

European Conference

The Impact of Cultural and Citizenship Education on Social Cohesion

3 - 5 December 2009, Vilnius, Lithuania

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Project Fact Sheet

Workshop 8

“Managing Gender and Diversity – Key Competencies in Cultural and Citizenship Education?”

	Section	Indications of content
1	Title of project	Tools for Diversity (TforD)
2	Location (City/Country)	Leonardo da Vinci project with five partners from Finland (coordinator), Poland, Greece, Spain and Norway
3	Main topics (select 5 max)	Diversity management at work and in education
4	Practice-related keywords (5 max)	Diversity management, attitudes, knowledge and skills
5	Brief description of project (150 words)	TforD aimed at strengthening the ability to handle diversity in the workplace and in education. This two-year Leonardo da Vinci project included partners from Finland, Greece, Norway, Poland and Spain. Based on the primary assumption that diversity competence can be reliably and comprehensibly assessed and developed at the individual as well as the organisational level, a tool was developed to allow teachers and instructors to assess and develop knowledge, attitudes and skills in the field of diversity and reveal potential challenges and possibilities for improvement. Pilot courses were developed and implemented in all partner countries and a handbook and a core curriculum were developed.
6	Objectives of project	The aim of the project was through competence analysis and a specific training programme (pilot courses) to reinforce teachers', trainers' and HR staff's competences in order to support diversity in organisations and their networks.
7	Impact of the project on education and social cohesion (250 words)	TforD includes new processes and products in response to existing problems: In all education, on all levels, there are more and more multicultural and diverse groups. In order to prevent marginalisation and exclusion and to create motivation for further education, active participation in all aspects of society, it is important to consider the needs of all groups, also minority groups, when choosing the curriculum, methodology and pedagogical approaches. Different perspectives, values and views of life should be represented. The pedagogical approach puts emphasis on active participants with different backgrounds, engaging in discussions and exchanging experience. Each individual speaks her/his mind, and this is important to develop active citizens in democratic societies and to promote social cohesion.
8	Target groups	The primary target group was teachers and trainers from training organisations, workplace instructors and other representatives like Human Resource staff. End beneficiaries are the employees in companies and students in training organisations and the organisations as such.
9	Project methods/ Project format	An assessment tool to identify the gaps in individual and organisational competences as to diversity was developed. These gaps are deeply connected to attitudes and are therefore pedagogically challenging. The assessment tool was a questionnaire with a

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		number of statements treating all the eight themes of diversity. The respondents ticked of the answer options according to the degree of importance. To produce the core curriculum it was important to define the competences to be achieved and the learning objectives for all eight themes. The pilot course was developed within the theoretical framework of the TforD project. The course was based on a large degree of participant activity and people with different backgrounds as to gender, disabilities, ethnic and cultural background, age and professions, were brought together to treat, discuss and exchange experience on the different aspects of diversity. This led to commitment and involvement of emotions and contributes to raising awareness and changes in attitudes in the long run.
10	Project Time scale	From 2006 to 2008
11	Project Initiator	Tampere Adult Education Foundation/ Tampere Vocational Adult Education Centre, Finland
12	Resources involved (financial, human, others)	Within the framework of the EU Lifelong Learning Programme budgets/staff working hours
13	Evaluation/Materials	Assessment tool, handbook with core curriculum, pilot course content from five partner countries
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