YOUTH IN MARGINALISED COMMUNITIES: PARTICIPATION THROUGH WEB TV, WEB RADIO AND WEB JOURNALISM

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Abstract- The role of new media have providedthe opportunity for youth to get engage and participate in a civil society. A set of 8 modules which include training on social media usage, web TV, web radio and web journalism,targeted at increasing the level of youth media and political participation are developed, and implemented in a series of intervention programmes. This paper presents the findings of the pre and post studies for the said intervention programmes in the marginalised communities in Malaysia.The study shows that participation activities increased after the post study. After the intervention programme, the youth gained more information and would share the social, politic and economy issues through new media.

Keywords- new media, intervention programs, youth participation.

I. INTRODUCTION

Youth participation allows high levels of youth involvement, as well as youth and adult partnerships. It provides opportunities for both young people and adults to develop more meaningful relationshipsIt also promotes positive attitudes in youth by building on their strengths, including knowledge, enthusiasm and creativity. The Canadian Mental Association in 1995 wrote 'Meaningful youth participation involves recognising and nurturing the strengths, interests, and abilities of young people through the provision of real opportunities for youth to become involved in decisions that affect them at individual and systemic levels'.

Recent studies show new media can be used as a platform for youth to exercise their rights and participate in a civil society, thereby increasing their media and political participation. A pre and post study was conducted to measure the effectiveness of a set of intervention programmes. Specifically, this paper describes the findings of the study.

II. YOUTH PARTICIPATION

The UN data in 2012 shows that youths aged between fifteen to twenty five years are jobless, under-employed, and being excluded from social and economic opportunities, mostly the marginalized groups. Their participation in nation building, political process, and civic engagement are still considerably low and thus far many of youths do not enjoy full citizenship (UNDP, 2012). Hence, this age group needs a platform to exercise their full rights as citizens to participate, voice opinions, and influence decisions on issues affecting the nation (Cohen & Kahne, 2012).Their participation is important for the national agenda particularly educational, political and economic issues. For this study, the marginalised communities are those whose profiles can be summarized as coming from low-waged families living in areas identified as marginalised.

Benefits of youth participation

Youth participation has many benefits. In general, such participation should be encouraged as it promotes confidence and self-esteem in youth, it provides opportunities for the youth to learn and practice theirnegotiating, planning, reporting, communication skills needed in their future roles. The most important benefit would be it offers young people the chance to develop their decision-making and problem solving skills. This could possibly ensure that more appropriate decisions are made.

Models of youth participation

There are many different models of participation, for different levels of participation and for different groups of children and young people at different stages of their development.

For instance, Treseder's model of youth participation describes about different degrees of involvement. Each level of participation has the potential to be the most appropriate under a given set of circumstances. As such, it emphasises that in some cases, it may be more appropriate for adults to be less directive and in other cases to be more directive. The young people can also either not be ready or do not have much interest in higher levels of participation.

The Harry Shier's pathways to participation diagram identifies five levels of participation, from (1) children are listened to, to (5) children share power and responsibility. At each level, the model sets out three progressive stages of commitment: openings, opportunities, and obligations.Shier provides a question at each level and each stage, which aim to identify, and subsequently enhance the level of young people's participation.

The Lardner's grid proposes six dimensions of participation and spans across a continuum of power. The model, evolved from research, compared and contrasted twelve different methods of participation, two of which are plotted on the illustration to exemplify the use of the grid.The six dimensions address: initiation of an idea for a project, programme, or method; agenda-setting, decision-making, access to information, modalities of implementation, and structures of participation.

Marc Jans and Kurt De Backer's triangle suggests that young people will actively participate in society when there is a dynamic balance between the three dimensions of the model, namely challenge, capacity,and connection. There first needs to be a challenge that incites young people to participate. Second, young people need to feel that they have the capacity to make a difference through their engagement. Third, young people need to have a connection with others to be able to tackle the challenge collectively.

These models provide the basis for the conception and development of a set of 8 modules targeted at increasing the level of youth media and political participation. Involving the youth is highly necessary. After all, young people are more likely to make a commitment to a programme and/or policy when they are involved through out such programme/policy.

III. PRE AND POST STUDYWITH INTERVENTION PROGRAMMES

Pre and post studies with intervention workshops wereconducted to ascertain the effectiveness of the proposed modules. Eight modules were introduced to the selected youth (Figure 1). These modules are on Web TV, Web Radio, Web journalism, cyberlaws, youth, media social and politics, digital marketing strategies, and youth participation platform.
Intervention programmes are adopted as the main approach as evidences have shown that interventions create change by influencing individuals' knowledge.



Figure 1: The 8 modules on media usage, Web TV, Web journalism, Web radio, cyber law, media politics and its implication.

An intervention is a combination of program elements or strategies designed to produce behavior changes or improve status among individuals or an entire population. Interventions may include educational programs, new or stronger policies, improvements in the environment, or a campaign. Interventions that include multiple strategies and settings are typically the most effective in producing desired and lasting change.
The intruments for this purpose were developed and statistically tested. Pre study instrumentwas given before the intervention workshop started while post study instrument was given after all participants completed their workshop sessions and have been participating for a period of six months.

Intervention programmes which include the training on social media usage, web TV, web radio and web journalism were implemented. There were 3 locations which are in the Peninsular Malaysia, Sabah and Sarawak. A total of 393 youths participated in these programmes. These involved youth of different races, religions and background environments from all states in Malaysia. The intervention programmes were conducted from July until September 2015.

This findingsare divided into 3 sections, Part A (Knowledgeandskills), Part B (Confidence) and Part C (Youthparticipation).

Part A,theKnowledgeandskills,the respondents were asked about their knowledge and skills in using media. The resultsare shown in Table 1 and 2.The Pre results show that respondents have limited knowledge and skills, but after the workshop they gain new knowledge in Web broadcasting and able to manage and design projects relating to digital and multimedia.

Table 1. Knowledgein the use ofmedia

Knowledge	Pre	Post
I haveknowledgein the field ofbroadcastingproductionsite.	20.4%	88.8%
I haveknowledge ofwebbroadcasting production tasks.	11.5%	86.0%
I havetechnical knowledgein the webbroadcasting production process.	11.2%	84.2%
I once took a course web broadcasting production.	6.4%	84.2%
I even produceweb broadcasting.	13.5%	86.5%
I have been referred toinseveral matters relating tothe production ofwebbroadcasting.	11.7%	68.0%
I refer to therelatedresourcesto improve the Webbroadcastingproductionof knowledge.	31.3%	83.5%
I haveknowledge ofthe lawrelating todigitalandmultimedia.	22.6%	83.2%

Table 2.Skillsin the use ofmedia

Skills	Pre	Post
I have produced a video clip.	61.8%	89.8%
Ihave producedrecordings ofaudioclips.	50.6%	85.8%
Ihavewrittenon blog/socialmedia).	36.9%	77.6%
I used tobe engaged inwebbroadcastproduction activities / projects.	23.4%	84.7%
Ihaveproduced webbroadcastingproducts.	17.3%	82.4%
Ihave experience indesigningprojects related tothe production ofwebbroadcasting.	11.0%	78.1%

In Part B, based on the Table 3, the findings indicate thatafter the participants had gone through the workshop, theyfeltmoreconfident on providing web broadcasting materialsthat meetthe requirements ofyouth. Allitemsshow thehigher mean values of the post study which indicate activities during the workshop is running effective and efficiently. These workshops also give them opportunity to produce their own web broadcasting and increase their level confident to be successful in future.

Table 3. Confidenceinmediause

Confident	Pre		Post	
	Mean	Stdev	Mean	Stdev
Ifeltcapable of producingwebbroadcastingideasto cater the needsof youth.	3.83	0.89	4.13	0.85
I am sureI will continue toproduce successful webbroadcastingmaterials.	3.78	0.87	4.11	0.90
I am confident ofproviding materialsthat meetthe youth web broadcasting requirements.	3.60	0.85	4.06	0.84
I amconfident of being ableto produceweb broadcastingmaterials thathave the potential tobenefityoung.	3.71	0.87	4.11	0.84
I am confident ofimproving my weaknesses to become successful web broadcasting author/designer.	3.87	0.88	4.18	0.79
IfeelIhave sufficientknowledgeto be successful inthe production ofwebbroadcasting materials.	2.91	1.08	3.73	0.96
I am ableto take responsibilityfor achieving the goals ofa givenwebbroadcastproduction.	2.40	0.99	3.40	0.99

In Part C, the Youthparticipationthroughtheuse ofmedia, the respondents were asked about domain of youth participation when using media. The responses are based on a five-level Likert scale items; never (1), rarely (2), occasionally (3), frequently (4) and very frequently (5). The domains of participation are categorised into social, politic and economy. In each category, specific issues are listed. These domains and issues were previously identified through a series of focus group sessions conducted in a number of states in Malaysia (refer to Figure 2).

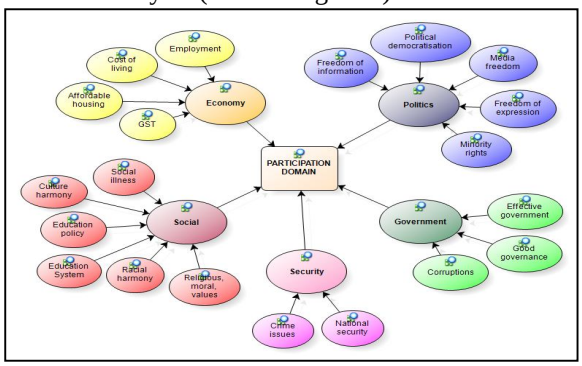


Figure 2: Thematic Analysis On Youth Participation Domain

The resultsare shown in Table 4. The pre results show most respondents have less effort in getting information and share current news/informationandopinionthroughnewmediawith family/friendsonthe social, politic and economy issues. However, after the intervention programme, they gainedmore information given by the trainers and would share the social, politic and economy issues through new media with their friends. Besides that, before the intervention programme, participants rarely produce web materials or state opinions regrading social, political and economic issues. However, after getting the training, they are able toproduce worksormaterials(writing, recording and record) and uploadonto theYouth for Malaysia (Y4M) website(http://www.youth4malaysia.com/). This

platform is dedicated for the youth to share with and learn from each other regarding issues affecting them. In other words, this platform allows them to voice their opinions regarding issues around them. Their works can be published in three forms of web broadcasting, namely Web TV which covers videos form (refer to Figure 3), Web Radio covers audio forms, and Web Journalism covers their voice and opinion in the form of articles.

Table 4. Youthparticipationthroughtheuse ofmedia

	Pre		Post	
	Mean	Stdv	Mean	Stdv
1. Gettinginformation abouttthe following issuesthroughnewmedia:				
Social				
Drug abuse	2.43	1.34	2.81	1.30
Illegal racing	2.33	1.27	2.78	1.27
Thefts	2.42	1.32	2.86	1.29
Promiscuity	2.67	1.44	3.02	1.36
Politics				
Corruption	2.71	1.51	2.96	1.34
Racial issue	2.75	1.49	3.05	1.33
Political stability	2.84	1.53	3.10	1.35
Economy				
Businessskills	2.74	1.21	3.05	1.30
Pre-employment skills	2.72	1.23	3.05	1.28
Quality of life	3.03	1.29	3.20	1.30
2. Sharecurrent news/informationandopinionthroughnewmediawith family /friendsonthe following issues:				
Social				
Drug abuse	2.43	1.20	2.94	1.22
Illegal racing	2.33	1.17	2.92	1.22
Thefts	2.44	1.20	2.96	1.23
Promiscuity	2.60	1.32	3.08	1.29
Politics				
Corruption	2.63	1.34	2.97	1.34
Racial issue	2.57	1.28	3.02	1.27
Political stability	2.76	1.35	3.10	1.31
Economy				
Businessskills	2.59	1.26	3.04	1.24
Pre-employment skills	2.58	1.23	2.98	1.24
Quality of life	2.78	1.28	3.19	1.24
3. Produce worksormaterials(writing, recording and record) and upload into thenewmediaregardingthe following issues:				
Social				
Drug abuse	1.66	1.05	2.44	1.33
Illegal racing	1.62	1.03	2.39	1.27
Thefts	1.62	1.05	2.42	1.31
Promiscuity	1.80	1.14	2.63	1.38
Politics				
Corruption	1.72	1.14	2.53	1.36
Racial issue	1.78	1.18	2.59	1.35
Political stability	1.78	1.14	2.59	1.35
Economy				
Businessskills	1.83	1.16	2.55	1.36
Pre-employment skills	1.82	1.18	2.52	1.31
Quality of life	1.93	1.23	2.76	1.36

The participants were also asked about the media factors (conventional and new media) that would push and restrict them from participating. Figure 4 summarizes the analysis of the findings. Their major concerns on factors that would hinder them in the new media environment are freedom of speech, smartphone subsidy and sensitivity of ethnic, religion and cultural.



Figure 3: Samples of Web TV materials by the youth

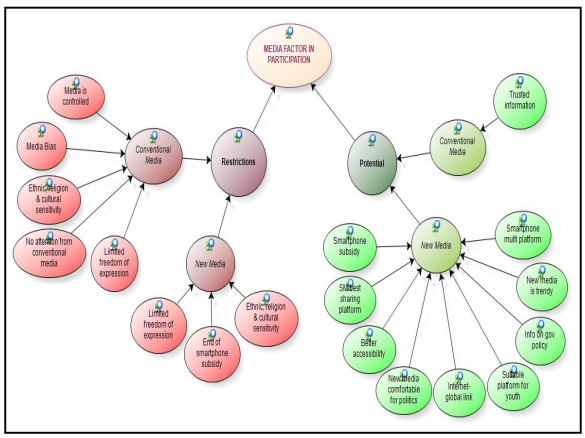


Figure 4: Thematic Analysis Media Push and Restrictions FactorsIn Participation

CONCLUSION

The intervention programmes was conducted to allow the youth particularly the Malaysian to collectively provide their views on issues of concern that were identified by the youth. The youth have been showing tendencies for their voices to constantly being heard so as to increase youth participation through new media. The study shows that participation activities increased after the post study.

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