
Summative Report

of the Forum for Mediators and Facilitators
“Enhancing Development of the Dialogue Culture in Ukraine”
December 9-10, 2015

and

International Conference
“National Dialogue in Ukraine: Review of Efforts and
Prospects for Enhancing Country’s Stability and Promoting
Reforms”
December 11, 2015

Under general editorship of D.V. Protsenko

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INTRODUCTION

The Forum for Mediators and Facilitators “Enhancing Development of the Dialogue Culture in Ukraine” was held on December 9-10, 2015 under the project “Support to National Dialogue for Reforms, Justice and Development” implemented by the OSCE Project Co-ordinator in response to the Presidential Administration of Ukraine and in cooperation with the National Association of Mediators of Ukraine, and with financial support from the Government of Finland.

The main objective of the event was to promote consolidation of the mediator and facilitator community, establish conditions for mutual exchange of the experience gained, special knowledge, and new competences, as well as to introduce the participants to new techniques and tools required to organize and conduct multilevel comprehensive, including political, dialogues.

During the forum, which gathered more than 55 participants, the work was arranged as follows: on the first day, the participants had a chance of meeting each other, observing such practices of facilitated discussions as “timeline wall” technique of participation (ToP) and “open space”, and taking part in the forum-theater on dialogues. These formats involved an overview of the issues related to the development of dialogue initiatives and challenges to dialogue formats in Ukraine; on the second day, the participants had a change of visiting pre-selected four-hour master classes held by Ukrainian and foreign experts, which were thematically grouped into 2 master classes in 3 parallel streams.

The main objective of the international conference on December 11, 2015, also held under the OSCE Project Co-ordinator in Ukraine project “Support to National Dialogue for Reforms, Justice and Development”, was to summarize the joint efforts by OSCE, government authorities of Ukraine, and civil society devoted to support the national dialogue in Ukraine in 2015, which had already become the framework for a number of joint dialogue-related events in the Donetsk and Luhansk Regions and in Kyiv to stimulate restoration and development of the territories adjacent to the Anti-Terrorist Operation (ATO) zone in the context of the ongoing national reforms.

The conference gathered more than 110 participants, including representatives of the central government, officials from the regions, members of parliament and local council deputies, representatives of diplomatic missions, non-governmental organizations, and lead experts on dialogue mediation and facilitations. The participants were offered a possibility of presenting their best practices and accomplishments in dialogue building, exchanging experience, evaluating the previous real dialogue efforts in Ukraine, studying the practice of conflict resolution in other countries, having a debate and searching for new progress avenues to boost the national dialogue in the future with the aim of promoting the development of the culture of dialogue between the key stakeholders.

The conference of December 11, 2015 was a logical follow-up to the conference of December 10, 2014 in Odesa on the dialogue in response to the crisis and was meant to become an annual recurrent event, a tool of conflict mitigation and prevention, and an important basis for the development of the dialogue culture in Ukraine.

Reservation: The event involved representatives of *dialogue mediator* and *facilitator* communities; these two assemblages of professionals do not completely coincide and do not absorb each other, but overlap to a considerable extent. The use of and differentiation between the terms in the sphere of practical *dialogue* moderation or *mediation in communities* are not unambiguous, established, or ultimately resolved; however, the issue has not been the object of

research or expert discussion; therefore, we would like to point out that hereinafter the terms “mediator” and “facilitator” will be used along with the term “dialogue moderator”, which covers both mediators and facilitators; none of the terms is preferred over the other; in this report they are used equivalently and interchangeably, unless specified otherwise.

2. Agenda of the Dialogue Mediator and Facilitator Forum “Promoting the Development of the Dialogue Culture in Ukraine”

Day 1
9 December 2015

11:00	Departure from Kyiv train station
11:00 – 12:30	Transfer: to the Forum venue
12:30 – 13:30	Check-in of participants Lunch
13:30 – 14:00	Opening: <ul style="list-style-type: none"> • Andrii Dziubenko National Programme Co-ordinator of the OSCE Project Co-ordinator in Ukraine • Diana Protsenko President of the National Association of Mediators of Ukraine
14:00 – 15:30	Session 1: “Dialogue formats in Ukraine: today’s challenges” Session for getting acquainted Format “Open space” <ul style="list-style-type: none"> • Svitlana Salamatova Vice-President ICA International
15:30 – 16:00	Coffee Break
16:00 – 19:00	Session 2: “Dialogue formats in Ukraine: today’s challenges” Discussion session Format “Open space” <ul style="list-style-type: none"> • Vladyslava Kanevska Vice-President of the National Association of Mediators of Ukraine
19:00 – 20:00	Dinner
20:00 – 22:00	Dialogue theatre

Day 2
10 December 2015

till 9:00	<i>Breakfast</i>		
9:00 – 10:30	<p>Master-class 1 Strategic design of the multilevel complex dialogue</p> <p><i>Steinar Bryn Part 1</i></p>	<p>Master-class 2 New approaches to neutrality of mediators and facilitators: mission possible</p> <p><i>Natalia Mirimanova Part 1</i></p>	<p>Master-class 3 Impact of the posttraumatic stress disorder and other psychological states on the dialogue process</p> <p><i>Ganna Stativka Part 1</i></p>
10:30 – 11:00	<i>Coffee Break Check-out of participants</i>		
11:00 – 13:00	<p>Strategic design of the multilevel complex dialogue</p> <p><i>Steinar Bryn Part 2</i></p>	<p>New approaches to neutrality of mediators and facilitators: mission possible</p> <p><i>Natalia Mirimanova Part 2</i></p>	<p>Impact of the posttraumatic stress disorder and other psychological states on the dialogue process</p> <p><i>Ganna Stativka Part 1</i></p>
13:00 – 14:00	<i>Lunch</i>		
14:00 – 15:30	<p>Master-class 4 How to involve officials to participate in dialogues</p> <p><i>David Newton Part 1</i></p>	<p>Master-class 5 How to evaluate the effectiveness of the dialogue</p> <p><i>Natalia Mirimanova Part 1</i></p>	<p>Master-class 6 Supervision techniques for facilitators/mediators</p> <p><i>Tetyana Konrad Part 1</i></p>
15:30 – 16:00	<i>Coffee Break</i>		
16:00 – 17:30	<p>How to involve officials to participate in dialogues</p> <p><i>David Newton Part 2</i></p>	<p>How to evaluate the effectiveness of the dialogue</p> <p><i>Natalia Mirimanova Part 2</i></p>	<p>Supervision techniques for facilitators/mediators</p> <p><i>Tetyana Konrad Part 1</i></p>
17:30 – 18:30	<i>Dinner</i>		
18:30 – 19:30	<i>Summing up</i>		
19:30	<i>Transfer: event venue - Kyiv</i>		

3. Agenda of the International Conference “National Dialog in Ukraine: Overview of Accomplishments and Prospects for Promoting Stability and Reforms”.

- 9:30 - 10:00 Registration of the participants
Welcome coffee-break
- 10:00 - 10:30 **Opening Speech**
Moderated by: Ambassador Vaidotas Verba, OSCE Project Co-ordinator in Ukraine
- **Dmytro Shymkiv**, Deputy Head of the Presidential Administration
 - **Ambassador Juha Virtanen**, Embassy of Finland to Ukraine
 - **Mr. Wolfgang Bindseil**, Deputy Head of Mission at the Embassy of the Federal Republic of Germany in Kyiv
- 10:30 - 12:00 **Panel 1. OSCE Project Co-ordinator Dialogue Efforts in Ukraine in 2015**
Moderated by:
- **Dziubebko Andrii**, National Programme Co-ordinator, OSCE Project Co-ordinator in Ukraine
 - **Kanevska Vladyslava**, Vice-President of the National Mediation Association
- Discussion participants:**
- **Gevko Andriy**, Deputy Minister, Ministry of Education and Science
 - **Lishik Olga**, Deputy Head, Luhansk State Oblast Administration
 - **Popova Tetyana**, Deputy Minister, Ministry of Information Policy of Ukraine
 - **Semenykhin Volodymyr**, Director of the Department of Entrepreneurship Development and Regulatory Policy, Ministry of Economic Development and Trade of Ukraine
 - **Šemeta Algirdas**, Business Ombudsmen Ukraine
- 12:00 – 12:30 Coffee-break
- 12:30 – 13:30 **Panel 2. Dialogue initiatives in Ukraine**
Moderated by: Protsenko Diana, President of the National Mediation Association
- **Hiemstra Jan Thomas**, UNDP Country Director to Ukraine
 - **Azarov Alex**, mediatEUr
 - **Horova Alyona**, Institute for Peace and Common Ground:
“*Dialogue. Experience of the IMiP and regional partners*”
 - **Ieligulashvili Maxim**, Ukrainian Helsinki Human Rights Union
 - **Plesner Carl**, Dialogue Facilitation Officer, OSCE Special Monitoring Mission to Ukraine
 - **Ryabiko Kateryna**, OSCE/ODIHR Project Co-ordinator, Ukraine Civil Society Project:
“*Strengthening dialogue on human dimension issues*”
 - **Starovoytova Angela**, Network of Dialogue Facilitators in Ukraine
 - **Stasevych Oleksiy**, Initiatives of Change
 - **Terescschenko Inna**, Odessa Regional Mediation Group
- 13:30 – 14:30 Lunch
- 14:30 – 16:00 **Panel 3. International Experience of Dialogue: Best Practices and Applicability for Ukraine**
- **Bryn Steinar**, Nansen Center for Peace and Dialogue:
“*The Growing Need for Dialogue. A European Perspective*”
 - **Mannai Dhamir**, Former Member of the Tunisian National Constituent Assembly
 - **Matveev Denis**, Head of CMI's Programme in Eastern Europe & Caucasus
 - **Medalinskas Alvydas**, Mykolas Romeris University, European Neighborhood Programme:
“*National Dialogue between a Government, local municipalities and civic society, as a*

	<p><i>way for democracy, in Western countries and Ukraine”</i></p> <ul style="list-style-type: none"> • Mirimanova Natalia, Specialist in Conflict Resolution, Adviser to a Number of International Organizations: <i>“How dialogue can be instrumental for the peace process agenda setting”</i> • Newton David, Independent Advisor on Peace Processes, Mediation and Peacebuilding <i>“Opportunities and challenges in dialogue processes”</i> • Tanase Anda, Director, PATRIR
16:00 – 16:30	Coffee-break
16:30 – 17:30	<p>Panel 4. Ukrainian Experience of Dialogue: Challenges and Opportunities</p> <p>Moderated by: Kanevska Vladyslava, Vice-President of the National Mediation Association</p> <ul style="list-style-type: none"> • Kislitsina Liliya, Kramatorsk City Council • Kurylo Vitalii, Honorable Rector of Luhansk National University • Khovta Andrii, Razumkov Centre • Protsenko Diana, President of the National Mediation Association • Semenykhin Volodymyr, Director of the Department of Entrepreneurship Development and Regulatory Policy, Ministry of Economic Development and Trade of Ukraine • Voroshkov Oleksandr, Kramatorsk SOS
17:30 – 18:00	Coffee-break
18:00 – 19:00	<p>Panel 5. Ways Forward, Needs for Dialogue in 2016 (Open microphone)</p> <p>Moderated by: Erlich Jeffrey, Senior Project Officer to OSCE Project Co-ordinator in Ukraine</p> <ul style="list-style-type: none"> • Ambassador Vaidotas Verba, OSCE Project Co-ordinator in Ukraine • Ivanov Petro, National Reforms Council • Kanevska Vladyslava, Vice-President of the National Mediation Association • Matveev Denis, CMI • Taylor Zachary, Regional Conflict Prevention Advisor UNDP Istanbul Regional Hub, Regional Bureau for Europe and the CIS <p>Concluding Remarks Summary</p>
19:00	Dinner

4. Timeline wall “Mapping of Dialogue Initiatives in Ukraine”

Discussion in the “timeline wall” ToP format,
facilitated by Svitlana Salamatova

In the specified format the participants were invited to think and remember their biggest accomplishments in the sphere of mediation and dialogues over the previous period, and place them on a common timeline “wall” with indication of the year. After collecting all the individual answers from the forum participants, they were invited to think what the dynamic development of the dialogue initiatives observed by the participants on the “wall” could be related to.

The explanations proposed referred to the dialogue development “waves” of the late 1990s, 2004, and 2014 related to political cycles (election processes and dissatisfaction of the population with the election results) and to the waves of interest and corresponding financial support from the international community to develop and boost the civil society in Ukraine.

In conclusion, the participants also discussed the trends of dialogue practice development in Ukraine and identified the following:

- Turbulence
- Rethinking
- Reloading
- Redistribution and competition among those who conduct dialogues
- Increased funding of the sphere
- Higher professional level of dialogue moderators
- Conciliation
- New convention, new social contract
- Consolidation of the society

Meta-level trend:

restoration of connections: “Me” – “society” – “state”.

Reservation: The participants noted that such an activity format is useful to understand the historical perspective by those present based on their own experience and perception, but its result cannot be considered scientific or expert due to unscientific representation and unscientific credibility.

5. Dialogue formats in Ukraine: Today's Challenges

Discussion in the open-space format,
facilitated by Vladyslava Kanevska

The format moderator, Vladyslava Kanevska, introduced the participants to the principles of the open-space format – a discussion technique pivoting around the central theme and based on the self-organization principle, namely:

1. What is happening is exactly what has to be happening.
2. Those present are exactly the people who have to be present: whoever comes – s/he is needed: participants are free to choose which session to join based on their interests and needs.
3. Whenever it starts – it is the right moment: inspiration does not work on schedule.
4. When the issue is exhausted – it is exhausted. The subject took 10 minutes to review? Excellent! Do not waste time and move on to the next subject or pursuit.

“The two-feet law”: if a participant at any point in time understands that in this discussion there is nothing for him/her to learn or share, s/he should rise and move to another group. The participants who often transfer from group to group are called “bumble-bees” or “butterflies”, since they seem to be “flying” from flower to flower.

During the first part of the format, the participants brought up about 40 questions related to dialogue moderation they would like to discuss, such as:

1. Shaping the dialogue culture (in the society).
2. How to make dialogue a family value.
3. Polysemy of the notion “dialogue” in the public space.
4. Shaping the conceptual unity as the basis for starting a dialogue.
5. Do different dialogue formats share the understanding of the dialogue?
6. Creative dialogue forms.
7. Dialogue as a method of solving the issues of small /territorial communities in Ukraine.
8. Successful examples of the social dialogue.
9. Restoration of trust as the basis for conciliation.
10. Which values should the dialogue bring to the community?
11. Is the dialogue needed if one of the parties intends to use it solely for the propaganda purposes?
12. Dialogue in the hot stage of a conflict.
13. Adhering to the dialogue format in conditions of participants' emotional involvement.
14. Undisciplined dialogue participants.
15. Attack on the dialogue facilitator.
16. How to arrange an interactive online dialogue.
17. How to answer all the demands for the dialogue (interest in dialogues far exceeds the possibilities of their conducting)?
18. Facilitator dependence on the composition of participants.
19. How to involve participants in the dialogue?
20. Involvement of uninterested participants in the dialogue.
21. “East-West + children” dialogues.
22. Re-socializing of the military.
23. What we as dialogue mediators and facilitators should do for the government authorities and local administrations to recognize the value of the dialogue and to pro-actively involve mediators/facilitators?

24. Social partnership and the Cabinet of Ministers of Ukraine.
25. How to turn the authorities into a dialogue participant?
26. Authorities vs Dialogue.
27. People are losing faith in changes.
28. The duration of dialogue initiatives that facilitates their quality.
29. How to combine the need for dialogue duration (depth) with the need for fast solutions/changes.
30. Consumer attitude to dialogues (desire for fast ready solutions, unwillingness to independently work them over).
31. Dialogue, what's next?
32. Dead-end in the dialogue process: what's next?
33. On the dialogue moderator.
34. Dialogue moderator ethics.
35. Dialogue facilitator's personal qualities: is there a "gentleman's set"?
36. Dialogue in the environment of dialogue moderators: values and standards.
37. No man is a prophet in his own land: how to mediate dialogue mediators/facilitators when they find it difficult to come to terms?

The above questions were categorized and 7 mini-groups were formed who then discussed the issues presented below.

5.1. Dialogue – a means towards conflict resolution. Shaping the conceptual unity as the basis for starting a dialogue.

The discussion participants started with defining the concepts. Before discussing the dialogue as of a process or a phenomenon, it is necessary to provide a definition: "what is a dialogue?" Dictionaries define it as a form of oral speech, conversation of two or several persons; linguistic communication by means of verbal exchange; talks, free exchange of opinions; simply speaking it is a process of human communication by means of which they can be heard and understood.

A dialogue may be in the form of a discussion, polemics, dispute, debate, contesting dialogue, etc. The form, and usually the result, of a dialogue depends on the goals set by its participants. They can vary: from "parading one's eloquence" to "finding a solution to a global issue".

The participants agreed that no dialogue is possible without a language equally comprehensible to the "interlocutors". All people are different. Each of the communication process parties has its own life experience, outlook, intellectual and emotional peculiarities, goals and objectives – and this causes conflicts and controversies. As a rule, communication after a conflict outbreak very much resembles a monologue, when participants exchange their accusations, claims, insults, and thoughts without any wish and possibility to hear and understand the other party. Transforming a monologue into a dialogue, while achieving a result satisfactory to the "parties" with a chance of retaining the relations and conflict-free cooperation in the future, is possible only upon reaching conceptual unity, i.e. the same understanding of goals, objectives, words, and vision of the future. The result of any dialogue will be more efficient if built not on thoughts, but on the fundamental regularities of shaping the social and economic systems.

Thus, the participants agreed that "a dialogue is a process of human communication through which they can be heard and understood".

The form of a dialogue depends on the goal, and the result – on shared understanding of objectives, words, and vision of the future.

5.2. Dialogue Moderator.

Another group of participants discussed what the dialogue moderator should be, which qualities, skills, and capabilities s/he should have. Specifically, the following list of the required characteristics or their correlation was identified:


- moderator “gene” – “dialogueness” gene,
- non-violent language, non-violent discourse,
- ability to work with a gap between “understanding/perception” and “reality”,
- ability to work with “personal” vs. “professional”,
- responsibility,
- honesty – feedback to the group on the process,
- honesty – responsibility,
- awareness,
- “live membrane”,
- personal qualities, professional from personal,
- self-control,
- quiet charisma,
- values and actions transposed to facilitator's life,
- ethical norms in life,
- sincerity, flexibility,
- professional,
- room for discussion,
- self-checking for congruence,
- self-development,
- supervision-intervision,
- practices of cultivating the required features/indicators in oneself/environment,
- professional ethics,
- competence in working with values/needs,
- dialogue in the environment of value dialogue moderators.

5.3. Trust and ... as the basis for involvement in the dialogue.

The questions of interest to the group covered involving participants in the dialogue/mediation (especially those who believe it does not concern them), issues of trust restoration, and re-socialization of the military.

Therefore, it was the military social group, on whose example the issues of trust and of involving participants in the dialogue were discussed. The participants arrived at an opinion that the outcomes of the discussion based on this group will be applicable to other social groups as well, because the issues faced by the military have a higher degree of tension than the issues dealt with by other social groups.

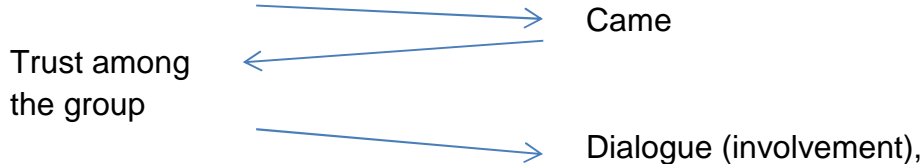
Specific discussion areas:

- Involvement  trust, i.e. involvement in the dialogue is impossible without rebuilding trust,

participants can be involved only if the process is trusted; however, trust itself can be rebuilt through genuine involvement of participants in the dialogue.

- Schematic process visualization:

Trust in the personality (of the moderator and/or participants)

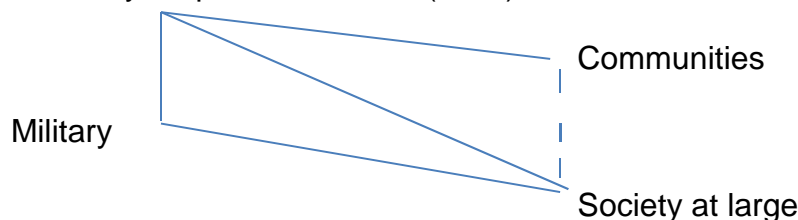


That is, conventionally speaking, “external” trust – in the process, in the moderator's personality, in the participants' personalities, in those who recommended participation, etc., due to which people will physically enter the dialogue space, however after this the group must build up internal trust as a prerequisite for real involvement of participants in the dialogue.

- Mediator's/Moderator's personality + participants' personalities = quality of the dialogue; i.e. for the dialogue to be of high quality, it is necessary that not only the moderator was an expert in his/her profession, but also other participants understood the value of the dialogue as a tool for resolving problematic issues.
- Popularization of the dialogue as a natural demand + “peer-to-peer”.
It means that the culture of dialogues should be promoted in the society; after all, communication is natural to people. Such promotion can be done through personal histories, which a certain part of the population (e.g., the military) would associate themselves with.
- If a person has traumatic experience (which is especially typical of the military), s/he needs, in the first place, to restore trust in himself/herself as a person, as well as trust in another person (acknowledge that s/he exists and has a right to his/her own views and values, etc.).

During the discussion, the participants identified general society groups between which we see a need for a dialogue:

Internally Displaced Persons (IDPs)



5.4. Dialogue Process: Challenges, Solutions.

One of the groups focused on the challenges during the dialogue and how they can be overcome. As a conclusion, the discussion participants suggested that facilitators should be attentive to such aspects as:

- distribution of co-facilitator roles,
- preliminarily prepared questions which bring back to the subject,
- appeal to the rules, self-control,
- focusing on the involvement of the group,

- not to apply ranks (all are equal),
- non-verbal displays of empathy (visual contact, water, napkins),
- facilitator's priority right to stop others,
- cognitive inclusion.

5.5. Dialogues what's next? Duration of Dialogue Initiatives.

The participants of this discussion began with the analysis of intercultural dialogues, e.g., between the Muslim (“new”) and Jewish (“old”) communities in Kremenchuk. The question faced by the participants and facilitators was “whose responsibility is it to continue and when to stop the dialogue”.

The group specifically noted that the following roles need to be separated: 1) organizer (his/her role may continue); 2) facilitator (the role is over when the event is over, and the responsibility is transferred to the participants for continued cooperation in the selected areas); 3) multiplicator.

The facilitator conducts a final meeting on processing the action plans and transfers responsibility to the dialogue participants.

Social dialogue (example: a dialogue in Odesa) – is a value-driven dialogue, and if the city, community has a need, it becomes system-based. In Odesa, e.g., it has been going on for over a year. The suggested topics and the participants differ, but there is a permanent forum, organizers, and facilitators.

The “authorities-community” communication, in the mini-group opinion, uses other techniques, which are not a dialogue, although “dialogue” is often referred to in this context, but it is a “quasi-dialogue”. Therefore, the group emphasized the need to understand the difference between a dialogue and other forms of interaction.

A dialogue is needed when a community is divided and the communication is broken. It is needed for further progress, to understand the tasks of each group represented in the dialogue, which recommendations the other group can provide, and mutual benefit for each other.

A dialogue is trust. No need to request of it more than it can provide. It is important to be able to present the dialogue psychological results. A dialogue is a forum for safe talking. This in itself can be of value for a city or a community. A dialogue as a means of talking about meaningful (or equivocal) city events. This very forum also shapes the dialogue culture.

5.6. How to Make a Dialogue between the Community and the Authorities Possible?

During discussions, the group concluded that it was important to recognize the difference between the stakeholders which can be invited to a dialogue or preparation processes, namely: it is important to clearly differentiate between 1) government institutions and 2) people in these institutes who, in their turn, as a minimum, can be divided into a) leaders, who can implement the political will, b) press-secretaries, who make public statements, and c) officials, who discharge their duties in line with the agency's powers.

To achieve a high-quality result, it is necessary to identify paths to shaping a dialogue culture. This issue has the following aspects:

- a. How to make representatives of government institutions interested:
 - i. Through analysis of their needs and demonstration of the benefits offered to them by potential results and method of their achieving;

- ii. Through the first experience of utilization after overcoming the first resistance;

In this case it is important that the number of internal agents, who are unafraid, and on the contrary – champion the use of dialogue practices, increased and reached the critical mass to impose internal “positive” pressure on the political decision makers.

Separately, it is necessary to find room in the dialogue processes for special stakeholders (e.g., National Agency of Ukraine on Civil Service, etc.).

b. How to teach representatives of government institutions to be efficient in the dialogue:

- i. efficient training without excessive resistance can be ensured through twinning programs, when experience of participation is shared on a “peer-to-peer” basis, including in dialogue practices, and of their efficiency for the administering of functions by government agencies;
- ii. teaching non-conflict, non-violent communication, and design of the dialogue process brings about the issue of the training quality, which is to be taken care of separately in the case of external NGOs, consulting companies, etc.;
- iii. it is possible to use the mechanism of professional development for state servants and implement special training courses and programs, having preliminarily ensured proper training of trainers and expert evaluation of the corresponding courses.

c. How to implement the dialogue (make the dialogue possible) for officials:

- i. it is important to analyze the current legislation and
 1. find a possibility in it for dialogues;
 2. find out which changes are necessary to facilitate the development of the dialogue culture and flexibility of state officials' participation without accusations of corruption;
- ii. develop, make appropriate changes, and follow up on this process with providing sufficient information to all the stakeholders, including through conducting of preliminarily prepared dialogues, which, based on the preliminary analysis, have a high positive result probability to build up trust in the effectiveness of the tool in general.

d. How to prepare the public for participation in the dialogue:

- i. Apparently, representatives of the public not always know their way in the process and do not have sufficient level of expertise in the matters discussed; therefore, it is necessary to continue awareness raising on the dialogue culture among civil activists and population at large and prepare them in dialogues, which, based on the preliminary analysis, have a high success probability, to build up trust in the effectiveness of the tool in general.
- ii. It is also necessary to promote creation of stable, permanent forums, groups, organizations, which will ensure maintenance and development of better dialogue practices and become the authorities' permanent partners in conducting dialogues if needed.

Also, the discussion participants noted that the movement towards the dialogue importantly must be in both directions, from “top down” on the issues of central government exclusive competence and from “bottom up”, i.e. from the lower level of government authorities and local governments on all other issues within their jurisdiction.

5.7. Dialogue as a Value-Based Approach in Community Development.

The mini-group participants who were discussing this issue touched upon the subject of values and community in the dialogue context.

The participants decided to represent the dialogue development phases in the spiral form (from bottom up counterclockwise):

“Stakeholder interest/pro-activeness in conflict solving -> dialogue participants begin listening to each other -> conscious understanding appears -> the process of finding common ground begins (values: equality, tolerance, voluntariness) -> beginning of hearing each other -> respect appears -> a feeling of care/support (pro-activity) appears -> conscious understanding appears (transformation occurs) -> responsibility for decision making/obligations appears (transformation of behavior relations) -> trust and empathy appears”.

This is a development outline of a dialogue which improves and transcends to higher levels of the communication culture.

6. Experts' Biographies

Steinar Bryn

A Ph.D. in American Studies from the University of Minnesota on the issues of the European-US dialogue (1993). He has been a student, teacher, researcher and principal at the Nansen Academy in Lillehammer, Norway. Since 1995 he has been continuously working to set up a dialogue in the regions of Europe which suffered from the largest conflict after WW II, i.e. in the Western Balkans. He founded the Nansen Dialogue Network, which comprises ten dialogue centers from Croatia to Macedonia. They have focused on restoring the atmosphere of trust, communication, and cooperation in the communities split by the war. Steinar was conferred many awards for his work and lectures, which he intensively delivers all over Europe and the US on the need of a dialogue in our political culture. He conducted hundreds of dialogue workshops lasting from 3 days to 3 months.

Vladyslava Kanevska

Mediator, facilitator, coach, trainer, consultant, civic activist. Vice President of the National Association of Mediators of Ukraine, coordinator of the Dialogue Facilitator Network; member of IAF and EMCC (European Mentoring and Coaching Council), member of the Mediator Council at the Kyiv Chamber of Trade and Commerce, mediator and consultant to the Ukrainian Mediation Center at the Kyiv Mohyla Business School, project leader and expert on projects of the European Union, Council of Europe, IFC, OSCE, UNICEF, USAID, Swiss Cooperation Office, etc. Accredited at CEDR, UK, and certified by IHK Academy and Munich Chamber of Commerce; trainer of the "Business Mediator" course (2014) and teacher at the Mediation School of the Academy of Advocacy of Ukraine. For more than 15 years she has been working in the sphere of conflict resolution, as well as development and implementation of consensus building techniques.

Tetyana Konrad

Psychologist, psychotherapist, EAPG supervisor. Dialog facilitator since 2013, dealing with conflicts since 1999. In her work she uses the "Restorative Circles" dialogue method and a non-violent communication approach. Currently facilitates dialogues at OSCE forums and moderates UN Development Program workshops.

Denys Matveev

CMI program advisor – Martti Ahtisaari Center for Eastern Europe, Caucasus, and Central Asia. As an international consultant, mediator, and teacher in the area of conflict transformation and dialogue, Denys has been actively working with governments, inter-governmental organizations and NGOs in Moldova/Transnistria, Ukraine, Armenia, Azerbaijan, and Nagorno-Karabakh, Georgia/Abkhazia, Sri-Lanka, Romania, and United Kingdom. He was involved in short-term projects targeting Afghanistan, Southern Sudan, Kyrgyzstan, and Burma. Denys has also been cooperating with PATRIR since 2005, including two terms on the PATRIR Board of Directors. Denys made a career in the business sector and headed a corporate strategy sector of a major Australian financial services company. Denys has a Master's degree in peace research and conflictology from the European Peace University (EPU) in Stadtschlaining, Austria and a Bachelor's degree in commerce from the University of Melbourne, Australia. He taught annual Master's courses at the University of Basel, Switzerland, and European Peace University in Austria, professional development courses at the Academy for Conflict Transformation in Bonn, Germany, and at the Development Training Center in Romania, and administered a personnel training and coaching on dialogue processes at the OSCE, UN, and UNDP.

Nataliya Mirimanova

Theoretician and practitioner of conflict resolution with over 20 years of experience of working in Russia, Central Asia, Moldova, Ukraine, Western Balkans, and Eastern Europe. Nataliya on many occasions was involved as a consultant for the UN, OSCE, European External Action Service, Internews, Aga Khan Fund, National Democratic Institute, Center for Humanitarian Dialogue, and other international, national, and regional organizations. She implemented numerous R&D projects, specifically political research with a special focus on the European Union role in building peace processes in the Eastern and Southern regions. Nataliya also co-authored documentaries about conflicts on Cyprus, in Bosnia, and Northern Ireland.

Nataliya has Ph.D. from the School for Conflict Analysis and Resolution, George Mason University, USA.

David Newton

Independent consultant for peace processes, mediation, and peace-building. He cooperates with international organizations, governmental and non-governmental organizations helping them to develop, maintain, and implement the most efficient processes for promotion of peace. For over 15 years of his professional career, he held executive positions and was an advisor for local and international NGOs, UN, EU, Governments of the UK and Switzerland, as well as in Africa, Asia, and former Soviet Union.

Diana Protsenko

Master's degree in law (School of Legal Sciences, National University of "Kyiv-Mohyla Academy" /NaUKMA/, 2005), Ph.D. student at the Department for Theory of State and Law, School of Legal Sciences, NaUKMA, subject of the thesis: "Theoretical and Legal Foundations of Implementing Electronic Democracy and e-Participation Tools to Enhance the Efficiency of Implementing Citizens' Right for Participation in State Governance" (Speciality 12.00.01). Senior lecturer, Department for International Law and Special Legal Sciences, School of Legal Sciences, National University of "Kyiv-Mohyla Academy" (NaUKMA). Courses taught: "Information Law", "Negotiations and Mediation", "Basic Skills of Dispute Resolution", "Basics of Law (for economists)". Diana is also a mediator (Center of Effective Dispute Resolution (CEDR), UK, accreditation), a trainer and author of courses on mediation, negotiations, non-conflict communication for small and medium businesses, including public utility and state enterprises, a permanent trainer of student teams for participation in the International Commercial Mediation Competition at the International Chamber of Commerce in Paris (France) and in the Consensual Dispute Resolution Competition in Vienna (Austria).

An expert, a member of working groups on development and review of bills aimed at regulating mediation-related activities (2012, 2015). Since 2015 she has been President of the National Association of Mediators of Ukraine. After the Maidan – the REVOLUTION OF DIGNITY – in Ukraine, she has been actively mediating for communities, facilitating public dialogues, including OSCE dialogues in the East of Ukraine.

Hanna Statyvka

Psychologist, trauma therapist. A member of the Ukrainian Association of Specialists for Overcoming of Psychological Traumatic Events (Psychological Crisis Service). Project Manager of the Association for Working with the Military (in conjunction with the Joint Staff and the Ministry of Defense of Ukraine). Graduated from the Psychological Faculty of Kyiv State University in 1993. Privately practicing psychological consulting and psychotherapy since 2005. Actively involved in volunteer activities since 2013, in the past year and a half working with the military at training facilities and in the ATO zone. Dialogue facilitator at OSCE and UNDP forums.

7.1. Master Class 1.

Strategic Design of the Multilevel Complex Dialogue: Lessons Learned from Organizing a Multilevel Complex Dialogue.

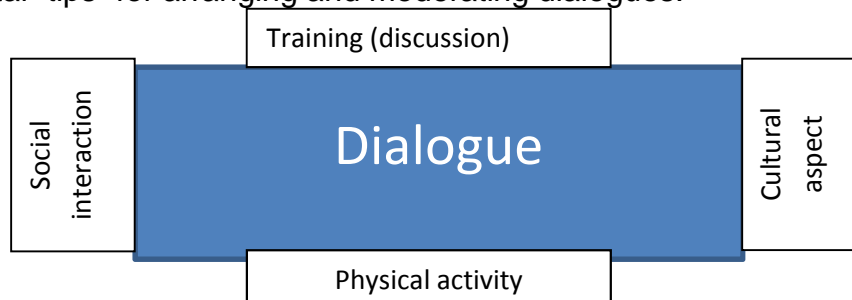
Steinar Bryn

The main slogan for the master class participants was “It’s not enough to be right”. Steinar Bryn, as an expert with many years of experience, in the first half of his master class spoke on 12 dialogue lessons he learned from his own experience, namely:

1. The dialogue does not offer a magical solution to all the issues – in a few sessions things are unlikely to get resolved; a dialogue may last for years.
2. Impartiality is a prerequisite for a good dialogue facilitator; the instances when group members rose and left the room occurred when the facilitator started arguing with the participants (even on procedural aspects).
3. Neutrality and balance among the participants is a pledge of a good dialogue.
4. The devil is in the detail – it is necessary to check even the music played at the restaurant during dinner, as sometimes this factor may be fraught with an insult to some participants.
5. A dialogue may start motion when conflicts are frozen.
6. A dialogue changes the victim's/aggressor's perception – people begin seeing other people's pain.
7. A dialogue opens up opportunities for perceiving several identities.
8. A dialogue reveals the struggle of parallel truths – it turns out that everyone may have their own truth.
9. A dialogue is more than words – it is about values: a dialogue allows for inclusion rather than for exclusion, for uniting and not for dividing.
10. A dialogue is a prerequisite for a functioning democracy: if you represent people, you should know about them.
11. A dialogue flies in the face of the dominant instrumental paradigm – it is necessary to fill conventional paradigms with new senses.
12. If not a dialogue, what are the alternatives?

The expert also spoke of the dialogue at school involving the following participants: parents, students, teachers, director, school administration, local politicians – all of them followed the principle “two schools under one roof”, in which children of different religious communities studied on different shifts and were separated.

In the second half of the master class the participants had a chance of asking questions they were most interested in. The issues discussed specifically concerned the correlation of the transformative mediation and dialogues. Steinar Bryn also shared instrumental “tips” for arranging and moderating dialogues.



7.2. Master Class 2.

How to Involve Officials to Participate in Dialogues.

David Newton

During the master class, the participants, together with the expert, investigated how to involve senior officials in a dialogue in view of the tradition followed by the Ukrainian politicum not to waste time on allegedly “empty” talks and also in view of the fact that such dialogue participants usually come for the opening ceremony to say welcoming words and then do not see any sense in their immediate participation in the dialogue, trust building, information exchange, and developing joint decisions.

David Newton, together with the participants, investigated how mediators and local dialogue processes can help involve and attract more representatives of the local and national governments. The participants were invited to identify specific issues and challenges faced in this respect during dialogue moderation. However, before that it was necessary to better determine the meaning of “officials” to the participants, understanding that the term covers a broad variety of people with versatile duties, interests, potential motivations, and doubts as to their participation in the dialogue process. The session also considered such issues as how the perception of mediators or dialogue organizers as to why officials are likely reluctant to participate in the dialogue may differ from officials' own opinions. The expert guided the participants towards investigation of how to better understand officials' needs, interests, fears, and capabilities or use it to help develop such a dialogue process, in which they would be more inclined to participate.

Further discussion focused on three elements of the dialogue design process which may help stimulate and facilitate officials' participation, namely:

1) **structure**, i.e. whether the process was correctly developed (designed). It includes the following: dates, venue, format, formality level, whether people will act in their personal capacity or official status, whether the meeting is confidential or public, and whether the mass media will be present;

2) **people and participants**, i.e. whether all the required people were included and invited to the process; how we balance the issue of a broader participation with the participation of the required persons; how we manage the number of participants to ensure both an effective and efficient process;

3) **strategy and tactics** of approaching officials, which covers three general approaches: **a stimulating** approach aiming to facilitate participation for officials; **a persuasive** approach aiming to persuade them to participate; and a more **compulsory** approach used to exercise pressure with the aim of encouraging participation.

The expert emphasized that there is more than one set of correct answers to enhance officials' involvement. Investigation of the officials' knowledge, feelings, and motives should design the process and approach with due regard to the conclusions obtained so that officials felt significantly more capable and comfortable to participate. More specifically, officials would be more inclined to participate in the dialogue if: they share the issue analysis made by dialogue organizers and consider the proposed solution to be good; if their constituency expect them to participate in the dialogue; if it helps them solve the issue; if it is good for public relations; if they feel pressure. Officials' participation in the dialogue may be hindered if they do not understand the process, think that it will not help, feel endangered/a threat, feel someone's pressure or expectation for them not to participate; logistical obstacles (time, place); other priorities.

The expert also warned the participants that the biggest difficulties arise when dialogue organizers try to use a strictly “ideal” approach to the dialogue without adapting it to local conditions and dynamics.

7.3. Master Class 3.

New Approaches to Neutrality of Mediators and Facilitators: Mission Possible.

Nataliya Mirimanova

Neutrality and impartiality are mediator's and facilitator's basic characteristics. However in situations of lasting violent conflicts in communities, countries, and between countries, when the collective “I” takes over, when a threat to “us” is perceived as a threat of “my” destruction, when “their” mere existence becomes an obstacle to “us”, the principle of the mediator's and facilitator's neutrality and impartiality becomes problematic.

Methods of keeping neutrality and impartiality during mediation and facilitation should be considered both from the standpoint of the process technique and within a discussion of the third party's role in conflicts.

The master class reviewed the most frequent dilemmas mediators have to resolve in large and small conflicts, from international to local, system-level drawbacks of mediation and dialogue if these processes are designed and carried out in isolation from societal and political life, and approaches to building trust in the mediator and the process.

One of the first questions asked was how a person from inside the conflict can remain neutral. The participants discussed neutrality from positions of value partialities, emotionality, non-involvement in relations, self-censorship as a ban on saying something, and dissociation as a meta-position. The expert raised a question on whether neutrality is difficult to keep and what it means in the first place. Does it mean to “control one's face” or equal “non-involvement”, “equal involvement with everyone”?

Nataliya Mirimanova pointed out that the idea of absolute neutrality was derived from the abstract American model, when a mediator in the office is visited by abstract neighbors who quarreled over a fence or a married couple; however, especially in international conflicts, it is sometimes impossible to remain neutral. How to have a dialogue in this situation? Can a dialogue be held in asymmetric situations (imbalance of power, dictatorship)? Surely, local dialogue mediators equally come from a certain system, therefore there will be those “liked” and “disliked”. The participants also discussed a nuance, when a moderator experiences emotional involvement, carry over, echo of the past, in which case it may both stand in the way and be of help.

Neutrality and Functions of Dialogue and Process

A dialogue has very clear and rather narrow functions. It has no use if the system issues of **power, justice, change, and status** are not resolved. How to turn a dialogue into a tool of changes? It is important to properly select participants, i.e. to collect the people who have true influence and not only formally. It should be remembered that “turnkey” conflict resolution is not only having dialogues, but also shaping legislative initiatives and their promotion, decision making and their implementation. However if a group is not prepared to move on, should a moderator push them on his/her own accord? Another neutrality dilemma can be called “mediation with muscles”, when, given the situation, in an acute phase it may be more useful to enforce PEACE rather than wage an open war; violence is more terrible that a format of tolerance – a persuasive signal, which can stop escalation, and in such cases attention is drawn again to the correlation between “a moderator's neutrality” and “peace enforcement”.

Neutrality and “Insider-Outsider” Aspect for the Dialogue Moderator

The participants discussed the meaning of such concepts as outsider/insider and the use of other synonymic terms, namely: “on the subject” / “out of the subject”, and

explanations for them: “insider” – someone “on the subject”, involved, who knows nuances of the situation and has express relations with the participants.

An insider has an advantage when involvement matters, when it is so difficult to bring to a dialogue those who do not want or cannot come to it. Another important moment is acceptance of the dialogue moderator and his/her feeling natural in the environment of the dialogue participants. A possible option is an “informal” insider, who is accepted by all the participants; sometimes it can be a neutral insider – from among persons of extraordinary authority due to their, e.g., spiritual role or for other reasons.

An outsider is someone not from the system. The risk is that an outsider may occasionally say or do something explosive, e.g.: propose men in the Caucasus region remove their hats.

How to Work with Neutrality Issues

The expert pointed out that neutrality should be analyzed, and the moderator should consider neutrality in three dimensions: 1) relations; 2) process (it is necessary to ensure equality); 3) result. Sometimes it makes sense to discuss with the participants in the group the meaning of neutrality in the dialogue for them, since the participants' understanding may differ.

The issue of neutrality should also be studied from the standpoint of an ethical dilemma, because sometimes it is necessary to help parties manifest themselves if they are weaker culturally, educationally, locationally, or smaller in their number.

Working in large conflicts requires better flexibility and changing/versatile roles: insider/outsider – partiality/impartiality.

When organizing a dialogue, the issue of neutrality may arise in relation to the question, who should be involved as the process participants. Is mechanical representation acceptable? How to get away from quantity-based representation to representatives of different ideas with due regard for versatility?

Options of mediator/facilitator behavior during dialogues in a complicated situation from the neutrality perspective:

- not to moderate the group, i.e. not to be a facilitator;
- ask someone to be a “tuning fork” – a person who will give honest feedback;
- moderate up to a moment and rely on colleagues or even stop the dialogue process altogether;
- openly share your story with the group to show yourself a “human being” and even ask the group to provide feedback on your behavior;
- co-facilitation, constructive dialogue between the facilitators is an important example for the group; co-facilitation may have different options – good and bad cop, outsider and insider together – a good couple;
- use the facilitator's influence (at the moments when the situation is acute, there is imbalance of power, threats and insults are exchanged – “in my presence 'such and such' is impossible!”);
- invite a “herald of truth” – can be useful for the bitter truth to be told by someone other than the facilitator.

Mediator's/Facilitator's Neutrality vs. Expertise.

The expert together with the participants discussed the issue, including their own experience, and the ideas thus obtained are provided below:

Mediator's/Facilitator's Neutrality	Acceptable Mediator's/Facilitator's Expertise
<ul style="list-style-type: none"> • switch on the “know nothing” mode 	<ul style="list-style-type: none"> • knowledge and expertise imply power

<ul style="list-style-type: none"> • let the group go “get their own experience”, possibly asking them to work through the subject on their own and acquire the required expertise • speak with the expert in advance or separately, better give the expert a possibility to act as an expert, and the group – to work independently • two-stage communication: arrange so that the subject/position would be stated also by “one of their own” • act as “the devil's advocate”, provoke the group to critically think over complex and ambiguous questions • use all the resources of creative thinking, go into detail of responsibility, show or ask for alternatives ... • not to humiliate, not to lose a person for the group and further dialogue, show someone's expert opinion as an option, note down thoughts, ask whether anybody has a different opinion • use anonymous cards • in the worst case say “I have such experience”, “I hear there are other opinions” • 	<p>and status ... often it is beneficial for the group to rely on the moderator's authority</p> <ul style="list-style-type: none"> • when the moderator's and the expert's roles are clearly defined and the moderator switches between them, stating it to the group • if the entire group, in the facilitator's opinion or to his/her knowledge, goes in the wrong direction or one of the participants intentionally or unintentionally misleads the other participants, to prevent the entire process from turning into a farce or waste of time • the expert role can be useful to navigate the group, to help the group move in the larger context • make your expertise comprehensible, i.e. provide full names for abbreviations, new or special terms, do not use jargon, including professional, put foreign names or little known things on the flip chart for the participants • there is always a way to state your civil position in an ecological manner, since a dialogue moderator is equally a citizen and his civil identity is older and more important, and older identities are usually stronger than the young ones • be an expert in the process, i.e. in the role of a minutes taker, moderator, manager, meeting lead • basic knowledge about non-governmental organizations, project development may come in handy
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Understanding the Value of Neutrality.

Dialogue participants will try to coopt and turn the moderator into their associate; therefore the moderator is always facing a task of not offending representatives of a group and at the same time remaining neutral, even in details (who the moderator was sitting next to during dinner/spoke to during the break, etc.), including outside a specific dialogue process (the moderator's public statements preceding the dialogue may be subjected to analysis and taken into account, e.g. his/her personal posts in the social media).

A moderator should be prepared to being “liked” when s/he is considered to be on their side, and then not liked when they are not receiving open support. Those who appreciate and understand the value of the facilitator's/mediator's neutral stand may appear only later. For the moderator it is more important not to disrupt the balance in the

group than to maintain “good relations” with someone on the one hand, and on the other hand, the moderator does not have to be a neutral dummy – s/he may and should state his/her own opinion, e.g., criticizing actions, BUT not individuals.

The participants were asked to answer the question and name a situation-process, in which they definitely CANNOT be a facilitator/definitely can be a good facilitator. The group came up with the following options:

CANNOT BE	CAN BE
<ul style="list-style-type: none"> • in “puppet situations”, “showcase performances”, when there are setup persons ... even to establish relations, because as a result, the outcomes may be used unscrupulously • obvious futility of the dialogue due to “hidden levels of influence” • where dialogue participants are under significant/blind influence of propaganda (windmill fighting) • contradiction with the moderator's values • if the moderator is a conflict participant • especially sensitive subjects (homicide/child abuse ...) 	<ul style="list-style-type: none"> • expert dialogues with several complexity levels: senses – relations • inside communities – homogeneous and conflict-prone • with adult family members • business, inside the organization – strategies, planning • the moderator is interested to test his/her own potential • etc.

7.4. Master Class 4. How to Evaluate the Effectiveness of the Dialogue. Nataliya Mirimanova

Practitioners and theoreticians of the dialogue as a tool for conflict transformation do not have a concerted opinion on the degree, to which its efficiency can be assessed in the first place, and the degree, to which such an assessment is useful for further practice and for a more global goal of extended use, social and political significance of non-violent approaches in social, political, and other conflicts which can lead to violence.

The master class discussed the dialogue from the standpoint of its teleology (goal setting) as the basis for designing its efficiency assessment. The course and the result of a dialogue are determined by many factors, both internal and external to the dialogue cycle – design, conducting, result. Therefore, the objective of dialogue assessment should be solved as a task of assessing the interference in the complex system of many variables, which are not isolated, but interrelated.

The participants discussed possible efficiency criteria for dialogue assessment, such as:

- participants' energy is released
- participants would like to understand something they did not understand before
- when a facilitator is not needed
- when pauses emerge in the dialogue process
- when strong emotions are stirred up
- rising of the group identity
- delayed result, participants' feedback after long periods of time
- eagerness to have a dialogue

It is also important to recognize such myths about the dialogue:

- a dialogue allegedly “simplifies everything”
- should lead to a consensus
- the result is conciliation.

Additionally, in the context of dialogue efficiency, the master class participants discussed a professional dilemma, namely what is more important – consensus or pluralism.

When evaluating dialogue efficiency, one of the cornerstone task – when evaluating the dialogue, the time and horizon of planning – is to take into account the entire future chain of possible events, plan 100 generations ahead, since long-term referring of consequences can show which actions are best to take now.

One of the efficiency indicators: “people left with doubts” means that **it is important that people should depart from asserting their rightness and start having doubts in the picture of the world which they came with.**

A dialogue has two directions, which have to be worked over: relations + terms of reference on a specific subject. In this case it is important to remember that a dialogue does not build up expertise, but it is a space for building up new “political” relations. A dialogue creates a model for building new “political relations”. A dialogue is not a place where people acquire expert knowledge; for this there are universities and science. Europe has many regulating elements for every occasion to avoid colossal court expenditures, and a dialogue is a platform where something new is developed.

To evaluate dialogue efficiency, the expert guided the discussion with the participants towards studying the possible changes resulting from a dialogue, for example:

- people obtained options for resolving their local problems
- decisions have been made
- new understanding
- action plan
- building partnership in association/shared opinions, etc.
- mobilization of supporters
- new social practices, including new communication channels, etc.
- seizing to see enemies in each other, NGOs become legitimized, activists understand that they have more opportunities and more freedom to act
- Humanization – returning a name – to people

In the course of the activities, the participants were invited to assess “the authorities” and “government institutions” in the context of a dialogue, formal and real interaction between the authorities and the civil society. Those present noted that the authorities cannot be a dialogue participant, but only a context factor; further, one should remember that the authorities have a legitimate function to “to make their subjects happy”. In reality, any dialogue with the authorities either leads to revolutions or is counterproductive, because it only further entrenches the power of the ruling ones. Also, agreement in situations with the authorities is doubtful, since for the authorities there is literally no sense changing anything, and when the authorities find it beneficial, they will use or may use any dialogue to retain its privileges. Remembering this, dialogue organizers should also “increase the strength” of the weaker party – increase it expert-wise, in the aspects of training, suggestions, i.e. help balance out the parties' strengths in the dialogue.

The expert also pointed out that the model of a well-entrenched dialogue is when each of the dialogue participants independently becomes an agent of changes.

A complete experimental cycle of work in the dialogue:

1. Field studies (interview, survey, etc.)
2. Invitation
3. Implementation
4. Additional expertise
5. Adoption of a decision by consensus
6. Decision advocacy and promotion
7. Implementing the decision

During the master class, the participants also discussed that in the context of a dialogue it makes sense for the moderator to help the dialogue participants think in the scenario format, i.e. “what if ...”, as it is necessary to have several action plans and begin with the easiest scenarios in the ascending order. To this end it is necessary to have lobbyists and those who can rally a demonstration, media people, etc. Sometimes it is advantageous to involve those who have more power/higher level, and one should understand that in this context the authorities are NOT for the sake of forgiveness, but to find a point of leverage and changes.

The participants also discussed that formal representation in the dialogue is less valuable than representation of different ideas and perspectives. Dialogue organizers should remember that one needs to understand the level of his/her influence and his/her boundaries and not take up the forum which makes him/her sick.

The expert and the participants also considered the benefit of hybrid dialogue forms. If changes and influence are desired, it is beneficial to analyze the analytical resource of a dialogue, which may result in finding unexpectedly relevant change paths. Problem solving workshops is a format aimed at developing preliminary decisions, but it is important for the dialogue not to be isolated, otherwise it will be of limited value. The

expert provided an example, when instead of a justice cycle, South Africa successfully had the Truth and Reconciliation Commission, but in Bosnia it did not work because the society was not ready to accept such recipes. Therefore when organizing any dialogue, it is important to make it socially meaningful, remembering that the authorities cannot be a dialogue donor, because they frequently are either a party or a cause of the conflict.

7.5. Master Class 5.

Impact of the Posttraumatic Stress Disorder and Other Psychological States on the Dialogue Process.

Ganna Statyvka

Essence, Causes, and Manifestations of Post-Traumatic Stress Responses

One of the first questions when studying the Post-Traumatic Stress Disorder (PTSD) is to find out how to identify a traumatized person. A trauma includes living through an unexpected, one-time or long-term, external or internal threat related to a feeling of mortal fear, frustration, helplessness, often with physical pain or injuries.

A trauma can be PRIMARY if you are an immediate participant of the events that caused the trauma, and SECONDARY as a result of communication with the victim or witnessing psychologically traumatic events (e.g. televised live). Often those who lived through a secondary trauma may have stronger and more lasting post-stress responses. **The stronger the feeling of helplessness in the traumatic situation, the higher the probability of post-stress response development.**

In the case of a trauma, people have the following manifestations:

- The world has been divided into “us” and “them”. Whoever is not with us, does not deserve trust.
- It makes no sense talking to “them”, they only want bad stuff. Not only for us, but generally for everybody.
- “Us” are ideal, and “them” are inhuman, monsters. Any contact with “them”, any positive recognition of the “enemy” is betrayal.
- War is the only subject. Everything else has no value. We will live when the war is over.
- The war cannot end other than in victory or defeat. Either us, or them. Compromises are impossible. Peaceful coexistence is utopia.

Trauma can be caused by the following types of psychotraumatic events:

- Natural disasters: earthquake, flooding, volcano eruption
- Man-made disasters (explosions, industrial accidents)
- Traffic accidents, plane crashes, train crashes, dam failures
- Violence (robbery, beating, rape)
- Threat of terrorism and attack, war or other hostilities and paramilitary actions

Stages of sorrow as a trauma response: **shock – denial – aggression – bargaining – depression – acceptance** – all these stages a person usually lives through in 1.5-2 years, provided all the circumstances are favorable.

After the end of the trauma situation, if safety is restored and if a person has enough resources and time to restore self-regulation, the post-stress response often passes naturally, on itself. If a person did not have time to live over the post-stress response, if s/he cannot restore the feeling of safety and does not have sufficient resources, symptoms can become chronic.

Transition of the post-stress response to the chronic stage triggers development of psychosomatic diseases, degraded quality of life, and social disadaptation.

In Ukraine people and society in general do not have time to restore self-regulation after the stress due to a chain of events/conditions: *Maidan – Crimea – fall of economy – war – absence of sufficiently meaningful and visible indications of situation improvement in the country – lack of confidence in the future.*

The response to a stress is a system-based disruption which simultaneously affects the nervous system, the entire body, the system of values, the system of relations with friends and relatives, and the system of interface with the society.

Trauma manifestations on the social level are as follows:

- hearsay and imagined things with exaggerated extent of the catastrophe
- mistrust and suspicion in relation to the “leaders” and to
- representatives of other social groups
- nervousness, anxiety
- hectic activity
- anger and finger pointing
- generalized anxiety

The following stages of stress response in the society are identified:

- heroic
- honey moon
- growing conflicts between different groups
- disappointment

Manifestations of the Post-Stress Response on the Individual Level (*what participants can bring to the group*):

- memory and concentration disorders
- sleep disorders
- total mistrust, suspicion
- social disadaptation, passiveness, loss of interest
- chronic fatigue, depression
- bodily symptoms: heart diseases, hormone imbalance
- isolation from the environment, unwillingness to communicate
- acute “feeling of justice”
- bouts of aggression
- hyper anxiety (danger “spilled in the air”)
- impossible to relax, chronic bodily tension
- sudden “flashbacks” of unpleasant memories, feelings, bodily reactions (anything can be a trigger, the person may often not know what can trigger such a response)
- latent suicidal thoughts
- abuse of psychoactive substances

A person in a traumatic situation develops several behavior models: either s/he either becomes depressed or makes further attempts to keep throw oneself under a tank. It is valid to say that heroic behavior is an attempt to take the traumatic situation under control. Characteristic displays of a traumatized person's behavior may include regression (“I can't meet my needs single-handedly”), victimity (“I can't do anything”, “whatever we do, nothing changes”), refusal to assume responsibility OR aggression, suspicion, proneness to conflicts, “looking for enemies”, putting super efforts in the activities.

The expert noted that representatives of some professions are obliged NOT to avoid dangers, but to walk into them in defiance of the self-preservation instinct. These include journalists, crisis psychologists, rescue workers, negotiators, mediators, facilitators, etc. Psychologically speaking, such a specialist finds himself/herself in three positions at the same time:

- A. A witness or a participant of a tragic event
- B. A person actively interacting with the victims or their family members
- C. A “mediator” who has not only to perceive and remember, but also to be able to convey the information about the event and work with this information in an effective manner.

Principles of Working with Traumatized Groups

1. Special quality of relations: a moderator working in a traumatized group should be able to maintain a special emotional and energy contact with the participants and be “present”. In therapy this type of contact was named sympathetic presence. Such contact allows establishing the atmosphere of safety and security in the group from the very start. **Such a contact quality creates an atmosphere of trust, reliability, comfort, serenity, and cooperation.**

2. Non-judgmental and sympathetically neutral position towards participants' experiences, the so-called “containment”. Containment is recognition of the participants' current experiences, without attempts to change them in any way. It is a capability to withstand participants' emotions and traumatic manifestations, remaining stable.

3. Working in a traumatized group is resource-intensive. Exacerbation of traumatic experiences without creating resources may lead to secondary traumatization and inflict harm on the participants.

Safety, containment, and sufficient resources are the basic prerequisites to restore self-regulation capabilities.

Rules of Working with Traumatized Groups.

1. Set up the rules.
2. Be prepared that the participants will break them. It is an attempt to control the environment, i.e. escape the traumatic experience of helplessness.
3. Be prepared that the participants will be “testing” you, trying to provoke you, catch you out, and embarrass. This is how they check whether you are worth their trust.
4. A schedule and a structure are essential.
5. It is important that the group participants were in a condition of sufficient resources. Do resource exercises.
6. Provide more stimulating material (need cards, drawings, schemes, etc.). The participants with insufficient inner support will find it easier to work if they have something to rely on externally.
7. Let the participants “blow off the steam”. The higher the emotional tension, the less people can use cognition.
8. Less group dynamics. Be very careful with “provocations”, exercises that can increase conflict proneness, competition in the group, or bring up negative emotional states in the participants. Structure the group using a schedule, exercises, and clear timing. Do not “abandon” the group in the hope that it will self-organize. This may be perceived by the participants as “betrayal” and loss of support. Remember that you are the group moderator and the responsibility, first and foremost, rests with you. This poses a difficulty for facilitators: a traumatized group works better and feels safer in a more structured environment with an explicit leader who takes care of safety and positive atmosphere.
9. If a group, in your opinion, does not assume responsibility for the results of its work, maybe the participants lack support, feeling of safety, or resources. Do not rush to assessments!
10. More self-regulation exercises which help reduce psychological and physical tension. The higher the tension, the more difficult it is for participants to use cognition. The higher the degree of relaxation and comfort, the easier it is to think.

11. Traumatized participants may get tired fast. Monitor the level of energy in the group, do not overload it. Better less, but safer and with more support.

12. Do not attempt “pushing the participants out” of their “comfort zone”. Traumatized people DO NOT HAVE a comfort zone. The work in the group will be more efficient if you on the contrary will try creating a “comfort zone” in the group.

13. Traumatized participants may have a major need in catharsis, discussing their feelings, having their story heard, and heard respectfully. Separate the “catharsis group” from the main work. It can be arranged for in the evening.

Techniques of Working with Traumatized Groups.

- Listen and contain.
- Narrative therapy. “What helped you overcome the situation?” “Who supported you?” “What were the facilitating factors?” “How did your skills and features of character allow you to safely deal with the situation?” “What did this situation teach you?” Such questions will help quickly refocus a person onto resources.
- Stay calm. Be a “stable object”. This helps the participants understand that they can rely on you and that you will not be “blown away” by the whirlwind of their emotions. Often this is sufficient support.
- Ask the participants how they feel, openly display care for their comfort level.
- Be honest and congruent. Do not try to be “ideal”. Traumatized participants are very sensitive to incongruence, anxiety, and other emotions. *If the participants do not trust you, there will be no productive work in the group whatsoever!*
- Humor is one of the main methods helping “contain” the traumatic experience and get access to resources.
- Do self-regulation exercises with the participants more frequently. They will not be superfluous for your own sake either – traumatized groups may be exhausting. A very good result is offered by Kh. Aliyev's “Key”, “Progressive Relaxation”, and “Grounding” exercises.
- Be in the resource condition yourself!

Search for Resources.

- Relaxation using some meditation to acknowledge one's bodily feelings and breathing
 - Pay attention to the topics, memories which cause an emotional response and bodily tension
 - Hang on to light images from childhood
 - Hang on to the image of “us”, the values important to you
 - Symbolic and ritual actions, such as substitution of actions in a traumatic situation
 - Religious views as a source of emotional support
 - Mobilize the body to resist (physical loads)
 - Body relaxation in contact with other people
 - If it is difficult to keep your resources, it makes sense to undergo supervision or turn to psychotherapy.

7.6. Master Class 6. Supervisions techniques for Facilitators/Mediators. *Tetyana Konrad*

On Supervision

Supervision is cooperation of two professionals (more experienced and less experienced or equally experienced) during which an expert can describe and analyze his/her own work confidentially.

The more experienced person helps the less experienced one improve, because it concerns the subject of their work.

There is a regular scheduled period of time which the employee and the supervisor use to discuss the activities completed, as well as for employee studies and development.

Supervision is a universal form of support to specialists which allows them to focus on the difficulties in their work with the clients and share some responsibility for the work with another, usually more experience professional.

Supervision is the basis for the development of professional skills and is one of the most important and efficient processes in a facilitator's and mediator's personal and professional growth. Supervision is extremely useful to any specialist at each stage of their professional career.

Supervision goals and intentions:

- provide assistance to a facilitator/mediator with their better understanding of the client on the process and content levels;
- provide assistance to a facilitator/mediator with enhancing the level of acknowledging their reactions and responses to a client's actions;
- get a better understanding of the interaction dynamics, both in the practical and theoretical context;
- identify the methods and sequence of interventions;
- compare (and provide relevant information if needed) different facilitator operation theories;
- help research new methods of work using real practical situations;
- provide support and assistance to a facilitator/mediator with building up their resource.

Having emerged in the early 30s of the last century as part of psychoanalytical training, supervision is currently considered to be the cornerstone of professional growth for specialists of “support” professions. Supervision helps achieve the following:

- understand one's own strategies manifested with clients;
- understand which system emerges in relations between two, three, or more people; a possibility of improving one's contract negotiation methods, etc.;
- monitor the emergence of parallel processes which often appear in the facilitator/mediator and client relations and thus manage the energy of these relations in the long term perspective;
- share the experience with other colleagues based on real cases;
- learn about techniques and methods used by the colleagues who had their training at different schools;
- take part in demo sessions as a client, be a “guinea pig” in a safe environment and test new tools and methods on one's self;
- review the theoretical ideas on which practice is based;

- using a role model, immediately learn to conduct sessions on the facilitator/mediator master level, use one's emotions and intuition, manage them and help clients with it acquiring ever more freedom and comfort in the coaching process;
- become part of a friendly team and watch each colleague's progress, deriving pleasure from joint training and development.

Taking supervision is a recommended practice for facilitators/mediators and is taken credit of during re-certification.

Supervision is a dialogue, a meeting of two authentic personalities, a creative process, more experimental than interpretative. Both, the supervisor and the facilitator/mediator are participants of a mutual research and training process.

The focus of supervision may depend on the facilitator's/mediator's experience and actual needs. A novice may require substantial support, encouragement, and training; a more experienced specialist may require assistance with organizing the process and explaining the reality; an advanced specialist will require assistance with integration of his/her professional skills and theoretical concepts.

Important: relations within the framework of supervision begin with establishing a clear and sustainable contact during which the wishes and expectations of the supervised are identified, his/her background and previous experience of involvement in supervision are studied.

The possible issues which may prevent open cooperation must be discussed. Supervision is not therapy; i.e. it does not mean that a facilitator's/mediator's problems need to be mandatorily discussed and worked on. Supervision is only what is relevant to a facilitator's/mediator's specific work.

Arranging for a Supervision Session

Several types of supervision are practiced: on-site, distant, one-on-one, group, each of which has its own arrangement and conducting features.

Even if supervision is agreed on by colleagues equal in status and experience (i.e. the supervisor's status is formally undetermined), the roles have to be clearly identified by the beginning of the session: who is the supervisor at the moment.

Also, the time-frame has to be determined.

During supervision it is necessary:

- to keep to the structure of the consultative session (from establishing the contact to completion of the session);
- to use consultation skills;
- to abide by the feedback principles;
- to observe, but not to interpret: focus on what the supervised said or did, and not why;
- describe, but not to judge or evaluate;
- be specific, and not to generalize;
- pay attention to information, avoiding advice;
- provide the amount of information your colleague is capable of perceiving, and not the amount you would like to provide.
- speak of the behavior which can be changed.

Supervision in a group and in the “one-on-one” format should be provided in the following mode: the group meets once a month, individual meetings – on a weekly basis.

Thus, supervision should have a certain format, which is its peculiar feature, unlike, e.g., a friendly conversation of colleagues on professional subjects.

A supervision group is organized according to the same principles, as any other training group. It means that the group should agree on the “group contract”.

Apart from the rules: “confidentiality”, “sincerity”, “the right to say: STOP”, “I-statements”, “pro-activity”, it may be necessary to implement additional rules, which each group establishes independently (e.g., safety).

Professional, Administrative, and Business Aspects of Supervision

1. Professional issues of interaction between the supervisor and the facilitator/moderator: goal specifics; supervision method (individual, group); using video and audio equipment; mutual obligations; other types of assistance: theoretical support, workshops, therapy; payment for the supervisor's services.

2. Ethical aspect: a supervisor is responsible for the security (safety) degree of the supervised; ensures confidentiality of the relations, possibilities and forms of providing supervision materials to the professional community, etc.

3. Financial aspect: facilitators/mediators often experience difficulties when determining payment for their services.

4. Management: the content of this aspect may include: action plan; reports, notes on the first meetings; processes of consultations and changing the client; other documents related to supervising or consulting a facilitator/mediator, etc.

5. Supervision assessment: continuous evaluation of supervisor's activities is recommended (a supervisor requires feedback no less than a facilitator/mediator); financial issues and issues related to promotion of supervisor services on the market also require special attention.

6. Supervisor's professional growth: a supervisor needs to clearly acknowledge ethical restrictions of his/her activity and gaps in his/her professional knowledge.

7. Professional associations and activity: most often a facilitator/mediator may very easily find himself/herself in professional isolation, especially if s/he is completely absorbed by his/her private practice.

8. Overview of 2015 Dialogue Initiatives in Ukraine (based on the feedback from event participants).

8.1. Dialogue Facilitators Network in Ukraine – informal association of specialists on dialogue organization and conducting, which includes representatives of different organizations and regions of Ukraine. The group was established in October 2014 out of 20 participants of a specialized “Restorative Circles” facilitator training program using a non-violent communication (NVC) method. The group focuses on professional long-term training on dialogue organization and conducting. More specifically, most group participants have had over 300 hours of training, including conducting practical dialogues for different groups – representatives of the central and local governments, the military, local resident, internally displaced persons, civil activists, etc.

Group participants actively work jointly and severally in their region or organization, namely in Kyiv, Lviv, Odesa, Kremenchuk of the Poltava Region, Kharkiv, Dnipropetrovsk, Zaporizhya, Cherkasy, etc. International organizations which cooperate with the Network include UNDP, OSCE, Initiatives of Change, Foundations for Freedom, MediaEur, etc.

8.2. “Donbass Dialogue” Platform (Svyatohorsk) as a civil initiative is the only project in Ukraine, which, during the hostilities, pursues development of a dialogue between territorial communities located on the controlled and uncontrolled territories. The project facilities are located in the center of a compact temporary residence facility for internally displaced persons (IDPs) “Troyanda” [Eng. “The Rose”] in Svyatohorsk located in the area adjacent to the battle front.

One of the project objectives is to identify and study the possibilities of using the platform for conflict resolution and conciliation. In 2015 in the social media (Facebook), the Donbass Dialogue group (www.facebook.com/groups/DonbassDialog) was working on the tasks that can be resolved through crowd sourcing.

The main project objective is to establish and develop dialogue platforms. However, a dialogue is not held in the hot stage of the conflict, since a live dialogue between the parties at this stage is prevented by physical and psychological obstacles. These obstacles can be overcome through Internet technologies. To test online methods of dialogue practices and to support the dialogue on the local level, the project platform in Svyatohorsk established a working group, which, with the Swiss Confederation financial support, holds meetings that combine online and offline dialogues between community representatives. The project experience and the participants' opinion can be found at www.donbassdialog.org.ua/p/dialogues-with-steinar-bryn.html

8.3. The National Service of Mediation and Conciliation in the Donetsk Region (Sloviansk) assisted with arrangement of a dialogue on Dec. 11, 2015 between representatives of the Donetsk Regional Administration and representatives of the Federation of Trade Unions of Ukraine, and regional organizations of trade unions of the Donetsk Region. During the dialogue, the trade union side pointed out to the need of establishing a coordinatory council of the regional trade union heads for a dialogue during development of a territorial agreement and a tri-lateral social and economic council.

8.4. In 2015 Regional NGO “**Women's Initiatives**” (Pyryatyn) participated in the project “Countering Polarization and Conflict in Ukraine” implemented by the “Institute for Peace and Common Ground” and “Center for Humanitarian Dialogue” funded by the UK Global Conflict Prevention Pool.

Within the project, the organization held dialogues with internally displaced persons. In 2015 they held 14 dialogues and over 30 individual and group meetings, which involved about 200 persons. Pictures and additional information can be provided upon request. The organization's information platform is available in the social media Facebook: <https://www.facebook.com/mediatorpyriatyn/>

8.5. NGO “The New Country” (Kyiv) used a “Fast Dialogues” format to create a vision of the local community development during “The New City” Strategic Sessions for the following cities: □ Odesa (800 participants), Dnipropetrovsk (500 participants), Kamyanets-Podilskyi (50 participants), Kherson (50 participants), Brovary (60 participants); Strategic Session together with the Department of Tourism of the Kyiv City State Administration “Kyiv – a World City” (100 participants).

8.6. Within the framework of the **Open Maidan University during the “Conscious Citizen School” course** (Kyiv) aimed at describing target audiences inside the community based on the “Psychological Age of Citizens and Communities” model using the “World Cafe” format in Cherkasy, Zaporizhyya, Odesa, Mariupol, Kherson, Poltava, Ivano-Frankivsk, Chernivtsi, Rivne, Uzhhorod, Sumy, dialogues were held to discuss the main avenues of developing the civil society in the regions, collect ideas, and shape participants' consolidated understanding on the community prospects, their interaction with the authorities and important local activities. Each event involved 30 to 80 people.

8.7. In 2015 **Civil Association Open Association of Practicing Psychologists “PreObrazovaniye”** (Kramatorsk) was implementing a community dialogue initiative “Strategic Vision of Kramatorsk”. In cooperation with the Institute for Peace and Common Ground under the project “Conciliation and Understanding in Ukraine” with support of the Swiss Confederation, it held a number of dialogues on the following topics: 1) Discussion of the cultural education and upbringing system concept in Kramatorsk (Oct. 28, 2015, Nov. 25, 2015) and 2) Kramatorsk strategic development avenue (Dec. 11, 2015). The said dialogues was attended by representatives of NGOs, business, higher education institutions, and the Executive Committee of the Kramatorsk Municipal Council. Additional information is available at: <http://www.zvezdakrama.org/?p=7146>

8.8. During January-March 2015, **NGO “Promoting Intercultural Cooperation”, which is the core of the Odesa group within the All-Ukrainian project “Ukrainian Peacebuilding School”** (Odesa), implemented a number of projects, which even without directly being dialogue initiatives, indirectly helped establish a dialogue in the communities of the Odesa and Mykolayiv Regions. Specifically, the following projects were implemented:

1) Countering hearsay as a source of conflicts: a number of workshops for civil activists, journalists, representatives of political parties, students, cadets of the Odesa National Maritime Academy, and sailors' families. Topics: training on media literacy and ability to analyze information from different sources. The total number of participants was 250

2) Local identity and interethnic relations. Preparation of an analytical report with recommendations on respecting the rights of national minorities in the Odesa Region, specifically, in Bessarabia. A round table with representatives of national minorities.

3) Feb. 1-28 – social advertising – “I Am a Citizen of Ukraine” (a campaign to emphasize the joint nature of civil and ethnic identity). In November-December, the Ministry of Social Policy of Ukraine expanded the experience to other cities of Ukraine.

4) Workshop for the youth of southern districts of the Odesa Region using the “future search” methodology (June 6-9 2015).

5) Research into perception of the decentralization reform in the northern and southern districts of the Odesa Region. Preparation of an analytical report with recommendations. Arrangement of 6 workshops to explain decentralization aspects and possibilities of cooperation of united communities, involving the Reform Office in the Odesa Region. Building horizontal communication between community representatives.

6) August-September 2015. – awareness rising campaign “Elections as a Source of Conflict: How to Recognize, Resolve, and Prevent Election-Related Conflicts” (6 workshops in the Odesa Region).

8.9. NGO “Line of Agreement” (Kharkiv) works here and now to transform the conflict by reducing the level of aggression and shaping a dialogue culture as a prerequisite of a peaceful future based on the principles of tolerance, honesty, openness, pro-activeness, and responsibility.

In the previous period, the organization helped provide social and psychological assistance to internally displaced persons at local places of their residence (Kupyansk, Bohodukhiv, Chuhuyiv, Valky, Kharkiv, Zmiyiv, May-December 2014), identified conflicts in the IDP environment, between IDPs and host community, and between IDPs and the authorities. Participation in conflict resolution through individual consultations and group mediation work. Participation in dialogue building between different volunteer organizations and local government authorities to help peaceful population affected in the ATO zone.

During 2015 they had a round table with the families of the perished and implemented a project of social and psychological assistance to the families of the perished “Circle to the Motherland. We Are Together” to begin a social dialogue about the perished. The project was implemented using a methodology of a playback theater “Turn Yourself to Life!”. In the period from May 15, 2015 through Sept. 15, 2015 the project, with USAID support, implemented 16 events for IDPs in towns of the Kharkiv (Kharkiv, Lozova, Chuhuyiv) and Donetsk (Slovyansk) Regions (total of 572 beneficiaries (the project declared 2010), female beneficiaries – 317, male beneficiaries – 108, children beneficiaries – 147).

8.10. Overview information on the development of the dialogue process in Mykolayiv; the dialogue was initiated by a private person – **facilitator Yevhen Paramonov**.

The first dialogue involving the conflict parties (Maidan – Anti-Maidan, Kyiv Patriarchy – Moscow Patriarchy) was held on May 17, 2014. The dialogue was attended by OSCE observers.

Since November 2014, a standing dialogue forum has been functional in the city. The facilitator cooperates with NGO “Institute for Peace and Common Ground” and NGO “HD”.

Meetings of the main dialogue group are held once a month. The number of participants in the group ranges from 18 to 25. In 2015, apart from the main group, comprised of persons aged from 30 up, two more groups were created: young (18-30 years old) and perspective (14-18 years old).

In October 2015, a separate profession-oriented group for representatives of creative professions (poets, artists, musicians, etc.) was created. The first meeting of the group will taken place on Oct. 3. The meeting will be held in a mini-festival format. The facilitator of the group is a poetess, a member of Union of Writers of Ukraine, Olha Skvirska.

The main dialogue group, apart from representatives of the conflicting parties, involved specifically Governor Assistant of the Region, Deputy Head of the Regional Police Department responsible for civil safety, editor-in-chief of a city newspaper, director of the Public Opinion Center, and other influential persons. The dialogue initiative received a name “An Outreach Step” (a logo is attached). The dialogue process in the city was broadly covered in the press and Internet editions (address of the latest publication: <http://novosti-n.org/analtic/read/2181.html>).

8.11. NGO “Theater for Dialogue” (Kyiv) focuses on building the dialogue culture and conciliation in Ukraine, overcoming social and economic inequality and discrimination through establishing a safe space for the dialogue and creative self-expression in the theater language.

In 2015 NGO “Theater for Dialogue” implemented 3 projects aimed at conciliation, establishing a dialogue, and building trust in the communities:

1. Project “Living Together. Theater Forum on the Life of IDPs” (March-October 2015) to prevent IDP isolation and promote integration in Kyiv and the Kyiv Region through an interactive theater. The project included working with IDPs from the East and Crimea who reside in Kyiv and the Kyiv Region and creating an exhibition forum “One-Way Ticket” based on this work. The exhibition scenario was created by the participants; it shows key issues faced by IDPs trying to settle in Kyiv and other cities of Ukraine. The exhibition was displayed 8 times in 6 cities (Kyiv, Kharkiv, Odesa, Lviv, Ivano-Frankivsk, Dnipropetrovsk); the exhibition was visited by over 500 visitors. After each exhibition the visitors had a chance of contributing and suggesting their own solutions – go up the stage and show a different event development scenario. The project was implemented with support from the US Embassy and in partnership with CrimeaSOS. Media on the project: <http://tdd.org.ua/ru/scena->

2. The project “Trust and Dialogue as a Pledge of Community Development” (September 2015 – February 2016) works to build strong local communities which accommodate the interests of all its members, specifically internally displaced persons, and views them as a development resource. The project arranged for four 30-day theater workshops and shows in the towns of the Kyiv Region (Irpin, Vorzel, Bila Tserkva, Kotsyubynske, Boryspil) and at the Equality Festival. The events were implemented in partnership with local organizations, active citizens of the community, and IDPs. During the workshops and shows, local citizens discussed and solved issues which are more important to each specific community – from IDP employment or search for kindergartens for IDP children to solving the problems of domestic violence and building a dialogue with the local authorities. For more details on the

project see: <http://tdd.org.ua/>. An example of working in one of the communities: <http://tdd.org.ua/uk/>

3. The project “Conciliation in the Ukrainian Society: from Protest Energy to Creative Energy” (September 2015 – February 2016) works to improve relations between the communities in conflict or prone to a conflict and to reduce isolation and marginalization of those who were most affected by the conflict, especially IDPs and the Donbas communities. Four 3-day theatrical workshops were held in partnership with the Congress of Ethnic Communities of Ukraine in the towns of the Donetsk and Luhansk Regions (Kostyantynivka, Artemivsk, Dobropillya, Slovyansk). In the framework of the workshops, exhibition forums were created and shown on the issues of current importance of the cities where the workshops were held. The participants included local citizens, IDPs, and citizens of other regions of Ukraine. The cross-cutting subject of the workshop concerned IDPs, overcoming the consequences of the events experienced in the ATO zone, and search for one's place in the new community, as well as building a dialogue between people with different political opinions. The project is implemented by a Consortium for Enhancement of Ukrainian Management Education (CEUME), Information and Research Center “Integration and Development”, Congress of Ethnic Communities of Ukraine, and NGO “Crimean Diaspora” with financial support of the UK Government.

8.12. NGO “Institute for Peace and Common Ground” (Kyiv, est. 2013 on the basis of the Ukrainian Center for Common Ground, which existed in 2002-2012). The IPCG team mission is to build a dialogue for the sake of group, organization, and community development and achieving positive and sustainable changes. The work covers 4 main areas: 1) building a consensus in the community; 2) organizational development; 3) restorative justice; 4) school mediation.

The initiative “Countering Polarization and Conflict in Ukraine” (September 2014 – May 2015) held over 100 dialogue sessions. They covered 12 regions of Ukraine, whose representatives received training on mediation skills. Experienced Ukrainian and foreign specialists were invited to facilitate the dialogues. Implemented in cooperation with the Center for Humanitarian Dialogue and the UK Department for International Development.

The initiative “Conciliation and Understanding in Ukraine” (August 2015 – February 2016): dialogue platforms have been established for peaceful conflict resolution (a place/forum for confidential meetings, where representatives of different outlooks, faiths, and social groups will have a dialogue and try to hear each other) in 8 regions of Ukraine. Regional facilitators from 8 regions of Ukraine received their training. A documentary on conciliation and dialogue in Ukraine was produced. Implemented in cooperation with the Swiss Confederation.

Conflict Clinic – *a pilot pro-bono project, which envisages establishment of a free-of-charge platform involving a professional mediator for resolving various misunderstandings.* In the Conflict Clinic, everyone facing a conflict and willing to resolve it can turn to mediators who work for the Clinic (for more details see: ipcg.org.ua, facebook.com/NGO.IPCG).

8.13. NGO Ukrainian Non-Violent Communication Center “Dignity Space” (Kyiv, founded in February 2014 after the EuroMaidan events in response to the need of the society for restoring trust and dignity after violent events). The Center aims at promoting the development of the social dialogue culture through

dissemination of conflict prevention and resolution methods for various conflict levels at different levels of the society and at establishing dialogues between the conflicting parties to restore mutual understanding and set up the basis for common development.

Today the Center focuses mainly on non-violent communication trainings of various complexity and duration adapted to the needs of different professional audiences and groups affected by violent events. According to the participants' feedback, the Center's trainings are an efficient tool for establishing a dialogue and building/restoring trust in local communities of various levels. The main participants of the Center's trainings are professionals who work with people living in a conflict or exposed to violence, namely: psychologists, social workers, teachers, facilitators and mediators, the military and medical chaplains (priests), human rights activists, volunteers, etc.

In March 2014 – December 2015 in cooperation with local NGOs, the Center administered 49 training programs involving 1,384 persons, and 8 workshops involving 690 persons from different regions of Ukraine. The trainings were held in the Kyiv, Luhansk (Starobilsk), Donetsk (Slovyansk, Kramatorsk), Kharkiv, Dnipropetrovsk, Odesa, Kyiv, Lviv, and Ivano-Frankivsk Regions.

8.14. “Ukrainian Action: Healing the Past” – a program implemented by the International NGO “**Foundations for Freedom**” (Lviv). The program mission is to promote the development of free and fair society by encouraging to healing the historical past, conciliation, and finding common ground both on the personal level and on the level of local communities and Eastern European countries. The program is focused to help find conciliation both on the personal and societal levels in order to come to terms with the burdens of the victim and the persecutor in the historical dimension; to enhance the level of awareness of both communities and their individual members on the need to assume personal responsibility for the “lessons of the past” in order to have a possibility of creating the future; to develop the dialogue culture both on the local and on the national and international levels.

In 2015 within the framework of the program the following was implemented:

- a program of dialogues in the East of Ukraine,
- a week-long course of ethical leadership for the youth,
- organization of a study visit for a group of dialogue facilitators to the Initiatives of Change International conference center in Caux,
- organization of a trip for Ukrainian experts, facilitators, and volunteers to participate in the summer conferences of the Initiatives of Change International conference center in Caux,
- a joint German-Polish-Ukrainian youth project “History Begins in the Family”,
- a joint project “Future Needs Memories: Ukrainian Dialogue on History and Memories”,
- presentation of oral histories from the book “Letting Go” and of the online exhibition “Neighbours. Live Stories of Crimea”,
- organization of and participation in training programs on capacity building of dialogue facilitators, support to the dialogue facilitator network.

For more information, including articles, see: www.ukrainian-action.org.ua

8.15. NGO Odesa Regional Mediation Group (Odesa) 2015 saw continued efforts to improve the Odesa dialogue model. The said model began crystallizing a year and a half ago, when the task of “stitching Odesa together” arose. The work

based on this models is pursued on the level of value-based contradiction. The main element of the system-based approach is retaining and maintaining the dialogue forum, which would be regular and time- and venue-fixed with a convenient location, confidential atmosphere and a possibility not to introduce oneself. From the start of the dialogue forum, meetings were held on a weekly basis, and later – twice a month, and the number of dialogue meetings until October 2015 amounted to 56.

Dialogue preparation involves analysis of the social and political situation, surveys, and focus groups; meetings with civic activists on different areas; supporting contacts and building trust; engaging activists in the events aimed at reducing conflict in the region.

The model has 4 components: 1) trainings on non-violent communication (total of over 200 hours of trainings for volunteers, IDPs, civic activists, psychologists), 2) awareness support, 3) influencing public discourse, 4) interregional cooperation (Kyiv, Kharkiv, Mykolayiv, Kherson). As part of the influence on public discourse, discussions were started on terrorism, explosions, issues of delegitimization, dehumanization; the total of over 22 round tables on different subjects were arranged, over 14 statements on TV, and over 6 meetings of the interdisciplinary interacademic group of researchers.

8.16. NGO Ukrainian Helsinki Foundation for Human Rights (Kherson).

Holding dialogues not only and not so much on the said organization premises, but in cooperation with many other organizations and initiatives. The work is done on the level of a value-based dialogue, specifically now, when the conflict around the social contract in the country manifested itself. A specific feature of dialogues in Kherson is that dialogues can be held without the other party. Such an approach emerged and worked out, since the parties to the dialogue were not ultimately shaped. Thus they arrived at only one party, “for Maidan”; at the same time it was clear by different markers and indicators that the other latent party is also available, but it was “in the hiding”. Given the situation, the dialogue initiators began using an art-dialogue, when the discussion revolves not around specific parties and their attitude to the most painful issues, but around thematic pieces of conceptual art, which helps begin a conversation with one's self, when a person is stirred by an issue, and then the person begins talking to himself/herself. Such an approach allowed to faster arrive at the “ripples on water” effect, when art-events are visited by those not prepared to come to the dialogues (e.g., the thematic exhibition on peace located in a bomb shelter alone was visited by over 500 people).

RESERVATION

The information provided herein, specifically the list of initiatives is not exhaustive; the information content is based on the data provided by the participants and structured in a random order, which does not have any additional meaning.

9. Results of the International Conference Plenary Discussions

During the International Conference, the participants were provided with an opportunity to learn more about dialogue initiatives of different OSCE offices in 2015 and find out more about the developed Ukrainian dialogue initiatives. The representatives of central and local governments shared their new and positive experience of working in the dialogue format with those present.

The participants also had a unique opportunity to get firsthand information on the important lessons gained from international experience, specifically of such countries as Tunisia, Romania, Georgia, Philippines, Central Asian countries, etc.

Specifically, **Damir Mannai, former member of the National Constitutional Assembly of Tunisia**, told about the Tunisian dialogue, 4 main initiators and organizers of which received the Nobel Peace Prize. He named the following factors of the dialogue success: 1) each discussion had concrete objectives and schedule, including for the implementation of the solution; 2) the civil society had more impact on the public opinion than politicians, since no government has as many people as the civil society, which, in its turn, imposed pressure on the dialogue participants; the international community kept at a distance but helped to the degree required; 3) all the dialogue participants were aware that the dialogue result was important for the survival of the nation, because it was necessary to find a solution to the crisis and protect the country, and this mattered most, therefore internal dissent had to be deferred until later; 4) continuous support and advertising of the idea that only a dialogue can help resolve the crisis; 5) the dialogue continuously and regularly showed progress, thus enhancing people's faith and trust in the dialogue, which was also helped by mass media continuously covering all the dialogue success stories; 6) process inclusiveness, when the dialogue involved even those, whose opinion was not shared; 7) the dialogue also and even predominantly used informal space, because in permanently formal conditions and space the discussion gets blocked. Mr. Mannai summarized that the most important thing was to understand that a dialogue would not ensure solutions and success, but would allow having talks. He believes that talks follow the dialogue. It is important not to remain idle, but to have a dialogue, because if the DIALOGUE was awarded the Nobel Peace Prize, it means that a dialogue is the best tool, the best weapon in such difficult situations.

Denis Matveyev, CMI (Crisis Management Initiative, Finland) specifically noted that the classical approach paradigm to conflict resolution was undergoing a sort of a change, because previously it was considered that a political decision on resolution was the starting point, followed by conciliation on the human level, since conciliation is impossible in the first place until the political framework is available and because it is unavailable. However, recently at Harvard, in the community of professionals on a similar, but academic event on the issues of dialogues, professor Herbert Kelman (1993-2003 Director of the Program on International Conflict Analysis and Resolution at Harvard's Weatherhead Center for International Affairs, Harvard, USA) stated that without at least some initial conciliation on the human level, it is unrealistic to speak of political resolution.

The expert also shared a methodology used by CMI, which is similar to the methodologies also used in Ireland, Sri Lanka, and currently used at CMI in the Black Sea region, and which specifically consists in the following sequence of stages:

1) human contact (not letters or Skype negotiations, but specifically human contact; it is additionally emphasized that this stage also needs preparation, since

people are affected by different complicating factors, e.g., post-traumatic stress disorder; therefore, a preparatory, “zero stage”, can be emphasized);

2) mutual recognition of human subjectness in each other, which opens opportunities to find something in common, something that may lie deeper, on the value level;

3) joint analysis of the substance of a problem (a conversation on how our conflict is called, who did what to make this conflict happen, because it is difficult to agree on a solution even if the problem is named differently by the parties);

4) discussion of solution options, including the broadest set of such decisions of different order and caliber;

5) selection of acceptable options for joint progress to a comprehensive solution;

6) joint actions to implement the comprehensive solution.

Steinar Bryn, an expert of the Nansen Center for Peace and Dialogue, Norway, marked the enthusiasm and energy available in Ukraine and pointed out that not only Ukraine, but also the entire Europe was in need of a dialogue, although until today not much value was attached to the dialogue, since it was considered to be a “woman's” business. The expert told about the dialogue experience at the Nansen Center in the Balkans, when three-month courses were organized where people could meet and discuss different things. Later, 50 participants created 10 centers in different Balkan countries; additionally, to improve the results, centers were created in local communities for their members to give them a chance of discussing difficult issues and move on. Such centers developed into a kind of dialogue schools, where people would hold dialogues voluntarily and pro bono. After success of dialogues at the local level, the participants would return to the local Nansen Centers and then initiate appeals to the authorities and with international support to continue changes also on the legislative level. This resulted in real changes in the education system, when joint schools for the community under one roof were created. The expert remarked that Ukraine had better conditions than the Balkans due to a better contact between the society and the Government.

Nataliya Mirimanova, expert on conflict resolution, **advisor to a number of international organizations** talked to the participants on how the dialogue can become a tool of shaping the peace process agenda. She began with saying that everyone involved in holding dialogues for a long time knows the feeling of disappointment, when after significant investment of resources in dialogues one often gets a feeling that nothing is changing anyway, people are unhappy and disgruntled, because dialogues, during which much is said, do not bring expected results. Therefore, it is important to think how a dialogue can yield a high-quality, socially meaningful product, and how a dialogue can have a political effect. It is especially vivid in long-term conflicts after the creative search crisis has occurred and the dialogue participants who come for the dialogue do not even talk to each other, because they know which words are to be expected from the other party.

In view of this circumstance, dialogue moderators and organizers had to find a new solution to yield a product and fill the vacuum of ideas. Thus, the expert decided to implement “hybrid” dialogue forms, when the dialogue practice is complemented with other types of activities. She used this decision in the Caucasus for the Georgian-Abkhasian direction, when she mixed dialogue with analytical skill. The essence of this hybrid method is based on the fact that an issue is usually expert-reviewed by one party, but expert teams seldom include representatives of both dialogue parties. Basically, the expert shared her experience of establishing a

dialogue process involving unusual dialogue process participants (NGO representatives, journalists, etc.), experts on economic, transport, energy issues on both sides of the conflict, who calculated how much the region loses due to the closed border, how much it will cost to build a through road not to have a closed border, or a round around. It turned out that the approach pushed by politicians on the “through” road did not make any sense. This work became successful because the experts worked together in a team, i.e. the expert opinion was co-authored, which allowed the experts to be objective and not to play in the hand of “their” side. This, in its turn, prevented politicians from speculations that the expert opinion was not objective, because the joint expert team then very consistently defended the dialogue product “shared” by expert representatives.

Another peculiarity noted by Nataliya Mirimanova is that when dialogue projects or their certain stages are completed and nice glossy reports with documented results are released, one must be aware that in reality one should slap on an unbelievable amount of correspondence the dialogue mediator and organizer had with every participant, with all the parties on mutual accusations, insults, misunderstandings, but this is what helps building up to a result and establishing the required connection. The expert called not to treat the dialogue as a dogma, to apply a creative approach, and to experiment.

David Newton, Independent advisor on peace processes, mediation, and peacebuilding spoke on opportunities and challenges in dialogue processes. The expert emphasized the importance for the dialogue to facilitate peace for the society on the whole and not for individual groups. A dialogue not only allows finding a common ground, but also strengthening, reinforcing relations between people, even when we talk to the people who we do not agree with, because only such conversations give a chance of questioning one's own opinion. He also stressed the importance of going beyond the initial dialogue boundaries and of enhancing its scale.

Specifically, the expert told about the dialogue processes he was a participant of in Central Asia (Fergana Valley, a need for Kyrgyzstan, Tajikistan, and Uzbekistan population access to resources, particularly water), which were peculiar in that the beginning of the dialogue was on the level of small local communities, then different channels were used to involve local authorities in the dialogue, and later the central government, when senior officials from different countries began communicating with each other. David Newton pointed out the following conclusions from the process: 1) there was no dialogue master plan or design, so it was built up gradually; 2) participation of the authorities in the dialogue is important; it can be ensured by building trust in the dialogue itself and by showing the officials how they can better do their work due to the dialogue (namely resolve the issue with access to water faster and more constructively); 3) it is important that the dialogue also involves those who have contact with or access to those administering power; later it will help involve the latter in the dialogue; 4) external support is important; if there is support to a dialogue, there are people who will later implement the results, etc.

David also told about experience of the Philippines, where an international contact hybrid mediation team composed of non-governmental and governmental institutions from UK, Japan, Turkey, and Saudi Arabia was working. The team was faced with a task of mobilizing support. The team worked in the format of regular meetings with all the stakeholders in the communities and in the Government, providing assistance in holding a dialogue combined with provision of the required technical knowledge and international experience of conflict resolution. The work was

successful, as it resulted in a new adopted Constitution and new framework laws. The main lessons of this experience are as follows: it is important and possible to overcome differences through external support, for which purpose the authorities and the general public worked together to attract international attention: specifically, the government officials did it through diplomatic channels and the local communities used their creativeness and knowledge of the internal context.

Andra Tanase, PATRIR Director (Peace Action Training and Research Institute of Romania) from Romania focused on what a dialogue moderator is, what a dialogue moderator's true role is, whether a moderator enjoys the process s/he works with, and whether the process participants equally enjoy it. Can the dialogue be institutionalized and can creativity in the dialogue be used then? Creativity in the dialogue is important, because a dialogue can be implemented through creative arts, through children projects, etc., searching for individual models for each situation.

Alvidas Medalinskas, Mykolas Romeris University, European Neighborhood Program, Lithuania, turned to the issue of a national dialogue between the Government, local authorities, and civil society as a path to democracy in Western countries and in Ukraine. He pointed out that with all the variety of international experience, it is important to find the best experience that would specifically suit Ukraine. The situation in Ukraine is specific in that the dialogue is held on the level of representatives of government agencies and community on the territory under Government control, but the dialogue should also be held with the community from the occupied territories where the population is exposed to the Russian propaganda; therefore, in his opinion, it is important for the Government to build these dialogue bridges first with the community in the territories under its control, so that, in its turn, it could help build bridges with the population in the uncontrolled territories, since only people can find a solution, because the Russian invaders will eventually admit that they do not know what to do with Donbas.

A dialogue can be started at least with the fact that nobody wants war, and then rely on the international experience to avoid mistakes. For instance, taking into consideration the experience of Tunisia, it was important for the Maidan people to go to Donbas and tell the people there that they were fighting against oligarchs, corruptions, i.e. they had common problems, which means they had to make changes together.

In general, for the conflict resolution process it is important and possible to rely on the tried and tested principles which lay the basis of interaction within the European Community and which are set forth in the main documents (international agreements); in this case the reference is made to the principle of transparency and involvement of the civil society. The expert emphasized the importance of a political dialogue, when it is necessary to ensure the possibility of citizen participation in decision-making, when decisions are made transparently, as opposed to a habit of living in conditions, when decisions appear from nowhere and even major experts cannot explain the roots/origins of such decisions. The expert also assumed that for Ukraine it may possibly be beneficial to adopt legislative acts ensuring a guaranteed political dialogue and community participation in the state governance on different levels.

When discussing the Ukrainian dialogue experience during the conference, the participants noted that in the course of the dialogues supported by OSCE in Ukraine, for the first time it became possible for the leadership representatives to visit the liberated territories and for the first time it became possible to state to them directly the objections or claims on the actions of such

authorities on the national scale, and to begin direct exchange of information. Dialogues help representatives of the government agencies recognize the impact level of the decisions made in the capital on the people.

Some participants emphasized that it is even more important to provide dialogue possibilities to those who are in the occupied territories but are Ukrainian-minded, i.e. find a possibility of holding dialogues “through the demarcation line”. The participants noted that partly such dialogues are going on with OSCE support, e.g. during exchange of the apprehended persons: during such moments representatives of both parties have a chance of communicating about things that are of concern to them and are of common interest or need, e.g.: eradication of corruption or cost of bread. The participants also confirmed that dialogues gradually take place even due to the fact that people still move between the territories and exchange information out of curiosity.

Dialogues are especially important in the eastern regions, since these people have a well-entrenched opinion that they are not heard and will not be listened to, because no dialogue ever existed in these territories. The situation is further aggravated by a specific demographic peculiarity, as the young, promising, proactive, and demanding population kept moving out of the so-called “depressed” regions.

The habit of “not talking” to the local population, not having a dialogue with them also took root among the local government agencies of the eastern regions; hence, the reform processes, including decentralization, are slowed down, because all the decision-making processes were built not on the interaction with the local population, but on the basis of distributed centralized instructions combined with a lack of initiative among local deputies. In view of this, the participants emphasized that the local population needs to be taught dialogue and demonstrated dialogue effectiveness on real examples when they are listened to and heard. Therefore, it is important to continue the efforts, including of international organizations, to hold not necessarily large, but rather more frequent events in the context of dialogues, and promote faster shaping of a new local culture of political interaction through the dialogue.

It was also stated that for the people in the eastern regions it is important not only to begin, but also to continue the dialogue in order not to create a communication vacuum and not to let people lose faith once again, especially when there appeared hope that a dialogue will start.

The final discussion focused on what should be improved in the dialogue practice in the future, specifically who it is important to have a dialogue with, what the dialogue should be about, how and who should organize and hold it.

Specifically, in the context of potential future themes for dialogues, foreign experts recommended working with the issue of the Ukrainian identity and the Ukrainian idea as a subject for a dialogue, which OSCE could possibly patronize. Common future can probably also be a uniting subject. One of the discussion experts proposed an unorthodox approach – professional dialogues between representatives of professional communities (e.g., doctors, teachers, etc.), including for professionals from different regions of the territories controlled by Ukraine, and later also dialogues on professional issues for participants from the controlled and uncontrolled territories, since discussion of professional challenges and prospects is something that participants from different regions may have in common, including from the controlled and uncontrolled territories, and political loading of such a dialogue can be significantly lower.

Representatives of the eastern regions of Ukraine also recommended continued dialogues, particularly on decentralization, economic development, strategy of such development, the future of IDPs, and development of their support and protection programs.

The discussion participants also touched upon the methodological aspect of the dialogue, namely: should the subject be exactly determined in advance and is it necessary to respond to the dialogue participants' requests about the subject. For instance, the participants of the “Renewal through Dialogue” forums held by OSCE in the Donetsk and Luhansk Regions were not prepared to limit their discussions to the subjects of the constitutional and court reform or decentralization as, possibly, expected by the international community. Instead, during the forums the people more readily discussed the issues of the economic policy and environment, since currently they are the first priority, and the time for the other topics will come later. The first priority dialogue topics can be complemented with the topics for discussion by professional communities, since these concern education, healthcare, repairs of the utility systems – the most burning issues for Ukrainians in the current conditions.

When discussing who should be included in the dialogue, two sub-questions were identified: who should be included in dialogues and who should be taught dialogues. The participants agreed that dialogues should involve those who can influence decision-making and those representing the community; versatility in representation is essential, therefore it is necessary to involve representatives of all the population strata, economy sectors, executive authorities, etc.

Foreign experts pointed out the importance of realizing that people usually do what reduces pain or increases pleasure; therefore, a dialogue should importantly involve both the persons who will facilitate the process and the persons who will hinder it, whereas the rest are agents of influence on the first two groups; who of the agents of influence group should be included needs to be decided depending on the specific dialogue context.

A recommendation was stated that efficient dialogues may be those that involve professional communities, while the thematic advantages of such dialogues were described above. In this case, representatives of professional communities from controlled and uncontrolled territories will have a chance of building bridges between the territories in order to demonstrate in a broader context that not only the occupied territories, but first and foremost the people in the occupied territories were not forgotten and their fate and opinion is equally important.

The experts also remarked that the participants should include a large share of youth, young politicians, who, having received dialogue experience, will further use it as a method; thus, the critical mass of dialogue supporters will be increasing, including in politics.

In terms of dialogue levels, it is important not to limit oneself to dialogues within the community, vertical thematic or standard dialogues between the communities and the authorities, both local and national, because dialogues between communities aimed at exchange of the acquired opinion are also important.

In conclusion, the participants shared their thoughts on how to hold dialogues. Those present confirmed the importance of not rushing the dialogue process, which should be natural. The process has to be strategized, when the efforts of different process participants are coordinated and consistent. In conclusion, the participants stated their suggestions as to the areas the international community and donors should focus their support on, namely:

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- dialogue design and organization should engage persons with an appropriate training, who, among other things, can work with audiences which are difficult from the process perspective, in emotionally intense conditions, with persons affected by the post-traumatic stress disorder, and who are familiar with group dynamics, have a general conflictology competence, etc.;
 - show sparing attitude towards dialogue mediators/facilitators, since involvement of the same individuals in different projects causes their exhaustion and burnout
 - assist the professional community in having non-public methodological meetings to further study the practices develop and ensure a more in-depth exchange of experience

10. Summary

The OSCE Project Co-ordinator in Ukraine, in conjunction with the National Association of Mediators of Ukraine, organized and held the Forum for Mediators and Facilitators “Enhancing Development of the Dialogue Culture in Ukraine” and the International Conference “National Dialogue in Ukraine: Review of Efforts and Prospects for Enhancing Country’s Stability and Promoting Reforms”, which took place on December 9-11, 2015 in Kyiv.

The Forum involved more than 55 participants who had a chance of talking to their colleagues, exchanging their experience, establishing new contacts, learning about and discussing international experience and best practices of dialogue mediation and facilitation.

The participants received a unique opportunity to enhance their qualification and acquire new knowledge specifically relevant to dialogue moderation involving government institutions during the so-called “vertical” dialogues.

An in-depth brainstorming focused on development of a conceptual unity as the foundation for the start of a dialogue, dialogue moderator competences, trust as the basis for involving in a dialogue, approaches to overcoming difficulties in the dialogue process, strategy for involving parties in a dialogue, peculiarities of dialogues in support of reform implementation, duration of dialogue initiatives and their efficiency assessment, further steps, and dialogue consequences.

An online polling of the participants was administered as a follow-up to the events. Responses to the questions asked were provided by a third of the participants.

The question of what was the most useful and valuable to the participants during the event was answered in the following ways:

- coexistence of the participants, an opportunity of meeting and talking to colleagues;
- master classes;
- the fact that the tools used by facilitators were analyzed and proposed to be utilized during the session. Thus, an opportunity was provided to acquire knowledge during the session and to additionally develop as a facilitator by learning new tools;
- acquisition of new knowledge, including hands-on, through immediate participation in new, for some participants, open-space and timeline wall ToP dialogue formats, including unexpected feelings during participation in the dialogue theater;
- productive discussions, namely in the open-space format
- invaluable direct communication with the people who work in the sphere of dialogues and mediation and have their own, sometimes different from your own, view of events and the world.

The question of whether the participation in the forum will in any way facilitate changes in the participants' activities and in which way was answered in the following general ways:

- a possibility of using the acquired hands-on experience presented during the forum
- enhanced responsibility in the facilitator capacity
- partner relations and agreements on future cooperation were reached with the participants previously not worked together with

- an opportunity to explain to your own team some conceptual frameworks used by the professional mediator and facilitator community.
- substantial contribution to a facilitator's personal professional development and consequently to the activity in this area
- a more considerate attitude towards the people the participants will work with during dialogues; consideration to how one's own experience is projected and to the manner of a facilitator's behavior
- development of competences along different lines and partnership with specialists of different areas
- The forum reinforced a belief that a dialogue is short of the only way to healing and strengthening the spirit of people and society at large
- joining the existing organized expert communities, specifically those of mediators
- higher confidence in the correctness of the direction towards progress; confirmation of dialogue usefulness
- new tools to be implemented in the activities
- building up professional contacts to expand the activity areas
- new visions, new horizons for professional growth and a desire to share experience
- higher motivation to “break down this rock”... ;)
- better understanding of one's self and one's own responses to events, which is essential for further activities in this area
- expansion of project implementation geography due to partnerships established
- assistance in systematized evaluation of not only work challenges, but also accomplishments

When asked, whether the participants deem it necessary to arrange such an event the following year, all the participants who provided answers to the questionnaire stated that the event was useful and worth to be held on an annual basis.

The following suggestions were made to improve the format and content of the event:

- extending the event to 3 days
- extending the time for informal communication
- more discussions with colleagues in flexible formats, e.g., open-space
- possibly, divide the participants by the level of thematic exposure for a higher-quality immersion in the subjects
- not to force making a choice between master classes, but instead give a change of visiting all of the offered ones
- provide more information on master classes in advance
- provide more time to present the participants' initiatives
- arrange the event more frequently than once a year due to an incredibly high need for the more dynamic development of events and projects
- provide time for possible planning of joint actions
- give more consideration to the participants' requests and design of the event in general, as well as to selection of master classes

- develop a forum design to establish a professional community, give more consideration to team-building events
- revise the balance between the number and versatility of practices versus their higher-quality and more extensive presentation
- be more careful about selecting facilitators for joint formats

In the framework of the International Conference involving more than 110 people, the participants learned about organized dialogue initiatives, projects, professional organizations, and their methodologies. Foreign and Ukrainian experts, as well as the dialogue immediate participants discussed and analyzed successful OSCE dialogue efforts and shared their vision of how to improve the dialogue process on the local and national levels. Specifically, ideas were stated on how the thematic priorities in dialogues should change in the future, how to cover the so far uncovered or poorly covered regional or professional groups of persons, and how to build institutional capacity and methodological basis of the mediator and facilitator community.