Multicultural communities' engagement with the environment
Research report

NSW Environmental Trust

April 2015

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Public release of research findings for multicultural communities' engagement

In 2014-2015 the NSW Environmental Trust commissioned research to investigate effective engagement approaches with multicultural communities in NSW in order to better understand the needs and constraints faced by these communities and the most helpful ways to work with organisations and community groups to overcome these. The Trust has previously funded environmental education and engagement projects with multicultural communities and has found a strong interest and desire to build on these learnings and encourage broader opportunities for participation and engagement with the environment.

This investigation project is now complete and a comprehensive research report has been produced. The research report details the attitudes, behaviours, motivators and barriers to community participation and also sets out elements of good practice.

The Trust recognises that there is growing interest within the wider community, as well as those working with multicultural communities, to better understand the larger picture of our culturally diverse state and some of the motivations and barriers that multicultural communities may face when considering participation in environmental activities or projects.

The Trust is pleased to be able to release these findings into the public domain and hopes this work will assist in informing and encouraging discussion amongst the varied communities and organisations that are involved in this area.

The Trust asks that any third parties who wish to use the information contained within the report contact the Trust first for approval.

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

Executive summary

The NSW Environmental Trust (the Trust) is seeking to maximise the impact of its grants and funding by increasing engagement with culturally and linguistically diverse (CALD) communities.

The Trust engaged Cultural Perspectives (trading as the Cultural and Indigenous Research Centre Australia (CIRCA)) to conduct research and develop a Multicultural Community Engagement Framework (the Framework)) in order to provide directions for future investment of the Trust. The evidence gathered from this project will be used to develop strategic approaches for targeting the Trust's programs so that they effectively engage CALD communities. This report details the research findings and the recommendations for the Trust. The Framework is a separate document that focuses on the strategic opportunities for the Trust, and the implications for incorporating elements of good practice for engaging CALD communities in environmental related issues in program design and project implementation.

Structure of the report

Section 1 provides background information and summarises the methodology. Section 2 provides an overview of available data for CALD communities in NSW. Section 3 presents the findings from the group discussions with community members from CALD backgrounds and key informants in relation to knowledge and awareness of the environment and environmental concerns, individual behaviours, level of engagement in environmental initiatives, and behaviour change. Section 4 presents the findings from the discussions with community members and key informants in relation to motivators and barriers to participation in environmental projects among CALD community members and the drivers and challenges for organisations to develop and implement environmental projects that engage CALD communities. The key themes that emerged across the literature and the interviews with key informants in relation to the elements of good practice for meaningfully engaging CALD communities in environmental related issues and projects are presented in Section 5.

Methodology

The methodology for the project comprised the following elements:

◖ Desktop research – initial scoping, data analysis and a literature scan

◖ Consultations with community members – six mini group discussions (4-5 participants) with CALD community members who speak a language other than English at home and were born in China, Vietnam, Lebanon, Iraq, Sudan and Korea

◖ Consultations with key informants including representatives from organisations working with CALD communities, local councils and alliances, not-for-profit organisations, government, social housing and urban development organisations, and social enterprises – 50 key informants from 35 organisations across NSW

◖ Workshops with key informants to present the research findings and gather feedback on the draft strategic opportunities – three workshops with 47 participants in total were conducted.

Community understanding, attitudes and behaviours

The 'Australian environment' and the 'local environment'

The discussion groups with community members found that the 'environment' was understood to refer to habitats, ecosystems and climate. Environmental issues identified included climate change, increased rainfall and global warming. Local issues such as littering, illegal dumping, pollution and recycling were also identified.

Some participants felt that community concern for the environment could be greater. For new migrants environmental issues were considered a lower priority given more immediate settlement concerns.

Generally, the Australian environment was considered to be clean, tidy and unpolluted compared with other countries. Community education through television, children and grandchildren were identified as the main sources of information about the environment.

When thinking about their local environment, participants put more emphasis on tidiness and orderliness, rather than air, soil or water quality, biodiversity, congestion or green spaces. Pride in their local area and keeping the community clean was felt to be an important aspect of civic responsibility.

Participants expressed minimal engagement with environmental protection and promotion activities aside from cleanliness, recycling and home water / energy saving.

Attitudes and behaviour change

Since moving to Australia, the key behaviour changes identified were recycling and better waste management. Facilitators for change included community education, available infrastructure (i.e. council bins and collection), regulation and penalties, children's influence and migration instilling a sense of civic responsibility.

Participation

Almost all community members consulted had never volunteered for a community organisation, program or event. Only a few participants had heard of environment-specific opportunities and programs.

The most significant barrier to participation identified by respondents was time. Other barriers included not knowing about environmental programs, lack of knowledge on issues, not being invited to participate, limited motivation, low relevance, and language barriers.

Motivators

Community members identified what might motivate them to get involved in environmental programs. Suggestions included:

- ◖ Focus on something that directly affects daily life

- Have clear organisation and a clear purpose or call to action
- Link with children's school activities
- Provide a clear explanation of what involvement would entail
- Provide practical tips in the home or education through hands-on experience
- Include a social element or group activity
- Focus on the local environment, local green spaces and parks
- Provide childcare
- Engage with community members and provide opportunities to be involved as a family or with other community members
- Provide incentives or strategies that provide rewards.

Additional motivators identified by key informants included:

- Strategies to reduce household costs (i.e. reduced energy or water consumption)
- Social inclusion and community connection
- Getting to know the local or Australian environment (e.g. parks, reserves, waterways and beaches).

Suggested mechanisms for engagement included arts and culture workshops, programs for children and community gardens.

Community benefits and interest

Benefits to participation in environmental programs identified by community participants included: personal satisfaction, self esteem, being a role model to children and other community members, feelings of belonging and social inclusion, meeting people, learning skills, fulfilling a moral or civic duty and knowledge that you are helping protect the future of the environment.

General environment topics of interest noted were clean air, renewable energy, energy efficient appliances, environmentally friendly cleaning products and methods, energy efficient transport and reducing waste.

Organisational involvement

Key informants indicated their organisations were motivated to engage with CALD communities and provide community members with knowledge important for living in Australia, such as waste and recycling, awareness of the Australian landscape and enjoyment of the environment.

Opportunities identified included urban development and enhancing connections with green space. Projects with benefits across multiple sectors such as health and welfare were motivating for organisations' involvement. Key challenges identified were limited staff and project resources, knowledge, needing environmental "champions" to get projects started, difficulties in CALD community engagement due to mobility, difficult grants processes and organisations competing for limited funds.

Supporting organisations

Opportunities for better supporting organisations to deliver environmental projects with CALD communities included: training for workers, peer education, access to environmental expertise, partnership development between CALD and environmental agencies, accessible resource provision (including multilingual resources) and supporting CALD organisations to become more sustainable themselves.

Elements of good practice

Across the literature and the interviews with key informants, key themes emerged in relation to the elements of good practice in meaningfully engaging CALD communities in environmental related issues and projects. The following elements were identified:

◖ Partner and collaborate with CALD community members and organisations – building genuine connections is critical for effective community engagement, and developing trustful relationships requires time and resources.

◖ Involve CALD communities in planning, implementation and review – co-designing and delivering projects with target communities is important for effective community engagement.

◖ Develop accessible and tailored communications – face-to-face communication is key when engaging CALD community members and it is important to ensure language and communications are relevant and accessible to the diverse range of community participants that may be involved.

◖ Acknowledge broader social outcomes – projects that offer a social element and deliver social outcomes encourage participation, particularly when working with newly-arrived migrants.

◖ Promote social participation – social activities build opportunities for CALD community members to interact in and get to know their local environment and community, build social networks and facilitate opportunities for different segments of the community to come together.

◖ Build capacity – capacity building for community members as well as organisations and staff involved is an important component in effective community engagement and project delivery.

◖ Document and celebrate success – gathering feedback is critical to successfully engaging with CALD communities, and can enhance partnerships and collaboration, and lead to continuous improvement.

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1. Introduction

1.1 Background

The NSW Environmental Trust (the Trust) is an independent statutory body established by the NSW Government to fund and oversee projects that enhance the environment of NSW. As part of its functions, the Trust has funded environmental education and engagement projects with culturally and linguistically diverse (CALD) communities.

The Trust is seeking to maximise the impact of its grants and funding and understands that many of the projects it funds need to better engage with CALD communities, including those communities that have a long migration history and are well-established in the community, as well as those more newly-arrived communities.

The Trust has engaged Cultural Perspectives (trading as the Cultural and Indigenous Research Centre Australia (CIRCA)) to conduct research and develop a Multicultural Community Engagement Framework (the Framework) to effectively engage CALD communities and direct the investment of the Trust in the future. 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.

The research seeks to deliver an improved understanding about the barriers, drivers and approaches required to support sustainable engagement programs with CALD communities. The Trust anticipates that future funding programs will use evidence gathered from this project to ensure strategic targeting of programs. The project seeks to provide a framework for decision making, program design and priority-setting that is informed by evidence, appropriate for the audience and supported by best practice approaches.

The project is informed by information gathered through both primary and secondary research that explores:

◖ The factors that influence CALD community engagement

◖ Key lessons from best practice CALD community engagement projects

◖ The requirements of multicultural community engagement to support long-term sustainability of projects.

1.2 Methodology

The methodology for this research project comprised three main elements:

◖ Desktop research

◖ Consultations with community members

- Consultations with key informants.

Desktop research

The secondary research component of the project involved three elements: an initial scoping, an analysis of available data in relation to CALD communities in NSW, and a literature scan.

Initial scoping

The initial desktop scoping was undertaken to identify the following:

- Sustainability and environmental programs that have been implemented with CALD communities in NSW

- Organisations working with CALD community members in NSW.

As part of this stage an initial list of key informants was developed. This list was further developed and refined throughout the project in consultation with the Trust.

Data analysis

An analysis of data sourced from the Australian Bureau of Statistics Census on Population and Housing 2011 and Settlement Reporting Data from the Department of Immigration and Border Protection was conducted to provide an overview of the data relating to CALD communities in NSW.

Literature scan

The literature scan identified current literature on best practice in community engagement with CALD communities for sustainability projects and programs. The areas of investigation for the desktop research included:

- Multicultural community background and context, including demographics, attitudes, facilitators, barriers, needs, contexts and considerations

- Best practice for engaging multicultural communities, including models, frameworks, and strategies for engagement, as well as specific examples or case stories

- Environmental topics, including emerging environment issues of relevance to the target audience.

The academic databases and search engines used to source material for inclusion in the literature scan included ScienceDirect, EBSCO databases, Scopus, Wiley, Web of Science, Oxford journals, Cambridge Journals, and others. The desktop research reviewed available data on CALD communities and environmental issues, peer reviewed publications and past and current programs (including grey literature).

Australian based publications were prioritised, with international literature included in subsequent searches. International literature was inclusive of settings comparable to the NSW context, and included the United Kingdom, Canada, and the United States of America.

The literature included was that which has appeared in a peer-reviewed publication. Grey literature in relation to past or current programs was also included (e.g. evaluation reports that had not been published in peer-reviewed contexts).

Consultations with community members

Six mini group discussions (4-5 participants) with CALD community members who speak a language other than English at home and were born overseas were conducted as part of the project. The consultations were conducted between 23 October and 3 November 2014 as outlined in the following table.

Table 1: Community consultations

Country of birth	Age range	Gender	Group location
China	25-40yrs	Mix of male and female	Sydney
Vietnam	35-50 yrs	Mix of male and female	Sydney
Lebanon	45+ yrs	Mix of male and female	Sydney
Iraq	35-50 yrs	Mix of male and female	Sydney
Sudan	25-40 yrs	Mix of male and female	Sydney
Korea	25-40 yrs	Mix of male and female	Sydney

All community consultations were facilitated in languages other than English by experienced bilingual research consultants. Group discussions were approximately 1.5 hours in length and participants were provided with $80 to compensate them for their time. A copy of the discussion guide is at Appendix 1.

Consultations with key informants

Consultations were conducted with 50 key informants from 35 organisations across NSW.[1] Consultations were conducted with representatives from local councils, peak bodies, alliances, CALD organisations, urban development/housing organisations, social enterprises, training and employment organisations and government. Key informants were identified during the initial desktop scoping

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[1] The initial project scope for the Trust project comprised consultations with 15 key informants. At the time, CIRCA was also contracted by the Office of Environment and Heritage (OEH) to undertake a project to map stakeholders who have the capacity to deliver successful programs with a sustainability focus to CALD communities in the Greater Sydney Metropolitan area. That project was designed to complement the Trust project. As the stakeholders to be consulted for this project and the OEH 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.

exercise and CIRCA liaised with the Trust to identify organisations to be included in the consultations. The feedback obtained in the initial consultations provided a broader understanding of projects that have been implemented, organisations who work with CALD communities in the sustainability space, those who may lack capacity in this space, and other potential partners for delivering programs with CALD communities and was used to refine the key informant list for the remaining consultations.

Consultations were conducted both individually or in pairs or small groups and a mix of telephone and face-to-face consultations were conducted according to key informant preferences from 5 August to 11 December 2014. Consultations ranged from 60 to 90 minutes duration. A full list of the organisations consulted as part of the research is at Appendix 2. A copy of the discussion guide is at Appendix 3.

Workshops with key informants

A series of workshops was conducted with key informants to present the research findings and gather feedback on the draft strategic opportunities. The workshops were conducted from 19 March to 1 April 2015 as outlined in the following table.

Table 2: Workshops with key informants

Location	Date	Target audience	No. of participants
Parramatta	19 March 2015	Environmental Trust, OEH and Environment Protection Authority staff	14
Parramatta	31March 2015	Organisations working with CALD communities	20
Blacktown	1 April 2015	Organisations working with CALD communities	13

A total of 47 participants attended the workshops. A list of organisations that were represented at the workshops is at Appendix 4. The feedback obtained during the workshops was incorporated into the revised Framework.

2. CALD communities in NSW

This section will provide an overview of the data relating to CALD communities in NSW.

2.1 Demographics

Data provided in the following section has been primarily sourced from the Australian Bureau of Statistics Census on Population and Housing 2011 (Australian Bureau of Statistics, 2011) and Settlement Reporting Data up to 1 July 2014 (Department of Immigration and Border Protection)

This chapter provides an overview of available CALD data for NSW in order to provide a framework for developing targeted programs for NSW's CALD communities.

This section includes information on CALD population size, the largest CALD communities based on country of birth and language spoken at home, and key migration trends over time. Data has also been provided on age, English language proficiency, gender and geographical location.

Snapshot

NSW is one of the most culturally diverse states in Australia. Residents of NSW speak more than 200 languages other than English at home, and NSW' residents came from more than 240 countries of birth.

At the 2011 Census, 25% of NSW' total population was born overseas, and 18% were born in a non-English speaking country. Twenty-two percent of the people of NSW spoke a language other than English at home in 2011 as shown in Table 1 below. Ninety-two percent of the non-English speaking population reside in metropolitan Sydney, and 32% of the Sydney population speak a language other than English at home.

Table 3: Metro - regional split by language spoken at home NSW

	Sydney	Balance of NSW	Total - NSW
Total persons who speak a language other than English at h```ome	1,414,946	125,808	1,540,754
% as a proportion of total population	32%	5%	22%
Total NSW Population 2011	4,428,998	2,527,497	6,956,495

Source: ABS 2011 Census of Population and Housing

Largest CALD communities

In 2011 the 20 largest CALD communities residing in NSW represented 69% of NSW's total CALD population. Figure 1 below provides the 20 largest countries of birth (excluding main-English speaking countries) for residents of NSW at the 2011 Census, and Figure 2 indentifies the largest 20 languages spoken in NSW according to the 2011 Census.

Figure 1: Largest 20 Countries of Birth (Excluding main non-English speaking countries)
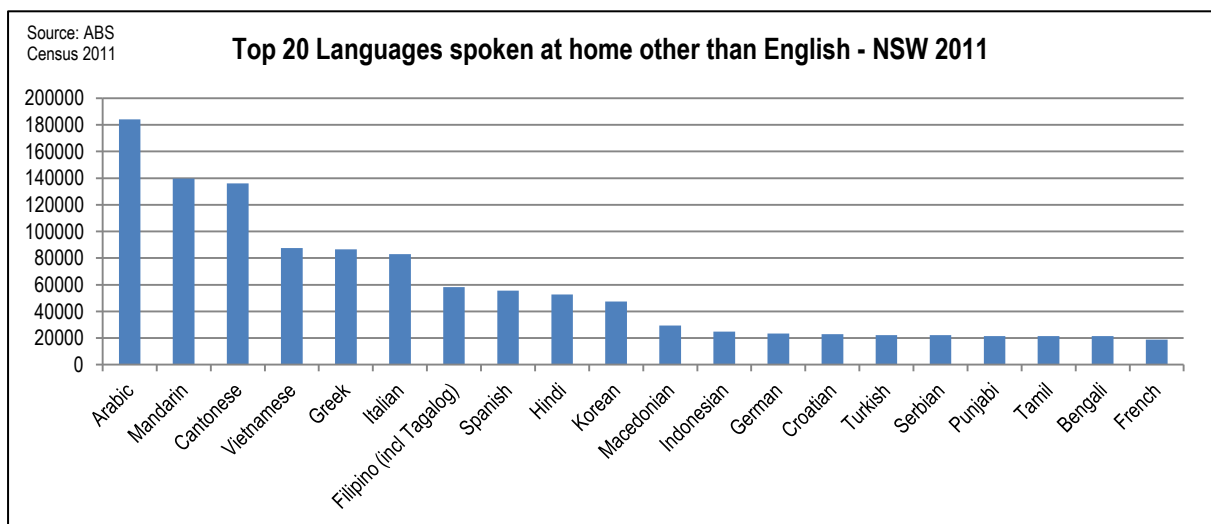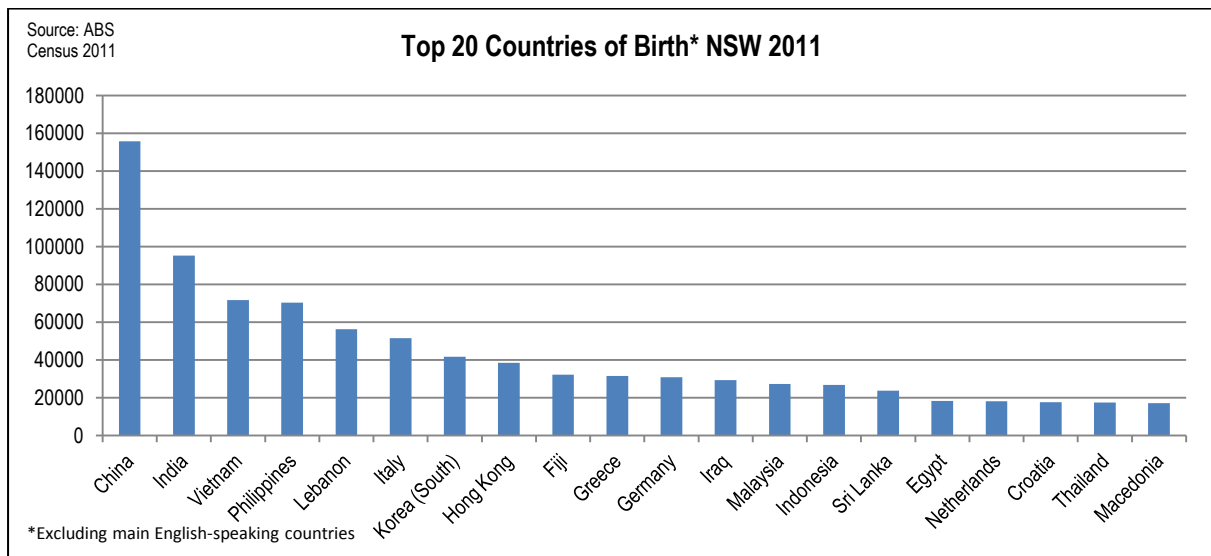
Figure 2: Largest 20 languages spoken at home other than English

The China-born population is the largest CALD community in NSW, and the Chinese-speakers represent the largest population by languages spoken at home other than English when Cantonese, Mandarin and other Chinese dialects are considered. Arabic, Vietnamese, Greek, Italian and Filipino (incl. Tagalog) speaking communities are the next largest CALD communities.

India was the second-largest country of birth in 2011, but while Hindi is the largest Indian language spoken in NSW it is only the ninth largest overall. Other significant community groups residing in NSW include Spanish, Korean, Balkan communities (Macedonia, Croatia, and Serbia), Indonesian and Turkish.

English language proficiency

At the 2011 Census, approximately 17% of NSW's CALD population spoke English poorly or not at all. Figure 5 below provides data for the top 30 languages spoken in NSW and is ranked by the percentage of poor English language proficiency.

Figure 3: Largest 30 languages spoken at home in NSW, ordered by percentage of poor English language proficiency
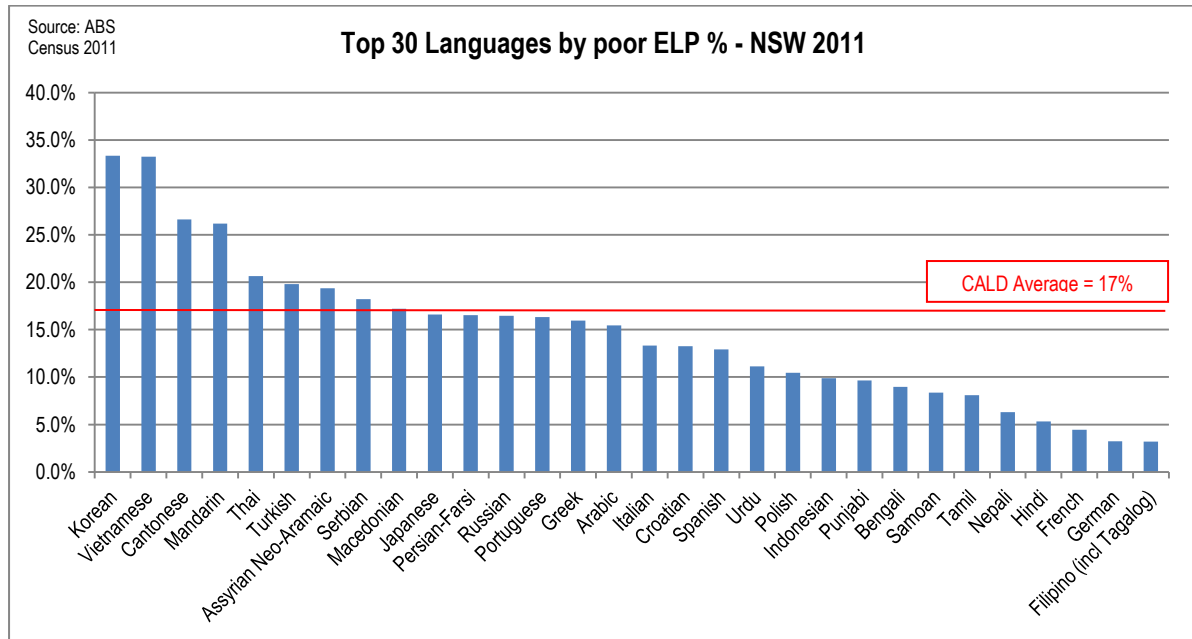
English language proficiency is an important indicator for a community's need for language support. As can be seen from Figure 5, Korean, Vietnamese, Cantonese and Mandarin (Chinese) speakers have the highest poor English language proficiency. It is not surprising to find these communities with some of the most vibrant and largest in-language media in NSW.

Poor English language proficiency is generally more pronounced in older populations as can be seen in Figure 4 below. The proportion of the CALD population that can speak English well and very well decreases with age, and the proportion that has difficulties with English increases with age.

Figure 4: Percentage of English language proficiency by age

Source: ABS Census 2011

English Language Proficiency (ELP) by Age

Legend: ■ ELP Well/Very well   ■ ELP Not well/Not at all
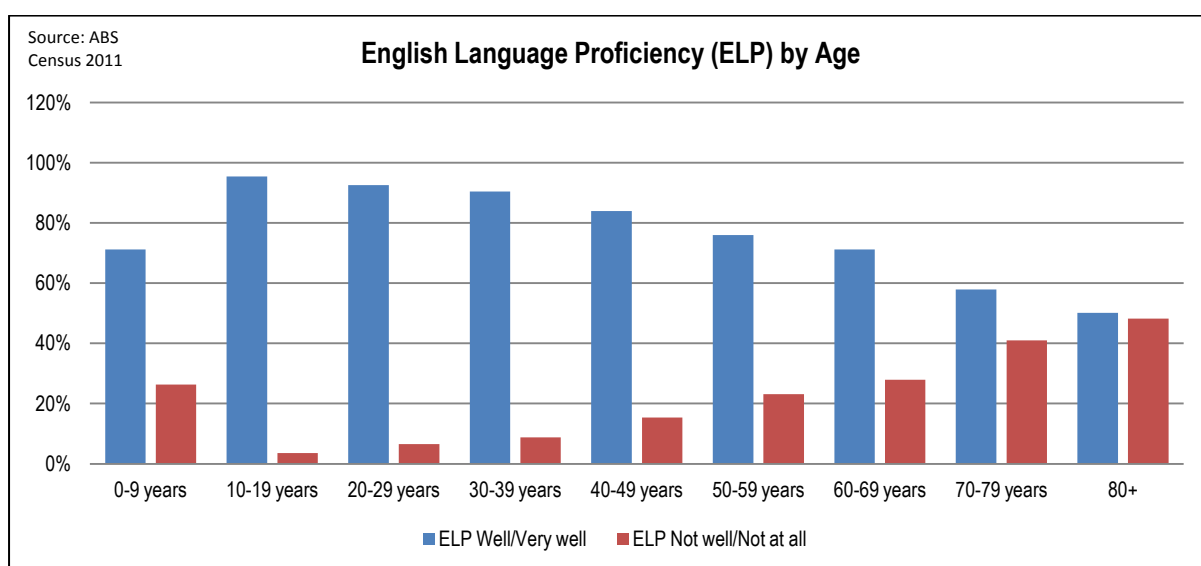
Geographical spread – metro and regional NSW

Sydney by LGA

Ninety-two percent of the NSW CALD population reside in Sydney. Table 3 below provides a snapshot of the 20 largest LGAs based on the population of residents who speak languages other than English at home. Fairfield City has the largest total non-English speaking background population of 130,489 which represents two-thirds of the total population.

Table 4 Largest 20 Local Government Areas by language spoken at home

LGA	NESB Total	Total NESB %	Top 5 Languages				
			1	2	3	4	5
Fairfield	130,489	69%	Vietnamese	Arabic	Assyrian Neo-Aramaic	Cantonese	Spanish
Blacktown	110,125	36%	Filipino (incl. Tagalog)	Hindi	Arabic	Punjabi	Samoan
Bankstown	99,266	54%	Arabic	Vietnamese	Greek	Cantonese	Mandarin
Liverpool	89,164	49%	Arabic	Hindi	Vietnamese	Italian	Spanish
Canterbury	87,226	63%	Arabic	Greek	Mandarin	Cantonese	Vietnamese
Parramatta	83,369	49%	Arabic	Mandarin	Cantonese	Korean	Hindi
Rockdale	52,594	54%	Greek	Arabic	Mandarin	Macedonian	Cantonese
Auburn	52,018	69%	Arabic	Cantonese	Mandarin	Turkish	Korean
Sydney	51,153	26%	Mandarin	Cantonese	Thai	Indonesian	Korean
Holroyd	50,076	50%	Arabic	Tamil	Hindi	Mandarin	Cantonese
The Hills Shire	47,969	28%	Cantonese	Mandarin	Korean	Arabic	Hindi
Hornsby	44,037	28%	Cantonese	Mandarin	Korean	Hindi	Arabic
Ryde	43,012	41%	Mandarin	Cantonese	Korean	Italian	Armenian
Randwick	38,453	29%	Mandarin	Greek	Cantonese	Indonesian	Spanish
Hurstville	38,291	48%	Cantonese	Mandarin	Greek	Arabic	Macedonian
Campbelltown	36,462	25%	Arabic	Filipino (incl. Tagalog)	Hindi	Samoan	Bengali
Kogarah	27,746	49%	Mandarin	Cantonese	Greek	Arabic	Macedonian
Canada Bay	26,976	35%	Italian	Mandarin	Cantonese	Korean	Greek
Penrith	25,676	14%	Arabic	Filipino (incl. Tagalog)	Italian	Maltese	Hindi

| Sutherland Shire | 24,079 | 12% | Greek | Arabic | Cantonese | Italian | Mandarin |

Regional NSW

Figure 5 and Table 4 below provide an overview of cultural diversity in regional NSW, and demonstrate that the largest populations by languages spoken at home other than English in regional NSW differ from the state-wide and Sydney metropolitan populations. In regional NSW, the Italian population is the largest, and the Macedonian, German, Spanish, Mandarin and Greek speaking communities are the next largest CALD communities in regional NSW.

Figure 5: Largest languages spoken at home, regional NSW
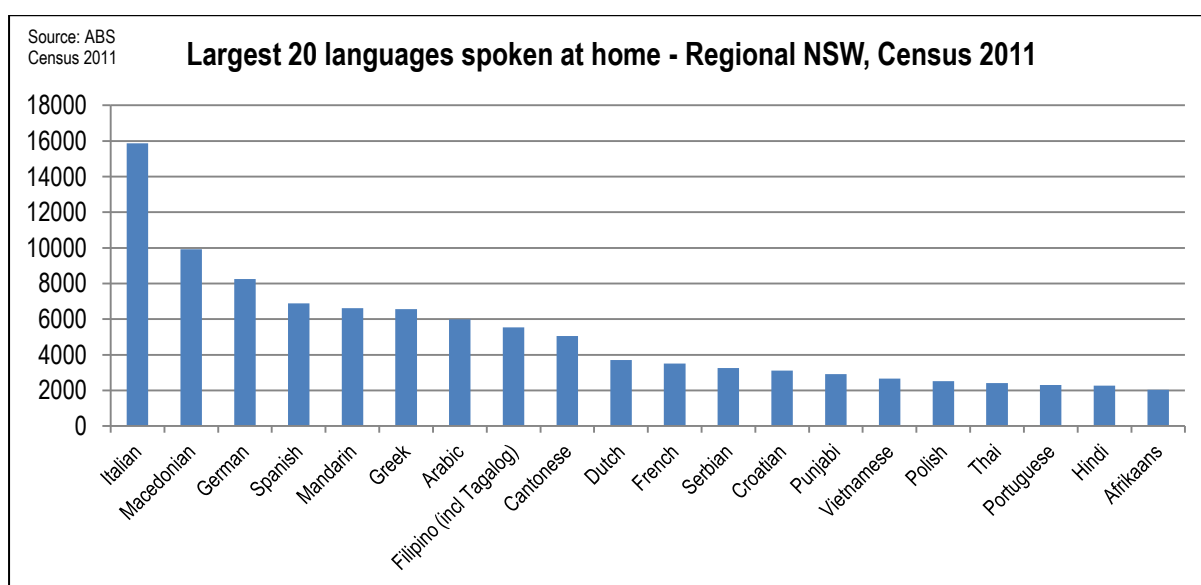
Table 5: Top 5 languages spoken at home by NSW regions

NSW Regions	NESB Total	Total NESB %	Top Languages spoken at home				
			1	2	3	4	5
Sydney (Total)	1,400,751	34%	Arabic	Mandarin	Cantonese	Vietnamese	Greek
			(6) Italian	(7) Filipino (incl. Tagalog)	(8) Hindi	(9) Spanish	(10) Korean
Illawarra	39237	14%	Macedonian	Italian	Spanish	Arabic	Greek
Newcastle and Lake Macquarie	19342	6%	Macedonian	Italian	Greek	Mandarin	German
Central Coast	14192	5%	Italian	Spanish	German	Filipino (incl. Tagalog)	Cantonese
Capital	11721	5%	Italian	Macedonian	German	Greek	Croatian

NSW Regions	NESB Total	Total NESB %	Top Languages spoken at home				
			1	2	3	4	5
Region							
Riverina	9524	6%	Italian	Punjabi	Arabic	Filipino (incl. Tagalog)	Mandarin
Richmond - Tweed	8446	4%	German	Italian	French	Spanish	Japanese
Hunter Valley excl. Newcastle	6169	3%	Filipino (incl. Tagalog)	German	Cantonese	Italian	Afrikaans
Central West	5800	3%	Italian	Arabic	German	Cantonese	Filipino (incl. Tagalog)
Coffs Harbour - Grafton	5129	4%	Punjabi	German	Italian	Dutch	French
Southern Highlands and Shoalhaven	5027	4%	Italian	German	Greek	Spanish	Dutch
New England and North West	4312	2%	Mandarin	German	Filipino (incl. Tagalog)	Arabic	Cantonese
Mid North Coast	4278	2%	German	Italian	Dutch	Filipino (incl. Tagalog)	French
Murray	3993	4%	Italian	Filipino (incl. Tagalog)	Nepali	German	Greek
Far West and Orana	2846	2%	Italian	Filipino (incl. Tagalog)	Cantonese	German	Arabic
Total Regional NSW	**140,016**	**5%**	**Italian**	**Macedonian**	**German**	**Spanish**	**Mandarin**
Total - NSW	**1,298,516**	**22%**	**Arabic**	**Mandarin**	**Cantonese**	**Vietnamese**	**Greek**

Source: ABS 2011 Census of Population and Housing

2.2 New arrivals

Data sourced from the Department of Immigration and Border Protection (DIBP) provides another indication of the changing patterns of migration into NSW. Figure 6 below provides the largest countries of origin for permanent settlers into NSW for the period July 2004 to July 2014. Skilled migration from India and China have seen the largest increase in CALD populations during this period, while there has been a steady increase in Filipino, Korean, Iraqi and Vietnamese arrivals over the last ten years.

When considering those who have arrived in the past five years, there are also growing numbers of people arriving from Iran, Nepal and Pakistan.

Figure 6: Total new arrivals (permanent settlers) by country of birth (NSW, 2004 to 2014)
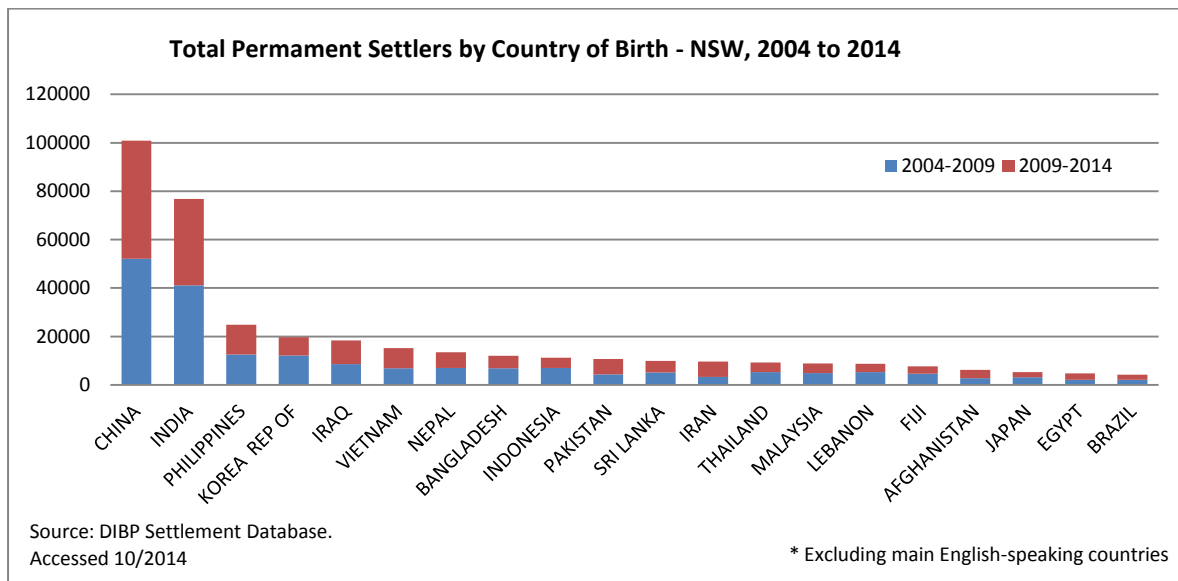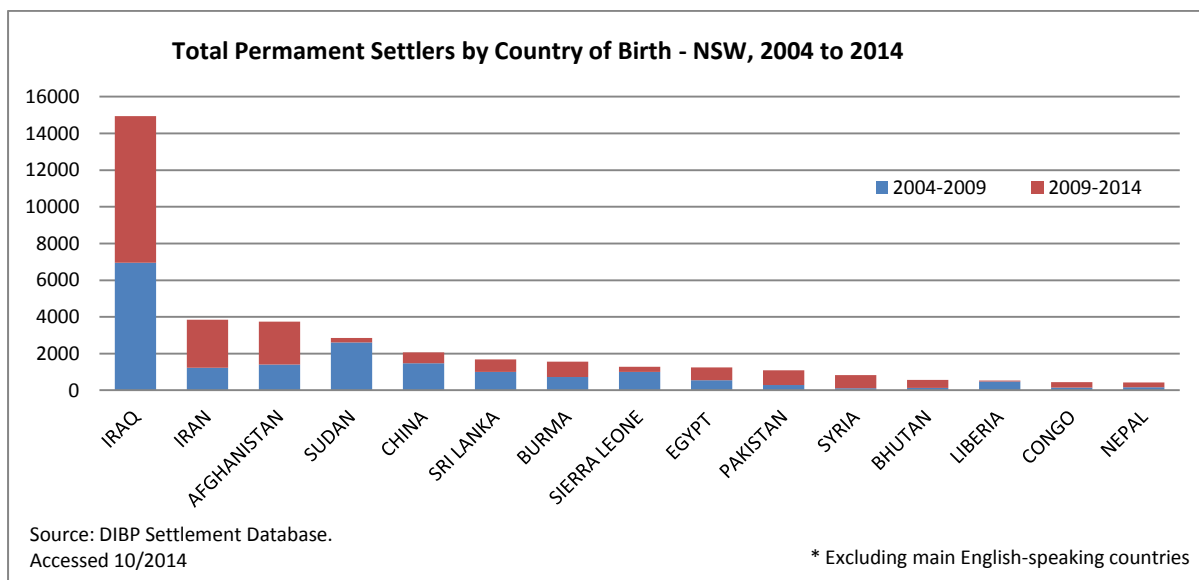

Total Permanent Settlers by Country of Birth - NSW, 2004 to 2014

Source: DIBP Settlement Database.
Accessed 10/2014

* Excluding main English-speaking countries

Figure 7: Humanitarian entrants by country of birth (NSW, 2004 to 2014)

Total Permanent Settlers by Country of Birth - NSW, 2004 to 2014

Source: DIBP Settlement Database.
Accessed 10/2014

* Excluding main English-speaking countries

When considering the population of refugee arrivals in the 10 years to July 2014, the largest arrival of humanitarian migrants has come from Iraq, followed by Iran, Afghanistan and Sudan. Further significant arrivals have come from China, Sri Lanka, Burma and African nations such as Sierra Leone, Liberia and the Congo. In the past five years there have been growing numbers of people from Burma, Pakistan, Syria and Egypt arriving as refugees, while refugee migration from African countries has slowed over the past five years.

New Arrivals – Regional NSW

Figure 8 provides the largest countries of birth for new migrants in regional NSW. Similar to metro areas, the largest sources of migration are from India, the Philippines and China.

Figure 8: Total newly-arrived communities (permanent settlers, regional NSW, 2004 to 2014)

Total Permanent Settlers by Country of Birth: Regional NSW, 2004 to 2014

Source: DIBP Settlement Database.
Accessed 10/2014

* Excluding main English-speaking countries
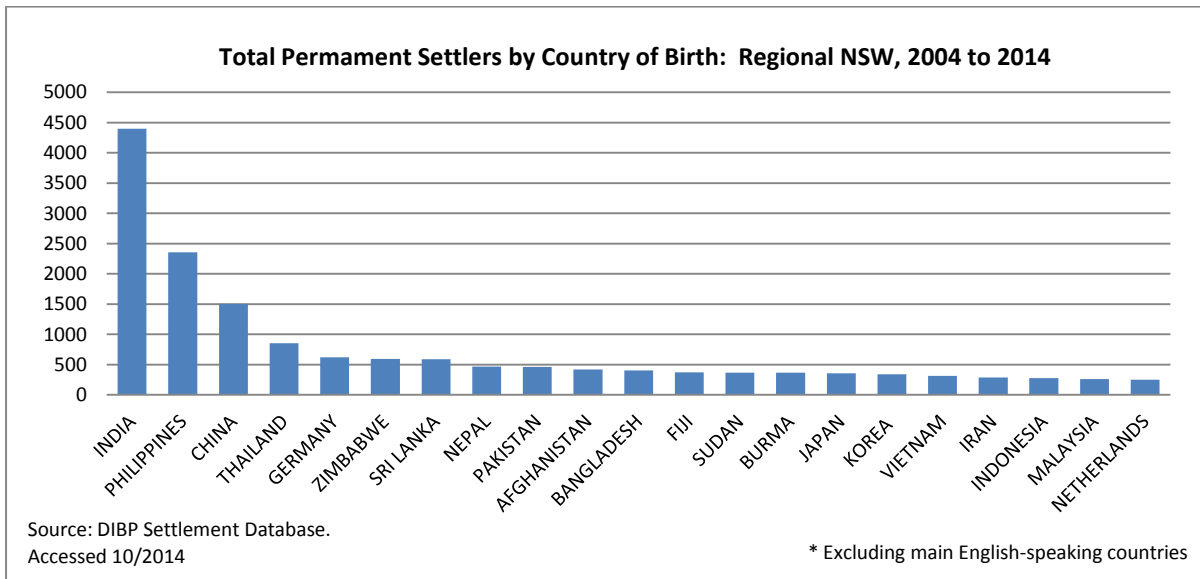
3. Understanding, attitudes and behaviours

This section summarises the findings from the group discussions with community members from CALD backgrounds, in relation to their level of knowledge and awareness of the environment and environmental concerns. Individual protective behaviours, level of engagement in environmental initiatives, and behaviour change are also discussed. Feedback from key informants on levels of engagement and knowledge is also included, where relevant.

3.1 Knowledge and awareness

Definitions

Among community members, the term 'environment' was generally understood to refer to habitats, ecosystems (air, forest, oceans) and climate. The 'local environment' referred to the outdoor spaces in participants' immediate surroundings (i.e. neighbouring parks, playgrounds, waterways, streets).

The term 'community' was generally used to describe a cultural community (i.e. Vietnamese, Chinese, Lebanese, etc.) or a locality (i.e. Harris Park, Bankstown, Canley Vale).

The term global was understood by participants to refer to 'worldwide' or 'international' contexts.

Issues confronting the environment

Global issues, particularly those associated with climate change such as polar ice melting, increased rainfall and global warming were most commonly raised when asked to discuss the perceived issues confronting the environment. Discussions in this context were generally fairly basic, with little articulation of the issues in great depth or detail.

> *"After the trip to New Zealand a couple of years ago, I have changed my mind towards environment. I was sceptical about global warming or weather changes because weather could be different every day and I didn't realise it much. However, I witnessed how an iceberg is melting compared to the past. I saw the images of the past and present and future. It is like when you are in the warm water, it may hard to feel the increasing temperature of that water when the temperature increases very slowly." – Korean participant*

Climate change and the associated impacts were seen as a legitimate area of concern, particularly in terms of providing a safe and healthy future for their children. Despite this concern, climate change and the associated environmental impact did not appear to be an issue that they were actively involved in. Similarly, it was not an issue that was discussed in great detail among family and friends.

A number of participants felt that the number of extreme weather events (such as floods and bushfires) had increased in recent years, and this was associated with changes to the climate. This was discussed in both a global and local context.

Participants were able to cite a number of local environmental issues of concern, including:

◖ Neighbourhood littering (general rubbish, illegal dumping, syringes in playgrounds), which was a very strong theme across the research for all participants. Key informants also noted that concerns with litter, and the impact this has on the image of communities and levels of community pride is important for many CALD community members. This supports findings from *Who Cares about the Environment in 2012?* (OEH, 2013) where waste was identified as the single most important environmental issue in NSW by multilingual households.

"People do not take good care of their houses in community housing." – Sudanese participant

"If you live in a house, rather than an apartment it's different. Your rubbish bin is like your face so people take good care of it." – Korean participant

"In general people litter a lot, compared to say 4-5 years ago. The Lakeside Park in Chipping Norton used to be very clean, and now there is rubbish everywhere. It seems people just don't care, they could be the new migrants, or you know ... I saw them throw hot coals from barbecue under the trees, and no one dares say anything. You don't see council rangers fining them either, council rangers are too busy fining cars!" – Vietnamese participant

◖ Urban and industrial pollution

"I am quite concerned about the air pollution and it seems to be getting worse every year." – Vietnamese participant

◖ People not observing appropriate recycling practices
◖ Changes in weather patterns
◖ Urban over-population and congestion (and associated pollution)
◖ Threats to biodiversity
◖ Graffiti and vandalism
◖ Health issues

"We all depend on the environment for our food and health." – Sudanese participant

"Everything around us is being genetically engineered. No wonder why a virus as Ebola is skyrocketing and cancer is attacking children - this is due to colorant agents, preservatives used in the food etc..." – Iraqi participant

In virtually all groups, participants often blamed people from cultural backgrounds other than their own for contributing to local environmental issues, particularly littering, illegal dumping and not observing appropriate recycling practices. This was in part due to perceptions that some newer migrants do not have sufficient awareness of regulations and practices, and in part due to cultural stereotyping.

"I don't think our community in Fairfield, Bossley Park, Liverpool, has an idea about the environment or at least cares about how to preserve the nature and how the effects that their behaviours have on the environment- I don't claim that I am an expert but I have a general idea.. at least!" – Iraqi participant

There were mixed views across the groups about the effectiveness of local councils in keeping their local environment clean and tidy. Some participants praised the local government for providing good town-planning and facilities such as parks and playgrounds, responding quickly to issues such as chemical spills etc., and for general maintenance (rubbish collection, etc).

Others were more critical, feeling that some local governments are failing to enforce regulations and issue fines in relation to littering and illegal dumping, failing to appropriately provide adequate infrastructure (such as green bins for residential green waste, and inadequate placement of rubbish bins in public spaces), as well as allowing local areas to become congested through poor planning and over-development.

"People just don't care and litter everywhere. The other day I went shopping in Cabramatta in the late afternoon and the stench from the drains along the back streets was overwhelming. I don't know how people can stand it. Council needs to do something about it." – Vietnamese participant

Among the Arabic-speaking participants there was a degree of cynicism about the government responses to climate change, as they felt governments were more concerned about short-term financial security than long-term environmental protection. There was a perception that the government fails to put adequate pressure on the 'big polluters', and that industry lobbyists have too much power, and hold the government to ransom with political donations, etc.

"Politicians pay lip service to environmental issues because money rules." – Arabic-speaking participant

Others however felt there are competing demands on government that are difficult to balance:

"How does the government balance both? Preserve natural environments or build more to cater for growing populations?" – Chinese participant

Some participants felt that newly-arrived migrants had limited knowledge of Council and its role, and therefore were much less likely to engage with Council on environmental issues.

"In my household my mother hardly knows what the role of Council is except for collecting rubbish. Jehovah's Witnesses are more active in our area than the Council!" – Iraqi participant

A number of participants felt that while environmental issues were somewhat of a concern for their community, levels of concern should be greater.

"I don't think people care … they have no idea …the signs of climate change are beginning to have an impact on our daily life – severe weather conditions, floods, bushfires, etc." – Iraqi participant

For new migrants environmental issues were considered a lower relative priority than more immediate concerns relating to settlement.

> *"They [the community] thinks environmental issues are not as important as other more immediate issues they have to deal with on a daily basis (financial issues, health, education, settlement). – Iraqi participant*

This point was made consistently by many of the key informants consulted in this research.

3.2 Use of the environment

The 'Australian environment' and the 'local environment'

When community members were asked to think about the Australian environment, iconic-Australian images like 'eucalyptus trees', 'the bush' and 'beaches' came to mind. Participants also identified the natural spaces in their local communities such as local parks, nature reserves, children's playgrounds and built environments. A few also referred to bushfires, and volatile and 'harsh' weather when discussing the Australian environment.

When asked to compare the Australian environment with the environment of other countries, comparisons tended to be made on neatness, pollution and orderliness, rather than the intrinsic value or beauty of natural resources or landscapes. Generally, the Australian environment was considered to be clean, tidy and unpolluted compared with other countries, with timely rubbish collection and general order in the streets. A number of participants spoke about the number of green spaces such as parks and reserves among residential areas, although the results suggest many were not particularly heavy users of these spaces. However, as mentioned earlier, a number of participants felt that the maintenance of public spaces had deteriorated in the past 5 years, with higher levels of dumping, litter and pollution.

The Arabic, Iraqi and Sudanese participants spoke about general disorder and environmental destruction in their home countries as a result of war and conflict. The Chinese and Vietnamese participants discussed the greater congestion in their home countries due to larger and higher-density populations, with lower levels of environmental regulation.

In contrast, Japan, Singapore and New Zealand were often identified as countries that had a cleaner natural environment than Australia. Korean-speaking participants were concerned about the volume of take-away food waste in Australia compared with Korea.

> *"I was very surprised to see huge amounts of take away waste produced everywhere when I first came to Australia. Some people told me that Australia is huge and there is enough area for landfill in the centre of Australia. I feel like people don't care very much about this issue. When we first came to Australia we threw everything away without sorting it out into recyclables." – Korean participant*

Community education through television, together with children and grandchildren were identified as the main sources of information about the Australian environment. There was limited mention of

environmental conservation and campaigning groups as information sources about the Australian environment.

> *"Our kids taught us not to litter from the car." – Arabic-speaking participant*

> *"Just compare what my eldest son and youngest daughter learned at school. You can see the difference in the importance placed on environmental issues between then and now. And my daughter is more worried about it than her brothers." – Vietnamese participant*

Only a few participants had actively sought out information about the Australian environment, which they did through the Internet. For some, the motivation was a general interest in the area, while others were assisting their children with environment-related school projects.

Engagement with the local environment

Participants were asked to discuss their local environment, and perceptions varied across the research. Arabic-speaking participants lived in and around Harris Park in Sydney's Parramatta region, and positively associated the area with heritage homes, fresh air, low-rise development and minimal congestion. The Korean and Chinese participants from the Ryde/Homebush area were similar, citing the proximity of parks, playgrounds and green spaces, as well as a perception that local councils were doing a good job keeping things clean and tidy.

In contrast the Vietnamese participants who resided near Cabramatta / Chipping Norton / Canley Vale tended to be more negative about their local environment, associating it with rising levels of pollution and litter. Similarly, the Iraqi participants from areas around Fairfield, Bossley Park and Liverpool tended to be more negative about their local environment, raising issues concerning congestion, graffiti and vandalism, rubbish and safety. These participants felt that many people within their cultural and geographic community were apathetic toward environmental issues and sustainability.

> *"The major concern [for people in our community] is to keep their house clean and tidy - it's all about the life inside. What is outside their own homes, it doesn't concern them at all!" – Iraqi participant*

> *"… I agree. We tend to worry much about the inside more than from the public space as if the public space is the government's responsibility." – Iraqi participant*

In general, when asked to think about their local environment, participants put more focus on general tidiness and orderliness, rather than air/soil/water quality, bio-diversity, congestion or green spaces (although these issues were raised, but to a lesser extent). Pride in their local area was an important motivator, and keeping the local community clean and tidy was felt to be an important aspect of civic responsibility. However, this sense of civic responsibility did not tend to extend to other aspects of environmental engagement (e.g. bush regeneration, campaigning, and engagement with global rather than local issues), suggesting the relevance of tapping into civic responsibility in relation to the local environment, rather than more globally.

Places and activities

Across the research socialising and cross-generational interaction was an important component of participants' experience of their local environment. In terms using outdoor spaces, activities were fairly limited, although local parks and reserves such as Sydney Olympic Park, Parramatta Park, Parramatta River, and Lane Cove River were mentioned as places where they could go and relax, picnic and meet family and friends. Walking, cycling and fishing were mentioned, although they did not appear to be frequent activities. This reflects the findings from *Who Cares about the Environment in 2012?* (OEH, 2013), which found that people from multilingual households are less likely to have been to bushland or other natural areas, beaches or waterways.

> *"My family enjoys walking in the reserve in Lane Cove. It is beautiful and easy to walk with my mum and my young children." – Chinese participant*

A number of participants, across a range of groups mentioned a desire to stroll at night after dining; however many also felt it was unsafe to walk around after dark even in well-lit areas. There was a lot of concern expressed about gangs of young people in parks, and a desire for CCTV in parks and public spaces. Parks were often perceived as less clean now compared to 5-10 years ago. A number of participants mentioned broken glass, syringes, inebriated people, inadequate lighting and general neglect.

Korean participants were more likely to participate in activities such as cycling and jogging along the riverbank, bushwalking and spending time at Bicentennial Park at Homebush. The Korean participants were also the only participants to mention exercise in an outdoor environment, or visiting parks to just sit and relax (rather than socialise).

Participants demonstrated very limited involvement in beach activities, harbour activities and engagement with outdoor spaces outside Sydney (e.g. camping, visiting National Parks, bushwalking, kayaking, etc).

Engagement with activities to protect the environment

Aside from 'trying to keep the place clean', recycling and using water/energy saving practices in their home, participants expressed minimal engagement with activities that are good for the environment.

Participants generally discussed activities that they did within their home, such as recycling, installing energy-efficient and water-saving devices, rather than engaging in volunteering or activism. Activities that were made easy for them (e.g. recycling), had a punitive aspect to them, or had associated cost savings tended to be mentioned more frequently in comparison to other activities (e.g. composting and reducing the use of household chemicals).

Garbage was a strong theme across the research. General litter was a concern, as was illegal dumping, with a few participants mentioning the 'Dob-in-a-dumper' campaign. A number of participants were also concerned about people in unit blocks not observing proper recycling practices. 'New migrants' (because they 'don't know'), 'people from community housing' (because they 'don't care') and various ethnic groups, were singled out by a number of participants in this context. A few Korean participants questioned what happened to recycling after it is collected, because all household

recycling is mixed together for collection. In response to this one participant commented that they had visited a recycling centre and were impressed and reassured with the processes.

3.3 Attitudes and behaviours

For the majority of participants the main action people took to look after the environment was to keep their personal space clean and tidy, and to recycle their waste, and most participants agreed that simple actions like recycling do make a difference. Beyond these activities, sustainable actions were very limited.

> *"We carry a plastic bag in the car wherever we go... we don't throw anything from the window. We find it hard to litter as rubbish bins are available and signs also are displayed clearly, and the parks and public spaces are well protected and reserved. This is a sign of respect to the citizens. It is a relationship based on mutual respect and duty." – Iraqi participant*

In addition to recycling, a few participants also composted or used worm farms, some grew food (if they had access to space) and a few composted green waste. All participants indicated that they reduce the amount of food thrown out by their household and many chose to reuse rather than throw out (generally motivated by being thrifty). Participants across all the groups indicated that they adopt energy saving strategies, again motivated by saving money. Some indicated that they reduce their water consumption. On the whole, participants were not engaged with using 'environmentally friendly' household products and reducing the use of chemicals in the home or garden. Reasons cited included that environmentally-friendly products were not effective, they assumed that available products were safe or certain products (e.g. weed killer) are necessary.

> *"We never throw away food!" – Vietnamese participant*

> *"It must be safe if the supermarket sells it." – Arabic-speaking participant*

Across the research no participants had volunteered or were involved in community activities/charities with an environmental focus.

> *"Everything starts from the family, we need to educate them from inside our homes, just like an old saying: "train oneself first, then one's family, then the community, then the nation." – Vietnamese participant*

The main influences on how active or engaged participants were included:

- ◖ Ease
- ◖ Financial incentives
- ◖ Degree of sacrifice required

For example, for many of the participants the concept of "Reuse, Recycle and Reduce" is culturally familiar, and was felt to demonstrate the wisdom of being thrifty rather than focus on improving the environment.

"Of course we re-use things, we are Vietnamese, we don't throw things out, ever!" – Vietnamese participant

Behaviour change

When asked about whether their behaviour had changed, and what prompted behaviour change, many spoke of doing things differently, and it was felt that social influences and norms as well as established facilities and systems were significant contributors to behavioural change. It was also noted that in many cases behavioural change is a gradual process.

"We were not aware of that in China [not to litter]. When you notice everyone [in Australia] around you is keeping the place clean, you will follow." – Chinese participant

"It's a gradual change, in part because you learn more, you know more, in part because you have to change … during the drought, people are forced to change their way of using water, then they get used to it. Just like my shopping at Target, I need to bring my clothes bag and now I don't want to take their plastic bag". – Vietnamese participant

A number of specific enablers were identified when discussing behaviour change:

◖ Community education

A few Arabic and Sudanese-speaking participants mentioned being recently influenced by television campaigns about the hazards for sea animals of plastics that end up in the ocean, the potential for starting bushfires from tossing cigarette butts, and tips for engaging in energy efficiency and water saving practices. A few Sudanese participants mentioned having much greater educational opportunities in Australia, and being exposed to environmental protection issues at TAFE and universities. *Who Cares about the Environment in 2012?* (OEH, 2013) noted that multilingual households were more likely to mention education/community engagement as an important thing that the NSW Government could do to protect and look after the environment.

"Education is the key, there are many people who don't do things like that, not because they don't want to, but because they don't know, like my mum and the older women her age, they do what they always did, that's all. But if you tell them, explain to them, slowly they do change their way". – Vietnamese participant

"My community is a bit resistant to change... they fear change and this is due to the immigration factor and other elements of settlement and learning a new language. Therefore the environment is not on our priority list! From my point of view, teaching people by demonstration is the best way! – Iraqi participant

A few participants provided examples of how they were positively influenced by someone door knocking and explaining the benefits of energy saving light bulbs, showerheads, etc.

◖ Available infrastructure

Across the research the recycling of household waste was the most commonly cited practice for helping the environment that participants had engaged in. This was largely attributed to the ease of

the activity, the fact that it is promoted so heavily throughout the community and because Councils provide the infrastructure for this. In areas where Councils did not provide green bins, participants were significantly less likely to recycle green waste.

Korean participants were the only participants who had reduced the amount they recycled when they arrived in Australia:

"In Korea everybody is so sensitive and active in dealing with waste. Whenever my mum comes to Australia she finds it hard to deal with food waste in Australia, as we just throw them away with other general waste into the general waste bin." – Korean participant

◖ Impact of war / refugee status

Significantly, a number of Sudanese participants felt that their attitude to the environment had changed significantly since arriving in Australia because they had moved from refugee camp to refugee camp over many years and had never developed an emotional attachment to an environment before settling permanently in Australia.

The Arabic-speaking participants who migrated from Lebanon during the civil war (1975-1990) said they escaped an environment of "chaos and disorder", with "no respect for humans, let alone animals". When they arrived in Australia they learned that there were strict penalties for polluting, hunting without a licence, etc. They said this helped to instil a sense of civic responsibility.

◖ Regulation / penalties

Unsurprisingly regulation and penalties are a major influence on the behaviour of participants.

"I found [fines] very effective. Some people would only remember to sort their household waste once they were fined." – Chinese participant

◖ Influence of children

A number of participants mentioned that they were influenced by their children, through the information they bring home from school about issues concerning the environment and strategies to address them.

"'Friendly'? Honestly, it confused me until my niece explained its meaning to me. I was lost entirely! Now, I am at least aware that some products are friendly and some are not. It's a matter of choice." – Iraqi participant

"My kids encourage me to use paper bags rather than plastic bags for their sandwiches and I pass this information to the ladies around... when I have the chance. I don't have much to share about the environment as my knowledge about the topic is limited." – Iraqi participant

◖ A growing global issue

A number of participants discussed environmental concerns as a growing concern globally that is increasingly requiring behavioural change from all residents. However as mentioned, both knowledge of and responses to global issues were fairly rudimentary.

Barriers to participation in practices to help protect the environment

Participants identified three main barriers to further engagement with sustainable practices / environmental issues:

◖ Lack of time

"I have not done anything to improve the environment, to be honest. I do not have time to volunteer." … "Me neither. But I have not done anything to harm the environment either. I carry my litter with me until I find the bins, or carry them home." – Chinese participants

◖ Lack of awareness

"I think the best way is to promote it widely to the community. If you don't promote, people don't know, if you don't teach the kids, they don't know, if you don't tell the people, they don't know, and if they don't know, they don't do it." – Vietnamese participant

"A concern, yes it is. But how it is dealt with... that's another issue altogether... when you tell people that they have to watch the way they deal with detergents and dishwashing and chemicals they laugh at you as if you are a lunatic !! Who is to blame here? – Iraqi participant

◖ Motivation / priorities

For many, environmentally 'friendly' actions were perceived to require a significant commitment, a large amount of time, and considerable energy in order to participate and make a difference. Others also felt that this is a lower priority than other settlement needs.

"[Environmental issues] are not as important as other immediate issues that we need to deal with on a daily basis (eg financial issues, health, education, settlement." – Iraqi participant

Some felt "powerless and alienated" in becoming involved in activities that support environmental sustainability because they perceived their status as a new immigrant, or from a minority ethnic group, as somehow precluding them from participation.

◖ Incentives and regulations

As mentioned earlier, penalties and regulations were felt to have a strong influence on behaviour, and there was a preference for governments to mandate (rather than just encourage) certain practices. Participants noted that people adapt to these new laws, and that these in turn change the norms, and cited penalties for not wearing seat belts and random breath testing to enforce driving-under-the-influence as examples of effective behaviour change driven by regulations.

Effective strategies for influencing behavioural change

When asked about the perceived effectiveness of behaviour change approaches, penalties and regulations were identified as most effective. A number of examples were cited, including CCTV cameras for illegal dumping; monitoring laneways behind restaurants; and environment taxes imposed on products that are harmful to the environment.

> *"If the government has stricter laws, then there will be fewer problems." – Vietnamese participant*

Singapore and Japan were cited as examples where punitive measures in relation to littering had a very positive impact.

Other suggestions included:

◖ Providing better infrastructure and services to assist residents and businesses to keep the environment clean, e.g. more public toilets, more rubbish bins in public places, and access to household green-waste bins in all Councils.

◖ Promoting prominent community members as role models, or spokespeople (e.g. John Chedid, the Lord Mayor for Parramatta who is of Lebanese background).

4. Participation, motivators and barriers

The community members and the key informants consulted as part of this research identified motivators and barriers to participation in environmental projects among CALD community members. Key informants also identified the drivers and challenges for organisations to develop and implement environmental projects that engage CALD communities. These are also outlined in this section. This section also discusses the levels of participation in environmental programs among the community members consulted.

4.1 Participation

Community members consulted had very limited experience in participating in any kind of community volunteering activities. Most had never volunteered for a community organisation, program or event.

> *"I don't know where to go or who to contact to do it. I thought I could get friends together and go to the church to volunteer, but then work and other things mean I don't have time." – Vietnamese participant*

Five participants indicated that they had volunteered in the past, with none currently volunteering. Previous volunteer experiences for these participants included nursing home visits, teaching free computer classes, volunteering at religious events, campaigning for asylum seekers and installing solar energy at Liverpool Hospital. These participants got involved in volunteering through either an education institution (either their own or child's school, or as part of their university course) or their place of worship.

> *"I used to visit the elderly people in the nursing home in Yagoona, to talk with them so they don't feel lonely because they have no children or relatives visiting them. There was a notice in the school newsletter ...and I thought 'I can do that', so I volunteered. I don't do that anymore now, because I have to look after my husband" – Vietnamese participant*

> *"I used to help the free computer classes in the temple." – Vietnamese participant*

There was limited awareness of any local groups, programs or projects community members could become involved in.

In terms of identifying environmental specific projects, programs or opportunities for involvement, only a few participants were able to identify some they had heard of. These examples included Clean Up Australia Day, Greenpeace, community gardens, solar energy scheme and the home insulation scheme. One participant also identified general advocacy and education campaigns relating to animal welfare (particularly animal products and fur), and environmental issues in Antarctica.

> *"There is the Clean Up Australia Day every year, lots of people from the Vietnamese community joined and pick rubbish up. I never joined though. I don't have time to do it." – Vietnamese participant*

"[There was the] home insulation scheme ... but the policy wasn't safe enough as there were some casualties in the program and it was also used as means during election campaign." – Korean participant

"I lost touch with these groups ... I am aware though that they exist ... but have no direct involvement." – Iraqi participant

Only two participants identified that they had participated in a program that related to the environment. Both were through university, one being the previously identified solar installing project at Liverpool Hospital, and the other being Landcare.

It has been well noted that the CALD communities are underrepresented in the environmental movement as a whole (Johnston & Shimada, 2004).

4.2 Barriers to community participation

For community members, the key factors for limited participation in environment programs and community participation more broadly, mostly related to not having the time or not knowing what opportunities were available.

The most significant barrier to participation identified by respondents was time. Time constraints were due to either current caring or work responsibilities. One Sudanese participant identified that their time was occupied with assisting newly-arrived community members settle in Australia.

"I am pretty occupied with social issues facing the newly resettled refugees in the Western Suburbs." – Sudanese participant

"To tell you the truth, between the two jobs and taking my mum to places, I have no time for anything else. Whatever free time I have, I work around the house, and from time to time I go drinking or picnic with friends." – Vietnamese participant

"I couldn't attend the program as it was held during the daytime ... To be honest, most of the sessions hosted by council or any other agencies are boring ... I hope someone who is really keen on environment issues should be presenting the program ... It doesn't appeal at all." – Korean participant

"Both my husband and I work full-time. During the weekend at home we have to do some clean-up, grocery shopping and look after my toddler child. My kitchen also needs a renovation. We are extremely busy." – Chinese participant

"Life here really doesn't give you much time to be involved in anything besides your family. You go to work/study for 5, sometimes 6 days a week, the weekend you work around the house, you spent time with your family, you socialise." – Vietnamese participant

Competing priorities such as housing, employment, health concerns and financial stresses were identified by key informants as key barriers to participation in environmental programs, particularly for more recently-arrived migrants and humanitarian visa entrants. Time was identified as the key barrier for those community members employed full time. Transport was also identified as a barrier to participation among CALD community members. This was particularly identified by key informants in regional locations where public transport options are limited.

Johnston and Shimada (2004) note that a significant barrier to involvement may be a perception of the environmental movement as being elitist, cliquish and dominated by white middle class people. Other contributing factors may include CALD residents considering the environment a lesser priority compared to other more pressing concerns, a lack of opportunities to participate, and feeling marginalised from mainstream community action (Johnston & Shimada, 2004). Lai and Hynie (2010) also note that participation in volunteering activities among immigrants to Canada is lower than among non-immigrant Canadians. The barriers identified included language and time constraints, as well as discrimination (Lai & Hynie, 2010).

Given almost all community members interviewed had not heard of any environmental specific programs (including when prompted with a list of programs), knowledge of opportunities was the next most identified barrier to participation.

> *"Like I said before, I am not an organiser, I am more of a follower, if people organise it, and let me know that at this time on this day, they want me to do this thing, I will probably do it, but to organise it is not me." – Vietnamese participant*

> *"I would like to join these activities but there isn't much information about that." – Chinese participant*

Other barriers to involvement included lack of knowledge on environmental issues, not being invited to participate in programs, lack of motivation, lack of interest or relevance, and language barriers.

A lack of knowledge or awareness of projects was also identified by key informants as a barrier to participation among community members, particularly for those who have arrived in Australia more recently. The literature also identified that a persistent barrier identified is a lack of information and knowledge, which is often easily within the scope of organisations and programs to address (Lai & Hynie, 2010).

Key informants also highlighted that the idea that the environment is valuable and needs to be protected may not have been promoted in the countries that people have moved from and as such, the ideas are very new. In addition, challenging or overcoming the idea that Australia has unlimited resources when people are coming to Australia from countries or refugee camps that lacked resources and infrastructure such as running water and power is often a starting point, particularly 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 ..." – Key informant*

Key informants also noted that migrants' attitudes to the environment are affected by their perspective and their experience of the environments from which they came. For many, the Australian environment is perceived to be healthy and flourishing compared to the environment in the places they have come from. This was seen as both a motivator and a barrier. From one perspective, it could be seen that the beauty of the environment needs to be protected, but from another perspective, it could seen as something 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." – Key informant

It was also noted that knowledge of Australian wildlife and the Australian elements among more recently arrived migrants such as 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 focussed on activities in the bush. Providing community members with information about safe outdoor practices was identified as a way of encouraging engagement among CALD community members.

4.3 Motivating factors

Community participants provided a range of suggestions for how they might be motivated to get involved in an environmental program. These included the following:

- A focus on something that would directly affect their daily life

"To me, whatever affects to my daily life directly, that would be a good motivator for me." ... "You're right. Things that affect us will make us more readily to fix it." – Vietnamese participants

- The program or event have clear organisation and directive / call to action

"For me, if people organise it and have a plan already, let's say, this Sunday in Liverpool there will be tree planting at this park between 10am to 12pm, and we need manpower to do it, then I will go, a couple of hours on a Sunday morning, I can spare." – Vietnamese participant

- The program being associated with children's school activities

"If the program is associated with the school activities with my kids, it would be good to give it a try as a parent. For an example, if there is a competition in the program, we parents are willing to participate in the program or award ceremonies at least." – Korean participant

"If the school gets the children involved, parents will have to take them there, and they will get involved too. I will go if my son goes with his school." – Vietnamese participant

- Greater explanation of what the involvement would entail

"As migrants are shy and inactive in volunteering programs, it would be helpful for us to get involved if the agency explains well how to be involved as a volunteer of the program." – Korean participant

- The program providing practical tips in the home or education through demonstration / hands-on experience

"Talking to government representatives and councils officers who might come home and show us and demonstrate." – Iraqi participant

- Programs providing a social element or group activity

- Programs focussing on the local environment, local green spaces and parks

- Provision of childcare

- Greater engagement with community members and opportunities to be involved as a family or with other community members

- Incentives to motivate community members or strategies that provide awards e.g. for the 'cleanest and greenest' suburb.

Key informants also noted that projects that provide practical tips and solutions or hands-on experience tend to generate greater participation. In particular, programs that provide participants with strategies that can be applied in the home to save money through reduced energy or water consumption are highly valued.

Further, cost savings for businesses were seen by key informants as a motivator to involve small to medium business operators in environmental programs. Key informants indicated that there is a continued need for face-to-face in-language information and support for CALD small businesses to improve their energy efficiency and reduce waste and water consumption. This is an important opportunity as it is estimated that between 30-32% of all small to medium enterprises are run by people from CALD backgrounds (Australian Bureau of Statistics, 2011).

Projects that offer a social element to participation and promote social inclusion and community connection were also seen by key informants 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 felt to motivate participation and engagement by CALD community members.

> *"Without social outcomes, you will not get environmental outcomes, as it is the social outcomes that bring people together." – Key informant*

Arts and culture workshops were also seen by key informants as a way of engaging community members and introducing them to environmental and sustainability issues.

Key informants also noted that providing an activity that is fun for children is a good 'soft entry' for getting community members engaged. Scarecrow-making workshops and painting garden pots were noted as ways of engaging families in community garden projects. It was also noted that community gardens are more likely to be popular among populations that have come from an agrarian or rural background.

Benefits to participation in environmental programs identified by community participants included personal satisfaction, self esteem, being a role model to children and other community members, feelings of belonging/social inclusion, meeting people, learning skills, fulfilling a moral or civic duty and knowledge that you are helping protect the future of the environment/the planet.

> *"Set a good example for the kids by teaching them these skills."- Arabic-speaking participant*

> *"The future of our planet depends on how responsible we are in terms of preserving the natural resources." – Iraqi participant*

"When I was a university student in Adelaide, I joined the volunteer program once to get to know people and understand more about the local culture." – Chinese participant

Appealing to a sense of civic responsibility and community pride was also seen to be a motivator by key informants, particularly for more recently-arrived migrants who were felt to be keen to contribute as a good Australian citizen. Providing something tangible for participants to work on where they can see results was also seen as important in engaging community members to avoid environmental concepts and issues being un-relatable or esoteric.

The community participants were generally unaware of organisations that delivered environmental projects or opportunities locally, and were generally unable to identify environmental project examples that had successfully engaged CALD community members beyond school activities and Clean Up Australia. In considering organisations that could encourage community members to be involved in the environment, some participants cited peak ethnic community bodies, ethno-specific organisations, local councils, schools and tertiary education institutions, local religious groups, environmental departments and Greenpeace.

Sources for finding out about opportunities to participate in environment specific projects were identified by some participants. These included the local council and word of mouth through community organisations.

4.4 Interest in specific environmental projects

Community participants were broadly asked about areas of interest and the topics of interest identified included clean air, renewable energy, energy efficient appliances, environmentally friendly/sustainable cleaning products and methods, energy efficient transport options and reduced waste/sustainable technologies.

Community participants were also shown a number of stimulus photographs in relation to different types of environmental projects (Bushcare/Landcare, Clean Up Australia Day, community gardens, environmental education programs, arts environment projects, cycling and Ride to Work Day, eco tourism) and asked whether they would like to be involved in any of these types of programs. The responses to the different types of activities were generally mixed, and with the exception of eco tourism, at least a few participants indicated an interest in each activity.

◖ **Bushcare / Landcare** - Some participants indicated that they would be more likely to be involved in Bushcare or Landcare if it was organised through their children's school. Others indicated a generally interest in being involved in Bushcare and tree planting activities, particularly if they were well organised with a clearly set and manageable time commitment required.

◖ **Clean Up Australia Day** - Some participants were generally interested in being involved with Clean Up Australia because it was a large scale project that promotes a sense of community and because they would be able to see and benefit from the results. Some also noted that they knew of other members of their community who had been involved previously and some were contemplating involvement if their children were interested. Others indicated that they were not interested in collecting other people's litter.

"I wouldn't do this. Picking up rubbish from other people. You never know what you might get from picking up dirty things like that." – Vietnamese participant

◖ **Community gardens** – Some participants indicated that they may be interested in participating in a community garden project with some referring to the idea of "sustaining life". Some participants who were not interested in participating in a community garden felt they were a good idea for people who wanted to grow their own food but did not have a backyard in which to do so. Some also noted that community gardens could provide a social outlet and an opportunity to meet other people.

"I think that's a good idea for people who want to grow things but don't have spaces at their places, people who live in flats. We have our own backyard to grow whatever we need." – Vietnamese participant

◖ **Environmental education** – There was interest among participants to learn about the environment. Some were concerned that language barriers would limit their opportunity to be involved in environmental education projects and were not sure whether they would be able to access these types of projects in language.

◖ **Arts environment projects** – Some participants indicated an interest in being involved in arts projects but others were concerned that they were not artistic.

◖ **Cycling / Ride to Work Day** – There was interest in riding to work among some participants who noted the added benefits of saving money and getting fit. Others were concerned that unlike other cities like Amsterdam, Sydney is not planned around cycling and these participants felt that it is too unsafe to ride to work. Others who lived a significant distance from work did not feel that riding to work was practical for them.

"Australia is not yet safe enough for cyclists. The roads are not pre-planned for cyclists like in Amsterdam." ... "I wish we did have more roads for cyclists." – Iraqi participants

4.5 Drivers for organisational involvement

Key informants identified a range of motivators for their organisations to engage with CALD clients in relation to the environment.

Assisting CALD community members with information

In addition to CALD communities representing a significant proportion of their target population, key informants were also motivated 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.

Council strategic directions

Council stakeholders also noted that they are motivated by the priorities of their council, as outlined in current strategic and corporate plans, and by community priorities, as identified in surveys and

consultations with residents. It was noted the current focus for councils in terms of environmental sustainability is generally on waste management and resource recovery.

Several key informants felt there are considerable opportunities in encouraging projects that help address environmental concerns for urban development (such as waste management and water pollution in catchment areas) and enhance connections with green space. It was also noted that in some local government areas, councils have established developer agreements for their new release suburbs under which the developer commits to doing things such as building a neighbourhood centre, establishing community gardens, employing a community development worker to implement community and environmental projects with residents within the suburb. It was noted that councils are under considerable pressure because of projected population increases in the next 20 years (up to 25% for some areas) and some also felt developers could offer an opportunity for increasing the resources available for these projects. There may be opportunities for the Trust to work with councils in this regard.

Project benefits across a range of sectors

Key informants also noted that projects also 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).

4.6 Barriers to organisational involvement

Key informants also identified barriers to organisations themselves developing and implementing environmental projects. The key barriers identified were a lack of resources, limited available funding and difficult grants processes.

Limited resources

Due to limited staff resources, projects often require an officer to be hired to manage a program and this consumes a significant amount of program funding. Another issue identified with this was that the program knowledge then leaves the organisation when the officer's contract concludes at the end of the program funding. Key informants 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 also noted that some CALD community members, in particular those who have recently come to 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.

Limited available funding and difficult grants processes

Key informants 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 the smaller organisations but was a theme that came up across the spectrum of key

informants consulted. Some key informants also indicated that they had unsuccessfully applied for funding from the OEH and/or the Environmental Trust.

Key informants indicated that partnerships with the Trust, the OEH and other organisations could potentially facilitate involvement in environmental projects with CALD communities. However, some key informants did note that as organisations are often competing for the same limited pool of funding, this can prove a barrier to real partnerships and collaboration.

4.7 Opportunities for support

Key informants were asked whether there were opportunities for their organisation to be supported to deliver environmental projects and key informants identified a range of supports that could be offered.

Training

Training for workers was identified as one area of potential support. This was particularly the case among key informants from migrant resource centres, registered training organisations 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 relation to environmental issues was seen as a good way of raising awareness among, and providing education to, CALD community members about environmental issues. A peer education model was seen by key informants as a good way of reaching CALD community members.

Direct support for organisations

Key informants noted that in order to feel confident about delivering environmental projects, organisations need support from someone with knowledge or expertise in relation to the environment. The research indicates that a program that employs a specific role to support organisations in this regard would increase the capacity of organisations to engage with environmental issues and deliver environmental projects. It was also felt that this knowledge or expertise could be developed through training staff directly. Knowledge and expertise could also be increased through the development of partnerships between organisations with environmental expertise and organisations working with CALD communities. There are opportunities for the Trust to facilitate access to this kind of support.

The bilingual environmental educators program implemented through the Ethnic Communities' Council of NSW (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 key informants consulted had worked with the ECC bilingual educators to deliver environmental education projects. However, the extent to which this program was able to build the capacity of organisations was limited as it was focussed on the delivery of community education.

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

Access to information and resources

Providing easy access to up-to-date resources, tools and research was also seen as a way of supporting organisations to deliver environmental projects. In addition to research and resources to support environmental education, key informants 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 key informants also 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 community members with low literacy.

Facilitating environmentally sustainable practice

Key informants noted that organisations often do not have adequate resources to ensure that community events are environmentally sustainable. The availability of funding to facilitate sustainable community events could have positive environmental impacts, while at the same time providing community education through modelling sustainable practice for CALD community members, particularly those more recently arrived in Australia.

Some key informants were asked about whether their organisation could be supported to become more sustainable itself and the feedback indicates that there are opportunities for the Environmental Trust to support organisations in this regard. Migrant resource centres 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.

Equipping training organisations to deliver environmental education

The research highlighted that there are opportunities for training organisations to incorporate environmental education into their curriculum. Opportunities exist to train educators to deliver content. There are also opportunities to develop materials to support training organisations to deliver this kind of project. This could be relevant for organisations that deliver the Adult Migrant English Program (AMEP), the Settlement Language Pathways to Employment and Training (SLPET) program (an extension of the AMEP) and the Skills for Education and Employment (SEE) program to CALD community members. Newly-arrived migrants and humanitarian visa entrants access English language tuition, settlement skills, and language, literacy and numeracy training through the AMEP, the SLPET program and the SEE program. Annual reports from the then Department of Industry (2014, p. 46) and the then Department of Immigration and Citizenship (2013, p. 230; 2012, p. 240; 2011, p. 215) indicate that the number of participants across Australia in the AMEP from 2010-2014 ranged from 54,154 in 2011-12 to over 63,000 in 2013-14.

5. Elements of good practice

The following section outlines elements of good practice in meaningfully engaging CALD communities in environmental related issues and projects. Key themes emerged across both the literature and interviews with key informants and as such these are presented together below.

Engagement with CALD communities, as with other community groups, requires a clear and genuine commitment to participation rather than risk tokenistic efforts or actions (Johnston & Shimada, 2004; Ramen & Langer, 2003; Mahjabeen, et al., 2009). As well, developing a multicultural approach is not just about engaging CALD communities, but also educating and involving mainstream organisations so that they develop approaches and programs that are receptive to other cultures, that promote positive attitudes and perceptions across the whole community, and that build a shared vision of an inclusive society (Johnston & Shimada, 2004).

Community engagement research in relation to immigration and CALD communities usually focuses on social exclusion, including the social and structural barriers that prevent people from fully participating in their communities (Lai & Hynie, 2010). As such, there is a paucity of robust evidence available identifying good practice when engaging CALD communities in community engagement, particularly in relation to the environment. There is also considerable evidence identifying the advantages of working with people from a diverse range of cultures and languages when implementing projects, as this brings a valuable mix of skills, knowledge and experiences to the project, and enables opportunities for innovation and relationship development (OEH, 2011). The evidence base presented below draws on the available research and evidence, and is supplemented by interviews with 48 key informants.

Work locally to develop partnerships with CALD community members & organisations

Building genuine connections with local communities is fundamental to effective community engagement (Wiseman & Williamson, 2010; OEH, 2011). In both the literature and interviews with key informants, examples of community engagement projects almost always involved partnership and relationship building, particularly in relation to working with CALD communities.

Along with enhancing community involvement, effective local partnerships also promote engagement from a wide and diverse range of participants. Failure to engage widely may result in projects being limited in both reach (i.e. just preaching to the converted) and action (Wiseman & Williamson, 2010;

Understand local communities and contexts

In the first instance developing partnerships and collaboration involves developing an understanding of local community contexts and then using this to engage the knowledge and skills of people within communities (Wiseman, et al., 2010). Initial analysis involves understanding elements such as local socioeconomic circumstances, cultural groups, leaders, networks, organisations and current activities (Wiseman, et al., 2010). This detailed scoping and knowledge can also help minimise duplication of activities and improves community engagement effectiveness by drawing on existing community resources (McKinney & Harmon, 2007).

Key informants also noted that this initial scoping also allows organisations to identify knowledge or skills gaps within communities, which can then strategically inform subsequent engagement and collaboration with relevant organisations to bridge these gaps.

Identifying and bridging gaps – St George Community House & Macquarie University partnership

One example of a strategic partnership responding to an identified need and skills gap was the partnership between St George Community Housing and Macquarie University. In implementing a community gardens project, St George Community Housing had a need for interpreters to overcome language differences between community members and staff. As such, students studying interpreting at Macquarie University, and who spoke Mandarin and Cantonese, were engaged to support the community gardens project. The partnership was beneficial to the students' as well, as their participation was recognised as workplace hours, which was a course requirement.

Source: Key informant interviews

Engage community champions

An effective strategy in community engagement with CALD communities is to involve community members in key parts of the project. This can include working with project "champions" from within communities (Ramen & Langer, 2003), or employing or partnering with respected community members (Wiseman, et al., 2010).

Community members are an often under-recognised or under-appreciated resource, yet they bring invaluable cultural skills, language, local knowledge and previous stories or experiences of project implementation with their community (Wiseman, et al., 2010). They can also inform on the most appropriate approaches for disseminating environmental information, helping to ensure cultural sensitivity and relevance (Ramen & Langer, 2003; Wiseman, et al., 2010). It is also worth noting that it is important to consider the strategies and level of participation required for particular projects to ensure that undue pressure is not placed on community members already spread too thin, or that communities do not feel "over consulted" on an issue (Johnston & Shimada, 2004).The literature also highlights the importance of recruiting volunteers that reflect the cultural diversity of the population and are from the local community, as they bring community knowledge, language proficiency, and facilitate community accessibility, acceptability and support of the project (Johnston & Shimada, 2004).

Employing bilingual community educators – The Ethnic Communities Sustainable Living Project

The Ethnic Communities' Sustainable Living Project was a partnership between the OEH and the Ethnic Communities' Council of NSW, established in 1997. The Project employed a team of bilingual educators who were 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 promote sustainable living at community events. The bilingual educators covered eight key language communities: Chinese, Greek, Arabic, Italian, Spanish, Vietnamese, Korean and Macedonian.

A wide range of projects were delivered through the Ethnic Communities' Sustainable Living Project. The project included workshops delivered 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. 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 that participated in this research had worked with bilingual educators to deliver projects and education to residents.

An evaluation of the project conducted in 2004 found that the model of bilingual educators had been successful as a method of information delivery. It found that the project had reached approximately 7,828 participants from the target communities (NSW Department of Environment and Conservation & Ethnic Communities Council, 2005). Feedback from attendees of the environmental education sessions, and from the bilingual educators, indicated that the project had been effective in facilitating behavioural change for participants by promoting simple, practical ways for people to live sustainably. Participants were able to nominate a range of behaviours that they had modified in their daily life as a direct result of attending a session.

The evaluation also found that more than 90 council officers representing more than 22 councils in the Sydney metropolitan area and representatives from Sydney Water, the Department of Agriculture and the Nature Conservation Council of NSW attended workshops aimed at assisting council staff and organisation to work more effectively with CALD community members in their local areas. Feedback from the workshops highlighted both the need and the relevance of the information provided to council officers. Evaluation feedback indicated that knowledge about identifying and working with CALD communities had increased and the workshops provided participants with practical ideas and approaches for working with CALD communities on environmental initiatives.

Source: Key informant interviews & grey literature

Engaging community champions – GreenTown

GreenTown was a community engagement project delivered by Environment Victoria and funded by the Victorian Government Sustainability Fund, that adopted a peer-to-peer learning and train-the-trainer model aimed at building support and skills for sustainable living in Melbourne's CALD communities. In the initial rollout of the program, Environment Victoria established partnerships with four local CALD community organisations, that helped build relationships with the community and provided a venue for the training. Communities were selected according to the demographic profile of the area and initial scoping discussions. The program was subsequently rolled out in a further two communities. The project highlighted the importance of working locally to develop partnerships with CALD community members and organisations.

"A significant amount of time at the beginning of each project allowed project managers to build and develop relationships with leaders in each community. This meant that by the time participant recruitment and training took place, there was a shared understanding of the needs and aspirations of the community" (Environment Victoria, 2011, p. 14).

A community consultant was recruited from each community to provide cultural advice and help recruit participants to be trained as community assessors within each community. Forty-six assessors were trained to conduct sustainability audits for households and businesses. An evaluation of the first four community programs, delivered in partnership with the Arabic-speaking, Turkish-speaking, East African and Aboriginal community partners from 2008 to 2011, indicated that a total of 295 home sustainability assessments were delivered with households from all four communities and 46 small local businesses received assessments. A total of 8,127 energy, water and waste-saving products were distributed to help motivate sustainable behaviour changes. A total of 23 workshops were also held from 2008-2010, reaching almost 2,000 people. The program also included a budget for a large retrofit of a facility or building of importance to each community, which was chosen by program participants. From 2008-2010 GreenTown also achieved 68 stories in a range of English and CALD media.

Source: Grey literature

Work with existing community networks and organisations

Along with working with and bringing together individual community members from diverse backgrounds, successful projects engage communities through pre-existing networks. Existing networks and organisations can include a wide range of options depending on the local community, such as schools, local council, culturally specific organisations (e.g. cultural or welfare groups), faith based groups, sporting clubs, businesses and other community groups.

Using existing local networks, expertise and connections helps ensure that activities reflect community interests and capacity and strengthens community engagement activities (Wiseman, et al., 2010). Working with community networks and organisations also reaches community members who may not identify as having an interest in the environment or seek out involvement in environmental projects (Wiseman, et al., 2010). As noted by key informants, increasing the engagement of CALD community members is dependent on the effective engagement of CALD community-based organisations.

Partnerships with community networks and organisations can operate through both formal and informal arrangements. Key informants gave examples of partnerships that included memoranda of understanding between organisations, reference or advisory groups, other governance arrangements, personal relationships between staff members and informal connections between organisations and communities.

Elements of successful partnerships identified by key informants included identifying clear roles and responsibilities (including the driver), having realistic expectations of what the organisations can achieve or contribute, identifying the benefits for each partner in participating, and having transparent and frequent communication with partners and collaborators.

Engaging a diverse range of organisations – The Enable Energy Efficiency (3E) Project

The 3E project implemented by Community MRC 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 businesses 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. 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, we don't get involved in all those things but it is good to understand them." – Key informant

Source: Key informant interviews & grey literature

Bring diverse people and perspectives together

Successful community engagement projects include both newly created networks of people (brought together through the project or initiative itself), and pre-existing networks and groups (Wiseman, et al., 2010).

Despite the integral nature of building relationships and engaging organisations and community members, undertaking meaningful engagement is not without its challenges. Key informants noted that developing trustful relationships and engagement takes time and resources, and this needs to be accounted for in project planning. For projects with an environmental benefit, it also takes time to talk to communities about environmental changes, as it is important to 'take people along the journey'.

Involve CALD communities in planning and decision making

Closely aligned with developing meaningful partnerships is involving target CALD communities in planning and decision making. In reviewing a range of community engagement projects aimed at increasing knowledge among CALD communities in Canada, McKnight and Kretzmann (in (Lai & Hynie, 2010) note that there is a move towards asset-based community development, where community members themselves identify, build and utilise their own assets. Further, Australian literature suggests that actively engaging community groups in planning and implementation means that project outcomes are more likely to motivate involvement and align projects with the needs, interests and expectations of these stakeholders (Mahjabeen, et al., 2009; Sarker, et al., 2008). The literature notes that while there is no 'correct' approach or formula for running projects targeting culturally diverse communities, one of the most important elements is to work in partnership with the people involved with the project, each step of the way (OEH, 2011).

The research with key informants also noted that developing the project 'from the ground up' and incorporating community consultation to identify community priorities and design the project elements was important for developing an approach that has relevance for CALD communities. In order to achieve this, it was suggested that flexibility is needed in project design so that the project can be developed and evolve over time. 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 on 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 by key informants as significant in developing a relevant approach. Opportunities for inter-cultural exchange were also seen to strengthen project outcomes.

Achieving meaningful involvement in planning processes is a challenging task. It requires community groups and members to be given ample power and authority to enable them to meaningfully influence decision-making (Mahjabeen, et al., 2009). As such, this also requires overcoming existing power imbalances and the domination of "experts" in decision-making processes and project planning (Hofmeester, et al., 2012; Mahjabeen, et al., 2009; Stacey, et al., 2013; Gibson-Wood & Wakefield,

2013). For example, an analysis undertaken on community participation in the development of the Sydney Metropolitan Strategy in 2004 indicates that there was no direct participation of Aboriginal or non-English speaking groups in the process (Mahjabeen, et al., 2009).

Further, there are cultural and institutional differences in the way government and communities work that need to be acknowledged and navigated (Eversole, 2011). In discussing rural Australian communities Eversole (2011) raises points which also have relevance in relation to CALD communities in Australia. Eversole (2011) notes that while communities value government resources and partnerships, community members are also aware that their way of doing things (less-formal, personal, relationship-based) differs from how government tends to work, and that they hold knowledge government does not. As such, working with government also involves investing time, energy and resources into learning and complying with a "foreign" way of doing things (Eversole, 2011). In working with communities, government agencies need to also understand how communities work. While government values community capacity, there seems to be minimal understanding of how communities mobilise resources, overcome problems and facilitate change (Eversole, 2011). Without this, community engagement itself becomes hard to realise, and projects risk undermining existing community capacity (Eversole, 2011). In joint planning and decision-making the cultural and social processes and outcomes are as important as the environmental ones (Stacey, et al., 2013).

Approaches identified in the literature for addressing power imbalances include the approaches to partnerships discussed in the previous section, and practical strategies such as funding travel expenses, providing accessible preparatory and communication materials, and providing accessible avenues for participation and consultation (discussed further below) (Mahjabeen, et al., 2009).

Develop accessible and tailored communications

Australian research suggests that initial communications directed at communities can have a lasting impact on people's perceptions of a program (Wiseman, et al., 2010). As such, accurately representing activities is important in managing expectations and clear communication is critical in building trusting relationships and participation (Wiseman, et al., 2010). Thus, in the context of working with CALD communities, an important consideration is how to ensure that language and communications are relevant and accessible to the diverse range of community participants that may be involved in environmental programs. Key informants emphasised that face-to-face communication is key when engaging CALD community members.

Utilise multilingual communication (bilingual staff, interpreters and translations)

The use of language is a key consideration in undertaking community engagement with CALD communities (Johnston & Shimada, 2004). While many community members may speak English, multilingual communication (e.g. through bilingual staff / volunteers, translations and/or interpreters) assists in removing communication and participation barriers for environmental programs, and reduces miscommunication or misunderstandings (Ramen & Langer, 2003; Johnston & Shimada, 2004). A multilingual project strategy (including multilingual administrative and educational materials) can also demonstrate respect for community knowledge and cultural identity and further promote inclusiveness and participation (Johnston & Shimada, 2004).

It is also important to note that materials and messages should be translated both linguistically and culturally to ensure that the meaning and intention of language comes through in translations (Ramen & Langer, 2003). For example, Greenest City, an initiative undertaken by Vancouver City Council, did not address the cultural component of translation in their composting resource for Chinese gardeners, resulting in people being unsure whether culturally specific foods, like congee and tofu, could be composted (Ramen & Langer, 2003). It also important to be conscious of language choice that could be potentially offensive in a CALD context, for example, biological plant terms such as "alien" may not be appropriate to use in the context of working with CALD communities (Johnston & Shimada, 2004).

Tailored messaging and approaches

As noted in both the literature and feedback from key informants, translated material and multilingual communication alone is not the answer, and more accessible approaches to information delivery is required for CALD communities. Environmental messages and approaches require tailoring for different cultural and linguistic groups and/or particular local community contexts (Ramen & Langer, 2003; Gibson-Wood, et al., 2012). It is also important not to assume a particular level of knowledge among communities (Wiseman, et al., 2010). Further, as noted by key informants, tailoring may be required to respond to variations in literacy levels both across and within CALD communities (including literacy in participants' primary language). As with using translated material, ensuring messages are tailored contributes to the credibility and relevance of the project.

The importance of accommodating language needs and cultural requirements was confirmed as an important success factor by key informants. This approach, however, does not come without challenges. While key informants identified many examples where addressing language needs had been addressed effectively, there was also much discussion on the difficulties with relying on organisations or others to assist with language needs. Along with working in the appropriate language/s (such as through bilingual educators), key informants provided examples of using additional strategies such as providing transport and childcare to further address accessibility for CALD participants.

Use a range of communication channels

Employing a range of communication channels and techniques has also been demonstrated to improve the accessibility of information and engagement among CALD communities (McClean, 2011). The focus here is to provide multiple entry points and options for engagement that vary in approach and style (Wiseman, et al., 2010). In order to accommodate different ways of learning, both across cultures and individuals, including non-written communication is important, such as oral, visual, art and music (Ramen & Langer, 2003). Among some cultural groups, face-to-face training and word-of-mouth often work better than other forms of engagement even though they are more labour intensive (Ramen & Langer, 2003). Australian research into community engagement and climate change indicated that effective engagement involved creating welcoming and inclusive settings in order to combat the perception that "this activity isn't for us" (Wiseman, et al., 2010).

These strategies also apply when conducting consultations as part of mainstream projects in populations with high proportions of cultural diversity. In their paper on urban forestry in multicultural societies, Johnston and Shimada (2004) write that additional efforts are required to encourage the expression of diverse views and opinions present in multicultural societies. These include (depending on what is relevant for the project) holding public forums or meetings at appropriate community venues, ensuring

interpreters are present at face-to-face consultations, making multilingual versions of documents available, including cultural diversity in media promotion, and ensuring that groups such as committees, advisory or reference groups include representatives from CALD communities and/or organisations (Johnston & Shimada, 2004).

Emergent evidence also suggests that online forums provide another space to facilitate engagement and participation in multicultural societies. An analysis of online forums hosted by SBS current affairs program *Insight* suggests that multicultural online forums can provide new avenues for participation and opportunity for diverse views to be expressed within a framework / context established by SBS that facilitates an inclusive forum for participants from a diverse range of backgrounds and opinions (McClean, 2011).

Key informants also identified that wide promotion through a diversity of channels was an important contributor to success, with many utilising existing networks and relationships in promotion and distribution. Key informants also suggested that the promotion needs to creatively attract new people and new organisations, with comments that terms like 'engaging with CALD communities' have become background noise, so there is a need for different approaches to promotion.

Accessible and tailored communications – Recycle Right Campaign, Bankstown City Council

Bankstown Council's Recycle Right campaign aimed to reduce recycling contamination in the Bankstown local government area. Prior to the campaign, the contamination rate was one of the highest in metropolitan Sydney, in some areas as high as 30%. The campaign was based on behavioural psychology and considerable community consultation was conducted in developing the approach, including a multicultural community consultation panel to help guide the development of the program. Materials were developed in consultation with community, resulting in highly visual resources that could reach residents from a wide range of cultural backgrounds (with 129 community languages spoken in the Bankstown LGA).

Nine strategies were trialled over a six-month period in 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 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.

The evaluation found that many of the strategies had a significant impact, with contamination reducing from 28% to 10% in areas where residents signed a pledge, and from 31% to 8% where residents received personal feedback. Stakeholders noted that in terms of reaching residents from CALD communities, making the communication as simple as possible, focussing on images and using limited text was shown to successfully overcome any language barriers.

The campaign has won a number of awards including the Community Education and Empowerment category of the 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.

Source: Key informant interviews, video & grey literature

Develop a multidimensional approach that acknowledges the broader health and social outcomes of community engagement

Both Australian and international evidence indicates that people from CALD backgrounds tend to have lower rates of civic participation (e.g. volunteering, community action, attending local events), social interaction (e.g. trust others, feel valued by society) and social resources (Department of Human Services, 2008; Johnston & Shimada, 2004; Lai & Hynie, 2010; Putnam, 2007). Further, CALD communities are under-represented in the environmental movement as a whole (Johnston & Shimada, 2004). Some of the key reasons identified in both the literature and among key informants include the environment being a lesser priority, minimal opportunities to participate, and feeling marginalised from mainstream community action (Johnston & Shimada, 2004). Specifically disadvantaged CALD communities may feel they are being "overdosed" on a topic that is not as significant as the immediate issues they are facing such as employment, housing, crime and racism (Johnston & Shimada, 2004).

Thus, while the environment may be the implementer's primary motivation for environmental programs, this may not be motivating enough to generate broader interest. There is much evidence, however, that demonstrates the broader social and health outcomes of a community engagement approach. These include contributions to social capital, social connectedness and inclusion, community attachment, greater community cohesion, and personal growth, self-confidence, belonging and a sense of purpose (Lai & Hynie, 2010; Chin, 2011; Wiseman, et al., 2010; Evans, 2007). Given these significant social and health benefits, a multidimensional strategy that recognises these broader benefits can assist in motivating individuals to become involved (Ramen & Langer, 2003) and support further community action and engagement (Wiseman, et al., 2010; James & Schmitz, 2011). The potential alignment between the environment and holistic engagement with CALD communities is strong (Nordstrom, 2008).

Lessons from Canada's Greenest City initiative were that projects which linked environmental issues to the economic, social and political inequities CALD communities experienced were the most successful (Ramen & Langer, 2003). Another Canadian evaluation found that community members were more likely to take action on a local issue if they felt a stronger sense of community rather than knowing more about the issue itself (Lai & Hynie, 2010).

The Canadian experience aligns with the experience of key informants who had implemented environmental projects with CALD communities in Australia. Key informants emphasised the importance of identifying social outcomes and complex needs as well as environmental outcomes when working with people from CALD backgrounds, especially in relation to working with 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."

Within this, it is important that the approach recognises where the issue fits in relation to the settlement priorities for new and emerging groups, and how it can be adapted in order to embed sustainability into these higher order priorities. Several key informants specifically identified social inclusion as an important motivator for newly-arrived migrants, and felt that incorporating this in project design was a key success factor. Projects where fieldtrips were provided for recent arrivals that provided a connection to the Australian environment were often cited as positive examples by key informants. Similarly, it was noted that building community can be an important social outcome, with the environment seen by key

informants as a non-threatening entry point for building and encouraging community involvement for newly-arrived migrants.

Personal skills and capacity developed through involvement in environmental programs was also identified by key informants as an important outcome and motivator for individuals involved. Examples included projects that specifically targeted skills development of volunteers to increase employability, as well as projects where skills development was a significant outcome despite not being a primary program objective.

Wellbeing and social connectedness – Proud to Participate, Greater Dandenong's Demonstration Project

"In the earlier stages of the project we recognised the importance of getting diverse groups involved, so we met with community leaders … However, we quickly recognised that these people were so busy that they did not need another meeting, project or activity … Instead, we set up a resource audit where we invited community members to get involved in our project. We trained them, linked them up with other members and provided them with an opportunity to go back to their respective communities and actually run workshops. We recruited 17 community volunteers who went back out and ran a total of 18 workshops in their communities … The resource audit provided them with an opportunity to develop their skills and become more connected with their communities.

One of our volunteers, Mural, became part of the project in the very early days. She was a very quiet, shy young woman from [cultural] background, who had no connection with the local community or even her own community … The exciting part of Mural's involvement was the fact that she started off as a person who was socially not connected to a community, but through the project she developed networks and found the confidence to go back to Technical And Further Education (TAFE). She has actually developed such strong networks that she is no longer involved in our project. That is exciting for us: she has connected with her community and she does not need to be involved in the project any longer...

With regard to Noble Park, connecting people has actually led to other developments within the local area … They applied for Pride of Place funds through the Department of Sustainability, and set up a Pride of Place committee made up of members of a diverse range of groups …The Pride of Place project was fantastic from the perspective that groups were able to work together to come up with some key strategies to beautify and improve their local area, while also addressing the issue of safety. We ended up with some really creative artwork in the railway underpass, and people's views of that area have changed...

We identified that you either need to have an issue or some sort of social connection as a driving force to be able to bring people together. Projects are driven by common issues or common interests and often, we need to have those issues or common interests to bring diverse communities together." (Kilgower, 2006, pp. 63-64)

Source: Literature

Finding a motivating angle – The Home Power Savings Program

Many people from CALD backgrounds in Australia are low-income households. The Home Power Saving Program (HPSP) was a key strategy under the NSW Energy Efficiency Action Plan. The Program aimed to assist householders reduce their energy bills by helping them to understand how savings can be made in their homes. The program commenced in June 2010 and finished in 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 power bills each year.

While this program did not specifically target CALD communities, they were an important segment, and partnering with CALD community organisations was a key program strategy. There were 73 CALD organisations, groups and events involved in this program (including smaller CALD-specific community organisations, locally based community centres, Migrant Resource Centres and organisations delivering the AMEP and the SEE program). The evaluation

noted that 14% of program participants identified as not speaking English at home, and the bilingual assessors covered Mandarin, Vietnamese and Arabic (ARTD Consultants, 2012).

Source: Key informant interviews & literature

Improving employment outcomes – Energy and Water Taskforce, Sustainability Victoria

The Energy and Water Taskforce was run by Sustainability Victoria in partnership with community organisations. 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 save energy and water and was found to have reduced energy usage by the participating households which 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. These outcomes were achieved through the enterprise models developed by the non-government welfare organisations who 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 employed tended to reflect this diversity, which was seen as critical in increasing the participation level of residents in the program. The evaluation found that a significant outcome of the program was the transition of many trainees toward ongoing employment in the same or related fields. 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.

Source: Key informant interviews

Be inclusive of lower socioeconomic contexts

In any community engagement context it is important to ensure that strategies and approaches are appropriate for local contexts, including both the physical environment and socio-demographic characteristics. It is important to acknowledge that lower socioeconomic urban areas often have significant numbers of CALD background residents in these communities. The characteristics of these settings and landscapes need to be understood in community engagement projects targeting the environment. For example lower socioeconomic areas often have fewer trees, private gardens or landscaped open spaces (Johnston & Shimada, 2004).

The relationship people have with their neighbourhoods also plays a significant role. For example, high crime, visibility of anti-social behaviour, racial harassment and racial tensions are likely to discourage CALD residents from engaging in activities that involve being in open public spaces or parklands (Johnston & Shimada, 2004). Perceptions of safety in open public spaces influence how people interact and participate in these spaces (Johnston & Shimada, 2004).

Working with disadvantaged communities – The Sustainable Actions Value Everyone (SAVE) Program

The SAVE Program sought to bring about sustained environmental awareness and sustainable living practice for residents of social housing and other disadvantaged community groups, including CALD residents. The program was a three year partnership program funded by the NSW Environmental Trust in the City of Canterbury, the City of Sydney, Marrickville Council and Randwick Council local government areas. There were 30 individual projects implemented through this program. Developing partnerships that enabled strong champions who already had trusting relationships with low income householders from CALD backgrounds was a key element of this program.

The partnership with the Lakemba Community Centre in particular was identified as a positive example that enabled on-the-ground champions to expand their existing programs to incorporate sustainability outcomes. The Centre established a community garden in 2011, and this garden is still going strong, and continues to have high

Social participation - events and activities

Activities in public spaces, such as multicultural festivals, street parties, and events held in local parks and nature reserves, help build opportunities for people to interact in and come to know their local environment, as well as building social networks and relationships and facilitating opportunities for different segments of local communities to come together (Johnston & Shimada, 2004; Lai & Hynie, 2010; OEH, 2011).

Environmental projects are also a way in which CALD communities can directly engage with and influence the physical environment. As noted in Johnston and Shimada (2004), while CALD communities have influenced other elements of host societies such as music and food, the influence on public open spaces are minimal. Rather, urban landscapes tend to reflect the landscape traditions of the dominant culture (Johnston & Shimada, 2004; Askins, 2009). Activities such as arts projects, tree planting and community gardens also provide opportunities to directly influence the physical environment.

Experiential and activity-based learning activities

Key informants identified providing experiential and activity-based learning and encouraging creativity as a success factor in developing and delivering projects to CALD communities. Examples cited included demonstration projects and using strategies where there is less reliance on words (such as rain gardens and models that demonstrate what happens when oil goes down the sink).

Arts and culture based projects

Art activities can increase CALD engagement, encourage a sense of connection with an issue or place and allow groups to create a culturally specific art product that delivers important environmental messages (OEH, 2011). Key informants noted that new and emerging communities can be engaged through incorporating art and culture into projects and integrating environmental education within this framework. This approach was adopted by the Cross Currents project outlined below. Johnston and Shimada (2004) also note that projects that link with the arts are particularly appropriate for CALD communities. One example they provides is of an organisation in the United Kingdom, Common Ground, that has run a range of arts and environmental projects targeting CALD communities including tree dressing days in local green spaces and open spaces (Johnston & Shimada, 2004).

Utilising art and culture – The Water in the Landscape program

Several key informants provided examples where art and culture had been utilised 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. This approach was taken following research indicating that drawing on everyday experiences of local water resources (place, social and cultural values) is more likely to achieve education and awareness outcomes than a focus on technical information regarding water management (Western Sydney Regional Organisation of Councils, 2013).

Community gardens

Cultural or community gardens can be designed, built and maintained by residents thus promoting ongoing engagement with local spaces. The documented benefits of community gardens include community building, social and cultural expression, place of friendship and exchange and an educational resource (Bartolomei, et al., 2003). These benefits also extend beyond those directly involved in the creation of the gardens. Gardens also offer flexibility in adapting to local contexts and settings, as they can be located in established parks, vacant sites, open spaces or schools (Johnston & Shimada, 2004).

Involving residents in garden design can also address concerns around crime and perception of safety. Research has shown that planting schemes on inner city housing estates can reduce crime and promote safety (Johnston & Shimada, 2004). Experience from the long term community gardens and neighbourhood renewal in Waterloo, however, indicates that improvements to feelings of personal safety is mixed (Bartolomei, et al., 2003).

Several key informants consulted had been involved in community garden projects that successfully engaged CALD residents. Along with the benefits noted in the literature, key informants also identified that community gardens offered 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 the preparation, and support community kitchens. This approach provided educational opportunities for those involved through workshops conducted as part of these projects.

Field trips and excursions

Several key informants 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. These trips were also seen to promote 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.

In the workshops, key informants highlighted the importance of incorporating Aboriginal knowledge and culture as it relates to the environment into field trips and excursions. Project experience also indicated that learning about the significant relationships between Indigenous people and caring for country was highly valued by CALD community members.

Fostering a sense of safety and connectedness to the local area through environmental projects can encourage participation of CALD community members, especially more recently-arrived migrants, and helps develop a sense of belonging (OEH, 2011). Field trips have been identified as an effective way of introducing environmental concepts in an experiential learning environment, as well as introducing participants to new parts of the city and providing them with information about their new home (Environment Victoria, 2011).

Johnston and Shimada (2004) also note that guided walks with a multicultural interpretation of the urban forest e.g. different species of trees from around the world, provide a valuable opportunity for social interaction among participants.

Field trips – Operation Bluetongue

Operation Bluetongue, was a project 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 (Ethnic Communities Council of NSW, 2008). They were designed to increase awareness and foster a sense of belonging while providing a social experience.

Source: Key informant interviews & literature

Tree planting

Community tree planting days enable community participation and residents to directly imprint their local landscape. This is particularly significant in areas with minimal private gardens, generally areas with a high concentration of people who have a lower socioeconomic status and therefore often areas in which CALD communities live. Impact further enhanced for CALD communities where trees from country of origin are planted (Johnston & Shimada, 2004).

Practically support organisations and communities to get involved

Along with the strategies identified above, additional mechanisms are required to provide practical support for organisations and community members to become involved in environmental projects or issues. These relate to enhancing communities' ability to become involved through strategies such as skills development, resourcing and infrastructure support.

Develop skills and capacity

Skills development and capacity building was noted in the literature, and confirmed by key informants, as an integral component in engaging communities to plan and manage projects, as well as a key outcome of involvement in environmental community engagement projects. Research indicates that skills development activities should be tailored to project aims and contexts (Wiseman, et al., 2010), and should include a focus on building community capacity to develop and gain access to skills needed for project management (Johnston & Shimada, 2004) as well as program monitoring and improvement (Wiseman, et al., 2010). Johnston and Shimada (2004) also note that while expertise and resources from public authors may already be generally available, CALD communities may experience difficulties or barriers to accessing these (Johnston & Shimada, 2004).

Capacity building was consistently identified as a key success factor by key informants. This included both capacity building for community members as well as for CALD organisations and staff.

Supporting community members to become agents of change - Doggies to HighPoint project

In 2006 the City of Darebin and Darebin Ethnic Communities Council ran a one day conference on 'Community engagement in multicultural society'. As part of the proceedings Klara Blazevic, Community Development Officer at Mission Australia, shared these insights from her involvement in the 'Doggies to HighPoint community building project':

"What I have learnt from this project is that personal networks are important and that they work. Trust is a central component to action. This community was highly disadvantaged, in fact, calling it a community in the early stages of the D2H project was incorrect. Rather, it was pockets of hard to reach groups. Quite a lot of outreach work needed to be done initially, and the Department for Victorian Communities was very responsive to that. The 'Doggies to Highpoint' project worked at the very individual level while moving towards a community-focus over time … A core group of that community working group decided to become advocates for their community, and they are now working toward becoming a residents' group. We are getting support from Council and are looking into how this group of people can be sustained, not with an imposed idea but rather because they care and really want to advocate for their community." (Blazevic, 2006, pp. 67-68)

Source: Grey literature

Bridge human resource constraints within CALD organisations

Resource and other constraints experienced by community organisations can also mean that grant processes themselves exclude less resourced groups. Key informants interviewed noted that complicated grant application processes were a challenge. This included not allowing enough time to develop grant applications, complex processes to access 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. Key informants also identified the challenge of bedding down partnerships when applying for grants given that developing collaborative relationships takes time. It was noted this is not always possible, creating a potential risk for projects going forward.

Expression of interest (EOI) processes and pre-funding workshops to canvass what projects could look like were seen as a way of overcoming these challenges, as was increased awareness of available funding sources. As CALD organisations access different information channels in comparison to other organisations in the environment space, grants and EOI processes need to be promoted through a wide range of channels.

Key informants identified that some organisations would also 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.

Project coordination – Water in the Landscape, Western Sydney Regional Organisation of Councils

One example of this kind of overall coordination and support is the previously mentioned Water in the Landscape program administered by the Western Sydney Regional Organisation of Councils (WSROC) and funded by the NSW Environmental Trust. As part of that program, WSROC provided project management support to a range of community organisations that were funded to engage the Western Sydney community in water management issues and deliver environmental messages to the community through the delivery of artistic and cultural projects.

The support provided 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 allowed project partners to be supported to implement, manage and measure the outcomes of their projects.

Source: Key informant interviews

Resource appropriately

Grants and funding support are another practical mechanism in which community organisations and networks can be supported to engage in environment based projects or initiatives (Wiseman, et al., 2010). Sources can include government funding specifically for environmental projects, as well as other government funding, such as those targeting social inclusion or community building, and non-government funding sources such as private sector sources (Johnston & Shimada, 2004). Despite the funding source, evidence points to the necessity of involvement of both government and non-government bodies to provide additional support in order to address challenges faced by CALD communities, organisations and individuals who struggle with limited resources (Lai & Hynie, 2010).

Research suggests that uncertain or short-term funding leads to loss of project momentum, networks and knowledge, particularly as key staff seek alternative more secure employment, which are detrimental to project outcomes (Wiseman, et al., 2010). The literature also highlights that ongoing relationships and local knowledge are key elements in successful community engagement and funding that supports the continuity of resources is important (Wiseman, et al., 2010). Several key informants also noted that short-term funding means that organisations do not build on the experience, skills and capacity they have developed through one-off projects.

Some key informants also questioned the ability of the funding to cover staff time, and that community-based organisations sometimes struggle with the human resources required for implementing projects, especially as many of these organisations are under-resourced. This was also discussed in relation to the pressure organisations such as Migrant Resource Centres and other settlement support services are under to deliver a wide range of programs and services, and the need for realistic expectations of what can be achieved with the available funding.

Along with continuity of funding, both literature and key informant interviews point to the role of social innovation in supporting project continuity (Wiseman, et al., 2010). 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 (Social Traders & Sustainability Victoria, 2011). This research concludes that there is a strong alignment with the environment and social enterprise. While this research did not specifically identify examples of CALD environmental social enterprises, key informants suggested that environmental social enterprises could provide significant benefits to CALD communities, and that there are opportunities to enhance the reach for CALD communities. Key informants also noted that while there were opportunities for government to encourage social enterprise, flexibility and time are critical, particularly as it takes several years for social enterprises to become sustainable.

Social enterprise – Resource Recovery, run by Great Lakes Community Resources

Resource Recovery provides labour opportunities for the long-term unemployed, early school leavers, Aboriginal communities and ex-offenders. Based in the downturned labour market of Forster and Tuncurry NSW, Resource Recovery is a 23-year-strong enterprise run by Great Lakes Community Resources.

Resource Recovery offers hands-on training, work experience and employment to the local community 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 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% for the last 10 years, increasing to 20% 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 as 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.

Source: Key informant interviews

Share lessons and best practice

Formal evaluation studies on Australian community engagement and climate change initiatives are limited in quantity and quality, with limited planning and resourcing invested in their design and implementation (Wiseman, et al., 2010). As with any management plan, actual performance should be regularly measured and monitored (Johnston & Shimada, 2004). Wiseman et al. (2010) note that the lack is understandable, given the complexity of the area, the prevalence of short-term project funding and the timeframes required to understand the impacts and outcomes. However they also note that the lack of quality evaluative evidence is a barrier to knowledge sharing about successes and failures, innovation and improvements in practice, theory and outcomes (Wiseman, et al., 2010)

Key informants also identified that recording project outcomes and celebrating achievements were elements of success. A few key informants 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 key informants 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 monitoring and measuring success needs to be balanced with not overburdening organisations with resource-intensive reporting requirements and organisations need to be supported to monitor and measure success. Key informants also noted a need for a flexible approach to reporting requirements to allow for the timing and reporting structure to adapt with the project over time.

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Appendix 1 – Community member discussion guide

Environment Trust – CALD community engagement project
Discussion guide

Introduction

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

The Trust is interested in finding out about what things influence community engagement about issues to do with the environment so we are talking to community members about what they know, think and feel about the environment, and what might motivate people to get involved in caring for the environment.

Explain:

- The feedback you provide is confidential - we don't record any of your personal details so anything you say will not be linked to you, you will remain anonymous - only the researchers will have access to information about participants.

- 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 group?

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

- If you don't want to or can't answer any questions, you don't need to worry about it, we will just move on. This is an open discussion and all comments are welcome – there are no right or wrong answers.

Confirm that everyone is happy to participate and start recording.

Group introduction   5 minutes

1. First of all we might just go round the room for each of you to briefly tell us a little bit about yourselves – living arrangements, children, grandchildren, brothers/sisters, age, time in Australia, working/studying, where you live, etc.

Knowledge and awareness   10-15 minutes

2. What do you think of when I say the word 'environment'?

3. What sort of issues do you think are confronting the environment today?

4. Do you think environmental issues are an issue of concern for the community? Why do you think that is?

5. What do you think are the major issues of concern about the environment for your community? Why do you think that is?

6. (If not already discussed), When you talk about your community who are you talking about?

7. (If not already mentioned) What about your local community, are there any environmental issues that are important for your local community?

Note to facilitator: try to explore differences between concern for the local environment versus concern for the environment more broadly e.g. climate change.

Use of the environment   10 minutes

I now want to chat with you about the Australian environment, and where we live.

8. What do you think of when I say the 'Australian environment'? What images/words come to mind?

9. How did you learn about the Australian environment?

10. What are some of the things you enjoy about the area that you live in/your local community?

11. Where do you visit in your local area? Do you use local parks, nature reserves, beaches, waterways?

12. What sort of activities do you engage in? (If needed, prompt for walking, swimming, camping, playing sport, cycling, using children's play equipment)

13. Is there anything that stops you from using the outdoor environment?

Attitudes and behaviours   30 minutes

14. Do you feel that you do anything to help/look after the environment? If so, what actions do you take/do (at home / at work)?

15. Do you feel that you have changed your behaviour in relation to looking after the environment in the last few years? If so, how? What happened that led to these changes?

16. What about since coming to Australia – did your behaviour change when you moved here? If so, how? What happened that led to these changes?

17. What do you think are the most effective ways to encourage people to change their behaviour in relation to looking after the environment?

18. I want to have a chat about different things that people do that can be seen to be good for the environment. There are lots of different things that people do, and what people do varies a lot, so there are no right or wrong answers, and it is OK if you don't do these things – it's really just a prompt for discussion. Do you do any of the following?:

   a. Household recycling

   b. Composting / worm farm

   c. Growing food

   d. Composting green waste (e.g. putting green/garden waste in your compost or using a green bin for garden waste)

   e. Reduced the amount of food thrown away by the household?

   f. Reduced use of chemicals in the home and garden?

   g. Energy saving strategies (e.g. energy saving light bulbs, turning lights off, energy efficient appliances) – what have these been? How have you done this?

   h. Avoided plastic bags to take shopping home

   i. Reduced water consumption – how?

   j. Chosen more 'environmentally friendly' household products – what sort?

   k. Chosen to re-use rather than throw out – how/what sort of things?

   l. Avoided putting oil/fat/turps/paints/chemicals down the sink or toilet

   m. Reduced fuel consumption / vehicle air pollution (e.g. using public transport, walking or cycling rather than driving, car pooling/sharing)

19. What has made you do these things? (If needed, prompt for cost savings, caring for the environment, bin provided by council, council information/education about recycling/waste?)

Participation, barriers and motivators   30 minutes

20. Do you, or have you ever, volunteered for a community organisation / program / event? If so, what was it? Why did you choose to get involved in that issue?

21. Are you aware of any local groups/programs/projects that it is possible to get involved in? What community environmental projects have you heard of? How did you hear about these groups?

22. Have you ever participated in a program to do with the environment? (Prompt for Landcare, Bushcare, Clean-up Australia, tree planting, river regeneration, community gardens, Discovery walks, talks and tours with National Parks, workshops or information sessions on how to reduce energy usage or avoid waste in the home e.g. 'Save Power', 'Home Power Savings Program', 'Love Food, Hate Waste' cooking workshops/cookbook)

23. If yes, what motivated you to get involved?

24. If no, why do you think you haven't been involved? What prevents people like you from getting involved? (If needed, prompt for not enough time, too hard, not aware, too costly, not interested)

25. What do you think might motivate you to get involved in an environmental program?

26. If you were to be involved, how would you like to be involved / what kinds of things would you like to do?

27. What do you think you could get out of being involved in an environmental program? (Prompt for developing new skills / employment prospects, learn about the issue, meeting people, personal satisfaction/self esteem, moral/civic duty, because a friend is involved, a friend/family member asked you to – i.e. meeting the expectations of others)

28. Thinking about the different / local organisations that you know of, are there any that you think would be good organisations to encourage CALD communities to be involved in the environment?

29. Do you know of any good programs that have worked well in getting people like you involved in the environment?

Show stimulus

30. Here are some different types of environmental programs – Would you like to get involved in any of these? Why / why not?

31. Are there any other programs that you would like to get involved in that we haven't shown here?

Thank participants and close. Provide thank you.

Appendix 2 – Consultations with key informants

Organisation	Role
Councils	
Albury City Council	Team Leader Community Development
Albury City Council	Team Leader, Sustainability and Environment
Ashfield Council	Team Member, Environmental Sustainability
Auburn City Council	Team Leader, Environmental Sustainability
Auburn City Council	Bushcare Coordinator
Auburn City Council	Community Development Officer
Bankstown City Council	Manager, Resource Recovery
Bankstown City Council	Team Leader, Resource Recovery
Bankstown Arts Centre	Director
Blacktown City Council	Manager Community Development
Canterbury City Council	Team Leader, Environmental Issues
Canterbury City Council	Team Member, Environmental Issues
Coffs Harbour City Council	Community Development
City of Sydney	Urban Ecology Officer
City of Sydney	Coordinator, Waterloo Community Garden
Fairfield City Council	Manager, Waste Strategy and Sustainability
North Sydney Council	Senior Sustainability Programs Manager (& Project Manager, SAVE)
Parramatta City Council	Community Place Development Officer, Community Capacity Building Team
Parramatta City Council	Sustainability Officer, City Assets and Environment Unit
Alliances	
Western Sydney Regional Organisation of Councils Ltd. (WSROC)	CEO
WSROC	Deputy CEO
WSROC	CEEP Project Manager
Cooks River Alliance	Community Engagement and Education Coordinator
CALD organisations	
Auburn Diversity Services Inc	CEO
Auburn Diversity Services Inc	Youth Worker
Auburn Community Development Network	Community Development Officer

(ACDN)	
Community MRC (previously the Hills Holroyd Parramatta MRC)	Executive Director
Ethnic Communities' Council of NSW	Program Manager Project Coordinator
Macarthur Diversity Services Initiative	Executive Officer
Metro Migrant Resource Centre	CEO
Metro Migrant Resource Centre	Settlement Grants Program Team Officer
Mount Druitt Ethnic Communities Agency	Manager
North Coast Settlement Service (Lismore)	Outreach Support Worker
North Coast Settlement Service (Coffs Harbour)	Manager
Settlement Services International	Regional & Community Engagement Coordinator
SydWest Multicultural Services	Generalist Project Coordinator
Not for profit organisations	
Albury Wodonga Volunteer Resource Bureau Inc	Multicultural Settlement Officer
Urban development / housing	
Catholic Care Social Services, Bungarribee (Bunya Development - Urban Growth NSW)	Community Development Officer
Connections (The Ponds development)	Community Development Officer
St George Community Housing	Community Development Officer
Social enterprise	
Social Traders	Head of Market and Sector Development
Green Connect	Manager
Training and employment	
MTC Australia	Regional Manager, SEE Program
MTC Australia	Centre Manager, Belmore site, SEE Program
Government	
NSW Office of Environment and Heritage	Regional Coordinator
Sustainability Victoria	Manager Business Productivity, Resource Efficiency
Sustainability Victoria	Evaluation Lead, Strategy & Planning
Sustainability Victoria	Project Advisor, Households

Appendix 3 – Key informant 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?

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

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)

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 4: Workshop attendees

Organisations represented at workshops
Ashfield Council
Auburn City Council
Bankstown City Council
Blacktown Women's & Girls Health Centre
Blacktown City Council
Community Hub Westmead
Community MRC
Community Resource Network (CRN) Inc.
Cooks River Alliance
Ethnic Communities Council of NSW
Fairfield MRC
Fairfield City Council
Greater Sydney Local Land Services
Holroyd City Council
Liverpool MRC
Mount Druitt Ethnic Communities Agency
NSW Council for Pacific Communities
NSW Environmental Trust
NSW National Parks and Wildlife Service
NSW Office of Environment and Heritage
Parramatta City Council
Parramatta City Library
Parramatta Community Corrections
STARTTS Parramatta
Sydwest Multicultural Services
TAFE NSW - Community Engagement & Student Support Unit
Wash House Inc
Wentwest
Western Sydney Regional Organisations of Councils (WSROC)

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