

Community Relations Resource Kit



**Queensland
Government**

Department of the
Premier and Cabinet

Introduction



Queensland is and will remain a culturally and linguistically diverse society.

While this diversity brings many social and economic benefits to the state, instances of racism and discrimination can occur in Queensland from time to time.

Policies such as multiculturalism provide a framework to manage cultural diversity in a positive way, while state and commonwealth legislation outlaws racial and religious discrimination and vilification.

The impact of such policies is maximised when local communities take responsibility for building harmonious community relations. This Resource Kit provides a guide for individuals, community groups and organisations interested in developing positive community relations strategies.

The Kit includes an overview of how to develop a community relations plan. It also provides snapshots of community relations initiatives that are considered to be good practice in the field. These initiatives include cultural celebrations, media projects, information strategies, education and employment projects, access and equity initiatives and anti-racism strategies.

All Queenslanders have the potential to influence community relations positively. I therefore encourage you to use this Kit as a practical tool for making Queensland a more cohesive and harmonious society.

A handwritten signature in black ink that reads "P Beattie". The signature is fluid and cursive, with a long horizontal stroke extending from the end.

Peter Beattie MP
Premier and Minister for Trade

Acknowledgements



Many people contributed to the development of this Resource Kit. In particular, I would like to acknowledge the Working Group on Community Relations, which first developed the Community Relations Plan and then shaped this Resource Kit as a practical tool for implementing the Plan.

I would also like to acknowledge the staff of Multicultural Affairs Queensland for compiling the material in this Kit and managing the project.

Most importantly, I would like to thank the many individuals and groups that made the good practice examples in this Kit a reality. Initiatives such as the ones featured in this Kit can have a huge impact on building positive community relations.

I hope this Kit is able to stimulate many more good community relations projects.

A handwritten signature in black ink, which appears to read 'Uri Thernal'.

Uri Thernal OAM
Executive Director
Multicultural Affairs Queensland

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1

Introduction

This Resource Kit has been developed as a reference guide for practitioners in the field of community relations. It is based on the Community Relations Plan, which was developed by the Queensland Government Working Group on Community Relations and launched by the Premier in March 2000.

The Community Relations Plan identifies 10 strategic areas where actions to improve community relations are highlighted:

- Access to Services
- Community Participation
- Cultural Celebration
- Education
- Employment and Training
- Information
- Media
- Partners in Leadership
- Specifically Targeted Anti-Racism Strategies
- Symbolic Representation

The Resource Kit begins by suggesting some broad principles to underpin the process of community relations planning. An overview of the practical steps involved in developing a community relations plan is then provided. These broad principles and practical steps are designed to guide practitioners embarking on a community relations planning process.

Snapshots of good practice initiatives are then presented to provide practical examples of community relations good practice. Some of these projects have been developed directly as a result of the Community Relations Plan. Others have been developed independently of the Plan but have been identified as relevant to the outcomes the Plan is seeking to achieve.

It is hoped that these good practice examples will assist organisations, practitioners, community groups and individuals to explore and develop new initiatives in community relations work.

2

Principles for working to improve community relations

Community relations plans and strategies in Queensland are guided by the three core principles of the *Multicultural Queensland Policy*. These principles are summarised below, with more detail about community relations and multiculturalism provided in the glossary of community relations terms on page 57 of this Kit.

Access: All Queenslanders enjoy equitable access to services and programs.

Participation: All Queenslanders enjoy equal rights, responsibilities and opportunities to participate in, contribute to and benefit from all aspects of life in Queensland.

Cohesion: All Queenslanders share responsibility for the continuing development of Queensland as a cohesive and harmonious society.

Within these overarching principles good practice on the ground is guided by the following concepts.

Leadership

Improving community relations requires a clear vision. Public statement of such a vision will build support for community relations initiatives and provide the basis for a long term positive effect in the community.

Local ownership

Community relations strategies work best when they are initiated, designed and owned by groups in the local community in partnership with the local institutions that serve that community. A sense of local ownership will ensure greater commitment to the strategy.

Administrative Support

The need for sufficient administrative support can easily be overlooked when developing community relations initiatives. Such initiatives can fail due to insufficient administrative support from the organisation leading the initiative. The establishment of suitable administrative support such as a secretariat should be included at the planning stage.

Planning

Careful and thorough planning is critical to an effective community relations plan. The planning should also be informed by extensive and inclusive consultation with the community and involvement of relevant stakeholders.

Positive framework

A good community relations strategy seeks to present community relations issues in a positive way. Challenges may arise at various stages of implementation of the strategy. However, a positive framework that emphasises strengths, successes and achievements will highlight what has worked well and how further improvement can be made.

Integration

Community relations strategies work best when they are integrated with existing processes and procedures and do not require add on arrangements for their implementation. This is particularly important for consultation and information dissemination about the project as people generally feel more comfortable participating in existing or familiar networks and structures.

Holistic approach

Good community relations strategies should take account of the complex factors that impact on community relations. Issues raised in community relations discussions may be symptomatic of other underlying problems that require further investigation and analysis. For this reason, community relations projects are frequently multi-pronged and require the cooperation of a number of groups and agencies.

Informed decision making

Common sense knowledge is useful but not adequate for community relations planning. Good community relations strategies are based on informed judgments about the current situation, available resources and relevant social and human factors at work. Information from the community is vital to community relations planning, as is information from related research and literature on the subject issues concerned.

Inclusion of diversity

An underlying objective of any community relations strategy is to improve social harmony and cohesion through inclusion of people of diverse backgrounds in all stages of the community relations planning process. Good community relations strategies must by their very nature value and respect diversity and aim at addressing the needs of a diverse community.

Ongoing effort

There is no quick, one-off solution to community relations issues and problems. Good community relations strategies should be sustainable in order to have long term effects in the community.

3 Practical steps to good community relations planning

There are many different approaches to good community relations planning. In general, six major steps are essential in the development of a good community relations plan:

- Setting up suitable mechanisms to develop the plan;
- Community relations audit;
- Consultation;
- Development;
- Implementation; and
- Evaluation

Setting up suitable mechanisms to develop the plan

The first step in community relations planning is to establish suitable mechanisms within the initiating organisation to manage the development of the plan. This may include setting up a special working group or committee with specific terms of reference and responsibilities. Recommendations of the working group or committee will need to be endorsed by the management to make sure that the suggested mechanisms are in line with the overall administrative and resource framework of the organisation.

Community relations audit

A community relations audit assesses local issues and needs with respect to community relations. The main purpose of a community relations audit is to collect essential baseline information on the current state of affairs which will inform the development and subsequent evaluation of the plan.

The scope of the audit should include existing planning information on the topic concerned as well as general information on the demographic and social characteristics of the community. It may be necessary to conduct a survey to gather more detailed information such as the needs of particular target groups.

Consultation

Consultation with the community is important to ensure that the views of a wide range of stakeholders are included in the plan.

Consultations in a culturally diverse community like Queensland must be designed to include Indigenous people and people of culturally and linguistically diverse backgrounds, both in the planning and conduct of the consultations.

Consultations targeting specific cultural groups must be designed and implemented in a culturally appropriate way. To minimise cross-cultural misunderstandings, it would be advisable to seek guidance from community leaders or agencies that specialise in cross-cultural work. Multicultural Affairs Queensland's Directory of Ethnic and Multicultural Resources may assist in identifying organisations with this specialist knowledge.*

It is always advisable to check relevant reference materials and planning guides before embarking on the consultation process.

Development

The needs and issues identified through the community relations audit and consultation will need to be prioritised in order of importance. These needs and issues will then inform the scope of the community relations plan and define the key aims to be achieved. The plan may include long-term aims such as improvement of community relations and social harmony as well as more immediate or specific aims such as enhancing awareness of and access to specific services.

A good community relations plan should focus on practical and effective strategies aimed at addressing the needs and issues identified through the earlier steps in the planning process. The plan should identify the processes required for implementation and how outcomes are to be measured and assessed. A clear indication of the plan's proposed timeframe, including critical milestones, is also essential. In developing the plan, it is also important to identify the necessary resources and their sources to ensure that there will be committed support throughout the entire period of the plan.

It is also necessary to consult with the organisations that will be involved in, or affected by, the implementation of the plan to assess its feasibility and implications. Further consultation

* The directory is available in hard copy from Multicultural Affairs Queensland or electronically at www.premiers.qld.gov.au/maq. The electronic directory is updated monthly and is searchable by particular keys such as ethnic group or region.

with the community during the development of the plan is also advisable to increase the community's awareness and acceptance of the plan when it is being implemented.

The final step in the development of the plan is its formal endorsement by the management of the organisation initiating the plan with expressed support from agencies involved in its implementation.

Implementation

A simple and clear implementation strategy will be useful in monitoring progress and ensuring that important milestones have been achieved within the planned timeline. A good implementation plan will include all steps required to initiate and implement the strategies, identify the person or agency responsible for managing different components of the plan, and schedule periodic reviews to ensure that essential adjustments are made.

Issues and feedback identified during consultation and implementation of the plan should be recorded for use as a reference in evaluating the plan and for development of future strategies.

Evaluation

Evaluation is an important final step in community relations planning as it will assist in assessing the effectiveness of the plan. Evaluation usually focuses on what was done, what was achieved and what improvement could be made in future work.

There is no prescribed standard model or framework for community relations evaluation. However an evaluation would usually consider the following factors:

- Whether the aims of the plan have been achieved;

- What activities were undertaken;

- What worked and what did not work;

- What lessons can be learned;

- How future community relations work could be improved;

- Whether there are still issues and challenges that need to be addressed; and

- Whether a new plan needs to be developed.

Evaluations can be undertaken at the conclusion of the plan or at suitable stages during its implementation.

4 Good practice cases in community relations

Access to services

What s the project about?	Community Care Packages (CCP) Promotion Project
Who did it?	Blue Care, Blue Nurses Ipswich
When did it take place?	March 2000 to January 2001
Why such a project?	To produce and distribute information brochures on the Blue Care CCP in 13 community languages
Who was it for?	Older people who are eligible for and may require community nursing services
How was it done?	<ul style="list-style-type: none">¥ A generic brochure on the CCP was developed in English in early 2000¥ Consultation with regional Blue Care coordinators identified the need for the brochures across the state¥ Investigation was made into any existing CCP brochures, and consultations with relevant agencies were held to determine the most appropriate approach¥ <i>The non-English Speaking Background Population by Statistical Local Area</i> published by the Ethnic Communities Council of Queensland Home & Community Care Resource Centre was used as the main reference in determining which languages to use for the brochure¥ CCP coordinators statewide also provided feedback on the brochure s content¥ Thirteen languages were eventually determined for the brochures including Serbian, Greek, Croatian, Arabic, Tagalog, Italian, Chinese, Samoan, Spanish, Polish, Vietnamese, Lao and English¥ Translation of the brochures was completed in early December 2000¥ A meeting was held in January 2001 with agencies to develop a suitable distribution strategy
What were the outcomes?	<ul style="list-style-type: none">¥ Increased community awareness of the Blue Care services¥ Improved access of eligible older people to community nursing care services¥ Improved awareness of people from non-English speaking background about the Blue Care Packages and how to access them
How can I find out more?	Blue Care Ipswich Phone: (07) 3281 8444 Website: www.bluecare.org.au

Access to services

What s the project about?	Karuna Community Participation Project
Who did it?	The Karuna Hospice Service Ltd
When did it take place?	August 1999 to 2002
Why such a project?	To develop a culturally appropriate home-based palliative care service, inclusive of people from a non-English speaking background through active needs assessment and planning processes
Who was it for?	People from a non-English speaking background and their families living in northern Brisbane suburbs and surrounding areas particularly: ¥ Italian ¥ Chinese ¥ Asian including people from Taiwan and Vietnam
How was it done?	<p>The project started in 1999 and is divided into five phases including:</p> <ul style="list-style-type: none">¥ Needs assessment planning¥ Community consultation¥ Planning and skilling for multicultural awareness¥ Implementation of culturally appropriate home-based hospice care services¥ Evaluation <p>The project has completed its second phase of consultation with target groups on their needs for hospice services.</p> <p>To enhance community participation in the project, a number of strategies were undertaken including:</p> <ul style="list-style-type: none">¥ Invite feedback and support from client families of 17 non-English speaking backgrounds¥ Consult with relevant agencies including Home and Community Care Resource Centre and Ethnic Communities Council of Queensland to establish a joint strategy to enhance the lifestyle of non-English speaking clients¥ Conduct a series of workshops for people of non-English speaking backgrounds to identify their needs for hospice care services and appropriate strategies to address their needs¥ Participate in community consultation meetings¥ Provide hospice care volunteers with cross cultural awareness and skill training¥ Recruit and train volunteers of the target cultural backgrounds to join the project team and help identify existing community groups and service providers who will provide ongoing support for and participate in the project¥ Explore potential partnerships with other voluntary agencies¥ Seek agreement to participate in the project with other relevant health projects
What were the outcomes?	<ul style="list-style-type: none">¥ Documented assessment of ethnic communities needs for home-based caring services for people with a terminal illness¥ Community involvement in the development of an integrated action plan for providing free hospice services to ethnic communities¥ Increased awareness of Karuna s community based services among ethnic communities
How can I find out more?	The Karuna Hospice Service Ltd Phone: (07) 3857 8555 Website: www.karuna.org.au

Access to services

What s the project about?	Regional Cross-Cultural Training for Service Providers
Who did it?	Belyando Shire Council
When did it take place?	January 2000 to July 2000
Why such a project?	To develop acceptance of and respect for people of different ethnic, religious, cultural and linguistic backgrounds and provide service providers with a better understanding of the policy framework that underpins multiculturalism in Australia
Who was it for?	Service providers from government, community groups and local business, particularly staff who provide the first point of contact with the public
How was it done?	<ul style="list-style-type: none">¥ Consultation was conducted with local service providers to identify the training needs of providers in servicing the emerging needs of the region¥ Two one-day workshops for 30 participants each were conducted in Clermont and Moranbah¥ The workshops were widely publicised in the local media¥ Participants were asked to provide feedback on the format and contents of the workshops¥ A follow up evaluation will be conducted after six months time to review the outcomes of the workshops and assess the needs for similar training workshops in future
What were the outcomes?	<ul style="list-style-type: none">¥ Greater understanding of the framework of multiculturalism in Australia among service providers¥ Improved provision of culturally appropriate and inclusive services in the Belyando area
How can I find out more?	Belyando Shire Council Phone: (07) 4941 7254

Access to services

What s the project about?	Aged-multicultural health and allied services promotion and awareness in Far North Queensland
Who did it?	Far North Queensland Rural Division of General Practice
When did it take place?	January 2000 to January 2001
Why such a project?	To improve the awareness of community based aged care and relevant health services among aged people and their families who are of diverse cultural and linguistic backgrounds and have difficulty communicating in English
Who was it for?	People over 65 and of a non-English speaking background living in Mareeba/Dimbulah areas
How was it done?	<ul style="list-style-type: none">¥ Materials contributed from interested service providers and community representatives were translated into the six selected languages including Croatian, Italian, German, Spanish, Tagalog and Albanian¥ Posters of translated materials and information were put on display at public locations¥ A quarterly newsletter was published and distributed through general practitioners, health workers and community organisations¥ A series of six workshops (three in Mareeba and three in Dimbulah) were organised for the target groups, with interpretation provided. The workshops presented talks on specific health topics by health professionals¥ Transport was arranged for people residing in remote areas to attend the workshops¥ Video materials on aged-multicultural resources were purchased and provided on loan to interested workers¥ Evaluation was conducted in different languages to ensure the widest feedback on the project¥ A database of relevant professionals and service providers in the area was established to provide a network for further linkages¥ A formal evaluation of the project by stakeholders and community representatives involved in the project was conducted in late 2000
What were the outcomes?	<ul style="list-style-type: none">¥ Improved dissemination of information on community based aged care and relevant health services to people of non-English speaking background¥ Increased awareness of community based aged care services of people of non-English speaking background¥ Improved aged care and relevant health services for people of non-English speaking background¥ Improved access to aged care and relevant health services through provision of translated information on the services
How can I find out more?	Far North Queensland Rural Division of General Practice Phone: (07) 4096 5046 Website: www.fnqrdgp.com.au

Access to services

What s the project about?	Vietnamese Parents Support Group
Who did it?	The project is jointly funded by the Department of Families, Inala Office and Inala Adult Mental Health
When did it take place?	Commenced in April 1999, ongoing
Why such a project?	To provide support to the target group s need for knowledge about Australian law and Australia as a multicultural society and encourage the development of support within the group to improve their access to needed services
Who was it for?	Parents within the Vietnamese community in Inala
How was it done?	<ul style="list-style-type: none">¥ The group started in April 1999 under the auspice of the sponsoring bodies with only three parents participating¥ The group identified a number of urgent issues within the Vietnamese community including understanding of Australian law especially in relation to young offenders, the need for a support network within the community and assistance in accessing available services¥ Group members adopt the philosophy that all participants will share responsibilities for the continued development of their local community in a harmonious and inclusive way¥ The group has brought together people who have come from different political backgrounds to work for a common need thus breaking down barriers that may have hindered mutual support within the community¥ The organising bodies provided staff support and hire of the venue for the meetings
What were the outcomes?	<ul style="list-style-type: none">¥ Improved community relations and harmony within the Vietnamese community¥ Increased understanding of the target group s needs and ways to address these needs¥ Improved communication between the community and government agencies on service needs and delivery
How can I find out more?	The Department of Families Phone: (07) 3287 4422

Community participation

What s the project about?	MDA Volunteer Program
Who did it?	Multicultural Development Association Inc
When did it take place?	From October 2000 to July 2001
Why such a project?	<ul style="list-style-type: none">¥ To promote inclusiveness and productive diversity¥ To create a supportive learning culture among volunteers from culturally diverse backgrounds¥ To create empowering environments that recognise the value of volunteers roles in decision making¥ To value volunteers contribution by providing meaningful work opportunities
Who was it for?	Newly arrived migrants and refugees who are seeking work experience in Australia; people who are passionate about working and learning cross-culturally
How was it done?	<ul style="list-style-type: none">¥ Demonstrate the need/interest through consultation within the community and Multicultural Development Association¥ Locate resources required to maintain quality volunteer program¥ Develop volunteer policy and job descriptions¥ Promote program and recruit volunteers¥ Supervise and support volunteers¥ Review and evaluate program regularly
What were the outcomes?	<ul style="list-style-type: none">¥ Volunteers are equipped with confidence to participate fully in community and work life¥ Enhanced understanding of cross-cultural issues among volunteers by creating a supportive learning environment, opportunities for skill development, mentoring and social interaction and support for people from culturally diverse backgrounds
How can I find out more?	Multicultural Development Association Inc Phone: (07) 3844 6080

Community participation

What s the project about?	Sharing our Wisdom
Who did it?	Multicultural Development Association Inc
When did it take place?	September 2000 to August 2001
Why such a project?	<ul style="list-style-type: none">¥ To facilitate social opportunities and to increase cross-cultural relationships and awareness among seniors from culturally diverse communities¥ To increase cross-cultural awareness of mainstream service providers and support for more culturally responsive services¥ To create opportunities for seniors to further develop life and social skills through participation in project activities¥ To identify sustainable community support mechanisms with the seniors to encourage the development of mutual support, sharing of cultures and mutual cooperation in organising community activities
Who was it for?	Older people from culturally diverse backgrounds
How was it done?	<ul style="list-style-type: none">¥ Develop a project brief and recruit project consultant to implement the project¥ Establish a project reference group¥ Identify and approach target communities to promote the project and community participation¥ Liaise and consult with identified ethnic communities and senior clubs and services¥ Recruit team of seniors to assist with the facilitation of specific workshops¥ Promote and conduct workshops for senior members from the identified communities¥ Evaluate the effectiveness of workshops and develop a project report
What were the outcomes?	<ul style="list-style-type: none">¥ Sustainable cultural exchange, learning and friendship activities are promoted and developed among seniors from culturally diverse backgrounds¥ Development of a sense of well-being and mutual participation in community activities among the seniors from within their community and between communities
How can I find out more?	Multicultural Development Association Inc Phone: (07) 3844 6080

Community participation

What s the project about?	Drumming the Story: It's our Business – Protocols Guide
Who did it?	Mackay & District Australian South Sea Islander Association (MADASSIA)
When did it take place?	January to July 2000
Why such a project?	To provide a comprehensive checklist of culturally appropriate protocols for contacting or conducting consultations with the Australian South Sea Islander community in Mackay region only
Who was it for?	Government agencies and community service organisations
How was it done?	<ul style="list-style-type: none">¥ The project was facilitated by MADASSIA¥ A reference group comprising representatives from local Australian South Sea Islander community groups, Mackay City Council, Mackay Regional Council for Social Development, Queensland Health (state government) and Centrelink (commonwealth government) was formed to compile the protocols¥ Sponsorships were obtained from Mackay Regional Council for Social Development, Mackay City Council and the Department of the Premier and Cabinet to research, write and publish the document¥ The Mackay Local Area Multicultural Partnership Program worker funded by Multicultural Affairs Queensland was engaged as the chief researcher and writer of the Guide¥ Visits with 78 Australian South Sea Islander families and two community workshops were conducted during the development of the protocols¥ The Protocols Guide was published in July 2000 and widely distributed to government agencies and community organisations in Mackay¥ The Guide was also distributed to Australian South Sea Islander community groups in other regions who may opt to use it as a reference
What were the outcomes?	<ul style="list-style-type: none">¥ Improved understanding and awareness of the cultural and social characteristics of the Australian South Sea Islander community¥ Increased knowledge of the cultural and social protocols for communicating and interacting with Australian South Sea Islanders¥ Provided a streamlined approach and channel for Australian South Sea Islanders to negotiate their needs through active participation in consultations with government and community service providers
How can I find out more?	MADASSIA Phone: (07) 4953 0788

Community participation

What s the project about?	Women at the Well
Who did it?	YWCA of Toowoomba Inc
When did it take place?	January 2000 to November 2000
Why such a project?	To explore and record the settlement needs and related issues facing non-English speaking background women in the Darling Downs region and provide a network for them to share their experiences
Who was it for?	Women in the Darling Downs region
How was it done?	<ul style="list-style-type: none">¥ Community groups were consulted on the idea and proposed outline of the project¥ A steering committee with wide representation from different groups was formed to establish the needed partnership which was essential throughout the project¥ A project proposal was distributed to over 400 community organisations, shires and councils and interested individuals to enlist their input and support¥ YWCA assumed the administrative and coordination roles whereas the steering committee monitored overall project implementation¥ Clear short term and long term goals were set for the project¥ Specific and key tasks were identified with definite milestones set for the project¥ Evaluation was conducted at the conference to secure a commitment to holding a similar activity in future
What were the outcomes?	<ul style="list-style-type: none">¥ A resource and training manual on living in a culturally diverse community¥ A document on ways to increase inclusion of non-English speaking background women in community organisation management¥ Increased awareness of the need for communicative and consultative forums inclusive of community members
How can I find out more?	YWCA of Toowoomba Inc Phone: (07) 4639 4883

Community participation

What s the project about?	Pacific islander Youth Action Group
Who did it?	Ipswich City Council
When did it take place?	Commenced in 2000 (ongoing)
Why such a project?	To address social, education and employment issues in relation to Pacific Islander young people in Ipswich and surrounding areas
Who was it for?	Membership of the group includes elders, religious leaders, community workers and members of Samoan, Tongan, Maori, Cook Island, PNG and Fijian communities
How was it done?	<ul style="list-style-type: none">¥ The action group was convened by the Ipswich City Council as one of its Local Area Multicultural Partnership program initiatives¥ The group meets monthly to address issues identified and raised by members¥ Government agency representatives are invited to group meetings to discuss specific issues and strategies to address the issues¥ The group has identified education and crime prevention as action priorities
What were the outcomes?	<ul style="list-style-type: none">¥ Support from The University of Queensland for student teachers to assist at homework centres after school¥ Implementation of strategies to increase use of English classes by Pacific Islander communities¥ Increased awareness of apprenticeship and career opportunities in the community through linkage with Bremer TAFE¥ Setting up of a volunteer based Samoan kindergarten to teach English literacy and numeracy¥ Incorporation of relevant cross-cultural awareness into teacher training curriculum by The University of Queensland Ipswich¥ Support from The University of Queensland (Ipswich) and a Senior Guidance Officer from Education Queensland in putting together a community profile¥ The University of Queensland (Ipswich) to apply for funds for research into crime prevention
How can I find out more?	Ipswich City Council Phone: (07) 3810 6658 Website: www.ipswich.qld.gov.au

Community participation

What s the project about?	Logan Police/Ethnic Communities Partnership Project
Who did it?	Logan City Multicultural Neighbourhood Centre
When did it take place?	February to December 2000
Why such a project?	To build better relationships between the Logan Police and members of ethnic communities in the Logan area by raising the community s awareness of police operation and the law in Australia
Who was it for?	<ul style="list-style-type: none">¥ Six major ethnic groups in Logan including Cambodian, people from Former Yugoslavia, Samoan, Filipino, Muslim and people from South American countries¥ The Police Service and local service providers in Logan¥ Other community groups in Logan
How was it done?	<ul style="list-style-type: none">¥ A reference group with representation from the target groups, the police and the Logan City Multicultural Neighbourhood Centre was formed¥ Three components were determined for the project including six half day workshops for the six target groups, a one day forum for the general community, the police and local workers and service providers and the Logan Festival¥ A series of meetings were held to develop the project outline with support and resources confirmed for the conduct of the project¥ Support of community bodies and groups was secured through contact and consultation¥ Formats and contents of the workshops and forum were set in consultation with the reference group¥ All the speakers from the targeted ethnic groups at the workshops were paid for their participation¥ Interpretation was provided at the workshops and forum through the assistance of the Bilingual Community Assistants Network¥ An independent consultant was engaged to facilitate the workshops and the forum to ensure that the meetings were conducted in a culturally appropriate way¥ The independent consultant also developed the overall project report¥ The six target groups and the police participated in the Logan Festival in partnership with the Logan West Community Centre, presenting music, an information display, arts and stories on their experiences as a refugee or migrant
What were the outcomes?	<ul style="list-style-type: none">¥ Improved understanding among ethnic communities of the Police Service, its operation and the law in Australia¥ Better long-term relations and partnership between the police and ethnic communities in addressing issues related to the Police Service¥ Improved cross-cultural awareness and skill of the police in providing services to a culturally diverse community
How can I find out more?	Logan City Multicultural Neighbourhood Centre Phone: (07) 3808 4463 Website: www.lcmnc@irvnet.org.au

Community participation

What s the project about?	Peacebuilders
Who did it?	Toowoomba Crime Prevention Partnership
When did it take place?	Long term, ongoing
Why such a project?	To create non-violent schools and communities in Toowoomba
Who was it for?	School children
How was it done?	<ul style="list-style-type: none">✘ Risk factors such as various anti-social behaviours within the schools and community were identified✘ Staff and students were trained to cope with situations where violence and aggressive behaviours were involved✘ Four specific messages were developed on which the coping skills were based✘ The strategies developed were also based on a whole-of-school approach with community involvement and ownership✘ Schools were enabled to build their own capacity to initiate and sustain innovation✘ Clear and consistent norms were communicated and reinforced throughout the process
What were the outcomes?	<ul style="list-style-type: none">✘ Improved community relations✘ Improved student learning outcomes✘ Enhanced family and home environment✘ Skills built for good citizenship✘ A friendlier and happier school environment✘ Reduction in disruptive behaviour in schools✘ Decreased requests for police assistance in schools✘ Reduction in crime and violence in schools and the community generally
How can I find out more?	Toowoomba Crime Prevention Partnership Phone: (07) 4688 6841

Community participation

What s the project about?	The Croc Festival
Who did it?	Indigenous Festivals of Australia
When did it take place?	An annual event since 1998
Why such a project?	To create a new medium for the expression of youth culture which addresses drug prevention and health issues in a pro-active vehicle for participants, spectators and communities alike
Who was it for?	School children in remote and rural communities in Queensland
How was it done?	<ul style="list-style-type: none">¥ A joint partnership was formed between Indigenous Festivals of Australia, Commonwealth, State and Local government, and some commercial sponsors to ensure that maximum benefit is delivered to the participating students and their schools¥ Young Indigenous and non-Indigenous Australians were involved in performing arts, sports and careers clinics in a 100% drug and alcohol free environment¥ The first Croc Eisteddfod Festival was staged in Weipa in 1998 where some 350 students from 17 schools around Cape York and Torres Strait Islands participated¥ Weipa hosted the second Croc Eisteddfod Festival in 1999¥ Due to Weipa s success, the communities of Moree, Alice Springs and Kununurra staged their own very special versions of the event involving over 4500 students from some 150 schools¥ The Festival is proving to be a successful community-based event
What were the outcomes?	<ul style="list-style-type: none">¥ Increased school attendance, student motivation and confidence¥ Increased awareness of health and drug prevention issues¥ Improved general education skills such as goal setting, problem solving, team work, choreography, dance, music, history and environment appreciation among students¥ Enhanced social education skills such as self-esteem, self-concept, bonding to school, confidence, cooperation, social skills, self-control and communication skills <p><i>(Australian Curriculum Studies Association, Evaluation of the 2000 Croc Eisteddfod Festival in Weipa — copies available)</i></p>
How can I find out more?	Croc Festival Phone: 1300 725 287 Website: www.crocfestivals.org.au

Cultural celebration

What s the project about?	Paddling Through History
Who did it?	Outrigger Whitsunday Canoe Club Inc
When did it take place?	February 2000 to October 2000
Why such a project?	To explore and increase community awareness of the maritime, paddle-based culture of the Ngaro Aborigines
Who was it for?	Community groups, arts groups, sports clubs and Indigenous and Islander groups in the Whitsunday region
How was it done?	<ul style="list-style-type: none">¥ Consultation was conducted with the Gia and Ngaro elders for initial approval of the project¥ A qualified local coordinator was employed to organise the project¥ Funding was sought from various state and local government agencies¥ Partnership was formed with local community groups to steer the project¥ The date for the event was carefully chosen in order not to clash with other local events and that the weather would be suitable¥ Exhibition materials on the maritime cultural history of the Whitsunday were made in consultation with relevant bodies and the Indigenous community¥ Tourism Whitsunday and other related industry groups were contacted to create a media and marketing campaign for the event¥ A committee with various community representatives was formed to create and design the actual travelling exhibition for display along the route¥ Information kits and nomination forms were distributed to paddling clubs throughout North Queensland to invite entries¥ Help from other community groups was invited to organise volunteer support¥ Promotion and marketing campaign was organised six weeks prior to the event¥ The actual paddling event started on 15 October 2000 and took two days to complete¥ Travelling exhibition was held in Airlie Beach
What were the outcomes?	<ul style="list-style-type: none">¥ Increased understanding among community groups in the Whitsunday region and opportunity for collaborations and coordination work in the future¥ Better awareness of the region s cultural history and diversity¥ Improved eco-tourism and cultural tourism within the region¥ Greater awareness in Islander communities of their own links to Whitsunday s maritime culture¥ A permanent display of <i>Paddling Through History</i> travelling exhibition in a Whitsunday community centre
How can I find out more?	Outrigger Whitsunday Canoe Club Inc Phone: (07) 4946 7850

Cultural celebration

What s the project about?	Cairns Peace Week 2000 Celebrations
Who did it?	Peace Week Committee
When did it take place?	March to June 2000
Why such a project?	<ul style="list-style-type: none">¥ To celebrate the UN International Year of the Culture of Peace and the UN International Day of Awareness for Victims of Torture and Trauma on 26 June¥ To promote the community s awareness of social justice and human rights¥ To promote positive community relations
Who was it for?	Community and refugee groups, government agencies and service providers, the media and the general community
How was it done?	<ul style="list-style-type: none">¥ Cairns City Council supported the project through the Local Area Multicultural Partnership Program (LAMP) and the Council s various units and associated agencies¥ Advertisements were placed in all local newspapers two weeks prior to the events¥ A special feature garden with the official UNESCO logo for the International Year of the Culture of Peace was planted¥ Displays on Peace Week were installed at all Council libraries¥ External sponsors were involved in providing in-kind support to publicise and implement the project¥ Coordination with government agencies of all levels and community migrant service providers was established to expand the scope of the project¥ A special letterhead was created to publicise the events and seek sponsorships¥ Bi-weekly meetings were held to plan the activities and monitor progress¥ A combined media campaign was launched to increase community awareness of the project¥ Information and registration packages were sent out to community groups in the Cairns area¥ Local traditional owners were involved in the welcoming ceremony¥ Over 100 volunteers, sponsors and participants took part in the project¥ James Cook University applied the event as part of a public relations project for two third year journalism students and their report on the event was graded as their academic work¥ A television commercial sponsored by a local video company was aired on all of the local stations¥ The media including <i>Cairns Post</i> and ABC television produced reports on the event

CONTINUED OVERLEAF

¥ There were no funds allocated for these events, but the project succeeded from the in-kind support, sponsorship and sharing of resources and networks of local service providers, multicultural community groups and agencies

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- What were the outcomes?
- ¥ Increased awareness in the community of refugee issues and the need for positive community relations
 - ¥ Enhanced and strengthened collaboration and partnerships between various agencies and service providers in supporting a large scale program at the local level
 - ¥ Established network between related groups to form new strategic working relations, one such example was the formation of the Torture Trauma Networking Group, which has collaborated with agencies to coordinate culturally specific training programs for mental health workers in the Cairns area
 - ¥ Created an opportunity to build and expand the community's capacity through alternative support structures such as in-kind assistance and sponsorship
 - ¥ Increased community awareness of the Local Area Multicultural Partnership Program and enhanced potential for further collaborative work with other agencies

How can I find out more? LAMP Officer, Cairns City Council
Phone: (07) 4044 3012
Website: www.cairns.qld.gov.au

Cultural celebration

What s the project about?	Gladstone Multicultural Festival
Who did it?	Gladstone Multicultural Association Inc
When did it take place?	Inaugural Festival August 1998 Annual festival held each August
Why such a project?	Encourage participation and cooperation in the wider community in promoting multiculturalism to give a better understanding of the different cultures, reduce prejudice and encourage harmony and inter-cultural cooperation within the community
Who was it for?	All local culturally diverse groups and the wider community
How was it done?	<ul style="list-style-type: none">¥ Consultation with local culturally diverse groups by Gladstone City Council in 1997 indicated support in holding an annual multicultural festival¥ The success of the project depended on the involvement of members of culturally diverse groups in planning and participation¥ A planning committee was formed from a public meeting. This planning committee became incorporated in 1999 and is now known as Gladstone Multicultural Association¥ Partnerships were formed with Gladstone City Council and Central Queensland University and sponsorship sought from industries/business¥ A project plan/business plan was developed to include all resources needed and existing resources were identified¥ Funding was sought from Multicultural Affairs Queensland and other avenues¥ Regular meetings were held to plan the festival to include members of all diverse groups and minutes of meetings were sent out to all on the mailing list to ensure inclusion of everyone¥ Tasks were designated to empower and give ownership to all members of the committee¥ The date of the festival was set 10 months before to allow sufficient planning lead-time and progress was continually monitored and evaluated¥ Dance and costume-making workshops were organised by each group to help participants prepare for the festival¥ An evaluation meeting is held after each festival to collect feedback and identify areas for improvement
What were the outcomes?	<ul style="list-style-type: none">¥ Diverse groups interacting with each other in positive ways through the planning and celebration of cultural expression¥ Broader community participation enabling awareness of the value of cultural diversity improving the community relations environment
How can I find out more?	Gladstone Multicultural Association Inc Phone: (07) 4970 7247 Website: www.cqu.edu.au Multicultural Community Relations Officer Gladstone City Council Phone (07) 4970 1252

Cultural celebration

What s the project about?	Esk Multicultural Festival 2000
Who did it?	Brisbane Valley Multicultural Association Inc
When did it take place?	28 and 29 July 2000
Why such a project?	To create an opportunity for residents of the Brisbane Valley and surrounds to develop and express their cultural identity in traditional or contemporary art form and through these activities promote multiculturalism, harmony and cohesion
Who was it for?	Residents of the Brisbane Valley and surrounds
How was it done?	<ul style="list-style-type: none">¥ Partnership involving the Esk Shire Council, Apex Club of Brisbane Valley and other ethnic community groups was formed to plan and organise the festival¥ Close liaison with community groups, organisations and businesses was effective in securing their support¥ A publicity and marketing campaign was conducted through different mediums including radio, television, community newsletters and roadside banners¥ Publicity was further enhanced through presentations at meetings and activities of other community groups¥ Letters and flyers were dropped into residents mailboxes three months and one week before the event¥ Information was also passed on by "word of mouth"
What were the outcomes?	<ul style="list-style-type: none">¥ Improved community awareness, understanding and recognition of the cultural diversity in the Brisbane Valley region¥ Created an environment where different cultures and groups lived and worked together harmoniously¥ Increased community participation and support for local activities¥ Generated cultural and economic benefits to the shire
How can I find out more?	Brisbane Valley Multicultural Association Inc Phone: (07) 5421 1643

Cultural celebration

What s the project about?	Childers Multicultural Food, Wine and Arts Festival
Who did it?	Isis Shire Council
When did it take place?	19 to 25 July 1999
Why such a project?	To actively promote multiculturalism through cultural exchanges, foster understanding and acceptance among people from different cultural and language backgrounds and cultural learning and sharing through arts and crafts workshops and festival activities
Who was it for?	Residents of the Wide Bay Burnett area including the elderly and young people, residents from non-English speaking backgrounds and Aboriginal and Torres Strait Islander groups
How was it done?	<ul style="list-style-type: none">¥ The project was managed by the Isis Shire Council¥ Partnership support and commitmen was established with local ethnic community groups, government agencies, sports clubs and schools¥ Cultural performers of different backgrounds including Indigenous dancers and visiting artists from Japan were invited through active assistance of community groups in the area¥ Workshops on a wide range of cultural interests and topics were organised with schools and clubs in the area¥ The climax of the festival was a street parade featuring different cultural performances as well as food and wines
What were the outcomes?	<ul style="list-style-type: none">¥ Provided an opportunity for residents of different cultural backgrounds and age groups to work together and share their cultures and traditions with others¥ Increased understanding and acceptance of different cultures and community participation in local activities
How can I find out more?	Isis Shire Council Phone: (07) 4126 1355

Cultural celebration

What s the project about?	Fostering community relations through a multicultural drama production
Who did it?	Dante Alighieri Society Cairns Inc
When did it take place?	February 1999 to June 2000
Why such a project?	To foster and nurture community relations and understanding through a multicultural drama production
Who was it for?	Communities of diverse cultural backgrounds
How was it done?	<ul style="list-style-type: none">¥ A professional playwright was commissioned to write and produce the play¥ Ethnic groups, young people, the elderly, local artists and craftspersons were involved in the production¥ The play also drew widely on the community for actors and supporting crew¥ The play was performed twice in May 2000, a matinee session for primary and secondary students and an evening performance for parents and the public¥ The play was recorded on video for future showing¥ A study-activity guide was also produced by teachers involved in the production which was used in conjunction with the video of the performance for classroom discussion of multicultural issues
What were the outcomes?	<ul style="list-style-type: none">¥ A better understanding between older and younger generations¥ Increased awareness of the existence of cultural differences and traditions in the community¥ Good utilisation of a wide range of talents and resources from the community
How can I find out more?	Dante Alighieri Society Cairns Inc Phone: (07) 4038 1943

Education

What s the project about?	Building New Relationships Through Understanding Ourselves and Understanding our Community – A Community and School Partnership
Who did it?	A.C.C.E.S.S. Inc/Logan and Beenleigh Migrant Resource Centre
When did it take place?	January to June 2000
Why such a project?	To improve relationships between students of all cultures through better understanding of their cultures and that of their peers and promote greater respect for and acceptance of cultural differences in the school environment
Who was it for?	Primary and high school students in the Logan and Beenleigh regions
How was it done?	<ul style="list-style-type: none">¥ The project was implemented mainly through the network of Bilingual Community Assistants (BCAs) set up as part of the Logan/Beenleigh-Inala/Ipswich Regional Strategy¥ 15 BCAs were selected to join a cross-cultural training program on working with schools, teachers and students¥ Staff members of the Logan and Beenleigh Migrant Resource Centre conducted the training program for the BCAs¥ The trained BCAs facilitated a series of four two-hour workshops: Understanding Who We Are, Exploring Our Culturally Diverse Community, Recognising the Challenges of Migration and Encouraging Harmony and Respect Between Cultures¥ Each workshop consisted of focal discussions, a variety of activities including experience sharing, role plays and quizzes. Participants were asked to share their feedback and experiences at the conclusion¥ Teachers were involved in the design and conduct of the workshops¥ Ongoing monitoring and evaluation of the workshops was also conducted by the BCAs with participants
What were the outcomes?	<ul style="list-style-type: none">¥ Improved understanding of and respect for cultural differences and traditions among students¥ Improved relationships between students of different cultural backgrounds¥ Better cooperation and collaboration between schools and the community in addressing issues relating to cultural diversity and harmony in the school environment
How can I find out more?	Logan and Beenleigh Migrant Resource Centre Phone: (07) 3808 9299

Education

What s the project about?	Refined White
Who did it?	Australian Sugar Industry Museum
When did it take place?	March 1999 to January 2003, ongoing
Why such a project?	<p>¥ An exhibition and education resource that celebrates the culture and contribution of the Australian South Sea Islander people. It aims to raise awareness of their important contribution to Australia since 1862, particularly to the development of Queensland s sugar industry. It also investigates the social effect the <i>White Australia Policy</i> has had on Australian South Sea Islanders and acknowledges their significance as a unique Australian cultural group today</p> <p>¥ The exhibition contains historical photographs and documents, artefacts, oral history statements and a series of contemporary images depicting the life and lifestyle of Islanders today. It is accompanied by an education resource designed for secondary school students that meets the curriculum standards of the new <i>Studies of Society and Environment</i> syllabus.</p>
Who was it for?	<p>¥ Australian South Sea Islander community</p> <p>¥ School and tertiary students</p> <p>¥ Visitors wanting to experience Australia s diverse cultural heritage</p>
How was it done?	<p>¥ A researcher/writer and research assistant were employed. The research assistant is an Australian South Sea Islander whose role included liaising with the Islander community</p> <p>¥ Researchers were engaged to collect relevant information and material, including photographs, documents, artefacts and oral histories</p> <p>¥ The loan or approval for use of photographs and artefacts was negotiated</p> <p>¥ An education resource was developed to meet the curriculum standards of the new <i>Studies of Society and Environment</i> syllabus</p> <p>¥ Collaboration with other agencies was established to make mutual benefit of the exhibition materials and resources produced</p> <p>¥ The exhibition was launched in Mackay in January 2001</p>
What were the outcomes?	<p>¥ The development of a significant Australian South Sea Islander collection, from 1862-2000 and permanent display for the Australian Sugar Industry Museum</p> <p>¥ A touring itinerary for the exhibition to 12 state and regional venues in Queensland, New South Wales and Victoria was confirmed. Importantly the exhibition travels to regions with significant Islander populations.</p> <p>¥ 3000 education resources were printed and are to be marketed to secondary schools</p>

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- ¥ Improved understanding of the important contribution made by Australian South Sea Islander people since 1862, particularly to the development of Queensland's sugar industry
- ¥ Increased awareness of the social effect the *White Australia Policy* has had on Australian South Sea Islander people
- ¥ Increased awareness of this significant and unique Australian cultural group
- ¥ Improved awareness of the significance of Australia's sugar heritage and its multicultural development
- ¥ A stronger sense of pride within rural communities for their heritage
- ¥ Promote the role of the Australian Sugar Industry Museum as an active facility that explores the social impact the industry has had on the culture of the country

How can I find out more? Australian Sugar Industry Museum
Phone: (07) 4063 2656
Website: www.sugarmuseum.org.au

Education

What s the project about?	Coming to Teach in Queensland – Resources to Assist Teachers Trained Overseas
Who did it?	Board of Teacher Registration
When did it take place?	March to August 2000
Why such a project?	To assist overseas trained teachers in their search for and successful adaptation to teacher employment in Queensland
Who was it for?	Overseas trained teachers seeking teacher employment in Queensland
How was it done?	<ul style="list-style-type: none">¥ Six topical areas were identified to be of special interest to overseas trained teachers working or seeking work in Queensland¥ Relevant stakeholders and teachers were consulted on the suggested areas¥ English-as-a-second-language specialists, especially those involved with teachers, were also consulted to obtain further information¥ The Overseas Teachers Support Committee was asked to comment on the draft brochures¥ A number of overseas teachers were also asked to comment on the drafts¥ Feedback was included in the revised versions¥ The added information was included in the Board s website¥ Four brochures were produced on the topics of <i>The Language of the Classroom</i>, <i>Applying for a Teaching Position in Queensland</i>, <i>Teaching in Queensland and Cultural Differences</i>, and <i>The Nature of the Education System in Queensland</i>. Two originally identified areas were produced as special booklets titled <i>Behaviour Management in Queensland Classrooms</i> and <i>Supply Teaching in Queensland</i>¥ The brochures are distributed to overseas trained teachers who obtain teacher registration and other interested persons¥ Recipients of the brochures were asked to complete an evaluation questionnaire. Feedback collected will be publicised through the overseas teacher newsletter¥ Informal feedback was also sought from those involved with overseas teachers and this has all been very positive
What were the outcomes?	<ul style="list-style-type: none">¥ Publication of information brochures on topics of practical use to overseas trained teachers¥ Improved assistance and resources for overseas trained teachers seeking employment in Queensland
How can I find out more?	Overseas Teachers Support Officer Board of Teacher Registration Phone: (07) 3377 4734 Website: www.btr.qld.edu.au

Education

What s the project about?	Accessible cross-cultural resources for use in early childhood environments
Who did it?	Noah s Ark Resource Centre (Queensland) Inc
When did it take place?	February to December 2000
Why such a project?	To produce a publication and internet website facilitating the access and use of Noah s Ark Resource Centre s multicultural resources and materials
Who was it for?	Parents, children, students and teachers of early childhood education and workers in multicultural fields across Queensland
How was it done?	<ul style="list-style-type: none">¥ Contents of the publication were based on the <i>Early Childhood Curriculum Guidelines</i> in the inclusion of cross-cultural materials¥ Topical areas encompassing cognitive skills, communicating, sense of self and others, social living and learning, health and physical understanding and environmental and cultural understanding were included¥ Further research was conducted to improve the contents¥ A consultant was appointed to provide the technical support in designing the website and selecting the internet service provider¥ Training on the use of the internet and maintenance of the home page was conducted¥ Materials for inclusion on the website were determined through consultation with potential users¥ Numbers of clients accessing the website and utilising the publication were monitored to assess the outcomes and effectiveness of the project
What were the outcomes?	<ul style="list-style-type: none">¥ Provision of an easy access for target groups to multicultural materials and resources offered by the Noah s Ark Resource Centre¥ Increased and motivated use of multicultural resources in early childhood education¥ Increased cultural acceptance in communities through inclusive activities in early childhood spheres¥ Provision of a website for users to stage their own multicultural events through the internet
How can I find out more?	Noah s Ark Resource Centre Phone: (07) 3391 2166

Education

What s the project about?	FESTURI 2000 – A Multicultural Celebration for all Ages
Who did it?	NESB Parents Support Group
When did it take place?	September 1999 to September 2000
Why such a project?	To promote understanding and acceptance of multiculturalism on the Sunshine Coast and raise local residents awareness of the cultural diversity in the area
Who was it for?	Residents of the Sunshine Coast area including Caloundra, Maroochydore and Noosa areas and school communities in Nambour and Mooloolaba education districts
How was it done?	<ul style="list-style-type: none">¥ The FESTURI 2000 Organising Committee comprising representatives from the community was formed in September 1999 to start planning the project¥ Representatives from local schools and the community started song and dance practice for the project¥ Community groups were invited to participate in the project¥ Auditions were conducted by the organising committee for potential performers to assess the standard of their performance¥ 13 groups from diverse cultures performed at FESTURI 2000¥ Publicity in local papers, radio and television stations was arranged to raise the profile of the project¥ A video was made as a record of the project
What were the outcomes?	<ul style="list-style-type: none">¥ Demonstrated cooperation and harmony among culturally diverse groups in the area¥ Positive promotion of multiculturalism in the rural area¥ Greater acceptance and appreciation of cultural differences and traditions¥ Increased awareness of various cultural heritages among students particularly those of non-English speaking backgrounds
How can I find out more?	NESB Parents Support Group Phone: (07) 5450 4158

Education

What s the project about?	Rainbow Ribbon Day
Who did it?	Peace Lutheran College
When did it take place?	28 July 2000
Why such a project?	To demonstrate multiculturalism at work by providing an opportunity for students and members of various ethnic communities to show their fellowship and unity by wearing a rainbow ribbon on a chosen day
Who was it for?	Students and members of various cultural backgrounds from Ingham to Cape York and across the Gulf
How was it done?	<ul style="list-style-type: none">¥ A special task group was formed to plan and manage the project¥ Invitations were sent out to schools, businesses, ethnic community groups and dignitaries for participation in the event¥ Sponsorship and donations were sought from local businesses and community groups¥ Local media including newspapers, radio and television stations were contacted to publicise the event¥ Staff and students of the college were involved in implementing the project including making of the rainbow ribbons and organising cultural performances¥ Evaluation was conducted after the event to assess its effectiveness in achieving the project objectives
What were the outcomes?	<ul style="list-style-type: none">¥ Increased awareness among the wider community of the rich cultural diversity and heritage¥ Improved social harmony and cohesion through a symbolic action of unity and other celebration activities on the day
How can I find out more?	Peace Lutheran College Phone: (07) 4039 1477

Education

What s the project about?	The Register of Languages
Who did it?	The USQ Multicultural Staff Network University of Southern Queensland (USQ)
When did it take place?	1998, ongoing
Why such a project?	To utilise the linguistic resources within the organisation for the benefit of the university and the local community of Toowoomba and Darling Downs
Who was it for?	Staff of USQ as service providers and the university and the local community as clients of the project
How was it done?	<ul style="list-style-type: none">¥ A formal document, <i>The Register of Languages</i>, was printed and distributed to all sections of the university, especially where more frequent contacts with diverse clients was anticipated¥ The document was also forwarded to major community organisations in the region¥ An electronic version of the Register was placed on the university s home page¥ A full linguistic record was established, with 37 different languages spoken by 58 staff members on campus¥ The registered individuals were contacted to perform their services for both the university and for various local community organisations¥ The project was widely reported in the newspapers at local, state and national level¥ A formal launch of <i>the Register of Languages</i> was also organised¥ The majority of the volunteer participants found the service rewarding¥ Some staff preferred to work only within the organisation
What were the outcomes?	<ul style="list-style-type: none">¥ Provision of a language support service to the community through utilisation of the language skills of staff members¥ Increased understanding of the cultural and linguistic diversity within the community¥ Improved community relations between the organisation and the community
How can I find out more?	Equal Opportunity Office University of Southern Queensland Phone: (07) 4631 1650 Website: www.usq.edu.au/equalopp

Education

What s the project about?	Reconciliation Student Forums
Who did it?	Education Queensland
When did it take place?	December 1997 and October 1998
Why such a project?	<ul style="list-style-type: none">¥ To support schools and their communities in progressing reconciliation¥ To facilitate an event that allows students to explore issues of reconciliation
Who was it for?	Brisbane metropolitan school-communities, including students, teachers, parents, community members; Australians For Reconciliation; Education Queensland personnel and other government agency representatives
How was it done?	<ul style="list-style-type: none">¥ The forums included cultural performances, school presentations and reconciliation workshops for students — an underlying motif for the day was an opportunity for reflection and synthesis of reconciliation issues¥ Collaboration between the Aboriginal and Torres Strait Islander Education Unit, the Council for Aboriginal Reconciliation and other key people was central to planning and organisation¥ The forums addressed a number of key issues identified by the Council for Aboriginal Reconciliation, with a particular focus on building better relationships between Aboriginal and Torres Strait Islander people and the wider community¥ The process and steps leading up to the Reconciliation Student Forum were documented in video and poster format and distributed to Education Queensland District Offices, Indigenous Education Workers and other key stakeholders¥ Two forums were held at O Shea Centre (1997) and the Bundamba State High School (1998)¥ The coordination of the forums was progressed through a management group with the cooperation and input from the host school¥ Students demonstrated their insight and understanding of the need for reconciliation in school communities through performances and presentations
What were the outcomes?	<ul style="list-style-type: none">¥ Increased awareness and understanding of reconciliation issues and their impacts on the school communities in particular¥ Provided an opportunity for cooperation and collaboration between Indigenous groups and the school community to progress the reconciliation process¥ Increased discussions within the school community on reconciliation and related issues
How can I find out more?	Aboriginal and Torres Strait Islander Education Unit Education Queensland Phone: (07) 3237 0808 Website: www.education.qld.gov.au

Education

What s the project about?	Reconciliation Guide for Schools
Who did it?	Education Queensland
When did it take place?	Ongoing
Why such a project?	To support schools and their communities in progressing reconciliation
Who was it for?	The resource was developed in Brisbane and distributed to all state schools in Queensland
How was it done?	<ul style="list-style-type: none">¥ A working party consisting of Education Queensland personnel, teachers and community representatives was formed to develop the resource booklet with the aim to encourage the development of school-community approaches that progress the vision of reconciliation¥ The working party provided guidance and input to the development of the booklet focussing on the key issues of the Council for Aboriginal Reconciliation and exploring approaches at the classroom, school and school-community level¥ The booklet was primarily aimed at classroom teachers and linked activities into curriculum processes to enhance the inclusiveness of reconciliation activities
What were the outcomes?	<ul style="list-style-type: none">¥ Provision of a resource guide on reconciliation issues for teachers to use in the classroom¥ Increased classroom discussions on reconciliation issues¥ Enhanced integration of reconciliation activities in the school environment
How can I find out more?	Aboriginal and Torres Strait Islander Education Unit Education Queensland Phone: (07) 3237 0808 Website: www.education.qld.gov.au

Employment and training

What s the project about?	Work Experience Pilot Project
Who did it?	Multicultural Affairs Queensland
When did it take place?	2000
Why such a project?	To provide participants with accredited office skills training and local work experience to enhance their employment potential and prospects in Australia
Who was it for?	Unemployed yet job-ready migrants of non-English speaking background
How was it done?	<p>¥ Participants were selected according to specific criteria including:</p> <ul style="list-style-type: none">- have immigrated to Australia and of non-English speaking background- have a sound level of English language skill- be unemployed, or employed in a field that does not match their vocational qualifications- be an Australian permanent resident and eligible for employment in the Queensland Public Service- not be in receipt of Intensive Assistance (Flex 3) Job Network Services <p>¥ Successful participants were required to attend four weeks of office skills training at Southbank TAFE including the following components:</p> <ul style="list-style-type: none">- computing skills- basic office tasks- understanding the Australian workplace- writing skills- workplace communication; and- job-seeking skills <p>¥ Participants were also required to take up six weeks of unpaid work experience placements at various entry-level administrative positions in the Queensland Public Sector</p> <p>¥ Queensland Public Sector agencies were invited to offer placement opportunities for participants of the pilot project</p> <p>¥ Upon successful completion of the training course and job placement, participants were presented with their accreditation certificates at a graduation function</p>
What were the outcomes?	<p>¥ Participants gained skills from completing an accredited office skills course</p> <p>¥ Participants gained work experience in office administration</p> <p>¥ Participants increased their knowledge of job searching and recruitment processes in Australia</p> <p>¥ Participants established networks with local referees</p> <p>¥ A high proportion of participants have been offered and have accepted traineeships</p> <p>¥ Some participants gained temporary work in the public sector and one gained full time permanent work outside the public sector</p> <p>¥ Provided a new pathway for participating Queensland Public Sector agencies to recruit people of non-English speaking background</p> <p>¥ Established as an ongoing project to be managed by the Department of Employment and Training</p>
How can I find out more?	Multicultural Affairs Queensland Phone: (07) 3224 5690 Website: www.premiers.qld.gov.au/maq

Information

What s the project about?	Refugee Week
Who did it?	AUSTCARE
When did it take place?	An annual national event held in October in all states and territories
Why such a project?	To highlight the plight and suffering of refugees as well as the positive contribution Australians are making to support refugees
Who was it for?	The Australian community
How was it done?	<ul style="list-style-type: none">¥ AUSTCARE is the national coordinating body for Refugee Week activities which take place in the second/third week in October¥ Community groups and individuals who want to do something positive to help the world's refugees and displaced persons are involved¥ Committees in each state are set up to coordinate their state activities which include seminars, lectures, festivals, exhibitions, competitions, conferences, picnics and sale of AUSTCARE merchandise¥ Fund-raising activities and awareness programs are also organised during Refugee Week¥ Sponsorships are obtained from the public and private sectors to fund Refugee Week activities
What were the outcomes?	<ul style="list-style-type: none">¥ Increased community awareness of the settlement issues and problems faced by refugees¥ Provide an opportunity for refugees in Australia to present their needs for assistance as well as abilities to contribute in a wide range of areas to the Australian community¥ Enhanced opportunities for cooperation and collaboration among government agencies and organisations providing refugee services
How can I find out more?	AUSTCARE Phone: (07) 3392 0666 Website: www.austcare.org.au

Information

What s the project about?	Diverse Cultures – Understanding "Who We Are"
Who did it?	West Moreton Migrant Resource Service Inc
When did it take place?	January to October 2000
Why such a project?	<ul style="list-style-type: none">¥ To promote an awareness of the availability of the Diverse Cultures Facilitators Training Program and to encourage community participation in the program¥ To produce the Diverse Cultures training manual and other resources to facilitate the Diverse Cultures training¥ To enhance opportunities for the community to maximise their skills and awareness of cultural diversity and foster positive community relations
Who was it for?	<ul style="list-style-type: none">¥ General community members¥ High school and TAFE students¥ Government and community service providers
How was it done?	<ul style="list-style-type: none">¥ A part-time project coordinator was employed to upgrade, through consultation with the original facilitator, the original <i>Diverse Cultures – Understanding "Who We Are"</i> awareness raising manual¥ The upgraded manual includes new sections on demographic and statistical materials relevant to Queensland, information on asylum seekers and refugees and information relating to second and third generation migrants¥ By using the LAMP network and previous participants, facilitator training workshops were organised in six councils including Ipswich, Logan, Brisbane, Caboolture, Maroochydore and Toowoomba¥ The workshops were promoted through a number of mediums including direct mail outs, e-mails, press releases, flyers and LAMP networks¥ A total of 82 individuals participated in the six workshops conducted in August and September 2000¥ An evaluation was carried out by participants and the feedback was generally very positive
What were the outcomes?	<ul style="list-style-type: none">¥ Increased community awareness of and participation in the Diverse Cultures Training Program¥ Increased awareness and knowledge of migrant settlement patterns and how this cultural diversity contributed to the development of the community¥ Enhanced community relationships through a greater understanding of migration issues¥ Improved interactions across cultures and greater awareness of the challenges faced by migrants
How can I find out more?	West Moreton Migrant Resource Service Inc Phone: (07) 3818 1648

Information

What s the project about?	Skilling in Multiculturalism – Rebutting the Myths
Who did it?	Multicultural Development Association Inc
When did it take place?	February to July 2000
Why such a project?	<ul style="list-style-type: none">¥ To develop greater understanding of the debate on multicultural issues among health and human service workers¥ To develop appropriate skills and competencies for workers in addressing multicultural issues and rebutting the myths¥ To develop appropriate training materials for future use
Who was it for?	Health and human service workers particularly those working with Indigenous and ethnic communities
How was it done?	<ul style="list-style-type: none">¥ A project officer was contracted to manage the project¥ Formal and informal consultations were held with respective stakeholders on the contents and format of the project¥ A training survey was conducted among human service workers to set up the implementation framework of the project¥ A training structure was established and discussions with identified training facilitators to prepare and develop a training kit and other materials for the workshops¥ Three training workshops were delivered in Brisbane, Gold Coast and the Sunshine Coast by six training facilitators¥ Evaluations were conducted with training facilitators and participants
What were the outcomes?	<ul style="list-style-type: none">¥ Increased awareness of the benefits of multiculturalism¥ Better skilled workers to handle issues in relation to community relations and rebut myths¥ Appropriate training materials for target groups developed¥ Increased inclusiveness in health and human service delivery
How can I find out more?	Multicultural Development Association Inc Phone: (07) 3844 6080

Media

What s the project about?	Community profiling in Innisfail
Who did it?	Johnstone Shire Council
When did it take place?	Ongoing
Why such a project?	To increase community awareness of the cultural and linguistic diversity of Innisfail through collaboration with the local media network
Who was it for?	Residents, government agencies and community groups in Innisfail
How was it done?	<p>The Johnstone Shire Council LAMP worker has established an arrangement with the local media network to include reports on topical issues in relation to cultural diversity which included:</p> <ul style="list-style-type: none">¥ Regular feature articles on multicultural activities and functions such as the Hmong New Year, Reconciliation Week, NAIDOC Week and Centenary of Federation celebrations in the <i>Innisfail Advocate</i>¥ A series of profiles on diverse communities in Innisfail and district and a survey on access and equity to be run in the <i>Innisfail Advocate</i>¥ A weekly spot promoting multicultural events, meetings and achievements on ABC Far North Queensland
What were the outcomes?	<ul style="list-style-type: none">¥ Increased awareness of the cultural and linguistic diversity of the population in the Johnstone Shire¥ Enhanced opportunities for the community to understand and share the cultures and traditions of people of diverse backgrounds
How can I find out more?	<p>Johnstone Shire Council Phone: (07) 4030 2255 Website: www.jsc.qld.gov.au</p>

Media

What s the project about?	A celebration of diversity marketing campaign
Who did it?	Logan City Council
When did it take place?	1999-2000
Why such a project?	To represent the multicultural images of the people, families, lifestyles and businesses in Logan
Who was it for?	The general community and visitors to Logan
How was it done?	¥ The campaign was organised by Logan City Council and featured large advertisements on the diverse population of Logan in bus stops, roadside billboards, local newspapers, radio and in cinemas ¥ The advertisements portrayed the cultural diversity of the residents, lifestyles and businesses in Logan
What were the outcomes?	¥ Community-wide media exposure of the cultural diversity of Logan City ¥ Increased knowledge and awareness of Logan s cultural diversity
How can I find out more?	Logan City Council Phone: (07) 3826 5555 Website: www.logan.qld.gov.au

Media

What s the project about?	Many Stories – One Country
Who did it?	Brisbane Indigenous Media Association Inc (4 Triple A Radio)
When did it take place?	March to December 1999
Why such a project?	To produce twelve 15 minute radio documentaries focusing on Queensland s cultural diversity for broadcast on 4 Triple A and nationally
Who was it for?	Audience of 4 Triple A in Brisbane and the national Indigenous Radio Satellite Service
How was it done?	<ul style="list-style-type: none">¥ Wide community support was sought on the proposed documentaries¥ Professional journalist and production support of 4 Triple A was used to produce the documentaries¥ The National Indigenous Radio Satellite Service also agreed to broadcast the program via satellite to their members in remote Aboriginal communities¥ Various ethnic communities were contacted for comment and input¥ The programs were broadcast from March to August 1999¥ A resource kit/package was produced for schools and community organisations in August 1999
What were the outcomes?	<ul style="list-style-type: none">¥ Increased awareness and understanding of Queensland s cultural diversity and related issues¥ An opportunity for community groups of various cultural backgrounds to voice their perspectives on issues of multiculturalism and highlight the problems they faced¥ An educational resource kit for use by schools and community organisations
How can I find out more?	Brisbane Indigenous Media Association Inc Phone: (07) 3892 0100 Website: www.4aaa.org.au

Media

What s the project about?	Media and Multiculturalism and Race Relations seminar
Who did it?	University of Southern Queensland (USQ)
When did it take place?	April 2000
Why such a project?	To improve the awareness of residents of the Wide Bay/Burnett area about issues related to multiculturalism and race relations
Who was it for?	The community and media of the Wide Bay/Burnett area
How was it done?	<ul style="list-style-type: none">¥ An information campaign was organised in the area to explain multiculturalism and its benefits to the community¥ USQ staff contacted local media in Hervey Bay to promote and secure media coverage of the seminars¥ The major local newspapers, radio and television stations in the Wide Bay/ Burnett area were also invited to report the events and interview the speakers¥ A staff seminar and a free public lecture were conducted on the USQ Hervey Bay campus on the topics of The Nation s Best Kept Secret: Australian Multiculturalism and Multiculturalism in Queensland: Current Issues¥ The seminars were widely reported by local, state and national media¥ More than 60 representatives of Wide Bay community organisations and interested Hervey Bay residents attended the public lecture
What were the outcomes?	<ul style="list-style-type: none">¥ Increased awareness of cultural diversity and race relations issues within the community¥ Improved working relations between the media and the community in promoting multiculturalism and social harmony¥ Enhanced community and media interest in multicultural and related issues
How can I find out more?	Equal Opportunity Office University of Southern Queensland Phone: (07) 4631 1650 Website: www.usq.edu.au/equalopp

Partners in Leadership

What s the project about?	Local Area Multicultural Partnership Program (LAMP)
Who did it?	Multicultural Affairs Queensland (MAQ)
When did it take place?	Started February 1999
Why such a project?	To establish a partnership strategy between the state and local governments to develop community relations plans at the local level and to create harmonious and cohesive community relations appropriate to Queensland s culturally diverse community
Who was it for?	LAMP is a partnership agreement between the state government, the Local Government Association of Queensland (LGAQ) and 14 local governments
How was it done?	<ul style="list-style-type: none">¥ MAQ has overall responsibility for the LAMP program¥ LAMP commenced in 1998-1999 with MAQ providing funding to six participating local governments for three years to employ community relations officers to develop and implement community relations strategies¥ Funding has also been provided to the LGAQ to employ a community relations policy officer¥ By 2000, a total of 14 local governments had been funded to participate in LAMP including Brisbane, Caboolture, Cairns, Capricorn (Rockhampton and Livingstone), Gladstone, Gold Coast, Hervey Bay, Ipswich, Johnstone (Innisfail), Logan, Mackay, Maroochydore, Toowoomba and Townsville¥ Service agreements between the state government and local governments were established, based on the objectives and strategies to be achieved and implemented within the funding periods¥ Regular meetings and conferences between MAQ and LAMP workers are held to support the program and to evaluate its progress¥ LGAQ submitted an interim report on the progress and achievement of LAMP in December 2000 which presented an assessment of the strengths and gaps of the program and also recorded a number of good practice examples¥ An evaluation of the program is due for completion by late 2001. The evaluation will identify the strengths and achievements of the program as well as ways to further enhance LAMP in the future
What were the outcomes?	<p>The implementation of LAMP is ongoing and varies according to the different characteristics of each local government area. Nonetheless, there are some general outcomes observable across the whole program:</p> <ul style="list-style-type: none">¥ LAMP aims to assist in the development of Queensland as an inclusive cohesive society and is being implemented as a positive and focused strategy to progress community relations at the local level¥ LAMP provides a sound partnership for local governments to participate in state government strategies particularly in relation to multicultural policy¥ LAMP has been effective in engaging the broader community in the development of local approaches to community relations¥ LAMP provides community relations resources with a solid administrative infrastructure

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¥ LAMP has been a useful resource to other programs with a community building focus

¥ LAMP has achieved significant results in developing and implementing community relations strategies in most areas

How can I find out more? Multicultural Affairs Queensland

Phone: (07) 3224 5690

Website: www.premiers.qld.gov.au/maq

Local Government Association of Queensland

Phone: (07) 3000 2235

Website: www.lgaq.asn.au

Partners in Leadership

What s the project about?	Brisbane Inclusive City
Who did it?	Brisbane City Council
When did it take place?	Ongoing
Why such a project?	To demonstrate leadership commitment in the development of an inclusive and accessible city
Who was it for?	Brisbane City Council management and staff
How was it done?	<ul style="list-style-type: none">¥ The council has endorsed its Community Relations Strategy to ensure the integration of four key objectives: leadership, improving service delivery, community development and economic development, into the core business of council¥ A Corporate Vision Statement committed to building an inclusive and accessible City of Brisbane is being developed¥ Performance plans of managers have been tied to cultural diversity outcomes¥ All customer service staff were given cultural awareness training which will also form an integrated part of the induction training provided to new employees¥ A pilot information and orientation project assisting newly-arrived refugees is being conducted
What were the outcomes?	<ul style="list-style-type: none">¥ A systematic approach to including cultural diversity outcomes in Council core business planning¥ Strengthened leadership in the management of cultural diversity of the Council¥ Increased awareness and skill of Council staff in handling and managing cultural diversity issues
How can I find out more?	Brisbane City Council Phone: (07) 3403 5996 Website: www.brisbane.qld.gov.au

Specifically Targeted Anti-Racism Strategies

What s the project about?	Bridges to Understanding
Who did it?	Caloundra Community Centre Inc
When did it take place?	January to October 2000
Why such a project?	<p>Bridges to Understanding was an innovative community education project that aimed to promote a broader acceptance and understanding of cultural diversity and reduce racism and discrimination across the Sunshine Coast</p> <p>The goals of the project were:</p> <ul style="list-style-type: none">¥ To engage the community in a culturally appropriate process to share experiences of racism and gain greater understanding of the impacts of racism in their community;¥ To facilitate a process that enables the community to define their understanding of racism and the value of cultural diversity for their community; and¥ To facilitate the development of partnerships and links within and across the communities of the Sunshine Coast
Who was it for?	This project targeted a diverse range of people including police, education providers, health professionals, security guards, church leaders, business sector, local government, service club members, youth and community sector workers, government agencies and interested community members
How was it done?	<p><u>Development and production of poster</u></p> <p>A series of workshops were held with several groups of young people. The workshops explored the issues and impacts of racism locally, with the focus being on developing a design for a poster that would promote anti-racism and value cultural diversity on the Sunshine Coast.</p> <p>The poster was launched at the forum and distributed across the Sunshine Coast. A logo was developed from the images on the poster and appeared on bumper stickers and invitations to the forum.</p> <p><u>Framework</u></p> <p>A community development approach known as <i>With Head, Heart and Hand</i> (Kelly & Sewell 96) was used to develop a one-day forum. The Head signifies the values, beliefs, knowledge, understanding and experience that people bring to the process. The Heart represents the feelings, passion and commitment that sustain development of pathways to positive change. The Hand represents action and the capacity to forge connections and take on leadership roles.</p> <p><u>The Forum</u></p> <p>Using the above framework, a forum was held with keynote speakers and experiential workshops. Keynote speakers at the forum included the Queensland Anti Discrimination Commissioner, an academic from the Sunshine</p>

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Coast University, the Principal of Cherbourg State School and a human rights advocate.

The forum also involved experiential workshops that provided safe opportunities for participants to experience racism and discrimination. In order to achieve this, three highly skilled facilitators were employed and a process developed which focused on separating the whole group into three cultural groups with sub-groups within each culture.

Limited and misleading information was distributed amongst and within groups regarding cultural norms and practices relating to themselves and others. Each culture and sub-group within each culture were then given specific tasks to achieve such as negotiating arrival in a new country, immigration controls, responding to refugee arrivals in ones own land and so on. It was essential throughout this process and after, that support people and debriefing processes were provided. This proved critical given that many participants had profound and insightful experiences.

Collaboration

A community based reference group was established to oversee the development, implementation and evaluation of this project with representation from a diverse range of community leaders. This project was jointly funded by state government, local government and local community based organisations.

What were the outcomes? The project achieved its goals in increasing awareness of racism and promoting the value of cultural diversity in building community relations. The forum has also fostered ongoing community partnerships and collaboration, particularly through the formation of the Bridges to Understanding Network, which aims to continue the fight against racism on the Sunshine Coast. The project provides a good practice model for other regional Queensland communities to adapt and utilise.

How can I find out more? Caloundra Community Centre Inc
 Phone: (07) 5491 4511
 Leanne Tu'ipulotu, Maroochy Shire Council
 Phone: (07) 5441 8000

Specifically Targeted Anti-Racism Strategies

What s the project about?	Partners Against Racism (PAR)
Who did it?	Youth Affairs Network of Queensland Inc (YANQ)
When did it take place?	Commenced November 1998 and ongoing
Why such a project?	<ul style="list-style-type: none">¥ To develop a statewide anti-racism strategy¥ To develop and implement the strategy in collaboration and partnership with key stakeholders¥ To initiate public education processes in relation to racism
Who was it for?	PAR is a coalition of concerned individuals and organisations from the Queensland youth sector aiming to progress strategies which address issues of racism affecting young people in the State
How was it done?	<ul style="list-style-type: none">¥ PAR organised and conducted the "Walk against Racism" and "Rock against Racism" in 1999¥ YANQ published a draft discussion paper to stimulate discussion within the PAR network and community youth sector on the issues
What were the outcomes?	<ul style="list-style-type: none">¥ Increased opportunities for cooperation and collaboration among relevant agencies on reconciliation and anti-racism projects (eg Bridges to Understanding Project, anti-racism policies, research, encouragement of best practice models)¥ Increased public awareness, concern, and response for this issue
How can I find out more?	Youth Affairs Network of Queensland Phone: (07) 3844 7713 Website: www.thehub.com.au/~yanq

Specifically Targeted Anti-Racism Strategies

What s the project about?	Townsville City Council Graffiti Action Plan
Who did it?	Townsville City Council
When did it take place?	August 1998, ongoing
Why such a project?	To reduce, remove and deter graffiti vandalism and thereby assist in the crime reduction strategy
Who was it for?	Mainly teenagers and young adults
How was it done?	<ul style="list-style-type: none"> ¥ Conducted audit of graffiti vandalism by university students ¥ Set up a 24 hour hotline for reporting graffiti vandalism and arrangement to remove graffiti on council properties within 48 hours ¥ Established a database to measure the success of the program ¥ Incidences of graffiti vandalism were photographed to assist with prosecutions ¥ Assistance provided to victims with the removal of graffiti ¥ Regular aerosol art workshops are run to redirect energies of vandals to legal graffiti ¥ Legitimate outlets are provided for graffiti artists to exercise their talents ¥ Established a partnership with the Youth Justice Service to remove graffiti in the city ¥ Established a program called "Community Graffiti Removals", in conjunction with Community Corrections, a local volunteering agency and Police Citizens Youth Club. The program organises adult offenders on community service orders to clean up graffiti ¥ A media campaign, poster competitions with schools, public talks to Neighbourhood Watch were organised to raise awareness of the consequences of graffiti vandalism ¥ A pilot project involving James Cook University, Townsville City Council and the high schools is being set up using Geographical Information Systems and related computer software programs to undertake mapping and an audit of graffiti vandalism in and around a school community to raise awareness of consequences of graffiti on perpetrators, victims and communities ¥ To commemorate the Centenary of Federation, Townsville City Safe has provided funding for a project which will include aerosol art city image murals and aerosol art images on traffic control boxes and Telstra control boxes in the central business district ¥ The State Government Youth Crime Prevention Grant has allocated \$20,000 in funding to the Youth Justice Service Graffiti Busters program. These funds will be used to conduct aerosol art tuition workshops at TAFE, including workplace health and safety instruction and painter and decorator training. Funding will also be provided for the creation of further legal art murals around the city.
What were the outcomes?	<ul style="list-style-type: none"> ¥ Reduction of graffiti vandalism in Townsville ¥ Successful conviction of graffiti vandals ¥ Improved community understanding and respect for the aerosol art community in Townsville ¥ Increased understanding of aerosol art ¥ Raised awareness of graffiti vandalism in the community
How can I find out more?	<p>Graffiti Project Officer, Townsville</p> <p>Phone: (07) 4727 9701</p> <p>Website: www.townsville.qld.gov.au</p>

Specifically Targeted Anti-Racism Strategies

What s the project about?	Fraser Coast Partners Against Racism
Who did it?	Fraser Coast Cultural Consultative Group
When did it take place?	October 1999, ongoing
Why such a project?	<ul style="list-style-type: none"> ¥ To reduce discrimination and racism ¥ To build stronger and more positive relationships among people of diverse cultural background in the community ¥ To strengthen the process of reconciliation between Indigenous and non-Indigenous people particularly young people living in Hervey Bay — Maryborough region
Who was it for?	Young people and students from year 10 to tertiary students of diverse cultural and linguistic backgrounds
How was it done?	<ul style="list-style-type: none"> ¥ The Fraser Coast Cultural Consultative Group (FCCCG) was formed in late 1998 to work towards reduction of discrimination and racism in the community ¥ Membership of the group includes local government workers, community workers, school principals, church leaders, and representatives of government agencies and Indigenous and ethnic communities ¥ The group identified young people as the major target group in their work against racism ¥ The group conducted a conference titled "Opening Doors" in October 1999 to identify barriers to equitable access to services and full participation in the community faced by Indigenous and ethnic people ¥ To build on the success of the "Opening Doors" conference, the group organised a follow up youth forum titled "Promoting Good Community Relations" which focused on the reduction of racism and discrimination amongst young people in the community ¥ A series of school peer training sessions were conducted to train young people to become educators in working with their peers to rebut myths and stereotyping about migrants and Indigenous people
What were the outcomes?	<ul style="list-style-type: none"> ¥ Increased awareness and acceptance of the cultural and linguistic diversity in the community ¥ Increased confidence among young people to speak out for themselves ¥ Reduction in negative stereotyping of young people in the community ¥ Acquired leadership skill for young people to serve as a role model to their peers ¥ Better understanding of the barriers to fair and equitable access to services and participation in the community experienced by the Indigenous and ethnic people in the community and needed strategies to address the issues
How can I find out more?	<p>Fraser Coast Cultural Consultative Group</p> <p>Phone: (07) 4197 4444</p> <p>Website: www.herveybay.qld.gov.au</p>

Symbolic representations

What s the project about?	Recognition ceremony for the Australian South Sea Islander Community
Who did it?	Multicultural Affairs Queensland
When did it take place?	7 September 2000
Why such a project?	To formally recognise Australian South Sea Islanders as a distinct cultural group through a formal Recognition Statement
Who was it for?	Australian South Sea Islanders in Queensland
How was it done?	<ul style="list-style-type: none">¥ Australian South Sea Islanders were first recognised by the Commonwealth Government as a unique minority group which was severely disadvantaged as a consequence of racial discrimination¥ The Australian South Sea Islander community in Queensland has since petitioned for a similar recognition in Queensland¥ The issue was repeatedly raised at consultations conducted by Multicultural Affairs Queensland (MAQ)¥ In June 1999, the government established an interdepartmental Working Group on the Australian South Sea Islander Community with representatives from various departments and officers who are of Australian South Sea Islander background to develop and coordinate strategies in relation to the provision of services to Australian South Sea Islanders¥ In September 1999, the Premier formally announced the government s intention to recognise Australian South Sea Islanders as a distinct cultural group through a Recognition Statement¥ The working group conducted a series of video conferences with state and local government representatives in four major areas with a significant population of Australian South Sea Islanders to identify issues and appropriate strategies to address them¥ A formal round of public consultations on a draft Recognition Statement and service delivery issues was conducted in November 1999 by the working group at 11 locations across Queensland¥ A second round of public consultation on the revised Recognition Statement was conducted by the working group at 12 locations across Queensland in March 2000¥ The Recognition Statement was revised to include important feedback from the community on both the approach and wording of the document¥ The Leader of the Opposition was approached for, and agreed to, a bi-partisan position in support of the Recognition Statement¥ The Recognition Statement was approved by the government in July 2000¥ A government agency workshop was conducted on 11 July 2000 to consider the development of a whole-of-government action plan to address service delivery issues in relation to Australian South Sea Islanders

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- ¥ Major umbrella groups of the Australian South Sea Islander community were consulted in the planning of the Recognition Ceremony scheduled for 7 September 2000
- ¥ Community representatives were consulted on the appropriate protocols, contents and format for the ceremony
- ¥ Regional community groups were invited to nominate elders to receive an official copy of the statement at the ceremony
- ¥ MAQ provided a travel grant to eligible Australian South Sea Islander groups to bring their members to Brisbane for the historical reading of the Recognition Statement in Parliament and the Recognition Ceremony hosted by the Premier at Parliament House on 7 September 2000
- ¥ MAQ also sponsored the arrangement of a lunch at the Botanical Gardens by a group of volunteers from the Australian South Sea Islander community
- ¥ Rugby League star Mal Meninga, who is an Australian South Sea Islander, was invited to launch a special information brochure and poster on the history, culture and people of the Australian South Sea Islander community
- ¥ Queensland Museum set up an exhibition of Australian South Sea Islander artefacts
- ¥ Two elders and a Year 12 student from Mackay spoke of their experience, past and present, as an Australian South Sea Islander
- ¥ Australian South Sea Islander musicians and dancers were invited to provide entertainment at the ceremony
- ¥ Over 50 elders from across Queensland received a personal copy of the Recognition Statement from the Premier at the ceremony
- ¥ Elders who could not attend were sent a copy of the Recognition Statement by mail
- ¥ A framed Recognition Statement, jointly signed by the Premier, Leader of the Opposition and the Speaker, was included as a historical document of the Parliament
- ¥ Over 400 Australian South Sea Islanders, invited guests and public officers attended the Recognition Ceremony

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- What were the outcomes?
- ¥ Australian South Sea Islanders being formally recognised as a distinct cultural group with special needs in Queensland
 - ¥ Increased awareness in the community of the origin, history, culture and needs of Australian South Sea Islanders
 - ¥ Strengthened efforts among government and community agencies in addressing issues relating to service delivery for Australian South Sea Islanders
 - ¥ Development of a whole-of-government action plan by the government to improve access of services by Australian South Sea Islanders
 - ¥ Inclusion of Australian South Sea Islanders as a special group for counting in the 2001 census

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- How can I find out more?
- Multicultural Affairs Queensland
 Phone: (07) 3224 5690
 Website: www.premiers.qld.gov.au/maq

5 A glossary of community relations terms

Aboriginal Australian	A person of Aboriginal descent who identifies himself/herself as an Aboriginal and is accepted as such by the community to which he/she belongs.
Anglo-Celtic	A term that refers to people whose cultural background is that of people of the United Kingdom and Ireland.
Assimilation	A word most commonly used to describe the process by which immigrants become culturally indistinguishable from others in that society, through being pressured into relinquishing their original language and cultural attributes. Assimilation has not proved to be successful in Australia and integration is seen as being a fairer and more successful process.
Asylum seeker	A term used to describe those people who have applied for protection in a foreign country and are awaiting a determination of their status.
Australian-born	A term that refers to someone who is born in Australia.
Australian South Sea Islander	A term that refers to descendants of predominantly Melanesian people who were brought to Queensland between 1863 to 1904 from 80 Pacific Islands, but primarily Vanuatu and the Solomon Islands.
Community languages	The term refers to languages other than English spoken by people of a non-English speaking background within their respective family and community.
Community relations	<p>Community relations in a culturally diverse society is about working together to respect and value individual and group differences. It has several dimensions:</p> <ul style="list-style-type: none">¥ Encouraging a greater degree of acceptance and respect for, and communication between, people of different ethnic, national, religious, cultural and linguistic backgrounds;¥ Promoting inclusiveness, cohesion and commitment to Australia in the way we shape our future;¥ Ensuring that people from all backgrounds have full access to programs and services provided by government and non-government service providers;¥ Recognising and overcoming barriers faced by some groups to full participation in the social, cultural and economic life of the community; and¥ Reducing discrimination and prejudice.
Community relations planning	<p>Community relations planning means planning to achieve positive outcomes in the five dimensions of community relations outlined above.</p> <p>Relations between all the diverse groups in the community and between those groups and the government are influenced by a complex combination of historical, environmental, economic, social and institutional factors. These factors create the conditions for community relations to be positive or negative, improving or deteriorating, good or bad. Community relations planning means working out how to influence those conditions so that positive outcomes will be achieved.</p> <p>Community relations planning takes a positive approach to dealing with negative influences on the community relations environment, such as racism and prejudice. It takes this approach in order to move forward in a way that</p>

5. A glossary of community relations terms

can be inclusive of all Queenslanders. It does not ignore injustices experienced by vulnerable communities nor tensions between communities. Community relations planning seeks to foster an environment in which racism and prejudice become unsustainable by providing opportunities for people from all backgrounds to work together towards common goals.

Discrimination	<p>Discrimination is a direct or indirect act to treat a person unfairly or less favourably than another person in similar circumstances, for the reason that the person being discriminated against has or is believed to have certain attributes. The Queensland Anti-Discrimination Act 1991 prohibits discrimination on the basis of: gender; marital status; pregnancy; parental status; age; race; impairment; religion; political belief and activity; trade union activity; lawful sexual activity; and association with, or relation to, a person identified by any of the above attributes.</p> <p>The Anti-Discrimination Amendment Act 2001 further prohibits racial and religious vilification in public places.</p>
Emerging communities	<p>There is no universal definition for emerging (or new) communities. It depends chiefly on the context of the research or studies where the term is used. However in general, emerging communities can be seen as:</p> <ul style="list-style-type: none">¥ Communities which have only recently settled in Australia;¥ Communities whose numbers have increased significantly in the last five years and who are likely to have significant need for government services; and / or¥ Communities which do not yet have the resources or numbers to have established community infrastructure.
Ethnic community/group	<p>The term refers to a group of people distinguishable from others by shared customs, beliefs and language. Ethnic community/group is frequently used only to refer to immigrant communities or communities from non-English speaking backgrounds which is an inaccurate usage.</p>
Ethnicity	<p>The term generally means the condition of belonging to a particular ethnic group with shared custom, beliefs and language.</p>
Foreign language	<p>The term has been used in the past in Australia to describe languages other than English. However, as greater recognition is given to the fact that many Australians speak a language other than English, the use of the term is diminishing and terms such as "languages other than English" (LOTE) or community languages are more often used.</p>
Immigrant	<p>The term refers to someone who has come to settle in Australia from another country or place of birth or residence. However, after someone has been in Australia for a period of time, the word "immigrant" would no longer be an appropriate description. Terms such as "of Italian descent" or "from a German background" would be more appropriate.</p>
Indigenous	<p>The term refers to people originating naturally in a region or born in a region. In Australia, Indigenous is used in reference to Aboriginal and Torres Strait Islander people.</p>

5. A glossary of community relations terms

Integration	<p>The term refers to the process whereby a smaller group of people with distinctive culture (including religion) adapts to and is accepted by a larger group. This is done without the smaller group being forced to change its culture and associated practices in favour of the larger group.</p>
Multiculturalism	<p>This term can be used in three ways:</p> <ul style="list-style-type: none">¥ As a demographic description of the linguistic and cultural diversity within the population;¥ As a policy to manage cultural diversity; and¥ As a concept that encompasses principles such as cultural expression and social justice. <p>Multiculturalism as described in the <i>Multicultural Queensland Policy</i></p> <p>Multiculturalism is a framework for the continuing development of one cohesive, harmonious society from diversity. It encourages everyone to express, share and value one another's cultural heritage and aims at ensuring equality of opportunity to benefit from and contribute to all aspects of life without prejudice or discrimination.</p> <p>Multiculturalism is based on the premise that everyone should have an overriding and unifying commitment to Australia and to its interests and future. It exists within the structures and principles of Australian society — the rule of law, parliamentary democracy, freedom of speech and religion, English as the national language and equality of the sexes. In this framework, it promotes universal ideals of human rights based on mutual respect, cooperation and a fair go for all.</p>
Native Title Act	<p>The Native Title Act came into operation on 1 January 1994. The Act recognises the common law principle of native title, as established by the High Court in the Mabo decision. It gives validity to past grants of interests in land or waters made invalid because of native title. The Act also sets out the way native title claims can be determined and it provides a framework for future dealings affecting native title. The Act establishes a Native Title Tribunal, the functions of which include the determination of claims asserting the existence of native title.</p>
Non-English speaking background (NESB)	<p>The term is used to describe someone whose first language is not English or whose cultural background is derived from a non-English speaking tradition. It is therefore a cultural/linguistic term and may include English speakers, or non-English speakers, overseas-born and Australian born persons. Any suggestion that NESB intrinsically means "disadvantaged" should be avoided.</p>
Overseas-born	<p>The term refers to someone born in a country other than Australia. It is used more frequently in the context of demographic and population policy. It tends not to be particularly useful in other policy areas because it is too broad, and takes no account of linguistic and cultural differences, the time the individual has been in Australia, or the age when migration took place.</p>

5. A glossary of community relations terms

Racism

Racism is the ideology that asserts the superiority of one racially defined group of people over another. Both direct and indirect racism impact on the community relations environment. Some examples are:

- ¥ Some isolated groups continue to actively subscribe to racist ideology and promote racial hatred in the community. These groups are neither numerous nor powerful but their message, normally rejected by most people, can sometimes find greater levels of support in times of economic uncertainty and change.
- ¥ Considerable research has suggested that some aspects of the ways government systems and processes work continue to carry forward, by inertia rather than malice, some of the assumptions of racism. Frequently, these assumptions are invisible to the people who maintain the systems of government, because they are not consciously held beliefs or deliberately made decisions but are entrenched in the practices and processes of decision making and program implementation. This is usually referred to as institutional racism.
- ¥ Tensions between different ethnic groups in the community can sometimes take the form of racial conflict. In recent Australian history such incidents have been extremely rare and have never been experienced at anywhere near the level of intensity or seriousness that mar community relations in some other parts of the world. Australia's success in averting racial conflict between groups has come from its solid foundation of parliamentary democracy, rule of law, respect for equality of rights, responsibilities and opportunities and its unique model of multiculturalism which has focussed on promoting a fair go for all. In this way, the root causes of conflict are dealt with before they degenerate into racially demarcated disputes. This success needs to be continued and built on into the future.
- ¥ Some individuals who subscribe to racist ideology have sometimes taken their private beliefs as justification to perpetrate physical and verbal attacks on people from different cultural backgrounds. Such racist attacks on individuals may not be common or widespread but nor are they unknown. Anecdotal evidence suggests that the levels of such incidents have increased in recent times.

The uncritical adoption of stereotypes to guide responses to people from different cultural, ethnic, religious or linguistic backgrounds is a counterproductive element in intergroup communication and understanding. When such responses are made by people in positions of power there is a potential for limitations upon the rights and opportunities of some groups of people in the community.

Reconciliation

Reconciliation is about working together to build relationships between Aboriginal and Torres Strait Islander people and the wider community. In 1991, the Federal Parliament established the Council for Aboriginal Reconciliation to promote a formal process of reconciliation. The Council's vision is: "A united Australia, which respects this land of ours, the Aboriginal and Torres Strait Islander heritage; and provides justice and equity for all". The Council conducted widespread consultations across Australia on a draft *Declaration for Reconciliation* which is designed to be a unifying, uplifting and forward looking

5. A glossary of community relations terms

statement of the kind of Australia we want to have in the future. At the same time it is a truthful and sincere acknowledgment of the past and present to assist the nation to move forward together.

In July 2000 the Queensland government announced the development of a Ten-Year Partnership between the government and Aboriginal and Torres Strait Islander peoples. Under the Partnership there are eight key areas to be addressed: justice, family violence, reconciliation, human services, service delivery, economic development, community governance and land heritage and natural resources. Working groups and a senior level steering committee have been formed to work on the Ten-Year Partnership and its key areas.

Refugee

A refugee is someone who has a well-founded fear of being persecuted for reasons of race, religion, nationality, political opinion or membership of a particular social group, and has fled his or her country of origin. While migrants choose to leave their country and can return whenever they like, refugees have little choice in the decision to leave their country and in general cannot return unless there is an improvement of the situation that forced them to leave in first place. For all practical purposes, a person ceases to be a refugee once granted permanent residence in the new host country.

Temporary protection visa

The Temporary Protection Visa (TPV) was a special class of visa introduced by the Commonwealth in October 1999 as a measure to counter the increase in on-shore refugee protection applications occasioned by the significant increase in "boat-arrivals". TPV holders have been assessed as genuine refugees but they are provided protection in Australia for only three years. TPVs are part of the overall allocation for refugee places in Australia's immigration intake.

Appendix 1: Relevant Legislation

All Australian jurisdictions (Commonwealth and State) have laws that impose some responsibility on society to take steps to prevent and combat racism. The Australian laws are aimed at protecting individuals from racism as well as to protect those individuals who make complaints about racism. Commonwealth and State laws make it unlawful for a person to engage in a racist act and also make it unlawful for any other person to encourage, incite, permit or allow the racist act to occur. For this reason, the Australian laws do impose an obligation on everyone to be vigilant about racism and to take actions when incidents of racism occur, particularly where those incidents might be unlawful.

Australia is also a party to a number of international conventions and declarations that impose obligations in regard to racism and racial discrimination when ratified in Australian law.

Australia

Commonwealth of Australia

- Commonwealth Racial Hatred Act 1995
http://www.austlii.edu.au/au/legis/cth/consol_act/rha1995109/
- Commonwealth Racial Discrimination Act 1975
http://www.austlii.edu.au/au/legis/cth/consol_act/rda1975202/index.html
(Note: The above act gives effect to Australia's obligations under the International Convention on the Elimination of All Forms of Racial Discrimination)

Queensland

- Anti-Discrimination Act (1991)
http://www.legislation.qld.gov.au/LEGISLTN/CURRENT/A/AntiDiscrimA91_006.pdf

New South Wales

- Anti-Discrimination Act 1977 and Racial Vilification (Amendment) Act (1989)
http://www.austlii.edu.au/au/legis/nsw/consol_act/aa1977204/

South Australia

- SA Equal Opportunity Act 1984
http://www.austlii.edu.au/au/legis/sa/consol_act/ea1984250/index.html
- Racial Vilification Act (1996)
http://www.austlii.edu.au/au/legis/sa/consol_act/rva1996176/

Tasmania

- Anti-Discrimination Act (1998)
<http://www.thelaw.tas.gov.au/view/46++1998+AT@EN+2001040300/>

Victoria

- Equal Opportunity Act (1995)
<http://www.eoc.vic.gov.au/yourrights/fulltext.html>

Western Australia

- Equal Opportunity Act (1984)
<http://www.equalopportunity.wa.gov.au/>

Northern Territory

- Anti-Discrimination Act 1994
<http://notes.nt.gov.au/dcm/legislat/legislat.nsf/d989974724db65b1482561cf0017cbd2/a6f17747c183defc69256798007f561a?OpenDocument>

Australian Capital Territory

- Discrimination Act 1991
<http://www.austlii.edu.au/au/legis/act/consol%5fact/da1991164/>

International

New Zealand

- Bill of Rights Act 1990
http://www.uni-wuerzburg.de/law/nz01000_.html
- Human Rights Act 1993
<http://www.hrc.co.nz/act/index.html>

Canada

- Ontario Human Rights Code
<http://www.ohrc.on.ca/english/code/hr-code.shtml>

South Africa

- South African Bill of Rights 1994
<http://www.parliament.gov.za/acts/1996/saconst02.html>

Appendix 2: Useful links on the internet

Human Rights and Equal Opportunity Commission
<http://www.hreoc.gov.au>

Commission for Racial Equality, United Kingdom
<http://www.cre.gov.uk>

Department of Immigration and Multicultural Affairs (Australia)
<http://www.immi.gov.au/>

Federation of Ethnic Communities' Councils of Australia
<http://coombs.anu.edu.au/~cims/fecca/fecca.html>

National Office of Overseas Skills Recognition (Australia)
<http://www.deetya.gov.au/noosr/>

Special Broadcasting Service (SBS)
http://www.sbs.com.au/sbs_front/index.html

United Nations Sub-Commission on the Promotion and Protection of Human Rights
<http://www.unhchr.ch/html/menu2/2/sc.htm>

Racism. Stop it! Action 2000 (Canada)
<http://www.pch.gc.ca/march-21-mars>

Racism. No Way (Australia)
<http://www.racismnoway.com.au/>

Anti-Discrimination Board of New South Wales
<http://www.attgendep.nsw.gov.au/adb.nsf/pages/index>

United Nations
<http://www.un.org/>

Attorney-General's Department, Commonwealth Government of Australia
<http://law.gov.au/aghome/aghome.htm>

Australasian Legal Information Institute
<http://www.austlii.edu.au/>

Anti-Discrimination Commission of Queensland
<http://www.adcq.qld.gov.au/>

Equal Opportunity Commission of Victoria
<http://www.eoc.vic.gov.au/>

Northern Territory Anti-Discrimination Commission
<http://www.nt.gov.au/adac/>
South Australia Equal Opportunity Commission
<http://www.eoc.sa.gov.au/public/>

Western Australia Equal Opportunity Commission
<http://www.equalopportunity.wa.gov.au/>

University of Minnesota Human Rights Library
<http://www1.umn.edu/humanrts/>

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