T.A.C.C.
Take Action, Create the Change

youth LEADERSHIP TRAINING CURRICULUM
IN THE AREA OF MEANINGFUL ADOLESCENT AND YOUTH ENGAGEMENT

GUIDELINES FOR YOUTH WORKERS WITHIN THE FRAMEWORK OF LONG TERM KA2 ERASMUS+ PROJECT ENTITLED "TAKE ACTION, CREATE THE CHANGE"

Authors:

Ana Mosiashvili, Anina Chileva, Anmar Khalid, Sukaina El Outa

Time	Day 1	Day 2	Day 3	Day 4	Day 5
7:00	*Optional morning activity*	*Optional morning activity*	*Optional morning activity*	*Optional morning activity*	*Optional morning activity*
9:00	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
10:00	Session I Opening remarks Who is in the room? Expectations Our culture Overview of the agenda Items of Business	*Morning Wrap* Remembering the previous day and overview of the agenda for the day _____ Session I Meaningful Adolescents and Youth Engagement (MAYE) *"Climbing the ladder of participation"*	*Morning Wrap* _____ Session I Purpose of leadership and leadership styles	*Morning Wrap* _____ Session I Communication and Leadership Types of communication Non-violent communication	*Morning Wrap* _____ Session I Multiplying Impact / Part I Planning for the local multiplier activities
11:30	Break	Break	Break	Break	Break
12:00	Session II Presenting TACC project Nice to meet you & Team Up!	Session II The power balance between youth and society *Youth-adult partnership*	Session II Characteristics of a Leader Leadership success stories	Session II Public narrative and storytelling	Session II Multiplying Impact / Part II *Planning for the local multiplier activities* Letters for the future self

TIme	Day 1	Day 2	Day 3	Day 4	Day 5
13:30	Lunch	Lunch	Lunch	Lunch	Lunch
15:30	Session III EU Youth Strategy and European Youth Goals SDGs	Session III Social inclusion and integration Practicing Compassion	Session III Failures and leadership	Session III Public speaking	Session III Erasmus+ and Europass, Certification Final evaluation Closing
16:30	Break	Break	Break	Break	Break
16:45	Session IV Exploring values	Session IV Volunteerism and Activism "Gingerbread of Volunteerism"	Session IIV Motivation Emotional Intelligence Resilience and Agency	Session IV Digital Communication Leadership	Free time
18:00-18:30	Time for reflection	Time for reflection	Time for reflection	Time for reflection	Time for reflection
19:30	Dinner	Dinner	Dinner	Dinner	Dinner
21:30	Evening activity	Evening activity	Evening activity	Evening activity	Evening activity

DAY I
Session I

Opening Remarks

Objectives:
Participants will be able to:
➤ Get to know each other and break the ice
➤ Get to know the expectations and concerns of the participants
➤ To create a common "culture" or "agreement" of the group by introducing certain values and behaviors to be followed during the training course
➤ Understanding the basics of the entire training

Methods: Games, individual and group work, use of digital tools

Age of participants: 18+

Group size: Up to 30

Time: 90 min

Materials:
➤ **For part II:** Flip-chart paper, post-its, pens
➤ **For part III:** Prepared Mentimeter, projector (LCD screen or TV)

Room setup:
Circle for part I, U-shape for the other parts

Session flow:

Part I: Who is in the room? [10 min]

Name Game:
Two games are suggested and the facilitator can choose one:

Game I:

First Round:
➤ The facilitator will ask participants to think of one adjective to describe how they are feeling or how they are (trait). The adjective must start with the same letter as the first letter of their name, for example, "I'm Ameer and I'm amazing" or "Amazing Ameer", "Happy Hana", etc.
➤ One volunteer starts, the game continues in a clockwise motion. The next person will say their name and adjective, repeating the previous person's name and adjective.

Second Round:
➤ Following the first round, the second round starts with the same person, the person says their name and adjective followed by a gesture to show the adjective or feeling.
➤ Everyone in the group will repeat the name, adjective and gesture of this person. Then the next person will continue until everyone finishes.

Game II:

➤ In this game, participants get to go on a "picnic." Everybody will contribute to creating the menu and try to remember who is bringing what.

➤ The participants sit or stand in a circle.

➤ "Imagine we are going on a picnic, and everyone has to bring something to the picnic that starts with the same first letter as their name," the facilitator says. Take a silent moment and think of an item you could bring.

➤ The facilitator begins, for example "My name is Julia and I am bringing jellybeans."

➤ Everyone introduces themselves, reveals their item, and then repeats the name and item of the person who came before them. As a result, the last person has to remember everyone in the group, or at least try.

➤ The facilitator should encourage others to help out when participants get stuck on someone's name or item, with verbal/non-verbal clues.

Note: Picnic can be changed to a party or any type of event where people get a variety of items.

Part II: Expectation [20 min]

Name Game:
Two games are suggested and the facilitator can <u>choose one</u>:

➤Every participant will receive two post-it notes that will be used to write their expectations on one and concerns on the other one.

➤ Participants should not disclose the information that they have put on the notes and just need to stick the post-its on the flip-chart that should be prepared beforehand.

➤ After all participants are ready and have put their post-its, the facilitator(s) should review the flip-chart quickly and make a summary of the expectations and concerns in the group.

➤ The facilitator(s) can make some comments on those, sharing if the expectations shall be met during the training course and addressing the concerns.

➤ It is good to leave the flip-chart in the training room during the whole training course to make sure that everyone is able to review the expectations and concerns.

Part III: Our Culture [30 min]

➤ A <u>Mentimeter</u> link is prepared beforehand and shared by the facilitator(s) on the screen, so that everyone has the opportunity to share words or phrases that describe the common "culture" of the group – an agreement of the group on how the participants shall behave in the group during the training course, what values shall they exhibit and how.

➤ Every participant will be able to contribute to the list through their phones by typing words that will appear on the screen through a 'WordCloud' which will collect the suggestions of the participants on how the common "culture" of the group should be like.

➤ The facilitator(s) should read out the entries and discuss them briefly with the group, so that the participants agree to the common "culture". Examples of the entries can be "respect each other", "be on time", "do not use the phone during the sessions, unless it is for the purpose of the activity", etc.

Part IV: Overview of the Agenda [5 min]

The facilitator will share on the screen (LCD or TV) the agenda of the whole week and skim all the sessions by reading titles and discussing them briefly to get an overview.

Part V: Items of Business [10 min]

The facilitator will introduce tools or ways for the entire group to be more engaged during the whole training such as: "Raising both hands and everyone follows each other to achieve group silence, tornado (switching chairs without sitting on the same spot), 'bora bora' (switching language to the common language "English" especially in group gatherings, to include everyone in the discussions, etc.)

Closing and evaluation:

Check out: [15 min]
➤ How do you feel about the activities we just completed?
➤ Are you satisfied with our culture? Any last-minute improvements or changes?
➤ What was your expectation before you came? Have your expectations changed/shifted after the introduction?

Material(s) for the facilitator:
Flip-chart paper, laptop, projector (LCD screen or TV)

Material(s) for the participants: post-its, pens, prepared Mentimeter

DAY 1
Session 2

Presenting TACC Project
Nice to Meet You & Team Up! (Do you have free time?)

Objectives:
Participants will be able to:
➤ Get to know the TACC project and goals
➤ Strengthen group dynamics
➤ Allow individuals to relate to others and form connections
➤ Be integrated and aware of the richness of other perspectives

Methods: Working in pairs, sharing, drawing

Age of participants: 18+

Group size: 25-30

Time: 90 min

Materials: Projector (LCD or TV), Laptop, A4 papers, pens

Room setup: U-shape

Session flow:

Part I: Presenting TACC Project [30 min]

The facilitator will display on the screen a visual presentation for TACC which can be found through this link.

The facilitator will discuss the following details of the TACC Project:

I. TACC team including applicant and partner organizations coming from different countries
II. Project summary and main focus
III. Main Objective of the project
IV. Key Activities
V. Project Outcomes

The facilitator closes the session by asking the participants to share briefly if they have any experience related to the topic of the project.

Part II: Nice to Meet You & Team Up! [60 min]

Activity: Do you have free time?

➤ The facilitator will display a presentation for this activity and distribute papers and pens for participants. The participants then will draw a clock on their paper and add the hours to it.

➤ The facilitator explains that for each allocated time, the participant shall find a person to meet in this hour. It is recommended not to have the same person for more than two dates.

➤ The facilitator adds: "Now you can go and find your dates for 1,2,3,4,5,6,7,8,9,10,11."

➤ After 5 min, the facilitator asks everyone to sit. For each date-time, the facilitator asks if anyone doesn't have a date. In this case, pairs will be formed for all the dates without leaving anyone behind.

After pairs are formed, the facilitator proceeds "It is 1 o'clock, go and find your pair". For each date, participants will find their pair to discuss a question. At the same time, the presentation will show different questions as follows:

➤ 1 o'clock: What makes you smile?
➤ 2 o'clock: What does leadership mean to you?
➤ 3 o'clock: Where do you get your inspiration from?
➤ 4 o'clock: Why do you think leadership skills are important for your local community/ organization?
➤ 5 o'clock: What are your hobbies?
➤ 6 o'clock: Do you know good leaders, who are they, and what makes you think they are good leaders?
➤ 7 o'clock: What was a turning point in your life?
➤ 8 o'clock: What was your motivation to come to this leadership training?
➤ 9 o'clock: What's your favorite tradition/holiday?
➤ 10 o'clock: If you had to describe yourself as an animal, which one would it be?
➤ 11 o'clock: How do you think you can use the outcomes of this training in your work/life?

Debriefing Questions:
➤ How was it for you? Was it easy/difficult?
➤ Is there any question that you didn't think of before?
➤ Did you find similarities with your pairs? Differences?
➤ What would you take with you from this session?

Material(s) for the facilitator: Projector (LCD or TV), Laptop

Material(s) for the participants: A4 papers, pens

DAY I
Session III

EU Youth Strategy and European Youth Goals

Objectives:

Participants will:
➤ Get acquainted with the EU Youth Strategy, European Youth Goals and European Youth Dialogue
➤ Recognize the importance of the strategy and goals for youth participation and democratic life in Europe

Methods:
Presentation, small group work, PowerPoint presentation

Age of participants: 18+

Group size: Up to 30

Time: 30 min

Materials: Markers, flip-charts, multimedia projector

Room setup: Working islands

Session flow:

Part I. General presentation [10 min]

Open the session by asking participants who has heard about the EU Youth Strategy and European Youth Goals. If anyone has heard about these documents before, let them explain what they know and on what occasion they got acquainted with the documents.

After hearing one or two experiences, move to the presentation which will be designed based on 10 facts about the EU Youth Strategy and European Youth Goals.

10 facts:

I. The EU Youth Strategy is the framework for EU youth policy cooperation for 2019-2027.

II. The new strategy builds on the achievements of the previous one, improving its accessibility, visibility, and impact to ensure better participation of young people.

III. The EU Youth Strategy is based on several instruments, such as mutual learning activities, Future National Activities Planners, EU Youth Dialogue, EU Youth Strategy Platform, and Evidence-based tools.

IV. The EU Youth coordinator is the European Commission's contact and visible reference point for young people.

V. The EU Youth Strategy focuses on three core areas of action, around the three words: **Engage, Connect, Empower**, while working on joined-up implementation across sectors.

VI. During a 2017-2018 dialogue process which involved young people from all over Europe, 11 European Youth Goals were developed. These goals identify cross-sectoral areas that affect young people's lives and point out challenges. The EU Youth Strategy should contribute to realizing this vision for young people.

VII. The EU Youth strategy will pay special attention to **reaching out to all young people**: it should strive to improve the prospects of all young people regardless of their background or social status. Erasmus+ Youth is equipped to reach out to those with fewer opportunities, who make up over 36% of its beneficiaries. Yet, more action is needed for EU youth policy and the Erasmus+ programme to be truly inclusive.

VIII. Straddling levels from global to local: young people are committed to addressing global challenges, in particular the sustainable development goals. Conversely, youth empowerment starts at the grassroots level and depends on the diverse situation of young people. EU youth cooperation should better connect with policymakers and practitioners at the regional and local level and encourage grassroots initiatives by youth, etc.

IX. The virtual world: digital technologies have revolutionized young people's lives in many ways and policies need to consider both opportunities and challenges, by tapping the potential of social media, equipping youth with digital skills, and fostering critical thinking and media literacy.

X. The eleven European Youth Goals reflect the views of European youth and represent the vision of those active in the EU Youth Dialogue.

Connecting EU with Youth
Foster the sense of youth belonging to the European project and build a bridge between the EU and young people to regain trust and increase participation.

Equality of All Genders
Ensure equality of all genders and gender-sensitive approaches in all areas of life of a young person.

Inclusive Societies
Enable and ensure the inclusion of all young people in society.

Information & Constructive Dialogue
Ensure young people have better access to reliable information, support their ability to evaluate information critically and engage in participatory and constructive dialogue.

Mental Health & Wellbeing
Achieve better mental wellbeing and end stigmatization of mental health issues, thus promoting social inclusion of all young people.

Moving Rural Youth Forward
Create conditions which enable young people to fulfill their potential in rural areas.

Quality Employment for All
Guarantee an accessible labor market with opportunities that lead to quality jobs for all young people.

Quality Learning
Integrate and improve different forms of learning, equipping young people for the challenges of an ever-changing life in the 21st century.

Space and Participation for All
Strengthen young people's democratic participation and autonomy as well as provide dedicated youth spaces in all areas of society.

Sustainable Green Europe
Achieve a society in which all young people are environmentally active, educated and able to make a difference in their everyday lives.

Youth Organizations & European Programmes
Ensure equal access for all young people to youth organizations and European youth programmes, building a society based on European values and identity.

Part II. Working in small groups [10 min]

Divide the group into 3 sub-groups, each subgroup will need to identify the goals that reflect these concepts: Engage, Connect and Empower. Group 1 will focus on Engage, group 2 will focus on Connect, and group 3 on Empower part.

Part III. Presentation of the group work and discussion [10 min]

Each group will be given 2 minutes to present which European Goals are related to their concept of focus and why. After each presentation, one minute will be dedicated to questions and answers.

Debrief and make connections to the SDGs:

When all the groups have presented, a small discussion should follow up to make sure that everyone shares their reflections regarding the session. Questions can be asked to involve everyone in the discussions: Do you find these documents as important tools for youth participation? Was there something new to you?

After the discussion, everyone is thanked for their contributions and participation in the session, a link is made to the SDGs as a continuation of the session.

Material(s) for the facilitator:
➤ EU Youth Strategy
➤ European Youth Goals

Material(s) for the participants: The list of the 11 European Youth Goals on the slide, available here.

Sustainable Development Goals (SDGs)
Young People and SDGs, SDGs and Young People

Objectives:

Participants will be able to:
➤ Raise their knowledge about the 2030 Agenda for Sustainable Development and SDGs
➤ Deepen their understanding about the role of young people in the implementation of SDGs
➤ Identify youth initiatives for SDCs Implementation.

Methods: Presentation, small group work, action planning

Age of participants: 18+

Group size: Up to 30

Time: 30 min

Materials: Copies of SDGs for small group's work; flip-chart paper; markers; tape

Room setup: Circle, Working islands

Session flow:

Working phase

I. The session starts with a question from the facilitator – What do you know about SDG and Sustainable Development Agenda 2030?

II. The facilitator supports a few people to answer. [5 min]

III. If there is a need, the facilitator makes a short review of 2030 Sustainable Development Agenda based on the information for facilitator. [3 min]

IV. Facilitator organizes participants into 8 groups by 3 – randomly. In groups, the session continues with the process of identifying how the young people could contribute to the implementation of 2 SDGs. All the SDGs have to be spread to the groups. Participants have to read the goals, and if they want to learn more they could see the targets of each goal here. They have to focus on 3 ideas for each goal maximum.

V. Note to the facilitator: to make the exercise more targeted and specific, mention that the ideas have to be concrete, realistic and feasible. The time given for the group work is 10 minutes. The team of facilitators should be around the teams to moderate and to support the group works.

VI. After the group work, each group will be asked to share their work for 2 minutes maximum – 16 minutes.

VII. Debrief the forum theater presentations: When all the groups have been presented, a small discussion should follow up to make sure that everyone shares their reflections regarding the session. Questions can be asked to involve everyone in the discussions, example for the questions: did you find the exercise easy or difficult? What is your understanding now about the role of young people in SDGs implementation? Which are the SDGs you consider most important in your work as a youth activist? Will you use this method in your own community?

Closing: PaAfter the discussion, everyone is thanked for their contributions and participation in the session.

Material(s) for the facilitator: The 2030 Agenda for Sustainable Development

History:

The 2030 Agenda for Sustainable Development[1], adopted by all United Nations Member States in 2015, provides a shared blueprint for peace and prosperity for people and the planet, now and into the future. At its heart are the 17 Sustainable Development Goals (SDGs), which are an urgent call for action by all countries – developed and developing – in a global partnership. They recognize that ending poverty and other deprivations must go hand-in-hand with strategies that improve health and education, reduce inequality, and spur economic growth – all while tackling climate change and working to preserve our oceans and forests.

The SDGs build on decades of work by countries and the UN, including the UN Department of Economic and Social Affairs[2].

I. In June 1992, at the Earth Summit[3] in Rio de Janeiro, Brazil, more than 178 countries adopted Agenda 21[4], a comprehensive plan of action to build a global partnership for sustainable development to improve human lives and protect the environment.

II. Member States unanimously adopted the Millennium Declaration at the Millennium Summit[5] in September 2000 at UN Headquarters in New York. The Summit led to the elaboration of eight Millennium Development Goals (MDGs)[6] to reduce extreme poverty by 2015.

III. The Johannesburg Declaration on Sustainable Development and the Plan of Implementation, adopted at the World Summit on Sustainable Development[7] in South Africa in 2002, reaffirmed the global community's commitments to poverty eradication and the environment, and built on Agenda 21 and the Millennium Declaration by including more emphasis on multilateral partnerships.

IV. At the United Nations Conference on Sustainable Development (Rio+20)[8] in Rio de Janeiro, Brazil, in June 2012, Member States adopted the outcome document "The Future We Want"[9] in which they decided, inter alia, to launch a process to develop a set of SDGs to build upon the MDGs and to establish the UN High-level Political Forum on Sustainable Development[10]. The Rio +20 outcome also contained other measures for implementing sustainable development, including mandates for future programmes of work in development financing, small island developing states and more.

V. In 2013, the General Assembly set up a 30-member Open Working Group[11] to develop a proposal on the SDGs.

VI. In January 2015, the General Assembly began the negotiation process on the post-2015 development agenda[12]. The process culminated in the subsequent adoption of the 2030 Agenda for Sustainable Development[13], with 17 SDGs[14] at its core, at the UN Sustainable Development Summit[15] in September 2015.

VII. 2015 was a landmark year for multilateralism and international policy shaping, with the adoption of several major agreements:
➤ Sendai Framework for Disaster Risk Reduction[16] (March 2015)
➤ Addis Ababa Action Agenda on Financing for Development[17] (July 2015)
➤ Transforming our world: the 2030 Agenda for Sustainable Development[18] with its 17 SDGs was adopted at the UN Sustainable Development Summit[19] in New York in September 2015
➤ Paris Agreement on Climate Change[20] (December 2015)

VIII. Now, the annual High-level Political Forum on Sustainable Development[21] serves as the central UN platform for the follow-up and review of the SDGs.

Today, the Division for Sustainable Development Goals (DSDG)[22] in the United Nations Department of Economic and Social Affairs (UNDESA)[23] provides substantive support and capacity-building for the SDGs and their related thematic issues, including water[24], energy[25], climate[26], oceans[27], urbanization[28], transport[29], science and technology[30], the Global Sustainable Development Report (GSDR)[31], partnerships[32] and Small Island Developing States[33]. DSDG plays a key role in the evaluation of UN system-wide implementation of the 2030 Agenda and on advocacy and outreach activities relating to the SDGs. In order to make the 2030 Agenda a reality, broad ownership of the SDGs must translate into a strong commitment by all stakeholders to implement the global goals. DSDG aims to help facilitate this engagement.

Follow DSDG on Facebook at www.facebook.com/sustdev and on Twitter at @SustDev.

Implementation Progress
Every year, the UN Secretary-General presents an annual SDG Progress report, which is developed in cooperation with the UN System, and based on the global indicator framework and data produced by national statistical systems and information collected at the regional level.

Material(s) for the participants: Sustainable Development Goals and Targets, accessible through this link

For details on Sustainable Development Goals, targets and associated indicators visit the [Inter-agency and Expert Group on SDG Indicators](#)

Goal 1 End poverty in all its forms everywhere

Goal 2 End hunger, achieve food security and improved nutrition and promote sustainable agriculture

Goal 3 Ensure healthy lives and promote well-being for all at all ages

Goal 4 Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

Goal 5 Achieve gender equality and empower all women and girls

Goal 6 Ensure availability and sustainable management of water and sanitation for all

Goal 7 Ensure access to affordable, reliable, sustainable and modern energy for all

Goal 8 Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all

Goal 9 Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation

Goal 10 Reduce inequality within and among countries

Goal 11 Make cities and human settlements inclusive, safe, resilient and sustainable

Goal 12 Ensure sustainable consumption and production patterns

Goal 13 Take urgent action to combat climate change and its impacts

Goal 14 Conserve and sustainably use the oceans, seas and marine resources for sustainable development

Goal 15 Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss

Goal 16 Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels

Goal 17 Strengthen the means of implementation and revitalize the global partnership for sustainable development

DAY I
Session IV

Exploring Values

Objectives:

Participants will be able to:
➤ Discover what they believe in and what determines our decisions and behaviors
➤ Be aware of the values they have
➤ Seek to understand their values better
➤ Continuously review and evaluate their values

Methods: Brainstorming, discussions, work in pairs

Age of participants: 18+

Group size: Up to 30

Time: 75 min

Materials:
Flip-chart paper; Markers; Pens; print Example list A for all participants or present it on a screen through a multimedia projector

Room setup: U-shaped

Session flow:

1. The facilitator asks the participants to select 10 of the following values/behaviors that reflect the most who they are, not who they desire to become. The example below can be printed according to the number of participants or presented on a screen through a multimedia projector.

An Example: List A

Achievement	Clarity	Efficiency	Friendship	Listening	Respect
Adaptability	Coaching/mentoring	Enthusiasm /Positive Attitude	Future Generations	Making a difference	Reward
Ambition	Caution	Entrepreneurial	Generosity	Openness	Risk-taking
Balance work-life	Competence	Environmental awareness	Health	Patience	Safety
Being liked	Conflict resolution	Ethics	Humility	Perseverance	Self-discipline
Being the best	Constant learning	Excellence	Humor/fun	Personal fulfillment	Teamwork
Caring	Peace	Fairness	Independence	Personal	Growth Trust
Compassion	Creativity	Financial stability	Integrity	Professional growth	Wealth
Community involvement	Dialogue	Forgiveness	Job security	Recognition	Wellbeing
Commitment	Ease with uncertainty	Freedom	Leadership	Reliability	Wisdom

II. After all participants select their values, the facilitator asks them to form pairs and start to share with each other the 10 values and how these values affect their life.

III. The next step is for the participants to work individually to identify the 3 most important values in their life and answer the questions in Exercise sheet B below:

Exercise Sheet B

My top 3 values	My beliefs about those values	The behaviors I exhibit

IV. In the same pairs, the facilitator asks the participants to:
➤ Share with each other their top 3 values
➤ Discuss the beliefs about those values
➤ Discuss the behaviors they exhibit, based on the values

Closing and Evaluation:
Create a calm and quiet space for the session to take place. Introduce the following reflection questions. Write them on a flip-chart or provide a printed handout, so the questions are easily visible:

➤ What happened during the experience?
➤ How did you feel and what were your reactions?
➤ What insights or conclusions can you draw from the experience?
➤ What did you learn?
➤ How can you apply what you learned to improve your future experience?
➤ What actions can you take based on what you learned?

Material(s) for the facilitator:

Theory about values: It is vital that we recognize the values that govern our lives. These values that we believe in and live within, because they are part of our discovery of ourselves: Our lives are governed by a set of values that we act on automatically and daily without consent until we lose the ability to list them if someone asks us to, but it is very important to discover them and reconsider them always because values change and we are affected by our experiences as we are on an ongoing learning journey.

What are values?

➤ A goal we seek: It may be a goal we seek to achieve, if success is our goal, then success is a value to us.
➤An act we do: Value is also achieved with the actions we do and practice, if we practice honesty, then honesty is a value.
➤ A sensation we feel: Value can be a sensation we feel, such as happiness.

Values are the beliefs, ideas, and principles that the individual appreciates most and believes in. They determine the course of their life, and they are different from one person to another.

How can we discover our values in life?

To discover what values we believe in, we can assess:

➤ Things we support or reject
➤ Things we believe in and are ready to defend
➤ Things that guide our behavior and determine the course of our life

Questions to learn more about our values:

➤ What is the source of our values? (Family, Religion, Society, Friends, Media)
➤ Is there a value that you believe in, even if it is against the community or family? Have you researched the reason for this difference? Have you listened to other views? You got to configure your own point of view)
➤ Why identify and establish your values?

Your values are made up of everything that has happened to you in your life and includes influences from your parents and family, your religious affiliation, your friends and peers, your education, your reading, and more.

Material(s) for the participants: The table of values

Material(s) for the participants: N/A

DAY II
Session I

Climbing the Ladder of Participation
Meaningful Adolescents and Youth Engagement (MAYE)

Objectives:

This exercise provides space for critically exploring to what degree we are fully participating or allowed to full participation in activities. The objectives are to introduce the concept of the ladder of participation and to assess the degree of young people's meaningful participation.

Methods: Brainstorming, group work, discussion

Age of participants: 13+

Group size: Up to 30

Time: 90 min

Materials: Copies of the handout and a drawing of the ladder with the levels of participation on the floor

Room setup: U shaped; space for individual work

Session flow:

Opening the training day and a warm-up exercise [15 min]

Part I. Introducing the ladder of participation [40 min]

Start brainstorming on examples and practices of participation (cultural, social, environmental, political, economical, etc.). The examples can be written down on a flip-chart. Then continue introducing the concept of degrees/levels of youth participation and the model of **Ladder of Participation**. Facilitators will find a theoretical introduction in the section of materials for the facilitator.

The exercise may incorporate a physical placement of participants along with the working space, by locating the different steps of the ladder on the floor. In this case, the descriptions of each "rug" on a different piece of paper can be printed out and located in order on the floor along the working space. Locate papers with the titles of the ladder on the floor.

Propose participants to analyze some real cases where they (or colleagues) have participated. These real cases reflect on what stage of the ladder of participation they were at. Facilitators may distribute the handout to each participant and allocate time for reflection and clarifications. Ask the participants to think and to stand by the relevant level of the ladder that represents best the degree of participation in their community. Let them explain the situation and why they have chosen that position.

Part II. Meaningful Adolescents and Youth Participation (MAYE) [20 min]

Introduce participants to the concept of meaningful adolescents and youth participation (MAYE) by explaining that in order to formalize the standards around MAYE, the Global Consensus Statement on Meaningful Adolescent and Youth Engagement (MAYE) was jointly developed by the International Youth Alliance for Family Planning (IYAFP), Family Planning 2030 (FP2030) and PMNCH. It aims to consolidate a common understanding and set the standard for how young people can be meaningfully engaged and participate in the development and implementation of all policies, programmes and processes that affect their lives.

The MAYE statement was launched at the International Conference on Family Planning (ICFP) in November 2018 and at PMNCH's Partners Forum in December 2018. To date, 249 organizations, ranging from UN agencies to small local organizations, have committed to advancing meaningful adolescent and youth engagement by endorsing the Global Consensus Statement. This commitment requires annual reporting on efforts, challenges and lessons learned about MAYE through an established accountability system, which is financially supported by FP2030 and PMMCH, coordinated by IYAFP, and steered by a committee of youth-led and youth-serving organizations.

The main principles of the MAYE statement are:

I. **Rights-based** – Young people are informed and educated about their rights and empowered to hold duty-bearers accountable for respecting, protecting, and fulfilling these rights;

II. **Transparent and informative** – Young people are provided with full, evidence-based, accessible, age-appropriate information which acknowledges their diversity of experience and promotes and protects their right to express their views freely. There is a clear and mutual understanding of how young people's information, skills, and knowledge will be shared, with whom, and for what purpose;

III. **Voluntary and free from coercion** – Young people must not be coerced into participating in actions or expressing views that are against their beliefs and wishes and must at all times be aware that they can cease involvement in any process at any stage;

IV. **Respectful of young people's views, backgrounds, and identities** – Young people will be encouraged to initiate ideas and activities that are relevant to their lives, and to draw on their knowledge, skills and abilities. Engagement will actively seek to include a variety of young people according to the relevant needs or audience. Engagements will be culturally sensitive to young people from all backgrounds, recognizing that young people's views are not homogeneous and they need to be appreciated for their diversity, free from stigma;

V. **Safe** – All adults and those in positions of authority working directly or indirectly with young people in relation to issues at every level have a responsibility to take every reasonable precaution to minimize the risk of violence, exploitation, tokenism, or any other negative consequence of young people's participation.

Ask participants, based on their experiences, which principles are commonly disregarded during their participation and why.

Debriefing [10 min]:

After a brief presentation and the discussion, ask participants what are their impressions of the exercise of "a ladder of participation". Does the ladder represent the current patterns of participation? What can change and how to use the MAYE statement as an advocacy tool?

Closing:

Close the session by emphasizing the importance of MAYE as a concept and the need for developing concrete standards and evaluation mechanisms that would ensure the full implementation of the MAYE principles in practice.
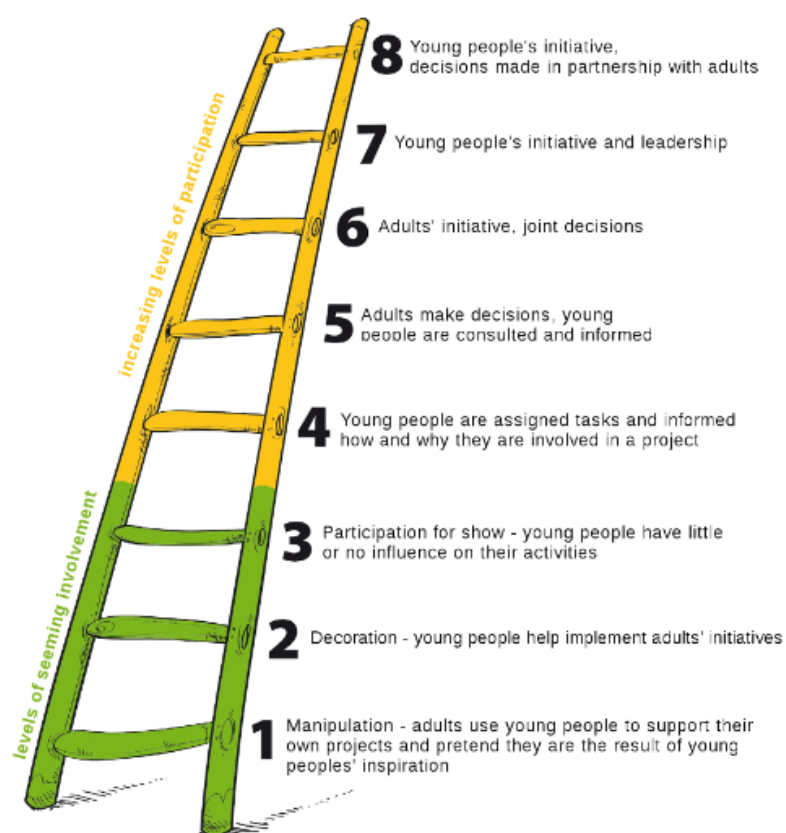
Material(s) for the facilitator:

Global Consensus Statement on Meaningful Adolescent and Youth Engagement

Summary report of the results of an accountability survey submitted by signatories of the Global Consensus Statement on MAYE

Handout:

The Ladder of Participation is a model developed by Hart (1992) which identifies eight levels of young people's participation. This tool is important for recognizing the level of young people's participation. This ladder is designed to encourage anybody willing to work with young people to rethink the process of participation and inclusion of young people in any activity.[34]

Material(s) for the participants:

Young people assigned and informed	Projects are initiated and run by adults; young people are invited to take on some specific roles or tasks within the project, but they are aware of what influence they have in reality
Young people tokenized (tokenism)	Young people are given some roles within projects but they have no real influence on any decisions. The illusion is created (either on purpose or unintentionally) that young people participate, when in fact they have no choice about what they do and how
Young people as decoration (decoration)	Young people are needed in the project to represent youth as an underprivileged group. They have no meaningful role (except from being present) and – as happens with any decorations – they are put in a visible position within a project or organisation, so that they can easily be seen by outsiders
Young people manipulated	Young people are invited to take part in the project, but they have no real influence on decisions and their outcomes. In fact, their presence is used to achieve some other goal, such as winning a local election, creating a better impression of an institution or securing some extra funds from institutions that support youth participation.
Shared decision-making with adults	Projects or ideas are initiated by young people, who invite the adults to take part in the decision-making process as partners
Young people led and initiated	Projects or ideas are initiated and directed by young people; the adults might get invited to provide any necessary support, but a project can carry on without their intervention
Adult-initiated, shared decision making	Adults initiate projects but young people are invited to share the decision-making power and responsibilities as equal partners.
Young people consulted and informed	Projects are initiated and run by adults, but young people provide advice and suggestions and are informed how these suggestions contribute to the final decisions or results

DAY II
Session II

Power balance between youth and society
Youth-adult partnership approach

Objectives:

➤ To understand how the power balance is shifting between youth and society
➤ To promote positive attitudes that increase participants' ability to work as partners, with both young people and adults. By working in partnership, adults gain skills relevant to their professional development, youth gain skills for their future professional careers, and the partnership can enhance programs.
➤ To introduce the concept of youth–adult partnerships

Methods: Living library, facilitated discussion

Age of participants: 16+

Group size: Up to 30

Time: 90 min

Materials: Stories of 5 famous young people. Name tags for the living library

Room setup: World cafe, U shaped

Session flow:

Part I. Living library [50 min]

The first part of the session adopts a living library methodology[35]. The method works similar to a normal library – visitors come to a librarian, browse a catalog of titles and select a book to borrow and return after they read it. The only difference is that the books are real people and the reading consists of listening to a story and involving in a live conversation with the author about it.

Ask 10 participants to volunteer the living biographical "books" which can be presented at the "'living library". Randomly distribute the stories/biographies of 5 famous young people among 5 volunteers.

The suggested young people are: Greta Thunberg, Malala Yousafzai, Emma Watson, Iqbal Masih, Anoyara Khatun. The participants should get into the role of these people and prepare short stories about themselves.

The short bios will be provided by the facilitator and the participants will be also encouraged to research a bit more about their respective persons. The rest of the volunteers will be able to choose a young person, who makes a change in their community or country. Similarly, they will also prepare short stories about themselves. Volunteers will then be given 15 minutes to think of the stories and prepare for the living library. Meanwhile, the rest of the participants will arrange the room into 10 spaces, where living stories/books can be located.

Once the living "stories/books" are ready, the participants will be given 25 minutes to hear the stories about impactful young people. The participants should go around the room in rotation and listen to the stories i.e. "read the books".

After 25 minutes of rotating and visiting all the books, participants will form a circle for debriefing and reflection discussion.

Debriefing: [15 min]

Ask participants how they feel while reading the biographical "books" about famous young people.

➤ What are the impressions from readers'/listeners' perspective?
➤ Who are the young changemakers that 5 volunteers chose on their own?
➤ What makes them a changemaker?
➤ After hearing all the "books", what are the ideas about power balance between young people and society?
➤ Does the power balance shift in the modern context and how?

Part II. Youth-Adult Partnership [25 min]

After the first part of the session, move to the second part which will be focusing on youth-adult partnership as a model for power balance between youth and society.

Explain that research in the field of youth development recognizes that skills (especially, communication skills) are important in youth-adult partnerships but that attitude is even more important. If adults hold attitudes that undermine partnership, true partnership will not materialize. Attitudes that support partnership provide the potential for true partnership development.

Explain that there are three dynamics of youth-adult relationships and attitudes.

Write 3 concepts on the flip-chart:
I. Youth as objects   II. Youth as recipients   III. Youth as partners

and discuss the proposed concepts one by one:

Youth as objects: Adults believe they know what is best and attempt to control all situations in which youth are involved.

Ask participants to give an illustrative example of this attitude.

If there are no examples proposed by the participants, illustrate the attitude with the following example: "Let's say that I am working for a non-governmental organization on a peer education project for HIV/AIDS prevention. I have recruited a young artist named David to help me design a poster with HIV/AIDS prevention messages, to be placed in secondary schools in the district. If I hold the attitude of 'youth as objects', I will tell David exactly how the poster should look, what messages it will deliver, and where the poster will be placed. I will control every aspect of the project. It would be understandable if David did not want to work with me anymore since I am wasting his time and talent."

Explain that this attitude is often based on the belief that youth are in need of protection from the outside world. Therefore, the adult tells the youth exactly how the programme will run, including all operational details. The adult evaluates the programme without input from youth. Moreover, perceiving youth as objects might be a form of tokenism, which is a participation "for show" where young people have little or no influence.

The second attitude is 'youth as recipients' – adults allow young people to take part in decision-making because they think the experience will be 'good for' the young people.

Again ask the participants to bring **an illustrative example**.

Explain that some adults have this attitude, which patronizes youth. Adults with this attitude think that involving youth will be a 'good experience' for them as they transition into adulthood but that youth participation is only somewhat useful and not important to the programme. Thus, youth are allowed to conduct only trivial activities ('It won't matter if they mess up') or activities that adults do not want to do. In fact, this attitude often results in adults' treating youth as tokens. An example is remembering at the last moment to include youth on a panel or in a discussion.

Refer the participants to **Hart's Ladder of Participation** (Handout 16. From Youth Participation to Youth-Adult Partnerships) which depicts participation on a continuum, from manipulation and tokenism, which do not constitute real participation, to higher levels of participation in which young people initiate, direct, and share decisions with adults.

Ask participants who can relate to this attitude to put up their hands. Ask them if they ever have felt belittled or demeaned by adults simply because they are young.
To further explain the 'youth as recipients' attitude, refer back to the previous example: 'Let's say that I hold this attitude. With David, I might plan and develop the poster's message and layout, and then allow David to choose a color for the text. Or I might have David put the posters up in schools, because I don't want to and don't have time.'

The third attitude, which is what we are working to achieve, is 'youth as partners' – adults respect young people as having something significant to offer and recognize the great impact youth bring to a project. Youth are encouraged to become involved.

Adults who have this attitude treat youth with respect. As a result, everyone gains from the partnership. Returning to the example, ask the participants how an adult who believed in youth as partners would work with David.

Possible answers could be: Ask David to design the poster. Ask David to collaborate with some of his peers to develop messages for the poster or ideas for its design. Convene a meeting of many youth, including David, and get their input. Ask David to lead the project and to organize a committee with both youth and adults and assign responsibilities based on abilities, talents, background, and interests.

Closing and Evaluation: [10 min]

Ask participants how they feel about the whole process of the session?
What is the main takeaway from the first two sessions of the day?

Close by saying, 'Remember, partnership is about moving away from seeing youth as objects or recipients. It is about combining the skills of youth and adults in order to develop more effective programmes.'

Material(s) for the facilitator: Flip-chart with three attitudes on young people

Material(s) for participants: The biographies of 5 famous young people:

Greta Thunberg

17-year-old Greta Thunberg is an inspirational person for students who want to reduce the effects of climate change. When Greta began protesting the Swedish government's limited action against climate change at her school, she received worldwide attention for her desire to help save the planet in any way she could.

In 2019, Greta was named Person of the Year by Time Magazine in recognition of her work as a climate change activist. In an interview with the magazine, she said concerning the importance of environmentalism, "We can't just continue living as if there was no tomorrow, because there is a tomorrow."

Her speech at the 2019 UN Climate Action Summit is a great way to show students that everyone—even young people—can do their part to take care of our planet.

Malala Yousafzai

As a child, Malala Yousafzai attended her father's school—one of the few in Pakistan that educated young girls. After surviving a shot to the head by a Taliban gunman while riding to school, she became a passionate advocate for a woman's right to education.

July 12th is Malala Day in commemoration of when Malala spoke at the UN to present education as an international human right. She has sought to emphasise the peaceful nature of Islam and the respect Islam has for education.

Emma Watson

Emma is a British actress famous for her role as Hermione Granger in the Harry Potter film series. Also UN ambassador for women and feminist activist, who launched the UN HeForShe campaign. At just 24 years of age, Emma has already been involved in the promotion of girls' education for several years and previously visited Bangladesh and Zambia as part of her humanitarian efforts. She has worked to promote fair trade and organic clothing and served as an ambassador for Camfed International, a movement to educate girls in rural Africa.

Iqbal Masih [1983 - 1995]

Masih was Pakistani boy who escaped child slavery at 10 years old and became a leader in the movement to put an end to it once and for all. After escaping a second time, he joined Bonded Labour Liberation Front (BLLF) a movement dedicated to stopping child labour around the world. He helped over 3,000 children escape bondage and traveled the globe speaking out against the issue. Masih was assassinated when he was 12 and roughly 800 people attended his funeral service. However, his legacy lives on well beyond his death. In 2009, Congress started an annual award in his name given to activists fighting to end child labor.

Anoyara Khatun

At 12 years old, Khatun was a victim of child trafficking until she was rescued by Save the Children. She returned to West Bengal and committed her life to putting an end to the exploitation and trafficking of children. Anoyara has rescued hundreds of children through her efforts and prevented many others from being forced into marriage.

DAY II
Session III

Social inclusion and integration, compassionate leadership
Poem Reading

Objectives:

Participants will be able to:

➤ Be more aware of the context of a refugee's background and be more integrated into society
➤ Get to know an award-winning poet and leader with a refugee background
➤ Better understand a different perspective and practice compassion

Methods: Group work

Age of participants: 18+

Group size: Up to 30

Time: 60 min

Materials: Projector (LCD or TV) – Laptop

Room setup: Cinema Style

Session flow:

1. Poem Introduction: [10 min]

The session starts with the facilitator explaining about the following poem: "We will share with you a poem with the name "Home". It is written by Warsan Shire, does anyone know who she is? Participants will share their background knowledge. The facilitator continues to provide brief details about her and the poem: "She is a Somali British writer and poet born in Nairobi and raised in London. She was awarded the inaugural Brunel International African Poetry Prize and served as the first Young Poet Laureate of London. Warsan Shire gives voice to the experiences of refugees in this poem about "home" and helps remove stigma and taboo towards refugee status and stories."

2. Reading Time: [10 min]

➤ The facilitator displays the poem on the screen through opening this link (Home, by Warsan Shire) and asks participants to sit in a cinema style in a way they are close to the screen.

It is possible to share the pdf with participants on WhatsApp/Facebook groups.

➤ The facilitator makes it clear that one volunteer will read the first lines of the poem, and one-by-one, the other persons will continue reading, simultaneously.

➤ The facilitator tells participants that it is okay if voices overlap with each other and encourages them to go with the flow of the group.

3. Sharing Perspectives: [20 min]

After that, the facilitator says the following: "I'd like you to take a moment now and "lift a line" from the poem that strikes you and use the next 2 minutes to write down some reflections about it. What is interesting about this line or this word? What does it make you think about? What questions does it raise for you?"
After 2 minutes, the facilitator continues: "Okay, would anyone like to start us off and share?" "Thanks, anyone else?"

Closing and Evaluation:

Debriefing Questions:

I. How does this poem which speaks about the vulnerability and hostility that forced migrants face make us think about other kinds of prejudice and intergroup intolerance that appear in our societies and sometimes in our communities?

II. How do you feel about these narratives and behaviors of intolerance?

III. How can we get involved? What can we do to change the way that we ourselves and people in our society think and feel and behave towards 'others'?

IV. Why do you think leaders choose to act compassionately?

V. Do you find the poem effective to deliver an experience and story from society? Do you suggest other artistic forms for this purpose?

Reflection: [20 min]

The facilitator ends: "As we go to break, you can get some fresh air – either going outside on your balcony, or opening a window and breathing deeply, or even taking a brief walk. You can do something good to refresh and nourish yourself. Then we'll see each other afterwards for our final session today."

It is possible to add in the end a small energizer to release the emotional experience participants went through.

Material(s) for the facilitator: Projector (LCD or TV) – Laptop

Material(s) for the participants: None

DAY II
Session IV

Volunteerism and Social Engagement
"Gingerbread of Volunteerism"

Objectives:

Participants will be able to:
➤ Through analyzing their personal experiences, recognize the impact of volunteerism;
➤ Recognize the role of volunteerism in developing leadership skills as an active citizen

Methods:
Drawing, mind mapping; storytelling, discussion

Age of participants: 14+

Group size: Up to 30

Time: 75 min

Materials: Flip-chart papers for every participant, markers and pencils,

Room setup: U shaped; space for individual work

Session flow:

Session opening and warm-up exercise [10 min]

Open the session by explaining that the following session will focus on volunteerism, how volunteerism interlinks with leadership and what it means to take an action as a volunteer. A short energizer can be organized, for instance, "shake it down".

Part I. [25 min]

Provide participants with individual flip-chart papers and markers. Ask them to draw a gingerbread human body shape. Explain that the facilitator will read several statements and open-end questions, for example, "through my volunteer activity, I met my friend". Participants are supposed to work individually; after hearing each statement, they will need to create an icon that symbolizes the above-mentioned statement. For inspiration, two smiley faces can symbolize "friendship". Participants will be asked to draw their icons within the shape of a gingerbread human. Explain that, hypothetically, the different areas of the human body represent different feelings, emotions, skills, competencies etc. For example, a friendship icon can be located around the chest, good presentation skills icon around the mouth or hands etc. In case the statement/question does not apply to the participant's experiences, an icon can be located outside of the gingerbread human body shape.

Read the following statements one by one. Depending on a need, give 1 or 2 minutes for creating and drawing the icons after reading each statement.

➤ I started volunteering when I was ...;
➤ Volunteering experience helped me to understand...;
➤ I met one of my friends through my volunteering engagement;
➤ While volunteering, I considered myself an active citizen;
➤ I gained leadership experience through volunteering engagement;
➤ Once I failed to deliver my volunteer commitment;
➤ As a volunteer, I feel I am making a change;
➤ My main motivator to be a volunteer is...;
➤ Being a volunteer helped me to improve my communication skills;
➤ I was complimented for my voluntary work.

Part 2. [25 min]

After reading the statements and everyone finished their decorated gingerbread humans, ask participants to present their creations. In relation to the statements, let participants describe their icons, what do they symbolize, where are they located and why?

After exhausting the statements and participants' presentations, ask them to reflect on the impact of volunteering on developing leadership skills. After hearing a couple of reflections, explain based on the following text, how volunteering boosts the potential of developing leadership skills.

Debriefing. [15 min]

Ask participants what was the process of drawing on the gingerbread human figure. What was the purpose of creating icons for each statement? How did they feel while drawing icons within the gingerbread and what did they feel when they had to draw the icon outside of the figure (if such a moment was the case for anyone)? What are their feelings as volunteers in real life?

Based on the following information, explain how volunteerism can boost leadership potential among young people.

Volunteering for developing leadership skills[36]

Volunteering enables networking

One of the many benefits of volunteering is that it gives us the opportunity to network. A volunteer gets to meet with people from different walks of life. Different countries, with different perspectives, different ranks in society and in companies. Interacting with such people enables one to grow as you get to learn different ways of getting along with people who are not necessarily on the same level as yourself, which is what leaders do. You could learn some leadership skills from those who are above you in stature as well and you could learn the art of forming some meaningful partnerships.

Volunteering gives one energy

Another benefit of volunteering that builds leadership skills is the fact that it energizes. As a volunteer, you will often find yourself having to do work that you are perhaps not so familiar with, meaning you have to put in extra effort to learn and get to work as fast as you possibly can. You will also find that you have to work harder than you initially thought because certain projects might turn out to be more demanding than expected. Getting used to this helps you get more energy to deal with difficult situations. In turn, you develop leadership skills as normally a leader has to work more than everyone else and has to be fast in learning and quick in problem solving.

Volunteering allows you to receive mentorship

During the volunteering process, volunteers who are team members often give each other support, advice and any kind of guidance needed in order for the entire volunteering exercise to be a success. It gives different people a voice that they perhaps wouldn't have had and allows them to step up every once in a while and take the lead when it comes to different situations as they understand that they rely on one another's support. When one learns to step up whenever the need arises, they develop leadership skills because on a day-to-day basis it is the job of a good leader to step up and provide guidance.

Volunteering enables one to immerse themself in other people's culture

Another benefit of volunteering that builds leadership skills is the fact that it provides an opportunity for one to immerse themselves into the day to day way of life of the people in the area they are volunteering in. You get to learn what works for them and what does not and then adapt to it. You will also meet other volunteers from different countries who also have different cultures. This challenges how you think as a person. It opens up your mind and helps you learn to communicate and relate better with different types of people which is a leadership skill.

**Volunteering promotes teamwork and partnership**

Whenever you sign up as a volunteer, you automatically put yourself in a situation that will have you working as part of a team. You will need to learn to collaborate with everyone else you find yourself with in order to make the project a success. You will also need to learn how to break any barriers that might be existent between you
and the next person that could bring about any hindrance to success so that you find solutions together. This enables you to develop leadership skills as a leader often has to work with several different people regardless of whether or not they would like the people in a different kind of setting in order to achieve a certain goal.

Closing and Evaluation:

After the debriefing discussion, explain that the icons symbolize skills, experiences, emotions, feelings, and learnings that we have gained through volunteerism and that we still carry as our "invisible medals". Summarize the activity by once again highlighting how volunteerism can boost leadership potential among young people.

Material(s) for the facilitator: The list of statements

Material(s) for the participants: N/A
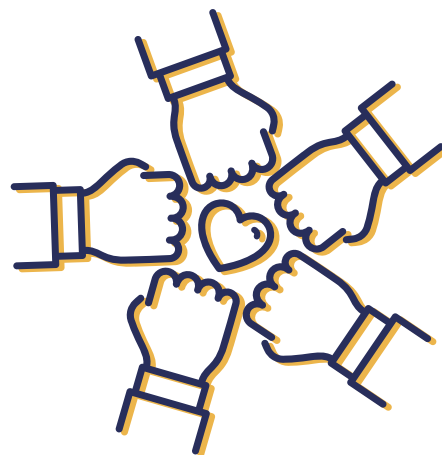
DAY III
Session I

Purpose of Leadership and Leadership Styles

Objectives:

Participants will be able to:
➤ Understand what is leadership
➤ Identify different leadership styles
➤ Understand the purpose of leadership
➤ Analyze the role of young leaders in the contemporary world

Methods: Leadership game – a labyrinth, brainstorming, small group work, discussion

Age of participants: 18+

Group size: Up to 30

Time: 90 min

Materials: Paper tape, flip-charts, markers, Instructions for Labyrinth game

Room setup: Empty space with chess field 7x8 or 7x9, Islands, common space

Session flow:

Training day opening and morning wrap [15 min]

Use the guidance for opening a training day

Session opening and warm-up exercise. [5 min]

Start the day with short warm-up exercise

Part 1.

Labyrinth game [40 min]

Session starts with introducing the Labyrinth game by the facilitator.

Note to facilitator: Prior to the session you have to outline the path of the labyrinth on a piece of paper to be able to follow the participants' moves. You have to prepare an empty chess space 7x9 or 8x9 with a white paper tape on the floor making the squares 35 cm by 35 cm. Explain that the group should go through the labyrinth, following the rules that you will read to them in a minute. After listening to the instruction, they will have 10 minutes to work on their strategy and 20 minutes to go through the labyrinth.

➤ Facilitator reads the instructions and moves aside leaving the participants to negotiate the strategy. During the negotiation process the facilitator observes group communication and takes notes on who is initiating different actions and who influences the group decision.
➤ When the participants start moving through the labyrinth, the facilitator follows every move and returns to participants at the end of the row when they make a mistake, with a specific sound, e.g. foot stomping on the floor.

Debriefing [10 min]

When all the participants manage to go through the labyrinth successfully and they are invited to sit in a circle, a small discussion should follow up to make sure that everyone shares their reflections regarding the game. Questions have to be asked to involve everyone in the discussions, example for the questions:

➤ How do you feel after the game?
➤ What do you think about the way the group managed to go through the labyrinth?
➤ How was the communication in your group?
➤ Who were the people that supported the process of decision making the most?
➤ Who helps the group most? Discuss the concrete people and how they help the group. If the group could not differentiate the leaders the facilitator should support the discussion with their own observations and feedback.

At the end you have to discuss two more questions:

➤ What is leadership? – Let them try to define the leadership.
➤ What is the purpose of leadership?
➤ Before ending this part, advise participants to read chapter 5 of the theoretical part to learn more about the purpose of leadership and introduce themselves with the tools that will help them to find their own purpose as leaders.

Part 2.

Leadership styles. [30 min]

➤ Invite participants to brainstorm what styles of leadership they know and write every style on a different flip-chart.
➤ Organize participants in small groups equal to the number of styles of leadership they formulate. Every group has to receive one style of leadership. Invite them to think and to write on the flip-chart pluses and minuses of their style of leadership.
➤ Invite the groups to present their work. Invite the other groups to add pluses and minuses if they consider any.

Closing:
After the discussion, everyone is thanked for the contributions and participation in the exercise.

Material(s) for the facilitator:

Rules for going through the Labyrinth:

I. Cannot talk after the planning time has expired.
II. Squares cannot be skipped.
III. Can only step on an adjacent square.
IV. Cannot step on a square diagonally.
V.The path cannot be recorded.
VI. The path cannot be marked by a trace (Hansel and Gretel method).
VII. If one steps on an incorrect square, he/she/they returns to the beginning following the correct path.
VIII. Cannot touch a player who is in the labyrinth, nor the labyrinth itself.
IX. Only one player can be in the labyrinth at a time.
X. The team must work out the exact order in which players will enter the labyrinth.
XI. When an incorrect square is stepped on, this is indicated by an audible signal.
XII. If a team steps on an incorrect square more than once, one exchange unit is forfeited.
XIII. One exchange unit is taken for each error unless it is the first time they have stepped on the wrong square.
XIV. Discuss and plan without stepping into the labyrinth. When the team says they start playing, EVERYONE STOP TALKING and starts playing.

The playing field should be 7 or 8 by 9 squares.
The path should be the number of squares = number of the group + 5-6 squares. That is, if the group is 14 people, then the road is 19/20 squares.

Material(s) for the participants:

The 5 Leadership Styles you can use & How to implement each in 2022[37]

Throughout history, great leaders have emerged with particular leadership styles in providing direction, implementing plans and motivating people. These can be broadly grouped into 5 different categories:

➤ Authoritarian Leadership
➤ Participative Leadership
➤ Delegative Leadership
➤ Transactional Leadership
➤ Transformational Leadership

Despite these definitions, questions still remain.

➤ What is the meaning of each leadership style mentioned above?
➤ What is the difference between the different leadership approaches?
➤ What are the advantages and disadvantages of using each of the leadership styles?

By reading this article, you will discover more about the 5 leadership styles, along with their definitions, advantages and disadvantages. Each of the leadership styles will also be differentiated.

I. Authoritarian Leadership

Authoritarian leadership styles allow a leader to impose expectations and define outcomes. A one-person show can turn out to be successful in situations when a leader is the most knowledgeable in the team. Although this is an efficient strategy in time-constrained periods, creativity will be sacrificed since input from the team is limited. The authoritarian leadership style is also used when team members need clear guidelines.

Advantages:
➤ Time spent on making crucial decisions can be reduced.
➤ Chain of command can be clearly emphasized.
➤ Mistakes in the implementation of plans can be reduced.
➤ Using authoritarian leadership style creates consistent results.

Disadvantages:
- A very strict leadership style can sometimes lead to employee rebellion.
- It kills employee creativity and innovation.
- It reduces group synergy & collaboration.
- Group input is reduced dramatically.
- Authoritarian leadership increases employee turnover rate.

II. Participative Leadership

Participative leadership styles are rooted in democratic theory. The essence is to involve team members in the decision-making process. Team members thus feel included, engaged and motivated to contribute. The leader will normally have the last word in the decision-making processes. However, if there are disagreements within a group, it can be a time-consuming process to reach a consensus.

Advantages:
➤ It increases employee motivation and job satisfaction.
➤ It encourages use of employee creativity.
➤ A participative leadership style helps in the creation of a strong team.
➤ High level of productivity can be achieved.

Disadvantages:
➤ Decision-making processes become time-consuming.
➤ Leaders have a high probability of being apologetic to employees.
➤ Communication failures can sometimes happen.
➤ Security issues can arise because of transparency in information sharing.
➤ Poor decisions can be made if the employees are unskilled.

III. Delegative Leadership

Also known as "laissez-faire leadership", a delegative leadership style focuses on delegating initiative to team members. This can be a successful strategy if team members are competent, take responsibility and prefer engaging in individual work. However, disagreements among the members may split and divide a group, leading to poor motivation and low morale.

Advantages:
➤ Experienced employees can take advantage of their competence and experience.
➤ Innovation & creativity is highly valued.
➤ Delegative leadership creates a positive work environment.

Disadvantages:
➤ Command responsibility is not properly defined.
➤ Delegative leadership creates difficulty in adapting to change.

IV. Transactional Leadership

Transactional leadership styles use "transactions" between a leader and his or her followers – rewards, punishments and other exchanges – to get the job done. The leader sets clear goals, and team members know how they'll be rewarded for their compliance. This "give and take" leadership style is more concerned with following established routines and procedures in an efficient manner, than with making any transformational changes to an organization.

Advantages:
➤ Leaders create specific, measurable and time-bound goals that are achievable for employees.
➤ Employee motivation and productivity is increased.
➤ Transactional leadership eliminates or minimizes confusion in the chain of command.
➤ It creates a system that is easy to implement for leaders and easy to follow by employees.
➤ Employees can choose reward systems.

Disadvantages:
➤ Innovation & creativity is minimized.
➤ Empathy is not valued.
➤ Transactional leadership creates more followers than leaders among employees.
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DAY III
Session II

Characteristics of a Leader and Leadership Success Stories

Objectives:

Participants will be able to:
➤ Understand who is the leader
➤ Describe the most important characteristics of the leader
➤ Understand how the success stories could help other youth leaders to be more effective
➤ Learn more about their role as youth leaders in contemporary world

Methods: Collage, writing personal story, small group work, public speaking

Age of participants: 18+

Group size: Up to 30

Time: 90 min

Materials: Paper A4, flip-charts, markers, magazines, newspapers, color pencils /pastels, scissors, glue, masking tape

Room setup: Islands, common space with chairs in a circle

Session flow:

Part 1.

Collage "Leader" [50 min]

➤ Working phase of the session starts with splitting the participants into small groups (4 to 6 people). Every group has to receive materials for collage: a few lifestyle magazines and newspapers, scissors, glue, flip-chart paper, markers, pastels etc.

➤ Every group should make a collage of a youth leader, using the materials they have. They could draw, write, cut and glue pictures etc. At the end they have to appoint one or two people to present the collage to the other groups. Time for the task. [20 min]

➤ When all the groups are ready the group speakers have to present their collages to the whole group and explain what they put in their collages and why. [20 min]

➤ The other participants could add information or ask questions.

When all the groups presented their collages a small discussion should follow up.

Questions have to be asked to involve everyone in the discussions, example for the questions:

➤ How do you feel after the exercise? What was your strategy when you did the collage?
➤ What do you think about the characteristics of the youth leader presented by your collages?
➤ What are the characteristics that the youth leader today has to possess?
➤ Are there differences between the characteristics of the youth leader and the established leader?

If the group could not differentiate characteristics of the leader, the facilitator should support the discussion with scientific information from the materials below.

Part 2.

Success Stories [40 min]

➤ Invite participants to think for two minutes what was their most successful story as a leader, regardless of the context.
➤ Invite them to describe the story as an emotional article on 1 page. [10 min]
➤ Split the participants into small groups (4-5 people each) to read their stories and to vote for one story to be presented in the plenary. [15 min]
➤ Invite participants to return in the big circle and to listen to all the elected stories [10 min].
➤ Invite the participants of the group to share their feelings and thoughts after all the stories are read [5 min].

Closing and evaluation:
Close the session inviting the participants to name one characteristic of a good leader, which is the most important for them.

Material(s) for the participants:
Leaders shape our nations, communities, and organizations. We need good leaders to help guide us and make the essential large-scale decisions that keep the world moving. Our society is usually quick to identify a bad leader, but how can you identify a good one? What would most people say makes a good leader? In the scientific literature there are a lot of classifications of characteristics of a Good Leader. There are two more, besides the one incorporated in our theoretical part, that could be shared with the participants as well.

I. What are the characteristics of a good leader?

The Characteristics & Qualities of a Good Leader[38]
Based on our research, we've found that the best leaders consistently possess these 10 essential leadership qualities:

➤ Integrity
➤ Delegation
➤ Communication
➤ Self-Awareness
➤ Gratitude
➤ Learning Agility
➤ Influence
➤ Empathy
➤ Courage
➤ Respect

Integrity

The importance of integrity should be obvious. Though it may not necessarily be a metric in employee evaluations, integrity is an essential leadership trait for the individual and the organization. It's especially important for top-level executives who are charting the organization's course and making countless other significant decisions. Our research shows that integrity may actually be a potential blind spot for organizations. Make sure your organization reinforces the importance of honesty and integrity to leaders at various levels.

Delegation

Delegating is one of the core responsibilities of a leader, but it can be tricky to delegate effectively. The goal isn't just to free yourself up — it's also to enable your direct reports to grow, facilitate teamwork, provide autonomy, and lead to better decision-making. The best leaders build trust with employees in order to delegate more effectively.

Communication

Effective leadership and effective communication are intertwined. The best leaders are skilled communicators who are able to communicate in a variety of ways, from transmitting information to inspiring others to coaching direct reports. And you must be able to listen to, and communicate with, a wide range of people across roles, geographies, social identities, and more. The quality and effectiveness of communication among leaders across your organization directly affects the success of your business strategy, too. Learn how effective communication and **better conversations can actually improve your organizational culture**.

Self-Awareness

While this is a more inwardly focused trait, self-awareness and humility are paramount for leadership. The better you understand yourself and recognize your own strengths and weaknesses, the more effective you can be as a leader. Do you know how other people view you or how you show up at work? Take the time to learn about the **4 aspects of self-awareness** and how you can strengthen each component.

Gratitude

Being thankful can lead to higher self-esteem, reduced depression and anxiety, and better sleep. Gratitude can even make you a better leader. Yet few people regularly say "thank you" in work settings, even though most people say they'd be willing to work harder for an appreciative boss. The best leaders know how to demonstrate sincere gratitude in the workplace.

Learning Agility

Learning agility is the ability to know what to do when you don't know what to do. If you're a "quick study" or are able to excel in unfamiliar circumstances, you might already be learning agile. But anybody can foster learning agility through practice, experience, and effort. Explore **how great leaders are great learners with strong learning agility** to get started.

Influence

For some people, "influence" feels like a dirty word. But being able to convince people through logical, emotional, or cooperative appeals is an important trait of inspiring, effective leaders. Influence is quite different from manipulation, and it needs to be done authentically and transparently. It requires emotional intelligence and trust. Learn more about how **effective influencing can be a game-changer**.

Empathy

Empathy is correlated with job performance and is a critical part of **emotional intelligence and leadership effectiveness**. If you show more inclusive leadership and empathetic behaviors towards your direct reports, our research shows you're more likely to be viewed as a better performer by your boss. Plus, **empathy and inclusion are imperatives** for improving workplace conditions for those around you.

Courage

It can be hard to speak up at work, whether you want to voice a new idea, provide feedback to a direct report, or flag a concern for someone above you. That's part of the reason courage is a key trait of good leaders. Rather than avoiding problems or allowing conflicts to fester, courage enables leaders to step up and move things in the right direction. A workplace with high levels of psychological safety and a strong **coaching culture will further support truth and courage**.

Respect

Treating people with respect on a daily basis is one of the most important things a leader can do. It will ease tensions and conflict, create trust, and improve effectiveness. Respect is about more than the absence of disrespect, and it can be shown in many different ways. Explore **how you can cultivate a climate of respect** at work or learn more about ways that you can **become an ally to others**.

II. Putting It All Together: The Characteristics of a Good Leader

While successful leaders may exhibit these 10 leadership qualities to varying degrees, all good leaders leverage at least some of these characteristics. Together, they make up the backbone of strong leadership across organizations, industries, and continents. Without these qualities, true leadership is impossible.

If you fear that you lack some of these characteristics of a good leader, don't panic — there are ways for you to improve on your leadership capabilities, including all 10 of these core traits. At CCL, we believe that leadership **is a skill that can be developed** and that leaders are molded through experience, continued study, and adaptation.

In other words, you can strengthen any of these 10 characteristics of a good leader if you're open to growth and you put in the time and effort towards self-improvement. Similarly, organizations can help their people hone these leadership qualities through development and real-world experiences.

It's also essential to realize that **leadership is a social process**. It's less about a strong or charismatic individual, and more about a group of people working collectively to achieve results together. If you demonstrate several of the characteristics of a good leader but fail to grasp this, chances are you won't get very far on your own. You may be well-liked and respected, but it will be challenging to accomplish team or organizational goals.

Also, **leadership isn't a destination** — it's something that you work regularly or you'll have to work regularly throughout your career, regardless of what level you reach in your organization.

That's why at CCL, we say that leadership is a journey — different teams, projects, situations, and organizations will require you to apply these leadership characteristics in different ways throughout your career.

Develop the Qualities of a Good Leader
Organizations can strengthen leadership qualities and foster deeper levels of engagement at work through providing a variety of development opportunities, ranging from on-the-job learning and mentoring, to more formal **virtual coaching or leadership development programs.**

THE TOP 10 QUALITIES OF A GREAT LEADER[39]

I. Vision

Perhaps the greatest quality any leader can have is vision - the ability to see the big picture of where the organization or team they are working within is headed, what it's capable of, and what it will take to get there.

II. Inspiration

Equally as important as having a vision is the ability to convey that vision to others, and get them excited about it. This means maintaining a positive yet realistic presence within the organization helping team members stay motivated and engaged, and remember what it is that they are working for.

III. Strategic & Critical Thinking

A good leader will be able to think critically about the organization or team they work within, and develop a clear understanding of its strengths, weaknesses, opportunities, and threats (and how they as an individual can work to support or overcome these). They'll be able to course-correct when necessary, and be able to assess the work they do to determine how it fits into overall organizational strategy and goals.

IV. Interpersonal Communication

Good leaders must be able to interact with other people in a way that feels genuine. This does not mean you have to be an extrovert or a people-person to be a leader - there are many excellent leaders who self-identify as introverts!

Rather, it means being able to demonstrate empathy, engaging in active listening, and building meaningful working relationships with those around you, whether they are a peer or a direct report.

V. Authenticity & Self-Awareness

One of the key ways to become a great leader is to be self-aware enough to understand your strengths and your flaws, and to build an authentic leadership style that's true to who you are and how you do your best work. You want to be the best possible leader you can be, not try to fit into a mold set by someone else. Try to embrace the things that make you who you are, and that will naturally translate into you developing an authentic leadership style.

VI. Open-Mindedness & Creativity

Being a good leader means being open to new ideas, possibilities, and perspectives, and understanding that there's no "right" way to do things. Leadership involves the knowledge that success comes with a willingness to change how things are done and to bring in fresh eyes to inspire new ideas, in addition to trying to think outside the box as much as possible. Leaders must be able to listen, observe, and be willing to change course when necessary.

DAY III
Session III

Failures and Leadership

Objectives:

Participants will be able to:
➤ Understand how failures could help you to become a better leader
➤ Understand social pressure

Methods: Writing personal story, small group work, public speaking
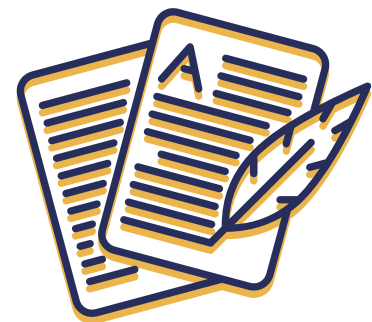
Age of participants: 18+

Group size: Up to 30

Time: 60 min

Materials: Paper A4, flip-charts, masking tape

Room setup: Islands, common space

Session flow:

Warm up exercise/ Energizer [5 min]

Part 1.

Failure stories [40 min]

➤ Invite the participants to think about a time they failed as a leader and reflect on the learnings from the experience.

➤ Invite them to describe the story as an emotional article on 1 page. [10 min]

➤ Split the participants into small groups (4-5 people each) to read their stories and to select one story to be presented in the plenary. [10 min]

➤ Invite participants to return in the big circle and to listen to all the elected stories. [10 min]

➤ Invite the participants of the group to share their feelings and thoughts after all the stories are read. [10 min]

➤ Before the end of this part of the session spread the material "5 Ways to Learn From Failure and Advance Your Development as a Leader" among the participants.

Social Pressure

In the last 15 minutes, invite the group to discuss the "Social Pressure" phenomenon.

Split them into couples and invite them to share with each other the answers of the question - When did you feel the social pressure recently? Give the couples 6 minutes to share.

Invite participants to define together and to write the type of social pressure they felt on sticky notes, to stick all the notes on the flip-chart and to sit in the circle.

The types might be:

➤ Peer pressure
➤ Group pressure
➤ Family pressure
➤ Socio-economic pressure etc.

 Let the participants (or facilitator) read all types of the social pressure written on the flip-chart

Closing and Evaluation:

 Finally ask them how the young people could handle with the social pressure

Alternative exercise for Social pressure:

➤ Invite the participants to watch the TEDex video on social pressure: https://youtu.be/ZskcFSsbi9E [14 min]
➤ Invite them to discuss the video and to share their experience with social pressure [15 min]

Material(s) for the participants:

5 Ways to Learn From Failure and Advance Your Development as a Leader[40]

Everyone fails. It is part of what it means to be human — and not a single human is perfect. Whether it's choosing the wrong career path, taking on more than you can handle, failing to maintain a healthy work-life balance or any other dilemma, failing is an inevitable part of your professional development. However, contrary to popular belief, failing doesn't have to be a bad thing.

Experiencing failure, in both professional and personal settings, can force you out of your comfort zone and take your career to new heights. It can help you reevaluate your decisions and ways of thinking. Most importantly, failure and **experiential learning** can advance your professional development as a leader.

So, how can you use failure to your professional advantage? Here are five tips to consider:

1. Don't Dwell on It — Look at Failure as a Learning Opportunity

After failing, it can be all too easy to let negative emotions, like insecurity, embarrassment and disappointment, take over — but try to fight the urge to dwell on your failure. It won't benefit you or your team. Instead, view your failure as an opportunity to learn and grow. What did you learn as a result of failing, and how can you use this knowledge to prevent future missteps?

Mike Bensi, consultant and founder at Bensi & Company and author of "The Success of Failure," says, "To be able to be successful, we have to recognize that failures are part of the learning path."

It is also important to recognize why you failed in the first place. Was it the result of poor communication, insufficient planning or improper budgeting? Determining the source of your failure is one way to learn, as a leader, what not to do. "I learn everyday what works and what doesn't, and if we're not recognizing that and applying it to how we grow, then we're missing out on the greatest opportunity there is," Bensi notes.

II.Embrace Failure to Increase Your Team's Psychological Safety

As a leader, holding yourself accountable for your failures **is imperative in teaching team members** a productive, learning-focused response to failing. In addition to promoting the learning and development (L&D) of your team members, acknowledging your leadership failures promotes an environment of psychological safety — a climate in which people are comfortable being and expressing themselves — which has been linked to positive risk-taking among team members.

Holding yourself accountable for your failures teaches team members a productive, learning-focused response to failure.

"Creating an environment where it's safe to fail allows people to feel like they can voice their opinions, that they can share their ideas [and] that there aren't negative consequences for doing that," Bensi shares. **Fostering an environment of psychological safety** can also increase job satisfaction among team members which, in turn, can help improve employee retention.

Scott Miller, executive vice president of thought learning at FranklinCovey and author of the new book "Management Mess to Leadership Success," says, "As a leader, if you make it safe for people to take risks, admit mistakes and vulnerabilities … that is a competitive advantage. That is a culture you want to thrive in and that you want to stay in."

By acknowledging your own failures, you will help your team members feel more comfortable experimenting with innovative ideas and approaches that have the potential to transform your organization in exciting new ways.

III. Re-evaluate Your Professional Development Path After Failing

Perhaps failing made you realize you were focusing on the wrong goal, forced you to face the ineffectiveness of your current leadership style, or made you consider new ideas and opinions that otherwise would have gone unnoticed. In these ways, failure can help shape your professional development.

Glenn Llopis, president of Glenn Llopis Group and author of "The Innovation Mentality" and "Earning Serendipity," says, "Failures make us reevaluate our relationships. They make us more curious about the path we're following. Failures make people ask, 'Am I really the one at fault, and how should I become more accountable as I make certain actions or decisions?'"

There are myriad ways that failing can take your professional development to places you never thought it could go. Often, those times when we experience failure as a leader "ultimately turn out to be the turning point that we needed to be successful," Bensi shares.

After failure, take the time to reevaluate your priorities and goals. You may stumble upon an untapped opportunity for growth as a leader.

After failure, reevaluate your priorities and goals. You may stumble upon an untapped opportunity for growth as a leader.

IV. Use Experiential Learning After Failing

Your accumulation of experiences is key in shaping who you are — and what you stand for — as a leader. Experiential learning, or learning from experiences, is one way to benefit from failure to be more successful in leading others. Bensi says that, when leaders draw from their unique experiences, "they're creating vulnerability in a way, by being able to share, 'Here's what I would do. Here are the failures that I had and not only were they OK, but I wouldn't be in this spot without them.'"

Using experiential learning allows you to learn from the failures that have impacted your professional development path thus far — in order to propel it forward. According to the Center for Creative Leadership, "Your current experiences may prompt you to re-examine past experiences for new lessons. Future experiences don't merely happen to you. You can shape them, consciously seeking out opportunities to grow as a leader."

V. Accept That Failure Is an Inevitable Part of Leadership

"Leaders too often feel like they need to have all the answers, that they're paid to make all the decisions — but that's not true," Miller shares. From hiring too fast to failing to **provide ample feedback** to not **delegating** when multiple projects arise, Bensi says, "The evolution of a leader is ripe for constant failure."

Naturally, as you take on more responsibility at your organization, you also have more opportunities to fail. It is only after accepting that failure is part of leadership that you will be able to take more chances, learn from your mistakes and, as a result, advance your professional development.

After accepting that failure is part of leadership, you will be able to take more chances and develop.

As a leader, you are most likely going to fail at some point in pursuit of furthering your professional development — and that's OK. After all, Miller says, "Everybody is human." By following these five simple tips, you can transform failure into an opportunity for professional development and become a better leader.

DAY III
Session IV

Motivation. Emotional Intelligence. Resilience and Agency

Objectives:

Participants will be able to:
➤ Understand how good leaders could motivate their team for better results
➤ Understand emotional intelligence
➤ Understand resilience and agency

Methods: "Experts" exercise, group discussion

Age of participants: 18+

Group size: Up to 30

Time: 75 min

Materials: Paper A4, flip-charts, masking tape

Room setup: Islands, common space

Session flow:

Warm up exercise/ Energizer [5 min]

Part 1.

Experts Exercise [70 min]

➤ Organize four working places with a flip-chart paper on it

➤ Split the group into four small groups of 6 participants each and give them four different topics

I. Motivation and leadership
II. Emotional intelligence and leadership
III. Resilience and Leadership
IV. Agency and Leadership

➤ The task of every group is using the Internet to make a presentation on the topic

➤ They have to split their roles as follow

I. 3 members of the team to prepare the presentation
II. 3 members of the team to prepare the advertisement of public event where the presentation will be shared with especially invited young leaders

Both teams have 30 minutes to create their products:

➤ Invite participants to return in the big circle and to listen to all the teams – first to listen and to see how the sub team is going to advertise the event and then to listen to the presentation on the particular topic [20 min]

➤ Invite the participants of each group to share their feeling and thoughts after all the products are presented [10 min]
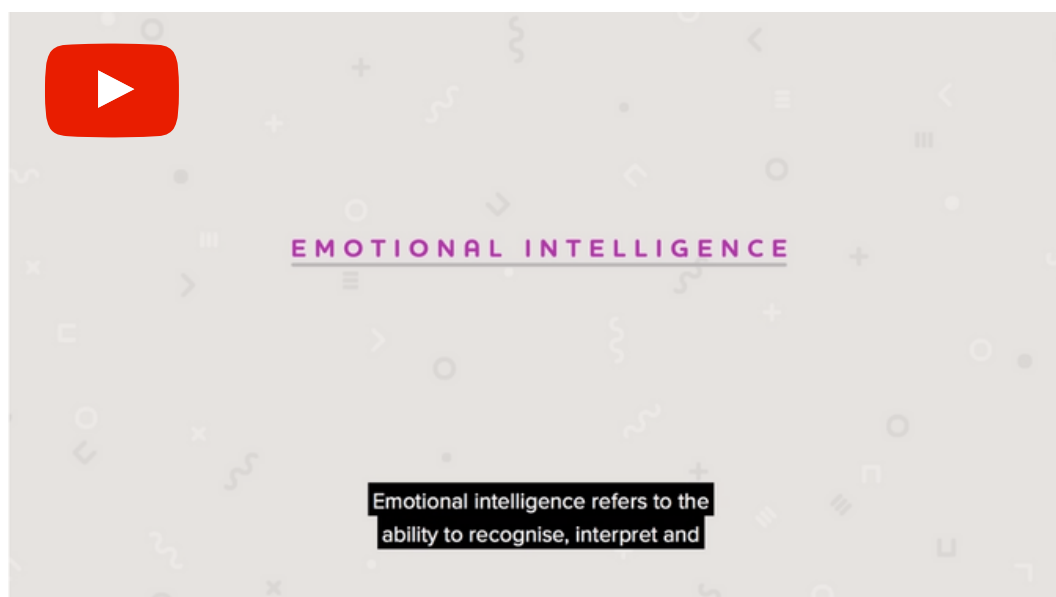
Closing and Evaluation:

Invite the participants to comment with two words which topic was the most interesting for them and where they feel they need to work more. [10 min]

Alternative exercise for the session

Invite the participants to create role plays instead of advertisement.

https://www.youtube.com/watch?v=n9h8fG1DKhA

DAY IV
Session I

Communication and Leadership
Verbal and non-verbal communication/ Non-violent communication

Objectives:

Participants will be able to:
➤ Understand the role of communication
➤ Stimulate more compassionate, non-violent communication between young people, which would consequently lead to reducing the potential for violence and radicalization among them

Methods: Work in small groups and pairs, facilitated discussion

Age of participants: 18+

Group size: Up to 30

Time: 90 min

Materials: Flip-chart, markers, papers, the sheet with different geometrical figures and symbols

Room setup: U-shaped, working islands

Session flow:

Training day opening and morning wrap [5 min]

Use the guidance for opening a training day.

Part 1.

Bling Drawing[41] [10 min]

Divide groups into pairs, assigning one person in the pair the role of speaker and the other the role of listener. Without letting the listener see, give the speaker a picture of geometric shapes or symbols. The listener will need a pencil and a sheet of paper.

Next, the speaker needs to describe the picture to the listener, who is not allowed to speak. Once the listener has finished drawing, compare the attempt to the original picture.

This activity shows what happens when communication breaks down. In particular, it shows the importance of two-way communication. It demonstrates that, in addition to transmitting and interpreting a message, communication is about creating strategies to understand one another.

Debriefing [20 min]

➤ Ask the group what was the purpose of the exercise. Explain how someone may misinterpret unclear instructions.

➤ Ask Participants whether the activity would have had different results if the listener was able to ask questions.

➤ What is the role of non-verbal communication?

➤ How important is effective communication for leadership?

Part 2.

Non-violent Communication[42] [30 min]

➤ Divide the flip-chart paper into four sections and write the words OBSERVATION, FEELINGS, NEEDS, REQUEST in each section.

On three separate A4 papers write these three sentences:

– My housemate is so messy and irritating.

– My housemate always leaves their dirty socks on the floor in the bathroom.

– I feel frustrated when you leave your dirty socks on the bathroom floor because I need to be able to move about more freely. I'd like you to start putting your socks in the dirty clothes basket.

➤ Invite the participants to say aloud feelings they have when their NEEDS are being met. The facilitator could prompt with this example, "When you have been nervous about competition and you end up playing really well, you feel... ". (Possible answers could be: glad, joyous, relieved, energetic, inspired, amazed, appreciative, grateful, confident, optimistic, touched, comfortable, eager, fulfilled, hopeful, moved, proud, stimulated, thankful...).

➤ After this, invite the participants to list feelings when NEEDS are not being met. Possible answers could be: angry, anxious, irritated, disappointed, confused, distressed, frustrated, hopeless, nervous, puzzled, sad, annoyed, concerned, discouraged, depressed, embarrassed, helpless, impatient, lonely, reluctant, and uncomfortable.

➤ At this point stress the connection between negative feelings/reactions and a situation when one's needs have not been met.

➤ Present the flip-chart paper with the words OBSERVATION, FEELINGS, NEEDS, REQUEST in this very same order, explaining that these are four key steps for communicating in a nonviolent way: there is a certain situation that you observe; this situation provokes certain feelings in you; you need this situation to be changed; you kindly request for this situation to be changed so that your needs could be met.

➤ Draw the participants' attention to the importance and meaning of OBSERVATION by comparing the papers with the sentence "My housemate is so messy and irritating" and the sentence "My housemate always leaves his dirty socks on the floor in the bathroom", making a clear distinction between judgment (first sentence) and observation (second sentence). Explain that it is important to be aware of the role we play in creating conflicts and triggering violence. If we judge others, they are likely to get defensive and be unwilling to hear our needs. If we are judged, we are unlikely to really listen to others.

➤ Present the paper with the sentence "I feel frustrated when you leave your dirty socks on the bathroom floor because I need to be able to move about more freely. I'd like you to start putting your socks in the dirty clothes basket", replacing the "My housemate is so messy and annoying" paper and explaining this latter sentence is an example of non-violent communication aimed at triggering a more compassionate reaction from the other person, and which encompasses all four abovementioned nonviolent communication steps. Ask the participants to identify the steps.

➤ Divide participants into pairs or smaller groups and ask them to discuss another situation: A child in a class with behavioral difficulties has become increasingly frustrating for the teacher. This child becomes aggressive when other students get too close to his desk (spitting, swearing, stabbing with a pencil), which triggers a fight with the others. How would this child react if using nonviolent communication? (For example, he could say: I see that you are coming too close to my desk, and that makes me feel angry. Would you please move away from my desk?)

Debriefing [10 min]

Finish the exercise with questions for reflection:

➤ Which of the four steps of nonviolent communication do you find critically important?
➤ What do you think nonviolent communication has to do with the understanding between people? And with the feeling of injustice?
➤ What do you think nonviolent communication has to do with violence and radicalization of young people?

Closing: [5 min]

Finish the session by emphasizing the role of communication in leadership. Describe the essential Communication Skills for Leaders

➤ Ability to adapt your communication style
➤ Active listening
➤ Transparency
➤ Clarity
➤ Ability to ask open-ended questions
➤ Empathy and compassion
➤ Open body language.
➤ Receiving and implementing feedback.

In nonviolent communication, active listening is one of the first steps to improving the situation. To understand what the other is saying but also to make a person understand that they are being heard.

Material(s) for facilitators:
the flip-chart paper with four sections, 3 A4 papers with statements, and the cards with geometrical figures and symbols.
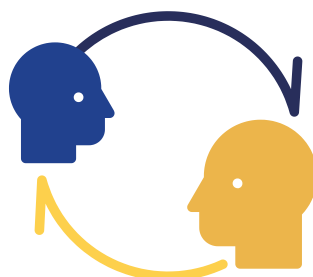
DAY IV
Session II

Public Speaking

Objectives:

Participants will be able to:

➤ Help participants identify and practise their skills in public speaking and storytelling
➤ Get an introduction to storytelling through creative methods
➤ Explore creative ways of sharing their highlights – achievements, success stories, important moments from the year/last year

Methods: Public speaking and storytelling

Age of participants: 14+

Group size: Up to 30

Time: 60 min

Materials: Plasticine, A4 paper;

Room setup: Cinema style

Session flow:

➤ In the plenary explain the flow of the session – the participants will use plasticine (play-doh) for creating small 3D models that represent their achievements for the year so far. If you do the workshop at the beginning of the year, ask the participants to focus on the past year. The participants will have 15 min. to create their piece of art - it can be abstract if they want, and they are free to choose colors, shapes, size, etc. They can focus on professional or personal highlights, and they will have the opportunity to share them with the rest of the group when they are ready.
➤ After 15 min. of individual work, ask the participants to come back to the plenary and to share what they have created, showing the piece of art. If anyone does not feel comfortable, they are free to not share, but of course, the group will benefit the most if all participants give their input briefly.
➤ Tell participants that they are now going to focus on public speaking techniques while sharing their stories, and invite them one by one to the stage to speak for 30 seconds.
➤ After each participant tells their story, the facilitator should ask the rest of the group about how they think/feel about the way of telling the story, allowing few people to provide inputs, and the storyteller should only take notes for further improvement. The team of facilitators should also provide feedback for each speaker and at the end make general feedback about public speaking by leading a discussion on the major features of effective public speaking, such as:
➤ Use of engaging and interactive techniques
➤ Movement into and out of the audience
➤ Use of gestures
➤ Eye contact (of appropriate duration)
➤ Modulation of intonation
➤ Appropriate use of humor

Closing:

After everyone has had 30 seconds to speak, lead a group discussion in which participants talk about how they felt doing the exercise.

➤ Which speeches best displayed effective public speaking skills?
➤ How can these skills be applied to educational training?

Material(s) for the facilitator:

Material(s) for the participants:
Ethos, Logos and Pathos: The Structure of a Great Speech
Public speaking and storytelling

Ethos	Pathos	Logos
'Ethics'	*'Pity'*	*'Logic'*
Establishing personal credentials	Inspiring an emotional response	Arguing based on reason and facts
Getting your audience to trust you	Getting your audience to feel	Getting your audience to think

Hyperbolit

DAY IV
Session III

Public Narrative and Storytelling

Objectives:

Participants will be able to:
➤ Share a story as a leadership practice
➤ Communicate their values
➤ Learn the art of storytelling and tell stories that move others into action

Methods: Brainstorming, discussions, pairs work, exercise

Age of participants: 18+

Group size: Up to 30

Time: 110 min

Materials: Multimedia projector, Flip-chart, Presentation, Pens; A4 paper, prepared Mentimeter for Part 4

Room setup: U-shaped setup

Session flow:

Part I. [20 min]

I. Before the session, the facilitator can prepare a short presentation with the content and the steps presented below.

II. To kick off the session, the facilitator should create a calm and safe environment in which all the participants will discuss storytelling. The facilitator can write the question "Why" on the flip-chart and ask the participants to discuss why we use storytelling, how it can have an impact on an audience, etc.

III. After a short discussion, tell the participants to watch James Croft tell his story through this link: James Croft's Harvard LGBT Bullying Speech. Ask the participants to think while he is talking about how he uses Public Narrative to evoke emotion and urge people to join him in collective action. Give them these guiding questions:

➤ What challenge, choice and outcome are at the core of each story he tells?
➤ What details, images, and moments do these stories bring alive?
➤ What values do these stories communicate?

IV. Now, the facilitator should divide the participants into 3 groups and ask them to share and discuss key answers of the previous questions. Each group should be given 5 minutes to accomplish their task.

V. Ask each group to share the results of their working discussion with the whole participants.

Public Narrative – Self, Us and Now

The Public Narrative should have the following structure:
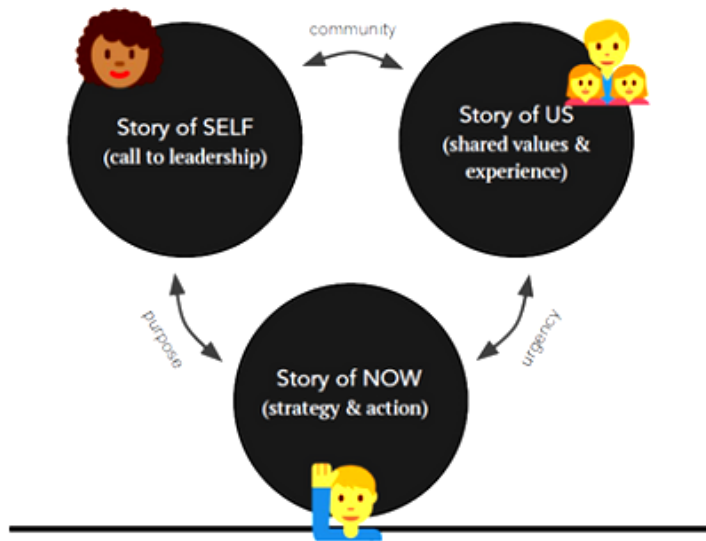
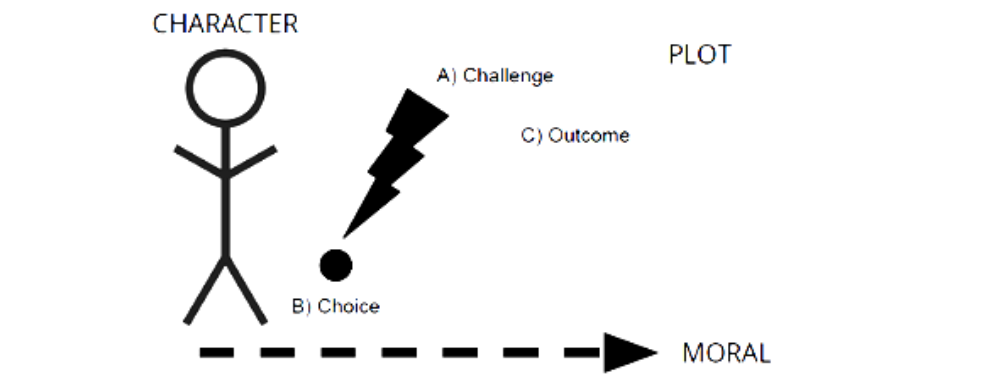The facilitator should present the above structure and clarify the main elements:

SELF: Invite others to be in a relationship with you.

US: Invite others to join your community.

NOW: Invite others to take action.

Part II. [10 min]

Story structure

What questions should my story answer?
➤ Why am I called to lead?
➤ Why do I have to act now?
➤ Why did I decide to do something about that specific injustice?
➤ What are the values I have that call me to act?
➤ Have these values always been important to me? If not, why has that changed?
➤ In what way can my story inspire others to act in a similar fashion?

Specific moments:
How do my stories show that I have chosen to act in accordance with my values?
Show, don't tell!

A Checklist for Public Narrative

After everyone understands the story structure, you will kindly ask the participants to work individually on their stories that should follow the same path of the story structure. You may distribute the following debrief sheet to the participants as a guideline.

Do's	Don'ts
✓ Offer people one thing they can contribute to addressing a problem.	✗ Make ask vague/general exhortation
✓ Why me? Why us? Why Now?	✗ Forget the Us
✓ Tell specific stories you witnessed/ experienced the challenges.	✗ Give a laundry list of challenges
✓ Be specific, vivid, clear…see it, hear it, feel it. PICTURES ,PICTURES	✗ Be abstract.
✓ Share the Hope (vision/dream)	✗ Make it all about the nightmare.
	✗ Be categorical
	✗ Forget the hope and believe that we can

Debrief

Challenge	Choice	Outcome

Part IV. [40 min]

Practise session

The facilitator should present the following steps:

I. Gather in a team of 3–4 people, choose a timekeeper and review the agenda and worksheets.

II. As a team, go around the group and tell your story one by one.
➤ 3minutes per person to tell their story.
➤ 3 minutes for coaching from the group.

III. Let's hear some stories! Ask and encourage each team to nominate one person from the small groups he/she/they is/are willing to share his/her/their story on the "stage" – in front of the others.

Closing and Evaluation:

Reflection: [20 min]

I. Individually, reflect around the process of creating a story. [5 min]

➤ What did you learn about telling your story?
➤ What did you learn about yourself?

II. Discuss your reflections with your base group. Find 3-5 reflections that are common to the group.

III. Share these reflections on Mentimeter. [5 min]

Material(s) for the facilitator:
Multimedia projector, Flip-chart, Presentation, prepared Mentimeter for Part 4

Material(s) for the participants:
Flip-chart, Pens; A4 paper.

DAY IV
Session IV

Digital Communication Leadership

Objectives:

Participants will be able to:
➤ Understand the concept of digital communication leadership;
➤ Analyze the constraints and opportunities of digital communication;

Methods: Fishbowl discussion

Age of participants: 18+

Group size: Up to 30

Time: 60 min

Materials: Individual papers or notebooks for noting down the observations, pens, a list of questions;

Room setup: Fishbowl discussion setup: an inner circle with 4 chairs and an outer circle with the rest of the chairs for participants

Session flow:

Session opening and warm-up exercise [5 min]

Present the topic of the session, provide any necessary technical and logistical details.

Ask participants to voluntarily propose a warm-up exercise.

Fishbowl Discussion[44] [40 min]

I. Ask participants to form two circles: an inner circle with 4 chairs and an outer circle with the rest of the chairs. Ask 4 volunteers to sit in the inner circle. In the inner circle or a fishbowl, participants will have a discussion on the proposed questions, outlined below; participants in the outer circle listen to the discussion and take notes. Only the participants in the fishbowl are allowed to talk. Whenever someone wants to come to the fishbowl and join the discussion, a participant should stand behind one of the persons in the inner circle, the person has to join the outer circle. The rotation of participants will continue until the end of the discussion. Rotate participants in and out of the fishbowl throughout the course of the discussion.

II. Set up a procedure ahead of time so participants know to expect this rotation. Allow the discussion on each statement/question to continue for about 6 minutes.

The list of proposed statements/questions:

➤ Do you agree with this quote: "Today's pace of change is the slowest we will ever see"[45]

➤ Why is the concept of 'digital' so important for us today? Which digital channels of communication bring changes in our daily lives?

➤ "Digital Leadership" is a new reality. But what exactly does it mean: is it a new leadership approach or just a trend that rides on the current wave of technology innovation? What's new about the phenomenon of a "Digital Leader"?

➤ Are so-called 'influencers' the examples of modern digital leadership?

➤ What are the required leadership behaviors that will help leaders succeed in the digital age, and to what extent do our leaders need to change their leadership behavior in the future?

➤ Will digitalization replace the "human factor" and core values like trust?

Debriefing: [10 min]

After participants have rotated through the fishbowl and exhausted the statements, divide the group into small groups and invite participants to debrief.

The following discussion starters may facilitate the conversations:

➤ What did you observe during the discussion?
➤ What is one thing you heard that is similar to your point of view?
➤ What is one thing with which you disagree?
➤ How did you feel while on the outside of the fishbowl?
➤ How did you feel while on the inside of the fishbowl?

Closing: [5 min]

Wrap up the process with a full group discussion about the conversations in smaller groups, ask the group:

What were the main findings? Highlight the importance of developing leadership potential in a rapidly changing digital age.

Material(s) for the facilitator: The list of statements/questions

DAY V
Session I

Multiplying Impact/ Part I
Planning for the Next Steps

Objectives:

Participants will be able to:

➤ Multiply the impact of the training
➤ Encourage practice-oriented learning
➤ Have a clear vision of follow-up activities in partner countries upon completion of the training

Methods: Work in small groups, presentations

Age of participants: 18+

Group size: Up to 30

Time: 90 min

Materials: Individual flip-chart papers for small groups, markers, sticky notes

Room setup: Working islands

Session flow:

Training day opening and morning wrap [15 min]

Use the guidance for opening a training day

Part I.

Needs Assessment and Context Analysis [50 min]

Open the session by explaining the purpose of the session. For the planning of the local multiplier activities, it is important to assess the needs, specifically the needs of those with marganizled backgrounds, as well as analyzing the present context locally. Divide participants into country-specific teams. Ask them to answer the following guiding questions:

➤ What are the main challenges that young people face in your community?
➤ Who are the most marginalized and disadvantaged groups? What are their needs?
➤ What is the current context in your community? What are the factors to take into consideration and who are the stakeholders?

Country teams will have 20 minutes to work in small groups and answer the guiding questions. After concluding the first round of group work each country team will merge with the other country team and in the following 15 minutes will present their work to each other. After the second round of work in merged groups, participants will share their experience with the entire group, for which 20 minutes should be allocated.

The experience sharing will be guided by the following questions:

➤ What are the specific needs of young people in your countries?
➤ Are there similarities and common patterns with a country/community that your group has been merged with?
➤ What are the needs that should be addressed as a priority and why?

Part II. Planning for the Next Steps [30 min]

Participants will work in country teams and prepare a plan for their local activities. The plan should follow the proposed structure:

➤ The aim and objectives of the local activity
➤ The short description of the problem that the local activity is aiming to address
➤ Brief general description of the activity: What is the main topic, what is an approach and methodology
➤ Who is going to be involved and how?
➤ Where it is going to be implemented
➤ Timeline
➤ Resources

Closing [5 min]

Summarize the session by mentioning that participants will present their plans for the local activities in the next session.

DAY V
Session II

**Multiplying Impact / Part II.
Letter to Future Self**

Objectives:

Participants will be able to:

➤ Multiply the impact of the training
➤ Encourage practice-oriented learning
➤ Have a clear vision of follow-up activities upon completion of the training
➤ Encourage participants to better understand their individual skills, knowledge, capacities, needs, and desires.

Methods: Work in small groups, presentations, individual work

Age of participants: 18+

Group size: Up to 30

Time: 90 min

Materials: Individual flip-chart papers for small groups, markers, A4 papers, envelopes

Room setup: Working islands, U-shape and individual work space

Session flow:

Opening [10 min]

Open the session, propose an energizer or ask a volunteer from the group to lead the warm-up exercise.

Part I.

Needs Assessment and Context Analysis [45 min]

Give participants 10 minutes at the beginning of the session to finish up the work they have started in the previous session. After everyone is ready, let them present their plans for local activities one by one. Allocate 3 minutes per presentation and 2 minutes for the questions and answers. The facilitator should observe the presentations in order to provide feedback. The facilitator should assess the feasibility of the plan, the relevancy of the idea to the purposes of the TACC project, and possible outcomes that can be achieved through the local activities. Feedback will be provided by the facilitator at the end of the session when all the ideas have been presented.

Part II.

Writing a Letter to Future Self [20 min]

Ask participants to grab a piece of paper and envelope and write a letter to their future self. Give 15 minutes for writing. The participants are not supposed to share their letters with each other.

Explain that if anyone wants, they can also type the letter and by using www.futureme.org send it to their emails. The emails can be delivered in the future, at whatever time the person will indicate on the platform. Ask participants to imagine themselves in a year, in 5 year, or even 10 years. Describe their feelings, their dreams and goals, and what they are planning to do to achieve their dreams.

Debriefing: [10 min]

Ask participants:
➤ How was it to write a letter to their future self?
➤ Did the training inspire any of their dreams and goals?
➤ How do they feel at the moment?

Closing: [5 min]

Complete the session with a positive note and wish them to achieve whatever they wrote in the personal letters.

DAY V
Session III

Erasmus Plus, Youth Pass, Certification, Evaluation and Closing

Objectives:

Participants will be able to:

➤ Learn about opportunities through Erasmus Plus
➤ Learn the purpose of Youth Pass and its importance
➤ Provide feedback for the Training Course, and reflect on the overall experience

Methods: Presentations and group reflections

Age of participants: 18+

Group size: Up to 30

Time: 90 min

Materials: Multimedia projector, flip-chart, presentation, pens, and markers

Room setup: Circle

Session flow:

Part I.

Erasmus Plus and Youth Pass presentations [30 min]

The facilitator will present the following PowerPoint slides: European Opportunities for Youth

➤ The facilitator should encourage the participants to share their previous experiences with Erasmus Plus.

➤ The facilitator should share the upcoming opportunities and to encourage the participants to join future projects (if feasible).

➤ The facilitator will explain the Youth Pass and encourage the participants to add their own learnings in the Youth Pass which will be emailed to them shortly after the conclusion of the Training Course.

➤ The facilitators should encourage the participants to ask questions throughout the presentation.

Part II.

Certification [15 min]

The facilitator asks the participants to form a circle. Each participant will be given a Youth Pass that is not theirs. Once everyone has a Youth Pass, at the count of 3, the participants will turn the paper and see the name on the Youth Pass, then they need to find the person as fast as they can.

Part III.

Evaluation and Closing [25 min]
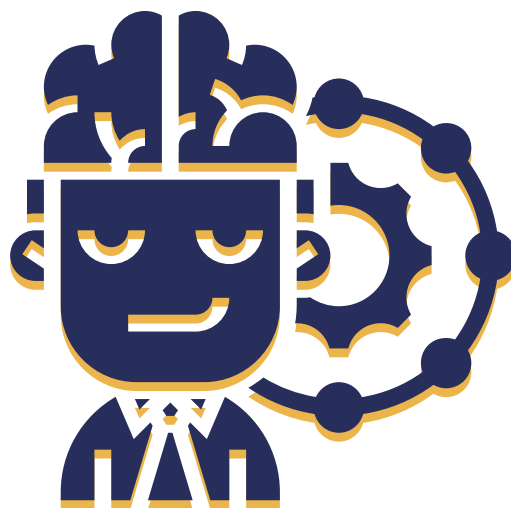
Evaluation Form, Google Form

The facilitator will post the Evaluation Form on the social media platform of the group (Facebook and/or WhatsApp) and give the participants time to complete the form. Additionally, the facilitator will share the importance of the feedback and encourage both positive and constructive feedback.

Closing: [20 min]

End the session with a full group reflection. Create a space for the participants to reflect on their overall experience. Encourage them to share about what they have learned, what they are taking away with them, and any gratitude they want to express.

Material(s) for the facilitator:
PowerPoint slides, European Opportunities for Youth

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