

Strategic Partnership

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

INTELLECTUAL OUTPUT 1

Curriculum and training material
for the education of Dialogators

Language version: English



Author
Kontakte für Europa e.V.
Reinsdorfer Straße 23
DE – 08527 Plauen
info@kontakte-fuer-europa.eu

Project number: 2019-1-DE02-KA204-006380

This project is funded with support from the European Commission.
This publication (communication) reflects the views only of the author,
and the Commission cannot be held responsible for any use
which may be made of the information contained therein.

Partner Consortium:



Germany



JUGEND- &
KULTURPROJEKT E.V.

Germany



International Initiatives for Cooperation
Bulgaria

Bulgaria



BIOPOLITICS
INTERNATIONAL
ORGANISATION

Greece



Hungary



S F E R A
INTERNATIONAL

North Macedonia



Romania



Serbia

List of Contents

Chapter I: Introduction

- I.1. Preliminary Remarks
- I.2. Defining the terms: Dialogue and Dialogator
- I.3. The Golden Rules for Dialogators
- I.4. Objectives of the training

Chapter II: Quality Standards for the implementation of the education of Dialogators

- II.1. Quality standards for the institution / equipment
- II.2. Quality standards for the training contents
- II.3. Quality standards for the staff

Chapter III: The course of the training

Chapter IV: The contents of the training

- IV.1. Module 1: Hate Speech and Fake News
- IV.2. Module 2: Target group specific contents
- IV.3. Module 3: Subject specific contents
- IV.4. Module 4: Communication and Intercultural Learning
- IV.5. Module 5: Dialogue activities (adult education measures)

Annexes:

1. Evaluation and certification sheets

- A) Daily Assessment for evaluating the training day
- B) Final Questionnaire for evaluating the entire training
- C) Final Test for the participants
- D) Template for the Course Certificate

CHAPTER I:

Introduction

I.1. Preliminary Remarks

... 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. Defining the terms: Dialogue & Dialogator

“Dialogue is a non-confrontational communication, where both partners are willing to learn from the other and therefore leads much farther into finding new grounds together”

**Dr Scilla Elworthy – Author, activist,
Nobel Peace Prize nominee**

The term dialogue comes from the synthesis of the Greek words «διά» (diá), which means “through”, and «λόγος» (lógos), which is the ability of a person to communicate using a “flow of words”. Nowadays, the term of dialogue is primarily defined as the conversation between two persons or groups of people, in which each of the interlocutors takes turns to express, briefly, a point of view on a topic (Triantafyllidis, 1998; Ropers, 2017, p. 6).

Dialogue is characterised by honesty, mutual respect of opinions, openness and sincere listening, in contrast to the terms “discussion” and “debate”, which focus primarily on the content of a conversation. Additionally, “debate” often includes a competitive component to underline the superiority of one opinion, while “dialogue” implies mutual understanding and the aim to identify common ground. Table 1 presents the main differences between the terms “Dialogue” and “Debate”.

Table 1: Difference between Dialogue and Debate

	Dialogue	Debate
Goal/Purpose	The goal is to understand different perspectives and learn about other views.	The goal is to “win” the argument by affirming one’s own views and discrediting other views.
Participants’ approach	<p>People listen to others to understand how their experiences shape their belief.</p> <p>People accept the experiences of others as real and valid.</p>	<p>People listen to others to find flaws in their arguments.</p> <p>People critique the experiences of others as distorted and invalid.</p>
Dealing with others’ views	<p>People appear to be somewhat open to expanding their understanding of the issue.</p> <p>People speak primarily from their own understanding and experience.</p> <p>People work together toward common understanding.</p>	<p>People appear to be determined not to change their own views on the issue.</p> <p>People speak based on assumption made about others’ positions and motivations.</p> <p>People oppose each other and attempt to prove each other wrong.</p>
Role of emotions	Strong emotions like anger and sadness are appropriate when they convey the intensity of an experience or belief.	Strong emotions like anger are often used to intimidate the other side.

(Source: Schirch and Campt, 2007)

**Curriculum and training material
for the education of Dialogators**

In other words, the essence of a successful dialogue can be summarised in the face-to-face interaction between members with different backgrounds, convictions and opinions, in which they respect each other as human beings and are prepared to listen to each other deeply enough to inspire some kind of change of attitudes or learning which will contribute to a peaceful co-existence (Ropers, 2017, p. 7).

Nowadays, individuals or groups of people can discuss and express their point of view not only with the traditional way in a meeting room, conference and other similar places and occasions, but also online by using web-platforms and applications in order to participate in discussion groups of a given topic either unanimously or using their real names.

Dialogator's 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).

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".

Table 2: Dialogators, Interpreters and Cultural Mediators. Differences and Similarities.

	D	I	CM
Bidirectional between source and target language	Depends on job description	✗	✗ Can be a bit less fluent
Convey information as accurately as possible, while being faithful to the source	✓	✓	✓
Convey only the main message	✓	✗	✓
Acting as a bridge between cultures	✓	✓	✓
Provide cultural advice and context if and when asked	✓	✗ Unless absolutely necessary for comprehension	✓
Liaise with communities, collect information and feed it back to relevant parties	✓	✗	Depends on job description
Use of glossaries and other resources	✓	✓	✓
Verbally translate written information	✓	✗	✗

Verbally translate spoken information	✓	✓	✓
Facilitate communication between two parties	✓	✓	✓
Cultural competence in source and target culture	✓	✓	✓
Provide additional support besides conveying information	✓	✗	✓
Remain impartial and neutral in any situation	✓	✓	✓
Adapt language to target audience	✓	✓	✓
Be sensitive & aware of the target group' s situation	✓	✓	✓
Dialogue planning & hosting	✓	✗	✗
Fundraising for implementing dialogue activities	✓	✗	✗

(Source: Translators without Borders, n.d., pp. 4-5)

Dialogator's 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.

Dialogator's main 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.

**Curriculum and training material
for the education of Dialogators**

- 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.

Dialogator's 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.

I.3. The Golden Rules for Dialogators

The Golden Rules for Dialogators result from a ranking established by the participants in the Pilot Training who could select them from a list of certain Do's and Don'ts the Dialogator should consider when planning, preparing, implementing and evaluating dialogue activities.

1. Be a good listener
2. Respect the group
3. Do not contradict
4. Adjust strategies and approaches to meet the needs of the target group/s
5. Set goals together
6. Celebrate success
7. Avoid debate, encourage the dialogue
8. Establish priorities
9. Involve participants
10. Do not assume, use facts
11. Be relaxed
12. Be honest

I.4. Objectives of the training

Combating hate speech and fake news on the internet and beyond respectively avoiding them requires first of all the improvement of the digital and social (intercultural) competences of all involved people.

On one hand, they need to be able to identify hate speech and fake news, to prevent their distribution and to minimise the connected damages this way. On the other hand, the occurring of hate speech and fake news shall be avoided based on information, education and exchange.

The mentioned aims shall be achieved through a social dialogue at the local/regional level that shall fight the reasons for hate speech and fake news. It shall be based on verifiable information and facts, be led rather rationally than emotionally and exclude abuses and insults. Furthermore, it shall bring concerned and involved people together and ensure that they do not speak about each other but with each other. In that, emphasis are subjects that are oriented on the daily life and that have a direct impact on the living together in the local community.

For that, accordingly educated Dialogators are necessary who are able to limit the dialogue activities thematically and to fill, to organise, to implement and to evaluate them target group and subject specifically.

Therefore, the training aims at the education of Dialogators in order to enable them to plan, prepare, implement and evaluate the described social dialogue at the local/regional level through most different, especially intercultural activities that go beyond the classics "Plenary Discussion" and "Round Table".

At the end of the training, the participants shall also be prepared for training multipliers who will inform about the work of the Dialogators and advertise the dialogue activities towards civil society organisations, educational institutions, welfare associations and NGO as well as public institutions.

CHAPTER II:

Quality Standards for the implementation of the education of Dialogators

II.1. Quality standards for the institution / equipment

II.1.1. Rooms

For the implementation of the education of Dialogators, the institution provides appropriate rooms and furniture. The participants have access to the internet, and a printer is available.

Apart from the seminar rooms, a room for individual consultations is available for the staff and participants.

II.1.2. Equipment

For the lessons, the employed staff obtains the necessary technical means (blackboard, whiteboard and/or flipchart) and audio-visual media (CD player, video respectively DVD player, projector). A basic equipment of consumables and material appropriate and necessary for teaching is available.

Part of that are scripts, reference books, special publications and certain basic legal documents (e.g. the national constitution, Charter of Fundamental Rights of the European Union) in the according number, but also moderation cards, pens, glue, paper etc.

II.2. Quality standards for the training

II.2.1. Training material

The training is implemented based on the Curriculum, particularly the Lesson Plans and with use of the training material and the Toolkit that were elaborated in the frame of the ERASMUS+ project "Pro Dialogue" (2019-1-DE02-KA204-006380).

Selection of participants

For recruiting future Dialogators, different ways are possible, e.g.:

- the course is advertised online and offline and interested people can apply for their participation

**Curriculum and training material
for the education of Dialogators**

- the civil society organisations, educational institutions, welfare associations and NGO as well as public institutions in which the multipliers have advertised the dialogue, demand the education of staff members as Dialogators in order to implement dialogue activities within their organisations/institutions

The advertisement and the final selection of the participants shall be done based on the access criteria fixed under I.3. of this Curriculum.

II.2.2. Group size

In order to make an individual working with the participant possible, the size of the group is as a rule 8 to maximum 12 participants.

II.2.3. Lesson time

The total duration of the course is 84 training units including

2 for introduction

40 presence training

40 homework

2 for the Final Test, its assessment and handing-over of certificates

For fulltime participants, the duration in which the course takes place is 3 weeks. The presence contents are mediated in 8 hours' x 5 days.

For participants completing the course parallel to their job, the duration in which the course takes place is 4 weeks. The presence contents shall be mediated as follows:

2 x 8 training units on a weekend

6 x 4 training units during weeks

The presence and homework times should be implemented rotationally.

II.2.4. Lesson contents

The contents that shall be mediated during the training are determined in Annex I "Course of the Training" and Annex II "Lesson Plans and Training Material" to this Curriculum.

The following prioritisation relating to the times of the course is recommended:

Theory: 60 per cent of the total number of lessons in the course

Practical parts: 40 per cent of the total number of lessons in the course

The contents of the lessons and of the competences that shall be mediated in the single fields are an orientation in order to achieve the described objectives.

II.2.5. Practical parts

The practical parts contribute relevantly to the sustainability of the education, particularly to the planning, preparation, implementation and evaluation of dialogue activities and can include study visits, researches or visits of institutions.

Here, the participants can develop their practical skills, implement the knowledge they gained within the training and can establish a practical perspective for their future work as Dialogators.

II.2.6. Questioning the participants

In order to be able to evaluate the success of the training, the questioning of the participants is indispensable. The institution uses instruments appropriate for the target group. The results are documented and considered for follow-up measures.

The training itself will be evaluated by a final questionnaire.

II.2.7. Evaluation of learning results and validation

In the end of the training, a Final Test will be written by the participants and evaluated by the trainer. The assessment should take place together with the participants so that they get aware of improvement options.

In addition, the participants will be asked to develop "their" Dialogue Activity in terms of planning, preparing, implementing and evaluating in form of a term paper which will be evaluated by the trainer and assessed together with the participant in an individual talk.

At the end of the training, the participants receive a certificate issued by the organisation or institution providing the training.

II.3. Quality standards for the staff

The education of Dialogators demands a relevant professionalism of the staff. In the selection of the trainers, the following aspects are considered:

- Pedagogical and technical qualification
- Professional experiences

Besides, they should have an appropriateness for the participants containing

- Special competence
- Method competence
- Personal, social and intercultural competences.

Intellectual Output 1
Curriculum and training material
for the education of Dialogators

A permanent further qualification of the trainers in the fields relevant for the education of Dialogators is a matter of course. They need to be particularly up-to-date concerning new political decisions, new law, court decisions and developments in the fields of hate speech and fake news.

CHAPTER III:

The course of the Training

III.1. Course of the full-time training (5 x 8 training units)

Training Unit No	Contents
A1	Introduction ... of the project ... of the trainer/s ... of the participants
A2	Introduction ... of the training plan ... of the Toolkit
1	Energiser / Hate Speech (Introduction)
2	Fake News (Introduction)
3	Energiser / Refugees, Migrants, Asylum Seekers
4	Roma
5	Energiser / Members of national or ethnic minorities
6	LGBT
7	Energiser / Unemployed People
8	Homeless People / Questions and Answers / Assessment of the day
9	Repetition / Energiser / People with Disabilities
10	Hate Speech and Fake News in the context of Digitalisation
11	Energiser / Hate Speech and Fake News in the context of Digitalisation
12	Hate Speech and Fake News in the context of the global economic

13	Energiser / Hate Speech and Fake News in the context of the global economic
14	Hate Speech and Fake News in the context of different cultures
15	Energiser / Hate Speech and Fake News in the context of different cultures
16	Hate Speech and Fake News in the context of different religions / Questions and Answers / Assessment of the day
17	Repetition / Energiser / Hate Speech and Fake News in the context of different religions
18	Hate Speech and Fake News in the context of politics
19	Energiser / Hate Speech and Fake News in the context of politics
20	Verbal and non-verbal communication
21	Energiser / Verbal and non-verbal communication
22	Communication techniques
23	Energiser / Communication techniques
24	Intercultural Mediation / Questions and Answers / Assessment of the day
25	Repetition / Energiser / Intercultural Mediation
26	Risk and conflict management
27	Energiser / Risk and conflict management
28	Introduction in the dialogue activities / The planning
29	Energiser / The preparation
30	The preparation
31	Energiser / The preparation
32	The implementation / Questions and Answers / Assessment of the day

33	Repetition / Energiser / The implementation including "The 15 Golden Rules for Dialogators"
34	The implementation
35	Energiser / The implementation
36	Evaluation and Postprocessing
37	Energiser / Public Relations
38	Fundraising
39	Energiser / Fundraising
40	Preparation of the term paper / Questions and Answers / Assessment of the day
Z1	Final Test / Assessment of the course
Z2	Assessment of the test / handing-over of certificates

Individual talks for the assessment of the term papers

III.2. Course of the part-time training
(2 x 8 + 6 x 4 training units)

Training Unit No	Contents
A1	Introduction ... of the project ... of the trainer/s ... of the participants
A2	Introduction ... of the training plan ... of the Toolkit
1	Energiser / Hate Speech (Introduction)
2	Fake News (Introduction)
3	Energiser / Refugees, Migrants, Asylum Seekers
4	Roma
5	Energiser / Members of national or ethnic minorities
6	LGBT
7	Energiser / Unemployed People
8	Homeless People / Questions and Answers / Assessment of the day
9	Repetition / Energiser / People with Disabilities
10	Hate Speech and Fake News in the context of Digitalisation
11	Energiser / Hate Speech and Fake News in the context of Digitalisation
12	Hate Speech and Fake News in the context of the global economic

13	Energiser / Hate Speech and Fake News in the context of the global economic
14	Hate Speech and Fake News in the context of different cultures
15	Energiser / Hate Speech and Fake News in the context of different cultures
16	Hate Speech and Fake News in the context of different religions / Questions and Answers / Assessment of the day
17	Repetition / Energiser / Hate Speech and Fake News in the context of different religions
18	Hate Speech and Fake News in the context of politics
19	Energiser / Hate Speech and Fake News in the context of politics
20	Verbal and non-verbal communication
21	Energiser / Verbal and non-verbal communication
22	Communication techniques / Questions and Answers / Assessment of the day
23	Repetition / Energiser / Communication techniques
24	Intercultural Mediation
25	Energiser / Intercultural Mediation
26	Risk and conflict management
27	Energiser / Risk and conflict management
28	Introduction in the dialogue activities / The planning / Questions and Answers / Assessment of the day
29	Repetition / Energiser / The preparation
30	The preparation
31	Energiser / The preparation
32	The implementation

33	Energiser / The implementation including "The 15 Golden Rules for Dialogators"
34	The implementation
35	Repetition / Energiser / The implementation
36	Evaluation and Postprocessing
37	Energiser / Public Relations
38	Fundraising
39	Energiser / Fundraising
40	Preparation of the term paper / Questions and Answers / Assessment of the day
Z1	Final Test / Assessment of the course
Z2	Assessment of the test / handing-over of certificates

Individual talks for the assessment of the term papers

CHAPTER IV:

The contents of the Training

IV.1. Module 1: Hate Speech and Fake News

IV.1.1. Learning objectives: Hate Speech and Fake News

Knowledge	Skills	Attitudes
<ul style="list-style-type: none"> • Basic and theoretical knowledge of the legal terms: news, fake, hate, speech. • Basic and practical knowledge of what fake news and hate speech are. • Basic and practical knowledge of how different propaganda based on fake news and hate speech can affect people's lives. • Factual knowledge on stats and figures of how many fake news and hate speech we have per year. • Factual and basic knowledge about state and EU policy toward fake news and hate speech. • Basic knowledge of the types of hate speech. 	<ul style="list-style-type: none"> • Define and describe with accuracy basic legal terms such as hate, speech, fake and news. • Recognise, define and describe with accuracy what hate speech and fake news are. • Recognise and describe why hate speech and fake news are being put into the motion. • Recognise and describe the reasons behind fake news and hate speech. • Describe the EU and state strategies regarding to hate speech and fake news. • Recognise hate speech. • Recognise forms of hate speech. 	<ul style="list-style-type: none"> • Awareness of developing critical thinking. • Increased caution when reading news and listening speeches. • Increased regard about the legal frame and laws concerning fake news and hate speech. • Awareness of how hate speech and fake news can affect different groups. • Awareness of the phenomenon of hate speech. • Increased regard for the possible consequences of hate speech.

Intellectual Output 1
Curriculum and training material
for the education of Dialogators

<ul style="list-style-type: none">• Basic knowledge of the reasons for hate speech.• Basic knowledge about how to counter hate speech.	<ul style="list-style-type: none">• Differentiate between hate speech and free speech.	
---------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------	--

IV.2. Module 2: Target group specific contents

IV.2.1. Learning objectives: Refugees, Migrants, Asylum Seekers

Knowledge	Skills	Attitudes
<ul style="list-style-type: none"> • Basic & theoretical knowledge of the legal terms: refugees, migrants, asylum seekers, countries of origins, host countries. • Basic & practical knowledge of the rights and duties of refugees, migrants, asylum seekers in the host countries. • Basic & practical knowledge of the different daily needs of refugees, migrants, asylum seekers in the host countries. • Basic & theoretical knowledge of the reasons of refuging / migrating from the countries of origin to host countries. • Basic and theoretical knowledge of different cultures, ethics, behaviours and gestures of refugees, migrants, asylum seekers and possible differences between them and the culture of the host country. 	<ul style="list-style-type: none"> • Define and describe with accuracy basic legal terms such as refugees, migrants, asylum seekers, countries of origins, host countries. • Recognise, define and describe with accuracy the rights and duties of refugees, migrants, asylum seekers in the host countries. • Recognise and describe with accuracy the daily needs of refugees, migrants, asylum seekers in the host countries. • Recognise and describe the reasons of refuging / migrating from the countries of origin to host countries. • Describe and analyse the situation of refugees, migrants 	<ul style="list-style-type: none"> • Awareness of the vulnerability conditions of refugees, migrants, asylum seekers. • Increased regard and compassion for the psychological traumas and traumatised experiences of refugees, migrants, asylum seekers. • Increased regard about the legal differences between refugees, migrants, asylum seekers. • Openness to new cultures, ethics and cultural differences of refugees, migrants, asylum seekers.

Intellectual Output 1
Curriculum and training material
for the education of Dialogators

<ul style="list-style-type: none"> • Factual knowledge on stats and figures of refugees, migrants and asylum seekers living in EU. • Factual and basic knowledge about the EU integration policies of Third-Country Nationals (refugees, migrants, asylum seekers). 	<p>and asylum seekers in EU.</p> <ul style="list-style-type: none"> • Describe the EU strategies and integration policies of Third-Country Nationals (refugees, migrants, asylum seekers). 	
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

IV.2.2. Learning objectives: Roma

Knowledge	Skills	Attitudes
<ul style="list-style-type: none"> • Basic & theoretical knowledge of the legal terms: Roma, Travellers, Egyptians in different European countries. • Basic & practical knowledge of the rights and duties of Roma in different European countries. • Basic & practical knowledge of the different daily needs of Roma in different European countries. • Basic & theoretical knowledge of the reasons why Roma are scattered all over Europe. • Basic and theoretical knowledge of different cultures, ethics, behaviours and gestures of Roma living in different European countries and possible differences between them and the culture of the country where they are living in. 	<ul style="list-style-type: none"> • Define and describe with accuracy basic legal terms such as Roma. • Recognise, define and describe with accuracy the rights and duties of Roma, Travellers, Egyptians in the European countries. • Recognise and describe with accuracy the daily needs of Roma in European countries. • Recognise and describe the reasons due to which Roma are living in different European countries. • Describe and analyse the situation of Roma in the EU and non-EU countries. • Describe the EU strategies and integration policies towards Roma. 	<ul style="list-style-type: none"> • Awareness of the vulnerability conditions of Roma living in different European countries. • Increased regard and compassion for the psychological traumas and traumatised experiences Roma living in different European countries. • Openness to new cultures, ethics and cultural differences of Roma. • Increased willingness to support members of Roma community in integration.

<ul style="list-style-type: none">• Factual knowledge on stats and figures of Roma living in EU.		
----------------------------------------------------------------------------------------------------------------	--	--

IV.2.3. Learning objectives: Members of national or ethnic minorities

Knowledge	Skills	Attitudes
<ul style="list-style-type: none"> • Theoretical and practical knowledge about the correct terminology regarding the different ethnic or national minorities in the partner countries. • Basic knowledge about the history of the biggest ethnicities and national minorities in the partner countries. • Basic knowledge about the different cultures in the partner countries. • Knowledge about the challenges that minorities are facing in each partner country. • Knowledge in non-formal methodology and tools about integration. 	<ul style="list-style-type: none"> • Defining the correct terms regarding the different ethnicities and being able to practically and correctly use them. • Recognising the importance of the history of each ethnic and national minority in the partner countries. • Recognising the different cultures in the partner countries. • Ability to work in a multicultural environment. • Recognising and evaluating the challenges that minorities are facing in each partner country. • Ability to apply and work with different non-formal methods and tools for integration of minorities. 	<ul style="list-style-type: none"> • Awareness of enquiry-based learning and its application to intercultural learning. • Appreciation of the diversity in cultures and history in the partner countries. • Openness towards different cultures. • Awareness of the challenges that minorities are facing in each partner country. • Openness to learning and using different tools for integration of minorities.

IV.2.4. Learning objectives: Lesbian, Gay, Bisexual and Transgender People (LGBT)

Knowledge	Skills	Attitudes
<ul style="list-style-type: none"> • Theoretical knowledge about the term Lesbian, Gay, Bisexual and Transgender people (LGBT) and its history. • Basic knowledge about sexual orientation and gender identity. • Basic knowledge about behaviour and morality of LGBT people. • Basic knowledge about the biological, social and medical aspects associated with LGBT people. • Factual knowledge about the existing challenges in the integration of LGBT people in European countries. 	<ul style="list-style-type: none"> • Define the term Lesbian, Gay, Bisexual and Transgender people (LGBT). • Define the terms gender identity and sexual orientation. • List explanations for the causes of a person's sexual orientation. • Recognise social, medical and biological aspects associated with LGBT people. • Name challenges LGBT people are facing regarding their integration. • Discuss how the challenges that LGBT people are facing could be addressed effectively. 	<ul style="list-style-type: none"> • Openness to accept LGBT people as they are. • Awareness of issues regarding sexual orientation and gender identity. • Increased willingness to support LGBT people's integration.

IV.2.5. Learning objectives: Unemployed people

Knowledge	Skills	Attitudes
<ul style="list-style-type: none"> • Theoretical knowledge of what unemployment is. • Basic knowledge about the global phenomenon of unemployment. • Factual knowledge about the global phenomenon of unemployment in different areas. • Basic knowledge about the reason for unemployment. • Factual knowledge about the existing challenges in the integration of unemployed people. • Basic knowledge about the EU policies in reducing unemployment. 	<ul style="list-style-type: none"> • Define the term unemployment. • Define the term unemployed person. • Identifying the characteristics of people that are unemployed. • Listing the reasons that lead to unemployment. • Listing ways for reducing unemployment. • Identifying ways of improving skills to achieve personal career goals for unemployed people. • Applying practical methods to develop and improve the professional skills of unemployed people. 	<ul style="list-style-type: none"> • Awareness of the challenges unemployed people are facing. • Openness to tolerance and respect towards unemployed people. • Increased regard for unemployed people. • Openness to support unemployed people to be integrated in the community and in the professional market.

IV.2.6. Learning objectives: Homeless people

Knowledge	Skills	Attitudes
<ul style="list-style-type: none"> • Basic knowledge of the terminology of homelessness. • Factual knowledge of the reasons why people may become homeless in general and in the partner countries. • Specific knowledge of their countries challenges regarding homelessness. • Basic knowledge of typical stereotypes about homeless people. • Basic knowledge about the possibilities to integrate homeless people. 	<ul style="list-style-type: none"> • Define homelessness – terms and reasons. • Define basic reasons for homelessness. • Define the core challenges institutions and society faces regarding homeless people. 	<ul style="list-style-type: none"> • Increased empathy for the homeless. • Awareness of the most prevalent challenges homeless people face. • Openness to integrate homeless people.

IV.2.7. Learning objectives: People with disabilities

Knowledge	Skills	Attitudes
<ul style="list-style-type: none"> • Basic theoretical knowledge about the taxonomy of disabilities according to the WHO and its respective interpretation on European Union and national level. • Basic and practical knowledge of the rights of people with disabilities. • Factual knowledge about the different needs and existing challenges for the integration of people with disabilities on European and national level. • Factual knowledge about exclusive social societal patterns towards people with disabilities leading to their isolation and disintegration. • Basic knowledge about the EU and national policies for social inclusion of people with disabilities. 	<ul style="list-style-type: none"> • Define who is a person with disabilities. • List the rights of people with disabilities. • Define the needs and challenges that people with disabilities face. • Identify the social patterns and behaviours that prevent the inclusion of people with disabilities. • Describe and analyse the situation of people with disabilities in EU and in each country. • Identify the EU and national strategies and policies for the integration of people with disabilities. 	<ul style="list-style-type: none"> • Awareness of the rights, needs and challenges that people with disabilities face. • Increased empathy and compassion towards people with disabilities. • Willingness to support the social integration of people with disabilities. • Openness to apply effective strategies and policies for the integration of people with disabilities.

IV.3. Module 3: Subject specific contents

IV.3.1. Learning objectives: Hate Speech and Fake News in the context of Digitalisation

Knowledge	Skills	Attitudes
<ul style="list-style-type: none"> • Theoretical knowledge about the terms: disinformation, misinformation and real news in relation to digitalisation. • Theoretical knowledge about the term digitalisation. • Factual knowledge about the principles for journalism and real news in the digital era. • Basic knowledge about the type of digital fake news. • Factual knowledge about the ways fake news spreads in the digital era. • Theoretical knowledge about the term filter bubble, the power law and bots. • Factual knowledge about the digital methods and tools that can be used to spot fake news. 	<ul style="list-style-type: none"> • Define the terms disinformation, misinformation, real news and digitalisation. • Name the digital types of fake news. • List the most important digital strategies and methods used for spreading fake news. • Explain the reasons behind the easy spreading of fake news in the digital era. • Apply digital methods and tools to spot fake news. • Recognise the harm fake news can cause in the digital era. • Define the specifics of online hate speech. • Recognise dog whistle. • Recognise negative consequences online hate speech might have. 	<ul style="list-style-type: none"> • Awareness of what are the consequences of fake news on digital communities. • Openness to learn new digital techniques for avoiding fake news. • Increase of confidence in distinguishing the “fake news” from the “real news”. • Awareness of the consequences of online fake news. • Greater confidence in recognising digital hate speech.

<ul style="list-style-type: none">• Basic knowledge about the negative impact of fake news on communities in the digital era.• Basic knowledge of the specifics of online hate speech• Theoretical knowledge about the terms „dog whistle“, hate sites• Factual knowledge about the impact of online hate speech		
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

IV.3.2. Learning objectives: Hate Speech and Fake News in the context of the global economic development

Knowledge	Skills	Attitudes
<ul style="list-style-type: none"> • Basic & theoretical knowledge of the terms: hate speech, fake news, misinformation, disinformation and mal-information. • Practical and factual knowledge on recognising hate speech patterns, the usage of fake news and its intentions. • Theoretical and basic knowledge about the freedom of speech and its boundaries. • Basic knowledge about European legislation on hate speech and fake news. • Factual knowledge regarding which groups of people are targets of hate speech and fake news in EU. • Theoretical knowledge about the impact of social and financial crisis in 	<ul style="list-style-type: none"> • Define and describe with accuracy the terms: hate speech, fake news, misinformation, disinformation and mal-information. • Recognise hate speech patterns and fake news and separate misinformation from disinformation, mal-information and explain the reasons "fake news" is used. • Define and describe with accuracy what is freedom of speech and its boundaries. • Recognise the legal boundaries of hate speech and fake news. • Define and describe which groups of people are targeted by fake news and hate speech in EU. • Recognise and describe the ways the economic development in EU affects hate speech and fake news. 	<ul style="list-style-type: none"> • Awareness of the importance of combating hate speech and fake news. • Increased regard about freedom of speech and the boundaries of hate speech. • Awareness and empathy of the negative impacts hate speech and fake news have on people. • Openness to use new information and techniques in order to combat the spread of fake news and hate speech.

<p>Europe on hate speech.</p> <ul style="list-style-type: none">• Theoretical knowledge about the impact of social and financial crisis in Europe on fake news.• Basic and factual knowledge on the policies and strategies of EU to combat fake news and hate speech.	<ul style="list-style-type: none">• Describe the EU strategies and policies combating fake news and hate speech.	
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------	--

IV.3.3. Learning objectives: Hate Speech and Fake News in the context of different cultures

Knowledge	Skills	Attitudes
<ul style="list-style-type: none"> • Theoretical knowledge on the term of fake news. • Basic knowledge about fake news in connection with civic education. • Factual knowledge on the taxonomy of the fake news. • Basic knowledge about fake news in each partner country context. • Factual knowledge about fake news in connection with online media. • Basic knowledge of the term hate speech. • Basic knowledge about the history of the term and the recent history. • Knowledge of important legal standard of hate speech. • Knowledge of hate speeches in connection with the ability to speak freely. 	<ul style="list-style-type: none"> • Describing fake news in various context and situations of everyday life. • Define the term of fake news as a kind of propaganda. • Identifying the characteristics of fake news. • Synthesising ways of identifying fake news. • Evaluating the negative impact of fake news. • Describing hate speech in different contexts and different cultural contexts. • Evaluating the potential consequences and positives to hate speech. • Apply non-formal learning methods in teaching about the topic of hate speech. • Ability to work in a multicultural environment. 	<ul style="list-style-type: none"> • Awareness of the existence of fake news in society. • Openness to providing analysis in identifying fake news. • Increased regard for understanding of each aspect in each fake news functions. • Openness towards comfortable levels of trust in media. • Awareness of hate speech in society. • Understanding different opinions on the topic and creating an open environment for people to express them. • Openness to working with hate speech in different cultural contexts. • Willingness to work with all age groups when using technology and different types of media.

Intellectual Output 1
Curriculum and training material
for the education of Dialogators

<ul style="list-style-type: none">• Knowledge of different types of hate speech (ex. online, social media, real life).	<ul style="list-style-type: none">• Media competent when identifying hate speech.	
--------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------	--

IV.3.4. Learning objectives: Hate Speech and Fake News in the context of different religions

Knowledge	Skills	Attitudes
<ul style="list-style-type: none"> • Theoretical knowledge on the term of fake news and hate speech. • Theoretical knowledge on the term religion. • Basic knowledge about fake news and hate speech in connection with different religions. • Factual knowledge on the taxonomy of fake news and hate speech in connection with different religions. • Basic knowledge about fake news and hate speech in each partner country's context. • Factual knowledge about fake news and hate speech in connection with different religions. 	<ul style="list-style-type: none"> • Describing fake news and hate speech in various contexts in regard to different religions. • Define the term of fake news and hate speech as a kind of propaganda in regard to different religions. • Identifying the characteristics of fake news and hate speech in relation with different religions. • Synthesising ways of identifying fake news and hate speech in relation to different religions. 	<ul style="list-style-type: none"> • Awareness of the existence of fake news and hate speech in the society. • Openness to identify fake news and hate speech in relation to different religions. • Increased regard for understanding of each aspect in each fake news functions and hate speech in relation to different religions.

IV.3.5. Learning objectives: Hate Speech and Fake News in the context of politics

Knowledge	Skills	Attitudes
<ul style="list-style-type: none"> • Theoretical knowledge about what is hate speech, fake news, disinformation and misinformation. • Basic knowledge on recognising hate speech and fake news. • Theoretical and factual knowledge about the manifestation of hate speech and fake news in the political context. • Factual knowledge about the target audiences that are subject of hate speech and fake news. • Factual knowledge about political scenarios and media through which hate speech and fake news occur and thrive. 	<ul style="list-style-type: none"> • Define hate speech and fake news in the context of politics. • Recognise and detect hate speech and fake news in political discourses and information. • Identify the target audiences being subject to hate speech and fake news and understand the political reason for that. • Understand the political context and the environment in which hate speech and fake news manifest. • Apply effective methods and approaches to respond and counter hate speech and fake news. • Be informed about EU and national legislation concerning hate speech and fake news and how to apply it in practice. 	<ul style="list-style-type: none"> • Increased understanding and knowledge of the manifestations of hate speech and fake news in the context of politics. • Awareness of the importance to fight and counter hate speech and fake news in the political context. • Awareness of the negative and harmful impact hate speech and fake news have on target audiences. • Willingness to combat and counter all manifestations of hate speech. • Willingness to counter fake news. • Openness to apply a multi-dimensional approach to fight hate speech, fake news, disinformation and misinformation.

Intellectual Output 1
Curriculum and training material
for the education of Dialogators

<ul style="list-style-type: none">• Theoretical and practical knowledge on detection and countering strategies concerning hate speech and fake news.• Basic knowledge on legislative frames, ethical and moral norms concerning hate speech and fake news.		
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

IV.4. Module 4: Communication and Intercultural Learning

IV.4.1. Learning objectives: Verbal and Non-verbal Communication

Knowledge	Skills	Attitudes
<ul style="list-style-type: none"> • Theoretical knowledge about the terms verbal and non-verbal communication and its role in everyday life. • Basic knowledge about the meaning of verbal and non-verbal communication. • Factual knowledge about the objective of verbal and non-verbal communication. • Factual knowledge about the methods, tools and activities used in verbal and non-verbal communication. 	<ul style="list-style-type: none"> • Define verbal and non-verbal communication. • Name the objectives of verbal and non-verbal communication. • Describe the role of verbal and non-verbal communication in everyday life. • List the most important methods, tools and activities used in verbal and non-verbal communication. • Apply verbal and non-verbal communication in everyday life. 	<ul style="list-style-type: none"> • Awareness of the importance of verbal and non-verbal communication. • Openness to use techniques and activities in relation to verbal and non-verbal communication.

**IV.4.2. Learning objectives: Communication methods,
techniques and tools**

Knowledge	Skills	Attitudes
<ul style="list-style-type: none"> • Basic knowledge about the broad spectrum of communication. • Basic knowledge important communication tools, main focus on verbal communication. • Basic knowledge of non-violent communication. • Factual knowledge about human communication and language processes. • Practical knowledge about interpersonal, intrapersonal, small group, organisational, media, gender, family, intercultural communication, technologically mediated communication. • Basic knowledge about research methods associated with the study of human communication. • Theoretical knowledge of approaches used in the interdisciplinary field of 	<ul style="list-style-type: none"> • Define what communication is. • Appropriate use of different types of questions. • Ability to use non-violent communication techniques. • Describe communication competencies. • Recognise managing conflict, understanding small group processes, active listening, appropriate self-disclosure. • Discover the impact of changing communication methods on society. • Apply effective communication skills in a variety of public and interpersonal. • Define embedded-learning communication techniques. 	<ul style="list-style-type: none"> • Awareness of the everyday forms of communication. • Openness to use different tools of communication. • Openness to learn new tools as well. • Awareness of communication discipline. • Increased regard effective communication attitudes. • Openness to verbal and oral communication.

Intellectual Output 1
Curriculum and training material
for the education of Dialogators

<p>communication.</p> <ul style="list-style-type: none">• Develop knowledge, skills, and judgment around human communication that facilitate their ability to work collaboratively with others.		
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

IV.4.3. Learning objectives: Intercultural Mediation

Knowledge	Skills	Attitudes
<ul style="list-style-type: none"> • Theoretical knowledge about the term intercultural mediation and its role in inclusion. • Basic knowledge about the meaning of intercultural mediation in the European context. • Factual knowledge about the objective of intercultural mediation. • Factual knowledge about the methods, tools and activities used in intercultural mediation. • Basic knowledge about the opportunities and limitations of intercultural mediation. 	<ul style="list-style-type: none"> • Define intercultural mediation in general and in the context of European Union. • Name the objectives of intercultural mediation. • Describe the role of intercultural mediation in promoting inclusive intercultural dialogue. • List the most important methods, tools and activities used in intercultural mediation. • Apply important activities used in intercultural mediation. • Recognise the opportunities and limitations of intercultural mediation. 	<ul style="list-style-type: none"> • Awareness of the importance of intercultural mediation in forming inclusive societies and its opportunities and limitations. • Openness to use intercultural mediation techniques and activities for promoting intercultural dialogue. • Willingness to use intercultural mediation as a tool to overcome stereotypes and establish a constructive dialogue between different cultural groups.

IV.4.4. Learning objectives: Risk and conflict management

Knowledge	Skills	Attitudes
<ul style="list-style-type: none"> • Theoretical knowledge of what is risk approach and risk management. • Basic knowledge about risk identification. • Factual knowledge about possible risks and impacts. • Basic knowledge about risk responsive strategies. • Factual knowledge about risk monitoring. • Basic knowledge of the term "conflict management" and the related techniques in the context of a dialogue. • Basic & practical knowledge of clarifying and setting dialogue's rules. • Theoretical & practical knowledge of stress management. 	<ul style="list-style-type: none"> • Define the terms risk approach and risk management. • Define the way of classifying and categorising risks. • Identifying risk probability and impact. • Listing the choices of response strategies. • Applying practical methods to develop and improve the professional skills in risk management. • Recognition of conflict's characteristics in order to avoid further escalation and fluent use of the main "conflict resolution styles". • Remind and restore dialogue's rules. • Cope with stress and overcome high-tension situations. • Facilitate communication and bonding among dialogue participants. 	<ul style="list-style-type: none"> • Awareness of challenges regarding the risk management. • Openness to use risk management methods and techniques. • Increased regard for the impact of possible risks. • Openness to new risk responsive strategies. • Openness to improve professional skills in risk management. • Awareness about the conflict reasons among target groups with different cultural, ethnical and religious characteristics. • Increased regard and compassion for traumatised experiences of different individuals. • Increased mutual respect towards the parts of the conflict.

Intellectual Output 1
Curriculum and training material
for the education of Dialogators

		<ul style="list-style-type: none">• Openness to new cultures, ethics and cultural differences.• Openness to use new theories and techniques in conflict resolution.
--	--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

IV.5. Module 5: Dialogue activities (adult education measures)

IV.5.1. Learning objectives: The Planning

Knowledge	Skills	Attitudes
<ul style="list-style-type: none"> • Basic knowledge about the definition of the terms project and project planning. • Basic knowledge about the steps involved in the project planning phase. • Factual knowledge about best practices that should be followed during the project planning phase. 	<ul style="list-style-type: none"> • Define the term „planning a project“. • Apply the basic steps for developing a detailed project charter of a dialogue project/activity. • List some best practices implemented while planning a dialogue project/activity. 	<ul style="list-style-type: none"> • Awareness of the importance of applying the best practices of project management while planning dialogue projects/activities. • Openness to use structured ways of planning a project/activity.

IV.5.2. Learning objectives: The Preparation

Knowledge	Skills	Attitudes
<ul style="list-style-type: none"> • Basic knowledge about project management cycle: planning, preparation, implementation and evaluation. • Basic knowledge about the steps to be implemented during the preparation phase. • Practical knowledge about effective methods and tools that can be applied during the preparation phase. 	<ul style="list-style-type: none"> • Define the term “project preparation”. • Apply the basic steps for preparing a detailed plan for a dialogue project/ activity implementation, monitoring and evaluation. • Identify the most appropriate approaches and tools to be used during the preparation phase of the dialogue project/ activity. 	<ul style="list-style-type: none"> • Increased knowledge about the project management cycle and in particular the preparation phase. • Improved skills and how to implement the preparation phase of a dialogue project/activities. • Improved knowledge how to identify and apply the most appropriate approaches, tools and activities to implement a dialogue project/ activity.

IV.5.3. Learning objectives: The Implementation

Knowledge	Skills	Attitudes
<ul style="list-style-type: none"> ● Theoretical knowledge of the statistics and numbers regarding the issues in order to understand them better and to easier find ideas and solutions. ● Practical knowledge about the needs of groups in the raised issues. ● Basic knowledge of what embedded-learning is, leading to greater competence and development. ● Theoretical knowledge of the four phases enquiry-based learning (Interaction, Clarification, Questioning, Design). ● Basic knowledge of every groups views. ● Practical and theoretical knowledge of the concepts and terminology. 	<ul style="list-style-type: none"> ● Define embedded-learning techniques. ● Apply open and non-formal techniques and methods in order to avoid any form of division and increase the efficiency. ● Recognise given terms and concepts and ability to describe and define it. ● Define and describe given terms or issues on examples. 	<ul style="list-style-type: none"> ● Openness to use embedded-learning techniques in teaching practice with young people. ● Awareness of opposite points of view. ● Appreciation of any ideas and points of view. ● Awareness of the values and respect. ● Increased regard to the diversity among the raised groups.

IV.5.4. Learning objectives: Evaluation and postprocessing

Knowledge	Skills	Attitudes
<ul style="list-style-type: none"> • Basic and theoretical knowledge of the terms "evaluation and postprocessing" in the context of a dialogue. • Basic knowledge about creating evaluation questionnaires. • Basic knowledge of data editing. • Basic and practical knowledge about the methods and strategies of evaluation and postprocessing. • Factual knowledge about the postprocessing impact and sustainability. • Factual knowledge on identifying positive and negative aspects in the process of curriculum application. 	<ul style="list-style-type: none"> • Create and use questionnaires. • Extract and edit questionnaire's data. • Facilitate dialogue participants to fill-out questionnaires. • Insert changes and improvements on dialogue activity based on evaluation questionnaire's results. • Define the term of postprocessing. • Define the steps of postprocessing. • Identify and apply methods and strategies in evaluation and postprocessing. • Recognise and identify efficient methods and strategies of evaluation and postprocessing in each partner country. • Utilisation of good practices related to evaluation and postprocessing in the context of dialogue activities. 	<ul style="list-style-type: none"> • Openness in using new theories and techniques in evaluation and postprocessing of a dialogue. • Awareness of the importance of the dialogue's evaluation process. • Increased regard and respect about participants' opinions regarding the assessment. • Awareness of the importance of postprocessing. • Openness to use efficient evaluation and postprocessing techniques and ensuring sustainability. • Appreciation of the value of good practices related to evaluation and postprocessing in the context of dialogue activities.

IV.5.5. Learning objectives: Public Relation

Knowledge	Skills	Attitudes
<ul style="list-style-type: none"> • Basic knowledge about PR – what it is and why it is important. • Basic knowledge about PR tools. • Factual knowledge about different platforms. • Basic knowledge of how to use these platforms – advantages, disadvantages. • Basic knowledge about how to create social media presence. • Basic knowledge about networking. 	<ul style="list-style-type: none"> • Ability to use of several platforms. • Recognise own possibilities for platforms and networks on a community level. • Define individually available PR tools. • Ability to create social media platforms. 	<ul style="list-style-type: none"> • Awareness of the importance of PR. • Openness to find new PR tools. • Increased appreciation for social media.

IV.5.6. Learning objectives: Fund Raising

Knowledge	Skills	Attitudes
<ul style="list-style-type: none"> • Theoretical knowledge on the term Fundraising. • Basic knowledge about the function/ meaning of Fundraising for the implementation of the dialogue activities. • Theoretical knowledge on the definition of foundations, monetary fines, lotteries and funding programmes. • Theoretical knowledge about existing financial sources of different levels. 	<ul style="list-style-type: none"> • Identification of existing financial sources and selection of the appropriate ones for certain dialogue activities. • Informing and advising clients (providers of dialogue activities) about possible funds for financing the dialogue activities. • Communication with local/regional fund administrators for co-financing the dialogue activities. 	<ul style="list-style-type: none"> • Openness to work together with the clients (providers of dialogue activities). • Readiness to go into face-to-face contact to call potential donors and to organise public collection activities.






Annex 1

Evaluation and certification sheets

A) Daily Assessment for evaluating the training day

Dear participant,

Please assess today's activities from your point of view! Thank you.

					
1. How useful were the learning contents that were mediated to you today?					
2. How well did you understand the material that was used and handed out to you (worksheets, presentations, handouts etc.)?					
3. How would you measure the work of the trainer/s?					
4. Did you feel actively involved in the training?					
5. How was the training atmosphere in general?					

Remarks / comments:

.....

.....

.....

.....

B) Final Questionnaire for evaluating the entire training

Dear participant,

Please assess the entire Pilot Training 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 information essence of the training in general?										
2. How do you assess the practical use of the training relating to your future work as Dialogator?										
3. Was the material in general relevant?										
4. How were the information prepared?										
5. Were the information sufficient?										
6. How do you measure the entire duration of the training (... days)?										
7. How do you measure the technical mediation of the information?										
8. How do you assess the methods used (e.g. presentations, group work, work by the participants)?										
9. How contented are you with the selection of the presented subjects?										
10. How contented are you with the number and selection of the subjects you worked on?										
11. How was the methodological and pedagogical mediation of information?										
12. How practical was the mediation?										

	1	2	3	4	5	6	7	8	9	10
13. How do you measure the training facilities (seminar rooms, equipment)?										
14. How do you measure the entire training atmosphere in general?										
15. How do you assess the attendance and support of the training provider (registration, information and documents, conversations on the training)?										

16. What did you like best about the training?

.....

.....

.....

.....

17. Your recommendations for changes/improvements for any future trainings.

.....

.....

.....

.....

C) Final Test for the participants

1) The term dialogue refers to:

- A) An open discussion between different groups and individuals characterized by mutual respect and honesty aiming to change the opinion of the interlocutors
- B) A debate between different groups and individuals trying to prove the superiority of one opinion.
- C) A conversation between different groups and individuals trying to underline the importance of their opinion
- D) A conversation between different groups and individuals characterized by honesty, mutual respect of opinions, openness and sincere listening in order to identify common ground**

2) What is a Dialogator / Dialogue Conductor?

- A) A person responsible to facilitate a dialogue among participants with different characteristics (e.g. national, cultural, political, gender, religious beliefs)
- B) An interpreter responsible to facilitate participants from different groups to communicate in each other's language
- C) A 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
- D) A and C**
- E) B and C

3) Which of the following is TRUE?

- A) Hate speech is an expression that shows compassion to a group of people on the basis of gender identity, sexual identity, religion, ethnicity, race, or disability
- B) Hate speech if left unaddressed, it can lead to acts of violence and conflict on a wider scale
- C) Hate speech is mostly delivered through the Internet and within that through social media
- D) A and C
- E) B and C**

4) What is the EU Code of conduct on countering illegal hate speech online?

- A. A legal framework agreed on May 2016 by the European Commission with Facebook, Microsoft, Twitter and YouTube To prevent and counter the spread of illegal hate speech online**
- B. A European Directive for the countering of illegal hate speech online
- C. A European law that bans and punishes people when spreading illegal hate speech online in all 27 EU member states
- D. None of the above

5) Which of the following is TRUE?

- A. Social scientist and sociologists underline that hate speech is not strongly related with hate crimes
- B. Social scientists and others have observed how social media posts, and other online speech, can inspire acts of violence
- C. Several sociologists highlight that hate speech can be strongly related with hate crimes and social media can play the role of the catalyst under difficult or crucial circumstances
- D. B and C**

6) What is the difference between Misinformation and Disinformation?

- A. Disinformation is when false information is shared but no harm is meant, while misinformation is when false information is knowingly shared to cause harm
- B. Misinformation is when genuine information is shared to cause harm, while disinformation is when false information is knowingly shared to cause harm
- C. Misinformation is when false information is shared but no harm is meant, while disinformation is when false information is knowingly shared to cause harm**
- D. None of the above

7) What is the difference between fabricated content and misleading content?

- A. Misleading content is fake content or information with no intention to cause harm, but for parody in order to deceive naïve users, while fabricated content is when someone else presents themselves as a real source
- B. Misleading content is content or information to substantiate an idea or image of a person, while fabricated content is new content that is 100 per cent fake created to deceive and cause harm occurs over a wide area and enters the waterways in many locations**
- C. Misleading content is when someone manipulates truth, information or visual content for the purpose of deception, while fabricated content is new content that is 100 per cent fake created to deceive and cause harm occurs over a wide area and enters the waterways in many locations
- D. None of the above

8) Which of the following is FALSE?

- A. Migrants flee conflict or persecution and seek protection**
- B. Asylum seekers, seek international protection from conflict and persecution
- C. Refugees have a special internationally recognized status of protection
- D. Asylum seekers can't return safely to their home and country of origin

9) Which of the following is TRUE?

- A. The level of integration of Roma into society is still limited because Roma are not interested in social integration
- B. The level of integration of Roma into society is still limited because of Roma continuous movement from place to place
- C. The level of integration of Roma into society is still limited because of poverty, lack of education, persecutions and discrimination Roma have experienced for centuries and are still present today**
- D. None of the above

10) How many different ethnic groups inhabit modern Europe?

- A. About 50
- B. About 70
- C. More than 100**
- D. About 35

11) According to Capotorti's definition for the UN "minority" means a community:

- A) Compactly or dispersedly settled on the territory of a state, which smaller in number than the rest of the population of a state
- B) Whose members are citizens of the same state
- C) Which has ethnic, linguistic or cultural features different from those of the rest of the population
- D) Whose members are guided by the will to safeguard these features
- E) All the above**

12) Which of the following is TRUE?

- A) A. There is no distinguish between sexual and gender identity
- B) B. Gender identity is a "person's sense of being masculine, feminine, or other gendered"
- C) C. The gender identity of a person does not determine the sexual orientation
- E. B and C**
- F. None of the above

13) What is the difference between Gender Identity, Gender expression and Biological Sex?

- A. Gender Identity is how you think about yourself, Gender expression is how you demonstrate your gender and Biological Sex has to do with your biological organs and hormones**
- B. Gender Identity is how you demonstrate your gender, Gender expression is how you think about yourself and Biological Sex has to do with your biological organs and hormones
- C. Gender Identity has to do with your biological organs and hormones, Gender expression is how you think about yourself and Biological Sex is how you demonstrate your gender
- D. None of the above

14) LGBT community members are experiencing social discriminations because of:

- A. Negative beliefs about LGBT people, also called stigmas
- B. Prejudice often affected by powerful forces in society, such as tradition, religion, law, medicine
- C. Negative stereotypes often affected by powerful forces in society, such as tradition, religion, law, medicine
- D. All of the above**

15) Which of the following is TRUE?

- A. Structural unemployment is a longer-lasting form of unemployment caused by fundamental shifts in an economy and exacerbated by extraneous factors such as technology, competition, and government policy
- B. Structural unemployment occurs because workers lack the requisite job skills or live too far from regions where jobs are available and cannot move closer
- C. Structural unemployment is the component of overall unemployment that results directly from cycles of economic upturn and downturn. Unemployment typically rises during recessions and declines during economic expansions
- D. A and B**
- E. B and C

16) Which of the following is FALSE?

- A. Frictional unemployment is the result of voluntary employment transitions within an economy
- B. Structural unemployment occurs because workers lack the requisite job skills or live too far from regions where jobs are available and cannot move closer
- C. Structural unemployment is the component of overall unemployment that results directly from cycles of economic upturn and downturn. Unemployment typically rises during recessions and declines during economic expansions**
- D. Structural unemployment is long-lasting unemployment that comes about due to shifts in an economy

17) Which of the following are parts of policies for reducing unemployment?

- A. Education and training of unemployed people in order to cultivate new skills and knowledge and adapt to the needs of labor market
- B. Employment subsidies. Firms could be given tax breaks or subsidies for taking on long-term unemployed
- C. Stricter benefit requirements. Governments could take a more pro-active role in making the unemployed accept a job or risk losing benefits
- D. All of the above**

18) What is homelessness?

- A. Rooflessness, or “sleeping rough”, without a home/shelter
- B. Houselessness, although the individual can sleep in a certain place, it is only a temporary option for that person. (such places are homeless shelters)
- C. Living in insecure housing thus the state of being threatened by eviction, domestic violence, or uncertain rental conditions/possibilities
- D. Living in inadequate housing such as individuals who live in huts, illegal camps, dangerous properties, or in overcrowded places
- E. All of the above**

19) Which of the following is TRUE?

- A. The Policies of the European Commission failed in terms of reducing homelessness in Europe in 2020
- B. The European Parliament is preparing an EU-wide strategy to help people off the streets and into decent housing by 2030**
- C. The European Parliament has few or inadequate funding programs for homeless care in EU-27 member states
- D. None of the above

20) How many persons with disabilities live in the EU in 2020?

- A. Over 100 million persons**
- B. About 50 million persons
- C. About 30 million persons
- D. Less than 50 million persons

21) Which of the following is TRUE?

- A. People with disabilities often face the risk of poverty or social exclusion in EU
- B. People with disabilities often live in households which would not be able to meet unexpected financial expenses in EU
- C. People with disabilities often cannot afford a one-week annual holiday in EU
- D. All of the above**

22) What is a “Filter Bubble”?

- A. A state of intellectual isolation that can result from personalized searches when a website algorithm selectively guesses what information a user would like to see based on information about the user**
- B. A special program that isolates users in the internet blocking access to news and information that are considered fake news
- C. A legal framework agreed by the European Commission with Facebook, Microsoft, Twitter and YouTube in order to prevent the expansion of fake news
- D. All of the above

23) Which of the following groups are often targeted by hate speech and fake news?

- A. Immigrants and refugees
- B. LGBT
- C. Roma
- D. People with disabilities
- E. All of the above**

24) Fake news in the content of Economic development include:

- A. Fake news that create financial fear and economic uncertainty.
- B. Fake information regarding governments or international organisations that provide more resources and benefits for refugees, migrants, Roma, ethnic minorities or people with disabilities than they do for their own citizens or other people.
- C. Fake news that target political parties, politicians, political delegations and organizations in the context of social and economic decisions, acts, plans and strategies
- D. Fake information regarding governments that provide benefits, pass new laws or give more rights to women or members of the LGBT community, than they do for the rest of the citizens.
- E. All of the above**

25) Which of the following is TRUE?

- A. Culture has no impact on the spread of fake news
- B. Culture has the most significant impact on the spread of fake news**
- C. Gender and education have a greater influence on the acceptance of fake news in particular cultures
- D. All of the above

26) Religious hate speech is about:

- A. An attack on a religious group using derogatory language**
- B. Criticism on a religious group's beliefs questioning their beliefs or their faith and traditions
- C. Criticism on important religious figures of a religious group
- D. All of the above

27) Which of the following verbal communication skills are essential for a successful Dialogator/Dialogue Conductor?

- A. Be open minded
- B. Be clear while speaking
- C. Maintaining eye contact
- D. Listen carefully and do not interrupt the speaker
- E. All of the above**

28) Which of the following are parts of the Non-Verbal Communication?

- A. Body language: posture, mimics, gestures, eye contact, smell, touch, keeping the distance
- B. Object language: objects, design, signs, clothes, jewellery
- C. Language of the environment: colours, lighting, distance, architecture, nature
- D. None of the above
- E. All of the above**

29) What is violent communication?

- A. a process language which teaches you to be in the moment and connect with the deeper values and needs driving people's words and behaviour
- B. a process that teaches you how to speak your truth or share your perspective in a way that is most likely to lead to harmony than conflict
- C. a process that teaches you how to be in the face of uncomfortable statements – like blame, judgment, criticism, or a verbal attack – and listen for the values and needs behind the statement
- D. All of the above**

30) The four components of the Nonviolent Communication Process are:

- A) Language, Feelings, Consciousness, Empathy
- B) Observations, Feelings, Needs, Requests**
- C) Communication, Observation, Means of Influence, Compassion
- D) None of the above

31) Which of the following is TRUE?

- A) Intercultural mediation was invented as a problem-solving method within intercultural communication
- B) Managing and solving conflicts between groups of different cultural backgrounds is still defined as a goal of intercultural mediation
- C) An important objective of intercultural mediation lies within the topic of integration and is mainly focussed on the "social inclusion of immigrants"
- E. All of the above**

32) Risk identification is a process:

- A) Where the Dialogator decides what to do about risks that he/she identifies
- B) Where the Dialogator tries to employ a risk management process
- C) Where the Dialogator has to identify, score and rank the various risks for organising, hosting and funding dialogue events**
- D) None of the above

33) What kind of a responsive strategy do we use in case of a risk with low probability and low impact?

- A) Avoid
- B) Mitigate/Reduce
- C) Transfer/Share
- D) Accept**

34) In the context of dialogue events, conflict management can be understood as:

- A) the ability of the Dialogator to identify conflicts
- B) the ability of the Dialogator to handle conflicts sensibly, fairly, and efficiently
- C) the ability of the Dialogator to use conflict styles efficiently
- D) All the above**
- E) None of the above

35) The difference between competing and accommodating, as conflict styles, is:

- A) Accommodating is about being assertive and non-co-operative – when accommodating, the individual does not satisfy the concerns of the other target group during the dialogue while competing involves an attempt to work with others to find some solution that fully satisfies their concerns
- B) Competing is when a Dialogator is acting in a very assertive way to achieve his or her own goals without seeking to co-operate with the participants while accommodating is about the Dialogator being unassertive and cooperative—the complete opposite of competing**
- C) Accommodating is about being unassertive and non-cooperative – the person neither pursues his own concerns nor those of the other individual. Thus he/she does not deal with the conflict while competing is when the Dialogator tries to find a mutually acceptable solution that partially satisfies both parties
- D) None of the above

36) What does the Dialogator have to keep in mind, while planning a dialogue activity?

- A) The mode of mutual interaction and communication in the dialogue sessions
- B) The way in which information from these sessions is shared outside
- C) The practical aspects to ensure effective sessions
- D) To ask for external expertise if s/he feels that s/he needs support in order to plan the dialogue activity
- E) All the above**

37) A Dialogator could be more effective when facilitating a dialogue activity if he/she:

- A) Is careful in his/her tone and choice of words so that he/she does not appear to judge, condemn or stigmatise
- B) Has little knowledge of his/her audience and target group
- C) Is aware of the different beliefs and ideologies of the participants in the dialogue including gender inequality
- D) A and C**
- E) B and C

38) During the evaluation process:

- A) The Dialogator needs to identify the evaluation purpose & evaluation audience of a dialogue activity
- B) The Dialogator needs to select evaluation design considering the type of the activity, the needed questions, the target group, the purpose of the evaluation, and the available resources
- C) The Dialogator needs Select outcomes for measurement, develop evaluation questions and identify indicators
- D) The Dialogator need to select data collection methods and analyze the data selected from a dialogue activity
- E) All the above**

D) Template for the Course Certificate



The certificate template features a decorative border and logos for PRODialogue and the Erasmus+ Programme of the European Union. The text is centered and includes fields for the recipient's name, duration, organization, and training units, as well as lines for the organization/trainer and date.

CERTIFICATE

SUCCESSFULLY COMPLETED THE EDUCATION AS
DIALOGATOR
in the duration
provided by (the organisation)
with totally training units

Organisation/Trainer _____ Date _____



The training contents template features a decorative border and logos for PRODialogue and the Erasmus+ Programme of the European Union. It lists five modules of training content.

Training Contents

- Module 1: Hate Speech and Fake News
- Module 2: Target group specific contents
- Module 3: Subject specific contents
- Module 4: Communication and Intercultural Learning
- Module 5: Dialogue activities (adult education measures)

Intellectual Output 1
Curriculum and training material
for the education of Dialogators