

14. The activity stimulates critical thinking and multiperspectivity	14.1. Trainers/facilitators are able to offer multiple perspectives and to create conditions for participants to experience cognitive and behavioural flexibility	14.2. Appropriate tools are used to help participants deconstruct and reconstruct the reality	14.3. The activity provides spaces for critical analysis of mainstream media and political discourses in relation to intercultural dialogue
Follow-up phase			
Criterion	People	Process	Content
15. The activity motivates participants to continue developing their intercultural competences and equips them with adequate tools	15.1. Participants reflect on the learning processes and engage in transferring the learning to their own realities 15.2. Participants develop project ideas to promote intercultural dialogue in their own context and in their own activities	15.3. Specific sessions are dedicated to ensuring a follow-up that clearly addresses the intercultural dimension	15.4. The principles of intercultural learning are taken into account when planning the follow-up 15.5. Tools for continuing intercultural learning are made available (activities, methods, other resources)
16. Participants are encouraged and supported to act as multipliers of intercultural dialogue and engage in social transformation ⁸	16.1. Participants are motivated to stay in contact 16.2. Organisers provide participants with general support, as much as possible (IT facilities, funding opportunities, networks and people working in the same field, etc.)	16.3. Time is allocated for participants to develop an action plan to embed the intercultural approach in their activities	16.4 Participants promote positive relations and facilitate intercultural dialogue in their communities

⁸ If their social and political context allow it, without being life threatening

<p>17. Participants are encouraged to create partnerships, networks and joint project ideas with an intercultural dimension</p>		<p>17.1. Time is foreseen in the programme to plan the follow-up projects with an intercultural dimension</p> <p>17.2. Means are foreseen and resources allocated (esp. human resources) to keep track of partnerships and projects developed as a follow-up of the activity</p>	<p>17.3. Participants produce an outcome of the activity which they value and which reflects intercultural dialogue</p>
<p>18. The activity contributes to building the evidence of good practices in intercultural learning and intercultural dialogue</p>	<p>18.1. Trainers/ facilitators are competent in reporting their practice in a way that integrates “lessons learned” for intercultural learning</p>	<p>18.2. Trainers/facilitators share their experience, “what worked well” and “what did not work well” with members of different professional communities</p>	<p>18.3. The activity serves as evidence for future activities and decisions on intercultural dialogue in the field of practice, policy and research</p>