-specific services and Translating and Interpreting Service (TIS) access.</td>
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<td></td>
<td></td>
<td>Power saving</td>
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<tr>
<td>Alliances</td>
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<td>Cooks River Alliance</td>
<td>Worked on a range of projects including ACDN, Blacktown Youth Development Services, WSROC</td>
<td>Local councils and Commonwealth government</td>
<td>Recently commissioned to undertake this project</td>
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<td>Ongoing</td>
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<tr>
<td>Organisation</td>
<td>Project</td>
<td>Community Engagement</td>
<td>Description</td>
<td>Details</td>
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<tr>
<td>WSROC</td>
<td>Water in the Landscape</td>
<td>Community engagement/education</td>
<td>Wide range of organisations was funded through WSROC. Program entered into a partnership with the University of Western Sydney to investigate the capacity of artistic and cultural practitioners to develop and convey effective environmental messages</td>
<td>Water in The Landscape was a three-year environmental community engagement Program (2010-2012) funded by the NSW Environmental Trust. The Program aimed to engage the Western Sydney community in water management issues, and included 18 cultural projects with approximately 13,100 individual participants as well as local community consultation forums and use of online social media tools. 2010-2012. Approximately 13,500 people have been directly involved in the program through the forums and cultural projects. And through the reach of social and traditional media the program connected with another 40,000 Western Sydney residents. <a href="http://wsroc.com.au/finish/2012">http://wsroc.c om.au/finish/y 2012</a></td>
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<tr>
<td>CALD organisations</td>
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<td>MRC employed bilingual auditors who conducted audits of community organisations and local businesses and assisted with improving energy efficiency through the provision of energy saving devices. Also, 260 energy efficiency workshops were run. The project was supported by a website and handbook. 2013-2014. 150 organisations and businesses were engaged through the project. Observed changes in the way businesses used energy. People were awarded for achievements and invited to annual event.</td>
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<tr>
<td>Community MRC</td>
<td>Macarthur Food Security Project</td>
<td>Community gardens, community kitchens and a community pantry</td>
<td>To address concerns over food security in disadvantaged communities across Macarthur</td>
<td>A number of food security initiatives supported through the project. Training, support and ongoing workshops to assist the implementation of the projects and encourage community participation, as well as expertise as needed via the Food Security Project Officer. Small grants to support organisations to sustain work on food security. 2012-2013. 15 small grants provided as part of project. Overall, 450 community members involved in 3 LGAs</td>
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<td>MDSI</td>
<td>Minto Community Development Project</td>
<td>Community engagement and support/education</td>
<td>To support the development of environmentally and socially sustainable services, events, groups and activities in the Minto community</td>
<td>The collaboration with this broad group of organisations provides opportunities to identify and develop role model engagement approaches. The Community Development Facilitator consults with the community and provides direction and support for residents to develop and maintain ongoing community projects. Ongoing</td>
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<td>MDSI</td>
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<tr>
<td>SydWest Multicultural Services</td>
<td></td>
<td>Education</td>
<td>Workshops/information sessions re waste and recycling. Also involved in tree planting with council</td>
<td>Ongoing</td>
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<tr>
<td>Urban development / housing</td>
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<td>Tree planting</td>
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<tr>
<td>Catholic Care Social Services – Bungarribee (Bunya Development – Urban Growth NSW)</td>
<td>Community garden and education</td>
<td>Community development worker runs composting, worm farming and gardening workshops to inform residents in new release development</td>
<td>Ongoing</td>
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<tr>
<td>Connections – The Ponds development</td>
<td>Education</td>
<td>Blacktown City Council</td>
<td>Gardening workshops (community garden in the pipeline)</td>
<td><em>Good turnout</em></td>
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<tr>
<td>St George Community Housing</td>
<td>Community Gardens</td>
<td>Improve housing and livability, Royal Botanic Gardens and Domain Trust – deliver education workshops;</td>
<td>Developed community gardens in several tenancy blocks. Managed by a project officer. Deliver gardening and sustainability workshops to garden</td>
<td>Ongoing Residents spoke of the importance of green space</td>
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<td>Social enterprise</td>
<td>Green Connect</td>
<td>Social Traders</td>
<td>Training and employment</td>
<td>Government</td>
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<td>Macquarie University – workplace placements for students studying interpreting; local council – providing expertise in working with multicultural communities, developing action plans, providing council information in welcome kits, council staff visiting residents to provide information. An example was a partnership with BoysTown, where BoysTown clients gained experience in landscape construction, irrigation, shed construction, planting and general site works.</td>
<td>Westpac Foundation, Scanlon Foundation</td>
<td>Non-government organisations (NGOs) and OEH</td>
<td>Have resource recovery business that manages waste at festivals, and social goal is offering employment opportunities to refugees. The sustainable agriculture enterprise (Urban Grown) provides chemical-free produce and is based at Warrawong High School</td>
<td>Conducted project for Sustainability Victoria assessing green social enterprises in Victoria. Also identified a number of social enterprises in waste management and food production. In many cases the social outcome is related to employment opportunities, while the business opportunity is environmental.</td>
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<td>Two social enterprises – a resource recovery business, and a chemical-free urban farm</td>
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<td>Sustainability Victoria</td>
<td>Found that at the time there were 111 green social enterprises in Victoria. Identified needs and provided recommendations to Sustainability Victoria</td>
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<tr>
<td>Range of projects discussed</td>
<td>Sustainability Victoria</td>
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<tr>
<td>MTC Australia</td>
<td>Home Power Savings Program</td>
<td>Energy saving</td>
<td>Reduce power use and bills for low-income households</td>
<td>MTC Australia, OEH</td>
<td>OEH</td>
<td>Workshops were delivered to MTC’s CALD clients about saving energy and water in the home. Community members were signed up for a home power assessment and an energy-saving kit 2012</td>
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<td>The program at the sites is facilitated through welfare NGOs. They select and train energy assessors and installers and an administrative support person from people who have experienced barriers to obtaining employment. Each household can receive approximately $350 worth of energy and water efficiency products or services, including a plumber, if necessary 2003 to 2009</td>
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<tr>
<td>Sustainability Victoria</td>
<td>Energy efficiency</td>
<td>A range of NGOs were contracted to deliver the project</td>
<td>Sustainability Victoria</td>
<td>Assisted over 500 low-income households to save energy and water. Those who have experienced long-term unemployment and people with multiple barriers to employment have been able to enter or move toward ongoing employment in the same or related fields; others have developed skills or attributes that have assisted them to move into their field of interest</td>
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