

Questionnaire for the preparation of the project INTEGRATION

This questionnaire aims at describing the actual situation in your institution and in your country as to intercultural issues and practice in order to prepare our common project INTEGRATION. The collected information will be the basis for our further activities.

Version dated November 23rd 2004

Part A: Profile of your institution

1. Basic Data Regarding your Institution

1.1 Name and type of the institution:

Paritätischer Kindergarten Grone-Kindertagesstätte

1.2 Address and email:

Sollingstr. 73, 37081 Göttingen, pari-kita.grone@t-online.de

1.3 Contact person:

Ms. Hruschka, Ms. Wieder

1.4 Number of staff members

14 pedagogical staff/20 staff members altogether

1.5 Main activities

Preschool training and education, age of the children:3-6 years

1.6 Experiences in the field of intercultural projects

On the European level: project Parent 2001-2004

Regional level: 1,5 jobs for the language promotion of children from migrant backgrounds and for children with language deficiencies. The fact that the institution should already have an intercultural concept is a basic precondition.

Municipal level: Participation in the organisation of different international children's day.

District level: Participation in the organisation of different festivities (street parties, Christmas markets, fairs, singing for the old, theatre performances for the two other day-care centres of the quarter, exhibition in the district centre (in co-operation of young emigrants)).

Within the institution itself: parents from different ethnic groups cook meals from their home countries with the children - recipes can be found on the website)

Parents' studio: fortnightly meetings for parents interested in arts directed by arts educators.

Intercultural breakfast: Parents and pedagogues of the institution are offered to meet in the multipurpose hall for a casual exchange. Each of them brings something for breakfast.

1.7 Do you and your colleagues have any experiences in the field of eLearning?

(If yes, please give a short description and your judgement on quality and usefulness)

2. Education of staff members in your institution

2.1 Are intercultural competencies transmitted in the vocational training of pedagogical staff? *(Please consider different professional groups like educators, teachers, trainers in training institutes, pedagogues in kindergarten etc.)*

Two-day in-house training: introduction into intercultural pedagogics
 Elaboration of an intercultural general concept
 Lecture of Prof. Haller about interculturality
 Lecture of Mr. Mansour (scientist for Islamic studies): Introduction to the Islamic religion on the basis of questions elaborated by the team.

2.2 Does your institution offer intercultural training for staff members?
(If yes, please describe shortly the training offers, methods, amount of time, success)

Yes, see 2.1

2.3 Have any or even all of your staff members been in an intercultural training that was given by any other institution and how was its quality and usefulness?

Yes, see 2.1

2.4 Do you feel that there is a need for intercultural training for staff members in your institution? *(Please explain your answer and the requirements/competencies)*

Yes. To improve the intercultural competence of the pedagogues.
 The objectives are, among others, a better understanding for the cultural background and cultural-specific behaviour of children and parents from migrant backgrounds.

2.5 Are there any instructional designs or course materials for intercultural competencies (texts, films, simulation games etc.), that you could recommend or offer to other INTEGRATION projects?

For social pedagogical experts:
 Handbook for Intercultural Learning. Ed.: Böhm, D. Böhm, R. et al. Herder. Freiburg
 Intercultural Pedagogics. Ed.: Johann, E. Michely, H. et al. Cornelsen. Berlin
 The World is Meeting in the Kindergarten. Ed.: Ulich, M., Oberhuemer, P. et al. Luchterhand. Neuwied
 Schlösser, E. Co-operation with Parents-interculturally. Ökotoxia. Münster
 Tworuschka, U.M.: World Religions Explained to Children. Gütersloher Verlagshaus.
 Small and Tall. Journal for educationalists and social pedagogical experts. Beltz. Weinheim
For children:
 Families. Children From All Over the World Talk About Their Homes. Ommer, U. Gruner u. Jahr. Hamburg
 The Big Feast. Children Celebrate – All Over The World. Kinderslay, A. Kinderslay. München
 Children From All Over The World. Kinderslay, A.B. Loewe. Bindlach
 World Religions. Husten, A. u.a. Tessloff. Nürnberg
 The world Seen From Above. Arthues-Bertrand, Y. Knesebeck. München
 My First World Atlas. Kinderslay. Starnberg

3. Questions regarding specific situation of your target groups

3.1 Target groups of your institution

100 children and their parents (families)

3.2 Short description of composition of target groups (migrants, ethnic groups, homogeneity/heterogeneity, etc.)

In %: German-Russians 18, Turkey 17, Lebanon 14, Kurds (Syrian/Iraq) 11, Kosovo Albanians 11, stateless (Romanians from ex-Yugoslavia) 5, Vietnam 3, Sri Lanka 2, Yemen 1, Czech/Afghan 1, Polish/Lebanese 1

3.3 Does the composition of your target group reflect the actual situation in your town, region and country? (*Please give a short explanation*)

No, but the selection represents the quarter Grone/Goettingen as a social hotspot.

3.4. What is the estimated size of the target group?

100 children and their families, pedagogic staff of the institution.

3.5 Do you have to cope with specific problems due to ethnic variety of your target group? (*If yes, please explain shortly how*)

Yes, the variety of cultures is a problem and a challenge in daily work: language problems with children and specially their parents, difficult interaction with parents, staff members lacking of information on cultural characteristics which can lead to misunderstandings etc. But we try to cope with these problems by organising projects with children and/or parents: regular artistic workshops (for a non-verbal communication and expression) with children during normal day time, special artistic workshops for parents, theatre work, garden project, cooking, parents' meeting and cultural festivities for a better mutual understanding. See also 1.6

3.6 Do you offer intercultural activities for your target groups to promote the integration of different ethnic groups?

s. 1.6.

3.7 Please give a short description of actual situation in your country as to intercultural issues and practice (legal situation, ethnic groups, migration policy, problems, national integration programmes etc. etc.) (there are good national web sites which you should refer to, don't feel that you have to write everything yourself)

s. Prof. Haller from the Pädagogische Seminar

Part C: Feedback on the questionnaire

1. What questions have been missed in the questionnaire?

2. Which questions have been difficult to answer?

3. What else would you like to tell us? (Suggestions/praise/criticism)

Part D: Expectations in the project INTEGRATION

1. What have been your motivations to join the partnership?

Exchange of experience with similar institutions on a European level. It is interesting to know how interculturality is described, experienced and lived on the spot there.
To include and translate first hand experience (by parents and children families with migrant backgrounds) into one's own pedagogic work. Develop an understanding.
To make the presentation of the own culture visible and understandable for the clients.
To collect the knowledge concerning this subject and to put it down in writing: (handbook, learning platform, data base)

2. What are your expectations in the project

s. D.1.

3. Are there any subjects you are specially interested in to be dealt with within the partnership?

THANK YOU VERY MUCH FOR HAVING COMPLETED THIS QUESTIONNAIRE!!!

Kind regards
Sabine Wiemann