



TOOLKIT FOR PRACTITIONERS

Engaging culturally and
linguistically diverse communities
on the Waterways of the West

February 2023



TOOLKIT FOR PRACTITIONERS

About this project

To ensure that the waterways of the west of Melbourne stay healthy and support the wellbeing of people, communities, our economy and environment, the Department of Energy, Environment and Climate Action (DEECA) launched Waterways of the West (WoW) in August 2018 - a community-led approach to protecting Melbourne's western waterways for generations to come. Over an 18-month period, a Ministerial Advisory Committee (MAC) worked with the community, Traditional Owners and industry to present a range of recommendations for the Waterways of the West to the Government. The Victorian Government has responded to these recommendations by developing an Action Plan for the Waterways of the West.

This toolkit was developed in response to a need for better guidance on how to engage culturally and linguistically diverse (CALD) communities to enable them to know, use and understand their role in supporting the sustainable enjoyment of these waterways. It brings together perspectives from broad-based research and consultation with stakeholders, from local government to environmental organisations and groups regularly in contact with CALD communities in the west of Melbourne. It provides guidance on engaging and educating CALD communities about the waterways in the west of Melbourne, so that more can join in on caring for and enjoying the waterways for years to come.

Acknowledgement of country

The Victorian Government proudly acknowledges the Bunurong, Wadawurrung and Wurundjeri Woi wurrung People as the traditional custodians of the Waterways of the West region. We pay our respects to their Ancestors and Elders, past and present.

We acknowledge Aboriginal people as Australia's first peoples and as the Traditional Owners and custodians of the land and water on which we rely. We recognise and respect the intrinsic, ongoing connection of Traditional Owners to Country and value their contribution to managing the land, water, natural and built landscapes.

We support the need for genuine and lasting partnerships with the Bunurong, Wadawurrung and Wurundjeri Woi wurrung People to understand their culture and connections to Country in the way we plan for, connect with and manage the Waterways of the West region.

We embrace the spirit of reconciliation, working towards self-determination, equity of outcomes and an equal voice for Australia's First Peoples.



Image: Maribyrnong River, Footscray Park

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GLOSSARY



Image: Lollypop Creek water treatment plant

Biodiversity

The number and variety of plants, animals and other living beings, including microorganisms, across our land, rivers and oceans. It includes the diversity of their genetic information, the habitats and ecosystems in which they live and their connections with other life forms.

Catchment management authorities (CMA)

Catchment management authorities are responsible for the integrated planning and coordination of land, water and biodiversity management in each catchment and land protection regions.

Community

Includes individuals, public and private landholders, community groups and business owners.

Country

Traditional Aboriginal culture revolves around relationships to the land and water. For Traditional Owners, Country is a part of who they are, just as they are a part of it.

Culturally and linguistically diverse (CALD)

Communities who were born overseas, have a parent born overseas or speak a variety of languages. These communities may have diverse languages, ethnic backgrounds, nationalities, customs, societal structures and religions.

Ecosystem

A dynamic complex of plant, animal, fungal and microorganism communities and the associated nonliving environment interacting as an ecological unit.

Traditional Owners

People who, through membership of a descent group or clan, are responsible for caring for particular Country. A Traditional Owner is authorised to speak for Country and its heritage.

Waterway health

Waterway health is an umbrella term for the overall state of key features and processes that underpin functioning waterway ecosystems (such as species and communities, habitat, connectivity, water quality, riparian vegetation, physical form, and ecosystem processes such as nutrient cycling and carbon storage).

Waterways

Rivers and streams, their associated estuaries and floodplains (including floodplain wetlands) and nonriverine wetlands.

Waterways of the West

Refers to the Maribyrnong River, Werribee River and the Moonee Ponds Creek. This also refers to the tributaries and other creeks, and wetlands within the Werribee and Maribyrnong Catchments, as described in Melbourne Water's Healthy Waterways Strategy.

Wetlands

Wetlands are areas, whether natural, modified or artificial that hold static or very slow moving water and develop, or have the potential to develop, biota adapted to inundation and the aquatic environment. Wetlands may be fresh or saline and may hold water permanently or have dry periods.

BACKGROUND

What is the toolkit and why is it needed?

Awareness of, and access to, local waterways and to their neighbouring parklands supports the health and wellbeing of people and communities, contributes to a sense of belonging, and encourages physical activity and connection to nature. A sense of community and belonging within the places where people live, work and travel is not just an influential determinant of mental and physical health: it also fosters security, confidence and comfort. It can also encourage people to be active in their neighbourhood and to connect socially to others.

To secure the long term health of the Waterways of the West, we must better engage those who live, work and play alongside these waterways to use and connect with them sustainably. We need this now more than ever as communities expand and diversify.

In the past, it has been challenging to engage the CALD communities in Melbourne's west on issues relating to the waterways and the environment. Due to communication, institutional, trust, time and knowledge barriers, special effort needs to be made to engage these communities.

This toolkit seeks to address this engagement gap by providing guidelines and resources so that organisations can better engage and educate CALD communities about the waterways. This will in turn strengthen CALD communities' ability to shape the future of the Waterways of the West, enjoy their abundant benefits and care for them.

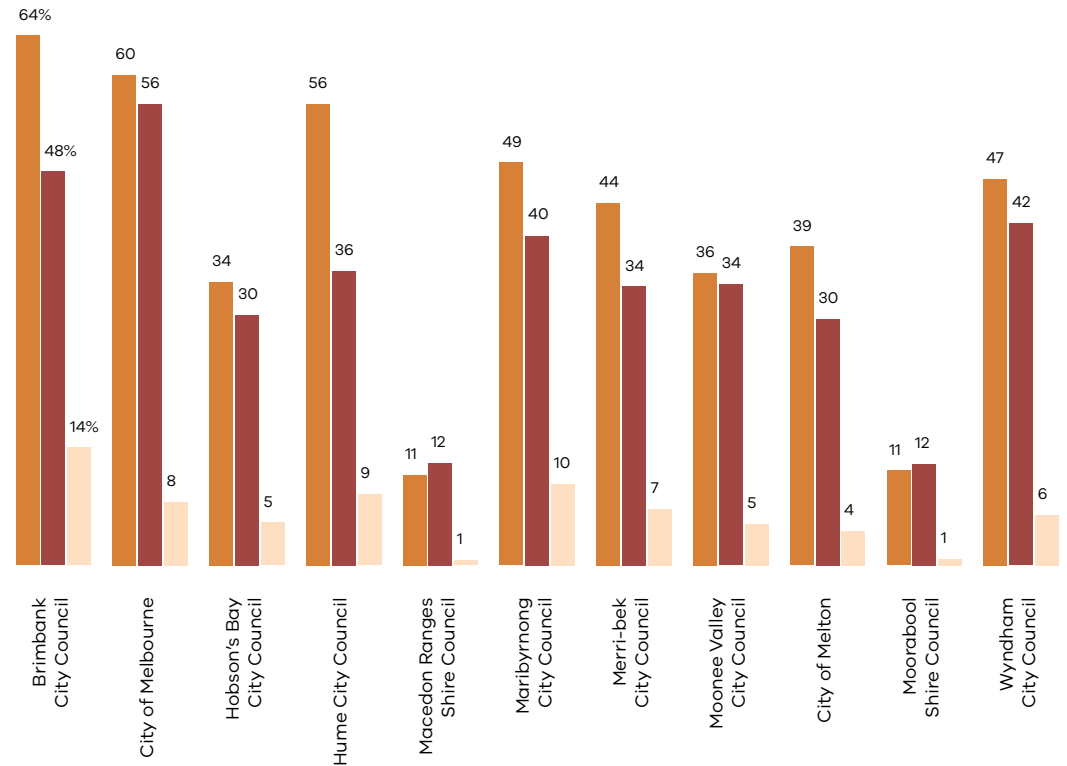
Who is the toolkit for?

This toolkit is for any organisation or practitioner looking to improve their engagement and educational practices with CALD communities. This toolkit should allow growth of your knowledge of the waterways in the west of Melbourne, and your involvement in shaping the future of these waterways.

THE COMMUNITIES THAT LIVE IN MELBOURNE'S WEST

The West is one of the most multicultural regions in Melbourne. The cities of Brimbank, Melbourne, Maribyrnong and Wyndham are among the most diverse in Victoria, with more than 40% of their populations born overseas.

A high portion of residents in the West are also newly arrived and therefore less familiar with our systems, language and culture. 4-5% of residents in the Cities of Brimbank, Merri-bek and Wyndham arrived less than 2.5 years ago. The main languages spoken other than English in these areas are Arabic, Vietnamese, Mandarin and Cantonese.



- Percentage of residents who speak a second language
- Percentage of residents who were born overseas
- Percentage of residents who do not speak English well or at all

Australian Bureau of Statistics (ABS), published 2016, <https://www.abs.gov.au/>.



THE TOOLKIT

Image: Jacksons Creek,
Holden Flora Reserve

OVERCOMING BARRIERS TO ENGAGEMENT

In this section, we provide tips for overcoming common barriers to delivering successful waterway engagement programs for CALD communities.

Reaching and engaging CALD communities can be tricky. Here, we explore common barriers to engagement.

These include:

- **Communication** – varying levels of English proficiency, particularly in relation to the environment and waterways.
- **Institutional** – different levels of understanding of how things work.
- **Trust** – low levels of trust in institutions and processes.
- **Time** – limited time to invest outside of work and family.
- **Knowledge** – limited knowledge of local waterways, engagement processes and Traditional Owner connections to land and water.

Addressing communication barriers

Communication barriers are a common obstacle when it comes to engaging CALD communities about the waterways.

When English is a second or third language, words that may seem obviously understandable to native English speakers take on a different meaning for CALD audiences. More technical language, such as *creeks* or *wetlands*, may not make the cut.

Fortunately, there are ways to make it work. Importantly, even if someone is proficient in English, translating engagement collateral can demonstrate respect and promote inclusiveness and participation.

COMMUNICATION BARRIERS INCLUDE

- Not feeling comfortable writing, reading and/or speaking English.
- Not knowing the jargon of government or of the environment and waterway sector.
- Not knowing the jargon associated with consultation or public engagement (e.g. focus groups, co-design).

GOOD PRACTICES TO ADDRESS COMMUNICATION BARRIERS

Develop easy-to-understand written and audio-visual collateral

- Translate written and audio-visual resources in community languages. It's also good practice to ask a native community language speaker to narrate audio-visual resources and use subtitles as a back-up. If unable to translate an entire resource, try to provide a summary of its content in community languages.
- Make sure to remove complicated English words from resources. Use simple terms, such as *water* and *river*, or explain the more complicated words. You can also provide a phone number for translation assistance.
- Hire staff who speak community languages or form partnerships with organisations or community leaders who can communicate in community languages. They can translate documents or engage with your community in person.
- Don't be afraid to test communications collateral with a sample of CALD users before rolling it out more broadly.

Design engagement sessions tailored to language needs

- Allow additional time during engagement sessions for translation.
- Consider small-size engagement sessions to allow those who experience language difficulties to be thoroughly supported in voicing their thoughts.
- Use images as way of communication and photos to demonstrate meaning. Enable those you are working with to draw their responses.

Addressing institutional barriers

Imagine moving to a new country, where people speak a language you don't understand too well. You're also not familiar with how things work. Where would you begin to engage with waterway activities and plans? Would it cross your mind? And would you feel confident enough to do so?

A lot of people who move to Melbourne from overseas are not familiar with engagement processes here. People who haven't been established in Australia for long may not know how to go about it. That's something we need to learn to teach.

"In Vietnam the government doesn't engage or educate us this way. This is a first time for me. I want to bring this knowledge back to Vietnam."

Waterways of the West, CALD focus group participant

INSTITUTIONAL BARRIERS INCLUDE

- Not understanding governmental engagement processes.
- Not knowing how to join waterway groups that provide educational or engagement services.

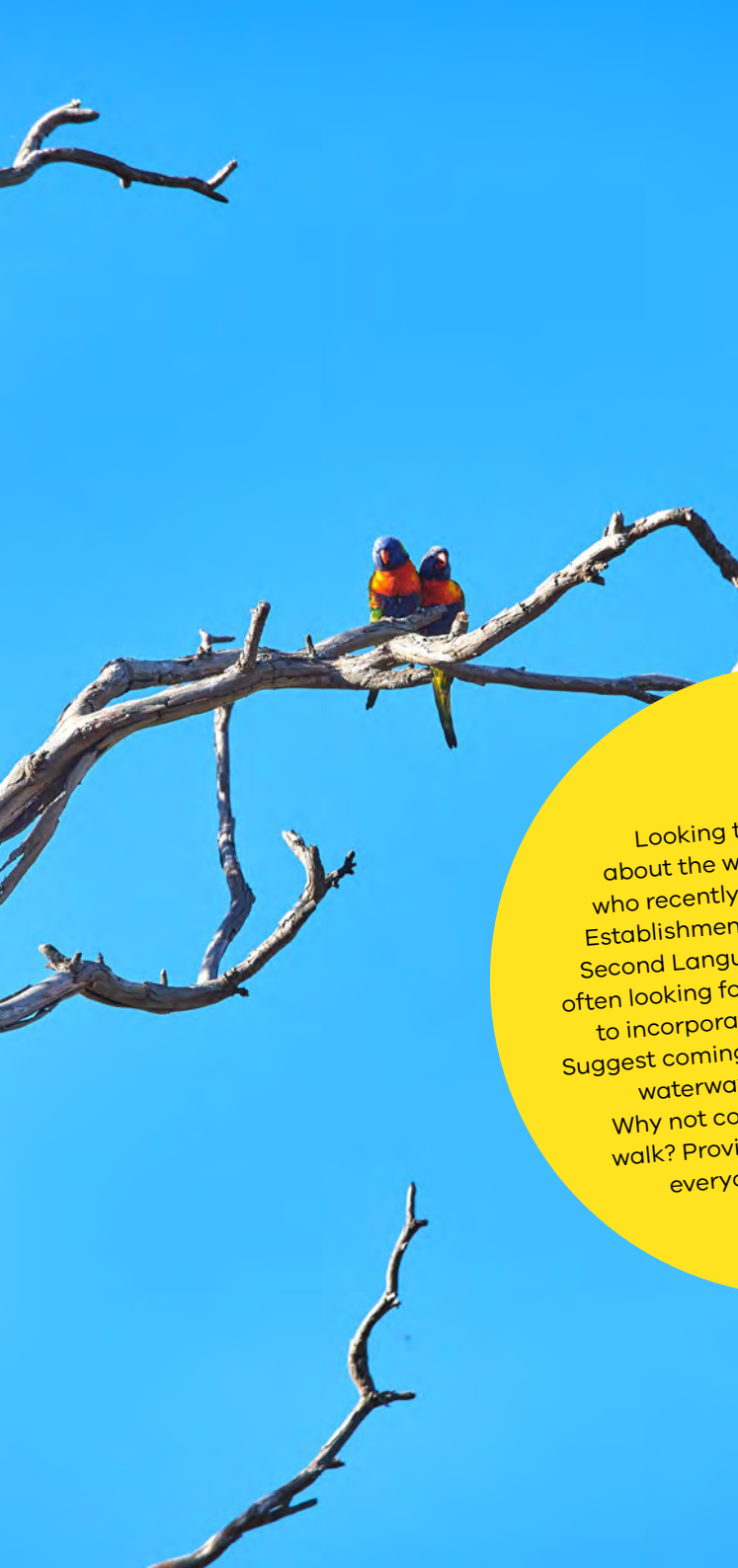
GOOD PRACTICES TO ADDRESS INSTITUTIONAL BARRIERS

Form partnerships to engage

- Form partnerships with groups that have connections with CALD communities. Ask if you could speak to their members about engagement processes and opportunities to be involved.
- When engaging, make people feel welcomed and tell them their voice matters. Have informational pamphlets ready or share a website so people can get more information and keep in touch with your organisation.
- Engage community representatives who speak community languages to work with you in delivering information.
- Don't be afraid to ask your CALD community how to best run your engagement activities so that you're more inclusive.

Keep in touch

- Put in place practices to keep engaging with migrant communities as they become more settled here. This may be forming partnerships with ethnic community groups or neighbourhood houses to re-engage with these communities at a later stage or engaging with kids and their parents at local schools with children from diverse backgrounds.



Top tip

Looking to raise awareness about the waterways with people who recently migrated to Australia? Establishments teaching English as a Second Language to new migrants are often looking for novel, interesting content to incorporate into their curriculums. Suggest coming in to speak about the local waterways with their students. Why not combine this with a nature walk? Provide a learning experience everyone's bound to enjoy.

Image: Jacksons Creek, Sunbury
Colin Page

commUnity Plus

Environmental education through partnerships

CommUnity Plus provide services to disadvantaged and vulnerable communities and have been teaching English as a Second Language to new migrants for years. The organisation has been a trailblazer in incorporating environmental sustainability into their English as a Second Language curriculum. They've helped students learn about their local environment in an engaging way and feel more in touch with their natural surroundings.

Through their partnership with Brimbank City Council, commUnity Plus have hosted talks on biodiversity, energy, waste, recycling and water. Students have gone on fun and educational walks along Jones Creek and Protected Native Grassland Reserves, where an Environment Officer from Brimbank City Council taught them about the local environment while they listened to the sounds of birds and flowing water.

Students learnt new nature and waterway words such as *flat plains*, *wetlands*, *escarpments* and *ecosystems*, language often difficult to understand for people with English as a second language. They spoke about the good and bad types of algae that exist in the water and funnily learnt that these are great snacks for tadpoles and snails.

These educational activities have helped students discover Australia's natural wonders and better appreciate its native flora and fauna in a comfortable and fun setting, knowledge they can now share with their peers.

Addressing trust barriers

Trust is key to successful engagement. But, what if your community has had a difficult migration experience? Or gone through what they thought was tokenistic engagement? They might wonder what your intentions are or even fear authorities trying to engage.

Fear of authority and poor engagement experiences may taint trust. But trust needs to be cared for to engage people. Ability, dependability and integrity are key to creating trusting environments and successful engagement.



Image: Werribee River, Bungies Hole
Colin Page

TRUST BARRIERS INCLUDE

- Not trusting or fearing authorities trying to engage.
- Not trusting that processes and feedback will be used truthfully and transparently in decision-making.

GOOD PRACTICES TO ADDRESS TRUST BARRIERS

Partner with trusted parties

- Partner with organisations or community leaders that your CALD community already trusts. They can help build programs that people want to be a part of. They can also communicate to those you're trying to reach through their own communication channels, expanding their trust bridge to you.
- Think of establishing a core group of people within your targeted CALD community who trusts you, and build your reach from them. You could reach out to second-generation Australians first, who know more about engagement and volunteering, and can bring their parents and others on board.

Create authentic engagement environments

- Face-to-face engagement generally works better for creating authentic connections and trust. If face-to-face engagement is not possible, recreate a similar engagement environment by putting together interactive webinars or workshops and partnering with community organisations with strong bonds with people from CALD backgrounds to deliver these.
- Remember that not everyone has a good Internet connection and that speech can be more difficult to understand digitally. So simplify your language, keep groups small and consider bringing in someone who can translate in community languages if needed. Audio-visual stimuli can work particularly well in this context, especially if translated or subtitled.

Addressing trust barriers

"The information I heard about the waterways was useful and amazing."

Waterways of the West, CALD focus group participant

"I liked hearing the ideas of people trying to keep the environment fresh and clean."

Waterways of the West, CALD focus group participant

"I learned about interesting places to go to today."

Waterways of the West, CALD focus group participant

GOOD PRACTICES TO ADDRESS TRUST BARRIERS

Be genuine and know their customs

- Be genuine in your engagement. Always be transparent about your programs and responsive to queries, including what you can and cannot do with the feedback you're collecting.
- Demonstrate that you care, know the customs of your community. You can access information about the customs of Australian migrant populations on the [SBS Cultural Atlas](#). The City of Greater Dandenong and the Victorian Local Government Association have also put together a [series of resources](#) including statistical information on the communities found in every Victorian locality. You can also ask organisations with relationships with CALD communities if they can share their valuable insights with you. With this knowledge in hand, create respectful engagement and educational environments by knowing the issues that are sensitive, how to interact with your community, what food to share, and more.
- Demonstrate curiosity for your community's experiences and what they know. Be open to co-designing engagement and educational programs with them.

Be inclusive in your collateral

- Make sure to include people from CALD backgrounds in your communications collateral (on photos for example). This will allow your audience to identify more with your collateral and picture their involvement with the waterways.

Addressing time barriers

For people from CALD backgrounds, responsibilities may be abundant. There's plenty on your plate when you're migrating to a new country and figuring out how things work. Or when taking care of a family, working a lot and learning English on the side.

People who provide services to CALD communities (community leaders and organisations) may also feel overly engaged. They're often offering to help on top of their other work or volunteering duties.

To be respectful of the community's time, give them valuable engagement experiences so that they won't see time go and just feel happy to be involved.

TIME BARRIERS

INCLUDE

GOOD PRACTICES
TO ADDRESS TIME
BARRIERS

- Feeling already over-occupied with family responsibilities and work, leaving limited time to engage on environmental issues.

Make it worth it

- Provide something as part of your engagement that is personally beneficial to your community. This may be tips to save water at home, a map of local waterways or parks that is child-friendly or native seedlings for their gardens. Or an opportunity to build skills useful to employment.
- Compensate financially for people's time if appropriate by establishing paid partnerships with community organisations and offering vouchers to community members you engage in workshops.
- Thank people for their time and input, and make them feel valued.

Make it easy

- Go where people are to engage. You could set up an engagement stall at a cultural festival or run educational activities on school grounds or at the local library.
- Think about putting together activities for the whole family or that may attract groups of friends. An excursion, a tree planting activity, a picnic. Something they would want to do on a weekend anyway.
- Offer childcare services if engaging with parents with young kids.

Addressing knowledge barriers

CALD communities in Australia tend to be less engaged with environmental and waterways programs compared to other Australians. While emerging communities, as well as more established second or third generation migrants, may know and treasure popular Australian wildlife and nature (the kangaroos and koalas, the endless beaches), they may not know about the uniquely significant landscape of the West.

Many people do not understand the role that the extraordinary Western gorges, grasslands and its variety of birds play in the broader ecosystem. They may not be aware of the strong bonds that tie Traditional Owners to this beautiful part of Country.

People from CALD backgrounds may also fear the Australian environment, its snakes and giant spiders, or even think it's already pristine and will be surprised to know that a lot of programs are in place to protect and restore it.

Since nature and our waterways need to be cared for, it's important to address these knowledge barriers. Once people know more, a lot actually want to engage and cherish their nearby waterways, get to know the creeks and rivers, and the birds they hear sing as they walk past.

"I live really close to some of these places but I didn't (before today) know that they existed. I didn't know there were so many rivers in the West."

Waterways of the West, CALD focus group participant

KNOWLEDGE
BARRIERS
INCLUDE

GOOD PRACTICES
TO ADDRESS
KNOWLEDGE BARRIERS

- Not knowing the Australian natural environment and waterways well.
- Not knowing about local environments.
- Not knowing about local Traditional Owner relationships to Country.
- Not being familiar with engagement processes.

Get to know what they know

- Understand what your community knows. Start by working with a small group or a community leader to gather information. Do they know much about the waterways or not? Do they fear nature and why? Once you know what they know better, create trusting and fun learning environments that speak to their level of knowledge.

Create comfortable engagement environments

- Use visual and practical activities to make learning easier.
- Consider small group engagement settings so that your participants do not feel threatened by the knowledge of others and by people more proficient in English, and can voice their thoughts comfortably.
- Consider partnering with schools to raise knowledge about the waterways amongst kids and their parents.

Work with Traditional Owners

- Engage Traditional Owners to deliver engagement programs. Traditional Owners can be engaged for services including Welcome to Country, Smoking Ceremonies, Cultural Awareness Training and Walk on Country at commercial rates.



Victorian Fisheries Authority

School-based engagement

To encourage responsible fishing, stewardship of our fish resources and healthy fish stocks into the future, the Victorian Fisheries Authority (VFA) runs learning sessions in kindergarten, primary and secondary schools. They prioritise schools in areas of high migrant and refugee settlement. By teaching children sustainable fishing practices, the VFA hopes to influence the behaviour of their families.

The VFA works with teachers to plan out sessions that fit in with curriculum needs. The hands-on sessions are designed to be location-specific so that kids hear stories about places and fish they know. At the end, the students are told they are now Honorary Fisheries Officers. They will need to help the VFA, by making sure that the adults they go fishing with do the right thing – they love that responsibility! They are also given a goody bag with resources - such as fun colouring sheets, magnets, comic books and posters – and their parents receive resources such as a fishing guide, a sticky length ruler and other single-page flyers that address certain types of fishing activities they may engage with.

The most challenging part of the program is often finding a teacher who can help champion and organise the sessions, amidst busy school calendars. As class activities are often mapped out very far in advance, the VFA has found that it is important to reach out to schools early as well as to provide teachers with the flexibility to consider how best to integrate VFA sessions into their curriculum. Once initial relationships are established, the VFA finds that they are often asked to come back year after year.

The VFA has had a fantastic reception to this initiative. Teachers love it because students get to apply classroom learning to a live issue or setting. The students enjoy the interactive, hands-on nature of the sessions. The initiative has helped schools and children take ownership of fishing resources, helping to create a responsible fishing culture within families. Children are a strong influence on the behaviour of their families and this initiative has shown that they are important direct conduits to the wider community, including CALD communities.

Top tip

When working with schools, reach out 4-6 months before your intended engagement and find a teacher who can champion your program.

Image: African Community Day
Victorian Fisheries Authority

GUIDELINES FOR CRAFTING WATERWAY ENGAGEMENT AND EDUCATIONAL PROGRAMS



Now that we know more about engagement barriers and how to tackle them, we can craft plans to deliver waterway engagement and educational activities.

Three steps can help you better engage and educate CALD communities about the waterways.

They are:

1. Choose your objective: awareness, engagement or action.
2. Define your audience.
3. Determine and create the resources you need to meet your objective.

Follow these steps and be ready for your activities to bloom in the right direction!

Step 1:

Choose your objective: awareness, engagement or action

First, you'll need to choose your main objective: awareness, engagement or action. Note that if your focus is *engagement* or *action*, you may also need to raise awareness of your program. Feel free to read the *awareness* section to learn how to do so.

Once you know your objective, you'll need to define it well but succinctly. Think about what you want to do and why it's important.

POTENTIAL OBJECTIVE 1: AWARENESS

I want to raise awareness of a waterway issue.

You might choose this objective if you want to inform the community that they should not feed the peckish ducks waddling around or let their dogs play in the waterways. You might want to teach them about fishing rules, or about the native plants they can discover on the riverbanks. If this objective speaks to you, choose it.

POTENTIAL OBJECTIVE 2: ENGAGEMENT

I want to engage my community on a waterway topic.

This could be to get feedback on a plan that will map the future of the waterways in your region or to collaborate with the public to shape a sustainable waterway strategy. If this is what you're looking for, choose this objective.

POTENTIAL OBJECTIVE 3: ACTION

I want to motivate my community to roll up their sleeves and act.

This might consist of encouraging more citizen scientists to get out there and collect nature data. Or motivating your community to participate in tree planting activities or to start fishing. If this is your objective, choose it.

Resource:

WHAT IS MY OBJECTIVE?



WHAT IS MY OBJECTIVE?



Define your objective by filling out the table below.

What is my objective?

Awareness

Engagement

Action

Defining my objective succinctly.

I want to ...

e.g. raise awareness of the native plants that the community can find along the local waterways so that they better care for them and also plant them in their own gardens.

Why do I want to reach this objective?

Why does it matter to me / my organisation?

e.g. This will help us reach our goal of improving wildlife corridors and biodiversity in the region and increase native vegetation.

Step 2:

Define your audience

Once you've defined your objective, you'll need to think about how to reach the community targeted by your program.

Successfully reaching people starts by getting to know them well. CALD communities are not all the same. People's customs and stories can be different. They might be part of different ethnic and faith-based groups. They might feel quite comfortable in English or not at all. This diversity needs to be accounted for when planning for engagement and educational activities.



Image: Maribyrnong River, Aberfeldie
Colin Page

Starting with tools like [profile.id](#) and the [Australian Bureau of Statistics](#), you can break down the demographic profile of regions you're looking into and get a better picture of who lives there. Local councils also tend to collect information about their communities and can be a great source of insights.

The City of Greater Dandenong and the Victorian Local Government Association have put together a series of [statistics on the communities found in every Victorian locality, including information on ethnicity](#).

Comprehensive information on the cultural practices of Australian migrant populations is also available on the [SBS Cultural Atlas](#).

Step 2:

Define your audience

IN THE WATERWAYS OF
THE WEST REGION,

THIS IS WHAT DIVERSITY
LOOKS LIKE.

44.6% were
born overseas

Most people born overseas were born in India, Vietnam and China.

5.5% are recent
new arrivals

That's more than 76,000 people.

7.4% don't speak
English well or not at all

The main languages spoken other than English include
Vietnamese, Mandarin, Arabic and Italian.

51.7% Christian
7.7% Islamic
4.7% Buddhist
4% Hindu

Data collected from "Statistical Data for Victorian Communities," City of Greater Dandenong, published 2016, <https://greaterdandenong.com/document/18464/statistical-data-for-victorian-communities> for council areas: Brimbank, Melbourne, Hobsons Bay, Hume, Macedon, Maribyrnong, Merri-bek, Moonee Valley, Melton, Moorabool, Wyndham.

Step 2:

Define your audience

To define your CALD group, it is good practice to map the following:

- their socioeconomic circumstances;
- their cultural, religious, and gender practices;
- their cultural groups, leaders, and networks;
- their proficiency in English and other languages they are fluent in;
- their stage in the settlement process (this may influence their knowledge around issues or of engagement processes in Australia);
- their knowledge and behaviours related to the environment and waterways.

Several organisations in the west of Melbourne maintain deep ties with CALD communities. Partnering with these community organisations or community leaders is a good way to gain insights. It is important though, to be mindful of the time commitment asked of community leaders who often receive requests for consultation. A form of compensation is likely to be required.

These organisations include:

- Non-governmental or faith-based organisations designed to meet the specific needs of CALD communities. These organisations often have multilingual staff and strong connections to communities and they are aware of their unique perspectives.

DEFINE YOUR

CALD GROUP

PARTNER WITH

COMMUNITY
ORGANISATIONS

- CALD community groups. These groups often have a membership service open to anyone in their community, and may have hundreds of members.
- Community leaders or champions. They can bring cultural and language skills, and unique local knowledge to engagement.
- Local community networks who may have connections to CALD communities (such as schools, local councils, sporting clubs).

Such partners can teach you unique insights about the communities they work with, which can help develop targeted engagement methods. They tend to have established networks and they are aware of cultural sensitivities and customs, which when shared, can make it easier to deploy programs.

To know how get in touch with these groups, see section *Contact details of organisations to form community partnerships for the waterways* of this Toolkit.



Resource:

GETTING TO KNOW MY AUDIENCE.

GETTING TO KNOW MY AUDIENCE.



Define your audience by brainstorming its key characteristics.

You might want to do this exercise for each cultural and linguistic group you are targeting.

Getting to know my audience

<p>What are their socioeconomic circumstances? (age, income, household type)</p>	<p>What barriers are they facing (communication, institutional, trust, time, knowledge)?</p>
<p>What are their cultural, religious, and gender practices?</p>	
<p>Who are their cultural groups, leaders, and networks?</p>	<p>Why would they be interested in my program?</p>
<p>What is their level of English proficiency?</p>	
<p>What is their stage in the settlement process?</p>	<p>What are my key takeaways?</p>
<p>What do they know and how do they act around the waterways?</p>	



Tip! You can visit [profile.id](#), the [Australian Bureau of Statistics](#), the [City of Greater Dandenong database](#) and the [SBS Cultural Atlas](#) to find useful information about your audience. You can also get in touch with the organisations that maintain deep ties with CALD communities to learn more about your audience. See the section *Contact details of organisations to form community partnerships for the waterways* to know how to get in touch.

Step 3:

Determine and create the resources you need to meet your objectives

Whether your objective is *awareness*, *engagement* or *action* will influence the strategy you'll adopt and the resources you'll create to meet your goals.

In this section, we explore how to go about crafting a strategy for awareness, engagement and action, and some key things to consider when creating your resources to better connect with CALD communities.



Image: Maribyrnong River, Aberfeldie
Colin Page

OBJECTIVE: AWARENESS

Start by considering how your community would like to receive information and what you're able to do with your own resources.

Keep in mind that a range of unique communication channels can be used to raise awareness amongst CALD audiences. On top of more mainstream methods, consider:

- community media, including ethnic newspapers and community radio;
- events such as cultural days and festivals, faith-based events;
- the communication channels of local community groups, community leaders and organisations with strong relationships with CALD communities.

It's also important to consider awareness channels that may feel more rewarding and engaging to your audience. These channels typically foster more social interaction, skills building and can create a sense of community. Some examples include:

- hands-on educational activities that helps build skills useful to employment and better appreciate the value of the environment;
- social opportunities to get to know the local environment (a river walk for example), fostering pride and attachment to a local area;
- communication materials developed by people in the local community (e.g. posters featuring drawings from children studying at a local school);
- events that involve the whole family like recreational activities.

Step 3:

Determine and create the resources you need to meet your objectives

When framing your activities and message, you'll also need to think about the barriers that may make communication and engagement difficult. Some solutions to overcome such barriers include:

- translating materials and / or using simple English terms;
- considering the customs of the groups that live in your area when planning your awareness activities (visit the [SBS Cultural Atlas](#) for tips). Make sure educational activities are in culturally suitable locations, that they do not fall on the same date as cultural festivals and religious holidays and that there is culturally appropriate food and refreshments;
- supporting CALD community leaders or organisations to educate their own community, allowing them to develop useful skills for employment or compensating them financially for their time.

See section [Overcoming barriers to engagement](#) for more tips.

Now that you have all of this in mind, it's time to craft your unique awareness strategy. Start by painting a picture of where our community may get their information from, what kind of communication approach might appeal to them most, and the words and visuals that may best speak to them.

OBJECTIVE:
AWARENESS



Image: Education Program, VU Secondary College St Albans



Resource:

EMPATHY MAPPING.

Resource:

AWARENESS BUILDING PLAN.



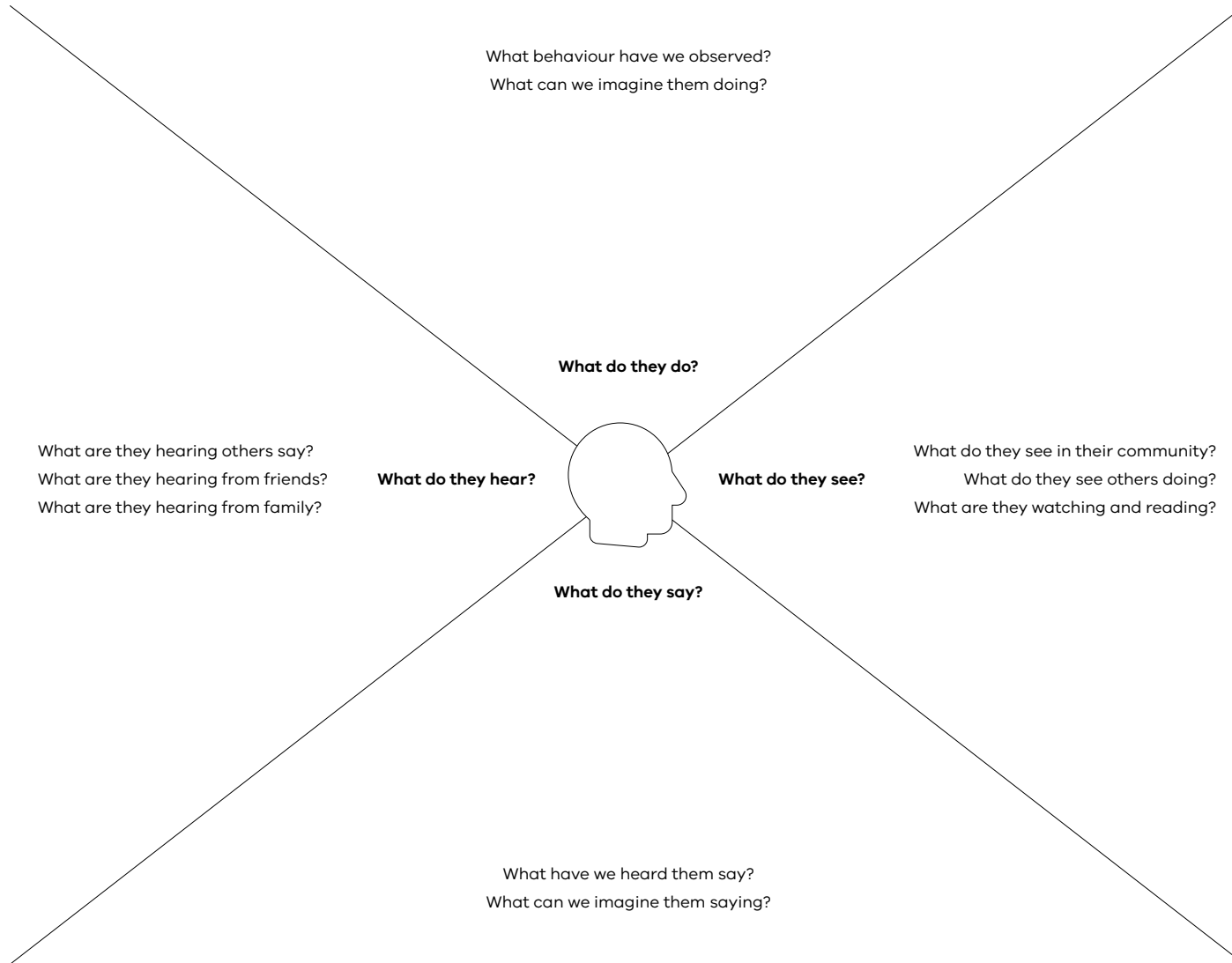
EMPATHY MAPPING.

Time to brainstorm.

Fill out this empathy map to outline what communication methods might speak best to your CALD community.



PRINT ME



In Step 2, you defined your audience and learned a lot about them. Now, remember these insights to complete this exercise.

Picture the ethnic group you want to reach. Write down on this empathy map what you think they routinely do, see, hear and say. It will be helpful to map out information such as where they spend their time, where they get their information from and what language, words or visuals best speak to them. When you're done, write down your key takeaways. These takeaways will help you frame your message and choose your communication channels.

Key takeaways

AWARENESS BUILDING PLAN.

With new insights in hand, shape your awareness building plan.
Write down the types of communication channels that would allow you to best reach your CALD audience.



	Online channels <i>(communication channels that are digital)</i> e.g. social media, website	Offline channels <i>(communication channels that are not digital)</i> e.g. community groups, print media
Owned channels <i>(you own these channels and wouldn't pay more to use them)</i> e.g. website, blog		
How can I make my channels inclusive of CALD communities?		
Paid channels <i>(you will need to pay to use these channels)</i> e.g. social media ads		
How can I make my channels inclusive of CALD communities?		
Earned channels <i>(you have to invest time to get information into these channels)</i> e.g. media coverage – radio, newspapers, community group emails		
How can I make my channels inclusive of CALD communities?		



Top tip

When organising an awareness-raising event, think about how to help people bring what they learned home. Offer a fun take-me-home booklet or something similar!

Many residents in Brimbank City Council are unaware of the value of their local grassland conservation reserves and the care required to sustain these precious assets. Dumping green waste or allowing pets to wander around can significantly threaten these fragile ecosystems. To encourage care for native grasslands and to better connect people with nature, Brimbank City Council along with Friends of Iramoo and the Cairnlea Conservation Reserves Committee of Management launched Be a Good Grassland Neighbour in Brimbank: a series of engagement events and a booklet raising awareness about grasslands and biodiversity.

To promote the events, partners placed invitations in residents' letterboxes and raised awareness online. Local kindergartens and primary schools also spread the word about the events.

Image: Brimbank City Council

Brimbank City Council and Friends of Iramoo and the Cairnlea Conservation Reserves Committee of Management

Be a Good Grassland Neighbour in Brimbank

The events - Grassland Games Picnics - were held next to protected grasslands in an informal park setting, with people dropping in and out. Children and their carers participated in the Grassland Games and enjoyed fun goodies such as a free BBQ, take-home native grassland plants and Eastern Grey Kangaroo masks.

A fun informative booklet, *How to Be a Good Grassland Neighbour in Brimbank*, was also distributed to the community. In this booklet, biodiversity information was communicated in an accessible way with images, diagrams and simple, informal language. The booklet was translated in Vietnamese and Cantonese to broaden its community reach.

The fun, engaging and accessible nature of the events helped attract participants. The events allowed the community to learn about native plants and animals and provided a fun way to socialise with neighbours. More residents now understand the importance of grassland ecosystems, know about grassland flora and fauna, and how harmful behaviours such as rubbish dumping can be for these ecosystems. The initiative was a true success in sparking interest for projects aimed at protecting grassland ecosystems among the community.

Project funded by the Victorian Government's Caring for Our Local Environments Initiative.

Step 3:

Determine and create the resources you need to meet your objectives

Community engagement is the process of engaging communities to develop productive relationships and shared understandings that lead to positive change. In our case, this could be to develop a new waterway strategy or to get community feedback on water policy. It could also be to shape a community vision for a local area.

If you're looking to engage your community on a waterway topic, it's good practice to use the IAP2 Spectrum of Public Participation to craft your action plan.

The IAP2 Spectrum of Public Participation commonly assists organisations in developing engagement programs based on project needs and desired outcomes. Here, we explore methods that can be used at each stage of this spectrum (although the list can go for much longer!) and what to take into consideration to ensure CALD communities are thoughtfully engaged at each stage.

**OBJECTIVE:
ENGAGEMENT**

INCREASING LEVEL OF PUBLIC IMPACT



Resource:

CHOOSE YOUR PATH OF ACTION.

Public participation goal

Promise to the public



Inform

To provide the public with balanced and objective information to assist them in understanding the problem, alternative, opportunities and/or solutions.

We will keep you informed.



Consult

To obtain public feedback on analysis, alternative and/or decisions.

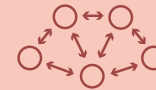
We will keep you informed, listen to and acknowledge concerns and aspirations, and provide feedback on how public input influenced the decision.



Involve

To work directly with the public throughout the process to ensure that public concerns and aspirations are consistently understood and considered.

We will work with you to ensure that your concerns and aspirations are directly reflected in the alternatives developed and provide feedback on how public input influenced the decision.



Collaborate

To partner with the public in each aspect of the decision including the development of alternatives and the identification of the preferred solution.

We will look to you for advice and innovation in formulating solutions and incorporate your advice and recommendations into the decisions to the maximum extent possible.



Empower

To place final decision making in the hands of the public.

We will implement what you decide.



Inform

In person

- Fact sheets
- Door knocking
- Community fairs
- Displays and exhibits
- Field trips

Digital

- Website
- Social media
- Webinar
- Virtual outdoor tour

Tips for engaging CALD communities

- Translate communication materials into community languages or use simple English words and provide a phone number for assistance.
- Think about using face-to-face interaction to overcome trust barriers. Consider hosting stalls (or other) where the community already is (e.g. community event, library, school).
- Consider audio-visual or pictorial resources to make engagement more interactive and overcome communication barriers.
- Think about featuring people from CALD backgrounds in your communications collateral (on photos for example). This will allow your audience to identify with your collateral and picture their involvement with the waterways.
- Consider engaging CALD community leaders or organisations to assist in informing the community.
- Consider ethnic media and events as places to disseminate information.
- Engage Traditional Owner services to communicate their unique knowledge.



Consult

In person

- Surveys
- Interviews
- Focus groups
- Public meetings
- Street stalls

Digital

- Online surveys
- Virtual interviews
- Virtual focus groups
- Online questionnaires (long-form)

Tips for engaging CALD communities

- Translate surveys or questionnaires into community languages or use simple English terms (and explain complex words).
- Provide context for your questions to overcome some of the knowledge barriers.
- Consider small-size engagement opportunities (e.g. small focus group) for participants to warm up to the team and topic and feel comfortable voicing their opinions.
- Consult CALD community organisations and leaders key to providing feedback on your particular topic.
- Consider how to suit the needs and time commitments of your CALD community. Think about providing interpreter services, and accommodating for childcare and transport.
- Ensure public meetings are in culturally suitable locations.
- Ensure the date of engagement does not fall on cultural festivals and religious holidays.
- Provide culturally appropriate food and refreshments (e.g. Halal and Kosher).
- Consider appropriate engagement techniques for cultural background. For example, certain people may have difficulty with role plays, brainstorming, and ice breaking exercises which involve divulging personal information. For some groups, sessions where both genders are present may feel uncomfortable.
- Consider compensating participants for their time.



Involve

In person

- Workshops
- Expert panel
- Deliberative polling

Digital

- Same as "In person" but online

Tips for engaging CALD communities:

- Build partnerships with multicultural agencies that may help with strategic planning.
- Consider recruiting participants from CALD community groups, ethnic organisations and community leaders.
- Ensure continuous engagement with CALD community groups throughout the evolution of the program and establish roles and responsibilities from the outset.
- Consider compensating participants for their time.



Collaborate

In person

- Co-design workshop
- Citizen advisory committee
- Participatory decision-making

Digital

- Same as "In person" but online

Tips for engaging CALD communities:

- Consider the insights you're looking for and choose experts with deep knowledge and connections with their community.
- Consider the CALD communities that live in the region you are targeting and approach leaders representative of each group.
- Ensure continuous engagement with leaders throughout the evolution of the program and establish roles and responsibilities from the outset.



Empower

In person

- Citizen jury

Digital

- Same as "In person" but online

Tips for engaging CALD communities:

- Consider the insights you're looking for and choose experts with deep knowledge and connections with their community.
- Consider the CALD communities that live in the region you are targeting and approach leaders representative of each group.
- Consider what form of capacity building you can provide, think about opportunities for leadership training, mentoring and work experience.
- Ensure continuous engagement with leaders throughout the evolution of the program and establish roles and responsibilities from the outset.

CHOOSE YOUR PATH OF ACTION.

Time to build your engagement plan.



PRINT ME

At what stage(s) of the IAP2 Engagement Spectrum should I engage?

Inform

Consult

Involve

Collaborate

Empower

What engagement techniques should I use?

How can I make my practices inclusive of CALD communities?

Inform

Consult

Involve

Collaborate

Empower

Step 3:

Determine and create the resources you need to meet your objectives

There are many ways in which communities can actively participate in waterway management programs. This could be recruiting citizen scientists, volunteers for tree planting activities or having people show up for rubbish clean-ups. To deliver successful programs, you'll need to think about your community's ability and motivation to engage, and deliver attractive personal outcomes for them.

Some barriers can make it difficult for people from CALD backgrounds to engage with waterway educational and restoration programs. Some of the reasons why and solutions for addressing these barriers are explored in *Overcoming barriers to engagement*. Potential solutions include:

- providing interpreter services or hiring a community leader who speaks the community language to deliver your activity;
- ensuring activities are in culturally suitable locations, that the date of engagement does not fall on cultural festivals and religious holidays and that culturally appropriate food and refreshments are provided;
- considering activities that are family-friendly so that parents can participate.

OBJECTIVE:
ACTION

Setting an objective for your waterway program that goes beyond a purely environmental objective is also likely to help you recruit and retain CALD participants. Programs that deliver strong social and personal outcomes have been found to be more popular with CALD groups. The social outcomes that programs about environmental issues should seek to achieve include:

- social connectedness and inclusion;
- personal growth and self-confidence;
- skills and capacity building, to increase employability;
- belonging and a sense of purpose.

To build your program, take this into consideration. Plan for activities around the waterways which may achieve one or more of these benefits.



Resource:

HOW CAN MY PROGRAM DELIVER...

HOW CAN MY PROGRAM DELIVER...



PRINT ME

Plan your action program. Make sure to deliver as many benefits attractive to CALD communities as you can.

Social connectedness and inclusion <i>Include a social element or a group activity in your program. Allow people to form new relationships.</i>	Personal growth and self-confidence <i>Allow participants to build skills and gain confidence through your program (e.g. decrease their fear of the Australian natural environment).</i>	Skills and capacity building <i>Provide hands-on activity that helps build skills useful to employment or daily life.</i>	Belonging and a sense of purpose <i>Allow people to foster a stronger relationship with their local environment and community. Motivate care for local waterways.</i>
My ideas	My ideas	My ideas	My ideas

Summarising my program



Port Phillip and Westernport Catchment Management Authority (PPWCMA)

Grow West Community Planting Day

Grow West is a restoration program that aims to improve degraded landscapes through revegetation projects in the upper Werribee catchment. Since it began in 2003, Grow West has planted over 1.3 million trees, providing a space for native plants and animals to live alongside local communities.

For a couple of years, Grow West has successfully engaged people from CALD backgrounds in its revegetation activities. In 2019, of the total 300 volunteers at the annual Grow West Community Planting Day, 70 were community members from the Indian group Dera Sacha Sauda.

As English is a second language for many in this group, PPWCMA (now Melbourne Water) through the Grow West program have been working with community leaders to involve members of the Indian community in the annual Grow West Community Planting Day. This partnership has made the registration process easier and helped disseminate important information among members of the Indian community.

The Community Planting Day now provides a rewarding experience for a diverse community. People are able to spend time with each other and create connections with their peers and with nature. Grow West also provides an inclusive experience through food. Lunch is catered for cultural dietary requirements and the Dera Sacha Sauda community group also bring their own ethnic food to share with other volunteers, allowing everyone to connect through food and to get to know different cultures.

The Community Planting Day attracts over 200 volunteers who help plant more than 4,000 native trees and shrubs every year. It's an important opportunity for the community to take ownership of revegetation activities in their region, to rejuvenate landscapes they cherish and to connect with fellow community members.

Top tip

Food is an important way to bring people together. You can also make people from CALD backgrounds feel more comfortable at any event by catering for cultural dietary requirements. This can make events more attractive and inclusive of the whole community.

Image: Port Phillip and Westernport Catchment Management Authority

CONNECTING TO TRADITIONAL OWNER PERSPECTIVES ON THE WATERWAYS



Traditional Owners have deep cultural, spiritual and economic connections to the land, water and other resources.

- They have managed the land sustainably over a thousand and more generations. Connection to land, waters and resources on Country is important for Traditional Owners' health and wellbeing.

Connecting CALD communities to Traditional Owner knowledge

The Bunurong, Wadawurrung and Wurundjeri Woiwurrung peoples are the Traditional Owners of much of the Waterways of the West region. The sacred sites and resources, values and stories associated with places, as well as language and ceremonial practices, have been handed down by their Ancestors and Elders. The Traditional Owners are the custodians of the region's creation stories and spiritual connections.



Image: CALD focus group participants

Focus groups conducted for Waterways of the West revealed that CALD communities, and especially new migrants, tend to know little of the fundamental connections Traditional Owners have with the West. Yet, as soon as they hear about them, many become captivated and interested to learn more.

Traditional Owner stories and knowledge are an important part of the educational effort that needs to be shared with people from CALD backgrounds. It is important that Traditional Owners are the ones to deliver their unique perspective. Time and effort needs to be put towards building strong relationships with Traditional Owners.

"I enjoyed watching the video and learning about how Traditional Owners take care of the land. Interesting that Aboriginal and Torres Strait Islander people have a spiritual connection. Usually I just think of water as something that looks nice."

Waterways of the West, CALD focus group participant

Connecting CALD communities to Traditional Owner knowledge

Every awareness, educational and action-focused program should consider how it can embed Traditional Owner knowledge. When doing so:

- Understand which Traditional Owner group(s) have formal recognition, or in the absence of this, have expressed a claim on the region you are operating in. They are the group(s) you should be consulting with, as only they can speak on the behalf of their own Country. *You can refer to the map of Registered Aboriginal Parties (RAP) to understand which Traditional Owners have RAP status in your region. In areas of contested land, all claimants must be consulted.*
- Traditional knowledge and stories should be shared by a Traditional Owner, you should engage with the relevant RAP to come and speak to your community or engage them to conduct activities such as a smoking ceremony, weaving or a nature walk. These practices, stories and knowledge are deeply personal to Traditional Owners and Traditional Cultural Knowledge is considered the propriety of Traditional Owners. Note that it is appropriate to compensate Traditional Owners financially for their time and there is a fee for cultural services, such as smoking ceremonies, and invitations to share knowledge/speak. Traditional Owner Corporations often have a booking form and schedule of fees available on their website or upon request.
- It is okay to bring in an interpreter to help communicate the stories of Traditional Owners. Note that some words won't be translatable.

To get in touch with Traditional Owner groups, consult *Contact details of organisations to form community partnerships for the waterways.*



Image: Maribyrnong River, Footscray Park

Wadawurrung Traditional Owners Aboriginal Corporation History

Wadawurrung Traditional Owners Aboriginal Corporation is the representative body for Wadawurrung Traditional Owners. The Corporation works to support their aspirations and protect Aboriginal Cultural Heritage in accordance with the Victorian Aboriginal Heritage Act 2006, Wadawurrung Traditional Owners Aboriginal Corporation was appointed in May 2009 as a Registered Aboriginal Party under the Victorian Aboriginal Heritage Act 2006.

Wadawurrung's RAP area covers over 10,000 square kilometres on the western side Melbourne and including the major regional cities of Geelong and Ballarat. This area incorporates the activities of 11 separate local councils – including many that are experiencing very high rates of growth in terms of population, infrastructure, commercial and residential development. Wadawurrung Country also incorporates the start of the Great Ocean Road, one of Australia's most iconic and popular tourist destinations.



Image: Turitable Creek, Mount Macedon

Registered Aboriginal Parties in Victoria

CONNECTING TO TRADITIONAL OWNER PERSPECTIVES

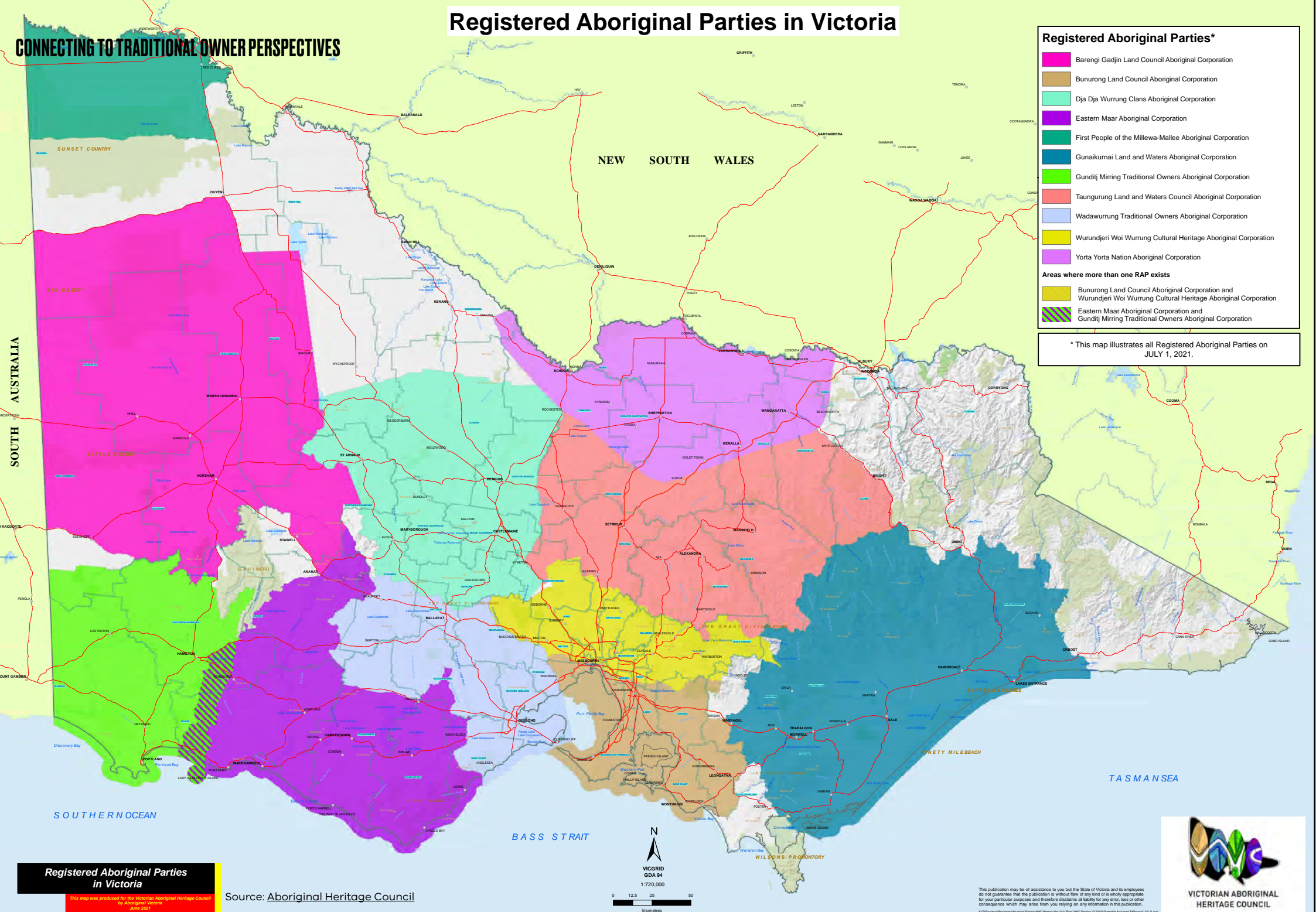
Registered Aboriginal Parties*

- Barendji Gadjin Land Council Aboriginal Corporation
- Bunurong Land Council Aboriginal Corporation
- Dja Dja Wurrung Clans Aboriginal Corporation
- Eastern Maar Aboriginal Corporation
- First People of the Millewa-Mallee Aboriginal Corporation
- Gunaikurnai Land and Waters Aboriginal Corporation
- Gunditj Mirring Traditional Owners Aboriginal Corporation
- Taungurung Land and Waters Council Aboriginal Corporation
- Wadawurrung Traditional Owners Aboriginal Corporation
- Wurundjeri Woi Wurrung Cultural Heritage Aboriginal Corporation
- Yorta Yorta Nation Aboriginal Corporation

Areas where more than one RAP exists

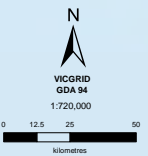
- Bunurong Land Council Aboriginal Corporation and Wurundjeri Woi Wurrung Cultural Heritage Aboriginal Corporation
- Eastern Maar Aboriginal Corporation and Gunditj Mirring Traditional Owners Aboriginal Corporation

* This map illustrates all Registered Aboriginal Parties on JULY 1, 2021.



Registered Aboriginal Parties in Victoria
 This map was produced for the Victorian Aboriginal Heritage Council by Aboriginal Victoria June 2021

Source: [Aboriginal Heritage Council](http://AboriginalHeritageCouncil.org.au)



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Understanding Traditional Owner engagement

RAPs (Registered Aboriginal Parties) are the primary source of advice and knowledge on matters relating to Aboriginal places or Aboriginal objects in their regions.

The core function of a RAP can include:

- evaluating Cultural Heritage Management Plans;
- assessing Cultural Heritage Permit applications;
- making decisions about Cultural Heritage Agreements;
- providing advice on applications for interim or ongoing Protection Declarations;
- entering into Aboriginal Cultural Heritage Land Management Agreements with public land managers;
- nominating Aboriginal intangible heritage to the Victorian Aboriginal Heritage Register and managing intangible heritage agreements.

Intellectual Property refers to the rights that Indigenous people must protect their traditional arts culture and knowledge. Sometimes, the term *cultural heritage* can also be used as a form of intellectual property, considering both physical and intangible cultural heritage.

Intellectual property can also be applied to things like stories, language, ceremony, traditional lore, customs and dance for First Nation People. Intellectual property is owned by the respective Traditional Owner group for a region and must never be reproduced without permission as this can be in breach of the Aboriginal Heritage Act 2006.

WHAT IS A RAP

(REGISTERED
ABORIGINAL
PARTY)?

INTELLECTUAL
PROPERTY

RESPECTING

CULTURAL HERITAGE & KNOWLEDGE

It is important that all cultural heritage and knowledge is respected by non-Indigenous community members as this can have a severe impact on the lives of First Nations People.

If no respect is shown for cultural heritage and knowledge, negative impacts can affect the Traditional Owners of that region and the community members who are causing the disrespect.

Any damage caused to cultural heritage and knowledge can also be in breach of the Victorian Aboriginal Heritage Act 2006 which has the potential to lead into legal proceedings against the individual/parties causing the harm.

Respecting both cultural heritage and knowledge is integral to the existence of First Nations People as it relates to the Traditional beliefs in which this culture abides by.



When Friends of Steele Creek became aware that locals in the Maribyrnong region were curious to learn about Traditional Owner stories and knowledge, they organised *Reintroducing Wurundjeri Culture to the Maribyrnong*. Incredibly popular, the event provided space for the community to learn about Wurundjeri culture and the unique local landscape of the West.

Top tip

Plan a range of activities at community events to engage different audiences. Make these as interactive as possible and relate them to the environment to make learning engaging.

Image: Friends of Steele Creek

Friends of Steele Creek

Reintroducing Wurundjeri Culture to the Maribyrnong

The festival opened with a Smoking Ceremony. Uncle Bill spoke about the impacts of colonisation and dispossession and Uncle Dave invited everyone to join with Wurundjeri in Caring for Country Together. This was followed by an emotional talk about the challenges Aboriginal women faced during colonisation.

The festival activities enabled attendees to learn about Indigenous culture and practices. People participated in spear throwing and traditional weaving. They looked at traditional tool displays and some took part in short bush walks to learn how the Wurundjeri used plants for food, fibre, tools and medicine. Other displays helped people learn about the unique plants and animals of the region. People of all ages were fascinated by the water bug display and the interactive Birds of Prey display, and were happy to learn how to help wild birds in our cities and countryside.

250 people from Australian and other cultural backgrounds attended the event and many insisted it should happen again. For some, this was the first time they had been involved in a Welcome to Country and met a Traditional Owner. Many wished they had been able to learn about this at school or when they migrated to Australia. The community felt privileged to have been able to learn about the unique landscape of the West and how to Care for Country.



RESOURCES

Image: Kororoit Creek,
Nature Reserve

Resources to educate and engage CALD communities about the waterways

We gathered here a collection of resources to help you learn more about water, the waterways, and Traditional Owner knowledge. Feel free to use these resources to educate and engage CALD communities about the waterways. We hope these resources inspire you to create your own.



Image: Jacksons Creek, Sunbury

WALKING GUIDES

Guide to Brimbank's parks and trails

Brimbank City Council

A short guide including walking trails and parks in Brimbank.

records.brimbank.vic.gov.au/ExternalLinkAPI/api/document/?docKey=bDFQUDh1NldldVRLYmE4d2Z3TFBwWX-F2Q25WTFdLYVp4bIRuSXILQTIGYmU5SGhaMkZsYk83N2w-yL2tXYIE1Yw2

VIRTUAL TOURS AND MAPS

Bittern Coastal Wetlands virtual tour

Port Phillip & Westernport Catchment Management Authority (now Melbourne Water)

A virtual tour of the Bittern Coastal Wetlands. Get to know the local fauna and flora, and what to look out for when you visit in person.

ppwcm.vic.gov.au/resources/virtual-tours/

Western Treatment Plant virtual tour

Melbourne Water

A virtual tour of the Western Treatment Plant. This plant sustainably treats about half of Melbourne's sewage. It's also a site of huge biodiversity and Traditional Owner significance.

melbournewater.com.au/water-data-and-education/learning-resources/water-and-sewage-treatment-plants/western-treatment-0

Resources to educate and engage CALD communities about the waterways

Regional Catchment Strategy interactive map

The Regional Catchment Strategy for the Port Phillip & Western Port region

An interactive map showing the native vegetation and animals of Victoria including threatened species, waterways and wetlands, and much more.

portphillipwesternport.rcs.vic.gov.au/maps/

Water learning resources

Melbourne Water

Learning resources for people of all ages. This includes mindful nature drawings, waterbug and frog identification guides, tips for saving water, and way more.

melbournewater.com.au/water-data-and-education/learning-resources

Water learning resources

Greater Western Water

Learning resources for kids and teens. Learn about the water cycle, how important water is for health and wellbeing, and more.

www.gww.com.au/about/community/water-education

VIRTUAL TOURS AND MAPS

EDUCATIONAL RESOURCES

Know Your River: Maribyrnong River

Melbourne Water

Information on the Maribyrnong River, the precious ecosystem it supports, and the plants and animals that call it home. An overview of the challenges the river faces and how to better care for it.

melbournewater.com.au/water-data-and-education/water-facts-and-history/know-your-rivers-and-creeks/maribyrnong-river

Know Your River: Werribee River

Melbourne Water

An overview of the Werribee River, its history, natural features, wildlife, places to visit and how to protect it.

melbournewater.com.au/water-data-and-education/water-facts-and-history/know-your-rivers-and-creeks/werribee-river

Werribee River catchment

Werribee River Association

Insightful information on the Werribee River, including its history, fauna, flora.

werribeeriver.org.au/our-catchment

Resources to educate and engage CALD communities about the waterways

Fishing colouring sheets

Victorian Fisheries Authority

Colouring sheets covering a number of fishing scenes (line fishing, diving, collecting) including inland and ocean fishing.

Email: engagement@vfa.vic.gov.au

Fisheries' English as an additional language syllabus

Victorian Fisheries Authority

A syllabus covering a variety of writing, reading and math exercises based on fishing. This includes a fish measuring exercise, fishing cultural story sharing, a supermarket maths exercise and conducting conversation exercises.

Email: engagement@vfa.vic.gov.au

English as an additional language water learning resources

Greater Western Water

Various resources including activities for teachers of English as an additional language. Topics include using water wisely, understanding your water bills, and more.

www.com.au/about/community/water-education/community-education-program

EDUCATIONAL
RESOURCES

EDUCATIONAL RESOURCES
IN LANGUAGES OTHER
THAN ENGLISH



Image: Education Program, VU Secondary College St Albans

Resources to educate and engage CALD communities about the waterways

Rock fishing safety resources

Victorian Fisheries Authority

Online resources in English, Chinese and Vietnamese providing tips on how to stay safe when rock fishing.
vfa.vic.gov.au/education/rock-fishing-safety

Recreational Fishing Guide

Victorian Fisheries Authority

A practical guide with information on the rules of fishing in Victoria and how to stay safe. Information is available on demand in languages other than English, including Chinese and Vietnamese.

In English:

vfa.vic.gov.au/recreational-fishing/recreational-fishing-guide

In Chinese and Vietnamese:

vfa.vic.gov.au/recreational-fishing/recreational-fishing-guide/the-guide-in-languages-other-than-english

Fishing information pamphlets

Victorian Fisheries Authority

Informative pamphlets on fishing including 'what is sustainable fishing' and many more, in various languages. Email Natashar Wills: engagement@vfa.vic.gov.au

EDUCATIONAL RESOURCES

IN LANGUAGES OTHER THAN ENGLISH

TRADITIONAL OWNER RESOURCES

Aboriginal places and objects

First Peoples Relations

Insightful information about Aboriginal places and objects found in Victoria.

firstpeoplesrelations.vic.gov.au/aboriginal-places-and-objects

Wadawurrung website

Wadawurrung Traditional Owners Aboriginal Corporation

The official website of the Wadawurrung Traditional Owners Aboriginal Corporation.

wadawurrung.org.au

Wurundjeri Woi-wurrung website

Wurundjeri Woi-wurrung Cultural Heritage Aboriginal Corporation

The official website of the Wurundjeri Woi-wurrung Cultural Heritage Aboriginal Corporation.

wurundjeri.com.au

Bunurong website

Bunurong Land Council

The official website of the Bunurong Land Council Aboriginal Corporation.

bunuronglc.org

Resources to educate and engage CALD communities about the waterways

Wurundjeri Woi-wurrung educational tours and cross-cultural awareness training

Wurundjeri Woi-wurrung Cultural Heritage Aboriginal Corporation

Educational services, cultural walks and experiences provided by the Wurundjeri Woi Wurrung.

wurundjeri.com.au/services/education-tours-cross-cultural-awareness-training/

Wadawurrung cultural programs and education services

Wadawurrung Traditional Owners Aboriginal Corporation

Cultural awareness and education services, Welcome to Country and Smoking Ceremonies provided by the Wadawurrung.

wadawurrung.org.au/services

Bunurong cultural programs

Bunurong Land Council Aboriginal Corporation

Cultural programs and education provided by the Bunurong.

bunuronglc.org/our-business.html

TRADITIONAL OWNER RESOURCES

Rivers to Recognition Education Directory

Western Region Local Government Reconciliation Network (WALGREEN)

A directory of resources designed to educate on the culture and history of Aboriginal and Torres Strait Islander people in Melbourne, Victoria and Australia.

records.brimbank.vic.gov.au/ExternalLinkAPI/api/document/?docKey=eTFGT0RtMUFPOGFuUWZiYzJCRUhHSWt-kTVJtK0htRnN2V01KTzgvb0NtRTJ4dk8yMzIwZm9yZWZ3b-mFpTnQ0cg2

Victoria's current Registered Aboriginal Parties

Victorian Aboriginal Heritage Council

A list and map of Victoria's registered Aboriginal Parties, so you can find the Registered Aboriginal Parties in your region.

aboriginalheritagecouncil.vic.gov.au/victorias-current-registered-aboriginal-parties

Resources to educate and engage CALD communities about the waterways

Maribyrnong River and Parklands video

Friends of the Maribyrnong Valley, Melbourne Water, City West Water, Fraynetwork digital storytelling

A video introducing the Maribyrnong River, its fauna and flora, and recreational activities.

youtube.com/watch?v=-Ozvr_DyH7M&ab_channel=GregMorgan

Melbourne Water educational videos

Melbourne Water

A collection of educational videos on water including a quirky one on what you can flush down the toilet. Another one outlines why it's important to keep our waterways and parklands clean of rubbish.

youtube.com/user/MelbourneWater/videos

Flowerlands video

Melbourne's Living Museum of the West

A video sharing the history of Melbourne, the impact of colonisation on our precious grasslands and what we need to do to restore these important ecosystems.

youtube.com/watch?v=JmokFfpal1A

Field guide to Victorian fauna

Museum Victoria

An app compiling Victoria's wildlife with descriptions of over 950 species including marine animals.

museums victoria.com.au/apps/field-guide-app-to-victorian-fauna/

EDUCATIONAL
VIDEOS

EDUCATIONAL
PROGRAMS

Nature Stewards Program

Outdoors Victoria

A 10-week educational program about Victoria's ecosystems and natural places.

outdoorsvictoria.org.au/nature-stewards/

Citizen scientist programs

Melbourne Water

A range of programs for people to learn more about their local environment and contribute to tracking the health of the waterways.

melbournewater.com.au/water-data-and-education/get-involved/be-citizen-scientist

Face-to-face sessions including fishing experiences

Victorian Fisheries Authority

A range of educational experiences related to fishing and the waterways provided by the Victorian Fisheries Authority.

Email Natashar Wills: natashar.wills@vfa.vic.gov.au

EDUCATIONAL
APPS

Resources to educate and engage CALD communities about the waterways

Werribee River Association programs

Werribee River Association

The Werribee River Association offers a range of activities including on-site and classroom-based environmental educational sessions, group tours of the catchment and local destinations, group nature walks for photography purposes, art and more, tree planting and litter clean-ups for community groups or corporations, and talks on birds, platypus and other local species.

werribeeriver.org.au/contact-us/

Environmental Friends of Brimbank Group Directory

Environmental friends groups of Brimbank and Brimbank City Council

A handy directory of community groups in Brimbank focused on the protection and restoration of the natural environment in the region.

records.brimbank.vic.gov.au/ExternalLinkAPI/api/document/?docKey=TCsrUk1PcGc0blNkSkJHbk1XbG5ZbF-dDQTR3bksvWEMxSUILZXBsWlorSy9sRmtJdkEvMWx-mTzczaENQT01aMQ2

Your say – Melbourne Water

Melbourne Water

A platform encouraging the community to have their say on various waterway projects.

yoursay.melbournewater.com.au/

EDUCATIONAL
PROGRAMS

DIRECTORY OF RESOURCES

WATERWAY ENGAGEMENT
PLATFORM



Image: Steele Creek, Valley Lake

Contact details of organisations to form community partnerships for the waterways

Successful engagement with CALD communities often stems from good partnerships.

Organisations with extensive knowledge of water and the waterways often need to connect with those with friendly relationships with people from CALD backgrounds, to ensure that diverse people in the community are equipped to protect the waterways. People who identify as Aboriginal or Torres Strait Islander are the only ones with deep knowledge of their stories, customs and practices, who can share it well. Building strong partnerships between organisations and people is key to broadening our engagement about the waterways to be inclusive of CALD communities.

Here, we include a list of organisations with connections to the waterways and CALD communities in the west of Melbourne to help you build these relationships.

LOCAL COUNCILS

Brimbank City Council

P: 03 9249 4000

E: environment@brimbank.vic.gov.au (*direct email address of the environment team*)

W: brimbank.vic.gov.au

Hobsons Bay City Council

P: 1300 179 944 or 9932 1212 (Hobsons Bay Language Line)

E: customerservice@hobsonsbay.vic.gov.au

W: hobsonsbay.vic.gov.au

Hobsons Bay Settlement Network

(over 30 organisations engaged with CALD communities)

E: commdev@hobsonsbay.vic.gov.au

Hobsons Bay Interfaith Network

(over 30 local faith groups)

E: commdev@hobsonsbay.vic.gov.au

Hume City Council

P: 9205 2200

E: melissado@hume.vic.gov.au (*direct email address of Melissa Doherty, Urban Biodiversity Officer*)

W: hume.vic.gov.au

Macedon Ranges Shire Council

P: 03 5422 0333

E: mrsc@mrsc.vic.gov.au

W: mrsc.vic.gov.au

Maribyrnong City Council

P: 9688 0200

E: communications@maribyrnong.vic.gov.au (*direct email address of the communications team*)

W: maribyrnong.vic.gov.au

Contact details of organisations to form community partnerships for the waterways

City of Melbourne

P: 03 9658 9658

E: enquiries@melbourne.vic.gov.au

W: melbourne.vic.gov.au

Melton City Council

P: 03 9747 7200

E: csu@melton.vic.gov.au

W: melton.vic.gov.au

Moonee Valley City Council

P: 9243 8888

E: Council@mvcc.vic.gov.au

W: mvcc.vic.gov.au

Moorabool Shire Council

P: 03 5366 7100

E: info@moorabool.vic.gov.au

W: moorabool.vic.gov.au

Merri-bek City Council

P: 9240 1111

E: info@merri-bek.vic.gov.au

W: merri-bek.vic.gov.au

Wyndham City Council

P: 03 9742 0777

E: mail@wyndham.vic.gov.au

W: wyndham.vic.gov.au

LOCAL COUNCILS

GOVERNMENT AGENCIES

Greater Western Water

P: 132 642

E: engagement@gww.com.au

W: gww.com.au

Melbourne Water

P: 131 722

E: enquiry@melbournewater.com.au

W: melbournewater.com.au

Victorian Fisheries Authority

P: 136 186

E: engagement@vfa.vic.gov.au

W: vfa.vic.gov.au

TRADITIONAL OWNER CORPORATIONS

Bunurong Land Council Aboriginal Corporation

P: 03 9770 1273

E: admin@bunuronglc.org.au

W: bunuronglc.org

Wadawurrung Traditional Owners Aboriginal Corporation

P: 03 5222 5889

Ballarat Office E: admin@wadawurrung.org.au

Geelong Office E: reception@wadawurrung.org.au

W: wadawurrung.org.au

Contact details of organisations to form community partnerships for the waterways

Wurundjeri Woi wurrung Cultural Heritage Aboriginal Corporation

P: 03 9416 2905

E: reception@wurundjeri.com.au

W: wurundjeri.com.au

Werribee River Association

E: riverkeeper@werribeeriver.org.au

W: werribeeriver.org.au

Friends of Steele Creek

E: friendsofsteelecreekinc@gmail.com

F: facebook.com/FriendsOfSteeleCreekInc

Friends of Kororoit Creek

E: secretary@fokc.org.au

W: fokc.org.au

Clarkefield District Farm Landcare Group

E: cdlc.sec@gmail.com

Deep Creek Landcare

P: 04 1710 3064 (*direct phone number of Pat Danko, secretary*)

E: deepcreeksecretary@gmail.com

W: <https://www.landcarevic.org.au/groups/portphillipwesternport/deep-creek-landcare-group-covering-lancefield-romsey-monegeetta/>

TRADITIONAL OWNER CORPORATIONS

ENVIRONMENTAL GROUPS

Friends of Daly Nature Reserve, Gisborne

E: dalynaturereserve@gmail.com

Friends of Emu Bottom Wetlands Reserve

F: facebook.com/FriendsEmuBottomWetlands

Friends of Holden Flora Reserve Sunbury

P: 9744 3250

E: mcglashanr@iprimus.com.au (*direct email address and personal phone number of Roger McGlashan, Secretary*)

F: facebook.com/Friends-of-Holden-Flora-Reserve-1633086363595448

Friends of Laverton Creek

F: facebook.com/groups/1627497137560209

Friends of Lower Kororoit Creek

P: 04 1127 4718

E: geoffmitchelmore@gmail.com (*direct email address and phone number of Geoffrey W. Mitchelmore*)

W: folkc.com.au

Friends of Maribyrnong Valley

E: info@fmvonline.com or fmvjudy@hotmail.com (*direct email address of Judy Ingram*)

W: <https://www.landcarevic.org.au/groups/portphillipwesternport/friends-of-the-maribyrnong-valley-inc/>

Friends of Moonee Ponds Creek

W: mooneepondscreek.org.au

F: facebook.com/groups/friendsofmooneepondscreek

Contact details of organisations to form community partnerships for the waterways

ENVIRONMENTAL GROUPS

Friends of Skeleton Creek

P: 04 2916 7013 (*direct phone number of Denice Perryman, Secretary*)

E: friendsofskeletoncrk@gmail.com

W: friendsofskeletoncreek.org.au

F: facebook.com/friendsofskeletoncreek

Greening of Riddell

E: info@riddellscreeklandcare.org.au

W: riddellscreeklandcare.org.au

Jacksons Creek Eco Network

(*network of 11 Landcare and Friends Groups along Jacksons Creek and its tributaries*)

E: cheers.christina@gmail.com (*direct email address of Christina Cheers*)

F: facebook.com/JacksonsCreekEcoNetwork

Newham & District Landcare Group

W: newhamlandcare.info

Port Phillip Eco Centre

P : 03 9534 0670

E: info@ecocentre.com

W: ecocentre.com

commUnity Plus

P: 03 8312 2030

W: comm-unityplus.org.au

ORGANISATIONS FOR CULTURALLY AND LINGUISTICALLY DIVERSE COMMUNITIES

Tran Hung Dao Scout Group

E: chris-nguyen@outlook.com (*direct email address of Chris Nguyen*)

F: facebook.com/stalbansscoutgroup

AMES Australia

P: 132637

E: enquiries@ames.net.au

W: ames.net.au

Refugee Migrant Children Centre (RMCC)

P: 03 9028 5255

E: contact@rmccaustralia.org.au

W: rmccaustralia.org.au

Australian Vietnamese Women's Association

P : 9396 1922

E: info@avwa.org.au

W: avwa.org.au/en

Migrant Resource Centre North West

P: 03 9367 6044

E: mrcnw@mrcnorthwest.org.au

W: mrcnorthwest.org.au

MiCare

P: 1800 642 273

W: micare.com.au

Spectrum Migrant Resource Centre

P: 1300 735 653

E: communications@spectrumvic.org.au

W: spectrumvic.org.au

FURTHER READING AND REFERENCES

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City of Greater Dandenong. "Statistical Data for Victorian Communities." published 2016, <https://greaterdandenong.com/document/18464/statistical-data-for-victorian-communities>.

Colin Berryman, Shelley Burgin and Tony Webb, "A multifaceted, cultural approach to community engagement: case studies in urban water management", *International Journal of Environmental Studies* 71, no. 3 (2014): 331-343, doi: 10.1080/00207233.2014.908015

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Narayan Gopalkrishnan, *Engaging Cultural Diversity and Civic Participation in Queensland* (Sunshine Coast QLD: Centre for Multicultural and Community Development University of the Sunshine Coast, 2005), 1-28, <https://nla.gov.au/nla.obj-1203530190/view>.

Liping Yan, Phil McManus and Elizabeth Duncan, "Understanding ethnic differences in perceptions, attitudes, and behaviours: a study of domestic water use in Sydney", *Geographical Research* 56, no. 1 (2017): 54-67, doi:10.1111/1745-5871.12244

Office of Multicultural Interests, *Engaging Culturally and Linguistically Diverse Communities: A guide for the Western Australian Public Sector* (Perth WA: Government of Western Australia, Department of Local Government and Communities, 2014), 1-9, https://www.omi.wa.gov.au/Resources/Publications/Documents/lga_guides/Engaging_Communities.pdf.

Office of Multicultural Interests, *Implementing the Principles of Multiculturalism Locally: a planning guide for Western Australian local governments* (West Perth WA: Government of Western Australia, Department of Local Government, 2010), 1-56, https://www.omi.wa.gov.au/StatsInfoGuides/Documents/lga_guides/Implementing_the_principles_of_Multiculturalism_Locally.pdf.

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THANK YOU TO ALL CONTRIBUTORS

You helped this toolkit come to life.



Energy,
Environment
and Climate Action

DEECA

Ellis Jones



City of Maribyrnong

City of Brimbank

Port Phillip and Westernport
Catchment Management Authority
(now Melbourne Water)

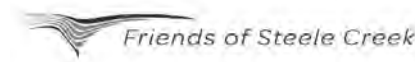
commUnity+



Victorian Fisheries
Authority

Melbourne Water

Werribee River Association



Wadawurrung

Wadawurrung Traditional
Owners Aboriginal Corporation

Tran Hung Dao Scout Group

Friends of Steele Creek

