



EARTHE

Activity 2

Digital toolkit for innovative curriculum and methodological development

Module - Leadership

Method - Community leadership projects

Module 5 - Leadership

Method - Community leadership projects

Soft skill focus

Leadership and initiative; Teamwork and collaboration; Problem-solving in real-life contexts; Communication and active listening; Time and resource management; Empathy and social responsibility.

Learning outcomes

- Design and manage small-scale community initiatives that address real social or workplace challenges.
- Apply leadership styles in collaborative environments, demonstrating adaptability and inclusiveness.
- Enhance communication skills by presenting project ideas clearly and persuasively.
- Strengthen problem-solving abilities through practical planning and collective decision-making.
- Demonstrate digital resilience by using online tools for planning, communication, and dissemination of their projects.

Target group

Age - 25–50

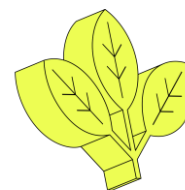
Gender - All genders

Level of studies – Secondary to higher education (EQF 4–6)

Status (employed/ unemployed/ searching for a job) – Employed, in career transition, or involved in community/NGO activities

Fewer opportunities (if there is the case) – Individuals from rural or economically disadvantaged areas, migrants, or adults with limited access to leadership training

Method description



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The Community Leadership Projects method immerses adult learners and educators in a practical, project-based learning experience. Participants work in small groups to identify a real need within their community or workplace (e.g., digital inclusion, environmental awareness, workplace well-being) and develop a feasible project to address it. Each team appoints leaders, allocates responsibilities, and prepares a project plan that includes goals, resources, timelines, and impact measurement. The method emphasizes experiential learning: learners practice leadership not as a theoretical concept, but as a lived responsibility. They experience the dynamics of motivating a group, negotiating decisions, resolving conflicts, and presenting outcomes. The method is particularly impactful for disadvantaged learners, as it connects leadership skills with empowerment and social contribution.

Implementation instructions

Timeline: 4–6 weeks total (3 in-person sessions + field work)

No. of participants: Ideal 6–16 (working in sub-teams of 3–5)

Necessary materials: Project canvas templates, stakeholder-mapping sheets, basic budgeting spreadsheet, presentation supplies, reflection journals

Space: Training room for sessions; community venue(s) for project delivery

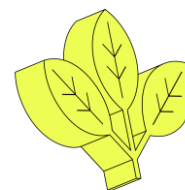
Implementation in 5 steps

Preparation: Trainer introduces the concept of community leadership and explains the connection between leadership and social impact. Participants brainstorm local challenges or workplace needs. A shortlist of feasible project topics is created.

Project Design: Participants are divided into groups of 4–6. Each group selects one topic.

Roles are assigned (leader, timekeeper, researcher, presenter, etc.). Groups draft a mini-project plan including objectives, target beneficiaries, activities, resources, timeline, and expected impact. Digital tools (e.g., Trello, Miro, Google Docs) are recommended to structure the plan.

Project Pitch & Feedback: Each group presents their project plan to peers and trainers in a pitch format (5–7 min). Audience provides constructive feedback based on clarity, feasibility, leadership approach, and team collaboration.



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Reflection & Debrief: Trainer facilitates a reflection discussion: How did the group leader influence decision-making? What challenges appeared in teamwork and how were they managed? What digital tools supported project planning? Participants complete a short self-assessment and peer feedback form on their leadership role.

Follow-up: Projects can be developed further outside the classroom, with learners testing their ideas in real-life contexts. Trainers may create a digital space (shared drive, online forum) where learners upload updates and receive ongoing peer/coach feedback.

Practical tips

Start with small, realistic project ideas to ensure feasibility within the training session.

Encourage diversity in group composition (different professional backgrounds, ages, experiences) to maximize peer learning.

Use digital collaboration tools (e.g., Trello, Miro, Google Docs, Padlet) to model digital resilience and teamwork.

Remind learners that the process matters as much as the outcome — leadership is about collaboration, not perfection.

If learners come from disadvantaged backgrounds, allow them to draw on real community needs they are familiar with (e.g., rural challenges, inclusion issues).

Rotate the leadership role within groups if time allows, so multiple participants can practice leadership.

Debriefing questions

How did your group decide on the final project idea? Whose voice was most influential?

What leadership behaviours did you notice in your group leader?

How did the group handle disagreements or conflicting ideas?

Which digital tools or methods helped your team organize better?

If you could restart the process, what would you change in your leadership approach?

How can the leadership skills you practiced today be transferred to your workplace or community?

Practical description sheet



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Method name: Leadership through Community Projects

Soft skill focus: Leadership, teamwork, problem-solving, communication, empathy, digital resilience

Learning outcomes:

Design and present a community-based project plan

Demonstrate leadership in group collaboration

Apply problem-solving strategies in a practical context

Use digital tools to support teamwork and planning

Group size: 4–6 participants per group

Time required: 2–2.5 hours (including preparation, design, presentation, and debriefing)

Materials needed:

Flipcharts, markers, sticky notes (for brainstorming)

Digital devices (laptops/tablets) with internet access

Collaboration tools: Google Docs, Miro, Trello, Padlet (optional but recommended)

Project plan template (provided by trainer)

Implementation steps:

Introduce concept of community leadership and brainstorm local/workplace challenges.

Divide participants into small groups and assign leadership roles.

Each group drafts a project plan (objectives, beneficiaries, activities, resources, timeline).

Groups present their project in a short pitch session.

Trainer and peers give structured feedback.

Debrief as a group, linking lessons to real-life leadership contexts.

Assessment & Reflection:

Peer feedback forms on leadership effectiveness

Self-assessment of leadership skills

Group reflection discussion using debriefing questions