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# Parents for All

KA2 Strategic Partnership for Innovation in Adult  
Education

## ASSESSMENT TOOLKIT

Pre-Assessment of Attitudes and Perceived  
Training Needs

*For parents from the host societies*

## PRE-ASSESSMENT OF ATTITUDES



Below is a series of statements concerning intercultural communication. There are no right or wrong answers. Please work quickly and record your first impression by circling or highlighting the rating indicating the degree to which you agree or disagree with the statement<sup>1</sup>.

**5 = Strongly agree**

**4 = Agree**

**3 = Uncertain**

**2 = Disagree**

**1 = Strongly disagree**

**1. I enjoy interacting with people from different cultures.**

1                      2                      3                      4                      5

**2. I think people from other cultures are narrow-minded.**

1                      2                      3                      4                      5

**3. I am pretty sure of myself in interacting with people from different cultures.**

1                      2                      3                      4                      5

**4. I find it very hard to talk in front of people from different cultures.**

1                      2                      3                      4                      5

<sup>1</sup> This scale is adapted from Chen and Starosta's (2000) intercultural sensitivity scale, available at: [https://digitalcollections.sit.edu/worldlearning\\_publications/1/](https://digitalcollections.sit.edu/worldlearning_publications/1/)



5. I always know what to say when interacting with people from different cultures.

1                      2                      3                      4                      5

6. I can be as sociable as I want to be when interacting with people from different cultures.

1                      2                      3                      4                      5

7. I don't like to be with people from different cultures.

1                      2                      3                      4                      5

8. I respect the values of people from different cultures.

1                      2                      3                      4                      5

9. I get upset easily when interacting with people from different cultures.

1                      2                      3                      4                      5

10. I feel confident when interacting with people from different cultures.

1                      2                      3                      4                      5

11. I tend to wait before forming an impression of culturally-distinct counterparts.

1                      2                      3                      4                      5

12. I often get discouraged when I am with people from different cultures.

1                      2                      3                      4                      5



**13. I am open-minded to people from different cultures.**

1                      2                      3                      4                      5

**14. I am very observant when interacting with people from different cultures.**

1                      2                      3                      4                      5

**15. I often feel useless when interacting with people from different cultures.**

1                      2                      3                      4                      5

**16. I respect the ways people from different cultures behave.**

1                      2                      3                      4                      5

**17. I try to obtain as much information as I can when interacting with people from different cultures.**

1                      2                      3                      4                      5

**18. I would not accept the opinions of people from different cultures.**

1                      2                      3                      4                      5

**19. I am sensitive to my culturally-distinct counterpart's subtle meanings during our interaction.**

1                      2                      3                      4                      5

**20. I think my culture is better than other cultures.**

1                      2                      3                      4                      5



**21. I often give positive responses to my culturally-different counterpart during our interaction.**

1                      2                      3                      4                      5

**22. I avoid those situations where I will have to deal with culturally-distinct persons.**

1                      2                      3                      4                      5

**23. I often show my culturally-distinct counterpart my understanding through verbal or nonverbal cues.**

1                      2                      3                      4                      5

**24. I have a feeling of enjoyment towards differences between my culturally-distinct counterpart and me.**

1                      2                      3                      4                      5



### What to do with the results?

If you circled answers 4 or 5 for questions 1, 3, 5, 6, 8, 10, 11, 13, 14, 16, 17, 19, 21, 23 and 24, and answers 1 or 2 for questions 2, 4, 7, 9, 12, 15, 18, 20 and 22, this means you are confident and knowledgeable about issues around intercultural communication. Importantly, you can take note of any specific areas of or issues to do with intercultural communication which you may struggle with, and keep working on them.

Keep your results until you have finished the study of the training material. Then you will be invited to assess your progress in intercultural competences.



## SELF-ASSESSMENT OF PERCEIVED TRAINING NEEDS

This assessment set is designed for parents to be able to pre-assess their perceived training needs. That is, what are the areas of knowledge and particular skills that might benefit from further learning? The questions are based on the desired learning outcomes of the Parents 4 All learning materials and cover themes such as key concepts (e.g. self-identity, integration and interculturalism), practices (e.g. communication, customs) as well as laws and policies (especially in relation to education).

The structure of the assessment is as follows: firstly, you will find instructions after this introduction which will explain what you need to do in order to complete the self-assessment of perceived training needs. Following this, you will find the assessment itself, namely the self-assessment questions which relate to knowledge on the one hand, and skills on the other. Finally, there is a section entitled ‘What next?’ which will explain the next steps to take following the completion of the self-assessment.





Please read the statements below carefully. You are then asked to rate where you stand in relation to the statement. The rating scale is as follows:

**5 = Strongly agree**

**4 = Agree**

**3 = Don't know**

**2 = Disagree**

**1 = Strongly disagree**

Please circle or highlight the rating that you feel best represents your current level of confidence with the knowledge/skills highlighted by the questions. Be as honest as possible – people often have a tendency to over-rate their competences. This is an excellent chance for you to truly assess which areas of knowledge and/or skills need more work!

**1. I am able to recognise key factors that shape my personal identity.**

1                      2                      3                      4                      5

**2. I am able to reflect on my own values and beliefs.**

1                      2                      3                      4                      5

**3. I understand the impact culture and social context have on self-perception.**

1                      2                      3                      4                      5

**4. I understand how stereotypes occur and what their impact on communication is.**

1                      2                      3                      4                      5



**5. I am able to recognize and challenge my own stereotypes.**

1                      2                      3                      4                      5

**6. I comprehend the meaning of tolerance and understanding in multicultural societies in general.**

1                      2                      3                      4                      5

**7. I am able to question my own behaviour in terms of tolerance and understanding.**

1                      2                      3                      4                      5

**8. I am able to develop tolerance and understanding in my child/children in a conscious and targeted way.**

1                      2                      3                      4                      5

**9. I have a basic understanding of the interaction between culture, language and communication.**

1                      2                      3                      4                      5

**10. I am able to recognize characteristic communication patterns in people from other cultures.**

1                      2                      3                      4                      5

**11. I understand different non-verbal communication patterns and cultural differences therein.**

1                      2                      3                      4                      5



**12. I am able to apply the principles of intercultural communication when interacting with people from different ethnic/cultural backgrounds in my everyday life.**

1                      2                      3                      4                      5

**13. I understand the meaning of ethnic and cultural minority (ECM) integration and common misconceptions related to this issue.**

1                      2                      3                      4                      5

**14. I understand what the benefits of ECM integration are for the society.**

1                      2                      3                      4                      5

**15. I understand what the concept of diversity means, and I know what its main dimensions are.**

1                      2                      3                      4                      5

**16. I can identify the benefits of children experiencing diversity.**

1                      2                      3                      4                      5

**17. I understand the drawbacks of children growing up in a homogeneous social setting.**

1                      2                      3                      4                      5

**18. I recognise where the need for better ECM integration exists on national and local levels.**

1                      2                      3                      4                      5



**19. I am able to teach my child/children about diversity, and facilitate their interactions within a diverse environment.**

1                      2                      3                      4                      5

**20. I am able to recognise prejudice and racism, and what their signs are.**

1                      2                      3                      4                      5

**21. I am able to recognise and counteract prejudicial language and actions of my child/children.**

1                      2                      3                      4                      5

**22. I know what impact prejudice and racism have on self-esteem and self-perception of children.**

1                      2                      3                      4                      5

**23. I can identify common challenges ECM parents face related to language, culture, work and education.**

1                      2                      3                      4                      5

**24. I have basic knowledge of other countries' educational systems.**

1                      2                      3                      4                      5

**25. I am able to recognise challenges that parents of ECM children face in their children's school.**

1                      2                      3                      4                      5

**26. I can collaborate in an empathetic and constructive way with ECM parents in school related activities.**

1                      2                      3                      4                      5



**27. I am confident as to how to explain the local educational system to ECM parents.**

1                      2                      3                      4                      5

**28. I understand how the main objectives of the national/local agenda for intercultural education affect school life and activities**

1                      2                      3                      4                      5

**29. I am confident in knowing how to collaborate with school staff and other parents in activities promoting an intercultural mind set, and I can do this effectively.**

1                      2                      3                      4                      5



## What next?

Well done on finishing the self-assessment! You should now, on the one hand, have a fairly good idea of what the Parents 4 All learning materials will cover. On the other hand, you will probably also have a better idea of the areas of knowledge and skills that you feel more confident about and those areas that require more work. Even when you feel confident with a particular area of knowledge or a particular set of skills (perhaps you rated some areas as 4 – ‘Agree’ – or 5 – ‘Strongly agree’), revising and going over things will not be in vain! You may even pick up new ideas or knowledge from the learning materials that you hadn’t thought about, or didn’t know about, before.

In terms of interpreting your self-assessment results, we would recommend that you pay particular attention to the areas of knowledge and skills that you rated as 3 (‘Don’t know’) or below. As the self-assessment questions reflect the desired learning outcomes linked with all Units and Chapters within them, you will be able to identify materials that will be of particular use to you. See which questions connect to which units and chapters:

- Questions 1-5: Unit 1, Chapter 1
- Questions 6-8: Unit 1, Chapter 2
- Questions 9-12: Unit 1, Chapter 3
- Questions 13, 14, 18: Unit 2, Chapter 1
- Questions 15-17, 19: Unit 2, Chapter 2
- Questions 20-22: Unit 2, Chapter 3
- Question 23: Unit 2, Chapter 4
- Questions 24, 25, 27: Unit 2, Chapter 5
- Questions 26, 28, 29: Unit 2, Chapter 6



However, it is crucial to emphasise that all learning materials link together and build on each other. Thus, for the best outcomes it is important to treat the learning materials as a whole. We recommend making use of all the Units and Chapters as this will be of the greatest benefit to you.



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