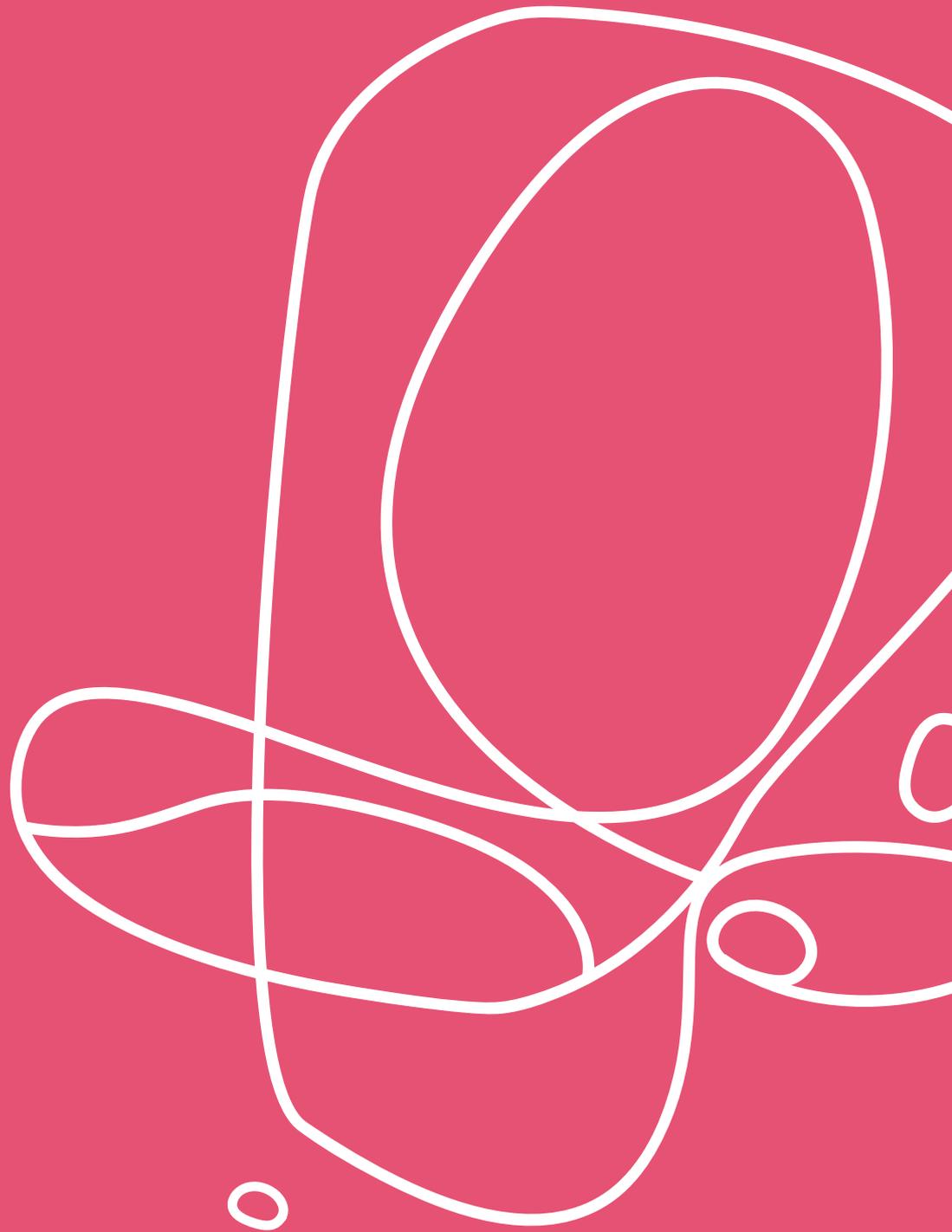


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step 2 : design

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## step 2 : design

With the analysis and vision clear, now it is the time for the structure. In this mix, you will bring your intentions, values, and ideas into a concrete **learning pathway**. Designing means mapping the full educational journey: from motivation to reflection, from first contact to final impact or the evaluation report. This stage is the most creative, collaborative, and strategic!

**Start with an aim.** What are you aiming to teach, explore, or shift in people? Search for one clear **aim**. Then break it down into achievable learning outcomes (**objectives**): what should change in knowledge, attitudes, behaviours, or skills by the end of your programme.

**Take your time** to build the aim and objectives. These steps will set your project and programme direction. Without them, it's easy to get lost in activities that feel exciting but don't serve the real intention.

### Example from the Co.Wonders project Sobremesa:

#### AIM

The Sobremesa project aims to develop competences of 18 youth workers to establish a community of practice that transforms violent conflicts, builds resilience and boosts the motivation of young people to engage in local context work through peer learning, design of educational programmes, test innovative practices and co-create a digital platform.

#### OBJECTIVES

- To raise awareness in the understanding of conflicts, violence, non-violence and conflict transformation;
- To create a space for mapping and sharing challenges in engaging young people in youth work;
- To provide space for peer-learning about and through engaging youth work practices;
- To design innovative online and offline methodologies in youth work by encouraging the creation and testing of educational methods for youth.

## step 2 : design

**The learners experience (end-to-end).** Design is not just about 'content', it's about experience. Think about the full journey from the participant's side:

- How are they welcomed?
- What motivates them to stay engaged?
- When do they reflect or rest?
- How do they apply what they've learned?

**Design a learner's journey.** It needs to include rhythm, emotions, methodology, and even the moments in-between (breaks, transitions, rituals, celebrations). You can prototype this journey using storyboarding, timeline mapping, or persona testing. Or take a friend or someone out of the project and ask them to feedback the process with you.

**Aligning the actions with the objectives.** Once objectives are defined, align each activity or workshop to one or more of them. This helps you stay focused and avoid content that is not needed. Make sure that: every objective has at least one related activity; every activity serves a real learning purpose; and that the methodology chosen fits the objective (i.e. reflection ≠ lecture)

**Play with the chaos or silences.** Sometimes we are afraid that the programme is not full enough, but creativity comes in times of chaos, free time or boredom. So design these spaces, include them in your programme.

**Choose the best educational framework.** Clarify the educational methodology of your programme. Is it:

- **Non-formal** (youth work, training, workshops, learning-by-doing)?
- **Formal** (school, university, curriculum-bound)?
- **Informal** (daily life, volunteering, self-led learning)?

**Your values are vital.** Add your programme values to the mix and make them explicit: social justice, inclusion, participation... How do they show? These values will shape games, methods and design choices.

## step 2 : design

**Learning styles: everyone has its own.** Invite participants to take a 'free learning style quiz' (check online) and reflect on how they best receive and process information. Common styles include: visual, auditory, reading/writing or kinesthetic, among others.

**Creativity in designing.** Where is it? Build activities that no-one did before, check workshops or long-term programmes from the 80's, ask teachers or trainers about their favourite programme or memory of it. This will allow you to build a more interesting and exciting long-term programme. You can also group people by style or interest or invite them to design a programme for themselves or build some sessions. So many opportunities!

**Communication.** Make it a key priority. Think about how you will introduce the programme, communicate between sessions, gather feedback, celebrate moments or share resources and materials. And please, make it human. Not one more "I hope this programme finds you well".

### Key elements at the time of designing:

element	to have into account
Aim setting	Define the "why" and the future legacy of your programme.
Learning objectives	Clear, aligned goals for knowledge, skills and attitudes.
Learner's journey	Full experience design. From registration to closure.
Learning styles	Adapt to how people learn best; co-create with them.
Educational context	Define whether your work is non-formal, formal, informal, or blended context.
Communication strategy	Build intentional, engaging, and human communication along the way.

**A last word on designing.** This is where you bring your creativity, tools, ideas and educational flow into reality. This is one of the most fun moments, so enjoy it. Remember your analysis, go out-of-the-box, test it and then, make it better.



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