TECH3501-18 Community Media Leadership

Workshop 009: International Community Media Expo Events

1   Activity – International Community Media Expo Event Planning
- Open the DMU Commons Wiki International Community Media Expo page
- https://wiki.our.dmu.ac.uk/w/index.php/International_Community_Media_Expo
- Open Talk on the DMU Commons https://talk.our.dmu.ac.uk
- Use the thread Community Media Expo Planning 2018 to share ideas about planning for the expo.
- Use the Community Media Expo Category if you want to start other threads that are related.
- Review the information written and shared on the wiki about International Community Media Projects.
- https://wiki.our.dmu.ac.uk/w/index.php/International_Community_Media_Projects

2   Discussion – International Community Media Expo Events Ideas
- Use the whiteboard to develop a mind map of ideas related to events that will be included in the International Community Media Expo – i.e. the 5W's.
- Take extensive notes during this discussion – this is a point at which decisions are taken.
- Last week you established how the event is going to be promoted.
- This week you need to establish **what events and activities will be included and represented in the expo**?
- For example, year one BA Communication Arts students are producing a community newspaper that will be launched at this event.
- Year two BA Communication Arts students might host a community media café and exhibit media captured when they held their regular media café sessions.
- What other events to do you want to happen in the run up to the event, or at the event?
- Can you arrange for other organisations to hold events and take part? DMU Square Mile? DMU Global? LRB Digital? 2Funky Arts? EavaFM? Takeover Radio? DemonFM?
- What about community service providers who are active in the city? VAL? LCIL? Victim First? Health Authority?
- What information do you need to collect and share about these events?
- What is the best way to communicate with each of the different people and groups who might host events?
- What forms of communication are available to you?
- How will you keep a record of the different types of people you want to invite, and what do they need to know about hosting events?
- What do you need to know about these people, so you can share appropriate information?
- How will you keep a record of the forms of communication you have channelled to these people or groups?
- What will the forms of communication look like?
- If a correspondent wants to follow up from your communication, how can they do that, and who with?
- What happens if someone wants to opt-out of your communication process?
- How can you persuade people to sign-up to the event?
- What forms of communication will be best to encourage people to sign up?
- What information do you need to give people, so they feel informed and understand what is taking place?
- When does the process of inviting people and communicating need to take place and be completed by?
- What tools can you use that will help to automate this process?
- Who will be undertaking what tasks?
- How does CiviCRM help undertake these tasks?

3   Activity – International Community Media Expo Promotion Planning
- Open the DMU Commons Wiki page for the Expo.
- https://wiki.our.dmu.ac.uk/w/index.php/International_Community_Media_Expo
- The information that you have agreed on above needs to be structured as separate organisational sections and activities on the wiki page.
- Divide the wiki page into sections, identify who will take responsibility for which activity.
- What is the likely timescale that these activities will need to be undertaken?
- Identify the themes and issues that you want the communication about the expo to include.

- How can you write this information so that a potential volunteer or guest speaker can read the wiki page and make sense of what is being planned and what they can expect from the forms of communication you are using?
- Log in and open the Expo 2018 page on https://civic.our.dmu.ac.uk
- https://civic.our.dmu.ac.uk/projects/international-community-media-expo-2018/
- What public information can you add to this page that you can use to advise volunteers, guests, supporters, participants, and so on, about the forms of communication that you will be using?

4   Research Activity – Evaluating Communication for Development Projects
- Visit http://www.betterevaluation.org/toolkits/equal_access_participatory_monitoring
- Open the link for **Module 1: Effective communication, feedback and reporting systems in a PM&E process** (Lennie & Tacchi, 2013).
- http://www.betterevaluation.org/sites/default/files/EA_PM%26E_toolkit_module_1_communication_for_publication.pdf
- According to Lennie & Tacchi (2013) "effective PM&E [Participatory Monitoring and Evaluation] … requires that an ongoing cycle of questioning and critical reflection takes place in relation to the data produced through PM&E work."
- Last week you looked at the core principles of Communication for Social Change, this week you will start to look at how these principles are applied in the **AC4SC Framework** [Assessing Communication for Social Change].

4.1   Who is involved and how do they work together as part of the PM&E process?
- As suggested in Module 1 of the toolkit, draw a spider diagram of all the people that you anticipate might be involved, or want to be included in some way in the development and delivery of the CM-Expo?
- This can include active participants or associated stakeholders – who is recommended in the module notes?
- When you are building a list of potential participants in the evaluation process, think about what skills, knowledge and insight they might bring to the process?
- How can you tap in to different types of insight that might come from different types of participants?

4.2   What types of information and insight will you be looking to gather?
- Different types of reporting and data collection will offer insight about your project in different ways?
- How will you identify the varying types of information that different contributors might offer?
- In general terms how can you record and note the information that is offered both formally and informally?
- Do the research activities that you use to collect this information have to be formally defined, or can they be *ad hoc* and collected as you go along?
- Will you engage with some types of information and feedback more than others?
- Will you prioritise or value different types of information and feedback more than others?
- Will the forms of data collection and feedback stay the same or change as you go along?
- Will you expect to see different groups of contributors using different forms of feedback and information?
- How will you anticipate any change to your original plans for the collation of the feedback and information?
- Would the inclusion of different types of media and feedback fundamentally alter the evaluation process for your project?

4.3   What types of informant and contributor will you be looking to engage with?
- How will different types of participants will offer insight about your project in different ways?
- How will you identify the different types of information that different contributors can offer?
- In general terms how can you record and note that information as it is offered both formally and informally?
- Do the contributing groups that you talk with to collect this information have to be formally defined, or can they be *ad hoc* and contacted as you go along?
- Will you engage with some types of contributors more than others?
- Will you prioritise or value the input of different contributors more than others?
- Will the process of data collection and engagement stay the same or change as you go along?
- Will you expect to see different groups of contributors inputting to the evaluation process?

- How will you anticipate any change to your original plans for research and data gathering?
- Would the inclusion of different types of contributors fundamentally alter the evaluation process for your project?

4.4   What are the Shared Goals and Recommendations that Facilitate Evaluation?

- Equal Access Nepal are identified in Module 1 (p.5) recommending several ongoing approaches to collecting evaluation data and evidence.
- Can you turn these recommendations into a set of questions, or a checklist that can help you to establish if you have sufficiently detailed and robust, yet manageable, data collection activities planned?
- What are the shared goals that you are seeking to achieve in this project?
- How are you communicating the need to reach these goals?
- What kind of understanding of the principles underpinning your project will different participants need if they are to make a positive contribution?
- How will you communicate with the participants and contributors to this project, and what will you do to enhance the level of support that they offer?
- What is the best way to facilitate this communication, so it is accessible and continually engaging?

4.5   Mapping communication flows onto organisational arrangements and stakeholder connections

- Module 1 identifies the need to develop a clear picture of who is involved in your evaluation project, and who needs to be involved, what their roles might be and how you will communicate with them.
- Can you take the list of potential contributors and participants that you identified above, and take each contributor in turn and identify a SWOT (Strengths, Weaknesses, Opportunities and Threats) for each of them which identifies that challenges of maintaining regular communication and engagement?
- On page 10 there is a process diagram that suggests a way to model the information flow with each of the contributors.
- Are you able to create a diagram of this kind, and will it help to understand the challenges of maintaining regular contact with the different types of participants and contributors?
- Page 11 identifies six principles about data collection, can you state for each of the flows of information that you have identified above, that the chosen format of engagement and contact will meet these principles?

4.6   Communication and Reporting Capacities

- Module 1 recommends that you list the different forms of communication that you need to maintain.
- As well as listing what forms of communication are needed it recommends asking who will take responsibility for producing these forms of communication.
- Note the potential different forms of communication that you need to maintain in the evaluation process, and how they might vary in style and format. Use this table format:

Type of Communication	Who Produces It	Frequency	Intended Audience	Purpose
E.g. Written report	E.g. M&E Manager	Regularly	E.g. Donor	E.g. Annual process report
Etc.				

- How will you go about identifying who is best equipped to produce this form of communication?
- What skills do you think they will need to gather information about the topic, put it into a format that is appropriate for the intended groups, and ensure that it is shared and distributed?
- Can you produce an audit of the communication skills that your contributors have?
- Can you produce an audit of the communication tools that your contributors have access to?
- Can you produce an audit of the information and data resources your contributors will need to be able to undertake these communication tasks?
- Following your audit, if you contributors do not have these skills how will you assess their needs and train them?

- Equal Access Nepal (page 13/14) identifies several challenges in developing the communication skills needs of contributors, can you use these observations to inform your assessment and evaluation of the potential difficulties that might be associated with this process?

4.7   Frequently Encountered Problems in Communication and Possible Prevention Strategies
- Module 1 (page 21), identifies a set of questions that can be used in on ongoing basis to anticipate problems and difficulties in maintaining the evaluation process.
- Can you use these questions and turn them into a checklist that can be an ongoing guide to the project as it is being developed and organised?

"It is important to remember that communication is a thoroughly human process, so problems inevitably occur! Therefore, an essential part of the communication process is on-going self-evaluation to identify if problems reoccurring, to identify at what point in the communication process this is happening, and to initiate problem solving strategies if needed. You may need to reassess your answers to the above questions periodically as part of this problem-solving strategy, especially if new projects have started or personnel have changed. In addition:

- Does everyone understand their responsibilities within the M&E process (i.e. what they need to do to support 'clients/stakeholders' within the organisation, as well as how this helps you to communicate effectively with communities and donors?

- What happens if a communication output isn't delivered or some other part of the communication process breaks down (i.e. is there any contingency in place to make up for a temporary or permanent loss of information, especially if this is required for a vital purpose)?

- Can people find the information they need in a timely fashion given their communication needs (for example, to contribute to a donor report by the given deadline or to contribute to a content advice meeting)?

- Are all outputs regularly evaluated for quality and what criteria are used to make this assessment given the different communication forms and content involved? Whose responsibility is it to do this?

- Is there a system of training or mentoring in place to help people effectively fulfil their various roles within the communication process?

- Is there a way to evaluate or measure the impacts of the M&E process - especially any contributions made by qualitative research, in order to make improvements if the benefits to the organisation (for example, improvements in program content, community impact, or donor support) do not appear to be appropriate to the cost of supporting the research?"

5   Activity – Blogging & Wiki Reflection Coursework B
- Visit the assessment criteria for Coursework B. https://wiki.our.dmu.ac.uk/w/index.php/TECH3501_Community_Media_Leadership#Component_B_-_Planning_International_Community_Media_Day_.2815.25.29
- How will you write-up your research activities in your blogs, so that they illustrate and demonstrate the thinking, researching and planning that you are undertaking?
- What process of evaluation do you need to undertake to understand how the planning for the International Community Media Expo is proceeding?
- How will you undertake these evaluation tasks?
- How will you share your thoughts an insight about the principles you have established for the development of the expo?
- How will you keep a check of your progress?
- Are there any resources or support that you need to help along the way?
- What are your thoughts and feelings about this project and how it is being developed?
- What do you think will be a useful measure of success?

6   References
Lennie, J., & Tacchi, J. (2013). *Evaluating Communication for Development*. London: Routledge.