



# **Youth DemocrAID: Education, Debate, Action**

**WORKSHOP**

**“Youth Leadership and Empowerment”**

# Youth DemocrAID: Education, Debate, Action



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# TABLE OF CONTENTS

<b>Disclaimer on Ethical Standards</b>	<b>2</b>
<b>Introduction to the CERV Programme</b>	<b>3</b>
<b>Presentation of the Youth DemocRAID project</b>	<b>4</b>
<b>Theoretical introduction of the workshop</b>	<b>5</b>
<b>Agenda (2 proposals)</b>	<b>7</b>
Proposal for 2 hours	7
Proposal for 4 hours	7
<b>Ice breaker</b>	<b>8</b>
Proposal 1: Mission impossible	8
Proposal 2: Leadership in the Dark	9
Proposal 3: Leaders in the Circle	10
<b>Non formal activities by goals</b>	<b>11</b>
Goal 1 Develop leadership skills	11
Proposal 1 Leadership Simulation: "Critical Decisions"	11
Proposal 2 Social Project Simulation: "Initiatives for Change"	12
Proposal 3 Reflection activity: "My personal leadership"	14
Goal 2 Promoting active citizenship	16
Proposal 1 Role-play simulation: "Young Leaders in Institutions"	16
Proposal 2 Activity: "Map of Power"	18
Goal 3 Empowerment through awareness	20
Proposal 1 World Café: Thematic Tables	20
Proposal 2 Testimonials and Peer-to-Peer Mentoring	22
Proposal 3 Round Table: "Challenges and Opportunities for Young Leaders"	25
Goal 4 Networking and intergenerational collaboration	27
Proposal 1 Peer-to-Peer Mentoring Workshop: "Learning from Each Other"	27
Proposal 2 Interactive Role-Playing Game: "Intergenerational Leadership"	30
<b>Youth Leadership and Empowerment" debate</b>	<b>32</b>
<b>Attachments</b>	<b>35</b>
Annex Energizer Option 1	35
Annex Goal 1 Proposal 1	37
Annex Goal 1 Proposal 2	39
Annex Goal 1 Proposal 3	41
Annex Goal 2 Proposal 1	42
Annex Goal 2 Proposal 2	47
Annex Goal 3 Proposal 1	51
Annex Goal 3 Proposal 3	53
Annex Goal 4 Proposal 2	55

## Disclaimer on Ethical Standards

Welcome, everyone, to this workshop. Before we begin, I would like to take a moment to highlight some important values and ethical standards that will guide our discussions and activities. These principles are not only central to this workshop but also reflect the core values of the European Union under the Citizens, Equality, Rights, and Values (CERV) program.

- **Respect for Human Dignity:** Everyone deserves respect. All voices and perspectives are welcome, and we'll listen with open minds.
- **Equality:** Every person is valued equally, regardless of gender, race, religion, or background. Discrimination won't be tolerated.
- **Gender Equality:** All genders are treated equally, ensuring equal opportunities to contribute and participate.
- **Non-Discrimination & Anti-Racism:** We embrace diversity and stand against racism and discrimination. Let's challenge any biased behavior.
- **Freedom of Expression:** Share your ideas freely, but always with respect for others' dignity and rights.
- **Tolerance & Understanding:** Our differences are strengths. We'll focus on dialogue based on mutual understanding.
- **Participation & Inclusion:** Every voice matters, especially those that are often marginalized. Let's ensure everyone feels heard.
- **Solidarity & Cooperation:** Let's support and collaborate with each other to find solutions that benefit all.
- Our **Child Protection Policy** aims to protect children and young people from harm, exploitation, negligence, and violence in all activities organized by our organization, while ensuring a safe and inclusive environment for everyone involved.

By upholding these values, we'll foster a positive, respectful, and productive environment. Thank you, and I look forward to our session!

# Introduction to the CERV Programme

The Citizens, Equality, Rights, and Values (CERV) programme is a major European Union initiative aimed at protecting and promoting the fundamental rights and values enshrined in the EU Treaties and the Charter of Fundamental Rights. The programme supports projects operating at local, regional, national and transnational levels, with the aim of building open, inclusive and rights-based societies founded on the principles of democracy, equality and the rule of law.

These projects focus on promoting social inclusion, combating discrimination and protecting the rights of vulnerable groups, such as minorities and migrants. The programme also addresses issues such as racism and xenophobia, encouraging respect for diversity across Europe.

A key part of the programme is the promotion of democratic engagement and citizen participation in decision-making processes. By fostering dialogue between civil society and government, the CERV programme aims to ensure that citizens' voices are heard in shaping the future of Europe.

It also contributes to preserving Europe's shared history and cultural heritage, strengthening the sense of unity among European citizens. It supports initiatives that celebrate common values while recognising the richness of different European cultures.

Overall, the CERV programme plays a key role in creating a more inclusive and just European society. By strengthening civil society and promoting civic participation, the programme helps to ensure that equality, democracy and human rights remain central to the life of the European Union.

## Presentation of the Youth DemocrAID project

In today's fast-changing world, the importance of engaged and informed citizens cannot be underestimated. Active participation in democratic processes, from voting to community involvement, is fundamental to the health and vitality of any democracy. However, recent research and polls have revealed a worrying trend: a significant decline in political participation among young people, particularly those between the ages of 15 and 25, in several countries in Europe and beyond. Low voter turnout, disengagement from institutional politics and lack of civic awareness have become pressing problems.

'Youth DemocrAID' is a project created within the framework of the Citizens, Equality, Rights and Values (CERV) programme. Its main objective is to support and promote democracy, particularly with regard to the involvement of young people. They represent the emerging generation of citizens whose active engagement is essential to strengthen democracy and make the European Union more inclusive and united.

Youth DemocrAID aims to prepare engaging learning materials using non-formal education methods, offer workshops specifically designed for young people and connect them with their peers in partner countries by organising an international youth forum.

The activities are mainly aimed at young people aged between 15 and 25, enabling them to engage with their peers in the five participating European countries (Italy, Poland, Slovakia, Portugal and Greece) during a series of local workshops and debates conducted in each country.

# Theoretical introduction of the workshop

Welcome to this workshop dedicated to **Youth Leadership and Empowerment**. The aim of this meeting is to explore how young people, aged between 15 and 25, can not only actively participate in political and civic life, but also become **leaders** in their communities. This course is part of the **CERV** project '**Youth DemocRAID**', which aims to strengthen youth participation in democratic life and promote active citizenship.

We live in an era in which the role of young people is increasingly crucial. Global challenges - such as climate change, social inequalities, misinformation and the crisis of democracy - call for an active and conscious participation of the younger generation. However, young people often face social, cultural and economic barriers that limit their full involvement. This is why it is crucial to talk about youth **empowerment**.

## What is youth empowerment?

The term 'empowerment' refers to the process by which people gain more control over their lives, develop critical awareness and increase their ability to make decisions. For young people, this means acquiring skills, knowledge and confidence to influence decision-making processes in their communities, politics and institutions.

Empowerment is not only individual, but also collective: through active participation, young people can unite, support each other and build movements capable of generating concrete change.

## Youth leadership: driving change

**Youth leadership** is based on the idea that young people are not simply recipients of policies or initiatives, but key players who can drive change. Being a leader means taking responsibility for influencing and inspiring others, promoting dialogue and actively contributing to problem solving.

In a democratic context, leadership is not just about power, but about service and vision: young leaders must be able to listen, facilitate participation, build consensus and promote values of equity, inclusion and justice.

## The role of political participation and active citizenship

Part of our goal today is to understand how young people can be an integral part of **political life** and **active citizenship**. Youth political participation is not limited to voting, but includes a range of activities, such as volunteering, involvement in local associations, participation in social movements and the use of digital platforms to influence public debate.

Being active citizens also means developing a critical awareness of the power dynamics and inequalities that characterise society. This workshop aims to provide practical and theoretical tools so that you can acquire the necessary skills to become protagonists of this change.

## The objectives of the workshop

1. **Developing leadership skills:** Through practical activities, discuss how to build self-confidence, communicate effectively and work in teams to solve problems.
2. **Promoting active citizenship:** Explore the different ways in which young people can participate in public and political life, both locally and globally, and explore how you can make a difference in your communities.
3. **Empowerment through awareness:** Trying to understand how social, cultural and economic dynamics influence youth participation, and how to overcome the barriers that hinder your full inclusion.
4. **Networking and intergenerational collaboration:** Make connections with other young leaders and activists of different ages to exchange ideas and build concrete projects that can have a real impact.

## Online article about the topic:

[Building bridges: Empowering G20 youth to be leaders - Centre for Creative Leadership - Innovation](#)

## Agenda (2 proposals)

### Proposal for 2 hours

10 min	I. Introduction - European Ethical Standards and Values, Introduction to the CERV programme, presentation of the Youth DemocRAID project
10 min	II. Theoretical Introduction
15 min	III. Icebreaker
45 min	IV. Non-formal activities
30 min	VI. Debate
10 min	VIII. Conclusions, Feedback and Acknowledgements

### Proposal for 4 hours

10 min	I. Introduction - European Ethical Standards and Values, Introduction to the CERV programme, presentation of the Youth DemocRAID project
25 min	II. Theoretical Introduction
20 min	III. Icebreaker
50 min	IV. Non-formal activities
15 min	V. Coffee Break
50 min	VI. Non-formal activities
15 min	VI. Coffee Break
40 min	VII. Debate
15 min	VIII. Conclusions, Feedback and Acknowledgements

# Ice breaker

## Proposal 1: Mission impossible

**Goal:** To encourage teamwork, problem solving and collaborative communication in different challenging situations with unforeseen obstacles

**Number of participants:** 25-30 max.

**Age of participants:** 15-20 years old

**Materials needed:** Simple materials such as pens, sheets of paper, light balls, rubber bands, a stopwatch

**Duration:** 20 minutes

### Activities:

1. **Introduction** activity explanation to participants(5 minutes): Explain the objective of the activity and how it will take place. Participants will have to complete a construction challenge in a limited time, with the group facing difficulties to test their leadership and collaboration skills.
2. **Main activity**(10 minutes):  
Divide the participants into groups of 5-6 people. Each group receives simple materials (pens, paper, rubber bands) and has to build a tower as high as possible in 5 minutes. During the activity, introduce unexpected obstacles (attached)
3. **Debriefing**(5 minutes):  
Bring the groups together and reflect on the activity. Ask them:
  - Who took the leadership role and how?
  - What challenges did they face in working as a team?
  - How did they handle unforeseen obstacles?

### Specific learning outcomes:

- Understand the importance of collaborative problem solving.
- Dealing with unforeseen events and difficulties.
- Recognise the importance of distributed leadership.

### Annex Energizer Option 1

## Proposal 2: Leadership in the Dark

**Goal:** To develop leadership skills in uncertain environments and improve trust and communication in the team.

**Number of participants:** 20-40 max

**Age of participants:** 20-25 years

**Materials needed:** blindfolds for each participant or the possibility to darken the room.

**Duration:** 20 minutes

### Activities:

1. **Introduction** activity explanation to participants (5 minutes): Illustrate to participants that they will experience leadership based on trust. They will have to guide each other in situations where verbal communication will be their only resource, without being able to see or touch.
2. **Main activity**(10 minutes):  
Divide the participants into groups of 4-5 people. Each group chooses a leader, who will be the only one not blindfolded. The leader must lead the blindfolded members through a route (real or imaginary) giving only verbal instructions, without touching anyone. After 5 minutes, change the leader and repeat with a new challenge (e.g. reaching another object).
3. **Debriefing**(5 minutes):  
Group reflection on:
  - How did it feel to follow or drive without seeing?
  - What difficulties emerged and how were they addressed?
  - How did communication and trust influence the success of the business?

### Specific learning outcomes:

- Improving mutual trust.
- Develop leadership skills under conditions of uncertainty.
- Reinforce the importance of effective communication.

## Proposal 3: Leaders in the Circle

**Goal:** To strengthen group awareness and develop non-verbal leadership skills.

**Number of participants:** 40 max

**Age of participants:** 15-25 years

**Materials needed:** None.

**Duration:** 20 minutes

### Activities:

1. **Introduction** activity explanation to participants(5 minutes): Explain to participants that during the activity leadership will be expressed without words. They will have to be aware of others and understand who is leading the group at all times.
2. **Main activity**(10 minutes):  
Participants stand in a circle. One person starts as leader and makes a simple gesture (e.g. clapping hands). Slowly, another person has to take over the role of leader without declaring it, starting to make new gestures. The aim is for the leader's role to change without interrupting the flow of the activity. Repeat the challenge several times to allow several participants to take the leadership role.
3. **Debriefing**(5 minutes):  
Reflect on:
  - How did you work out who was leading the group?
  - Which non-verbal signals have been effective?
  - What did you learn about non-verbal listening and collaboration?

### Specific learning outcomes:

- Develop the ability to recognise and adopt leadership without verbal communication.
- Strengthening awareness and active listening.
- Understand the importance of shared leadership.

# Non formal activities by goals

## Goal 1 Develop leadership skills

### Proposal 1 Leadership Simulation: "Critical Decisions"

**Goal:** To strengthen the ability to make decisions in complex situations and to develop the participants' sense of responsibility.

**Number of participants:** 25-30 max

**Age of participants:** 15-20

**Materials needed:** written scenarios, paper, pens, space for discussion groups

**Duration:** 60 minutes

#### Activities:

- **Introduction** explanation of activities to participants (5 minutes)
- **Main activity:** Prepare realistic scenarios on youth leadership situations. (attached) Divide the participants into 4 small groups and assign them a scenario. Each group discusses and makes decisions on how to deal with the situation using the guiding questions. At the end, the groups share and discuss their choices with the rest of the workshop, analysing possible consequences. (45 minutes)
- **Debriefing:** Reflect on what it means to make a decision in a complex scenario (attached) (10 minutes)

#### Specific learning outcomes:

- Understanding the importance of accountability in leadership decisions.
- Addressing complex ethical dilemmas.
- Develop critical thinking and collaboration skills.

### Annex Goal 1 Proposal 1

## Proposal 2 Social Project Simulation: "Initiatives for Change"

**Goal:** To develop leadership, project management and problem-solving skills.

**Number of participants:** 20-40

**Age of participants:** 18-25 years

**Materials needed:** Papers, pens, discussion space, projector (optional), scenarios or ideas of social problems, presentation material (e.g. posters, markers)

**Duration:** 60 minutes

### Activities

#### 1. Introduction(5 minutes):

Introduction to the importance of youth leadership and project management, especially in the context of social initiatives. Briefly explains the activity and aims of the workshop. Presents a list of social problems that might affect young people.

#### 2. Main activity (45 minutes):

- Group formation: Divide the participants into groups of 4-6 people.
- Design of the initiative: Each group chooses a social problem it wants to tackle or can be assigned to each group from the annex. (attached)
  - Step 1: Identify the problem and discuss its causes and effects.
  - Step 2: Propose a concrete solution that the group considers feasible.
  - Step 3: Define the necessary resources (human, material, financial, etc.).
  - Step 4: Develop an action plan and create a short presentation (visual or verbal) that will illustrate the initiative.
- Project presentation: Each group has 2-3 minutes to present their idea to the other participants. During the presentation, the following points should be touched upon:
  - The problem chosen and why it is important
  - The proposed solution
  - Resources needed and potential obstacles
  - Expected impact of the project

#### 3. Debriefing(10 minutes):

Conduct a collective reflection on the activity. (attached)

### Specific learning outcomes:

- Understanding the key steps in project management.
- Develop leadership, problem-solving and collaboration skills.
- Enhancing creativity in solving real problems.
- Gain practical experience in planning and presenting social initiatives.

### Annex Goal 1 Proposal 2

## Proposal 3 Reflection activity: "My personal leadership"

**Goal:** To facilitate awareness of oneself, one's strengths and areas for growth in leadership.

**Number of participants:** 40 max.

**Age of participants:** 15-25 years

**Materials needed:** sheets with guiding questions, pens, space for discussion in pairs

**Duration:** 30-45 minutes

### Activities

#### 1. Introduction(5 minutes):

General introduction on the concept of leadership, explaining that it is not only about leading large teams or organisations, but also about being aware of one's abilities and acting positively in the community. It highlights the importance of personal reflection as a first step to becoming more effective leaders.

#### 2. Individual reflection (10-15 minutes):

- Distribute sheets with guiding questions to participants to help them in their personal reflection. (attached)
- Invite participants to reflect in silence and answer the questions on their own sheet. Stress that this phase is completely personal and that they should not share what they do not want to.

#### 3. Pair sharing (10-15 minutes):

- Once individual reflection is complete, ask participants to form pairs, encourage the formation of pairs among university and high school students if possible. Each participant will share some of their answers and reflections with their partner.
- It encourages open and frank discussion, inviting participants to support each other with constructive feedback or follow-up questions.

#### 4. Collective discussion (5-10 minutes):

- Invite some volunteers to share with the larger group their reflections or what they found meaningful during the pair discussion.
- Conduct a short collective discussion, asking a series of questions. (attached)

### Specific learning outcomes:

- Developing a greater personal awareness of one's own leadership qualities and goals.
- Reflect on how one's skills can be used to make a difference in the community.
- Fostering open dialogue and peer-to-peer discussion to strengthen personal growth and mutual support.

### Annex Goal 1 Proposal 3

## Goal 2 Promoting active citizenship

### Proposal 1 Role-play simulation: "Young Leaders in Institutions"

**Goal:** To understand democratic decision-making processes and develop advocacy, leadership and negotiation skills.

**Number of participants:** 40 max.

**Age of participants:** 15-25 years

**Materials needed:** sheets with role descriptions, note-taking materials, space for group discussions

**Duration:** 60 minutes

#### Activities

1. **Introduction**(5 minutes):

Introduction to the structure and importance of democratic institutions, explaining how decision-making processes work and that different social actors (politicians, NGOs, media, activists) influence these processes. Briefly explain the purpose of the simulation: to put participants in the shoes of various representatives who have to collaborate and negotiate on issues relevant to society.

2. **Formation of groups and assignment of roles** (5 minutes):

- Divide the participants into mixed groups, trying to include a variety of roles in each group. The roles will be based on the discussion scenarios chosen. (attached)
- Each group receives a card with a description of their role and the positions they have to defend during the simulation. (attached)

3. **Simulation of the meeting/assembly** (40 minutes):

- **Internal discussion and negotiation:** At the beginning, each group discusses internally its position on the social or political issue chosen by the annex. Each group prepares a short presentation to defend its position in front of the others.
- **Assembly or meeting:** Simulate a city council meeting, parliamentary assembly or UN conference, where each group presents its position. After the presentations, the groups must negotiate, ask questions of the other representatives and seek compromises to reach a common decision.

- **Media and NGOs:** Participants playing the media and NGOs may conduct interviews, disseminate information or lobby politicians to influence the discussion and outcome of the simulation.
4. **Debriefing**(10 minutes):  
At the end of the simulation, conduct a collective reflection on the activity.  
(attached)

#### **Specific learning outcomes:**

- Develop a practical understanding of democratic and institutional decision-making processes.
- Strengthening leadership, negotiation and advocacy skills.
- Fostering critical thinking and collaboration between students of different ages and backgrounds.

This simulation allows participants to experience the functioning of democratic institutions, putting themselves in the shoes of different actors and learning how collaboration, negotiation and external influence (media and NGOs) can affect the outcome of decisions.

#### **Annex Goal 2 Proposal 1**

## Proposal 2 Activity: "Map of Power"

**Goal:** To understand power dynamics in communities and to develop a critical view of the relationships between social actors.

**Number of participants:** 25-30

**Age of participants:** 15-20 years

**Materials needed:** A large map of the city or community where the workshop will take place (or sheets to draw it on), markers, sheets of paper, space for group discussion

**Duration:** 45 minutes

### Activities

1. **Introduction**(5 minutes):

Introduction to power dynamics within society, explaining how different actors (politicians, companies, NGOs, citizen groups, media, etc.) influence political and social decisions. Explain that the aim of the activity is to identify and visualise these dynamics within their community, reflecting on who holds power and who is less represented.

2. **Creating the power map** (30 minutes):

- **Step 1:** Give participants a pre-prepared map of the city or community, or ask them to draw one on a large sheet of paper.
- **Step 2:** Invite participants to identify the various power actors influencing community decisions. (attached)
- **Positioning and discussion:** Participants should then position these actors on the map according to their influence and power. For example, participants can indicate with different signs who has more power (large circles, for example) and who has less (small circles). During this phase, encourage an open discussion:
  - Who has the greatest impact on local decisions?
  - Which actors are underrepresented or have less voice in decision-making?
  - What are the dynamics of exclusion? (e.g. minorities, youth, marginalised groups)

3. **Reflection on the role of youth**(10 minutes):

After completing the map and discussing the power dynamics, lead a final reflection on the following points. (attached)

### Specific learning outcomes:

- Understanding the distribution of power within society and the dynamics of exclusion.
- Recognising who has decision-making power and who has less representation in the community.
- Reflect on how young people can gain a greater voice and influence in decisions that affect them.

This activity will help participants concretely visualise power relations in their community and develop a critical understanding of their role, while also stimulating reflection on how exclusion dynamics can be addressed to promote greater inclusiveness and representation.

### Annex Goal 2 Proposal 2

## Goal 3 Empowerment through awareness

### Proposal 1 World Café: Thematic Tables

**Goal:** To stimulate critical thinking, collaboration and the exchange of ideas on current topics related to youth empowerment.

**Number of participants:** 25-30

**Age of participants:** 15-18 years

**Materials needed:** tables with specific topics, sheets of paper for taking notes, pens, adequate space for changing groups

**Duration:** 60 minutes

#### Activities

1. **Introduction**(5 minutes):

General introduction to the World Café concept, explaining how the small group discussion format facilitates the exchange of ideas and collaboration on complex issues. Briefly explains the topics of the tables, all related to youth empowerment and participation.(attached)

He explains the main rules: each table has a moderator who facilitates the discussion and collects the main ideas, and participants change tables every 10-15 minutes.

2. **Thematic table discussions** (45 minutes):

○ Phase 1: Initial discussion (10-15 minutes)

Organise the participants into groups of 4-5 people and assign each group to a thematic table.

○ Each table has a specific theme and a moderator (who could be one of the participants or a designated facilitator). During the discussion, the group explores the assigned topic, sharing opinions, ideas and perspectives. The moderator notes the main ideas that emerged from the discussion.

○ Phase 2: Table change (every 10-15 minutes)

After the first round of discussions, the participants change tables. The new groups find the moderator who briefly summarises the main ideas that emerged in the previous discussion. The new participants then add new ideas, opinions and perspectives. This cycle is repeated until each participant has had the opportunity to participate in several discussions.

### 3. **Debriefing**(10 minutes):

After the participants have visited all the thematic tables, each moderator summarises the main ideas that emerged from each group for the specific topic of their table. At this point, you can ask participants to reflect on the common points that emerged from the different discussions and the differences in perspective that they noticed. (attached)

#### **Specific learning outcomes:**

- Exploring different perspectives on topical issues related to youth empowerment.
- Fostering collaboration and exchange of ideas among peers.
- Developing skills in the synthesis and presentation of concepts, fostering dialogue and critical reflection.

The World Café format offers a unique opportunity to engage participants in dynamic and structured discussions, allowing them to explore relevant topics from multiple perspectives. This activity stimulates critical thinking, promotes collaboration and offers a participatory and inclusive learning experience.

#### **Annex Goal 3 Proposal 1**

## Proposal 2 Testimonials and Peer-to-Peer Mentoring

**Goal:** To create connections and inspire young people through direct experience and peer mentoring.

**Number of participants:** 20-40

**Age of participants:** 18-25 years

**Materials needed:** chairs for discussion groups, adequate space for presentation and group work, microphone (if needed), note-taking sheets

**Duration:** 45 minutes

### Activities

#### 1. Introduction(5 minutes):

Introduction to the topic of mentoring and sharing real experiences. Explains to participants the importance of hearing testimonies from local young leaders or former participants in active citizenship initiatives, and how these experiences can be a source of inspiration for their personal paths. He anticipates that there will be a time for questions and discussion in groups after the testimonies.

#### 2. Young leaders' testimonies (15-20 minutes):

- **Invitation to Young Leaders:** Host one or more local young leaders or former participants in youth leadership programmes, active citizenship or social initiatives.
- Guest examples:

#### 1. Social or Environmental Activists

Young people who have played an active role in social or environmental campaigns, such as struggles for climate justice, human rights, or social change.

**Examples of impact:** Organisers of local movements (such as Fridays for Future), coordinators of sustainability awareness projects, or leaders of volunteer initiatives.

#### 2. Social Entrepreneurs

Young people who have founded or co-founded start-ups or social projects with the aim of solving local or global problems.

**Examples of impact:** Entrepreneurs who have created services or products to improve social inclusion, combat poverty, or offer innovative solutions for the community.

### 3. Youth Representatives in Municipal or Political Councils

Young people who have been elected or involved in youth councils, local politicians or other platforms that enable young people to participate in decision-making.

**Examples of impact:** Youth representatives who participated in local policy development processes, legislated on youth issues or pushed for inclusion initiatives in public policy.

### 4. Positive Influencers or Content Creators with a Social Impact

Young people using digital platforms to raise awareness on social issues or to promote positive change through social media.

**Examples of impact:** Content creators talking about sustainability, civic education or human rights, using social media to create awareness and activate young people.

### 5. Young Leaders in Education or Academia

Young people who have embarked on leadership paths in schools or universities, as student representatives or promoters of educational initiatives.

**Examples of impact:** People who launched mentoring initiatives for other students, created educational programmes, or promoted campaigns for the improvement of school or university conditions.

### 6. Sportsmen or Artists with Social Leadership Roles

Young people who have achieved a certain level of visibility through sport or art and use their platform to promote inclusion, mental wellbeing or other social issues.

**Examples of impact:** Athletes promoting gender equality or diversity in sport, or artists using art to discuss social issues.

- Each guest shares their story, explaining:
  - Their personal journey and the challenges they faced
  - How they developed leadership skills
  - The impact of their actions in the community
  - Practical tips for young people wishing to embark on a similar path
- Each testimony should last approximately 5-10 minutes, focusing on concrete experience and key learnings. The aim is to motivate participants by showing successful examples that are tangible and relevant.

#### 3. Small group discussion sessions (15-20 minutes):

- After the testimonies, divide the participants into small groups of 4-5 people. Each group has the opportunity to discuss what they heard and to ask specific questions to the young leaders or to each other.

- **Guiding questions for discussion:**
    - What impressed you most about the testimonies you heard?
    - What lessons can you apply in your personal journey?
    - What challenges do you think you can address in a similar way to those shared by the young leaders?
  - During this phase, participants can exchange ideas, reflect on how to integrate the good practices learned and support each other, thus reinforcing the concept of peer-to-peer mentoring.
4. **Final reflection and sharing** (5-10 minutes):
- Invite one or two representatives from each group to share with the rest of the participants the main ideas that emerged from their discussion.

**Specific learning outcomes:**

- Hear successful experiences in the field of youth leadership directly from the protagonists.
- Encourage reflection and emulation of good practices and strategies useful in one's own journey.
- Create a peer-to-peer support network among participants, stimulating mutual growth through discussion and mentoring.

This activity provides a unique opportunity to connect participants with real-life young leaders and allows for a collaborative learning environment, where inspiration and support are intertwined with the practice of peer mentoring.

## Proposal 3 Round Table: "Challenges and Opportunities for Young Leaders"

**Goal:** To foster dialogue, discussion and collaboration between students of different levels on issues of leadership and active participation.

**Number of participants:** 40 max.

**Age of participants:** 15-25 years

**Materials needed:** tables for discussion groups, chairs, guiding questions written on sheets or projected, adequate space for a round table and larger discussions.

**Duration:** 60 minutes

### Activities

#### 1. Introduction(5 minutes):

Introduction to the round table and explanation of the purpose of the activity: to promote an open and constructive discussion between high school and university students on youth leadership issues. Explains that the challenges and opportunities that young leaders face in today's world will be discussed together, with the aim of reflecting and learning through peer-to-peer dialogue. Briefly present the key topics to be discussed, which will include:

- The challenges of youth leadership
- The influence of young people in politics and society
- The differences and similarities between school and university leadership

#### 2. Small group discussion (20 minutes):

- **Step 1:** Divide the participants into small mixed groups, each consisting of students of different ages and school levels (high school and university students together). Each group receives a set of guiding questions to discuss. (attached)
- **Step 2:** Each group discusses the questions for 20 minutes, exchanging opinions and reflections. One group member notes the main ideas, which will be shared during the subsequent plenary discussion.

#### 3. Round table and open discussion (30 minutes):

- **Step 1:** After the discussion in the small groups, all participants gather in plenary for an interactive round table discussion. Each group appoints a spokesperson who shares the reflections from their group discussions with all participants.

- **Step 2:** After the spokespersons have reported the main ideas and insights, the discussion is opened to all participants, who can freely intervene to ask questions, comment or add new ideas. It encourages a spontaneous, but respectful and constructive dialogue, focusing the conversation on how to address the challenges raised and exploit the opportunities.
4. **Conclusion and final reflection** (5 minutes):  
Close the activity with a final reflection on the issues addressed, thanking participants for their contribution. Invite participants to consider how they can apply what was discussed in their daily lives and to continue the dialogue beyond the activity, exploiting the connections made between learners at different levels. (attached)

#### **Specific learning outcomes:**

- Strengthen the ability to express and articulate one's own ideas constructively during a discussion.
- Promoting dialogue and collaboration among peers on complex issues related to youth leadership and participation.
- Develop a greater awareness of the challenges shared by young leaders and the opportunities they can seize together.

This activity provides a platform for open discussion that encourages participants to reflect on common challenges and collaborate to find innovative solutions, promoting critical thinking and dialogue between students from different backgrounds.

#### **Annex Goal 3 Proposal 3**

## Goal 4 Networking and intergenerational collaboration

### Proposal 1 Peer-to-Peer Mentoring Workshop: "Learning from Each Other"

**Goal:** To foster the exchange of experiences, inspire leadership and promote networking between students of different ages.

**Number of participants:** 40 max.

**Age of participants:** 15-25 years

**Materials needed:** chairs, space for mentoring in pairs or small groups, paper and pens for taking notes

**Duration:** 60 minutes

#### Activities

1. **Introduction**(5 minutes):

Explains the aim of the workshop, which is to foster a mutual exchange between university students and high school students through peer-to-peer mentoring. Stresses the importance of sharing experiences and learning from each other, regardless of age or school level. In this activity, participants can reflect on crucial choices and common challenges, discussing solutions and new perspectives.

2. **Division into pairs or small groups** (5 minutes):

- **Step 1:** Divide the participants into pairs or small mixed groups of university and high school students. Each group will be a mutual mentoring team.
- **Step 2:** Assign each group a discussion topic based on crucial experiences related to leadership and academic life, such as choosing a course of study, participating in social initiatives, or being involved in leadership activities.

#### Examples of Sharing by University Students:

- Choice of Degree Course
- Involvement in Leadership Activities
- Difficulties Faced
- Social Initiatives and Volunteering
- Networking tips

### 3. Peer-to-peer mentoring session (30 minutes):

- **Phase 1:** University students begin the discussion by sharing their experiences about important decisions they have had to make in their academic or personal journey.
- High school students can ask questions about specific issues that they find relevant to their future, asking for advice on how to deal with similar choices or personal challenges.
- **Phase 2:** After the university students share, the high school students can in turn share their fresher or alternative perspectives. This two-way exchange allows university students to reflect on how they still face certain challenges today and to hear innovative or different ideas on common issues.

### Examples of Sharing by High School Students

- Uncertainties about the Future
- School Leadership Experiences
- Academic Challenges
- Importance of Volunteering

### 4. Final discussion and shared reflection (15 minutes):

After the discussions in pairs or groups, all participants come together for a moment of collective reflection. Invite some groups to share highlights of their conversations. Some guiding questions for the final reflection might include:

- What was the most significant experience or advice you received during the discussions and why?
- How did the shared experiences of university students make you see your current situation differently?
- What strategies or approaches have you learnt today that you intend to apply in your personal or academic life?
- How do you think the creation of a support network among students of different ages can influence your studies or future aspirations?
- What did you learn from listening to a different perspective from yours?
- What were the most interesting challenges or solutions that emerged?
- How have these conversations influenced your perception of leadership or your next important decision?

### Specific learning outcomes:

- Strengthening active listening and constructive dialogue skills.
- Building support networks between students of different ages, fostering intergenerational collaboration.
- Learning from direct experience and confrontation, focusing on leadership strategies and life choices based on the mutual exchange of ideas and perspectives.

This activity offers participants the opportunity to learn through direct experience and confrontation, allowing them to develop a peer-to-peer support network that can continue beyond the workshop.

## Proposal 2 Interactive Role-Playing Game: "Intergenerational Leadership"

**Goal:** To develop leadership, negotiation and collaboration skills among different age groups.

**Number of participants:** 40 max.

**Age of participants:** 15-25 years

**Materials needed:** adequate space for groups, note sheets, pens, role cards for each participant

**Duration:** 60 minutes

### Activities

1. **Introduction**(5 minutes):

Present the objective of the role play, explaining the importance of intergenerational leadership and teamwork. Briefly outline the problems the groups will face (attached) and clarify the format of the activity. Explain that each participant will have a specific role within their team, similar to how coalitions work in real life.

2. **Division into teams** (5 minutes):

- **Step 1:** Divide the participants into 4 mixed teams each with a different national problem to tackle. They will consist of university and high school students, make sure there is a good variety of experiences and viewpoints within each team.
- **Step 2:** Provide each participant in each team with a sheet with descriptions of their role and responsibilities. (attached)

3. **Discussion and planning** (30 minutes):

- **Step 1:** Each team discusses the assigned problem and begins to develop an action plan to address it by bringing together the views of the various roles. They must consider:
  - What solutions do you propose to solve the problem
  - How to structure their presentation to convince 'decision-makers'
  - What data or arguments to use to support their proposal
- **Step 2:** During planning, encourage teamwork and negotiation among team members, making sure that everyone can contribute their ideas. Offer support and suggestions to foster good decision-making and collaboration.

#### 4. **Presentation and negotiation** (15 minutes):

- **Step 1:** Once the action plan has been finalised, each team presents its proposal to the 'decision-makers', which may be interpreted by some participants or the facilitators. Each presentation should last approximately 3-4 minutes.
- **Step 2:** After the presentations, the 'decision-makers' can ask questions and request clarification, creating an opportunity for negotiation. The teams must respond convincingly and defend their proposals.

#### 5. **Debriefing and final reflection**(5 minutes):

Conclude the activity with a final debriefing, where participants can reflect on what they have learnt about intergenerational leadership, negotiation dynamics and collaboration between different ages. Some questions for the final reflection could include:

- What challenges did you face during planning and presentation?
- How did you work together to achieve a common goal?
- How did the different experiences and perspectives enrich the discussion?

#### **Specific learning outcomes:**

- Develop negotiation skills and collaborative leadership through teamwork.
- Promoting confrontation and cooperation between young people from different backgrounds and experiences, strengthening the idea of collective change.
- Understanding how different generations can work together to tackle complex problems and create innovative solutions.

This activity offers participants the opportunity to explore the concept of intergenerational leadership and develop practical skills through role-playing, stimulating empathy and understanding between different age groups.

#### **Annex Goal 4 Proposal 2**

# Youth Leadership and Empowerment" debate

## Goals of the Discussion:

- Collectively reflecting on experiences and lessons learnt during the workshop.
- Identify opportunities and challenges for young people in becoming leaders and active participants in society.
- Fostering comparison between peers and between students of different ages and backgrounds.
- Stimulate the creation of concrete ideas for the future, on how young people can positively influence their communities.

**Number of participants:** 40 max.

**Total duration:** 45-60 minutes

## Structure of the Group Discussion

### 1. Introduction to the Discussion (5-10 minutes)

**Facilitator:** Start by explaining the context and purpose of the group discussion, emphasising the importance of open and respectful discussion among participants. Remind participants that there are no right or wrong answers, and that the objective is to share experiences, ideas and reflections.

**Possible introduction by the facilitator:** "We have spent some time together exploring the topic of youth leadership and empowerment, but now it is time to put into practice what we have learnt and share our thoughts. During this discussion, each of you can reflect on your own experiences, listen to those of others and contribute to a collective reflection. Don't worry about having all the answers: the important thing is to participate and discuss together."

### 2. Guiding Questions for Discussion (30-40 minutes)

Divide the participants into groups of 6-8 persons to facilitate a more fluid discussion. If the group is small (less than 12 people), you can lead the discussion collectively. Each group will have a moderator (may be the facilitator or a volunteer) who will guide the discussion using guiding questions.

## Guiding questions:

### 1. Personal leadership experiences

- What was an experience in your life when you felt like a leader? What did you learn from this experience?
- What does being a leader mean to you?

**Goal:** To bring out personal experiences of leadership, whether related to school, community, or other situations. This is to recognise that everyone can be a leader in different contexts.

### 2. Challenges in youth leadership

- What do you think are the main difficulties or challenges young people face today in becoming leaders?
- How can we overcome these challenges, both individually and collectively?

**Goal:** To identify concrete obstacles, such as lack of access to resources, stereotypes, or inadequate representation in institutions, and to stimulate practical solutions.

### 3. Empowerment and active participation

- How can young people feel more empowered to actively participate in society and political life?
- What tools or opportunities are currently missing to foster youth participation?

**Goal:** To stimulate reflections on how young people can gain more decision-making power and what mechanisms can be strengthened to facilitate their active participation.

### 4. Collective leadership and intergenerational collaboration

- How can young leaders collaborate with each other and with other generations to create a positive impact?
- What can we learn from the older generations about leadership, and what can we teach them?

**Goal:** To encourage a dialogue on collective leadership and the role of intergenerational relations, identifying the strengths of both groups.

### 5. Concrete actions for the future

- What are the concrete steps we can take, individually or collectively, to foster youth empowerment and leadership in our communities?
- Is there anything we can do right now to start promoting change?

**Goal:** To push participants to think of tangible initiatives, ideas and projects to take forward, giving them a sense of responsibility and action.

### 3. Plenary Restitution and Conclusion (15-20 minutes)

After the discussion in the groups, bring all participants together for a plenary return. Each group chooses a spokesperson who summarises the main points that have emerged.

#### Applications for return:

- What was the most interesting reflection or idea that emerged from your group?
- What practical actions or solutions were discussed to promote youth leadership and empowerment?
- Are there common ideas between the different groups?

**Facilitator:** Summarise the main ideas that emerged and links ideas between the groups, highlighting any recurring themes.

#### Suggestions for discussion management:

- **Active moderation:** The moderator of each group must ensure that all participants have the opportunity to speak and contribute. If necessary, he/she may intervene with follow-up questions to stimulate the conversation.
- **Inclusive atmosphere:** remind participants to respect the opinions of others and to avoid interrupting. Create an active listening environment.
- **Time to reflect:** After each question, give participants a few seconds to reflect before answering. This helps generate deeper, more thoughtful answers.

### Final Conclusion

At the end of the discussion, he thanked the participants for their commitment and contribution. Stress the importance of continuing with concrete action and continuing to reflect on their role as young leaders. You can also encourage them to stay in touch and develop mutual support networks.

# Attachments

## Annex Energizer Option 1

Here are some examples of obstacles you can introduce in the 'Mission Impossible' activity to make the challenge more interesting and test teamwork, leadership and problem solving:

### 1. Limitation of the Use of a Hand

- Description: At a certain point in the construction, all members of a group can only use one hand. This will limit their ability to work quickly and force them to work more closely together.
- Goal: To stimulate non-verbal coordination and cooperation.

### 2. Prohibition of Verbal Communication

- Description: Sets a temporary ban on verbal communication for some members or the whole group. They have to find alternative ways to cooperate, such as gestures or writing.
- Goal: To improve non-verbal communication and the ability to solve problems without speaking.

### 3. Sudden Change of Leader

- Description: During construction, after 3 minutes, the leader of the group suddenly changes without warning. The new leader must take over and lead the group to complete the project.
- Goal: To strengthen adaptability and distributed leadership.

### 4. Adding Unnecessary Materials

- Description: In the middle of the activity, provide the groups with extra materials that seem useful but in fact are not. This will test them in discerning what is essential and what is not.
- Goal: To foster critical thinking and resource management.

## 5. Reduced Time

- Description: Halfway through the activity, you suddenly reduce the time available, announcing that they have only 1 or 2 more minutes to complete the construction.
- Goal: to train participants to manage stress and make quick decisions under pressure.

## 6. Removal of Materials

- Description: Remove a key element (e.g. rubber bands or pens) in the middle of the activity, forcing participants to find a creative alternative to continue the construction.
- Goal: To develop creativity and problem-solving skills in situations of limited resources.

## 7. Role of Inactive Observers

- Description: A group member becomes an observer and can no longer actively participate, but can give advice. The group must decide how to deal with the lack of a direct contributor.
- Goal: To test the ability to delegate and to work under reduced staffing conditions.

## 8. Changing Materials

- Description: Change the materials provided with others that are less effective or more difficult to use (e.g. replace paper with hardboard), forcing participants to rethink their construction strategy.
- Goal: To strengthen mental flexibility and adaptability.

## 9. Temporary Interruption

- Description: Introduce an unplanned interruption, such as a mandatory one minute of inactivity in which no one can touch the building. This will interrupt the flow and require the team to catch up quickly.
- Goal: To develop resilience and the ability to recover quickly after a break or setback.

## 10. Reduced Space

- Description: Narrow the space available for building, forcing the group to work together in a smaller, limited area.

- Goal: To improve the ability to work in shared spaces and optimise available resources.

These obstacles will help test resilience, teamwork and leadership in a dynamic and challenging environment.

## Annex Goal 1 Proposal 1

Pdf or sheets with leadership scenarios to solve

### Scenario 1: Conflict between student groups

In one school, there are two groups of students with opposing visions on how to organise the end-of-year party. One group wants a lavish and expensive party, the other prefers a simpler and more inclusive event to avoid some students feeling excluded. Tension grows and the student council must intervene to find a solution that satisfies both sides.

1. What are the needs and wishes of each group?
2. How can we ensure that both groups feel heard and respected?
3. What compromises can be proposed to find a common solution?
4. What are the possible consequences of choosing a luxurious event over a simpler one?
5. How can we promote constructive dialogue between the groups?

### Scenario 2: Protest against school policies

The school management has introduced a new rule restricting the use of smartphones during school hours. Many students are against it and start to organise a protest, but some think there are more effective ways to communicate dissent, while others want a peaceful demonstration. The student council is called upon to manage the situation and decide the best way to express dissent in a respectful manner.

1. What are the main reasons why students oppose the new rule?
2. Which communication strategies can be most effective in expressing dissent?
3. How can we ensure that the protest is respectful and does not lead to further conflict with the administration?
4. What risks might arise from a peaceful demonstration as opposed to more active forms of protest?
5. How can we involve the administration in the discussion to find a solution?

### Scenario 3: Discrimination in a school club

A group of students noticed that a school club started to indirectly discriminate against some students because of their cultural background or language. Some students have felt excluded and there is a risk of a rift. The group leader is called upon to intervene to foster inclusion and restore trust among members.

1. What specific behaviours indicate that there is discrimination in the club?
2. How can we address the problem without directly blaming the individuals involved?
3. What strategies can we use to promote inclusion and respect among club members?
4. How can we gather feedback from all members to better understand the situation?
5. What concrete measures can we take to restore trust in the group?

### Scenario 4: Organising a charity event

A group of students decided to organise an event to raise funds for a local charity. However, there are internal disagreements about the type of event to be realised (e.g. a marathon, a concert, a bake sale). Some think that a bake sale is too 'trivial', while others want a bigger but risky event.

1. What are the main objectives of the event and how can we achieve them?
2. How can we balance different ideas about the type of event to be organised?
3. What are the pros and cons of each proposed option (marathon, concert, bake sale)?
4. How can we ensure that the event attracts as many participants and supporters as possible?
5. What resources (time, money, volunteers) do we have at our disposal and how can we make the best use of them?

**Debriefing:** you could encourage participants to reflect on:

- **Responsibility:** How do they feel about the responsibility for the decisions they made in their scenario?
- **Ethics:** Did they face ethical dilemmas? What were the most difficult considerations?
- **Collaboration:** How did teamwork influence the decisions taken?
- **Lessons learnt:** What leadership skills do you feel were developed during the activity?

## Annex Goal 1 Proposal 2

Pdf or sheets with various social problems to solve, which will be assigned to each group.

### List of Social Problems

1. **Bullying:** Strategy to prevent and combat bullying in schools and communities.
2. **Lack of job opportunities:** Initiatives to create internships, apprenticeships and job opportunities for young people.
3. **Environmental pollution:** Projects to reduce local pollution and raise community awareness of the importance of sustainability.
4. **Restricted access to spaces for young people:** Creation of recreational or cultural areas for young people in public spaces.
5. **Discrimination and social inclusion:** Initiatives to promote equality and inclusion of minority groups.
6. **Mental health:** Awareness-raising and support for young people facing mental health problems.
7. **Financial Education:** Programmes to teach young people money management and savings skills.
8. **Lack of access to education:** Projects to provide tutoring and educational resources to disadvantaged students.
9. **Climate change:** Awareness-raising activities and practical actions to address the effects of climate change.
10. **Domestic violence:** Creating resources and support for victims of domestic violence in the community.
11. **Addictions (alcohol, drugs, gambling):** Prevention and support projects for those suffering from addictions.
12. **Lack of culture and artistic activities:** Initiatives to promote art and culture among young people, such as events, workshops or exhibitions.

**Debriefing:** you can use these four questions to make participants reflect at the end of the activity:

1. **What were the main challenges you encountered in defining your project and how did you deal with them?**
  - This question helps participants reflect on the difficulties they encountered and the creative solutions they found.
2. **How did the collaboration within your group influence the design process?**
  - This stimulates a discussion on group dynamics and the importance of teamwork in project management.

- 3. What specific skills have you developed or strengthened during this activity, and how do you plan to apply them in your daily or professional life?**
  - This question encourages participants to connect the experience with their personal and professional growth.
- 4. What impact do you hope your project will have on the community, and how do you plan to measure it?**
  - Here, participants are asked to reflect on the importance of evaluating the effects of their initiatives and the sustainability of their proposed solutions.

## Annex Goal 1 Proposal 3

Pdf or sheets with guiding questions

### What are my main leadership qualities?

- Think about the personal characteristics that make you a good leader, such as communication, empathy or the ability to make decisions.

### In which situations did I demonstrate my leadership skills?

- Think of specific times when you exercised leadership, both in formal and informal contexts.

### What are my goals as a young leader?

- Identify what you want to achieve in your growth as a leader, both in the short and long term.

### What aspects of my leadership would I like to improve?

- Be honest about the areas in which you feel you need growth and development.

### How can I use my skills to contribute to my community?

- Reflect on concrete ways in which you can apply your leadership qualities to make a difference.

### Who are my role models in leadership and what can I learn from them?

- Consider figures you admire and what characterises their leadership style.

### What obstacles might I encounter on my path to growth as a leader and how can I overcome them?

- Identify the challenges you might face and strategies to deal with them.

### How can I continue to develop my leadership over time?

- Think of resources, activities or experiences that can help you grow as a leader.

**Debriefing:** Possible questions you can use at the end of the activity:

1. What was the most significant insight that emerged from your personal reflection and how do you plan to apply it in your growth as a leader?
1. How has the confrontation with your partner influenced your view of yourself as a leader? Were there any new perspectives or feedback that you found particularly helpful?
2. What did you learn about yourself as a leader?
3. How do you now see your potential impact in the community or groups you belong to?

## Annex Goal 2 Proposal 1

Pdf or sheets with descriptions of roles, positions and scenarios of conflict, negotiation and compromise to make a joint decision

**Possible socio-political scenarios** to choose from, in which the various roles can interact and negotiate to reach a compromise. Each scenario presents a relevant context and allows the dynamics of discussion and decision-making to be explored:

### 1. Sustainable Environmental Policies

- **Scenario:** The city is planning to build a new urban park, but there are concerns about the environmental impact of construction and water management.
- **Goal:** To reach agreement on how the park can be designed to be ecologically sustainable, while maintaining recreational spaces for young people.
- **Roles Involved:** Environmental activist, youth representative, local politician, social NGO representative.

### 2. Access to Quality Education

- **Scenario:** The government is discussing a plan to improve access to education in public schools, but there are limited budgets and different political priorities.
- **Goal:** To find a compromise on how to allocate resources to ensure access to vocational training and support programmes for disadvantaged students.
- **Roles Involved:** National politician, youth representative, youth rights activist, media representative.

### 3. Youth Rights and Work

- **Scenario:** Following an increase in youth unemployment, the city council is considering introducing policies to incentivise the hiring of young people in local companies.
- **Goal:** To negotiate the measures to be taken, balancing the interests of companies with the needs of unemployed young people.
- **Roles Involved:** Local politician, youth representative, youth rights activist, social NGO representative.

### 4. Social Injustice and Inclusion

- **Scenario:** The community is facing increased racial tensions and discrimination. An action plan is needed to promote inclusion and combat injustice.
- **Goal:** To work together to develop policies that address the causes of discrimination and promote social cohesion.
- **Roles Involved:** Social justice activist, national politician, social NGO representative, media representative.

### 5. Health Emergency and Access to Services

- **Scenario:** Following a health emergency (such as a pandemic), the need emerged to ensure access to mental and physical health services for young people.
- **Goal:** To create an action plan providing equitable access to services, with special attention to vulnerable groups.
- **Roles Involved:** Local politician, youth representative, youth rights activist, social NGO representative.

### 6. Economic Development and Innovation

- **Scenario:** The city is trying to attract new businesses to stimulate the economy, but there are concerns about the potential environmental and social effects of new economic activities.
- **Goal:** To negotiate policies that favour economic development while respecting environmental and social standards.
- **Roles Involved:** Local politician, social NGO representative, environmental activist, media representative.

## 7. Media and Freedom of Expression

- **Scenario:** New media legislation is being discussed that could restrict freedom of expression and the right to information.
- **Goal:** To reach a compromise that guarantees freedom of the press and access to information while balancing concerns about disinformation.
- **Roles Involved:** Media representative, national politician, youth rights activist, social NGO representative.

### Roles and Descriptions

#### 1. Youth Representative

- **Description:** Represents the interests and needs of young people in the community. It focuses on issues such as education, employment opportunities and mental health.
- **Policy Position:** Supports policies that improve access to quality education and create employment opportunities for young people. Proposes the implementation of mental health support programmes in schools.

#### 2. Local politician

- **Description:** An elected member of the municipal council or a local government official. Has direct responsibility for the creation and implementation of local policies.
- **Policy Position:** Defends bills that promote sustainable development and economic innovation in the community, emphasising the importance of responsible budgetary policies.

#### 3. National politician

- **Description:** An MP or senator representing a region or party at national level. Addresses broader issues that affect the entire country.
- **Policy Position:** Focuses on national policies that support social justice, human rights and equality, proposing laws to combat discrimination and promote inclusion.

#### 4. Environmental Activist

- **Description:** Represents a non-governmental organisation (NGO) dealing with environmental issues. It raises public awareness and proposes solutions for sustainability.
- **Policy Position:** Proposes urgent measures to combat climate change, such as the adoption of renewable energy and waste reduction policies, advocating the need for an environmental action plan.

## 5. Youth Rights Activist

- **Description:** Promotes the rights and welfare of young people through awareness-raising and advocacy campaigns. Collaborates with other organisations to create positive change.
- **Policy Position:** Supports laws that protect the rights of young people, improve access to social services and promote youth participation in political decisions.

## 6. Media Representative

- **Description:** A journalist or columnist who represents the media in the debate. He is responsible for disseminating information and analysing political issues.
- **Political Position:** Defends the right to information and freedom of the press, highlighting the crucial role of the media in maintaining transparency and accountability in institutions.

## 7. Representative of a Social NGO

- **Description:** Represents a non-governmental organisation dealing with social issues, such as poverty, gender equality or human rights.
- **Policy Position:** Promotes policies that ensure access to basic services, such as health and education, and supports initiatives that aim to reduce social inequalities.

## 8. Social Justice Activist

- **Description:** Works to promote equality and justice within society, addressing issues such as racism, xenophobia and economic injustice.
- **Policy Position:** Supports policies that combat discrimination and promote the inclusion of all people regardless of their ethnic origin, gender or socio-economic status.

## Use of Roles

These roles can be distributed so that each group has a representation of various actors, facilitating a rich and diverse discussion of the chosen social and political issues. Each group can prepare its own arguments and positions based on the assigned roles, facilitating a realistic simulation of democratic decision-making processes.

**Debriefing:** Here are examples of questions you can use at the end of the activity:

1. **How have you perceived the role of collaboration and compromise in decision-making? How can these dynamics influence work in democratic institutions?**
2. **How has interaction with different roles (politicians, activists, media) broadened your understanding of social and political issues? Were there new perspectives that you had not considered before?**

3. What is the value of having a variety of voices and viewpoints in decision-making? How do you think your experiences in this simulation may influence your future civic engagement?
4. What challenges have you encountered in defending your position?
5. How difficult was it to negotiate and reach a compromise?
6. How do you feel about democratic decision-making?
  
7. What challenges did you encounter in defending your position during the simulation? Were there times when you had to change your mind or adapt your arguments?

## Annex Goal 2 Proposal 2

Here is a list of actors involved in the power dynamics of a community, with an explanation of their influence and role within the decision-making context:

### 1. Local politicians (Mayor, Municipal Councillors)

#### Influence: Very high

- **Role:** Local politicians are the main decision-makers in matters related to the city or community. They have the power to create, approve and implement policies, regulations and programmes that affect citizens, the economy and the local environment.
- **Influence:** They control public resources, approve urban planning projects, and have the authority to influence local laws. They are often influenced by pressure groups or special interests.

### 2. Local Companies and Entrepreneurs

#### Influence: High

- **Role:** Local companies (especially large companies or those with a strong economic impact) have considerable influence on political decisions, especially regarding economic development, employment and tax policies.
- **Influence:** They can lobby politicians through donations, sponsorship and lobbying. They have a significant impact on the economic well-being of the community, and often influence decisions concerning infrastructure, transport and urban development.

### 3. Non-Governmental Organisations (NGOs)

#### Influence: Medium-High

- **Role:** Local environmental, social or justice NGOs promote specific causes and seek to influence political decisions in line with their objectives. They can also provide essential services and help marginalised groups to be heard.
- **Influence:** Although they have no direct decision-making power, they exert pressure through advocacy, public campaigns and citizen mobilisation. Their power depends on the support they can gather from the community and the media.

#### 4. Citizens' Groups and Civic Associations

##### Influence: Medium

- **Role:** These groups often represent specific interests, such as environmental protection, town planning or consumer rights. They lobby local politicians to implement or change policies.
- **Influence:** Their strength derives from the organisation and the number of people they represent. The more a group manages to involve citizens, the more power it will have in political decisions.

#### 5. Local Media (Newspapers, TV, Radio, Social Media)

##### Influence: High

- **Role:** Local media disseminate information and can strongly influence public opinion on key issues. Their job is to monitor and keep tabs on politicians, companies and other power players.
- **Influence:** They can push public debate on certain issues and put pressure on politicians through articles, reports and investigations. They can also amplify the voice of NGOs or citizens' groups.

#### 6. Educational Institutions (Schools, Universities)

##### Influence: Medium

- **Role:** Schools and universities are often involved in the decision-making process by advising on educational and social issues. They are an important voice in the education of future generations and the development of the human capital of the community.
- **Influence:** Their influence is significant in educational policies and the training of young leaders, but can also extend to social and cultural issues.

#### 7. Religious Groups or Faith Communities

##### Influence: Medium

- **Role:** Religious organisations can have a moral and cultural influence within the community, offering spiritual leadership and also social services.
- **Influence:** Their strength depends on the size of the religious community and the involvement of the population. They can influence decisions on ethical or social issues, such as inclusion and social justice.

## 8. Law Enforcement and Security Services

### Influence: Medium

- **Role:** Local police and other security forces play an important role in public safety, and influence local justice, security and crime policies.
- **Influence:** They can influence public security policies, and have a bearing on decisions concerning public order, emergency management and the safety of citizens.

## 9. Youth and Youth Activism Groups

### Influencia: Low-Medium

- **Role:** Young people and emerging youth groups often seek to influence local decisions on issues concerning education, employment, and social justice. Many times they are under-represented in formal decision-making processes.
- **Influence:** Although their direct influence may be limited, they can increase their power through social activism, participation in NGOs and the use of social media to mobilise public support.

## 10. Representatives of Minorities or Marginalised Groups

### Influence: Low

- **Role:** These groups include ethnic and economic minorities, people with disabilities and other groups that are often under-represented in political decisions. They fight for inclusion, human rights and equality.
- **Influence:** They have little direct influence, but can increase their visibility through alliances with NGOs, media and active citizens' groups. Their goal is often to make their voice heard through advocacy.

### Final Thoughts on the Map of Power:

- The **distribution of power** is not static: it often depends on the specific issue addressed and the effectiveness of activism or awareness-raising campaigns.
- **Young and marginalised groups** tend to have less influence, but can increase their power through mobilisation, civic participation and strategic use of the media.
- **Local politicians and companies** tend to have the most direct and tangible power, but they have to respond to public pressure and political dynamics.

This activity can make participants reflect on how influence is distributed in their community and what strategies they can adopt to increase their participation and impact.

**Debriefing:** Here are some questions you can use at the end of the activity to stimulate critical reflection among participants:

1. **"Which actors have you identified as the most influential in your community? What do you think gives them this power?"**  
*Goal:* To reflect on why some actors hold more power than others and identify the sources of this power (economic resources, political power, access to media, etc.).
2. **"Are there any actors or groups that have surprised you by their lack of influence? Why do you think they are less represented or listened to?"**  
*Goal:* To explore the dynamics of exclusion and marginalisation, especially with regard to groups such as young people, minorities or marginalised communities.
3. **"How do you think young people can increase their voice and influence in decisions that affect the community?"**  
*Goal:* To encourage participants to reflect on concrete actions and strategies (advocacy, activism, use of media) to strengthen the role of young people in power dynamics.
4. **"What do you think could change in the community if the least represented groups had more power? How could the quality of life for all improve?"**  
*Goal:* To stimulate reflection on inclusiveness and the importance of balanced representation in community decision-making to promote equity and social justice.
5. **How can young people fit into these dynamics and gain more voice and influence?**
6. **What strategies could they use to make their voices heard (advocacy, participation in NGOs, activism, use of media)?**
7. **What could the community do to give more space to underrepresented groups, including young people?**

## Annex Goal 3 Proposal 1

List of discussion topics in the various tables

### **Youth Political Participation**

How can young people become more involved in local and national politics? What barriers exist to youth political participation and how can they be overcome?

### **Climate Change and the Role of Youth**

What is the role of young people in the fight against climate change? What concrete actions can they take to influence environmental policies and promote a sustainable lifestyle?

### **Social Inclusion and Equal Opportunities**

How can young people contribute to a more inclusive society? What actions can be taken to ensure equal opportunities for all people, regardless of their socio-economic background, gender, ethnicity or sexual orientation?

### **Social Media Impact of Youth Activism**

How has social media changed the face of youth activism? What are the benefits and challenges of using digital platforms to promote social change?

### **Education and Access to Resources for Young People**

What improvements are needed in the education system to better meet the needs of young people? How can young people access resources, training and learning opportunities that prepare them for the future?

### **Youth Unemployment and Job Opportunities**

What policies or initiatives can be taken to combat youth unemployment? How can young people prepare themselves for the changing world of work?

### **Mental Health and Wellbeing of Young People**

How can we improve access to mental health services for young people? What strategies can be used to promote mental wellbeing in schools and communities?

### **Technology and Innovation as Tools for Youth Empowerment**

How can young people use new technologies to promote positive changes in their communities? Which technological skills are crucial for youth empowerment?

## Human Rights and Social Justice

What are the main challenges young people face in terms of human rights and social justice? How can young people take action to combat injustice and inequality in their communities?

## Active Citizenship and Youth Volunteering

What is the role of volunteering in shaping young people as active citizens? How can volunteering experiences contribute to youth empowerment and leadership?

**Debriefing:** 4 questions that can stimulate in-depth reflection at the end of the activity:

1. **What were the common points that emerged from the different discussions on the thematic tables?**

This question helps to identify the shared ideas that emerged on different topics, fostering a sense of unity and recognising the elements that united the various perspectives of the participants.

2. **What differences in perspective did you notice between the various thematic groups and tables?**

Invite participants to reflect on differences of opinion and different approaches to problems, encouraging awareness of diversity of thought and understanding of nuances in discussions.

3. **What solutions or innovative ideas have emerged on how young people can be active players in the issues?**

This question aims to bring out practical solutions and concrete strategies that young people can adopt to become more involved and influential on issues such as politics, climate, social rights, etc.

4. **How do you plan to apply the thoughts and ideas discussed today in your communities or daily lives?**

It fosters a connection between theoretical discussion and practical action, prompting participants to consider how to translate ideas into tangible action in their local context.

## Annex Goal 3 Proposal 3

Pdf or sheets with guiding questions written on sheets or projected for discussion

### Youth Leadership Challenges

1. **What are the main challenges young leaders face in school or university today?**
  - What social, academic or family pressures affect their ability to lead?
2. **How do society's expectations influence the choices and actions of young leaders?**
  - How can young people cope with these expectations?
3. **How can young leaders deal with criticism or rejection when new ideas or initiatives are proposed?**
  - What strategies have they found effective in similar situations?

### Youth Influence in Politics and Society

4. **How can young people influence political and social decisions in their community?**
  - Are there local examples of change brought about by young leaders?
5. **What is the role of social media in giving young leaders a voice?**
  - How can these platforms be used to mobilise support or raise awareness on important issues?

### Differences and Similarities between School and University Leadership

6. **What are the main differences between leadership in colleges and universities?**
  - How do the dynamics and responsibilities change?
7. **Are there similarities between leadership experiences at school and university?**
  - What skills can be transferred from one context to another?

### Leadership Skills Development

8. **What can you do, in your current context, to become a more effective leader?**
  - Which specific skills do you think are most important to develop?
9. **How can networking and collaboration with other young people improve your leadership?**
  - Do you have examples of collaborations that have led to positive results?

## Opportunities for Young Leaders

10. **What opportunities exist today for young people wishing to take on leadership roles?**
  - Are there programmes, scholarships or local initiatives that could help?
11. **How can young leaders create a more inclusive environment for their peers?**
  - What practices can they adopt to ensure that all voices are heard?

## Conclusion of the Discussion

- **What are the main ideas or insights you will take away from this discussion?**
- **How will this information influence your future actions as a young leader?**

## Annex Goal 4 Proposal 2

Pdf or role card sheets for each participant

### Role Cards

#### 1. Activist

**Description:** You are a young activist committed to social and environmental issues. You believe in the importance of direct action and mobilising people for change.

#### Responsibility:

- Bringing a fresh and motivated perspective to discussions.
- Propose innovative and practical solutions to the problem.
- Mobilise other team members and help keep energy and enthusiasm high during planning.

#### Suggestions for dealing with the problem:

- Share examples of successful campaigns and mobilisation techniques.
- It emphasises the importance of youth activism in creating change.

#### 2. Youth Representative

**Description:** You represent the voices and concerns of your generation. You are in contact with other young people and know what their needs and aspirations are.

#### Responsibility:

- Gathering and presenting the opinions and concerns of young people.
- Ensure that the proposed solutions take into account the needs of your generation.
- Fostering dialogue between team members.

#### Suggestions for dealing with the problem:

- Share survey or research results showing young people's opinions on this issue.
- It emphasises the need for an open dialogue between generations.

### 3. Member of the Government

**Description:** You are a government representative, responsible for youth policy and the implementation of reforms. You are experienced in political dynamics and working with institutions.

**Responsibility:**

- Provide a framework for the problem and its solutions.
- Assess the feasibility of the group's proposals.
- Contribute with a realistic perspective based on previous experience.

**Suggestions for dealing with the problem:**

- He talks about current policies and how they could be changed to improve the situation.
- It helps to connect proposals with budgets and available resources.

### 4. Communication Expert

**Description:** You are a communications professional with experience in social marketing and information campaigns. You know how to present ideas in an effective and engaging way.

**Responsibility:**

- Help the group formulate and structure their presentation.
- Provide tips on how to communicate persuasively.
- Ensure that the message reaches the audience in a clear and incisive manner.

**Suggestions for dealing with the problem:**

- Share effective communication techniques and strategies to engage the audience.
- It emphasises the importance of using data and personal stories to support arguments.

### 5. Technological Innovator

**Description:** You are a young entrepreneur or technology student passionate about innovation. You are convinced that technology can be a powerful tool for solving social and environmental problems.

### Responsibility:

- Propose innovative technological solutions to address the problems discussed.
- Contribute to the discussion with examples of start-ups or emerging technologies.
- Helping the team to integrate technology in a practical and accessible way.

### Suggestions for dealing with the problem:

- It talks about how technology (apps, online platforms, AI) could be used to solve the problem.
- Share examples of technological innovations that have been successful in other parts of the world.

## 6. Community Organiser

**Description:** You are an expert in community dynamics and are actively involved in organising local events. You understand how to unite people with different interests and backgrounds for a common goal.

### Responsibilities:

- Facilitating collaboration and dialogue between group members.
- Contribute strategies on how to actively involve the community in the change process.
- Help the group plan an action at local level that can have a significant impact.

### Suggestions for tackling the problem:

- Share examples of successful local initiatives.
- Propose ideas to mobilise the community and gain their support.

## 7. Social Psychologist

**Description:** You are an expert in social psychology, specialising in understanding human behaviour in group contexts. You bring a perspective centred on the importance of motivation and mental well-being of team members.

### Responsibilities:

- Monitor group morale and promote an inclusive and respectful working environment.

- Emphasise the importance of psychological well-being in discussions and proposals.
- Contribute knowledge about human behaviour and group dynamics to improve decision-making.

### Suggestions for dealing with the problem:

- It highlights the impact of psychological dynamics on decisions and their implementation.
- Propose techniques to maintain emotional balance and high motivation during negotiations.

## 8. Educator

**Description:** You are a teacher or educator experienced in educational issues and passionate about school reform. You want to improve the education system to better adapt it to the needs of young people.

### Responsibilities:

- Contribute to the discussion with direct experiences from the world of education.
- Assess the feasibility of the proposed solutions in real educational contexts.
- Offer suggestions on how to improve learning and teaching in schools and universities.

### Suggestions for dealing with the problem:

- Talking about the challenges that teachers and students face in the current system.
- Propose ideas to improve the use of technology in teaching and to make the curriculum more relevant to the needs of the modern world.

## Scenarios and Problems to Face

### 1. Education Reform:

- **Problem:** Students are facing an education system that does not meet the needs of the modern world. How can your team propose a reform that integrates new technologies and teaching methods?
- **Goal:** To develop a plan for educational reform that involves students and young professionals in the decision-making process.

### 2. Climate Change:

- **Problem:** Young people feel powerless in the face of climate change and current environmental policies. How can your team create an initiative to raise youth awareness and action?
- **Goal:** To propose an action plan for a climate change awareness campaign involving schools and communities.

### 3. Youth Participation in Politics:

- **Problem:** Young people are under-represented in political decision-making processes. What measures can your team take to encourage greater youth participation in politics?
- **Goal:** To develop strategies to involve young people in local and national political decisions.

### 4. Youth Mental Health:

- **Problem:** There is growing concern about mental health among young people. How can your team promote the importance of mental health and provide resources for support?
- **Goal:** To create an awareness and support plan for mental health in schools and universities.

### 5. Fair Access to Digital Resources:

- **Problem:** Access to the Internet and digital resources is still unequal in many areas, causing an educational and employment disparity among young people. How can your team create a strategy to improve access to digital technologies?
- **Goal:** To propose a solution to ensure that all young people, regardless of their geographical or economic origin, have access to the digital resources they need for study and work.

### 6. Youth Work Precariousness:

- **Problem:** Many young people find it difficult to access stable, well-paid jobs. Fixed-term contracts, unpaid internships and precarious jobs are common among young workers. How can your team address the problem of job insecurity?

**Goal:** Propose policies and initiatives to improve access to stable jobs and create new employment opportunities for young people.

## 7. Social Inclusion for Young Immigrants:

- **Problem:** Young immigrants face significant challenges in integrating into schools and local communities due to both language and cultural barriers. How can your team improve integration and a sense of belonging for young immigrants?
- **Goal:** To develop a plan to foster the social and cultural inclusion of young immigrants through education, civic participation and access to community resources.

## 8. Food Sustainability and Waste:

- **Problem:** Young people are increasingly aware of the environmental impact of the food industry, but the change in eating habits is still limited. How can your team promote sustainable eating habits and reduce food waste in schools and communities?
- **Goal:** To propose an awareness-raising campaign that encourages sustainable food practices, such as consuming local food, reducing waste and composting.

## 9. Work-Life Balance for Young Professionals:

- **Problem:** Many young people find it difficult to balance their emerging careers with personal life and mental well-being. Hyperconnectivity and high job expectations are contributing to youth burnout. How can your team address this problem?
- **Goal:** To create a proposal to promote policies that encourage a better work-life balance for young people, including flexible working hours, paid leave and mental health support.

## 10. Cyberbullying and Online Safety:

- **Problem:** As the use of social media among young people increases, so do cases of cyberbullying and online abuse. How can your team raise awareness among young people about the safe and responsible use of the Internet?
- **Goal:** To develop an educational campaign promoting online safety and providing support to victims of cyberbullying.