

## 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:

University of Latvia

1.2 Address and email:

Jurmalas Gatve 74/76, Riga, Latvia; e-mail: vinetai@latnet.lv

1.3 Contact person:

Vineta Porina - Dr. philol., director of the Centre of Multicultural Education of the Faculty of Education and Psychology, UL

1.4 Number of staff members

There are approx. 150 staff member in the Faculty of Education and Psychology and in the Centre there are involved at least three to four staff members depending on the needs of projects.

1.5 Main activities

Projects in the field of integration, intercultural education and also teachers` training courses in bilingual and multicultural education.

1.6 Experiences in the field of intercultural projects

2001-2002 project "Managemant of Integration in Multicultural Societies" sponsored by OSI, Soros foundation  
 2002, 2003 Staff teacher courses "Theoretical and methodical aspects of bilingual and multicultural education"  
 2002 Project about research on language situation sponsored by the Foundation of Integration of Latvia  
 Since 2002 Socrates project "Inter. A practical guide to implement intercultural education at schools"  
 Several projects about state`s language role in the process of integration etc.

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)*

Our colleagues were involved in the e-learning course elaborating process and theses courses are used in the professional programs of education in the faculty.

## **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.)*

Educators, school's administration, teachers.

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, courses of 36 hours on theoretical aspects of multicultural education for above mentioned target groups.

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?

I acquired a course in intercultural education at university. Mainly it was based on the theory of culture, I think, it was important for me.

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, intercultural tolerance can not be too much at any institution. Requirements – knowledge about other cultural groups; understanding about citizen education and education of peace; comparative analyses between East and West understandings about human rights.

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?

Video and a guidebook from Socrates Comenius "Interproject" about implementing of intercultural education in schools.

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

3.1 Target groups of your institution

Pre-staff and staff teachers; schools` administration.

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

see 3.1

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

The University of Latvia has a long tradition of international cooperation. Both inhabitants of Latvia and foreign countries can acquire their education at the University of Latvia. There are 1.3 thousand international students among all students of the UL - 30

thousands.

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

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

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

Yes.

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)

There are more than 150 ethnic groups' inhabitants living in Latvia. Among all inhabitants in the country there were 57.7% Latvians; 29.6% Russians; 4.1% Belarusian; 2.7% Ukrainians; 2.5% Poles; 1.4% Lithuanians; 0.4% Jews; 0.3% Roma; 0.1% Germans; 0.1% Estonians. The only autochthonous ethnic group in Latvia (Livs) were 177 inhabitants or 0.01% (Results of the 2000 Population and Housing Census in Latvia, 2002). Civic and linguistic integration of minorities is a core public issue in post-communist states that affects both domestic and international stability. A policy of cultural pluralism is chosen in Latvia that recognises the language rights of minorities while at the same time trying to form a common civic identity. As with any state, Latvia is inevitably developing into a civic nation. Education is seen as one of the most influential tools in the process of integration of the society. Language teaching, multilingual and multi- or intercultural education are key factors in the development of understanding among peoples in every state. Children and young people make up the most important target group in implementation of the integration process. As it is pointed out in the State's program in Latvia "The Integration of Society in Latvia" (2001), the Latvian educational system now becomes the most important driving force of the integration process.

See, please, also the issues of migration what are included in the web-page of UNDP: <http://www.undp.lv> and in the web page of the Foundation of Integration <http://www.lsif.lv>

### **Part C: Feedback on the questionnaire**

1. What questions have been missed in the questionnaire?

2 Which questions have been difficult to answer?

From 3.3 to 3.5 because of the target groups what are pre-staff and staff teachers as the centre is the unit in the Faculty of Education and Psychology.

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?

The topic and topicality of the project, new partners from several institutions (not only from universities), new international experiences.

2. What are your expectations in the project

Of course, the best expectations about interesting and useful process and results of this project.

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

Comparison between East and West Europe on the theme of integration and intercultural dialogue.

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

Kind regards  
Sabine Wiemann

You are welcome!  
Vineta Porina