Peace Ambassador and Advocate Practical Toolkit

Guidance, Templates, Checklists and Sample Scripts

A learning companion for peacebuilding, cultural diplomacy and global development



Korede Olafimihan

PRACTICAL LEARNING HANDBOOK

Peace Ambassador and Advocate Practical Toolkit

Guidance templates checklists and sample scripts

A learning companion for peacebuilding cultural diplomacy and global development

Prepare responsibly Listen carefully Turn commitments into action

First edition 2026

How to use this toolkit

This ebook helps learners plan and carry out small, responsible peace education, advocacy and dialogue activities. It combines practical explanations with twelve reusable tools, sample wording, worked examples and a thirty day starting plan. The central task is to choose a suitable action, involve the right people and check whether commitments lead to change. Each chapter opens with an AI generated illustration related to its topic. These are fictional educational graphics rather than records of actual events.

Choose the part you need

Start with role boundaries and safety. Use the analysis tools to understand a concern before planning a meeting. The dialogue section supports preparation and facilitation, while the advocacy and project tools help turn a defined need into an actionable request or activity. Use the practice cases before applying a tool in a real setting.

Adapt with care

Replace blank fields with relevant information and delete fields you do not need. Verify contacts and permission before sharing names, photographs or personal accounts. Sample budgets and scenarios are illustrative, and suggested dialogue is original practice wording rather than a quotation from a real person.

Learning and professional limits

This handbook is educational material. It does not confer diplomatic status, official appointment, professional registration or authority to investigate, determine rights or guarantee safety. Tasks involving safeguarding, legal questions or operational danger require suitable qualified support and applicable procedures. A completed worksheet does not make an unsuitable intervention safe.

For classroom use

Ask learners to complete a tool for a fictional scenario, explain their reasoning and identify missing information. Assess practicality, inclusion, accuracy and role boundaries. Allow observation instead of role play, and do not require anyone to disclose personal experiences of violence or trauma.

Contents

01 Understanding your role · 5

02 Your code of practice · 6

03 Safety and referral before dialogue · 7

04 Understanding conflict without simplifying people · 8

05 Tool 1 Conflict analysis worksheet · 9

06 Tool 2 Stakeholder and inclusion map · 10

07 Listening and asking useful questions · 11

08 Calming a tense conversation · 12

09 Choosing the right process · 13

10 Planning a community dialogue · 14

11 Tool 3 Dialogue preparation checklist · 15

12 Tool 4 A ninety minute dialogue agenda · 16

13 Facilitating without taking over · 17

14 Negotiation and practical problem solving · 18

15 Tool 5 Agreement and action record · 19

16 Tool 6 Referral directory and handover · 20

Contents continued

17 Tool 7 Factual concern and incident note · 21

18 Rumours misinformation and harmful speech · 22

19 Inclusive and culturally respectful engagement · 23

20 Advocacy that asks for a specific change · 24

21 Tool 8 Advocacy campaign canvas · 25

22 Tool 9 Partnership request and short speech · 26

23 Planning a small peacebuilding project · 27

24 Tool 10 Project concept note and budget · 28

25 Organising events and managing volunteers · 29

26 Ethical information gifts and public profiles · 30

27 Tool 11 Progress measures and activity report · 31

28 Tool 12 Your first thirty days · 32

29 Practice case 1 A shared community hall · 33

30 Practice case 2 An alarming voice note · 34

31 Practice case 3 Excluded voices and an unsafe request · 35

32 Sources and continued learning · 36

Understanding your role



A peace ambassador encourages peaceful relationships through example, outreach and relationship building. A peace advocate promotes changes in behaviour, practice or policy that reduce conflict and exclusion. In a community project, one person may do both. These are practical descriptions; organisations may define their own roles differently.

What you can contribute

Listen to concerns, convene suitable conversations, support accurate information, identify excluded voices, organise peace education and help people find appropriate services. Your credibility depends on the quality of this work and the trust you earn.

What the title does not provide

A training certificate or self description does not automatically grant diplomatic status, government recognition, police powers, professional registration, authority to investigate allegations, or permission to mediate every dispute. A school, employer, community or agency decides whether to engage you and under what conditions.

Introduce yourself accurately

“I support community dialogue and peace education. I am here with the permission of the organisers to listen and help plan the discussion. I cannot decide anyone’s rights or promise a particular outcome.”

State who invited you, who you represent and any relevant limits. If you are acting independently, say so. Do not imply that a university, government or international organisation endorses your work merely because you attended training.

A first practical task

Write a short role statement containing your purpose, relevant skills, activities you can undertake, your supervisor or contact where applicable, and tasks requiring referral. Revisit it before accepting a new assignment.

CHAPTER 02

Your code of practice



Peace work needs consistency between public messages and everyday conduct. Use the following commitments as a starting point for an organisation's own code, not as a substitute for applicable professional or institutional requirements.

Respect dignity

Describe behaviour and impact rather than labelling entire groups. Avoid insults, ethnic generalisations and using people's distress as publicity. Ask how names should be pronounced and which form of address is preferred.

Work with informed participation

Explain the purpose of an activity, who will attend, how information will be used and what people can decline. Attendance, silence and a photograph do not establish agreement with a project. Allow people to withdraw from an optional activity without humiliation.

Be impartial about participation

Give relevant parties a fair opportunity to be heard. Impartial facilitation does not require treating threats, abuse or verified harm as acceptable. Be transparent about conflicts of interest and step aside when necessary.

Be honest about evidence and authority

Separate confirmed facts, allegations and your interpretation. Correct mistakes promptly. Never promise employment, official recognition, protection or funding that you do not control.

Make practical commitments

Do not collect money or stories without a clear purpose and accountability. Do not accept a task beyond your competence simply to preserve your reputation. Record agreed actions, communicate delays and invite feedback.

Personal pledge

"I will listen respectfully, act within my role, protect information appropriately, disclose conflicts of interest and seek competent help when a situation exceeds my ability or authority."

CHAPTER 03

Safety and referral before dialogue



Before arranging contact between people in conflict, ask whether they can participate freely and whether contact could expose someone to threats, retaliation or coercion. A polite meeting format cannot make an unsafe relationship safe.

When a routine conversation may fit

A disagreement about a timetable, shared equipment or an unclear commitment may suit direct negotiation or voluntary facilitation if participants can speak freely, understand the process and have realistic options.

When to pause

Pause if someone is frightened to attend, is being monitored, faces threats, is a child without appropriate support, or reports serious mistreatment requiring a formal response. Do not insist that everyone meet, apologise or forgive. A complaint must not be made conditional on reconciliation.

When competent operational help is needed

Do not enter active violence, investigate armed incidents, negotiate safe passage or promise civilian protection. Use responsible emergency, humanitarian, safeguarding or institutional channels appropriate to the setting. Verify local contacts rather than copying unconfirmed numbers from social media.

A safe referral approach

Explain what you can and cannot do. Ask what support the person wants and what communication is safe. With appropriate consent, connect them to a verified service. Explain confidentiality limits and relevant organisational responsibilities before collecting details; seek specialist advice where duties are unclear.

Words you can use

“You do not have to join a meeting to have your concern taken seriously. Let us discuss what support and contact would be safe for you.”

CHAPTER 04

Understanding conflict without simplifying people



A conflict often contains several issues at once: unmet needs, competing interests, unfair processes, damaged relationships, scarce resources or different interpretations of events. Identity can become attached to these issues, but it does not explain every action by a member of a group.

Separate four elements

Facts are observations or records that can be examined. Interpretations are the meanings people assign. Positions are stated demands. Interests are the concerns or needs beneath those demands. Keep these distinct in your notes.

Worked example

Two market groups demand exclusive use of a loading area. The stated positions conflict. Their interests may include predictable deliveries, pedestrian safety and avoiding damaged goods. Booking records and actual delivery times can help test a shared timetable. Do not assume the dispute is caused by ethnicity because the groups have different identities.

Look at power and constraints

Who can make decisions? Who controls information, resources or access? Who risks losing income or facing punishment by disagreeing? A person with little speaking time may have important knowledge. An influential person may still lack authority to approve a particular agreement.

Useful questions

“What happened that you directly observed?” “What does this prevent you from doing?” “What would a workable change look like?” “Whose cooperation would that require?”

Avoid the quick label

Calling a dispute a communication problem can hide unequal access or misconduct. Calling it cultural can conceal a failed booking system. Use the facts to decide what needs to change.

CHAPTER 05

Tool 1 Conflict analysis worksheet



Use this worksheet before choosing an intervention. Record only information necessary for the task. Use participant codes where names are unnecessary and keep sensitive notes out of shared project folders.

Basic information

Case or project reference _____
Date and facilitator _____
Setting and purpose _____

What is happening

Confirmed observations _____
Reported concerns and source type _____
Disputed points or missing information _____
Immediate effects on people and services _____

People and influence

Direct parties _____
Other affected people _____
People missing from current discussions _____
Decision makers and limits of their authority _____

Interests and options

Each party's stated demand _____
Underlying concerns to explore _____
Existing resources and constraints _____
At least three feasible options _____

Suitability and next step

Safety or retaliation concerns _____
Consent and accessibility needs _____
Appropriate process and reason _____
Person responsible for the next step _____
Review date _____

Quality check

Have you confused an allegation with a finding? Have you asked an affected person what they want? Would a referral or formal review be more appropriate than a joint meeting? Explain what must be verified before acting.

CHAPTER 06

Tool 2 Stakeholder and inclusion map



A stakeholder is someone who affects, is affected by, or has responsibility for an issue. Mapping is useful only if it changes who is consulted and how decisions are made. Avoid collecting lists of supposed troublemakers or private political affiliations.

Build the map

Start with direct parties and people affected by the outcome. Add service providers, authorised decision makers and trusted connectors. Ask who is missing: women, young people, minority language speakers, people with disabilities, informal workers or people who cannot attend public meetings.

A record for each stakeholder group

Group or role _____
How the issue affects them _____
What they can decide or contribute _____
Current concerns or priorities _____
Barriers to participation _____
Safe and appropriate consultation method _____
Person responsible for contact _____

Ask about representation

Who selected a representative? What can they agree to? How will they report back? A chief, manager, household head or youth leader may be influential without representing everyone's views. Consult more than one source and allow people to speak for themselves.

Turn findings into arrangements

Provide interpretation, accessible venues, suitable timing, transport support or private feedback where feasible. Inclusion means the opportunity to influence the agenda and outcome, not merely appearing in a group photograph.

Review question

Which decision changed because you heard from someone who was previously absent? If no answer is possible, check whether participation was meaningful.

CHAPTER 07

Listening and asking useful questions



Listening is not agreement. It is a way to understand an account accurately enough to respond. Ask permission before taking notes and explain where they will be kept.

Start with an open invitation

“Please tell me what happened from your perspective.” Allow time to answer. Avoid rapid questioning or completing the person’s story. Ask one question at a time and use language the person understands.

Reflect without declaring findings

“You are saying the allocation felt unfair because the criteria were not explained. Have I understood?” This reflects a concern without confirming an allegation. Distinguish the person’s experience from a conclusion that requires review.

Ask for useful specifics

“When did that occur?” “Who was present?” “What changed afterwards?” “What would you like to happen next?” Ask only what is relevant; you do not need a full personal history to arrange a referral or meeting.

Avoid leading or blaming questions

Replace “Why did you provoke them?” with “What happened immediately before the disagreement?” Replace “You agree the leader meant well?” with “How did you understand the leader’s action?”

Close clearly

Summarise the concern, identify what remains uncertain and explain the next step. Do not imply that listening guarantees a particular decision. Ask whether the person wants to correct the summary and how you may contact them safely.

Practice task

In pairs, let one person describe a fictional scheduling dispute. The listener may clarify and summarise but may not offer a solution for two minutes. Check whether the summary matches the speaker’s intended meaning.

CHAPTER 08

Calming a tense conversation



Your first aim is to reduce the pressure enough for a useful next step. You are not responsible for winning an argument or making everyone calm. Leave and seek competent assistance if the setting becomes unsafe.

Use a steady approach

Keep your voice measured, allow space and avoid crowding or touching someone to make them listen. Do not block exits, argue about respect or tell a distressed person to calm down. Offer a pause or a quieter location only if it is safe and wanted.

Acknowledge the practical concern

“I can hear that the delay has affected your income. Let us identify what can be confirmed today.” Acknowledgement does not mean accepting every accusation or promising compensation.

Set a clear boundary

“I can continue if we speak without threats. If threats continue, I will pause the meeting and use the agreed support route.” Explain a boundary you can actually maintain; do not threaten powers you do not have.

Reduce the audience effect

Where appropriate, stop a public exchange and offer private fact finding. Avoid forcing someone to apologise before an audience. Do not film distress as evidence of your peace work.

Choose a manageable next step

A useful outcome might be a verified appointment, a written clarification or a referral. If parties cannot resolve the main issue today, state what is unresolved rather than announcing that peace has been restored.

Short script

“We are speaking over one another. I suggest a short pause. Then each person can explain the specific issue, and we will identify what needs a decision or further review.”

CHAPTER 09

Choosing the right process



Do not offer mediation simply because it is familiar. Match the process to the issue, the participants' freedom to choose and the authority required for an outcome.

Direct conversation

Useful for manageable misunderstandings or coordination problems when people can communicate safely. Help them identify the issue, exchange information and agree a practical action.

Negotiation

Parties discuss options and make their own commitments. Confirm who has authority to agree and what outside approval is needed. Your role may be to prepare information or clarify options rather than chair the negotiation.

Voluntary mediation or facilitation

An impartial person helps participants communicate and explore an agreement. Explain purpose, limits and confidentiality arrangements. Obtain informed agreement and assess suitability before joint contact. A training certificate alone does not establish competence for complex cases.

Investigation or formal review

Allegations requiring findings, serious workplace complaints or disputed public funds may need an authorised fact finding process. Relationship repair must not conceal evidence or replace a necessary review.

Authorised decision or specialist referral

A property entitlement, legal question, clinical concern or operational safety matter may require qualified advice or an authorised body. A facilitator cannot determine rights by asking a group to vote.

Decision prompt

"What must the outcome establish, who is authorised to establish it, and can these participants choose freely?" Record the answer before arranging a meeting.

CHAPTER 10

Planning a community dialogue



Dialogue aims to improve understanding and identify useful next steps. It is not a public trial, a forced reconciliation or a shortcut to community approval.

Define a workable purpose

Choose a specific issue, such as agreeing market loading hours. Avoid an agenda as broad as ending all conflict. State what the meeting can decide, what requires outside approval and what remains open.

Prepare separately

Speak with relevant participants about concerns, risks, expectations and access needs. Explain who will attend and how the record will be used. Do not disclose one person's confidential account to persuade another to participate.

Design participation

Select a venue that does not disadvantage one group. Check language, physical access, transport, seating, childcare where feasible, and suitable timing. Offer a way to contribute without speaking publicly. Confirm representatives' authority and how wider feedback will be obtained.

Agree meeting arrangements

Set time limits, turn taking, respectful language, pauses, recording rules and a concern route. Explain that participants may disagree. Do not require agreement with the organiser's position as a condition of attending.

Plan for difficulties

Name who can pause the session, who handles logistics and who receives private concerns. Have an appropriate referral plan. If the situation exceeds your competence or safe conditions cannot be provided, postpone or change the process.

A useful output

Aim for a short accurate record of agreed actions, unresolved questions, responsible people and a review date. Attendance numbers alone do not demonstrate improved relationships.

CHAPTER 11

Tool 3 Dialogue preparation checklist



Use the checklist before invitations are issued, then again shortly before the event. An unanswered safety or authority question is a reason to revise the plan, not to hide it.

Purpose and authority

[ ] We can explain the specific issue and intended output.

[ ] Participants know what the meeting can and cannot decide.

[ ] Required decision makers or approval routes are identified.

[ ] The facilitator's role and relevant experience are clear.

Participation and access

[ ] Affected people have been consulted about participation.

[ ] Missing voices and representation limits are addressed.

[ ] Language, access and practical support needs are checked.

[ ] Attendance and recording arrangements are voluntary and clear.

Safety and information

[ ] Threats, coercion and retaliation concerns have been assessed.

[ ] A joint meeting is suitable for the participants.

[ ] Privacy arrangements and confidentiality limits are explained.

[ ] A private concern route and appropriate referrals are ready.

Practical arrangements

[ ] Venue, timing, transport and refreshments are confirmed.

[ ] A timekeeper and a consented note taker are identified.

[ ] The agenda allows breaks and clarification.

[ ] There is a plan for postponement or an unsafe change in conditions.

Follow through

[ ] Someone will check the accuracy of the meeting record.

[ ] Actions will have owners and dates.

[ ] Unresolved issues will be recorded without inventing consensus.

[ ] The review date and contact route are agreed.

CHAPTER 12

Tool 4 A ninety minute dialogue agenda



Adapt the timing to the issue, language needs and participants. If an interpreter is needed, fewer agenda items may be realistic. Do not rush consent or safety arrangements to preserve the schedule.

Minutes 0 to 10 Welcome and scope

Introduce the facilitator, purpose and decision limits. Check access needs and explain how notes will be used. Confirm turn taking, breaks and the concern route. Ask whether participants are willing to proceed.

Minutes 10 to 30 Perspectives

Give each party an uninterrupted opportunity to describe the issue and its effects. Summarise key points and distinguish agreed facts from matters needing verification. Avoid rebuttal during each initial account.

Minutes 30 to 45 Interests and clarification

Ask what each party needs and which constraints matter. Invite questions through the facilitator if direct exchanges are becoming personal. Check that quieter or less powerful participants can contribute.

Minutes 45 to 50 Break

Offer a genuine break. Do not use private conversations to pressure participants into accepting the facilitator’s preferred outcome.

Minutes 50 to 70 Options

Generate several feasible options. Compare them against criteria such as access, affordability, timing and authority. Identify information or approval still required.

Minutes 70 to 85 Commitments

Write specific actions, owners, deadlines and review arrangements. Record unresolved issues. Read the summary back in accessible language and correct misunderstandings.

Minutes 85 to 90 Close

Confirm the next contact and review date. Ask for brief process feedback. Thank participants without announcing complete reconciliation unless that claim is accurate and supported.

CHAPTER 13

Facilitating without taking over



A facilitator helps people use a fair process. You do not need to provide the answer to every issue. Watch participation, clarify meaning and keep the group aware of its purpose and limits.

Open with a usable agreement

“We will speak one at a time, discuss actions rather than attack identities, and ask for a pause when needed. The purpose is to explore workable arrangements. We will record disagreements as well as agreements.” Invite corrections before proceeding.

Balance participation

If one voice dominates, say: “Thank you. I would like to hear from someone who has not spoken.” Offer written or private contributions where suitable. Do not surprise a quiet participant with a demand to disclose something personal.

Test apparent agreement

Ask each participant to explain the proposed commitment in their own words. Check whether they can carry it out and whether outside approval is required. A nod may indicate listening rather than consent.

Handle your own interest

If you benefit from the outcome, have a family connection or have publicly advocated one party’s position, disclose it. An alternative facilitator may be needed. Do not describe yourself as neutral while privately directing the outcome.

Close honestly

State what is agreed, what is provisional and what remains unresolved. Explain the review route. A meeting that produces reliable clarification can be useful even when the main dispute is not resolved.

CHAPTER 14

Negotiation and practical problem solving



Negotiation becomes more useful when parties understand what they need, what they can offer and what they cannot authorise. Preparation reduces the temptation to agree to an impressive but unworkable promise.

Move from demands to interests

If two groups both demand exclusive access to a venue, ask about their actual activities, times, equipment and access needs. A shared timetable may work, but do not assume splitting time is fair when one activity cannot operate safely in the available conditions.

Generate options before choosing

Consider timing changes, a trial period, an alternative venue, clearer criteria or outside support. Ask what each option would cost, who could approve it and who might be disadvantaged. Do not hide implementation burdens from those expected to carry them.

Use shared criteria

Compare options using relevant evidence: verified capacity, published rules, accessibility, affordability and actual demand. Status or volume of complaint alone should not decide priority.

Know the alternative

Ask what each party would realistically do without agreement. Do not fabricate threats or pressure people into accepting a poor deal by concealing other routes. Independent advice may be necessary for high consequence decisions.

An example

Two associations have valid bookings for one hall. Verify both, identify options and compare disruption. Record the chosen remedy and correct the booking process. The problem is not solved if a quieter group absorbs all the loss without explanation or recourse.

CHAPTER 15

Tool 5 Agreement and action record



Use for a suitable voluntary process. This is a practical record, not an automatic legally binding settlement or a substitute for required formal review.

Scope and participation

Issue and purpose _____
Participants or agreed identifiers _____
Roles and decision authority _____
Date and facilitator _____
Participation and information arrangements _____

What the parties confirm

Agreed facts _____
Disputed points or pending verification _____
Options considered and reasons for the choice _____

Action record

Action 1 _____
Responsible person and authority _____
Deadline and resources _____
Evidence of completion _____
Action 2 _____
Responsible person and authority _____
Deadline and resources _____
Evidence of completion _____

Review arrangements

Who will receive the agreed record _____
First review date and reviewer _____
How missed commitments will be raised _____
Route for unresolved questions _____

Final check

Read the record back in an accessible language. Confirm corrections, understanding and any need for independent advice. Do not require a signature as the price of receiving support. Record only genuine agreement; if a person needs time, write that the proposal remains provisional.

CHAPTER 16

Tool 6 Referral directory and handover



Build a directory before you need it. Include appropriate safeguarding, health, psychosocial, legal, social support, institutional complaint and emergency routes relevant to your setting. Verify each service directly. This template intentionally provides no unverified telephone numbers.

Service directory entry

Service name and purpose _____
Types of support and eligibility _____
Location and accessibility _____
Contact details verified directly _____
Opening hours and any costs _____
Referral method and information required _____
Safe contact arrangements _____
Date checked and person who checked _____
Backup route if unavailable _____

Before referral

Explain the option, likely steps, any known cost and information to be shared. Ask whether the person wants the referral and whether calling, messaging or travelling could create risk. Do not promise a service's acceptance or response time without confirmation.

Minimal handover record

Case reference _____
Support requested _____
Consent and agreed information sharing _____
Safe method of contact _____
Receiving service and acknowledgement _____
Follow up arrangement _____

Protect choice and privacy

Share the minimum information needed through an appropriate channel. Do not send a detailed account to a public group or introduce the person to multiple services without a reason. Follow relevant safeguarding responsibilities and seek competent advice about any exception to ordinary consent arrangements.

CHAPTER 17

Tool 7 Factual concern and incident note



A concern note helps an authorised person understand a report. It is not a finding of guilt or a licence to investigate. Avoid unnecessary names, sensitive descriptions and material collected without a clear purpose.

Record the essentials

Reference and date of note _____
Recorder and role _____
Date and approximate time of reported event _____
Location or setting _____
How the information was received _____
What was directly observed _____
What was reported by someone else _____
What is unknown or disputed _____
Immediate effect and safety concern _____
Action already taken and by whom _____
Appropriate recipient or referral _____
Agreed safe follow up _____

Write accurately

Use “The participant reported that…” for an account you did not observe. If exact wording is necessary, make clear whether it is a quotation or your summary. Do not improve a witness’s story, ask them to agree with someone else, or describe a suspicion as proof.

Handle the record carefully

Explain its purpose and access limits. Keep it in an authorised location and follow an appropriate retention policy. Do not publish it as a success story, evidence of community disorder or a fundraising appeal. Record corrections transparently instead of silently changing a disputed account.

CHAPTER 18

Rumours misinformation and harmful speech



A peace advocate can reduce harm by slowing circulation and improving access to reliable information. You do not need to become an amateur investigator or repeat an inflammatory claim to prove you have seen it.

Pause before sharing

Check who originally created the message, when and where it refers to, and what independent evidence exists. An old image, edited clip or anonymous voice note may not support the conclusion attached to it. A familiar sender does not establish accuracy.

Verify through appropriate channels

Contact responsible organisers, relevant service providers or credible fact checking sources where suitable. Distinguish confirmed information from uncertainty. Do not expose a private source, approach alleged perpetrators or enter an unsafe area to obtain proof.

Respond without amplifying

Lead with the verified fact and a useful action. Avoid copying the harmful material into new groups. Use existing moderation or reporting routes when appropriate. If a message contains a credible immediate threat, refer it through competent safety channels rather than debating it publicly.

A sample correction

“The event arrangements are still being checked. No change has been confirmed by the organisers. Please use the organiser’s verified contact for updates and do not forward anonymous claims as facts.”

Keep records proportionate

If authorised to keep a rumour log, record the issue, source type, verification status, response owner and review date. Avoid compiling private dossiers about supposed enemies or circulating identities without necessity.

CHAPTER 19

Inclusive and culturally respectful engagement



Begin with curiosity rather than a script about how people from a particular background behave. Language, disability, age, faith, gender, status and individual preference can shape participation in different ways.

Ask before deciding

“How would you like to be addressed?” “What would make this meeting accessible?” “Is there anything about timing, dress or the venue we should check?” Offer a non contact greeting without treating it as unusual.

Make access practical

Check paths, seating, toilets, sound, interpretation, transport and written materials. Provide plain language explanations and alternatives to public speaking where feasible. Asking someone to bring a relative as an interpreter may compromise privacy or independence.

Respect belief without imposing it

An interfaith activity should not require participants to join another tradition’s worship or declare shared beliefs. Clarify whether an opening is a prayer, reflection or welcome, and provide a respectful choice about participation.

Check representation

Do not assume a husband speaks for a wife, an elder for every young person, or one minority participant for an entire community. Ask how representatives were chosen and create opportunities for direct feedback.

Measure influence

Count whose recommendations were considered and what changed. A diverse audience does not necessarily mean fair participation. If people attended but could not understand or challenge the proposal, revise the process rather than describing it as consensus.

CHAPTER 20

Advocacy that asks for a specific change



Advocacy supports a clear, evidence informed request directed to someone who can act. General messages about peace can raise awareness, but they rarely specify which practice should change or how progress will be assessed.

Define the problem

Describe the issue, who experiences it and the evidence available. Avoid overstating a small consultation as the view of an entire community. State uncertainty and identify whose experience has not yet been heard.

Choose a workable request

Replace “Leaders should support peace” with “The market committee should publish stall allocation criteria and an appeal process before the next allocation.” Identify the decision maker, action and timeframe. Check feasibility and possible unintended effects.

Listen to affected people

Develop the request with those experiencing the problem. Obtain permission for any personal story and offer anonymity where appropriate. Do not promise that testimony will secure a particular outcome.

Choose an appropriate route

A private meeting, written submission, public education session or lawful peaceful campaign may fit different objectives. Assess risks and applicable arrangements before public activity. Never encourage intimidation or publish private details as pressure.

Keep advocacy distinct from facilitation

You may openly support a policy change. If you later facilitate a dispute about that change, disclose your involvement and consider whether someone else should chair. Credibility depends on accurate role descriptions, not a claim of neutrality that the facts do not support.

CHAPTER 21

Tool 8 Advocacy campaign canvas



Complete one canvas for each proposed campaign. Test it with affected people and a trusted reviewer before launch.

Problem and evidence

Specific problem _____
People affected and consultation limits _____
Evidence already available _____
Information still needed _____

Change and decision maker

Requested action _____
Person or institution authorised to decide _____
Why the request is feasible _____
Desired decision or review date _____

Participation and message

How affected people shape the campaign _____
Core message in one sentence _____
What must not be disclosed _____
Permission needed for stories or images _____

Activities and resources

First three activities _____
Owner for each activity _____
Budget and available support _____
Partners and their actual commitments _____

Risk and accountability

Possible exclusion or backlash _____
Practical safeguards _____
Complaint or feedback route _____
Success indicator and starting position _____
Review date _____

An important test

If the decision maker agrees tomorrow, will it be clear what they must do? If not, make the request more specific.
If the campaign exposes a vulnerable person without their freely given agreement, redesign it before proceeding.

CHAPTER 22

Tool 9 Partnership request and short speech



Adapt these drafts to a real purpose. Replace every bracketed item and state only roles, evidence and commitments you can substantiate.

Partnership request

Dear [name or title],

We are planning [specific activity] to address [defined issue] with [participants or community]. Our preparation has identified [brief evidence and its limits]. We would like to request [specific support or meeting] from your organisation because [relevant role or expertise].

The proposed activity will take place [time and location, if confirmed]. We will explain participation and information use, consider accessibility and provide a feedback route. We are requesting [resources or expertise] and can contribute [actual capacity]. This request does not imply an existing partnership or endorsement.

Please let us know whether a short discussion would be possible by [date], and who should handle further enquiries. Thank you for considering the request.

[Name, role, organisation if applicable, verified contact]

A short peace advocacy speech

“Thank you for listening. We are asking for [specific change] because [verified problem] affects [people]. Our consultations involved [scope], and we recognise that other views still need to be heard. We propose [feasible action] and invite [decision maker] to discuss the next step by [date]. Our aim is a process people can understand, question and help improve. We will report progress honestly, including what remains unresolved.”

Before delivery

Check permission to use the venue or organisation’s name, the accuracy of the evidence, and whether the requested action falls within the audience’s authority.

CHAPTER 23

Planning a small peacebuilding project



A useful small project connects a specific problem to activities and observable changes. Do not begin with an event and invent the problem afterwards.

A simple project logic

If traders receive clear allocation information and an accessible review route, they may be better able to challenge errors without personal confrontation. Activities might include a criteria workshop and a reviewed notice. The intended outcome is a more understandable and fair process, not merely a large turnout.

Check assumptions

Will the authorised committee participate? Can traders read the notice? Is a private complaint possible? Could publication expose applicants? Identify which assumption would stop the project working and address it early.

Keep the scope realistic

Choose one neighbourhood, issue or process for an initial activity. Identify who can approve it, what you can deliver, what depends on others and what happens if support falls through. Avoid promising to end violence or transform a whole community through one seminar.

Plan resources and accountability

List venue, transport, interpretation, accessibility support, materials, refreshments and administration. Record who approves spending and how contributions will be documented. Do not treat unpaid volunteer time as unlimited capacity.

Define success and review

Use a starting position and a small number of indicators. Include participant experience and unintended effects. A successful pilot may reveal that the original idea needs changing; record that learning rather than hiding it behind photographs and attendance figures.

CHAPTER 24

Tool 10 Project concept note and budget



Use this template to prepare a concise proposal. Separate confirmed support from requests and estimates. Monetary figures below are illustrative only and must be replaced with actual quotations.

Concept note

Project title _____
Specific issue and available evidence _____
Location and intended participants _____
How participants helped shape the proposal _____
Objective and measurable intended change _____
Main activities and delivery dates _____
Lead person and supporting roles _____
Approvals or partnerships still needed _____
Accessibility and information arrangements _____
Risks and practical safeguards _____
Indicators and review method _____

Illustrative budget for one small meeting

Venue support 1 × ₦20,000 = ₦20,000

Participant transport 10 × ₦2,000 = ₦20,000

Materials 20 × ₦500 = ₦10,000

Refreshments 20 × ₦1,000 = ₦20,000

Interpretation provision 1 × ₦15,000 = ₦15,000

Access support allowance 1 × ₦10,000 = ₦10,000

Subtotal = ₦95,000

Contingency at 10 percent = ₦9,500

Illustrative total = ₦104,500

Budget controls

State which costs are estimates, donated or confirmed. Agree who approves spending, retains receipts and reports the final balance. Do not assume a contingency permits spending outside a donor's or organisation's conditions. Adjust quantities and accessibility provision to the actual participants rather than copying these figures unchanged.

CHAPTER 25

Organising events and managing volunteers



An event can support dialogue or education, but publicity does not make it effective. Give people clear roles, realistic commitments and a way to raise problems.

Before the event

Confirm purpose, venue permission, capacity, accessibility, timetable, transport and necessary support. Explain whether the event is open or by invitation. Check the arrangements that apply locally without implying your title gives an exemption from them.

Assign practical roles

Name an event coordinator, facilitator, logistics lead, note taker where consented and private concern contact. Give volunteers a simple description of tasks, time commitments, expenses and who can make changes. They should know which matters to refer rather than handle alone.

Protect participation

Do not display attendee contact details or add people to groups without agreement. Provide choices about photographs and recording. Avoid making a certificate, service or refreshment conditional on appearing in promotional material.

During and after

Check access, timing and the tone of discussion. Use breaks and pause arrangements if needed. Record actual commitments and practical problems. Thank people accurately for their contribution without claiming official recognition or endorsement.

Volunteer check in

Ask: “What can you realistically complete?” “What support is missing?” “Which issues should go to the coordinator?” Offer a way to decline additional tasks. After the event, review workload and feedback rather than assuming a tired team is evidence of dedication.

CHAPTER 26

Ethical information gifts and public profiles



Trust can be damaged by a careless success story, an undisclosed gift or an exaggerated claim about a certificate. Use transparency as an everyday practice.

Information and images

Collect only what the activity requires and explain its use. Get separate permission for public photographs or personal stories where appropriate. Participation in training is not permission for marketing. Avoid identifying people in sensitive disputes, even when the story appears positive.

Gifts and financial interests

Follow the rules of your organisation and the receiving institution. A gift connected to a decision, complaint or referral can create a conflict of interest. Do not solicit personal rewards for access or assistance. Disclose and record offers where required; decline or refer uncertain situations to the responsible person.

Public profile wording

Use an accurate description such as “Facilitator supporting community peace education and dialogue.” Name training as training and appointment as appointment. Do not use official seals, uniforms, titles or logos without permission or imply diplomatic authority.

A practical example

A participant offers money while asking you to influence a selection decision. Explain that selection must follow the authorised process and that a personal gift cannot affect it. Keep any necessary record and disclose the offer through the appropriate route.

Repair a mistake

Correct an exaggerated claim or unauthorised post promptly, notify affected people where appropriate and change the approval process. Quietly deleting a claim may be insufficient if others continue relying on it.

CHAPTER 27

Tool 11 Progress measures and activity report



Measure what changed and what did not. Attendance, posters and social media reach are activities or outputs; they do not by themselves demonstrate reduced conflict or stronger trust.

Choose a few useful indicators

Output example: two consultation meetings held with agreed interpretation.

Process example: participants can explain how to raise a concern privately.

Outcome example: the committee publishes criteria and answers review requests within its agreed timeframe.

Unintended effect example: a group reports exclusion after the venue changes.

For each indicator, record its starting position, target, evidence source, owner and review date. Avoid collecting sensitive personal details merely to improve a report.

Activity report template

Activity, date and location _____
Purpose and participants in broad terms _____
What was actually delivered _____
Agreed actions and responsible people _____
What changed compared with the starting position _____
Evidence and limitations _____
Participant feedback and unanswered concerns _____
Problems or unintended effects _____
Spending against approved budget _____
Next actions and review date _____

An honest conclusion

“Participants identified three access barriers and agreed who will review them. Implementation is not yet confirmed.” This is more useful than claiming lasting peace because people attended or shook hands.

Feedback question

“What made it easier or harder to participate, and what should change?” Offer a private route and explain whether feedback is anonymous, confidential within limits or attributable.

CHAPTER 28

Tool 12 Your first thirty days



Use this as an adaptable learning plan. Do not rush into high risk disputes to demonstrate activity. Progress can begin with preparation, listening and a small authorised project.

Days 1 to 7 Define and prepare

Write your role statement and review your code of practice. Choose one manageable issue relevant to a community or institution willing to work with you. Identify a supervisor or trusted adviser where possible. Begin a verified referral directory and assess your learning gaps.

Output: a role statement, initial issue description and contact verification plan.

Days 8 to 14 Listen and map

Consult a small varied set of affected people with clear information about purpose and privacy. Record consultation limits. Map stakeholders, decision authority, missing voices and access barriers. Avoid presenting informal listening as an investigation or representative survey.

Output: a short conflict analysis and a justified next step.

Days 15 to 21 Design and confirm

Develop a small dialogue, education session or advocacy request with affected people. Confirm permissions, scope, resources and practical support. Check suitability and risk. Prepare an agenda, invitation and feedback route. Change the plan if a joint meeting is unsuitable.

Output: an approved feasible activity plan or a documented referral instead.

Days 22 to 30 Deliver and review

Carry out the activity within your role. Record actual decisions, unresolved matters and responsible people. Check early actions and ask for feedback. Report limitations and spending. Agree what to continue, change or stop.

Output: a concise report and realistic next month plan.

CHAPTER 29

Practice case 1 A shared community hall



Two associations have receipts for the same hall and the same afternoon. Each has already invited participants. One says it represents the larger community and deserves priority. The other says the booking error reflects discrimination. You are asked to settle the matter before tomorrow.

Your task

Identify what you can verify, who can authorise a remedy and which participants should be consulted. Draft a two sentence opening and an interim plan. Use Tools 1, 2 and 5.

A model approach

Confirm the receipts, timing and booking authority. Hear both organisers about fixed constraints, costs and alternatives. Ask the hall manager to explain how the duplicate confirmation occurred. Do not decide priority from group size, identity or an assumption about intent.

Explore timing adjustments, an equivalent alternative venue or another authorised remedy. Compare disruption transparently and ensure a quieter group does not simply absorb every loss. Record the decision, responsible people and how participants will be informed.

Suggested wording

“Both groups appear to have booked in good faith. Let us verify the booking records and compare feasible options using the same criteria.”

Follow through

Confirm the replacement arrangement directly with organisers. Ask the hall to create one booking register and a clear approval role. A public handshake is not a substitute for a usable venue and an improved booking process.

Reflection

What if no acceptable alternative exists? Record unresolved losses and use the authorised review route rather than promising compensation you cannot approve.

CHAPTER 30

Practice case 2 An alarming voice note



An anonymous voice note says a faith community plans to disrupt a school celebration. Parents are forwarding it, and a youth group offers to guard the gate. The school has not issued any update. You are a volunteer peace advocate, not a security officer.

Your task

Write an initial response and identify what requires verification. Decide which actions are outside your competence. Use the safety guidance and the information verification steps.

A model approach

Avoid forwarding the recording. Contact the school's responsible organiser and appropriate competent safety channels to assess the concern. Keep confirmed facts separate from rumours. Do not organise a confrontation, investigate alone or guarantee the event is safe.

Ask the school to issue an accurate update through its normal trusted channels, including what remains uncertain and where verified information will be provided. Encourage parents to use that contact rather than circulate anonymous claims. Support the school's assessed decision about timing or arrangements.

Suggested wording

"The school has not confirmed a change. Please do not forward anonymous claims as facts. We have referred the concern to the responsible organisers for assessment."

Follow through

Check whether the update reaches the groups that received the rumour. Reassess if new credible information emerges. Do not publish names of people you suspect created the message without evidence and appropriate authority.

Reflection

A successful intervention may be more accurate communication and an appropriate referral. It need not produce an event or a public statement that all risk has disappeared.

CHAPTER 31

Practice case 3 Excluded voices and an unsafe request



A committee plans a peace dialogue with senior leaders only. Women and younger residents say decisions about them are being made without them. Separately, a woman privately says a family member has threatened her if she attends. The chair asks you to bring her anyway so the committee can prove it is inclusive.

Your task

Distinguish meaningful inclusion from compulsory attendance. Identify what can be discussed publicly and what should remain private. Use Tools 2, 3 and 6.

A model approach

Do not bring the threatened participant to a joint meeting or reveal her account to the chair. Discuss safe contact and support options privately, explaining your role and confidentiality limits. Seek qualified safeguarding or specialist advice where needed. Her support must not depend on attending.

Address the broader representation issue without exposing her. Consult diverse affected people through suitable channels and redesign agenda setting, participation and decision authority. Offer practical access support and private input. Do not select one symbolic participant and describe the whole process as inclusive.

Suggested wording to the chair

“Inclusion means a genuine opportunity to influence decisions. It cannot be demonstrated by forcing someone to attend. We need appropriate participation options and a process that responds to concerns.”

Follow through

Review whose recommendations changed the agenda and decisions. Follow up with the threatened person only through a method she identifies as safe. Keep that information separate from public project reporting.

CHAPTER 32

Sources and continued learning



The practical tools, sample scripts and fictional examples in this ebook are original learning material. They are adaptable starting points rather than official forms or a professional qualification. The following references support further study of process design and responsible communication.

United Nations Guidance for Effective Mediation

United Nations, 2012. Provides foundations including preparation, consent, impartiality and inclusion. These principles inform the guidance on choosing and preparing a suitable process; this toolkit does not reproduce the full UN framework.

https://peacemaker.un.org/en/documents/united-nations-guidance-effective-mediation

Guidance on Gender and Inclusive Mediation Strategies

United Nations. Useful for understanding how inclusion should affect process design and decisions, rather than only attendance.

https://peacemaker.un.org/en/documents/guidance-gender-and-inclusive-mediation-strategies

United Nations guidance on engaging with harmful content

Practical information on checking origins, consulting reliable sources and responding responsibly to harmful material online.

https://www.un.org/en/hate-speech/take-action/engage

Before working in a real setting

Check the current procedures of the host organisation, relevant local arrangements and the actual requirements of referral services. Get competent advice on matters outside your role. Do not interpret a toolkit example as authority to investigate, determine rights or operate in an unsafe environment.

Your next learning step

Choose one tool, practise it on a fictional low risk scenario and ask a competent reviewer for feedback. Improve the tool before using it with participants. Keep a record of what you learned, what you changed and what still requires supervision or further training.

About the Author



Korede Olafimihan

Korede Olafimihan is the author of the Peace Ambassador and Advocate Practical Toolkit. His experience includes work with several non-governmental organisations, which informs his interest in practical approaches to community engagement and cooperation.

In this toolkit, he brings together accessible guidance, checklists, sample scripts and planning templates to help readers prepare for peace education, advocacy and dialogue. His emphasis is on listening carefully, involving affected people and turning shared intentions into practical action.