Co-designing emergency communications with multicultural communities

Burnet Institute and North East Multicultural Association

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Background

Emergencies

Emergencies are events which endanger or threaten to endanger life, property of the environment (1). Examples in Australia include fires, floods, storms, earthquakes and disease outbreaks (2). Emergencies have negative impacts on people's mental and physical health, financial situation, housing and employment (3). To reduce the negative impacts of emergencies, effective communication is critical (4).

Emergency Communication

Emergency communication refers to how we share information before, during and after an emergency (5). Multiple stakeholders can share emergency information including government departments, media outlets, emergency service providers, community organisations and members of the public (6). Before an emergency, effective communication can provide information so communities are able to make informed decisions, take life-saving actions and reduce the impacts of an emergency (7). Emergency communication needs to be trusted by the community so people feel empowered to protect themselves, their families and communities (8).

Multicultural communities

Evidence suggests that multicultural communities face barriers to accessing emergency information (9). In 2021, 28% of people in Australia reported they were born overseas and 23% reported using a language other than English at home (10). Emergency communication with multicultural communities is critical as newly-arrived groups may have limited experience and understanding of local hazards in Australia (11). During the COVID-19 pandemic and recent bushfires and floods in Victoria, multicultural communities shared their experiences with emergency communication. Common problems included limited availability of resources in languages other than English, complex language, poorly translated information and limited use of culturally-appropriate platforms (9, 12, 13). These problems make it more difficult for multicultural communities to prepare and respond to emergencies, placing them at risk of elevated harms.

Our aim

We aimed to support more equitable outcomes in emergencies by:

- Exploring the emergency communication preferences of multicultural community members in regional Victoria
- Collaborating with multicultural organisations and communities to co-design emergency communication resources

Methods

Larger program of work

This work was part of a larger 2-year program that aimed to support multicultural communities to prepare for, respond to and recover from emergencies (14). This program was funded by Emergency Recovery Victoria and involved a partnership between the Burnet Institute, Ethnic Communities' Council of Victoria, LanguageLoop, Neighbourhood Collective Australia and Today Design. This report focuses on the research project led by the Burnet Institute.

Research team

Our team included researchers from Burnet Institute's Implementation Science working group. Our team have experience collaborating with community organisations, facilitating workshops and creating products with diverse multicultural communities. Our team also included a PhD student with a history of working in emergency services and teaching English as a second language.

A participatory approach

Participatory research involves working collaboratively to develop a study that explores a topic of importance to the community and takes action to create social change (15). Participatory research is flexible and iterative, meaning that projects are shaped by local community input (16).

Scoping phase

Based on early discussions with key stakeholders, we learnt that regional ethnic councils and multicultural associations were leading emergency communication efforts with multicultural communities. We heard that community leaders and volunteers often did this work with limited resources. As a result, we aimed to partner with a local multicultural organisation to support and build on their existing work.

Study partners

We partnered with North East Multicultural Association (NEMA), a not-for-profit organisation that support migrants in the North East of Victoria (17). To shape the research, we held an in-person planning session and two online meetings. We mapped NEMA's body of work in emergencies, their hopes and fears for our project and opportunities to work together. We learnt that NEMA had created resources like translated emergency communication plans and emergency contact lists. In previous emergencies, NEMA also developed a phone tree system which provided local emergency information to their members through text message. Hopes for the project included creating something useful, building connections with community and identifying future opportunities to work together. Fears included limited funding for implementation and sustainability challenges. The main opportunity identified for our research was to work with NEMA staff, volunteers and community members to create audio-visual resources. Specifically, NEMA hoped to create videos that could be shared with diverse cultural and language groups through community and social media channels. Based on these learnings, we adapted our study and allocated budget for NEMA staff to support the project.

Participants

Participants were recruited through community networks of NEMA. Those who were interested were contacted by the research team through phone, text message or email. To participate in the research, participants needed to be aged over 18 years, live, work or study in North East regional Victoria and report they were a multicultural community member, emergency service provider or worked with multicultural communities.

Co-design workshops

Participants (n=16) were invited to attend three in-person co-design workshops at NEMA (Image 1). Co-design refers to bringing community members together with other stakeholders to co-create products, services or policies (18). We worked with NEMA to plan workshops that would be suitable for participants from diverse cultural backgrounds. Suggestions included incorporating visual material where possible, using clear templates and prompts and dedicating time to share food together. Three researchers facilitated these workshops with support from NEMA staff. Workshops went for three hours each and involved interactive activities in small groups (Table 1). An interpreter attended the workshops to support participants who preferred to participate in Italian (n=4). Where participants could not attend a workshop in person, they could share their feedback through an online interview with similar questions to in person workshops (n=2).

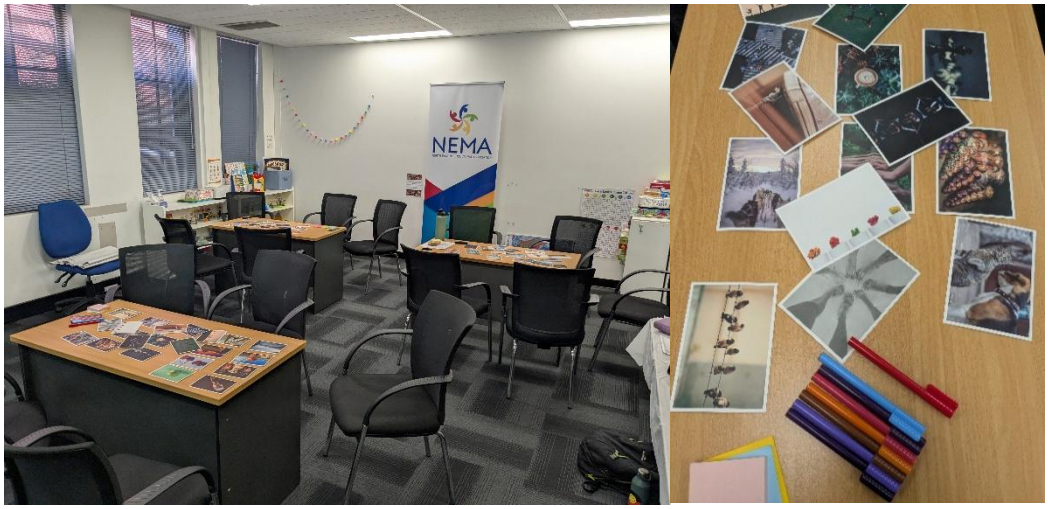

Image 1: Interactive workshop at NEMA using visual materials

Table 1. Workshop activities

Workshop 1	• Welcome and introductions • Warm up: Choose a picture card that represents a strength you have • Think, feel, do, questions: In small groups, we showed participants three existing images representing emergency preparedness. Each group described what they thought, felt, would do and what questions they had about the images. • Video reflections: We played two existing emergency preparedness videos. We asked participants what they liked and did not like about each example. • Evaluation: Participants reflected on the workshop and shared a rose (something they enjoyed), bud (something they learnt) and thorn (something challenging).
Workshop 2	• Summary of what we have learnt so far • Warm up: Participants drew and shared an image that represented their culture • Multicultural strengths in emergencies: Tell us about the skills multicultural communities have to get ready for emergencies, how you share emergency information and the support systems that could help you prepare • Priority messages: On the table we have put six messages you believed were important from workshop 1. Please order these messages on a scale from most important to least important. • Build your top message: Choose your top message. Who should we show this to? What actions do we want people to take? What might support people to do this? How do we want people to feel after seeing this message? • Evaluation: Share something you liked, something you will remember and something you would change about today's workshop
Workshop 3	• Summary of what we have learnt so far • Testing and building on key messages: We created three message boards with a key message and associated actions. We asked participants what they would change or add, whether messages were clear, what might help them take these actions and what might stop them from taking these actions. • Testing and building the creative approach: We presented three potential creative directions for videos. We asked participants what they thought about each approach, what was appealing and not appealing. For each key message we asked participants to vote for their preferred creative direction. • Video look and feel: We asked participants who should be in the videos and who would they trust information from. We also asked what kind of images and places people would like to see included and what might make the videos more trustworthy. • Evaluation: What did you learn? What is something important you told us? What would you tell other people about the workshops? What else would you like to learn about emergencies?

Data Synthesis

Where possible, researchers audio-recorded workshop activities. Audible sections were transcribed and de-identified. During workshops, researchers also scribed participant discussion on activity templates and took notes to capture reflections. After workshops, data were entered into Miro, an online collaborative tool that enables users to add text, images and create diagrams. We grouped data about similar topics together to generate practical insights about participant's perceptions and preferences for emergency communication resources. These insights were shared back with NEMA and participants to check our understanding. Insights were then shared with the design team to inform the final product.

Findings

Participant demographics

We recruited 16 diverse participants including multicultural community members (n=9), an emergency service provider (n=1) and NEMA staff and volunteers (n=6). Overall, 63% reported they were born overseas, 81% identified as female and ages ranged from 33-84 years. Most participants (69%) used languages other than English at home including Italian, Gujarati, Maltese, Mandarin, Croatian, Turkish and Persian.

Image 2: NEMA office, wall of flags representing the diverse multicultural communities in the area

Insights

Reflections on existing emergency communication resources

Participants described some existing emergency communication resources as unclear and confusing. For participants who used English as a second language, images with fire warnings were difficult to discuss and explain. Words like 'catastrophic' and 'extreme' were described as complex. If participants could not quickly understand the meaning of an image or sign, they were unlikely to take action. Some participants were from countries where bushfires do not occur, thus rating systems and warnings were unfamiliar.

> *"In Asian countries there is no system like this. They don't have much bushfires. So that makes it bit harder for migrants to understand what this danger is about"* (Participant 22, workshop 1)

Images containing complex terminology and unfamiliar symbols also made it difficult to interpret the meaning of information. Participants spent time trying to interpret what different symbols represented, often asking "what does this mean?". For example, participants who were shown resources promoting emergency kits were confused by the term and symbol used for 'kit', questioning whether they should pack items into an esky or a bag. Similarly, when participants reviewed flood preparation resources, they were unsure what items like sandbags were or where to access them.

> *"Just the bag. 'Bag it' I think you have to have a fairly good understanding of Australian culture to understand what bag it means"* (Participant 15, workshop 1)

> *"I don't know what the sand bagging is you know"* (Participant 21, workshop 1)

Audio-visual resources that included simple images and familiar items were easier to understand and discuss. For example, when shown images and videos of emergency kits, participants recognised items like medication, important documents, water and food. They reflected on what items they already had at home and how they could start to build their own kit. When information was broken into smaller steps and showed 'real' items (rather than symbols), participants found it easier to follow. Information that was clearer and encouraged conversations made participants feel more confident that they would be able to take action to get ready for emergencies.

Additionally, when shown videos promoting emergency preparation, most participants found that information was shared too quickly. The fast pace made it challenging for participants to reflect on the information and recall what actions they might need to take.

> *"The information is simple everyone will understand, but maybe if it's presented that quick, no one will really understand"* (Participant 16, Workshop 1)

Participants also shared that some emergency communication resources made them feel worried and confused about what they should do. They preferred resources that adopted empowering language, rather than fear. Videos that showed damage to the natural environment were described as upsetting because they reminded participants of past emergency experiences.

> *"That one was sad, with the land. They look nice now but when things happened, they were very stressful, very sad, very panicked. The land looked awful, miserable, all burned, nothing left there…That reminds you of what could be happening, are we approaching another one? We hope not"* (Participant 20, workshop 1)

Priorities for key messages to share with multicultural communities

Throughout workshops, participants highlighted the messages they believed were important to share with multicultural communities in regional areas to support emergency preparation.

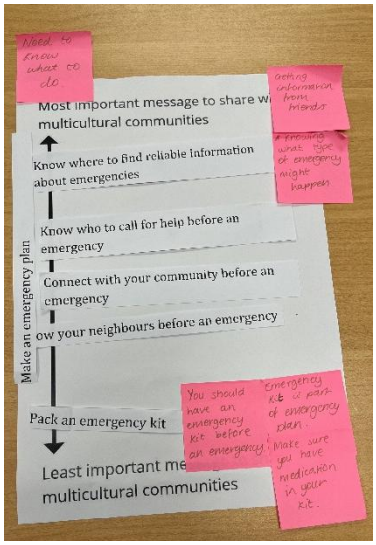

Image 3: Example of participants prioritising key messages to include in the videos.

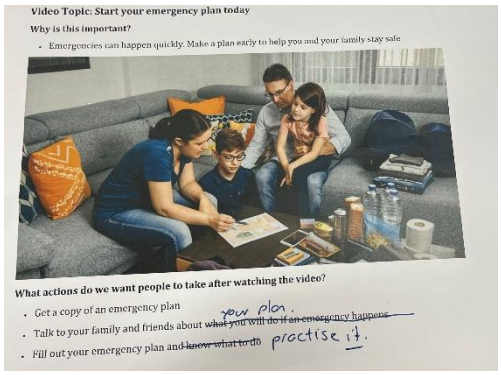

Image 4: Example of sharing back potential key messages with participants

Connect with your community for support

Participants reflected on the importance of connecting with community to access support and information. Community was perceived as people who live in the same area, share the same cultural background or language or share similar interests. Some participants from migrant backgrounds reported that most of their family members and friends lived overseas or in metropolitan areas thus meeting neighbours and other local community members was key for establishing a support network. Connecting with people prior to an emergency was essential to ensure people had access to support during emergencies.

> *"Like me I don't have a family member here, so I have to make a good connection with my neighbours first, then friends, and then colleagues…We have to make first neighbour connection so we can get help from them first because my family is overseas"* (Participant 12, workshop 1)

Participants who were born in Australia also echoed the importance of connection. They emphasised the need to regularly check in with community members to build relationships,

particularly with people who were elderly, newly arrived or had limited English proficiency. Participants felt that in regional areas, community members strongly valued reaching out and supporting each other.

> *"People will check in each other, we're so good at that. In rural areas, double check in someone, or if they haven't seen someone, people do check"* (Participant 13, workshop 1)

> *"Try to help each other and this is what I'm doing all my life... Sort of try to get everyone together, doesn't matter where you come from"* (Participant 9, workshop 2)

To build community connections, participants suggested encouraging small steps that people could take. For example, participants suggested to make a start by saying hello to your neighbours or other people living in the same area. They also suggested sharing tea, coffee or food and having brief conversations.

> *"You have to first say hello to them and we can make coffee and tea with them so once we are connected with them then automatically... you are connected with the community, with the neighbours as well. And they're very friendly. Like ah, so they might come to your house and having some coffee, we are sharing food as well, this is our culture you can try. We can also try their food"* (P12, workshop 3)

Despite connections being important, participants described barriers to building relationships. Participants shared that when they moved to a regional area and had limited English, it was challenging and intimidating to approach new people. Participants worried that they would not be accepted due to having different lifestyles and cultural values. Some participants also did not have neighbours who were close by or were hesitant to introduce themselves because their neighbours did not seem welcoming.

> *"Because the, my English is not very good, so sometimes community not very nice"* (Participant 18, workshop 3)

When we explored how to strengthen community connections, participants reflected on the importance of multicultural and faith-based organisations. Multiple participants described how being welcomed and included by local support services enabled them to meet other people from multicultural backgrounds, build friendships and seek support for other life challenges. Being able to access the support they needed meant that community members developed trust in the organisation, built relationships with staff and volunteers and would likely return for future support.

> *"Like if I connect with the council, if I connect with the community, if I go to church they will share the information, you want this support or something. So slowly and gradually word of mouth, like you are in new place so you can also go to NEMA as well because they are like multicultural association"* (Participant 12, workshop 2)

> *"Well it was most welcoming when I came in and actually I, I haven't met anybody and whatever I need, I tried lots of different places and got what I need here. Because any help that I needed was there...And it was nothing too hard. They did it with very willing. And it's build up trust because it's been 2 years, 3 years and still NEMA knows me and NEMA invite me for every event. Like that ah relation is built up now like they knows us and I also know*

> *[names removed] when I come and talk to them, say hello, hi, 'cause they're just welcoming"* (Participant 9, workshop 2)

Participants also described the importance of organisations offering regular social events that community members could attend. These events provided an environment where staff and volunteers could facilitate introductions and build the confidence of people to meet others. Social groups could then attend other community events together like community markets or cultural events like harmony day.

> *"Community markets are also going on so people are sitting there talking, having some information, chit chat, cup of tea. Like discussing with people what happens here, what happens in the town"* (Participant 12, workshop 2)

Start an emergency plan

Participants believed that it was important to plan what they and their loved ones would do if an emergency happened. They identified that creating an emergency kit was a key part of planning. They acknowledged that during emergencies people experience heightened stress, fear and anxiety thus planning and packing items in advance were essential.

> *"It all depends on a person as well, as you said are you a panicker? Are you straight thinking? It depends what you are. Because I went through the fire at [name removed] where I lost work that I did for 6 years, it was gone just like that so what do you do? You have to know yourself really. And know what your capabilities are for any emergency"* (Participant 9, workshop 2)

Most participants were aware of emergency plans but had not completed one for their household. Similarly, most participants identified they had some existing emergency items at home but had not created an emergency kit. Some participants mentioned that making an emergency plan was not a current priority in the context of work, education and other responsibilities. Additionally, participants reported that when there had not been an emergency for a number of years, they were less likely to make a plan.

> *"They were really wanting to prepare themselves, but when I was asking have you prepare your emergency plan, most of them their response was like it's in progress"* (Participant 22, workshop 2)

> *"After we had the fires in 2019, everyone suddenly had a fire plan but we haven't had a, we haven't had a flood plan, we haven't had a real flood for ages so nobody does a flood plan"* (Participant 15, workshop 3)

For participants who used a language other than English at home, common barriers to planning included limited availability of resources in community languages and participants feeling like they needed to write their plan in English. Other participants felt they lacked the information to make a 'perfect' plan and were hesitant to start. Planning was also challenging for elderly people from multicultural communities who lived alone, as they did not have family members close by to plan with. Others were worried about how much they would need to spend to make an emergency kit.

To address these barriers, participants suggested providing in-language resources that could support people to start their emergency plan. They suggested explaining why planning is important and outlining simple steps that people could take to get started. For example, participants suggested that planning could begin through conversations with loved ones, rather than having to write their plan down. Additionally, they suggested people practice their plan so all household members would know what steps to take.

> *"keep it simple 'cause a lot of people probably don't want to do it because people don't think it affects them so maybe with all the advertising about fire on TV maybe as something as simple as a step by step process so it's easy for them because some people think it's a waste of time"* (Participant 13, workshop 3)

Learn about emergencies in your local area

Participants identified that when they arrived in Australia, they were not familiar with local emergencies, changing weather conditions or the role of emergency service providers. Participants recognised the importance of learning about emergencies to protect themselves, families and communities.

> *"When an emergency is pending you tend to panic. And if you know where you can get information, information gives you power so you don't want to fly blind"* (Participant X, workshop 3)

Learning about emergencies was typically not a person's first priority when they moved to a regional area, compared with other pressing issues like education, employment, housing and visa challenges. Participants were also unsure where they would find emergency information. Some participants, particularly those born in Australia, were familiar with the Vic Emergency app and tuning into local radio stations for up-to-date information. However, participants who were born overseas typically did not use these channels, preferring to listen to in-language community radio, use social media or have conversations to learn emergency information. Participants described trusted networks like family, friends, multicultural support services, community leaders and faith-based groups as their preferred source of information about emergencies. If participants learnt something new about emergencies, they would likely verify information with people they already knew and trusted.

> *"People need support. They may not know what 'emergency kit' means but if they can go next door and ask the neighbour what does this mean?"* (Participant 15, workshop 2)

Participants also felt a sense of responsibility to share emergency information they learnt with people they knew, typically through channels like phone calls, conversations, WhatsApp or social media. Sharing information and updates through established WhatsApp groups was common for younger participants and those familiar with technology.

> *"And if there is a flood or a fire it's better call the community, give news... Let them know what's going on to help each other... your friends, your neighbours, your family"* (Participant 20, workshop 1)

> *"There are some WhatsApp groups like people who actually, one person who is updated with the emergency ah information, put the things in and the others know and trust that*

person because they know that, that person is knowledgeable and connected with emergency organisations and updated with all the information. Even they don't know how to connect, how to get the information they trust that person and they follow their information" (Participant X, workshop 2 – online)

To facilitate learning, participants suggested sharing information in a variety of ways. For example, they recommended holding community events where participants could share food, meet emergency service providers and learn emergency information in a group environment. This approach was particularly important for older participants who did not use social media and preferred to communicate in person rather than using technology. Most participants also valued the social connections that could arise from community education and training opportunities.

> *"We invite emergency services too, for many reasons, like introduce emergency services to the new people who don't know. Secondly building a connection and breaking the ice between them, inviting them for the... events, social gathering"* (Participant 22, workshop 3)

Preferences for creative direction

When we explored how videos should look and feel, participants recommended including people from diverse cultural backgrounds. Participants were interested in hearing community members share their personal stories and experiences. This approach was perceived as a way to humanise emergency preparedness, increase authenticity and enable participants to apply scenarios to their own lives.

> *"Different languages, different ethnic groups. It give us a feeling that we are not alone"* (Participant 22, workshop 1)

> *"I like that they made it personal. Talking about their experience in a nice concise way"* (Participant 11, workshop 1)

Participants also recommended that videos should include trusted community experts who could share clear information about preparing for emergencies. They recommended experts simplify complex emergency terms and share information about one topic so participants did not feel overwhelmed. For some participants, experts were multicultural community workers while for others, experts were emergency service providers. Linking to other practical resources from experts could also increase the trustworthiness of a video.

Image 5: Voting activity to explore participant preferences for video look and feel

Importantly, participants believed that videos should empower multicultural community members to take action, rather than create fear. Participants supported showing the positive impacts that could occur from being prepared, rather than negative consequences. A key recommendation was for videos to outline practical steps people could take in their everyday lives to be ready for emergencies.

> *"I think one approach to that is instead of saying as you said your vulnerable we need to help you, is an empowering statement: It's easy to prepare, these are the things you can probably do yourself and they might be like "yeah I can do that"* (Participant 17, Workshop 1)

> *"I think we also want them to feel welcome, not like we are lecturing … some people who don't know stuff, inclusive I guess … we all need to know this"* (Participant 15, workshop 2)

Design Outputs

Based on these insights, we worked with Today Design (a design studio), NEMA and community members with lived experiences of emergencies to develop three short videos. We created 'Ready Together' a video series that aims to empower multicultural communities in regional Victoria to get ready for emergencies by staying, learning and planning together (Image 6). These video series reflect the insights presented in our findings (Table 2).

Image 6: Ready Together video series

The videos featured a trusted multicultural community worker explaining the importance of preparing for emergencies and sharing practical tips related to a specific topic. They also include diverse multicultural community members from regional Victoria sharing their personal experiences of preparing for emergencies (Image 7). To ensure videos were authentic, we conducted interviews with community members prior to filming to better understand their migration and emergency experiences. During filming, we posed questions to the community members and encouraged them to answer in their own words. Each person reflected on their experience of migrating to north east regional Victoria, their experience with an emergency and steps they took to protect themselves, their family and community.

Image 7: Community members sharing their experiences of preparing for emergencies

The videos were filmed in a home environment and included footage from the local area to ensure they felt familiar to community members in regional areas. Videos emphasised the importance of getting ready for emergencies by taking small steps so community members would feel confident they could prepare for emergencies (Image 8). Language Loop translated the videos into three different languages identified as relevant to the local area (Burmese, Dari and Punjabi).

Image 8: Screen shot from 'Plan Together'

To share these videos, we held a community event with 11 community members, NEMA staff and volunteers. We presented what we learnt from the workshops, played back the three videos, celebrated participant contributions and heard early feedback from community members. We also shared back a plain language summary and video links with participants who attended workshops. North East Multicultural Association created a YouTube page so they could upload the videos and share them more widely through social media. These videos are publicly available for viewing using the links in the table below.

Table 2: Ready Together video series

Video title	Message	Link
Stay Together	Connect with your community to access support and information	https://youtu.be/HrtPaDDS0eo
Learn Together	Learn about emergencies and where to access information in your local area	https://youtu.be/Rd82dNZu0v4
Plan Together	Start discussions about your emergency plan	https://youtu.be/gPZ8kzoM9H4

Discussion

Summary

This participatory research project enabled us to collaborate with service providers and community members to co-design emergency communication resources. Building on NEMA's existing work, we aimed to develop videos that supported multicultural communities in regional areas to get ready for emergencies. Through workshops, we identified challenges of existing emergency communication, important messages to share and preferences for what videos should look and feel like. Based on these insights, we created the Ready Together video series which encourages multicultural communities to get ready for emergencies by staying, learning and planning together.

Collaboration with local multicultural association

Working in partnership with NEMA enabled us to create a research project and outputs that complemented local emergency communication efforts. Allocating funds to NEMA meant their staff were able to support the project through recruiting participants via trusted networks, sharing local and cultural knowledge and providing administrative support.

Image 9: Burnet institute and NEMA team at the end of the second workshop

Dissemination

We produced three short videos to encourage multicultural community members to stay, learn and plan together for emergencies in regional areas. Our results suggest that multicultural

community members accessed emergency information through a range of trusted sources including multicultural associations and informal communication with people they knew through conversations, phone calls, social media, and WhatsApp. Importantly, some older multicultural community members reported they did not use social media, suggesting that sharing videos at community events and in-person social gatherings was also needed. As a result, we held a community translation event where we shared back our learnings, played the videos and provided opportunity for reflections.

NEMA also uploaded the videos to YouTube to share on their social media and website. By early September 2025, the most viewed was *Stay Together – Episode 1* with 20 views. Beyond these channels, the videos have also been circulated through professional networks including government departments, multicultural and ethnic community councils, services, information centres, emergency agencies, and ongoing emergency-related projects across the region. Overall, the response has been positive. Members indicated that the messaging was clear, relevant, and appropriate for their communities, and expressed support by sharing the videos.

Expected impacts

In workshop evaluation activities (see Image 10), participants shared that they enjoyed the opportunity to come together, discuss important community issues and learn from others. Including time to share food together and have casual conversations built stronger connections between community members, service providers and the research team. Feedback from the community translation event suggested that the videos reflected local ideas and experiences. These videos have the potential to increase community knowledge about emergency preparedness, increase people's confidence to start getting ready for emergencies and increase emergency preparedness actions (e.g. starting an emergency kit, making an emergency plan, building community connections and identifying local information).

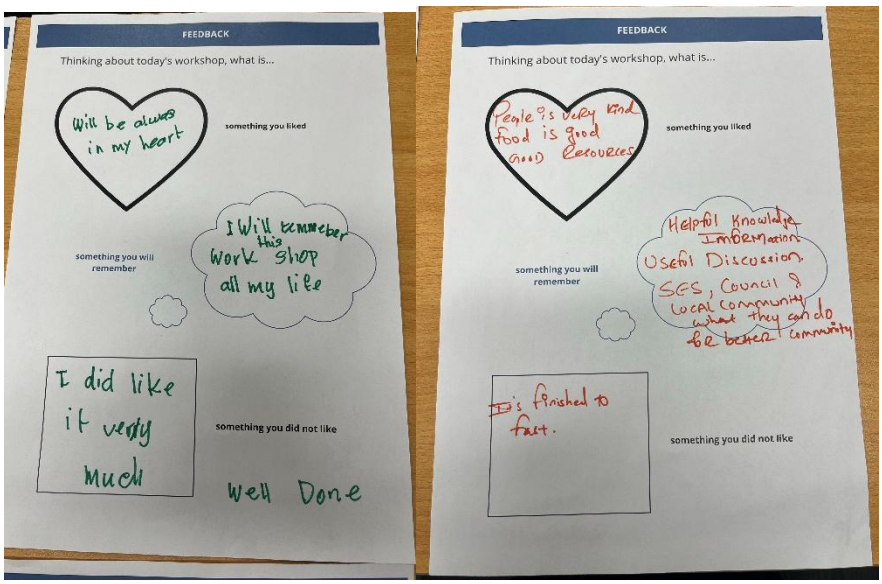

Image 10: Feedback from participants following workshop 1

Future opportunities

Future opportunities from this research include longer-term evaluation to determine the reach and impact of videos with the wider community. This could include monitoring views and engagement with videos and conducting pre- and post-surveys to test individual knowledge, behavioural intentions and emergency preparedness actions. There is also potential for our videos to be incorporated into multicultural emergency training and education sessions. To support this work, Burnet Institute, NEMA and Monash University have submitted a funding application to the Disaster Recovery Fund to explore these opportunities further.

Strengths and Limitations

Our work recruited participants from a range of different cultural backgrounds and language groups. Although this inclusive approach enabled a diverse group to take part in the research, we were unable to capture specific and nuanced cultural understandings of emergencies and communication preferences. Similarly, our workshops adopted a general focus on emergency preparation thus we did not generate resources that provide information for specific emergencies. Our sample predominantly included multicultural community members and NEMA staff and volunteers. Future work could benefit from recruiting additional emergency service representatives to better incorporate their knowledge and expertise. Funding and time restrictions limited our ability to evaluate the longer-term impact of our resources on emergency outcomes like knowledge, preparedness levels, confidence and behaviours. Despite these limitations, adopting a participatory and iterative approach enabled us to adapt our project to respond to what we learnt from our community partner and participants. Our partnership with NEMA allowed us to include their expertise, deliver culturally safe workshops and create products that reflected community knowledge and experiences.

Conclusion

This participatory research project strengthened our understanding of how to share emergency information with multicultural communities. Preferences for audio-visual resources included sharing diverse people's experiences, incorporating practical tips and empowering community members to take action together. Working in collaboration with NEMA was essential to reach community members, develop culturally appropriate workshops and generate products that could be shared with the wider community.

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