

The following 3 factsheets are from the Multicultural and Disability Advocacy Association (MDAA) and are available on their website also [www.mdaa.org.au](http://www.mdaa.org.au). They can be used by managers and staff, working together towards achieving cultural competency at an individual and organisational level.

## **Factsheet No. 5 - Cultural Competence Checklist for Workers**

Below is a cultural competence self-assessment checklist. Please fill out as directed. Not only does this checklist give you some indication about your practice, it also gives you some ideas about how to make your practice more culturally competent.

**Directions:** Please read each statement and write in each box with a number from 1-3 which most closely reflects your practice:

1 = I frequently do this    2 = I occasionally do this    3 = I rarely or never do this

### ***The Office, Materials and Resources***

- I seek information from people and other community contacts to assist me in adapting my practice to the diverse needs and preferences of people.
- I advocate for the review of my agency's mission statement, policies and procedures, etc. to ensure that they incorporate principles and practices that promote cultural diversity and cultural competence.
- I attend training sessions which enhance my cultural competence.
- I have a well-established network with individual workers from local ethno-specific services.
- I work collaboratively with ethno-specific agencies in our area.
- All over the office space there are posters, pictures and other materials that reflect the cultural diversity of the communities my agency serves.
- I have printed information in languages other than English readily available.
- When reprinting information materials about the service I seek to include information in different languages and use images that are culturally appropriate.
- In the reception area we display a large interpreter sign that can be used by people to indicate their preferred language of choice.

### ***Communicating with People***

- For people who speak languages other than English, I attempt to learn basic greetings.
- I am competent and confident in determining the language used and in using accredited interpreters.

When interacting with people who have limited English proficiency I always keep in mind that:

- Limited English does not equate with limited intellectual functioning.
- Limited English has no relation to the ability of a person to communicate in their first language.
- People may or may not be literate in their first language or English.

## **Values, Assumptions and Attitudes**

- I explore my own values, beliefs, assumptions and attitudes about cultural diversity and how they impact on how I work with people using the service.
- I avoid imposing my values.
- In every situation, I discourage colleagues, service users and others from using racial and ethnic slurs by helping them understand the impact their language can have on others.
- I intervene in an appropriate manner when I observe other staff or service users engaging in behaviours that show cultural insensitivity or prejudice.
- I understand and accept that disability and responses to disability are defined differently by different cultures.
- I recognise and respect that some people may or may not want to have anything to do with their own culture or community.
- I understand and respect that factors such as gender, class, and age have different significance in different cultures.
- I understand and respect that religion and other beliefs may influence how people understand and respond to disability.

**If you frequently responded '1', you are engaged in practices that recognise and promote cultural diversity and you aim to deliver a culturally competent service to people with disability.**

**If you frequently responded '2' or '3' you may need to change your practices to respond more effectively and efficiently to the need of people from a NESB with disability**

**For all the questions where you responded with '2' or '3' you might want to consider how you can change your practices to be more culturally competent.**

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*For more information contact:*

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MDAA gratefully acknowledges the financial assistance provided by the Commonwealth Department of Family and Community Services and the NSW Department of Ageing, Disability and Home Care.

## **Factsheet No. 5 - Cultural Competence Checklist for Agencies**

Below is a cultural competence self-assessment checklist. Please fill out as directed. Not only does this checklist give you some indication about your agency's practices, it also gives you some ideas about how to make your agency more culturally competent.

**Directions:** Please read each statement and write in each box with a number from 1-3 which most closely reflects your agency's practices:

1 = We frequently do this    2 = We occasionally do this    3 = We rarely or never do this

### ***Inside the Agency***

- The agency regularly evaluates the ethnic mix of its 'service users' against the ethnic mix of the target population.
- The agency's mission statement, policies and procedures, etc. are regularly reviewed to ensure that they incorporate principles and practices that promote cultural diversity and cultural competence.
- The agency has a dedicated interpreter and translating budget line.
- The agency has trained all staff in the use of Telephone Interpreter Service.
- The agency sends staff to regular training to enhance their cultural competence.
- The agency has established an account with the Telephone Interpreter Service.
- The agency has planning processes which include action to enhance the cultural competence of the agency.
- The agency has established performance targets to achieve service utilization rates which complement the cultural mix of its target population. In line with these performance targets the agency has a process for prioritising potential service users from a non-English speaking background.
- The agency collects data in relation to service user's cultural, linguistic and religious background and needs, and where appropriate the backgrounds of family members.
- The agency actively discourages staff, service users and others from using racial and ethnic slurs by helping them understand the impact their language can have on others.
- The agency has employment practices which encourage the employment of people from non-English speaking backgrounds.
- The agency includes 'demonstrated knowledge and experience in cross-cultural issues' as a criterion in job advertisements.
- The agency has clearly outlined policies and procedures for the use of interpreters and translators.
- The agency encourages people from non-English speaking background to participate in the agency's governing body.
- The agency has in place processes which identify cultural, linguistic or religious needs at the point of intake or initial assessment.

## ***Resources, Outreach and Promotions***

- The agency has a resource library that includes information and resources about cultural diversity and disability issues.
- All over the office space there are posters, pictures and other materials that reflect the cultural diversity of the communities the agency serves.
- The agency has available printed information in languages other than English.
- When reprinting information the agency uses images that are culturally diverse and culturally appropriate.
- In the reception area the agency displays a large interpreter sign that can be used by people to indicate their preferred language of choice.
- The agency promotes its services to people from a non-English speaking background.
- The agency liaises with ethnic community agencies in the target area.
- The agency has in place mechanisms for consultations with service users from non- English speaking background and the ethnic communities in the target areas.
- The agency has on display general information pamphlets in a variety of languages.
- The agency uses culturally appropriate strategies when outreaching to ethnic communities.
- The agency develops links with ethnic communities and uses workers in those communities as cultural consultants when needed.

**If you frequently responded '1', your agency is engaged in practices that recognise and promote cultural diversity and aims to deliver a culturally competent service to people with disability.**

**If you frequently responded '2' or '3' your agency needs to change its practices to respond more effectively and efficiently to the needs of the culturally diverse community.**

**For all the questions where you responded with '2' or '3' consider how you can change your agency's practices to be more culturally competent.**

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## **Factsheet No. 17 - Networking with NESB (non-English speaking backgrounds) communities: A practical guide**

Networking is about establishing relationships and building alliances with individuals, groups and organisations to share information and skills and to undertake activities of mutual benefit. Networking is a key strategy for increasing the participation of people from a non-English speaking background (NESB) with disability and their families in your services and programs.

Networking:

- raises the profile of your organisation in the communities you are targeting;
- enables you to promote your services more effectively;
- provides you with access to cultural/religious information, knowledge and expertise; and
- enables you to establish partnerships and work together to achieve common goals.

### **1. Identify the NESB community/ies you want to target**

How:	Consider:	Resources to help you:
a) Refer to <i>Factsheet 16: Who lives in our community? Identifying community diversity</i>	<ul style="list-style-type: none"> <li>• The number of communities you target at any one time will depend on a range of factors including staff numbers, resource implications, intensity of work, etc.</li> </ul>	Factsheet 16 is available from MDAA: phone (02) 9891 6400 or download <a href="http://www.mdaa.org.au/publications/faqs/index.html">http://www.mdaa.org.au/publications/faqs/index.html</a>

### **2. Collect information about the community**

How:	Consider collecting the following information:	Resources to help you:
a) Access monographs and historical data	<ul style="list-style-type: none"> <li>• How long has the community lived in the area?</li> <li>• Any significant events in the history of the community?</li> <li>• What are some of the cultural practices, traditions and rituals in the community?</li> <li>• What do we know about disability in the community?</li> </ul>	The following websites contain monographs on a number of ethnic communities residing in Australia. They have a particular focus on disability and culture: <a href="http://www.sttar.org/">http://www.sttar.org/</a> <a href="http://www.diversityrx.org/">http://www.diversityrx.org/</a> <a href="http://www.mdaa.org.au">http://www.mdaa.org.au</a>
b) Identify community leaders, key community organisations,	<ul style="list-style-type: none"> <li>• Which groups, organisations exist in the area?</li> <li>• What are some places where members of the community</li> </ul>	<ul style="list-style-type: none"> <li>• The Ethnic Communities Council of NSW (ECC) publishes the <i>Ethnic Communities Reference Book</i>. To obtain a copy contact:</li> </ul>

<p>community workers, and religious leaders and make a list</p>	<p>may be contacted?</p> <ul style="list-style-type: none"> <li>• What services and resources exist in the community? e.g. does the community have funded welfare and community workers? Other active social or religious groups?</li> <li>• Who are the community leaders or key representatives?</li> <li>• Are there existing interagency networks you can tap into? Where are they? When do they meet? For what purpose? Who is the contact person?</li> </ul>	<p><i>Ethnic Communities Council of NSW</i>  221 Cope St. Waterloo NSW 2017  ph: 02 93190288  fax: 0293194229 or  e-mail: <a href="mailto:admin@eccnsw.org.au">admin@eccnsw.org.au</a></p> <ul style="list-style-type: none"> <li>• Most councils produce a directory of organisations working in their local government area (LGA). You can obtain a copy by contacting the relevant council or download it from its website.</li> <li>• Ethno-specific and multicultural health workers, bilingual and multilingual doctors (contact your local area health services to obtain a list).</li> <li>• See the ECC's Multicultural Interagency Directory 2006 at <a href="http://www.eccnsw.org.au/?page=publications&amp;id=37">http://www.eccnsw.org.au/?page=publications&amp;id=37</a></li> <li>• Migrant Resource Centres (MRCs). For contact details of MRCs in NSW and other states go to: <a href="http://www.immi.gov.au/grants/mrc_msa_b.htm">http://www.immi.gov.au/grants/mrc_msa_b.htm</a></li> <li>• Community Relations Commission For a multicultural NSW website: <a href="http://www.crc.nsw.gov.au">http://www.crc.nsw.gov.au</a></li> </ul>
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**3. Make contact**

How:	Consider:	Resources to help you:
<p>a) Plan the contact</p>	<ul style="list-style-type: none"> <li>• Developing a short introduction about your organisation, your role, and purpose of contacting individual/group.</li> </ul>	<ul style="list-style-type: none"> <li>• Contact MDAA's training arm "cultural abilities" for training on: <i>How to Use Interpreters and Working X-culturally</i>.</li> <li>• Check out the training calendar on MDAA's website for more information:</li> </ul>
<p>b) Organise a face-to-face meeting if appropriate</p>	<ul style="list-style-type: none"> <li>• Making contact by telephone initially and arrange meeting</li> <li>• Determining whether an interpreter is needed and</li> </ul>	<p><a href="http://www.mdaa.org.au/training.html">http://www.mdaa.org.au/training.html</a></p>

	arrange as necessary	
c) Prepare an agenda	<ul style="list-style-type: none"> <li>• Being clear about your objectives for the meeting; what you can offer; what's in it for you/the contact.</li> </ul>	
d) Have the meeting	<ul style="list-style-type: none"> <li>• Getting some training in cross-cultural communication.</li> <li>• Are you able to use interpreters effectively?</li> <li>• Is your proposed meeting approach/style culturally sensitive and appropriate?</li> </ul>	
e) Reflect/Evaluate	<ul style="list-style-type: none"> <li>• Was your presentation style culturally sensitive and appropriate? How do you know?</li> <li>• What were the outcomes of the meeting: for you? For your organisation? For the contact? Do you need to follow-up any issues?</li> <li>• What went well? What didn't go well? What do you need to change?</li> </ul>	
f) Attend existing interagencies/networks if relevant	<ul style="list-style-type: none"> <li>• Get in touch with the contact person and ask to be placed on the agenda and/or mailing list</li> </ul>	
<b>4. Maintain your networks</b>		
How:	Consider:	
a) Follow-up	<ul style="list-style-type: none"> <li>• Telephone contact and thank them for meeting (if appropriate)</li> <li>• If you've promised to send something do so</li> </ul>	
b) Build ongoing relationships	<ul style="list-style-type: none"> <li>• Explore opportunities for partnership projects</li> <li>• Identify other strategies to maintain networks established</li> </ul>	
<b>5. Share information gathered with your team/organisation</b>		
How:	Consider:	
a) Use existing team meetings, intranet etc	<ul style="list-style-type: none"> <li>• Provide a presentation to your team</li> <li>• Create a folder on your computer network/in your library to store information gathered</li> </ul>	

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