

## Contents

### Project Updates

The social dynamics of successful migrant and refugee resettlement and social inclusion .....	page 2
Trafficking into the sex industry: young Nepalese women and reproductive health.....	page 2
A good place to raise a family .....	page 2
<i>Being Frank</i> – a new theatre-based education program on trans and gender diverse issues.....	page 3
Impacts of Universities of the Third Age (U3As).....	page 3
New book - Eliminating gender-based violence.....	page 4
Gender equity programmes in schools .....	page 4

### CHASE News

Farewells .....	page 5
CHASE's new website .....	page 5
<i>You the Man</i> – a theatre-based education program for bystander engagement .....	page 5

### CHASE staff and contact details .....

page 6

### Symposium programme –attached at end and separately paginated

Morning.....	page 1
Afternoon.....	page 2

## ABOUT CHASE

CHASE brings together a group of over 30 academic staff, located mainly in the School of Health and Social Development, across both Burwood and Waterfront campuses. We also have a large number of honours, masters and PhD students under our supervision.

The group is multidisciplinary and multiprofessional, including public health, health promotion, health sciences, social work, occupational science and therapy, sociology, anthropology, disability studies, and psychology.

The CHASE vision is working collaboratively with communities, organisations and governments to promote social inclusion and to enhance the health and wellbeing of all, particularly those populations, communities and individuals who experience social exclusion.

In this issue we include project updates, feature some of the exciting projects carried out by PhD and masters students under our supervision and present the full program for our November symposium.

## UPCOMING EVENTS

### NEXT CHASE SYMPOSIUM:

#### *“Promoting social inclusion through workplaces”*

Wednesday 22 November, 10am to 4pm

Location – Deakin Downtown, 727 Collins Street

Full programme attached at end of newsletter

Tickets (\$22 covering coffee, tea and lunch):

<https://www.eventbrite.com.au/e/promoting-social-inclusion-through-workplaces-tickets-35367851195>

## PROJECT UPDATES

### Reconfiguring the social dynamics of successful migrant and refugee resettlement and social inclusion: a relational approach

CHASE member Dr Karen Lane, located in the School of Humanities and Social Sciences in the Faculty of Arts and Education, describes her ongoing work.

New settler societies, such as Canada, New Zealand, Australia and the US rely on migration policies to achieve economic growth and simultaneously build social integration. Historically, Australia has adopted a series of models ranging from Accommodation, Assimilation, and Multiculturalism.

In a neo-liberal shift, Selective Multiculturalism as a government policy relies upon the ‘three Es’: English-language competency; Education for work skills and cultural integration; and Employment. Training and support are made available free of charge for a period of five years post-arrival to secure the well-being of newer Australians. The provision is made conditional on the expectation that at the end of the five year period all recipients will have achieved language proficiency, developed work-ready skills and formed a hybrid cultural identity.

Despite the large majority of Australians welcoming multiculturalism according to sequential national representative surveys, another national survey of migrant resettlement found after five years only a minority developed English language proficiency, few found work and many continued to suffer mental distress, housing problems and separation from primary and extended family. Ironically, however, most remained positive about the future.

This inductive, qualitative study inquired into the social dynamics giving rise to positive aspirations of migrants and refugees despite self-reported challenging on-going issues. Interviews were undertaken with 46 participants from diverse ethnic groups, government agencies and providers of services in one metropolitan Melbourne and two regional Local Government Areas in Victoria. Using Honneth’s and Fraser’s frameworks of social justice the debate about successful resettlement took another level of analysis looking to the importance of communities and families to negotiate sometimes overwhelming difficulties in achieving successful resettlement. The study inquired into the lived experience of migrants and refugees as they came to terms with the range of services provided by government agencies, the services they needed but found absent, and the services and networks they created themselves.

### Trafficking into the sex industry: young Nepalese women and reproductive health

Tricia Ong is in the final stages of writing up her PhD, supervised by Professor David Mellor and Dr Maria Pallotta-Chiarolli. Her research was supported by an Australian Government Endeavour Research Fellowship.

In Nepal, the entertainment industry, which acts as a front for the sex industry, is a salacious environment in which the women workers include those who have been trafficked for sexual exploitation. Tricia’s qualitative study explored the reproductive health knowledge of young women who have been trafficked into the sex industry – cabin restaurants, dance bars, massage parlours and guest houses – in Nepal.

This group of women is one of the most marginalised populations in the country due to the stigmas they face for engaging in sex work. The study aimed to find out what this group of women knew about their reproductive bodies, what their hopes and fears are around reproduction, and how these factors influence their reproductive decision-making. An overarching objective was to develop a set of recommendations for reproductive health education and support for young trafficked women in Nepal.

The study employed a research methodology specifically designed for the project and target populations, the Clay Embodiment Research Method (CERM). CERM included critical ethnographic participant observation, a series of seven participatory clay embodiment/three-dimensional body mapping workshops, and a group interview using photo-ethnography.

The findings of the study emerged as three dominant themes related to the reproductive body (physical body, emotional body and cultural body), and a final theme related to the value of the workshops undertaken in the research. Findings also explored how the women learned about their bodies, who ‘educated’ them, and the gaps in their knowledge systems.

### A good place to raise a family

This program of research is led by CHASE member Dr Fiona Andrews. It aims to explore the experiences of parents raising children in different urban settings in Australia. The research is being undertaken in collaboration with several local government partners.

We recently had the pleasure of presenting the findings from our partnership project with the City of Yarra ‘Experiences of parents raising young children in new, high-

density developments in inner Melbourne’ to Council Officers and Councillors in one workshop in April and then to members of the Early Years Reference group in a second workshop in August. Findings are currently being prepared for publication.

One of our students, Sarah Volders, recently completed her minor Masters thesis - Designing new, high density inner-city housing developments to meet the needs of families with young children: A review of national and international evidence. This helped inform the background information for our research with the City of Yarra.

Two further students have commenced theses on work relating to apartment living as follows:

- Sameer Barkat Ali - Healthy living in high-rise apartments
- Danielle Linossier - The health benefits of shared communal spaces in high density apartment developments

Over the past few months we have also had the following work published on our research carried out in partnership with the City of Wyndham:

- Andrews, F.J., Johnson, L. & Warner, E. 2017. ‘A tapestry without instructions’. Lived experiences of community in an outer suburb of Melbourne, Australia, published in the international journal, Journal of Urbanism.

### ***Being Frank* – a new theatre-based education program on trans and gender diverse issues**



During May the play that forms the first half of the program was further developed for full performance with helpful support and input from our Advisory Group of community

members. The aim of the program is to increase knowledge and understanding about trans and gender diverse issues and challenges, to provide people with knowledge about services and resources that exist, and what they might do to support a friend, family member or colleague. The play features the journey of a young trans man (Frank) over the course of a year as he comes out as trans at home and at school; we also learn about the perspectives of Frank’s parents and his best mate Marco. The program is designed to be delivered in a variety of different settings: secondary schools, universities/TAFEs, workplaces and community settings.

Three very successful previews were held in June and July 2017: at a secondary school to year 10 students; to final year teachers in training; and to staff at Mind. The previews confirmed that the play was successful in surfacing the issues in an accessible format, stimulating positive discussions on combatting the discrimination faced by those who are trans or gender diverse and what friends, family members and colleagues can do in support. Quotes from those who attended previews illustrate the value of the program.

*“..I thought the play was very real and deep which I could relate to. While I was watching the play, it really made me put myself in Frank’s position and how hard things would’ve been.....”*

(Year 10 student, June 2017)

*“I have been to a number of training sessions on sexuality and gender diversity, but seeing this performance I experienced something far more emotional and impacting.....the play tended to steer clear of jargon and instead focused on the emotional impact of discovery (for Frank) but also some of the experiences of those people around him”*

(Staff member at Mind Equality Centre, July 2017)

Working in partnership with Transgender Victoria we are now producing the resource pack to support delivery of the program which will be going live from May 2018.

If you’d like to explore being involved in this work in any way, please contact Professor Ann Taket, on [ann.taket@deakin.edu.au](mailto:ann.taket@deakin.edu.au) or 03 9244 3798.

## Exploring the impacts of University of the Third Age (U3A)

Over 2016 to 2017, Abiha Asghar undertook a major Masters project to examine the impacts of two U3As on their participants. Her project was supervised by Professor Ann Taket and Alex Mills, coordinator of the Opening Doors Program. Now auspiced by Link Health and Community, Opening Doors is a yearly community leadership program that trains and empowers leaders from within different communities who want to run social inclusion initiatives. Two of the initiatives set up by Opening Doors graduates are the U3As in Deepdene and Wheelers Hill. Abiha interviewed a total of 21 participants for her study, split roughly evenly between the two U3As (11 and 10 respectively).

The findings of this study demonstrated that both the U3As have impacted the lives of their participants significantly in terms of social engagement through activities promoting lifelong learning and physical activity. The activities were effective in tackling social isolation among older people as they were not only perceived as an effective means to retain cognitive function and physical health but also recognized as promoting social connections through engagement of like-minded people in peer-led group activities of mutual interest.

This strategy reflects an asset-based community development approach where older adults can contribute towards achievement of social connectedness among them, not only promoting their self-esteem and sense of usefulness but also paving the way to ageing well. The findings from this research contribute to the evidence-base in demonstrating the role of asset-based community development in addressing social isolation, and highlight the effectiveness of community-based and community-led programs such as University of Third Age in promoting social connectedness among older people from diverse backgrounds.

Copies of a short paper describing study findings in more detail and/or the full thesis can be obtained by emailing Ann Taket ([ann.taket@deakin.edu.au](mailto:ann.taket@deakin.edu.au)), please say which you want.

In the future, we hope other students will carry out similar projects to explore the impacts of other initiatives set up by Opening Doors graduates, contributing to building up the evidence base on promoting social inclusion.

## New Book

CHASE members Ann Taket and Beth Crisp are delighted to report that their new book, published by Routledge, is now available.



# Eliminating Gender-Based Violence

Edited by  
Ann Taket and Beth R. Crisp



While promoting access to resources and systems of support for those affected by gender-based violence is absolutely crucial, this book focuses attention on the important question of how communities can take action to prevent violence and abuse.

Using examples of current research and practice from Victoria and around the globe, the book explores the actions that can be taken in individual sectors of society, our schools, faith communities, campuses, on our streets and using new popular technologies.

The contributors draw on global examples to highlight the importance of learning from the study of the interaction between socio-political contexts and effective policies and strategies to address gender-based violence. Chapters take up the challenge of exploring the construction of effective programmes that address cognitive, affective and behavioural domains. They discuss the important challenge

of how to engage men in working towards the elimination of gender-based violence, offering positive messages which build on men's values and predisposition to act in a positive manner. Importantly, such strategies place the responsibility for preventing gender-based violence on the society as a whole rather than on vulnerable individuals.

Full information on this book and its contents can be obtained at:

<https://www.routledge.com/Eliminating-Gender-Based-Violence/Taket-Crisp/p/book/9781138924345>

## Gender equity programmes in schools: a review of the literature

In June 2017, Katie Scott finished her minor Masters project, a critical review of critical review of gender equity programmes in schools. She analysed programmes in three different groups: protective behaviours; healthy/respectful relationships; and preventing violence in relationships.

Three protective behaviour programmes were included, all delivered in primary schools in Australia by external facilitators, all demonstrated increases in knowledge of students.

The other two types of programme were found in secondary schools in a variety of countries. The majority of healthy/respectful relationships programmes were delivered by internal school staff. An increase in knowledge and attitudes towards healthy relationships, increase in communication with parents/family, and overall enjoyment of the programme were the key impacts identified. Whole-school approaches provided broader impact to the school community than classroom based initiatives in isolation. Of the programmes aimed at preventing violence in relationships, the majority were delivered in American secondary schools with a mix of facilitation styles (internal and external). All programmes had positive effects on increasing knowledge and attitudes of students.

A copy of Katie's full thesis can be obtained by emailing Ann Taket ([ann.taket@deakin.edu.au](mailto:ann.taket@deakin.edu.au)).

## CHASE NEWS

### Staff news: farewells

Dr Rose Carnes is leaving Deakin University at the end of September to take up a position with VACCA in Werribee. We wish her all the very best in her new role.

## Check out our new website

We now have a new website at <http://www.chase-deakin.org.au/>.

This website hosts information about our research, current and past issues of this newsletter, and books by CHASE members.

It also has links to recordings of past CHASE events, including:

- the symposium on Gender Equity and Health (June 2016)
- the symposium on Working with Vulnerable Populations (February 2016)
- the seminar (March 2015) by visiting academic Professor Jihad Makhoul, Faculty of Health Sciences, American University of Beirut, Lebanon on 'The meanings of and dealing with social exclusion in an Arab world context: an emerging research agenda'

## *You the Man* – a theatre-based education program for bystander engagement

*You the Man* is a theatre-based education program that highlights how bystanders can interrupt cycles of relationship violence and abuse. The program comprises a 35-minute play followed by at least 20 minutes of discussion with a panel of local experts from the host community.

*Booking now for November 2017 onwards!*



The script of the play remains unchanged from performance to performance, but the format of the post-performance discussion is tailored to the local setting, and other violence prevention activities happening locally. Panel members for this discussion are drawn from local support agencies, and the discussion serves to introduce people to the local resources that are available and build local capacity. A comprehensive resource pack is provided to assist the local organiser(s) set up the program for their particular setting, backed up with telephone support where necessary.

If you want to explore bringing this educational program into your community email [book-ytm@deakin.edu.au](mailto:book-ytm@deakin.edu.au)

## CHASE STAFF SEPTEMBER 2017

Director: Professor Ann Taket

Deputy Director: Dr Melissa Graham

### Other staff

Dr Kate Anderson  
Dr Fiona Andrews  
Georgia Babatsikos  
Professor Susan Balandin  
Dr Rose Carnes  
Teresa Capetola  
Professor Beth Crisp  
Dr Matthew Dunn  
Associate Professor Jane Edwards  
Dr Sarah Epstein  
Dr Sophie Goldingay  
Associate Professor Lisa Hanna  
Natalie Hakman  
Dr Claire Henderson-Wilson  
Associate Professor Liz Hoban  
Norah Hosken

Greer Lamaro Haintz  
Dr Karen Lane  
Dr Selma Macfarlane  
Dr Fiona McKay  
Dr Hayley McKenzie  
Dr Kevin Murfitt  
Dr Maria Pallotta-Chiarolli  
Associate Professor Genevieve Pepin  
Dr Kim Robinson  
Professor Karen Stagnitti  
Dr Sevi Vassos  
Dr Elyse Warner  
Dr Joanne Watson  
Associate Professor Erin Wilson  
Dr Linda Wilson

### Honorary Fellows

Catherine D'Arcy  
Dr Kate Jeffrey  
Maria Nicolaou Loupetis  
Dr Carolyn Poljski  
Dr Sarah Pollock  
Dr Robyn Ramsden  
Elizabeth Senior  
Desiree Terrill



## CHASE contact details

<http://www.chase-deakin.org.au/>

Centre for Health through Action on Social Exclusion (CHASE)  
School of Health and Social Development  
Deakin University  
221 Burwood Highway  
Burwood, Vic 3125 Australia

### Enquiries to:

**Director** – Professor Ann Taket

[ann.taket@deakin.edu.au](mailto:ann.taket@deakin.edu.au)

Ph: +61 3 9244 3798

**Deputy Director** – Dr Melissa Graham

[melissa.graham@deakin.edu.au](mailto:melissa.graham@deakin.edu.au)

Ph: +61 3 9251 7271



# CHASE SYMPOSIUM 2017

## PROMOTING SOCIAL INCLUSION THROUGH WORKPLACES

An exciting day of presentations and discussion around the theme of 'Promoting social inclusion through workplaces'. The day will feature recent and ongoing work by CHASE members and partners in Victoria.

November 22, Deakin Downtown  
10am to 4pm, arrival from 9.30  
for a coffee/tea before a 10am prompt start.

Places must be reserved through <https://www.eventbrite.com.au/e/promoting-social-inclusion-through-workplaces-tickets-35367851195> (there is a cost of \$22 covering coffee, tea and lunch)

### Programme – Morning: Work in the university setting

Chaired by Professor Ann Taket, CHASE Director

10.00-10.05 am **Welcome and introduction**

10.05-10.25 am **Title: Why widening participation in higher education benefits all of us**

**Presenter: Professor Beth Crisp**

Beth is discipline leader for social work at Deakin University and has been actively involved in the development of distance education over the last two decades

**Abstract:** Deakin University's social work program provides a case study of the commitment to promoting social inclusion which has been integral to the mission of the university since its commencement in the 1970s. In addition to the more apparent benefits this has for individual students/graduates who have been enabled to obtain professional qualifications despite living at a distance from education providers or having family or work commitments which mitigate against traditional attendance requirements, this presentation explores the benefits of a social inclusion agenda in higher education for health and human service delivery. In particular, the growth of online learning is facilitating a workforce which is not only digitally literate but has the e-professionalism necessary for 21st century. Online learning environments have been able to provide opportunities for students to gain practice in providing services to people at a distance utilising conferencing software as well as prepare graduates for active participation in continuing professional development (CPD) activities, many of which are offered online. This presentation concludes by identifying transferable learning which can be adopted outside the university sector for promoting social inclusion.

10.30 to 10.50am **Title: Embedding inclusive curriculum—working from the ground up**

**Presenters: Dr Mary Dracup and Robyn Everist**

Mary is currently evaluating Deakin University's Inclusive Curriculum Capacity Building project, having worked previously as an academic teacher and researcher in Deakin's School of Education and before that as an academic professional developer and learning designer in higher education, VET and TAFE.

Robyn has a long-standing professional career in education ranging from teaching in schools, TAFE, RTOs, the private, government and community sectors and now working in Higher Education as a Project Manager for the Equity and Diversity unit at Deakin University.

**Abstract:** Australian higher education students are increasingly diverse, and providers are obliged to provide all of their students an equitable opportunity for academic success. While research has called for comprehensive, integrated, institution-wide approaches to anticipate and respond to this diversity, there are few documented cases of institutional approaches that are policy-driven and fully integrated.

This presentation showcases an approach that was not driven top-down, through policy. We report on the last three years of an initiative led 'from the ground up' by Deakin University's Equity and Diversity Unit (EDU), funded by the Higher Education Participation and Partnerships Program (HEPPP), to transform curriculum and develop a university-wide culture of inclusive teaching and learning practice.

Entitled 'Inclusive Curriculum Capacity Building' (ICCB), this initiative is framed as an ongoing participatory action research project, with a view to ensuring achievements are highlighted, continuously improved and sustained into the future. EDU brought together academic and professional staff to work closely on a wide range of projects chosen by the partners themselves, which aimed to embed into curricula at course level inclusive teaching practice, digital literacy, and academic skills and literacies. Mixed methods evaluation has revealed some significant improvements to student retention and success for students identified as 'low socio-economic status', and on staff capacity to develop and deliver inclusive curriculum. A case study will demonstrate the process and outcomes of the ICCB approach.

10.55 – 11.15am **Title: Employing the experts: Sexual Lives and Respectful Relationships peer educators at Deakin**

**Presenters: Alisha Gilliland and Emily Ardley**

Alisha is a Program Partner in her role as Rural Access Officer for South Gippsland shire. Emily is a Peer Educator, actor and advocate for people with intellectual disability in Gippsland. Alisha and Emily are mentors for new SL&RR sites in NSW.

**Abstract:** Alisha and Emily work together on the 'Sexual Lives & Respectful Relationships' (SL&RR) program in Disability & Inclusion within the School of Health and Social Development, Faculty of Health. SL&RR is an internationally regarded peer education program on sexuality and relationships for people with intellectual disability. Their presentation will cover the SL&RR program and how it promotes social inclusion for people with intellectual disability in achieving their right to have 'nothing about us without us'. Alisha and Emily will also reflect on their own experiences of inclusion as Deakin staff, and their views on employment and inclusion opportunities for people with intellectual disability.

11.15 to 12.00 **Panel discussion** – a chance to engage with speakers from all three morning presentations on questions and topics of interest

12.00 to 13.00pm **LUNCH and networking**

## Programme – Afternoon: Different workplaces and issues

Chaired by Professor Beth Crisp

13.00 to 13.05 **Welcome and Introduction**

13.05 to 13.25 **Supporting gender equality in workplaces**

**Presenters: Professor Ann Taket and Dr Melissa Graham**

Ann is Professor of Health and Social Exclusion in the School of Health and Social Development at Deakin, and is the Director of CHASE, the Centre for Health through Action on Social Exclusion.

Melissa is Deputy Director of CHASE and leads programmes of research in sexual and reproductive health and the health and wellbeing of women without children.

**Abstract:** The promotion of social inclusion in and through workplaces demands recognition of a number of different socio-demographic groups as disadvantaged in terms of entry to particular parts of the workforce as



well as their experience once in it. These groups are defined by gender identity, ethnicity/culture, religion, age, sexuality and socio-economic status.

This presentation will focus on promoting social inclusion through initiatives in the workplace that focus on gender equity, and explore some of the common challenges and ways forward: policy support for gender equity initiatives in workplaces; presenting the case for the work (defining gender equity and gender equality, the importance of language, use of research evidence to legitimise the work); the challenge of ensuring a receptive context for change; tools/resources to support gender equity work in workplaces; and tracking change.

The presentation draws on a number of CHASE projects carried out in partnership with a wide variety of organisations in the health and social welfare space.

### 13.30 to 13.50 **Social exclusion among women with no children within employment: theory and evidence**

**Presenter: Beth Turnbull**

Beth is a PhD candidate exploring nuanced experiences of social exclusion within employment among women and men based on whether they do or do not have children.

**Abstract:** Growing numbers of Australian women are having no children, placing them at risk of stigmatisation and social exclusion in a pronatalist Australian society. Social exclusion can result in individuals and groups experiencing exclusion from, or poor quality, resources and participation in different domains of life. This presentation focuses on the theory and research findings relating to exclusion within employment of women with no children. It firsts explore structural and post-structural theories of gender, class and other power relations as drivers of exclusionary employment experiences and outcomes among women with no children. It then outlines the findings of an exploratory, mixed methods, cross-sectional study that aimed to describe and explore the social exclusion of Australian women aged 25 to 64 years who have no children. A total of 1,070 Australian women with no children completed a self-administered online questionnaire. Findings indicated the women had high employment and income levels, and reported little employment discrimination or exclusion from employment due to having no children. However, women reported having limited access to employment benefits and experiencing work-life conflict. Qualitative themes suggested many women felt they had greater opportunities to participate in employment and accrue financial resources due to having no children. However, many women reported exclusionary experiences such as stereotyping, judgements, invalidation, marginalisation, interrogations, and subordination of their needs to those of people with children. Social exclusion is an important social determinant of health. Accordingly, it is vital that all women not only have opportunities to participate in employment, but also feel included, validated and accepted within employment, irrelevant of their motherhood status.

### 13.55 to 14.15 **Including residents in local government planning: Experiences of the Liveable Yarra People's Panel**

**Presenter: Dr Fiona Andrews. Authors: Amanda Stone and Dr Fiona Andrews**

Amanda Stone is Mayor, City of Yarra.

Fiona is a Senior Lecturer, Deakin University School of Health & Social Development and CHASE.

**Abstract:** Community engagement on planning processes is traditionally adversarial, with residents reacting to a development proposal or local amenity impacts.

With the significant increase in inner-urban medium-high density developments and subsequent pressure on physical and social infrastructure, the City of Yarra embarked on a new approach to the rewrite of its Planning Scheme. This paper describes the process by which the City of Yarra involved the community to help address some of the dilemmas and trade-offs which are necessarily part of planning in an inner-urban area.

To hear from a broad range of voices and receive informed recommendations, a deliberative process, the Liveable Yarra project was formed. It aimed to have an in-depth two-way conversation with the community about how Yarra can adapt to the challenges and opportunities brought about by growth and change. A 60 member People's Panel, comprising a cross section of Yarra's community, came together to learn, debate and

provide recommendations to Council on the topics of housing, transport, built form and the local economy. The Panel was supplemented by feedback from a household baseline survey, Council's Advisory Committees, and targeted workshops with hard-to-reach communities.

This was the first time a deliberative approach had been undertaken for a topic as multifaceted and far-reaching as rewriting a Local Government Planning Scheme. It allowed participants to gain an understanding of the complexity of planning issues and the challenges this presents to Council decision making. It's expected that the revised Planning Scheme will more accurately reflect community expectations, improve liveability and enhance community understanding of the complex issues faced by Council in planning the city's future. Furthermore, in describing this approach, along with reflections from those Councillors, planners and community members involved, we hope to provide a model which other councils could embrace to enhance their existing planning processes.

14.20 to 14.40 **Growing communities and sustainability: community gardens as sites of social inclusion and action on sustainability**

**Presenters: Nkoli Mmako, Teresa Capetola and Dr Claire Henderson-Wilson**

Nkoli is a Masters of Public Health student and has completed both a minor and major thesis on social inclusion and the role of community gardens for socially isolated and marginalised communities.

Teresa Capetola is a Lecturer in the School of Health and Social Development a key member of the Health Nature and Sustainability Research Group where she leads the scholarly research in Education for Sustainability.

Claire Henderson-Wilson is a Senior Lecturer in the School of Health and Social Development a key member of the Health Nature and Sustainability Research Group where she leads research on the health benefits of contact with nature.

**Abstract:** This presentation will present two projects related to community gardens. The first focuses on a qualitative Masters Major Project that aimed to explore the level of interest by the tenants of Ashwood-Chadstone Gateway in the establishment of a community garden for the social housing estate. The project was instigated by LINK Health and Community Services and Port Phillip Housing Authority. The research methods employed were a combination of photo-elicitation, to explore the personal and social meanings of images to participants, and focus group discussions. Key findings indicated that there was strong acceptability of an onsite community garden as a platform for social connectedness and inclusion. Additionally, design elements were identified to facilitate accessibility and inclusion for diverse population groups.

The second project focuses on the establishment of a campus community garden at Deakin University, Burwood. The garden was established in 2016 following a university wide feasibility study which had demonstrated strong support for a setting that provided food security, action on sustainability and social connectedness. The vision of the garden is: to provide a space on campus where students, staff and the broader community can come together, build relationships, learn new skills and grow wholesome fresh produce. To date, the garden has been widely used by staff, students and community members to provide freely available and locally grown produce. Activities have also included: 18 working bees and educational workshops with over 140 attendees and over 70 volunteers contributing more than 280 hours. Future research projects include exploring the potential of the garden as a setting for teaching and learning including Education for Sustainability.

14.45 to 15.30 **Panel discussion** – a chance to engage with speakers from all four afternoon presentations on questions and topics of interest

15.30 to 16.00 A chance for further networking and a cup of tea/coffee before heading off