

June 2012

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Come and join our BRIDGE-IT course!

Vienna, Austria - 9-15 July 2012

Perugia, Italy - 14-20 April 2013

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



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!**

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

Newsletter designed by Koffi Dossou
www.keyandkey.it

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.

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.).

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

Newsletter Seven

BRIDGE-IT PARTNERS



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.

International Training Event 2012

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

The Conference

9.00-9.30	Registration & Welcoming
9.30-10.00	Coffee break
10.00-12.30	Morning Greetings by host (TR+EN) (20 min) Transnational Coordinator and Keynote speakers
13.00-14.00	Lunch
14.30-17.00	Afternoon 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 16th 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 registration form at <http://bridge-it.communicationproject.eu/res/default/Turkey-registration-form.pdf>

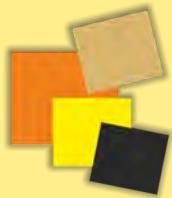
For more information, contact us at: E-mail: iccbestpractice@bridge-it.communicationproject.eu

Mobile: For Italy: Prof. Dr. Gabriella KLEIN +393476785312

For Turkey: Mr. M. Emin AKSOY +905327979915 **Web:** <http://bridge-it.communicationproject.eu>

Yozgat





Europe in crisis – migrations, racisms and belongings in the new economic order

ESREA – NETWORK on MIGRATION, ETHNICITY, RACISM AND XENOPHOBIA

by Ingrid Wagenhofer, (Business Club AUSTRIA- Austria)

Eurostat's

Until recently, Eurostat's documents were only disseminated in the English language. Eurostat has now decided to use other languages, resources permitting. To put this into practice, 20 important and representative articles of 'Statistics Explained' (the 'Wikipedia' of European statistics) will be made available in all EU languages. The set includes an article analysing recent data on migration flows and migration populations in the EU Member States (http://epp.eurostat.ec.europa.eu/statistics_explained/index.php/Migration_and_migrant_population_statistics) which also contains a link to the Bridge-it project. It is already available in these 18 languages (click in left column to switch languages, like in Wikipedia): Bulgarian, Czech, Danish, Dutch, Estonian, Finnish, Greek, Hungarian, Italian, Latvian, Lithuanian, Polish, Portuguese, Romanian, Slovak, Slovenian, Spanish and Swedish; the missing ones will soon follow.

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**Final Conference & Exhibition of
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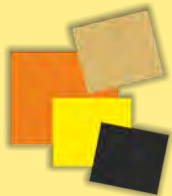
BRIDGE-IT representatives participated and presented the project in the ESREA conference 2012 held in Graz, Austria between 19 and 20 April.

The topic was "the economic crisis, which has destabilised the European project and made visible tensions between Europe as imagined by its political and economic elites and the ordinary peoples of Europe. Before the crisis the dominant political narrative was of an increasingly open European space within which goods, people and knowledge would circulate. In an early formulation of this Europe was imagined as a bulwark against American cultural, political and economic dominance. This was partly captured in the language of the 'learning society' and discourses of 'lifelong learning'. However, more recently, elite interests have transformed these more egalitarian sounding terms into Europe as a 'knowledge-based economy'. The mobility of goods, people and knowledge become commodities re-designed in the interests of capital accumulation. But this might suggest a shift from a more inclusive to a more exclusive regime. Whether it is the 'learning society' or the 'knowledge-based economy' the key points of tension have remained the same. It is the mobility of people, whether historic or current, that appears to challenge Europe's self-understanding of itself, to challenge the very idea of being European. The positive and self-confident tones of the language of European expansion and integration disguise its historic formation in opposition to an 'other'. The primary focus of this 'other' changes over time and from place to place. The formation of the European Economic Community was a deliberate attempt to avoid the repetition of events that led to the Shoah and to expunge from Europe's self-identity the need to define itself as against its internal Jewish 'other' as part of its Christian identity. Modern Europe has defined itself as 'Fortress Europe' and as bulwark, not against American imperialism, but against the poor, dispossessed and oppressed of Africa and Asia. The 'migrant' became, and continues to be, the nodal point around which exclusionary policies and right wing politics is organised. This has also been a feature of tensions between 'old' and 'new' or 'West' and 'East' Europe. These tensions have been racialised, particularly in relation to the Roma peoples. Since 9/11 Europe's 'other' has been depicted by Islam. This creates a dual process of antagonism both towards Europe's internal Muslim communities, and against Islam on its borders. In recent times we have seen this explode into public policy debate in France and Switzerland. We have seen the rise of populist right wing parties mobilised against Islam and the increasingly racialised and anti-Islamic language of politics in general. It seems inevitable that the current economic crisis will exacerbate these issues, especially as the majority of 'established Europe' prepares to open their borders to the Accession states.

This conference focused on the economisation of migration, difference, diversity and belonging. The conference aimed to critically examine the particular chain of meaning that characterises the elite imagination: the knowledge-based economy reconceptualises migration and belonging in economic terms, privileging issues of labour migration and economic belonging. This has been translated into an emerging convergence across Europe around policies of managed migration structured by high and low skill routes into labour markets. This high/low skill binary is radicalised, gendered and classed with women and poor people of colour directed into the low pay, insecure and most exploitative sectors of European economies. This is related to the re-emergence of assimilationist policies across Europe. Allied to this is an ongoing experience of forced migration either in terms of sex slavery or undocumented labour.

Sub-themes

- This conference was aimed at all those affected by the above processes and discourses, interested in, researching, politically or professionally engaged in relation to these issues. **The conference was supposed to create a space for critical dialogue with the aim of raising issues for the field of adult education but not necessarily by those in the field of adult education.** A key concern was what role should adult education play in relation to these issues. Can adult education play a role in the building of solidarity from below and contributing to the building of a Europe comfortable with difference and is active against discrimination, or is adult education, particularly in its formal modes, relegated to reproducing the social order? Therefore the conference has been organised around 5 sub-themes that enable such a dialogue:
- **Labour market integration:** What are the mechanisms of integration and do they produce inclusion and acceptance? Who is integrated into the labour market and where?
- **Managing migration:** How are different groups distinguished and managed in migration policy, and what is the impact? How is access to education managed and what are the barriers to participation?
- **The dignity of migration:** How do concepts such as dignity and respect relate to the process of migration? What kinds of dignity are available to migrants and how is it constructed?
- **The feminisation of migration:** How does gender influence and impact on the experience of migration?
- **The role of adult education in relation to migration:** How does adult education encourage critical reflection on society, particularly in relation to issues of racism, migration and xenophobia? Does adult education engage in solidarity building or is it merely reproducing social inequalities?"



44th EUCEN Conference
University of Malta, 7 - 9 November, 2012

'Border-Crossing as a Viable Choice: Collaboration, Dialogue and Access to Higher Education'

by Carmel Borg (University of Malta)

Call for Proposals

The 44th **EUCEN** Conference builds on the established link between thriving democracies, healthy economies and equitable access to quality, lifelong-learning provisions in Higher Education. The conference will examine how the current, global financial situation, educational legislation, international aid and education reforms are impacting on equitable access to Higher Education. The conference will also foreground initiatives and projects undertaken by universities, in collaboration with other institutions of learning and the community, to bridge the participation gap in lifelong-learning and in life-wide initiatives.

As the world comes increasingly to grips with growing material inequalities, and as advocates of social, economic and cultural inclusion continue to argue that uneven access to quality lifelong learning provision in Higher Education tends to reproduce uneven development, the conference will examine possibilities for horizontal collaboration in higher education, based on a South-North, East-West dialogue that allows for permeability, border-crossing, genuine exchange and mutual transformation. Participants will also examine how migration patterns are challenging thinking and lifelong-

learning provision in Higher Education. As European universities continue to transform themselves into Lifelong Learning Universities, the conference will provide a showcase for current projects and a forum for prospective initiatives in this regard.

In the year dedicated to active ageing, the conference will provide possibilities for reflection on issues of access and collaboration in the field of third-age provision and inter-generational dialogue in the context of Higher Education.

Conference Themes

Participants are invited to deliver panel presentations or posters inspired by one or more of the following themes:

Border-crossing

Presentations that address this theme are expected to highlight interdisciplinarity, collaboration across institutions of higher learning and projects within the community.

Access

Under this heading, participants are expected to reflect on and share concrete projects that promote democratic and equitable access to

quality lifelong-learning provision and on roadblocks to access. Presenters are encouraged to highlight the link between compulsory education and further, continuing and higher education.

Collaboration

This key area sets out to explore the meaning of collaboration in a context marked by vertical inequality. Participants are encouraged to share examples of genuine collaboration between institutions located in different geographies and differentiated by material wealth, human resources, prestige and research potential.

Migration

Participants are expected to react to some of the pressing questions regarding migration and higher education: how are institutions of higher learning reacting to the inevitable movement of people who are making Europe their home? What are the challenges to genuine inclusion in this context? How is migration challenging traditional notions of access, pedagogy, evaluation and validation?

For more information contact:

www.um.edu.mt/events/eucen2012

Meet the Need. Vocational Teaching Material Supporting the Integration of Migrants into the Labour Market



Funded by the European Commission within the Lifelong Learning Programme, Grundtvig, the project titled: **'Meet the Need – Vocational Teaching Material Supporting the Integration of Migrants into the Labour Market'** began in January 2011 and is due to run until December 2012. The project is coordinated by the Research Institute of the Red Cross, Austria, which leads a partnership of eight institutions from six countries.

Language knowledge is one key competence for migrants' vocational integration in the host country. Integration into the workforce is one main reason for migrants to have knowledge of specific vocational language. Therefore the aim of "Meet the Need" is to develop vocational teaching material in order to

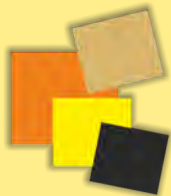
- Enhance migrants' possibilities of accessing the labour market
- Support migrants' integration options
- Sensitize employers on specific vocational related challenges for migrants

The vocational teaching material will be developed for second language teachers and is meant to be a resource for general second language trainings. Five occupational fields were chosen: Retail trade, food service, care, and construction. Additionally, material for gaining office skills will be developed. All material will be created in close cooperation with vocational experts as well as language teachers and will finally be compiled to one compendium. The compendium will contain practice-oriented and adaptable exercises, which include also audio material, videos and authentic pictures.

More information on the project, the results of the first project year as well as several links and downloads, literature recommendations and interesting news and events related to the topic of the project can be found on project's website www.meet-the-need-project.eu.

This project has been funded with support from the European Commission. In Austria it is additionally funded by the Austrian Federal Ministry for Education, Arts and Culture.





BEST PRACTICE IN VISUAL & VERBAL COMMUNICATION

by Koffi M. Dossou (Key & Key Communications, Italy) and Gabriella B. Klein (University of Perugia, Italy)

The following is another example of how a form from Italy - "Declaration of presence" which a foreign EU or Schengen citizen has to submit to a police office within 8 days from arrival in Italy for stays exceeding 1 month - has been re-designed into a more readable document by applying the principles of best practice in visual communication. It is written in five EU languages: Italian, French, English, Spanish, and German. Furthermore, the wording has also been changed to make the text more coherent and accessible.

The original Italian form:

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MODULO "DICH."

DICHIARAZIONE DI PRESENZA/DECLARATION DE PRESENCE/
DECLARATION OF PRESENCE/DECLARATION DE ENTRADA/
AUFENTHALTSERKLÄRUNG

Cognome/Nom/Surname/Apellido/Nachname _____

Nome/Prénom/Name/Nombre/Vorname _____

Data di nascita/Lieu de naissance/Place of birth/Fecha de nacimiento/ Geburtsdatum
_____/_____/_____

Sesso/Sexe/Gender/Sexo/ Geschlecht **M/H** - **F/W**

Luogo di nascita/Lieu de naissance/Place of birth/Lugar de nacimiento/ Geburtsort

Cittadinanza/Nationalité/Nationality/Nacionalidad/ Staatsangehörigkeit _____

Tipo di documento/Pièce d'identité/Type of document/Tipo de documento/ Art des Dokuments
N _____

Rilasciato da/Délivrée par/Issued by/Expedido por/Ausgestellt von _____

Valido dal/Valable de/Valid from/Con validez desde el/Gültig von ____/____/____
Al/Au/To/Hasta el/Bis ____/____/_____

Stato di provenienza/Pays de provenance/Country of origin/Pais de procedencia/Herkunftsland

Tipo di Visto (per il familiare straniero)/Model de Visa (pour les parents étrangers)/Art Visum (für den
ausländischen familienangehörigen)/Kind of Visa (for a foreign familiar)/Visado de entrada por familiar
extranjeros _____

Recapito in Italia/Adresse el Italie/Address in Italy/Domicilio en Italia/Anschrift in Italien:
Via-Piazza-Corso/Rue-Place-Avenue/Calle-Plaza-Avenida/Street-Square-Avenue/Straße
N _____

Comune/Ville/City/Localidad/Gemeinde _____

Provincia/Province/Provinz _____

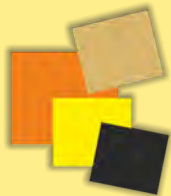
Data di ingresso/Date d'entrée/Entry date/Fecha de entrada/Einreisedatum _____

Durata del soggiorno/Durée du séjour/Duration of stay/Duración de la estancia/Dauer des
Aufenthalts:gg/jours/days/dias/tage _____

Data/Date/Fecha/Datum ____/____/_____

Firma/Signature/Unterschrift _____

Timbro Ufficio/Cachet du service/Official Stamp/Stempel dienststelle



BEST PRACTICE IN VISUAL & VERBAL COMMUNICATION

by Koffi M. Dossou (Key & Key Communications, Italy) and Gabriella B. Klein (University of Perugia, Italy)

Re-design of the visual and the verbal aspects of this form:

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Repubblica Italiana
Ministero dell'Interno

- ☐ Italiano
- ☐ Français
- ☐ English
- ☐ Español
- ☐ Deutsch

DICHIARAZIONE DI PRESENZA

DÉCLARATION DE PRESENCE - DECLARATION OF PRESENCE
DECLARACIÓN DE ENTRADA - AUFENTHALTSERKLÄRUNG

Cognome

Nom - Surname - Apellido - Nachname

Nome

Prénom - Name - Nombre - Vorname

Data di nascita

Date de naissance - Date of birth - Fecha de nacimiento - Geburtsdatum

Luogo di nascita

Lieu de naissance - Place of birth - Lugar de nacimiento - Geburtsort

Sesso

Sexe - Gender - Sexo - Geschlecht

☐ Maschile

Masculin - Male - Hombre - Männlich

☐ Femile

Feminin - Female - Mujer - Weiblich

Cittadinanza

Nationalité - Nationality - Nacionalidad - Staatsangehörigkeit

Stato di provenienza

Pays de provenance - Country of origin - País de procedencia - Herkunftsland

Tipo di documento

Type de document - Type of document - Tipo de documento - Art des Dokuments

Rilasciato da

Délivré par - Issued by - Expedido por - Ausgestellt von

Valido dal/...../..... al/...../.....

Valable de - Valid from - Con validez desde - Gültig von

Tipo di visto

Type de visa - Type of visa - Visado de entrada - Art des Visums

Indirizzo in Italia

Adresse en Italie - Address in Italy - Domicilio en Italia - Anschrift in Italien

Comune

Commune - Town - Localidad - Gemeinde

Provincia

Province - Province - Provincia - Provinz

Data di ingresso

Date d'entrée - Entry date - Fecha de entrada - Einreisedatum

Durata del soggiorno

Giorni - Jours - Days - Dias - Tage

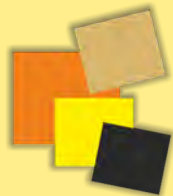
Durée du séjour - Duration of stay - Duración de la estancia - Dauer des Aufenthalts

Data & Firma

Date & Signature - Date & Signature - Fecha & Firma - Datum & Unterschrift

Timbro

Cachet du service - Official Stamp - Sello de la Oficina - Stempel Dienststelle



Nationality – Citizenship – Ethnic group

Presentation of a learning activity

by Nevin Pecorelli (University of Perugia, Italy)

In bureaucratic-institutional contexts, the written communication consists mainly in forms to be filled: the forms that have been chosen for the BRIDGE-IT project are from so-called 'first impact' situations. These refer to the multiple situations that an AM (Adult-in-Mobility) and an ACM (Adult-in-Contact-with-Mobility) have to deal with from before or on arrival in the host country to the issuing of the first permit of stay. The very first part of the project, in fact, consisted in the collection of original forms, like the Schengen Visa, the Declaration of presence, the International protection request, etc., used by a (prospective) migrant to satisfy his/her first bureaucratic-institutional needs. Based on these forms, the partnership developed on-line Learning Events with the scope of helping both AMs and ACMs get more familiar with the cultural implications hidden behind the pure linguistic meaning of the words. Other communicative means, such as visual elements, were also considered.

Through the application forms we collected, we noticed that the request for certain data was repeated constantly. We defined this data as Primary Data and Secondary Data.

In Europe, Primary Data is the personal information that never changes (some of it can actually change, but the process is very complicated), e.g. 'first name', 'last name', 'date of birth', 'place of birth', 'paternity', 'maternity', 'sex', 'citizenship (at birth)', 'nationality', 'ethnic group', 'personal identification code'.

On the other hand, Secondary Data is the information that can change during the life span of a person: 'marital status', 'residence', 'domicile' and 'contact details' (such as telephone number, email address, etc.). Both Primary and Secondary data, while rather obvious in the European society, may lead to misunderstandings by people coming from outside Europe and may lead to serious problems.

For this reason we proposed a number of learning activities that make Adults-in-Contact-with-Mobility more familiar with certain concepts that require the acquisition of different perspectives and that we have experienced as being internalised only mono-culturally.

The following example is related to concepts included in the Primary Data section of a 'Citizenship and Nationality' form and shows how confusing the difference between the two notions can be.

This is the form that was actually filled by an AM (personal data has been changed for privacy reasons) from Senegal and from which we started building our learning activity:

Point 2 of the form asks for the citizenship ('cittadinanza') of the applicant at birth and at the moment of the application. The person answers Benin at birth and Italy at the moment because he is "living now in Italy", while it should be Senegal in both cases. The misunderstanding might come from a linguistic problem but also from a conceptual perspective. In Italy, one may ask to indicate one's cittadinanza, which means citizenship. This may cause problems, as the person does not know whether to fill in the country in which he or she was born or the country he or she has lived in. In particular, the AM might not know what the term 'citizenship' means and its bureaucratic-institutional implications, but most probably he does not know either the difference between 'citizenship' and 'nationality'.

Given the fact that the difference between the two concepts is not so clear even among civil servants as ACMs, we built our learning activity starting from the possible intercultural implications of the meaning of 'Citizenship and Nationality':

The hyperlinks take the learner to the explanation of the terms:

Nationality

The term nationality is used when referring to a person's ethnicity or national identity. Nationality may be used to refer to a person's membership in a nation: in that sense it is similar to citizenship, as the person has rights and duties.

In most forms, you will be asked for your nationality, meaning the country in which you have rights and duties, even if the term itself means merely that a person is part of a community with a national identity.

Citizenship

Citizenship refers to the country/ies in which you have rights and duties, such as the right to vote. Especially in forms, this term is often used interchangeably with the term nationality. In forms, nationality may refer to the possession of citizenship.

Knowing the different meanings of the two terms may be problematic for both AMs and ACMs, as the idea of state in Europe is stronger than the idea of nation, but for some AMs the concepts that are behind the two words are even more problematic as, e.g. the person who is filling the form does not know that in most of the cases the information required in a form is directly connected to the idea of the state that recognises the person as its own citizen.

The following two slides represent the practical application of the concept previously analysed. In the first slide one can find the story of Mr. Badarou, the man from Senegal:

The next slide contains the learning activity connected to the story: it asks the learner to fill a form, keeping in mind the man's story and then to take a look at the form that the man has filled (which is the one previously presented):

The software we used for the exercises gave us the

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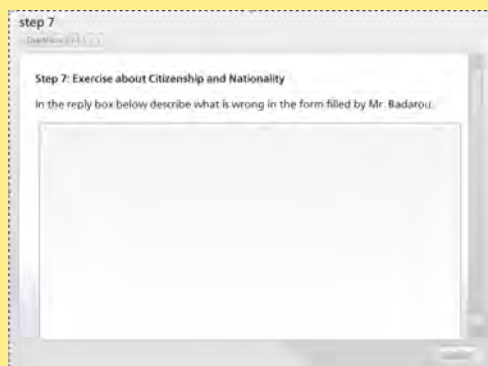
This project has been funded with support from the European Commission. This publication reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



possibility of using a wide range of exercises like:

- essays
- true/false questions
- word banks (drag and drop the single correct choice into the empty box)
- matching drag and drop (drag and drop items in the second column to match items in the first column)
- likert scale (choose the response that best represents his or her opinion relative to a series of statements)
- pick many (choose many items from a maximum of 10 choices)
- pick one (choose a single item from a maximum of 10 choices)
- which word (drag and drop the word that best represents his or her opinion)
- short answers (enter a short, free form of response. User responses can be up to 256 characters long)
- how many (enter a numeric response).

The exercise related to the learning activity has been devised according to the essay format of the software used. The goal of such exercise is to make the ACM assuming the AM's perspective in relation to the terms 'citizenship' and 'nationality':



Another example of concepts belonging to the primary data section is 'Ethnic group'.

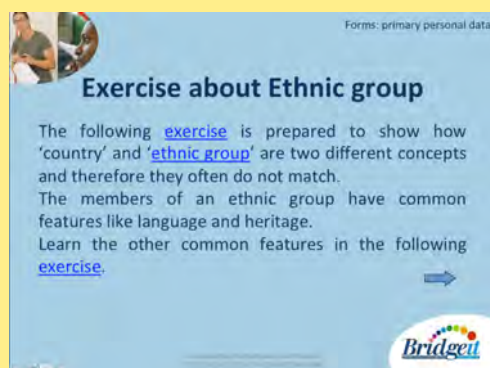
The first slide dedicated to the explanation of this data contains examples of ethnic groups, whereas the hyperlinks in the slide lead the learner to the definition, in an intercultural perspective, of 'ethnic group', 'nationality' and 'citizenship':



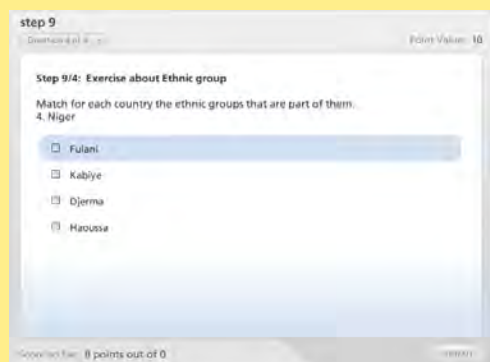
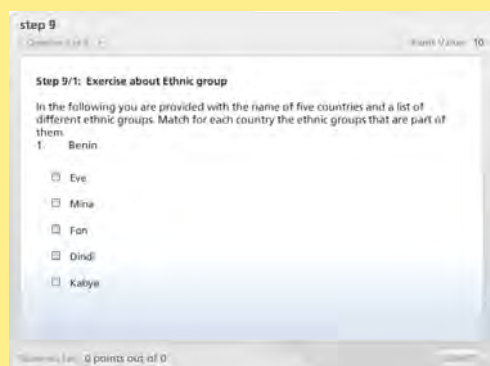
Ethnic group

Ethnic group or ethnicity is the social-cultural identity shared by a group of people. Factors that may determine ethnicity include nationality, kinship, religion, language, culture and history. Ethnicity is often made up of a common legacy. The term ethnic group/ethnicity and nationality can be used interchangeably, but there is in fact a difference between both. Ethnicity is fairly concrete as it is about the basic identity of groups, whereas nationality is more abstract and deals with people's feelings. The concept of ethnicity is generally not used to distinguish between European societies. It may be used when a person's citizenship is unknown or the nationality is irrelevant, e.g. in case of migrants without visa.

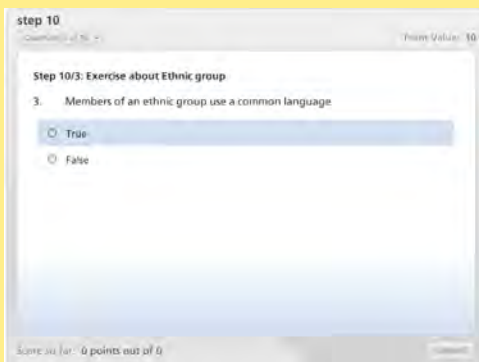
The exercises included in the following activity are devised according to the true/false answer. The goal of such exercises is to make the learners become aware of the concept that is behind the words 'ethnic group'.



Here are two of the four exercises dedicated to the difference between 'country' and 'ethnic group' because they are often confused:



The following are examples of exercises regarding members' common features of an ethnic group:



In the next Newsletter we will give some examples of service interactions.

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

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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



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



Vienna, Austria - 9-15 July 2012

Perugia, Italy - 14-20 April 2013

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.

“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)



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