

GUIDELINE INTERCULTURAL DIALOGUE

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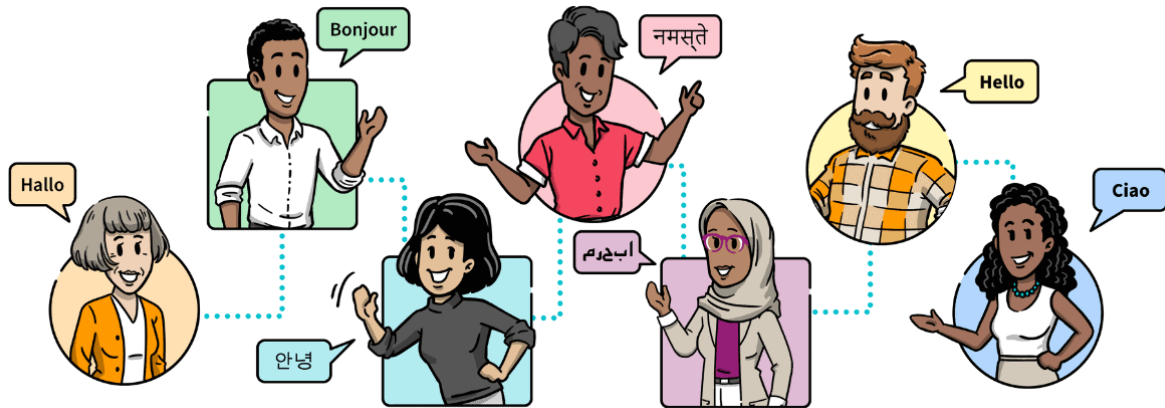
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1. INTRODUCTION TO INTERCULTURAL DIALOGUE

1.1. WHAT IS INTERCULTURAL DIALOGUE?

1.1.1. Pluralism, Multiculturalism and Interculturalism



It is sometimes forgotten that host societies, by virtue of their history, are already plural; they are the product of secular miscegenation in which violence and conquest have not been on the sidelines. Societies such as those that make up European countries are the result of national tensions, of latent cultural intermingling (the result of an imposed homogenization process) that leads to this plurality.

First, in order to approach the concept of intercultural dialogue, we need to establish and distinguish some differences between some terms that usually tend to be confusing. These concepts are cultural pluralism, multiculturalism and, of course, interculturalism.

The first concept, cultural pluralism, is a social model of integration which appears as a theoretical alternative to the system *melting pot*. This *melting pot* system consists of the believe that when people from different cultures live together in the same society, the migrants will abandon their cultural identities to eventually and fully assimilate the culture of the place they are going to live in, giving as a result a new culture, which is sort of a blend of all of them. At that moment, at USA's 70's, cultural pluralism becomes as a result of embracing the different cultures, -rejecting the thoughts of the total assimilation the melting pot sustains, because it notices that this is just a mere fantasy to think of people fully rejecting their cultural identities-, and highlighting the importance of them coliving organised so every culture has its place and no one has to reject their own, and assuming that assimilation is not impossible, either.

Reality has shown and still has, that not all these cultures are placed at the same level, but their level of tolerance by the nationals is nuanced and some of them receive more discrimination than others. Sometimes this respect comes from reclaiming a special legal status.

As can be seen, this reality that affects our societies generates several problems, from legal and political, social, economic and, above all, cultural coexistence. And, indeed, the existence in today's societies of cultural pluralities is a phenomenon that until recently was only attributable to less developed societies, a circumstance which raises many questions: *Can cultures that are not only different but also incompatible with each other coexist? Can cultures*



coexist that are not only different but also incompatible? Is it possible to articulate a system of rights and duties that is the same for all cultures? How should the right policy be implemented, what should it be?

Secondly, multiculturalism is not a social model but a social reality. That is, the *de facto* existence of manifestations of diversity, of cultural pluralism: the presence in the same society of groups with different cultural codes (their own cultural identities) because of ethnic, linguistic, religious or national differences, which is what we designate as multiethnic societies. It obliges us to think of new policies that can contribute to the building of tolerance between the different cultures living in the same place.

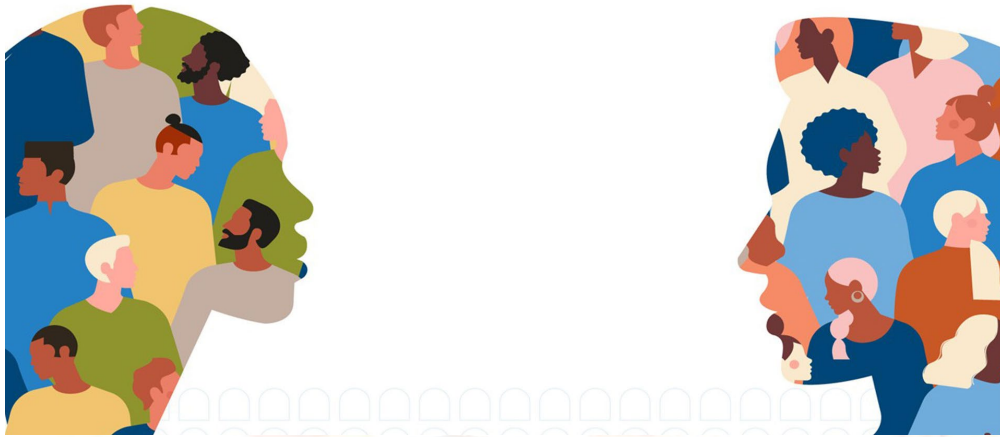
Multiculturalism implies the existence of codes of conduct and normative systems that are incompatible, and therefore, in multicultural societies there is a germ of conflict which often erupts into ethnic, linguistic, cultural, and religious tensions. In the face of radical division, separation, and the face of the latent conflict that underlies societies, pluralism insists on the commonalities between cultures and especially on respect for individual freedom. As a social fact that imposes itself, individual freedom does not seem to be a basic element of multiculturalism.

After these two clarifications, we have reached interculturalism. This term appeared at 90's as an alternative to multicultural authors. It can be conceived as a political project which starts from the recognizance of multiculturalism as a social reality and cultural pluralism as a project which limits itself to the visualisation of differences and the explicitation of a model based on the culture linking/juxtaposition and tries to overcome both, compromising to develop a new cultural synthesis. It would not be a return to the theories of the melting pot or cultural fusion, since these imply a loss of one's own identity, but rather **a commitment to the elaboration of different social models based on the cultures present in a society that are fully incorporated into the national culture.**

Then, if this is interculturalism, what is intercultural dialogue about?

1.1.2. What is intercultural dialogue?

The concept of Intercultural Dialogue is best described by the terminology used by the Council of Europe in its "White Paper on Intercultural Dialogue". In this way, intercultural dialogue can be understood as a process that involves open and respectful exchange of opinions among individuals and groups from different traditions and ethnic, cultural, religious, and linguistic backgrounds. It fosters understanding and mutual respect by emphasising freedom of expression, active listening, and the willingness to consider diverse perspectives. Intercultural dialogue plays a crucial role in promoting political, social, cultural, and economic integration, as well as fostering unity in culturally diverse societies. It strives for equality, human dignity, and the shared pursuit of common goals. The purpose of intercultural dialogue is to facilitate the understanding of diverse practices and worldviews, strengthen cooperation and participation (or the freedom to make decisions), enable personal development and transformation, and nurture tolerance and respect for others.



Based on the key findings from the UNESCO survey on Intercultural Dialogue in 2017, intercultural dialogue is increasingly acknowledged as a crucial foundation for fostering peaceful societies and facilitating sustainable development. By promoting peaceful interactions and social cohesion, intercultural dialogue can effectively prevent violent conflicts, leading to inclusive and harmonious societies that are conducive to environments beneficial to sustainable development.

The survey highlights the significance of prioritising non-formal and informal education to raise awareness and understanding about integrating people from diverse cultural backgrounds, preserving cultural diversity, and promoting inclusion. Multiple actors, ranging from national governments to NGOs and civil society, play vital roles in this process. Ensuring the resilience of these efforts requires collaborative cooperation and shared responsibility among all stakeholders.

The ultimate objective of this exchange is to create an environment that empowers young people, communities, and leaders to overcome political and social tensions. By nurturing attitudes of openness, curiosity, and respect for others, this intercultural exchange fosters greater empathy, trust, and solidarity among individuals and communities alike.

Intercultural dialogue is not only crucial for understanding the specific context of a country or region but also serves to explore one's own culture and values through the lens of another cultural community. According to UNESCO's 2017 survey, dialogue is more than just a conversation between people; it entails an interaction between two or more individuals, even those with opposing views, that emphasises self-expression and active listening without judgement, fostering an open and transformative environment. Empowering effects arise from validating the experiences and perspectives of others. In essence, intercultural dialogue acts as a smart power tool of diplomacy, building bridges and promoting understanding among diverse cultures, communities, and individuals.

Culture is deeply ingrained in a specific community, shaping how its members feel, think, and behave. It influences their self-perception, worldview, moral values, aesthetics, religious beliefs, and political outlook, as well as their interactions as individuals and groups in their daily lives. While culture is often associated with a nation, this approach can lead to misunderstandings by overlooking cultural differences within the nation and over emphasizing differences between countries. Our identities are intertwined with our societies, but that doesn't mean that every individual within a group shares the same identities. Each person has their own unique interpretation. The primary goal of intercultural dialogue should be to find



common ground among different cultures, communities, and individuals, fostering mutual understanding and meaningful interactions. By promoting understanding and empathy, intercultural dialogue paves the way for a more harmonious and interconnected world.

Achieving intercultural dialogue necessitates the involvement of two or more cultures, each committed to learning from one another with an attitude of openness and curiosity. Embracing differences productively and acknowledging that they can coexist without conflict becomes essential. Simply knowing about a culture is insufficient; it is equally important to value and understand it. The next vital step involves acting and openly addressing conflicts and stereotypes through productive discussions. This requires accepting that one's own views are not the sole truth and that alternative perspectives are valid possibilities. While challenging, this willingness to embrace diverse viewpoints is crucial for creating an environment conducive to understanding and experiencing new cultural elements.

What is Intercultural Dialogue?

https://www.youtube.com/watch?v=Hik4YcyxWs0&ab_channel=UNESCO

1.2. OBJECTIVES OF INTERCULTURAL DIALOGUE

Intercultural dialogue serves a variety of objectives, all aimed at promoting the full respect of human rights, democracy, and the rule of law. It is a vital aspect of inclusive societies that embrace diversity and ensure that no one is marginalised or excluded. Intercultural dialogue acts as a powerful tool for mediation and reconciliation, transcending cultural divisions and addressing concerns related



to social fragmentation and insecurity. By promoting integration and social cohesion, it upholds fundamental principles that include freedom of choice, freedom of expression, equality, tolerance, and mutual respect for human dignity. The success of intercultural dialogue relies on attitudes fostered by a democratic culture, such as open-mindedness, willingness to engage in dialogue, allowing others to express their opinions, peaceful conflict resolution, and the ability to acknowledge other's arguments with informed judgement. It contributes to the development of democratic stability and combats prejudice and stereotypes in public life and political discourse. Moreover, intercultural dialogue facilitates the formation of alliances among diverse cultural and religious communities, thus preventing or alleviating conflicts, even in unresolved or post-conflict situations.

It is not about providing easy solutions. Intercultural dialogue is not a one-size-fits-all remedy or the ultimate answer to every question, as its reach may have limitations. It is rightly acknowledged that dialogue is impossible with individuals who adamantly refuse to engage. However, open, and democratic societies have an ongoing responsibility to consistently provide opportunities for dialogue. Conversely, engaging in dialogue with willing individuals who may not fully share "our" values can serve as a steppingstone for a more extensive process of interaction. Through this process, an eventual agreement can be reached regarding the



significance and practical implementation of universal values such as human rights, democracy, and the rule of law.

1.2.1. Construction of identity in a multicultural environment

The freedom of individuals to choose their own culture is fundamental and a central aspect of human rights. People can embrace different cultural reference systems at the same time or in different phases of their lives. While everyone is to some extent shaped by their heritage and social origins, in contemporary modern democracies, individuals can enrich their identity by belonging to multiple cultural systems. No one should be confined, against their will, to a specific group, community ideology, or worldview. Instead, each person should be free to let go of past convictions and make new decisions, if they align with the universal values of human rights, democracy, and the rule of law.

Mutual openness and exchange are essential components of embracing multiple cultures. They represent the rules of coexistence among individuals and groups, who are free to practise the cultures they choose, if they respect others.

Therefore, intercultural dialogue is crucial for managing the belonging to multiple cultures in a multicultural environment. It serves as a tool to continually find a new balance of identity, responding to new openings and experiences, and incorporating new dimensions to identity without forsaking one's roots. Intercultural dialogue helps us avoid the pitfalls of identity and stay receptive to the demands of modern societies.



1.2.2. Equal dignity and mutual respect

Intercultural dialogue involves adopting a reflective attitude that allows individuals to see themselves from the perspective of others. To achieve this, it is necessary to establish a democratic system, characterised by respect for every person as a human being, mutual recognition (where this equal value is acknowledged by all), and impartial treatment (where demands are subject to rules that everyone can share).

This approach sets interculturalism apart from previous models. Unlike assimilation, it acknowledges that public authorities must be impartial rather than accepting the majority's value system as the sole norm to avoid tensions between communities. However, unlike multiculturalism, it advocates for common norms and excludes moral relativism. Unlike both



1.2.4. Guarantee of human rights and fundamental freedoms

Human rights provide an essential framework for the practice of intercultural dialogue. The right to freedom of thought and expression, freedom of religion, freedom of assembly and association, and respect for private and family life are among the most important provisions of the European Convention on Human Rights. These rights, as stated in the Convention, must be exercised without any form of discrimination.



Freedom of expression, protected under Article 10, Paragraph 1, of the Convention is an indispensable requirement for engaging in intercultural dialogue. However, the increasing prevalence of “hate speech” has become a growing concern for the European Court of Human Rights. In response, the Court has determined, on a case-by-case basis, the limits beyond which freedom of expression can no longer be considered acceptable.

Certain forms of expression can be needlessly insulting, defamatory, or injurious, to the extent that they threaten the existence of a culture of tolerance. Not only do they irreparably harm the dignity of members of minority communities, but they also subject them to intimidation and threats. Respecting the fundamental rights and freedoms guaranteed by the Convention and the Court's jurisprudence means condemning any form of expression that incites hatred or promotes intolerance.

Dialogue cannot take place if the equal dignity of individuals, human rights, the rule of law, and democratic principles are not respected. These values, especially the respect for freedom of expression and other fundamental liberties, ensure a dialogue free from any form of domination, governed by the power of arguments rather than the argument of force.

1.2.5. Democratic citizenship and participation



In its broadest sense, citizenship embodies both a right and a responsibility to engage with others in the social, economic, and public aspects of the community. This concept lies at the core of intercultural dialogue, prompting us to view others not as mere stereotypes, but as fellow citizens and equals. Active citizenship encourages civic participation, acknowledging the valuable contributions of newcomers, thereby reinforcing social cohesion.

The active involvement of all residents in the life of the local community contributes to its prosperity and fosters integration. Granting the right to legally residing foreigners to participate in local and regional elections serves as a tool to promote participation. Through intercultural dialogue, which promotes social trust and engages minority communities often marginalised



elsewhere, citizens can find a deeper sense of democracy and meaning in their collective identity.

Our political system rests on the principles of democracy, where citizens are not only valued as social contributors but also recognized as active political participants. Within this framework, engaging in critical and constructive dialogue becomes a profoundly democratic norm, respecting other democratic values like pluralism, inclusion, and equality. The essence of such dialogue lies in embracing the spirit of democracy, fostering mutual respect among participants, and nurturing a collective willingness to seek and embrace consensus.

1.3. BARRIERS OF INTERCULTURAL DIALOGUE

The intercultural dialogue, as we can see, can find some barriers on its way, and we are going to analyse some of them in the following section, as well as proposing some solutions to all these obstacles interculturalization finds on its way:

1.3.1. Lack of political will to develop integration policies

Structures usually tend to generate discrimination by conferring more advantages to some groups of people, which can cause inequalities that can affect people's lives notoriously. That is the reason we should try making a change in our daily life, and progressively amplify our actions, to end up pushing the political class and lobbies to work on ending these situations.

1.3.2. Lobby's influences and bad press

Some lobbies take advantage of creating an over dimensioned and distorted image of migrant people and it affects how the rest of society perceives them. That is why we need to know really well how power structures work, in order to be able to rebat the ideas or actions that take place, erasing inequalities and authorities of ones over others.

1.3.3. Xenophobia and racism

Xenophobia and racism are two scourges of today's societies, and they are addressed to a cultural and educational scarcity we must fix to achieve more egalitarian communities. We should start by putting in value our differences and embrace them as wellness for our societies, instead of something we should get rid of. This is an opportunity to know more about our reality and make actual changes. Let's face stereotypes, prejudices and discrimination with knowledge and open minds.

1.3.4. Resistance to change when it implies losing privileges

Of course, when it comes to let go of an advantage someone was enjoying because of their special legal status, there can always appear some discrepancies. We need to make society understand that interculturalism allows to establish the base for a fairer world where privileges are lost because equality is won.



1.3.5. Majority groups can be reticent to establish relationships with minority groups

To tackle this problem, we should educate people towards respect and co-living. We must try to enhance education in interculturalism, so society can see interculturalism as a chance to know more about different cultures instead of a threat.

1.3.6. Distrust of minority groups and lack of willingness to integrate themselves

Some minority groups can be wary about majority groups' attitude towards them. To palliate this issue, we should empower minorities to raise themselves and share their differences with other groups, trying to contribute to the culture they are living in. But we must always have in mind that this raising of cultures cannot obviate that there are some limits: human and fundamental rights, as we have said on the top.

1.3.7. Difficulties with communication for not knowing other languages

This can be tackled with comprehension and trying to support groups with these difficulties with the help of organisations, NGOs and public administrations, translators, interpreters at public offices.

1.3.8. Unequal participation which generates overvaluation of some opinions in the dialogue

Those who have more power tend to hoard the debate, but we need to establish a variety of rules which reflect the relevance of all the participants to be active at the debate. That is why it would be interesting to have some kind of moderator who balances the interventions, too.

1.3.9. Not being open minded enough drives us to think that our opinions are undisputed truths, an attitude inclined to underestimate minority's opinions

To avoid this sort of situation, we should evaluate ourselves and be critical to be able to reflect about our posture, recognize our own limitations and mistakes, thus comprehend and respect others' opinions.

1.3.10. Conflictual situations derived from the different opinions of the debate's participants

Conflict is inevitable between human relations, but we must learn how to tackle it, so to realise this task successfully, we will need to develop empathy as a tool which lets us work those skills that allow us to understand and respect the different postures that may appear.

Challenges of Cultural Diversity:

https://www.youtube.com/watch?v=7u_wjH3-Ge8&ab_channel=MrTing



2. BENEFITS OF INTERCULTURAL DIALOGUE

2.1 Supporting Pluralism, Tolerance and Participation in Intercultural Dialogue

2.1.1. Promoting mutual understanding

Intercultural dialogue facilitates communication between different cultures and ethnicities, helping people better understand each other's perspectives and values. This leads to the development of tolerance and respect for cultural diversity, thereby reducing the risk of conflict and discrimination.

- **Facilitating communication:** Intercultural dialogue creates a space where people can interact and communicate openly with those from other cultures. This helps to remove communication barriers and develop listening and expression skills in a varied cultural context.
- **Deeper understanding of cultural perspectives and values:** through intercultural dialogue, people can learn more about each other's perspectives and values. It helps to overcome cultural stereotypes and prejudices and to understand more deeply how different cultures see the world.
- **Develop tolerance and respect:** when people begin to better understand the culture of others, they naturally develop tolerance and respect for them. This helps reduce the risk of intercultural conflicts and promote a more peaceful and harmonious society.
- **Reducing discrimination:** Intercultural dialogue can help reduce discrimination based on cultural or ethnic origin. People become more aware of the rights and dignity of others and are more likely to fight discrimination.



2.1.2. Creating opportunities for exchange

When cultures interact, new opportunities open to exchange ideas and experiences. This exchange can contribute to innovation in different fields, including art, science, and technology. It can also lead to social and economic development through collaboration and mutual investment.

- **Innovation:** when cultures interact and exchange ideas, it can lead to innovation in a variety of fields. Different cultural perspectives can bring new approaches and solutions to existing problems, which can enrich fields such as science, technology, art, and design. For example, in the business environment, intercultural collaboration can generate innovative ideas for products and services.



- **Social development:** intercultural dialogue can contribute to social development by promoting cooperation and mutual understanding between diverse communities. This can help address social problems such as discrimination, exclusion and poverty through joint efforts and strategies based on diversity of approaches and resources.
- **Economic development:** interaction and collaboration between cultures can have a positive impact on economic development. Trade exchange, foreign investment and intercultural partnerships can boost economic growth, job creation and community development. They can also increase competitiveness in the global market.
- **Cultural enrichment:** the exchange of cultural ideas and experiences can lead to the enrichment and diversification of the cultures involved. This can help preserve and promote cultural traditions and values, while at the same time enabling the adoption of positive elements from other cultures.

2.1.3. Supporting pluralism and human rights

Intercultural dialogue promotes pluralism, i.e., the recognition and acceptance of cultural diversity and human rights. It provides a framework for embracing differences and addressing social and political issues with openness and empathy, which can help create a more equitable and harmonious society.

- **Recognising and accepting cultural diversity:** Intercultural dialogue helps us understand and appreciate the cultural and ethnic diversity of our society. He promotes the idea that all cultures deserve respect and that there is no superior or inferior culture. This recognition and acceptance of diversity contributes to creating a more open and inclusive society.



- **Promoting human rights:** Intercultural dialogue reaffirms the importance of human rights and human dignity for all cultures and ethnicities. This implies respect for and protection of the fundamental rights of individuals, regardless of their cultural origin. Through dialogue, human rights violations can be addressed, and strategies developed to better protect them.
- **Embracing differences:** Intercultural dialogue promotes an open and empathetic attitude towards cultural differences. People learn to see the value and beauty of diversity and embrace these differences as part of a richer and more complex society.
- **Solving social and political problems:** through intercultural dialogue, social and political issues that may arise because of cultural diversity can be addressed more effectively. People can work together to find solutions that respect and promote the rights and dignity of all, avoiding discrimination and conflict.



2.2 Equality of human dignity

Intercultural dialogue promotes equality of human dignity, regardless of the cultural, ethnic, or religious origin of individuals. It contributes to the elimination of discrimination and cultural stereotypes so that all people are treated with respect and justice. It encourages respect for human rights and for the basic principles of democracy and individual freedom.

2.2.1. Promoting equality of human dignity

Intercultural dialogue recognises that all people, regardless of their cultural, ethnic, or religious origin, have equal value and dignity. It promotes the idea that no one should be discriminated against or treated with superiority or inferiority because of their culture or ethnicity. Thus, intercultural dialogue contributes to strengthening the equality of human dignity in society.

- **Respect for the value of everyone:** Intercultural dialogue starts from the premise that everyone has the same value and dignity, regardless of his cultural, ethnic, or religious origin. This means that no one should be treated with superiority or inferiority based on these characteristics.
- **Combating discrimination:** Intercultural dialogue helps identify and combat discrimination based on cultural or ethnic criteria. By promoting awareness and education, it can help change discriminatory attitudes and behaviours in society.
- **Strengthening social solidarity and cohesion:** by recognising the equality of human dignity, intercultural dialogue contributes to building a more harmonious and united society. It promotes solidarity and collaboration between different cultural groups, reducing the risk of intercultural conflicts and contributing to social cohesion.
- **Promoting inclusion:** Intercultural dialogue facilitates the inclusion and participation of all members of society in decision-making processes and public life. This is essential to ensure equal opportunities and avoid exclusion based on cultural or ethnic origin.

2.2.2. Eliminating discrimination and cultural stereotypes

Intercultural dialogue addresses cultural stereotypes and prejudices that can lead to discrimination. Through mutual understanding and open communication, people can break down stereotypes and learn to appreciate cultural diversity. This helps create an environment where all people are treated with respect and justice.

- **Addressing cultural stereotypes:** Intercultural dialogue involves opening avenues of communication and understanding between people from different cultures. It provides an opportunity to address and develop awareness of cultural stereotypes, i.e., preconceived conceptions or negative generalizations related to certain cultural groups. By recognizing and discussing these stereotypes, people can begin to better understand and overcome them.
- **Promoting mutual understanding:** Intercultural dialogue facilitates mutual understanding between different cultures and ethnicities. People are beginning to see people from other cultures as individuals with unique experiences and perspectives, rather than representatives of a homogeneous group. It helps to overcome stereotypes and prejudices, which can lead to the elimination of discrimination.



- Create a respectful and just environment: when people learn to appreciate cultural diversity and avoid stereotypes, it creates an environment where all individuals are treated with respect and justice. This is essential for building a fair society where the rights and dignity of every member are protected.
- Promoting intercultural cooperation and harmony: eliminating stereotypes and discrimination through intercultural dialogue helps promote cooperation and harmony between different cultures. People become more likely to collaborate and share their experiences and resources, which can lead to community development and common problem solving.

2.2.3. Fostering respect for human rights

Intercultural dialogue contributes to promoting respect for human rights throughout society. By debating and discussing issues related to human rights and democracy, people can better understand the importance of these fundamental principles and work together to protect and promote them.

- Human rights awareness: Intercultural dialogue often involves discussions and debates about human rights and democracy. This helps people better understand the importance of these fundamental principles and their role in protecting human dignity and individual freedoms.
- Promoting universal values: Intercultural dialogue can help identify and promote universal human rights values that are applicable to all individuals, regardless of their cultural or ethnic origin. This helps to strengthen a common framework of understanding and respect for these rights.
- Develop awareness about human rights violations: Through intercultural dialogue, people can discuss and address human rights violations that can occur in diverse cultural contexts. This can lead to increased awareness and measures being taken to prevent and remedy such violations.
- Creating an environment for exchange of good practices: Intercultural dialogue can facilitate the exchange of best practices in promoting and protecting human rights.



Communities and societies can learn from each other and share experiences to promote a culture of respect for human rights.



- Promoting democracy and civic participation: Intercultural dialogue can encourage civic participation and engagement in democratic processes. People learn to exercise their civic rights and engage in decision-making that affects their communities, contributing to strengthening democracy and open government.

2.2.4. Promoting the basic principles of democracy and individual freedom

Intercultural dialogue encourages debate and reflection on basic principles of democracy, such as civic participation and respect for pluralism. It provides a framework where people can learn about democratic values and processes and contribute to the development of a more democratic and free society.

- Debating and reflecting on democracy: Intercultural dialogue provides a space for debate and reflection on democratic concepts and values. People can discuss the importance of free elections, separation of powers, rule of law and other aspects of democracy. These discussions can help raise awareness about the democratic foundation of society.
- Encouraging civic participation: Intercultural dialogue can encourage active civic participation in democratic processes. Through discussion and collaboration, people can learn how to get involved in making decisions that affect them and exercise their civic rights, such as voting and freedom of speech.
- Respect for pluralism: Intercultural dialogue promotes respect for pluralism, i.e., acceptance of diversity of opinions, cultures and values. It helps to develop a culture of mutual respect and open dialogue, which are essential for the effective functioning of a democratic system.
- Promoting open government: Intercultural dialogue can help promote open and transparent government. People can discuss and monitor the actions of authorities and demand accountability and transparency in decision-making.
- Developing a more democratic and free society: Through intercultural dialogue, people can contribute to the development of a more democratic and free society, where individual rights are protected, and civic participation is encouraged. This can lead to the strengthening of democratic institutions and improved quality of life for all members of society.

2.3 The European Union's perspective on intercultural dialogue

The European Union promotes intercultural dialogue as an integral part of its values and policies. EU membership implies respect for cultural diversity and participation in efforts to promote intercultural dialogue. Through its programmes and initiatives, the EU encourages cooperation and cultural exchange between Member States and other countries, helping to strengthen European unity in diversity.

The European Union (EU) perspective on intercultural dialogue is indeed very important, because the EU is a successful example in promoting cooperation and respect for cultural diversity within a supranational framework. Here are some key aspects of the EU's perspective on intercultural dialogue.



2.3.1. Promoting intercultural dialogue as a fundamental value

The EU recognises intercultural dialogue as an integral part of its fundamental values. This includes respect for Europe's cultural and ethnic diversity and fostering an environment where different cultures can coexist and collaborate in harmony.

- **Respect for cultural diversity:** the European Union recognises and celebrates Europe's cultural and ethnic diversity. This means that the EU respects and protects the cultural and linguistic identities of different European communities and citizens. This diversity is seen as a richness that contributes to Europe's cultural mosaic.
- **Promoting collaboration and peaceful coexistence:** Intercultural dialogue aims to create an environment where different cultures can collaborate and coexist in harmony. This not only contributes to peace and stability in Europe, but also to the development of a culture of mutual respect and understanding between different communities.
- **Legislation and policies to protect cultural rights:** the EU has adopted laws and policies protecting the cultural and linguistic rights of minorities. This includes promoting regional and minority languages and protecting Europe's cultural heritage.
- **Cultural and educational programmes:** the EU supports cultural and educational projects and programmes that promote intercultural dialogue. The Erasmus+ programme, for example, encourages student and teacher exchanges between different European countries, contributing to mutual understanding and the development of active and informed European citizenship.
- **Cultural diplomacy and external relations:** the EU uses cultural diplomacy and cultural exchanges in its external relations to promote intercultural dialogue and strengthen links with other regions of the world.

2.3.2. EU membership and respect for cultural diversity

The EU accession process involves, inter alia, respect for cultural diversity and the promotion of intercultural dialogue. Accession candidates must adopt laws and policies that protect minority rights and encourage intercultural collaboration.

- **Respect for minority rights:** One of the key criteria for EU membership is respect for minority rights. This involves protecting and promoting the cultural and linguistic identities of minorities in the candidate country. Candidate countries must adopt laws and policies that ensure equality and non-discrimination for all ethnic and cultural groups.
- **Promoting cultural pluralism:** Accession candidates must encourage cultural pluralism and create an environment in which different cultures can coexist and contribute to the development of society. This may include supporting cultural and educational initiatives promoting mutual understanding between different cultural groups.
- **Adoption of European legislation:** To align with European standards, candidate countries must adopt European legislation and norms relating to minority rights and cultural diversity. This process involves harmonization of national legislation with European legislation and proper implementation of these rules.



- Intercultural collaboration: EU membership also encourages candidates to develop intercultural collaboration. This may include initiatives for dialogue between different cultural groups, educational programmes promoting cultural diversity and cooperation, and support for environments where all cultures can thrive.
- Monitoring and reporting: The EU monitors candidate countries' compliance with these commitments and requirements during the accession process. Monitoring and evaluation reports are used to assess progress and make recommendations for further improvement.

2.3.3. EU programmes and initiatives

The EU runs many programmes and initiatives to promote intercultural dialogue. A notable example is the Erasmus+ programme, which facilitates student and teacher exchanges between universities and educational institutions in different European countries, thereby promoting intercultural understanding and collaboration.

- Facilitating international exchanges: the Erasmus+ programme allows students, teachers, and other professionals to participate in international mobility programmes. This means that young people can study, do traineeships, or teach in other European countries, giving them the opportunity to experience other cultures and develop understanding and appreciation of cultural diversity.
- Promoting understanding and tolerance: Erasmus+ intercultural exchanges and collaboration contribute to developing mutual understanding and increasing tolerance towards cultural and ethnic differences. Young people learn to work together, solve problems, and understand different perspectives, which can reduce stereotypes and prejudices.
- Development of intercultural skills: by participating in Erasmus+ programmes, young people develop important intercultural skills, such as language competence, adaptability, and intercultural communication capacity. These skills are essential in an increasingly interconnected and diverse world.
- Promoting European mobility: Erasmus+ helps promote mobility within Europe and facilitate cultural and educational exchanges between EU and non-EU countries. This increases European cohesion and strengthens links between different communities.
- Encouraging academic and cultural collaboration: the Erasmus+ programme facilitates collaboration between universities, educational institutions, and cultural organisations from different countries. This stimulates the exchange of ideas, innovation, and cultural development.

2.3.4. Strengthening European unity in diversity

The EU sees cultural diversity as a wealth and source of creativity and innovation. By promoting intercultural dialogue and cultural cooperation between Member States and other countries, the EU contributes to strengthening European unity in diversity.

- Culture as part of European identity: the EU recognises that culture plays a key role in defining European identity. European culture is influenced by a rich history and



extensive cultural diversity. By promoting and protecting cultural diversity, the EU supports a Europe with a strong and varied identity.

- Creative Europe Programme: the EU supports and promotes the cultural and creative sectors through Creative Europe. This programme supports the cultural and creative industry by promoting innovation, access to culture and cross-border cooperation in the cultural field.
- Culture and tourism: Europe's cultural diversity is an important factor in the tourism industry. The EU promotes cultural tourism and develops initiatives to preserve and enhance Europe's cultural heritage. It brings economic and social benefits while strengthening European unity.
- Promoting European languages: the EU supports Europe's linguistic diversity and promotes language learning. Erasmus+ and other initiatives contribute to the learning and understanding of different European languages and cultures.
- Cultural and educational exchange: cultural and educational exchange programmes, such as Erasmus+ or the European Capital of Culture programme, facilitate interaction between young people and cultural communities from different European countries. These increases understanding and cooperation between cultures.
- Cultural diplomacy: the EU uses cultural diplomacy to promote intercultural dialogue and strengthen links with other regions of the world. Through cultural exchanges and the promotion of European culture, the EU helps build bridges of understanding between different global cultures.

2.3.5. Cultural diplomacy and exchange

The EU also carries out intensive cultural diplomacy and supports cultural exchanges to promote understanding and cooperation between cultures and communities.

- Promoting European values: the EU uses cultural diplomacy to promote European values such as democracy, human rights, cultural diversity, and sustainable development. Through cultural events, exhibitions, artistic and literary presentations, the EU shares these values with other societies and communities.
- Strengthening external relations: cultural diplomacy contributes to strengthening the EU's external relations. Through cultural exchanges and cultural collaboration, the EU builds bridges of understanding and cooperation with other regions of the world.
- Supporting intercultural dialogue: the EU promotes intercultural dialogue through cultural events, debates and projects that bring together representatives of different cultures and communities. It helps improve mutual understanding and reduce prejudices and stereotypes.
- Supporting European arts and culture: the EU supports European arts and culture by funding and promoting cultural and artistic projects. This support contributes to promoting creativity and cultural diversity in Europe and expanding the influence of European culture worldwide.
- Cooperation with international cultural organisations: the EU works with international cultural organisations such as UNESCO to promote world cultural heritage and protect and preserve valuable cultural and natural assets.



- Cultural exchanges: the EU supports cultural exchanges between artists, creators and professionals from different countries. These exchanges promote mutual understanding and collaboration in the field of arts and culture.

2.4. Risks of Failure to Establish Dialogue

Failure to establish intercultural dialogue can lead to cultural isolation and escalation of tensions between cultural groups. Stereotypes and prejudices can persist and worsen, leading to discrimination and intercultural conflict. The lack of intercultural dialogue can affect social and political cohesion, with negative consequences for society.

2.4.1. Cultural isolation

When cultural groups do not interact or dialogue with each other, there is a risk that they will become culturally isolated. Cultural isolation can lead to ignorance and mutual misunderstanding, contributing to the perpetuation of stereotypes and prejudices.

- Ignorance and mutual misunderstanding: when cultural groups do not interact or can get to know each other, there is a tendency to develop prejudices and stereotypes about other cultures. This can lead to misunderstanding, the development of misconceptions and the perpetuation of ignorance about the way of life and values of others.
- Lack of peer learning opportunities: cultural isolation limits opportunities for mutual learning. People can learn many valuable things from interacting with people from other cultures, such as different languages, cultural traditions, and ways of thinking. These experiences can be lost in the case of cultural isolation.
- Risk of polarization and division: cultural isolation can lead to polarization and division in society. Cultural groups that do not interact may develop isolated identities and feel separated from wider society. This can fuel tensions and conflict between groups.
- Missed opportunities for collaboration: when cultural groups do not cooperate or collaborate, important opportunities for collaboration and development can be lost. Cultural diversity can be a valuable resource in solving social, economic, and political problems, but dialogue and collaboration are necessary to benefit from this diversity.



2.4.2. Escalating tensions

The absence of intercultural dialogue can lead to increased tensions and conflicts between cultural groups. Poor communication or no space to discuss issues can aggravate disputes and escalate conflicts.



- **Increasing prejudices:** the absence of intercultural dialogue can fuel existing prejudices and stereotypes. When people don't have the opportunity to meet or talk to people from other cultures, they can develop distorted or negative conceptions about foreign cultural groups.
- **Poor communication:** lack of dialogue also means that people do not have the opportunity to express their opinions and concerns in an open and constructive environment. This can lead to the build-up of unresolved tensions and difficulties in resolving problems.
- **Perpetuated stereotypes:** tensions can lead to the perpetuation of cultural stereotypes and prejudices. Conflict can amplify negative perceptions and make reconciliation and subsequent mutual understanding more difficult.
- **Risk of open conflict:** in the absence of intercultural dialogue and in case of accumulation of tensions, there is a risk that conflicts will escalate and become open. This can affect the peace and stability of society and have negative consequences for all groups involved.
- **Diminishing social cohesion:** intercultural tensions can erode social cohesion and weaken links between different communities in society. This can have an impact on social and political solidarity.

2.4.3. Persistence of stereotypes and prejudices

The lack of intercultural dialogue makes it difficult to combat cultural stereotypes and prejudices. Thus, they can persist and even worsen in the absence of positive interactions and mutual understanding.

- **Reinforcing existing prejudices:** the absence of intercultural dialogue can make existing prejudices and stereotypes stronger. People can begin to perceive them as irrefutable truths if they don't have the opportunity to contradict them or discuss them with people from other cultures.
- **Limiting individual potential:** stereotypes and prejudices can prevent people from reaching their full potential. When a person is judged or marginalized based on cultural stereotypes, they may miss opportunities for education, employment, or personal development.
- **Impact on intercultural relationships:** stereotypes and prejudices can harm intercultural relationships, making communication difficult and strained. They can create barriers to mutual understanding and cooperation.
- **Contributing to discrimination:** cultural prejudices and stereotypes can lead to discrimination and exclusion. People can be treated unfairly or unfairly based on their cultural origin, which is unacceptable from the perspective of human rights and the principles of equality.
- **Making future intercultural dialogue difficult:** when stereotypes and prejudices persist, it is more difficult to initiate and maintain a positive intercultural dialogue in the future. People may be reluctant to engage in cultural interactions if they have previous negative experiences.



2.4.4. Discrimination and intercultural conflicts

In the absence of dialogue and in the context of perpetuating stereotypes, cultural groups may be more susceptible to discrimination and intercultural conflicts. This can have a negative impact on social cohesion and affect the balance and stability of society.

- **Discrimination:** cultural stereotypes and prejudices can lead to discrimination, i.e., unfair or disadvantageous treatment of people from a particular culture or ethnic group. It can take various forms, including discrimination in the workplace, discrimination in access to services, discrimination in education and many others. Discrimination can limit the chances of life and development of those affected.
- **Intercultural conflict:** when tensions and animosities between different cultural groups escalate, intercultural conflicts can arise. These conflicts can range from smaller disputes and tensions to open conflicts and even violence. They can have a significant impact on society, affecting social peace and cohesion.
- **Weakening social cohesion:** discrimination and intercultural conflicts can weaken social cohesion, jeopardising the balance and stability of society. Cultural groups can become polarized and separated, and trust between them can be undermined. This can affect the entire community and make collaboration and social progress difficult.
- **Economic impact:** discrimination and intercultural conflicts can have a negative impact on economic development. They can reduce the potential for collaboration and investment in affected communities, which can hamper economic development and poverty reduction.
- **Security issues:** in the case of violent intercultural conflicts, security issues may also arise. They may require the intervention of authorities and have serious consequences for public security.

2.4.5. Affecting social and political cohesion

Intercultural dialogue plays a key role in promoting social and political cohesion in diverse societies. Lack of dialogue can lead to division of communities and weaken ties between different cultural and ethnic groups.

- **Division of communities:** the lack of intercultural dialogue can lead to communities being divided into isolated groups and inclined to interact only with members of their own cultural group. This can create barriers and tensions between different groups and weaken the sense of belonging to the wider community.
- **Increasing polarization:** the absence of dialogue can contribute to political and social polarization. People may develop extremist perspectives and be less willing to find solutions and compromises in the face of common problems. This can have a negative impact on political processes and social cohesion.
- **Weakening social solidarity:** Intercultural dialogue promotes mutual understanding and collaboration between cultural groups. The lack of dialogue can weaken social solidarity and make it difficult to build links and cooperate between different communities.



- Difficulties in managing diversity: diversified societies need effective mechanisms to manage cultural diversity. The lack of dialogue can make it difficult for these mechanisms to develop and contribute to tensions and conflicts instead of promoting peaceful coexistence.
- Impact on political processes: politics and governance can be affected by a lack of intercultural dialogue. Cultural groups may not feel represented or have equal access to political processes, which can lead to misunderstandings and tensions within society.

2.4.6. Limiting development potential

The lack of intercultural dialogue can limit the social, economic and cultural development potential of a society. The exchange of ideas, experiences and knowledge across cultures can contribute to innovation and progress.

- Lack of innovation: the exchange of ideas and experiences between cultures can stimulate innovation. When people from different cultural backgrounds collaborate and share knowledge, creative solutions to complex problems can emerge. The lack of intercultural dialogue can limit opportunities for innovation and development.
- Missed economic opportunities: diversified communities have the potential to benefit from economic collaboration across cultures. The absence of intercultural dialogue and collaboration can lead to missed opportunities for business and economic growth.
- Limited social development: Intercultural dialogue can contribute to social development by promoting diversity and human rights. Lack of dialogue can hinder addressing social and political issues with empathy and openness, which can affect social development and progress towards a fairer society.
- Loss of cultural potential: each culture brings with it unique cultural resources such as art, music, traditions and knowledge. The lack of intercultural dialogue can lead to the loss and forgetfulness of these valuable resources, which could contribute to the cultural richness of society.
- Fragmentation of communities: lack of dialogue can lead to fragmentation and isolation of communities, which can weaken social cohesion and make collaboration between cultural groups difficult.





3. CONCEPTUAL FRAMEWORK

3.1 The Concept of Intercultural Dialogue

Intercultural dialogue refers to a communication process established based on understanding and valuing cultural, religious, ethnic, and linguistic differences among various groups of people. This process relies on mutual understanding and respect and requires individuals to be willing to express their own views while also being open to listening to and understanding the perspectives of others. Intercultural dialogue promotes social, cultural, and economic harmony in societies where communities with diverse cultural backgrounds coexist.



This approach strengthens the desire for equality, human dignity, and achieving common goals. It aims to foster a deeper understanding of different worldviews and practices, increase collaboration and participation, support personal growth, and change, and promote tolerance and respect for others. Intercultural dialogue embraces the fundamental goal of fully respecting human rights, democracy, and the rule of law.



This process also provides an opportunity for communities to be included without experiencing marginalization or exclusion. Intercultural dialogue serves as a strong mediator and tool for reconciliation. While promoting integration and social cohesion, it also facilitates critical and constructive interaction by transcending cultural differences. It plays a significant role in addressing social divisions and insecurity.

Among the fundamental principles of intercultural dialogue are freedom of choice, freedom of expression, equality, tolerance, and respect for human dignity. Successful intercultural dialogue involves open-mindedness, a willingness to engage in dialogue and accept valid arguments from others, the ability to resolve conflicts through peaceful means, and an attitude based on democratic values.

Intercultural dialogue contributes to strengthening democratic stability, combating prejudice and generalizations, facilitating cooperation among diverse cultural and religious communities, and preventing or mitigating conflicts. However, it's important to remember that this process has its limitations and not every problem can be easily resolved. Therefore, the ongoing opportunity and willingness for dialogue need to be sustained. Additionally, it's important to understand that even with individuals who do not share the same values, initiating a dialogue can be the beginning of a lengthy interaction process.



Intercultural dialogue is an increasingly important concept in today's world. For young people, this concept offers an opportunity to grow as global citizens and develop broader worldviews. Here is a deeper exploration of this topic:

- **Interconnected World:** young people are growing up in the digital age, and the world has become truly interconnected. Therefore, interacting with people from different cultures has become more accessible and essential. Intercultural dialogue allows young individuals to get to know their peers from different geographic locations and learn more about the world.
- **Celebration of Diversity:** one of the most important things young people can learn from intercultural dialogue is to celebrate diversity. Each culture has its own values, traditions, and norms, and these differences enrich our world. By understanding and appreciating these differences, young individuals can grow into more tolerant and open-minded individuals.
- **Peace and Harmony:** Intercultural dialogue also promotes peace and harmony between societies. When people understand that they come from different cultures, they are more likely to empathize and try to resolve conflicts in a peaceful manner. This can help communities build a better future.
- **Values and Human Rights:** Intercultural dialogue emphasizes fundamental values such as human rights, democracy, and equality. When young people understand and appreciate these values, they can be inspired to advocate for fairer and more equitable societies.
- **Individual and Societal Development:** Intercultural dialogue also contributes to the individual and societal development of young people. Exposure to different perspectives can enhance their critical thinking and analytical skills. It can also help them acquire more effective communication skills.

The concept of intercultural dialogue holds great promise for young people in an increasingly interconnected world, allowing them to embrace diversity, promote peace, uphold essential values, and grow both as individuals and as contributors to society.

3.2. Identity Formation in a Multicultural Environment



Individual human dignity is the cornerstone of society. However, the individual is not a homogeneous social actor in this sense. Our identities make us unique, not the same as others. Identity is a complex and context-sensitive composition of various elements.

The freedom of an individual to choose their own culture is essential; it is a fundamental aspect of human rights.

Simultaneously or at various stages of their

lives, everyone can embrace different cultural affiliations. While everyone may be to some



extent a product of their heritage and social background, in contemporary modern democracies, everyone can enrich their own identity by complementing it with different cultural connections. No one should be restricted within a specific group, community, belief system, or worldview against their will; instead, they should be free to reject their past choices and make new ones if they are in line with universal values such as human rights, democracy, and the rule of law. Mutual openness and sharing are two essential aspects of a multicultural close relationship. Both are rules of coexistence applied to individuals and groups who are free to live their cultures if they respect others, in line with universal values.

Therefore, intercultural dialogue is important in managing multiple cultural connections in a multicultural environment. Intercultural dialogue is a mechanism that responds to new developments and experiences, adds new layers to an individual's identity without abandoning their roots, and maintains a constant balance of a new identity. Intercultural dialogue helps us avoid the pitfalls of identity politics and confront the challenges of modern societies.

3.3. Previous Approaches to Cultural Diversity

Between approximately 1870 and 1945, during the height of nation-states in Europe, it was widely assumed that every individual living within a state's borders should assimilate into the dominant cultural framework, often through national and sometimes nationalist rituals. However, in the past century, Europe, during certain periods in its history, experienced more positive experiences that helped us understand how different cultures and religions could peacefully coexist in an environment of mutual tolerance and respect.

After the division of post-war Europe, the immigrant experience in the western part of Europe became associated with a new concept of social order known as multiculturalism. This concept argued that the thought structures of minority communities should be politically recognized as equally valuable as those of the "host" majority. While this represented a radical departure from assimilation policies in practice, multiculturalism generally still shared the schematic societal concept where minorities were seen as separate from the majority, with the key difference being the approval of minority separation rather than assimilation into the majority.

The Opatija Declaration (2003) rejected this paradigm. The Declaration argued that when defining cultural diversity, "this principle cannot be exclusively applied to 'minority' and 'majority' as this model separates cultures and communities, categorizing them in a static position based on social behaviour and cultural generalizations related to the status of groups." Partially overlapping identities are not contradictory; they are a source of strength and indicate the possibility of a common ground.

Despite good intentions, multiculturalism is now perceived by many as contributing to societal fragmentation and mutual misunderstanding. It is seen as eroding the rights of individuals within minority communities, especially women, as if it were feeding social division and portraying individuals within minority communities as if they were acting as if they were a single entity. The cultural diversity of contemporary societies must be acknowledged as an empirical reality.

However, a recurring theme in consultations is that respondents no longer view multiculturalism as a policy they feel comfortable with.



None of these models (assimilation and multiculturalism) are implemented in any state as a single and complete system. Elements of both come together through the intercultural paradigm currently emerging, combining the best aspects of both. This approach shifts the focus away from assimilation to the individual, recognizes cultural diversity from multiculturalism, and adds a new element critical for integration and social cohesion: dialogue based on equal human dignity and shared values.

3.4. Current Context of Cultural Diversity in Europe: Statistics and Trends

The European continent has historically been a geography where many different cultures, languages, and traditions have come together. Today, Europe stands out with its cultural diversity, and this diversity is steadily increasing. In this article, the cultural diversity in Europe should be examined in terms of statistics and trends.

- **Various Cultures in Europe**
 - Europe is home to more than 50 countries, each hosting a multitude of ethnic groups, languages, and cultural traditions. Some examples include:
 - Germany: besides German speakers, the country has also become enriched through immigration.
 - France: French citizens coexist with immigrants from diverse ethnic backgrounds.
 - Spain: Spain not only has Spanish speakers but also hosts different languages such as Catalan, Basque, and Galician.
- **Migration and Increasing Cultural Diversity**
 - One of the major factors contributing to the cultural diversity in Europe is migration. For economic, political, and humanitarian reasons, many people are migrating to Europe. Especially, refugees from crisis regions like Syria, Afghanistan, and others have a significant impact on the cultural mosaic in Europe.
- **Cultural Interaction and Art**
 - As a result of cultural diversity in Europe, a rich mosaic has emerged in cultural fields such as art, music, cinema, and literature. The interaction between different cultures has led to the emergence of new artistic expressions and enrichment of cultural heritage. For example, different music genres and festivals reflect this cultural interaction.
- **Religion and Cultural Diversity**
 - Religion is also an important factor influencing cultural diversity in Europe. Christianity, Islam, Judaism, and other religious beliefs play a significant role among the diverse communities coexisting in Europe. Interreligious dialogue and tolerance are considered important elements that support cultural diversity.
- **Politics and Immigration**
 - Cultural diversity also affects the political landscape of Europe. Issues related to the rights of immigrants, citizenship policies, and combating racism are important topics that shape the direction of cultural diversity. These policy



areas influence discussions on accepting and preserving the different cultural identities within societies.

- **Future Challenges and Opportunities**
 - The future of cultural diversity in Europe presents both challenges and opportunities. Efforts will need to continue in areas such as integration, language preservation, cultural tolerance, and education. Additionally, it is important to consider how cultural diversity can enhance Europe's cultural and economic wealth.
- **Education and Cultural Awareness**
 - Education plays a crucial role in maintaining and enriching cultural diversity in Europe. Respecting cultural differences in schools, multilingual education programs, and cultural exchange programs can foster greater understanding and tolerance among younger generations. Furthermore, preserving cultural heritage and local languages in schools is also important.

3.4.1. The Impact of the Covid-19 Pandemic

The Covid-19 pandemic has been a significant factor affecting cultural diversity in Europe. During the pandemic, immigrant communities and minorities were disproportionately affected economically and in terms of health. Additionally, cultural events and community gatherings were limited during the pandemic. However, with the pandemic coming to an end, there is hope for a revival of cultural interactions and closer ties between communities.

- **Preserving Cultural Heritage**

Preserving cultural heritage is of critical importance to maintain cultural diversity in Europe. Each country strives to preserve its own cultural heritage and traditions. Many European cities and regions listed in the UNESCO World Heritage List emphasize the significance of cultural heritage.
- **Climate Change and Cultural Diversity**

Climate change is another factor affecting cultural diversity in Europe. Environmental changes can impact traditional activities such as agriculture and fishing, potentially leading to changes in cultural identities. Therefore, strategies to combat climate change should take cultural diversity preservation into consideration.
- **The Role of Migration Policies**

Cultural diversity in Europe is also shaped by countries' migration policies. Different countries follow different strategies for accepting immigrants, and these policies impact cultural diversity. Integration, citizenship granting processes, and immigrant rights can facilitate easier integration of migrants into society and promote cultural interaction.
- **Cultural Diversity and Tourism**

Cultural diversity in Europe is a significant attraction for tourism. Visitors come to Europe to explore different cultures and histories, contributing to the growth of the tourism industry and providing economic benefits to local economies.



However, the implementation of sustainable tourism policies is crucial to ensure the preservation of cultural heritage and the environment.

- **Social Justice and Equality Struggles**

Cultural diversity is also a part of the struggle for social justice and equality. Minority rights, combating discrimination, and equal opportunities are important issues for preserving and supporting cultural diversity. Human rights advocates and civil society organizations work to promote cultural diversity and amplify the voices of diverse communities.

- **Young Generations and Cultural Identity**

Young generations experience cultural diversity with a different perspective. They are more accepting of cultural diversity, have multicultural friend groups, and explore global cultures through digital media. These young individuals can enrich the cultural diversity in Europe even further in the future.

- **Cultural Diplomacy and International Relations**

Cultural diversity in Europe serves as a resource for international relations and cultural diplomacy. Cross-cultural interactions between countries can contribute to the development of friendly relations and the promotion of international cooperation. Cultural events, art festivals, and cultural exchange programs play a significant role in this regard.

- **Digital Transformation and Cultural Expression**

Digital technologies offer new opportunities for the expression of cultural diversity. Artists, writers, and creators can reach a wider audience through digital platforms. At the same time, digital media contributes to greater accessibility of different cultures and languages.

- **The Future of Cultural Diversity**

The cultural diversity in Europe raises many questions about how it will evolve in the future. Factors such as migration, demographic changes, climate change, and technological advancements will impact cultural diversity. European societies must consider how they will adapt to these changes and preserve cultural diversity.

- **Redefining Cultural Heritage**

The concept of cultural heritage goes beyond traditional understanding. New elements like environmental sustainability, digital heritage, and the cultural contributions of immigrants are influencing the definition of cultural heritage. In this context, new strategies should be developed for the preservation and transmission of cultural heritage to future generations.

Cultural diversity in Europe is an important characteristic that enriches the continent and makes it a dynamic place. Understanding and valuing this diversity can help Europe progress towards coexistence and development. With an awareness that cultural diversity is a richness, collaboration and tolerance among diverse communities should be encouraged.

Furthermore, preserving and valuing cultural diversity in Europe contributes to coexistence and development. With an awareness that cultural diversity is a richness, collaboration and tolerance among diverse communities should be



encouraged. It is also important to be prepared for the future challenges of cultural diversity in Europe, which is a critical step towards a sustainable and inclusive Europe.

Protecting, valuing, and sustainably managing cultural diversity in Europe contributes to coexistence and development. With the understanding that cultural diversity is a richness, collaboration and tolerance among communities should be promoted. This will help lay the foundation for a more inclusive, fair, and enriched Europe for future generations.

3.5. Conditions for Intercultural Dialogue

- Respect and Tolerance.
- Empathy.
- Education and Awareness Raising.
- Common Objectives.

Intercultural dialogue plays a critical role in today's increasingly globalized world. This type of communication enables interaction and meaning transfers between people from different cultures and considers cultural differences in the process. At the same time, it enhances our ability to understand others and reinforces our ability to express ourselves.



The main theme of intercultural communication is respect and tolerance. Respect and tolerance mean accepting, valuing, and respecting differences. Each culture has its own unique history, beliefs, and traditions. Tolerance and respect allow us to recognise these differences as a valuable wealth. These two values help to reduce discrimination and break down prejudices.

At the same time, tolerance and respect develop understanding. Trying to understand the inner dynamics of different cultures helps us to grasp why people behave the way they do. This allows us to build deeper and more meaningful communication. A tolerant approach makes it easier to resolve conflicts, strengthens reconciliation processes and promotes social peace.



Tolerance and respect reduce prejudices. As people get to know each other better, misconceptions and prejudices about different cultures are replaced by real knowledge and understanding. This is the basis for peace and harmony between societies. A tolerant environment between different cultures enables people to live



together better and strengthens the cohesion of society. Consequently, tolerance and respect are fundamental qualities for intercultural dialogue to take place in a healthy and meaningful way. These values facilitate the coexistence of different cultures, promote social cohesion, and form the cornerstones of cultural richness.

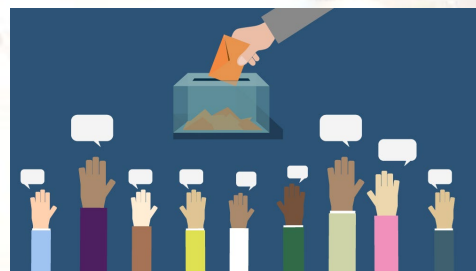
Empathy involves understanding the perspectives of other cultures through mutual understanding and sensitivity. It enables people to go beyond cultural differences and share common emotional experiences. Understanding the emotional expressions of people from different cultures makes communication more effective and meaningful. This facilitates the process of understanding different perspectives and values.

Another important condition for intercultural dialogue is education and awareness raising. Learning about the history, values, traditions, and world views of different cultures in schools, universities or special education programmes contributes to people's understanding of cultural diversity. Awareness-raising aims to draw attention to cultural differences in society at large and accelerate the process of understanding. Through tools such as media, art, seminars and campaigns, people are encouraged to better understand cultural diversity. This enables people to become more open-minded, break down prejudices and build a more tolerant society.

Common goals encourage people to work together and make it easier to overcome cultural differences. They enable different cultures to support each other in pursuing similar goals. Common goals also enable people to have a broader perspective, so that they become open not only to their own cultural perspectives but also to those of others. This promotes tolerance, understanding and cooperation. Common goals encourage the acceptance of cultural diversity as a richness and respect for differences. It is therefore extremely important to identify and share common goals for intercultural dialogue to take place successfully.

3.5.1. Human Rights, Democracy, and the Rule of Law

The universal values, democracy and human rights upheld by the Council of Europe are a condition for intercultural dialogue. Human rights refer to the fundamental rights and freedoms to which every individual is born. These rights cover fundamental areas such as the right to life, freedom of expression, freedom of belief, freedom of expression, the right to education and require respect for the dignity and worth of human beings. Intercultural dialogue offers a rich and deep platform for



understanding how to balance the application and understanding of universal human rights norms by adapting them to the diverse contexts of different cultures. This dialogue provides opportunities to explore how various cultural traditions and belief systems align with human rights values. For example, in some cultures, traditional practices may conflict with modern human rights norms. In this case, intercultural dialogue can provide guidance on how such conflicts can be resolved and how human rights can be more effectively implemented across cultural diversity.



In intercultural matters, a fair balance must be struck to advance conflicting human rights. The case law of the European Court of Human Rights and the work of supervisory bodies such as ECRI (European Commission of Human Rights (ECHR) or the Advisory Committee to the Framework Convention for the Protection of National Minorities shows how such a balance can be struck in

practice.

This dialogue can also raise awareness of human rights. The process of understanding the human rights practices of different cultures allows them to better understand their own societies' shortcomings and areas for improvement. This, in turn, promotes a wider understanding and dissemination of the concept of universal human rights. Interaction and exchange of experiences between societies allows for the sharing of best practices and strategies on human rights, so that each society can adopt a more just, liberal, and people-centred approach.

Furthermore, the impact of intercultural dialogue on human rights emphasizes that it is not only an issue at the individual level, but also at the societal level. Human rights are not only the responsibility of individuals, but also of societies and states. Therefore, through intercultural dialogue, ideas are exchanged on how human rights can be strengthened at the societal level, how they can be protected by law and how human rights education can be disseminated.

Democracy as a form of government emphasizes individual participation, freedom of expression and the principle of equality. Intercultural dialogue plays an important role in understanding and evaluating the universal values of democracy and its relevance in different cultural



contexts. Different societies' understandings of democracy, their history, cultural values, and social dynamics offer a rich perspective on how democracy is practiced. This dialogue highlights the universal principles of democracy while providing a space to explore how cultural differences can contribute to the interpretation and practice of democratic values.

Intercultural dialogue can also lead to a better understanding by sharing the advantages and challenges of democracy. Discussions on issues such as the ways in which different societies participate in democratic processes, the role of civil society and the impact of democracy on societal development help to put the universal principle of democracy on a firmer footing. Such explorations of how democracy and cultural diversity can coexist emphasize the universality of democratic values and show how they can be adapted to the needs of diverse societies.

This dialogue can also raise awareness of democracy. A society's understanding of the democratic experiences and practices of other societies allows it to better evaluate and develop its own democratic system. Intercultural dialogue also encourages the exchange of ideas on issues such as increasing participation in democratic processes, strengthening civil society and promoting the principles of fair governance.



While the principle of the rule of law is one of the fundamental values of a society, intercultural dialogue provides an opportunity to understand and discuss how this principle can be applied in different cultural contexts. The exchange of information on how different legal and judicial systems implement the rule of law is important for understanding how universal principles can be upheld and how these principles can be integrated into the unique cultural and social dynamics of a society.

Intercultural dialogue helps us to understand the resonances and interpretations of the rule of law in different cultures, while at the same time highlighting why this principle is critical to ensuring justice and protecting the rights of individuals. This dialogue between different societies helps us to better understand the universal nature of the rule of law and how it functions as a fundamental pillar of democracy.

At the same time, intercultural dialogue can address the technical details of how the rule of law is integrated into the judicial system and legal procedures. This dialogue promotes the exchange of information on how different legal approaches and judicial systems function, how they can be brought into line with universal principles of law and how judicial independence is ensured.

In short, intercultural dialogue effectively works on the principle of the rule of law, helping us to understand how different cultural contexts and legal systems understand and apply this principle. This dialogue also offers diverse perspectives on how different societies have adapted this principle, while better highlighting why the rule of law has universal value and how it is protected.

3.5.2. Equality, Honour, and Mutual Respect

Intercultural dialogue plays a critical role in understanding and promoting the principle of equality. Equality is a fundamental principle that all individuals have equal access to human rights and opportunities, regardless of their different characteristics. This principle reflects that every person, regardless of gender, race, ethnicity, age, religion, sexual orientation, etc., is valuable and should be respected.



Intercultural dialogue is valuable in exploring different societies' and cultures' understandings and practices of equality. This dialogue allows different societies to share their experiences and approaches to equality. This in turn helps different societies to understand their similarities and differences in relation to equality, developing an understanding of how the universal principle of equality can be adapted to diverse cultural contexts.



For example, the Nordic countries (Norway, Sweden, Denmark, Finland) provide examples of inspiring approaches to tackling gender inequality. These countries have made significant strides by promoting a culture of gender equality, placing emphasis on gender equality in education and employment, supporting parental co-operation and crèche services, encouraging women's political participation and striving to change societal norms, and the "Truth and Reconciliation" Commission in

South Africa (1995) created a platform for dialogue between different ethnic groups to achieve social peace during a period of apartheid and human rights violations. Through public hearings, testimonies and document collection, the Commission encouraged individuals to express their past sufferings and promoted reconciliation and public understanding of past wrongs. This effort aimed to build social peace and shape the future by remembering history, thus enabling different ethnic groups to engage in an understanding dialogue with each other.

Intercultural dialogue offers an important window into how the concepts of dignity and mutual respect are interpreted and applied in different cultures. Different societies' conceptions of dignity and respect illuminate how people are valued in that society, how the rights of individuals are respected and how they are reflected in social relations. This dialogue can help us to understand how, for example, a conception of dignity based on family values takes shape in Eastern cultures alongside a conception that emphasizes individual autonomy in Western cultures. At the same time, we can observe how the concepts of honour and respect are interpreted and applied differently due to the different cultural backgrounds of the various members of the European Union. This provides a platform for bringing together diverse perspectives, for example on gender equality and human rights. Intercultural dialogue highlights the universal foundations of the concepts of dignity and respect and offers the opportunity to understand how each culture lives these concepts in unique ways.

3.5.3. Gender Equality

Gender equality refers to social equality in terms of roles, rights and opportunities determined by gender. Intercultural dialogue is of great importance for deepening understandings on gender equality, sharing the experiences of different societies and working together to combat gender-based inequalities. This dialogue allows people from different

cultural contexts to share their understanding and experiences of gender equality. For example, we may observe that in some societies women are encouraged to play a greater role in social and economic life, while in other societies traditional gender norms are strictly adhered to. This dialogue provides an opportunity to understand the effects of gender inequality on different societies.





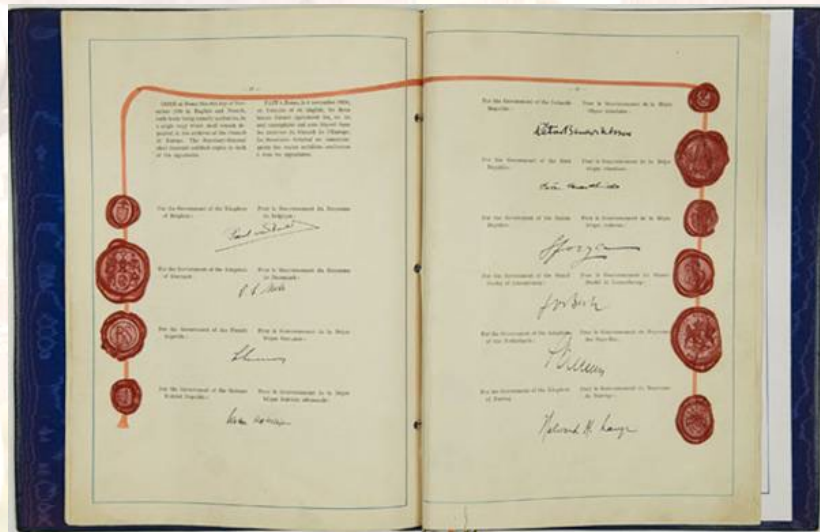
Intercultural dialogue can increase awareness on gender equality. It provides an opportunity to share and evaluate gender equality policies, laws and initiatives of different societies. This contributes to sharing solutions and best practices on gender inequality.



The European Ministerial Meeting on Equality between Women and Men (2003) is recognised as an important step in the international efforts for gender equality. This meeting was organized to promote gender equality, protect women's rights, and combat gender-based discrimination. The meeting brought together representatives of many countries who came together to raise awareness of gender equality, share best practices, and create opportunities for cooperation.

As the Conference highlighted, intercultural dialogue is an important tool for deepening understanding of gender equality and for building cooperation at the international level. The opportunity to share experiences and best practices of different countries is a critical step towards understanding and addressing the root causes of gender inequality. The participants of the Conference emphasized the need to develop a universal understanding of gender equality within cultural diversity, addressing advances and challenges in gender equality.

In addition to establishing sustainable policy and legal frameworks for gender equality, the European Ministerial Conference acknowledged the important role of intercultural dialogue on gender equality. Understanding the impact of different cultural norms and values on gender



equality helps us to create more inclusive and effective solutions. The Conference discussed ways to combine universal human rights values with cultural differences, emphasizing the importance of considering different cultural contexts when working for gender equality.

The Council of Europe's Revised Social Cohesion Strategy makes it clear that equality between women and men is a fundamental and highly relevant commitment. It promotes a "gender perspective" within the field of social cohesion and intercultural dialogue.

In sum, intercultural dialogue increases understanding of gender equality, enables different societies to share their experiences and promotes cooperation and solidarity in the fight against gender inequality. This dialogue emphasises that gender equality is a universal human right and shows how each society can make progress in gender equality by considering its own unique cultural dynamics.



3.5.4. Overcoming Barriers to Intercultural Dialogue

Effective intercultural dialogue is critical for increasing understanding and fostering cooperation between different cultures. However, various barriers encountered in this process can make communication difficult and hinder understanding. Barriers to communication can arise due to different languages and communication styles, while prejudices and stereotypes can also limit interaction between different cultures. In addition, cultural differences, historical and political issues are also important barriers. To overcome these obstacles and establish an effective intercultural dialogue, it is necessary first to recognise our prejudices, make an effort to understand different cultures and values, and encourage the participation of all parties. Furthermore, adopting values such as open-mindedness, empathy and respect are important steps in overcoming barriers. Education, knowledge sharing, and exchange of experiences can contribute to strengthening intercultural dialogue and creating a more understanding world.

3.6. Religious Dimension

The religious dimension of intercultural dialogue stands out as a form of communication between societies with different belief systems. This type of dialogue aims to bring together individuals from different religions to share their beliefs, values, and rituals. These exchanges aim to increase understanding and promote tolerance among communities. It also aims to recognise religious diversity as a richness.



The Council of Europe and the European Convention on Human Rights are important international platforms supporting the religious dimension of intercultural dialogue. They emphasise that freedom of religion and belief is a fundamental human right. The activities of the Council of Europe bring together groups of different religions to promote dialogue, increase mutual understanding and reduce prejudice. It also promotes various policies and regulations for the protection of freedom of religion and belief.

Council of Europe

<https://www.coe.int/en/web/portal>

European Convention on Human Rights:

https://www.echr.coe.int/documents/d/echr/convention_ENG

The European Convention on Human Rights protects the right of every individual to choose, change and express his or her beliefs by guaranteeing freedom of religion and belief. This freedom is the cornerstone of the religious dimension of intercultural dialogue. It should not be forgotten that freely expressed beliefs play an important role in healthy dialogue between people of different faiths.



On 8 April 2008, at an interactive meeting organized by the Council of Europe, an exchange of ideas on religious aspects of intercultural dialogue took place under the theme "The



transmission of religious and faith truths through education: A tool for learning about religions and beliefs in education; a contribution to education for democratic citizenship, human rights and intercultural dialogue", an exchange of ideas on religious aspects of intercultural dialogue took place. Member and observer states of the Council of Europe and its official collaborators, the European Commission, representatives of religions and other faiths traditionally present in Europe, representatives of intergovernmental organizations/civil society, experts and media representatives participated in this "Exchange of Ideas". The main objective of this innovative and

experimental activity is to promote and strengthen the core values of the Council of Europe - respect for human rights, the promotion of democracy and the rule of law - thus contributing to the development of mutual respect and awareness, tolerance and understanding within European society. To this end, the study brought together representatives of religions and other civil society actors, including representatives of different faiths, by engaging them in an open and transparent dialogue on an issue underpinned by these values. The aim was not to enter a theological debate or to become a framework for interfaith dialogue.

The religious dimension of intercultural dialogue aims to bring together different religions and beliefs to increase tolerance and understanding. Such dialogues acknowledge that people have different beliefs and emphasize the richness of this diversity. Interreligious dialogues facilitate different faiths to share common values and respect for human rights.

Religious leaders, academics, and civil society organizations in particular play an effective role in strengthening the religious dimension of intercultural dialogue. Religious leaders can increase understanding by building bridges between different faith communities. Academics can help increase interreligious understanding by studying the history, teachings, and cultural influences of religions. Civil society organizations promote tolerance by highlighting religious diversity.



In general terms, the religious dimension of intercultural dialogue aims to increase understanding between communities of different faiths, promote tolerance and accept religious diversity as a richness. International platforms such as the Council of Europe and the European Convention on Human Rights support these efforts by promoting the protection of freedom of religion and belief and encouraging dialogue between people of different faiths.

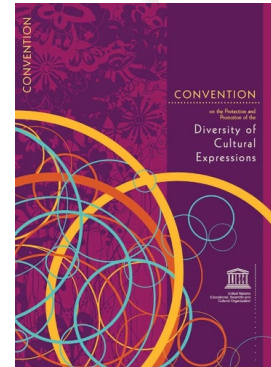


4. FIVE POLICY APPROACHES FOR ADVANCING INTERCULTURAL DIALOGUE

4.1 Democratic governance of cultural diversity

Democracy in general underwent a major shift with the adoption of the UNESCO Universal Declaration on Cultural Diversity in September 2001, followed by the Convention on the Protection and Promotion of the Diversity of Cultural Expressions in 2005.

In Article 4.1 of the Convention on the Protection and Promotion of the Diversity of Cultural Expressions, UNESCO states that cultural diversity encompasses the manifold ways in which the cultures of different groups and societies express themselves. These manifestations are shared within and between these groups and societies.



→ [Full text in PDF](#) (available in several languages).

The concept of cultural diversity is not just about highlighting diversity, but above all about establishing frameworks for affirming cultural identity, fostering personal development on an egalitarian basis and contributing to society.

The democratic governance of cultural diversity aims to foster inclusive cultural development, establish dynamic cultural sectors, and promote diversity through political measures, jurisdictions...etc. It has a vital role to play in cultural diversity, which can make a real contribution to inclusive and tolerant human development, based on respect for human rights.



In the European Union, a diversity of cultures lives together peacefully. Its motto "United in diversity" underlines the sense of European identity that every European citizen enjoys. Indeed, the motto refers to its values and cultural heritage, and aims to promote the idea that, in creating the European Union, Europeans have come together to work for peace, prosperity and the enrichment of the continent's diverse cultures, traditions and languages. The motto "United in diversity" echoes the respect for each other's cultures and rights, so that together, European citizens can build a common future.

The European Union was forged around values common to all its member states: human dignity, freedom, democracy, equality, the rule of law and respect for human rights, based on pluralism, tolerance, justice, solidarity, and non-discrimination. Every day, it builds on its diversity, not against it, to live in harmony.



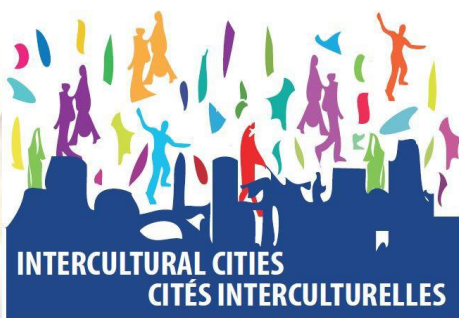
4.1.1. A political culture that values diversity

Cultural diversity is nothing new; it is the fruit of human movements over the centuries that have enriched countries with proven multiculturalism.

Developing a political culture conducive to interculturality can be a complex task. Indeed, the latter must be the guarantor of common values such as democracy, human rights, fundamental freedoms, the rule of law, pluralism, mutual respect, non-discrimination, and tolerance.

Over the years, a legal framework has been set up to promote this intercultural policy through Declarations, Conventions and Treaties:

- Convention on the Protection and Promotion of the Diversity of Cultural Expressions, adopted by UNESCO in 2005.
- UNESCO Universal Declaration on Cultural Diversity, adopted by 185 member states in 2001.
- Article 151 of the European Community Treaty: "The European Union shall take account of the cultural aspect of its policies, in particular in order to respect and to promote the diversity of cultures".



The UNESCO Universal Declaration on Cultural Diversity sets out principles and standards to help member states promote cultural diversity within their jurisdiction. It also proposes an action plan for implementing the declaration.

New practices have emerged thanks to the Council of Europe's Intercultural Cities Program, which supports public authorities in implementing an intercultural integration approach in culturally diverse

communities.

Cities commit to reviewing their governance, policies, and practices. To this end, they adopt strategies aimed at facilitating intercultural encounters and exchanges and promoting the active participation of all in the development of the city.

Find out more: [Website Intercultural cities](#)

A project entitled "Women in intercultural dialogue" has been set up in Germany to give mothers from different backgrounds their own space for sharing experiences, concerns, and questions. The aim is to "promote knowledge of democratic values, women's rights and opportunities to participate in civil and political life. Ideally, these mothers will pass on these values to their children".

To find out more about this project : [Women in intercultural dialogue.](#)



4.1.2. Human rights and fundamental freedoms



Cultural diversity is an integral part of human rights and fundamental freedoms.

The Council of Europe has set itself the essential task of preserving and promoting human rights, and intercultural dialogue makes a major contribution to this. The European Convention on Human Rights, for example, upholds the right to freedom of thought and expression, freedom of religion, freedom of assembly and association, and freedom of privacy and family life. These are rights that facilitate the practice of intercultural dialogue.

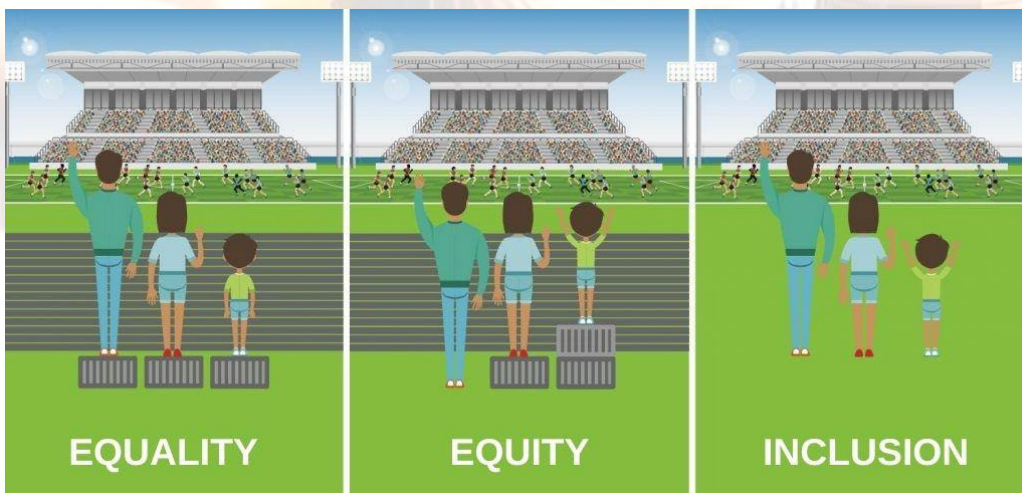
On the other hand, these freedoms must not lead to discrimination, intolerance and hatred, and the European Court of Human Rights has specified that discriminatory comments must be protected, considering their impact and context.

The Office of the United Nations High Commissioner for Human Rights (OHCHR) offers a series of educational videos on human rights and cultural diversity:
<https://www.youtube.com/user/UNOHCHR>.



4.1.3. From equal opportunity to equal enjoyment of rights

Equal opportunity does not mean treating everyone in the same way but ensuring that everyone is treated in the same way, which means promoting and guaranteeing access to rights for everyone. In this context, intercultural dialogue plays a vital role in helping to move from an approach focused solely on creating equal opportunities to one that ensures that all individuals, whatever their culture, can fully enjoy their fundamental rights.





By promoting communication and understanding between different cultures, intercultural dialogue strengthens social cohesion, creating a more inclusive society. Indeed, every individual can then participate fully in social and political life, promoting equal enjoyment of rights.

It creates a space in which cultures can meet and exchange ideas, with a more than positive impact as they learn from each other, mutually enrich each other, and jointly contribute to building a more just and inclusive society.

By not simply taking advantage of equal opportunities, but instead fostering mutual understanding, tolerance, and respect for human rights, it is possible to achieve the full enjoyment of rights for all individuals.

4.2 Democratic citizenship and participation

Democratic societies and democratic citizenship can only develop if all members of society can participate. This means considering all the factors that surround them (socio-economic, religion, culture, gender, etc.).

Intercultural dialogue creates an inclusive environment in which everyone feels valued and considered. A society in which people feel included, whatever their culture, is more likely to foster committed participation. If this is not the case, it is difficult to conceive of actively engaging in the democratic process in any form whatsoever (elections, public debates...).

The European Union, for example, is based on participatory democracy, meaning that citizens can take part in decision-making and give impetus to change.

In its toolbox for active participation, the Council of Europe has put forward key principles of participation on which a citizen participation process should be based. These include non-discrimination and the inclusion of all voices, including the most vulnerable and those with the fewest opportunities, gender equality and equal participation, and accessibility for all.

→ Link to the toolkit: [ToolKit](#).

For this active participation of citizens to take place, it is necessary to overcome the obstacles linked to European citizens' lack of confidence in European institutions, or lack of information. A space for intercultural dialogue encourages exchange and the acquisition of knowledge to understand the importance of cultural diversity in a democratic society, and the importance of active participation in democracy.

Photo of a local project in France carried out by MDE40 WIPSEE on May 23, 2023, in collaboration with the Eurofeel association and the Landes department to set up a simulation at the Parliament with young high school students. The aim was to learn more about the role of MEPs in drafting legislation, gain a better understanding of how the European Parliament works, and work on oral expression and teamwork.





4.3. Learning and teaching intercultural skills

Intercultural dialogue skills are not innate or automatically mastered. They are skills that need to be acquired, practiced, and nurtured throughout life.



Intercultural learning is one of the ways in which humans can develop their understanding of the world and engage in intercultural dialogue.

Its primary aim is to "reduce ethnocentric perspectives, combat prejudice and promote solidarity actions that defend equality in human dignity and respect for the plurality of cultural identities" (Cunha and Gomes 2009).

In 2007, UNESCO published its Guidelines for Intercultural Education, based on Sustainable Development Goal 4 "Access to quality education" for all. In this guide, UNESCO highlights the key role of education in promoting social cohesion and peaceful coexistence. According to the guide, education should focus on the development of the human personality and reinforce respect for human rights and fundamental freedoms. It should promote understanding, tolerance, and friendship between nations. Education is essential to the survival of culture, which cannot exist without continuous transmission.

The 3 main principles of intercultural education:

- Respect for the learner's cultural identity by providing culturally appropriate, quality education for all.
- Sharing and learning the skills needed for active participation in the life of society.
- Sharing and learning the skills needed to contribute to respect, solidarity and understanding between individuals.

→ Link to the Guide to Intercultural Education: [UNESCO guide to intercultural education](#).

To enrich cultural knowledge about Europe, Europeana brings together millions of cultural heritage resources from institutions all over Europe. The platform is designed for amateurs, professionals, teachers and researchers. It provides access to a digital space on European cultural heritage to encourage dialogue around a common history and culture.

To discover Europeana: [Official website Europeana](#).

4.3.1. Key areas of knowledge: democratic citizenship, language, history

Education for democratic citizenship

Education for democratic citizenship is essential if we are to live in a free, tolerant, respectful and inclusive society. In which we find solidarity, mutual understanding, and intercultural dialogue.



Education for democratic citizenship encompasses various fields such as history, civic education, human rights, cultural diversity...etc. Each education system covers a multidisciplinary field that fosters understanding of others and dialogue between all. It equips citizens with knowledge and skills enabling them to integrate into a society with values such as tolerance, respect, inclusion, solidarity, diversity...etc. The acquisition of this knowledge enables learners to defend their democratic rights and responsibilities in society, and to play an active role in democratic life.

It is the duty of governments to implement measures in education systems to make education a means of reducing the inequalities that persist between young people from advantaged and less advantaged backgrounds. Through the promotion of civic principles and skills, citizens become aware of their role in democratic life through decision-making. Education aims to reduce cultural divides and contribute to building an open identity and mindset in a culturally diverse world.



In 2016, the Council of Europe organized the World Democracy Forum, a platform for dialogue and innovation dedicated to democracy. The Forum was born of the realization that education is the real guarantor of democracy, and that the two reinforce each other by responding together to the risks of new social divides.

It brought together representatives of governments and political parties, civil society, the media, universities, youth, religious leaders, etc. At the end of the forum, recommendations were formulated for national authorities, international organizations and civil society.

Here are the conclusions : [Synthesis of the conclusions of the World Democracy Forum](#) and [Final Report of the Forum](#).

In 2023, The World Forum for Democracy will take place in Strasbourg (France) from 6 to 8 November 2023 about "Democracy= Peace?".

Find out more : <https://www.coe.int/en/web/world-forum-democracy>.

The Council of Europe has drawn up a Charter on Education for Democratic Citizenship and Human Rights Education with guidelines for educators giving advice for teachers and trainers on how to work based on this charter with children and young people.

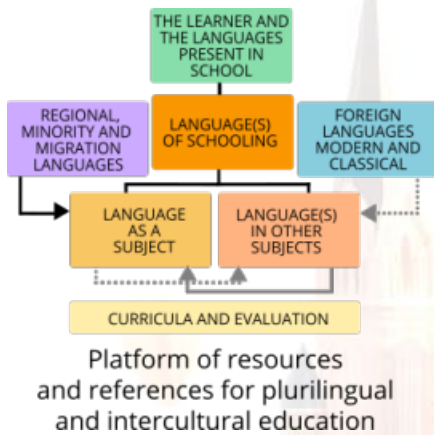
Find out more : [Charter for all](#).





4.3.2. Primary and secondary education

The language



According to the Council of Europe, linguistic diversity is a key factor in European culture and intercultural dialogue. Acquiring a new language, other than one's mother tongue, is recognized as "one of the key skills" that citizens should have.

To find out more: [Council conclusion of May 20, 2024 on multilingualism.](#)

The Council of Europe emphasizes the need to promote plurilingualism and improve the quality and effectiveness of language learning and teaching from the earliest age. It encourages member states to exploit European tools and initiatives to facilitate and promote

such learning, using for example the [Common European Framework of Reference](#), [Europass](#), [the European Language Portfolio](#) and [the European Language Label](#).

Language can also be a barrier to intercultural conversations. While minority and regional languages remain a key element of cultural diversity, and it is essential to promote their education, practice and visibility, the intercultural approach considers it essential to acquire the predominant language of the state. It's best to strike the right balance between protecting and preserving minority languages and the need to learn official languages. Exchanges with people from different cultures are very enriching.

For further information: [Language policy portal](#).

History

Learning history develops the intellectual capacity to analyse and interpret information critically and responsibly, through dialogue and research into historical facts. History teaching facilitates understanding of cultural diversity and helps prevent the recurrence of wars, mass violence and crimes.

Its teaching is fundamental to training citizens to be responsible and active in a democratic society, and to the development of respect, tolerance, and inclusion. The teaching of history should include the elimination of prejudice and stereotypes by highlighting, in the curriculum, the constructive interactions between different countries, religious beliefs and currents of thought that have contributed to the historical development of Europe.

4.3.3. Higher education and research

From the moment they enter the education system, both teachers and learners are de facto integrated into an intercultural environment. This intercultural environment involves developing an understanding of others through intercultural dialogue, the aim of which must be to discover the other by promoting awareness of similarities and interdependencies.



From the moment they enter the education system, young people are in an environment that fosters their personal development and provides them with the knowledge they need to become active citizens. From the earliest age, the education system must be able to guide young people in acquiring the tools and understanding of the values of a democratic society through respect for human rights and therefore respect for cultural diversity.

4.3.4. Non-formal and informal learning

Higher education

The main role of higher education and education in general is training, learning and knowledge transfer. In all possible areas, the multicultural approach of the world, or on a smaller scale of Europe, is present as it shapes society.

Higher education plays a crucial role in strengthening intercultural dialogue. Indeed, the internationalization of universities has made Intercultural Dialogue a necessity. Universities welcome foreign students and/or send students to foreign universities via mobility programs. What's more, each has a department dedicated to international relations. They have European programs to encourage open-mindedness, discovery and, above all, intercultural exchange.

Since the creation of the Erasmus program in 1987, the internationalization of universities has grown considerably. Sending students and bringing in foreign education professionals means that universities are constantly juggling multiple cultures, prompting them to embrace intercultural dialogue and promote it among young students.

Research

Academic research into intercultural learning is a vehicle for learning to live together and cultural diversity in all possible forms of education. This research focuses on the analysis and understanding of interactions, exchanges, and relationships in an intercultural context to integrate it into education. The aim is to understand how citizens acquire intercultural knowledge and how it fosters tolerance, mutual respect, and cooperation between cultures.

Academic research also looks at the obstacles and challenges that learners can potentially face in intercultural learning, as well as the factors that facilitate it.

This research can focus on student exchange programs and their contribution to intercultural learning through individual experience. It can also look at foreign language teaching methods and their effectiveness in promoting intercultural communication and mutual understanding. It may also be a question of training teachers, who need to have intercultural skills to prepare them to work in environments mixing different cultures.

4.3.5. The role of educators

Brief introduction: [Watch video](#).

Informal learning occurs throughout a person's life through the acquisition of knowledge and skills via educational and social resources, e.g., reading, sport, family...etc.



Non-formal learning takes place outside the formal education system. It concerns all planned and structured programs for acquiring a set of skills and competencies.

In the context of an Erasmus+ Youth Exchange program, participants will find themselves in a space for intercultural dialogue, since the aim is

to exchange with young Europeans in a space mixing different culture. In a non-formal and informal context, learning is not top-down, as it can be in formal learning, but horizontal, as exchanges of mutual experience enrich each person's knowledge.

During these exchanges, participants acquire non-formal and informal skills such as language, interculturality, autonomy... which will be recognized through a YouthPass Certification.

To find out more: [YouthPass website](#).

Formal learning is directly linked to the education system, from primary school through to university, with specialized technical and vocational training programs. In general, the aim of this type of learning is the recognition of acquired skills and the award of a diploma.

Europass is an excellent European tool for recognizing skills, qualifications and experience gained through study or training.

To find out more: [Europass website](#).

Erasmus+



Youthpass

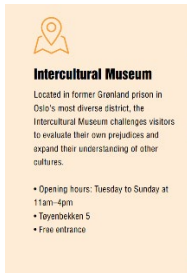


4.3.6. Family environment

An individual in the throes of personal development needs to be able to rely on his or her family environment to develop to the full. Indeed, parents and families play a vital role in preparing young people to live in a culturally diverse environment. The family environment is the primary factor in the socialization of young people, through the transmission of cultural and social values, beliefs and traditions. From an early age, they begin to develop an intercultural awareness. By encouraging young people to take part in cultural events, learn new languages, and live with respect for other cultures. Families play a key role in creating a space conducive to open-mindedness, curiosity and discovery, and respect for other cultures.



4.4 Spaces for intercultural dialogue



Spaces for intercultural dialogue give people from different cultures the opportunity to meet, exchange and dialogue in an open and respectful way. A space conducive to intercultural learning is one in which all participants exchange and share in an inclusive and participatory way.

It is essential to create spaces that are open to cultural diversity to foster intercultural dialogue and, ultimately, to have public, shared intercultural spaces. To this end, places that encourage intercultural encounters and interconnections seem to be a great opportunity.

The aim of these spaces is to foster inclusion, active listening, exchange of experience, confidence-building, mutual learning and interculturality.

As part of the Intercultural Cities Program, the city of Oslo has created an intercultural museum as a space for dialogue, respecting diversity and promoting an egalitarian approach. Through hundreds of art exhibitions, shows and activities for young and old alike, the museum exploits all aspects of culture to create links between different ethnic groups.

To find out more, click here: [Museum website](#).

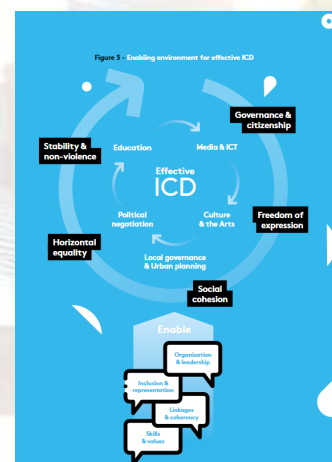
4.5. Intercultural dialogue in international relations

Promoting cultural diversity has long been seen as a solution to geopolitical tensions. As time goes by, intercultural dialogue is becoming a tool for defending human rights. Every day, we meet people of different languages, origins, and cultural backgrounds.

4.5.1. Evaluation and monitoring of intercultural dialogue activities in international relations: success indicators, continuous improvement

Evaluating and monitoring intercultural dialogue activities in international relations makes it possible to analyse and understand the social problems that exist, the impact of the measures undertaken and to find appropriate solutions. In the context of international relations, intercultural dialogue is a considerable asset for social cohesion, conflict prevention and reconciliation. To achieve this, we need an environment that is conducive to intercultural dialogue:

- Stability and non-violence.
- Governance and citizenship.
- Freedom of expression.
- Social cohesion.
- Horizontal equality.



Intercultural dialogue brings considerable improvements to international relations, helping to reduce misunderstandings, build trust between states, for example, and cooperate on global causes. By measuring the factors that foster intercultural dialogue in international relations,



states can better understand what is needed to ensure that it is adequately and effectively ensured and supported.

Find out more: [Measuring Intercultural Dialogue](#).

4.5.2. Results and recommendations for implementing the Intercultural dialogue program

Results:

- Strengthening international relations, as a better understanding of cultures helps to strengthen relations between states.
- Promotion of peace: intercultural dialogue can help prevent international conflicts through communication and diplomacy.
- Enrichment of perspectives: discussions are enriched by cultural diversity, and therefore by different points of view.
- Strengthening international cooperation.

Recommendations:

- Raise awareness of intercultural diversity with the aim of developing the skills needed to engage in constructive dialogue.
- Encourage intercultural academic exchanges in all fields and at all levels: students, artists, researchers, professionals... etc. These exchanges encourage immersion in the heart of other cultures.
- Promote intercultural tools: there are various European tools available in different languages, which need to be disseminated and used.
- Encourage intercultural collaboration in international, European, regional, national, and local projects.



5. RECOMMENDATIONS AND POLICY DIRECTIONS FOR FUTURE ACTIONS: JOINT RESPONSIBILITY OF CENTRAL ACTORS FOR CULTURAL DIVERSITY MANAGEMENT

5.1 Democratic governance of cultural diversity

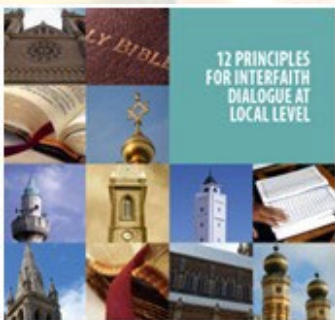
Strengthening intercultural dialogue to promote common values of respect of human rights, democracy, and the rule of law, and thus fostering greater European unity, is the shared responsibility of all stakeholders.

The Council of Europe promotes the protection of human rights, the strengthening of democracy and the rule of law in Europe through legal standards, based on its conception of cultural diversity and intercultural dialogue, based also on its longstanding experience.

Over the last two decades, it has produced numerous recommendations and reference works on efforts to combat radicalisation, the promotion of intercultural and interreligious dialogue, democratic citizenship, and the building of inclusive societies to avoid conflicts and infringements of fundamental rights and freedoms. The Congress of Local and Regional Authorities of the Council of Europe has also contributed to these issues by adopting several texts at its plenary sessions.

For cultural diversity to thrive, its democratic governance must be developed at each level.

Intercultural dialogue needs a neutral institutional and legal framework at national and local level, guaranteeing the human rights standards of the Council of Europe and based on the principles of democracy and the rule of law.



The Congress of Local and Regional Authorities of the Council of Europe has been working for over 20 years to promote a more inclusive and more resilient society. The attacks committed in Europe in recent years have highlighted the issue of the increasing radicalisation of certain sections of the population, the spread of new forms of hate speech and the stigmatisation of some of our communities.

As a response to these trends and to encourage towns and regions to be more active in this area, in 2015 the Congress adopted a Strategy to Combat Radicalisation at Grassroots Level and drew up guidelines for public action. The purpose of the toolkit developed by the Congress is to inform local and regional authorities more effectively about these new issues. The toolkit for organising intercultural and interreligious activities includes:

1. Four special files.
2. Guidelines for local and regional authorities on preventing radicalisation and manifestations of hate at the grassroots level.





- 12 principles for interfaith dialogue at local level. They can be categorised into: Knowledge and understanding of the local religious situation (1-2-3); Promoting understanding between participants in the dialogue (4-5); Establishing partnership (6-7-8-9-10-11); and Evaluation (12).

(Download the toolkit <https://mycloud.coe.int/index.php/s/JJ2k5RY62b7CCE9>)

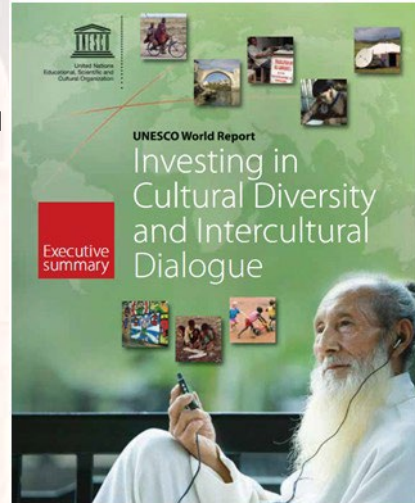
(Watch the video “ORGANISING INTERCULTURAL AND INTERRELIGIOUS ACTIVITIES: A toolkit for local authorities” https://www.youtube.com/watch?v=jiz3B-ArRRw&t=79s&ab_channel=CouncilofEurope)

Other important recommendations and reference works are the following:

- “Inter-religious dialogue on religion and peace, religion and human rights” Conference, 2 May 2022. The Council of Europe has recognised the Inter-religious dimension as an important part of intercultural dialogue and encouraged religious communities to actively engage in promoting human rights, democracy, and the rule of law in a diverse and multicultural Europe. With this new initiative, the aim of the Italian Presidency of the Committee of Ministers of the Council of Europe is to relaunch within the Council of Europe a dialogue amongst leaders of traditional religious faiths, in order to foster mutual respect, peace and greater awareness of diversity in European societies (for more information click [here](#) and [here](#))
- 
- EU Action Plan on Human Rights and Democracy 2020-2024. It proposes: 1. enhancing EU leadership in promoting and protecting human rights and democracy worldwide; 2. setting out EU ambitions, identifying priorities and focusing on implementation in view of changing geopolitics, the digital transition, environmental challenges and climate change; 3. maximising the EU’s role on the global stage by expanding the human rights toolbox, its key instruments and policies; and 4. fostering a united and joined-up EU by promoting more efficient and coherent action.
 - Council of Europe Action Plans: Action Plan on Building Inclusive Societies - Action Plan 2016-2019, that aims to assist Member States in managing Europe’s diversity. This is done by developing smart policies fostering mutual understanding and respect. The Action Plan is organised around activities in the fields of education, anti-discrimination and effective integration (for more information click [here](#)).
 - European Parliament resolution of 19 January 2016 on the role of intercultural dialogue, cultural diversity and education in promoting EU fundamental values (for more information click [here](#)).
- 
- The Congress
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- Promoting diversity through intercultural education and
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COUNCIL OF EUROPE
Le Congrès
CONSEIL DE L'EUROPE



- *Promoting diversity through intercultural education and communication strategies - Resolution 375/2014.*
- The particular aims of this report are to identify the current problems and obstacles standing in the way of the promotion of respect for diversity at local and regional levels, to put forward some examples of good practice and strategies for working with local populations, and to recommend ways of improving intercultural communication and education. The report recommends, inter alia the establishment of "local partnerships for diversity" with different stakeholders such as educational institutions, the media, civil society and the private sector, in order to produce an overall vision on this subject, develop local and regional policies promoting interculturalism, re-examine administrative functions through an "intercultural prism" and set up governance structures and mediation systems, as well as formulate communication and education strategies aimed at promoting diversity, raising public awareness of its advantages, developing competences in this field and fostering dialogue and interaction between cultural groups. (for more information click [here](#)).
- *UNESCO World Report Investing in Cultural Diversity and Intercultural Dialogue (2009)* with recommendations addressed as appropriate to States, intergovernmental and nongovernmental international and regional bodies, national institutions and private-sector entities.



5.2. Democratic citizenship and participation

Citizenship is a complex and multi-dimensional reality which needs to be set in its political and historical context... Democratic citizenship, specifically, refers to the active participation by individuals in the system of rights and responsibilities which is a lot of citizens in democratic societies. (Consultation Meeting for the Education for Democratic Citizenship Programme of the Council of Europe, 1996).

A set of issues concerns the question of those individuals who do not, for one reason or another, receive the full benefits of citizenship. One aspect of this is a result of continuing patterns of discrimination within societies: minority groups may very often have formal citizenship of the country in which they are living but may still be prevented from full participation in that society.

A second aspect of the problem is a consequence of increasing globalisation, including new patterns of work and migration, which leads to a significant number of people throughout the world being resident abroad but unable to apply for formal citizenship. Such people may include immigrant workers, refugees, temporary residents or even those who have decided to set up permanent residence in another country.



The Council of Europe encourage public authorities and all social forces to develop the necessary framework of dialogue through educational initiatives and practical arrangements involving majorities and minorities. Democracy depends on the active involvement of the individual in public affairs. Exclusion of anyone from the life of the community cannot be justified and would indeed constitute a serious obstacle to intercultural dialogue.

No undue restriction must be placed on the exercise of human rights, including by non-citizens. Given the universal character of human rights, of which minority rights – inter alia cultural, linguistic, and participatory rights – are an integral part, it is of utmost importance to ensure the full enjoyment of human rights by everyone. This consideration has been particularly emphasised by the European Commission for Democracy through Law (Venice Commission).

Other recommendations and policy directions for future actions are the following:

Public authorities should *effectively support the work of civil-society organisations promoting participation and democratic citizenship*, particularly those representing or working with youth and with persons belonging to minorities including migrants. The development of a national integration plan, the design and delivery of projects and programmes, and their subsequent evaluation are tasks in which such associations should be actively involved. Participation of individuals from minority backgrounds in the activities of civil-society organisations should be systematically encouraged.

The Council of Europe is committed to strengthening democratic citizenship and participation through many of its programmes, among them:

- The youth programmes of the Council of Europe that are an integral part of a wealth of initiatives aimed at the development of a common European cultural identity. The Youth Department

is part of the Directorate of Democratic Participation within the Directorate General of Democracy and Human Dignity (“DGII”) of the Council of Europe. The Department elaborates guidelines, programmes, and legal instruments for the development of coherent and effective youth policies at local, national, and European levels. It provides funding and educational support for international youth activities aiming to promote youth citizenship, youth mobility and the values of human rights, democracy, and cultural pluralism. It seeks to bring together and disseminate expertise and knowledge about the life situations, aspirations, and ways of expression of young Europeans.

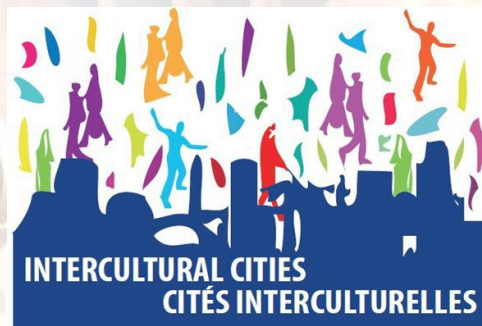
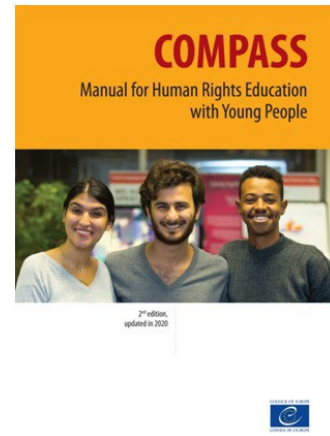


- Democracy Here | Democracy Now is a Council of Europe project coordinated by the Youth Department and aiming at revitalising democracy through strengthening mutual trust between young people and democratic institutions and processes.

<https://www.coe.int/en/web/democracy-here-now/home>



- COMPASS Manual for human rights education with young people 2nd edition, updated in 2020 within the framework of the Human Rights Education Youth Programme of the Directorate of Youth and Sport of the Council of Europe. (<https://coe.int/en/web/human-rights-education-youth>).
- The EU developed an EU Youth Strategy and wants young people to engage and become an active citizen involved in democracy and society. We want young people to tell us what is important to them by taking part in the EU Youth Dialogue (https://youth.europa.eu/strategy/euyouthdialogue_en).
- The Intercultural cities programme (ICC), a capacity-building and policy-development field programme. Participating cities will work towards intercultural strategies for the management of diversity as a resource. The programme will be developed in cooperation with a range of intergovernmental and non-governmental partners. (<https://coe.int/en/web/interculturalcities>).



5.3. Learning and teaching of intercultural knowledge

Education is frequently discussed in terms of knowledge transmission and the development of often standardized conceptions of behavioural and social skills. Yet education is also about value transmission – both within and between generations and across cultures. Policies in the field of education have a major impact on the flourishing or decline of cultural diversity and must seek to promote education through and for diversity. This guarantees the right to education by acknowledging the diversity of learners' needs, especially those of minority, indigenous and nomadic groups, and by integrating a corresponding diversity of methods and contents. In increasingly complex multicultural societies, education must enable us to acquire the intercultural competencies that will permit us to live together with, and not despite, our cultural differences. The four principles of quality education defined by the report of the World Commission on Education for the 21st Century – 'learning to be', 'learning to know', 'learning to do' and 'learning to live together' – can be successfully implemented only if cultural diversity is situated at their core.

In multicultural societies, one of the major challenges facing lifelong education involves our capacities for learning to live together. Thus, multicultural education must be complemented by intercultural education. Arts and humanities education, multimedia activities, museums and travel help to develop the critical capacities indispensable to combating unilateral viewpoints, adapting to culturally diverse social environments, and responding to the challenges of



intercultural dialogue. Sensitizing people to cultural diversity is more a matter of approaches, methods, and attitudes than of the assimilation of content. Before tolerance can become a skill, it must be practised.

The founding principles of UNESCO rest on the conviction that education is fundamental to addressing the ignorance and mistrust that are the source of human conflict. Since prejudice is based on, among other things, what we do not know or false preconceptions, facilitating cultural openness is key to fostering intercultural dialogue and forestalling a 'clash of ignorances'.

The humanities and social sciences encourage learners to become aware of their own biases and to re-examine their assumptions. The inclusion of world religions and faiths in curricula can help to dissipate many of the misunderstandings that can make living together problematic. The arts are a strong and universal tool for promoting mutual understanding and peace, and practising the arts is a powerful way of socializing with others. The teaching of arts helps to reconnect scientific and emotional processes with intuition, a key component for the cultivation of attitudes favouring intercultural openness. Arts education can also help to address ethnocentrism, cultural bias, stereotyping, prejudice, discrimination, and racism.

Thus, the development of intercultural competencies should not be limited to the classroom but must extend to the 'university of life'. Inclusiveness must be fostered in both the classroom and the school environment in general, as well as through the involvement of parents and local communities.

5.3.1. Awareness activities

The Council of Europe is strongly committed to the transmission of intercultural competences through education. As regards formal education, the Council of Europe developed a framework of reference describing competences for intercultural communication and intercultural literacy and compiled a "Guide to Good Practice" at all levels. The Organisation works to make the promotion of democratic culture and intercultural dialogue a component of the European Higher Education Area and the European Wergeland Centre (EWC), located in Oslo, on education for democratic citizenship and intercultural education, is strongly focus on transmitting intercultural competences to educators.

The "Promoting diversity through intercultural education and communication strategies"

Resolution 375 (2014) is an important document to raise awareness on intercultural communication and education. The main aims of this report are to identify the current problems and obstacles standing in the way of the promotion of respect for diversity at local and regional levels, to put forward some examples of good practice and strategies for working with local populations, and to recommend ways of improving intercultural communication and education.

The report recommends, inter alia the establishment of "local partnerships for diversity" with different stakeholders such as educational institutions, the media, civil society and the private sector, in order to produce an overall vision on this subject,

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develop local and regional policies promoting interculturalism, re-examine administrative



functions through an "intercultural prism" and set up governance structures and mediation systems, as well as formulate communication and education strategies aimed at promoting diversity, raising public awareness of its advantages, developing competences in this field and fostering dialogue and interaction between cultural groups (for more information click [here](#)).

Another awareness activity done by the EU is implemented through the development of an EU Youth Strategy. It wants young people to engage and become an active citizen involved in democracy and society. It wants young people to tell what is important to them by taking part in the EU

Youth Dialogue. One of the easiest ways to have your say through the Youth Dialogue is to contact the national working group of your country and take part in the activities they organise. You might find more information about the events and activities they organise on their webpage. These groups bring together, amongst others:

- Representatives of youth ministries and other ministries,
- national youth councils,
- local and regional youth councils,
- youth organisations,
- representatives of the National Agency for Erasmus+ youth in action,
- young people from diverse backgrounds,
- youth information providers, and
- youth researchers.

However, there is also a number of European Youth Organisations, selected through a call, that organise consultations and discussions at the European level in the framework of the current EU Youth Dialogue process "Creating Opportunities for Youth".

The *Reference Framework of Competences for Democratic Culture: Teaching, Learning and Assessment (RFCDC)* of the Council of Europe represent a set of materials that can be used by education systems to equip young people with all of the competences that are needed to take action to defend and promote human rights, democracy and the rule of law, to participate effectively in a culture of democracy, and to live peacefully together with others in culturally diverse societies. It is intended for use by education policy makers, especially those working within ministries of education, and by education practitioners in all sectors of education systems, from pre-school through primary and secondary schooling to higher education, including adult education and vocational education. The RFCDC provides a systematic approach to designing the teaching, learning and assessment of competences for democratic culture, and introducing them into education systems in ways that are coherent, comprehensive, and transparent. The Education Policy Advisors Network (EPAN) will contribute to the implementation of the Reference Framework of Competences for Democratic Culture (RFCDC) by encouraging its integration in the education systems of the States Parties to the European Cultural Convention.

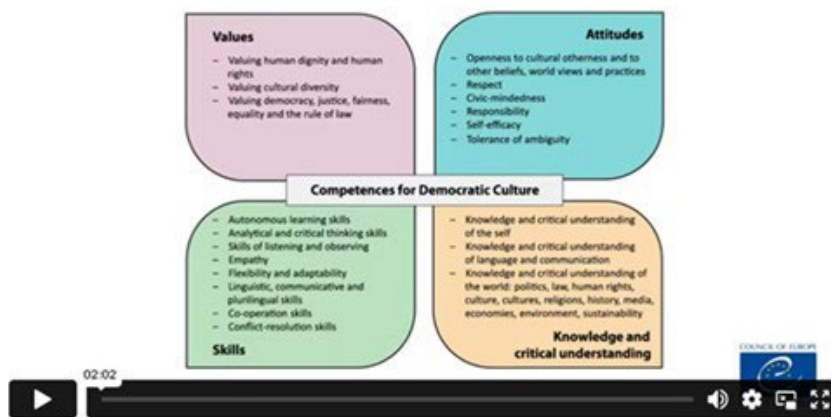


The RFCDC consists of three main components:

Context, concepts and model Descriptors of competences Guidance for implementation

MULTIMEDIA

Competences for Democratic Culture



(<https://www.coe.int/en/web/reference-framework-of-competences-for-democratic-culture/>)

5.3.2. Exchange of experiences

The European Youth Strategy offers young people information on opportunities in Europe and beyond.

The **European Solidarity Corps Program** (2021-2027), which helps young people take part in projects that benefit communities, either abroad or in their own country. These projects offer an inspiring and empowering experience, as well as the chance to bring change while developing your skills and competences. Broadly, you can get involved in: [volunteering](#), [traineeships](#) (whereas traineeships can still run this year funded by the budget from the previous programme, please be aware that in the new programme 2021-2027 they are discontinued), [jobs](#) (whereas jobs can still run this year funded by the budget from the previous programme, please be aware that in the new programme 2021-2027 they are discontinued), [local Solidarity Projects](#), [Humanitarian aid volunteering](#) (European Voluntary Humanitarian Aid Corps).



European Solidarity Corps

The European Solidarity Corps programme creates opportunities for young people to engage in solidarity activities abroad or in their country in projects that benefit communities.

[Read more](#)



These can be in a wide range of fields – education and training, citizenship and democratic participation, environment and natural protection, migration, culture, humanitarian aid, and many others.

The European Solidarity Corps funding is provided in the form of grants to organisations through call for proposals. Young people wishing to engage in such activities need to [register in the European Solidarity Corps portal](#). The European Solidarity Corps portal offers a place for those young people and organisations, holding a grant, to implement activities and to find each other. (For more information click [here](#)).

The **European Youth Weeks** allow to discuss relevant topics for young people, showcase EU opportunities in the field of youth and celebrate success stories. It's a pinnacle of European gatherings for young people and the youth sector in Europe. The main organisers of the European Youth Week are the National Agencies for Erasmus+ and European Solidarity Corps and the Eurodesk network. (For more information click [here](#))



European Youth Week

European Youth Week allows to discuss relevant topics for young people, showcase EU youth opportunities and celebrate success stories. In 2021 tune in from 24 to 30 May!

[Read more](#)

#DiscoverEU

DiscoverEU

DiscoverEU is an initiative offering 18 years olds the chance to travel around and discover Europe. Each year the European Union awards selected young people with a travel pass.

[Read more](#)

DiscoverEU is an action of the Erasmus+ programme that gives you the opportunity to discover Europe through learning experiences.

Travelling predominantly by rail (there are exceptions to allow those living on islands or in remote areas), you will discover Europe's stunning landscapes and its variety of cities and towns. You can apply during the two application rounds which take place each year. Successful applicants are awarded with a travel pass. *As an 18-year-old resident of the European Union or of one of the third countries associated to the Erasmus+ Programme like Iceland, Liechtenstein, North Macedonia, Norway, Serbia, and Türkiye, DiscoverEU offers you the opportunity to participate in a travel experience that will enable you to explore Europe's diversity, learn about its cultural heritage and history, and connect with people from all over the continent.* Furthermore, DiscoverEU enables you, as a young person, *to develop life skills of value to your future, such as independence, confidence, and openness to other cultures.*

Selected participants will receive a DiscoverEU European Youth Card that will allow them to have discounts on cultural visits, learning activities, sports, local transportation, accommodation, food, etc. (For more information click [here](#)).



5.3.3. Language learning

There are a lot of European language initiatives. The most important are the following:

The **European Language Label** is an award encouraging the development of new techniques and initiatives in the field of language learning and teaching, as well as the enhancement of intercultural awareness across Europe.

European Language Label

The Label is awarded annually or biannually to the most innovative language learning projects in each [EU Member State and third country associated to Erasmus+](#).

By supporting such initiatives at both a local and a national level, the Label seeks to raise the standards of language teaching across Europe.

[Watch the video](#) celebrating innovative language projects between 2014 and 2020 as part of the Erasmus+ programme and the European Language Label.



The European Day of Languages is a yearly event held on 26 September. It offers a chance to raise awareness of the broad variety of languages in Europe promote cultural and [linguistic diversity](#) encourage people of all ages to learn languages. Learning languages makes it easier to connect with others, find a job and for businesses to grow.

The European Day of Languages was established in 2001 by the European Commission and the [Council of Europe](#) and has been celebrated every year since.

Many language and cultural institutes, associations, universities and, in particular, schools take part. Language classes, games, talks, conferences, radio shows and more take place across Europe on and around 26 September. More information on the latest events can be found on the Council of Europe's [European Day of Languages website](#). The European Commission's representation offices organise a large array of events in collaboration with their partners in all EU Member States.

5.4. Spaces for Intercultural dialogue

5.4.1. Description of existing programs and projects in Europe to promote intercultural dialogue among young people

Intercultural dialogue is promoted both by the Council of Europe and the European Union through their policies and programmes in the field of youth and in other sectors, such as Education, Multilingualism, Culture, and Integration.

In the Council of Europe, it is understood as an 'open and respectful exchange of views between individuals, groups with different ethnic, cultural, religious and linguistic backgrounds and heritage on the basis of mutual understanding and respect. It operates at all levels – within societies, between the societies of Europe and between Europe and the wider world' (White Paper on Intercultural Dialogue- 2008). The awareness and understanding brought by



intercultural dialogue are seen as means of reconciliation and tolerance, as well as preventing conflicts and ensuring integration and the cohesion of society.

In the European Union, intercultural dialogue is seen as 'an instrument to assist European citizens, and all those living in the European Union, in acquiring the knowledge and attitudes to enable them to deal with a more open and more complex environment' (Decision concerning the European Year of Intercultural Dialogue-2008).

Intercultural dialogue is the political target and framework of educational programmes which have intercultural learning in their objectives or approach. Therefore, intercultural dialogue and intercultural learning are two different, not competing, interdependent and interconnected concepts. Moreover, the educational approaches and programmes where intercultural dialogue purposes can be found may not have "intercultural" as an explicit dimension: interfaith dialogue, inclusion of cultural minorities (e.g., Roma), peace education and conflict management, human rights education, global education.

Existing EU programs and projects to promote intercultural dialogue among young people are the following:

- The European Youth Centres (EYCs) in Strasbourg and Budapest are permanent structures for the implementation of the Council of Europe's youth policy. They are international training and meeting centres with residential facilities, and host most of the



youth sector's activities. The professional staff includes an advisory team giving educational and technical assistance in preparing, running, and following up activities.

See the video: [Follow a participant in an activity organised in the EYCS](#)



- European Youth Foundation. The Council of Europe's European Youth Foundation (EYF) provides financial and educational support for European youth activities, it has an annual budget of approximately € 3.7 million. The EYF is a powerful tool for European youth co-operation. It supports European youth activities organised by non-governmental youth organisations and networks, such as international youth meetings, conferences, campaigns, training courses, seminars, study visits, which have as possible outputs exhibitions, publications, audio-visual material, and websites. (<https://www.coe.int/en/web/european-youth-foundation>).
- Human Rights Education Youth Programme of the Directorate of Youth and Sport of the Council of Europe. The programme was created because human rights education (HRE), meaning educational programmes and activities that focus on

Human Rights Education Youth Programme



promoting equality in human dignity, was, and remains, of incalculable value in shaping a dimension of democratic citizenship for all young people and in promoting a culture of universal human rights. Compass has become a reference manual for many people involved in value-based youth work and non-formal education. It is currently available in more than 30 languages, ranging from Arabic and Japanese to Icelandic and Basque. In some countries it has become part of the resources for rights education in schools and in some others, it is not possible to use it in schools. The adventures of Compass across Europe often mirror the contrasted reality of human rights education: promoted here and combated there, praised by some, and despised by others. (For more information click [here](#)).

- ERASMUS+ Key Action 3 European Youth Together (EYT). European Youth Together projects aim to create networks promoting regional partnerships, to be run in close cooperation with young people from across Europe (EU Member States and third countries associated to the programme). The networks should organise exchanges, promote trainings (for instance for youth leaders) and allow for young people themselves to set up joint projects, all of which can be done through both physical and online activities. (For more information click [here](#)).



5.4.2. Tools and resources for implementing intercultural dialogue activities: games, group dynamics, practical guides

Human rights education, learning for active citizenship and intercultural dialogue can greatly benefit from a wealth of existing support material and manuals on human rights education with young people and for children provided by the Council of Europe and by the other central actors for cultural diversity management.

A description of some tools and resources follows:

COMPASS Manual for human rights education with young people 2nd edition, updated in 2020, created because human rights education (HRE), meaning educational programmes and activities that focus on promoting equality in human dignity, was, and remains, of incalculable value in shaping a dimension of democratic citizenship for all young people and in promoting a culture of universal human rights.



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Chapter 1 – Human Rights Education and Compass: an introduction.

Chapter 2 - Practical Activities and Methods for Human Rights Education.

Chapter 3 - Taking Action for Human Rights Chapter.

Chapter 4 - Understanding Human Rights.



Chapter 5 - Background Information on the Global Themes Appendices – Selected International Human Rights Instruments.

Human Rights Themes:

- Children
- Health
- Citizenship and Participation
- Media
- Culture and Sport
- Migration
- Democracy
- Peace and violence
- Disability and Disablism
- Poverty
- Discrimination and Intolerance
- Religion and Belief
- Education
- Remembrance
- Environment
- War and Terrorism
- Gender
- Work
- Globalisation
- General Human Rights

List of activities:

3 things	?						
A Mosque in Sleepyville	?						
Access to medicaments	?						
Act it out	?						
All equal - all different	?						
Ashique's story	?						
Believers	?						
Beware, we are watching	?						
Can I come in?	?						
Chahal v. UK	?						
Change your glasses	?						
Children's rights	?						

(For more information visit the compass website <https://www.coe.int/en/web/compass>).



- Another tool developed by the the INGO Conference of the Council of Europe is the INGO Toolkit for Conducting Intercultural Dialogue, a practical guide to conduct dialogues where they are most needed. The aim is to supply a hands-on concise, user-friendly [Dialogue Toolkit](#) that can have impact in situations where people want to build social cohesion and the human rights-based approach to diversity issues.

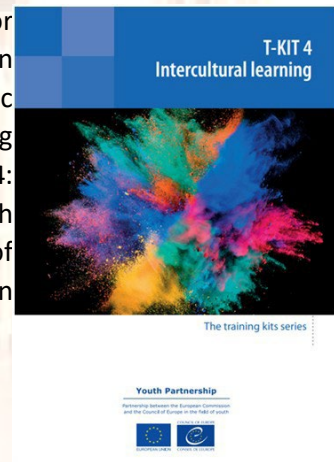
Dialogue Toolkit

The Dialogue Methodology of the
Conference of International INGOs



The users of the Dialogue Toolkit are all those who are concerned by social cohesion, human rights, governance, and diversity issues and willing to pass from policy recommendations to elaborate and implement policies, based on a multi-stakeholder approach. (<https://dialoguetoolkit.net/>)

- The training kits (T-kits) are methodological publications for trainers and facilitators working with young people, written by teams of field experts. They are easy-to-use thematic educational material designed for training and facilitating learning with groups of young people. In particular T-Kit 4: Intercultural Learning, developed for the context of youth work and non-formal education with young people, both of which support the personal development, social integration and active citizenship of young people.



(<https://pjp->

[eu.coe.int/documents/42128013/47262514/PREMS+042218+T-kit4+WEB.pdf/37396481-d543-88c6-dccc-d81719537b32?t=1522062157000](https://pjp-eu.coe.int/documents/42128013/47262514/PREMS+042218+T-kit4+WEB.pdf/37396481-d543-88c6-dccc-d81719537b32?t=1522062157000))

- UNESCO's e-Platform on Intercultural Dialogue (ICD) is a destination for audiences that want to learn from shared knowledge and experiences, or simply connect with one another to collaborate and exchange ideas. The platform's international reach supports strong, diverse networks and showcases global achievements with Intercultural Dialogue through the good practices.



Good practices

Discover around the world initiatives on Intercultural Dialogue such as artistic expressions and many more.

[View](#) →

Good practices collected from around the world present a variety of initiatives such as projects, programs, publications, artistic expressions, and training materials. Each permits a clearer understanding of the concept and practice of intercultural dialogue and its adaptation to local needs and contexts. UNESCO's e-Platform's Good Practices not only promote mutual understanding and respect for diversity through intercultural dialogue, but also support inclusive and peaceful societies. (<https://www.unesco.org/interculturaldialogue/en>)



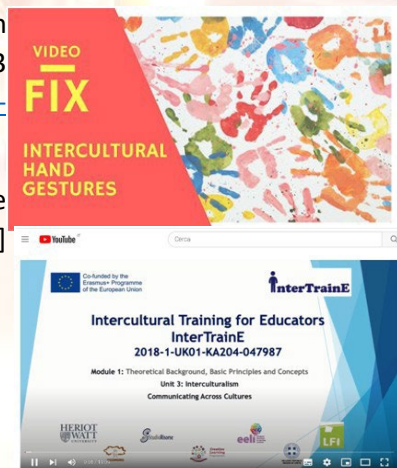
- Enabling Intercultural Dialogue. UNESCO, in partnership with the Institute for Economics and Peace, has created the Initiative for Enabling Intercultural Dialogue to overcome this knowledge gap and support more effective dialogue. Through the Initiative, UNESCO has produced the Conceptual and Technical Architecture for Enabling Intercultural Dialogue, the UNESCO Framework for Enabling Intercultural Dialogue, and a global analytical report 'We Need To Talk'. (<https://www.unesco.org/en/enabling-interculturaldialogue>)



- Game: Barnga A useful simulation game that you can play in the classroom is Barnga. Barnga is a simulation game on cultural clashes, developed by Sivasailam Thiagarajan & Raja Thiagarajan.

Click on the link below for information on the game, its learning outcomes, required resources and how to play it. <http://intercultural-learning.eu/Portfolio-Item/barnga/>

- Videos:
 1. Watch this short video on Hand gestures from around the world, by Mairead Finlay [02:13 minutes]: <https://termcoord.eu/2018/10/video-fix-intercultural-hand-gestures/>
 2. Watch the short lecture on the InterTrainE Moodle on Communicating Across Cultures. [19:04 minutes] <https://youtu.be/VyLUZZzg7-A>



The video covers the following topics:

- Intersubjectivity and shared meaning.
- Contexts and Contextualisation.
- Visual communication.
- Non-verbal communication.
- Politeness.
- Turn-taking.

5.4.3. Results and recommendations for implementing intercultural dialogue programs in different contexts

There is an urgent need *to invest in cultural diversity and dialogue. Integrating cultural diversity in a wide range of public policies*, including those somewhat remote from the cultural field proper, can help renew the international community's approaches to two key objectives: development and peace building and conflict prevention. Regarding development, culture is increasingly recognized as a cross-cutting dimension of the three economic, social, and environmental pillars of any truly sustainable development. Regarding peace and conflict prevention, acknowledging cultural diversity places the emphasis on 'unity in diversity' the shared humanity inherent in our differences.



Support should continue to be given to networks and initiatives for intercultural and interfaith dialogue at all levels, while ensuring the full involvement of new partners, especially women and young people. To this end, *action should be taken to:*

- *Develop measures to enable members of communities and groups subject to discrimination and stigmatization to participate in the framing of projects designed to counter cultural stereotyping.*
- *Support initiatives aimed at developing real and virtual spaces and provide facilities for cultural interaction, especially in countries where inter-community conflict exists.*
- *Showcase 'places of memory' that serve to symbolize and promote reconciliation between communities within an overall process of cultural rapprochement.*

These recommendations are addressed to States, intergovernmental and non-governmental international and regional bodies, national institutions, and private-sector entities.

Several recommendations to advance intercultural dialogue are outlined below.



- Develop and adopt clear public policies that respond to the concerns of youth of different cultural backgrounds.
- Establish national action plans and strategies on intercultural dialogue among youth that are adaptable to changing circumstances, and which are informed by consultative processes with actors at national and local levels.
- Create institutional structures for the promotion and management of intercultural and interreligious dialogue at national and local levels, with clear functions and responsibilities.
- Allocate sufficient budget and mobilize resources for intercultural dialogue.
- Establish or reform laws on intercultural dialogue among youth based on a national dialogue process.
- Expand cooperation between international and regional organizations, Member States, civil society, and the private sector.
- Create secure spaces for intercultural dialogue, meeting places for cultural exchange, and places that promote social, cultural, and religious diversity.
- Set up dialogue opportunities at the local level.
- Foster the inclusive participation of multiple stakeholders in intercultural dialogue, in particular civil society.
- Boost the active involvement of youth and women in intercultural and interreligious dialogue.
- Support cultural and artistic activities and exchanges and recognize the role of artists and creators as catalysts of dialogue and mutual understanding.



- Promote greater cultural diversity among employees of cultural institutions and organizations.
- Harness opportunities to use culture, particularly cultural heritage, and the arts, more pervasively and effectively to promote intercultural dialogue.
- Strengthen the capacity of intercultural dialogue as a means of conflict prevention and resolution.
- Adopt education policies that incorporate intercultural dialogue principles.
- Revise education curricula to integrate intercultural dialogue principles as a fundamental element of citizenship.
- Introduce peace and cultural education into the formal education system at the local level.
- Explore the positive impact of non-formal and informal education for the promotion of intercultural dialogue.
- Encourage dialogue in schools between students and parents with different cultural backgrounds.
- Enhance awareness-raising about intercultural dialogue through targeted campaigns and projects that emphasize the varied stakeholders involved in intercultural dialogue.
- Increase dissemination of knowledge regarding intercultural dialogue through sharing best practices among Member States, publications, and the establishment of an information hub.



6. INTERCULTURAL DIALOGUE AND YOUTH

6.1. European Youth

1988: the European Commission adopts its first programme for young people, entitled “Youth for Europe”. The latter aims to promote exchanges and mobility of young people.

1996: the European Executive extends its action, through a European Voluntary Service (EVS) program, allowing young people, mainly from disadvantaged backgrounds, to participate in social, environmental, or cultural activities.

April 2000: these two programmes are merged into a new instrument, the “Youth” programme, adopted for a period of 6 years.

2001: The European Commission invites Member States to develop cooperation on four priority areas for youth: participation, information, voluntary activities, as well as a better understanding and knowledge of youth.

March 2005: a “European Youth Pact” is proposed and adopted by the European Council. The main objective is to improve the education, training, mobility, professional integration and social inclusion of young Europeans while facilitating the reconciliation of family and professional life.

2009: The Lisbon Treaty will not change the nature of European youth policy. It is simply stated that the Union aims “to encourage the participation of young people in the democratic life of Europe” (Article 165 of the Treaty on the Functioning of the EU - TFEU), while the role of the European Parliament in this field is increased. The latter will now act in youth matters under the co-decision procedure as in most areas. In addition, a European Voluntary Humanitarian Aid Corps has been set up to “establish a framework for the joint contributions of young Europeans to the Union’s humanitarian aid activities” (Article 214 TFEU).

The 2005 European Youth Pact sets out common principles to create opportunities for young people. It recognises the right of young people to participate in society in the same way as other citizens, with equal opportunities in all areas: quality education and training, job-search services, jobs corresponding to their qualifications, social security benefits, and housing.

The Commission also called on Member States to make young people actors in this policy through consultations on the development and monitoring of implementation.

Announced by Jean-Claude Juncker, President of the European Commission, during his State of the Union speech in September 2016, the European Solidarity Corps was launched three months later and must be operational as soon as possible. Aimed at 18-30-year-olds, this Corps should facilitate the engagement of young people at the European level in areas such as social exclusion, the integration of migrants, or assistance to the elderly. The European Commission estimates that a long experience abroad will strengthen the employability of young people in the labour market and hopes to reach 100,000 participants by 2020.



6.2. Cultural needs of young people

The models that the teenager will experiment with will depend on several factors: the socio-economic environment from which he comes, his cultural environment, the resources at his disposal, the values carried by his own family, and the gender to which he belongs... So even if adolescence remains for a period when the future adult will be based, this moment is not the same for all adolescents, like what happens in all social groups. On the other hand, they have a common concern: to find their place, to elaborate their singular identity within a group in an unstable world.

Rephrase New

Free time is that of building oneself.

According to the 2011 OECD survey, 84% of adolescents in France are in school between the ages of 15 and 18. It is therefore the school that mainly organizes the agenda of the teenager. Their leisure time is often framed in a complementary aim at school: «Even if leisure is not the equivalent of school, they nevertheless place themselves in a complete report of it. » However, there are still some free time slots, especially those that teenagers spend on the Internet.

All the cultural actors note, powerless, the defection of adolescents, from the age of 12- 13 years of conservatories, recreation centres, colonies of war... The reaction of adults in general is to multiply the offers to attract teenagers, without thinking to let them have non-dedicated, non-institutional spaces, which they could seize. Youth actors forget that one of the characteristics of the sociability of the younger generations is to have practices, generally collective, which escape the institutional framework in their quest for autonomy and their need to experiment by themselves. “Teenagers have less and less free time,” says Joël Zaffran. “Society is like a machine for supervising adolescence and schooling social times.”⁷

Indeed, what is less and less considered is the importance of the informal in the construction and socialization of adolescents: “This is something that is not standardized, organized, thought of as such by institutions, but that individuals invest by giving singular and social roles, functions and issues to spaces and times left vacant.”

Amélie Maurin insists on these informal times (the playground, the return home...), and all the varieties of activities (or in activities) in the field of free time, practised autonomously or collectively. These times are perceived by adults as

inactivity, wasted time and idleness, in short as a time that is dissocialized. And yet, it is in this informal time that teenagers will build there is a real structuring dimension of free time. As Singly points out this free time is the temporality par excellence of the new freedoms won. It is the only way for the teenager to go further in autonomy and freedom from roles. Zaffran adds:





“It is the privileged moment where he can place himself at the extreme limit of time and space, to challenge them by the affirmation of an ideal: that of being oneself beyond the times constrained by the exploration of new spaces.”

One of the effects of mass schooling, apart from having improved the general level of knowledge, was to prolong the time of youth and leisure, to homogenise the living conditions of adolescents, and to promote the development of markets specifically for them. This homogenization has enabled the development of juvenile cultures and has benefited cultural practices: “In other words, the generations who went to the baccalaureate and higher education at the time of the school break have selectively appropriated the cultural practices of the “heirs” of the early 1970s. This observation leads us to consider that the effects of the progress of schooling on participation in cultural life have therefore been generally positive since the doubling of the population holding a diploma equal to or higher than the baccalaureate during the period did not lead to a general decline in its commitment to cultural practices.”

This optimism must be tempered, however, by OECD figures showing that young people without qualifications and diplomas are more numerous today than in 1995 and, as Annie Chevrefils points out in her study-Desbiolles, citing the 2010 CREDOC figures, «The French population aged 18 to 29 is divided in two with a quarter of graduates of higher education, a quarter of graduates of baccalaureate level and almost half of those without a diploma or a diploma equivalent to the diploma of the colleges»

Another remark concerns the results for 15-19-year-olds of the «Cultural practices» surveys, which can hardly correspond to the reality of the very diverse artistic and cultural practices of young people. Indeed, these surveys do not consider the whole range of offers and practices existing in the territory which illustrates the plurality of modes of appropriation and transmission of art, the practices of artistic interbreeding, and recreation that works in other places. It isn't easy to measure exactly the development of these practices in the territories. Olivier Donnat himself points out in the retrospective analysis of the surveys on the cultural practices of the French: “It must first be recalled that it [the survey] focuses exclusively on the activities present in the five editions of the surveys “Cultural Practices” and therefore ignores to a fairly large extent the spectacular diversification of supply, both public and commercial, and the profound renewal of ways of participating in cultural life since the 1973 edition.”

Nevertheless, studies on “Cultural Practices” show a significant increase in these: “The commitment of 15- to 24-year-olds remains generally higher than that of their elders in most cultural practices: going to the cinema, attending a concert or practising as an amateur an artistic activity, for example, remain activities primarily invested by the young people”.

In 1973, 25% of 15–24-year-olds engaged in amateur artistic activity other than music, they were 42% in 2008, while 25–29-year-olds were 12% in 1973 and 25% in 2008-, and 40–59-year-olds went from 6% to 18%. If we include music (favourite practice) of 15-24 years, the figure reaches 59% (in 2008). Based on data collected in 2002-2003, October indicates that on average «more than half of 10–24-year-olds report having an amateur artistic practice».

This significant increase in cultural and artistic activity indicates that young people in general and adolescents in particular have invested in this space as a means of their expression and lifestyle. This movement reads as early as the 1960s: «Since the advent of rock praised by E.



Morin in the early 1960s, most cultural changes have been... initiated by teenagers: every time there has been a change, this one...

It was carried by a new generation before being continued and amplified by the next."

The role of adolescents in the renewal of artistic expressions or in their participation in cultural life shows how invested they are.

Culture is becoming more and more the place or place they take in the world that does not otherwise make them much.

The «cultural» scene in the broad sense (cinema, magazines, music, photos, video games...) is a privileged space to draw resources, and identification models: On this point, the analyses agree, that whatever the object studied and the particular interpretative framework: in an increasingly individualized society where the traditional forms of partnership (family, village, profession...) lose their structuring power and where chacun is invited to stage its singularity, cultural passions, sports or others are weighted with important identity issues because they are often experienced by the interested parties as pathways to an "intimate self", while allowing them to be part of real and/or imagined communities, more or less sustainable, providing them with identification resources."

Artistic and cultural practices thus offer teenagers support to expertise and build identities,



postures, and tastes. These different identities (physical appearance, attitudes, musical tastes...) allow them to assert themselves both individually and collectively, within the family, school, peers, and the community. This elaboration and recomposition of tastes, cultural practices and models testify to the need of adolescents to create a world of their own and «their own mode of expression» which is fundamental in the process of individualization. 'This youthful culture has continued to develop from generation to generation, with each new wave of young people tapping into the products marketed by the film, music, or

television industries to build their own universe: listening to the same music, watching the same TV series, or reading the same comics has allowed them to both strengthen their youthful identity and free themselves from traditional forms of transmission.

By experimenting with different models, they build their own model. These back and forth, these essays also weave the social link, the tension between the I and the us, between the individual and the collective.

New technologies and the recomposition of artistic and cultural practices.

The development of new technologies recomposes or even redefines the very nature of the cultural and artistic practices of adolescents.



They grew up in a very diverse media landscape: mobile phones, a multiplication of television offers, video games, and social networks... are an integral part of their lives. They have largely seized this still pristine space that allows them to partly escape parental control, to have a «space» of freedom and expression that is common to them, in a time not institutionalized. 'On the net, teenagers are strong consumers of culture, in a relatively diversified way and use cultural objects to satisfy complementary objectives: the quest for self, identity affirmation and group conformity search for intersubjectivity and self-experimentation. '

According to a study by CREDOC, in 2010, with the development of family equipment, 94% of teenagers (aged 12 to 17) have an internet connection at home, 77% go on social networks. 75% of 13–17-year-olds have a Facebook account (Calypso survey 2010). Teenagers spend an average of sixteen hours a week on the net. Their uses are oriented towards communication (instant messaging, blogs...) but also towards music downloading, network video games and image, sound and text creation tools.

Donnat insists on the continuity and complementarity between digital tools and traditional cultural practices, which have not declined, on the contrary. Chevrefils-Desbiolles sees this as confirmation that the cultural uses of the Internet would complement traditional cultural or artistic practices.

What has mostly changed is the very notion of «culture», which is now presented as solidarity with the notions of leisure, entertainment, and communication. The very nature of these practices causes an upheaval of cultural hierarchies: on the net, there is no differentiation between the so-called legitimate culture and popular culture. What is most important is expressiveness, exchange, and communication: 'Thus communicational, creative, and cultural practices tend more and more to come closer together, even to juxtapose themselves through social activities that transit through the exchange of images and sounds: to discuss, converse, relate, comment, change and exchange content related to the pleasure of sharing, the taste of debate, they create a social link. It is this social dimension of culture that becomes decisive.'

We see, for example, through the work of Dominique Pasquier on television series, how the media propose, with series for teenagers, forms of learning the rules of the social game, and moral models, partly replacing the role of families.

This horizontal transmission modality has significantly accelerated with the development of information and communication technologies, at a time when values in society are changing, where the difficulty of families to transmit structured and shared models is increasing, «generational phenomena and technological phenomena intertwined in an acceleration of cultural and social changes».

Digital practices have also profoundly changed the conditions for adolescents to access knowledge by giving them the opportunity to become actors themselves: by commenting on it, sharing it and becoming prescribers themselves. 'Schools and institutions have lost the monopoly on access to knowledge. [...] The transmission of knowledge is no longer in the verticality, from teacher to student, but in the horizontality by the appearance of new spaces of legitimation (blogs, forum, chat...).'

These new spaces of legitimation between peers redefine previous legitimacies. However, transmission by family or school does not work. It is known that cultural impregnation by the family always plays an important role in the practices of adolescents. But the fact that adolescents empower themselves through digital practices by creating a frame of reference



transforms the nature of transmission and the role of adults. Adolescents are experimenting with another form of cultural learning, known as collaborative learning, which destabilizes hierarchical patterns and legitimacy.

By multiplying the modes of access to culture, the modes of mutualization and sharing, the digital disrupts the hierarchy of cultural values, the categories of learned, mass or popular cultures become blurred, as well as those of the amateur and the professional, the notion of production and dissemination, of work or author. We thus witness the multiplication of hybrid forms.

This observation, once again, should not make us believe that there is “a” juvenile culture. The common denominator for adolescents is the increasingly important place that informal learning plays in their socialization: at least two hours a day in front of a screen to which is added the time of outings and meetings and that of leisure turned towards the outside. This learning of the culture is accompanied by a learning of the social norms and values that the deficiency of the community promotes. In any case, the model of vertical transmission, from teacher to student or from parents to children, if it remains a structuring model, must integrate this more horizontal model.

But is not the role of the adult precisely “to hold the frame”, to make that the teenagers re-appropriate their inheritance(s), that they are part of the chain of generations, the only way for them to become subject of their own history? “To reweave the thread of transmission implies to re-introduce and reappropriate what in our religious, cultural and political heritage constitutes resources to face the new challenges of the present.”.

By relying on these attempts to understand the real, to deconstruct the reconstruction of meaning that adolescents produce, we can fight against “the illusion of current individualism that tends to believe itself without inheritance and without filiation³⁶”, we establish a real dialogue with the elders, we pursue a filiation and we really fit into our time (in the sense of lineage).

“No child, no teenager, no adult can enter the artistic experience without grasping what humans have tried to develop before them. Thanks to the meeting of the works, however, he manages to link his singular experience to a universality that is emerging [...] We tinker with vestiges, we make living with old fossils, in unlikely arrangements where we find some enjoyment”.

CONCLUSION

Olivier Galland and Bernard Roudet’s work on youth values highlights the community of values between youth and their parents. For young people the first value is family. The model of parenting oriented towards negotiation, as well as the development and fulfilment of children, gives an image that seems to erase any generational conflict.

At the same time, many studies of how adults perceive adolescents highlight how adults do not understand them and have a negative image of them. The latest Pfizer Foundation survey of adolescents shows how many.

In 2012, the study focused on intergenerational differences. Moreover, the results of this study are consistent with a series of studies conducted on young people and their images.



young people need to dialogue with their parents or with adults and how parents or adults are sure that young people do not need them!

This contradiction undoubtedly has several reasons, of which the value of «youth» so valued in society, and the evolution of educational models towards negotiation at all costs plays an important role. Finally, changes in values and references began several generations ago (the 1970s) and put adults themselves in difficulty to defend or transmit them.

This mutation of models, and the difficulty of adolescents or young people to find their place in society has somehow broken the chain of generations and leaves the new generations «without inheritance». Adolescents today face the need to experiment with norms and values in a changing world. This requires them to reinvent cultural models and for this it is essential to confront the models of the past.

The institution, the one who accompanies and the one who transmits. Transmission can no longer go through a vertical conception of authority. Other intergenerational relationships are to be invented where the former also agrees to learn from the young, to consider him as a real actor. The role of the adult remains nevertheless essential as guarantor of the framework, witness/ relay of the past to pass, while leaving to the teenager the possibility to occupy and to fully signify his place.

In the context of leisure and the accompaniment of artistic and cultural practices towards adolescents, the adult must find a position allowing him to be «absent» to leave the adolescent's informal time and the freedom to explore new spaces. But he must be present at the same time, offering help and tools according to the needs of each.

Cultural institutions today have a major role: that of allowing young people to «re-align», especially those who are custodians of knowledge, memory, or heritage to be transmitted. They must find ways of new transmission that consider the practices of adolescents so that they become full actors and artisans of the world of tomorrow.

6.3. Young people in Intercultural dialogue

In these times of relentless change, globalization, digitization and relocation, everyone needs stability, rationalization, and identification. Our primary “temperament” stems from our cultural foundations, beliefs, values, creativity, customs, and traditions. To stand up to the strong winds of change, we must reaffirm our own identity while striving to understand, respect and appreciate the cultural fabric of other societies, countries, and continents. The world can be seen largely as a tapestry in which the threads of one culture intermingle with others, reminding us that each culture is specific, that it has relations with others and that sometimes new ones appear.

The ignorance of cultures, the refusal to seek to understand them or to learn about them, excludes them from the path of true and lasting peace. Most of our societies are increasingly overlapping mosaics of different cultures. Intercultural dialogue must logically be at the forefront of our efforts to bring peace, prosperity respect and dignity to all the peoples of the world. The large-scale involvement of young people, who will become the leaders and decision-makers of tomorrow, is becoming increasingly important in the political management of all countries, and even the world. The interest of society is increasingly focused on the generation “that will take over”.



This has an immediate impact on the continuation of intercultural dialogue, too often ignored and neglected. Mobilizing the younger generation is everyone's business. To give its initiatives and actions maximum scope, UNESCO, limited in its budget and staff, is constantly looking for partnerships. Daimler's proposal to launch a major new platform designed to give young people the opportunity and the means to actively participate in the establishment of genuine intercultural dialogues and exchanges was a unique opportunity for UNESCO to forge a new, unique, and innovative partnership.

At the beginning of 2003, intensive meetings helped to establish a roadmap. They brought together experts from the Office of Strategic Planning and the Education and Science Sectors, staff members from Daimler AG Corporate Sponsorship and consultants from a communications agency under contract with Daimler. However, even before we started to plan our collaboration, our first task was to get to know each other better and understand the priorities, procedures, protocol and working methods of each organization – which was an attempt at dialogue of a particular kind.

From the outset, UNESCO has stressed the need to involve not only young people but also schools and universities in this new initiative.

Such an institutional approach would help strengthen the skills of young people and enable them to become major agents of dialogue and exchange. A multiplier effect could also be expected from the use of educational institutions, as well as from the integration and strengthening of intercultural teaching in school and university curricula – which meant mobilizing many students, teachers and teachers and reaching a wider community.



6.4. Youth preferred methods for Intercultural dialogue

Access, circulation, and the exchange of digital content make the web «one of the few public spaces where collective appropriation is possible, commonly accepted, even encouraged». 'Three-quarters of adolescents aged 15 to 19 willingly engage in inventive manipulations of text, images, and sound.' The teenager can thus develop collective learning modes that mix all cultures indifferently and produce hybrid and creative content. The "remix", the ability to (re)process content, to divert it, to transform it, to assemble them becomes the very principle of the construction of digital cultural universes, which at the same time makes it possible to appropriate these contents. In addition to the problems of copyright that these digital practices seriously disrupt, it is these modes of learning, or self-training, through reappropriation that these practices reinvent.



This practice of remixing is not only done with music but also with image and writing, which presages “an economy of culture in the making but whose founding terms refer to the work as a common good and to public co-producers of the cultural recognition chain». This way of building one’s own cultural baggage, or of creating a musical identity based on elements already old by reconfiguring or recombination them, has existed for a long time: “This new form of artistic creation is the expression of a logic of recombination that uses and abuses open, collective, combinatorial processes.

This is not new in the art world, but new technologies will push this logic to the extreme.”

We build ourselves, we «tinker with an identity» from the artistic practice by strongly reusing the forms already produced and in doing so we reappropriate them. The fact that the means and knowledge made available to young people have multiplied transforms the artistic experience into a framework of transmission that allows it to be part of a «collective memory», by writing «its own partition», by finding its place, by signifying it. These modes of learning about culture are inseparable from the learning of oneself and the other: «It [culture] therefore takes its anthropological meaning completely of «what connects with others». No doubt the DIY identity is fragile, and eclecticism must not lead to a cultural relativism that evens out all forms of culture. Because this eclecticism, a new prerogative of the privileged classes, requires a mastery of the different registers. This mastery is uneven depending on the environment to which adolescents belong.

The possibility of multiplying the new sociability makes it possible to deploy a range of ways of being and to experiment with them, between the search for autonomy and the search for belonging to a group, between sociability and empowerment.

The web is a practical and customizable resource, a tool for defining oneself and the world. Identity and relational devices are deployed in these practices, the Internet allows a range of relational uses mobilized according to the emotional proximity of the young person and his interlocutor. Tool of relationship and belonging to the group, to the «tribe», to those who are rock, metal or rap, the canvas allows young people to socially experiment with an identity in construction. The Internet presents itself as a stage for play, cross-dressing and learning, a way for young people to test belonging or practice life. Blogs and social networks are places of exhibition and self-construction, but on which one can experiment, erase, and start over, which gives a sense of continuity. Permanence is maintained by the continuous presence of peers. Among the changes made by these practices, of the modification of the perception of time and space is not the least. On the net, a new space is built, abolishing geographical and temporal constraints since we can potentially get in touch with all parts of the world at any time.

Digital techniques have transformed artistic practices and increased the possibility of making images and sounds without the need to master traditional techniques. The Teenager can produce content, and build artistic expressions, and avatars. He can reveal himself but also hide himself. Even if this time is to be negotiated, apart from school and family time, it gives the teenager the feeling of having mastery, as well as that of expressive techniques and acquiring skills, especially in contact with his peers.

The dematerialization of content on screens and mobile devices, the possibility at any time to reprogram programs and films when it is decided, makes one hundred actors and author of his own programming.



This time is par excellence the time of adolescence both elastic, fast, and jerky where young people must constantly be surprised, and relaunch. “On the same computer screen, you can chat, watch a movie, surf the net, and almost immediately switch between these activities... These new modes of consumption abolish some of the time constraints associated with programming and promote individuation, de-multiplication and deinstitutionalization of time which is opposed to the vision of a single programmed time”.

This individualization of digital practices is not opposed to the collective. The main thing is always to be «connected» with others, and the creation of multiple numeric communities that gather around a particular field proves it.

6.5. Cultural resources for Youth

Activities for young audiences have grown more and more during the last four years, especially due to the launch of the Belle Saison label from the Ministry of Culture. France has a network for young audiences that includes many stakeholders, creators and places dedicated to this age group. In addition, this network touches on various artistic fields. A study by the Ministry of Culture conducted with psychiatrists shows that artistic practice is one of the best ways to make bridges between the imaginary and work interculturality. Reaching the young audience makes it possible to reach the family and therefore to diversify the audience of the institutes.

A catalogue of transversal resources, a catalogue of places and companies adapted for young audiences and a catalogue of the cultural offers for teaching in French are or will be available in the resources section of the IF website. Positions may also consider looking to departments other than the Ministry of Culture in their territory, such as the Ministry of Family or institutions that work on early childhood. Regarding films, the IF tries to accompany more films with educational files to avoid rental costs and rights problems. A reflection is underway with the training centre on the issue of mediation. A time of training could be dedicated to the question of the young audience in transversal.

Moreover, the cultural practices of young people follow the technological changes that transform our ways of reading, listening, and looking. In a decade, digital uses have become the majority in the daily lives of young people, whether listening to music or watching videos online, exchanging on social networks or playing video games. Traditional media, such as radio or television, are losing their centrality while social networks have become an essential source of information. As Sylvie Octobre reminds us, young people’s appetite for technology is not new.

For several decades, it has taken shape in a culture of the bedroom where all kinds of technological devices (television, radio, console, computer, etc.) come together. This technophilic has accelerated with the digital age and the convergence of the media that dedicate the smartphone as the main cultural terminal for young people. This attraction is now part of the educational strategies of families and the inequalities they contain.

The question of expressiveness is central to the construction of cultural practices of youth. This is a trend that has only grown since the 1960s, and in which music plays a key role. In 2008, 86% of 15–28-year-olds listened to music every day. In addition to the choreographies or songs it evokes, the expressive power of music resides in a series of devices (clothing, affinity groups, specific languages, posters, etc).



Online music accompanies the social rites of 18-year-olds and facilitates their appropriation of musical content.

Eclectic musical tastes are built through an intensive listening practice.

Music is the second category in which Culture Pass users make the most bookings. Indeed, during the months of September and October, a reservation in the “Music” category is made every 7 minutes (CD, concert, subscription to online music platforms) or more than 104,400 reservations since the beginning of the Culture pass. They represent 19% of bookings made on the application (as of October 23, 2020). The enthusiasm of users for music is also visible about the cultural practices they declare when they arrive on the application: 90% of users of the Culture pass say they listen to music and/ or go to concerts.

In October 2020, we asked Culture Pass users about their current music. Among the ten most cited songs, they evoke French rap artists (Damso, Ninho, Nepal, PLK...), rap/RnB US artists (Travis Scott, The Weekend...) and Kpop artists (BTS, Blackpink...).

If rap is by far the genre most listened to by our users (84%), the new francophone scene is not left behind since 60% of users report listening to artists such as Big Flo and Oli or Angèle, followed by electronic music (47%) and Kpop (46%).

Studies conducted with users of the Culture Pass for almost two years have shown that the musical references of 18-year-olds evolve very quickly and are influenced by the musical news of the artists they support (album release, tour...).

Music as a medium of conviviality

63% of people surveyed say they listen to music both at home and outside their home.

Nomadic listening takes place on a stroll, in transport or during gatherings with friends where listening to music is then “shared”. Indeed, an INJEP* study published in October 2020 reports on how music accompanies the peer relationships of youth in working-class neighbourhoods: young people meet in a familiar place (park, city stadium, at one of them) and in this context, broadcast their musical references. “Music innervates sociability” * insofar as it integrates both the conditions of the conviviality of the moments shared between friends and the subjects of their interaction.

A personalized report on musical proposals on the Internet

In this part, we want to analyse the listening practices of the respondents through the prism of the four platforms they regularly mention during their exchanges with the Culture Pass team: Deezer, Spotify, YouTube, and Twitch. 77% of people surveyed listen to their music on music streaming platforms by subscription (free listening or subscription). When users are asked about their enthusiasm for this listening format, 73% indicate that it is the ability to create their own selections or playlists that motivate their use. They are 44% choose this listening mode because they appreciate the playlists offered by these platforms. Indeed, through the internet, 18- 18-year-olds have access to wide and unlimited content. If they use Deezer or Spotify rather than free platforms, it is for the personalization of playlists that these platforms



integrate and for the quality of the content they offer (presentation of works by artists, by album, recommendation of playlists, artists, etc.).

As for individuals who prefer listening to music via video streaming platforms (YouTube, Twitch, etc.), or 61% of the respondents, they seem to do so if they are unable to finance a subscription to a legal online listening platform. Indeed, 84% of the people surveyed indicate that they listen to songs on YouTube because it is free. Only 38% indicate doing so in order not to be forced by a subscription.

Whether listening to their music on Deezer or YouTube, the individuals interviewed seem to make a point of ensuring that the platform they use allows them to discover new artists: 52% use Deezer or Spotify because these platforms are a way to discover more new artists than with YouTube or Twitch. 42% of people who listen to their music on video platforms say they do so because they allow them to discover new songs. In a digital world where the offer of musical content is a plethora, individuals seem to seek digital platforms that allow them to be guided in their choice (via playlists, and recommendation algorithms) while having the ability to customize their relationship to music content by feeding their playlists, creating an immaterial music library that resembles them.

Video platforms contribute to the construction of critical thinking and the development of amateur practice.

Video streaming platforms, support for individualized viewing practice

Among users surveyed in this survey, 69% say they prefer watching videos on the internet rather than on television.

For the 24% of individuals who said they liked television as much as digital platforms to watch audiovisual content, it is the gathering around television “as a family” that justifies their ambivalence: “With my parents, I watch television, I watch movies and videos on my computer.” *Individuals surveyed mainly watch their audiovisual content on video streaming platforms such as YouTube or Twitch (88%) and on subscription streaming platforms such as Netflix, OCS or Canal+ (77%). 38% say they watch videos on social networks and only 6% use the internet to download.

62% of people surveyed say they watch on average between 1 to 3 films and/or series per week. They mostly prefer the use of subscription streaming platforms to view this content (94%).

The themes of audiovisual content viewed on video platforms are very varied: 69% indicate watched entertainment videos, and humour, 67% say they listen to music and watch clips, and 58% use these platforms to watch series, or films.

The desacralization of informational speech in favour of that of the amateur

In this part, we will focus on the relationship that the individuals interviewed maintain with the YouTube streaming platform. Users of the Culture pass indicate 82% watch content offered by YouTubers on this platform. Among the YouTubers most appreciated by the individuals interviewed, we find Squeezie, Mcfly and Carlito, Lena Situation which is rather quoted by the

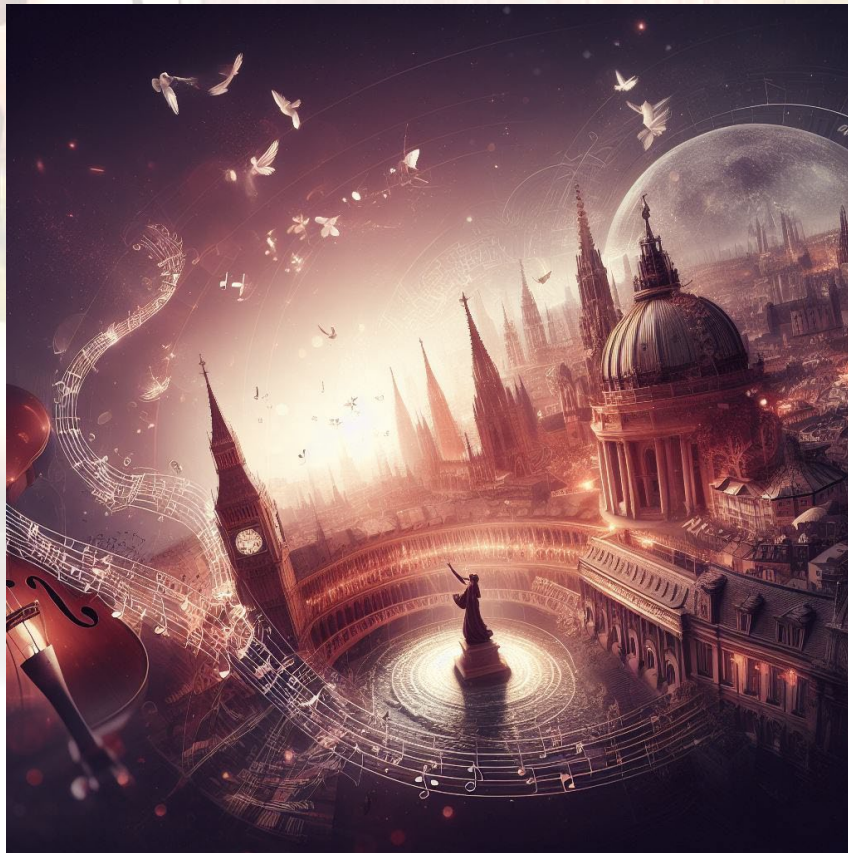


women of our sample of respondents (they represent about 81% of individuals who cite one of these three YouTubers among their favourite YouTubers). But also, the YouTubers Cyprien, The Player of the Attic, Amixem or E-penser are as for them, rather evoked by the men of this sample (about 67% of the declarants of these YouTubers are men).

The capital sympathy of YouTubers seems to be the first motivator of choice of the individuals surveyed (76% of them say that they follow these YouTubers because they “like them”). Nevertheless, the respondents also indicate that the subjects treated by YouTubers (67%) as well as their ability to transmit knowledge, to “learn things” (61%) condition their choice to watch the videos of one YouTuber rather than those of another.

In view of these statements, the individuals interviewed seem to give more credit to the word of the amateur (the one who creates content on YouTube) rather than to the historical prescribers (journalists, etc.). Because these people resemble them, the words broadcast through the video content of YouTubers seem more authentic to them than those evoked in the conventional media: «I prefer videos on the internet for the naturalness of YouTubers». *

The video content on these platforms seems to go beyond “censorship”, a subject often mentioned by the respondents as justification for their adherence to the channels of YouTubers. “(Videos on the internet) reflect reality more because there is no censorship because I choose the accounts that I am so content that I want to see.” *





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2. BENEFITS OF INTERCULTURAL DIALOGUE

United Nations (UN): The official UN website contains information about its programme for intercultural dialogue and other initiatives related to diversity and peaceful coexistence: [UN website](#).

European Union (EU): The EU has important policies and initiatives on intercultural dialogue, which you can find on its official website: [EU website](#).

UNESCO: UNESCO is known for promoting cultural diversity and intercultural dialogue. Its website provides useful resources and information: [UNESCO website](#).

Academic institutions: If you are interested in academic research and studies on intercultural dialogue, you can search for resources on the websites of relevant universities or research institutes.

NGOs: Non-governmental organisations active in the field of intercultural dialogue usually have websites where they publish relevant reports and information. Searching for NGOs in the field can provide you with valuable resources.

- United Network of Young Peacebuilders (UNOY Peacebuilders): This organization focuses on engaging young people in promoting peace and intercultural dialogue. Their website provides information about their projects and activities: [UNOY Peacebuilders](#).
- Search for Common Ground: This organization works for conflict resolution and peacebuilding through intercultural dialogue and effective communication. Their website contains helpful resources and research reports: [Search for Common Ground](#).
- Soros Foundation: The Soros Foundation carries out numerous projects related to intercultural dialogue, promoting human rights and supporting civil society. Their website provides information about their initiatives: [Soros Foundation](#).



- European Cultural Foundation (ECF): ECF supports cultural projects that promote dialogue and cooperation between different cultures in Europe. Their website provides information about grants and current projects: [European Cultural Foundation](#).
- InterAction Council: This council brings together former state and government leaders to address global issues, including intercultural dialogue and peace promotion. Their website provides information about their activities: [InterAction Council](#).
- Fondation Hironnelle: This media organization focuses on providing information and media in conflict and post-conflict areas to promote intercultural dialogue and reconciliation. Their website provides details about their projects: [Fondation Hironnelle](#).
- Research institutions and think-tanks: In addition to NGOs, there are numerous research institutes and think-tanks that produce studies and analyses about intercultural dialogue. One example is the Carnegie Endowment for International Peace: [Carnegie Endowment](#).

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UNESCO Website

UNESCO Universal Declaration on Cultural Diversity

<https://en.unesco.org/about-us/legal-affairs/unesco-universal-declaration-cultural-diversity>

2005 Convention on Diversity of Cultural Expressions

<https://www.unesco.org/creativity/en/2005-convention>

UNESCO guidelines on intercultural education

<https://unesdoc.unesco.org/ark:/48223/pf0000147878>

Measuring Intercultural Dialogue

<https://unesdoc.unesco.org/ark:/48223/pf0000373442/PDF/373442eng.pdf.multi>

European Union website



EU motto

<https://european-union.europa.eu/principles-countries-history/symbols/eu-motto>.

T-KIT 4 Intercultural learning

<https://pjp-eu.coe.int/documents/42128013/47262514/PREMS+042218+T-kit4+WEB.pdf/37396481-d543-88c6-dccc-d81719537b32>

Europeana

<https://www.europeana.eu/fr>

Europass

<https://europa.eu/europass/fr>

YouthPass

<https://www.youthpass.eu/fr/>

The European Language Label

<https://education.ec.europa.eu/focus-topics/improving-quality/multilingualism/european-language-initiatives>

Erasmus Programme history

<https://erasmus-plus.ec.europa.eu/about-erasmus/history-funding-and-future>

European Council website

Intercultural Cities Newsroom

<https://www.coe.int/en/web/interculturalcities/-/publication-of-two-new-intercultural-cities-index-reports>

Intercultural cities: good practice examples

<https://www.coe.int/en/web/interculturalcities/-/women-in-intercultural-dialogue>

Civil participation in decision- making toolkit

<https://rm.coe.int/civil-participation-in-decision-making-toolkit-/168075c1a5>

World Forum Democracy

<https://www.coe.int/en/web/world-forum-democracy>

Charter for All

<https://www.coe.int/en/web/edc/charter-for-all>

Platform of resources and references for plurilingual and intercultural education

<https://www.coe.int/en/web/platform-plurilingual-intercultural-language-education/>

Common European Framework of Reference for Language



<https://www.coe.int/en/web/common-european-framework-reference-languages/>

European Language Portfolio

<https://www.coe.int/en/web/portfolio/>

Council of Europe Language Policy Portal

<https://www.coe.int/en/web/language-policy/home>

Eur-Lex website

Treaty establishing the European Community

<https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A12002E%2FTXT>

Conclusions du Conseil du 20 mai 2014 sur le plurilinguisme et le développement des compétences linguistiques

[https://eur-lex.europa.eu/legal-content/FR/TXT/PDF/?uri=CELEX:52014XG0614\(06\)&from=EL](https://eur-lex.europa.eu/legal-content/FR/TXT/PDF/?uri=CELEX:52014XG0614(06)&from=EL)

Youtube website

UN Human Rights

<https://www.youtube.com/user/UNOHCHR>

World Forum Democracy

<https://www.youtube.com/watch?v=B7tEoPHpnTg>

Qu'est ce que l'éducation non formelle ? (What does non formal education ?)

<https://www.youtube.com/watch?v=a-ffSCzh29I>

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PHOTOGRAPHIC ANNEX. TECHNIQUES AND TIPS

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1. INTRODUCTION

1.1. What is photography?

Photography is an art and a technique that has revolutionized the way we perceive the world and how we preserve our memories. Throughout history, it has been an invaluable tool for capturing moments, documenting reality, and expressing the creativity and vision of the photographer.

I. Defining Photography

Photography is defined as the art and technique of capturing images using an optical device, which in its most common form is a camera. The word "photography" comes from the Greek "photos" (light) and "graphé" (writing or drawing), which translates as "writing with light". It is precisely this quality that makes photography a unique form of visual expression.

II. The Beginnings of Photography

The history of photography dates to the early 19th century, when inventions such as the camera obscura and the first photographic camera known as the "daguerreotype camera" laid the foundation for modern photography. In 1839, Louis Daguerre introduced the world to his daguerreotype process, which made it possible to obtain permanent images on a silver plate. This discovery marked the beginning of a new era, allowing photography to become an accessible tool for people.

III. The Impact of Photography on Society

Photography has had a significant impact on our society, and its evolution has been key to documenting historical moments, capturing the beauty of nature, and communicating ideas and emotions. During the US Civil War or the Crimean War (the first war documented with photographs), it was used to show the harsh reality of the conflict and raise awareness of its consequences. Throughout the 20th century, photography became an important medium for journalism, advertising, and art, enabling the dissemination of information and ideas around the world.

IV. Photography as Art and Personal Expression

Photography has also proven to be a powerful medium for artistic expression. Photographers have used light, composition, and perspective to create images that convey emotion, tell stories, and challenge the viewer's perception. From documentary photography to portraiture, fine art photography has pushed the boundaries of creativity and spawned new ways of appreciating the world around us.

V. Mobile Photography

Mobile photography has had a revolutionary impact on the way we capture and share images today. Advances in mobile phone camera technology have allowed people to always carry a high-quality camera in their pockets. The convenience and versatility of mobile phones have made photography an integral part of everyday life, and social media and image-editing apps have made it easy to share photos with friends and followers around the world.



VII. The Importance of Composition and Narrative

Regardless of the type of camera used, composition is a fundamental aspect of photography. The way an image is framed, the use of lines, and the position of the subject influence how the photograph is interpreted.

Photography is not only about capturing images, but also about telling stories and conveying a message. Each photograph has its own narrative, and it is the job of the photographer to use light and composition to create an image that is visually appealing and has deeper meaning.

Photography is an art form that transcends cultural and language barriers, allowing us to appreciate the beauty of the world around us. As renowned photographer Ansel Adams said: "*There are no rules to good photography, there are only good photographs.*" Photography is a personal and unique expression, allowing us to share our vision of the world with others and preserve precious memories for future generations.



"Bridal Veil" Waterfall.
Yosemite Valley. Ansel Adams

2.- FUNDAMENTALS OF PHOTOGRAPHY

Photography is, in essence, the art of capturing light. Without light, there would be no possibility of obtaining images. It is light that reveals the colours, shapes, and details in a photograph, and it is through its proper management that impressive and expressive images are achieved. Light is the fundamental element in photography and its understanding is essential for any photographer, whether professional or amateur. In this text, we will explore the importance of light in photography, its properties and how its control and manipulation affect the quality and result of the images.

2.1. Light as an Essential Element in Photography

Light is a form of radiant energy that travels in the form of electromagnetic waves and is perceived by our eyes. In the world of photography, it is the medium through which an image is formed on film or a camera sensor. Light behaves in unique ways when it falls on different surfaces, and this interaction is what allows a photograph to come alive.

1. Properties of Light

Light has several properties that are fundamental to its manipulation and understanding in photography:



Intensity: Refers to the amount of light that falls on a surface. Strong light creates deeper shadows and higher contrast, while soft, diffused light provides more even illumination.

Direction: The direction from which light is coming has a significant impact on how shapes and details are revealed in a photograph. Front light illuminates the subject from the front, while side or rear light can bring out textures and shapes.

Colour: Light is not always white; it can have different hues that affect the balance of colours in an image. Colour temperature is measured in Kelvin and can range from warm light (yellow/red tones) to cool light (blue tones).



You must know that objects reflect light of the same colour, that white reflects all the light and that black does not reflect but absorbs.

II. Daylight vs. Artificial light

Light can be classified into two main categories: natural light and artificial light.

Natural Light: Sunlight is a source of natural lighting that varies throughout the day and the seasons. Sunrise and sunset light is warmer and softer, while midday light can be more intense and cast harsher shadows. Natural light is appreciated for its beauty and its ability to create unique atmospheres in photographs.

Artificial Light: Refers to light generated by artificial sources, such as lamps, spotlights, or flashes. Artificial light can be adjusted and directed in a more controlled manner than natural light, allowing the photographer to create different effects and styles.

III. Light Control in Photography

Light control is one of the most important aspects in photography. By mastering how light behaves, photographers can create images that convey the desired message and atmosphere. Some common techniques to control light include:

- **Using Reflectors and Diffusers:** Reflectors help redirect light and fill in shadows, while diffusers soften harsh light for softer, more even lighting.
- **Flash and Additional Lights:** The use of external flashes and studio lights allows the photographer to have full control over the lighting of the scene, especially in low light or low light situations.
- **White Balance:** This is the setting that controls the balance of colours in an image. A proper white balance ensures that colours are accurately represented based on the colour temperature of the light.

IV. The Creative Power of Light in Photography

Light is a powerful tool to create different effects and express emotions in a photograph. The play of light and shadow can bring out the texture and shape of a subject, while soft light can give it a more delicate and ethereal touch. In addition, light can influence the atmosphere of the image, creating feelings of warmth, mystery, drama, or romance.

V. Photography with Natural Light

Shooting in natural light can be challenging due to its constant change and lack of control. However, natural light also offers unique opportunities to capture magical and special moments. Shooting during the "golden hour" (sunrise or sunset) provides a soft, warm light



that creates a lovely atmosphere in your images. Additionally, shadows cast by natural light can add a touch of mystery and drama to the composition.

SAW. Artificial Light Photography

The use of artificial lights allows the photographer to have more control over the lighting of the scene. Portrait, fashion and still life photography especially benefits from the use of studio lights and external flashes. Artificial light is also essential for photography in low light conditions, where an additional source of light is required to obtain a sharp, well-exposed image.

2.2. Composition: basic rules

Photographic composition is the art of arranging elements within the frame to tell a visually compelling and effective story. It is a fundamental skill for any photographer, since it directly affects the way the viewer perceives and connects with the image. Using various rules and techniques, photographic composition allows the creation of striking, balanced images with a strong visual impact. In this text, we'll explore the basic rules of photographic composition and how they can help you improve your skills as a photographer.

I. The Rule of Thirds

One of the best-known rules in photographic composition is the Rule of Thirds. This rule divides the frame into nine equal parts by means of two horizontal lines and two vertical lines, creating four points of intersection. By placing the main elements of the image at these points or along the lines, a more balanced and attractive composition is achieved. The Rule of Thirds prevents your subject from being in the centre of the image, which can result in an uninteresting, static composition.



II. Balance and Symmetry

Balanced composition is key to achieving harmonious and attractive images. Proper balance involves visually distributing the weight of the elements within the frame so that there is no sense of leaning to one side. You can achieve a symmetrical balance, where the elements are identical on both sides of the frame, or an asymmetrical balance, where the elements are different but visually balanced. Symmetry can be effective in conveying a sense of order and calm, while asymmetry can be more dynamic and exciting.



III. Guidelines and Visual Direction

Guidelines are elements within the image that guide the viewer's gaze to the main subject or through the composition. These lines can be natural, such as a road, river, or trail, or created artificially through the arrangement of elements in the image. Guidelines can be horizontal, vertical, or diagonal, and play an important role in the visual direction and narrative of the image. A diagonal line, for example, can add dynamism and movement to the composition, while a vertical line can convey a sense of stability and strength.

IV. The Use of Negative Space

Negative space, also known as empty space, is the area around the main subject that does not contain important elements. Although it may seem counterintuitive, negative space is a powerful tool for focusing attention on your subject and creating a more minimalist and sophisticated composition. By leaving space around your subject, you allow the image to breathe and stand out on its own. Negative space can also convey a sense of calm and tranquillity in the image.

V. Framing and Perspective

Framing is the way the photographer places items within the camera's viewfinder. The choice of framing can have a great impact on the composition and narrative of the image. By getting closer to the subject and filling the frame, you can bring out details and create more intimate images. On the other hand, a more open and wider frame can convey a sense of space and context. In addition, the choice of perspective, whether from above, below, or at ground level, can also change the perception of the image and add visual interest.

SAW. The Rule of the Horizon

The Rule of the Horizon is a simple but fundamental rule in photographic composition. It refers to the horizontal line that separates heaven and earth in an image. It is essential to ensure that the horizon is level in the image unless you want to convey a sense of tilt or movement. A tilted horizon can make the image look sloppy or unbalanced.

VII. Repetition and Patterns

Pattern repetition is an effective technique for creating visually interesting and dynamic images. The repetition of shapes, lines, colours, or textures can add rhythm and fluidity to the composition. Looking for patterns in nature, architecture or everyday life can lead to surprising and abstract images.

VIII. Experimentation and Creativity

While these basic rules of composition can be helpful to guide beginning photographers, it's important to remember that photography is also a form of art and personal expression. Creativity and experimentation are essential to develop your own unique style in photography. Don't be afraid to break the rules and explore new ways to compose your images. Photography is a powerful medium for conveying ideas, emotions, and narratives, and composition plays a key role in how those stories are told visually.

2.3. Focus and depth of field

Photographic focus and depth of field are two essential concepts for any photographer who wants to obtain sharp images with visual impact. These techniques directly influence how the main subject stands out and how details are brought out in a photograph. Understanding how focus and depth of field work will allow photographers to have greater creative control over



their images and take their artistry to new levels. In this text, we will explore in detail what photographic focus is, what depth of field is, and how to apply these techniques to achieve amazing results.

I. Photographic Focus: The Key to Sharpness

Photographic sharpening refers to the precision with which elements within an image appear sharp. It is the process of adjusting a camera lens so that light passing through it meets the plane of the sensor or film precisely. Proper focusing is essential for sharp, sharp images, especially when working with close subjects or fine details.

II. Approach Types

- **Auto Focus (AF):** Most modern cameras are equipped with auto focus systems that use sensors and algorithms to detect the focus point and automatically adjust the lens for a sharp image. Autofocus is very useful in situations where the subject or distance is changing rapidly.
- **Manual Focus (MF):** Some cameras allow photographers to manually adjust focus by turning the focus ring on the lens. Manual focus provides more precise control and is useful when working with stationary subjects or in low-light conditions where autofocus may struggle.

III. Focus Points and Focus Area Selection

Autofocus cameras offer different focus points that can be selected to focus on a specific subject. Some cameras even offer the option to choose a wider or narrower focus area, allowing more control over focus point selection. Choosing the right focus point or area is essential to ensure that your main subject stays in focus and stands out in the image.

IV. Depth of Field: The Art of Controlling Sharpness and Blur

Depth of field refers to the range of distance within an image that appears sharp and in focus. That is, it is the area that extends from the closest point to the furthest point that is clearly perceived in a photograph. Depth of field is a powerful tool for drawing the viewer's attention to the main subject and creating interesting visual effects.

Factors Affecting Depth of Field:

- **Diaphragm Opening:** The aperture of the diaphragm is one of the most important factors influencing depth of field. A wide aperture (low f-number) creates a shallower depth of field, meaning the main subject will be sharp while the background will be out of focus. On the other hand, a narrow aperture (high f-number) creates a greater depth of field, which means that both the main subject and the background will be in focus.
- **Distance to Subject:** The distance between the camera and the subject also affects the depth of field. The closer the photographer is to the subject, the shallower the depth of field, while a greater distance will result in a wider depth of field.
- **Lens Focal Length:** Shorter focal length (wide angle) lenses tend to have a wider depth of field, while longer focal length (telephoto) lenses tend to have a shallower depth of field.

V. Factors Affecting Depth of Field

- **Aperture of the Diaphragm:** The aperture of the diaphragm controls the amount of light that enters the camera and, at the same time, affects the depth of field. A wide aperture (low f-number) creates a shallower depth of field, meaning the main subject will be sharp while the background will be out of focus. On the other hand, a narrow



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- **Lens Focal Length:** Shorter focal length (wide angle) lenses tend to have a wider depth of field, while longer focal length (telephoto) lenses tend to have a shallower depth of field.

2.4. ISO sensitivity

ISO sensitivity is one of the fundamental elements in photography that directly influences the exposure of an image. It is a measure of the camera sensor's sensitivity to available light in the environment, and choosing it correctly allows photographers to capture sharp, well-exposed images in a variety of lighting conditions. Understanding how ISO sensitivity works and how to apply it properly is essential to having greater creative control over our photos.

What is ISO Sensitivity?

The term "ISO" comes from the International Organization for Standardization, which sets standards for measuring the sensitivity of camera sensors. In digital photography, ISO sensitivity refers to the sensor's ability to capture light and convert it into electrical signals. As we increase the ISO sensitivity, the sensor is more sensitive to light and therefore requires less lighting to get a well-exposed image. Conversely, lowering the ISO sensitivity makes the sensor less sensitive to light and more lighting is needed to achieve proper exposure.

How Does ISO Sensitivity Work?

ISO sensitivity is measured in numbers, and these numbers represent the amount of light needed to get a properly exposed image. The most common ISO values are 100, 200, 400, 800, 1600, 3200, among others, and each value represents twice the sensitivity of the previous one. For example, an ISO 200 setting is twice as sensitive to light as ISO 100 and requires half the light to get a well-exposed image.

The Effect on Image Quality

Although ISO sensitivity allows you to adjust a photo's exposure in different lighting situations, it also affects image quality. As we increase the ISO sensitivity, the image may show an increase in noise or grain, which are small particles of colour that degrade the sharpness and clarity of the photograph. Therefore, it is important to find a balance between ISO sensitivity and image quality for optimal results.

Application of ISO Sensitivity in Different Situations

- **Photography in Good Lighting:** In good lighting conditions, such as outdoors during the day or in well-lit interiors, it is recommended to use a low ISO sensitivity, such as 100 or 200, to obtain high-quality images with less noise.
- **Low Light Photography:** In low light situations, such as at dusk or indoors with dim lighting, it is necessary to increase the ISO sensitivity to obtain adequate exposure without sacrificing image quality. Here, higher ISO settings such as 800 or 1600 can be useful for capturing sharp, well-exposed images.
- **Motion Photography:** In situations where the subject or camera is moving, such as sports photography or capturing moving objects, it is necessary to increase the ISO



sensitivity to increase the shutter speed and freeze the action. This ensures that images are not blurred due to movement.

- **Photography with a Tripod:** When working with a tripod and in low light situations, it is advisable to keep the ISO sensitivity low to obtain the best possible image quality. By using the tripod, you can compensate for the lack of light by taking a longer exposure without increasing the ISO sensitivity.

3.- TYPES OF PHOTOGRAPHY

3.1. Landscape Photography

Landscape photography focuses on capturing the beauty and majesty of nature, from towering mountains to serene bodies of water and vast starry skies. Landscape photographers seek to highlight the grandeur of the Earth, using creative compositions and lighting techniques to create stunning images. Patience and observation are key in this type of photography, as light and weather conditions can change rapidly, offering unique opportunities to capture magical moments.

3.2. Portrait Photography

Portrait photography focuses on capturing the essence and personality of a person or a group of people. The main objective is to highlight facial expressions, emotions and the connection between the subject and the viewer. Portraits can range from formal, posed portraits to more intimate, candid portraits. Portrait photographers must be adept at communication and direction to make their subject feel comfortable and genuine in front of the camera.

3.3. Action Photography

Action photography focuses on capturing fast-paced, dynamic moments, such as sports, sporting events, wildlife in motion, or any activity that involves action and movement. Action photographers must be quick and precise to freeze fleeting moments and convey the emotion and energy of the moment. Using a fast shutter speed and good anticipation are essential in this type of photography.

3.4. Macro Photography

Macro photography specializes in capturing extremely small objects or details at a very close scale. This type of photography reveals hidden and surprising details that are not visible to the naked eye. Macro photographers use special lenses and lighting techniques to achieve highly detailed and captivating images, exploring a tiny world of wonder and texture.

3.5. Night Photography

Night photography focuses on capturing images in low light conditions or in complete darkness. This type of photography offers the opportunity to create evocative and mysterious images, highlighting the city lights, the stars in the sky or the soft glow of the moon. Using tripods and long exposure techniques are common to capture available light at night for impressive results.



3.6. Street Photography (Street Photography)

Street photography captures candid and authentic moments of everyday life in public spaces. Street photographers seek to freeze the essence of urban life, culture, and human interactions, without intervening in the scene. Speed and the ability to anticipate unique moments are key in this type of photography, which reflects the life and essence of a city.

3.7. Documentary Photography

Documentary photography focuses on telling stories and documenting events, cultures, places, or social issues with an informative and journalistic approach. Documentary photographers seek to present facts and realities, using powerful and evocative images to raise awareness of important issues and highlight significant aspects of human life and society.



The Alamo, 1849.

4.- PHOTOGRAPHY WITH MOBILE PHONES

4.1. Useful apps for mobile photography

Today, mobile phones have revolutionized the way we capture and share images. Thanks to technological evolution, smartphones are equipped with increasingly sophisticated cameras that allow anyone to become an amateur or even a professional photographer. However, to take our mobile photography to the next level, we can take advantage of a wide range of applications designed specifically to enhance the quality, creativity, and photographic experience. In this text, we will explore a selection of useful mobile photography apps that will help photography enthusiasts and lovers to take more impressive shots and express their artistic vision in a unique way.

I. Advanced Camera Applications

- ProCamera: It is a professional camera application that offers greater control over photographic settings such as white balance, exposure, focus and shutter speed.



ProCamera also allows you to shoot in RAW format, giving you greater flexibility in post-editing.

- Halide: This app is known for its simple and elegant interface, yet powerful in features. It offers manual controls, including adjusting focus and exposure, as well as the ability to capture images in RAW format.
- Moment Pro Camera: This app is designed especially for users with Moment lenses but is also useful for anyone interested in mobile photography. It provides full control over camera settings and offers professional modes such as Pro RAW mode.

II. Image Editing Applications

- Adobe Lightroom: It is one of the most popular applications for photo editing. It offers powerful tools for adjusting exposure, contrast, white balance, and sharpness, as well as applying filters and creative effects.
- Snapseed: This editing app from Google is widely used and appreciated for its intuitive interface and advanced editing tools. It offers selective adjustment options, brushes, filters, and the ability to save edits to apply to other images.
- VSCO: She is known for her preset filters and artistic editing style. VSCO also includes colour, temperature, and exposure adjustment tools to further customize images.
- Afterlight: This application combines filters, textures, and frames to give a creative touch to photos. In addition, it offers basic editing tools, such as brightness, contrast, and saturation adjustment.

III. Portrait Photography Apps

- Facetune: If you like portrait photography, Facetune is a very useful application to improve the details and aspect of the people in the images. It allows to smooth the skin, whiten the teeth, change the shape of the eyes and more.
- Retouch: This app is great for removing unwanted objects or blemishes from your portrait photos. You can delete unwanted items quickly and easily.

IV. Creative Applications

- Prisma: This application uses artificial intelligence to transform your images into works of art in the style of famous painters. It offers a wide selection of artistic filters that allow you to give a unique touch to your photos.
- Enlight: It is a creative application that combines advanced editing tools with image manipulation and blending options. It allows you to make artistic compositions and play with special effects.

V. Applications for Photos in Motion

- Slow Shutter Cam: This application is ideal for capturing photos in motion or with long exposure effects. Allows you to adjust the shutter speed to create blur and lighting effects.
- Hyperlapse: Created by Instagram, Hyperlapse allows you to create stunning stabilized time-lapse videos. It's perfect for capturing action on the move and compressing long periods of time into short videos.



SAW. Landscape Photography Apps

- **SkyView:** If you like to photograph landscapes and starry skies, this application helps you identify stars, constellations, and planets in real time.
- **PhotoPills:** It is a complete tool for planning and calculating the position of the sun, moon and stars at any location and time. It is very useful for photographing sunrises, sunsets, and the Milky Way.

VII. Apps for Black and White Photos

Lenka: It is an application specifically for black and white photography that offers manual controls and adjustment options to obtain impressive results in monochrome.

5.- EDITING IMAGES

5.1. Basic settings (brightness, contrast, saturation, etc.)

The basic adjustments of brightness, contrast and saturation are essential tools in photo editing that allow you to improve the quality and visual impact of an image. These adjustments offer the ability to enhance colours, enhance tonal range, and bring out details, resulting in more engaging and expressive photos. In this text, we'll explore each of these settings and how they can be used to bring your shots to life.

I. Brightness

The brightness setting allows you to control the amount of light in an image. By increasing the brightness, dark areas are brightened, and previously hidden details become more visible. On the other hand, lowering the brightness darkens light areas, which can create a more intimate and dramatic atmosphere.

Brightness is useful for correcting underexposed (too dark) or overexposed (too light) photos and for bringing out details in shadow areas. However, it is important to use this setting sparingly to avoid washing out the image or losing important detail.

II. Contrast

Contrast adjustment affects the difference between the light and dark areas of an image. Higher contrast creates a greater difference between highlights and darks, resulting in a sharper image with greater visual impact. Conversely, low contrast produces a softer image with less difference between light and dark areas.

Contrast is a powerful tool for enhancing the definition and depth of an image. Increasing the contrast brings out details and colours, which can bring flat or inconspicuous photos to life. However, it is important to be careful with too much contrast, as it can lead to a loss of detail in extreme highlights or shadows.

III. Saturation

The saturation adjustment controls the intensity and vividness of the colours in an image. Increasing saturation makes colours brighter and more striking, while decreasing saturation makes colours softer and more muted.

Saturation is especially useful for enhancing landscape, portrait, or nature photography, where colours can have a significant impact on image perception. However, it is important to use this setting sparingly to avoid exaggerated or unrealistic colours.



5.2. Crop and frame

Cropping and framing are two essential techniques in photography that allow photographers to compose powerful and expressive images. These compositional skills play a critical role in how a subject is presented within the frame, which can completely change the narrative and emotion conveyed by the photograph. In this text, we'll explore the importance of cropping and framing and how they can improve the quality and visual impact of your images.

What is Crop in Photography?

Cropping refers to the action of removing part of an image to focus on a specific area or to improve the overall composition. Photo editing programs allow you to crop an image, either to remove unwanted elements, adjust the aspect ratio of the frame, or improve the arrangement of present elements.

What is Framing in Photography?

Framing is the deliberate selection of the elements to be included within the frame of the photograph. It is the way the photographer chooses to present and arrange subjects and elements in relation to the edges of the image. Proper framing can highlight the point of interest, direct the viewer's attention, and create a balanced and harmonious composition.

The Importance of Cropping and Framing in Photographic Composition

- **Highlight the Main Subject:** Both cropping and framing allow the photographer to highlight the main subject of the image. By removing unnecessary elements or adjusting the framing, you remove distraction and draw attention to the focal point of the image.
- **Narrative and Emotion:** The way an image is cropped and framed can convey different emotions and tell a specific story. A tight, focused frame can create a feeling of intimacy, while a wider frame can capture the expanse of a landscape.
- **Balance and Harmony:** Proper cropping and framing allow for a balanced and harmonious composition. The placement of elements within the frame and their relationship to each other are critical to creating a visually pleasing image.
- **Creativity and Personal Style:** Cropping and framing are essential elements for the photographer's creative expression. Each photographer has their unique style and vision, and these techniques allow them to shape their images according to their artistic perspective.

Tips for Effective Cropping and Framing

- **Look Closely:** Before taking a photo, take a moment to look at the scene and decide which elements you want to include and which you want to remove. Look for natural guidelines or elements that you can use to enhance the composition.
- **Rule of Thirds:** A basic composition rule is the rule of thirds, which suggests dividing the frame into nine equal sections using horizontal and vertical lines. Place the main subject or important elements at the intersection points to create a balanced and attractive composition.
- **Negative Space:** Don't be afraid to leave empty or negative space in your image. Negative space can help bring out your subject and convey a sense of calm or solitude.
- **Experiment with Perspectives:** Try different angles and perspectives to find the one that best suits your vision. Sometimes changing the angle slightly can make a big difference in the composition.



- **Post Crop:** Whenever possible, try to crop the image in post-production rather than in-camera. This will give you more flexibility and allow you to adjust the framing to get the desired result.

“Sometimes what separates a bad photograph from a great one is the crop.”

5.3. Elimination of imperfections

Flaw removal is an essential technique in photo editing that allows you to improve the visual quality of an image by removing small defects or unwanted elements. These blemishes can be distractions that detract from the photograph or details that affect the overall composition. By using editing tools, photographers can beautify their images and present more polished and professional shots. In this text, we'll explore the importance of blemish removal and some key techniques for achieving precise, natural-looking results.

Why is Blemish Removal in Photography Important?

Removing blemishes is critical to presenting polished, attractive images. Some of the reasons why it is relevant include:

- **Focus on Subject:** Removing distracting or unwanted elements allows the viewer to focus on the main subject of the photograph. By cleaning up the background or busy areas, the subject stands out more clearly.
- **Improved Composition:** By eliminating small elements that can affect the composition, a more harmonious and balanced image is achieved.
- **Professional Quality:** The removal of blemishes helps create a more professional appearance in the final image. Careful and precise editing raises the quality of the photographer's work.

Techniques for the Elimination of Imperfections

- **Blemish and Wrinkle Removal:** Use tools like the "Clone Stamp" or "Healing Brush" to remove skin blemishes or wrinkles in portraits. Adjust the size and opacity of the tool for smooth, natural results.
- **Removing Distracting Elements:** Use the "Clone Stamp" tool or the "Content-Aware Fill" feature to remove distracting or unwanted elements from the background. These tools copy nearby textures and apply them to cover the unwanted area more evenly.
- **Skin Smoothing:** Use the "Adjustment Brush" tool to smooth the skin of portraits or models. Adjust the opacity for a more natural effect, and make sure not to overdo the softening to avoid an unrealistic look.
- **Dust and Dirt Removal:** If your photo includes smudges of dust or dirt on the camera sensor, use the "Smudge Remover" feature in editing programs to clean up the image.
- **Red-Eye Correction:** In portraits, correct the red-eye effect using the specific tool for this function in your editing program.
- **Removing Unwanted Elements:** If there are unwanted objects or people in the background of a photo, use selection tools and layers to remove them without affecting the main subject.



Tips for Precise and Natural Editing

- **Zoom and Detail:** Work on maximum detail for precise editing. Zoom in to see areas that need correction, and make sure you don't damage other details in the image.
- **Opacity and Flow:** Adjust the opacity and flow of the tools for subtle, natural changes. Excessive editing can be unrealistic and artificial.
- **Frequent Reviews:** Perform frequent reviews of your work to ensure that the changes made are consistent with the overall picture.
- **Trial and Error:** Experiment with different tools and techniques until you find the one that best suits your image. Photo editing is a creative process that requires patience and practice.

5.4. Use of filters

Photo filters are versatile tools that allow photographers to experiment, enhance, and add unique effects to their images. These accessories are attached to the front of the camera lens or applied in post-production to achieve a variety of artistic and technical results. From enhancing colours and reducing reflections to creating atmospheric effects and special looks, filters are indispensable allies for enhancing creativity and visual expression in photography. In this text, we'll explore the use of filters and some common types that you can incorporate into your captures.

Why Use Filters in Photography?

Filters in photography offer a wide range of benefits and possibilities for photographers:

- **Enhance Colours and Contrast:** Neutral density and polarizing filters can intensify colours and enhance contrast, resulting in more vivid and eye-catching images.
- **Eliminate Reflections and Glare:** Polarizing filters can also reduce unwanted reflections from non-metallic surfaces and glass, allowing for greater visibility of your subject.
- **Create Artistic Effects:** Creative filters, such as star, diffusion, or gradual density filters, can add special and atmospheric effects to photos.
- **Control the Exposure:** Neutral density filters allow you to control the amount of light entering the camera, which is especially useful for achieving long exposures in bright situations.
- **Skylight protective filters** protect the camera lens from scratches, dust, and damage without significantly affecting image quality.

Common Filter Types and Their Uses

- **Polarizing Filters:** They are ideal for eliminating unwanted reflections and enhancing colours. They are especially used in landscape photography to enhance the blue sky and the greenery of vegetation.
- **Neutral Density (ND) Filters:** They allow you to control the amount of light that reaches the camera sensor, which is useful in bright situations or to create movement effects in waterfalls or rivers.
- **Creative Filters:** Star filters create flare on light sources, Diffusion filters soften the image, and Gradient Density filters help balance exposure in scenes with high light differences between sky and ground.



- **Infrared Filters:** These filters allow you to capture images in the infrared spectrum, which creates surprising and surreal effects in photography.
- **Colour Filters:** Colour filters add specific tones and hues to the image, which can be used to convey emotion or create a particular atmosphere in the scene.

Considerations when using filters

- **Filter Quality:** It is important to invest in high-quality filters to avoid optical distortions and loss of sharpness in the images.
- **Filter Size:** Make sure the filter is compatible with the diameter of your lens. You can opt for round filters that screw onto the lens or square filter systems that are attached through a filter holder.
- **Balanced Application:** While filters are powerful tools, it's essential to apply them in a balanced way and based on the scene and story you want to tell. Excessive use of filters can lead to unrealistic or exaggerated images.

6.- CREATIVE PHOTOGRAPHY

6.1. Long Exposure effects

Long exposure effects are a creative and artistic technique in photography that allows you to capture the passage of time in a single image. This technique involves using longer exposure times than usual, resulting in unique and stunning images. From smoothing the water in a river to painting light trails with light sources, long exposure effects give photographers the chance to experiment and create fascinating images. In this text, we'll explore the different long exposure effects and how to achieve them to add a magical touch to your photos.

Types of Long Exposure Effects

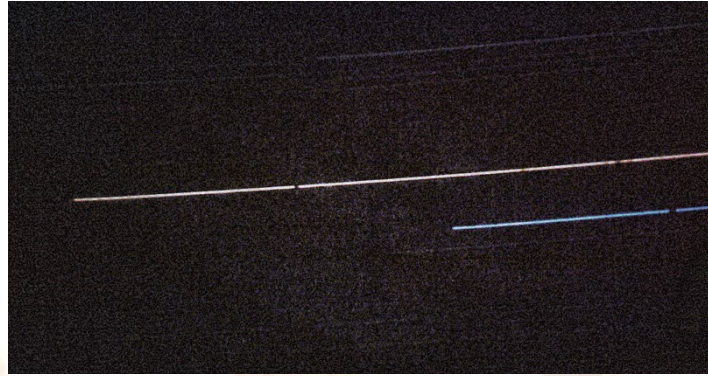
- **Water Smoothing:** this is one of the most popular long-exposure effects. When using long exposure times in landscapes with moving water, such as waterfalls, rivers or the sea, the water appears soft and ethereal, creating a sense of calm and fluidity in the image.
- **Light Trails:** this effect involves capturing the path of moving lights, such as cars, stars, or fireworks, during a long exposure. Light trails add dynamism and a touch of mystery to the image.
- **Crowd Erase:** in crowded scenes, a long exposure can soften or even eliminate people who are constantly moving, resulting in a calmer, cleaner-looking image.
- **Light Painting:** this is a creative effect where the photographer uses a light source, such as a flashlight or flare, to draw or write in the air during the exposure. The result is an image with streaks of light, adding a playful, artistic touch to the photo.

Tips for Achieving Long Exposure Effects

- **Steady Tripod:** long exposure requires a steady camera to prevent unwanted movement. Use a sturdy tripod and make sure the camera is firmly attached.
- **Remote or Delayed Shutter:** use a remote shutter or set the timer on the camera to avoid vibrations when you press the shutter button.



- Low ISO: Use a low ISO value to avoid digital noise in the image.
- Small Aperture: Use a small aperture (high f-number) to reduce the amount of light entering the camera and prevent overexposure in brightly lit scenes.
- Manual or Bulb Mode: Use the camera's manual mode or bulb mode to control the exact duration of the exposure.
- Neutral Density (ND) Filter: If the scene is too bright, use an ND filter to reduce the amount of light entering the camera.



BLACK AND WHITE PHOTOGRAPHY: THE TIMELESS ELEGANCE OF MONOCHROME

Black and white photography is a timeless style that has endured throughout time as an iconic and expressive art form. Although we live in an era dominated by colour photography, the allure and elegance of monochrome continues to draw photographers and viewers alike. In this text, we'll explore the beauty and importance of black and white photography, as well as the elements that make this style so captivating.

The Power of Simplification

One of the reasons why black and white photography is so powerful is its ability to simplify the image. By eliminating the chromatic component, the viewer's attention is directed directly towards the form, contrast, light and textures. This allows the most important elements of the composition to stand out clearly and express emotions more strongly.

The Expression of Emotion

Black and white photography has a unique ability to convey emotions in a direct and profound way. Stripping the image of colour brings out the essence and character of the subject, which can evoke feelings of nostalgia, melancholy, joy, or drama with great intensity. It is a style that allows us to connect with the emotional essence of the scene and the subject in a more intimate way.

Game of Contrasts and Textures

Black and white photography places a special emphasis on the contrasts between light and shadow. Strong contrasts can create a striking and dramatic atmosphere, while soft contrasts can add a sense of subtlety and delicacy to an image. Plus, the details and textures of your subjects take on a new dimension in black and white, adding visual interest and depth to your photo.

7.- PRACTICAL TIPS

7.1. The importance of patience in photography

Patience is an essential virtue in the art of photography. Although we live in a fast-paced world where everything seems to happen at great speed, in photography, patience is an invaluable



quality that can make the difference between an ordinary image and an extraordinary one. In this text, we'll explore the importance of patience in photography and how cultivating this skill can lead to capturing unique and meaningful moments.

Waiting for the Right Moment

In many types of photography, timing is critical to capturing an impactful and meaningful image. Whether in nature, portraiture, sports or urban life photography, timing is crucial to getting the perfect shot. Patience allows the photographer to be attentive and prepared to capture that unique moment in which light, composition and action combine in harmony.

The Magic of Long Exposure Photography

Long exposure photography is a clear example of how patience can lead to magical and evocative images. By waiting for several seconds, minutes, or hours, you can capture atmospheric effects, light trails, or smooth water, creating a sense of serenity and calm in your image. Patience in this type of photography becomes an essential tool to achieve surprising and unique results.

Connection with the Subject

In portrait photography, patience is key to establishing a genuine connection with your subject. Taking the time to get to know your subject, allowing them to feel comfortable in front of the camera, and letting their personality shine through the lens are crucial steps in capturing emotional and expressive portraits. Patience in this context allows the essence of the subject to be revealed naturally and without pressure.

Accurate Framing and Composition

Patience also plays an important role in framing and composing an image. Instead of shooting quickly without much thought, taking time to assess the scene, look for guidelines, elements of interest and balance the composition will result in a more careful and harmonious photograph. Patience in this sense allows the photographer to be more aware of every detail and make better decisions to improve the visual quality of the image.

Hunting for the Perfect Light

Light is one of the most crucial elements in photography. Sometimes waiting for the perfect moment for the right light can make the difference between an average image and an extraordinary one. The patience to wait for the light to change or adapt to the desired scene is essential to capture photos with exceptional lighting and captivating atmosphere.

7.2. Photograph from different angles

Shooting from different angles is an essential skill that allows photographers to explore new perspectives and create striking and original images. We often find ourselves used to seeing the world from a unique and familiar perspective, but changing your point of view reveals amazing details and compositions that can completely transform a photograph. In this text, we will explore the importance of shooting from different angles and how this practice can significantly enrich your photographic work.

Expanding your Visual Creativity

Photographing from different angles is a way to exercise and expand your visual creativity. By exploring and experimenting with different points of view, you challenge the way you normally perceive a scene or subject. This leads you to look for unique and unconventional compositions, which gives rise to innovative and surprising images. The variety of angles



available allows each photograph to be a new opportunity to express your artistic vision in fresh and exciting ways.

Perspectives That Tell Stories

Every angle you photograph from tells a different story. By changing your position, you can highlight different elements, emotions, or details that might not be apparent from a traditional perspective. A low angle can emphasize the grandeur of a subject, while a high angle can capture a breathtaking panorama. Choosing the right angle allows you to tell the story you want to convey through your photography.

Travel and Documentary Photography

In travel and documentary photography, shooting from different angles is especially valuable. By exploring new cultures and places, each angle offers a unique insight into everyday life and the diversity of humanity. Photographing from different perspectives can capture the essence and authenticity of a place, enriching your visual narratives and allowing the viewer to become immersed in the experience of your photographs.

Creativity in Landscape Photography

In landscape photography, shooting from different angles can completely transform the appearance of a place. A simple change in camera position can lead to exciting and dynamic compositions. Additionally, landscape photography greatly benefits from incorporating elements close to the foreground, adding depth and dimension to the image. By exploring different angles, you'll discover how to play with light, shadow, and perspective to achieve stunning and evocative images.

Angles in Portrait Photography

In portrait photography, the choice of angle is essential to bring out the characteristics and personality of the subject. Shooting from above can emphasize the delicacy of the face, while a lower angle can convey a sense of power and confidence. Portrait photography benefits from experimenting with different angles to find the most flattering light and composition for your subject.

8.- GLOSSARY

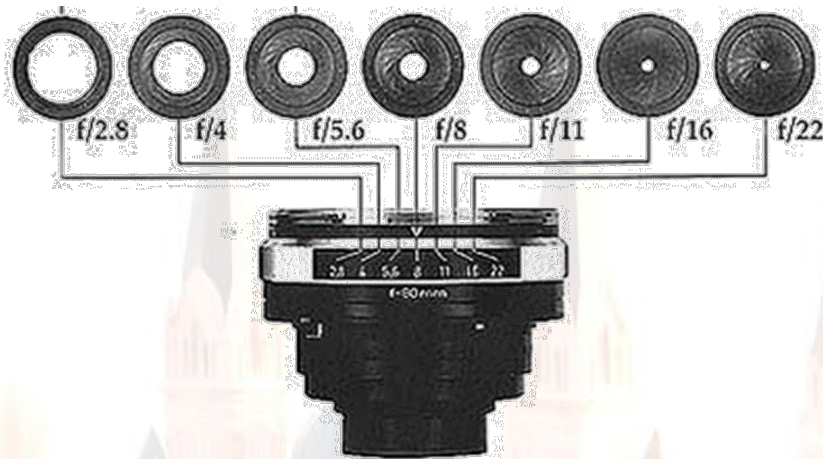
1. Basic Terms

Photography: The art and technique of capturing images using an optical device, such as a camera, that records light onto a sensitive medium, such as film or a digital sensor.

Diaphragm (f-number): An opening located in the camera lens that controls the amount of light that enters the optical system.



2 – 2.8 – 3.3 – 4 – 4.8 – 5.6 – 6.7 – 8 – 9.5 – 11 – 13 – 16 – 19 – 22 – 27 – 32 – 38



Shutter: Mechanism that regulates the exposure time of light towards the sensor or film. It is responsible for opening and closing the passage of light through the diaphragm.

B – 30" – 20" – 15" – 10" – 8" – 6" – 4" – 3" – 2" – 1.5" – 1" – 1.5(*) – 2 – 3 – 4 – 6 – 8 – 10 – 15 – 20 – 30 – 45 – 60 – 90 – 125 – 180 – 250 – 350 – 500 – 750 – 1000 – 1500 – 2000

(*) From here on, all amounts are understood to be divisors of 1: 1/1.5.

We can combine the aperture of the diaphragm (f) with the shutter speed to obtain identical combinations of light, but different depth of field.

f: 2.8 4 5.6 8 11 16 22

Speed.: 1000 500 250 125 50 25 10

Sensor: In digital cameras, it is the component that captures light and converts it into electronic signals that form the image.

ISO: Indicates the sensitivity of the sensor to light. A high ISO value allows shooting in low light conditions but may increase noise in the image.

12-25-50: "slow" or low-sensitivity films. They need a long exposure time.

100-200: "medium" or "normal" speed films

400-800: "fast" films, that is, very sensitive.

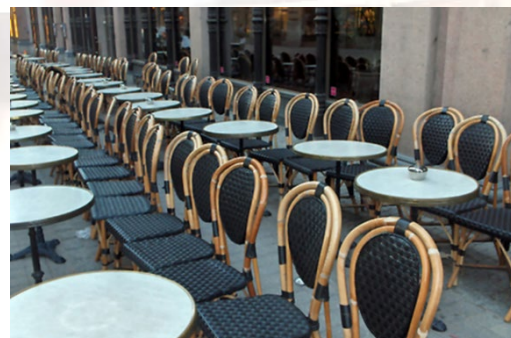
1,600-3,200 -6,400: Ultra-fast films.

Each value doubles the sensitivity of the previous one.

II. Composition and Framing

Rule of Thirds: A composition rule that divides the image into nine equal parts using horizontal and vertical lines. Placing the main elements at the intersections of these lines creates a more balanced and attractive image.

Framing: It is the way in which the image is framed and composed within the viewfinder of the camera.





Perspective: The way objects and subjects look in relation to the position of the photographer and the camera lens.

Depth of Field: The distance range in a photograph that appears sharp and in focus. It can be wide or narrow depending on the opening of the diaphragm.

III. Types of cameras

Reflex Camera (DSLR): Camera that allows you to see the scene through an optical viewfinder and allows you to exchange lenses.

Mirrorless Camera (Mirrorless): Similar to DSLRs but does not have a system of internal mirrors. They are more compact and lighter.

Compact Camera: Small and simple cameras, ideal for casual and travel photography.

IV. Types of Lenses

Wide Angle Lens: Lens with a short focal length that covers a wide angle of view and exaggerates perspective.

Telephoto Lens: Lens with a long focal length that brings the subject closer and compresses the perspective.

Macro Lens: Lens designed to capture close-up objects on a scale larger than their actual size.

V. Lighting

Natural Light: Light coming from the sun or from natural sources present in the environment.

Artificial Light: Light generated by lamps, flashes, or other artificial sources.

SAW. Edition and Postproduction

Raw: File format that saves all the information captured by the sensor without compression.

JPEG: A file format that compresses image information and removes detail to reduce file size.

Digital Development: Process of adjusting and improving the image in editing software.

White Balance: Adjustment that controls the balance of colours in the image.

VII. Other Important Terms

Bokeh: Aesthetic effect that occurs when the background of an image is out of focus, creating circles of light.

Exposure: Amount of light that the sensor or film receives during the capture of an image.

Shutter Speed: Time the shutter remains open to allow light to pass through.

Aperture: The size of the aperture of the diaphragm that regulates the amount of light that enters the camera.

Noise: Grain or pattern that appears in an image and affects its visual quality.

Histogram: Graphical representation of the range of tones in an image.