

Youth Partnership

Partnership between the European Commission
and the Council of Europe in the field of youth



EUROPEAN UNION

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CONSEIL DE L'EUROPE

Social media and youth participation

Guidebook

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Introduction

The South Mediterranean youth policy co-operation of the partnership between the European Union (EU) and the Council of Europe in the field of youth with various actors in the region started in 2003. The activities carried out brought together young people, youth workers, trainers, human rights educators and activists, youth researchers, governmental institutions responsible for youth policy and non-governmental youth organisations in European and South Mediterranean countries.

The process of change brought about by the “Arab Spring” in various countries provides the context and drives the need for continuing and even intensifying this co-operation and for responding to the expectations of the stakeholders, particularly young people. In 2012 two events, in Malta¹ and Tunisia,² were organised by the EU and the Council of Europe in the framework of their partnership in the youth field, in co-operation with other actors and partners working in and with the region.

The Malta seminar in particular, which was meant to provide an occasion for reflection and assessment of needs related to the Arab Spring for Arab and European youth leaders, provided fresh and critical inputs from youth activists regarding the state of youth NGOs and civil society organisations and their needs across the Arab world and in the Euro-Mediterranean region. It also provided insights on the development and consolidation of inclusive, participatory and pluralistic democracies. The Tunis symposium discussed the unique political and social situation across the Arab world, in which political realignments have been a result of youth activism.

Both events, in Malta and Tunisia, led to concrete project proposals to foster co-operation, to empower youth NGOs and to promote the development of knowledge-based youth work and youth policy. Consequently, the follow-up activities are aimed at supporting these results by placing specific emphasis on the development of civil society through the strengthening of the capabilities and potential of youth NGOs and youth activists and hereby contributing to the promotion of democracy, participation, citizenship, freedom of expression and access to human rights.

One of the key outcomes of the earlier seminars in Malta and Tunisia is the identification of ways to increase youth democratic participation through the use of social media. With the enormous spread of global communication, and particularly social media, youth organisations and youth movements in both Euro and Arab regions are harnessing this new and powerful vehicle to get organised and participate, to be informed and to spread information.

In July 2013, within the framework of the Euro-Mediterranean University on Youth and Global Citizenship, a seminar on social media and youth participation was organised in Hammamet, Tunisia by the Council of Europe and the European Commission in the framework of the European Union-Council of Europe youth partnership in collaboration with the European Youth Forum, the North-South Centre of the Council of Europe and the Tunisian Youth Observatory.

1. [Seminar “Empowerment of youth organisations and youth-led civil society initiatives in the South-Mediterranean framework”](#) Malta, 22-24 March 2012.

2. [Symposium “Arab spring: Youth participation for the promotion of peace, human rights and fundamental freedoms”](#) Tunisia, 27-29 August 2012.

The seminar provided youth activists and experts with a space for sharing reflections and experiences, focusing on the potential of social media to contribute to democratic and inclusive societies and increasing the participation of youth and non-profit organisations in public life. While the seminar highlighted effective social media tools for increasing participation, it also discussed the ethical responsibility of young activists and bloggers to provide accurate, more objective and reliable information via social networking without attacking others' personal liberties.

Issues of privacy were also debated. Due to the high volume of personal information often displayed on social networking sites, it is possible to make further estimations about a user, such as the person's social security number and other information; which can be misused more specifically for identity theft and most commonly for scamming purposes.

Participants in the seminar concluded that vigilance about displaying too much personal information on social networking is vital for preventing any misuse by others for cybercrime purposes. Combating Hate Speech online was also seen as a responsibility of the user who should be aware of the jargon used while posting or sharing content to make sure it respects human rights and diversity with no connotations of racism or discrimination.

Among the recommendations of the seminar is the development of an user-friendly guide on social media strategies for NGOs while sharing experiences and best practices related to social media and youth participation.

About the guide

This guide is a collection of effective social media tools and strategies for youth and youth-led organisations in Europe and its Southern Neighbourhood region with a focus on experiences from Arab countries working to increase participation.

The guide will include open source tools for building an online community, for targeting and influencing audiences for social and behavioural change, creating and measuring real impact, increasing fans and engagement, monitoring privacy, maintaining interaction, building a brand, and for highlighting examples and best practices on how social media has helped increase participation.

A. Youth participation

1. Participation: a definition

The way participation is defined depends on the context in which it occurs. For some, it is a matter of principle; for others a practice or an end in itself (World Bank, 1995).

According to Ibn Manzūr (Arabic: ابن منظور),³ the Arabic word for participation literally means “sharing”; the French meaning according to Larousse⁴ is contribution, or action of taking part in something. The Oxford Dictionary of English⁵ defines it as “to have a share in”, or “to take part in”. The La Toupie online dictionary of political terms⁶ defines it as “various means enabling citizens to contribute to decision making about a given community”.

Brager, Specht and Torczyner (1987) define participation as a means to educate citizens and to increase their competence. It is a vehicle for influencing decisions that affect the lives of citizens and an avenue for transferring political power.⁷ For his part, Westergaard (1986) defined participation as “collective efforts to increase and exercise control over resources and institutions on the part of groups and movements of those hitherto excluded from control”.

In the context of development, community participation refers to an active process whereby beneficiaries influence the direction and execution of development projects rather than merely receive a share of project benefits (Paul, in Bamberger, 1986)⁸.

According to the revised European Charter on youth participation,⁹ “participation in the democratic life of any community is about more than voting or standing for election, although these are important elements. Participation and active citizenship is about having the right, the means, the space and the opportunity and where necessary the support to participate in and influence decisions and engage in actions and activities so as to contribute to building a better society.”

UNICEF¹⁰ gives another dimension to participation. The Convention on the Rights of the Child, ratified by over 100 nations, has significant implications for the improvement of young people’s participation in society. It makes it clear to all that children are independent subjects and hence have rights. Article 12 of the convention makes a strong, though very general, call for children’s participation: “States Parties shall assure to the child who is capable of forming his or her own views the right to express

3. The Lisān al-‘Arab (لسان العرب, "The Arab Tongue") by Ibn Manzur - 1290. It is the most well-known dictionary of the Arabic language, as well as one of the most comprehensive.

4. Larousse French dictionary: <http://www.larousse.fr/dictionnaires/francais/participation/58372>.

5. Oxford Dictionary of English: <http://www.oxforddictionaries.com/definition/english/participation>.

6. Toupie dictionary: <http://www.toupie.org/Dictionnaire/Participation.htm>.

7. Golam M. Mathbor, *Effective Community Participation in Coastal Development*, Monmouth University, Chapter II, Understanding Community Participation, p. 8.

8. World Bank (1998), [The Role of Community Participation in Development Planning and Project Management](#) by Michael Bamberger

9. The revised European Charter on the participation of young people in local and regional life, Congress of Local and Regional Authorities of the Council of Europe, May 2003.

10. Hart R., Children’s participation from tokenism to citizenship, UNICEF Innocenti Research Center, Florence, 1992. A ladder of participation, JAIP, Vol. 35, No. 4, July 1969, pp. 216–24.

those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.”

2. Youth participation

The World Programme of Action for Youth to the Year 2000 and Beyond recognises that the active engagement of young people themselves is central to its successful implementation and, accordingly, affirms the full and effective participation of youth in society and decision making as one of its 10 priority areas for action. Implicit in this commitment is an acknowledgement that young people are part of the solution to the difficulties they face, not merely a problem to be resolved by others.¹¹

Participation promotes the well-being and development of young people. It is by questioning – expressing their views and having their opinions taken seriously – that young people develop skills, build competence, acquire confidence and form aspirations. It is a virtuous circle. The more opportunities a young person has for meaningful participation, the more experienced and competent he or she becomes. This allows more effective participation, which in turn enhances development.¹² Yet in order for youth to play a greater and more effective role in political processes, information of relevance to youth must be widely disseminated and made more accessible and user-friendly.¹³

There is no doubt that having youth policies and national bodies representing youth is highly important but not enough. While consultations can be of some value, young people are increasingly demanding that they also be involved in decision-making processes at all levels.¹⁴ They want recognition as partners and as significant contributors to public policy. They want their own organisations and networks through which to articulate their concerns. The active involvement of young people must be embedded in political processes at the local, national, regional and global levels so that they may become the subjects, not objects, of policies that affect their lives.¹⁵

3. Types and forms of youth participation

When talking about youth participation, one can ask a very legitimate question: “participation in what?”

The United Nations General Assembly¹⁶ defines the following areas of youth participation:

- economic participation – this relates to employment and work in general, to economic development, eliminating poverty, building a stable economic situation in a society, a region or for young people as a group;
- political participation – this relates to authorities and governments, public policies, exercising power, the influence on the distribution of resources at different levels;
- social participation – this relates to involvement in the life of a local community, addressing local problems and challenges;

11. Youth Participation in Decision-making UN World YOUTH Report, 2003 Chapter 10, p. 271.

12. R. Rajani, “Discussion paper for partners on promoting strategic adolescent participation”, New York, UNICEF, 2000.

13. Youth Participation in Decision-making UN World YOUTH Report, 2003 Chapter 10, p. 282.

14. Training of Trainers for democratic youth participation. Tunis – Hammamet 8-16 December 2012 – Council of Europe and League of Arab States.

15. European Commission, European Commission White Paper: A New Impetus for European Youth, Brussels, 21 November 2001. (COM [2001]681 final).

16. The United Nations Youth Agenda, Empowering youth for development and peace at: www.un.org/esa/socdev/unyin/agenda.htm (accessed on 3 October 2006).

- cultural participation – this relates to different forms of art and expression (visual arts, music, film, dance, etc.).

Today young people find new ways of getting involved, even if this means focusing on the non-traditional forms of participation.

The most common forms of youth participation¹⁷ observed in contemporary European societies, but also observed in Arab societies post-Arab Spring, include but are not limited to the following.

Traditional forms of participation	New forms of participation
Voluntary work Participating in different forms of non-formal education Peer education Being active in an organisation/club and taking responsibility for some areas of its work Youth councils Parliaments, forums, boards and other structures Participation in consultations used in decision-making processes to voice needs and concerns and to make proposals Participation of young people in projects and activities (organised as well as non-organised) Campaigning activities Membership of political parties, unions, interest groups Taking part in elections (both to vote and to be elected)	Peer-to-peer networks Discussion forums Signing petitions Support groups Boycotting of products Demonstration International meetings Participation in “new social movements” Using the Internet to gather information, express views or influence decision-making processes

With the advancement of technology, young people are harnessing new opportunities to make their voices heard and participate in public life through alternative means such as online forums, mobile phone texting, e-democracy and social media. Institutions and organisations are trying to follow the trend and increase their presence online. Yet, these e-participation forms are not fully recognised by decision makers.¹⁸

17. “Have Your Say”, Manual on the Revised European Charter on the participation of Young people in Local and Regional Life. Council of Europe Publication, European Youth Center, February 2008, p. 25.

18. Seminar “New ways of youth participation based on Information and Communication Technologies” organised by the Directorate of Youth and Sport of the Council of Europe, 16-18 March 2009 in European Youth Center, Strasbourg.

4. Levels of participation

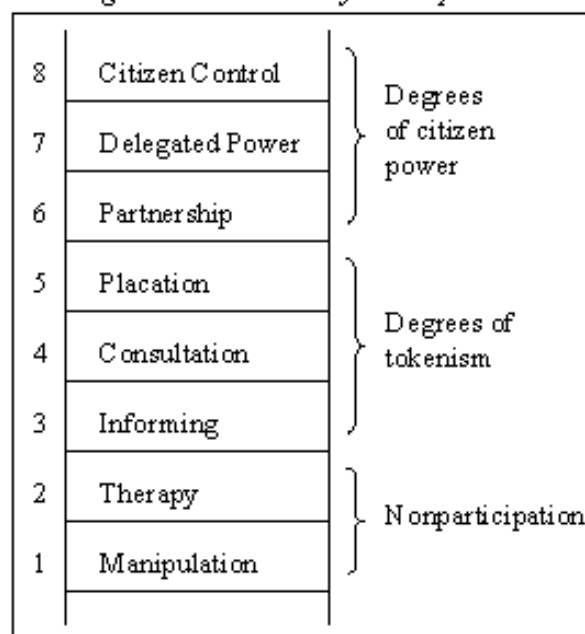
It is highly important to identify what level of participation youth are granted in a given society. Sherry Arnstein¹⁹ defines citizen participation as the redistribution of power that enables the have-not citizens, presently excluded from the political and economic processes, to be deliberately included in the future. She discusses eight types of participation in "A Ladder of Citizen Participation" (1969), broadly categorised as:

- Citizen power: Citizen Control, Delegated Power, Partnership.
- Tokenism: Placation, Consultation, Informing.
- Non-participation: Therapy, Manipulation.

Robert Silverman²⁰ expanded on Arnstein's ladder of citizen participation with the introduction of his "citizen participation continuum".²¹ In this extension to Arnstein's work, he takes the groups that drive participation into consideration and the forms of participation they pursue. Consequently, Silverman's continuum distinguishes between grassroots participation and instrumental²² participation.

Archon Fung²³ presents another classification of participation based on three key questions: who is allowed to participate, and are they representative of the population? What is the method of communication or decision making? And how much influence or authority is granted to the participation? Other "ladders" of participation have been presented by D. M. Connor,²⁴ Wiedemann and Femers,²⁵ A. Dorsey et al.,²⁶ Jules N. Pretty²⁷ and E. M. Rocha.²⁸ (See International Journal of Science²⁹ for further reading).

Figure 11. A Ladder of Participation



(Source: Arnstein, 1969)

19. Sherry R. Arnstein (1969), "A ladder of Citizen Participation", Journal of the American Planning Association 35 (4) : 216-224, retrieved 2010-06-12.

20. Silverman, R.M. (2005). Caught in the middle: Community development corporations (CDCs) and the conflict between grassroots and instrumental forms of citizen participation. Community Development, 36(2): 35-51.

21. [http://en.wikipedia.org/wiki/Participation_\(decision_making\)#cite_note-4](http://en.wikipedia.org/wiki/Participation_(decision_making)#cite_note-4).

22. White 1996 identifies instrumental participation as "using local people contributions in order to implement development more efficiently. The instrumental value of participation is therefore is the tapping into local knowledge and other local inputs, which can lead to more efficient and effective development (Webler et al 1999 - 444). Participation and Governance in regional development. Robyn Eversole and John Martin Introduction P. 7.

23. Fung, A. (2006), "Varieties of Participation in Complex Governance", Public Administration Review-Washington Dc- 66: 66-75, retrieved 2010-06-12.

24. Connor, D.M. (1988), "A new ladder of citizen participation", National Civic Review 77 (3): 249-257, retrieved 2010-06-12.

25. Wiedemann, P.M.; Femers, S. (1993), "Public Participation in waste management decision making: analysis and management of conflicts", Journal of Hazardous Materials 33 (3): 355-368, retrieved 2010-06-12.

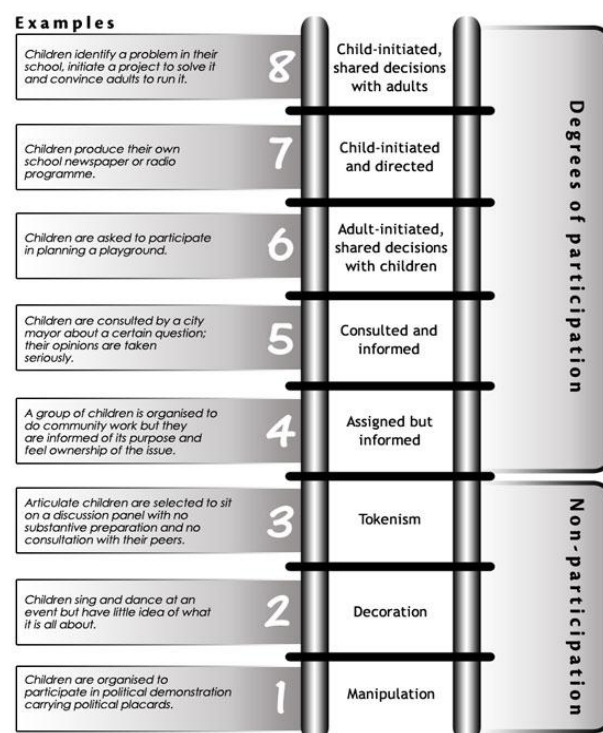
26. Dorsey, A.; Doney, L.; Rueggeberg, H. (1994), "Public Involvement in government decision making: choosing the right model", BC Round Table on the Environment and the Economy, Victoria.

27. Pretty, Jules N. (1995). "Participatory Learning For Sustainable Agriculture". World development 23 (8): 1247-1263.

On youth participation, sociologist Roger Hart describes³⁰ eight levels of youth participation. The first three are where youth are manipulated, regarded as decoration or tokenised, or are characterised by no participation. The remaining five (youth assigned and informed, youth consulted and informed, adult-initiated shared decisions with you, youth lead and initiate actions, and youth and adults share decision making) describe different levels of youth participation.

Rung 8: young people and adults share decision making;
 Rung 7: young people lead and initiate action;
 Rung 6: adult-initiated, shared decisions with young people;
 Rung 5: young people consulted and informed;
 Rung 4: young people assigned and informed;
 Rung 3: young people tokenised;
 Rung 2: young people are decoration;
 Rung 1: young people are manipulated.

(Source, Roger A Hart 1997)



28. Rocha, E.M. (1997), "A ladder of empowerment", Journal of Planning Education and Research 17 (1): 31, retrieved 2010-06-12.

29. International Journal of Science ISSN 2305-3925 Dec 2012 <http://www.ijsciences.com/pub/pdf/V1-201212-05.PDF>.

30. "Children's participation : the Theory and Practice of involving Young Citizens in Community Development and Environmental Care for UNICEF IN 1997", by Roger Hart.

Reflection time

Whatever medium you choose to promote youth participation, you need to go over the process of identifying issues and responses to solve them, objectives, audience, tools, planning and timeline, resources and evaluation. Please take time to reflect on key questions related to youth participation in your own community.

Planning elements	Key reflections
Define the problem: what barriers to youth participation	1. What are the biggest barriers to youth participation in your local context? 2. What can you do to address these challenges? 3. Where is your project or initiative on the ladder of youth participation? a. On which level of the ladder would your project be most effective? Why? b. How can your project reach this level?
Does partnership exist?	4. Look at your organisation or community. Would you say that a partnership between young people and adults already exists there? a. If yes, what form does it take? b. If not, why do you think it does not exist? Is there anything that can be done to promote it? What can you do?
Know your audience	4. Are young people in your community/organisation seen a. As a group that needs to have its problems solved by somebody else? b. As a group not wanting to take responsibility? c. As a group that is capable of contributing to the solving of their own problems? d. In any other way? 6. Is there anything that needs to be changed in the way young people are perceived in your community/organisation? If so, what? 7. How do young people get their information (TV, print, electronic press, social media, friends, others) and what is their level of education. 8. Describe your audience and the strategic objective of why you want to target that specific audience. 9. Identify age group and regional focus
Identify indicators of youth civic engagement and participation	10. Indicators could include but are not limited to the following areas <ul style="list-style-type: none"> • Government and politics • Schools and education • Community and social organisations • Legislation and law enforcement • Media and information • Environment and ecology • Civil rights and diversity
Identify areas of youth participation	11- Look at different youth initiatives that are currently taking place in your region or local community. In which areas of youth participation do most of initiatives take place? In your opinion, what is the reason for this? What could be examples of concrete activities or projects within the four areas of participation (economic, social, political, and cultural)? 12. In which area of youth participation is your organisation/institution

	involved? Why?
Identify objectives and key messages	<p>13. Clearly identify your objectives and priorities for increasing youth participation: (e.g. increase awareness about the value of civic participation)</p> <p>14. Do not exceed four main objectives</p> <p>15. Identify key messages you want your audience to retain</p>
Steps/activities to increase youth participation	<p>16. List all activities or steps that communities and individual youth need to do to be civically engaged and participate in the decision-making process</p> <p>E.g.: search and participate in key leadership programmes to build capacity to take on leadership roles</p> <p>17. List activities that governments/institutional partners (League of Arab States, Council of Europe, World Bank, etc.)/civil society organisations within Euro-Arab context could do to increase participation</p> <p>E.g.: support and sponsor educational programmes on civic engagement</p>
Identify expected results and impact	<p>18: What benefits of youth participation would you like to see in your local community or your organisation?</p>
Tools	<p>19- What tools are best for your audience?</p> <ul style="list-style-type: none"> - Audiovisual communication - Print media - Electronic press - Blogging, micro blogging and social networking - Community events
Resources	<p>20. Do you feel you have the necessary skills and resources (such as time available) to do this work? What are the possible ways of developing these skills and obtaining these resources?</p> <p>If yes to the first question, then:</p> <ul style="list-style-type: none"> – decide on which specific areas of the community/organisation operation you want to focus when identifying the benefits of youth participation; – make a step-by-step plan on how you are going to identify them; – decide on what kind of support you will need and where you can get it; – decide on when you want to do this.
Monitor	<p>21. Identify key targets and performance measures to enable you monitor and evaluate your actions</p>

B. Social media

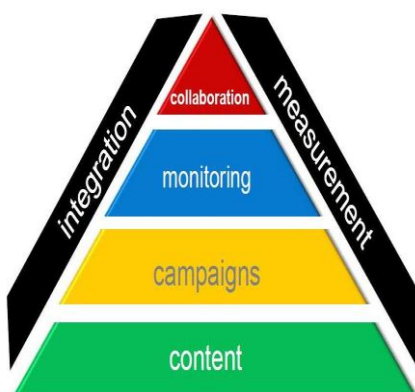
1. Definition

Andreas Kaplan and Michael Haenlein³¹ define social media as "a group of Internet-based applications that build on the ideological and technological foundations of Web 2.0 and that allow the creation and exchange of user-generated content". "Furthermore, social media depends on mobile and web-based technologies to create highly interactive platforms through which individuals and communities share, co-create, discuss, and modify user-generated content. They introduce substantial and pervasive changes to communication between organisations, communities, and individuals."³²

Social media is made up of several interlocking things.³³

- **Content:** text, photos and video created by absolutely anybody, including but not limited to traditional content producers;
- **Technology:** Web-based platforms that allow sharing of content in not only a publicly transparent but also massively networked way; the cost of using these platforms is free or relatively low-cost;
- **Participatory culture:** any of the networked people are allowed and encouraged to add to an "ongoing conversation"; this might happen through comments responding to a posted content, through collaborative efforts inherent in the construction of a wiki page, or by adding to the body of aggregated content on a specific topic (as happens when people all use common tags);
- **A real-time environment:** content is released across one or more distribution channels the moment it is completed, any time on any day of the week.

Social Media Hierarchy of Needs



Content: the foundation of any good social media campaign is good content deliverables. It is not just what you say but how you say it (multimedia, graphics, video, pictograms, etc.)

Campaigns: content is best wrapped up in "promotional pushes" that are in alignment across a particular theme

Monitoring: to identify content and campaign effectiveness, advocacy, trends, monitoring by social media practitioners and professionals is key

Collaboration: engaging with the user base is a key indicator to successful social media campaigns

31.Kaplan Andreas M., Haenlein Michael (2010). "Users of the world, unite! The challenges and opportunities of social media". Business Horizons 53 (1). p. 61.

32.H. Kietzmann, Jan; Kristopher Hermkens (2011). "Social media? Get serious! Understanding the functional building blocks of social media". Business Horizons 54: 241–251.

33.USAID Development Outreach and Communication Survival Manual. Chapter 16. Engaging Audiences through Social Media. Gregg Rapaport.

Graph 1: Social media hierarchy of needs

2. Five important types of social media

Blog: a “web log”, (shortened to blog) is a collection of posts that is frequently updated and typically includes links to other web content and may include photos and videos. Blogging was created approximately 15 years ago with the intention of allowing a person to keep an online diary.³⁴ A blog is usually written in the first person and expresses opinions, feelings and experiences. It could be a stand-alone or an integral part of an individual, government, corporate or non-profit website. The most popular blogging platforms are: Wordpress, Typepad, Blogger, Convio Content Management System.

Microblog: a small blog with photos or video included by way of a link. Twitter is used by more than 200 million people worldwide and is available in 20 languages. With its 140 character limit, Twitter is often used to share current news or key concise messages. People often use a hashtag,³⁵ a word or an unspaced phrase prefixed with the hash symbol (“#”). It is a form of metadata tag. Hashtags make it possible to group such messages, since one can search for the hashtag and get the set of messages that contain it. Other microblogging sites include Tumblr and Plurk.

Photo-sharing platform: to manage large amounts of pictures, online platforms allow for the organisation and sharing of photos, and engagement of others in discussion about photos. Flickr is the most popular site for photo sharing. It has over 10 million users and more than 5 billion photos with an average of 3000 images uploaded every minute. Other platforms include Picasa and PhotoBucket.

Video-sharing platform: online video-sharing platforms allow for content management and interaction. YouTube, the most popular video-sharing platform has approximately 50,400 hours of videos uploaded every day. Other platforms include Vimeo and Blip.TV

Social networks: social networks started off as a way of connecting individuals through their personal profiles, and now also connect formal entities with target audiences so they can share information. Facebook, which celebrated its 10-year anniversary in 2014, is the most popular of all social networking sites. Almost one out of every eight minutes spent online is spent on Facebook.³⁶ This social network accounts for 1.15 billion active monthly users, of whom 699 million are active daily users. Other social networks include MySpace, LinkedIn, Orkut, Zing, Bebo and Hi5. These are all logical places from which to reach online audiences.

34. Engaging Audiences through Social Media. Gregg Rapaport (same source).

35. <http://en.wikipedia.org/wiki/Hashtag>.

36. Research firm ComScore.

3. Social networking monitoring sites³⁷

Here are some of the most popular free social media monitoring sites.

HootSuite

Hootsuite³⁸ is one of the most popular social media management tools that covers multiple social networks, including Twitter, Facebook, LinkedIn, WordPress, Foursquare and Google+. The analytics tool allows more than one person to handle social media accounts. This tool helps you track your impact by keeping track of mentions of you and your campaigns.

TweetDeck

TweetDeck³⁹ covers the basic needs of any Twitter user. It is a great tool for scheduling tweets and monitoring your interactions and messages, as well as tracking hashtags and managing multiple accounts.

Seesmic

Seesmic is a suite of freeware web, mobile and desktop applications which allows users to simultaneously manage user accounts for multiple social networks, such as Facebook and Twitter. In August 2011, Seesmic announced it was moving into the Customer Relations Management business, releasing Android and iOS CRM apps that interface with Salesforce. The former social media apps are being maintained as a "second branch" of the company. In September 2012, Seesmic was acquired by HootSuite.⁴⁰

Social Mention

Quite popular among social media enthusiasts, Social Mention⁴¹ monitors over one hundred social media sites. It is probably one of the best free listening tools on the market, as it analyses data in more depth and measures influence with four categories: strength, sentiment, passion and reach.

37. <http://www.brandwatch.com/2013/08/top-10-free-social-media-monitoring-tools/>.

38. <http://hootsuite.com>.

39. <http://about.twitter.com/products/tweetdeck>.

40. <http://en.wikipedia.org/wiki/Seesmic>.

41. <http://socialmention.com/>.

C. Social media and non-profit organisations: what does it imply for participation?

With the advent of social media and social networking technologies in the past decade, there has been a massive shift in how people consume and interact with information. Communication has shifted from a monologue, where non-profit organisations broadcast their mission, to an interactive dialogue, where their organisations' branding and positioning is more controlled by their supporters and detractors. Competence in social media is therefore becoming a critical component of every activity a non-profit organisation pursues in order to make an impact.⁴²

Young people use social media in different ways. Web 2.0 offers wide-ranging technological capabilities and huge potential across connected populations – in a very general sense, media is now more democratic and offers more simple opportunities to get involved than ever before. This constitutes a major attraction to young people in particular. For example over 70% of 16-24 year olds have used social networking sites, which account for over 7% of all Internet traffic. Over 50% use them on a weekly basis.⁴³

Using social media for youth engagement can help organisations reach young people where they are, be found online through search engines, communicate with young people in familiar settings and make ideas and opportunities accessible to other youth. Social media also helps create content and opportunities young people can easily share with their friends through the different social networking tools.⁴⁴

Social networking helps young people reach a greater number of people; by increasing the flow of information between their organisation and other youth, they can target their work more effectively and efficiently. This would save them lot of additional costs, provide them with better opportunities to network with their partners, freely use creative common resources online, listen to their audience expectations and respond to their questions.

For example, young activists and non-profit organisations can use social media to share information about politics and election campaigns, to mobilise youth to vote, discuss crises or current policies and voice their opinions, draft online memorandums and sign petitions to influence policies. It is pretty unthinkable today that major decision makers and politicians would not have some kind of presence in social media.

Yet, to be more efficient in using these tools, youth and non-profit organisations need to develop an effective social media strategy. To do that, they need to clearly identify their objectives, do market research on their audiences, and develop key messages and relevant content (text, video, and photo) that would resonate with the audience. They also need to choose the most important/popular social networking sites to engage with their audience.

42. Going Social: Tapping into Social Media for Non Profit Success. Convio Services Team. Page 5.

43. New ways of Youth participation Seminar 16-18 March 2009, European Youth Center, Strasbourg – Directorate of Youth and Sport of the Council of Europe. Page 23-24.

44. Social media and youth participation Seminar (July 2013, Hammamet Tunisia) – EU-Council of Europe youth partnership.

Reflection time

Now having developed a general idea about youth participation and social media, and having identified your goals and target audiences for increasing youth participation, reflect on and answer the questions in the table below and determine how you would strategically use social media to advance your mission and goals.

A. Social media vision/strategy				
#	ITEM	YES	NO	COMMENTS/ASSESSMENT/RESULTS
1.	Did you have a social media strategy/vision when you started using social media?			Explain the objectives of creating social media accounts?
2.	Do you have (a) main social media message(s) ?			If yes, please specify
3.	How will social media help you achieve your objectives and increase your participation?			List top three answers
4.	Who is your target audience?			Specify target audience for each medium Facebook_____ Twitter_____ Flickr_____ YouTube_____ Other_____
B. Accounts details :				
#	ITEM	YES	NO	Choose from list
5.	What do you already use or plan to use?			<input type="checkbox"/> Facebook <input type="checkbox"/> Twitter <input type="checkbox"/> Flickr <input type="checkbox"/> YouTube <input type="checkbox"/> Other: <input type="text"/>
6.	List the URLs/usernames of the accounts you already use			<input type="checkbox"/> Facebook <input type="checkbox"/> Twitter <input type="checkbox"/> Flickr..... <input type="checkbox"/> YouTube <input type="checkbox"/> Other: ...

	Social media resources			
7.	Have you identified a significant amount of social media content that will be used to explain or market your programme/ideas/projects through these social media platforms?			Please explain
8.	Do you think you are influential?			<i>If yes, why?; if not, why not?</i>
9.	What are your plans for expanding your reach into your social media platforms?			<i>List all plans for expanding your followers:</i>
10.	Do you have any plans for social media engagement?			<i>List how you will plan to attract more interactions (likes; comments; shares; responding to followers' questions) to your social media platforms</i>
Twitter use :				
11.	Can you master the basic layout of Twitter use – profile, messages, who to follow, etc.?			
12.	What types of people/organisations follow you on Twitter?			
13.	Who do you follow on Twitter and why?			Provide examples
Facebook :				
14.	Why do you use Facebook?			List all reasons
15.	What are your objectives when using Facebook?			Specify
16.	How will Facebook help you achieve your goals?			
17.	Are you familiar with Facebook applications designed to help you increase participation and interaction?			If yes, please specify what type of applications do you know or use
Blogging				
18.	Do you have a blog?			If yes, list name and URL address
19.	What is the objective of your blog?			<input type="checkbox"/> Political <input type="checkbox"/> Cultural..... <input type="checkbox"/> Economic

				<input type="checkbox"/> Social..... <input type="checkbox"/> Youth <input type="checkbox"/> Human Rights..... <input type="checkbox"/> Other specify
207.	Who is your target audience?			
21.	Are you an influential blogger?			If yes, list why
Your social media marking :				
22.	Do you have a project logo or brand of your idea/initiative?			
23.	Will you be using your logo on your Facebook/Twitter/blog?			
Review and monitoring :				
24.	Do you plan to monitor your accounts' reach and engagement?			
25.	Which monitoring sites do you use?			<input type="checkbox"/> Socialbakers <input type="checkbox"/> Tweetstats..... <input type="checkbox"/> Facebook Insights <input type="checkbox"/> Hotsuite..... <input type="checkbox"/> All of the above <input type="checkbox"/> None of the above
Social media and youth participation :				
26.	How can social media increase youth participation?			List all the means you know
27.	Identify five best practices of social media initiatives that helped increase youth participation and influenced public policy			List the initiatives with a brief description

Social media tips

Having brainstormed about why you want to engage in social media to increase participation, it is fair enough to ask a legitimate question: how much time and effort will it take to engage with audiences on social media? Well, there is no single answer to this. All that depends on the platform(s) you want to use, the bandwidth limitations, how far you want to follow best practices, the human and financial resources available, and the number of the participants you want to connect with and reach.

The more successful you are at communicating through social media, the more engagement you get from your audiences and increase the ability to capture quantitative and qualitative measures to demonstrate the impact of your action. But remember that content is highly important. Look at the steps to develop your social media strategy and apply it to your programmes.

Steps for developing your social media strategy

Steps	Process/tips
Identify your social media goals	Do you want to promote your presence on social media, or do you want to improve your ability to create and generate content that is relevant to your target audience? Do you want to expand reach and increase engagement and interaction? What about monitoring and evaluation of the quality of your social media outreach and the impact on your audience? List up to four clear and measurable goals. Think about your manageable interest when setting these goals (more specifically if you have the time, dedicated personnel and budget to do it).
Identify clear measurement indicators for reaching your goals	For example: increase the number of posts of your organisation to a total of five per week and the number of comments by your fans and followers; or increase Facebook “likes” to 5,000 by the end of 2014.
Develop or improve content	Form a social media working group in your organisation (it could be made up of employees, volunteers or trainees). Provide ongoing training in order to deliver creative input for your social media sites. Develop your editorial “voice” or persona for Facebook page and tweets. Create content that includes copy, photography and videos. Establish a smooth clearance process .
Identify ways to expand reach and engagement	For example: use Facebook as the social media platform for other online sites like YouTube, Flickr, etc.; determine according to your budget if you want to do paid social media advertising; find out ways to increase links to other online sites related to your field work. If you have funds for a project, consider planning a budget for promotional items with your organisation including social media links at all your outreach events (e.g. T-shirts, folders, banners).

	<p>Increase interaction with an active online community of Facebook/Twitter/bloggers in city/country and invite them to your events.</p> <p>Remember, you need to invest time and effort to engage with your audience. You should respond to their request in a timely manner. The responses should also be accurate, friendly and conversational in nature and jargon-free.</p> <p>Develop creative posts that would generate comments and interaction (questions and answers, ask the expert, online chat with users or live tweet ups, polls, competitions).</p>
Establish ongoing monitoring and evaluation to improve the quality of social media posts	<p>Develop baseline measures and then targets and indicators for social media monitoring and evaluation.</p> <p>Establish bi-weekly “post review and analysis” by your social media team and review your traffic and level of engagement to determine what works, and what does not.</p> <p>See which of your posts generated the most reach and the most engagement. Figure out what worked about those posts; pay special attention to posts that have a large reach but little engagement. Prepare an alternative strategy after your review process if needed.</p> <p>Low engagement? Need critical thinking to figure out why.</p> <p>Understand news feed algorithm (Edge Rank): Facebook uses an algorithm to determine what articles should be displayed in a user's News Feed. Please note that not all your page fans likely to see your posts. EdgeRank is determined by three factors: (1) time decay – timeliness, newsworthiness, relevance at a particular moment in time; (2) some content valued more than other (photos and videos as an example); (3) affinity score – how close your social media fans are to you and how they interact with you and your content.</p> <p>Remember the value of the “like” and of reach, and how these can radically diminish if you succeed only in reaching many people without offering them much or any engagement. EdgeRank takes this factor into consideration and will decline in the future serving posts to your audience if they are valued as irrelevant to them.</p> <p>Conduct research as necessary based on the availability of funds for target audience preferences via focus groups, analytical tools such as Social Bakers, and online polls/surveys.</p>
Analyse your users’ clocks	<p>Figure out what time your followers are online. On Facebook for example, you can go to the metrics in Facebook insights. It tells you the number of people who saw a post in a given hour (over the last week) or on a given day over the course of the week. Look at the most popular hours and post during that time; schedule your posts as appropriate either on Facebook or</p>

What to monitor on social media

There are a number of metrics⁴⁵ to consider tracking as you get started and expand your social media programmes. Here are just a few:

<i>General metrics</i>	<i>Blog metrics</i>
Media coverage from social media Social shares from respected outlets Number of new supporters in email list from social media Referring traffic to campaign landing pages Number of click-throughs to campaign elements from each source Number of calls to action taken, including URL visits or registrations	Blog comments and responses Linkbacks to blog Influencer pick-up of blog posts, topics Referring traffic from blog to other social media accounts Linkbacks to event/campaign landing pages from blog Media pick-up of blog content
<i>Facebook metrics</i>	<i>Twitter metrics</i>
Number of Facebook “likes” (previously fans) Funds raised on Facebook causes/social presence Number of tags on Facebook Number of Facebook event RSVPs Number of Facebook “likes” on specific posts Sign-ups sourced through Facebook – either newsletter or other defined action	Number of organisation mentions Twitter retweets Number of Twitter followers over time Mention of brand/organisation Pick-up of tweets by influencers Twitter-sourced donations

D. Social media and privacy

45. GOING SOCIAL: Tapping into Social Media for Nonprofit Success, page 23.

While social networking provides a place to connect with friends and acquaintances and promote causes and campaigns, it is also where identity thieves, scammers, debt collectors, stalkers and corporations looking for a market advantage gather information about consumers and potentially sell to advertisers. So what kind of information may be safe to post and share in your personal networks and how can you protect it? How can you monitor your status updates and location, and who is able to access the different types of information posted to these networks?

Information that can be gathered about a user from a social network⁴⁶

Information a user shares	Information gathered through electronic tracking
Photos and other media Age and gender Biographical information (education, employment history, hometown, etc.) Status updates (also known as posts) Contacts Interests Geographical location	Information ⁴⁷ may be gathered from a user's activities online using "cookies" (short strings of text stored on one's hard drive). The purposes of cookies may include: tracking which websites a user has viewed; storing information associated with specific websites (such as items in a shopping cart); tracking movement from one website to another; building a profile around a user.
<p>This information becomes public in a variety of ways. So who else can access your information, and what exactly is visible?</p> <p>A user may choose to post information as "public" (without restricting access via available privacy settings). Check your privacy settings before you post any information!</p> <p>Certain information may be publicly visible by default. In some situations, a user may be able to change the privacy settings to make the information "private" so that only approved users can view it. Other information remains public and the user does not have an option to restrict access to it. Be aware of what is public by default and what you can monitor.</p> <p>A social network can change its privacy policy at any time without a user's permission. (See How to Read a Privacy Policy).⁴⁸ Content that was posted with restrictive privacy settings may become visible when a privacy policy is altered.⁴⁹</p> <p>Approved contacts may copy and repost information – including photos – without a user's permission, potentially bypassing privacy settings.</p> <p>Third-party applications that have been granted access may be able to view information that a user or a user's contacts post privately. These applications take many forms but some typical and popular forms include: games to play with contacts, online polls or quizzes, software that allows users to post to a social media profile via a cellular phone or web application.</p> <p>Advertisers may use your personal information to better target their ads to those most likely to be interested in the product.</p> <p>Social networks that provide their services without user fees make a profit by selling advertising. This is often done</p>	

46. Privacy rights clearinghouse: Social Networking Privacy: How to be Safe, Secure and Social <http://www.privacyrights.org/social-networking-privacy-how-be-safe-secure-and-social>.

47. On the leakage of Personally Identifiable Information PII <http://web.cs.wpi.edu/~cew/papers/wosn09.pdf>.

48. How to read a privacy policy <http://www.oag.ca.gov/privacy/facts/online-privacy/privacy-policy>.

49. (See New York Times' "Facebook Glitch Brings New Privacy Worries") http://www.nytimes.com/2010/05/06/technology/internet/06facebook.html?src=busln&_r=0.

through behavioural advertising,⁵⁰ also known as targeting. Consumers may not be aware that data is associated with their profiles, and may not be able to view it and have inaccuracies corrected. There are no maximum retention periods on data and no security requirements for the retention of data, leaving it susceptible to hackers and security risks.

Entities that collect personal information for illegal purposes include:

- identity thieves who obtain personal information either based on information a user posts or that others post about the user.
- other online criminals, such as people planning to scam or harass individuals, or infect computers with malware (malicious software placed on a computer without the knowledge of the owner).

Quick tips⁵¹

- Always make sure you use **complex passwords** to access social networks. Avoid using common names and birthdays in your password. Get into the habit of using a mix of upper and lower case letters, numbers and signs such as @;! . Change your habits by changing your passwords regularly, at least once every month.
- Make sure you read, understand and monitor your social media **privacy settings**.
- Consider using **separate accounts/identities** for different campaigns and activities.
- Be careful when accessing your social network account in public Internet spaces. **Delete your password and browsing history** when using a browser on a public machine.
- **Access social networking sites using https://** to safeguard your username, password and other information you post. Using https:// rather than http:// adds another layer of security by encrypting the traffic from your browser to your social networking site.
- Be careful about putting too much information into **your status updates** – even if you trust the people in your networks. It is easy for someone to copy your information.
- Most social networks allow you to integrate information with other social networks. Be particularly **careful when integrating your social network accounts!** You may be anonymous on one site, but exposed when using another.
- Be cautious about how safe your content is on a social networking site. **Never rely on a social networking site as a primary host for your content.** A social networking site may face

50. **Behavioural marketing or targeting** refers to the practice of collecting and compiling a record of individuals' online activities, interests, preferences, and/or communications over time. Companies engaged in behavioural targeting routinely monitor individuals, the searches they make, the pages they visit, the content they view, their interactions on social networking sites, and the products and services they purchase. Further, when consumers are using mobile devices, even their physical location may be tracked.

http://www.iab.net/insights_research/public_policy/behavioral-advertisingprinciples.

51. For specific tools and programmes to help secure your communication online, please refer to this website, which is available in many languages. <http://securityinabox.org/en/handsonguides>

censorship in a given country, or the administrators may also decide to remove controversial content themselves.

E. Good practices

1. Social media content tips

Combining words and pictures to spark engagement: two or three appealing captioned photos or an album with an introductory note and gradual posting to show a process or progress; photo-posting prior to, during and after events to show process or progress; and photos highlighting “before and after facts” to demonstrate change.

The takeaway

- Sharing your posts helps to introduce new potential fans to your Facebook page and followers to your Twitter account.
- Shares can help increase the size of your fan base through “organic growth.”
- The more popular your post, the more shares it is likely to get.
- Include luminaries/celebrities in your campaigns and visits.

Social media complements traditional media and vice versa

Invite fans to follow your speaking engagements in print and broadcast media through your Facebook page and invite readers to generate comments.

Engage audience through video and live streams

Stream your events live, and produce videos and testimonies about your projects. If you do not have funds, you can use a flip cam or your tablet and you can edit it on YouTube.

Engage through Twitter

Ask your organisation leadership to engage in live Tweetups, “ask the expert” events (engage your audience to understand different aspects of your projects), Twitpic, thematic hastags, link Twitter to Facebook and other social media you use.

Posting language: diversify your posting language according to your audience. Facebook insight will help you determine the language mostly spoken by the majority of your audience. Use your country’s official language(s) and widely spoken languages such as English.

2. Youth and non-profit good practices

Initiative	Description
Campaign to amend Morocco's new digital code	To demand changes in some articles in a new cyber law, young Moroccan activists launched an online protest campaign only few hours after the Minister of Industry, Commerce, Investment and Digital Economy, Mouay Hafid El Alami, announced he would present the code (draft digital law) to the government for ratification. The campaign used the hashtags #Code Num , #المدونة الرقمية لن تمر on Twitter and created a Facebook page ⁵² attracting over 5 500 fans. Morocco's new digital code was widely believed to mean an end to anonymity on the Internet. As a result of the campaign, the government retrieved the code for revision from the official website of the State General Secretariat of the Government.
Ideas for a better Morocco	Fikra.ma started as a youth initiative with a Facebook group called "55 ideas for a better Morocco" then turned into a real social entrepreneurship helping young people brainstorm project ideas and assisting them in their implementation in real life www.fikra.ma
New Diaspora	New Diaspora is an open letter with multiple senders and even more recipients, focusing on the personal stories of Greeks who decided to move abroad. New Diaspora is an open community, where expatriate Greeks can share their own creative content and opinions, from wherever they are. They are also documenting themselves on video, sending photos, writing posts and proposing ideas that are relevant to the platform's subject. It brought Greeks together to intervene jointly and dynamically in the public debate concerning what is happening in their homeland. Also, to redefine their collective identity and to offer an alternative perspective on the international image of Greeks. http://www.newdiaspora.com/ http://www.facebook.com/newdiaspora @newdiaspora
Our Voices	Our Voices is a social media campaign launched on Friday 22 February 2013 by Youth LEAD, an Asia-Pacific Network of Young Key Affected Populations (including young men who have sex with men, young transgender people, young people who inject drugs, young people living with HIV, and young






52. <http://www.facebook.com/DesobeissanceElectronique>.

	<p>people selling sex) whose mission is to become the catalyst of change and empowerment for young people who are at higher risk of HIV exposure.</p> <p>The impact of this campaign has been a nice surprise for Youth LEAD. While they initially aimed to receive 20 000 views, they have received over 116 000 views of the campaign on YouTube to date. This includes around 14 000 “likes” of the video and 830 “shares” via Facebook. The launch of the campaign also increased access to Youth LEAD’s Facebook page, from 600 to nearly 4 500 followers. Thanks to this campaign, several young people have received support.⁵³</p>
Benjamin O’Keefe	<p>18-year-old <u>Benjamin O’Keefe</u> was angered by Abercrombie & Fitch’s CEO, Michael Jeffries, when his controversial remarks resurfaced from a 2006 interview about the brand only targeting “cool kids.” In response, Benjamin <u>wrote a blog for The Huffington Post</u> and created a Change.org petition calling for consumers to boycott the company until the CEO issued an apology. Both went viral and the petition collected over 74 000 signatures. This caught the attention of Abercrombie executives who met with the teen to discuss future changes they plan on making.⁵⁴</p>
Mindddrive students	<p>A group of high school students from Missouri who are involved in an after-school programme called <u>Mindddrive</u>, a non-profit organisation that inspires at-risk teens by focusing on electric car design, built a car fuelled entirely by social media.</p> <p>The teens restored an older car and programmed it to be powered by social media interactions like hashtagging #Mindddrive on Twitter and Instagram, liking their Facebook page and watching their YouTube video. The students then used all of the social fuel they accumulated to drive from Missouri to Washington D.C. in order to meet with elected officials to raise awareness about the benefits of this innovative kind of education.⁵⁵</p>
Khede Kasr Campaign	<p>The Khede Kasr campaign is an excellent example of using the Arabic language to play with a meaning and create a campaign from it. The campaign essentially uses Arabic vowels to make words feminine, in an effort to challenge the default of masculine words in society. It also means the habit of getting things moving. So, in two ways, the campaign made a statement.</p>

53. <http://www.unescobkk.org/education/news/article/youth-leads-social-media-campaign-launch-of-our-voices/>.

54. http://www.huffingtonpost.com/2013/06/26/teens-using-social-media_n_3505564.html.

55. <http://www.youtube.com/watch?v=zHj7vusmtCQ>.

	<p>Video: https://www.youtube.com/watch?v=KEEeWUI_Z38</p>
<p>Ben Ali returns video</p> 	<p>This video is an excellent example of using a response from the audience in a campaign. The team put a large poster of Ben Ali up on a street square during elections in Tunisia after Ben Ali had fled. Members of the public grew visibly upset and tried to tear down the poster. The poster underneath was then revealed to encourage people to vote, but scaring them into thinking a dictator can return if people do not vote.</p> <p>Video: https://www.youtube.com/watch?v=um5QvW5XHwY</p>
<p>Visualizing Palestine</p> 	<p>Visualizing Palestine is a campaign to help the public understand the Palestinian conflict through visual information. They produce videos, posters, infographics and campaigns using information. The idea is that the audience will be better able to become aware if the information is presented in an interesting and creative way. In this example below, the bus system that is built for Jewish settlers is exposed as being racist and apartheid-like due to only connecting Jewish settlements and not connecting Palestinian communities. More examples can be found on their website: http://visualizingpalestine.org/</p>
	<p>This is another example of a creative campaign, where clothing labels were used on human beings. Just in clothing labels, the ingredients are listed. The campaign is trying to show that labels are just for clothes and no matter what you are, you are still human.</p>
	<p>This campaign is quite powerful. Employing visual images and metaphor, the campaign sought to raise attention about female genital mutilation. The image of a flower being sewn together shows what literally happens in genital mutilation. It uses a red rose, a common metaphor for a beautiful woman and her womanhood, and destroys it with a needle and thread. This image was part of a larger campaign run by Amnesty International. This example is widely used as an excellent way to bring together images and meaning in a powerful way.</p>