

DICE PROJECT

Developing Intercultural Competences for Enterprises

Meeting Romania

28th February – 3rd March 2015

**IOAN SLAVICI FOUNDATION FOR CULTURE
AND EDUCATION-partner**



DICE

THE PARTNERSHIP OF THE PROJECT



DICE

5 Partners

4 Countries: Italy (2), Romania, Switzerland, Turkey

Typology:

2 Third sector organisations:

- Mondinsieme (IT) - Intercultural Foundation
- DarVoce (IT) - Network of voluntary associations

2 Educational organisations:

- Ioan Slavici (RO) - Foundation for culture and education
- Swiss Federation for Adult Learning (CH) - Network for vocational training

1 Public authority: Akdeniz District Directorate of National Education (TR)

FONDAZIONE MONDINSIEME

What we are

- Founded in 2001 as public office within the Municipality of Reggio Emilia
- Turn into a private organisation (not for profit) in 2010, supported by the Municipality, associations and individuals
- It deals with cultural processes of integration, working along with both Italians and foreigners in order to improve social cohesion and participation
- It is member of the Intercultural Cities Network created by the Council of Europe

DARVOCE ASSOCIATION

What we do

Services to about 400 volunteering associations, individuals and other organisations on a wide range of topics (health, youth, environment, disability, other disadvantages, culture, CSR, etc.):

- promotion of volunteering and the culture of solidarity
- provision of information, guidance and counselling (on legal, financial, administrative issues)
- training on a wide range of topics for volunteers
- support to projects, advocacy, networking
- help to access private/public funds (local, national, European)
- support in logistics and equipment
- engagement in European Programmes: e.g. Leonardo, Grundtvig, EVS, Citizenship ...

Akdeniz İlçe Milli Eğitim Müdürlüğü

What we do

- The responsibilities of the institution are;
 - *administrative and personnel services,
 - *education , in-service training services,
 - *budget- investment services,
 - *research-planning, statistics services,
 - *inspection- guidance investigation services
 - *civil defence services in Akdeniz District

It is the head institution of 98 schools and institutions which provide educational services for more than 70.000 students aged between 5-19 and adult learners.

FSEA - Who we are

A Swiss umbrella organisation that manages the lifelong education and adult learning

Membership of SFAL includes:

- private and state schools,
- associations,
- private and canton officials in charge of adult,
- common people involved in adult learning.

IOAN SLAVICI Foundation for Culture and Education

What we are

- focused on high education, socio-economic European issues and research.
- wide and complex experience in project writing and implementation (women rights, helping disabled people, sports, arts, literature, traditions, cross-border projects, research and economic projects)
- own Publishing House and newspaper, “Demnitatea” (The Dignity) and the “Scientific Bulletin”, qualitative engineering and economic articles.
- The patrimony of FIS is made by a new and equipped building of the University, three youth hostels, and two Industrial Parks.

DICE AIM

The partnership aims to identify and share best practices and methodologies on *intercultural competence teaching*, offering in each national context a training platform for:

- 1) multiethnic **ENTERPRISES** willing to benefit from **DIVERSITY STRATEGIES** and implement socially responsible policies,
- 2) **YOUNG with foreign origins** willing to improve their professional profile to be more competitive in the EU labour market.

TYPE OF OUTCOMES

- 1) **Logo & brochure** (electronic version): Mondinsieme and/or other partners design and propose them; translation into partners' languages.
- 2) **Web area**: Mondinsieme and/or other partners design and propose it; links to partners' web site.
- 3) **Video “Intercultural competences at work”**: 2nd generation youngsters of Mondinsieme (support of partners?) produce a video of the experience based on the learning visits.
- 4) **Compendium**: practical guide on intercultural competences at work addressed to target groups, developed by all partners.
- 5) **Key messages**: “manifesto” addressed to policy makers for awareness raising purposes.

The Integration of Immigrants. The Romanian Context

- National and local context-



ROMANIA – GENERAL INFORMATION



Location:

- in south-eastern Europe;

Surface : 238.391 square km;

Population : 21 623 000 inhabitants;

(89.5% romanians, 6.6% hungarians, 2.5 rroma people, 0.3% germans, 0,3% ukrainians, 0.2% turkish, 0.6% other nationalities)

Capital : Bucharest (aprox. 2 000 000 inhabitants)

Official language: romanian

Currency : RON (romanian leu)

Official hour: GMT +2

Religion: 86.6% orthodoxism, 4.7% roman-catholicism, 3.2% protestants, 5.3% other religions

Romania is a parliamentary republic.

From 1st of January 2007, Romania had become member state of European Union / Economic European Area.

From the administrative point of view, Romania is divided in 41 counties and the Municipality of Bucharest.

For economical considerations and statistical reasons Romania is divided in 8 specific regions: North East Region, the South East Region, the South Muntenia Region, the South West Oltenia Region, the West Region, the North West Region, the Center Region and the Bucharest and Ilfov Region.



NAE-Romania

Public institution of national interest, with legal personality

set-up at January 1st, 1999

The National Agency for Employment (NAE) took over the structure of the Labour Offices within the General Directorates of Labour and Social Protection of the Ministry of Labour

- ◆ The **National Agency for Employment (NAE)**, the Romanian public employment service organizes and coordinates at national level, the activity of employment as well as social protection of the unemployed by applying employment policies and strategies developed by the **Ministry of Labour, Family and Equal Opportunities**.
- ◆ Employment activity in Romania is conducted by NAE and private employment agencies on the basis of conditions specified in legal regulations.

Cultural and social integration of immigrants

Cultural integration

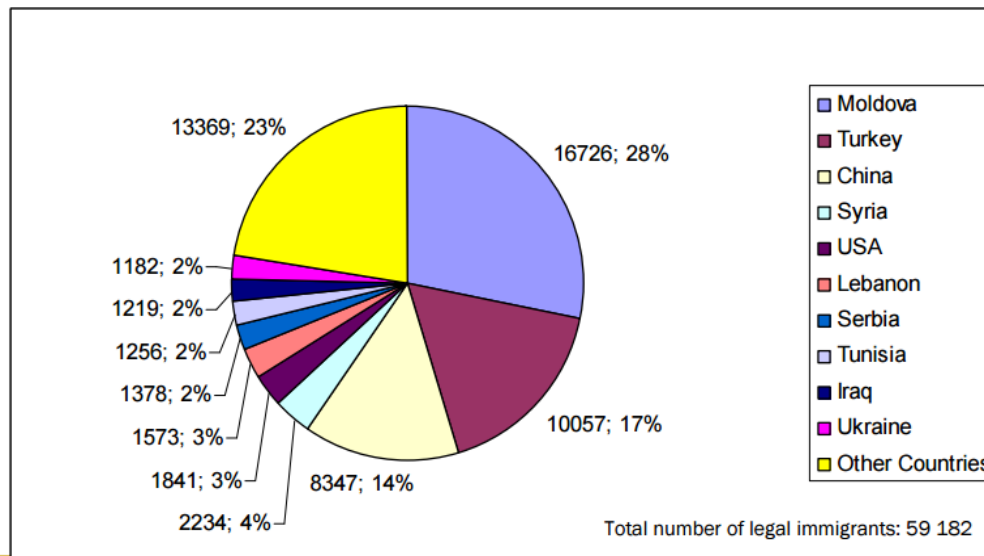
- ◆ The integration process can often get stuck because of the language isolation
- ◆ Women staying home in the household
- ◆ Multinational companies don't hire immigrants

Social integration

- ◆ Mixed marriages are not guarantee
- ◆ Overformality at workplaces
- ◆ Education: open and bridge-builder
- ◆ Neighbourhood, the immediate space: very open

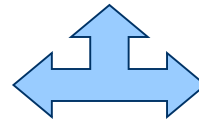
IMMIGRANTS IN ROMANIA

How many immigrants live in Romania?
Where they came from?



Romania → 78.000

24.000 EU Countries:
Italy, Germany, Poland, Greece, etc.



54.000 Non-EU Countries:
Moldova, Turkey, China, Syria, etc.

Stay purpose:

- studies: 11.000
- employment: 9.500
- family reunion: 3.700

business: 2.300

Counseling services for:

- obtaining residence and work permit
- insertion in the labor market
- access to medical, educational, financial, housing services, etc.

Specialized organizations:

- Romanian Office for Immigration*
- UNHCR Romania*
- International Organization for Migration*
- Romanian National Council for Refugees*
- Romanian Network Organizations for Youth Immigrant*

- ◆ Romania hosts a considerable number of immigrants, mainly from Asia and Africa. Most of them are labour migrants (the majority from Asia) and political refugees seeking political asylum (the majority from Africa).
- ◆ The phenomenon of immigration to Romania has increased considerably since Romania's accession to the European Union on January 1, 2007. Since 2007, some immigrants' communities have already outnumbered some small ethnic minorities in Romania

Immigrants lack of Information

According to an official survey by the National Block of Trade Unions (BNS) and the NGO ARCA - The Romanian Forum for Refugees and Migrants -the immigrants' lack of information regarding their political and civil rights is alarming:

- they are not at all or insufficiently familiar with their human rights as labour migrants in Romania;
- they do not know precisely their responsibilities either
- they are not familiar with the perils on the Romanian job market.
- they do not know which (inter)national institutions to resort to in case they need any kind of aid or information.
- their majority does not speak either Romanian or any international language.

Minority Languages in Romania

- ◆ **19** minority languages: *Hungarian, German, Ukrainian, Slovak, Serbian, Turkish, Tartar, Croatian, Russian, Czech, Bulgarian, Armenian, Greek, Romani, Polish, Hebrew, Italian, Chinese, Ceangai* (see the map: *Romania - Education in the languages of Ethnic Minorities*)
- ◆ *Most of them are historical ethnic groups.*

Types of Education

- ◆ Educational structures with tuition in the mother tongue: *Czech, German, Hungarian, Serbian, Slovakian, Ukrainian*
- ◆ Educational structures with tuition partially in the mother tongue: *Croatian, Turkish*
- ◆ Educational structures with tuition in Romanian and study of the mother tongue: *Armenian, Bulgarian, Greek, Polish, Romani, Russian*

(Source: General View of Education for national minorities in Romania during 2003-2006, 2006)

German Schools with a long tradition

- ◆ “Samuel von Brukenthal” National College (Sibiu)
- ◆ “Andrei Şaguna” Pedagogical School (Sibiu)
- ◆ “Johannes Honterus” Academic High School (Braşov)
- ◆ “Joseph Haltrich” Academic High School (Sighişoara)
- ◆ “Goethe German” College (Bucharest)
- ◆ “George Coşbuc” National College (Cluj) etc.
- ◆ “Lenau” Academic High School Timisoara

Training opportunities

- ◆ **Initial training:** of *nursery and primary school teachers*: classes with a pedagogical profile in the “Andrei Şaguna” Pedagogical College in Sibiu, the “Andrei Şaguna” Pedagogical University College in Sibiu and “Babeş-Bolyai” University in Cluj; of *German language teachers*: University of Bucharest, Timișoara, Cluj-Napoca, Iași, Sibiu and some other smaller universities.
- ◆ **Continuous training** for *pre-university education* with tuition in German - carried out in the university centres and in the Centre for Continuous Training in the German Language of Mediaș with a subsidiary in Timișoara.

(Source: *General View of Education for national minorities in Romania during 2003-2006*, 2006)

Hungarian schools with a long tradition

- ◆ The Protestant College of Cluj
- ◆ The “Bolyai Farkas” Protestant College in Tg. Mures
- ◆ The Catholic School in Odoreheiu Secuiesc
- ◆ The School in Aiud

Organisations of National Minorities

- ◆ Asociatia Liga Albanezilor din Romania
- ◆ Uniunea Armenilor din Romania
- ◆ Uniunea Bulgara din Banat – Romania
- ◆ Uniunea Croatilor din Romania
- ◆ Uniunea Elena din Romania
- ◆ Federatia Comunitatilor Evreiesti din Romania
- ◆ Forumul Democrat al Germanilor din Romania
- ◆ Asociatia Italianilor din Romania
- ◆ Uniunea Democrata Maghiara din Romania
- ◆ Uniunea Polonezilor din Romania
- ◆ Partida Romilor PRO EUROPA
- ◆ Comunitatea Rusilor Lipoveni din Romania

Organisations of National Minorities

- ◆ Uniunea Sarbilor din Romania
- ◆ Uniunea Democrata a Slovacilor si Cehilor din Romania
- ◆ Uniunea Democrata a Tatarilor Turco-Musulmani din Romania
- ◆ Uniunea Democrata Turca din Romania
- ◆ Uniunea Ucrainienilor din Romania
- ◆ Asociatia Macedonenilor din Romania
- ◆ Uniunea Culturala a Rutenilor din Romania

(Source: <http://www.dri.gov.ro/>)

The Council of National Minorities

- ◆ It consists of three representatives of the national minorities which are represented in the Romanian Parliament
- ◆ Aim: to facilitate the relationships between minorities and their organisations
- ◆ Among its functions: to support the activities developed by the organisations of national minorities; to analyse the measures taken with a view to optimising the educational system in the minority languages

(Source: <http://www.dri.gov.ro/>)

Regional context

Banat

- ◆ Immigration is perceived as a less important problem compared to corruption, tax evasion, economic crisis and Roma integration

Positive impact:

- ◆ Favourable behavioural patterns can be learnt (e.g. respect for authority, diligence, effort, helpfulness, discipline), it can increase the general openness of host society towards diversity (even towards different ingroup members), manpower, contribution/tax payers, a means against population decrease (from ingroup in cultural sense)

Negative impact:

- ◆ They steal away jobs, lower wages, ruin the economy, they are exploiters (the Chinese and the Koreans) and represent unwanted, unpleasant competitors

TIMISOARA



- ➔ is the capital city of Timiș County, in western Romania
- ➔ one of the largest Romanian cities (the third most populous city in the country, as of 2011), with a population of 319,279 inhabitants
- ➔ hosts the first and largest Emergency Transit Center for Immigrants, inaugurated on 12 March 2009, with the support of UNHCR, the Romanian Government, the Romanian Office for Immigration and the International Organization for Migration.



Emergency Transit Centre (ETC) Timisoara

- collaborates with different NGOs in facilitating the application for the status of refugees, mediates the applicants' (sometimes difficult) collaboration with the Romanian authorities and it also offers different integration programs, once the applicants received their refugee status: English and Romanian language courses, attending the refugees to religious sites as well as facilitating their application for possible job opening;
- with room to host up to 200 people, the facility provides temporary shelter to refugees who are in need of immediate evacuation from their first country of refug

The Rroms

Brief history

There are several theories regarding the arrival of the Rroms in the present territory of Romania. Their presence here is first attested in 1385, but it is likely that members of this ethnic group have arrived much earlier in the Romanian countries.

There are different opinions regarding the origins of the Rroms' enslavement. Some historians believe that the Rroms, prisoners of war of the Tatars, would have followed them to the shores of the Danube during the mongole invasion in the thirteenth century. After they were defeated by the local population, the Tatars in turn would become slaves, and thus the fate of the Rroms would not be changed.



- ◆ For nearly a century, the Roms continue to live generally marginal in the Romanian society. Only in the interwar period there is a coagulation of this ethnic identity consciousness



Useful links

- ◆ <http://www.dri.gov.ro/> - Department for Interethnic Relations, Romanian Government
- ◆ <http://www.old.edu.ro/mino.htm> - The Ministry of Education and Research (the page dedicated to minorities)
- ◆ <http://www.edrc.ro/> - The Resource Centre for Ethno-cultural Diversity
- ◆ <http://www.romacenter.ro/> - The Resource Centre for Roma Communities

Conclusion

- Interculturaliy improves the allocative efficiency of labor markets
- Brain circulation facilitates international trade, transfer of technologies and knowledge, and eliminates bottlenecks to economic development
- Free movement benefits the migrants themselves
- A web page with companies willing to employ immigrant
- Fostering language skills of immigrants is important, although there is no agreement on the way to achieve this
- Intercultural training of teachers, policemen and other administrators is important (with existing examples!), however, personal experiences remain the main defining factor

- ◆ Romanian authorities in charge of migration issues should be more transparent and more approachable for migrants who necessitate their aid.
- ◆ For migrants it would be very effective if they could enjoy better collaboration between the Romanian authorities and the Romanian civil society in aiding migrants with legal counseling, training and integration programs, labor qualification and Romanian language learning programs, medical assistance, cultural orientation, emotional and psychological support.
- ◆ Integrating the immigrants and their children in order to overcome the stage of multiculturalism and to reach the stage of interculturalism.
- ◆ Integration should be focused on Romanian language learning, community building, strong socio-cultural interaction with the Romanian population and teaching migrants' children in Romanian schools.

THANK YOU!



DICE