

**March 2012**

The official e-newsletter of BRIDGE-IT

# newsletter

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.



**Come and join our BRIDGE-IT course!**

Vienna, Austria - 9-15 July 2012

Perugia, Italy - 14-20 April 2013

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#### BRIDGE-IT Partners

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## International Training Event 2012 19th – 20th September 2012 Final Conference & Best Practice Exhibition

### Call for Participation

This is a call for your participation in the two-day final conference and best practice exhibition of the BRIDGE-IT\* Project (2010-2012). The BRIDGE-IT project, funded by the European Commission, is coordinated by the Università degli Studi di Perugia (Italy) and has partners from Austria, Belgium, Germany, Italy, Malta, The Netherlands, Poland and Turkey.

\*BRIDGE-IT is the acronym for Be Relevant to Intercultural Diversity Generation in Europe - Integration Team.

### The Project

The general aim of the BRIDGE-IT project is to create formal and informal learning opportunities to bridge ICC (Intercultural Communication) problems. The specific objectives of the BRIDGE-IT are:

1) to create face-to-face and online training courses for parties involved in 'first-impact' bureaucratic-institutional interactions between professionals (in their role of 'Adults-in-Contact-with-Mobility' such as public officials, police and border officers, social workers etc. dealing with newly arrived migrants) and migrants (in their role of 'Adults-in-Mobility' such as refugees, migrants to be regularised, asylum seekers, migrants waiting for their first permit of stay). A collection of real-life communication materials (video recordings, written texts, forms, etc.) from a range of bureaucratic-institutional contexts from different countries (EU and candidate) is used;

2) to provide an easily accessible and adaptable depository of multilingual text material with linguistic and cultural information for a better terminological understanding, as a service for both 'Adults-in-Contact-with-Mobility' (ACMs) and 'Adults-in-Mobility' (AMs);

3) to identify ICC best practices in bureaucratic-institutional settings;

4) to raise awareness of cultural diversity in order to facilitate social cohesion, and to address the socio-linguistic and cultural communicative problems of everyday life in order to foster active EU citizenship and mobility.

### The Event

The two day programme consists of a Final Conference and Best Practice Exhibition of BRIDGE-IT, networking opportunities, presentations and social events. In order to maximize the outcomes we will expect active participation from our participants and hope that everybody will contribute to the planning and to conducting the Best Practice Exhibition & Conference.

The aim of the Final Conference is to disseminate and share the results of the project. The e-learning platform will be discussed from several perspectives. The project partners and conference participants will discuss the usability of the online modules and of the written and spoken real-life texts depository and of the terminological glossary on culturally embedded bureaucratic terminology.

<http://bridge-it.communicationproject.eu>

## Newsletter Six

### NEXT BRIDGE-IT EVENTS

**9 - 15 JULY 2012**

Vienna, Austria  
GRUNDTVIG training course  
(5 days)

**19-20 September 2012**

Yozgat, Turkey  
Final Conference & Exhibition of  
Best Practices of intercultural  
communication in bureaucratic-  
institutional contexts

The Exhibition will promote the Best Practices in ICC in bureaucratic contexts, where AMs (migrants) and ACMs (public officials, police and border officers, social workers etc.) present their selected products and services (posters, video or audio recordings, written texts, forms, etc.).



**ARTERY PROJECT 2010-2012**  
Multilateral Grundtvig Project  
510101-LLP-1-2010-1-PL-GRUNDTVIG-GMP  
October 2010 – September 2012

**Expand your horizons  
in the rolling green surrounds  
of Italy's Umbrian landscape!**  
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**ARTERY WORKSHOP**  
Art - Education - Therapy.  
Social Skills for Vulnerable Groups  
Grundtvig In-service training course  
Reference number: IT-2012-796-001  
3 - 8 September 2012 - Perugia

#### BRIDGE-IT PARTNERS



# International Training Event 2012

19th – 20th September 2012  
Final Conference & Best  
Practice Exhibition

## The Conference (Draft programme)

|             |   |
|-------------|---|
| 9.00-9.30   | Registration & Welcoming  |
| 9.30-10.00  | Coffee break  |
| 10.00-12.30 | Morning<br>Greetings by host (TR+EN)<br>(20 min) Transnational<br>Coordinator and Keynote<br>speakers |
| 13.00-14.00 | Lunch   |
| 14.30-17.00 | Afternoon<br>Presentations by the project partners  |

## Exhibition

Posters  
Desk/stand > on a computer  
e-learning platform  
Manual

## Participation

Who can attend and/or participate in the Best Practice Competition?

- Migrants
- Adult education providers
- People working with refugees, asylum seekers or migrants (Trainers, Educators, Leaders, Police Officers, Doctors etc.).
- Public administrators
- Social service providers
- Academics
- Policy makers
- Interested citizens

## BEST PRACTICE EXAMPLES FOR THE EXHIBITION & SELECTION OF MATERIALS

### Criteria for selection of the materials

- We invite you to send us your best practices of one written text (such as a form to be filled) or one spoken (such as audio/video recorded service interactions) to exhibit.
- The material will be evaluated on the basis of good communication features in wording and visual design of written texts and in carrying out service interactions from the point of view of wording, body language, visual characteristics and the use of the voice.
- The first ten selected materials (ten written materials & ten spoken materials – audio/video recordings) will be exhibited and the first three of the selected materials will be awarded.
- Each material to be exhibited has to be signed, stamped and scanned. The permission sheet is to be sent to the organizers on time (by latest 2nd July 2012).
- A detailed description of the item should be sent, including reasons why the sender considers it as best practice within the local context. It should also include information regarding which difficulty or need it responds to. The item can either address the needs of AMs or ACMs or both.
- Information on whether the item has been tested or not (results/impact) should be presented.
- Materials have to be submitted via email in electronic form before the deadline (2nd July 2012).
- Each institution /organisation should send only one example from either spoken or written communication.

## Deadlines—(Important Dates)

- **1st April to 2nd July 2012**  
Sending materials in electronic form
- **31st July 2012**  
Notification of results
- **1st April to 1st September**  
Registration (30 April 2012, Deadline for the Grundtvig Visit & Exchange grant)
- **19th September 2012**  
Final Conference of BRIDGE-IT
- **20th September 2012**  
Best Practice Exhibition BRIDGE-IT

## Cost & Venue

We do not charge any participation fee, but visitors will cover their own expenses for accommodation and transportation. Visiting participants from LLP Countries are encouraged to use the Grundtvig Visit & Exchange grant from their National Agency. We have reserved rooms in the same place where the International Training Event will be held. Some meals are included in the programme.

**Grand Eser Hotel, Yozgat, Turkey**  
**19th - 20th September 2012**

## Application Procedure (What to do)

Please fill in the online application form.

## For more information, contact us at:

### E-mail:

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<http://bridge-it.communicationproject.eu>

## Yozgat





# SELF- AND OTHER-PERSPECTIVES IN BUREAUCRATIC-INSTITUTIONAL CONTEXTS - Presentation of on-line learning events

by Gabriella B. Klein

As one of the main objectives of the BRIDGE-IT project, the partnership is elaborating so-called Learning Events to be managed on-line by the learners themselves or with the assistance of trainers or tutors within blended training courses.

The BRIDGE-IT Learning Events are concerned with the communication practices within bureaucratic-institutional contexts seen in a perspective of the dynamics between migrants and civil servants as professionals. In particular, the course addresses migrants as 'Adults-in-Mobility' and civil servants as 'Adults-in-Contact-with-Mobility'. Within the institutions such communicative dynamics regards both written and spoken messages.

The whole course concept consists therefore of four on-line Learning Experiences:

- two for Adults-in-Mobility (migrants)
- two for Adults-in-Contact-with-Mobility (i.e. civil servants or equivalents, e.g. NGO personnel carrying out functions for a public administration).

The two Learning Experiences for each target are:

- one for written communication
- one for spoken communication.

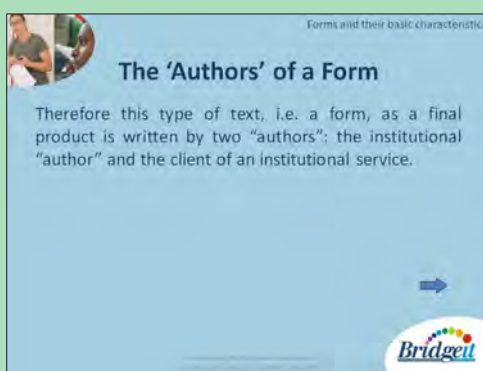
For both targets, there will be three on-line Learning Events related to forms (written communication) and five on-line Learning Events related to service interactions (spoken communication).

The Learning Experiences for the two targets are distinguished, although very similar: the Adults-in-Contact-with-Mobility are trained to assume the perspective of an Adult-in-Mobility, whereas the Adults-in-Mobility, in particular those from outside Europe, are trained to get used to the European standards in bureaucratic language and communication.

The Learning Events can be integrated, when necessary or demanded, by face-to-face Learning Activities. The Learning Events are based on many years of training experience with the project's target groups and the SPICES Guidelines resulting from the predecessor project SPICES (Social Promotion of Intercultural Communication Expertise and Skills Grundtvig Training Course 224945-CP-1-2005-1-IT-GRUNDTVIG-G11; it can be downloaded for free on request). Through these Learning Events, learners will get aware of and acquire practical skills in dealing with written bureaucratic-institutional texts (especially forms to fill and instructions on how to fill them) and public or social service interactions where Adults-in-Mobility and Adults-in-Contact-with-Mobility meet for bureaucratic purposes.

The written communication consists concretely most of all in forms to be filled and related instructions on how to fill them.

Forms typically are a very specific kind of written text: while we are used to consider a written text having one author, a form actually has two authors: the ACM as service provider (both as institutions and civil servants, employees) and the AM as migrant:



The particularity of such a text being the result of two writers entails a certain degree of difficulty because it requires, to be well completed, an agreement and a reciprocal understanding at multiple stages: from the author of the form, to the author of the filling, to the reader of the form filled. Therefore, the reciprocal understanding in an intercultural perspective is fundamental, as many times communication problems are related rather than to linguistic incomprehension to cultural misunderstandings.

The Learning Event (LE) for written communication is structured into an introductory LE about the **Basic Characteristics of Forms**, one Learning Event about **Primary Personal Data** and one about **Secondary Personal Data**. In all Learning Events are considered the communication planes relevant for written communication: the verbal communication (words) and the visual communication (colours, shapes, symbols, logos etc.).

Verbal elements are the central part, together with visual elements, in written communication. Identifying verbal characteristics of a form is crucial in the application process: name, sex, birth, citizenship/nationality, marital status, residence/domicile, telephone number and email

address are elements that are always present in any application form.

Visual elements also play a fundamental role in written communication: layout, colours, logo and name of institution, name of the document, space, organisation of different sections of the form, all these elements visually may influence our understanding and use of a form (these aspects will be tackled in the next Newsletter).

Thus we can say that the visual message in a form can help the understanding of the verbal message.

The distinction between primary and secondary personal data is due to whether the data can be easily changed or not. This may have intercultural implications as this distinction not always matches exactly with the habits of other countries.

**Primary personal data** are those which in Europe usually cannot easily be changed (or only under certain circumstances and the procedures are long and complicated: e.g. to change one's first name or the surname one has since birth because they are offensive or ridiculous). Date and place of birth are not changeable; nevertheless there are many cases from Africa and Asia where people do not know their precise birthday, but maybe only the year. Therefore, in recent years in Italy has been introduced the practice that these persons, when entering Italy without an official document of birth, will be registered as born on the 1<sup>st</sup> of January of the year the migrant knows or indicates. Other invariable data are one's sex (male or female); furthermore parents are not changeable (unless there is an adoption, but this is a long and complicated case with many legal implications), therefore the parents' names and surnames are invariable data. Other invariable personal data are citizenship at birth and nationality, ethnic group, and eventually personal identification code, a code which has been introduced in Italy since many

years but in other EU countries only recently or not yet at all.

With **secondary personal** data we mean those data which can be changed easily and which usually vary during a person's life: marital status, domicile and residence, and related contact details (address, email, telephone and mobile numbers).

Related to spoken communication, we have to consider that for an Adult-in-Contact-with-Mobility, meeting people from all over the world, it is impossible to know the cultural features of the infinite cultures, and as in communication we can never postulate recipes, nor give rules to apply to each different situation, the best way to manage this, is to internalise a new way of seeing situations and people: i.e. from an intercultural perspective. This is a bidirectional and mutual process that has to happen for both sides: the AM because it is important that he/she absorbs the perspective of the new country and the ACM because it is important that she/he relates to the AM keeping in mind the existence or at least possibility of cultural differences which may influence the bureaucratic process.

Therefore, for the spoken communication in service interactions we are preparing five Learning Events structured in a LE introducing the **basic communicative features of a service interaction** and distinguishing it from other types of interactions, one LE regarding **visual messages** (colours, shapes, status symbols, etc. both on the interlocutor and in the environment), one LE focusing on **non-verbal communication** (body language: gestures, postures, eye contact, interpersonal distance, etc.), one LE explaining the use and importance of **paraverbal communication** (i.e. the use of the voice while speaking) and eventually one LE concentrating on **verbal communication** (i.e. the use and especially the possible implications of words during the interaction).

In fact, when we are involved in an interaction many factors play a fundamental part in it. **Visual elements** firstly strike our attention because they represent the part of the communication that is directly related to our sense of sight combined with our culture, they indeed represent the very first impression we have of a place and/or of a person: before even the interaction starts, we see

somebody (also an environment) and depending on the way the person is dressed or on what the person wears we unconsciously categorise him/her. Very often we are not aware of the impact of visual elements on us.

**Non-verbal aspects** are one of the many extra-verbal characteristics of interactions. Identifying non-verbal characteristics of any interaction is also an important skill. Facial expressions, gestures, body movements, postures, gaze direction give many context information that are fundamental to behave appropriately in an interaction and to understand one's interlocutor's behaviour.

During an interaction there are also other features, called **paraverbal elements** that are also fundamental in an interaction. Paraverbal elements consist on the way one uses his/her voice during an interaction. They include volume, speed, pauses and silences, rhythm, stress and lengthening of sounds, intonation and tonality.

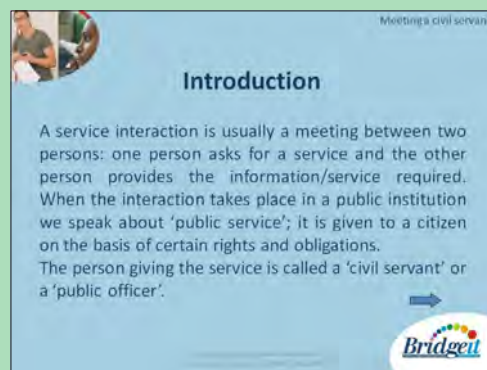
Last but not the least, **verbal messages** represent the role and choice of words and their construction within an interaction. Overlapping of speech between the two interlocutors, the interlocutors interrupting each other, any greeting ritual used to start and/or end the conversation/interaction are some of them.

The on-line Learning Events will be in various languages: English, Italian, German, Dutch, French and Turkish, which are the languages of the project partners; the Learning Events for Adults-in-Mobility will also be translated into Arabic. In the translations, country and language-specific features will be taken into account.

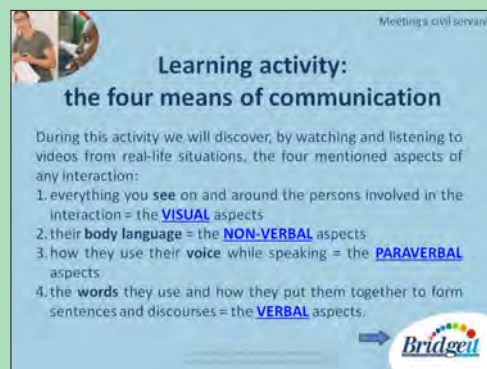
In each of the BRIDGE-IT Learning Events one can find general theoretical explanations, practical examples, and learning activities. The theoretical explanations are in a power point format; the practical examples and learning activities are hyperlinked to presentations of forms, copies of bureaucratic-institutional documents or original videos of interactions between an Adult-in-Mobility and an Adult-in-Contact-with-Mobility, as well as concrete exercises. At the end of each Learning Event, the learners should have acquired the Learning outcomes previously mentioned at the beginning of each Learning Event.

The following is an example from the LE for Adults-

in-Mobility introducing to service interactions "Meeting a civil servant":



In this LE e.g. the learning activities will focus on the following issues:




The hyperlinks lead to explanations and definitions of the technical words for those who need or want to have more information.

Through concrete observations and exercises, the learner can familiarise with what a service interaction may look like in a certain country:



The exercise for this learning activity is:





# The BRIDGE-IT e-learning modules tested in the Netherlands at Maastricht and at Venlo (10th – 12th February 2012)

Report by Hilde van Schaeren, Gabriella B. Klein and Nevin Pecorelli

BRIDGE-IT partners (from the Netherlands, Belgium, Germany, Italy, Malta and Turkey) met in Maastricht (the Netherlands) between the 10th and 12th of February 2012 to further test the online Learning Events the partnership has been amending after the first testing in Malta in November 2011 (cf. Borg, Carmel: BRIDGE-IT Seminar in Malta, Newsletter 5, 2012: 1). The Consortium Partners who participated in the meeting were the transnational coordinator Gabriella B. Klein (professor in sociolinguistics at the University of Perugia, Italy and transnational project coordinator) with her two research assistants Nevin Pecorelli and Raffaella Siena, Hilde van Schaeren (Senior Lecturer from the Faculty of Social Work of the Zuyd University, Maastricht, the Netherlands), Koffi M. Dossou (president of Key & Key Communications, Italy), Philip Bonanno (Senior Lecturer from the University of Malta), Katharina Kucher (researcher at the f-bb, Research Institute for Vocational Education and Training, Nürnberg, Germany), Emin Mehmet Aksoy (project Coordinator from the Yozgat National Education Directorate, Yozgat, Turkey), and Emmy Lanjouw (research assistant at the Erasmushogeschool of Brussels, Belgium).

Several BRIDGE-IT testing sessions of e-learning modules, organised by the Dutch national coordinator Hilde van Schaeren, took place in Maastricht and in Venlo between the 10th and the 11th of February 2012. On the 12th the partners met for a detailed evaluation of the experience and to plan the next steps.

The e-learning modules focus on 'first impact' situations between migrants ('Adults-in-Mobility' - AM) and professionals from bureaucratic-institutional settings ('Adults-in-Contact-with-Mobility' - ACM); therefore, the testing took place in environments where both parties meet each other. So-called 'first-impact' situations are defined as a period which starts with the first contact between an AM and an ACM in a specific country and ends with either the first permit of stay (or equivalent) or with the permit to move to another country.

The event set out to address two main objectives: 1) to engage local AMs and ACMs in testing specific online learning event templates related to intercultural aspects of communication; and 2) to evaluate the online learning events produced by the BRIDGE-IT partnership against three criteria: content, structure and pedagogy.

The first testing sessions took place in Maastricht on Friday morning 10th of February at the Integration Team (Werkplein, Randwijcksingel 22) and in the afternoon at the Knowledge Centre for Emancipation (KCEM). The following day, the testing sessions were organised at the refugee centre of Venlo, a city in the south-eastern part of



the Netherlands, next to the German border. This centre is called 'Asielzoekerscentrum' Venlo and works under the umbrella of the COA, the central agency for the reception of asylum seekers in the Netherlands.

The early morning of the first day, Friday 10th of February, was dedicated to a meeting with the Alderman of Education, Welfare and Health of the Municipality of Maastricht Mrs. Mieke Damsma. It was an excellent occasion to present in detail the BRIDGE-IT project to one of the associated partners of the Dutch partner and also to visit the Municipality Maastricht International Desk directed by Mrs. Bianca Vaessen.

BRIDGE-IT members as well as the director of Social Studies of the Zuyd University of applied sciences Maastricht, Mrs. Ellen Laeven and students of the department of Social Work, visited the International Desk of the Municipality of Maastricht, where information for international citizens of Maastricht is accessible in diverse languages. This can be mentioned as a good practice of offering services to a diverse generation in Europe.

The second part of the morning was dedicated to test the e-learning modules with the Integration Team Maastricht, whose leader is Mr. Hans Rutten. The e-learning modules deal with two topics: spoken and written communication in bureaucratic-institutional settings. Both topics were critically examined by the professionals. Practitioners of the Integration Team, as Adults-in-Contact-with-Mobility, who are in their daily work involved with the target group, invited us at their work place. In a special instruction room the professionals tested our e-learning modules for two hours and gave constructive remarks on how to optimize them. This testing provided also an evaluation of the learning events. After this testing session the participants gave also an oral overall evaluation of their findings.

In the afternoon the BRIDGE-IT team travelled to the Knowledge Centre for Emancipation (Kenniscentrum Emancipatie - KCEM) in Maastricht, where migrant women from diverse cultural backgrounds such as Kenya, Somalia, Afghanistan, Bulgaria and Italy, volunteered to test the e-learning modules for adults-in-mobility. The testing session lasted for two hours and was introduced by Gabriella Klein. No one of these women had ever been working with e-learning. The BRIDGE-IT team participated in the testing by observing how the Adults-in-Mobility could find their way in this new e-learning reality. After the

testing the participants filled an evaluation form on the online course. Mrs. Ann Lemmert from the Kenniscentrum Emancipatie also participated and helped deliver the session.

In the evening another associated partner (EMOL) of the Netherlands, represented by Mr. Arthur Jansen, came over to learn from our findings.

The following morning (Saturday 11th of February at 9), the BRIDGE-IT team left Maastricht for Venlo, a refugee centre in the south east of the Netherlands, where the Consortium spent the morning and part of the afternoon at the Venlo refugee centre. It was greeted by the COA social workers Mrs. Monique Maes, Mr. Leon Giezenaar and Mr. Theo van Lis and Gabriella Klein presented the BRIDGE-IT project both in its theoretical and practical meaning introducing the testing session to participants.

The stay at the Centre served as a testing of e-learning modules with both AMs and ACMs. Asylum seekers of diverse countries were interested to work with the team during the whole day to evaluate the on-line modules. Moreover, the COA professionals where very much involved and cooperated in testing the modules.

During the break, the BRIDGE-IT team had the opportunity to visit the centre and to meet other people in the centre. Needless to say that these encounters were most eye-opening and interesting.

In the evening the team returned to the Teaching Hotel Chateau Bethlehem, where we stayed. This hotel is managed by students of Zuyd University of Applied Sciences. During the dinner, the members of the BRIDGE-IT team discussed the two testing days.

On the following day (Sunday 12th February) the team worked on the evaluation findings and on a report and planned further actions, namely the BRIDGE-IT course in Austria and the Best Practice Conference and Exhibition in Turkey.

Participants attending the testing at the two places where it was delivered to Adults-in-Mobility demonstrated a high level of interest and commitment to the online course. The observation of the testing during its development and the evaluation delivered by the participants will help the Partners create a better version of the online courses.

The internal motivation of the BRIDGE-IT team members to create a most optimal product for the target groups, facilitates an adequate and fruitful cooperation between the partners, who all appreciate the individual diversity of the professional and cultural backgrounds and experience this diversity as an additional element of quality.

After these intensive testing sessions and after gathering all the feedback, the partners have now re-elaborated the on-line Learning Events coming to a final version which is accessible for free by

# Differences and difficulties of two forms in comparison

Gerda Katharina Lauter (student at the Faculty of Education, University of Perugia, Italy)

“Per riuscire a vedere il tuo punto di vista, devi cambiare punto di vista.” (Sclavi 2000: 6 – “To get to know your own point of view, you have to change your point of view”) is what Marianella Sclavi, an Italian sociologist, writes in her book *Arte di ascoltare e mondi possibili* (“The art of listening and possible worlds”). How to change one's point of view? One possibility is comparison: If I compare my point of view to yours I understand your and my point of view better. Comparison, however, is also fundamental to see mistakes made and possible improvements to make.

But what do you see if you compare an Italian to an Austrian form, both used to request the main place of residence respectively in Italy or in Austria?

You will find many differences. The most obvious is their different length: The Austrian form (*Meldezettel*) consists of two pages, the Italian one of four. The reason for the double length of the Italian form is that it allows the applicant to write about each member of the family in the same form at the resident's registration office. On the contrary, in Austria one has to fill in a form for each member of one's family.

But there are also differences deriving from the different legislations. Since in Italy there is no law concerning 'civil unions', one finds under marital status only 'single' (*celibe/nubile*), 'married' (*sposato/a*), 'divorced' (*divorziato/a*) and 'widowed' (*vedovo/a*). In Austria 'civil unions' are regulated by the *Eingetragene Partnerschaft-Gesetz* (Civil Union Law) and so one can choose not only between 'single', 'married', 'divorced' and 'widowed' but also between: 'live in civil union' (in *eingetragener Partnerschaft lebend*), 'separated civil union' (*aufgelöste eingetragene Partnerschaft*) and 'widower of civil union' (*hinterbliebener eingetragener Partner*). The form however does not explain what falls under civil union in Austria. In Austria a civil union can only refer to unions by same-sex couples (cf. *Eingetragene Partnerschaft-Gesetz* Paragraph 5). In the case of French citizens, heterosexual couples can also enter in civil unions (cf. *Pacte civil de solidarité – Civil Solidarity Pact*). Such an oversight can create problems to French citizens filling in such a form.

Strangely enough, the marital status 'separated' (*separato/a*) is missing in the Italian form. The Italian Civil Code quotes that the 'separation' can be 'consensuale' (with the consent of both spouses) or 'giudiziale' (decided by a judge). Both influence one's marital status. But the latter can only be asked by one or both spouses if there are existing realities that make a cohabitation intolerable or cause disadvantages to the descendants (cf. *Codice Civile Articoli 149-158 – Civil Code articles 149-158*). That does not mean that one is 'divorced' since legally speaking she/he remains one's wife/husband, but one is not obliged anymore to cohabit with her/him. So a non-Italian needs to be careful when an Italian civil servant asks whether he/she is 'separato/a': That is different from being a 'divorziato/a'.

Another example is the question regarding the *Religionsbekenntnis* (confession) in the *Meldezettel*. Those who declare to be catholic or



protestant some weeks after their registration will get a letter which obliges them to pay the *Kirchenbeitragssteuer* (a tax to pay to the church; cf. *Gesetzblatt für das Land Österreich Nummer 543/1939 – Law gazette for Austria number 543/1939*). If they would have known that they must pay an additional tax, they would have probably preferred to leaving the square under confession blank. In comparison the Italian form does not ask for one's confession, maybe because there is no legal obligation to pay a *Kirchenbeitragssteuer* like in Austria (cf. *Legge 20 maggio 1985, numero 222 – Law 20 May 1985, number 222*).

On the other hand, the Italian form asks for one's father and mother given names and surnames, because they are considered to be part of personal data (cf. De Mauro 2000).

The main problem of the *Meldezettel* is that it is full of expressions which take for granted that everyone knows the Austrian laws or German language. For example the question of the maiden name should be explained further since not in all countries does the name of at least one spouse changes after marriage like in Austria, or the abbreviations *bzw.* (*beziehungsweise – respectively*), *lt.* (*laut – as prescribed*) or *ZMR-Zahl* (*Zentrales Melderegister-Zahl – Central Resident registration-number*) which are never written out in full.

A closer look at the Italian form will reveal two main difficulties. The first one is the list of multiple choice questions. These are no real questions but incomplete sentences which have to be completed. The second difficulty is the language and organization of the form. To simplify this “completion exercise” it would be helpful to indicate below the gaps which data is requested.

As indicated above, most of the dissimilarities between these two forms derive from the different legislations and different cultures.

## References

- DE MAURO, TULLIO 2000: *Il dizionario della lingua italiana*. Milano: Paravia Bruno Mondadori Editori.
- EINGETRAGENE PARTNERSCHAFT-GESETZ: [www.jusline.at/Eingetragene\\_Partnerschaft-Gesetz\\_%28EPG%29.html](http://www.jusline.at/Eingetragene_Partnerschaft-Gesetz_%28EPG%29.html)
- GESETZBLATT FÜR DAS LAND ÖSTERREICH 28 APRIL 1939, NUMMER 543 “Gesetz über die Erhebung von Kirchenbeiträgen im Lande Österreich”: [alex.onb.ac.at/cgi-content/alex?aid=glo&datum=19390004&seite=0001875](http://alex.onb.ac.at/cgi-content/alex?aid=glo&datum=19390004&seite=0001875)
- LEGGE 20 MAGGIO 1985, NUMERO 222: “Disposizioni sugli enti e beni ecclesiastici in Italia e per il sostentamento del clero cattolico in servizio nelle diocesi”: [www.interno.it/mininterno/export/sites/default/it/sezioni/servizi/legislazione/fec/0997\\_Legge\\_20\\_maggio\\_1985\\_n.222.html](http://www.interno.it/mininterno/export/sites/default/it/sezioni/servizi/legislazione/fec/0997_Legge_20_maggio_1985_n.222.html)
- PACTE CIVIL DE SOLIDARITÉ (PACS): [vosdroits.service-public.fr/N144.xhtml](http://vosdroits.service-public.fr/N144.xhtml)
- SCLAVI MARIANELLA 2000: *Arte di ascoltare e mondi possibili*. Milano: Bruno Mondadori.
- CODICE CIVILE ARTICOLI 149-158: [www.jus.unitn.it/cardozo/obiter\\_dictum/codciv/Lib1.htm](http://www.jus.unitn.it/cardozo/obiter_dictum/codciv/Lib1.htm)

# Meldezettel

Zutreffendes bitte ankreuzen ☒

|   |   |  |   |        |         |
|---|---|--|---|--------|---------|
| FAMILIENNAME oder NACHNAME (in Blockschrift), AKAD. GRAD (abgekürzt)  |   |  |   |        |         |
| VORNAME lt. Geburtsurkunde (bei Fremden laut Reisepass)   |   |  |   |        |         |
| Familienname vor der ersten Eheschließung   |   |  |   |        |         |
| GEBURTSDATUM  | GESCHLECHT<br>männlich <input type="checkbox"/> weiblich <input type="checkbox"/> |  | RELIGIONSBEKENNTNIS   |        |         |
| GEBURTSORT lt. Reisedokument (bei österr. Staatsbürgern auch lt. Geburtsurkunde); Bundesland (Inland) und Staat (Ausland)   |   |  |   |        |         |
| PERSONENSTAND <input type="checkbox"/> ledig <input type="checkbox"/> verheiratet <input type="checkbox"/> in eingetragener Partnerschaft lebend <input type="checkbox"/> geschieden<br><input type="checkbox"/> aufgelöste eingetragene Partnerschaft <input type="checkbox"/> verwitwet <input type="checkbox"/> hinterbliebener eingetragener Partner                    |   |  |   |        |         |
| STAATSANGEHÖRIGKEIT<br>Österreich <input type="checkbox"/> anderer Staat <input type="checkbox"/> ➡ Name des Staates:   |   |  |   |        |         |
| Angabe der ZMR-Zahl (soweit bekannt):<br><div style="display: flex; justify-content: space-around;"> <div><input type="text"/></div> <div><input type="text"/></div> <div><input type="text"/></div> <div><input type="text"/></div> <div><input type="text"/></div> <div><input type="text"/></div> <div><input type="text"/></div> <div><input type="text"/></div> </div> |   |  |   |        |         |
| REISEDOKUMENT bei Fremden:<br>Art, z.B. Reisepass, Personalausweis: Nummer: _____ Ausstellungsdatum: _____<br>ausstellende Behörde, Staat: _____  |   |  |   |        |         |
| <b>ANMELDUNG</b> der<br>Unterkunft in .....   | Straße (Platz) bzw. Ort ohne Straßennamen   |  | Haus Nr.  | Stiege | Tür Nr. |
|   | Postleitzahl      Ortsgemeinde, Bundesland  |  |   |        |         |
| Ist diese <b>Unterkunft Hauptwohnsitz</b> :      ja <input type="checkbox"/> nein <input type="checkbox"/>  |   |  |   |        |         |
| wenn <b>nein</b> ,<br>Hauptwohnsitz<br>bleibt in .....  | Straße (Platz) bzw. Ort ohne Straßennamen   |  | Haus Nr.  | Stiege | Tür Nr. |
|   | Postleitzahl      Ortsgemeinde, Bundesland  |  |   |        |         |
| Zuzug aus dem Ausland ?<br>nein <input type="checkbox"/> ja <input type="checkbox"/> ➡ Angabe des Staates:  |   |  |   |        |         |
| <b>ABMELDUNG</b> der<br>Unterkunft in .....   | Straße (Platz) bzw. Ort ohne Straßennamen   |  | Haus Nr.  | Stiege | Tür Nr. |
|   | Postleitzahl      Ortsgemeinde, Bundesland  |  |   |        |         |
| Sie verziehen ins Ausland ?<br>nein <input type="checkbox"/> ja <input type="checkbox"/> ➡ Angabe des Staates   |   |  |   |        |         |
| <b>Im Falle einer Anmeldung:</b><br>Unterkunftgeber (Name in Blockschrift, Datum und Unterschrift)  |   |  | Datum und Unterschrift des Meldepflichtigen<br>(Bestätigung der Richtigkeit der Meldedaten) |        |         |



### Information für den Meldepflichtigen

1. Eine **Anmeldung** ist innerhalb von drei Tagen ab Beziehen der Unterkunft, **eine Abmeldung innerhalb von drei Tagen vor oder nach Aufgabe** der Unterkunft vorzunehmen.
2. Bei der Anmeldung benötigen Sie folgende Dokumente:
  - Öffentliche Urkunden, aus denen Familien- oder Nach- und Vornamen, Familiennamen vor der ersten Eheschließung, Geburtsdatum, Geburtsort und Staatsangehörigkeit des Unterkunftnehmers hervorgehen, z. B. Reisepass und Geburtskunde;
  - Unterkunftnehmer, die nicht die österreichische Staatsbürgerschaft besitzen (**Fremde**): Reisedokument (z. B. Reisepass);
  - wenn an der bisherigen Unterkunft aus dem Hauptwohnsitz ein „weiterer Wohnsitz“ wird, ist vor oder gleichzeitig mit Anmeldung des neuen Hauptwohnsitzes eine Ummeldung des bisherigen Hauptwohnsitzes erforderlich.
3. Für den Inhalt des Meldezettels ist, unabhängig davon, wer den Meldezettel ausfüllt, immer der Meldepflichtige verantwortlich. Kontrollieren Sie daher bitte den Meldezettel auf Vollständigkeit und Richtigkeit der Eintragungen, auch dann, wenn er von der Behörde ausgefertigt wird.
4. Ihr Hauptwohnsitz ist an jener Unterkunft begründet, an der Sie sich in der Absicht niedergelassen haben, diese zum Mittelpunkt Ihrer Lebensbeziehungen zu machen; trifft diese sachliche Voraussetzung auf mehrere Wohnsitze zu, so haben Sie jenen als Hauptwohnsitz zu bezeichnen, zu dem Sie das überwiegende Näheverhältnis haben. Für den „Mittelpunkt der Lebensbeziehung“ sind vor allem folgende Bestimmungskriterien maßgeblich: Aufenthaltsdauer, Lage des Arbeitsplatzes oder der Ausbildungsstätte, Ausgangspunkt des Weges zum Arbeitsplatz oder zur Ausbildungsstätte, Wohnsitz der übrigen, insbesondere der minderjährigen Familienangehörigen und der Ort, an dem sie ihrer Erwerbstätigkeit nachgehen, ausgebildet werden oder die Schule oder den Kindergarten besuchen, Funktionen in öffentlichen und privaten Körperschaften. Der Hauptwohnsitz ist für die Eintragung in die „Wählerevidenz“ sowie für verschiedene andere Rechtsbereiche (z. B. Kfz-Zulassung, waffenrechtliche Urkunden, Sozialhilfe) maßgeblich.
5. Bedenken Sie bitte, dass eine Änderung des Hauptwohnsitzes oder eines weiteren Wohnsitzes auch noch weitere Mitteilungspflichten (z. B. Kfz-Zulassung, waffenrechtliche Urkunden) begründen kann.



**COMUNE DI FIRENZE**  
Direzione Servizi Demografici

Il/La sottoscritto/a \_\_\_\_\_

nato/a a \_\_\_\_\_ il \_\_\_\_\_

figlio di \_\_\_\_\_ e di \_\_\_\_\_  
cognome e nome del padre cognome e nome della madre

☐ celibe/nubile ☐ coniugato/a ☐ vedovo/a ☐ divorziato/a

cognome e nome del coniuge \_\_\_\_\_

comune (di matrimonio o vedovanza) \_\_\_\_\_

data (di matrimonio o vedovanza) \_\_\_\_\_

**ALTRI DATI DEL DICHIARANTE**

professione \_\_\_\_\_ titolo di studio \_\_\_\_\_

cittadinanza \_\_\_\_\_ codice fiscale \_\_\_\_\_

**DICHIARA**

(consapevole delle responsabilità previste per le dichiarazioni mendaci rese a pubblico ufficiale – art. 496 C.P.)

**DI ESSERSI TRASFERITO a Firenze**

via \_\_\_\_\_ n° \_\_\_\_\_ piano \_\_\_\_\_  
(Attenzione: il dichiarante e gli altri componenti della famiglia che si trasferiscono devono già abitare nella nuova residenza)

Nominativo sul campanello \_\_\_\_\_ presso \_\_\_\_\_

tel. \_\_\_\_\_ e-mail \_\_\_\_\_

**PROVENIENTE DA:**

☐ COMUNE DI \_\_\_\_\_ Via \_\_\_\_\_ n° \_\_\_\_\_

☐ STATO ESTERO \_\_\_\_\_

Ai sensi della legge 675/96 si informa che i dati richiesti, inerenti la paternità, maternità e professione sono necessari per la costituzione dell'archivio anagrafico ed elettorale ma non saranno oggetto di certificazione a terzi. (L. 1064/55 e DPR 223/89)

**RICHIEDE**

☐ L'ISCRIZIONE NELL'ANAGRAFE DEL COMUNE DI FIRENZE E PER SE STESSO E PER I COMPONENTI DELLA FAMIGLIA, I CUI DATI DI SEGUITO DICHIARA:

*Dati inerenti gli altri componenti la famiglia.*

**II COMPONENTE**

PROVENIENTE DA ☐ COMUNE DI \_\_\_\_\_ VIA \_\_\_\_\_ N° \_\_\_\_\_  
☐ STATO ESTERO \_\_\_\_\_

Il/La sottoscritto/a \_\_\_\_\_

nato/a a \_\_\_\_\_ il \_\_\_\_\_

figlio di \_\_\_\_\_ e di \_\_\_\_\_  
cognome e nome del padre cognome e nome della madre

☐ celibe/nubile ☐ coniugato/a ☐ vedovo/a ☐ divorziato/a

cognome e nome del coniuge \_\_\_\_\_

comune (di matrimonio o vedovanza) \_\_\_\_\_

data (di matrimonio o vedovanza) \_\_\_\_\_

professione \_\_\_\_\_ titolo di studio \_\_\_\_\_

cittadinanza \_\_\_\_\_ codice fiscale \_\_\_\_\_

ANNOTAZIONI (riservato all'ufficio)

**III COMPONENTE**

PROVENIENTE DA ☐ COMUNE DI \_\_\_\_\_ VIA \_\_\_\_\_ N° \_\_\_\_\_  
☐ STATO ESTERO \_\_\_\_\_

Il/La sottoscritto/a \_\_\_\_\_

nato/a a \_\_\_\_\_ il \_\_\_\_\_

figlio di \_\_\_\_\_ e di \_\_\_\_\_  
cognome e nome del padre cognome e nome della madre

☐ celibe/nubile ☐ coniugato/a ☐ vedovo/a ☐ divorziato/a

cognome e nome del coniuge \_\_\_\_\_

comune (di matrimonio o vedovanza) \_\_\_\_\_

data (di matrimonio o vedovanza) \_\_\_\_\_

professione \_\_\_\_\_ titolo di studio \_\_\_\_\_

cittadinanza \_\_\_\_\_ codice fiscale \_\_\_\_\_

ANNOTAZIONI (riservato all'ufficio)

**1. Nella nuova dimora :**

☐ non abitano altre persone

☐ abita (ed è iscritta in codesta Anagrafe) già la famiglia \_\_\_\_\_

☐ con cui il dichiarante e gli altri componenti che si iscrivono, costituiranno una unica famiglia anagrafica intestata a \_\_\_\_\_

☐ con cui il dichiarante e gli altri componenti che si iscrivono NON costituiranno una unica famiglia anagrafica, non intercorrendo fra loro rapporti di parentela, affinità, ecc.

**2. Si impegna ad informare di quanto dichiarato gli altri componenti della propria famiglia**

**3. Ai fini delle norme e relative alle variazioni di indirizzo sulle patenti di guida e sui libretti di circolazione dei veicoli (autoveicoli, rimorchi, motoveicoli e ciclomotori) dichiara inoltre:**

☐ che il modulo (o i moduli) allegato corrisponde alla esatta situazione inerente le patenti di guida ed i libretti di circolazione esistenti nella famiglia anagrafica del sottoscritto,

☐ che nessuno dei componenti la famiglia anagrafica del sottoscritto è titolare di patente di guida e di libretti di circolazione,

Il/La Dichiarante \_\_\_\_\_

Il/La sottoscritto/a \_\_\_\_\_ nato/a il \_\_\_\_\_  
Conferma ed accetta quanto contenuto nei punti n.1 e 2

Il/La Sottoscrivente \_\_\_\_\_

Firenze \_\_\_\_\_

**Parte riservata all'ufficio**

Il presente modulo è composto di allegati n° \_\_\_\_\_

La sottoscrizione delle dichiarazioni precedenti è stata apposta in mia presenza

Documento del dichiarante \_\_\_\_\_

Documento del sottoscrivente \_\_\_\_\_

FIRENZE, \_\_\_\_\_

FIRMA \_\_\_\_\_

*Dati inerenti gli altri componenti la famiglia.*

**IV COMPONENTE**

PROVENIENTE DA ☐ COMUNE DI \_\_\_\_\_ VIA \_\_\_\_\_ N° \_\_\_\_\_  
☐ STATO ESTERO \_\_\_\_\_

Il/La sottoscritto/a \_\_\_\_\_

nato/a a \_\_\_\_\_ il \_\_\_\_\_

figlio di \_\_\_\_\_ e di \_\_\_\_\_  
cognome e nome del padre cognome e nome della madre

☐ celibe/nubile ☐ coniugato/a ☐ vedovo/a ☐ divorziato/a

cognome e nome del coniuge \_\_\_\_\_

comune (di matrimonio o vedovanza) \_\_\_\_\_

data (di matrimonio o vedovanza) \_\_\_\_\_

professione \_\_\_\_\_ titolo di studio \_\_\_\_\_

cittadinanza \_\_\_\_\_ codice fiscale \_\_\_\_\_

ANNOTAZIONI (riservato all'ufficio)

**V COMPONENTE**

PROVENIENTE DA ☐ COMUNE DI \_\_\_\_\_ VIA \_\_\_\_\_ N° \_\_\_\_\_  
☐ STATO ESTERO \_\_\_\_\_

Il/La sottoscritto/a \_\_\_\_\_

nato/a a \_\_\_\_\_ il \_\_\_\_\_

figlio di \_\_\_\_\_ e di \_\_\_\_\_  
cognome e nome del padre cognome e nome della madre

☐ celibe/nubile ☐ coniugato/a ☐ vedovo/a ☐ divorziato/a

cognome e nome del coniuge \_\_\_\_\_

comune (di matrimonio o vedovanza) \_\_\_\_\_

data (di matrimonio o vedovanza) \_\_\_\_\_

professione \_\_\_\_\_ titolo di studio \_\_\_\_\_

cittadinanza \_\_\_\_\_ codice fiscale \_\_\_\_\_

ANNOTAZIONI (riservato all'ufficio)



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

# ARTERY PROJECT 2010-2012

**For free!**

*Expand your horizons  
in the rolling green surrounds  
of Italy's Umbrian landscape!*

**ARTERY WORKSHOP**  
Art - Education - Therapy.  
Social Skills for Vulnerable Groups  
Grundtvig In-service training course  
Reference number: IT-2012-796-001  
**3 - 8 September 2012 - Perugia**

The **ARTERY Platform**  
(<http://www.arteryproject.eu/platform/>)

provides a unique opportunity for artists, educators and therapists to share and discuss their work in rich multimedia. Now, you have the opportunity to take part in a blended learning course based on exploiting and contributing to this platform.

You will gain access to a database of activities and methodologies developed by a highly experienced team from all around Europe, implement your developed adaptations, and share your results on the ARTERY platform!

For more info about the course and grant possibilities, please go to the ARTERY website <http://www.arteryproject.eu>

You may also contact: Koffi M. DOSSOU  
[keyandkey@keyandkey.it](mailto:keyandkey@keyandkey.it)





**Come and join  
our BRIDGE-IT course!**



**Vienna, Austria - 9-15 July 2012**

**Perugia, Italy - 14-20 April 2013**

[www.bridge-it.communicationproject.eu](http://www.bridge-it.communicationproject.eu)

## **BRIDGE-IT - Communication between Adults-in-Mobility ('migrants') and Civil Servants: an Intercultural and Interdisciplinary Perspective**

Grundtvig In-service training course - Reference number: IT-2012-788-002

**Come and experience the innovative new course developed for trainers, educators and teachers working with adults-in-mobility or migrants and adults-in-contact-with-mobility. If you are a trainer of initial language courses, a trainer in integration courses, a trainer of public service staff or an adult teacher working with migrants a.s.o., you can come to share your experience with colleagues from around Europe and become a member of the integration team of BRIDGE-IT. The course addresses also those specialising in training for migrants and current or prospective employees from private or public organisations in contact with adults-in-mobility.**

### **WHY BRIDGE-IT:**

Adults who for diverse reasons move to another country have to deal with institutions and bureaucracy, which unavoidably becomes an important scenario of the daily communication exchange. Within this setting AMs 'adults-in-mobility' (e.g. migrants) and ACMs 'adults-in-contact-with-mobility' (e.g. public officers) are the fundamental players. On one hand, lack of understanding and empathy between the two of them often lead to serious misunderstanding that could jeopardise the present and future of adults-in-mobility. On the other hand, stressful work situations are created for adults-in-contact-with-mobility.

Our courses address civil servants and professional trainers who are specialised in education for migrants. Specifically the In-service courses aim to develop awareness and competencies in terms of knowledge, skills and attitude in the field of interpersonal communication in bureaucratic-institutional settings.

### **GRUNDTVIG GRANT:**

As the course is listed in the Comenius/Grundtvig Catalogue - series IT-2012-788-002- you can apply for a Grundtvig training grant from the Lifelong Learning Agency in your country. The deadlines for grant applications can be obtained from the website of your National Agency. Usually the grant covers your travel costs, full board and lodging, and the course fees.

This project has been funded with support from the European Commission. This publication reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

**For more information contact the BRIDGE-IT course manager for Austria:**  
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*“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**

