



A TOOLKIT TO HELP AGENCIES REACH ETHNOCULTURAL SENIORS

WELCOME



Produced by the Inter-Cultural Association of Greater Victoria and the Victoria Community Response Network

This Toolkit is intended as a resource to assist service providers to develop culturally sensitive and accessible services and information sessions for ethnocultural seniors.

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BACKGROUND

In September 2002 the Inter-Cultural Association of Greater Victoria (ICA) and the Victoria Community Response Network (CRN) established a partnership, called “Building Community Capacity: Improving accessibility by ethnocultural seniors to abuse prevention services”. This project was funded by a three year United Way Community Collaborative Grant.

CRN service providers recognized a lack of participation in accessing their services by the ethnoculturally diverse community and experienced challenges in providing information to ethnocultural seniors, especially those with low levels of English.

Throughout the project’s three year term, the CRN and ICA Seniors have worked together to advance their knowledge of each other and strategies for senior abuse prevention. This Toolkit is a resource to help agencies and organizations reach out to and assist ethnoculturally diverse seniors.

INTRODUCTION:

This Toolkit was created as a resource to assist service providers to develop culturally sensitive and accessible services and information sessions for ethnocultural seniors. We hope the Toolkit can be useful in your ongoing work with the ethnocultural community.

The word “ethnocultural” is used so we can be more inclusive of ethnicity/cultural background, religion, nationality and language groups.

This CD Toolkit contains website addresses and links for:

- articles and documents addressing the needs and issues of ethnocultural seniors
- accessibility strategies for service providers
- communication and evaluation techniques for presentations to ethnocultural groups.

This Toolkit will soon be available on www.icavictoria.org under “Seniors – Toolkit”.

We have all learned a lot, but there is more to learn and more to do to achieve our goal of creating an inclusive community. We need to look at our organizations and the barriers that prevent us from reaching this goal. One step at a time will take us there. Each of us can advocate for more inclusive organizations. Here is a beginning set of tools to help you along the way.

Please give us your suggestions on how to improve the Toolkit, what we could add, tell us about your successes and challenges and to obtain an electronic copy by emailing joanfeyrer@shaw.ca

ACKNOWLEDGEMENTS:

Thank you to all the CRN members who attended the CRN meetings focused on learning about the ethnocultural community, to those who went forward and took the diversity training at ICA, to all who have taken up the cry “Is the information in other languages?”, and to the Steering Committee of the Victoria CRN for their suggestions and support.

A special thank you to Duke Chu and Maki Yamamoto who have faithfully participated in CRN monthly meetings, and to all the seniors in the Seniors Group at the Inter-Cultural Association for their wisdom and willingness to teach us the many things we do not know.

And finally, to Bill Feyrer for his patience and many hours at the computer to help make this document a reality.

Joan Feyrer
Seniors Group Facilitator
Inter-Cultural Association
of Greater Victoria
930 Balmoral
Victoria BC V8T 1A8
388-4728
joanfeyrer@shaw.ca

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SECTION 1 – ORGANIZATIONAL INCLUSIVENESS

1. *DIVERSITY AWARENESS AND ANTI-RACISM WORKSHOPS*

The Multicultural Program of ICA offers a variety of educational workshops and training seminars covering a range of topics related to multiculturalism, immigration diversity and human rights in the workplace and community.

Example: Refugee and Immigrant Issues.

“Participants will gain an understanding of the refugee and immigrant process in Canada. We explore some of the reasons why people leave their homelands. Audio-visual presentation is used to provide first hand accounts from refugees, immigrants and humanitarian workers.”

[\[Diversity Workshops\]](#)

2. *A PLACE FOR ALL: A GUIDE TO CREATING AN INCLUSIVE WORKPLACE* (Canadian Human Rights Commission)

Are you reviewing your policies? Make sure you understand your legal obligations.

<http://www.chrc-ccdp.ca/publications/general-en.asp>

3. *DIVERSITY SNAPSHOT OR AUDIT*

Examples of questions to ask everyone in your organization. Contact ICA’s Multicultural Education and Community Development Program to assist you with the process

[\[Diversity Snapshot or Audit\]](#)

4. *DIVERSITY ACTION PLANS*

Example: See how Saanich Silver Threads has created an Action Plan

[\[Organization Diversity Action Plan\]](#)

5. *WHITE KNAPSACK --UNPACKING THE INVISIBLE KNAPSACK:* Peggy McIntosh

If you haven't read this I guarantee it will change your life.

<http://seamonkey.ed.asu.edu/~mcisaac/emc598ge/Unpacking.html#daily>

6. *GUIDE TO PLANNING INCLUSIVE MEETINGS AND CONFERENCES*

This guide will provide meeting and conference organizers with practical tips and advice to ensure the full participation of persons with disabilities. Note. Appendix E – Role of Presenters

http://www.sdc.gc.ca/asp/gateway.asp?hr=en/hip/odi/20_meetngs_Link.shtml&hs=pyp

7. *DISABILITY LENS, BC MINISTRY OF HUMAN RESOURCES*

Excerpt:

“In order for initiatives to be truly reflective of, and useful to all persons, we must continue to ask ourselves questions which challenge us to think outside of our own experience. Integrating diverse perspectives and experiences into an initiative not only helps to ensure equity, but also fosters partnerships and builds support. “ Disability Lens Checklist (included)

<http://www.mhr.gov.bc.ca/PUBLICAT/DB/DisabilityLens.htm>

8. *TOWARDS AN INCLUSIVE ORGANIZATIONAL CULTURE*

Excerpt:

“It is not enough to add new ways of working, if we do not remove old systems that reinforce the exclusionary practices nor surface the values that underlie them.”

http://www.ccic.ca/e/007/pubs_gender.shtml

9. *MULTICULTURAL SERVICES AND DELIVERY MODEL*

- to reach people with disabilities within the Multicultural Community

Excerpt:

“...to really understand a culture comes slowly by talking to many people from that culture and by learning about diversity across and within that culture.”

www.drcrichmond.ca - see Multicultural Services & Delivery Model

10. *ETHNIC SENIORS AND VOLUNTEERING: SUPPORTING AND CELEBRATING THEIR VALUABLE CONTRIBUTIONS*

Excerpt:

“Relationships and trust are key ingredients to attracting and retaining ethnic senior volunteers. Cross-cultural training, creating a safe, welcoming environment, and developing a corporate mindset of acceptance and appreciation of diversity must underlie all procedural adjustments and outreach efforts.”

http://www.411seniors.bc.ca/Contentpages/Multicultural_Volunteer_Project.htm

11. *NEEDS ASSESSMENT FOR PARTICIPANTS OF MULTICULTURAL PROGRAMS*

(A quick check to see what you need to focus on.)

[\[Needs Assessment\]](#)

12. *EXPANDING THE CIRCLE: PEOPLE WHO CARE ABOUT ENDING RACISM*

Want to know what to say about racist jokes? Learn how to be part of the circle to end racism.

<http://www.socialjustice.org/pdfs/expandingthecircleEnglish.pdf>

13. Attracting & Retaining Immigrants: A Tool Box of Ideas for Smaller Centres

<http://www.integration-net.cic.gc.ca/inet/english/prof/tbo/index.htm>

14. Inclusive Community Organizations: A Tool Kit

Focused on Ontario. Includes suggestions, self-assessment tool, action plan, and list of resources

<http://www.healthycommunities.on.ca/publications/ICO/index.html>

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SECTION 2 – UNDERSTANDING CULTURAL BACKGROUND

1. B.C. COALITION TO ELIMINATE ABUSE OF SENIORS

- *Empowering Immigrant and Refugee Women Who Are Victims of Violence in Intimate Relationships* (Winter 2005)

Excerpt: “ A project conducting research in seven BC communities on service delivery factors that empower and dis-empower immigrant women who are victims of violence in their intimate relationships.”

<http://www.bcceas.ca/news.shtml> - Newsletter archives
(Winter 2005)

- *Chinese Seniors in Canada* (Spring 2003)

Excerpt: “Service Barriers...professionals do not understand the users’ culture(s)...The poor tend to have a lower level of social support which contributes to poorer mental and physical health.

<http://www.bcceas.ca/news.shtml> - Newsletter archives
(Spring 2003)

- *Cultural Contradictions and Societal Restraints* (Indo-Canadian Seniors) (Summer 2002) BCCEAS Newsletter (not on their website)

Excerpt:

“Indo-Canadian seniors, used to giving the orders, find themselves uncomfortable when their children are making the decisions. Forty-four percent feel lonely since some came from close-knit families, and in Canada, the extended family and their friends may be working and have no time for social lives.”

[\[Cultural Contradictions...\]](#)

- *Iranian Seniors Project* (September 2000, BCCEAS newsletter) - Interview with Dr. Mehrangiz Khorshidi (not on their website)

Excerpt:

“ Grandparents also may resent their permanent caregiver status as they are isolated as babysitters in the homes of their children, who cannot imagine that although grandparents may love their grandchildren, they are depressed if they spend time only with children.”

[\[Interview \(Iranians\)\]](#)

2. *Immigrant Families and Child Care*, Veronica Pacini-Ketchabaw & Ana-Elisa Armstrong (power point slides)

Contains some good demographic slides and background on issues affecting immigrant families with children

[\[Immigrant Families and Child Care\]](#)

3. *Saanich Volunteer Services Newsletter.*

Report on ICA presentation at Community Response Network, January 29, 2003 (J. Rory Kirby, Saanich Volunteer Services Society)

http://www.saanichvolunteers.org/docs/newsletters/svss_spring_2003.pdf page 6

4. *Sponsorship Breakdown:*

Available in English, Chinese, Korean, Punjabi, Spanish, and Vietnamese. Also see other legal publications in other languages

http://www.lss.bc.ca/Legal_info/pubs_main/Publications_by_Title/pubs_s.htm

5. *Immigrant Women's Website*

A site to help immigrants adjust to realities of life here. Available in 9 languages

www.nursing.utoronto.ca/immigrationguide

6. *Seniors on the Margins (Aging and Poverty in Canada)*

http://www.naca-ccnta.ca/margins/poverty/poverty5_e.htm#women

7. *Like a Wingless Bird: A Tribute to the Survival and Courage of Women Who Are Abused and Who Speak Neither English Nor French*

http://www.phac-aspc.gc.ca/ncfv-cnivf/familyviolence/html/femwing_e.html

8. *Myths and misconceptions about refugees and immigrants in Canada*

<http://www.web.net/~ccr/mythsconf.html>

<http://www.web.net/%7Eccr/myths.htm>

9. *Responding to Incidents of Racism and Hate: A Handbook for Service Providers* (February 2003)

http://www.mcaws.gov.bc.ca/amip/rpts/anti-racism_handbook.htm

10. *Towards an Understanding of Well-Being in Aging Ethnic Minority Populations in Canada* (study by Deborah Morris)

A study of ICA's Seniors Group

[\[ICA Seniors Evaluative Study\]](#)

11. *Ethnic Aging Website*

<http://www.ethnicaging.ca/Healthyaging/publicationsHA.asp>

12. *Culture and Disability Bibliography* (Feb.02)

A list of books, articles (with abstracts), and websites

www.smd-services.com/information/pdfs/culture_disability.pdf

13. *The Diversity Advantage* from "Tamarack" Volume 11, Issue 22, Nov. 3/05

<http://tamarackcommunity.ca/newsletter/v2i22.htm> - see The Diversity Advantage

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SECTION 3 – PRESENTATION TECHNIQUES

1. *Visual Aids — Another Look*

[\[Visual Aids\]](#)

2. *A way with words: Guidelines for the portrayal of people with a disability*, Queensland Government, Disability Services Queensland

Excerpts:

- “Printed information should be in at least 12 point size type. The type should be of a colour that contrasts with the paper to be printed, (black type on white is optimum).
- “Presenting information in large print will benefit readers with low vision. Ideally use 16-18 point sans serif type, printed on off-white non-glossy paper with print of an adequate density to provide good contrast, i.e. Black or a dark colour.” (pg. 23)

www.disability.qld.gov.au/publications/waywithwords.pdf

3. *So You are going to do a Presentation!* (by Irene Barnes, Elderly Outreach Services, Victoria)

[\[Doing a Presentation\]](#)

4. *Persuasive Presentations*

[\[Persuasive Presentations\]](#)

5. *Guidelines for Guest Presenters* (adapted from *Guidelines* by Epilepsy & Parkinson’s Centre)

[\[Presentation Guide\]](#)

6. Evaluation Examples

- *Earth's Core* [[Earth's Core Evaluation](#)]
- *Taking Stock* [[Taking stock.pdf](#)]

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SECTION 4 – LANGUAGE

1. TRANSLATORS:

- Professional Translators:

Inter-Cultural Association
930 Balmoral Rd., Victoria 388-4728
www.icavictoria.org

- Translate a web page, phrase or word for free with a program available on the internet:

Note: The following sites are only suggested for translating a word or short phrase as they are not accurate for longer translations. Your computer must support the alphabet of the language into which you wish to translate.

www.babelfish.altavista.com
www.freetranslation.com
www.worldlingo.com

2. INTERPRETERS:

- Inter-Cultural Association
930 Balmoral Rd., Victoria 388-4728
www.icavictoria.org

- *Working Effectively with a Health Interpreter.*

This document provides useful information and tips on how to work with a Health Interpreter and improve the communication process between clients and service provider. (PDF Format)

www.serc.mb.ca/SERC/SP/WA/7

- *A way with words:*

Guidelines for the portrayal of people with a disability,
Queensland Government, Disability Services Queensland

Excerpt:

“Face and speak directly to the person rather than through the companion/attendant/sign language interpreter who may also be present. Never speak about the person as if they are invisible, cannot understand what is being said or can’t speak for themselves.” (Page 25)

www.disability.qld.gov.au/publications/waywithwords.pdf

- *Ethical Considerations in Working with Culturally Diverse Populations: The Essential Role of Professional Interpreters*

Excerpt:

“The underutilization of professional interpreters by mental health providers who work with immigrant clients with language barriers represents a failure to meet basic professional ethical standards of care. Language barriers affect key areas of ethics, including clinical assessment and decision-making, client confidentiality and informed consent.”

<http://www.cpa-apc.org/Publications/Archives/Bulletin/2003/june/blake.asp>

3. PLAIN LANGUAGE

- *Literacy and Clear Language; Literacy and Seniors Literacy BC - Fact Sheets*

Excerpt:

”Clear language means no one is excluded... Clear language involves thinking about our audience and consciously writing for that audience. It often includes unlearning old habits, because many of us have strong attachments to writing in the way we were taught.”

<http://www2.literacy.bc.ca/facts/clear.htm>

4. TERMINOLOGY

- *Learn Appropriate terminology for the portrayal of persons with disabilities. (2002) From A Way with Words and Images*

Excerpts:

“INSTEAD OF...

Birth defect, congenital defect, deformity

PLEASE USE...

Person born with a disability, person who has a congenital disability

INSTEAD OF...

Blind (the)

Visually impaired (the)

PLEASE USE...

Person who is blind,
person with a visual impairment”

www.sdc.gc.ca/en/hip/odi/documents/wayWithWords/09_terminologyGuide.shtml -

- *A way with words*: Guidelines for the portrayal of people with a disability, Queensland Government, Disability Services Queensland

Excerpts:

“Language is a powerful tool which can be used to change stereotypes and attitudes.”

“The time for portraying the experience of people with a disability as sensational and abnormal is over.”

“...the language of disability has moved away from medical jargon to a social perspective...”

www.disability.qld.gov.au/publications/waywithwords.pdf

5. RESOURCES IN OTHER LANGUAGES

- Scotiabank Fraud Awareness Program: ABCs of Fraud **free presentations** available in English, Cantonese and Punjabi
Contact Mary Martin Sharma, BCCEAS at 604-437-1940
- Information on Mental Health topics ie schizophrenia, depression, stress, eating disorders

<http://www.heretohelp.bc.ca/publications/factsheets/>

http://www.bcsc.org/information_centre/translations/index.html

http://cmha-edmonton.ab.ca/translated_topics.htm

<http://www.psychosissucks.ca/epi/index.cfm?action=downloads>

- Multilingual Legal Information:

Abuse is wrong in any Language; Sexual Assault: What it Means; Speaking of Abuse: Violence Against Women in Relationships; Wife Assault; Let's Break the Silence (available in Chinese, Farsi, French, Punjabi, Russian, Spanish, Vietnamese, English)

www.multilingolegal.ca

- Legal Services Society Publications, Benefits for Seniors Sponsorship Breakdown (available in Chinese, Korean, Punjabi, Spanish and Vietnamese); also see other legal publications in other languages

<http://www.lss.bc.ca> see LSS Publications List

- Domestic Violence Information in languages A-Z

<http://www.hotpeachpages.net/lang/>

- LawLINE 1-866-577-2525

This is a legal advice service provided over the phone for low income people. This service is available in over 100 languages and provides legal advice on many areas of law.

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SECTION 5 – PUBLICITY

1. Photographs

- *Dare to Age Well!* CD (Health Canada, Division of Aging and Seniors (Publications))

“a collection of 54 publications and over 100 photos presenting the many aspects of healthy aging in Canada. .. It also makes available Health Canada photographs which depict Canadian seniors who dare to age well. These photos can be freely used* for health promotion purposes. You must have Microsoft Internet Explorer or Netscape Navigator installed on your computer to use this CD. Also available from this collection is a poster and a series of 6 postcards.”

The Dare to Age Well! Collection can be obtained free of charge by contacting the Division of Aging and Seniors at:

Tel.: (613) 952-7606

Fax: (613) 957-9938

E-mail: seniors@phac-aspc.gc.ca

*See copyright and Permission to reproduce for conditions.

- http://www.hc-sc.gc.ca/seniors-aines/pubs/cds/daw/cd-daw_e.htm

- *Learn Appropriate terminology for the portrayal of persons with disabilities.* (2002) From A Way with Words and Images

Excerpts:

“INSTEAD OF...

Always depicting the super achieving individual to represent all persons with disabilities.

PLEASE USE...

Whenever possible, the typical individual who has a disability.”

www.sdc.gc.ca/en/hip/odi/documents/wayWithWords/09_terminologyGuide.shtml

2. Welcome Sign (in many different languages)

Suggestion: Have it displayed in your reception area (paint it, frame it, print it)

[\[Welcome sign\]](#)

3. Guidelines for Making Websites Accessible

www.w3.org/tr/wai-webcontent

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SECTION 6 – DEMOGRAPHICS

1. IMMIGRATION STATISTICS:

Use as a basis for funding proposals to support your organization’s outreach to ethnocultural seniors

- Immigrant Seniors
http://www.phac-aspc.gc.ca/seniors-aines/pubs/seniors_at_glance/poster3_e.html#b
- Census- 2001 Census Demographics Ethnic Origin, Capital Region, Jan.2003 Capital Regional District , Regional Planning Services
http://www.crd.bc.ca/regplan/ris/facts/demographics/documents/Ethnic_Origin_01.pdf

- Community Profile – Victoria – Immigration Characteristics and Visible Minority Status

<http://www12.statcan.ca/english/profil01/CP01/Details/Page.cfm?Lang=E&Geo1=CSD&Code1=5917034&Geo2=PR&Code2=59&Data=Count&SearchText=Victoria&SearchType=Begins&SearchPR=59&B1=All&Custom=>

- *Immigrant Families and Child Care*, Veronica Pacini-Ketchabaw & Ana-Elisa Armstrong (power point slides)

Contains some good demographic slides

[\[Immigrant Families and Child Care\]](#)

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