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RADIOPEACE **your PATHWAY** **to Intercultural Dialogue**

September, 2026

Music • Movement • Dialogue

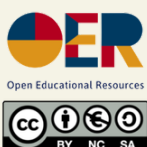
PROJECT INFORMATION

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For more information: <https://radiopeace.eu/>

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About the RADIOPEACE Project

RADIOPEACE is a transnational initiative that explores how Non-Formal Education, music, dance and movement can support peacebuilding, intercultural dialogue and social inclusion among young people.

At the heart of the project is a simple idea: meaningful dialogue does not always begin with words. Shared rhythm, movement and cultural expression can create opportunities for people to meet, participate and become curious about one another. When combined with thoughtful facilitation and reflection, these experiences can open spaces for listening, exchange and mutual understanding.

Bringing together organisations and participants from Albania, Kosovo, Italy and Bulgaria, under the coordination of MV International, RADIOPEACE places particular attention on the interconnected cultural realities of the Western Balkans and Europe. Rather than presenting cultural difference as something to overcome, the project approaches it as an opportunity for learning, dialogue and connection.

RADIOPEACE does not treat music and dance simply as performance. Within the project, they become participatory tools within a broader Non-Formal Education process. They create opportunities for young people to explore identity, question assumptions, communicate across differences and take an active role in building more inclusive communities.

About this Guide

RADIOPEACE: Your Pathway to Intercultural Dialogue has been created as a practical resource for bringing peacebuilding and intercultural dialogue closer to youth work and to the everyday realities of young people.

The guide connects two perspectives.

The first is the perspective of the **practitioner**, including youth workers, trainers, facilitators, educators and organisations looking for practical approaches, methods and considerations that can be adapted when working with diverse groups of young people.

The second is the perspective of the **young person**, someone who wants to better understand peacebuilding, engage positively with cultural differences, communicate respectfully, challenge stereotypes and turn ideas about peace and inclusion into everyday choices and positive action.

For this reason, the guide is organised around **two connected pathways within one publication**.

Each pathway can be used independently, depending on the reader's needs and interests. They can also be explored together for a fuller understanding of the RADIOPEACE approach.

HOW TO USE THIS GUIDE

There is no single way to move through RADIOPEACE.

You can read the guide from beginning to end or go directly to the pathway that best corresponds to your role, interests or needs.

Both pathways share the same RADIOPEACE foundation, but each translates it into practical guidance for a different audience.

PATHWAY I

FOR YOUTH WORKERS & PRACTITIONERS

This pathway is designed for youth workers, trainers, facilitators, educators, NGO practitioners and others who design or facilitate learning experiences with young people.

It introduces the RADIOPEACE approach and explores how Non-Formal Education, music, dance and movement can be integrated into peacebuilding and intercultural youth work. Particular attention is given to conflict-sensitive facilitation, inclusive participation, activity design, reflection and adaptation to different cultural and social contexts.

The pathway also brings practice into the guide through learning generated by the RADIOPEACE Training Course and the National Working Groups.

Understand • Prepare • Facilitate • Practise • Adapt

PATHWAY II

FOR YOUNG PEOPLE

This pathway is designed for young people interested in peacebuilding, cultural diversity, communication, inclusion and positive social action.

It builds on the experiences, reflections and ideas developed by young people during the RADIOPEACE Youth Exchange and turns them into practical guidance that other young people can adapt to their own lives, communities and online spaces.

The pathway explores four interconnected areas: peacebuilding in everyday life, intercultural dialogue, respectful communication and creating positive change through social media.

Understand • Reflect • Connect • Communicate • Act

ONE GUIDE, TWO PATHWAYS, ONE SHARED PURPOSE

The two pathways are designed to work independently, but they also complement one another.

Practitioners can use the youth pathway to engage with ideas, experiences and perspectives emerging from young participants. Young people who are interested in facilitation, leadership or community action can explore the practitioner pathway for deeper methods and practical tools.

Together, the two pathways connect professional practice with youth experience.

Whichever pathway you choose, RADIOPEACE invites you to approach intercultural dialogue as an ongoing practice. It grows through participation, curiosity, reflection, respectful communication and the choices we make when engaging with people whose experiences, perspectives or cultural backgrounds may differ from our own.

The RADIOPEACE guide reflects a participatory process that brings together the experiences of practitioners and young people.

The **Training Course in Sassari, Italy** provided the methodological foundation for the practitioner pathway. Youth workers and NGO staff experienced RADIOPEACE methods combining Non-Formal Education with music, dance and movement. Following the Training Course, National Working Groups involving trained participants, youth workers and project staff reflected on selected methods and considered how they could be understood, adapted or applied within different national and cultural contexts. Their contributions provide practice-based input for the first pathway of this guide.

The **Youth Exchange in Plovdiv, Bulgaria** provided the participatory foundation for the youth pathway. Young people explored RADIOPEACE themes through shared experiences and developed contributions around peacebuilding, intercultural dialogue, respectful communication and the positive use of social media.

Bringing these perspectives together allows the guide to connect methods with experience, facilitation with participation, and learning with action.

SECTION I

RADIOPEACE FOR PRACTITIONERS

Practical guidance for youth workers, trainers and facilitators.

01

APPROACH



RADIOPEACE Training Course | Sassari, Italy

The RADIOPEACE Approach

RADIOPEACE is built on the understanding that peacebuilding and intercultural dialogue can be strengthened when young people have meaningful opportunities to meet, participate, create and reflect together.

The approach combines **Non-Formal Education with music, dance and movement**, using creative participation to support interaction across cultural and social differences. These elements are not treated simply as artistic activities or performance. They become part of a learning process in which young people can express themselves, encounter different perspectives, explore cultural identities and develop relationships with others.

Shared creative experiences can be particularly valuable in intercultural groups because participation does not depend entirely on language. A rhythm can be followed before a conversation begins. A movement can be shared before participants know much about one another. A traditional song or dance can create curiosity about the people, stories and cultural heritage connected to it.

However, RADIOPEACE does not assume that bringing people together automatically creates dialogue or understanding. Cultural expressions can carry different personal, social or historical meanings. An activity that feels familiar and positive to one participant may be unfamiliar, sensitive or uncomfortable for another. For this reason, **facilitation, voluntary participation and reflection are central to the approach.**

The role of the practitioner is therefore not simply to organise creative activities. It is to create the conditions in which experience can become learning. Participants need opportunities to reflect on what they experienced, listen to different interpretations, question assumptions and connect the activity with wider issues of identity, inclusion, stereotypes and peaceful coexistence.

In this sense, RADIOPEACE brings together several interconnected elements: Non-Formal Education provides the learning framework; music, dance and movement provide opportunities for shared experience and expression; cultural heritage creates opportunities for discovery and exchange; intercultural dialogue supports engagement with difference; and conflict-sensitive facilitation helps practitioners navigate these processes responsibly.

The result is not a fixed methodology that must be reproduced in exactly the same way everywhere. RADIOPEACE offers an adaptable approach that youth workers and facilitators can apply according to the needs, experiences and cultural realities of the young people they work with.

RADIOPEACE PRINCIPLE

Creative participation can open opportunities for connection. Reflection and dialogue help transform those experiences into learning.



RADIOPEACE Training Course | Sassari, Italy

Peacebuilding and Intercultural Dialogue in Youth Work

Peacebuilding is often associated with formal peace processes, institutions or societies affected by conflict. In youth work, however, peacebuilding also has an important everyday dimension.

It can be present in the way young people learn to communicate across differences, respond to stereotypes, manage disagreement, listen to perspectives other than their own and participate in groups where different identities and experiences are respected.

Youth work provides a particularly valuable environment for these processes because learning can take place through **participation and experience**, rather than only through formal instruction. A shared activity, a group discussion, a creative challenge or an encounter with another cultural tradition can become an opportunity to explore how young people relate to one another.

Intercultural dialogue is central to this process.

It does not require participants to agree on everything, nor does it ask them to minimise the importance of their cultural identities. Instead, it creates space for people with different backgrounds, experiences and perspectives to engage with one another through openness, curiosity and respect.

For practitioners, this means moving beyond activities that simply present different cultures alongside one another. Intercultural learning becomes deeper when young people are encouraged to **ask questions, exchange perspectives, recognise similarities, explore differences and reflect on their own assumptions.**

Music, dance and movement can support this process because they create opportunities for shared participation. They can reduce some of the initial barriers that appear in intercultural groups and provide alternative ways of communicating and expressing identity. Yet the creative experience is only the beginning. The facilitator helps participants move *from doing something together to understanding what the experience revealed.*



From Contact to Dialogue

Bringing young people from different backgrounds into the same room is not, by itself, intercultural dialogue.

Meaningful intercultural learning requires conditions that allow participants to:

- ◈ participate without being pressured to represent an entire culture or community;
- ◈ express curiosity and ask respectful questions;
- ◈ encounter differences without immediately judging them;
- ◈ recognise and challenge stereotypes when they appear;
- ◈ reflect on both similarities and differences;
- ◈ listen to experiences that may not match their own.

The aim is not to eliminate difference. It is to develop the ability to **engage constructively with difference**.

This distinction is particularly important in contexts where cultural identity, historical experience, ethnicity or national belonging may carry sensitive meanings. Practitioners should avoid creating situations in which young people are expected to defend a group, explain an entire culture or enter political debates they did not choose.

Instead, RADIOPEACE encourages facilitators to begin with **personal experience, shared participation and reflection**. This allows intercultural dialogue to develop through relationships rather than through abstract discussions about groups.

The Role of the Youth Worker



Facilitating the Process

Within the RADIOPEACE approach, the youth worker is not expected to provide all the answers. The practitioner's role is to create the conditions in which young people can participate safely, encounter different perspectives and make meaning from their experiences.

This requires more than delivering an activity. It involves preparation, observation and sensitivity to the dynamics of the group. The facilitator pays attention to how participants engage, whose voices are being heard, where discomfort may be emerging and when the planned process needs to be adapted.

The youth worker therefore acts as a **facilitator of learning rather than a provider of answers**, supporting young people to explore experiences, perspectives and differences for themselves.



Create an Inclusive Space

Create an environment in which participants feel able to take part, express themselves and engage with others without pressure. Pay attention to who participates easily, who remains quieter and whether everyone has meaningful opportunities to contribute.



Observe and Respond

Facilitation requires attention to the dynamics of the group. A youth worker may need to encourage quieter voices, respond to a stereotype without humiliating the person who expressed it, adapt an activity when participants appear uncomfortable, or allow more time when an experience produces unexpected reactions.



Turn Experience into Learning

Creative participation creates an experience, but reflection gives that experience meaning. Help young people explore what happened, listen to different interpretations and connect their experience with wider questions of identity, inclusion, stereotypes and peaceful coexistence.

Good facilitation is not only about what activity is delivered. It is equally about how the experience is guided, reflected upon and transformed into learning.

Non-Formal Education as a Foundation

Non-Formal Education is the learning foundation of the RADIOPEACE approach. It creates spaces in which young people learn through participation, experience, reflection and interaction with others.

Unlike formal learning environments, NFE does not begin with the assumption that knowledge flows primarily from an educator to a learner. Participants bring their own experiences, identities, perspectives and knowledge into the process. The facilitator creates the conditions for these different contributions to become part of the learning experience.

This is particularly relevant to peacebuilding and intercultural dialogue. Questions of identity, belonging, stereotypes and cultural difference cannot be explored meaningfully through information alone. Young people need opportunities to encounter different perspectives, experience cooperation, reflect on their reactions and discuss what those experiences mean.

Within RADIOPEACE, this is why an activity is never considered only in terms **of what participants do**. Equal attention is given to **what they experience, what they notice, what they discuss and what they take from the process**.

Learning Through Experience

A RADIOPEACE activity may begin with something apparently simple: learning a movement, sharing a rhythm, listening to a piece of traditional music or working together on a creative task.

The learning develops through the process around that experience.

Participants may notice how comfortable or uncomfortable they feel when encountering something unfamiliar. They may become curious about a cultural tradition they knew little about. They may recognise an assumption they had made, discover a similarity they did not expect or experience cooperation with someone they had not previously spoken to.

The facilitator then creates space for participants to reflect on these observations and connect them with wider questions of intercultural dialogue, inclusion and peaceful coexistence.



From Experience to Learning

For practitioners, the process can be understood through four connected moments:

Experience Participants actively take part in an activity.

Reflection They consider what happened, how they felt and what they noticed.

Dialogue Different interpretations and perspectives are shared within the group.

Connection Participants relate the experience to their own lives, communities and future actions.

The process is not always perfectly linear. Participants may move backwards and forwards between these moments. What matters is that the activity does not end when the music stops, the movement finishes or the practical task is completed.

FACILITATOR TIP

Before choosing an activity, ask yourself: *What do I want participants to understand, question or explore through this experience?*

The method should serve the learning purpose, not the other way around.



Participants as Active Contributors

NFE also changes the relationship between facilitator and participant.

Young people are not passive recipients of a predefined message. They contribute knowledge, interpretations and experiences of their own. This is especially important in intercultural groups, where no single person should be positioned as the authority on another participant's identity or cultural experience.

The facilitator provides structure and safeguards, but also leaves room for participants to influence the process, raise questions and create meaning together.

In this way, Non-Formal Education provides more than a set of methods for RADIOPEACE. It provides the learning culture within which music, dance, movement and intercultural dialogue can become meaningful.

Music, Dance and Movement

Music, dance and movement are central elements of the RADIOPEACE approach. They offer forms of participation that do not depend entirely on spoken language and can create shared experiences among young people who may have different cultural backgrounds, communication styles or levels of confidence.

In youth work, these forms of expression can help create an atmosphere in which participants interact in ways that are different from ordinary discussion. Following a rhythm together, learning a movement, sharing a dance or introducing music connected to one's cultural background can generate curiosity, participation and contact between people who may initially know very little about one another.

Their value, however, does not lie simply in making an activity more enjoyable. Within RADIOPEACE, music, dance and movement are used with a **learning purpose**. They can provide an entry point for exploring identity, cultural heritage, belonging, cooperation and difference.

A piece of music may carry memories or cultural associations. A traditional dance may communicate aspects of collective identity and heritage. Movement can allow participants to express something they may find difficult to put into words. When these experiences are followed by thoughtful reflection, they can open conversations that might not emerge through discussion alone.

Beyond Language

Intercultural groups often include participants with different levels of confidence in the working language. This can influence who speaks most, who remains quiet and whose ideas become most visible.

Music and movement can temporarily change this dynamic.

Participation can begin through listening, observing, following, creating and responding. A participant who is hesitant during a verbal discussion may feel more comfortable contributing through rhythm or movement. Someone else may discover that they can communicate and cooperate with another person before they have exchanged many words.

This does not mean that creative methods remove language barriers or cultural differences. Rather, they offer **additional ways of participating and connecting**.

KEY IDEA

Music and movement do not replace dialogue. They can create experiences from which dialogue can begin.

From Participation to Intercultural Learning

The learning potential becomes stronger when the facilitator helps participants move beyond simply performing or reproducing a cultural expression.

After a musical, dance or movement activity, reflection can invite participants to consider what they experienced. *What felt familiar? What felt unfamiliar? What made them curious? Did they make assumptions about the music, movement or people connected to it? Did their understanding change after learning more about its meaning or context?*

These questions help transform a shared creative activity into an opportunity for intercultural learning.

The objective is not to ask participants to become experts in another culture. It is to encourage **curiosity without judgement, participation without appropriation and exchange without reducing cultures to stereotypes.**

Using Music, Dance and Movement with Purpose

For practitioners, the starting point should always be the learning objective rather than the creative method itself.

Before introducing music, dance or movement, consider a few essential questions:

- *What learning purpose does this activity serve?*
- *What cultural or personal meanings might the material carry?*
- *Is participation accessible and genuinely voluntary?*
- *What information or context should participants receive?*
- *How will the experience be reflected upon afterwards?*

These considerations are particularly important when working with traditional or ethnic music and dance. Cultural expressions should not be presented as decorative representations of a country or community. Their context, meaning and the voices of the people connected to them matter.

Participation Without Pressure

Creative activities can be energising, but not every participant will feel equally comfortable singing, dancing or moving in front of others.

A RADIOPEACE facilitator should avoid treating reluctance as a lack of engagement. Personal boundaries, physical ability, cultural norms, previous experiences and confidence can all influence how someone chooses to participate.

Where possible, activities should offer different ways of being involved. A participant might observe first, contribute to rhythm, support a group task, suggest music, help explain cultural context or join gradually when they feel ready.

The aim is **meaningful participation, not forced performance**.

FACILITATOR TIP

Never measure the success of a creative activity by how loudly people sing, how confidently they dance or how visibly they participate. Look instead at whether participants had meaningful opportunities to engage, connect, reflect and learn.

The Role of Reflection

The debriefing is what connects the creative experience with the wider objectives of RADIOPEACE.

A facilitator might ask:

What did you notice during the activity?

What surprised you?

How did it feel to participate in something familiar or unfamiliar?

What did you learn about another person or cultural expression?

Did anything challenge an assumption you had?

How does this experience relate to dialogue or inclusion?

Not every activity requires all of these questions. The facilitator should select those that best correspond to the experience and the learning objective.

Music, dance and movement can create powerful moments of shared participation. Their contribution to peacebuilding does not come automatically from the creative act itself. It emerges from the combination of **participation, context, facilitation, reflection and dialogue**.

From Reflection to Learning

Reflection helps participants recognise what an activity has taught them and how that learning connects to everyday life. A shared dance, rhythm or creative exercise may reveal assumptions, encourage cooperation or open conversations about cultural differences.

The facilitator's task is to help participants identify these connections and consider how they might apply them beyond the session.

PRACTICAL EXERCISE | From Experience to Understanding

After a music, dance or movement activity, invite participants to reflect in pairs.

Ask them to discuss:

- What did you discover about yourself or others?
- Did anything challenge your expectations?
- How could you apply this experience in everyday life?

Allow a few minutes for discussion, then invite participants to share one observation with the wider group.

Purpose: To connect creative participation with personal reflection, intercultural understanding and practical learning.

Turning Learning into Action

Learning becomes more meaningful when participants have opportunities to use it. Following an activity, invite young people to identify one small action they could take in their school, youth organisation or community.

This might involve organising an intercultural gathering, introducing a creative activity to another group or creating space for respectful dialogue.

FACILITATOR TIP

Ask participants: What is one thing you will do differently after this experience?

Cultural Heritage and Intercultural Learning

Cultural heritage is more than a collection of traditions, music or dances. It reflects the histories, experiences and identities of communities and can provide a meaningful starting point for intercultural dialogue.

In RADIOPEACE, cultural heritage is approached as a living resource for learning. Participants are encouraged to explore cultural expressions, recognise similarities and differences, and reflect on how traditions connect people across generations and communities.

The objective is not simply to introduce participants to different cultures, but to encourage curiosity, challenge assumptions and develop a deeper understanding of cultural diversity.

From Cultural Exchange to Intercultural Learning

Sharing traditional music or dance can create opportunities for connection. However, intercultural learning requires participants to move beyond observing or performing cultural traditions.

Facilitators can encourage this process by inviting participants to:

Explore meaning: Consider the stories, values and experiences associated with a cultural expression.

Recognise connections: Identify similarities between traditions without overlooking their differences.

Question assumptions: Reflect on how stereotypes or limited knowledge influence perceptions of other cultures.

Appreciate diversity: Understand that cultural identities are complex and cannot be represented by a single tradition.

Connect to everyday life: Consider how greater cultural understanding can influence relationships and communication beyond the activity.



Reflection Questions

- What did you discover about a culture that you did not know before?
- Did anything challenge your previous assumptions?
- What similarities or differences surprised you?
- How might this experience influence the way you interact with people from different backgrounds?
- How can music and dance help us connect across cultures?
- Why is it important to respect traditions we do not fully understand?
- What can you do to encourage intercultural understanding in your community?



RADIOPEACE Principle

Cultural exchange creates opportunities for discovery. Intercultural learning begins when participants reflect on what those discoveries mean.

Values and Competences

Values in Practice

Respect for human dignity, equality and inclusion, empathy, solidarity, democratic participation and openness to diversity are central to the RADIOPEACE approach. These values become meaningful when young people practise them through shared experiences, cooperation and everyday interactions.

Consider a traditional dance where participants must follow a common rhythm, support someone unfamiliar with the steps or find ways to include those who prefer not to dance. Such moments can encourage respect, cooperation and a sense of belonging.

Similarly, sharing music from different cultural backgrounds may challenge assumptions and encourage curiosity. The learning comes not only from discovering unfamiliar traditions, but also from recognising how we respond to differences.

Competences Developed Through Participation

Beyond promoting shared values, RADIOPEACE activities can help young people develop competences that are relevant to their relationships, communities and everyday lives.

Through collaborative activities, participants practise communication and teamwork, learn to negotiate different perspectives and strengthen their ability to listen and respond constructively. Encountering unfamiliar cultural expressions can encourage critical thinking, self-awareness and intercultural understanding.

These competences develop gradually through experience, reflection and opportunities to apply learning in new situations. Facilitators can support this process by helping participants recognise what they have practised and how those abilities might be useful beyond the activity.

A Conflict-Sensitive Approach

Music, dance and cultural exchange can bring people together, but they may also touch on sensitive histories, identities and relationships between communities. An activity that feels welcoming to some participants may create discomfort or exclusion for others.

A conflict-sensitive approach means recognising these possibilities before an activity begins. It requires facilitators to understand the context in which they work, consider how different participants might experience an activity and remain prepared to adapt their plans.

In RADIOPEACE, the aim is not to avoid cultural differences or difficult subjects. It is to explore them responsibly, without reinforcing stereotypes, deepening divisions or placing participants under unnecessary pressure.

Looking Beyond the Activity

Consider a workshop where participants are invited to share traditional songs associated with their countries. The facilitator may see this as a simple cultural exchange. However, some songs may carry political or historical associations that are not immediately apparent to everyone in the group.

Rather than assuming that all cultural expressions are neutral, the facilitator should learn about the materials beforehand and allow participants to raise concerns or suggest alternatives.

This attention to context is especially important when working with young people from communities affected by historical tensions, discrimination or unresolved conflicts.

A Question Worth Asking

Before introducing an activity, consider:

Could this activity unintentionally reinforce a division, stereotype or unequal relationship within the group?

The answer may not always be obvious. Consulting local partners, listening to participants and remaining flexible can help facilitators make more informed decisions.

European and Western Balkan Context

Why Regional Context Matters?

The Western Balkans is a region of rich cultural diversity, shared traditions and complex historical relationships. While communities across the region have many cultural connections, historical tensions, political divisions and persistent stereotypes can still influence how people perceive one another.

For young people, these perceptions may be shaped by family narratives, education, media and experiences within their communities. Some have opportunities to meet peers from neighbouring countries, while others have limited direct contact with people whose backgrounds or perspectives differ from their own.

Youth work can create spaces where young people encounter different experiences, question assumptions and develop relationships based on mutual respect.

Connecting Regional Experiences with European Values

RADIOPEACE brings together participants from Albania, Kosovo, Italy and Bulgaria, connecting Western Balkan experiences with a wider European perspective.

Through Non-Formal Education and creative activities, the project encourages young people to explore values such as human dignity, equality, democracy, solidarity and respect for diversity.

These values are particularly relevant when discussing peaceful coexistence, social inclusion and the role young people can play in strengthening relationships between communities.

The European dimension of RADIOPEACE is therefore not limited to international mobility. It also concerns how participants translate shared experiences into more inclusive attitudes and everyday actions within their local communities.

Beyond Borders

A shared song or dance does not erase historical differences or resolve political disagreements. However, it can provide a starting point for people to meet beyond familiar labels and discover experiences they may have in common.

For facilitators, the challenge is to create opportunities for these encounters while recognising that participants bring different histories, identities and perspectives into the learning space.

The purpose is not to promote a single interpretation of the region's past, but to encourage dialogue, critical reflection and a commitment to peaceful coexistence.

02 PRACTICE



RADIOPEACE Training Course | Sassari, Italy

Planning a RADIOPEACE Activity

A successful RADIOPEACE activity begins with a clear learning objective. Music, dance and movement should not be included simply as entertainment, but as opportunities to encourage participation, cultural exchange and reflection.

Before selecting an activity, facilitators should consider the group's needs, cultural backgrounds, previous experiences and comfort levels.

PRACTICAL TOOL | Five Questions Before You Begin

Use these questions when preparing an activity:

1. **Purpose:** What should participants explore or learn?
2. **Participants:** Who will take part, and what might affect their participation?
3. **Method:** How will music, dance or movement support the learning objective?
4. **Inclusion:** How can everyone participate comfortably and voluntarily?
5. **Reflection:** Which questions will help participants connect the experience with peacebuilding?

These questions can guide both the selection of an existing activity and the development of a new one.

Adapting Activities to Different Groups

An activity that works well with one group may need adjustments for another. Facilitators should remain flexible, particularly when working with participants from different cultural backgrounds or with fewer opportunities.

Adaptations may involve changing the duration, simplifying instructions, offering alternative ways to participate or selecting culturally appropriate materials.

FACILITATOR TIP

Always prepare an alternative form of participation for anyone who prefers not to dance, perform or engage in physical contact.

Choosing Culturally Appropriate Materials

Music, dance and movement can carry different meanings depending on their cultural, historical and social contexts. When selecting materials for a RADIOPEACE activity, facilitators should consider not only their relevance to the learning objective but also how participants may interpret or experience them.

Traditional music and dance should be introduced with sufficient context to help participants understand their origins and significance. Whenever possible, facilitators can invite participants to share knowledge about cultural expressions they are familiar with, without expecting anyone to represent an entire community.

Particular attention is needed when activities involve cultural traditions connected to sensitive histories, identities or relationships between communities.

PRACTICAL GUIDANCE | Before Introducing Cultural Materials

Consider the following:

Cultural context: Do participants have enough information to understand the origins and meaning of the music or dance?

Representation: Does the activity avoid presenting one cultural expression as representative of an entire country or community?

Sensitivity: Could the material carry historical, political or personal associations that require careful introduction?

Participation: Can participants engage without feeling pressured to perform or explain their cultural identity?

Reflection: How will the activity encourage curiosity, respectful questions and intercultural learning?

FACILITATOR TIP

When participants introduce music or dance from their own cultural backgrounds, allow them to decide what they wish to share and how they want to present it. Cultural exchange should be an invitation, not an obligation.

Supporting Dialogue in Sensitive Situations

Intercultural activities may bring different perspectives, personal experiences or sensitive issues into the discussion. These moments can create valuable learning opportunities, but they require careful facilitation.

The facilitator's role is not to eliminate disagreement or encourage everyone to reach the same conclusion. Instead, it is to support respectful dialogue while ensuring that participants feel safe to express themselves without experiencing discrimination or hostility.

When tensions arise, facilitators should remain attentive to group dynamics, acknowledge different perspectives and intervene when communication becomes disrespectful.

PRACTICAL GUIDANCE | When Dialogue Becomes Difficult

Pause and observe: Recognise signs of discomfort, exclusion or escalating tension before continuing the activity.

Return to shared agreements: Remind participants of the principles of respect, active listening and non-discrimination established at the beginning.

Encourage understanding: Invite participants to explain their perspectives without making assumptions about others.

Avoid forced disclosure: Never pressure participants to share personal experiences, identities or opinions they prefer to keep private.

Know when to intervene: Address discriminatory language or harmful behaviour promptly. Respectful dialogue does not mean accepting harassment or hate speech.

FACILITATOR TIP

Not every disagreement needs to be resolved during a single session. Sometimes the most meaningful outcome is helping participants recognise different perspectives and continue communicating respectfully.

Understanding the Group and Context

No two groups respond to an activity in exactly the same way. Age, previous experiences, language confidence, cultural backgrounds and relationships within the group can all influence participation.

Before facilitating an intercultural learning activity, youth workers need to understand who is in the room, what participants may need and which factors could affect their willingness to engage.

A Situation to Consider

Imagine preparing a traditional dance activity for an international group of young people. Some participants are enthusiastic and familiar with group dancing. Others have never tried it, feel uncomfortable with physical contact or are worried about making mistakes in front of people they have just met.

The activity itself may be appropriate, but the way it is introduced can influence whether participants feel encouraged or pressured.

Instead of beginning immediately with the dance, the facilitator could introduce a simple rhythm exercise, explain what participation involves and offer alternatives for those who prefer to observe or contribute through music.

Making Decisions Before the Activity

Before choosing or adapting a method, consider three questions:

What do I know about this group?

Think about participants' previous experiences, language needs, accessibility requirements and existing relationships.

What might affect participation?

Consider confidence, cultural expectations, group dynamics and possible barriers to engagement.

What can I adapt?

Adjust the pace, instructions, group arrangements or level of physical participation while preserving the learning objective.

From Planning to Practice

Understanding the group is not a task completed once at the beginning of a workshop. Facilitators should continue observing how participants respond and make adjustments when necessary.

An effective intercultural learning activity is not necessarily one in which everyone participates in the same way. It is one in which participants have meaningful opportunities to contribute.

Creating Safe and Inclusive Spaces

A welcoming learning environment does not happen automatically. It develops through the way participants are introduced to one another, how activities are facilitated and how the group responds to different needs and perspectives.

In intercultural youth work, creating a safe space means establishing conditions where participants can express themselves, ask questions, make mistakes and contribute without fear of humiliation or discrimination. While no facilitator can guarantee that everyone will always feel comfortable, clear boundaries and thoughtful preparation can help build trust.

Start with Shared Agreements

At the beginning of a workshop, invite participants to discuss what they need to feel respected and included.

Rather than presenting a long list of rules, ask a simple question:

"What would help everyone feel comfortable participating in this group?"

Participants might suggest listening without interrupting, respecting different opinions, avoiding offensive jokes or allowing people to step back from activities when needed.

Write down the agreements and make them visible. They can be revisited whenever the group needs a reminder of its shared responsibilities.

When Inclusion Requires Flexibility

Imagine a participant who enjoys listening to traditional music but does not feel comfortable dancing in front of others.

Instead of insisting that everyone join the dance, the facilitator offers different ways to contribute, such as following the rhythm, helping select music or observing the activity and sharing reflections afterwards.

The learning objective remains the same, but participants have different ways to engage.

A Small Practice That Makes a Difference

Before moving from one activity to another, briefly check how the group is feeling. A simple question such as "Is there anything we should adjust before continuing?" can reveal needs that were not apparent during preparation.

Creating an inclusive space is an ongoing responsibility, not a task completed during the introduction.

Facilitating Diverse Groups

Working with culturally diverse groups offers opportunities for learning, but it also requires sensitivity to different communication styles, expectations and experiences.

Some participants may express themselves confidently, while others need more time to formulate their thoughts, particularly when communicating in a language that is not their own.

The facilitator's responsibility is to create conditions where these differences do not become barriers to meaningful participation.

Encouraging Balanced Participation

In group discussions, confident speakers may unintentionally dominate the conversation. Rather than asking everyone to contribute immediately, facilitators can introduce short moments of individual reflection or pair discussions before opening the conversation to the wider group.

This gives participants time to organise their ideas and can encourage contributions from those who are less comfortable speaking publicly.

Working Across Language Differences

Language differences do not necessarily prevent cooperation, but they can affect confidence and understanding.

Use clear instructions, avoid unnecessary jargon and check understanding without putting individuals on the spot. Demonstrations, visual materials and practical examples can support communication when participants have different language abilities.

Recognising Different Perspectives

Participants may interpret the same situation differently because of their experiences, cultural references or personal values.

Rather than expecting immediate agreement, encourage participants to explain their perspectives and listen to one another. The aim is not to eliminate differences, but to help the group work constructively with them.

Supporting Dialogue and Participation

Meaningful dialogue involves more than giving everyone an opportunity to speak. It requires participants to listen, respond thoughtfully and explore perspectives that may differ from their own.

In intercultural youth work, facilitators can support this process by encouraging exchanges that build understanding rather than simply collecting individual opinions.

Moving Beyond Individual Responses

Imagine a group discussion following a music or movement activity. Participants share what they enjoyed, but the conversation remains at the level of personal impressions.

Instead of immediately introducing another question, the facilitator can invite participants to respond to something another person has said.

For example:

"Did anyone experience that differently?"

"What did you hear that made you reconsider your own perspective?"

These questions encourage participants to connect their experiences and explore differences constructively.

Creating Space for Dialogue

Not every discussion needs to move quickly. Moments of silence can give participants time to think, particularly when exploring unfamiliar or sensitive subjects.

Facilitators should also pay attention to whether participants are responding to one another or speaking only to the person leading the activity.

A useful approach is to invite participants to ask each other questions before the facilitator offers further input.

When Dialogue Becomes Learning

A successful discussion does not necessarily end in agreement. Participants may leave with different opinions but a better understanding of why others see things differently.

The facilitator's role is to help the group recognise these moments of learning and consider how they might influence communication beyond the workshop.

Reflection and Debriefing

An activity does not automatically become a learning experience. What participants take away often depends on the opportunity they have to reflect, share different interpretations and connect their experiences to everyday life.

A well-facilitated debriefing helps young people recognise what happened, understand how they responded and consider what they might do differently in the future.

Guiding the Conversation

A useful debriefing can follow three stages.

Begin with the experience. Invite participants to describe what happened and how they felt. Allow different reactions without immediately interpreting them.

Explore the meaning. Encourage participants to consider why they responded in particular ways and what they discovered about themselves or others.

Connect to everyday life. Ask how the experience relates to situations they encounter in their communities, schools or relationships.

When Participants Respond Differently

Not everyone will interpret an activity in the same way. A musical performance may feel joyful to one participant and unfamiliar or uncomfortable to another.

Rather than searching for a single correct interpretation, the facilitator can use these differences to encourage curiosity and mutual understanding.

Participants should also have the option to reflect individually or in smaller groups before contributing to a wider discussion.

Closing with Purpose

End the debriefing by inviting participants to identify one idea, question or action they want to take away.

A simple closing question can be:

"What is one thing from this experience that you would like to carry into your everyday life?"

This helps connect the learning process with personal responsibility and future action.

Adapting Activities Across Cultural Contexts

An activity that works well with one group may produce a different experience in another setting. Cultural references, local traditions, language and participants' previous experiences can all influence how an activity is understood.

Adapting a method does not mean changing its learning purpose. It means adjusting how the activity is introduced and facilitated so that participants can engage meaningfully.

One Activity, Different Approaches

Consider an intercultural workshop that uses traditional dances to explore cooperation and cultural identity.

In an international youth exchange, participants might introduce dances from their countries, teach one another basic movements and discuss similarities between traditions.

In a local youth centre, the same learning objective could be explored through dances familiar to the community, alongside traditions introduced by participants from different backgrounds.

In a group with limited mobility or space, participants could explore rhythm through hand movements, clapping or seated activities.

The method changes, but the opportunity to experience cooperation and cultural exchange remains.

What Should Remain Consistent?

When adapting an activity, facilitators should preserve three essential elements:

Learning purpose: What should participants understand or develop?

Meaningful participation: Can everyone engage in a way that respects their abilities and circumstances?

Reflection: How will participants connect the experience to intercultural understanding?

The aim is not to reproduce an activity exactly, but to preserve its educational value in a different context.

03

METHODS



RADIOPEACE Training Course | Sassari, Italy

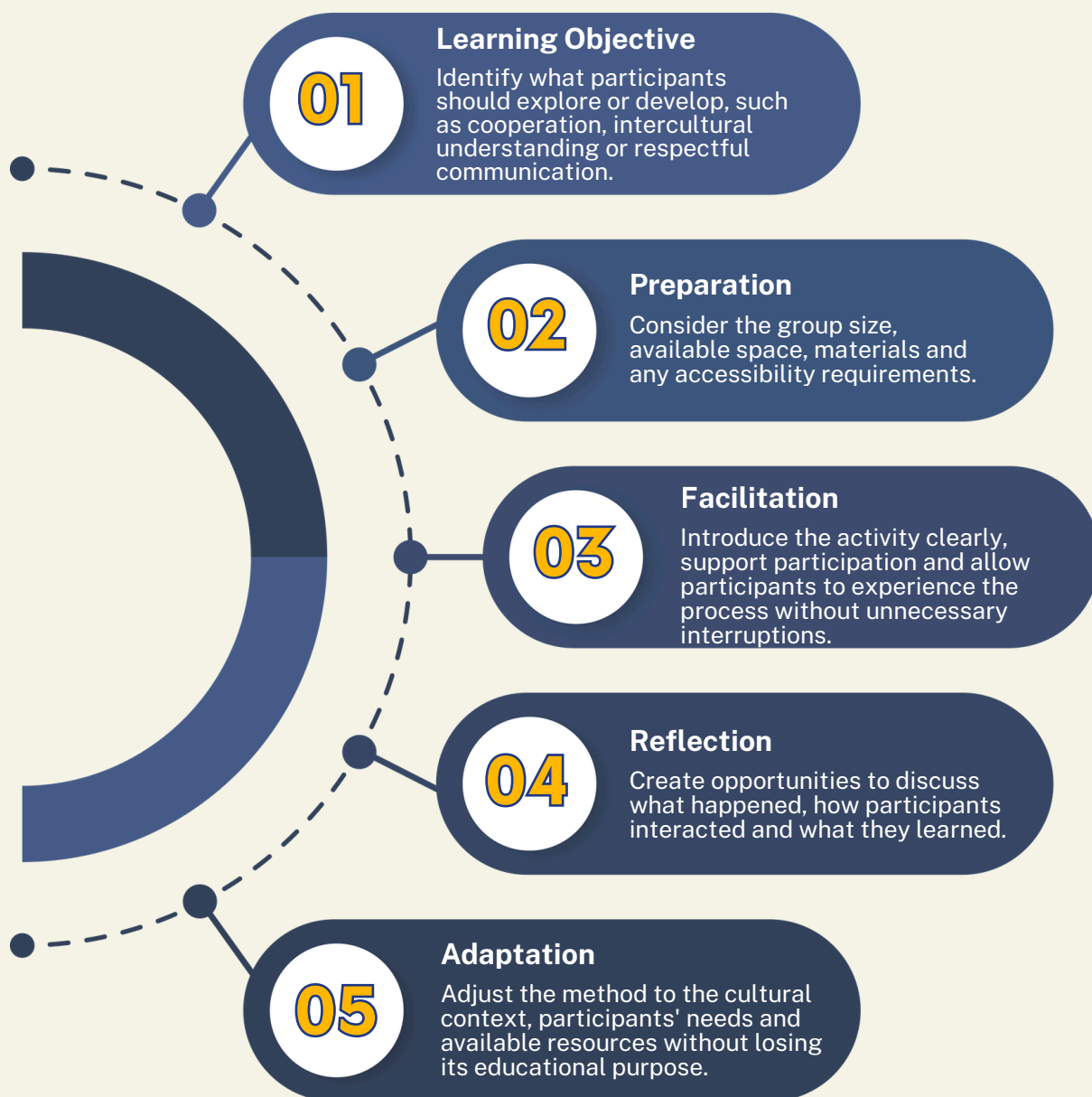
Practical Methods and Activities

How to Use the Methods

The methods presented in this chapter build on the RADIOPEACE Training Course and the work of the National Working Groups. They are intended to help youth workers translate creative experiences into structured learning activities.

Each method should be understood as a flexible educational tool rather than a fixed set of instructions.

A Practical Framework



Adapting Activities in Practice

Even a carefully prepared activity may unfold differently from what the facilitator expected. Participants may feel uncomfortable, misunderstand instructions, hesitate to participate or respond differently to a cultural expression.

In RADIOPEACE, successful facilitation does not mean following the original plan at all costs. It means recognising what the group needs and adapting the process while keeping the learning objectives in focus.

When Participants Feel Uncomfortable

If a participant appears hesitant during a dance or movement activity, avoid pressuring them to join. Offer alternative ways to participate, such as observing, contributing to the music or supporting the group in another role.

When Cultural Misunderstandings Arise

If a participant makes an assumption or comment that creates tension, acknowledge the situation calmly. Encourage respectful questions and different perspectives without asking anyone to defend or represent an entire culture.

When an Activity Is Not Working

If participants seem confused, disengaged or overwhelmed, consider simplifying the instructions, changing the group format or allowing additional time for reflection. Adapting an activity is not a failure. It is part of responsible facilitation.

FACILITATOR TIP

Before changing an activity, ask yourself: What does this group need right now, and how can I preserve the learning purpose while responding to those needs?

Lessons Learned and Recommendations for Youth Workers

The RADIOPEACE approach highlights the importance of connecting creative participation with purposeful learning. Music, dance and movement can open opportunities for intercultural exchange, but their educational value depends on how practitioners introduce, facilitate and reflect on these experiences.

The following recommendations bring together key considerations from the methodology and the collaborative reflection process that informed this guide.

What Practitioners Should Keep in Mind

1. Participation matters more than performance.

Activities should encourage cooperation and shared experiences rather than focus on artistic ability or technical perfection.

2. Cultural exchange requires curiosity, not assumptions.

Encourage participants to explain what traditions mean to them instead of treating cultural practices as representative of an entire country or community.

3. Differences can become opportunities for learning.

Participants do not need to share the same interpretations. Exploring different perspectives respectfully can be more valuable than reaching immediate agreement.

4. The facilitator should remain flexible.

A method may need adjustments during implementation. Changes in group dynamics, confidence or engagement can require a different pace or approach.

5. Learning should continue beyond the activity.

Encourage participants to identify how the experience might influence their communication, relationships or participation in their communities.

A Question Worth Asking

Before repeating an activity with another group, consider:

"What made this experience meaningful, and what would need to change for another group to benefit from it?"

This question helps practitioners move beyond simply reproducing methods towards developing thoughtful, context-sensitive youth work.

From Practice to Local Action

The value of a learning experience extends beyond the workshop itself. For youth workers, an important next step is helping young people translate what they have experienced into something meaningful for their communities.

Local action does not always require a large project, additional funding or a formal campaign. It can begin with a small initiative that responds to a real need.

Turning Learning into Action

Start with a local question

What prevents young people from different backgrounds from connecting in our community?

Encourage participants to identify a specific challenge rather than trying to address every issue at once.

Choose an achievable response

A cultural exchange afternoon, a collaborative music session or a youth-led dialogue event can create opportunities for interaction.

The initiative should reflect young people's interests and the resources available to them.

Give young people ownership

Invite participants to shape the idea, share responsibilities and make decisions. The youth worker's role is to provide guidance without taking control of the process.

Reflect on what changed

After the initiative, explore what participants learned, who was involved and what could be improved.

Even a small activity can provide valuable experience for future community engagement.

One Final Thought

Peacebuilding becomes meaningful when learning influences how we interact, cooperate and contribute to our communities.

The purpose is not simply to organise another activity, but to encourage young people to carry intercultural understanding into everyday life.

SECTION II

RADIOPEACE FOR YOUNG PEOPLE

Practical guidance for peace, intercultural dialogue and positive action.



RADIOPEACE Youth Exchange | Plovdiv, Bulgaria

04

PEACE BUILDING



What Does Peacebuilding Mean?

Peacebuilding is not only about preventing conflict. It is about creating communities where people feel respected, included and heard.

During the RADIOPEACE Youth Exchange in Plovdiv, Bulgaria, young participants explored how peace begins with ourselves and the way we treat others. Their reflections highlighted the importance of empathy, trust, active listening and cooperation.

Peacebuilding also means questioning stereotypes, respecting differences and building connections with people from different backgrounds. These everyday choices help create stronger and more inclusive communities.

Young people can become peacebuilders through simple actions: welcoming someone new, listening without judging, speaking respectfully during disagreements and standing against exclusion.

Peacebuilding starts with us, through the small actions that shape how we live together.

Peace Can Start Small

Peacebuilding does not always require a big initiative or an organised event. Sometimes, it begins with a simple decision that makes another person feel welcome, respected or understood.

During the RADIOPEACE Youth Exchange, young people emphasised that peace is built through everyday behaviour, personal responsibility and the relationships we create with others.

01 | Make Someone Feel Included

Invite someone new into a conversation or activity. A small gesture can make a big difference to someone who feels left out.

02 | Listen Before You Judge

Give people the opportunity to explain their experiences and opinions. Understanding begins when we stop making assumptions.

03 | Choose Kindness in Difficult Moments

Responding calmly and respectfully during disagreements can prevent misunderstandings from becoming conflicts.

04 | Challenge Stereotypes

Question generalisations about people or cultures. Get to know individuals through their stories rather than assumptions about their backgrounds.

A QUESTION FOR YOU:

What is one small action you could take today to make someone feel more included?

Five Principles for Everyday Peacebuilding

The way we respond to differences, build trust and take responsibility for our actions can shape the relationships and communities around us. Five essential principles can help guide these interactions.



THE KEY MESSAGE:

Peacebuilding begins with personal choices, but it becomes stronger when we practise these values together.

Young People as Peacebuilders

Young people have the ability to influence how their communities respond to differences, disagreements and social challenges. Their creativity, perspectives and willingness to question established attitudes can open opportunities for positive change.

Being a peacebuilder does not require professional experience or a formal leadership role. It begins with recognising where your voice, participation and initiative can make a difference.

Find Your Voice

Express your ideas about issues that matter to you. Whether in a youth group, school or community discussion, your perspective deserves to be heard.

Speaking up also means creating space for others. Encourage quieter voices to participate, ask questions and remain open to opinions that challenge your own.

Create Opportunities for Connection

Bring people together around a shared interest or common goal. Cultural events, creative projects and community activities can provide opportunities for people who might not otherwise meet.

Think about who is missing from these spaces. An initiative becomes more meaningful when people from different backgrounds feel welcome and have opportunities to contribute.

Turn Concerns into Initiatives

Identify something you would like to improve in your community. It might be a lack of opportunities for young people, limited interaction between cultural groups or negative attitudes towards difference.

Talk with others who share your concerns, explore possible solutions and agree on a realistic first step. You could organise a discussion, collaborate with a youth organisation or develop a creative activity that brings people together.

Make Participation Meaningful

Positive change is stronger when young people are involved in decisions, not simply invited to attend activities.

Share responsibilities, listen to feedback and recognise everyone's contribution. You do not need to lead every initiative yourself. Supporting someone else's idea can be equally valuable.

FROM REFLECTION TO ACTION

You do not need to have all the answers to contribute to change. What matters is the willingness to participate, collaborate and take the first step.



RADIOPEACE Youth Exchange | Plovdiv, Bulgaria

05

DIALOGUE

What Is Intercultural Dialogue?

Intercultural dialogue happens when people from different cultural backgrounds communicate, exchange perspectives and learn from one another. It is more than simply meeting someone from another country. It involves genuine curiosity, mutual respect and a willingness to understand experiences that may be different from your own.

You do not need to speak the same language, share the same traditions or agree on everything to have a meaningful exchange. What matters is how you approach the conversation.

Understanding Without Agreeing

Dialogue does not mean giving up your own identity or beliefs. It means recognising that another person's experiences may shape how they see the world.

You can disagree respectfully, ask questions and explore different perspectives without turning differences into divisions.

When Communication Feels Difficult

During the RADIOPEACE Youth Exchange in Plovdiv, participants identified language barriers, uncertainty and the tendency to stay close to familiar groups as challenges to intercultural interaction.

These experiences highlight something important: connecting across cultures does not always happen automatically. Sometimes, someone needs to take the initiative, start a conversation or invite another person to join an activity.

Curiosity Opens Doors

Instead of assuming you understand someone's culture, give them the opportunity to explain it in their own words.

Ask about traditions, everyday experiences or things that matter to them. Share your own experiences too, but remember that no single person represents an entire culture.

A QUESTION FOR YOU

When you meet someone whose background is different from yours, do you focus first on what separates you or on what you might discover together?

Moving Beyond Stereotypes

We all grow up surrounded by ideas about other cultures, communities and nationalities. Some come from personal experiences, while others are influenced by family, media or social expectations.

The problem begins when we treat these generalisations as facts about individuals.

01 | Question Your First Impression

When you meet someone new, notice the assumptions you might be making. Are they based on something you actually know about that person, or on an idea you have heard before?

02 | Ask Instead of Assuming

Show genuine curiosity about people's experiences. Ask open questions and allow them to describe their own identities, traditions and perspectives.

Remember that two people from the same country may have completely different experiences.

03 | Look Beyond Labels

Nationality, religion or cultural background is only one part of someone's identity. Shared interests, personal values and everyday experiences can reveal connections you might not expect.

04 | Challenge Stereotypes Respectfully

When you hear an unfair generalisation, you do not have to remain silent. You can question it calmly, offer another perspective or encourage others to reconsider their assumptions.

A QUESTION FOR YOU

*Have you ever changed your opinion about someone after getting to know them better?
What made the difference?*

What Helps Us Connect?

Building connections across cultures is not always about finding the right words. Sometimes, what makes the difference is creating an environment where people feel comfortable participating, sharing and being themselves.

01 | Shared Experiences

Doing something together can make conversations feel more natural. Whether through creative activities, games or teamwork, shared experiences give people something to connect over before they know much about one another.

02 | Feeling Included

People are more likely to participate when they feel welcome. Small gestures matter: inviting someone into a group, explaining an activity clearly or making sure everyone has an opportunity to contribute.

Inclusion also means recognising that not everyone feels comfortable participating in the same way.

03 | Taking Time to Build Trust

Connections do not always happen immediately. Some people need more time to feel confident, especially in unfamiliar environments.

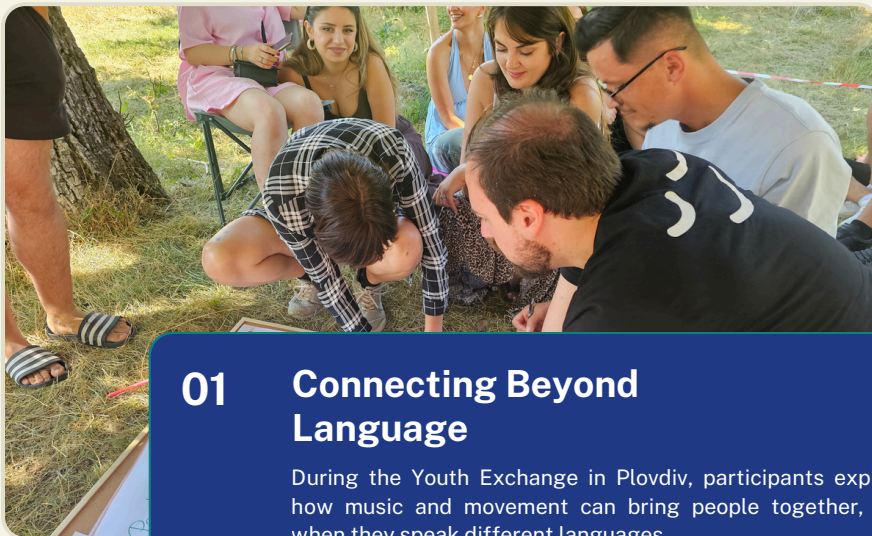
Being patient, respecting personal boundaries and showing genuine interest can help trust develop naturally.

REMEMBER

A meaningful connection does not require everyone to be the same. It requires creating space where differences are respected and everyone feels they belong.

When Culture Brings People Together

Shared cultural experiences can create connections between people who have never met before. Music and traditional dance offer opportunities to interact, discover similarities and learn about one another.



01 Connecting Beyond Language

During the Youth Exchange in Plovdiv, participants explored how music and movement can bring people together, even when they speak different languages.

Sharing an activity can make the first interaction easier and help participants feel more comfortable with one another.



02 Discovering What We Share

Exploring traditions from different cultures can reveal unexpected similarities.

Through cultural exchange, young people can challenge assumptions, appreciate differences and recognise the experiences that connect them.

Sometimes, the first connection happens before anyone says a word.

Dialogue in Everyday Life

Intercultural dialogue is not limited to international exchanges or organised activities. It happens in everyday situations where people with different backgrounds, experiences and opinions interact. Even small conversations can challenge assumptions and encourage understanding.

At School or University

Include classmates who may feel excluded from conversations or group activities. When opinions differ, try to understand the reasons behind them rather than focusing on who is right. Shared projects can also introduce you to perspectives beyond your usual circle of friends.

In Your Community

Participate in cultural events, youth initiatives or activities that bring different groups together. Encourage friends to join and look for opportunities to make these spaces more welcoming and inclusive.

Online

Social media connects people across cultures, but misunderstandings and stereotypes can spread quickly. Before reacting to a post or comment, consider its context and check the facts.

Avoid sharing content that stereotypes others. Ask respectful questions when something is unclear, and remember that words online can have real consequences.

When Disagreements Happen

Different beliefs and experiences can lead to difficult conversations. If tensions rise, listen without interrupting and focus on the issue rather than attacking the person.

You can express disagreement without dismissing someone else's experiences. Understanding another perspective does not mean you have to accept it.

PUT DIALOGUE INTO PRACTICE

Think of a classmate, friend or someone in your youth group whose opinions differ from yours. During your next conversation, ask a thoughtful question and listen carefully.

The goal is not to agree on everything, but to understand each other better.

06

COMMUNICATION



RADIOPEACE Youth Exchange | Plovdiv, Bulgaria

Communicating with Respect

The way we communicate can bring people closer or create distance between them. Words matter, but so do our tone, body language and willingness to listen.

Respectful communication does not mean avoiding difficult topics or agreeing with everyone. It means expressing ourselves clearly while recognising the dignity and experiences of others.

Listen to Understand

Give people time to finish speaking before responding. Pay attention to what they are saying rather than preparing your next argument.

If something is unclear, ask a question instead of assuming you know what they mean.

Choose Your Words Carefully

Express your thoughts without blaming, insulting or labelling others. Try saying *“I see this differently because...”* instead of *“You’re wrong.”*

Small changes in language can make difficult conversations more constructive.

Recognise Emotions

Frustration, embarrassment or uncertainty can influence how people communicate. Notice your own reactions and give yourself time to respond calmly.

You can acknowledge someone's feelings without necessarily agreeing with their opinion.

Make Space for Every Voice

In group discussions, some people speak more easily than others. Encourage participation without putting anyone under pressure.

Respectful communication also means accepting when someone needs more time or prefers not to share.

A MESSAGE FROM RADIOPEACE PARTICIPANTS



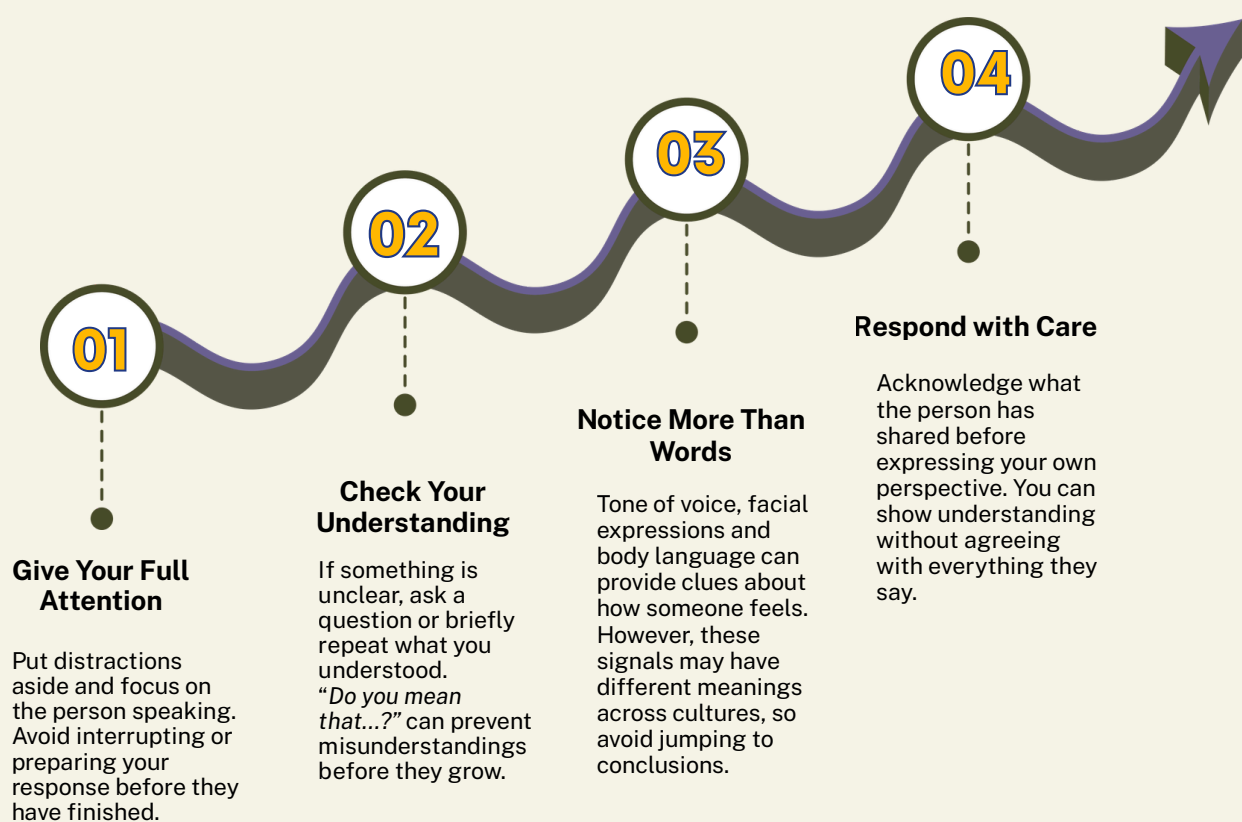
Listen to understand and not just to respond.

This message, shared during the RADIOPEACE Youth Exchange, reminds us that meaningful communication begins with genuine attention to others.

The Power of Active Listening

Listening is more than hearing someone's words. It means paying attention, recognising what the other person is trying to communicate and making sure you have understood them correctly.

Active listening is especially valuable when people have different cultural backgrounds, communication styles or opinions.



REMEMBER

Listening is not about waiting for your turn to speak. It is about making a genuine effort to understand.

Handling Misunderstandings and Difficult Conversations

Misunderstandings can happen when people have different experiences, expectations or ways of expressing themselves. A disagreement does not have to become a conflict. What matters is how we respond.

Clarify Before Reacting

Sometimes, words or gestures are interpreted differently than intended. Before making assumptions, ask: *"Can you explain what you meant?"*

A simple question can prevent unnecessary tension.

Focus on the Situation

Describe what happened without attacking the other person.

Instead of *"You never respect my opinion,"* try *"I felt unheard when I couldn't finish speaking."*

This helps keep the discussion focused on the problem rather than personal blame.

Know When to Pause

When emotions become intense, taking a short break can prevent the situation from getting worse.

Suggest continuing the conversation when everyone feels calmer and more prepared to listen.

Find a Way Forward

Not every disagreement ends in agreement. Sometimes, progress means understanding what went wrong and deciding how to avoid the same problem in the future.

Look for solutions that respect everyone's needs.

REMEMBER

Resolving a disagreement is not about winning an argument. It is about finding a constructive way forward.

Non-Violent Communication in Everyday Life

Non-violent communication helps us express our feelings and needs without blaming or judging others. It encourages us to communicate honestly while respecting the experiences of those around us.

Describe What Happened

Focus on what you observed rather than making accusations.

Instead of *“You always ignore me,”* try *“I noticed I wasn't included in the discussion.”*

Express How You Feel

Explain how the situation affected you without making the other person responsible for your emotions.

For example: *“I felt disappointed because I wanted to contribute.”*

Identify What You Need

Think about what matters to you in that situation. It might be respect, inclusion, understanding or an opportunity to participate.

Expressing your needs clearly makes it easier for others to understand your perspective.

Make a Clear Request

Suggest something specific and achievable rather than demanding a particular response.

For example: *“Could we make sure everyone has a chance to speak during our next meeting?”*

PUT IT INTO PRACTICE

Next time something upsets you, try describing what happened, expressing how you feel, explaining what you need and making a respectful request.

07 ACTION



RADIOPEACE Youth Exchange | Plovdiv, Bulgaria

From Ideas to Action: Create Your Campaign

Every positive campaign begins with an idea worth sharing. It might challenge a stereotype, celebrate cultural diversity or encourage young people to treat one another with greater respect.

You do not need professional marketing skills or a large budget to get started. What matters is having a clear message, understanding who you want to reach and choosing a creative way to communicate.

YOUR CAMPAIGN STARTER

THE ISSUE

What problem, stereotype or misunderstanding would you like to address?

YOUR MESSAGE

What is the one idea you want people to remember?

YOUR AUDIENCE

Who are you trying to reach, and why would this message matter to them?

YOUR CREATIVE APPROACH

Could you use music, dance, photography, storytelling or a short video to communicate your message?

YOUR CALL TO ACTION

What would you like people to think about, share or do after seeing your campaign?

START WITH ONE CLEAR IDEA

You don't need to reach everyone. Begin with a message that matters to your community and create something that invites others to participate.

Creating Positive Change Through Social Media

Social media gives young people opportunities to share ideas, celebrate cultural diversity and reach audiences beyond their immediate communities. A single post, video or story can introduce someone to a new perspective or encourage them to question a stereotype.

During the RADIOPEACE Youth Exchange, participants explored how digital platforms could promote peace, inclusion and intercultural understanding.

Tell Authentic Stories

Real experiences often communicate more powerfully than general statements. Share personal stories, photographs or videos that show genuine cultural exchanges and connections.

When featuring other people, ask for their permission. Let them represent their own experiences rather than speaking on their behalf.

Use Culture Creatively

Music, dance, movement and storytelling can make a campaign memorable. A short video showing young people sharing traditional dances, for example, can communicate connection without relying on lengthy explanations.

Always consider the meaning and origins of cultural elements. Present traditions respectfully rather than using them simply as decoration.

Make Your Message Easy to Share

Keep your main message clear and your content accessible. Choose a format that suits your audience, such as a Reel, photo series, digital poster or short video.

Invite people to participate by sharing an experience, answering a question or contributing their own cultural perspective.

THE RADIOPEACE APPROACH

Authentic voices. Respectful representation. Creative expression. A message that brings people together.



Before You Post: The RADIOPEACE Check

Every post can influence how people see other cultures.
Before sharing, ask yourself:

- Have I checked the information?
- Am I avoiding stereotypes?
- Am I sharing real experiences with permission?
- Does my message welcome different voices?
- Does it encourage understanding rather than division?

ONE LAST QUESTION

Am I building a bridge or a wall?

United Through Culture

A Campaign Concept by RADIOPEACE Participants

During the RADIOPEACE Youth Exchange in Plovdiv, Bulgaria, young participants explored how social media could promote peace, inclusion and intercultural understanding.

One group developed United Through Culture, a campaign concept celebrating cultural diversity and the connections that bring people together.

The Campaign Message

Different cultures make our world richer. By learning about one another and celebrating our traditions, we build understanding and peace.

The Slogan

Different roots. One future.

The Hashtag

#UnitedThroughCulture

From Concept to Campaign

The campaign concept could be brought to life through a short video featuring young people sharing their cultural heritage through music, dance or storytelling.

Their contributions could come together around one shared message:

Different roots. One future.

Your Campaign, Your Impact

Creating a campaign is only the beginning. What happens after you share your message is just as important. A positive campaign should encourage participation, create conversations and inspire people to take action.

Invite Others to Participate

Give your audience a simple way to get involved. They could share a cultural tradition, contribute a personal story, answer a question or invite friends to join an activity. The more people contribute their own experiences, the more meaningful your campaign can become.

Keep the Conversation Positive

Pay attention to comments and reactions. Respond respectfully to genuine questions, correct inaccurate information and avoid turning disagreements into arguments. You can also set boundaries by removing abusive comments or reporting harmful behaviour.

Look Beyond Likes and Shares

A campaign's value cannot be measured by numbers alone. Consider whether people engaged with your message, shared their perspectives or showed interest in learning more.

Even a small conversation can be a meaningful outcome.

Reflect and Improve

Ask yourself what worked, what could have been clearer and what you would change next time.

Feedback from participants and your audience can help you develop future activities that are more inclusive and effective.

YOUR NEXT STEP

Choose one campaign idea from this chapter and turn it into a simple first action. Start with what you have, involve people you trust and build from there.

Voices of RADIOPEACE

From the Training Course in Sassari to the Youth Exchange in Plovdiv, RADIOPEACE brought people together through music, movement and intercultural dialogue.

These voices reflect the experiences, reflections and messages of those who took part, reminding us that peace begins with everyday actions.

*Sometimes music
creates a connection
before we even find the
words.*

**“Peacebuilding
begins when we
create spaces
where everyone
feels welcome,
heard and
respected.”**

**“Small
actions
can
create
big
changes.”**

**“Listen to understand
before you try to be
understood.”**

**“Through dance
and movement,
we discovered
how much we
share, even
when our
cultures are
different.”**

*Peace begins with
the way you treat
the person
standing next to
you.”*

Acknowledgments

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Their contributions remind us that peacebuilding is not only something we learn about. It is something we create together.

“Peacebuilding starts with us.”

Through music, movement and dialogue, we discover what connects us.

Through our everyday actions, we turn those connections into peace.



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