



Working with an interpreter

Introduction

Western Australia is celebrated for its cultural and linguistic diversity. People from more than 200 different countries live, work and study in Western Australia, speaking as many as 270 languages. According to 2006 Census data, 11.4 percent of the West Australian population (223,166 persons) speak a language other than English at home.¹ People who speak a language other than English may face barriers in accessing education, employment and services. Communicating with a family through an interpreter introduces an added dimension of complexity to building a relationship with the family.

What's the difference between a translator and an interpreter?

Translation refers to written information; therefore a translator is used to translate written documents from one language to another eg translating a letter or report for a family. Interpreting refers to spoken information; therefore an interpreter is used to interpret spoken words e.g. working directly with a family during a phone call or when face-to-face.

What do interpreters do?

Interpreters make communication possible between two or more people who do not share a common language. Interpreters do not add or leave out information from the communication, but only interpret what is being said. The interpreter is not an advocate or a counsellor and therefore must not provide advice, an opinion, explanation or any other assistance, beyond an interpretation of the conversation.² Staff members should retain responsibility for the tasks they would normally perform and not delegate those tasks to the interpreter.

Why use an interpreter?

Interpreters can assist families to access services provided by the Disability Services Commission. Families from culturally and linguistically diverse backgrounds may speak and understand English well; others may only understand a small amount of English. For those families who speak some English an interpreter may still be needed. Communication is a two way process. Many factors can hinder effective communication; however a 'language barrier' is often the major one. The mere fact that a person can speak sufficient English to respond to basic questions or undertake daily tasks, does not mean that they will be able to effectively communicate in more challenging environments.² If a family declines an interpreter and you continue to have difficulties with communication, you may like to raise the issue again with the family, highlighting that an interpreter will help you to understand them better and provide a better service.

Interpreters may also be required with families who are hearing impaired. (See Additional Information below – Interpreter for the Deaf)

Why use a professional interpreter?

Professional interpreters are bound by a strict code of ethics and have completed training and assessment to certify that they have a certain level of linguistic competence. Relying on friends, children or other relatives to act as interpreters can have serious consequences such as: breach of privacy and confidentiality, lack of impartiality, filtering of information to 'protect' their relative or friends, using information for private advantage or gain, and inability to cope with subject matter or specialised terminology.²

Even when working with a professional interpreter, parents may be concerned about the choice of interpreter. This may be because they are of a different social class, educational level, age or sex. There can also be concerns about confidentiality if the interpreter is from the same community or social network as the family.

General considerations when working with an interpreter

- Be aware that a visit using an interpreter will usually take longer.
- When booking an interpreter, it is useful to inform the booking agency of the nature of the appointment, if the gender of the interpreter needs to be the same and how long you think the appointment will last for.
- It is misleading to assume a client's language by country of birth eg a person from China may speak Mandarin, Cantonese, Hakka or another Chinese dialect. Seek clarification from the person as to which language or dialect is appropriate.
- If you or the family haven't worked with an interpreter before or are unsure about how to proceed, interpreters can briefly explain their role and reassure both you and the family that they will maintain accuracy, impartiality and confidentiality. Interpreters can do a better job if they are well prepared.
- Explain to the interpreter your limits of confidentiality and your expectation that they will also respect the privacy of the family by not disclosing what was discussed in the session to anyone not present. It is important that even when a fellow family member is asked to interpret that they too are informed of the limits of confidentiality. If the family insists on another family member interpreting sessions rather than a professional interpreter, identify **one** person who will consistently have this role, and only make appointments with the family when this person can be present.
- Information about the session can help interpreters review relevant vocabulary and predict the nature of the language that may be used.
- You may like to arrange a pre-session briefing with the interpreter especially for particularly sensitive or difficult situations eg culturally sensitive, dealing with "taboo" subjects, mental health issues etc **or** to more fully explain the coaching process for visits when this is being used..
- Position yourself so that you and the family member can clearly see each other.
- The family member may understand some English. It is important that you speak clearly and directly to the family member (not the interpreter). Sometimes the family member may answer you in English or may answer before the interpreter speaks. In this case just use the interpreter when the family member finds some words or messages difficult to understand or express.
- Encourage the interpreter to translate the client's own words as much as possible rather than paraphrasing. This gives a better sense of the family's concept of what is going on, emotional state etc.

- If the interpreter and the family start to have a two-way conversation it is important to interrupt and ask them what is being discussed.
- Listen to the family member and watch their nonverbal communication. Often you can learn a lot by observing a person's facial expressions, voice intonations and body movements.
- Non-verbal cues such as facial expressions, body language, silence, distance, eye contact, emotional expressiveness and body movements can also differ between cultures. Observe the family's interactions with others to determine what body gestures and non verbal communication are acceptable and appropriate for their culture. When in doubt, ask the family or for more information contact **Ethnic Disability Advocacy Centre (EDAC) on 3988 7455**.
- Avoid talking for a long time without giving the interpreter a chance to interpret. They may need to interrupt you or the family member if speech segments are too long as these place an unnecessary load on the interpreter's short-term working memory
- Avoid jargon, abbreviations or technical language which may be difficult to interpret. The interpreter may request an explanation. Also avoid colloquialisms, slang, similes and metaphors.
- The interpreter may ask you or the family member to pause or repeat on occasions, to ensure that they have correctly heard and have accurately conveyed all information.
- To check on the family member's understanding and accuracy of the translation, you may ask them to repeat back what has been said in their own words or demonstrate activities, with the interpreter facilitating.
- During the course of a visit, the interpreter may become aware of cultural issues which are preventing clear communication (such as different beliefs about disability and intervention). You should allow the interpreter to briefly indicate what may be causing a cultural misunderstanding if this is impeding good communication with the family member. However, interpreters should not be expected to be cultural "experts", and lengthy explanations of a cultural nature should be avoided.
- Even if you are using an interpreter, there are ways you can become more actively involved in the communication process.
 - Learn proper forms of address in the family's language. Use of these will convey respect for the family and your willingness to learn about their culture.
 - Learn basic words of the family's and child's language.
 - Use a positive tone of voice that conveys your interest in the family.
 - Repeat important information more than once.
 - Supply materials written in the family's preferred language or consider other formats such as pictures.
- Interpreters may need to leave promptly at the end of the session to meet their next appointment, and if a post-session briefing is needed, discuss this with the interpreter³.

How do I access the Translating and Interpreting Service (TIS)?

Phone	Phone considerations
Call TIS on 13 14 50 They will ask you for your client code (C123406 – Joondalup,	Do you need to talk with the interpreter before the call is connected through to the family i.e. to provide background information or purpose for the call? If so, you

<p>C661140 - Myaree), language and phone number of the family you wish to call</p> <p>You will be put through to the interpreter and then they will call the family. Once you have been put through to the interpreter and family, the TIS operator will hang up.</p>	<p>will need to request this to the TIS operator and the beginning of the call.</p> <p>If the family is difficult to reach or frequently away from home, do you want to briefly call the family first before calling TIS?</p> <p>If the purpose of the call is to arrange an appointment for which an on-site interpreter will be required, you may want to arrange a first and second (at least) choice for appointment time. You may also wish to ascertain whether the family has a preferred interpreter (see On-site). Once the on-site appointment time has been arranged, you can confirm with the client through the LAC, by mail, or – if necessary – by another phone call through TIS.</p> <p>As TIS charges per 15-minute block of telephone interpretation, you may like to jot down the points that you want to discuss to use the time efficiently.</p>
<p>On-site</p>	<p>On-site considerations</p>
<p>Complete the “Service Request for On-Site Interpreting” form available from TIS (see email below) (including DSC client code C123406 – Joondalup, C661140 - Myaree), and fax to 1300 654 151 or email tis@immi.gov.au.</p> <p>You will receive a fax/email confirmation with complete information about the appointment, including the name of the interpreter.</p> <p>After the on-site appointment, the interpreter will ask you to sign a confirmation, including the times, and will give you a green copy. These papers can all be added to the child’s Main File.</p>	<p>If you have queries about on-site interpreting you can ring 1300 655 082.</p> <p>Allow at least a week for the booking, and more if it is a less common language.</p> <p>If you have an opportunity to speak with the interpreter before you sit down with the client, it is helpful to give them some background and let them know a short agenda for the session. After the session it is often helpful to ask the interpreter if they are finding it easy to communicate with the client and if any of the issues you discussed were difficult to translate.</p> <p>Some clients are familiar with on-site interpretation and may request that you use a particular interpreter. The interpreter is then familiar with some of the client’s background and can be a useful source of information. The interpreter may also have a friendly relationship with the client and it can help with on-going client contact. Find out the interpreter’s name and TIS client code from the client and put it in the Special Language needs box on the form (eg Client requests Bruce Lee 3675). If the client cannot give you the TIS code, ask them to spell their preferred interpreter’s name carefully and ask TIS for the client code.</p> <p>TIS charges for the first 90 minutes of on-site</p>

	<p>interpretation and each additional 30 minutes following that. Make sure you have a clear agenda to use the time efficiently.</p> <p>On-site bookings are taken for appointments up to three months in advance of the date of request for fee-paying clients.</p> <p>Cancellations must be made in writing, at least 24 hours prior to the appointment or the client will be charged. The minimum cancellation fee is 1.5 hours unless the booking was for a specifically longer period. A booking for multiple-day interpreting with less than 24 hours cancellation notice will attract a cancellation fee equivalent to a full day's work including interpreter travel time and costs.⁴</p>
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Additional information

- Interpreter for the Deaf (Auslan) is accessed through Deaf Society of WA on 9441 4677 or bookings@wadeaf.org.au or their online booking system at www.wadeaf.org.au. They appreciate two weeks notice if possible. Further information on using this service is also available on their website.
- More information about government services eg free interpreting services for some organisations, doctors priority line etc. can be accessed at <http://www.immi.gov.au/living-in-australia/help-with-english/index.htm>
- See also, Disability Services Commission "Policy and Best Practice in Language Services" (updated February 2005), available on the Intranet.

¹ http://www.omi.wa.gov.au/publications/Info_Sheets/Cultural_Diversity_2008_web.pdf

² http://www.itsnt.nt.gov.au/_data/assets/pdf_file/0005/40010/A_guide_to_working_with_interpreters_and_translators.pdf

³ <http://www.ausit.org/pics/HealthGuide08.pdf>

⁴ Adapted from "Translating_and_Interpreting_Service" document prepared by Ann Hammer and Jane Griffin (DSC, 2005)



POLICY 019

LANGUAGE SERVICES

Other Related Document Links: Information on Contact Details included in this Policy
Western Australian Language Services Policy 2008

Procedural Instruction: Nil

INTRODUCTION

The Drug and Alcohol Office is committed to providing its services to all persons from non-English speaking backgrounds and to persons who experience difficulties associated with impairment.

GUIDELINES

Persons from Non-English Speaking Backgrounds

- Ask the person in which language he/she wishes to communicate.
- If main language is not English, ask client whether he/she would feel more comfortable if an interpreter was made available to them.
- Should an interpreter be required, the receptionist or counsellor requests an interpreter by contacting -

**Translating and Interpreting Service (TIS)
Telephone Interpreting Service**

**TIS contact 24 hours a day, 7 days a week
Telephone: 13 14 50**

Speaking to People with Hearing Impairment

- Make sure you have the person's attention.
- Face the person.
- Stand close to them.
- Make sure the person can see your lips.
- Speak clearly, slowly and loudly if needed – do not shout as shouting can distort sounds.

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- Be prepared to write it down if the person so requests.

Skilled sign language interpreters are available through the -

**Deaf Society of Western Australia
Suite 45
5 Aberdeen Street
East Perth WA 6007**

**Telephone: 9441 2677
After Hours Emergency Contact: 0410017540**

Information for People who have Vision Impairment, Low Vision and Reading Difficulties

- On request alternative mediums will be available.

For more information contact -

**The Association for the Blind of Western Australia and
Guide Dogs Western Australia
61 Kitchener Avenue
Victoria Park WA 6100**

**Telephone: 9311 8202
Freecall: 1800 658 388**

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DISABILITY SERVICES COMMISSION

POLICY AND BEST PRACTICE IN LANGUAGE SERVICES

Updated February 2005

1. Keywords

Language Services. Translating and Interpreting. Multiculturalism. Cultural and Linguistic Diversity. Auslan.

2. Policy Statement

The Disability Services Commission recognises that some people do not speak English at all or with sufficient proficiency to enable them to communicate adequately with Commission officers. This policy is designed to enable our consumers to access services fairly and equitably, and to ensure that service delivery is responsive and of high quality.

In accordance with the Western Australian Government's Language Services Policy (to be reviewed in 2005) and the Charter of Multiculturalism¹, the Commission is committed to using strategies to inform eligible consumers about services and entitlements and how they can obtain them. Accordingly, the Commission:

- promotes a planned approach to the production and dissemination of information regarding services, policies and activities in English and other languages, including interpreting services for Indigenous languages and Auslan, after consultation with client groups;
- works with qualified interpreters where appropriate to facilitate communication with persons unable to satisfactorily communicate in English; and
- plans for language services by incorporating interpreting and multilingual information needs into agency budgeting, and human resource and client service program management.

3. Principles

As above, and also in accordance with State Government policy (see footnote 1).

4. Definitions

Language services are measures taken to assist people who have a limited proficiency to communicate in English. Services may include the engagement of interpreters and translators (including Auslan interpreters and note-takers), and the use of multilingual, multi-format information strategies.

¹ The Charter of Multiculturalism was endorsed by Cabinet in December 2004. The Charter affirms the State Government's commitment to multiculturalism in a democratic society, whose members are drawn from diverse cultural traditions and histories. Principle 2, Fairness, emphasises the accessibility of government programs, services and products to people of diverse cultures. It means seeking to ensure that services are culturally sensitive and, where appropriate, in a language other than English.

People covered by these services may include people who were born overseas in a non-English speaking country, Indigenous Australians and people who are Deaf² or who have a hearing impairment.

5. Background

Western Australia has a very diverse culture. Findings from the 2001 Census of Population and Housing³ reveal that there are people from more than 200 nationalities living, working and studying in Western Australia. Almost half a million people, or more than a quarter of the population, were born overseas, and of these, 12 percent were born in a non-English speaking country. A further 23 percent of the State's population has one or both parents born overseas and 3.2 percent identified as being of Indigenous origin. More than 11 percent of Western Australians speak a language other than English at home.

There are no available statistics indicating the number of people with disabilities in the Western Australian community who were born overseas. Regarding the State's consumers of services funded under the Commonwealth State/Territory Disability Agreement (CSTDA) in 2002, 3.1 percent were from culturally and linguistically diverse (CALD) backgrounds⁴. For the first six months of 2003, of 15,857 CSTDA consumers for whom country of birth was known, 3.3% were born overseas in a 'CALD' country⁵. Note that the above figures include users of disability employment services, which are the responsibility of the Australian Government.

In 2002-03, of the Commission's 13,068 consumers of level 2 and 3 services whose country of birth was known, only 2.7 percent of those born overseas in CALD countries⁶. There are no reliable data indicating the percentage of consumers who had language services needs and required assistance from an interpreter. The Commission is endeavouring to improve its data regarding service usage by people from CALD backgrounds.

In 1993 the Disability Services Commission developed a Language Services Plan based on State Government policy directions. The Language Services Plan has since been reviewed and is replaced by this document – Policy and Best Practice in Language Services - which articulates the Commission's commitment to meeting consumers' language services needs and identifies the essential linkages to related plans and processes through which these needs will be addressed.

6. Consultation

Consultation has occurred with other departments and key internal and external stakeholders. The document reflects this feedback and current Government policy directions.

² Some people who are deaf view themselves as members of the deaf community and communicate in Auslan. The capitalisation of the letter 'D' denotes a linguistic and cultural allegiance to a minority community.

³ Office of Multicultural Interests, *Cultural Diversity in Western Australia*, November 2003.

⁴ Derived from Australian Institute of Health and Welfare, 2003, *Disability Support Services 2002: national data on services provided under the Commonwealth State/Territory Disability agreement*, Table A1.1 page 71.

⁵ Derived from AIHW November 2004, *Disability Support Services 2002-03: the first six months of data from the Commonwealth State/Territory Disability Agreement National Minimum Data Set*, Table A1.1 page 80.

⁶ Disability Services Commission report, *Representation of People from Culturally and Linguistically Diverse Backgrounds within the Commission's Service User Database*, June 2004.

7. Implementation

The policy guidelines are intended to assist staff to meet the diverse language needs of the Commission's consumers and provide guidance for ensuring equitable access for people who experience a language difficulty.

In striving to meet the language services needs of its consumers, the Commission:

- develops practices and processes that support the appropriate assessment of, and response to, consumers' language services needs;
- collects data necessary to guide the development of the Commission's approach to language services;
- recruits a culturally diverse workforce, including staff with cultural and linguistic skills relevant to consumers, in order to provide a more culturally appropriate response to consumers' needs;
- acknowledges the need for linguistically appropriate information in situations of communication difficulty, including the requirement in some circumstances for the services of a qualified interpreter provided at the expense of the Directorate concerned⁷;
- provides information and guidance about the utilisation and engagement of qualified interpreters for relevant staff in client contact positions;
- ensures that language services are culturally and linguistically acceptable to the consumer by taking into account gender, ethnicity and religious preferences and whether telephone or on-site interpreting is more appropriate;
- writes information in simple English;
- investigates a variety of ways of communicating with consumers who require assistance in English, such as provision of materials in alternative formats, including use of visual and electronic media as appropriate;
- ensures that, where necessary, documents are translated into languages and formats appropriate to the client groups;
- where relevant, installs equipment such as TTYs, dual handsets and speaker telephones at major consumer contact points to encourage and facilitate telephone interpreting, especially in places where access to on-site interpreting is limited;
- raises awareness about communicating with people from diverse backgrounds;
- recognises and provides for the cultural diversity that exists in the community when undertaking public consultations; and
- consults with relevant stakeholders when planning communication strategies.

Whereas Directorates may need to exercise discretion about the measures they will adopt to meet consumers' language needs or the extent to which they will use a particular strategy, such discretion must be within the context of the Government's policy. Consideration should be given to ensuring:

- that *adequate budgetary provision* has been made to address language services needs relevant to the Directorate's operation. For example, this might include:
 - meeting the cost of telephone or onsite interpreters where appropriate;

⁷ Refer to diagram overleaf.

- o providing a speaker telephone in a relevant setting that has frequent demand for telephone interpreters;
 - o arranging translation of key printed information in relevant community languages (note - this does not mean that a Directorate needs to make all its publications available in other languages);
 - o making provision for staff training; and
 - o making available translated information about key services on the Commission's website and/or providing links to other relevant sites.
- that managers and field staff understand *when it is advisable to use qualified interpreters*⁸ - for instance where there is significant risk and where accuracy is required (for example: medical history taking; where there is suspicion of abuse or neglect; in other sensitive situations).

If in doubt, staff should err on the side of caution and engage a qualified interpreter. In certain circumstances families may prefer to use family members as interpreters, but this should be approached with caution as family members may have an interest in the content of the discussion and may filter information or have insufficient skills to convey complex ideas. It is never advisable to use children as interpreters.

The diagram below is provided as a basic guide to help determine when to use qualified interpreters/translators⁹.

		DEGREE OF RISK		
CONTEXTUAL FAMILIARITY REQUIRED	HIGH	Trained bilingual community worker and/or professional	Bilingual Professional / NAATI interpreter and translator or equivalent	(legal implications) NAATI interpreter and translator or equivalent
	MEDIUM	Family member	Bilingual community worker	NAATI interpreter and translator or equivalent
	LOW	(basic information - directions, shopping) Family member		
		LOW	MEDIUM	HIGH
		DEGREE OF ACCURACY REQUIRED		

Matrix to guide the use of interpreters and translators, incorporating degree of accuracy, contextual familiarity and degree of risk

⁸ Interpreters obtained through the Translating and Interpreting Service (TIS) or accredited by the National Accreditation Authority for Translators and Interpreters (NAATI).

⁹ Framework developed by the Department of Education and Training, 2003. The Disability Services Commission acknowledges the Department's permission to use this framework.

- that relevant staff know *how to contact interpreter services and how to work with them*:
 - providing training and/or information about available resources including the Translating and Interpreting Service (TIS); use of the Telephone Interpreter Card and access to Auslan interpreters. (Some key resources are listed at end of this document.)

8. Resource Implications

If an interpreter or other language service is required, the costs for this service are to be met by the Directorate concerned. It is, therefore, important that Directorates ensure adequate provision within their budgets to meet relevant language services needs of consumers accessing their services.

9. Related Policies/ Linkages

Commission plans and processes that assist in meeting the language services needs of consumers include:

- the Disability Service Plan 2000-2005;
- implementation of recommendations in the report, *Addressing the Needs of Ethnic People with Disabilities*¹⁰;
- implementation of the recommendations of the review of Local Area Coordination (2003) concerning increasing the program's responsiveness and relevance to the needs and aspirations of people with disabilities from Indigenous and culturally and linguistically diverse backgrounds;
- implementation of the recommendations of the Accommodation Blueprint (2003), namely enhancing the standards relating to culturally responsive services within the Disability Services Standards and developing information and community education strategies for culturally and linguistically diverse communities;
- work undertaken for the Access for Indigenous People project. A policy framework to inform future policy directions and service delivery for Indigenous people with disabilities was endorsed by Corporate Executive in January 2005 and will be considered by the Board of the Commission in March 2005;
- the Equity and Diversity Management Plan 2001-2005;
- the Disability Services Standards;
- the Strategic Plan 2000-2005; and
- Directorate operational plans.

10. Communication

Directors are responsible for ensuring that relevant staff are familiar with this policy.

11. Training

It is the responsibility of Directorates to provide/enable training for their staff as relevant.

12. Evaluation and Review

This policy will be reviewed in 12 months.

¹⁰ This 1999 document forms the Commission's policy approach to people with disabilities from CALD backgrounds. Four progress reports on actions taken to implement the report were prepared from 2000 to 2004. The Commission will commence a review of its policy in 2005.

13. Key Resources

- Translating and Interpreting Service (TIS) Tel. 131 450

TIS is an Australian Government service available 24 hours a day, 7 days a week and is accessible from anywhere in Australia for the cost of a local call. The service can organise qualified translators and interpreters for telephone and on-site appointments. Fees and charges apply to most services.

Onsite interpreting enquiries Tel. 1300 655 082
 Onsite bookings tis@immi.gov.au
 Fax 1300 654 151

See <http://www.dimia.gov.au/tis/index.htm> for further information.

- On-Call – Interpreters and Translators Agency Pty Ltd
 Tel. 9225 7700
 Fax 9225 7788
 Level 1, 8 Victoria Avenue
 Perth WA 6000
perth@oncallinterpreters.com

Provides access to onsite and telephone interpreting and also translations using NAATI-accredited interpreters and translators (most of whom are also listed with TIS). The Company was established in 1984 and offices are located in Melbourne, Sydney, Brisbane, Adelaide and Perth. Ring for list of fees and charges.

- Deaf Society of WA (Inc.) 16 Brentham Street
 (Contact for qualified Auslan interpreters) Leederville WA 6007
 Tel. 9441 2677
 Fax 9444 3592

- Office of Multicultural Interests 26th floor, 197 St George's Terrace
 Perth WA 6000
 Tel. 9222 8800
 Fax 9222 8801

See website at www.omi.wa.gov.au then follow link from 'resources' to 'publications' for an online copy of the resources – 'Working with Interpreters' and the 'Interpreters Card' and the State Government's Language Services Policy. 'Working with Interpreters' is a specifically designed booklet that sets out guidelines for staff who are in direct contact with consumers.

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For further information contact:

Lynn Selepak
 Principal Policy Officer
 9426 9308

Date 25 February 2005

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Disability Services Commission

Accommodation Services Directorate

Operational Guidelines for Effective Engagement, Communication and Consultation with Families and/or Significant Others

Definitions

For the purposes of the Accommodation Services Directorate Operational Guidelines for Effective Engagement, Communication and Consultation with families and/or significant others the following definitions apply:

- **Engagement** – refers to engaging with those who share your visions, to achieve positive solutions for people with disabilities. It is acknowledging diversity and learning from others.
- **Communication** – refers to how one effectively conveys information and expresses thoughts and facts. Demonstrates effective use of listening skills and displays openness to other people's ideas and thoughts.
- **Consultation** – refers to formal structures and processes through which views are sought from stakeholders with the objective of informing decision making.
- **Stakeholders** – refers to family members and/or significant others, eg guardian, advocate, etc.

Purpose

Accommodation Services Directorate staff at all levels are responsible for achieving the best possible service delivery outcomes for residents in accordance with relevant legislation, acts, policies, procedures, guidelines and disability services standards. To achieve a good life for residents it is important to listen to the resident and where they require assistance to help them to identify their goals and aspirations it is important to engage, communicate and consult with the residents family members and/or significant others (stakeholders). In applying effective engagement, communication, consultation with stakeholders to generate best practice, the following principles apply:

Guiding Principle

- 'Disability Services Act' – Schedules 1 & 2
- Disability Service Standard 3 – Decision Making and Choice: Each person with a disability has the opportunity to participate as fully as possible in making decisions about the events and activities of his/her daily life in relation to the services he/she receives.

In achieving the above it is acknowledged that residents receiving services from the Disability Services Commission' Accommodation Services Directorate may require assistance in making decisions and may require the support of their stakeholder/s.

1. Principles

- 1.1 Respect the rights of all residents concerned including their individual capacity to act and be involved directly in decision making that impacts on them focusing on achieving a good life.
- 1.2 Establish and maintain positive relationships with all relevant stakeholders.
- 1.3 Ensure all communication with stakeholder/s is sensitive to each individual resident and stakeholders needs including but not limited to emotional, psychological, lifestyles and cultural backgrounds.
- 1.4 Access to interpreters, translated materials and other resources are provided as needed to achieve effective communications.
- 1.5 Stakeholder/s are to be provided with information about services, its objectives and outcomes where applicable and as appropriate.
- 1.6 Ensure consultation occurs with residents and their stakeholder/s when developing programs and enhancement of opportunities through Individual Lifestyle Plan Review meetings including but not limited to employment, cultural, spiritual, recreational, medical inclusive of behaviour management and financial matters.
- 1.7 Ensure that least restrictive practices, as far as is practicable, are adopted.
- 1.8 Ensure that all stakeholders are encouraged to contribute their suggestions regarding any aspect associated with the services provided through various mediums with, but not limited to line managers.
- 1.9 Continue to develop strategies with stakeholders, which contribute to a partnership approach that enhances knowledge through information sharing to achieve the most positive outcomes for residents.
- 1.10 Stakeholders will be provided with information (as applicable) regarding life changes at the earliest opportunity as well as planning for changes such as employment, health, retirement eg via Individual Lifestyle Plan Reviews.
- 1.11 Respect and practice confidentiality at all times.

2. Responsibilities

Accommodation Services Directorate staff at all levels responsible for direct service delivery for residents are to ensure that all communication and information exchanges that occur between the stakeholder/s is appropriate and timely.

Stakeholders are to be encouraged to participate/be involved in meaningful, useful and effective decision making. Building of positive relationships and listening, and respecting each others point of view forms the basis of good collaboration and focuses on good outcomes for each resident.

Accommodation Services Directorate staff at all levels and stakeholders are mutually responsible for respecting each others point of view and it is important that each understands the parameters the service is required to operate within and the framework decisions can be made in. Where stakeholders are not satisfied with any aspect of service delivery they can refer the matter to the next level of management eg local area supervisor, local area manager, accommodation services manager, accommodation services director, or they can lodge a complaint via the Commission's consumer liaison officer. Refer section 'Correspondence (including Complaints)'.

3. Systems and processes available to facilitate engagement, communication and consultation

3.1 Individual Lifestyle Plan and Reviews – this is the main tool used by Accommodation Services Directorate staff to identify areas specific to a resident during a 12 month annual cycle and focuses on a holistic approach. An action plan is developed and monitored by the resident's key-worker¹ and local area supervisor during the annual cycle. This may be changed by agreement throughout the year.

3.2 Quality Assurance – this provides for an independent review of the service either in part (abridged) or the total service area and the monitor/s engage with the relevant residents, stakeholders, staff and line managers during this process. A report is generated which drives continuous improvement.

3.3 Ongoing requests from stakeholders for information

When line managers receive requests for information from stakeholder/s the following applies.

- A copy of daily recording sheets can be provided as agreed. All reference to other residents will be removed;
- Statewide Support Services Therapy Team and Behaviour Support Team reports (eg psychologist, speech pathologist, etc) require the permission of the author or the author's supervisor before they can be released;
- Reports from other agencies or private practitioners cannot be released. These requests shall be directed to the author or the author's agency; and
- Financial details (eg weekly expenditure sheets) may be released once signed off by the local area manager.
- This information will be collated and distributed by the line manager as agreed in accordance with stakeholder requirements, which will be determined from time to time and reviewed at each resident Individual Lifestyle Plan and Review meeting. The agreement as to what is expected by each stakeholder/s will be clearly articulated and signed off accordingly. Whilst every endeavor is made to provide the requested information in a timely manner other operational matters may impact on the capacity to meet the specified timelines.
- Requests by stakeholders for specific staff members to support a resident at appointments etc will where possible, be accommodated so long as the staff member is on shift at the time of the appointment and has no other previous commitments related to the operations of the house;
- Meeting requests will be arranged through the relevant local area supervisor and/or local area manager.

¹ The key-worker is a direct care staff member allocated to support a resident to meet the day-to-day needs and is not the sole decision maker; they are one of a number of key people involved in the resident's life. (Refer Key Worker document/guidelines).

It is important to note that all written documents are the property of the Commission and are required to be maintained, held and archived in accordance with the Commission's 'Record Keeping Standards' and the 'State Records Act 2000'. This Act defines what is a record as well as covering how, why and how long those records should be retained; confidentiality must be maintained at all times.

Any request for information in addition to what has been referenced above will be directed to the relevant accommodation services manager via the relevant local area manager.

3.4 Correspondence (including Complaints)

3.4.1 Response timeframes for verbal and written correspondence

- Written correspondence (e-mails, letters, faxes) to Accommodation Services Directorate line managers from stakeholders, where practicable, will be acknowledged verbally or written within five working days and should give an approximate time as to when a full response will be sent;
- Detailed responses to contents of all correspondence will be forwarded within two weeks of receipt unless extra time is required to gather information; however, responses should not exceed six weeks. Advice of any delay will be communicated;
- Verbal correspondence, where a message is left on voice mail (mobile or landline) will be responded to within 48 hours during working days except where the matter is of an urgent nature;
- All stakeholders are encouraged depending upon the nature of the concern to raise the matter in the first instance with those most familiar with the resident and/or issue, that is, local area supervisor, local area manager, accommodation services manager.

3.4.2 Complaints

- Written and/or verbal complaints will be addressed according to the Commission's Consumer Complaints Policy
- All concerns / complaints where practicable will be addressed in the first instance at a local level, however, where this is not able to occur there is a mechanism in place which is dedicated to addressing complaints, which cannot be addressed locally. The consumer liaison officer's role is to handle complaints and can be contacted via the Commission's West Perth Office on 9426 9200.

4. Resolution procedure for these arrangements

The relevant accommodation services manager will initiate any meetings with the stakeholder/s to discuss appropriate immediate and subsequent action.

5. External influences that may impact on stakeholders requiring involvement in decision making

It is important to note that sometimes decisions are made external to the Accommodation Services Directorate that may have an impact on a residents life eg employment, alternatives to employment. It is clear that the primary responsibility for informing the resident/s and stakeholders of the changes is with the external agency or an organisation making the changes; however, in acknowledging that these changes may have a significant impact on a resident, representatives, as determined by Accommodation Services Directorate, will liaise with the appropriate stakeholders as soon as it becomes aware of the change/s and its likely outcome.

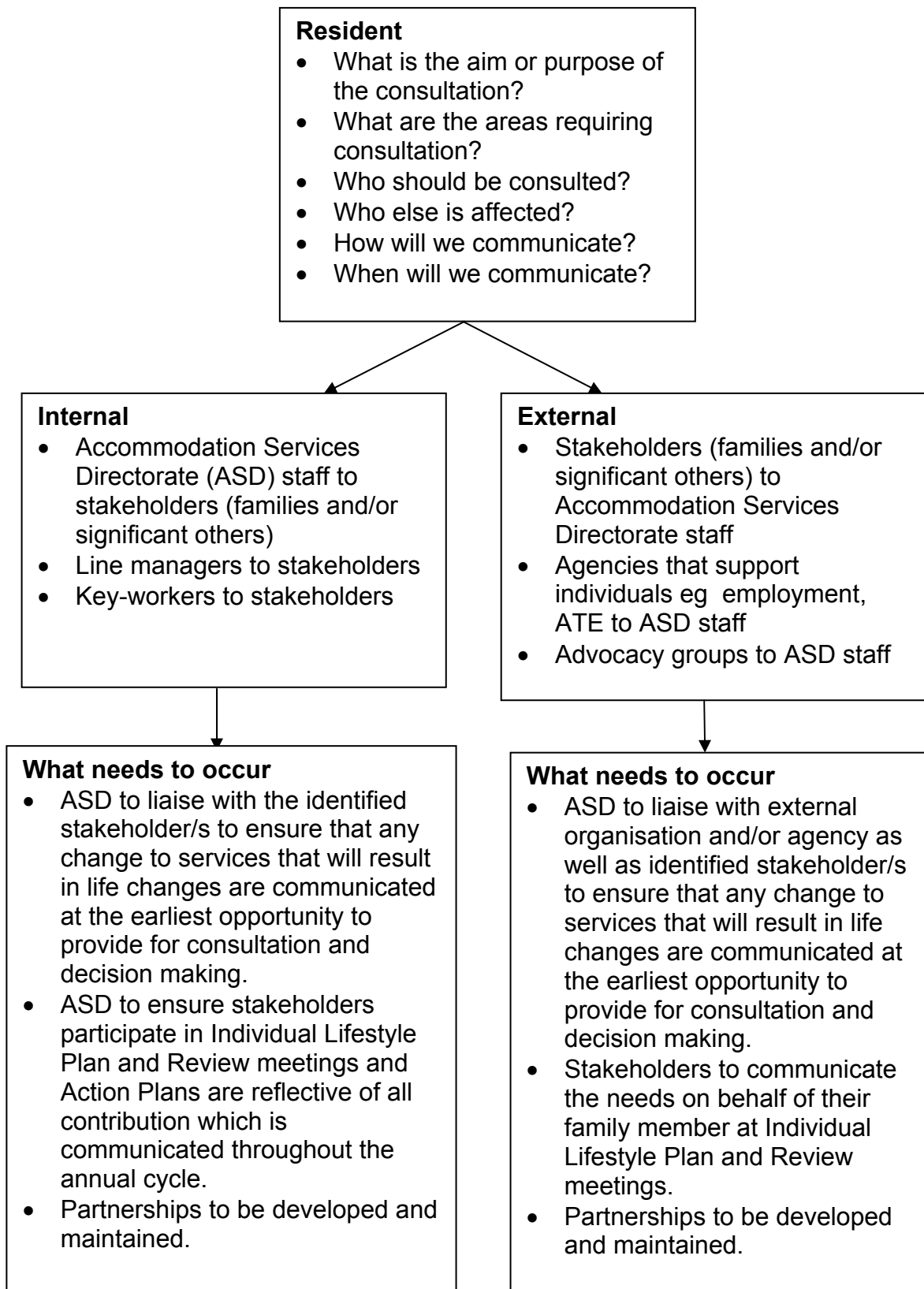
6. Acknowledgement

These operational procedures have been developed in consultation with representatives of the Accommodation Services Directorate and representatives (family members) from the Fairholme Disability Support Group.

Review Date: October 2010

Next Review: October 2012

Accommodation Services Directorate Framework for effective engagement, communication and consultation

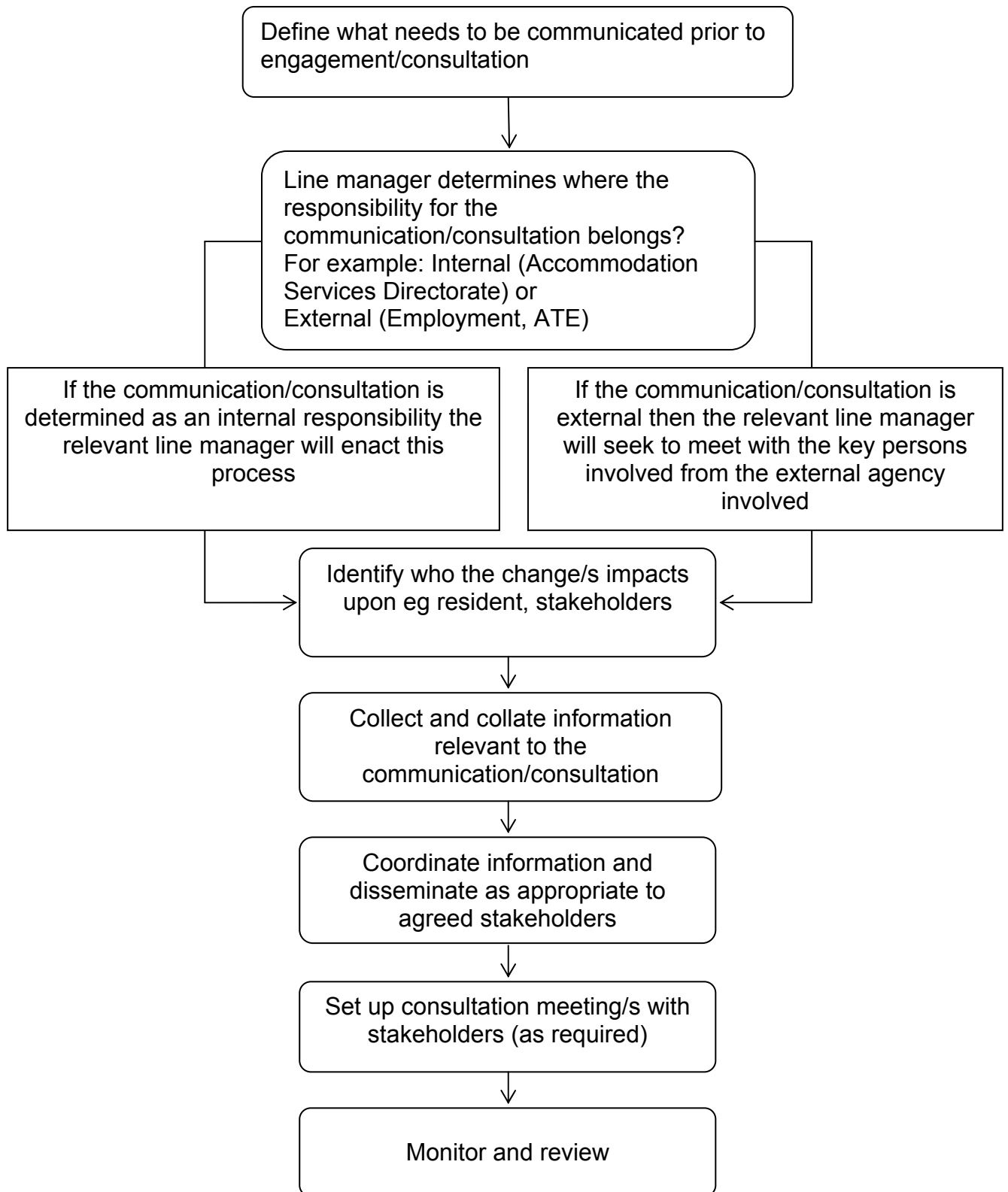


NB:

- This process does not replace other arrangements and/or agreements reached with stakeholders
- In achieving the above it is acknowledged that residents receiving services from the Commission's Accommodation Services Directorate may require assistance in making decisions and may require the support of their stakeholder/s.

Accommodation Services Directorate Framework for Effective Engagement, Communication and Consultation

Empower



Note: The primary organisation/s will ensure that agreed actions are progressed in accordance with the overall stated outcome/s.

Working with people from culturally diverse backgrounds

The Local Area Coordination program is committed to supporting all Western Australians with disability achieve good lives in their community. Western Australia's population includes people from more than 200 countries, who speak 170 different languages and practise more than 100 religions. Therefore, program staff must be responsive to and take account of a rich diversity of cultural and linguistic aspirations and needs.

While key program elements, in particular its personalised and flexible approach and emphasis on building relationships at an individual, family and community level, are integral to an effective response, other measures are required to ensure culturally secure support. Cultural security may be defined as acting in a way that upholds and does not diminish or threaten cultural rights, expectations or norms.

Historically, Aboriginal people and people from a culturally and linguistically diverse (CALD) background have been under represented in their access to Disability Services Commission and Local Area Coordination program support. Information about disability, the role of Commission and the program in providing support has not been readily accessible and many Aboriginal people and people from a CALD background report gaps in basic supports and services.

Against this background, the Local Area Coordination program is committed to the following strategies:

- Raising awareness and knowledge of the program and other disability services through targeted information and communication strategies, and development of personal connections and relationships with Aboriginal people and people from a CALD background at individual, family and community levels.
- Working in partnership with Aboriginal people and people from a CALD background at individual and community levels to develop new, more culturally responsive supports and services.
- Developing and strengthening partnerships with other government and community based agencies and groups to provide collaborative and holistic responses to needs.
- Assuming an educational and advocacy role to encourage other disability specific and generic services to be more responsive to cultural diversity.
- Ensuring that Local Area Coordinators (LACs) continue to develop skills and knowledge required to provide culturally secure support through formal training, supervision and 'learning on the job'.

At an individual LAC level, the following considerations and principles may be useful in guiding your approach:

- Aboriginal people and people from a CALD background are often considered as belonging to particular communities which share common and coherent interests. It is important to recognise that within any community or group there will be a diverse range of cultural, linguistic, political, economic and personal beliefs, experiences and circumstances. All people are unique, so rather than stereotyping, we need to work in ways that are responsive to each individual's own diversity.
- Aboriginal people and people from a CALD background may have a different understanding or conceptualisation of disability. This may impact on how a person with a disability is viewed and expectations regarding their place and role in the community and need for support.
- The development of a mutually trusting and respectful relationship with an individual or family is integral to the program approach. For some people, their individual or group experience may lead them to be wary or distrustful of people in government or other official roles. For other people, cultural or linguistic differences may act to limit or make the building of a relationship more complex or difficult.
- Effective communication and information provision are important building blocks for developing a relationship, so you need to pay particular attention to your communication style and be willing to learn and listen but to also accept that you may make mistakes. Where understanding of spoken or written English is an issue, consider using accessible print and other information materials or an interpreter or bilingual support person or worker.
- Getting to know people, their history, networks and protocols and being known by them takes time and investment by both parties. In some instances, people may wish to get to know you as a person before they are willing to engage with you in your formal LAC role. This may involve sitting down with people, or becoming known through association with a community member or involvement in valued community activities and groups. In all cases, it requires commitment, perseverance and a sensitive and respectful approach.
- Trust and respect are based on being truthful and honest in our relationships. For LACs, it means being very clear about our role and what we can and cannot deliver, and making sure that we deliver on commitments made.
- Actions taken in ignorance may be harmful, regardless of intent, so take little steps and seek guidance along the way. Recognise that you cannot know what you do not know, so in unfamiliar territory, seek a guide or mentor to assist you.



A manual to assist service providers in using the

CaLD Consumer Perspectives of the Disability Services Standards 1 - 9





The **ETHNIC DISABILITY ADVOCACY CENTRE (EDAC)** is a community-based advocacy service representing people with disabilities from culturally and linguistically diverse (CaLD) backgrounds, their families and carers in equitable service access and empowerment of their rights. EDAC provides individual and systemic advocacy, support, information and training. It also provides ongoing consultancy and training to assist service providers to pro-actively meet the recommended self-monitoring processes within the Disability Services Standards, in relation to 'good practice' and the inclusion of people with disabilities, their families and carers.

This report can be accessed from the EDAC website www.edac.org.au and at the Disability Services Commission's website at www.disability.wa.gov.au . Please note that EDAC retains the copyright, including any use for training or organisational consultancy and support purposes.



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Thanks to Anna Richards, Dr. Anne Atkinson, Harry Pickett and Jenny Au Yeong who worked tirelessly to develop a user-friendly manual for training and learning purposes. It is certainly not an easy undertaking to integrate the complexities of disability and cultural diversity and come up with a practical document to assist with training for the disability sector.

For enquiries on training and consultancy support contact EDAC on 9388 7455 or by emailing admin@edac.org.au.



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Working definitions

Acculturation

This is a process whereby the attitudes and/or behaviours of people from one culture are modified as a result of contact with a different culture. Acculturation implies a mutual influence in which elements of two cultures mingle and merge.

Ancestry

Describes the ethnic or cultural heritage of a person, that is, the ethnic or cultural groups to which a person's forebears are or were attached. Ancestry is the ethnic or cultural groups which the person identifies as being his or her ancestry.

CaLD - Culturally and Linguistically Diverse

This is often used to describe the complex multicultural nature of Australian society. It applies to people who identify as having particular cultural or linguistic affiliations due to their place of birth, ancestry/ethnic origin, religion, preferred language or languages spoken at home. For ease, CaLD is commonly used as an abbreviation for culturally and linguistically diverse and is used in this way throughout this manual.

Cultural diversity

A description of a society composed of people from many cultural and linguistic groups. This term is frequently used to mean multi-ethnic, multi-faith or multi-lingual in the Australian context.

Culture

Culture comprises four elements – values, norms, institutions and artefacts – that are passed on from one generation to another. Cultures are dynamic and constantly evolving.

Discrimination

Discrimination occurs when a person, or a group of people are treated less favourably than another person or group because of age, race, national or ethnic origin, sex, religion, disability etc. Discrimination can be direct or indirect.

Ethnic group/community

A group/community established based on ethnicity

Mainstream

Refers to the prevalent attitudes, values and practices of the majority group in society.

Multiculturalism

A term used to describe the recognition of cultural and ethnic diversity.



New and emerging communities

A term used to describe ethnic communities that are small in number, have recently settled in Australia and often lack established family networks, support systems, community structures and resources, relative to more established communities.

Refugee

Any person who has left their own country of nationality due to an established fear of being persecuted on the basis of ethnicity, religion, nationality, membership of a particular social group or political opinion, and is unable or unwilling to return to it.

Social inclusion

It is suggested that members of society irrespective of age, ethnicity, social background, disability etc, have a sense of belonging to and a stake in the social economic, political and cultural systems of their society.



Introduction

This initiative was funded by the Disability Services Commission under the Substantive Equality Initiative to develop a training manual on the *CaLD Perspectives of the Disability Services Standards* for service providers. It aims to improve the cultural aspects of service provided to people with disabilities in Western Australia who are from culturally and linguistically diverse backgrounds (CaLD). It can be used as a self-development tool by any service agency although EDAC is available to provide both training and implementation support to agency staff, consumers and carers and their communities. It can also assist with the cultural aspects of Commission service monitoring of the Disability Services Standards.

Disability Services Standards (1-9) define what government expects services to achieve when assisting people with disabilities and their families and describe how the principles and objectives of the Disability Services Act (1993) should be put into practice in disability services. They represent a framework that assists people with disabilities, their families/carers and service providers to collaborate in the development and maintenance of high quality services.

All funded and provided disability services are expected to be fully compliant with all the standards. There are two major checks on how well services are meeting the standards:

- through a **self-assessment** that the service completes each year and provides to the funding body ; and
- through a **standards monitoring visit**.

In both of these processes, consumers have an opportunity to have a say about the service, how well it runs, what they are satisfied with and what changes they would like to see.

EDAC has developed a practical guide on the Disability Services Standards 1-9 for service providers, based on the perspectives of consumers of CaLD backgrounds, with participation of carers and service providers, through a grant from the Disability Services Commission. The working group was selected to represent a range of cultures and disabilities, ages, gender and lifestyles. A guide 'CaLD Consumer Perspectives: Developing culturally and linguistically responsive approaches to the Disability Services Standards' was produced after many development workshops and training sessions with people with disabilities and their families/carers. Throughout this manual it will be referred to as the guidelines. The guidelines encourage awareness and sensitivity in recognising and responding to appropriate service access and human rights issues for CaLD people with disabilities in the contemporary Australian context.

For agencies to provide services which effectively meet the CaLD consumers' perspectives and needs, the guidelines recommend that service providers:

- understand, respect and value cultural diversity;
- develop strategies to address additional needs and vulnerabilities arising from people facing double discrimination due to cultural/linguistic difference and disability;
- are sensitive to those CaLD consumers suffering double trauma and difficulties of both disability and pre-migration, refugee and settlement experiences; and
- are actively committed to substantive equality.

The guidelines also strongly recommend that CaLD consumers are included in all standards consultations, training and evaluation, as they have the lived experience of culture and disability and will provide valuable input on how services are delivered.



This manual is designed to facilitate the use of the guidelines by:

- providing service providers with information to encourage an understanding of CaLD consumers perspectives and needs; and
- providing a series of steps that could be taken to adapt services to make them more appropriate for CaLD consumers.

Consumers in this document refers to people with disabilities who are from culturally and linguistically diverse backgrounds (CaLD), their families/carers and communities who together, make up what may variously be considered as the 'consumer unit'.

Substantive equality

The Disability Services Commission is committed to providing information, supports and services that are culturally sensitive and responsive, free from racial discrimination, and that result in equitable outcomes for all people with disabilities in Western Australia including Aboriginal people with disabilities, their families and carers and people from CaLD backgrounds.

In so doing, the Commission is committed to implement the State Government's Policy Framework for Substantive Equality (PFSE) for services it funds and provides.

Substantive equality involves achieving equitable outcomes as well as equal opportunity by promoting sensitivity to the different needs of client groups and by eliminating systemic racial discrimination in policies, programs and services.

It recognises that:

- rights, entitlements, opportunities and access are not necessarily distributed equally throughout society;
- equal or the same application of rules to unequal groups can have unequal results; and
- where service delivery agencies cater to the dominant, majority group, then people who are not part of the majority group and who have different needs may miss out on essential services. Hence, it may be necessary to provide different service types and approaches to people with disabilities and their families who are members of minority groups.

Using the manual

The manual is designed to assist agencies in applying and implementing the material in the guidelines to their policies and services. It first recognises that an understanding of cultural perspectives of disability and the lived experiences of individuals may not be familiar to all service providers. To meet the need for more information and before starting to work through the guidelines, a chapter is included which provides information to gain a clearer understanding of CaLD perceptions and experiences.

The guidelines are presented so that agency staff can participate in active learning. Case studies and exercises associated with examples of good practice and suggested actions are presented throughout the guidelines. Additional resources are also included with CaLD perspectives of each standard and at the Appendices.



A manual to assist service providers in using the **CaLD Consumer Perspectives of the Disability Services Standards 1 - 9**

We hope that this manual is useful in assisting agencies train staff in adapting their services to meet the needs of CaLD consumers and their families/carers. If you should require further training assistance or consultancy support, please contact EDAC's Executive Officer on 9388 7455 or email admin@edac.org.au.



Introducing the guidelines

The guidelines make up the better part of the manual and should be used in conjunction with the generic or standard version of the *Disability Services Standards* of the Disability Services Commission. The guidelines offer assistance to agencies in meeting the individual needs and duty of care issues of CaLD consumers. They also suggest how to facilitate effective consumer participation, such as informed inclusion in the disability services standards self-assessment process and standards monitoring of the agency.

The guidelines are not prescriptive, but act as a framework within which consumers can articulate their particular needs. Agencies can develop responses or action plans within the types of services they provide, their capacity and priorities, and adapt to the frequently changing nature and circumstances of their CaLD consumer population. The primary role of the manual then is to assist agencies in this task. The guidelines present each Disability Services Standard in the form of:

- The objective of each Disability Services Standard
- Agency strategies from a CaLD perspective: so that service providers develop an awareness of how CaLD consumers understand the requirements of each Services Standard from their own cultural viewpoints.
- Good practice: to assist service providers to adopt and develop 'best practices' and to demonstrate the implementation of these suggestions.
- Suggested actions: provides suggestions of practical activities to assist agencies in putting services sensitive to CaLD needs into practice.

Culture and disability

Before becoming familiar with CaLD perspectives of the Disability Services Standards, it is strongly recommended that you take time to consider cultural diversity in Western Australia, the concept of culture, how culture shapes perceptions of disability and influences practices, and the diverse experiences which CaLD people with disabilities and their families may have encountered.

Overview of cultural diversity in Western Australia

- According to the 2006 census, 27.1 per cent of all Western Australians were born overseas.
- 30.2 per cent of overseas born reported speaking a language other than English at home.
- Those born overseas come from more than 200 countries, there are more than 270 different languages spoken (not including Indigenous languages) and more than 100 religious faiths are practiced in Western Australia.
- In 2006/7 financial year, WA received 1,557 (13 per cent) of the 12,122 migrants who entered Australia under the Humanitarian stream.
- *The rate of disability for people born overseas in a non-English speaking country was cited as 15-18 per cent (2003 ABS Report *Disability, Ageing and Carers; Summary of Findings*).
- Approximately 2-3 per cent of disability service users were overseas born of CaLD backgrounds (DSC annual reports 2001-2002 and 2007-2008).

*this does not include those with a disability who were born in Australia to parents who were born in a non-English speaking country.



Western Australia has one of the most culturally diverse populations in the western world with a high rate of immigration from countries which have a range of cultural groups and where English is generally not spoken as a first language.

When a person moves from one country to another, they bring with them not only a suitcase of clothes and treasures but also an imaginary suitcase full of their own past experiences and their own culture (sometimes referred to as cultural baggage). They also bring with them little or no knowledge of the way in which disability is perceived in Australia and the services and facilities built up around these perspectives. This presents a challenge to agencies in providing services that are sensitive and appropriate to all clients.

The first step in understanding how and why services can be adapted to suit the needs of CaLD clients is to have an understanding of how those services are currently perceived by some CaLD consumers. The results of a survey conducted by EDAC with CaLD communities indicated the following points for service providers to be aware of:

CaLD concerns in relation to service delivery

- It was important to recognise that being from a CaLD background and experiencing a disability not only resulted in double disadvantage but further emphasised the barriers and difficulties faced by CaLD people with disabilities.
- Discrimination can result in neglect or limited opportunities – whether it is discrimination based on ethnicity or disability or both.
- Prejudice and stereotyping can result in inappropriate and unsuitable services and/or facilities.
- Isolation and loneliness can be very common experiences for CaLD people with disabilities and their families, especially those who come from communities with prejudices against disabilities. This is enhanced if language barriers are experienced.
- There is a great deal an agency and service providers can do to overcome language barriers. The first and most important step is to become familiar with interpreter services, know where to find interpreters and how to use them. It is often not recognised that trained and accredited interpreters are under-utilised, as is translated material. Adequate language services can enhance the effectiveness and efficiency of service delivery.
- Migration and re-settlement can result in huge upheaval for people and often the effect of this is not recognised and acknowledged. For refugees coming into Australia, the trials of just arriving here with possible histories of torture and trauma can result in post-traumatic stress. Even those migrants who choose to come to Australia through economic, skills or family reunion schemes can experience homesickness and periods of depression.
- It is well known that migrants and refugees usually encounter a lower socio-economic status than Australian-born in the first stages of settlement. This may be due to language and cultural barriers, non-recognition of previous qualifications and skills as well as discrimination, prejudice and stereotyping. Employment, accommodation, transport, health and education are all issues that are central to the well being of newly arrived migrants and refugees.
- Another point which needs wider recognition is that disability prejudice operates throughout all sectors of the community – both within ethnic communities as well as at the wider community level.
- The lack of knowledge of services and facilities to overcome barriers and the unfamiliarity of processes is very common amongst CaLD people as with anyone who has arrived in Australia or has encountered a new situation. Often this is not recognised by service providers who operate with a level of expectation that the client is familiar with services and how they work.
- CaLD people with disabilities and their families and carers pointed out that too often agencies were unaware of CaLD needs so the services they were delivering were culturally inappropriate and insensitive.



Having given some idea of how CaLD people with disabilities and their families view their situation and the services they receive, it is important to understand some of the cultural values and aspirations of disability which shape the way in which Australian responses to disability and the services are based.

Australian values and aspirations encompass:

- Normalisation, Social Role Valorisation (SRV) – influencing disability legislation and policies to improve the quality of life for people with disabilities.
- The social model of disability – advocating for human rights.
- Community-based living.
- Equal rights - positioning people with disabilities as citizens with rights.
- Person centred approach.
- Endeavouring to empower people with disabilities and give them the skills to learn, experience and grow.
- Creating opportunities in which people with disabilities can be active participants in the community.
- Encouraging social interaction in the mainstream community.

The Concept of Culture

The concept of culture is a difficult idea to define. One simple way of looking at 'culture' is to see it as:

'The shared history, values, language, practices, and expectations of a particular group.'

A more comprehensive definition covers a range of behaviours, ideas and expectations which are common to the members of a group.

'Our culture is our routine of sleeping, bathing, dressing, eating and getting to work. It is our household chores and the actions we perform at work, the way we buy goods and services, write and mail a letter, take a taxi or a bus, make a telephone call, go to a movie or attend church. It is the way we greet friends or address a stranger, the way we raise our children – when we scold or when we praise them – and the way we consider good or bad manners and even what we consider right and wrong'. (From the Victorian Ethnic Affairs Manual.)

Our culture is so ingrained that we don't usually sit down and think much about it unless, for example, we are in a situation in which someone's culture is strikingly different to ours. Such situations might include meeting a CaLD consumer, holidaying in an overseas country, or going to a new workplace. These are situations in which our expectations of behaviour, customs and communication are challenged by difference. They become a cross-cultural situation.

Exercise: Culture

Take time out to think about the last time you were in a situation which provided an opportunity to think about your own culture. Think of your own values and expectations and how these might have differed to others. Make a note of a few examples based on your own experiences.



Something else about culture which we rarely think of is that culture is in a state of continual change – it is never static. It is influenced by, and responds to, external influences (global advertising for example) and internal circumstances (changing values as the result of climate change – drought and water restrictions).

Exercise: Cultural change

One way to think of cultural change is to remember the differences between the values and expectations of daily living now and those of your childhood. What has changed over the years? For example, how might technology such as home computers or mobile phones have changed the way you interact and behave today?

Sub-cultures

A sub-culture refers to the shared experiences and expectations of a sub-group or minority group within a society. A good example is the culture of your workplace, or youth culture or aged culture or the culture shared by women. It even refers to the culture shared within a family. A person may belong to several sub-cultures. Each group to which the person belongs has its own ways of communicating – both verbally and non-verbally – and behaving. For example, you may be a young woman living at home with your parents; you work in a disability agency, play netball for a club at the weekend and belong to a group of friends from school that like to go out most Friday nights. Belonging to several minority groups each with their different sub-cultures means that not everyone shares exactly the same beliefs, values, attitudes and behaviours. Within a society then, there is a diversity of practices, experiences and expectations, none more so than in Australia.

Exercise: Sub-cultures

What various groups do you belong to?

Think of at least one example of verbal and non-verbal communication that is particular to that group and which you take for granted. For instance, it could be the way you greet each other. Can you imagine entering another one of your groups – for example your workplace - using exactly the same greetings as you do to members of your family or your close friends?

Stereotyping and prejudice

One of the ways of dealing with people from another culture is to ascribe or assign them with traits that we **think** we know of that culture. So someone from another culture might say that 'All Australians are sports mad', they are making judgments about Australians as a group of people. That 'All Australians are sports mad' is probably a very positive judgement from an Australian perspective. It conjures up a healthy lifestyle, healthy competition and teamwork – which are all good values in Australian society. From another cultural viewpoint it might mean that Australians play or watch sport to the exclusion of everything else and indicates that we have too much leisure time (despite Australia being ranked as the second country in the western world to have the longest working hours) and are obsessed to the point of excluding creative and intellectual pursuits.

Stereotyping then, is about making assumptions about the group that the individual comes from and applying those characteristics to the individual. It is very important to recognise stereotyping, prejudice, discrimination and making assumptions in the services area because it can result in disregarding people as individuals, providing inappropriate services or even neglecting to provide services at all.



Exercise: Stereotyping

Think of a group of people you know of that might belong to a sporting group, hobby group, ethnic group or work group.

Divide a piece of paper down the middle. On the left side write generalisations that are common to individuals in the group. For example, the members of a sporting group would all play the same sport, would most probably carry their sporting equipment in the club's zip bag and possibly wear the same sports uniform.

On the right side of the paper list all the things that you assume members would do. For example, you might assume that they all achieve the same level of fitness through regular training. Other assumptions might be that they have early nights and eat a subscribed diet. The assumptions that you are ascribing to members are creating a stereotype of the individuals belonging to the group.

As you are noting characteristics ascribed to the individual, be aware of the judgements you might be making about the ascribed characteristics. For example, do you judge people who have early nights as boring and missing out on good times, or are they focused on doing well in their sport – is this a good or bad thing?

Culture, religion and explanations of disability

Religion is central in shaping the values and beliefs of many groups. Religions also provide followers with explanations for various situations including reasons for, and causes of disability. In some countries religion plays a more central role in society, so it is important to look at ways in which groups respond to disability.

The concept of disability has a range of meanings. In some communities disability is not recognised at all and there is no word to describe it. In Australia, there is a debate on just what 'disability' is; depending on how the term is used and for what reason. For example, the concept of disability as defined by Centrelink is related to the ability of a person to work. For some agencies it might be connected to the services required, and for others, it might be related to legal issues and discrimination. Just as there is a diversity of meanings of 'disability', so is there a multiplicity of reasons to explain why and how disability occurs. In Australia and other western cultures, disabilities are often explained in medical terms such as genetic causes, accidents or infections.

'Blame' is another way of dealing with disabilities. Blaming mothers for disabilities in children or members of minority groups for HIV/Aids or immigrant groups for the outbreak of infectious diseases is not unheard of in Australia. The idea that some disabilities can be caught from people with disabilities is an explanation popular in many countries, although little known in Australia.

Explanations for disability which are based on religions and belief systems are widely used throughout the world. Religious explanations of disability can be regarded as both negative and positive, such as:

- Disability as punishment – where it is linked to moral failings and sins of either the person with the disability or their family or ancestors as divine retribution or justice.
- Disability as a learning experience in life - for the person with a disability and those around them.
- Disability as a gift – where it is often seen as offering a new approach to appreciating the world and providing extra blessings.



Responses to disability

Responses to disabilities and the treatment of people with disabilities are based on the perception of disabilities and explanations of how and why people experience them. Responses can range from genocide and infanticide through to neglect and to degrees of tolerance and acceptance.

One of the best-known examples of genocide was the death of over 300,000 people with disabilities by the Nazi regime in Germany. Infanticide – or killing newborn babies – is said to have occurred mainly in very poor nomadic communities where raising a child with a disability was a serious economic substantive equity issue and a burden to the group.

A response more common across many countries and cultures is neglect because the person with a disability is not valued. This can range from medical neglect where medical intervention is withheld, to social and economic neglect through withholding resources and services or offering inappropriate services that are inaccessible. For example, by limiting CaLD clients' access to effective services through inadvertently withholding appropriate language services neglects the needs of CaLD people.

Isolation or separation from the wider community is another form of neglect. This was the 'norm' in Australia before the introduction of legislation recognising and protecting the rights of people with disabilities and their families/carers. Although services for people with disabilities have mainly been withdrawn from institutional situations and focus on their delivery in the community, old ideas of separation and isolation are still practiced resulting in discrimination, inequality and disregard of human rights. Some cultural groups in Australia bring ideas of separation from their home countries and it is as common for families to 'hide' people with disabilities away and prevent them from joining in wider community activities, as it is for communities not to accept them.

Another form of segregation occurs when people with disabilities are treated as 'special and deserving of extra services'. Treating people as 'special' however, does not lead to equal treatment. 'Special schooling' for children with disabilities has resulted in segregation away from mainstream education which some argue results in lower expectations of 'special students' and lower standards of education.

Underlying the ideas of separation and isolation is often the response to control and protect people with disabilities. Fear often drives the response to control, while seeing people with disabilities as vulnerable and even childlike can result in protective responses. An example of this can be seen in the 'protection' of some people with intellectual disabilities who have undergone sterilisation as a birth control measure. In Australia and in many western countries this practice is illegal but in some developing countries it still exists.

Cultural perspectives and responses to disability

These descriptions and explanations of disability and the treatment of people with disabilities and their families were gathered from several EDAC workshops conducted with a number of community groups over the course of a year. They refer to religious and cultural accounts, as well as those based on folklore and secular beliefs.



Multicultural group representing a diversity of cultures and beliefs

- Invalid
- Shame
- Burden
- Curse
- Evil spirits, sin
- God's gift, privilege
- Punishment
- Burden to whole family
- Disability as a sickness
- Obligation to care and protect – family responsibility
- Overprotection
- No rights – though capable of making decisions (out of kindness)
- Disempowerment
- Perceived not capable
- Lack understanding of Australian disability system and support network
- Reluctant to access services

European communities - as above - and

- Disappointment
- Wish of God – as punishment or gift
- Making people good to each other
- No respect – rejection
- Stigma
- Test from God
- No financial support
- Lack of understanding of capabilities – overprotection and no rights
- Fear of disability
- Lack of understanding of mental illness
- Lack understanding of disability system and support network

African communities – as above - and

- Handicapped
- Laughed at
- Unemployable – beggar
- Not given equal opportunities
- A burden
- Evil
- Family misfortune – no future
- Hide them away
- Lack understanding of disability system and support network
- First child – husband angry, second child – divorce.

Arabic-speaking communities

Many of the points mentioned above



Tolerance is the most universal response to people with disabilities including the Australian society today. Not fully accepted into mainstream society, nor directly opposed, anti-discrimination legislation and the consideration of the rights of all Australian citizens have resulted in an outcome of tolerance and acceptance for most people with disabilities. It could be argued, however, that the degree of acceptance depends on the type of disability and the extent to which people with certain types of disabilities are able to participate in the broader community – especially economic participation.

Like any issue to do with culture and disability, it is easy to make broad generalisations and neatly pigeonhole people into narrow categories without giving much thought to them as individuals. We touched on this before when looking at cultures, sub-cultures and stereotypes and when thinking about the very different responses to disability based on a range of cultural and religious explanations.

So how do you go about ensuring that the service you provide is appropriate for your clients' needs? There is no recipe book that gives easy answers. However, as you have discovered throughout the chapter, there are ways of looking at situations and asking questions to gather the information required.

Steps towards developing cross-cultural skills

1. Examine your **own culture and sub-cultures** and understand how you respond in cross-cultural situations.
2. Treat people as individuals, each with their own stories. Do not make assumptions about them or their situations. **Be aware of stereotyping.**
3. If in doubt ask the person with the most expertise and experience of their cultural and linguistic needs – **your client.**



Case studies

Case study 1

Lee aged 40 arrived in Australia from Vietnam as a teenage refugee. English is his second language but he also has severe speech and hearing impairments. Lee has been working in a sheltered workshop for many years and receives the Disability Support Allowance. His workmates and management believe he may have an intellectual disability although no formal assessment has been undertaken. He does not associate with his workmates but works quietly and adequately in the packaging and cleaning areas.

Lee was estranged from his parents and siblings partly because of disability and the way he has been treated at home. He was ridiculed at home and in school because of his “peculiar” speech and without a hearing aid initially he missed out on family conversations and activities. Because he is embarrassed with his speech he would not associate with people if he could help it. He lives alone in a unit but manages quite independently. He is isolated and withdrawn from his own cultural community. Due to his speech and hearing impairments and poor English language skills, Lee is most likely misunderstood, and his abilities and comprehension underestimated and undervalued.

When Lee decides to apply for a Keystart Shared Equity Loan to buy a house as he has saved the required deposit, the issue of his competency is in question. The authority from Homewest (where he lodged his application) could not communicate with him properly and thus contacted his workplace for proof of his ability to understand and sign a contract, even though he has the necessary deposit for the loan.

His possible intellectual capacity, English language, coupled with speech and hearing impediment has made him a difficult candidate for assessment.

Questions:

1. To what extent is his cultural background affecting his integration in Australia?
2. Is the disability a predominate factor and how?
3. How do you best assist him with his wishes to obtain a loan?
4. Would you also assist in his integration with his community and workplace and how?

Lee’s case is a good example of how important it is to carefully question and listen to CaLD clients who may have language difficulties and to use an accredited interpreter if required. It also demonstrated how stereotyping may have overlooked Lee’s expertise and experience and his ability to make his own decisions.

Case study 2:

Alex aged 38 has mild intellectual disability. His parents came from Italy when Alex was 9 years old. They are a very traditional family and only speak Italian at home. There are two other adult children but Alex is the youngest. Alex works as a kitchen hand and is well liked by his workmates as he has a great personality. For recreation he does tenpin bowling and the movies, supported by a disability agency. His spoken English is not a problem. Alex’s ambition is to move out of home with some of his friends with disabilities.



He approached a disability service provider for assistance as he doesn't know how and where to begin.

The disability service provider found him a group home with four other intellectually disabled people but Alex's family rejected that offer. They claimed that Alex would not be suitable to move out as he has always been well cared for at home. The disability service provider tried to explain the values of independent living and how much it would benefit Alex. They refused to discuss the matter further with the service provider or with Alex.

Questions:

1. As a service provider discuss the cultural perception of disability and the contemporary thinking of disability as practiced in Australia.
2. Identify issues for you as a disability service provider in upholding the rights of the person with a disability and in complying with the disability service standards of choice and decision making.
3. How do you deal with the conflict between Alex and his family?

Case study 3:

Gemina aged 28, came from Bangladesh about two years ago with her parents. She has bilateral amputation and uses a wheelchair for mobility. She speaks limited English which she learnt from home tutoring.

She receives a disability support pension but her ambition is to learn a skill, possibly at TAFE and find a job but her parents believes her place is at home with them and they are happy to take care of her.

She has no friends but mainly associates with his parents' friends who are people from their country of origin. Her father is unemployed and his mother works as a cleaner at a local migrant centre where they also attend English classes.

Questions:

1. How can Gemina achieve her ambition?
2. As a disability agency how can you reach a consumer like Gemina?
3. How do you promote your services with the ethnic communities?

Case study 4

Mr. and Mrs. Ong migrated from Indonesia about 12 years ago. Mrs. Ong speaks limited English. Mr. Ong is a successful business man and travels frequently to Indonesia where he owns a number of retail shops. They have two daughters and the youngest daughter, Millie, aged 8 has mild intellectual disability.

The school that Millie attended reported some behavioural problems in the form of tantrums. She tends to bite and kick other students and is basically quite disruptive. The psychologist has attempted to contact Mrs. Ong to discuss this but she is too shy to speak on the phone and insisted on the presence of her husband before speaking to the psychologist. Mr. Ong is away for a month. The psychologist also noticed red marks on Millie's arm and legs which appeared to be inflicted by using a cane. She was



unsuccessful in arranging an appointment with the family and sought your assistance because it appeared that your agency had provided support to this family in the past.

Questions:

1. Discuss the cultural understanding and acceptance of disability in this family.
2. Consider the cultural implications/perspectives of disciplining and parenting, eg roles of parenting within a culturally diverse environment and the rights of the child with disability.
3. Steps you would take to resolve the issue.

Case study 5

Tommy (25) has Renpenning Syndrome (a genetic condition with some intellectual impairment) and a bipolar condition. He cannot speak but understands simple instructions. He lives in a group home with a number of young people with intellectual disability. His parents were originally from Bangladesh. They are very supportive and visit him regularly to provide support and take him out occasionally.

Tommy has been very disruptive in the group home. When under stress Tommy 'freezes up' and will not do anything. It takes him a long time to get ready in the morning and this has frustrated many staff. When pushed too far Tommy will become aggressive and start to pull people's hair. Very often the staff bear the brunt of his aggression.

His parents are terribly concerned that the support workers allocated to him are different in every shift and are not understanding of his condition. His mother tells the workers that her son is more co-operative if they are friendly and calmer towards him.

The staff inferred that the parents should care for him at home as they seemed to cope with his aggression better. The suggestion has upset and unsettled the mother immensely with feelings of guilt and shame in abandoning her son. She also cares for four other children all under the age of 20 and an ageing husband who is unemployed. They don't have any extended family members in Australia.

The supervisor of this group home has requested assistance from your agency to manage his behaviour problem and to advise staff on appropriate strategies.

Questions:

1. Discuss the parent's feelings of guilt and shame from a cultural perspective.
2. Suggest strategies to manage Tommy's behaviour.
3. Are there any staff training requirements?



Disability Services Standards from Cultural Perspectives

With accompanying examples of good practice and suggested activities and resources.

Standard 1: Service Access

Objective: Each consumer seeking a service has access to a service on the basis of relative need and available resources.

Agency Strategies from Cultural Perspectives:

1.1 **Identify cultural needs in your area and ensure that the premises are located and designed to provide for ease and safety of physical access for a person with a disability.**

Good practice:

Consider location and transport in relation to the demographics of cultural populations. Consider providing outreach services in suburbs with a high density of people from CaLD backgrounds with disability if possible.

How?

- Research the demographics of the agency catchment area. (For assistance in finding relevant materials for suggested actions, see the section on resources at the back of this manual.)

1.2 **Create an environment that is user friendly for people from CaLD backgrounds with disability.**

Good practice:

Demonstrate that diversity is valued by having signs, posters, pamphlets and booklets in languages other than English in the reception and other areas.

How?

- Source diverse culturally oriented materials. Use international signage to indicate toilets, exits and other locations.



1.3 **Ensure reception, administrative, support and services staff have a friendly, respectful, welcoming and supportive attitude and behaviour towards people from CaLD backgrounds with disability under all circumstances.**

Good practice:

Maintain cultural competence of all staff.

How?

- Ensure that staff have the skills and confidence to work in cross-cultural situations through effective cultural competency training in staff induction and staff development programs.

Take particular care in the selection, induction, training and ongoing monitoring of reception staff and others from a cultural perspective.

How?

- Encourage your clients from CaLD backgrounds to provide regular feedback on cultural sensitivity and responsiveness of staff.

1.4 **Actively promote services to the ethnic communities so that people from CaLD backgrounds with disability and their families are aware of your services and are able to access them.**

Good practice:

Network and liaise with ethnic agencies and ethnic communities to promote your services.

How?

- Be familiar with the demographics of your local area and establish ongoing relationships with local multicultural service agencies.
- Source and develop a contact list of all ethnic communities and agencies via the Office of Multicultural Interests or your local councils.
- Also promote your services via ethnic newspapers, newsletters and ethnic radio program.

Good practice:

Provide clients from CaLD backgrounds with information about services and programs in culturally and linguistically accessible ways.

How?

- Provide brochures in simple English language and/or community languages and also in alternative formats eg Braille.
- Identify cultural diversity within the agency's catchment area from population data and other local resources such as the Office of Multicultural Interests and migrant agencies.



1.5 **Have written criteria for services and resources, which do not exclude or disadvantage people from CaLD backgrounds with disability because of cultural differences.**

Good practice:

Indicate explicitly in the eligibility criteria for all services, programs and resources that people from CaLD backgrounds with disability are to be included equally with the necessary support.

How?

- Identify areas in which people from various ethnic communities may have difficulty meeting eligibility requirements and rectify if necessary and possible. (This means that people from CaLD backgrounds with disability may have to be assisted to meet eligibility criteria, or the program or service may need to be additionally resourced (eg personal care, interpreting and translations cost) to cater for their needs especially where their inclusion would otherwise be difficult).

Exercise: Standard 1

- How do you promote your services to people with disability from the various ethnic communities?
- Develop a promotion flyer targeting an African community – choose a country. How do you start? Who do you target first?
- How do you measure the effectiveness of your promotion to them?



Standard 2. Individual Needs

Objective: Each person with a disability receives a service which is designed to meet, in the least restrictive way, his or her individual needs and personal goals.

Agency Strategies from Cultural Perspectives:

2.1 **Consult and respect decisions by people from CaLD backgrounds with disability to ensure services are appropriate for them personally and culturally including age, gender and religion.**

Good practice:

In planning services and developing care/service plans include cultural considerations, as determined by consumers from CaLD backgrounds themselves.

How?

- Ask clients from CaLD backgrounds about their specific needs, staff (gender) choice if possible, language support and permission to source further information and referral.

2.2 **Establish a written agreement with your CaLD client after the first contact (if necessary) as part of the intake data and information collection process.**

Good practice:

As part of the initial engagement process, develop an understanding of the CaLD client's personal, cultural and language needs and what can be expected from your service agency.

How?

- Use a professional interpreter whenever necessary to assess your CaLD client's needs, ensuring there is no misunderstanding of the assistance you can provide.
- Establish a written agreement (if necessary) and review it from time to time with the CaLD client, with respect to cultural and language considerations and modify service delivery plans accordingly.

2.3 **Offer flexible service procedures if possible.**

Good practice:

Have flexible program and appointment arrangements to accommodate the needs of CaLD clients and their families in some ethnic and disability communities.

How?

- Develop procedures that can enable communication with both parents and/or significant family members of the CaLD client's choice.
- Offer after hour appointments if necessary.
- Consideration for a lack of punctuality as it can occur in some cultures.
- Have the capacity to see CaLD clients and families that turn up without prior notice but then inform and negotiate appointments for subsequent attendance.



- Develop realistic and negotiated time-lines for actions (some CaLD clients and their families may expect immediate outcomes, which may not be possible for your agency).

2.4 **Respond to the specific cultural requirements of your CaLD clients within the capacity of the agency. Have flexible programs and services to meet their varying needs.**

Good practice:

Offer services at the time people from CaLD backgrounds with disability need them most - recognising that often they would not access services unless in crisis situations.

Provide services in the ways most suitable for them.

How?

- Consult and negotiate with your CaLD clients and their family and/or significant others about their preferences and needs.
- Identify cultural, religious beliefs and practices such as protocols of respect, ceremonies, prayer time and food/dietary requirements. This information may not be provided by your CaLD clients unless requested.
- Provide appropriate food at gatherings (for example, halal food for your Muslim clients as you would for vegetarians).

Good practice:

Ensure adaptability of programs and services to address the individual circumstances and needs such as language support.

How?

- Ensure programs do not compromise the cultural standards, values and beliefs of your CaLD clients.
- Apply and budget for the extra resources from funding bodies for extra language provision such as interpreting and translation.
- Educate service staff to sensitively elicit cultural needs and potential conflict.
- Provide detailed and clear description of the program on offer to enable your CaLD clients to identify possible sources of conflict with their own cultural standards, values and beliefs.

2.5 **Provide your CaLD clients with a professional level of support that is culturally informed. Have workers well trained on cultural issues to provide a culturally competent service.**

Good practice:

Employ bi-lingual bi-cultural staff - reflecting the cultural demographics of the service catchment area.

Respect protocols of protection and feelings of safety (note: some CaLD clients may not want anyone else involved or to know about their personal situation).

Provide for accompanied family/community consultation.



How?

- Invite significant family members, advocates and/or community representatives to case consultation and meetings, with prior approval from your client.

Good practice:

Appreciate and be sensitive to your client's cultural differences and practices.

How?

- Be careful not to make assumptions and stereotype when working with clients and their family members who may be from a particular cultural community or tribe. Culture is always changing and there is no set behaviour pertaining to a specific cultural group.
- Recognise the uniqueness of each family unit within the culture in regards to composition, roles, responsibilities, styles of interactions and child-rearing practices.

Good practice:

Provide access to interpreting and translation support if needed.

How?

- Have staff trained to recognise and determine the language a person speaks utilising the multilingual guide or languages card (available from the Office of Multicultural Interests) if necessary, and to organise the services of an interpreter.
- Have a phone facility that is available to use for access to interpreting services eg a conference/speaker phone.
- Organise training for staff to use both on-site and telephone interpreters.

Good practice:

Value and support diversity between cultures and languages throughout the agency.

How?

- Review all agency mission statements, goals, policies, procedures and practices of the organisation and service program.
- Ensure the incorporation of best practice principles that explicitly cater for, include and promote cultural diversity. (See also Standard 8: 8.1)

2.6. Arrange a referral to another agency if your service is not suitable or is unable to meet your CaLD clients' needs.

Good practice:

Put the best interests of your clients and their cultural needs first in determining whether a referral is necessary.

How?

- Establish whether your CaLD clients have additional support needs that are best served by another disability agency.
- Identify suitable agencies and develop and maintain a working relationship through networking with the bi-lingual and bi-cultural staff.
- Ensure your clients are fully informed of the referral process (particularly noting the cultural aspects) and have their prior informed consent.
- Follow-up when necessary, to see if the referral service is culturally and disability appropriate.



2.7 Involve input and support from CaLD clients' families and/or significant others, as and when they think it is necessary and/or culturally appropriate.

Good practice:

Acknowledge and accept ways in which, for cultural as well as personal reasons, CaLD clients may wish their families and/or significant others to be involved including who, as well as the extent and nature of involvement.

How?

- Discuss matters of input and involvement with your CaLD clients during the initial interview as culturally they may think it is impolite to question your authority or raise questions of this kind.

2.8 Recognise, discuss and ensure the provision of psycho-emotional support as CaLD clients require.

Good practice:

Consider CaLD clients psycho-emotional support with respect to a variety of personal and background factors, if applicable.

How?

- Identify personal trauma relating to the event causing disability, such as post-traumatic stress and how it is managed culturally.
- Identify any difficulties that your client and/or their family and cultural community may have in dealing with the disability.
- Identify stress and/or trauma related to refugee/migration settlement issues.

2.9 Cooperate or consult with other service agencies to ensure an integrated holistic approach to meet your CaLD clients' varying needs.

Good practice:

Ensure your CaLD clients receive the full range of help they require, with services coordinated by and with other agencies as necessary.

Ensure sensitivity to the cultural and disability circumstances of CaLD clients across the full range of referral requirements.

How?

- Clarify protocols when coordinating with other agencies such as roles and responsibilities and include your clients in this process.
- Provide referral agencies with the information they need to know only, regarding disability, ethnicity and personal matters, and only with the explicit consent of the consumer concerned.
- Recognise and respect that some CaLD clients may have critical relationships with (some) people of the same or other ethnicity. Aspects of such relations can be based on their pre-migration history. Always be guided by your clients in all referral considerations and cultural activities, and maintain total confidentiality within and between agencies unless the client gives explicit consent.



2.10 Networking with the ethnic organisations and communities for possible referrals.

Good practice:

Network with ethnic communities to keep culturally informed, about information on particular cultural issues or concerns, and for consultation and guidance on culturally sensitive approaches.

In networking and referrals, maintain total confidentiality about your CaLD clients problems unless with their explicit consent.

How?

- Locate local ethnic organisations and maintain contact through inviting key members on to consultative committees, or attending regular meetings or receiving the community organisations' newsletters.
- Discuss disability matters in a sensitive and positive manner as perceptions of stigma and shame may prevail among some ethnic communities.
- Also avoid making stereotyping comments or assuming cultural perspectives and responses.

Exercise: Standard 2

- How do you meet the individual needs of your client from a CaLD background (choose a cultural community for discussion purposes) without compromising the intention of your services?
- What would you do if your client is unable to speak English and you had to conduct a first assessment? Discuss each step and action taken, eg determining whether an interpreter is necessary? Who pays and how to contact the interpreter? How to use an interpreter? Plans for ongoing communication with this client and his/her family?
- If your CaLD client requires psycho-emotional support which your agency is unable to provide what would you do in terms of referral?
- When linking your client with an ethnic agency or service what are the precautions you have to take?
- How do you know if you are meeting the individual needs of your client from CaLD background?



Standard 3. Decision Making and Choice

Objective: Each person with a disability has the opportunity to participate as fully as possible in making decisions about the events and activities of his or her daily life in relation to the services he or she receives.

Agency Strategies from Cultural Perspectives:

3.1 Help your CaLD clients to express what they want, ensuring they feel confident and secure in making decisions.

Good practice:

CaLD clients are provided with support and assistance to make their own decisions and choices where appropriate within their own capacity and cultural context.

How?

- Establish a rapport with your CaLD clients so that they feel secure in informing you of their choice and decision.
- Make sure that CaLD clients are well informed before making the final decision.
- Facilitate self-advocacy for your CaLD clients if possible, as they may not have the knowledge and skill to exercise choice and decision making process.
- Provide peer examples of CaLD consumers successfully stating their wants, and standing up for their rights.
- Assist CaLD clients to access short-term courses in self-advocacy (eg TAFE or refer to EDAC for self advocacy - Let Me Speak self-advocacy workshop, when available.)

Good practice:

Ensure the availability of advocacy support is known to clients, that it is understood, and that it operates in their interests as they request.

Inform CaLD clients of the range and extent of disability services and facilities available so that they can make informed choices and decisions about what meets their needs.

Ensure CaLD clients know about the availability of language services and how to use them so that they have better access to information when required.

How?

- Identify advocacy agencies and obtain brochures outlining their services. In particular, acquire EDAC brochures which are available in various languages and display in the reception area.
- Collect relevant brochures on disability and ethnic services and have them displayed in the reception area.
- Encourage CaLD clients to consider using a range of disability services and facilities to achieve maximum independence and enhance their participation in the community.



3.2 Involve CaLD clients and act on their advice where possible in developing different and/or flexible programs, to suit their circumstances and needs.

Good practice:

When developing or reviewing programs and policies, ensure input from CaLD clients on service preferences to meet cultural needs and circumstances. Their involvement and input is central to establishing culturally appropriate programs.

How?

- Invite CaLD clients on your committee for ongoing consultation.
- Invite representatives with disabilities from significant ethnic communities in your agency's catchment area to relevant working parties.
- Be flexible regarding meeting schedules as most community representatives are volunteering their service. Reimbursement of transport cost or a sitting fee may be desirable.
- Be sensitive to the position of community leaders and to community values in terms of roles and gender.

3.3 Respect and consider the expectations and responsibilities related to the cultural standing and roles of individuals when assisting with choices and decision-making.

Good practice:

Identify your clients' cultural standing and roles and respect their expectations and responsibilities when assisting in decision making and choice.

How?

- With the client's permission, include families in decision-making where culturally appropriate.

3.4 When referring your CaLD clients for formal guardianship arrangement ensure all assessments and processes are considered in determining their decision making capacity.

Good practice:

Be aware of the difficulties of undertaking a culturally informed assessment in determining the mental state and capacity of clients to make decisions for themselves, considering their different ethnic and linguistic backgrounds including the varying types and degrees of disability.

Determine and support cultural responsibility arrangements where possible before engaging the guardianship processes.



How?

- These may include using family members, extended family system and other resources to assist in decision making.
- If guardianship arrangements are entered into, build in identified and agreed cultural responsibility arrangements involving family or extended family members and appropriate network.

Exercise: Standard 3

- How do you know if your CaLD client understands all the options available to him/her?
- What happens if you found out that your client's decision is heavily influenced by his/her parents and in actual fact he/she prefers something else? How do you overcome this dilemma?
- What measures do you need to consider when referring to the Guardianship Board, especially if the mental capacity of your client is possibly affected by developmental, environmental and cultural issues?



Standard 4. Privacy, Dignity and Confidentiality

Objective: Each consumer's right to privacy, dignity and confidentiality in all aspects of his or her daily life is recognised and respected.

Agency Strategies from Cultural Perspectives:

4.1 Treat your CaLD clients with respect, and where possible and appropriate follow cultural conventions and expectations.

Good practice:

Respect your client's culture, in terms of forms of address, acknowledgement of family network, their community, social, and religious membership and roles and professional standing.

How?

- Develop and make available to all staff, material that covers information relating to cultural conventions and expectations. Ask your client if the information is appropriate to their particular circumstance and if there is any form of address they would like employed.
- Invite guests for a 'Question and Answer' session with staff over lunch on a regular basis. Raise questions of cultural conventions and protocol at these sessions.
- Ensure that appropriate cultural conventions and protocols are maintained through service delivery.

Good practice:

Ensure CaLD clients are not subjected to stereotyping or other negative and devaluing experiences.

How?

- Ask clients sensitively if they have been treated badly or inappropriately and show that this is not the intention of this service.
- Remain alert for any form of intentional and unintentional stereotyping and other acts of prejudice and discrimination and seek to immediately redress the situation.
- Seek to redress any negative experiences relating to service delivery through immediate apologies and retraining for staff.

4.2 Support, enhance and show consideration to the pride, honour and self-respect of your clients within their cultural community.

Good practice:

Recognise the individual basis of pride, honour and self-respect of different clients, being sensitive particularly to cultural aspects, and ensure a supportive approach to their maintenance and development as central in service planning and provision.



How?

- Encourage clients to share aspects of their culture. For example, ask about the meanings of various festive holidays, the significance of various traditions and so on.

Good practice:

Exercise particular care not to overlook, neglect, marginalise and devalue any aspect of your client's identity, beliefs or lifestyle.

How?

- Be mindful and also show an interest in your clients' particular customs, including food and daily lifestyle needs.

4.3 Do not give any personal information about your clients without their permission.

Good practice:

Ensure your client's contact with the agency is confidential in all respects, and that this is negotiated and understood by all concerned at the outset.

Do not refer or identify your client to members of their own cultural community or any cultural communities without their prior consent.

How?

- Inform your client verbally or in writing about the confidential policy of your agency and how you will maintain that confidentiality.
- If information needs to be provided to another agency obtain permission for the release of information with clear guidelines as to who it is to be released to and precisely what is to be released. (This may include family members or members of the community).

4.4 Make sure that information about your CaLD client is only used in their best interests.

Good practice:

Establish explicit service procedures that protect against any access to or use of client information without their prior consent/approval.

Make absolutely certain that any use of client information by the service will not unfairly disadvantage, harm or adversely affect the client in any way.

Ensure that your clients understand and agree with how the information would be used and would best serve their interests.

How?

- Make sure your clients clearly understand the reasons for releasing their personal information and if there are any doubts, provide information in writing, translated if necessary and a written consent may be warranted.



- As a duty of care precaution always use a professional interpreter if the client's English language comprehension is limited.

4.5 Make sure clients understand any papers that they are signing, and the intended use of the information they are required to provide.

Good practice:

Service procedures and practices guarantee that all documents will be signed by clients, and the provision of any required information by external bodies, is on the basis of informed consent, particularly in regard to:

- the content of documents;
- the reasons organisations would want information about agency clients; and
- what will be done with the information in the future.

Ensure that all files relating to client's personal information are securely stored and that at no time will they be left in view or in a place accessible to the public, staff or any person not authorised by the client, and that includes all data stored on the computer.

How?

- Develop and monitor compliance with a privacy policy.

Good practice:

Inform clients that they have the right to view their personal file or any material the agency keeps about them.

Ensure also that clients understand that they have the right **not** to provide information or sign documents until and unless they are satisfied that they understand the purpose and how they are used and that they agree to do so.

How?

- Remind clients of their rights when asked to supply information or sign documents.
- Provide translation and/or qualified interpreting if necessary, to ensure their understanding of information and documents. (See also: Standard 1: Service Access).

Exercise: Standard 4

- If there are indications that your client and his/her family were refugees who had experienced persecution and trauma from their country of origin what steps/precautions would you take in seeking written agreement for services rendered?
- If you need to gather and possibly publish data relating to your CaLD client's ethnic and financial backgrounds, how do you explain the confidentiality practices of your agency?
- If your client and family come from a very small minority community and refuse to use all your agency services, even the use of interpreters, for fear that his/her community looks upon them unfavourably, what assurance of confidentiality can you provide?



Standard 5. Participation and Integration

Objective: Each person with a disability is supported and encouraged to participate and be involved in the life of the community.

Agency Strategies from Cultural Perspectives:

5.1 **Provide information about general community facilities and events and how to use and participate in them.**

Good practice:

Make sure that clients are informed, have choices, and are supported in participating in the full range of community activities associated with the specific purpose of the service: employment, education, accommodation support.

How?

- Build networks with relevant agencies and organisations and ensure your agency receives current information on community activities which you could pass on to agency clients.

Good practice:

Support the right of CaLD clients to a holistic lifestyle through engaging in activities of their choice in the general community: eg social, recreational.

How?

- Encourage clients to engage with these aspects of the agency's services.
- If appropriate, encourage clients to form a group so they are able to participate in community events with friends and acquaintances.

5.2 **Do not assume that members of the same general ethnicity wish to engage with groups or activities on the basis of ethnicity. Recognise possible critical relationships that may exist within groups based on a range of issues, including home country history, politics and so on.**

Good practice:

Ensure clients are informed of cultural and community events and how they can be accessed, including information on schedules, fees and transport.

How?

- Develop a register of cultural community resources with regular updates.

Good practice:

Recognise, respect and be guided by the sensitivities clients may have in relation to the activities and organisations of their own or other cultures.



How?

- Ensure that clients are provided with information about ethnic and other (disability) community groups and activities. Acknowledge and respect the right of consumers as to their level of participation. (See also: Standard 2: Individual Needs)

5.3 Present to the community, the inclusion of clients' participation within the ethnic communities in a positive way.

Good practice:

Wherever possible take opportunities to promote the enrichment value of CaLD clients' cultural attributes to mainstream organisations by including them in their activities.

How?

- Collect examples and stories of the above. Promote cultural activities of ethnic groups within the agency's catchment area.

Good practice:

Assist to positively redress any instances of cultural devaluing and exclusion that may occur by clients themselves, or by service providers or community organisations.

How?

- Address discriminatory and devaluing incidents immediately.

5.4 Develop programs that help CaLD clients show their best qualities, in ways that are meaningful to them.

Good practice:

Devise programs that include developing the capacity for effective self-promotion, and that enhance inclusion and value positive contributions by clients from different cultures.

How?

- Emphasise cultural aspects in creative programs and projects such as art and DVD production programs.
- Encourage and support clients in sharing aspects of their culture in their activities with the community.

5.5 Encourage client involvement through ensuring activities accommodate their cultural practices and beliefs.

Good practice:

Consult client representatives and other stakeholders to help facilitate inclusion by adapting program delivery to incorporate cultural and religious needs. For example, take into account cultural aspects of responsibility and care, prayer facilities and acceptable foods and dietary requirements.



How?

- Initiate, support and ensure ongoing maintenance of an Ethnic Community Advisory Panel to review all programs to ensure their cultural appropriateness.

5.6 Develop flexible programs which ensure the relevance of both content and intended outcomes, to the client's culture as well as their age and gender.

Good practice:

Consult client representatives to advise on the flexibility, content and outcomes of existing and new programs so that they are relevant for diverse cultures, age and genders.

How?

- Promote the value of multiculturalism through CaLD clients' contribution in all programs.
- Promote the Ethnic Community Advisory Panel within the agency and ensure that it is supported, valued, active and enthusiastic. Select members to advise on various tasks when and where appropriate and ensure that all members are aware of their importance to the agency.

5.7 Promote and demonstrate cross-cultural awareness and competencies in all dealings with CaLD clients' activities.

Good practice:

Encourage and require that staff demonstrate cross-cultural awareness and competencies in relation to facilitating participation of CaLD clients in the agency and in the community.

How?

- Share with staff feedback from CaLD clients on the cross-cultural sensitivity of staff.
- Monitor the inclusion of CaLD clients in community activities and organisations.
- Ensure that all new staff are familiar with the membership and activities of the Ethnic Community Advisory Panel.
- Ensure that all staff have access to cross cultural awareness and cultural competency courses in induction and ongoing training sessions.

5.8 Ensure that CaLD clients are involved in all programs and appropriate agency activities without them having to request specific consideration.

Good practice:

Have an inclusion policy, procedures and promotion to explicitly involve CaLD clients and stakeholders from CaLD backgrounds in all programs.

How?

- Promote programs within ethnic communities.
- Ensure that all programs are open to all clients and potential clients and the agency will accommodate their needs for special consideration as appropriate.



- Assist the process of CaLD clients' participation by providing interpreting and/or translating and advocacy support if necessary. (See also: **Standard 1**, Service Access; and **Standard 4**, Privacy, Dignity and Confidentiality).

Exercise: Standard 5

- If your CaLD client with limited English appears uneasy during your group recreation session what can you do to ensure he/she integrates well and is supported in the group?
- If you believe additional activities in his particular cultural community may be of benefit to his social well being how do you go about linking him to the specific services and what precautions need to be considered?
- If his/her parents do not believe your client has the capacity to integrate or participate in a generic or mainstream community activity how do you explain to the family that this is a contemporary disability policy and practice of the Australian government?



Standard 6. Valued Status

Objective: Each person with a disability has the opportunity to develop and maintain skills and participate in activities that enable him or her to achieve valued roles in the community in an age-appropriate manner.

Agency Strategies from Cultural Perspectives:

6.1 Promote and value an understanding and respect of clients and their cultural backgrounds.

Good practice:

Demonstrate respect, understanding and appreciation of the different beliefs, values, attitudes and behaviours of clients, and promote that in others.

How?

- Ensure the cultural and religious needs of your CaLD clients and staff are met when appropriate. For example, designate a quiet room which could be used for prayers. Allow for various cultural and religious festivals/celebrations when planning and making appointments.

6.2 Assist clients by understanding how their cultural attitudes and practices influence the way they conceptualise disability and how they live with it.

Good practice:

Understand that concepts of disability and responses to it are considerably influenced by culture and religion. Take this into account when engaging with clients, their families and communities.

How?

- Understand how CaLD clients perceive disability and discuss this in the context of Australian and their own cultural community's views on disability.
- Understand the range of cultural perceptions of disability and build up a reference file of information. Be aware at all times of stereotyping aspects of disability and ethnicity.

Good practice:

Recognise and understand that beliefs and concepts of emotional well-being vary significantly between individuals and from culture to culture, and may influence individual, family and community goals regarding their quality of life.

How?

- When a client is setting goals ensure that they are congruent with their beliefs and values.



6.3 Assist clients in understanding how disability is defined and managed in the Australian context, in comparison to expectations within their own culture.

Good practice:

Identify and negotiate practical resolution in areas of conflict that may exist in understanding and valuing practices regarding disability, between the client and their family, their cultural beliefs and the Australian contemporary society.

How?

- Exercise non-judgemental sensitivity in negotiating practical resolutions in practices regarding disability. For example, Australian values in regard to disability aspire to empower people with disabilities, promote their individuality and encourage them to become active participants in the community. This may be in conflict with some ethnic community values, which see the family as more valued than the individual and responsible for meeting the needs of the person with the disability. Before making assumptions, ask the client and their family.
- Make sure clients know about services available to them and take the time to ensure they understand the reason for the service, the process for implementation and possible outcomes.

6.4 Understand clients' expectations as well as the activities which they cannot participate in because of cultural and/or religious values and beliefs.

Good practice:

Be aware, understand and make respectful provision for cultural practices that may involve particular expectations and/or particular prohibitions. These may range from protocols of engagement with clients – including particular greetings or gender relationships - to inclusion of care relationships within their families and communities.

How?

- Don't assume you know what is appropriate. Seek guidance about expectations and prohibitions at all stages of involvement. For guidance on how to deal with various situations seek advice in each case from those involved – clients and their families, EDAC or other ethnic agencies.

6.5 Promote and respect the client's social status in the way they see it.

Good practice:

Use appropriate forms of address to clients and about them to others.

How?

- Provide all staff with information about correct forms of address for those from different cultural backgrounds. Investigate if it is the agency policy to provide a category for preferred name and title on the front of client's file. For example, in some cultural communities, the family name comes before the given names or mother's surname is used.



- Ask clients about appropriate forms of address and how they would like to be addressed.
- Acknowledge family, social, cultural, educational and professional standing of clients and be respectful of these in all dealings with clients and others.
- Respectively confront prejudice and disrespect in others for different cultural norms.

6.6 Help clients maintain, develop and apply their skills so they can become more independent and productive in ways that are valued by them and the community.

Good practice:

Assist capacity building that is valued by clients which can also increase their valued status in the community.

How?

- Encourage clients to recognise what they have to offer their community.
- Ascertain clients' aspirations and assist them to plan and achieve steps that will lead to accomplishing the essence of their dreams.
- Encourage clients to look at the positive aspects of themselves and what they can offer and contribute to the community.

6.7 Represent CaLD clients in positive ways.

Good practice:

Represent and promote CaLD clients in positive ways especially when referring them to another agency.

How?

- Proactively and quickly respond to potential difficulties so that they are averted.
- Focus on the availability of effective solutions for inclusion and then follow them.
- Practise inclusion by emphasising the positive contribution that a person with disability from a CaLD background can make to the community as a result of their participation.

Exercise: Standard 6

- What could you do if you discover that your CaLD client's status at home and in his cultural community is not valued and respected?
- If your client has a poor opinion of himself how can you help him improve his situation and his own negative image?
- How do you explain to him/her and the family that Australia values people with disabilities as individuals with equal rights and capabilities despite the nature and extent of their disabilities or difficulties?



Standard 7. Complaints and Disputes

Objective: Each consumer is free to raise, and have resolved, any complaints or disputes he or she may have regarding the service provider or the service.

Agency Strategies from Cultural Perspectives:

7.1 **Encourage clients to provide service feedback to ensure continuous improvement in your agency's activities.**

Good practice:

Reduce the need for formal complaints by encouraging clients and giving them confidence to provide feedback on areas of dissatisfaction. As well, implement processes to support and assist clients in voicing suggestions for constructive improvement to services and their delivery.

How?

- Ensure that services are delivered to clients' satisfaction by asking them at regular intervals about their experiences in receiving services and using facilities. Develop processes to act on comments and suggestions.
- Develop and share examples of successful practice and outcomes.

7.2 **Establish complaints and grievance procedures that are appropriate for CaLD clients' use.**

Good practice:

Ensure that clients understand that the agency has a process for formal complaints procedures if there is any dissatisfaction with the services received.

How?

- Give information about Complaints and Grievances Procedures to all your clients and ensure understanding by providing them in various formats.
- If there are any language barriers to effective communication, use interpreting services to inform clients and their families of informal and formal complaints procedures.

Good practice:

Provide clients with all the information required to assist them in making a decision of whether to resolve the grievance internally or externally. (For example, an external resolution may involve the Equal Opportunity Commission, Office of Health Review, or funding bodies).

How?

- Have literature available on external agencies such as the Equal Opportunity Commission and offer to assist clients in finding a suitable advocate and language services.



7.3 Respond to complaints as soon as possible and inform clients about the results within an agreed time frame.

Good practice:

Although issues experienced by CaLD people with disabilities are often complex and time-consuming, clients should be provided with an immediate initial response and a process negotiated with a reasonable time-frame for dealing with the complaint.

How?

- Adhere to timing requirements of the formal rules for dealing with complaints or grievances.
- Make sure clients know the likely timeline and are kept informed of the progress of their complaint.

7.4 Advise clients they can have an advocate to represent them as part of the complaints and disputes procedure. The advocate can operate in their best interests and under their direction.

Good practice:

Provide information on the availability of advocacy support in the complaints and grievance procedure/process and advise clients at the time the complaint process is initiated.

Ensure any advocacy support service that is provided or recommended has the experience and expertise in working in cross-cultural situations with people with disabilities.

How?

- Build a list of culturally competent people with advocacy support training or contact an independent agency that specialises in advocacy for people with disability.

7.5 Have trained workers who know how differences are dealt with in diverse cultures; understanding language and communication styles and interactions with people.

Good practice:

Maintain cross-cultural training of staff that includes awareness, understanding and skills in managing cultural differences in processes of expressing dissatisfaction, dispute management and conflict resolution.

How?

- Ask the client how differences are usually resolved formally and informally in their home country or in their community. Be aware of developing stereotypes in relation to culture-specific ways of dealing with conflict.



7.6 Respect the client's opinion and ensure that they understand that complaints are welcomed without retribution or penalty.

Good practice:

Provide assurance (in writing if necessary) to clients, prior and subsequent to the complaint process, that there will be no negative consequences from their complaint, such as discrimination in the provision of services or recrimination through the attitudes and behaviour of staff.

How?

- Assure clients that there will be no recriminations through the attitudes and behaviours of staff following lodging a complaint or grievance.
- Express the agency's appreciation in the letter of acknowledgement (eg "Thank you for bringing this matter to our attention.").

7.7 Provide opportunities for referrals to other culturally competent services if required.

Good practice:

Include in your entry/exit policy, the right of clients to disengage from the service, at any time and for any reason without undue consequence.

How?

- Provide an alternative referral to culturally competent services, without prejudice.
- Discuss referrals fully with clients including your knowledge of their sensitivity to cultural needs and preferences.

Exercise: Standard 7

- If your CaLD client and his/her family members decline your invitation to comment on your annual survey forms and/or attend your group consultations what can you do to include their feedback on services you provide?
- How do you assure them that any negative comments or dissatisfaction will be well received so that changes can be made at the agency and that there will no adverse effects on the services they receive from you?



Standard 8: Service Management

Objective: Each service provider adopts sound management practices that maximise outcomes for consumers.

Agency Strategies from Cultural Perspectives:

8.1 **Make it a requirement that the diversity which CaLD clients represent is valued and catered for by the service.**

Good practice:

Review agency mission statements, goals, policies, procedures and practices, and those of programs, to ensure they incorporate best practice principles that explicitly cater for, include and promote cultural diversity.

How?

- Include people from CaLD backgrounds in any consultative groups or committees that deal with the matters relating to their needs and the wider community.
- Include in the Cultural Diversity Officer's role, or the staff member responsible for social inclusion, the identification of best practice principles that explicitly cater for, include and promote cultural diversity.

8.2 **Ensure that cultural diversity is embraced by all staff and reflected in all policies and practices.**

Good practice:

Adopt a 'whole of organisation' approach in all policies and procedural statements.

How?

- Review all policies and procedural statements for implicit discrimination and to make sure they are incorporating and catering to cultural diversity.

Good practice:

Within agency policies, adopt an 'embedded service' approach by seeking participation from people with a disability from a CaLD background and their families, key community members and stakeholder agencies to assist the service and its programs to work in with and respond to the needs and preferences of culturally diverse individuals.

How?

- Ensure members of CaLD communities are engaged at all levels of involvement and decision-making.
- In line with the agency's policy of inclusion, develop networks with the multicultural communities and seek advice from leaders and elders for guidance and feedback.



8.3 **Confirm that the service's policies and practices meet all current legislative obligations and guidelines for a person from a CaLD background with disability including the promotion of social inclusion and citizenship in a multicultural society in Australia.**

Good practice:

Confirm that the agency's mission statement, goals, policies, procedures and practices, and programs, incorporate the principles and objectives of cultural rights as expressed in the WA Charter of Multiculturalism and Equal Opportunity Act, in meeting the requirements of disability services under the Disability Discrimination Act and Disability Services Act and others or equivalents as may exist or be developed at Commonwealth and State levels.

For example, explicitly and practically address cultural rights in:

- the agency's policy relating to the Disability Access and Inclusion Plan (DAIP) of the Commission, if applicable to your service; (*See also: Standard 1, Service Access*)
- the agency's Policies, Procedures and Practices under all aspects of the Disability Services Standards, indicating actions appropriate to the purpose and scope of the agency;
- the agency's Quality Assurance (QA) and Continuous Quality Improvement (CQI) policy and strategies, including cultural aspects of sector best practice in all areas of service access, delivery, and management (see above);
- the agency's integration explicitly of the Citizenship principles of inclusion and participation in practical ways of involvement in all agency policies, procedures and practices (Key Objectives, WA Citizenship Strategy 2004-2009).

8.4 **Involve CaLD clients in the operations of the organisation, including services and training.**

Good practice:

Encourage nominations from the ethnic communities, especially those people with disabilities, to the Board of Management, Advisory Committees, Steering Committees, Review Panels, and other offices of the agency.

How?

- Encourage nominations from people from CaLD backgrounds with disability to the agency's Board of Management, Steering Committees, Advisory Committees, Review panels and other offices of the agency.

Good practice:

Involve people from CaLD backgrounds with disability in:

- the development of all programs;
- all aspects of service planning, management delivery and review; and
- the cultural diversity training of staff.

How?

- In all areas where community representatives are involved ensure input from people from CaLD backgrounds with disability.



- When conducting staff training invite people from CaLD backgrounds with disability or their carers to actively participate by telling their stories and being available to answer questions and activate discussion.
- Invite people from CaLD backgrounds with disability on consumer advisory groups to assist in the development of staff training programs and the development of relevant questions for surveys.

8.4 **Provide education and training to people from CaLD backgrounds with disability so they can contribute meaningfully in organisational reviews, assessments and inquiries, and provide cultural perspectives on service processes and issues, thus adding value to the operations of the service.**

Good practice:

Develop the capacity of people from CaLD backgrounds with disability, carers/families and cultural/disability stakeholders to contribute effectively to agency reviews, assessment processes and submissions by:

- providing them with information about the agency, its programs, and funding body requirements;
- providing any necessary training and support to provide well informed input, such as knowing Quality Assurance and Continuous Quality Improvement requirements, Disability Services Standards and assessment procedures; and
- providing briefings on the nature and background to inquiries and reviews so that they can offer informed and appropriate input.

How?

- Inform people from CaLD backgrounds with disability and their communities of inquiries, reviews and other areas they may be interested in contributing to through announcements in community newsletters, radio programs and posters in community languages.
- Develop an activity training program for all interested people from CaLD backgrounds with disability, carers and other stakeholders so they are informed and able to contribute to the agency more effectively.
- Include people from CaLD backgrounds with disability in delivering sections of staff training programs.

8.6 **Ensure data collections include categories relating to ‘ethnicity’, ‘cultural’ and ‘linguistic’ aspects are adequately represented in service information and in the nature of the service delivery.**

Good practice:

Review data collection categories which may refer to aspects of ‘ethnicity’, ‘culture’ and ‘language’ and modify if necessary to facilitate comparison with relevant data from other agencies.

How?

- Collect data in accordance with the National Minimum Data Set as required by the Commission. However, to ensure the highest standard of service provision collect



additional information to improve service provision to people from CaLD backgrounds with disability and allow collation and comparison of information. Data collection categories should include country of birth, ancestry, language spoken at home, requirement for interpreters, and other indicators.

- Review data collection and collation procedures to ensure they provide the agency with knowledge of the diversity of CaLD consumers assisted, and that comparative breakdown is enabled against all service data.

Good practice:

Be sensitive to the degree to which people from CaLD backgrounds with disability accommodate aspects of the Australian way of life as well as maintain aspects of their own cultures. Be aware that changes may affect service and program delivery.

How?

- Ask CaLD consumers on what basis they perceive or define their ethnic identity. Record any variations that may occur. Accommodate this in service and program delivery if required.

8.7 **Ensure staff are competent to work effectively in cross-cultural situations and are provided with ongoing professional development on cultural awareness and skills.**

Good practice:

Evaluate cultural diversity competencies in individual client case reviews, staff appraisals and consumer feedback statements.

How?

- Design effective measures to determine the response of staff to working in cross-cultural situations.

Good practice:

Require, enable and resource all staff to participate in professional development programs to enhance their knowledge and skills in culturally responsive service delivery.

How?

- Include cultural competence assessment and, if necessary, training in the staff induction process.
- Make the agency's CaLD policies and social inclusion agenda very clear in induction programs.
- Maintain updated training for all staff on cultural diversity and disability awareness and sensitivity. Schedule regular training – every six or 12 months – so that previous knowledge and skills are enhanced.
- Include regular summary information on staff development and training in regards to awareness and sensitivity to cultural and disability issues in reporting to Boards of Management, Disability Services Standards monitoring and in Annual Reports and as appropriate in Quality reviews.



8.8 **Ensure that recruitment practices and procedures for the employment of all new service staff includes the processing of the required clearance documentation prior to commencing work with people from CaLD backgrounds with disability.**

Good practice:

Be sensitive to any potential cultural conflicts when engaging staff for people with disabilities from specific backgrounds. Be aware of, and give due consideration to known historical incidents of insurrection and repression, civil war, ethnic and religious conflict and inter-nation hostilities when employing staff from a diversity of cultures and countries of origin.

How?

- Obtain police clearance for all staff and volunteers.
- Obtain “Working with Children” checks for staff, when relevant.
- If in doubt, check with the service recipient prior to a new staff member commencing support provision.

8.9 **Employ bicultural and bilingual people including those with disabilities in appropriate positions where possible.**

Good practice:

Apply the principles of substantive equality and develop recruitment practices and procedures that encourage applications from people from CaLD backgrounds and those with disabilities who have the necessary experience and skills.

How?

- Establish contact with multicultural service agencies and advertise job vacancies within ethnic communities.
- Use relevant multicultural radio and print media to advertise positions.
- Inform education and training bodies to alert their graduating students that the agency welcomes and encourages applications for employment from people from CaLD backgrounds including those with disability.

Good practice:

Have placement experience available for people from CaLD backgrounds with disability who are undergoing or have completed training in skills relevant to the service.

How?

- Contact relevant education and training providers in October each year to inform them that the agency has placement experience available.

Good practice:

Provide and/or facilitate workplace support as necessary for CaLD employees with disability to achieve substantive equality of employment opportunity.

How?

- When interviewing potential employees, indicate that any additional support will be accommodated if needed to carry out the job.



8.10 Ensure that staff continually improve their capacity to provide appropriate and effective services to CaLD clients.

Good practice:

Demonstrate continual improvement in all agency services.

How?

- Understanding the implications of delivering culturally appropriate disability services associated with infant health, child care, schooling, vocational education, employment, recreation, health and aged care.
- Researching ongoing changes in the details of the agency's catchment population's cultural demographics.
- Plan and budget for any implied relevant changes in needs.

Good practice:

Review and incorporate best practice developments in relevant service provision including developing effective strategies and new initiatives for people with disabilities from different cultural backgrounds.

How?

- If appropriate, appoint a Cultural Diversity Officer to source ideas to make the agency's services to those of CaLD backgrounds more effective.

Good practice:

Seek opportunities to resource the development of programs for CaLD clients.

Ensure CaLD clients are explicitly addressed in all aspects of the agency's Quality Improvement (QI) and Continuous Quality Improvement (CQI) processes, Disability Services Standards monitoring processes, including participation in all evaluations.

How?

- Review QI, CQI and DSS monitoring processes to check that improvements relating to CaLD clients are explicitly addressed and reported.
- Report related achievements and positive outcomes to these improvements.

8.11 Obtain and update relevant disability and multicultural resources for use by staff who are working with CaLD clients.

Good practice:

Provide appropriate budget allocation in all funding application for obtaining disability and multicultural resources.

How?

- Ensure realistic budget items for translations, accredited interpreters and the production of multi-lingual publications. (See also: Standard 1: Service Access; Standard 4: Privacy, Dignity and Confidentiality; and Standard 5: Participation and Integration);



Good practice:

Provide open and fair use of resources.

Ensure equity of access to programs and other resources are addressed and demonstrable in all cases.

How?

- Review access to resources to determine if there are explicit or implicit barriers to access by CaLD clients.
- Ensure that criteria, conditions and priorities of access to resources including the use of translated material, and interpreters are clear to staff and your CaLD clients.

Exercise: Standard 8

- How can Service Management ensure that multicultural practices and social inclusion are implemented and maintained in all service programs within the agency?
- What would your agency's continuous quality assurance and improvements approaches involve in order to meet social and cultural inclusion of people from CaLD backgrounds with disability?



Standard 9. Protection of Human Rights and Freedom from Abuse and Neglect

Objective: The service provider acts to prevent abuse and neglect, and to uphold the legal and human rights of consumers.

Agency Strategies from Cultural Perspectives

9.1 **Have policies and procedures developed in conjunction with people from CaLD backgrounds with disability.**

Good practice:

Ensure reference to and consistency with current legislation and guidelines as regards disability and cultural rights.

In all agency policies and procedures:

- promote and enhance an awareness of human rights, including the right to the expression of cultural values, roles and responsibilities for individuals, families and communities;
- ensure all practices promote substantive equality of quality of life for people with disabilities, which in all aspects includes the right to cultural expression;
- promote the principles of citizenship, with rights of cultural and social inclusion (eg WA Citizenship Strategy);
- operate within discrimination and disability legislation (eg Equal Opportunity Act; Disability Discrimination Act), recognising cultural and disability discrimination as forms of abuse and neglect;
- ensure they are consistent with current cultural protection guidelines (eg WA Charter of Multiculturalism);
- provide continual vigilance and monitoring to maintain cultural rights;
- implement a language services policy as recommended by the State Government in its WA Language Services Policy 2008; and
- ensure these requirements apply across all Disability Services Standards.

How?

- Check all policies and procedures against current legislation and guidelines with regard to disability and cultural rights, and adjust as necessary.
- Engage cultural/disability stakeholders in a review of policies and procedures with respect to the considerations listed above. (See also: Standard 5: Participation and Integration, Standard 6: Valued Status, and Standard 8: Service Management).

Good practice:

Ensure policies, procedures and resource provision are explicit and practical in meeting the specific needs of people from CaLD backgrounds with disability to achieve an equitable quality of life and opportunity in culturally appropriate ways.



How?

- In all aspects of support provision, take into consideration cultural needs and cultural responsibilities and relationships.
- Review service design, delivery and evaluation to ensure the promotion of cultural engagement and inclusion. Overtly seek to avoid feelings of social and cultural exclusion and neglect.
- Provide language translations and easy English versions of consumer rights and agency information. Provide interpreter services when required. (See also: Standard 8: Service Management).

9.2 Protect the fundamental human rights of CaLD clients and their families, including their rights to self expression of cultural values, beliefs and practices.

Good practice:

Ensure that 'duty of care' incorporates the protection of human rights in all actions. This extends to the protection of cultural values, practices and beliefs which may be reflected in all services, training, staffing and other organisational practices and services.

Examples include respect and inclusion of cultural identity and roles and responsibilities of authority, guidance and care and also religious and cultural observances such as fasting and prayer time. (See also Standard 8: Service Management)

Promote and prioritise person-centred support by utilising cultural strengths and capabilities of people with disabilities and their families.

How?

- Ensure staff recognise and support individuals, families and their cultural community rights, being aware of stereotyping the extent and nature of family and community support.
- Keep cultural responsibilities, values, preferences and practices central to service provision.
- Where appropriate, encourage complementary use of culturally responsive professional care.

Good practice:

Incorporate and facilitate the provision and maintenance of cultural practices important to the person receiving the service within all aspects of service delivery, including when difficulties in service provision are encountered.

How?

- Ensure as far as possible that the agency does not overlook or neglect to facilitate desired cultural practices essential to the person receiving the service. Examples include religious and lifestyle customs and practices, food preferences, attending community activities such as festivals and feast days and dress customs.
- Problem-solve ways to overcome difficulties and implement changes to meet culturally specific service provision requirements. Ensure staff are aware of what is required of them.



Good practice:

Respect and support the rights of cultural self-determination for people from CaLD backgrounds with disability in relation to services.

How?

- Practice sensitivity and respect for all clients to allow them to determine their own cultural identity, lifestyle and capabilities.
- Assist clients to negotiate the nature and extent of cultural aspects of services to be provided.
- Recognise and negotiate, where appropriate, involvement of the cultural values, rights, responsibilities and capabilities of the client's family and the community. (See also Standard 2: Individual Needs.)

Good practice:

Provide support in ways that will maximise consumer self-advocacy, independence, self-empowerment and self-realisation.

How?

- Focus on the ability of people from CaLD backgrounds with disability and assist the development of capacity-building so that they can act on their own authority.
- Provide agency representation only with proper consultation and consent (not pre-empting or assuming authority to act on behalf of clients). (See also Standard 2: Individual Needs.)

Good practice:

Encourage and facilitate independent living skills in all aspects of life as a natural right of people from CaLD backgrounds with disability, negotiated relative to their capacity and culture.

How?

- Recognise and respond sensitively when aspects of clients' rights to culturally responsive independent living are inadvertently neglected in:
 - mainstreaming of services;
 - overprotective responses by agencies and also by family and community (issues of 'dignity of risk'); and
 - institutionalisation.(See also Standard 2: Individual Needs.)

Good practice:

Uphold individual legal rights, respecting cultural responsibilities.

How?

- Should conflict arise between individual legal rights and the cultural rights and responsibilities within family and community, particularly across generations, seek and negotiate solutions with input from senior agency staff and cultural authorities as appropriate, and seek resolution within existing legal and cultural guidelines. (See also Standard 2: Individual Needs, and Standard 3: Decision Making and Choice.)



Good practice:

Enable the right of CaLD clients to be valued as a contributing member of society.

How?

- Address the cultural aspects of client needs and aspirations, as well as their strengths and limitations in achieving this aspiration.
- Encourage equity of inclusion, through actively supporting resourced adaptations regarding disability and culture in education, employment, social/leisure activities and living conditions. (See also Standard 5: Participation and Integration, and Standard 6: Valued Status.)

Good practice:

Observe and foster the rights of CaLD carers by including the principles and objectives of the Carers' Recognition Act.

How?

- Foster the rights of carers from CaLD backgrounds through actively seeking culturally appropriate support and respite care.
- Assist the CaLD carer in furthering their education and training by identifying and suggesting appropriate training agencies and courses.

9.3 **Provide support to ensure that people from CaLD backgrounds with disability can exercise their human rights with equality and effectiveness.**

Good practice:

Provide advice and support by facilitating the availability of legal or other assistance suitable to cultural and financial circumstances, personal capacities and the nature of the issue of concern.

How?

- When providing support for CaLD clients to exercise their rights, check the cultural and/or religious circumstances surrounding the issue of concern.
- Recognise these cultural difficulties and address them sensitively with the family and relevant parties.

Good practice:

Inform and provide culturally appropriate referral to alternative or additional services, as requested, with follow-up to ensure that client needs are effectively met.

How?

- Develop and monitor a list of people and organisations that can provide culturally sensitive assistance to cover a wide range of needs. (See also Standard 1: Service Access.)

Good practice:

If required, facilitate advocacy support that is effective, client directed and culturally appropriate.

How?

- Identify sources of culturally sensitive advocacy support.
- Provide or access self-advocacy training that facilitates cultural sensitivity.



Good practice:

Facilitate and/or provide individual, family and community counselling support that is sensitive to their cultures.

How?

- Sensitive counselling support must take into account any issues of disability trauma, and the recovery and adjustment status of the client, family and community.
- In providing counselling support ensure cultural conceptualisations of disability are considered, and the implications for responsibility and care relationships, sexuality, generational issues, gender and acculturation. (See also Standard 1: Service Access.)

Good practice:

Ensure that the agency complaints procedures are accessible, understandable and useable by people from CaLD backgrounds with disability.

How?

- Include the right to interpreter support and to materials (translated and/or easy English) regarding complaints procedures.
- Recognise that cultural factors may influence the right of a consumer to make a complaint.
- Ensure every CaLD client has a copy of the agency's Complaints and Disputes Procedures that is comprehensible to them. (See also Standard 7: Complaints and Disputes.)

Good practice:

Pay particular attention to people from CaLD backgrounds with disability who may be at risk of the cultural aspects of their human rights being neglected or compromised. This is especially important in the provision of services by mainstream agencies and staff, and to services received by children, people in institutions and people without family/carer support.

How?

- Recognise that those who live without family/carer support are particularly vulnerable to the neglect and compromise of the cultural aspects of their human rights.

9.4 **Train staff to recognise and help people from CaLD backgrounds with disability to communicate and resolve any human rights and quality of life issues they may have, particularly experiences of abuse and neglect.**

Good practice:

Ensure training procedures, information resources and training providers are appropriate and effective for people from CaLD backgrounds with disability.

How?

- Ensure that training procedures, information resources and training providers:
 - are capable of addressing disability experiences within different cultural understandings and language backgrounds;
 - can assist service providers to effectively engage any disability, language and cultural barriers to understanding by people from CaLD backgrounds with disability; and



- can reflect experience and understanding in addressing diverse cultural realities through:
 - illustrating issues with practical examples;
 - providing suggestions for culturally appropriate support and problem solving; and
 - demonstrating how to seek and utilise feedback and evaluation from people from CaLD backgrounds with disability and their families constructively.

Good practice:

Ensure that staff are trained to assist CaLD clients to achieve all aspects of human rights and quality of life within their different cultural contexts. (See also Standard 1: Service Access, and Standard 2: Individual Needs.)

Provide professional development/training on abuse and neglect to all staff.

How?

- Staff development/ training should ensure that staff are able to:
 - i. understand abuse and neglect in the context of good practice in different cultures, be sensitive to the traditional practices of people with disabilities from diverse cultures and avoid making cross-cultural assumptions without clarification; and
 - ii. take appropriate action such as:
 - ensuring consumer safety regarding abuse or neglect, including strengthening cultural avenues of care and responsibility;
 - capability to appropriately and effectively assess the need and utilise suitable interpreter services, on these types of issues;
 - case note documentation, informing a supervisor or senior member of staff, engaging the relevant agency procedures, and seeking cultural advice as necessary; and
 - Serious Incident Reporting where indicated (Disability Services Act, Sections 25(4) and 53 – requires as obligatory the reporting of any significant physical or psychological harm, or ill treatment, neglect, or risk likely to cause such. For advice and information contact the Commission’s Service Contract and Development officers.

Good practice:

Establish ongoing engagement with other professionals, service providers and clients in continually developing and sharing ‘best practices’ on human rights for CaLD clients.

Provide staff and people from CaLD backgrounds with disability with development support and training on self-protective values and self-advocacy.

How?

- Staff development sessions on abuse and neglect should be presented by an experienced trainer and include issues such as:
 - overcoming cultural reluctance to acknowledge disability;
 - overcoming cultural reticence to raise and act on issues of neglect and abuse;
 - understanding the various contemporary notions of disability and its causes, and, related to this, differing cultural expectations and acceptability regarding what constitutes abuse and neglect;
 - dealing with cultural feelings of stigma, guilt or shame; and
 - negotiating the relationships of care in the consumers’ culture to contemporary approaches to care in the Australian society.



9.5 **Respond to any human rights issue, especially, those involving abuse and/or neglect raised by people from CaLD backgrounds with disability in a timely and appropriate manner.**

Good practice:

Respond immediately and constructively to any human rights and quality of life issues in consultation with the client and, with their agreement, significant family and cultural community people as appropriate.

How?

- Deal immediately with any human rights issue, especially those involving abuse or neglect. In particular:
 - achieve client safety through immediate action, including any required reporting of abuse or neglect; and
 - pursue the resolution of all human rights issues through planned and continuing attention.
- For every human rights issue, especially those involving abuse or neglect:
 - provide understanding and assurance regarding preserving the right of clients to make their own decisions and choices about all matters at all stages of reporting and action, especially regarding abuse and neglect;
 - provide for shared understanding and guarantee of client control of privacy and confidentiality; and
 - advise the client of any issues regarding mandatory reporting that may possibly arise.
- Recognise and assist with addressing the cultural difficulties clients may have when raising sensitive issues with their family and community and /or a service agency.
- If appropriate, assist with resolving the issue within the family as the first step, and then within the client's cultural community – only if, when and how the client agrees.

Good practice:

Assist CaLD clients with their right to be free from fear of reprisal from family, community, care institutions or service organisations as a consequence of raising issues of concern, especially about any forms of abuse or neglect.

Initiate advocacy for clients that promotes systemic change arising from individual issues, if appropriate.

How?

- In all cases of human rights issues, take systemic action where appropriate.

9.6 **Assist people from CaLD backgrounds with disability proactively, in protecting their property, finances and personal effects.**

Good practice:

Assist CaLD clients in protecting their personal resources.



How?

- Where appropriate ensure they are referred to agencies that can assist with recognition of cultural aspects of individual, family and community property rights, especially when negotiating responsibility in providing for their care.
- Ensure they are referred to Centrelink for information regarding pension eligibility and disability support entitlements.
- Inform them of possible cultural misappropriation of finances and resources by family or community or by institutions through legal or other means.
- Provide referral for financial advice, guidance regarding Guardianship and Power of Attorney, or other such matters as may be advisable to ensure client protection.
- Build and support the client's capacity to negotiate matters and make informed decisions. (See also Standard 3: Decision Making and Choice.)

For definitions, such as of 'abuse' and 'neglect', 'duty of care', 'serious incidents' and 'appropriate action', refer to the Standard 9 Training Manual, Disability Services Commission.

Exercise: Standard 8

- What does duty of care mean to you with regards to cultural rights? In what circumstances might respecting cultural responsibilities impinge on upholding individual legal rights? What are your responsibilities as a service provider in this situation?
- What cultural assistance and resources would you seek when there is apparent abuse/neglect or violation of individual human rights apart from reporting to the Commission as a funding requirement and protocol?
- What are your service safeguards to protect clients from CaLD backgrounds from abuse and neglect?



Recommendation

Self-assessment is recommended. It is proposed that each agency conducts an annual self-assessment of all the Disability Services Standards of culturally related practice and action.

The **CaLD Perspectives on the Disability Services Standards** manual has been designed with a check box against each recommended practice, so that staff and management can review each item and tick off those they consider the agency is already demonstrating competent practice on that standard in a culturally responsive manner.

The remaining items then indicate where the agency could consider further development in relation to service design and delivery to CaLD people with disability and their families/carers and communities.

Prioritise these developments in terms of their importance relative to the potential for substantive gain for CaLD clients, keeping in mind the nature of the service the agency provides.

The main initiatives can be included as objectives/targets in the agency's Strategic Plan for the next one-to-five years. A strategy needs to be developed: for how this can be achieved; who will be responsible for doing so; timelines such as starting and completion dates and reporting mechanisms so the whole of the agency is informed of its development.

This may need to be costed in terms of agency resources and possibilities for agency development funding from outside sources – all with a mind to cost-effectiveness in terms of positive gains and outcomes for CaLD people with disability.

Abbreviations

ABS	Australian Bureau of Statistics
CaLD	Culturally and Linguistically Diverse
NESB	Non-English Speaking Background
DSC	Disability Services Commission
OMI	Office of Multicultural Interests
NEDA	National Ethnic Disability Alliance
TIS	Translating and Interpreting Service
EDAC	Ethnic Disability Advocacy Centre

References

www.omi.wa.gov.au/publications/terminology.pdf



Appendix

Legislative requirements and guidelines

United Nations

Universal Declaration of Human Rights 1948

Includes cultural rights as well as civil, political social and economic rights.

International Covenant on Civil and Political Rights

International Covenant on Economic, Social and Cultural Rights

Includes language, culture and religion.

(Recognised by the Human Rights and Equal Opportunity Commission (HREOC) Australia 1981)

International Convention on Rights of People with Disabilities

Australia

Racial Discrimination Act 1975

Includes race, colour, descent and national or ethnic origin.

Human Rights and Equal Opportunity Commission Act 1986

Disability Discrimination Act 1992

People with disabilities are to be treated the same as the rest of the community.

It is unlawful to discriminate against them in areas of life like education, access to premises, administration of Australian Government laws and programs, and the provision of goods, services, and facilities.

All organisations are to demonstrate that they meet the Disability Services Standards.

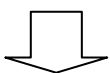
WA

Equal Opportunity Act 1984

Includes discrimination on the basis of impairment - also race, politics or religion.

Disability Services Act 1993 (WA)

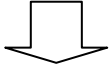
The Disability Services Act provides a foundation for developing a range of disability support services aimed at increasing individual independence and integration of people with disabilities within the community. The Disability Services Commission was established under the Act. Under the Disability Services Act, services are required to meet the Disability Services Standards.





Disability Services Standards

The Disability Services Standards are guidelines to assist agencies to have good quality disability services in place that treat people with disabilities well and protect their rights.



CaLD Perspectives on the Disability Services Standards

(EDAC 2006)

Assists in applying the Disability Services Standards to include the cultural rights of people with disabilities who are from CaLD backgrounds.

Adapted from: Human Rights and Disability Discrimination, EDAC Facilitators Workshop.
Dr Anne Atkinson 2006.

Culture and Disability Training, EDAC. Dr Anne Atkinson 2005.

Let Me Speak: Self-Advocacy Training for People With Disabilities from Culturally and Linguistically Diverse Backgrounds, EDAC. D Meecham 2005.



Human Rights

Civil and Political Rights

These include, for example, the right to:

- Life
- Liberty
- Free speech
- Free movement
- Political thought
- Religious practice
- Privacy
- Voting

Economic, Social and Cultural Rights

These include, for example, the right to:

- Food
- Shelter
- Water
- Health Care
- Education
- Respect for cultural practices and language

Humanitarian Rights

These include rights related to:

- Being in armed conflict
- Treatment of prisoners of war
- Treatment of refugees.

Rights Defined by the Category of the Holder

These are rights assigned to particular groups, such as:

- Workers
- Children
- People with disabilities

Adapted from: Standard 9 Training Manual, Disability Services Commission.



Western Australian Citizenship Strategy 2004-2009

Key Objective: Inclusion

Strategies and Actions

Embrace diversity in all its forms, connecting across background, cultures, gender, generations, lifestyle and location:

- Recognise the diversity of needs of all Western Australians and ensure that they are appropriately addressed.
- Develop new civic initiatives and build on existing programs to address specific community needs.
- Acknowledge the valuable contribution of bicultural and bilingual workers.
- Recognise, embrace and cater for difference and diversity within the public sector.
- Expand all programs to assist civil and corporate sectors to embrace diversity at all levels.

Adapted from: A Voice for All: Strengthening Democracy. Western Australian Citizenship Strategy 2004-2009.

Refer also: Consulting Citizens: Planning for Success. 2004.
Citizens and Civics Unit, Dept of Premier and Cabinet, Government of Western Australia.



Western Australian Charter of Multiculturalism

Protects your rights as a person from a culturally and linguistically diverse (CaLD) background.

The Multicultural Charter was developed to allow all West Australians of all cultural and language backgrounds, religions, and histories to be equally involved in political, social, and economic life in the state. It promotes a Western Australian society based on mutual respect, freedom from prejudice and discrimination, equal opportunity, and full participation.

Principles

Civic Values

Everyone has the right to equal respect, dignity and individual freedom as long as they obey the law.

Fairness

No-one can be discriminated against because of their culture, race, language, or religion.

Equality

Everyone has the right to opportunities which allow them to reach their potential.

Participation

Everyone has the right to full and equal participation in society.

The principles of the Charter try to make sure that everyone respects the different cultures and backgrounds which make up the West Australian community

- Everyone has the same rights and responsibilities.
- Everyone is a full and equal member of the Australian community.
- Everyone has a sense of Australian identity.
- Everyone gets the same treatment and protection under the laws of Australia.
- Everyone can participate and enjoy all aspects of society.

Adapted from: WA Charter of Multiculturalism, Office of Multicultural Interests.



Where you can go for more information

Western Australia:

Ethnic Disability Advocacy Centre	www.edac.org.au
Disability Services Commission	www.disability.wa.gov.au
Office of Multicultural Interests	www.omi.wa.gov.au
Equal Opportunity Commission	www.equalopportunity.wa.gov.au
Citizens and Civics Unit, Dept of Premier and Cabinet	www.citizenscape.wa.gov.au

Other states:

Human Rights and Equal Opportunity Commission (HREOC)	www.hreoc.gov.au
Department of Immigration and Citizenship (DIAC)	www.immi.gov.au
Multicultural Disability Advocacy Association (MDAA)	www.mdaa.org.au
Action on Disability in Ethnic Communities (ADEC)	www.adec.org.au
Federation of Ethnic Communities Councils of Australia (FECCA)	www.fecca.org.au
National Ethnic Disability Alliance (NEDA)	www.neda.org.au

Resources:

Directory of Services for New Arrivals in Western Australia produced by the Office of Multicultural Interests (Identifies relevant agencies that can provide appropriate services)

Directory of Bicultural Bilingual Mental Health & General Practitioners fifth edition produced by WA Transcultural Mental Health Centre and WA General Practice Network. (contact details of multicultural professionals in the mental health sector)

The Western Australian Language Policy 2008, available on line through the Office of Multicultural Interests at www.omi.wa.gov.au (guidelines to interpreting usage)



Law of the Land Educational DVD (multilingual edition) produced by the Ethnic Communities Council WA

(Resources: Identify ethnic organisations and ethnic community leaders through Office of Multicultural Interests website, the Northern or Southern Metropolitan Migrant Resource Centres or the Ethnic Communities Council)

(Resources: Identify organisations and agencies that have translated material in languages other than English, for example, Disability Services Commission, Department of Health, Centrelink, Ethnic Disability Advocacy Centre.

(Resources: Australian Bureau of Statistics Census data by Local Government Area available on line through the Office of Multicultural Interests at www.omi.wa.gov.au/omi_people.asp)

Online settlement data base: "<http://www.immi.gov.au/living-in-australia/delivering-assistance/settlement-database/index.htm>"

The Settlement Reporting Facility utilises the Department of Immigration and Citizenship's Settlement Database to provide the general public with statistical data on permanent arrivals to Australia.

The Settlement Database brings together data from various internal and external sources to assist government and community agencies involved in the planning and provision of services to migrants.

As much of the information is provided by settlers on a voluntary basis (such as religion), when a report is produced, there may be some items that will be listed as 'Unknown' or 'Not Stated'.

Introduction

Western Australia is a state with great cultural and linguistic variety. Almost 28 per cent of our population was born overseas. To facilitate effective planning and ensure appropriate service provision for this diverse group of people, government agencies and other service providers need comprehensive and relevant information on their client base and workforce.

A pilot study conducted in several service settings including hospitals and local government authorities confirmed the need for a new set of variables to measure cultural and linguistic diversity.

The Australian Bureau of Statistics subsequently agreed to include a core and a standard set of Cultural and Language Indicators in their statistical collections. In November 1999, it released a publication Standards for Statistics on Cultural and Language Diversity that documents national standards for measuring diversity in the Australian population.¹

The information gained using the core and standard sets of Cultural and Language Indicators will present service providers with a body of data which will assist them in planning and delivering optimal service to their clients.



Why collect cultural diversity data?

Data on cultural and linguistic diversity is useful for a number of reasons. It assists agencies to:

- appreciate the diversity of their clientele and workforce
- plan and deliver services that are effective and culturally appropriate
- respond appropriately to community needs
- meet their access and equity outcomes

What's wrong with using Non-English Speaking Background (NESB)?

NESB is no longer considered to be an appropriate measure of cultural diversity for a number of reasons:

- It is an oversimplified indicator of disadvantage – e.g. it groups business migrants with refugees.
- It masks the linguistic and cultural diversity within and between ethnic groups.
- It defines people in the negative and often implies a lack of English proficiency.
- It is unhelpful and potentially misleading in assessing the need for and effectiveness of policies, programs and service provision.

Acronyms such as CaLD (Cultural and Linguistic Diversity) are also discouraged as they have the same limitations. To describe a person or a group as being CaLD is a misuse of the term. Cultural and linguistic diversity is a characteristic of the community we live in. Cultural and linguistic diversity data give us specific information about the composition of the community.

Standards for statistics on cultural and language diversity

A minimum core set and a standard set of Cultural and Language Indicators have been developed in accordance with Australian Bureau of Statistics requirements.

The minimum core set is as follows:

- Country of birth
- Main language other than English spoken at home
- Proficiency in spoken English
- Indigenous status (for use when focus is not specifically on migrants)

The full standard set is: Ancestry, Country of birth of father, Country of birth of mother, First language spoken, Languages spoken at home, Main language spoken at home, Religious affiliation, Year of arrival in Australia.

These can be added either individually or in combination to the core set.

Uses and benefits of the new standards

The new Cultural and Language Indicators will provide significant benefits including:

- Provision of a consistent measure of cultural and language diversity in statistical and administrative collections requiring information on cultural and language diversity.
- The capacity to make comparisons between regions and states and against census data.
- Greater ability to assess clients' cultural and language requirements— eg the need for interpreters, bilingual staff



Implementation

For further information regarding the implementation of the standards please view The Guide: Implementing the Standards for Statistics on Cultural and Language Diversity or contact the Office of Multicultural Interests on 9222 8800 or the Office of Equal Employment Opportunity on 9214 6600.

January 2001

¹ Australian Bureau of Statistics, Standards for Statistics on Cultural and Language Diversity, ABS 1289.0, 1999

Western Australian Community Profiles – www.omi.gov.au/omi_profiles.asp



Ethnic Disability Advocacy Centre

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Subiaco WA 6008

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Facsimile: 9388 7433

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Website: www.edac.org.au



Address: 146-160 Colin Street
West Perth WA 6005

Telephone: 9426 9200

Facsimile: 9226 2306

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West Perth WA 6872

Website: www.disability.wa.gov.au

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alternative formats on request.**