

newsletter

December 2012

The Newsletter 8 focuses specifically on the exploitation of the project objectives and results carried out between April and late September 2012:

1. The Final Conference and Best Practice Exhibition (Yozgat/Turkey, September 2012)
2. The BRIDGE-IT Learning Events for Translation (Maastricht, April-May 2012)
3. Grundtvig In-Service training course (Vienna/Austria, July 2012)

The Best Practice Exhibition presented material that has been 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.

These materials are gathered in the Best Practice Catalogue accessible directly from the website.

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.



The Bridge-it Conference and the Exhibition of Best Practices Grand ESER Hotel, Yozgat (Turkey), 19-20 September 2012 Carmel Borg (University of Malta)

The **Bridge-it** conference and the exhibition of best practices in the field of intercultural communication, held in Yozgat between 19-20 October, constituted the last in a series of events aimed at evaluating and disseminating the deliverables of

the project.

Coordinated by Emin Aksoy on behalf of the **Bridge-it** team, the one-day conference was held on 19 September. Around eighty people, ranging from police officers and education officials to social activists and migrants, attended the conference. The proceedings of the conference were conducted in English. A generous team of teachers provided the Turkish translation. At a later stage in the conference, Arabic translation was offered specifically to a group of Iraqi migrants. Emin Aksoy and Gabriella B. Klein welcomed the participants, both emphasising the importance of training for productive intercultural communication

encounters. The first keynote speech of the morning was delivered by Gabriella Klein, leader of the project. In her speech, Prof. Klein highlighted the objectives and characteristics of **Bridge-it**. Prof. Carmel Borg, MT coordinator, followed with a keynote speech that underscored the characteristics of a genuine intercultural dialogue and their implication for adult pedagogies that go beyond celebrating difference.

The morning session came to an end with a reflexive speech delivered by the Director of Yozgat National Education, Saim Kuş. His speech highlighted the fact that many cultures have lived together and peacefully in Anatolia for many centuries. In

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his own words: "Hosting this event in our country, where various cultures lived together in peace through history, gives us a special happiness." He also emphasised the point that diverse cultures can make the life richer and more colourful through peaceful and productive interaction.

The afternoon session consisted of a series of talks which were all inspired by **Bridge-it's** values and principles. Philip Bonanno (MT) spoke about the design of learning experiences that promote reflection on intercultural communications that involve adults-in-mobility. In her speech, Hilde van Schaeren (NL) provided concrete examples from her country, focusing on interactions between professionals and vulnerable migrants. Using the case of Kraków, Aleksander Schejbel (PL) highlighted the communication problems in bureaucratic-institutional settings. Rob Dubbelman (NL) discussed the work of the Dutch Council for Refugees. The evening session was concluded by a speech delivered by a representative, Mr. Halil Ceylan; of the Turkish NGO KİMSE YOK MU DERNEĞİ YOZGAT İYİLİK NOKTASI.

20 September was dedicated to workshops and to an exhibition that celebrated good practices from partner countries. Koffi M. Dossou (IT), Coordinator for Key & Key Communications, led a workshop that analysed a sample of official forms and provided alternative designs to the same forms. Gabriella B. Klein (IT) led a workshop on best practices in public service interactions. Philip Bonanno (MT) gave a demonstration of the **Bridge-it** learning-events.

Following the above-mentioned workshops, participants were invited to meet the various partners who were manning posters of best practices in their countries.

The second day came to an end with the presentation of certificates of attendance by Prof. Gabriella B. Klein, in the presence of the coordinators and collaborators of **Bridge-it** partnership.

At the end of the conference, participants were encouraged to give their feedback on the two-day experience by answering three questions. 32 participants responded as follows to the organisers' call for feedback:

- 1) Did the conference/exhibition help you reflect on the complex nature of the bureaucratic encounter?
30 answered "yes", 2 "I'm not sure", 0 "no"
- 2) Are you aware of the learning opportunities offered by the BRIDGE-IT project?
20 answered "yes", 5 "I'm not sure", 7 "no"
- 3) Do you think the conference/exhibition gives you something useful for your professional/personal development?
28 answered "yes", 3 "I'm not sure", 1 "no"

Most of the attendees who participated in the evaluation exercise provided extended feedback. Some of the comments included: "A range of relevant documents and anecdotes were either displayed or discussed during presentations."

"I have understood that it is really a complex encounter."

"The complex nature of the bureaucratic encounter was clear in terms of the conference."

"I thanks you to take into account such an important issue."

"New ideas to develop methodology."

"The conference taught us the main issues offered by the Bridgeit project. So we have the opportunity to be aware of the learning opportunities."

"Provides me with a platform to reflect more about contact situations and understand the dynamics of the contact moments."

"It (the conference) allows people to make contact with people."

"Lots of ideas for future projects and collaboration."

"I refreshed my knowledge."

"New visions!"

"Yes-personal development."



Designing learning experiences to promote reflection about encounter situations involving adults in mobility

BRIDGE-IT conference, Yozgat (Turkey),
19 September 2012

Philip Bonanno (University of Malta)

Abstract:

Designing learning experiences to promote understanding of encounter situations involving adults in mobility demands an in depth analysis of the processes and interactions characterising such situations. These encounter situations are characterised by different levels of learning. At a very basic level an Adult in Mobility (AM), in the context of a Bureaucratic Institutional interaction (BII), has to learn fundamental facts that will eventually be organised mentally to develop relevant concepts about that particular situation. For example, administrative forms can be considered as a sequence of concepts through which administrators obtain relevant data about new coming adults. One has to learn the principles on which interpersonal communication is built or the procedures to be followed when applying for a service. Since the environment of a new country, in which an AM has to interact, presents so many new situations, context-specific problem-solving skills have to be developed. Immersed in a new culture, attitude formation and attitude change are a type of learning that develops within the learner according to the positive and/or negative experiences that s/he passes through. Reflection about ideas, concepts, procedures, rules and experiences and sharing these with others promotes individual and distributed understandings through intra-individual and inter-individual constructive processes. But these BIIs occur within a particular context involving relationships, roles, tools, language and a physical environment that distinguish it from other contexts. A meeting between an AM and an ACM is thus very 'situative' in nature involving a particular context with distinctive artefacts that influence if not determine the interactions of an AM with adults providing a service or with the artefacts themselves. Learning in this context and about this context implies a 'pedagogy in context' based on embodiment, apprenticeship and enculturation into a particular social setup involving various interacting roles.



These different types and levels of learning will be organised within a process-oriented model that will be used as a reference framework for designing learning experiences involving interpersonal communication within the context of BIIs. The fundamental design elements of each learning event are interactions – type, frequency and directionality of the exchange. The proposed model categorises interactions along three dimensions and three pedagogical levels.

Each dimension has an external, physical, interactional component comprising those interactions with the physical, technological and social environment that a learner (AM / ACM) engages with. A complementary internal metacognitive component accompanies the physical interactions comprising those interactions taking place within a learner's cognitive and affective systems. The three dimensions are – the domain, the technology and the community (or social context). In this case the domain dimension comprises knowledge and skills about different categories of interpersonal communication. The technology dimension considers the knowledge and skills related to the use of digital tools for learning, for example competences in using the eLearning platform of the BRIDGE-IT project. The Community dimension includes all those interpersonal interactions made possible by the social context of the encounter between AM and ACMs.

The three pedagogical levels include the acquisition, participation and contribution levels. The basic acquisition level describes all those interactions through which novice learners develop their knowledge and skills related to interpersonal communication,

use of technology and understandings of the dynamics of the social context. The participatory level describes interactions characterising more experienced learners who through 'negotiation' and 'argumentation' problematise, clarify, elaborate and 'emotionally-tag' knowledge and skills along the three dimensions. The contributory level describes all learning activities characterising expert learners involving reflection, mediation and creation.

Using this model as backdrop, learning experiences will be designed employing relevant design approaches. For the acquisition level the 'Associative' design approach will be used focussing on specific content or task-related learning outcomes. For the participatory level a more constructivist approach will be adopted to promote cognitive activity that elaborates existing knowledge structures through revisiting, reflecting and co-constructing exploiting the multi-perspectives provided by the social context. For the contributory level the 'situative' approach will be adopted focussing on contextual characteristics, mediational role of 'community of practice' and one's role within such context and community.

The final paper will discuss how these design elements are present in the different learning events proposed by the training course hosted on the BRIDGE-IT e-learning platform. Examples will be discussed considering both the proposed pedagogical model and also the design approaches. Design proposals for future training initiatives with the project framework will be outlined. **(See Best Practice Catalogue accessible from the project website)**

ANALYSIS OF A FORM FROM POLAND

Koffi M. Dossou

(Key & Key Communications, Italy)

The criteria to establish a good communication within a bureaucratic-institutional form are based on the identification of bad and good practices of all the levels of communication involved.

Generally speaking, a bureaucratic form is full of implicit situation- & culture-bound meanings. Therefore, it is of fundamental importance to identify bad and good practices of all the levels of communication involved. As far as forms are concerned, this regards two levels of communication, the visual communication and the verbal communication, as well as the interplay between them.

In the following, I will show some example of bad and good practice within a form.

For all citizens and even more for adults-in-mobility bad communication practices increase the communication barriers between the institutions as service providers and the clients as service users. So the barriers regard both sides of the interactional pair: adults-in-mobility and adult-in-contact-with-mobility as counterpart of the relationship within a public institutional setting.

We all know how difficult and confusing sometimes it can be to fill a form, and when the form shows bad communication practices the intercultural dimension is reinforced.

The following form is from Poland and concerns the registration of residence for non-Polish citizens from EU-countries.

ORIGINAL PL FORM (FORM 1)

Although it is written in 3 languages, it presents some particular characteristics which make the form difficult to understand and therefore produces a discouraging and even frightening effect on its users:

1. the kind of fonts used are too small and generally not well readable
2. the boxes where to fill in the information required often do not help but create a sense of oppression



3. the form contains too much information
4. this information is not structured into sections
5. the 3 languages used are all displayed together, only separated by a simple slash.

Furthermore there is no logo to identify the public authority which requires the information to be given and signed.

A logo makes a form not only less anonymous, but offers credibility and creates trust, two features which are extremely important in an institutional context.

Generally speaking, a logo gives an identity to refer to.

Here is a draft of layout I have elaborated to give you an example of how to compose such a kind of form.

REDESIGNED PL FORM (FORM 2)

The features we need to take into account when we create a form are the following:

Visibility: The key information which often is hidden must be easily accessible. For example, the nature of the form, the indication of how to fill in the form must be highlighted. Therefore it is important to use colours, backgrounds, a good structure of the page, boxes which divide areas and concepts.

Readability: The form should be written in a font such as Arial or Times New Roman: those are the most readable even if written in font size 8. Fonts with strange forms are absolutely to be avoided since they are difficult to read. The use of a size

between 8 and 14 for the text, titles and subtitles. The distance between the lines should not be too small; otherwise the text is too compact and can give headache. Again, it is recommendable to use coloured backgrounds to mark a change from one language to another.

Comprehension: Important is the use of bold or italic to mark the concepts; important to use asterisks to refer to explanations which must be on the same page (at the margin of the concept or down as a footer of the page or at the end of a box where the concept occurs). These are some important rules to produce not only efficacious forms but also other kind of information material.

A part from the layout of a written text, other features concern

- lexical and syntactic complexity
- technical terminology
- linguistic ambiguity.

Complexity and ambiguity determine miscommunication which depends also – and we would say mainly - on the portion of common background knowledge we share with our interlocutor; and this regards lexical as well as visual elements.



(pieczęć organu przyjmującego wniosek) (stamp of the authority receiving the application) (cachet de l'autorité qui reçoit la demande)		rok / year / année	mesiąc / month / mois	dzień / day / jour
		(miejsce i data złożenia wniosku) (place and date of submission of the application) (lieu et date du dépôt de la demande)		

Przed wypełnieniem wniosku proszę zapoznać się z pouczeniem zamieszczonym na stronie 6. Wniosek wypełnia się w języku polskim
Prior to filling in the application please read the instruction with the notes on page 6. The application should be filled in Polish language
Avant de remplir la demande consultez l'instruction sur la page 6. La demande doit être remplie en langue polonaise

WNIOSEK* O ZAREJESTROWANIE POBYTU APPLICATION FOR REGISTERING THE RESIDENCE DEMANDE D'ENREGISTREMENT DU SEJOUR

dotyczący / concerning / concernant:

(zaznaczyć znakami „X” odpowiednią rubrykę) / (tick the appropriate box with „X”) / (mettre un „X” dans la case adéquate)

Polish	<input type="checkbox"/> obywatela państwa członkowskiego Unii Europejskiej <input type="checkbox"/> obywatela państw Europejskiego Obszaru Gospodarczego nienależącego do Unii Europejskiej <input type="checkbox"/> obywatela państwa niebędącego stroną umowy o Europejskim Obszarze Gospodarczym, który może korzystać ze swobody przepływu osób na podstawie umów zawartych przez to państwo ze Wspólnotą Europejską i jej państwami członkowskimi <input type="checkbox"/> członka rodziny obywatela Unii Europejskiej lub obywatela ww. państw, posiadającego obywatelstwo Unii Europejskiej lub ww. państw
English	<input type="checkbox"/> citizen of a European Union Member State <input type="checkbox"/> citizen of a non-EU European Economic Area country <input type="checkbox"/> citizen of a state which is not a part of the agreement on the European Economic Area but who may use the freedom of movement of persons based on the agreements concluded by this state with the European Community and its Member States <input type="checkbox"/> family member of the European Union citizen or the citizen of the above-mentioned states, who has the citizenship of the European Union or the above-mentioned states
Français	<input type="checkbox"/> ressortissant d'un Etat membre de l'Union européenne <input type="checkbox"/> ressortissant d'un Etat de l'Espace Economique européenne non membre de l'Union européenne <input type="checkbox"/> ressortissant d'un Etat n'étant pas une des parties de l'accord sur l'Espace Economique Européen qui peut bénéficier de la libre circulation des personnes en vertu des accords conclus entre cet état et la Communauté européenne et ses Etats membres <input type="checkbox"/> membre de famille d'un ressortissant de l'Union européenne ou ressortissant des Etats cités ci-dessus, qui possède la nationalité de l'Union européenne ou d'un des Etats cités ci-dessus

do/to/a

(nazwa organu, do którego składany jest wniosek) / (name of the authority the application is submitted) / (dénomination de l'autorité où la demande est déposée)

A. DANE OSOBOWE / PERSONAL DATA / DONNEES PERSONNELLES

wypełnia wnioskodawca / to be filled in by the applicant / a remplir par le demandeur

Nazwisko / Surname / Nom	
Nazwisko poprzednie / Previous surname / Noms précédents	
Imię (imiona) / Name (names) / Prénom (prénoms)	
Imię ojca / Father's name / Prénom du père	
Imię matki / Mother's name / Prénom de la mère	
Data urodzenia / Date of birth / Date de naissance	
Miejsce urodzenia / Place of birth / Lieu de naissance	
Kraj urodzenia (nazwa państwa) / Country of birth (name of the country) / Pays de naissance (appellation du pays):	
Obywatelstwo / Citizenship / Nationalité	
Stan cywilny / Marital status / Situation de famille:	
Rysopis / Description / Signalement	
Wzrost / Height / Taille	

* Patrz: POUCZENIE – strona 6 / see: INSTRUCTION - page 6 / voir: (INSTRUCTION - page 6

An unusual exploitation of the BRIDGE-IT online

Learning Events

Hilde van Schaeren and translation students (Zuyd University of Applied Sciences, The Netherlands)

The main objective of the BRIDGE-IT project is to provide online Learning Events for 'Adults-in-Contact-with-Mobility' (professionals working with migrants) and the 'Adults-in-Mobility' (the migrants) who are having contacts with professionals in bureaucratic-institutional settings. The learning materials among which PowerPoint presentations and exercises (apart from other resources and learning objects) were first written in English, the language of the project which is also used as lingua franca in the European Union. As foreseen by the project, this material had to be translated into other languages, among which German, Dutch, Italian, Turkish and partially French and Arabic, in order to enhance the accessibility and usability for the e-learners, increasing therefore the impact of the project's main outcome.

Students of the Translation department of Zuyd University of applied sciences in Maastricht, the Netherlands, learned about the BRIDGE-IT project and showed interest to translate the learning materials from the source language (English) into French, Dutch and German. For them it was an opportunity to learn in detail the subject of the project. As language facilitators they will in their professional work meet with people who are the target group of the BRIDGE-IT project. For them it was an eye-opener to learn about possible barriers, migrants and professionals might face, when having interactions with each other in bureaucratic-institutional settings.

As they are becoming translators and interpreters they had to work in a translation agency on the learning materials and they liked to share their impressions with us. This agency is led by Dr. Peter van Nunen of the Translation department of Zuyd University of applied sciences in Maastricht. Although the texts had to be proofread by the relevant project partners, the BRIDGE-IT team acknowledges the huge effort the prospective translators did, making it possible to even have some more material translated than originally foreseen. Hereby you will find a resume of their impressions:

"A couple of weeks ago, we were asked by Hilde van Schaeren, a senior lecturer at the Social Work faculty of Zuyd university of applied sciences to join the Bridge-It Project as translators. We are students in the final year at the 'Vertaalacademie' (Translation

and Interpreting at Zuyd University of Applied Sciences) in Maastricht (NL) and we are currently doing one of our internships at the translation agency Zuyd. This is an eight-week-internship at our own department and it prepares us for the work in 'the real world'. The Bridge-it project fits in the mission of our Zuyd university:

Zuyd University of Applied Sciences wants to be a Euroregional Gateway to Knowledge, bringing together students, staff, businesses and government institutions. It focuses on circulating knowledge, since 'sharing knowledge' means 'multiplying knowledge'. This is the reason why we liked to contribute to the project.

Within this translation project, we worked with two groups. The first group translated the e-learning modules for ACMs. The second group translated the e-learning modules for AMs."

The translators of the first group were:

Amanda

"My name is Amanda van de Velden. I am 23 years of age and I chose the 'Vertaalacademie' in Maastricht because I really like working with languages, especially



French. The languages I worked with are French, English and Dutch. I am specialised in economic texts and I also did interpreting. Within this translation assignment, I especially liked the possibility to translate from English into French. I also liked the topic of this project. I hope that I can improve intercultural interactions with my translations. It was difficult to find adequate translations for typical terms and constructions, for example "Officer's ACM's function" and "function of officials by AMs".

Desirée

"My name is Desirée Jacobs and I am 22 years old. I have chosen to study translation at the 'Vertaalacademie' in Maastricht because I am interested in languages, especially the French language. During the third year of my studies, I did my internship at the international institute IS in Aix-en-Provence in the south of France. Recently, I did a minor Subtitling. It is an interesting idea to be able to help vulnerable migrants to integrate into European society. To translate the meaning of some typical



English words into Dutch was challenging, e.g. words like 'discourse constellation', 'to identify', 'to observe', 'to mark' and 'to represent'. Meanwhile, I realised how difficult it must be for a foreigner (a non-native speaker) to fill in such forms in the new arriving country."

Karin

"My name is Karin Blom, I am 24 years old and I live near Maastricht. Since I was young, I have always been interested in languages. That is why I chose to study



German, English and Dutch at the 'Vertaalacademie' in Maastricht. Because I like to write and speak foreign languages, I decided to do interpreting as well, both consecutive and simultaneous interpreting. My specialties are technical texts. We have joined this project because we are interested in other cultures and we want to help those who moved to one of the European countries. To translate this project in an easy way, we have used the computer program SDL Trados Studio 2009. We imported the text into SDL Trados, and the program recognised any repetition. This made the translation process a lot faster and we were able to be very consistent in our terminology. Working on this project was really an opportunity to develop translation skills. Our work also made it possible for vulnerable people within and outside of Europe to improve their intercultural communication skills within European bureaucratic institutional encounters."

BRIDGE-IT Partner meeting and GRUNDTVIG Course

WIENERWALDHOF Hotel
Irenental, Vienna (Austria),
7-16 July 2012

Ingrid Wagenhofer (TBCA, Austria) &
Carmel Borg (University of Malta)

Partners and collaborators arrived on Sunday, 8th July for the official partner meeting scheduled for Monday. A welcome dinner was held at the WIENERWALDHOF hotel restaurant. Tobias Fleuren, the new contact person for the German partner, as



well as Gabriella Rocco, the new collaborator from UNIPG/Italy, were introduced formally to the other coordinators and collaborators of the project. An informal meeting, unforeseen by the workplan, was held on the same day. During the meeting, those present discussed the final conference and best practice competition as well as the Trainers' Manual.

The scheduled partners' meeting was held on 9th July. Those present - Ingrid Wagenhofer (AT), Emmy Lanjouw (BE), Tobias Fleuren (DE), Gabriella B. Klein and

Nevin Pecorelli (IT/UNIPG), Koffi M. Dossou (IT/key&key), Philip Bonanno (MT), Hilde van Schaeren (NL), Aleksander Schejbal (PL), and M. Emin Aksoy (TR) – discussed: the announcement of the official approval of the project's extension; the administrative and reporting situation of the respective partners; the deadlines for reporting; the learning events; the resources for the events; the tutorial/training sessions; the simplification of collection exercise of best practice examples; progress regarding final conference; and the monitoring and evaluation process.

While the scheduled partners' meeting was unfolding, participants for the first BRIDGE-IT In-Service Course - BRIDGE-IT - Communication between Adults-in-Mobility ('migrants') and Civil Servants: An Intercultural and Interdisciplinary Perspective - made their way to the WIENERWALDHOF hotel.

Participants – three from Italy, four from the Netherlands and one from Portugal – were met by the project partners. It all started rather informally with introductions and coffee. The introductions revealed a wealth of knowledge and experiences that enriched the course. The participants' expectations were gauged immediately. They ranged from learning as much as possible, making best use of the experts in the room, be it trainers or participants, to networking and having fun. Tutors, including Carmel Borg (MT) who arrived on the 11th of July, were also versatile in their expectations, which ranged from ongoing evaluation of the on-line and face-to-face learning events to self-enrichment.

The course applied a mixture of face-to-face and on-line training for experts in the field of communication with migrants. The sessions were versatile, dealing with: stereotypes; meaning of colours; intercultural theories; the Let Me Learn Process; analysis of the design of a number of written bureaucratic communications; analysis of simulated bureaucratic encounters; and, mainly, testing of on-line training events.

Lovely Austrian food, drinks from Portugal and Armenia, as well as excellent cheese from the Netherlands, peppered with informal, in-between-session discussions created a very good atmosphere, where participants and trainers could expand their horizons about other cultures and intercultural communication between AMs Adults-in-Mobility and ACMs Adults-in-Contact-with-Mobility.



The BRIDGE-IT team is looking forward to delivering an updated version of BRIDGE-IT - Communication between Adults-in-Mobility ('migrants') and Civil Servants: An Intercultural and Interdisciplinary Perspective in Italy, in April 2013
<http://bridge-it.communicationproject.eu/Bridge-it-GRU-Course.htm>.

Some quotes from participants:

- A: I became more open minded and open to other cultures
- B: intensive, full of innovative ideas
- C: I expanded my knowledge and did fresh up things
- D: The course raised my intercultural awareness a lot

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



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.

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VluchtelingenWerk buiten Nederland

Rob Dubbelman (The Netherlands)

Nederland is één van de 27 lidstaten van de Europese Unie. Op het gebied van asiel betekent dit dat Nederland Europese wetten moet omzetten in Nederlands recht.

Grote verschillen tussen EU-landen

Op dit moment bestaan er echter nog grote verschillen tussen de lidstaten in de uitvoering van hun asielbeleid. Zo had een Iraakse asielzoeker in 2007 een kans van 100 procent om asiel te krijgen in Finland, tegenover 0 procent in Griekenland (bron: UNHCR Statistical Yearbook 2007). De EU heeft afgesproken dat de lidstaten in 2012 één gemeenschappelijk asielsysteem hebben.

Vanwege het toekomstige gemeenschappelijke asielsysteem is het van groot belang om 'Brussel' in de gaten te houden. Zo kunnen we in een vroeg stadium het wetgevingsproces beïnvloeden. Daarvoor is VluchtelingenWerk aangesloten bij ECRE, een Europese koepelorganisatie die het wetgevingsproces in Brussel op de voet volgt.

Op weg naar een Europees asielsysteem

In 1999 werd de eerste concrete stap gezet richting een Gemeenschappelijk Europees Asielsysteem (GEAS) tijdens een vergadering van Europese ministers in het Finse Tampere. Onder het Nederlandse voorzitterschap van de EU in 2004 werd dit idee verder uitgewerkt in een breder plan: het Haags Programma. Dat richtte zich op het ontwikkelen van de EU als ruimte van vrede, veiligheid en rechtvaardigheid.

Begin harmonisatie

De eerste fase naar een gezamenlijk asielsysteem is nu afgerond. Dat betekent dat er op Europees niveau harmonisatie heeft plaatsgevonden van minimumnormen op een aantal deelgebieden van het asielrecht. Concreet betekent dit dat er een aantal richtlijnen is aangenomen: Procedurerichtlijn gaat over waar een asielprocedure aan moet voldoen; Definitierichtlijn gaat over de vraag wie nu wel en niet een vluchteling is; Opvangrichtlijn gaat over de voorwaarden waaraan de opvang van asielzoekers moet voldoen; Richtlijn Tijdelijke Bescherming gaat over een tijdelijk beschermingsmechanisme bij plotselinge massale instroom van ontheemden (dit mechanisme is nog niet in de praktijk gebruikt, red.).



Dublin-systeem

Daarnaast is het zogenaamde Dublin-systeem geïmplementeerd. Dit systeem houdt in dat het EU-land waar een asielzoeker als eerste aankomt, verantwoordelijk is voor zijn of haar asielaanvraag. Dus als een vluchteling als eerste in Griekenland voet aan wal heeft gezet, is Griekenland verantwoordelijk voor de opvang en asielprocedure. Maar de kans op een asielvergunning is in Griekenland bijzonder laag en de opvang is zeer slecht. Het maakt dus nogal uit in welk land je als vluchteling als eerste aankomt. Welk land dat is, valt na te gaan met het Eurodac-systeem, waarin vingerafdrukken worden opgeslagen van asielzoekers en illegale immigranten. En er wordt natuurlijk naar gevraagd tijdens de asielprocedure.

Nog meer bezwaren tegen Dublin

Maar het Dublin-systeem veroorzaakt meer problemen:

Problemen bij hereniging van families. Als familieleden andere vluchtroutes volgen, kan hereniging jaren duren;
Problemen met de opvang van asielzoekers die onder een Dublin-procedure vallen. Er zijn nog steeds grote verschillen in opvangfaciliteiten tussen de verschillende lidstaten.

En problemen met betrekking tot detentie. Meer en meer lidstaten detineren asielzoekers in afwachting van hun Dublintransfer, hoewel het Dublin-systeem dit helemaal niet vraagt.

Tweede fase EU-asielprocedure

Vanaf 2010 begint de tweede fase om te komen tot één gemeenschappelijke asielprocedure en een uniforme asielstatus in de gehele EU. Er is al een begin gemaakt met het herzien van de richtlijnen die in de eerste fase zijn aangenomen. Hoe de tweede fase in grote lijnen vorm zal krijgen, wordt dit jaar onder het Zweeds EU-voorzitterschap vastgelegd in het Stockholm Programma. Dat is de opvolger van het Haags Programma.

Om in Europa tot resultaten te komen, is VluchtelingenWerk aangesloten bij The European Council on Refugees and Exiles (ECRE) in Brussel. Deze Europese koepelorganisatie volgt het wetgevingsproces in Brussel op de voet én

probeert dit te beïnvloeden. ECRE bestaat uit 69 Europese (en een klein aantal niet-Europese) NGO's die zich bezighouden met de bescherming van vluchtelingen. Daarvan is VluchtelingenWerk er dus één.

Actief lid van ECRE

Als één van de oprichters van ECRE is VluchtelingenWerk actief lid. Doordat ECRE op de voet volgt wat er in Brussel gebeurt, kan VluchtelingenWerk al in een vroeg stadium samen met andere organisaties proberen de Europese asielwetgeving te beïnvloeden. Europese wetgeving wordt immers uiteindelijk omgezet in Nederlands recht. Het is dus belangrijk om te zorgen dat de Europese wetgeving zo goed mogelijk is voor asielzoekers en vluchtelingen.

Standpunten ECRE

ECRE is bezorgd dat de harmonisatie in Europa geen échte harmonisatie is. In de voorstellen die er nu liggen, hebben de lidstaten nu veel ruimte om hun eigen asielbeleid te blijven uitoefenen. Ook zien we dat in plaats van het oorspronkelijke idee van minimum standaarden er steeds meer sprake is van een 'race naar de bodem'. Oftewel deze minimum standaarden worden de norm.

Kritiek op het Dublin-systeem

Het Dublin-systeem werkt slecht. Door dit systeem krijgen de landen aan de buitengrenzen van de EU veel meer asielzoekers dan landen in het midden en noorden van Europa. De landen aan de zuidelijke buitengrenzen, zoals Malta, Griekenland, Italië en Cyprus, doen steeds weer voorstellen voor een eerlijkere verdeling van de verantwoordelijkheid voor asielzoekers en vluchtelingen met andere Europese landen. De genoemde landen hebben zeker een punt, maar tegelijkertijd moeten zij natuurlijk ook vluchtelingen bescherming bieden op grond van de internationale verdragen en de Europese wet- en regelgeving.

Asielondersteuningsbureau en hervestiging

Binnenkort zal een Europees Asielondersteuningsbureau worden opgericht. Hopelijk gaat dat bureau een constructieve rol spelen in de praktische samenwerking tussen de 27 lidstaten op asielgebied. Verder gaan de lidstaten samenwerken op het gebied van hervestiging van vluchtelingen. Met een Europees hervestigingsprogramma worden dan mensen uit vluchtelingenkampen uitgenodigd om in Europa een nieuw bestaan op te bouwen. Tot nu toe heeft Nederland als een van de weinige lidstaten een beperkt hervestigingsprogramma, waarmee elk jaar zo'n 500 vluchtelingen

worden uitgenodigd om naar Nederland te komen

Projecten

Omdat VluchtelingenWerk het beste wil voor vluchtelingen in andere landen, delen wij graag onze kennis en ervaring met zusterorganisaties in vooral landen aan de buitengrenzen van Europa.

Onze projecten buiten Nederland

VluchtelingenWerk Nederland is een van de grootste vluchtelingenorganisaties in Europa. We worden vaak benaderd door zusterorganisaties uit landen buiten de Europese Unie om hulp en expertise. In de afgelopen dertig jaar heeft

VluchtelingenWerk veel ervaring opgedaan die ook bruikbaar is voor onze zusterorganisaties. Omdat we ook het beste willen voor vluchtelingen in andere landen en op basis van solidariteit, delen wij graag deze kennis en ervaring. Want waarom zouden deze organisaties zelf het wiel opnieuw moeten uitvinden?

Ter plekke ondersteuning aan asielzoekers Onze internationale partners zijn organisaties zoals VluchtelingenWerk die ter plekke ondersteuning bieden aan asielzoekers en vluchtelingen, zoals juridische hulp. VluchtelingenWerk deelt haar kennis met deze organisaties zodat ook mensen in die landen bescherming kunnen krijgen en de mogelijkheid hebben om een menswaardig bestaan op te bouwen.

Onze projecten

VluchtelingenWerk richt zich voornamelijk op landen aan de buitengrenzen van Europa zoals Zuidoost-Europa en Noord-Afrika en daarnaast ook Oost-Afrika. Voor de projecten worden we ondersteund met subsidies van bijvoorbeeld het Ministerie van Buitenlandse Zaken of PSO. Momenteel lopen de volgende internationale projecten:

Bulgarije

Nu Bulgarije lid is van de Europese Unie en aan de buitengrens van de Europese Unie ligt, vragen meer mensen hier asiel aan. Het is erg belangrijk dat er goede hulp wordt geboden aan asielzoekers en vluchtelingen, zowel door de overheid als door lokale organisaties.

Daarom ondersteunen we in Bulgarije een koepel van vier organisaties die asielzoekers en vluchtelingen helpen. Wij geven trainingen en workshops zodat deze organisaties de belangen van vluchtelingen beter kunnen vertegenwoordigen en meer aandacht kunnen vragen voor hun problemen.

Kroatië

Om asiel aan te vragen moet je eerst wel de kans krijgen om een veilig land binnen te komen. Daarom helpen we in Kroatië een organisatie die er op toeziet dat mensen niet gelijk uitgezet worden, maar daadwerkelijk de kans krijgen om asiel aan te vragen. Klik hier voor de website van een van deze lokale partnerorganisaties.

Ook ondersteunen we in Kroatië een organisatie die psychosociale hulp biedt aan asielzoekers die hun beslissing moeten afwachten in een detentiecentrum. Klik daarvoor hier. VluchtelingenWerk ondersteunt deze organisaties niet alleen met geld maar ook met kennis en trainingen.

Moldavië

Moldavië is het allerarmste land van Europa. Desondanks vragen mensen asiel aan in dit land. Denk aan Tsjetsjenen, Soedanezen en Afghanen. Vier Moldavische organisaties bieden hulp aan asielzoekers en vluchtelingen op juridisch, sociaal en medisch gebied. VluchtelingenWerk helpt deze organisaties om hun onderlinge samenwerking te verbeteren en zo betere

hulp te kunnen bieden aan vluchtelingen. Ook geven we trainingen over bijvoorbeeld het werven van fondsen, werken met vrijwilligers, en ontwikkelen van nieuwe projecten.

Egypte

In Egypte verblijven veel vluchtelingen uit landen als Soedan en Somalië. In tegenstelling tot elders in Afrika zijn hier geen vluchtelingenkampen, maar wonen vluchtelingen in arme wijken. Dit zorgt soms voor spanningen tussen vluchtelingen en Egyptenaren die het zelf ook niet breed hebben.

Er zijn veel organisaties die werken met vluchtelingen zoals mensenrechten- en ontwikkelingsorganisaties, maar ook organisaties die zijn opgezet door vluchtelingen zelf. Om de samenwerking tussen al die organisaties te verbeteren en spanningen te verminderen tussen vluchtelingen en arme Egyptenaren, ondersteunt VluchtelingenWerk de organisatie Tadamon. Hun naam betekent solidariteit in het Arabisch.

Kenia

Van de Keniaanse overheid moeten vluchtelingen in vluchtelingenkampen wonen. Deze kampen liggen in afgelegen en arme gebieden. Het leven in deze kampen is erg zwaar en mensen zijn afhankelijk van internationale hulporganisaties. VluchtelingenWerk vindt het erg belangrijk dat lokale organisaties betrokken zijn bij hulp aan vluchtelingen in hun eigen land. In vluchtelingenkamp Kakuma bij de Soedanese grens ondersteunen we daarom twee Keniaanse organisaties. Zij bieden juridische hulp aan vluchtelingen en helpen hen een beter bestaan op te bouwen.



In-diversity is a “Leonardo da Vinci” transfer of innovation project which focuses on cultural diversity based on the origin of people as a group and not as individuals. The diversity is defined in terms of language spoken, values, beliefs, religion, clothing, physical appearance, colour of the skin, but also attitude towards work, family, time, leisure and technology.

In-Diversity aims at integrating immigrants within companies by developing active policies for integration, and help the transit in the companies from multiculturalism to the interculturality; using cultural diversity as source of wealth; raising employers awareness about the importance of managing cultural diversity and approaching it

from the human resources department; training people in charge of the human resource departments in companies: management, middle management, etc. about cultural diversity and to take steps adapted to the characteristics and needs of each person or collectively.

The partners of the project from Ireland, Spain, France, Sweden and Italy have created the following products related to diversity management in enterprises:

- A combined report about cultural diversity in the participating countries;
- An online course about managing cultural diversity in the workplace available at: <http://www.in-diversity-learning.eu/>
- A Cultural diversity management toolkit also available at: <http://www.in-diversity-learning.eu/>
- National seminars and one international conference about diversity management in companies.
- The project website – www.in-diversity.eu in all partners languages

In Diversity is coordinated by European Institute for Managing Diversity (EIMD) – SPAIN in cooperation with Greta du Velay, France, Work research centre, Ireland, Formación Integral, Spain, Stiftelsen Minerva, Sweden, Training 2000, Italy and Fundación Cepaim. Acción Integral con Migrantes, Spain.

Dutch Council for Refugees: Who We Are, What We Do

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Refugees have a right to a fair asylum procedure, and subsequently access to adequate housing, education, health care and work. The Dutch Council for Refugees defends those rights by assisting refugees and asylum seekers the so called Adults-in-Mobility in the Bridge-it project by helping them filling in forms and assistant them when they have interactions with professionals who are working in institutional bureaucratic environments as police offices, municipalities, work assistance offices, hospitals and so on. In the BRIDGE-IT project the professionals working in these environments are called the adults-in-contact with mobility. The Dutch Council for Refugees are helping people who are allowed to stay in the Netherlands to rebuild up their lives in the new arriving country.

Who We Are

The Dutch Council for Refugees is an independent, non-governmental organization, founded in 1979. With more than 7.000 volunteers and 600 paid employees we offer refugees practical support during their asylum procedure and we help them rebuild their lives in the Netherlands. With one National Office, 14 regional offices, and 310 local branches we are active in 90% of all local council districts. The National Office supports the regional and local branches with advice, education, and information.

What We Do

The Dutch Council for Refugees fights for the rights of refugees in the Netherlands. We assist refugees during their asylum procedure and their integration in the Dutch society and stand for a good asylum and integration policy. We provide members of Parliament with information concerning refugee issues and policy, and have an active lobby for refugee rights. We also give information and advice to asylum lawyers and develop various projects to promote the integration of refugees in the Netherlands. In addition, we are committed to increasing public support for refugees. Our volunteers and staff members help the adults-in-mobility filling in forms and assistant them in the intercultural communication encounters when having interactions with adults-in-contact with mobility.



The Asylum Procedure

Refugees, who arrive in the Netherlands and ask for asylum, have an interview with the Immigration and Naturalization Service (IND). After that, the IND decides whether the refugee has a right to seek protection in the Netherlands and is allowed access to the asylum procedure.

Sometimes the procedure takes a long time before a final decision is taken as to whether or not a person can stay in the Netherlands. In some cases this decision takes years. The uncertainty, the enforced idleness, and the limited contact with society takes a heavy toll on refugees. During this time our volunteers give them personal and legal support.

Furthermore: during the asylum procedure, more than 300 lawyers can count on us for information about countries of origin, sources to substantiate the asylum story, case law history, and (European) legislation.

Integration

Refugees are eager to integrate in society. Of course this takes time. Their language skills, labor market participation, and contact with Dutch people improve the longer they are in the Netherlands.

Integration requires that the government, local councils, and other parties involved, make a long-term investment in job seeking, language support, and social interaction with Dutch people.

Work is the driving force behind integration and active citizenship. The Dutch Council for Refugees is one of the initiators of the Refugee Job Offensive. This project has proven that, with a dedicated approach, it is possible to bring employers and refugees together.

In order to be able to rebuild their lives, family members that were involuntarily separated need to be reunited again. That's why we help them as much as we can in family reunification and support them financially in this process.





Our International Activities

More and more, decisions in the European Union have influence on the asylum and integration policy in the individual European countries. That is why we also concentrate on the European asylum policy. We are member of ECRE, the European Council on Refugees and Exiles, which is the European umbrella organization of NGO's which focus on refugee issues.

We also support refugee organizations in countries on the European borders. We share knowledge, experience and expertise with these organizations. We do this by giving advice, training courses and workshops about such issues as lobbying, collaboration with the government, legal aid, and working with volunteers. Consequently these organizations are able to improve the support given to refugees and asylum seekers in their own countries.

How We Finance Our Work

Grants and subsidies make our work possible. For example, we receive subsidies for our work from the Ministry of Housing, Neighborhoods, and Integration, the Ministry of Justice, and the Ministry for Social Affairs and Employment. The People's Postcode Lottery also contributes funding: in 2009 the Council for Refugees received funding totaling € 10 million from the Postcode Lottery. Furthermore, we also receive financial support from more than

42,000 donors. Together they provide a very appreciated and essential contribution.

Supporting BRIDGE-IT and participating in the final exhibition of BRIDGE-IT 2012 Turkey

BRIDGE-IT, the acronym for "Be Relevant to Intercultural Diversity Generation in Europe - Integration Team" and co-financed by the European Union, is a Grundtvig project (510101-LLP-1-2010-1-IT-GRUNDTVIG-GMP) which supports the idea of lifelong learning, and helps to improve integration processes of vulnerable migrants into the European society. BRIDGE-IT developed an e-learning and blended courses which are especially of interest for our organization to train the volunteers and migrants in order to improve their intercultural communicative skills when filling in forms or having intercultural interactions in bureaucratic institutional environments with adults-in-mobility and adults-in-contact-with-mobility.

In the Youtube video here below you can see how we help adults-in-mobility in their integration process in the Netherlands. Because we are supported by +/- 7000 volunteers and 600 staff members we can proudly say that a huge part of the Dutch population supports us in our activities. The video is uploaded in the official website of the organization, which is also partly available in English. Please click for further information on

<http://www.vluchtelingenwerk.nl/>. This website is mainly written in Dutch language because the users are all participants or becoming participants of Dutch society.

Here below you will find the video which we would like to propose to BRIDGE-IT as example of a good practice. The fact that we are working with volunteers, and that we are really supporting adults-in-mobility by assisting them at home or in bureaucratic institutional environments by helping them filling in forms or having interactions with professionals as adults-in-contact-with-mobility is an example of a good practice of the Netherlands.

http://www.youtube.com/watch?v=ZMexA6uuZC4&feature=results_main&playnext=1&list=PL4AC5ABC9102FC49D

The BRIDGE-IT e-learning will help us to train trainers and volunteers as also to give e-learning support to migrants helping them to integrate into society.



Lifelong Learning



The Publications of BRIDGE-IT



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



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