



Cultural Competence

Training to Go



Objectives

- Discuss the definitions of diversity and culture and explore their different aspects.
- Examine your cultural lens and potential bias.
- Utilize strategies and tools to become more culturally responsive to families' needs.



Reflection



Think about a time when you felt uncomfortable somewhere.

What could have made you feel more comfortable in that situation?

What is Culture?



YOU FOR YOUTH



Culture

The customary beliefs, social norms, and material traits of an ethnic, religious or social group.



Culture



What comes to mind
when you think of
culture?

- Race
- Gender
- Age/Generation
- Social Class
- Sexual Orientation
- Ethnicity
- Religion
- Political Viewpoints
- Geography
- Disabilities

What is Cultural Competency?



- The ability to work and respond in a manner that acknowledges and respects individuals culturally-based beliefs, attitudes, behaviors and customs.
- Individual and program-level



Benefits to Cultural Competency



- Helps to meaningfully connect with families
- Increases families' likelihood of continued involvement and attendance
- Promotes healthier psychosocial development
- Encourages individuals to be culturally competent; a skill necessary in today's global society



What is Diversity?

Diversity is the range of human differences, including but not limited to race, ethnicity, gender, gender identity, sexual orientation, age, social class, physical ability or attributes, religious or ethical values system, national origin and political beliefs.





Diverse and Inclusive Programs



- A program that is strong in cultural competency and responsiveness.
- Families are encouraged to express their own cultural identity.
- Relationships with culturally-specific partners.
- Staff reflects the diversity of the program family population and community.



surface aspects of culture

Eating habits
Religious rituals
Holiday customs
Style of dress
Gestures

Culture as an Iceberg

1. On the blank iceberg handout fill in aspects of yourself

- That others can observe on the surface.
- That are deeper within your culture and cannot be readily observed.

2. Share with a partner.

Nature of friendship

Values

Religious beliefs

Importance of time

Work ethic

deep aspects of culture



Defining Our Families



- Cultural norms our families share
- Cultural differences between families
- Known barriers present in the community
- Potential barriers to engagement



Culture and Diversity

Cultural Capital	
Social Capital	
Cultural Sensitivity	
Cultural Responsiveness	



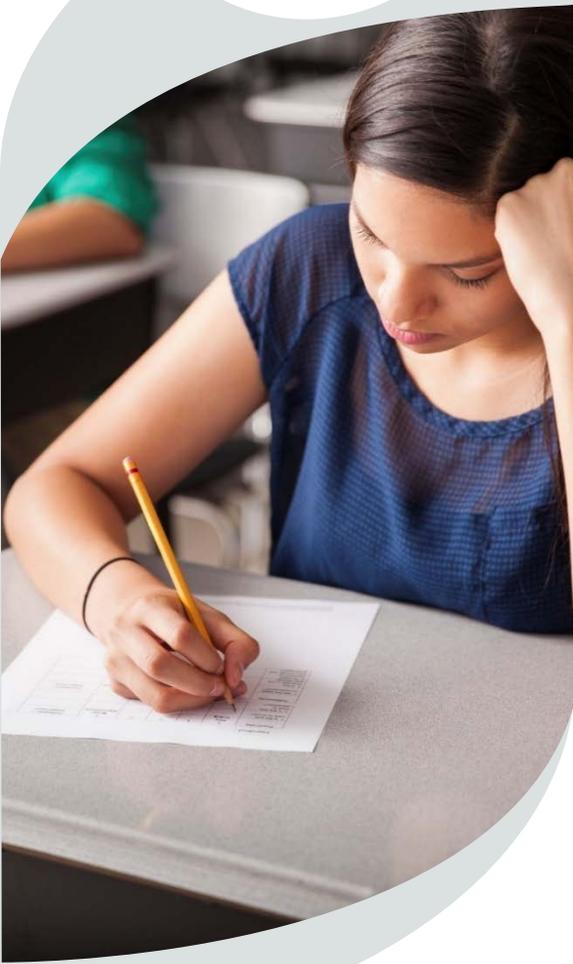
What Can You Do?



- Gain knowledge on how your own culture influences you.
- Develop a deeper knowledge of other cultures.
- Open communication between yourself and program families.



Examining Our Program



Look at

- Communication.
- Program policies.
- Current family engagement practices.
- Identifying similarities and differences in families.

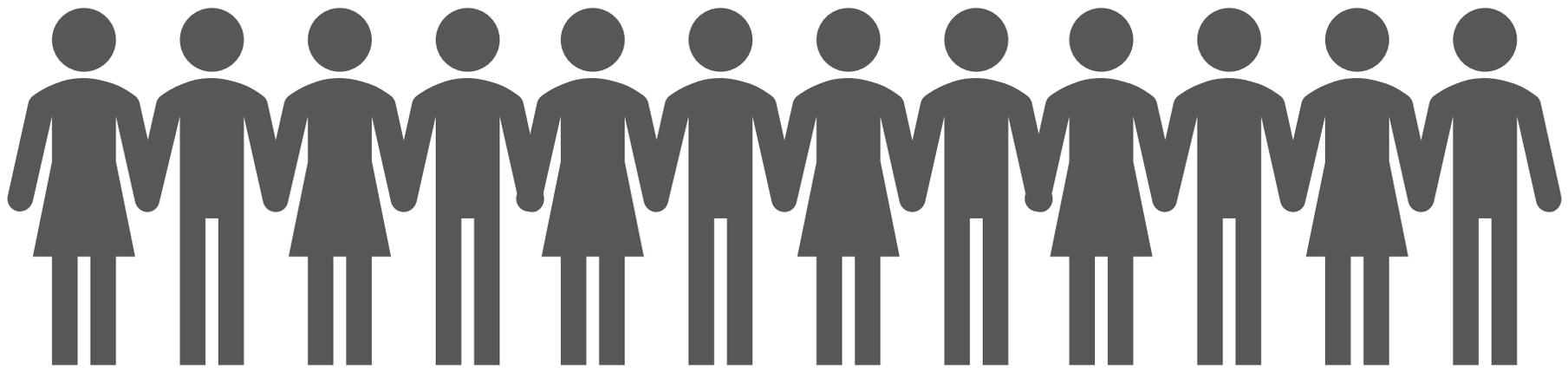
What can we do as a program?



- Learn about what families hold dear.
- Understand their needs vs. their wants.
- Appreciate how families interests differ from one another.
- Create trusting relationships by
 - Listening.
 - Sharing.
 - Collaborating.
 - Believing.



What Does It Look Like?





Building Cultural Competence

Afterschool Program 1

Your program has a World Cup viewing party. There are students from both countries playing in the match, and when things get heated one of the students uses a derogatory expression. Everyone else hears it, but the staff member in charge of the group doesn't take any immediate action.

Afterschool Program 2

You find out that a girl in your program is often asked to translate for her mother at the bank, during doctor's visits, and in parent-teacher conferences because the mother does not speak English. The girl is ten years old and has no siblings.

Afterschool Program 3

At your kickoff event for the beginning of the school year, one of the activities is to have parents fill out a form about their child. The form is three pages long. One of your parents gets up and leaves the event during this activity, and later you hear from another parent that she is not able to read.

Afterschool Program 4

A family of Iraqi refugees has moved to your town. Two of their children are in the program and they do not speak any English. During most of the activities, they sit quietly by themselves and cannot participate. The other students seem confused.

Next Steps



- What can we do to become a more culturally competent program?
- What is one step that you can take as an individual to become more culturally competent?
- What are two steps we can take together to become a more culturally competent program?

