



## **T-learning to Improve professional Skills for Intercultural dialogue**

Progress Report

Public Part

## Project information

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## Executive Summary

The European Parliament and the Council of the European Union designated the year 2008 as the “European Year of Intercultural Dialogue” in order to recognise Europe’s great cultural diversity as a unique advantage. It encourages people living in Europe to explore the benefits of the rich cultural heritage and offers the opportunity to learn from different cultural traditions. Increasingly more individuals are living in a multicultural society characterised by cultural diversity which has directed attention to the idea of how intercultural dialogue is a key process to deal with complex cultural environments. In recent years, intercultural dialogue has greatly impacted the professional role and responsibilities of social workers and professionals working with migrants and immigrants in various sectors and consequently has become a transversal priority of European Union policies. In light of EU initiatives and a growing demand for professional cultural mediators in society, the TIPS project aims at realizing a pilot training course, using a t-learning methodology (the integration of E-learning, M-learning and TV-learning), addressing cultural mediators and social workers in order to improve their skills and competences needed to work and interact with migrants and immigrants.

The European countries involved in the TIPS multi-actor partnership (France, Italy, Poland, Greece and Austria) were selected according to territorial criteria, each representing and reflecting different migration flows and integration practices in Europe. The added value of the multi-country partnership resides in each country’s contribution to both the definition and identification of cultural mediators’ training needs and the exchange of experiences among final beneficiaries through the TIPS virtual community. In order for the TIPS partnership to develop a training programme that effectively addresses professional cultural mediators’ training needs, comparative research was conducted on socio cultural mediators in the respective European countries. The research pointed out the exiting differences among legislative and educational frameworks in Europe and therefore, was the key element to help the TIPS pedagogical team define the final version of the training programme (modules, topics and contents).

The TIPS project features a unique design and development of its t-learning and didactic methodology that aims at providing a solution for social workers who need up-to-date training, imperative for enhancing their everyday activities at work. The TIPS t-learning methodology is the integration of three different tools: the personal computer (E-learning), television (TV-learning) and mobile phone (M-learning). The technology and materials developed for the TIPS course promotes continuous, on-the-job training and provides the opportunity for users to join the TIPS virtual community where practices and suggestions of all participants can be shared and discussed. The TIPS didactic methodology has been developed through exploiting benefits fostered by the integrated use of distance and digital devices. Each learning platform will allow participants to customize their own personalized training paths based on their own specific time, availability, learning styles and training needs. Trainees will be able to learn directly in their working environment and receive “on-the-job” training, thanks to the portable feature of the e-learning and mobile platforms, creating a “learning-by- doing” approach integrated with a “work based learning” method.

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# 1. Project Objectives

## Main objective

The main objective of the T.I.P.S. project is to **realize and test a training course** using the t-learning methodology (integration of E-learning, M-learning and TV-learning) **for cultural mediators** and social workers in order to improve the skills and competences needed to work and interact with immigrants.

The course, thanks its pragmatic approach, aims at supporting mediators on the job by providing theory and practical training. Cultural mediator training is often conducted through specialized courses based on specific professional skills and qualifications essential for potential cultural mediators and is supported by ESF funding and organized by agencies authorized by Regional authorities and Universities.

The TIPS training course offers practical, on-the-job training, which most training programs fail to provide, thus representing one of the project's strongest features. The TIPS project assumes that cultural mediators' competences and skills are "client driven"; referring to the fact that most of the cultural mediators' skills and competences are developed primarily through work experience. This is why the TIPS project aims at emphasising and improving **on-the-job training and at creating a virtual learning community** where work experiences and suggestions can be shared by all participants.

## Specific objectives

- ❖ Drawing up a comparative research on professional cultural mediators and their training needs
- ❖ Offering social workers and potential cultural mediators a customised training through a t-learning platform (E-learning, M-learning, TV-learning) and various learning objects fitting different learning styles
- ❖ Promoting training on the job thanks to specific tools such as the mobile phrase book containing a repository of the most important sentences and verbal expressions translated into 8 different languages (most commonly used by immigrants) and a mobile glossary including key words and definitions to be spent at work
- ❖ Promoting the sharing of knowledge and experience at a European level in the field of cultural mediation through virtual training seminars and social software hosted by the t-learning system

The TIPS project benefits social workers from five different European countries: Italy, Greece, Poland, Austria and France. Social workers interested in cultural mediation will be directly involved in the experimentation of the TIPS professional training course. The course will impact social workers by providing them with professional training that will help them to develop and enhance skills relating to cultural mediation. In addition, beneficiaries of the project will constitute a virtual learning community where personal and professional experiences and studies of

each participant will be improved through training activities (through the TV training course) and mutual learning, providing an opportunity to share and discuss experiences, ideas and tips with other participants (through the mobile).

The particular benefits for the target user group involved in the TIPS project are:

- ❖ continuous advancement and development of professional competences relating to cultural mediation through the didactic course contents
- ❖ increasing technical knowledge on how to use ICT tools thanks to the t-learning methodology, featuring the three devices throughout the training course
- ❖ a better comprehension and perception of different migratory phenomena and key strategies used to manage their impact and issues through the exposure, interaction and exchange of experiences with other social workers from different countries

## 2. Project Approach

The TIPS project is based on a comparative research and experimentation. The TIPS project's methodological approach, aiming at addressing the training needs of social workers or professionals interested in working in cultural mediation field includes two fundamental aspects:

- ❖ **comparative research** conducted on professional socio cultural mediators: an analysis to identify the professional role of the mediator and his/her training needs through the examination and assessment of different situations in all five European countries involved in the project. The Research was conducted during a consultation among cultural mediators in France and Italy, based on a questionnaire proposed by Iriv and through the collection of significant case studies from all the partners (Report 4 - 10 for Italy, 10 for Poland, 5 in France, 2 in Austria, and 3 in Greece).
- ❖ the delivery of a **pilot training course**, developed and based on the training needs identified during the research phase, to a test group of beneficiaries composed of social workers from the five partner countries.

The TIPS pilot training course for cultural mediators aims at providing a solution targeting social workers who need up-to-date training, imperative for enhancing their everyday activities at work. The added value of the TIPS project is its concept of integration which can be considered as a leitmotiv concerning the social context, course subjects, methodology and technology. The following components of the added value are implemented and guaranteed through the development of the TIPS **t-learning methodology** and the TIPS **didactic methodology**:

- ❖ the social component regarding this concept is the theoretical and practical contents to be used at the workplace that allow cultural mediators to support and assist immigrants' integration in their host country;
- ❖ the pedagogical component is the promotion of different learning styles such as visual, auditory and kinaesthetic through the access to a variety of contents and didactic support;
- ❖ the didactic component offers cross-references encouraging users during a session to access other Learning Objects, featuring the same course topic, through the different didactic tools. For example during an audio lesson running the system will indicate a film on the same topic available through the TV-learning platform;
- ❖ the technological component provides the opportunity for tutors to check the learners' training path through a comprehensive database able to track students' training paths and allowing tutors to make statistical analysis

The most significant feature of the **t-learning methodology**, is the integration of three different tools: the personal computer (e-learning), television (TV-learning) and mobile phone (m-learning). The technology and materials developed for the TIPS course promotes continuous, on-the-job training, and provides the opportunity for

users to join the TIPS learning network where practices and suggestions of all participants can be shared and discussed.

The **TIPS didactic methodology** has been developed according to two goals:

- ❖ exploiting benefits fostered by the integrated use of distance and digital devices
- ❖ maximizing benefits offered by each specific tool (e-learning platform, TV platform, mobile platform).

The course contents will be delivered through the three tools and specific didactic features are designed for each tool. The Internet, through the TIPS project web site, will provide more general information, materials, news, and access to the e-learning platform where didactic material can be stored and downloaded. The TV learning platform will deliver personalized training sessions according to participants' time, availability and needs. Video/Audio lessons and quizzes will be featured on both the TV and e-learning platforms. The Mobile platform, delivered through mobile phones, PDAs, will make training course contents available anytime, anywhere thanks to its portable feature. This will allow trainees to learn directly in their working environment, creating a "learning-by- doing" approach integrated with a "work based learning" method. The m-platform will also feature both the TIPS mobile phrasebook, containing a repository of most important phrases and expressions translated into seven foreign languages, and the TIPS glossary, providing information about different culture traditions, religions and practices. Moreover, the integrated use of the mobile and Internet will allow participants to access the web portal forum, blog and chat areas so continuous participation and communication among all participants through the virtual learning community will be constantly implemented and guaranteed.

In order to ensure the high quality of procedures and products realized by the TIPS project that will ultimately maximize the added value for its beneficiaries, the partnership decided to devise a Quality and Evaluation Plan. The activities carried out pertaining to the Quality and Evaluation Plan (QEP) for the TIPS project deal with the realization of all tools and instruments needed in order to realize effective monitoring and evaluation of all project activities and outcomes. Auxilium, the Austrian partner specialised in the Criteria Based Evaluation methodology, applied a qualitative approach to the evaluation of this project focusing on both processes (identification of criteria to evaluate the project management efficacy and the meetings effectiveness) and products (t-learning system and contents). A set of criteria for the respective products of this project were worked out cooperatively and provided a basis for evaluating the didactic effectiveness, methodology and content quality of the pedagogical and educational products. The main products that were developed for the project and will be implemented throughout the project life-cycle are the monitoring and evaluation plan, grids and questionnaires for evaluation purposes (e.g. providing feedback on the process and organization of the partner plenary meetings and the project partners), indicators map and an evaluation report (template and final version).

Dissemination is a horizontal activity and concentrates on spreading the results of TIPS project itself to the target group and to a wide range of existing or potential stakeholders. In order to guarantee an effective promotion and exploitation of the

project, four strategies (Internet, Paper, Media, Events) have been identified and different tools have been developed and delivered in the framework of each strategy.

The essential elements of the exploitation approach proposed by the TIPS project are as follows:

- ❖ to present and convey the TIPS project to the target group comprising of professionals from different roles and areas who can help contribute to the achievement of results.
- ❖ to deliver the project results to political institutions and organizations who determine social inclusion strategies at a national and or European level.

In order to guarantee these elements, TIPS has implemented different dissemination activities that emphasize the positive impact of the t-learning methodology. The development and maintenance of the TIPS Web portal and other informative materials permit communication among local stakeholders regarding the project. The different tools (e.g. meetings, web site, etc.) promote the project in the different partner countries, giving visibility to ongoing and forthcoming initiatives and results. A Map of Key Stakeholders will be prepared illustrating different sectors potentially interested in testing the TIPS methodology for didactic purposes. The exploitation plan communicates and disperses project results at specific meetings concerning this field set up in the partner countries as well as other countries. In particular, the TIPS training course results and methodology will be delivered through video presentations, contributions, articles and posters, which will be presented at various conventions and meetings, aimed especially at stakeholders and political institutions who might be interested in incorporating and adopting the TIPS project results and methodology into their organizations and or applying them to their activities.

### **3. Project Outcomes & Results**

During the first year of activities, the partners achieved the following outcomes and results:

#### **Project plan**

This document shows partners' tasks and involvement in each project phase and points out the main milestones. It will present the sequence of the activities and the relating expected outcomes. This is a useful tool for all partners when coordinating the activities phases, the activities and defining the preparatory tasks for the outcomes.

The document is available in the TIPS web portal, private area.

#### **Management handbook**

The Management Handbook is an instrument to help focus the TIPS partnership's attention on the main features of the project (e.g. objectives, deadlines, duties) and to provide, in summary form, the main information contained in the official EACEA Project Handbook.

The document is available in the TIPS web portal, private area.

#### **Web Portal ([www.forcom.it/tipsproject](http://www.forcom.it/tipsproject))**

The TIPS Portal contains information about the project, its aims and objectives. The web site also contributes to raising the awareness of local communities, for example at municipality level, regarding immigrant social insertion issues and main European features on this topic. The web site is a multilingual tool (the main menu sections and materials are available in English and the partnership's languages). Moreover the private area of the website is an important work environment to sharing documents among the project partners.

The web site has been online since December 2007.

#### **Comparative research on professional figures and the training needs of cultural mediators**

The realization of comparative research on professional socio cultural mediators pointed out the exiting differences among legislative and educational frameworks in Europe. The researchers conducted a desk research (analysis of relevant reviews, press articles and statistical data) completed by focus groups and interviews to cultural mediators to be later involved in the training activities. The research was the key element to help the TIPS pedagogical team define the final version of the training programme (modules, topics and contents).

The partnership has completed the following reports:

- ❖ Comparative research on migration (report 1)
- ❖ Comparative research on cultural mediators (report 2)
- ❖ Report on training needs (report 3) – A consultation among cultural mediators carried in France and Italy (on the basis of a questionnaire proposed by Iriv)
- ❖ Collection of significant case studies (Report 4 - 10 for Italy, 10 for Poland, 5 in France, 2 in Austria, 3 in Greece)
- ❖ Definition and translation of a phrase book with main verbal expression used during first contact (by Iriv, July 2008)
- ❖ General framework for the training programme (Report 5, iriv)

The different research reports are available in the TIPS web portal, private area.

### **T-learning platform (E-learning, M-learning, TV-learning)**

The three instruments (e-platform, m-platform, TV-platform) have been designed and developed by the partnership. The three platforms address to the same target group and will allow social workers to access certain training contents according to their personal needs and preferences during the experimentation period. These instruments exploit the potentials of digital devices promoted almost everywhere in Europe.

The different platforms are implemented on the TIPS servers and they will be published during the experimentation phase starting presumably in February 2009.

### **T-learning platform User's Guide (for trainers and administrator)**

The T-learning platform User's Guide is a technical report concerning the t-platforms. This is a useful tool for the Technicians and the platform Administrators in order to:

- ❖ Training one or more persons to administer the open source e-learning platform;
- ❖ Preparing one or more persons to administer the interface between the open source e-learning platform and the server;
- ❖ Setting the TIPS course through the dedicated connection server.

The document is available in the TIPS web portal, private area.

## Guidelines for the realization of Learning Objects

TIPS trainers have been provided with specific Guidelines for the realization of suitable Learning Objects. The objective of the document is to guarantee the production and realization of homogeneous contents, in order to facilitate participants' course attendance. In particular the guidelines explain how to produce the following learning objects:

- ❖ Audio lessons for E-learning
- ❖ Quizzes for E-learning
- ❖ Lecture notes for E-learning
- ❖ Mobile Learning Pills
- ❖ Videos for IpTv
- ❖ Quizzes for IpTV

In order to ensure that the criteria defined in the guidelines are respected, the teachers will complete a check grid for each learning object realised. The check grid will guide teachers to self-evaluate the specific features of their learning objects, especially regarding the format of their products.

The documents are available in the TIPS web portal, private area.

## Informative materials

The following informative materials have been realized:

- ❖ the project brochure: available in English and all partners' native languages (Italian, French, German, Polish and Greek). The brochure was distributed during two local meetings so far (Rome, June 27<sup>th</sup>, 2008 and Paris, July 1st, 2008);
- ❖ TIPS posters: were displayed during two local meetings and at the international conference (IADIS International Conference Mobile Learning 2008, Algarve, Portugal, 11-13 April, 2008; EDEN Annual Conference, 2008, Lisbon, Portugal, 11-14 June 2008);
- ❖ press articles: one article was published in the issue 01 of "Science & Technologies" and the other article in the March issue of "The Parliament Magazine";
- ❖ papers: some papers have been written and presented at the following international conferences:
  - IADIS International Conference Mobile Learning 2008, Algarve, Portugal, 11-13 April 2008
  - GUIDE INTERNATIONAL WORKSHOP 2008 Rome, Italy - 15 –16 May 2008
  - Conference on "Migration in and from South-eastern Europe", Sofia - 2-3 June 2008
  - EDEN Annual Conference, Lisbon, Portugal, 11-14 June 2008
  - EADTU's annual conference 2008 Poitiers, France, 18-19 September 2008

The documents are available in the TIPS web portal, public and private area.

### **Quarterly e-newsletters**

Three Quarterly e-newsletters (April, July and September 2008en) have been written and uploaded on the TIPS web site. Each newsletter contains the main information about the project's progress and news and is published into English and all partners' languages. The Newsletters have been distributed through the following means:

- ❖ E-mails from each partner to stakeholders and key actors in the cultural mediation field
- ❖ TIPS Web site

The documents are available in the TIPS web portal, public area.

### **Quality and evaluation plan**

Auxilium (Austrian Partner), an institute specialised in the Criteria Based Evaluation methodology, has prepared and delivered the Quality and Evaluation plan. It is a comprehensive document dealing with the realization of all tools and instruments needed in order to realize effective monitoring and evaluation of all project activities and outcomes.

The document is available in the TIPS web portal, private area.

### **Dissemination plan**

The Dissemination plan is an instrument to guide the partners in order to diffuse the TIPS project's objectives and activities, promote the exploitation of the project's results and ensure the widest dissemination of knowledge from the project. The Dissemination plan outlines the different activities to be carried out during the project lifetime, giving detailed information about TIPS project dissemination tools.

Detailed information on timing and deadlines for the issue of dissemination products and information on target groups have been also included in the document.

The document is available in the TIPS web portal, private area.

## 4. Partnerships

The TIPS project activities and aims are coherent with meeting European member states' needs arising from growing immigration flows and with the EU objective of implementing effective inclusive policies. In particular, the European Commission has pointed out the lack of qualified professionals (i.e. cultural mediators) who can act as a "bridge" facilitating communication and mutual understanding among European citizens and foreigners. The added value of the multi-country partnership involved in the TIPS project therefore, resides in each country's contribution to both the definition and **identification of cultural mediators' training needs** and the **exchange of experiences** among final beneficiaries through the virtual community.

The exchange and sharing of experiences and knowledge regarding the cultural mediation field among different countries provides an opportunity for different States to come together and define and designate the role the professional cultural mediator. The Comparative research concerning migratory flows, legislation, and the professional needs of workers involved in mediation, conducted within the five partner countries, provides a fundamental basis for developing and designing a training course able to contributing in the creation and support of this particular professional figure, the cultural mediator, throughout Europe.

The enrichment in terms of knowledge and skills guaranteed by the TIPS project to its beneficiaries was established not only through a common training path, but more significantly through the comparison and exchange among professional social workers from different countries. The social software hosted by the t-learning system will allow professionals from different States to work together discuss and exchange opinions, experiences and knowledge regarding strategies and practices in cultural mediation. European social workers will discuss possible solutions for immigrants' integration, especially concerning welcoming services, or will examine the management of complex cases relating to the immigrant's native country and culture.

In order to ensure the added value of the TIPS project, the countries involved in the partnership were selected according to territorial criteria, each representing and reflecting different migration flows and integration practices in Europe. The Mediterranean partners, Italy, Greece and France, represent countries where migrant flows, often illegal and primarily from Africa, are frequent and relevant. The Austrian partner exemplifies a country where the majority of immigrants are completely integrated into the workforce. The Polish partner, from one of the new member States, illustrates a country currently facing the challenges of migration dealing mainly with asylum seekers and refugees. Moreover some of the TIPS partners are members of the Guide Association, an international network of higher education institutions and have already cooperated in the framework of previous European projects. Specific tasks have been allocated among the partners on the basis of their own expertise in order to ensure the achievement of project's results in line with quality management standards.

- ❖ FOR.COM., as project Beneficiary, manages the project, organizes the scheduled activities and coordinates the relations with the Executive Agency and the partners. Thanks to its expertise in developing and experimenting

new learning methodologies and technologies, FOR.COM. also manages the activities concerning the design and production of t-learning solutions. Through its network of contacts and its expertise in realising advertising material, it leads the activities concerning promotion and dissemination of project's objectives and achievements;

- ❖ The French partner, Iriv Conseil, aimed at enriching the public debate and informing on volunteering issues, coordinates the research activities in order to identify European cultural mediators' training needs and define the TIPS course curriculum;
- ❖ The organisation of the activities relating the production of training content is managed by the Greek partner, the Hellenic Open University, which has a multi-year experience in developing quality digital educational material;
- ❖ The Italian Gruppo Pragma, a multimedia consultancy company specialized in the design, development and packaging of e-content for new digital media, leads the experimentation activities;
- ❖ The Austrian partner, Auxilium, thanks to its experience in quality management and evaluation, supports the partners during the evaluation of managerial activities and project's results;
- ❖ The Polish Tischner European University through its international networks and experience in transnational projects ensures the sustainability of project's results by leading the exploitation activities.

Moreover all multi-national partners serve as useful parameters to evaluate the real transferability of the proposed methodology at a European level regarding different social/cultural contexts and countries. The TIPS methodology and products aim to be transferable outcomes of the project that can only be realized and truly evaluated by testing them at a European level. Nevertheless, it is important to underline that the TIPS project indirectly addresses immigration issues which is one of the key issues in almost all European policies.

The European Commission fosters the adoption of effective inclusive and integrated policies at a European level. Hence the TIPS project, providing a specific training course for cultural mediators, directly coincides with EU aims and objectives.

Every country has **established partnerships with organizations** relating to cultural mediation with two objectives:

- ❖ to collect cognitive contributions relative to migratory flows and cultural mediators in each country.
- ❖ to arrange, recruit and organize potential user groups for the TIPS pilot training course.

The partnership is composed by the following subjects:

*Project Coordinator*

**FOR.COM** - Interuniversity Consortium - Italy  
Web site: [www.forcom.it](http://www.forcom.it)

*Partners involved in the project*

**AUXILIUM** - Austria

Web site: [www.auxilium.co.at](http://www.auxilium.co.at)

WP Leader: WP4 Quality and Evaluation. Auxilium participates in the WP 2 studies and research providing information for the comparative research of cultural mediators and their training needs; participates in selection activities of final beneficiaries (course attendants) and Didactic Board activities; contributes to the implementation of the TIPS web portal, and will host local meetings for the project presentation and participate in dissemination and exploitation activities.

**HELLENIC OPEN UNIVERSITY** - HOU - Greece

Web site: [www.eap.gr](http://www.eap.gr)

WP Leader: WP 3 preparation and design of educational products design and production of T-Learning contents. HOU participates in the WP 2 studies and research providing information for the comparative research on cultural mediators and their training needs. It will participate in selection activities for final beneficiaries (course attendants) and Didactic Board activities; contributes to the implementation of the TIPS web portal and will host local meetings for the project presentation, participate to dissemination and exploitation activities and contribute to Evaluation activities.

**IRIV** - France

Web site: [www.iriv.net](http://www.iriv.net)

WP Leader: WP 2 Studies and research. IRIV participates in selection activities of final beneficiaries (course attendants) and at Didactic Board activities; contributes to the implementation of TIPS web portal; will host local meetings for the project presentation and participate in dissemination and exploitation activities; contributes to Evaluation activities of didactic contents and quality of product

**GRUPPO PRAGMA** - Italy

Web site: [www.gruppopragma.it](http://www.gruppopragma.it)

WP Leader: WP 3 - PR EP-Preparation and design of educational products -PR EP 3 Delivery. Gruppo Pragma will develop the t-learning platform for the TIPS project. This entails projecting and developing the integration between an M-learning platform, an E-learning platform and a TV-learning platform all based on IP protocol. Gruppo Pragma will participate in the coordinate project meetings and other meetings for dissemination and exploitation purposes.

**TISCHNER EUROPEAN UNIVERSITY** – TEU - Poland

Web site: [www.wse.krakow.pl](http://www.wse.krakow.pl)

WP Leader: WP 6 Exploitation. TEU participates in WP 2 Studies and research providing information for comparative research on cultural mediators and their training needs. TEU will participate in selection activities for final beneficiaries (course attendants) and at Didactic Board activities; contribute to the implementation of TIPS web portal; will host local meetings for project presentation, participate in dissemination activities and contribute to Evaluation activities.

## 5. Plans for the Future

The main activities for each phase (the list is not exhaustive but guarantees a view of the main activities)

### MANAGEMENT

- ❖ Organisation of a Plenary meeting in Rome (15-16 Jan '09 – Rome)
- ❖ Organisation of a Plenary meeting in Krakow ( 2-3 July '09)
- ❖ Organization of TIPS final Meeting in Patras (end Oct '09 - Patras )
- ❖ Submission of Final Report (by the end of Dec '09)

### DESIGN OF DISTANCE LEARNING TOOLS AND COURSE DELIVERY

#### I. Design and production of t-learning platforms (PR EP1)

- ❖ e-Learning platform upgrading
- ❖ m-Learning platform upgrading
- ❖ TV-Learning platform development
- ❖ Vedi differenza con pag 11
- ❖ Comprehensive database development (final version)

#### II. Design and production of t-learning contents (PR EP2)

- ❖ Training programme (final version)
- ❖ Production of Learning Objects
- ❖ Translation of phrasebook contents
- ❖ Definition of the final version of the glossary

#### III. Delivery (PR EP3)

- ❖ Definition of selection criteria
- ❖ Selection of users by all partners
- ❖ Start-up of experimentation activities (course delivery)
- ❖ Monitoring of the course delivery

### PROMOTION

- ❖ Updating and maintenance of multilingual website
- ❖ Organisation of Local Meetings (Greece, Austria, Poland)
- ❖ Publication of future e-newsletters:
  - December 2009
  - March 2009
  - June 2009
  - September 2009

## **EVALUATION**

- ❖ Drawing up of quality and evaluation Manual
- ❖ Quality and evaluation Manual Evaluation of project management process (Progress meeting + other plenary meetings)
- ❖ Identification of indicators to measure T-learning didactic effectiveness
- ❖ Indicator Matrix (deadline: end of February)
- ❖ Evaluation of didactic methodology (report on methodology)
- ❖ Evaluation of content quality (report on contents)

## **DISSEMINATION**

- ❖ Production of TIPS Course Brochure (multilingual version)
- ❖ Production of TIPS poster specifically realised for particular events
- ❖ Drawing up and publication of articles and press release and ppt (focus on experimentation)
- ❖ Participation in relevant conferences and workshops
- ❖ Production of a multilingual video demo on the course
- ❖ Production of multilingual video promo on project results

## **EXPLOITATION**

- ❖ Identification of possible future users and stakeholders and “promotion” (content + methodology/technology) of the TIPS results (bilateral agreements)
- ❖ Organization of a final plenary workshop with decision makers
- ❖ Definition of a commercialisation agreement among the partners

## 6. Contribution to EU policies

Europe is changing and becoming increasingly more diversified due to the effects of the European Union's enlargement process, the presence of old and new migratory flows and the impact of globalisation on relations between European citizens and the rest of the world. Increasingly more individuals are living in a multicultural society characterised by cultural diversity which represents an opportunity for growth and a challenge against fear and rejection. Intercultural dialogue is a transversal priority of the European Union and is encouraged through its programmes and initiatives.

The European Parliament and the Council of the European Union designated the **year 2008 as the “European Year of Intercultural Dialogue”** in order to recognise Europe's great cultural diversity as a unique advantage. It encourages people living in Europe to explore the benefits of the rich cultural heritage and offers the opportunity to learn from different cultural traditions. Coherently with this initiative, promoting intercultural dialogue as a process to deal with complex cultural environments and to benefit from a diverse and dynamic society, **the TIPS project addresses cultural mediators' training needs** and helps enhance their knowledge and expertise to guide immigrants during their integration process in their host country.

It is important to underline that the TIPS project addresses immigration issues which is one of the key elements in almost all European policies. European Commission fosters the adoption of effective inclusive and integrated policies at a European level. Therefore, the **TIPS project**, providing a specific pilot training course for cultural mediators, **directly meets EU aims and objectives**. The TIPS project is also coherent with the priorities and objectives identified by the Lifelong Learning Programme and Lisbon strategy expressed by its aim of experimenting with new **ICT based content**, related to cultural mediators' skills and competences, and ICT based services. In addition, the results of the TIPS project could be used and employed by different European Institutions and national and supranational legislative bodies in order to:

- ❖ define management policies regarding migration flows, integration, social inclusion and welcoming services for immigrants, thanks to the results of the TIPS comparative research
- ❖ determine a mutual legislation (e.g. regulatory, contractual, etc.) for the recognition of social workers involved in cultural mediation, also in view of research results
- ❖ delineate institutional training courses capable of contributing to the increase of professional social workers involved in cultural mediation

Moreover, according to the LLP objectives and priorities, the TIPS pilot training course will allow participants to **learn on-the-job** in their working environment that promotes learning by doing and work based learning and develops problem solving skills and collaborative learning through access to the virtual learning community featuring forum, blog and chat.

