

TECH3501-18 Community Media Leadership

Workshop 010: International Community Media Expo – Engaging Participants

1 Activity – International Community Media Expo Engaging Participants

- 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 engaging participants 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 **Engagement Ideas**

- Use the whiteboard to develop a mind map of ideas related to approach that will be taken to encourage participation 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 what activities are going to be included in the expo.
- This week you need to establish **how you will encourage participation in the expo and what form this will take?**
- For example, year one BA Communication Arts students are producing a community newspaper that will be launched at this event and are expected to run a 'speed-networking' session.
- 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 forms of participation do you think are needed in the run up to the event, or at the event?
- Can you arrange for other organisations to hold events and take part?
- What about community service providers who are active in the city?
- What information do you need to collect and share about these activities?
- What is the best way to communicate with each of the different people and groups who might be undertaking activities?
- What forms of communication are available to you?
- How will you keep a record of the different types of people and groups you want to include, and what do they need to know about the activities you are proposing?
- What do you need to know about these people and groups, 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 propose and stage different kinds of activities?
- What forms of communication will be best to encourage people to discuss options that might have?
- 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 Activity 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 2: Setting objectives and indicators**(Lennie & Tacchi, 2013).
- http://www.betterevaluation.org/sites/default/files/EA_PM%26E_toolkit_module_2_objectives%26indicators_for_publication.pdf
- According to Lennie & Tacchi (2013) It is “important to set objectives and assessment indicators that are realistic as too often these steps are taken without consulting with the people who are the so-called ‘targets’ or ‘primary stakeholders’ of the project.”
- Last week you looked at the core principles effective communication, feedback and reporting systems in a PM&E process, this week you will start to look at how these principles are applied as objectives in the **AC4SC Framework** [Assessing Communication for Social Change].

4.1 Outcomes from using this module - you will understand:

- The concept of indicators and what they can and cannot tell us.
- How to set objectives and indicators.
- Why they are important.
- How they can help you to assess the progress of your project.
- The difference between SMART and SPICED indicators.
- The importance of working closely with stakeholders to set indicators and define what change means to them.

According to Lennie & Tacchi, “working with communities to understand what they feel is a successful outcome and what social change means to them is challenging and requires patience, time and resources. Ideally, a wide group of stakeholders and community members would be involved, facilitated by inclusive processes and dialogue, and an empowering research approach. It is important that we do not impose our visions of what change means on to the people we work with, so the initial steps of understanding what changes are sought and how we will measure them are critically important.”

4.2 Setting indicators with your key stakeholders and communities is important for the following reasons:

- The process results in more realistic, meaningful and achievable indicators than those set by top-down methods.
- The process can often highlight the different information needs and ideas of change of different stakeholders and community groups (including women and men).
- The focus is not just on what is measured but on how it is measured and who has decided which indicators are important. Information about why and how change has happened and how important that change is to those affected is more likely to emerge.
- The process helps to increase community ownership of and involvement in projects, awareness, mutual learning and empowerment – this can increase the potential that your program has positive impacts of various kinds.

4.3 What indicators can and cannot tell us. Indicators can tell us things such as:

- To what extent our program objectives have been met
- What progress our project or program has made
- The extent to which our targets have been met
- That a change we are interested in is happening

However, indicators only provide an indication that something has happened – they are not proof, and they cannot tell us:

- Why our program or project has made a difference

- Why and how change occurs
- How our communication activities should be undertaken

5 Activity – Designing and Using Indicators

- According to Lennie & Tacchi “the most important indicators are often not quantifiable.” Three types of indicators are identified:

Process Indicators – i.e. the number of people trained.

Output Indicators – i.e. increased dialogue within a community.

Outcome or Impact Indicators – i.e. the proportion of youth who know about safe sexual practices.

- Can you identify an indicator for each of the three types associated with the Expo activities by which you would expect to notice a difference?
- How broad or narrowly defined do your indicators need to be in order to identify the impact that your activities have and the differences that they make?
- How relevant and accurate are your indicators to those who are concerned with interpreting the information?
- To what extent will you be able to account for your indicators imperfections?
- How relevant is the information that you provide in identifying appropriate indicators?
- To what extent will your indicators be achievable and realistic?
- Will your indicators be able to assess change over a period of time?

6 SPICED and SMART indicators

6.1 SMART indicators should be:

Specific, Measurable, Attainable and action-oriented, Relevant, and Time-bound.

6.2 SPICED indicators should be

Subjective, Participatory, Interpreted, Communicable, Empowering and Disaggregated.

- Can you create a table for each of these forms of indicators, that demonstrates how each set of activities can be assessed using these criteria?
- Where is the emphasis placed in each of the evaluation approaches? Is it the participant or an external assessor who undertakes the evaluation?
- What forms of knowledge does the assessor have to draw on in order to answer or comment proficiently?
- How can these indicators be adapted to match the situation that is specific to the Expo?
- How does information shift from being ‘anecdotal,’ to being ‘objective’?
- What does each participant offer in terms of their unique insight, and how will you record and demonstrate this?
- How can you account for and explain any local concerns and issues?
- Is it possible to cross-check the indicating information with other forms of information?
- How can you encourage the use of diverse accounts and differences in the use of indicators?
- How do these indications of the impact of the process change over time?

7 Stepping Through the Process

7.1 Step 1: Identify and engage stakeholder groups and community researchers

- What methods might you use to identify and engage stakeholders?
- How might interviews with key informants help you connect with other participants?
- How might holding workshops with participants to identify key stakeholders help?
- What form of stakeholder engagement can you identify from an analysis of social networks/
- Is it worth conducting a survey to identify stakeholder groups and their type and level of stake then making contact with the main leader of each group?

7.2 Step 2: Understanding the local context, issues and barriers to change.

- What kind of assessment will you undertake about the people and groups that you are anticipating will participate in the expo?
- What kind of participatory tools will help you to identify any barriers to social change and then develop and plan strategies to address those barriers?
- How will you compare and assess the different methods that you are using in this research?
- What is the communication context in which these groups operate, and what needs to be accounted for about this context?
- What kind of access to media do the groups and people you are expecting to be involved in the Expo have?
- How do these groups use these media technologies in different ways, and what difference does it make?

7.3 Step 3: Identifying information needs and interests

- How will you go about identifying the needs and interests of the different groups you are working with?
- In what way do these groups account for social change?
- In what way are these groups aligned with other media and community groups, and the objectives of these groups in managing or supporting social change?
- What are the appropriate forms of content that you are recognising for locally produced content?
- How can participants in these groups advise you about the impact of their activities?

7.4 Step 4: Identifying social change impacts and indicators

- What participatory methods do you think that you will need to identify the different forms of social change impacts that will be brought about by the Expo?
- How will you go about using this information to identify potential indicators of social change; i.e. what communities feel are achievable outcomes in the short, medium and long term?
- How will you go about identifying the things that need to occur to achieve change, i.e. what actions need to occur?
- How will you engage in ongoing evaluation in order to understand the best techniques and methods for evaluating the methods used to identify impacts and indicators?
- Participatory research techniques, such as Most Significant Change and Roadblocks and Barriers (to name but a few), can help you to understand what 'success' or 'change' means at the local level?

7.5 Step 5: Identifying indicator categories and verifying indicators

- Can you identify the most relevant, effective and appropriate indicators of social change for the key stakeholder groups (M&E staff, donors etc)?
- How will you reach agreement on definitions for each key indicator?
- How will you develop categories of indicators and impacts?
- How will you report back to community members and groups to check the extent to which the indicators developed adequately captured their realities and perspectives?
- How will you seek agreement on the wording of the indicators?
- How will you assess the various methods used to develop the indicators?

8 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?

9 References

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