

**COMPETENCE AREA:**  
**Intercultural competence**

**COMPETENCES**

**CRITERIA**

**INDICATORS**

**REFLECTING  
ACCEPTANCE OF  
AMBIGUITY AND  
CHANGE**

Knowledge of the notions and concepts of acceptance of ambiguity and change

Refers to theories, concepts and experiences that relate to ambiguity and change in the activity and when designing the educational approach

Demonstrates an understanding of their own biases and behaviours when addressing stereotypes

Skill to deal with ambiguity and change

Avoids using methods which implicitly reinforce stereotypes and discrimination

Uses appropriate tools and methods to support learners in deconstructing and reconstructing reality (tackling stereotypes, prejudices, assumptions, etc.)

Works with the notion of change and overcomes resistance within the group of learners

Openness to unexpected issues and to ambiguity within the group and the learning process

Dares to face and deal adequately with ambiguity with regard to the group's and individuals' realities

Raises awareness of this dimension in an intercultural context

**MAINTAINING  
AWARENESS OF  
ONE'S OWN  
IDENTITY**

Knowledge of identity-related mechanisms and theories (with a focus on cultural contexts)

Refers to concepts and theories related to identity  
Understands the link between the educational approach and the realities and needs of the group of learners

Skill to raise identity-related awareness within the group

Encourages learners to reflect on their own identity and related elements / dimensions

Openness to question and reflect on one's own identity      Openly reflects upon their own identity and the dynamic aspect(s) of it

**SHOWING A WILLINGNESS AND ABILITY TO LOOK AT IDENTITY, CULTURE AND RELATED ASPECTS AND DIMENSIONS FROM DIFFERENT PERSPECTIVES**

Knowledge of the various dimensions of culture and identity

Understands culture as a dynamic and multifaceted process

Refers to related concepts and theories (in a(n) (inter)cultural context)

Knowledge of the theories and concepts of power relations

Refers to mechanisms dealing with power within and between groups

Skill to work with interrelated dimensions of culture and identity

Stimulates learners' reflection on identity and culture from different perspectives

Readiness to confront and be confronted

Dares to deal with the complexity of culture and its dimensions in the group and/or for the well-being of the learners

**CRITICALLY REFLECTING AND DISTANCE ONESELF FROM ONE'S OWN PERCEPTIONS, BIASES, AND STEREOTYPICAL CONSTRUCTIONS OF REALITY**

Knowledge of interrelations within a given group

Conceptualises, analyses and synthesises information about or in the group

Refers to dimensions such as connectivity and complexity between identity, politics, society and history, among others

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Knowledge of mechanisms linked to stereotypical constructions of reality

Understands personal biases and assumptions mechanisms

Skill to initiate critical reflection

Contrasts statements and beliefs

Recognises and interprets words, body language and non-verbal cues in a culturally appropriate manner

Encourages observation, experience, reflection, reasoning, and communication among learners

**REFLECTING AND USING DIVERSE WAYS AND METHODS TO INCREASE SELF-AWARENESS**

Knowledge of various approaches towards raising awareness; capitalising on the outcomes for the learners' benefit

Understands various approaches towards raising awareness and capitalises on the outcomes for the learners' benefit

Skill to enhance and capitalise the outcomes of an awareness-raising process for the learners' benefit

Raises awareness of conflicts within society and how they relate to the intercultural dialogue

Encourages exploring their own identity and deal with the resulting emotional potential

Encourages the expression of various point of view and is able to deconstruct certain processes

Willingness to support and empower

Promotes confidence and shows [a framed] flexibility in terms of their cultural and communicative behaviour

**BEING ABLE TO APPLY HUMAN RIGHTS PRINCIPLES**

Knowledge of basic human rights principles and how to work on them through different methods

Refers to the challenges of diversity in a human rights context

Skill to work on human rights through various methods (human rights education-related)

Uses and /or puts into practice the basics of human rights and human rights education and related methods

Skill to encourage reflection on human rights related issues

Supports learners' reflection on issues such as solidarity, social justice, promotion and protection of human rights, discrimination, dignity and equality etc., in relation to the content of the activity.