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# Peace Designer Training Handbook



## INNOV8PEACE

Design Thinking for Youth Peacebuilders

*Delivered under the Erasmus+ Programme | KA210-YOU Small*

*Scale Partnerships in Youth*

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# Table of contents

INNOV8PEACE - About the project	4
Trainers Handbook and Toolkit - Introduction	5
How to use this handbook	6
<b>Module 1 - Peace Dimensions &amp; Sustainable Development</b>	
<b>Session: Peace and I</b>	7
Peace Perspective	8
Peace Is Not just the Absence of War	10
Three Levels of Sustainable Peace	11
<b>Session: World and I</b>	16
Connection to Peace	17
Sustainable Development Goals	18
<b>Module 2 - Design Thinking &amp; Designing a Peace Project: Connect &amp; Pinpoint</b>	
<b>Session: Design Thinking</b>	21
What is Design Thinking?	22
Designing for Social Impact	24
<b>Session: Connect and Pinpoint</b>	26
Designing for People	27
Methods for Gathering Information	27
Connect - Discovering issues around me	28
Pinpoint - Understanding the issue	29
<b>Module 3: Designing a Peace Project : Ideate Solutions and Planning</b>	
<b>Session: Ideate Solutions</b>	33
Attitude for Generating Ideas	34
Tools for Generating Ideas	35
Attitude for Focusing Ideas	38
Tools for Decision-Making	39
<b>Session: Planning a project</b>	45
Creating a Project Charter	46
<b>Module 4: Presentation and Closing</b>	
<b>Session: Preparing to present</b>	58
How to present well?	59
Preparing a presentation	61
<b>Session: Closing of the programme</b>	62
Reflection	63

# INNOV8PEACE - About the project

INNOV8PEACE - Design Thinking for Youth Peacebuilders emerged from a shared recognition among its partners that today's youth must be equipped not only with knowledge but also with innovative tools to become effective peacebuilders in increasingly complex social environments.

Rooted in the need for participatory, non-violent approaches to conflict prevention and resolution, the project was conceived in response to ongoing societal tensions, democratic backsliding, and the growing civic disengagement of young people across Europe, especially in post-conflict and multi-ethnic contexts.

The project was developed through a transnational partnership of three organizations committed to youth empowerment and social change:

## ***IAYSP Europe and Middle East (Austria)***

– the coordinating organization, with extensive experience in peace education and youth civic engagement through peace education programs. Their leadership brings expertise in Design Thinking and international youth mobilization.



## ***University of Tetova (North Macedonia)***

– a leading academic institution with a strong background in peace studies, intercultural communication, and community engagement, particularly within the Albanian minority context. The university also hosts the Center for Peace and Transcultural Communication.



## ***RO CARP (Romania)***

– a grassroots youth organization focused on character education, social inclusion, and responsibility. Their experience in facilitating community-based youth actions adds vital perspective and reach at the local level.



Through this collaboration, INNOV8PEACE integrates Design Thinking into non-formal peace education, aiming to build the capacities of youth workers and empower youth aged 15–30 to design, implement, and showcase community-driven peace projects. It reflects the EU's values of civic participation, democracy, and inclusion, and directly supports the EU Youth Strategy 2019–2027.

# Trainers Handbook and Toolkit

## Introduction

Welcome to *Trainers Handbook* of our programme which we call “**Peace Designer**”!

The Peace Designer aims to empower young people aged 15-30 to use Design Thinking to create their own peace project and make a positive impact in their communities. Through this experience, participants experience themselves as active agents of society who’s voice and contribution matters.

This *handbook* is a structured guide for youth workers, trainers and facilitators to implement Design- Thinking - based peacebuilding activities.

Inside, you’ll find:

- A variety of proposed sessions to explore peace and sustainable development.
- Step-by-step guidance on facilitating the design thinking and project planning process.
- Ready-to-use tools, templates, activities, and materials designed to support facilitators deliver interactive, non-formal learning experiences.



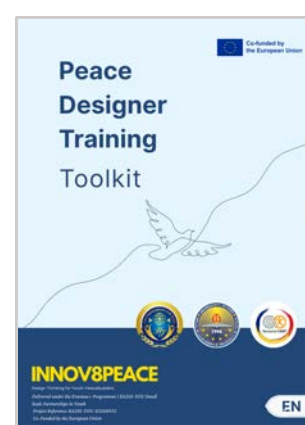
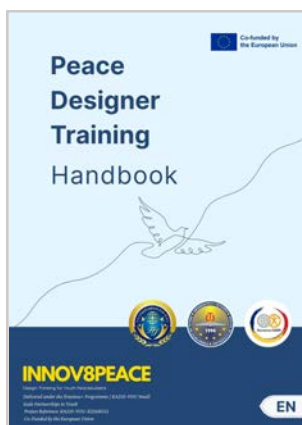
The accompanying *Participant Workbook* is designed for them to document the results of the activities, reflect on experiences and translate ideas into actions. The *toolkit* provides print-out materials and templates used for the activities.

The programme at the core is fully designed programme spanning 4 modules each consisting of 2 sessions.

These modules cover Peace Education, Sustainable Development, the facilitation Design Thinking and Project Planning/Pitching.

Each session includes activities and variations, allowing you to adapt the content to your target group and setting.

As a trainer, **you’re at the heart of this journey**. This *handbook* is here to support and equip you to guide young people to make their contribution to peace.

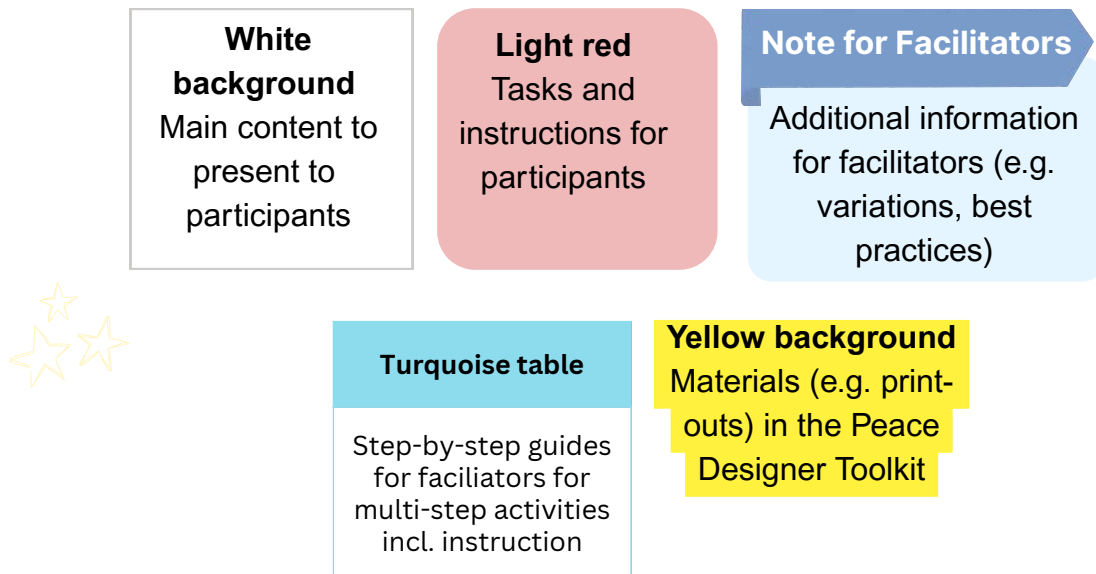


# How to use this handbook

This handbook is designed to be used alongside the *Participant Workbook*, which provides summaries of module content and spaces for participants to document results of their activities, module content and reflect on their learnings.

After each session, we recommend to plan for participants to reflect using the workbook's question to close the module/session.

The *handbook* uses a color-coded system to help you quickly identify different types of content:



Before starting with Module 1 it is recommended to start with a session including **get to know activities** and onboard them into programme. Check out the *toolkit* for suggestions and templates to use.

While at the core the Peace Designer is a fully designed programme.

Feel free to adjust module topics, activities to your group's needs.



# Peace and I

## Contents:

### Peace Dimensions

### Peace Is Not just the Absence of War

### Three Levels of Sustainable Peace

*In this session participants are encouraged to reflect on and find a personal definition on what the word “peace” means for them. In addition participants discover that peace can exist on various levels- on individual, community and environmental and realize what actions can be taken to promote these.*

## Learning Goals

- Define peace in their own words and give at least one concrete example.
- Discuss three dimensions of peace and individuals' responsibility for peace.

# The Peace Perspective

The 2030 Agenda for Sustainable Development, which incorporates the United Nations' Sustainable Development Goals, was designed to be a blueprint towards achieving peace and prosperity. In fact, the UN itself was founded to prevent further world wars and bring peace and stability to the world following World War II. Thus, many concepts that we meet during our exploration of sustainable development revolve around aspects that support the development of peace and stability.

However, we also see the danger that the word 'peace' becomes a mere phrase or an empty concept if one only uses it superficially. Without getting a deeper understanding, the word may be exhausted quickly and overused to the point that it loses all its impact and power.



**So, what is peace then?**


**Suggested Reflection/Discussion Question:**

So what does peace mean to me/you?



## Note for Facilitators

The following chapter includes several activities that invite for reflection/discussion. Depending on time and resources available you can choose different way to facilitate these questions:

- **Individual Reflection:** Start by giving participants a few minutes to reflect on the questions quietly and gather their own thoughts. This can help everyone, especially those who need more time to process, to feel prepared and included. (optional)
- **Pair or (Small) Group Sharing/discussion:** Invite participants to share their thoughts in pairs or (small) groups.
- **Creative Approach:** If time and resources allow, you can offer more creative methods for reflection and sharing, such as:
  - A. **Creative Coloring or Drawing:** Let participants express their ideas visually through drawing or coloring.
  - B. **Freewriting:** Invite participant to write texts, poetry, journaling 
  - C. **Building Materials:** Use physical objects to build models that represent their thoughts..
  - D. **Visual Cards:** Use illustrated cards to inspire stories, associations, or new perspectives.
  - E. **Skits or Role Play:** Encourage participants to act out scenarios or ideas, which can help explore different viewpoints.
  - F. **Songs or Music:** Invite participants to write a short song, create a rhythm, or use music to express their insights.



**Share and discuss the results with everyone in the session.**

### Example: Peace Visuals

#### **Task:**

Participants are invited to reflect on the following questions

- What does peace mean to me/you?
- How would you explain your definition to a child?

Participants create a visual that shows their definition. They can draw, write, build something with materials present. All materials welcome.

Results are presented and shared with the rest of the group.

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As for the suggested reflection/discussion question of each level, please select the questions that best suit your group's needs and context. Remember, focusing on fewer questions often leads to deeper and more meaningful discussions.

# Peace Is Not just the Absence of War

Your first association with the word 'peace' is probably a state of no armed conflict, but this is quite a simplified definition, peace is a more complex concept. Some definitions go even further, classifying peace as the total absence of any kind of tension or conflict within society itself. However, lack of violence and tension is not peace in itself but merely an indicator. Tensions are the by-products of social, economic, and political issues which – if remaining unresolved – will cause the re-emergence of conflicts over and over again.

The UN-endorsed progress study titled *The Missing Peace* and conducted in 2018, asked 4230 young people from 153 countries all over the world to define peace. Results showed that most young people define peace beyond the absence of violence. General ideas revolve around addressing “the underlying causes of corruption, inequality and injustice that underpin violent conflict, as well as the immediate triggers of violence.”

The young people interviewed also recognized that conflict is an inherent part of society and should not be avoided. In fact, non-violent conflict can provoke constructive discussion and become an important driver of social change and consensus-building in society. Overall, the young people agreed that a peaceful society is built upon peaceful dialogue and constructive conflict management.

Summarizing the above-mentioned concepts, we discern two kinds of peace:

- **Negative peace** which is defined by the absence of war and physical violence, and tackling the symptoms of social, economic, and political processes, and
- **Positive peace** which is a long-term process of addressing the root causes and invisible tensions below the surface, that can potentially provoke violent action.



# Three Levels of Sustainable Peace

We have already seen that peace does not just appear as a result of a treaty or a decision, peace is created. More precisely, it has to be built up. So far, we got to know what is needed for peace-making. Now we will take a more philosophical approach that will help us understand how we can foster it on different levels as agents of peace. This will inspire us to create projects that follow these goals in this program! So, where do we begin?

## Note for Facilitators

The following three levels can be introduced as input by the facilitators. Additionally participants can be divided into small groups with each group assigned to one level to explore. The groups present their insights to the group. Make sure to provide copies of the text to the groups to collaborate.



## Individual Level

Peace on an individual level is a holistic journey that integrates the mind, heart, and values. It is not just the absence of conflict but a state of balance and harmony within oneself. **Peace of mind**, **peace of heart**, and **integrity for long-term internal peace** are central to personal well-being and emotional balance. They are interconnected, each contributing to a deeper, sustainable sense of peace. Here's an explanation of each with references to the psychological and philosophical sources that explore these ideas:



### Peace of Mind: Balancing Desires, Needs, and Expectations

*Peace of mind* refers to a state of inner calm, free from worry or anxiety. Achieving it often requires understanding and balancing one's **desires**, **needs**, and **expectations**.

- **Desires** are things we want but are not essential for survival.
- **Needs** refer to basic requirements like physical safety, food, or emotional security.
- **Expectations** are beliefs about how situations or others should behave.

When there's a misalignment between desires, needs, and expectations, internal conflict can arise, leading to anxiety or stress. For example, unmet desires can cause dissatisfaction, while unrealistic expectations may lead to frustration.

#### Sources:

**Carl Rogers** in his work on self-actualization emphasized aligning your true desires with your core needs, a process that contributes to psychological peace and well-being (On Becoming a Person, 1961).

**Brené Brown** addresses how managing expectations, especially around vulnerability and self-worth, can help maintain emotional balance (Daring Greatly, 2012).



## Peace of Heart: Emotional Harmony and Compassion

*Peace of heart* refers to emotional harmony, cultivated through love, compassion, and forgiveness in relationships both with others and oneself. Emotional peace arises when we align our feelings with kindness and understanding, creating an inner space of warmth and tranquility.

This type of peace requires:

**Emotional clarity:** Understanding and accepting your emotions without being controlled by them.

**Forgiveness:** Letting go of past hurts and emotional burdens.

**Compassion:** Both toward oneself and others.

### Sources:

**Thich Nhat Hanh** writes extensively about finding peace of heart through mindfulness, compassion, and forgiveness in works such as *Peace Is Every Step* (1992).

**Dalai Lama** promotes cultivating inner peace through compassion and meditation in *The Art of Happiness* (1998), which connects emotional well-being with kindness toward oneself and others.



## Integrity: The Foundation for Long-Term Internal Peace

Integrity is essential for sustained inner peace because it ensures alignment between our actions and core values. Living with integrity involves authenticity (*being true to oneself*), moral consistency (*acting in line with ethical principles*), and accountability (*taking responsibility for decisions*).

Living with integrity means making choices that reflect your core values, leading to a consistent sense of self. When our behavior contradicts our internal values, we can experience mental stress or guilt. By committing to integrity, we create a stable foundation for self-respect and lasting inner harmony.

**Living with integrity involves:**

**Authenticity:** Being true to oneself.

**Moral Consistency:** Acting in line with personal and ethical values.

**Accountability:** Taking responsibility for one's actions and decisions.

### Sources:

**Stephen Covey** in *The 7 Habits of Highly Effective People* (1989), discusses the idea of living with integrity as one of the key habits for personal success and long-term peace. Covey emphasizes that internal peace comes from living in accordance with deep principles and values.

**Brené Brown** also explores the concept of integrity, especially in her work on vulnerability and leadership. In *The Gifts of Imperfection* (2010), she highlights how acting in accordance with one's values fosters inner peace.

### Suggested Reflection/Discussion Questions: (select)

- In what moments of your life have you felt at peace?
- What is one special memory of experiencing internal peace?
- How do you know you are at peace as an individual?
- What are effective methods to restore inner peace and realign with yourself during times of internal conflict?

# Community level

**Positive peace at the community level** begins with nurturing harmonious relationships with the immediate people around us.

When we experience joy, trust and accountability within our friendships, open and honest communication within our families, and support and collaboration in our schools and workplaces, our personal lives are not only enriched but also empowered to thrive as social beings who positively impact those around us.

By focusing on teamwork and healthy interactions, we recognize that we are not alone but interconnected and supported by our communities.

Extending this idea to society, peaceful communities are formed when individuals and groups embrace mutual respect and approach disagreements constructively. Divides can be bridged, and conflicts can turn into opportunities for understanding and growth.

When people learn to communicate effectively and resolve conflicts, they contribute to a culture where well-being is prioritized over division or blame.

Working together in teams at Peace Designer Training offers a unique space to practice these principles in action.

It provides an environment to learn about communication and conflict resolution, guided by facilitators and mentors.

You will be faced with your own and others' strengths and weaknesses, but as long as you approach these experiences with openness and a willingness to learn, teamwork can teach valuable lessons about collaboration and strengthen your ability to build healthy relationships. These skills, developed in a group setting, can have lasting positive effects on all aspects of your life.

## **Suggested Reflection/Discussion Questions: (select)**

- What are some of your strengths that you nurture in your relationships? (good listener, genuinely caring, good at cheering up others, etc.) and what can you improve ?
- How do you envision a harmonious team?

# Environmental Level



The third level of change involves our ability to transform our environment. By making intentional choices, we can influence our surroundings—whether it’s our home, neighborhood, or broader society. Our impact can be significantly larger when we collaborate with those around us. The key question is: how can we cultivate peace in our environments?

## **1 Educate yourself and stay informed.**

Gain a deeper understanding of the issues by educating yourself about social inclusion, environmental conservation, and sustainable practices. Knowledge can empower you and provide a sense of control. Limit your exposure to negative news, but stay engaged in the issues that matter. Be mindful about the social media you consume and of the impact it can have on your mental well-being.

## **2 Take daily positive action.**

Engage in easy, regular behaviors such as reducing waste, conserving energy, visiting the elderly, supporting environmentally and socially responsible businesses, and advocating for environmental or social policies. Make sure to also look out for opportunities when you can help the people around you. Taking small but tangible steps can alleviate feelings of helplessness.

## **3 Seek a community with like-minded individuals.**

A powerful way to bring peace to your surroundings is volunteering. When you volunteer, you surround yourself with amazing, open-minded people who share your passion for the environment and/or society, and witness the tangible results of your actions. The satisfaction of knowing that your efforts contribute to something bigger than yourself can be incredibly empowering, reminding you of the positive impact you can have on the world.

Joining or volunteering at environmental and social organizations can help you by engaging in collective efforts and sharing experiences that provide support and a sense of hope. When searching for an organization, consider your personal interests and the causes that resonate with you the most. Are you passionate about protecting wildlife and preserving natural habitats? Or do you find yourself drawn to the urgency of providing food for everyone? Perhaps sustainable agriculture and food systems ignite a spark within you. Or maybe you would like to help people with disabilities to live a just life or support refugees in your country. Whatever the case may be, there are countless organizations working tirelessly across the globe.

### Suggested Reflection/Discussion Questions: (select)

- What kind of actions am I already taking on the environmental level?
- What am I ready to do to care for my environments even more?

### Activity - Peace Quotes

#### Note for Facilitators

To close the session, invite participants to reflect on their learning on peace.

1. Lay out the cards "Peace Quotes (Fig.6) on the floor/table
2. Let participants pick one card that reminds them about one thing that they realized about peace today.
3. Then each person shares the quote that they have chosen and what they have learned about 'peace' today.



# World and I

## Contents:



### Connection to Peace Sustainable Development Goals

*This session provides more context behind fostering peace from the perspective of sustainable development. Participants are encouraged to look beyond inspiration and gain a deeper understanding of the realities and complexity of long-term peace solutions. Through engaging with the UN Sustainable Development Goals participants will discover how these aims serve as a source of ideas for their upcoming peace projects.*

## Learning Goals

- List the UN Sustainable Development Goals
- Describe the contribution of sustainable development to peace
- Demonstrate personal significance of Sustainable Development Goals through storytelling drawn from their own experience.

# Connection to Peace

Sustaining peace in a nation is one of the major responsibilities of politicians and diplomats. This task is not easy because it involves addressing solutions to deep-rooted issues that often lead to conflict. One crucial way to achieve lasting peace is through sustainable development. By promoting economic development that is socially and environmentally responsible and sustainable, countries can address root causes of conflict. This kind of development helps reduce poverty and inequality, promotes fair resource distribution, social inclusion, education and climate action. When people do not have access to basic needs, education, and fair opportunities, they are more likely to be drawn into conflicts and instability. Thus, sustainable development fosters more stable, resilient and peaceful societies.

## Note for Facilitators

### Discussion Activity: Sustainable Peace

#### Introduction

Begin by reminding participants of the previous session, where you explored individual responsibility in fostering peace. Explain that this session will focus on what is needed collectively to achieve and sustain peace on regional, national and global level..

#### Discussion Questions

Guide participants through the following questions, either in small groups or as a whole group discussion:

**How would you describe a peaceful society?**  
**What needs to happen in a society for peaceful coexistence to be achieved?**  
**How can we sustain peace in our local communities and society?**

## Definition of Sustainable Development

### What does sustainability mean?

According to the UN, sustainability is defined as “*meeting the needs of the present without compromising the ability of future generations to meet their own needs.*”

When it comes to creating a feasible future for the next generations, sustainable solutions are required across all areas of life, all around the world. The international community has defined goals which aim to create a more peaceful world through fulfilling people’s basic needs, access to education and fair opportunities on an international scale.

# Sustainable Development Goals



The United Nations' Sustainable Development Goals (SDGs), also known as the 2030 Agenda for Sustainable Development, were created in 2012 with the idea that these objectives reflect universal and clear goals. The set of 17 goals were adopted by the United Nations General Assembly in 2015 at the UN Sustainable Development Summit, and were set to be achieved by 2030. These goals revolve around the five “P”s: **people, planet, prosperity, peace, and partnership.**

## The purpose of the SDGs is to:

- solve global issues in various domains,
- to balance the economic, social and ecological dimensions of sustainable development, and
- place the fight against poverty and sustainable development on the same agenda for the first time.

Looking towards 2030, the aim is to take action around the world in areas of critical importance for humanity, the planet, and for UN member states, with the support of non-governmental actors, to play their part in finding shared sustainable solutions to the world's urgent challenges. Furthermore, the 2030 Agenda recognizes not only that peace and security are prerequisites for achieving sustainable development, but that sustainable development provides the pathway to peace. In fact, the founding purpose of the United Nations was to bring peace and stability to the world after World War II.

The 17 SDGs affect us all and are interconnected. Indeed, they were created as an 'indivisible whole' and environment-human linkages influence most interactions between SDGs. Here is the list of the 17 goals:

1. **No Poverty**
2. **Zero Hunger**
3. **Good Health and Well-being**
4. **Quality Education**
5. **Gender Equality**
6. **Clean Water and Sanitation**
7. **Affordable and Clean Energy**
8. **Decent Work and Economic Growth**
9. **Industry, Innovation, and Infrastructure**
10. **Reduced Inequalities**
11. **Sustainable Cities and Communities**
12. **Responsible Consumption and Production**
13. **Climate Action**
14. **Life Below Water**
15. **Life On Land**
16. **Peace, Justice, and Strong Institutions**
17. **Partnerships for the Goals.**

## Note for Facilitators

When presenting the SDGs in your session, it is recommended to provide examples of successful projects that are targeting some of the SDGs, primarily initiated by youth /young adults to serve as a form of inspiration.



# The Sustainable Development Goals - Roll the Dice

## Note for Facilitators

In order to more deeply understand the complexity of the SDGs and their connection to our daily lives - facilitate one SDG activity. Below you find an outline of the activity “Creating stories of a Sustainable Life”.

Required Material can be found in the Peace Designer Toolkit. Please review the printout instructions carefully and allow enough time to prepare all materials in advance.

The instruction features duration, required material (e.g. Fig. 3, in the Toolkit), objectives of the activity as well as required level of experience. Suggestions for variations are provided at the end of each activity to help you tailor them to your group’s needs.



## Activity Roll the Dice - Creating stories of a Sustainable Life



Duration (min)	Number of participants	Materials	Level of experience	Objectives
75	-	<ul style="list-style-type: none"> <li>• SDG cubes (Fig. 3)</li> <li>• SGD set of photographs (Fig. 2)</li> <li>• SDG QR Code Print-out (Fig. 1)</li> </ul>	<p>○ ○ ○</p> <p>Beginner</p>	<p>This activity aims to let learners deepen their understanding of SDGs by connecting to the vision and goals on a personal level through storytelling</p>

## Sources:

**Playing for the Future - Sustainable Development Games, Images and Objects – Active Methodology Toolkit**  
11, Centre for Collaborative Learning for Sustainable Development, Inland Norway University of Applied Sciences, Hamar, Norway - *Adapted by Kyrill Sattlberger under CC license*

Time	Part	Instruction	Guiding Questions
5 min	<i>Preparation &amp; Picture Selection</i>	A set of pictures (Fig.2) is laid out on the floor/table. Participants are divided into groups of 4–5 (max. 5 groups). Each group selects one picture.	-
15 min	<i>Research</i>	Each group rolls 1–3 SDG cubes (Fig.3). If a cube lands on the SDG color ring, roll again. Groups research/read up on the SDGs they have thrown using the provided handout (Fig.1)	-
20 min	<i>Storytelling: Preparation</i>	Groups prepare short stories about the selected picture to the topics of the 1-3 goals. These can be personal experiences, visions of a compelling future, or fictional stories.	-
20 min	<i>Storytelling: Sharing</i>	Each group shares their story with everyone (approx. 3 min/group).	-
10 min	<i>Debriefing</i>	Facilitators guide participants through a reflection based on guiding questions.	<ul style="list-style-type: none"> <li>- <i>What was the most interesting story? What made it interesting?</i></li> <li>- <i>What did you learn about the connections between the different SDGs?</i></li> <li>- <i>How can you use storytelling to inspire others about Sustainable Development?</i></li> </ul>
5 min	<i>Buffer time</i>	Time for changing activities, giving instructions, and settling.	-
75 min	<i>Total</i>		

## Variations

### Use of Cubes & Pictures

Initially, the activity may be played with only one cube, and gradually as learners progress in their understanding of SDGs, the second and third cubes may be added. More cubes or more photographs for more variability.

### SDG Research

Instead of participants researching/reading up on SDGs, these can also be presented by facilitators.

### Presentation alternatives

Presentation in Part Storytelling Sharing, can also be a creative piece or theatre skit.

### Storytelling activity

Depending on previous experience with story telling it is suggested to facilitate an storytelling activity with participants in preparation for the activity.



Please note, that timing might need to be adjusted based on the number of participants. Researching about the SDG via QR Code requires mobile phones. Alternatively, the link is shown on the handout or facilitators can provide research material.

# Design Thinking

## Contents:



### What is Design Thinking? Designing for Social Impact

*This session centres around understanding design thinking as a concept to bring about social impact. Participants discover a design thinking approach focused on human-centeredness and learn what steps to follow to implement small scale projects for social change.*

## Learning Goals

- Explain in their own words what design thinking is.
- List 6 steps of designing projects for social impact.

# What is Design Thinking?



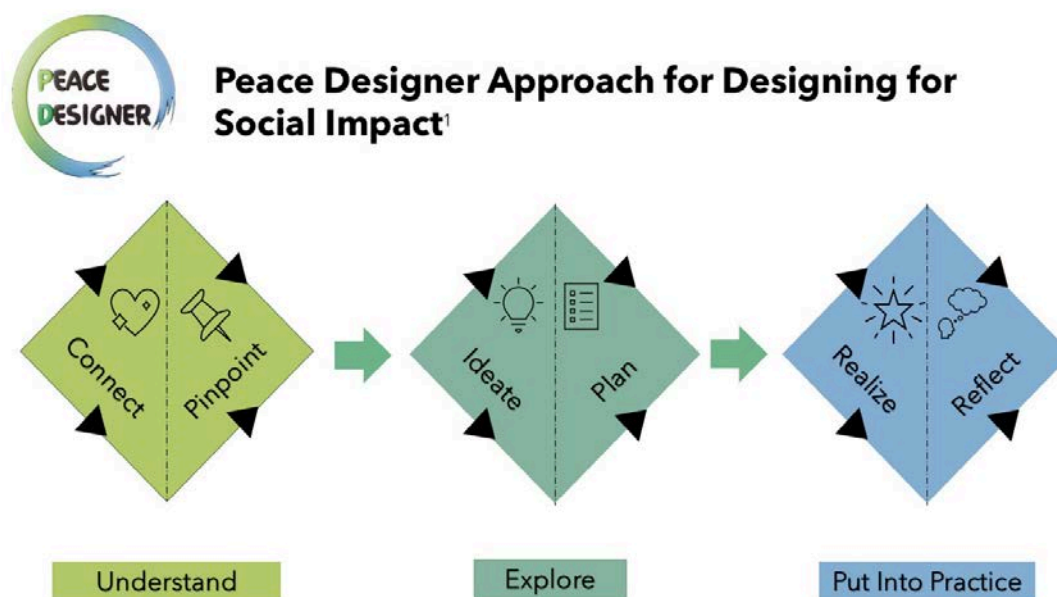
All good projects are designed and implemented in a very conscious process. Over the next sessions, we will support you step by step on this journey.

This Peace Designer Training takes inspiration from “Design Thinking”, a process originally developed in the context of product design, and applies some key ideas to peace projects.

Design thinking is a problem-solving and innovation approach that focuses on understanding and addressing the needs and desires of users or in case of businesses, the customers. It is a human-centered methodology that encourages a creative and iterative process to generate innovative solutions. Design thinking is widely used across different organizations and industries, with several models developed for various applications, including product development, user experience design, organizational strategy, and social innovation.

The PDT approach for Designing for Social Impact takes inspiration from several design thinking models and has been adapted for application in the youth sector for developing solutions for issues affecting youth in their immediate environment. It displays the core structure of the Peace Designer Training. Overall, the methodology blends the Stanford d.school's human-centered methodology, IDEO's focus on innovation, the Double Diamond's structured process, and the Lean Startup's iterative cycles. This creates a flexible process that emphasizes understanding, creativity, and reflection, always keeping affected people at the heart of the whole process. At the core of the design approach are two mindsets. They are called ‘diverging’ and ‘converging’. Diverging means coming up with lots of ideas, exploring information or creating, while converging means narrowing down and focusing on what's most relevant.

Let's discover what Design Thinking is all about.



<sup>1</sup> Adapted by Sattlberger, Karagezian-Skrodzki & Pammer



## Activity Design Thinking Puzzle



Duration (min)	Number of participant	Materials	Level of experience	Objectives
30	-	<ul style="list-style-type: none"> <li>PDT Design Thinking Model cards (Fig. 4)</li> <li>PDT Design Thinking Model Solution &amp; Outline (Fig. 5)</li> </ul>	<p>○○○</p> <p>Beginner</p>	<p>This activity aims to help learners deepen their understanding of the design thinking process for social impact by working together to put the steps of the process in the right order using cards.</p>

Time	Part	Instruction
5 min	<i>Preparation</i>	The set of cards (Fig. 4) is laid out on the floor/table. The cards consist of 3 large phase cards, 6 triangular step cards, for each step there is 1 official definition card and a “what a team is doing” card.
10 min	<i>Sorting</i>	<p>The group sorts the cards into the correct order following the provided template (Fig.5)</p> <p>“Imagine you are about to design a product/project for customers. What order of steps makes sense to bring it to reality? As a group, sort the provided cards in the right order based on the template. There are 3 main phases, each phase consists of 2 smaller steps. Each step includes a ‘definition card’ and a ‘what a team does card.’ “</p>
5 min	<i>Share result</i>	Participants present the result of the group effort.
5 min	<i>Explanation</i>	Facilitator explains the model and provides the correct solution (see. Fig. 5)
5 min	<i>Questions</i>	Facilitators address questions by participants.
		Participants transfer results in workbook
30 min	<i>Total</i>	

### Variations

#### Small Group Work

Depending on the amount of participants, print several sets of the cards and visual templates. Have participants work in small groups (3–6 people), following the instructions above.

#### Language

Depending on your group, you can use only the ‘what a team is doing’ and remove the ‘definition cards’ to simplify the exercise.



Please note, that timing might need to be adjusted based on the number of participants.

# Designing for Social Impact

The approach consists of 3 phases: Understand, Explore & Put into Practice. Each phase consists of a diamond which consists of alternating diverging and converging activities: Connect-Pinpoint, Ideate-Plan, Realize-Reflect.

## Phase: Understand

In this stage, the team works to gain a deep understanding of the target group and the problem they aim to solve.

- **Connect:** The team aims to understand the problem through research, such as interviews, observations, or surveys. The goal is to connect to people they are designing for through understanding the experiences, needs, and pain points. Empathy is crucial to design thinking because it allows designers to set aside assumptions about the world and gain insight into the needs and desires of those who are impacted by the problem.

*We diverge through gathering broad insights.*

- **Pinpoint:** Once the team collected the information, they discuss the observations and use them to define the core problems. These definitions are called problem statements.

*We converge through pinpointing the problem and potential causes.*

## Phase: Explore

In the exploration phase, the team brainstorms creative solutions and develops a concrete plan for the project.

- **Ideate:** With the foundation ready, teams gear up to “think outside the box.” The team generates as many ideas as possible, thinking outside the box and exploring a wide range of solutions. The team then narrows down the ideas to the most promising ones based on feasibility and wished impact.

*We diverge through generating and brainstorming ideas for solutions.*

- **Plan:** After the ideation process, the team selects a solution and creates a detailed plan. This plan outlines steps that need to be taken, resources, responsibilities, and timelines to guide the project from start to finish

*We converge through selecting and detailing the solution and planning the execution.*

## Phase: Put into Practice

The implementation phase is where the team puts their plan into action and makes sure the solution is put into reality.

- **Realize:** The team begins executing the plan by developing and delivering the solution.

*We diverge through implementing and adapting, we gain insights and experiences through the process.*

- **Reflect:** After the project is put into practice, the team evaluates if they contributed to the solution of the problem. New insights might arise, based on which the time might change the plan or revisit the problem definition.

*We converge through taking these experiences, evaluating, refining adjustments and reflecting lessons learned.*

This design thinking process is reflected in the coming sessions of the Peace Designer Training as well as the follow up and the implementation of the projects afterwards:

Understand	Connect	Immerse yourself into a situation and conduct research to better understand your target group(s)	Session: <b>Designing a Peace Project: Connect &amp; Pinpoint</b>
	Pinpoint	Pin and write down the problem you will tackle	Session: <b>Designing a Peace Project: Connect &amp; Pinpoint</b>
Explore	Ideate	Brainstorm solutions and highlight opportunities	Session: <b>Designing a Peace Project: Ideate Solutions</b>
	Plan	Decide and create a concrete project plan	Session: <b>Designing a Peace Project: Planning a Project</b>
		Present your project idea	Session: <b>Preparing to Present</b>
Put into Practice	Realize	Execute your plan	Follow up
	Reflect	Monitor how the project is going and readjust where necessary	Follow up



# Designing a Peace Project: Connect & Pinpoint

## Contents:



### Designing for People Methods for Gathering Information Connect & Pinpoint

*This session marks the starting point of a new Peace Designer project. In "Connect and Pinpoint," we experience the importance of gathering information from the people we design for by reaching out to our community. Through this process, we learn what issues affect them and identify one central issue we want to focus on.*

## Learning Goals

- Discuss the relevance of designing for people, not problems (*human-centred design*)
- Define a potential root cause to their issue using the issue-tree-method

# Designing for People



In classical design thinking, we empathize with the needs and wants of potential users or customers. When it comes to creating projects that drive social change, it's important to put even more emphasis on the people our solutions are meant to support—and to involve them throughout the entire process. This approach is called **human-centred design**.

Instead of making assumptions about the people who could benefit from our solutions, we actively engage with communities: we spend time with them, observe their environment, and listen to their concerns. In this step, we collect what's known as qualitative data—opinions, statements, and observations that help us better understand what our efforts should focus on. In human-centred design, we don't just solve problems—we design for people.

What makes human-centred design worth it? By involving those who should benefit from our efforts, we challenge our own assumptions early on and make sure the solution will be useful. This will more likely lead to a project that will be of use to the community. This means we don't waste resources and through the involvement create partnerships for a better future.

## Methods for Gathering Information



In human-centred design, gathering information is all about learning from real people to understand their needs, challenges, and ideas. This helps you design solutions that truly make a difference. There are many ways to do this:

- **Interviews** – Talk one-on-one with people to hear their personal stories and experiences
- **Surveys or forms** – Ask questions in a written or digital format to collect information from a larger group
- **Observations** – Watch people interact with a space or each other to spot issues
- **Focus groups** – Bring a small group together to talk about a topic and share different views.



# Connect - Discovering issues around me

Now it is time to get started with designing our first Peace Project. In the next step we connect to the issues present in the local community and the people they are affecting.

## Activity: Photo Walk



Duration (min)	Number of participants	Materials	Level of experience	Objectives
60		Phone or camera	○○○ Beginner	This activity aims for participants to take a closer look at their school, neighborhood or community to identify things that represent challenges or opportunities for positive change..

Time	Part	Instruction	Guiding Questions
5 min	<i>Preparation</i>	Participants are split into groups (3-5 each). Each group grabs a phone or camera. Decide on an area to explore—your school area, neighbourhood, or a nearby public space.	-
30 min	<i>Observation and Photo Walk</i>	<p>As a group walk around and observe your chosen surroundings. Look out for</p> <ul style="list-style-type: none"> <li>• <b>Challenges and issues</b></li> <li>• (e.g. pollution, broken spaces, social exclusion, ...)</li> <li>• <b>Opportunities</b></li> <li>• (e.g. green areas, community projects, signs of solidarity,..)</li> </ul> <p>... that you notice If you're unsure about what you see, take a picture anyway and discuss it with your group later. Take clear pictures that show what stands out.</p>	-

<b>10 min</b>	<i>Reflection</i>	After returning, get together in your group and review the results of your walk. Pick 1-3 issues that you feel most connected to and discuss the provided questions. Make sure to note down your results.	- Which SDG(s) /sub goals do(es) the issue(s) connect to? - Use the Feeling Wheel to explore and describe how the issue(s) make you feel. How might others that are affected by it feel about it?
<b>15 min</b>	<i>Presentation</i>	Groups present pictures and issues with the rest of participants	
<b>60 min</b>	<i>Total</i>		

### Variations

#### Local challenges


You may choose to prepare a list of local challenges or SDGs, already linked to individual, community, and environmental peace levels, to inspire the group to look out for especially.

#### Flexible Photo Walks

The photo walk can also be completed individually between sessions. Participants simply bring their results to the next session for joint reflection.

#### Presentation on Screen

Invite participants to send their pictures to you to show them on a big screen or a virtual whiteboard.

 Please note, that timing might need to be adjusted based on the number of participants. When taking pictures be mindful about not taking pictures of people in them without their consent.

## Pinpoint - Understanding the issue

After having gathered information, it is time to start understanding the issue more clearly. In this step will follow five steps to identify potential root aspects that influence our observed/gathered issue.

### Note for Facilitators

Make sure the groups have decided on one issue they would like to work on before you continue.

**A role of a PDT facilitator** here is to support participants in selecting the issue they are most passionate about or connected with, even if it does not always fully align with the facilitator's own interest, views, or reality. It is of essence to recognize that there are many valid paths to peace and prosperity and that all members of society deserve this.

Let's honor and empower the group's aspirations and interest within the process.

Facilitators must ensure that choices remain compliant with local laws, respect human rights, and the values of the Erasmus+ Programme on inclusion and diversity, active citizenship, democratic participation and environmental sustainability. Facilitators of the Peace Designer Training need to be mindful of their power as facilitators and their personal biases.

Their role is to guide the process in a way that enables participants to pursue what inspires them and to help them achieve outcomes that motivate and matter to them.

## Reality

As the first step, we will summarize the current reality by detailing our observations. Be as specific as possible.

**Task:** Answer the following questions to describe the issue that you have selected.

- What do you observe? How would you describe what you saw to another person?
- When are you able to observe it?
- Where do you observe it?
- Who or what is involved in the issue?
- Who is affected by this issue?

## Consequences

The next step involves outlining the consequences it has on your life and the lives of others

**Task:** Describe at least three consequences of the identified issue. Think about the 3 dimensions of peace.

- **Individual peace:** How does this affect a person's well-being?
- **Community peace:** How does this impact relationships or groups in the area?
- **Environmental peace:** How does this relate to nature, the neighbourhood and society? environment?

## Vision

In the next step, we will explore the ideal scenario in which your issue doesn't exist. This image of an ideal scenario will help you connect back to your initial motivation of joining this program: wanting to improve your environment.

**Task:** Describe the ideal scenario in which this issue no longer exists. What positive emotions are associated with this vision?



**Task:** Create an Issue Tree of the identified issue.

The issue tree is a problem-solving tool that you can use to break down a larger problem or question into several smaller aspects. They look like a tree: they flow from the top of the tree on the top of the page to smaller branches going down. We will talk you through the process of putting the right questions at the top of the issue tree, and how to ask questions to get to the root causes on the bottom of the page.

# Issue Tree

## Step 1: Define the central issue

Begin by clearly stating the primary issue you want to address. Write this at the top as it will serve as the basis for further exploration. (e.g. High youth unemployment rates)

## Step 2: Identify contributing factors

Ask “why?” and discuss among your team to list categories or factors that contribute to the primary issue. Draw lines away from the top to branch out from the main problem and represent next factors to explore. (e.g. Education-system related, economic factors,...)

## Step 3: Break down into sub-issues

For each factor, consider more specific sub-issues or parts. Expand the branches by detailing these smaller elements that help explain the broader categories. (e.g. poor career orientation, mental health issues,...)

## Step 4: Investigate root causes

Continue asking “why?” to uncover deeper underlying causes. This might help you to discover the reasons behind the observed problems.

## Step 5: Seek feedback

Share your analysis with a mentor and other teams to gather feedback.

## Step 6: Pinpoint one issue/root cause

Finally decide on one cause/issue you would like to base your Peace Project on.

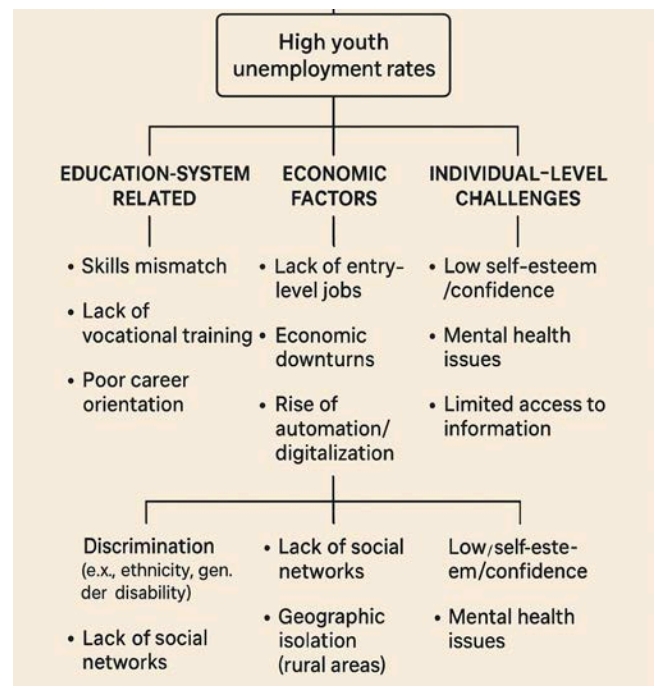


Image: AI-generated (ChatGPT) – used unchanged

## Problem Statement

**Task:** Define a problem statement as a group. As the final step of Pinpoint it is time to phrase a 'problem statement' summarizing relevant information from the steps before.

A 'problem statement' combines elements that you have already found out: the user, a root cause of the issue and the desired solution or outcome (vision).

A useful format to follow is the follow, simply insert your information in the brackets.  
"How might we help **[user]** overcome **[root cause or problem]** so that they can achieve **[desired solution or outcome]**?"

### **Example:**

#### Observed Problem:

Many young people in poor or rural areas don't have access to computers, the internet, or mentors to guide them. This makes it hard for them to learn new skills or find good jobs.

User: Young people in poor or rural areas

Root Cause: Lack of access to digital tools and mentors

Desired Solution: Learning new skills and finding better job opportunities?

#### Problem Statement:

*"How might we help young people in poor or rural areas get access to digital tools and mentors so they can learn new skills and find better job opportunities?"*



# Designing a Peace Project: Ideate Solutions

## Contents:

**Attitude for Generating Ideas**

**Tools for Ideation**

**Attitude for Focusing Ideas**

**Tools for Decision-Making**

*This session is when participants will start coming up with ideas for solutions to their problem. When ideating we strive to create an environment and attitude that spark innovative ideas. In this session we learn how to generate ideas without judgement and get to know tools to evaluate the best ideas as a basis for the Peace Project to come.*

## Learning Goals

- Utilize at least one creativity tool to generate ideas.
- Remember helpful attitudes for generating (*creative thinking*) and evaluation ideas (*critical thinking*).
- Describe at least one technique to critically evaluate ideas.

# Attitude for Generating Ideas

**At the beginning of every project there is an idea.** Many things can inspire you to initiate a project, be it an existing issue or personal aspiration – sources of inspiration are endless. Finding a solution to your chosen problem is the starting point of creating a project. There are multiple tools that can help us to find a fitting solution. It all starts with our ideas.

The first part of this session focuses on a process called ideation. Ideation is all about creating or generating ideas. In ideation we think creatively and seek to create innovative ideas through using so-called creativity tools.

Whenever we think creatively it is important that we keep our minds open to all possibilities. Evaluating ideas too quickly often limits ideation. Let's pay attention to these four principles when generating ideas.

- 1** **Defer judgment – separate generating from judging ideas.** Keep it for part II of the session.
- 2** **Strive for quantity: Look for lots of options.** Quantity often breeds quality, in that the more you generate, the greater the possibility that at least some of the options will be original and promising for you.
- 3** **Freewheel and accept all options.** Capture every thought that comes to mind, without being concerned that some might seem too wild or silly, be playful. Strive for originality, uniqueness – sometimes they serve as starting points for other new options.
- 4** **Seek combinations – lets ideas trigger new ideas** – example just like in a conversation – it serves like a starting point for

**Task:** Use one creativity technique (option 1 - 4) to ideate solutions (without evaluation) that address the root cause of the problem your group has identified. Keep in mind the fitting attitude for generating ideas.

## Note for Facilitators

In this section, you will find methods for ideation (creative thinking) and decision making/evaluation of ideas (critical thinking). Each section features several tools to choose from depending on complexity and available resources. An overview of benefits and drawbacks are meant to help find the right tool for your groups. Remember to explain the methods well before starting any exercise and make sure to set enough time for each activity you choose to do.

Provide (large) papers, sticky notes and pens/ markers for the groups to collect their ideas. Suggest a time limit for the brainwriting process. Alternatively, groups can also use virtual mind mapping tools or whiteboard solutions to create a mindmap digitally.

# Tools for Ideation



## OPTION 1: BRAINSTORMING



Madison Avenue advertising executive, Alex Osborn, developed the original approach to brainstorming and published it in his 1953 book, “Applied Imagination.” Since then, researchers have made many improvements to his original technique.

Brainstorming is a structured process that encourages the generation of a large quantity of ideas in a group setting. All ideas are recorded, and no judgments or evaluations are made. Brainstorming works on the premise that even random or far fetched ideas should be listed, as they may spark new and practical ideas that would otherwise not have surfaced. Participants in a brainstorming session are encouraged to contribute any ideas, no matter how seemingly random, and to build on one another’s ideas.

It is a good practice to make space for all members of the group to contribute towards the creation of the project; everyone’s ideas are shared and considered, no matter how “off the wall” they may seem.

Benefits	Drawbacks
<ul style="list-style-type: none"><li>• Leads to many unique and unexpected solutions</li><li>• Strengthens teamwork and helps use the collective knowledge and experiences of the group</li><li>• Generates a large number of ideas</li><li>• Engages diverse perspectives</li></ul>	<ul style="list-style-type: none"><li>• If one idea dominates early in the process or if participants are hesitant to challenge popular opinions</li><li>• Strong personalities or more outspoken individuals might dominate the discussion</li><li>• Without proper guidance, brainstorming sessions can become chaotic or unfocused, with ideas drifting off-topic</li><li>• Often requires one person to facilitate or write down notes (limits amount of ideas that can be collected at the same time)</li></ul>



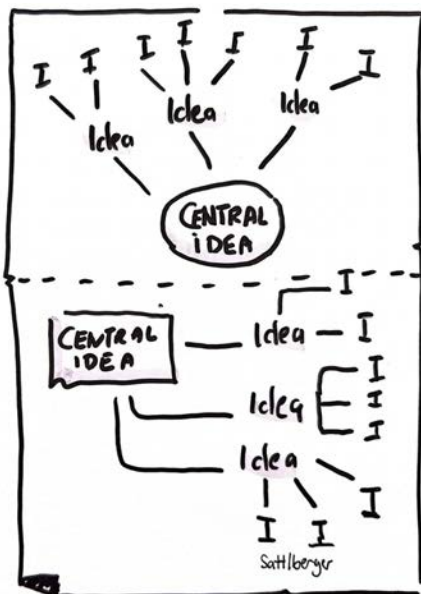
## OPTION 2: BRAINWRITING

An alternative to classical brainstorming in a group setting is brain writing. The technique encourages participants to generate and build on ideas in a written format.

Here each participant writes down their ideas individually on paper at the same time. No talking or discussion. Afterwards participants compare their results and collect all generated ideas.

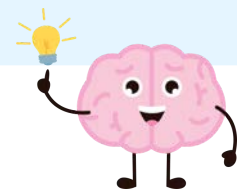
Benefits	Drawbacks
<ul style="list-style-type: none"> <li>• Allows all participants to contribute equally</li> <li>• Reduces risk of ideas not being heard</li> <li>• Helps less outspoken individuals share ideas</li> <li>• Higher quantity of ideas in same amount of time can be created</li> </ul>	<ul style="list-style-type: none"> <li>• Ideas might not be inspired by contributions of others</li> <li>• Higher quantity of contributions might lead to overload</li> <li>• Ideas might not be understood without explanation</li> </ul>

### ★ ★ ★ **OPTION 3: MINDMAPPING**



Mind Mapping was popularized by Tony Buzan and has been a technique that is widely used for organizing thoughts and generating ideas and encourages participants to visualize connections between different concepts.

It is a structured process that starts with a central idea and branches out with related thoughts and ideas. All ideas are visualized in a non-linear, branching structure. In mind mapping, participants begin by writing a central idea or topic in the middle of a sheet of paper. From this central idea, they draw lines outward, adding words, concepts, or images that are inspired by or related to the main topic. Each new idea is connected to the central idea or to other ideas, forming branches.



Benefits	Drawbacks
<ul style="list-style-type: none"> <li>• Helps visualize complex ideas</li> <li>• Encourages creativity and free thinking</li> <li>• Shows relationships between different concepts</li> <li>• Engages participants by using visual tools</li> <li>• Easy to expand and refine</li> </ul>	<ul style="list-style-type: none"> <li>• Can be difficult to structure if ideas are too complex</li> <li>• Some participants may find visualizing challenging</li> <li>• Can become messy if not organized properly</li> <li>• Time-consuming if many ideas are generated</li> </ul>

★ ★ ★ ★ ★  
**★ OPTION 4: ABC METHOD**

The abcdarium, also known as the ABC method or ABC list, is a simple yet powerful creativity tool rooted in alphabetical association. The ABCDarium is often credited to Vera F. Birkenbihl, a German educator who popularized the method as a brain-friendly tool.

In the ABC method, participants start with a sheet of paper or digital document and list the letters A-Z listed as a column. When ideating, participants generate words and concepts related to the chosen topic - one for each letter and write them next to the letter. There is no need to fill every letter after another. Multiple entries per letter are allowed.



Benefits	Drawbacks
<ul style="list-style-type: none"> <li>• Simple instructions; easy to implement quickly.</li> <li>• Adaptable: solo, pairs, groups, in-person or online.</li> <li>• Activates prior knowledge and sparks discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• Can feel repetitive or limiting for some topics.</li> <li>• Some letters may be difficult to fill (e.g. Q, X).</li> <li>• Risk of superficial associations if rushed.</li> <li>• Some participants may focus on filling letters, not idea quality.</li> <li>• May need adaptation for advanced learners to avoid boredom.</li> <li>• Group sharing can take extra time if you have many ideas.</li> </ul>

# Attitude for Focusing Ideas

Now that we have plenty of ideas to deal with our chosen issue, it is time to decide which one you will finally execute. A good point to start with when deciding on a solution for your project is being able to prioritise the most important criteria for what you want to change/ achieve, and therefore assessing the most effective ways of accomplishing that.

In the second part of this session we address decision making in which we focus our thoughts and evaluate ideas. We also call this process “focusing” or critical thinking. We use different techniques to come to a decision of a solution as a basis for project planning. When evaluating ideas we aim to have an attitude of a critical thinker.

Some people only see the negative side of ideas. They find problems with every idea and reject one option after another—without thinking about how an idea could be improved or changed.

Here are four tips to avoid this:

## **1** Look for the positive first.

**Try to find what’s good about an idea before thinking about what’s wrong.** Ask yourself: What do I like about this option? What could be helpful about it? You don’t have to accept every idea, but check each one with an open mind. Then think: Are there any problems? How could we solve them?

## **2** Make decisions calmly and step by step.

Take your time when choosing something. Ask yourself: What is important to me? Are there any rules I must follow? Do my feelings or values matter for this decision? If you choose step by step, making decisions is easier.

## **3** Think about what is new and what really fits.

Look at each idea. Is it something new or different? Does it really help us move forward? A good idea should do both—be helpful and maybe also be something new.

## **4** Keep your goal in mind.

Always ask: What do we want to achieve? What is our goal? Which option helps us reach this goal?

# Tools for Decision-Making

**Task:** Use one technique (Polano, Grid or Hit Hotspots) to evaluate your ideas from the previous step. Keep in mind the fitting attitude for focusing ideas.

## POLANO Analysis

The goal of this technique is to evaluate alternatives previously formulated and to select the best one. An important feature of the method is that it takes into account the interests and needs of all stakeholders, includes them in the evaluation, and validates them.

The method was developed by the Rand Corporation when they were asked by the Dutch Ministry of Water to help them build a dam system. The name of the method also comes from here: Policy Analysis of the Oosterschelde. The massive flooding has left thousands of dead, 130 thousand hectares of land was under water, so the question was how to protect the mainland? 3 dam plans have been designed to protect the Oosterschelde Bay from flooding using very different technologies, in different locations, with different environmental, social, and aesthetic consequences, with varying investment costs, and with different impacts on several industries (fisheries, tourism, construction). Finally, a rather expensive but innovative technology was chosen as the best plan, which impacts the nature of the bay to the least extent possible and provides reasonably good security: an openable gate at the mouth of the bay. The importance of this is shown by the fact that even a stamp has been issued.

To create a POLANO analysis, draw up a table. List the alternatives in the first row of the columns.

### **Columns:**

- Are used to compare a finite number (3-4) of decision alternatives,
- The columns (thus 3 -4) contain the alternatives, i.e., these are entered in the first row, with some characteristic name

**Next, develop your criteria for evaluation and write them in the first column.**

### **Rows:**

- Show the criteria of evaluation
- Because of the wide range of stakeholder interests in the POLANO table, there can be many, any number of aspects - these make up the rows
- Arguments and viewpoints of all stakeholders can be included, so the viewpoints are varied, diverse, and by no means only economic or financial
- The length of the table, the number of rows, can therefore vary according to needs

Now that the alternatives and criteria are ready, in each cell evaluate the specific alternative according to the specific criteria.

**Cells:**

- Each cell must include the specific characteristics of the given alternative according to the specific criteria, e.g., size, amount, numericity, colour, impact, etc.
- The criteria and thereby the characteristics may include different units of measurement, or even units of measurement properties without units of measurement

Once the table has been filled in for all alternatives according to all criteria, the comparison can be made. Go line by line to see which alternative has the best characteristics in the specific criterion - this (these) is (are) highlighted in black. In addition to black, use grey and white, i.e., colour the moderately good one grey and leave the weakest one white.

There is no weighting, all aspects - i.e., all stakeholders - are equally important. The decision is made based on colour, i.e., the darkness of each alternative. The colours are not added up, the darkness-lightness of the columns should make the decision clear to all.

**Example:**

The team's question: How can we raise awareness among the young males at our university about the importance of sharing family roles and responsibilities when raising children?

(Here instead of the grey colouring we used blue)

Criteria / Alternatives	Inviting a guest speaker	Attention-grabbing video	Flyer/Poster
Costs	In case they would do it for free, at least cost of the gift (15 €)	We believe that we would not have any financial costs (0 €)	30 €
How much time would our target audience spend with us?	1,5 hours	10 minutes	1 minute
Would it be new?	no	yes	no
Number of people who can be reached	400 people	2000 people	100 people
Number of hours needed for preparations	2 weeks	1 week	5 hours
Support provided by teachers	high support	not so much support	not so much support

Number of external actors we need	2 people	4-5 people	0
Possibility of digitalising the project	yes, through live streaming	yes, through video sharing apps	yes, through photo sharing apps
Can we bring this to the attention of employers?	no	yes	no
Promotion on social media platforms	only during promotion (event creation)	on any social media site	limited, but possible
How much would we reach future generations?	not necessarily	mostly we could	there would be small chance for it
Can key stakeholders be included in the project?	we could only mention them	yes, through interviews for example	not at all

Benefits	Drawbacks
<ul style="list-style-type: none"> <li>• Simple, partly graphical presentation</li> <li>• No need to quantify the parameters (even subjective descriptions can be included in the cells), but it is important to include the numerical ones accurately</li> <li>• Alternatives and criteria can be evaluated in one step, can combine many different opinions</li> </ul>	<ul style="list-style-type: none"> <li>• Suitable only for a few alternatives</li> <li>• The parameters are not weighted, are they really all that important?</li> </ul>

## 2 Grid analysis

### Note for Facilitators

This technique, formally known as grid analysis, similarly to the POLANO analysis, allows you to rank different options for set categories and determine your decision based on the highest scoring option. This allows you to consider many different factors equally.

**Example:**

<b>Factors:</b>	Cost	Customer Care	Distance	Business Practises	<b>Total</b>
<b>Weights:</b>	10	9	4	6	
Supplier A	5	7	10	6	
Supplier B	8	7	2	10	
Supplier C	3	10	6	7	

Here you can see that Supplier A on a 0-10 scale gets 5 when it comes to their costs. This means they are not the cheapest option but also not the most expensive. Looking at the weight of this category, this is the most important one: it has 10 on a scale of 0- 10. So, 5 multiplied by 10 equals 50 – this is how many points Supplier A gets for the Cost category.

<b>Factors:</b>	Cost	Customer Care	Distance	Business Practises	<b>Total</b>
<b>Weights:</b>	10	9	4	6	
Supplier A	50 +	63 +	40 +	36 =	189
Supplier B	80 +	63 +	8 +	60 =	211
Supplier C	30 +	90 +	24 +	42 =	186

In this example ‘Supplier B’ holds the highest score and therefore is the most appropriate decision. More specific figures are used in this example, but you can simply rank each category from 0-3, and multiply its assigned ‘weight’ (how important of a factor it is).

<b>Benefits</b>	<b>Drawbacks</b>
<ul style="list-style-type: none"> <li>• Ensures all criteria are considered.</li> <li>• Objectivity and clear rational decision making is at the center.</li> <li>• Useful visual record for group decisions</li> </ul>	<ul style="list-style-type: none"> <li>• Can be time-consuming if many criteria or options are involved.</li> <li>• Results depend on how objectively you select and weigh your criteria and scores; subjectivity can influence the outcome.</li> <li>• Requires experience to set appropriate criteria</li> <li>• Not always suitable for decisions where factors can't easily be quantified</li> </ul>

### 3 Hits and hot spots

The goal of this technique is to help you narrow down and organize ideas that you produced during the generation stage.



#### Step 1: Select the hits

After generating a list of ideas, now it is time to identify the most promising ones.

Keywords that fit to the desired solution are:

- Relevant
- Exciting
- Intriguing
- Feels right
- Solves problem
- ...



#### Step 2: Select the hot spots

After you have found out your hits now let's see where hotspots lie. These are clusters of related hits that share a common theme, issue or address a similar aspect of the problem. Identifying similarities helps us organize these ideas and tendencies visually. In order to identify the hotspots, questions such as “What are we really wishing for” or “If we had a magic wand..” can be helpful.

#### Example:

Scenario: Enhancing Youth Engagement in a Community Center

#### Step 1: Idea Generation (done in Ideation)



Organize weekly game night	Introduce art and music workshops	Create a youth-led newsletter
Set up mentorship programme	Host monthly community service projects	Launch a social media challenge
Develop a mobile app for event updates	Offer career exploration sessions	Start a youth advisory council

## Step 2: Identify Hits

Participants review the list and select ideas that are

- Exciting
- Feasible
- Innovative
- Align with youth interest

They mark the following as “hits”:

- *Introduce art and music workshops*
- *create a youth-led newsletter*
- *launch a social media campaign*
- *start a youth advisory, mentorship programme,*
- *develop a mobile app for event updates*

## Step 3: Discovering Hotspots

Next we group the related hits into “hotspots” based on common themes, issues etc.

**Creative Expression:** Art and music workshops, youth-led newsletter

**Digital Engagement:** Social media challenge, mobile app

**Youth Leadership:** Youth Advisory Council, Mentorship Programme

Based on results, we see about general tendencies and pick a topic/issue to continue with

Benefits	Drawbacks
<ul style="list-style-type: none"><li>• Helps prioritize and manage lots of ideas</li><li>• Encourages team involvement and shared decision-making</li><li>• Reveals common themes and focus areas</li><li>• Supports transition from brainstorming to action</li></ul>	<ul style="list-style-type: none"><li>• Can oversimplify complex ideas if clustering is too broad</li><li>• Similar thinking might influence which ideas get picked as "hits"</li><li>• Requires facilitation skill to cluster ideas meaningfully</li><li>• Time-consuming if the idea pool is very large</li></ul>

**Task:** Based on your analysis, decide on a solution to continue forth in your project planning.

# Designing a Peace Project: Planning a project

## Contents:



### Creating a project charter

*Once having found and evaluated the right solution to address our analyzed issue - we pay our attention to creating our project around it.*

*In this session participants learn necessary tools and plan their peace project for implementation. In the first step we create a project charter and define what the project is aiming at.*

## Learning Goals

- Recognize project planning tools to develop creative solutions and support the implementation of peace projects.
- Have defined goals, target groups and actions for a peace-project based on problem statements and found solutions.

# Creating a Project Charter

Now that your group has chosen a solution to tackle the problem, it's time to create your Project Charter. This document will help organize your plan and clearly define your project's purpose, goals, and the steps you'll take to make it happen. Think of it as a roadmap that outlines the key details of your project.

## Project name

**Task:** Come up with a simple and creative name for your project.

## Project goal

What do you hope to achieve with your project? One effective and widely used method for setting project goals is the **S.M.A.R.T.** framework.

**SMART goal setting** is a method used to create clear, achievable objectives by ensuring that each goal meets five key criteria: **S**pecific, **M**easurable, **A**chievable, **R**elevant, and **T**ime-bound.

**Specific:** define what you want to accomplish, avoiding vague language

**Measurable:** allows you to track progress and know when the goal has been achieved

**Achievable:** it is realistic and attainable given the resources and time available

**Relevant:** align with your broader objectives and priorities, ensuring they are meaningful

**Time-bound:** have a set deadline or timeframe, which creates a sense of urgency and helps with planning

**Task:** Explain the project's purpose, the problems it will solve, the impact it will have on your environment, and how it fits in with the Sustainable Development Goals. Is it needed? Make sure to justify your answer with appropriate evidence. Is it a SMART goal? Test yourself by asking yourself questions like "Is it specific?" or "Is it achievable?"

## Target group

Who will benefit from your project (e.g., students, teachers, the whole school)?

The target group refers to the specific individuals, groups or organizations that your project aims to benefit or serve.

**Task:** Define your target group and write a brief description of it, including demographics (e.g., age range, location) and any specific characteristics that are relevant to your project.

## Stakeholders

Stakeholders are individuals or groups who can have an influence or can be influenced by the project. In other words, they have a stake in the project. They can be directly or indirectly affected by the project (e.g., sponsors, classmates, colleagues, teachers, community members, other organizations, experts).

The role of stakeholders in project management is important because:

- **They bring experience to the table:** based on their experience, they can provide clear deliverables and identify project constraints that the project team may not be aware of.
- **They help identify risks:** they might raise concerns at the beginning of the project and might want to discuss potential risks – identifying risks at the beginning can allow you to prepare accordingly and avoid any mishaps.
- **They help increase the chances of success:** engaging with stakeholders helps to have a clear view of the project expectations from the start

**Task 1:** List all the people or organizations that might be involved in or impacted by your project.

- *Who is involved in the project? Directly or indirectly.*
- *Who gains if the project is successful?*
- *Who is likely to support the project and why?*
- *Who could cause difficulties during the project?*
- *Who can accept or reject the project?*
- *Who might be affected by the project's outcome?*

How would you like to communicate with the stakeholders? How do they influence the project? How can each stakeholder be contacted? The stakeholder register serves as a guide for communication that enables the project plan to move forward. Stakeholders that are consistently provided relevant information are more likely to be project supporters and help with the project's success.

**Task 2:** Fill out the stakeholder register.

Name	Description (Who are they?)	Level of influence	Communication (Who will communicate with them from the team? How and how often will they communicate?)

## Objectives and Deliverables

**Objectives:** In this context, objectives are specific activities, tasks or actions that need to be completed to achieve your project's goal(s). They focus on the "how", on what you will do throughout the project. Objectives often start with action verbs (e.g., organize, create, print, develop, buy).

*Examples: design leaflet for promotion, discuss with person A and receive their approval, create a registration form for participants.*

**Task 1:** Break down your project into smaller, manageable tasks that clearly outline what needs to be done. Be specific in your descriptions.

**Deliverables:** Deliverables are the tangible outcomes or the finished products that will result from completing your objectives. They focus on the "what" of your project.

*Examples: workshop/awareness campaign materials, report summarizing student feedback on stress, informational brochures, peer support group framework (a documented structure outlining how the peer support groups will operate, including meeting schedules, topics for discussion, and guidelines for group leaders)*

**Task 2:** Consider what your project will deliver upon completion.

## Timeline

A project timeline is a **chronological list of events and tasks** you need to complete. It is essential for organizing your project and making sure everything gets done on time. Your timeline will show all the tasks you need to complete, the order in which they should happen, and how much time you have for each one.

### ***How to create a timeline?***

1. Determine the Order: Organize the tasks in the order they need to be completed. Think about which tasks must be done first and which ones depend on others being completed.
2. Estimate task duration: For each task, figure out how long it will take to complete. Be realistic and consider the complexity of the task, your schedule, and any potential challenges.
3. Check for overlaps: Some tasks may overlap or happen at the same time. Make note of these, and make sure your team can handle multiple activities if necessary.
4. Review and adjust: Look at the whole timeline and adjust if necessary.

Project: Mental Health Awareness Campaign

Task	Start date	End date	Duration	WEEK 1					WEEK 2					WEEK 3					WEEK 4					WEEK 5														
				M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S
				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	1	2	3	4	5
Research available mental health resources	Nov 1	Nov 4	4	█	█	█	█																															
Develop campaign message & slogan	Nov 5	Nov 7	3			█	█	█																														
Create a social media campaign schedule	Nov 8	Nov 9	2						█	█																												
Seek approval from school administration	Nov 1	Nov 5	5	█	█	█	█	█																														
Design promotional materials (flyers, posters, social media)	Nov 10	Nov 16	7								█	█	█	█	█	█																						
Print flyers and posters	Nov 17	Nov 21	5														█	█	█	█	█																	
Distribute promotional materials around school	Nov 22	Nov 23	2																			█	█															
Launch social media campaign	Nov 22	Dec 3	12																																			
Host an awareness event (e.g., Q&A with the school counselor)	Dec 3	Dec 3	1																																			
Collect feedback on campaign's impact	Dec 3	Dec 5	3																																			

**Task:** Create a timeline for your project.

**Budget**

The budget is a detailed financial plan that outlines the **expected costs** associated with your project. It serves as a roadmap for **managing resources** and ensuring that funds are allocated appropriately to achieve your project’s goals. A well-structured budget not only helps in tracking expenses but also in identifying potential funding **needs** and **financial risks**.

**How to create a budget?**

- 1 **Categories of expenses:** Break down your budget into clear categories such as materials and supplies, equipment, marketing, travel, and miscellaneous expenses.
- 2 **Estimated costs:** For each category, provide a detailed estimate of the costs involved. This should include both fixed costs (e.g., rent, honorariums) and variable costs (e.g., supplies that may change based on usage). Be as precise as possible to ensure accuracy.
- 3 **Justification of costs:** Include a brief explanation for each expense to justify why it is necessary for the project. This adds transparency and helps stakeholders understand the rationale behind the budget.
- 4 **Funding sources:** Identify where the funding for your project will come from. This may include grants, sponsorships, fundraising efforts, or contributions from stakeholders.
- 5 **Backup planning:** Allocate a portion of the budget for unexpected costs or emergencies.
- 6 **Timeline for incomes and expenses:** Add to your timeline when you expect to meet each cost or income.

**Task:** Create a budget for your project.

## Location

Identifying the right location is crucial for the success of your project. The space you choose for storing materials and equipment, holding your team meetings and taking your actions must align with your objectives.

- 1 **Review your project's needs:** Identify all activities requiring physical space (e.g., workshops, meetings, events).
- 2 **Assess space requirements:** Consider the following attributes for each activity:
  - **Capacity:** Number of attendees
  - **Setup:** Seating arrangements, tables, or specific equipment (e.g., projector, whiteboards)
  - **Environment:** Quiet spaces for focused work, open areas for collaboration, privacy for discussions, accessibility., etc.
- 3 **Identify potential locations:** Create a list of spaces within your school or community that meet your needs, such as classrooms, auditoriums, outdoor areas, community centers, or libraries.
  - **Visual display space:** Identify areas where you can display posters, charts, or other visual materials to enhance engagement and communication.

**Task:** Review your project's needs, assess space requirements, and identify potential locations for your project.

## Roles and responsibilities

Clearly defined roles and responsibilities are essential. Distributing tasks based on your team members' skills and interests not only enhances efficiency but also builds engagement and ownership.

- 1 **Discuss skills, interests and availability:** Take a few minutes as a team for each team member to share:
  - **Skills:** What strengths do you bring to the team?
  - **Interests:** What tasks are you most excited about?
  - **Availability:** How much time can you commit to the project?
- 2 **Review the task list and assign tasks:** For each task, discuss as a team who would like to take it on. Write each person's name next to the tasks they've chosen.
- 3 **Handle unassigned tasks:** If a task has no volunteers, discuss as a group how to address it. Consider:
  - a. Tasks should be distributed evenly.
  - b. Rotating responsibilities later.
  - c. Seeking input from your mentor.

**Task:** As a group, discuss each person's skills, interests, and availability. Then, review the task list together and decide who would like to take on each task. Write each person's name next to the tasks they've chosen.

## Promotion



No matter how great your idea is, it won't make an impact if no one knows about it! While creativity plays a significant role in effective promotion, there are some helpful tips to develop a successful strategy. We will explore two main branches of promotion: online and offline.

**Online promotion** – as the name suggests – will cover the promotion of your project on the Internet. As a 2019 study suggests, six out of seven (86 %) individuals in the EU-27, aged between 16 and 74 years, used the Internet, and 77% used it daily. It is safe to say that if you want to start promoting your ideas, the Internet is a safe bet, reaching a far wider audience than conventional (offline) methods. When promoting a new project, a sure-fire way is using one or more social media platforms to reach your target audience.

But why go to people with your ideas if you can make them come to you? Another technique is creating relevant but unique content. If you can provide relevant information on the topic of your project in a digestible manner to people, those interested in those matters will naturally be attracted to your content and discover your project. There is no number of flashy slogans and headlines that can replace good content, especially in the long term. This method is called content marketing and many professionals say that this is the future of marketing.

**Offline promotion** can be an alternative if you are doing your project in your immediate community. This method relies on flyers, posters, and on-the-spot promotion. There are more expenses when it comes to this kind of promotion, but it is also much more effective for reaching a more local audience, for example your schoolmates. The challenge with this type of promotion is catching people's attention, especially when your target audience is a younger demographic. Posters simply aren't as eye-catching, so you need to think about how to adapt your offline promotion to a more modern audience.

A popular method of raising attention offline is guerrilla marketing, using more unconventional methods to promote ideas to your target audience. For example, storming the dining hall during lunch break and giving a short, but interesting presentation on your project can be an option. Or putting your posters in places that are unexpected and hard to miss. This is more impactful, however, it is important to not go overboard or cause too much disruption. Too much can be annoying or repetitive, losing its impact.

## Examples of guerilla marketing:

- Street art
- Flash mobs
- Pop-up events: setting up a temporary booth or event in a high-traffic area where people can learn about your project, participate in activities, or receive free samples
- Sticker campaigns
- Creative posters with a QR code
- Interactive walls where students can add their own ideas on sticky notes
- Public installations: an eye-catching installation in a public space that highlights your project's theme, encouraging people to stop, take photos, and share on social media
- Creative use of space: transforming ordinary locations, like elevators or staircases, into engaging experiences that relate to your project, such as motivational quotes or visuals on the walls





**Task:** How will you promote your project? What methods will you use? Create a short promotion plan outlining your strategies and activities.

## Risk assessment

In any project, it's important to anticipate potential challenges and obstacles that could arise. Identifying these risks allows you to prepare solutions in advance, making sure that your project runs smoothly.

### ***Common issues might include:***

- Budget creep: costs may increase beyond the initial budget due to unexpected expenses or additional requirements
- Group dynamics: some team members may not engage fully or may miss meetings
- Resource availability: materials or equipment needed for the project may not be available when required
- Time management: delays in completing tasks could lead to a rushed final product
- Communication issues: misunderstandings among team members can lead to confusion and ineffective collaboration
- Negative feedback: some responses to your project may be critical or not as positive as expected



### **How to mitigate such risks?**

#### ***Budget creep:***

- Set up an emergency fund: Allocate a small percentage of the budget for unexpected expenses.
- Regular budget reviews: Schedule periodic check-ins to track spending and adjust plans as necessary.
- Prioritize spending: Clearly define essential vs. non-essential expenses to avoid overspending.

#### ***Group dynamics:***

- Establish clear roles: Define each team member's responsibilities to promote accountability.
- Encourage open communication: Do regular check-ins where everyone can express concerns or share progress.
- Team-building activities to strengthen relationships and improve collaboration.

#### ***Resource availability:***

- Create a resource plan: List all materials and equipment needed, and identify backup options.
- Early procurement: Get resources as early as possible to avoid last-minute shortages.
- Establish partnerships: Collaborate with local organizations or businesses for resource support.

### **Time management:**

- Regular progress check-ins: Hold weekly meetings to assess progress and adjust timelines as needed.
- Use time blocking: Set specific blocks of time for focused work on individual tasks, reducing distractions and improving efficiency.

### **Communication issues:**

- Establish communication protocols: Define how and when team members should communicate (e.g., weekly meetings, group chats).
- Use collaborative tools: Utilize apps like Trello or Slack to keep everyone informed and engaged.
- Encourage active listening: Promote a culture where team members listen to each other's ideas and concerns.

### **Negative feedback:**

- Prepare for critique: Nurture a mindset that views feedback as an opportunity for growth and improvement.
- Engage stakeholders early: Involve key stakeholders in the planning phase to gather input and build support.
- Respond constructively: Develop strategies for addressing negative feedback positively and proactively.

**Task:** Identify potential risks associated with your project. As a team, brainstorm possible challenges and obstacles you may encounter. For each identified risk, propose strategies to reduce them. Create a brief risk assessment document outlining your findings.

## Evaluation

Evaluating project success can vary based on its objectives, but a combination of quantitative and qualitative metrics often works best.

**Quantitative** metrics: numerical measurements, focused on hard data that can be counted or measured objectively (e.g., number of attendees at an event, amount of money raised, number of trees planted)

**Qualitative** metrics: these focus on subjective experiences, often captured through words, descriptions, or perceptions (e.g., feedback from participants about their experience in the program, observations on how much people seem to engage or care about a topic)

What can you evaluate? Here are some examples:

Project element	Evaluative data
Educational sessions	Attendance list
Recycling bins	Usage
Tutoring programme	Examination results
Tree planting	Number of trees planted
Litter collection	Litter collected in bags/kg
Flash mob	Number of attendees

Let's take the example of the educational sessions. Their evaluation can happen in other ways too to show you the information you need.

Project element	Evaluative data	Relevant information
Educational sessions	Registration list	General interest in the program
Educational sessions	Attendance list	Actual interest in the program
Educational sessions	Examination results	Teaching quality
Educational sessions	Number of sessions	Organisation quality

**Task:** How will you know that your project is successful? List your project elements and add evaluative criteria that give you the relevant information.

## Final Review and Project Decision

Congratulations! You've completed your project charter!

Before deciding to move forward with the project, take some time to review all the details with your team. How do you feel about the plan? Is there anything that might be missing?

**Task:** Review your project plan/charter and consider the following questions:

Does the project plan align with the goals?

Does the project contribute to the achievement of the Sustainable Development Goals?

# Presentation

## Contents:



## How to present well Preparing a presentation

*This session is about preparing to present your project idea in front of an audience. Here we address best practices for your preparation as well as things to look out for.*

## Learning Goals

- Clearly structure and present a project pitch
- Have prepared their project presentation

# How to present well?

During the next session you will be asked to present your project. This is not something to be afraid of, rather be proud that together with your team you spent quite some time preparing a project that can make your environment a better place to live in!

Presentations are crucial – this is how you can introduce to someone the problem you are facing and the solution you've found for it. In the business world, those who have an idea for a business plan usually present a pitch – a short and concise presentation with which they want to win over investors and secure funding

So how can we grab someone's attention when presenting? How do you show others that your project is worth investing in? During this session we'll get some practical advice on giving a presentation.

## Have a Beginning, Middle and End

Nancy Duarte, CEO and presentation designer, gave a great TED talk on the secret factors of a good talk. Her main point was that all good talks have a beginning, a middle and an end.

- At the start of any presentation, you need to establish what the situation is and what problem you are addressing. Introduce the problem as it is today and show why it is relevant for building more peaceful societies, linking your project to the SDGs. Create curiosity in your audience — “what if things could be different?”.
- The middle goes back and forth between the current reality and your proposed alternative. Present your project idea clearly, showing step by step how it will work. Explain how your idea improves the situation and why it is realistic. If there are challenges, mention them honestly, but also explain how you'll handle them. This contrast between the present and the future helps capture attention, just like when sailing against the wind and moving back and forth to catch it effectively.
- The final turning point is your call to action. Share what you want people to do, support, or believe after your presentation. In our closing statement we seek to inspire trust and motivation, and encourage the audience to think and act beyond just your talk.



## Be Concise and to the Point

Usually, you don't have too much time to present your project, so you need to use your time wisely. When presenting, provide crucial points regarding your project. You can use statistics and visual presentations to explain the problem you want to tackle. Keep it simple and ensure that your audience understands the facts right away.

Getting to the point will hook your listeners, potential partners and investors into following your topic without losing interest. To achieve this, you have to focus on crucial aspects of your project and summarize them in simple terms.

## Practice Your Timing

Practice what you are going to present and ensure that you keep within your set time during the rehearsal. You could let your teammates track the time and observe your body language and assess your word choice. This is a quick and easy way to get feedback from someone else.

## Address Real, Personal Experiences through story telling

Use personal experiences to highlight an existing problem and demonstrate how your idea will solve it. Storytelling is a powerful tool for sharing your message. Share why this matters to you personally or your team. Sharing your passion, might help others care about your idea when the story is relatable to your target audience.

If you can, you can even address your audience members by name and show how your project relates to them specifically. Be realistic and let your audience connect with your story.

## Prepare your visuals

You've worked hard to put together your project - lets make some effort to make sure our listeners can follow the presentations. When preparing your visuals (slides or posters) pay attention to:

- Big enough text (so that audience can read it)
- Keep it simple: clear messages, keywords, not too much information
- Use visuals, colors that support your story

### Note for Facilitators

Depending on the presentation skill of your participants, it is recommended to address the basics of presenting in front of live audiences as well as do rhetoric exercises that focus on voice, speaking, stand, perception and awareness.

# Preparing a presentation

**Task:** Project groups start preparing their project presentation.

## Note for Facilitators

Share with participants how the presentation is going to look like and guide the participants accordingly. Tell them how their projects are going to be evaluated, who is going to be part of the jury (if applicable), and that the way they present themselves with their outer appearance, shows how seriously they take their own projects. Invite participants to review the checklist provided.

## Final Self-Check before Presenting



Does your presentation (include)..

- What problem/issue does the project address?.
- How your project links to relevant Sustainable Development Goals (SDGs).
- A concrete, easy-to-understand project idea.
- Step-by-step details on how your project will be implemented.
- Realistic and actionable plans for your project's success.
- A clear budget plan or a description of where sponsorship/funding will come from.
- Your personal or team motivation for choosing this project.
- Visuals with large, readable text and clear messages.
- An explanation of how your project solution promotes peace and sustainable development.

# Closing of the programme

## Contents:



## REFLECTION

*In the last session we come together to reflect on the journey in creating a peace project. Through guided activities, participants share learnings and special moments that they have gained during their participation in the programme.*

## Learning Goals

- Reflect on their learnings and shared experience during the Peace Designer Training.
- Define one action to move forward to being an active contributor to peace.

# Reflection

## Note for Facilitators

The following chapter includes several activities that invite reflection/closing activities. Depending on time and resources available you can choose different ways to facilitate these.

### Recap

Before going into reflection and sharing activities it is recommended to start with a recap to help participants reconnect with previous sessions:

This can be done by

- Displaying visuals such as flip charts, posters created and hanging them on the walls. Invite participants to walk through the room (with some supporting music) to remember parts of the programme (gallery walk)
- Going through the overall schedule of the programme together, highlight key activities and learnings.

### Reflection and Sharing

Start with

Individual Reflection: Open the workbook in which they write their answers to reflection questions. It is recommended to set a nice atmosphere with calm music.

#### Suggested reflection questions:

- What were 3 things you learned about yourself during the programme?
- What were 3 things you learned about sustainable development or creating peace ?
- What were the best moments you experienced on this programme?
- What personal and team challenges did you experience? How did you tackle them?
- What is one thing/action that you will do differently after having participated in this programme?

Continue with (optional)

- Pair or (Small) Group Sharing: Invite participants to share their thoughts in pairs or (small) groups.
- Creative Approach: If time and resources allow, you can offer more creative methods for reflection and sharing, such as:



Creative Coloring or Drawing: Let participants express their ideas visually through drawing or coloring. Participants collectively visualize their learnings on a large mural /piece of paper.

## Closing

### End with

- Last round of sharing and sharing feedback: End with a circle where participants give positive feedback, express gratitude to peers or facilitators for the shared journey, creating a moment of collective closure and encouragement.
- Use visual cards and images and let participants share highlights, major learnings or anything else that would like to share about the programme, facilitators, or group.
- With applause and celebratory mood. Make sure to finish on a positive note.

### OPTIONAL:

If time allows and you would like to have participants leave connected and empowered by their peers we recommend doing an activity that embraces this. One example we are mentioning here. It is recommended to do this before the last closing round of the session.



### Activity: Positive Backnotes



**Materials:** An A4 paper for each participant, pens and tape

#### Task:

1. Participants receive a piece of paper and write their name on top.
2. Each paper is taped on the back of the respective person.
3. Participants are invited to write positive messages to each other on the papers. Some supporting question could be:
  - What is one good thing you noticed about this person?
  - What is a strength you admire in this person?
  - What positive qualities does this person show?
  - How did this person make the group better?
  - What is something kind you want to say to this person?
4. At the end participants are invited to take their piece of paper, fold it and keep it for once they arrive back home.

Alternatively, the pieces of paper can also be put on chairs.

If you plan on including evaluation (e.g. with an online survey) on the course facilitation, feedback for trainers to evaluate performance, it is recommended to do this before going into reflection with participants.

