



Co-funded by
the European Union

INTERCULTURAL DIALOGUE

PARTNER: Cap Ulysse

COUNTRY: France



Table of contents

<i>1. Introduction</i>	2
<i>2. Learning Objectives</i>	3
<i>3. Theoretical Background</i>	4
<i>4. Intercultural dialogue</i>	5
<i>4.1 Intro to the topic</i>	5
<i>4.2 Application in Adult Education</i>	6
<i>4.3 Case Studies and Examples</i>	7
<i>5. Teaching and Learning Methods</i>	8
<i>5.1 Methodology approach</i>	8
<i>5.2 Suggested activities</i>	9
<i>6. References and further reading materials.</i>	10
<i>7. Conclusion</i>	11

1. Introduction

In today's interconnected world, fostering intercultural dialogue is essential for promoting mutual understanding, tolerance, and social cohesion among communities. The One Culture project uses arts and cultural heritage to tackle crucial issues such as nationalism and Euroscepticism, issues that are often fuelled by feelings of hatred and discrimination, which can divide individuals and communities, contributing to fragmented societies, leading to exclusion and discrimination.

Within this framework, this module explores how intercultural dialogue can **counter divisions, reduce prejudice, and promote inclusion**. Intercultural dialogue emerges as a solution to reach tolerance and bring dialogue to the table.

This process encourages openness to different perspectives through dialogue. It brings together participants from various backgrounds to find common ground while emphasising principles of human rights, Global Citizenship and EU values.

The European Commission defines intercultural dialogue as:

“An open and respectful exchange of views between individuals and groups with different ethnic, cultural, religious and linguistic backgrounds and heritage on the basis of mutual understanding and respect..”¹

The EU's recognition of intercultural dialogue highlights its importance in addressing tensions between diverse communities. The ONE Culture project embodies this principle by fostering unity through dialogue, cultural exchange, and shared heritage.

Beyond promoting social cohesion, intercultural dialogue is a powerful educational tool, particularly in adult learning environments. As societies grapple with populism, xenophobia, and misinformation, equipping learners with critical thinking, empathy, and communication skills becomes essential.

This training toolkit focuses primarily on developing the competences of trainers and providing new skills and strategies to address intercultural dialogue in adult education. It is essential to equip the trainer with essential knowledge of concepts and theories to have a solid understanding of what's behind intercultural dialogue as well as its importance and impact to society. By engaging in constructive dialogue, trainers and adult learners not only navigate cultural diversity more effectively but also become active agents of change in fostering a more inclusive and united Europe.

¹ Retrieved from::

https://home-affairs.ec.europa.eu/networks/european-migration-network-emn/emn-asylum-and-migration-glossary/glossary/intercultural-dialogue_en

2. Learning Objectives

This module serves as a guide for trainers to gain knowledge and develop skills related to intercultural dialogue and related concepts and theories, and to transfer this knowledge and practice to their adult learners in innovative and creative ways.

At the end of this training, trainers will be able to:

1. **Identify and define key concepts related to intercultural dialogue.** Trainers will dive into the universe of intercultural dialogue, defining the different some core concepts (culture, cultural diversity, prejudice, discrimination, multiculturalism ...).
2. **Explain the impact of misunderstandings and a lack of dialogue in society, particularly how they contribute to conflict, exclusion, and division.** Trainers will analyse how miscommunication, stereotypes, and the absence of dialogue can lead to social division, exclusion, and even conflict. This objective encourages a deeper understanding of the societal consequences of intolerance and highlights the role of education in promoting cohesion and mutual respect.
3. **Identify real-life examples as trainers to foster intercultural dialogue and competences among their learners.** Trainers will be able to explore how the different projects, activities and workshops address the topic of intercultural dialogue and how it can impact learners.
4. **Develop active listening skills in learners to foster mutual understanding.** Through specific strategies, trainers will learn how to encourage active listening in their learners, focusing on empathy and non-judgment. This involves creating a respectful and open-minded environment to empower each learner.
5. **Encourage critical thinking among learners by exploring different cultural perspectives.** Trainers will gain tools to support learners in questioning assumptions, challenging stereotypes, and considering different cultural viewpoints. This goal promotes an open, analytical mindset that is key to understanding complex intercultural issues and reducing prejudice.
6. **Apply intercultural dialogue in training situations to promote understanding and communication.** Trainers will practice using intercultural dialogue methods in their own sessions, designing inclusive learning spaces that encourage communication, reduce bias, and support social cohesion. This objective transforms theory into action, helping trainers become facilitators of intercultural exchange.

3. Theoretical Background

Some basic theories and concepts are needed to understand intercultural dialogue and its importance. This is why, at this point of the module, some concepts and theories will be explored briefly.

To manage the continuously growing intercultural societies, various models have emerged to facilitate coexistence, including cultural assimilation, multiculturalism, and interculturality.

Cultural assimilation once dominated as the main approach to integrating minority groups. This process focused on the fact that minority groups should adopt the values, behaviours and beliefs of the dominant culture. However, this faced criticism for ignoring minority identities. In response, **multiculturalism** emerged, promoting recognition and respect for diverse cultures.² Building on this, **interculturalism** goes a step further by encouraging active engagement and meaningful interaction between cultures. It fosters mutual respect, shared values, and dialogue, laying the foundation for **intercultural dialogue**, the focus of this module.

Franz Boas and cultural relativism

Cultural relativism argues that each culture should be understood on its own terms, rather than being judged by the standards of another culture. Cultural relativism challenges **ethnocentrism**, which is the tendency to evaluate other cultures based on one's own cultural norms. By adopting a culturally relative perspective, individuals can move beyond judgments of what is "right" or "acceptable" and develop a more nuanced appreciation for diverse cultural values and practices.³

Marshall Rosenberg and Non-violent Communication (NVC)

The NVC approach reflects the idea of a communication process focused on mutual active listening between individuals or groups. This approach focuses on four key steps: Observation of facts without judgment, expressing feelings with honesty, identifying unmet needs and making a clear and positive request.⁴ These steps are key in order to sort out misunderstandings, building relationships based on empathy and respect, making this method an important tool for engaging in intercultural dialogue and mutual understanding.

These are some of the theories that will be explored during this module. All theories are correlated to the main theme of intercultural dialogue and will be addressed during the module activities. Other main concepts will be explored and defined through this module toolkit.

² Retrieved from: <https://www.britannica.com/topic/multiculturalism>

³ Retrieved from: <https://www.britannica.com/topic/https://www.thoughtco.com/cultural-relativism-definition-3026122>

⁴ Retrieved from: <https://outils-psy.com/communication-non-violente-principes/>

4. Intercultural dialogue

4.1 Intro to the topic

Throughout history, human beings have undergone a profound process of development and evolution largely shaped by the interactions among diverse identities, values, attitudes and beliefs. These encounters (whether through trade, migration, war, or diplomacy) have played a crucial role in shaping ourselves, ultimately influencing the survival and progress of our species.

In today's world, the cultural landscape is rapidly and constantly changing. **Globalisation**, marked by the growing interdependence among regions, along with factors such as rapid technological advancements, increased communication, international travel, and trade, has facilitated an unprecedented exchange of ideas, customs, and practices. This has resulted in increasingly diverse societies that blend various cultural influences into a rich cultural mix.

However, **Globalisation** has not only introduced new perspectives but has also challenged us to navigate the complexities of **cultural identity** in an interconnected world. With new and exciting advancements, other challenges have been equally brought to the table.

We address cultural diversity today as a global challenge. As differences trigger fear, intolerance, **discrimination**, populism, xenophobia, racism, and violent extremism derive from the fear we develop of the unknown, something that can transform into the **exclusion of people and communities** and ultimately, violence threatening the peace and well-being of communities.

Euroscepticism and **Nationalism** are two movements that arise from people who distrust European institutions and who see cultural diversity and the increasing migration to Europe as a major threat to European cultural identity. This often leads to resistance and to the exclusion of the communities.

Intercultural dialogue provides a clear path to approach two different worlds, closing gaps and providing a way to break these barriers, focusing on values such as respect, critical thinking, non-judgment, a sense of humanity and empathy. This approach proves to be a key tool for **navigating diversity, overcoming misunderstandings, and addressing social tensions**.

By focusing on intercultural dialogue, this module explores methods and strategies to help trainers gain a new vision of how they can **develop certain skills of learners, like active listening skills, to challenge their biases, and to engage in exchanges**. Through this process, we create pathways for **understanding, coexistence, and unity**, reinforcing the values of the EU and the key principles of the ONE Culture project.

4.2 Application in Adult Education

This concept provides an opportunity for adult learners to connect, recognise and appreciate each other. This means breaking down walls that divide communities, approaching people and cultures, and combating prejudice and stereotypes by demystifying the so-called fear we feel of the unknown.

Intercultural dialogue in adult education allows learners to take a moment to listen, be listened to, understand, be understood and also gain knowledge and awareness of the individual in front of us, encouraging learners to create more inclusive environments in their communities.

The creation of these inclusive communities represents an important step to empower the visibility and social inclusion of learners who often feel unheard or unseen.

As a proper process, intercultural dialogue includes the development of transversal communication skills like NVC, active listening and other main skills that contribute to help learners to navigate cross-cultural situations in professional or personal contexts.

As these concepts are often complex and difficult to transmit, trainers should prioritise approaches that make intercultural dialogue and its related concepts something real and that can be **experimented**. This can be done by using **storytelling and/or narratives of real-life situations** involving the concepts addressed in this module. Something that makes learners relate to or be part of the learning process in a creative way.

By incorporating creative and experiential methods, trainers bring a new dimension to this theme, fostering dialogue, self-expression, and active participation. Each individual contributes with his/her own identity and knowledge, enriching the learning environment.

4.3 Case Studies and Examples

Case study 1- Museums as places for intercultural dialogue initiative - “City Telling” project

This project, developed in Bologna, Italy, is part of the European initiative Museums as places for intercultural dialogue and regroups 30 projects carried in Italian, Dutch, Spanish and Hungarian museums to promote intercultural dialogue and community engagement through museums.

“City Telling” aimed to transform museums into cultural spaces where communities come together to share stories and realities about their cultural experiences and identity, fostering mutual understanding and respect among different cultural groups. Different Individuals and cultural groups are engaged in co-creation exhibitions and storytelling sessions in a participative way, empowering them and making themselves heard.⁵

Case study 2- Streetfootballworld - Football for Unity

Football for Unity program, launched during UEFA EURO 2020⁶ and relaunched in UEFA EURO 2024, used football as a tool to bring people together beyond borders. It created spaces where young refugees, migrants, and local youth could connect, break down stereotypes, and build friendships through the game. A key part of the program was Football3, where players set their own rules, played without referees, and reflected together after each match, teaching mutual respect, teamwork, and open communication. Participants also joined workshops and leadership training, empowering them to become ambassadors for inclusion in their communities. This program sought to tackle xenophobia and discrimination through football, bringing together different cultures.⁷

Case study 3- United Nations Alliance of Civilizations (UNAOC) - Conflict prevention

United Nations Alliance of Civilizations is a United Nations entity that aims to build bridges between societies by promoting dialogue and understanding and using intercultural dialogue as a strategy to promote cooperation among nations, people and cultures.⁸ This entity has played a significant role in addressing conflict prevention by promoting intercultural and interfaith dialogue.

One example is the BRIDGE (Building Relations for Intercultural Dialogue in Bosnia and Herzegovina) project. Funded by the Italian Agency for Development Cooperation and implemented by UNDP Bosnia and Herzegovina, this initiative aimed at preventing future conflicts in a post-conflict society. The project used intercultural dialogue through environmental, sports, and cultural programs as a primary tool to empower and connect young people from different ethnic and religious backgrounds.⁹

5 Retrieved from: https://www.ne-mo.org/fileadmin/Dateien/public/service/Handbook_MAPforID_EN.pdf

6 Retrieved from: <https://uefafoundation.org/action/football-for-unity/#>

7 Retrieved from: <https://www.uefa.com/news-media/news/0287-19953fea39c0-8fc8aba7f9bf-1000--promoting-inclusion-with-football-for-unity-2-0/>

8 Retrieved from: <https://www.unaoc.org/>

9 Retrieved from: https://info.undp.org/docs/pdc/Documents/BIH/BRIDGE_UNDP2021.docx.pdf

5. Teaching and Learning Methods

5.1 Methodology approach

To effectively apply these concepts, **several techniques and pedagogical approaches** will be incorporated.

In the context of **adult education**, this module will use **alternative pedagogical methods** that prioritise **experiential learning (learning by doing)** to enhance learners' autonomy but also to give value to their own experiences.

A “**learning by doing**” approach will be central and transversal to this module. Learners will actively engage with the subject, immersing themselves in key concepts through **hands-on experiences**. This **experiential approach** facilitates **deeper comprehension and retention** by encouraging learners to apply their knowledge in practical ways. By engaging with the material in an **interactive and problem-solving context**, learners are empowered to mobilise resources and develop solutions, rather than passively receiving information. This method puts learners as actors and active participants in their learning process, fostering critical thinking and adaptability.

Additionally, **participatory learning** will play a crucial role. Involving learners and valuing their **prior knowledge and experiences** will enhance the learning process and create a more **inclusive and dynamic educational environment**. By maintaining a **collaborative and interactive** approach, this module ensures that learners **engage meaningfully** with the content, leading to a more profound and transformative educational experience.

The activities will have both heuristic approaches, where the learners will have to find solutions autonomously and recur to collective intelligence to solve the problems. Additionally, an interrogative approach will be put in place in the form of debriefs of the activities, in order to collect insights, feelings, feedback of the activities as well as to transmit important information related to the concepts involved in the activity.

To complement these interactive methods, adding **digital tools and visual resources** can be extremely important. These tools in the form of presentations, videos, and other multimedia content will not only enrich the learning experience but also serve as **powerful tools** for understanding and to enhance learners' engagement. In adult education, visual and digital methods can help make complex topics more accessible and relatable, catering to different learning styles and enhancing participation.

Finally, it will be crucial for trainers to emphasise that the space where the activity occurs is a safe place, where they can have open and respectful conversations and that they can express themselves without fear of judgment.

5.2 Suggested activities

Since Intercultural dialogue is a process, trainers need to address it in phases. Some examples of activities focused on experimental learning and a participatory approach can be in the form of games, microlearning, self-expression or role play. Some examples of activities for inspiration are represented below:

Activity 1 - Identify concepts related to intercultural dialogue: In small intergenerational groups, learners will be responsible for defining words related to intercultural dialogue in a creative/illustrative way. The trainer will distribute one or two words (present in the table above) for each group. After this, learners will have some time to work on the definition of the word, this can be done through collage, video on social media, drawing, skits, music, and any creative and alternative way possible. After producing the materials, each group presents them to all participants, engaging in discussions about the subjects and sharing personal experiences.

Activity 2 - Cultural diversity and cultural relativism - a Card game: Participants will be divided into small groups and will sit around different tables. Each table will have a set of cards distributed, and participants will play a card game. Each table will have different rules. After a participant wins a game, they will move to another table without knowing that the rules differ from those at their previous table. After the activity ends, participants will be asked about their experience in the game, their feelings, and make a parallel with life situations.

Activity 3 - Develop critical thinking: Participants will be divided in groups and will analyse news from articles and social media regarding different cultural perspectives. Each group must:

- Identify potential bias or stereotypes
- Research alternative perspectives on the same topic
- Debate on the topics presented, keeping in mind the key concepts of prejudice and stereotype

Activity 4 - Applying intercultural dialogue -Role play: Participants recreate an international market where each person represents a different cultural background. They must negotiate, trade, and collaborate while respecting cultural norms. Some of the cultural rules are secret (eg. some can't have physical contact, others don't look in the eyes...) and learners will have to deal with, adapt and find communication strategies to be able to negotiate. Trainers can adapt the rules of each "culture" based on real or fictional rules.

Each participant will receive a role representing a culture, a profession and specificities regarding their context. Following that, participants will engage in an international market role play where their goal is to interact with each other, be conscious of cultural norms and find ways on how to apply intercultural dialogue in different situations.

6. References and further reading materials.

“Intercultural Dialogue.” *European Migration Network Glossary*, European Commission. Accessed 12 March. 2025. https://home-affairs.ec.europa.eu/networks/european-migration-network-emn/emn-asylum-and-migration-glossary/glossary/intercultural-dialogue_en.

“Multiculturalism.” *Britannica*, Encyclopaedia Britannica. Accessed 17 March. 2025. <https://www.britannica.com/topic/multiculturalism>.

Cole, Nicki Lisa. “Cultural Relativism Definition.” *ThoughtCo*, Dotdash Meredith. Accessed 18 March. 2025. <https://www.thoughtco.com/cultural-relativism-definition-3026122>.

“Communication Non Violente : Principes.” *Outils Psy*. Accessed 18 March. 2025. <https://outils-psy.com/communication-non-violente-principes/>.

Network of European Museum Organisations. *Handbook: Museums as Spaces for Intercultural Dialogue (MAPforID)*. Accessed 10 Apr. 2025. https://www.ne-mo.org/fileadmin/Dateien/public/service/Handbook_MAPforID_EN.pdf.

“Promoting Inclusion with Football for Unity 2.0.” *UEFA.com*. Accessed March 27. 2025. <https://www.uefa.com/news-media/news/0287-19953fea39c0-8fc8aba7f9bf-1000--promoting-inclusion-with-football-for-unity-2-0/>.

“United Nations Alliance of Civilizations.” *UNAOC*. Accessed March 27. 2025. <https://www.unaoc.org/>.

United Nations Development Programme. *BRIDGE Project Report: Building Relationships and Intercultural Dialogue in Bosnia and Herzegovina*. 2021. Accessed March 27. 2025. https://info.undp.org/docs/pdc/Documents/BIH/BRIDGE_UNDP2021.docx.pdf.

For further reading:

“Concepts Glossary | e-Platform on Intercultural Dialogue.” *UNESCO*. Accessed 10 Apr. 2025. <https://www.unesco.org/interculturaldialogue/en/concept-glossary>.

European Commission. *Voices of Culture: Brainstorming Report—Promoting Intercultural Dialogue and Bringing Communities Together Through Culture in Shared Public Spaces*. Mar. 2016. Accessed 10 Apr. 2025. https://ec.europa.eu/assets/eac/culture/docs/voices-of-culture/voices-of-culture-brainstorming-report-intercultural-dialogue-2016_en.pdf.

7. Conclusion

One of the aims of this module is to operationalise intercultural dialogue by equipping trainers with additional tools and techniques to help learners move from definition to action. By developing the knowledge and skills necessary to apply this practice, trainers foster mutual understanding, respect, and social cohesion.

In the context of ONE Culture project, this module provides the tools and strategies needed to engage in nonviolent communication, challenge prejudice, and bridge cultural differences.

Through the integration of the **learn by doing** approach, problem solving and creative expression, trainers are putting in practice techniques that empower learners to overcome walls built by intolerance as they address nationalism and euroscepticism through dialogue and building a shared sense of belonging.

Equipping trainers with new, dynamic and engaging methods to foster active participation, change and by developing critical thinking, active listening, and other essential skills explored in this module, trainers act as trampolines that will lastly impact learners by having an active role in shaping inclusive communities. Through the practical application of these methods, trainers enable learners to become ambassadors of intercultural dialogue, using their voices and creativity to bridge divides and reinforce European values and global citizenship.



Co-funded by
the European Union



Overcoming Nationalism and Euroscepticism Through Culture