

A Practical Guide for Working with Young People

Program and Methodology



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Introduction

Why Did We Make This Guide?

The purpose of the Practical Guide for Working with Young Activists is to provide those of you who work with young people with an insight into the process of working with this group and to provide you with the theoretical and practical solutions, accompanied by concrete examples for organizing educational activities. During the process of designing the concept of this guide, it was extremely important for us that it is current in its content, clear in the structure and applicable in practice.

Who Is It for?

The Guide is primarily aimed at people who work with young people and/or are actively involved in the processes of social activism in their communities and/or universities. However, do not be discouraged if you have not yet had experience in the field of youth work and social activism. The clarity and simplicity of the content will quickly bring you closer to that world, and will serve as inspiration for you to deal with the topic in more detail!

The Goal of the Guide

Every beginning is difficult. Remember how much effort you had to put in if you had organized an event before. How much time did you spend looking for relevant literature that will help you create the content for the educational program you wanted to organize? Our Guide aims to contribute to the process of working with young people by unifying the methodology of working with young people and presenting relevant contemporary topics in the field of political literacy, social activism and human rights in an innovative way.

How to Use It?

We paid great attention to simplifying the use of the Guide. Although the chapters are logically and substantively connected, you can read and use them as separate units. Visual representations and graphics are added to ensure easier understanding of complex topics.

A lot of effort, will and enthusiasm has been put into this Guide. Yet without you it will not come to life. That's why we encourage you to use it and share it in your fight for a better tomorrow!

How to Organize an Activist School?

LOGISTICAL PREPARATION

How to begin?

After several attempts, you've finally secured funding for an idea you've been wanting to accomplish for a long time. It's time to take the first steps, but you don't know where to start? Does this sound familiar to you? How many times have you given up because you thought your ideas were too complicated to put into action? If you have found yourself in this situation at least once, this chapter is for you!

In this chapter, you will learn all the tips and tricks that generations before you used in the realization of their ideas. Step by step we will take you through the process of logistical preparation of a five-day activist school. Through practical examples, you will see how complex processes are broken down into simple tasks, and how the path from the idea to its realization is traversed.

Using a practical example of organizing a five-day activist school, we will explain all the steps that the organizational process involves! The structure of the chapters corresponds to the structure of the organizational team meetings. We chose this structure because it is the most effective way to organize larger events.

Team and Teamwork

Why is a team important?

To successfully organize an activist school, you will need a group of engaged individuals. Keep in mind that projects are successful if there is teamwork of a well prepared team behind them. Teamwork is important because it represents growth for the individual, diversity of ideas and opinions, encourages creativity and success, also the division of labor reduces stress and encourages the development of new insights and skills.

What are characteristics of a successful team?

In order for a team to be successful in its work, the following prerequisites are required:

Open communication

Trust and mutual respect of team members

Division of roles and tasks

Focus on goals and results

A coordinator who supports members and facilitates their work

How to gather team members?

When gathering team members, it is important to pay attention to the diversity of knowledge, skills and interests of the members. At first glance, it may seem important to surround yourself with like-minded people, but the diversity of opinions and experiences in most cases leads to better and more innovative solutions!

Before you go looking for team members, you need to know what you have to offer, what you are looking for and most importantly - a description of your project! Briefly write basic information about yourself, what your ideal team looks like, and a brief description of the project you want to implement. Make sure all of the above fits on one page to make it clear and concise.

The easiest way to bring team members together is to present your project to friends, university colleagues or other young people who are members of an informal initiative or an association you are involved in or visit regularly. Gather interested acquaintances, who may or may not know each other from before, to connect and achieve your common goal!



WE ARE LOOKING FOR MEMBERS OF THE
ORGANIZING TEAM OF THE ACTIVIST SCHOOL
FOR YOUNG PEOPLE!

Join our team!

time and place of the meeting
contact mail
telephone number

In gathering more people, posting on social media, especially in groups of people who share similar interests as you, will help you greatly. Post the “advertisement” about the project on the networks used by young people or people you target with your activities, but also don't forget to post the notice on the bulletin boards of faculties, student centers, youth centers and other gathering places of young activists or those who are yet to become ones!

Organizational Team Meetings

First Meeting

Getting started is always the hardest. You have assembled a team and you need to start with the preparation. Where to start? What to do first? Before you take concrete steps, you need to know who you are, what your expectations are, and how you want to work. The visual we have prepared for you will help you make your start as painless as possible! You can download the blank visual [here](#).

Team name Date

PEOPLE & ROLES What are our names and the roles we have in the team? Laura: coordinator John: head of communications and social networks Mary: logistician What are we called as a team?	COMMON GOALS What do you as a group really want to achieve? What is our key goal that is feasible, measurable and time-bounded? Organize an activist school by early summer Help team members develop and master their skills Successfully conduct an activist school	VALUES What do we stand for? What are guiding principles? What are our common values that we want to be at the core of our team? Solidarity Collegiality Mutual respect	RULES & ACTIVITIES What are the rules we want to introduce after doing this session? How do we communicate and keep everyone up to date? How do we make decisions? How do we execute and evaluate what we do? There are no delays We hold meetings every week We communicate via e-mail
PERSONAL GOALS What are our individual personal goals? Are there personal agendas that we want to open up? Learn how to use digital tools Improve teaching skills Meet young activists	PURPOSE Why are we doing what we are doing in the first place? Empower 25 young people to become active citizens	NEEDS & EXPECTATIONS What each one of us needs to be successful? What are our personal needs towards the team to be at our best? Honest feedback Arranging tasks in advance Mutual support and encouragement	
STRENGTHS & ASSETS What are the skills we have in the team that will help us achieve our goals? What are interpersonal/soft skills that we have? What are we good at, individually and as a team? Facilitator skills Knowledge in the field of civic activism Organization skills		WEAKNESSES & RISKS What are the weaknesses we have, individually and as a team? What our teammates should know about us? What are some obstacles we see ahead of us that we are likely to face? Study obligations Overload Not enough time	

Getting to know the team

Before you start organizing an activist school, all members of the organizing team should get to know each other. Getting to know other team members is the foundation for all the next steps and it is important that you set aside enough time for this part of the process. You will choose the appropriate *Getting to Know Each Other* method depending on the number of team members, as well as whether the meeting takes place in the physical space or virtually (on one of the communication platforms such as for example Zoom or WhatsApp). Explore which of the existing platforms you can use free of charge and in the simplest way

to ensure the involvement of all interested parties.

Expectations, main goal and work rules

In addition to getting to know each other, it is important to determine the needs and expectations you have from the event preparation process - in this case an activist school (how do you want to work?), as well as from the school itself (what do you want to achieve?), and agree on the rules of work. This step requires open and honest communication because the quality of your teamwork and the school itself will depend on it.

Roles

Organize the division of tasks according to your skills! The division of roles within the team is important for the efficient and high quality organization and implementation of the activist school. Everyone is good in something, and it may be harder for some to fit in a specific role, but it is important and extremely useful to involve all team members in deciding the most important decisions and take into account their suggestions. Also, roles do not need to be carved in stone - remain flexible to change roles in case the circumstances of your work or the private circumstances of team members change.



These are some of the possible roles that the organization of an activist school includes:

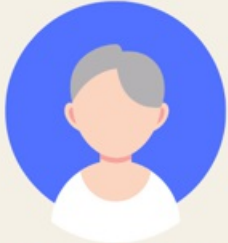


Coordinator:

He or she takes on the role of a team leader and is responsible for the successful performance of the activist school. Coordinator takes care that each member of the team performs their tasks on time and provides them with support and care about the quality and success of the process. It is important that the coordinator has a high level of personal responsibility and support from other team members and has the ability to resolve conflict situations.

Logistician:

The logistician is in charge of carrying out tasks such as booking accommodation, transport and renting space for the activist school, preparing enrollment lists, receiving applications and selecting participants, etc. This person should have excellent organizational skills, an 'eye for detail' and be able to adapt to situations that require rapid adaptation.

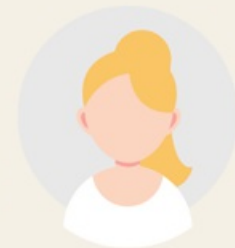


Facilitator:

A facilitator is a person who will be in charge of working with participants during an activist school. This role implies guiding the participants through the learning process and it is extremely important that the person has well-developed communication skills, patience and is familiar with the methods of working with young people.

Thematic expert:

Depending on the topic of the activist school you are organizing, one of the team members (or more of them) must be in charge of preparing materials and other content within the topic you are dealing with. This role requires the skills of summarizing and reproducing complex content in simple language adapted to young people, the skill of critical thinking and relevant knowledge of the school topic.



Technician:

A technician is a person in charge of technical support, specifically: setting up a computer, the sound system, projector and other technical aids that you will use during the seminar. If it is an activist school that you conduct virtually through one of the platforms for teaching and presenting content (Google Classroom, Zoom...), the role of the technician is extremely important since the success of the whole event depends on the technology. It is always important to take care of unplanned difficulties. When relying on technology, it is good to have backup options in case something goes wrong, and in such situations, the ability to improvise is also very helpful.

Head of communications and social media

One person in the organizing team must be in charge of representation and visibility of the activist school, which includes communication with the media, posting on social media and the website, and writing invitations to register participants. This role requires skills such as media and digital literacy, clear and concise expression in speech and writing, and, where appropriate, public speaking skills.

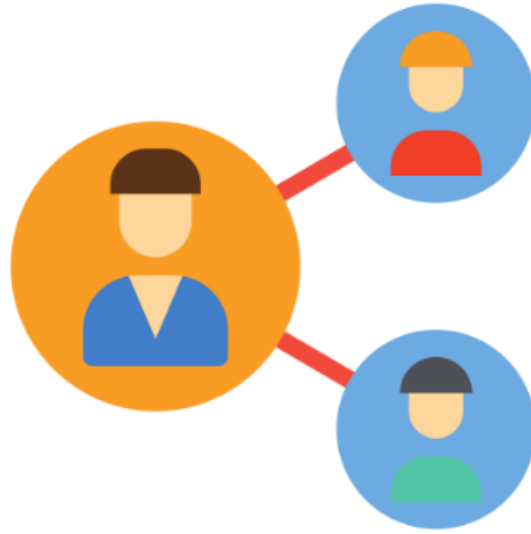


Keep in mind that these roles will sometimes overlap and that one person may need to be in multiple roles at the same time.

Team communication

At the first meeting, it is important to agree on methods, channels and frequency of communication. In situations where you can't meet in person, several communication platforms such as Jitsi, Skype, Zoom, and Google Meet can be very useful (explore which platform suits you best, what features you can use for free, whether they are according to your needs and whether there are any restrictions you need to consider, such as the time limit for the duration of the online meeting of free options), as well as communication by e-mail.

Be sure to organize the monitoring of work tasks during the organization of the activist school through a common calendar. It is easiest to keep all the information and materials on a common online disk (cloud) that all team members have access to throughout school planning and implementation. You can also benefit from various online project management platforms, such as Microsoft Teams, Trello, Slack or Podio, which can help you to better organize and communicate with all members of your team.



Agreement on date and duration of your activity

Once you have agreed on the rules and the ways of work, it is time to agree on the date of the school. Likely, you will not be able to agree on the exact date at the first meeting, but it does not matter. Try to agree on tentative dates so you can make a final decision at the next meeting. When setting a date, it is important to consider your availability as well as the availability of your potential participants. If your target group are students, chances are they won't be free during the exam period.



Budget

The first meeting is an opportunity for the whole team to get information about the budget you have for organizing an activist school. When it comes to project funding, pay attention to the conditions and rules set by the donor, and be transparent when you communicate it with the team. Make sure the school is feasible with an existing budget, and arrange to get information on accommodation, transportation, and other items by the next meeting so you can be sure the budget you have is sufficient. Make a list of expenses that you are sure you will have. Also, consider the free options you have available - is it possible to provide part of the cost through donations, or to use publicly available resources (free space, etc.)?

Basic costs:

Accommodation of participants, organizational team and potentially external lecturers

Food

Travel expenses

The cost of renting space for work (if charged separately from the accommodation)

Work materials (pens, notebooks and other materials)

WHAT IS PROJECT FINANCING?

A project is a set of activities (each with its own goal) that needs to be carried out within a given timeframe with pre-defined financial resources. In your case, this would mean the following:

You have written a project that has as one of its activities the organization of an activist school. When writing a project application, you set goals that you want to achieve with it (e.g. raising the level of political literacy of young people). You also anticipate and calculate how much money you will need to organize the school. Your project has been approved and now is the time to organize the school according to the plan you wrote in the application and using the amount of money you received.

Location

Choosing a location to hold a five-day activist school depends on several factors: the budget, number of participants, availability of the location, and additional factors you need, such as high-speed internet or proximity to public transportation. The last step of the first meeting should be an agreement on the ideal location. Make a list of things you need as well as a list of optional things. Discuss everything together so you can decide at the next meeting.

Proposed conditions for the selection of the location:

NECESSARY

Close to public transportation
Sufficient number of accommodation units
Food preparation service / restaurant
Work space - program implementation
Access to free internet

OPTIONAL

Yard or other space for spending free time
Close to shops and / or pharmacies
A kitchen that offers a vegetarian / vegan diet

Division of tasks

At the end of the first meeting, make a list of tasks to be done by the next meeting, and share them among the team members.

1.

Send a [Doodle Poll](#) to team members with several **date** suggestions. Until the next meeting, all team members should choose dates that suit them.

2.

Make a list of several options for locations of the school and accommodation according to the budget you have. When researching options, follow the list you made at the previous meeting.

3. Check the **public transportation** schedule to the place where the school will be held. Compare the timetable with the start and end times of school. You must make sure that participants arrive at the beginning of the program on time, and that they have the opportunity to leave immediately after finishing school.

Organizational Team Meetings

Second Meeting

Review of the first meeting

At the beginning of the second meeting, review the situation. Check that all the tasks agreed at the last meeting have been completed, and discuss this briefly. In case the team is behind, investigate the reasons for these delays, and try to solve them. Take care of the atmosphere in the team, the satisfaction of all members, and the ways you can help each other. This approach keeps you motivated, which is very important for a successful implementation of your school.

Decision on dates and duration of the school

Bearing in mind that you discussed the date for holding the activist school at the last meeting, now is the time to specify it. According to the answers of the team members in the Doodle Poll survey, agree on a date that suits everyone.

Budget confirmation

At the first meeting, you were all introduced to the budget items and expenses you will have when organizing an activist school. Now is the time to confirm your budget to be sure of the funds you have available. It is extremely important to know the exact budget at the beginning of the process so that in the later stages of the preparation there would be no misunderstandings and unintended spending of the budget. Also, make a list and approximate calculation of additional and unforeseen costs.

Example of additional and unforeseen costs:

Costs of COVID-19 tests and disposable masks for participants

Fees for external lecturers

The cost of printing work materials

Costs of technical equipment/sound system and the like in case the venue does not already have the basic technical prerequisites, depending on the scope of your activities

The cost of organizing transportation if the program includes an excursion and/or the cost of transportation for participants who cannot travel by public transportation

Promotion/paid advertising costs in case you fail to reach the intended number of participants immediately

Costs of adapting venue/materials for people who have access or mobility difficulties

Extraordinary expenses for basic medical supplies (first aid and similar)

Participants

Before publishing the call for participants for the activist school, you must know what kind of participants you want, and what conditions you must meet. If it is not project-defined, pay attention to the following factors:

Number of participants: if it is not defined in the project, the number of participants will depend on the budget you have and the capacity of your team - the larger the number of participants, the more people you will need to organize and facilitate the school.

Gender balance: When choosing participants, make sure you have approximately the same number of male and female participants.

Age: the age of the participants depends on the content and methodology of the school. Large age differences between participants can also affect group dynamics, so keep this in mind when you publish your call and during final selection of your participants.

Inclusion of marginalized groups: depending on your wishes, type of activity and the ability to provide additional adaptations, you can develop additional criteria to ensure greater diversity of participants and provide access to people with fewer opportunities to participate in similar events (people with disabilities and other vulnerable social groups).

Location confirmation

Now that you have information about your budget, the dates and the number of participants, you can confirm the location. Provided you have researched the best options after the first meeting, now is the time to choose the ones that suit you, and send a request to get an offer based on your terms. Be sure to send an inquiry for more offers so you can compare them and have a backup option. Alternatively, if you do not have money available, you can consider potential free options. In this case, you will need to be creative about accommodation of your participants or finding potential sponsors for your activist school.

How to send an offer request?

To |

Cc Bcc

INQUIRY FOR OFFER: ACCOMMODATION, MEALS AND CONFERENCE HALL (DATE OF ACTIVITY)

Dear Sir or Madam,

I am writing to you on behalf of *your organization / initiative / organizational team*. In the period of *dates you agreed upon for your school*, we are organizing an activist school (you can also specify the name of the event here) for *the number of participants*.

We will need:

- accommodation *in the number of beds you want per room for the number of participants*
- breakfast, lunch and dinner for *the number of participants* (if the first and last day do not include some meals, be sure to state this). The eating habits and restrictions of the participants will be reported to you later
- to rent a conference hall for work that we will use (*specify the number of days*).

Please include the following information in your offer

Name of organization / initiative

Address of the organization / initiative

NIN of the organization / initiative

For any additional questions, feel free to contact me at the cell phone number below the signature.

Thank you in advance and best regards,

signature

phone number

Goals of the activist school

Before you start preparing the content of the activist school, you need to know what goals you want to achieve with it. If you run the school as a project activity, there is a good chance that your goals have already been defined. If you don't have defined goals, now is the time to address them.

What is a goal?

A goal answers the question: "What do we want to achieve/change?" Before you start organizing a school, think about why you want to organize it and what do you want to achieve? Once all team members agree on the goal you want to work on, preparing all other tasks will be easier.

GENERAL OBJECTIVE: represents the change you want to achieve and as its name suggests - it is general. When defining a general objective, think long-term because it represents the ideal you are striving for.

EXAMPLE OF THE GENERAL OBJECTIVE OF YOUR SCHOOL: Transfer of knowledge and strengthening of competencies of young activists for independent implementation of activist actions and initiatives.

SPECIFIC OBJECTIVES - SESSION OBJECTIVES: Unlike the general objective which represents the long-term change to which we contribute, the specific objective must be achieved during the duration of the activity. There can be more specific objectives, what they have in common is that they contribute to the achievement of the general objective.

EXAMPLE OF A SPECIFIC OBJECTIVE: To contribute to raising the level of knowledge of 23 young activists in the field of political literacy and human rights during a seven-day activist school.

When defining specific goals, follow the **SMART method**, which is an acronym for the following terms:

•

Specific: The goal answers the questions: what exactly to do and when.

•

Measurable: At the end of the school we can check the level of knowledge of the participants.

•

Achievable: In 7 days we will likely be able to contribute to raising the level of knowledge with regard to the program we have prepared.

•

Realistic: The goal is realistic insofar as we have limited ourselves to a certain amount of knowledge that the participants will acquire.

•

Timely: We have stated that this is a goal that will be achieved in the next 7 days.



Once you set a goal for each session, it will be easier for you to prepare the content and timeline. Let each session be aligned with at least one specific goal of the activist school, which will ultimately lead to alignment with its overall goal. Of course, you can achieve some goals in several different sessions, if necessary.

More on that below!

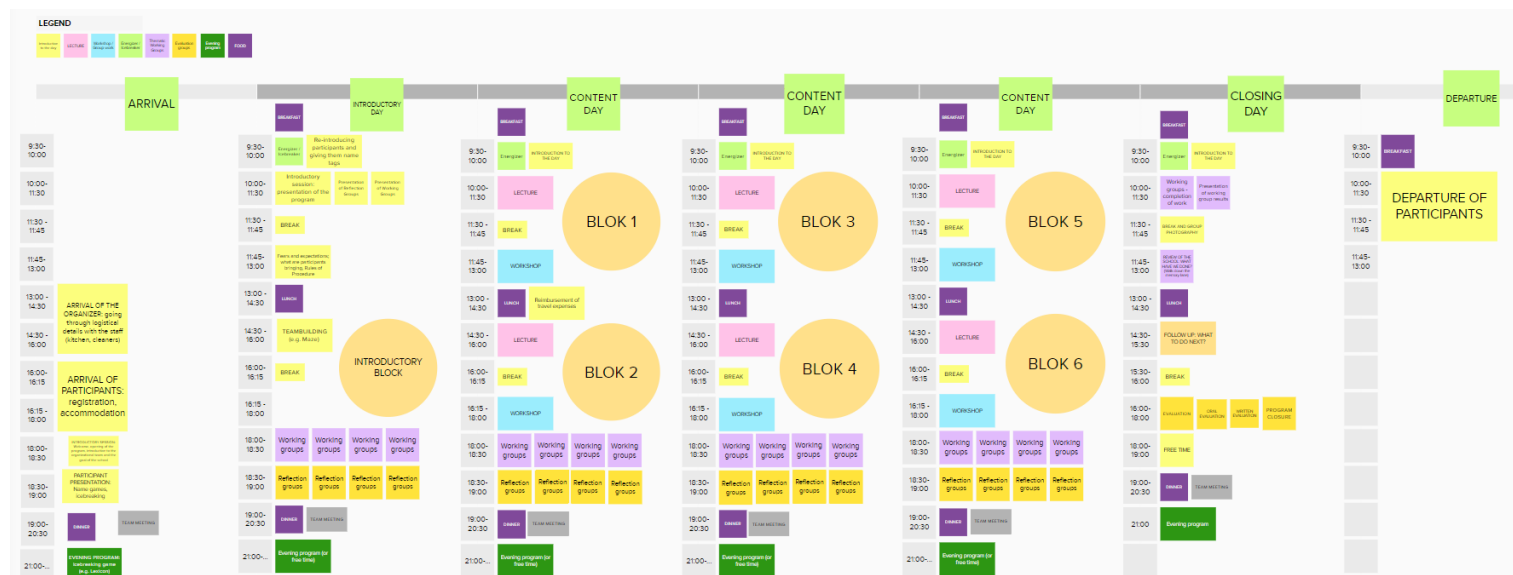
Organizational Team Meetings

Third meeting

The Program

Before moving on to the detailed elaboration of each session, make a schedule of activities for each day. Estimate how long the sessions will last, when it's time for breaks and meals, and when the workday starts and ends.

The program of the whole school can be downloaded [here!](#)



Bellow you will find the program preparation guide which you can download [here](#).

Repeat the same steps for all sessions from the program! It seems like a big task, but if you follow our instructions, you'll be done in no time!

<p>Name of the session</p>	<p>Write the session name from the program here: The session name should be simple and short. If you do not have an original, clear and interesting name, try to derive the name from a popular saying, song or another well-known reference to make it easy to remember.</p>
<p>Date and time of the event</p>	<p>Specify the date and exact time of the session</p>
<p>Lecturers and moderators</p>	<p>Here, write the names of the members of the organizing team and/or external lecturers responsible for this session</p>

<p>Session description and objectives</p>	<p>Recall the specific goals you defined at the last meeting, and align them with each session. State the purpose of the session you are conducting here</p>
<p>What do we want the participants to learn?</p>	<p>Define the specific outcomes of each session. When defining, try to answer the following questions:</p> <p>What will the participants learn?</p> <p>What knowledge and skills will they acquire?</p> <p>Will it produce something?</p> <p>How will the session affect participants and the group?</p>
<p>Previous session</p>	<p>List the session that preceded this one according to the school agenda: It will make it easier for you to navigate the timeline and remind you of the content that preceded your session</p>
<p>Next session</p>	<p>List the next session of the day here according to the school program: At the end of the session, announce the topic of the next one, to remind the participants what awaits them</p>

Timeline and time sequence

Be detailed. Make a session flowchart minute by minute.

When estimating the time, be realistic and leave a minute or two more in case the participants have questions.

Example: 5-7 minutes per group is the optimal time for the presentation of group work. The time you will need for this session will depend on the number of groups and the complexity of group work, the time you will need for this session will also depend.

If after the presentation of each group you give space for short questions, calculate that you will need 10 minutes per group for the presentation.

If you are going to hire an external lecturer, ask him/her to tell you in advance how long the lecture will last, and to stick to the set schedule. By planning the detailed schedule, you will avoid unforeseen situations and ensure the quality of the session itself.

Keep in mind that others, who will participate with you in the implementation, may not know what you mean, and that nothing is implied. That is why it is important that you write everything in this section.

Another useful tip for describing a session: write in a way that even a person who encounters this description for the first time can easily implement the entire session according to the instructions you wrote.

Timeline proposal:

Introduction / 5 min

The lecturers introduce themselves and present the topic they will deal with in this session.

Icebreaker / 10 min - Facilitator conducts an icebreaker to raise the motivation of participants

Lecture / 60 min: If the lecture is given by several people, state here who is in charge of which part

Discussion / 20 minutes: The facilitator encourages the participants to think about the content of the lecture. Prepare questions for discussion in advance.

Break / 5 minutes: After the lecture, and before group work, the practice is to give the participants a short break.

Introduction for group work and division into groups / 5 minutes: Explain to the participants what the work in groups will look like, divide them into groups using a pre-prepared method, and give them materials for the work.

Group work / 30 minutes: Visit groups, monitor how they work, and from time to time give them some advice. However, be careful not to get too involved because the emphasis is on independent work and that the group develops its group dynamics.

Presentation of group work results / 20 minutes: After 30 minutes, check if all groups are finished and if necessary give them some more time to finish. Then invite the first group to present their work. Depending on the schedule, sometimes there will be time for all groups to present their work, and sometimes there will be time for just one or two. Be sure to emphasize to each group that they have limited time to present.

Plenary discussion 15 minutes: After the presentations, discuss with the participants their work, ask them how they were, and allow them to share their experience.

Total duration: 2 hours and 30 minutes

Materials you will use during the lecture and workshop

Materials: Make a list and amount of all the materials you need for this session: post-it papers, notebooks, felt-tip pens, ballpoint pens, flipchart or board, computer, projector, speakers, etc.

Help needed	Write here if you need the help of other members of the organizing team. For example: a technician should help you set up the projector
Additional activities	List here the additional activities that you will carry out during the session. This section refers to the activities within the session such as the method of dividing participants into groups, icebreakers, presentation methods and the like. Describe them here briefly.

Organizational Team Meetings

Fourth meeting

Presentation of the session content

At the last meeting you made a detailed description of all the sessions. Now is the time to go through them together once more. Make sure everything is correct and see if you want to make some changes. After this step the sessions are defined and changes can be made only in case of extraordinary circumstances.

Division of task within the session

Remember the first meeting when you discussed the roles in the team. Try to divide the tasks according to the skills and knowledge of the team members. There's a good chance one of you has two or even three roles in the team - don't worry. In this step, the most important thing is that there is a person responsible for each task. In this way, you will avoid the overlap of roles and responsibilities and ensure the effective implementation of the activist school.



External lecturers

You may need the help and expertise of outside lecturers to run an activist school. In that case, it is important to contact them on time to check their interest and availability. Keep in mind that external

lecturers, who are recognized as experts in their field, can add value to your school and it is therefore advisable to include them in the school program that you will publish together with the call for participants. Also, make sure you have enough funding for their honorarium or you can try to arrange that they hold their lectures free of charge. In any case, coverage of their travel expenses, the cost of lunch and possible overnight stays should be taken into account. If you do not have the confirmation of external lecturers at the time of publishing the call, you can add their names to the agenda later.

How to reach external lecturers?

If you do not have the contacts of potential lecturers or you are not sure who you would like to invite, rely on the contacts and sources you have: University professors, colleagues of the organization, associations and the like. Ask them to share their contacts with you or connect you directly with an expert they recommended to you. You can find programs and agendas of similar schools with a simple internet search - let them be your inspiration!



Call for participants and application form

Call for participants should contain the following sections:

-

Name of your activist school: make sure the name is short and clear

-

A brief description of the activist school: when describing, focus on the goals of the school and its benefits for the participants that extend beyond their participation

•

Agenda: make sure you have an agreed agenda by the time the call is published. If you do not have it, indicate in the invitation that the agenda will be sent later.

•

Place and date of the event

•

Working language of the activist school: if people from abroad are expected to participate in the activist school, be sure to indicate the working language of the school (to better assess the level of knowledge of the language from applicants, it is best to write the application form in the working language of the activist school)

•

Conditions for application: if you do not have the conditions provided by the project, you can define them yourself - for example: if the seminar is intended for high school pupils, students cannot apply. If you have the capacity and the conditions provided for the inclusion of people with disabilities, also state this in the form itself and, if necessary, ask for additional information on the necessary accommodations

•

How to apply: There are several options for applying, and these are the two most common: filling out an application form or sending a resume and cover letter

•

Call duration: Be sure to specify the date and time by which participants can submit their applications

•

Costs: Be sure to indicate whether all participation costs are covered or part of the costs are borne by the participants

•

Logo: The logo of the donor (if you have them) and your organization (if you have one) must appear in the header of the call and application form. If you have a donor, be sure to check the visibility rules with them

•

Visual for social media: provide basic information from the Call on the visual that you will publish on your social media. Strive to create a visual that will catch the attention of your followers. Make sure that the format of the visual is adapted to the media on which you are publishing it. The dimensions are not the same for the website, Instagram and Facebook so you should pay attention to it.

You can download Call for participants [here](#).

HERE GOES THE LOGO OF YOUR ORGANIZATION

CALL FOR PARTICIPANTS

the name of your organization organizes

NAME OF YOUR ACTIVITY

which will be held *dates in/at the location where the activity will be held* for students from *here list the countries from which you invite your participants*

Are you aware of current socio-political problems in your community and do you have a solution for them? You have great ideas for activism, but you need help with realization? Would you like to share your activist experience with young people from the region? Do you want to influence the decision-making process that concerns you and are you annoyed by the people who tell you that you have no idea about politics? Here's a great opportunity just for you!

We have prepared a program for you that includes both theory and practice and covers thematic areas such as *the areas that your school will include, for example, political participation.*

During the school you will have the opportunity to meet and exchange experiences with young activists from *here list all the countries from which you invite young people*, upgrade your existing knowledge and improve skills that you didn't even know you had!

Is this school for you?

Are you *state here the age range of your target age group* year old and do you live in *here do list all the countries to which the call applies*? Are you interested in activism and ready to change the world for the better? If yes, then our school is the right place for you! This is a great opportunity for you! With this school we want to encourage you to take the first activist steps, and if you do not lack activist experience, to take a step forward and start your own initiative!

Logistic information

The working languages of the school are *here you specify the working language(s) if it is an international school.*

Travel, accommodation and food costs are covered by the school organizers.

HERE GOES THE LOGO OF YOUR DONOR

All participants will receive a certificate of participation after the activity is finished. The condition for obtaining this certificate is participation in all days of the program.

How to apply?

If everything you have read so far sounds interesting, we invite you to apply to participate in the school by filling out the questionnaire found here *copy the link to the online application form you have created.*

Deadline for registration

The application deadline is *the date*. Persons selected to participate will be notified at the latest *write the date of your deadline here.*

Selection criteria

Those who show a high level of motivation for the topic of the school *or add other specific criteria* are more likely to be selected.

Contact

If you have any questions and concerns, feel free to contact us by e-mail: *provide the contact address here.*

Organizational Team Meetings

Fifth meeting

Preparing the dissemination of the Call for participants

After making the call for participants and the application form, you must agree on which addresses you send them to, and through which channels.

Website: you can put the call for participants and the application form on the website, if you have one. Your website will be the main place for your potential participants to get information about all the details concerning the activist school.

Lists of e-mail contacts: make the so-called mailing list or more of them according to the following categories: potential participants, media, institutions and organizations that will publish your call for participants on their website.

When sending a call by e-mail, be sure to divide the recipients by category, and prepare a separate e-mail subject for each category.

The e-mail should contain an attachment with a call for participants in PDF or another easy-to-read format, basic information about the deadline and method of application, and a contact number.

Important note! In order to protect the privacy of the people you contact, when sending group e-mails, place recipients in the blind carbon copy-bcc box.

INVITATION: NAME AND DATE OF YOUR ACTIVITY

To |

Cc Bcc

INVITATION: NAME AND DATE OF YOUR ACTIVITY

Dear *the name of the person you are contacting*,

The name of your organization / initiative organizes *the name of your school / activity* that will take place from *date* to *date* in *here you write the place of the youth activity* for youth from *here list all countries from which you invite young people (if the activity is of an international character)*.

A short description of the activity (two sentences from the call text you prepared earlier).

Accommodation, travel and food are covered by the organizer (*if you as the organizers do not cover all costs, be sure to state it here*).

The number of participants is limited. The application deadline is *the date*.

We would be extremely glad if you would apply and participate in *here you write the name of your activity*.

Below is a link to the application form, and attached to this email is a detailed description of *the name of your activity*.

LINK

We look forward to your application!

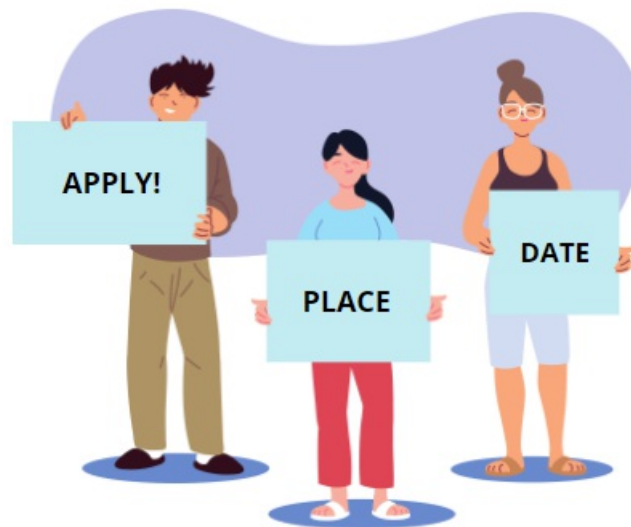
Greetings,

Signature

Social media: Prepare visuals and accompanying text for posting the call for participants on social media.

Visuals for social media: Tools such as [Canva](#) and [Adobe Premiere](#) can be very useful for visuals for social media. Keep in mind that the visual should contain only basic information about the activist school: name, date and method of application, and that it should be clear and visually attractive.

NAME OF THE ACTIVITY



In addition to posting the call for participants on your social media accounts, try to publish them in as many groups as possible that include members of your target group are in (e.g. in student dormitory groups on Facebook, in groups that bring together young volunteers and activists, etc.).

If you have enough financial resources, you can also pay for the **advertising** of your call on social media for a certain period of time so that the information about the call reaches as many young people as possible.

Organizational Team Meetings

Sixth meeting

Selection of participants

Depending on the number of applicants, the selection of participants can be done in several ways. If the number of applicants is large and you do not have the opportunity to go through all of them together, the best option is for each of you to do it on your own. Create a table (e.g. in Excel) in which the basic data of the participants will be listed in rows, and have everyone comment on each of the received applications in a separate column.

Another option is to read and comment on all applications together. Although more demanding, this method is more detailed and allows you to gain new insights in communication with other team members and look at applications from a different perspective.

The best solution is to individually select shortlisted candidates and a reserve list. The reserve list is very important, because it is very likely that not all participants will confirm their participation, and you should take into account potential unforeseen circumstances. Once you agree on who is shortlisted to participate in the activist school, you can comment on the applications together. In this way, you will have an insight into the impressions of your colleagues, which will make the selection process faster and more efficient. If you have enough time as a team, you can conduct interviews with people who have entered the shortlist to have the best possible selection process.

Contacting participants

Shortlist: You will first contact the participants you have selected for the shortlist. Ask them to confirm their participation once again, and give them a few days (ideally no more than three) to respond. After they confirm, send them detailed information about the location and reimbursement (refund) of travel expenses. Emphasize that it is important to keep the original tickets and invoices for the refund. If you did not publish the agenda together with the invitation, send it to the participants after they confirm their participation.

BE SURE to put all email addresses in Bcc

CONFIRMATION OF PARTICIPATION: NAME OF YOUR ACTIVITY

Dear applicant,

thank you for applying for *School Name!* Your application was inspiring, dedicated and sincere and therefore stood out among *the number* of applications received!

We are pleased to inform you that you have been selected to participate in *the name of the school!*

Please confirm your participation by replying to this email by *the confirmation deadline*. If you do not confirm by the specified date, we will give your spot to the people on the reserve list.

You will receive more information in the email that we will send *the date when you will send the agenda and more detailed information*.

We will arrange travel information after you confirm your participation.

We look forward to meeting you soon in person and hope to start a wonderful collaboration!

Best regards,

Signature

Contacting participants: rejections

You can send them to applicants who have not met the application requirements. Thank them for their applications, and briefly explain why they were not chosen. Make the tone of this email friendly. Leave them the opportunity to re-apply for the next activity you will be organizing.

NOTICE OF PARTICIPANT SELECTION RESULTS: NA...

- ✖ ✕

BE SURE to put all email addresses in Bcc

NOTICE OF PARTICIPANT SELECTION RESULTS: NAME OF YOUR ACTIVITY

Dear applicant,

thank you for applying for *the name of your activity!*

We appreciate the time you took to describe why and how you act or want to act as an activist!

We had almost *a number (e.g. twice)* more applications compared to available spots at the school, so unfortunately we have to reject your application.

We hope we have not discouraged you because there is always room for the dedication and sincerity you have shown!

Meanwhile, organizations that do similar activities like us have open applications for interesting programs aimed at young activists. If you know of a similar opportunity for young people provide a link here.

Best regards,

Signature

Contacting participants: reserve list

Reserve list: After the participants from the shortlist answer you, you can contact the people from the reserve list. If some people from your shortlist do not confirm their participation, you will contact the people on the reserve list. If everyone on the shortlist confirms their participation, in that case you will also send a rejection to the people on the reserve list.

RESERVE LIST: NAME OF YOUR ACTIVITY

BE SURE to put all email addresses in Bcc

RESERVE LIST: NAME OF YOUR ACTIVITY

Dear applicant,

thank you for applying for *the name of your activity!*

Thank you for taking the time to describe why and how you act or want to act as an activist!

We had almost *a number (e.g. twice)* more applications compared to vacancies at the school so this time unfortunately we have to reject your application.

However, we liked your application and you are currently on the backup list. If someone cancels their participation or otherwise vacancies, we will get back to you.

We hope we have not discouraged you because there is always room for the dedication and sincerity you have shown!

Best regards,

Signature

Organizational Team Meetings

Seventh meeting

Travel expenses

Calculate the travel expenses you need to reimburse the participants. Agree on whether to pay the travel expenses in cash or via bank transfer. In both cases, prepare a form that participants will complete and sign when reimbursing.

Tip for calculating travel costs: When filling out the application, all participants indicated the place of departure. You can check ticket prices on the websites of bus carriers and/or train stations. If you cannot find this information, ask participants to check the price of their ticket.

Accommodation of participants in rooms

The practice has shown that the placement of participants in rooms should be done in advance. It is best to accommodate together people who are not from the same place, but come from different locations. The reason for this is to make it easier for the participants to get to know each other.

Depending on the type of room you have booked, distribute the participants and print out the list that you will take with you to the school. This list will probably be requested by the staff of the facility where you are staying, so have it ready to send them by e-mail or hand in a printed copy at the reception immediately upon arrival.

An example of the distribution of participants in rooms can be accessed [here](#).



Working groups

Working groups are an opportunity for participants to share their interests, skills and knowledge throughout the school. They can be structured and have a set goal and result or they can be informal and serve to strengthen group cohesion and raise the group atmosphere. Working groups will meet every day and will present their results at the end of the school. The following are ideas for creating working groups.

<p>School diary Members of this group will record activities and impressions from the school through writing, photography, video or other media</p> <p>Researchers During the school, participants will explore a topic of particular interest to them, related to the school curriculum</p> <p>Art group Activism and art go hand in hand, and this group will prove it in a creative way</p> <p>Sport Establish your own sports league that will promote civic activism and respect for human rights!</p>

Evaluation forms

In advance, carve out enough time at the end of the closing day of the program, for oral and written evaluations. The participants must fill in the evaluation forms at the end of the school, so prepare them earlier.



The questions in the form should relate to the following segments of the school:

Curriculum and content

Lecturers

Group work

Facilitator

Logistics

Self-assessment of one's participation

An example of the evaluation form can be downloaded [here](#).

Sign-in sheet

Signing sheet should also be prepared in advance. In addition to basic information about the participants, dates, location and name of the event, it is very important to display the donor's logo and keep the signing sheet as proof of the participation of your participants.

The signing sheet is extremely important because it proves that the school was held. Make sure to keep it safe and be careful not to lose it until the end of school!

Example of sign-in sheet that you can download can be found [here](#).

Name of your activity

Date(s) of implementation of the activity:
Location of implementation of the activity:

No.	NAME AND SURNAME OF THE PARTICIPANT	DATE OF BIRTH	STARTING DATE OF PARTICIPATION IN THE ACTIVITY	END DATE OF PARTICIPATION IN THE ACTIVITY	PLACE OF DEPARTURE (place from which the participant comes to the activity)	EMAIL	SIGNATURE

HERE YOU PUT THE NAME OF YOUR DONOR

GDPR

You have probably already encountered the GDPR, i.e. the General Data Protection Regulation. To avoid violating it, take into account a few important details. All personal information collected by registered persons may not be shared with persons outside the organizing team. In the application itself, be sure to indicate that you will use personal data in accordance with the GDPR. If you want to send e-mails to the participants about your future activities after the school finishes, you need to get permission from them to do so. Also, you may not use unauthorized photographs and recordings of other people. Therefore, it is good to have a question in the application form that refers to consent, i.e. permission to photograph and record the participants.

Another option is to prepare separately printed consent forms and to ask all participants to fill them out at the beginning of the school. Be sure to emphasize that all photos and recordings will be used exclusively as evidence for donors and for online public posts related to the implementation and completion of the school. In case some people do not want to be in the photos and recordings, note at the beginning that their faces will not be visible in public posts and make sure to respect that.

An example of a written consent that you can download can be found [here](#).



Consent for photographing and filming during the school period

I hereby give my consent to *the name of your organization* to collect my personal data (photos) during *the name of your school* for the period from *date to date*, and to process them in terms of posting photos from the event on its websites, social networks and for reporting to donors. Only school organizers have access to the photographs, exclusively for the purposes stated above, and undertake to take other technical and organizational measures for the protection of personal data. The organizers will keep personal data as long as there is a basis for donors to process the data.

I give this consent voluntarily and I am aware that I can withdraw my consent at any time without any negative consequences. I am also aware that, in accordance with the General Data Protection Regulation, I may, under certain conditions, exercise my rights to obtain confirmation of processing, inspect my personal data, correct or supplement personal data, object to further or excessive processing, block illegal processing, request the deletion of personal data and to receive a copy of personal data for transfer to another controller.

I am aware that all other information related to the processing of my personal data can be checked by contacting the organizer via email: your e-mail address. I am also aware that I can file a complaint with the Agency for Personal Data Protection.

DATE:

NAME AND SURNAME:

SIGNATURE:

Checklist

In addition to the above, you will need to prepare the following materials:

- Nametags (small name tags worn by participants and the organizing team on the visible part of the clothing as badges)
- Flipchart board and papers and other types of paper (A4, post-it notes, colored hammer papers)
- Notebooks, pens and felt-tip pens, glues, scissors, crepe tapes and other accessories
- Camera (chargers, batteries, memory card)
- Laptop (HDMI port and cable if needed - be sure to check beforehand what type of input you need)
- Projector and screen if not provided within the hall
- Extension cables
- First aid kit
- Roll-up banners of the school and the donors

Preparation is over! Please review the to-do list before proceeding. If you have done everything from the list, go to the next chapter.



Preparation Is Over - What Now?

YOUTH WORK METHODOLOGY: PREPARATION IS OVER - WHAT NOW?

In the previous chapter, we took you through the process of logistical preparation for a five-day activist school. You have gained insight into all the important organizational steps. In this chapter, we go a step further! We will introduce you to the school implementation process, as well as the methods used in working with young people. If some of the members of the group are people with disabilities, it is necessary to adapt all methods to their abilities and needs.

To make this chapter as clear as possible, we present the whole process to you according to the following structure: arrival, introductory day, thematic days, and closing day. For better reference, use a visual timeline table in the form of a school program.

Template: agenda/program visual (filled timeline) according to which we will organize this chapter



Using a practical example of organizing a five-day activist school, we will explain all the steps that the organization process involves! The structure of the chapter corresponds to the structure of the meetings of the organizing team. We chose this structure because it is the most effective way to organize a larger event.

THE SCHOOL STARTS IN 3...2...1...NOW!

Welcoming participants

As organizers, you must arrive at the accommodation a few hours before the participants. Check with the staff that everything you have agreed upon is prepared, that the rooms are ready, dietary restrictions and conditions are adapted to the needs of the participants, etc.

At any time, one of the members of the organizing team should be on standby to welcome the participants. Have a list of participants with contacts close to you and keep a record of their arrivals.

When welcoming the participants, introduce yourself briefly and inform them about how to register for the rooms. Give them enough time to settle in and freshen up before you get them together.

Introduction of the organizers: Who are we and why are we here?

After the participants have settled in, the first joint gathering follows. The purpose of this gathering is to get to know the participants and you as the organizers.

Have each member of the organizing team introduce themselves and state their role in the team so that the participants know who they can ask about what. After the introduction, explain the following to the participants:

Why are they here

What is the main aim of the school

**How did you come up with the idea
to organize this activity**

What awaits them in the coming days

Introduction of the participants: Games to get to know each other

It's time for the participants to introduce themselves! When it comes to larger groups, remembering the names of all participants can be a big challenge for some of us. That is why structured exercises and methods of getting to know each other are an indispensable part of the introductory day. Whether you conduct the activity in person or virtually, getting to know each other is of great importance. The method of introduction depends on the size of the group and the age of the participants, as well as the content of the activity. For the first acquaintance, choose a fun method that, in addition to introducing the participants, will

have the function of reducing anxiety and creating a relaxed atmosphere among the participants.

Additional tip: Do not be surprised if the participants do not remember the names of all group members even after this exercise. Give them time and encourage them to often address each other by their name. If it is a larger group, actively encourage them to carry filled out name tags during the first few days, which you will share with them after this first name game.

Here are examples of some entertaining name games:



Example 1:

One of the most commonly used and simplest methods for better knowing and remembering the names of all participants is to represent each person by having the first person say their name and a word beginning with the same letter. The second person then has to repeat the first person's name and word and present themselves in the same way. The third person repeats everything that was done by the first two, and so on in a circle (an adjective, animal, etc. can be used as a word next to the name, e.g. innovative Ian, restrained Rebecca or Peter penguin, Maggy monkey)

This is what it looks like in practice:

Ian: "I'm an innovative Ian."

Rebecca: "Ian is Innovative, I'm restrained Rebecca."

John: "Ian is innovative, Rebecca is restrained, and I am joyful John ..."

Example 2:

Another suitable method is to play with a ball of wool. All participants stand in a circle. One person holds a ball and introduces himself/herself by saying his/her name aloud and then the name of the next person to whom he/she decides to throw the ball.

"Hi everyone, I'm Elizabeth! Angelina, catch! "

It is important that the first person keeps the final thread of the ball in his/her hand before throwing it away, and that the second person also continues to hold a part of the thread when throwing it to the next one. Second person introduces himself/herself in the same way, first saying his/her name and then the name of the person to whom he/she is throwing the ball. The game ends when the last person throws the ball back to the first person and they are all connected to each other because of the piece of wool they kept in their hands.



Example 3:

Another method of playing in a circle is to introduce yourself to a group by saying your name, then saying one thing you like to do (your hobby) and performing some simple body movement (e.g. applause, turn, jump, squat, snapping a finger...), and the rest of the group behind repeats everything that was said and done. The second person in a circle introduces himself/herself in the same way and the group repeats the same thing.

This is what it looks like in practice:

"I'm Michaela and I love to dance!" Michaela then jumps. The group repeats what Michaela said and jumps as well. The sequence is continued by the next person in the circle.

Example 4:

A game for the participants to get to know each other better is also the game of Two truths and one lie. All participants first have a few minutes to write down on paper three interesting statements about themselves, two of which are true and one that is a lie. After that, they have fifteen to twenty minutes to talk to as many other people as possible and try to find out from each other which of the statements from the other person's paper is a lie. Through the guessing process, participants have the opportunity to briefly say something more about their experiences that they have really had and thus get to know each other better.

**Example 5:**

Another method of getting to know each other that is also very creative is making personal posters. Participants are given A3 papers, and other materials such as scissors, felt-tip pens, decorative ribbons and the like. Everyone has 5 to 8 minutes to make their personal poster by drawing themselves, certain symbols or an abstract drawing with which they then introduce themselves to others in a group of up to six members. Each person has around 2 minutes to explaining to the group what the details on the poster represent for him / her.

Tip: If you are doing an exercise for the first time, try it out within the organizing team first.

Evening program

Organizing an evening program for the group on the first night of the school aims to ensure the togetherness of the group and create a pleasant and relaxed atmosphere for the days ahead. If group dynamics are created at the beginning of school, the evening program does not have to be structured in the evenings that follow. However, it is important to provide participants a space where they can socialize and spend time together in the evening after the end of the program.

An idea for the evening program: Lexicon

Making lexicons is quite simple for everyone who filled them in as children. You can use A4 size paper to make it. Participants can write their personal information such as name, surname, nickname and some interesting things about themselves related to the topic of the school.

An example of a lexicon that you can download is available [here](#).

LEXICON

NAME:

SURNAME:

FIELD OF STUDY/JOB:

DESCRIBE YOURSELF IN WORDS:

YOUR FAVOURITE:

PERSON WHO INSPIRES YOU THE MOST:

1.

Movie / TV series:

2.

Book / Comic:

WHY HIM/HER?
(Explain if a few words)

3.

4.

Song:

5.

WHAT DOES THE TERM (A TERM RELATED TO THE TOPIC OF THE PROJECT) REPRESENT/MEAN TO YOU?

IF YOU COULD CHANGE ONE DECISION IN THE HISTORY OF HUMANITY, WHAT DECISION WOULD IT BE?

WHAT IS AN ACCOMPLISHMENT THAT YOU ARE PROUD OF?

An idea for the evening program: A funny story

A simple game for a pleasant social evening socializing which involves everyone is to collectively create a funny story. Participants sit together in a circle and the first person begins the story by saying the first word that they picked. The next person repeats the first word and then adds the next one so that it logically follows the first in a way that makes grammatical and stylistic sense. The third person continues in the same way and so on until the last person in the circle, who needs to say the whole long sentence and conclude it with the final word.

How it looks in practice: 'We - We are - We are here - We are here because - We are here because we want - We are here because we want to catch a dragon - We are here because we want to catch a dragon that'...

Team meeting

It's time for the team meeting! At the end of each day, the organizing team should gather and reflect on the day and go through the activities for the following day. You should also comment on the past day and once

again confirm the division of tasks for the upcoming one. This is also an opportunity to comment on the conclusions of the reflection groups. If you notice a problem, try to solve it as soon as possible so that it does not recur the next day.

Important: Allow time for you as team members to rest and take care of each other. Organizing and running a school is hard work and it is important that you consider your own needs as well!

INTRODUCTORY DAY: WHO ARE WE AND WHY ARE WE HERE?

Quality implementation of the introductory day will ensure the quality of the rest of the school. Therefore, it is extremely important to carefully design and conduct warm-up, wake-up and energy-boosting exercises, introductory games, establishing group dynamics, group work rules, and participant expectations.

Energizers: What are they for and when are they implemented?

Facilitators use energizers to create a positive and relaxed atmosphere; to improve the mood and increase the energy of the participants; to motivate the participants for the activities that follow.

Energizers are usually conducted before the start of the activity, but facilitators often use them during the activity if there is a need to energize the participants and increase their motivation. The duration of the energizer varies from 10 to 20 minutes, depending on the complexity of the performance. Below are descriptions of some of the most commonly used energizers.

Energizers



EXAMPLE 1: WARMING UP AND WAKING UP

The game 'Strong wind blows towards those who...' is played in a way that everyone sits or stands in a large circle and looks at each other. There is no place for one person in the circle, so sh/e is in the middle of the circle and utters a sentence from the name of the game, and comes up with the ending of the sentence. In doing so, he states something interesting or fun with which part of the circle can be identified.

This is what it looks like in practice: 'The wind is blowing towards those who like to play handball!'

All those for whom this statement is valid, after the sentence is said, leave their starting positions and 'carried by the wind' run to another place in the circle. Participants for whom this statement is not valid remain in their positions.

When the circle is re-formed, one person again remains on the inside of the circle because all the blanks have been successfully filled by others. This person makes a new statement by repeating the first part of the sentence and adding the desired continuation, so that again some people start to change their positions.



EXAMPLE 2: FOCUSING

The group is divided into pairs. Couples play a stone-scissors-paper game. The winners of the first round go to the second round with the second undefeated person they see around them first, and those who lose the game stand behind the person who defeated them in the first round and cheers loudly for them against the new opponent, who also has support behind their back. The game thus continues until the last two undefeated play against each other, and behind them stand and support all the losers in the previous rounds.



Presentation of the program

One of the facilitators presents the whole program of the school. Using a visual presentation of the program (flipchart or presentation), the facilitator presents the main points and goals of each thematic unit.

Following the school agenda, the facilitator presents the program of the current day.

Program

LEGENDA

Color	Activity
Yellow	Arrival
Pink	Lecture
Blue	Workshop
Green	Reflection groups
Purple	Break
Orange	Meal
Grey	Registration
Light Green	Introduction
Light Blue	Content
Light Purple	Summary
Light Orange	Departure

Time	ARRIVAL	INTRODUCTORY DAY	CONTENT DAY	SADRŽAJNI DAN	SADRŽAJNI DAN	ZAKLJUČNI DAN	ODLAZAK
9:30-10:00		Registration	Registration	Registration	Registration	Registration	Registration
10:00-11:30		Introduction of participants and giving them names	LECTURE	LECTURE	LECTURE	Working groups - presentation of working groups	
11:30-11:45		BREAK	BREAK	BREAK	BREAK	BREAK	
11:45-13:00		Team and objectives introduction	WORKSHOP	WORKSHOP	WORKSHOP	Meal	
13:00-14:30	ARRIVAL OF THE ORGANISER going through logistical details with the staff (check-in, check-out)	TEAMBUILDING (e.g. Mind)	BLOK 1	BLOK 3	BLOK 5	Meal	
14:30-16:00	ARRIVAL OF PARTICIPANTS registration, accommodation	INTRODUCTORY BLOCK	BLOK 2	BLOK 4	BLOK 6	Meal	
16:00-16:15	REGISTRATION REFLECTIONS from games, surveys	BREAK	BREAK	BREAK	BREAK	BREAK	
16:15-18:00		Working groups	WORKSHOP	WORKSHOP	WORKSHOP	Meal	
18:00-18:30		Working groups	Working groups	Working groups	Working groups	Meal	
18:30-19:00		Reflection groups	Reflection groups	Reflection groups	Reflection groups	Meal	
19:00-20:30		Meal	Meal	Meal	Meal	Meal	
21:00...		Meal	Meal	Meal	Meal	Meal	DEPARTURE OF PARTICIPANTS

Reflection groups: What, why and how?

Explain to the participants the purpose of the evaluation groups and refer them to a poster you have prepared in advance. Have the participants, together with their mentors, agree on a gathering place that will be the same until the end of the program. In each group there should be 3 to 6 people and one mentor.

Questions for facilitation of reflection groups:

Describe today's day in one word. Explain why you chose that particular word.

What did you especially like about today?

Is there anything you are not particularly happy about?

How satisfied are you with the food and accommodation?

Was today's program useful to you?

How was it for you to work in groups with other participants?

Working groups: activism in action!

Offer to the participants the thematic options of the working groups that you prepared in advance, and leave open one option for them to propose and choose the topic that they would want to deal with during the school.

Make sure that each working group has approximately the same number of members. However, given that the focus of the working groups is on the interests of the participants and their motivation to apply the knowledge in practice, the number of group members is not crucial.

After all participants have selected the group they want to participate in, introduce the mentors of each group. The role of the mentor is to monitor the group's progress and be at their service if they need help.

NAME OF THE
WORKING GROUP

NAME OF THE
GROUP MENTOR

NAMES OF
GROUP MEMBERS

Expectations, fears and contributions

The goal of this session is for each participant to individually consider for themselves what they want to learn, what skills they want to acquire, what they want to share with the group and what they would not like to happen during the school.

At the beginning of the session, the facilitator explains that each participant will now have some time to think about their expectations, fears and ways in which they can and want to contribute to the school and the group. Everyone will receive at least 3 post-it pieces of paper in 3 colors.

EXPECTATIONS

What do I
want to get
from this
school?

FEARS

What don't I
want to happen?

CONTRIBUTION

How can I personally
contribute to the
successful
realization of the
school?

Participants have 5 minutes to think about the answer. After thinking about it, they write one idea on one piece of paper, and then stick the pieces of paper on a pre-prepared poster. After all the pieces of paper have been pasted on the poster, the facilitator reads a few answers aloud and comments on them together with the group.

Group work rules: Why are they important?

Common rules of working together will give participants a sense of confidence, security and responsibility. It is important that all participants agree with the proposed rules, as well as that they adhere to them throughout the school.

Prepare in advance rules that are important for the quality implementation of activities, but be sure to leave room for participants to add their own rules as well.

1. We come to all sessions on time
2. We don't use mobile phones during sessions
3. We listen to each other
4. We respect other people's opinions
5. We do not sit on our needs: You do not need to ask permission to go to the toilet, etc.
6. We raise a hand before talking
7. We participate in all sessions
8. Safe space: everything we say remains between us
9. We don't interrupt other people while they talk
10. We clean up after ourselves and don't leave trash
11. *Suggestions of participants*

Establishing group dynamics

Why are group dynamics important?

In front of you is a five-day activist school in which young activists who have never met before will participate. Regardless of the effort you put into preparing the program, if group dynamics are not established at the beginning of the school, it will be difficult for you to achieve the goals you have set.

Sufficient time and attention should be given to establishing group dynamics and teamwork because the success of the rest of the program depends on them. Team building games will help participants develop the skills of collaboration, confidence building, group problem solving, decision making, as well as leadership skills and responsibility. Apart from the functional features, these games are also very entertaining!

How to choose a team building game?

The choice of a game depends on the skill that you want the participants to develop. With a simple internet search, you will get access to a large number of games and exercises that will serve the goal you want to achieve.

One of the more popular exercises for ensuring teamwork, collaboration, and group problem solving is the Maze. The goal of this game is for all members of the group to work together so that in the end everyone can find a way out of the maze, and the challenge lies in the fact that there is only one right way!

You can read more about the game Maze here on this [link](#).

Reflection

Reflection after the team building game is an indispensable part of the process of establishing group dynamics. It serves to raise awareness of the skills that participants have applied and acquired, as well as to express the emotions they experienced during the exercise. During the reflection, you will benefit from some of the following questions:

How did you feel during the activity?

In which way were decisions made? Individually or as a group?

What did the group decision-making process look like?

Did you rely on other participants?

Did you learn anything new during this activity?

THEME DAY: LET'S GET TO THE POINT!

The first day is behind you! Participants know what awaits them in the coming days, work rules have been set and group dynamics and group cohesion have been established.

Themed days are the essence of the school and if you were detailed in preparing the content of the sessions, you will have no problems in implementing the rest of the program!

The number of themed days will depend on the length of your event. The program we have prepared for you includes three thematic days and all three have the same structure: an introduction to the day, two lectures, two workshops, a working group meeting and a reflection group meeting.

Introduction to the day

Start each day with an energizer. Bearing in mind that the program starts in the morning, choose energizers that will help the participants to wake up!

After the energizer, the participants will be more ready for the day ahead. Continue the program by reviewing the previous day. Remind participants of the main points and conclusions, and move on to the program of the current day. It is important that participants have an insight into the topics to be covered each day, as well as the tasks that are expected of them.

Lecture

You have devoted yourself in detail to the preparation of the content of the lectures and workshops and now is the time to conduct them. To make it easier for you to follow this section, we have prepared for you a detailed schedule of lectures and workshops on human rights.

The lecture outline can be found [here](#).

Introduction

Begin the lecture by presenting the context and topic you will be talking about. Regardless of whether the participants have previously encountered the topic of the lecture, it is important to introduce them to the topic and explain what will be discussed. The introduction to the lecture should definitely be interactive. Ask them a few questions, open the up space for conversation and discussion. In this way, you will make the participants interested and introduce them to the content that follows.

Presentation

If you plan to use the presentation, ask the technician to provide you with the technical requirements before

the lecture. Keep in mind that the presentation should contain only essential parts of the content and should not be cluttered with text - rather include as many visually appealing photos or graphics as possible. Have notes and other materials you will need during the lecture at hand.

Interaction with participants

The intensity of communication during a lecture depends on your teaching style, but it is definitely desirable. Encourage participants to ask you questions during the lecture, and be sure to provide the last half hour for questions and discussion. During the discussion, be sure to remind participants of the work rules agreed at the beginning of the school.

Workshop

During the preparation of the sessions, you ensured that the lectures and workshops were thematically connected and complementary. During the workshop, pay attention to the following things:

Division into groups

Dividing participants into smaller groups during the workshop will contribute to teamwork and equal contribution of all group members. When dividing participants into groups, take into account several factors

GENDER BALANCE OF GROUP MEMBERS
PARTICIPANTS WHO WERE ALREADY IN THE SAME GROUP DURING THE DAY SHOULD NOT WORK TOGETHER AGAIN
THE MOST ACTIVE PARTICIPANTS SHOULD BE IN DIFFERENT GROUPS
PARTICIPANTS WHO ALREADY KNOW EACH OTHER SHOULD NOT BE IN THE SAME GROUP
AVOID PUTTING PEOPLE COMING FROM THE SAME PLACE / COUNTRY IN THE SAME GROUP

Materials

Whether the participants use paper and pencils, computers or other materials and tools, each group work should have its own result. Save all the content that results from working in groups and indicate which workshop it is, and list the authors who worked on that content. In addition to being useful for the evaluation you conduct on the last day of school, these materials will also be useful for dissemination.

Moderation of group work

Since the workshops involve the independent work of the participants, the role of the moderator is to give detailed instructions to the participants, be available to them if they need help, and supervise the work of groups to ensure teamwork and group cohesion.

Here are some tips for moderating group work:

INSTRUCTIONS FOR WORKING IN GROUPS SHOULD BE CLEAR, CONCISE AND PRECISE.

IF IT IS A COMPLEX TASK, THE INSTRUCTIONS SHOULD BE PREPARED IN WRITING AND AVAILABLE TO THE PARTICIPANTS DURING THE WORK.

ADHERENCE TO THE TIME LIMIT: PARTICIPANTS SHOULD ADHERE TO THE TIME LIMIT SET AT THE BEGINNING OF THE WORK.

THE MODERATOR SHOULD TAKE INTO ACCOUNT THE GROUP DYNAMICS: ALL MEMBERS OF THE GROUP SHOULD EQUALLY CONTRIBUTE TO THE GROUP WORK. ENCOURAGE LESS ACTIVE PEOPLE TO GET INVOLVED AND THAT THE PEOPLE PRESENTING IN FRONT OF THE GROUP ARE NOT ALWAYS THE SAME.

Moderation of the discussion

The role of the moderator during the discussion is crucial because the dynamics and atmosphere in which the discussion will take place depend on him/her. Some of the key features of a quality moderator are:

CONCENTRATION: THE MODERATOR MUST MONITOR THE COURSE OF THE DISCUSSION AND THE BEHAVIOR OF THE PARTICIPANTS, HAVE PATIENCE AND TRY TO MAINTAIN CONCENTRATION THROUGHOUT THE SESSION.

IMPARTIALITY: THE MODERATOR MUST BE NEUTRAL AND NOT EXPRESS HIS VIEWS

ASSERTIVENESS: ENCOURAGE LESS ACTIVE PARTICIPANTS TO GET INVOLVED IN THE DISCUSSION AND EXPRESS AN OPINION. ALSO, ONE SHOULD BE ABLE TO INTERRUPT A DISCUSSION THAT HAS TAKEN TOO LONG AND SET APPROPRIATE BOUNDARIES IF PARTICIPANTS DO NOT TREAT EACH OTHER WITH RESPECT.

FLEXIBILITY: THE FACILITATOR SHOULD ASSESS WHETHER PARTICIPANTS SHOULD BE ALLOWED TO DEVIATE FROM THE TOPIC OR AGREED PLAN IF THIS WILL LEAD TO PROGRESS IN GROUP ATTITUDES AND RELATIONSHIPS.

ENTHUSIASM: THE FACILITATOR SHOULD SHOW INTEREST IN THE TOPIC BEING DISCUSSED IN ORDER TO ENCOURAGE THE PARTICIPANTS TO GET INVOLVED THEMSELVES.

Working groups: mentoring skills

After the lecture and workshop, it is time for independent work! The working groups are based on the independent work of the participants, and the mentors have an advisory role. When mentoring a workgroup, consider the following:

**GUIDE THEM: DON'T OFFER SOLUTIONS.
HELP THEM FIND SOURCES AND MATERIALS.
BE POSITIVE: SOMETIMES THE WORK ATMOSPHERE WILL DEPEND ON YOU.
MOTIVATE THEM: AT SOME POINT THE LEVEL OF MOTIVATION OF THE PARTICIPANTS WILL FALL, AND IT IS UP TO YOU TO RAISE IT!**

Reflection groups

Each thematic day is different from the previous one, so it is advisable to get feedback and check how the participants feel after completing the last workshop of the day. In addition to the general questions that you will ask the participants at the end of the introductory day, in the following days you can ask them more specific questions related to the activities they had that day.

QUESTIONS TO FACILITATE REFLECTION GROUPS

WHICH ACTIVITY WAS THE MOST INTERESTING FOR YOU TODAY, AND WHICH WAS THE LEAST INTERESTING?

WHAT WOULD YOU HIGHLIGHT AS THE MOST USEFUL OF ALL THAT WE HAVE DONE TODAY?

WHAT WERE YOUR LECTURERS LIKE TODAY?

WHAT HAVE YOU BEEN MISSING THROUGH THE DAY? WAS SOMETHING TOO MUCH FOR YOU?

HAS ANYTHING PARTICULARLY POSITIVE OR NEGATIVE HAPPENED TODAY THAT YOU WOULD LIKE TO SHARE WITH THE GROUP?

Reimbursement of travel expenses

Previously prepared forms for the payment of travel expenses are best given to the participants to fill in the next day after their arrival. Announce to them on the first day that they will need to prepare the original public transport/plane tickets or fuel and toll bills for the next day when they will hand them over to you and fill in the necessary forms.

You can use the time after lunch to perform these logistical details with the participants. It is important to collect and save all original tickets and invoices, and to photograph or scan return tickets and ask them to send the originals to you by mail upon their return home.

Team meeting: improvisation and emergencies

Team meetings are extremely important because they are an opportunity for the organizing team to summarize the impressions of the day, as well as to prepare for the one that follows. During these meetings, be sure to look at the comments shared by the participants during the last reflection groups. However, it should be emphasized that during the school period, unforeseen circumstances may occur that will require adaptation and improvisation.

The following are potential situations that the organizing team needs to address during team meetings.

- **Conflicts between participants; the participant's conflict with one of the mentors**
- **Inappropriate behavior of an individual participant, which interferes with the work of the whole group**
- **Participants' dissatisfaction with the logistics (accommodation and food)**
- **Cancellation of the guest lecturer**
- **Illness, injury, allergic reaction, poisoning or other unexpected health problem of one of the participants (current virus infection)**
- **Excessive consumption of alcohol or unacceptable substances**
- **Participant leaving the school early for an unexpected personal reason**
- **Malfunction of the technical equipment needed for work (failure of projectors, laptops, printers, power outages, etc.)**
- **Material damage to the facility you use for work and the premises where the participants reside**

CLOSING DAY: WHAT HAVE WE LEARNED?

The closing day is an opportunity for the participants to look back on previous days and remind themselves of what they have learned and experienced, and your task is to help them do so.

Presentation of the working group results

On the closing day, each working group will have the opportunity to present the results of their group work to the other participants of the school. Try to provide enough time for all groups to finish their work and start with a ceremonial presentation when you are sure that everyone is ready to present. After the presentation, congratulate the results of each group and reward them with applause.

Walk down the memory lane: The path we have walked

If you followed all the previous steps, you saved the materials that the participants used and created during the school. Now is the time to use them again! Before the evaluations, help the participants remember what they did, learned, and what conclusions they came to. Go through the school program with them again, but now show them all the materials they created together at each of the workshops. They will certainly be glad to see the results of their many days of work that they can and should be proud of.

Evaluation

The final evaluation is an inevitable and extremely important part that follows at the end of each activity. Through the evaluation process, the participants themselves will have the opportunity to become aware of what they have learned and evaluate their satisfaction with the program. With the help of feedback from your participants, you will later have a better insight into the success of the school and what you can improve when organizing your next event.

Oral evaluation

One of the appropriate ways of oral (self)evaluation of participation at school is to use nice illustrated cards (like the Dixit storytelling game). Give participants a few minutes to review all the open cards and choose for themselves the one that best illustrates how they feel now when the school is over. After everyone chooses and takes one card from the pile, everyone sits in a circle and one by one each person describes to the whole group why they chose that particular card, or what it represents for them, that is connected to their time spent in this school.



Written evaluation

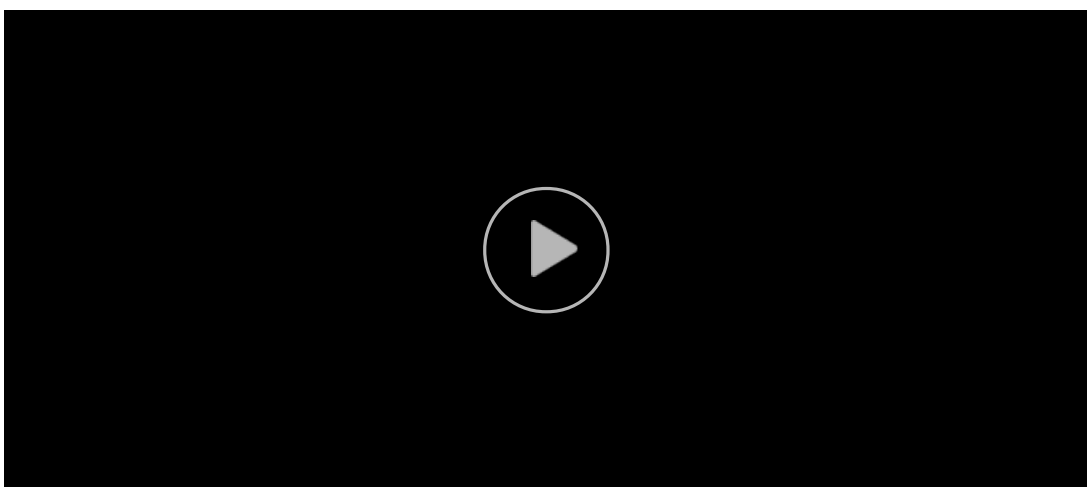


.Leave the written evaluation for the very end, but be sure to conduct it before the closing remarks and the distribution of certificates of participation. Take enough time for participants to think about their answers and wait until everyone is done filling out the form. It is best to create an evaluation in an online format and send a link to the form to all participants, because you will automatically have all the answers in one database, without the need to subsequently enter data into the computer.

Certificate award ceremony

At the end of each completed non-formal education program, participants are usually awarded certificates signed by the main organizers. These documents serve as a certificate of participation, which participants can attach to their CVs, and are also their physical reminder of the school.

If the project you are organizing is funded under the Erasmus+ program, you will then issue the participants with their official acknowledgment of participation - YOUTHPASS certificates.



End of school and departure of participants

It's time to say goodbye to the participants! Make sure that everyone checks out of the accommodation at the agreed time, and direct the participants to the transport.

After the participants leave, inspect the space you used, pack all materials and equipment, and thank the staff who were at your service during your stay.



DISSEMINATION: THIS IS NOT THE END! TEAM EVALUATION AND PROMOTION

School is over, but your job is not!

Team meeting: Evaluation

School is done. You are tired, full of impressions, you tell each other about incidents and accidents that happened during school. Now is the right time to hold a team evaluation!

You have the feedback and impressions of the participants, but it is important that you, as an organizing team, communicate with each other and evaluate all phases of the process - from preparation to implementation of the school.

Have everyone take several post-it notes in different colors and arrange their answers in the fields provided

What was good and we want to repeat?



What didn't go according to plan?



Lessons learned



Promoting project results

After your activity, write a report about it, publish it on your website (if you have one) and share it on your social media. You can enrich it with the statements of the participants, which they stated in their written evaluations, and also attach their interviews or similar video materials that they created in working groups

during school.

In addition to a joint group photo of all participants, choose several photos that show the activities and atmosphere at the school and publish them together with the report. If you think that you have successfully completed the school, you can forward this information to web portals in order to share a positive story about young people with the wider public.

Dissemination and use of activity results is one of the criteria by which you prove the success of the event, but it also serves to expand the reach of the project's goals.

Communication with participants after your activity

Communication with the participants after the activity is very important because it ensures the long-term goals of the activity, as well as the learning outcomes.

A few days after the activity, send an e-mail to the participants. Thank them for their participation, remind them of what they have learned and experienced, and invite them to follow your work! Also, send them all the materials in digital form (photos, recordings, presentations, texts, etc.) and send them a link to your online posts about the successfully conducted school so that they too can share it among their friends and followers on social media.

Now your activity is officially over! We hope that our instructions were useful to you and that you will apply them and share them with your colleagues. You will certainly come across some situations in practice that our Handbook did not cover, but you will certainly be equipped for most of the unpredictable things!

ADDITIONAL CONTENT: DON'T FORGET!

Taking photographs and recording

Before you start with the school, agree on who will be in charge of photographing the sessions and their produced material. Also pay attention to technical details, such as free space on the device's memory, recharging batteries at the end of the day, up-to-date transfer of created audiovisual materials, etc. If you have enough young people interested in the photo group, you can also use the materials they produce for promotion and as evidence of school maintenance. After presenting the results of the working groups, suggest a group photograph of all participants as a memento of the successful conclusion of the school.

Preparation of the venue (tables, trash bins, etc.)

Within the team, agree in advance whether you will prepare the workspace for the next day in the evening after the end of the entire program or in the morning before the start of the first session. It is best to have everything ready in time so that you do not find yourself in a situation where something is missing at the last minute. Always clean the area of any rubbish leftover from past activities, prepare all work materials in a visible and easily accessible place, and set the tables and chairs as planned. If you need to use a laptop, projector or TV during the session, be sure to do a technical test beforehand and check the sound quality throughout the room.

Why are breaks important?

It is important to follow the daily work plan that you presented to the participants in the introduction to the day. It would be ideal to start the time blocks for morning and afternoon activities at the same time, as well as to organize the meal schedule.

It is especially important to have a few smaller and one longer break from work so that the participants have time to rest and socialize spontaneously. Usually, one fifteen-minute morning coffee break and one afternoon coffee/snack break of the same duration are included in the schedule. A longer break usually follows after lunch.

It is best to check with the participants in the reflection groups after the first thematic day whether the set schedule suits them.

Below we move on to the content. We will deal with political literacy and student activism.

STUDENT ACTIVISM: HOW AND WHY?

USE YOUR RIGHTS!

In the previous chapters, you had the opportunity to learn everything about the process of logistical preparation and organization of an activist school, as well as the current and effective methods used in working with young people. In this chapter, we will focus on the content - specifically - on the topic of student activism.

There are many ways you can engage as a young person interested in activism during your studies. This chapter will introduce you to the bodies you can contact or get involved in them, the various formal and informal ways you can participate in the decision-making process that concerns you and your colleagues, the places where you can get timely information and who you can contact in case of violation of your rights, but also how to solve the problems you encounter independently or jointly.

STUDENT ACTIVISM: HOW AND WHY?

How to be politically active in universities?

Student organizations

At almost all faculties, young people sooner or later expressed a desire for their own space in which they could spend their free time socializing, sharing experiences, promoting their student interests and rights and independently or with the support of faculties and other organizations and/or institutions organize various events (e.g. humanitarian events, panels, forums, debates, student conferences, guest lectures, student actions, advocacy initiatives, study visits, music events, book presentations, etc.).

They managed to achieve this mainly by starting student organizations, best known in our countries as **student clubs**, which are equivalent in English-speaking countries to most well-known associations from series and films about young people on university campuses, called **student societies/student associations**. What is important to emphasize is that this type of organization is founded by young people and they are the only ones who manage them. Their activities can involve all interested young people, even those who are not from that field of study or faculty named after the club.

Student media and student magazines

Within many universities, there is also student engagement that includes creating their own media content, which seeks to inform its audience (it primarily includes the student population, but often exceeds it) about current relevant events and topics. Student media include traditional newspapers such as student newspapers, then student radio stations and student television channels. Nowadays student internet portals are also becoming increasingly popular. Experts, employees of the faculty within which a certain media was launched, are most often involved in helping students create content for their student media.

The faculty within which a certain student media has been launched most often provides financial support to students involved in working on the medium by providing physical space for action, paying for the printing, purchasing equipment, etc.

Radio Študent is the oldest independent student radio station in Europe. It was launched in 1969 in Ljubljana, and its founder was the Student Organization of the University of Ljubljana (ŠOU). Throughout the 1980s, the student was the only one in Slovenia who took a critical view of the political situation in Yugoslavia at the time. Since the 1990s, it has had strong competition, because then all other Slovenian media become democratic and open to topics that were previously only dealt with by Študent. It was

among the first in Europe to start broadcasting over the Internet, so from 1998 the station became available all over the world.

In 1996, the now iconic [Radio Student](#) started broadcasting in Croatia on the top floor of the Faculty of Political Sciences. Journalism students are primarily involved in its work on a voluntary basis, but students from other fields of studies and other faculties of the University of Zagreb can participate in the implementation of the program and thus improve many of their skills.

The first student radio station in Serbia, Studentski grad, began its work in 1951. University radio Indeks started operating in Belgrade in 1992, and due to critical coverage of Slobodan Milošević's regime, the Ministry of Telecommunications banned it from further broadcasting in 1998. Since 2003, a new student radio station, Student radio of the University of Belgrade, has been launched at the Faculty of Political Sciences with the financial assistance of the US Embassy. Since 2007, when the Law on Broadcasting came into force, students in Serbia have been left without this student radio station because the new law made it impossible for the University as a state institution to continue being the owner of the radio station.

Student magazines

In addition to student media, specialized student magazines are popular among the student population. They are either run by student clubs or separate student editorial offices, whose main task is to edit magazines. These journals are launched so that students have the opportunity to publish student papers during their studies and thus make them publicly available to other colleagues. Editorial offices usually issue a call for student papers once a year, to which all those who would like to publish some of their authorial texts can apply.

Examples of student magazines from Serbia are the magazine [MonopolList](#), which was first time published in 1997 by students of the Faculty of Economics in Belgrade, and today gathers about 60 members and is published 6 times a year, and the magazine *Forma*, which has been active since 2006 and publishes current texts related to graphic design and printing, which are compiled by graphic engineering and design students themselves.

In the same year, in Croatia, students at the Faculty of Political Sciences in Zagreb started the interdisciplinary student magazine [Mali levijatan](#), intended for students who write papers in the fields of political sciences and other social sciences. Another example of a student magazine from Croatia is [Medicinar](#), a magazine for students of the Faculty of Medicine in Zagreb, which was first published in 1946 and for many years was exclusively focused on professional topics, but since 1996 it has become a student newsletter intended for a wider student population.

There are also many professional student magazines in Slovenia, such as the [Študentski Most](#) student magazine of the Faculty of Civil Engineering and Geodesy in Ljubljana, launched in 2004, and the Student magazine *Ructus*, of the students of the Ljubljana Veterinary Faculty.

In most cases, student engagement in editorial offices is done on a voluntary basis, and includes interested and motivated young people who want to contribute to the quality of information among the student population. Despite volunteer engagement, in a large number of cases, student media and magazines face

the problem of financing their expenses year after year, so some shut down, some launch campaigns to collect the necessary funds to continue their work or decide to exclusively broadcast/publish online.

Student elections and student representative bodies

In addition to the general political and constitutional right to vote, students have the right to participate in another type of election, namely student elections. The conduct of student elections is regulated by laws and regulations, which provide the student population with the right to representation in the bodies of higher education institutions. Based on this right, elected members of student representative bodies represent student interests at the sessions of their colleges and universities. Every student enrolled in the academic year in which elections are held has the right to elect their student representatives. Student elections are announced by the leaders of higher education institutions, and the elections are direct, free and secret.

Student Council (in Croatia and Slovenia) / Student Parliament (in Serbia) - is a student electoral representative body that protects the interests of students, participates in decision-making processes in higher education institutions, and represents students in the higher education system.

Protests

Where there are students, there is also student activism, so there are numerous examples of student actions, movements and protests in all countries of the world. Mostly, students try to fight for the introduction of new and expansion of their existing student rights or to prevent their abolition. They often unite and organize to introduce additional student content, and in case of danger of shutting them down, they initiate various actions. Students are often involved in political issues, so thanks to their mass and youthful spirit, they hold numerous protests.

STUDENT ACTIVISM: HOW AND WHY?

Student rights

In addition to the active right of students to elect their representatives in student elections and their passive right to be elected to student representative bodies, to represent common student interests and rights, there are other bodies to which students can reach out for information, necessary assistance and protection of their student rights.

Student Vice Dean / Advisor

In addition to the existence of student representatives elected in student elections, some faculties have another student body that informs and represents students, their interests, opinions, requests and proposals in order to raise the quality and better organization of the educational process and other student activities. This body also coordinates the work of students in extracurricular activities and the work of student organizations at the Faculty, etc. Student Vice Dean/Advisor is a body introduced by only some faculties in Croatia, Slovenia and Serbia with the most examples in the latter.

Vice Dean for Student Affairs

The Faculty Board is one of its main bodies and consists of the head person responsible for the management of the faculty, who performs the function of the dean and several vice deans. The person who is in the most direct contact with students most often performs the duty of the vice dean of student affairs, who is in charge of proper implementation, monitoring, and analysis of teaching and improvement of all curricula. Students can turn to this vice dean for help with problems related to the inappropriate and impermissible behavior of individual professors towards them, other violations of their rights, and difficulties they encounter concerning the teaching process itself.

Student ombudsmen at faculties and universities

Student Ombudsman is the institution that was introduced to the academic community to resolve issues of academic relations and protection of academic rights and freedoms of students. It is a body to which students can turn when they find themselves at a dead-end in terms of exercising their rights. Faculty ombudsmen receive complaints from students regarding their rights and discuss them with the competent

bodies of the higher education institution as intermediaries, advising students on how to exercise their rights.

Some of the student rights

The right to primary health care

The right to subsidized food

The right to subsidized student accommodation

The right to a student scholarship

The right to a student loan

In Croatia, Slovenia, and Serbia, all persons with full-time student status have the right to primary health care as family members through their parents and retain that status until the end of their full-time studies, up to the age of 26.

In Croatia and Serbia, subsidized meals for students are provided through a system of student canteens, while in Slovenia students can get subsidized meals in all catering facilities that enter into special agreements through which the Republic of Slovenia finances the rest of the meals ordered by students.

If they meet certain conditions, which may be prescribed differently by each state, students are also entitled to subsidized accommodation in student dormitories. The same goes for student scholarships. Criteria for receiving a scholarship are determined by each country but are generally awarded to students enrolling in deficient occupations and STEM studies, students with lower socioeconomic status, full-time students with disabilities, and to excellent students.

In case of a lack of financial resources for studying, students have the option of taking out student loans. In addition to studying, a large number of students choose to work through a student contract, to which all full-time students are also entitled.

YOUTH AND POLITICAL LITERACY

THERE IS NO ACTIVISM WITHOUT CONTENT!

In the previous chapters, you had the opportunity to learn all about the process of logistical preparation and organization of the activist school, as well as current and effective methods used in working with young people. In this chapter, we will focus on content - specifically - on the topic of political literacy. As we pointed out before, with this Guide we want to offer you knowledge and skills so that you can help the generations to come to become active, responsible, and politically literate citizens.

WHAT DO I GET FROM BEING POLITICALLY LITERATE?

'Luke is a bad student. He did not pass any exams in the winter semester. Local elections are being held in his city this year, but he will not vote because he is not interested in politics.'

What can we conclude about Luke from this sentence? Why is Luke a bad student? Do we know the reason why he did not pass any exams in the winter semester? Do we know any other reason why Luke will not vote in the local elections in his city? Is Luke really a bad student and uninterested in politics?

The way we name things also depends on our reality. It is very easy to make a judgment about a person or situation based on one piece of information. However, is this the right way? Did we talk to Luke and his friends? Who told us that Luke is a bad student and that he is not interested in politics? Have we invested enough in this topic and come to our conclusion or have we uncritically adopted someone else's position?

Political power, among other things, lies in naming things, and it is our responsibility as active citizens to critically reflect on other people's views and the information we are surrounded by. Let's go back to Luke's story, but this time from a different perspective.

'Luke goes to work every day to afford his studies. This semester he failed to pass any exams because he often had to work night shifts and did not have time to go to lectures and study for exams. Luke knows that local elections are being held in his city this year, but he will not vote because he is not informed about the programs of political candidates. When he has free time between work and college, Luke uses it to see his friends.'

What do we conclude about Luke from this description? How does it differ from the description at the beginning? For starters, we have more information. Once we learn that Luke has to work, we are no longer sure if we would call him a bad student. If we talked to Luke, we would certainly come up with new information that would open our perspective and give us a broader picture.

Let's go back to the title of the chapter: What do I get out of being politically literate? If we want to approach society responsibly, we have to call a spade a spade. If we want to enjoy our civil and human rights, we must become politically literate.

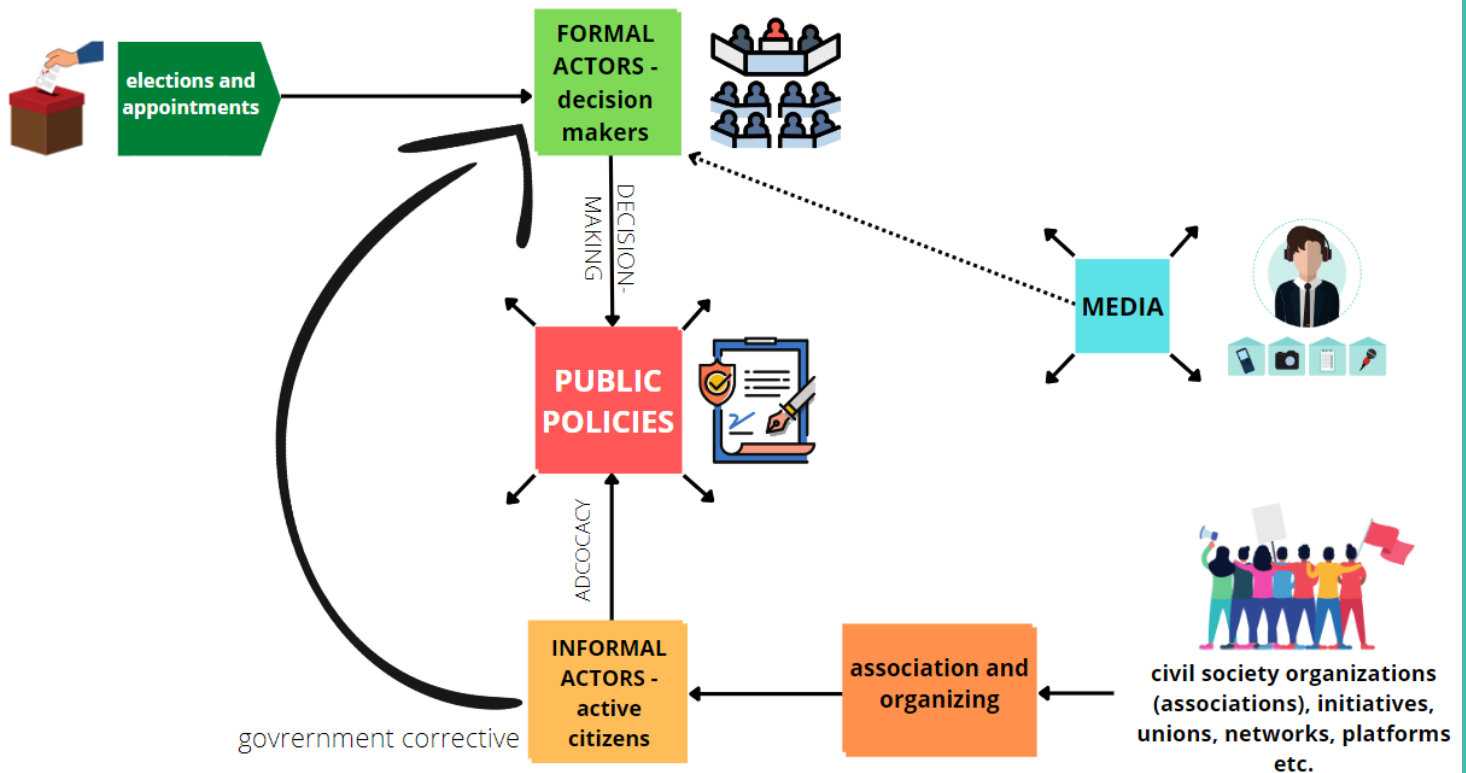
There is no activism without content. You cannot be an active citizen if you do not know what you stand for and if you do not critically observe the world around you. We need to realize that politics happens every day whether we like it or not. And that is exactly why political literacy is important.

Let's go back to Luke. How would his situation change if he was surrounded by politically literate people?

'Luke realized that he would not be able to continue his studies if he does not pass his exams. Aware that he was unable to stop working, he turned to his friends for help. One of his friends is a member of the student body. The Student Union has decided to launch an activist campaign to abolish tuition fees at the faculty. The news quickly spread and reached the media. Following the news, Luke noted that the journalists did not convey the key message of the campaign. Although he is still unable to resign and actively participate in student actions, Luke is aware of the importance of civic activism.'

Luke's story could have ended differently, but your perception of his story has certainly changed. And that is the strength and importance of political literacy.

FORMAL AND INFORMAL PUBLIC POLICY ACTORS



PUBLIC POLICIES

Public policies are various interventions of the state to achieve defined goals for the benefit of the community, i.e. everything that the government chooses **to do or not to do** for the community for which it is responsible. Public policies are the most important reflection of political decision-making for citizens because their outcomes are felt by citizens in their daily lives, living standards and opportunities to achieve positive change in their communities.

Public policy actors are individuals, groups (formal or informal) or organizations involved in the policy-making process, either on the basis of their formal competencies or on the basis of interests and values, in accordance with the general democratic right to participate.

FORMAL ACTORS

Formal actors are actors who have the right and duty to participate in policy-making. Formal actors include the **LEGISLATIVE AUTHORITY** (parliaments/assemblies), the **EXECUTIVE** (the President, the Government, the Administration) and the **COURTS**. These actors have the right to formally decide and their decisions apply to the entire population within the state operating, or part of it if their jurisdiction is local.

Formal actors act according to pre-established and established procedures, and they also derive their authority from procedures such as **ELECTIONS** and **APPOINTMENTS**.

The government

The most important actor in the creation of public policies is the government, which has the role of *the executive branch* - the one that is in charge of initiating, but also implementing and interconnecting all the most important public policies. In implementing public policies, the government uses the state apparatus composed of professionals - *public administration*. The quality of the processes in which decisions are made, and then those in which they are implemented, directly affects what public policies will be, or what impact they will have on the community.

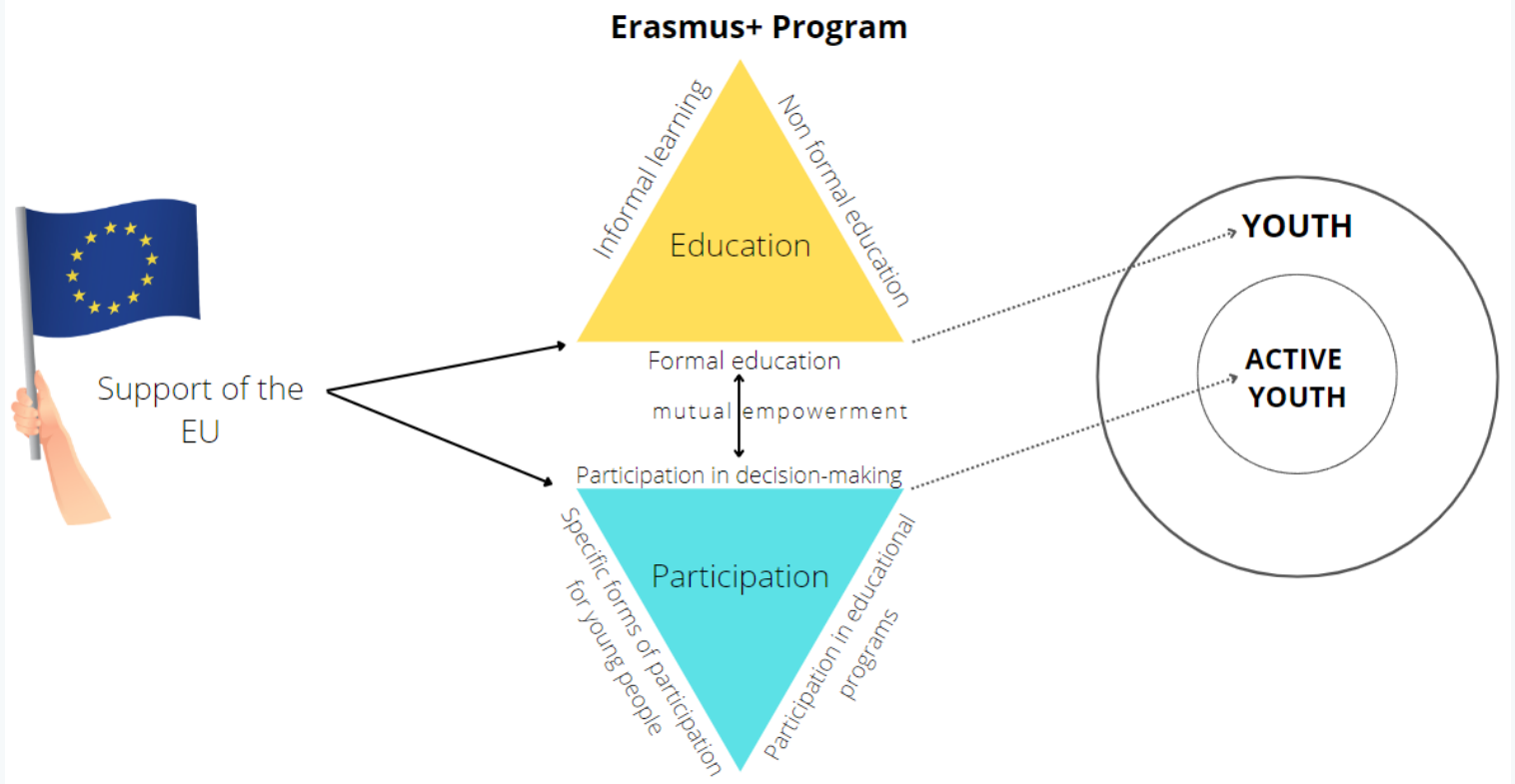
INFORMAL ACTORS

Informal actors derive their right to participate in the policy-making process from the general right to participate in a democratic system. They do not have legal authority, but their participation is due to the existence of some interest in a particular issue. In such actions, they represent the interests and values of certain social groups, and they must constantly fight to participate in the policy-making process.

Informal actors mean active citizens who can be individuals/citizens/voters or can **associate** and act through civil society, initiatives, trade unions, platforms, networks and the like.

Informal actors are extremely important because they warn of problems, inform the public, promote some public policy goals and/or advocate. It is important to mention their role as correctives of the state apparatus which they share with the media, which, in addition to the on-call correction of the authorities, also serve as a channel for reporting on the work of formal actors. They warn, inform and criticize the work of formal actors and shape the opinions of the public.

YOUTH WORK AND PARTICIPATION



PARTICIPATION

Participation as a central concept implies involvement and engagement in various social and political processes, and when we talk about **youth work**, especially the involvement and engagement of young people. More specifically, participation includes obtaining and sharing information, participating in consultation processes, membership in representative bodies, participation in decision-making that young people consider close and important, proposing and implementing ideas and projects, all following their interests and capabilities.

One of the most important - and most massive - forms of civic participation is certainly **going to the polls**, but it is not the only form available to citizens of democracies. Examples of some of the other forms of participation are: petitions, protests, civic initiatives, electronic consultations, and participation in the drafting of regulations through various working groups.

Participation is a **process**, not a one-time event! Participation becomes important when we have reason to believe that our participation will make a difference! Every young person chooses when, in what way and to what extent they want or do not want to participate; participation is not an obligation but a right of every young person and every citizen. And one of its most important roles is to pave the way for better and more

democratic processes.

Young people who participate in social processes acquire competencies and tools and thus 'become' active young people, i.e. **active citizens**. We conclude that **lifelong learning** and personal development are necessary to acquire civic competencies and be able to participate in society as active, responsible and conscientious citizens (young people). Learning as a term in the context of an active citizen does not include just the necessary knowledge acquired through **formal education**, but also what we learn through **non-formal education** (e.g. various forms of workshops and training), as well as **informal learning** - what we gain "through" working and contributing to the world around us.

It is the **European Union** that provides the most complete tools for the evaluation and recognition of qualifications that are strengthened through formal and non-formal education. An example of this is the large **Erasmus+** program, which influences formal and non-formal education by connecting actors - schools, colleges, associations, pupils, students and young people, and opens opportunities for educational programs.

Youthpass is also an EU tool that influences non-formal education because it enables and significantly facilitates the evaluation of competencies acquired through non-formal education. While the Member States invest almost all their efforts in formal education - which is within their competence - the EU is far ahead of them in recognizing different forms of learning and acquiring competencies.

GLOSSARY OF KEY TERMS: ACTIVIST ALPHABET

We have selected several key terms that will make it easier for you to navigate the world of political literacy!

Active citizenship

Active citizenship is the capacity of citizens to spot and address a problem of public interest. Active citizenship includes all forms of civic activism, i.e. any activity that the citizens undertake in order to be included in the process of adopting public policies, as well as implementing them at the local and national level (voting in elections, participating in public debates, gathering at local meetings, starting initiatives to solve problems, submitting requests for free access to information, signing petitions, undertaking clear actions and various types of protests that clearly indicate the improper work of government institutions).

Citizen

In modern democratic societies, the term citizen can be understood from two perspectives: as a legal status and as a political role. The first approach implies that the citizen has the rights guaranteed by the state, while the second approach implies a citizen who actively participates in the political life of the community.

Civil society

Democratic societies are characterized by the existence of three sectors: public (state), private (market) and civil (civil society). In practice, civil society is represented by citizens who freely and voluntarily associate to advocate common interests.

Digital work with young people

Digital work with young people has the same goals as working with young people in general and is a tool, not a methodology. The highlight is the proactive use of digital tools and technologies. Digital work with young people refers not only to virtual activities, but also to face-to-face activities.

Discrimination

Discrimination refers to any discrimination, exclusion, restriction or favoritism based on grounds such as race, ethnic origin, nationality, religion, sex, language, age, health or other characteristics that are not relevant to the subject matter. Anti-discrimination law is regulated at the international (UN, European Union, Council of Europe, etc.) and national levels (constitution and laws).

EU dialogue with young people

Since 2009, the European Union has been holding consultations in which young people have the opportunity to express their opinions and suggestions, thus influencing and shaping European policy that directly affects them. The Dialogue aims to ensure that the recommendations and opinions of young people find their place in national and European youth policies to improve their quality of life and improve the position of young people in a given area.

Erasmus+

Erasmus+ is the European Union's largest program for education, training, youth and sport. Erasmus+ aims to strengthen the knowledge and skills and employability of European citizens, as well as to improve education, training and work in the field of youth and sport, with an emphasis on linking education, training and the youth sector with the business sector.

Europass

[Europass](#) is a portfolio of five documents that help users to present their qualifications, knowledge and skills clearly and transparently, in a way that is recognizable and comparable across Europe. Europass contains the following documents:

[Curriculum vitae](#)

[Language passport](#)

[Certificate attachment](#)

[Supplementary study document](#)

[Europass mobility](#)

European Solidarity Corps

The [European Solidarity Corps](#) provides an opportunity for young people to contribute to society, volunteer and work for the common good and show solidarity with disadvantaged people while gaining invaluable experience and developing their skills. There are two ways to participate in ESC activities: volunteering and solidarity projects.

Formal education

Formal education is a structured system of education and training that lasts from pre-school and primary to secondary school all the way to university. It is implemented in various accredited educational institutions according to approved programs to improve knowledge, skills and competencies, after which recognized diplomas and qualifications are acquired.

Informal learning

Informal learning is non-purposeful learning that takes place in everyday life in the family, at work, in leisure time and the community. This form of learning does not have defined outcomes, but it is about experiential learning and observation of what is happening around us.

Lifelong learning

Lifelong learning refers to learning at all stages of life and includes formal, non-formal and informal forms of learning. The goal of lifelong learning is the desire of the individual to improve their knowledge, skills and competencies from a civic, social and personal perspective.

NEET

NEET stands for Not in Education, Employment or Training. In practice, the term is applied to young people up to the age of 30 who are currently unemployed and not part of the education or training process. For young people in this status, there is a higher risk of social and political exclusion, and for young people in NEET status, measures and policies are adopted that aim at a higher level of employability.

Public advocacy

Public advocacy is a social process whose goal is social change and implies targeted actions of civil society aimed at decision-makers to achieve change.

Regional Youth Cooperation

Regional youth cooperation includes young people from the Western Balkans states and/or states affected by war in the 1990s. The goal of the regional youth cooperation is to include the young people in joint activities such as exchanges, educational programs, and other forms of non-formal education with the aim of contributing to the reconciliation process in the region.

Soft skills

Soft skills refer to competencies and abilities and are related to the personal development of an individual. Examples of soft skills are: creativity, critical thinking, time management, conflict management, teamwork, etc.

Youthpass

YOUTHPASS is a tool of the European Commission for planning, monitoring, evaluating and recognizing non-formal learning outcomes of all participants in Erasmus+ projects. It aims to raise awareness and validate the results of non-formal learning, contribute to the recognition of the work of young people and increase the employability of youth workers as well as young people themselves.

Youth work

There is no single definition of youth work. In some countries, work with young people is formalized in the form of a profession, while in some countries (such as Croatia) it includes a group of activities aimed at training, education and socialization of young people. Working with young people is part of non-formal education.

Youthworkers

People who are in direct contact with young people and carry out activities aimed at facilitating their personal, educational and social development.

COVID-19 and the earthquakes

In 2020, the whole world was forced to adapt to COVID-19 measures, and they also greatly affected work with young people. Everything common in previous years has now become impossible and contrary to anti-COVID19 etiquette: travel, hostel accommodation, holding workshops in a closed space, energizers and team-building games that require physical contact of participants, and relaxed coffee breaks.

In the short term, we all adapted the best we could to continue working and not lose contact. Suddenly, Zoom became our classroom, coffee break table, group work room, and Mural replaced flipcharts and post-its.

Getting to know each other and communicating was difficult, but an extra effort in preparation and strengthening facilitation and communication skills helped overcome digital barriers.

In addition to the pandemic, Croatia was hit by two devastating earthquakes, in March 2020 in Zagreb, and in December 2020 in the area of Sisak and Petrinja. When planning and organizing any events, the physical security of the space itself has become very important.

SWOT analysis

When preparing a project or activity, donors often ask us to do a SWOT analysis, and we usually take the "T" part of the analysis (external threats over which we have no influence) lightly and dismiss it as implausible. However, the experiences of the pandemic and earthquakes have taught us that we must keep them in mind, anticipate their possibility, and prepare adaptations to new circumstances.

Strengths

What do we do well? What separates us from competitors? What unique resources do we have?

Weaknesses

What do we lack? What do competitors do better than we do? Where are our resources limited?



Opportunities

Where do we see ways to meet people's real-world needs? Where are people under-served by existing offerings?

Threats

What competitors are emerging? What might get in the way of our success?

Advantages of digital work

When switching to digital work during the pandemic, we also experienced the advantages of such work:

- There are no travel, accommodation and food costs.
- We can bring together young people from different parts of the country and the world that we otherwise would not be able to bring together.
- With good planning and preparation, we can increase the number of participants.
- Activities are also available to young people who would otherwise have barriers to participation (e.g. people with disabilities).

Challenges of digital work

Negative aspects of online work:	How to mitigate them:
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<p>Not all young people have computers and a good Internet connection, or a room in the home where they can be without disturbing the household members.</p>	<p>In the application form, clearly indicate that a computer and a good Internet connection are required for participation, but in case some participants do not have one, they should note that they need help and support in finding a computer, an Internet connection and a space without distractions.</p> <p>Local libraries, faculties, associations can be contacted for help.</p>
<p>It is more difficult to create group cohesion and more difficult to facilitate group work.</p>	<p>Nothing can replace physical meetings and workshops, but in circumstances where they are not possible, the development of group cohesion can begin even before the online activity itself, for example by getting to know all the selected participants and team members on online forums or on the Mural. In this way, interests, wishes and expectations can be explored even before the activity itself.</p>
<p>Zoom fatigue - subjective feeling of fatigue and exhaustion due to spending a lot of time in front of the screen and in screen-mediated interaction.</p>	<p>Careful planning of the agenda that includes enough breaks and a variety of activities - lectures, group work, energizers, discussions in the plenum.</p> <p>For best results, during one day the online program should not last more than 5 hours with breaks.</p>
<p>Additional time and effort must be invested in educating and training the team to use digital tools and to overcome initial resistance.</p>	<p>Team members should try out all the online activities they have prepared for the participants themselves to practice not only facilitation but also technical skills. When choosing digital tools, you should be guided by the criteria of simplicity and functionality.</p>

Protocol for COVID-19 and the earthquake

If, however, we are preparing an activity that includes the stay of young people in a closed space, before the activity itself, we should send them instructions for observing COVID-19 measures (e.g. mandatory wearing of masks over the nose and mouth, measuring body temperature, canceling participation in case they feel sick, keeping physical distance, testing for COVID-19) and explain what we as organizers will do to make the activity safe (e.g. limit the number of participants in accordance with the size of the space, collect data of all participants, provide ventilation of the space, provide disinfectants and masks).

Mitigating the consequences of earthquakes and preparing for possible new earthquakes is a bit more complicated. If we want to communicate transparently with the participants in the instructions before the activity, we can also send a description of the space where the activities will be held with a note about the building's security level and the existence of an evacuation plan, and share instructions on how to behave during an earthquake.

Instead of a Conclusion

What next?

We've come to the end of the Guide, but your activism doesn't stop here! Let our suggestions, instructions and methods be your support, not a rule that you have to follow blindly. We have shared with you the steps that have proven to be effective and useful during many years of working with young people.

And don't worry! The first steps were also a big challenge for us. A Guide of this type would be of great help to us. We probably wouldn't have made the mistakes we now remember with a smile. Now that the guide exists, don't wait a moment! Gather your team and go!