



**MULTICULTURAL
EDUCATION
PROJECT
EVALUATION
REPORT**



home and community care

A JOINT COMMONWEALTH AND STATE/TERRITORY PROGRAM
PROVIDING FUNDING AND ASSISTANCE FOR AUSTRALIANS IN NEED



A.B.N. 27 084 251 669

The Multicultural Education Project Evaluation Report was produced by the Migrant Information Centre (MIC) (Eastern Melbourne) and was funded by the Department of Human Services (Eastern Metropolitan Region).

The authors, contributors, the Migrant Information Centre (Eastern Melbourne) and the Department of Human Services (Eastern Metropolitan Region) accept no liability for errors or omissions in this report.

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For further information please contact:

Migrant Information Centre (Eastern Melbourne)
333 Mitcham Rd
Mitcham
VIC 3132

Phone: 9873 1666

Fax: 9873 2911

Email: mic@miceastmelb.com.au

Website: www.miceastmelb.com.au

Designed and Published by the
Migrant Information Centre (Eastern Melbourne)
December 2004
ISBN. 1 876735 31 7

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Acknowledgements

The 'Multicultural Education Project' was developed and completed with the support and assistance of many individuals and organisations.

Special thanks are extended to the following organisations and groups for their involvement in this project:

Multicultural Education Project Steering Group
Multicultural Education Project Working Group

Adult Multicultural and Education Service
Box Hill Institute
Centrelink
Department of Human Services (DHS) (Eastern Metropolitan Region)
Donvale Living and Learning Centre
Knox Chinese Elderly Senior Citizen's Club
Knox City Council
Indian Senior Citizen's Association
Lao Elderly Association
Macedonian Senior Citizen's Group of Monash
Manningham City Council
Monash City Council
Spanish Ladies Group
Whitehorse City Council

Executive Summary

The Multicultural Education Project (MEP) aimed to provide resources to Home and Community Care (HACC) organisations responsible for the delivery of home and personal care services to develop systems that would enhance their service delivery to people from culturally and linguistically diverse (CALD) backgrounds.

The MEP consisted of five components and the activities and key findings of these are outlined below. Findings from these components were used to develop a 'Home and Personal Care Services Guide', which aimed to provide useful strategies for service providers to improve both culturally relevant service provision and in developing relationships with CALD communities and groups. Having positive relationships with CALD communities is important in the promotion of services and in developing further understanding of the issues that are important to CALD clients. The Guide was developed in conjunction with the 'Home and Personal Care Kit', which has cultural and religious facts sheets to assist home and personal care workers to understand the cultural and religious backgrounds of their clients from CALD communities.

Component One: Service Delivery Model

In partnership with the Whitehorse City Council this component was designed to pilot a revised service model for the delivery of home and personal care services. Three key areas of service provision were focused on:

- Increasing service promotion to CALD communities.
- Reviewing the use of interpreting and translating services in the current service model.
- Supporting HACC staff to better meet the cultural needs of clients.

The following initiatives were piloted and evaluated with Whitehorse City Council:

- The development of a Whitehorse-specific Promotional Strategy
- Ethnospecific Workers Meeting
- Cross-cultural Training Sessions

The promotional strategy included information regarding how to contact both ethnospecific organisations and ethnic media within the Whitehorse region.

At the ethnospecific workers meeting the Whitehorse City Council provided information on their services to workers from ethnospecific organisations. Very positive feedback was gained from those involved and it was found to be a useful strategy for future information dissemination.

Cross-cultural communication training was provided to all Whitehorse HACC assessment and office staff. The feedback received indicated that staff found the training to be useful and important in their work.

The strategies and activities undertaken as part of the MEP were designed to be applicable to various service providers. While the following were not piloted with Whitehorse, they were included in the 'Home and Personal Care Services Guide' and may be useful for other service providers.

- Cultural Assessment Guide

- Protocol for the Use of Interpreters
- Strategies for Translating Information

Component Two: Information and Education

The Information and Education component was designed to build the capacity of people from CALD backgrounds to access and participate in home and personal care services. It also aimed to help service providers and ethnospecific organisations to develop strong working relationships.

Local Councils were involved in presenting information to five ethnospecific organisations (Senior Citizen's Groups) on these services. The groups involved were from three different local government areas (LGAs), and each corresponding Council was involved in providing them with information. How information was presented was tailored to suit each group, which were all very different in structure.

Evaluation results indicate that the participants gained information about services which they had little prior knowledge. Follow-up evaluation sessions emphasised the importance of ongoing relationships between Councils and ethnospecific organisations. Group members appeared to need clarification of information which had been provided at the presentations, as well as more specific information in certain areas. Trust of the Council and in the services they provide was also found to be important, and this can also be strengthened through more ongoing communication.

The Councils who were involved indicated that they would consider meeting with the groups they presented to on an ongoing basis, however some groups were found to be easier to engage than others. This may be due to cultural barriers including acknowledging a need for such a service.

Component Three: Feedback Mechanisms

This component aimed to determine appropriate methods of gaining feedback from home and personal care clients from CALD backgrounds. Existing methods of gaining feedback from CALD clients were examined before new methods were trialled.

Knox City Council, Monash City Council and Whitehorse City Council were involved in trialling the following methods with their existing CALD clients;

- surveys sent in both English and a relevant community language (Chinese, Greek, Italian and Vietnamese),
- morning tea focus group which clients were invited to attend, and
- focus groups held with PAGs (only occurred with Monash City Council).

Each Council was provided with a report detailing the findings from the methods trialled. Overall, clients were very pleased with the services they were receiving. The primary areas of service provision that could be strengthened related to the provision of information and methods of communication. For example, it was found that people with lower levels of English proficiency had less understanding of the services available, advocacy information, and who to contact with concerns regarding their service both within and outside of the Council.

The methods trialled were found to be very useful mechanisms for gaining feedback from CALD clients. A high percentage of clients responded to the survey and useful feedback was received from the focus groups. The Councils involved indicated that they would consider using both methods to gain feedback on future topics. Valuable information was also gained regarding how to best conduct focus groups.

Component Four: Home and Personal Care Kit

The Home and Personal Care Kit has twenty cultural facts sheets and six religious facts sheets as well as pictorial communication aids depicting activities of daily living. The Kit can help home and personal care workers to gain general knowledge about the client's culture, various customs and methods of communication. It is designed to be used primarily by home and personal care workers and aims to build a greater awareness of cultural and lifestyle factors of these communities as well as encourage effective communication with CALD clients.

Care workers from Knox City Council, Monash City Council and Whitehorse City Council were invited to participate in focus groups identifying topics to include in the Kit that would be useful to care workers. Pictorial sheets were identified to be useful for care workers in their communication with CALD clients. Four pictorial sheets were developed depicting the tasks of daily living such as vacuuming, cleaning the bathroom and kitchen, and incorporated in the Kit.

A literature review was undertaken researching available cultural resources. Information on customs and statistical data for each identified CALD community was researched, and community representatives and ethnospecific workers were interviewed. The information was collated and then checked to confirm its accuracy. Difficulties were found in the coordination of appropriate meeting times with community representatives and the validation of each CALD profile, as the content is subject to personal views and experiences. Interviews were conducted over the phone when necessary and different community representatives were interviewed.

The use of focus groups has proven to be a successful strategy with positive feedback from Councils involved, regarding their participation in the focus group and the completed Kit. Monash City Council is providing the Kit to all HACC staff and Whitehorse City Council are using the Kit in their induction process. Monash City Council, in consultation with the MIC is developing further cross-cultural training for staff, including how to best utilise the Kit.

Component Five: Recruitment, Training and Employment of People from CALD Backgrounds

This component focused on the recruitment of home and personal care workers from CALD backgrounds. Manningham, Monash and Whitehorse City Council were involved in providing information on working in the home and personal care field to students studying English as a Second Language (ESL) or Aged Care.

The Councils said they learned a lot about how to conduct future sessions and found the sessions with the Aged Care students to be particularly valuable. They also saw it as another way to promote their services to people from CALD backgrounds. The students involved generally enjoyed the presentation and many of the ESL students learned

about a field they were not previously aware of. The Aged Care students were primary aware of employment in residential settings. More students are now considering working as home and personal care workers following the presentations.

How successful this method of recruitment was in relation to how many students went on to seek work in the area could not be evaluated as many have since completed their courses and records of future study or employment are not kept.

Introduction

The Multicultural Education Project (MEP) was funded by the Department of Human Services (DHS) (Eastern Metropolitan Region) in 2001/2002 and managed by the Migrant Information Centre (MIC). It aimed to increase the access and participation of people from CALD backgrounds in home and personal care services. The strategies and activities undertaken as part of this project were designed to be applicable to various service providers.

The project consists of five key components including:

- Service Delivery Model
- Information and Education
- Feedback Mechanisms
- Home and Personal Care Kit
- Recruitment, Training and Employment of People from CALD Backgrounds

Four local Councils in the Eastern Region were involved in the project. These included Knox City Council, Manningham City Council, Monash City Council and Whitehorse City Council.

Background

Research conducted by the MIC found that CALD communities were underrepresented in the demographics of HACC clients and that CALD communities generally experienced a lack of knowledge around these services. It was also found that there was a lack of knowledge by service providers regarding culturally and religiously appropriate services.

Consultations were also undertaken by the DHS with CALD communities in the Eastern region in 2001/2002 and community education was identified as a priority.

The MEP was funded by the DHS and endorsed by the HACC network, which has over 30 representatives from HACC mainstream service providers and ethnospecific organisations.

Aims and Objectives

The aim of the MEP was to develop resources that would enhance service to ensure the provision of culturally relevant home and personal care service provision by reviewing current methods of service delivery.

The objectives of the MEP included:

- To facilitate culturally responsive home care and personal support for frail older people from CALD backgrounds
- To facilitate a shared understanding between HACC service providers, CALD consumers and home care and personal care workers regarding HACC services, and the expectations surrounding those services. This should include a shared understanding of both the needs of clients and the service limitations

- In conjunction with the City of Whitehorse, to review the framework for the delivery of home and personal care services to identify changes that when implemented would better meet the needs of clients from CALD backgrounds
- Facilitate the provision of information to CALD groups so that they are more aware of services as well as increase their participation in the provision of these services

Method

Evaluation Strategy

An evaluation strategy was developed in the initial stages of the project to monitor the outcomes of activities during and after their implementation and to ensure the satisfaction of participants in the project. Evaluation strategies were devised and used for each component.

Evaluation Techniques

The specific methods of evaluation for each activity will be described in each component chapter.

Generally, the methods of evaluation include:

- Written evaluation forms on the day of activity
- Verbal feedback on the day of activity
- Follow-up written evaluation forms to participants
- Follow-up verbal evaluations with participants
- Focus Groups
- Council feedback session
- The usage of the Guide and Kit for Service Providers will be evaluated by the MIC in 2005

Component One: Service Delivery Model

The Service Delivery Model component focused on the provision of culturally appropriate methods of home and personal care service delivery. The MIC worked in partnership with the City of Whitehorse Aged and Disability Service in examining existing methods of service delivery and piloting new initiatives.

The Service Delivery Model component focused on three main areas of service provision. These included:

- Increasing service promotion to CALD communities.
- Reviewing the use of interpreting and translating services in the current service model.
- Supporting HACC staff to better meet the cultural needs of clients.

Objective 1: Increasing service promotion to CALD communities

Objective 1 looked at increasing the information available to people from CALD backgrounds regarding HACC services and what they involve. The aim was to provide information to both current clients and CALD groups in general.

Participants

Whitehorse City Council worked in partnership with the MIC in devising and piloting new initiatives. The Steering Group for this project, which included representatives from Knox, Monash and Whitehorse City Councils, was involved in all decision-making processes.

An ethnospecific workers meeting was held at the Lao Association Centre. Organisations who participated included: Lao Association Centre, Chinese Community Social Services, Centre for Philippine Concerns, Tabulam and Templer Homes for the Aged, Polish Community Council of Victoria and Serbian Social Services and Support Inc.

Activities

1. A Whitehorse-specific promotional strategy for increasing service promotion to CALD communities within the region was developed. This included information on how to access various media outlets and how to effectively communicate information about the services offered, as well as contact details for ethnospecific organisations within Whitehorse. While the promotional strategy was designed to be specific to Whitehorse, it can be made applicable to all local government areas by changing the contact details for organisations within the area.
2. An ethnospecific workers meeting was held at the Lao Association Centre where HACC staff from Whitehorse City Council provided information about their services to workers from ethnospecific organisations. This meeting was organised as part of the MEP but was not included in the original action plan.

The aims of the meeting included:

- To meet other workers and representatives of CALD communities in the City of Whitehorse.

- To provide information to the staff of ethnospecific organisations on the services available through Whitehorse City Council's Home and Community Care Program.
 - Exchange of ideas between participants about how to support clients and community members to access services effectively.
 - Give the Council an additional opportunity to learn firsthand about some of the issues affecting culturally and linguistically diverse (CALD) communities in their local government area.
3. The development and translation of Service Standards and Rights and Responsibilities, to help ensure that this information is available to CALD consumers. In order to have these documents effectively translated, the information needed to be shortened to make it both easier to read and more cost-effective. However, Whitehorse City Council identified issues relating to whether these documents could be altered. It was decided that this information needed to be comprehensive and should not be changed or shortened in any way. The cost of translating the information was therefore considered too high.
 - 4.
 5. The development of a strategic plan for future translation of HACC material. Whitehorse City Council decided to translate their Consumer Handbook into five different languages over the next few years. The Handbook includes information such as the services available, service standards, rights and responsibilities and privacy information.

Evaluation Method

1. Consultations with Whitehorse City Council staff (members of the MEP Steering and Working Groups) were used to evaluate the usefulness of the promotional strategy as a tool for increasing service promotion to CALD groups and communities.
2. Verbal feedback was obtained from participants at the ethnospecific workers meeting.

Results

1. Whitehorse Promotional Strategy
Whitehorse City Council provided positive feedback regarding the strategy. They found the layout made information clear and accessible. It also provided information that was practical that they could use to access people from CALD backgrounds. They also appreciated that the information provided was collated and ready to use in one document.

The final Guide for Service Providers included some of the information from the piloted promotional strategy.

2. Ethnospecific Workers Meeting
The ethnospecific workers meeting generated much discussion around what services were available and many questions were asked. In particular, there was a lot of interest around the conditions and costs for In Home Respite and Special Respite Care for carers with children with a disability as these services are not widely understood or utilised by members the CALD communities.

Workers appeared to be very interested in similar meetings in the future. Some found that the time allowed at this meeting was not enough for them to cover the

specific services available and for agencies to discuss with Councils what the main issues are for their specific communities.

Objective 2: Review the use of interpreting and translating services in the current service model

Participants

Whitehorse City Council Aged and Disability staff.

Activities

1. A protocol and guidelines for the use of interpreters was to be developed for Whitehorse Aged and Disability staff. This was to include specific information about how to access and effectively use interpreting services. However, consultations with Whitehorse City Council home and personal care staff indicated that staff were comfortable with their current processes for accessing interpreters. Staff believed that additional protocols were not required.
However, a protocol for the use of interpreters was developed and included in the Guide for Service Providers for use by other organisations should it be required.
2. Training sessions for administration and assessment staff on the use of interpreters were undertaken in addition to cross-cultural training (see following section).

Objective 3: Supporting HACC staff to better meet the cultural needs of clients

Participants

Whitehorse City Council Aged and Disability staff.

Activities

1. The development of a checklist of questions to assist assessment staff in determining the specific cultural needs of clients. This checklist included questions relating to service provision that was not able to be provided due to occupational health and safety concerns. For example, wearing shoes indoors and whether it was appropriate to dust or clean religious statues. It was also decided that additional assessment was difficult to incorporate into already lengthy existing procedures.
A 'Cultural Assessment Guide' was developed for use by other organisations and included in the Guide for Service Providers.
2. Cross-cultural training sessions were developed for staff. Staff from Whitehorse City Council were involved in the development of a training package to suit their needs. Demographics by suburb in Whitehorse were included in the training, as workers cover different areas. These sessions were held with Whitehorse City Council assessment and administration staff.
The cross-cultural training sessions included the following information:
 - Demographics of the Whitehorse region
 - Understanding 'Culture'
 - Cross-Cultural Communication
 - How to put it all together
 - Barriers to Service

Evaluation Method

1. Evaluation forms were distributed to those who attended the cross-cultural training session. Eleven participants filled out an evaluation form in the first training session, with nine filling them out after the second training session. (See Appendix A for the evaluation form used.)
2. A second evaluation form was mailed to participants to determine how useful they had found the training in their work (see Appendix B).
3. Verbal evaluations were conducted by telephone following the second evaluation.
4. Councils who received the training provided feedback.

Results

1. Cross-cultural training

Overall, feedback to the session was very positive. Participants generally found that the training would benefit them in the workplace. Participants identified the following ways which it would be useful to them:

- In my role this will assist and the material will be used. As I deal with CALD groups almost everyday.
- More emphasis on liaising with clients via telephone – primary source of contact for our clients.
- Will make me think more about how I would feel if I didn't speak the language and be more helpful.
- The info using onsite interpreters.

Participants were very pleased with the quality of the presentation, all rating it between 5–7 (on a scale of 0–7). The most positive features of the presentation identified emphasised the importance of the presentation style and knowledge of the presenter:

- Presenters were very enthusiastic, really knew the topic.
- Presentation style was great, topics were relevant.
- Relaxed atmosphere. Not put on the spot.
- Learning different ways of getting information out there. Communication.

Participant feedback included that the session could be more comprehensive, and include more information on specific cultural groups. The following comments indicate that participants were interested in gaining more information and knowledge in this area:

- Perhaps session could be longer! All day – as wealth of material to go through.
- Not able to be specific on a particular culture – but I believe that is happening later.
- I would like more specific information on cultural differences.
- Session was good but more emphasis on actual 'techniques' required for effective communication.
- Needs to be work specific, could be difficult if group came from varied work backgrounds.

2. Several months after the training session was carried out, a second evaluation form was mailed to approximately twenty-five participants. Seven participants responded to the survey.

Overall, the session was viewed as being beneficial to the work undertaken. The areas that the training was identified as being most valuable included:

- Understanding that people from other backgrounds and cultures, particularly the aged, have problems that I did not know of.
- Gaining a better understanding of how difficult it is for non-English speaking people to find out information and fill in forms.
- Making me aware or more aware of difficulties non-English speaking clients have just trying to get information and access to services. Also found the meaning of yes and no interesting – glad to have brought it to my attention.

Staff did not generally appear to believe that their overall communication techniques had improved substantially since the training session. Staff responses indicate that they generally feel confident in their existing ability to effectively communicate, *“I have worked with CALD groups all my life so am very comfortable and effective in my communication with them.”* However, staff still considered this training to be extremely important in their work.

3. The following feedback was given several months after the training sessions when verbal evaluations (over the phone) were held with participants. They believed the session was very enjoyable and provided key information for their workplace:

The session was, *“well done”* and *“explained well.”*

- *“Presenters were very friendly and the session was run really well.”*
- *“Good to understand where CALD people are coming from.”*
- It was very useful to get a general overview and would also be useful for other workers. The session *“reaffirms what you already know.”*
- Awareness when communicating with people from CALD backgrounds has increased and now communication style is given more consideration.

The following feedback was given regarding the development of future training sessions. It was seen as important to tailor them for home and personal care workers in particular and include more information on cultural groups who’s homes they would be likely to attend:

- An administration and PAG worker believed that in her position the cross-cultural session was all the information that was required. However, she thought that for home and personal care work, more detailed training sessions may be required because they need to be more *“culturally aware because they’re going into someone’s home.”*
- It was believed that this type of training should be made compulsory for all HACC workers.
- Belief that the training brought about an awareness of different cultures, but didn’t focus on any in particular. It would be useful to have a *“plan of action”*, along with, *“things to do and things to say.”*
- Possibly include the *“top 10 cultures”* in the region for future training sessions.
- This session would be very useful as an introductory session with further sessions focusing on more specific and practical information.

4. Staff from both Whitehorse and Monash City Councils have received the above training package. Both Councils are interested in developing further training with the MIC on how to use the Home and Personal Care Kit (see Component Four), and more specific communication techniques for different cultural groups.

Key Findings

- While some local Councils (such as Whitehorse), may not currently need additional guidelines for the use of interpreters; they may still be useful for other service providers. This project was designed to assist local Councils in the Eastern region and therefore a protocol for the use of interpreters and 'Cultural Assessment Guide' were developed and included in the Guide for Service Providers.
- Staff who attended the cross-cultural training identified that reinforcing positive communication techniques and understanding of culture was important for their work. It was found to be a useful way to promote awareness of culture as an important part of client's lives and emphasise effective communication techniques.

Recommendations

- Cross-cultural training should be included in the compulsory training components offered to all Council HACC workers. This would strengthen the staff's ability to provide culturally appropriate services for people from CALD backgrounds.
- Meetings to be held between ethnospecific organisations and Council on a regular basis (for example, annually or bi-annually) to ensure that these workers have accurate information on the services that are available and how to access them.
- Use of interpreters is recorded and reported on a yearly basis to senior management of HACC within each Council. In the report the interpreter usage figures are measured against the number of clients who report that they have poor English proficiency.
- Information including the service standards, rights and responsibilities, advocacy information and any documents that require the client's signature to be translated into community languages. Strategies for translating material can be found in the Home and Personal Care Services Guide (see page 41). This can include prioritising languages using client and area demographics to determine the largest CALD client population, as well as the level of English.

Limitations

- A number of the original initiatives were not piloted with Whitehorse City Council. Some of the strategies that were set out in the original action plan may not have been required by this particular Council, but may still be useful strategies for other service providers to adopt.
- Some decisions regarding which strategies to adopt were undertaken following meeting times. For example, final decisions regarding the process of having materials translated were made independently and therefore the decision-making process or strategies used were not fully discussed as part of this project.

Component Two: Information and Education

Objective

The Information and Education component aimed to increase the participation of people from CALD backgrounds in home and personal care services. Ethnospecific organisations (Senior Citizen's groups) were provided with information on the services available in their catchment area. As well as improving the access and usage of home and personal care services, these information sessions aimed to provide an interactive forum for discussion to help facilitate a stronger relationship between the groups and HACC service providers (their local Council).

Participants

Five ethnospecific organisations situated within three different local government areas were identified and asked to participate in the project. The groups were selected partly due to their differing structure, in order to develop an understanding of how to tailor information sharing approaches to best suit the group and most effectively convey information. The number of group members in some of the organisations could exceed fifty on any given day, while others generally had less than ten participants. Some groups had a paid worker and some had dedicated committees, whereas others were more informal and met at the same venue every week on a social basis.

The groups involved in the project were:

- | | |
|---|--------------------|
| • Knox Chinese Elderly Senior Citizen's Club | City of Knox |
| • Indian Senior Citizen's Association | City of Monash |
| • Macedonian Senior Citizen's Group of Monash | City of Monash |
| • Lao Elderly Association | City of Whitehorse |
| • Spanish Ladies Group | City of Whitehorse |

Staff from Knox, Monash and Whitehorse City Councils were involved in presenting to the groups within their area with information on home and personal care services.

Activities

1. Five ethnospecific groups were contacted and agreed to participate in the project.
2. Once a contact person from each group was established, an action plan for the group's involvement in the project was developed. Each group were made aware of their role within the project as well as the role of the Project Officer in organising the presentations and facilitating Council involvement.
3. After initial consultations with the group, a staff member from the HACC team of the relevant local Council presented information regarding home and personal care services and answered questions from the group.

The information presented to each group included:

- What home and personal care services involve.
- How to obtain home and personal care services.
- How to contact the Translating and Interpreting Service (TIS) to speak to the Council about home and personal care.

- Written information about what home and personal care services involve and how to contact TIS, was provided in their community language as well as in English.
- A Council-specific flowchart of the process involved in obtaining home or personal care services, which was provided in the relevant community language as well as in English.

The following outlines each group's involvement in the project.

Knox Chinese Elderly Senior Citizen's Club

Before information regarding home and personal care services was presented to the Chinese group, meetings with the contact person and the committee were undertaken. The initial consultation with the President and committee was to gain a general overview of the group and what their needs were. It was found that there were approximately sixty current members and this number appeared to have fallen recently. There were also some transport issues for the group to get to the club. Each time the group was contacted by phone or in person an interpreter was used.

The second meeting with the group involved providing them with an outline about home and personal care services. Some group members expressed interest in obtaining these services and questions such as what fees are required and subsequently how the Council makes this assessment, were asked. The group was also very interested in community health services such as podiatry and going to the dentist.

A mini-aged care forum for the Knox group was arranged to further explain home and personal care services and strengthen the relationship between the group and the service providers. Several speakers were arranged including an Assessment Officer and home care workers from the Knox City Council, as well as a speaker from Outer East Aged Care Assessment Services (ACAS). Brochures and pamphlets from other health and community organisations were available for collection. A Cantonese-speaking interpreter was used at the presentation.

Other presentation topics were organised for the group for a different time and included: someone from Vision Australia, and a dietician from the Knox Community Health Service. This information was included because the group was interested generally in the services that were relevant for them.

Indian Senior Citizen Association

Before information regarding home and personal care services was presented to the Indian group, meetings with both the contact person and the committee were undertaken. The Indian group were very well organised and often held forums and presentations from service providers and organisations. This was seen as the best way to give information to the group, so a forum on home and personal care services was organised.

The forum on home and personal care services was held in January 2004 and the key presenter was the Coordinator of Community Care from the Monash City Council. Information was presented on the services available to approximately eighty of the group's members. However it was recognised that not everyone from the group lived in the Monash area so it was explained that some procedures such as assessment may vary between Councils.

Macedonian Senior Citizen's Group of Monash

Before information regarding home and personal care services was presented to the Macedonian group, meetings with both the contact person and the group were undertaken. The Macedonian group meets at a hall once a week for lunch, to socialise, and listen to Macedonian music. Each week there are usually seventy plus people who attend.

The presentation on home and personal care services was held in February 2004 and presented by the Coordinator of Community Care from the Monash City Council.

Lao Elderly Association

Before information regarding home and personal care services was presented to the Lao group, meetings with both the worker and group were undertaken. It was found that the Lao Elderly Association primarily met for activities and to socialise. They are a fairly small community who can be isolated from the general community because of their lower level of English proficiency.

Initial consultations identified their knowledge and perceived needs regarding home and personal care services. They identified that having a care worker from the same background was important, as was having someone *"trustworthy"* come into their home. After these meetings, an assessment officer from Whitehorse City Council gave a presentation on home and personal care services.

Spanish Ladies Group

The Spanish Ladies Group generally meets on a weekly basis, but attendance is informal and there may be 4 – 8 women present. Before the information on home and personal care was presented to the Spanish Ladies group, a consultation with the group regarding their understanding of such services and perceived needs was undertaken. An interpreter was used for this consultation.

The following summarises the primary findings from the initial consultation:

- Even though the group did not feel that they presently needed home or personal care, they recognised that at some stage they may have a need for it.
- The group would like all the information that they could receive on such services.
- The group finds it difficult to contact the Council, and they reported not being aware of how to do this.
- They did not feel that it was important for workers to speak Spanish, *"because we are in Australia."* Also because, *"they are here to do a job, not sit and chat."*
- The group suggested that the best way to get information through to the Spanish speaking community was through word of mouth. Therefore information that is given to them could be passed on.

Following the initial consultation, an assessment officer from the Whitehorse City Council presented information on home and personal care to the group, using an interpreter. There were six members of the group present.

Evaluation Method

1. Evaluation conducted with participants on the day of the presentation, including written evaluation forms (see Appendix C) and/or verbal feedback. These evaluation forms are also available in Chinese and Macedonian in the Home and Personal Care Services Guide.
2. Verbal evaluations from the group or committee members some time after the presentation of information.
3. A Council feedback session where Councils provided their feedback on their involvement in this component.

Results

Knox Chinese Elderly Senior Citizen's Club

1. Concluding the forum, a written evaluation sheet was completed by twenty-two of the participants. The evaluation sheet was available in both English and Chinese.

It was found that the primary age bracket of participants was 60 – 69 years old, with 68% (15) of respondents falling into this category. The results indicate that all participants found the information provided to be useful or very useful and that a high percentage of participants were not aware of home and personal care services before the presentation.

Participants indicated that they would also like more information on the following: women's health (32%), men's health (27%), and Centrelink services (23%).

The following table summarises the evaluation results:

	Excellent (%)	Good (%)	Average (%)
Overall session	36	64	
Speakers	23	73	4
	Very Useful (%)	Useful (%)	
Information provided	32	68	
	Yes (%)	No (%)	
Knowledge about services prior to the day	29	71	

2. An evaluation session with an interpreter was held two months following the presentation to determine how well information was understood and address any concerns that had since arisen. This evaluation was undertaken with the President who was also the contact person for the group.

The feedback from the President of the Knox Chinese Elderly Senior Citizen's Club regarding the presentation included:

- The group was very interested in activities and presentations that were closely related to their daily lives and getting information that they could use.
- *"Well done. We were satisfied with the presentation. It is something that may be realised (needed) in future."* The information may be useful at a later time but may not be directly relevant at this stage.
- *"Good to know about the services but it depends on members needs."*

- *“We know all about home care now.”*
- *“For old people, how we can maintain our health is important. Anything related to health issues is welcome.”*
- *The members “feel that the services are good, but how we are going to enjoy them we don’t know. Most people haven’t made use of the services yet, so we can’t say how we’re going to enjoy them.”*
- *The best way to talk to the group about services would be, “With a presenter who speaks Cantonese or Mandarin. Having an interpreter is the best alternative (but still second choice).”*
- *The presentation may have been improved by the “use of pictures so that people can visualise. Sometimes people of our age are stimulated by voice as well as the visual, maybe use slides or pictures.”*

The questions asked at the evaluation session and suggested improvements to services included:

- There has been discussion amongst members regarding the fees of services. The members feel that home and personal care services are well established in Australia, but they still would like to know more about the fees.

The feedback regarding accessing home and personal care services included:

- Members felt that services were not easy to obtain, and that there were long waiting lists.

Indian Senior Citizen Association

1. Concluding the forum, a written evaluation sheet was completed by forty-three participants.

It was found that the primary age bracket of the participants was 60 – 69 years old, with 53% (23) of the respondents falling into this category. The results indicate that all participants found the information provided to be useful or very useful and that a high percentage of participants were not aware of home and personal care services before the presentation.

Participants indicated that they would also like more information on the following: Centrelink services (72%) and women’s health (47%).

The following table summarises the evaluation results:

	Excellent (%)	Good (%)	Average (%)
Overall session	60	40	
Speakers	63	35	2
	Very Useful (%)	Useful (%)	
Information provided	60	40	
	Yes (%)	No (%)	
Knowledge about services prior to the day	22	78	

2. An evaluation session was held some time after the presentation with the contact person for the group and the President. Their feedback regarding the presentation included:

- *“Very enjoyable.”*
- *“I don’t remember the specific information given.”*
- *“Very clear about what information was available,”* at the presentation.
- *“There should be a follow-up to revise their memories again. Follow-up is very important.”*
- Using a forum to communicate to the group was seen as a very useful means of putting across information. It was suggested that, *“Two follow-up sessions”*, would be beneficial and appreciated.
- *“I did not know much about it (the services available). It (the presentation) was a real eye-opener.”*
- The group would appreciate more information around, *“details of the services offered, with examples”*.
- One idea regarding how to effectively give examples of how the service works was to, *“Include written feedback from people receiving the services.”* It was also suggested that group members would be more likely to trust the information given if other people (written or verbal) could vouch for the service.
- *“More details of the assessment should have been given.”*

The questions asked at the evaluation session and suggested improvements to services include:

- *“How do you assess how much payment needs to be made?”*

The feedback regarding access to home and personal care services include:

- Information regarding who is eligible for services *“did not come through very well.”*
- More information regarding fees for different income brackets was needed.

Macedonian Senior Citizen’s Group of Monash

1. Concluding the forum, a written evaluation sheet was completed by forty-four participants. The evaluation sheet was available in both English and Macedonian, with approximately half of the respondents using the English survey and half using the Macedonian survey.

It was found that the primary age bracket of the participants was 60 – 69 years old, with 52% (23) of respondents falling into this category. The results indicate that all participants found the information provided to be useful or very useful and that a high percentage of participants were not aware of home and personal care services before the presentation.

Participants indicated that they would also like more information on the following: men’s health (40%), nursing homes (33%), women’s health (25%), and disability services (25%).

The following table summarises the evaluation results:

	Excellent (%)	Good (%)
Overall Session	52	48
Speakers	52	48
	Very Useful (%)	Useful (%)
Information provided	58	42
	Yes (%)	No (%)
Knowledge about services prior to the day	31	69

- An informal discussion with the contact person and other Committee members regarding the presentation was undertaken four months following the presentation. The evaluation differed to that of other groups in that it did not follow a structured set of questions and answers. Rather, the presentation was discussed along with other topics during lunch on two separate occasions. During the second lunch all group members were reminded about the presentation and given the information on home and personal care services in Macedonian again. They were also given the opportunity to ask any additional questions privately or provide comments should they wish to. No group members had any questions or comments during the lunch.

The feedback from the Macedonian group regarding the presentation included:

- “*Very much enjoyed the presentation.*”

No questions or suggestions were made regarding home and personal care services from the committee.

The feedback regarding accessing home and personal care services include:

- Committee members indicated that they did not know of any discussion between group members about the presentation or further requests for information, and that group members would be unlikely to do this because they did not like to admit when they were unwell or needed assistance.
- Group members are generally very private about health matters and may not act to access information regarding services when they are unwell or may need them.
- Group members may also not contact Council to seek services when needed due to language barriers and feeling uncomfortable in doing so.
- For this generation, there is still stigma involved when admitting to illness and asking for assistance.
- One committee member suggested that members of the group were more likely to be interested (and concerned with) their Grandchildren, rather than themselves.

Lao Elderly Association

- No written or formal evaluation on the day of the presentation was conducted, as not all members of the Lao group are literate in English or Laotian.

Verbal feedback received on the day included that:

- Language barriers were a primary concern and major difficulty in accessing and using services. Members of the group indicated that language barriers were a cause of anxiety for them.

- The use of a picture sheet when receiving home care was viewed as very beneficial. The Lao group was very excited about the idea of using a pictorial sheet if they were to receive home care services. (The pictorial sheet would include images of tasks that may be undertaken, such as washing dishes.) They indicated that this would help to alleviate their worries around communication.
- The group said they were very *“grateful and happy”* that the Council provides these services to assist people to stay in their homes.

Following the presentation, feedback was obtained from the Lao worker for the group. This included:

- She saw it as very important to explain how services in Australia operate, as they are not the same and some concepts can be particularly difficult to understand. This includes services such as respite care.
- The presentation generated some further conversation amongst the group and questions were then directed to the worker (contact person).

2. An evaluation session was held seven months following the presentation to determine how well information was understood and address any concerns that had since arisen. Not all members of the Lao group who were there the day the evaluation was held were there on the day of the presentation. It was a large group (approximately twenty people) and not all had seen the information in Laotian on home and personal care. This information was distributed again.

The feedback from the Lao group regarding the presentation included:

- They were very pleased that the Council came and presented the information.
- *“Now we know about the services and what is available for the future.”*
- They thought the information was very useful and they were glad to have it.
- They currently feel that they have received enough help at the moment in regards to home care and personal care.

The questions asked at the evaluation session and suggested improvements to services include:

- Members of the group said they needed more information on how to access the services available.
- *“How do we get the services? Who do we actually go to?”*
- *“How quick is the service?”*
- *“Is there a waiting list?”*
- *“Contribution? How much do we need to pay?”*
- *“Do we need to pay for TIS?”*
- *“We need more translated documents.”*
- *“The information we have is good, but it isn’t enough.”*

The feedback regarding accessing home and personal care services include:

- The Lao group did not feel comfortable contacting the interpreting service or the Council directly.

- They reported not feeling comfortable in contacting the interpreting service because they are not confident in asking for an interpreter, *“I don’t understand a word of English, I can’t ring.”*
- The group said relatives often took them to appointments and acted as their interpreter.
- One lady stated that, *“Interpreters are better than relatives, because family put their own values on things and have their own say. When using an interpreter, I can answer what I want.”*
- The majority of group members felt comfortable and often preferred to use the workers at the Lao Association Centre to help them in accessing services, *“We will always use the Lao Association Centre.”*
- Group members were not aware of home and personal care services outside of those offered by Council, *“We don’t know a lot about private agencies.”*
- They felt a need for a Lao nursing home as well as the option of in-home care.

Spanish Ladies Group

1. No written or formal evaluation on the day of the presentation was conducted. However, the session exceeded the length of time expected, from half an hour to one and a half hours in duration. The group seemed very interested in the topic and had a lot of questions for the presenter.
2. An evaluation session was held six months following the presentation to determine how well information was understood and to address any concerns that had since arisen. Group members who were there on the day of the presentation may not have been the same as those present when the informal verbal evaluation was conducted.

The feedback from the Spanish group regarding the presentation included:

- Members of the group thought the assessment officer from Whitehorse was very nice, but that the information presented was *“not suitable for us.”* It was thought that the information would be beneficial for people, *“much older than us.”*
- When asked if they thought the information might be useful in the future, the response was, *“Yes, very nice. If we remember. Maybe you (they) can come back in the future.”*

The questions asked at the evaluation session and suggested improvements to services include:

- *“Who do I ring?”*
- *“How do I access services?”*
- The group said they would prefer to have more, *“Written information, because we forget what they’ve told us.”* Some group members remembered the sheet in Spanish but not everyone attended the presentation so they did not all have it.

The feedback regarding accessing home and personal care services include:

- *“You have to be very elderly for them to help you.”*
- *“Very hard to get help.”*
- Some expressed concern regarding language barriers when communicating with the Council over general enquiries and things such as household maintenance.

- There was a general tendency to associate home and personal care services with overall Council services. Several of the ladies gave stories requesting Council assistance in various manners (such as plumbing and having trees cut down), and reported being turned away. Therefore group members made the assumption that something similar may occur in the area of home and personal care.
3. The Councils involved found that different groups responded differently to the presentations. Some groups are more generally involved in Council activities and were found to be easier to engage. Cultural barriers meant that other groups were harder to involve in discussion around the services available.

Whitehorse City Council is now looking to revisit both the Lao and Spanish Senior Citizen's Groups on an annual or bi-annual basis. They are also looking to expand the ethnospecific groups that they promote their services to, and this will include an Indo-Chinese group and a Hungarian Planned Activity Group (PAG). Monash City Council is also considering follow-up sessions with the Indian and Macedonian groups.

Key Findings

The following summarises the key findings regarding information-sharing methods and evaluation results after undertaking the presentations or forums with the Senior Citizen's groups:

- Immediate feedback and evaluation forms completed on the day of the presentation indicated a high level of satisfaction with the presentation and speakers involved.
- Immediately following the presentation groups reported feeling that they felt they had increased knowledge regarding home and personal care services.
- The follow-up evaluations conducted a period of time after the presentations indicate that specific details regarding HACC services were confused or not remembered.
- A number of questions regarding HACC services arose at the follow-up evaluation session. There was a need for more specific information particularly regarding the following topics:
 - Fees and how payment is assessed
 - Eligibility
 - Assessment process
 - Who pays for the interpreter if one is required to contact the Council
 - Ease of access to the service, including information regarding waiting lists
- Barriers to accessing the services can include:
 - Level of English
 - Some trust issues regarding Council services
 - Stigma around health issues and difficulty in asking for assistance
- It is important that the group feels comfortable with the interpreter and the interpreter explains information in a way that is easy for them to understand.
- Overall, members of Senior Citizen's groups did not seem confident in their knowledge of home and personal care services, or in accessing them.
- There is a feeling by some group members that the services are unobtainable to them.
- Some group members stated that follow-up sessions would be beneficial.

Limitations

The following outlines the limitations encountered when presenting groups with information:

- The members of the groups who attended both the presentation (or forum) and the evaluation session could not be predetermined. When evaluation sessions were undertaken with group members, it was found that not all of them had received the information on home and personal care services.
- The provision of correct information is extremely important and if information is not fully understood, misinformation can be disseminated to group and particularly to those who did not attend the information session.
- The flow chart regarding the steps in accessing home and personal care services were specific to three separate Councils. However, these processes do not vary markedly and alternatively, a generic flow chart could have been translated for use by other Councils.

Recommendations

The following are recommendations regarding information-sharing methods after undertaking the presentations or forums with the Senior Citizen's groups:

- Language to be spoken by the presenter should be confirmed prior to the presentation.
- It is important to use an interpreter that the group is comfortable with and that is able to explain information in a way that makes sense to them. Once a suitable interpreter is found, they can be requested for future sessions.
- It was found that the groups responded well to how information was presented to them, both as a verbal presentation (most with interpreters) along with translated material. A flexible approach when providing information to different groups is essential. This can include informal discussion for smaller groups, presentations or forums for the initial provision of information. Following that the discussion around questions or issues that may have arisen would be useful. Visual aids should also be considered.
- Providing information to ethnospecific community groups is an important method of increasing the access of people from CALD backgrounds to home and personal care services. In order for this method to be successful it is essential that *ongoing* and *trusting* relationships are built with these groups.
- Regular contact with the group is vital for groups to develop confidence in the organisation as well as ensuring that they have the correct information regarding the service. Questions that may have developed can also be answered.
- Realistic information regarding services needs to be given. This includes information regarding waiting lists and eligibility. However it is important that group members do not get the impression that services are out of their reach, as therefore they may not try to access them should they be required.
- Level of English is a significant barrier for some communities in accessing services. Information regarding the use of interpreters and the provision of translated materials needs to be fully addressed in the information sessions.

Component Three: Feedback Mechanisms

Objective

The component on Feedback Mechanisms was designed to find culturally appropriate methods of gaining feedback from existing CALD clients regarding the home and personal care services they were receiving. Several feedback mechanisms were trialled.

Participants

Knox City Council, Monash City Council and Whitehorse City Council were involved in trialling feedback mechanisms with their current CALD clients.

Activities

1. Existing methods of gaining feedback from CALD clients used by various Councils were examined. It was found that informal feedback mechanisms were generally used to gather information from CALD clients. These included relying on family or care workers who spoke the same community language as the client to relay any feedback or concerns when needed. Surveys were also used by some Councils, but were often only provided in English. The views and understanding of clients from CALD backgrounds regarding the services they were receiving may therefore not be effectively collected and taken into consideration using such techniques.
2. Before trialling feedback mechanisms with CALD clients, the following methods were considered:
 - One-on-one interviews in the client's home using interpreters
 - Telephone interviews using interpreters
 - Focus groups with PAGs (Planned Activity Groups)
 - Individual interviews with group members of a PAG
 - Morning tea feedback sessions with existing clients
 - Surveys mailed to client's homes
 - Surveys distributed by the care worker to the clientA list of pros and cons for the above methods can be found in the 'Home and Personal Care Services Guide'.
3. The following feedback mechanisms were trialled with respective Councils. They were selected because they were thought to be the most cost-effective and sustainable methods of gaining feedback from CALD clients:
 - Surveys in community languages sent to client with reply-paid envelopes to the MIC -
Knox City Council, Monash City Council, Whitehorse City Council
 - Morning tea focus groups -
Knox City Council, Monash City Council, Whitehorse City Council
 - Focus groups with PAGs -
Monash City Council
4. Each of the Councils were provided with a detailed report of the findings from the methods trialled.

Surveys

Each Council (Knox, Monash and Whitehorse) selected CALD clients from their database to send the survey to. The surveys that were sent to clients receiving home and personal care included questions regarding service provision and satisfaction, knowledge of rights and information, overall satisfaction and social contact. The survey was sent in English (see Appendix D) as well as in Chinese, Greek, Italian and Vietnamese where appropriate. These groups were identified as having the highest number of CALD HACC users in the local government areas. (The translated surveys are included in the Home and Personal Care Services Guide, which is available from <http://www.miceastmelb.com.au/documents/mep/HC&PCGuide.pdf>.)

The survey was sent with a letter explaining what the survey was for, how the results would be used and that the MIC was compiling the surveys on behalf of the Council. This was to ensure client confidentiality and a stamped return envelope to the MIC was included. The letter was also translated into Chinese, Greek, Italian and Vietnamese (which is also available in the Guide from the above website). Some CALD clients from Knox City Council were sent the letter and survey in English only, due to higher levels of English proficiency.

Morning Tea Focus Groups

Morning tea focus groups were held with Knox, Monash and Whitehorse City Councils. Clients from each Council were invited to a morning tea to share their views on the home or personal care services they were receiving. The MIC facilitated each of the three focus groups and Council staff were not present in this session so that clients felt comfortable in providing their feedback.

The following outlines the process involved in arranging the focus group and gives a brief overview of the findings from each Council focus group.

Knox City Council Morning Tea

It was decided that clients from German and Latvian backgrounds would be invited to participate in the morning tea focus group because they made up the largest client groups from CALD backgrounds. Clients were invited to the morning tea by mail, with a reply sheet to indicate if they would be attending, if they would like an interpreter present and if they required transportation.

Two German and two Latvian clients attended the morning tea focus group. Initially more clients had indicated that they would be attending, but for various reasons were unable to. All clients who had sent an RSVP were telephoned the day before the morning tea to determine the final number of participants. There were some issues regarding the booking of community transport, because numbers were less than anticipated.

The clients who attended the morning tea were all female and receiving home care services. An interpreter was not used because it was not indicated that one was necessary and all clients spoke proficiently in English. Overall the session was very positive, with participants feeling comfortable communicating their experiences of the services they were receiving. The morning tea ran longer than expected because of

participant's interest in offering their feedback. Some clients also learned about using the community transport by being involved in this session.

At the conclusion of the session clients were able to meet an assessment officer and a manager from Knox City Council. They were extremely pleased to have the opportunity to talk to them as they were viewed as being in the position to directly influence the service they were receiving.

Monash City Council Morning Tea

Clients from Greek and Italian backgrounds were invited to the morning tea by mail, with a reply sheet to indicate if they would be attending, if they would like an interpreter present and if they required transportation.

It was ensured that the session did not coincide with Greek Easter, however it was held during the school holidays. Seven Italian clients with two family carers attended, as well as three 3 Greek clients with one family carer and someone also brought their grandchild. An Italian and a Greek interpreter were also present. The clients who participated were receiving both home and personal care services. Morning tea included Greek cakes, which not all clients were able to eat due to dietary restrictions including diabetes.

The focus group included a larger number of participants from two language groups and therefore communication with clients did not flow as easily. Clients were not always comfortable in providing detailed feedback and the size of the group was not conducive to gaining feedback. The session finished early before the morning tea was scheduled to arrive.

Whitehorse City Council Morning Tea

Clients from Chinese, Greek and Italian backgrounds were invited to the morning tea by mail, with a reply sheet to indicate if they would be attending, if they would like an interpreter present and if they required transportation.

One Greek, one Italian and one Chinese client attended the focus group. One family carer as well as a Cantonese-speaking interpreter were also present.

The session started late because the venue where the focus group was held was unfamiliar to clients, and some were unsure of where to park and the best way of getting there. Overall the session ran well given the size and dynamics of the group, and important feedback was gained.

Focus Group with Planned Activity Groups (PAGs)

Focus groups with two ethnospecific PAGs from Monash City Council were held. It was found that each PAG had a high number of home or personal care clients.

The first focus group was held with a Greek PAG at a café which they regularly attended. This was so that participants felt more relaxed and were still able to enjoy their regular activities. There were seven participants involved in the focus group; two who were users of home care, two who were users of personal care, one member who's

husband accessed these services and another who formerly received home care. A Greek interpreter was also present at the session.

While the location of the focus group was chosen to fit in with the group's regular activities, there were some difficulties with communicating effectively in such an environment. The seven participants, an interpreter and a facilitator were seated at a rectangular table in the café and this made it difficult to keep all participants involved and able to effectively relay their feedback. Because it was a public place the noise of other customers also made it difficult for everyone to be heard and involved. Some participants held separate conversations during the focus group.

The second focus group was held with an Italian PAG in a hall where they met regularly for meetings. There were eight participants and an Italian interpreter present. This number of participants did at times make it difficult to conduct the focus group and keep the conversation focused.

Evaluation Method

1. The client feedback regarding home and personal care service delivery was provided to each Council involved in tailored reports. The results from the surveys, morning tea focus group and PAG focus groups were analysed along with recommendations for future service provision.
2. The successfulness of the methods trialled was evaluated based on the response from clients as well as the quality of the feedback gained.
3. The Councils involved provided feedback regarding their participation and the usefulness of the methods trialled as future feedback mechanisms.

Results

1. Overall, the survey results from each Council were very positive, particularly regarding the following:
 - Communication on the first home visit, including listening to the client's ideas and providing clear information about what assistance was available.
 - Reliability of the service.
 - Overall satisfaction with the service.
 - Client contact with the care worker.

The areas of service provision that could be strengthened related to the provision of information and effective communication. There also appeared to be a link between lower English proficiency and confidence in the following areas:

- Knowing who to contact within the Council with any queries or concerns about the service.
 - Knowing who to contact outside of the Council with any queries or concerns about the service.
 - Knowledge regarding how to use an advocate.
 - How easy information provided by the Council was to understand.
 - Knowledge of social activities or groups within the area.
2. The response to the surveys from each Council was very encouraging, with a high percentage of clients returning them to the MIC. The response rate from different Councils ranged from 29–46%.

Client feedback regarding the use of focus groups was very positive. They enjoyed being given the opportunity to voice their opinions regarding the services they were receiving. The combination of using surveys and focus groups seemed to appeal to different client groups, therefore engaging a wider client population.

3. The Councils involved were very happy with the response rate to the survey, which they partially attributed to sending translated surveys and using an independent organisation (MIC) as the return address ensuring that client feedback remained anonymous. Whitehorse City Council is now considering the use of translated surveys with CALD groups regarding a new Ethnospecific Meals Program.

The Councils who gave feedback found the focus groups to be an effective method of gaining feedback and felt that they had learned something about the processes involved in organising these events. Some transportation issues were reported including the time allowed to transport clients, some of whom had mobility issues that had to be catered for on the day.

Focus groups run by external organisations were considered to be very useful. Monash City Council indicated that the PAG groups involved would be considered for future focus group sessions to gain feedback in other areas.

Key Findings

The key findings regarding both the success of the feedback mechanisms implemented as well as the client feedback include:

- Surveys and focus groups were found to be extremely useful combined methods of gaining feedback from CALD clients. Surveys give a general overview of client satisfaction while more in-depth information could be obtained from the focus groups. Each of these methods may also appeal to different clients.
- Clients are generally pleased with the method of assessment used and the services they are receiving.
- Level of English is a key factor in:
 - How comfortable clients feel contacting the Council for information or should they have any concerns.
 - The effective provision of information from the Council to clients receiving home or personal care services.
 - Client understanding of what the services they are receiving involve as well as their understanding of other services.
- Barriers to contacting the Council should clients have any concerns include the client's English proficiency as well as fears that it will impact negatively on the services they are receiving or on the home or personal care worker.
- Focus groups are more effective if a smaller number of participants are involved, such as 6 – 8. Family carers and additional participants should also be considered.
- Catering should consider foods that are culturally appropriate and that meet any dietary requirements of the participants.
- The reply sheet should allow clients to indicate whether they require an interpreter, any dietary requirements, whether transportation is needed and if there are any mobility issues.

Limitations

- When clients were invited to attend the morning tea, a reply sheet regarding whether there was a need for transportation was not included.
- PAG members who were involved in the focus groups were not all recipients of home or personal care services. In this situation, there is the potential for issues regarding client confidentiality to occur, as well as obtaining inadequate feedback.

Recommendations

- The provision of key information to CALD clients can be strengthened by:
 - The training of administration, assessment, home and personal care staff to recognise when an interpreter is required
 - Providing both interpreters and translated materials as necessary
 - The possible use of alternative communication techniques, such as translated audio materials
- If possible, use an independent organisation to collate surveys and analyse the results of the feedback. This will help ensure that client confidentiality is maintained. Using an independent worker or facilitator to conduct the focus group is should also help ensure more useful feedback is obtained.
- When gaining feedback from CALD clients, provide surveys or written materials in English as well as the relevant community language. When sending surveys, stamped return envelopes may also increase the response rate.
- When holding focus groups, the location should be carefully considered. The comfort of clients as well as an environment that is most conducive to effectively obtaining feedback should be considered. Public places may be too noisy to hold an effective focus group.
- When inviting clients to a focus group, a reply sheet should be included that allows them to indicate if an interpreter is required, as well as whether transport arrangements need to be made.
- Focus group meeting times should be planned for outside of school holidays if possible. Clients may have family commitments within these periods.

Component Four: Home and Personal Care Kit

Objective

The Home and Personal Care Kit aims to build a greater awareness of cultural and lifestyle factors to assist in providing appropriate and culturally sensitive care and to encourage more effective communication with clients. The Kit was designed primarily for use by council home and personal care workers, and assessment staff where required.

The Kit includes cultural and religious profiles that can help home and personal care workers to gain more general knowledge about the client's culture, various customs and methods of communication. The profiles are intended to provide basic information about the six main religions and twenty of the culturally and linguistically diverse community groups residing in the Eastern Region. Pictorial communication sheets, depicting the tasks of daily living such as vacuuming, cleaning the bathroom and kitchen were also included in the Kit to assist home and personal care workers in their regular communication with clients.

Participants

Care workers from Knox City Council, Monash City Council and Whitehorse City Council gave their input into what should be included in the Kit.

Community representatives and ethnospecific workers from twenty cultures and six religions provided information for use in the Kit. The communities were identified from statistical data and agency reports of clients using the services in the eastern region.

Activities

1. Focus groups were held with care workers from the participating Councils. The purpose of the focus groups was to identify what to include in the Kit that would be useful to care workers. The Kit has cultural and religious profiles, and the topics identified through these focus groups were used as the section headings. It was also identified that care workers would find a pictorial sheet useful in their communication with clients from CALD backgrounds. Four pictorial sheets were developed and incorporated in the Kit.
2. A literature review was undertaken researching available cultural resources and information on customs for each identified culture. Statistical data was gathered through the Australian Bureau of Statistics and the Department of Immigration and Multicultural and Indigenous Affairs.
3. Community representatives and ethnospecific workers were interviewed. The information gathered was collated and then checked by community representatives to confirm their accuracy. Where a culture has more than one ethnic group, a community representative was interviewed from each ethnic group. For example in the Sri Lankan profile a community representative from the Tamil Sri Lankan ethnic group and Sinhalese Sri Lankan ethnic group were interviewed. Information researched was used to confirm information collected through the interview process.

Evaluation Method

1. The Councils involved provided feedback regarding their participation and the usefulness of the methods trialled as future feedback mechanisms.
2. The usage of the Kit will be evaluated by the MIC in 2005.

Results

1. Council feedback to the completed Kit has been very positive. Care workers were very pleased to be involved in the focus group and have the opportunity to give input into what was included in the Kit.

Monash City Council is now providing the Kit to all HACC staff and Whitehorse City Council is including it in their induction process. In consultation with Monash City Council, the MIC is developing further cross-cultural training for staff, including how to best utilise the Kit.

Key Findings

- The use of focus groups was a successful strategy in ensuring the usefulness of the Kit for care workers.
- The combination of researched data and face-to face interviews with community representatives was effective in establishing information to be included in the Kit, though this process proved to be time consuming.

Limitations

- The process of gathering information from community representatives and ethnospecific workers was very lengthy, as it was difficult to coordinate appropriate meeting times. In some cases interviews were conducted via the telephone where face-to-face interviews were difficult to coordinate.
- Validation of the content of each profile is subject to personal views and experiences. Within each culture there can be diversity based on the individual's experiences. The information collated was given to 2-3 people from each culture to validate.

Recommendations

- It is important that HACC staff are aware of the Home and Personal Care Kit and how to use it. This will provide maximum benefit to clients and staff as well as a more culturally informed workforce.

Component Five: Recruitment, Training and Employment of People from CALD Backgrounds

Objective

This component aimed to recruit people from CALD backgrounds to work in the home and personal care field.

It has been found that often clients from CALD backgrounds prefer it if their home or personal care worker is from a similar cultural background. This is so they are able to communicate in their community language and the worker is also more likely to have an understanding of their culture. This preference further emphasises the importance that clients place on effective communication and culture as an integral part of their lives.

Participants

A Working Group of representatives from local Councils and Registered Training Organisations (RTOs) was formed specifically for this component.

Monash, Manningham and Whitehorse City Councils were involved in promotional activities undertaken with the following organisations:

- Adult Multicultural Education Service (AMES)
- Box Hill Institute
- Centrelink
- Donvale Living and Learning Centre (DLLC)
- South Asia Times (newspaper)

Activities

A specific Working Group was developed for this component, to both contribute ideas and oversee and participate in those activities undertaken.

A number of options to recruit CALD home and personal care workers were considered. These included:

- Stalls at community festivals
- Information provision to students (both ESL and Aged Care classes)
- Media promotion

No community festivals were scheduled during the time of the project, and therefore this option was not implemented.

1. The primary focus of this component was the provision of information to students on employment in the home and personal care field. This was a method where people from CALD backgrounds who were learning English or studying Aged Care in order to gain employment could be targeted. These sessions were held during March / April 2004.

Manningham City Council and Whitehorse City Council were involved in presenting information at the Adult Multicultural Education Service (AMES) Aged Care Certificate III classes, Language, Literacy and Numeracy (LLN) programs as well as

to English as a second language (ESL) classes. These sessions were allotted different time durations in each class and took place at the following institutions:

- Adult Multicultural Education Service (AMES)
- Donvale Living and Learning Centre (DLLC)
- Box Hill Institute

A booklet on employment as a home or personal care worker was also developed so that students had information that they could take away with them. It also had the contact details for local Councils in the Eastern region should they require any further information. This booklet is now available for use and can be downloaded from the following website:

http://www.miceastmelb.com.au/documents/pdaproject/Recruitment_Info_Booklet.pdf

The information sessions and booklet include information such as:

- What tasks are involved in home care, personal care and respite care services
- What training is involved in becoming a home or personal care worker
- What the professional and personal requirements are
- Why there is a need for bi-lingual care workers from CALD backgrounds
- Contact details for local Councils for more information
- Contacts details for training institutes

An information board was set up at Centrelink and information booklets were left for interested participants.

2. Press releases for local newspapers were also developed as part of this component. They outlined the role of home and community care and the importance of bi-lingual care workers to CALD clients. Unfortunately given the time limitations of the project, they did not coincide with all Council recruitment periods.

Press releases for Ethnic newspapers were also developed. These included Greek, Italian and Indian with each taking into account the existing beliefs held by these cultural groups in relation to home and personal care work. For example, the article written for the Indian community emphasised the importance of the work being professional and needing particular qualifications.

An article was published in the South Asia Times, as a means of recruiting home and personal care workers from Indian backgrounds who are able to speak in Indian dialects. The booklet was sent to people who called the MIC asking for further information. The newspaper is Melbourne-wide, and all those interested were living outside of the Eastern region. It was explained that the booklet provided a general overview of working within Council to provide home and personal care services and that their local Council needed to be contacted for further information specific to that region.

Evaluation Method

1. Response from students to the information presented using both verbal feedback and evaluation forms. Written evaluation forms were used after each presentation (see Appendix E).

2. Follow-up verbal evaluations were conducted with the RTOs involved several months following the presentations.
3. A Council feedback session where Councils provided their feedback on their involvement in this component.

Results

1. On the day of each presentation, students were given the opportunity to ask questions and voice any concerns about working in the area of home and personal care. It was found that issues differed between the ESL and Certificate III Aged care classes.

Issues and barriers to seeking or gaining employment in the home and personal care field for ESL students included the need for a driver's license and vehicle. Students, and particularly those who are newly arrived, often do not have their driver's license or a vehicle and may have difficulty obtaining them before commencing employment. The level of English required for the job was also a concern for some students.

The questions asked by Aged Care students were more specific to work in the field. Their primary concerns included whether they would be covered by insurance and what processes were in place should a client's needs be beyond their capabilities. Most of their concerns related to one-on-one client care, as most students were accustomed to the idea of residential care where other workers were available.

The following results were collected from evaluation sheets filled in by participants on the day of the information session. Overall, students appeared to enjoy the information session and were able to learn about a new area of possible employment. The results indicate that a large percentage of ESL students were not aware of home and personal care services and had not considered working in the field prior to the session. Prior to the information sessions, 33% of students overall had considered working in HACC services. Following the session, 80% responded 'maybe' or 'yes' when asked if they would now think about working in HACC (all students from the Aged Care class indicated this).

		Excellent	Good	Average	Poor
Today's session was:	DLLC	0%	67%	22%	11%
	Box Hill Institute	36%	57%	7%	0%
	AMES Cert III ESL	25%	67%	8%	0%
	AMES Cert III Aged Care	47%	53%	0%	0%
	AMES LLN	42%	50%	8%	0%
	AMES LLN	73%	27%	0%	0%
Overall:		37%	54%	7%	2%

		Yes	No
Did you know about the services before today?	DLLC	67%	33%
	Box Hill Institute	38%	62%
	AMES Cert III ESL	25%	75%
	AMES Cert III Aged Care	67%	33%
	AMES LLN	33%	67%
	AMES LLN	27%	73%

Overall:		43%	57%
		Yes	No
Before the presentation, I've thought about working in HACC:	DLLC	56%	44%
	Box Hill Institute	47%	53%
	AMES Cert III ESL	8%	92%
	AMES Cert III Aged Care	60%	40%
	AMES LLN	8%	92%
	AMES LLN	18%	82%
Overall:		33%	67%

		Yes	No	Maybe
After the presentation, I would think about working in HACC:	DLLC	0%	22%	78%
	Box Hill Institute	27%	7%	66%
	AMES Cert III ESL	8%	25%	67%
	AMES Cert III Aged Care	73%	0%	27%
	AMES LLN	17%	58%	25%
	AMES LLN	27%	9%	64%
Overall:		25%	20%	55%

2. Teachers from both AMES and DLLC were asked about their institutions involvement 3 – 4 months following the presentations. Both institutions had difficulty identifying whether students went on to further study in aged care or found work in non-residential aged care. The end of semester in June also meant that many students were “lost” from the education system. However, the following feedback was obtained:

AMES

- The quality of the speaker was seen as very important and they were impressed by the “*accessible manner*” which was used. They “*spoke using the correct level of English, clearly and slowly and held the students interest.*”
- The presentation on working in the home and personal care field, “*broadened the options for those doing the Aged Care Certificate*”, as information regarding employment within residential facilities was more prominent within the course.
- Two students who were in the Aged Care Certificate III class for the presentation had completed their course and since asked for referrals to apply for non-residential care.
- The presentations were seen as a viable option for Councils looking to recruit home and personal care workers, “*Yes, absolutely, as long as they target high-level ESL classes.*”
- The institution would “*definitely*” be willing to have similar presentations held again, as “*the feedback we received was very positive.*” It was seen as a, “*win-win situation for everyone involved.*”
- “*It’s good for the students to have people from outside of the TAFE come and talk to them about different possibilities.*”

DLLC

- Some students who attended the presentations are currently still at the Centre, however there is not a clear indication regarding what pathways they will be taking. It appears that some students will be undertaking further language classes and some may move to Box Hill Institute and other training organisations.
 - Very impressed by the presentations and believe that they are a good way of accessing people.
 - Presentations would definitely be something that the Centre would support with Council or other home and personal organisations.
3. Overall, Manningham City Council was pleased with their involvement in this component of the project. The difficulties in determining how many students went on to actively seek out employment or training in the area was acknowledged. The success of this recruitment strategy could not be measured, particularly in regards to employment within a specific Council region. It was also suggested that providing information sessions to students from CALD backgrounds could also be seen as a form of service promotion as well as a method of recruitment. The sessions were seen as a learning experience that could be used to better structure future sessions.

Whitehorse City Council was involved in presenting information to one ESL class, and they believed this to be a very useful recruitment strategy. However, it was suggested that for the future recruitment of students that information sessions be targeted at towards those who are interested in working in the field.

Recruitment sessions aimed at Certificate III classes were seen to be particularly beneficial, as students already had an interest and knowledge in the area. The questions asked were also more specific to gaining employment in the area. Some difficulties were experienced with interim ESL classes and their understanding of the topic.

Key Findings

- When presenting information to ESL students, there is a need to target high-level ESL classes. A level of English is required for the job, in order to understand policies and procedures and fill in time sheets.
- Many students in the Aged Care classes were not aware of the option of working in non-residential care. At least two have now investigated employment in non-residential care services.
- Recruitment of workers from CALD backgrounds is currently an issue experienced by many Councils in the Eastern region.

Limitations

- While information sessions were arranged in advance with someone from the RTO, the class teacher was not always made aware of the presentations. Therefore the time allowed to present information was not always sufficient.
- The successfulness of this method of recruitment is hard to evaluate in terms of how many students at the presentations go on to obtain employment in the home and personal care field. Students leave the institution without stating where (or if) they are seeking or have found employment.

- While information was available at the Centrelink stall, due to staffing resources no one was there to answer questions from those who may have been interested in work in the field. Personal contact and the provision of further information was therefore lacking.
- Having a driver's license and vehicle is a major barrier for newly arrived people who may otherwise be interested in employment in this area.
- Timelines for the project often did not match Council recruitment periods. Therefore, articles outlining the need for care workers from CALD backgrounds were not used.
- It is hard to evaluate whether the article in the South Asia Times (or other newspapers), lead people to further investigate employment in this area.
- Expense of articles in other ethnic press and confusion regarding the MIC's role in developing such an article, when as it may be viewed as advertising for Council employment.

Recommendations

- Because the recruitment of HACC workers is an issue currently being experienced by many Councils in the Eastern region, it is recognised that further investigation and initiatives are required beyond the scope of this project.
- When presenting information to ESL classes for recruitment purposes, it is important that high-level ESL classes are targeted.
- If presenting to a student group, it is important that the teacher of the class is aware you are coming. It may also help to confirm the length of the session, number of students and the provision of written materials.
- When looking to recruit from a particular cultural group, it is important to target the recruitment material to the reasons that members of the particular community may be interested in working in HACC. It is important to ensure that home and personal care work is seen as a desirable occupation.
- Establish a method of determining how applicants or people who make enquiries regarding working in the field found out about the position and analyse the results to assist in further recruitment strategies.

Guide for Service Providers

The 'Home and Personal Care Services Guide' was developed based on the findings from the Multicultural Education Project. It brings together the components on effective service delivery, appropriate feedback mechanisms, the recruitment of CALD home and personal care workers and accessing CALD groups and communities to promote these services to.

The Guide aims to provide step-by-step strategies for HACC organisations to incorporate culturally appropriate methods of service delivery into their existing frameworks. It also includes all information that was translated as part of the MEP. This information was designed to be generic and therefore available for other organisations to use.

The 'Home and Personal Care Kit' has a number of cultural and religious facts sheets and was developed primarily for use by home and personal care workers.

The Minister for Aged Care, Gavin Jennings, launched both the Guide and the Kit on October 28 2004.

Both the Home and Personal Care Services Guide and Kit will be distributed to the seven local Councils in the Eastern region. They are also available on the MIC website for use by other organisations at: <http://www.miceastmelb.com.au/research.htm>. Scroll down to 'Home and Personal Care Service Guide' and 'Home and Personal Care Services Kit' to download.

The usage of the Guide and Kit will be evaluated by the MIC in 2005.

Appendix A: Cross Cultural Training Evaluation Form

**Cross Cultural Awareness and Communication
Training Session**

for the City of Whitehorse Aged and Disability Staff



A.B.N. 27 084 251 669

Evaluation Form

Date:

1. Considering your expectations, do you feel that the coverage of the topic was:

Inadequate Adequate Complete
 Other comments.....

• Was the content of the session relevant to your needs?

Irrelevant Relevant Very Relevant
 Other comments.....

3. Do you feel that what you learnt today will be beneficial in your role / workplace?

No Maybe Yes

If yes, please explain how you think these lessons can be applied to your work / workplace:

.....
.....
.....
.....

4. Please rate the quality of the presentation:

0 1 2 3 4 5 6 7
Poor Good Excellent

5. What, if any, were the most positive features of the session and why?

(E.g. presentation style, specific activities, specific topics, materials, instructor, venue)

.....
.....
..... Please turn over

6. What , if any, were the negative features of the session and why?

(E.g. presentation style, specific activities, specific topics, materials, venue, instructor)

.....
.....
.....

7. How could the course be improved?

(E.g., more practical activities, more discussion time, different emphasis, make longer or shorter different instructor, more focus on work application etc.)

.....
.....
.....
.....

8. Overall impression of the session:

0	1	2	3	4	5	6	7
Waste of time			Valuable			Extremely valuable	

9. Additional Comments:

.....
.....
.....
.....

Appendix B: Cross Cultural Training Follow-up Evaluation Form

**Cross Cultural Awareness and Communication
Training Session**

for the City of Whitehorse Aged and Disability Staff



A.B.N. 27 084 251 669

Date:

A follow-up phone interview will also be conducted with a small number of people to further gauge any relevant feedback. Any assistance would be greatly appreciated.

1. Overall, how useful have you found the information provided in the training session within your work?

0 1 2 3 4 5 6 7

Waste of time Useful Extremely useful

Which information have you found the most valuable?

.....
.....
.....
.....

2. How often do you work with Culturally and Linguistically Diverse (CALD) clients?

0 1 2 3 4 5 6 7

Never Sometimes Everyday

3. How often do you use the communication strategies discussed at the training session within your work?

0 1 2 3 4 5 6 7

Never Sometimes Often

Can you think of any examples?

.....
.....
.....
.....

4. Do you believe your communication with CALD clients has changed or improved since the training session?

0 1 2 3 4 5 6 7

Not at all Moderately Substantially

5. Do you believe your communication with clients overall has changed or improved since the training session?

0 1 2 3 4 5 6 7
Not at all Moderately Substantially

6. Do you believe your communication with co-workers or in general has improved since the training session?

0 1 2 3 4 5 6 7
Not at all Moderately Substantially

7. How important do you believe 'Cross Cultural Awareness' and training is in your line of work?

0 1 2 3 4 5 6 7
Not at all Moderately Extremely

8. Is there any topic you would like more information on?

.....
.....
.....
.....

9. Are there any improvements you can recommend for future training sessions?

.....
.....
.....
.....

10. Additional Comments:

.....
.....
.....
.....

Appendix C: Information Forum Evaluation Form



EVALUATION FORM



Home and Community Care INFORMATION FORUM

The Migrant Information Centre (Eastern Melbourne) received funding from the Department of Human Services to provide information about Home and Community Care to the community, through the Multicultural Education Project. We would like to get your feedback on today's forum to help us organise future events.

Thank you for attending today's session. Please complete this form, as it will help us better respond to your needs. Your comments will be confidential. Please tick (✓) the boxes most applicable to you or make other comments if you wish.

Q1 I am:

Less than 20 years old	<input type="checkbox"/>	20 –29 years old	<input type="checkbox"/>	30 – 39 years old	<input type="checkbox"/>
40 – 49 years old	<input type="checkbox"/>	50 – 59 years old	<input type="checkbox"/>	60 –69 years old	<input type="checkbox"/>
70 – 79 years old	<input type="checkbox"/>	80 years or more	<input type="checkbox"/>		

Q2 I am:

Male Female

Q3 I thought that today's session overall was:

Excellent Good Average Poor

Q4 I thought today's speakers were:

Excellent Good Average Poor

Q5 I think the information provided today will be:

Very Useful Useful Not Useful Unsure

Q6 Did you know about any of services we talked about, before today?

No Yes

If yes, which services did you know about before?

.....

Q7 Have you, a family member or friend ever used any of the services mentioned today? No Yes

If yes, which services?

.....

Q8 To help us plan other forums in the future, what type of information would you like to know about? You can tick (✓) more than one box.

Disability services	
Centrelink services	
Men's health	
Women's health	
Mental health	
Nursing homes	

Other

Q9 Other comments?

.....

.....

.....

.....

.....

THANK YOU FOR YOUR TIME AND CONTRIBUTION

Appendix D: Survey about Services

Please answer the following questions about the services you receive from

--

Please tick ✓ the box of the answer most appropriate to you.

1: Service Provision / Satisfaction					
No.	Question	Yes	No	Not Sure	Not Relevant
1.	When the agency first visited your home did they listen to your ideas on type of help you required?				
2.	Did you receive clear information about what help the agency would give you?				
3.	Are the services you receive from the agency reliable?				
4.	Does the agency provide you with help in the way they said they would?				
5.	Are your expectations of the service being met?				
6.	Does the service use interpreters when contacting you with important information?				
7.	Would you like an interpreter to be used in these situations?				
8.	Is the agency sensitive and responsive to your culture and traditions?				

2: Rights and Information					
No.	Question	Yes	No	Not Sure	Not Relevant
1.	Are you satisfied that your information kept by the agency is private and confidential?				
2.	Do you know who to contact within the agency for particular queries or problems?				
3.	If you were not happy about the service you received, would you contact staff at the agency to discuss your concerns?				
4.	Do you know of any other places you can go to raise concerns about the service you receive?				
5.	Have you received any information from the agency about how you could obtain or use an advocate?				

An advocate is a person you can choose to represent your rights, and negotiate on your behalf. This may be a friend, a family member or an advocacy service.

3. Overall Satisfaction

No.	Question	Excellent	Good	Average	Poor
Please rate your level of overall satisfaction with:					
1.	- the services you receive				
2.	- the amount of information provided by the agency				
3.	- how easy the information received from the agency is to understand				
4.	- the contact you have with staff from the agency (not your carer)				
5.	- the contact you have with your carer				
6.	- the accuracy and timeliness of the bills you receive from the agency				

4. Social Contact

No.	Question	Yes	No
1.	Do you participate in any planned activity groups?		
2.	Are you a member of a senior citizen's group?		
3.	Are you aware of social or recreational activities available in your area?		

If there is more information you would like to give us please use this space.

.....

.....

.....

.....

.....

Thank you for your time.

Appendix E: Recruitment Presentation Evaluation Form



EVALUATION FORM Home and Community Care RECRUITMENT PRESENTATION



The Migrant Information Centre (Eastern Melbourne) has received funding from the Department of Human Services to provide information about Home and Community Care to the community to encourage people to work in the HACC sector, through the Multicultural Education Project. We would like to get your feedback on today's presentation to help us with our providing information.

Thank you for listening to today's presentation. Completing this form will help us prepare for future recruitment and information presentations. Please tick (✓) the boxes most applicable to you or make other comments if you wish. **All of the questions are optional.**

Q1 I am:

Less than 20 years old 20 –29 years old 30 – 39 years old
 40 – 49 years old 50 – 59 years old 60 years or more

Q2 I am:

Male Female

Q3 My cultural / language background is: _____

Q4 I thought that today's session overall was:

Excellent Good Average Poor

Q5 Did you know about any of services we talked about, before today?

No Yes

If yes, which services did you know about before?

Q6 Before today's presentation I have thought about working in Home and Community Care:

No Yes

Q7 After today's session I would think about working in Home and Community Care:

No Yes Maybe

Q8 Is there any additional information you think would be useful to include in the presentation or information booklet, about working in Home and Community Care?

No Yes

If yes please list here:

.....
.....
.....
.....

Q7 Do you have any other comments about today's presentation?

.....
.....
.....
.....
.....

THANK YOU FOR YOUR TIME AND CONTRIBUTION