

Strategic Partnership

PRO Dialogue
Combating hate speech and fake news
through the intercultural dialogue of citizens

INTELLECTUAL OUTPUT 2

Toolkit for Dialogators

Language version: English



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Kontakte für Europa e.V. was founded in 1998 and aims among others at the statutory purpose of the promotion of education. The association realises projects in the fields environment, education and employment as well as European Citizenship.

Since 2000, it is General Co-ordinator of the Compound of Interests for the Promotion of Economy and Employment in middle and Eastern European Countries with currently 18 members from 9 European countries. In this function, the association initiates, realises and supports the co-operation of enterprises and other stakeholders of economy and of the education and labour market of the named countries through workshops, seminars, contact fairs, information events as well as consultations, trainings and the exchange of experts.

In 2007, Kontakte für Europa e.V. was foundation member of the European Network „Mentors of Europe’s Diversity“ with currently 42 members from 11 countries. The activities of the network are based on a common annual work programme. Focus of the network is the joint search for opportunities for the improvement of the social and political participation of vulnerable groups and the political impact as well as the further development of the European co-operation in the education field. The numerous activities of the network contribute to the personal, socio-cultural and professional development of the target groups, promote their employability, strengthen their participation in decision making processes and contribute to debates on relevant policy fields, promote intercultural learning, tolerance, solidarity and equality.

Since its foundation, Kontakte für Europa has been implementing numerous projects within the European funding programmes INTERREG, TACIS, Leonardo da Vinci, GRUNDTVIG, Youth in Action, Europe for Citizens and ERASMUS+.



Jugend- und Kulturprojekt e.V.
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Jugend- & Kulturprojekt was founded in 2004 with the aim of helping young people to develop and use their soft and professional skills as well as their creativity and entrepreneurship through non-formal learning methods. Based in Dresden, the organisation is committed to promoting active European citizenship. It organises international projects, events and trainings for young people and adults, locally and abroad, with the aim of enriching the city of Dresden and culture of the Free State of Saxony and at the same time the cultural diversity of the European Union. Inviting foreign educators and involving foreign teachers in the on-site projects of the organisation spark an intercultural dialogue in the heart of one already highly acclaimed artistic centre "Dresden". To achieve our goal, we focus on international, cross-industry and interdisciplinary co-operation in Dresden and the EU, by annually offering a series of trainings and seminars in youth work, in the fields of entrepreneurship and digital media with international participants and pedagogues.

International Initiatives for Cooperation

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The association "International Initiatives for Cooperation" is a non-profit, non-governmental organisation established in 2003 on the territory of the Republic of Bulgaria, having its head office in the town of Razlog.

The mission of the association is to develop and build up the capacity of the civil society not only in Bulgaria but in Europe as well and some countries in Asia and Latin America through designing and implementing different projects, activities and initiatives aimed at promoting the cultural, social and economic development of the communities on the territories of those countries.

In order to achieve its mission the association has directed its efforts in the fields of youth work, sustainable development, intercultural dialogue and co-operation, non-formal education, fundamental civic and human rights, social entrepreneurship and community involvement.



**BIOPOLITICS
INTERNATIONAL
ORGANISATION**

Biopolitics International Organisation

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Founded in Athens in 1985, the Biopolitics International Organisation is a non-profit NGO with the mission to promote international co-operation and education for protecting bios – life and achieving a society of equal opportunities. Bios, not only in reference to its biological functions, but in a more holistic context and with reference to different social groups co-existing in harmony through respect for and maintenance of diversity.

Having Athens as its operating basis, the organisation has gained wide acclaim by scholars and decision-makers in 165 countries around the world and has been granted special Consultative Status with the United Nations' Economic and Social Council (ECOSOC).

It promotes initiatives with decision makers and in synergy with local communities contributing to a society of equal opportunities and justice for the improvement of the well-being for every citizen. For this contribution, the organisation has received numerous international distinctions, including, among others: the 2004 Biopolicy Award by the Royal Swedish Academy of Sciences, an Honorary Diploma by the Ukrainian Minister of Emergencies for its contribution to the elimination of the Chernobyl accident consequences, the Abdi Ipekci Peace and Friendship Prize, the Euro-Arab Cooperation Centre's Environmental Award, and Ain Shams University's Excellence Award.

Biopolitics International Organisation is member of the European Network "Mentors of Europe's Diversity".

Humán Erőforrásért Egyesület

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Humán Erőforrásért Egyesület was founded in 2001. Its general statutory aims are the promotion of the idea of European union, of the European integration process, the social dialogue, the adoption of living conditions in Europe, the integration and re-integration of disadvantaged groups, of human resources, the environment and natural resources, of economy, an active citizenship as well as cross-border co-operation. For the implementation of this purpose, it works currently in four departments:

1. Mobility (Youth Centre organising youth exchanges, camps)
2. Education (Education Centre implementing seminars, workshops, further educations, strategic partnerships)
3. Environment (Competence Centre for Regenerative Energies und Energy Saving Measures offering trainings, project days for schools, workshops)
4. Competence Balance (Competence Balance Centre providing Competence Balance for young and adult Roma as well as people with disabilities)

As applicant or partner, the organisation has already been involved in projects in the frame of Youth in Action, TACIS IBPP, TACIS CBC SPF, Leonardo da Vinci, GRUNDTVIG as well as Europe for Citizens and ERASMUS+.

Humán Erőforrásért Egyesület is foundation member of the European Network "Mentors of Europe's Diversity".



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SFERA INTERNATIONAL is an NGO from Bitola, North Macedonia which has the goal to educate the population in North Macedonia, about the protection of the environment, cultural and natural heritage, with the purpose to raise the awareness of all age groups about the importance of healthy lifestyle and the benefits that come with it, using different non-formal methods.

SFERA has been active in the youth field for over 13 years and throughout these years we have been working on address a large variety of topics such as: environment protection and recycling, sport and health, art and creativity, youth work and counselling, fighting youth unemployment, social inclusion, discrimination and prejudice, leadership and democracy, digitalisation and developing digital skills. (ITC topics). On a local level we organise different types of activities such as: cleaning actions, workshops for creating art from garbage in the primary schools and high schools, educational workshops, hiking and biking activities, painting events (Artattack), movie and music nights, photography workshops and exhibitions.

SFERA is member of the European Network "Mentors of Europe's Diversity".

School Inspectorate of Buzau County

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The School Inspectorate of the Buzau County directs and monitors the activities of all schools, kindergartens and educational centres for adults in the county (more than 300 schools, 14,000 teachers, 60,000 students) and determines the educational needs of citizens but also of the teachers and trainers which is then included in strategies, programmes and projects.

A few of the main activities are:

- draws up and justifies the annual curricula for the school education
- carries out all kinds of inspections in the educational institutions, which are private or state-owned
- secures and monitors law enforcement, curricula, programmes and other decreed acts
- organises, advises and supervises teaching, non-teaching, implementation, training and
- educational research as well as other types of briefings and perfection in the education
- co-ordinates and controls the activities of the "Second Chance Programme" for adult illiterates
- establishes strategic partnerships with economic players, foundations, associations and
- non-governmental organisations
- establishes strategic partnerships with European partners

The School Inspectorate of Buzau County is member of the European Network "Mentors of Europe's Diversity".

**Romag**

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Romag is a non-profit, non-governmental Roma organisation promoting the rights, history and culture of the Roma population through media and education. The organisation aims at the improvement of the social status of minorities, particularly Roma. The team of Romag contains experts who are significant for the application and promotion of the values of Roma as well as for the reduction of prejudices.

In its project activities, Romag has been co-operating with the Ministry of Culture and Information, the Authority for human rights and rights of minorities, the Province Secretariat for Employment, Culture and Economy, the Ministry of Youth and Sport, the Secretary for Sport and Youth of Belgrade.

Among others, Romag realised successfully the campaign "Let's understand each other better" promoting the Roma language and the tolerance towards members of the national Roma community. It was broadcasted by local, regional and national TV stations.

Romag is member of the European Network "Mentors of Europe's Diversity".

I. Introduction

I.1. Short introduction of the project “Pro Dialogue”

... and again, ghosts are wandering through Europe – hate speech and fake news!

Although IT enterprises in Europe check in the meantime 81 per cent of the reported contents and remove 63 per cent of those contents that are considered as illegal agitation, they are still in the net for 24 hours and the majority of the authors remains anonymous (The European Commission’s 6th assessment of the Code of Conduct on countering illegal hate speech online, October 2021).

According to the Eurobarometer from 2018, 83 per cent of the European think that fake news imperil democracy; 73 per cent of internet users are concerned that fake news on the internet influence the elections for the European Parliament negatively.

In the age of digitalisation, the fact that hate speech and fake news manifest themselves more strongly in the opinions of the society the more often they are published is much heavier. If the same contents originate in addition from different sources, the risk increases that people believe them or that the vast majority of internet users accepts them silently.

“Illegal hate speech online is not only a criminal act. It is also a threat for the freedom of expression and the democratic society”. This statement of the former EU Commissioner for Justice, Consumers and Gender Equality, Vera Jourová, was also confirmed by according researches of the partners.

In Bulgaria, Germany, Greece, Hungary, North Macedonia, Romania and Serbia, the amount of hate speech and disinformation – spread on the Internet – was increasing, with an upward trend. Unfortunately, particularly disadvantaged groups of persons, such as refugees, Roma, members of national minorities, Jews, Muslim or Homosexuals, were and are still in their focus.

Consequences are an increasing social exclusion and discrimination; the self-confidence of the concerned people gets lower, their fear grows; the number of verbal and physical attacks rises; prejudices and stereotypes are sizing. Finally, this leads to the fact that the right of free development is more and more limited for those target groups.

The initiatives and laws that were brought on their way or enforced by the EU and a few of the partner countries, such as the Code of Conduct on countering illegal hate speech online respectively the fight against fake news or the “Netzwerkdurchsetzungsgesetz” (Network Enforcement Act) that is effective in Germany, were – without a doubt – steps in the right direction and enfold an according impact in practise. However, they help the concerned people only in a limited way.

That is due to the fact that they are only applied when the damage is already done and that they do not combat the reasons for hate, rage and frustration.

Therefore, our project “Pro Dialogue” aimed at the initiation of a social dialogue at the local level of the partner countries that combats the reasons for hate speech and fake news. On one hand, it shall be based on verifiable information and facts, shall be led rather rationally than emotionally and exclude abuses and insults. On the other hand, it shall bring affected and involved people together and ensure that they do not only speak about each other but with each other. In this, subjects are the focus that are linked to the every-day life or that have direct impact on the living together of the local community.

The dialogue follows a preventive approach with which not only the digital but also the social (intercultural) competence of all involved people will be raised. The most important result of the dialogue activities shall be that no hate speech or fake news about a certain group shall be published or expressed because the participants received information and education from members of the respective group themselves. Furthermore, it shall be mediated how hate speech and fake news can be identified, how their distribution can be avoided, and how the caused damage can be minimised.

In order to achieve this, there was the need for educated adult education actors, called “Dialogators”. The Curriculum is the theoretical basis for their education. This Toolkit supports their practical work.

I.2. How to use this Toolkit?

This Toolkit addresses trained Dialogators and other adult education actors who are planning, preparing, implementing and evaluating dialogue activities.

On one hand, it shall serve them as accompanying reference book. Therefore, it contains the most important facts and information both on hate speech and fake news and on the different target groups of our project. On the other hand, the users can find all important information on the implementation of dialogue activities they should have.

The contents of the Toolkit focus on “Good to knows” in the mentioned fields and on the dialogue activities that were already implemented during our project “Pro Dialogue” as best practise.

I.3. The Dialogator

a) The unique role

Given the above, the role of a “Dialogator” as a person committed to conduct a successful dialogue among participants with different characteristics (e.g. national, cultural, political, gender, religious beliefs) is of paramount importance. In order to be able to translate the term “Dialogator” in other languages we need to use a synonym, such as “Dialogue Conductor” meaning the person who is responsible for all the aspects related to the successful conducting (design, preparation and implementation) of a dialogue activity among heterogeneous groups or individuals.

The role of a “Dialogator” (or Dialogue Conductor) combines without being limited to the skills and characteristics of a(n):

- Cultural mediator: a cultural mediator is a person who facilitates mutual understanding between a person or a group of people, the migrant/refugee population for example, and a caregiver, a doctor for example, by interpreting, taking into account cultural elements. S/he can give advice to both parties regarding appropriate cultural behaviours (Translators without Borders, n.d., p. 3).
- Interpreter: an interpreter verbally translates spoken material from one language (source language) to another language (target language). S/he is present physically or interprets remotely, on the phone for example. This can take three main forms: simultaneous interpreting, performed generally from an interpreting booth in a conference environment; consecutive interpreting, where the speaker leaves pauses for the interpreter to relay the speech one section at a time; and bilateral interpreting, the most common in humanitarian field operations, where the interpreter relays both (or all) sides of a conversation between speakers of different languages, working both into and out of their main language (Translators without Borders, n.d., p. 3).

The Dialogators’ skillset is more advanced compared to the aforementioned professional roles, given the additional responsibilities, tasks and objectives. Table 2 provides the differences and similarities of a “Dialogator”, an “Interpreter” and a “Cultural Mediator”.

b) Obligations

- Dialogators (or Dialogue Conductors) design and prepare carefully a dialogue activity considering all the related practical needs (e.g. logistics of the activity – refreshments, equipment and materials, space & date/time booking –, communication with other actors and participants, publicity).
- Dialogators must be familiar with possible funds for financing the implementation of dialogue activities.
- Make sure the participants in a dialogue activity understand the topic for discussion and keep the discussion focused and on schedule.
- Encourage everyone to join the conversation and discourage anyone from dominating it in order to facilitate a constructive dialogue among diverse members of multiple communities who do not often communicate with each other.
- A successful Dialogator is comfortable with the goal of an open dialogue without a predetermined conclusion. The goal is not to lead anyone toward a “correct” answer. Given that, it is essential to the credibility of the dialogue that s/he does not direct the outcomes of the conversation.
- Dialogators should be impartial but not disengaged.
- In general, Dialogators should be familiar with the issues to be addressed. During the dialogue activities they shall mediate knowledge in an informal or non-formal way.
- Dialogators may fill out structured questionnaires in order to extract useful qualitative data from the participants that can be used to improve the planning and the implementation of future dialogue activities.

c) Objectives

- Develop mutual understanding across perspectives; create an atmosphere of acceptance of all ideas and persons and help give an equal hearing to all perspectives.
- Discourage the participants from using insulting, abusive or derogatory language during the dialogue.
- Help participants explain clearly their point of view — for instance, have they had particular experiences that have led them to their current views or can they use examples to express their opinion with a more sufficient way?
- See opposing positions as an opportunity for learning with each other.

- Draw out contradictions and tensions among different ideas being discussed and help participants work through them.
- Help people clarify and negotiate differences, identify common ground, and establish priorities of action.
- Find the right balance between having too much and too little structure during the dialogue.

d) Requisites

- Minimum high school degree from an accredited institution.
- Strong verbal and written language skills of the official language of the country where dialogue activities are hosted (working knowledge of the language(s) used by the participants – French and/or Arabic and/or Farsi and/or Urdu and/or Kurdish etc – is an added advantage).
- Good verbal and written English are required.
- Excellent communication skills, as well as patience and politeness, are needed.
- At least one year working experience in a related field; previous working experience with local or international NGOs will be considered as a strong advantage.
- Computer literacy in standard software applications.
- Ability to work in a multinational and multicultural environment.
- Proactivity, with a sound commitment to teamwork and with a spirit of genuine collaboration.
- Strong initiative and self-motivated, with a strong commitment to humanitarian principle and high sense of ethics.
- Ability to cope with high workload and stress and identify priority activities and assignments, and adjust priorities as required.
- Emotional intelligence and empathy are also important.
- Works effectively with local authorities, stakeholders, beneficiaries, and the broader community.
- Fast learner with multi-tasking and organisational skills is a must.
- Drivers' license with practical experience is an added advantage.
- Good sense of humour.

II. Good to know

II.1. Hate speech and fake news

Hate Speech:

Hate speech is an expression that humiliates a group of people on the basis of gender identity, sexual identity, religion, ethnicity, race, or disability. It aims at triggering intimidation, humiliation, and violence towards these groups. Hate speech can appear in a lot of forms of communication (from conventional to political communication), however, mostly delivered through the Internet and within that through social media. The standard and legal definition of hate speech may differ from country to country. It can be generally concluded that people who conceive hate speech consider themselves or their social group superior to the target group.

According to the European Commission against Racism and Intolerance (ECRI,2021) hate speech poses grave dangers for the cohesion of a democratic society, the protection of human rights and the rule of law. If left unaddressed, it can lead to acts of violence and conflict on a wider scale. In this sense hate speech is an extreme form of intolerance which contributes to hate crime.

The European Commission (ECRI,2021) raises awareness regarding the dangerous link between hate speech and violence. Moreover, the ECRI highlights the fact that criminal prohibition is necessary when hate speech publicly incites violence against individuals or groups of people. However, criminal sanctions should be used carefully and as a measure of last resort and, all along, a balance must be kept between fighting hate speech on the one hand, and safeguarding freedom of speech on the other. Any restrictions on hate speech should not be misused to silence minorities and to suppress criticism of official policies, political opposition or religious beliefs (ECRI 2021). UN also agrees that there is a link between hate speech and hate crimes as hate speech often contains incitement to discrimination, hostility and violence which may also lead to atrocity crimes even terrorism.

Fake News:

How many times have you clicked on a news on different portals which had interesting, amazing, sensational, exclusive title that turns out to be an advertisement? How many times have you wondered if the content you are sharing via social networks is accurate? Can you think of at least one media that you can safely claim to be true of everything they publish? And lastly, and before entering the world of fake news, do you know that there are special companies and individuals involved in the production of fake news in the world?

Considering that, today we are exposed to the media more than ever before, it should not surprise us that we very rarely or never check the authenticity and credibility of the information we are exposed to. Before the Internet, the distribution of information costed a lot more, the trust of the readers was built up over the years, and the definitions of what news was and what was not were much more precise, and therefore regulation was much easier. The rise of social networks has broken down boundaries that have prevented fake news from spreading in democratic societies. Thus, each individual was given the opportunity to create and distribute news, and Facebook and Twitter accelerated the exchange of information, while platforms such as WordPress allowed anyone to build a website and gave such information some legitimacy. In short - fake news has entered into our lives through the big door.

So, what is fake news?

According to the Oxford Dictionary, fake news is false reports of events, written and read on websites.

The biggest problem with fake news is that they often come from different sides, and those who create them are differently motivated. Thus, motives can be commercial, nationalistic, or they may be product of irony and satire which is being misinterpreted. There is also news from mainstream media, which turns out to be inaccurate but remains on social networks, since the creators do not remove it and deny it on time.

The goal of fake news, which is actually based on non-existent or distorted "facts", is to mislead and manipulate the audience.

II.2. Vulnerable groups affected by hate speech and fake news:

a) Refugees, migrants, asylum seekers

Short definition of the term Refugee

A **refugee** is a person who has fled their country of origin and is unable or unwilling to return because of possible persecution due to race, religion, gender, nationality, sexual orientation, or belonging to a particular social group or political opinion. Refugees seek protection in another country as their own government cannot or will not provide protection from these dangers (Amnesty International, 2019).

Short definition of the term Asylum seeker

An **asylum seeker** is an individual seeking international protection from persecution and serious human rights violations in another country. An asylum seeker can also be a refugee whose claim has not yet been definitively evaluated (Amnesty International, 2019).

Short definition of the term Migrant

A uniform legal definition of the term **migrant** does not exist at the international level. Migrants choose to move mainly to improve their lives by finding work or, in some cases, for education, family reunion, or other reasons. If they choose to return home, they will continue to receive the protection of their government (Edwards, 2016).

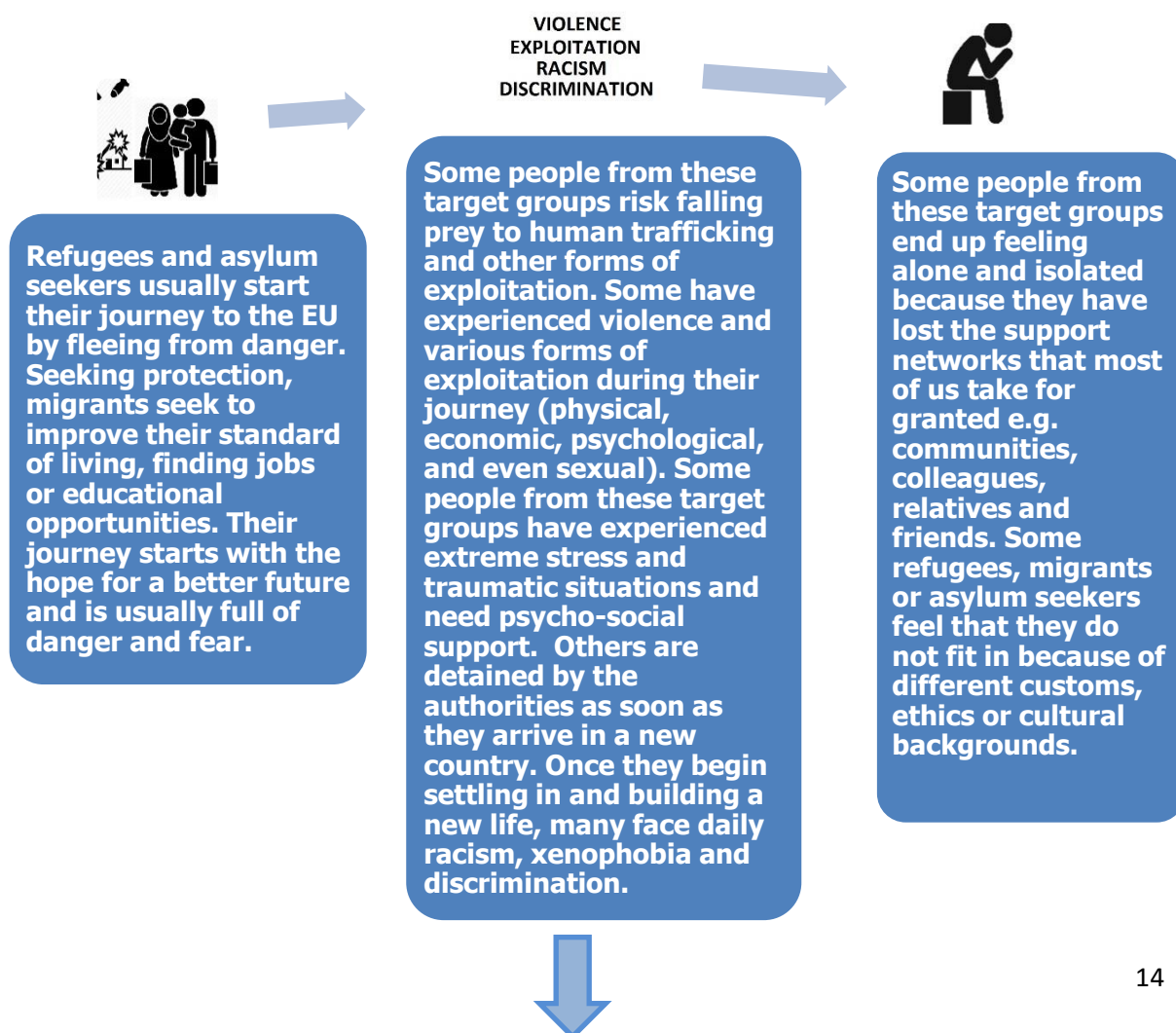
The 1951 U.N. Refugee Convention

The 1951 Geneva Convention protects the rights of refugees, such as the rights to education, access to justice, employment and other fundamental freedoms and privileges similarly enshrined in international and regional human rights treaties (UNHCR, 2019).

Articles 79 and 80 of the Treaty on the Functioning of the European Union are the legal basis for the EU's immigration policy (European Parliament, 2019)

Differences and similarities between the three groups

Refugees	Asylum seekers	Migrants
Have left their countries and have crossed borders towards hosting countries	Have left their countries and have crossed borders towards hosting countries	Have left their countries and have crossed borders towards hosting countries
Flee conflict or prosecution and seek protection	Seek international protection from conflict and prosecution	Move to another country for reasons beyond conflict and prosecution
Have a special internationally recognised status of protection	Do not have recognised refugee status but have asked for protection and their claims are pending	Do not have a special recognised status of protection, yet are protected under Human Rights law
Cannot return safely to their home and country of origin	Cannot return safely to their home and country of origin	Can return safely to their home and country of origin

Treating refugees, migrants, asylum seekers in a dialogue




Dialogue conductors/Dialogators need to have **compassion and empathy** and be able to **sympathize and understand difficulties, fears, and dreams**. They should also always be **open to listening and cherishing the opinions of these vulnerable groups**.

Let's not forget that we are not here to "tolerate" them but treat them with mutual respect as equals and help them communicate and discuss their opinions with other members of our local communities without forgetting about their possible disadvantaged position and the hard experiences they have been through.

(Amnesty International, 2020)

International laws regarding migrants, refugees and asylum-seekers



The rights of migrants, refugees and asylum-seekers are protected by international law, regardless of how and why they arrive in a country. They have the same rights as everyone else and are also protected by international conventions such as (Amnesty International, 2020):

- The **Universal Declaration of Human Rights (Article 14)**, which states that everyone has the right to seek and enjoy asylum from persecution in other countries
- The **1951 UN Refugee Convention (and its 1967 Protocol)**, which protects refugees from being returned to countries where they risk being persecuted
- The **1990 Migrant Workers Convention**, which protects migrants and their families
- **Regional Refugee law instruments (including 1969 OAU Convention, 1984 Cartagena Declaration, Common European Asylum System and Dublin Regulation)**

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b) Roma

The identity of the people is determined by four elements: language, religion, history and cultural heritage. The total number of Roma in Europe is estimated at around 12 million.

In order not to disturb the centuries-old prince of the inner social order, as well as the attitude of Roma to the non-Roma world, the pattern and measure of Roma life shows an unshaken alignment with the tradition. The sensitivity to Roma ethnic identity is realized by identifying an individual with a group, with it's inheritance, achievements and symbols. Although we can notice numerous differences due to a series of historical circumstances.



The Roma Flag

Source: https://upload.wikimedia.org/wikipedia/commons/thumb/1/10/Flag_of_the_Romani_people.svg/640px-Flag_of_the_Romani_people.svg.png

History and migrations

It is believed that the Roma left India about 1,000 years ago and that they went through the countries that are now encompassing the borders of Afghanistan, Iran (former Persia), Armenia, and Turkey. Part of Roma still lives in the East, even in Iran, including some who have moved to Europe and then returned. At the beginning of the 14th century, the Roma came to the Balkans, and at the beginning of the 16th century they moved to Scotland and Sweden. Some Roma moved southward through Syria to North Africa, coming to Europe via Gibraltar. Both migration branches met in today's France. People similar to Roma still live in India today, and are most likely descended from the desert state of Rajasthan.

The causes of the Romani emigration are one of the greatest mysteries in history. Some scholars assume that the Roma originated in the low social caste of Hindus were recruited as mercenaries, who were given the status of a cathartic warrior caste and sent to the west to oppose the Islamic military expansion. According to another theory, the Roma are the descendants of captives captured by the Muslim conquerors of northern India and have, over time, developed a special culture in the land of their captivity. It is noted that Mahmud of Ghazni took half a million prisoners during the Turkish-Persian invasion of Sindh and Punjab in India. Why the Roma have not returned to India, choosing instead to travel west to Europe, is an enigma that can be associated with military service under Muslims.

Prevalence

The largest concentration of Roma is on the Balkan Peninsula in Southeast Europe, Central Europe, the US, Russia and the countries of the former Soviet Union. A smaller number of Roma live across Western Europe, the Middle East, and North Africa. The Roma are divided among themselves by territorial, cultural and dialectological differences into three main groups:

- Kaldereši (blacksmiths who came from the Balkans to central Europe, and then moved to North America). They represent the largest Roma group;
- Manushes (also known as Sinti), mostly inhabited by Alsace and the surrounding regions of France and Germany. They are known as traveling entertainers and circus players;
- Romnichels (mostly inhabited by the United Kingdom and North America).

Each of these groups is further subdivided into 2 or more subgroups depending on the occupation and/or the territories they come from. Some of these subgroups are: Mačvaje, Lovari, Čurari, Sinti, Rudari, Balša, Ludari, Luri, Šorašaji, Ungarice, Bašalde and Romungro.

Persecution

Stereotypes towards the Roma was regularly nourished with stories about slattern women, drunken men and negligent children. For the members of other nations, the Roma use a common name - Gadze -, establishing a clear border between the Roma and non-Roma world. Roma on the historical road were often exiled to persecutions, discrimination, ethnic stigmatization, political, cultural and economic marginalization, generally speaking to social exclusion. In order to preserve identities and folklore heritage, the Roma people have raised an invisible wall to the outside world, actually designed a parallel social structure, based on a tangled system of kinship relations and strict rules that group connections always stood against the interests of the individual.

Porajmos, the saddest word in the Romany language

Intolerance towards Roma reached a peak during the Second World War. Like the Jews, and unlike the other categories pursued by the Nazis, Roma were automatically sent to concentration camps, slave labor and / or death. It is believed that over 500,000 Roma were killed in this way.

Language

The Roma national minority has its own language that is not unique and uses several different dialects with which it can be more or less divided, therefore they are in the nations without the history of history and literature. The Roma language of the Indo-European language group. The Romany language analysis has shown that it is closely related to Indo-European languages spoken in North India and Pakistan (Punjab).

This fact is especially important for determining the geographical origin of Roma, because certain words which are borrowed from other languages and integrated in in Romani language allow the monitoring of the scheme of their migration to the west. Contemporary linguistics has established the connection between the Romany language and the Punjabi and Patohar language, which are spoken in northern India and Pakistan. It is believed that Romani is a group of Central Indian languages, which includes Hindi, Urdu, etc. languages.

Religion

They have lost their ancient faith without the chances of renewal, and today they are believers of the most common world's religions and religions in the countries they live.

The term Gypsies

The term Gypsies has disappeared during the centuries-old use and has an offensive meaning. The root of the noun lies in the Greek language τσιγγάνοι or άτσιγγανοι meaning "untouchable". In English, the name "Gypsy" is used for the Roma, which is thought to have been derived from the name Egypt, due to the former belief that the Roma were the ancients of Egypt. Most Roma are referred to themselves by the generic name Roma, which means "man" or "husband", while for the members of other nations, the Roma use the term "gadža".

Present situation

The level of integration of Roma into society is still limited. Roma are located on the margins of the society, living in the settlements that look like a ghettos. Only a small number of Roma children finish secondary school. Roma generally feel rejected from the state and society, which creates further obstacles to their integration.

References

"Short history of Roma", Ljuan Koko

<https://www.livescience.com/40652-facts-about-roma-romani-gypsies.html>

<https://www.opensocietyfoundations.org/voices/gypsies-roma-travellers-animated-history>

<https://www.euronews.com/2017/08/01/who-are-the-roma-people>

<https://study.com/academy/lesson/romani-people-culture-history.html>

c) Members of ethnic or national minorities

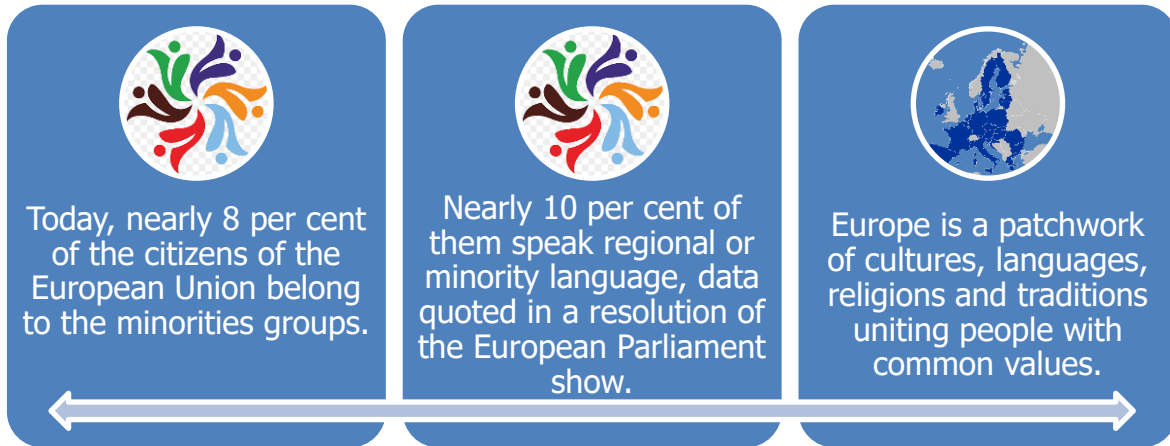
The term "national minority" is still ambiguously defined in specialised literature as well as in the political debate. According to Capotorti's definition for the UN (Pan/Pfeil, 2003, p. XV) "minority" means a community

- a) compactly or dispersedly settled on the territory of a state;
- b) which is smaller in number than the rest of the population of a state;
- c) whose members are citizens of that state;
- d) which have ethnic, linguistic or cultural features different from those of the rest of the population;
- e) whose members are guided by the will to safeguard these features.

In European research and debate on minority protection various terms are commonly used with different connotations, but rarely in a congruent manner (Pan/Pfeil 2003). In Central Europe the most common term is "ethnic group" or "Volksgruppe" (German for part of a people). This refers mainly to ethnic communities divided by national borders from the respective kin-people. This term is not matching the self-perception of peoples without their own state like the Catalans, the Bretons, the Corsicans, the Romany or the Raetoromanians.

The term "nationality", historically often used to designate a membership to a national community, rather refers to the citizenship of a country and is mostly overcome in the context of minority rights issues. Even the term "minority" itself includes disadvantages vis-à-vis the term "ethnic group", not only due to the fact that in all societies there is a wide range of different kinds of minorities, but also because the pejorative connotation. A minority is designated as national if it shares its cultural identity (culture, language) with a larger community that forms a national majority elsewhere.

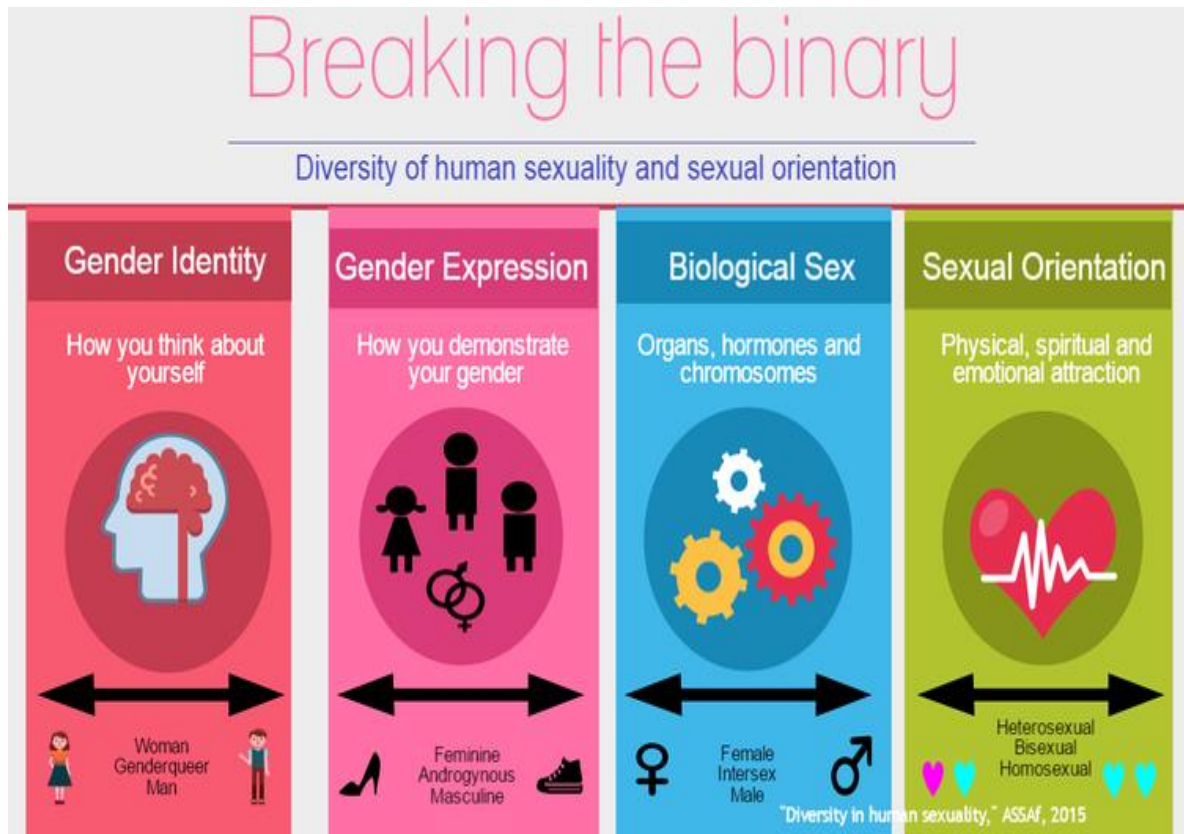
National minorities in this sense are, for example, the Germans in Denmark, the Danes in Germany, the Hungarians in Romania, the Romanians in Hungary etc. (Benedikter, 2006)



Source: <https://bnr.bg/en/post/101202590/why-ethnic-and-cultural-minorities-in-europe-need-protection-and-what-action-is-the-eu-taking>

d) LGBTIQ

According to Kumar (2019) the term LGBT stands for Lesbian, Gay, Bisexual and Transsexual and it's a way of describing sexuality and gender expression in relation to human rights in the social, civil, political, cultural and economic sphere.



Daily abuses, harassment, offensive hate speech and several types of fake news directed towards the LGBTIQ community have intensified all over the world fueled by divisive politics and socially conservative groups.

In a 2019 survey, the European Union Agency for Fundamental Rights (FRA) found that discrimination on grounds of sexual orientation, gender identity/expression and sex characteristics was actually increasing in the EU: 43% of LGBTIQ people declared that they felt discriminated against in 2019, as compared to 37% in 2012 (FRA, EU-LGBTI II, 2020).

Discrimination against LGBTIQ people persists throughout the EU. For several LGBTIQ people in the EU, it is still unsafe to show affection publicly, to be open about their sexual orientation, gender identity, gender expression and sex characteristics (be it at home or at work), to simply be themselves without feeling to be threatened. An important number of LGBTIQ people are also at risk of poverty and social exclusion. Not all feel safe to report verbal abuses and physical violence to the police (European Commission, 2020).

The COVID-19 crisis has brought new pressures for the most vulnerable groups, and LGBTIQ people are no exception. Confinement restrictions have locked many LGBTIQ people, young and old, into hostile environments where they might be at risk of violence or heightened levels of anxiety or deeper depression. Widespread fake news has even blamed LGBTIQ people for the spread of the virus (ibid).

This reality can lead to deep and long-lasting negative impacts on those who experience them such as (LGBT Hate Crime Partnership, 2016):

- Emotional: Fear, anger, depression, feeling constantly under threat
- Social: Increased isolation, fear of going out, relationship breakdown
- Physical: Injuries, insomnia, becoming unwell, panic attacks, eating disorders
- Economic: Sickness leave, moving home, damaged property
- Self-expression: Dressing and acting differently to avoid attack
- Disempowerment: Loss of confidence and feeling out of control

In November 2020 European Commission launched the first-ever LGBTIQ equality strategy named [“Towards LGBTIQ Equality: Free to be Yourself in the EU”](#), that addresses the inequalities and challenges affecting LGBTIQ people, in order to move towards a Union of Equality. It pays particular attention to the diversity of LGBTIQ people’s needs and to the most vulnerable, including those experiencing intersectional discrimination and trans, non-binary and intersex people, who are among the least accepted groups in society and generally experience more discrimination and violence than others in the LGBTIQ communities. Discrimination is often multidimensional and only an intersectional approach can pave the way to sustainable and respectful changes in society. This strategy follows calls for action by Member States, the European Parliament, with the strong support from the Intergroup for LGBTI Rights, and civil society. It sets out a series of targeted actions across four pillars (ibid):

1. Tackling discrimination against LGBTIQ people;
2. Ensuring LGBTIQ people’s safety;
3. Building LGBTIQ inclusive societies; and
4. Leading the call for LGBTIQ equality around the world.

This newly established strategy provides certain key solutions in order to foster social inclusion and combat hate speech and disinformation at European and National level. A Dialogator should take into consideration the key facts and the solutions proposed in this strategy and always to have in mind the following, in order to enable social inclusion and acceptance of the LGBT communities while implementing inclusive dialog activities:

- Strong awareness of existing prejudices and stereotypes and a commitment to exploring them.
- Comfort and oneness to talk about backgrounds and an understanding of how life experiences affect our worldview and perceptions of other groups.
- Respect for the power of leadership and the exposure of participants, combined with a commitment to develop a reciprocal dynamic of shared intimacy and vulnerability.
- Ability to encourage and inspire a process of learning that begins with the participants' own histories and experiences.

References:

European Commission (2020). Union of Equality: LGBTIQ Equality Strategy 2020-2025. Available at: https://ec.europa.eu/info/sites/info/files/lgbtiq_strategy_2020-2025_en.pdf [Accessed 3 December 2020]

FRA, EU-LGBTI II (2020). A long way to go for LGBTI equality. Available at: <https://fra.europa.eu/en/publication/2020/eu-lgbti-survey-results> [Accessed 4 December 2020]

Kumar, S. (2019). LGBT Community in India – A Study. New Delhi, Education Publishing.

LGBT Hate Crime Partnership (2016): Training Toolkit on Hate Crime against LGBTQ+ (8). Available at: <http://www.lgbthatecrime.org.uk/assets/downloads/8%20Training%20Toolkit%20on%20LGBT%20Hate%20Crime.pdf> [Accessed 10 December 2020]

e) Unemployed people

The unemployment rate is probably the best-known labour market measure and certainly one of the most widely quoted by media in many countries. It reflects the inability of an economy to generate employment for those persons who want to work but are not doing so, even though they are available for employment and actively seeking work. It is thus seen as an indicator of the efficiency and effectiveness of an economy to absorb its labour force and of the performance of the labour market.

The unemployed comprise all persons of working age who were:

- (1) without work during the reference period, i.e. were not in paid employment or self-employment;
- (2) currently available for work, i.e. were available for paid employment or self-employment during the reference period;
- (3) seeking work, i.e. had taken specific steps in a specified recent period to seek paid employment or self-employment.

Future starters, that is, persons who did not look for work but have a future labour market stake (made arrangements for a future job start) are also counted as unemployed, as are participants in skills training or retraining schemes within employment promotion programmes, who on that basis, were “not in employment”, not “currently available” and did not “seek employment” because they had a job offer to start within a short subsequent period generally not greater than three months. The unemployed also include persons “not in employment” who carried out activities to migrate abroad in order to work for pay or profit but who were still waiting for the opportunity to leave.

In many national contexts there may be persons not currently in the labour market who want to work but do not actively “seek” work because they view job opportunities as limited, or because they have restricted labour mobility, or face discrimination, or other structural, social or cultural barriers.

The exclusion of people who want to work but are not seeking work (in the past often called the “hidden unemployed” or the “unemployed according to the relaxed definition”, which also included persons formerly known as “discouraged workers”) is a criterion that affects the count of both women and men, although women may have a higher probability of being excluded from the count of unemployed because they face greater social barriers impeding them from meeting this criterion.

Another factor leading to exclusion from the unemployment count concerns the criterion that workers are available for work during a given (short) reference period. A short availability period tends to exclude those who would need to make personal arrangements before starting work, such as for child care or other household affairs, even if they are “available for work” soon after the short reference period. As women are often responsible for household affairs and care, they represent a significant part of this group.

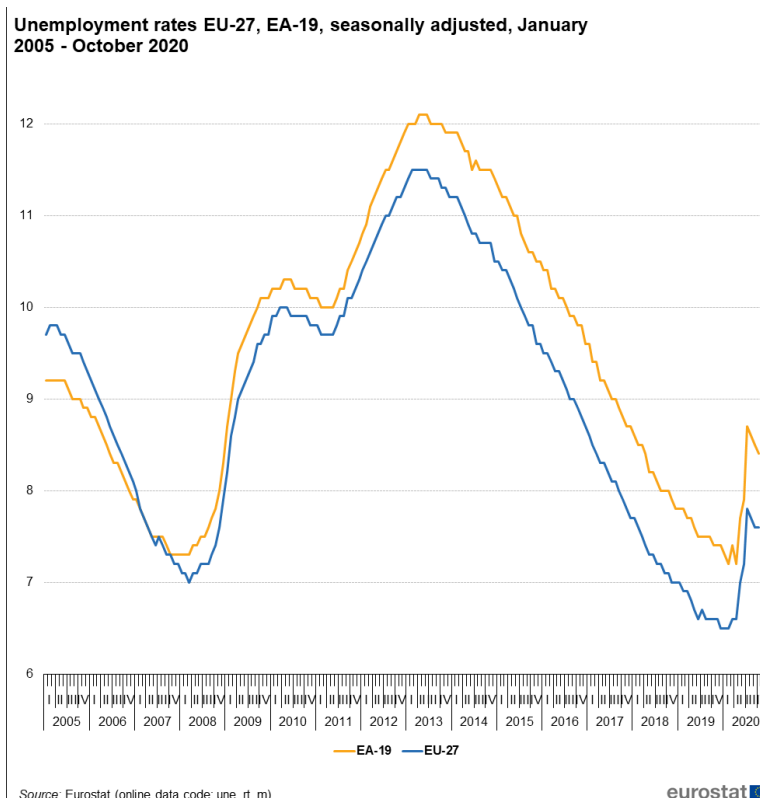
Employment comprises all persons of working age who during a specified brief period, such as one week or one day, were in the following categories:

- (1) paid employment (whether at work or with a job but not at work);
- (2) self-employment (whether at work or with an enterprise but not at work).

The unemployment rate is calculated as follows:

$$\text{UR (\%)} = \frac{\text{Persons unemployed} \times 100}{\text{Labour force}}$$

$$\text{UR (\%)} = \frac{\text{Persons unemployed} \times 100}{\text{Persons employed} + \text{persons unemployed}}$$



Even though in most developed countries the unemployment rate continues to prove its usefulness as an important indicator of labour market performance, and specifically, as a key measure of labour underutilisation, in many developing countries, the significance and meaning of the unemployment rate could be questioned.

The overall unemployment rate for a country is a widely used measure of its unutilized labour supply. If employment is taken as the desired situation for people in the labour force, unemployment is clearly an undesirable situation. Still, some short-term unemployment can be necessary for ensuring adjustment to economic fluctuations. Unemployment rates by specific groups, defined by age, sex, occupation or industry, are also useful in identifying groups of workers and sectors most vulnerable to joblessness.

The personal and social costs of unemployment include severe financial hardship and poverty, debt, homelessness and housing stress, family tensions and breakdown, boredom, alienation, shame and stigma, increased social isolation, crime, erosion of confidence and self-esteem, the atrophying of work skills and ill-health ...

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<https://ilostat.ilo.org/resources/concepts-and-definitions/description-unemployment-rate/>
https://ec.europa.eu/eurostat/statistics-explained/index.php?title=File:Unemployment_rates_EU-28,_EA-19,_seasonally_adjusted,_January_2000_-_October_2020.png

f) Homeless peopleDefinition of homelessness

- Homelessness means such living conditions, where an individual does not have adequate housing.

Stereotypes related to homeless people

- ❖ s/he must be homeless because of his/her own fault
- ❖ s/he must be alcoholic
- ❖ s/he must be a drug addict
- ❖ s/he must be dangerous
- ❖ s/he must be mentally ill
- ❖ s/he must be lazy

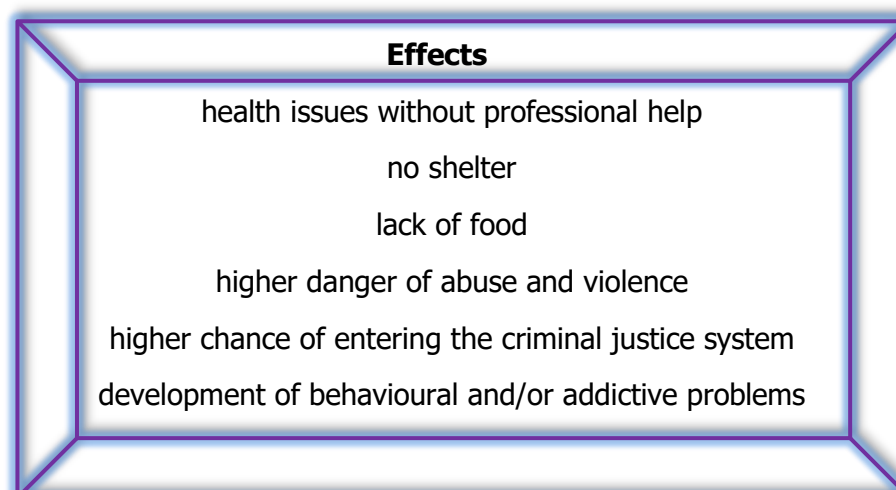
Challenges of homeless people

- ❖ Food and shelter insecurity
- ❖ Income insecurity
- ❖ Healthcare insecurity
- ❖ Basic need insecurity
- ❖ Environmental challenges (such as weather)
- ❖ No safety, exposed to everything (such as violence)

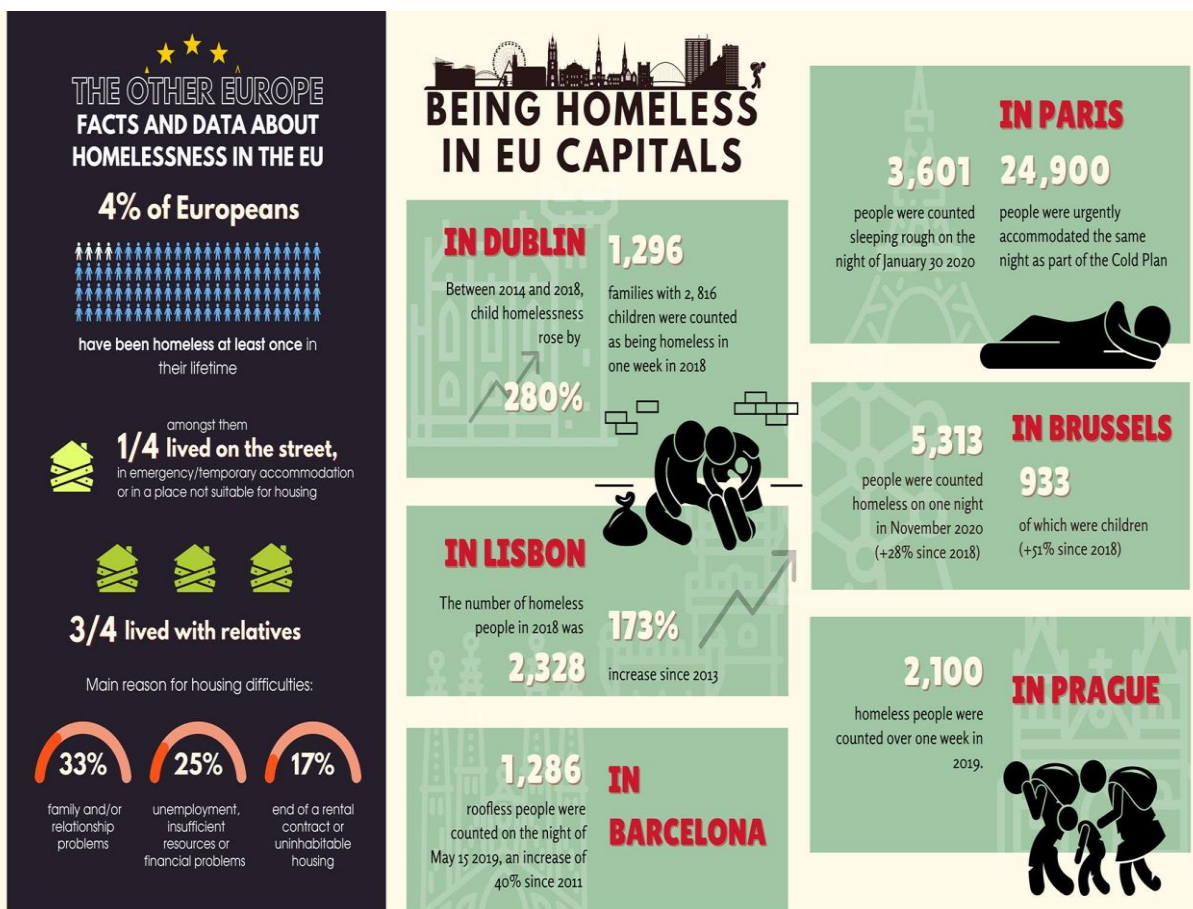
According to the definition of FEANTSA (European Federation of National Organisations Working with Homeless), we should consider the following four aspects regarding homelessness:

1. **Rooflessness (or "sleeping rough"):** sleeping without a home/shelter
2. **Houselessness:** although the individual can sleep in a certain place, it is only a temporary option for that person (such as homeless shelters)
3. **Living in insecure housing:** the state of being threatened by eviction, domestic violence, or uncertain rental conditions/possibilities
4. **Living in inadequate housing:** individuals who live in huts, illegal camps, dangerous properties, or in overcrowded places

Causes and effects of becoming homeless



Feantsa - Working Together to End Homelessness in Europe Statistics 2021



Source: <https://www.feantsa.org/en/news/2021/05/05/6th-overview-of-housing-exclusion-in-europe-2021-youth-in-danger?bcParent=27&fbclid=IwAR1avdHIzDUTnuca9JwCn5TaaZC4q33a5bYOSTBfqAaqNkvrmbpbVUKRhq>

Reference








<https://ofhsoupkitchen.org/understanding-homelessness-causes-and-effects>

g) People with disabilities

There is no single definition of disability. Defining disability is complicated as it is 'complex, dynamic, multidimensional and contested'. Disability is part of the human condition. Everyone is likely to experience it, either permanently or temporarily, at some point in their life. (WHO & World Bank, 2011). Disabilities may be visible or invisible, and onset can be at birth, or during childhood, working age years or old age.

The UN Convention on the Rights of Persons with Disabilities (UNCRPD) recognises that 'disability is an evolving concept'. 'Persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others' (UNCRPD, 2006).

Types of disabilities







 <p>Speech impairment An individual who is unable to speak (mute) but can hear.</p>	 <p>Learning disability An individual whose learning ability is not at the same level of his/her biological age such as slow learner, down syndrome, intellectual disability, autism, attention deficit hyperactive disorder and global development delay.</p>
 <p>Hearing impairment An individual who is unable to hear clearly in both ears without using hearing aid or unable to hear completely even by using hearing aid.</p>	 <p>Mental disabilities An individual who suffers from severe mental disability and has undergone treatment or diagnosed as such for at least two years by a psychiatrist.</p>
 <p>Visually impaired An individual who is unable to see completely or experience limited eyesight either on one eye or both even by using vision aids such as spectacles or contact lenses.</p>	 <p>Physical disability An individual who is physically disabled due to loss of his/her body functions or any of his/her limb in any part of his/her body which may hinder his/her ability to live a normal life.</p>
 <p>Multiple disability An individual who suffers from more than one disability and not suitable to be classified under any of the six (6) other categories such as an individual who suffers from 2 types of disabilities (sight and hearing disabilities).</p>	

Source: Department of Social Welfare

References

<https://www.myforesight.my/wp-content/uploads/2019/07/disability-2.jpg>

II.3. Religions

	Buddhism	Christianity	Hinduism	Islam	Judaism	Confucianism
						
Followers Worldwide (estimated 2001 figures)	362 million	2 billion	820 million	1.2 billion	14.5 million	6.3 million
Name of Deity	The Buddha did not teach a personal deity.	God	Three main gods: Brahma, Vishnu, Shiva	God (Allah)	God (Yahweh)	Confucius (viewed by many as a god)
Founder	The Buddha	Jesus Christ	No one founder	Muhammad	Abraham	Confucius
Holy Book	No one book—sacred texts, including the <i>Dhammapada</i>	Bible	No one book—sacred texts, including the Vedas, the Puranas	Qur'an	Hebrew Bible, including the Torah	the <i>Analects</i> , the Five Classics
Leadership	Buddhist monks and nuns	Priests, ministers, monks, and nuns	Guru, holy man, Brahmin priest	No clergy but a scholar class called the ulama and the imam, who may lead prayers	Rabbis	No clergy
Basic Beliefs	<ul style="list-style-type: none"> Persons achieve complete peace and happiness (nirvana) by eliminating their attachment to worldly things. Nirvana is reached by following the Noble Eightfold Path: Right views; Right resolve; Right speech; Right conduct; Right livelihood; Right effort; Right mindfulness; Right concentration. 	<ul style="list-style-type: none"> There is only one God, who watches over and cares for his people. Jesus Christ was the son of God. He died to save humanity from sin. His death and resurrection made eternal life possible for others. 	<ul style="list-style-type: none"> The soul never dies, but is continually reborn. Persons achieve happiness and enlightenment after they free themselves from their earthly desires. Freedom from earthly desires comes from a lifetime of worship, knowledge, and virtuous acts. 	<ul style="list-style-type: none"> Persons achieve salvation by following the Five Pillars of Islam and living a just life. These pillars are: faith; prayer; almsgiving, or charity to the poor; fasting, which Muslims perform during Ramadan; pilgrimage to Mecca. 	<ul style="list-style-type: none"> There is only one God, who watches over and cares for his people. God loves and protects his people, but also holds people accountable for their sins and shortcomings. Persons serve God by studying the Torah and living by its teachings. 	<ul style="list-style-type: none"> Social order, harmony, and good government should be based on strong family relationships. Respect for parents and elders is important to a well-ordered society. Education is important both to the welfare of the individual and to society.

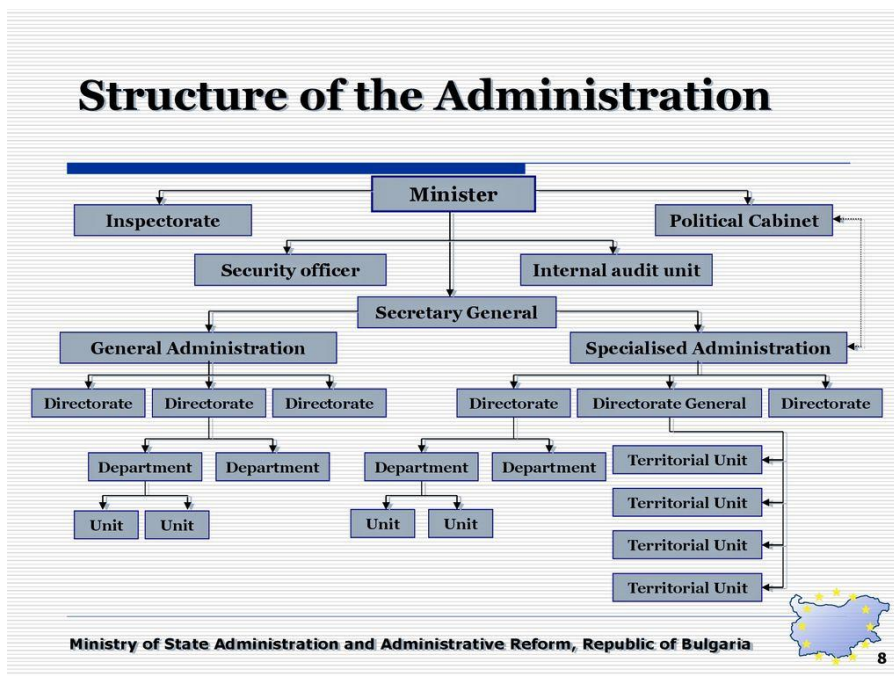
Source: <https://socialszehn.weebly.com/world-religions.html>



Source: <https://examples.yourdictionary.com/5-main-world-religions-and-their-basic-beliefs.html>

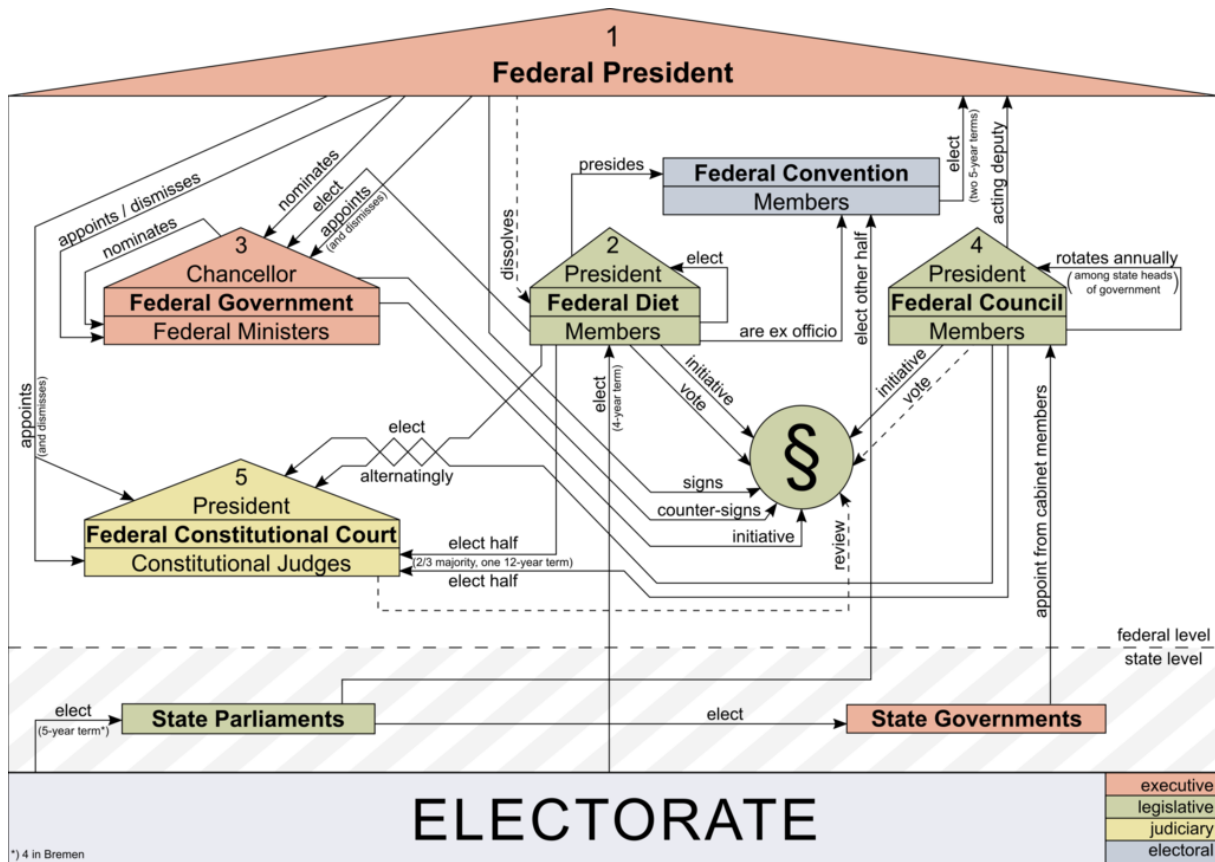
II.4. The political systems

a) Bulgaria



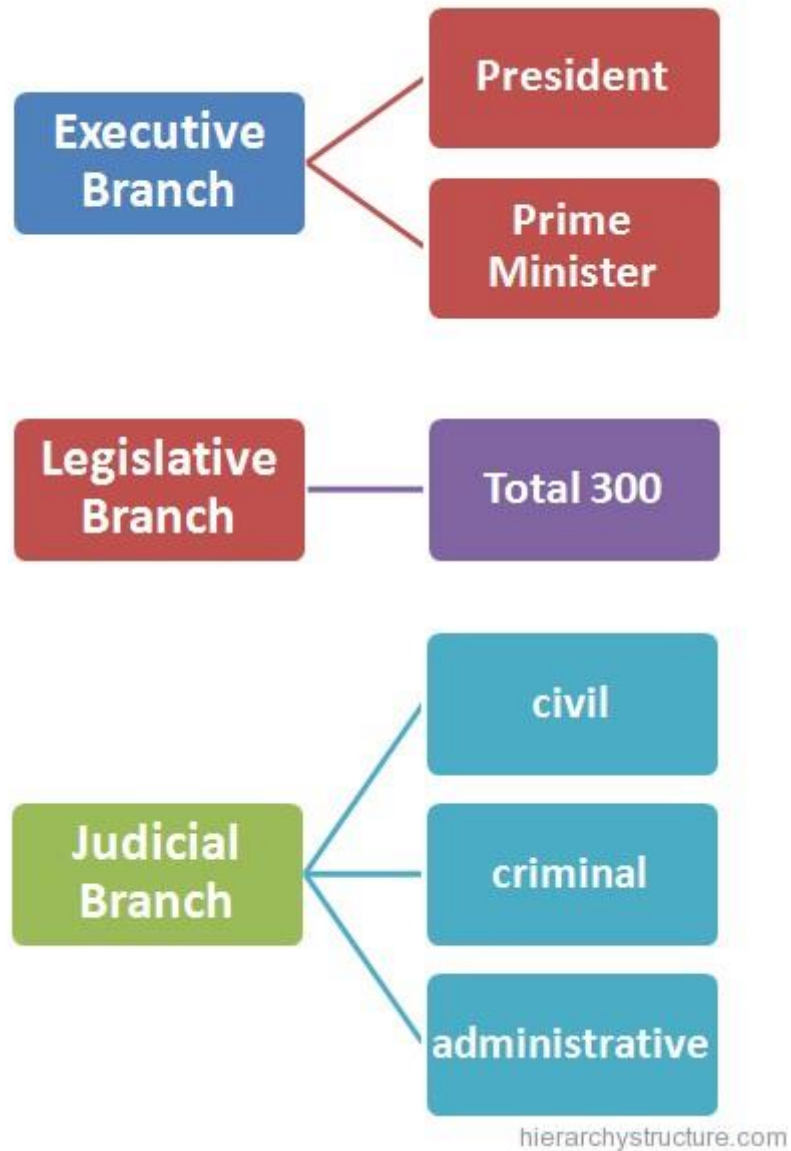
Source: <https://slideplayer.com/slide/16165884/>

b) Germany



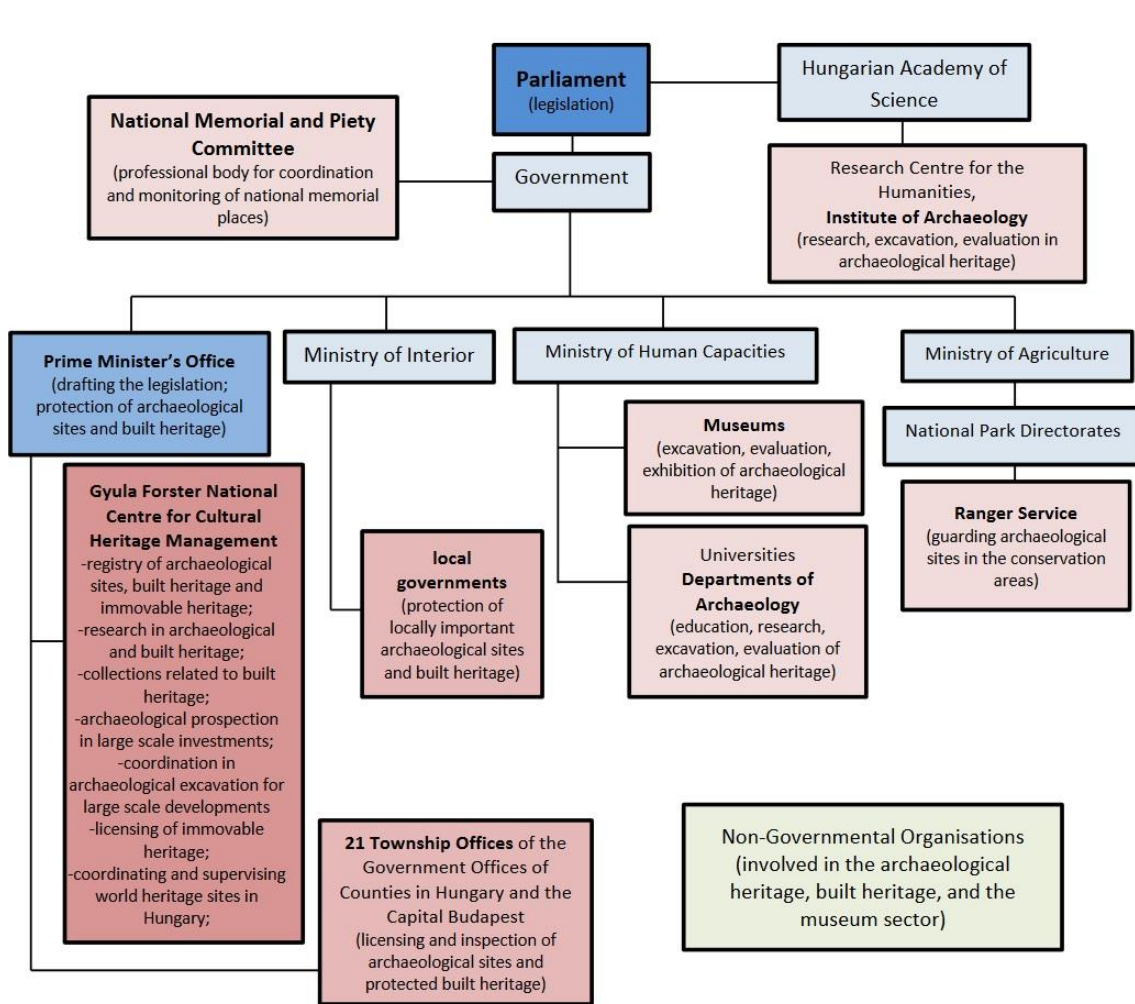
Source: [23PowerZ, CC0, via Wikimedia Commons](#)

c) Greece



Source: <https://www.hierarchystructure.com/greek-political-hierarchy/>

d) Hungary



Source: <https://www.coe.int/en/web/herein-system/hungary>

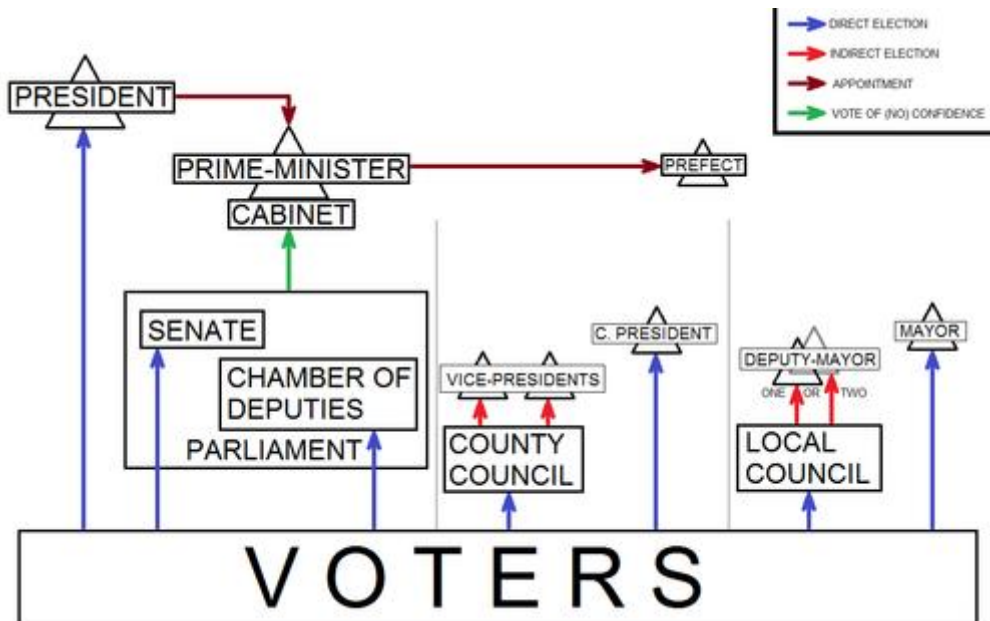
e) North Macedonia

The Republic of Macedonia's political system

- The political structure of the Republic of Macedonia is composed of three branches: Legislative, Executive, and Judicial.
- The most supreme law of the country is the Constitution.
- The political institutions are comprised by the will of its citizens through secret ballot at direct and general elections.
- The Constitution of 1991, which specifies the basic standards of democracy and assures democratic civil liberty, established the political structure of parliamentary democracy.
- The elections for Delegates in the Assembly of the Republic of Macedonia are held in October.
- 120 Delegates, who are elected to four-year terms, make up the Assembly; out of this number, 85 are elected in line with the majority principle in 85 constituencies and 35 in line with the proportional principle (the Republic of Macedonia's land representing one constituency).
- There are roughly 1.5 million registered voters in the General Electoral Roll for the election of Delegates in the Republic of Macedonia's Assembly, assigned in 85 constituencies, in 2.973 polling stations.
- The voting for the Delegates in relation to the majority principle can be carried out in two electoral rounds, while the voting in relation to the proportional principle ends in the first round.

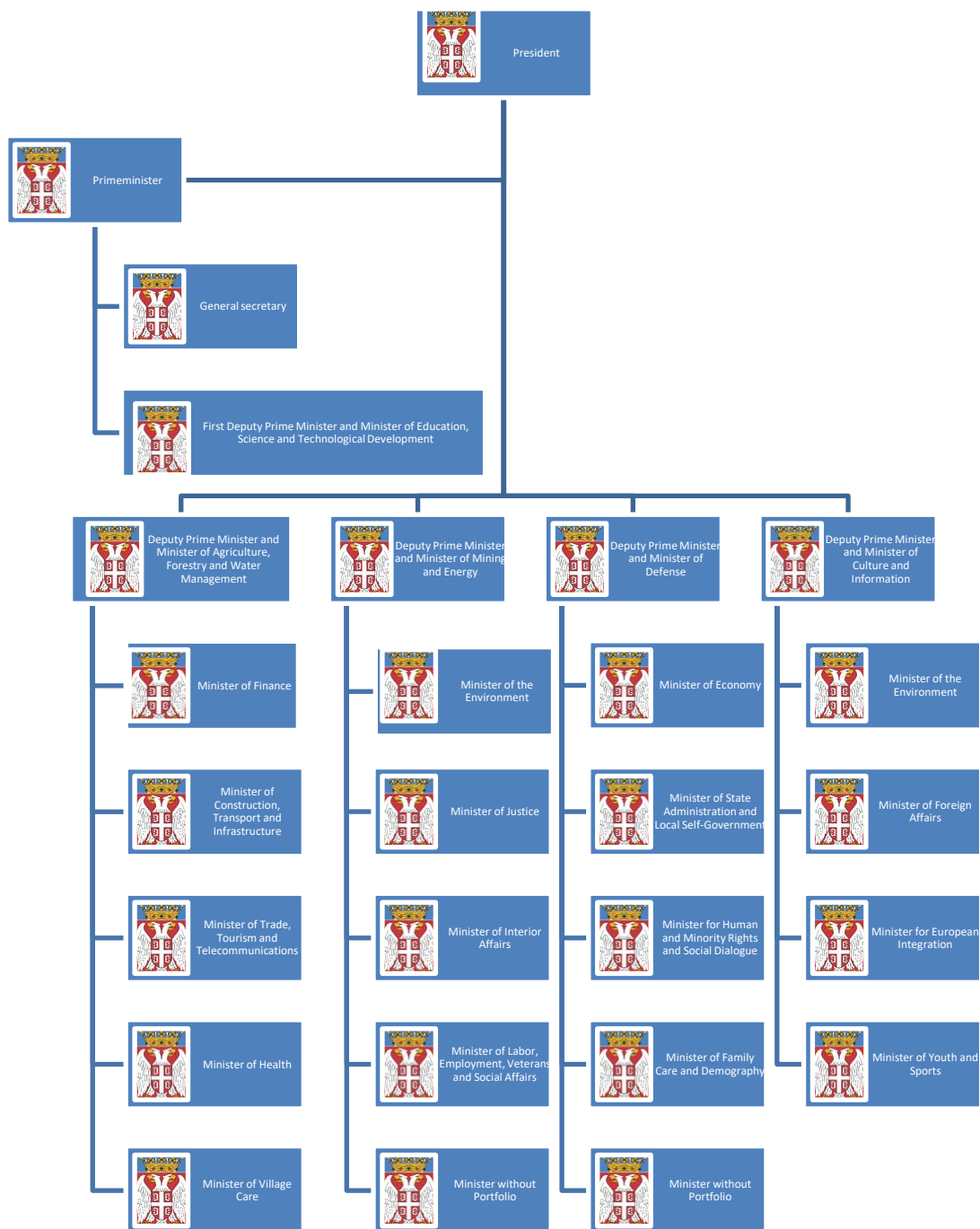
Source: <https://www.slideshare.net/HistoryExpert006/politics-of-the-republic-of-macedonia>

f) Romania



Source: https://en.wikipedia.org/wiki/Politics_of_Romania

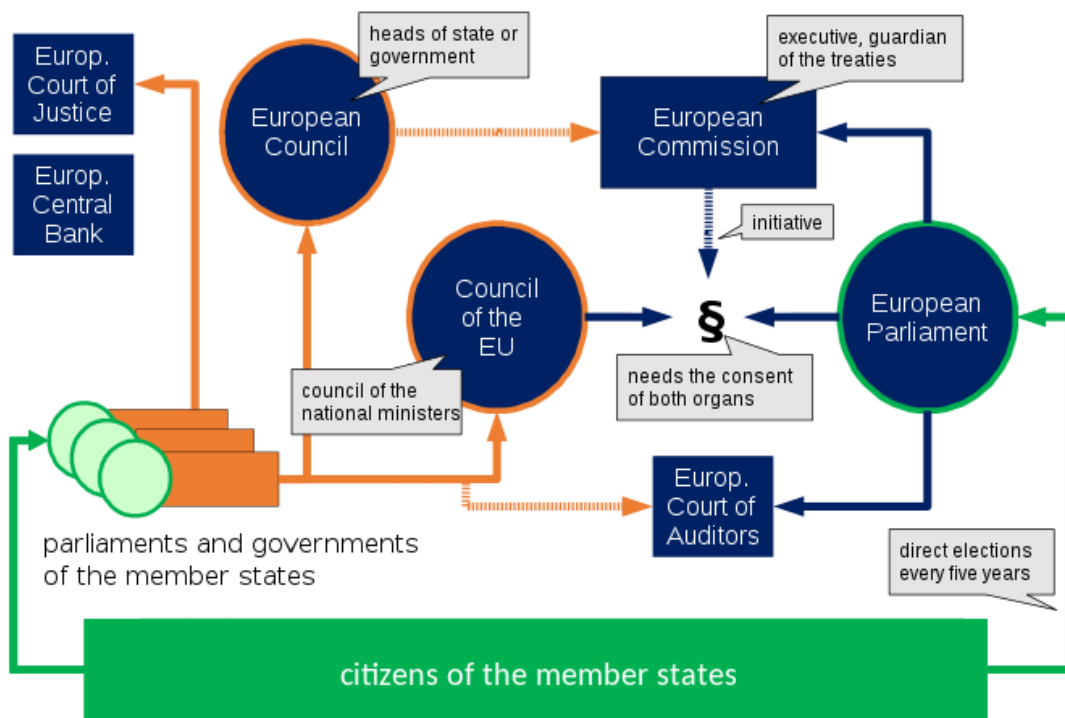
g) Serbia



Voters

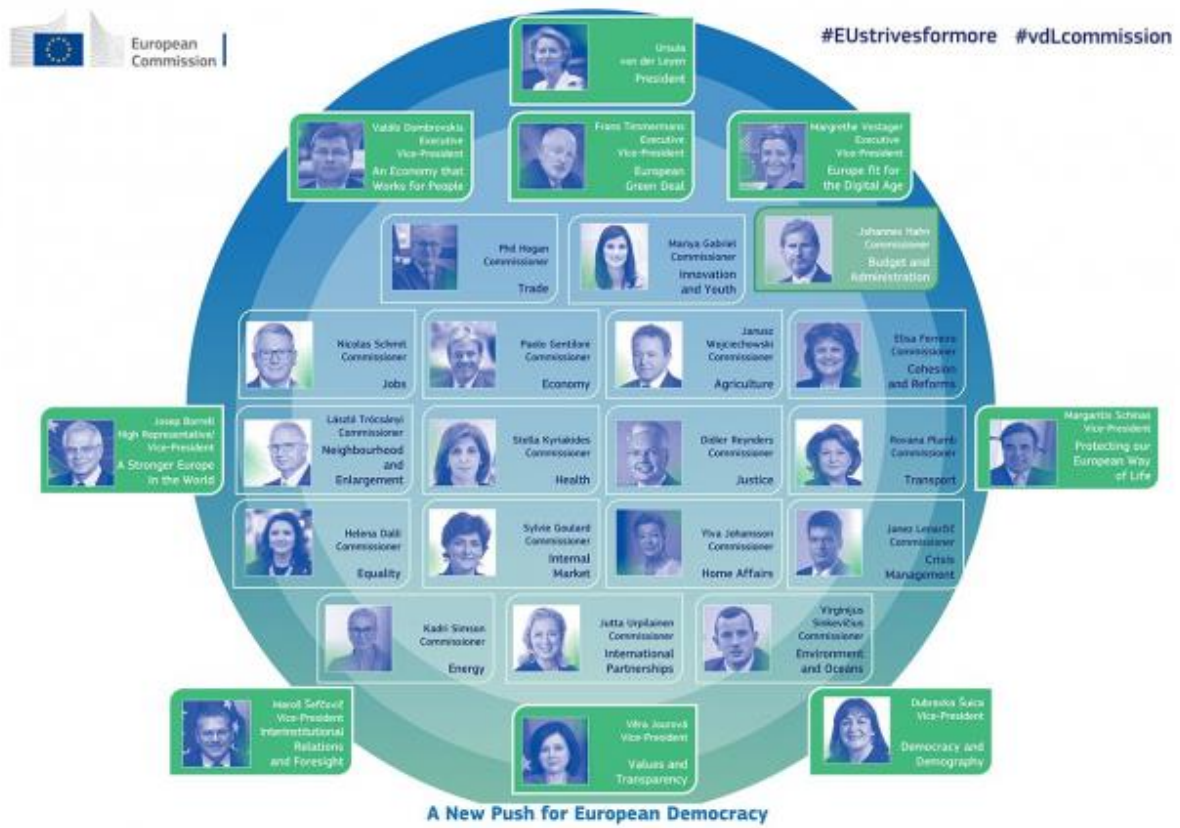
II.5. The European Union and its functioning

Organigram of the political system with the seven institutions of the Union in blue, national / intergovernmental elements in orange



Source: https://en.wikipedia.org/wiki/European_Union

The European Commission of Ursula von der Leyen, 2019



Source: <https://europeanjusticeforum.org/recent/news/von-der-leyen-unveils-the-structure-of-the-new-european-commission/>

II.6. Public Relation

Public relation is a conscious, planned communication activity whose responsibility is to gain and maintain the understanding, sympathy, and appreciation of the people whose opinions directly or indirectly influence the market position of the organisation.



Public Relation Tools

- lectures forums
- news conferences
- exhibitions
- lobbying
- publications

Television, press, radio, and internet advertisements are tools of both Public Relations and Advertising, and this is the reason why the boundaries of the two areas are fading.

Advertising Tools

- Television Advertisements
- Radio Advertisements
- Press Advertisements
- Out-of-Home Advertisements
- Internet Advertisements
- Public Relations
- Direct Marketing – Direct Mail
- Event Marketing
- Exhibitions and Fairs
- Sponsorships
- Search Engine Optimisation
- Social Media Marketing

References

https://en.wikipedia.org/wiki/Public_relations
<https://www.business.qld.gov.au/running-business/marketing-sales/marketing-promotion/pr/tools-activities>
<https://www.brandpoint.com/blog/earned-owned-paid-media/>

II.7. Fundraising and available funds
The six basic fundraising steps for the Dialogator

- Step 1: Know your needs in terms of organising a dialogue activity.
- Step 2: Describe your needs and your NGO profile.
- Step 3: Research donors that are a match for your NGO and your dialogue activity's objectives and target groups.
- Step 4: Network and reach out to these donors before sending a proposal.
- Step 5: Develop a detailed and appropriate application.
- Step 6: Follow up and persist.

Fundraising at the local/regional level

Source	Description
Private persons	donations – smaller amounts from private income important: the receiving organisation must have a permission to issue donation receipts so that the donors can claim a tax deduction
Enterprises	donations – giving money without return service sponsoring – giving money with return service, e.g. advertisement by mentioning the sponsors
Foundations	Promoting a concrete purpose for the common welfare at the local or regional level, e.g. education, art, culture, environment
Monetary fines	Court-ordered payment of money to a non-profit organisation; a registration of the organisation at the Higher Regional Court is necessary
Funding programmes	Financing of voluntary services for the common welfare in different fields by local/regional or Federal Country authorities, fund administrators or banks; based on according funding guidelines,

	applications must be submitted at certain deadlines; as a rule, co-financing
--	--

7.3 Fundraising at the national level

Source	Description
Foundations	Promoting a concrete purpose for the common welfare with activities implemented at the local, regional or national level, in specific fields
Lotteries	A part of the income from the lottery is spent for non-profit projects in different fields, e.g. inclusion, democracy, sport, environment, based on funding guidelines; applications must be submitted at certain deadlines; as a rule, co-financing
Funding programmes	Financing of voluntary services for the common welfare in different fields by national authorities or fund administrators; based on according funding guidelines, applications must be submitted at certain deadlines; as a rule, co-financing

7.4 Fundraising at the European level

Source	Description
Funding programmes	<p>Financing of European projects for the benefit of different target groups in different fields by the European Commission; based on according funding guidelines, applications must be submitted at certain deadlines; as a rule, co-financing; implementation by a consortium of partners from different countries; minimum and maximum durations; planning an appropriate time for preparing the application</p> <p>ERASMUS+: https://eacea.ec.europa.eu/erasmus-plus</p> <p>CITIZENS, EQUALITY, RIGHTS and VALUES PROGRAMME (CERV): https://ec.europa.eu/info/funding-tenders/opportunities/portal/screen/programmes/cerv</p>

Reference:

Detiger E., FundsforNGOs

II.8. Verbal and non-verbal communication

Verbal Communication is a type of oral communication wherein the message is transmitted through the spoken words. Here the sender gives words to his feelings, thoughts, ideas and opinions and expresses them in the form of speeches, discussions, presentations, and conversations.

Non-Verbal Communication (NVC) is the act of conveying information without the use of words. Nonverbal communication occurs through facial expressions, gestures, body language, tone of voice, and other physical indications of mood, attitude, approbation, and so forth, some of which may require knowledge of the culture or subculture to understand (APA,ND).

The main differences between Verbal and Non-verbal communication:

Basis	Verbal communication	Non-verbal communication
1. Use of word	Verbal communication uses oral or written words.	Non-verbal communication not uses any oral or written words.
2. Types	Verbal communications two types: Oral and written.	Non-verbal communications may various types: visual, audio, audio-visual, silent etc.
3. Understand	Easy to understand.	Difficult to understand
4. Structured	Verbal communications highly structured.	Non-verbal communication lacks in formal structure.
5. Distortion of information	Less possibility of distortion of information.	High possibility of distortion of information.
6. Continuity	Verbal communication begins and ends with words.	Non-verbal communication continues until the purpose achieved.
7. Feedback	Verbal communication gives a less and delayed feedback.	Non-verbal communication gives a lot of feedback.

Source: <https://thebusinesscommunication.com/kinds-of-non-verbal-communication/>

II.9. Interculturality

In today's globalised world, where cultural diversity increases with the constant changes in society, interculturality plays an important role in allowing us to interact with each other. With the evolution in telecommunications and the development of transport and tourism, the opportunities for intercultural dialogue have increased more than ever, and in this situation interculturality is needed as a structured, widely-shared and pro-active effort to achieve social cohesion and the harmonious interaction of people with different identities (Council of Europe, 2008). As culture evolves, there are more differences between socio-cultural contexts, to which interculturality appears as a way for understanding diversity and being comprehensive towards the multiple ethnicities, religions, languages and nationalities within a community. Thus, it is the purpose of this theoretical chapter to present what interculturality means, its objectives and some methods to achieve it and having a more inclusive society.

Interculturality refers to the respectful relationships and interactions between individuals, identities and groups from different cultural backgrounds (Briceño V., n.d.). It is important as, in general terms, it aims the promotion of respect for human rights and the appreciation of our multicultural world. Based on the previous definition, it may appear as interculturality is simple, but it is important to mention that the term has evolved from complex discussions around culture in anthropological and social sciences through time. Therefore, it can also be defined with regards to the understanding of patterns of inequality, differences and diversity (Dietz, 2018). This is where interculturality also becomes a tool for people from different cultures and backgrounds to learn and understand beyond their own culture without rejecting their beliefs, to be open to the culture of others, allowing the development of empathy without generalizations, prejudices or stereotypes concerning the differences between people of different cultures (Briceño V., n.d.).

As a general and main objective, interculturality seeks to construct a multicultural environment, with a peaceful and respectful interaction among people in the society. As a tool for the generation of respectful relationships among diverse individuals, it also seeks to achieve:

- Effective communication for the understanding of intercultural differences and avoid misunderstandings;
- Understanding other cultures while keeping the own culture;
- Increasing people's feeling of belonging in different settings of the society;
- Openness to new perceptions and cultural forms of reality, without leaving the own identity;

- Adaptability of people to different situations such as in multilingual and multicultural environments of daily activities;
- Cooperation in society, experiencing diversity as an advantage for learning and problem solving;
- Awareness and respect for others and their differences.

In order to promote a positive community life between individuals with different backgrounds and cultures, people are prompt to develop intercultural competences and communication, as individuals are the central element for interculturality and holders of rights. Hence, in the following table some of the methods in which interculturality can be achieved are presented through the development of intercultural competences:

Intercultural competences	How?
Personal qualities and dispositions	<ul style="list-style-type: none"> • Generation of self-awareness, denoting that own behaviour may be strange to others, and also promoting the recognition of the self-values and beliefs. • Promoting acceptance by highlighting the qualities of others and forgiveness to faux pas with comprehensive dialogue. • By laying the focus on positive things and helping to manage negative emotions through respectful dialogue and mutual understanding.
Knowledge and ideas	<ul style="list-style-type: none"> • By gathering information through research on the own culture and the others' culture. • Generating openness to new ideas, through equal participation and dignity, with the premise that no culture is better than the other. • Promoting goals orientation based on found similarities. • Promoting reconciling solutions, integrating different approaches and perspectives.
Communication	<ul style="list-style-type: none"> • Through communication management: adaptation of a common language, or adjustment of the vocabulary. • Establishing communication networks and channels. • Promoting active listening and clarifying the meaning of specific words if necessary, promoting asking questions. • Structuring and sharing background information for mutual understanding. • Promoting language flexibility for different communication styles, depending on the purpose (e.g. informal or formal).

Relationships	<ul style="list-style-type: none"> • By welcoming strangers or ‘others’ and promoting the importance of building a diverse network of friends and acquaintances. • Through rapport building, highlighting the mutual benefits of having connections on a personal and professional level with people from different backgrounds. • Promoting the understanding of different contexts and highlighting the benefits of having people with different cultures and experiences.
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Source: Table created by the author, based on the competency framework for effective intercultural interaction (Global People, 2011a, 2011c, 2011b, 2012; Praxmarer, 2010).

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II.10. Risk and conflict management

Several risks may arise during a dialogue activity/event. The Dialogue Conductor/ Dialogator must be able to identify, score and rank the various risks involved in organizing, hosting and funding dialogue events. Moreover, he/she needs to develop a proactive plan for handling these risks before the event. Always keep in mind the five basic steps of Risk Management Planning (Becker, 2004):



Conflicts are common, especially when discussing and exchanging opinions in the context of a dialogue. The Dialogue Conductor/Dialogator should be able to understand what a conflict is and know how to resolve it. Always remember the 5 conflict management styles, as well as where and under which circumstances they may be applicable and/or preferred (Thomas & Kilmann, 1977) & (Tarik 2018):

1. Competing

-Win-lose approach

-The Dialogator **acts in a very assertive way** to achieve his/her own goals.

-No cooperation with other participants.

-This approach is appropriate in emergencies, when time is of the essence.

2. Avoiding

-The Dialogator is being unassertive and uncooperative.

-The Dialogator neither pursues his/her own concerns nor those of the participants.

-The Dialogator does not deal with the conflict.

-Avoiding an issue is one way a Dialogator may attempt to resolve conflict. This works well when the issue is trivial or when the Dialogator's interference could escalate the conflict.

3. Accomodating

-The Dialogator is acting in an unassertive and cooperative way.

-The Dialogator neglects his/her own concerns to satisfy the concerns of the participants, yielding to other points of view.

-This approach can be particularly effective in cases where some participants may have expert knowledge on the subject being addressed.

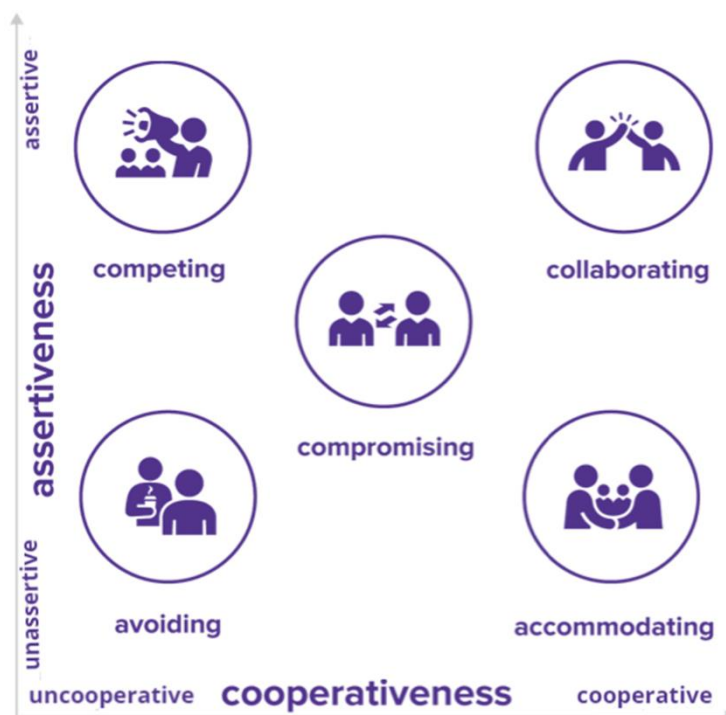
4. Collaborating

-The Dialogator acts in an assertive and cooperative way.

-Collaborative working is an attempt to work with others to reach a solution that fully satisfies their concerns. It means digging into an issue to pinpoint the underlying needs and wants of all the individuals involved.

5. Compromising

-This style is moderate in both assertiveness and cooperativeness. The objective is to find a mutually acceptable solution that partially satisfies both parties.



Source: <https://idfive.com/agency/insights/5-conflict-styles/>

Assertiveness: The extent to which a Dialogator is willing to assert his/her own position, needs, opinions, and concerns.

Cooperativeness: The extent to which a Dialogator tries to listen to the position, needs, opinions, and concerns of others.

Conflict Styles Pros and Cons (Lazier,2017):

Style	Pros	Cons
1. Competing	Can be effective during certain difficult situations, like in a crisis, when decisions need to be made immediately.	Can be perceived as aggressive and can harm relationships.
2. Avoiding	Can be appropriate when more time is needed to think about the conflict and how to best approach it.	Can lead the participants to believe that the Dialogator lacks concern about the issues addressed.
3. Accommodating	Can be useful in preserving relationships.	If used very often, it can result in feelings of resentment and regret by the participants.
4. Collaborating	Can build trust, respect and relationships among participants and the Dialogator.	Can be very time consuming.
5. Compromising	Can reach a resolution more quickly than other styles while showing concern for all participants.	Can limit the number of possible creative solutions and might, unintentionally, compromise the result of the dialogue.

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III. Best practise examples for Dialogue Activities

Dialogue Activity: Photo Contest (Online)

Implemented on: 29.03. – 15.04.2021 in: Razlog, Bulgaria

Checklist "The Planning"		Checklist "The Preparation"	
Background/ purpose	To create a space for creative expression and co-operation between different cultural and social groups	Applied methods	Photography
Learning outcomes	Improved understanding of the need of the people with disabilities. Increased consciousness about the difficulties that people with disabilities face. Improved sense of tolerance and acceptance towards people with disabilities.	Dialogator/s, Volunteers, multipliers	Four dialogators involved, more than 20 volunteers. The participants in the contest could act as multipliers.
Potential participants (target group)	Professional and amateur photographers representatives of the target groups	Necessary equipment/material	Photographic equipment
Potential participants (officials, politicians etc.)	Amateur photographers, representatives of NGOs, representatives of official institutions as long as they are interested in the topic	Recruitment of participants	Artists, young people and representatives of interested organisations and institutions concerned by the topic.
Total no of participants	Direct participants 10 Indirect users 350+	Stakeholders that should be involved	Representatives of NGOs, representatives of official institutions, representatives of cultural and educational institutions
Internal spreading of information	Mailing lists, social media channels, phone calls, publications in relevant websites.	Necessary expenses	Human resources
Dates/ duration	29.03. – 15.04.2021	Evaluation methods/ instruments	Feedback received from the participants in the contest and the beneficiaries of its results.
Budget estimation	1.500 Euro	Public Relation means	Conventional and social media channels
Possible risks and solutions	lack of interest on behalf of potential participants -> to change the way of promotion and to find more effective channels to reach potential participants		

Checklist "The implementation"		Checklist "The Evaluation"	
Authorisation for taking photos and publishing articles about the event	Yes	Evaluation methods/ instruments	Feedback was received from the participants in the contest and the beneficiaries of ist results.
Public Relation means	Conventional and social media channels	Lessons Learned	Art is a tool that connects diverse target groups. It influences the public and leaves significant emotional impact over the targeted public and changes attitudes.
Documentation (photos, minutes)	Yes	Letters of thanks to...	Letters of thanks were sent to all the participants in the photo contest
Certificates, confirmation of participation	Confirmation of participation	Public Relation	Information was spread through all social channels. Press releases were sent to media and journalist. The publication was shared on our Website, Facebook and Instagram

TOPICS

- LGBT
- Refugees
- Minorities
- Disabled
- Roma
- Unemployed
- Homeless People

PHOTOGRAPHY CONTEST

Organized by:

THE PIECES OF THE PUZZLE
Many flowers make a bouquet



SEND US YOUR TWO BEST PHOTOS AND GET A FANTASTIC PRIZE

Submission Period
29th March 2021 10.00 am
until 15th April 2021 06.00 pm

Eligibility
Bulgarians or residents in Bulgaria who are over 15 years old.

Contact Us From:
photocontestit@gmail.com

Free Participation







Dialogue Activity: Street Art Festival

Implemented on: 06./07.07.2021 in Razlog, Bulgaria

Checklist "The Planning"		Checklist "The Preparation"	
Background/ purpose	To create a space for creative expression and cooperation between different cultural and social groups	Applied methods	Informal methods
Learning outcomes	Improved understanding and co-operation between different social and cultural groups involved in the festival. Increased knowledge and awareness about each other's needs, attitudes and points of view. Improved sense of tolerance and acceptance of the other.	Dialogator/s, Volunteers, multipliers	Three dialogators and more than 20 volunteers involved. All the directly involved participants can act as multipliers of the event.
Potential participants (target group)	Local community members, artists, people with disabilities, youngsters	Location	Razlog
Potential participants (officials, politicians etc.)	Representatives of NGOs, Razlog Municipality, representatives of official institutions as long as they are interested in the festival	Necessary equipment/ material	Tables, chairs, sound equipment, tripods, different types of paints and sprays, canvases, musical instruments, photographic equipment
Total no of participants	250+	Recruitment of participants	Artists, young people and people with disabilities interested in the forms of art presented at the festival
Internal spreading of information	Mailing lists, social media channels, phone calls, publications in relevant websites.	Stakeholders that should be involved	Representatives of NGOs, representatives of official institutions, representatives of cultural and educational institutions
Dates (2 options)	29.06. – 30.06.2021 06.07. – 07.07.2021	Other external service providers needed	Sound system and logistics
Budget estimation	2.500 Euro	Necessary expenses	Logistics, rent of equipment, purchase of materials and consumables, board and lodging of the participants, transport, fees.
Location	Razlog		
Possible risks and solutions	Bad weather -> organise the activities indoor (but the effect will not be the same).	Finances	Co-financed by ERASMUS+

Covid 19 precautions	The event will be held in an open air and the only requirement applied is the participants to keep distance of 1.5 m between themselves.	Evaluation methods/ instruments	Group evaluation held with the involved artists, feedback received from the participants in the festival
		Public Relation means	Conventional and social media channels

Checklist "The implementation"		Checklist "The Evaluation"	
Covid 19 precautions	The event was held in an open air and the participants were asked to keep distance of 1.5 m between themselves	Evaluation methods/ instruments	Group evaluation held with the involved artists, feedback received from the participants in the festival
Public Relation means	Conventional and social media channels	Minutes on the event	Report
		Lessons Learned	Art and culture are always a good means to create space for dialogue, understanding and acceptance.
		Letters of thanks to...	Letters of thanks were sent to Razlog municipality for providing the space and the permit to organise the festival in the central part. Letters of thanks were also sent to the company that provided part of its wall to be painted with graffiti.
		Public Relation	Information was spread through all social channels. Press releases were sent to media and journalist. Radio Blagoevgrad issued and interview about the festival and National TV released a reportage about it.

Dialogue Activity: Study Visits in Institutions Working with People with Disabilities

Implemented on: 28./29.09.2021 in Razlog, Bulgaria

Checklist "The Planning"		Checklist "The Preparation"	
Background/ purpose	To create a space for direct communication and interaction between people with disabilities and the local community.	Applied methods	Informal methods Study visits
Learning outcomes	Improved interaction, understanding, and co-operation between people with disabilities and the representatives of the local community. Increased knowledge and awareness about needs of the people with disabilities. Improved sense of tolerance and acceptance of the other.	Dialogator/s, Volunteers, multipliers	Three dialogators involved. All the directly involved participants can act as multipliers of the event.
Potential participants (target group)	Local community members People with disabilities	Location	Razlog Municipality
Potential participants (officials, politicians etc.)	Representatives of NGOs, representatives of social institutions as long as they are interested in the study visit	Recruitment of participants	Local community members People with disabilities Representatives of NGOs and social institutions on the territory of Razlog Municipality
Total no of participants	20	Stakeholders that should be involved	Representatives of NGOs, representatives of official institutions, representatives of social institutions
Internal spreading of information	Mailing lists, social media channels, phone calls.	Necessary expenses	Purchase of materials and consumables, transport, refreshments and catering.
Dates (2 options)	21 – 22 September 2021 28 - 29 September 2021	Finances	Fully financed by IIC
Location	Razlog Municipality	Evaluation methods/ instruments	Feedback received from the participants in the study visits.
Budget estimation	250 Euro	Public Relation means	IIC's Youtube channel, Facebook, Instagram, Website
Possible risks and solutions	Covid 19 restrictions -> following them.		


Covid 19 precautions	The event will be held complying with the requirements and restrictions related to Covid 19 - no more than 10 participants at once and keeping the distance of 1.5 m.		
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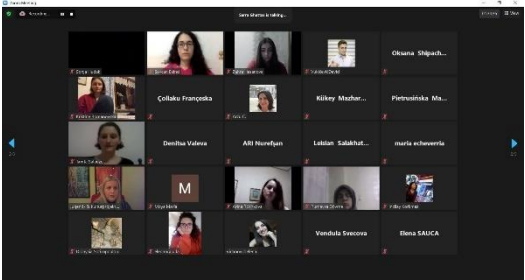
Checklist “The implementation”		Checklist “The Evaluation”	
Covid 19 precautions	The event was held complying with the requirements and restrictions related to Covid 19 - no more than 10 participants and keeping the distance of 1.5m.	Evaluation methods/ instruments	Feedback received from the participants in the study visits.
		Minutes on the event	Report
		Lessons Learned	Getting closer to the way of living of people with disabilities makes the people more tolerant, comprehensive, open-minded and responsive to their needs.
		Letters of thanks to...	Letters of thanks were sent to the two institutions that hosted the study visits
		Public Relation	IIC’s Youtube channel, Facebook, Instagram, Website

Dialogue Activity: Forum Theatre (online)

Implemented on: 18./19.02.2021 in Dresden, Germany

Checklist "The Planning"		Checklist "The Preparation"	
Background/ purpose	The main topic discussed and presented was the role of Forum Theatre as a tool of intercultural mediation in multicultural and pluralistic societies.	Duration/ programme	18.02.2021 6:00 p.m. Presenting the Pro-Dialogue project and introducing the dialogue activity "Forum Theatre" 6:30 p.m. Introduction about the following topics and discussion: Cultural Identity, Interculturality, Intercultural dialogue, Intercultural Competence 7:30 p.m. Intercultural mediation and Activities/case studies where participants work in groups and discuss. 19.02.2021 7.00 p.m. Forum Theatre as a tool for intercultural dialogue and how it is applied 8:30 p.m. Conclusion & Debriefing
Learning outcomes	Intercultural competence is an important element of intercultural dialogue Forum Theatre is a powerful tool for raising awareness about social issues which is also used in intercultural mediation Interculturality is a vital element of multicultural, open and democratic societies	Applied methods	Power point presentations about Interculturality, Intercultural dialogue, intercultural competence and Forum Theatre and parallel discussion on each of the topic, activities such as case-studies where participants worked in groups through break-out rooms. Then, participants come back to the main group and share their findings and what they discussed.
Participants (target group)	Young people aged between 18 and 30 years old, university students, teachers, young migrants and young people that belong to minorities, NGO practitioners, trainers, social workers and youth workers, young European volunteers, trainees etc.	Dialogator/s	Jessica Richter Stefan May
Internal spreading of information	Promotion of the dialogue activity on the website and FB of JKPeV and on different online platforms	Volunteers, multipliers	Young European volunteers
Date (2 options)	11./12.02.2021 18./19.02.2021	Necessary equipment/material	Internet, laptops and computers, power point presentations, annotate button, poll everywhere, activity sheets

Possible risks and solutions	Lack of readiness to listen to and accept the opinions of the others Different opinions Some participants didn't participate so actively, some others were speaking quite a lot and insisted on their opinions	Recruitment of participants	Online registration process
 <p>Forum theatre as tool for inclusion and empowerment</p>	Public Relation means	Online promotion on social media channels and online platforms	
	Stakeholders that should be involved	NGOs, community centres, school teachers, university lecturers	
	Speaker/s, lecturer/s	Dimitra Zervaki & Myrto-Helena Pertsinidi	
	Necessary expenses	Staff costs for the preparation of the contents, the promotion and the implementation of the activity	
	Finances	Fully financed by JKPeV	
	Evaluation methods/ instruments	Questionnaire filled out by the participants Feedback talks of trainers, dialogators and the participants	


Checklist "The implementation"		Checklist "The Evaluation"	
Material of the speakers (PPP etc.)	PPTs	Evaluation methods/ instruments	Questionnaire filled out by the participants Debriefing and evaluation of the participants
Handouts/ material to spread	Activity sheets	Minutes on the event	Notes taken by the trainers
Reception of participants	Welcoming the participants online and doing some ice-breakers online	Lessons Learned	Understand that participants have different learning needs, expectations and knowledge level on the discussed topics, and it is not possible to fulfil everyone's needs. Learning to learn and to listen to different opinions and experiences is very important.
Authorisation for taking photos and publishing articles about the event	GDPR signing sheet		
Public Relation means	Online promotion		
Documentation (photos, minutes)	Photos, PPPs		



Certificates, confirmation of participation	Certificates of Attendance were awarded.
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Dialogue Activity: Coffee Talk (online)

Implemented on: 24./26.02.2021 in Dresden, Germany

Checklist "The Planning"		Checklist "The Preparation"	
Background/ purpose	Members of the LGBTIQ community, minority groups, migrants and refugees had the opportunity to speak about their experiences having been discriminated and treated as "others".	Duration/ programme	24.02.2021 6:00 p.m. Introduction about the Pro Dialogue project and the "Forum Theatre" dialogue activity 26.02.2021 6:00 p.m. Presentation and discussion on Intercultural Communication, Intercultural Sensitivity and Intercultural Competence, Prejudices, Stereotypes and the model of development of intercultural sensitivity (DMIS) by Dr Milton Bennett 7:00 p.m. Coffee talk and exchange of experiences 8:00 p.m. Conclusion & Debriefing
Learning outcomes	Intercultural sensitivity is vital to overcome prejudices, stereotypes and pre-established ideas. Intercultural mediation can facilitate dialogue and resolve any conflicts between two or more different parties. Being inclusive and interculturally competent and sensitive are the keys to tackle any form of discrimination.	Applied methods	Presentation Open discussions in groups through break-out rooms and with the whole group of participants sharing their experiences
Participants (target group)	Young people aged between 18 and 30 years old, professionals over 18 years old, university students, teachers, young migrants, people that belong to the LGBTIQ community, young people that belong to minorities, NGO practitioners, trainers, social workers and youth workers, young European volunteers, trainees etc.	Dialogator/s	Jessica Richter Stefan May


Internal spreading of information	Promotion of the dialogue activity on the website and FB of JKPeV and on different online platforms	Volunteers, multipliers	Young European volunteers
Date (2 options)	24.02.2021 26.02.2021	Necessary equipment/material	Internet, laptops and computers, power point presentations, annotate button, poll everywhere, activity sheets
Possible risks and solutions	Lack of readiness to listen to and accept the opinions of the others Different opinions	Recruitment of participants	Online registration process
	Public Relation means		Online promotion on social media channels and online platforms
	Speaker/s, lecturer/s		Dimitra Zervaki & Myrto-Helena Pertsinidi
	Necessary expenses		Staff costs for the preparation of the contents, the promotion and the implementation of the activity
	Evaluation methods/instruments		Questionnaire filled out by the participants Feedback talks of trainers, dialogators, and the participants

Checklist "The implementation"		Checklist "The Evaluation"	
Material of the speakers (PPP etc.)	PPPs	Evaluation methods/instruments	Questionnaire filled by the participants Feedback talks of the class teachers
Handouts/material to spread	Activity sheets	Minutes on the event	Notes taken by the trainers
Reception of participants	Welcoming the participants online and doing some ice-breakers online	Lessons Learned	Learning to learn and to listen to different opinions and experiences is very important
Authorisation for taking photos and publishing articles about the event	GDPR signing sheet	<ul style="list-style-type: none"> • Refugees, migrants, asylum seekers • Roma • Members of ethnic or national minorities • Lesbian, Gay, Bisexual and Transgender people (LGBT) • Unemployed people • Homeless people • People with handicap  	
Public Relation means	The promotion and the dissemination of the dialogue activity was done online		
Documentation (photos, minutes)	Photos PPTs		
Certificates, confirmation of participation	Certificates of Attendance were awarded.		

Dialogue Activity: Full Moon Gallery

Implemented on: 26.05.2021 in Dresden, Germany

Checklist "The Planning"		Checklist "The Preparation"	
Background/ purpose	<p>The event was dedicated to the connection between art and dialogue and the adventure that could entail by discovering the "unknown". The discussion was very focused on the fear of the "unknown" and how art and dialogue can bring us closer so as to overcome stereotypes and prejudices.</p> <p>In the event there were artists, people that belong to the LGBT community, some of which are artists, minority groups and migrants who are either artists or have a great interest in art. An informal discussion was initiated by JKPeV Dialogators focused on the pandemic and how much artists, young people and vulnerable groups have been affected by the covid-19 crisis and the pandemic.</p>	Duration/ programme	<p>7:00 p.m. short introduction about the Pro Dialogue project</p> <p>8:00 p.m. Opening of the exhibition of the Full Moon Gallery "Art is an adventure"</p> <p>8:30 p.m. Discussion "Art and dialogue – an adventure and challenge"</p>
Learning outcomes	<ul style="list-style-type: none"> • Interculturality through dialogue and art • Overcoming stereotypes and prejudices through art and dialogue <p>Having the courage and challenging yourself to get out of your comfort zone by facing the "unknown"</p>	Applied methods	Art exhibition by Leonore Adler and discussion on art and dialogue promoting interculturality and overcoming stereotypes and prejudices-
Participants (target group)	Artists, young people and older people belonging to LGBT community, migrant community having a great interest in art and dialgue	Dialogator/s	Jessica Richter Stefan May Olga Yocheva
Potential participants (officials, politicians etc.)	Established artists, activists from NGOs	Volunteers, multipliers	Young European volunteers
Total no of participants	50	Location	Full Moon Gallery at KulturCentrale

Internal spreading of information	Promotion of the dialogue activity on the website and FB of JKPeV, Full Moon Gallery, Full Moon Gallery and on different online platforms	Necessary equipment/material	Tools and materials in order to set up the exhibition
Date (2 options)	20.05.2021 27.05.2021	Public Relation means	Online promotion on social media channels and online platforms
Location	Full Moon Gallery at KulturCentrale, Hechtstraße 17, Dresden 01097 Germany	Stakeholders that should be involved	NGOs, art centres, artists, LGBT community, migrant community, social centres
Possible risks and solutions	Not able to predict if many people would join the event due to the pandemic Possibility to cancel the event Different opinions which could though me solved through dialogue	Speaker/s, lecturer/s	Stefan Kiehne, Olga Yocheva, Stefan May and Leonore Adler
	Necessary expenses	Staff costs for the preparation, promotion, establishment and dismantling of the exhibition	
	Finances	Fully financed by JKPeV	
	Evaluation methods/instruments	Open discussion	

Checklist "The implementation"		Checklist "The Evaluation"	
Material of the speakers (PPP etc.)	Artworks	Evaluation methods/instruments	Feedback given by the guests
Room arrangements	The Full Moon Gallery room of KulturCentrale was provided	Lessons Learned	Overcoming fears and stereotypes and having the courage to take the first step and meet the "unknown" or the "other"
Reception of participants	Welcoming the guests with an opening speech by Stefan Kiehne		
Authorisation for taking photos and publishing articles about the event	JKPeV team members asked orally the guests if they were fine to be photographed/video documented and if the material could be used for disseminating the results of the event		
Refreshment, catering	coffee, tea, water, lemonade, sparkling wine, cookies, cake and chips		
Public Relation means	The promotion and the dissemination of the dialogue activity was mainly done online		
Documentation (photos, minutes)	Photos that were published online		




Dialogue Activity: Culture against Hate Speech

Implemented on: 04./05.06.2021 in Athens, Greece

Checklist "The Planning"		Checklist "The Preparation"	
Background/ purpose	<p>There are negative stereotypes and prejudice for people, especially women, coming from Russia and the former Soviet Union states in Greek society, despite the fact that Russian speaking migrant communities are some of the oldest communities in Greece with more than 3 decades of co-existence. The migration crisis in Greece in combination with the crisis of the Greek-Russian diplomatic and political relationships did not help in the direction of overcoming stereotypes and prejudice. Purpose of the event would be to bring people from different communities together in an exhibition where Greek and Russian doll artists exhibit their works together and use their art in an intercultural dialogue against hate speech.</p>	Duration/ programme	<p>04.06.2021 5:30 p.m. Opening of the exhibition 5:45 p.m. Greetings from the officials and brief presentation of the project 6:00 – 9:00 p.m. Exhibition along with dialogue activities, i.e. creators will present their work to the visitors, discuss on cultural issues and daily life, express their feelings and share common values</p> <p>05.06.2021 5:30 – 8:30 p.m. Exhibition along with dialogue activities, i.e. creators will present their work to the visitors, discuss on cultural issues and daily life, express their feelings and share common values. Organisation of THINK TANK Dialogues.</p>
Learning outcomes	<p>Culture can help fight hate speech and misinformation. Culture and dialogue are the best defences of modern democracy against hate speech, discrimination and fake news. Multiculturalism - We are all different, but our differences are what unite us. Cultural osmosis, co-existence and mutual understanding between people from different cultures is a key element of the progress of a democratic society free from hatred and discrimination.</p> <p>The precious elements offered by each culture (dolls, costumes, traditions, values, myths, etc.) is equally important together in creating a society that combats the dangerous mix of hate speech and misinformation.</p> <p>Openness towards different people and cultures through art and social dialogue offers ways out of the crisis of values in democracy.</p>	Applied methods	<p>Intercultural Exhibition (dolls and photography exhibition) & Open Dialogue between creators and participants</p>

Potential participants (target group)	<p>Greeks and members of the Russian communities in Greece.</p> <p>People interested in arts, photography and traditional handmade dolls.</p> <p>Artists interested in the combat against hate speech and fake news.</p> <p>People interested in immigrant rights and human rights.</p>	Dialogator/s, Volunteers, multipliers	<p>Dialogators: Mr. Patsalidis Dimitris Mrs. Thoma Efthymia</p> <p>Volunteers: Mr Efstratios Soubassakis, Mrs. Helen Efraimiadou Mrs. Dina Saranti</p> <p>Multiplier: Eugenia Kritsevskagia, President of Coordinating Council of Russian Compatriots of Greece, Vice-President of Cultural and Development Centre "AVANTGARDE"</p>
Potential participants (officials, politicians etc.)	<p>Alexander Homenko, Cultural Attache of the Embassy of the Russian Federation in Athens and Director of the Russian Scientific and Cultural Center of Athens "Russian House"</p> <p>Eugenia Kritsevskagia, President of Coordinating Council of Russian Compatriots of Greece, Vice-President of Cultural and Development Centre "AVANTGARDE"</p> <p>Efthymios Bakas, f. Representative of the General Secretariat of Lifelong Learning at the Hellenic Ministry of Education</p> <p>NGOs and co-operatives working with migrants</p> <p>Art/Cultural Co-operatives</p>	Location	Impact Hub of Athens, 28 Karaiskaki str, 10554, Athens, Greece
Internal spreading of information	Info about the dialogue activity will be disseminated via email invitations and social media posts.	Necessary equipment/material	Projector, PC, exhibition tables, tables for discussion and chairs for the artists and the participants
Dates (2 options)	04-05/06/2021 05-06/06/2021	Recruitment of participants	Done by the Dialogators and the volunteers in close co-operation with BIO and Avantgarde Culture and Development Center.
Location	Impact Hub of Athens, 28 Karaiskaki str, 10554, Athens, Greece	Stakeholders that should be involved	Other NGOs in the field, Migrant Communities Cultural Clubs, Secretariat of Lifelong Learning, Embassies/diplomats of countries with migrant minorities in Greece

<p>Budget estimation</p>	<p>3.170 €</p>	<p>Speaker/s, lecturer/s</p>	<p>No speakers / No lectures involved only Greetings from the following officials: President of BIO Project Manager of "Pro Dialogue" Cultural Attaché of the Embassy of the Russian Federation in Athens. Representative of the organisation of Russian speaking migrant communities in Greece and Avantgarde Culture and Development Center. Representative of the General Secretariat of Lifelong Learning at the Hellenic Ministry of Education</p>
<p>Possible risks and solutions</p>	<p>Organisational Risks: Covid-19 restriction measures could affect the number of participants and stakeholders interested to participate in the dialogue event -> Covid-19 measures will be respected during the implementation of the dialogue events, all participants will be invited early and will be informed regarding our plan for attending the venue in groups with safety measures and adequate time to see the exhibition and participate in the dialogues.</p> <p>Communicational Risks: Poor Communication between the artists and the migrant communities represented and involved that could affect the outcome of the dialogues negatively and could create disputes and controversies. Poor communication with officials and lack of interest of the latter to attend to the dialogue event -> For the best results in terms of communication with artists from different communities and the Russian speaking community in Athens we chose to co-operate with an experienced cultural organisation specialised in Russian Culture such as Avantgarde Culture and Development Center with specialised curators and translators that could overcome lingual and cultural barriers between participants. Furthermore, the involved representatives of the Russian speaking community of Greece and diplomatic officials will also work for the best in terms of respect and co-operation towards the goals of the event.</p>	<p>Other external service providers needed</p>	<p>1.240 € 3 days renting of the room (equipment is included) 230 € buffet for the opening 500 € printings, consumables 800 € administrative support 400 € graphic design including the production of a short trailer</p>

	<p>Early invitations and notice as well as a detailed description of the project and the goals of the dialogue event were given to the invited officials in order to secure their participation in the event.</p> <p>Time and Schedule Risks: Schedule overrun may occur due to the number of exhibits and artists in combination with the limited number of people allowed in the room due to Covid-19 restrictions -> a tight schedule will be held in order to avoid schedule overrun, dialogues will have appointed duration and all groups will have adequate time to see all the exhibits and discuss with the artists.</p>		
Covid 19 precautions	<p>The event will comply with all safety and health standards for the prevention of the spread of COVID-19. These following measures will be kept during the event: obligatory wearing of masks, keeping proper distance, temperature monitoring at the entrance of the venue, selection of large venue for the dialogue event, open windows for refreshing of air in the venue, use antiseptic gel/sanitizer for hands, limitation of participants in the room according to the square meters of the room. The participants can be divided in two or three groups in order to attend to the exhibition and participate in the dialogue sessions. The catering will be prepared and served during the event, with respect to all safety and health measures.</p>	Necessary expenses	<p>Graphic design and Printing costs (Photographs, Posters and flyers) Rent for the Venue including computer and sound engineer for the exhibition room (Impact Hub of Athens) Traditional buffet (finger food soft drinks)</p>
	Finances	<p>Completely financed by BIO's fund for cultural activities.</p> <p>Usage of an electronic infrared thermometer at the reception for monitoring the temperature of participants Reminder to all participants that they should wear masks and keep proper distances at all times. Open windows during the preparation of the room Antiseptic gel pump bottles on all tables Entering of the exhibition room in groups Respecting all safety and health measures (gloves, servers, clean paper plates, clean paper glasses) during the preparation and the serving of the catering.</p>	



Evaluation methods/ instruments	<p>Feedback from the artists who co-operated in the dialogue event</p> <p>Oral comments from the participants towards the artists and the dialogators</p> <p>Feedback in social media posts</p>
Public Relation means	<p>Invitations through e-mails</p> <p>Small Social Media Campaign through posts from the participating artists.</p> <p>Small Social Media Campaign through posts in BIO's and Avantgarde's social media pages.</p> <p>Press releases and short articles in BIO and Avantgarde Cultural Center websites.</p>

Checklist "The implementation"		Checklist "The Evaluation"	
Material of the speakers (PPP etc.)	Notes of the creators/artists hanged next to the exhibits describing their work.	Evaluation methods/ instruments	<p>Feedback from the artists who co-operated in the dialogue event</p> <p>Oral comments from the participants towards the artists and the dialogators</p>
Handouts/ material to spread	Flyers of the project Flyers with information from the artists	Minutes on the event	Extended Press Release was disseminated
Room arrangements	The room has been prepared with the tables arranged in a U-Shape style in order to give the chance and the proper space to all participants to observe the cultural exhibition and discuss with the artists and between them. Moreover, the room was divided in 3 zones: a) cultural exhibition and dialogues zone, b) podium space for official greetings, c) catering tables /buffet for light meal.	Lessons Learned	Organising a dialogue cultural event between different nationalities is a challenge. Through this process, involved parties shared common problems that were solved through common solutions. Collaboration succeeded through building trust, creating the spirit of common values and through the appreciation of the "different" as the base for developing an "honest" and positive dialogue.
Name badges, information signs etc.	All presentations, info flyers, posters and signs used in the dialogue event follow the publicity rules of the project (logo of the project, Erasmus + logo etc.)	Letters of thanks to...	<p>All artists and officials involved</p> <p>All volunteers involved</p> <p>Avantgarde Culture and Development Center for supporting and co-hosting the Event.</p> <p>In addition, special thanks were given at the end of the trailer produced.</p>
Reception of participants	There is a waiting space for participants at the beautiful garden and the hall of Impact Hub of Athens, where participants sign the attendance list, receive their gift bag and wait for their turn to enter the Exhibition and Dialogues Room.		

Covid 19 precautions	The event complied with all safety and health standards for the prevention of the spread of COVID-19.
Authorisation for taking photos and publishing articles about the event	When the participants were invited and filled in their participation forms, they were informed that with their participation they accepted that they may appear in photographs, videos and other types of public material.
Refreshment, catering	Catering containing of traditional Russian finger food, wine, soft drinks and water.
Public Relation means	<p>Invitations through emails</p> <p>Small Social Media Campaign through posts from the participating artists.</p> <p>Small Social Media Campaign through posts in BIO's and Avantgarde's social media pages.</p> <p>Press releases and short articles in BIO and Avantgarde Cultural Center websites.</p>
Documentation (photos, minutes)	Photos, videos, extended Press Release, trailer
Take aways/ little presents	An ecological bag with printed message for the protection of the environment funded by the Green Fund (Hellenic Ministry of Environment), containing: i) the project info flyer, ii) a 2021 calendar with paintings from the Youth Bios Olympiads organised in Saint Petersburg every year and poems of famous Greek and Russian artists in both languages, ii) the book "Mythos" regarding Greek Mythology and the environment [BIO publication], iii) the book Biopolicy – the bioethics of climate change mitigation environment [BIO publication], was given to all participants.
Certificates, confirmation of participation	In appreciation of their support, BIO awarded honorary distinctions to all participating artists, as well as to Elvina Tsantekidis for her warm embrace of the project. All visitors signed an attendance list and a certification of participation was available upon request.




Dialogue Activity: Camp Fire Talk

Implemented on: 27.07.2021 in Kiskunhalas, Hungary

Checklist "The Planning"		Checklist "The Preparation"	
Background/ purpose	The purpose of the event was to talk about the every-day discrimination of Roma. Concretely, Roma should have the opportunity to talk about discrimination experiences and their impact for their feelings and their wellbeing. On the other hand, members of the majority should be able to think about reasons for the discrimination and ideas how to remove prejudice and stereotypes and how to prevent hate speech against Roma.	Duration/ programme	6:00 p.m. Joint Dinner with parallel introduction of the project "Pro Dialogue" 7:00 p.m. Camp Fire Talk
Learning outcomes	In what situations are Roma discriminated in every day live What could be the reasons for it What can Roma and the majority do against them	Applied methods	Casual exchange of experiences ideas in the pleasant atmosphere of a Camp Fire
Participants (target group)	Roma from Bács-Kiskun County Majority members	Dialogator/s	Éva Szabo Laura Bardi
Potential participants (officials, politicians etc.)	Representatives of Roma Self-Governments	Volunteers, multipliers	Blanka Csabi
Total no of participants	60	Necessary equipment/ material	Fire wood, prepared questions that should be spoken about
Internal spreading of information	Spreading information by the team members of HEEDA Contacting of leaders of Roma communities and Roma Self-Government Co-operation with the University of Szeged	Necessary expenses	Staff costs for the preparation and implementation of the dinner and the event Fire wood Food
Date (2 options)	20.07.2021 27.07.2021	Finances	Fully financed by HEEDA
Location	Pici-Paci Porta Bogárzó 0241/3 hrsz. HU – 6400 Kiskunhalas	Evaluation methods/ instruments	Questioning of the participants

Possible risks and solutions	<p>Lack of interest of potential participants -> spreading the information through additional channels</p> <p>One side discussion of problems by the one or the other group -> well prepared moderation by the dialogators</p>
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Checklist "The implementation"		Checklist "The Evaluation"	
Arrangements of the facility	Preparation of the dining room and the camp fire	Evaluation methods/ instruments	Feedback given by the participants
Reception of participants	Welcoming of the guests by the president of HEEDA and the Dialogators and multipliers	Lessons Learned	<p>Overcoming prejudices and stereotypes starts with talking to each other and not about each other</p> <p>Getting to know the point of view of the other side, is always helpful to reflect on the own behaviour and on the consequences of our words or actions</p>
Authorisation for taking photos and publishing articles about the event	Oral questioning of the participants		
Refreshment, catering	Joint dinner before the actual Camp Fire Talk		
Public Relation means	The promotion and the dissemination of the dialogue activity was mainly done online and from mouth-to-mouth		

Dialogue Activity: Story Telling for kids

Implemented on: 20.10.2021 in Mélykút, Hungary

Checklist "The Planning"		Checklist "The Preparation"	
Background/ purpose	Children are a good "medium" to get information and conclusions to adults. Furthermore, the sooner a person learns how enriching diversity is and how much people have in common – even though they have different cultural, social and educational backgrounds, the better. Fairy tales are loved by everyone. Thus, they are a good instrument to bring people together and to teach them about the other culture in a nice informal way without saying so.	Duration/ programme	10:00 a.m. Opening of the dialogue activity and introduction of the participants and guests 10:15 a.m. Story telling 11:00 a.m. Exchange of thoughts concerning similarities and differences of the fairy tales from the majority and from the Roma -> drawing conclusions 11:30 a.m. Joint brunch with all participants and guests
Learning outcomes	Similarity and differences between Roma fairy tales and fairy tales read by the majority Promotion of the preservation of cultural heritage Culture as instrument for detecting things that majority and minority have in common	Applied methods	Story telling
Participants (target group)	Pupils from the Roma community and the majority	Volunteers, multipliers	Blanka Csabi Béla Burai
Potential participants (officials, politicians etc.)	Kovács Tamás – mayor of Mélykút Keresztes József – principal of the primary school „Szent Tamás Katolikus Általános Iskola”, Mélykút Hurton Zoltán – director of the Cultural Center, Mélykút Gömöriné Somogyi Nóra – teacher in the primary school Csorba Mariann – library director „Fenyő Miksa” in Mélykút Béla Burai – President of the Roma Self-Government Mélykút	Necessary equipment/ material	Prepared fairy tales
Total no of participants	30	Necessary expenses	Staff costs for the preparation and implementation of the brunch and the event Food

Internal spreading of information	Phone conversations with the school, the Roma community and Roma Self-Government Mélykút Official invitations towards the mayor, the Family and Child Welfare Centre and other officials	Finances	Fully financed by HEEDA
Date (2 options)	20.10.2021 29.10.2021	Evaluation methods/ instruments	Questioning of the children and young people Feedback talks with the officials
Location	The Library of Mélykút Petőfi tér 2 HU – 6449 Mélykút		
Possible risks and solutions	Lack of interest of attention and concentration by the children and young people -> involvement of the teachers and persons of trust from the Roma community Too long fairy tales -> selection of fairy tales with a reasonable extension		

Checklist "The implementation"		Checklist "The Evaluation"	
Arrangements of the room	Creating a pleasant atmosphere for reading and listening to the fairy tales	Evaluation methods/ instruments	Feedback given by the participants and guests
Reception of participants	Welcoming of the participants by the teachers and leaders of the Roma community/Roma Self-Government of Mélykút	Lessons Learned	Culture, particularly fairy tales, are an excellent instrument to open the hearts and minds of people Overcoming prejudices and stereotypes starts with talking to each other and not about each other Children should not be left out of the integration process, they can play an important role
Authorisation for taking photos and publishing articles about the event	Agreement with the teachers and the officials		
Refreshment, catering	Sandwiches and sweets for the children, different drinks		
Public Relation means	The promotion and the dissemination of the dialogue activity was mainly done online and from mouth-to-mouth		

Dialogue Activity: Exhibition about cultural traits of majority and minority

Implemented on: 26.04. – 10.05.2021 in Bitola, North Macedonia

Checklist "The Planning"		Checklist "The Preparation"	
Background/ purpose	<p>North Macedonia is a country with a large diversity of minorities, and more often they live in separate communities, rarely mixing with the majority of the population. We would like to organise this activity in order to bring the cultures of the majority and minorities of North Macedonia closer, to realise the similarities and appreciate the differences which contribute to the enrichment of our country.</p>	Duration/ programme	<p>26.04.2021 Publishing an open call for photographs on the topic cultural traits of majority and minorities in North Macedonia</p> <p>03.05.2021 Closing the open call and selection of photographs. Informing the selected photographers and inviting them to the final exhibition.</p> <p>04.-09.05.2021 Preparation of the exhibition – printing the photographs and setting up the exhibition space</p> <p>10.05.2021 Exhibition</p> <p>11:00 a.m Opening of the exhibition and welcome speech - by Milcho Duli</p> <p>11:15 a.m Presenting all the exhibited photographers and their topics/stories behind their photographs, inviting the participants to enjoy the exhibition, with respecting the distance and all safety measures – by Katerina Popovska</p> <p>11:30 a.m Speeches prepared from the photographers</p> <p>12:00 p.m informal networking and open discussion between the participants</p>

Learning outcomes	Promoting the different cultures that co-exist in North Macedonia Exploring the different cultural traits of the majority and minorities Seeing cultures through the eyes of the observers (the photographers) Open a discussion about the similarities and differences of the many cultures in North Macedonia	Applied methods	Exhibition Informal speeches and discussion.
Potential participants (target group)	People living in the Bitola region, belonging to different ethnic and minority groups.	Dialogator/s, Volunteers, multipliers	Gilip Gagovski, Simona Sidorovska (dialogators) Teodora Krstevska, Jan Bekirov, Ivan Iloski, Kristijan Mundishev (multipliers) Simona Kalica, Jovana Kalica, Bojan Stojkovski, Petar Tomski, Darko Boshkovski (volunteers)
Potential participants (officials, politicians etc.)	Photographers, artists and members of the DLUB (Artist's club of Bitola), the president of DLUB, youth workers and representatives of the NGO sector and representatives from different educational institutions (High Schools and Universities)	Location	The preparatory activities for the exhibition will first take place at the Sfera Offices (sorting the photographs and preparing them for the exhibition) and then at the location of the Exhibition Porta Jazz Coffee bar or The foyer of the Cultural Center of Bitola
Total no of participants	50	Necessary equipment/material	List of participants, pens, camera and tripod, posters and catalogs.
Internal spreading of information	Spreading the information through our regular information channels (website and social media accounts, newsletter and emails) and sending out special invitations to stakeholders.	Recruitment of participants	Sfera staff, Dialogators, multipliers and volunteers will all share this task.
Location	Porta Jazz Coffee bar or The foyer of the Cultural Center of Bitola	Stakeholders that should be involved	Youth workers and representatives of the NGO sector and representatives from different educational institutions (High Schools and Universities), representatives from different minority groups.
Budget estimation	300 €	Speaker/s, lecturer/s	Milcho Duli and Katerina Popovska (speakers)

Possible risks and solutions	<p>Covid 19 restrictions (maybe the 2 possible locations are closed) -> postponement of the event until the locations re-open or organising a virtual exhibition and inviting the participants to join the online exhibition via ZOOM or Google; meetings, where we will prepare a video of all the photos and have them uploaded on our website as a virtual gallery.</p> <p>People are scared to visit -> opening the exhibition for 1 week</p> <p>Lack of applicants with photographs -> enhancing our promotion, reach out to more people and NGOs, and add the option of a prize for the best photograph, to motivate participation.</p>	Necessary expenses	<p>50 € Printing the photographs</p> <p>50 € Materials for the exhibition (framings and stands)</p> <p>70 € Printing posters and catalogues</p> <p>130 € Drinks and snacks for the participants</p> <p>50 € Staff costs for the Dialogators</p> <p>25 € Social media sponsored posts for calls for photographers</p> <p>25 € Promotional sponsored posts</p>
Covid 19 precautions	We will follow all the safety protocols for the Covid 19 virus, ensuring distance, providing disinfection for the participants, obligatory masks.	Finances	Completely financed by SFERA INTERNATIONAL



Covid 19 precautions	We will follow all the safety protocols for the COVID-19 virus, ensuring distance, providing disinfection for the participants, obligatory masks.
Evaluation methods/ instruments	Online evaluation form sent to the participants and photographers.
Public Relation means	Articles and posts on Sfera's website social media pages.

Checklist "The implementation"		Checklist "The Evaluation"	
Material of the speakers (PPP etc.)	None	Evaluation methods/ instruments	Online questionnaire for the event
Handouts/ material to spread	Brochure of the project	Minutes on the event	Minutes are written by SFERA member from the discussion of the visitors
Room arrangements	Was an outside event in a park because of COVID regulations	Lessons Learned	Lot of diverse areas in North Macedonia with the cultural aspect that the photographers catch the moments
Name badges, information signs etc.	Poster at the beginning of the park	Letters of thanks to...	The printing company Grafoprom for giving discounts for the materials printed

Reception of participants	One volunteer from SFERA was welcoming the guests at a table and was asking them to sign the participant list and then were guided to the present table and the exhibition itself.	Public Relation	Facebook and Instragram posts
Covid 19 precautions	The event was outside so distance and open-air events a part of the restrictions. Also, there was a corner with disinfection liquid.		
Authorisation for taking photos and publishing articles about the event	Was done online		
Refreshment, catering	There was refreshment for a neighborhood coffee bar and sweets from a neighbor's pancake shop.		
Public Relation means	Article on social media and invitation for the local press.		
Documentation (photos, minutes)	Youtube video		
Take aways/ little presents	We give each visitor a small present an artistic badge, branded chocolate, and branded water bottle from the project		



Dialogue Activity: Fishbowl Discussion

Implemented on: 28.05.2021 in Bitola, North Macedonia

Checklist "The Planning"		Checklist "The Preparation"	
Background/ purpose	The purpose of the fishbowl discussion is to hear the opinion, experience and ideas of young people, about fake news and hate speech via the internet. Besides the voice of the youth, we will hear a professional opinion of a guest speaker, law university professor Diogen Hadzi Kosta Milevski.	Duration/ programme	12:00 a.m. Opening and welcome by the President Milcho Duli 12:15 p.m. Introduction of the programme and the objective of the event by guest speaker Diogen 12:30 p.m. Start of the discussion 13:30 p.m. Final words and speech from the guest speaker 13:50 p.m. Closing of the event 14:00 p.m. Refreshment and networking
Learning outcomes	Raising awareness on fake news and hate speech Practicing of public speaking by the young people Young people gain new information about fake news, how to spot them and gain a more critical approach to information from the internet	Applied methods	Fishbowl discussion - A fishbowl conversation is a form of dialogue that can be used when discussing topics within large groups. Fishbowl conversations are sometimes also used in participatory events such as unconferences. The advantage of fishbowl is that it allows the entire group to participate in a conversation.
Potential participants (target group)	Students/young people from Bitola aged 18-30	Dialogator/s, Volunteers, multipliers	Simona Sidrovska Filip Gagov
Potential participants (officials, politicians etc.)	Students Experts in field University professors Journalists	Location	City park Bitola
Total no of participants	25	Necessary equipment/ material	speaker, laptop, pens, paper.
Internal spreading of information	Social media campaign, FB and other groups of volunteers and newsletter	Recruitment of participants	Sfera staff, Dialogators, multipliers and volunteer
Dates (2 options)	26.05.2021 28.05.2021	Stakeholders that should be involved	Students high school and university, youth from NGOs, youth workers

Location	City park Bitola	Speaker/s, lecturer/s	Milcho Duli and Diogen Hadzi Kosta Milevski
Budget estimation	500 €	Necessary expenses	Renting equipment 100 € Staff costs for the Dialogators 50 € Speakers and moderators 200 € Promotion on social media 25 € Printing materials 25 €
Possible risks and solutions	Lack of interest in the topic by young people -> spreading the information among our stakeholders, contacting professors and university workers and other NGOs. Curfews and group gathering limitations on the given dates because of the Covid 19 pandemic -> postponing the event for another date where these restrictions will not be taking place. Bad weather -> we will find an alternative location indoors or bring tents.	Finances	Fully financed by Sfera INTERNATIONAL



Covid 19 precautions	We will follow all the safety protocols from the government for Covid 19
Evaluation methods/instruments	Online evaluation sent to all participants after the event.
Public Relation means	Articles on Sfera website, social media and local news papers

Checklist "The implementation"		Checklist "The Evaluation"	
Material of the speakers (PPP etc.)	None	Evaluation methods/instruments	Online questionnaire for the event
Handouts/material to spread	Brochure of the project	Minutes on the event	Minutes are written by Sfera member from the discussion of the visitors
Room arrangements	Was an outside event in a park because of COVID regulations	Lessons Learned	Lot of diverse areas in North Macedonia with the cultural aspect that the photographers catch the moments
Name badges, information signs etc.	Poster at the beginning of the park	Letters of thanks to...	The printing company Grafoprom for giving discounts for the materials printed

Reception of participants	One volunteer from Sfera was welcoming the guests at a table and was asking them to sign the participant list and then were guided to the present table and the exhibition itself.	Public Relation	Facebook and Instagram posts
Covid 19 precautions	The event was outside so distance and open-air events a part of the restrictions. Also, there was a corner with disinfection liquid.		
Authorisation for taking photos and publishing articles about the event	Was done online		
Refreshment, catering	There was refreshment for a neighborhood coffee bar and sweets from a neighbor's pancake shop.		
Public Relation means	Article on social media and invitation for the local press.		
Documentation (photos, minutes)	Youtube video		
Take aways/ little presents	We gave each visitor a small present – an artistic badge, branded chocolate, and branded water bottle from the project		



Dialogue Activity: Quiz of Knowledge

Implemented on: 18.06.2021 in Bitola, North Macedonia

Checklist "The Planning"		Checklist "The Preparation"	
Background/ purpose	The purpose of the quiz is to check the knowledge of young people about Europe, the culture and cultural traits of different minorities, and to engage them in a conversation on these topics and the topic of our project.	Duration/ programme	20:00 p.m. Opening and welcome by the President Milcho Duli 20:15 p.m. Introduction of the project and the objective of the event 20.30 p.m. Quiz 21:00 p.m. Results from the Competition and awards for the best teams 21:15 p.m. Closing of the event 21:30 p.m. Refreshment and networking
Learning outcomes	Young people learn more about Europe, the culture and cultural traits of different minorities Young people practice public speaking Young people gain new information about fake news, how to spot them and gain a more critical approach to information from the internet	Applied methods	A quiz is a form of game or mind sport in which players attempt to answer questions correctly about a certain or variety of subjects. Quizzes can be used as a brief assessment in education and similar fields to measure growth in knowledge, abilities, or skills. They can also be televised for entertainment purposes, often in a game show format.
Potential participants (target group)	Students/young people from Bitola aged 18 - 30	Dialogator/s, Volunteers, multipliers	Simona Sidrovska Filip Gagov
Potential participants (officials, politicians etc.)	Students Experts in field University professors Journalists	Location	City park Bitola
Total no of participants	25	Necessary equipment/ material	Open space room, quiz, speaker, projector, laptop, pens, paper.
Internal spreading of information	Social media campaign, FB and other groups of volunteers and newsletter	Recruitment of participants	Sfera staff, Dialogators, multipliers and volunteer
Dates (2 options)	11.06.2021 18.06.2021	Stakeholders that should be involved	Students high school and university, youth from NGOs, youth workers

Location	City park Bitola	Speaker/s, lecturer/s	Milcho Duli and Katerina Popovska
Budget estimation	400 €	Necessary expenses	150 € Renting equipment 50 € Staff costs for the Dialogators 150 € Photographer and videographer 25 € Promotion on social media 25 € Printing materials
Possible risks and solutions	Lack of interest in the topic by young people -> spreading the information among our stakeholders, contacting professors and university workers and other NGOs. Curfews and group gathering limitations -> postponing the event for another date Bad weather -> we will find an alternative location indoors or bring tents	Finances	Fully financed by Sfera INTERNATIONAL
Covid 19 precautions	Because of the Covid 19 pandemic we decided to organise the event outdoors in the city park, and still everyone will be obligated to wear masks and we will respect the distance between the participants	Covid 19 precautions	We will follow all the safety protocols from the government for Covid 19
		Evaluation methods/ instruments	Online evaluation sent to all participants after the event.
		Public Relation means	Articles on Sfera's web site, social media and local newspapers

Checklist "The implementation"		Checklist "The Evaluation"	
Material of the speakers (PPP etc.)	PPP presentation about the project, KAHOOT quiz	Evaluation methods/ instruments	Online questionnaire for the event
Handouts/ material to spread	Pro Dialogue brochures	Minutes on the event	Minutes are written by Sfera member from the discussion of the visitors
Room arrangements	The event was held in an outdoor area of Villa Dihovo, the teams were sitting on a long table with distance	Letters of thanks to...	The printing company Grafoprom for giving discounts for the materials printed

Name badges, information signs etc.	Banners and posters about the event were placed around the venue	Lessons Learned	The participants learned a lot of new things about the different cultures in Europe and especially the different cultural traits of the different minorities that live in Europe. They worked in groups so they practiced teamwork and as well as public speaking. They increased their knowledge about fake news and how to spot them on the internet.
Reception of participants	Two volunteers from SFERA (Evgenija and Marija) were welcoming the guests at a table and was asking them to sign the participant list and then were guided to the present table and the exhibition itself.	Public Relation	Sfera's website Sfera's Facebook page Youtube
Authorisation for taking photos and publishing articles about the event	Was done online		
Refreshment, catering	Refreshment and catering were ordered from Villa Dihovo and was served To Go in gift bags for all the present participants.		
Public Relation means	Articles on social media and website, and a video published on Youtube and shared on Social media (FB)		
Take aways/ little presents	Each visitor received a small gift bag with catering, branded chocolate, and branded water bottle from the project		
Certificates, confirmation of participation	List of participants		

Dialogue Activity: Workshop “Acting as a bridge between cultures”

Implemented on: **31.05.2021 in Buzau, Romania**

Checklist “The Planning”		Checklist “The Preparation”	
Background/ purpose	In society, there is much interest in combating hate speech and fake news, but also in identifying the causes and the effect of them and in measures that came take place in order to show good manners and respect, especially with addressing disadvantaged groups.	Duration/ programme	5:00 p.m. Opening and welcome by the Headmaster 5:05 p.m. The Project presentation by the project co-ordinator in SIBC – Anca Harabagiu 5:20 p.m. Training Materials presentation by Communication in English in SIBC Project team – Georgeta Oprea 5:50 p.m. Training Course Presentation by one of Dialogators – Trifan Otilia 6:00 p.m. Interactive workshops on the project topics connected with different target groups in the project by Anca Harabagiu and Georgeta Oprea 6:45 p.m. Feedback – open discussion
Learning outcomes	There is not the only one right culture Each culture is part of the identity of the respective person Different cultures are an enrichment for the society	Applied methods	Workshops: 6 tables with 5 people – 6 groups of participants – each group discussed the causes, the effects of hate speech and fake news, and also about measures that can take place in society.
Potential participants (target group)	Teachers, with student in disadvantages groups	Dialogator/s	Otilia Trifan
Potential participants (officials, politicians etc.)	Headmasters, general school inspector, deputy school inspectors, school inspectors	Volunteers, multipliers	Social and Civic Culture studies Teachers
Total no of participants	30	Location	Auditorium , Teachers House Buzau
Internal spreading of information	Information of all colleagues in the conference of teachers	Necessary equipment/ material	Projector, 6 paper tables, markers, paper sheets, flipchart
Date (2 option)	24.05.2021 31.05.2021	Recruitment of participants	Teachers are free in the methods
Location	Auditorium Teachers House	Public Relation means	Publication in the Local News Paper in June 2021

Possible risks and solutions	Lack of readiness to listen to and accept the opinions of the others; threatening, verbal violence -> Preparing of risk solution instruments as well as involvement of male teachers	Stakeholders that should be involved	School Inspectors
Budget estimation	100 €	Necessary expenses	100 € for refreshments (coffee/tea, cookies/cake)
		Finances	Fully financed by the SIBC
		Evaluation methods/ instruments	Questionnaire filled by the participants Feedback talks of the class teachers Minutes taken by one teacher

Checklist "The implementation"		Checklist "The Evaluation"	
Material of the speakers (PPP etc.)	PPP for introduction and for presentations	Evaluation methods/ instruments	Questionnaire filled by the participants Feedback talks of the teachers and inspectors
Room arrangements	Speaker's desk 6 larger tables standing in an appropriate distance	Minutes on the event	Minutes taken by organisers
Reception of participants	The hosts of the tables welcome the participants asking them to sign the list of participants and the authorisation (see next point) and inviting them to take coffee/tea and cookies/cake.	Lessons Learned	Longer duration between announcement and implementation of the event Voluntariness is absolutely indispensable
Authorisation for taking photos and publishing articles about the event	Written approval at reception	Letters of thanks to...	Teachers House for hosting
Refreshment, catering	Coffee/tea, cookies/cake		
Public Relation means	Internal channels of the School Inspectorate		
Certificates, confirmation of participation	Confirmation of participation		



Dialogue Activity: World Café about “World religions”

Implemented on: 08.04.2021 in Belgrade, Serbia

Checklist “The Planning”		Checklist “The Preparation”	
Orderer/ client (contact details)	National Theatre in Belgrade Director of the National Theatre Mrs Ivana Vujic Phone:+381 63 823 35 35 Email: uprava@narodnopoistoriste.rs	Duration/ programme	4:30 p.m. Welcoming of the guests 5:00 p.m. Opening words by the moderator 5:15 p.m. Start of the World Café 6:00 p.m. Conclusions and end of the event
Background/ purpose	Many people in Serbia have very little knowledge about World religions, and very often this lack of knowledge leads to conflicts and misunderstanding which sometimes have very serious consequence	Applied methods	World Café: 3 tables with 5 questions; 3 groups of participants; each group goes to each table and discusses each question with one representative of the religion; writing of the answers on the paper table-cloth – using the collective knowledge and opinions of all participants
Learning outcomes	All religion preach same values All religions promote peace, respect and understanding It is possible to respect another religion	Dialogator/s	Biljana Tasić
Potential participants (target group)	Students and adults from the majority, Roma	Volunteers, multipliers	Nemanja Mičić, Anka Rađenović Tanja Tasić, Marijana Leštarić, hosts at the tables/representatives of different religions
Potential participants (officials, politicians etc.)	Representatives of the Government and non-governmental institutions Serbian Patriarch – Mr Porfirije Imam of Belgrade – Mufty Jusufspahic Bishop in Serbia - Stanislav Hočevar	Necessary equipment/ material	Flipchart paper and markers
Total no of participants	100	Recruitment of participants	Free invitations by the host theatre and involved actors
Internal spreading of information	Media articles, emails, invitations	Public Relation means	Press articles Media appearances
Location	National Theatre in Belgrade	Stakeholders that should be involved	Governmental and non-governmental bodies
Budget estimation	350 €	Speaker/s, lecturer/s	Serbian Patriarch – Mr Porfirije Imam of Belgrade – Mufty Jusufspahic Bishop in Serbia – Stanislav Hočevar

Intellectual Output 2

Toolkit for Dialogators




Necessary expenses	150 € refreshments 200 € equipment (flyers, markers, flipchart papers)
Income	Funded by the Roma Regional Council, the National Theatre and the Radio Television Vojvodina
Evaluation methods/instruments	Feedback talks after the event Minutes taken by the volunteer in charge




Dialogue Activity: Intercultural Music Evening






Implemented on: 08.04.2021 in Belgrade, Serbia

Checklist "The Planning"		Checklist "The Preparation"	
Orderer/ client (contact details)	National Theatre in Belgrade Director of the National Theatre Mrs Ivana Vujic Phone: +381 63 823 35 35 Email: uprava@narodnopoistoriste.rs	Duration/ programme	6:30 p.m. Welcoming of the guests 7:00 p.m. Opening words by the Ministers, Commissioner for the protection of equality who was emphasising the significance and importance of Roma in their contribution to the music 7:45 p.m. Opening of the music evening by introducing the contribution of Roma and announcing of the musicians who will perform 9:00 p.m. Thanks and end of the event
Background/ purpose	Many people in Serbia like Roma music, but they do not respect Roma and are not aware of the treasury which Roma musicians provided for the majority and their contribution in shaping contemporary music. Purpose of the event would be to enable the majority of the population to see this contribution and richness of the Roma composers and their contribution to contemporary art	Applied methods	Dialogue Music performance Narration
Learning outcomes	Roma in Serbia contributed to the establishment of the contemporary music Roma have significant influence in the process of creating contemporary culture Roma influenced contemporary artists who used motives from music which was composed by Roma and created music pieces which became known world-wide	Dialogator/s	Biljana Tasić
Potential participants (target group)	Roma, non-Roma	Volunteers, multipliers	Nemanja Mičić, Anka Rađenović Tanja Tasić, Marijana Leštarić
Potential participants (officials, politicians etc.)	Famous Roma musicians, famous non-Roma musicians, representatives of the Government and non-governmental institutions	Location	National Theatre in Belgrade

Total no of participants	100	Recruitment of participants	Free invitations by the host theatre and involved actors in the
Internal spreading of information	Media articles, e-mails, invitations	Public Relation means	Press articles Media appearances
Location	National Theatre in Belgrade	Stakeholders that should be involved	Governmental and non-governmental bodies
Budget estimation	3.000 €	Speaker/s, lecturer/s	Ministers and Commissioner for protection of equality
		Necessary expenses	150 € for refreshments 2.680 € for music performers 50 € for the dialogator
		Finances	Completely funded by the RCC organisation
		Evaluation methods/instruments	Feedback talks after the event Minutes taken by the volunteer in charge

Checklist "The implementation"		Checklist "The Evaluation"	
Handouts/material to spread	Programme and description	Evaluation methods/instruments	Feedback talks after the event
Room arrangements	Theatre seats Pulpit	Minutes on the event	Minutes taken by the volunteer in charge
Reception of participants	Host of the event, Director of the National Theatre in Belgrade	Lessons Learned	Bringing Roma culture closer to the majority population and reducing the gap between the majority population in this way more effectively Volunteers are very important
Authorisation for taking photos and publishing articles about the event	Template, to be signed at the reception.	Feedback from the orderer/client	We are invited to repeat this at least once a month
Refreshment, catering	Coffee/tea, cookies/cake	Letters of thanks to...	all Ministries and embassies who took part in the project activity
Public Relation means	More than 10 media publications		
Documentation (photos, minutes)	Photos and videos		
Take aways/little presents	Badges with Roma and Serbian flag		

Questionnaire for getting feedback from participants in shorter dialogue activities (e.g. quiz, study visit, story telling ...)

Dialogue activity: Place: Date:	Logo of the organisation				
					
How did you like the dialogue activity in general?					
How well did you understand the contents of the speeches?					
Did you learn something from the activity for yourself					
Did you feel actively involved in the activity?					
How was the atmosphere in general?					
Would you like to participate in a similar activity in the future?					

Questionnaire for getting feedback from participants in longer or training activities (e.g. training course, exhibition, World Café, workshop ...)

The questions should be adopted based on the kind of activity.

Dialogue activity: Place: Date:	Logo of the organisation
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Dear participant,

Please assess the entire dialogue activity from your point of view! You can give **1 (worst / not at all) – 10 (best / absolutely)** points or answer open questions. Thank you.

	1	2	3	4	5	6	7	8	9	10
1. How do you assess the activity in general?										
2. Did you learn something for yourself during the activity?										
3. Will you be able to use what you have learned in your daily life?										
4. Did you like the methods applied during the activity?										
5. Were the information you received sufficient?										
6. How contented are you with the selection of the presented subjects?										
7. How do you measure the time/duration of the activity?										
8. How do you measure the facilities in which the activity took place (rooms, equipment)?										
9. How do you measure the entire atmosphere during the activity in general?										
10. How do you assess the attendance and support of the host organisation before and during the activity (invitation and information, conversations about the activity)?										

11. What did you like best about the dialogue activity?

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12. Your recommendations for changes/improvements for any future activities.

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Checklist for the planning, preparation, implementation and evaluation of dialogue activities

The aspects included in the checklist should be adopted based on the kind of activity.

Planned dialogue activity:	Logo of the organisation
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Checklist "The Planning"		Checklist "The Preparation"	
Orderer's/ client's contact details (if applicable)		Date	
Background/ purpose		Duration/ programme	
Learning outcomes		Applied methods	
Potential participants (target group)		Dialogator/s, Volunteers, multipliers	
Potential participants (officials, politicians etc.)		Location	
Total no of participants		Necessary equipment/ material	
Internal spreading of information		Recruitment of participants	
Dates (2 options)		Stakeholders that should be involved	
Location		Speaker/s, lecturer/s	
Budget estimation		Other external service providers needed	
Possible risks and solutions		Necessary expenses	
Covid 19 precautions		Finances	

		Covid 19 precautions	
		Evaluation methods/ instruments	
		Public Relation means	

Checklist "The implementation"		Checklist "The Evaluation"	
Material of the speakers (PPP etc.)		Evaluation methods/ instruments	
Handouts/ material to spread		Minutes on the event	
Room arrangements		Lessons Learned	
Name badges, information signs etc.		Feedback from the orderer/ client (if applicable)	
Reception of participants		Letters of thanks to...	
Covid 19 precautions		Public Relation	
Authorisation for taking photos and publishing articles about the event			
Refreshment, catering			
Public Relation means			
Documentation (photos, minutes)			
Take aways/ little presents			
Certificates, confirmation of participation			