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The Missing Peace

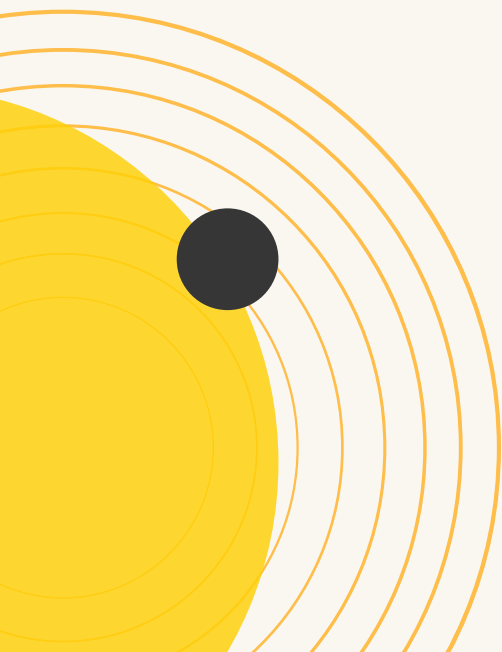
Youth, Peace, and Reconciliation



SCALING UP STRATEGY

FOR EXPLOITATION, UTILISATION,
AND SUSTAINABILITY OF THE
"MISSING PEACE" PROJECT

Work Package 5 - R.5.3



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The Missing Peace: Youth, Peace, and Reconciliation - Capacity-building of Youth Workers & Youth Organisations to Engage Young People in Reconciliation Processes

Erasmus+: Key Action 2 – Cooperation partnerships in Youth
Project number: KA220-YOU-055CD22D

WP5.R.5.3

Scaling Up Strategy for Exploitation, Utilisation, and Sustainability of the "Missing Peace" Project





Chapter 1: The Foundation – Governance & Methodology

1.1 Introduction: Structuring Peacebuilding for Scalability

The efficacy of any transnational peacebuilding initiative relies not merely on the quality of its educational content but, more fundamentally, on the robustness of its operational architecture. In the context of "The Missing Peace" project, the objective was not only to deliver isolated interventions but to construct a scalable framework for Youth, Peace, and Security (YPS) education. This chapter delineates the governance model, methodological grounding, and intergenerational dynamics that formed the bedrock of the project. By analyzing the administrative and pedagogical strategies employed during the initial Work Packages (WP1 and WP2), we establish how the consortium moved from abstract concepts of reconciliation to a concrete, operationalized strategy capable of replication across diverse European contexts.

1.2 The Collaborative Management Model: From Administration to Capacity Building

The management structure of "The Missing Peace" was designed to transcend traditional hierarchical project delivery. Instead, it adopted a model of "distributive leadership," where the lead applicant (Glencree Centre for Peace and Reconciliation) provided the governance framework, while partner organizations co-designed the operational mechanisms. Data from the project's impact evaluation (WP1) indicates that the utilization of shared coordination templates—specifically for budget monitoring, task distribution, and quality assurance—served a dual purpose: ensuring administrative compliance and fostering organizational learning.

A critical finding from the project's management review is the phenomenon of positive administrative "spillover." Partners with less experience in large-scale transnational grants reported a "learning by doing" effect. The rigorous financial tracking and standardized reporting formats introduced by the consortium lead were not only effective for this specific project but were subsequently adopted by partner organizations to improve their internal management cultures. This aligns with organizational theory suggests that transnational partnerships often function as "Communities of Practice," where tacit knowledge regarding governance is transferred alongside explicit subject-matter knowledge (Wenger, 1998).

Furthermore, the project optimized resource allocation through the strategic consolidation of activities. The "back-to-back" scheduling of the Kick-Off Meeting and the Study Visit to Ireland (WP2, Activity A2.1) emerged as a best practice. This approach reduced the carbon footprint of the project and maximized the budget for experiential learning, allowing the administrative synergy to directly support pedagogical depth.



1.3 Evidence-Based Design: The Needs Analysis & Methodological Grounding

A recurring critique of youth peacebuilding interventions is the disconnect between the programmatic design and the actual, lived realities of young people in post-conflict or polarized societies. To mitigate this risk, "The Missing Peace" anchored its curriculum development in a rigorous, mixed-methods Needs Analysis (WP2, Activity A2.2).

Rather than assuming a universal definition of "peace," the consortium conducted a comparative study across the participating countries. This phase engaged 60 young people and 43 youth workers through surveys, focus groups, and one-on-one interviews. The data gathered provided a granular view of the specific skills gaps and reconciliation needs within each national context. This phase was critical for validity; it ensured that the subsequent educational outputs—such as the "Peace by Piece" Toolkit—were responsive to actual demand rather than perceived needs.

The methodological framework was further solidified during the initial Study Visit to Ireland. By immersing the consortium in the context of the Northern Ireland peace process, the project established a shared theoretical lexicon. The experiential learning derived from engaging with the Glenree Centre's network of mediators and the All-Island Women's Peacebuilding Network provided a historical anchor. As noted in peace education literature, successful interventions require a "context-responsive" approach, where global frameworks (like UNSCR 2250) are translated into local vernaculars of conflict and resolution (Lederach, 1997). The Needs Analysis served as this translation mechanism, allowing the project to map the specific "missing pieces" of peace education in Germany, Lithuania, Cyprus, North Macedonia, and Ireland.

1.4 The Intergenerational Approach: Bridging Memory and Innovation

Perhaps the most distinct structural element of "The Missing Peace" was its deliberate integration of intergenerational dialogue into the governance and delivery mechanisms. The project posits that sustainable peace cannot be achieved by youth in isolation, nor by senior experts dictating terms to the next generation.

The project's staffing and participant structure reflected a consciously designed hierarchy of mentorship. Senior coordinators and veteran mediators (particularly from the Irish context) worked alongside younger staff members and youth activists. The impact evaluation of the project management (WP1) highlights that this mix ensured a bidirectional transfer of knowledge: senior staff provided historical context and diplomatic nuance, while younger staff contributed agility in digital tools and contemporary perspectives on social polarization.

This intergenerational dynamic extended to the project's fieldwork. During the research and piloting phases, young participants engaged with "veteran" stakeholders—ranging from former combatants to long-standing NGO directors. This aligns with the "3 Ps" (Participation, Protection, Prevention) outlined in United Nations Security Council Resolution 2250, which mandates the meaningful participation of youth in peace processes not as passive beneficiaries, but as active partners (UN Security Council, 2015). By embedding this principle into the project's foundation,





"The Missing Peace" ensured that its outputs were validated by the experience of the past while being engineered for the users of the future.

1.5 Conclusion

The foundation of "The Missing Peace" project was constructed on the premise that effective scaling requires a stable yet flexible core. By establishing a collaborative management culture that upskilled partners, conducting a rigorous needs analysis to validate the curriculum, and institutionalizing intergenerational exchange, the consortium created a resilient platform. This foundational phase (WP1 and WP2) transformed the abstract ambition of peacebuilding into a structured, replicable methodology, paving the way for the development of the high-impact educational tools detailed in the subsequent chapters.

Chapter 2: The Assets – Tools for Peace

2.1 Introduction: From Theory to Pedagogical Architecture

While the governance framework (discussed in Chapter 1) provided the operational stability for "The Missing Peace," the project's long-term impact is codified in its intellectual outputs. A central challenge in European youth work is the "silo effect," where effective methodologies remain isolated within specific organizations or national borders. To counter this, the consortium adopted a strategy of Open Educational Resources (OER), ensuring that all developed assets were designed for scalability, transferability, and digital accessibility (UNESCO, 2019).

This chapter analyzes the three primary assets generated by the project: the **"Peace by Piece" Toolkit**, the **e-Mapping Portal**, and the **Educational Pack**. These assets represent a shift from static educational delivery to a dynamic, user-centered "pedagogical architecture" designed to survive the project's funding cycle.

2.2 The "Peace by Piece" Toolkit: A Model of Co-Creation

The flagship output of the project, the "Peace by Piece" Toolkit (WP4, Activity A4.1), represents a comprehensive methodological guide for youth workers operating in polarized environments. Unlike traditional curricula developed solely by academic experts, this toolkit was the product of a rigorous **Participatory Action Research (PAR)** process.

Data from the impact evaluation indicates that the toolkit's development involved the direct consultation of at least **265 stakeholders**, ranging from teachers and Non-Formal Education (NFE) trainers to youth activists and policy experts. This extensive consultation phase ensured the "ecological validity" of the methods—meaning the tools were tested in the real-world environments where they are intended to be used, rather than in sterile theoretical settings.





The toolkit comprises a collection of step-by-step methods covering critical thematic areas:

- **Conflict Transformation & Pyramid Models:** Providing structural analysis of violence.
- **Historical Dialogue:** Addressing intergenerational trauma (notably drawing on the Irish and German contexts).
- **Arts-Based Learning:** Utilizing non-verbal communication methods to bridge linguistic divides.

Crucially, the design logic of the toolkit was heavily influenced by the project's youth participants. Feedback gathered during the piloting phases (WP4) led to the inclusion of clear facilitator guidance and "implementation notes" that address the practical constraints of youth work (e.g., time limitations, resource scarcity). By embedding the user experience into the design, the toolkit achieves a high degree of **replicability**, allowing youth workers with varying levels of experience to implement complex peace education sessions without requiring extensive external training.

2.3 The e-Mapping Portal: Digital Infrastructure for Peace

In an era of digital civic engagement, the physical limitation of local workshops necessitates a complementary virtual infrastructure. The **e-Mapping Portal** (WP2, Activity A2.4) serves as the digital backbone of "The Missing Peace" project.

The portal was designed not merely as a dissemination website, but as a "living library" and a networking utility. The project successfully identified and mapped **over 30 grassroots peacebuilding and reconciliation initiatives** across the participating countries (WP2, Activity A2.3). By aggregating these disparate initiatives into a single visualization tool, the project provides a comprehensive landscape of the youth peacebuilding sector in Europe.

The quantitative impact of this digital asset is significant. Evaluation metrics reveal that the portal attracted **over 10,000 views** in the 11-month period between January and November 2025. This high traffic volume suggests that the portal has successfully transitioned from a project artifact to a reference point for the wider community.

From a strategic perspective, the e-Mapping tool addresses the fragmentation of the peacebuilding sector. By making these initiatives visible and accessible via an open-access platform, the project fosters "connective action" (Bennett & Segerberg, 2012), enabling smaller organizations to locate partners, share best practices, and form transnational coalitions without the need for high-level institutional gatekeepers.

2.4 The Educational Pack: Blended Learning and Asynchronous Access

To ensure the sustainability of the capacity-building efforts, the consortium developed a **comprehensive Educational Pack** (WP3, Activity A3.1) that supports both synchronous (live) and asynchronous (self-paced) learning.





The pack includes approximately **40 hours of teaching materials**, structured around three stand-alone online courses and six "points of control" for assessment. This structure allows for a "blended learning" approach, where learners can engage with theoretical content online before applying it in face-to-face settings — a pedagogical model shown to increase retention and engagement in adult education (Garrison & Kanuka, 2004).

A standout component of this asset is the integration of multimedia storytelling. Capitalizing on the "spillover effects" of the initial study visits, the project repurposed recorded interviews into a learning series titled "*Lessons from Northern Ireland's Conflict and Reconciliation.*" Additionally, the project's adaptability was demonstrated when a planned Transnational Partner Meeting was converted into a **Podcast Series** (WP3, Activity A3.4), resulting in five episodes of reflective learning.

These digital assets ensure that the "tacit knowledge" of the project, the stories, the debates, and the nuanced reflections of the partners, is preserved alongside the formal curriculum. This serves a critical function in the project's **Scaling Up Strategy**: it allows future facilitators to access the "spirit" of the methodology, not just the technical instructions, thereby preserving the integrity of the intervention as it scales to new contexts.

2.5 Conclusion

The assets developed under "The Missing Peace" - the Toolkit, the Portal, and the Educational Pack - collectively form a robust infrastructure for peace education. By grounding the Toolkit in stakeholder co-creation, anchoring the network in a high-traffic digital Portal, and ensuring knowledge retention through a multimedia Educational Pack, the project has moved beyond the delivery of ephemeral activities. Instead, it has produced a suite of **Open Educational Resources** that are empirically validated, digitally accessible, and primed for autonomous reuse by the European youth sector.

Chapter 3: Validation – From Pilot to Practice (Localisation)

3.1 Introduction: The Imperative of Contextual Validation

The transition from a centrally developed methodological framework to contextually relevant practice constitutes the most significant challenge in transnational peace education. While Chapter 2 detailed the creation of the "Peace by Piece" Toolkit and Educational Pack, the subsequent phase (WP4) focused on their **localisation** and **validation**. This chapter examines the piloting phase, which was guided by the principle of **contextual adaptability**—the capacity of a generic educational tool to remain effective while being tailored to specific socio-political realities (Galtung, 1969).

The project utilized a dedicated **Transnational Bridge Program (WP3, A3.5)** to prepare youth activists and educators for this task. Engaging **over 70 participants** through peer-learning and





expert coaching, the Bridge Program served as an intermediary step, transforming young individuals into certified **Youth Multipliers** capable of leading the subsequent local pilots and ensuring the fidelity of the methodological transfer.

3.2 The Multi-Site Piloting Strategy

The localisation strategy involved conducting discrete, yet methodologically linked, piloting sessions across five distinct European contexts. This multi-site approach was essential for testing the **Replicability Potential** of the toolkit's core components—ranging from conceptual tools (like the **Conflict Pyramid**) to participatory exercises (like **BARNGA** and **Mock Trials**). The key outcomes of this phase were not merely the successful execution of workshops, but the generation of critical feedback that led to the final adaptation of the "Peace by Piece" Toolkit (WP4, A4.1).

3.2.1 Ireland: Contextualizing Conflict Definition and Reconciliation (WP4, A4.4)

The Irish pilot, hosted by the lead partner (Glencree), focused on adapting the conceptual tools to a post-Agreement environment where explicit violence has largely ceased, but structural and cultural conflicts persist. The validation focused on the **"Respect Room"** methodology—a framework for structured dialogue and conflict definition. The pilot results were instrumental in refining the toolkit's guidance notes, ensuring that facilitators understood how to bridge the gap between historical conflict memory and contemporary issues of identity and sectarianism, which require subtle, rather than overtly confrontational, educational approaches.

3.2.2 Germany: Embedding Peace Education in Civic Spaces (WP4, A4.6)

In Germany, the piloting focused on the integration of **"Music for Peace"** and historical analysis within a context often characterized by internal social polarization (e.g., migration, far-right extremism) rather than long-standing inter-state conflict. The method utilized was **Gamification** to engage youth, specifically integrating elements of the toolkit into existing youth worker structures. The key outcome was the successful demonstration that the toolkit's methods could be translated from a traditional "conflict resolution" setting to a broader "active citizenship" framework, thereby significantly expanding its **Replicability Potential** beyond post-conflict zones.

3.2.3 Cyprus: Utilizing Simulation for Dialogue (WP4, A4.7)

The pilot in Cyprus, conducted in high schools, faced the unique challenge of operating within a still-divided society. The methodology heavily relied on **Conflict Resolution Role-play Cards** and **Mock Trials** — high-engagement, simulation-based tools. Reaching **80 participants over 19 hours of activity**, the validation was highly successful, evidenced by a **spillover effect** involving a direct request from a participating school to conduct another workshop in the subsequent semester. This finding confirms the direct utility and perceived effectiveness of the simulation tools for addressing intergroup prejudice among adolescents in politically sensitive environments.



3.2.4 North Macedonia & the Wider Balkan Context (WP4, A4.8)

The North Macedonian pilot provided a crucial test of the toolkit's applicability in a multi-ethnic, post-conflict context within the Western Balkans. The activity, which tested tools like **BARNGA** (a simulation game for intercultural communication) and specific **Conflict Definition** exercises, involved a local youth group already familiar with peace education. The successful testing confirmed the viability of adapting the core tools for implementation by local youth workers. This outcome reinforces the concept of **horizontal scaling**, wherein the methodology is disseminated through existing civil society networks familiar with the local dynamics of reconciliation.

3.3 The "Bridge Program" and the Youth Multiplier Effect

The success of the localisation phase was inextricably linked to the **Transnational Bridge Program (WP3, A3.5)**. This model of capacity building ensured that the methodological knowledge was internalized by the Youth Multipliers before being deployed. The program's design—a sustained, 18-month engagement involving peer-to-peer meetings, expert coaching, and a virtual e-learning track—fostered a deep sense of ownership.

The most notable **spillover effect** of the Bridge Program was the proactive engagement of these trained participants in external, third-party workshops and dissemination events (e.g., those organized by the YPA or the Berghof Foundation). This demonstrates that the program not only validated the tools *within* the project's structure but also produced a cohort of autonomous, well-trained agents who immediately began replicating and disseminating the "Missing Peace" ethos and methods *outside* of the consortium's direct control. This validation of the Multiplier model is essential for achieving long-term sustainability and impact beyond the project's lifetime (Feinstein, 2004).

3.4 Conclusion

The robust design of the Bridge Program ensured that the tools were not just externally tested but were deployed and championed by a trained, committed network of Youth Multipliers, setting the stage for the strategic scaling strategies detailed in Chapter 4.

Chapter 4: The Scaling Strategy – Vertical & Horizontal

4.1 Introduction: From Local Validation to Systemic Change

Following the successful localisation and validation of the "Peace by Piece" assets (Chapter 3), the final phase of "The Missing Peace" project focused on strategically scaling the impact. Scaling in youth peacebuilding is defined not merely as increasing participant numbers, but as achieving **systemic change**—institutionalizing the methodology within existing structures (vertical scaling) and expanding its geographical and organizational reach (horizontal scaling)



(Uvin, 2202). This chapter analyzes the mechanisms deployed during Work Package 5 (WP5) to transition the project from a set of successful local pilots into a sustainable European framework for youth peace education.

4.2 Horizontal Scaling: Broadening the Reach through Multiplier Events

Horizontal scaling focuses on the replication and dissemination of the project's outputs across new geographic regions, organizations, and user groups. The primary mechanism for achieving this was the series of **Local Multiplier Events (LMEs)**, which capitalized on the network of trained Youth Multipliers (WP3, A3.5).

The LMEs served as decentralized dissemination hubs, with successful events documented in locations such as **Larnaca, Cyprus (WP5, A5.1)** and **Bitola, North Macedonia (WP5, A5.2)**.

- **Cyprus Example:** The Larnaca event leveraged the expertise of **CitizenAct** and youth council actors. Its key outcome was the successful demonstration of the toolkit to local youth councils and civil society actors, resulting in a clear **sustainability measure** where "local organisations will include the materials in future training cycles and community outreach." This direct integration into existing organizational curricula is a quantifiable metric of horizontal transfer.
- **North Macedonia Example:** The Bitola conference, involving **28 participants**, focused on local civil society and youth groups sharing their piloting experiences. Critically, the event documented signatures for a **Memorandum of Understanding (MoU)**, indicating a formal, organizational commitment to the future use of the toolkit.

These events confirmed the project's **Replicability Potential**, showing that the LME structure— involving local youth in presenting the project's activities and results—is an effective model for transferring ownership and ensuring the methodology is championed by local stakeholders. The use of the **e-Mapping Portal (WP2, A2.4)** as a repository during these events further secured the digital infrastructure necessary for broad, asynchronous access.

4.3 Vertical Scaling: Institutionalization and Policy Alignment

Vertical scaling is the process of integrating project outcomes into policy, institutional practices, or systemic structures, thereby ensuring sustainability through official endorsement. "The Missing Peace" pursued this through high-level policy engagement and strategic partnerships.

4.3.1 The Berlin Conference and Network Actors (WP5, A5.3)

The project's capstone event, the **Berlin International Conference (WP5, A5.3)**, was specifically engineered for vertical scaling. The conference, which gathered **51 participants** including practitioners, researchers, and policymakers, was themed "Network Actors of Peace: Mainstreaming Youth Peace and Security in Europe."





The primary objective was to facilitate direct dialogue between the grassroots practitioners (the Youth Multipliers and partner staff) and the policy-level stakeholders. The **Key Outcome** of this event was the **strengthening of the network between research, policy, and practice**. Policy engagement at this level is crucial for achieving **SDG 16 (Peace, Justice and Strong Institutions)** and leveraging the project's data to influence future European funding calls and national education frameworks.

4.3.2 Securing Institutional Buy-in through MoUs

Beyond the conference, the project initiated the securing of **Memorandums of Understanding (MoUs)** with local organizations. As highlighted in the North Macedonia LME (WP5, A5.2), these MoUs transform a voluntary commitment into a semi-formal institutional one. By requiring institutional signatories to adopt the toolkit, the project directly addressed the long-term **Sustainability Measures**, embedding the intellectual output into the daily operational plans of local NGOs, schools, and youth councils. This institutional buy-in is a prerequisite for achieving lasting policy impact (Uvin, 2002).

4.4 Cross-Border Spillover and Systemic Efficiency

A vital element of the scaling strategy was the generation of "spillover effects" that transcended the core project activities, influencing the management and strategic direction of the partner organizations themselves.

- **Organizational Capacity Building:** As noted in WP1, less experienced partners reported "learning by doing" in areas such as financial tracking and quality assurance, indicating that the rigorous project management framework established by the lead partner (WP1) had a lasting, positive influence on partner organizations' internal management culture.
- **New Project Pipelines:** A significant indicator of successful horizontal scaling is the generation of new, independent projects. The Educational Pack (WP3, A3.1) was used as the methodological foundation for a **follow-up peacebuilding project proposal** submitted under a subsequent Erasmus+ deadline, demonstrating that the assets have become reusable and transferable as seed capital for future initiatives.

The deliberate consolidation of activities, such as the **back-to-back scheduling of the Kick-Off Meeting and Study Visit (WP2, A2.1)**, further informed the scaling model by establishing a best practice for improving efficiency and budget utilization that is **Replicable** by other consortia in the sector.

4.5 Conclusion

The Scaling Up Strategy of "The Missing Peace" was meticulously executed across both horizontal and vertical vectors. Through decentralized Local Multiplier Events and the creation of trained Youth Multipliers, the project ensured wide-scale adoption and organizational integration (horizontal). Simultaneously, strategic policy engagement at the Berlin Conference and the securing of MoUs ensured that the outputs were positioned for institutional adoption and influence on systemic frameworks (vertical). This dual approach confirms that the **Exploitation**,





Utilisation, and Sustainability of the "Missing Peace" project are structurally sound and supported by a commitment from a growing network of policy and practice stakeholders.

Chapter 5: Impact Assessment and Key Performance Indicators (KPIs)

5.1 Introduction: Measuring Impact in Transnational Youth Peacebuilding

The evaluation of complex transnational projects requires a methodology that extends beyond simple activity counts. **Impact assessment** for "The Missing Peace" was therefore structured around two core dimensions: **Quantitative Reach** (measured via verifiable Key Performance Indicators or KPIs) and **Qualitative Outcome** (assessed through stakeholder feedback, behavioral change, and systemic change). This chapter synthesizes the project's performance across these metrics, demonstrating its alignment with the overarching goals of the Youth, Peace, and Security (YPS) agenda and the United Nations Sustainable Development Goals (SDGs).

5.2 Quantitative Reach and Operational Success

The project successfully exceeded expectations in several areas of measurable delivery, establishing a substantial footprint for the "Peace by Piece" methodology. These metrics confirm the project's operational efficiency and initial penetration into the target communities.

Area of Impact	Key Performance Indicator (KPI) Achieved	Activity Reference
Digital Dissemination	>10,000 views of the e-Mapping portal in the last 11 months (Jan – Nov 2025).	WP2, A2.4
Methodological Foundation	At least 265 stakeholders consulted on the production of the "Peace by Piece" Toolkit.	WP4, A4.1
Capacity Building	70+ participants engaged in the Transnational Bridge Program for Youth Activists & Educators.	WP3, A3.5
Policy Engagement	51 participants involved in the Berlin International Conference on "Network Actors of Peace."	WP5, A5.3
Local Piloting Scope	Piloting activities in Cyprus reached 80 participants over 19 hours of activities.	WP4, A4.7

Table 1. Impact indicators. Compiled by The Missing Peace consortium.

The high traffic on the **e-Mapping portal** (WP2, A2.4) is particularly significant, as it suggests the tool is operating as a genuine **Open Educational Resource (OER)** that attracts independent



interest, thereby confirming its role as a sustainable reference point beyond the active funding period. Furthermore, the engagement of **70+ participants** in the long-term **Bridge Program** (WP3, A3.5) indicates that the project successfully created a dedicated, trained cohort of **Youth Multipliers**, which is essential for the horizontal scaling strategy (as discussed in Chapter 4).

5.3 Qualitative Outcome and Behavioral Change

The qualitative impact evaluation centered on the **Key Outcomes** and **Spillover Effects** reported across the work packages, which reflect changes in skills, organizational culture, and professional collaboration.

5.3.1 Skill Acquisition and Confidence (WP3)

The capacity-building phase generated evidence of self-reported skill improvement among participants and trainers. The **Educational Pack** (WP3, A3.1) and the **Bridge Program** (WP3, A3.5) were designed to enhance both hard skills (e.g., facilitation techniques) and soft skills (e.g., cross-cultural communication).

- **Trainer Capacity:** The participatory co-creation process meant that youth workers involved were not passive recipients but **co-creators**, leading to higher adoption rates and confidence in using the final toolkit.
- **Youth Multiplier Promotion:** A key **Spillover Effect** reported was that trained participants from the Bridge Program actively engaged in follow-up capacity-building and dissemination events organized by external organizations (e.g., YPA, Berghof Foundation). This demonstrates a direct and unsolicited application of acquired skills and a commitment to the project's philosophy, validating the **Multiplier Effect** model (Feinstein, 2004).

5.3.2 Organizational Learning and Management Spillover (WP1)

The evaluation of **Project Management** (WP1) revealed a critical qualitative impact that extended beyond the project's content. The implementation of rigorous, shared coordination templates and quality assurance frameworks led to a demonstrable improvement in the organizational culture of less experienced partners. This internal effect is a form of **systemic impact**; the project served as a training ground for professionalizing management, with partners reportedly adopting shared financial monitoring and evaluation templates for use in their subsequent independent projects.

5.3.3 Community Acceptance and Sustainability Measures (WP4, WP5)

The localisation (WP4) and scaling (WP5) phases confirmed the acceptance of the assets by local communities:





- **School Integration:** Following the Cyprus piloting, a request was received from a high school to conduct another workshop in the subsequent semester (WP4, A4.7), providing tangible evidence of direct community buy-in and perceived pedagogical value.
- **Institutional Adoption:** Multiplier Events consistently resulted in **Memorandums of Understanding (MoUs)** and commitments that "local organisations will include the materials in future training cycles" (WP5, A5.1), transforming successful piloting into planned **Sustainability Measures**.

5.4 Alignment with United Nations Sustainable Development Goals (SDGs)

"The Missing Peace" project was intentionally aligned with global policy frameworks, particularly the UN's 2030 Agenda for Sustainable Development. The project's activities directly contributed to three core goals:

- **SDG 4: Quality Education** (Target 4.7): The project developed a comprehensive, openly accessible **Educational Pack** and **Toolkit** (WP3, A3.1; WP4, A4.1) focused on promoting a "culture of peace and non-violence." The validation process (WP4) confirmed its use in formal and non-formal settings, ensuring inclusive, equitable, and quality learning opportunities.
- **SDG 16: Peace, Justice and Strong Institutions** (Target 16.1, 16.7): All key activities, from the **Needs Analysis** (WP2, A2.2) to the **Berlin Conference** (WP5, A5.3), focused on promoting non-violent conflict resolution and inclusive, participatory decision-making. The project actively sought to strengthen the link between youth civil society and policy frameworks.
- **SDG 17: Partnerships for the Goals:** The consortium itself, encompassing six transnational partners, serves as an example of global partnership. Furthermore, the **Bridge Program** (WP3, A3.5) and the cultivation of **Associate Partners** (WP2, A2.3) reinforced the "multi-stakeholder partnerships" necessary to mobilize knowledge and resources effectively.

5.5 Conclusion

The impact assessment confirms that "The Missing Peace" achieved a high level of success across both quantitative delivery and qualitative change. The project not only met its defined KPIs, such as digital reach and participant numbers, but also generated significant **Spillover Effects** in organizational capacity and autonomous youth activism. By aligning its core methodology with global imperatives such as the SDGs, the project established its relevance and utility as a replicable model for effective youth peacebuilding in Europe and beyond.



Chapter 6: Future Roadmap and Sustainability

6.1 Introduction: From Project Conclusion to Enduring Legacy

The ultimate measure of a transnational project's success lies in its ability to generate an enduring legacy—transitioning from time-bound activities to self-sustaining resources and systemic policy influence. The strategic focus of the final phase was not merely dissemination, but ensuring the long-term **Exploitation, Utilisation, and Sustainability** of the intellectual outputs. This chapter outlines the project's roadmap for its continuation, detailing the technical and institutional mechanisms designed to keep the "Peace by Piece" methodology alive and active within the European Youth, Peace, and Security (YPS) landscape.

6.2 The "Living" Legacy: Maintaining the Digital Infrastructure

In modern peace education, digital infrastructure is not a secondary asset; it is the primary vector for global scalability. The project's sustainability strategy is anchored in the continued maintenance of its online platform, ensuring that the **Open Educational Resources (OER)** remain fully accessible and discoverable.

6.2.1 Perpetual Accessibility of the e-Library

The core of the digital legacy is the project website and its associated **e-Library** and **e-Mapping Portal** (WP2, A2.4; WP3, A3.5). The sustainability measure implemented for these assets stipulates they are "**Designed as an open-access tool to remain online and updatable beyond the project duration.**"

- **Content Preservation:** All finalized outputs—including the **Educational Pack** (~40 hours of materials, WP3, A3.1), the "**Peace by Piece**" **Toolkit** (WP4, A4.1), and reports of the **Transnational Bridge Program**—are archived in the digital space. This preservation ensures that future users have access to both the codified methodology and the contextual reports that explain its successful localisation.
- **Platform Maintenance:** A clear **sustainability measure** involves the archiving of relevant session recordings (where GDPR compliant) and ensuring the web domain remains active. This approach avoids the common pitfall of "project death" where content disappears upon funding cessation (Garrison & Kanuka, 2004). The platform is positioned as a static repository of high-quality, validated resources, ready for reuse.

6.3 Recommendations for Future Exploitation and Utilisation

For the project's outputs to realize their full potential, specific recommendations for key stakeholder groups are essential, guiding the autonomous utilisation of the assets in their respective domains.





6.3.1 Recommendations for Youth Workers and Trainers

The **Youth Multipliers** trained through the Bridge Program are the primary agents of horizontal exploitation. However, the assets must also be accessible to new users:

- **Recommendation 1: Integrated Curriculum Adoption.** Youth organizations should directly integrate the "**Peace by Piece**" Toolkit into their annual non-formal education curriculum. The toolkit's modular design, with clear facilitator guidance (WP4, A4.1), allows for easy insertion of individual modules (e.g., historical dialogue, conflict definition) into existing programs without the need for wholesale adoption.
- **Recommendation 2: Leveraging the Digital Map.** Youth workers initiating new local peace projects should consult the **e-Mapping Portal** (WP2, A2.4) to identify existing **grassroots initiatives** (over 30 mapped) for partnership and resource-sharing, thereby minimizing duplication of effort and strengthening local coalitions.

6.3.2 Recommendations for Policymakers and Educational Authorities

Vertical exploitation requires securing endorsement and integration into public sector structures:

- **Recommendation 3: Mainstreaming Non-Formal Methods.** National Ministries of Education and Youth Agencies should recognize the validated **Educational Pack** (WP3, A3.1) as an evidence-based resource for **SDG 4 (Quality Education)** and formally recommend its methods to public schools and state-funded youth centers. The project's alignment with **YouthPass certification** further supports this integration (WP3, A3.3).
- **Recommendation 4: Adopting the Transnational Coordination Model.** Organizations managing similar medium-scale transnational projects (e.g., Erasmus+ Key Action 2 partnerships) should adopt the **coordination model** developed in WP1. The **Spillover Effect** of shared financial monitoring templates and quality assurance frameworks should be replicated to enhance organizational capacity and administrative efficiency across new consortia (WP1).

6.3.3 Recommendations for Funding Bodies and Donors

The project's experience offers valuable insights into funding effectiveness:

- **Recommendation 5: Prioritizing "Back-to-Back" Mobility.** Future calls for proposals should encourage the consolidation of mobility activities (e.g., scheduling a Kick-Off Meeting and Study Visit "back-to-back" as done in WP2, A2.1). This proven **best-practice approach** maximizes resource utilization and reduces overhead, leading to greater programmatic investment.
- **Recommendation 6: Funding Multiplier Networks.** Funding mechanisms should allocate specific resources for the sustained operation of **Multiplier Networks** beyond the core project duration, acknowledging that the value lies in the human capital (the trained cohort of **70+ Youth Multipliers**) rather than solely the digital resources.



6.4 Conclusion: A Framework for Enduring Impact

The **Scaling Up Strategy for Exploitation, Utilisation, and Sustainability** of "The Missing Peace" is not a static report; it is an action plan for continued engagement. By committing to the perpetual maintenance of the digital assets, issuing clear policy recommendations, and fostering an autonomous network of Youth Multipliers, the consortium has established a robust framework. The project has moved beyond simply delivering activities to creating a **replicable model** for governance, pedagogical development, and systemic influence, ensuring that the *Missing Peace* is not just found, but actively maintained and scaled by the next generation of peacebuilders.

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Co-funded by
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