TEACH PEACE

Report on surveys of adult educators and peace trainers

Understanding needs
Report on surveys of adult educators and peace trainers

Teach Peace is an Erasmus+ co-operation project which focuses on developing peace education for adults.

Project duration: 01.09.2025–31.12.2026

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Teach Peace partners

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1 Introduction

This report presents the results of the research phase of **Teach Peace**, an Erasmus+ project that develops peace education for adults. The objective of Teach Peace is to create a peace education training programme for adults. The project also aims to develop adult educators' competences in helping their learners avoid and resolve conflicts, and to promote a culture of peace and participation among European adults.

> **We define peace education**, along with UNESCO, in a broad way: as sharing information and teaching skills that can be used to resolve conflicts, create dialogue, and build a culture of peace. Under this definition, peace education involves a wide array of topics and practices, such as conflict resolution, self-reflection, dialogue, nonviolent direct action, human rights education, and so on (UNESCO 2024, 7).
>
> See: UNESCO (2024): Peace education in the 21st century. Available at: https://unesdoc.unesco.org/ark:/48223/pf0000388385.

In the research phase, our aim was to collect data regarding the current needs and practices of peace education, broadly understood. We did this by conducting surveys of two distinct target groups:

1. adult educators, teachers and other adult education staff; and
2. trainers working in the field of peace education, dialogue, conflict resolution, etc.

This approach allowed us to gain a deeper understanding of the needs of adult educators who are not experts in peace education, and who represent the primary target group of the project, as well as expert trainers working in the field. The adult educators did not have to have previous experience or training in peace education. In turn, the peace trainers were not required to identify as *peace* trainers or educators *per se*. Rather, we wanted to collect as much data as possible from trainers working in areas that fall under the broad UNESCO definition.

The surveys were developed and implemented by the Teach Peace partner organisations:

Työväen Akatemia (Finland), "Let's Talk" Foundation (Poland), Estonian Dialogue Academy (Estonia), Fremde werden Freunde (Austria) and Youth Space (Ukraine)

Most of the replies were collected from educators and trainers residing in the countries of the Teach Peace partner organisations. We began collecting replies on the 21st of October, 2025, and the final replies were collected on the 14th of January, 2026. In total, we received replies from **93 adult educators** and **53 peace trainers**. Most of the replies were collected in English. Some of the replies from Austria and Ukraine were collected in other languages and translated to English.

2 Respondent profiles

2.1 Adult Educators

We received replies from 93 adult educators in total. All of the respondents were from Austria, Estonia, Finland, Poland or Ukraine. Most (69 educators) worked as teachers or trainers, while 28 of the respondents held administrative or management roles. Many of the respondents worked in multiple different roles.

Country of residence (number of adult educators)
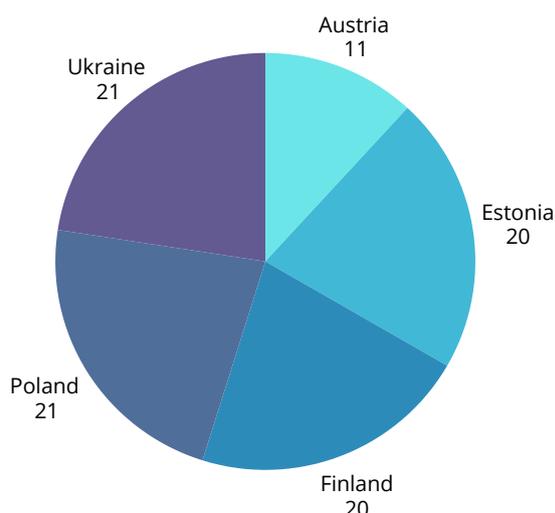
Role in adult education (number of adult educators)
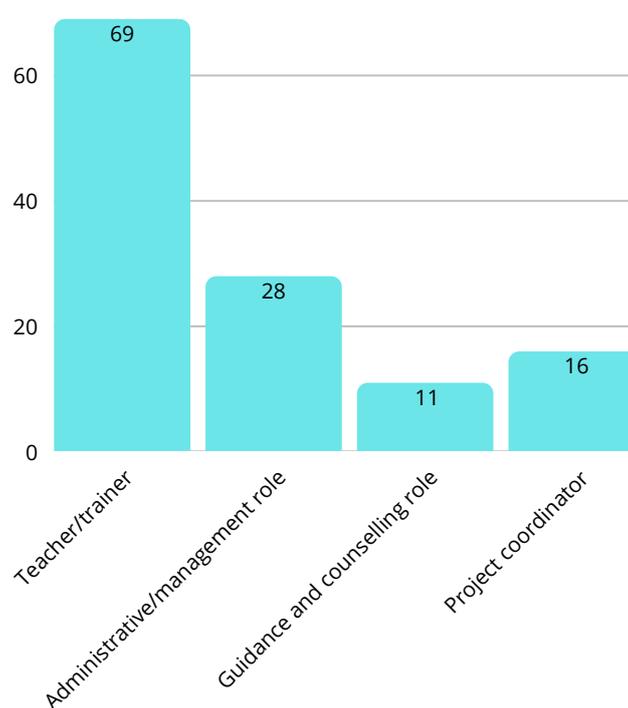
The educators worked fairly evenly in formal, non-formal contexts (e.g. NGOs, grassroots community groups) and informal contexts (e.g. workplaces, informal community settings). Many worked in a variety of settings and contexts. Most typically, the educators worked at educational institutions or community settings, such as community centres and various NGOs.

Context (number of adult educators)
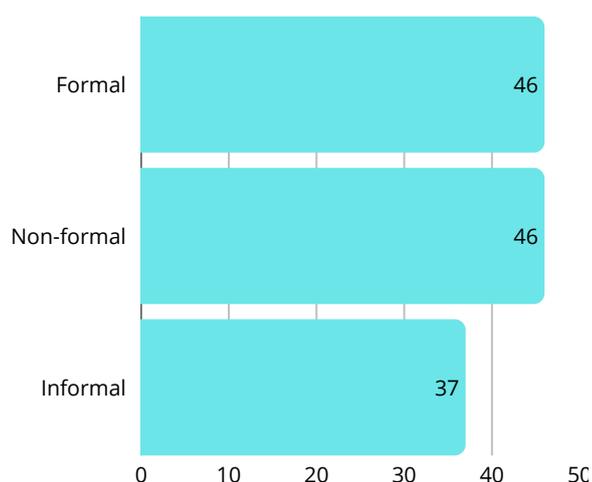
Location (number of adult educators)
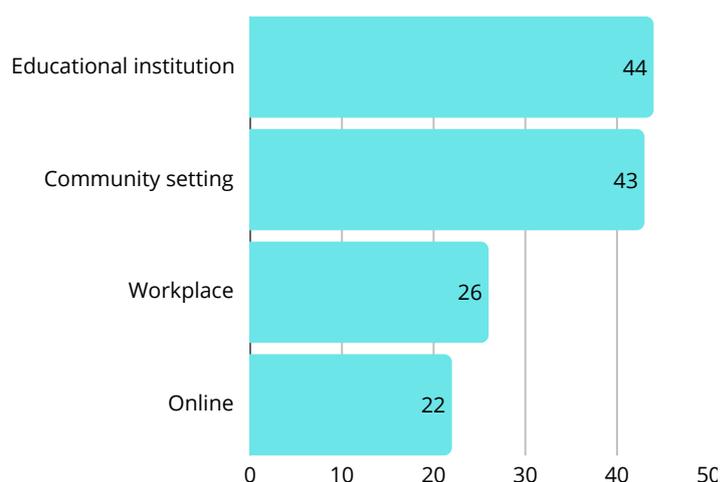
Setting and location

When asked to describe the setting and location in which they taught, around half of the adult educators mentioned working at **educational organisations**, **campuses** or **classrooms**. Around one in four gave training at **youth centres**, **community centres**, **cultural clubs** or **libraries**. More than one in five gave training at external venues, for example at **conferences** and **workshops**. While most did not mention online teaching, 12 of the 93 respondents stated that they worked in an **online environment**, with two educators specifying that they worked from **home**.

In describing the setting and location in which they taught, the educators typically did not bring up workplaces *per se*. Some stated that they worked at various unspecified **organisations** and **office settings**.

Target groups

The adult educators' typical target groups were **adult learners** of various ages. Many of the respondents mentioned working with **young adults** and **students** in particular. In some cases, these included **university students**. Around one in ten worked with **learners aged 65+**. A small number of educators worked with **children** in addition to working with adults. Besides these general categories, some of the educators brought up specific target groups. The below graph presents the most common ones:

Describe the groups of learners that you mainly work with.
Number of adult educators

Target group	Number
Professionals/workplace groups	9
Migrants/refugees/displaced people	9
Volunteers/social actors/activists	8
Teachers/trainers/educators/lecturers	7
NGOs/NGO leaders	6
Artists, cultural/sports actors	5
Youth workers	4
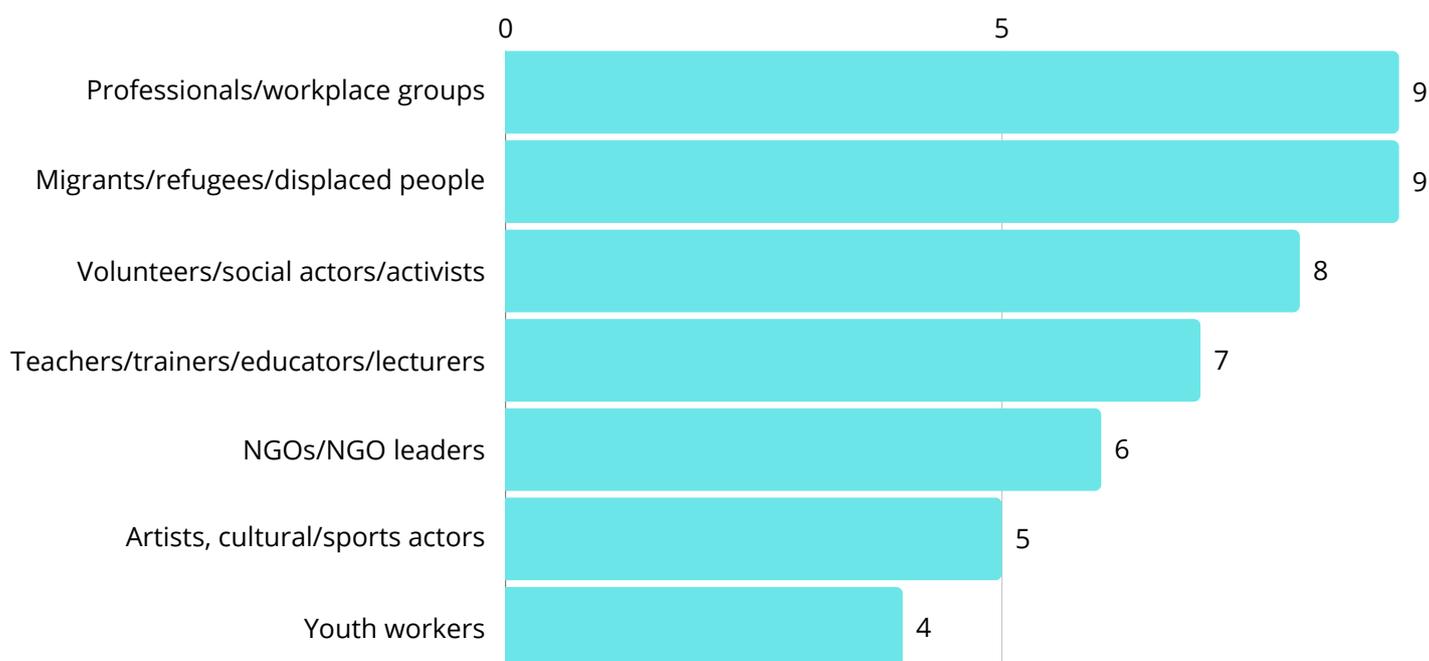
> "I mainly work with young adults and community members, including internally displaced people and youth workers. Most of them are involved in non-formal education, civic engagement, and local community development activities."

2.2 Peace trainers

We received 53 replies from peace trainers. Almost all of the respondents resided in Austria, Estonia, Finland, Poland or Ukraine. In addition, we received replies from the US, Turkey, and the UK.

Country of residence (number of trainers)
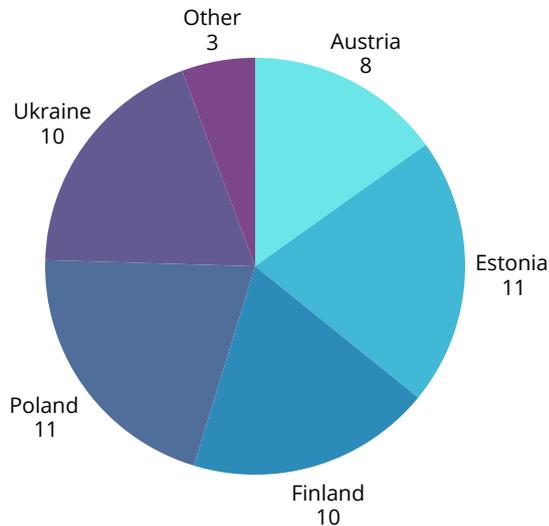
Teaching context (number of trainers)
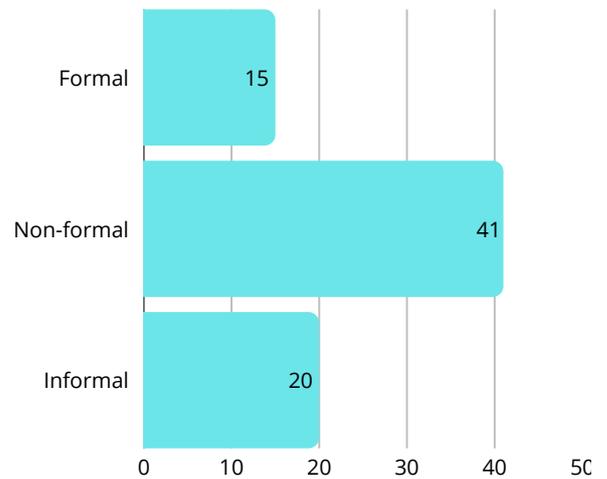
The trainers typically worked in non-formal contexts (e.g. NGOs and community groups). When asked to further describe the contexts in which they worked, the peace trainers most commonly brought up **community contexts**, **youth contexts**, and their work at **schools** or **educational organisations**. Here are some examples from the trainers working in non-formal contexts:

> "I am a facilitator at events for organizations, networks, and communities. I also teach community leaders and activists how to engage and develop their communities."

> "I mainly provide non-formal education through trainings for civil society organizations, youth centers, and local government representatives."

> "Different activities for adults and young adults are connected with workshops on conflict resolution and good communication."

Respondents gave informal training in a variety of places: **workplaces**, **webinars**, in a **local government context**, or simply with **friends**.

> "At the workplace, during meetings with friends, and through a monthly course that I conduct together with some friends"

> "Workplace, open trainings, webinars"

Location and setting

Besides the broader context in which they worked, we asked the peace trainers to specify where and in which settings they usually gave training. Most of the peace trainers gave training at various non-governmental organisations. Many also gave training in their local communities, for example at community centres, and, in two cases, museums or libraries. Many worked at educational organisations, schools and universities. 18 of the 53 trainers (34%) stated that they gave training online.

Where do you usually give training? Please describe the location and setting (e.g., educational organisation, community centre, NGO, workplace, online, etc.).

Number of respondents per category

Category	Number
NGO	29
Local community/community centre	25
Educational organisation/school	21
Online	18
University	13
Workplace	12
Workshop/course/training	8
Conference/event	5
Local government/government	5
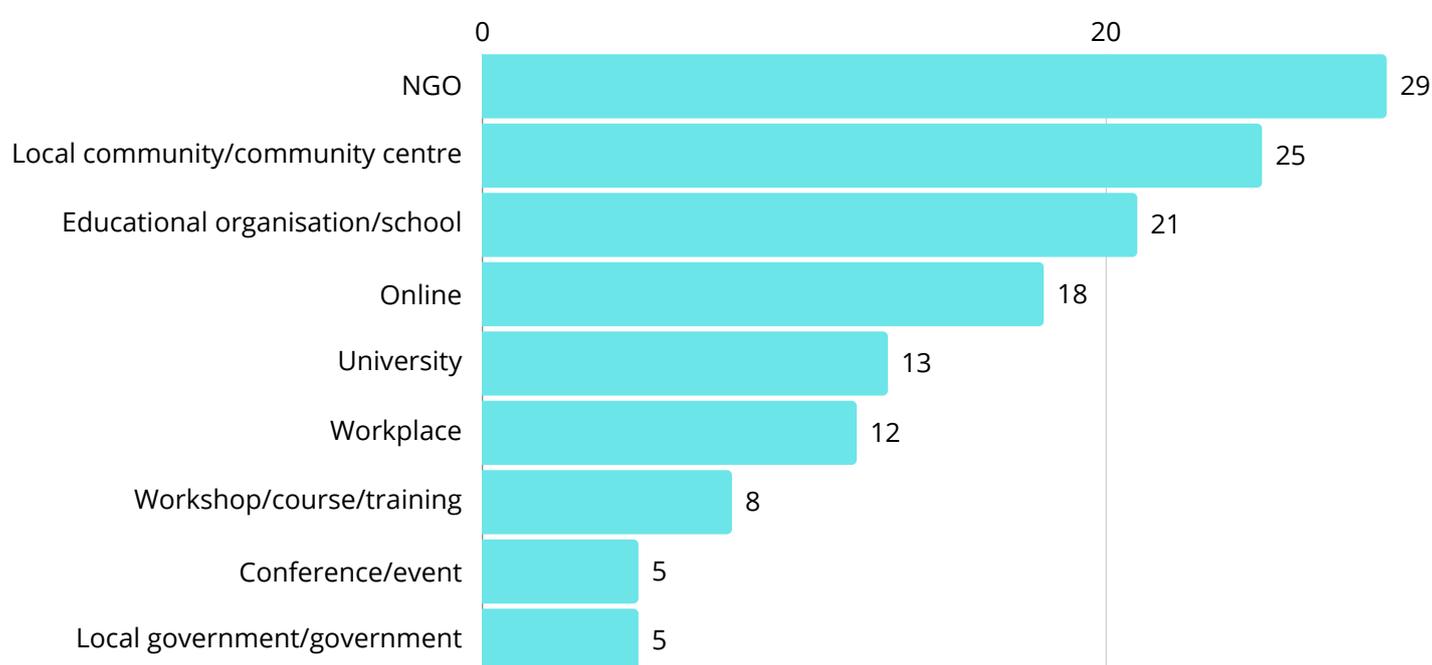
Most of the respondents were not specific about the location or setting in which they gave training. Some of the respondents mentioned working in rooms or offices at NGOs or community centres. A few described their preferences regarding work spaces:

> "I usually work in community centers or rented training rooms that offer sufficient space, light, and air, and allow for flexible room arrangements. It should also be possible to use wall surfaces."

It should be noted that many of the respondents gave training at multiple different locations and settings. One respondent, for example, gave a lengthy list of different locations:

> "So the settings have been: school, youth centre, community centre, outdoors in parks and on streets and festival grounds, in library, in event venues, outoftown conference venues etc"

Target groups

The trainers' most common target groups were **adults** and **young adults/youth**. In general, the peace trainers' target groups were more varied than the adult educators'. The below graph presents the most common mentions of specific groups belonging to the general groups of adults, young adults and youth:

Describe the target groups that you mainly work with.
Number of respondents per category

Category	Number
Teachers/educators	16
Workers/professionals	10
Students	9
Youth workers	8
Local communities	7
NGO workers	6
Public sector/government workers	6
Community/NGO leaders	6
Activists/volunteers	6
Seniors	5
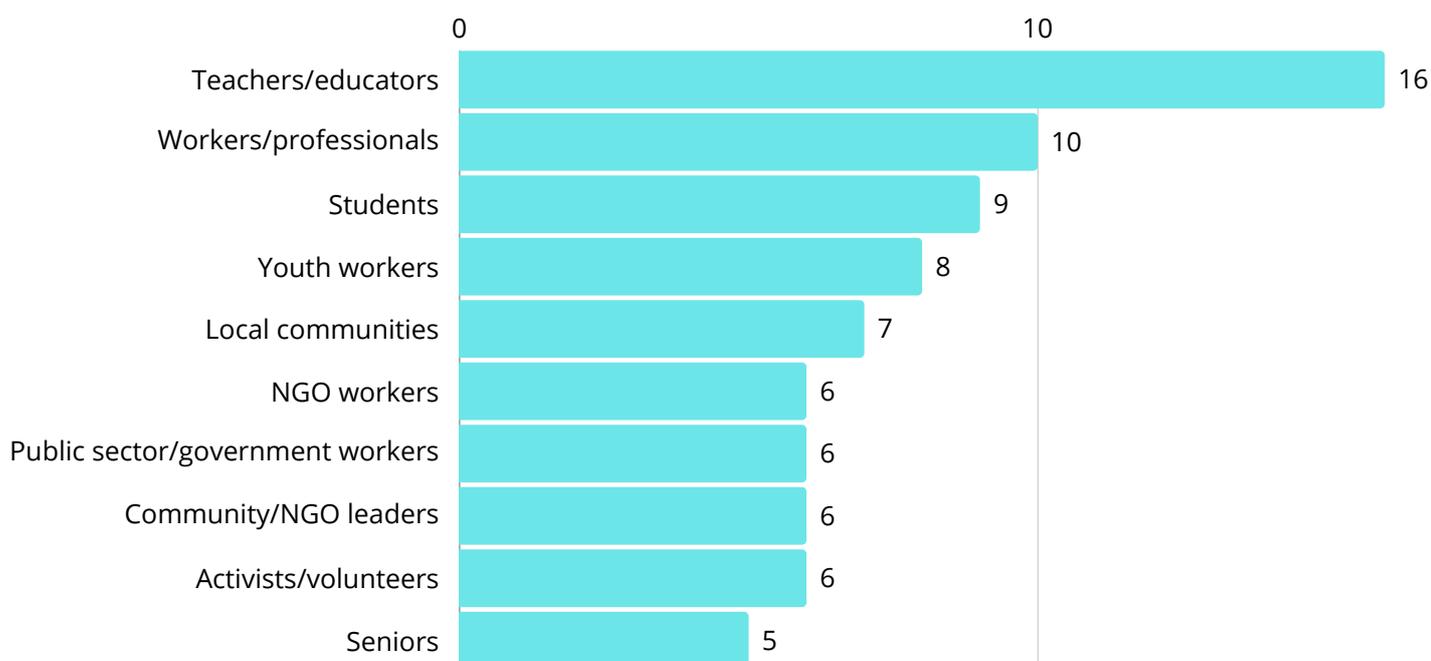
When it comes to these specific groups, the peace trainers' most common target group was teachers and educators (mentioned by 16 out of the 53 trainers). Moreover, around one in five gave training to workers and professionals working in various different contexts, ranging from public sector workers to CEOs.

While some of the trainers worked with only one or two target groups, others were involved with a large number of different groups. To give an idea of these trainers' work, it is worth quoting a couple of responses in full:

> "My target groups include youth workers, community leaders, NGO representatives, local government officials, and civic activists. I also work with young people at the start of their professional or civic journeys, helping them develop leadership and teamwork skills for positive social change."

> "[A] wide range of people. I work specific[ally with] adults who work or act with children and children and young people as well. Our target group is quite diverse and built up with people of [...] different ages. They can work as a teacher, instructors or in leading or administrating positions."

3 Practices in peace training

The trainers were asked to describe their own work as a trainer/peace educator, and to describe what they typically did when giving training. In replying, some of the trainers focused on describing the methods they used, while others focused more on the topics and learning goals of their training. The below graph summarises the methods brought up by the trainers:

Please describe your own work as a trainer/peace educator. What do you typically do when giving training?
(Number of respondents per category)

Category	Number of respondents
Dialogue/facilitation/discussion	25
Practical exercises/participatory methods	25
Theory/analysis	11
Presentations/lectures	6
Artistic/creative methods	6
Creating safe/inclusive spaces/establishing common rules/goals	11
Reflection	15

Trainers typically used methods related to dialogue, facilitation and discussion. For example, the trainers held dialogue sessions with their participants or organised discussions on specific topics:

> "If I describe some keywords of my trainings, those would be listening and dialogue skills and how to be present. How to confront people with different back[g]rounds and have constructive and equal dialogue without unanimity. Also main thing is how to support a dialogue as a facilitator. Typically we start trainings with a dialogue. Topic is normally conversation culture but it can vary".

> "During trainings, I usually combine short inputs with interactive methods such as small-group discussions, role plays, case studies and reflection exercises. My focus is on helping participants recognise different forms of conflict, understand their root causes, and practice concrete tools for non-violent communication, mediation and dialogue."

Furthermore, the trainers typically used practical exercises and participatory methods, such as case studies and simulations. These were often accompanied by the use of dialogue:

> "My work is strongly shaped by participatory methods, dialogue, and reflection. Before every session, I clarify the intention, set shared goals with the group, and establish an atmosphere of trust. During trainings, I guide participants through activities that build self-awareness, strengthen critical thinking, and support constructive conflict resolution. I often use storytelling, group reflection, and creative exercises to help young people explore identity, bias, and empathy."

The use of reflection as a training method was also relatively prominent among the respondents. This included, for example, the use of self-reflection activities, as well as reflection in groups regarding specific topics:

> "Reflection on the concepts of peace and violence, inviting participants to explore their own assumptions and experiences."

Moreover, many trainers emphasised the importance of creating safe and inclusive spaces, as well as establishing common rules and goals, to facilitate learning:

> "I create a safe space where everyone can express their opinion, and I encourage participants to listen carefully to other opinions without judgement or criticism. I share knowledge about identity and cognitive mechanisms that influence how we perceive others and how we evaluate difference (e.g. ethnocentrism)."

It is important to note that some of the respondents were working in the context of war or violent conflict taking place in their country of residence. One respondent, who emphasised working in such a context, gave a particularly informative and valuable description of their work, which included an added focus on having an effect in the local community:

> "I usually combine short inputs with interactive methods such as small-group discussions, role plays, case studies and reflection exercises. My focus is on helping participants recognise different forms of conflict, understand their root causes, and practice concrete tools for non-violent communication, mediation and dialogue. [...] I also pay special attention to creating a safe space, where participants can express emotions, share experiences and feel respected. I work a lot with values, empathy-building activities and exercises that challenge stereotypes and "enemy images". Together we explore how to de-escalate tensions in everyday situations (in families, schools, communities) and how to engage in constructive dialogue, even when opinions strongly differ. At the end of each training, I invite participants to develop small follow-up actions for their own communities, so that peace education does not remain only at the level of theory but is translated into practical steps in their local context."

4 Topics covered in training

In describing their training, some of the respondents focused on describing the topics they dealt with as well as the learning goals of their training sessions. Below are some of the most common topics and goals among the respondents who specified them:

Dialogue, communication, non-violent communication

> "I teach how to be in a constructive dialogue"

> "Teach dialogue skills such as active listening, authentic speaking"

> "I share NVC perspectives that we all have universal needs which can unite us."

Co-operation, social interaction, community practices

> "I emphasise building relationships and a safe space to work and learn together."

> "I lead discussions, create opportunities for collaborative learning, and support collaborative and development processes."

Diversity, equality, intercultural awareness

> "I address racism and prejudices, provide opportunities for self-reflection, and encourage critical engagement with perspectives on society and education."

Conflict resolution, mediation

> "Teaching about conflict resolution, mediation, good communication, and emotions."

Other topics covered in training

- Peace, peacebuilding
- Sustainability
- Activism
- Emotional skills/empathy
- Self-awareness/psychological awareness
- Critical thinking

5 Adult educators' role in peace education

Besides the peace trainers, a large majority (89%) of the adult educators (i.e. non-experts in peace education) considered themselves to have a role in peace education, when presented with our adaptation of the UNESCO definition. On this definition, peace education is understood in a broad way as sharing information and teaching skills that can be used to resolve conflicts, create dialogue, and build a culture of peace.

Adult educators

Given the above definition, do you see yourself as having a role in peace education?

%

No
10.8%

Yes
89.2%
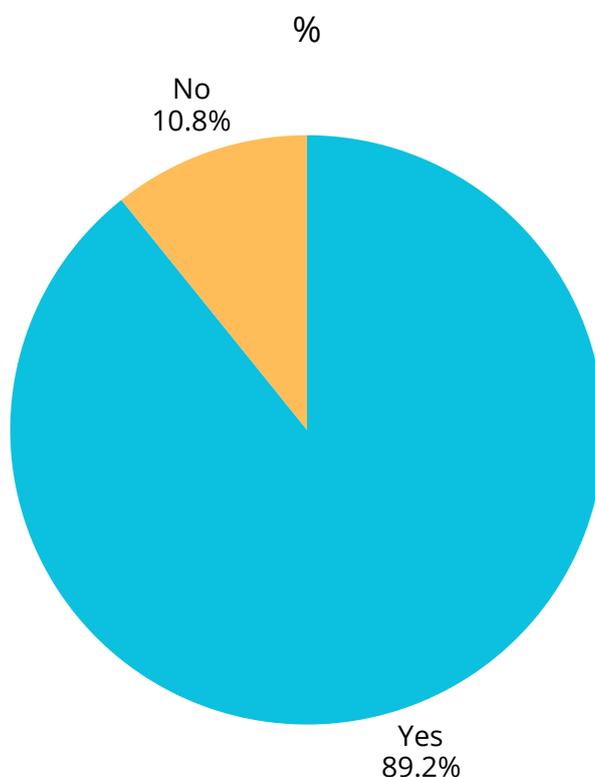
The result was notable, since it contrasted with some of our prior conversations with adult educators and trainers. When confronted with the term 'peace education', educators and trainers had often been puzzled over the meaning of the term, and some had even been skeptical of its usefulness. Following the survey results, however, it became clear that, in being presented with our adaptation of the UNESCO definition, educators could easily identify aspects of their own work, whether directly related to peace education topics or not, with concrete aspects of peace education. This suggested that, from the point of view of designing an accessible peace education programme for adults, it would be helpful to define peace education in such a way that it would speak to the work adult educators are already doing with their target groups.

Notably, even 80% of the adult educators who did not have any previous training in the field replied that they considered themselves to have a role in peace education:

Given the above definition, do you see yourself as having a role in peace education?
Number of respondents

● Has had previous training   ● No previous training

Yes	47 (green) / 36 (blue)
No	1 (green) / 9 (blue)

0   10   20   30   40   50
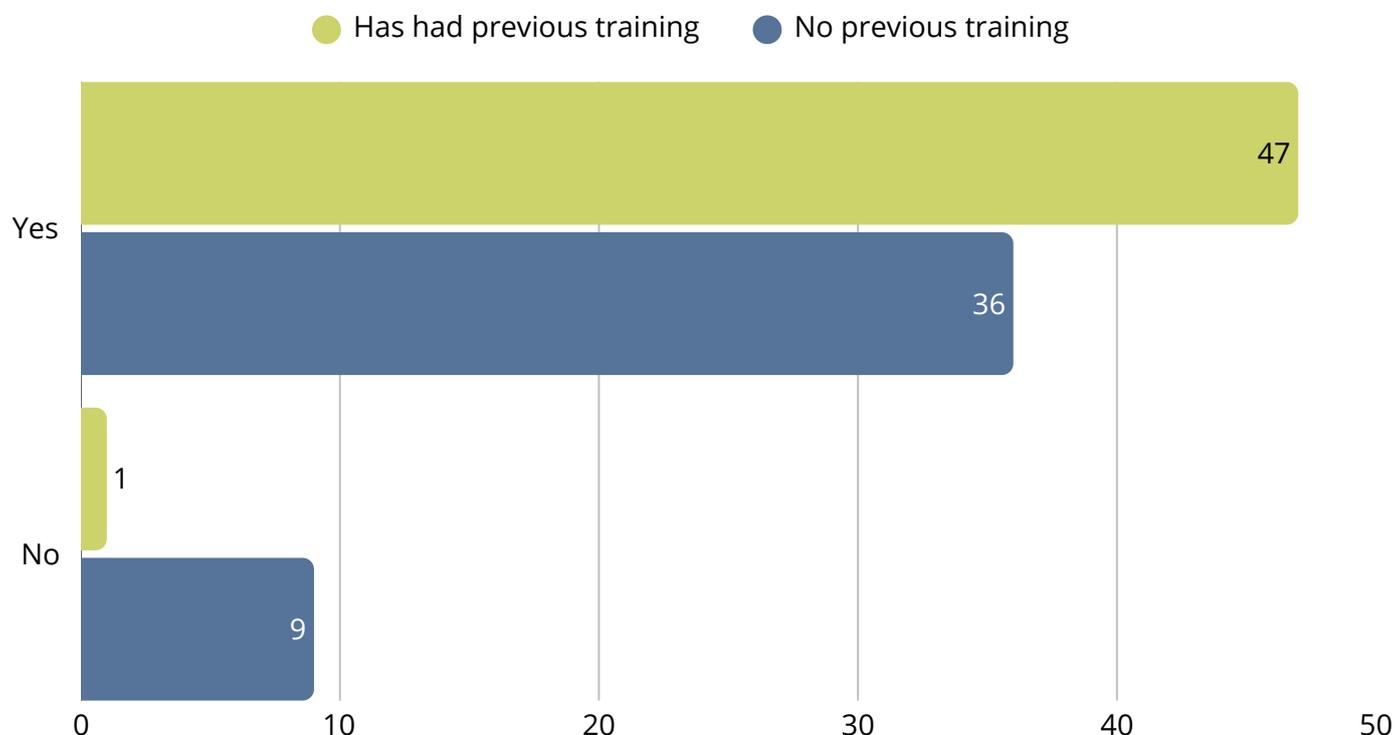
When asked to elaborate on what kind of role they saw themselves as having, the adult educators most commonly brought up their role in teaching their learners dialogue and conversation skills:

> "My role is that of a moderator who supports participants in the process of reflection, discussion and collective learning"

> "I see myself as a facilitator and project coordinator who supports learning, dialogue, and collaboration among adults and youth."

> "I'm a person of dialogue and mediation, and I incorporate it into my work with people. I also soothe people prone to conflict using my empathy."

The above replies go some way towards explaining why many of the adult educators considered themselves to already have a role in peace education. Even if they did not incorporate specialised methods related to dialogue or facilitation, many of the educators saw themselves as promoting a culture of dialogue through their pedagogical approach.

Many educators also brought up their role in resolving, discussing and dealing with conflicts. Some of the respondents made use of conflict resolution practices in their work. Others saw themselves as dealing with conflicts in a more general, everyday sense:

> "I share information and teach skills that can be used to prevent violent conflict and lessens the damage caused by violent conflict."

> "I have worked in the HR field for over 20 years, which has meant being continuously involved in interpersonal situations that require resolution."

Many of the adult educators identified their role in peace education with encouraging collaboration, group work and community building. Similarly, some of the educators saw their efforts to create a safe space, or a good, safe atmosphere for learners, as part of their role in peace education.

> "Encouraging young people to participate and take active part in the community"

> "I see my role as a facilitator and organizer who embeds peace skills indirectly—through collaborative work and project interaction. My work involves creating a safe environment for training youth and workers".

While some of the adult educators were clearly familiar with peace education and some of its practices and methodologies, others, who may not have been, still linked their everyday work of teaching and guiding learners to peace education. As can be seen below, this applied relatively evenly to the respondents regardless of their role in adult education:

% (by role in adult education)
Given the above definition, do you see yourself as having a role in peace education?

Role	%
Teacher/trainer	87
Administrative/management role	93
Guidance and counselling role	91
Project coordinator	94
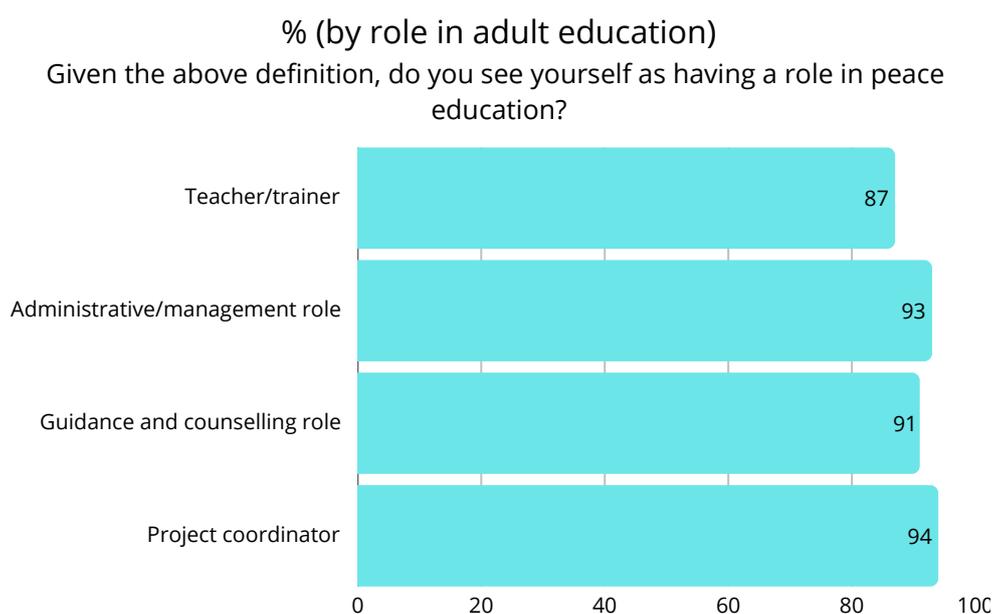
6 Most important skills

In both surveys, the respondents were asked two questions regarding skills related to peace education: (1) which skills they considered to be the most important for building peaceful communities, and (2) which ones they thought were most in need of strengthening, when considering their own target groups. The respondents were asked to choose the three skills they considered to be the most important. The list of skills was adapted from the UNESCO 2024 report.

When it comes to building peaceful communities, the adult educators considered the most important skills to be dialogue skills (81% of adult educators), emotional intelligence/empathy (62% adult educators), and self-reflection skills (50% of adult educators).

These replies were fairly closely aligned with the educators' views regarding the skills most in need of strengthening, when considering their own target groups. The most obvious difference was that only 41% of the adult educators considered emotional intelligence/empathy to be among the skills most in need of strengthening, when it came to their own target groups. As a result, conflict resolution skills were the third most common choice, when it came to the skills most in need of strengthening:

% of adult educators (non-experts)

● Most important skills for building peaceful communities

● Most in need of strengthening (considering target groups)

Skill	Most important	Most in need
Self-reflection skills	50	56
Ethical/moral decision-making	40	27
Emotional intelligence/empathy	62	41
Conflict resolution skills	47	43
Dialogue skills	81	71
Knowledge of human rights	20	11
Political action, civic engagement	17	14
Awareness of institutions and norms	17	16
Knowledge of justice and legal procedures	12	14
Awareness of different cultures	42	29
Ecological thinking and awareness	23	14
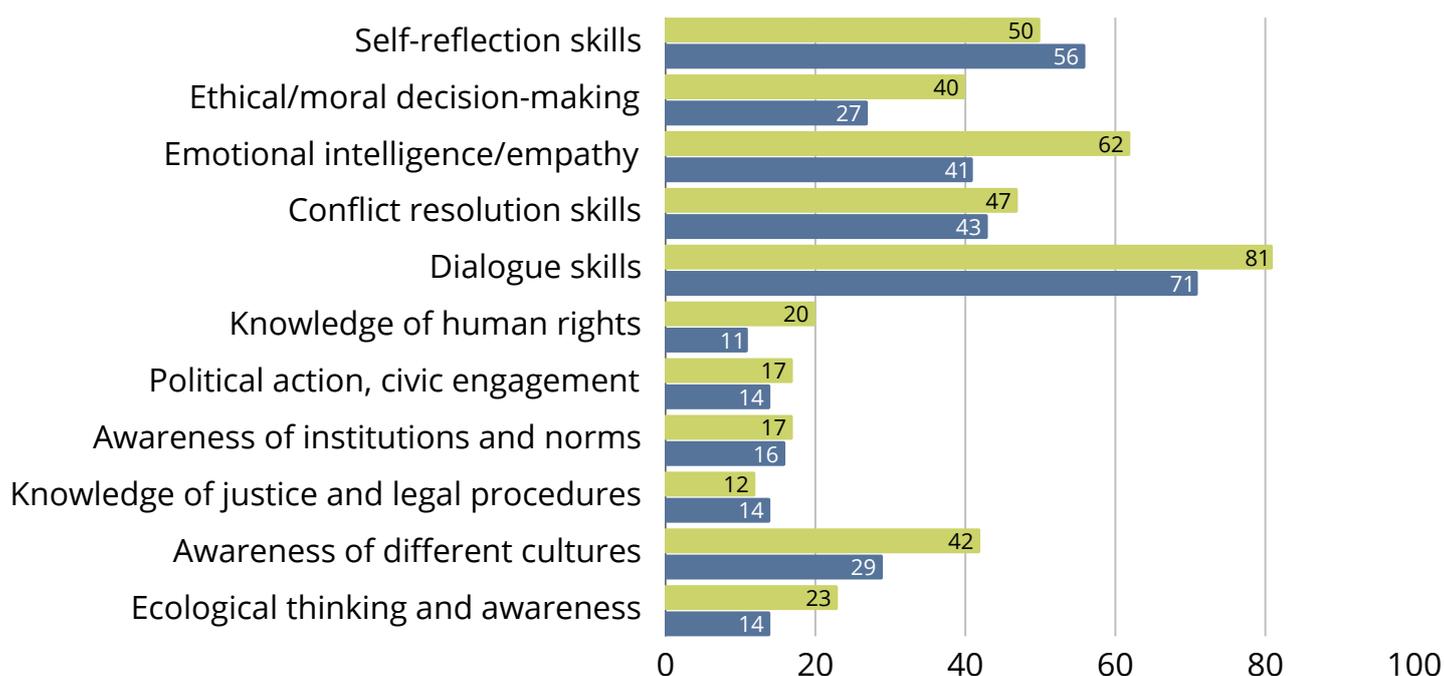
Remarkably, when it comes to the question of which skills are most important for building peaceful communities, the peace trainers chose exactly the same ones as the non-expert adult educators, and in the very same order: dialogue skills (72% of trainers), emotional intelligence/empathy (68% of trainers), and self-reflection skills (66% of trainers).

As was the case with the adult educators, the peace trainers' replies were fairly closely aligned with their views on which skills are most in need of strengthening among their own target groups. Again, the most noticeable between the replies to the two questions was that, when it came to the skills most in need of strengthening among the their own target groups, the trainers less commonly chose emotional intelligence/empathy.
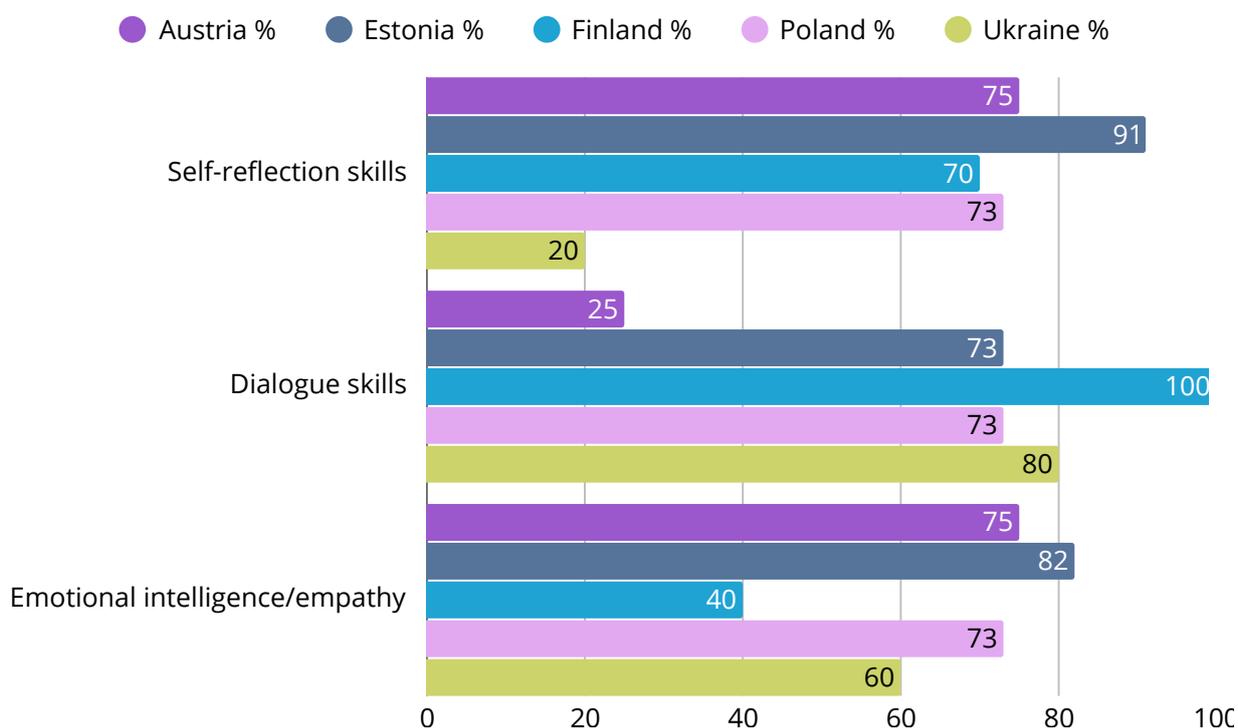
% of peace trainers

🟢 Most important skills for building peaceful communities

🔵 Most in need of strengthening (considering target groups)

Skill	Most important	Most in need
Self-reflection skills	66	64
Ethical/moral decision-making	32	19
Emotional intelligence/empathy	68	49
Conflict resolution skills	42	45
Dialogue skills	72	85
Knowledge of human rights	21	11
Political action, civic engagement	15	23
Awareness of institutions and norms	9	8
Knowledge of justice and legal procedures	13	8
Awareness of different cultures	25	15
Ecological thinking and awareness	13	17

Furhter notes

- Dialogue skills were held to be among the most important skills by even more peace trainers (85%), when it came to considering their own target groups. In contrast, the adult educators (81%) more typically considered them to be among the most important skills for building peaceful communities.
- Ethical and moral decision-making was fairly commonly seen as one of the most important skills for building peaceful communities by both groups (40% of adult educators and 32% of peace trainers). Both groups less commonly saw it as one of the most in need of strengthening, when considering their own target groups.
- The peace trainers more commonly saw political action and civic engagement (23%), as well as ecological thinking and awareness (17%), as being among the most important skills, when considering their own target groups.
- The adult educators (42%) considered the awareness of different cultures to be among the most important skills more commonly than the peace trainers (25%). Both groups considered it to be among the most important for building peaceful communities more typically than when considering their own target groups.

It is worth noting that there were significant differences in the peace trainers' views when looking at their countries of residence. While most respondents considered self-reflection skills to be among the most important skills for building peaceful communities, only two trainers residing in Ukraine held this view. In turn, when it came to dialogue skills, all of the trainers residing in Finland considered them to be among the most important, while only two trainers residing in Austria did so.

At the same time, only four of the trainers residing in Finland considered emotional intelligence/empathy to be among the most important skills for building peaceful communities.

Peace trainers: most important skills for building peaceful communities (% by country)

Legend: Austria %, Estonia %, Finland %, Poland %, Ukraine %

Self-reflection skills
- Austria: 75
- Estonia: 91
- Finland: 70
- Poland: 73
- Ukraine: 20

Dialogue skills
- Austria: 25
- Estonia: 73
- Finland: 100
- Poland: 73
- Ukraine: 80

Emotional intelligence/empathy
- Austria: 75
- Estonia: 82
- Finland: 40
- Poland: 73
- Ukraine: 60

Considering the relatively small size of the target groups (around 10 trainers per country), these differences may merely reflect the views of the specific respondents. Nevertheless, the results suggest, at least, that it is crucial to keep in mind possible differences in how respondents from different backgrounds may view concepts like dialogue and self-reflection; or indeed how important they might consider them to be for building peaceful communities in the specific contexts in which they themselves work.

Further notes

- 85% of the trainers who gave training in *informal* contexts held emotional intelligence/empathy to be among the most important skills. The figure was 58% among trainers who did *not* give training in informal contexts.
- 67% of the trainers who gave training in *formal* contexts considered conflict resolution skills to be among the most important. The figure was 37% among the trainers who did *not* give training in formal contexts.

7 Methodologies and approaches

The peace trainers were asked about the main methodologies or approaches they used in their work. This resulted in a number of highly varied and detailed replies. By far the most common methodologies and approaches were those based on dialogue and discussion. Here are some examples of how the trainers viewed dialogue, including the popular methodology of Non-Violent Communication, as an approach to training:

> "Another important approach for me is dialogue and circle-based methods. I create a safe space where everyone can share their story, listen to others and practice respectful communication across differences. We use tools such as dialogue circles, 'world café' discussions or storytelling rounds to explore difficult topics, emotions and values in a structured and supportive way."

> "Nonviolent Communication (NVC) helps participants learn to listen without judgment, express their feelings and needs, and recognise that behind another person's words there may be pain or unmet needs rather than aggression. I use exercises such as 'I-messages,' active listening practices, and short real-life role-play scenarios."

For the trainers, the use of dialogue often went hand in hand with other approaches, such as using case studies, storytelling and reflection-based approaches. Moreover, many trainers emphasised that, in giving training, they focused on creating a safe space for the learners, for example by establishing common ground rules and ensuring that all participants are heard.

Common approaches were also experiential and participatory methods:

> "The main approach in my work is experiential learning – people learn through doing, discussing, and reflecting. I use methods that help learners make sense of their experience and try out new skills right away. Examples: • Discussions and group work that support shared learning. • Practical exercises and simulations that allow safe experimentation. • Reflection activities that connect the learning to real life."

> "I use participatory and experiential learning methods grounded in non-formal education principles. Examples: • Facilitated dialogue and reflection: to develop empathy and critical thinking. • Simulation and role-play exercises: to practice conflict resolution and negotiation. • Action planning workshops: to turn learning outcomes into concrete community initiatives."

Approaches and methodologies

In order to do justice to the variety of the peace trainers' replies, below is a list of approaches and methodologies, drawn from the replies, along with brief descriptions and links to relevant websites for further reading:

Dialogue

Non-violent communication (https://www.cnvc.org/): "Every day around the world, the Center for Nonviolent Communication supports the transformation of how we speak to ourselves and one another; one empathic conversation at a time".

Nansen approach (Nansen Center for Peace and Dialogue) (https://peace.no/en/): "The Nansen Center for Peace and Dialogue's vision is a society where people meet across conflict lines to build trust and strengthen the work for lasting peace. This is based on a strong belief in people's capacity to change their own situation and in the recognition that conflict is a natural part of all societies."

Timeout method (https://www.timeoutdialogue.fi/): "Timeout is a dialogue method for people from different backgrounds. It is as its best with a group of six to twenty five. Timeout is always a facilitated discussion. The facilitator will take care of the constructiveness of the discussion. Great support for the facilitator and the participants are the Ground rules for a constructive dialogue, made by Timeout."

World Café (https://theworldcafe.com/key-concepts-resources/world-cafe-method/): "Drawing on seven integrated design principles, the World Café methodology is a simple, effective, and flexible format for hosting large group dialogue."

Art of Hosting (https://artofhosting.org/): "The Art of Hosting is an approach to leadership that scales up from the personal to the systemic, using personal practice, dialogue, facilitation, and the co-creation of innovation to address complex challenges, relying on structure, clarity, and thoughtful methodology"

Restorative Circles (https://www.restorativecircles.org): Restorative Circles helps communities, organisations, families and government develop their own processes for supporting those in conflict. Commonly these bring together the three parties to a conflict – those who have acted, those directly impacted and the wider community – within an intentional systemic context, to dialogue as equals. […] The dialogue processes used tend to be shared openly with all participants, and guided by a community member. Generally these processes end with actions that bring mutual benefit.

Peace education

Rauhankasvatusneuvola (https://rauhankasvatusneuvola.fi/rkn/): Finnish resources on peace education.

Democracy, communities

Democracy Fitness (https://demokratifitness.dk/en/): "Democracy Fitness is a training concept that challenges the traditional perception of what democracy is." "Democracy Fitness focuses our attention on the skills and abilities that are important for our participation in democracy. Democracy Fitness gives us the opportunity to practice participating together."

Community Building (https://communitybuilding.com/method/): "Community Building is an experiential group/team development process that collapses time. It builds peace, trust, connection, safety, and respect in a very short period of time, even with people from diverse backgrounds."

Social and emotional learning (https://www.unesco.org/en/articles/what-you-need-know-about-social-and-emotional-learning): Social and emotional learning (SEL), is the process of acquiring the competencies to recognize and manage emotions, develop care and concern for others, establish positive relationships, make responsible decisions and handle challenging situations effectively. In other words, it is the holistic process of learning grounded in ethics of care. It combines cognitive, social, emotional and relational aspects of learning to enhance learners' well-being, academic success, and active global citizenship, promoting positive social change.

Sustainability

Sustainable development goals (UN) (https://sdgs.un.org/goals): "The 2030 Agenda for Sustainable Development, adopted by all United Nations Member States in 2015, provides a shared blueprint for peace and prosperity for people and the planet, now and into the future. At its heart are the 17 Sustainable Development Goals (SDGs), which are an urgent call for action by all countries - developed and developing - in a global partnership."

Mediation

**Transformative mediation** (https://www.beyondintractability.org/essay/transformative_mediation): "The transformative approach to mediation does not seek resolution of the immediate problem, but rather, seeks the empowerment and mutual recognition of the parties involved."

8 Previous training

Adult educators

Around one half of the adult educators stated they had received previous training connected to peace education, given the broad UNESCO definition:

Have you had any previous training
connected to peace education, broadly
understood (e.g. in conflict resolution,
dialogue, mediation, etc.)?

No
48.4%

Yes
51.6%
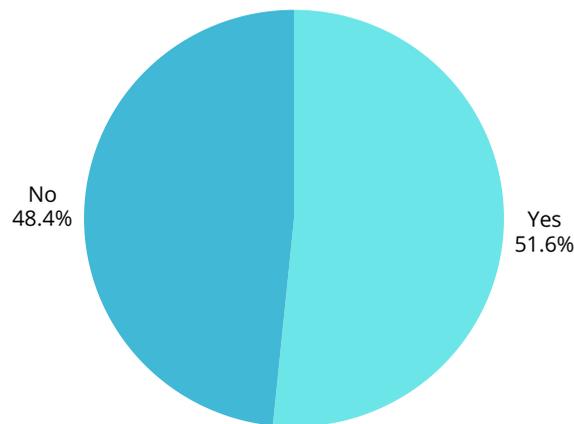
50% of the adult educators who *had* had previous training had received training in dialogue, facilitation or communication. These respondents had been trained, for example, in dialogue skills, dialogue-based teaching or good communication. Around one third had received training in conflict resolution, mediation or negotiation. Below are some examples of the trainings received by the respondents. As can be seen from the replies, some of the adult educators had received specialised training, while others saw their own pedagogical or professional training as being linked to peace education:

> "Yes, I have had previous training related to peace education in a broad sense. I have participated in courses and workshops on communication, social dialogue, and conflict resolution. As a facilitator and project coordinator for seniors, I continuously develop my skills in mediation, empathetic listening, and building trust-based relationships."

> "I have participated in professional development programmes for university educators, workshops on innovative teaching methodologies, and trainings on inclusive and student-centred education."
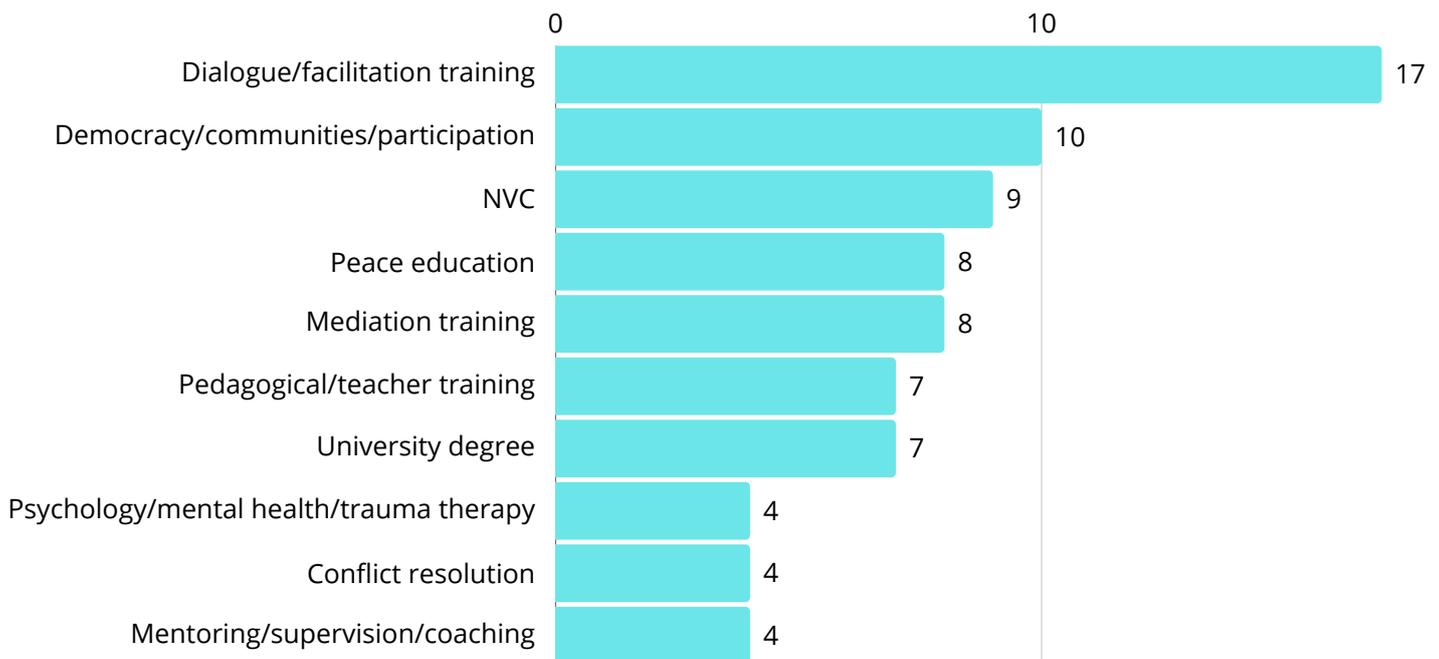
> "facilitation of dialogue, attentive listening, adult learning"

Peace trainers

The peace trainers had most commonly received training in dialogue and facilitation (17 trainers). In addition, 9 trainers stated that they had received training in Non-violent Communication:

What kind(s) of training(s) have you had for the work you do (in peace education or a similar field)?

Number of respondents

Training	Number of respondents
Dialogue/facilitation training	17
Democracy/communities/participation	10
NVC	9
Peace education	8
Mediation training	8
Pedagogical/teacher training	7
University degree	7
Psychology/mental health/trauma therapy	4
Conflict resolution	4
Mentoring/supervision/coaching	4

Besides a number of unspecified trainings, the trainings on dialogue and facilitation included, for example:

- Art of Hosting
- Timeout method
- Trainings on multicultural dialogue and interfaith dialogue

10 respondents stated that they had received training in topics such as community building and promoting democracy or participation. These included:

- Democracy Fitness
- Deep Democracy
- Trainings related to democratic participation, international youth work, etc.

8 respondents stated that they had received training specifically in *peace* education or *peacemaking*:

- Training by the Finnish Peace Education Institute (RKI)
- Peace ambassador training by the Finnish Peace Ambassador Academy
- Principles and practices of peace education

9 Developing educators' skills

We asked the adult educators a number of questions related to their needs and wishes regarding what they would like to learn about peace education.

Most typically, the adult educators were interested in learning about specific skills and topics in the field of peace education, as well as how to apply the relevant skills in their own work. The educators brought up the following skills and topics:

What would you be most curious to learn about peace education?
(Specific skills, topics and methods by number of respondents)

Topic	Respondents
Dialogue, facilitation	18
Decision-making, critical thinking	3
Co-operation, social relations, community building	8
Conflict resolution, mediation	18
Cultural differences, norms, diversity	11
Theoretical aspects, justice, law, human rights	7
Reflection, emotional skills, mindfulness	9

In addition, one aspect that many adult educators were curious about was how they could use peace education in a general way to improve their existing communities: to empower their learners, create safe spaces, and to build better social relations among their learners and others.

Furthermore, many respondents wanted to know how they could start to engage with peace education, and how they could promote it in their own communities. Some of the educators expressed uncertainty about the meaning of peace education as well as its uses. Accordingly, the results indicated that there exists a real need for a training programme that could introduce peace education to adult educators and show how they could start engaging with it.

> "I would be most curious to learn practical methods and tools for conflict resolution, dialogue facilitation, and building trust within diverse communities."

> "I think maybe more little details about peace education, maybe more detailed how to reach to young people and how to make them think about those topics."

Having asked the adult educators what they would be most curious to learn, we delved deeper into the educators' views about what skills they would like to develop to support peace education. The results largely confirmed the educators' previous replies:

Thinking broadly about the field of peace education, what kinds of skills would you like to develop to support teaching peace?

Number of respondents

Skill	Number
Practical implementation, how to use in work	14
Dialogue, communication, facilitation	29
Build peace, peaceful communities, mutual understanding	10
Political action, social awareness	7
Conflict resolution, mediation	25
Self-awareness, reflection, emotional skills	24
Human rights, law	3
Intercultural awareness/communication, diversity	9
Critical thinking	7

The most commonly mentioned skills were, again, dialogue, facilitation and communication skills. Similarly, conflict resolution and mediation remained among the most commonly mentioned skills:

> "Practical skills for facilitating dialogue and addressing conflict in diverse learning environments"

> "I would like to develop skills in mediation, non-violent communication, intercultural dialogue, and emotional intelligence to better support peaceful and inclusive learning environments."

It is worth noting that the results did not fully match the educators' views about what they would be curious to learn about peace education. When the educators were asked what kinds of *skills* they would like to develop, skills related to self-awareness, reflection, as well as emotional skills, were mentioned much more often than when the educators were asked about their curiosity.

In addition, a number of respondents brought up their interest in learning about ways to take political action, increase awareness of social issues and improve their critical thinking - something they had not emphasised when asked purely about their curiosity regarding peace education.

10 Peace trainers' needs

The peace trainers were asked how they would like to grow professionally to support teaching peace. Most of the trainers wanted to learn new skills or develop their theoretical knowledge, for example in **dialogue** or **conflict resolution**. Notably, this closely matched the views of the adult educators. Some peace trainers brought up topics that they considered particularly relevant to the present day, such as digitalisation, polarisation, and even neuroscience:

> "To possess up-to-date knowledge and techniques that reflect the trends of digital communication, as well as the specific challenges of 2025, including heightened anxiety and stress."

> "One of the emergent theme that has come up is working with polarisation and across differences. Also working with resistance and opposing views."

> "I aim to deepen my expertise in neuropedagogy — understanding the brain's response to conflict and peace to design more effective emotional regulation tools."

Intercultural communication and cultural sensitivity were topics that came up in multiple replies:

> "I would like to receive training in areas such as communicating with people from different cultures, understanding cultural sensitivities, and learning how to make sessions more engaging for participants."

> "I seek to deepen my competences in group facilitation, crisis communication, mediation, and peacebuilding. I am particularly interested in intercultural dialogue, peer intervision with fellow trainers, and training based on international peace education standards."

In addition to the above goals, several trainers noted that they wished to increase collaboration with other trainers and organisations:

> "To find a support group which would enable exchange of practices."

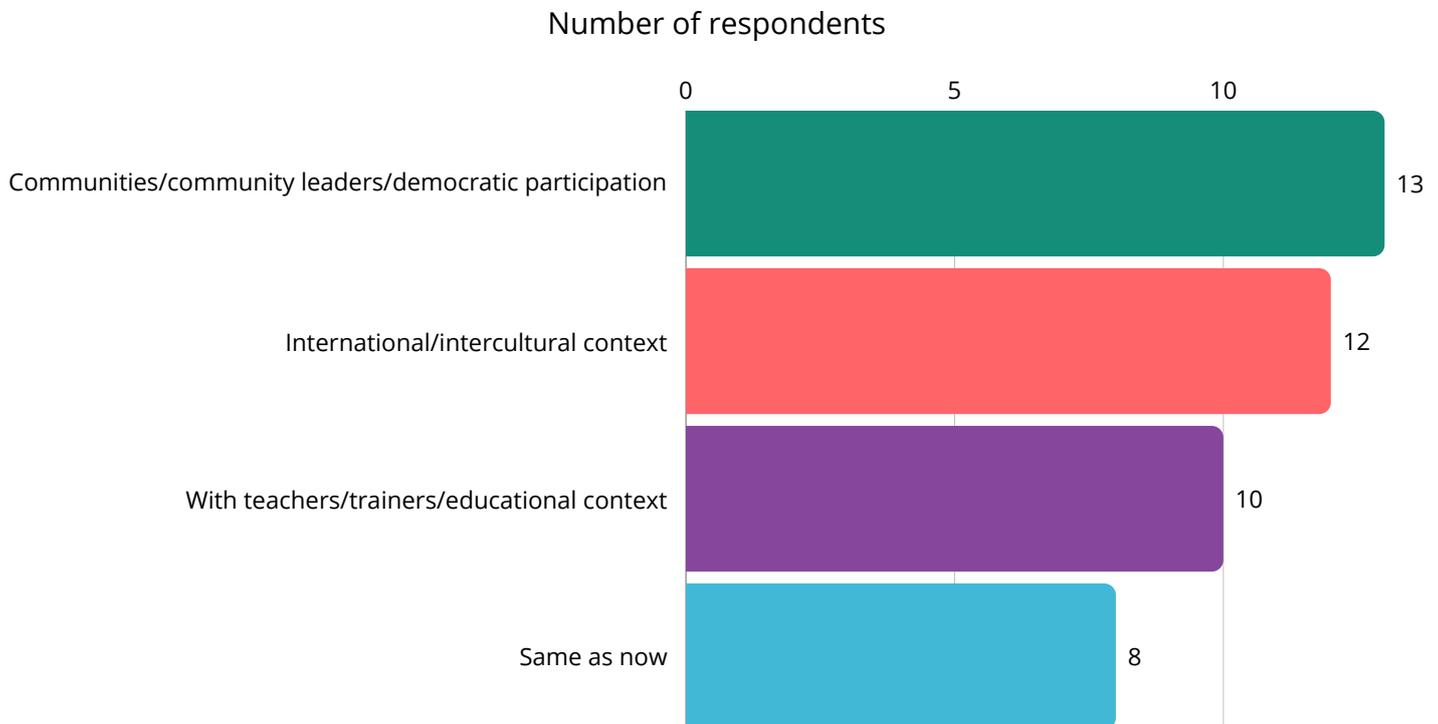> "Working in international group of trainers would be very beneficial."

Some trainers also stated that they wanted to reach new or wider target groups and more diverse audiences for their existing trainings or practices. A number of trainers wanted to work specifically with international target groups and in more international contexts.

Besides how they would like to grow professionally, we asked the peace trainers where and in which contexts they would like to work in the future. This question produced perhaps the most varied replies from the trainers. There were, however, some noticeable trends among the respondents, which can be seen in the graph below:

As a peace trainer (or other similar expert), where and in which contexts would you like to work in the future?

Number of respondents

Context	Number of respondents
Communities/community leaders/democratic participation	13
International/intercultural context	12
With teachers/trainers/educational context	10
Same as now	8

Most prominently, the peace trainers wanted to work more with communities and community leaders, and to promote democratic participation and active citizenship among their target groups. This suggested that, rather than working with individuals, the trainers felt the need to apply their training in concrete contexts and to have a stronger effect in existing communities:

> "I would love to work as a promoter of community and local government collaboration or as a promoter of dialogic thinking at the national level."

> "More with intentional and already existing communities, rather than with individuals gathered from various backgrounds."

> "What I enjoy most is training with community leaders, where I also constantly learn from them. I hear what issues there are […], what are the joys, changes. So I see myself working primarily with grassroots communities."

As can be seen from the above examples, the understanding of 'communities' ranged from local government to grassroots communities. Yet, in both examples, the respondents shared a similar wish to be involved and to have an effect on groups rather than just individuals.

Moreover, when it came to future contexts, many of the trainers wanted to work in more international and intercultural contexts, sometimes in addition to working with local communities. To give an accurate idea of the trainers' views, here are two examples of particularly informative replies that involved a mix of these contexts:

> "We are particularly interested in multilingual and multicultural learning environments, where educators need more support. We would also welcome opportunities to collaborate more with international as well as local partners (setting up a roundtable of global education, which includes peace education), and to contribute to cross-sector work between formal education, youth work, academia and civil society."

> "I see myself contributing in spaces where dialogue, empathy, and participation are essential — for example in youth empowerment programmes, cross-border initiatives, and community-based projects that bring together people with different backgrounds and narratives. I'm especially interested in working with organisations that focus on democratic participation, conflict transformation, and social inclusion, whether at the European level or globally."

The replies indicated that many of the peace trainers were looking for potential partner organisations for future cooperation. The above examples show that the trainers wanted to bring together experts from other organisations and countries, but also to bring together learners from different backgrounds.

As the above replies also suggest, many trainers were interested in working in the intersections of different fields and contexts. The below reply provides a good example of this:
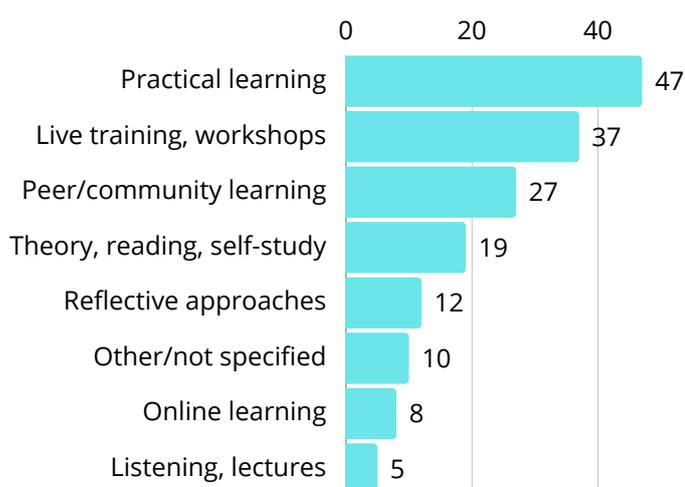
> "I want to develop myself at the intersection of education, social psychology, and civic engagement. I am particularly drawn to contexts of post-war community recovery, work with veterans, educators, teenagers, and emerging youth leaders. I am also interested in international exchanges, training-of-trainers programmes, and collaboration with educational institutions, as well as governmental and non-governmental organisations working in the fields of dialogue, gender equality, and social cohesion."

A third trend among the respondents was the desire to work with teachers, trainers and educational organisations. While, on the one hand, many of the peace trainers already worked with teachers and educational organisations, with 16 trainers mentioning these groups when asked about target groups earlier in the survey, a majority apparently did not. Promisingly for a training programme for adult educators, then, many peace trainers seemed to be interested in increasing their engagement with teachers and educators.

11 Preferred ways of learning new skills

In the later stages of the survey, the adult educators and peace trainers were asked about their preferred methods and approaches for learning new skills.

Adult educators (%)
What is your preferred method or approach for learning new skills?

Method	%
Practical learning	47
Live training, workshops	37
Peer/community learning	27
Theory, reading, self-study	19
Reflective approaches	12
Other/not specified	10
Online learning	8
Listening, lectures	5

Peace trainers (%)
What is your preferred method or approach for learning new skills?

Method	%
Collaboration, workshops	42
Practical approach	38
Reflection	21
Theory/reading/self-study	19
Training/classes	15
Experiential learning	13
Online learning	13
Mentoring/expert guidance	11

The two target groups had similar views regarding their preferred methods. Both the adult educators and the peace trainers most commonly preferred practical approaches, learning by doing, workshops and collaborative methods. These included, especially for the peace trainers, discussion and dialogue with peer trainers. There was a clear emphasis on live training, with only around one in ten, from either group, mentioning online learning as one of their preferred methods.

The peace trainers preferred reflection-based methods more commonly than the adult educators. Similarly, it was more common for the peace trainers to prefer mentoring and coaching by experts than for the adult educators. These results likely reflected the fact that, being trained in peace education practices, the peace trainers were more comfortable with learning on a more individual basis.

> " "In person intense training combined with peer to peer community based learning / community of practice"
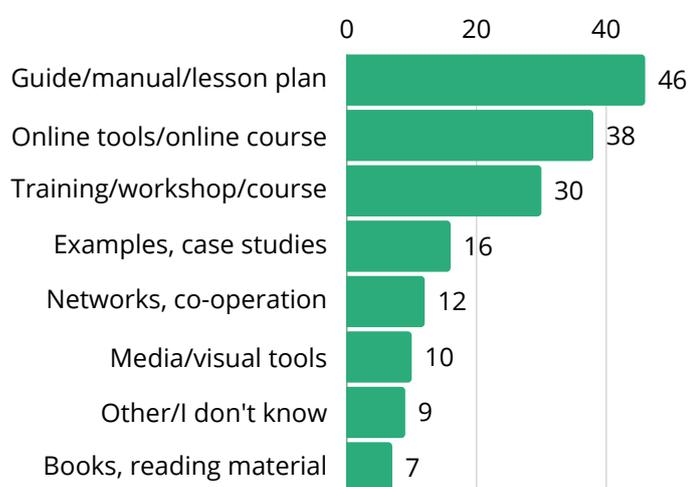
> " "I learn best through experiential and collaborative approaches. Hands-on workshops, peer learning, and learning-by-doing help me integrate new methods into my own practice."

12 Preferred tools and platforms

We asked both the adult educators and the peace trainers about what kinds of tools they think would help them teach peace. The below graphs show the replies from the two target groups. It is worth noting that the wording of the questions was not exactly the same, and that the list of examples differed slightly. While this likely had some effect on the replies, the results nevertheless give a good indication of what kinds of tools educators and trainers would find most helpful:
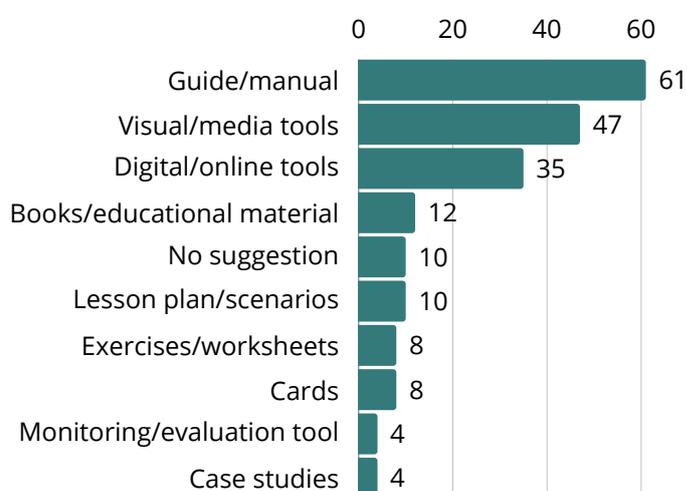
Adult educators (%)
What kinds of tools or courses would help you to get involved in peace education (e.g. manuals, lesson plans, online courses...)?

Category	%
Guide/manual/lesson plan	46
Online tools/online course	38
Training/workshop/course	30
Examples, case studies	16
Networks, co-operation	12
Media/visual tools	10
Other/I don't know	9
Books, reading material	7

Peace trainers (%)
What kinds of tools (guides, manuals, digital tools, media/visual tools etc.) would help you in your work?

Category	%
Guide/manual	61
Visual/media tools	47
Digital/online tools	35
Books/educational material	12
No suggestion	10
Lesson plan/scenarios	10
Exercises/worksheets	8
Cards	8
Monitoring/evaluation tool	4
Case studies	4

Both target groups considered guides and manuals to be the most helpful. This applied especially to the peace trainers, over half of whom stated that they would find guides and manuals helpful.
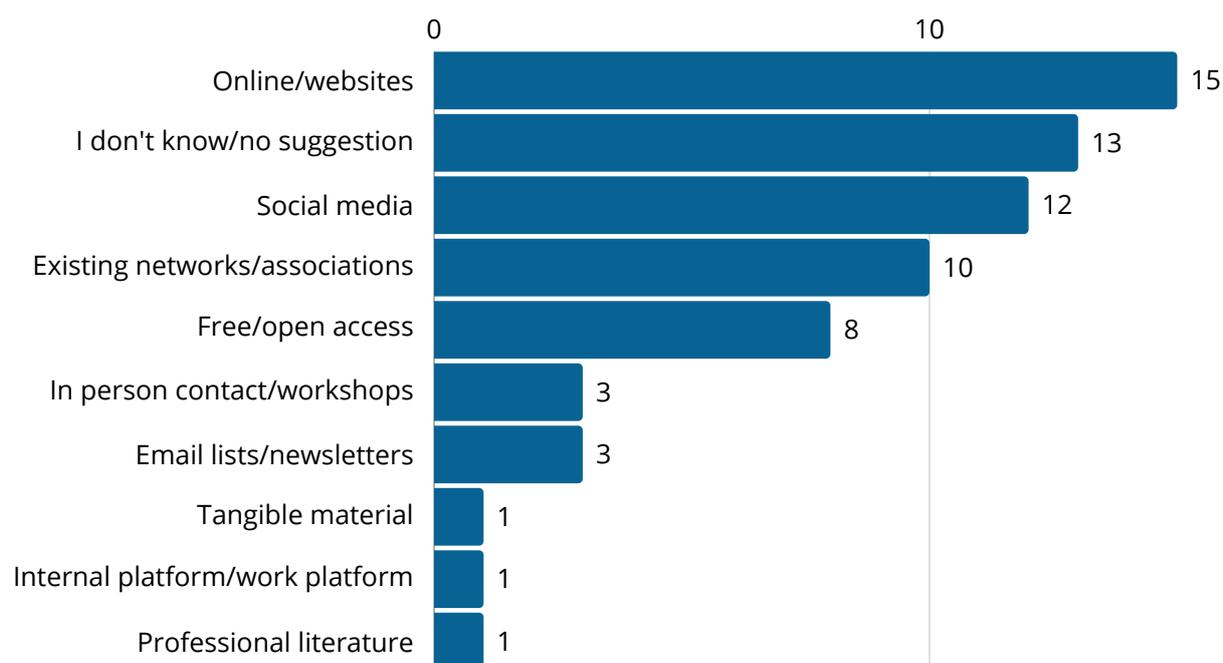
Similarly, online and digital tools were considered to be helpful by over a third of the respondents in both target groups. As relatively few from either group preferred online learning as a method or approach for acquiring new skills, the result likely meant that the educators and trainers considered online and digital tools to be helpful specifically when combined with practical, live training, or collaborative approaches to learning.

As could be expected, many of the adult educators, who were not experts in peace education, considered the most helpful tools for them to be trainings, workshops and courses run by experienced trainers and experts. Similarly, many educators stated that real-life examples and case studies would help them get involved in peace education.

In turn, visual and media tools, such as videos and audio tools, figured much more prominently in the trainers' replies.

In addition to their preferred tools, we asked the peace trainers about their preferred platforms for accessing these tools, as well as the networks through which they would like them to be shared. Notably, many of the trainers stated that they did not know or did not have any suggestions for which platforms or networks would be the most suitable. Nevertheless, the replies showed that the trainers generally had a preference for digital platforms, such as websites and social media channels:

Peace trainers
On which platforms should these tools be available? Through which networks should they be shared? (Number of trainers)

Platform	Number
Online/websites	15
I don't know/no suggestion	13
Social media	12
Existing networks/associations	10
Free/open access	8
In person contact/workshops	3
Email lists/newsletters	3
Tangible material	1
Internal platform/work platform	1
Professional literature	1

Some respondents did, however, go into detail regarding possible platforms and networks. It is worth quoting the most informative replies in full, since they contained many useful suggestions:

> "They should be accessible via open digital libraries, e-learning platforms (e.g., Moodle, Canva for Education, Google Classroom), and shared through professional networks such as SALTO, Council of Europe Youth networks, and OSCE community platforms."

> "I find platforms that combine educational content with practitioner communities the most convenient: Google Classroom, Moodle, Canva for Education, LinkedIn Learning, Coursera, YouTube, and educator and trainer communities on Telegram and Facebook. Exchange within Ukrainian and international networks is also effective — such as the Teach Peace Network, EdCamp Ukraine, the Erasmus+ Trainers Community, UNDP, and the UNDP Learning Hub."

A number of respondents emphasised that any platforms for accessing tools should be open access/free of charge.

13 Conclusion

Overall, the results strongly suggested that the practice of peace education is relevant to most adult educators, i.e., the primary target group of Teach Peace. A large majority of the adult educators, who were not experts in peace education, considered themselves to already have a role in peace education, when presented with our adaptation of the UNESCO definition of the term. Even most adult educators who had not received any previous training in peace education or similar fields saw themselves as having a role in peace education, given the work they already did in promoting dialogue and discussion, resolving conflicts, and encouraging collaboration.

Throughout the survey replies, dialogue and dialogue-based practices were the most commonly mentioned aspects of peace education among both target groups. This was the case with respect to the educators' conception of their own role in peace education, the trainers' methodologies and approaches, and the educators' and trainers' topics of interest. To some extent, this likely reflected the networks of the partner organisations of Teach Peace. However, even adult educators who were not experts in peace education considered dialogue skills to be the most important skills for building peaceful communities, as well as the skills most in need of strengthening, when considering their own learners.

The adult educators were most interested in learning about practical methods of peace education, and about how to make use of these in their own work. The adult educators were most interested in learning about dialogue skills and conflict resolution - which were also the areas in which the expert trainers most wanted to increase their competences. In addition, the adult educators were interested in learning about ways to empower their learners and to build stronger communities.

Besides continuing to develop their own competences, the peace trainers wanted to increase co-operation with other organisations and trainers, both locally and internationally, and to reach wider target groups for their trainings. The peace trainers were especially interested in strengthening the effects of their practices on existing communities, often in international and intercultural contexts. Many trainers also wanted to work more with teachers and educators.

Both the adult educators' and the peace trainers' preferred approaches to learning were practical and collaborative methods. The adult educators strongly preferred in-person training and group work to other learning methods. Similarly, most of the peace trainers preferred workshops and discussions with peers to other methods.

The adult educators and the peace trainers both greatly preferred digital material to physical training material. Both target groups considered manuals and guides to be the most helpful tools for them in the context of peace education. In addition, many adult educators noted the importance of expert guidance and in-person training for getting involved in peace education. In terms of preferred platforms for accessing peace education tools, the peace trainers favoured websites and social media channels.

14 Recommendations for training programme

The objective of Teach Peace is to create a new training programme on peace education for adults. The project aims to develop three outputs: (1) a general training programme on peace education for the context of adult education; (2) a guide for training adult educators/trainers in peace education; and (3) an additional guide for adult educators, allowing them to make use of basic peace education practices without additional training.

Below is a list of general recommendations, developed on the basis of our analysis of the research results, for what the training programme should prioritise in order to be as useful as possible in the context of adult education. On the next page, you will find a preliminary sketch of the structure and materials of the proposed programme.

Relevance for the adult educators' current work: the training programme should present peace education in a way that reflects the work adult educators are already doing with their target groups. As the survey results suggest, most educators identify with the broad UNESCO definition; and, given this definition, adult educators already see themselves as engaging in peace education when they, for example, promote dialogue and good communication, resolve conflicts and encourage collaboration among their learners. To be as effective as possible, the training programme should aim to develop the educators' understanding of peace education from this starting point.

Dialogue, emotional intelligence, self-reflection and conflict-resolution: according to our results, adult educators and peace trainers have similar views about which skills are most important for building peaceful communities, and which ones are most in need of strengthening among their own target groups. Similarly, both the educators and the trainers were most interested in learning more about dialogue and conflict resolution. On the other hand, when considering their own target groups, specifically, the peace trainers quite often regarded skills such as political action and civic engagement as among the most important. It is important to consider, then, whether the programme should also involve material which could challenge the adult educators' current views about which skills are most relevant for building peaceful communities.

Collaboration and practical learning: given the survey results, the training programme should prioritise collaborative learning methods and practical approaches. Moreover, in developing the programme, it would be important to consider whether the training programme could offer ways for interested parties to find like-minded trainers, educators and organisations for further co-operation and exchange of experiences. When asked how they would like to grow professionally, many trainers emphasised their wish to collaborate more with their peers. This included an interest in international collaboration.

Effect on communities: considering the survey results, the training programme should, if feasible, involve methods for applying peace education practices in local communities, and it should suggest ways in which adults can have a genuine effect on local groups. The interest in strengthening communities was apparent in both the adult educators' and the trainers' replies. The training programme could potentially be used as a tool for achieving this objective.

Digital format: the training programme should be designed in a digital format, and should be distributed electronically using websites, social media channels, as well as through existing networks (for example, via mailing lists). The programme should, however, also include guides or manuals that can be used in practical, face-to-face contexts. In their replies, the adult educators emphasised the importance of learning in practical, live training sessions, as well as attending trainings conducted by experts.

Proposed training material

Below is a sketch of the structure of the training programme, including the various tools related to it. On our current conception, the training programme itself will consist of several modules dealing with different aspects of peace education. The programme will be accompanied by a guide for training trainers, which will instruct adult educators and teachers in how to best make use of the programme, and offer tools for reflection and self-assessment. In addition, the programme will be accompanied by lesson plans which educators and trainers can make use of in their work *without* needing additional training.