

**September 2011**

BRIDGE-IT (Be Relevant to Intercultural Diversity Generation in Europe Integration Team) invites service providers, working within bureaucratic institutions, to “be relevant”, that is, to reflect on their current communicative behaviour within multicultural settings with a view of transforming attitudes and behaviour. Rather than cultural melting pots, BRIDGE-IT advocates for communities where different cultures and languages co-exist in a dynamic and dialectic relationship.

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## Steering Committee Meeting in Perugia

The steering committee met in Perugia between 18-21 September, 2011. The programme sent by the lead partner to the coordinators of the respective partner countries indicated that this was going to be a very intensive, task-oriented meeting. Work started in earnest on Sunday, 18th September. Gabriella B. Klein (IT), the project coordinator, hosted Carmel Borg (MT) for a pre-meeting. The two worked on inputting data into the electronic version of the confidential progress report. The attention to detail meant that reporting had to continue for another two days, throughout the steering committee meeting.

The official programme started on the evening of the 18th. Klein hosted the team of coordinators for a welcome cocktail on the terrace of a hotel where the partners were lodged. The event, set against the backdrop of hilly Umbria and urban Perugia, proved to be a good start for the two-day meeting, hosted by Consulta Comunale delle Comunità Straniere (Local Council of Foreign Communities of the Municipality of Perugia) in Via Imbriani. The first day of the meeting (Monday, 19th September) started with a short briefing by Klein. The coordinator discussed the



## Frequently used abbreviations and definitions

(from SPICES Guidelines 2007: ed. by Gabriella B. Klein, *SPICES GUIDELINES. A training methodology for intercultural communication in institutional settings*. Perugia: Key & Key Communications. SPICES - Social Promotion of Intercultural Communication Expertise and Skills - 224945-CP-1-2005-1-IT-Grundtvig-G11 - [www.trainingspices.net](http://www.trainingspices.net))

### AM Adult-in-Mobility

Any individual, eighteen years of age or older, that for economic, social, professional or cultural reasons emigrates from his/her own country of origin and moves for a short or a long period of time in a different geographical, cultural and linguistic context. This different context very often implies, though not necessarily, a state different from the one of origin. (SPICES Guidelines 2007: 14)

### ACM Adult-in-Contact-with-Mobility

Any individual who for reasons of work or profession comes into contact with adults in mobility (for example: educators, trainers, teachers, intercultural mediators, front-line desk officers or counter personnel, doctors...). (SPICES Guidelines 2007: 14)

**ICC Inter-Cultural Communication** is a way or a style of communicating between people who refer to different cultural backgrounds. (SPICES Guidelines 2007: 15; more on p. 25)

### BRIDGE-IT PARTNERS





programme with those present and agreed on the way forward. Partners worked individually or in groups on the task assigned by the coordinator. Borg continued working on the progress report. Relevant information regarding progress on individual work packages was garnered from individual partners. The confidential report, a 70-page document, was presented to the coordinator for minor amendments late on Tuesday, 20th September. Opposite Borg, a very busy desk, manned by Siena, De Rosa and Pecorelli (IT), was engaged in checking original/certified copies against the documents uploaded on the platform. This operation meant that the project reporting is now backed by all the relevant and correct documentation. The review in question was completed in the morning of the second day of the meeting. In another space of the Council's building, Tufaner (TR), van Schaeren (NL), Temmerman (BE) and Dossou (IT) worked on the call for applications and on the selection criteria of the Best Practice Exhibition. This event will be held together with the final dissemination conference, in Yozgat, between 25-26 September 2012. Wagenhofer (AT) and Putyra (PL) dedicated most of their time to finalise the course description of the Grundtvig course scheduled for 9-15 July 2012. The two also prepared the call and discussed, together with the lead partner, the dates and potential venues of the post-project courses.

Van Schaeren and Pecorelli, together with the lead partner, worked on a web publication that focuses on the training of adults in mobility, while Kucher (DE), Siena and Klein worked on a similar document focusing on the training of adults in contact with mobility. All the work assigned on Monday overflowed into the second day of the meeting. The second day followed the same pace and rhythm of the first one. All tasks were completed on time for the plenary session which started at 7.00pm. Partners shared their work with each other, including the framework for BRIDGE-IT, on-line training course, produced between May and August, and a sample of the learning templates, produced in August by Klein, Pecorelli, van Schaeren and Kucher. The meeting ended in the best way possible a multicultural dinner prepared by the members of the community of the Consulta Comunale delle Comunità Straniere and by residents of the refugee centre of Perugia.



## News from The Netherlands

Hilde van Schaeren



An associated partner of BRIDGE-IT the Central Agency for the Reception of Asylum Seekers SWEIKHUZEN (COA) was in the news in mid-September. The Dutch national media reported the closure of some refugee centres, and the dismissal of COA professionals. COA is responsible for the reception of asylum seekers. It provides accommodation during the asylum procedure and prepares asylum seekers for their stay in the Netherlands or for their return to their country of origin or transmigration. To carry out these tasks, COA cooperates closely with IND (Immigration and Naturalization Department), the Royal Netherlands Military Constabulary and the Migration Police.



Multilateral Grundtvig Project 510260-LLP-1-2010-1-PL-GRUNDTVIG-GMP - October 2010 – September 2012



# ARTERY PROJECT 2010-2012

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**Partners:**

Divadlo bez Domova (DbD), Slovakia - Fundacion INTRAS (INTRAS), Spain  
Key & Key Communications (Key & Key), Italy - Kirkkopalvelut ry (Agricola), Finland  
Placówka Kształcenia Ustawicznego (EST), Poland



# A Final Assignment inspired by BRIDGE-IT

Muratagic Aida And Demic Sajma



At the beginning, the Bridge-IT project was for us an unknown territory. As we ourselves came about thirteen years ago as asylum seekers in the Netherlands, we had the opportunity to frequent school and at this very moment we are finishing our Bachelor's degree in Social Work at the Social Work department of Zuyd University of Applied Sciences in Sittard (Netherlands). When in October 2010 we learned about the BRIDGE-IT Project at the institute, we became immediately enthusiastic. The project appealed to us. This was mainly due to the fact that the project deals with many cultural and international aspects in communication and focuses mainly on professional relationships between 'vulnerable' migrants in interaction with professionals who are working in institutional bureaucratic environments. Since we personally experienced a lot of difficulties being asylum seekers some years ago - we absolutely wanted to contribute to the project. We felt that our background could leave a positive impact. Our lecturer, however, warned us not to get too emotionally involved and to reflect about possible bias which might occur whilst performing the interviews and doing the recording of the interactions in the asylum center. Eventually we were convinced that the theoretical model of Edwin Hoffman (the so called TOPOI model), and the guidelines for text analysis which were defined in the former EU Grundtvig project 'SPICES', gave us the needed tools to get an 'objective' (of

course from a Western perspective) deeper understanding of the interactions between AMs and ACMs in the Asylum Center (AZC). For us personally one of the learning objectives was to act professionally as a future Social Worker within this AZC. At the beginning we must admit that we felt ourselves personally very involved in the asylum center, in the life people live there, in the problems they currently face ...it was certainly not easy for us and sometimes we relived the experienced of what happened to us some years ago. But while interviewing and recording the interactions between the AMs and ACMs we realized that we really got a lot of support by the theoretical framework. We could also reframe what was going on. So at this moment we can proudly show the results and we can guarantee that our final assignment consists of data which is transcribed according to the guidelines of SPICES and further on it will be analyzed on the basis of the literature.

We have done our best to adhere strictly to these points and we consider this achievement as one of our personal successes. We must also say that we learned a lot in the Asylum seeker center. It is not easy to communicate neither for the migrants, but certainly not even for the professionals who are really very involved and concerned about their clients. This especially if you have different backgrounds and if you do not speak the language. When we ourselves were at the time asylum seekers, we were

absolutely not aware of these difficulties. The result of our research assignment gives insight to the interactions between AMs and ACMs. We discovered huge miscommunication because of conceptual differences of understanding. We also discovered how complicated Dutch understandings, language, cultural norms and values are for many migrants. Having to deal with them without knowing how and without taking part in the daily realities of the society, makes it practically impossible for asylum seekers to adequately respond to the expected standards.

Within this thesis, we had the opportunity to work with a focus group of AMs, to record an interaction between an AM and an ACM and to hold an interview with an ACM. Our advice, for the future, to the Asylum Center is to use the BRIDGE-IT courses and possibly also the e-learning modules of BRIDGE-IT to discuss possible communication problems and to give people voice. With the guidance of social work students who are doing internships at the center, they could eventually work with AMs and if need be, also with ACMs. It is important that communication improves, because it just makes work and life easier. We are very grateful to the professionals of the Asylum seeker center and to the migrants from whom we had the opportunity to learn, and who helped us with our professional and personal development. Special thanks go to Mr. Leon Giezenaar (director of the Asylum Center) and Mrs. Monique Maes, professional within the Asylum Center, and to our lecturer Hilde van Schaeren.



# Highlights from the Progress Report

Carmel Borg

- Project partners delivered all the project deliverables slated for the first year. These included: the visual aspects of the project, the on-line platform; the BRIDGE-IT training methodology and templates for the on-line courses; the programme for the Grundtvig course; initial preparations for the final project conference and the best practice exhibition; the collection of best practices from respective partner countries; the collection and terminological analysis of official, bureaucratic texts; the recordings of real-life, bureaucratic situations; the plan for the exploitation of results; and the dissemination of the project's values, principles, methodology and developments.
- The pedagogical guidelines have been delivered and published electronically as well as in paper version (25 copies). In addition, three other reports will be published in the near future: (1) Identification of Good Training Practices for ACMs; (2) Identification of Good Training Practices for AMs; and (3) Communication Needs for AMs and ACMs Training in ICC.
- The on-line methodological framework was established in Malta and formally delivered by Dr. Philip Bonanno (MT), a specialist in on-line, instructional design.
- On-line learning event templates, specific for AMs and ACMs, were meant to be ready by the end of November. However, partners produced these deliverables well ahead of time.
- All three project meetings were held as scheduled. The kick-off meeting was held in Krakow, between 14-19 December, 2010. This meeting



introduced individual partners to each other and facilitated team building. Other objectives reached through this meeting included: presentation of and discussion around the various aspects of the Partner Agreement, including the work packages and the financial dimension of the project; and discussion around the work tools (shared communication system, website and the VLCE/Virtual Learning and Communication Environment, management, exploitation, dissemination and monitoring plans, etc.). The Malta meeting, held between 11-16 May 2011, allowed the partners to focus on content development. At this additional meeting, the partnership decided that the originally-planned, 2<sup>nd</sup> Consortium meeting be split into two meetings: an administrative meeting in September and an operational meeting in November. The administrative meeting was held as scheduled (vide report in this newsletter). The November meeting

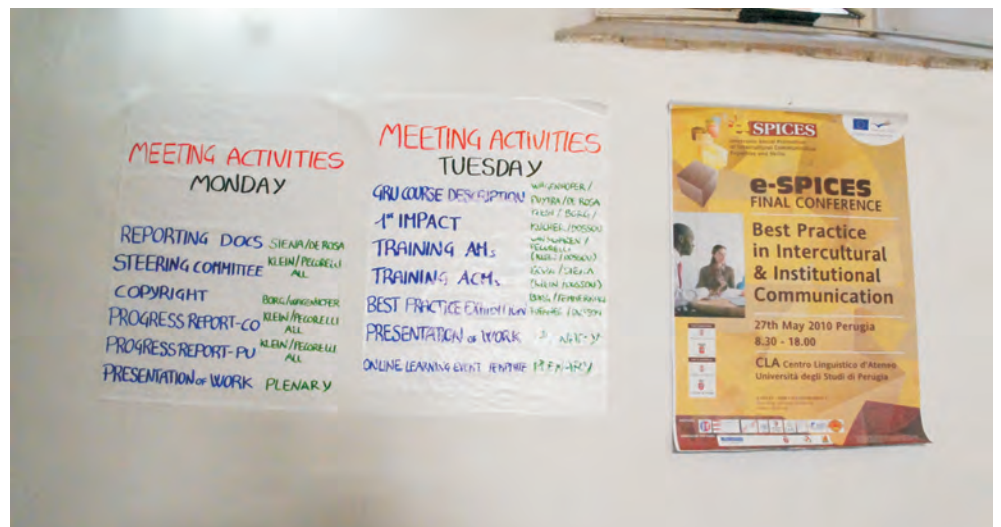
will focus on the validation of the BRIDGE-IT online training methodology, taking advantage of the experimental course taking place in November, in Malta. One representative from each partner country would be present in Perugia, while in Malta the first planned BRIDGE-IT course for 'adults-in-contact-with-mobility' (service providers, civil servants, public officers) will experiment with the blended training course offered online. The partners in Perugia will connect to Malta and experience personally how the designed online learning events are working and, if necessary, modify some parts.

- The project is keeping contact with its huge base of addressees (over 50,000) through a Newsletter which is produced every three months. All partners have contributed, through meetings, university courses,



conference participation, articles in newspapers, and other means, to the dissemination of the project's deliverables.

- The Exploitation Plan is revised on a regular basis. The date, venue, call and contents of the GRU In-Service course have been finalised. The course will also be delivered twice after completion of the project.
- The first round of terminological analysis has been completed and the second round will start as soon as all partners deliver the contents and analysis.
- Preparations for the final conference and for the exhibition of best practices are proceeding smoothly. The call for applications and the criteria for the selection of best practices were finalised in September, during the executive meeting held in Perugia.





# Reflections on the steering committee meeting in Perugia

Hilde Van Schaeren



Being a partner in this Grundtvig LLL EU project BRIDGE-IT is a challenge as well as a learning experience. As the confidential report illustrates, it is a challenge to answer adequately to the many objectives and work packages of the project. It is also a learning experience since this project brings many countries and disciplines together. In fact, our consortium is like a mini EU; borders and differences are fading, while mutual respect for each other's professional competence are the norm. These elements were very evident during the steering committee meeting held in Perugia, between 18-21 September.

A cursory look at the partners will immediately reveal an interesting mix of professionals and experiences. Some of the participants had previous experience in Grundtvig projects while others are going through the Grundtvig experience for the first time. Some of us are based at university, while others are located in training or research centres. Some had already collaborated with the lead partner on SPICES and E-SPICES projects, while others are newcomers to the group. While BRIDGE-IT shares the values and interests of SPICES and E-SPICES, the present project focuses more on 'vulnerable' migrants and on professionals who are involved with migrants in bureaucratic institutional settings. The Perugia meeting indicated that we are well on our way to producing

a blended course, for both adults in mobility and adults in contact with mobility, which challenges participants to reflect on the difficulties encountered during bureaucratic, communicative exchanges.

Starting from a socio-linguistic perspective, outcomes of need analysis as well as focused desk research in the participating countries, combined with cross-cultural examinations of the 'standardized', albeit slightly different visa applications within Europe, pedagogues, ICT specialists and specialists in the field of terminology and psycho-social

sciences, are working together to respond to the BRIDGE-IT objectives. The response will not be a scientific review. As indicated above, their knowledge of theoretical frameworks and experiences is reflected in practical applications.

For me, a senior lecturer in the Department of Social Work of Zuyd University of Applied Sciences, it was a wonderful experience to see how theory is being transferred into practical exercises within these sessions.

In Perugia, I was touched by how participants worked within small teams on common goals. I was not surprised with the huge output of work delivered at the end of the meeting. For me, the Perugia meeting was an eye opener. It reflected a perfect interdisciplinary effort by competent professionals under the guidance of a highly motivated leader.



# LINGUA E INTEGRAZIONE

*Estratti da una conversazione con Eleonora Bigi, Responsabile della sezione immigrazione, protezione umanitaria, diritto d'asilo, relazioni internazionali*

*Servizio Rapporti internazionali e cooperazione Regione Umbria Giunta Regionale*

*Conversazione condotta da Gabriella B. Klein (Università degli studi di Perugia)*

**D: “Ci potrebbe parlare del progetto “Corsi Gratuiti e Certificati di Lingua Italiana per Stranieri”? Come è nata questa iniziativa? Qual è l'obiettivo di questa iniziativa?”**

R: “La Regione Umbria è già da alcuni anni particolarmente attenta al problema della conoscenza della lingua italiana come elemento centrale per una corretta integrazione di cittadini stranieri. La conoscenza della lingua e della cultura italiane costituisce, infatti, un volano essenziale di integrazione dello straniero nella comunità di accoglienza, nonché un indicatore del successo del percorso migratorio e della capacità degli immigrati di inserimento professionale e sociale. La conoscenza della lingua e della nostra cultura, il rispetto dei valori fondanti del nostro Paese e l'osservanza delle leggi vigenti sono i requisiti minimi affinché avvenga un'effettiva inclusione sociale. Questi indirizzi hanno trovato riscontro nelle azioni di indirizzo del Ministero del Lavoro e delle Politiche Sociali nelle quali si prevede che il Ministero stesso, in collaborazione con le Regioni, competenti in materia di integrazione, favorisca l'apprendimento della lingua italiana ed una corretta conoscenza della cultura e dell'ordinamento italiani da parte degli stranieri soggiornanti in Italia. L'ultimo accordo sulla lingua, reso ancora più opportuno a seguito delle recenti novità normative in materia mi riferisco al decreto del Ministero dell'Interno del 4.6.2010 - firmato tra Regione Umbria e Ministero del Lavoro e delle Politiche Sociali, ha visto la realizzazione di un'azione di sistema che ha coinvolto tutta la rete di soggetti pubblici e privati che a vario titolo si occupano dell'apprendimento della lingua della società di accoglienza e di una conoscenza di base del funzionamento della società medesima:



Ufficio scolastico regionale, istituti scolastici sedi dei Centri Territoriali Permanenti per l'educazione degli adulti (CTP), Università per Stranieri di Perugia, ecc. ...”

“Con questa azione di sistema, garantendo la più ampia ed estesa diffusione su tutto il territorio regionale, sono stati avviati 18 corsi gratuiti e certificati di lingua e cultura italiane, da 60 e da 80 ore ciascuno, realizzati dagli 8 CTP umbri e dall'Università per Stranieri di Perugia. Al termine dei corsi gli iscritti, più di 500 persone, hanno potuto sostenere l'esame, presso l'Università per Stranieri di Perugia quale ente certificatore, per ottenere l'attestazione di conoscenza della lingua italiana di livello A2. ...”

“D'altra parte è in questo contesto che si richiama, altresì, la previsione dell'entrata in vigore del “Regolamento concernente la disciplina dell'accordo di integrazione tra lo straniero e lo Stato, a norma dell'art. 4-bis, comma 2, del T.U. 286/98”. Tale accordo di integrazione, se dovesse entrare in vigore, dovrà essere sottoscritto dallo straniero contestualmente alla presentazione della domanda di rilascio del permesso di soggiorno, con l'impegno a conseguire, entro un periodo determinato, specifici obiettivi di integrazione, articolati per crediti formativi. Con l'accordo lo straniero avrà l'obbligo di acquisire, tra l'altro, un livello di conoscenza della lingua italiana parlata e scritta equivalente almeno al livello A2 di cui al Quadro Comune Europeo di Riferimento per le Lingue emanato dal Consiglio d'Europa. Ricordo che negli incontri che si sono svolti a livello nazionale

tra Regioni e Governo su questa questione molte sono state le perplessità e i rilievi sollevati a partire dal numero di lingue in cui il testo dell'accordo dovrà essere tradotto perché riteniamo molto importante che l'immigrato che sarà chiamato a firmare un documento così importante, per sé e per la sua permanenza regolare sul nostro territorio, riesca per lo meno a comprendere pienamente il contenuto ....”

“La Regione Umbria ha tra i suoi scopi istituzionali quello di promuovere l'integrazione degli stranieri, regolarmente residenti sul territorio regionale, di favorire pari condizioni di accesso al sapere, rafforzando l'educazione e, attraverso di essa, perseguire l'obiettivo di una crescita armonica della società oggi sempre più multietnica e multiculturale, nel rispetto delle normative vigenti. L'integrazione è, dunque, certamente, un problema da affrontare con scelte lungimiranti, senza emotività, senza accenti propagandistici, tenendo conto dei diritti delle persone, della tenuta sociale e del profilo delle identità collettive che sono ovviamente alla base della coesione all'interno delle comunità sociali e politiche. ...”



# LANGUAGE AND INTEGRATION

*Excerpts from a conversation with Eleonora Bigi  
Head of Immigration, humanitarian protection,  
asylum, international relations Department -  
International relations and cooperation Service  
Regione Umbria Giunta Regionale*

*Conversation led by Gabriella B. Klein  
(Università degli studi di Perugia)*



**Q: "How was the project 'Free Courses and Certificates of Italian Language for Foreigners initiated? What is the goal of this initiative?"**

A: " For some years, the Umbria Region has been focusing on knowledge of Italian language as a central element for a successful integration of foreigners. Knowing the Italian language and culture is, in fact, an essential means of integration of foreigners in the host communities. It is also an indicator of a successful migration process and of the ability of immigrants to integrate socially and in the job market. Knowing our language and culture, respecting the founding values of our Country and respecting the law are the minimum requirements to achieve a real social integration. This orientation has been reflected in the actions of the Ministry of Labour and Social Policy according to which the Ministry, in collaboration with the Regions competent in the integration field, promotes the Italian language learning and a correct knowledge of the Italian culture. The latest agreement on the language is now even more appropriate because of the recent regulatory changes in this area. I am referring to the decree of the Ministry of Interior of 4.6.2010, signed by Umbria Region and the Ministry of Labour and Social Policy. This decree implements a system that includes the entire network of public and private entities (e.g.,

Regional Education Office, Permanent Territorial Centres for Adult Education (CTP), University for Foreigners of Perugia, etc.) that deal in various ways with learning the language and with understanding the basic functioning of the host society itself.... "

"Within this decree, the widest and broadest dissemination throughout the region is ensured. We are organising eighteen free courses and certificates of the Italian language and culture, ranging from sixty to eighty hours in duration. These courses are offered by eight Umbrian CTP and by the University for Foreigners of Perugia. At the end of the course, more than 500 students have been able to take the exam at the University for Foreigners of Perugia as a certifying institution to receive the A2 level certification of the Italian language. ... "

"As a matter of fact, in anticipation of the "Regulations concerning the discipline of the integration between foreigners and the State", in accordance with art. 4-bis, paragraph 2 of T.U. 286/98 refers to this. If this integration agreement becomes law, it will need to be signed by the migrant when submitting the request for a residence permit, with a commitment to achieve, within a specified period, specific integration objectives presented in credits. According to the agreement, the foreigner is obliged to acquire,

among other things, a level of proficiency in spoken and written Italian equivalent to at least level A2 of the Common European Framework of Reference for Languages "issued by the Council of Europe. I remember that during the meetings that took place at a national level between Government and Regional authorities many concerns were addressed on the number of languages "in which the text of the agreement should be translated because we believe it's very important that the immigrant who will sign a document so important for himself and for his regular stay in our country, should at least be able to fully understand the content.... "

"The Region of Umbria wants, within its institutional purposes, to promote the integration of regular resident foreigners in the region. It also wants to encourage equal access to knowledge, strengthen education and, throughout this to pursue the goal of a harmonious growth of society that today is increasingly multi-ethnic and multicultural, and in compliance with the regulations. The integration is therefore a problem to be faced with forward looking decisions, without emotion, without propaganda, taking into account people's rights, social strengths and collective identities that are obviously at the basis of cohesion within a social and political community. ... "

# L'INTEGRAZIONE PASSA NECESSARIAMENTE ATTRAVERSO LA LINGUA

*Estratti da una conversazione con Oriana Marotta, Operatrice della Cooperativa sociale Perugia che gestisce il Sistema di Protezione per Richiedenti Asilo e Rifugiati (SPRAR)*

*Conversazione condotta da Gabriella B. Klein (Università degli studi di Perugia)*

“La cooperativa sociale Perugia gestisce in convenzione con il Comune di Perugia il sistema di protezione per richiedenti asilo e rifugiati. ...”

“Questo progetto è nato nel 2001 da un accordo tra il Ministero degli Interni, ANCI nazionale e ACNUR, ed è rivolto ad una particolare fattispecie di stranieri che sono rifugiati politici, richiedenti asilo e persone titolari di protezione sussidiaria o protezione umanitaria. ...”

“Il progetto fa parte di una rete. Sul territorio nazionale ci sono 139 progetti, per una capacità ricettiva di 3000 posti. La rete dei progetti è coordinata dal Servizio Centrale, a Roma, attraverso una banca dati. È il Servizio Centrale che autorizza l'ingresso dei beneficiari nei vari progetti nazionali. ...”

“Dopo il C.A.R.A. (Centro di Accoglienza per Rifugiati e Richiedenti Asilo) possono entrare nei centri SPRAR tutti coloro che ne fanno richiesta. Durante la permanenza presso il Centro si sviluppa un progetto individuale che ha come obiettivo quello di facilitare il percorso di integrazione sul territorio, dando gli strumenti base per l'utilizzo dei servizi territoriali. ...”

“Il percorso di integrazione inizia con la conoscenza della lingua e della cultura del territorio.

Ci sono vari livelli di corsi in quanto ci sono varie tipologie di beneficiari, dall'analfabeta al laureato. ...”

“Per quanto riguarda il modo di comunicare dei nostri operatori, se i beneficiari conoscono le lingue veicolari come l'inglese o il francese, l'operatore può tranquillamente comunicare con loro, altrimenti per i colloqui strettamente legati al quotidiano ci serviamo di beneficiari presenti nella struttura che hanno già la padronanza della lingua italiana. ...”

“Il 1° obiettivo del corso è quello di far acquisire la capacità di comunicare nella quotidianità. La capacità di andare in un negozio e poter acquistare qualcosa, la capacità di andare ad un ASL e poter rinnovare il proprio permesso di soggiorno, la capacità all'interno di un contesto lavorativo di capire quello che ti sta dicendo un collega o il datore di lavoro. ...”

“In base alle capacità e competenze della persona noi elaboriamo dei progetti individualizzati; si tenta di valorizzare il background oppure, ove possibile, di formare ex novo il beneficiario. ...”

**D: “Ci sono delle differenze tra i diversi SPRAR? Si può parlare di buone pratiche?”**

R: “Tutti i progetti devono seguire le linee guida date dal Ministero degli Interni ma poi si differenziano all'interno in base alle strutture. Il progetto di Perugia è dedicato, per via della tipologia di struttura, a giovani single o piccoli nuclei familiari. L'età varia da 18 a 25 anni. ...”

“Il servizio centrale ha, tra gli altri, il compito di raccogliere quelle che sono le buone pratiche che si sono consolidate in un centro e diffonderle agli altri centri. Per gli operatori sono previsti momenti di formazione, di scambio e confronto: ci dobbiamo rimettere in gioco continuamente per poter capire qual è il modo migliore nella comunicazione, nella gestione del quotidiano e dei rapporti. ...”

“Orientarsi negli uffici, nella burocrazia è spesso difficile anche per gli italiani, è quindi difficile anche per i nostri ospiti che, pertanto, necessitano di essere accompagnati. ...”

**D: “Quali sono le maggiori difficoltà di comunicazione, a prescindere dalla lingua, che si incontrano?”**

R: “Le maggiori difficoltà comunicative che abbiamo con i beneficiari sono dovute al fatto che spesso è difficile per noi far capire che essendo all'interno di un progetto ci sono delle regole da seguire per l'attuazione del progetto individuale e per far sì che il percorso di integrazione sia positivo e che tutto ciò passa necessariamente per l'apprendimento della lingua. ...”

**D: “Quali sono, invece, le difficoltà comunicative che i beneficiari incontrano più spesso? Può farci alcuni esempi?”**

R: “Le maggiori difficoltà comunicative che essi riportano sono di carattere burocratico, legate al permesso di soggiorno. Spesso capita che i beneficiari vadano da soli in questura e tornano indietro perché non capiscono quale sia l'ufficio giusto oppure non si comprendono con l'operatore allo sportello. ...”

“Oppure un'altra cosa in cui hanno difficoltà è l'ambito sanitario. Spesso sono portatori di malesseri e richiedono degli accertamenti di natura medica. Vanno da soli, fanno la visita, ma poi non sanno riportarci qual è il problema. Da qui è nata la necessità che un operatore molto spesso accompagni il beneficiario nella struttura sanitaria per la

visita medica per parlare con l'operatore sanitario e capire qual è il problema. Molto spesso non capiscono quale sia la posologia dei medicinali da prendere e quindi anche questo ha richiesto l'accompagnamento da parte di un intermediario. ...”





# INTEGRATION NECESSARILY PASSES THROUGH THE LANGUAGE

*Excerpts from a conversation with Oriana Marotta Cooperative social worker who helps manage the Perugia Protection System for Asylum Seekers and Refugees (SPRAR).*

*Conversation led by Gabriella B. Klein (Università degli studi di Perugia)*

"The social cooperative Perugia operates under an agreement with the Municipality of Perugia for the protection system of asylum seekers and refugees. ..."

"This project was created in 2001 as a result of an agreement between the Ministry of the Interior, UNHCR and national ANCI, and is targeted to a particular class of foreigners who are political refugees, asylum seekers

of the area. There are various levels of courses as there are various types of beneficiaries, from university graduates to illiterates. ..."

"With regards to the way our operators communicate, if the beneficiaries know one of the target languages, such as English or French, the operator can easily communicate with them, otherwise for daily conversations we use the beneficiaries present in the structure that already have a good knowledge of Italian language. ..."

"The first goal of the Italian course is to have the beneficiaries acquire the ability to communicate in everyday life. The ability to go to a shop to buy something, the ability to go to the local health authorities and to

task of collecting the best practices that have been consolidated in a centre and disseminate them to other centres. The operators are also provided with opportunities for training, exchange and comparison. We constantly have to try to understand what is the best way to communicate, and to manage the daily life and relationships of beneficiaries. ..."

"Learning how to orientate oneself in the offices and in the bureaucracy is often difficult even for Italians, let alone for our guests who often have to be accompanied. ..."

**Q: "What are the main difficulties of communication encountered, apart from the language barriers?"**

A: "The greatest communication difficulties that we have with the beneficiaries stem from the fact that it is often difficult for us to make them understand that being part of a project means following rules that are indispensable for the implementation of the individual projects and to ensure that the integration process is positive and that everything hinges on language learning. ..."

**Q: "What are, however, the communication difficulties that beneficiaries meet more often? Can you give us some examples?"**

A: "The biggest communication difficulties reported are of a bureaucratic nature, related to residence permits. It often happens that the beneficiaries go alone to the police station and come back empty handed, having gone to the wrong office or failing to communicate with the officer at the counter. ..."

"Another place where they generally have problems is the health department. They often have illnesses and these require medical investigation. They go alone, they are attended to, but they are not able to explain to us what their problem is. Because of this, there is very often the need to accompany the patient to the health facility to talk to the medical staff and to understand what the problem is. Very often they do not understand what is the dosage of drugs that need to be taken and therefore even this has required the help of an intermediary. ..."



and persons with subsidiary protection or humanitarian protection. ..."

"The project is part of a network. In the territory there are 139 projects that can host up to 3000 people. The projects' network is coordinated by the Central Service in Rome, through a database. The Central Service authorizes the entry of beneficiaries in the various national projects. ..."

"After the C.A.R.A. (Reception Centre for Refugees and Asylum Seekers), all those who request it can enter in one of the SPRAR centres. During their stay at the Centre we develop an individual project that aims to facilitate their integration process in the area, giving the basic tools to use local services. ..."

"The integration process begins with language knowledge and culture knowledge

renew permits, the ability to communicate within a working context and to understand what a colleague or employer is saying ..."

"Based on the abilities and skills of the beneficiary, we process individual projects, we try to enhance their background or, where possible, to train from scratch the beneficiary. ..."

**Q: "Are there differences between different SPRARs? Can you tell us about best practices?"**

A: "All projects must follow the guidelines set out by the Ministry of the Interior but they differ depending on the facilities available. The Perugia project is dedicated, because of the type of facility, to young singles or small families. The age varies from 18 to 25 years. ..."

"The Central Service has, among others, the



*“All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.”*

*(Article One of the Universal Declaration of Human Rights, drafted in 1948 at the foundation of the United Nations)*



#### BRIDGE-IT PARTNERS

