

Building Peace
Through Dialogue

TRAINING PROGRAMME



Co-funded by
the European Union

Erasmus+
for Adult Education

Building Peace Through Dialogue

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



Project duration: 01.09.2025–31.12.2026

For more information, please visit our webpage:
teachpeace.info



Follow us on social media:



[Teach Peace Project](https://www.facebook.com/teachpeaceproject)



[teachpeaceproject.eu](https://www.instagram.com/teachpeaceproject)



[teach-peace-project-eu](https://www.linkedin.com/company/teach-peace-project-eu)

Teach Peace partners



Co-funded by
the European Union

Co-funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union. The European Union cannot be held responsible for them.



All Teach Peace resources are licensed under [CC BY-NC-SA 4.0 DEED](https://creativecommons.org/licenses/by-nc-sa/4.0/)



TEACH PEACE

Resources for Educators

1

**TRAINING
PROGRAMME**

2

**GUIDEBOOK
FOR
DESIGNING
LEARNING
EXPERIENCES**

3

**READY-TO-
USE
ACTIVITIES**

This Training Programme is part of a larger set of Teach Peace materials. On our website, you can find more information on peace education, a guidebook for designing learning experiences and ready-to-use activities related to peace education.



TABLE OF CONTENTS

Theoretical background	4
Module 1 - Inner Peace	8
Module 2 - Skills for Peace	17
Module 3 - Actions for Peace	30
Dialogue session scenario	39



TEACH PEACE: A BRIEF BACKGROUND

Teach Peace is an Erasmus+ project which develops peace education for adults. We aim to provide adult educators with the competencies needed to guide themselves and their learners in preventing and resolving conflicts. We hope to promote a culture of peace and active participation across Europe and beyond.

Our training programme takes a dialogic approach to peace education. We aim to improve the ability of adults to engage in dialogue and to increase the capacity of individuals to participate in their communities in a peaceful way. This includes the ability to have conversations about difficult topics such as conflicts and peace itself.

Peace education, however, can be understood in many different ways. According to UNESCO (2024, 7), peace education means “learning both about and for peace”. In other words, peace education involves both sharing information and teaching skills that can be used to resolve conflicts, create dialogue and build a culture of peace.

Peace education includes topics and practices such as conflict-resolution, self-reflection, dialogue, nonviolent direct action, human rights education and so on (UNESCO 2024).

To understand where Teach Peace is located on this landscape, it is instructive to look at several key concepts related to peace. Below, we clarify the role of our training programme in the field of peace education by using two basic distinctions: **direct and indirect violence, as well as negative and positive peace.**

VIOLENCE TAKES DIFFERENT FORMS

Direct violence refers to physical harm, including war, armed conflict, and interpersonal violence. Yet, violence is not limited to the direct kind. In addition, there are indirect forms of violence (Galtung 1990):

- **Structural** violence prevents people from having basic rights or access to resources. Structural violence can be based in law, such as in apartheid-era South Africa, or it can simply mean the lack of access to resources such as health care and education for marginalised groups.
- **Cultural** violence refers to harmful norms and customs. These include beliefs that certain groups of people are inferior to others due to, for example, age, gender or race. Cultural violence supports structural violence by making it seem acceptable or even natural.

NEGATIVE AND POSITIVE PEACE

Referring to the different forms of violence, peace researchers distinguish between two basic concepts: negative and positive peace. Negative peace refers to the absence of direct violence, i.e., the absence of war or direct violent conflict.

In contrast, positive peace refers to individuals being able to participate in communities and society using their full potential (Galtung 1996). Positive peace relates, then, to the absence of indirect violence such as restrictions on basic rights and resources.

TEACH PEACE AS A CONTRIBUTOR TO POSITIVE PEACE

Teach Peace focuses on promoting the conditions for positive peace through strengthening dialogue among individuals and communities. Indirect violence (such as structural and cultural violence) relies on norms and customs, linked to the way in which we speak to and treat each other.

While in this project we cannot directly influence laws and institutions, we can contribute to building a culture of peace and dialogue through addressing educators and learners in adult education; a field where peace education is not commonly practised, but where learners, as adults, often have a lot of influence over their communities.

TEACH PEACE IN THE CONTEXT OF PEACEBUILDING

Peacebuilding can be defined as conscious acts which aim to reduce or stop direct, structural and/or cultural violence. In this context, Teach Peace aims to:

- ✿ help resolve and prevent conflicts through promoting discussion
- ✿ help develop (educators' and other adults') competences for resolving conflicts peacefully through dialogue
- ✿ help in recognising conflicts and their causes, and making them visible through discussion

It is also essential to clearly note the limitations of our approach. According to the UN (2025), in 2024, armed conflicts increased by 40 per cent from 2023. 123,2 million people were displaced by the end of 2024, and civilian casualties likewise increased by 40 per cent. According to the UN (2026), “[p]eace is a fundamental precondition for social and economic development”, and achieving it requires reducing violence, strengthening co-operation and promoting human rights and international law.

This, however, makes it all the more important to clearly define our own approach. The fact that we are often unable to put a stop to direct violence does not reduce the importance of respectful communication about conflicts and raising awareness about peace in our own communities.

The Peace Education Institute in Finland distinguishes four perspectives which we hope to address: emotions, safety, knowledge and hope (see <https://rauhankasvatus.fi/rauhaa-rakentamassa-kriisien-ajassa/>). It is crucial to manage emotions in a constructive way, and to create a feeling of safety through dialogue and respectful communication. It is also important to manage knowledge in a critical way, and, finally, to retain hope in times of crisis. Hope can be maintained, for example, through listening, having conversations and through action.

In line with the above, we approach peace as an everyday practice that needs to be cultivated on an individual level, while also taking into account other people and broader societal developments. Accordingly, our training programme includes the following modules:

- ✿ **Inner Peace:** skills related to emotional intelligence, self-reflection and resilience
- ✿ **Skills for Peace:** skills related to dialogue and conflict resolution
- ✿ **Actions for Peace:** skills related to civic engagement and political action

In addition, our programme contains instructions **for facilitating dialogue sessions**. In keeping with our dialogic approach to peace education, we want to offer a clear structure for organising dialogue sessions, which we see as a central methodological tool for using all of the above modules.

The final concept we want to highlight in the programme is that of hope. Engaging in peace education requires the belief that change is possible and the ability to imagine a better future. Rather than naive optimism, hope can be viewed as an everyday practice which can be cultivated. Hope involves being aware of current realities, and instead of simply succumbing to them, accepting that something must change. In the programme, we include suggestions for further exploration regarding hope. Module 3, Actions of Peace, also contains an exercise on hope as a practice.

Authors:

Jussi Suortti, Airi Palosaari (Työväen Akatemia) and Teach Peace team

References

The content presented here has been developed drawing on the knowledge and experience of our partners. Where applicable, sources are listed below.

Galtung, J., Jacobsen, C.G., Brand-Jacobsen, K. (2002). Searching for Peace: The Road to TRANSCEND. Pluto Pr.

Galtung, J. (1996). Peace by peaceful means: Peace and conflict, development and civilization. International Peace Research Institute.

Galtung, J. (1990). Cultural Violence. Journal of Peace Research, 27(3), 291-305.

Harvard Divinity School (2026, June 22). Peace and Violence. Religion and Public Life. <https://rpl.hds.harvard.edu/what-we-do/our-approach/peace-violence>.

Rauhankasvatusinstituutti (2026, June 22). Rauhaa rakentamassa kriisien ajassa. <https://rauhankasvatus.fi/rauhaa-rakentamassa-kriisien-ajassa/>.

UNESCO. (2024). Peace Education in the 21st Century: an Essential Strategy for Building Lasting Peace. <https://unesdoc.unesco.org/ark:/48223/pf0000388385>.

United Nations. (2026, June 22). Goal 16: Promote Just, Peaceful and Inclusive Societies. <https://www.un.org/sustainabledevelopment/peace-justice/>.

United Nations. (2025). The Sustainable Development Goals Report 2025. <https://unstats.un.org/sdgs/report/2025/>.



MODULE 1 - INNER PEACE

Topics: Emotional Intelligence, Self-reflection and Resilience

WHAT WILL YOU LEARN?

In this part, you will become familiar with themes such as emotional intelligence and self-reflection as foundations of resilience. You will also find a set of **practical exercises** and **reflection** prompts. Through this combination of knowledge and practice, you can apply these ideas both personally and in your peacebuilding work.

I. EMOTIONAL INTELLIGENCE



1. REFLECTION QUESTIONS TO START WITH

Reflect on these questions or write down your answers. Return to them after completing the module.

- ✿ What comes to your mind when you hear the term Emotional Intelligence?
- ✿ How do you usually react when you feel strong emotion (e.g., fear, anger, joy)?
- ✿ Which emotions are easiest for you to express?
- ✿ When was the last time you managed to stay calm in a difficult situation?

2. BRIEF OVERVIEW

What is Emotional Intelligence?

In the 1960s, psychologists such as Abraham Maslow and Carl Rogers emphasised the importance of emotions, self-awareness, and personal development. They did not yet use the term 'emotional intelligence,' but they laid the groundwork for thinking about emotions as a resource.

Emotional intelligence (EI), popularised i.a. by Daniel Goleman, refers to the ability to recognise, understand, and manage emotions, both your own and those of others. It is not about suppressing emotions but about working with them wisely.

Goleman describes EI through five interconnected components:

- ✿ **Self-awareness** - noticing what you feel and understanding why.
- ✿ **Self-regulation** - managing impulses and staying grounded.
- ✿ **Motivation** - using emotions to support long-term goals.
- ✿ **Empathy** - understanding what I and others feel.
- ✿ **Social skills** - building healthy, constructive relationships.

While Daniel Goleman popularised emotional intelligence as a set of learnable competencies, other researchers have proposed different perspectives. One of them is Konstantinos Petrides, who developed the trait model, viewing EI not as a skill but as a cluster of personality dispositions such as optimism, emotionality, and assertiveness.

Emotions are like signals. They tell us what matters, what hurts, what we value, and what we need. They are neither “good” nor “bad”- they are information.

We can notice that:

- ◆ **Fear can protect us.**
- ◆ **Anger shows boundaries.**
- ◆ **Sadness invites healing or support.**
- ◆ **Joy strengthens connection and well-being.**
- ◆ **Surprise can open curiosity.**

Inner peace does not mean “never feeling angry.” It means understanding all emotions, responding consciously, and not letting them control your actions. Also, you don't have to react to every emotion immediately, but can learn to hold space first to feel the emotion. And then to decide on how to respond.

Some practices of EI can support our inner peace:

- ◆ **Naming emotions** - “What exactly am I feeling right now?”
- ◆ **Pausing before reacting** - creating space between impulse and action.
- ◆ **Self-soothing** - calming the nervous system.
- ◆ **Perspective-taking** - imagining how the other person might feel.
- ◆ **Compassionate communication** - expressing needs with clarity and kindness.

There are several different approaches to understanding and naming emotions, and one of the most influential is Robert Plutchik's model. He proposed that human emotions are organised into eight primary adaptive emotions: joy, trust, fear, surprise, sadness, disgust, anger, and anticipation.

Recognising our emotions and learning how to respond to them without suppressing or denying them is one of the most essential skills in our lives

3. INDIVIDUAL EXERCISE: THE EMOTION CHECK-IN

Purpose:

strengthen self-awareness and emotional vocabulary.

Materials needed:

space for notes (paper, notebook, pen, laptop)

Instructions:

pause and write down the answers to the questions below. You can also do the exercise once a day for one week, or, for example, after a difficult situation

- | | |
|---|--|
| 1 What emotion am I feeling right now? | 4 What is this emotion trying to tell me? |
| 2 Where do I feel it in my body? | 5 How could I helpfully respond to the emotion? |
| 3 What triggered it? | |

Then reflect on it and come back anytime to read it again.

Note: This exercise builds the habit of noticing emotions early before they escalate. It can help in reacting in a more self-aware manner.

Note: This exercise can also be used with a group. Each participant completes the self-assessment individually, and then the whole group discusses the topic.

4. 4. GROUP EXERCISE: REFLECTION ON EMOTIONS

Purpose:

emotion recognition

Materials needed:

Earlier prepared cards or a flipchart/table

Instructions:

1. Prepare cards (or just write down on a flipchart if you do not have the opportunity to prepare cards) with different emotions: joy, fear, frustration, hope, confusion, happiness, sadness, etc. Each emotion can be printed twice to have more options for participants.
2. Each participant chooses one card that reflects how they feel about it today.
3. In small groups, each person shares:
 - Why have they chosen this emotion
 - What helps them manage it
4. Then the whole group reflects.

This exercise also strengthens emotional vocabulary and mutual understanding about the importance of emotions.

5. REFLECTION QUESTIONS AFTER COMPLETING THE SECTION

- 1** What new insights have you learned?
- 2** Which EI skill would you like to strengthen first, and why?
- 3** Can you think of situations where you would like to apply emotional intelligence in a more conscious way? Which ones?

II. SELF-REFLECTION & RESILIENCE



1. REFLECTION QUESTIONS TO START WITH

- ◆ **How do you usually respond to stress or pressure?**
- ◆ **What helps you recover after a difficult experience?**
- ◆ **Who or what gives you strength?**

2. BRIEF OVERVIEW

Self-reflection is the practice of pausing to observe your thoughts, emotions, and reactions so you can understand yourself better and choose your responses consciously.

Some helpful practices that can be used for individual and group empowerment :

- ✱ **Conscious pause:**
stopping for a moment before reacting to notice what is happening inside you.
- ✱ **Intention check -**
asking yourself what you truly want in the situation.
- ✱ **Emotional noticing -**
naming what you feel without judging it.
- ✱ **Pattern spotting -**
recognising repeated reactions or habits.
- ✱ **Meaning-making -**
asking what a chosen experience teaches you.
- ✱ **Conscious choice -**
deciding how you want to respond instead of acting on autopilot.

You cannot respond wisely to stress and difficulties if you don't notice what is happening inside you. Self-reflection helps you understand:

- ◆ **What triggers you**
- ◆ **How you react under pressure**
- ◆ **Which emotions dominate your behaviour**
- ◆ **What helps you calm down**

This awareness makes your reactions less automatic and more intentional, which is the essence of resilience. It helps you to stop for a while and find opportunities to build inner strength.

Resilience is the ability to adapt, recover, and grow in the face of challenges.

As one of the leading resilience researchers, Ann Masten describes resilience as an “ordinary magic” that comes from everyday protective factors (everyday resources, relationships, and routines that support healthy development and help individuals adapt to adversity). Practising resilience can be connected with:

- ◆ **Self-reflection**
- ◆ **Healthy boundaries**
- ◆ **Supportive relationships**
- ◆ **Stress-management skills**
- ◆ **Caring about your physical and psychological well-being**
- ◆ **Finding your meaning and purpose, etc.**

Without reflection and new thinking, we repeat old habits. With reflection and self-work, we grow and can make good decisions.

In turn, Rick Hanson’s model identifies three core human needs - safety, satisfaction, and connection - and describes resilience as the practice of meeting these needs through inner strengths such as compassion, mindfulness, learning, calm, courage, gratitude, self-belief, motivation, intimacy, aspiration, and generosity.

While we cannot always influence other people or external circumstances, we can rely on developing our inner strengths to support our well-being and navigate challenges.

In short, we can say that self-reflection builds awareness - and awareness is the foundation of resilience.

3. INDIVIDUAL EXERCISE: THE 4 QUESTIONS

Purpose:

strengthen awareness, build ground for resilience, and develop a habit of (daily) reflection.

Materials needed:

space for notes (paper, notebook, pen, laptop)

Instructions:

At the end of today, think/reflect or write down:

◆ **What went well today?**

◆ **What challenged me?**

◆ **What did I learn about myself?**

◆ **What can I do to be more resilient when needed?**

This simple practice lays the groundwork for resilience through awareness, reflection, and gratitude.

Note: This exercise can also be used with a group. Each participant completes the self-assessment individually (about the status quo), and then the whole group discusses the topic.

4. INDIVIDUAL EXERCISE: THE 4 QUESTIONS

Purpose:

recognise inner strengths and good habits, normalise talking about challenges, and build ground for resilience.

Materials needed:

no special materials

Instructions:

Facilitate the group dialogue in small groups, where each person shares:

✿ A difficult moment/situation they overcame (no details needed to keep privacy - depends on a person to what extent they want to open up)

✿ One inner power that helped them (e.g. courage, gratitude, emotional regulation) and/or

✿ One form of external support that made a difference

The group listens with respect, and then the whole group reflects. Then together they write on the flipchart strategies for better “daily” resilience, like “To have a new hobby”, “To shorten time on mobile”, “To meet a friend I miss”. Then everybody chooses one strategy they like for further implementation.

5. REFLECTION QUESTIONS AFTER COMPLETING THE SECTION

- 1 What personal strengths help you overcome difficult moments?
- 2 What new resilience strategy do you want to practice?
- 3 How can you support others in building resilience?

You can also come back to “Reflection questions to start with and your answers. Take a while for some insights.

III. SELECTED TOPICS RELATED TO MODULE 1 FOR FURTHER EXPLORATION:



- | | | | |
|-------------------|----------------------------|-------------------------------|---------------------|
| ◆ Assertiveness | ◆ Healthy boundaries | ◆ Hope | ◆ Identity |
| ◆ Inner dialogue | ◆ Mindfulness and presence | ◆ Physical health | ◆ Rest and recovery |
| ◆ Self-compassion | ◆ Strengths and weaknesses | ◆ Stress and stress reduction | |

Using our established training program structure, you can develop additional topics that support both your own learning and the facilitation of workshops for others.

During the workshops you deliver, it is valuable to encourage participants to leave with a commitment to take even a small action for peace.

REFERENCES

Books:

Brown, Brené. *Atlas of the Heart: Mapping Meaningful Connection and the Language of Human Experience*. Random House, 2021.

Goleman, Daniel. *Emotional Intelligence: Why It Can Matter More Than IQ*. Bantam Books, 1995.

Hanson, Rick & Hanson, Forrest. *Resilient: How to Grow an Unshakable Core of Calm, Strength, and Happiness*. Harmony Books, 2018.

Maslow, Abraham H. *Toward a Psychology of Being*. Van Nostrand, 1962.

Masten, Ann S. *Ordinary Magic: Resilience in Development*. Guilford Press, 2014.

Rogers, Carl R. *On Becoming a Person: A Therapist's View of Psychotherapy*. Houghton Mifflin, 1961.

Tolle, Eckhart. *The Power of Now: A Guide to Spiritual Enlightenment*. New World Library, 1997.



MODULE 2 - SKILLS FOR PEACE

Topics: Dialogue and Conflict Resolution

WHAT WILL YOU LEARN?

In this part, you will get familiar with key themes such as dialogue and conflict resolution. You will also find a set of practical exercises and reflection prompts. Through this combination of knowledge and practice, you can apply these ideas both personally and in your peacebuilding work.

I. DIALOGUE



1. REFLECTION QUESTIONS TO START WITH

Let's start with reflection questions. You may simply think about them or write down your answers and return to them after completing the module.

- ✿ What comes to your mind when you hear the word dialogue? If you had to create your own definition, what would it look like?
- ✿ When was the last time you truly felt listened to? And when did you manage to listen to someone with full attention?
- ✿ In your environment, is genuine dialogue easy or difficult to find?

2. BRIEF OVERVIEW

The word dialogue is often overused. Nevertheless, we all somehow feel that it is important in everyday life and essential for building peace.

Dialogue can be described from different perspectives, e.g.:

- ✿ **Communication and interaction** - a form of communication in which mutual understanding is central.
- ✿ **Relationships** - building bonds, nurturing healthy contact, and supporting human development.
- ✿ **Philosophy** - an encounter based on dignity, respect, and openness to the other.
- ✿ **Collective intelligence** - learning from each other to make better decisions.

In other words, when we look more closely at the many definitions or approaches of dialogue, we discover that each tradition highlights a different dimension of what it means to meet another person. Dialogue can be understood as a special kind of conversation that invites reflection and depth (Yankelovich). It can be seen as a way of connecting people, building bridges across differences (John Paul II, the Dalai Lama). For some, dialogue is above all a relationship rooted in presence and mutual recognition (Buber). For others, it is a practice of co-existing across cultures, allowing diverse perspectives to meet without erasing one another (Carbaugh). Dialogue can also be understood as empathy in action, a way of listening and responding with compassion (Rosenberg). And finally, it can be a space for thinking together, where new ideas and shared understanding emerge through collective inquiry (Bohm, Isaacs).

The root of the word dialogue goes back to the Greek. Dia logos is most often translated as through the word, between words, or the flow of meanings. Dialogue is not merely talking - it is a deeper process of exchanging perspectives and creating shared meaning.

But if we refer to educational places where people meet and teach and learn together, we can say that Dialogue...

... is a form of human contact, a conversation in which curiosity and openness are central. It is the desire to understand what another person thinks, who they are, and what their experiences are. It is a relationship based on respect for difference, enriching both sides. In real dialogue, every voice and every person are equally important.
(by Iwona Kozieja-Grabowska)

Bill Isaacs, one of the leading practitioners of dialogue, says that dialogue is a way of thinking and speaking together that allows new understanding to emerge. It is a conversation held from the centre rather than from the sides, inviting people to move beyond fixed positions.

Short task for you: If you have already written your definition (task from “Reflection questions for a start”), have a look. Any changes? If you have not prepared one, maybe you can do it now?

We can talk about dialogue in different contexts, e.g. intercultural, interreligious, intergenerational or political. Dialogue in the family, community and anywhere.

Dialogue is often confused with debate or discussion. Debate and discussion often focus on winning and convincing, while dialogue focuses on connecting, common exploring and understanding.

Basic skills for Dialogue can be practised and shared with other people:

- ◆ **Listening attentively**
- ◆ **Speaking mindfully**
- ◆ **Suspending assumptions**
- ◆ **Respecting diverse opinions**
- ◆ **Co-creating a positive atmosphere**

In short, it means that in every important conversation you can choose whether to truly listen or merely pretend, to speak with your true voice and care for others or react automatically, to suspend your assumptions or cling to old beliefs, to make space for different perspectives or shut them down, and to co-create a positive atmosphere or assume it's not your responsibility.

Remember: Openness to dialogue is also a choice!

3. INDIVIDUAL EXERCISE: SELF-ASSESSMENT OF THE FIVE DIALOGUE PRACTICES

Purpose:

Increase self-awareness and identify areas for personal growth.

Materials needed:

space for notes (paper, notebook, pen, laptop)

Instructions:

Write down the five core practices of dialogue (listen, voice, suspend, respect, build atmosphere) and rate yourself on each one using a scale from 0 to 10, where:

0 =

"I don't feel skilled or comfortable with this practice yet"

10 =

"I feel highly skilled and fully comfortable using this practice"

You can reflect using these small supports:

 Listening attentively

Guiding question:
How fully do I give my attention when someone is speaking?

 Speaking mindfully

Guiding question:
How good am I at saying exactly what I want? How aware am I of the impact my words have on others?

 Suspending assumptions

Guiding question: How often do I pause before jumping to conclusions? Is it easy for me not to judge people?

 Respecting diverse opinions

Guiding question: How comfortable am I when someone's view is very different from mine?

 Co-creating a positive atmosphere

Guiding question:
How much do I contribute to making conversations feel safe and open? Do I feel responsible for building a good climate for a dialogue?

After scoring yourself, please think and answer the questions:

-  Which practice has the highest score for me, and why?
-  Which practice has the lowest score, and what makes it challenging?
-  What is one small, realistic action I can take this week to improve this practice by at least one point?

Reflect on it again. Come back to this exercise in the future.

Note: This exercise can also be used with a group.

Each participant completes the self-assessment individually, and then small groups (2–4 people) share one practice they want to strengthen.

Then the whole group discusses what helps, what gets in the way, and what small habits support growth.

4. GROUP EXERCISE: PRACTISING ACTIVE LISTENING THROUGH MUSIC

Purpose:

to practice attentive, focused listening by tuning into subtle details, layers, and emotions - skills that directly support dialogue.

Materials needed:

a device for playing music (e.g., speaker, laptop, or mobile phone)

:Instructions

- • Invite participants to sit comfortably
- • Play an instrumental orchestral piece (for example, music from a ballet or a symphonic work).
- • .Ask everyone to close their eyes and simply listen.
- • After the music ends, guide the group through a short reflection using questions such as:
 - • Which instruments did you notice?
 - • Did any instrument or sound stand out or dominate?
 - • What else did you hear in the piece - a message, an emotion, a story?
 - • Does this music remind you of anything from your own life?
 - • What else can be “heard” or discovered when we listen more deeply?
- Invite participants to share their observations in pairs or in the full group
- Conclude by linking the experience to dialogue: when we slow down and listen with full attention, we notice more - in music and in people.

5. REFLECTION QUESTIONS AFTER COMPLETING THE SECTION

- 1 How (if at all) has your personal understanding of dialogue changed after completing this part of the module, and what new insights feel most meaningful to you?
- 2 Which of the five core dialogue practices now feels most relevant to your daily interactions and why?
- 3 In what real-life situations do you plan to apply dialogue more consciously, and what is one concrete step you want to take moving forward?
- 4 Is it possible for you to organise a dialogue session in the near future?

You can also come back to “Reflection questions to start with” and your answers. Take a while for some insights.

II. CONFLICT RESOLUTION



1. REFLECTION QUESTIONS TO START WITH

Before we explore conflict more deeply, take a moment to reflect:

- ✿ When you hear the word conflict, what images, emotions, or memories come to mind?
- ✿ How do you usually resolve your own conflict situations?
- ✿ In your environment (workplace, community, family), what kinds of conflicts appear most often?

2. BRIEF OVERVIEW

People often prefer not to talk about conflicts, yet they are a natural and unavoidable part of human life. They arise because we differ from one another - our personalities, needs, values, and expectations are not the same. From an etymological perspective, the word conflict comes from Latin: *conflictus*, the past participle of *confligere*, meaning “to strike together”. This image captures an important truth: conflict is a moment when differences collide.

Conflicts vary in intensity and importance. A war is a conflict, but so is a disagreement between colleagues or children fighting over a toy in kindergarten. What they all share is the presence of difference - different goals, different interpretations, different needs, or different emotions.

Many factors shape how we experience and respond to conflict, for example:

- * Our personality
- * Background and place of living
- * Emotional regulation skills
- * Communication habits
- * Values and needs
- * Attitude toward other people
- * Education and past experiences

Conflicts can emerge within ourselves (inner conflict), between people, or from the circumstances we find ourselves in. To better understand the roots of conflict, we can look at different classifications.

One helpful framework is Christopher Moore’s model, which shows that conflicts can arise from many sources, such as data, relationships, values, interests, or structural conditions. This reminds us that conflict is not only “just about the issue”, it often has deeper layers.

There are many ways people respond to conflict. One widely used model is Thomas-Kilmann’s Five Modes for Handling Conflict, which describes five typical strategies:

- **Competing**
- **Accommodating**
- **Avoiding**
- **Collaborating**
- **Compromising**

These modes are based on two dimensions: **assertiveness** (how strongly you pursue your own needs) and **cooperativeness** (how much you consider the needs of others).

—● High assertiveness plus high cooperativeness	→ Collaboration
—● High assertiveness plus low cooperativeness	→ Competition
—● Low assertiveness plus high cooperativeness	→ Accommodation
—● Low assertiveness plus low cooperativeness	→ Avoidance
—● Moderate assertiveness plus moderate cooperativeness	→ Compromise

Each mode has its place. The key is not to judge them, but to choose consciously which one fits the situation, the relationship, and the goal.

As a conflict resolution methods, in many countries, mediation is becoming an increasingly common and accessible way to resolve conflicts. Mediation is a voluntary process in which a neutral third person - the mediator - supports the parties in communicating, understanding each other's needs, and finding mutually acceptable solutions. The mediator does not impose decisions; instead, they help create a safe structure for dialogue.

In practice, mediation is used in many everyday situations, most often in cases such as:



workplace disagreements -
misunderstandings, communication
breakdowns, role conflicts, team tensions



family conflicts -
parenting issues, intergenerational
tensions, separation or co-parenting
arrangements, divorcing



school and youth conflicts - peer
disputes, classroom tensions, conflicts
between students and teachers



community and neighbourhood issues -
noise, shared spaces, local disagreements

These are situations where people need support in talking to each other safely, clarifying needs, and rebuilding trust - not a legal judgment or a winner-loser outcome. Dialogue secured by a mediator can be a key to finding solutions.

The practice of dialogue also plays an important role in preventing some conflicts early and in supporting conversations aimed at understanding or reconciliation. Dialogue can meaningfully support conflict resolution, but only when the parties are willing to engage in it.

For educators, mediation offers an important insight: conflicts do not always need to be “solved” by authority. Sometimes what people need most is a supportive space to express themselves, be heard, and co-create solutions.

In adult learning environments, conflicts can appear suddenly, during group work, discussions, or moments of emotional tension. Educators have several tools at hand:

- ♦ inviting a short pause or reflection
- ♦ reframing the issue to focus on needs rather than positions
- ♦ using active listening to de-escalate emotions
- ♦ encouraging participants to speak from their own experience
- ♦ applying simple mediation techniques (e.g., letting each person speak without interruption)
- ♦ helping the group return to shared goals and values

The aim is not to eliminate conflict but to transform it into a learning moment - an opportunity to practice respect, clarity, and cooperation.

3. INDIVIDUAL EXERCISE: EXPLORING FIVE CONFLICT STRATEGIES

Purpose:

To increase personal awareness of how you typically respond to conflict and to reflect on when different strategies may be more or less helpful.

Instructions:

Come back to the five conflict-handling modes from the Thomas–Kilmann model: Competing, Accommodating, Avoiding, Collaborating, Compromising.

Take a moment to think about each of them and then answer the following questions:

- Which strategy do I use most frequently? Why?
- Which strategy do I avoid, and what makes it difficult for me?
- In what situations could this “difficult” strategy actually be useful?
- What is one small step I can take to expand my flexibility in conflict situations?
- How does my preferred strategy affect my relationships?

Reflect and think: what could I change in the future?

Note: You can also prepare this exercise for a group.

4. GROUP EXERCISE: DIALOGUE PERSON VS. CONFLICT PERSON

Purpose:

to help participants explore and visualise the differences between dialogue-oriented behaviours and conflict-driven behaviours, and to reflect on how these patterns show up in real interactions.

Materials needed:

Flipchart sheets, markers, pens, crayons, and tape (optional, for hanging drawings). If you have two whiteboards available, you can use them instead of paper.

Instructions:

- Divide the group into two teams. Each team receives one task:
 - **Team A:** Draw a character who represents a **dialogue-oriented** person.
 - **Team B:** Draw a character who represents a **conflict-driven** person.
- Ask each team to create a simple figure (a person, symbol, silhouette, cartoon - anything works). Around the drawing, participants write down characteristics and behaviours of their assigned type.
You may guide them with prompts:
 - How do they listen?
 - How do they speak?
 - What is their body language?
- Give teams 10–12 minutes to draw and describe their characters.
- Invite each team to present their character to the whole group.
Encourage them to explain why they chose certain traits or behaviours.
- Facilitate a short discussion:
 - What differences stand out the most between the two characters?
 - Which behaviours do we recognise in ourselves?
 - Which behaviours support understanding, and which escalate conflict?
 - What small habits could help us move from “conflict person” to “dialogue person”?
- Close the exercise by linking it to the module:
Understanding these patterns helps us notice our own tendencies and choose more constructive behaviours in real-life situations.

Important Note: This exercise is **not** about labelling or judging people. The drawings are simply a creative way to look more closely at the topic: to explore behaviours, attitudes, and choices that can either support dialogue or escalate conflict.

4. REFLECTION QUESTIONS AFTER COMPLETING THE SECTION

These are situations where people need support in talking to each other safely, clarifying needs, and rebuilding trust - not a legal judgment or a winner–loser outcome. Dialogue secured by a mediator can be a key to finding solutions.

The practice of dialogue also plays an important role in preventing some conflicts early and in supporting conversations aimed at understanding or reconciliation. Dialogue can meaningfully support conflict resolution, but only when the parties are willing to engage in it.

- ✿ How (if at all) has your understanding of conflict changed after completing this part of the module?
- ✿ What new insight about the roots or dynamics of conflict feels most meaningful to you?
- ✿ In what real-life situations do you want to apply a more intentional approach to conflict? How does it refer to your educational work?
- ✿ What is one small, concrete step you can take to respond to conflict with more clarity, calm, or empathy?

III. SELECTED TOPICS RELATED TO MODULE 2 FOR FURTHER EXPLORATION:



 **Conflict transformation**

 **Critical Thinking**

 **Empathic/dialogical leadership**

 **Intercultural dialogue/communication**

 **Interreligious dialogue**

 **Mediation**

 **Nonviolent communication (NVC)**

 **Peace and War**

Using our established training program structure, you can develop additional topics that support both your own learning and the facilitation of workshops for others.

During the workshops you deliver, it is valuable to encourage participants to leave with a commitment to take even a small action for peace.

REFERENCES

Books:

Brown, Brené. Atlas of the Heart: Mapping Meaningful Connection and the Language of Human Experience. Random House, 2021.

Carbaugh, Donal. Cultural Communication and Intercultural Contact. Lawrence Erlbaum Associates, 1990.

Fisher, Roger; Ury, William; Patton, Bruce. Getting to Yes: Negotiating Agreement Without Giving In. Penguin Books, 1981.

Goleman, Daniel. Emotional Intelligence: Why It Can Matter More Than IQ. Bantam Books, 1995.

Hanson, Rick & Hanson, Forrest. Resilient: How to Grow an Unshakable Core of Calm, Strength, and Happiness. Harmony Books, 2018.

Isaacs, William. Dialogue and the Art of Thinking Together. Doubleday, 1999.

Maslow, Abraham H Toward a Psychology of Being. Van Nostrand, 1962.

Masten, Ann S. Ordinary Magic: Resilience in Development. Guilford Press, 2014.

Moore, Christopher W. The Mediation Process: Practical Strategies for Resolving Conflict. Jossey-Bass, 2014 (3rd ed.; pierwsze wydanie 1986).

Ridings, Amanda. Pause for Breath: Bringing the Practices of Mindfulness and Dialogue to Leadership Conversations. Lid Publishing, 2011.

Rogers, Carl R. On Becoming a Person: A Therapist's View of Psychotherapy. Houghton Mifflin, 1961.

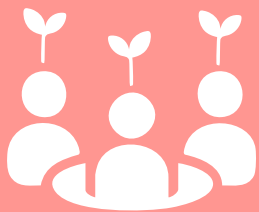
Rosenberg, Marshall B. Nonviolent Communication: A Language of Life. PuddleDancer Press, 1999.

Tolle, Eckhart. The Power of Now: A Guide to Spiritual Enlightenment. New World Library, 1997.

Yankelovich, Daniel. The Magic of Dialogue: Transforming Conflict into Cooperation. Simon & Schuster, 1999.

Websites:

www.rozmawiajmy.org



MODULE 3 - ACTION FOR PEACE

Topics: Civic Engagement and Political Action as everyday agency

WHAT WILL YOU LEARN?

In this part, you will get familiar with important topics such as **civic engagement** and **political action**. You will also find a set of **practical exercises**, **reflection** prompts and **examples** of action. Through this combination of knowledge and practice, you can apply these ideas both personally and in your peacebuilding work.

I. CIVIC ENGAGEMENT



1. REFLECTION QUESTIONS TO START WITH

You may think about them or write your answers and return to them after completing the module.

- ✿ What does “being an active citizen” in the context of your community mean to you personally?
- ✿ When was the last time you took part in something that benefited your community?
- ✿ Which issues in your community matter most to you, and why?

2. BRIEF OVERVIEW

Civic engagement refers to the ways people participate in the life of their communities to improve shared well-being. It includes both small everyday actions and greater collective efforts.

Examples include:

- ✿ **Organising** your own dialogue sessions on important topics - encouraging people to meet and speak up
- ✿ **Volunteering** - offering time and skills for the common good
- ✿ **Community participation** - joining local initiatives or neighbourhood groups
- ✿ **Public dialogues** - discussing issues respectfully and constructively
- ✿ **Advocacy** - raising awareness about important topics
- ✿ **Collective problem solving** - working with others to address local challenges
- ✿ **Looking for different organisations** (e.g., NGOs) in the community – to find support
- ✿ **Organising common activities** - to meet and know each other better
- ✿ **Participation** in various advisory and consultative bodies (e.g., youth councils, senior councils) - engaging directly in community issues

In adult education, civic engagement is especially important because adults can directly act and influence their communities.

Example of Civic Engagement: From Local Action to Lasting Impact - “Freunde Diwan”

A compelling example of civic engagement at the community level is the story of a young Syrian architecture student in Vienna who transformed her idea of creating a shared space into reality through a local civil society initiative. Initially lacking both information and confidence to participate, she connected with Fremde werden Freunde, an organisation that actively supports people with migration backgrounds in becoming engaged in their communities. By providing access to opportunities such as the Grätzloase initiative (a small community-grant programme in Vienna that helps residents create public micro-projects), as well as a trusted and encouraging environment, the organisation helped her overcome key barriers to participation and take her first steps into civic action. Together with others from her community, she co-created a public meeting space (“Freunde Diwan”) that now serves as a place for exchange, belonging, and participation. Crucially, this process did more than result in a single project: it strengthened her sense of self-efficacy and demonstrated that her ideas could have a real impact. At the same time, it created a lasting social infrastructure that enables others to connect and engage. This case illustrates how micro-level engagement, which is rooted in everyday needs and facilitated by civil society, can generate sustainable macro-level impact by fostering inclusion, building trust, and reinforcing democratic participation across the wider society.

(Source: Fremde werden Freunde)

II. POLITICAL ACTION AS EVERYDAY AGENCY



1. REFLECTION QUESTIONS TO START WITH

- ✿ When you hear the word “politics,” what feelings or images come to mind?
- ✿ What (event) small actions do you already take that could be considered as political action?
- ✿ What prevents people from engaging politically?

2. BRIEF OVERVIEW

Political action does not only mean voting or joining a political party. It includes everyday choices and behaviours that influence how society functions and important decisions are made. Also, how can we influence, e.g. local authorities? Examples of everyday political agency awareness and actions:



Staying informed -
following reliable sources



Participating in public consultations -
giving feedback on local decisions



Engaging in respectful debate -
sharing opinions constructively



Supporting causes -
signing petitions, joining campaigns, raising awareness



Holding institutions accountable -
asking questions, requesting transparency



Knowing local authorities -
having awareness of who to contact in case of different issues

Peaceful societies depend on citizens who:

◆ **Understand their rights and responsibilities**

◆ **Build bridges across differences**

◆ **Monitor what is happening around them and keep track of what local authorities are doing**

◆ **Participate in decision-making**

◆ **Have the courage to act**

◆ **Challenge injustice without violence**

◆ **Influence local policies**

Political agency helps people see themselves not only as observers but as active contributors to democratic life and peaceful coexistence.



Example of Political Action:

Warsaw Citizens' Climate Panel (Poland)

In 2020, the City of Warsaw organised a Citizens' Climate Panel in which randomly selected residents met over several weekends to learn about climate issues, deliberate, and propose recommendations for the city. This is a clear example of political action as everyday agency because participants influenced public policy, took part in structured democratic decision-making, and held institutions accountable through transparent recommendations. The impact was systemic: the city committed to implementing the panel's proposals, strengthening democratic legitimacy and public trust.

The idea for the Warsaw Citizens' Climate Panel emerged from a broader European movement to strengthen active citizenship and deliberative democracy.

(Source: City of Warsaw – Panel Obywatelski ds. Klimatu (2020), official information page)

III. CIVIC ENGAGEMENT VS. POLITICAL ACTION - PRACTICAL EXAMPLES AND TIPS



Although civic engagement and political action are closely connected, they highlight two different dimensions of everyday agency. Civic engagement focuses more on how people strengthen their communities through cooperation, dialogue, and shared problem-solving. It is rooted in relationships, local needs, and the daily practices that build trust and social cohesion. Political action, on the other hand, refers to the everyday ways people influence public decisions, policies, and institutions. It includes staying informed, participating in consultations and panels, speaking up about issues, and holding decision-makers accountable. However, some activities may sometimes overlap.

When a citizen wants to improve something in their neighbourhood, they can act in different ways. Some actions fall under civic engagement, while others are considered political action. The difference is not about the topic, but about how the citizen chooses to act.

Civic engagement: community-driven, collaborative, everyday actions.

These actions focus on strengthening the community, building relationships, and solving problems together.



Organising a neighbourhood dialogue to review local needs



Starting a community clean-up or greening project



Creating a local volunteer group



Running an intergenerational dialogue circle to understand different perspectives



Collaborating with schools, libraries, or NGOs



Raising awareness about an issue through conversations or workshops

These actions build social capital, trust, and shared responsibility.

Political action: influencing decisions, policies, or public authorities
These actions aim to shape rules, decisions, or public priorities.

- | | | |
|--|--|---|
| ◆ Submitting a petition to the local council | ◆ Attending public hearings or consultations | ◆ Contacting elected representatives to request a change |
| ◆ Organising a public panel on a neighbourhood issue | ◆ Advocating for a policy change (e.g., safer crossings, new playground rules) | ◆ Participating in a peaceful protest if authorities ignore community needs |

These actions aim to influence institutions, not just community behaviour.

One issue - two pathways

If you want safer streets in your neighbourhood:



Civic engagement:

Organise a community walk to map dangerous spots and discuss solutions.



Political action:

Present the findings to the city council and request a formal safety plan.

Both are valid. Both matter. They simply operate on different levels of influence.

IV. EXERCISES



1. INDIVIDUAL EXERCISE: THE HOPE LENS

Purpose:

Strengthen the ability to notice possibilities and resources for my peacebuilding work.

Materials needed:

space for notes (paper, notebook, pen, laptop)

Instructions:

At the end of the day, reflect or write down:

- ♦ What gave me hope today?
- ♦ Who inspired me or supported me?
- ♦ How can I integrate “hope” into my peacebuilding education? Do I see places to integrate this topic within community activities?
- ♦ What (even) small action did I take that moved something forward?
- ♦ What is one hopeful step I can take tomorrow?

This exercise helps shift attention from obstacles to possibilities without denying reality. Also, to reflect on how to share “hope-based activism” in places where it can help.

2. GROUP EXERCISE: IDENTIFYING KEY CIVIC ENGAGEMENT THEMES AND PROPOSING SOME ACTIONS FOR THEM

Purpose:

The goal of this activity is to identify key themes of civic engagement and co-create small, realistic actions that participants can take within their communities.

Materials needed:

Flipchart/table, something to take notes with by participants

Instructions:

In groups of 3–4, participants discuss: “What is civic engagement, and how does it show up in everyday life? What are the topics connected with it?”

After a few minutes, ask the groups to sharecall out their ideas.

One person writes on a flipchart titled: “Key Civic Engagement Themes”

Typical themes that may appear (we can add them if needed):

- ◆ **Community care & mutual support**
- ◆ **Volunteering**
- ◆ **Participatory decision-making**
- ◆ **Environmental responsibility**
- ◆ **Digital citizenship**
- ◆ **Youth voice**

- ◆ **Participation**
- ◆ **Human rights & inclusion**
- ◆ **Local problem-solving**
- ◆ **Dialogue & bridge-building**
- ◆ **Media literacy**
- ◆ **Countering misinformation**

Each group selects one theme from the flipchart that they want to work with.
Then work on: “What small actions or micro-strategies could strengthen this theme?”
Write down the answers. It can be really small steps like “talking to X about the topic”,
“organising a small dialogue session in the community”.
Whole group reflection.

V. REFLECTION QUESTIONS AFTER COMPLETING THE MODULE



- 1 What new insight have you gained about your role in your community? Personally, and as an educator?
- 2 Which form of civic engagement feels most meaningful to you now, and why?
- 3 What is one concrete action you want to take in the next month?
- 4 How has your understanding of political action changed?
- 5 What everyday political behaviour feels most relevant to your life now?
- 6 What is one concrete step you want to take to strengthen your political agency?
- 7 How can I implement the knowledge in my work with my groups or community?

You can also come back to “Reflection questions to start withfor a start” and your answers. Take a while for some insights.

V. SELECTED TOPICS FOR FURTHER EXPLORATION FOR “ACTION FOR PEACE”



- | | | |
|-------------------|-----------------------|---------------------------|
| ◆ AI | ◆ Human rights | ◆ Public Consultations |
| ◆ Climate change | ◆ Long-life Education | ◆ Unemployment |
| ◆ Discrimination | ◆ Migrations | ◆ Violence prevention |
| ◆ Disinformation | ◆ Participation | ◆ Volunteering |
| ◆ Gender Equality | ◆ Polarization | ◆ Voting/Electoral rights |
| ◆ Hope activism | | |



V. SELECTED TOPICS FOR FURTHER EXPLORATION FOR “ACTION FOR PEACE”



Using our established training program structure, you can develop additional topics that support both your own learning and the facilitation of workshops for others.

During the workshops you deliver, it is valuable to encourage participants to leave with a commitment to take even a small action for peace.

We invite you to regularly visit the websites and social media of governments, local authorities and different organisations.

Recommended reading:

Books:

Arendt, Hannah. The Human Condition. University of Chicago Press, 1958.

Freire, Paulo. Pedagogy of the Oppressed. Continuum, 1970.

Smith, Graham. Democratic Innovations: Designing Institutions for Citizen Participation. Cambridge University Press, 2009.

Youngs, Richard. Civic Activism Unleashed: New Hope or False Dawn for Democracy? Oxford University Press, 2019.

Website:

[Democracy and our values - European Commission](#)

SOME TIPS FOR YOU:

HOW TO PREPARE AND
FACILITATE A PRACTICAL
DIALOGUE SESSION
ON A CHOSEN TOPIC.



We invite and encourage you to organise and conduct your own **dialogue meetings** on meaningful and timely topics, such as civic engagement, peacebuilding, resilience, or human rights. You can choose any issue that is important in your community or for your learners/students. Such conversations create space for people to explore important topics together, deepen their understanding, and connect across different perspectives. They also strengthen the courage to speak up in a safe and respectful environment, while nurturing curiosity about how others think, feel, and experience the world. By hosting such meetings, you help build communities that are more aware, empathetic, and engaged - one conversation at a time. This is also an action for peacebuilding!

PROPOSED SCENARIO:

1 Before the meeting

Good preparation creates the foundation for a meaningful conversation.

- **Find participants** - identify people interested in the chosen topic and choose a suitable date and location. A recommended group size is 5–20 participants.
- **Invite** participants and collect confirmations.
- **Secure the venue** - ensure that the space allows for a circle or similar seating arrangement that supports equality and openness.
- **Prepare materials** such as a flipchart, whiteboard, or markers if needed.
- **Arrange refreshments** if possible - provide water or inform participants if they should bring their own beverages.
- **Plan** the duration and consider whether breaks will be necessary.
- **Prepare guiding questions:** write down opening, deepening, and closing questions. You may also create a “dialogue card/prompt”* to support your facilitation.

SOME TIPS FOR YOU:

HOW TO PREPARE AND FACILITATE A PRACTICAL DIALOGUE SESSION ON A CHOSEN TOPIC.



2 On the day of the meeting

Create a welcoming atmosphere that encourages curiosity, listening, and mutual respect.

- **Arrive early** to check the room setup, materials, and overall comfort.
- **Begin** the session following a simple structure:
 - Welcome everyone.
 - Explain the purpose: “We are here to explore and better understand this topic together.”
 - Co-create and write down Dialogue Rules, such as:
 - speaking authentically while caring for others,
 - active listening,
 - maintaining a supportive atmosphere,
 - respecting each other,
 - suspending judgement,
 - noticing emotions without projecting them onto others
 - Ask participants to acknowledge the rules.
 - State the planned timing and any breaks (most often 90-100 min)
 - Check-in - invite each participant to briefly introduce themselves and share their expectations or first insights.
 - Start with a grounding question, e.g. “What does this topic mean to you?”
 - Encourage participants to share experiences. Allow the dialogue to flow naturally.
 - Summarise key insights or conclusions.
 - Check-out - invite everyone to share a final thought in a closing circle.

3 After the meeting

Keep the momentum alive.

- **Stay in touch with participants.**
- **Encourage continuation** - invite them to join or organise future meetings.

You can also prepare your own scenario and propose additional rules or activities.

SOME TIPS FOR YOU:

HOW TO PREPARE AND FACILITATE A PRACTICAL DIALOGUE SESSION ON A CHOSEN TOPIC.



IMPORTANT:

The facilitator guides the meeting and encourages participants to share their thoughts. Their role is to make sure every voice has the chance to be heard - but never to pressure anyone to speak. A good facilitator also helps the group uphold the Dialogue Rules and ensures that the conversation remains respectful, inclusive, and grounded in mutual curiosity. They take care of the process, not the content. And when the meeting needs a gentle spark, the facilitator may offer a reflection or question of their own - always with awareness, humility, and a commitment to neutrality.

And some short TIPS for Facilitators:

handling difficult emotions that can occur during the session:

- 1 **Name the emotion** - "I notice there's some tension in the room."
- 2 **Slow the pace** - take a brief pause, breathe, let the group settle.
- 3 **Normalise reactions** - "Strong topics bring strong feelings. That's okay."
- 4 **Offer choice (or help)** - "Would you prefer a short break or to continue with a check-in?"
- 5 **Contain, don't fix** - hold space, keep boundaries, return gently to the process.

One-sentence version:

Acknowledge the emotion, slow down, normalise it, give participants agency, and guide the group back to structure.

EXAMPLE OF “DIALOGUE CARD/PROMPT” THAT CAN HELP TO FACILITATE THE DIALOGUE MEETING:

INSPIRATION FOR YOUR DIALOGUE SESSION



TOPIC X:

Opening statement

“Today our topic is X. Let’s begin with a simple question: What comes to your mind when you hear X?”

Opening questions (Warm-up),

use 1–2 to help participants enter the topic.

Examples:

- What associations do you have with X?
- What experiences (personal or observed) connect you to this topic?
- What emotions show up for you when you think about X?
- Why do you think this topic matters in our communities?

Core Dialogue questions,

choose 2–4 depending on the group and time.

Examples:

- How does X show up in your daily life, work, or community?
- What challenges or tensions can arise around X?
- What values or principles are important when we deal with X?
- What helps people navigate X constructively?
- What examples of good practice or positive experiences related to X have you seen?

EXAMPLE OF “DIALOGUE CARD/PROMPT” THAT CAN HELP TO FACILITATE THE DIALOGUE MEETING:

INSPIRATION FOR YOUR DIALOGUE SESSION



Deepening / Reflective questions,
use when the group is ready to go deeper.

Examples:

- What perspectives on X are often missing or unheard?
- What assumptions do people commonly make about X?
- How might different groups experience X differently?
- What would a meaningful change around X look like?

Closing questions
to help participants integrate insights.

Examples:

- What is one insight you've gained from this conversation?
- What is one small action you could take related to X?
- What do you want to explore further after today?

Facilitator support: Short description of the topic

Prepare for yourself a short definition/framing: a brief, neutral explanation of what X is. 1–2 sentences describing the concept, why it matters for communities, relationships, or peacebuilding, and any clarifications needed to avoid misunderstandings. It can help you during the meeting.

Author of the concept:

Iwona Kozieja-Grabowska (Fundacja Wspierania Dialogu “Rozmawiajmy”)



THANK YOU FOR JOINING OUR TEACH PEACE TRAINING PROGRAMME!

We hope you have found the
materials helpful.

Now may be the perfect
moment to begin shaping
your own peace-focused
actions and dialogue
initiatives.

We're keeping our fingers
crossed for you.

Teach Peace Project Team

Authors of texts:

Iwona Kozieja-Grabowska, Zbigniew Grabowski
(Fundacja Wspierania Dialogu "Rozmawiajmy")

Authors of the Program:

Teach Peace Project Team