



WORKSHOP OVERVIEW

Workshop Title	Addressing the environmental determinants of AMR through design thinking
Facilitators and contributors Details of the individuals leading and contributing to the workshop, including: • Workshop facilitators • Guest speakers or contributors • Their roles in the session	Workshop leads: Prof Lisa Hall – University of Queensland Prof Erica Donner – SAAFE CRC (facilitator) Prof Sheleigh Lawler -University of Queensland (facilitator) With facilitation support from post docs – Dr Sopheak Hem (University of South Australia), Dr Yukiko Ezure (University of Queensland) and Dr Miguel Antonio Salazar (UNEP Regional Office for Asia and the Pacific) The team includes expert educators and facilitators
Background An overview of the context and rationale for the workshop, outlining the key issue, challenge, or opportunity it addresses, and why this topic is timely and relevant.	Design thinking is an iterative process that teams use to understand users, challenge assumptions, redefine problems and create innovative solutions to prototype and test. It is particularly useful when problems are multifaceted, involve multiple sectors and are ill-defined as is evident when considering AMR from a One Health perspective.
Workshop Aims A description of the purpose of the workshop and its intended focus. This section highlights what participants can expect to explore, learn, or develop during the session.	To introduce and upskill participants in how they can use design thinking to better understand and address the environmental dimensions of antimicrobial resistance. Design thinking has these particular advantages: 1) Developing empathy: Offers a framework for orienting diverse project teams around problems, as they exist within, and are experienced by individuals and communities, rather than around individual expertise, methodology or organizational structures. 2) Radical collaboration: Recognizes that no single discipline alone can systematically address complex health issues, precisely because health problems exist across and at the intersections of disciplines and sectors, not within them 3) Rapid prototyping: Testing many rough ideas in rapid iteration, or prototyping, aims to generate and test multiple alternative hypotheses and divergent strategies before selecting the best available option(s) for refinement. This workshop de-mystifying these methods so that people at a grassroots level can begin to employ them and benefit from the approach.
Participant Takeaways A summary of what participants will gain from attending the workshop. This may include new knowledge, practical skills, tools, frameworks, or shared resources, as well as any tangible outputs (e.g. ideas, draft materials, or collaborative outcomes).	Participants will leave with: • Access to design thinking toolkits that CRC SAAFE is developing with UNEP (kickstart project) • A practical understanding of how to use the toolkit to employ a design thinking approach to their work and projects
Expected Impact An outline of the broader value of the workshop, including how it may: • Influence research, policy, or practice • Support collaboration and knowledge exchange • Contribute to future work or ongoing initiatives	Building capacity of AMR stakeholders at all levels to undertake design thinking can help: • raise awareness, develop solutions; • break down barriers; and • improve collaboration between and within sectors In turn, this increases the likelihood of policy and project success in addressing the environmental dimensions of AMR. By equipping a broad mix of researchers, policymakers and industry participants with a shared, accessible methodology, the workshop supports more effective interdisciplinary collaboration and lays groundwork for future co-design initiatives.

Who should attend? Information on the intended audience for the workshop, including: • Relevant backgrounds, sectors, or expertise • The level of participation expected (e.g. discussion, group work, problem-solving)	There is no specific background required but this would work best if we had a broad mix of people from different sectors, policy, research and industry. Participants will be expected to actively participate in discussions, problem solving and completing hands-on group work with templates.
Workshop Schedule and Duration A summary of the structure and flow of the workshop, including: • Key session components • Interactive or breakout activities	The workshop will be framed around the five phases of design thinking (empathise, define, ideate, prototype and test) and will incorporate a combination of short presentations and case studies interspersed with activities where groups will use the templates in the toolkit. It will be based around a hypothetical scenario/ problem statement that teams will work together to “solve” over the course of the workshop. The workshop is carefully facilitated with participants receiving instructions, and hands-on support, for each phase. Rough Outline/ Run sheet: • Introduction to Design thinking • Update from UNEP about current policy challenges (Presentations) • Interactive activities covering two design thinking phases (Empathise and Define). <Break> • Interactive activities covering Ideate, Prototype and planning for Test phases. • Reporting back with time for questions • Summary presentation of key learnings