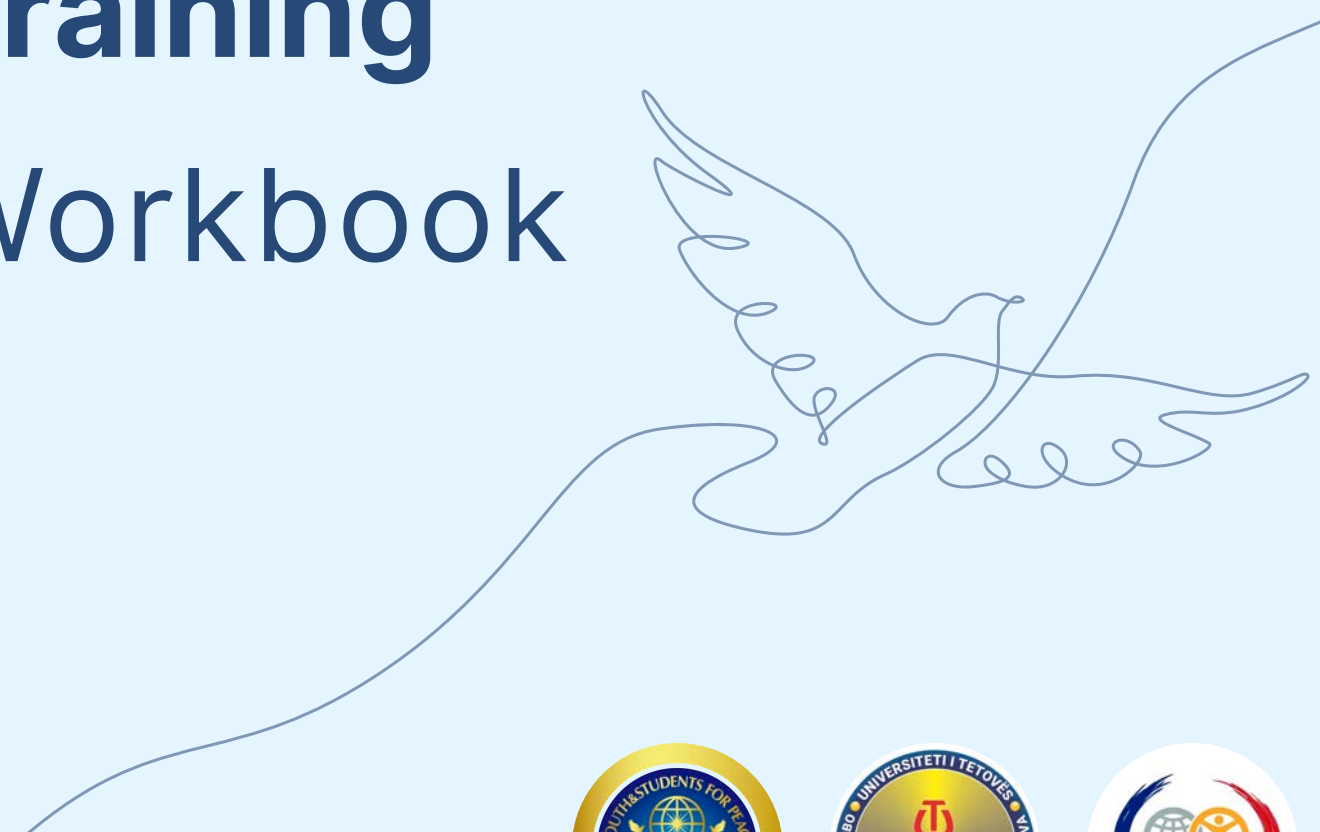




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Peace Designer Training Workbook



Name

INNOV8PEACE

Design Thinking for Youth Peacebuilders

EN

IMPRINT

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Welcome

Welcome and thank you for being a participant at a Peace Designer Training (PDT)! We hope that it will be an educational and inspiring experience for you!

Unfortunately, you won't save the world in one day. That is not the point of this program. The PDT wishes to show you that with dedication, effort, and a little help, you have the potential to change yourself, your environment and, step by step, the world around you. We want to show you that you can make a difference, and we sincerely hope that this experience will serve as motivation in your future endeavours.

The goal of the PDT program is to prepare its participants to take responsibility, make well informed decisions and empower others to make the world a better place. This is our blueprint to becoming the change we want to see.

About the project

INNOV8PEACE started because its partners believe young people today need more than just knowledge. They need practical and creative tools to help build peace in their communities. The project was created due to ongoing social tensions, fewer people participating in democracy, and more young people feeling disconnected from society in Europe, especially in places recovering from conflict or with people from different backgrounds.

The project developed through a partnership of three organizations from different countries work to empower youth and foster social change:

- **IAYSP Europe and Middle East (Austria)** – the coordinating organization, with experience in peace education and youth civic engagement through programs such as the Peace Designer Trainings and S!NERGY.
- **University of Tetova (North Macedonia)** – a leading academic institution with a strong background in peace studies, intercultural communication, and community engagement, within the Albanian minority in North Macedonia. The university also hosts the Center for Peace and Transcultural Communication.
- **RO CARP (Romania)** – a youth organization focused on character education, inclusion, and social responsibility. Their experience in facilitating community-based youth actions on a local level is a valuable contribution to the project.

The main goal is to help youth workers and young people aged 15–30 design, run, and share projects that support peace in their local areas.

INNOV8PEACE supports important European values like participation, democracy, and inclusion, and is part of the EU Youth Strategy, which guides youth projects between 2019 and 2027.

How to use this workbook

Welcome to your personal workbook for the Peace Designer Programme.

Think of this as your space — a place where you can record your thoughts, ideas, and experiences as you take part in the sessions and activities. Everything you write here will help you make sense of what you are learning, and it will become a record you can return to in the future.

Throughout the workbook, you'll find **boxes** to fill in your answers to tasks and reflection questions. These are open spaces where you can write freely, collect results from activities, or even make sketches if that helps you think.

There is no single “correct” way to fill them in - they are simply there to help you organise and express your ideas in the way that works best for you.



At the end of each session, you will find a section for your personal reflection on the session, your learning and thoughts. This is your chance to pause and think about what you've just experienced. You can note what you learned, any important realisations or insights, and questions that might have come up for you. Taking the time to reflect right after each session will help you connect new ideas to your own life and experiences.

Remember — this is your workbook. Make it personal: use colours, drawings, mind maps, or any style that helps you express yourself. It doesn't have to look neat or formal — what matters is that it reflects your learning journey.



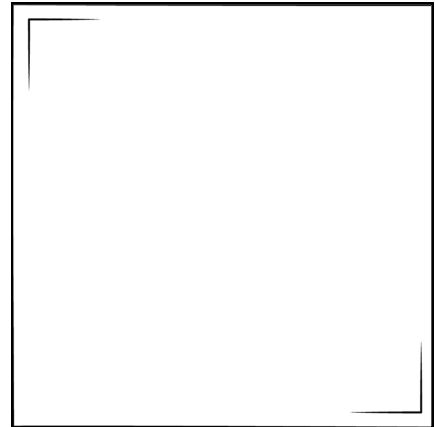


MY PROFILE

add an image or draw yourself

1. Name: (What would you like to be called?)

2. Where I'm from: (City, country)



3. What are my hobbies or passions?

4. What movies, music, quotes, food, things do I like?

5. What do I not like ?



ME AND WORKING TOGETHER IN A TEAM

6. My strengths in teamwork: (In a group are you more of a talker or listener? Do you like planning and organizing or are you at your best when doing tasks?)

7. How I like to work with others: (What is important for you when working together in a team?)

8. What I find hard in teamwork? (What makes teamwork difficult for you?)

**9. How I like to communicate: (Instant messaging, email, voice messages?)
Do you like quick messages or detailed explanations?**

10. Something that my team needs to know about me?

MOTIVATION & LEARNING 

**11. My motivation for this course: (Why do you want to take this course?)
Why did you decide to take part in Peace Designer Training?**

**12. What I want to learn: (What do you want to learn from the programme?)
What do you want to reach by the end of it?**

Peace and I

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 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 this central topic: peace.

What does peace mean to me/you?

There are several concepts surrounding peace. If we think more closely about peace, we discover that peace is not just the absence of war but can also be understood in 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.
- **Positive peace** which is a long-term process of addressing the root causes and invisible tensions below the surface, that can potentially lead to violent action.

Three Levels of Sustainable Peace

Peace does not just appear as a result of a treaty or a decision, peace is created by people - like you and I. Therefore peace can be promoted at different levels - on the individual, the community and environmental level.

Individual Level

Change starts with the individuals. To make a difference in the world, we need ourselves to find and understand peace first within ourselves. Peace on the individual level is not the absence of problems - but a state of balance and harmony within oneself - that involves mind, heart and values.

Peace of mind comes from bringing desires, needs and expectations to harmony. Desires are what we want, needs are there for survival and security, expectations signal what would like things to be like. When these are misaligned, it can lead to stress or frustration, but when they align, they support clarity and stability. Awareness and adjustment, as described by Carl Rogers and Brené Brown, foster calm and emotional stability

Peace of heart comes from emotional harmony, built on compassion, forgiveness, and understanding — both toward yourself and others. It's about releasing past hurts, accepting emotions and cultivating kindness - like the Dalai Lama and Thich Nhat Hanh emphasize as a way to nurture warmth and resilience.

Integrity is what keeps peace strong over time. It is about aligning values, with actions and taking responsibility for actions. By nurturing peace of mind, of heart and integrity we build a sense of inner harmony that prevents inner conflict, self-respect and builds a basis for personal well-being.

Question: (Fill in the reflection question addressed in the session and your answer below)



Community Level

If we want to achieve peace, it is vital to be able to connect to people in our surroundings and put effort into empathising and understanding them better. Positive peace in communities starts with building harmonious relationships - this connects to friendships, families, and school and workplace. Healthy connections that are founded in trust, open communication and collaboration enrich our lives and help us bridge divides, turn conflicts into opportunities to grow and create a culture of respect and collaboration.

Question: (Fill in the reflection question addressed in the session and your answer below)



Environmental Level

The third level of change is when we can change our environments. We already know that through conscious decisions we can affect our immediate environment, our home, or even the street we live on. And we also learned that we can make an even bigger impact if we learn to cooperate with the people around us.

In order to impact our environment three steps are of essence. Empowering yourself starts with **educating yourself and staying informed** on issues important to society and well-being. Critical reflection of the information and stories that one is told is important. Research and try to hear different perspectives to gain more awareness.

Follow this by **taking daily positive action** - from reducing waste, supporting ethical business, supporting those around you.

Finally, seek and **build community with like-minded individuals** through volunteering, activism where shared passion can inspire you and strengthen your belief that you can actively create change.

Question: (Fill in the reflection question addressed in the session and your answer below)

Session Reflection



What did you realize about peace today?

What actions will you set in the coming days/week to foster more peace on an individual/community or environmental level?

World and I

Sustainable Development for Peace

No one would say we live in a perfect world. Everyone has an idea of what we should change in the way we live. **The good news is, there is always room for change.**

In fact, just as we change every day, so do our surroundings. We tend to expect that good intentions are enough to make the world a better place. The bad news is, it is never as easy as that. Peaceful solutions are more often than not more complicated as it seems.

Key points:

- We need to **break down our expectations of easy solutions** for complex and difficult problems: **the world is a system of interlinked actions and reactions**, so we need to be able to see these systems as a whole to influence them for the better .
- **Responsibility:** the complexity of decisions should not keep us from acting, we need to be able to see further than our own benefit.

The Sustainable Development: Connection to Peace

Sustaining peace in a nation is one of the major responsibilities of politicians and diplomats. One crucial way to achieve lasting peace is through sustainable development. By focusing 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, helps all get equal access to 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.



The United Nations' definition of sustainability:

"meeting the needs of the present without compromising the ability of future generations to meet their own needs"

Discussion Activity: Sustainable Peace

Questions:

- 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?

The 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.

The concept of Sustainable Development was finally adopted in 1992, at the Earth Summit. At the same event, Agenda 21, a “comprehensive plan of action to be taken globally, nationally and locally by organizations of the United Nations System, Governments, and Major Groups in every area in which human impacts on the environment”, was also adopted. Agenda 21 (meaning 21st century) was then followed by the Millennium Development Goals (MDGs), adopted at the Millennium Summit in September 2000 to solve, among other issues, poverty, hunger, disease prevention and education expansion globally. Despite the substantial results of the MDGs, the 17 “Sustainable Development Goals” to achieve by 2030 were put into place in 2012 and adopted in 2015.



Session Reflection



Let's have a look at the SDGs again. List your top 3 goals that are most important to you.

What did you learn about Sustainable Development today?

Design Thinking

Design thinking is a process developed in product design and is an approach that focuses on what people need and want. It puts people at the centre of the process and encourages creativity by trying out ideas, learning from them, and improving them. It is used for different purposes like making new products, planning strategies or creating social change.

Our approach for Designing for Social Impact takes inspiration in design thinking model such as 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 and has been adapted for use in youth work to develop social solutions.

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.

Task: Below you find a model of the Peace Designer Design Thinking Model. Match the definitions of the phases and steps to the model by simply drawing a line or adding letters to connect the steps and phases to the visual (box and triangles).

Phase: Understand

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

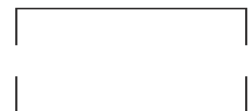
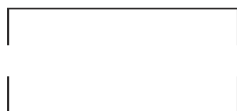
Phase: Explore

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

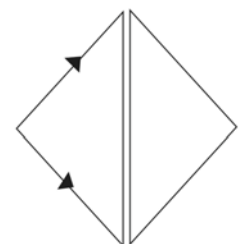
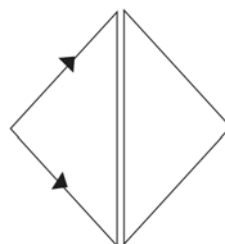
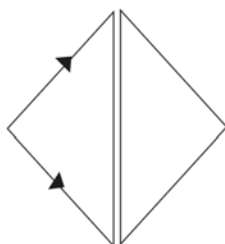
Phase: Practice

In this phase the team puts their plan into action.

PHASES



STEPS



S
T
E
P
S

Ideate (S)

The team generates as many ideas as possible - thinking out of the box.

Reflect (N)

The team thinks about the project done and evaluates its impact.

Realize (G)

The team begins to put the plan into action.

Connect (D)

The team understands the issue through research, interviews through connecting with people.

Plan (I)

The team selects a solution and creates a plan for project.

Pinpoint (E)

After collecting information, observations are discussed and problem is defined.

Connect & Pinpoint

When it comes to creating projects that drive social change, it's important to focus on the people our solutions are meant to support—and to make them part of it.

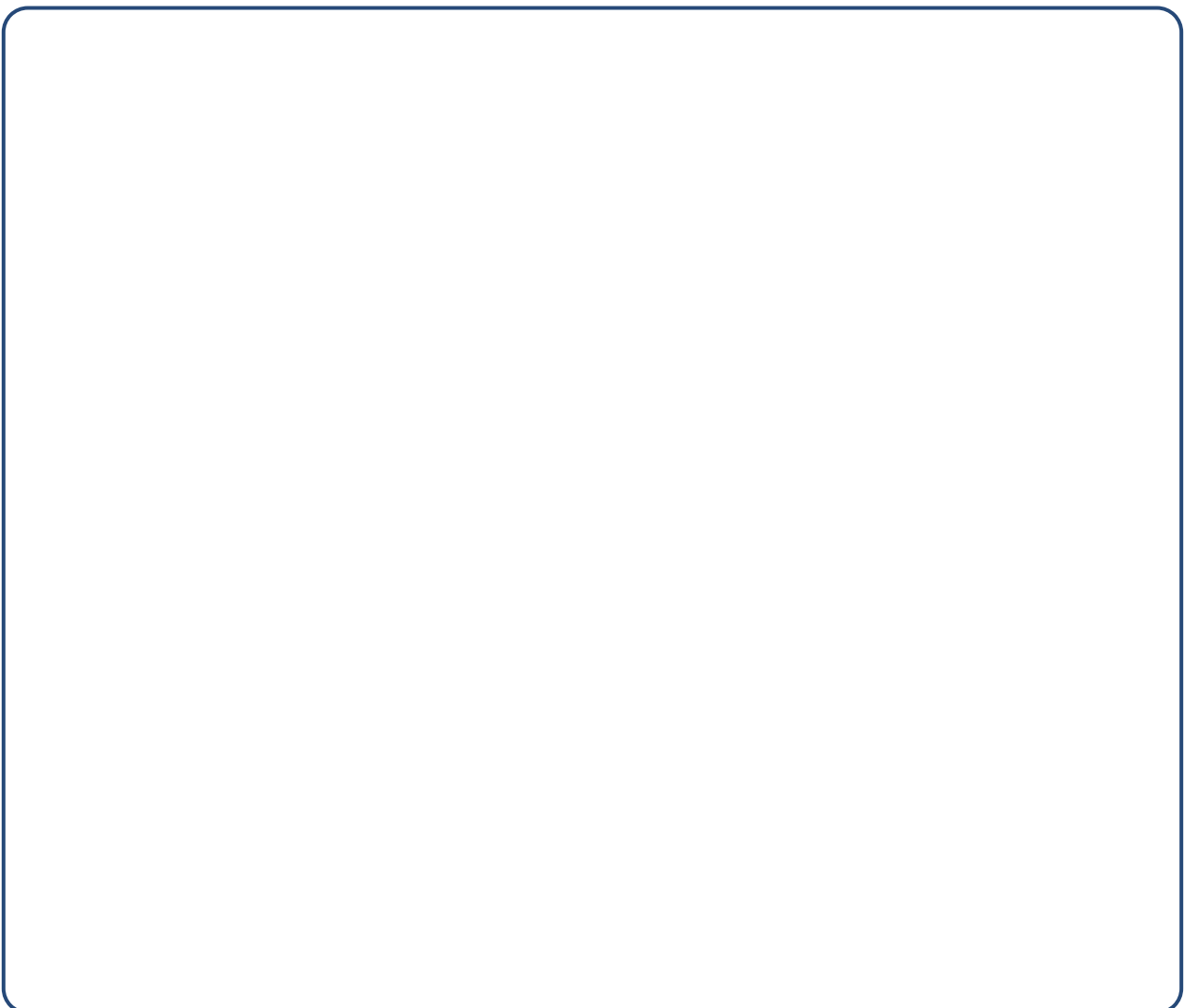
This approach is called **human-centred design**.

Instead of making assumptions about the people who could benefit from our solutions, we engage with the communities: we spend time with them, observe their environment, and listen to their concerns. In this step, we collect opinions, statements, and observations that help us better understand the situation.

Now it is time to get started with designing our first Peace Project and discover issues around us.

Connecting to issues of the community

(Write down the notes from your interviews, observations,..)



Step 1

Review the results of your information gathering. Pick 1-3 issues that you feel most connected to. Note them down below.

Step 2

Discuss in your group and note your answer below: Which SDG(s) /sub goals do(es) the issue(s) connect to? (Check for the overview <https://globalgoals.org/goals/>)

Step 3

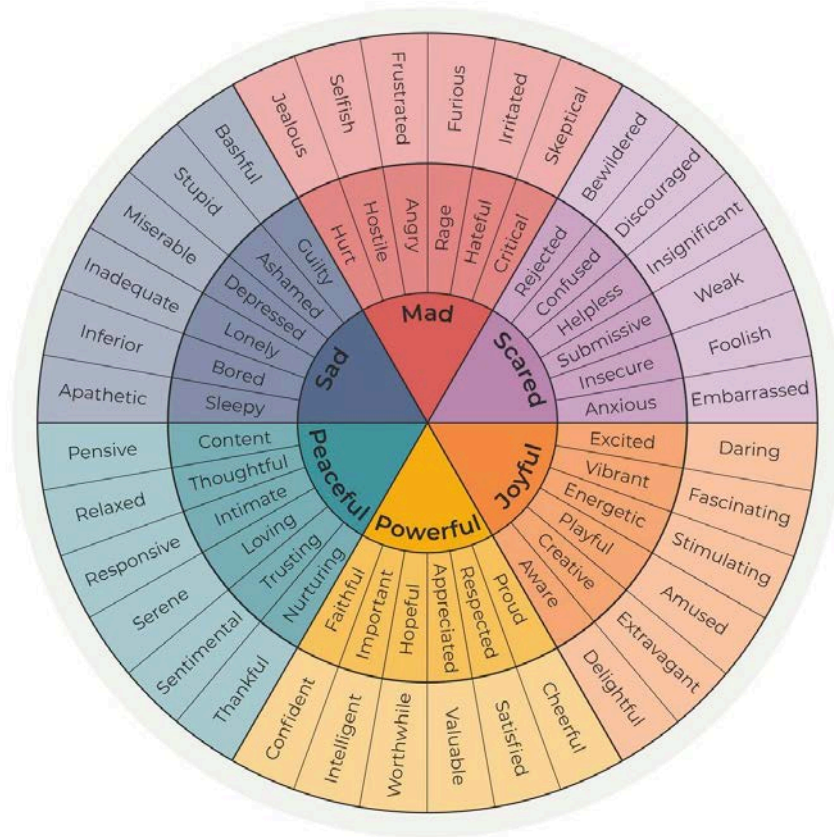
Use the Feeling Wheel to explore and describe how this issue makes you feel. How might others feel about it?

Examples:

"Trash in the school yard" – unpleasant environment and feelings of neglect and discomfort "Sick children missing school due to prolonged stays in hospitals" – sadness and feeling left out, falling behind

"Lack of housing for refugees in your local neighbourhood" – fear and lack of security and sense of community

The Feeling Wheel



The Gottman Institute

Developed by Dr. Gloria Willcox

Step 4

Share your thoughts with your group. As a group, decide on one issue you'd like to work on together

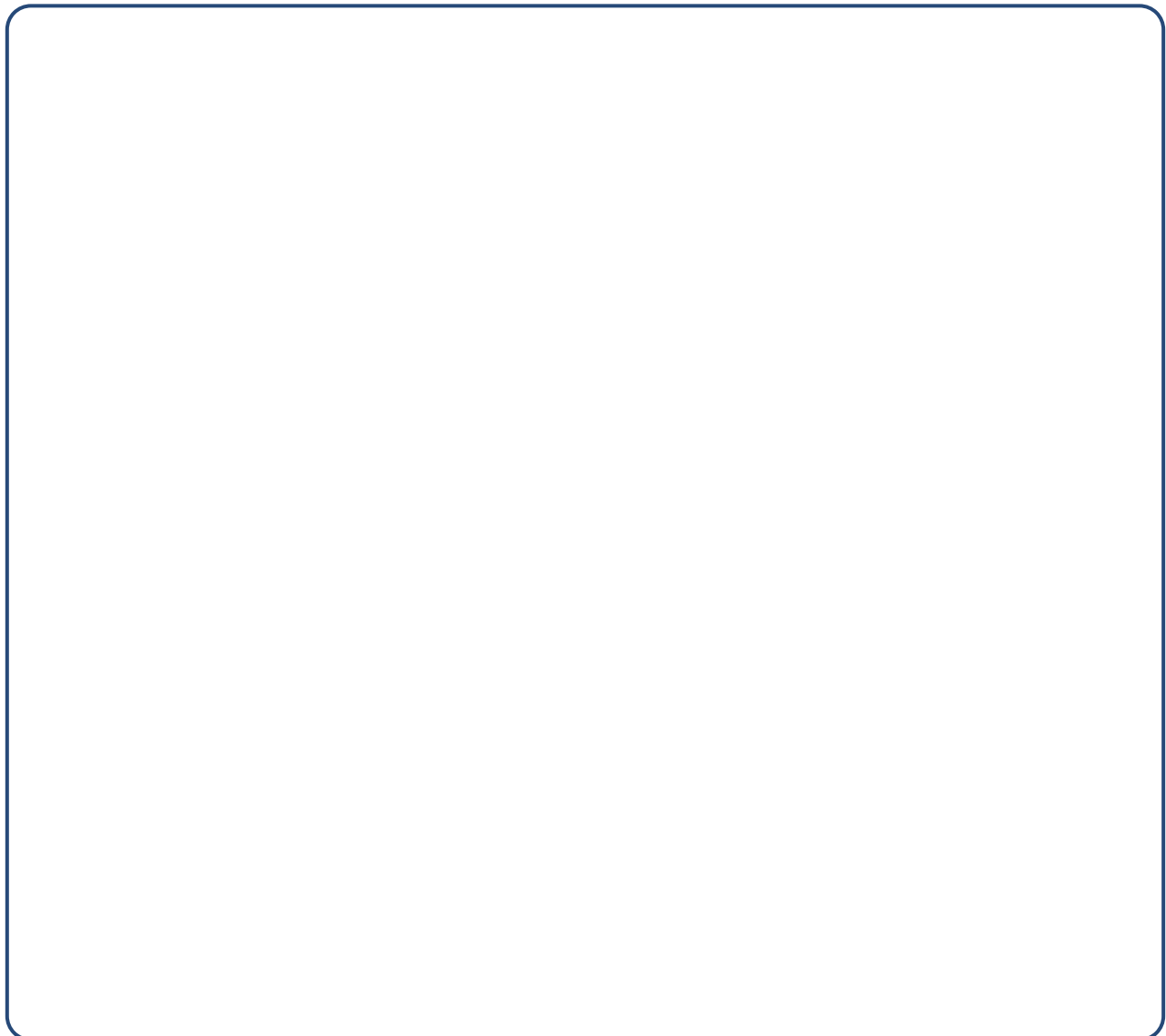
Pinpoint - Understanding the issue

Having found one issue to work out a solution for after having returned from gathering information on issues affecting the community, let's take some time to understand it more clearly. In order to do that we will have a look at what the current reality and its consequences looks like. We will develop a vision of how the situation would look if the issue was not present. Finally we will have a look at potential root causes to address.

Step 1

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

- What do you observe? How would you describe what you have seen 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?

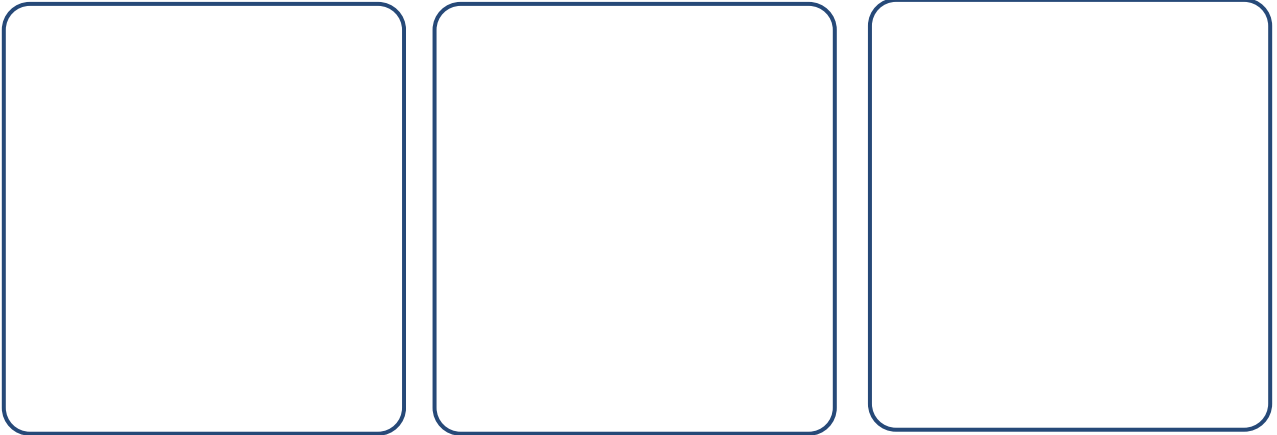


The next step involves outlining the consequences it has on your life and the lives of others.

Step 2

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

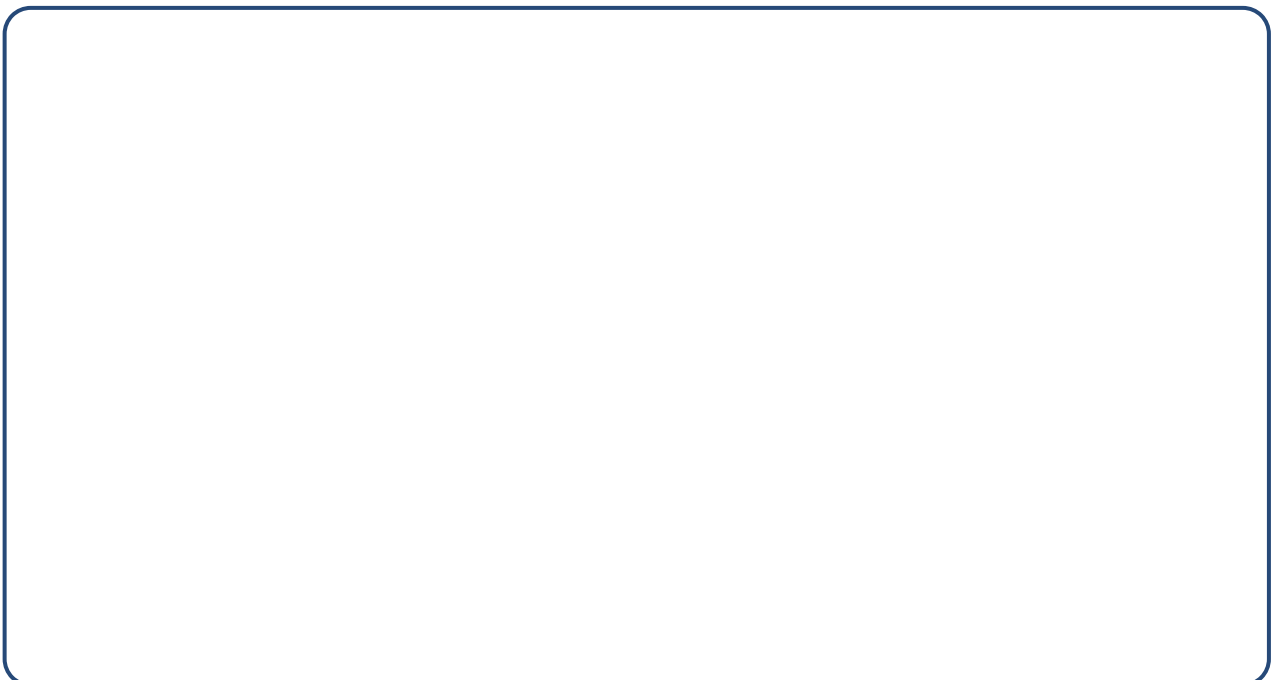
- **Individual peace:** How does this affect a person's well-being?
- **Community peace:** How does this impact relationships or groups in the area?
- **Environmental peace:** How does this relate to nature, the neighbourhood and society?

Three empty rounded rectangular boxes arranged horizontally, intended for writing the consequences of the identified issue.

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.

Step 3

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

A large empty rounded rectangular box intended for writing the ideal scenario and associated positive emotions.

Step 4

Create an Issue Tree of the identified issue.

A large, empty rounded rectangular box with a thin blue border, intended for drawing an Issue Tree. The box is currently blank.

Defining the Problem

Problem Statement

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 :

“How might we help **[users]** overcome **[root cause or problem]** so that they can achieve **[desired solution or outcome]**?”.

Task: Write down your problem statement below:

Session Reflection



What experiences, learnings, realizations, feelings are you taking with you from gathering information /discovering issues?

What thoughts and questions about them do you still have on your mind?

Ideate Solutions

Ideation

Task: Use one ideation method to come up with ideas (without evaluation) for solutions that address the root cause of the problem your group has identified. Keep in mind the right attitude for generating ideas.

Attitude for generating ideas

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 **Don't judge ideas right away** - first focus on coming up with ideas, saving the judging for later.
- 2 **Strive for quantity: Look for lots of options.** The more ideas you have, the better chance you have to find good and new ones.
- 3 **Be playful 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** — example just like in a conversation – it serves like a starting point for new ideas.

Decision-Making

Task: Use one decision-making method to evaluate your ideas from the previous step. Keep in mind the right attitude for focusing ideas.

Attitude for focusing ideas

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?

Source: VanGundy, A. B. (1987). Creative problem solving: A guide for trainers and management. Quorum Books.en.

Finding the Chosen Solution

Task: Based on your analysis, decide on a solution to continue forth in your project planning. What solution have you decided for?

Session Reflection



How do you feel about the solutions you chose and what makes you feel that way?

What is one thing you would do differently next time when using creativity and decision-making tools?

Planning a project



Project Name

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



Project Goals

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.



Target Group

Task: Who is included in the target group (include demographics, e.g. age range, location,..)? How will your project serve the needs of the target group? How responsive do you think the target group is to your project?



Stakeholder

Task: 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?*

Task: 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: 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: 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.

Task: Create a timeline for your project.



Budget

Task: Create a budget for your project.

How much will the project cost and where will the money come from? List your future costs and any resources needed for the project (list additional resources as well).



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.

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

Task: How will you promote your project? What methods will you use? Create a brief 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.

A **project risk** is a problem that may or may not arise over the course of your project. In a **risk assessment**, you compile a list of risks and discuss how to mitigate them.

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 (how to deal with them) to reduce them.

Examples: Lack of clarity, Budgeting issues, lack of communication, resource availability, time management,..



Evaluation

Task: Review your project plan (project charter). After this, ask yourself the following questions:

- | | | |
|--|-----|----|
| • Does the project plan align with the goals/strategy? | YES | NO |
| • Does the project require more than the budget allows? | YES | NO |
| • Does the project contribute to the achievement of the Sustainable Development Goals? | YES | NO |

Session Reflection



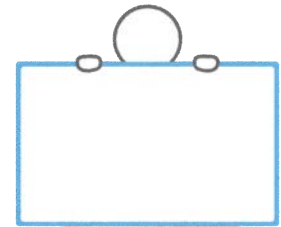
What did you learn about planning and organising a project during this session?

What thoughts and questions about your project do you still have on your mind about planning a project?

Preparing to Present

Practical advice on giving a presentation

- Have a beginning, middle and an end
- Be concise and to the point
- Practice your timing
- Pay attention to details
- Address a real, personal experience through storytelling
- Outline your project plan



Prepare appealing visuals

What to put in your presentation?

Project name: Make it catchy!

The problem: What is the problem? What is your personal connection to it? Why is it important to you? What is the source of it? Who is affected?

Solution/strategy: Which SDG is it connected to? How will you solve the problem? Why does the target group need this?

Action plan: What specific steps will you take? (milestones, tasks, marketing)

Desired outcome: How can you measure the success of the project? (Evaluative criteria and relevant information)

Call to action! Give your audience an easy way into getting involved with your project.

Task: Prepare your project presentation.

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

Thank you for being part of the Peace Designer Training. In our last session we would like to take time to reflect on our progress and experiences.



What were three things you learned about yourself during the programme?

What were 3 things you learned about Sustainable Development or Peacebuilding ?

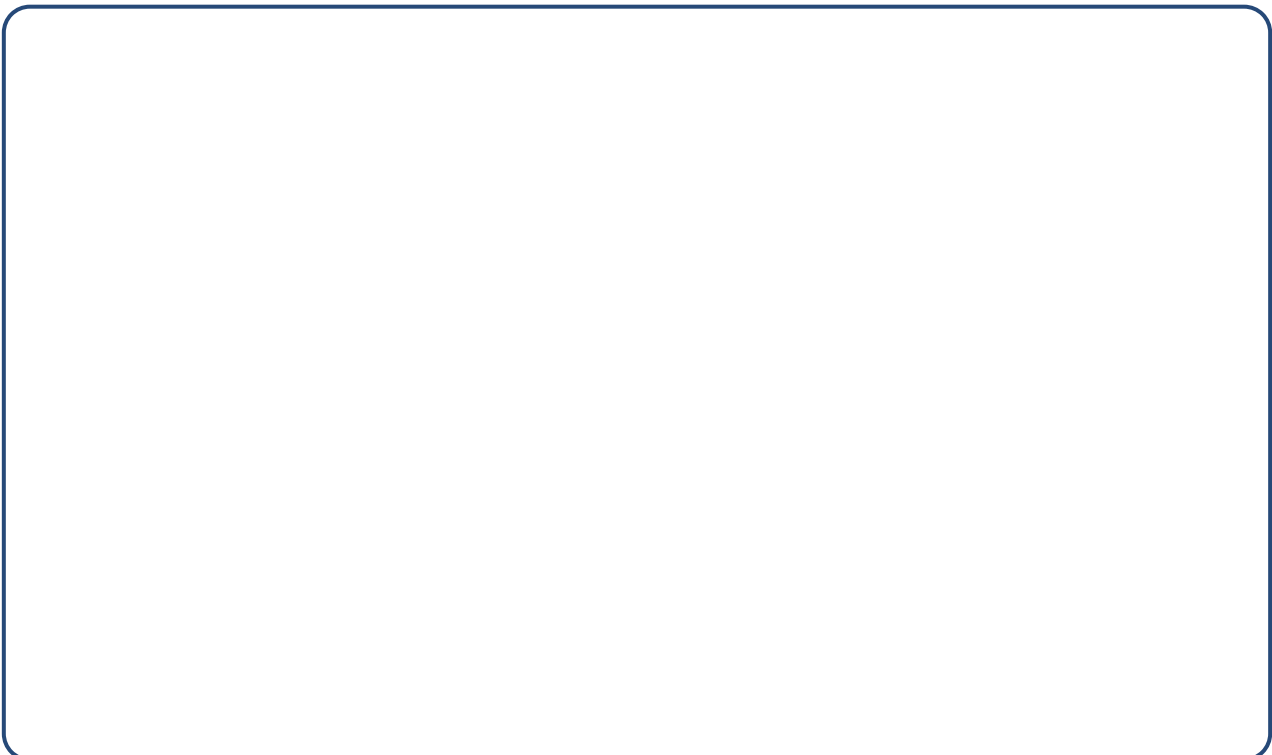
What were the best moments you experienced on this programme?

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?



"Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever has."

-Margaret Mead



INNOV8PEACE

Design Thinking for Youth Peacebuilders

*Delivered under the Erasmus+ Programme | KA210-YOU Small
Scale Partnerships in Youth*

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