



DIALOGUE FOR PEACE TRAINER MANUAL



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DIALOGUE FOR PEACE

TRAINER MANUAL



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Overview

This manual frames the steps to become a Dialogue for Peace Trainer and can be used in combination with the [Dialogue for Peace Facilitators manual](#) and the [Guide for Dialogue Ambassadors](#). It also helps to develop capacities related to coordinate and design learning experiences to focused on dialogue education for young people and adults.

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

An Adult can naturally evolve from being a Dialogue for Pace Facilitator; to becoming a Dialogue Trainer, supporting others to develop skills and acquire more knowledge about dialogue. Dialogue trainers are members of the Dialogue for Peace International Team and can support their communities, National Scout Organizations and Scout Regions to further incorporate dialogue as a peacebuilding practice.

The Dialogue for Peace Trainer

ROLE OF A DIALOGUE TRAINER

Trainers teach people skills and deliver a coherent learning process. A Dialogue Trainer is responsible for the end-to-end management of a dialogue training course or workshop as a lead or team member. The role of a trainer includes creating a safe environment for all the participants and fellow trainers and ensuring the quality in the delivery of contents, activities, and the learning experience as a whole.

Expectations of the role

An aspirant to become a dialogue trainer has completed the dialogue recognition badge on the personal level and has received the accreditation as a Dialogue for Peace Facilitator. The future dialogue trainer understands the foundation of dialogue, has mastered the skills to facilitate dialogue processes, utilises innovative adult development methods and techniques, and develops training opportunities¹.

The journey to becoming a dialogue trainer requires the aspirant trainer to support other people in **developing as a dialogical person**. In doing so, the future trainer will offer the dialogue facilitation experience in **helping others understand and experience the benefits of the dialogue process** and use the already acquired trainer skills in designing and delivering a **coherent learning process conducive to understanding dialogue as a tool for life**.

Simultaneously, the trainer aspirant continues strengthening and practising the dialogue principles in their life, promoting mutual understanding, and preventing the escalation of conflicts while constantly reflecting and overcoming personal biases.

A Dialogue Trainer provides participant-focused, developmental training for diverse audiences, practising adaptability whenever needed. The trainer is expected to understand the audience's needs, implementing training styles responding to the needs of the participants, maximising youth, and adult engagement.

A Dialogue Trainer creates safe learning conditions, demonstrating Safe from Harm and diversity & inclusion practices before and during training events and while mentoring other adults.

A Dialogue Trainer applies the fundamentals of Scouting when dealing with young and adult audiences in line with the Mission and Vision for Scouting, the same as pursuing the purpose of KAICIID to promote dialogue in all its dimensions.

Each Dialogue for Peace Trainer is different, but we share a common understanding of the importance of dialogue and peace education.

A Dialogue Trainer is present and not distracted, is not ill-informed or gives an opinion as fact, is organised, and creates a safe space.

¹ In line with the Adults in Scouting Competency Framework for Adult Trainers. WOSM, 2020

Becoming A Dialogue for Peace Trainer

ADULTS IN SCOUTING²

Dialogue Trainers are volunteers in Scouting and will be supported accordingly, following the Adults in the Scouting life cycle. As a Dialogue for Peace Trainer, 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 Trainers.

When referring to volunteers in Scouting, and Dialogue Trainers, we have in mind those who³:

- 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 for Peace Trainer aims to create the necessary learning environment for diverse audiences and different contexts. Trainers are also adaptable and understand the responsibility of continuous learning, personal development, and the development of others. Trainers focus efforts on empowering learners and beneficiaries, and mentors focus on enhancing people's capacities who seek their guidance.

All adults use the same learning journey and will be supported through this process by an accredited dialogue coach or mentor, in this case with a higher level of expertise and knowledge in dialogue teaching, and in collaboration with KAICIID or other institutions. The future trainers will also be supported and accompanied by the Dialogue for Peace regional team.



LEARN

What are the learning processes for you?

- Actively participate in educational experiences to discover new learning methodologies (face to face, online and blended learning), and develop your skills and competencies on how to use these methodologies for teaching dialogue and other related topics.

² World Adults in Scouting Policy. World Scouting. WOSM

³ Adults in Scouting Competency Framework for Adult Trainers. WOSM, 2020

- Explore and understand different topics related to the adults training, andragogy, culture of peace, peace education, tools for dialogue, and the 10 principles of dialogue.
- Explore your audience, their culture, their context, institutions they belong to and societies they come from to identify issues present in the local community or your learners.
- Consider experience-based activities that encourage critical thinking on why dialogue is important for this particular audience and on ways to provide them with the relevant tools and knowledge to incorporate dialogue, resolve conflict and misunderstanding.
- Understand ways to create safe spaces for discussion for knowledge sharing and WOSM principles of Safe From Harm.

The learning process works when you are proactive in:

- Participating in the required Dialogue Training of Trainers WOSM-KAICIID.
- Seeking information about Dialogue for Peace National and Regional teams and how it is incorporated in the country.
- Learning the advanced concepts, knowledge principles, and skills required for adult education, peace, and dialogue education.
- Participating in regular self-development opportunities, including knowledge and practice, during local, national, or international activities organized by WOSM, and other organizations with relevant knowledge.
- Supporting adult capacity development events in which dialogue is incorporated among family and friends, at school, at work, or in any other context in which you interact.

EXPLORE

What are the learning processes for you?

- Explore and understand how young people and adults learn, and how to train others in dialogue related topics.
- Explore how to implement dialogue skills in educational settings.
- Take ownership of your personal development to become a Dialogue Trainer.
- Review experience-based activities that encourage critical thinking on why dialogue is important and on ways to resolve conflict and misunderstanding.
- Identify ways to create a great learning experience for all participants.

The learning process works when you are proactive in:

- Exploring new learning opportunities on how to impart instruction about dialogue, peace and related topics.
- Research links between local, national, and international issues.
- Studying ways to teach dialogue as an essential tool for everyday life, personal, institutional and community development.
- Regularly practicing inner dialogue, assessing your biases and the influence of your perceptions, and sharing of life experience.
- Participating in shadowing, team meetings, training opportunities, and personal development
- Joining and supporting development of content where dialogue is integrated sessions, presentations, and events with emphasis on dialogue in daily life.
- Preparing dialogue activities, training sessions, or workshops locally, regionally, or nationally.
- Engaging in regular dialogue processes among family and friends, at school, at work, or in any other context in which you interact.

DELIVER

What are the learning processes for you?

- Identify opportunities and explore events within national and international Scouting to identify ways to develop.
- Implement and train others to use appropriate tools and dialogue skills in diverse 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:

- Using the Scout Method to create a fun learning environment, share life experiences, create a safe space, and lead dialogue online and face to face.
- Designing and delivering training experiences, including content preparation, logistics, needs assessment, interactive exercises, dialogical methods, knowledge sharing, and debriefing.
- Training young people and adults, as well as future Dialogue Ambassadors and Facilitators, through dialogue events.
- Preparing experience-based activities that encourage critical thinking and explain *the why* of dialogue, its importance to prevent misunderstandings and resolve conflicts, and a tool for peacebuilding.
- Supporting dialogue processes, workshops, and awareness sessions in events and local communities.
- Staying active as a trainer, mentor, and member of the regional team.
- Ensuring active and sustained participation in dialogue, including competency development.
- Becoming a mentor for other adults learning to facilitate or teach dialogue, helping to guide their learning process.

COMPETENCIES OF A DIALOGUE TRAINER

Competence is the ability to display the knowledge, skills and attitudes required to perform a given task⁴, in this case supporting dialogue education.

Focusing on competencies enables you to target certain development needs while utilising your strengths. As a Dialogue Trainer, 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, other adult leaders in your region or National Scout Organization (NSO) throughout your journey.

The Dialogue Trainer profile

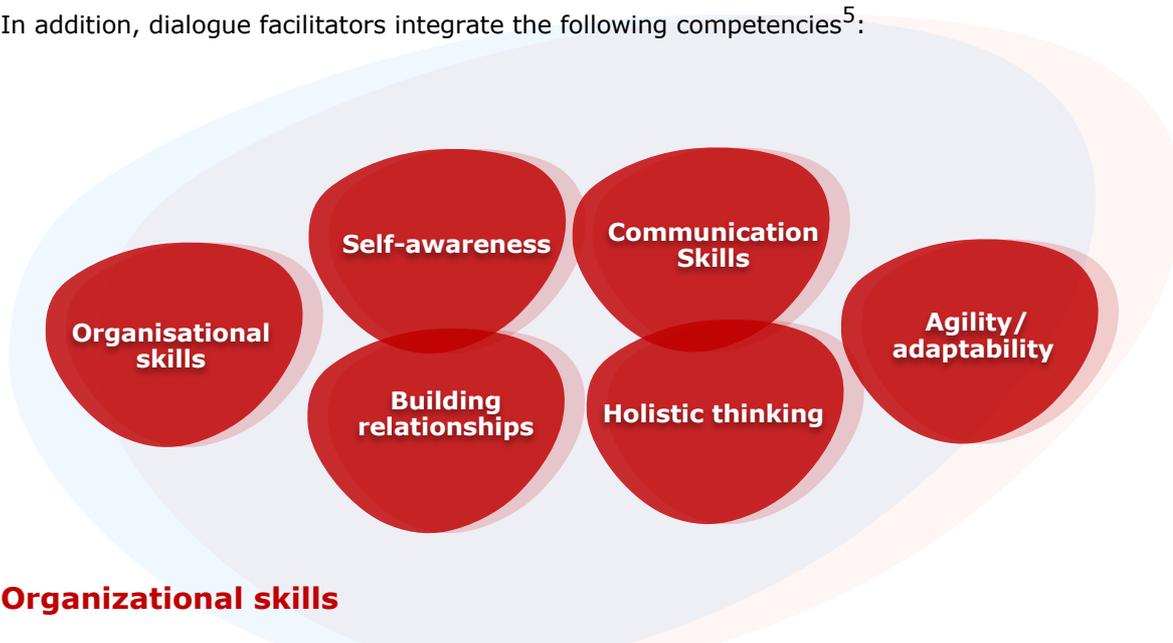
You create the conditions for and manage the group to ensure that the purpose, learning, and the objectives of the group are effectively met. As a Dialogue Trainer, you display a sincere enthusiasm for learning.

You are always learning new things while inspiring others to do the same. You have the skills required to be a continuous learner and motivate continuous learning.

⁴ Scoutship, Competency based approach in training, WOSM 2020.

- Have mastered all the competencies needed for the roles of Dialogue Ambassador and Dialogue Facilitator. (See Guide for Dialogue Ambassadors and Dialogue for Peace Facilitators)
- Able to develop capacity in others in dialogue skills and dialogue facilitation.
- Able to design, plan and manage learning experiences for others with a specific focus on dialogue.
- Able to identify and connect with others who can help in facilitating peace, justice, inclusion and strong institutions in their community and country.
- Model ALL the competencies listed below.

In addition, dialogue facilitators integrate the following competencies⁵:



Organizational skills

Organising all components of a dialogue training course/workshop is important and requires Dialogue Trainers not only to know how to organise content and materials but also the logistics setting ensure a smooth and engaging experience for all.

Competency indicators

- Able prepare programmes and agendas relevant to the participants' training needs.
- Able to manage a diverse team and prepare meetings.
- Able to manage multiple goals and priorities.
- Able to manage time.
- Able to manage logistical details relevant to the training and conditions for learning.
- Understand how good organisation creates a safe space for all involved.
- Able to prepare detailed agenda and programme materials in advance.
- Able to work with relevant stakeholders.
- Able to provide a relevant example to explain content, according to the context and the audience.
- Able to design different activities to train in the concepts.
- Able to document the training experience entailed in the learning of the main outcomes and the lessons learned.

⁵ Building Bridges, Guide for Dialogue Ambassadors, WOSM, 2018.

Self-awareness

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

Competency indicators

- Able to keep and model an open mind.
- Able to remain impartial and non-judgmental.
- Able to display self-confidence in diverse setting and in your own skills.
- Able to practise and model empathy.
- Able to ask and provide feedback.
- Able to manage and deal with confrontation.
- Able to adapt and understand how to use your tone of voice and body language throughout dialogue.
- Able to feel responsible for the environmental and social impacts for your dialogue output.
- Able to feel empathy and solidarity with those who differ from personal or community gender, social, economic, political, ethnical, national, ability, sexual orientation, etc.).
- Able to tune into your own feelings, sense inner signals, and recognise how your feelings affect you and your performance.
- Able to recognise the different types of audience and engage them from their needs.

Communication skills

Trainers must have good communication skills to be able to communicate complex concepts to adult learners and relay those concepts in a helpful and engaging way.

Competency indicators

- Understand the use of body language, tone, and pitch within training delivery.
- Able to maintain energy, give clear instructions, and keep to time.
- Able to communicate effectively with a diverse audience.
- Able to remain present and use eye contact and body language during the dialogue.
- Able to diversify communication styles and channels to meet the needs of participants, team members, and external stakeholders.
- Able to document the training experience entailed in the learning of the main outcomes and the lessons learned.

Agility/adaptability

An effective trainer is adaptable. They can tell when material isn't "clicking" with some learners, or they need to adapt their approach to learning styles. They are constantly finding new and engaging ways to relay the same concepts and aren't afraid to adopt new learning strategies or materials so that they're accessible and engaging.

Competency indicators

- Able to recognise the different types of participants and engage them.
- Able to balance between the designed content and the participants' response.
- Able to read and adapt to group dynamics.

- Able to effectively handle participants' questions and additional support.
- Able to effectively use different training tools.
- Able to design different activities to train in the concepts.
- Able to utilise tools to engage and motivate participants for active participation.
- Able to know when training is going off track and regain focus or reframe the dialogue.

Building relationships

A trainer's ability to build relationships is about being able to identify and initiate working 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 to participants.
- Able to understand and enable 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 the participants' response.

Holistic thinking

The trainer is responsible for the whole group. A successful trainer is someone who is holistic in their approach but understands the need to diversify based on the audience needs.

They pay attention and listen to what is said, are aware of feelings, and recognise the different dynamics among the participants. They see the individual, the group, and the subgroups in their different dynamics.

Competency indicators

- Able to think about the big picture and the entire process of dialogue as a whole.
- Able to address the whole person.
- 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 a safe space.
- Able to maintain a vision of a just and equal world.
- Able to feel responsible for the environmental and social impacts for your dialogue output.
- Able to provide experience-based activities that encourage critical thinking.

Dialogue For Peace Trainer Accreditation

This level in the accreditation framework is a continuation in the WOSM and KAICIID accreditation framework, 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 Trainer is voluntary, personal, and flexible. There are many areas for consideration, different way to develop the necessary skills and many skills to build on, from organisation skills and dialogue training design to time management.

Any young adult aged 18 years and older, who has developed the competencies of a Dialogue Facilitator first, can become a Dialogue for peace Trainer.

If you want to obtain the accreditation as a trainer, we recommend starting the process after attending the Dialogue Training for Trainers and completing the accreditation process within the next 2 years. It is a personal path to be outlined with a dialogue mentor, an accredited 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 indicated criteria to design a personal journey for your 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 Trainer

Learn

- Reach out and get involved**
- Be an accredited Dialogue Facilitator.
 - Self-assessment, with your mentor
 - Talk to your NSO, Regional Dialogue for Peace Team, or regional support staff about Training of Trainers opportunities.
- Training**
- Attend a Training of Trainers event and learn the skills, tools, and Dialogue Trainer processes.
 - Complete the Safe from Harm training.
 - Research the topics further by reading articles, guides, and manuals available. Seek and attend available online learning opportunities.

Prepare

- Team**
- Actively participate in the national/regional dialogue team and dialogue events.
 - Connect with other trainers and WOSM/KAICIID Regional support to develop your trainer skills and collaborate with the regional team.
 - Use dialogue skills in your everyday personal and professional life.
- Coaching**
- Connect with an assigned mentor to map development opportunities
 - Consider what and how you can continue to develop the necessary competencies.
- Mentoring**
- Mentor Dialogue Ambassadors and Facilitators.
 - Offer oversight and guidance to them, while being supported by and collaborating with your team and mentor

Enable

- Train**
- Support dialogue for peace at national and regional level (minimum of 8 hours).
 - Facilitate two dialogue circles (face to face or online)
 - Regularly contribute with dialogue processes to maintain your knowledge.
- Design**
- Deliver dialogue content in at least 2 events, presential or on-line (minimum of 16 hours). At least one of the events uses presential or blended.
 - Prepare and present a full summary report of the workshops.

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 Trainer.

CONGRATULATIONS ON COMPLETING YOUR JOURNEY AS A DIALOGUE TRAINER



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 Trainer by reflecting on your journey and competencies, and by evaluating your journey.
- Continue to deliver dialogue training

RENEWAL

Same as with any skill and journey, the renewal of your Dialogue Trainer 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 INSPIRE, ENABLE, and DELIVER 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 for 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 use 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.

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 Trainers Toolbox

for Trainers

Either you are in the process to become a Dialogue Trainer, or you already got the accreditation, the skills to master the art of dialogue a mutual understanding is only developed by practicing and bringing it to others.

In line with the accreditation process, you should seek to facilitate dialogue processes to further develop and apply dialogue within your locality. These are a few ways in which you can actively promote and facilitate dialogue. As a Dialogue Facilitator, you are equipped to lead dialogue within your local community 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 how to develop dialogue capacities in others.

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

Tools for dialogue training

<p>Being a dialogue mentor What is a mentor and tips on how to become one (Access here)</p>	<p>Dialogue for Peace Training Complete agenda for a training (Access here)</p>
<p>Training for dialogue trainers 36 hour training designed for trainers (Access here)</p>	<p>Workshops Find different workshops and training courses to expand your Dialogue for Peace knowledge (Access here)</p>
<p>Assessment for training Rapid assessment for your training methodology (Access here)</p>	<p>Survey on dialogue impact Measure the impact dialogue is having (Access here)</p>

Tools for your journey

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

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Creating a Better World



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