



Implementation Phase

To what extent are these indicators present and considered in your activity:

	A little	Moderately	To a large extent
6. Multilingualism is used if needed.			
Participants have the possibility to express themselves in a language they feel comfortable to use ⁱ .			
Documentation and materials are multilingual or support is foreseen for translation on the spot.			
7. There is a clear connection between intercultural dialogue and other main topic(s) of the programme.			
The methodology ensures a consistent and transversal approach to intercultural dialogue ⁱⁱ .			
All the contents of the programme are presented and analysed in an intercultural perspective.			
[Meta] reflections about the connection of intercultural dialogue with the other topics are facilitated.			
8. The activity takes into account aspects related to identity and power relations.			
Facilitators stimulate participants to explore their identity and to deal with potential emotional consequences in a way that is not harmful.			
Participants reflect upon the dynamic between their identity and their worldview.			
The activity addresses current societal issues and power relations and their impact on defining group identities and access to rights.			
The activities emphasize diversity as an asset and aim at combating oppression and ethnocentrism.			
9. The activity stimulates participants to develop their knowledge about historical and cultural background of the people they interact with and the social and political context in which they live.			
The activity provides space for learning about one another in an intercultural perspective.			
Intercultural issues are addressed in a contextualised manner ⁱⁱⁱ .			
Participants are being familiarised with the view of culture as flexible and dynamic.			
Participants reflect on the link between intercultural dialogue, history and state policies ^{iv} .			
Facilitators take into account sensitive issues related to the social and political context of participants.			
The local community (partners associations, local government, etc.) participate actively in the programme.			
10. The activity stimulates the development of attitudes like empathy, solidarity, openness and respect for otherness.			
Facilitators' attitudes and behaviours reflect the principles of intercultural dialogue.			
Empathy and solidarity are encouraged through adequate methods and approaches.			

An environment of respect for otherness is created and maintained throughout the activity.			
11. The activity stimulates the development of skills like critical thinking, multiperspectivity and tolerance for ambiguity.			
Facilitators create conditions for participants to experience cognitive and behavioural flexibility ^v .			
Appropriate tools are used to help participants deconstruct and reconstruct the reality.			
Current social issues or other topics relevant to the activity are analysed from multiple perspectives.			
The activity provides spaces for critical analysis of mainstream media and political discourses in relation to intercultural dialogue.			
The activity provides opportunities for learning about and practicing tolerance of ambiguity in various situations.			
12. The activity increases participants' awareness about global interconnectedness and the role of solidarity and cooperation in addressing global challenges.			
Human rights and development issues are visible in formal or informal programme elements (e.g. environmental issues, migration, etc.).			
The topics discussed address the link between local and global contexts.			
Facilitators address conflicts that exist in the society and how these conflicts are related to intercultural dialogue in daily life.			
The role of mainstream and social media in shaping global perceptions is discussed with participants.			
13. Facilitators engage in conflict transformation in compliance with human rights principles.			
Facilitators ensure a safe learning environment, but at the same time do not stand for offensive behaviour and hate speech between participants ^{vi} .			
Facilitators are flexible to adapt to unpredicted situations and conflicts and to transform negative experiences into positive learning ones.			
Facilitators use non-violent communication and approaches.			
Facilitators encourage the expression of different points of view and facilitate active listening and speaking.			
Facilitators brief each other on the potential sources of conflict within the group.			

ⁱ Adequate means are planned to provide interpretation or peer support, in order to ensure full and equal participation.

ⁱⁱ A transversal approach, the respect of intercultural principles throughout the programme and explicitly mentioning them and their link to the other topics that might be addressed in the activity facilitates participants' understanding of its importance in current societies, without making it look like something that is added to the programme just for its own sake. For example, activities ranging from topics like youth (un)employment, to environmental issues, to arts, to politics, etc. can be approached from an intercultural perspective. Intercultural dialogue is not a separate topic, but one that is part (or can become part) of all levels of societal development and human interaction.

ⁱⁱⁱ No two situations are the same and no two societies are the same. As mentioned before, there is no universal recipe for intercultural dialogue. Context plays an important role in the dynamic of intercultural encounters and this should be acknowledged as such.

^{iv} Intercultural dialogue is not something that happens outside politics. Our life and behaviour are strongly linked to the socio-political context in which we live, not only to our cultural specificities. Individual changes must work along with changes in state policies. Enough opportunities should be provided for participants to understand the link between different dimensions of their lives and the role they play in facilitating or hindering intercultural dialogue.

^v Cognitive and behaviour flexibility refer to the ability of considering multiple aspects of a complex situation at once. This can be developed through various practices like, for instance, asking participants to argue one point of view – regardless of their personal belief – and then asking them to argue the exact opposite.

^{vi} Participants should feel safe to ask questions about sensible issues, to express themselves even if they are ignorant about certain facts or principles, without being judged. At the same time, facilitators should not choose to ignore any hate speech. In case this occurs it should be addressed individually, in groups or in plenary, depending on how it happened and which approach they consider more appropriate for that particular situation.