

## 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:

INSUP FORMATION

1.2 Address and email:

37 rue Labottière – 33000 BORDEAUX – FRANCE

1.3 Contact person:

Marie-Noëlle Garcia  
Gisèle Massol

1.4 Number of staff members

100-full time staff equivalent

1.5 Main activities

As a non-profit regional training institution established in 1978, INSUP FORMATION has been active in the field of training, guidance and support for the social and professional integration of young people and adults, with a special emphasis on disadvantaged and vulnerable groups.

1.6 Experiences in the field of intercultural projects

INSUP provides over 850,000 hours of training a year to about 5,500 course participants, 65% of them aged 18-25 from urban and rural areas of Aquitaine. About 60 % of the trainees at INSUP come from minorities (migrants or descendants of migrants) and are more exposed to social and economic exclusion, higher unemployment and lower qualifications. INSUP being committed to the social and professional advancement of the people it trains, has been involved in European training projects, confronting its experience to the practice of other European partner institutions. Such projects have rapidly underlined the need to consider intercultural issues as a key element of the courses and methodology used to address our different target groups. Under Lingua and Leonardo da Vinci, INSUP has been a regular promoter of mobility programmes as an intercultural training tool for young people towards better qualifications, an enlarged perception of society and the world, while contributing to European integration. INSUP is a partner in a Youth project "European Bridges for European Minorities" which aims at promoting citizenship among European minorities for their social and political involvement.

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)*

INSUP has been involved in e-learning since 1995. From INSUP's e-learning platform, courses are delivered to trainees as blended courses. INSUP has also been involved in several pilot projects on e-learning under the EU initiative Employment or pilot Leonardo projects. INSUP is currently involved in an e-learning project, e-L3, with several of the partners also involved in "Integration".

E-learning appeared a necessity in our region to try and meet the requirements and constraints of our course participants and their employers, as it allows for flexibility of use, personalisation and time and money savings.

## **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.)*

Most of our trainers involved in courses for migrants (compulsory training modules in French as a foreign language), are sensitised to cultural diversity and more alert as far as intercultural matters are concerned. Being confronted with different cultures every day, some of them have attended modules run by institutions like CLP, the Permanent Liaison Committee for Migrants and Disadvantaged groups, a network of 60 training institutions that acts for the advancement of minorities in France.

As part of the network activities, workshops are organised on the way to deal with multiple communities and themes like racism. CLP even developed a game to make trainers and coordinators more aware of "ordinary daily racism" and alert them on questions like : "Integration or assimilation?"...

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

No.

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, the lead trainers who run the compulsory courses for migrants and other trainers too, but not the entire staff.

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, just like in all institutions, permanent education on tolerance, understanding and acceptance of others' values and beliefs contribute to better daily relationships between members from different communities.

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?

We could get in touch with CLP to see if we could buy a copy of the game they designed against racism. I also an album with a series of cartoons that was designed and disseminated by the EU commission and which title is : "Me, a racist ?". It shows the varied

situations of discrimination, prejudice or racism we can observe on a daily basis.

### **3. Questions regarding specific situation of your target groups**

#### 3.1 Target groups of your institution

Young and adult unemployed workers, people on training or retraining schemes, individuals with social difficulties.

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

A large portion (around 60%) of second generation migrants attend our courses, because they usually have the lowest educational levels and come into training to upgrade their skills or prepare a diploma. Now in the compulsory French modules for migrants, all the participants are recent migrants who must learn French as a key element of their integration contract. The participants' education level are extremely heterogeneous as we can have university graduates and people with very low academic levels in the same group. The only common characteristic is their need to learn French to foster their integration into French society.

#### 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 because in some modules, 100% of the participants are migrants, which is not the case in the whole town, region or country.

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

About 300 migrants a year. However if we want to establish intercultural education as a must among our staff and the trainees, we could consider a much greater number of participants. The ideal policy would consist in making a brief training module on intercultural communication or skills compulsory for all the participants attending all our courses.

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

Not really. Relationships among the different communities are generally good. I tend to believe that the most violent form of racism is economic discrimination. As all the course participants experience the same difficulties, they do not attribute their situation to their origin and they do not discriminate each other.

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

We have a module called "Knowledge of Europe" which promotes diversity. However, this relates more to citizenship and loyalty rather than education on different cultures and races.

#### 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)

France has always been a country of immigration. Many communities, due to historical events in their country of origin, or hard economic situations have had to migrate to other countries in search for a better living. The number of immigrants, but especially the diversity of their origins has led to the adoption of the French integration model, by which migrants must blend into the culture of the host country.

This policy has for some analysts been rather associated with assimilation, that is to say the denial of the migrants' culture and values. A new way is now taken towards trying to draw the best from people's culture of origin and the culture of their adoptive land. The "Integration contract" that has been implemented all over the European Union, forces migrants to learn French language as a prerequisite for obtaining a permanent resident's permit. Education and training are promoted as a means to combat economic exclusion and therefore integrate socially and economically the different communities.

### **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?

As partner in this GRUNDTVIG project, INSUP hopes to work on the analysis of the perceptions associated with ethnic minorities. Bearing in mind the recent increase in xenophobic feelings in France, the objectives of this project are of the utmost relevance when working with young people and adults more likely to suffer from discrimination. INSUP is particularly keen on the following aspects of the project ;

Exchange on good practices in education against racism and xenophobia

- Design of training material aimed at facilitation dialogue between members of various communities and age groups
- Participation in the transnational meetings for exchanges
- Dissemination on the project through local 3<sup>rd</sup> sector institutions, CLP...

2. What are your expectations in the project

Our contribution to the project activities should allow us to exchange with foreign counterparts, compare their experience with the situation in 5 other countries, identify ways and means to combat racism, discrimination and xenophobia, favour the emergence and promotion of positive support measures for ethnic minorities.

INSUP plans to involve its trainees to this project through the dissemination of the project results under the form of a "Tolerance Charter".

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

A study on the link between economic integration and racism. I believe the major form of discrimination is economic. When people are banned from employment, their whole life is ruined, whereas when they are economically integrated ,they less often mention racism as a cause in case of their possible problems.

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

Kind regards  
Sabine Wiemann