Leonardo da Vinci 2006 - 2008
Diversity Training - Tools for Diversity - project

CROSSLIFE Tampere Workshop
TAKK, March 12, 2008
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TforD Product Family

- TforD Assessment Tool
  - Three versions, final version ready in June 2008
- TforD Core Curriculum
  - Competence menu that can be utilised for thematic purposes (European and national level)
  - Based on diversity competences defined by TforD Project
  - Tested in Pilot Training Programmes 09/07-04/08
- TforD Materials
  - For the teacher/trainer/instructor and for the student
Tools for Diversity (LdV)

1. Assessment Tool development & competence analysis
   - Analysis results, pilot training programme development
   - Evaluation of the training & guidance

2. Assessment Tool for dissemination
   - Evaluation of the strategic organisational development on pilot participant level

Evaluation (WP6)

Tools for Diversity include:
- Curriculum Workbook
- International Workshop A (WP2), Oct 2006, Finland
- International Workshop B (WP3), June 2007, Norway
- International Workshop C (WP4), Jan 2008, Greece
- International Valuation Seminar (WP5), June 2008, Poland
- International Workshop D (WP6), June 2008, Finland

Diversity concept in TforD

- Diversity is a resource to be acknowledged, accepted and positively exploited by the organisations involved
  - Starting point is equality and equal opportunities of people (employees)
    - Legislation, Directives, Amsterdam Agreement level
  - Proceeding towards accepting and exploiting differences as a resource in an organisation
    - Diversity management
  - Through increasing the level of self-knowledge accepting and embracing diversity
    - Diversity as an innovation factor
TforD Pilot Learning process / theme

1st contact day, orientation

Distant learning, Organizational focusing

2nd contact day, conclusions and continuation

Distant learning, Organizational tasks, Web-based learning

Constant evaluation process

Organisational development tasks, FIN

Examples

- **TAKK**: early intervention in mental health issues, personnel questionnaire renewal, equality in curricula work, working on values (participation in anti-discrimination work and projects, 4 + 1 section meeting presentations on TforD work)
- **HAMK**: themes of health and disability, and ethnic and cultural background; expert lectures and seminars for teachers, further teacher education curricula updating with the previously mentioned themes, AT results and equality discussion forum for teachers (personnel in HAMK), strategy work
- **Aamujakelu Oy**: (1) age management in recruitment and in team structure activities, (2) recruitment, instruction and supporting of the immigrant employees + awareness raising among the Finnish employees
**Pilot feedback, ethnic and culture, language**

Assess the training on a scale 1 – 5
(1 = poor, 5 = good)

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- The contents of the training came up to my expectations
- The training materials were appropriate
- The trainers had good knowledge and skills
- The selected perspectives were essential
- The interaction between the participants worked well
- I can transfer learned matters to my workplace

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**TforD Pilots into Core Curriculum and Handbook**

- Competence definitions > connection to the Tool!
- Aims of the learning process (based on the competence definitions)
- Contents of the learning process
  - Comprehensive and versatile list for various national purposes
- Description of the learning process
- Learning methods
- Evaluation, assessment criteria
- Learning materials (references)
  - TforD Handbook and Course Workbook
TforD Assessment Tool changes

**First version (1.0)**
- Attitude, knowledge, skills
- 5 themes: age, ethnic and cultural background, gender and sexual orientation, health and disability, ideologies and opinions
- Mixed statements
- 4 statements per theme = total number 120
- Analysis from Webropol and with SPSS programme

**Second version (1.1)**
- Same levels: Attitude (A), Knowledge (K), Skills (S)
- 8 themes: age, ethnic and cultural background, language, gender, sexual orientation, health, disability, ideologies and opinions
- Statements in order: individual AKS, organization AKS
- 2 statements per theme = 96
- Analysis directly from web base
- Analysing factor AND importance
- Paper version under development

**Third version (1.2)**
- Same levels: Attitude (A), Knowledge (K), Skills (S)
- 8 themes (or diminishing the number?)
- Statements in order: individual AKS, organization AKS
- Analysing factor AND importance, BUT by groups
- 3 statements per category/theme = 144 (9 statements x 8 themes x 2 levels) + groups = 16 group assessments
Tools for Diversity  (LdV 2006-2008)
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