

Digital NIYLS 2020

22 schools 123 participants



Delegates' handbook





The Normandy International Youth Leadership Summit was created nearly 7 years ago thanks to the initiative of young students thrilled by a strong desire to get committed into the evolution of the society they live in.

Information and technological progress constantly surround our today's generation. This is why this little group of students decided to take tomorrow's challenges into account so that they could contribute to contemplating and making our future a better place.

The NIYLS doesn't only aim at limiting its field of action in dialogues, but at collecting ideas in order to give food for thought. As a consequence, further concrete projects will come to light and will enable to tackle the 21st century's challenges. Among these projects are environmental issues, education, politics, trade, culture, sciences and many other themes these students have decided to be confronted with so as to adapt them to our generation.

This way, the NIYLS has grown larger thanks to the dynamism and the motivation of its team, as these projects are now being shared all around the world. In fact, the aim of the NIYLS is to welcome students from every country to go beyond differences and unite everyone in the same burst of enthusiasm. And it was a truly successful experience: Brazil, South Africa, Netherlands, Great Britain, Sicily, Italy, the United States and Germany united and took part in the adventure. These students then felt like extending this adventure and decided to gather regularly to develop new perspectives based on a common interest.

So, the very 1st edition of the summit was organized in September 2014 in order to meet as many students as possible so as to share ideas and projects following dialogues and conferences held at the L.H forum. The delegates' schedule was organised in three different perspectives: discussions in groups, conferences and activities, which was a good alternative between work and rest in order to preserve a convivial and positive atmosphere.

During the first edition of the summit, students discussed together about major themes such as environment, politics and education, but also to share everyone's culture in several activities which enabled them to draw awareness as regards all the treasures they really have to preserve. This first edition of the NIYLS was a complete success and it is with great enthusiasm that many other students will be meeting again the following years.

All year round, the founders of the NIYLS have had the opportunity to introduce their project with new students and to convey their passion for the summit, as well as their ideas and aims for the forthcoming years. Future really is a major challenge for these young leaders.

This seventh edition will be a real chance for the young leaders from 17 delegations as they will actively contribute to tomorrow's challenges, but they will also have the opportunity to represent their culture and learn about others. Even though the students will be together most of the time, the summit is also a unique experience for each of us thanks to the transmission of positive values. More than a chance, it is a real opportunity for these young leaders to be united and act together.



Institution Saint Joseph



"We strive to provide a welcoming atmosphere for all students, where they will find the programme of study that is just right for them. Our programmes ensure that students are treated as individuals and are supported throughout their schooling by our clearly identified lead teachers. The result is an on-going relationship between students, families and teachers".

Education is a team effort. First, there is our team of motivated teachers and educators who share common goals and work within a flexible educational framework. There are bridges between programmes at several moments during a child's schooling; these help keep us from permanently misdirecting students who are unsure of or dissatisfied with their course of study.

With our well-rounded education including academics, sport, art and culture at all year levels, our students are enriched in both body and mind.

We have designed St Jo to be a living school where students, teachers, educators and parents all feel comfortable and accomplish their work under the best conditions.

This is another reason we have particularly focused on developing unique educational features, such as our competence groups several subjects, modern languages in particular.

We also offer specialised classes, such as enhanced language classes and partial immersion, attesting to our openness to other cultures, near and far. Our foreign language programmes are highly varied.

With these unique features, we have set up partnerships with neighbouring, complementary schools, but also with schools in other countries, with which we form a solid network.

Lastly, our chaplaincy is attentive to pastoral training, initiatives and practices. Institution Saint Joseph aims to be a welcoming, dynamic school for the good of all students, who are our absolute priority and must always be at the centre of the educational approach.

Guillaume
Headmaster

DEMEILLERS



POWOW

Positive World Workers (POWOW) is an assembly of engaged students who carry out projects in order to make the world around them a better place. Directed by Mrs. Clément, and with the participation of committed students from Saint Joseph, in Le Havre, we come up with ideas and undertake actions at our own level to help improve our society and preserve our planet for future generations.

One aspect of POWOW is that we focus on themes such as ecology. For example we aim to raise awareness about recycling to students within the school, starting with the youngest, in order to have a positive influence on their attitude as a consumer later on. This year we carried out small events in Le Havre with other associations to take action against urban pollution. Moreover, in the context of the International Day at Saint Joseph, we met with students and showed them exhibits and presentations on sea pollution. We also discussed how we could diminish our impact on the environment.

POWOW also takes part in social actions with the ambition to reduce inequalities in our society. We've made progress these last few months by collaborating with an association called "Le Collectif des Cailloux". We organised an auction and the money collected was used to offer clothes and hygiene products to the homeless for Christmas. We were also able to put some money aside to help them when they're the most in need.

Additionally, one of our goals is to reduce bullying. To do so one of the things we do is going into classes to talk and raise awareness to resolve this problem.

Delegates



Belgium



Costa Rica

India Nashik



India Varanasi

Italy Biella



Italy Trapani

Senegal



USA Sterling



Netherlands



USA Saltsburg

Sweden



South Africa

Turkey



Italy Cagliari

Finland



Italy Borgo San Lorenzo



USA Westport

Indonesia Bekasi



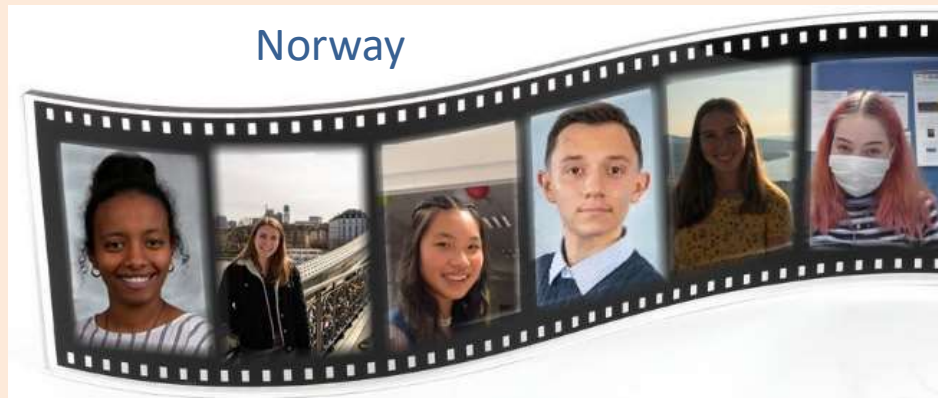
Indonesia Serpong



Norway



Norway



Australia





Facilitators

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Netherlands	Oos	Titus Bransma Lyceum	Gabriëlla Doorenbos	gabriella.doorenbos@gmail.com
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South Africa	Durban	Durban girls college	Ioanna Kouam	elisaduciel@gmail.com
Sweden	Tabi	Ava Gymnasium	Emma Sampson	emma.glig.sampson@gmail.com
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USA	Washington	Dominion high School	Paul Clavaud	paul.clavaud.bs@gmail.com
USA	Wesport	Staples high school	Emma Du Toit	emmamay.dutoit@gmail.com
USA	Saltsburg	Kiski school	Juliette Leblond	julietten.leblond@gmail.com

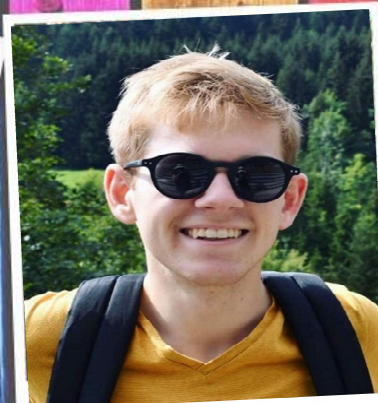
Facilitators faces!



Mariatou



Emma



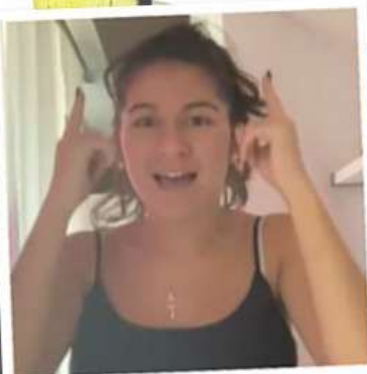
Mattéo



Salomé



Paul



Louann



Thomas



Joanna

Facilitators faces!



Agathe



Emmanuelle



Ethan



Gabriella



Inès



Juliette



Nicolas



2020



Planning session A

(morning session French time)

Session A timetable local time							
Dates	France Italy (Trapani, Biella) Netherlands, Sweden	Finland +1	Turkey +2	India + 4H30	Indonesia +6	Australia +10	Activities
Dec 1st	8H30 8H45	9H30 9H45	10H30 10H45	13H00 13H15	14H30 14H45	18H30 18H45	Opening ceremony and presentation of the digital summit
	8H45 9H25	9H45 10H25	10H45 11H25	13H15 13H55	14H45 15H25	18H45 19H25	Presentations of the delegations, workshop 1 opening
	9H25	10H25	11H25	13H55	15H25	19H25	Connections to the meeting rooms for workshop 1
	9H30 11H00	10H30 12H00	11H30 13H00	14H00 15H30	15H30 17H00	19H30 21H00	Workshop 1
	11H00 11H30	12H00 12H30	13H00 13H30	15H30 16H00	17H00 17H30	21H00 21H30	Conclusion workshop 1
Dec 2nd	8H30 8H45	9H30 9H45	10H30 10H45	13H00 13H15	14H30 14H45	18H30 18H45	Delegates' connection
	8H45 9H25	9H45 10H25	10H45 11H25	13H15 13H55	14H45 15H25	18H45 19H25	Ice breakers, workshop 2 opening
	9H25	10H25	11H25	13H55	15H25	19H25	Connections to the meeting rooms for workshop 2
	9H30 11H00	10H30 12H00	11H30 13H00	14H00 15H30	15H30 17H00	19H30 21H00	Workshop 2
	11H00 11H30	12H00 12H30	13H00 13H30	15H30 16H00	17H00 17H30	21H00 21H30	Conclusion workshop 2
Dec 3rd	8H30 8H45	9H30 9H45	10H30 10H45	13H00 13H15	14H30 14H45	18H30 18H45	Delegates' connection
	8H45 9H25	9H45 10H25	10H45 11H25	13H15 13H55	14H45 15H25	18H45 19H25	Ice breakers workshop 3 opening
	9H25	10H25	11H25	13H55	15H25	19H25	Connections to the meeting rooms for workshop 3
	9H30 11H00	10H30 12H00	11H30 13H00	14H00 15H30	15H30 17H00	19H30 21H00	Workshop 3
	11H00 11H30	12H00 12H30	13H00 13H30	15H30 16H00	17H00 17H30	21H00 21H30	Conclusion workshop 3
	14H00 15H00	15H00 16H00	16H00 17H00	18H30 19H30	20H00 21H00	00H00 01H00	Closing ceremony



Planning session B

(afternoon session French time)

Session B timetable local time					
Dates	France Belgium, Italy (Borgo San Lorenzo, Cagliari), Norway, South Africa	Senegal -1	USA -6	Costa Rica -8	Activities
Dec 1st	15H30 15H45	14H30 14H45	9H30 9H45	7H30 7H45	Opening ceremony and presentation of the digital summit
	15H45 16H25	14H45 15H25	9H45 10H25	7H45 8H25	Presentations of the delegations, workshop 1 opening
	16H25	15H25	10H25	8H25	Connections to the meeting rooms for workshop 1
	16H30 18H00	15H30 17H00	10H30 12H00	8H30 10H00	Workshop 1
	18H00 18H30	17H00 17H30	12H00 12H30	10H00 10H30	Conclusion workshop 1
Dec 2nd	15H30 15H45	14H30 14H45	9H30 9H45	7H30 7H45	Delegates' connection
	15H45 16H25	14H45 15H25	9H45 10H25	7H45 8H25	Ice breakers, workshop 2 opening
	16H25	15H25	10H25	8H25	Connections to the meeting rooms for workshop 2
	16H30 18H00	15H30 17H00	10H30 12H00	8H30 10H00	Workshop 2
	18H00 18H30	17H00 17H30	12H00 12H30	10H00 10H30	Conclusion workshop 2
Dec 3rd	14H00 15H00	13H00 14H00	8H00 9H00	6H00 7H00	Closing ceremony
	15H30 15H45	14H30 14H45	9H30 9H45	7H30 7H45	Delegates' connection
	15H45 16H25	14H45 15H25	9H45 10H25	7H45 8H25	Ice breakers workshop 3 opening
	16H25	15H25	10H25	8H25	Connections to the meeting rooms for workshop 3
	16H30 18H00	15H30 17H00	10H30 12H00	8H30 10H00	Workshop 3
	18H00 18H30	17H00 17H30	12H00 12H30	10H00 10H30	Conclusion workshop 3

Groups session A (morning session French time)



Surname	Name	Group	Country	School
Akçelik	Yiğit	Group 1	Turkey	TOKİ Şehit İkrım Cirit Anatolian HighSchool
Azis	Hasna	Group 3	Indonesia	BINUS SCHOOL Bekasi
Batiste	Charles	Group 4	Sweden	Åva Gymnasium
Begaj	Anja	Group 5	Sweden	Åva gymnasium
Carlsson	Anna	Group 2	Sweden	Åva gymnasium
Carvalho Silva	Maria Clara	Group 1	Italy	I.I.S. EUGENIO BONA
Crook	Dylan	Group 1	Netherlands	Titus Brandsmalyceum
Felicio	Felicio Deliberto	Group 5	Indonesia	BINUS SCHOOL Bekasi
Festeggiante	Leonardo	Group 2	Italy	I. I. S. S. Rosina Salvo
Firdausy	Amaleeya	Group 1	Indonesia	BINUS SCHOOL Serpong
Genna	Rosa	Group 3	Italy	I. I. S. S. Rosina Salvo
Guastavino	Roberta	Group 4	Italy	I. I. S. S. Rosina Salvo
Gulve	Aakar	Group 1	INDIA	Delhi Public School Nashik
Iza	Zeynep	Group 4	Turkey	TOKİ Şehit İkrım Cirit Anatolian HighSchool
Kaur	Simran	Group 2	India	Delhi Public School Nashik
Kekola	Helena	Group 1	Finland	Liedon lukio
Koçak	Ayça	Group 5	Turkey	TOKİ Şehit İkrım Cirit Anatolian HighSchool
Korkiamäki	Ella	Group 2	Finland	Liedon lukio
Kyllönen	Oskari	Group 3	Finland	Liedon lukio
Lamnabhi	Najoua	Group 3	Italy	I.I.S. EUGENIO BONA
Langens	Noa	Group 2	Netherlands	Titus Brandsmalyceum
Leyoudi	Safia	Group 5	Italy	I.I.S. EUGENIO BONA
Lubis	Sandryna Alivia	Group 2	Indonesia	BINUS SCHOOL Bekasi
Mostert	Loreleigh	Group 3	Sweden	Åva Gymnasium
Pathak	Raja	Group 5	India	Delhi Public School Varanasi
Pepers	Anne	Group 3	Netherlands	Titus Brandsmalyceum
Perkkiö	Pihla	Group 4	Finland	Liedon lukio
Satyagraha	Ghazy Danendra Satyagraha	Group 1	Indonesia	BINUS SCHOOL Bekasi
Shah	Tirth	Group 3	India	Delhi Public School Nashik
Singh	Aniruddha	Group 1	INDIA	Delhi Public School, Varanasi
Siringoringo	Esaiaş Matthew Jaisamarn	Group 5	Indonesia	BINUS SCHOOL Serpong
Sonawane	Sawali	Group 4	India	Delhi Public School Nashik
Spadaro	Orazio	Group 2	Italy	I.I.S. EUGENIO BONA
Sutadharma	Jocelyn Kezia	Group 3	Indonesia	BINUS SCHOOL Serpong
Tjuatja	Hannah Dhammika	Group 4	Indonesia	BINUS SCHOOL Serpong
Tripathi	Mohi	Group 2	India	Delhi Public School, Varanasi
Tuimala	Linda	Group 5	Finland	Liedon Lukio
Tuokko	Ellen	Group 4	Finland	Liedon lukio
		Group 3	Australia	Saint Mary Mc Killop
		Group 4	Australia	Saint Mary Mc Killop
		Group 5	Australia	Saint Mary Mc Killop

Groups session B (afternoon session French time)



Surname	Name	Group	Country	School
Abraha	Heaven	Group 1	Norway	Gjøvik Videregående Skole
Albittar	Bashar	Group 2	Norway	Gjøvik Videregående Skole
Bah	Sulayman Bah	Group 1	USA	The Kiski School
Bassi	Anna	Group 3	Italy	IIS GIOTTO ULIVI
Bhatta	Niwedita	Group 1	South Africa	Durban Girls' College
Boi	Chiara	Group 1	Italy	Convitto Nazionale Vittorio Emanuele II
Bulic	Anja	Group 3	Norway	Gjøvik Videregående Skole
Carlota	Fialho	Group 5	Belgium	Institut Emile gryzon
Celli	Giulia	Group 5	Italy	IIS GIOTTO ULIVI
Chebli	Ahmed	Group 1	Senegal	Institution Sainte Jeanne d'Arc
Cicala	Giovanni	Group 2	USA	The Kiski School
Cortés	Camila	Group 1	Costa Rica	Colegio de Santa Ana
Demuro	Francesco	Group 2	Italy	Convitto Nazionale Vittorio Emanuele II
donadio	camilla	Group 1	italy	IIS GIOTTO ULIVI
Duma	Nolwandle	Group 5	South Africa	Durban Girls' College
Dylan	Pipers	Group 4	Belgium	Institut Émile Gryzon
Ferro	Alessandro	Group 4	Italy	IIS GIOTTO ULIVI
Frydenlund	Hans Magnus	Group 3	Norway	Gjøvik Videregående Skole
Hardeberg	Alma	Group 4	Norway	Gjøvik Videregående Skole
He	Alisa	Group 5	Norway	Gjøvik Videregående Skole
Hodsoll	Brindle	Group 1	USA	Dominion High School
Johnsen	Elin Leine	Group 2	Norway	Gjøvik Videregående Skole
Jones	Lara-Leigh	Group 2	South Africa	Durban Girls' College
Karterud	Naomi Raz	Group 5	Norway	Gjøvik Videregående Skole
Lampis	Chiara	Group 3	Italy	Convitto Nazionale Vittorio Emanuele II
Melina	Ferdin	Group 3	Belgium	Institut Emile Gryzon
Mesén Lara	Alisson	Group 5	Costa Rica	Colegio de Santa Ana
Muñoz	Jose Muñoz	Group 4	USA	The Kiski School
Ndeye Maguette	Ba	Group 3	Sénégal	Institution Sainte Jeanne d'Arc
Nykvist	Amelia	Group 1	Norway	Gjøvik Videregående Skole
Parisotto	Dante	Group 5	USA	The Kiski School
Perkins	Talia	Group 3	USA	Staples High School
Piętka	Olaf	Group 4	Norway	Gjøvik Videregående Skole
Qi	Jessica	Group 2	USA	Staples High School
Rasoloarimanana	Malalaso	Group 2	Senegal	Institution Sainte Jeanne d'Arc
Ravoarharison	Yvon	Group 4	Sénégal	Institution Sainte Jeanne d'Arc
Ronchi	Samuele	Group 4	Italy	Convitto Nazionale Vittorio Emanuele II
Rørvik	Mathilde	Group 5	Norway	Gjøvik Videregående Skole
Siani	Niccolò	Group 2	Italy	IIS GIOTTO ULIVI
Simonenko	Anastasia	Group 2	USA	Dominion High School
Thoresen	Oliver	Group 4	Norway	Gjøvik Videregående Skole
Weng	Julian	Group 4	USA	Staples High School
Yao	Tina	Group 3	USA	Dominion High School
Zamora Marín	Eddy	Group 3	Costa Rica	Colegio de Santa Ana



Workshop 1 Mondialisation

TOGETHER WE ARE STRONGER !

For this workshop, delegates will play the role of a representative of a country and will have to manage a crisis. Together, delegates will discuss to find solutions. This will develop our capacity of cooperating with others.

To prepare the workshop, each delegation will have to do precise research on the following countries:

- Germany
- India
- Indonesia
- Mexico
- Nigeria
- Spain
- United Kingdom
- U.S.A.

For each country please include:

- their statue (MEDCs, LEDCs, NICs or BRICs)
- their main trade partners
- what they import the most and from whom
- what they export the most and to whom
- if there already are trade agreements between the eight countries

You are more than welcome to find figures or statistics to illustrate your research. Delegates of the same delegation may complete it together but delegates have to make sure they have the information for the workshop (you will need it).

This work should be emailed in the following format:

- 1°) PDF file
- 2°) Name of the country
- 3°) Name of the school
- 4°) Times New Roman, Front Size 12, Line 1.15
- 5°) Deadline : 13th of November 2020, 11:00pm (French time (GMT +0h))



Workshop 2 Durable society

Overview of the workshop structure:

You represent a fictitious country's government. Delegates will be split into groups of 8 and shall represent a ministry of the government. Each ministry has its own problems to solve and tasks to complete !

Global Presentation:

The global pandemic hit the world hard, your country is no exception. Thankfully a vaccine has been found and distributed; therefore health is improving worldwide. However this crisis created problems, as well as bringing to light or worsened already existing national and international issues. As the country's government you must find solutions to the various tasks and crises brought to the table for 1 hour and 30 minutes. Delegates will be split into ministries in order to come up with a global plan between them. Your group will discuss the issues at hand and solve the problems using the provided guidelines and documents. These documents shall be given at the beginning of the workshop and 10 minutes of the beginning of the workshop will be dedicated to discovering them. Discovering them at the same time will ensure everyone has the same starting point and test your critical thinking and problem solving skills. At the end of the discussion time (around 1 hour and 10 minutes) you will compile your ideas into a 3 minute speech that you will present to the other groups via a workshop conclusion google meet.

Workshop timeline:

- Overall time: Around 1h30
- Introduction of the workshop and split into various groups: 3 minutes
- Reading the documents provided for your ministry: 10 minutes
- Discussion time: 1h05 minutes
- Presentation of the ministry's plan: no more than 3 minutes per group (overall around 15 minutes)



Info and documents provided:

Each delegate of the same group for this workshop will be given some preparation work but also the same amount of document guides at the beginning of the workshop to read, analyse and discuss. Various facts and national problems will be highlighted by the documents and using these as well as your personal knowledge your mission is to solve a maximum of problems and answer the general quandary.

Country (in which the ministries are), global facts:

State form: Unitary Democratic Republic

Time zone: UTC+3

Demography: 100 000 000

Country annual GDP: 29 000 000 000 000 €

GDP per capita: 29.000€

Unemployment rate: 20%

Debt: 100% Annual GDP

Currency: Euro

Military personnel: ~425.000

Disclaimer: This country is fictitious though certain similarities may be found with western European countries.





Main concerns for the country:

- Now we have an opportunity to look back on our ways, we want to opt for a more eco-friendly future.
- We also need to consider the transformation of our healthcare as we learned we were severely underequipped.
- What roles should the different levels (local, national, international) play in terms of the economy, health, geostrategy, education ? How can different countries cooperate ?
- Although we must continue trade and foreign affairs, relocating certain industries may be feasible. This could potentially limit our Carbon footprint and deal with unemployment.

The different ministries and their challenges:

- **Ministry of health**

-Should there be more public awareness in classes/corporations/associations regarding the threat posed by pandemics, should safety measures be reinforced in public spaces ? If so, how should it be handled ?

Sub question: The crisis had brought to light a lack of materials, should the government invest more into the healthcare system to create emergency stocks ?

-Where should the new investments be directed, keeping in mind financial limits ? Hiring more personnel ? Research for future pandemics or material ? New equipment ? Formation of qualified personnel ?

Sub question: The medical carers such as nurses have complained in the past how severely underpaid they are, and protests and demands are growing, what action will the government do to prove that the medical staff is valued.

-Mental health support ? (Especially for children of public workers and public workers, single parents, and elders who have been partly forgotten during the crisis).

- **Ministry of transport:**

-What means of transports should be more favoured/discarded ?

Sub question: How can transports evolve to be more sustainable ? Are electric cars, trucks and buses really a sustainable solution ? What roles for planes, boats, trains who are today key instruments of globalisation ?

-What funding an organisation scheme should be chosen to supply countries, regions and cities with such means and measures ?

Sub question: What to do with public transport in terms of production, territorial distribution, funding ? What solutions do national and corporate R&D departments have ? What direction should they take ?



- **Ministry of the ecology:**

- Should government funding be provided to help people into a more eco friendly lifestyle ?
- Sub question: with limited budget and climbing debt what actions can be taken which do not require massive funding ? Which causes need priority funding and which do not ?
- While being confined, we have noticed that the slowing down of the economic process and individual activities have led to a positive evolution of the environmental situation. Some species reclaimed territory and global pollution did not climb as fast as usual. What measures should be taken to make sure that future development will be more sustainable ?

- **Ministry of justice and defense:**

- How should the judicial/penitentiary system treat cases of violence, fraud, theft, physical/mental abuse which have happened during the crisis ?
- Sub question: The crisis has brought out that many families and corporations experienced many infringements upon the law, which ranged from taxation/unemployment frauds up to home violence, often inside couples or by adults on children.
- How could criminality be dealt with on different scales and sectors of society/ the economy?
- Sub question: Should there be a reform regarding the police/border/enquiry personnel Especially in terms of traffic, domestic abuse, fraud, border control, and of course, environmental issues and the transport of goods, as well as human trafficking. Criminality has also exploded because of lockdown and lack of opportunities for many.
- What role can military personnel play in those types of crisis (taking into account actions during the Covid-19 crisis) ?
- Sub question: In many countries, the armed forces have been tasked with helping medical personnel and shipping goods and people who needed emergency services. How could the armed forces benefit the populations of the countries they act in ? Focus more on intervention/local protection/construction of infrastructure or awareness ?

- **Ministry of the economy and industry:**

- Is the increasing use of robots and automating production a good thing? Are the robots stealing peoples' jobs ? Are they benefiting them?
- Sub question : With the increase of the population there is also a growing demand for goods. Will the use of robots increase production to meet the demands ?
- How can we produce more locally and get people to consume locally ? Will the products be more expensive ? What benefits will this have ?
- Sub question : The crisis showed the need for the countries to make more medical equipment locally, masks in particular. Could making these equipment locally reduce the chances of shortages in the medical field ?
- Should governments invest in green industries ? What benefits can this have for the future ? What can the industries do to be more green ?

Prep work and additional information will be provided as time goes by, any questions from delegates will gladly be answered by any of the facilitators !

Hope you will all have fun with this workshop !



Workshop 2 Durable society

Preparatory work

For this workshop, you will represent a fictitious country's government. Delegates will be split into groups of 8 and shall represent a ministry of the government. Each ministry has its own problems to solve and tasks to complete ! Thus, to prepare the workshop, each delegation will have to do some researches on the following questions/sentences:

- How is the political system organised in your country ? What do you think, do you think anything is lacking or things could be done differently ?
- You will study the international measures taken regarding the sanitary crisis and the situation in the world. In your country, do you believe things could and should be done differently. Are there any countries whose policies you find are good ideas ?
- You can think of the different issues and what you would like to improve or change the current situation of your country.
- Imagining the health crisis was over. What do you hope your government would do in terms of "rebuilding the country" after these hard times ?

You can take international examples.

You can also think of the different measures that you would take to meet the challenges of each ministry while keeping in mind the main concerns for the country. Indeed, this workshop is based on building a more sustainable society.

Sneak peek of the workshop, you can read through to get an idea of what you can expect, but aside from reading no work is assigned in regards to this workshop:

- **Main concerns for the country:**
 - Now we have an opportunity to look back on our ways, we want to opt for a more eco-friendly future.
 - We also need to consider the transformation of our healthcare as we learned we were severely underequipped.
 - What roles should the different levels (local, national, international) play in terms of the economy, health, geostrategy, education ? How can different countries cooperate ?
 - Although we must continue trade and foreign affairs, relocating certain industries may be feasible. This could potentially limit our Carbon footprint and deal with unemployment.



The different ministries and their challenges:

- **Ministry of health :**

-Should there be more public awareness in classes/corporations/associations regarding the threat posed by pandemics, should safety measures be reinforced in public spaces ? If so, how should it be handled ?

Sub question: The crisis had brought to light a lack of materials, should the government invest more into the healthcare system to create emergency stocks ?

-Where should the new investments be directed, keeping in mind financial limits ? Hiring more personnel ? Research for future pandemics or material ? New equipment ? Formation of qualified personnel ?

Sub question: The medical carers such as nurses have complained in the past how severely underpaid they are, and protests and demands are growing, what action will the government do to prove that the medical staff is valued.

-Mental health support ? (Especially for children of public workers and public workers, single parents, and elders who have been partly forgotten during the crisis).

- **Ministry of transport:**

-What means of transports should be more favoured/discarded ?

Sub question: How can transports evolve to be more sustainable ? Are electric cars, trucks and buses really a sustainable solution ? What roles for planes, boats, trains who are today key instruments of globalisation ?

-What funding an organisation scheme should be chosen to supply countries, regions and cities with such means and measures ?

Sub question: What to do with public transport in terms of production, territorial distribution, funding ? What solutions do national and corporate R&D departments have ? What direction should they take ?

- **Ministry of the ecology:**

-Should government funding be provided to help people into a more eco friendly lifestyle ?

Sub question: with limited budget and climbing debt what actions can be taken which do not require massive funding ? Which causes need priority funding and which do not ?

-While being confined, we have noticed that the slowing down of the economic process and individual activities have led to a positive evolution of the environmental situation. Some species reclaimed territory and global pollution did not climb as fast as usual. What measures should be taken to make sure that future development will be more sustainable ?



- **Ministry of justice and defense:**

- How should the judicial/penitentiary system treat cases of violence, fraud, theft, physical/mental abuse which have happened during the crisis ?
- Sub question: The crisis has brought out that many families and corporations experienced many infringements upon the law, which ranged from taxation/unemployment frauds up to home violence, often inside couples or by adults on children.
- How could criminality be dealt with on different scales and sectors of society/ the economy?
- Sub question: Should there be a reform regarding the police/border/enquiry personnel Especially in terms of traffic, domestic abuse, fraud, border control, and of course, environmental issues and the transport of goods, as well as human trafficking. Criminality has also exploded because of lockdown and lack of opportunities for many.
- What role can military personnel play in those types of crisis (taking into account actions during the Covid-19 crisis) ?
- Sub question: In many countries, the armed forces have been tasked with helping medical personnel and shipping goods and people who needed emergency services. How could the armed forces benefit the populations of the countries they act in ? Focus more on intervention/local protection/construction of infrastructure or awareness ?

- **Ministry of the economy and industry:**

- Is the increasing use of robots and automating production a good thing? Are the robots stealing peoples' jobs ? Are they benefiting them?
- Sub question : With the increase of the population there is also a growing demand for goods. Will the use of robots increase production to meet the demands ?
- How can we produce more locally and get people to consume locally ? Will the products be more expensive ? What benefits will this have ?
- Sub question : The crisis showed the need for the countries to make more medical equipment locally, masks in particular. Could making these equipment locally reduce the chances of shortages in the medical field ?
- Should governments invest in green industries ? What benefits can this have for the future ? What can the industries do to be more green ?



Workshop 3 Media

This workshop about medias is going to be a puzzle course. Delegates will have to solve riddles by cooperating, and at the end of each, they will obtain a “clue” to help them reach the final goal, which will be to write a “Promise Chart”, containing five “resolutions” to answer the main question of our workshop : “How can medias be used as a tool to improve modern day society?”

To prepare the workshop, they will have to find the answers to the following questions which will introduce them to the workshop’s main topic :

- Give a definition of what a media is.
- Mention different kinds of media, and what they encompass.
- Research the following:
- The total amount of social media users, and more precisely Facebook, Twitter, Instagram, Tiktok, Whatsapp and Youtube users.
- The percentage of households owning at least 1 TV
- The number of radio stations worldwide
- The amount of Internet users around the world

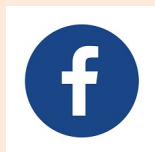
Be ready to react quickly during the workshop to be the first to find the clues!! you will need to research the different riddles and discuss them as a team 😊



HAVE A WONDERFUL TIME AND HAVE FUN!



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