

Minutes from the meeting in Tübingen – Notes –

DAY 1

Intro to Wueste Welle Radio

Wueste Welle introductory video <http://vimeo.com/6632142>

Programming in Turkish, Spanish, English, Portuguese, Eritrean, German, Swabian

Representing locals, networking communication

Fundraising, projects

Workshop offers

- ▶ Beginner's course 3 days practical men and women learn
- ▶ Seminars for kids in summer, kids from underprivileged backgrounds
- ▶ Einmission impossible project
- ▶ Media literacy women young people, migrants.
- ▶ Shared experience perspective!
- ▶ Youth editorial team, political reporting exchange with Bradford in the UK!
- ▶ OB more regular in recent times give a voice to slots for people from other cities!
- ▶ University helped to make video, idea for Community Radio in Ireland

Administration and Calendar

Speaker: Sally Galiana

9 partners understanding media project, how each of us deliver training and learn from each other -> Media Literacy

16-19th May Montpellier in France

AMARC Conference. Parallel workshop for Grundtvig participants:
Training in Ireland. Ireland, certification of Media Literacy course, manual of how to integrate that training.

Media Literacy workshop open to other attending the conference

12-13 June Strasbourg, Project mapping skills and work off staff in community radio put together capacity and training is receiving and learning all the time in the hope of achieving European recognition. SNRL, NRO, CRAOL and Romania bringing different groups of people together to explore the work we do, skills we need and training necessary. It will define job description of positions, with training requirements, presented to European Parliament, aiming to the recognition of sector, paid staff and volunteers. Some standardised job skill requirements, recognition of skills all over EU.

Process based on a gathering of information, EU working on certification of training, facilitating the mobility of workers in community radio and transfer of skills.

Goal: Recognition of standardised job skill requirements to enable people to work in community radio all over Europe/world.

2 October: Czech Republic: Henry, content will hope to include Media Literacy, Training with Roma Youth, Management and capacity building. It will coincide with AMARC Central and Eastern European Conference.

Madrid; April 2014 Possible coincidence with meeting of Spanish CR federation, opportunity for networking, learn about all stations in Spain and their training procedures, how they run the network in a hostile political environment (despite the 2010 legislation, only 2 community radio licensed, more than 500 broadcasting 'illegally').

Finland in June 2014: Final meeting of the project and report and evaluation. It will coincide with a Baltic area conference with participants from Scandinavia, Poland, northern Germany, Russia and Ukraine.

EVALUATION

Evaluate meetings in order to improve content and organisation of the meetings in general.

Future evaluations will be done electronically, you will follow a link to a survey, discuss areas you feel are not covered properly.

Hosting a workshop, how much money should be spent from Grundtvig fund for the meetings? Paying registration (coffee, lunch) from Grundtvig account for lunches.

Attach a question to evaluation, a 3 line statement to the form to discuss or write about your experience.

DISSEMINATION

A Grundtvig Learning partnership on media literacy: understanding-media.eu

Look up more information on the project, media literacy and partnerships

Summary of evaluation and pictures to be uploaded to the website!

TRAINING AT FEDERAL STATE LEVEL

BZBM (Ronald Senft official adviser workshop officer since 2007)

- ▶ BZBM (umbrella organisation that co-ordinates and organises training but people in the radios usually deliver training) is a non-profit association and it receives funding from four state media authorities
- ▶ They run 300 hundred workshops (radio/TV) per year, about 248 trainers. With 2500 participants to their training workshops
- ▶ 140 organisations that are defined as community media. open channels, tv radio, non-commercial radio and education and not tv training organisations.
- ▶ 26 million per year is the budget to community radio.
- ▶ 20-30 k people produce radio programmes.
- ▶ 16 federal states and 16 media authorities as to ensure media independence, but in practice this is not real. Each federal state has their own guidelines and broadcasting agreement. Support for community radio is strong in Baden-Württemberg, but it does not exist in Bavaria.
- ▶ In Baden-Württemberg there are 9 community radios. The authority is called NKL. The authority is funded by the Media tax, (17 euros per month per household) and the NKL has a budget of 800000 per year distributed according to live broadcast and hours of broadcast of the radio station and 100000 for local projects (The government will fund the training and the money goes toward training organised and delivered by the community radios. The report is based on the feedback of participants and evaluation).
- ▶ In 2008-2011 the BZBM organised 500 workshops with 4700 participants. Partners of BZBM there are 9 community radio in Baden-Württemberg and 7 in Hessen, there is exchange of trainers among the stations in the two states.
- ▶ The no. of training is increasing from 35 in 2007 to 144 in 2011. When the media authority decided to offer a higher budget to Baden-Württemberg, the no. of training workshops increased. They organise training according to the needs of the radios. Some of them are expert conferences, train the trainer, webinar (on-line workshops), radiocamp, transnational conference, visitations and conversations.

FOR 2013

- ▶ the plans are to run strategy planning, development of a database with resources and trainers, on-line feedback for workshops, visiting partners

(44 organisations in 4 federal states). Promotion and public relations for the stations and the workshop topic for Hessen this year will be local reporting in community radio.

- ▶ Participants should be volunteering with a community radio, they can access a limited no. of workshops (5) without involvement, but after that they should engage with community radios
- ▶ Wueste welle training
- ▶ Focus: media literacy, basic training and accessibility
- ▶ Target groups:
- ▶ General interest. Public interest to know how radio work
- ▶ Special interest to start a show, new volunteers. They might know people who are already broadcasting.
- ▶ Special target groups (interest, gender, needs, age). Women and children would be a special group, because WW has a special interest on increasing the number of volunteers working in this area. Also young and people with disabilities.
- ▶ Historical background
- ▶ Initially the group was focus on the training of the general public. A lot of students got involved. They collaborated with radio dreyeckland in freiburg in training and then they develop their own pool of trainers working with students.
- ▶ They prepare their first compact course with a syllabus, including ethos, journalist and tehncial skills. Second course was longer, extended to two weekends due to technical requirements to programme production (use of computers, etc) now the training starts with the creation of an editorial tema, learning basic skills and record interviews, edit them, how to present programmes, and at the end of the training the groups will produce a radio programme following running orders. This show the reality and commitment needed for the production programmes.
- ▶ The pressures of the Bologna curriculum on students has impacted in their participation in the radio, so WW is now working more towards reaching to other groups.

WUESTE WELLE TRAINING

- Knowledge and understanding: critical media literacy
- Knowledge and contents: coverage of all relevant topics
- Target group: accessibility for everyone. General interest. Public interest to know how radio work . They might know people who are already broadcasting. Special target groups (interest, gender, needs, age). Women and children would be a special group, because WW has a special interest

on increasing the number of volunteers working in this area. Also youth and people with disabilities.

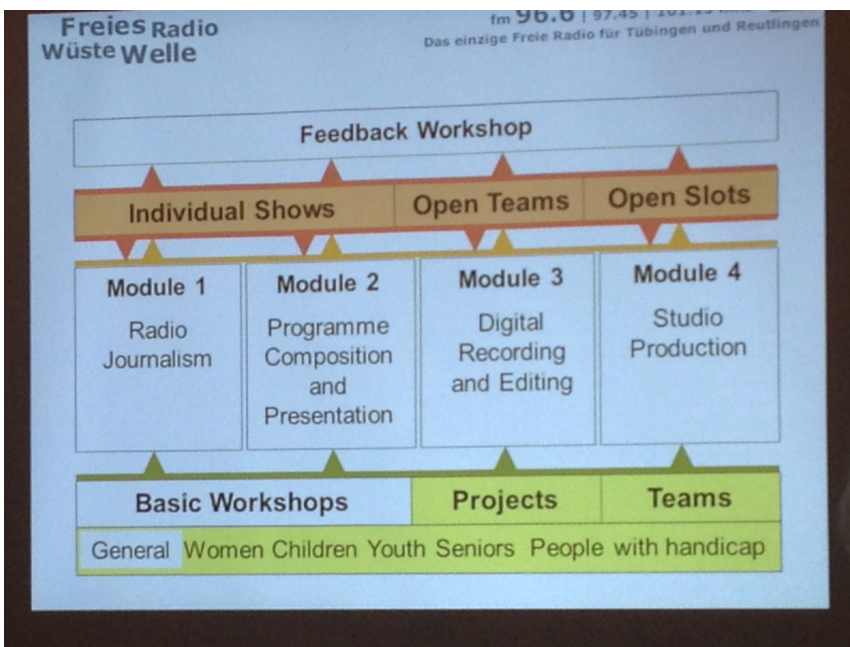
Historical background

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They prepare their first compact course with a syllabus, including ethos, journalist and technical skills. Second course was longer, extended to two weekends due to technical requirements to programme production (use of computers, etc) now the training starts with the creation of an editorial team, learning basic skills and record interviews, edit them, how to present programmes, and at the end of the training the groups will produce a radio programme following running orders. This show the reality and commitment needed for the production programmes.

The pressures of the Bologna curriculum on students has impacted in their participation in the radio, so WW is now working more towards reaching other groups.

Training has also changed. Below new structure



The new concept focused on individuality in terms of dates and participants as the station got a lot of interest from the older group of people and younger people, from age 8 to 82! They developed a new structure for introductory workshops, the basics and the modules.

Time management:

- Workshop and training at weeknight and weekends
- Project and teams weekdays and weekend

Contents

- Individual shows module 1, Radio and Journalism, module 2 programme composition and presentation, module 3 digital recording and editing, module 4 studio production
- Radio Journalism, what it is how to prepare for interviews etc.
- Programme format, structure, running orders, programme proposals etc.
- Digital recording and editing more practical but only the basics.
- Studio production, showing the volunteer what happens in a live or pre-record show, things to watch out for etc.
- Targeting women, children, youth, seniors and people with disabilities.
- Anyone who wishes to present or work on a show must have completed the four modules mentioned above. They point out that being involved in the station will strengthen your knowledge by incorporating what you have learned.
- After 3 months volunteering you should come to a feedback session, discussing the highs and lows, listen back opportunity to see what could be improved. (3hour workshop) Opportunity to go back and re-do a module if the volunteer is experiencing difficulty.

Certificate of attendance and a document to prove they are ready to broadcast
6months: 4 workshops 10-12 people 40- 50 a year and other workshops with other groups, kids, elderly, women's groups etc. Participants receive certification for each module. Two compact courses each year plus additional workshops and specific workshops. So 40-50 no counting women and people with disabilities

To become a volunteer participants in the projects are able to get a programme after paying membership fees. Others come through the normal training.

Syllabus includes:

Theory, Radio journalism, Programme production and presenting

Additional workshops

Feedback for presenters open to all presenters, Voice training, DJ -spinning records-, Live broadcasting, Plus any other requests from volunteers. Media law (external trainers), Additional training material and reference material, Homework assignments for compact course participants, Readers, Manuals for devices and software

Plans for the future: open server directory as library.

Challenges:

- Advertisement and reaching educational prospect publications.

- Registration and actual participation. Introduce a fee for the training to ensure people attends
- Financing
- Studio time and training time (they only have a studio)

Workshops

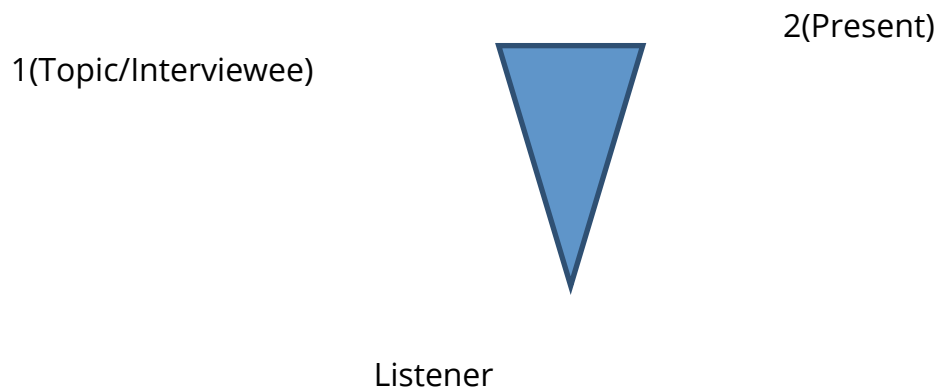
- ▶ Training starts with conversation, what is a journalist?
- ▶ Provide info, through the media.
- ▶ Sources: Press releases, investigating the event itself, talking to the people on the ground. Researching various sources online, books, then the information must be filtered to see what it is important, depends on media values or ethos of the organisation what are your goals are will define how you filter your information.
- ▶ Independent, to follow the truth but be honest about the information you provide, objectivity
- ▶ Interprets reality
- ▶ Ideally the journalist is a critical researcher/ mediator.
- ▶ Not to become the star!
- ▶ Inquisitive mind or curious person

- ▶ Journalist asks
- ▶ Empowering
- ▶ Filtering Information/Challenging the Info by cross-checking.
- ▶ Editorial policy of the media
- ▶ Newton, documentary challenges the status quo.
- ▶ Creativity to give excitement
- ▶ Stevie Wonder: Happy birthday, wrote for Martin Luther King it's in the song nobody know, because we now know the background it changes the perspective
- ▶ It is important for us as journalists to look into the information which may change our views or how we look at life.
- ▶ Opinion building and creativity to shape public views in an honest and true fashion.

Interview

Questions: What, where when, why and how?

Use a triangle to formulate a communication theory in radio



In theory the presenter is not the star of the show but we will always be noticed by our listeners, the questions we ask reflect on our listener, if we don't ask the appropriate questions or even critical questions to someone the presenter likes if you extract the information from your guest then the status of the programme and presenter increases.

Community radio gives the right to freedom of expression, balance between having a good relationship with your guest and asking critical questions. Either report information directly with the source or report.

What is the presenter's job?

- Use words to paint a picture for the listener
- Use simple/uncomplicated language
- Focus on the listener
- If the presenter is passionate or interested in the topic this is infectious, although someone may not be overly interested in e.g. politics but if you share the information in a descriptive upbeat or serious matter depending on the topic this gets the listener's attention.

Activity: Hand out photos to everyone

Picture: Proof of a moment in time, your job is to describe to the listener as if the moment is happening again. Tell the story to your listeners so that they can imagine what happens!

Pick three people to describe the moment on their picture as if they were there reporting information on the airwaves.

Scripting for Radio: Next section of Training

DAY 2

European projects

different tasks, motivation, aims and objectives

- ▶ You need:
- ▶ Good team and a bureaucracy
- ▶ Funding project money is vital for the radio station; it's to buy new equipment Wuste-welle 27% of the budget is down to project money.
- ▶ New Impact, sharing knowledge, networking, building up contacts. Also sharing it with the local community on the airwaves.

- ▶ Knowledge transfer, with every project you get more knowledge and find out new thing
- ▶ New volunteers, learning by training, you also share time stories friendship and memories together the outcome can be media literacy for those who have difficulties. New impact for participants in the project but also for rest of staff that get to know other people and experiences. Knowledge transfer and how to know how to deliver and how to learn. Projects will also facilitate increasing numbers of volunteers. Projects also facilitate increasing open access, as there are more people using the facilities, with projects specialised on target groups, encouraging minority groups to get involved in community radio, kids, elderly, people with disabilities, migrants etc.. Open access is a requirement of the regulator.
- ▶ Good press all of the aims above lead to positive press or publicity!

Project

WW has partners at local level, from schools to local authorities. With schools they work within schools and offer training. Programmes can be broadcast in the open slot (usually broadcasting in open slots and the support that comes with it are completely free of charge. WW just ask 50€ from school groups, who prepare their shows at the station and need support for that too and the participation becomes basically a very short workshops, so that explains the small fee.). They are running a project with funding from the department of integration of the local authority.

They do not receive funding at regional or national level. They are involved in youth in action, cooperation project with Villa El Salvador, in Peru, a twin town of Tübingen, where there is a radio station.

Some examples:

- Partners: local schools, trained teacher and kids during training several week nights, there was open slots to experience live broadcast they advised them what equipment to buy and now they make radio regularly. Germany school Council of Integration fund. Peru and Tübingen partnership between two radio stations, north/south, approach government and ask for funding based on this idea/concept!
- Concepts: youth democracy project e.g. einmission possible. Meddle in politics young people can have a voice! Between Tübingen and Bradford!
- Young people organise free festival for two days, outside broadcast set up for the day! See how the group develop as people there skills are enhanced, deep discussions on politics, youth movements of the past etc. Researching people to interview and then went to interview people!
- Total Normal, disabled (7) and non-disabled people were involved in a project together the other people involved were young and older existing volunteers. Some participants had Down syndrome. They were trained on how to produce programmes and the training raised awareness among the participants and offered visibility to people with disabilities. Working in teams of two. Raised awareness within the community about the integration.
- Radio stereo villa fm, in South of Lima, reaching 2million people, applying for a TV license. Exchange is now growing as there are two volunteers in Peru; they want to produce programmes in Spanish and German. There are two German volunteers in the radio station in Peru (they change every year) and they are involved in a programme produced every month for an hour, in Spanish in radio villa and in German in Wueste welle.

Youth and women work

They work with local youth projects, associations, institutions and town council. They cooperate with adult centres. Their courses are included in the leaflets and courses booklets produced by the city councils and that reach 80,000 people. This is more effective than advertisement in the web page.

The courses they offer are short, of 7 hours. For women this is a taster courses that allow them to meet each other socially and then the technical aspects, etc are introduced bit by bit in mentoring meetings one a month and then they can progress to the basic training. The groups are intergenerational. The motivation in the case of women is social and they cannot commit so much time to them. This approach has been successful and the participation of women in programming has increase from 23% to 40%.

In the seven hours women are explained how the radio operates and technical introduction, how to use the desk together, and record in the computer. They are then offered the possibility to comeback, but without the pressure of producing a show.

As the courses are advertised in German there are difficulties with approaching migrant women as they might not speak German. They can approach associations, but there are resource constraints. However it is true that for discriminated groups it is important to empower them by visiting them in their organisation location initially.

Noticed: The focus should not be on training people to get volunteers but instead giving people the opportunity to learn the skills with a small fee for the course, then there is no need to pressure or expect that they will become an active volunteer, the radio station will benefit from the fee for the course and also the positive publicity as the people will be aware of the community radio and the opportunities on offer, if everyone in a community understands what community radio is then maybe they will develop a level of respect for the station and in turn will speak positively and could increase the listenership! Women's courses must be flexible as they do not have the time etc. the structure must be altered to suit them which is the role of community radio, to include various groups and give everyone equal opportunities.

Kids

Three days courses 10am -4pm (this is good for parents), and kids like it. Kids from 9-12 years of age and workshops of 9-12 participants.

Day 1: Make a circle with the chairs in the room, start with a game to get to know each other, find out their names. Then technical activities, kids like comedy so have a trial of various aspects of radio broadcasting. End of the day discuss the

Day 2: Go out in the city to ask people in the town voxpop or interview

Day 3: Editing the interview or voxpop and then do a live show together at the end.

This is a 3day taster course in Radio broadcasting, it is important to take photos of the moments

E.g. Fair-trade is a topic that kids could investigate!

Migrants or refugees new to the country first start language classes and then they get involved with the radio station this is a partnership.

One girl from the migrant group and a German girl make their own programme together.

Project with people from a lower learning system as there is also a higher learning system, this projects integrates both types of learning systems these levels are not based on the kids ability but the parents backgrounds also can be based on bad behaviour. So Wuste-Welle got in touch with the school and set up a programme to get them involved with the radio station. 2 hours every Tuesday, this project runs for six months and then they get the opportunity afterwards to stay involved with the station take out a membership and make their own programme individually or as a group!

The lower level schools have a programme for girls, they come with their teacher, the attitude can be bad initially, and the council funds this! Teachers proposed to work together with the radio station in Germany. Once a year there is a report for the department of integration sometimes they meet on a yearly basis a teacher, radio personnel.

The young kids who stay involved eventually assist in mentoring other kids into the future, they are actively involved with outside broadcasts and the elderly and disabled groups, some people eventually work here or in other radio stations.

Media literacy - How to introduce it

- ▶ Training
- ▶ Introducing questions during practical training
- ▶ It can also be delivered in a theoretical framework for students
- ▶ Radio programmes, with people talking about how people use media in the local area. It served as a survey, showing who is listening what but how the audiences use media to their benefit.
- ▶ The training itself and the empowering of citizens to produce radio programmes by themselves is a good way to explain what is media literacy.
- ▶ Being critical of media representation by using examples of other media products relevant to the groups.
- ▶ Use of language
- ▶ Cover themes from a solution seeking point of view
- ▶ Partial information/defamation.
- ▶ Journalists are not the stars, but interviewees should be.