



COMMUNITY ENGAGEMENT

LCBB4002



ASSESSMENT 2

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Date: 05/2022

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1. Introduction

Violence involving young people is a regular occurrence in the Haringey district, creating a climate of insecurity and concern for the whole community.

Young people are instigators of social change, if they are guided and given the chance they can be an important resource.

The programme designed is a process that aims to move the youth community away from crime and towards integration and the creation of spaces for them in their own community.

The following programme defines the process of participatory construction of a dynamic space, a place to promote youth welfare and prevent any difficulties. A place with spaces that encourage encounters between multiple age groups and different interests. A place

A place that can become a real point of reference for all the young people of the community and filled with meaning by those who live there.

A place that can become a real reference point for all the young people of the community and filled with meaning by those who live there, including the young people but also all the people who wish to do so.

The result of this programme will be a set of needs and expectations for all the stakeholders, the direct ones being the young people, the indirect ones being the families, teachers, service providers, associations, citizenship, who will be involved in the actions of this programme.

The implementation of the programme is part of a process of an educating and welcoming community and will have

The implementation of the programme is part of an educational and welcoming community and will also have as a strategic objective the activation of new services to support the community.

2. Actions

2.1. Communication to the community

To ensure the widest possible involvement, a communication campaign will be implemented through the following instruments:

- publication of an information letter launching the pathway to all local associations
- Initiation of direct contacts for the involvement of formal and non-formal youth groups through the contact of local youth associations.

- Contact of informal groups with the support of the street education project operators.
- Publication of documentation of the different stages of the programme on the specific page of the district website.
- Use of social media: Facebook, Instagram, etc.

It is also planned to hold a press conference to launch the programme at one of the centres in Haringey. The whole process will be documented at different stages and published in a special section of the district website.

2.2. Collection of ideas and involvement

The programme includes a project to build a centre that will be a space for the community to come together.

This project will be shared with the recipients through participatory design methodologies. One of the chosen methodologies is Planning for Real, a role-playing game created and disseminated by the Neighbourhood Initiatives Foundation. It is a tool designed to be used within participatory planning processes and has been used since the 1970s as a means of giving a "voice" to people and a clear idea of what the local community needs to professionals. The method allows to "pause" a planning process and reconsider the relationships with other actors and their requests/proposals and is the most suitable for our case. Planning for Real uses a simple model of the area as a focus for the local community to make suggestions, "showing" how an area can be improved, or highlighting specific problems, by placing maps with proposals drawn on top of the model of the area. The suggestions are then prioritised, and the options selected, so that a clear picture emerges of what needs to be done. The aim of the game is to activate local planning and self-awareness and to encourage better communication between the project's target groups, including the district and the community.

(Real, 2020)

2.3. Construction A round table

One of the most important factors to invest in is communication between the players; it is therefore necessary to strengthen proposals that are there and to connect those who work for the young people and the young people themselves. It will be a fundamental element of the programme, which is why the creation of a round table is important (Marina Hahn-Bleibtreu, 2012). The idea of the round table is to sit together a group of people from different backgrounds to discuss or solve a community problem. It will include youth associations and formal and informal youth groups, councillors, municipality technicians, school representatives, service providers and all community representatives. At the end of the programme, the round table will be the instrument for ensuring better integration between the administration and the private social sector and for enhancing the various professional figures and skills working with young people. The table will also have the function of bringing young people closer to the institutions, making them real protagonists of the local community's youth policies, and providing tools for the creation of youth policies that are closer to and more responsive to young people's needs, precisely because they are stimulated by

them. In addition, the co-presence of young people and adults at the table makes it the forum for an informal intergenerational pact between young people and adults (families, teachers). This will also have the function of explaining what resources will be allocated to young people in the area.

An important action will be to build the table by defining the roles of each participant through a meeting in which all will participate. It is indeed necessary to involve citizenship in a structured way, in which subjects with a clear and representative role of all the social components involved in the programme can be identified.

The involvement of formal and informal groups of young people will take place through the publication of the announcement on social media and on the website of the municipality. To give space to all young people in the community to participate.

2.4. Young people in the programme

A "bet" of this programme is that the whole process can be entrusted to the management of young people in the area who: will have taken part in the participatory process; will have built the space based on their expectations; will therefore be motivated and empowered to make it work; above all, will be able to transform it over time based on the changes that occur in the area in which they live, guaranteeing the survival of youth spaces.

Why should young people participate?

When trying to reach young people, it is important that you adapt your programme to their needs. You need to find the right balance between young people's interests, their abilities, and their limitations. Secondly, you need to involve young people in the whole process, to increase their sense of ownership. (by Jan M. Broekman, 2013)



Figure 1 three Cs for successful participation

Jan and Broekman (2013) refer to the "three Cs for successful participation": Challenge, Capacity, Connection. This means that an activity must be stimulating for young people, attractive and convincing. However, the challenge should not be "impossible", as this would lead them to give up or in the worst case to failure, which would cause mistrust and frustration. On the other hand, the challenge should not bore young people or remove the satisfaction of having achieved results. Therefore, the programme must be able to get to know the skills and

competences of the target group and modify the process from time to time to achieve small results and successes.

Finally, young people must feel a connection with the activity, which must be adapted and compatible with their world. If a balance between the three "C's" can be maintained in the implementation of a programme, a first step towards a successful project can be taken.

Another principle in youth work is to involve young people from the very beginning. The approach should not be to do a project for young people, but rather with young people. The target group with whom you are working will certainly be able to tell you what they like or dislike, why their family or friends would disapprove of a certain activity, etc. It is therefore essential that young people are an active partner in the planning, implementation, and evaluation of the project.

2.5. educating community

The programme must be comprehensive, capable of responding in the round to the needs of the youth population in the community, and must not neglect two considerations:

- alongside the work on well-being, prevention and support actions must be developed.
- it is necessary to work through the strengthening of relations between the municipality, schools, and families in order to optimise the services created.

"a proposal for an educating and welcoming community, coherent and coordinated with the territory". A youth space should be 'dynamic': that is, able to respond to different needs at different times, filling up with young people, with activities dedicated to them but also with services supporting the territory.

For this it is necessary to build

1. community initiatives and projects that encourage mutual knowledge and union and that connect services with each other, encouraging the active participation of young people and families in a broad relational context, creating links and opportunities for growth;
2. initiatives aimed at prevention, in particular aimed at schools that have tools to highlight possible problems.

Carry out social mapping to highlight which areas are in the community. Prepare a basic map on which all the families in the analysed area are located, go and analyse which areas need to be intervened in and which problems need to be tackled in order to achieve complete well-being within the community.

2.6. Building the network

Networking means bringing together and mobilising several actors towards shared goals. It implies a change in the organisational models of each actor, who must be able to cross borders and face the complexity of relationships. (Burt, 2021)

It means building a system capable of bringing together a variety of subjects, ideas, needs, skills, and projects, allowing each one to add its own content and share that which has been pooled. The intersection of this knowledge can give rise to new directions and innovative solutions for young people.

This is what the following programme must achieve, i.e., the networking of all the nodes in the city, including schools, services for minors, associations, and all existing resources. A network that will make it possible to include subjects and activities whose target audience today is not only children,

adolescents, and young people, but also the elderly, the disabled and people in situations of marginality.

3. Conclusion

This programme will therefore be the effect of a participatory process which has seen the involvement of the citizenship and of the direct and indirect beneficiaries' young people in all its phases.

Working to build the future also means working with young people and for young people with the aim of promoting processes of conscious growth, the acquisition of autonomy and active participation in the life of the community.

The construction of a table will allow young people and the whole community to work together, implementing projects to create spaces proposed in correspondence with the needs and expectations of the recipients, following the changes in the needs of youth groups in the area. This table also makes it possible to clarify the various positions, so that everyone can make a contribution according to his or her ability.

The construction of a real network with all the players in the area, young and not, to integrate the whole population within the community, so that everyone feels part of this system. This network will also include all the departments and offices dedicated both to the youth community and not. They will have a very important role in the execution of the whole programme, where they will also have their own voice to achieve the goals set.

All the processes of the programme will be constantly communicated and updated, through many communication systems. Many of the district's resources, such as the web site, will be used. But since the program is mostly youth-oriented, it will be very important to communicate all the voices of this program using social media, which are used a lot among them.

Creating an active network in your community helps all its members to feel part of the system, i.e., that they are living in their community and doing something for their well-being at the same time. This will also help the young community not to feel marginalised and to be fully integrated into the process of their community.

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