

AI Skills for Youth Leadership and Opportunity

Helping young people lead, create and prepare for a changing world of work

A practical learning partnership for youth-support institutions, foundations, youth networks, education providers and enterprise-support organisations.

THE PROPOSITION

Invest in young people as decision-makers and creators. Combine responsible AI skills with leadership practice, a credible portfolio and a supported next step into learning, work or enterprise.

LEAD WITH PURPOSE

Build judgement, teamwork and the confidence to take responsibility.

CREATE SOMETHING THAT MATTERS

Turn a youth-chosen challenge into a tested idea and an evidence-based presentation.

CONNECT LEARNING TO OPPORTUNITY

Prepare a portfolio, identify suitable pathways and agree a practical next-step plan.

Prepared by

CERTIFICATES IN AI Sp. z o.o. (CEAI)

Poznań, Poland | info@cerai.eu | cerai.eu

English online programmes 24/7 • Planned in-person delivery • Tailored youth pathways

Partnership discussion • 18 September 2026

Independent commercial training provider. Youth-specific activities, specialist input and delivery scope are agreed with each partner.

PURPOSE AND PARTICIPANTS

1. From access to agency

CEAI proposes a partnership that helps young people move from using digital tools to making informed choices, leading practical work and presenting evidence of what they can do. The intended outcome is more than a course certificate: it is a young person with stronger skills, a credible project and a realistic next step.

The design takes inspiration from the UN Youth Office’s emphasis on sustained, inclusive youth participation and UNESCO’s focus on critical judgement and responsible AI use. These are reference points, not institutional endorsements or a claim of full framework coverage. [1, 2]

The opportunity for youth-support institutions

Combine a structured AI learning foundation with the institution’s youth-development expertise, mentors and local opportunity networks. Start with a defined cohort, test the learning model and expand only when there is evidence of usefulness and accessible participation.

Who the partnership can serve	Relevant emphasis
Youth organisations and national networks	Shared leadership and digital-skills cohorts, youth-led projects and peer learning.
Foundations and youth-development programmes	Sponsor-defined learning objectives, fair access arrangements and credible reporting.
Education and career-support centres	Practical work samples, career-readiness exercises and progression into further learning.
Incubators and enterprise-support organisations	Youth enterprise concepts, customer discovery and responsible communication.
Community and skills-development organisations	Accessible pathways for participants facing barriers to learning or opportunity.

Proposed initial participant scope

The initial model is for young adults aged 18 and over, with the partner defining its own youth age range. Possible participants include students, recent graduates, early-career workers, young people seeking work, emerging founders and youth-organisation volunteers. Youth workers and educators may join a separate capacity-building strand.

No previous AI experience is assumed, but basic digital access and sufficient English for the selected programme must be checked. Participation by anyone under 18 requires a separately designed safeguarding and delivery arrangement before enrolment.

A PRACTICAL PROMISE

Young people should have opportunities to make decisions, contribute to teams, create useful work and reflect on it. Access to training is the starting point, not proof of leadership or employment.

LEADERSHIP THROUGH PRACTICE

2. Young people as co-designers and leaders

Leadership is treated here as observable practice, not a job title, a personality label or a polished presentation. Participants exercise judgement, listen to others, share responsibility and explain the consequences of their choices. AI supports preparation; it does not replace the young person’s own thinking.

Leadership capability	How participants practise it	Evidence to review
Purpose and initiative	Choose a relevant challenge, explain who it matters to and set a feasible objective.	A youth-owned problem statement and personal learning goal.
Critical judgement	Check an AI output, compare evidence and explain when not to rely on the tool.	A source register and decision log.
Teamwork and inclusion	Rotate project roles, invite different contributions and respond constructively to disagreement.	Facilitator observation, peer feedback and a roles record.
Communication	Present an idea clearly, acknowledge uncertainty and answer questions without invented claims.	A short pitch or briefing and a question-and-answer review.
Execution and accountability	Plan a small task, manage time, check quality and revise after feedback.	A workplan, tested output and change log.
Reflection and next steps	Identify what improved, what still needs practice and a suitable progression route.	A reflection note and a 90-day action plan.

Meaningful participation in the programme itself

Before delivery, invite a diverse group of prospective participants to comment on learning needs, challenge themes and access arrangements. During the pilot, use regular youth feedback to adjust delivery. At the end, involve participants in deciding what should be improved before another cohort. This proposed process reflects the participation principles in the UN reference. [1]

Support that develops independence

A named youth-development facilitator or mentor should guide reflection and team practice. The partner may provide this role; any CEAI facilitation is included only when specified in the contract. Peer leadership is supported, not used as a substitute for qualified supervision.

Assessment uses transparent criteria and human feedback. There is no automated leadership ranking, personality inference or behavioural profiling. Public speaking confidence alone is not treated as evidence of leadership.

3. The programme portfolio

The three existing programme names below remain unchanged. Youth leadership activities, mentoring and career or enterprise exercises are proposed adaptations, not claims that every standard course already includes these services.

IAIDL – International AI Driving License

The practical AI-literacy foundation for participants learning to use tools critically and responsibly. Proposed youth applications include checking information about a learning opportunity, preparing a reviewed document and recording what was generated, verified and improved by the learner.

Intended contribution: digital confidence grounded in demonstrated skills, source-checking and safe-use habits. A checked work sample can become part of the learner's portfolio.

AI for Business Leaders

An option for emerging youth leaders, project coordinators and aspiring founders who are ready to evaluate how AI could support an organisation or initiative. The youth adaptation focuses on defining a purpose, comparing options, assigning responsibilities and explaining costs and risks; it does not assume that participants already manage a business.

Intended contribution: informed project decisions, a practical adoption plan and accountable leadership. Youth-development specialists help set age- and experience-appropriate exercises.

AI for Marketing & Sales

An option for participants exploring entrepreneurship, communication or market development. Proposed assignments include a truthful value proposition, a tested message for a product or community service, and a presentation of a verified idea. The learner's voice and honest evidence remain central.

Intended contribution: clearer communication and a better-tested offer. The course does not itself establish customer demand, create income or secure investment.

PROPOSED CUSTOM PATHWAY: YOUTH LEADERSHIP & OPPORTUNITY LAB

A partner-designed pathway combining selected AI foundations with leadership practice, teamwork, a youth-led challenge, a portfolio and a progression plan. This is a proposed contracted service, not a new course claimed to be fully deployed.

Select a pathway, not a compulsory bundle

The partner and CEAI choose the relevant programme or components after understanding the participants. Not every learner needs all three programmes. Programme hours, access, assessments and any custom activities are recorded in the agreed scope before launch.

OPENING CREDIBLE PATHWAYS

4. What new horizons can look like

The partnership should help young people recognise a wider range of possibilities and prepare to pursue them. Each route combines a concrete learning output with a human-supported next step. Opportunities are checked for relevance and conditions; an introduction or application is not a promised outcome.

Opportunity route	What the learner prepares	Bridge provided or arranged by the partner
Work and career development	An authentic skills portfolio, a verified role-requirements comparison and an honest application or interview exercise.	Career guidance and referrals to suitable vacancies or work-based learning, only where arrangements exist.
Entrepreneurship and social enterprise	A problem/value proposition, customer-discovery notes, a simple cost model and a tested prototype.	Incubator feedback or an enterprise-adviser meeting. No venture funding or commercial viability is assumed.
Youth-led community initiatives	A team project brief, responsibilities, a partner request and a feasible delivery plan.	A community organisation to review the idea and consider safe, agreed implementation.
Further learning and cross-border exchange	A source-checked shortlist of learning or exchange opportunities, eligibility notes and a next-step application plan.	Advice on providers, deadlines and participation requirements. No admission, scholarship, mobility or visa is promised.
Peer learning and youth-work pathways	A reviewed mini-session, learning resource and reflection on supporting others.	Supervised practice with youth workers; any paid or volunteer role requires a separate agreement.

The learner’s opportunity portfolio

The proposed portfolio brings together a checked AI task, an account of the learner’s project contribution, a short project presentation and a realistic progression plan. Evidence of teamwork and feedback is included where appropriate. The portfolio distinguishes the learner’s work from AI assistance and credits teammates and external material.

AN OPPORTUNITY IS NOT AN INFLATED PROMISE

Readiness, applications, interviews, admissions, placements, paid work and funding decisions are separate stages. The programme can strengthen preparation; selection decisions and labour-market conditions remain outside CEAI’s control.

YOUTH-LED CREATION AND USEFUL WORK

5. The Youth Opportunity Challenge

Participants work in small teams on a challenge they help select. They define the need, check information, create a limited output, test it safely and explain what they learned. Team roles rotate so that leadership is practised by more than the most confident speaker.

Illustrative challenge	Possible output	What makes it credible
A local learning-opportunity navigator	A source-checked guide to training or youth services and a simple demonstration of how to keep it current.	Original sources, dates, eligibility checks and accessible information. No scraping of personal records or invented opportunities.
A greener community initiative	A small project concept using public or synthetic data to explore resource use, repair or waste prevention.	An explicit baseline and assumptions. A prototype is not reported as an achieved environmental saving.
A youth micro-enterprise or social enterprise idea	A value proposition, discovery questions, a basic cost model and an honest pitch.	Needs are tested with authorised feedback. Financial calculations are checked; a pitch is not evidence of demand or funding.

A five-step challenge process

Define the need with relevant people; research and verify; allocate roles and design; test a low-risk version; present evidence and reflect. AI can help with drafts and comparisons, but the team must understand and defend the resulting work.

What each team submits

A concise problem statement, source list, roles/workplan, prototype or sample, evidence of testing, and a short presentation. Each participant explains their own contribution, what they verified and one change made after feedback. The partner agrees the assessment rubric before activity begins.

Connecting a strong idea to support

Where separately arranged, a partner showcase can involve career advisers, community organisations, enterprise mentors or education providers. Invitees, feedback commitments and any follow-on support must be confirmed. A public pitch is optional; private review remains available.

Learner-created material remains subject to agreed ownership and reuse terms. Participation does not require promotional consent or transfer of portfolio rights. A challenge must not become unpaid production work for CEAI or a sponsor.

6. From online access to applied experience

Self-paced online foundation

CEAI’s standard programmes are delivered in English and available 24/7 during the agreed access period. Programme selection and learning hours are confirmed before contracting. Materials access is not round-the-clock staffed support, an automatic live-class service or unlimited concurrent-user capacity.

A facilitated practice layer, where contracted

Leadership, teamwork and reflection require planned practice and feedback alongside the online foundation. The partner may supply youth workers, mentors and a learning space. CEAI facilitation, online meetings, custom materials or technical integration are separate scope items to confirm, not assumed features of the standard course.

Planned in-person option: five days × eight hours

The following is an illustrative custom programme. It is not completion of all three CEAI programmes in five days. Daily timetables, breaks, contact-hour accounting, trainers, accessibility and any preparatory learning are agreed in advance.

Day	Learning focus	Practical output
1 • 8 hours	AI literacy, safe use, source verification and individual learning goals.	A checked AI task and an individual safe-use checklist.
2 • 8 hours	Leadership, listening, teamwork and evidence-based decisions.	Team charter, rotating roles and a decision log.
3 • 8 hours	Career, enterprise or community-project exploration.	A verified opportunity map and challenge concept.
4 • 8 hours	Prototype, communication, partner feedback and SDG reasoning.	A reviewed work sample and a credible project presentation.
5 • 8 hours	Demonstration, reflection, portfolio review and progression planning.	A learner-owned portfolio and 90-day next-step plan.

Language, access and time

English is the confirmed programme language. Translation, interpreting, low-bandwidth arrangements, alternative formats and assistive support require planning. Institutions should help participants access suitable devices and learning time; 24/7 availability alone does not remove participation barriers.

The partner may choose a foundation-only cohort, a custom facilitated lab or the planned in-person option. Duration, scope, support and programme/certificate requirements are documented for the selected route.

DEVELOPMENT THROUGH DEMONSTRATED CONTRIBUTION

7. Connecting leadership and opportunity to the SDGs

This is CEAI's proposed contribution map, based on UN target definitions. It describes what a well-designed project could support, not results already achieved. Local learning and project measures are not the official UN global indicators. [3–9]

Goal / focus	Proposed contribution	Evidence to collect
SDG 4 · Quality Education 4.4; relevant 4.7 elements [3]	Practical digital and professional skills, critical learning and understanding of sustainable development.	Comparable tasks before/after; checked portfolio outputs; evidence of independent reasoning.
SDG 8 · Decent Work and Economic Growth Relevant 8.5 elements [4]	Preparation for suitable work and further learning. Enterprise practice is relevant to the entrepreneurship dimension of 8.3, not its full policy scope.	Skills demonstrated, verified opportunities pursued and progression recorded separately. No job-creation claim from enrolment.
SDG 17 · Partnerships for the Goals 17.16–17.17 [5]	Shared learning between youth institutions, educators and other confirmed opportunity partners.	Documented roles, activities actually delivered, usable referrals and joint reviews.
SDG 5 · Gender Equality Relevant 5.5 and 5.b elements [6]	Deliberately support young women's participation in team leadership and useful technology learning.	Role rotation, fair access arrangements and feedback on barriers; not participation totals alone.
SDG 10 · Reduced Inequalities 10.2 [7]	Design fair participation with young people who face economic, geographic or accessibility barriers.	Support agreed and used; retention barriers; proportionate learner feedback and changes made.

Environmental contributions require a relevant project

A custom challenge may support climate-information learning under SDG 13.3 or explore resource efficiency and waste prevention under SDG 12.2 and 12.5. Only a measured real-world application can justify a resource or environmental outcome claim. Online delivery and AI use are not automatically greener. [8, 9]

Select a small set of relevant targets at project inception. Keep the evidence chain clear: learning → observed behaviour → approved application → possible wider outcomes. No UN recognition, funding eligibility or official certification follows from an SDG reference.

PARTNERSHIP THAT TURNS LEARNING INTO A NEXT STEP

8. Responsibilities and a practical pilot

The programme is designed to complement a youth institution's own work. CEAI contributes the contracted AI learning component; the institution contributes its knowledge of young people, support arrangements and local relationships. Young participants help shape the programme and retain responsibility for their own decisions.

Partner	Proposed responsibilities
Youth-support institution	Define the cohort, access support and safeguarding arrangements; confirm youth facilitators; coordinate youth input and approve custom content.
CEAI	Provide the agreed programme, digital access, AI-learning resources, applicable assessments and contracted reporting. Confirm any additional facilitation or custom services.
Young participants	Choose learning goals, contribute to the challenge, check outputs, credit sources, give feedback and develop their next-step plans.
Opportunity or specialist partners	Where separately confirmed, contribute career or enterprise advice, sector review, feedback or progression opportunities. Participation is not presumed.

Illustrative pilot: one cohort, a defined review point

A possible planning scenario is 30 young adults working in six teams of five over a six-to-eight-week project window. These are discussion assumptions, not a capacity limit, fixed course duration or promise of delivery. The final model follows the learner profile, selected programme and support capacity.

Stage	Output before progressing
1. Listen and define	Youth-informed priorities, selection criteria, support plan, baseline method and signed scope.
2. Configure and prepare	Approved learning design, named facilitators, tested access and a participant briefing.
3. Learn and create	Learning records, supervised practice, checked team outputs and individual reflections.
4. Review and connect	Portfolio feedback, agreed referrals where available, and individual next-step plans.
5. Follow up and decide	At an agreed follow-up point, review progression and remaining barriers before expanding.

A 60–90-day progression check can be commissioned, with consent and a clear data plan. It is not automatically included in a standard online course. The illustrative pilot is a custom project window, not the five-day in-person timetable.

MEASURING WHAT MATTERS TO YOUNG PEOPLE

9. Leadership, progression and institutional value

Confidence is useful, but should not be the only measure. Agree a baseline, transparent assessment criteria and a limited set of follow-up questions. Review actual work and observed behaviours, and report who completed each measure and who could not be reached.

Dimension	Suggested measure	How to interpret it
AI capability	Performance on comparable source-checking and safe-use tasks before and after learning.	Assess accuracy and reasoning, not fluent output or self-confidence alone.
Leadership practice	Evidence of listening, role-sharing, decision-making, follow-through and reflection.	Human-reviewed rubric with peer input. Do not label a participant's personality or future potential.
Practical achievement	Portfolios reviewed and youth-led outputs meeting agreed quality criteria.	Separate participation, completion and demonstrated achievement; state denominators.
Next-step progression	Further learning, mentoring meetings, applications, interviews, placements or paid work where reported.	Track stages separately at a defined follow-up. Note self-reporting, attrition and external factors.
Access and experience	Support uptake, barriers, retention and participant feedback.	Collect only necessary data; do not infer sensitive characteristics or make publicity a condition.
Institutional value	Full cost per completer, reuse of approved resources and reduced avoidable preparation effort.	Include staff time, support and software. Released time is not automatically a cash saving.

A practical leadership rubric

The partner can use four descriptive levels: requires guided practice; performs with support; performs independently; helps the team improve. Apply the rubric to a specific observable task, explain it to learners and offer human feedback and a review route. Do not convert it into a ranking shared with employers.

A sustainable offer for the institution

A reviewed cohort can provide reusable learning materials under an agreed licence, better evidence for programme decisions and a model for later groups. A sponsor may support access or facilitation under a separate agreement. Grant applications and sponsorship are possible institutional routes, not funding commitments from CEAI.

PROGRESSION WITHOUT INFLATED CLAIMS

Report readiness separately from selection and outcomes. Training cannot guarantee a job, income, venture success, scholarship, grant, visa or leadership position. The aim is a stronger, more informed next step supported by evidence.

10. Safeguards, quality and partnership options

Safe and inclusive participation

The initial offer assumes adults. Any under-18 programme requires separate age-appropriate design, safeguarding supervision, legally appropriate permissions and checks of tool age limits. Every cohort needs conduct standards, a confidential concern route and a response process.

Agree devices, connectivity, language support, learning time and accessibility with participants. Name responsible staff for mentoring, community testing and external-partner contact; do not assume these arrangements exist.

Data, ownership and authentic work

Use public, synthetic or authorised information, not identity documents, sensitive histories or confidential beneficiary records. Agree data roles, retention, tool settings and permissions. Participant work must not train third-party models without a separately agreed lawful arrangement.

Learners identify AI assistance, verify claims and credit sources. Do not fabricate experience, references, customers or impact. Portfolio sharing and promotion require voluntary approval. Human reviewers assess work; automated employability or admission scoring is excluded.

Recognition that matches achievement

A CEAI programme certificate requires the applicable requirements to be met. Workshop or challenge participation is not equivalent to completing IAIDL or another full programme. Confirm assessment, identification, resits and review arrangements for the selected route.

A partner's logo may appear on agreed participation certificates, and the institution may be listed as a CEAI partner, only after mutual written approval. This does not automatically authorise the use of donor, UN or other institutional identities.

How a partnership can be commissioned

Options include a learner cohort, co-designed leadership lab, network programme, educator-development component or recurring cohorts. Each agreement defines outputs, youth-support responsibilities, support hours, content rights, evaluation and acceptance criteria.

No prices are included. A separate offer follows agreement on participants, programme, customisation, staffing, language, accessibility, tools, travel and follow-up. Funding and procurement rules are checked for the actual route; a network does not commit all members by discussing this proposal.

THE FIRST CONVERSATION

Agree the young people to be reached, the leadership behaviours to practise, one useful challenge and the next-step support the institution can actually provide. Turn that discussion into a scoped pilot, with responsibilities, success measures and a separate commercial offer.

REFERENCE FRAMEWORK AND COMPANY INFORMATION

From learning to purposeful action

CEAI seeks partnerships with institutions that want young people to become capable users of technology, thoughtful team leaders and credible creators of new ideas. The offer combines practical AI learning with opportunities to practise responsibility and prepare for further learning, work or enterprise.

THE INTENDED RESULT

Young people who can think critically, lead collaboratively, create useful work and take a well-informed next step — with evidence of their own contribution, not only a certificate.

Sources and interpretation notes

These public references inform the design. The youth pathway, activities and evaluation measures are CEAI proposals for discussion. They are not findings about completed delivery, full adoption of a framework, or endorsement by the organisations cited.

[1] UN Youth Office. Meaningful Youth Participation.
<https://www.un.org/youthaffairs/en/meaningful-youth-participation>

[2] UNESCO. AI competency framework for students (2024).
<https://www.unesco.org/en/articles/ai-competency-framework-students>

[3] UN DESA. Goal 4; targets 4.4 and 4.7.
<https://sdgs.un.org/goals/goal4>

[4] UN DESA. Goal 8; relevant scope of targets 8.5 and 8.3.
<https://sdgs.un.org/goals/goal8>

[5] UN DESA. Goal 17; targets 17.16 and 17.17.
<https://sdgs.un.org/goals/goal17>

[6] UN DESA. Goal 5; relevant scope of targets 5.5 and 5.b.
<https://sdgs.un.org/goals/goal5>

[7] UN DESA. Goal 10; target 10.2.
<https://sdgs.un.org/goals/goal10>

[8] UN DESA. Goal 13; target 13.3.
<https://sdgs.un.org/goals/goal13>

[9] UN DESA. Goal 12; targets 12.2 and 12.5.
<https://sdgs.un.org/goals/goal12>

Sources reviewed: 18 September 2026. Target descriptions are paraphrased. The proposal is not a legal, admissions, employment, environmental or funding assurance.



CERTIFICATES IN AI Sp. z o.o. (CEAI)

A company registered in Poland, European Union
ul. Święty Marcin 29/8, 61-806 Poznań, Poland
KRS: 0001249929 | info@cerai.eu | cerai.eu

The European emblem is used solely to indicate the company's location within the European Union. Its use does not imply EU endorsement, sponsorship, funding or approval of CEAI, its programmes or this proposal.