The university project partners (BE/IT/MT/NL) have also envisaged sustainable activities that will involve a wider number of targets: students as prospective ACMs, intercultural mediators and trainers, L2 educators.

BEYOND THE LIFETIME OF THE PROJECT
In order to exploit the project outcomes so that its impact will endure also after the funding period, the institutions constituting the partnership will:

- maintain and update the BRIDGE-IT project website
- maintain and use the BRIDGE-IT Virtual Learning and Communication Environment as an adaptive, accessible and user oriented learning environment, in particular through the university partners
- deliver GRUNDTVIG training courses that will be published on the European Grundtvig-Comenius training database, providing participants with certification
- guarantee and facilitate the use of project results and training material by public institutions and organisations working towards immigrants' integration.

Moreover, each partner will commit to overseeing the implementation of the project outcomes (online learning paths and resources, multilingual text depository, etc.) within the ordinary activity of its own institution (as a mainstreaming process) where relevant.

Associated partners and other institutions interested in the main topic of ICC within bureaucratic-institutional settings and involved in training for adults will make use of the project outcomes within their ordinary work.

ADULT EDUCATION PRINCIPLES
The project is based on the following adult education principles:

- the education process will directly target the real and immediate needs of the participants, thereby ensuring relevance and ownership
- stakeholders will be involved in all stages of the teaching-learning process
- the themes for the courses will be drawn up from the participants' narratives and stories
- the education process is understood as a two-way process based on mutual respect and understanding: in other words, the education process is meant to empower both the educator and the educatee
- the education process is meant to help educators and educatees to act as much as they reflect: this means that the education process is transformative in nature
- the education process takes into account the diverse nature of the participants in terms of gender, ethnicity, social class, age, different learning patterns and styles and multiple intelligences
- face-to-face education processes are different than on-line educational encounters and, therefore, demand different pedagogies
- proficiency in and access to technology cannot be taken for granted
- the emotional dimension of learning is as important as the cognitive dimension.

BRIDGE-IT PARTNERS

IT	AT	BE
DE	IT	MT
NL	PL	TR

http://bridge-it.communicationproject.eu

THE PROJECT

BRIDGE-IT
Be Relevant to Intercultural Diversity Generation in Europe - Integration Team

510101-LLP-1-2010-1-IT-GRUNDTVIG-GMP

http://bridge-it.communicationproject.eu

SUMMARY

Intercultural communication (ICC) skills are fundamental for the integration process of an immigrant/foreigner as an 'adult-in-mobility' in a host country. As the 6th "Common Basic Principle for Immigrant Integration Policy in the European Union (2004)" declares, "Access for immigrants to institutions (...) is a critical foundation for better integration"(Council of the European Union). The main objective of this project is to offer concrete tools in several languages (English, French, German, Italian, Dutch, Polish, Turkish, Arabic) to facilitate the life of vulnerable 'adults-in-mobility' (AMs), as they interact with 'adults-professionally-in-contact-with-mobility' (ACMs) within institutional-bureaucratic systems. The project, led by the Università degli Studi di Perugia, Italy, involves partners from Austria, Belgium, Germany, Italy, Malta, The Netherlands, Poland, and Turkey. This project sets out to develop: blended training courses for interactional parties involved in 'first-impact' bureaucratic-institutional interactions. These courses revolve around a collection of real-life communication materials from a range of bureaucratic-institutional contexts from different countries (EU and candidate); blended courses for ICC trainers and facilitators; and a multilingual online depository of communication materials that can be used by educators as well as AMs and ACMs.

In collaboration with 33 associated members from all the partner countries as well as from a Third Country (Benin, West Africa), thereby guaranteeing maximum impact, the partnership uses a range of sites and international events to disseminate its adult training products. The impact will produce an undeniable change, during and after the project, in attitude toward mutual integration and improve communication between migrants (AMs) and service providers (ACMs) facilitating also intra-European mobility.

WHY DO WE WANT TO UNDERTAKE THIS PROJECT?

The latest news and data on immigration show on one side the constant increase of both regular and irregular mobility from outside and within the EU, on the other, a sharp growth of racism episodes. According to Eurostat, the foreigner population in Europe in 2008 was about 31 million people, 1/3 of which (about 10 million) coming from other EU countries, and the remaining 2/3 (about 20 million) coming from non-EU countries. Within the non-EU, in 2008, the number of asylum seekers and refugees were about 6 per 1000 of the EU population. Most of the EU member countries saw an increase in the number of asylum and refugee requests (IT +116%, NL and MT +89%).

Being e.g. asylum seeker in a foreign country requires the competence to deal with bureaucracy. While migrants need to acquire new terminology and different culturally determined communication practices, also service providers need to acquire awareness of the communication difficulties involved in this bi-directional interaction: "Integration is a dynamic, two-way process of mutual accommodation by all immigrants and residents of Member States" (1st Common Basic Principle for Immigrant Integration Policy in the European Union (2004).

Preparatory work and needs analysis are, among others, from EU projects of the partners (SPICES - 224945-CP-1-2005-1-IT-GRUNDTVIG-G11, winner of a "Quality in Mobility" Silver Award, UNEC - 225862CP1-2005-1-AT-GRUNDTVIG-G11 - winner of a "Quality in Mobility" Bronze Award, CCT-I; Klein G.B. & Caruana S., eds.: Intercultural communication in bureaucratic and institutional contexts - Proceedings of the Final Conference of the European Project SPICES. Perugia: Guerra 2008).

The partnership intends to work out a solution through the creation of learner-centred e-learning modules (in English, German, Italian, Dutch, Polish, and Turkish) through an Open-Source (DOKEOS), adaptive and conducive learning environment which provides both AMs and ACMs with the necessary spoken and written communication and relational skills to manage bureaucratic-institutional interactions. Furthermore a training course for e-tutors will be delivered.

OUR AIMS AND OBJECTIVES

Staffs in public services do not usually have adequate skills both in terms of practical knowledge of a foreign language and intercultural competence needed to manage efficiently interactions with migrants. The latter group needs to be trained in order to deal with the bureaucratic context. The *GENERAL AIM* of BRIDGE-IT project is to create formal and informal learning opportunities to bridge ICC problems in this context.

Specific objectives

- Create face-to-face and online training courses, for both relational parties involved in 'first-impact' bureaucratic-institutional interactions: ACMs (public officials, police and border officers, social workers etc. dealing with newly arrived migrants) and AMs (e.g. refugees, migrants to be regularised, asylum seekers), on the basis of 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).
- 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 ACMs and AMs.
- Identify ICC best practices in bureaucratic-institutional settings.

Needs addressed

- the online training courses and resources give ICC skills promoting mutual understanding, guaranteeing a major accessibility also after the project period;
- the multilingual text depository is meant to be an online service, giving language- and cultural-specific information for ACMs and AMs;
- the best communication practice exhibition establishes communication models to be disseminated worldwide;
- creating the conditions to foster active citizenship makes it also possible to reach mutual integration and respect, thereby providing the basis for intercultural dialogue and for anti-racist pedagogies.

SHORT TERM TARGET-GROUPS

The intended end users benefiting from the project during its lifetime (and also after the project's conclusion) come from two different groups. These groups - AMs and ACMs - interact in 'first-impact' bureaucratic-institutional settings.

Examples of AMs include: newly arrived adult migrants, refugees, migrants to be regularised, but also people preparing to emigrate.

Examples of ACMs include: armed forces; border and police officers; officers in migrant centres; government and NGOs employees in contact with migration; civil servants; religious organisations; employment services; and prospective ACMs, health workers and integration organisations.

These two target-groups have been identified through previous SPICES (224945-CP-1-2005-1-IT-GRUNDTVIG-G11), and e-SPICES, (2008-1-IT2-GRU06-00547-1) EU projects, and relevant literature on the topic ("Primo Rapporto sull'Immigrazione in Umbria", Agenzia Umbra Ricerche, Regione Umbria, 2010; EU website on Integration). Trainers for ICC training (for ACMs and AMs) and L2 educators (for AMs) constitute another target-group. This particular group will guarantee maximum impact of the project.

The envisaged number of people involved during the project through the Virtual Learning and Communication Environment platform (DOKEOS) is about 1200.

The first two target groups - AMs and ACMs - will be reached through network and associated partners:

- **for AMs**

IT: Immigration centre 'Cooperativa Perusia'; CIDIS onlus (Perugia, Napoli, Caserta)
MT: Marsa Open Centre, Jesuit Refugee Service Malta
NL: Asylum Center AZC Sweikhuizen; P-team Maastricht (Platform migrant women)
AT: EUNICA; NIC; NILE; ENAR European Network Against Racism
PL: Inforeigner, Regional Center for Social Integration
BE: Foyer, Brussels

- **for ACMs**

IT: Scuola di Pubblica Amministrazione (Pila/Perugia); ANCI UMBRIA; Regione dell'Umbria
MT: Jesuit Refugee Service Malta
NL: EMOL Network Expertise centre for integration
DE: bfz gGmbH (Berufliche Fortbildungszentren der Bayerischen Wirtschaft), e-learning and new media department (Nürnberg)
PL: "Malopolska Gateway" Regional Internet Portal; Voivodeship Headquarters of Police in Krakow
TR: Yozgat Il Emniyet Müdürlüðü (Police Department of Province); Yozgat Belediyesi (Municipality)

ACMs as well as AMs are involved in the identification and collection of written texts, video-recording of real-life interactions and corresponding verbal interactions (spoken texts), dissemination and exploitation of results. They are offered free training during the pilot training modules.

The third target-group trainers and educators - will also be reached through these organisations and finally through GRU courses and courses offered by university members, as well as private and public institutions participating in this partnership.

LONG TERM TARGET-GROUPS

Intended users who will benefit from the project after its conclusion are from the three groups described above:

AMs as adults that for political, humanitarian, economic, social, professional or cultural reasons emigrate from their own country of origin and move for a short or a long period of time in a different geographical, cultural and linguistic context (e.g. migrants, asylum seekers, refugees, as well as medical doctors, soldiers, missioners, students participating in exchange programmes, etc.).

ACMs as front-line operators in institutional settings (e.g. civil servants, operators in migrants centres, university students from the partners institutions, etc.) as well as volunteers and social workers.

Moreover, ICC trainers, mediators and facilitators, school teachers, L2 educators specialising in training for migrants and who want to work or are already employed in private or public organisations can use the training modules and courses within their current and future activities.

Long term target-groups, apart from those already involved in the project activities through the institutions described above (such as associated partners), will be reached through:

- the BRIDGE-IT Virtual Learning and Communication Environment that will be hosting the training resources
- the project website (linked to mentioned public service institutions and migrant centres, language schools, vocational training centres), that will publish regular newsletters and announce the forthcoming activities
- a BRIDGE-IT Grundtvig training course published on the Comenius-Grundtvig Training data base;
- EU project websites, where the project information and outcomes will be published
- EU Commission and its websites and tools aimed at guaranteeing projects' visibility (such as EVE,