

Guide for Evaluation of Facilitated Dialogues

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Foreword

Russia's full-scale war against Ukraine has further highlighted the need for facilitated dialogues at all levels to strengthen social cohesion and the ability of Ukrainian society to respond to existential threats. This requires the development of tools to evaluate the effectiveness and impact of facilitated dialogues, so as to ensure their further improvement. This Guide for Evaluation of Facilitated Dialogues (hereinafter referred to as the Guide) is the first attempt to systematize the process of evaluating dialogues at all levels of their results in Ukraine.

The Guide is intended for dialogue facilitators and evaluation experts involved in the external evaluation of dialogue processes.

The document was developed with the support of the project "Building Dialogue and Mediation Capacity for Conflict Prevention and Resolution," implemented by the OSCE Support Program for Ukraine in co-operation with the National Agency of Ukraine for Civil Service, the Secretariat of the Cabinet of Ministers of Ukraine, and the National Association of Mediators of Ukraine with financial support from the OSCE participating States and partners. The project aims to promote the use of enhanced dialogue and mediation tools and mechanisms for conflict prevention and resolution, as well as post-conflict recovery.

Since 2015, the OSCE Project Co-ordinator in Ukraine and, since 2023, the OSCE Support Program for Ukraine have consistently and systematically invested resources to develop a culture of dialogue in Ukraine, particularly in the public service as well as to form a professional community of dialogue facilitators. Nowhere else has the OSCE achieved such a level of co-operation and mutual understanding with local mediators and dialogue facilitators as in Ukraine, and thus this is a unique Ukrainian experience. Thanks to this support, Ukrainian dialogue facilitators have been able to learn as well as develop training courses, programs, internal documents, and methodologies for conducting and facilitating complex dialogues at various levels¹. The development of this Guide has become another step towards professionalization in the field.

¹ Vera Axyonova and Tetiana Kyselova, "Beyond High-Level Diplomacy: The OSCE and Intra-Societal Dialogue in Ukraine," in OSCE Insights, eds. Cornelius Friesendorf and Argyro Kartsonaki (Baden-Baden: Nomos, 2025)

Since 2015, Ukrainian facilitators have conducted hundreds of facilitated dialogues, most of them were between Ukrainian citizens within the country and concerned interaction between, on the one hand, state authorities and local self-government bodies at various levels, and, on the other hand, communities and local activists. These dialogues raised a wide range of issues, ranging from infrastructure repairs, joint public initiatives, and human rights in the occupied territories to understanding the values that unite Ukrainian citizens. Subsequently, practitioners began to wonder what specifically changes as a result of facilitated dialogues, and at what levels. There was a need to develop a methodology for evaluating facilitated dialogues that would provide an answer to this question. In 2021, a review of international practices and existing methodologies for evaluating dialogues and peacebuilding activities was conducted², which led to the conclusion that these methodologies did not reflect the specific nature of dialogues conducted in Ukraine. Therefore, it was decided to develop a methodology that would take this specificity into account while at the same time being practical and accessible for everyday use.

After the start of Russia's large-scale invasion of Ukraine, and the restart of the OSCE's work in the country, it was possible to resume developing of this Guide. In 2024, as part of the OSCE Support Program for Ukraine, a working group for developing a facilitated dialogue evaluation methodology was established, whose members reflected jointly on their experience facilitating dialogue processes and laid the foundation for the approach described in this Guide. The project expresses its gratitude to the working group's members, who each made an invaluable contribution to the development and piloting of the Guide. In addition to the authors, the working group included dialogue facilitators and representatives of the Ukrainian Evaluation Association:

- Alona Horova, Chair of the Board of the NGO "Institute for Peace and Common Ground," dialogue facilitator, mediator;
- Iryna Eihelson, PhD in Psychological Sciences, dialogue facilitator, senior researcher at the Mediation and Dialogue Research Center at NaUKMA;
- Maksym Ieligulashvili, conflictologist, dialogue facilitator, expert at the Ukraine 5 A.M. Coalition, NGO "Institute for Peace and Common Ground;"
- Tetiana Kalenychenko, PhD in Philosophy, sociologist of religion, trainer, coordinator, and facilitator of dialogue projects, Chair of the NGO "Dialogue in Action";

² Kyselova, T., and Nadeau, J. Evaluating Facilitated Dialogue: Approaches, Frameworks, and Challenges. Report. OSCE Project Co-ordinator in Ukraine. Kyiv, 2022. 74 p.

- Olena Kopina, sociologist, mediator, dialogue facilitator, expert at the NGO “Dialogue in Action;”
- Svitlana Petrova, Chair of the Board for the NGO “Center for Law and Mediation,” Managing Partner of GISMAOVK, Director of the Institute of Mediation and Facilitation of Ukraine, mediator, facilitator;
- Inna Tereshchenko, PhD in Philosophy, mediator, dialogue facilitator, Chair of the Board of the NGO “Odesa Regional Mediation Group.”

The project staff and the authors would also like to express gratitude to the OSCE consultants who provided important comments and suggestions on approaches to evaluating facilitated dialogues, as well as for the text of the Guide: Dr. Esra Çuhadar, Associate Professor at Bilkent University (Turkey), Oksana Potapova, gender expert, and Liubov Margolina, independent evaluation expert and Board Member of the Ukrainian Evaluation Association.

In April-June 2025, the first draft of this Guide was piloted to evaluate five dialogue processes. The authors revised the Guide based on piloting results. The accompanying appendices contain examples of specific evaluation tools in the form of questionnaires. It should be noted that the tools provided are neither final nor universal. The authors acknowledge that application in the field will lead to additional revisions and improvements. Therefore, readers are advised to view the proposed tools as an example and accordingly tailor the tools to their specific dialogue process.

1. Key definitions

There are diverse definitions of dialogue that reflect its various elements and characteristics. We do not aim to review or unify all definitions. In this Guide, we are guided by the definition provided in the “Dialogue Standards”³ developed at the initiative of the NGO “Institute for Peace and Common Ground” with the participation of a broad spectrum of partner networks and organizations engaged in dialogue work in Ukraine.

The definition of dialogue the Guide is based upon:

“Facilitated dialogue as a process of transformation and conflict resolution is a specially prepared group process that unfolds with the help of a facilitator and aims to improve understanding/relations between participants, and may also be aimed at making decision concerning joint actions or resolving a conflict in a manner that provides equal opportunities for meeting participants to express their own opinions.”

In the Guide, we distinguish between the notions of “a dialogue” (“a dialogue process or initiative”) and “a dialogue meeting.” A dialogue meeting is a joint meeting of dialogue participants, while the dialogue itself includes the entire process from the initial request through preparations, preliminary meetings with stakeholders and participants, the actual dialogue meetings, evaluation, and post-dialogue support. A dialogue may consist of a single meeting, which is typical for dialogues concerning public policy, or many meetings, which may extend over a long period of time. This Guide is dedicated to evaluating dialogue as a total process, rather than individual dialogue meetings.

Additionally, the Guide will adhere to the following definitions⁴:

Facilitator(s): a person or several persons who ensure safe interaction between participants of a dialogue process - from the initial formulation of the request to the conduct of dialogue meetings and post-dialogue support.

³ Dialogue Standards: Definitions and Principles. Institute for Peace and Common Ground. Kyiv, 2018. 12 p.

⁴ These definitions are not universally accepted and have been proposed for use exclusively in this document.

Dialogue conveners: organizations, informal groups, or individuals who submit a verbal or written request for conducting a dialogue to the organizers or potential dialogue facilitators.

Dialogue stakeholders: individuals or organizations that have a direct or indirect interest in the outcome of a given dialogue. They are usually present in the dialogue as participants. When direct participation is not possible, facilitators create conditions for their opinions to be represented.

Process design: a written plan for holding preparatory meetings, dialogue meetings involving participants, and other events necessary to conduct the dialogue and achieve its objectives. Dialogue facilitators create a process design before the dialogue begins and adjust it during the dialogue process.

Conflict or situational analysis: an analysis of the parties to the conflict, their positions and interests, the subject and context of the dispute, its causes and consequences, etc. Dialogue facilitators perform conflict/situational analysis before the start of the dialogue and make adjustments during the dialogue process.

Post-dialogue initiative: an activity or co-operation between dialogue participants (sometimes involving people who did not participate in the dialogue). The idea for this initiative arose during the dialogue, and it aims to implement the dialogue results or continue co-operation between participants. Sometimes dialogue projects in local communities include mini-grants to support post-dialogue initiatives.



2. Key challenges in the process of evaluating dialogues

Dialogue is a specific process, the elements of which change dynamically depending on the context involved. Dialogue impact is often impossible to predict, while the process itself as well as its results may differ significantly from those initially planned. In traditional projects, prospective results are usually formulated at the planning stage, and while unexpected results may occur, they do not typically form the main outcome. In contrast, unexpected and/or unplanned results that emerge from dialogue processes could be even more significant. Therefore, evaluation of dialogue results requires that all actors engaged in evaluation understand dialogue approaches, process, and potential impacts at various stages and in various periods.

In addition to a high degree of uncertainty regarding impact, many difficulties arise from the need to evaluate the intangible dialogue results: changes in attitudes, perceptions, and relations between individuals and social groups.

Another significant challenge is the hypersensitivity of dialogue outcomes to external influences, context, conditions, and surrounding events, and, accordingly, the difficulty of attributing observed outcomes to dialogue work. The full-scale war ongoing in Ukraine and the humanitarian crisis it has provoked are also significant challenges for both conducting and evaluating dialogues. The conflict situation, related tensions and diverse perspectives on certain issues, topics, or the conflict itself all form part of complex socio-political processes that may “dilute” the impact of facilitated dialogue as such.

The practice of facilitated dialogues in Ukraine continues to evolve. Facilitated dialogues apply a wide variety of methodologies, ranging from the theatre of the oppressed to nonviolent communication. Dialogue as a tool is used in Ukraine to address a wide range of issues, including post-conflict recovery, public policy design and implementation, improvement of community relations, societal healing, strengthening social cohesion and other issues. Some dialogue processes may be aimed at influencing official negotiation processes at the highest political level, while others may be aimed at specific local communities or society as a whole. Such a diversity of approaches and their accompanying theories of change mean that general rules or standard formats of practice are unlikely to emerge, and that evaluation will need to be significantly adapted to account for the specificities of a given dialogue process.

A significant challenge in developing this Guide was to reconcile the interests of donors, organizers/conveners, and facilitators regarding dialogue evaluation.

Each of these groups has its own focus. Dialogue facilitators are interested in process quality: for example, whether a particular process was sufficiently inclusive; whether all participants felt safe enough to freely express their views, fears, and feelings; whether certain techniques used were acceptable and effective; whether confidentiality was properly maintained; what changed among specific individuals, etc. Donors are more often interested in measuring the achievement of specific tangible results and dialogue impact on broader systems. They are also interested in the quality of the event's organization as well as fiscal effectiveness, the project's public visibility, etc.

Given the sensitivity and complexity of different conflicts, societal issues, or political decisions, it is not surprising that different stakeholders have different understandings of dialogue success. Success may be associated with resolving a specific conflict, delivering tangible outputs ("artifacts"), such as media materials or policy recommendations, inspiring intangible changes in people's perceptions and relations, improving relations between different ethnic groups, laying the groundwork for future political negotiations, improving the humanitarian situation on the ground, giving hope to communities affected by the conflict, etc.

The impact of dialogue processes aimed at problem-solving may be evaluated within a short period of time. However, the results, including impact, of a dialogue process may require a longer period of time to become apparent. Dialogues aimed at solving significant societal problems may require many years of observation after their completion. Many projects lack the resources or capacity for such long-term evaluation. It is important to understand that a comprehensive evaluation is expensive. Therefore, funds for evaluation need to be budgeted into projects separately, in addition to expenditures for conducting a facilitated dialogue.

In addition to the issues outlined above, there are many ethical issues that need to be considered when evaluating facilitated dialogues. First and foremost, these are issues of confidentiality and security, especially in sensitive contexts of war and violence. In most dialogue processes, making transcripts, audio or video recordings of the proceedings is not possible due to norms of confidentiality. Additionally, conducting evaluation in such contexts must take trauma-sensitive approaches into account in order to avoid retraumatizing dialogue participants and all others involved. When planning and conducting a dialogue evaluation, one must first and foremost take into consideration participant safety as well as all risk to life, health and well-being.

3. Evaluation approach

The Guide is built around the **types of results** achieved through dialogue as well as **the levels at which results are identified**.

The types of results are as follows:

- *The dialogue process itself*, which can be evaluated in terms of how it was organized and whether it complied with fundamental dialogue principles. One should note that, when tensions in a community or society are very high, the very fact that parties can share a common space or have a conversation that is not only defined by arguments or hostility is in itself an achievement that possesses value. After all, in order for a dialogue to achieve results, a high-quality process must first take place; a low-quality process will not lead to high-quality and sustainable results. Therefore, **the dialogue process itself should be recognized as an important result itself**.
- *Initial results*, which we consider to be: (1) the achievement of a dialogue's objectives, and results as defined by the dialogue participants; and (2) changes in participant perceptions, attitudes, and behaviour that occurred during the dialogue or immediately after its completion (transformational changes).
- *Long-term results or impact*, which we define as: (1) the long-term sustainability of both the results defined by the dialogue participants and sustainability of transformational changes – changes in perceptions, attitudes, and behaviour of participants that occurred due to the facilitated dialogue and endure over an extended time period and (2) the “transfer of initial results,” in other words, how these initial results are disseminated or transferred beyond the dialogue to other levels.

In the Guide, we consider changes that occur at three main levels derived from scientific research⁵:

1. Micro-level changes (direct changes): changes that have occurred *directly among the dialogue participants*.
2. Meso-level changes: changes that occur *in groups, networks, organizations, communities, and societies that did not directly*

⁵ Jill Baggerman, Esra Cuhadar, and Kristen Wall, (2025). *Monitoring Dialogue in Conflict-Affected Contexts: A Guide for Practitioners*. Washington DC: United States Institute of Peace Publications

engage in the dialogue, but to which the dialogue participants belong, such as immediate families, a local community, work teams, a coalition of civil society organizations, or a professional community.

3. Macro-level changes: changes that occur in *broader social, political, and economic structures, institutions, policies, norms, and culture*, such as at the level of a country, national legislation, state education system, etc. These shifts result from changes that were themselves catalysed by the dialogue process. It is thus crucial for us to identify the specific changes that can be traced back to the facilitated dialogue, although we are aware that the sources of change are multiple.

Combining the three respective types of results and three levels of change result into a single matrix that we use in this Guide:

Table 1. Matrix: the types of results and levels of change evaluated

Evaluation Level	Evaluation Subject		
	Dialogue Process	Initial Results	Long-Term Results
Micro level (dialogue participants)	+ Quality of dialogue organization and its adherence to fundamental dialogue principles	+ Achievement of objectives and results set by the participants and the presence of transformational changes among participants	+ Sustainability of initial results among the dialogue participants
Meso level (local and other communities that the dialogue participants are embedded within)	--	-- *	+ Transfer of initial results to the meso level
Macro level (broader systems and institutions at regional and national levels)	--	-- *	+ Transfer of initial results to the macro level

** In exceptional cases, one may observe changes at levels beyond the dialogue participants during or immediately following a dialogue meeting.*

The dialogue process is evaluated only in relation to the dialogue participants (micro level). Initial results are evaluated in relation to the dialogue participants, but in exceptional cases may cover changes extending beyond the circle of dialogue participants at the meso and even macro levels. However, the main focus is still on the dialogue participants. Long-term results go beyond the dialogue and may be observed at the meso and macro levels. A distinctive feature of dialogue is that changes may occur simultaneously at several levels, and initial and certain long-term results may sometimes be observed as early as during the dialogue process.

Time frames for evaluating each type of result are shown in Table 2.

Table 2. Evaluation timeframes

Dialogue Process	Initial Results	Long-Term Results (Impact)
From the request for a facilitated dialogue to the final joint dialogue meeting	From the request for a facilitated dialogue to 2–3 months after the final joint dialogue meeting (including the meeting)	6 months or longer after the final joint dialogue meeting

The most important point for evaluating the process and initial results is the final dialogue meeting where the majority of the dialogue participants and facilitators are present. There is no upper limit on the time frame for evaluating long-term results, but one should consider that tracking long-term results 3–4 years after a dialogue may be rather challenging.

There are presently few evaluation experts in Ukraine who have knowledge about the specific nature of facilitated dialogues. Therefore, it is important for facilitators and evaluators to work as a team. This will help evaluators to take into account the specific nature of facilitated dialogue as well as to immerse themselves in the context. The following persons may also perform the functions of a dialogue evaluator, though with varying degrees of objectivity:

- A project manager who co-ordinates dialogue organization and is often present at dialogue meetings (for example, the OSCE’s project manager in dialogues with the Ministry of Education and Science of Ukraine).
- A professional dialogue facilitator who is not employed by the organization convening the dialogue, nor by or its partners and donors. Additionally, they did not participate in, prepare or implement any element of this particular dialogue. They may have professional and personal connections with the dialogue’s facilitator but should possess no direct interest in the specific process. They are contracted separately as an evaluation expert.

- A monitoring and evaluation expert from the Ukrainian organization implementing the project (such experts may work for a Ukrainian civil society organization on a permanent basis). These experts conduct evaluations as part of their job duties or on the basis of a separate contract.
- A monitoring and evaluation expert in an international organization partnering with a Ukrainian organization. These experts conduct evaluations within the scope of their job responsibilities or on the basis of a separate contract.
- A monitoring and evaluation expert with the donor organization. These experts also conduct evaluations within the scope of their job responsibilities or on the basis of a separate contract.
- An independent professional evaluation expert who is not a trained facilitator but provides project and program evaluation services. They are hired on the basis of a separate contract by the organization that organizes or funds the dialogue.



Important: *Building trust between the evaluators and the facilitators is one of the key factors for successful evaluation.*

The decision on who will perform evaluation duties is made on a case-by-case basis, often depending on the availability of experts and the financial resources for conducting the evaluation. It is quite possible for a project manager to evaluate a dialogue process, but an evaluation expert should be involved to evaluate initial and long-term results. One should consider that evaluation is quite expensive, so funds for evaluation should be budgeted separately.

The evaluation tools provided in the Guide appendices (facilitator self-evaluation questionnaire, participant questionnaire, etc.) are only examples. Dialogues often have their own unique needs and objectives, and so tools should be adapted before evaluation begins to account for the process' specific characteristics.



Important:

- ✓ *Evaluation tools must be adapted to each specific dialogue: there are no universal tools.*
- ✓ *These tools should be adapted jointly by evaluators and facilitators to ensure that the specific nature of dialogue is properly taken into account during the evaluation.*

4. Evaluation of the dialogue process

The subject of evaluation

As we have already noted, evaluation of the preparations and facilitation of a dialogue is merely one element of evaluation. A dialogue process may include the following stages, all of which may be the subject of evaluation: (1) receiving a request or recognizing a need for dialogue facilitation; (2) conducting a context/situation analysis and designing the dialogue process; (3) holding preparatory/preliminary meetings with dialogue conveners, stakeholders, and potential dialogue participants; (4) holding dialogue meetings and related events; (5) completing the dialogue; and (6) conducting post-dialogue initiatives⁶.

The purpose of evaluation

During evaluation, it is important for us to understand how well the dialogue was conducted and whether fundamental dialogue principles were adhered to (during preparation, in dialogue meetings, between dialogue meetings, and after meetings).

Evaluation tools

The main evaluation tools include the following:

- A facilitator self-evaluation questionnaire (Appendix 1), which allows us to assess a dialogue's characteristics in terms of process quality and adherence to fundamental principles.
- A dialogue participant questionnaire (Appendix 2), which provides insight into how satisfied participants are with the dialogue process.

Evaluation timeframe

From the receipt of a request for dialogue facilitation and/or the formulation of a need, up to the final joint dialogue meeting.

Evaluation process

The stages of evaluation of the dialogue process are shown in Fig. 1.

⁶ The number and names of facilitated dialogue stages may vary among different practitioners. They are given here as an example.

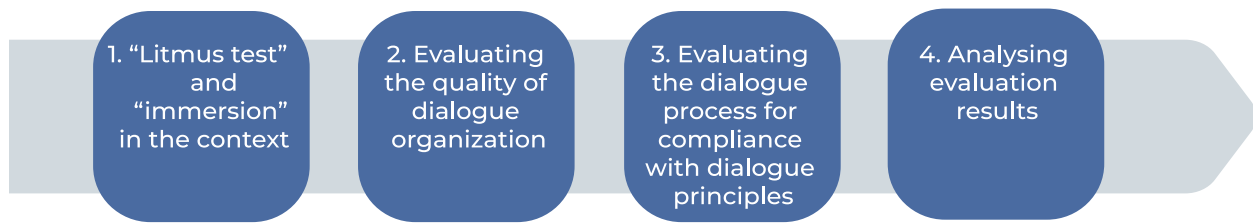


Fig. 1. Main stages of evaluation of the dialogue process

Let us take a closer look at each stage.

1. “Litmus test” and “immersion” in context

Evaluation begins with a so-called “litmus test,” which allows us to verify that what took place was indeed a facilitated dialogue. This is a necessary stage as many processes contain the word “dialogue” in their name but are not considered facilitated dialogues as per the meaning put forward in this Guide. We need to check the process under evaluation for the presence of basic elements of facilitated dialogue:

You may proceed to the evaluation if the process you want to evaluate:

- ✓ *is not spontaneous but rather specially prepared, or when there is a process design;*
- ✓ *is group-based, i.e., involves several representatives of at least two parties or stakeholders;*
- ✓ *involves a facilitator;*
- ✓ *is aimed at improving understanding and relations between the dialogue participants (in addition to specific issues that need to be resolved);*
- ✓ *provides equal opportunities for the dialogue participants to express their opinions.*

If all these factors are in place, then we can say that this is a facilitated dialogue that may be evaluated through this Guide.

At this stage, evaluators should inform facilitators about expected evaluation results, emphasize that evaluation is a tool for improving dialogues and identifying best practices, and that it does not have a punitive function. For their part, facilitators familiarize the evaluators with the context and characteristics

of the dialogue: its subject, dynamics, the specifics of the parties, and the state of relations between the dialogue participants. They also outline the expected results from the perspective of the dialogue conveners, the facilitators themselves, and the dialogue participants.

If evaluation is confirmed before the dialogue begins, it is important to inform the participants, emphasizing that only the dialogue itself and its results will be evaluated, not the participants or their views. This may help the participants notice and record changes occurring within them during the dialogue process.

2. Evaluating the quality of dialogue organization

Evaluation of dialogue organization by facilitators

At this stage, the facilitator(s) essentially conduct a self-evaluation of the process of preparing for and conducting the dialogue as such. To do this, they need to critically evaluate the following:

- How clearly the dialogue/meeting objective was formulated;
- How the dialogue/meeting objective was agreed upon with the participants and dialogue conveners, who was involved in formulating the dialogue objective, and whether all parties to the conflict had the opportunity to engage in formulating the objective;
- Whether the participants were informed about the purpose, topic, principles, and format of the meeting and process in general; if so, how participants consent was ensured;
- How clearly the expected dialogue results were defined;
- How thoroughly/comprehensively the conflict/situation analysis was conducted before the dialogue began, and in particular whether these were trauma- and gender-sensitive;
- Whether the design of the dialogue process and/or each dialogue meeting were developed separately or together, and whether the needs of women and men were taken into account to ensure their equal access and participation in all stages of the process;
- To what extent the dialogue was provided with all necessary resources.

We would like to note that, in this case, we seek to understand only the facilitator's perception of the proceedings, not those of the participants. For example, if the facilitator believes that the objective was clearly formulated and communicated, this should be noted in the questionnaire or reported to

the evaluator who will later complete the questionnaire based on interview results.

To evaluate dialogue organization, the first part of the facilitator self-evaluation questionnaire is used (presented in Appendix 1). The questionnaire is completed either by the facilitator themselves or by an evaluator who completes the questionnaire based on the results of an interview with the facilitator. If there were several facilitators in the dialogue, they may fill out the questionnaire jointly or separately. Facilitators decide together how to fill out the questionnaire, based on their own vision and comfort.



Important:

- ✓ *The facilitator self-evaluation questionnaire is a mandatory element of the evaluation. However, whether the facilitators fill it out on their own or whether the evaluator does so based on interview results is to be decided jointly by the facilitators and evaluators themselves.*
- ✓ *If several facilitators are involved in the dialogue, it is desirable that each of them fills out the questionnaire independently, but it is also possible to provide a joint questionnaire.*
- ✓ *If facilitators changed during the dialogue process, it is advisable, if possible, to involve in the evaluation all facilitators at one stage or another.*
- ✓ *If the facilitators fill out the questionnaire on their own, the evaluator may need additional discussion/clarification to better understand the information provided in the questionnaire.*

While filling out the questionnaire independently, the facilitator may refer to self-reflection journal entries. *Keeping a self-reflection journal is not mandatory, but it is considered a best practice in dialogue facilitation.*

A self-reflection journal is an important tool that will help document the results of the dialogue process as well as initial and long-term results. Above all, such a journal is necessary for recording intangible results (changes in participant attitudes, behaviours, etc.) which occur during the meeting. The self-reflection journal is a confidential document created by the facilitators for their own use only, kept in any form and not shown to anyone (unless the facilitators wish to do so). At the same time, regular reflection and note-taking after each meeting, especially when the process is spread out over multiple sessions, will later help facilitators fill out evaluation questionnaires, as the questions reflect on various aspects of potential changes. Whether to use a journal and in what form (written notes, voice memos, etc.) is entirely up to the facilitator. We suggest recording all changes, both positive and negative. If they choose to fill out a journal, we suggest doing so as minutely as possible, noting the date of perceived changes, names, and other (confidential) identification markers of the dialogue participants. The facilitator self-evaluation questionnaire contains questions and guidelines for records in the self-reflection journal.

Participant evaluation of dialogue organization

At this stage, we attempt to understand how the participants view the dialogue process as well as to find out the extent to which participants found process to be clear, comfortable, etc. At this stage, we need to answer questions such as:

- How clearly was the objective of the dialogue/meeting formulated and subsequently communicated to the participants?
- How satisfied are the participants with the process of collectively agreeing on dialogue objectives?
- How satisfied are the participants with how the desired dialogue results were formulated?
- How satisfied are the participants with communication during the dialogue meetings and the process in general?
- How satisfied are they with meeting format? To what extent did they feel free to express their opinions, and were they able to do so?

The first part of Questionnaire 2, which the participants fill out at the final joint dialogue meeting, is used here for evaluation.



Important:

- ✓ *The participant questionnaire is a mandatory tool for evaluating the dialogue as a process and for evaluating the initial results.*
- ✓ *The participant questionnaire should be adapted before the final dialogue meeting to appropriately correspond to the dialogue being evaluated.*
- ✓ *To simplify the process of filling out the questionnaires, it is advisable to convert them into an electronic (online) format such as a Google form, but filling out a paper questionnaire is also acceptable. In this case, printed questionnaires must be available for all participants at the final dialogue meeting.*
- ✓ *The participant questionnaire must remain anonymous.*

Evaluators should allow sufficient time in the planning process to agree with the facilitators on the questions in the participant questionnaire, particularly to take sensitivity into account. Facilitators should have sufficient time to familiarize themselves with the participant questionnaire and the facilitator self-evaluation questionnaire, as well as to make changes as appropriate to reflect specific features of the dialogue being evaluated.

3. Evaluating the dialogue process for compliance with dialogue principles

Evaluation of the dialogue by facilitators for compliance with dialogue principles

The first part of the facilitator self-evaluation questionnaire (Appendix 1) is also used for this purpose. As when evaluating the dialogue organization process, facilitators should evaluate, as critically as possible, the extent to which they adhered to the fundamental principles of dialogue during the dialogue process. To avoid discrepancies when interpreting these principles, the questionnaire details each one with supporting questions expanding on the core of each such principle. That is, we do not ask, “Was the principle of inclusiveness of the dialogue process adhered to?” but, instead, “Were representatives of all stakeholders involved?” or “Did the organizers make an effort to involve participants with diverse experiences, including representatives of vulnerable and discriminated groups?” Particular attention should be paid to the question of whether vulnerable groups and perspectives in particular were represented

(and, if not, why?), as well as whether the facilitator attempted to represent them during the dialogue. As in the previous stage, it is important for the facilitator to express their perception of how the process went, as this is essentially a self-evaluation.

As already mentioned, facilitators fill out the questionnaire either on their own (at the final joint meeting or shortly after it) or give an interview to an evaluator who fills out the questionnaire. It is important that the questionnaire be completed shortly after the final joint meeting, while the smallest details of the dialogue are still fresh in the memory.

Evaluation of the dialogue by participants in terms of compliance with the principles of dialogue

To do this, the participants fill out the relevant part of Questionnaire 2. In essence, it covers the same dialogue principles as the facilitator self-evaluation questionnaire, but questions about the principles are formulated in a more accessible and comprehensible manner.

4. Analysing the results

The evaluator should analyse the completed facilitator self-evaluation questionnaire and participant questionnaires to identify “growth points.” These are aspects that the facilitators need to pay attention to in the future when conducting dialogues. This will help to improve overall quality and effectiveness.

When analysing the questionnaires, evaluators should pay attention to questions that the facilitators and participants answered differently.



*It is **important** to then hold a discussion between the facilitators and the evaluator to agree on a vision and jointly develop options for improving the dialogue process.*

5. Evaluation of initial results

The subject of evaluation

We consider the following to be initial results: (1) the achievement of the objectives set by the dialogue participants; (2) the achievement of “transformational” objectives: changes in perceptions, attitudes, and behaviour among the dialogue participants themselves and, in exceptional cases, of persons beyond the dialogue. In rare cases, one may observe institutional changes following the dialogue meetings, which are also important to record during evaluation at this stage.

In many dialogues conducted in Ukraine, the dialogue participants themselves set a specific objective. The corresponding results regarding joint actions and the need to make a decision (e.g., to develop proposals for public policies, strategies, other documents; to create mechanisms for co-operation; to elaborate a plan for joint action such as repairing community infrastructure or organizing public events). In addition to these, dialogue can also spark changes within the participants themselves that may be intangible but are nevertheless very important for facilitators to note. These include changes in the participant perceptions, attitudes, and behaviour. Such changes are deemed “transformational” objectives and are not usually predicted at the beginning of a dialogue, but should be recorded after its completion.



Important:

- ✓ *To evaluate initial dialogue results, it is important to find out how the participants themselves, as well as those who first commissioned the dialogue, formulated the objective and to what extent it was achieved. Separately, one needs to identify what kind of transformational changes (changes in the participants' perceptions, attitudes, or behaviour) took place.*

The purpose of evaluation

When evaluating initial results, it is important for us to understand the extent to which the dialogue objective set by the dialogue participants was achieved, as well as whether “transformational changes” (in participant perceptions, attitudes, and behaviour) took place as a result of the dialogue.

Evaluation tools

- Facilitator self-evaluation questionnaire (part 2, formulated jointly by the evaluator and facilitator);
- Dialogue participant questionnaire (part 2, formulated jointly by the evaluator and facilitator);
- Semi-structured interviews with selected dialogue participants, to be conducted by the evaluator;
- Focus group discussions with dialogue participants, to be conducted by the evaluator.

For feedback from the participants, one may use cards with incomplete sentences to be completed by the participants anonymously. Incomplete sentences may be used by the facilitator during the dialogue and by the evaluator directly during the evaluation. Examples of incomplete sentences include: “I didn’t have enough...,” “The main thing for me in this dialogue is...,” “I would like to say...,” “After the dialogue, I want to...,” “It’s hard for me to think about...,” or “For me, the most difficult topic in the dialogue was...”

This tool allows one to track certain changes in perceptions/attitudes, etc., in an open, informal format. It also allows one to identify changes that are not included in the questionnaire.

Evaluation timeframes

From the initial dialogue request up to 2-3 months after the final joint dialogue meeting (including the final dialogue meeting).

Evaluation process

Evaluation of the initial results can be broken down into the following stages (see Fig. 2):



Fig. 2. Stages of evaluating initial results

Let us consider each stage in more detail.

1. Determining the extent to which dialogue objectives have been achieved

When it comes to achieving the dialogue objective, it is important to understand the visions of all actors involved, including the dialogue facilitator, participants, and conveners. However, one should focus especially on how the participants understand the dialogue objective.

We should note that dialogue objectives may change and be reformulated during the process. In some cases, the facilitators and/or organizers may help define or reformulate the objective while, in others, the objective remains unchanged. Sometimes external factors may significantly influence the initial objective, or the participants and facilitators change an objective originally formulated by donors. At the same time, regardless of whether the objective has changed or remained the same, it is important for us to evaluate the extent to which it was achieved, namely:

- Was the dialogue objective fully achieved?
- Was the dialogue objective partially achieved?
- Was the dialogue objective not achieved?

The facilitator responds to this question solely from their own perspective, based on observations and experience.

The dialogue participants also respond to this question (the evaluator should adapt it appropriately). For example, one should not ask the participants: “To what extent, in your opinion, has the dialogue objective been achieved?” The question should be formulated more clearly and contain specific information about the dialogue objective. For example: “To what extent, in your opinion, has the dialogue succeeded in reaching an agreement with local authorities pertaining to...?”; “To what extent, in your opinion, has the dialogue succeeded in deciding on the next steps regarding...?”; or “As a dialogue participant, how comfortable are you communicating with the other party?” (it is also recommended to name the other side directly and avoid using terms like “conflict”). Sometimes the objective was not clearly formulated, in which case one may ask participants: “In your opinion, what was achieved during the dialogue?”

2. Forming a list of results regarding transformational changes

At this stage, it is important to understand what transformational changes regarding participant perceptions, attitudes, and behaviour occurred as a result of the dialogue. For example, such changes may include changes in how a problem is perceived, the expansion of perspectives on a problem

and its solutions, a developing sense of personal security, changing attitude towards the conflict, a transition through the dialogue to higher-quality communication, growing trust in members of other groups, etc.

For example, Professor Esra Çuhadar and her colleagues divided transformational changes into two more groups:

“Cognitive-affective dimension of change. Changes in knowledge, understanding, beliefs, feelings, perceptions, and perspectives about self, other, and the conflict and its resolution. It encompasses cognitive growth, perspective-taking abilities, shifts in awareness, cognitive complexity, understanding of positionality, attitudes reflecting empathy or trust, analytic skills, and the degree of complexity acquired in understanding the conflict and one’s own and other identity groups. **Relational-behavioral dimension of change.** Changes in communication, relationship dynamics, and behavior within and between groups in conflict. It encompasses changes in behavior patterns, communication skills, dialogue approaches, policies, practices, demonstrations or expressions of empathy or trust, and growth in social cohesion.⁷”

We have systematized various aspects of transformational change depending on their focus (on oneself, others, or the situation). We have developed questions in the questionnaires for each type of transformational change.

Table 3. Matrix of transformational changes

	Changes in individuals regarding:		
	Themselves	Others (individuals and groups)	The situation/conflict
Knowledge and skills	Knowledge about oneself, self-reflection skills	Communication skills	Knowledge of the issues discussed in the dialogue
Perceptions and attitudes	Perception of oneself, one’s sense of belonging to various (identity) groups	Attitudes towards other people and groups as well as their interests, motives, etc.	Understanding of the situation/problem/conflict
Behaviour and relationships	Personality transformations manifested in actions, personal growth	Communication among the dialogue participants; between dialogue participants and those who did not participate; joint actions	Behaviour towards the situation or conflict itself (e.g., dissemination of narratives)

⁷ Jill Baggerman, Esra Cuhadar, and Kristen Wall, (2025). Monitoring Dialogue in Conflict-Affected Contexts: A Guide for Practitioners. Washington DC: United States Institute of Peace Publications. P.4.

To identify possible transformational changes, we have developed indicators attesting to the onset of these changes. These indicators also guide the facilitator's attention during the dialogue. It is not at all necessary for the dialogue to lead to all of the listed changes. If at least one change has been recorded, it is already appropriate to talk about the achievement of initial results in terms of transformational changes. In essence, the indicator list is the same for facilitators and participants, but the questions in the participant questionnaire are formulated more specifically.



Important:

- ✓ *We do not expect ALL transformational changes to be achieved, and this is perfectly normal. We offer a kind of a “bank of possible changes” from which evaluators, together with facilitators, should select those that could theoretically occur in the dialogue being evaluated.*

It is important that the evaluator adapts the questionnaire to the specific dialogue. For example, we do not recommend using the wording “How has your perspective on the problem and ways to solve it changed?” The problem needs to be deciphered and named, for example: “How has your perspective changed on the issue of (and possible responses to) interaction between the two war veteran organizations, for example pertaining to the burial of military personnel killed in action, discussions of a community development strategy, etc.?”

One may replace some questions in the participant questionnaire with incomplete sentences. The evaluator decides on the use of incomplete sentences after consulting with the dialogue facilitator.



Important:

- ✓ *Before the final dialogue meeting, the evaluator, together with the facilitators, must formulate the second part of the facilitator self-evaluation questionnaire and the dialogue participant questionnaire, selecting the changes that may emerge in this dialogue from the list of possible changes.*
- ✓ *The list of potential changes must be synchronized between the facilitator and participant questionnaires.*

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- ✓ *The list of potential initial results should be included in the electronic or paper questionnaire for the dialogue participants to complete during the final meeting.*
- ✓ *Each of the two questionnaires consists of two parts: evaluating the dialogue process and identifying initial results. **The two questionnaires must be synchronized** (they must present the same core questions, though they may possess different formulations).*

The facilitator fills out the questionnaire independently, relying on their experience and a self-reflection journal, if available, or the evaluator fills out the questionnaire based on an interview with the facilitator. If the facilitator fills out the questionnaire independently, it is important for the evaluator to clarify/expand the list of potential results and ask for examples.

The dialogue participants fill out the questionnaire themselves at the final joint dialogue meeting. It is desirable that the facilitators be present while the participants fill out the questionnaires to help them understand specific questions as necessary. It is important that the facilitators do not influence the participants' opinions or suggest a "correct answer." One should set aside time in the agenda of the final dialogue meeting specifically for filling out the questionnaires.

Before the start of the final dialogue meeting, the facilitators should clearly explain to the evaluators who is considered a dialogue participant to avoid discrepancies between the total number of people present, which typically includes both dialogue facilitators and organizers, as well as the total number of dialogue participants who will take part in the survey.

After the facilitator and dialogue participants fill out the questionnaires, the evaluator analyses the questionnaires and compiles a draft list of initial results. Most likely, he/she will receive a list of results that:

- Both the facilitators and the dialogue participants reported.
- Only the facilitators reported.
- Only the dialogue participants reported.

For convenience, the list of results may be presented in a table:

Table 4. Example of results

Example of change	Change recorded in the facilitator self-evaluation questionnaire	Change recorded in the dialogue participant questionnaires
Expanding perspectives on a problem and its solutions	✓	✓
The transformation of the dialogue participants' personalities	✓	
A strengthening of the dialogue participants' sense of personal safety/security		✓

Results reported by both facilitators and participants may be immediately classified as initial results. However, results only reported by the facilitators require further discussion.

3. Refining the list of results

In order to understand whether the identified changes have actually taken place, they need to be verified with the dialogue participants. To do this, the evaluator conducts a series of semi-structured interviews and/or a focus group discussion with dialogue participants. The facilitator and the evaluator jointly form a list of dialogue participants for interviews, adding people who:

- represent all groups of the dialogue participants;
- are able to clearly articulate their thoughts;
- clearly expressed their disagreement, dissatisfaction, or, conversely, approval during the dialogue.

Examples of questions for conducting interviews are provided in Appendix 3. It is important to conduct interviews with representatives of each stakeholder group that participated in the dialogue, balancing their numbers as possible. To “test” a particular change, the evaluator may use questions from the dialogue participant questionnaire. For example, if the facilitators indicated in the questionnaire that, in their opinion, there was an “expansion of perspectives on the problem and its solutions,” it is worth asking the participants: “Can you

please tell us how the dialogue has changed your attitude towards the problem and the relevant parties involved? Which possible causes and consequences of the problem can you see? In your opinion, have the dialogue participants found a solution to the problem that could satisfy different group interests?"



Important:

- ✓ *During the evaluation process, it is necessary not only to record changes, but also to provide evidence that it has occurred. Such evidence usually consists of quotes from the dialogue participant questionnaires, interviews, and focus groups. For example, if we record that “during the dialogue, attitudes towards the other party to the conflict changed,” it is important to confirm this. In particular, “the dialogue participants noted that, as a result of the dialogue, they began to perceive representatives of another department of the city council as colleagues with whom they are ready to continue co-operating to resolve issues of community improvement.”*
- ✓ *We do not expect ALL potential changes to occur in every dialogue, but each change is valuable. Therefore, it is important to record and validate all change with facts/ testimonies from the dialogue participants.*

We should note that all proposed wordings are more of a suggestion than a strict guideline for action. It is important for us to verify whether results have actually been achieved, which we must determine during interviews/focus groups. Therefore, the expert conducting an interview must be quite flexible both when formulating interview questions and when conducting interviews. They must obtain evidence that the changes occurred. This means that, before the interview begins, the evaluator must do their “homework,” i.e. analyse the questionnaires and formulate questions to verify specific changes.

During interviews/focus groups, we recommend not making audio recordings, but writing down quotes.



Important:

- ✓ *One should conduct Interviews/focus groups once some time passes following the final dialogue meeting, since the evaluator needs time (usually up to two weeks) to analyse the survey results, develop a list of interview questions, and prepare guidelines for focus groups.*

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- ✓ *There is no universal algorithm for determining the number of interviews/focus groups to be conducted. It is important that the interview be conducted with at least two representatives from each group of the dialogue participants. The number of interviews is typically greater when evaluating long-term results than when evaluating initial results.*
- ✓ *The number of focus group participants should not exceed 8-10 people, or 6-8 people for online focus groups.*
- ✓ *The choice between interviews and focus groups depends on the specific nature of each dialogue; the facilitator and the evaluator jointly make the decision. If the dialogue revolves around an acute conflict or a very sensitive topic, one should conduct individual interviews. If the participants form one large but diverse group (for example, community members who are both internally displaced persons and veterans), it makes more sense to conduct a focus group.*
- ✓ *In some dialogues, it is appropriate to conduct both individual interviews and focus group discussions.*
- ✓ *The facilitators' assistance in organizing interviews/focus groups is key to the success of the evaluation process.*

Since dialogue is a multifaceted and often unpredictable process, there is a high probability that it may lead to results that are not found on our list. It is important for us not to miss such results. To do this, evaluators may use the “open search” method, where the interviewer tries to determine what has changed without responses being tied to a predetermined list of possible changes. To do this, they ask questions such as: “What has changed in your life after the dialogue?”; “Why do you think these changes have taken place?”; “How have these changes influenced people around you, your local or other community?”; etc. This approach will allow you to identify additional results that were not predicted at the outset.

The “open search” method is convenient as it allows for a more flexible approach to evaluating results. This is especially important, considering the dynamic and changeable nature of dialogue as a practice. At the same time, this may complicate the attribution of results, as it may confuse the dialogue participants. They may find it difficult to clearly articulate the connection between the dialogue and the achieved results. It is important for evaluators to ask clarifying questions such as: “In your opinion, have these changes occurred because of the specific dialogue?”

Evaluation should also take into account whether gender characteristics and stereotypes have influenced the dialogue process and result(s). To this end, one should add the following questions to semi-structured interviews and focus group guides: “Were the interests of men/boys and women/girls equally taken into account during the dialogue?” or “Did the dialogue participants’ gender composition influence the decisions reached?”

4. Refining the list of results

The work conducted in the previous phase will result in an updated list of initial results. If the interviews are not able to confirm the presence of some of the changes proposed in the initial list, then the updated list will necessarily be shorter. Conversely, if additional changes are identified through the “open search” approach, then the second list will be longer. Some entries on the list may be classified as long-term results (impact), provided that they have been shown to endure for a period of time after the end of the dialogue (3–6 months) and/or are transferred to the meso- and macro levels.

5. Reporting

After analysing the questionnaires and confirming the results, the evaluator prepares a short report listing which results were achieved and which were not, providing recommendations for improving the dialogue process. The report should also contain a brief conclusion concerning the achievement of the dialogue’s objective.

The report should also indicate how often certain results were noted by the dialogue participants. That said, a change noted by one dialogue participant is no less important than changes noted by the majority. Analysis of the changes noted by many people will allow us to organize the results in a way that allows for the future development of best practices for facilitated dialogues. If the number of dialogue participants does not exceed 20 people, one should present survey results descriptively rather than in percentages.



Important:



The report must preserve participant confidentiality. In some cases, the report may indicate which civil society organizations or participant groups in generalized terms were represented, as this will demonstrate process inclusivity. Facilitators and evaluators jointly make the final decision on this.

When assembling the results in their report, the evaluator should assure that responses are verified across all three tools: the facilitator self-evaluation questionnaires, the dialogue participant questionnaires, and responses obtained during interviews or focus groups.

It is important that the report reflects the gender composition of the dialogue participants and draws conclusions about how gender characteristics and stereotypes may have influenced the dialogue process and outcome(s) of the dialogue. The evaluator may also pay attention to facilitator positionality: their gender, age, and other identity markers that may have influence the dynamics within the facilitation team and among the dialogue participants.

6. Evaluation of the long-term results (impact)

Subject of evaluation

Long-term results, or impact, are:

(1) Confirmed **initial results** found among the dialogue participants (the achievement of a dialogue objective, changes in perceptions, attitudes, and behaviours of the dialogue participants) that occurred as a result of the dialogue and proved sustainable over time, as well as

(2) **The transfer of these initial results** beyond the scope of dialogue both to the meso-level (local or wider communities) and to the macro level (nation, institutions, systems, etc.), with a particular focus on institutionalization.

The purpose of evaluation

When evaluating long-term results, it is important to understand to what extent the achieved dialogue objectives and initial transformational changes proved sustainable over time, and whether new changes have emerged. It is also important to determine whether these changes began to spread beyond the scope of dialogue and became institutionalized.

Evaluation tools

- Desk research.
- Semi-structured interviews/focus groups with facilitators and dialogue participants, persons in their environment who did not participate in the dialogue, and key stakeholders. These are to be conducted by the evaluator. During the interviews, the evaluator may use incomplete sentences (described above) as an additional tool for recording results.
- Optional: Surveying stakeholders and other individuals who were not engaged in the dialogue.

Ideally, there would be an evaluation of initial results of the dialogue and the initial evaluation report that would provide detailed assessment. However, it is possible that the dialogue process itself as well as initial results were not evaluated and that only the long-term results (impact) need to be evaluated. In this case, there are two possible approaches to compiling a list of initial results, depending on how much time has elapsed since the dialogue and whether it is possible to establish contact with the dialogue participants:

- If the evaluator, with the help of the facilitators, obtains the dialogue participants' contact details, they may survey dialogue participants about the initial results and then proceed to evaluation of the impact.
- If it is not possible to engage the dialogue participants for the survey about the initial results, the facilitators may form a preliminary list of initial results for further verification.

Evaluation timeframes

Six months or more after the final joint dialogue meeting.

Determining the long-term sustainability and transfer of results (dialogue impact)

In order to establish a dialogue's long-term results (impact), it is necessary to determine that its initial results are sustained and go "beyond the scope of dialogue." Changes that begin to appear as early as during the dialogue are referred to as initial results. If they persist well after the dialogue's end, spread beyond the initial dialogue participants, or become institutionalized, we may speak of long-term results.



Important:



Lasting, sustained changes catalysed by the dialogue process can refer to an achieved dialogue objective as well as the participant perceptions, attitudes, and behaviours that make up transformative changes. These must have persisted from the time of the last dialogue meeting until the long-term evaluation takes place (at least three months afterwards, though ideally six or more).

To understand how **sustained** the results are, it is necessary to answer the following questions (for each initial result):

1. Have the achieved dialogue objectives proved sustainable (at the time of the evaluation)?
2. Which changes in participant perceptions, attitudes, and behaviours (transformational changes) proved sustainable following the dialogue? What has happened in the dialogue participants' lives as a result of their participation in the dialogue, from the time since when it ended until the present moment (the time of evaluation)? What may change for them in the future (including dialogue-relevant plans)?

In addition to the sustainability of initial results, it is necessary to identify the extent to which these results have been disseminated beyond the dialogue at the meso- and macro levels (**transfer of initial results**). To this end, we focus on the following questions:

1. What happened to the initial dialogue results? How did they develop after the dialogue ended?
2. How did the changes that occurred among the dialogue participants spread to other persons or institutions?
3. What has changed as a result of the dialogue in local communities, the wider community, and perhaps even at the national level?

According to Dr. Esra Çuhadar and her colleagues, transfer mechanisms are “vectors along which changes in attitudes and relationships/behaviors within a dialogue enter and influence actors outside of the dialogue process.” These include: disseminating products; ripple effects; policy advocacy; media campaigns; further dialogue, conflict resolution and peacebuilding platforms; community meetings, conferences, and roundtables; and cooperative action⁸.

Actions aimed at transfer expand the dialogue’s initial results either “from person to person” or through the institutionalization of dialogue initial results or dialogue as a process.

Transfer mechanisms focused on movement **from dialogue participants to people not involved in the dialogue** work through personal and other forms of horizontal contact with persons of a similar status, i.e., family members, friends, colleagues, activists from other civil society organizations, etc. For example, following a dialogue, participants: created a video about their experience and shared it in community settings as well as on social media; initiated a training event on dialogue approaches for other community members or civil society organizations; founded new civil society organizations and involved other community members, etc. The simplest form of transfer will be the dissemination of oral testimonies about one’s experience in the dialogue, or its results. This communication often takes place between participants and their family members, friends, acquaintances, etc., as well as through publications on blogs and social networks.

⁸ Jill Baggerman, Esra Cuhadar, and Kristen Wall, (2025). Monitoring Dialogue in Conflict-Affected Contexts: A Guide for Practitioners. Washington DC: United States Institute of Peace Publications. P. 5.

Person-to-person transfer mechanisms may specifically involve people who have significant social influence: opinion leaders, social media influencers, representatives of various levels of the government, etc. For example, dialogue participants: hold a meeting with representatives of the central or local government in which they present the results of the dialogue; reach an agreement with a well-known blogger to disseminate dialogue results; themselves become civil servants and continue implementing dialogue results in that capacity, etc.

In addition, transfer may include the **institutionalization** of both the dialogue results and the dialogue approach as a whole. Both forms of institutionalization are equally important with regard to long-term results, but they need to be distinguished.

By the ***institutionalization of dialogue results***, we mean the use of information or decisions generated during a dialogue in documents of state authorities or local self-government bodies. This can include community development strategies, policies to support war veterans, decisions to establish public spaces, etc. that were initiated during the dialogue.

By the ***institutionalization of dialogue as an approach***, we mean the codification of dialogue tools or approaches for resolving conflict situations (and/or making decisions) within documents at community and governing levels. It is also crucial that these are applied in practice. For example, a community development strategy may state that, if a dispute/conflict arises, it will be resolved through facilitated dialogue. Or the dialogue participants may establish permanent working groups to use dialogue tools or approaches on an ongoing basis. If institutionalization has taken place, it is important for evaluators to understand the particular actions/measures involved, for example, how often the working group convenes. Subsequently, the evaluation report should include a reference to specific documents that indicate dialogue-related provisions.

A clue for determining long-term results is a dialogue's **theory of change**. These are roadmaps of how and why a dialogue is thought to lead to long-term impact, and should ideally be formulated before the dialogue begins. Theories of change answer the question of what type of results should be given more attention during the long-term evaluation. For example, changes related

to people or those related to institutionalization at different levels. We should emphasize that formulating a theory of change is a best practice, especially for complex and therefore long-term dialogues, whereas short-term dialogues in the form of one-off meetings may not require them. Instead, it may be sufficient to formulate the dialogue objective and result(s).

Table 5. Examples of theories of change for different types of dialogues

Type of dialogue/ subject of dialogue	Theory of change	Corresponding focus for evaluating long-term results (impact)
<p>Transformation-oriented dialogue (dialogue on values)</p>	<p>If we change the attitudes / perceptions of the dialogue participants regarding... [specific, controversial issues for society, social groups, etc.], they will convey these changes to a wider circle of people outside the dialogue. Thus, a critical mass of people will be reached, through which a culture of dialogue will become widespread in society (local communities, regions, institutions, etc.).</p>	<p>Focus on spreading dialogue approaches horizontally. The more people in local or other communities learn about dialogue approaches and apply them, the more sustainable the long-term results will be. Dialogue institutionalization may also occur (although this is not the objective).</p>
<p>Community dialogue on specific actions (requires decision-making by dialogue participants)⁹</p>	<p>If the dialogue participants change their perceptions and behaviours as well as solve the problem at hand through an inclusive dialogue approach, they will be able to introduce dialogue principles into community decision-making processes. This way, more people and interests are involved in decision-making and this will prevent conflicts in the future.</p>	<p>Focus on institutionalizing the dialogue approach at the community level. This may involve introducing specific mechanisms (changes in community regulations regarding decision-making, permanent dialogue platforms or “dialogue initiative groups,” etc.). Important and unexpected transformational changes may also occur among the dialogue participants as well as community members who did not engage in the dialogue, all of which should be identified and recorded.</p>

⁹ “Problem solving” may include resolving conflicts within the community, developing and adopting strategic documents and plans, developing and implementing new development programs or grant applications, joint activities, etc.

<p>Dialogue for developing or implementing public policies at the request of central executive authorities</p>	<p>If policymakers recognize and appreciate the added value of applying dialogue approaches in policy development and implementation, policy development systems will become more inclusive.</p>	<p>Focus on institutionalizing dialogue in decision-making processes led by central executive authorities at the national level (permanent interagency working groups are established that are inclusive of civil society representatives, effective formats for public consultations become institutionalized, etc.). Important and unexpected changes among all parties and at all levels should also be identified and recorded.</p>
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Each dialogue will have its particular theory of change, but the examples provided should help practitioners formulate their own for the unique dialogues they are involved in. These will in turn guide the evaluator in identifying possible long-term results.

Evaluation process

The stages for evaluating long-term results are shown in Figure 3.

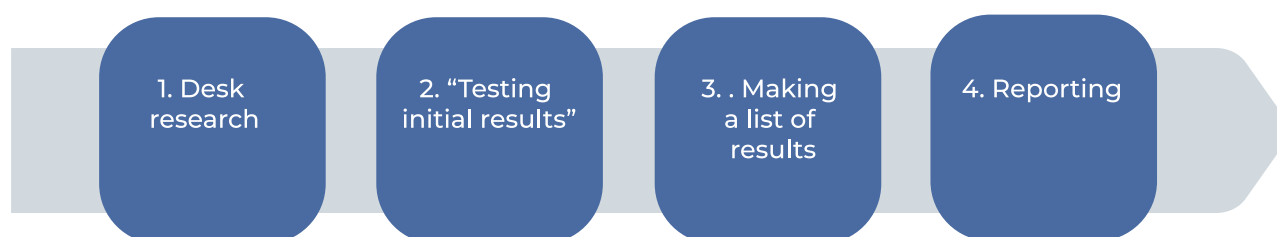


Fig. 3. Stages of evaluating long-term results

Let us consider each stage in more detail.

1. Desk research

Since it is possible that the evaluation of long-term results will be carried out by an expert who was not involved in the previous evaluation stages, it is important that they have access to all reports generated by previous evaluators.

At this stage, the evaluator reviews the results of previous evaluations and conducts desk research to understand how **sustained** the initial results are and whether **transfer** has taken place: for example, whether some change has been

institutionalized or whether the initial results were disseminated to people who did not participate in the dialogue.

Desk research may be based on open sources or documents provided by facilitators, community representatives, local authorities, etc. For example, one may use desk research to find answers to the following questions about **community-level dialogues** (note: some of these will not be possible to answer if the dialogue was confidential):

- Is there information in the media and on social networks about the facilitated dialogue, what kind of objective it achieved, and what happened with its results?
- Is there information in the media and on social networks about the dialogue participants, what happened to them post-dialogue, what kind of new achievements they made, etc.?
- Is there information in the media and on social networks about new initiatives that emerged as a result of the dialogue? Are more representatives of the community or local self-government bodies engaging in these initiatives? Has dialogue been codified as a decision-making mechanism in documents of local self-government bodies (statutes/regulations, strategies, programs, plans, policies, etc.)? Is information available on relevant websites?
- Has the community started discussing topics that were previously ignored in public discourse, and in a conflict-sensitive manner (at meetings, on social media, etc.)? Is there evidence of this in traditional/social media or on websites?
- Have different opinions/perspectives on controversial events/topics emerged in public discourse which are considered to be legitimate by the community? Is there evidence of this in traditional/social media or on websites?

This list is not exhaustive and the final questions used will depend on the dialogue under evaluation. Regardless, desk research is an important element of the evaluation process. We provide a tentative list of questions for determining long-term results in Appendix 4.

2. “Testing” initial results

It is impossible to determine solely through desk research how sustained initial results are and whether they have in fact been transferred beyond the dialogue. One needs to “test” these initial results with the dialogue participants

and stakeholders, as well as with those who did not participate in the dialogue. To do this, the evaluator conducts a series of semi-structured interviews/focus groups.



Important:

- ✓ *When evaluating impact, we recommend increasing the number of interviewees to 3-4 people from each group represented at the dialogue, preferably including both men and women.*

To conduct these interviews/focus groups, the evaluator compiles a guide with questions adapted to the specific dialogue, which should be approved together with the facilitators. Similarly to evaluating the initial results, it is important not only to confirm that a change has occurred, but also to confirm longevity (**sustainability**) to the point of time the evaluation is conducted (long-term results).

One should formulate questions in the most understandable and specific manner possible. Instead of asking “Has the change proven sustainable?”, it is better to ask questions like: “Do you continue to meet to discuss [name the specific issue the dialogue addressed]?”; “Have new people joined your community initiative?”; “Have you held meetings to address community issues that draw on the experience you received in the dialogue? If so, what kind of meetings/issues?”; or “Has your approach to holding meetings to resolve community issues changed? If so, how specifically has it changed?” etc.

In addition to result sustainability, it is also important for us to confirm that the results have been “**transferred**” beyond the dialogue to a) other persons in local or other communities (family members, colleagues, community representatives) who did not participate in the dialogue, and/or b) that dialogue approaches have been institutionalized at the local, community or national level. This is also determined during semi-structured interviews/focus groups with dialogue participants and stakeholders.



Important:

- ✓ *To “test” the transfer of results beyond the dialogue, it is necessary to conduct interviews/focus groups with stakeholders, both those who participated in the dialogue and those who were not engaged (family members, colleagues, community representatives, etc.).*

It should be noted that the evaluator determines whether both elements (result sustainability and transfer) were present during a single interview/focus group.

As when determining initial results, we recommend using the “open search” method during interviews/focus groups. It is important that, during interviews/focus groups, the evaluator obtains information not only about which results were achieved, but also about the factors that contributed to or hindered their achievement.

When determining impact, it is important to make sure that the dialogue directly led to the given results. To do this, one needs to ask relevant questions such as: “In your opinion, would it have been possible to resolve the issue without organizing the dialogue?” or “What do you think helped to resolve this issue?”, etc.

If necessary, the evaluation tools may be supplemented with a survey of larger groups that may have experienced changes due to the dialogue. This could be a survey of local community members, colleagues, etc.

The evaluator may use certain material incentives, for example paid participation in focus groups and interviews, to encourage a wider range of dialogue participants to engage in data collection. This requires allocating appropriate funds in the budget.

This stage will result in the development of a new, most likely shorter list of confirmed long-term dialogue results.

3. Forming a list of results

The list of long-term results will actually consist of two parts: (1) sustained results stemming from achieved dialogue objectives and transformational changes (participant perceptions, attitudes, and behaviours) and (2) changes that have been transferred beyond the dialogue (“transfer”), including transformational changes appearing in non-participants as well as institutional changes at local or other broader levels.

4. Reporting

At the final stage, the evaluator prepares a report highlighting all results and achievements obtained during the dialogue.

The report must include recommendations and lessons learned, which will help improve the effectiveness of future dialogues.

Based on the evaluation results, it is advisable to hold a validation seminar and invite the dialogue facilitators, dialogue participants, and stakeholders. However, this is not mandatory as the topic of the dialogue may be too sensitive.



Important:

✓ *The report must preserve confidentiality of the dialogue participants.*

Please see a suggested structure for the evaluation report in Appendix 5.



7. Accounting for the position of dialogue conveners

During evaluation, it is also important to understand and take into account the perspectives of dialogue conveners. This applies to all types of results described above. For example, local self-government bodies often initiate and request dialogues. However, government officials themselves often do not engage in dialogue processes, even though they form the main beneficiaries and conveners of such processes (for example, dialogues between local activists and representatives of social services providers).

For this purpose, one may use a separate questionnaire to engage with dialogue conveners. This may be developed on the basis of the existing facilitator self-evaluation questionnaire. Another option for obtaining feedback from dialogue conveners is to conduct interviews using questions derived from the facilitator self-evaluation questionnaire.

8. Key steps: a brief summary

We may thus summarize the steps to be taken in the evaluation:

Table 6. Key steps

When	What needs to be done
<p>Before the final dialogue meeting</p>	<ol style="list-style-type: none"> 1. The facilitators familiarize the evaluator with the specific nature and context of the dialogue, informing them about possible sensitive and trauma-sensitive aspects. 2. The evaluator, together with the facilitators, adapts the facilitator self-evaluation questionnaire and the dialogue participant questionnaire to correspond to the dialogue under review. Anticipated changes/ results may be taken from a list relevant to the specific nature of the dialogue being evaluated. The questionnaires must be synchronized with each other. 3. The evaluator or project manager converts the adapted questionnaires into an electronic format or prints them out according to the number of participants.
<p>At the final dialogue meeting</p>	<ol style="list-style-type: none"> 1. The facilitators inform the participants about the evaluation, emphasizing that the purpose of the evaluation is to improve dialogue as a tool. They are asked to complete the questionnaire. The facilitators also invite participants to volunteer for further interviews/focus groups. 2. The facilitators fill out the self-evaluation questionnaire. 3. The evaluator receives completed questionnaires.
<p>Immediately after the final dialogue meeting (no more than two weeks)</p>	<ol style="list-style-type: none"> 1. The facilitators complete the self-evaluation questionnaire, unless they did so at the final dialogue meeting, or the evaluator completes the questionnaire themselves based on facilitator interviews. 2. The evaluator analyses the completed questionnaires and a) conducts follow-up interviews with the facilitators; b) compiles a list of initial results; and c) develops a list of questions for interviews/a guide for focus groups to be agreed upon with the facilitator.

Shortly after the final dialogue meeting (1-4 weeks)

1. The facilitators help the evaluator compile a list of respondents for interviews/focus groups, provide contact information, and invite respondents to participate.
2. The evaluator conducts semi-structured interviews/focus groups with dialogue participants and, if necessary, with dialogue conveners.
3. After analysing the questionnaires and the results from the interviews/focus groups, the evaluator prepares a report on the initial results and provides recommendations for improving the dialogue process.

When a decision is made to evaluate long-term results, or “impact” (6 months or more after the final dialogue meeting)

The first steps differ depending on whether the dialogue was evaluated as a process and in terms of its initial results.

Option 1. An evaluation of the dialogue as a process and the initial results has been conducted.

1. If the previous stages of the evaluation were carried out by another evaluation expert, the facilitators: a) provide the evaluator with the previous evaluation report b) familiarize the evaluator with the specific nature of this dialogue and its context, informing them about any potentially sensitive or trauma-sensitive aspects.

Option 2. No evaluation of the dialogue as a process or of the initial results has been conducted.

1. The facilitators familiarize the evaluator with the specific nature of this dialogue and its context, informing them about possible sensitive and trauma-sensitive aspects.
2. The facilitators fill out the section of the self-evaluation questionnaire concerning initial results. The evaluator analyses the completed questionnaire and, if necessary, conducts a follow-up interview with the facilitators to compile a list of results to be tested for sustainability and transfer.

The next steps are the same for both options:

- The evaluator conducts desk research.
- The evaluator formulates questions for semi-structured interviews/a guide for focus groups and agrees them with the facilitators.
- Optional: The evaluator develops questionnaire for a wider range of stakeholders.
- The facilitators help the evaluator compile a list of respondents for interviews/focus groups, provide contact information and invite respondents to participate.
- The evaluator conducts semi-structured interviews/focus groups with participants and other stakeholder groups to determine which of the initial results were sustained and whether the results have been transferred beyond the dialogue, as well as to identify other results. The evaluator may also conduct interviews with dialogue conveners (if included in the evaluation's terms of reference).
- Optional: The evaluator conducts a survey with a wider range of stakeholders.
- After analysing the results of the desk research, as well as the data taken from interviews, focus groups and surveys (if available), the evaluator drafts a report on the long-term results achieved and the factors that contributed to or hindered said achievement. The report may also include recommendations for improving dialogue processes.

We recommend that every dialogue has evaluation of the process and the initial results during the final dialogue meeting. This will ensure a smooth evaluation of impact later.

The evaluation of long-term results (impact) is carried out no earlier than six months after the end of the dialogue.



***It is important** that the dialogue facilitators help the evaluator establish contact with the dialogue participants and other stakeholders.*

Impact evaluation is an expensive and lengthy process that may not, and perhaps should not, become an obligatory component of the dialogue. We propose that evaluation of long-term results should form part of the stand-alone evaluation process and be financed separately.

Facilitator self-evaluation questionnaire

Part One: Evaluating dialogue as a process

Quality of dialogue organization

1. Which elements of conflict analysis were carried out before the dialogue meetings started? (*multiple-choice question*)

- Analysis of the conflict/situation's context and history.
- Analysis of the conflict/situation's causes.
- Analysis of party interests and of the power relations between them (relative strength).
- Stakeholder analysis.
- Analysis of potential dialogue participants' expectations.
- Analysis of potential risks.
- No conflict analysis was conducted.

2. If some elements of the analysis were not conducted, please explain why. (*open-ended question*)

3. Was the conflict analysis gender-sensitive?

- Yes, it was.
- Partially.
- No, it was not.

If you responded "No, it was not" or "Partially," please explain why. (open-ended question)

4. Was attention given to the interests of vulnerable and marginalized groups during the conflict analysis?

- Adequate attention was given.
- Some attention was given.
- No attention was given at all.
- The dialogue did not engage with such groups.

5. If no attention was given, why not? (*multiple-choice question*)

- These groups were not the target audience for the dialogue.
- It is difficult to determine who exactly belongs to such groups.
- I did not have sufficient experience to properly engage with these groups.
- I do not understand why this should be done at all.

6. How many women and representatives of vulnerable groups participated in the dialogue? Please indicate the number for each category.

- Women.
- Representatives of vulnerable groups.

7. Was the design of the dialogue process and each dialogue meeting developed respectively?

- Yes, the design of the dialogue process and each dialogue meeting was developed.
- The dialogue process was designed, but individual dialogue meetings were not designed.
- Individual dialogue meetings were designed, but the dialogue process as a whole was not.
- Nothing was designed beforehand.

If not, why not? (open-ended question)

8. How were the participants informed about the dialogue objectives, expectations for their participation, and other rules/principles?

- Through individual invitations.
- Verbally at preliminary meetings.
- They were not informed.
- Other (please explain).

If no information was provided, why not? (open-ended question)

9. Please briefly describe how the objective of the dialogue/meeting was agreed upon with the dialogue conveners and/or participants? *(open-ended question)*

10. In your opinion, did the participants have an opportunity to discuss the dialogue objective and expected results, making their own adjustments at the beginning of the dialogue?

- Yes, they did.
- No, they did not.
- Partially.

If you responded “No, they did not” or “Partially,” please explain why. (open-ended question)

11. Please assess how clearly the objective and expected results of the dialogue were defined.

- Very clearly.
- Fairly clearly.
- Not very clearly.
- Not clearly/not defined at all.

If you responded “Not very clearly” or “Not clearly/not defined at all,” please explain why. (open-ended question)

12. Did the facilitators hold preliminary meetings with potential dialogue participants?

- Yes, they did.
- No, they did not.

If you responded “Yes,” please indicate the total number of such meetings, amount of relevant engaged stakeholders involved and the format (online or offline). If you responded “No, they did not,” please explain why.

Compliance with the fundamental principles of facilitated dialogue

Please assess the extent to which, in your opinion, the fundamental principles of dialogue were adhered to during the process:

Principle 1. Voluntary participation

13. Did all participants take part in the dialogue of their own free will, based on an understanding of its necessity?

- Yes, they did.
- No, they did not.
- Partially.

Comments (if any).

14. Was every participant aware of their responsibility to contribute to achieving the dialogue objective (e.g., attending all necessary meetings)?

- Yes, they were.
- No, they were not.
- Partially.

Comments (if any).

15. How was participant consent to engage in the dialogue process ensured?
(open-ended question)

Principle 2. Participant self-determination

16. Were the participants aware that they themselves were responsible for their decisions in the dialogue?

- Yes, they were.
- No, they were not.
- Partially.

Comments (if any).

17. Was there any apparent pressure on any participants from the facilitators, organizers, or other participants during the dialogue?

- Yes, there was.
- No, there was not.
- Partially.

If you responded “Yes, there was” or “Partially,” please explain who such pressure came from and how it manifested itself. (open-ended question)

Principle 3. Dialogue inclusivity

18. Were representatives of all stakeholders involved in the dialogue?

- Yes, they were.
- No, they were not.
- Partially.

Comments (if any).

19. Did the organizers and facilitators make efforts to involve participants with different experiences and different perspectives on the subject of discussion in the dialogue?

- Yes, they did.
- No, they did not.
- Partially.

Comments (if any).

20. Did the organizers and facilitators consider the possibility of engaging with representatives of vulnerable and marginalized groups (even if they are not directly related to the subject of discussion in the dialogue)?

- Yes, they did.
- No, they did not.
- Partially.
- The participation of such groups is not envisaged due to the specific nature of the dialogues.

Comments (if any).

Principle 4. Key role of the facilitator

21. Did the facilitators create a safe space for discussion where all participants were able to express their opinions without coercion?

- Yes, they did.
- No, they did not.
- Partially.

Comments (if any).

22. Were the rules of communication and decision-making agreed upon in the dialogue?

- Yes, they were.
- No, they were not.
- Partially.

Comments (if any).

23. Did the facilitators manage the dialogue process impartially, without singling out any of the parties?

- Yes, they did.
- No, they did not.
- Partially.

Comments (if any).

Principle 5. Process confidentiality

24. Were the rules of confidentiality of participation clearly defined and agreed upon?

- Yes, they were.
- No, they were not.
- Partially.

If you responded “Yes, they were,” please describe how confidentiality in particular was ensured. If you responded “No, they were not” or “Partially,” please specify what exactly prevented you from ensuring confidentiality. (open-ended question)

25. In your opinion, was it clear to the participants what information they could disseminate and how, and what information they could not disseminate?

- Yes, it was.
- No, it was not.
- Partially.

Comments (if any).

Principle 6. Role of the organizers

26. Please assess the extent to which the dialogue was provided with all the necessary resources:

Types of resource	Fully provided	Partially provided	Not provided	This type of resource is not needed for this dialogue
Premises				
Financial resources				
Human resources, in particular, skills and knowledge of the facilitators				
Time for facilitating the dialogue				
Quality catering services for the participants, facilitators, and organizers				
Other (please specify)				

27. If any resources were provided partially or were not provided at all, please specify which ones, why, and to what extent. (*open-ended question*)

28. What other kinds of assistance would you like to receive from conveners and organizers to improve dialogue organization and facilitation? (*open-ended question*)

29. Did the organizers create conditions for participant safety and dialogue confidentiality?

- Yes, they did.
- No, they did not.
- Partially.

Comments (if any).

30. Did the organizers and dialogue facilitators interact constructively?

- Yes, they did.
- No, they did not.
- Partially.

Comments (if any).

Principle 7. Awareness and accountability

31. How prepared were the organizers and/or dialogue facilitators to work with positions that contradicted their own? How did they in fact work with such positions? Please provide examples. *(open-ended question)*

Principle 8. Balance of power

32. Were efforts made to avoid manipulation by the more powerful party?

- Yes, they were.
- No, they were not.
- Partially.

Please elaborate (an open-ended question).

Principle 9. Systemic and structured nature of dialogue

33. Did the process design correspond to the situation analysis, the participants' request, or community needs?

- Yes, it did.
- No, it did not.
- Partially.

Comments (if any).

Principle 10. Trauma sensitivity

34. Was the participants' emotional state taken into account in the process of dialogue organization and facilitation?

- Yes, it was.
- No, it was not.
- Partially.

Comments (if any).

35. Was there sufficient time for rest and recuperation during and/or between meetings?

- Yes, there was.
- No, there was not.
- Partially.

Comments (if any).

36. Was the venue selected to be safe, comfortable, and neutral as well as not to provoke re-traumatization (intensely re-living a past traumatic experience) among the participants?

- Yes, it was.
- No, it was not.
- Partially.

Comments (if any).

37. Were resources allocated for the dialogue facilitators to receive support, including professional psychological support, supervision (professional advice and support from an experienced colleague (supervisor) to analyse their practice), or other assistance from colleagues?

- Yes, they were.
- No, they were not.
- Partially.

Comments (if any).

Part Two. Initial results

Achievement of the dialogue objective

38. Please record the dialogue objective as agreed upon with the participants at the beginning of the dialogue. *(open-ended question)*

39. Was this dialogue objective achieved?

- Yes, it was.
- No, it was not.
- Partially.

Comments (if any).

40. Please specify the results achieved. If the results were focused on specific products, please provide details, such as a document name, a conflict resolved (and the parties to it), principles of interaction or a communication channel elaborated, etc., provided that such information is not confidential. *(open-ended question)*

41. If the dialogue was aimed at making a decision or developing specific products, please indicate which type. Please indicate all results/outputs that you believe were achieved.

- A document (a memorandum, an action plan, a policy, etc.) was elaborated.
- Proposals for a potential document were developed.
- Principles of interaction were developed.
- A conflict was resolved.
- A permanent channel of communication was established.
- Other *(please explain)*.

42. To what extent did the decisions agreed upon at the final dialogue meeting (if any) have an implementation plan (and to what extent did everyone know what to do next and how to proceed)?

- The elaborated decisions have a clear and comprehensible implementation plan.
- The elaborated decisions do not have a clear implementation plan, but there are ideas/intentions to put them into practice.
- The elaborated decisions do not provide for further actions/steps.

Please elaborate further on your response.

Transformational changes among dialogue participants

43. Did the participants gain new knowledge and skills through the dialogue?

- Yes, they did.
- No, they did not.
- This change is not relevant to this dialogue.

If the participants gained any knowledge and skills, please specify how this manifested itself, using the bullet points listed in the box below as a guide.

- ✓ The participants acquired the following skills:
 - self-reflection skills;
 - communication skills (active listening, questioning, etc.).
- ✓ They also gained knowledge:
 - about the situation or issues discussed in the dialogue;
 - about dialogue procedures, its value as a practice.
- ✓ The participants stated that they had gained new knowledge and skills, for example in online chats and groups.
- ✓ The participants applied these skills and knowledge in other areas, such as in their families and workplaces.
- ✓ There is evidence of this from people outside the dialogue circle or in other sources (social networks, media, etc.).

44. Did the dialogue participants become aware of their status as belonging to a local or other community?

- Yes, they did.
- No, they did not.
- This change is not relevant to this dialogue.

If you responded “Yes, they did,” please specify how this was manifested, using the bullet points listed in the box below as a guide.

- ✓ The participants began to use the pronoun “We” more often (a shift from “I” to “We”), as well as the names of their communities (“We, community members,” “We, journalists,” “We, activists”).
- ✓ The participants began to take an interest in events/interests of communities/society that were not directly related to the dialogue topic.
- ✓ The participants began to generate ideas aimed at improving life in the community.
- ✓ The participants stated that improving the lives of their local or other communities will have a positive impact on their lives.

45. Did the dialogue participants’ sense of agency grow, and did they become aware of their roles and responsibilities related to the groups/communities they are associated with?

- Yes, they did.
- No, they did not.
- This change is not relevant to this dialogue.

If you responded “Yes, they did,” please specify how this was manifested, using the bullet points listed in the box below as a guide.

- ✓ The participants began to perceive community members as a group of people capable of generating and implementing decisions (“From now on, we will jointly determine what to spend community funds on,” “Together, we will be able to overcome these challenges,” etc.).
- ✓ The participants began to use phrases such as “It’s not up to us,” “When the government changes, then...,” and “It’s impossible to do” less frequently or stopped using them altogether. Instead, they started using more active phrases, such as “We can do it,” “I can do it,” and “To make X happen, we need to do Y.”
- ✓ The participants made specific proposals to solve the problem.
- ✓ The participants made specific commitments and fulfilled them (they say “I am ready to do...” or they tell how they have already completed a task).
- ✓ The participants began to document agreements (in any format) during the dialogue.

46. Did the participants’ sense of personal safety grow/develop?

- Yes, it did.
- No, it did not.
- This change is not relevant to this dialogue.

If you responded “Yes, it did,” please specify how this was manifested, using the bullet points listed in the box below as a guide.

- ✓ Some participants began to speak after having been silent for a while.
- ✓ The participants told their personal stories in the first person, without trying to “hide” behind generalizations (not “We are displaced persons...,” but “My story is...” Not “We are war veterans,” but “I, as a war veteran...”).
- ✓ The participants discussed controversial, unpleasant issues that had not been discussed previously, avoiding personal accusations against others.
- ✓ The participants demonstrated greater openness and confidence on a non-verbal level (voice, gestures, posture, intonation).

47. Did you notice any changes in/the expansion of participant perspectives on the issues discussed in the dialogue?

- Yes, I did.
- No, I did not.
- This change is irrelevant to this dialogue.

If you responded “Yes, I did,” please specify how this was manifested, using the bullet points listed in the box below as a guide.

- ✓ The participants realized and admitted their previous lack of knowledge/awareness about specific issues (“I was not sufficiently informed about this issue...,” “I had not thought about this before,” “I need more information about...”).
- ✓ The participants avoided making unfounded generalizations. For example, they acknowledged that they may not know everything about serving in the Armed Forces of Ukraine if they only have one friend who served.
- ✓ The participants began to share a broader perspective on the problem, using more facts and more sources of information.
- ✓ The participants began to identify other stakeholders in the dialogue process (who were not yet “at the table” in the dialogue) and discussed how to engage them.
- ✓ The participants moved away from previous positions and realized their misperceptions of the situation (“Now I think differently,” “I was probably wrong about...”).
- ✓ The participants tried to understand the consequences of solving or not solving the problem, and to ask deeper questions.
- ✓ The participants began to refine and expand their options for solving the problem as well as proposed new options for problem-solving.
- ✓ Participant assessments began to change from single-faceted to multi-faceted (two opposing opinions ceased to dominate participant discourse, and the number of opinions and narratives grew).

48. Did the participants' fear of conflict disappear (if they had any at the beginning of the dialogue)?

- Yes, it did.
- No, it did not.
- This change is not relevant to this dialogue.

If you responded "Yes," please specify how this manifested itself, using the bullet points listed in the box below as a guide.

- ✓ The participants acknowledged the existence of contradictory interests and views.
- ✓ The participants used the word "conflict."
- ✓ The participants spoke about potential opportunities that may arise if the conflict is resolved.

49. Did the participants' personalities undergo any transformations?

- Yes, they did.
- No, they did not.
- This change is irrelevant to this dialogue.

If you responded "Yes, they did," please specify how this manifested itself, using the bullet points listed in the box below as a guide.

- ✓ The participants spoke about personal, internal changes (search for a new meaning in life, new ideas, new human contacts, etc.).
- ✓ The participants talked about their further self-development (new hobbies, educational programs, training courses, professional changes linked to their participation in the dialogue). It is important that they talked about changes that have already occurred, rather than prospective changes.
- ✓ The participants noted changes in their beliefs or positions or spoke about expanding their previous perspectives concerning the situation or other persons: "I now have a different attitude towards the issue, towards people of a certain group, towards approaches that may solve this issue."
- ✓ The participants became more proactive or socially active. For example, the dialogue participants established new initiative groups and citizen associations, or participated in them.
- ✓ The participants applied skills acquired during the dialogue in other areas, for example, in their families or workplaces.

50. Did the participants' attitude towards each other, or with people outside the dialogue, improve and/or did their relationships with them strengthen (re-humanization, recognition of the other)?

- Yes, it/they did.
- No, it/they did not.
- This change is irrelevant to this dialogue.

If you responded “Yes,” please specify how this manifested itself, using the bullet points listed in the box below as a guide.

- ✓ In conversations, the participants stopped identifying their opponents or other groups of people as de-personalized or only endowed with negative traits/motives.
- ✓ The participants developed more unbiased attitude and used less stereotypes about other groups (“All government officials are corrupt,” “Activists only know how to talk”).
- ✓ The participants began to talk about their opponents’ positive traits.
- ✓ The participants began to treat the experiences, interests, and needs of others as equally legitimate. They took an interest in other people’s opinions.
- ✓ The participants refrained from ridiculing, belittling, or judging the experiences, needs, interests, fears, and concerns of others.
- ✓ The number of spoken generalizations decreased. Participants used phrases like “You, government officials are all...” less, instead saying, specifically, “You, Ivan Ivanovich, are...”
- ✓ There were fewer accusations in the participants’ speech, or accusations were replaced with questions aimed at clarifying the other person’s motives.
- ✓ Instead of identifying other participants with the problem, the participants saw a common problem and became “partners in the conflict.” Phrases such as “We are in the same boat” and “We need to solve this together” appeared more often in participants’ speech (i.e., a transition from “Us and them” to “We are in the same boat”).
- ✓ The participants listened to others/demonstrated active listening skills.
- ✓ The participants demonstrated empathy and an interest in what others said, or used reframing techniques in communication.
- ✓ The participants tried not to give advice (unless asked).
- ✓ The participants began to ask more questions, as well as to seek and give clarifications.
- ✓ The participants demonstrated an ability to focus on problem-solving and a willingness to seek solutions that would be mutually acceptable to different parties and stakeholders.

51. Did the participants transition to higher-quality communication with other participants?

- Yes, they did.
- No, they did not.
- This change is not relevant to this dialogue.

If you responded “Yes”, please specify how this was manifested, using the bullet points listed in the box below as a guide.

- ✓ The participants begin to communicate more with each other outside the scope of the dialogue, on personal topics, etc., during breaks in dialogue meetings or between dialogue meetings.
- ✓ The participants begin to communicate in a wider circle, not just within their own groups. For example, they sit down with representatives of other groups at the dinner table.
- ✓ The participants create joint groups on social networks or messengers to communicate with each other.
- ✓ The participants began to use more sensitive language. I.e., they stopped using generalisations with regard to each other, stigmatizing or inappropriate names, or making non-conflict-sensitive jokes.
- ✓ The participants use constructive humour with each other that only the dialogue participants may comprehend (especially when the dialogue is long-term).
- ✓ The dialogue participants developed their own language and shared memories (especially when the dialogue is long-term).
- ✓ The dialogue participants reach minimum agreements among themselves regarding “red lines” (what we do NOT do).
- ✓ The dialogue participants begin to monitor compliance with the dialogue rules and principles during the dialogue (rather than relying solely on the facilitator).
- ✓ The participants distribute tasks/functions among all dialogue participants.
- ✓ The participants agree on a vision for the next steps after the dialogue meeting or after the end of the dialogue.

52. Did interaction between the participants within and beyond the dialogue begin to focus on joint action?

- Yes, it did.
- No, it did not.
- This change is not relevant to this dialogue.

If you responded “Yes,” please specify how this was manifested, using the bullet points in the box below as a guide.

- ✓ The participants began to act together and implement initiatives outside the dialogue, both with the help of the dialogue facilitators/organizers and on their own.
- ✓ The participants told others about such initiatives (in person, via social networks, messengers, etc.).

- ✓ The dialogue participants themselves initiated or were involved in the establishment of new initiatives and civil society groups.
- ✓ The dialogue participants engaged in the activities of other initiatives and civil society groups.

53. Did discriminated/vulnerable groups in local or other communities begin to be viewed as legitimate community members (in cases where this was a key topic of the dialogue or if they were present in the room)?

- Yes, they did.
- No, they did not.
- This change is not relevant to this dialogue.

If you responded “Yes, they did,” please specify how this was manifested, using the bullet points listed in the box below as a guide.

- ✓ The participants began to talk about discriminated and vulnerable groups in the community.
- ✓ The participants began to recognize the importance of the role of other groups in the local or other community, particularly discriminated ones.
- ✓ The participants began to talk about what they can do to shift the status of discriminated/vulnerable groups in their local or other communities.
- ✓ The participants began to consider the interests of discriminated and vulnerable groups as well as how to engage them.
- ✓ The participants began to discuss what could be done to change the situation with regard to discriminated/vulnerable groups in their local or other community.
- ✓ The participants suggested inviting or invited representatives of discriminated groups into a dialogue process (recognizing their right and potential to participate in decision-making).

Possible options for disseminating dialogue results outside the dialogue, for the institutionalization of dialogue results or the promotion of dialogue as a tool

If the dialogue is long-term, such changes may occur before the final dialogue meeting, thus it is important to record them with the help of the following questions:

54. Do the participants already disseminate information about the dialogue among people who did not participate in the dialogue?

- Yes, they do.
- No, they do not.

If you responded “Yes, they do,” please explain how specifically.

55. Have the dialogue participants already implemented any dialogue results/ outputs?

- Yes, they have.
- No, they have not.

If you responded “Yes, they have,” please explain how specifically.

Dialogue participant questionnaire

Part One. Evaluation of dialogue as a process

Quality of dialogue organization

1. In your opinion, how clearly were the dialogue objectives and expected results defined?

- Completely clear.
- Sufficiently clear.
- Not very clear.
- Not clear at all/undefined.

An alternative question: What were the dialogue objectives? (open-ended question)

2. Did you have an opportunity to discuss the dialogue objectives/results and make your own adjustments at the beginning of the dialogue?

- Yes, I did.
- No, I did not.
- Partially.

3. Please complete the sentence: During the dialogue process, I felt...

Adherence to the fundamental principles of facilitated dialogue

4. Was your participation in the dialogue voluntary?

- Yes, it was.
- No, it was not.
- Partially.

Comments (if any).

5. Did you contribute to the achievement of the dialogue objectives (e.g., participated in all necessary meetings, were open to constructive discussions, etc.)?

- Yes, I did.
- No, I did not.
- Partially.

Comments (if any).

6. In your opinion, did the facilitators/organizers manage to engage all interested parties (stakeholders) in the dialogue?

- Yes, they did.
- No, they did not.
- Partially.

If you responded “No, they did not” or “Partially,” who do you think was left out? (open-ended question)

7. Did you feel any pressure from the facilitators, dialogue conveners, organizers, or other participants during the dialogue?

- Yes, I did.
- No, I did not.
- Partially.

If you responded “Yes, I did” or “Partially,” please specify how this manifested itself (open-ended question).

8. In your opinion, did the facilitators create a safe space for an equal discussion, where all participants were able to express their opinions without coercion?

- Yes, they did.
- No, they did not.
- Partially.

Comment (if any).

9. Were the rules of communication and decision-making in the dialogue agreed upon?

- Yes, they were.
- No, they were not.
- Partially.

Comment (if any).

10. Did the facilitators manage the dialogue process impartially, without singling out any of the parties?

- Yes, they did.
- No, they did not.
- Partially.

Comment (if any).

11. Was it clear to you what kind of information about the dialogue could and could not be shared?

- Yes, it was.
- No, it was not.
- Partially.

Comments (if any).

12. Did the facilitated dialogue meet your request/needs?

- Yes, it did.
- No, it did not.
- Partially.

Comments (if any).

13. Was your emotional state taken into consideration in the process of organizing and facilitating the dialogue?

- Yes, it was.
- No, it was not.
- Partially.

Comments (if any).

14. Was there sufficient time for rest and recuperation during and/or between meetings?

- Yes, there was.
- No, there was not.
- Partially.
- The dialogue involved only one meeting.

Part Two. Initial results

15. In your opinion, to what extent were the dialogue objectives achieved? *(Note: we recommend reminding participants about the objectives in parentheses. For example, “In your opinion, to what extent did you manage to reach an agreement with local authorities on the issue of...?” or “In your opinion, to what extent did you manage to decide on the next steps regarding...?”).*

- Fully achieved.
- Partially achieved.
- Not achieved at all.

If you responded “Not achieved at all,” please elaborate why. (open-ended question)

16. What did this dialogue give you? What was the result of the dialogue for you personally? *(open-ended question)*

Transformational changes in the dialogue participants

17. What kind of new knowledge and skills did you gain from the dialogue? Please select all options that apply.

- Self-reflection skills.
- Communication skills (active listening, questioning, etc.).
- Knowledge about the situation or issue discussed in the dialogue.
- Knowledge about dialogue procedures, and its value as a practice.
- Other: (Please write down your own option)
- I did not gain any new knowledge or skills.

18. How did your sense of belonging to a local or other community change? Please indicate all changes that you think occurred.

- I became more interested in events/interests of local or other communities that were not directly related to the dialogue topic.
- I began to generate ideas aimed at improving life in the community.
- The realization that I belong to a local or other community evoked positive emotions in me.
- I began to realize how improving the life of my local or other community will have a positive impact on my life.
- Other: (Please write down your own option)
- It did not change.

19. How did your awareness of the agency possessed by local or other communities, as well as your role and/or responsibility within it, change? Please indicate all changes that you think occurred.

- I started to regard our community as capable of generating and implementing solutions.
- During and after the dialogue, I began to make specific proposals to address problems.
- I began to undertake specific commitments and fulfil them.
- Other: (Please write down your own option)
- It did not change.

20. How did your sense of personal safety grow or develop?

- I began to speak more as the dialogue progressed.
- I started sharing personal stories.
- I became more comfortable discussing controversial or unpleasant issues that had not been discussed before during the dialogue.
- I became more comfortable openly expressing my opinion during the dialogue, even when it was different from the opinions of others.
- Other: (Please write down your own option)
- It did not grow (did not develop).

21. How did your perspective on the problem/issues discussed in the dialogue change? Please indicate all changes that you think occurred.

- I realized that I did not have comprehensive information about the problem.
- I learned about new aspects of the problem that I had not been aware of or thought about before.
- I realized that there were other parties that should be engaged in dialogue.
- I changed my opinion about the situation/problem and admitted that I was wrong.
- I see additional options for solving the problem and proposed them for discussion.
- I began to understand the existence of a diversity of opinions that were different from my own.
- Other: (Please write down your own option)
- It did not change.

22. What changes occurred in your personal or professional/public life as a result of your engagement in the dialogue? (*open-ended question*)

23. How did your attitude toward/relationship with other dialogue participants as well as persons beyond the dialogue change? Please indicate all changes that you think occurred.

- I began to talk about the positive qualities of my opponents.
- I realized that other people had their own unique experiences, interests, and needs.
- I refrained from mocking/belittling others or trying to judge them.
- I listened more to other people during the dialogue.
- I tried not to give advice (unless asked).
- I began to seek and give clarifications and ask questions during the dialogue.
- Other: (Please write down your own option)
- No change.

24. How did communication with the other participants change during the dialogue? Please indicate all changes that you think occurred.

- During the dialogue, we (participants) began to communicate more with each other during breaks or between dialogue meetings.
- I found interesting interlocutors among representatives of other groups with whom I had not communicated with or known before.

- We created joint groups on social networks or messengers for communication between the participants.
- During the dialogue, we began to monitor compliance with the rules on our own, without waiting for facilitator interventions.
- During the dialogue, we agreed on a vision for next steps and distributed the tasks among ourselves.
- Other: (Please write down your own option)
- No change.

25. Did you and other participants become more oriented toward joint action as a result of the dialogue? Please indicate all changes that you think occurred.

- I started implementing initiatives outside the dialogue together with other participants.
- I started a new initiative or civil society group inspired by my engagement in the dialogue.
- I joined an initiative or citizen association inspired by my engagement in the dialogue.
- Other: (Please write down your own option)
- No change.

26. How did your communication with discriminated/vulnerable groups in your local or other communities change, in cases when such groups were discussed or engaged in the dialogue? Please indicate all changes that you think occurred.

- I began to understand what kind of discriminated and vulnerable groups are present in the community and what role they play there.
- I began to understand and discuss the interests of discriminated and vulnerable groups.
- We discuss what we can do to change situations faced by discriminated/vulnerable groups in local or other communities.
- We invited representatives of discriminated/vulnerable groups to the dialogue or at least discussed the possibility.
- Other: (Please write down your own option)
- No change.

Possible options for disseminating dialogue results outside the dialogue, for the institutionalization of dialogue results or the promotion of dialogue as a tool

If the dialogue is long-term, such changes may occur before the final dialogue meeting. It is important to record them using the following questions:

27. Do you disseminate information about the dialogue among people who did not participate in the dialogue?

- Yes, I do.
- No, I do not.

If you responded “Yes, I do,” please explain how you do this.

28. Have you implemented any of dialogue results?

- Yes, I have.
- No, I have not.

If you responded “Yes, I have,” please explain what kind of results and how specifically you have implemented them.

Questions for interviews with the dialogue participants regarding initial results

1. What specifically was valuable to you in the dialogue? What kind of new things did you discover for yourself?
2. How did the dialogue influence your personal development?
3. Can you please give an example of a situation when you found communication skills acquired during the dialogue to be useful when communicating with people outside the dialogue?
4. Do you plan to acquire dialogue facilitation skills? If so, have you already taken practical steps in this direction?
5. After the dialogue, how important is it for you to hear the opinions of others and learn about their experiences in such cases when those opinions and experiences are different from your own?
6. Can you please give an example of a situation during the dialogue when, after listening to another person, you changed your opinion or realized that ideas/experiences different from yours have a right to exist?
7. How did your relationship with other dialogue participants change during or after the dialogue?
8. What would be your reaction if other participants talked about the problems they face and you thought you knew how to deal with the situation?
9. When tense situations arose during the dialogue, how effectively were they addressed or resolved?
10. Please give an example, if possible, of a situation when you assisted with organizational questions for the dialogue (for example, establishing contacts with the local population, providing logistics, etc.).
11. How comfortable did you feel with the other dialogue participants?
12. After the dialogue, did you start communicating more often with people you had not communicated with before, or had communicated with very rarely? What kind of topics/issues do you now discuss or address?
13. Can you please give an example, if possible, of a situation when the dialogue participants succeeded in elaborating a joint decision acceptable to everyone in the room? What common interests were formulated during the dialogue?
14. Can you please tell us about your communication with other participants beyond the dialogue? Do you have any regular channels of communication (social media groups, messengers, etc.)?

15. Did you encounter representatives of discriminated/vulnerable groups or government officials during the dialogue? Can you please tell us more about this?
16. Did you consider inviting other representatives of discriminated/vulnerable groups to the dialogue? If so, can you please tell us more about this? If not, what prevented you from doing so? How do you plan to continue working with representatives of these groups? *Note: It is important for the evaluator to take notice of how the participant talks about other groups and whether they use demonizing/dehumanizing language.*

Questions to verify the dissemination/transfer of dialogue results beyond the dialogue if those occurred before the end of dialogue:

1. Have you been able to implement any of the ideas that were developed in the dialogue? If so, who did you involve and what exactly did you manage to implement? Have you been able to create a group of like-minded people to develop and implement ideas and decisions?
2. How much influence do you feel you have on the implementation of the dialogue results, as well as on initiatives and decisions developed during the dialogue?
3. How do you see your role in solving the problem? (If the dialogue was action-oriented).
4. How were the functions/responsibilities for implementing dialogue results/outputs distributed? How was compliance with commitments ensured?
5. Did you share your impressions of the dialogue with people beyond the dialogue? Can you please tell us about it?
6. What channels do you use to share your plans, ideas and successes originating from the dialogue, as well as about the dialogue as a whole (for example, social media, media, presentations, events, trainings, etc.)?
7. Do you plan to conduct new dialogues on your own or to work with facilitators in the future?
8. Have you participated in other dialogues? Can you please tell us about this experience?
9. Would you recommend dialogue as an effective approach/method? Can you please give an example of a situation when you recommended dialogue and how it worked?
10. To what extent has dialogue helped you influence events/processes in your local or other communities?

Determining long-term results

To determine long-term results, the evaluator should obtain answers to the following questions regarding the long-term sustainability of initial results and their transfer to other levels. Importantly, questions should not be limited to the ones suggested below. It is permissible to convert the questions into a survey given to dialogue participants. In this case, following the survey, it will still be necessary to conduct a series of interviews/focus groups to confirm or clarify the survey results.

A. Sustainability of results

1. What results did the dialogue participants achieve? What happened to these results over time (at the time of the evaluation)?
2. What transformational changes (changes in perception, attitude, behaviour, etc.) occurred to the participants as a result of the dialogue? How did these changes persist or shift following the dialogue (i.e., what happened between the end of the dialogue and the moment of this evaluation)? What may change in the future, and are there plans developed by you or other participants?

When developing questions for both the questionnaire and interviews in this section, we recommend using questions from both the facilitator self-evaluation questionnaire and the dialogue participant questionnaire concerning initial changes (Part Two of Appendices 1 and 2), but to use them as open-ended questions. For example:

- What kind of skills and knowledge did you acquire during the dialogue? How have you applied them after the dialogue? What do you know about the other dialogue participants in this regard? Are you comfortable telling us about this?
- Have you sought professional training in the field of mediation and dialogue facilitation and to start practicing?
- How has your civic engagement changed following the dialogue? What do you know about the other dialogue participants in this regard? Are you comfortable telling us about this?
- How have you maintained contact or communicated with other participants after the dialogue?
- If the dialogue participants launched joint initiatives during the dialogue (chats, media campaigns, implementation of dialogue results, etc.), what has happened to them since?

- How has your personal communication style with other people changed after the dialogue? How has this influenced your life? What do you know about the other dialogue participants in this regard? Are you comfortable telling us about this?
- How has your attitude toward discriminated or vulnerable groups changed following the dialogue? Have there been any changes in your interactions with them? What do you know about the other dialogue participants in this regard? Are you comfortable telling us about this?
- How has your interactions with other groups changed following the dialogue, for example, with the authorities? What do you know about the other dialogue participants in this regard? Are you comfortable telling us about this?

B. (1) The dissemination/transfer of transformational changes (people's perceptions and behaviour) beyond the dialogue participants at the meso- and macro levels

1. Have you shared the skills and knowledge you acquired through the dialogue with people who were not participants? How specifically did you do so, for example by creating materials, having conversations, delivering training sessions and other offline or online events, disseminating information through social networks and messengers, etc.)?
2. How is information about past and planned dialogues disseminated?
3. Have you or other dialogue participants held events for a wider range of people to raise awareness about the value of the dialogue approach? How did people react to such attempts?
4. Have you or any other dialogue participants launched joint initiatives that were inspired by the dialogue? How have they evolved over time?
5. Have you or other dialogue participants organized or conducted new dialogue processes on other topics, or invited dialogue facilitators to facilitate other dialogues?
6. Have you participated in other dialogues after this dialogue ended? What do you know about the other dialogue participants in this regard? Would you be comfortable telling us about it?
7. Have you tried to spread positive dialogue experiences, in particular by introducing dialogue approaches within the local or other communities when holding meetings or other sessions? What do you know about the other dialogue participants in this regard? Would you be comfortable telling us about this?
8. To what kind of problems/conflicts do you plan to apply or have already applied the dialogue approach?

9. To what extent have you managed to disseminate information about the dialogue and its results beyond the initial local or other community (for example, to higher levels of government, national and international information spaces, larger civil society organizations coalitions and associations at the national or international level)? If such attempts were made, what were the reactions and following actions?
10. To what extent, thanks to the dialogue, has your local or other community begun to discuss (in a conflict-sensitive manner) topics that were previously ignored in public discourse? To what extent have different opinions begun to emerge?

B. (2) The dissemination / transfer of changes regarding the institutionalization of dialogue approaches at the meso- and macro levels

1. Have there been attempts to enshrine dialogue mechanisms in formal documents, such as community regulations, strategies, action plans, programs, policies, etc.? Please give specific examples.
2. In cases where you shared information about the dialogue with the authorities or civil society leaders, how did they respond?
3. Have there been attempts to initiate new dialogues on the part of the authorities or other civil society leaders/activists?
4. Have donors, authorities, other organizations, or activists supported the implementation of post-dialogue initiatives that were planned during the dialogue?
5. Were there cases where authorities provided resources for other dialogues (i.e., providing financial resources to remunerate facilitators or trainers, providing premises and logistical support for dialogue facilitation, etc.) or related training events (i.e., on conflict resolution)?
6. To what extent have authorities or leaders of civil society groups begun to encourage their constituents to participate in facilitated dialogues and training programs on dialogue facilitation?
7. To what extent have dialogues in local or wider communities led to the establishment of permanent, informal dialogue initiatives (sustained dialogue platforms) or the establishment of a sustained practice to engage facilitators to organize dialogues on complex topics?
8. How have participants or groups formed during the dialogue become so-called “agents of dialogue,” i.e., have begun to primarily use dialogue to resolve other problems/conflicts in local or other communities and to engage other parties in the dialogue process? For example, a dialogue addressed topic like historical memory/memorialization, and the community then began using dialogue to address problems of garbage collection.

Tentative structure of the facilitated dialogue evaluation report

1. **Summary** (1-2 pages)¹ – brief information about the dialogue that was evaluated, evaluation findings, and recommendations.
2. **Introduction** (1-1.5 pages) – what kind of dialogue was evaluated, when the dialogue meetings took place, who facilitated the dialogue, when the evaluation was conducted, who evaluated the dialogue, and what type of evaluation was conducted: evaluation of the dialogue process, evaluation of initial results, and/or impact evaluation.
3. **Context** (1-2 pages) – a more detailed description of the dialogue, why it was conducted, who convened it, the number and characteristics of participants (gender, membership of a particular professional group, etc.), what kind of challenges the facilitators faced, etc. If the evaluation was conducted sometime after the dialogue ended, we recommend adding a description of the context/changes that occurred following the dialogue.
4. **Evaluation methodology** (1 page) – what kind of tools were used (questionnaires, semi-structured interviews, focus groups), the number and characteristics of participants (in particular, the number of men and women separately) involved for each evaluation activity.

5. Evaluation results (10-20 pages):

5.1. The dialogue process (if evaluated)

5.1.1. How well the dialogue was organized, what hindered organization efforts, and what, on the contrary, contributed to it; what kind of support the facilitators would like to receive when facilitating similar dialogues in the future.

5.1.2. To what extent were dialogue principles adhered to during the dialogue? Which principles were not adhered to and why?

To draft this part of the report, the evaluator may use *Part One* of the facilitator self-evaluation questionnaire and the dialogue participant questionnaire as a guide.

5.2. Initial results (if evaluated). We recommend comparing the responses of the facilitators and the participants when describing the results achieved and, if they differ significantly, providing an explanation or interpretation.

5.3. Long-term results (if evaluated). We recommend that descriptions of the results achieved specify which initial results were sustained in the long term and which results were transferred beyond the scope of the dialogue participants.

¹ The number of pages is approximate.

- 6. Conclusions and recommendations.** The section summarizes which results were achieved through the dialogue and how the evaluation was conducted. Conclusions should, among other things, reflect certain limitations that the facilitators faced, in particular due to the limited resources available, as well as indicate whether the facilitators had an opportunity to express their wishes to the dialogue convener regarding the dialogue process and whether these were taken into consideration. Recommendations should also address ways to apply the dialogue results more broadly, improve the dialogue process as such as well as, if necessary, to improve the evaluation of similar dialogues in the future.
- 7. Appendices** – adapted evaluation tools (questionnaires, list of questions used in semi-structured interviews/focus groups, a list of participants who took part in the evaluation if it is not confidential, etc.).

