

List of tools for assessing respectation diversity in institutions/organizations

After reviewing contemporary knowledge and based on defined minimum standards for diversity appreciation, the review of existing tools for assessing diversity appreciation (questionnaires, interview protocols, checklists, scales) at all levels of the institution's/organization's functioning (culture, climate, individual competencies of the institution's/organization's employees) that work with children and youth within the educational system, social protection, and youth work has been initiated.

The general conclusion is that there is a large number of diverse tools for assessing respecting diversity in institutions/organizations working with children and youth. For the purposes of this project and publication, a list of 43 different tools for assessing diversity appreciation at the institutional level (culture and climate) or individual level (cultural competencies) has been created, which we assessed could be useful for an in-depth assessment of diversity appreciation in one of the mentioned domains. The most represented instruments are those focused on assessing individual cultural competencies.

Each tool is briefly presented through the following indicators:

- ✓ Tool type (checklist/questionnaire/scale);
- ✓ The functioning domain it assesses (culture/climate/competencies);
- ✓ The sector in which it can be applied (education/social protection/youth work);
- ✓ The target group for which the tool is intended (youth/adults);
- ✓ The number of items;
- ✓ Brief description of what it assesses. Interested individuals can choose the tool that best suits their needs based on its characteristics;
- ✓ The source or reference where the selected tools can be found is initially indicated in parentheses next to the tool's name and then listed in the bibliography.

For a quick overview of the presented assessment tools, refer to the Appendix at the end of this chapter.

1

ASSESSMENT TOOL:

Administrator cultural competence self-assessment

TYPE: 4-point scale

AREA: competencies

SECTOR: social work

TARGET GROUP: adults

No. of items: 59

DESCRIPTION: The scale serves to measure the social workers competencies by assessing their: knowledge of community; personal involvement; resources and linkages; staffing; organizational policy and procedure; reaching out to communities.

REFERENCE: Minneapolis Public Educations. Positive Education Climate Tool Kit. Available at: <https://www.coursehero.com/file/plgav5h/Minneapolis-Public-Schools-Positive-School-Climate-Tool-Kit-First-Edition-108/>

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ASSESSMENT TOOL:

Adults tolerance questionnaire

TYPE: 5-point scale

AREA: climate

SECTOR: education

TARGET GROUP: adults

No. of items: 38

DESCRIPTION: The scale is focused on how to: 1. adopt a social-emotional lens, 2. know the students and continually develop cultural responsiveness, 3. move the discipline paradigm from “punishment” to “opportunities to teach desired behavior,” and 4. resist the criminalization of school behavior.

REFERENCE: Blitz, L.V., Yull, D., & Clauhs, M. (2020). Bringing sanctuary to education: Assessing education climate as a foundation for culturally responsive trauma-informed approaches for urban educations. *Urban Education*, 55(1), 95-124.

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ASSESSMENT TOOL:
Adults' perception of cultural competence

TYPE: 5-point scale

AREA: competencies

SECTOR: education

TARGET GROUP: adults, young people

No. of items: 25

DESCRIPTION: The scale measures three basic cultural competencies in education: awareness, knowledge and skills.

REFERENCE: Leighton, L. (2010). Adults' perceptions of their cultural competencies: An investigation in the relationships among teacher characteristics and cultural competence (Doctoral dissertation). Mount Saint Vincent University.

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ASSESSMENT TOOL:
Assessment of cultural competences

TYPE: Yes/no

AREA: culture, climate, competencies

SECTOR: social work, youth work

TARGET GROUP: adults

No. of items: 45

DESCRIPTION: The purpose of the instrument is to assist organizations to assess their progress towards cultural competence, both at the organizational and individual level. The instrument consists of three sections: 1) Assessment of Organizational Cultural Competence, 2) Respondent Information, and 3) Assessment of Individual Cultural Competence.

REFERENCE: AUCD Multicultural Council. (2004) Instructions for Assessment of Organizational Cultural Competence. AUCD Multicultural Council.

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ASSESSMENT TOOL:

California brief multicultural competence Scale

TYPE: 4-point scale

AREA: competencies

SECTOR: all three sectors

TARGET GROUP: adults

No. of items: 21

DESCRIPTION: The scale measures individual, self-reported multi-cultural competency and training needs in the following four areas: multicultural knowledge; awareness of cultural barriers; sensitivity and responsiveness to consumers; and socio-cultural diversities.

REFERENCE: Gamst, G., Dana, R. H., Der-Karabetian, A., Aragon, M., Arellano, L., Morrow, G., & Martenson, L. (2004). Cultural Competency Revised: The California Brief Multicultural Competence Scale. *Measurement and Evaluation in Counseling and Development*, 37(3), 163-183. <https://doi.org/10.1080/07481756.2004.11909758>

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ASSESSMENT TOOL:

Color-blind racial attitudes scale

TYPE: 5-point scale

AREA: competencies

SECTOR: all three sectors

TARGET GROUP: adults

No. of items: 20

DESCRIPTION: The scale focuses on cultural competences related to race by measuring: 1. unawareness of racial privilege; 2. unawareness of institutional discrimination and 3. unawareness to blatant racial issues.

REFERENCE: Neville, H. A., Lilly, R. L., Duran, G., Lee, R. M., & Browne, L. (2000). Construction and initial validation of the color-blind racial attitudes scale (CoBRAS). *Journal of counseling psychology*, 47(1), 59-70. <https://doi.org/10.1037//0022-0167.47.1.59>

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ASSESSMENT TOOL:
Core cultural competencies

TYPE: 4-point scale

AREA: competencies

SECTOR: youth work

TARGET GROUP: adults

No. of items: 64

DESCRIPTION: Bearing in mind that cultural competency is one of the key competencies of youth work, using this scale, respondents rank different competencies related to equity, access and opportunity.

REFERENCE: Stone, B, & Rennekamp, R. (2004) New Foundations for the 4-H Youth Development Profession: 4-H Professional Research, Knowledge, and Competencies Study. https://4-hhistorypreservation.com/eMedia/eOneTimeReports/New_Foundations.pdf

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ASSESSMENT TOOL:
Critical cultural competence in social work supervision

TYPE: 5-point scale

AREA: competencies

SECTOR: social work

TARGET GROUP: adults

No. of items: 18

DESCRIPTION: The survey is designed to assess social workers' views of culturally competent leadership and to identify their experiences with their supervisors. Domains include demographics, questions about the supervisor's knowledge and appreciation of other cultures, and questions on specific examples of culturally competent and incompetent behaviors.

REFERENCE: Lusk, M., Terrazas, S., & Salcido, R. (2017). Critical cultural competence in social work supervision. Human Service Organizations: Management, Leadership & Governance, 41(5), 464-476. <https://doi.org/10.1080/23303131.2017.1313801>

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ASSESSMENT TOOL:

Cultural and linguistic competence policy assessment

TYPE: Mixed questions

AREA: culture, climate, competencies

SECTOR: social work, youth work

TARGET GROUP: adults

No. of items: 51

DESCRIPTION: Knowledge, organizational philosophy, personal involvement, resources and linkages and human resources are addressed in this instrument for measuring the cultural and linguistic competencies of social or youth workers.

REFERENCE: Assessment, L. C. P. Cultural and Linguistic Competence Policy Assessment. http://archive.mhsoac.ca.gov/Meetings/PriorMeetings_2014/docs/Meetings/2014/April/CLCC_041614_Tab4_CLCPCPolicyAssessment.pdf

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ASSESSMENT TOOL:

Cultural competence self-assessment

TYPE: Mixed questions

AREA: culture, climate, competencies

SECTOR: social work (health care)

TARGET GROUP: adults

No. of items: 122

DESCRIPTION: This self-assessment tool could serve social workers to assess their cultural competencies by addressing: ethnic/cultural characteristics; organizational approaches to accommodating diversity needs and attributes and organizational links to patients and the communities they serve.

REFERENCE: Andrulis, D. P., Delbanco, T., Avakian, L., & Shaw-Taylor, Y. (2004). Conducting a cultural competence self-assessment. *Management Sciences for Health*.

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ASSESSMENT TOOL:

Cultural competence self-assessment checklist

TYPE: 4-point scale

AREA: competencies

SECTOR: all three sectors

TARGET GROUP: adults

No. of items: 36

DESCRIPTION: This self-assessment tool is designed to explore individual cultural competence. Its purpose is to help respondents to consider their skills, knowledge, and awareness of themselves in their interactions with others. Its goal is to assist them to recognize what they can do to become more effective in working and living in a diverse environment.

REFERENCE: Diversity Committee (2018). Diversity Self-Assessment. <https://www.washcoll.edu/campus-community/diversity-equity-and-inclusion/Diversity%20Self-Assessment.pdf>

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ASSESSMENT TOOL:

Cultural competence self-assessment questionnaire

TYPE: 4-point scale

AREA: competencies

SECTOR: social work

TARGET GROUP: adults

No. of items: 79

DESCRIPTION: The scale is designed to assist service agencies working with children with disabilities and their families in self-evaluation of their cross-cultural competence (attitude, practice, policy, and structure).

REFERENCE: Mason, J. L. (1995). Cultural Competence Self-Assessment Questionnaire: A Manual for Users. Portland State University: Research and Training Center on Family Support and Children's Mental Health. <https://files.eric.ed.gov/fulltext/ED399684.pdf>

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ASSESSMENT TOOL:

Cultural proficiency continuum Q-Sort

TYPE: Q-sort

AREA: competencies

SECTOR: education

TARGET GROUP: adults

No. of items: 30

DESCRIPTION: The scale is focused on measuring cultural competences addressing the following: cultural destructiveness; cultural incapacity; cultural blindness; cultural precompetence; cultural competence; cultural proficiency.

REFERENCE: Cormier, D. R. (2021). Assessing preservice adults' cultural competence with the cultural proficiency continuum Q-sort. *Educational Researcher*, 50(1), 17-29. <https://doi.org/10.3102/0013189X20936670>

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ASSESSMENT TOOL:

Diversity climate scale

TYPE: 6-point scale

AREA: climate

SECTOR: all three sectors

TARGET GROUP: adults

No. of items: 30

DESCRIPTION: The scale serves to evaluate an organization's diversity and inclusion climate.

REFERENCE: Yeats, L. F. (2018). Organizational assessment of diversity and inclusion (Doctoral dissertation, Pepperdine University). <https://digitalcommons.pepperdine.edu/cgi/viewcontent.cgi?article=2003&context=etd> (p. 62)

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ASSESSMENT TOOL:
Diversity management questionnaire

TYPE: 5-point scale

AREA: competencies

SECTOR: all three sectors

TARGET GROUP: adults

No. of items: 3

DESCRIPTION: The extent to which a culture of diversity exists in an organization is reflected by responses to three survey questions.

REFERENCE: Pitts, D.W. (2009). Diversity management, job satisfaction, and performance: Evidence from U.S. Federal Agencies. *Public Administration Review*, 69(2), 328-338.

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ASSESSMENT TOOL:
Diversity perceptions scale

TYPE: 6 – point scale

AREA: climate, competencies

SECTOR: all three sectors

TARGET GROUP: adults

No. of items: 16

DESCRIPTION: The instrument consists of two sections - Organizational and Individual. The purpose of the instrument is to assess perceptions of organizational fairness and organizational inclusion together with self-perceptions towards personal diversity values and personal comfort.

REFERENCE: Mor Barak, M.E., Cherin, D.A., & Berkman, S. (1998). Organizational and personal dimensions in diversity climate: ethnic and gender differences in employee perceptions, *Journal of Applied Behavioral Science*, 34(1), 82-104.

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ASSESSMENT TOOL:

Education climate for diversity - Secondary scale

TYPE: 5-point scale

AREA: climate

SECTOR: education

TARGET GROUP: young people

No. of items: 39

DESCRIPTION: The scale measures: equal status; quality of interaction, frequency of interaction; support for positive interaction; cultural socialization; promotion of cultural competence; critical consciousness; stereotyping; mainstream socialization; colorblind socialization.

REFERENCE: Byrd, C. M. (2019). A measure of education racial socialization and quality of intergroup interactions. *Cultural Diversity and Ethnic Minority Psychology*, 25(2), 1-15. <http://dx.doi.org/10.1037/cdp0000202>

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ASSESSMENT TOOL:

Education climate survey – staff

TYPE: 4-point scale

AREA: climate

SECTOR: education

TARGET GROUP: adults

No. of items: 17

DESCRIPTION: The scale measures the school climate via: connectedness, safety, academic emphasis and parental involvement.

REFERENCE: Ramsey, C. M., Spira, A. P., Parisi, J. M., & Rebok, G. W. (2016). Education climate: Perceptual differences between young people, parents, and education staff. *Education effectiveness and education improvement*, 27(4), 629-641. <https://doi.org/10.1080/09243453.2016.1199436>

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ASSESSMENT TOOL:

Education climate survey – young people in grade 3 to 5

TYPE: 4-point scale

AREA: climate

SECTOR: education

TARGET GROUP: young people

No. of items: 17

DESCRIPTION: The scale measures the school climate via: connectedness, safety, academic emphasis and parental involvement.

REFERENCE: Ramsey, C. M., Spira, A. P., Parisi, J. M., & Rebok, G. W. (2016). Education climate: Perceptual differences between young people, parents, and education staff. *Education effectiveness and education improvement*, 27(4), 629-641. <https://doi.org/10.1080/09243453.2016.1199436>

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ASSESSMENT TOOL:

Education-wide cultural competence observation checklist

TYPE: 5-point scale

AREA: culture, climate

SECTOR: education

TARGET GROUP: adults

No. of items: 33

DESCRIPTION: The scale measure culture and climate through: school vision/mission, curriculum, student interaction and leadership, teachers, teaching and learning, parents and outer community, conflict management, assessments.

REFERENCE: Bustamante, R. B., & Nelson, J. A. (2007). The education-wide cultural competence observation checklist. https://www.greateducationpartnership.org/wp-content/uploads/2017/03/SCCOC_March_2017.pdf

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ASSESSMENT TOOL:
Ethnic-sensitive inventory

TYPE: 5-point scale

AREA: competencies

SECTOR: social work

TARGET GROUP: adults

No. of items: 24

DESCRIPTION: This scale is created in order to enhance practitioner skills with ethnic minorities. The questions tackle six treatment phases of client–counselor interaction: precontact, problem identification, problem specification, mutual goal formulation, problem solving and termination.

REFERENCE: Ho, M. K. (1990). Use of ethnic-sensitive inventory (ESI) to enhance practitioner skills with minorities. *Journal of multicultural social work*, 1(1), 57-68. https://doi.org/10.1300/J285v01n01_05

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ASSESSMENT TOOL:
Exploring and assessing intercultural competence

TYPE: Likert scale

AREA: competencies

SECTOR: all three sectors

TARGET GROUP: adults

No. of items: 43

DESCRIPTION: The instrument addresses the multiple dimensions of intercultural competencies: knowledge, attitudes, skills and awareness.

REFERENCE: Fantini, A. E. (2007). Exploring and assessing intercultural competence. https://digitalcollections.sit.edu/cgi/viewcontent.cgi?article=1001&context=worldlearning_publications/

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ASSESSMENT TOOL:

Inclusive leadership in educations – LEI-Q questionnaire

TYPE: 5-point scale

AREA: competencies

SECTOR: education

TARGET GROUP: adults

No. of items: 40

DESCRIPTION: The scale measures cultural competencies in education by focusing on the school as an inclusive community; management of the teaching-learning processes and development of teaching professionalism.

REFERENCE: Crisol Moya, E., Molonia, T., & Caurcel Cara, M. J. (2020). Inclusive leadership and education quality: Adaptation and validation of the questionnaire “Inclusive Leadership in Educations” (LEI-Q) to the Italian context. *Sustainability*, 12(13), 1-17. <https://doi.org/10.3390/su12135375>

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ASSESSMENT TOOL:

Index for inclusion

TYPE: 3-point scale

AREA: culture, climate

SECTOR: education

TARGET GROUP: adults, young people

No. of items: Varies based on target group

DESCRIPTION: The scale serves to evaluate culture and climate in order to: create inclusive cultures; produce inclusive policies and evolve inclusive practices.

REFERENCE: Booth, T., Ainscow, M., & Kingston, D. (2002). *Index for inclusion: Developing play, learning and participation in early years and childcare*. Centre for Studies on Inclusive Education. https://inee.org/sites/default/files/resources/index_for_Inclusion_Developing_Play%2C_Learning_and_Participation_in_the_Early_Years_and_Childcare.pdf

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ASSESSMENT TOOL:

Intercultural adjustment potential scale

TYPE: 7-point scale

AREA: competencies

SECTOR: all three sectors

TARGET GROUP: adults

No. of items: 55

DESCRIPTION: This tool represents the measure that predicts intercultural adjustment potential by measuring: emotion regulation, openness, flexibility and critical thinking.

REFERENCE: Matsumoto, D., LeRoux, J., Ratzlaff, C., Tatani, H., Uchida, H., Kim, C., & Araki, S. (2001). Development and validation of a measure of intercultural adjustment potential in Japanese sojourners: The Intercultural Adjustment Potential Scale (ICAPS). *International Journal of Intercultural Relations*, 25(5), 483-510.

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ASSESSMENT TOOL:

Intercultural sensitivity inventory

TYPE: Yes/no

AREA: competencies (sensitivity)

SECTOR: education

TARGET GROUP: young people

No. of items: 46

DESCRIPTION: The scale is focused on student's competencies by measuring individualism, collectivism, flexibility and open-mindedness.

REFERENCE: McMurray, A. A. (2007). Measuring intercultural sensitivity of international and domestic college young people: The impact of international travel (Doctoral dissertation). University of Florida.

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ASSESSMENT TOOL:
Intercultural sensitivity scale

TYPE: 5-point scale

AREA: competencies (sensitivity)

SECTOR: all three sectors

TARGET GROUP: adults, young people

No. of items: 24

DESCRIPTION: The scale serves to measure the intercultural sensitivity by addressing the following: interaction engagement, respect for cultural differences, interaction confidence, interaction enjoyment and interaction attentiveness.

REFERENCE: Hammer, M. R., Bennett, M. J., & Wiseman, R. (2003). Measuring intercultural sensitivity: The intercultural development inventory. *International journal of intercultural relations*, 27(4), 421-443. [https://doi.org/10.1016/S0147-1767\(03\)00032-4](https://doi.org/10.1016/S0147-1767(03)00032-4)

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ASSESSMENT TOOL:
Miville-Guzman universality-diversity

TYPE: 6-point scale

AREA: culture

SECTOR: education

TARGET GROUP: young people

No. of items: 15

DESCRIPTION: The scale measures students' interest in participating in diverse social and cultural activities – the extent to which students value the impact of diversity on self-understanding and personal growth and students' degree of comfort with diverse individuals.

REFERENCE: Kegel, K., & DeBlaere, C. (2014). Universal-diverse orientation in Asian international young people: Confirmatory factor analysis of the Miville-Guzman Universality-Diversity Scale, Short Form. *Cultural Diversity and Ethnic Minority Psychology*, 20(3), 469-474. <https://doi.org/10.1037/a0034746>

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ASSESSMENT TOOL:

Mor Barak inclusion-exclusion scale

TYPE: 6-point scale

AREA: culture, climate

SECTOR: all three sectors

TARGET GROUP: adults

No. of items: 15

DESCRIPTION: The scale measures the degree to which individuals feel part of critical organizational processes such as access to information, involvement and participation with the organization, and influence in the decision-making process.

REFERENCE: Yeats, L. F. (2018). Organizational assessment of diversity and inclusion (Doctoral dissertation, Pepperdine University). <https://digitalcommons.pepperdine.edu/cgi/viewcontent.cgi?article=2003&context=etd> (p. 62)

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ASSESSMENT TOOL:

Multicultural awareness, knowledge and skills survey

TYPE: 3-point and 4-point scale

AREA: competencies

SECTOR: all three sectors

TARGET GROUP: adults

No. of items: 60

DESCRIPTION: The instrument was designed to assess the impact of instructional strategies on students' level of multicultural development. It measures knowledge, skills and awareness.

REFERENCE: D'Andrea, M., Daniels, J., & Heck, R. (1991). Evaluating the impact of multicultural counseling training. *Journal of Counseling & Development*, 70(1), 143-150. <https://doi.org/10.1002/j.1556-6676.1991.tb01576.x>

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ASSESSMENT TOOL:
Multicultural competency checklist

TYPE: Check-list (yes/no)

AREA: culture

SECTOR: education

TARGET GROUP: adults

No. of items: 22

DESCRIPTION: The check-list refers to: minority representation; curriculum issues; counseling practice and supervision; research considerations; student and faculty competency evaluation; physical environment.

REFERENCE: Ponterotto, J. G., Alexander, C. M., & Grieger, I. (1995). A multicultural competency checklist for counseling training programs. *Journal of Multicultural Counseling and Development*, 23(1), 11-20. <https://doi.org/10.1002/j.2161-1912.1995.tb00262.x>

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ASSESSMENT TOOL:
Multicultural counseling inventory

TYPE: 4-point scale

AREA: competencies

SECTOR: social work, youth work

TARGET GROUP: adults

No. of items: 40

DESCRIPTION: The instrument addresses the multicultural competence by measuring: multicultural counseling skills; multicultural awareness; multicultural counseling knowledge; multicultural counseling relationships.

REFERENCE: Sadowsky, G. R. (1996). 8. The Multicultural Counseling Inventory: Validity And Applications In Multicultural Training. <https://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1012&context=burosbookmulticultural>

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ASSESSMENT TOOL:

Multicultural personality questionnaire

TYPE: 5-point scale

AREA: competencies (sensitivity)

SECTOR: all three sectors

TARGET GROUP: adults, young people

No. of items: 78 (long), 40 (short)

DESCRIPTION: This multidimensional instrument measures the following elements of cultural competencies: cultural empathy, open-mindedness, social initiative, emotional stability and flexibility.

REFERENCE: Van Der Zee, K. I., & Van Oudenhoven, J. P. (2000). The Multicultural Personality Questionnaire: A multidimensional instrument of multicultural effectiveness. *European journal of personality*, 14(4), 291-309. [https://doi.org/10.1002/1099-0984\(200007/08\)14:4<291::AID-PER377>3.0.CO;2-6](https://doi.org/10.1002/1099-0984(200007/08)14:4<291::AID-PER377>3.0.CO;2-6)

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ASSESSMENT TOOL:

Multiculturally competent service system assessment guide

TYPE: 5-point scale

AREA: culture, climate, competencies

SECTOR: social work, youth work

TARGET GROUP: adults

No. of items: 45

DESCRIPTION: This is a tool for assessing the organization related to multicultural competencies in the following fields: agency demographics, policies, procedures and governance, service/programs, care management, continuity of care, human resources development, quality monitoring and improvement, information/management system. Based on this assessment the organization should formulate culturally competent plan.

REFERENCE: The Connecticut Department of Mental Health and Addiction Services Office of Multicultural Affairs. (2000) Assessment Guidelines For Developing a Multiculturally competent Service system. <https://portal.ct.gov/-/media/DMHAS/QMA/guidelinespdf.pdf>

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ASSESSMENT TOOL:

Original educators scale of student diversity

TYPE: 5-point scale

AREA: competencies

SECTOR: education

TARGET GROUP: adults

No. of items: 50

DESCRIPTION: The scale measures several groups of competencies of educators: cultural competency, multicultural education, culturally, responsive pedagogy and critical race theory.

REFERENCE: Patel, R. (2018). Measuring cultural competency in educators: The educators scale of student diversity (Doctoral dissertation). Seattle Pacific University.

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ASSESSMENT TOOL:

Program quality measurement tool – PQMT

TYPE: 5-point scale

AREA: culture

SECTOR: education

TARGET GROUP: adults

No. of items: 44

DESCRIPTION: The tool serves to evaluate the educational programming provided to students with severe disabilities against best practice indicators, identify programmatic strengths and needs, and assess improvements in educational service delivery over time. Items are organized into three sections: local education agency, school building, and student.

REFERENCE: Cushing, L., & Clark, L. M. (2002). Program Quality Measurement Tool. (Available from the Department of Special Education, Peabody College, Vanderbilt University, Nashville, TN.)

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ASSESSMENT TOOL:

Self-assessment checklist for personnel providing services and supports in early intervention and early childhood settings

TYPE: 3-point scale

AREA: competencies

SECTOR: all three sectors

TARGET GROUP: adults

No. of items: 49

DESCRIPTION: The instrument measures cultural and linguistic competencies by focusing on physical environment, materials and resources; communication styles and values and attitudes.

REFERENCE: Goode (2009). Promoting cultural & linguistic competency. National Centre for Cultural Competence. <https://www.sophe.org/wp-content/uploads/2017/02/ChecklistEIEC.pdf>

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ASSESSMENT TOOL:

Quality scale of Inclusive education development - Short form

TYPE: 4-point scale

AREA: culture, climate, competencies

SECTOR: education

TARGET GROUP: adults

No. of items: 25

DESCRIPTION: The instrument measures the quality of inclusive education by focusing on: students with individual needs; inclusive teaching; interdisciplinary cooperation within the professional teams in school; school concept and school life, external support and communal networking.

REFERENCE: Schurig, M., Weiß, S., Kiel, E., Heimlich, U., & Gebhardt, M. (2020). Assessment of the quality of inclusive educations A short form of the quality scale of inclusive education development (QU! SS)–reliability, factorial structure and measurement invariance. International Journal of Inclusive Education, 1-16. <https://doi.org/10.1080/13603116.2020.1862405>

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ASSESSMENT TOOL:
Reflective ability

TYPE: 5-point scale

AREA: competencies

SECTOR: all three sectors

TARGET GROUP: adults

No. of items: 23

DESCRIPTION: The instrument measures the reflective ability which encompasses self-reflection, empathetic reflection and reflective communication.

REFERENCE: Aukes, L. C., Geertsma, J., Cohen-Schotanus, J., Zwierstra, R. P., & Slaets, J. P. (2007). The development of a scale to measure personal reflection in medical practice and education. *Medical teacher*, 29(2-3), 177-182.

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ASSESSMENT TOOL:
Staff cultural competence self-assessment

TYPE: 3-point scale

AREA: competencies

SECTOR: education

TARGET GROUP: adults

No. of items: 30

DESCRIPTION: The scale focuses on educators competencies by measuring: physical environment, material and resources, communication, values and attitudes.

REFERENCE: Minneapolis Public Educations. Positive Education Climate Tool Kit. Available at: <https://guide.swifteducations.org/sites/default/files/documents/Cultural%20Competence%20and%20Equity%20-%20Educational%20%26%20Cultural%20Services.pdf>

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ASSESSMENT TOOL:

Teacher multicultural attitude survey

TYPE: 5-point scale

AREA: competencies

SECTOR: education

TARGET GROUP: adults

No. of items: 20

DESCRIPTION: The scale is focused on: teachers' attitude towards multiculturalism; emphasis of the educational system on multiculturalism and satisfaction from teaching in multicultural classrooms.

REFERENCE: Ponterotito, J. G., Baluch, S., Greig, T., & Rivera, L. (1998). Development and initial score validation of the teacher multicultural altitude survey. *Educational and psychological measurement*, 58(6), 1002-1016. <https://doi.org/10.1177/0013164498058006009>

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ASSESSMENT TOOL:

Teaching in urban educations scale

TYPE: scale ("true", "false" or "don't know")

AREA: competencies

SECTOR: education

TARGET GROUP: adults

No. of items: 91

DESCRIPTION: The scale measures competencies and knowledge in urban teaching and diversity with subscales referring to: teachers as professionals, families and community, emancipatory pedagogy, cultural knowledge, systemic analysis, classroom environment, student experience and importance of cultural knowledge.

REFERENCE: Swartz, E., & Bakari, R. (2005). Development of the teaching in urban educations scale. *Teaching and Teacher Education*, 21(7), 829-841.

43 ASSESSMENT TOOL:
Themis inclusion tool

TYPE: 5-point scale

AREA: culture, climate

SECTOR: education

TARGET GROUP: adults, young people

No. of items: 65

DESCRIPTION: This is a scale designed for teachers to reflect on the response to the diversity of students in schools. It focuses on context (in school and community), resources (personal, institutional, local) and processes (presence, participation, achievement).

REFERENCE: Azorín, C., & Ainscow, M. (2020). Guiding educators on their journey towards inclusion. *International Journal of Inclusive Education*, 24(1), 58-76. <https://doi.org/10.1080/13603116.2018.1450900>.

Literature

Andrulis, D. P., Delbanco, T., Avakian, L., & Shaw-Taylor, Y. (2004). Conducting a cultural competence self-assessment. *Management Sciences for Health*.

Asian international young people: Confirmatory factor analysis of the Miville-Guzman Universality-Diversity Scale, Short Form. *Cultural Diversity and Ethnic Minority Psychology*, 20(3), 469-474. <https://doi.org/10.1037/a0034746>

Assessment, L. C. P. Cultural and Linguistic Competence Policy Assessment. http://archive.mhsbac.ca.gov/Meetings/PriorMeetings_2014/docs/Meetings/2014/April/CLCC_041614_Tab4_CLCPolicyAssessment.pdf

AUCD Multicultural Council. (2004) Instructions for Assessment of Organizational Cultural Competence. AUCD Multicultural Council.

Aukes, L. C., Geertsma, J., Cohen-Schotanus, J., Zwierstra, R. P., & Slaets, J. P. (2007). The development of a scale to measure personal reflection in medical practice and education. *Medical teacher*, 29(2-3), 177-182.

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Appendix

Table 1.
List of assessment tools

	Assessment tool	Culture	Climate	Competencies
1.	Administrator Cultural Competence Self-Assessment (Mineapolis Public Education)			✓
2.	Adults Tolerance Questionnaire (Blitz et al., 2020)		✓	
3.	Adults' perception of cultural competence (Leighton, 2010)			✓
4.	Assessment of cultural competences (AUCD Multicultural Council, 2004)	✓	✓	✓
5.	California Brief Multicultural Competence Scale (Gamst et al., 2004)			✓
6.	Color-Blind Racial Attitudes Scale (CoBRAS) (Neville et al., 2000)			✓
7.	Core cultural competencies (Stone & Rennekamp, 2004)			✓
8.	Critical Cultural Competence in Social Work Supervision (Lusk et al., 2017)			✓
9.	Cultural and Linguistic Competence Policy Assessment (Assessment, L. C. P.)	✓	✓	✓
10.	Cultural competence self-assessment (Andrulis et al., 2004)	✓	✓	✓
11.	Cultural Competence Self-assessment Checklist (Diversity Committee, 2018)			✓
12.	Cultural Competence Self-Assessment Questionnaire (Mason, 1995)			✓
13.	Cultural proficiency continuum Q-Sort (Cormier, 2021)			✓
14.	Diversity Climate Scale (Yeats, 2018)		✓	
15.	Diversity Management Questionnaire (Pitts, 2009)			✓

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16.	Diversity Perceptions Scale (Mor Barak et al., 1998)		✓	✓
17.	Education climate for diversity - Secondary scale (Byrd, 2019)		✓	
18.	Education climate survey (staff) (Ramsey et al., 2016)		✓	
19.	Education climate survey (young people in grade 3 to 5) (Ramsey et al., 2016)		✓	
20.	Education-wide cultural competence observation checklist (Bustamante & Nelson, 2007)	✓	✓	
21.	Ethnic-Sensitive Inventory (Ho, 1990)			✓
22.	Exploring and Assessing Intercultural Competence (Fantini, 2007)			✓
23.	Inclusive Leadership in Educations - LEI-Q questionnaire (Crisol Moya et al., 2020)			✓
24.	Index for Inclusion (Booth et al., 2002)	✓	✓	
25.	Intercultural Adjustment Potential Scale (Matsumoto et al., 2001)			✓
26.	Intercultural Sensitivity Inventory (McMurray, 2007)			✓
27.	Intercultural sensitivity scale (Hammer et al., 2003)			✓
28.	Miville-Guzman Universality-Diversity Scale (Kegel & DeBlaere, 2014)	✓		
29.	Mor Barak Inclusion-Exclusion Scale (Yeats, 2018)	✓	✓	
30.	Multicultural Awareness Knowledge and Skills Survey (D'Andrea et al., 1991)			✓
31.	Multicultural Competency Checklist (Ponterotto et al., 1995)	✓		
32.	Multicultural Counseling Inventory (Sodówsky, 1996)			✓
33.	Multicultural Personality Questionnaire (Van Der Zee & Van Oudenhoven, 2000)			✓

34.	Multiculturally Competent Service System Assessment Guide (The Connecticut Department of Mental Health and Addiction Services Office of Multicultural Affairs, 2000)	✓	✓	✓
35.	Original Educators Scale of Student Diversity (Patel, 2018)			✓
36.	Program Quality Measurement Tool (PQMT) (Cushing & Clark, 2002)	✓		
37.	Self-Assessment Checklist for Personnel Providing Services and Supports In Early Intervention and Early Childhood Settings (Goode, 2009)			✓
38.	Quality Scale of Inclusive education development - Short form (Schurig et al., 2020)	✓	✓	✓
39.	Reflective ability (Aukes et al., 2007)			✓
40.	Staff Cultural Competence Self-Assessment (Mineapolis Public Education)			✓
41.	Teacher multicultural attitude survey (Ponterotito et al., 1998)			✓
42.	Teaching in urban educations scale (Swartz & Bakari, 2005)			✓
43.	Themis inclusion tool (Azorin & Ainscow, 2020)	✓	✓	