



KEY & KEY
C O M M U N I C A T I O N S

**OUR PROJECTS
DESCRIPTIONS
2005- 2016**

THE RADAR PROJECT

(Regulating AntiDiscrimination and AntiRacism)

JUST/2013/FRAC/AG/6271

When ‘racially’-motivated hate crimes are not recognised as such, this leads to a violation of fundamental human rights.

In European societies, increasingly reshaped by migration, the fight against racism and xenophobia is a key challenge for democracy and civil life. Despite anti-discrimination legislation that is in force in EU Member States, there is still a fundamental problem in identifying different forms of racism and xenophobia. These may consist of physical attacks against people or of verbal abuse through hate speech, that is, ‘racial’ and xenophobic discourses “which spread, incite, promote or justify racial hatred, xenophobia, anti-Semitism or other forms of hatred based on intolerance, including: intolerance expressed by aggressive nationalism and ethnocentrism, discrimination and hostility against minorities, migrants and people of immigrant origin” (Council of Europe’s Committee of Ministers’ Recommendation 97(20)).

A hate crime is never an isolated act; it is usually triggered and fostered by hate speech, consisting of discourses that express disdain, hatred, prejudice, etc. Such discourses are performed not only in direct face-to-face communication through public and private conversations, but they also take place online, in political discussions, in the media, as well as in other institutional contexts. Hate crimes may also follow from hate-oriented communication practices based on other communication levels, such as voice (paraverbal message), body language (non-verbal message), images (visual message). Finally, racist discourse often does not simply consist in explicit hatred, prejudice and disdain, but it may also take the form of an apparently benevolent recognition of the differences that presupposes a stereotypisation of an individual’s cultural and social identity. In this case, what may seem like a respectful recognition of differences masks underlying stereotypes and prejudices that ultimately become labels and stigmas for the individuals.

Furthermore, it has become increasingly difficult for judges, the police, politicians and the public to identify whether a physical offence is triggered by xenophobia, because it has to be interpreted within the context in which it has taken place. For this reason, it is often the case that ‘racial’ hate crimes are not recognised as such, which leads to an underestimation of the phenomenon. Treating crimes that are motivated by ‘racial’ hatred as non-‘racial’ crimes leads to the violation of fundamental human rights. It is therefore essential that law enforcing and

legal authorities, along with journalists and politicians, have tools for correctly identifying the motivation that underlies such criminal acts.

This interpretative work allows us to define such actions in terms of hate crime offences. The overall aim of this project is to provide law enforcement officials and legal professionals with the necessary tools, mainly through open training activities, aimed at facilitating the identification of 'racial' motivated hate communication. For this purpose, interpretative work will be carried out based on interviews with hate crime victims, as well as online and printed examples of hate-oriented communication practices in six different countries. This material will be analysed and categorised for the purposes of designing a communication-based training course based on the GINCO* concept of competence-oriented learning and self-evaluation. The course will be suitable for professionals and actual or potential hate-crime victims at national level, as well as for trainers at international level. Further learning resources and facilities will be provided to offer online learning events. Finally, the project aims at producing a publication with concrete tools, recommendations and best practice examples to facilitate anti-discrimination and anti-racist actions and regulations.

*Grundtvig International Network of Course Organisers Web: <http://www.ginconet.eu/>

The project sets out to address two different needs:

1. to provide tools to distinguish between non-'racial' and 'racial' physical violence. Indeed, it is difficult to identify when there is a 'racial' motivation behind a physical offence, because it has to be interpreted within the context in which it has happened. When 'racial'-based hate crimes are not recognised as such, this leads to an underestimation of the phenomenon and to the violation of fundamental human rights. From there derives a specific need that consists in defining tangible criteria in order to be able to distinguish between 'racial' marked violence and 'non-marked' violence
2. to define tangible criteria for identifying non-physical, 'racially'-marked offences, based on verbal, paraverbal, non-verbal and visual communication practices in written, spoken, as well as interactional discourses.

The main objectives of the project are:

1. comparing existing legislation in the different partner countries as well as relevant academic and non-academic studies
2. identifying specific communication practices through words, voice, body language and visual elements in mass media and social network debates about hate speech and hate communication
3. understanding the mechanism of hate-oriented communication practices in their communicative techniques, procedures and strategies

4. working out a face-to-face and online training concept to provide concrete tools for recognising such communication practices and contributing to prevent hate crimes
5. elaborating good practices, recommendations and tangible tools for the legal and police sectors

Beneficiaries of the project include:

legal professionals (judges or lawyers), law enforcement officials (city police, border police, military, etc.), migrants (as potential or actual victims of 'race'-motivated hate crime), intercultural mediators, teachers, social workers, adult educators as well as EU institutions (European Commission, European Council, European Union Agency for Fundamental Rights).

CROSSING CITIES

PROG-104049 FEI 2012 - Azione 7: Capacity Building

Che cos'è:

Crossing Cities è un progetto finanziato dal Ministero dell'Interno, attraverso il Fondo Europeo per l'Integrazione dei Cittadini dei Paesi Terzi (FEI).

A promuovere il progetto sono il Comune di Marsciano (capofila dei Comuni della Zona Sociale n. 4 della Regione Umbria), il Comune di Todi, il dipartimento di Scienze della Formazione dell'Università degli Studi di Perugia, l'agenzia formativa En.A.I.P., le Acli provinciali di Perugia e l'associazione Key & Key Communications di Deruta.

Per chi:

Le attività finanziate dal progetto Crossing Cities sono rivolte agli operatori, appartenenti a soggetti pubblici e privati, che agiscono nel settore dell'immigrazione, i volontari e gli operatori sociali del territorio. Tali attività sono a beneficio delle persone migranti.

Perché:

In generale, il progetto Crossing Cities si propone di rafforzare e affinare nelle Amministrazioni e in tutti i soggetti coinvolti la capacità di conoscere, cogliere, gestire i bisogni della popolazione migrante.

Ciò avverrà attraverso attività di aggiornamento destinate a chi nel territorio lavora in settori particolarmente interessati dalle persone migranti.

In particolare il progetto Crossing Cities si propone di:

- Definire standard minimi di competenza per la comunicazione interculturale al fine di garantire la qualificazione degli operatori;
- Dare opportunità di aggiornamento sui provvedimenti legislativi legati allo status di migrante, attraverso interventi formativi, volti ad innalzare le competenze degli operatori secondo gli standard stabiliti;
- Innovare gli aspetti legati all'erogazione dei servizi della Pubblica Amministrazione per i cittadini stranieri;
- Aumentare, all'interno della Pubblica Amministrazione e dei soggetti privati che lavorano con i cittadini migranti, la capacità di orientare ai servizi e promuoverli.
- Realizzare un marchio ad hoc "Strada dell'Accoglienza" per la produzione di segnaletica stradale entro i confini dell'ambito territoriale al fine di promuovere la qualità dei servizi di accoglienza e la capacità del territorio di rispondere a bisogni specifici.
- Realizzare e distribuire delle City MAP "strada dell'accoglienza" in cui saranno segnalati sportelli ed uffici di interesse e livello di qualità del servizio offerto a migranti.

BRIDGE-IT

**Be Relevant to Intercultural Diversity Generation in Europe - Integration Team
510101-LLP-1-2010-1-IT-GRUNDTVIG-GMP**

The project, targets and objectives

BRIDGE-IT is an Adult Education project carried out between 2010 and 2012. It provides online learning tools for better integration between migrants and the resident population of EU countries, i.e. a population mainly, but not necessarily, without a personal migration experience.

BRIDGE-IT aims directly at the end beneficiaries of the integration process: migrants and public service providers or as we prefer to say: Adults-in-Mobility and Adults-in-Contact-with-Mobility.

These 2 different target groups are strictly interrelated as far as bureaucratic-institutional procedures are concerned. Such procedures represent the most delicate node where integration concretely succeeds or fails.

For the design and creation of the online learning materials the project is foregrounding the more vulnerable groups of Adults-in-Mobility, especially those who are in a first-impact situation.

As 'first-impact' situation we understand the period which starts from the first contact between an Adult-in-Mobility and an Adult-in-Contact-with-Mobility in an EU country and ends with the permission of either to stay in that country or to move to another country.

The acronym and its deeper sense

BRIDGE-IT invites service providers, as Adults-in-Contact-with-Mobility, working within bureaucratic institutions, to "be relevant", that is, to reflect on their current communicative behaviour within multicultural settings with a view of transforming attitudes and behaviour.

Rather than cultural melting pots, BRIDGE-IT advocates for communities where different cultures and languages co-exist, where the generation of intercultural diversity generates further diversity, where all generations and all ethnic groups integrate into each other in a dynamic and dialectic relationship.

Europe has to open its eyes: intercultural diversity is more and more an undeniable matter of fact. It represents challenges and resources to be exploited in a constructive way by all actors involved.

This explains the acronym BRIDGE-IT which stands for
Be Relevant to Intercultural Diversity Generation in Europe – Integration Team.

The Partnership

"The BRIDGE-IT Integration Team is made up of 9 partner organisations from ITALY, BELGIUM, GERMANY, MALTA, NETHERLANDS, AUSTRIA, POLAND and TURKEY; a healthy

mix of institutions that includes universities, a ministry of education, non-profit organisations, and Adult Education providers."

Together with associated partners from the public and non-profit sector, migrants and public service providers, the partnership worked out concrete tools to help overcoming communication and integration barriers due to intercultural communication difficulties within bureaucratic-institutional contexts and settings.

Concretely speaking:

for an Adult-in-Mobility such difficulties consist in filling forms and interacting with Adults-in-Contact-with-Mobility, such as civil servants from the municipality, from a health-care centre or a hospital, doctors, police etc.

for an Adult-in-Contact-with-Mobility such difficulties consist in assuming the migrants perspective, in knowing about their difficulties and in accepting their role of integration facilitators.

The main products

On the basis of these considerations, the project partnership implemented the BRIDGE-IT platform with online learning material which can be followed autonomously as pure e-learning course, or can be used by tutors and trainers within blended courses.

The online Learning Events are available in 7 languages for Adults-in-Mobility:

English, French, Arabic, German, Italian, Turkish and Dutch

and in 6 languages for Adults-in-Contact-with-Mobility:

English, French, German, Italian, Turkish and Dutch

The BRIDGE-IT online Learning Events for Adults-in-Mobility as well as for Adults-in-Contact-with-Mobility are related to communication barriers given mainly by the managing of forms to fill and the corresponding interactions at the service counters suggesting concrete strategies to overcome them.

Therefore, for each target group, there are different Learning Events:

for written communication and for spoken communication.

Furthermore, there is a special Learning Event for the bureaucratic-institutional terminology.

Going through these Learning Events, migrants learn what a form is and how to deal with it as well as how to better interact with a civil servant; civil servants learn how to better support migrants in filling forms and in the public service encounter.

The reason

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" declares, "Access for immigrants to institutions (...) is a critical foundation for better integration".

What we want

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.

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.

BUSINESS_MAIL

2010-1-PL1-LE004-11306 2 - LLP-LdV-PA-10-IT-290

LEONARDO DA VINCI Partnerships 2010-2012

The project *business_mail* addresses the needs of suppliers/sales personnel of small enterprises (SE) having or wishing to establish business contacts with foreign contractors/clients. Staff in charge of business communication in SEs do not usually have adequate skills in terms of practical knowledge of a foreign language or the intercultural competence needed to establish and maintain business contacts. Very few of these firms can afford to employ professional import/export staff, and in most cases these tasks are carried out by personnel who have not been properly trained. Language schools, in the main, offer only general foreign language courses.

Tailor-made courses for businesses are few, expensive and usually inaccessible to the staff of small enterprises. The courses organized at work places are usually run for larger enterprises. A busy work schedule usually excludes their staff from participation in on-site courses at language schools which require regular attendance over a long period of time.

The *business_mail* project involving English teachers, communication skills trainers and e-learning experts aims to develop appropriate measures to remedy the above situation by:

- setting up an e-learning platform for the design and delivery of business communication skills
- designing a set of on-line modules for use the fields required
- delivering a pilot on-line course in business English and intercultural communication (ICC) for use by the staff of SEs
- evaluating the efficiency of training in different cultural and business contexts

The final product of the project will be a validated on-line course in business English and ICC covering actual communication problems encountered by SEs involved in import/ export. The results of the project will be applied by each of the partners and widely disseminated throughout European lifelong learning programmes.

STAR PROJECT 2012 European Award

ARTERY

Art – Education - Therapy - 510260-LLP-1-2010-1-PL GRUNDTVIG-GMP - Multilateral Grundtvig Project

The ARTERY project creates an e-learning platform through which artists, therapists and educators can share best methods of work with socially vulnerable groups such as people with disabilities, homeless people, migrants, and all those in need for support. At the end of 2011 you will be able to access films and instructions in English of many artistic and communication activities from five countries participating in the project: Poland, Slovakia, Italy, Finland and Spain. It will be a database which anyone can access for free, and join a European exchange of ideas and good practices. You will also be able to put there your own training/educational materials if you wish, write comments and questions about the materials on the platform.

The Artery project (X.2010-IX. 2012) involves the following activities:

- a. establishing an open, virtual learning environment (ARTERY platform)
- b. running theatre, visual arts and intercultural communication workshops for socially disadvantaged groups in 5 countries for one year (Poland, Slovakia, Italy, Finland and Spain)
- c. documenting best artistic, educational, therapeutic and intercultural communication methods (filming and description)
- d. editing and publishing a Manual of Social Competence (book and DVD) based on experience from running arts and communication workshops as well as therapeutic activities
- e. organizing a Grundtvig course - an international 6 days course for trainers and therapists working with socially disadvantaged groups (September 2012, Perugia)

Partners:

- Bielskie Stowarzyszenie Artystyczne Teatr Grodzki (Grodzki Theatre), Poland - Coordinator
- Divadlo bez Domova (DbD), Slovakia
- Key & Key Communications (Key & Key), Italy
- Kirkkopalvelut ry (Agricola), Finland
- Fundacion INTRAS (INTRAS), Spain
- Placówka Kształcenia Ustawicznego (EST), Poland

e-SPICES

electronic Social Promotion of Intercultural Communication Expertise and Skills Grundtvig Learning Partnership 2008-1-IT2-GRU06-005471

Through this project, the partnership aims to enhance the awareness of diversity in Europe. It will tackle communication problems between service providers (i.e. adults-professionally-in-contact-with-mobility) and adults-in-mobility by working towards a European database of bureaucratic-institutional corpora (of written as well as spoken training materials) and making it available to the general public. The partnership will reflect on how the corpora could be created interactively by both trainers and learners following the SPICES methodology, the result from a previous Grundtvig project SPICES - Social Promotion of Intercultural Communication Expertise and Skills 224945-CP-1-2005-1-IT-GRUNDTVIG-G11. This will stimulate the active participation of all citizens (professionals and non-professionals) involved in intercultural communication, specifically in bureaucratic-institutional contexts.

Specific Objectives and Activities

The e-SPICES partnership will exchange good practices in the field of intercultural communication trainings in the context of bureaucratic-institutional discourse (in Italy, Germany, Greece, Malta, Poland). These practices will also be transferred to countries outside the European Union (Turkey). In collaboration with the other members, the Belgian partner 'Erasmushogeschool Brussel' (EhB) will work out a strategy to customise its current terminology and knowledge management tools. This will allow the partnership to implement the good practices and experiences in intercultural communication training. In particular, the partnership will elaborate best ways to involve actively trainers and trainees through a "conducive learning environment" based on the principles of the Let Me Learn (LML) approach (Malta) in which all involved individuals (trainers and trainees) learn from each other in a cooperative way, also through online training activities.

Long-term Objective

By means of an on-line platform, which may be set up in a future project, the collected training materials could be made available to adults-in-mobility.

The platform would become a constantly up-dated non-formal & informal learning environment where both poles of the interactional pair - adults-in-mobility and adults-professionally-in-contact-with-mobility - can learn from each other interactively about their respective communication problems.

On the one hand, through this practice, adults-in-mobility could be enabled / empowered to become active citizens, which is a necessary basis for a constructive, bilateral integration.

Product

Thus the partnership will work out the basis for the realization of an e-SPICES product (implementing the SPICES training methodology) that can be made available European-wide and in the world generally, focusing especially on written, spoken and visual communication practices of EU countries in the everyday bureaucratic-institutional life.

SPICES

Social Promotion of Intercultural Communication Expertise and Skills Grundtvig Learning Partnership 224945-CP-1-2005-1-IT-GRUNDTVIG-G11

SPICES is the acronym for Social Promotion of Intercultural Communication Expertise and Skills.

Why “expertise” and “skills” and not simply “competence”?

Nowadays there is a stronger awareness that in many fields of knowledge the expertise as theoretical knowledge is no longer sufficient for being successful on the labor market. A strong stress has to be put on the practical skills related to theoretical knowledge, i.e. the ability to apply the theoretical knowledge. But the ability to apply the theoretical knowledge has also to be trained. This ability is not given for granted by having a strong knowledge in some academic field. Vice-versa it is not sufficient having good skills without a necessary theoretical background, what would mean that certain behavioral skills would be applied in an uncritical way, as a 'receipt' without being aware of what is really going on in a certain situation.

This is especially evident for the field of communication: even knowing everything of all the existing communication theories does not guarantee one to be or become a good communicator. Even more complicated is it when the communication goes on between individuals referring to different cultural backgrounds, values, beliefs, behavior models. So, in order to acquire a complete intercultural communication competence. it is extremely important, in a training course (like the one we are going to work out within SPICES), to focus on both aspects - expertise and skills - as the two sides of the same medal. While the expertise - as theoretical competence - is easier to acquire, the intercultural communication skills - as practical competence - have to be acquired through personal experience and/or tough training.

Why “social promotion”?

Intercultural communication trainings - or more often labeled as “international communication trainings” - are not new. In fact since several decades there are such trainings especially for managers and staff of multinational companies. The Spices training courses will focus on the “social promotion” of “intercultural communication expertise and skills”, i. e. the promotion of intercultural communication expertise and skills will have a social not so much an economic purpose; in other words, its overall aim is to widespread as much as possible such competence in a very concrete and practical sense through the training of intercultural communication facilitators, mediators, educators, L2 language teachers (as direct targets of the Spices project) who will then become a vehicle for further training of final adult beneficiaries (indirect targets of Spices) who would need that intercultural communication competence.

The Project language: English

Some outputs of the project will be in other languages: German, Spanish, Italian, Maltese, Slovenian, Bulgarian

The Project Idea

The starting points for this project lie in two pre-scientific observations:

- *foreigners have communication problems mostly in bureaucratic-institutional situations of interaction*
- *textbooks do not really take into account the linguistic-communicative needs related to these problems*

Thus the main goal is building up a guideline describing a method for the creation of ICC & Lc/L2 training modules through learning & teaching packs

Background

Intra- and Extra-European Mobility, encouraged by EU-policy, already has brought and will bring Europe to assume a constantly increasing Multicultural dimension for which its citizens - both "Autochthons" and "Allochthons" - are not yet adequately prepared. Various inquiries show clearly the communication problems in the institutional everyday life on both sides, Adults in Mobility and Adults professionally in Contact with Mobility, due to prejudice and, last but not least, the lack in a specific training policy concerning those problems.

Aims

The purpose of the project is to overcome these problems by promoting knowledge, expertise and skills in InterCultural Communication (ICC) which cannot ignore the Second Language/Context Language (L2/Lc) through specific training activities addressed to Adults in Mobility and Adults professionally in Contact with Mobility (especially in institutional settings). In order to achieve this aim, it will be created and promoted:

- an innovative methodology and tools for need based ICC training in L2/Lc Learning/Teaching
- an ICC instruction for Adults

Methodology

Textanalysis

Conversational Transcription of the spoken audio-/video-recorded material and ethnographic Conversation Analysis (cf. John J. Gumperz and his Berkeley School)

Learning according to specific communicative needs and settings

Interactive training in small groups through problem solving, simulations and role play

Training of Interpersonal (cf. P. Watzlawick) and InterCultural (cf. V. Hinnenkamp) Communication skills

Main Activities

- identifying the training courses in ICC & Lc/L2 offered in the Partner countries
- identifying linguistic-communicative needs for Adults in Mobility through collection and analysis of written texts as well as spoken texts audio/video-recorded in bureaucratic-institutional real-life settings
- creating learning-packs for all targets
- testing the learning-pack for the indirect targets
- developing innovative training methodology
- experimenting/starting the training course for direct targets

Outputs

- report of the training offer in ICC & Lc/L2
- definition of the linguistic-communicative needs of Adults in Mobility in bureaucratic-institutional settings
- didactic prototypes (hardcopies and VHS/DVD)
- guidelines for an innovative training methodology and the Grundtvig training course
- on-line publication of selected outputs

Partners

UNIVERSITÀ DEGLI STUDI DI PERUGIA - ITALY

UNIVERSITÄT WÜRZBURG - GERMANY

UNIVERSIDAD DEL PAÍS VASCO - EUSKAL HERRIKO UNIBERTSITATEA - SPAIN

KEY & KEY COMMUNICATIONS - ITALY

L-UNIVERSITA' TA' MALTA - MALTA

UNIVERZA V LJUBLJANI - SLOVENIA

ACEK - ASSOCIATION FOR SPECIALIST COMMUNICATION - BULGARIA