

			have been met - the way of dealing with conflict - the degree to which participants feel able and motivated to continue development, act as multipliers, create partnerships and common activities	prejudices, discrimination and global interconnectedness - activities related to identity and power relations - interaction with local environment, when relevant
<b>Implementation Phase</b>				
<b>Criterion</b>	<b>People</b>	<b>Process</b>	<b>Content</b>	
8. <b>Multilingualism</b> is used if needed	8.1. Trainers/facilitators are able to facilitate active listening and speaking in a multilingual setting, to allow all participants to express themselves in a safe environment, in a language they feel comfortable to use	8.2. Means planned to provide interpretation or peer support to ensure full and equal participation  8.3. Documentation and materials are multilingual or support is foreseen for translation on the spot		
9. There is a clear <b>connection between the main topic(s) of the programme and intercultural dialogue</b>	9.1. Trainers/facilitators' attitudes and behaviour reflect the principles of intercultural dialogue	9.2. Time and methods foreseen are appropriate for guiding this reflection  9.3. Empathy, acceptance of ambiguity and solidarity are encouraged through adequate methods and approaches	9.4. Debriefing questions tackle this connection  9.5. Meta reflections about the process of intercultural learning are facilitated	
10. Participants are engaged in processes focused on the transferability of learning and appreciation of intercultural dialogue in <b>their own realities</b>	10.1. In planning the activities and during the debriefing and reflection times, trainers/facilitators take into account the diversity in the group of participants	10.3. The activity provides a space for participants to reflect/think about their own reality through the lenses of intercultural learning and intercultural dialogue	10.4. The activities clearly emphasise the potential of the intercultural approach at local and international level  10.5. The activities emphasize	

<p>11. The activity increases the awareness of participants about <b>global interconnectedness</b> and the role of solidarity and cooperation in addressing global challenges</p> <p>12. The trainers/facilitators are able to engage in <b>conflict transformation</b> in compliance with human rights principles</p>	<p>10.2. Trainers/facilitators take into account sensitive issues related to the context of participants</p> <p>11.1. Trainers/facilitators are competent in intercultural learning and global education and able to address challenges related to these topics</p> <p>12.1 Trainers/facilitators are able to ensure a safe learning environment, but at the same time do not stand for offensive behaviour and hate speech between participants</p> <p>12.2. Trainers/facilitators are flexible to adapt to unpredictable situations and conflicts that may occur and to transform negative experiences into positive learning ones</p> <p>13.1. Trainers/facilitators are able to stimulate participants to explore their identity and to deal with potential emotional consequences in a way that does not harm participants</p>	<p>11.2. Human rights and development issues are visible in formal or informal programme elements (e.g. environmental issues, migration, MDGs, etc.)</p> <p>12.3. Trainers/facilitators use non-violent communication and approaches</p> <p>12.4. Trainers/facilitators encourage the expression of different points of view and facilitate active listening and speaking</p>	<p>diversity as an asset and aim at combatting oppression and ethnocentrism</p> <p>11.3 The topics discussed address the link between local and global aspects</p> <p>11.4. The role of mainstream and social media in shaping global perceptions is discussed with participants</p> <p>12.5. Trainers/facilitators brief each other on the potential sources of conflict within the group</p> <p>12.6. In case conflicts occur, the programme is adjusted to transform the conflicts and facilitate mutual understanding</p>
<p>13. The activity takes into account aspects related to <b>identity and power relations</b></p>		<p>14.2. Participants are given the opportunity to explore their identities in relation to different perspectives on culture</p> <p>13.3. Participants are stimulated to reflect upon their own worldview</p>	<p>13.4. The activity addresses the current societal issues and power relations involved in defining group identities and access to rights (including the role of the State)</p> <p>13.5. Aspects related to identity are addressed in an inclusive and human rights-based approach</p>

14. The activity stimulates <b>critical thinking</b> and <b>multiperspectivity</b>	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 <b>continue developing their intercultural competences</b> 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 <b>multipliers of intercultural dialogue</b> and engage in social transformation <sup>8</sup>	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

<sup>8</sup> If their social and political context allow it, without being life threatening