

Unit Five – Intercultural Competence

Quality Standards

1. Exploring culture as a dynamic process
2. Creating a sense of solidarity
3. Addressing intolerance and fostering tolerance
4. Fostering critical thinking and empathy in relation to intercultural identity
5. Taking an active role in confronting social injustice and discrimination in order to promote and protect human rights

Quality Standard 1 – Exploring culture as a dynamic process competence criteria

- i. trainer is able to demonstrate understanding of concept of culture as a dynamic multi-faceted process.

assessment methods	Description	assessed by & date
Evidence of trainer's understanding of culture as a dynamic multi-faceted process		
AND examples of programme planning incorporating concept of culture as a dynamic multi-faceted		

- ii. trainer is able to support learners in understanding how their identity comprises a mixture of many individual facets and how it has evolved in terms of time and context.

assessment methods	Description	assessed by & date
examples of learner self-reflection on individual identity as a dynamic and multifaceted phenomenon		
AND evidence of trainer's understanding of concept of culture as a dynamic and multifaceted process		

- iii. trainer is able to encourage learners to critically explore their own identity with a view to better understanding the dynamic of communication with others.

assessment methods	description	assessed by & date
examples of learners from different cultural backgrounds reflecting on their identity as a dynamic and multifaceted phenomenon and how this affects the way in which they and others communicate		
AND evidence of a group dynamic process in which learners share and critically explore their experience of one-another's identity.		

Quality Standards 2 – Creating a sense of solidarity competence criteria

- i. trainer is able to identify appropriate methodologies and has the necessary skills to create an ethos of solidarity within a disparate group

assessment methods	description	assessed by & date
training plan demonstrating methodologies considered and chosen to best create solidarity		

- ii. trainer is able to demonstrate the creation of this solidarity within the group through appropriate activities

assessment methods	description	assessed by & date
learners attesting through interview or feedback that a sense of solidarity was created within the training group as outcome of a trainer's delivery and programme		

- iii. trainer is able to identify emerging threats to the breakdown of such solidarity and take appropriate action to halt this

assessment methods	description	assessed by & date
example of trainer's ability to identify and respond positively to potential threats to group solidarity in a training forum with corroborative evidence		

- iv. trainer is able to foster the appropriate skills in order that learners can transfer such skills to their everyday life

assessment methods	description	assessed by & date
post-training feedback from learners describing how they were able to transfer learned skills into their everyday youth work practice or social reality other assessment methods (please identify)		

Quality Standard 3 - Addressing intolerance and fostering tolerance competence criteria

- i. trainer is able to engage learners, individually and in groups, in reflection on intolerance, addressing issues such as prejudice, stereotyping, xenophobia and fear of the other, involving both intellectual and affective domains.

assessment methods	description	assessed by & date
examples of learners' reflection on, and response to intolerance, addressing issues such as prejudice, stereotyping, xenophobia and fear of the other.	.	

- ii. trainer is able to support learners in responding positively to situations of intercultural communication where uncertainty or ambiguity exist with the aim of fostering tolerance and empathy.

assessment methods	description	assessed by & date
evidence of trainer experience of, and critical response to, situations of intercultural communication where uncertainty or ambiguity exist : <ul style="list-style-type: none"> • in a societal context • in a training context AND examples of learner response to situations of intercultural communication where uncertainty of ambiguity exists		

- iii. trainer is able to support learners in defining new areas of self-growth and increased self-confidence when working in intercultural contexts and environments.

assessment methods	description	assessed by & date
examples of learners' identification of potential areas of increased self-confidence when working in intercultural contexts and environments as a result of trainer support		

- iv. trainer encourages learners to develop plans of positive action in the struggle against the many forms of discrimination, racism and xenophobia.

assessment methods	description	assessed by & date
examples of plans of positive action addressing discrimination, racism or xenophobia, developed by learners from different cultural backgrounds, as outcomes of a training course.		

Quality Standards 4 – Fostering critical thinking and empathy in relation to intercultural identity competence criteria

- i. trainer is able to demonstrate ongoing self-reflection on own practice and analysis of own process of critical thinking in relation to intercultural issues

assessment methods	description	assessed by & date
evidence of trainer's critical self-reflection in own practice in relation to intercultural delivery		

- ii. trainer demonstrates the ability to question and challenge process, assumptions, concepts, values and attitudes of a discriminatory nature

assessment methods	description	assessed by & date
trainer is able to demonstrate through observed delivery and discussion ability to challenge stereotypical views and discriminatory attitudes and promote open dialogue		

- iii. trainer is able to foster attitudes of openness in learners, encouraging the suspension of judgements around stereotypes and an openness to consider and value cultural diversity

assessment methods	description	assessed by & date
examples of learner openness and availability to exploring issues of stereotype and cultural diversity		

- iv. trainer is able to inspire a healthy curiosity in other cultures through critical dialogue as well as a willingness to share and promote one another's culture

assessment methods	description	assessed by & date
training script/timetable showing opportunity for cultural sharing and dialogue around cultural differences		

Quality Standard 5 - Taking an active role in confronting social injustice and discrimination in order to promote and protect human rights competence criteria

- i. trainer demonstrates a clear understanding of human rights in order to promote and protect human rights within a training setting

assessment methods	description	assessed by & date
evidence of trainer's understanding of conflicting human rights		

- ii. trainer demonstrates the capacity to recognise societal situations which may lead to discriminatory practice as well as an awareness of possible attitudes and motivation behind such practice

assessment methods	description	assessed by & date
trainer is able to describe situations which, if not addressed, could lead to discriminatory practice		

- iii. trainer demonstrates the ability to identify and actively challenge social injustice and discrimination

assessment methods	description	assessed by & date
evidence of trainer's capacity to identify and actively challenge social injustice and discrimination with corroborative statement from professional colleague		

- iv. trainer demonstrates the necessary skills to defuse or intervene in a situation of conflict, dispute or disagreement relating to social injustice and discrimination

assessment methods	description	assessed by & date
evidence of trainer's intervention in a situation of conflict, dispute or disagreement, relating to social injustice or discrimination, with the effect of defusing the situation with corroborative statement from professional colleague		
OR participants' evaluation of such intervention if this can be obtained sensitively		

- v. trainer is able to assess and adapt training materials to ensure inclusivity and accessibility

assessment methods	description	assessed by & date
examples of programmes, training scripts and materials, developed by trainer, demonstrating a commitment to ensuring inclusivity and accessibility		

- vi. trainer demonstrates the skills and knowledge to embed human rights values and tackle social injustice and discrimination in any training delivery appropriate to and consistent with the theme

assessment methods	Description	assessed by & date
learner feedback attesting to learning and development around human rights issues of social injustice and discrimination as a result of trainer's delivery and programme		

- vii. trainer is able to empower learners by facilitating their development of skills to confront social injustice and discrimination

assessment methods	Description	assessed by & date
learner feedback confirming an increased feeling of confidence in their own ability to confront social injustice and discrimination as a result of trainer's delivery and programme		