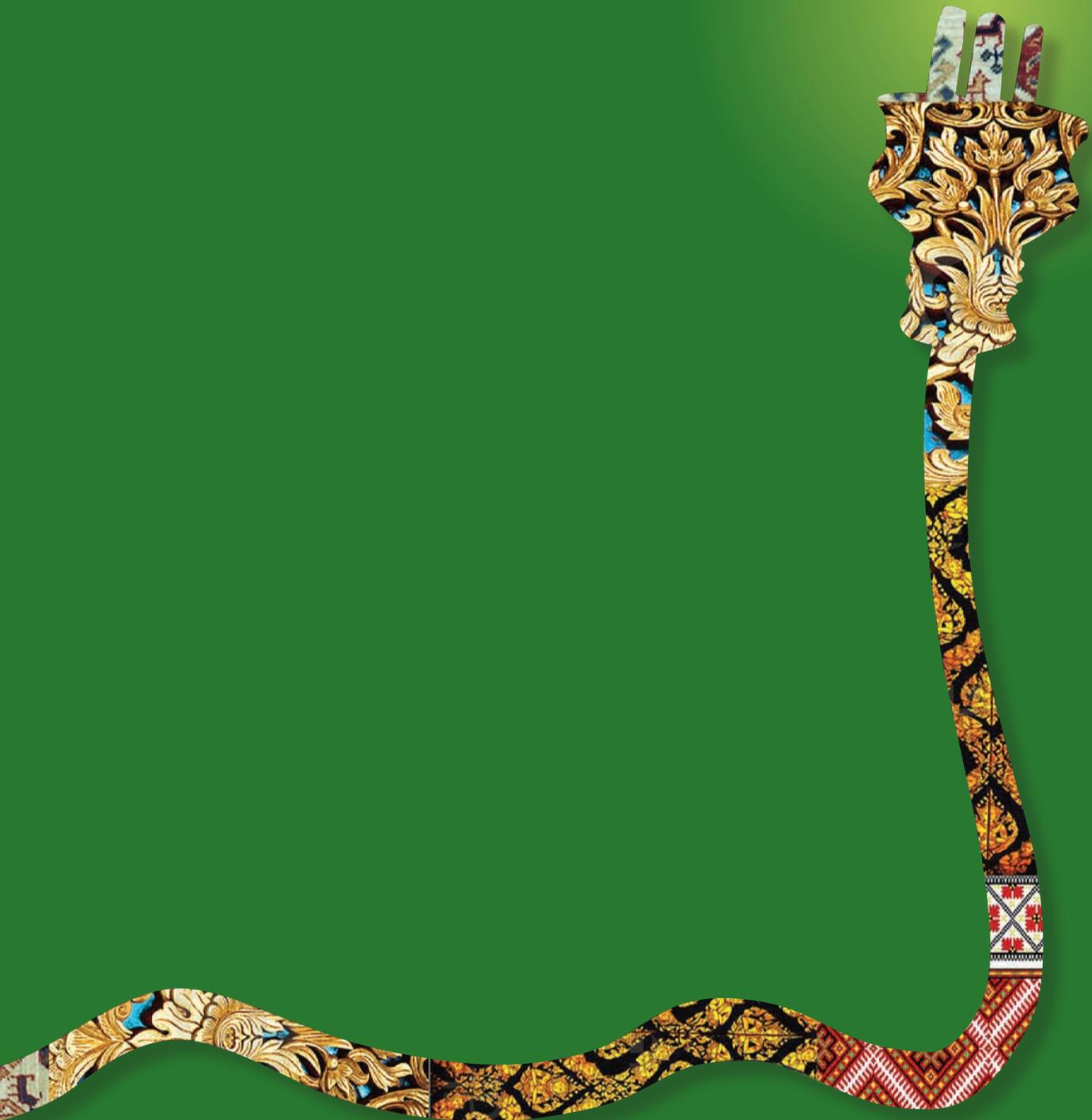




Ethnic Communities'
Council of NSW inc.

Cultural Connections

Engaging CALD energy consumers



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This project was funded by the Consumer Advocacy Panel as part of its grants process for consumer advocacy projects and research projects for the benefit of consumers of electricity and natural gas. The grant was transferred to Energy Consumers Australia on the Panel's closure.

The views expressed in this document do not necessarily reflect the views of Energy Consumers Australia or the Australian Energy Market Commission.

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Section 1: Why this Guide?

This guide is primarily for Australian energy retailers and distributors to engage culturally and linguistically diverse (CALD) communities. It will also assist other organisations to engage these communities on energy saving issues.

1.1 New Australian Energy Regulator (AER) expectations and consumer engagement guidelines

The Australian Energy Regulator (AER) Better Regulation package (November 2013) included a Consumer Engagement Guideline¹ to assist energy networks. The AER has expectations about how service providers engage with their consumers i.e. their 'end users' and the guidelines set this out.

The AER Guideline assists network service providers to meet the interests of their consumers. It provides a high level framework to help integrate consumer engagement into business-as-usual operations and to enable service providers to clearly report and demonstrate how they have engaged and responded to their consumers on key issues.

1.2 AEMC Consumer Engagement Blueprint

Concurrently, the AEMC review of competition in the energy market in NSW received feedback from submissions and forums that there was a critical need to help consumers to understand the electricity system, their own energy use and the costs involved. These recommendations were reinforced by research commissioned by the AEMC published as a 'Supplementary Report: Increasing Consumer Engagement'². Research conducted by CHOICE with 1000 Australians also showed only half of those who joined their electricity retailer in the last three years were confident they'd made the best choice. One third of respondents who recently joined their provider said they had tried to compare providers but had found it was very hard to work out the best choice.

1.3 Who is this Guide for and what's in it for you?

Retailers and network providers all have customers from different cultural and linguistic backgrounds. Engaging and assisting these families and businesses and community groups needs special knowledge and understanding beyond the usual engagement and marketing strategies.

It may be that you wish to engage consumers from CALD communities on energy issues that are relevant to consumers in general, such as keeping prices down, getting the best deal, being more energy efficient. Engagement could also be to satisfy guidelines imposed by regulatory bodies, such as the AER Consumer Engagement guidelines. This guide will allow you to tailor your consultation to your needs and those of the CALD communities you are engaging.

This Guide will help you meet AER expectations when it reviews regulations, revenue proposals and expenditure proposals. The AER will have regard to how a service provider has engaged with its consumers and accounted for [their] long term interests. Service providers are to set priorities and:

- (i) understand who their consumers are and how to effectively engage them. This includes families, vulnerable consumers, commercial and large industry, small to medium businesses, essential community services groups and environmental groups; and
- (ii) understand these consumers, their motivations, level of knowledge and interest and what might motivate changes in behaviour.

Section 2: Who are our culturally and linguistically diverse (CALD) communities and why are they important?

2.1 Why are culturally and linguistically diverse communities important customers and why is engaging them any different?

The AER Guideline sets out good high level information to help service providers to take a planned approach to work with all consumers. This includes providing ongoing two way communication and information, gaining their trust and confidence and understanding their views and preferences on issues such as service priorities and pricing structures.

The Australian population is not homogenous. In 2011, the Census revealed that there were 5.3 million Australians (27% of the population) that were born overseas and there were 4.1 million Australian-born people with at least one overseas-born parent (20% of the population). 10.6 million Australians (53% of the population) have parents that were both born in Australia but may have one or more grandparents born overseas or they may have several generations of ancestors born in Australia. This group also includes most Aboriginal and Torres Strait Islander people.³

At a state level, this can look like:

- 23% of Victorians (1.2 m) and 22% (1.5 m) of NSW people speaking a language other than English at home
- almost 700,000 Queenslanders (17.9% of the state) born overseas and speaking over 150 languages at home⁴
- people from 200 different countries living, working and studying in WA and speaking as many as 270 languages⁵

And at a local level, this can mean, for example⁶

- 69% of the population in the City of Auburn North (Sydney) born in a non English speaking country
- 18.1% of people in the City of Burnside (Adelaide) born in a non English speaking country
- 11.6% of people in Edgewater in the City of Joondalup (WA) born in a non English speaking country
- 10.5% of people in Gold Coast City born in a non English speaking country
- 28.6% in the Bell Park suburb of Geelong (Vic) born in a non English speaking country

But this Guide is not about starting with the differences in CALD communities based on language and culture. This Guide helps you understand and recognise that there are many Australians that have differing cultural and family settings, learning, language and decision making approaches and that can affect their interactions with energy providers at home and at work.

Building a better understanding of CALD households, businesses and community organisations means you can tailor the way you engage specific customers. This means you can be more successful in providing information, getting feedback and uptake of your programs and ultimately increasing energy literacy and the effectiveness of your customer engagement.

There is already a range of information about household characteristics and energy use that affect energy utilisation (for example, IPART research in NSW⁷). So the challenge is to use this information to engage CALD communities differently and more effectively.

Previous programs and research clearly illustrate that different engagement approaches can be more (and less) successful in engaging CALD communities.

For example:

- Discussion with Indian community representatives in Sydney identified a strong focus around their religious and cultural centres which may present a good opportunity to engage them or deliver information⁸
- The degree of feedback or participation can depend on who else is participating. For example, a tertiary educated woman may normally be vocal on issues when asked directly in a one on one situation but as part of a broader group of community leaders, it may be more appropriate for these leaders to be the spokespeople rather than other individuals⁹
- Sydney research showed that with small business and householders, both recent and long standing arrivals prefer to pay their bills in cash at a Post Office. A high value is placed on face to face communication and confidence that it gives to users¹⁰
- The Public Interest Advocacy Centre NSW in their report *The Social Impact of Utility Disconnection* identified an increase in households who were disconnected in 2012 where a language other than English is spoken at home¹¹

- The 2014 RMIT interim report *Changing Demand: Flexibility of Energy Practices in Households with Children*, found that the migrant participants interviewed had difficulty understanding their electricity bills and communicating with utilities, particularly during their first years in Australia.¹²

2.2 How do I know which (and whether) CALD communities are a priority for our business?

Asking yourselves the following questions will guide how much specific engagement you do, how you do it, who does it and which CALD communities you engage:

- What is the particular issue – how important is it to your business and to the community and what range of feedback/interaction is needed?
- Are trying to distribute general information to the broad community, or perhaps take-up of a particular offer in an area?
- Are you after broad feedback on planning, investment and priorities or feedback on a specific local initiative?
- Do you want short, medium or long term engagement and interaction on the issue or with that particular group?
- Is it a local, or smaller area issue, or regional or statewide? Which key cultural and language groups are in the street, suburb, region? What proportion are they of the total affected population?
- Who are the dominant/biggest language or cultural groups affected?
- Alternatively, who are the minority or under-represented groups?

Once you know your needs, you can decide how many groups you need to understand and develop a profile on. For each group, you can gather and access a wide range of data. This will depend on the issue but information could include:

- how many different cultural and language households/businesses are in the area?
- what are their characteristics e.g. language proficiency, length of time in Australia, dwelling types, income, level of relative socio-economic disadvantage?

- Who are key leaders or influencers in this community?
- Who are the contact groups, agencies or organisations that work with the communities?

2.3 Who can help me better understand my CALD communities?

Many organisations can assist you to better understand the CALD communities you want to engage. Many Non Government organisations (NGOs) provide programs and services to CALD communities. These organisations provide a range of services from general information, referral services, social support and capacity building programs to structured health, accommodation, employment, education and training, family and settlement services. They usually employ culturally diverse and multilingual staff with strong grassroots connections to communities and are often at the forefront of issues affecting CALD communities¹³ (see Section 6 for list of organisations and contact details).

Many commercial research organisations have experience engaging CALD consumers and can assist you to conduct general research including design and delivery of surveys and focus group discussions.

Local and regional councils **are also important contacts and often have excellent** knowledge of their communities.

Online resources can assist including the ABS with census data as well as the .id website (<http://home.id.com.au/>) which contains a vast amount of public data and analysis.

Utilise the resources within the targeted communities – people from the CALD communities could be trained and work within their own communities. This will relieve pressure on service providers and we won't miss out on building the capacity of the CALD community.

Section 3: What sorts of approaches work best with CALD communities?

This section steps you through key questions you need to answer and suggests approaches that will help you deliver a successful engagement.

3.1: Engaging communities? What is involved?

In section 2.2 of this Guide, you thought briefly about why you wanted to engage CALD communities. The drivers for your engagement can also be classified as one or more of the following:¹⁴

INFORM

You want to provide information and help on strategies, programs and services in formats that are easily accessible and culturally appropriate.

If this is your purpose, consider the type of information you want/need to provide, its format and the best way to deliver it. Consider:

- what sort of information is it? complex? simple, single, multiple messages and concepts?
- is your current material suitable? Does it need to be in different languages?
Can you get feedback on current material to see if you need to change it and/or translate into different languages?
- how will you get the information to your audience e.g. mail outs, face to face, ethnic media, web based?
- do you need translators or interpreters?

CONSULT

You want to seek the views of CALD communities on issues, current practices or priorities and provide feedback on the outcomes of any consultations. This means you want direct contact with specific people or groups to get feedback on a particular issue.

This could mean face to face, or it could be web based or telephone. Consider:

- are there specific questions that people could respond to unassisted without real time interaction and clarification?
- does the issue need prior knowledge and understanding? Would a face to face meeting help to identify issues, further explore or follow up?
- Scale? Do you need a large response base to clearly demonstrate preferences or a smaller of responses

Learning from other's experience...

Discussion of outcomes and learnings from the CSIRO 2012 EnergySavers behaviour change program is useful to illustrate how such research can assist your planning of other programs. For example:

- knowledge acquisition is more successfully facilitated through social participation, ideally in pre-existing social groups or in groups of those from similar backgrounds as the discussion groups become potential “communities of practice [that support and reinforce different actions and behaviour]”
- Interviewees reflected “[that] the way information was delivered ..encouraged discussion and sharing of skills, knowledge and questions among participants from similar demographic groups”
- Being with others from a similar background was likely to have ensured a comfortable learning environment
- Only the housing situation, home population and language were found to have a significant influence on the number of energy actions undertaken at the start and end of the program
- In this analysis, it is presumed that it is not English proficiency that creates the difference but rather that the NESB participants were recent migrants who were adjusting and learning how to manage energy consumption and costs in their new home
- People undergoing a life change or transition, such as moving home or countries, are more likely to change their behaviour as this situation allows habits to be broken as people become “susceptible to new information and advice in order to find satisfactory replacement of their old habits”

Source: Sustainability 2013, 5, 4561-4577; doi:10.3390/su5114561 Article: Increasing Energy saving actions in low income house-holds to achieve sustainability, Nina Hall, Lygia Romanach, Stephanie Cook & Sarah Meikle.

Learning from other's experience...

Giving some members of a community a 'voice' and/or inviting them to participate in a mentoring scheme may create a hierarchy within a community, where some other members may feel marginalised and powerless; in fact, community 'leaders' may not lead all in the community.

Acknowledging diversity within a particular CALD community, even if they speak the same language or dialect, is essential for successful consumer participation. Historical background, past conflicts, gender roles, political and socio-economic differences, generational barriers and settlement experience, may determine the way in which different members of the 'same' community responds to a health service's invitations to participate.

People can be marginalised even within their own culturally-specific groups and it is important that the multiple voices and experiences of members are heard and acknowledged.

For health services working with CALD community leadership and representatives, every effort should be made to get to know the nature of the representation; for example, where is the consumer positioned in that community, and how will the person seek feedback from the community when needed?

Source: Sustainability 2013, 5, 4561-4577; doi:10.3390/su5114561 Article: Increasing Energy saving actions in low income house-holds to achieve sustainability, Nina Hall, Lygia Romanach, Stephanie Cook & Sarah Meikle.

that provide indicative answers and direction from leaders, peak bodies and vocal members of a community?

- 'Representativeness' is as important as scale – you could get a lot of people to respond but they may not be representative of the community you are engaging.
- if you are running face to face, think about organisation, audience contact, delivery, dates/times/venues, the need for interpreters, child care, transport needs.

INVOLVE

You want to involve CALD community members in the development, implementation and review of priorities, programs and services. This means you want more than opinions or views on single issues. You want to actively involve community members to develop, implement and/or review a policy, program or service. This is a much longer term process. For example deliberative democracy is a longer term process and has many advantages.¹⁵

Consider also:

- are there existing community groups or organisations that can help you locate the best people to work with you?
- what's in it for the people/groups involved? Why would they bother?
- are there existing partnerships to work through or do you need to establish new ones?
- what do you actually want them to do? Do they need particular skills or experience?
- how will you maintain and support ongoing contact and relationships over time?

BUILD CAPACITY

You want to actively invest in, and build community skills and knowledge to enable both your organisation and individuals and groups in the community to acquire the skills to participate effectively and get maximum benefit from the information, consultation and involvement you initiate into the future. This is a long term commitment. Consider:

- how will you deliver this? Who will plan and deliver the process?

- what will be needed within your organisation and any partners to support and sustain the process over time?

Whether you want to **INFORM, CONSULT, INVOLVE** and/or **BUILD CAPACITY**, use some of the approaches outlined below.

3.2 Engaging - delivery approaches to help you succeed

Start scoping your specific project by working through these steps:

a. WHY? am I doing this?

You must be able to describe the result or outcome you want so you can clearly design your project. You also need this so you can measure and report how successful you have been (see more on measuring success in Section 5 below). Complete the following **being as specific** as possible:

If the project successfully engages my chosen communities, at the end of the project we will have the following results: *[fill out whatever is relevant]*

- (i) Provided information to them about *..[list]* and be able to show that they understand the information provided
- (ii) Collected community views on *.. [list]*, [and/or] collected information on current behaviours and actions relating to *[list]*
- (iii) Assisted these communities to *.. [list actions, new skills, etc]*

b. WHO? am I trying to reach?

To learn about the community/ies that you are trying to reach, where they are and to gain an understanding of their needs you can start by using trained bilingual facilitators to conduct research by focus groups or survey.

Research the specific people that the project aims to reach. Identify group/s by characteristics such as age, gender, location, occupation, cultural background, main language spoken and so on. Examples of target groups could be:

- All people living in a specific location, such as an apartment building, a street, a suburb or a creek catchment
- Speakers of a language other than English. Members of a cultural organisation. Recently arrived migrants
- Women aged 25–50 years
- Families with young children
- People who shop (or work) in the business district. Business owners
- Young people.¹⁶

TIP: Start small. The issue may require engaging with a lot of people from many parts of the community and different groups. But especially if this is your first experience working with culturally diverse communities, it is a good idea to start with one or two target groups, and allow the project to evolve. A project doesn't always have to encompass the whole council area or run a large number of activities. One well planned activity can also make a difference to an issue and give you something to build on in future.¹⁷

c. WHAT? am I going to deliver?

To get the results you described under WHY?, list and describe the resources and actions/activities you will need to design and deliver for all of the items you listed in the WHY? questions (i) to (iii) above.

d. HOW? am I going to deliver it?

Who is going to develop and deliver the resources and actions identified in WHAT? above. Besides your organisation's internal resources, which other groups can assist you to engage and deliver your project with CALD communities. For example:

- It could be valuable to involve a representative from a relevant peak body (such as an Ethnic Communities Council) in your customer council framework if you have one. Time, funding and resources are often limited in these NGOs and so some consideration will need to be given to resourcing these representatives.

Bilingual educators have been shown to be one of the most effective ways (see Section 4: Case Studies) to ensure you establish effective, culturally sensitive relationships with CALD communities. They facilitate engagement by people who speak not only the same

Bilingual educators working through the NSW ECC have, for example, helped to conduct research about or with a target group including facilitating focus groups, effectively delivering diverse engagement across many languages on issues such as saving energy, understanding new recycling and waste systems, reducing energy use or using new water saving practices in business, learning about and experiencing Australia's native plants and animals. They can also assist with program measurement.

Section 4 What Works Examples includes the successful use of bilingual educators.

Section 6 provides some key contact organisations that can help you locate bilingual educators.

language but are trained to understand how people learn and the best ways to get communities involved. They can be found in most States. Sometimes they work through specific organisations such as the Ethnic Communities' Council of NSW and Victoria who, combined employ over 20 educators speaking 11 languages. They also work in local government or are employed by community organisations (such as STARTTS in NSW) to deliver a dedicated project.

It is more effective to go to where people meet rather than call a meeting at a venue. For example, attending regular meetings of community organisations or religious, sporting and social group meetings.

Partnerships with CALD community groups can be a very effective way to engage a community. Many CALD community members establish incorporated entities to support their communities in a number of ways. Their constitution will identify membership criteria and, generally, membership of community groups is open to any member of the public with an interest in the group's mission. Depending on the migration period, CALD groups may have hundreds (emerging communities) or thousands of members (established communities), who generally work as volunteers to manage programs such as social services, language schools, support for the ageing and cultural celebrations. CALD community groups may have access to grants from various government agencies to support their programs.

Working through Non Government Organisations (NGOs) can be an effective way to engage. Many NGOs provide programs and services that are designed to meet specific needs of CALD communities. They provide a range of services from general information, referral services, social support and capacity building programs to structured health, accommodation, employment, education and training, family and settlement services. These organisations usually employ culturally diverse and multilingual staff with strong grassroots connections to communities and are often at the coalface of issues affecting CALD communities.¹⁸ (See Section 6 for a list of CALD NGOs)

Local area knowledge can put you in touch with contacts and resources that will help you connect with your target group(s). These include:

- Council staff who work with community services and community organisations
- Interagency networks for community development workers



- Staff and community workers from migrant resource centres, community health centres and neighbourhood centres
- Ethnic or cultural advisory groups (some local councils have these)
- Current community leaders, including religious leaders, elders, mentors and youth leaders, committee members and members of community organisations
- Teachers from community language and religious schools
- Teachers from schools where there is large percentage of students from the target group
- EALD teachers (formerly known as ESL English as a second language) teachers
- Councillors and Local Members¹⁹

Ethnic media – TV, press, radio and online can be an excellent way to reach CALD communities. Good data should be available for your state. For example, in NSW, 92% of those who speak a language other than English at home live in the metropolitan area. This is almost a third of the total metropolitan population, and 10 languages cover two thirds of this group. Of the 129,132 who speak another language in regional areas, the top five languages are Italian, Chinese languages, Macedonian, German and Greek. Ethnic media could be a great way to reach these groups.²⁰

Find data relating to your own state or region on languages spoken, the ethnic media landscape and which channels are likely to be most appropriate. In NSW, see the NSW Multicultural Communications Guide.²¹

To decide whether ethnic media will help, think about the specific characteristics of the group(s) you are trying to engage. Then consider:²²

- What media outlets do your audiences follow? Do they prefer ethnic or general market media, or both?
- Do these media outlets focus on a specific ethnic population? If so, what are the demographics of the audience the media outlet serves?
- Is there a particularly popular radio or television program or media personality known for keeping people in your community informed about the latest news and energy/cost of living issues?
- Do radio news programs feature interviews with local personalities?

The Ethnic Press is a great medium available to reach CALD communities. It is also the most cost effective and efficient way to advertise. The press is widely accessible and in many cases can be picked up by the community free of charge. It is best to run material in the same language as the publication so have it professionally translated.

Ethnic Radio is available in a few forms. Primarily in free to air multicultural radio stations such as SBS, in low powered and narrowcast stations (off the free spectrum where only a dedicated radio receiver can pick up the signal) and finally part of the community radio offerings.

For the most popular top 5 languages / communities there are 24hr / 7 Day a week stations available. They are supported by the many singular hour long programs that make up the majority of the Ethnic radio landscape. Their key strength is that they offer destination listening, where an audience will tune in each week or day at a particular time to hear their program. Some stations such as SBS will go one step further with podcasts available online.

A typical 30 second campaign that would reach the top 10 languages / communities, utilising 22 stations and 190 spots could cost under \$15,000.

Most, if not all, Australian ethnic websites sell banner ads on a weekly or monthly sponsorship basis. Pay TV, which is not widely promoted outside of the specific ethnic communities is very popular with strong subscription bases and offers reach into those households with a higher disposable income and can inform those with low levels of literacy.

(Information from the NSW Multicultural Communications Guide p7-8)

- Are there journalists in your community who specialise in reporting on topics of environmental or family interest?
- Is there a city – or neighbourhood-specific websites that feature local happenings and user commentaries?
- Do community leaders or local media personalities blog about local happenings?

TIP: The communications and marketing team in your own organisation can help you to pitch and prepare materials. **Get them involved early!**

In the absence of such a team in your organisation consider utilising your existing staff that have cultural competency and are innovative, creative and willing to take the risks!

3.3 Engaging – important things to remember

As well as developing and discussing your approach with organisations that are familiar with CALD communities, bear in mind the following:

LANGUAGE AND TERMINOLOGY USED IN YOUR PROJECT

Many different terms are used when talking about people from diverse ethnic, cultural, linguistic and religious backgrounds. In this guide, culturally and linguistically diverse communities (CALD) is used as a generic term. It applies to people from many diverse groups.

The term *'community'* is often used loosely. In general terms, being part of a community implies a sense of belonging and a shared identity. For example, the shared identity can be of nationality, ethnicity, language, religion or place of residence. People from any particular community are not necessarily one homogenous group. In any community, there are often a number of distinct sub-groups and people can be part of more than one group.

Some things to keep in mind when using the term **CALD**:

- The entire population of New South Wales can be said to be a culturally and linguistically diverse community. A whole local government area may be a culturally and linguistically diverse community.

- A specific ethnic group, however, should not be described as 'culturally and linguistically diverse' if its members share a common cultural and linguistic background.

For people who speak *languages* other than English, useful terms include speakers of specific languages (e.g. French speakers) or speakers of languages other than English, bilingual (people who speak 2 languages) or multilingual (people who speak 3 or more languages).

For people whose first language is not English, useful terms include: non-English-speaking background or from a language background other than English.

A more commonly used term that is emerging and is more positive is "those for whom English is an additional language or dialect". It recognises that they come with a language or in some cases more than one language. Those who are advocating for a change to this new phrase argue that using "non-English" makes it sound as if they are second class citizens.

Also remember:

- Use terminology that reflects as accurately as possible the group to which you are referring. For example, in some contexts the term 'non-English-speaking background' is accurate. In other contexts, another term would better describe the aspect of cultural diversity being referred to, such as 'people from the Italian community'.
- Avoid generalising or using labels.
- Avoid treating an ethnic group as a homogenous group. Be aware that there is diversity 'within' diversity. For example, not all Italians are the same; there are Northerners, Southerners, Sicilians, Calabrese etc and they all come with differing dialects, traditions etc.
- Avoid referring to people by using acronyms
- Don't make assumptions about people's birthplace, culture, religion or main language.

Just ask! If in doubt, ask the group/s you are working with how they choose to refer to themselves.²³

NEED MORE HELP?

For more on the use of and currently accepted terminology, The NSW Community Relations Commission has compiled a list of currently accepted terminology. (www.crc.nsw.gov.au/eaps/terminology)

The Queensland Government guide to working with culturally and linguistically diverse communities and the Western Australian Government guide to engaging CALD communities²⁴ also contain useful information.

CULTURAL NORMS AND PRACTICES

Within any community there are often several sub-groups. People from the same cultural background or family may also have different concerns, knowledge, skills and experiences.

When developing the project and activities, learn about the main cultural norms and practices of the people participating, including the factors listed below:

- Family structure, and which family members are the most influential
- Education and literacy levels
- Values relating to education, family, money etc
- Appropriate ways of contacting people and groups – who to approach and how
- Body language, such as shaking hands, raising voices, pointing fingers, making physical or eye contact
- Appropriate greetings, such as addressing people as Mr, Mrs, Ms or Miss, or by their first name
- Rules for men and women participating in activities together
- Political systems, and how people relate to the government, rules and regulations
- Religious and spiritual beliefs
- Prayer routines (avoid booking meetings at routine prayer times, or allow for prayer breaks and organise a prayer room)
- Cultural or religious dietary traditions²⁵

Don't make assumptions!

- Don't assume your target audience knows or is doing nothing. Ask specific questions. This gathers valuable information to help identify and understand the target group and their knowledge, attitude, opinions, behaviours and skills relevant to the issue. Remember to acknowledge any differences, and look for the common ground where you can work together.²⁶
- Choose places and approaches where people will be comfortable. For example, remember that meetings can be daunting for some people. Think about

venues carefully. Avoid getting bogged down with bureaucratic meeting formats and terminology. All that is needed is a clear agenda, some lively discussion and a list of actions that can be reported back to participants and measured.

BUILD YOUR RELATIONSHIP RIGHT FROM THE START

- Invite representatives of the target group to be involved in planning the project. This is a valuable opportunity to start building trust, relationships and communication networks from the very beginning of the project.
- Allow time for relationships to develop. It might require working through barriers such as language and any fears or suspicions that people might feel about your organisation. Sometimes this requires making the extra effort to discuss concerns and answer questions. It is important that people understand the aims and benefits of the project so that they can promote the project to others in their communities.²⁷
- Be honest and clear about what you are asking so that community leaders are able to advise you on the relevance, appropriateness or value of the information you require or wish to share with their communities. Seek their advice on the appropriate engagement strategy.
- Support and build the capacity of community leaders by involving them in meetings and reference groups.
- Respond in a timely manner to engagement initiated by community leaders.
- Invite the leaders to provide information face-to-face on the outcomes they have achieved. This is the preferred form of communication to build trust and long-term relationships.
- Provide ongoing feedback on outcomes and inform the group of the agency's response or actions as a result of the engagement.
- Allow time for leaders to increase the participation of community members, for trusting relationships to grow and for information to circulate. Be patient and work towards mutually beneficial long-term relationships.²⁸

Section 4: Practical examples of how others are engaging CALD communities

4.1 Energy Australia in NSW

Energy workshops for Culturally and Linguistically Diverse Energy Australia consumers (2009)

WHY DID WE DO IT?

- To engage CALD communities in energy efficiency to reduce carbon emissions and save \$\$ spent on their energy bills.
- To increase energy literacy for CALD consumers

WHO DID WE ENGAGE?

- Arabic, Chinese, Greek, Italian, Macedonian, Korean, Vietnamese and Spanish. Aged between 18 – 65 years.

WHAT DID WE DO?

- A series of 30 workshops focused on participatory knowledge-based peer learning and discussion, facilitated by the Ethnic Communities' Council of NSW bilingual environmental educator team in appropriate community languages where possible.
- Field trips to the energy efficiency centre at Homebush.
- Train-the-trainer workshops for volunteers.
- Provision of translated brochures, thermometers, hot water timers and draught excluders supplied by Energy Australia NSW to each participant.

WHAT WERE THE RESULTS?

- 596 people attended the initial 30 workshops for CALD consumers.
- 247 people (average 16 people per tour) participated in field trips to Energy Australia's Energy Efficiency Centre at Homebush.
- An additional 9 energy efficiency workshops were attended by 122 people.
- Two train-the-trainer workshops for 47 volunteer members of the Tzu Chi community and one workshop for 12 multicultural workers.

APPROACHES USED

- written information
- face to face
- CALD community leaders
- Bilingual educators
- Partnerships

Project details

Project length and timing

A partnership between Energy Australia and the Ethnic Communities Sustainable Living Project (an ECC NSW and NSW State Government partnership) initially conducted 30 workshops over the 2008 – 2009 financial year, along with nine further workshops and some train-the-trainer sessions.

How was effectiveness/results measured?

- Surveys were taken pre and post workshops to ascertain the level of understanding of energy efficiency measures and their current and future use.
- Barriers to changing habits and understanding were explored during the sessions and results recorded.

Legacy

The pilot identified a continuing need for initiatives such as this for target language groups conducted in-language by bi-lingual educators.

What did we learn?

- Attendance exceeded initial targets for participants in the program. success of the program is reflected in the requests for additional workshops for the target audience.
- Most of the participants were in rental accommodation and so were unable to make major changes to energy use by water heating systems, heating/cooling or by installing solar PV or hot water. Suggested small and effective changes to household energy use in the workshops were valued by participants and they indicated that they would use them to boost their energy efficiency.
- The use of bi-lingual educators to provide information in-language during the workshops and field trips was particularly effective.
- Participants received valuable information on energy use in the home in the workshops and field trips to the Energy Efficiency Centre.
- The effectiveness of energy saving kits and bi-lingual 'What you can do' brochures were boosted by the use of bi-lingual educators as they overcame a number of the barriers presented by poor written English literacy skills.
- Energy efficiency messages were reinforced at several points and with a variety of methods and activities during the workshops and field trips so participants could easily understand, remember and action easy, low cost efficiency measures.

4.2 Jemena Gas

Jemena's consultation in preparation for gas network price reset

WHY DID WE DO IT?

- The Australian Energy Regulator has issued community engagement guidelines for network service providers to conduct community consultation.
- In preparation for the gas network price proposal to the regulator, Jemena conducted consultation to ensure the new price represents customers' long term interests.
- This provided an opportunity for Jemena to foster transparent decision making processes on business as usual issues.

WHO DID WE ENGAGE?

- Residential, small and large business customers, making sure that they included proportional representation reflective of the broader CALD community.
- Retailers and other network users.
- Energy regulator and industry peak bodies.
- Customer Council comprising a broad spectrum of community representatives (including the ECC NSW) and industry stakeholders.

WHAT DID WE DO?

- Seven Customer Council meetings covering issues relevant to residential, small and large customers and the broader NSW community.
- A public forum attended by the energy regulator and advocacy groups including CALD community representatives.
- Three deliberative workshops in Sydney CBD, Parramatta and Orange, attended by 60 randomly selected participants. Care was taken to ensure that participants included representatives from our CALD customer communities.
- Four round table discussions with energy retailers.
- 14 one-on-one interviews with large industrial customers.
- A "Have Your Say" hub page – over 8,300 views within a 10 month period.

Project details

Project length and timing

Three stages across 18 months including:

Stage 1: Establishing priorities

Stage 2: Engagement implementation

Stage 3: Communicating findings.

How was effectiveness/results measured?

- Customer Council members were surveyed at each meeting to evaluate effectiveness of engagement.
- Stakeholders and the community were made clear about objectives of engagement.
- Participants felt they were listened to and feedback from engagement was incorporated into Jemena's gas network price proposal.

Legacy

Jemena's community consultation has transitioned from network price reset engagement into business as usual engagement for transparent decision making processes.

What Did We Learn?

- It is more effective for Jemena to partner with multicultural service providers and community leaders to reach out to vulnerable customers.
- Engagement materials and publications should be accessible and written in plain English.
- Infographics are a good way to translate technical terms into visual images for the general community to understand.
- The community feels that they are engaged when their feedback has been included in decision making processes.
- Jemena has an important role to educate the community on the gas supply chain and support vulnerable energy consumers. This role can be achieved by community partnerships and ongoing consultation about issues that affect consumers' daily lives.

WHAT WERE THE RESULTS?

- Customer Council unanimously supported Jemena's preferred price path, which will assist customers to minimise price volatility and avoid bill shock.
- Jemena incorporated feedback from the engagement into its gas price proposal submitted to the Australian Energy Regulator.
- Jemena Customer Council members have seen significant improvements in customer-centric decision making.

APPROACHES USED

- written/online information
- face to face
- CALD community leaders

4.3 Business programs in the ECC NSW

Business Energy Smart Tips

Contact: Ethnic Communities Council of NSW

Email: energy@eccnsw.org.au

Website: <http://eccnsw.org.au/best.aspx>

WHY DID WE DO IT?

- There was a lack of information on energy efficiency for small business owners from culturally diverse backgrounds.
- Research by ECC NSW showed that businesses wanted information to save energy and costs.
- To engage owners and staff of small to medium enterprises (SMEs) in new strategies to save energy in their businesses.

WHO DID WE ENGAGE?

- The majority of businesses had less than 6 employees and generally with a yearly turnover of less than \$400,000.
- 1240 owners and staff whose main language was Arabic, Dari, Farsi, Hazarghi, Vietnamese, Mandarin, Cantonese, Hindi, Tamil and Thai.
- They were from convenience shops, restaurants, takeaway shops, bakeries, general retail, butchers, community organisations and temples in Sydney, regional NSW and Melbourne.
- A further 200 businesses were reached with information.
- Local government, National and local ethnic and mainstream media, as well as Chambers of Commerce and professional organisations.

WHAT DID WE DO?

- The BEST team found businesses by cold-calling in areas of culturally diverse small business.
- 840 businesses received a free energy assessment in their own time and language that included 3 visits, an energy assessment action plan for their business, follow-up support with information and advice.
- 360 businesses that did not have time for a full energy assessment were provided with a 10 minute Quick Tips assessment and an information package relevant to their business.
- A further 200 businesses were approached and provided with information only on a street by street approach called a Street Blitz.
- The information package consisted of translated business-based checklists, fact sheets and timers.
- Case studies, both written and video, were produced for each type of business and the businesses and owners promoted through ethnic media.
- A website in multiple languages was developed with links to project materials, case studies, links to SBS and other media.
- An evaluation that tracks the business changes over time was conducted.
- Partnered with local councils and community groups.

WHAT WERE THE RESULTS?

- Provided information face to face and translated information to 986 businesses in NSW and 214 in Victoria.
- Better understanding of business electricity usage, savings and costs.
- On average businesses are paying 29 cents/kWh for electricity.
- Around 10% savings have been identified by BEST assessments across all businesses if all recommendations were to be implemented. The energy assessments focused on low and no cost options rather than higher cost options.
- 50% of the identified savings are changes in lighting and a further 25% relate to refrigeration modifications rather than replacement.
- Business better able to manage and understand their electricity use.
- In NSW 52% of businesses surveyed did not know whether their business was charged a flat or variable rate for electricity. At the end of the project this was reduced to 21%.
- Initially only 43% found reading their bill OK and by the end of the project this percentage had risen.
- At the end of the project businesses reported an increased understanding to implement no-cost and low-cost actions and that up-front costs were still a barrier.

APPROACHES USED

- written online information (web and social media) – not particularly effective
- face to face
- Ethnic media (SBS particularly good)
- CALD community leaders
- Bilingual educators
- Partnerships



Project details

Project length and timing

BEST ran from May 2013 – May 2015 and was funded by the Department of Industry and Science.

How was effectiveness/results measured?

An evaluation plan was developed at the beginning of the project that provided indicators for changes in the knowledge, skills, attitudes and behaviour (KSAB) of the participating businesses. Each business provided information for a pre-survey (current KSAB), a mid-project survey (intentions) and a post-project survey (resulting actions and improvements on KSAB). These were asked face-to-face in their own language.

Legacy

The legacy for businesses is a greater understanding of their bill and use of power in their business so that they are able to respond positively and make change when they are able.

What Did We Learn?

- Small changes make a difference. Despite working long hours, when small businesses are provided with support to make changes they are able and willing to make no-cost and low-cost changes.
- Larger changes are possible if there is some financial support. Changes requiring larger capital outlays with longer payback periods are only really affordable by larger restaurants or supermarkets when they are remodelling. Businesses are willing to make larger changes, however there needs to be financial assistance.
- Small ethno-specific businesses are generally not in any associations and the best way to reach them is through cold-calling directly to their business.
- In small family businesses information is preferred in both their own language and English as often their are different levels of English proficiency in the family.

BUSINESS EXAMPLES

Melek Supermarket & Pastry had been managed by Abu Yousif since 2007.

It is a family business. Abu Yousif stated that “generally speaking it has been difficult for small business to survive. I cannot pass the rising costs of my business to my customers as they will go somewhere else”.

Abu Yousif said “I have been practising lots of no-cost energy tips such as switching off all appliances before leaving the premises. Now I can analyse my energy bill and compare the energy consumption of my business to last year one”.

“I decided not to change the fluorescent lighting to LED due to the cost involved...”

Any help to small businesses is appreciated regardless how little or how big the outcomes are”.





Al Arja groceries is a family business run by four brothers since 1985.

Ahmed stated “I have been in this business with my brothers for 30 years. I have seen lots of changes. We were the only grocery shop in the area. Now we have many businesses around, as well as a shopping mall next door to us, where they sell what we sell, it is frustrating”.

Ahmed added “I have changed the fluorescent lightings couple of years ago for free through the Council. After the energy assessment I have consolidate goods and got rid of one fridge. Those changes might not be significant but had inspired me to move some shelves and tidy up; the place looks bigger and brighter now”.

Ahmed added “the energy assessment gave me an overview of the energy consumption of my business and how to go about making no-cost changes”.



K and Ms Eastern groceries is a family business, run by Saeed and his son-in-law for the last nine years.

Saeed said “the energy assessment helped me in making no cost changes such as installing timer to the drink fridge. I cannot afford major changes, but satisfied with little steps to lower the energy consumption. The bill is steady so far,” Saeed stated “to be informed is powerful and is an eye opener”.

4.4 Saving Water in Asian Restaurants

Saving Water in Asian Restaurants

Contact: Ethnic Communities Council of NSW

Email: energy@eccnsw.org.au

WHY DID WE DO IT?

- To engage Asian restaurant owners and staff in new strategies to save water in their kitchens, specifically through installing waterless wok stoves.
- Initial consultant research showed high water use in restaurants and high potential to reduce this.

WHO DID WE ENGAGE?

- Formed a Steering Committee with the President of the Chinese Chefs Association and other well-respected Chinese community leaders.
- Chinese, Vietnamese and Thai restaurant owners and staff.
- Worked through phone book survey, Council contacts, Thai Restaurants' Association, small business program (Government & Council) advice, wok suppliers to identify businesses.



WHAT DID WE DO?

- Written information in each language on actions to save water in kitchens and including calculated \$ savings; brochures on the waterless wok stove and a subsidy offer to owners to purchase waterless wok stoves.
- Worked through 6 bilingual educators; they communicated with owners and staff, visited all sites, explained rebates, liaised with suppliers, translated written materials, recorded data, monitored media.
- Organised recognition and celebration events with businesses in different languages with guest speakers/presenters; ethnic media at all events.
- Developed a DVD in five languages and a website.
- Waterless wok suppliers promoted the technology as did local councils and community groups.



WHAT WERE THE RESULTS?

- We engaged 848 restaurants over seven years and installed a total of 169 waterless wok stoves in their restaurants.
- The project delivered total water savings of approximately 212 ML per annum, an average of 78% reduction in water usage. Stand-alone restaurants saved much more compared to food courts or restaurants in clubs/pubs.
- The Bilingual educators were rated highly. They were preferred for all communication because not all staff/management spoke or read English; their knowledge of issues and support and communication were all rated highly.



- The project was entered in and won three State and National environmental awards; presented at conferences, to water authorities nationally, Councils, shopping centre managers and hospitality associations.
- There was much more uptake in Chinese media than Thai or Vietnamese.
- Water and \$\$ savings as well as links with upgrade plans drove the uptake of waterless wok stoves. Non replacement was driven by cost, timing, disinterest, and risk aversion.

APPROACHES USED

- written/online information
- face to face
- CALD community leaders
- ethnic media
- Bilingual educators
- Partnerships

Project details

Project length and timing

3 stages extending geographic area and language groups.

How was effectiveness/results measured?

- measured water use before and after project; revisited 30% of businesses 12 months later.
- Survey of participating restaurateurs at middle and end of project.
- Bilingual educators collected data, photos, informal feedback; also independent evaluator engaged to develop evaluation plan and undertake a telephone survey in language.

Legacy

Water savings for Sydney continue each year saving approximately two billion litres of water over 10 years.

Sustained bill savings for restaurants are hard to verify but all participants are still using the new wok stoves. There has been some disappointment with level of savings; project has boosted the market size and supply numbers for waterless wok stoves.

What did we learn?

- The managers and owners of the businesses were only receptive to the new technology when all of their issues and concerns were addressed by informed bilingual educators from their own culture. To demonstrate the benefits of the technology, a DVD was produced that showed other members of their business community speaking about the benefits of the technology and demonstrating its use.
- Wok stove manufacturers are now improving designs based on feedback from the program; this is boosting the market for these products.
- The project had to have different approaches; communities differed in organisation, cohesion, outreach.
- All preferred the information presented in language by bilingual educators.

Section 5: Measuring your success

There is limited value in doing a project if you don't take the time to find out how successful it was.

You need to know whether the approach has helped to progress your chosen issue, can it be applied to other issues, was it a good return on investment or do you need to do something different?

You need to plan and be systematic about how you will measure success at the time you are developing your project, otherwise, you will not be able to get all of the information you need. Thinking about measurement at the end is too late!

5.1 What to measure to judge success

What will you measure and how, to demonstrate that your project has been successful?

These key questions will help:

- Who will you be reporting success/results to? What will their main focus be? e.g. internal finance, AEMC, external partners, your community?
- Did the project deliver the results you described in Section 3.2 (a)? If so, how well? If not, why not?
- Review each of the outcomes you said you wanted:
 - the resources/information you listed?
 - the desired changes in knowledge, skills and behaviour that you wanted?
- Was the program well managed?
- Do the program results justify the time and resource investment?
- How are the outcomes valued by key partners?
- What does your target audience think of your organisation/the issue as a result of the program?

5.2 What information is needed and how to collect it

Measuring the success of your program can use either quantitative data (e.g. surveys, where the data is primarily numerical) and qualitative data (e.g. in depth interviews, focus groups where the data is primarily text and involves the analysis of focus group findings).²⁹ Measurement can range from relatively simple

information to complex data requiring detailed analysis. The approaches you choose will depend on the size and scope of your program.

A key issue is that measuring the effectiveness of consultation should be done with a representative sample of those involved and that questions are asked in an unbiased way. It is also important to have information on the initial knowledge, opinions and behaviour of participants but 'what' and 'how' these have changed at the end of the process.

The data you collect will provide hard evidence to your community, supporters and funders to identify what has worked as a result of your efforts, what hasn't, and the likely reasons why. Any achievements can then be confidently repeated in other places and future problems minimised.

No matter who is part of your project, you can also evaluate the success of your relationships, your partnerships and the way the program has been run. Areas to consider are listed below. In each case gather information or data to illustrate and support your answer:³⁰

Appropriateness – Did the program stay focused on its intended outcomes and objectives? Did everyone understand/have the same outcomes? What would you do differently?

Effectiveness – How well did the processes and partnerships used for the program work? Did your partners value the project? How do you know? What would you do differently? What was the observed change in knowledge, opinions and behaviour over the course of the consultation process?

Efficiency – Could resources have been used in better ways? Was it good value for effort and \$'s invested? What would you do differently?

Management – Was the program well managed? Think about coordination, decision making, support for partnerships and collaboration between different groups? What would you do differently?

TABLE 1 - COMMONLY USED RESEARCH METHODS

RESEARCH METHODS/ TOOLS	KEY FEATURES
Surveys	<ul style="list-style-type: none"> ● Most commonly used method. Used for qualitative and quantitative data collection ● Includes questionnaires and interviews (written and oral forms) ● Can be paper-based, phone or face-to-face interviews or online surveys
Focus groups	<ul style="list-style-type: none"> ● Used for qualitative data collection ● Usually an open, facilitated discussion with a group of people on a particular issue ● Good for exploratory research to delve deeper into issues
Observations	<ul style="list-style-type: none"> ● Vision and hearing are the main methods of data collection, usually without the participant knowing they are being observed. These can also involve audio/video recording ● Observations can also be conducted with participants aware of the observation ('ethnographic research') and then queried about why they do things the way they do ● Ethics issues may be an important consideration, particularly for observation that is not in public places or for video/audio recording (see Section 2.6)
Desktop research	<ul style="list-style-type: none"> ● Involves collating data and research done by others and analysing it ● Includes online searching to source data, journals, conference papers, reports ● Includes documentary research, literature reviews and content analysis
Participatory research	<ul style="list-style-type: none"> ● Involves people collaborating to critically examine and understand levers and barriers to change and to develop and implement plans for change ● Usually involves a group of participants, led by a facilitator ● Often used in action based learning where participants 'plan-act-reflect' in an iterative cycle, sharing knowledge to improve practice during the program cycle
Case studies	<ul style="list-style-type: none"> ● Stories told in a structured way. Case studies are often used to examine complex issues in real-life applications. They are ideally suited for understanding phenomena that require a holistic view, where cause-and-effect relationships are likely influenced by a number of factors ● Can be used to understand good practice in sustainability programs. They help participants review their experiences, draw out lessons and share ideas.

5.3 How much research and measurement is enough?

This will vary according to the scale of your project and also depends whether there is existing data and research around to help you plan and report your results or whether you need to collect it. It will also depend on how sensitive the issue or project is and the purpose of project (local pilot for statewide or national roll out for example).

5.4 Need more help?

Sections of the NSW Office of Environment and Heritage Guide to using research in sustainability programs ³¹ will provide you with more detail on how and what to research and measure the success of your program. This includes templates, frameworks and sample briefs and questions. It covers all program stages including initial target audience research about at the planning stage and how to measure results of various objectives and outcomes during and at the end.

Section 6: Who can help?

Listed below are the contact details for the peak multicultural organisations in each state. Each of these organisations has lists of their member or related organisations on their websites.

AUSTRALIAN CAPITAL TERRITORY

ACT Multicultural Council Inc

PO Box 5026
Chisholm ACT 2905
P: 0404 004 925
E: mithunka@gmail.com

NEW SOUTH WALES

Ethnic Communities' Council of NSW

221 Cope Street
Waterloo NSW 2017
P: 02 9319 0288
F: 02 9319 4229
E: admin@eccnsw.org.au
W: www.eccnsw.org.au

Multicultural Communities' Council of Illawarra Inc

117 Corrimal Street
Wollongong NSW 2500
PO Box 238
Wollongong NSW 2500
P: 02 4229 7566
F: 02 4226 3146
E: admin@mcci.org.au
W: www.mcci.org.au

Ethnic Communities' Council Newcastle & Hunter Region

2a Platt Street
Waratah NSW 2298
P: 02 49608248
F: 02 49608
E: office@eccnewcastle.org.au
W: www.eccnewcastle.org.au

Multicultural Communities Council

Wagga Wagga Inc

53 Trail Street
Wagga Wagga NSW 2650
PO Box 222
Wagga Wagga NSW 2650
P: 02 69216666
F: 02 6921 6669
E: multicultural@mcww.org.au
W: www.mcww.org.au

Young & District Multicultural Association Inc

62 Redhill Road
Young NSW 2594
PO Box 92
Young NSW 2594
P: 02 6382 5469
F: 02 6382 3575

Multicultural Council of Griffith Inc

Koyoo Street
Griffith NSW 2680
PO Box 2327
Griffith NSW 2680
P: 02 6964 4366
F: 02 6964 6364
E: multiculturalcouncilofgriffith@gmail.com

NORTHERN TERRITORY

Multicultural Council of the Northern Territory

Malak Shopping Centre
Shop 15
Malak Place Malak NT 0812
PO Box 299
Karama NT 0813
P: 08 8945 9122
F: 08 8945 9155
E: admin@mcnt.org.au
W: www.mcnt.org.au

QUEENSLAND

Ethnic Communities Council of QLD

253 Boundary Street
West End QLD 4101
PO Box 5916
West End QLD 4101
P: 07 3844 9166
F: 07 3846 4453
E: administration@eccq.com.au
W: www.eccq.com.au

Ethnic Communities Council of Logan Inc

PO Box 604
 Woodridge QLD 4114
 P: 07 3299 3377
 F: 07 3402 3084
 E: admin@eccl.org.au
 W: www.eccl.org.au

Multicultural Communities Council Gold Coast

1 Dominions Road
 Ashmore QLD 4212
 PO Box 345
 Ashmore City QLD 4214
 P: 07 5527 8011
 F: 07 5527 8531
 E: mail@mccgc.com.au
 W: www.mccgc.com.au

Townsville Intercultural Centre Ltd

Level 1, 360 Citilink Building
 358 Flinders Street
 Townsville QLD 4810
 PO Box 1858
 Townsville QLD 4810
 P: 07 4772 4800
 F: 07 4772 1840
 E: farvardin.daliri@bigpond.com
 W: www.townsville-mrc.org

TASMANIA**Multicultural Council of Tasmania**

McDougall Building
 Ellerslie Road
 Battery Point TAS 7000
 PO Box 798
 Hobart TAS 7001
 P: 03 6231 5067
 F: 03 6231 5069
 E: mcot@tassie.net.au
 W: www.mcot.org.au

SOUTH AUSTRALIA**Multicultural Communities Council of SA**

113 Gilbert Street
 Adelaide SA 5000
 P: 08 8345 5266
 F: 08 9345 5277
 E: mccsa@mccsa.org.au
 W: www.mccsa.org.au

VICTORIA**Ethnic Communities' Council of Victoria**

Statewide Resources Centre
 150 Palmerston St
 Carlton VIC 3053
 P: 03 9349 4122
 F: 03 9349 4967
 E: eccv@eccv.org.au
 W: www.eccv.org.au

Diversitat

153 Pakington Street
 Geelong West VIC 3218
 P: 03 5221 6044
 F: 03 5223 2848
 E: diversitat@diversitat.org.au
 W: www.diversitat.org.au

Ballarat Regional Multicultural Council

Golden Point Learning and Cultural Environment
 Cnr Grant & English Streets
 Golden Point VIC 3350
 PO Box 1418
 Bakery Hill VIC 3354
 P: 03 5332 5941
 F: 03 5332 5944
 E: admin@brmc.org.au
 W: www.brmc.org.au

Sunraysia Mallee Ethnic Communities' Council Inc

38-40 Madden Avenue
 Mildura VIC 3500
 PO Box 1213
 Mildura VIC 3502
 P: 03 5022 1006
 F: 03 5021 2450
 E: dean@smecc.org.au
 W: www.smeccin.com.au

Ethnic Council of Shepparton & District

158 Welsford Street
 Shepparton VIC 3632
 PO Box 585
 Shepparton VIC 3632
 P: 03 5831 2395
 F: 03 5831 3764
 E: ecshepp@mcmmedia.com.au
 W: www.ethniccouncilshepparton.com.au

Gippsland Ethnic Communities' Council Inc

PO Box 3492
Gippsland Mail Centre VIC 3841
P: 03 5126 2091
F: 03 5126 4027
E: gippslandecc@gmail.com
W: www.gippslandethniccommunitiescouncil.websytc.com.au

North East Multicultural Association

47B Reid Street
Wangaratta VIC 3676
PO Box 417
Wangaratta 3676
P: 03 5721 2090
E: nema@nema.org.au
W: www.nema.org.au

WESTERN AUSTRALIA

Ethnic Communities' Council of Western Australia

20 View Street
North Perth WA 6006
P: 08 9227 5322
F: 08 9227 5460
E: eccwainfo@gmail.com
W: www.eccwa.org.au

Endnotes

- 1 Australian Energy Regulator Consumer Engagement Guideline (November 2013)
- 2 Newgate Research, NSW Consumer and Stakeholder Research Report, prepared for the Australian Energy Market Commission to inform the Communications Blueprint associated with a Review of Competition in the Retail Electricity and Natural Gas markets in NSW, 20 September 2013
- 3 Australian Bureau of Statistics 2071.0: *Reflecting a nation: Stories from the 2011 Census 2012-13 Cultural Diversity in Australia* 21 June 2012
- 4 Queensland Government Dept of Communities: *Engaging Queenslanders: An introduction to working with culturally and linguistically diverse (CALD) communities* P 25
- 5 Government of WA Dept of Local Govt. Office of Multicultural Interests: *Engaging Culturally and Linguistically Diverse Communities A Guide for the WA Public sector* P 2
- 6 All data from 2011 census – from Atlas.id.com
- 7 IPART NSW Fact Sheet: *Reducing energy and water use – what makes the biggest difference* December 2011
- 8 Conducted by ECC NSW; small group discussion with Indian Community representatives to inform the Sustainable Living Program April 2013
- 9 Op Cit Government of WA P 33
- 10 Ethnic Communities Council NSW: Experiences of Energy consumption for CALD communities – Highlights from an Ethnic Communities Council research report
- 11 PIAC, *Cut Off III: the Social Impact of Utility Disconnection*, Final Report April 2013
- 12 RMIT 2014 interim report *Changing Demand: Flexibility of Energy Practices in Households with Children* P44
- 13 Op Cit WA Government P 6
- 14 Op.Cit. WA Government P 4-5
- 15 see Uniting Care Australia, Discussion paper, *A deliberative approach to consumer engagement in the energy sector*, December 2014
- 16 Office of Environment and Heritage: Building Sustainable Communities – Ideas for inclusive projects P 12; OEH 2011/0563
- 17 Ibid P13
- 18 Op.Cit WA Government P 7
- 19 Ibid P 6
- 20 Ibid. P 16
- 21 NSW Government: NSW Multicultural Communications Guide October 2012 p.3
- 22 Ibid
- 23 Adapted from Georgetown University National Centre for Cultural Competence: *Toolkit for Community Health Providers – Engaging Ethnic media to inform communities about safe sleep.* P 8
- 24 Op.Cit Queensland Government Chapter 8 P 27-31
- 25 Op Cit. WA Government P 9
- 26 Op Cit OEH p 18
- 27 Ibid
- 28 Op cit. WA Government P 15
- 29 Ibid P:7
- 30 Office of Environment and Heritage: *Guide to using research in sustainability programs* DECC2009/93 Appendix A p33
- 31 Ibid p10
- 32 Ibid Available on OEH website.

