COUNCIL OF EUROPE
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EYF

YOUTH ALLIANCE

SWITCH ON

PARTICIPATION MODE



About the Project:
Project 'Switch On: Participation Mode'was implemented by non-governmental organization Youth Alliance Krusevo (http://youthalliance.org.mk/) in cooperation with five partner non-governmental organizations Izlez - Skopje, SPPMD - Kavadarci, BUJRUM - Kumanovo, Women organization - Sveti Nikole and European View Point - Bitola from March to July 2016. The project was realized with support of European Youth Foundation of Council of Europe.

Main aim of the project 'Switch On: Participation Mode' was to raise awareness on youth participation in Macedonian society through the series of debates tackling various issues connected with youth participation and especially through process of creating and spreading media messages, video reportages, made directly by young people coming from several cities all around Macedonia (Skopje, Kavadarci, Krusevo, Bitola, Sveti Nikole and Kumanovo).

Video reportages created by young people, lessons learned during the debates were afterwards used to create final product of the project: educational movie on youth participation in Macedonia and manual containing description of techniques, methods and tools that can be used to open the debate and raise awareness on youth participation and especially to develop competencies of young people needed to fully switch on participation mode. Besides video reportages, educational movie and manual tackling various issues of youth participation the project 'Switch On: Participation Mode' also brought impactful changes in involved communities.

About the Manual:
Manual consists from educational movie created from video reportages done by the participants of the project and from video material gathered during the debates organized in 6 cities. Moreover, the manual includes description of activities, tools that can be used while implementing non-formal based activities to open the discussion on youth participation. Manual is divided into 6 chapters tackling various aspects of youth participation. You can check out all of them or you can choose the chapter that is responding the needs and interests of your target group. Before implementing each activity please be aware of the need to adjust the activity to the needs of the participations and take in consideration their level of knowledge of the issues as well as the team atmosphere. By end of the manual you can also find list of resources that you can use to gain deeper insight into youth participation.

Shortly about Partners:
Youth Alliance Krusevo, **http://youthalliance.org.mk/**,
Izlez - Skopje, **http://www.izlez.mk/**,
SPPMD - Kavadarci, **http://www.sppmd.org.mk**,
BUJRUM - Kumanovo, **https://www.facebook.com/Bujrum**,
Women organization - Sveti Nikole, **http://www.womsvetinikole.org.mk**,
European View Point – Bitola , **http://www.egt.mk/**

CHAPTER 1

YOUTH PARTICIPATION AS FUNDAMENTAL RIGHT: EXPLORING THE CONCEPT OF YOUTH PARTICIPATION, ITS KEY ELEMENTS.



ACTIVITIES:

(A) Entering Youth Participation: Mind mapping

Time Needed: 45 minutes.

Materials: pen/markers for each participation, papers, examples of mind mapping.

Description: Introduce the concept of mind mapping to the participants. Ask them to work individually and create mind map of the world PARTICIPATION. After working individually create duos/trios and ask the participants to share their mind maps with others. After sharing in small groups encourage the participants to share within all group the most interesting elements of their mind maps. After the activity you can spread mind maps all around the room and let the participants to explore the work of others.

Links: How to Use Mind Maps to Unleash Your Brain's Creativity and Potential, http://lifehacker.com/how-to-use-mind-maps-to-unleash-your-brains-creativity-1348869811; Welcome to Mindmappaing, http://www.mindmapping.com/.

(B) Defining Youth Participation: Creating New Definitions

Time Needed: 60 minutes (10 minutes for watching the videos, 30 minutes for team work, 20 minutes for discussion).

Materials: pen/markers for each participation, flipchart, projector and screen to share reflections on youth participation from video reportages and debates.

Description: Divide the participants into several groups. Share the task: to create own definition of youth participation. Before working on the definitions the participants watch the videos bringing opinions of the participants of 'Switch On: Participation Mode' project. After watching the videos each group work on own definition. The participants are encouraged to reflect on watched material, reflect on elements/aspects which they find important or on other side reflect on elements/aspects of youth participation which they find mission and to create own definition of youth participation. In next step the participants are asked to present their definitions. Discussion on similarities/differences follows.



(C) Participate or (not) participated: Yes/No Line Activity

Time Needed: 45 minutes.

Materials: statements connected with youth participation, YES and NO papers identifying YES and NO spaces.

Description: The tasks is introduced: Several statements on youth participation will be read. After each statement you will have an opportunity to position yourselves and choose YES side in case that you fully agree with the statement or NO side in case that you do not agree with the statement. You can also position yourself in the middle in case that you neither agree neither disagree with the statement. After the participants will decide on their positions several of them will have possibility to share with others their opinion and explain their position. After all statements are read closing discussion with pointing out the most interesting arguments take place.

Examples of statements: Young people are never really listen. Young people's capacities are being underestimate. Young people do not have real opportunities to participate in decision making processes in their communities. Youth participation should be compulsory subject at schools. Young people should be involved in local municipalities. The right to vote to parliament should be decrease to 16. Young people are lacking desire/interest to participate.

(D) What My Community Think About Youth Participation: Exploring through Interviewing

Time Needed: minimum 360 minutes.

Materials: camera or phone for each group, projector and laptop, pens, papers.

Description: Participants watch parts of the reportages relevant to the situation in their communities. Several working groups are created. Each working group receives a task: to interview specific person coming from their community. Each group receives description of the person eg. young person in age under 15, active young person who is volunteering for local community, young person who is not active and who is not finding youth participation important, a teacher, a parent, elderly person. After receiving instructions each group is preparing the questions for the interview and deciding about division of the work in the team. After preparations each group is going out to make the interview. After interviewing the groups work on editing of the videos. Final videos are presented. After each presentation follow discussion reflecting interesting moments. After all presentations lessons learned on youth participation in the community are summed up.



CHAPTER 2

CLIMBING THE LADDER OF YOUTH PARTICIPATION: FROM THEORY TO PRACTICE.



ACTIVITIES:

(A) Exploring the Ladder of Youth Participation: How I Climb It?

Time Needed: 45 minutes.

Materials: print of Hart's ladder of young people participation for each participant, paper, pen.

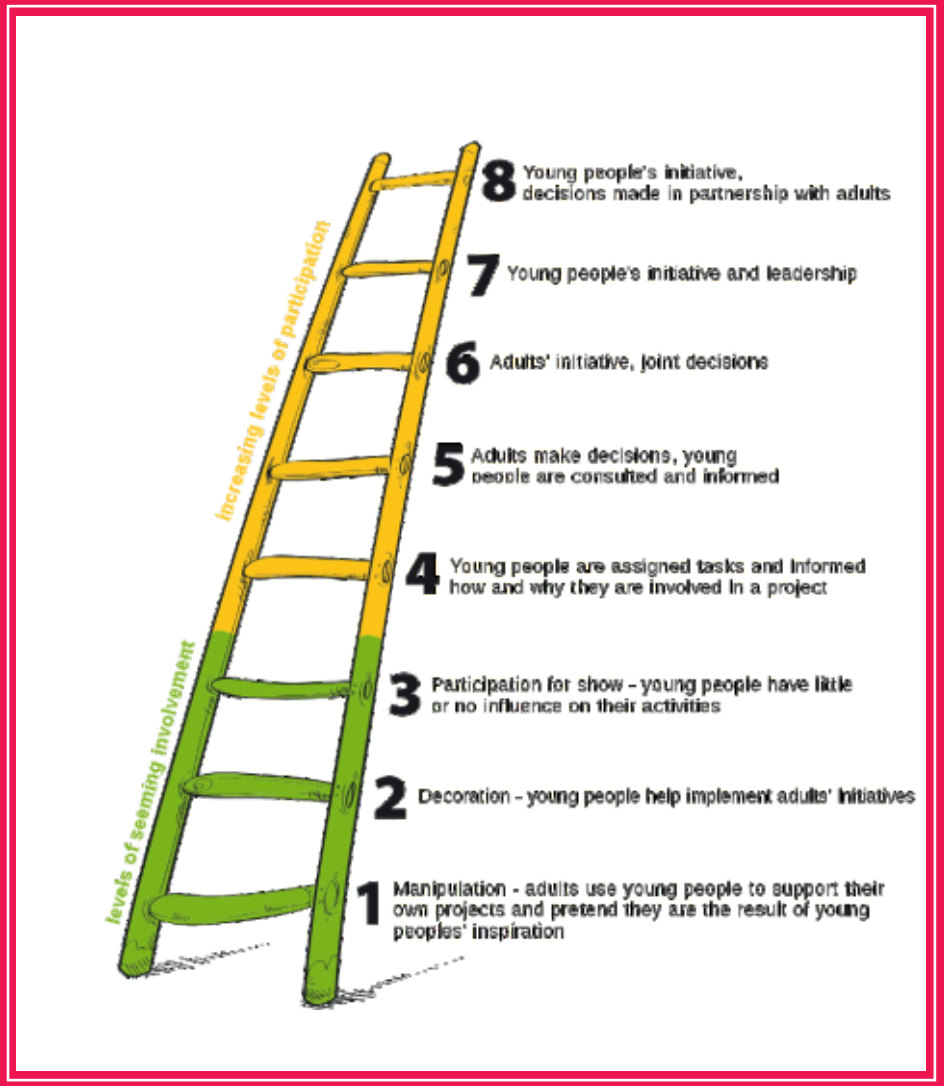
Description: Hart's ladder of young people participation is presented. Each stage is described and participants receive practical examples to gain better understanding of the model. After presentation the task is introduced. Each participant is asked to work individually, reflect on the model and his/her previous experiences and make his/her personal model of participation with description of situation that he/she face in the process of climbing the ladder. After individual work the participants meet all together and share their experiences in the discussion. Similarities/differences are discussed and key learning points are summed up.

Links: Model of Youth Participation, https://freechild.org/ladder-of-youthparticipation/, http://www.learningtolearn.sa.edu.au/tfel/files/links/Ladder_of_Participation_1.pdf

(B) Exploring the Ladder of Youth Participation: Reality in My Community: Simulation.

Time Needed: 180 minutes.

Materials: description of roles/issue, room for community meeting, papers, pens. Before the activity there is a need to prepare description of the situation that will be used for simulation and description of the roles of key actors eg. if the situation is young passivity in the city the roles can be describe in following ways: young active people: you are volunteering, taking part in various activities in your community, some of you are also being involved in creating youth strategy. You are open to take part in peer to peer activities and empower your peers. Young passive people: you are not interested to be active. Nevertheless, you need to take part in school activities such as fair of non-governmental organizations that gives you an opportunity to learn about opportunities in your city. Representatives of non-governmental organizations/civil society: your work with these young people who are active but you also feel the need to activate inactive youth in your community. Your are looking for new ideas how to activate them and raise their interest to join your activities. Representatives of local municipality: as youth strategy was accepted



and it is supposed to be implemented you would support ideas of local organizations connected with activating of young people and involving young people in community life. Parents/teachers: you are strongly interested to active your students or children. You think that quality free time activities are important to prevent criminality among young people.

Description: At the start the participants are divided into groups. Each group receive one 'character'. One group become young active people, other group young passive people or parents/teachers, representatives of local municipality or non-governmental organizations/civil society. All group are informed that after 20 minutes there will take place community meeting on the issue of activating inactive young people. During the meeting each group will have an opportunity to participate by sharing their opinions and suggestions on solving the situation. During preparation times each group have an opportunity to brainstorm ideas/arguments and prepare for the community meeting. The group representing local municipality will be leading the meeting thus they are asked to prepare the rules of the meeting and presented it to others at the start. After 20 minutes community meeting starts. Rules of the meeting are presented by local municipality eg. each group has 2 minutes to present their position and after first round 2 more minutes to react on questions/suggestions of other groups. After each group presents and address the questions of other groups the local municipality make the decision. After the decision is being ruled the simulation finish. Debriefing follows. During the debriefing the participants are encouraged to reflect on their roles, ideas and opinions shared. They can be also asked how they feel in the role of 'others', it it was for them difficult or easy to undertake role of someone else. Also, they encourage to relate to their daily realities and reflect on decision making processes in their community.

(C) Dreamland of Youth Participation



Time Needed: 60 minutes.

Materials: flipcharts, pens, markers, glue for paper, scissors, magazines/newspapers.

Description: Participants are divided into several groups. If number of participants is low the participants can also work in duos or trios. Each group receives following instructions: create dreamland of youth participation. It is up to you how you decide to describe this dreamland. You can describe it in the form of an article, you can draw it or you can make collage. You have 30 minutes to create your dreamland. After creating each group presents its work. By end of each presentation the participants have an opportunity to ask questions, reflect on similarities/differences. Closing debate on the question: "How I can make my dreamland real?" follow.

(D) Exploring the Ladder of Youth Participation: How Reality in My Community Looks Like? (TV debate)



Time Needed: 60 minutes.

Materials: pens, papers, projectors, screen.

Description: Participants watch the debate tackling the issue of climbing the ladder of youth participation: from theory to practice and reportages connected with this issue to raise their awareness on the issue and gain deeper insight into the realities across Macedonia. After watching the materials the participants receive following instructions: You will debate in form of TV show. The debate will be run by moderator/facilitator who will open it by asking questions/addressing an issue actual in your community. Besides moderator in the debate will take part 5 of you who will represent the quests. Just shortly before introducing the topic of the debate you will know if you will be supporting the statement or if you will be against the statement. During the debate you need act accordingly to the instructions. After each debate will follow debriefing where you will have an opportunity to share your impressions from the debate and also have an possibility to point out any issue/statement that you find appealing. These of you who will not be the guest you will be the audience who will also receive time by time an opportunity to ask question to the guests. The debate can be repeated several time on different issues in way to provide different participants an opportunity to undertake the role of guests.

CHAPTER 3

ROOTS OF YOUTH PARTICIPATION: THE ROLE OF FAMILY AND SCHOOL.



ACTIVITIES:

(A) Me and Youth Participation: Timeline of Youth Participation

Time Needed: 45 minutes.

Materials: pens, markers, papers.

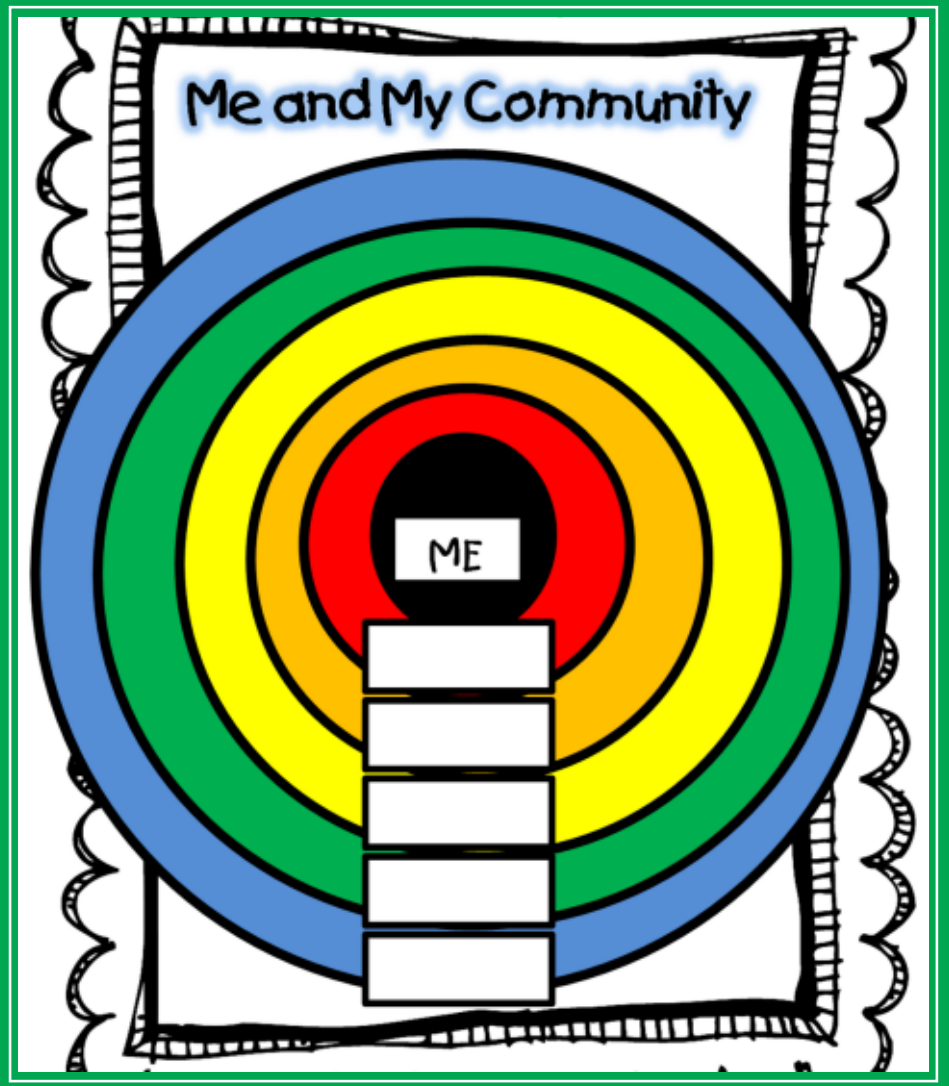
Description: Participants are asked to reflect on their previous experiences and life journey and write down important points related to youth participation and their involvement in community life or decision making processes connected with family and school life eg. discussion with parents on actual issues, taking part in subject tackling issues connected with youth participation, volunteering, being part of protest. After having time of 20 minutes for personal reflection the participants are asked to share important moments from their timelines and discussion of following questions can follow: Do you think that attitude of your parents influenced your way of being involved in your community? If yes, how? Did you parents support you or encourage you to become actively involved eg. to take part in voluntary activities? How you see role of your school and teachers?

(B) The role of Family and School: Exploring It through Interviews

Time Needed: minimum 360 minutes.

Materials: camera or phone for each group, projector and laptop, pens, papers.

Description: Firstly, the participants have an opportunity to watch the video reportages and debate tackling the issue of family and school. After watching the material the participants have an opportunity to share their opinions on covered issue. In next step, the participants are divided into several groups. Each group receives following tasks: to make interview with a parent or teacher on issue that is concerning them and create short video or photo reportage of the interview. After introducing the task the participants have an opportunity to work together on the questions and decide on division of their responsibilities in the team. After gathering the materials and editing phase, each group is presenting its reportage. After presentations follows discussions on covered issues. If possible, interviewed persons are also being inviting for the presentation and have possibility to express their opinions and discuss them with the group.



Note: This activity can be implemented in several days eg. one day the participants receive the task and after few days or a week they are meeting again to present the results. The reason for this break is to provide an opportunity for the participants to find and persons who can be interviewed as well as to give them an opportunity to join the presentation.

(C) The role of Family and School: Exploring It through Role Plays

Time Needed: 90 minutes.

Materials: pens, papers, description of several situations connected with the role of family and school and youth participation. Regarding the description of the situation the participants can be asked to create own situation reflecting the issue that they find applying or they can receive prepared description eg. situation 1: You feel like school is not really supporting your active attitude. You pointed it out during one session with your class teacher and you got to the conflict with him/her. As result your parents are being called to the school for the meeting with the school director. Situation 2: You feel that you are being stuck between two groups of friends. One group is active one and you are meeting while doing voluntary work at local organization. Other group is passive one and it is not considering participation to be important. Moreover, members of this group are more and more making jokes from your voluntary work and one day open conflict happens in the school. On the way to solve the conflict the teacher invites your parents to the school for talk. Situation 3: You are not feeling motivated to take part in any extra activities. You find them boring and not applying. Nevertheless, your parents are pushing you to become active and are giving you your older sister as an examples. Situation 4: In your city, protest takes place. You decided to take part in the protest and support an issue that you find important an appealing. Nevertheless, your partners do not agree with your participation at the protests and after coming back home you are having argument with them on this issue.

Description: Participants are divided into several groups. Each group receives a description of situation related to the issue 'The role of family and school' and is asked to prepare short theatre performance based on the description reflecting the opinions/ideas of the members of the group how this situation could be solved. After time for preparation (30 minutes) each group is performing its performance. Each performance is closed by discussion that gives other participants an opportunity to ask questions or contribute by own idea. The session is close by summing up lessons learned.



CHAPTER 4

YOUTH PARTICIPATION IN PRACTICE:
BUILDING EFFECTIVE YOUTH - ADULT PARTNERSHIP.



ACTIVITIES:

(A) How to Build Effective Youth - Adult Partnership: Fishbowl Discussion

Time Needed: 60 minutes.

Materials: pens, papers.

Description: Concept of fishbowl discussion is introduced and explained. After explanation first fishbowl discussion take place. First speakers take seats in inner circle, facilitator presents the topic/issue. Discussion on the topic follows. After discussion the facilitator summarize it and debriefing follows. The discussion can run several times tackling various issues. The facilitator can choose issue actual in local community or he/she can choose issue covered by the video reportages or debates eg. Are young people heard? Do young people wanna be heard? Are young people included in decision making processes? How to include young people in decision making processes? What steps to take to prevent brain drain of young people from smaller cities (Krusevo, Prilep, Strumica) to Skopje or even abroad?

Линкови: Explanation on Fishbowl, https://en.wikipedia.org/wiki/Fishbowl_(conversation), https://blog.itcilo.org/2009/02/16/facilitate-a-fishbowl-discussion/.

(B) Building Effective Youth - Adult Partnership: Youth TED Talks

Time Needed: 90 minutes.

Materials: projector, screen, paper, pens.

Description: Concept of TED talks is introduced. Several TED talks can be watched to provide the participants an opportunity to understand the concept. After watching several TED talks and gaining deeper insight into the concept the participants receive following instruction: You will become speakers at TED Talk conference. You have 30 minutes to think about your speech and get ready to present it to others. The speech does not need to be long. It should have 5 minutes maximum. At the speech you can tackle any topic connected with youth participation, especially youth - adult partnership that is concerning you. After preparation time each participant has a space to share with others his/her talk. After each sharing there is a space for questions/debriefing and feedback to provide the participants an opportunity to also develop their presentation and communication competencies.



For the activity you can choose any TED Talk(s) that you find inspiring. Few tips here:

Natalie Warne, Being young and making an impact,
https://www.ted.com/talks/natalie_warne_being_young_and_making_an_impact
Thomas Suarez, A 12-year-old app developer,
https://www.ted.com/talks/thomas_suarez_a_12_year_old_app_developer
Boniface Mwangi: The day I stood up alone,
https://www.ted.com/talks/boniface_mwangi_boniface_mwangi_the_day_i_stood_up_alone
McKenna Pope: Want to be an activist? Start with your toys,
https://www.ted.com/talks/mckenna_pope_want_to_be_an_activist_start_with_your_toys
Tavi Gevinson: A teen just trying to figure it out,
https://www.ted.com/talks/tavi_gevinson_a_teen_just_trying_to_figure_it_out

(C) Building Effective Youth - Adult Partnership: Creating Guide

Time Needed: 90 minutes.

Materials: projector and laptop, pens, papers, flipcharts, markers.

Description: Topic of creating effective youth - adults partnership is introduced through interactive lecture. The participants watch video reportage and debate tackling this issue. After watching the materials they are discussing and sharing their opinions on this issue. After having deeper insight into the topic of youth - adult partnership the facilitator divides the participants into several groups. Each group receives following instructions: Reflect on the issue of youth - adults partnership and brainstorm and write down at tips/advices for young and adults that would help both groups to build effective youth-adult partnership. Write at least 10 advices for young people and 10 advices for adults on the issue of building effective youth - adult partnership. Each group presents its advices. Discussion on similarities/differences follows. During the discussion the participants can be also encouraged to think about the ways of applying these advices in practices in life of their communities.
Link: Tips for Building Effective Youth – Adult Partnerships, http://bankofideas.com.au/wp-content/uploads/2014/08/Tips-for-Building-Effective-Youth-Adult-Partnerships.pdf.

(D) Building Effective - Youth Adult Partnership: Photo Story

Time Needed: 180 minutes.

Materials: camera or phone for each group, projector and laptop, pens, papers.

Description: Topic of creating effective youth - adults partnership is introduced through interactive lecture. The participants watch video reportage and debate tackling this issue. After watching they are discussing and sharing their opinions on this issue. After having deeper insight into the topic of youth - adult partnership the facilitator divides the participants into several groups. Each group receives following instructions: Create photo story of 5 photos reflecting the story of adult - youth partnership in your city, school, community. In the story, you can tackle obstacles preventing creating effective adult - youth partnership as well as you can bring positive example of adult - youth partnership that you wish to share with others. It is up to you which aspect/element you and your group will decide to capture. Each group presents their photo stories. After presentations the participants have an opportunity to provide feedback on each other work, ask questions or share suggestions to other groups. If possible, work of the groups can be presented at public space to provide also others an opportunity to see them and reflect on them with aim to support discussion on the issue of building effective youth-adult partnership.

CHAPTER 5

YOUTH PARTICIPATION AND SOCIAL MEDIA: FUTURE OF YOUTH PARTICIPATION.



ACTIVITIES:

(A) Exploring Inspiring Stories of Youth Participation from Macedonia and All Around the Word.

Time Needed: 120 minutes.

Materials: internet, pen, papers, markers, flipcharts.

Description: Participants can work individually or divided in small groups. They receive following task: You have 60 minutes to find inspiring story of youth participation from Macedonia or from all around the world. The story can be taken from newspapers, magazines, online media, TED Talks. You will present the story to others and explain why you found this story inspiring and decided to share it. After presentations of the stories the participants watch the video reportage tackling the issue of youth participation and social media and discuss about the effect that social media might have on youth participation. During the discussion the participants can be asked following questions: "Do you feel inspired by these stories?" "Do you think that you can become a person who is inspiring others? Why yes, why no?" "Do you think that it is important to share inspiring stories and good practices on youth participation?"

B) Raising Awareness on Youth Participation through Social Media: How Far My Message Can Get?

Time Needed: 180 minutes.

Materials: pens, papers, markers, flipcharts, camera or phones, internet.

Description: Participants watch the video reportage and debate focus on the issue of youth participation and social media. Discussion tackling the issues/opinions follows. In next step the small working groups are created and each group receives following instruction: Create message on youth participation that you would like to share with others through your favorite social media channel. You have 45 minutes to create the message. After this deadline you will have possibility to spread the message through all social media channels that people in your group are using. You will have 60 minutes to promote your message how much it is possible. After 60 minutes all groups will present their messages and feedback that they received on social media including social media metrics eg. number of views, clicks. After presentations, discussion on the role of social media in raising awareness on youth participation follows. The participants



are encouraged to share their feedback on their work and also reflect on their experiences with promotion messages of youth participation through social media channels that they used on daily bases. Following questions can be raised during the discussion: "Can social media become effective channels to raise awareness on youth participation?" "What is important in the process of using social media for public awareness raising?" "Do you think that social media should be used more by non-governmental organizations/civil society to promote youth participation?" "Can you share some interesting campaign on youth participation launched through social media that you find appealing/interesting?" "What makes social campaign appealing/interestings according you?"

(C) Raising Awareness on Youth Participation: Discussion with Guest Speaker(s) Actively Using Social Media to Raise Awareness on Youth Participation.

Time Needed: 90 minutes.

Materials: space suitable for discussion.

Needed Preparation: To identify and invite guest speakers actively using social media to raise awareness on youth participation.

Description: As preparation for the discussion the participants watch the video reportage and debate addressing the issue of raising awareness on youth participation through social media. Before the debate they are also asked to find information on the issue that the guest speaker is covering and get ready for the discussion. The discussion is moderated by the facilitator or by one or two participants. During the discussion several participants are also asked to share live updates on the discussion through social media channels as Twitter, Facebook. After the discussion the participants share their impressions and the facilitator sums up the most interesting points and lessons learned.

(D) Social Media and Youth Participation: Creating Social Media Campaign on Youth Participation

Time Needed: minimum 360 minutes. If possible, it would be great if there is a break of several days or a week between launching the campaign and its monitoring.

Materials: pens, papers, flipchart, markers, internet access.

Description: Participants watch the video reportage and debate focus on the issue of youth participation and social media. Discussion tackling the issues/opinions follows. In next step the small working groups are created. Participants receive following instructions: Prepare and realize social media campaign with aim to raise awareness on youth participation. Your campaign can focus on general raising awareness on youth participation but also you can decide to focus on more concrete issue/topic. Remember, you will have 240 minutes to prepare and launch your campaign. After the campaign will run for 7 days. After 7 days we will meet again and you will measure impact of your campaign by applying social media metrics. Participants create and launch their campaigns. Before they measure the impact they receive information on social media metrics. As final step of the activity each team presents the campaign together with the results of monitoring. Each team receives feedback from other teams. Discussion on the message of the campaign, its impact follows. Participants are encouraged to identify the elements that are important to implement successful campaign as well as they are ask to reflect on work of their teams.

Link: All of the Social Media Metrics That Matter, http://sproutsocial.com/insights/social-media-metrics-that-matter/; Which Stats Matter, https://blog.bufferapp.com/definitive-guide-social-media-metrics-stats.

CHAPTER 6

YOUTH PARTICIPATION AND IMPORTANCE OF PEER TO PEER LEARNING IN THE PROCESS OF ACTIVATING INACTIVE YOUTH



ACTIVITIES:

(A) Peer to Peer Learning: Who Are My Peers? Identifying the needs, interests of various groups of young people

Time Needed: 60 minutes.

Materials: paper, pens, flipchart, markers.

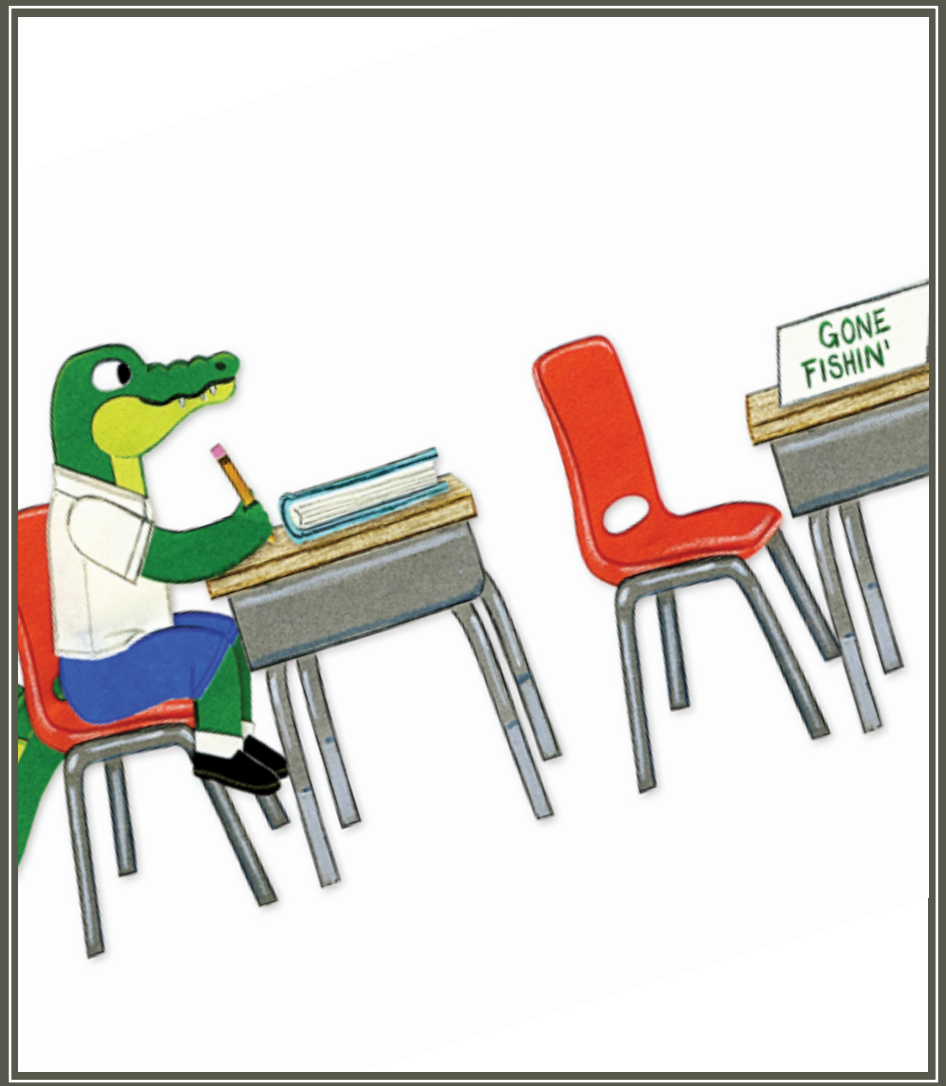
Description: Participants watch the video reportage and debate focus on the issue of youth participation and peer to peer learning. Discussion tackling the issues/opinions follows. In next step participants works individually. Each participant is asked to create empathy map of young person in his/her surroundings who is not actively involved but would be interested to receive information and get activated. Creating empathy includes answering on following questions: "How this young person feels in his/her family/school/community?" "What this young person wishes for?" "What are the obstacles with which this young person is dealing with/needs to overcome?" "What this young person dream on?" What kind of relationship this young person has with his/her peer"? "What prevents this young person to become active eg. to volunteer or to get involved in decision making processes?" "What this young person likes to do in freetime"? "How this young person could be approached/motivated"? "What kind change would this young person would like to see in his/her community?" After answering these questions, each young person is presenting his/her empathy map. After presentations the participants have discussion on needs and interests of young people in their surroundings and they are asked to brainstorm ideas how these young people could be approached and get activated through the activities that they could implement for their peers in their surroundings.

(B) Peer to Peer Activating in Practice: Activating through Interviews

Time Needed: 360 minutes.

Materials: camera or phone for each group, projector and laptop, pens, papers.

Description: Participants watch the video reportage and debate focus on the issue of youth participation and peer to peer learning. Discussion tackling the issues/opinions follows. In next step participants works in small teams. They receive following task: Make interview with at least 3 young people from your surrounding (eg.from your school, street, football team). Main aim of the interviews is to gather opinions of young people on the issue of youth participation and the role of their peers in the process of raising awareness on it.



You can ask any questions that you find important. For final presentation prepare short video with the most important messages that you wish to share with others. Presentation of group work follows. If possible, the participants can have also longer period of time to make interviews and presentation can take after several days. During the presentation each group is sharing final product of its work and discussion/reflection on the opinions, ideas shared by young people follows. During the discussion the participants can be also asked to reflect on their role in the process of peer to peer activating and share their ideas what kind of activities they could undertake to encourage peers in their communities to get activate and raise their awareness on the importance of the issue of youth participation.

(C) Peer to Peer Activating in My Community: Community Mapping.

Time Needed: 120 minutes.

Materials: camera or phone for each group, projector and laptop, pens, papers, markers, flipchart.

Description: Participants watch the video reportage and debate focus on the issue of youth participation and peer to peer learning. Discussion tackling the issues/opinions follows. In next step participants works in small teams. They receive following task: Create map of your community in which you will capture all actors (schools, local organizations, institutions) that you consider important for youth participation eg. actors who are providing quality free time activities enabling young people develop their competencies needed to take part in decision making processes, actors who are involved in creating and implementing youth strategy etc. After mapping all actors that you find important think about the relationship among these actors eg. if they are cooperating or competing, if there is any relationship/communication at all. In next step think about the attitudes of these actors towards youth participation. Brainstorm steps that these actors should take to increase youth participation in your community/city. After finalizing community maps each team is presenting its map. After presentations the participants discuss the differences/similarities. During the discussion they are encouraged to reflect on their roles in their communities and define steps that they could undertake to raise awareness on youth participation among their peers through interaction with different actors. Also, they are encouraged to identify possible steps that they could take to improve the relationships among various actors eg. if there is no communication between schools and civil society and the participants feel that it is needed they are encouraged to brainstorm and identify steps that could be undertake to establish this relationship and increase youth participation in the community.

Resources:

Adolescent and Youth Participation Adults Get Ready!Commonwealth Secretariat, 2005.
Link: http://www.unicef.org/adolescence/cypguide/files/CS-Book2-Adults-Get-Ready.pdf

Amplify participation of young people in Europe! Recommendations for policy and practice. Recommendations for policy and practice. SALTO-YOUTH Participation Resource Centre.
Link: https://www.salto-youth.net/downloads/4-17-3048/Amplify%20Participation%20-%20Recommendations.pdf

Building our citizen muscle. Pedagogic booklet on the management of Youth Democracy projects (sub-action 1.3 of the "Youth in Action" programme). SALTO-Youth Participation. 2013.
Link:https://www.salto-youth.net/downloads/4-17-2764/006_SALTO_booklet_WEB01%5B1%5D.pdf.

Civil Liberties and Public Policy program. “Principles of Meaningful Youth Participation.” Beyond Borders, Link: http://beyondborders.wordpress.com/2008/07/08/principles-of-meaningful-youth-participation/.

Digital media literacy education and online civic and political participation.Kahne, J., Lee, N., & Feezell, J. International Journal of Communication, 2012, 6, 1-24.

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Youth Study Macedonia: main objective of this study is to measure, describe and explain the main attitudes, beliefs and values of the young Macedonian population in terms of: society, economy, education, employment, integration into the European Union, religion, family, social life and lifestyle preferences. Authors: Doc. Dr. Marija Topuzovska Latkovic; Prof. Dr. Mirjana Borota Popovska; Doc. Dr. Eleonora Serafimovska; Doc. Dr. Aneta Cekic. 2013