



Using the Internet for Intercultural Training!

A pilot study
of web sites in English
for children, young adults,
teachers and trainers

Vienna, September 2003

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children, young adults, teachers and trainers

on behalf of the
European Monitoring Centre on
Racism and Xenophobia (EUMC)

by

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PREFACE

The Internet has, especially for young people, an unequivocal role when it comes to establishing common cultural references. The development of the Internet and the expansion of web sites have escalated at an unpredicted rate over the last decades. For the EUMC, which has been established to combat racism and xenophobia, the rapid development of Internet web sites has become a reminder of the powerful instrument the Internet can be, as well as the negative impact it is able to exercise.

Racist and xenophobic websites have increased extraordinarily quickly and become an industry with the sale of racist music and other commodities. And those web sites are designed to attract young people with propaganda that threatens all democratic values. At the same time the Internet can serve democracy, and strengthen the values on which our society is based. For the young user, the Internet can offer an important tool for discovering human rights, solidarity and intercultural cooperation. And there are large numbers of these web sites in place. Initiatives are taken by various institutions and organisations to develop positive web sites. But the competition from their opponents is tough. There is a need to know what kind of web sites, what style, format and content, that can grasp the attention and keep the attraction long enough for the message to come through. When children can use the Internet in school situations the option is better, and this means that also teachers should find the web sites helpful for their teaching tasks.

The pilot-project Intercultural Competence Training was initiated by the EUMC to identify web sites and web site characteristics for promoting diversity and intercultural values. This study is seen as a pilot study and limits the search to web sites in the English language. In spite of some difficulties in evaluating web sites in schools, the researcher managed to meet young people and collect their opinions. With these comments the study contributes to the knowledge of what makes a web site attractive to young people, to their teachers and also to parents.

The study has been carried out by Dr Andreas Hieronymus at the Institute fuer Migrations- und Rassismusforschung in Hamburg, Germany. I would like to express my sincere gratitude to him for his great work. The report underlines the importance of the area for the EUMC and its role to combat racism and xenophobia.

I hope that the report will be of practical use to all those interested in the fight against racism and especially those working with the Internet.

Beate Winkler
Director of the EUMC

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1. USING THE INTERNET FOR INTERCULTURAL TRAINING

1.1. ABSTRACT:

Article 13 of the Treaty of Amsterdam introduces a legal basis allowing action to be taken at European level against racism and xenophobia. The study presented here had to fulfill two tasks related to Article 13. First it had to find web sites which deal with and promote cultural diversity. Second it had to invent and analyse existing Internet web sites in EU-member states which aim at children, young adults, teacher and trainers in the field of intercultural competence. The objective was to develop recommendations on criteria for measuring successful web sites in this field. To be more precise, we wanted to know what training courses, packages (like interactive games), teaching tools, specialised web sites related to history, social science, awareness raising and professional evaluations integrating the opinion of the target groups there are on the internet. The common denominator was, that they explicitly had to aim for the prevention from racism, xenophobia and related forms of social exclusion of people on racial, ethnic or religious grounds. The world wide web is a fast developing medium enabling communication and exchange across cultures and borders. This fact also suggests that the medium "Internet" itself represents an "intercultural" message. Therefore we have to consider that web sites published on the Internet carry two types of messages. One being the intercultural content of web sites, the other being the medium and its technology itself. This study reflects on both types of messages which proved to be interrelated during the progress of research.

The concept of "intercultural competence" has only recently emerged in public discourse. To class this concept within a general discussion about racism and discrimination we start with a brief introduction into the most popular concepts of discrimination. The next chapter explores the history of heuristics and introduces the reader into the process of research, its methodological background and how the categories for this study have been generated. It describes the methodological steps of an online search for intercultural web sites and of an experiment done in a school class in Hamburg-Wilhelmsburg with 12 to 13 year old migrant and non-migrant youths. This chapter gives an insight into the dynamic and problems of both parts of the research. Chapter 3 presents the results of the study. The studied web sites showed a vast variety of aspects. We clustered those aspects into six dimensions. All found web sites covered certain dimensions and aspects, but have been weak in other dimensions.

Dimension(I) covers technical aspects such as interactivity, search software and strategy, multimedia usage and the accessibility of the web site

Dimension(II) covers the aspects of communication design and the mutual flow of information. It looks at how information about their target groups, their location

and the authors of a the web site is provided. It also looks at the explicitness and implicitness of the web site in targeting discrimination on racial, ethnic or religious grounds. How is information turned into knowledge? What credentials, expertise and certifications are available?

Dimension(III) highlights the aspects of information design. It focuses the visual/textual design and aesthetical sophistication of the web site. Does it reflect the needs of the target group and the objective of interculturality? Navigation Design, Internal and External Link Strategy, Style and Identity are further aspects evaluated in this dimension.

Dimension(IV) examines aspects of a continuous learning process, the way information is processed into knowledge and wisdom, the way knowledge is mapped, what pedagogical tools are used, what role network games play and what the policy of the learning process is.

Dimension(V) elaborates on economic and commercial aspects of intercultural web sites.

Dimension(VI) looks at aspects of creating a knowledge community, focusing on interactivity, the availability of online and offline support, the transfer of wisdom into everyday life, the style and identity of the web site, the user's engagement and regular events.

The last chapter draws final conclusions of the study and presents recommendations for an "Intercultural Online Teaching and Training Evaluation Tool" .

1.2. INTERACTIVE DIMENSIONS OF AN INTERCULTURAL ONLINE TEACHING AND TRAINING EVALUATION TOOL

After having worked out the criteria of an evaluation of intercultural web sites in six dimensions, we can give suggestions on what can be expected of a web site meeting all criteria. We did not find a "perfect" web site. What we have found are web sites describing aspects of each dimensions. Each of the web sites performed well in one or the other dimension, but never succeeded to perform well in all of them. To systematise the various aspects of the dimensions we focused on the perspective of "Interactivity".

Internal Dimension I to III: The dimensions are directed towards an internal environment.

External Dimension IV to VI: The dimensions are directed towards an external environment.

The relation between the internal and the external environment is interactive. They constitute each other.

Those interactions can be classified into three different types:

- Interaction (1): between technological skills and the skills needed to provide a continuous learning process. (**Dimension I and IV**)
- Interaction (2): between the way communication is designed in the virtual world and its economic approach in the material world. (**Dimension II and V**)
- Interaction (3): between the design of the web site and the involvement of the users (**Dimension III and VI**)

1.2. MODEL OF THE INTERCULTURAL ONLINE TRAINING AND TEACHING EVALUATION TOOL

We present a suggestion on how a model of an online tool could look like. To implement such an evaluating process we suggest to get active in three steps:

Creating an online community of skilled technical and intercultural professionals targeting the continuous improvement of the intercultural online teaching and training evaluation tool. There seem to be two different ways to create an online community. The private way of hiring skilled experts, which needs a substantial amount of money over a long period of time or the public way of involving the user's different skills, which gives the perspective of a self organised structure for the future, involving a budget for the process of creation, initialization and establishing, but needing little funding in the future. Such communities exist in the open source movement. Mostly, they are very much technically oriented. Very different online communities are approaching the intercultural field, but they rarely deal with the technical aspects of their community. Getting communities interested in each other and encouraging a mutual process of learning, discovering intercultural dimensions in technology and technological dimensions in interculturality seems to be a way of enriching both types of communities.

Initializing an interactive process between the intercultural communication designed on the web sites and external agents in the intercultural field of online learning, like commercial sponsors, organizations of professionals, museums, schools and e-learning enterprises. There is an awareness about the gap between the sophistication of e-learning software and the problems of diversity as several representatives of e-learning enterprises confirmed. As already mentioned there are a variety of certifications, which can be acquired through courses, some online most offline. The certification of an intercultural web site providing online training through a widely respected body would certainly increase the trustfulness of the web site and would have an stabilising effect on the online community. It would encourage the actors behind the web site to strive for explicitness about the intercultural objectives and use it for their marketing strategy.

Establishing an interactive relation between the web site and the user, as members of an online community. An interactive process of improving the quality of intercultural web sites would enable the intercultural online teaching and training evaluation tool to become dynamic and meet the needs of a fast changing medium. A checklist of this study's objectives, the different phases of the online search and the experiment, the structure of the database, the questionnaire and the report of selected links with annotations can be found in the appendix.

2. INTRODUCTION

Article 13: “Without prejudice of the other provisions of this Treaty and within the limits of the powers conferred by it upon the Community, the Council, acting unanimously on a proposal from the Commission and after consulting the European Parliament, may take appropriate action to combat discrimination based on sex, racial or ethnic origin, religion or belief, disability, age or sexual orientation”¹.

Article 13 of the Treaty of Amsterdam introduces a legal basis allowing action to be taken at European level against racism and xenophobia. It is a non-discrimination clause which covers discrimination based on sex, race, ethnic origin, religion, beliefs, disability, age or sexual orientation. This clause relates to all the citizens of the European Union, both nationals of EU Member States and third country nationals and aims to implement equal treatment for all people, regardless of their racial or ethnic origin. This means there must be no discrimination, direct or indirect, based on the racial or ethnic origin of a person or a group. Discrimination is said to exist where a provision, measure or practice disproportionately disadvantages certain persons on the grounds of their racial or ethnic origin. This is true as well for the other related forms of discrimination. Harassment based on racial, ethnic or other origin of a person or group of persons which creates an environment which is intimidating, hostile, offensive or distressing is also defined as discrimination. This general definition of discrimination targeting the legal framework and the social practice of European societies is supplemented with the concept of “Intercultural Competence”, which is targeting the resources of social minority groups in a positive way to empower them to fight discrimination.

The presented study had to fulfil two tasks related to Article 13. First it had to find web sites which deal with and promote cultural diversity. Second it had to invent and analyse existing Internet web sites in EU-member states which aim at children, young adults, teachers and trainers in the field of intercultural competence. The objective was to develop recommendations for criteria which measure successful web sites in this field. To be more precise. We wanted to know what training courses, packages (like interactive games), teaching tools, specialized web sites related to history, social science, awareness raising and professional evaluations integrating the opinion of the target groups there are on the Internet. The common denominator was, that they explicitly had to aim for the prevention of racism, xenophobia and related forms of social exclusion of people on racial, ethnic, religious grounds. In this report we talk about “intercultural web sites”, meaning web sites having a content as described above.

1 <http://europa.eu.int/abc/obj/amst/en/>

The World Wide Web is a fast developing medium enabling communication and exchange across cultures and borders. This fact suggests that the medium "Internet" itself represents an "intercultural" message. Therefore we have to consider that web sites in the Internet carry two types of messages. One being the intercultural content of web sites. The other being the media and its technology itself or as an analogy to Marshall McLuhan: "The medium is the (intercultural)"². This study reflects on both types of messages which proved to be interrelated during the progression of research.

The concept of "intercultural competence" newly emerged in the public discourse. To class this concept within a general discussion about racism and discrimination we want to start with a brief introduction into the most popular concepts of discrimination.

2.1. CONCEPTS OF DISCRIMINATION

2.1.1. Cultural Conflict - Kulturkonflikt

Especially concerning young people of migrant origin the dominant concept in the relevant literature is still the concept of "cultural conflict" (Kulturkonflikt). From this perspective young people of migrant origin are seen to have difficulties coping with the so-called contradictory expectations of their parent's culture and the culture of the receiving society. According to this position, young people are seen to live "between two cultures". Such contradictions are believed to hinder the development of a congruent identity. Young people are confronted with cultural conflicts and are seen to be incapable of, or at least have difficulties developing this congruent identity. Identity-anomie are said to be a danger to which young people of migrant origin are especially prone. The underlying assumption of such an approach is that young people (and human beings in general) are determined by cultural, or, as it sometimes called, ethnic characteristics. Their "ethnicity" is seen at the very center of their personality³.

2.1.2. Ethnisation (racialisation) - Ethnisierung

The opposite approach sees ethnicity as a social construction, imposed on people (young and old). In an act of (futile) resistance ethnisation is used by those defined to define themselves, in turn, in the form of self-ethnisation as a strategy to deal with imposed forms of (ethnised) exclusion. It is argued that ethnicity is a residual category in modern societies, characterized by highly differentiated forms of rationalization in the public sphere. Thus, ethnicity has meaning only in the private, not in the public sphere.

² McLuhan, Marshall (1964): Understanding Media. London

³ Rätzzel, Nora (1998): The usage of ethnic categories in interviews with young people in Hamburg. London.

Whereas these approaches are diametrically opposed, the multicultural/intercultural approach as well as the racism approach can be situated somewhere between these two opposite poles of thought.

2.1.3. Multiculturalism - Interculturalism

Multiculturalism bears some similarities with the cultural conflict approach, as it considers people's culture or their ethnicity as important for processes of identification and the development of a self-concept. These two approaches however, part their ways in that multiculturalism sees these identifications as flexible and ever changing processes in which individuals (or groups) gain strength in empowering ways. They do so through connecting elements of what they see as their own cultural tradition with those seen as characteristic of other cultures (for instance those in the receiving country). These various elements thus become transformed into resources that enable people not only to confront discrimination but also to enrich their lives and the lives of the communities they live in. Different cultures are seen as sources of possibilities rather than as sources of conflicts. Those possibilities have to be formed in to a intercultural competence.

2.1.4 Racism

"ethnisation" approach, it concentrates on the ways in which some people are constructed as being "racially" (or, for that matter, "ethnically") different. These constructions (as naturalizations) are seen as ways of legitimizing discrimination and exclusions of certain parts of the population, who are defined as not belonging to a given ("bounded") nation-state. The difference between this approach and the "ethnisation" approach is that it does not necessarily reject any form of reference to ethnicity. It differentiates between ethnicity and race so that it sees ethnicity as a historically specific, ever changing way of using specific ways of life to build social (or cultural) identities. Among English speaking scholars there are a number, who would use the category "race" not in the biological sense but as a social category. Looking at forms of racism means to look mainly at the way in which people who are not defined as part of the nation are discriminated against. It sometimes includes looking at the way in which those who are the objects of racism deal with it and develop strategies of resistance. But most of the time, those who analyse racism focus on the majority population and the social structures, which produce and reproduce racist discrimination. Ethnicity and culture of those who are discriminated against are not frequently dealt with.

2.2 THE APPROACH OF THE STUDY

Our own approach in this study reflects a specific combination of the racism, the ethnisation and the multicultural/intercultural approach. We are interested in the ways in which processes of exclusion and inferiorization (of immigrant youth) are conceptualized within the intercultural web sites. We believe that there is no societalization that is not "ethnic" to begin with. The ways in which we learn to act as social beings are shaped by the specific traditions of a region, a nation-state, and, of course, by class relations and social strata. In other words, one can hardly talk of a unified "way of life" within one nation-state. (I use the term nation-state here instead of the term society, to make clear that our present societies are always already nation-states, implying specific definitions of who belongs and who does not.) There is no one clear-cut or homogeneous "German way of life", for instance. At the same time, when comparing traditions and institutions in two nation-states, we will find some differences due to the specific ways in which these nation-states are organized institutionally, have been constructed historically and have constructed themselves.

Depending on what approach one supports; there will be different expectations about the role ethnic categories play in daily life. The cultural conflict approach will expect to find young people of migrant populations conflict-ridden, wavering between home (the "traditional" family) and school ("modernity"), not knowing who they really are and how to define themselves. The ethnisation approach might expect to find no references to ethnic categories in everyday life, except as strategies to discriminate against and as forms of direct and indirect institutional discrimination. Concerning young people themselves, it might expect them to use self-ethnisation as a means to combat their marginalized position. The multicultural or intercultural approach might expect to find young people combining different cultural elements of their parents' traditions with different cultural elements of the receiving country, thus creating new, hybrid ethnicities. Finally, the racism approach might expect to find different accounts of how young people of migrant origin are discriminated against, how they are constructed as "inferior races", meaning that certain characteristics and features are ascribed to them owing to their respective origins.

In the research we expected that web sites operating in the field of intercultural competence will reflect those different approaches in the way they conceptualize and present their online trainings. In the following chapters we want to present the basic structure and the results of this research process. The research took place between January and June 2002 in Hamburg, Germany and included two parts: an online research for existing intercultural web sites and an experiment. The experiment was done in a school class in Hamburg-Wilhelmsburg with 12 to 13 year old migrant and non-migrant youth. With the experiment we wanted to find out how the intercultural web sites, being mainly created by professional adults, are perceived by a targeted group like young adults. We also wanted to know how a school class deals with upcoming obstacles and what those obstacles are. To understand the meaning of the experiment it is essential to see it as a part of a

heuristic approach searching for appropriate evaluation categories. Heuristics are search and find methods for unknown objects. In Chapter 2 "A Heuristic Approach to Intercultural Web Sites" we describe this approach with its history, its strategy and its rules, as well as how this approach was operationalized in the study. Chapter 4 "Dimensions Of Intercultural Web Sites" presents the results of the study along six dimensions. Those dimensions describe the claim to an optimal intercultural training web site. Each of those dimensions carries a variety of aspects. All of the web sites found during the online search cover some of those dimensions and aspects, but are weak in others.

Dimension I reflects technical aspects of an intercultural web site, like the level of interaction between the web site and the user (*interactivity*) which is the person in front of a computer terminal. It further looks for features (like *search software* or hints for *search strategies*) enabling and assisting the user to find relevant information about the intercultural topic and the types of medias (e.g. sounds, videos), which are used (*multimedia usage*) to present the intercultural content and the way how and by whom the web sites can be accessed (*accessibility*).

Dimension II covers aspects of communication design and the mutual flow of information. A web site can provide a lot of information (*content*) but it leads to an information overkill, when it is not designed in a way that can be turned into knowledge by the user. Under communication design we understand the relation between the (intercultural) content of the web site, how its organization and design meets the needs of the target groups. While dimension I reflects the technical aspects of interactivity, dimension II looks at informational aspects of this interactivity. That are the directions in which information flows (*mutual flow of information*) and how information about and for target groups, about locations and about people behind the web site (*content provider*) is provided. It looks at the explicitness and implicitness of the web site's content, if and in which way discrimination on racial, ethnic or religious grounds is targeted. It is looked at the trustworthiness of web sites, on what kind of credentials, expertise and certifications are available on the web site.

Dimension III highlights aspects of information design. While communication design looks at the way information is organized and provided, the information design looks at the visual or textual presentation of this information. It looks at the aesthetical sophistication of the web site and the way the visual appearance reflects the targeted groups and the intercultural objective. It further looks on how orientation (*Navigation Design*) on the web site is made possible, on how the intercultural content is made accessible through linkage within the web site and how it is linked to other web sites in related fields (*Internal and External Link Strategy*). Web sites have a kind of "personality" with a style and an identity as well, which is perceived by the targeted groups in specific ways. We can look at how they match.

The dimensions I to III cover technical aspects of interactivity, the way how information is organized and designed to be processed into knowledge and how it is presented. Dimension IV examines aspects of a continuous learning process, of

how knowledge is being transformed into wisdom and the ways knowledge is mapped. We look at the whole process of accessing information, transforming information into knowledge and mapping knowledge so that it is available as wisdom in everyday life. The available pedagogical tools and policy of the learning process itself are looked at here.

The integration of online learning and training into the practice of schools, business and other organizations is not only a question of the quality of the web site's content but also very strongly related to the economic structure and the commercial strategies of the content provider. Therefore dimension V looks at the economic and commercial background and strategy of intercultural web sites.

Dimension VI looks at aspects of the creation of a knowledge community. A knowledge community is a community sharing knowledge about certain topics like in our case the topic of "Interculturality". A knowledge community has virtual aspects existing only through the medium "Internet" and aspects being relevant for agency in everyday life interaction. Interactivity of the web site and interaction in everyday life, availability of online and offline support, the transfer of wisdom to the everyday life, the style and identity of the web site and the user, the user's engagement in regular online and offline events are aspects connecting online and everyday life with each other.

The last chapter "Final conclusions and recommendations: Dimensions of an Intercultural online Teaching & Training Evaluation Tool" rearranges those six dimensions and their aspects into three external and three internal dimensions. This re-clustering of the results of the research offers the basic structure for a web-based Intercultural online Teaching & Training Evaluation Tool.

In the appendix detailed information about the different aspects of the research process and a list of selected links is provided.

3. A HEURISTICAL APPROACH TO INTERCULTURAL WEB SITES

3.1. HISTORICAL EXCURSUS ON HEURISTICS

Heuristics are search and find procedures for the discovery of unknown objects. Heuristical approaches have a long tradition. The development of *rational discovery techniques* go as far back as to the missionary Raymundus Lullus in the 13th century and the Jesuit Athanasius Kircher in the 17th century. They were further elaborated by Descartes, Leibniz and Bolzano. Those types of heuristical approaches are characterized by the use of rationality and formal logic, especially in mathematics claiming universality. Modern logistics, computer generated "General Problem Solver"⁴ and "Artificial Intelligence"⁵ follow this tradition. Search engines for example are tools on the Internet, which use search algorithms in a heuristical way.

Besides those mathematical-logical heuristics an *empirical heuristic* has been developed in natural sciences. It is elaborated in the writings of Galilei, Newton, Einstein and others. Especially Ernst Mach worked on the historical and critical development of the theories of mechanics, thermodynamics and optics. In his book about methods, written for physicians in 1905, he deals with a variety of issues, which are important for social scientists and psychologists as well. He covers topics like everyday life, experiments, thought experiments, variation, analogy, hypothesis, paradoxon and other topics⁶ Einstein⁷, von Weizsäcker⁸ and Hawking⁹ also present heuristical approaches in a popular way.

The counterpart of the heuristical approaches in natural sciences are the *heuristical processes taking place inside the researchers*. The psychology of thinking,

4 Newell, A. & H. A. Simon (1972): Human Problem Solving. Englewood Cliffs, New Jersey.

5 Schepers, H. (1974): Keyword: Heuristic, heuristical, in Ritter (1974): Historisches Wörterbuch der Philosophie, Darmstadt. P. 1115-1120

Groner, M.; Groner R. & W.F. Bischof (1983): Approaches to Heuristics: a Historical Review. In: Groner, M.; Groner R. & W.F. Bischof (1983): Methods of Heuristics, Hillsdale, New Jersey, London. P. 1-18

Hartkopf, W. (1970): Dialektik-Heuristic-Logik. Nachgelassene Schriften, Frankfurt a. M. P. 107-149

6 See: Kleining, G. (1994): Qualitative-heuristische Sozialforschung. Schriften zur Theorie und Praxis. Hamburg. P. 345/346.

7 Einstein, A. and L. Linfeld (1978): Die Evolution der Physik. Wien, Hamburg (first 1938)

8 Weizsäcker, K.F. von (1985): Aufbau der Physik. München, Wien.

9 Hawking, S. (1988): A brief history of Time. New York.

especially the Würzburg School¹⁰ and the Gestalt psychology¹¹ influencing the research about creativity, are a milestone in understanding internal heuristical thinking processes.

The *dialectical heuristic* is another approach being very much overshadowed by its hermeneutic¹² origin. Since Dilthey¹³ separated natural science from social science in 1883 hermeneutic is the "Art of understanding" for the social science, while heuristics are seen as being only relevant for natural science. This separation, assigning the interpretation of "social" phenomena to social science and the discovery of "natural" phenomena to natural science, is in itself a reproduction of social splits. This is widely discussed in feminist theories about science¹⁴.

This basic social split between the object, in our case "Intercultural Web Sites" and the subject "researcher" has to be overcome in our study. It is obvious that the task of finding "intercultural web sites" and criteria to assess them runs into problems, if this basic split is not challenged. It would lead to an aimless browsing through the Internet and a vast unstructured collection of web sites, where preconceived concepts about the phenomenon "intercultural web sites" determine the categories and delude the research. This study therefore needs a strategic approach reflecting the interaction between the object "intercultural Web Sites" and the researching subjectivity instead.

The interaction between the researcher as a subject, having a nationality, a gender, a social, an ethnic background and the yet unknown object which is just a vague figure (gestalt) shows two aspects. Acting and assessing. Acting means initializing a process of asking questions (in our case entering a query in a search engine, e.g. "intercultural competence training") and receiving answers (the search results). Assessing means deciding whether the answer fits our question (query) or not. This is called dialog with our research object.

10 Otto Selz (1924: Die Gesetze der produktiven und reproduktiven Geistestätigkeit), Karl Duncker (1926: A Qualitative (Experimental and Theoretical) Study of Productive Thinking (Solving of Comprehensive Problems) and Max Wertheimer (1945: Productive Thinking) are representatives of this school.

11 Glover, J. A.; Ronning R. R. & C. E. Reynolds (1989): Handbook of Creativity. New York, London.

12 Being based on interpretations

13 Dilthey, W. (1883): Einleitung in die Geisteswissenschaften. Versuch einer Grundlegung für das Studium der Gesellschaft und der Geschichte. In: Dilthey W. (1922): Gesammelte Schriften, Band 1, Leipzig, Berlin.

14 Harding, Sandra (1986): The Science Question in Feminism. Cornell University.

3.2. DIALOGS BRING OUT THE INBUILT STRUCTURE OF THE OBJECT

Dialogs are the center of heuristical research, because they allow us to find out more about the structure of the objects we search for. Dialogs are an alternation of questions (queries) and answers (search results). Each question gives us an answer and each answer inspires us for a new question. Answer and question normally never match 1:1 (search results do not always match the query). In everyday life each answer reveals more than the question intended (and so do the non-matching search results). This surplus created by the answer is the impulse for new questions (and a new query) . The continuous movement from question to answer to question establishes the dialog as a dynamic process, which at the end reveals a preliminary structure of the object we search for. We call this the principle of dialog¹⁵.

Dialogs have a long history. In ancient Greek Platon used dialogs to elaborate about a variety of problems in Greek society¹⁶, they are an important tool for the interpretation of Thora, Bible and Quran and they are essential for the different heuristical approaches in natural and social science.

This principle of dialog was the reason that the difficulties we encountered during the online search and the experiment were not obstacles but a guidance for new questions in the next steps. In the beginning the researchers reported about "Getting lost in the vast amount of web sites" and "loosing the feeling for the research-objectives". At this stage they were confronted with a contradiction: on the one side the textual reading of (often naive or simple) texts is boring, costs a lot of time and brings little results. On the other side a short and cursive look at the web sites risked that important information and links might be overlooked. As a result of those two ineffective approaches we found that "Link lists" proved to be efficient, because they already are pre-structured and simplify navigating. Link lists, they are sometimes called "bookmarks", are a collection of Hyperlinks referring to other web sites. Often they have a thematic focus and a short description of what can be found there.

Another example for the usefulness of dialogs were the different steps of building up our categories. In the beginning the research it did not take a long time, until the researchers realized that the conventional way of dealing with keywords, search-terms and search-engines had reached its limit and new questions arose: How can web sites which do not carry the explicit keywords of the research objective be found and how can they be described and categorized? Functional descriptions were regarded as easy by the researchers, but to grasp the character and the aesthetic of a web site was regarded as difficult, because everybody was seeing this as a subjective judgment. The variety of the researchers backgrounds, as described in subsection 3.4.3, enabled the team to transform obstacles into new questions and search for their answers.

¹⁵ see Kleining (1994)

¹⁶ Platon (1989): *Gesammelte Werke*. Essen.

Searching the Internet confronts us with more or less professional approaches and concepts of very different quality. Those professional concepts target different groups. It is common place, that not everything, that is planned for a specific target group, especially for children and young adults, reaches their attention. In fact it might even miss the targeted group completely. Therefore we have to ask about the relevance of those web sites in the life world of children and young adults. To gain information about this a qualitative experiment was conceptualized. The experiment was also guided by the principle of dialog. We asked questions like "What is intercultural competence for pupils and teachers?" , "How do the pupils and teachers deal with the Internet?", "How do they communicate web addresses?", "What are their favorite sites?" or "How do they deal with the presented online-training?"

To perform this experiment several obstacles had to be met. All the schools we contacted by telephone were interested but the experiment did not fit into their yearly time-schedule, reported the headmasters. In some schools we got invited to present our project personally and there a range of other difficulties emerged. Most of the teachers never worked with the Internet ("they are too old for it" said one headmaster) and to find a combination of English teachers having some experience with the Internet was rare. Thanks to the commitment of teachers and social workers in the Gesamtschule Wilhelmsburg, we were able to find a suitable school cooperating with us. In the school we were confronted with more obstacles. A couple of days before the experiment was scheduled, the computer lab was robbed and the newly installed equipment was not online yet. The alternative computer lab, located in a neighboring school, was equipped with slower computers, with the effect that the surfing exercise took a long time and frustrated the pupils.

Those experiences carefully written down left us with more information and data about the circumstances of (intercultural) online learning in the everyday practice of one school. Our experiment may not be misunderstood in the sense, that we can say something about the situation of schools in Germany or in Europe in general. But it highlights structural problems of (intercultural) online learning as a case-study, which might be found in other school classes as well. Combined with the data of the online search it helped clarifying aspects of the web sites and categories introduced in this report.

3.3. SEARCHING AND FINDING IS A PROCESS CALLED SAMPLING

If we consider searching (asking questions/making queries) and finding (looking for answers/search results) as a continuous process, we get more and more detailed data and information about the research object. This process is called "Sampling" and the stock of data emerging is called "Sample". We used Internet search engines as a powerful tool for a heuristical strategy. They are helpful in dealing with the vast information provided by the Internet. Top level domains address national or organizational domains. Those domains contain hosts, which is the server where the address of the web site is located. Looking only at the five largest Internet top level domains in the EU (.uk, .de, .it, .nl and .se) approx. 8159143 hosts are registered. All those might carry the searched information about successful web-sites dealing with "intercultural competence". Considering that those web sites might as well be found in the organizational domains like .org, .net, .com or .edu and that the number of domains in Europe has increased from 12720814 in January 2001 to 15210059 in July 2001¹⁷, it becomes obvious, that this task needs an intelligent strategy to find the searched information¹⁸. Search engines can be used to trigger a dialog with the Internet. If we consider this interaction with the Internet as a repeating movement of question (query) and answer (search result) and question (new query) we generate more and more information about the object we are searching for. To steer this dialog it is helpful to follow certain rules to avoid results which reinforce preconceived concepts instead of gaining "new" knowledge about content of a fast changing medium.

3.4. A STRATEGIC APPROACH FOLLOWS RULES

3.4.1. Rule 1: Openness of the research object ("intercultural web sites")

In the beginning of the research process the relation between researcher and searched object "intercultural web sites" is one of openness. We have a vague idea about what intercultural competence trainings in the Internet look like and use this to trigger a dialog. At the same time we try to have as little preconceived concepts as possible and we are looking for excessive information. We follow different traces and generate qualitative data (abstracts of web-sites, research-diary, bookmark-lists, categories). The same is true for the experiment.

¹⁷ All figures according to ICANN, 18.8.01 (www.icann.org)

¹⁸ We do not yet consider the new top-level-domains like .biz, .info, etc., because the registration period for registered trademarks and others wishing to registrar were not finished.

3.4.2. Rule 2: Openness of the research subject (``researchers"')

Like the research object ``intercultural web sites" is not fixed in the beginning of the process, the subject ``researcher" has to be open, accommodating his notions about the object ``intercultural web sites" to new not congruent information about the object. To support this postulated openness, the researchers of this project were confronted with a first, very brief outline of the research objectives and encouraged to find their individual starting point in the initial stage of the research. They were also encouraged to discuss emerging problems with each other and with the researcher in charge. In this process research subject and object communicate with each other and approach the ``gestalt" of the object. Only at the end of this process the structure of our object ``intercultural web sites" is known.

3.4.3. Rule 3: Sampling and variation of perspectives

This rule is concerned with the different perspectives on the research object ``intercultural web sites". It demands a maximal variation of the research object perspective's. All perspectives which might influence the result have to be taken into account. This means that for this study for example, we cannot only ask for the term ``intercultural" but have to vary and take related terms like ``diversity", ``racism", ``multicultural", etc. into account. We cannot rely solely on search engines but we have to consider, that relevant web sites might be communicated through external channels like youth magazines, television or music videos as well. Therefore we also have to look at other ways and forms how e.g. young people spread their knowledge about intercultural web sites among themselves. This might be news forums, newsgroups (public online noticeboards related to specific topics, where users can publish their comments or news via mails) or chats (chat application, called applets, enable a real time communication between two or more users). This process of finding variations, gaining new not congruent information and rearranging the search process is called, as mentioned above, sampling; the final result of this process, when all information is found and collected is called sample.

3.4.3.1. Variation of research-team

We know from previous research projects, that the researchers and their backgrounds have a big influence on the results of the research. It is well known that gender, social and lingual background have important influence on the search results. While men e.g. get along with technology fairly well, women have their strength in dealing with the content. Therefore we were looking for an equal balance of gender to vary those competencies. Especially looking for intercultural training websites, the lingual and migration background of the researchers has to be taken into account as well. The research team of the online search showed a diversity of characteristics. Researcher A. was male, of Polish background, born in

Krakow, Poland and was a doctoral student of Ethnology. Researcher B. was female, of German background, born in Kiel, Germany and a student of educational science. Researcher C. was male, of Turkish background, born in Hannover, Germany and a student of art history and philosophy. Researcher D. was female, of Turkish background, born in Ankara, Turkey and a student of art history and philosophy. The senior-researcher doing this research was male, German of italo-czech background, born in Stuttgart, Germany and had a doctoral degree in sociology.

3.4.3.2. Variation of search strategy: stages of the online search

Between January and March 2002 the online search went through four stages. The first stage focused on search terms, search strategies and was busy finding first preliminary categories. The discussions in the research team soon made clear, that a mechanical search for terms like "intercultural competence" is not the approach, which children and young adults necessarily use, because it is not a concept of their daily life. Therefore the researchers tried to find other, unconventional approaches and generated search terms in other field like brands, music, games or sports. At this stage the researchers were occupied with creating and finding search terms to initialize a successful search process. Each of the researcher developed an individual search strategies, feeding a first (preliminary) online database with their search results, including a documentation of each step they have done. This first database contained categories like the name of the researcher, the found Internet address and comments of the researchers about the web site. Those comments and the experience of the first search step were discussed in the research team and categories for a next, more detailed database were generated.

In the second stage we widened the search to include new search terms and other sources of online information. We were looking for Internet youth magazines, network games, language courses, virtual museums, classrooms and libraries which might be related to our intercultural topic. Further we were looking for link lists, which are thematically structured lists of links to other web sites. At the same time we enlarged our search perspective to other available information material, like the results of a newsletter online questionnaire to 700 organizations in the field of interculturality, specific e-mail inquiries to web sites we have found, interviews with experts of an Internet café and other off line material like youth magazine or magazines of special interest. During the online research the team developed a variety of search strategies to find the required websites. Different search engines were tested, search terms were grouped, combined with each other and new search terms were generated. In such a way we were able to narrow down the vast amount of search results delivered by search engines. Using different features of the search engines, like thematic directories, search for similar websites or the search according to target groups were other search strategies. Looking for negative web sites was another way to gain information about the required web sites. At this stage we continued feeding our restructured database with those new search results.

The third stage concentrated on the more detailed description and analysis of the found web sites. We followed up hidden traces on the found web sites, specified the criteria and looked for existing evaluations.

In the fourth stage we worked out the criteria for the evaluation and chose the web sites, which were used in the experiment.

3.4.3.3. Variation within the database

For this research an online database (MySQL) was used. It was established as part of the the research infrastructure (Intranet). Through a graphical user interface (GUI) questions about the found web site could be answered and recorded in the database. The final version of the data database contained information about a variety of aspects of the web sites in question:

It contained information about the way the researchers found the web site, if they came from a link list, from a search engine or our e-mail inquiry, if the information was found in off line or other material and information about the search terms which were used to find the web site. Information about the genre of the web site was gathered, if the provider of the web site was an enterprise, if the site provided solely information services or if it was related to education. Details about the type or general character of the website were collected. The researchers were also asked to give a functional description of the web site. The purpose was to grasp the technical sophistication of the site. They had to look what features were available, like links to other web sites or newsgroups, chats, pictures (pics in jpg or gif format), videos, text files (like pdf), music files (like mp3) or other features. We wanted to know, what kind of technical standards can be found on the site and what type of multimedia capabilities the site carries. We further wanted to have information about the type of interactivity, if it was "no way" (e.g. just reading), "one way" (e.g. sending e-mails) or "mutual" (e.g. chats). Some more categories, which should be included in such a technical description were discussed in the team, but could not be implemented, because the researchers technical knowledge to gain those informations from the web site were not sufficient. Those informations can be gained through programs reading out this specifications automatically from the web site, like testing the navigation and the functionality of links, site maps and site structure, technical conditions like plug-ins (e.g. to see a short video programmed in flash a special plug-in is needed), cache (storage for temporary data), dependency on operating systems and supported browsers (a browser is a program, which is needed to look at web sites). To get a detailed overview about the technical specification of a web site this information can be gained in the future, but needs a lot of technical expertise. To get an aesthetical description of the web site and to find categories, which all members of the research team shared was rather difficult as well. But the aesthetical representation of the website was seen as a very important cultural factor. The lust and fun to click and navigate through the web site is influenced by the gestalt (the total impression) of the web site. Reviewing the web sites we introduced the category of "color" of the site, because the meaning of colors differs according to cultures and

influence the reception of the web site. We wanted to know, if the producers of this web site dealt with the intercultural meaning of colors and how this was represented on their website. The aesthetical descriptions of the web site looked at the clearness of the visual structure and the graphical elements which were used as well, like short films (flash animations), pictures (pics), color distinctions of links and navigation. It further looked at the textual presentation like the font size, the relation between textual and graphical elements. The researchers had to give an overall impression at first glance. To describe this "first glance" they used categories like "being avantgarde" or "being boring", they looked at how old the sites were and on how the ratio between text and pictures appeared (like being "minimalist" or being "overloaded"). The researchers had to define the status of the web site ("follow up", "don't follow up", "completed") to reflect if it was worth investigating deeper into the web site. The web sites were categorized according to groups they targeted as well (children, young adults, teachers, trainers) and according to the location and the contact address of the web site. If the contact address was in an EU member state it was classified as "EU", all other sites were classified as being "non EU". We also categorized according to the research objective, if the web site related to "explicit racial", "explicit ethnic", "explicit religious" or "implicit" discrimination. The researchers encountered two types of websites. One dealing with diversity in the own society, those were mainly located in the U.S.A, in the U.K or in Australia. Other sites were dealing with intercultural problems in the interaction between members of different nation states, being mainly European non Anglo-Saxon sites. This difference was marked as "on site/here" or "somewhere else/there". This reflected in parts the different concepts of discrimination as described in the introduction. At the end of each question there was always space to describe details in a textual form. This gave the researchers the opportunity to add new yet unknown information to specify the categories.

The final database was constructed in a way that for one web site up to three entries could be made by different researchers. This triple entry approach was done to achieve a variety of perspectives on similar or identical web sites found by different researchers. The consequences of having more than one database entry for one web site meant for the analysis, that a detailed quantitative analysis of the database was not possible, because the internal database structure was ambiguous. A quantitative analysis needs fixed and unambiguous categories, which can be measured as a premise. Before measuring relevant categories they have to be found and generated first. Qualitative approaches methodologically generate those categories in a descriptive way, which can be measured by quantitative approaches. The objective of this study is a qualitative one and the researchers entered a total of 499 web sites into the database. Out of those 499 web sites 226 had more than one database entry. Clearing the database of double or triple entries left us with 273 single web sites.

In working out categories to evaluate intercultural web sites we relied on the database entries of the researchers, especially on those carrying non standardized comments of the researchers. Also important for the analysis were the protocols of the daily feedback sessions, the observation protocols and the answers to the

questionnaires of the experiment. From a methodological perspective we had a structural variation of empirical data. During the analysis six categorical dimensions emerged out of the data, carrying a diversity of aspects. This allowed us to look deeper into the structural qualities of intercultural web sites.

3.4.3.4. Variation of Methods: Experiment in a School Class

The experiment was performed in May 2002 with a group of 12 young adults aged 12-13 in a "Gesamtschule" (secondary school) in Hamburg-Wilhelmsburg. The school is situated in an immigration area of Hamburg, with the majority being second and third generation migrant youths of diverse background. The 6th year of the Gesamtschule was chosen, because at that level the pupils are not yet differentiated, as is traditional in the German educational system, where segregation into Haupt-, Realschule or Gymnasium starts in the 4th year. We have discussed and prepared the experiment with the class- and IT teacher. Computer equipment was available in the school, but teachers had no experience in using it for their teaching. We were very much welcome to bring in new ideas. The group we worked with consisted of 12 pupils at the age of 12 (one girl was 13) and they had the following characteristics:

Background	Girls	Boys
Turkish	5	4
German (Hamburg)	-	1
Afro German	-	1
German (East, former GDR)	-	1

The teacher told us about a conflict within the class. Three boys (two with Turkish and one with Afro-German background) were robbing (abziehen) the boy from the former GDR several times. The intervention of the teacher had as a result that the three boys made an effort to deal with the consequences of their behaviour in an unofficial manner. This interaction was the focus when we conceptualized the further steps of the experiment. It was this conflict, which made us choose www.britkid.org [91], as a focus for the experiment. We considered www.britkid.org as a suitable web site because it offered in our view a balance between textual and visual elements, had the character of a game, dealt with intercultural problems and had a professional approach. We hoped that the conflict in the class could be somehow related to the multicultural gang in <http://www.britkid.org>

3.4.4. Rule 4: Evaluation criteria emerge out of commonalities

At the end of the research process stands an analysis of commonalities of those diverse perspectives which have been gathered in the different stages. This gives us a notion about the involved categories. The data gained during the online research (database entries, protocols of the researchers feedback) and the experiment (observation protocols, answers to online questionnaire) was clustered. Six categorical clusters had been recognized. We called those clusters ``dimensions" of a good and typical web site showing a variety of aspects within those dimensions.

Before we are going to present those six dimensions we want to introduce some basic concepts, which are necessary to understand features and processes on the Internet.

4. DIMENSIONS OF INTERCULTURAL WEB SITES

4.1. BASIC CONCEPT19

In the introduction we argued that the concept of "multiculturalism/ interculturalism" showed similarities with the ethnisation approach. Those two approaches see identifications as flexible and ever changing processes in which individuals (or groups) gain strength in empowering ways. Different cultures are seen as sources of opportunities rather than as sources of conflicts. The concept of "intercultural competence" emerged first in the fields of educational science and of management training in transnational businesses. Because the concept of "intercultural competence" is an academic one, it needs to be operationalized for practical research purpose. Therefore we want to clarify some basic concepts in the Internet and its relation to "intercultural competence".

4.1.1. Internet, Intranet, Domains and Languages20

The Internet is a loose confederation of networks around the world. The networks that make up the Internet are connected through several backbone networks. The Internet grew out of the U.S. Government ARPANET project, and is specifically designed to have no central governing authority. An Internet "domain" is a subsection of the Internet. The primary domains (or top level domains) of the Internet are .com, .net, .mil or .org, which refer to commercial, network, military and organization. There are also two-letter domains associated with specific countries, like .de, .it, .uk, etc. ICANN (Internet Corporation for Assigned Names and Numbers) a non-profit organization, is responsible for the domain name registration and is based in California.

The World-Wide-Web is a distributed hypertext information system that uses HTTP, an acronym for Hypertext Transport Protocol (the system for requesting HTML documents from the World-Wide-Web) to retrieve text and graphics. Hypertext is a system of "live" documents where a text file contains references to other documents that can be followed, thus linking documents to other related materials. HTML is another acronym for Hypertext Markup Language, the underlying formatting for World-Wide-Web documents. A browser is a program used for accessing Internet sites. The most well-known browsers are Netscape, Opera and most popular the Internet Explorer.

19 The web site <http://www.w3c.org> offers detailed information about technical standards of the World Wide Web.

20 see the very useful online dictionary for more information about specific terms: <http://www.msg.net/kadow/answers/e.html> .

An Intranet is a private network using standard Internet protocols but with limited or no connectivity to the public Internet. An Intranet is often connected to the public networks via a firewall, which controls the privacy and access of the Intranet.

If we take again the five largest European top level domains we encounter languages like English, German, Italian, Dutch and Swedish. The top level domains .org, .edu, .net, .com are of American origin but not necessarily present English web sites. Still English can be considered as the "lingua franca" (common language) of the Internet. This study focused on web sites in the English language.

This had consequences for the research. Language itself has multiple aspects. We had to deal with language on a formal (as programmed language in the Internet) and on a content level (as cultural bound concepts). While the lingua franca aspect of English relates to the formal level (program codes are written in English even on Japanese web sites), the content of the web sites unveiled a different understanding of what "intercultural competence" meant in the American and in the European context. We are sure, if this research would have been undertaken in another language, like French, Italian, Spanish, German, etc., we would have discovered even more understandings of the concept of "intercultural competence". In the introduction we presented the most popular ones. Those differences had to be reflected in the evaluation of the intercultural web site.

4.1.2. Private and Public Web Sites: Open Source and Closed Shop Philosophies

During our research we encountered two types of web sites, which differed in their accessibility. Web site can be accessible for the general public or for restricted groups like costumers, members of organizations or communities. In those cases you have to become a member, buy the service or the product, etc). To evaluate web sites the accessibility is essential. For the development of criteria for "good" web sites we have to take into account, that an enterprise trying to sell its e-learning software thinks different about what a "good" web site is, than does a school teacher, a trainer, a young adult or a child. While the enterprise stresses the technical sophistication of the e-learning software, a teacher might stress the pedagogical value and the young adult might stress the visual presentation and that it is for free.

In the Internet we traced two kinds of philosophies having opposite approaches to accessibility. The open source philosophy claims that the Internet is a common, it has to be accessible to everybody. Source codes of programs are considers as public property and everybody has the right to use them. The non-hierarchical character and the interactivity of the Internet is stressed. The open source communities have a wide-range of newsgroups (online noticeboards) and IRC-chats (an acronym for Internet Relay Chat, a world-wide distributed live chat

system²¹) where world wide communication along a variety of topics (often related to programming and Internet) is made possible.

Closed shop philosophies claim that the Internet is a place for private activities, accessible only for members. Source codes are considered as the property of the owner and are therefore secrets. Access is restricted to members or consumers having bought the program or the service. In- and exclusion happens not on an ethnic or religious ground, but works different. Those differences in the accessibility of web sites has to be reflected as well.

4.1.3. Content and Function

Once web sites have been found and access was gained, content, functionality and presentation of the web sites becomes important. Here we have to ask the question as well, what a "successful" web site is. Is it one with a lot of daily visits (hits) or one, which can be easily found? Is it one with a good content or one with good technology? Therefore the evaluation should consider besides the content of the web site, the way how navigation is organized, if the targeted group can interact easily or how difficult it was to find this web-site. In the Internet we find more or less professional approaches and concepts to "intercultural competence". It is widely known, that not everything planned for children or young adults for example reaches their attention or even totally misses destination. Therefore we have to ask the question about the relevance of those web sites in the life world of children and young adults. The purpose of the experiment was to find out criteria for this relevance.

4.1.4. Online Evaluations

We found different types of evaluations of web sites, which operated with a variety of categories.

- The multicultural pavilion (<http://curry.edschool.virginia.edu/go/multicultural> [95]) in Virginia, U.S.A offers for example an evaluation of multicultural web site as a down-loadable pdf-file (.pdf is a file format, which can be only read and printed). The evaluation project, which started off as a list of links to multicultural (mainly u.s. American) web sites, emphasizing the content, gives a good and detailed overview of multicultural online resources, but the evaluation does not meet the requirements of the media, because the evaluation itself is not integrated into the web site and it is weak in criteria evaluating formal (technological) aspects of the web sites.
- The National Center for Technology in Education, Ireland (NCTE, <http://www.ncte.ie> [10]) offers evaluations of a wide range of online teaching programs and material. The user can choose according to age group, teaching

²¹ see: <http://www.irc.org>

subject and media. For each title there is a summary, a description of the content, tips how to teach with the title and comments about the usability of installation, navigation and documentation. There is a teacher's guide (as pdf-file) for the evaluation of software. The NCTE offers a sophisticated database generated web site providing the user with information about the quality of learning software. The categories of the evaluation guide deal with a wide range of formal (technical) aspects. On the level of content it provides some learning software under the keyword "intercultural" or "multicultural", but the search results do not make clear what the relation to the keywords is.

- Robert K. Logon, Margaret Logan and Patrick Michalak of <http://www.gutenberg.com> [32] developed an "online Training Evaluation Tool" in 1997. The approach of www.gutenberg.com was to integrate their expertise in computers with their experiences as a computer-based educational company. The strength of this evaluation is the development of a tool and the number of perspectives it takes into account, although detailed technical aspects dominate. Unfortunately it is not put into online practice.

All three examples have in common, that the evaluation is made from outside. An external evaluator is collecting links to web sites and describes them along certain criteria like in <http://curry.edschool.virginia.edu/go/multicultural> [96] or in <http://www.ncte.ie>. The results are published in an off line form like in <http://curry.edschool.virginia.edu/go/multicultural> and <http://www.gutenberg.com> or online like <http://www.ncte.ie>. Neither the appearance of new or the relaunch of optimized web sites nor the experience of the targeted groups with the web site is reflected in those evaluations. None of the evaluations can be considered as taking full advantage of the medium "Internet", which provides potentialities of an interactive user centred way of an up to date online evaluation. We subsequently present six dimensions of intercultural web sites, which are modelled after the "online Training Evaluation Tool" of www.gutenberg.com and reflect other evaluations as well.

4.2. DIMENSION I: TECHNICAL ASPECTS

4.2.1. Aspect: Search Engine and Strategy

The researchers of www.gutenberg.com operated with three categories (Simple, Advanced [like Boolean, proximity, dictionary, thesaurus] and Natural Language Queries²²) to deal with the search problem. They addressed the search problem from a technical point of view. We took a different approach and looked for ways to arrive on intercultural web sites. To understand how we found intercultural web sites we have a short look at all the 499 web sites in our database. 84 were found

²² See the "2.1. Historical Ex course on Heuristics": *rational discovery techniques*

through search engines, 82 were found through link lists, 86 web sites were found through other evaluations and 247 were found through other ways (by accident, mail inquiry, off line material, word of mouth, media/newspapers). That means, that about an equal amount of web sites had been found through search engines, link lists and evaluations, but the total of those three together had been found in other ways. This brings up the question of search tools and search strategies, how intercultural web site can be found and the intercultural content can be made accessible.

4.2.1.1. Search Engines

At the beginning of the search, the researchers intuitively used the most popular search engines like <http://www.google.com/>, <http://yahoo.com/>, <http://www.altavista.com>, <http://www.metager.de/>, <http://www.lycos.com> and fed them with search terms. After reaching the limits of these conventional search strategies, we systematically started testing different search engines. Starting with <http://www.suchmaschinen.de>, which gives a collection of German, international and specialised search engines, we fed all engines with the same search terms ("interculturality" and "intercultural training").

While Google, Lycos and Yahoo delivered the same results, Altavista differed in the search results of "interculturality". Exite <http://www.exite.com> searched about 60 mio. indexes. The search term "Interculturality" delivered a huge amount of unstructured results and their relevance could not be judged by only reading the summary headings. "Intercultural training" delivered more useful results, which could be followed. Hotbot <http://hotbot.lycos.com> searched 54 mio. indexes and "Interculturality" delivered about 300 hits, but the results were similar to Exite, the same is true for Infoseek (<http://infoseek.go.com>) searching 20-30 mio. indexes.

Metasearch engines search for results in other search engines. For example the German metasearch engine <http://www.suchen.com> combined 35 international search engines but only delivered German websites. Infind <http://www.infind.com> and Opentext <http://www.opentext.com> could not be tested, because the servers were unreachable. At a second try Opentext did not deliver any results. Another metasearch engine Metacrawler <http://www.metacrawler.com> combined the search results of 8 other engines and delivered the same results as the others, but gave the suggestion to look for "Intercultural diversity training". Magellan (<http://web.webcrawler.com>, Scrub the Web <http://www.scrubtheweb.com> delivered no more new results. There are specialised search services, which search for databases, software, articles, telephone numbers, news, private homepages, e-mail-addresses, pictures, graphics. Services like <http://www.search.com>, <http://www.profusion.com>, <http://www.mamma.com> delivered similar results.

We see, that the tested search engines showed minor differences in their search results. All those search engines use sophisticated queries. Google, Altavista and Lycos seem to be the best and extensive, because they deliver well structured results. Google is the most popular of these three among users. It gives a variety of

tools to specify the search and has implemented an automatic search improvement process, where the search result are weighted according to the choices of the user. The success of a search depends on the search tool and the search strategy of the user. We discovered that working with evaluated link list, which are thematically pre-structured often delivered as good a result as search engines. That means that stressing the technical sophistication of the search engine too much, leads to an underestimation of 'everyday' search strategies of users, because they have to find them. This was also stressed by our experiment. The participants who had experience with the Internet all knew the most popular search engine Google, but only one of the participants knew how to use it. Most of the web sites were communicated among the pupils by word of mouth. They entered the address of the web site directly into the location bar of the browsers. For the technical aspects of this section this means that a combination keywords have to be found on the web sites to get the attention of a search engine and being placed in the front of the search result.

4.2.1.2. Clusters of Search Terms and Keywords

Below we listed 9 clusters of search terms used during the study. The ***bold italic*** marked keywords delivered the results for our database.

[**BRANDS**][McDonald's, ***nike***, ***benetton***, coca cola, pepsi, michael jackson, michael jordan, pokemon, at&t, motorola, sony, phillips, nokia, mtv, viva, football-clubs, american football, tiger woods, shell, siemens]²³

[**INTERACTIVITY**][***interactive***, global network, electronic discussion, ***computer games***, discussion-forum, exchanges, audiogalaxy, film exchange, ***software-exchange***, ***Internet***, video-exchange, linux, ***avatar***, technology, animation, ***virtual assistant***, virtual agent, virtual conference, virtual meeting system, virtual coaching, ***virtual cafe***, ***online*** moderating, moderator, co-operative learning, authoring, co-ordination support, meeting support, ***web based training***, computer based training, ***streaming media***, audio ***conference***, ***face-to-face***, software, interactive ***role play***, ***communication***, ***e-cays***]

[**RELIGION**][***religion***, islam, christianity, interfaith, ***religious*** discrimination, jewish, buddhism, hinduism, richard gere]²⁴

[**DISCRIMINATION**][hate, ***discrimination***, ***racism***, racial, ethnic, nationality, tolerance, freedom, gay, gender, lesbian, homosexuality, political education, ***anti-racism***, migration, NPD, interracial]

²³ Because search-engines generally are not case sensitive we have entered the search-terms in lower-case-characters.

²⁴ as ambassador and representative of Buddhism

[**INTERCULTURALITY**][*intercultural, competence, communication, tolerance, interculturality, social, team, cross-cultural, multicultural, culture, ethnic*]

[**EDUCATION**][intercultural learning, *training, play, education, online classroom, museum, school, organization, council, global learning, teaching*]

[**YOUTH**][*youth* culture, youth clubs, youth magazines]

[**REGIONS**][South Africa, Holland, Netherlands, NL, Europe]

[**MARKET**][*evaluation, bibliography, business, economic, management, services, certification, technology*]

Recommendation

Looking at the technical aspects of searching and having found intercultural content on the internet, we can now say that a "good" intercultural web site should carry combinations of keywords of each cluster to be found by search engines. The web site should carry information and tips on how to handle sophisticated search engines and should suggest other successful search strategies.

Examples:

- <http://www.google.de>, <http://www.un.org/cyberschoolbus> [14]

4.2.2. Aspect: Interactivity

The search term cluster "Interactivity" proved to be a criteria central for the evaluation, because it is a distinctive feature of the Internet to be different to other media. Web sites can be described along the line of interactivity. During the research process we were able to cluster the web sites according to three different levels of interactivity. This matched the findings of the Gutenberg.com group. While they developed categories very much oriented towards the producers of training web sites, emphasising (technical) standards of web sites and very much related to the perspective of programmers (they stress for example different standards of HTML, php or java, usage of databases, dynamic generation of web pages) and e-business, we want to shift the perspective and emphasise the web user and his or her ability to interact with the web site. We categorized the web sites according to three ways of interaction:

4.2.2.1. Level 0: no way

All web sites having the character of simple presentations were categorised as "no way". They were static and had no interactive features. The only way to interact was sending a postcard or an e-mail)²⁵. In terms of Gutenberg.com "those are first generation web sites having only static pages and point to point connection, where a single user sends a message to a single receiver (e.g. electronic mail)".

Examples:

- <http://www.cultural.com> [56], <http://efil.afs.org> [2]

4.2.2.2. Level 1: one way

As one way we categorized those web sites, which have the capacity to submit a form (e.g. for registration or asking a question) and send information to the authors of the web site. In the categorisation of Gutenberg.com those web sites belong to the second generation web sites. They are written in a static code (mainly simple HTML), use the form submission capability and a point to multi point connection, to integrate electronic mailing lists (newsgroups), mail explorer (search filters can be applied), Infobot (connection to the Internet Relay Chat IRC, a chat system), Listserv or majordomo programs (to establish mailing lists to a topic), all features which are available in the Internet, into the web site.

Examples:

- <http://www.youthlink.org> [93],
- majordomo@columbia.edu (to find at: <http://lib0web.lib.msu.edu> [122])

4.2.2.3. Level 2: mutual

As mutual we categorized those web sites, which have the capacity to establish an interactive relation with the users. To achieve this, certain technical standards have to be met. In terms of Gutenberg.com those are web sites of the third generation or higher. They understand third generation web sites as dynamically generated and tied to databases and/or other back end systems (those are systems running behind what can be seen on the web site). Fourth generation web space allow different

²⁵ There were quite a lot of web sites, which the researchers could not categorize easily, because information about the character of the web site could not be traced or was difficult to acquire. We first gave them their own category ("no categorization"). But because most of them belong to the lowest level anyway, we added them to the "no way" category.

users to gain access to remote parts of the web site. Fifth generation web space have sophisticated features for a wide range of interaction between the user and the web site (case-based reasoning in help screens, Java-enabled web space accessible to use Hot Java Web clients, Multi-User web space working as a collaborative exchange of information/knowledge, Server Broadcast; the server provides this information to any requesting [anonymous] client. Server Narrowcast; a server provides information only to a specific set of authorised users. User typically provide authentication information through their client for access to information on the server).

Examples:

- <http://www.ed-lab.net> [82], <http://www.ipl.org/youth> [83]

Of the 273 found web sites (single entries), we categorised 176 as no way (Level 0), 73 as one way (Level 1), 24 as mutual (Level 2). In the next step we analysed the comments of the researchers about the web sites according to their commonalities. To grasp all the comments, we had to take all 499 database entries into consideration. 366 of them belonged to Level 0, 88 to Level 1 and 45 to Level 2. To work towards the objective of this research, we had to have a closer look at the targeted groups. We focused on those web sites having a capacity to establish interaction (one way or mutual). That way we got a variety of different aspects which would help us work out further aspects and dimensions.

Those web sites targeting children and young adults showed a variety of features. They offered links leading to related web sites, question/answer automatism (in some cases a personalised avatar²⁶ or tutors, who give answers), own works could be put online (upload automatism), discussion forums on different topics or specialised search engines for specific search purposes. Those web sites offered a wide range of tools providing communication and search features. Quite a lot of the time the programming or the servers (where the web sites are hosted) performed badly, in the sense that links could not be opened, input was not processed or search engines were unreachable.

The features of web sites targeting teachers offered services for the teaching of children or young adults in school. Web publishing tools, feedback opportunities, real time chats, evaluation guides and services to organise hard- and software management are provided.

The technological aspect of web sites targeting trainers stressed an even higher degree of technological competence in providing tool-making skills and acquiring expertise in computers.

²⁶ An avatar is a manifestation of abstract notion in human form - e.g. the computer talks to you as a human being, to ease communication, like Lara Croft or Max Headroom

Recommendation

After looking at all the features provided for our target groups, we realised that all of them needed technically sophisticated programming, if they intended to provide all those features for an ideal mutual communication. This highlights a contradiction between the sophistication of the technological aspects, like those discussed here and aspects of the content of a web site, which we are going to discuss in the chapter about "Communication design and mutual flow of information". It is the contradiction between having a qualitatively "good" content but not the technical means to make it accessible for the user or having the technical means but lacking content. This dilemma will follow us through the whole analysis, but we suggest that the relation between formal (technological) and content (interculturality) aspects of a web site should be balanced.

4.2.3. Aspects of the Multimedia Usage

Web sites targeting children and young adults offered movies, news, sports, sciences and jokes. They were dealing with global problems like HIV, polio and child labor and offered information like stories, recipes or games about different countries. In this section we wanted to know what media the web sites refer to and which they use to provide information. There is a wide range of file sharing systems (each computer in a file sharing network shares parts of the computer with the network they are in), which are used widely by youths and young adults to share music as e.g. mp3 files (e.g. <http://www.audiogalaxy.com>, <http://www.gnuttella.com> or <http://www.limewire.com>). Some of these sites had to close down because of copyright problems. Before they were closed down in late summer 2002, for example www.audiogalaxy.com offered features enabling contact between users offering their music in the network. Countries were sorted alphabetically, online users for each country were listed with the music they offered and how they could be contacted. While those websites offer the exchange of a wide range of world music and therefore can be considered as highly interactive, they do not explicitly deal with discrimination, but they do offer a platform for intercultural exchange on the basis of music.

Three of the four target groups (children, young adults and teachers) shared most of the same web sites. Target group specific paths and profiles guided each user to the specific web site. The web sites for trainers added only a small number of media features, like online dictionaries, online courses or online qualifications. The web sites for the other groups offered journey preparations, art galleries, sports, games, PC/Internet information and software, song critiques, TV programs, information about religion, languages, culture or history. All this content needs multimedia software, which makes the content accessible. The more complex and elaborated the software requirements are, the more the user needs a computer system, which supports this. To present those contents different kinds of media features are involved. We divided those features into three groups:

4.2.3.1. Audio Technologies

By Audio Technologies we mean all technology related to listening. If music, talk, lectures, sounds are available on the web site they need to have a technological standard, which enables the user to hear it. Such standards are Real Audio, other audio files, AIF (Macintosh audio format), WAV (Windows based audio format) and MP3.

4.2.3.2. Visual Technologies

Especially the web sites targeting trainers work with visual technologies for online courses and online qualifications. To enable the user to participate certain technical standards have to be met: for Animation (Java applets, Java Script etc.), for High-End Video (MPEG, AVI, DL, GL, etc.), for Three-Dimensional Simulation (VRML, etc.), for Video Conferencing (Net Meeting, Cool Talk, Web Chat, CU-SeeMe, etc.), for Media Streaming and for Shockwave (Flash animations).

4.2.3.3. Textual Technologies

The minority of the web sites work with audio or visual technologies, because they easily get very expensive (high transfer rate). Most common are texts, which are presented on the web sites. Most of the time long texts are not read online, but are offered as downloadable files. To get access to those kinds of texts, which are not integrated into the web site (e-books, dictionaries, articles, ...) special software is needed as well. If the software is not available it can be downloaded or plug-ins for existing software (like Acrobat, spreadsheets, etc.) are downloaded.

Recommendation

To evaluate the multimedia usage of a web site the relation between content and the target group has to be taken into account. The media usage presenting the intercultural content in audio, visual or textual form has to reflect the needs and capabilities of the targeted user group and their computer-equipment. This brings up the question about the general accessibility of the web site for the users.

4.2.4. Aspects of Accessibility

From the experiment we have learned that sophisticated technological features are not of much use, when the average user's equipment (hard- and software) does not support such features. While those sophisticated features, most of the time, require an up-to-date equipment, the target groups, like those in our experiment, have to deal with everyday life circumstances, like old equipment, untrained teachers and other unfortunate circumstances like the stolen equipment in our case. From our experiment we know, that the equipment pupils have at home is more up-to-date

than the one of some public schools. To participate in online training sessions the software environment of the user needs to support the software requirements of the web site or teaching program. Therefore, to evaluate a web site or teaching software five aspects have to be taken into consideration:

4.2.4.1. Platform dependency

Does the software depend on a specific platform or does it work on a diversity of platforms? Three main platforms have to be considered: Microsoft systems like Windows95, 98, 2000, NT, or XP dominate with about 90% of all used personal computer platforms. Linux systems and Apple MacIntosh systems share less than 10%. While Apple is strong in multi media usage, Linux has its strength in interactive features of the Internet (a lot of Internet servers use Linux systems). On each continent a different Linux distribution is dominant. Suse Linux is dominant in Europe, Mandrake in the French speaking world and Red Hat in the English speaking world. Connectiva is the major distribution in Latin America and TurboLinux covers Asia. From an intercultural software we have to expect that it does not only work in a monocultural system environment. It should support a diversity of system environments to avoid exclusion of certain user groups which are targeted.

4.2.4.2. Hardware-software relation

If software is carefully designed, even on old computer equipment can be tuned to higher standards. Open source platforms like Linux offer a variety of software distributions to support older systems. Using up-to-date software on other platforms like Microsoft or Apple often not only requires a new software but also faster and up-to-date hardware. This leads to raising costs for hardware and licensed software (e.g. Windows platforms often cannot be installed on older equipment, because the new versions need huge memory space and a licensed version has to be bought).

4.2.4.3. Costs of software

To gain access to the intercultural content of our web sites, we therefore have to consider the costs it takes to get the system environment which enables a user's access. As our experiment showed, schools (and this is not only true of the one school in our experiment, but also for schools in other parts of the EU) have a tight budget which means that little can be invested into up-to-date system environment and licenses.

4.2.4.4. Public or private access

During the research we made the observation that one kind of web site could be accessed by practically everybody, although a lot of time registration was necessary to gain access. They provided simple but often effective interactive features (like blackboards, mailing list and chats). For the other kind of web sites a membership fee was necessary or software had to be bought, but they often provided very sophisticated interactive features (like avatars, tutorial features, video streaming).

4.2.4.5. Availability

All necessary software of course has to be available to the user. This is also true for the information required for learning. The server (this is the computer where the web site is hosted) should be available to the client (this is the computer of the user). This means that it is very unfortunate if the "good" content and the sophisticated software is not available to the user because the server has a poor performance.

Recommendation

Intercultural web sites or software in general have to reflect the diversity of the online as well as the "offline" environment. A "good" intercultural software would pay attention to software architecture, which avoids dependency on monocultural systems. It reflects the mechanisms of in- and exclusion of user groups and respects the local system environments.

4.3. DIMENSION II: ASPECTS OF COMMUNICATION DESIGN AND MUTUAL FLOW OF INFORMATION

The last chapter focused on "interactivity" from a technical perspective. This chapter explores the intercultural content of the web sites. We looked at how the flow of information between the user and provider or authors of the web site is organised. This communication between the information and user is designed. We ask the question how target groups handle this design of communication.

4.3.1. Providing information about the targeted groups

In the experiment we focused on teachers and young adults and the search cluster "Youth" gave us more information about one target group. We already mentioned that out of the 273 single entry web sites 177 could not be categorised at all, because the web sites did not carry sufficient information about the targeted groups. Only 14 were explicitly targeting children and young adults, 41 teachers

and 41 trainers. It seems that most of the web sites do not reflect on the kind of users they target. There is neither obvious information about the authors or providers nor about the groups of users they want to target and communicate with. According to the target groups children, young adult or teachers a lot of identical sites have been found. Parents are another target group of those same web sites. This group and the "youth workers" are not yet targeted by the EUMC. Looking at the targeted groups on web sites for trainers we found wide range of other categories, like language teachers and learners, students, skilled workers, managers and employees. The target groups play different roles in everyday life. They are a member of an age group as children or young adults, have a profession as teachers, trainers or youth workers, have a life form as parents and have a labour market position as a language learner, student, skilled worker, managers or employee.

Recommendation

According to the feedback protocols of the involved researchers, the content and the details of the web site in most cases was not appropriate for the targeted groups. It was unclear what these groups will gain from taking the course or visiting the web site. The immediate consequences we can see, if we have a look at the comments the researchers and participants of the experiment wrote down about their first impression of the found web site. Web sites, which appear as "*well designed for the target group*", as "*attractive for children and styled according to children's needs*" or as "*meeting the needs of youths*" attracted the attention and the curiosity of the users, while other web sites were immediately rejected: "*as a youth I wouldn't stay there for 30 seconds*". The first impression of the style and identity of the web sites seems to be crucial. The user either turns away or he gets involved in the web site. In this crucial moment the communication with the targeted group has to be started. (Intercultural) Communication has to be designed in a way that it initialises an interaction between user and web site. Each user and target group have their own rules on how this interaction is initialised and their own needs. We shall further elaborate on the appearance of web sites in the section about style and identity.

4.3.2. Providing information about the location and the authors of the web site

Besides finding web sites for the targeted groups it was also an objective of the research to find European web sites. We clustered the found web sites according to their location. We took the distinction between websites located in the EU and web sites being located outside of the EU as a focus. Of the 273 single entry web sites 212 did not show any specific information about their country of origin. It could be guessed through the ending of the domain name. 24 web sites were identified as being in one of the EU member states and 37 were identified as being from a country outside the EU. Most of them were from the U.S, some from other members of members of the Commonwealth like Australia or Canada. A lot of the web sites hesitated to give detailed information about their background. This information is either not provided or is hidden within the web site. The locality of

the authors or organizations providing and maintaining the web site is not necessarily presented in the World Wide Web. It is a sign of trustworthiness of a web site, when data about location and the people in the background of the web site is provided.

Recommendation

Our result reflects as well the restricted search of the .com, .net, .edu, .org domains, which naturally hold more American domains hosting English web sites. The restriction to English gave us more insight into the Internet world of the Commonwealth (U.K, Australia, Canada, ...) and the United States with their specific approaches towards diversity and interculturalism. An extended search in other European languages and domains (such as e.g. French, Spanish, German or even smaller language-groups) surely would give a higher amount of European web sites, but this was not part of this research. The understanding of "interculturality" would surely be enriched through other experiences.

4.3.3. Explicitness and Implicitness of Discrimination on racial, ethnic or religious grounds

The differences in understanding "interculturality" was reflected in the clusters of search terms. The keywords in the clusters "Religion", "Discrimination" and "Interculturality" combined different perspectives of this understanding. They also stand for the explicitness of the "intercultural" objective of the study. Finding training courses explicitly aiming to prevent racism, xenophobia and related forms of social exclusion of people on racial, ethnic and religious grounds was difficult. During our research we introduced the categories "explicitness" for web sites dealing with discrimination on racial, ethnic or religious grounds as sub-categories and "implicitness" for all web sites, which could be understood by the researchers as belonging to this type of web sites, but did not explicitly mention this fact. All other web sites were categorised as "others". They covered aspects which could not be approached through those categories. Of all 273 single entry web sites 229 neither aimed implicitly nor explicitly. 35 could be classified as aiming implicitly, 9 dealt explicitly (4 explicitly religious, 4 explicitly racial, 1 explicitly ethnic).

This was puzzling and we wondered about the reasons for this. To get an answer to this question the data was analysed in greater depth. We found that most of the web sites targeting children, young adults and teachers do not have an explicit approach to fighting discrimination. When it is explicit it is mainly part of an anti-racism project or deals with a religious, cultural or language approach to intercultural competence. This is also true for web sites targeting trainers, but there you find a larger field of targeted problems. They were related to gender equality, sexual harassment, multiculturalism and diversity marketing. Web sites targeting trainers are more explicit than those targeting teachers, young adults and children. From the experiment we have learned that the participants had an understanding of the term

racism, but no understanding of the concept of intercultural competence. The teacher translated it as a situation of established and newcomers²⁷.

Recommendation

The researchers of Gutenberg.com stress that *“the purpose, prominent features [must be] clearly articulated”*. In our case this seems difficult, because the notion of intercultural competence is in itself a culture bound notion, reflecting a difference in understanding. It was developed in a context of social science and is an abstraction of everyday life concepts and more like a field of meanings which lacks an exact definition. The keywords in the clusters of search terms map out those fields of meaning. On the other hand we have tight juridical definitions referring to Article 13 of the Amsterdam Treaty, where discrimination on multiple grounds is outlawed²⁸. We have seen that if we apply definitions too tightly we do not find a lot of web sites. In the contrary, we miss a lot of those which take a different approach towards intercultural competence and discrimination. We therefore have to look for the web site's overall statement of objectives and a more specific statement of what the user will achieve and its relation to the web specifications. That means we look at how the web site deals with difference or diversity in different dimensions. What is promised and what is delivered? This includes questions about the meeting of the user's needs, the delivering of the targeted learning objectives and how *“intercultural”* categories are designed on the web site.

4.3.4. Turning Information into Knowledge

With the search cluster *“Education”* we entered the sphere of learning and its objectives. At this stage we had found and accessed intercultural web sites a vast amount of information is made available to the user. Information is useless and leads to information overkill, which means that the information cannot be transformed into knowledge.

4.3.5. Presentation of Information: visual or textual

Therefore the way in which information is presented is crucial. A lot of the web sites presented information as plain texts. During the research the dominance of text restricted the researchers from grasping information out of the vast loads of text. Consequently the information could not be turned into knowledge. During the experiment we had the same experience. The participants got frustrated when they had to deal with a lot of text. On the other hand they got bored easily when the web site was too simple and it did not attract the attention of the participants. Processing

²⁷ This notion refers to Norbert Elias. See Elias, Norbert & John L. Scotson (1993): *Etablierte und Außenseiter*. Frankfurt am Main

²⁸ see Amsterdam Treaty: <http://europa.eu.int/abc/obj/amst/en>

information into knowledge obviously needs the right amount of visual and textual elements for each targeted user group.

4.3.6. Quality of Information: needs of the user

The quality of information, its sources and reliability cannot be guaranteed from outside because of its public character. The criteria for the quality of information is rooted in the life world and the culture of the user itself. The interactive web site <http://www.britkid.com> [91] was the main research object for our experiment. The site is based around nine imaginary characters in their mid-teens, which are from a variety of ethnic backgrounds. Users are invited to 'hang out' with one of these characters. The characters show us their homes, introduce us to some members of their families, and tell us something about themselves and their lives. If they are religious they give some information about their beliefs, and it is also possible to visit their respective places of worship. Reviewing the comments of the participants and the observation protocols, we can see that the problems with the information was two-fold. First, there was the aspect of language. When the participants of the experiment were familiar with computers, they had little difficulties in decoding single English words, as they appear for example in the navigation bars. But the pupils had enormous problems when it came to longer text. This might be due to the fact that they were second year English learners. More likely though this related to the second aspect, the difference between literal and visual cultures. Those participants who had lesser problems with the text got their frustration from the complicated subscription procedure before the actual web site of www.britkid.com was reached. The other web sites being offered to the participants during the experiment (<http://www.ccph.com> [96], <http://www.globalgang.org.uk> [22], <http://www.youthradio.org> [94], <http://racismnoway.com> [24], <http://www.unicef.org/voy> [84] and a favorite web site of their own) addressed different needs of textual or visual oriented learners. All of the web sites proved to be not flexible enough for the participants. For example, the way the participants dealt with the computers ranged from first time use, where extrinsic learning, in the form of asking questions, was necessary, to high computer competency, where intrinsic learning is dominant and the user works independent. The web sites did not meet the needs of the learner being introduced to the web site for the first time. Both groups complained, for the one the text (and the English) was too much and too complicated, for the other group the visual material was too simplistic.

Recommendation

The interactivity of <http://www.britkid.org> is a restricted one. The intercultural content of the web site is designed as a predefined set of characters and interactions. The user is part of a closed story with restricted interactions. He or she can register with their own background information, but this profile is not an interactive part of the story. Despite that <http://www.britkid.org> can be regarded as a good system to support intercultural performance in a school class or serve as a tool to initialise intercultural learning. Additional interactive features, which

integrate the user into the virtual world of <http://www.britkid.org> and the restructuring of the content texts according to different types of learners would improve this web site for the targeted groups. The differentiation within the targeted groups (first time or advanced user, textual or visual learner) has to be reflected in the design of target group specific communication.

4.3.7. Credentials, Expertise and Certification

During the research different kinds of test, evaluations, assessments and certificates were found. They had been of very different quality. Some tools promised to test the degree of intercultural competency (like e.g. <http://pages.infinet.net/aturc/entry.html> [40]) . Some courses offered a good platform for the instructor as a mentor and adviser (like e.g. <http://www.firstwebcollege.com> [5] or <http://www.online-akademie.de> [38], demo course with user name and password "test"). Testing his or her own intercultural competence or other more psychological test were the only interactive tools we found on intercultural web sites. No other evaluation or assessment worked as an online tool allowing the user to evaluate a given web site or other software immediately. Evaluation and assessment tools only exist as non-interactive text files. Online certifications were found for language learning (like e.g. <http://www.actfl.org> [116]) and international business (like e.g. <http://www.tech.ubc.ca> [117]), but most certifications required enrolment and presence at a school. The acceptance of the certificates varied from local, regional, national to international acceptance.

Recommendation

There is no general approach to credentials, expertise and certification of intercultural web sites and online learning. An approach, which uses the potential of the Internet for online learning and the development of competencies has to involve the targeted groups, providers of training and teaching and Internet professionals into an interactive process developing standards of credentials, expertise and certifications. The quality of anti-discriminatory and intercultural trainings has to be guaranteed, similar to a continuous process of Total Quality Management in the industrial field. Open source software development works in the same way. International programmers of the open source community work towards a standard of "good" software, which is optimised through communicative evaluation within the community. Perhaps this can be an example how to establish such a continuous improvement process for online trainings in the field of intercultural competence.

4.4. DIMENSION III: ASPECTS OF INFORMATION DESIGN

4.4.1 Visual/Textual Design and Aesthetical Sophistication reflecting Target group and Interculturality

We mentioned in the last chapter the importance of reflecting the visual and textual approach of the web sites. We stressed necessity of balance between visual and textual information to prevent the user from information overkill and from turning away from the web site. In this section we want to emphasise the visual aspects of "intercultural" content and how information must be designed to reach the targeted groups. During our search for intercultural web sites we collected a wide range of colour combinations and look and feel comments of the researchers about the visual appearance of the web sites. White was the most common background colour and most of the web sites used white and blue as a basic colour combination. Combinations of white and black were less common. Those basic contrasts were combined in some cases with reddish colours (red, orange, yellow and brown) and in rare cases with greenish colours. None of the web sites reflected the cultural meanings of colours and used it as visual mean to present the intercultural contents. When intercultural content was visualized, flags, maps or the colour of people were used. We did not find a lot of consistent, pleasing and efficient visual design, which reflects a common intercultural cooperate identity of the web site. Graphics and texts did not relate in an efficient way to each other.

4.4.2. Navigation Design: Internal and External Link Strategy

Navigating the web sites was difficult for the researchers and the participants of the experiment, because there are no convincing and clear navigation concepts, which allow to approach the intercultural content step by step meeting the different needs of the users and the targeted groups. Site maps (a overview about the content) help to get an orientation about the overall content of the web site. A intercultural navigation design has to reflect the needs of textual and visual oriented user groups. Navigation through icons (graphical links) representing intercultural symbols would allow visual oriented users to navigate in an intuitive way. A question never tackled on the web sites we found, was the navigation design for blind people being interested in the intercultural topic, they do not fit into the category of textual or visual. They use the Internet in a acoustical and tactile way. The navigation should be of minimal redundancy. Each step of navigation should bring the user closer to an answer to his question.

Another result of the research was, that link lists (a list of hyperlinks to related web sites) offer another efficient way of organising information and making content accessible to users. Links are the basic structure of a navigation through the content

of a web site and therefore are an important element of the information design. We encountered different kinds of strategies in using links which varied in their effectiveness. There should be a strategy targeting links inside the web space (internal link strategy) and links referring to the rest of the Internet (external link strategy). Both strategies have to support the process of transforming information into knowledge. For the researchers of this project a web site appeared as appealing, when it was easy to navigate, the design of the link (visual or textual) motivated to click, when the colour combinations were structured along topics and when they were visually separated through colour. The navigation design was considered as "good", when it was clearly structured, offered sufficient links and had a "good" arrangement of colour on the web site.

4.4.3. Style and Identity²⁹

Web sites have a style and an identity like "real" people. During the search the researchers have been encouraged to describe their first impression for each of the found web sites. For the analysis the answers have been clustered to find out how the web sites succeeded in transforming a faceless set of words to a site with style and identity appealing to the users. Five aspects emerged.

4.4.3.1. Visual Speed

A web site has a visual speed being described in the comments of the researchers in terms of "acceleration". It starts off with "confusion" and slows down to a "boring" web site. The visual speed of a web site appeared as "tiring, confusing, too much text on irritating background, overloaded", as "flashy, sound, cool, lively, animations, drawings, pictures", as "neutral, unemotional, neutral aesthetic" or as "boring, not interesting, not my taste, dry".

4.4.3.2. Complexity of Design

Appearance describes a dynamic relation between the appearance of the web site and the involvement of the user. Appearance ranged from being "pretentious" to being "simple" and was described in terms of "having a pretentious design", "being a sympathetic site", "having an appealing layout and being graphically interesting", being "nice to watch, presenting comfortable and decent colors", "being average", "being not exceptionally nice, nothing exceptional" or just as "being simple".

²⁹ Italics: Quotes of protocols from researchers and participants of the experiment

4.4.3.3. Colour Composition

The way colours are used and arranged reached a point where it turn from *coolness* into being *extremely colourful*. As the comments of the researchers show, the colour compositions appeared as being *extremely colourful*, *colourful*, *cool colouring*, a *good arrangement of colours* or that *the use of different colours* was considered as helpful.

4.4.3.4. Humour

A web site also has a humour and it can turn from being *serious* into *curious*. The humour of a web site was described as *colours and fonts are unusual, curious aesthetic*, as *funny* and *smart* or as giving a *serious impression* by the researchers.

4.4.3.5. Styles

The style of a web site ranged from being informal - looks like *leaflets* or *homemade*-, to formal, being *standardised*, *typical* or *classic*. The styles were described as having a professional design, like a *standard search engine design*, a *typical Google standard layout*, or a *typical info site, being informative*. The style appeared as *clear, a lot of links, being well structured* or as a *design through functionality*, *minimalist* or a *classic design*. Less professional styles were considered as *leaflet style* or *homemade*.

Recommendation

To initialize and establish the interaction between the web site and the targeted user group the style and the identity of a web site has to reflect the style and identity of the targeted user groups. Outside of marketing and branding there is little knowledge about how the visual speed of a site, the complexity of its design, its colour composition, its humour and styles are perceived by different user groups. An evaluation of interculture web sites should be aware of this lacking knowledge. An interactive online tool evaluating the responses of users to the appearance of a web site can be capable of generating this lacking information and integrate it into an evaluation mechanism.

4.5. DIMENSION IV: ASPECTS OF A CONTINUOUS LEARNING PROCESS

With the search cluster "regions" we looked at different world regions, which are or have been related with issue of discrimination. As we already mentioned, we realised that there was a difference between U.S. American web sites and European web sites. While a lot of European sites understood the intercultural topic as a form of internationalism, meaning a cooperative way how people of different nations are living together, U.S. American sites understand it as dealing with diversity within a society, although in most cases society is imagined as national society or nation. We tried to reflect this as a difference of perspectives, one focusing local diversity, the other focusing global internationalism. "Interculturality" has therefore different meanings. It can relate to a local diversity or stand for dichotomies like national versus international or European versus non European. Of the 273 single entry web sites 245 could be categorised as dealing with one or the other kind of internationalism, while only 28 could be classified as dealing with local diversity problems. Let us have a look at the web sites being mutual and targeting different groups. What do they offer. Web sites targeting trainers are engaged in different kinds of activities like "cooperations", "supporting all phases of expatriation/repatriation" or "providing, consulting, training, coaching". They proclaim a "holistic" and "interdisciplinary" approach to a broad range of social fields like "science", "culture", "economy", "industry", "trade", "social work" or "tourism". The web sites targeting teachers strive for "global communication", provide opportunities to get "to know friends around the world", establish a "global dialog of youth until 15 years of age including teachers and parents". They want to encourage "global involvement" and youth to play "a role in finding solutions to global problems" or give "youth a voice in global issues". From a teacher's perspective providing opportunities for a global world seems to be essential. Therefore global learning is stressed on these web sites. They want to "establish/create global education communities", "learning, teaching, mentoring, discovering, researching and growing are central focuses". They want to support "youth centred learning" where "youth and youth workers learn together" and "use the Internet for learning" and as a "learning platform" "providing workshops and trainings". Web sites for children and young adults strive more for a global consciousness. They want to "work towards a central idea" and "target socially conscious youth" to "make the world a better place". This is achieved through providing information and establishing communication ("culture quest world tours", "Internet public library/online library", "knowledge about how virtual classrooms do function/demo classes", "world wide exchange programs", "test for I.C. [intercultural competence levels]", "communication research", "experiments as campaigns"). .

In those self definitions of web sites, we find the ideal of a global mankind, having a global consciousness and learning globally. The local is important in that it serves to construct the global idea through communication. This relation between the global and the local brings us back to the point of explicit and implicit approaches in fighting discrimination. The way "interculturality" is translated into the local

practices itself depends on the culture and vice versa, local practices constitute the understanding of "interculturality". Each of the contents offered by the web sites therefore showed a kind of cultural bias. On the one hand "interculture" is made explicit through the translation into concepts like "religion", "language", "culture" or "history" of specific countries or nations. On the other hand the starting point of translation is a specific religion, language, culture or history of the translator. Learning therefore can only be a continuous process reflecting the interaction and interdependency between local cultural practices and a global understanding of those practices.

4.5.1. Information, Knowledge and Wisdom Processing

Information has to be transformed into knowledge and knowledge into wisdom. We have seen that the way information is structured and designed is essential to process it into knowledge. Information has to be presented in a personalised and meaningful manner. To achieve this, it relies on the linkage to learning objectives so that the user may learn and transform the information into knowledge and wisdom. During the course of study guidance in developing the capacity to formulate worthwhile objectives has to be provided.

4.5.2. Knowledge Mapping

The different types of learners, as they took part in our experiment, need different ways to map out their knowledge. Tools can assist the accommodation of user and web site. Bookmarks (as a sort of link list) and visual forms of navigation need to provide the user with information about where they have been, what they have learned, where they have visited, and what resources need to be explored on the web site.

4.5.3. Pedagogical Tools, Network Games and Policy

4.5.3.1. Pedagogical Tools

To accommodate a continuous learning process a variety of tools need to be available, like online tutorials on how to use the software or the intercultural content, reviews on new tools and publications on new developments in the intercultural discourse. Evaluation tools for self-test evaluations as well as platform evaluations should be made available. Virtual classrooms using sophisticated e-learning software can help to invent new models of teaching and coaching. Australia has a long experience in virtual learning going back to the time without Internet. Our example shows that there is a long tradition on "virtual learning" in some countries, although the media used then were quite different. The Alice Springs School of the Air (<http://www.assoa.nt.edu.au/history.html> [115]) was the first one of its kind established in Australia in 1951.

“It is a primary aged correspondence school that utilizes various communications technologies to have daily contact with students, home tutors and teachers. (...) The Alice Springs School of the Air provides an educational service for about 140 children living on properties or settlements covering over 1 million square kilometers of Central Australia. These children grow and develop in a peculiar situation, isolated in a unique environment and their formal education must of necessity be unorthodox. How then do they compare with the child maturing in a middle-class suburban environment? In many ways the bush children clearly have an advantage over those living in a town or city. They are active, healthy, well fed, and free of many of the restrictions of time and space which inhibit other youngsters.

There have been many significant changes in communications technology in recent years (...). The radio has been the backbone of communication since the school commenced operation in 1951. (...) What has happened however has been the development of other technologies that the school also makes extensive use of. In the early 90's many people in the Outback received upgraded telephone systems, enabling them to make direct and very clear telephone calls throughout Australia for the first time. For the School this has permitted more frequent and more satisfactory contact and follow up with students and supervisors, particularly at times when radio contact has failed. Recent new phone links have also given access to direct family contact. This has meant a great deal in allowing the teachers to provide more support to the home tutor. Faxes are also available and are regularly used in exchanging information and examples of student work. Access to data links via phone lines has enabled the school to come "online". Desktop computers are provided to families from year 4 and, given resources, the school hopes to provide all families with access to the Internet. The school runs its own ISP (Internet Service Provider) that specialize in the low bandwidth environment in which the majority of families find themselves. This allows transfer of work, exchange of ideas and support of learning in a manner that is quicker than traditional mail services. Direct one to one teaching by computer is not possible yet as a lot of families do not have twenty-four hour power. Some families now have access to satellite dishes and get direct television transmissions. This allows access to direct news, current events and entertainment. (...) The school is equipped to produce 'live to video' productions. Teachers use this facility to demonstrate teaching strategies and explain class organization. They can also model correct responses for students when assessing their work. When produced on video it can be cheaply mailed out to students who can then view it at their leisure. While the school sees great advantages in phones, faxes, computers and video, it is recognized these are only tools to be used at the right moment. The HF radio is still the single most important tool in allowing daily whole class or school interaction. Through this medium the school still develops its sense of being a school - the ability to share news, experiences, the good times, sad times, happy events and just say "G'day" is still best served by our old friend 'the radio'."

4.5.3.2. Network Games

Network games (like brands and music) got into our research, because they are a common way of children and young adults getting in contact with each other through the Internet. We found games, which can be played over the Internet (e.g. <http://www.yahoo.com> [106] where you can play online chess with a partner or a computer) for free and commercial games charging member fees. Those games like e.g. **Dark Angels** [107]), **Camelot** [108]), **Civilization** (<http://www.civ3.com> [105]) or **Counterstrike** [103]) can be played over the Internet, with other players. These players organise themselves in groups or clans and communicate through chats and newsgroups. There are beta-versions (testing versions before the final release) of those games, which can be tested for free. There is a big underground for such games. On special websites up-to-date versions of such games can be downloaded [111], [112], [113]. Those games are highly interactive but rarely are explicit about combating discrimination. There is <http://www.gamer-gegen-rechts.de> [114] (gamer against fascism) which gives an explicit statement against right-wing violence. Network games are a popular way of communicating among (mainly male) youth. Civilization (<http://www.civ3.com> [105]) is the only commercial game we found dealing explicitly with culture. It was created in 1990 and defined a new genre of empire-building strategy games. The game is a blend of building, exploration, discovery and conquest. Players match wits against some of history's greatest leaders as they strive to build the ultimate civilization to stand the test of time.

4.5.3.3. Policy

During the research we found all sorts of web sites. There were commercial web sites using an intercultural approach to advertise their product or services [101], sites promoting their own religion [102], others being of a militaristic nature [103], or just being racist [104].. A policy on how to deal with sites promoting their own interest or just defying basic human standards is needed. On the other hand we have to see, that a game like 'Counterstrike' is a commercial enterprises, where virtual violence plays an important role, because it is the core idea of the whole game. It offers high interactivity with a enormous online community, which are democratically structured. Just filtering and illegalising the most obvious cases of discrimination, intolerance and violence, does not look like a very promising approach in the Internet. It underestimates the technological character of the Internet as a democratic and non hierarchical medium. Therefore it would be wise to provide intelligent tools and strategies to extend the competency of the user to contest discriminating ideas. Discriminating web site and discriminating practices should be presented in an anti-discriminating context and be contested.

Recommendation

This dimension leaves the reference to online world and situates the web sites in the "offline" world, which is the life world of the actors, the users and providers. There is a tradition of virtual teaching as the Australian example showed. Intercultural web sites could learn from the development of pedagogical tools for radio and television learning and training. The exchange of experiences in this field needs to be encouraged. Pedagogical online tools need to have its counterparts in the life world of the user, where other senses than those necessary for the online world (seeing and hearing) are available for learning (like smelling or touching). Besides involving all senses playing is another form to encourage learning. The attractiveness of network games is its interactivity. Every user can be an actor in the game. Network games have the capacity to bring users together as large online communities. At the same time the games create teams and supporter groups with differentiated identities. We suggest that online games may not only be evaluated according to their content, but also on how the online community deals with in- and exclusion often necessary to make games work. Those rules should be made transparent by a general intercultural policy approach taking all dimensions into account not only the content.

4.6. DIMENSION V: ECONOMIC AND COMMERCIAL ASPECTS

4.6.1. Market and Global Brands

With the search clusters "global brands" and "market" economical and commercial aspects of intercultural web sites emerged. Looking at the web sites according to their general approach 38 covered the field of education, 26 have been enterprises, 19 gave general information, 6 offered services and 184 could not be covered by any of those categories. We observed, that those web sites reflect a division between software solutions targeting a mass consumer market offering individualised features and public software solutions, using simple text tools, being of low costs and providing public access. Commercial approaches use a wide range of sophisticated visual tools and the costs to develop this software are high. Access is often restricted to consumers, who need to buy the software or the service. The consequence is, that public web sites often offer limited interactivity, while commercial web sites have the capacity for high level interactivity. Brand communication is a central idea of contemporary marketing. It uses the fact, that communication is the exchange of abstract symbols for marketing purposes. Global enterprises use brand communication to establish an emotional link between their product and the user (as a consumer). Brands using the Internet for marketing, like for example <http://www.benetton.com> [80] or <http://www.nike.com> [100], explicitly use anti-racist statements to construct an intercultural identity of their brand, which is able to be communicated to young adults all over the world. While enterprises utilise this symbolic identity formation to increase their prestige on a

global market among the potential consumers, we have not found this strategy among non-commercial web sites often offering better content than commercially professional web sites. There is no intercultural or anti-racist brand, which promotes interculturality as an prestigious identity. At the same time the quality (online and offline) of the intercultural web sites (form and content) have to be managed.

Recommendation

As we already mentioned, for certain targeted groups (like in our experiment teachers and pupils) tight economic budgets do not allow to create a system environment, which is able to keep up to highest soft- and hardware standards. This can be a reason to be excluded from online communities or e-learning opportunities, which use sophisticated software. The web site and its software therefore has to be accessible to all community members and has to take the different system environments into account. The flow of communication between tutors and users as part of a learning community needs to be continuous and trustful and a mechanism for a live feedback of the participants on the effectiveness of the course or program needs to be provided to improve the quality of teaching. Therefore the general approach of the web site has to meet the user's needs and support him or her. We can call this a user-oriented approach. Another aspect is the marketing of intercultural web sites. While some global brands explicitly use intercultural and anti-racist statements to shape their image, others are more interested in promoting their e-learning software or their services (in some cases they are quite closely related to a intercultural objective). They are either not aware or hesitate to use an intercultural and anti discriminatory approach as marketing strategy. A lot of the time this sophisticated e-learning technology lacks content. To evaluate economic and commercial aspects of intercultural web sites, we have to look at the marketing approach, the targeted groups and the commercial aspirations. Marketing approaches need to be based on interactivity and accessibility (others talk of "connectivity", which means the technical aspects of "accessibility") and need to be directed to other forms of communication within the real-life world of the users. The marketing strategy needs to be oriented to the targeted groups and its needs. Sponsoring and cooperations between non commercial web sites often having good quality of content and commercial web sites often having sophisticate software and global marketing strategy needs to be encouraged. Commercial aspirations of users and sponsoring organisation need to be presented in a transparent form.

4.7. DIMENSION VI: ASPECTS OF THE CREATION OF A KNOWLEDGE COMMUNITY

For our research we created a mailing list and wrote a newsletter asking the recipients about their knowledge on intercultural web sites and trainings. The mailing list included 726 e-mail addresses of organisations and persons working in the field of intercultural competence world wide. We made the experience that of the 726 mailings 669 must have reached their destination (57 were returned, because mail delivery failed). Only 20 persons or organizations replied and sent informations. Even less, 8 organisations, filled out our online questionnaire. Looking at the statistics about the traffic on our web site, where the questionnaire was hosted, we can say, that more people looked at the web site after the mailing was distributed than before. We concluded, that this was an unsuccessful operation. The replied answers did not deliver any yet unknown information. Personalised e-mails delivered more results. The only effect the mailing had was the spread of information about the research project and a raising of awareness. To establish an interactive online community more is needed than a long list of e-mail addresses.

4.7.1. Interactive Online Communities

Having sophisticated technical features does not necessarily speak for a functioning online community, where the users interact extensively with each others on specific shared topics either. All introduced dimensions need to be in balance to allow communication among users and to build up interactive communities. This interactivity needs to be in relation with the life worlds of the users and the provider.

4.7.2. Availability of Online and Offline Support

To support and to coach first time users as well as experienced users and to accommodate their special learning needs appropriate online tutorials and qualified staff, being available for the user when needed, is required.

4.7.3. Mechanism for Transfer of Wisdom

A mechanism for the transfer of wisdom from the experienced users of the online community to the less experienced needs to be established.

4.7.4. Accommodating Style and Identity

Style and Identity need to accommodate the different types and groups of users (first time, longtime, visual, textual, children, young adults, teachers, trainers, etc) and support orientation and navigation within the web site.

4.7.5. User's Engagement

A variety of features (games, graphics, tests, ...) need to be used to engage the user in the activities of the web site and its community and reinforce the purposes of the web site.

4.7.6. Regular Events

Regular weekly or monthly scheduled events on the web site (e-zines, seminars, learning/organizational tips, discussions in chats) help to bring the online community together and reinforces the bonding between user and web site.

Recommendation

The creation of knowledge communities is a continuous process. For an evaluation it means, that an interactive knowledge community cannot only be judged according to its representation in the Internet, but needs to be evaluated in holistic way. That means, that the interaction between the virtual learning environment and the effect it has on the life world of the user has to be focused. Does it have any effect on the everyday practices, does it strengthen the intercultural competency and can everyday life experiences be returned into the virtual environment to enlarge the knowledge of the community?

5. FINAL CONCLUSIONS AND RECOMMENDATION

5.1. DIMENSIONS OF AN INTERCULTURAL ONLINE TEACHING AND TRAINING EVALUATION TOOL

After having worked out the criteria of an evaluation of intercultural web sites in six dimensions, we now can give suggestions on what can be expected of a web site meeting all criteria: it needs to have a balance in all of the six dimensions. Such a "perfect" web site, we did not find. What we have found are web sites describing aspects of each dimension. Each of the web sites performed well in one or the other dimension, but never succeeded to perform "good" in all of them. A selection of links to intercultural web sites you find in the appendix. The links are listed according to their level of interactivity and targeted groups. They include a short description of the web sites.

After reflecting the result in the last feedback session with the research group, we agreed to systematize the various aspects of the dimensions. The idea was to provide a "kernel" of an intercultural online teaching and training evaluation tool. The term "kernel" refers to the core of an operating system and to a growing process in our daily life. "Interactivity" as the essential innovation of the medium "Internet", is central for online training and teaching. "Interactivity" showed not only relevance regarding technical details, but in all dimensions. We therefore want to focus the dimension for the last time under the perspective of "Interactivity". The dimensions are directed towards an internal (Dimension I to III) and an external (Dimension IV to VI) environment. The relation between the internal and the external environment is interactive. They constitute each other. Those interactions can be classified into three different types: An interaction between skills of technology and of knowledge (Dimension I and IV). This we call Interaction (1). Interaction between the virtual (online) world and the material (outside) world [Dimension II and V]. This is Interaction (2), and the interaction between the web site and the user [Dimension III and VI], Interaction (3). Interaction (1) deals with the interaction between technological skills and the skills needed to provide a continuous learning process. Interaction (2) deals with the interaction between the way communication is designed in the virtual world and its economic approach in the material world. Interaction (3) deals with the interaction between the design of the web site and the involvement of the users.

Below we present a suggestion on how a model of an online tool could look like. A lot of technical aspects can be generated in a database by scripts reading out the code of a web site. Some information is already known and stored, other information has to be requested from the user. The idea is to initialize a self-improving interaction between user and intercultural web site. The web site to evaluate is part of this improvement process, because providers are informed about evaluation results.

To implement such an evaluating process we suggest to get active in three steps:

[Creating]an online community of skilled technical and intercultural professionals targeting the continuous improvement of the intercultural online teaching and training evaluation tool. There seem to be two different ways to create an online community. The private way of hiring skilled experts, which needs an substantive amount of money over a long period of time or the public way of involving the different skills of the users, which gives the perspective of a self organized structure for the future, involving a budget for the process of creation, initialization and establishing, but needing little funding in the future. Such communities exist in the open source movement. They are very much technically oriented. There are different online communities approaching the intercultural field as well, but they rarely deal with the technical aspects of their community. Getting those communities interested in each other and encourage a mutual process of learning, discovering intercultural dimensions in technology and technological dimension in interculturality seems to be a way enriching both types of communities.

[Initializing]an interactive process between the intercultural communication designed on the web sites and external agents in the intercultural field of online learning, like commercial sponsors, organizations of professionals, museums, schools and e-learning enterprises. There is an awareness about the gap between the sophistication of e-learning software and the problems of diversity as several representatives of e-learning enterprises confirmed. As already mentioned there are a variety of certifications, which can be acquired through courses, some online most offline. The certification of an intercultural web site providing online training through a widely respected body would certainly increase the trustfulness of the web site and would have an stabilizing effect on the online community. It would as well encourage actors behind the web site to strive for explicitness about the intercultural objectives and use it for their marketing strategy.

[Establishing]an interactive relation between the web site and the user, as member of the online community. An interactive process of improving the quality of intercultural web sites would enable the intercultural online teaching and training evaluation tool to become dynamic and meet the needs of a fast changing medium.

5.2. MODEL OF THE INTERCULTURAL ONLINE TRAINING AND TEACHING EVALUATION TOOL

Interaction (1)		
	<i>Internal</i>	<i>External</i>
	<i>Dimension I: Technical Aspects</i>	<i>Dimension IV: Aspects of a Continuous Learning Process</i>
	ASPECTS OF SEARCH ENGINE AND STRATEGY	
		INFORMATION, KNOWLEDGE AND WISDOM PROCESSING
	ASPECTS OF INTERACTIVITY	
		KNOWLEDGE MAPPING
	ASPECTS OF THE MULTIMEDIA USAGE	
		PEDAGOGICAL TOOLS NETWORK GAMES AND POLICY
	ASPECTS OF ACCESSIBILITY	

Interaction (2)		
	<i>Internal</i>	<i>External</i>
	<i>Dimension II: Aspects of Communication Design and Mutual Flow of Information</i>	<i>Dimension V: Economic and Commercial Aspects</i>
		MARKET AND GLOBAL BRANDS
	PROVIDING INFORMATION ABOUT THE TARGET GROUPS	
	PROVIDING INFORMATION ABOUT THE LOCATION AND THE AUTHORS OF THE WEB SITE	
	EXPLICITNESS AND IMPLICITNESS OF DISCRIMINATION ON RACIAL, ETHNIC OR RELIGIOUS GROUNDS	
	TURNING INFORMATION INTO KNOWLEDGE	
	CREDENTIALS, EXPERTISE AND CERTIFICATION	

Interaction (3)		
	<i>Internal</i>	<i>External</i>
	<i>Dimension III: Aspects of Information Design</i>	<i>Dimension VI: Aspects of the Creation of a Knowledge Community</i>
		INTERACTIVE ONLINE COMMUNITIES

	<i>*VISUAL/TEXTUAL DESIGN AND AESTHETICAL SOPHISTICATION REFLECTING TARGET GROUP AND INTERCULTURALITY</i>	
		<i>AVAILABILITY OF ONLINE AND OFFLINE SUPPORT</i>
		<i>MECHANISM FOR TRANSFER OF WISDOM</i>
		<i>ACCOMMODATING STYLE AND IDENTITY</i>
	<i>*NAVIGATION DESIGN: INTERNAL AND EXTERNAL LINK STRATEGY</i>	
		<i>USER'S ENGAGEMENT</i>
		<i>REGULAR EVENTS</i>
	<i>*STYLE AND IDENTITY</i>	

5.3. SUMMARY OF RECOMMENDATIONS FOR POLITICIANS AND POLICY MAKERS:

- Providing information and tips on how to handle sophisticated search engines, using wide clusters of search terms.
- Initialising measures to bridge the gap between intercultural content and sophisticated technology.
- Ensure that "good" intercultural web sites support a variety of operating systems and software solutions. Software architecture should reflect the intercultural approach.
- Establishing a mechanism to improve existing web sites
- Encouraging detailed research in other languages of the EU
- Supporting the convergency between the intercultural objective on a web site and the everyday experiences with discrimination in all regions of the EU.
- Providing knowledge on how to make web sites more interactive and on how different learners approach web sites.
- Development of certifications of intercultural web sites and trainings, which are accepted in all EU member states.
- Development of an online tool generating and evaluating intercultural web sites.
- Reviewing existing experiences with other media of "virtual" learning like radio, TV, Video. (We want to refer to the CHICAM-project [Children in Communication about Migration] founded by the European Commission. P. Holzwarth (University of Tübingen) and B. Mauerer (University of Ludwigsburg) researched on the meaning of video culture for young adults.)

- Developing guidelines for an intercultural marketing policy of the EU, which integrates commercial aspirations, needs of the targeted user group and the quality of the intercultural content.
- Initialising and creating an intercultural knowledge community.

5.4. SUMMARY OF RECOMMENDATIONS FOR TEACHERS, SCHOOLCHILDREN AND PARENTS:

- Learning about intercultural search strategies and the differences of search engines.
- Relating the intercultural content to the technical standards of the system environment of the targeted user group.
- Using operating systems which bring out the best performance of your hardware.
- Reflecting about diversity within the online world, which includes the aspect of technological diversity
- Reflecting the first impression with the targeted user group and getting in contact with the provider of the web site about the results of the reflection and encourage them to make changes.
- Intergration of web sites in other languages into an online learning strategy.
- Teaching and learning about the diversity of the intercultural approach and reflecting on how own experiences with discrimination are presented on intercultural web sites.
- Reflecting on own learning strategies and on how they are met on the web site.
- Strengthening the competency of critically reviewing intercultural web sites.
- Reflecting on the intercultural meaning of color and color composition.
- Exploring the visual and textual needs of the user groups.
- Taking intercultural approaches of popular brands as a example to reflect on everyday clothing like shoes or shirts and their cultural meanings.
- Reflecting everyday life experience with what is found on intercultural pages in the Internet.

6. ANNEX

6.1. CHECKING OBJECTIVES OF THE RESEARCH

Having presented the results of the research project, we want to turn back to the beginning of this final report, to the given objectives of the research. We want to check now if they have been met.

- Did we find web sites dealing with and promoting cultural diversity?
Yes, we found 273 web sites of very different quality and approaches.
- Did we invent and analyse existing Internet web sites in EU-member states aiming at children, young adults, teachers, trainer in the field of intercultural competence, that are web sites striving to promote cultural diversity?
Yes, we developed a six-dimensional model for an intercultural online teaching and training evaluation tool.
- Did we find trainings, explicitly aiming to prevent from racism, xenophobia & related forms of social exclusion of people on racial, ethnic, religious grounds?
Yes, we did, but those ones being explicit about this objective neglect other dimensions.
- Did we find packages (games, interactive plays, etc.)?
Yes, but they are commercial. Some simple packages are public. They cover a lot of visual and interactive aspects, but neglect other dimension.
- Did we find teaching tools?
Yes and they were of different quality as well, mostly commercial, neglecting other dimensions.
- Did we find specialized web sites (history, social science, awareness raising)?
Yes, we did, but as in the case of the others crucial dimensions are neglected
- Did we find professional evaluations (opinion of target group integrated)?
Yes, but not as online-tools, they only exist as text files and either neglect the technological dimension or the objectives of the research done.

6.2. PHASES OF THE ONLINE-SEARCH

6.2.1. Preparations

At the beginning of the project we organized the hardware and the infrastructure for the online research. To start the research with a research team of an estimated size of four people, a PC-network was essential. Therefore the appropriate

hardware (laptops, hub, proxy-server, cables) was organized and put together. A room to accommodate the researchers was rented. To get connected to the Internet, a dsl-flat rate for a reasonable price was ordered. The researchers for both parts of the project were recruited according to the principle of variation (gender, nationality, place of birth, academic background). For the online research we recruited students of ethnology, art, philosophy and education, for the experiment we recruited students of educational science and ethnography. The observer team for the experiment consisted of three females and one male of German and non-German background. In the next step, software had to be chosen and tools developed. Our contracted programmer provided us with the necessary scripts for the research and the experiment and established our Intranet. We consequently used open-source software (Red Hat 7.1., Apache-Server, MySQL-Database and php4-scripts) to minimize costs, to transfer the necessary knowhow and train our personal. Nine online questionnaires were written for the participating youths, each referring to one web site. We also used a general questionnaire concerned with the youths experience with the Internet. To obtain help and share the knowledge of others we established contact with agents in the field. A mailing list including about 700 e-mail addresses of people and organizations working in the field of anti-racism was established. A newsletter was mailed to the mailing list, introducing the project and asking for assistance. A newsletter presenting the results of the project will be mailed once this report is officially accepted. For the experiment we had to search for a suitable school having the capacity to cooperate with our project. While searching for cooperating schools we established contacts with other interested schools, which did not have the capacity to cooperate at the time, but are open for further projects in this field.

6.2.2. Coordination of Research Team

Each researcher had their own working hour time table. This time table ensured that the researchers always had a team to do the research with. The teams consisted of minimal two and maximal five persons (including the senior researcher). When the composition of the team changed, it was made sure that a feedback session took place during the changes. This was important to give the researchers coming in the necessary information about what had been gathered before and the researchers leaving the opportunity to reflect their research strategy. Once a week all the researchers met for the "all team session" and discussed problems, difficulties and further steps of the research. Those procedures ensured the dialogical process of the research.

6.2.3. Software and Tools:

The sixth person involved in our research, was an associated professional programmer (male, German of Bessarabian background, born in Singen, Germany, degree in mathematics), who established the computer network and developed php-tools to accommodate the research. Those tools were developed in a dialogical way as well. Starting with easy tools, the tools were developed to accommodate the

needs of the researchers during the research process. After each all team session the evaluated tools were further improved by our programmer. All the following tools have been developed on the basis of open source software (Red Hat7.1., Apache, MySQL, php4)³⁰.

6.2.4. Project Web Site in the Internet

To facilitate communication with the public on the Internet we created a dynamic website with information about the research project (<http://www.hassanpauli.de/themes/EUMC-General> [99]). Part of this website was an online questionnaire in English and German, where people could support the research by filling out the form and submit it directly to our e-mail-server.

6.2.5. Intranet Database Front End (GUI)

To facilitate communication within the research team we also created dynamic intranet web sites. Those web sites provided on the one hand the front end (GUI - Graphical User Interface) to our MySQL research database, as well as the incoming information to our intranet.

6.2.6. Contacts

We established different ways to communicate and get in contact with people to gather the required informations

6.2.6.1. Collecting e-mail Addresses

Out of various sources we collected e-mail addresses of people, institutions and organizations, most of them located in Europe, which we thought are able to give information about intercultural training in the Internet.

6.2.6.2. Establishing a Mailing List

The acquired e-mail-addresses where organist in a mailing list. This list was fed with further information during the research process. We ended up having 726 e-mail addresses, varying in different aspects (language, country, organization, size)

³⁰ Because most of the websites are optimized for Internet Explorer, the terminals for the researchers carried Red Hat 7.1. and Windows XP, to get access to the Microsoft world. On the proxy-server Red Hat 7.1. was running.

6.2.6.3. Preparing the Newsletter

First a general newsletter, informing all people and organizations on the mailing list, that they had been put on it and giving them the opportunity to unsubscribe themselves from the mailing list, was prepared. Secondly a newsletter asking for support and linking to the above mentioned online questionnaire was sent.

6.2.6.4. Individualized e-mail Inquiry

During the process of research specific inquiries had to be made. For this purpose we created templates, which could be customized by the researchers for the specific needs of the inquiry.

6.3. PHASES OF THE EXPERIMENT

6.3.1. Phase I: Introduction to Group Session

First we introduced each other and created three groups. Each group discussed and wrote down skills that only they had. The results were presented on a clip board. The participating observers placed themselves near the groups to observe and assisted them.

6.3.2. Phase II: Looking for Search Strategies

After going to the PC-lab together they had the choice to either use a computer on their own or as a pair and they were instructed to start the computer and get connected. Again the observers placed themselves in the room and they were instructed to let the kids explain what they were doing. If the kids had difficulties the observers offered assistance. Then the pupils were presented with a first questionnaire on our web site (<http://www.hassanpauli.de/themes/EUMC-General/>) and were asked to fill out the fields of the online questionnaire.

6.3.3. Phase III: Surfing Britkid.org

All groups then were directed to <http://www.britkid.org> and asked to surf around and fill out the online questionnaire about <http://www.britkid.org>.

6.3.4. Phase IV: Surfing Choice

The participants now had to choose between different web sites which all were accompanied by an online-questionnaire.

<http://www.ccpb.com> , <http://www.globalgang.org.uk> , <http://www.youthradio.org> <http://racismnoway.au> .com, <http://www.unicef.org/voy> and a favorite web site of their own. We suggested <http://www.kidlink.com> as well, but unfortunately the domain closed down at the time of the research and is for sale at the moment.

6.4. QUESTIONNAIRES

6.4.1. Questionnaire of the MySQL database

- NAME OF RESEARCHER: [TEXT FIELD]
- INTERNET-ADDRESS: [TEXT FIELD]
- WHERE DO YOU COME FROM? [SELECTION]
 - Link list
 - Search-engine
 - Mail-inquiry
 - Off-line-material
 - Other
 - Details: [TEXT FIELD]
- SEARCH-TERM: [TEXT FIELD]
- COMMENTS: [TEXT FIELD]
- GENRE: [SELECTION]
 - Enterprise
 - Information-site
 - Services
 - Education
 - Other
 - Details
- FUNCTIONAL DESCRIPTION: [TEXT FIELD]
- WHAT IS THERE? [SELECTION]
 - Links
 - Newsgroups
 - Chats
 - Pics
 - Videos
 - Pdf
 - Mp3

- Other
Details: [TEXT FIELD]
- INTERACTIVITY: [SELECTION]
no way
one way
mutual
- AESTHETICAL DESCRIPTION: [TEXT FIELD]
- STATUS: [SELECTION]
follow up
don't follow up
completed
- TARGET-GROUP: [SELECTION]
Children
Young adults
Teachers
Trainers
- COMMENTS: [TEXT FIELD]
- LOCATION: [SELECTION]
EU
Non-EU
- DISCRIMINATION: [SELECTION]
explicit racial
explicit ethnic
explicit religious
implicit
- COLORS OF SITE: [TEXT FIELD]
- TARGET: [SELECTION]
on site/here
somewhere else/there
- COMMENT: [TEXT FIELD]

6.4.2. The Questionnaire of the Experiment (German)

(<http://www.hassanpauli.de/themes/EUMC-Experiment/>)

Willkommen auf unserem Online-Fragebogen!

Wir hoffen, dass Du damit klar kommt. Wenn Du Fragen hast, so helfen wir Dir gerne weiter.

Aufgabe:

Je nach Wunsch kannst Du diese Aufgabe alleine oder in einer Zweiergruppe bearbeiten (mehr aber bitte nicht). Klicke einfach auf den Link [web site] und surfe los!

Fülle doch während des Surfens langsam den Fragebogen aus. Viel Spass dabei!!

- Wie heisst du? [TEXT FIELD]
- Welche Erfahrungen hast du oder habt ihr während des Surfens gemacht? Beschreibe das doch mal? [TEXT FIELD]
- Was ist gut an dieser Website, was ist schlecht daran? Denke dabei auch an ihr Aussehen. [TEXT FIELD]
- Was könnte man an dieser Website besser machen? [TEXT FIELD]
- Was ist dir bei einer guten Website sonst noch wichtig? [TEXT FIELD]
- Ich möchte weiter informiert werden, deshalb hier meine e-mail-adresse: [TEXT FIELD]

Vielen Dank für Deine Mithilfe, wir hoffen es hat dir Spass gemacht

Das iMiR-Team

6.4.3. The Questionnaire of the Newsletter

(<http://www.hassanpauli.de/themes/EUMC-General/>)

Intercultural Competence Trainings on the Internet for children, young adults, teachers and trainers. We are interested to hear about Initiatives to training websites in the field of Intercultural Competence Trainings. What do we mean by Intercultural Competence Training Websites? Websites dealing with cultural diversity & explicitly aim to prevent of social exclusion on racial, ethnic and religious grounds. Did you hear of

- Packages for children and young adults (5-21)? [TEXT FIELD]
- Teaching tools for teachers and trainers? [TEXT FIELD]
- Specialized websites
(history, social sciences, awareness raising)? [TEXT FIELD]
- Evaluated websites, including opinion of
target-groups? [TEXT FIELD]
- Other information about cultural diversity
and preventing discrimination? [TEXT FIELD]
- You can ask about Intercultural Competence
Trainings on the Internet for children,
young adults, teachers and trainers. [TEXT FIELD]
- What else do you think is important to know? [TEXT FIELD]
- Please contact me under following e-mail-address [TEXT FIELD]

Thanks a lot for your help

The team of iMiR

6.5. REPORT ON SELECTED LINKS

6.5.1 Target Group: Teachers

- [1] <http://www.Online-Spiele.org>
A free archive for online games. links don't work, curious appearance. Information about games.
- [2] <http://www.afs.org>
Is related to <http://www.efil.afs.org>, is for young adults and teachers, exchange programs available, find a friend features. Clear and structured, easy to handle.
- [3] <http://www.bambili.com/holiday.htm>
This site is targeting the holocaust and the life of Oskar Schindler. It is found with the search terms "museum" and "anti-racism" and is targeting teacher and young adults.
- [4] <http://www.diversityweb.org>
This is a cooperation with the Association of American Colleges and Universities. Journal about the introduction of Diversity into an American high school, targeting teacher.
- [5] <http://www.firstwebcollege.com>
Company related to <http://www.lerneffekt.de>, targeting teachers.
- [6] http://www.geog.auckland.ac.nz/encountering_place/new_chapter_w
Website dealing with racism, but offering little support and information for the user. Offers a wide range of link lists.
- [7] <http://www.ioa.de>
A web site with a big variety of features, clear structured navigation, personal registration and very interactive, targeting teachers.
- [8] <http://www.kidlink.org>
This site wants to enable a global dialog among young adults until the age of 15. Offers real time chat, kidforum, gallery of art. Features for parents and teachers available (Workshops, Training). Not explicitly targeting racism but dealing with diversity in general. Multilingual, related to <http://www.unicef.org/voy/>
- [9] <http://www.kidscom.com>
This web site offers the opportunity to get to know friends all over the world via Internet. Too colorful, but with clear and easy structure, targeting teacher and children/young adults.

- [10] <http://www.ncte.ie>
An Irish web site project for schools. Offering web publishing tools, feedback-opportunities, evaluation-guide, information about how to get hard- and software. Targeting teachers, navigation not well structured.
- [11] <http://www.scoilnet.ie/>
Irish web site offering a variety of features: technical information, trip preparations, TV program. Very clearly structured according to each target group. Targeting teachers, children and teachers. Some links do not work. Related to <http://homepages.iol.ie/ednet/>
- [12] <http://www.teaching.com>
Information and exchange tool, registration necessary, simple design, structured. Related to <http://www.iecc.org>, targeting teachers.
- [13] <http://www.thinkquest.org>
This site sees itself as a global network of students, teachers, parents and technologists dedicated to exploring youth-centered learning on the Net. It is an online community where young people learn, teach, mentor, discover, research and grow through the programs. The online-community encompasses young people, educators and technologists in more than 100 nations who come together as digital learners, web creators, and Net entrepreneurs. Appealing and structured clearly .
- [14] <http://www.un.org/cyberschoolbus>
This site tries to create an on-line global education community and educational action projects to show students that they have a role in finding solutions to global problems. They want to give students a voice in global issues, provide high-quality teaching resources to a wide range of educators in a cost-effective manner. It is explicitly against racism. Design and functions vary in each target group. For children, good design.
- [15] <http://www.youth.org.uk>
<http://www.youth.org.uk> is the leading Youth Work community for young people and Youth Workers using the Internet for learning. The project is managed by UK Youth and is part of The National Grid for Learning. <http://www.youth.org.uk> is a unique website that empowers young people and youth workers to learn together. Individuals can subscribe to the free monthly newsletter. The site is developing a virtual community to link and empower young people using the Internet for learning. It provides resources, information, advice for young people and supports educators working with young people on the Internet
- [16] <http://www.europa.eu.int/comm/education/raci/e2.html>
A listing of projects, e.g. Young people from five European cities together produce a show, Youth study visit to Turkey. Not an active site anymore.

- [18] <http://www.acos.at>
A commercial web site evaluating computer games. Related to
<http://www.lernspiele.at>
- [19] <http://www.antiracist.com>
Canadian Anti-Racism Education and Research Society. Technological features did not work.
- [20] <http://www.eun.org>
Information about e-learning in European universities.
- [21] <http://www.friendsandflags.org>
Friends and Flags is a collaborative learning project which engages class exchanges in a dynamic way. The main theme of this exchange is multi-cultural awareness which fosters mutual respect, tolerance and communication. Each participating class joins a mailing group with 5 other countries and students from each country assume the role of young ambassadors.
- [22] <http://www.globalgang.org.uk>
News, games, gossip and fun from around the world.
- [23] <http://www.nationalgeo.com/kids>
Related to the print-media of National Geographic
- [24] <http://www.racismnoway.com.au>
The project aims to assist school communities and education systems to recognize and address racism in the learning environment. The project is an initiative of the Chief Executive Officers of education systems across Australia.
- [25] <http://www.schulweb.de/mailliste.html>
On this web site teachers exchange their experience with the world wide web and the way pupils work with it.
- [26] <http://www.sfu.ca/sfpirg/Links/antiR.html>
Web site dealing with German and Jewish history.
- [27] <http://homepages.iol.ie/ednet/>
At present, the EdNet website is not being updated. The authors are now concentrating their efforts with the NCTE and ScoilNet.
- [28] <http://www.arl.org>
A library wide diversity program which addresses relevant issues from a number of perspectives. Broad participation is crucial to ensure success of a library-wide diversity program. Various options for addressing diversity from an organizational perspective will be presented. The philosophies and

ingredients for the successful implementation of a diversity program will be discussed in detail. Guidelines for assessing a library-wide diversity program as a way to monitor the program's progress and development will also be explored. The seminar will discuss what makes a diversity program a "program," as compared to a sponsored group of activities which do not result in any apparent advancement of the attitudes towards and perceptions of diversity among the library's workforce.

- [29] <http://www.sbceo.k12.ca.us/btolerance/welcome.htm>
Web site offers information about teaching programs for teacher, students, parents. Topics such as tolerance, diversity, anti-Semitism, intercultural communication, immigrants, etc. are discussed.
- [30] <http://www.wiesenthal.com/mot/>
Museum of tolerance and multimedia learning centred around World War II, dealing with the holocaust.

6.5.2. Target Group: Trainers

- [31] <http://clubs.yahoo.com/clubs/multiracial>
Feature of <http://www.yahoo.com>, registration required, targeting trainers.
- [32] <http://www.gutenberg.com>
In 1994 shortly after the introduction of Netscape this website began providing training and consulting services in the Internet environment under the name Gutenberg Internet Services. Gutenberg has engaged in a number of interesting projects which have honed its Internet toolmaking skills. Integration of expertise in computers with our experiences in successfully operating a computer-based educational company for 15 years. Focus is on the strategic use of the Internet as a marketing, communications and educational tool.
- [33] <http://www.diversitydtg.com/>
Company providing consulting and training in Diversity, Executive Coaching, Mentoring, Gender Equity, Sexual Harassment Prevention, Multicultural / Diversity Marketing. Targeting trainers. Is on the link list of <http://www.un.org/cyberschoolbus/racism2001/orglinks.asp#books>
- [34] <http://www.expatechange.com>
Founded in 1997, [expatechange.com](http://www.expatechange.com) has become the largest online community for English-speaking expatriates. Comprised of over 140 country, the community has supported over 500,000 ex pats through all phases of the expatriation and repatriation process.
- [35] <http://www.gc21.de>
Company offering the same software as <http://www.ioa.de/>
- [36] <http://www.iik.de>
Company having the objective of international scientific, cultural, economical cooperation of language teacher and learner, students, skill workers in industry, trade, social work, science, tourism and other interested people from inside and outside of Europe. Members of this institute are promoted as high profile. It is multilingual, targets trainers
- [37] <http://www.inform.umd.edu/Diversity/>
This web site deals with diversity in the U.S.A. and offers a variety of links, dictionary, online-courses, targeting adults at the workplace, trainers, teachers. Good and clearly structured.
- [38] <http://www.online-akademie.de>
This site sees online qualification as the successor of postal and radio teaching and wants to overcome the isolation of learning. Offers a variety of technological and teaching features. Clear design, intelligent navigation, targeting trainers.

- [39] <http://efil.afs.org>
Exchange programs for trainers, some links do not function, clearly structured, easy to handle
- [40] <http://pages.infinit.net/aturc/entry.html>
``Intercultural quotient" is the name of a IQ test where competences can be measured.
- [41] <http://www.acresolution.org>
American Association for Conflict Resolution, not explicitly targeting our objectives.
- [42] <http://www.aimd.org>
Founded in 1984, the American Institute for Managing Diversity (AIMD) was the first national, nonprofit diversity think tank created for the purpose of advancing the field of diversity management. Concerned with managing diversity, provides insights into the strategic implementation of diversity management, identifies and categorizes trends in diversity management, and suggests new areas of research critical to successful application.
- [43] <http://www.diversityhotwire.com>
Diversity Central is the new Website by Cultural Diversity at Work. Publishes topics like diversity and cross-cultural management. Offline learning opportunity to buy material, publications, etc.
- [44] <http://www.euroamerican.org>
This web site deals with white American culture and has the objective to raise consciousness.
- [45] <http://www.forio.com>
Provides business simulation management training and e-learning. Business simulations can be delivered through learning management system platforms or as a stand-alone web-based management training simulation.
- [46] <http://www.gdmt.net>
Objective: intercultural competence trainings and virtual teaching in schools.
- [47] <http://www.globalworkshop.com/>
U.S. American site concerned with cross-cultural issues in project management.
- [48] <http://www.glreach.com>
Evaluates and certifies websites, offers tools and resources to improve online globalization, online-users according to language,

- [49] <http://www.icare.to>
Link list of Internet-Center Anti-Racism Europe, organized according to topics
- [50] <http://www.ilr.cornell.edu/extension/wdn/>
Learning community of diversity professionals who come from a variety of work sectors. Explores emerging questions of workplace diversity and inclusion. Group forums for information sharing, research and scholarship.
- [50] <http://www.multifaithnet.org>
Self-access research, learning, information and dialog tool. Regularly updated access to global electronic resources and interactions useful for study of world religious traditions and communities and the practice of inter-faith dialog. Offers an electronic forum for news, dialog and debate among and between faith communities.
- [51] <http://www.ontimetraining.com/default1.asp>
This American web site offers online trainings for different topics. Related to <http://www.diversitydtg.org> , targeting trainers.
- [52] <http://www.silkrc.com>
Uses cross-cultural facilitation techniques, organizational change tools and project management methodologies to align Executive strategy with staff delivery. Implements comprehensive, localized customer solutions.
- [53] <http://www.streamingmedia.com>
Provides industry professionals with the latest news, resources and services through editorial, discussion lists, feature articles, etc. Features original articles, audio/video content, weekly newsletters.
- [54] <http://www.yourdictionary.com>
yourDictionary.com provides the most comprehensive and authoritative portal for language and language-related products and services on the web with more than 1800 dictionaries in more than 250 languages.
- [55] <http://dmoz.org/Business/Management/Training/Cross-Cultural/>
Long link list, training programs for intercultural/cross cultural conflicts.
- [56] <http://www.cultural.com>
Provides learning opportunity for developing a globally competitive organization.
- [57] <http://www.asymetrix.com/en/home/index.asp>
Offering solutions for e-learning platforms (question randomization and answer encryption, questionnaires)

- [58] <http://www.bena.com/ewinters/OnlineTutorial.html>
Tutorial that provides suggestions for the exploration of similarities and differences in cultures.
- [59] http://www.coghillbeery.com/global_teams.htm
Offers training programs. Intercultural Team Effectiveness provides teams with an opportunity to identify and practice skills for resolving cross-cultural conflicts.
- [60] <http://www.crossculturalcom.com>
Working with global enterprises, having intercultural and other trainings. No interactivity.
- [61] <http://www.cspp.edu/sandiego/campuslife/codi/links.htm>
Link list to topics such racism and sexuality.
- [62] <http://www.diversity-online.org/>
It is supported by the International Federation of Journalists (IFJ); the National Union of Journalists of Great Britain and Ireland (NUJ) and its constituent body, The Black Members' Council (BMC); the Ethnicity and Social Policy Research Unit (ESPR) of the University of Bradford; and the Working Group Migrants & The Media of the Netherlands Association of Journalists (NVJ).
- [63] <http://www.diversityresources.com/>
Selling books, learning material for intercultural trainings.
- [64] <http://www.grovewell.com>
Cornelius Grove & Associates provides the full range of cross-cultural (intercultural) coaching and training services. Offers Global Management Training, Training for International Trainers, Globalization of Diversity, Virtual (Global) Team Facilitation.
- [65] <http://www.ib-c.com>
Country-specific Information and Global Project Consultation
- [66] <http://www.igd.fhg.de/igd-a6/itti1.html>
A rough demonstration of what form of interactive learning there are, remote lecture room, remote interactive seminars and interactive home learning, overlooking necessary software.
- [67] <http://www.imi.american.edu/index.html>
Intercultural experts, offering training programs and consulting services that provide organisations with information and managing cultural differences.

- [68] <http://www.iorworld.com>
Web site that deals with ex-/repatriation and provides intercultural training/explorer program.
- [69] <http://www.itapintl.com>
Offers cross-cultural services and products to meet the needs of global businesses and other organizations. Questionnaires, exercises and products to professionals in the field of cross-cultural training and consulting.
- [70] <http://www.languagecollegeonline.com/>
Online english learning, offering a multicultural virtual classroom, interactive with "face to face"-communication.
- [71+72] <http://www.sietar-europa.org> and <http://www.sietar.org>
Encourages the development and application of knowledge, values and skills which enable effective intercultural and inter ethnic relations at individual, group, organization and community levels.
- [73] <http://www.sit.edu/education.html>
Web site of a language school developing intercultural competence.
- [74] <http://www.sococo.com>
Link list to official intercultural organizations.
- [75] <http://www.transcultural.net>
This web site offers commercial products (multimedia, web layout/Spanish, human resource management, etc.).
- [76] http://www.unesco.org/culture/dialogue/html_eng/index_en.shtml
This web site offers UNESCO information about intercultural dialog.
- [77] <http://www.windowontheworldinc.com>
Customized cross-cultural training and consulting for multinational corporations. Offers global services to companies, individuals and families.
- [78] <http://www.wlv.ac.uk/select/resources/intercultural/interculture>
Web site offering links to intercultural communication and competence, University of Wolverhampton.

6.5.3. Target Group: Children and Young Adults

- [79] <http://addresses.everyone.net/>
E-mailing gate providing interactive games, role plays and targets young adults. Easy to use, neutral.
- [80] <http://www.benetton.com>
Commercial site of Benetton (advertisement, shopping). Young adults work towards a central idea. A lot of information, virtual tours, with sound.
- [81] http://www.alternet.org/wiretapmag/youth_network.html
A web site for socially conscious youths, racism is not explicitly named. Contains information from and for young adults, easy to handle, nice, clear and structured.
- [82] <http://www.ed-lab.net>
A company presenting a very good demonstration of a virtual classroom. Related to <http://www.lerneffekt.de>
- [83] <http://www.ipl.org/youth/>
This web site offers an Internet public library on religion, culture, languages, culture quest world tour, games, recipes, stories and a lot more about different countries.
- [84] <http://www.unicef.org/voy/>
This site offers a variety of tests about different topics (HIV, Polio, child labor) and discussions. The search engine did not work. Targeting young adults and teachers, nice design and colors, clearly structured.
- [85] <http://www.yahooligans.com/>
This is a commercial web guide for kids of <http://www.yahoo.com>, offering games, movies, a personalized avatar, sports, science, jokes, news. Visual and textual navigation.
- [86] <http://www.yap.org/>
This non-commercial site provides information about racism for youth organizations and the international youth movement. It is clearly structured and works without advertisement.
- [87] <http://www.youthwhocare.com/>
The objective of this web site is to make the world a better place. Questions can be asked, which are answered by coaches. The coaches can be chosen from a list. Targeting young adults and parents. Offering an online-library, where own products can be uploaded, easy to handle. Not explicitly targeting our objectives. Advertisement.

- [88] <http://www.StudentAffairs.com/lists/>
Offers an evaluation of intercultural software and can be downloaded (Multicultural.pdf)
- [89] <http://www.acresolution.org>
Professional organization dedicated to enhancing the practices and public understanding of conflict resolution. Offers a database with mediators and trainers.
- [90] <http://www.aktive-fans.de>
Link list leading to European soccer initiatives, some fighting racism.
- [91] <http://www.britkid.com>
Website about race, racism and life, as seen through the eyes of British kids. The site is based around nine imaginary characters in their mid-teens, from a variety of ethnic backgrounds, and users are invited to 'hang out' with one of these characters. The characters show us their homes, introduce us to some members of their families, and tell us something about themselves and their lives. If they are religious they give some information about their beliefs, and it is also possible to visit their respective places of worship.
- [92] <http://www.kids-space.com>
Kids can send stories, pictures, music, links to other countries, presents traditional costumes.
- [93] <http://www.youthlink.org>
This web site offers two different entries: youth in action and global youth network to create a more involved community of young people.
- [94] <http://www.youthradio.org>
Web site from young adults for young adults. Interviews and research about different topics like violence, latin america, politics, videos, etc.
- [95] <http://curry.edschool.virginia.edu/go/multicultural>
An evaluation of multicultural software, which can be downloaded.
- [96] <http://www.ccph.com>

6.5.4. General Links

- [97] <http://www.msg.net/kadow/answers>
Online dictionary for information on web specific terms
- [98] <http://www.irc.net>
Website to enter internet related chats
- [99] <http://www.hassanpauli.de/themes/EUMS-Project>
Website to accommodate the research for this project
- [100] <http://www.nike.com>
Worldwide promotional site for Nike products. Sophisticated Flash animations. Offering information on professional sports as well as leisure activities for and from all parts of the world.
- [101] <http://www.orange.com>
Mobile phone company. Establishing worldwide online community through their products.
- [102] Multilingual website of the Scientology church. Concerned with enlarging their own community.
- [103] Highly interactive and militaristic online strategy game with a large community.
- [104] -
- [105] <http://www.civ3.com>
Highly interactive online game. The aim is to build sustainable civilisations. A variety of information about different civilisations like the aztecs, the arabs, the chinese, etc.
- [106] <http://www.yahoo.com>
Search engine also offering features like private e-mail accounts and website directory containing links to intercultural websites.
- [107] <http://www.darkangels.de>
Online community with wide range of interactive features
- [108] <http://www.darkageofcamelot.com>
Interactive online role playing game based on the legend of King Arthur and Viking mythology and Celtic lore
- [111] Online hacker community offers a variety of features (chats, forums, software downloads, operating systems, etc)

- [112] Hacker site mostly evaluating other Hacker sites in weighted top lists
- [113] Hacker website that has been shut down in the meantime
- [114] <http://www.gamer-gegen-rechts.de>
Shut down website which was an initiative of the computer game magazine ``PC Action". Was concerned with raising awareness of xenophobia and racist thinking among computer game fans.
- [115] <http://www.assoa.nt.edu.au/history.html>
Australian website of the Alice Spring's School of the Air. Deals with virtual learning (radio, TV, PC, video) in remote areas of Australia since 1951.
- [116] <http://www.actfl.org>
Website of the American Council of the Teaching of Foreign Languages. Offers publications, workshops, proficiency tests, special projects, jobs and resources in the field of teaching foreign languages.
- [117] <http://www.tech.ubc.ca>
Canadian website offering internet related courses, educational programs and internet related certificates.
- [118] <http://www.audiogalaxy.com>
Shut down website dedicated to the trading of music files.
- [119] <http://www.gnutella.com>
Transfer to <http://www.mp3-network.com>, connected with Kazaa, a file sharing system for audio, video and software.
- [120] <http://www.limewire.com>
Connected with gnutella.com. File sharing website, commercial tools to publish contents on the Internet.
- [122] <http://lib0web.lib.msu.edu/lists/largepsd>
Academic research library and forums