



DIALOGUE FOR PEACE

FACILITATOR MANUAL



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DIALOGUE FOR PEACE

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Overview

This manual frames the learning process for a Dialogue for Peace Facilitator and supports the content of the [Guide for Dialogue Ambassadors](#) for skills, tools, and activities for facilitating a dialogue process. It also helps to develop capacities related to dialogue facilitation and design of dialogue process in different settings.

It provides a process for competency development and to achieve accreditation by WOSM-KAICIID, in line with the Dialogue Facilitator level. The manual outlines the accreditation process and expectations WOSM has from any adult leader supporting dialogue facilitation efforts, so it can be self-started and appropriately supported.

If we imagine any dialogue process as a journey, the Dialogue Facilitator becomes the guide. No one can walk the path for another person, but the guide can make the journey meaningful and enjoyable, despite the challenges and rocky areas along the way.



The Dialogue for Peace Facilitator

"The role of the facilitator is to ensure that participants, in a safe space and through dialogue, engage on a journey and have the opportunity to explore and reflect on many different topics and how those explorations may or may not have had a personal effect on their own life journey."

ROLE OF A DIALOGUE FACILITATOR

Dialogue Facilitators have a specific role to support a process, individuals, and a group. They work hard to provide a safe environment for all the participants involved, allowing them to take the lead and own the dialogue process, through mastering the art of active listening and soliciting information, asking open enquiry questions rather than directive or advocative ones. They stand the same distance from everyone and guide the group without taking control.

A Dialogue Facilitator makes the dialogue process easy in terms of creating and maintaining a safe space and appropriate dialogue dynamics. The role of Dialogue Facilitator is to design and guide dialogue processes to help participants share their views and perceptions, question their prejudices and misperceptions, and share their feelings in a safe space, to build relationships, resolve conflicts, and/or generate awareness.

The word 'facilitate' means to make a process easy. In other words, the Dialogue Facilitator supports the planning and supports the individuals in a group through a dialogue process to ensure that the purpose and the objectives of those involved are effectively met (effectively here means timeliness, inclusive participation, and full ownership by the group).

Expectations of the role

The Dialogue Facilitator needs to be experienced and skilled in facilitation, dialogue, and conflict management and have a deep respect for the delicacy of such processes. If the process is not conducted well, what was meant to be a dialogue to connect and resolve the problem may have the opposite impact and escalate the tension into increased polarisation, which may lead to destructive conflict.

Dialogue Facilitators are impartial during the entire process. As everyone has their own interests, perspectives, and experiences, successful Dialogue Facilitators are aware of their reality and develop skills in neutralising their own biases, avoiding personal interference during the process.

The person, group, or organisation calling people to a dialogue has overall responsibility for planning and conducting the process. How the process evolves, however, is a common responsibility of the group.

A dialogue will unfold in the most rewarding way when one or several people take the role of Dialogue Facilitator. The purpose is to conduct and lead the process and to offer space for the participants to ease into the dialogue as it unfolds.

Each Dialogue Facilitator is different but shares a common understanding of the importance of dialogue and how to ensure it is guided appropriately, deepens understanding, and maintains a safe space throughout.

A Dialogue Facilitator does not act as the leader in the room, dominate the conversation by talking the most, or give opinion as fact.

Becoming A Dialogue for Peace Facilitator

ADULTS IN SCOUTING

Dialogue Facilitators you are volunteers in Scouting and will be supported accordingly, following the Adults in Scouting life cycle. As a Dialogue Facilitator, this inherently applies to you and the learning process aims to underpin all the areas of this life cycle.

The volunteer life cycle highlights the aspects of the management of volunteers in the Movement and includes recruiting the volunteers we need, supporting them in their performance and development, and assisting them in making decisions for their future. The accreditations process applies these principles through the development process of future Dialogue Facilitators.

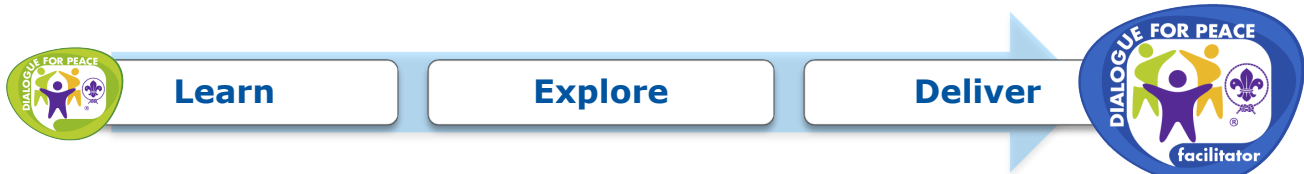
When referring to volunteers in Scouting, and Dialogue Facilitators, we have in mind those who:

- Design, develop, facilitate, or deliver programmes.
- Work directly with adults in management, leadership, training, and support roles and functions.
- Establish and operate organisational structures, delivering the necessary logistical, financial, and administrative support.

LEARNING JOURNEY

Being a Dialogue Facilitator focuses on the development of self, with a specific set of actions and skills related to peace education and dialogue facilitation.

All adults use the same learning journey and will be supported through this process by an accredited dialogue coach or mentor and can seek further support from the Dialogue for Peace regional team.



LEARN

What are the learning processes for you?

- Actively participate in educational methodologies to discover new skills and competencies related to dialogue.
- Explore and understand different topics related to the culture of peace and peace education, conflict resolution, tools for dialogue, and the 10 principles of dialogue.
- Understand ways to create safe spaces for discussion for knowledge sharing and WOSM principles of Safe From Harm.
- Explore the community and surroundings of the people you will support, to identify issues present in their local community and relevant to the dialogue process.

The learning process works when you are proactive in:

- Participating in the required Dialogue Training WOSM-KAICIID

- Seeking information about Dialogue for Peace with your NSO.
- Participating in capacity development experiences.
- Continuously learning about principles, knowledge, and skills that can help you practise dialogue whenever you can.
- Participating in games, interactive activities, and dialogue experiences.
- Participating in local, regional, national, or international dialogue activities.
- Supporting dialogue processes among family and friends, in school, at work or in any other context you interact in.

EXPLORE

What are the learning processes for you?

- Explore and understand how to use different dialogue skills and resources in everyday settings.
- Take ownership of your personal development to become a Dialogue Facilitator.
- Explore events and activities within the community and local Scouting to identify ways to develop.

The learning process works when you are proactive in:

- Exploring new learning and dialogue opportunities.
- Identifying links between local, national, and international issues.
- Analysing how dialogue can be helpful and an essential tool in daily life to prevent conflicts, avoid misperceptions, and become aware of biases.
- Regularly connecting with yourself through inner dialogue and the influence of your perceptions and sharing of life experience.
- Participating in shadowing, team meetings, training opportunities, and personal development.
- Joining and supporting dialogue in sessions, presentations, and events with an emphasis on dialogue in daily life.
- Supporting the delivery of dialogue activities, training courses, or workshops locally, regionally, and nationally.
- Engaging in regular dialogue processes among family and friends, in school, at work, or in any other context that you interact in.

DELIVER

What are the learning processes for you?

- Identify opportunities to provide Dialogue for Peace education.
- Implement appropriate tools and dialogue skills in training contexts.
- Be able to identify the needs and challenges in the local community and enable others to create sustainable solutions.

The learning process works when you are proactive in:

- Organising dialogue circles relevant addressing issues relevant to the local community.
- Supporting a dialogue process between two parties in a community, and event, a capacity development, or other occasions.
- Supporting dialogue events, including preparing content and interactive exercises, addressing conflict situations, using dialogical methods, sharing knowledge, and debriefing.
- Encouraging reflection about how the 10 principles of dialogue can be applied in all areas of life.
- Using the Scout Method and non-formal education to create a fun learning environment, share life experiences, create a safe space, and lead dialogue online and face to face.

- Preparing experience-based activities that encourage critical thinking and explain the why of dialogue and its importance in ways to resolve conflict and misunderstanding.
- Ensuring active and sustained participation in dialogue, including competency development.

COMPETENCIES OF A DIALOGUE FACILITATOR

Throughout a personal development journey, you can develop competencies, and in this instance, those competencies regarding the practice and facilitation of dialogue. By competencies we mean you have knowledge, attitudes, and the skill to apply it. Competency-based training is focused on specific competencies or skills. It is also known as outcome-based learning/training or skills-based learning/training. Competence is the ability to display the knowledge, skills and attitudes required to perform a given task.¹

Focusing on competencies enables you to target certain development needs while utilising your strengths. As a Dialogue Facilitator, self-awareness and regular competency reflection are essential to the evolution of your role. You are encouraged to talk through this with your dialogue mentor or coach, or dialogue peers in your region or NSO.

The Dialogue Facilitator profile

An aspirant to become a dialogue facilitator has concluded the first part of the dialogue journey and completed the personal level of the dialogue recognition badge. The future dialogue facilitator has dedicated time to learn and understand the foundation of dialogue as a way of life. Also has committed on a personal level to integrate dialogue practices in daily routines and life.

The desire to become a Dialogue Facilitator comes from a personal realization and a sense of purpose towards bringing dialogue to other people and other communities in the mission to build a culture of peace. A dialogue facilitator demonstrates he or she:

- Able to identify the four dimensions of dialogue (intercultural, interreligious, interworld-view, intergenerational).
- Able to facilitate a dialogue between two or more individuals or parties.
- Know the difference between dialogue and other forms of communication (such as discussion, conference, debate, etc.).
- Able to connect with others and empower those who may still be disempowered and promote respect and full equality on all levels for reaching a common ground.
- Able to identify and connect with others who can help you in facilitating peace, justice, inclusion, and strong institutions in your community and country.

In addition, dialogue facilitators integrate the following competencies²:



¹ Scoutship, Competency based approach in training, WOSM 2020.

² Building Bridges, Guide for Dialogue Ambassadors, WOSM, 2018.

Active Listening Skills

Active listening is the most important skill a Dialogue Facilitator must have. A facilitator practises inquiry rather than advocacy. In other words, they are there to help the participants listen to each other and share – allowing their concerns to surface – listening not only to what is said but also to feelings, emotions, and values.

Competency indicators

- Able to practise and model active listening.
- Understand what is meant by perception and misperception.
- Able to listen beyond words and understand tone of voice and body language throughout the dialogue.
- Able to communicate effectively with a diverse audience.
- Able to connect with others and empower those who may still be disempowered and promote respect and full equality on all levels for reaching a common ground.
- Able to consciously hear not only the words that another person is saying but, more importantly, the complete message being communicated, through compassionate listening and empathy.

Self-awareness

As a Dialogue Facilitator, it is important not only to be aware of your own biases and perceptions but also of how you are perceived. The participants will see you as a person with a culture, an identity, and a religion. All of these become significant factors for the participants, regardless of how good you are at neutralising your own biases and identity background.

Competency indicators

- Able to keep and model open-mindedness.
- Able to neutralise your own biases and identity background.
- Able to remain impartial and non-judgmental.
- Able to display self-confidence and skills in a diverse setting.
- Able to practise and model empathy.
- Able to ask for feedback.
- Able to manage and deal with confrontation in a respectful way.
- Able to adapt and understand how to use your tone of voice and body language throughout the dialogue.
- Able to feel responsible for the environmental and social impacts for your dialogue output,
- Able to feel empathy and solidarity with those who are different from you in one or many aspects like: gender, sexual orientation, ethnicity, abilities; social, economic, political, or cultural background, nationality, etc.
- Able to connect with others and empower those who may still be disempowered and promote respect and full equality on all levels for reaching a common ground.
- Able to tune into your feelings, sense inner signals, and recognise how your feelings affect you and your performance.

Authenticity

As a Dialogue Facilitator, you need to be authentic, to 'walk the talk' and be natural about what you believe. That does not mean sharing your opinion on the subject matter, but rather believing in the process and the potential of the process.

Competency indicators

- Able to engage and empower others by being your authentic self.

- Able to model appropriate behaviours, skills, and attitudes.
- Able to act in accord with one's true self.
- Able to understand the authenticity of others and allow everyone to have different views, values, beliefs, and ideas.

Building relationships

A Dialogue Facilitator's ability to build relationships is about being able to identify and initiate trustful relationships and to develop and maintain them in a way that is of mutual benefit to both themselves and the other party.

Remember in dialogue, the relationship always comes first.

Competency indicators

- Able to establish trust and communicate respect.
- Able to manage participant interactions and group dynamics (including power dynamic, cultural sensitivity, etc.).
- Able to provide timely and valuable feedback.
- Understands and enables active inclusion.
- Able to share life experiences to create a great learning experience for participants.
- Able to build a good rapport with participants.
- Able to balance between the designed content and participants' responses.

Asking good questions

After listening, asking questions is the art that all facilitators need to master. A facilitator is someone who leads the group towards its objective without directing it and while ensuring that the group has full ownership, asks good questions that can help achieve its objectives.

Competency indicators

- Able to summarise and reframe the dialogue.
- Able to maintain or regain focus.
- Able to ask impartial, non-judgmental, and non-leading questions.
- Able to facilitate the discussion between parties about their perceptions.
- Able to motivate and empower others to demand and use educational opportunities in dialogue through participatory methods.

Holistic thinking

The Dialogue Facilitator is the facilitator for the whole group. A successful facilitator is holistic in their approach. They pay attention and listen to what is said. They are aware of participants' feelings and recognise the different dynamics in the group. They see the individual, the group, and the subgroups in their different dynamics.

Competency indicators

- Able to consider the big picture and the entire process of dialogue as a whole.
- Able to address the whole person.
- Able to remain present, using eye contact and body language during the dialogue.
- Able to read the room and recognise feelings and emotions.
- Able to prepare, navigate, and value contributions throughout the dialogue.
- Able to protect time and create space for reflection.
- Able to create and protect the safe space.
- Able to feel responsible for the environmental and social impacts for your dialogue output.

- Able to maintain a vision of a just and equal world.

A Dialogue Ambassador understands bringing the change to others is essential in building culture of peace, and a responsibility upon returning to their own country, NSO, and local community. Dialogue is a powerful tool that should be used, learned, and reinforced within all Scouting capacity.

Continuous practice and implementation enable Dialogue Facilitators to develop their skills and strengthen their capacities to become an accredited Dialogue Facilitator and member of the International Dialogue for Peace Team.

Dialogue for Peace Facilitator Accreditation

This accreditation framework was design jointly between WOSM and KAICIID to support young and adult leaders in their personal development as dialogue facilitator or dialogue trainers. Once adults complete the requirements for each level, both institutions recognize the person as being ready to assume the role and responsibilities of a Dialogue Facilitator on his or her own.

ACCREDITATION PROCESS

Becoming an accredited Dialogue Facilitator is voluntary, personal, and flexible. There are many areas for development and skills to build upon, from organisation skills and dialogue design to time management.

If you want to obtain the accreditation, we recommend starting the process right after attending the Dialogue Facilitators training and completing the accreditation process within the next 2 years. It is a personal path to be outlined with a dialogue mentor, a member of the international Dialogue for Peace Team in coordination with your regional office and your National Scout Organization.

These steps can be modified in agreement with your mentor, where necessary. Please use the learning process outlined and these criteria to talk through the journey of a Dialogue Facilitator accreditation. The journey outlined can receive support of mentors from other regions if there is still no mentoring system in place in your country or region.

Knowledge & Self-assessment

Your self-assessment is part of your ongoing journey and starts with the entry **and** exit questionnaire conducted when attending a dialogue training **course/workshop**. Following this, you should continue to reflect on your skills and competency development, **both** individually and with your mentor/NSO.

Journey to Become a Dialogue Facilitator

Learn

Reach out and get involved

Training

- ☐ Check accreditation criteria and collect evidence
- ☐ Self-assessment, with your mentor
- ☐ Talk to your NSO, dialogue regional team, or regional support staff about dialogue training opportunities and events.
- ☐ Attend a training event for Dialogue Ambassadors or Facilitators to learn the skills, tools, and processes.
- ☐ Complete the Safe from Harm training.
- ☐ Further research the topics by reading articles, guides, and manuals available. Seek and attend available online learning opportunities.

Explore

Shadowing and practise

Coaching

- ☐ Start seeing and using skills in practice.
- ☐ Shadow other Dialogue Facilitators or attend dialogue training events and practise your skills.
- ☐ Use dialogue skills in your everyday personal and professional life.
- ☐ Connect with an assigned mentor to map development opportunities.
- ☐ Develop your facilitation skills, collaborate with other Dialogue Facilitators (preferably in your region) with support and collaboration of your mentor.
- ☐ Consider what and how you can develop the necessary competencies.

Deliver

Facilitate

Design

- ☐ Facilitate two dialogue circles (face to face or online).
- ☐ Facilitate a dialogue process between two or more parties, or among different target groups (face to face or online), with support of your mentor in coordination with your regional support team.
- ☐ Design and deliver a dialogue awareness workshop (minimum 2.5 hours). During and event, face to face or online), with support of your mentor in coordination with your regional support team.

Request Accreditation

- ☐ Check accreditation criteria and collect evidence.
- ☐ Submit templates and supporting materials to NSO/WOSM Services (video, photos, testimonials).
- ☐ Write a short essay or record an 'interview' demonstrating your understanding of dialogue and your role as a Dialogue Facilitator.

CONGRATULATIONS ON COMPLETING YOUR JOURNEY AS A DIALOGUE FACILITATOR



Accreditation is given on recommendation by your dialogue mentor and requires final approval and assessment of a KAICIID and WOSM regional team. Each stage of the journey should be supported and coordinated in consultation with the regional dialogue team.

CONTINUOUS DEVELOPMENT

Dialogue facilitation is an ongoing learning process. It presents regular opportunities to apply skills and practice. It also offers opportunities to identify development areas and invest in ongoing learning.

Continuous development and sustainability

- ☐ Continue to evolve as a Dialogue Facilitator by reflecting on your journey and competencies and evaluating your journey.
- ☐ Continue to deliver dialogue.

RENEWAL

Same as with any skill and journey, the renewal of your Dialogue Facilitator accreditation is required every three years, where possible. This is in line with the adults in Scouting Life Cycle and continuous development principles.

Dialogue Facilitation in Practice

DIALOGUE AND SUSTAINABLE DEVELOPMENT GOALS

Scouts for SDGs mobilisation INSPIRES, ENABLES, and DELIVERS active global citizens and sustainable communities.



The Dialogue for Peace accreditation supports the goals and objectives of Scouts for SDGs mobilization and the thematic area of Peace and Community Engagement through the Better World Framework Initiatives and Challenges. Information regarding [Scouts for SDGs](#) and **UNESCO competencies and learning objectives for sustainable development** can be found within the links.

Understanding that the 17 SDGs are interdependent and interconnected, dialogue for peace actions are focusing its direct efforts in contributing to achieve **SDG4, SDG5, SDG10, SDG11, SDG16, and SDG17.**



Here you can find an adapted version of the UNESCO Learning objectives for Sustainable development as a reference for scouting contribution when promoting and bringing dialogue to people and local communities.

SDG4 – Quality of education

Cognitive

1. The learner understands the important role of education and lifelong learning opportunities for all (formal, non-formal, and informal learning) as main drivers of sustainable development, for improving people's lives and in achieving the SDGs.
2. The learner understands the important role of culture in achieving sustainability.
3. The learner understands that education can help create a more sustainable, equitable, and peaceful world.

Social-emotional

1. Through participatory methods, the learner motivates and empowers others to demand and use educational opportunities.
2. The learner recognises the intrinsic value of education and can analyse and identify their own learning needs in their personal development

Behaviour

1. The learner contributes to facilitating and implementing quality education for all, using Education for Sustainable Development (ESD) and related approaches at different levels.
2. The learner promotes the empowerment of young peoples
3. The learner uses all opportunities for their own education throughout their life and applies the acquired knowledge in everyday situations to promote sustainable development.

SDG 5 – Gender Equality

Cognitive

1. The learner understands the concept of gender, gender equality and gender discrimination and knows about different forms of gender discrimination and understands the current and historical causes of gender inequality.
2. The learner knows the opportunities and benefits provided by full gender equality and participation in public and private decision-making.
3. The learner understands the role of education, in empowering and ensuring the full participation of all genders.

Socio-emotional

1. The learner is able to recognize and question traditional perception of gender roles in a critical approach, while respecting cultural sensitivity.
2. The learner is able to identify the benefits of full empowerment of all genders.
3. The learner is able to connect with others who work to end gender discrimination and violence, empower those who may still be disempowered and promote respect on all levels.
4. The learner is able to reflect on their own gender identity and gender roles.
5. The learner is able to feel empathy and solidarity with those who differ from personal or community gender expectations and roles.

Behavioural

1. The learner is able to take the measure of their surroundings to empower themselves or others who are discriminated against because of their gender.
2. The learner is able to support others in developing empathy across genders and breaking down gender discrimination and violence.
3. The learner is able to observe and identify gender discrimination.
4. The learner is able to plan, implement, support, and evaluate strategies for gender equality.

SDG10 – Reduce inequalities

Cognitive

1. The learner understands that inequality is a major driver for societal problems and individual dissatisfaction.
2. The learner understands ethical principles concerning equality and is aware of psychological processes that foster discriminative behaviour and decision-making.

Social-emotional

1. The learner is able to raise awareness about inequalities.
2. The learner is aware of inequalities in their surroundings as well as in the wider world and is able to recognise the problematic consequences.
3. The learner maintains a vision of a just and equal world.

Behaviour

1. The learner is able to identify and analyse different types of causes and reasons for inequalities.
2. The learner is able to plan, implement and evaluate strategies to reduce inequalities.

SDG11 – Sustainable Cities

Cognitive

1. The learner understands basic physical, social, and psychological human needs and is able to identify how these needs are currently addressed in their own physical urban, peri-urban and rural settlements.
2. The learner understands the historical reasons for settlement patterns and while respecting cultural heritage, understands the need to find compromises to develop improved sustainable systems.
3. The learner understands the role of local decision-makers and participatory governance and the importance of representing a sustainable voice in planning and policy for their area.

Socio-emotional learning objectives

1. The learner is able to connect with and help community groups locally and online in developing a sustainable future vision of their community.
2. The learner is able to reflect on their region in the development of their own identity, understanding the roles that the natural, social, and technical environments have had in building their identity and culture.

Behavioural learning objectives

1. The learner is able to participate in and influence decision processes about their community.
2. The learner is able to co-create an inclusive, safe, resilient, and sustainable community.
3. The learner understands the importance of individuals and groups in upholding justice, inclusion and peace and supporting strong institutions in their country and globally.

SDG16 – Peace, justice, and strong intuitions

Cognitive

1. The learner understands the importance of individuals and groups in upholding justice, inclusion and peace and supporting strong institutions in their country and globally.
2. The learner understands the importance of individuals and groups in upholding justice, inclusion and peace and supporting strong institutions in their country and globally.

Social-emotional

1. The learner connects with others who can help them in facilitating peace, justice, and inclusion and build strong institutions in their country.
2. The learner reflects on their role in issues of peace, justice, inclusion, and strong institutions.

Behaviour

1. The learner collaborates with groups that are currently experiencing injustice and/or conflicts.
2. The learner becomes an agent of change in local decision-making, speaking up against injustice.
3. The learner contributes to conflict resolution at the local and national level.

SDG17 – Partnerships for the Goals

Cognitive learning objectives

1. The learner understands global issues, and the interconnectedness and interdependency of different countries and populations.
2. The learner understands the importance of global multi-stakeholder partnerships and the shared accountability for sustainable development.
3. The learner recognizes the importance of cooperation on and access knowledge sharing.

Socio-emotional learning objectives

1. The learner is able to raise awareness about the importance of partnerships for sustainable development.

2. The learner is able to work with others to promote partnerships for sustainable development
3. The learner is able to create a vision for a sustainable society.
4. The learner is able to experience a sense of belonging to a common humanity, sharing values and responsibilities, based on human rights.

Behavioural learning objectives

1. The learner is able to become a change agent to realize the SDGs and to take on their role as an active, critical, and global and sustainability citizen.
2. The learner is able to contribute to facilitating and implementing local, national, and global partnerships for sustainable development.
3. The learner is able to support development cooperation activities.

The Dialogue for Peace Toolbox

for Trainers

Either you are in the process to become a Dialogue Trainers, or you already got the accreditation, the skills to master skills and competencies to teach dialogue and develop these capacities in others dialogue can only be developed by practicing and getting yourself out to support your communities.

In line with the accreditation process, you should seek to engage in teaching and helping others to learn dialogue, and use your trainer skills to develop new engaging ways to help young people and adults to learn. These are a few tools in which you can actively promote and train on dialogue. As a Dialogue Trainer, you are equipped develop learning experiences and NSO, and in both personal and professional circumstances.

In either case, here are some basic tools to get you started in the journey and keep you active as a Dialogue Ambassador. Below you can find some methodologies, reference materials and templates.

Tools to increase your knowledge on Dialogue Facilitation

Building Bridges: Guide for Dialogue Ambassadors The knowledge manual with an extensive compilation of dialogue design and facilitation. (Access here)	Education for Sustainable development Goals – Learning objectives Helps understand the connection between dialogue and SDGs. (Access Here)
Scouts for SDGs Mobilization Get to know how dialogue supports WOSM efforts to contribute to the achievement of SDGs (Access Here)	Scouts for SDGs in the Community Get to know how dialogue and WOSM Peace and community engagement efforts in local communities (Access Here)

Tools to facilitate a dialogue

Dialogue Awareness Session A session model to introduce dialogue, the basic tools, skills, and topics to the public and community. (Access here)	Determine if the dialogue is appropriate right now Asses the feasibility of implementing a dialogue process (Access here)
Dialogue process A mode, tips and tricks and factors to consider in the design of a dialogue process. (Access here)	Conflict analysis Getting ready to design dialogue, tools to understand the conflict at hand. (Access here)
6 phase model of Dialogue A model to facilitate dialogue circle to promote discussion and mutual understanding (Access here)	Dialogue Circles Online Creates a space to address social and relational aspect of a conflict, facilitating a conversation with a common subject between two or more people. (Access here)
Useful questions for Dialogue Facilitation Compilation of questions to help you prepare for dialogue facilitation. (Access here)	Dealing with difficult situations Additional resources to deal with particularly difficult situation in dialogue (Access here)
Understanding unconscious bias (Access here)	

Tools for your journey

Accreditation Facilitators Form A session model to introduce dialogue, the basic tools, skills, and topics to the public and community. (Access here)	Activity Design Template Get creative and design your own facilitation activities (Access here)
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All the tools – [\(Access here\)](#)

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