

Assessment of linguistically diverse council resources

WSROC

Final report, November 2016

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Executive Summary

WSROC commissioned research with councils and stakeholders in Western Sydney on the resources and activities used by councils to engage with culturally and linguistically diverse (CALD) communities about waste-related topics.

Key Findings

Western Sydney is one of the most culturally and linguistically diverse areas in Australia. In 2011, 18 languages were spoken by at least 10,000 people each, with 23 languages increasing by more than 1,000 speakers between 2006 and 2011. Consequently, many councils find that engaging with CALD communities is a key element in meeting their waste targets and sustainability goals.

Councils' activity levels tend to broadly reflect diversity levels in the LGAs. Some councils with currently lower numbers of CALD communities are expecting and preparing for significant demographic changes.

Engagement. The main forms of current engagement with CALD communities about waste are:

- Provision of resources, including online or printed information about services and image-based stickers for bins (depicting what can be recycled and what goes in the general waste bin)
- Activities to inform and educate, including informal kerbside conversations with residents, workshops, attending local events or community groups' information sessions and competitions.

Challenges. Councils report a variety of challenges when engaging with CALD communities about waste, which can vary between councils. These can be broadly classified into four types:

1. Internal council 'system' challenges <ul style="list-style-type: none">- Lack of funding and staffing- Restrictive KPIs- Limited collaboration and communication between council teams	2. Lack of training and experience of council staff regarding CALD engagement <ul style="list-style-type: none">- How to reach or access CALD communities- Engaging small, new or emerging CALD communities
3. Challenges within and between CALD groups <ul style="list-style-type: none">- Language barriers- Lack of trust and fear of authority- Community members have more urgent priorities	4. Broader external system challenges <ul style="list-style-type: none">- Funding cuts to the non-government organisation (NGO) sector- Rapid increase in CALD populations and lack of clarity about areas for settlement

What works well. There are clear themes in the engagement approaches that councils report working well, particularly face-to-face communication, using community leaders and bilingual staff, and making activities fun. Additionally, successful engagement requires dynamic staff with good connections to community organisations and leaders, council organisational support for CALD engagement, and council-wide strategies and goals for engagement.

Future aspirations. Council staff's aspirations or preferences for future engagement with CALD communities also varied substantially depending on the diversity of LGAs:

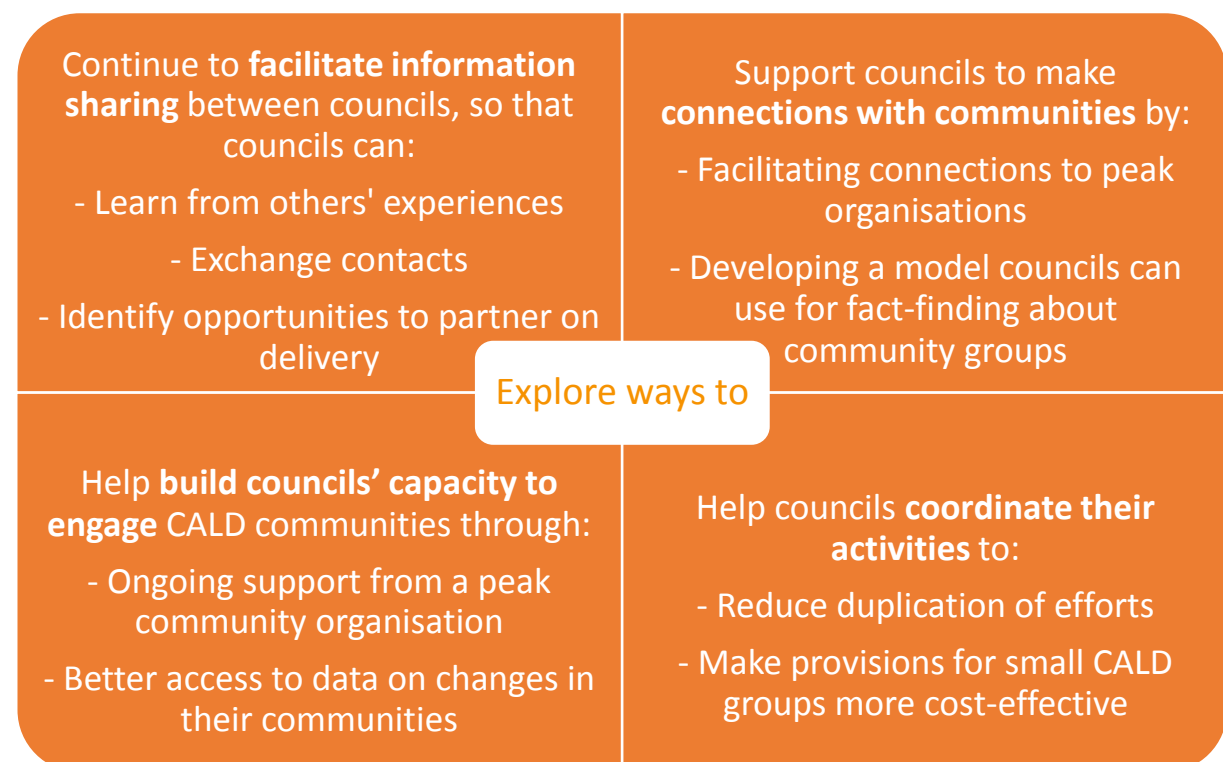
- Low diversity LGAs – councils appeared constrained by a lack of awareness of what was possible for the small groups they had
- Greater diversity LGAs – councils were attracted to alternative activities that had been done elsewhere and expressed a preference to continue what they were doing without the constraints of budget and time.

Good practice. The approaches noted above generally align with the available information on good practice communication and engagement. Key considerations highlighted in the literature and by expert stakeholders include:

- Plan well and have a clear consultative strategy – e.g. take time to build relationships and consult with the community; identify partner organisations, and understand what role they can play
- Effective and adaptive delivery – e.g. use culturally appropriate methods to communicate with each community; actively seek opportunities to engage with communities; trial approaches and be prepared to refine processes
- Review, evaluate and learn for the future – e.g. incorporate lessons into future plans; select feedback and evaluation techniques that are sensitive to the community's needs and capabilities.

Recommendations

Total Research makes the following recommendations to WSROC across four key areas to further support Western Sydney councils' effective engagement with CALD communities:



1 Introduction

WSROC commissioned a review of the resources Western Sydney councils have developed to engage with culturally and linguistically diverse (CALD) communities in their LGAs. The primary focus is on materials and activities to communicate messages about waste. The research will also explore CALD resources from other areas of council, with a view to identifying lessons that can be applied to the waste area.

The **objectives** of the research were to:

- Understand the historical and recent changes to the demographics of Western Sydney communities
- Document councils' current activities / resources to engage with CALD communities about waste, recycling and sustainability
- Understand councils' needs to engage with or provide resources for CALD communities about waste, recycling and sustainability
- Document best practice communication and engagement with CALD communities.

This document reports the findings from the research and is structured with the following sections:

- Section 2 – Provides a short overview of the cultures and languages in Western Sydney
- Section 3 – Describes the activities that councils are undertaking to engage CALD communities in their areas
- Section 4 – Describes the factors that support councils to undertake successful engagement
- Section 5 – Outlines good practice and success factors for engagement
- Section 6 – Provides recommendations for WSROC.

1.1 Overview of approach

The approach used for this research included:

- A literature review, to
 - Define good practice in engaging and communicating with CALD communities
 - Identify examples of organisations and programs who are demonstrating excellence in their engagement and communications with CALD communities
- Analysis of demographic data for the Western Sydney area
- Qualitative interviews with
 - Western Sydney councils , covering waste, community development and communications teams
 - Stakeholders in Western Sydney, including organisations engaging in best practice communications with CALD communities.

1.2 Definitions and scope

CALD: Throughout this report, we use the term 'culturally and linguistically diverse' (CALD) to describe the many people in Western Sydney who were born overseas, in countries other than

those classified by the Australian Bureau of Statistics (ABS) as “main English speaking countries”. This definition is supported by the Ethnic Communities Council of Victoria¹.

Indigenous Australians: Although Australian Indigenous peoples have diverse cultures and languages, they are not included in the definition of CALD. For councils with no specified staff to address issues for CALD people, we were referred to the Aboriginal Community Development Officer (or equivalent). The significant distinction between approaches to Indigenous peoples versus CALD peoples is that, Indigenous people have a profound historical, spiritual connection with and respect for the land and its care. Although advocacy activities may overlap, the fundamental focus of individuals working with Indigenous people is quite different. Consequently, Indigenous peoples are not covered by this report.

LGA boundaries: In May 2016, the former Auburn and Holroyd councils were amalgamated (along with the Woodville Ward of the former Parramatta City Council) to form Cumberland Council. Where possible, this report refers to the new council. However, historical data (such as from the census) is aligned with the previous boundaries and therefore this section presents data for the former Auburn and Holroyd Councils separately, listed as Cumberland (Auburn) and Cumberland (Holroyd).

¹ See Glossary of Terms developed by Ethnic Communities' Council of Victoria, 23 October 2012, available at eccv.org.au/library/file/document/ECCV_Glossary_of_Terms_23_October.docx.

2 Multi-cultural Western Sydney

2.1 A brief history: the development of Western Sydney

Aboriginal people have lived in Australia for more than 50,000² years and the first ethnic group in what would become Western Sydney is the Dharug / Dharuk people³. Since the arrival of Europeans, there have been several waves of immigration, including:

- Involuntary immigration from 1788, such as convicts from Ireland
- Voluntary immigration from around 1800, such as from Central Europe (particularly in vineyards of Cumberland and Fairfield) and China
- Assisted immigration schemes to recruit labourers and skilled workers, mainly from Anglo-Celt origin, but also Europe, America and Asia.

There was a major wave of immigration into Australia after World War 2 and West Sydney absorbed the bulk of the post-war migrant influx⁴. To help re-build the nation, the Australian government encouraged immigration by people displaced during the war, including: Estonians, Latvians, Lithuanians, Polish, Ukrainian and Russians.

Following the revision of entry requirements in the 1950s and 1960s, people from Africa, Asia and the Middle East moved into the country. The Turkish and Arabic traditionally favoured Auburn and Canterbury. The Vietnamese have focused on Cabramatta, and settlers from the Mediterranean have become a major presence in Holroyd.

Since 2000, migration into Greater Western Sydney has continued - the region grew at 1.6% p.a. for the past 10 years, and it contains about 44% of Sydney's population. Additionally, it is one of the most diverse areas in Australia, with 38% of the population speaking a language other than English at home⁵.

Today, migrants continue to be drawn to Western Sydney. Drivers of migrant population growth in the area include more affordable property prices than other areas in Sydney⁶, and relatively high rates of Special Humanitarian Programme family sponsorship migrants⁷ and family stream visas, including partner visas and family reunion visas.

The area of Western Sydney covered in this research (see Figure 1) follows these trends and is profiled in the subsequent box. Section 2.2 then provides a profile for each LGA in the same format.

Notes on the Regional and individual LGA profiles:

- The profiles provide an overview of the demographics in each LGA, based on Australian Bureau of Statistics (ABS) data, particularly the 2011 census.
- The demographic data provide a snapshot of the region, based on the data available at the time of writing. Naturally with the ongoing nature of migration, data are updated frequently and some very recent changes are not reflected in this report.

² <http://www.australia.gov.au/about-australia/australian-story/austn-indigenous-cultural-heritage>

³ <http://www.environment.nsw.gov.au/resources/heritagebranch/heritage/ThematicHistoryWesternSydney.pdf>

⁴ <http://www.environment.nsw.gov.au/resources/heritagebranch/heritage/ThematicHistoryWesternSydney.pdf>

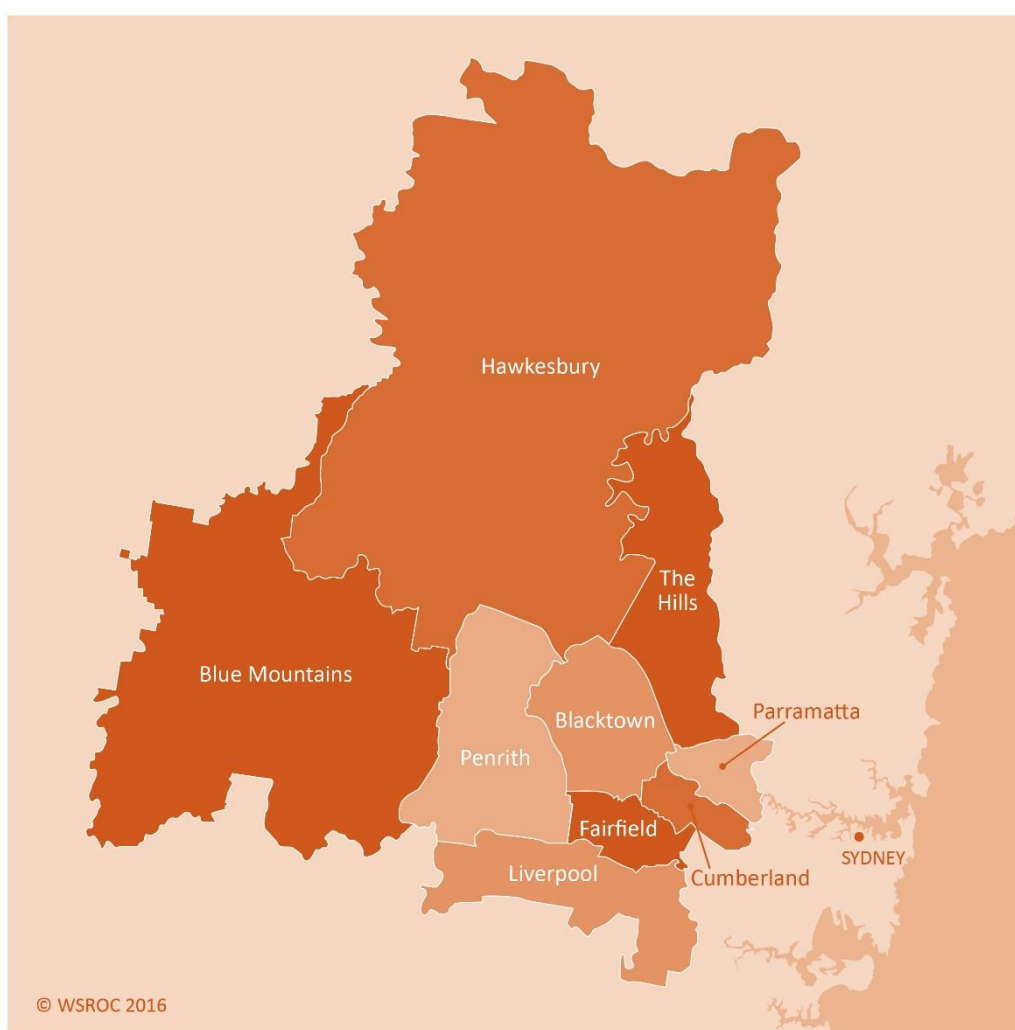
⁵ <http://blog.id.com.au/2015/population/local-government/western-sydney-diverse-and-growing-rapidly/>

⁶ As mentioned by several respondents in research interviews

⁷ One Western Sydney council had 29% of the state's intake of sponsored migrants in the Special Humanitarian Programme.

- Where available, figures and commentary are provided from other sources (including insights from interviews).
- In all profiles, English proficiency figures refer to people who speak a language other than English at home.
- Figures are provided for the language groups:
 - With the greatest percentage of speakers
 - That have shown significant growth between the census in 2006 and 2011 (some smaller groups have shown the greatest growth, although absolute numbers remain small)
 - That have the highest proportion of members who do not speak English well or at all.

Figure1: Map of WSROC region⁸



⁸ <http://profile.id.com.au/wsroc/home>

Western Sydney region – In 2011, 118 languages were spoken in Western Sydney, with rapid increases in the populations of several language groups



**1.7m
people⁹**



61% have at least one parent born overseas

33% born overseas themselves

43% speak a
language other than
English at home

Arabic 7.9%

Vietnamese 4.4%

Cantonese 2.6%

Mandarin 2.2%

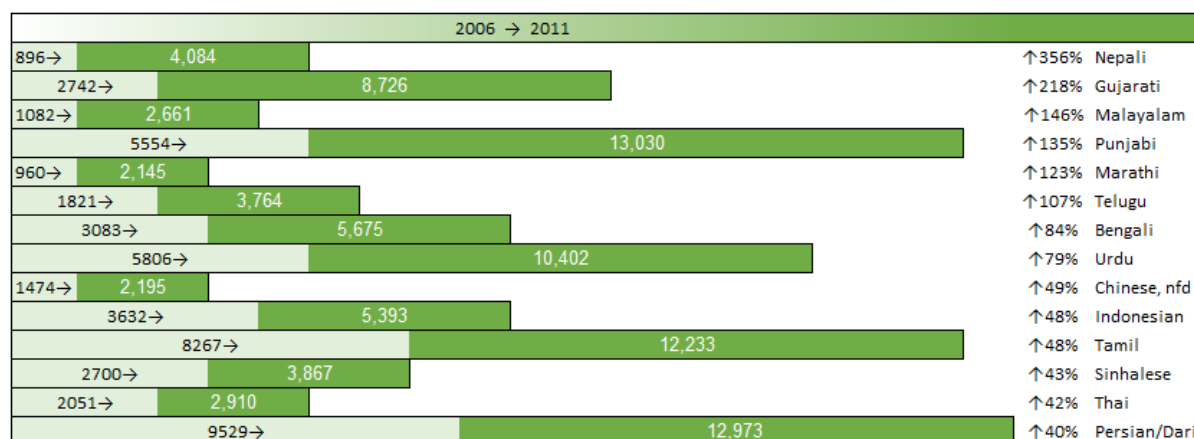
Filipino / Tagalog 2.2%

Hindi 2.1%

English proficiency:

- 6% speak 'not well'
- 2% speak 'not at all'

Key changes in the main language groups between 2006 and 2011:



Rapid demographic changes are underway. Between 2006 and 2011, for example, the following demographic changes occurred (left), having an impact on councils' experience (right):

Demographic change:

14 language groups grew by more than 40%, with 6 more than doubling in this time



Council Experience:

Large numbers of small and often rapidly-growing CALD communities can make it difficult for councils to know for which languages to provide translations or which bilingual educators to work with. The range of languages can mean that translations and service-development are resource-intensive.

24% of residents lived in at least 3 different locations between 2006 and 2011



The transience of the community can make engaging or educating residents in relation to waste issues difficult, particularly if residents move across LGA boundaries.

⁹ Estimated Resident Population (ERP) from profile.id. The ERP is the official WSROC Region population for 2015. The above figure was calculated by subtracting the ERP for Bankstown LGA from profile.id. WSROC data and adding The Hills ERP. For areas within the WSROC Region, the ERP is not an official count but an experimental estimate which is subject to review after the next Census.

2.2 LGA profiles

Blacktown City Council is the largest council in NSW (making up 20.1% of the region's population), and is Western Sydney's most linguistically diverse, with 90 languages spoken.



301,100 people

60% have at least one parent born overseas
32% born overseas themselves

37% speak a language other than English at home

Tagalog 6.1%

Hindi 3.6%

Arabic 3.2%

Punjabi 2.3%

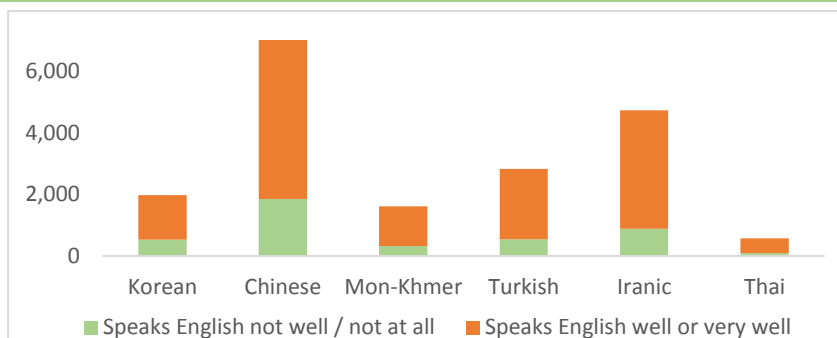
Samoan 1.2%

Urdu 1.2%

2006 → 2011			
454 →	1,794	↑295%	Gujarati
330 →	905	↑174%	Telugu
2,917 →	6,979	↑139%	Punjabi
2,060 →	3,511	↑70%	Urdu
1,232 →	2,083	↑69%	Bengali
1,947 →	3,199	↑64%	Tamil

English proficiency:

- 4% speak 'not well'
- 1% speak 'not at all'



10, 11

Large increases in previously small language groups between 2006 and 2011 makes it challenging to cater for newly emerging groups:

Demographic change

26 languages are spoken by over 1000 residents, with 7 of these languages growing by over 1000 speakers

12 language groups¹² increased by at least 60%

Council experience

The range of languages can mean that translations and service-development are resource-intensive

Rapid increases in smaller language groups makes it hard for council to keep up with or create resources and activities

¹⁰ Tai, encompassing primarily Thai and Lao, is referred to if both languages make up approximately equal proportions of the Tai spoken in an LGA. If one language is spoken significantly more than the other, or one is spoken very rarely in an LGA, Thai and Lao have been referred to separately.

¹¹ Chinese speakers include Cantonese and Mandarin speakers; Mon-Khmer speakers include mainly Vietnamese speakers with some Khmer; Iranic speakers include Dari, Persian, Kurdish, Pashto and Hazaraghi speakers.

¹² This includes 6 smaller language groups experiencing large increases: Nepali by 405% to 692 speakers, Malayalam by 236% to 649 speakers, Marathi by 135% to 496 speakers, Pashto by 107% to 339 speakers, Thai by 65% to 428 speakers and Dinka by 64% to 703 speakers.

Blue Mountains City Council is the second largest LGA by geographical size in Western Sydney, although with a relatively small population (5.1% of the region's total population). It has traditionally been less diverse than other Western Sydney council areas.

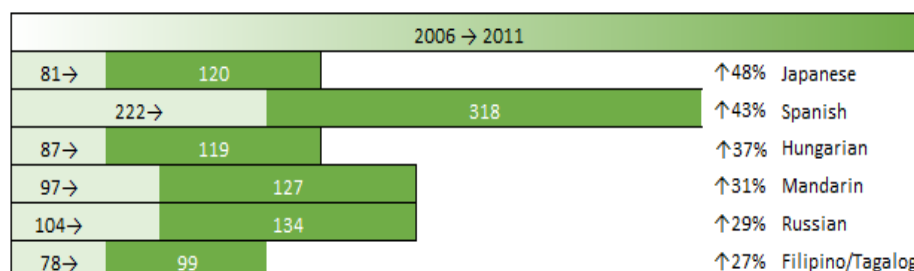


75,900 people

37% have at least one parent born overseas
15% born overseas themselves

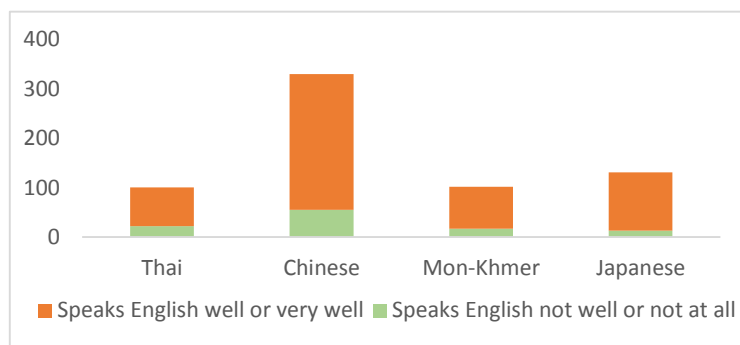
5% speak a language other than English at home

German 0.6%
Spanish 0.4%
Italian 0.3%
Greek 0.3%
Dutch 0.3%
French 0.3%



English proficiency:

- 0.3% speak 'not well'
- 0.1% speak 'not at all'



13

Slow but definite demographic changes in the area:

Demographic change

75,900 residents geographically dispersed over 143,168ha

Small CALD communities who have >10% of the population speaking little or no English

Large increases (>25%) in several language groups between 2006 and 2011

Council experience

'Finding' CALD communities who don't make themselves known to council can be difficult

While CALD population numbers may be low, existing language difficulties within local communities mean that resources may be needed despite low cost-effectiveness

If the trend continues, council may find it challenging to build their capacity and create resources such as translations in short spaces of time

¹³ Chinese speakers are largely Cantonese and Mandarin speakers; Mon-Khmer speakers are mainly Vietnamese with some Khmer speakers

Cumberland (Auburn), while a relatively small LGA by population, is one of the most diverse. Between them, residents speak 69 languages and were born in 124 countries. Additionally, the former Auburn LGA was the second most disadvantaged LGA in the Sydney area¹⁴.



73,700 people



80% have at least one parent born overseas

54% born overseas themselves

71% speak a language other than English at home

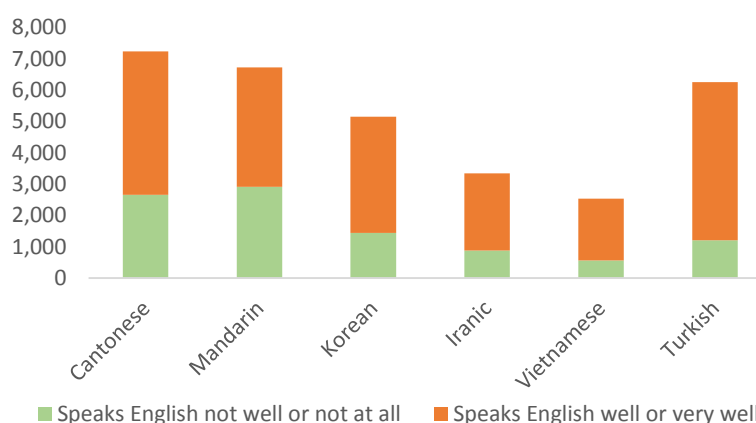


Arabic 10.7%
Cantonese 9.9%
Mandarin 9.2%
Turkish 6.7%
Korean 5.0%
Persian / Dari 3.1%

2006 → 2011			
205 →	1,378	↑572%	Nepali
275 →	693	↑152%	Punjabi
826 →	1,678	↑103%	Urdu
2089 →	3,511	↑78%	Korean
658 →	1,023	↑55%	Hindi
4579 →	6,795	↑48%	Mandarin

English proficiency:

- 14% speak 'not well'
- 5% speak 'not at all'



15

A lot of new migrants and refugees settle in the area:

Demographic change

Over 200 community groups¹⁶ are active in the former Auburn

11% of residents lived in at least 3 locations between 2006 and 2011



Council experience

Large numbers of organised communities and community subgroups make it challenging to identify the most appropriate groups to engage with

As house prices continue to rise, the population may become even more transient and harder to engage

¹⁴ On the SEIFA Index of Disadvantage

¹⁵ Iranic includes largely Dari, Persian and Hazaraghi speakers

¹⁶ Auburn Council 'Invisible Volunteers' Report, November 2015

Cumberland (Holroyd), while a relatively small Western Sydney council by population, has at least 76 languages spoken within the LGA.



99,200 people

56% have at least one parent born overseas

40% born overseas themselves

51% speak a language other than English at home

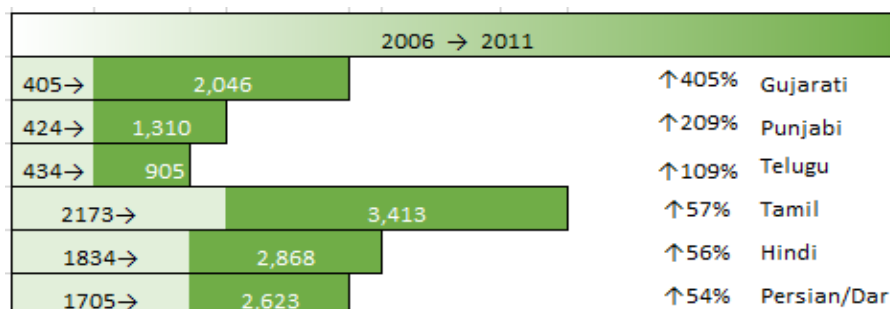
Arabic 12.5%

Tamil 3.4%

Hindi 2.9%

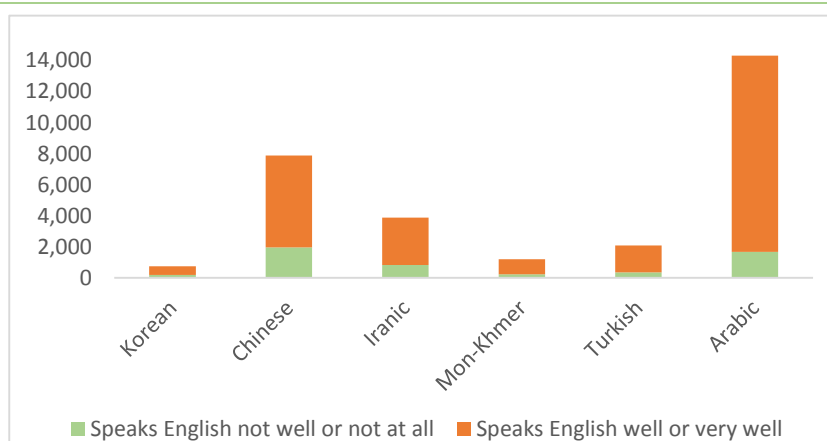
Persian / Dari 2.6%

Mandarin 2.5%



English proficiency:

- 6% speak 'not well'
- 2% speak 'not at all'



17

Many languages are spoken and some language groups increased significantly between 2006 and 2011:

Demographic change

At least 28 languages are spoken by between 100 and 1000 people

4 language groups (Gujarati, Tamil, Arabic and Hindi) increased in size by more than 1000 people

9 language groups increased in size by over 40%

Council experience

Makes engagement with many medium-sized communities resource-intensive. Council staff predict further increases in these and other communities and language groups

¹⁷ Chinese includes largely Mandarin and Cantonese speakers, with some Min Nan speakers; Iranic includes mostly Dari, Persian and some Hazaraghi speakers; Mon-Khmer includes mostly Vietnamese with some Khmer speakers

Fairfield is the second most populous Western Sydney Council, with 12.6% of the region's population. It is home to 30% of NSW's refugee intake and has the highest level of disadvantage in the Sydney area (the third-highest disadvantage level in NSW)¹⁸.



187,800 people

81% have at least one parent born overseas

50% born overseas themselves

70% speak a language other than English at home

Vietnamese 19.1%

Assyrian / Aramaic 7.8%

Arabic 7.3%

Cantonese 5.0%

Spanish 3.6%

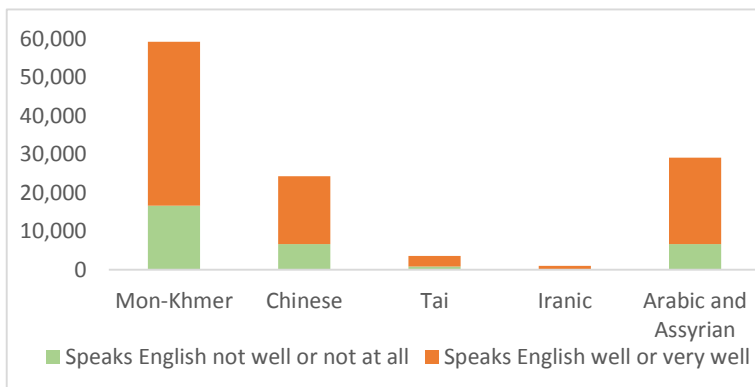
Khmer 3.6%

Italian 3.4%

2006 → 2011		
350 →	619	↑77% Persian / Dari
531 →	767	↑44% Tongan
10980 →	14,565	↑33% Assyrian / Aramaic
1187 →	1,423	↑20% Samoan
11575 →	13,745	↑19% Arabic
5894 →	6,706	↑14% Khmer

English proficiency:

- 16% speak 'not well'
- 5% speak 'not at all'



19, 20

Large numbers of refugees and migrants call the area home:

Demographic change

The highest urban rate of disadvantage in NSW; The highest percentage of residents in a Western Sydney council reporting difficulty speaking English

Between 2011 census and May 2015, 4,873²¹ refugees / humanitarian migrants made Fairfield home – 52% of all migrants moved to Fairfield in this time

Home to 29% of NSW's sponsors for the humanitarian family sponsorship program

Council experience

Many refugees and migrants are vulnerable people with little money, who struggle to find employment and settle into the community

Hard to get information on which new migrants will be resettled in the area, for service planning

Diverse backgrounds mean the community has different experiences of waste systems, and need help to understand Australian systems

Immediate priorities (housing, employment and education often outweigh interest in council engagement

¹⁸ In the SEIFA Index of Disadvantage

¹⁹ Middle Eastern Semetic Languages, as defined by the ABS 2011 Census

²⁰ Mon-Khmer speakers include Vietnamese and Khmer speakers; Chinese speakers include mostly Cantonese and Mandarin speakers, with some Min Nan speakers; Tai speakers include Lao and Thai speakers; Iranic speakers include Persian, Dari, Hazaraghi and Kurdish speakers, Middle Eastern Semetic Languages include mostly Arabic, Assyrian Neo-Aramaic and Chaldean Neo-Aramaic.

²¹ Blog id., 'How many refugees does Australia take?', September 7, 2015

Hawkesbury City Council is a geographically large Western Sydney council with the smallest population of the 10 LGAs (4.2% of the total region's population). It has traditionally been less diverse than other Western Sydney council areas.



62,400 people

31% have at least one parent born overseas

11% born overseas themselves

5% speak a language other than English at home

Maltese 0.8%

Italian 0.5%

Macedonian 0.3%

German 0.3%

Arabic 0.3%

Cantonese 0.3%

Greek 0.3%

2006 → 2011			
86→	138	↑60%	Filipino / Tagalog
63→	101	↑60%	Mandarin
92→	137	↑49%	Spanish
128→	169	↑32%	Cantonese
57→	67	↑18%	Polish

English proficiency:

- 0.4% speak 'not well'
- 0.2% speak 'not at all'



22

Slow demographic changes suggesting increasing community diversity:

Demographic change

62,400 people geographically dispersed over 277, 586 hectares

Small CALD populations with large percentages (>10%) of the community reporting difficulty speaking English

Large increases (>15%) in some language groups

Council experience

Finding CALD communities who do not make themselves known to council can be difficult

While CALD population numbers may be low, existing language difficulties within local communities mean that resources may be needed despite low cost-effectiveness

If the trend continues, council may find it challenging to build their capacity and create resources such as translations in short spaces of time

²² Chinese includes Mandarin and Cantonese speakers; South Slavic includes Macedonian and Croatian speakers.

Liverpool City Council is the third largest Western Sydney council (by population), with 12% of the area's total population.



180,100 people

68% have at least one parent born overseas

34% born overseas themselves

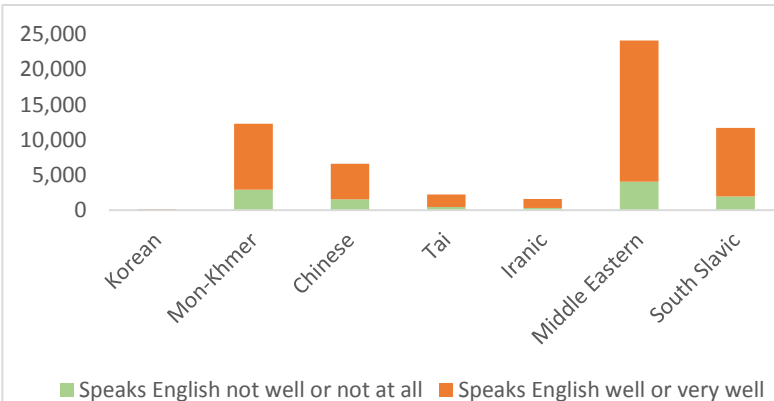
50% speak a language other than English at home

Arabic 9.5%
Hindi 4.5%
Vietnamese 4.4%
Italian 2.8%
Spanish 2.8%
Serbian 2.8%

2006 → 2011		
223 →	620	↑178% Marathi
252 →	551	↑119% Malayalam
274 →	515	↑88% Bengali
775 →	1,398	↑80% Urdu
535 →	854	↑60% Tamil
2054 →	2,884	↑40% Assyrian / Aramaic

English proficiency:

- 7% speak 'not well'
- 2% speak 'not at all'



23

Many languages are spoken in the area, with significant increases in some groups:

Demographic change

3 language groups (Arabic, Hindi and Vietnamese) increased by over 1,000 speakers

Multiple language groups had very large increases (>40%)

Large percentages (>20%) of some language groups reported difficulty with English

Council experience

With significant increases to many language groups in short space of time, it can be difficult for council to keep up with required resources and services, such as translations, bilingual educators and targeted activities

While some CALD communities may be relatively small, large percentages of the population struggling with English suggests that council may still need to create specific resources, despite potential cost-ineffectiveness

²³ Mon-Khmer includes Vietnamese and Khmer speakers; Chinese includes Cantonese, Mandarin and Min-Nan speakers; Tai includes Lao and Thai speakers; Iranic includes mostly Persian, Dari with some Pashto speakers; Middle Eastern Semetic languages include mostly Arabic, Assyrian Neo-Aramaic and Chaldean Neo-Aramaic speakers; South Slavic speakers include mostly Serbian, with some Macedonian, Croatian and Bosnian speakers.

The City of Parramatta²⁴ is Sydney's second CBD and is home to 11.2% of the region's population. It is the second most linguistically diverse Western Sydney Council.



166,900 people



68% have at least one parent born overseas

42% born overseas themselves

46% speak a language other than English at home

Mandarin 7.4%

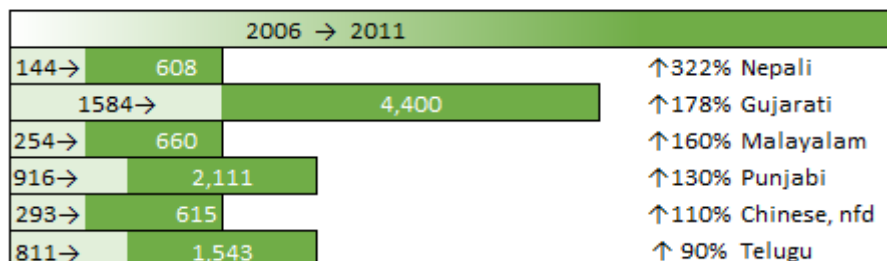
Cantonese 6.8%

Korean 4.1%

Arabic 3.7%

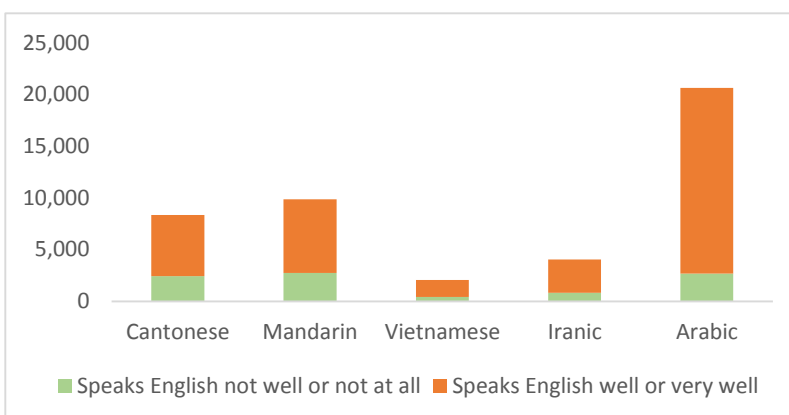
Hindi 2.6%

Gujarati 2.3%



English proficiency:

- 7% speak 'not well'
- 2% speak 'not at all'



Many languages spoken in the area, with continuing changes and increases between 2006 and 2011:

Demographic change

82 languages, with 18 of these spoken by over 1000 people in 2011

24 language groups increased in size by over 25%, including multiple by over 100%

Council experience

Making communicating in these languages resource-intensive for council

With significant increases to many language groups in short space of time, it can be difficult for council to keep up with required resources and services, such as translations, bilingual educators and targeted activities

²⁴ Data relates to the former Parramatta City council area, which included the Woodville Ward that has since moved to Cumberland Council.

²⁵ Iranic speakers include mostly Persian, Dari and Hazaraghi, with some Kurdish and Pashto speakers.

Penrith City Council is growing and has seen increasing diversity between 2006 and 2011. The LGA is home to 11.9% of the region's population.



178,500 people

42% have at least one parent born overseas

18% born overseas themselves

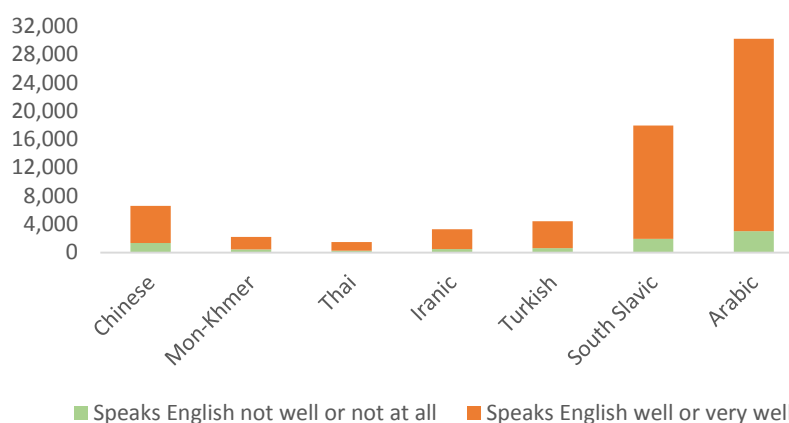
15% speak a language other than English at home

Arabic 1.6%
Filipino / Tagalog 1.5%
Italian 0.8%
Maltese 0.8%
Hindi 0.8%

2006 → 2011			
474 →	888	↑87%	Punjabi
451 →	672	↑49%	Mandarin
643 →	830	↑29%	Samoan
2204 →	2,658	↑21%	Filipino / Tagalog
1178 →	1,393	↑18%	Hindi
1055 →	1,194	↑13%	Spanish

English proficiency:

- 1.3% speak 'not well'
- 0.4% speak 'not at all'



Many languages spoken in the area, with continuing changes and increases between 2006 and 2011:

Demographic change

70 languages spoken, with 8²⁶ spoken by more than 1000 people in 2011

Multiple language groups increased in size by over 20%, with several increasing by over 50%

Some language groups reported large percentages (>20%) of the community struggling with English

Council experience

Most languages spoken are spoken by smaller groups, making it difficult to know on which and how many communities to focus resources (e.g. translations)

Making keeping up with sufficient communications and activities in these languages resource-intensive for council

While some CALD communities may be relatively small, large percentages of the population struggling with English suggests that council may still need to create specific resources, despite potential cost-ineffectiveness

²⁶ Arabic (2,776 speakers), Filipino / Tagalog (2,658 speakers), Italian (1,482 speakers, although the Italian speaking population decreased in size), Maltese (1,406 speakers), Hindi (1,393 speakers), Spanish (1,194 speakers), Greek (1,169 speakers) and Croatian (1,114 speakers).

The Hills Shire Council covers a large area in north-west Sydney, and become more diverse between 2006 and 2011. The LGA is home to 11.4% of the region's population.



169,900 people

56% have at least one parent born overseas

30% born overseas themselves

26% speak a language other than English at home

Cantonese 3.4%

Mandarin 3.0%

Arabic 1.7%

Korean 1.7%

Hindi 1.3%

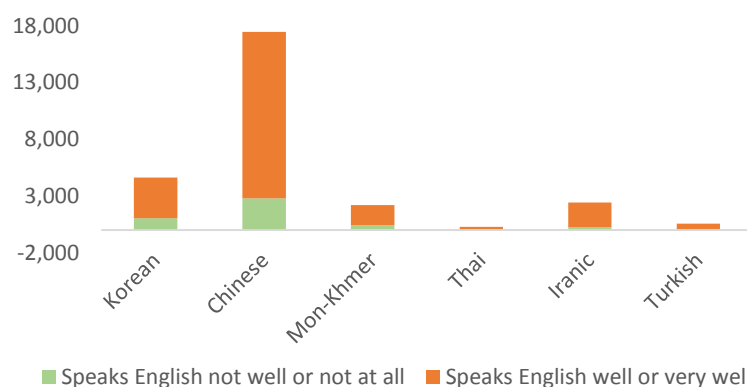
Italian 1.3%

Persian / Dari 1.2%

2006 → 2011			
195 →	485	↑149%	Afrikaans
2298 →	4,299	↑87%	Mandarin
1233 →	1,908	↑55%	Hindi
1666 →	2,403	↑44%	Korean
640 →	915	↑43%	Punjabi
881 →	1,226	↑39%	Tamil
816 →	1,135	↑39%	Sinhalese

English proficiency:

- 3% speak 'not well'
- 1% speak 'not at all'



27

Many smaller language groups, with some increasing significantly between 2006 and 2011:

Demographic change

72 different languages spoken

12 of these languages are spoken by over 1000 people each

Multiple language groups increased in size by over 35%

Council experience

Many languages spoken are spoken by smaller communities, making it difficult to know on which and how many communities to focus resources (e.g. translations)

Has made keeping up with sufficient communications and activities in these languages difficult and potentially resource-intensive for council

²⁷ Chinese speakers include mostly Mandarin and Cantonese speakers; Mon-Khmer includes mostly Vietnamese with a small number of Khmer speakers; Iranic includes mostly Persian and Dari speakers

3 Current council activities and resources to engage CALD communities

The focus of this report is on engagement of CALD communities in Western Sydney about waste, recycling and sustainability. Consequently this section will focus largely on what waste teams currently do to engage CALD communities about waste, the challenges they face, what they experience as working well and what they aspire to do better or differently.

However, waste teams are not the only staff within councils that engage with CALD communities. To provide a context within which waste teams work, this section will first look broadly at who most often is involved and why.

3.1 Who engages with CALD communities and why?

Across councils, several teams undertake engagement and communication with CALD communities, for a variety of purposes. In most councils, there is a specialist community development or capacity building team, whose role is primarily focused on engaging with people from all backgrounds, particularly CALD communities. They undertake activities that include orientation to the LGA, introducing residents to council facilities and services, encouraging community cohesion and participation, and raising awareness (both within and outside council) of issues affecting CALD communities. This engagement includes an element of building the communities' trust in council. Team members are often bilingual and highly skilled in culturally sensitive engagement approaches.

Other teams, such as waste teams, environmental teams and library staff, also may engage with CALD communities, but this is part of delivering a wider role. For example, waste teams across Western Sydney councils seek to influence community behaviour to meet waste and recycling targets. These objectives can be better achieved by engaging with all Western Sydney's residents, including CALD communities. Similarly, library staff are often active in welcoming migrants and sharing information (e.g. through in-language book groups).

Councils also have communications and media teams, who are involved in publishing material that other teams have prepared. In general, the role played in CALD engagement by communications/media teams was observed to be limited to ensuring material for publication met council guidelines. Although these teams had little experience of targeted CALD engagement, they were enthusiastic to learn and be more involved.

Ideally, council teams would work together collaboratively to better achieve their goals. In particular, waste teams would benefit from working with community development teams whose skills and expertise regarding CALD engagement could assist in identifying key community contacts and in designing programs. However, this did not appear to be happening as often as it could be.

3.2 A model of CALD engagement by LGA diversity

As noted in the LGA profiles, diversity levels in Western Sydney councils vary significantly. For example, the proportion of the population speaking a language other than English at home ranges from a low of 5% to 71%²⁸. The model in Figure 2 outlines the types of resources and activities undertaken by councils with CALD communities according to level of diversity present.

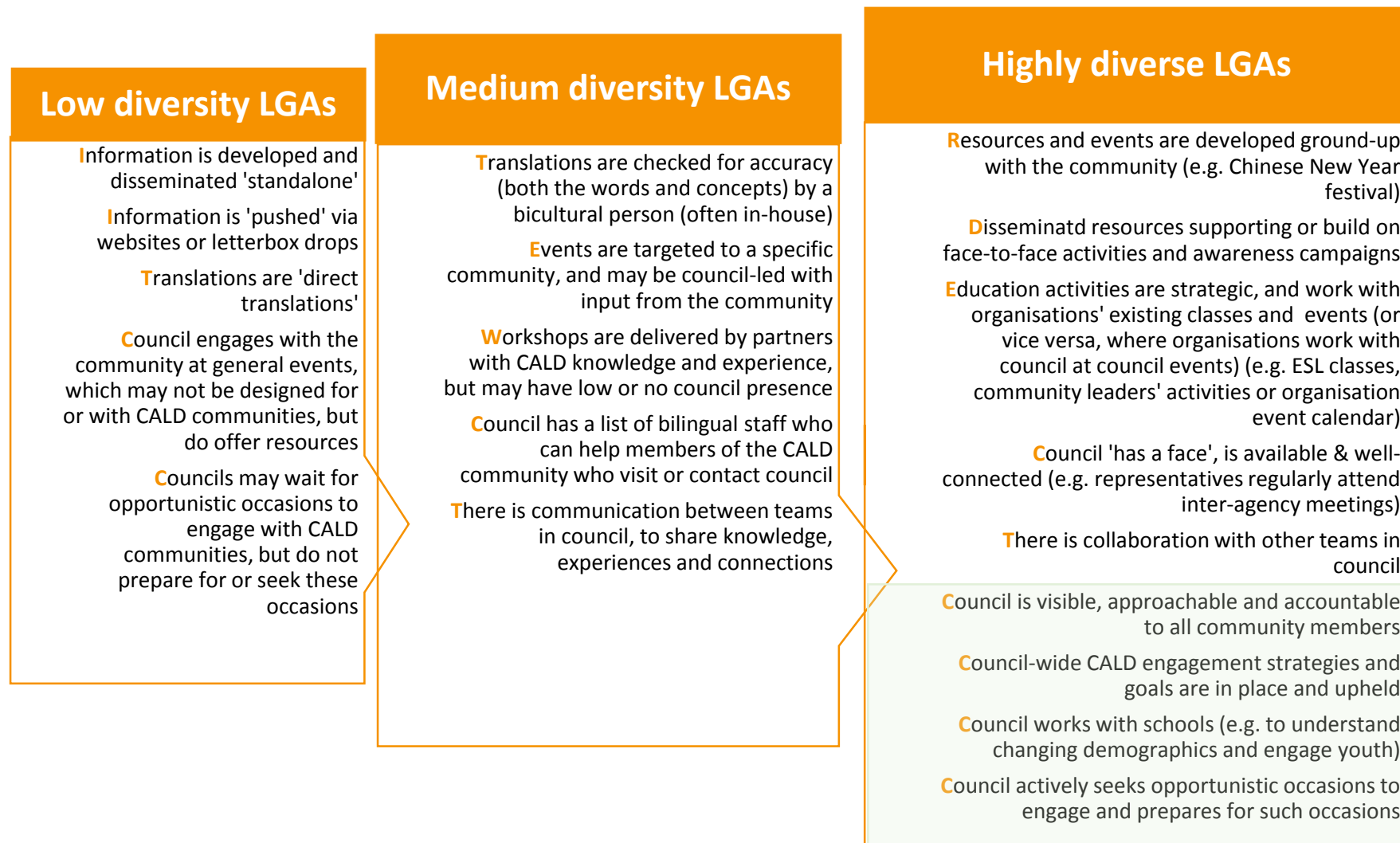
²⁸ Based on the 2011 ABS census data

That is, councils' activity levels tended to broadly reflect diversity levels in the LGA, both in CALD engagement directly related to waste and engagement by other areas of council.

Councils with high diversity, or those anticipating significant increases in their CALD communities in the near future, tend to use more 'active' engagement approaches. While the activities typically align with the level of diversity in the LGA, there is overlap between these simplified groupings and some exceptions.

Council waste teams are undertaking activities across the spectrum identified in Figure 2. However, the final four activities in the Highly Diverse box (highlighted) are more typical of community development or capacity building teams, who have a strong mandate to engage with CALD communities.

Figure 2: Types and levels of activities undertaken



3.3 Engagement of CALD communities by waste teams

Western Sydney councils' waste teams undertake a large number of waste and sustainability activities, which are listed in Appendix 2 – Council waste activities. Current initiatives, in addition to residential waste and recycling collection, include household pick-ups, specific clean out days, education and awareness campaigns, workshops, and organised large-scale garage sales. These activities contribute to the Regional Waste Avoidance and Resource Recovery Strategy's²⁹ objectives to 'avoid and reduce waste generation', 'increase recycling', 'divert more waste from landfill', and 'manage problem waste better'.

Waste and sustainability activities across Western Sydney councils focus on influencing community behaviour to meet waste targets and sustainability goals. Given Western Sydney's diverse and vibrant population, these objectives can be better achieved by engaging with all Western Sydney's residents, including CALD communities.

3.3.1 Approaches to CALD engagement

Councils tend to use two key approaches for communicating information on waste and sustainability issues to residents, whether CALD background or not. These two approaches are disseminating information via resources and providing education through activities.

Waste and sustainability resources for CALD communities are similar across councils. For example, image-based stickers for bins have been developed, depicting what can be recycled and what goes in the general waste bin. Most councils use multiple resources, with more diverse councils tending to use a greater variety of resources and methods for their development, such as:

- Translating information into other languages, usually based on the top languages in the LGA
- Seeking help with translations from a bilingual council staff member or bilingual, bicultural organisation to ensure quality
- Incorporating graphics or image-based material, to reduce the importance of literacy in either English or a first language
- Sometimes, resources advertise interpreting services available through council (and all councils had access to internal interpreting services to support conversations).

Educational activities are common, with many councils favouring workshops for engaging CALD communities face-to-face to build trust and rapport with attendees. Several councils mentioned other activities, such as: attending stalls at events, hosting information sessions, holding competitions, and funding community groups or organisations to run similar activities or events. Many councils had worked or partnered with CALD community organisations for at least one of these activity types. Partnerships were perceived as beneficial for councils because partner CALD organisations had:

- Long-term and ongoing relationships with various CALD communities where the nature of the relationship was already educator-learner (e.g. for ESL classes or community courses on a range of topics)
- Greater ability to provide 'on-the-ground' staff for engagement activities. This is particularly useful for the majority of councils who identified restricted or stretched resources (including staff numbers, staff time and funding) as a barrier to engaging more with CALD communities.

²⁹ Western Sydney Regional Waste Avoidance and Resource Recovery Strategy, 2014-2017

Educating and informing the community through face-to-face, hands-on learning seems to work best for waste teams. This is because “everyone in the community” (including children, the elderly, those with different experiences of waste systems and those with lower levels of English) can watch and ‘have a go’ themselves in order to understand, even if what is being said isn’t perfectly understood.

3.2.2. Factors influencing engagement approaches

Generally, for waste teams, engagement with CALD communities involved working in a familiar format (e.g. workshops) based on previous successes or working within existing council events (e.g. stalls at festivals). This was quicker and easier for councils to organise, reducing the need to rework. Many councils also worked with external experts, groups or organisations, sharing the load on projects so that staff time was maximised for other projects.

Several respondents noted that choosing CALD community engagement activities or programs to proceed with was done on a perceived urgent ‘priority basis’, sometimes forcing staff to create “reactionary” programs that didn’t go through ideal community consultation and trials. This meant that other activities staff would like to try in this space were put on hold.

Many councils also mentioned that limitations in staffing, staff time and funding dictated engagement approaches with CALD communities. In response, the methods councils use tended to be logical and practical. Other methods used by councils to reduce resource-intensiveness when creating new programs that target CALD communities included:

- **Using existing evidence** – drawing on data from internal or external sources (e.g. demographic data from the ABS, surveys done by community organisations working with council)
- **Guidance or collaboration** – from or with other council departments, such as projects run by community development or capacity building teams to the extent these were available
- **Focusing on well-known CALD community groups** – who are established, organised and have approached council with their ideas and needs, thus avoiding the often mentioned difficulty of knowing which community groups exist in an LGA, where to find them and how best to engage with them.

Differences in council waste teams’ approaches to engaging with CALD communities also appeared to be shaped by:

- **Levels of staff training and experience** - While some staff had education or experience in engaging with diverse communities, most members of waste or sustainability teams had to rely on ‘on the job training’ and personal experience gained through trial and error
- **Availability of and reliance on bilingual staff** – who were valued for their insight and connections to specific community groups. This often meant translations could consider linguistic and cultural interpretations, as well as appropriate use of waste-specific concepts. Occasionally this lead to the potential difficulties, such as
 - The expectation that fluency in a second language and culture made a staff member qualified across a broad range of roles relating to a community, or with different CALD communities (even if the staff member wasn’t confident in these formal or informal roles)
 - A focus on the language or culture of the bilingual staff member, with the risk that other key languages are less well served.

3.4 Challenges faced by waste teams

The most common difficulties encountered by council waste teams are described below. Section 4.3 outlines broader, overarching challenges that impact all council teams.

Lack of funding and staffing to undertake the work that is required to engage with CALD communities was the most common challenge mentioned by council staff. This was particularly true for waste teams, where engaging with CALD communities is considered a secondary task to their already busy jobs. However, some community development teams also felt understaffed when engaging CALD communities, even though this was a key focus of their role. This has been exacerbated by reduction in funding availability (i.e. grants).

How to reach or access CALD communities was a significant challenge for waste teams. They simply don't know how or where to start. Traditionally, councils have relied on people coming to them for assistance or services. This structure (i.e. the service counter) still exists, so it isn't surprising that waste teams in particular are challenged by the need to seek out CALD communities.

- They lacked information about which CALD communities lived in their area and what their needs were. Where teams had accessed demographic data, they were aware that census data may not reflect the current reality, e.g. 2011 census data will soon be updated
- Some waste teams had no pre-existing connections to external CALD organisations that might assist with support or education, so need help with identifying these
- Others had linked up with organisations such as Ethnic Communities Council or had visited English language classes for migrants, but felt they had limited information on what problems different CALD groups had with waste
- Waste teams lack training in community development approaches, largely because it is not their core work.

The language barrier in working with CALD communities was noted as a significant challenge for waste teams. CALD groups can have poor fluency and literacy in English. Translators can be difficult to find, especially for less common language groups. While translated information can be of value, many migrants also have poor literacy in their first language.

Producing “good” translations of resource material for different language groups was a challenge for many waste teams. Of particular concern were the cost of translation and ensuring that ‘concepts’ such as waste and recycling are translated correctly. They lacked experience in the best process for doing this and recognised that there were inefficiencies in multiple councils procuring translations of material that was likely to have similar content.

Key performance indicators (KPIs) set for council teams sometimes restrict good practice in engaging CALD communities, as does a reliance on traditional approaches to provide information, such as workshops held at council facilities. Waste teams often had to focus strongly on attendance measures at workshops or other activities, rather than on measures that captured the broader social benefits of ‘engagement’ (as often required of community development teams). While workshops are well-received and teams achieve the required number of participants to meet KPIs, such activities can end up ‘preaching to the converted’ rather than educating those that need it most.

3.5 Waste teams and community development teams – overlapping approaches

Waste and sustainability teams' engagement with CALD communities tended to differ from the engagement approaches of community development and community capacity building teams. This is largely because community development or capacity building teams tended to have more education, background and experience in community engagement, including CALD community engagement and cultural sensitivity, as this is their core business. In contrast, waste teams were generally forced to learn such skills on the job, and required to incorporate this learning into their primary responsibilities.

The engagement philosophy and approaches used by community development and community capacity building teams included:

- Use of the term 'CALD' to include the entire community and their different life and cultural experiences, leading to a broader focus on community cohesion
- Working with people by starting from 'where they're at' in their understanding or ability to participate
- Helping communities to work together in identifying their needs and priorities
- Use of 'softer KPIs' (e.g. 'increased engagement' of a particular community), which enabled them to consider or trial a number of ways to engage with different groups
- A broad focus on building a community's ability to participate effectively in Australian society – a common goal of CALD community organisations as well as councils
- Responding to requests from the community (e.g. workshops or educational programs on how the three tiers of government function, and the responsibilities of each)
- Funding community groups to run their own workshops or programs on topics of their choice, which also helps to work around staff time restrictions faced by councils.

Overall, the difference in background and education on CALD engagement tended to lead to different approaches by waste versus community development teams. Many community development teams preferred to start with trust and relationship building, while waste teams' engagement tended to be either reactionary or issue-based. For example, if high contamination rates in an area or MUD are discovered, waste teams may engage with nearby residents to educate at this point, whereas a community development model may be to engage with communities when they first move in to the area or building, to build trust and awareness from that point. There is substantial opportunity for council teams to work effectively together, bringing their unique training and skills together to address waste-related issues among CALD communities.

The following case study highlights an activity promoted by a council's waste team that demonstrates some positive features for CALD engagement, as well as some areas for expansion into a more community development-style approach.

Case study: Innovative engagement, incorporating CALD individuals

Overview. An activity trialled by one council involved employing a Waste Contamination Officer whose task was to clear up misconceptions and misunderstandings about waste and recycling in multi-unit dwellings (MUDs). The main focus of activity was in-person visits and informal discussions with all residents, including those of CALD background. The officer visited MUDs in various council wards, checking contamination rates and following up on progress or improvement after informing residents of which items go in which bin.

Approach. The key strategies were:

- Casual sharing of information by chatting with residents, to reinforce that the officer was “just another local” and was “not here to fine” or punish residents for mistakes
- Meeting people where they are at, by visiting residents at opportune times
- Personal discussions that helped understanding on both sides – the officer became more aware of the misunderstandings or confusions present so could modify his approach to individuals; while individuals were able to ask specific questions and receive specific clarification as needed
- Leaving information brochures for education and awareness raising, translated into relevant languages where available
- Rewarding success – handing out encouragement or achievement ‘certificates’ for MUDs with improved separation of waste into the correct bins after a few visits.

MUDs typically house people of mixed ethnic backgrounds, so engagement was not focused on specific CALD groups. Nevertheless, this MUD program demonstrates several useful aspects of benefit to CALD communities.

- First, the face-to-face communication helps to break down the barriers between an authority body such as the council or government and CALD community members who may view such authority figures as unapproachable at best and highly threatening at worst. Indeed, CALD individuals may confuse a council officer with the police, so dress and manner of approach needs to be carefully considered.
- Second, by providing a ‘friendly face’ representing the council, CALD individuals may be more likely to approach council for other concerns, and more likely to read material that the council provides.
- Third, CALD people who may have trouble reading written material can benefit from being shown in person what to do.

Results. The program was viewed as effective with numerous certificates distributed for improved separation of waste into the correct bins.

What else could have been done to enhance the program? Although successful, the program could have been enhanced by:

- Identifying the various language groups present in specific MUDs, then engaging relevant CALD organisations to assist with any groups that proved hard to engage with, i.e. those who avoided attempts to discuss waste issues or who were particularly fearful or who had very limited English
- Seek help from the council’s community engagement team or from the Ethnic Communities’ Council of NSW, to identify relevant CALD organisations or language-specific spokespersons that could assist in the program
- Further develop trust and relationship with each CALD group within MUDs by working with organisational leaders and exploring other waste issues that are of concern to each group.

3.6 Evaluation of waste activities

Most council waste teams, as well as other teams, have undertaken some form of evaluation, or at least have sought feedback on their CALD community engagement and activities. However, many would like to do more, given extra funding and / or time.

Current evaluation tended to be informal, and included seeking feedback on satisfaction - what is liked or disliked about activities or service changes. This feedback was most often sought via:

- Pre- and post-surveys

- Some councils and organisations utilised community events, where many council teams already have stalls, as an opportunity to conduct a pre-program survey to get baseline community data
- Informal discussions
 - These discussions often occurred during or after an event or activity, and often sought feedback on enjoyment of activity or its educational value
- Online forms
 - Online forms were sometimes used following an event, often when council had the email addresses of attendees (e.g. workshops). However, given lower return rates, some councils felt that simply speaking to people at the event was more effective.

Several councils used innovative, non-written methods of conducting evaluation, such as a nominated officer taking an observation role at events or activities, or using creative activities as a way to initiate conversations between council staff and community members. These alternative approaches are particularly valuable in CALD engagement, where community members may feel uncomfortable expressing opinions publically, or find providing text-based feedback challenging.

3.7 Future engagement with CALD communities

Waste teams' aspirations or preferences for engaging with or providing resources to CALD communities varied substantially depending on the diversity of LGAs (as with the activities currently undertaken, outlined in Figure 2, page 18). Councils with low diversity and limited existing activities were constrained by a lack of awareness of any need or what was possible for the small groups they had. For councils with greater diversity, waste teams could still be constrained by the other responsibilities in their role and sometimes a lack of experience regarding what was possible to do. However, there was awareness and mention of alternative activities that had been done elsewhere.

Waste teams tended to express preferences for types of activities, whether new or more of the same. The types of preferred activities or strategies mentioned for the future are listed in Table 1 below.

More experienced teams, particularly community development teams would, quite simply, like to continue to do what they are doing without the constraints of budget and time. They were either confident in their choice of activities, strategies and relationships with CALD communities or implied that more needed to be done at the current level before moving on.

Table 1: Preferences for future CALD community engagement

Predominant audience	Preferred activity / approach	Change / Support needed by waste teams to implement
Waste teams	More face-to-face engagements, workshops and, hands-on activities that physically demonstrated the learning (e.g. playing games, using art or poetry, discovery tours to council sites).	<ul style="list-style-type: none"> Greater staff resource and time to focus on engagement-related activities.
	Greater use of visual resources, such as pictures, or videos in other languages that can be used in workshops or provided via YouTube or social media	<ul style="list-style-type: none"> Support to source the images, technical expertise to develop the resources, funding (as this is perceived to be costly). Where words are used, support to achieve quality translations, as there are concerns about ensuring the meaning is accurately translated.
Both waste and community development teams	Greater consultation with communities, engaging with key contacts in each community to assist with communication and relationship development, and developing partnerships with community organisations	<ul style="list-style-type: none"> Help to identify which communities and organisations to work with, as these are constantly changing. Guidance on developing strong, meaningful partnerships. Support to navigate procurement processes to make it easier to engage community / peak organisations for this work.
	Use of a 'peer education' approach in which community leaders are trained to take information into their communities, i.e. similar to bicultural educator approach used by Ethnic Communities Council and other external organisations	

In contrast, community development / capacity building teams tended to focus more on overarching strategies. For example, they expressed an interest in undertaking the following:

- Greater focus on programs that benefit more than one community at a time (due to funding restrictions)
- Use of 'collective impact models' or empowerment approaches, in which the work is led by the community. i.e. providing capacity building for the long term
- More tailored or better designed community space, such as community "hubs" for different groups to meet.
- More flexible timing of activities, i.e. outside of business hours.

As less experienced council staff develop greater skills and experience in engaging with CALD communities, it is likely they will think more broadly about what is possible for future programs. For those that want more of the same, it would be beneficial if council staff were encouraged to think more creatively about what "more" means, particularly where undertaking more of the current activities might be a resource-intensive way to reach a growing number of increasingly diverse communities.

4 Fostering successful engagement by councils

In this section we draw together information gleaned from all council teams and external organisations contributing to this research, to summarise the attributes of successful engagement by councils to date, and to explore the organisational conditions and overarching challenges that influence it.

4.1 Attributes of successful engagement

There are clear themes in the types of engagement that council teams and other organisations find successful with CALD communities. These activities and their advantages are shown in Table 2 below.

Almost universally, council staff emphasised the importance of face-to-face activities to build trust and rapport with attendees. This approach also “breaks down barriers between the council and community”.

Example: Capacity building in engagement

The use or encouragement of art to communicate messages about a range of issues, including migration and (in one case) waste, was relatively common across Western Sydney councils. Respondents stated that art is “understood across languages and cultures”, and can capacity-build to help those from CALD backgrounds communicate their experiences and self-advocate.

Table 2: Types of engagement that councils and organisations find work well

Engagement activity	Key strengths
Utilising community leaders (see Appendix 1)	<ul style="list-style-type: none"> Increases the likelihood of the community trusting council staff, and any information provided Makes it easier to ‘find’ the community Makes understanding the needs and priorities of the communities more accurate Can develop programs in conjunction with the community for more effective programs and better outcomes
Engaging children	<ul style="list-style-type: none"> Effective as children often teach parents and sometimes act as cultural and linguistic translators for their families Can act as a motivator for the whole family or a mother to attend – family events will attract people across the generations, reaching more of the community Providing activities for children allows parents, who would otherwise need childcare, to participate
Fun, enjoyment – combining learning with games / activities / skills	<ul style="list-style-type: none"> Adds value for attendees by creating a ‘worthwhile’, ‘fun’ experience that ‘happens to include learning’ People will be more involved, will remember more of the activity and will be more likely to engage with council in the future

Example: Using fun activities to attract people to sessions

Workshops and sessions that cover topics that relate easily to (but don't explicitly mention) waste, recycling or sustainability, can cover these messages. Examples already tried included soap-making or pasta-making workshops. Such workshops engage people that might not otherwise attend an activity focused solely on reuse or sustainability (not restricted to CALD groups). The addition of a brief session by the waste team about the benefits of reuse, for example, provides messages in the context of everyone having a good time, while also providing an opportunity for informal discussion and feedback.

Tours (e.g. of water treatment or recycling plants) or experiential learning for seniors and children	<ul style="list-style-type: none"> • Novel and interesting, while introducing new and often complex concepts • Adds value to the learning experience (e.g. seeing a facility you wouldn't otherwise visit, getting a day out) • Visual or hands-on learning is ideal for not only those with English as a second language, but also for more interesting, engaging learning in general (e.g. one council developed a matching activity that involved attendees sorting household waste items into correct piles for recycling)
Taps into community values, relating topic to common values	<ul style="list-style-type: none"> • By connecting the activity or information to a particular community's values on the topic (ideally learned in collaboration with the community), content can be tailored to have maximum meaning and effectiveness
Celebrating the community's unique characteristics	<ul style="list-style-type: none"> • Highlighting positive and unique aspects of a community helps to demonstrate councils' appreciation of all communities' in adding to the vibrancy of Western Sydney • Celebrating different cultures can indicate to CALD communities that they are seen as a positive addition to the wider community, and are not being targeted to 'fix an issue'
Developed in conjunction with the community	<ul style="list-style-type: none"> • Developing programs and materials in conjunction with the community ensures that content will be relevant, correct and wanted by the community

Case study:

A partnership and empowerment approach for CALD engagement

Overview: A 3-way partnership, formed between Blacktown City Council, SydWest Multicultural Services (a Western Sydney organisation specialising in multicultural services) and Dharma Karta (a not-for-profit charity founded in 2014), demonstrates the benefits of organisations with different skills and expertise working together on an environmental project for CALD communities. The *My Community My Environment* project worked with 5 different CALD groups in the Blacktown LGA, providing a series of educational, awareness building and ‘play space’ activities over 10 months in 2015. Topics included recycling practices, waste management and sustainable living.

Approach: A values-based approach underpinned all activities to enhance engagement of CALD people in environmental issues. As explained by Dharma Karta, the idea was to “recontextualise environmental discussion within the context of cultural and personal values”. This involved identifying the values of each group then framing the discussion around this.

For example, an Iranian Baha’i group was engaged in discussion about the environment in the context of their Baha’i faith, in which teachings reflect looking after the environment.

The basis of this approach is the belief that each individual has the power within themselves to make a difference for themselves, society and the environment, by living according to their values. The focus is on empowering communities through “deep engagement” that builds connection and capacity. If a CALD community is empowered to take action, they become self-sustaining, taking action on their own.

Contribution from each partner organisation: Each partner brought something unique to the project and each were needed to achieve the outcomes.

- Blacktown Council was the resource provider with knowledgeable staff and well-established environmental education programs and workshops.
 - But they did not do targeted outreach due to time and staff constraints. Council relied on advertising so tended to provide education to the already converted.
- SydWest Multicultural Services had established relationships with CALD communities and knew how and where to engage with each one.
 - But they needed help with the environmental messages and had significant time and staff constraints regarding delivery because environmental issues were not their primary concern.
- Dharma Karta brought the values-based approach, integrating this approach with the existing council programs. They worked with SydWest Multicultural Services to bring environmental issues to the forefront and addressed the resource gap by conducting the outreach work (for council) and delivery of the programs (for SydWest Multicultural Services).

Key elements of the program:

1. **Study circles** – a series of engagements with a group (not just one off) that provides the opportunity for in-depth discussion on environmental issues most relevant to the group, building on the values of each group.
2. **Deep engagement** – through multiple relevant discussions and participation in activities was designed to establish an emotional ‘heart’ connection to the issues that builds into collective action.
3. **Facilitation** – ensured open discussion without telling people what to do, encouraging groups to come up with ideas for action and change.
4. **Workshops** – provided a focus on developing knowledge and skills

5. **Playspace activities** – involved taking groups to a natural site to conduct workshops, encouraging individuals to connect with the local environment and each other.

Outcomes:

Over the nine months 75 regular participants and 190 overall from five cultural groups took part in 50 study circles, workshops and outdoor activities. Evaluation showed:

- Participants gained knowledge and skills about recycling practices and leading sustainable lives
- Improvements in social outcomes such as a sense of belonging; feeling part of the community; and positive well-being
- Feeling valued because of the council's presence at activities
- An increased sense of purpose by giving back to the community, e.g. doing something for their children
- Feeling more connected to the environment and each other, particularly for new migrants.

Challenges:

- Learning how to balance the desire for as deep an engagement as possible with communities when restricted by time and resources
- Building trust and support with partners when the relationship is new
- Understanding the competing priorities that different partner organisations will naturally have and allowing for this; for example, SydWest Multicultural Services was more interested in social outcomes, while council was more interested in behaviour change in key environmental areas.

Good practice considerations for waste teams:

- A values-based approach is key to ensuring action and change, i.e. making sure the topic and/or activity has relevance and meaning to CALD participants
- Training in facilitation skills is important for waste team members as their role will invariably involve educational activities. The value of such skills is often overlooked by waste teams according to research (see SESA 2014 at <http://www.aade.org.au/wp-content/uploads2/2012/03/SESA-Alchemy-Report-Final-14Feb2014.pdf>), yet experience suggest being a good facilitator of learning is more effective than didactic approaches.
- Focus on deeper community engagement, including relationship building and ongoing work with community groups rather than a one-off session
- Use targeted outreach rather than expecting people to come to council advertised activities
- Work with community organisations that have networks with CALD communities
 - Identify champions for environmental issues
 - Build their capacity to run workshops, so councils don't have to do it all.
- Shift to an empowerment model where a CALD community becomes an asset for council projects, i.e. see the strengths they have to offer for positive environmental outcomes from within, rather than viewing them as a threat.

4.2 Organisational conditions supporting good engagement

Good engagement with CALD communities requires dynamic innovative council staff with good connections to community leaders and CALD organisations. But such staff perform best when fully supported by their council at the organisational level through council-wide attitudes, strategies and goals for CALD engagement.

Several themes emerged across all Western Sydney councils indicating the importance of organisational conditions for supporting good engagement. These themes are grouped into two broad categories:

- Councils' organisational outlook of openness and connection
- Council structures that provide safe and inclusive spaces for all cultures.

These are described in detail in the following sections.

4.2.1 Councils' organisational outlook of openness and connection

Councils with an organisational outlook or attitude of openness to relationships with CALD communities and with a commitment to internal and external connections are better able to engage effectively with their communities. Key themes in this category include:

An attitude of being connected to the community, as demonstrated by:

- **Awareness of organisations working in the area** with communities of interest. Councils who were aware of which local organisations were working with specific CALD groups and on which projects tended to have better connections with the community, and were better able to leverage the knowledge, experience and relationships of these organisations and their staff when needed.
- **Good relationships with community leaders.** Council staff with strong relationships with local community leaders, developed with cultural awareness, tended to better understand the wants and needs of the local community. Through genuine relationships with community leaders, councils were more likely to be trusted by, and their programs more of interest to, CALD communities.

Working towards partnerships (rather than transactional relationships). Councils that worked together with organisations and community groups towards common goals tended to enjoy better engagement with CALD communities. Partnerships with external organisations can be difficult to achieve, particularly given the fee-for-service, transactional nature of many council-organisation relationships. However, service providers and organisations in Western Sydney encouraged this partnership approach, as does the literature on good practice for CALD community engagement.

Supporting well-connected staff. Councils that encourage their staff to have good internal and external connections, including with other council teams, staff at other Western Sydney (or broader) councils, service providers, state government initiatives and the private sector, tended to be more aware of the options and opportunities for CALD community engagement. These councils were also more likely to support staff to attend events such as inter-agency meetings, and to maintain relationships with other attendees.

CALD communities viewed as an asset to the environment. One community organisation noted that CALD communities can sometimes be perceived as posing a 'threat' to the environment, e.g. by not conforming with social norms or bin systems. This unfavourable perspective can influence the way that councils approach engagement with communities, tending toward a more punitive approach. In contrast, councils who viewed CALD communities as potential assets to the environment, worked with the understanding that migrants are generally happy in and proud of their new home country. This more favourable perspective means that councils can work with culturally-specific environmental values of each community to encourage increased care for the environment.

4.2.2 Council structures that provide a safe and inclusive space for all cultures

Councils where there are council-wide structures in place for ensuring that CALD communities are recognised, represented and appreciated are better able to engage with their communities. Examples of council-wide structures in place that support CALD engagement include:

Council-wide plans or goals for broad engagement. Councils with written goals and strategies that focused on better inclusion and engagement of CALD communities appeared to have staff with overall improved confidence and awareness when it comes to incorporating this work into other roles and responsibilities.

Incorporating ‘soft’ KPIs. Councils who allowed some teams to co-create their KPIs appeared to have KPIs that better incorporated the flexibility and personal input that good CALD community engagement requires. By focusing not just on the number of sessions or attendees, but on making connections and engaging particular communities, KPIs enabled rather than hindered, teams to engage with the community. This is because a focus on counts (rather than the quality of interactions) means that program styles must be broadened to attract maximum people, often making them not particularly suited to any one group.

Council provides a space where different cultures are welcomed. This can include councils providing resources for different CALD groups at events, having specific events celebrating unique cultural characteristics, and encouraging multiple voices for decision making across council. Councils where cultural awareness training for staff is standard would help staff to better and more confidently engage with CALD communities, and would be noticed and appreciated by CALD groups who may have had negative experiences with government or authority previously.

Hiring bicultural staff. Councils with bicultural staff members tend to be viewed by the relevant community as more approachable, which in turn enhances engagement opportunities. Bicultural staff also:

- “Reflect well” on council because council has hired staff who reflect the local community
- Are culturally aware and sensitive to specific issues faced by a community
- Are able to linguistically and culturally translate resources and materials, ensuring that information and concepts make sense and are equivalent in both languages
- Are able to engage CALD community members outside their specific team or role
 - Some councils have a list of bilingual staff, so that these staff can be called on should somebody telephone or enter council with a request or issue.

4.3 Overarching challenges when engaging with CALD communities

A variety of overarching challenges were reported by councils when describing efforts to engage with CALD communities. These challenges may not have been raised specifically by waste teams, but would, nonetheless, impact on them. These challenges can be broadly classified into four types (described in detail below):

1. Internal council ‘system’ challenges
2. Lack of information about new and emerging CALD communities
3. Challenges within and between CALD groups
4. Broader external system challenges.

4.3.1 Council 'system' challenges

Collaboration and communication between teams was limited in some councils. Although community development teams in some councils have considerable experience in engaging CALD communities, their expertise was not always shared on a regular basis with waste teams. One council in particular described excellent collaboration between the teams, but communication within other councils did not appear to be as consistent.

Procurement of external services to assist with CALD engagement was challenging, due to the amount of paperwork requiring completion. The time and effort required put pressure on time-poor staff. Additionally, for some councils, finding appropriate space for activities for CALD communities is a challenge (e.g. finding the right space in right location for each group).

4.3.2 Lack of information about new and emerging CALD communities

Engaging small, new or emerging CALD communities was a challenge reported by more experienced council teams. These CALD groups are often not aware of council services and rarely would approach council. In particular:

- The smaller language groups were viewed as costly to identify (in terms of staff time and energy), but also less cost-effective in developing specific resources for
- Hard to access relevant data on where new refugee and humanitarian migrants will be relocated before they arrive, in order to better plan for services and programs.

4.3.3. Challenges within and between CALD groups

Lack of trust and fear of authority figures or government was often reported as a challenge when council staff engaged with certain CALD communities. Many migrant groups have a general distrust of government, so may find council officers intimidating and the council, as a whole, unapproachable. They often don't understand the roles and responsibilities of council as a service provider to them. Instead councils are seen as rule makers and dispensers of fines. Consequently, it is important to meet CALD groups in places where they feel comfortable.

Waste is a low priority. Many CALD communities, particularly those that are newly resettled, have more pressing concerns than waste and recycling (such as learning English, finding work, and worries about family in the country they have left behind). Waste teams are challenged to identify what is important to and valued by each group, establishing an "emotional connection" that can be linked to their program messages.

Differences within CALD communities can be a challenge for program development. CALD communities may have distinct subgroups that differ politically, so don't work well together. Such groups required distinct approaches and programs. For example, attempts by a community development team to bring two subgroups of the Sudanese community together under one program failed due to strong subgroup differences.

Other subgroups will also require substantially different approaches, such as teenagers, the elderly and women with young children. For example, elderly people with very little English may rely completely on younger family members that are fluent in English. They are often isolated and fail to get information. Women with young children will likely require child-friendly activities to enable their attendance.

Working outside of normal business hours is required with some CALD communities because that is the only time a community spokesperson is available. This will be particularly true for new and emerging communities that do not have their own organisation established to support them.

4.3.4. Broader external system challenges

Funding cuts to the non-government organisation (NGO) sector have caused staff turnover and a narrowing of focus among CALD organisations that councils would normally work with. For example, organisations are taking on fewer activities outside those closely associated with their core purpose or aims. This has created challenges in maintaining essential relationships with CALD communities through these existing organisations.

Two other areas of challenge emerged:

- Difficulties in planning future programs when councils are experiencing the rapid increase in CALD populations, in the absence of communication about where this will occur and how this will be supported
- The new National Disability Insurance Scheme (NDIS) funding has changed the government's focus to the individual, so some organisations are aligning with this approach to provide services tailored to individuals. This represents a challenge to maintaining a community-wide approach to addressing CALD issues.

5 Good practice communication and engagement

This section discusses the findings on ‘good practice’ and is informed by both a review of existing literature and interviews with stakeholders working with Western Sydney communities. The literature fell into two broad categories:

- Guidelines and information published by governments on effective ways to engage with CALD communities
 - These often have a consultation or community development focus, but the tips they provide contain many transferable themes that were also raised by stakeholders in Western Sydney
- Studies assessing engagement by governments and other organisations with CALD communities to encourage behaviour change, across sectors including
 - Health – due to the large number of published studies and the sector’s experience in engaging CALD communities
 - Waste and the environment more broadly (e.g. climate, sustainability and water).

The most relevant guidance documents and the studies referenced in this report are listed in Appendix 3.

5.1 What good practice looks like

5.1.1 Plan well and have a clear strategy

This was a clear theme across the feedback received from community organisations operating in Western Sydney, as it sets the foundation for successful engagement. Key aspects of this include:

Understanding the community, such as their current level of knowledge, attitudes, practices and values. This is critical in being able to target and tailor engagement. Research in Blacktown for the Our Place program³⁰ found that there is interest from CALD communities in participating in sustainability activities, and that social sustainability and social cohesion were key motivations for participation.

As noted in Section 3, both councils and stakeholders acknowledged that understanding of waste differs broadly between and within communities. Additionally, waste may not be a priority for new migrants, particularly those arriving as refugees, who are focused on more pressing settlement matters, as highlighted by research for the NSW Environmental Trust³¹.

Consult with the community. Linked to understanding the community, consultation is about actively involving the community and as early as possible³². This helps to ensure that planned activities are based on the community’s needs and have value for the people who will attend. Additionally, seeking advice or briefings from experts on relevant topics from behaviour change, to culture and language, to graphic design and marketing, will assist planning. Where access to experts is constrained by budget, consider the use of established resources or guidelines.

³⁰ NSW Office of Environment and Heritage; Our Place: Building CALD Capacity for Healthy Environments; 2016

³¹ Multicultural communities' engagement with the environment, NSW Environmental Trust, 2015.

³² Engaging Queenslanders: An introduction to working with culturally and linguistically diverse (CALD) communities, Queensland Department of Communities, 2007

Take time to build relationships with community groups, community leaders and the wider community. Almost all interview respondents and several published documents³³ stressed the importance of developing relationships and trust. This naturally requires both a time commitment and consistency of effort, but is invaluable in gaining understanding of and access to communities.

Identify partner organisations, and understand what role they can play. As noted previously, approaching the community through existing channels is frequently effective for gaining trust and disseminating information. However, community organisations are often facing resource constraints and their core purpose may not be closely aligned with councils' waste-related goals, which may influence the ways in which they are able to partner.

Community organisations may lack experience with specialist topics such as waste, meaning that projects require input from council waste teams or potentially other sectors, such as waste industry educators. Research by Skilling Educators for Sustainability Australia (SESA, which is funded by the Department of Industry)³⁴, indicates that industry trainers are conscious of the need for training to result in a shift in "participant understanding and behaviours". However, it also identified a need for support to engage diverse audiences (e.g. across age groups, CALD backgrounds). As a result, projects may need to draw on skills from multiple sources in order to effectively engage CALD communities about waste.

Securing adequate funding to ensure the same level of service throughout a project. Some stakeholders highlighted the risk to reputations and (often hard-won) trust should limits on program funding mean that eligible community members are unable to access the activities or have a lesser experience due to curtailments.

5.1.2. Effective and adaptive delivery

Published studies often provide specific and detailed findings, due to the range of resources and engagement approaches the organisations were involved in. Most highlighted the importance of tailoring to each community's needs and key themes in ensuring that activities were successful included:

Utilising appropriate methods to communicate with each community, based on previous experience of engagement and guidance from community groups. Additionally, using a variety of forms of communication is valuable, to allow for differences within groups. For example:

- It often requires face-to-face communication and in-language communication³⁵
- Tailoring communications to the community's level of literacy³⁶ and knowledge, both in relation to
 - Waste concepts – e.g. landfill, recycling, reuse
 - Wider ideas and understandings – e.g. comprehension of dates / times, attitudes towards punctuality, interpretations of ticks / crosses
- Resources that feature culturally appropriate images and pictures (e.g. household products that the community is familiar with)

³³ For example, Culturally and linguistically diverse community project: Research report, NSW Office of Environment and Heritage, 2014

³⁴ Skilling Educators for Sustainability Australia (SESA); Report on Professional Development Needs of Waste and Water Industry Trainers to Educate for Sustainability; 2013

³⁵ Multicultural communities' engagement with the environment, NSW Environmental Trust, 2015

³⁶ First Language (Dinka) Literacy as a Foundation for English Language, Literacy and Numeracy; Department of Education, Employment and Workplace Relations; 2009

- Engaging through existing events, such as ESL courses, cultural occasions and interest groups
- Using existing channels, such as in-language radio and local newsletters.

Actively seeking and taking opportunities to engage with people from CALD backgrounds. While most engagement activities are planned (e.g. community events, workshops, etc.), there are also ad-hoc opportunities to engage with people, for example when someone contacts council about another matter. Several interview respondents noted that these interactions can influence people's perception of council and likeliness to participate in more formal engagement.

Therefore, it's important that all council staff are culturally aware in their work, know how to support someone from a CALD background (e.g. by accessing a list of bilingual colleagues to find someone to facilitate communication), and are proactive in discussing wider topics than solely the one at hand.

Trial processes and approaches, to see how well they work for the community. Several interviews respondents commented that it is important to be prepared to refine the approach, particularly early in the project, to avoid issues that could reduce effectiveness.

Success factors for:	
Developing resources	Engaging the community
<ul style="list-style-type: none"> • Carefully consider the content <ul style="list-style-type: none"> ○ Keep the information simple: don't try to cover too much or overwhelm with detail ○ Check the meaning and connotations of words, colours, imagery, etc. • Review the use of pictures <ul style="list-style-type: none"> ○ Select images that are meaningful to the community, e.g. photos of products or items that people are familiar with ○ Ensure any pictures of people reflect the target community or use a generic person • Use in conjunction with engagement, as written materials can have limited value on their own, e.g. as <ul style="list-style-type: none"> ○ An aid to a verbal explanation ○ A reminder of key points covered, to take home after a discussion or workshop • Focus on values - highlight the value to the community or individual of taking the identified action 	<ul style="list-style-type: none"> • Get to know the community: understand their values and what's important to them • Use knowledge of the community to <ul style="list-style-type: none"> ○ Relate activities to their interests ○ Provide valuable experiences and skills • Tailor the delivery approach to each community's specific needs and preferences • Anticipate barriers to participation, e.g. <ul style="list-style-type: none"> ○ The day / time will affect who can attend – have the flexibility to vary timing if needed ○ Is the venue welcoming, accessible, close to public transport? ○ Consider potential effects of gender differences – encourage involvement of women by involving children, holding activities during school hours • Secure the backing of key community leaders and key organisations to <ul style="list-style-type: none"> ○ Endorse the activity to the wider community ○ Help build trust in council

5.1.3. Review, evaluate and learn for the future

It is important to review a project to refine current delivery and incorporate lessons into future plans. In doing so, councils may find it helpful to incorporate monitoring and evaluation activities into projects from the outset.

Additionally, several interview respondents highlighted the importance of sensitivity and innovation in the feedback and evaluation techniques that are used. For example, some community members may be unable or uncomfortable with providing written feedback. Therefore, councils should consider including alternate methods, such as observation, discussion, and creative activities (e.g. drawing).

5.2 Good practice case studies

Three case studies of engagement with CALD communities are presented below, to provide examples of the techniques noted above being applied.

Case study: CALD engagement in the health sector



NSW Multicultural Health Communication Service (MHCS)³⁷ overseas and strategically plans educational projects that provide information to CALD communities on a variety of topics. Their focus is on lasting behaviour change using a range of activities, including media and social marketing, translation services and resources, local interactive engagements and developing a multilingual project website. Sometimes a community with funding will approach MHCS for help with an issue, while at other times, statewide ABS data will drive action.

As an example, the **Pink Sari** project³⁸ was developed by MHCS and run in conjunction with the NSW Refugee Health Service, to raise awareness among the Indian and Sri Lankan communities about the importance of breast screening.



Learning from MHCS expertise

All MHCS projects reflect good practice 'ground up' development that can be applied in any setting and for any issue where behaviour change is desired. The key features of their approach with CALD groups are:

- Tailoring the project to each community through active engagement of community members. MCHS begins by communicating or making connections with the community. They go into a community and talk face to face with individuals, leaders and community organisations to identify
 - What the community wants or needs
 - What the community thinks will work
- Commitment to ongoing engagement with the community

"Genuine engagement and relationships are needed, and service providers and organisations can help to advise and make introductions. Any engagement or marketing needs to be done well, with sufficient funding, advice and community input behind it."
- Identifying and working with local community champions that will have influence
- Working with bilingual educators, preferably from within the community
- Working with experts and expert partners who understand the community or the topic
- Ensuring translations are done by bicultural and bilingual educators who translate for linguistic and cultural meaning
- Planning well, and undertaking each strategy in sufficient frequency to be effective (i.e. repeat messaging via social media, ethnic radio, local TV stations) that build information over time
- Building in evaluation and using evaluation findings to inform project improvements.

³⁷ <http://www.mhcs.health.nsw.gov.au/>

³⁸ <http://pinksariproject.org/Default.aspx>

A spokesperson of MHCS summarised their advice:

“Identify who you want to communicate with, what you’re communicating and what results you want, then work with the community and maybe other partner organisations to plan and make a strategy, ensuring funding is sufficient. Working with the community to develop specific, targeted resources and programs avoids generalisations and stereotypes that will lead to meaningless translations and low engagement. The community partnership builds trust which helps increase engagement not only for the project, but also in the future for your organisation’s work.”

Working with each community yields many and varied strategies, but MHCS have identified some common successful approaches:

- Use of Facebook, Youtube, Weibo (Chinese blogging website) to reach younger age groups (although older age groups are increasingly comfortable with social media)
- Development of campaign or information websites
- Holding workshops and events – for the Pink Sari project this included a fashion show, a portrait exhibition and competitions
- Use of existing events such as community festivals and school fairs
- Use of local facilities (i.e. libraries) for dissemination of resources.

Case study: CALD engagement on energy efficiency



Community Migrant Resource Centre (CMRC) coordinates the development and provision of services for newly arrived migrants in Sydney. This includes providing settlement advice, community development activities and partnerships with organisations (e.g. councils) seeking to engage CALD communities in educational activities. CMRC has offices in Parramatta and Eastwood.

A Partnership example – The 3E (Enable Energy Efficiency) project, funded by the Department of Industry, provides support for small-medium enterprises operated by CALD community members in Western Sydney to reduce operating costs through energy efficiency. The program developed resources and activities in 7 languages to raise awareness and change behaviour, including fact sheets, case studies, videos, workshops and energy audits.



CMRC's key pointers for council waste teams regarding CALD engagement

- Use bilingual project staff where possible – If not available within council then seek partnership with an organisation such as CMRC, who does. CMRC have staff that speak 12 languages who are trained in community development/ engagement processes.
- Partner bilingual staff with experts in the program area, e.g. energy efficiency and sustainability experts were partnered with bilingual education experts in the 3E Project. Partnering in this way can reach a broader audience and improve the quality of materials and activities.
- Develop programs to be culturally sensitive to the specific needs of the people involved, even within a language group, e.g.
 - Women of some cultures will require women instructors for one-on-one learning or small groups
 - Make childcare available to assist attendance at events/activities, as lack of childcare can be a huge barrier for isolated CALD women.
- 'Grassroots' programs are often best, that is, those that stem from a need directly stated by a CALD community. However, CALD community members may not approach council. Face-to-face consultation with a community and its leaders is good practice in identifying the needs of a community, and to build trust with council.
- Make the 'value' of an activity or event very clear to those you want to attend. Marketing information needs to be clear regarding:
 - The language used (e.g. simple, direct)
 - What people should expect
 - Why they should attend
 - How they will benefit, e.g. receipt of desired information, good food or fun; networking opportunities.
- Use existing events (e.g. Women's Day, Refugee Week, Harmony Day, White Ribbon Day)
- Use diverse information/media outlets to raise awareness (e.g. ethnic radio, local TV, newspapers, magazines, email newsletters, a purpose-developed website)
- Provide activities in multiple locations and at a variety of times so everyone has an equal opportunity to participate
- Use evaluation to inform where projects are successful and where improvements can be made.
- Pre and post survey evaluation of the 3E Project indicated the awareness campaign and educational workshops to aid behaviour change were successful in educating CALD business owners across 7 target languages about saving energy and reducing operating costs.

Case study: CALD engagement on waste services



Ethnic Communities' Council (ECC) is a peak body in NSW for all CALD communities, focusing on advocacy, education and community development. ECC works with local councils and state government to design and deliver in-language resources and workshops on a variety of topics, including illegal dumping, recycling, food waste and sustainability.

The cornerstone of ECC's approach is the use of bicultural educators who have worked with ECC and in the environmental sector for many years. The team has experience with many language groups, including Arabic, Cantonese, Mandarin, Korean, Vietnamese, Spanish and Macedonian. They have worked with a number of Western Sydney councils on waste projects.



© ECCNSW

Improving waste activities for CALD communities

ECC's approach is to work with councils in developing culturally-specific educational workshops or activities and supporting resource materials. Through their experience, ECC offers a number of key learnings for waste teams when engaging CALD communities in educational activities.

- Work with existing community groups or organisations – Council areas will have existing organisations that run activities for various CALD groups, e.g. Auburn Centre for Communities. Such organisations are useful for:
 - identifying CALD groups within an area
 - identifying community leaders
 - providing access to groups where they already meet
- Work with each CALD community and its leaders to promote activities – People prefer to go where they know and/or where it has been recommended by friends
- Further promote activities by sending 'flyer' through local networks, e.g. libraries – This will inform people outside of existing organisations and reinforces other promotion
- Keep learning resources visual – most CALD people are visual learners, so prefer interactive activities rather than someone talking at them
 - Example: learn about recycling by going through a box of items
- Tailor education to each CALD group – Get to know each CALD community and what approaches and topics work best for each; be prepared to test the approach, evaluate and change if necessary. For example, ECC has found:
 - Arabic groups like being engaged 'hands-on' at most times
 - Chinese people like to see statistics and to visit waste facilities
 - Korean people were most interested in the Edible Garden program and Natural Cleaning workshop, but not interested in waste topic on its own because in Korea waste is managed well
- Use multiple approaches (if funding allows) that incorporate workshops, activities, stalls at festivals/events and the use of media – Educational workshops and activities provide greater depth of engagement and impact on behaviour change, while stalls at events and media messages reach greater numbers of people.
- Make the topic important – Find out what is important to each community. Only through an "emotional connection" will people begin to change their behaviour.
 - For example, talk about conserving resources for their children's future, rather than talk about recycling
- Show your face at educational sessions – Important for people to know who you are. Give something to each person (e.g. fridge magnet) to break the barrier between council and community members.
- Get involved. Take opportunities that are available to attend and make connections with CALD communities in your area.

5.3 Avoiding common mistakes when engaging CALD communities

A majority of the published material reviewed focuses on success factors and provides guidance on how best to engage with CALD communities. However, councils and especially organisational stakeholders highlighted a number of potential pitfalls that could impact engagement efforts in Western Sydney.

Key strategies to avoid these common mistakes include:

- Taking care not to assume that all staff involved have the same level of cultural competence. Even where staff have similar CALD backgrounds, their knowledge may not transfer directly to the CALD community being engaged.
- Tailoring the approach to each CALD community as far as possible. Specifically:
 - Avoid applying a 'one-size-fits-all' approach to engagement with all CALD communities, as there are differences even within a particular culture or nationality
 - Avoid casting the net too wide, as the lack of a clear target group with an understanding of their needs means that the engagement is unlikely to lead to the desired results

Example: Specific engagement vs wider engagement

One council had two teams run a very similar competition, with one team targeting a specific age group of a specific CALD community, and the other opening the competition to the whole community. By focusing on a specific group of people, the first team was able to better tailor materials to interest and engage their target audience, while the general nature of the second team's competition meant that it received significantly fewer entries.

- Using existing structures and meetings that CALD groups attend, such as the inter-agency or multicultural meetings that occur regularly
- Developing appropriate resources, specifically by avoiding cheap overseas translations which often lead to a poor quality product, testing resources with the community before finalising, and avoiding the use of too much information or too many words.
- Using interactive educational approaches and avoiding didactic approaches which don't recognise a community's needs and values, or which fail to make the topic relevant and interesting
- Accurately assessing likely interest in the topic area, as it is common to over-estimate interest when a community's priorities are likely to be focused elsewhere. Subjects such as waste and recycling may need to be connected to a community's values, as well as creating appealing materials and activities in order to generate interest.

5.4 Community organisations in Western Sydney

The research identified a large number of community organisations who are active in Western Sydney, which are listed in Appendix 1. Additionally, it's likely that there are further organisations that were not identified during the time available or through the contacts made.

While not all of the organisations in Appendix 1 were involved in this research, those that were interviewed were eager to engage further with councils, particularly by:

- Tying in with existing events that the organisation is already planning or participating in
- Sharing networks and contacts
- Participating in consultation, to determine community needs and to plan actions.

Additionally, the peak organisations welcome councils to approach them to discuss opportunities to collaborate.

6 Recommendations

Total Research makes the following recommendations to support more effective engagement with CALD communities by Western Sydney councils.

1. WSROC should continue to facilitate information sharing between councils. This allows waste teams to: learn from the experiences of councils who have already undertaken activities (likely to be particularly helpful for the teams preparing for rapid development / change in their LGA); exchange contacts; and identify opportunities to partner. This could take a range of forms, for example:

- Organising a learning / sharing conference, where
 - Council representatives present details on how they went about engagement with CALD communities, what has worked well, and the lessons they have learnt.
 - Teams work together to identify potential solutions to common challenges (whether foreseen or encountered)
 - Key contacts from other organisations (such as community groups, community development teams, councils outside Western Sydney) could present about their capabilities and experiences of successful engagement in Western Sydney or elsewhere
- Identifying the most useful sources of information that councils are already using and circulating a list so that waste teams can choose to access those appropriate for them
 - For example, several respondents noted that they receive regular newsletters from a range of community groups / organisations
- Helping councils identify appropriate clusters among themselves and agreeing on a roster for each cluster to share attendance at inter-agency meetings, with the information gleaned shared back within the cluster
- Encourage ongoing discussion and support between councils, utilise the knowledge and contacts that they already have, e.g. via an online collaboration tool like Slack³⁹
- Supporting each other to deliver activities, such as
 - Sharing the details of good educators and facilitators for workshops, and other contacts (e.g. for trips to recycling centres)
 - Sharing information on which activities, games and tasks work well (and for which communities) and the materials needed to deliver these
 - Helping councils identify and access space for engagement activities, encouraging sharing of access between councils.

2. WSROC should continue to help councils coordinate their activities, in order to:

- Take advantage of opportunities to reduce costs (by reducing duplication of efforts and make provisions for small CALD groups more cost-effective)
- Reach communities across council boundaries (i.e. as residents are likely to have connections outside their home LGA, through work and social groups).

This could be done by:

- Conducting or coordinating councils' efforts to research or document -
 - Waste-related translations in languages (especially those languages that present greater challenges to councils, because they are spoken by smaller numbers of people, or where it's more difficult to access interpreters).

³⁹ <https://slack.com/>

- Establishing culturally meaningful translations of concepts and terms, such as ‘waste’ and ‘recycling’
 - An image bank of common waste items (including culturally-specific items)
- Encouraging councils to actively work together with neighbouring councils on engagement activities, such as
 - Offering joint activities or access to each other’s activities
 - Coordinating events across several councils to coincide with cultural events (e.g. Lunar New Year, Diwali, Eid al-Fitr) through joint development and funding of marketing and themed materials. This could enable discussion of waste within a more relevant context, e.g. food waste, recycling behaviours, and avoiding litter
- Develop a common format for councils to use when seeking feedback on or trying to evaluate their engagement activities (e.g. a template for observation, a standard feedback form), which could be based on existing formats already being used by some councils.

3. WSROC should continue to support councils to make connections with communities. A number of councils are finding it challenging to identify appropriate community groups and leaders, who may be able to aid engagement efforts. WSROC could assist by:

- Facilitating connections to peak organisations, e.g. by inviting them to present at WSROC meetings for councils’ waste teams, or collating and circulating capability statements
- Developing a model councils can use for fact-finding on the CALD communities in their area, potentially with support from peak community organisations. This could provide a step-by-step approach to guide councils through the process of identifying community groups, where they meet and what they need.

4. WSROC should consider how to help build councils’ capacity to engage CALD communities, for example by:

- Supporting a capacity building program for councils (e.g. a community of practice), which might include training or support from a peak community organisation over the first year, to cover key areas such as
 - Cultural awareness training
 - Preparedness to / strategy for taking advantage of opportunistic points to engage with members of CALD communities
 - Introduction to community development models (to enable better collaboration with other council departments) and value-based models (to help identify what a community values about the environment and tailor engagement to build on this)
- Supporting councils to identify and access usable data on changes in their communities
 - Helping councils to identify potential data sources, e.g. school registrations from Department of Education, attendance at English language classes, or plans for settlement of refugees from Department of Immigration
 - Showing how to obtain data at appropriate intervals, in a useful format and how to analyse it.

Appendix 1 – Community organisations in Western Sydney

The organisations identified through the research are listed here as a resource for councils to aid identification of potential partners. As already noted, this list is not comprehensive and councils may find further organisations or organisations more closely aligned with their aims. As such, inclusion in the list does not constitute a recommendation or endorsement of an organisation.

Organisation	Description	Location	Website
1. ACL Sydney English Centre, Navitas English - Sydney	Delivers English classes through the Adult Migrant English Program (AMEP) in Western and South Western Sydney, and the Integrated Humanitarian Settlement Strategy (IHSS)	Western Sydney	http://navitasenglish.com/settlementamep
2. Auburn Diversity Services Inc.	"Community based, non-profit organisation established to promote the principles of multiculturalism, access, equity and social justice". Focus on "groups such as refugees, women, youth, children, families, the elderly, the unemployed, the homeless and people with a disability"	Western Sydney	http://www.adsi.org.au/
3. Boronia Multicultural Services Inc.	(formerly Holroyd Parramatta Migrant Services) Provides services and support to refugees and migrants in the Holroyd-Parramatta LGAs. Aim: facilitate and provide appropriate social, recreational, cultural and community support services and activities	Western Sydney	http://www.bms.org.au/
4. Immigrant Women's Health Service	Ceased operation 30 June 2016. Website refers to other services that have taken over this work, including STARTTS.	Western Sydney	http://www.immigranttwomenshealth.org.au
5. Community Migrant Resource Centre (CMRC)	(previously the Hills Holroyd Parramatta MRC) Offers "services for newly arrived migrants, refugees and humanitarian entrants", including settlement advice/ referral services; community development; info/ training sessions on services; partnering with local and regional service providers; networking; provision of centre facilities. The Enable Energy Efficiency (3E) Project, implemented by CMRC, funded by Department of Industry; grants program for CALD SMEs. Program included: Energy Efficiency Workshops; Fact Sheets (in 7 languages) and Web Links; Energy Audits.	Western Sydney	https://www.cmrc.com.au/ https://3eproject.org.au/
6. Core Multicultural Communities	(formerly Fairfield Migrant Resource Centre) and part of Core Community Services (formerly Cabramatta Community Centre). Develops and provides a range of services to	Western Sydney	http://www.corecs.org.au

	newly arrived migrants, humanitarian entrants and refugees. Strives to improve people's access to services and quality of life, address special settlement needs and help nurture people's potential, skills, and confidence. Advocacy & policy work, settlement & support services. In Fairfield.		
7. Dharma Karta	A small not-for-profit community organisation founded by Surajeev and Vani Santhirasegaram in 2014, that empowers individuals and communities to live by their values and realise their potential to contribute to the wellbeing of the individual, society and the environment. They provide values-based, educational programs for individuals and communities, addressing local community needs. They also run children's programs in community housing - using values-based activities like drama, art& craft.	Western Sydney	N/A
8. Dinka Literacy Association	Providing ESL (English as a Second Language) lessons in Sydney (appear to have close ties and received support to develop their teaching methods through a trial).	Western Sydney	Phone 0470109172
9. Dundas Area Neighbourhood Centre	Aims to contribute to an improved quality of life for residents, focusing on the special needs population groups in the Dundas, Ermington, Rydalmere and Telopea areas; Aims to empower and resource people to identify their needs and the ways in which these can be met.	Western Sydney	http://www.danc.org.au
10. Ethnic Communities' Council of NSW	"Peak body for all culturally and linguistically diverse communities". Main activities: advocacy, education, and community development. Have projects related to Bin Trim and Love Food Hate Waste.	Western Sydney	http://www.eccnsw.org.au/
11. Harris Park Community Centre	Provides direct support and assistance to target groups by offering information, advocacy and appropriate referral. Works with the community, ensuring that programs and services relevant to local needs are available, and encouraging residents to have a say in their community. Works closely with other services in the area to provide assistance and support to local residents of all backgrounds and receives funding from government departments.	Western Sydney	http://hpcc.org.au/
12. Karabi	Offers social support, strategic planning, youth services, training/ workshops. Run by Sri Lankan couple.	Western Sydney	http://www.karabi.org.au/

13. Macarthur Diversity Services Initiative	"Offers practical help and support services to the disadvantaged and marginalised"; "Based on an integrated service delivery system"; targets children, youth, family and aged. Provides Complex Case Support to humanitarian entrants, in partnership with settlement and mainstream services	Campbelltown	http://www.mdsi.org.au/
14. Metro Migrant Resource Centre	Offers: migrant settlement services (as one of 22 orgs operating under NSW Settlement Partnership (NSP)); family support (funded by NSW Department of Family and Community Services (FACS)); employment support, etc.	Western Sydney	http://www.metroassist.org.au/
16 Mount Druitt Ethnic Communities Agency (MECA)	"provides casework, advocacy, information, educational support, referral, projects and services to migrants, refugees and the wider community"; bilingual workers; advocacy to government agencies such as Housing NSW; delivers info on broad range of topics through formal group sessions and informal one-on-one meetings; educational support programs; youth programs for people from CALD backgrounds	Western Sydney	http://meca.org.au/
17. Multicultural Health Units in Local Health Districts	Units that facilitate equitable access to health care for CALD people; roles may vary by location; manage connections to other services such as Home & Community Care (HACC) Program - see below		[see HACC program, below]
18. Multicultural Problem Gambling Service for NSW	"Assists problem gamblers from culturally and linguistically diverse communities living in NSW and their families by providing quality and accessible counselling, treatment and support services". In more than 40 languages.	Western Sydney	http://www.dhi.health.nsw.gov.au/Multicultural-Problem-Gambling-Service-for-NSW/MPGS-Home/default.aspx
19. Nepean Multicultural Access	Provides information and resources on CALD to Home and Community Care (HACC) services. Offers training workshops and translation services and introduces CALD communities to HACC services.	Western Sydney	http://nma.org.au
20. NSW Multicultural Health Communication Service (MHCS)	Provides strategic advice and support to NSW Health and its staff; multi-lingual website & publications; communication & social marketing campaigns; translations; network of ethnic media, community and professional bodies	NSW	http://www.mhcs.health.nsw.gov.au/

21. NSW Refugee Health Service	"Promote the health of people from a refugee background" by assisting refugees and the healthcare professionals who work with them. Provides health assessments for newly arrived refugees, educates health service providers, acts as a link between agencies, advocates. In Liverpool	Western Sydney	https://www.swslhd.nsw.gov.au/refugee/
22. NSW SLASA (NSW Spanish and Latin American Association for Social Assistance Inc.)	Represents Spanish and Latin American communities in NSW. Individual assistance; community development; a link and representative of the Spanish speaking community before other ethnic communities and Government departments	Western Sydney	http://www.nswslasa.com.au/contact
23. Parents Cafe Fairfield Inc.	Initially funded by the Department of Health and Ageing as a settlement program for Middle Eastern communities in Fairfield; incorporates social inclusion and belonging, exploring Australian life styles and systems, e.g. health, education, the Australian law, connecting with other services and developing new skills such as English conversational classes, computer classes and trades and skills accredited TAFE courses that the parents can access.	Western Sydney	https://parentscafe.org/
24. Settlement Services International (SSI)	Provides: "humanitarian settlement, accommodation, asylum seeker assistance, multicultural foster care, disability support and employment services in NSW"; is the "state-wide umbrella organisation for 11 Migrant Resource Centres and Multicultural Services across NSW"; "bilingual and cross-cultural workforce" speaks 98 languages. Based in Ashfield.	Western Sydney	http://www.ssi.org.au/about-us
25. St George Community Housing	Community housing provider in: Fairfield, Holroyd, Auburn, Liverpool, Parramatta (& more). Example program: Partnered with Macquarie University with the aim of bringing together a range of skills from both organisations. Students from Macquarie University who spoke Mandarin and Cantonese and were studying interpreting supported the community gardens implemented by St George Community Housing, helping residents to understand more about the gardens.	Western Sydney	http://www.sgch.com.au/
27. STARTTS (NSW Service for the Treatment and Rehabilitation of	Provides culturally appropriate and cutting edge psychological treatment and support	Western Sydney	http://www.startts.org.au/

Torture and Trauma Survivors)			
28. SydWest Multicultural Services	"aged care and disability services to case management for new arrivals, information sessions and support groups"; involved in the Our Place program in Blacktown (funded by Environmental Trust) providing environmental education; hosts interagency meetings of around 175 professionals working in migrant services. Blacktown, Mt Druitt and Penrith	Western Sydney	http://www.sydwestms.org.au/
29. Transcultural Mental Health Centre	"Works with people from culturally and linguistically (CALD) diverse communities, health professionals and partner organisations across NSW to support good mental health".	Western Sydney	http://www.dhi.health.nsw.gov.au/Transcultural-Mental-Health-Centre/Transcultural-Mental-Health-Centre-Home/default.aspx
30. LEEP (formerly Tri-community exchange)	Provides training, resources, information and support to the community services sector in Penrith, Hawkesbury and Blue Mountains. Re-branded in 2016.	Western Sydney	https://www.leep.ngo

Appendix 2 – Council waste activities

Blacktown

Waste services	Waste resources developed for CALD communities (e.g. in languages other than English) and or resources for illiterate or visually impaired	Additional information
2-Bin Service	<ol style="list-style-type: none"> 1. Website (see additional information) 2. Flyer – Household Green lids info & FAQ 3. Flyer – Can you recycle this? 4. Recycling incentive scheme - GreenMoney 	<p>At the bottom of Blacktown's homepage, participants can select from the following languages: Tagalog, Arabic, Hindi, Chinese-traditional, Spanish, Italian, Turkish, Greek, Croatian and Tamil. http://www.blacktown.nsw.gov.au/Home</p> <p>Arabic, CHS, Farsi, Hindi, Italian, Korean, Maltese, Punjabi, Tagalog, Tamil and Urdu</p> <p>Flyer contains pictures and minimal words</p> <p>Residents can select which language they want to view the Blacktown GreenMoney web platform in.</p>
Household clean-up on-call (12/annum)	<ol style="list-style-type: none"> 1. Flyer – Household Clean-up collection Service 	<p>Arabic, CHS, Farsi, Hindi, Italian, Korean, Maltese, Punjabi, Tagalog, Tamil and Urdu</p>
Community engagement and education programs	<ol style="list-style-type: none"> 1. A series of waste workshops were presented in five community languages 	<p>Workshops were translated in to the local language for the following groups :</p> <p>Iranian, Indian, African, Chinese and Bhutanese.</p>

Blue Mountains

Waste services	Waste resources developed for CALD communities (e.g. in languages other than English) and or resources for illiterate or visually impaired	Additional information
3-Bin Service	-	-
Household clean-up on-call (2/annum)	-	-
Kerbside chipping (2/yr)	-	-
e-Waste Recycling drop-off	-	-
Community engagement and education programs	-	-

Cumberland (Auburn)

Waste services	Waste resources developed for CALD communities (e.g. in languages other than English) and or resources for illiterate or visually impaired	Additional information
3-Bin Service	1. Website (see additional information)	At the top right of Cumberland's (Auburn) homepage, participants can select from the following languages: Afrikanns, Arabic, Bengali, Chinese (Simplified), Chinese (Traditional), French, Hindi, Indonesian, Japanese, Korean, Persian, Polish, Swahili, Tamil, Telugu, Thai, Turkish, Urdu, Vietnamese http://www.auburn.nsw.gov.au/Pages/default.aspx
Household clean-up on-call (4/annum)	-	-
e-Waste Recycling drop-off	-	-
Community engagement and education programs	1. Festival – Luna Festival	Waste questionnaire developed for Chinese New Year festival (information not in Chinese language)

Cumberland (Holroyd)

Waste services	Waste resources developed for CALD communities (e.g. in languages other than English) and or resources for illiterate or visually impaired	Additional information
2-Bin Service	-	-
Household clean-up - scheduled (2/annum)	-	-
Chipping drop-off (2/month)	-	-
e-Waste Recycling drop-off	-	-
Community engagement and education programs	RID Squad – Illegal dumping flyer	Arabic, Farsi, Gujarati, Hindi, Simplified Chinese, traditional Chinese, Tamil
Composting	Short videos in 6 languages	Gujarati, Arabic, Cantonese, English, Farsi, Mandarin
Asbestos safety	Short videos in 8 languages	Gujarati, Arabic, Cantonese, English, Farsi, Mandarin, Hindi, Tamil

Hawkesbury

Waste services	Waste resources developed for CALD communities (e.g. in languages other than English) and or resources for illiterate or visually impaired	Additional information
2-Bin or 3 Bin Service	-	-
Household clean-up – on-call (1/annum)	-	-
e-Waste Recycling drop-off	-	-
Community engagement and education programs	-	-

Fairfield

Waste services	Waste resources developed for CALD communities (e.g. in languages other than English) and or resources for illiterate or visually impaired	Additional information
2-Bin Service	<ol style="list-style-type: none"> Website (see additional information) Flyer – Sort Your Waste Bin Bay Signage for MUDs – Sort Your Waste Chemical Clean Out Flyer 	<p>At the top right of Fairfield's homepage, participants can select from the following languages: Arabic, Italian, Khmer, Spanish, Vietnamese, Serbian, Chinese, and an option to select 'more' languages which then leads to Google Translate http://www.fairfieldcity.nsw.gov.au/</p> <p>Flyer developed in Vietnamese, Chinese, Arabic and Assyrian</p> <p>Bin Bay Signage developed in Vietnamese, Chinese, Arabic and Assyrian</p> <p>Flyer developed in in Vietnamese, Chinese, Arabic, Assyrian and Khmer</p>
Household clean-up scheduled (2/annum)	-	-
Chipping drop-off (weekly)	-	-
e-Waste Recycling drop-off	-	-

Liverpool

Waste services	Waste resources developed for CALD communities (e.g. in languages other than English) and or resources for illiterate or visually impaired	Additional information
3-Bin Service	Website (additional information) Poster for MUD bin bays in Arabic, Italian, Mandarin, Serbian, Spanish and Vietnamese	Google Translate Language function at top of each webpage allows web participants to select a preferred language that is then applied to the whole website. http://www.liverpool.nsw.gov.au/environment/waste-and-recycling
Household clean-up Collection Service (On-call, 2/annum)	Flyer – Household Clean-up Collection Service information flyer in Arabic, Italian, Mandarin, Serbian, Spanish and Vietnamese, available in hardcopy and on website	Google Translate Language function at top of each webpage allows web participants to select a preferred language that is then applied to the whole website. http://www.liverpool.nsw.gov.au/services/waste-and-recycling/household-clean-up-service
Community Recycling Centre	Flyer - Community Recycling Centre information flyer (artwork supplied by NSW EPA) in Arabic, Greek, Italian, Spanish, Mandarin and Vietnamese (EPA template). Available in hardcopy and on website	Google Translate Language function at top of each webpage allows web participants to select a preferred language that is then applied to the whole website. http://www.liverpool.nsw.gov.au/services/waste-and-recycling/community-recycling-centre
Household chemical CleanOut events	Flyer – Multilingual information brochure as supplied by NSW EPA. Available in hardcopy and on website	Google Translate Language function at top of each webpage allows web participants to select a preferred language that is then applied to the whole website. http://www.liverpool.nsw.gov.au/services/waste-and-recycling/household-chemical-collection
Community engagement and education programs	-	-

Parramatta

Waste services	Waste resources developed for CALD communities (e.g. in languages other than English) and or resources for illiterate or visually impaired	Additional information
3-Bin Service	1. Website (additional information)	At the bottom left on Parramatta's homepage, participants can select from the following languages: Arabic, Chinese (Simplified), Chinese (Traditional), Hindi and Korean. http://www.parracity.nsw.gov.au/
Household clean-up scheduled (4/annum)	-	-
e-Waste Recycling drop-off	-	-
Community engagement and education programs	-	-

Penrith

Waste services	Waste resources developed for CALD communities (e.g. in languages other than English) and or resources for illiterate or visually impaired	Additional information
3-Bin Service (FOGO*)	<ol style="list-style-type: none"> 1. Flyer – 3-Bin guide 2. Green Bin Sticker 3. Red Bin Sticker 4. Yellow Bin Sticker 	<p>Pictorial with minimal words (CALD and illiterate users)</p> <p>Stickers contain minimal words and use graphics</p>
Household clean-up on-call (4/annum)	-	-
e-Waste Recycling drop-off	-	-
Household chemical – drop off	-	-
Community engagement and education programs	-	-

FOGO* Food organics garden organics

The Hills

Waste services	Waste resources developed for CALD communities (e.g. in languages other than English) and or resources for illiterate or visually impaired	Additional information	Note:
3-Bin Service	-	Signage for 3 bins and Illegal dumping developed in both English and Chinese for unit/complex.	
Household clean-up on-call (2/annum)	-	-	
Chipping drop-off (2/month)	-	We call this “Mulching Service”. Information can be found in our website. Service also advertises in Chinese newspaper once per month in Chinese.	
e-Waste Recycling drop-off	-	-	
Community engagement and education programs	1. Workshops on Food Waste in Chinese	A workshop series was developed for 30 Chinese speaking participants. Three workshops on different topics focusing on food waste were presented to the same group. (The above was the first community group received the message. In total; the LFHW workshop series have been delivered to 5 communities in 4 different languages; Cantonese, Mandarin, Indonesian and Korean. Over 150 participants received the message. Also has a flyer developed in Chinese.)	All education workshops are available in English, Cantonese and Mandarin
	2. Festival – Luna Festival	We support our Luna Festival every year, provided activities with Asian cultures. E.g.; how to make a good luck knot, or input waste related questionnaires with chocolate gold coin into the red envelopes for all residents during the event.	

Regional Illegal Dumping (RID)	Flyer/poster	Poster covered languages; English, Chinese and Hindi.	
Promotions (from 01/07/2016)	WeChat	WeChat is a communication tool just like Facebook. It is wildly used in Chinese Communities. Council recently partnership with WeChat to promote all Council activities including waste services. Information will be translated in Chinese and upload to WeChat. We use WeChat to promote all our waste relate workshop series, events and Services.	
Animation videos	Our Animation videos in English are available in our website. http://www.thehills.nsw.gov.au/Services/Fo r-Residents/Waste-Recycling/Waste- Animations	Will add translations onto the videos, and will be available soon.	

Appendix 3 – References

Government guidelines

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