

SECi West Metro Local In-Language Mapping Report

19th October 2020

Key Findings

- The importance of bi-cultural workers as trusted communicators demonstrates the value of having pre-existing relationships with multicultural communities.
- Accurate, reliable and relevant information is a priority in changing contexts.
- The survey data gives a valuable insight into specific in-language needs which otherwise could be missed.
- Across the 14 languages listed in the survey, it was most common to have COVID-19 programs available in Arabic, Farsi and Karen. Nuer was the only language where a service provider did not have an in-language program activity.
- There is room to improve and develop support for how multicultural communities and services can locate available in-language programs/services/activities.
- Platforms where in-language offerings could be hosted, inclusive of what is at the local level could enhance the capacity to identify gaps, coordinate efforts to address these and improve efficiencies in the use of resources.
- A key question for stakeholders is how to make what does exist at a local level more visible?

Acknowledgements

The project was supported by the Multicultural Affairs division of the Department of Premier & Cabinet as part of its response to supporting multicultural communities through the coronavirus pandemic.

MiCare and Wyndham CEC would also like to acknowledge the contribution of the Victorian Multicultural Commission as part of its research into language/census data and the consultation with service providers and local government who participated in the survey.

Introduction

Through the collaborative partnership of the Strategic Engagement Coordinator Initiative (SECI), MiCare and Wyndham Community & Education Centre (Wyndham CEC) undertook a Local In-Language Mapping Project to learn more about the in-language supports, programs, activities and information resources available in the Western Metropolitan Region.

The definition of local in-language translation used for this project:

- ONLINE ... internet accessible (website, social media, links to resources);
- RESOURCE ... document/s (flyers, learning material for example information about Centrelink)
- PROGRAM ... time bound activities requiring registration for training or workshops.

The project used Survey Monkey to collect responses to 18 questions (See Appendix 1) with provision for comment. In preparation MiCare and Wyndham CEC identified 27 languages between their organisations which feature in-language for clients. Of these, 14 were common and prioritized with the limited fields the survey tool allowed. Provision to nominate other languages as comments was included.

The local in-language survey also aimed to identify resources linked to Education and Training; Employment; Physical and Mental Health; Housing; Language Services; Managing Money; Community Participation; Family and Social Support and Justice. The survey involved five Local Government Authorities (LGAs) and 24 organisations working with refugees or asylum seeker across Melbourne's western suburbs.

The survey collected responses from 7th August – 3rd September. Respondents were participating members of the Western Settlement Outcome Network (WSON) and/or service providers delivering support to multicultural communities in the Western Metro Region. All respondents were advised that the purpose of the survey was to map current in-language service capacity, identify gaps highlighted by the COVID-19 pandemic and assist in service planning. Follow up phone interviews were conducted where further clarification was sought for survey responses. The survey generated 25 responses of which four were from LGAs. Participants spent an average of 18 minutes on the survey which had a completion rate of 86%.

Summary

A draft report and profile of responses to questions 3-6 and 17-18 was shared by Wyndham CEC and MiCare with 20 participants at a WSON video-conference meeting on 3rd September 2020. Most of those attending the meeting (16) had participated in the survey. The following observations were captured from the discussion, which provide a summary for consideration in regards to community engagement, communication and service planning.

- i. The local in language capacity of services is reflective of the settlement patterns across suburban areas and demand from community members.
- ii. The importance of bi-cultural workers as trusted communicators was emphasised. The value of pre-existing relationships and familiarity with cultural nuances can be strengthened. One approach used in communication on public health by health services uses a ["teach back"](#) system to stay current and consistent on COVID-19 changes resulting across our different fields of focus.
- iii. A digital literacy divide has been further highlighted by the experience of COVID-19. Clients who do not have secure access to the internet or devices to adequately access this resource are at greater risk of isolation and disadvantage.
- iv. Accurate, reliable and relevant information is a priority in changing contexts. Clients using online devices receive information from a range of sources via social media platforms some of which is questionable or misleading as [this link](#) shows. It is often difficult for people from CALD communities to differentiate between accurate and non-accurate information. One approach some services have used is enlisting community leaders (such as religious leaders) to share credible information.
- v. Many information modes are being used to communicate with CALD communities including social media, video clips and graphic pictures. Some community members report that these need to be used as an active resource rather than a passive tool.
- vi. Written information can be supplemented with audio clips to further assist clients. This feature is valuable where oral communication is preferred over written communication.
- vii. Reviews of information platforms that people most use or respond to will assist stake holders assess platform effectiveness. Accepting that different approaches will reach different cohorts such as youth or seniors within some cultural communities. Evidence will assist service planners to achieve effective communication outcomes.
- viii. Organisations are accessing social media and website messaging to reach communities. Patterns of access of local language mediums in most cases are not being tracked. This resulting gap in understanding may be one that stakeholders seek to address for their service in follow up with clients or through follow up research.
- ix. Some Local Governments, (Melton) have found value investing in web based platforms for translations such as Google Translate or [Recite Me](#). These have user friendly features such as "speak back" and give opportunity to track demand. Melton council shared a review of different options and reasons for their choice (See Appendix 2). They indicated willingness to be contacted on their experience with this service.

In summary, the availability and quantum of in-language offerings indicated by the survey responses gives view to a service matrix one needs to navigate and the effort that is required to locate what exists. The remote and online circumstances accompanying COVID-19 has reinforced a need to render more visible what is and is not for marginalised members of the community.

It is possible to have in-language opportunities hosted in a centralized locale – to improve access as this [link](#) shows. While challenging, it is imaginable that platforms where in-language offerings could be hosted, inclusive of what is at the local level (both specific to COVID -19 but also more broadly), would bring various benefits for the sector and community. Particularly it could enhance our capacity for establishing gaps, coordinating efforts in addressing these and improve efficiencies in the use of resources.

Survey Respondents

- | | |
|---|--|
| • ADEC | • Maribyrnong City Council |
| • AMES Australia | (See Appendix 3) |
| • ASRC | • Melton City Council |
| • Australian Muslim Women's Centre for Human Rights | • MiCare |
| • Brotherhood of St Laurence | • MRC North West |
| • Brimbank City Council | • Orygen Youth Health Refugee Access Service |
| • Cohealth | • Salvation Army |
| • Djerriwarrh Community & Education Services | • Settlement Services International |
| • Edmund Rice Services Mt. Atkinson | • Spectrum |
| • Foundation House | • Unison Housing |
| • Hobsons Bay City Council | • VISEG New Futures |
| • IPC Health | • Western English Language School |
| • Jesuit Social Services | • Wyndham City Council |
| | • Wyndham CEC |

Comments generated from the survey were also listed as part of questions response including those from a participating LGA that chose to give input in this way.

Service Restrictions - June 2020

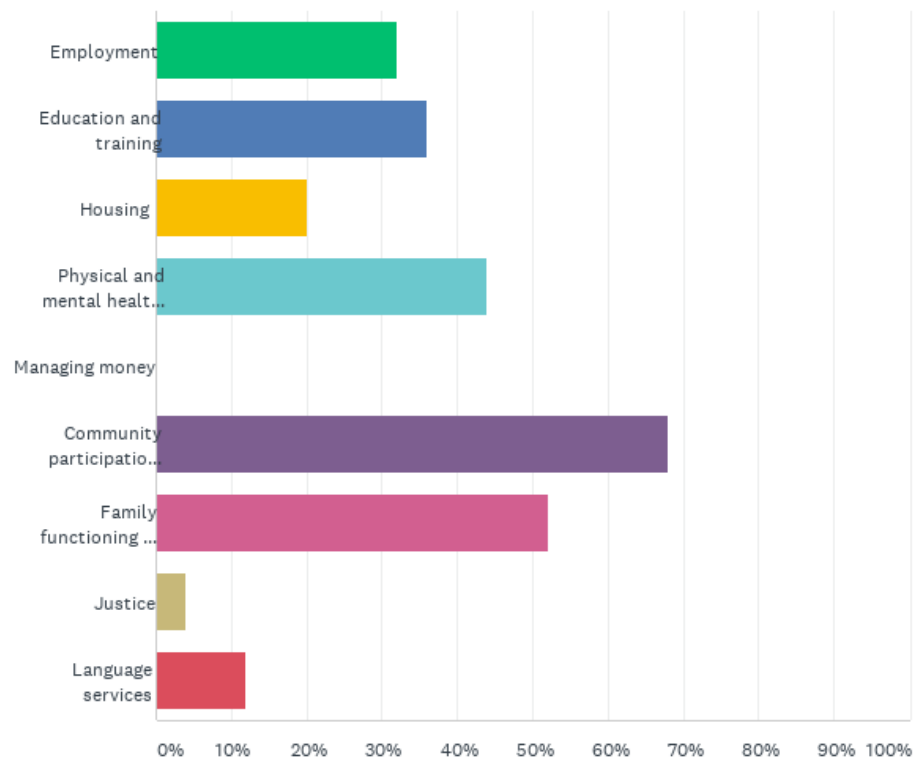
A separate but related review of service delivery across WSON members demonstrates changes in service delivery resulting from COVID-19 restrictions (12 service organisations not including LGAs). This linked [review](#) presents a reduction in face-to-face services and an increased use of online platforms and phone contacts. * It should be noted that this review was as at June 2020 and it is therefore likely that service provision that was paused at this time has now moved online.

Findings by Question

Q3. Can you nominate your organisation's main areas of focus?

Respondents indicated that Community participation and Family functioning were the two main areas of organisational focus. The two areas of least organisational focus were Justice and Language services. Money management was not identified by any of the 25 respondents as an area of focus. Further discussion showed that participating organisations offer support but not as a main focus.

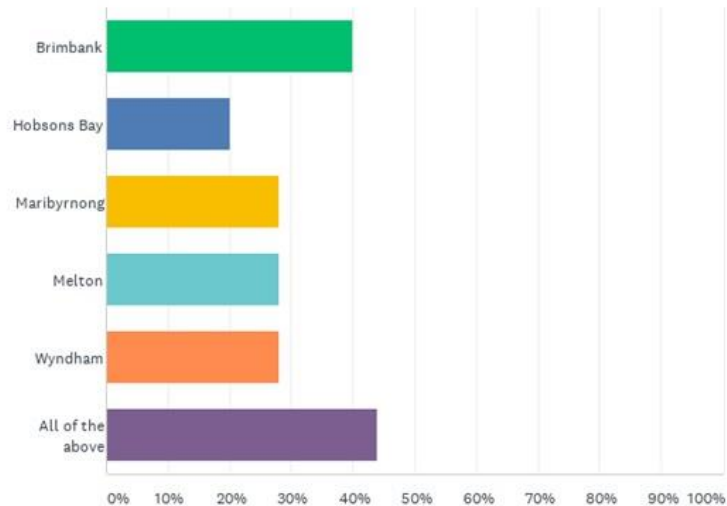
Answered: 25 Skipped: 0



Q4. In which local government areas does your organisation deliver services?

The collated responses indicate that Brimbank was the municipality with the highest service presence and Hobsons Bay the least. An equally high number (45% of responders) nominated all municipalities for areas of operation.

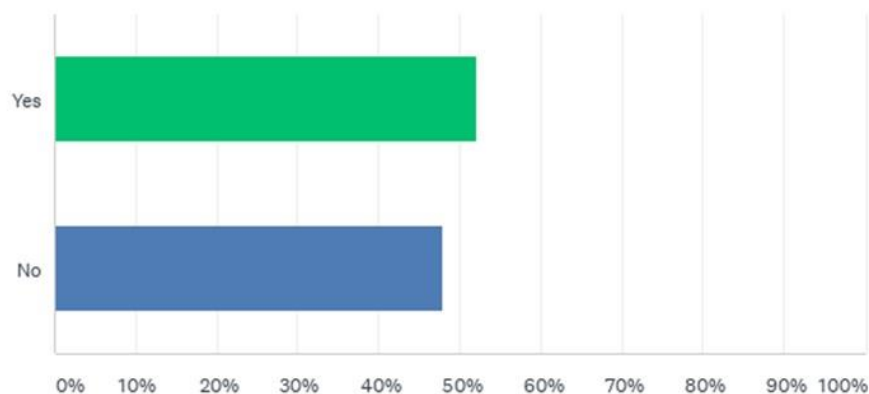
Answered: 25 Skipped: 0



Q5. Does your organisational website provide a local In-language option for multicultural communities to access information?

Just over half (52%) of the organisations who responded indicate that their website provides a local in-language option for multicultural communities to access information. For those agencies where this option isn't offered, it may be assumed that access to information is facilitated by alternative practices i.e. bi-cultural workers. Further evidence of this is noted in responses to question 17 '*what languages do bi-cultural workers of your organisation use when working with clients*'. However, with the reduced capacity of in-person contact due to COVID-19 restrictions the need for clients to access in-language information online has increased in importance.

Answered: 25 Skipped: 0

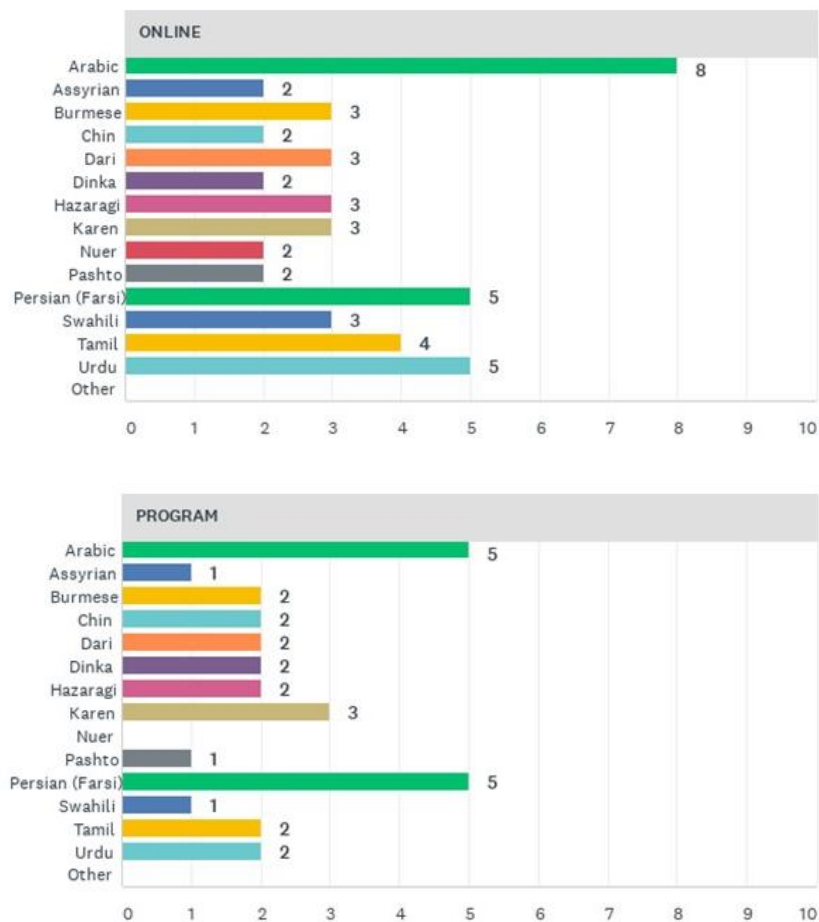


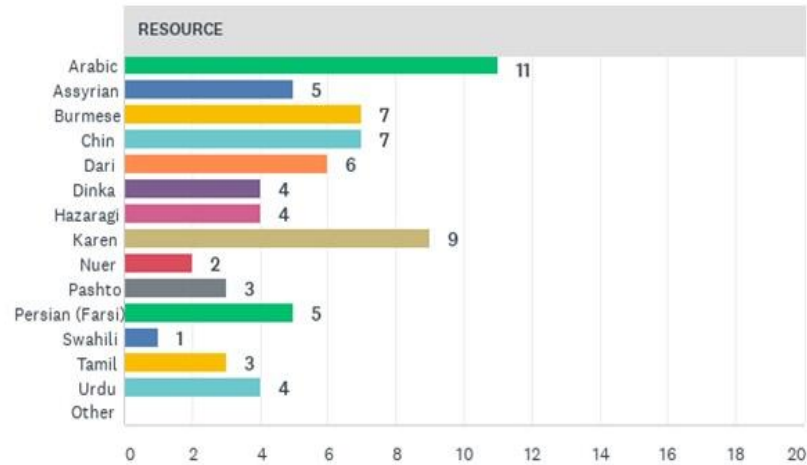
Q6. Which COVID-19 related in-language activity does your organisation deliver to multicultural communities?

This question was answered by 17 respondents across the three sub-areas (online, resource, program). On-line COVID-19 information was available in all 14 languages listed in the survey. With Arabic, Farsi and Urdu the most common languages across organisations for on-line in-language information. In terms of COVID-19 resources, Arabic again attracted the most responses but was followed by Karen, Burmese Chin and Dari. With at least five organisations providing resources in these languages. The Nuer and Swahili languages had the least responses.

Across the respondents, it was most common to have COVID-19 programs in Arabic, Farsi and Karen. Nuer was the only language where a service provider did not have an in-language program activity. An additional 22 languages used to communicate to clients that we not among the 14 options presented were identified in the comments for question 6. These are as follows with number of services that have this capacity bracketed if more than one. Hindi, Punjabi Croatian, Greek (2), Italian, Maltese (2), Vietnamese (3), Macedonian, Punjabi, Simplified Chinese, Traditional Chinese, Spanish, Tagalog, Samoan, Karenni, Somali (2), Amharic, Tibetan, Bari, Syriac, Tigrinya, Sudanese, Oromo.

Answered: 17 Skipped: 8





Additional Comments from Respondents

- Able to distribute DHHS created materials in LOTE
- Tamil, Hindi and Punjabi
- Croatian, Greek, Italian, Maltese, Vietnamese, Macedonian, Karen, Punjabi, Simplified Chinese, Traditional Chinese, Spanish, Tagalog.
- Providing DHHS translated materials and all other DHHS updates on the Council's website available in all the above listed languages among others, videos developed by Councilors in various languages such as Vietnamese, Arabic, and Greek Maltese among others. See this [link](#).
- COVID resource Hub (which can be navigated in language) on Website that has built in links to SBS and DHHS resources
- Our website has COVID related info + links to external multilingual resources. We have the recite web accessibility tool available on our website that can translate information into over 60 different languages. Some of these languages have a read aloud function for people who are illiterate in their language. We have COVID related information/ resources being mailed out to community where appropriate e.g. Kindness Campaign targeting businesses and Rate relief info translated in different languages
- COVID related messages are delivered by our 19 multicultural aides in Swahili, Arabic, Samoan, Vietnamese, Chin, Karen, Karenni, and Dinka. Messages about COVID are on the school's website
- We deliver information available in all languages on our website using google translate only and we have BCWs who deliver programs and information online.
- Somali, Eritrean languages where necessary for programs
- Wyndham website has links to DHHS translated material and SBS translated materials available.
- Tibetan (online)
- Bari; Syriac; Tigrinya;
- Sudanese Arabic - videos in-language for each stage
- Translated resources available in most languages. Online resources are available as well. No current programs specific to COVID19
- No specific activity at this stage however, for medical appointments and services, as well as testing we use TIS translation phone line in any language to support clients
- Vietnamese
- Amharic, Oromo, Vietnamese, Somali

Q7-16.

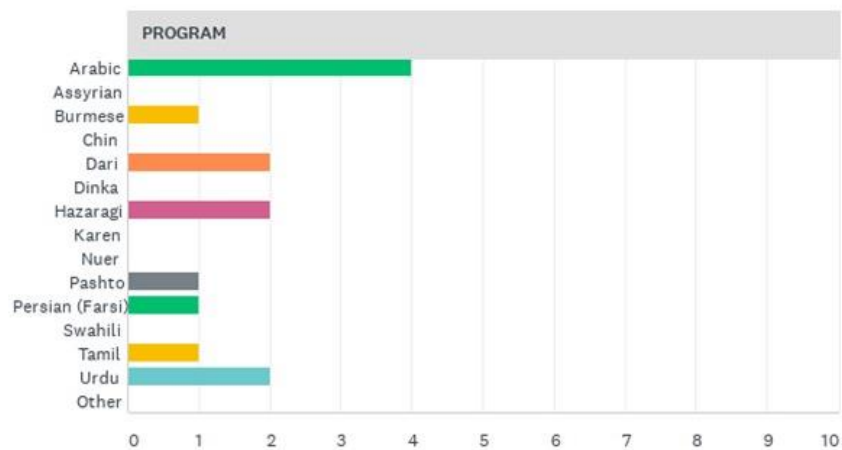
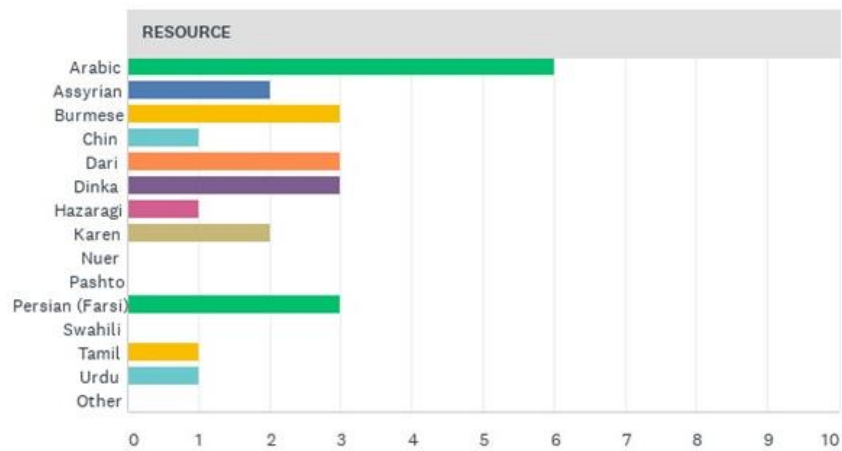
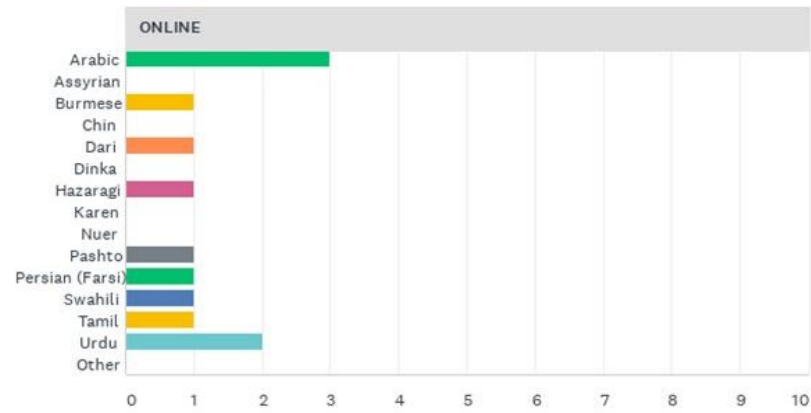
This series of questions focused on in-language capacity linked to the main areas of organisational focus. Each question had three sub-questions focussing on "online, resources and programs". The answers from respondents demonstrate consistency at times across all three areas and examples where priority has been given to one medium over others. Review of respondent's websites may highlight in language resource in more detail.

Organisational capacity to track the number times a resource has been used would assist demonstrate effectiveness. In addition, interviews with CALD community members on the accessibility and value of information would also assist. These two points were not part of this initial review but could be considered in next steps.

The service areas with the most in-language information available (on-line, resource & program) were Health and Social functioning (11 responses by area). On-line social functioning information was available in all 14 languages listed in the survey. Whilst Advocacy was the area least identified by respondents (4). Arabic was the language most nominated for local in-language capacity across service areas. Persian (Farsi) and Urdu also frequently. There are concentrations of languages from the communities of Burma in terms of Emergency relief, Health education, Housing, Employment and Justice. In-language information for Child related services and Youth services were also available in languages of the communities of Burma, as well as Dinka. Languages of African heritage (Dinka, Nuer and Swahili) were present for Emergency relief, Health and Education but none were not nominated regarding Housing and Employment.

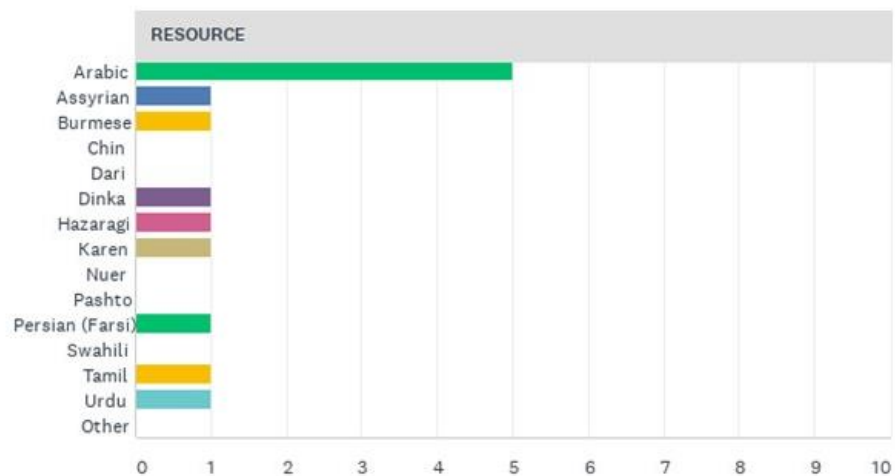
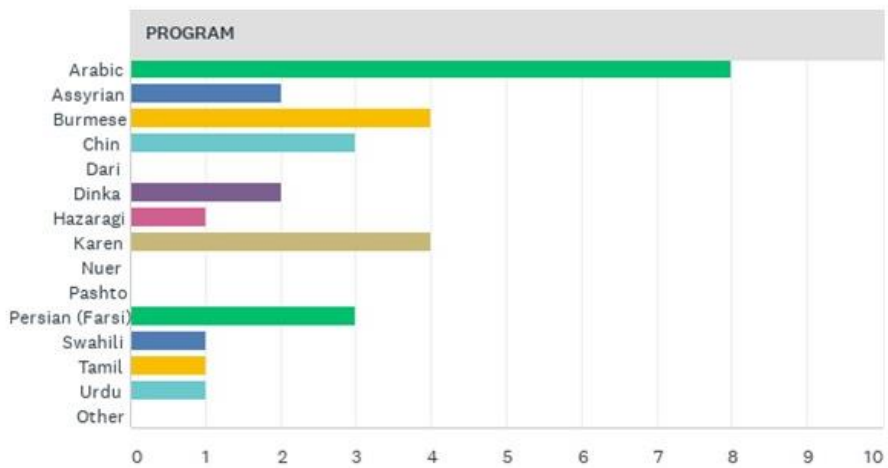
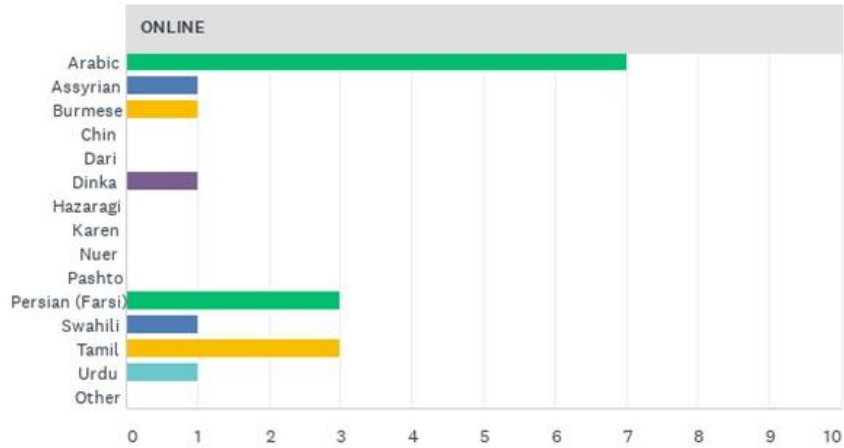
Q7. Which EMERGENCY RELIEF related in-language activity does your organisation deliver to multicultural communities?

Answered: 6 Skipped: 19



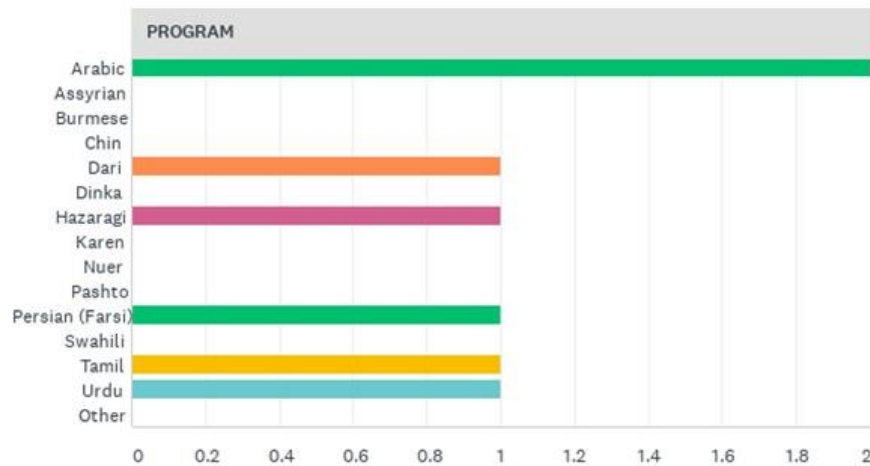
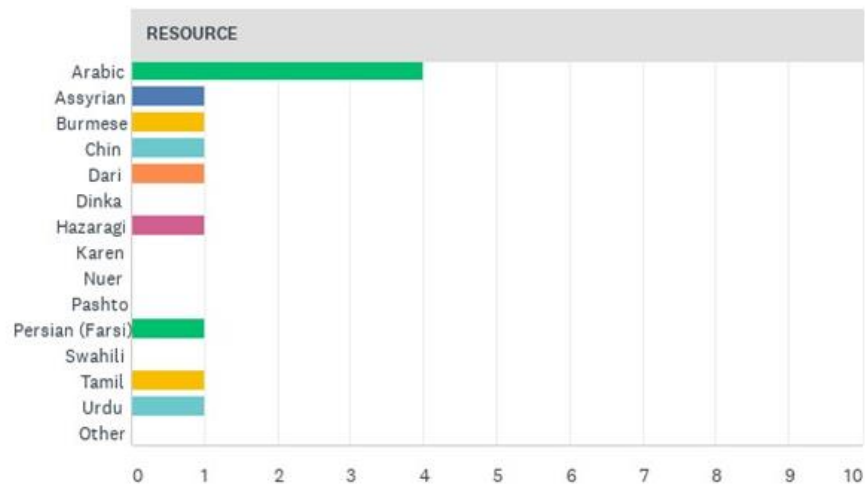
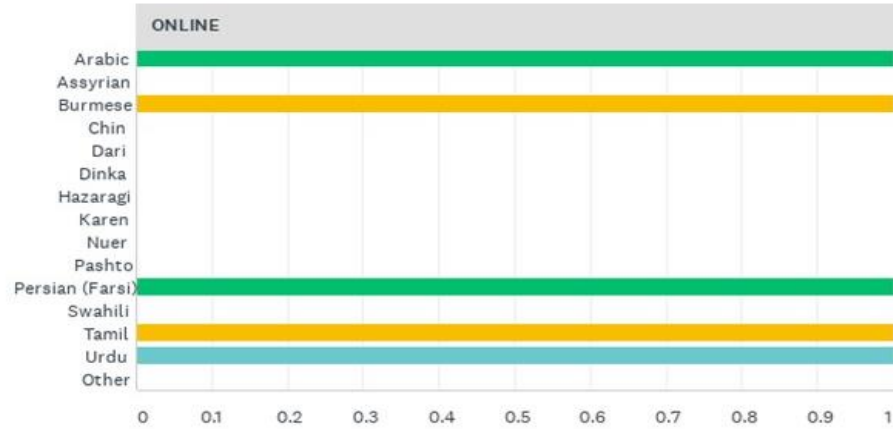
Q8. Which HEALTH related in-language activity does your organisation deliver to multicultural communities?

Answered: 11 Skipped: 14



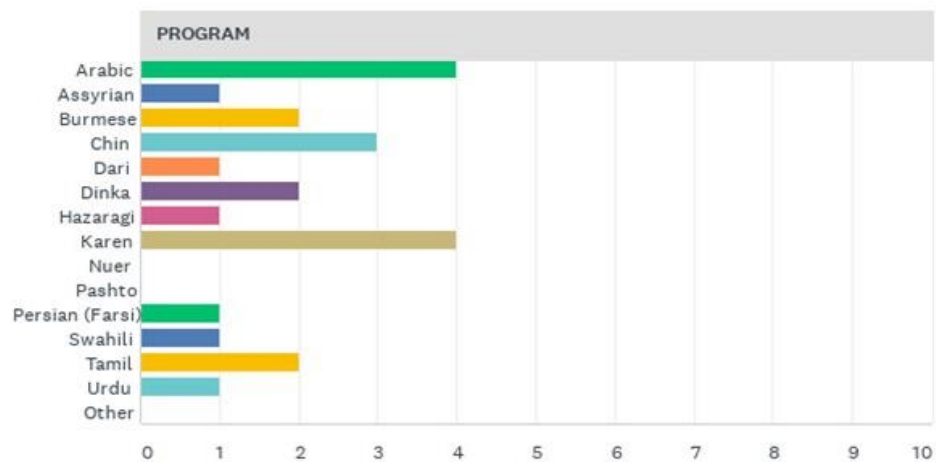
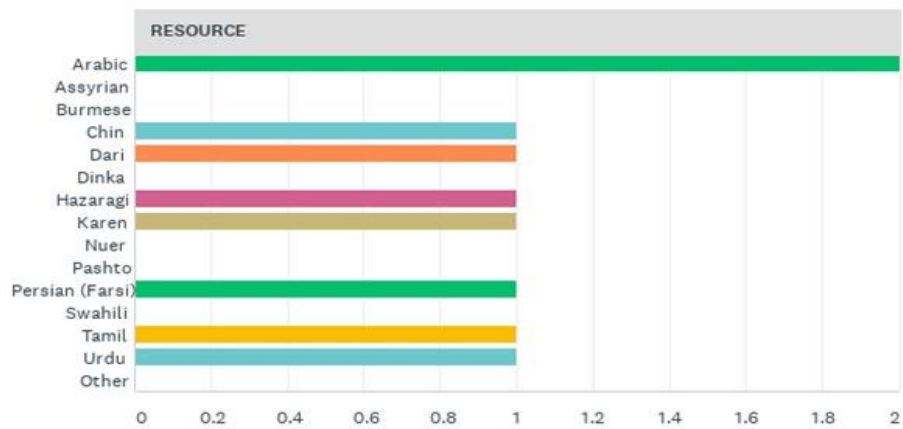
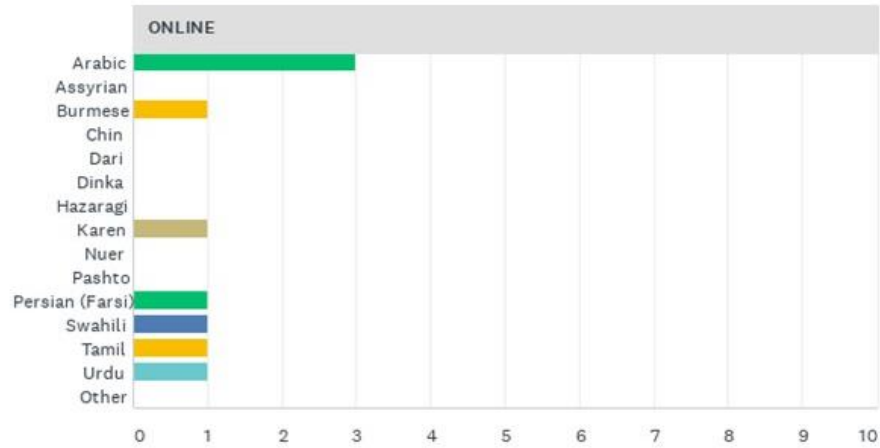
Q9. Which HOUSING related in-language activity does your organisation deliver to multicultural communities?

Answered: 6 Skipped: 19



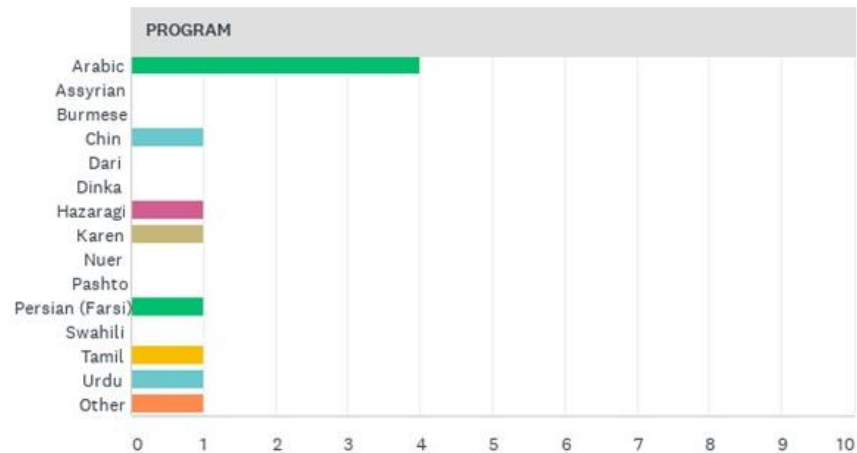
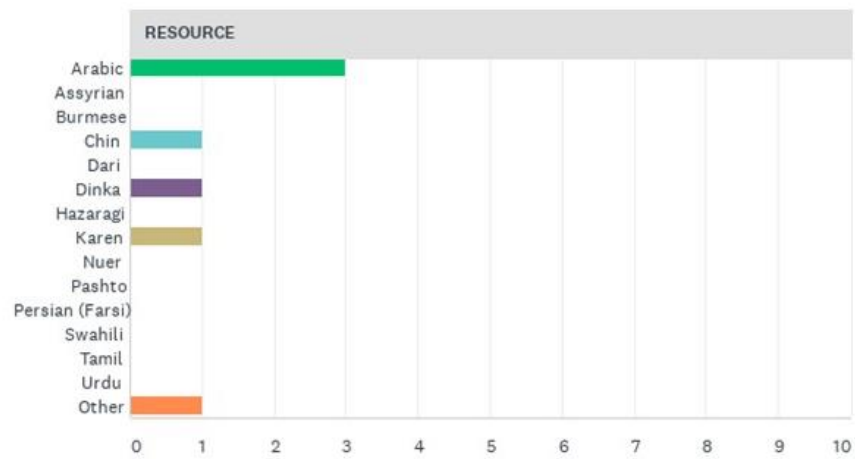
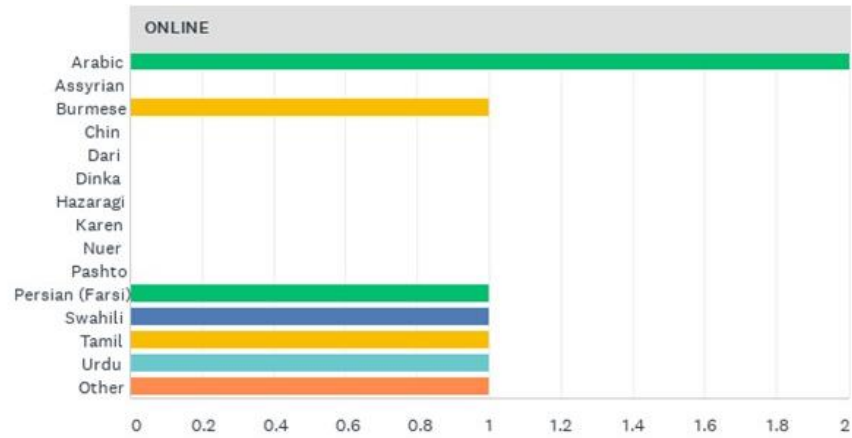
Q10. Which EDUCATION related in-language activity does your organisation deliver to multicultural communities?

Answered: 7 Skipped: 18



Q.11 Which EMPLOYMENT related in-language activity does your organisation deliver to multicultural communities?

Answered: 7 Skipped: 18



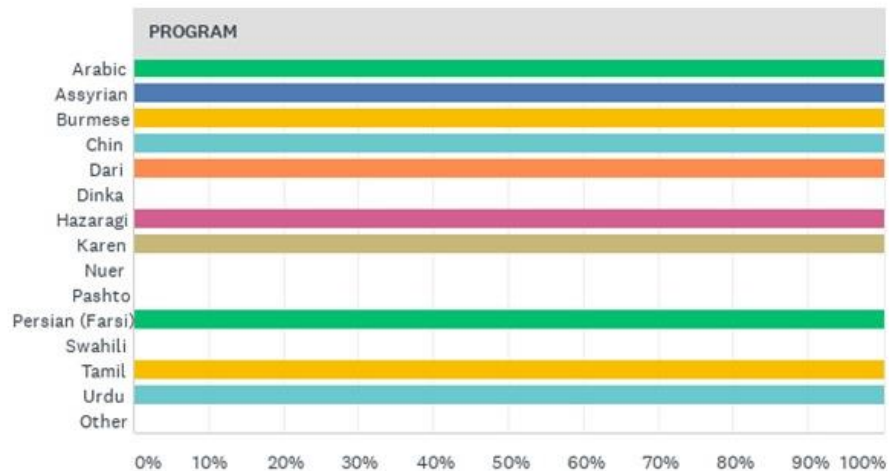
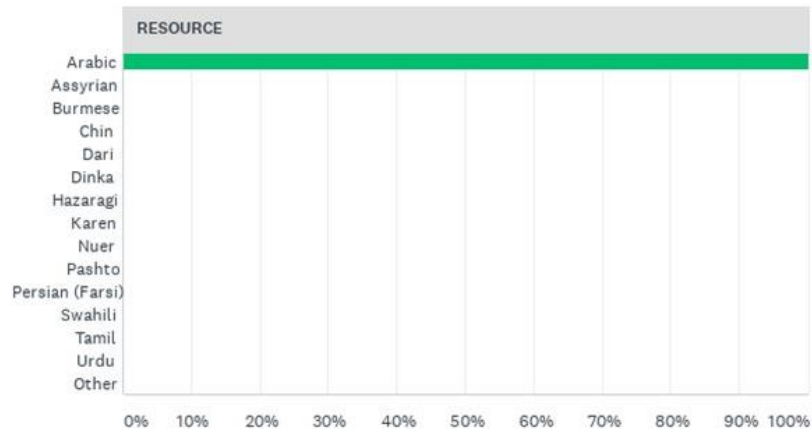
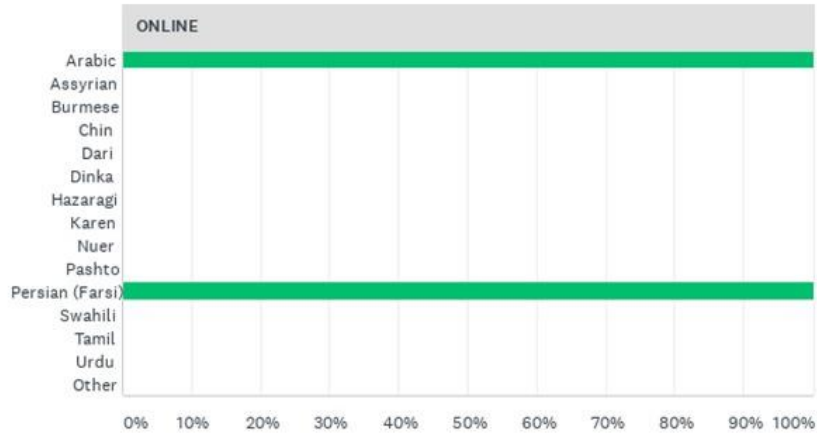
Q12. Which JUSTICE / LEGAL SUPPORT related in-language activity does your organisation deliver to multicultural communities?

Answered: 6 Skipped: 19



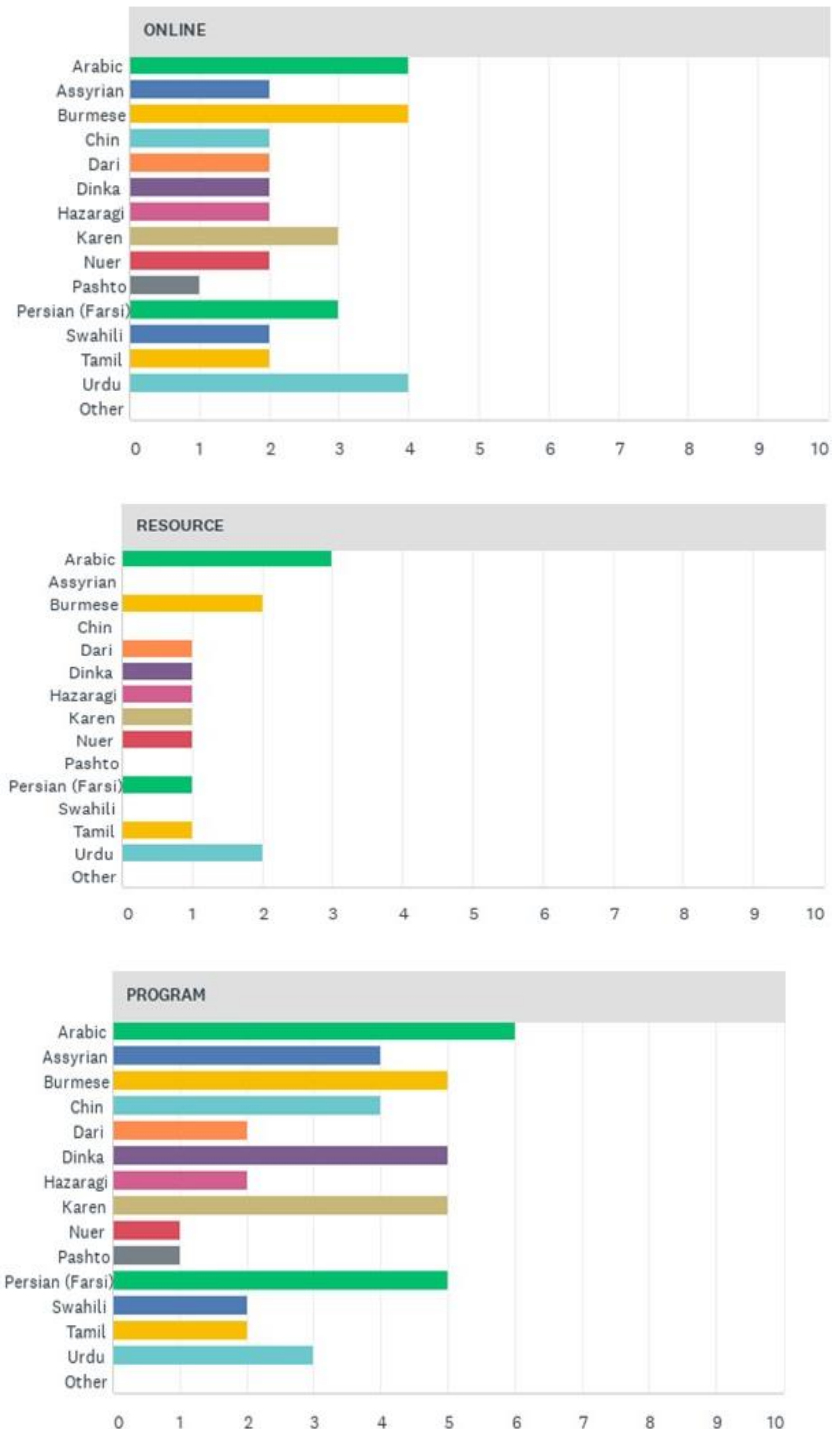
Q13. Which ADVOCACY related in-language activity does your organisation deliver to multicultural communities?

Answered: 4 Skipped: 21



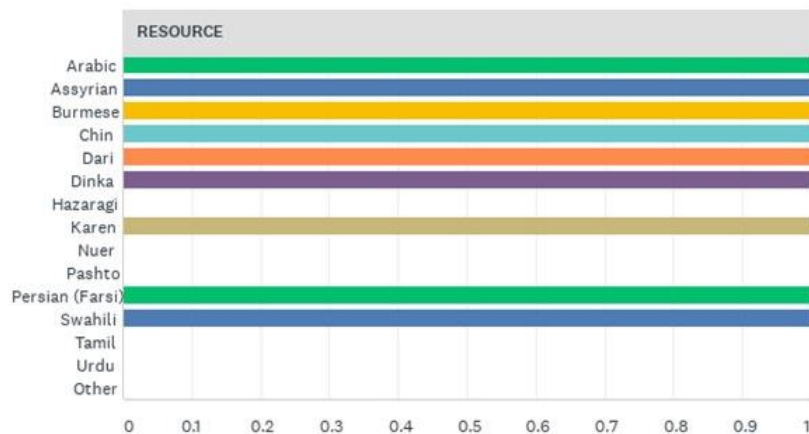
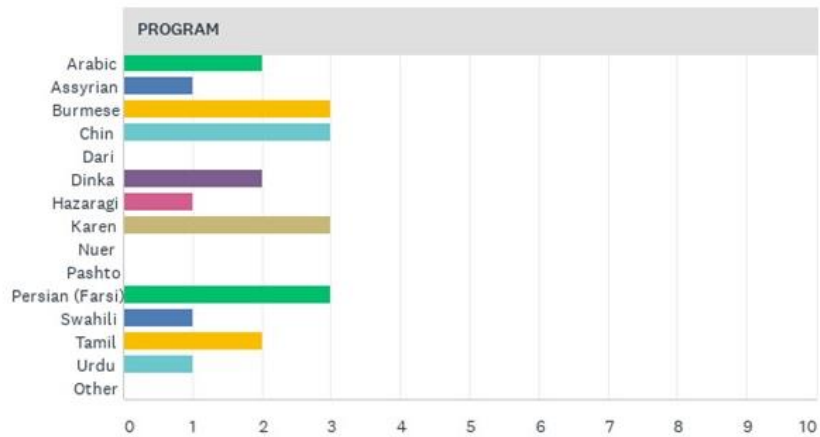
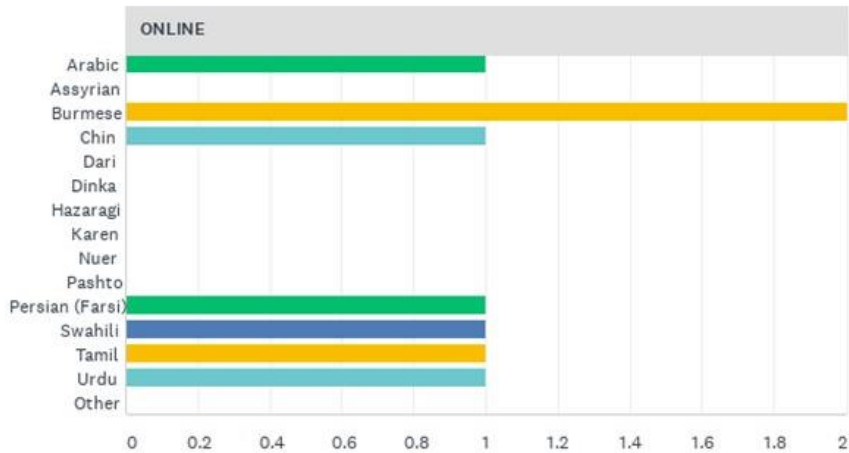
Q14. Which FAMILY FUNCTIONING AND SOCIAL SUPPORT (such as parenting/family violence) related in-language activity does your organisation deliver to multicultural communities?

Answered: 11 Skipped: 14



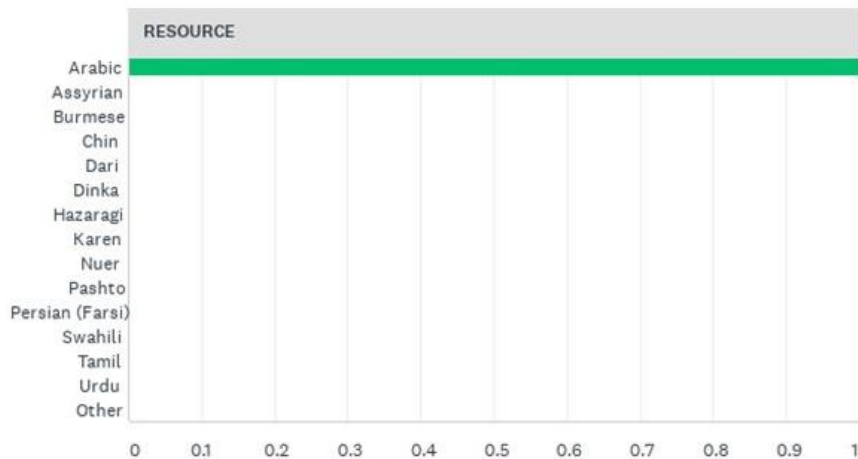
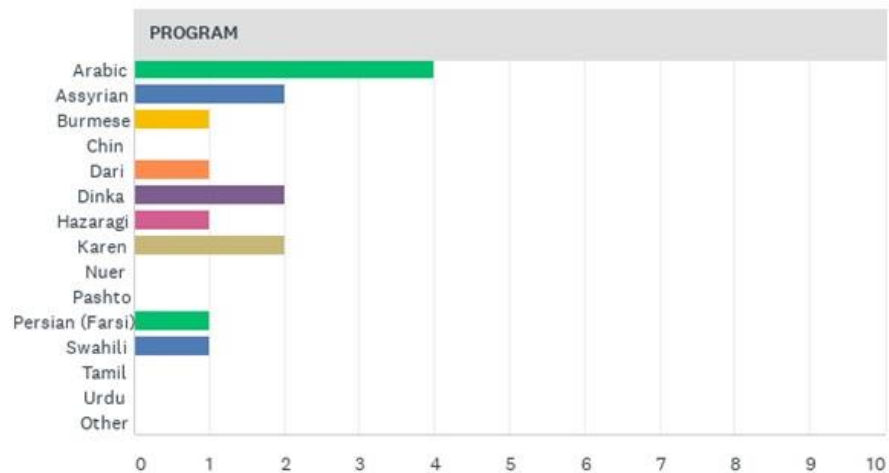
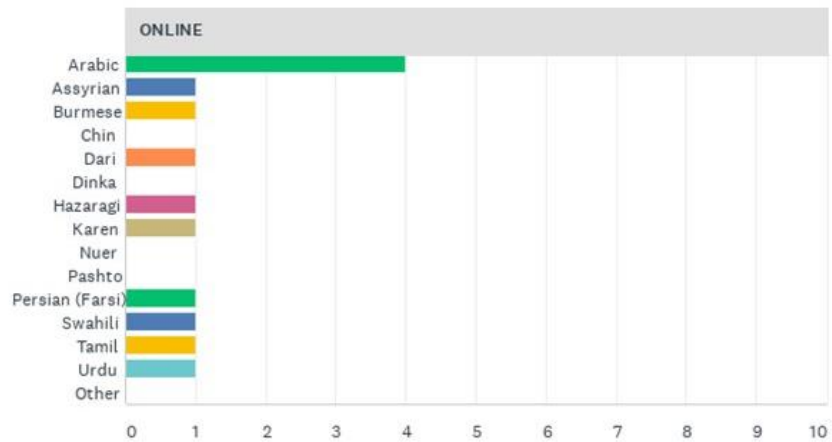
Q15. Which CHILD related in-language activity does your organisation deliver to multicultural communities?

Answered: 7 Skipped: 18



Q16. Which YOUTH related in-language activity does your organisation deliver to multicultural communities?

Answered: 6 Skipped: 19

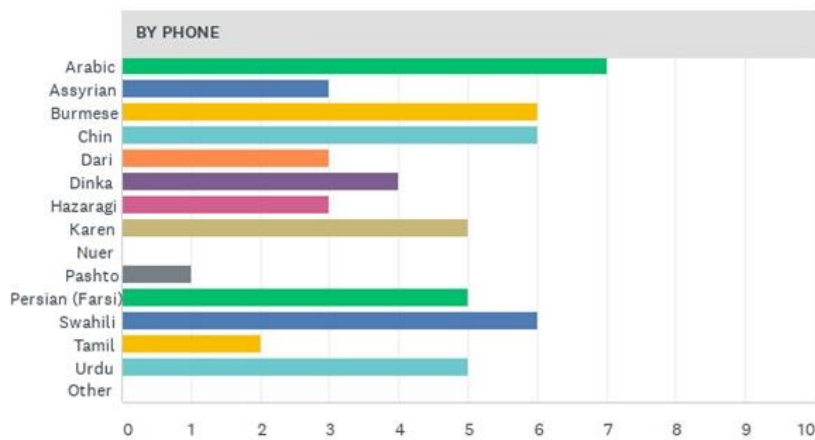
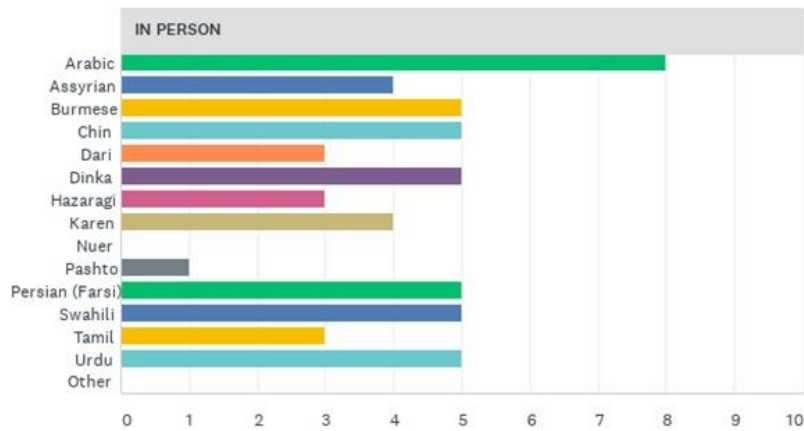


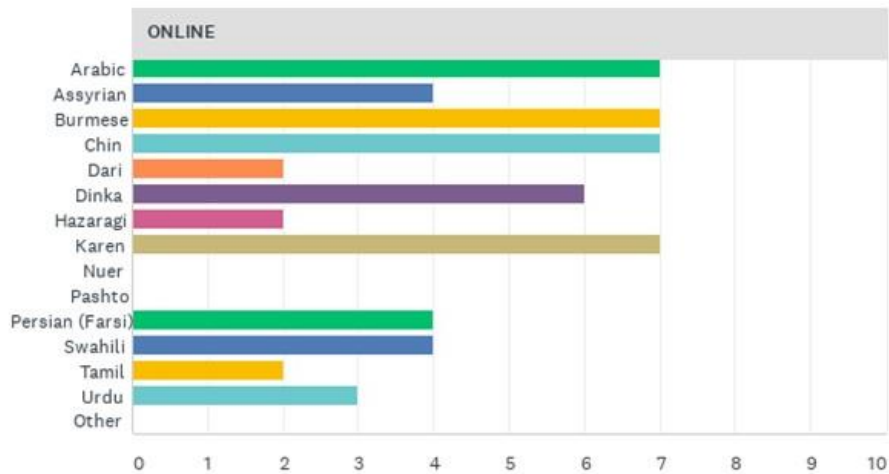
Q17. Apart from English what languages do bi-cultural workers of your organisation use when working with clients?

The responses highlighted variation across the three sub-questions of “in person, by phone or online”. Arabic, Burmese, Chin, Dinka, Karen, Urdu and Swahili were all nominated by five or more organisations. Pashto received a single nomination and Nuer none. Please see comments for Question 17 which lists 31 other are present in organisational practice.

These are as follows with number of services that have this capacity bracketed if more than one. Maltese, Vietnamese (3), Hindi, Punjabi Croatian, Greek (2), Italian (2), Tagalog (2), Bari (2), Syriac (2), Tigrinya (2), Sudanese (2), Spanish (2), Macedonian, Simplified Chinese, Spanish, Samoan, Karenni, Somali, Tibetan, Amharic, Mandarin, Serbian, Bengali, Turkish, Marthi, Lautu, Zotung, Kuku, Chaldean.

Answered: 15 Skipped: 10





Additional Comments from Respondents

- Differs greatly
- Tamil, Hindi and Punjabi
- None, we don't engage bi-cultural workers at this stage as we don't have the mechanisms in place to support them appropriately.
- Italian, Macedonian, Greek, Punjabi, Spanish, Amharic among others
- Filipino, Spanish, Serbian (phone and email)
- Samoan, Vietnamese, Mandarin
- Somali, Tigrinya
- Hakha Chin, Lautu, Zotung, S'Gaw Karen, Pwo Karen, Kuku/ Bari, South Sudanese Local Arabic, Syriac, Chaldean, Somali, Karenni (In Person & By Phone)
- Bari; Syrica; S'Gaw Karen; Tigrinya, Po Karen
- Sudanese Arabic
- Vietnamese, Mandarin, Serbian, Bengali, Turkish, Italian, Marthi, Indonesian, Greek, Croatian Filipino, Hindi, - in person and by phone.
- [See bi-cultural workers link](#)

Q18. Please provide links to in-language resources, program information or social media content. I.e. Video links accessible through YouTube.

- <https://www.dhhs.vic.gov.au/translated-resources-coronavirus-disease-covid-19>
- <https://www.hobsonsby.vic.gov.au/Services/Rates/Financial-hardship?BestBetMatch=hardship|d13b95b2-5146-4b00-9e3e-a80c73739a64|4f05f368-ecaa-4a93-b749-7ad6c4867c1f|en-AU>
- <https://www.brimbank.vic.gov.au/emergency-information/coronavirus-covid-19>
https://www.youtube.com/watch?v=7_UXuIsGsMQ
<https://www.youtube.com/watch?v=PUK9BXm0k54>
- <https://covid19.ssi.org.au/>
<https://www.ssi.org.au/services/iaaas>
- <https://www.melton.vic.gov.au/Services/People/Cultural-Diversity/Language-services>
<https://www.melton.vic.gov.au/Home/Featured-Content/General-Featured-pages/Coronavirus-covid-19-update>
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- <https://www.sbs.com.au/language/coronavirus>
- <https://www.cohealth.org.au/wp-content/uploads/2019/10/bi-cultural-workers-October-19-1.pdf>
<https://www.cohealth.org.au/bi-cultural-worker-hub/>
https://www.youtube.com/channel/UCXk-M_xxOm2Jq0J3yeDBOg/playlists
<https://www.cohealth.org.au/health-promotion/family-and-reproductive-rights-education-program/>
- <http://ausmuslimwomenscentre.org.au/about>
- <https://www.wyndham.vic.gov.au/translated-resources>
<https://www.wyndhamtogether.com.au/covidmessagingaudio/>
- <https://www.micare.com.au/our-community/coronavirus-covid-19-resources>
<https://www.facebook.com/MiCareLimited/>
<https://www.youtube.com/watch?v=tXceC9eUALU>
- <https://foundationhouse.org.au/for-clients/client-services/>
- <https://www.wyndhamcec.org.au/>
https://www.youtube.com/results?search_query=wyndham+cec+covid+
https://www.youtube.com/watch?v=-NJxWop4bpw&feature=emb_title
https://www.youtube.com/watch?v=OQImUIP70e0&feature=emb_title
- www.ipchealth.com.au - has a google translation option only
- <https://www.sbs.com.au/language/dinka/en>
- <https://www.myauscovid-19.org.au/>

- <https://www.legalaid.vic.gov.au/find-legal-answers/covid-19-coronavirus>
<https://www.legalaid.vic.gov.au/find-legal-answers/covid-19-coronavirus/staying-safe-if-you-cant-stay-home-video-for-young-people>,
- Refugee Education Support Programs in collaboration with CMY and local schools - homework clubs, play groups, leaderships programs, camps. Victorian Multicultural Commission Regional Advisory Council member.

APPENDIX 1: Survey Questions

1. Please provide your contact details.
2. What is the best way to contact you?
3. Can you nominate your organisation's main areas of focus?
4. In which local government areas does your organisation deliver services?
5. Does your organisational website provide a local In-language option for multicultural communities to access information?
6. Which COVID-19 related in-language activity does your organisation deliver to multicultural communities?
7. Which EMERGENCY RELIEF related in-language activity does your organisation deliver to multicultural communities?
8. Which HEALTH related in-language activity does your organisation deliver to multicultural communities?
9. Which HOUSING related in-language activity does your organisation deliver to multicultural communities?
10. Which EDUCATION related in-language activity does your organisation deliver to multicultural communities?
11. Which EMPLOYMENT related in-language activity does your organisation deliver to multicultural communities?
12. Which JUSTICE / LEGAL SUPPORT related in-language activity does your organisation deliver to multicultural communities?
13. Which ADVOCACY related in-language activity does your organisation deliver to multicultural communities?
14. Which FAMILY FUNCTIONING AND SOCIAL SUPPORT (such as parenting/family violence) related in-language activity does your organisation deliver to multicultural communities?
15. Which CHILD related in-language activity does your organisation deliver to multicultural communities?
16. Which YOUTH related in-language activity does your organisation deliver to multicultural communities?
17. Apart from English what languages do bi-cultural workers of your organisation use when working with clients?
18. Please provide links to in-language resources, program information or social media content. I.e. Video links accessible through YouTube.

APPENDIX 2: Text to Speech Software Analysis

In Australia, it is known that over 7.3 million people have literacy and reading difficulties, over two and a half million people have dyslexia or specific learning difficulties, over 575, 000 people have a mild visual impairment and over four million people have a registered disability.

According to the Australian Bureau of Statistics, 4.9% of the population in City of Melton has a disability and Census data indicates the City of Melton is one of the top eight local government areas in Victoria supporting residents with a disability. The Melton Community Profile indicates that 32.2% of the Melton population speak a language other than English.

Text to speech reader's function by reading aloud text on web pages or in documents that is either highlighted or hovered on with the mouse. This functionality has increasingly been incorporated into websites by site providers, specifically to 'speech enable' a website and improve accessibility. Many text to speech readers now operate without end user system requirements or software downloads which also ensures they are accessible to users with limited access to, or knowledge of, technology.

The market leaders in text to speech software products are as follows:

- Browse Aloud
- Recite
- Read Speaker

Vision Australia (VA) lead the way in advocating for accessibility and after contacting them regarding the use of text to speech readers. VA provided very positive feedback on the ability for text to speech readers to provide greater website accessibility, particularly for those with cognitive impairments or limited English. They did advise that text to speech readers usually cannot assist those with a significant visual impairments or blindness.

Each of the above three text to speech software providers delivered a demonstration of their product and below is a matrix comparing Browse Aloud, Recite and Read Speaker. The three leading software products that have been analysed in the table based on key criteria and functionality that can improve the accessibility of Council's website.

	Browse Aloud	Recite	Read Speaker
Web browsers enabled	Yes <small>Note: only supports version 11 of Internet Explorer as Microsoft does not support anything under version 11 (does not support IE versions 8, 9 & 10)</small>	Yes	Yes
Software download required by end user	No	No	No
Font background/colour adjustment	Yes	Yes	Yes
Text resizing	Yes	Yes	Yes
Reads PDF documents	Yes	Yes	Yes
Usable on mobile devices	Yes	Yes	Yes
Translation available	Yes – 35 languages	Yes – 52 languages, additional cost per language	Yes – includes free limited set languages (can purchase a language pack \$995 ex GST to annual license fee)
Access to online/user stats	Yes	Yes	Yes
Product technical support	Yes - no additional cost	Yes – full support, no additional cost	Yes – 24/7, no additional cost

APPENDIX 3: Comments from Maribyrnong LGA

Maribyrnong Councils approach to translation and interpretation *online, resource and program specific varies* depending on the audience we are trying to reach. Our Multilingual communications service profile Includes: Translation and Interpreting Policy, multilingual communications consultation and advice for different messaging and multilingual website. Some more detail of each of these areas

- Translations: to transfer one language to another in written form. Please also note that we consider advertising once translated.
- Interpretations: to orally transfer one language to another, including Australian Sign Language (Auslan), the language of the Australian Deaf Community
- Multilingual Consultation Service: Advice to Council staff on communicating effectively with CALD communities.
- Multilingual website: This is a section of Council's website with information in languages other than English. Residents can access this by clicking on any of the language selectors on the bottom of Council's homepage.

An example of how translations have been chosen and promoted depending on the audience reach:

This is a small write up about the process of approaching translations and advertising and the success of had long standing relationships with community who disseminated the info.

Initially the Mayor announced Council would be giving permit refunds and 50% discounts on rates for local businesses. In the Economic Development team's regular catch-ups with Regulatory Services at the beginning of COVID-19 it became clear there were very few businesses who had applied so Council disseminated information via email and daily newsletters to the businesses to notify them of the financial support available to them. At that time the state and federal government had not translated info about their support services such as Job Keeper and the Business Support Fund from state government.

After a week a letter went into circulation in Vietnamese written by FABA. A Vietnamese speaking accountant offered to take phone calls to explain the letter in Vietnamese. The letter also included our Business District Officer's name and number, she started receiving a lot of phone calls from Vietnamese traders so contacted local laws for a discussion around the gaps in CALD traders, specifically with the Ethiopian and Somali traders.

Council then translated the letter into other languages. Initially the translations that were decided upon were Hindi, Vietnamese, Simplified Chinese, Amharic, Tigrinya, Somali, and English. Afterwards adding Oromo based off a trader's recommendation that walked around and passed the message on to traders who spoke Oromo. Once the letters were translated it was distributed internally and externally, in person through the environmental health officers and online.

The message about discounted rates was also sent out with rates notices, although with commercial properties it depends on the leasing agreement, some landlords pass on messages to their tenancy and that's a part of the lease.