

## TECH2503-17 Community Media Production

### Workshop Eight: Getting People Involved with a Community Media Group

	<p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>• Read through the articles provided and linked here.</li> <li>• Identify what are the five main issues for encouraging participation in a community activity.</li> <li>• Visualise in a map or diagram the relationship between these issues.</li> <li>• Evaluate the local context of your community media groups activities, and identify any issues that you think are helpful or not in establishing your group.</li> <li>• Discuss what the local knowledge and resources are that will be used to underpin your community media group's activities?</li> </ul>
00 1	<p><b>Developing a Plan for Increasing Participation in Community Action</b></p> <p>Developing a plan for recruiting members will cause you to ask yourself some very important questions. These questions are basic to just about any recruitment effort. And your answers to these questions will be the building blocks for your own recruitment plan. They are:</p> <ul style="list-style-type: none"> <li>• Why do you want or need members?</li> <li>• How many members do you need?</li> <li>• What kind of members do you need?</li> <li>• Who is going to find and get the new members?</li> <li>• Where are the new members?</li> <li>• When is a good time to look for new members?</li> <li>• How should you approach potential members?</li> <li>• What happens if you get a yes, a maybe, or a no?</li> <li>• What are some obstacles you may encounter? And how do you get around them?</li> </ul> <p><a href="http://ctb.ku.edu/en/table-of-contents/participation/encouraging-involvement/increase-participation/main">http://ctb.ku.edu/en/table-of-contents/participation/encouraging-involvement/increase-participation/main</a></p>
00 2	<p><b>Promoting Participation Among Diverse Groups</b></p> <ul style="list-style-type: none"> <li>• What does it mean to identify potential participants among diverse groups?</li> <li>• Why identify potential participants among diverse groups?</li> <li>• When do you identify potential participants?</li> <li>• How do you identify potential participants?</li> <li>• What are the different sectors of a community?</li> </ul> <p><a href="http://ctb.ku.edu/en/table-of-contents/participation/encouraging-involvement/diverse-participation/main">http://ctb.ku.edu/en/table-of-contents/participation/encouraging-involvement/diverse-participation/main</a></p>
00 3	<p><b>Getting People Involved</b></p> <p><b>Developing a Rap:</b> The skill to develop and deliver a rap will serve you well in any organizing work that you do – whether it is a one-on-one, a house visit, a tabling effort or a petition drive. It is not hard but requires that you take some time to be clear about the goals of the effort and the subsequent conversations.</p> <p><b>There are six basic steps:</b></p> <ol style="list-style-type: none"> <li>1. Introduction – who are you and why are you talking? – Establish credibility and trust</li> <li>2. Asking Questions – engage quickly, what do you want to know? How do you want to draw out what they think and feel about? Ultimately everyone likes to talk and be listened to.</li> <li>3. Listen – to identify issues, what they care about, and their interests. Listen with ears, eyes and body.</li> <li>4. Discussion / Make Points – of what you want to talk about – fit with their concerns, build affinity with cause. If you really don't agree, respectfully acknowledge the difference without judging the person.</li> <li>5. Commitment – ASK for something concrete – also known as the “Crunch” – will they sign, attend, fund, mobilize etc...</li> <li>6. Close – next steps. Make sure you each have relevant contact information, leave any educational/visual materials behind and be clear what the follow up will be. Acknowledge and appreciate each other, the moment and/or the struggle being engaged.</li> </ol> <p><a href="http://organizingforpower.org/getting-people-involved/">http://organizingforpower.org/getting-people-involved/</a></p>
00 4	<p><b>Community Development Alliance (Scotland)</b></p> <p>The communities we belong to can help us to be more effective citizens. They play an important part in our personal well-being. They are the source of many creative ideas and solutions, especially to the problems that</p>

	<p>arise because people lack equal power and wealth. They can care for or harm the environment we live in. Communities do not just preserve old links and traditions. They change and grow. Sometimes economic and social pressures threaten to break up the links between people. But people also come together in new ways, undertake new activities and create new, more diverse communities, releasing new energy and resources. In the modern world, one person can belong to many different communities, based on where they live, their interests or culture, or the people that share common difficulties. Tremendous strengths can be found in communities. But these are not automatically built upon, especially when economic disadvantage or rapid social change makes it difficult. In the end it is what communities can do for themselves that matters. But there usually needs to be something in the background – some person or organisation to help get things started, or to whom people can turn for advice or support, or to build up the right skills.</p> <p><a href="http://www.communitydevelopmentalliancescotland.org/documents/WhatCommunityDevelopmentDoes.pdf">http://www.communitydevelopmentalliancescotland.org/documents/WhatCommunityDevelopmentDoes.pdf</a></p>
<p>00 5</p>	<p><b>Community Development Handbook</b></p> <p><b><u>Common Mistakes or Misconceptions</u></b></p> <p><b>Starting with technology platforms</b> - Delivering a platform is just 1 part of helping a community thrive. Communities can exist without dedicated software solutions. They will often work around bad or overly interfering ones. Starting with a platform can mean too much emphasis on supporting a community through technology. See the platforms section below for more.</p> <p><b>“If you build it, they will come”</b> - Just setting up the community (software, designing a logo, creating rules) isn’t enough. It should just work, but it rarely does. Invite people and encourage them to participate. Get them to share ideas, issues and solutions with the community - avoid doing it for them. Continuously find ways to ensure your community becomes the go-to forum. This means a lot of involvement and encouragement, especially in the early days.</p> <p><b>“Good communities manage/run themselves”</b> - Healthy, mature communities can become self-sustaining and self-developing. But a community development manager (CDM) will never entirely step away. Part of the challenge is creating opportunities to grow or refocus community activities. Find and enable advocates and community leaders. With careful planning and delivery, the community manager (CMGR) will find their role becomes more supporter than leader.</p> <p><b>Understanding your community’s user needs</b> - The Government Service Design Manual emphasises user needs. This helps identify what your users need, not what you think they want. When thinking about researching user needs ask yourself:</p> <ul style="list-style-type: none"> <li>• who is in your community?</li> <li>• who would you like to be in your community?</li> <li>• what are their objectives?</li> <li>• how do you help them to meet those goals?</li> <li>• what is the main aim of the overall community? (mission or vision statement)</li> <li>• what is the real use of the community? (actual usage or practice)</li> <li>• (if it’s a planned or newly created community) what services or tools do members currently use?</li> <li>• how / does community activity fit into members’ regular activity?</li> </ul> <p>If you don’t have answers to any of these, do user research with your community members.</p> <p><a href="https://www.gov.uk/government/publications/community-development-handbook/community-development-handbook">https://www.gov.uk/government/publications/community-development-handbook/community-development-handbook</a></p>
<p>00 6</p>	<p><b>Community Participation, Community Development and Non-Formal Education</b></p> <p>Community participation, community development and non-formal education. In this piece Marjorie Mayo explores competing perspectives based upon different theoretical approaches to social change, and to combating poverty and disadvantage. This piece was first published in 1994 and is part of the informal education archives.</p> <p>Although community participation and community development are terms that have such current connotations, both have actually been around for some considerable time. In the post-Second World War period, community development was defined as a ‘movement designed to promote better living for the whole</p>

	<p>community with the active participation and on the initiative of the community'. This definition arose in the context of strategies to promote development in Britain's colonies (Report of the Ashridge Conference, 1954, quoted in du Sautoy 1958: 2). People's participation, then, was built into the whole approach and interwoven with community development.</p> <p>Since then, however, these early community development programmes have been criticised on a number of grounds, including the view that despite their commitment to participation and 'bottom-up' approaches, many of the programmes were actually still paternalistic. They have a focus upon getting 'backward people in the right frame of mind', which typically involves providing unpaid 'voluntary' labour for colonial development projects (Manghezi, 1976). Because of this association of 'community development' with a colonial past, the term has been effectively abandoned, in some quarters, in preference for the term 'community participation', emphasising as this does, participatory, rather than paternalistic approaches to development.</p> <p><a href="http://infed.org/mobi/community-participation-community-development-and-non-formal-education/">http://infed.org/mobi/community-participation-community-development-and-non-formal-education/</a></p>
00 7	<p><b>The Role of Social Media in Community Building and Development</b></p> <p>Social networks are beginning to have a bigger role in building community and catalysing neighbourhood co-operation and social action. The recent post-riot clean-up Twitter campaign was one example of how social media can be used to inspire people to get involved in community life.</p> <p><a href="https://www.theguardian.com/voluntary-sector-network/community-action-blog/2011/dec/08/facebook-social-media-community-development">https://www.theguardian.com/voluntary-sector-network/community-action-blog/2011/dec/08/facebook-social-media-community-development</a></p>
00 8	<p><b>How Best to Engage Communities in Development Projects?</b></p> <p>It is often an article of faith in development circles that community participation is a prerequisite for successful projects. But a World Bank report last week underlines the difficulties in "inducing" civic involvement and says such projects often fail to be sensitive to social, political and historical contexts. Localising development: does participation work?, by Ghazala Mansuri and Vijayendra Rao, draws on extensive World Bank experience in local participatory projects – in which the bank has invested \$85bn over the past 10 years. Few would argue that engaging local communities in development is arduous. Organising groups of people is difficult at the best of times, let alone for donors in a foreign environment. The authors say projects that have done well in reaching poor people and improving services share common features, notably strong engagement by the state.</p> <p><a href="https://www.theguardian.com/global-development/poverty-matters/2012/nov/20/engage-communities-development-projects">https://www.theguardian.com/global-development/poverty-matters/2012/nov/20/engage-communities-development-projects</a></p> <p><b>November 14, 2012 - Localizing Development: Does Participation Work?</b>, a new Policy Research Report analyzing community development and decentralization projects, shows that such projects often fail to be sensitive to complex contexts – including social, political, historical and geographical realities – and fall short in terms of monitoring and evaluation systems, which hampers learning.</p> <p><a href="http://econ.worldbank.org/WBSITE/EXTERNAL/EXTDEC/EXTRESEARCH/0,,contentMDK:23147785~pagePK:64165401~piPK:64165026~theSitePK:469382,00.html">http://econ.worldbank.org/WBSITE/EXTERNAL/EXTDEC/EXTRESEARCH/0,,contentMDK:23147785~pagePK:64165401~piPK:64165026~theSitePK:469382,00.html</a></p>
00 9	<p><b>People &amp; Participation: How to put citizens at the heart of decision-making</b></p> <p>Too often, discussion of participation begins and ends with identifying methods. One-off events or individual methods are an important element of participatory processes, but they are only one part. Methods have probably become the main focus for people's participatory working because they are the front-line for interaction, the 'set piece' in which institutions come face to face with those they seek to involve.</p> <p>But as with all front lines, their effectiveness is determined almost wholly by the quality of the planning that precedes such action, especially the planning of how to handle the results from that interaction (the products and wider outcomes), and how to link the initiative with wider decision-making processes and systems, particularly in democratic institutions such as local government.</p> <p>Specific methods thus form just one part of the overall participatory process, which will also need to take into account purpose and context. In summary, the key factors in participatory working are:</p> <p><b>Purpose + Context + Process = Outcome</b></p>

	<p><b>Purpose:</b> It is essential to be clear what a participatory process aims to achieve. Ideally, the purpose will be explicitly agreed among all participants (“this is what we are trying to do”). Some participatory exercises may have a primary purpose (for example, to influence a particular policy decision), and a secondary purpose (such as to build relationships). The nature of the purpose contributes to the choice of methods.</p> <p><b>Context:</b> Every situation is unique, shaped by the issues, the people, history, location, structures of organisations and institutions taking part, wider decision-making processes and systems, and so on. These factors will fundamentally affect what can and cannot be done – and which methods will or will not work. Participatory working always needs to be understood in relation to the wider systems within which it takes place (such as organisational structures and policy priorities), especially external and internal decision-making systems. The nature of the context affects the choice of methods.</p> <p><b>Process:</b> The design of the participatory process is about planning how the purpose will be achieved (including which methods should be used and when). The design of the process should always follow agreement on purpose – ‘form follows function’ – and understanding of the context (including how any eventual decisions will be made). The choice of individual methods is affected by the nature and stage of the overall process. In summary, therefore, the choice of participation methods has to be made within an overall design for effective participatory processes (however short or long term, specific or comprehensive) and will depend on an understanding of the context, and an understanding of what participation may be able to achieve so that the purpose of any single exercise (or comprehensive approach) can be clear and realistic.  <a href="http://www.involve.org.uk/wp-content/uploads/2011/03/People-and-Participation.pdf">http://www.involve.org.uk/wp-content/uploads/2011/03/People-and-Participation.pdf</a></p>
01 0	<p><b>Youth Involvement in Community Development: Implications and Possibilities for Extension</b></p> <p>The development of community is a dynamic process involving all segments of the locality, including the often-overlooked youth population. The key component to this process is found in the creation and maintenance of channels of interaction and communication among diverse local groups that are otherwise directed toward their more individual interests. By facilitating interaction and developing relationships, these diverse individuals interact and begin to mutually understand common needs. When relationships, consistent interaction, and channels of communication can be established and maintained, increases in local adaptive capacities materialize and community can emerge.  <a href="https://www.joe.org/joe/2007august/a3.php">https://www.joe.org/joe/2007august/a3.php</a></p>
01 1	<p><b>Involving Youth in the Community Development Process</b></p> <p>Program and policy planners need to better understand the role and impact of youth in the community development process. Historically, youth input in decision making, problem solving, action, and evaluation in communities has received limited attention. However, recent trends suggest that youth are playing an increasingly important role in the development of their communities (Brennan, Barnett, &amp; Lesmeister, 2006).  <a href="http://internationalyouthcouncil.com/forum/topics/involving-youth-in-the-community-development-process">http://internationalyouthcouncil.com/forum/topics/involving-youth-in-the-community-development-process</a></p>
01 2	<p><b>The value, purpose and expectations of a strategic framework for community development for NI</b></p> <p>A strategic framework for community development could provide a clear value base around which developmental work in communities is carried out; setting a common purpose, structure and direction for community development work in Northern Ireland. This could offer an agreed framework around which multi-disciplinary activities are carried out to meet common goals. It is vital that volunteering is recognised as a fundamental part of any community development framework and as a strategically important element of it.</p> <p>There is an inextricable link between volunteering as a multifaceted activity and community development as a process. Volunteering happens in many different forms and can be carried out on a continuum of informality to formality. Both are equally valuable and contribute in a myriad of ways to building communities where people can feel happy, safe and fulfilled. <a href="http://www.volunteernow.co.uk/fs/doc/publications/community-development-and-volunteering-briefing-paper1.pdf">http://www.volunteernow.co.uk/fs/doc/publications/community-development-and-volunteering-briefing-paper1.pdf</a></p>
	<p><b>References:</b></p>