

## Indicators for intercultural dialogue in non-formal learning/ education activities<sup>5</sup>

Preparation phase			
Criterion	People	Process	Content
1. The overall aim and the <b>objectives</b> of the activity are explicitly linked to intercultural learning and intercultural dialogue <sup>6</sup>	1.1. Trainers/facilitators are competent in promoting intercultural dialogue and able to design activities in a participatory approach, to ensure engagement of different stakeholders	1.2. Intercultural dialogue aspects are included in the needs assessment and/or analysis of the initial situation carried out  1.3. The intercultural dimension is transversal (throughout the whole activity), but it can be also addressed in dedicated sessions	1.4. The objectives of the activity mention specifically aspects related to intercultural dialogue, like exploring diversity (richness and challenges), inclusive approach, etc.  1.5. The objectives mention specific elements of intercultural competence (knowledge, skills, attitudes) that are aimed to be developed
2. The <b>group of participants</b> <sup>7</sup> includes profiles with a relevant diversity to provide a possibility of meaningful intercultural dialogue	2.1. The profile of participants is diverse, without being tokenistic  2.1. Trainers/facilitators come from a variety of cultural, linguistic, social backgrounds and experiences that is relevant to the group	2.3. The activity is promoted through appropriate channels, language and terminology, in order to ensure access of participants from diverse backgrounds  2.4. Actors from the local community (partners associations, local government, etc.) participate actively in the programme	2.5. Selection criteria and procedure favour diversity (such as backgrounds, experiences, gender, cultural belonging, etc.)

<sup>5</sup> As applied in the working paper "Pathways 2.0 towards recognition of non-formal learning/education and of youth work in Europe" of January 2011 this document uses both terms, non-formal learning and education (NFEU) when reflecting on the pedagogical dimension of youth work activities; their methods, tools and approaches and the environment in which they take place; thus it tries to respect diverse traditions, definitions and understandings existing in various countries.

<sup>6</sup> This document refers both to activities which focus mainly on intercultural dialogue and to activities that focus on other topics, but which embed an intercultural perspective. In the second case, not all objectives need to be specifically linked to intercultural dialogue and intercultural learning, only part of them.

<sup>7</sup> *Participants may not only refer to 'registered' or 'selected participants'. All those who are involved directly and indirectly have an important role to play.*

<p>3. The trainers/facilitators are appropriately equipped with <b>theoretical base and diversified methodological tools</b> to support and facilitate intercultural learning</p>	<p>3.1. Trainers/facilitators are sensitive to the needs and challenges of the group, and the opportunities within</p> <p>3.2. Trainers have up-to-date knowledge about theories and methodologies in intercultural learning from a variety of sources, European and non-European</p>	<p>3.3. Trainers/facilitators use a participatory and experiential approach</p> <p>3.4. The tools and methods are diverse and appropriate for constructively exploring the plurality present in the group</p> <p>3.5. The duration of the activity is consistent with the objectives and with the time needed for meaningful intercultural dialogue to happen</p> <p>3.6. The programme is flexible enough to respond to the learning needs that were not mentioned in the beginning, but might appear during the activity</p>	<p>3.7. Space and methodology are foreseen to incorporate different expressions of creativity and diversity into learning about one another</p> <p>3.8. Relevant questions related to intercultural learning are planned for the debriefing of activities</p> <p>3.9. Self-reflection time in relation to intercultural learning is scheduled</p> <p>3.10. An adequate amount of free/informal time, as well as time to explore locally is foreseen</p>
<p>4. Activities focus on understanding the functioning of <b>stereotypes and prejudices</b>, and different forms of <b>discrimination and social injustice</b> are planned in the programme</p>	<p>4.1. Trainers/facilitators are aware of their own stereotypes and discuss them within the team</p> <p>4.2. Trainers/facilitators are able to deal with possible expressions of discrimination among the group of participants in a constructive way</p>	<p>4.3. Trainers guarantee an inclusive approach is guaranteed by the trainers/facilitators and a strong commitment to promotion of full respect for human rights, democracy and the rule of law.</p> <p>4.4. The learning process focuses both on understanding the functioning of stereotypes, prejudices and discrimination and on developing skills to confront them.</p>	<p>4.6 The activities proposed engage participants in reflections about the functioning of stereotypes and prejudices and different forms of discrimination (direct, indirect, structural)</p> <p>4.7. The activities address the intersectional nature of discrimination (a person may be simultaneously affected by different systems of oppression)</p> <p>4.8 The activities address the fact</p>

		<p>4.5. In their choice of methods and contents, trainers/facilitators take into account the fact that some participants might have experienced discrimination in real life</p>	<p>that discrimination can be manifested by any group or person (dominant or non-dominant) or at any institutional level</p>
<p>5. The <b>challenges of diversity</b> are addressed in a human rights-based approach</p>	<p>5.1. Trainers/ facilitators are aware of the challenges presented by the diverse nature of both the team and the group to avoid falling into creating clans or tensions</p> <p>5.2. Trainers/facilitators are able to address conflicts that exist in the society and how these conflicts are related to intercultural dialogue in daily life</p>	<p>5.3. Trainers/facilitators make a pre-mapping of potential challenges, conflicts, discriminatory and power-related situations that may arise during the activity, and plan ways to address them</p>	<p>5.4. Diversity, equality, dignity, discrimination and injustice are addressed in the programme within a human rights framework</p>
<p>6. Contents of the programme related to intercultural dialogue are clearly connected to the <b>daily life contexts</b> of participants</p>	<p>6.1. Trainers/facilitators have in-depth knowledge of the realities of the participants, their organisations, their geopolitical and cultural contexts</p>	<p>6.2. The design of the programme's activities takes into account the specificities of the participants' local contexts</p>	<p>6.3. The contents presented are not abstract or general, but linked to the realities of participants, through specific examples</p>
<p>7. <b>Evaluation</b> takes into account aspects related to intercultural dialogue throughout the activity</p>	<p>7.1. Trainers/facilitators are able to prepare the evaluation process in accordance with intercultural dialogue principles</p> <p>7.2. Trainers/facilitators are able to prepare a range of evaluation methods (written, oral, group, individual, etc.) to address aspects related to intercultural dialogue</p>	<p>7.3. Specific intercultural aspects related to <i>process</i> are addressed in the evaluation: - the degree to which the environment and methods stimulated participation, critical thinking and multiperspectivity - relevance of the group diversity - the degree to which objectives related to intercultural dialogue</p>	<p>7.4. Specific intercultural dialogue aspects related to <i>content</i> are addressed in the evaluation: - link between the intercultural dialogue and other topics in the programme - link between intercultural contents in the programme and the daily life contexts of participants - activities tackling stereotypes,</p>

			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	