RADIO ACTIVE! 101

RadioActive101 Practices

Authors:

Maria José Brites, Andrew Ravenscroft, James Dellow, Colin Rainey, Ana Jorge, Sílvio Correia Santos, Angela Rees, Andreas Auwärter, Daniel Catalão, Magda Balica and Anthony F. Camilleri.

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Introduction

In keeping with the overarching RadioActive101 (RA101) spirit and ethos, this report is the product of collaborative and joined-up thinking from within the European consortium spread across five countries. As such, it is not simply a single voice reporting on the experiences and knowledge gained during the project. Rather it is a range of different voices, coming together to create a holistic picture.

The reason for this is straightforward, because whilst RA101 engages those whose voices go unheard, the contexts in which this happens are unique to each partner country. It would not be possible to capture fully the rich and diverse experiences of each radio-activist in every country if this had been written from one country's perspective.

In fact, such an approach would have been completely at odds with the notion of ensuring that every voice is of value and needs to be heard. Please note that this is a practical guide, for more extensive and academic accounts of RadioActive101, see Ravenscroft et al., 2014a, 2014b, 2014c.

As a way of highlighting the participation, the table below demonstrates the different environments in which the work of RA101 takes place.

Context

Country	Environments
UK	Youth centres, university students (on employability placements), intergenerational groups, Learning Disabled Young People
Portugal	Youth centres and university students
Germany	Intergenerational groups and university students
Malta	Faith based organisations
Romania	Roma schools

Why Radio?

Participatory Internet Radio is seen globally as an effective and low cost way to engage disenfranchised groups. Done well, it is a democratising force, enabling the dispossessed to locate and effectively use their voice.

Radio practice is favoured because of the intrinsic informality and intimacy created by the human voice. Dialogic by nature, it doesn't promote monologue and that is why listeners are so likely to develop deep and lasting connections with the performers that they hear on the radio.

It is this use of radio as a vehicle for the spoken word that sets it apart from other digital media. This sees radio as an extraordinary tool for storytelling, for sharing both the mundane and the unexpected. When listening to the variety of exciting podcasts from within the sphere of the American public radio, with their compelling stories and sharp wordplay, one is reminded about the value of a good story in this era of the image.

Radio has been around in the hands of communities for decades. All over the world it has helped to empower those who lacked a voice and fought for democracy and human rights. In some contexts, radio bridged the alphabetisation gap, the technical handicaps and the cost constraints. In fact, radio is a medium of accessibility. Today, in the interconnected era, radio remains as the most transversal platform for accessing knowledge. Radio is a bridge for learning and that is the main rationale - Learning for Radio, Learning for Life! In fact RA101 is a good example of how Participatory Internet Radio builds and maintains the involvement of a range of excluded groups (learning disabled, BAME, young women, etc.).
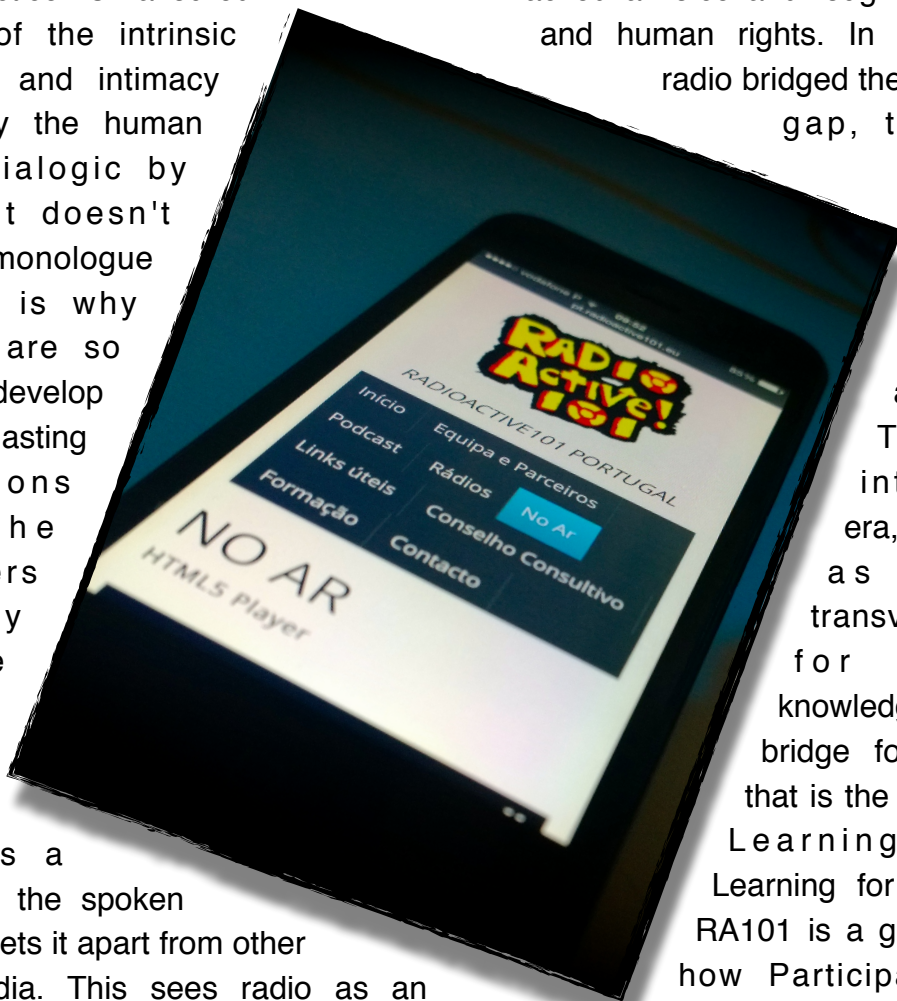
Design of the research

The problematisation phase was one of the most interesting aspects implemented within the RA101 project, where the research team got to know the participants, the context and the philosophy of intervention in each setting. Hence, the researchers were able to adapt the implementation process to the needs, conditions, desires and difficulties of each community.

The design is one of the principal tasks in any research project, especially in cases of Participatory Action Research. Here the team tried to anticipate the nature and flow of the fieldwork, as the particular conditions in the field are all unique and need to be factored into any planning or decision making. As a result, it is sometimes necessary to change the pre-initial or initial objectives or methods, in order to have better project implementation. So, no panic! If there is the need to make adjustments, just do it! In adopting just such an approach, RA101 has been effective in making sure that its work has continued to best meet the needs of participant groups.

In a project of this nature, the value of working closely together, both within the research team itself and also between the team and the participants on the project cannot be overstated. Clearly, collaborative working is important in any team and creating a horizontal relationship between participants and research team means a research project is more likely to succeed as participants feel attached and

are involved in the decision making processes. If they view the project as their own, ultimately calling it "our radio", they will, in all likelihood, be more committed and engaged with it.

However, it is not only the participants who benefit from this approach. In utilising individuals who are in the best position to know how their community works, the project gains invaluable "field" expertise that it would struggle to locate elsewhere.

Within the Portuguese context of RA101, several examples and practices highlight how this has been realised. For instance, the distribution of targeted technical material to the participating youth centres was an option that played a central role in the project implementation. This material was adapted according to the digital and technical skills of the participants, taking into account their different learning needs and the pre-existing resources at each setting. The content of the technical resources made in 2013 was further refined (in the middle of 2014), to match the different learning skills and goals of participants. In fact, after producing their second show, one of the youth centres wanted to broadcast live and, to support that, they needed additional material, support and training.

In this situation, the production of live shows was clearly a good option in terms of technology and human capital. However, when factoring in different and specific needs, desires and mainly the self-

confidence of participants, live broadcasts only occurred when the young people and support staff in the youth centres were sufficiently prepared to do so. Until then, they pre-recorded their broadcasts for later streaming.

The level of input and support from the research team at the youth centres operated on a sliding scale, dependent on the skills and level of autonomy that each youth centre demonstrated in taking the lead on a variety of tasks and responsibilities attached to broadcasting.

Another relevant aspect in Portugal was the development of bridging social capital between the participating youth centres, encouraging connections between organisations who worked with different social networks of young people; ie. doing similar tasks, having voice workshops,

visiting or being interviewed in a professional radio station and producing joint programmes. This latter aspect involved extending networks not only within the Portuguese context, but also between Portuguese groups and other European partners.

This differentiated strategy, that recognised and celebrated difference, led to stronger promotion of agency and self-confidence amongst participants. In one of the Portuguese centres, the anticipation prior to the inaugural show was a key project strength. The 'Buzz' and challenge attached to the production and broadcasting of a show maintained the engagement of those already involved in the project, attracted new participants and proved to all that, by facilitating collaborative working in informal milieux, RA101 not only promotes Learning for Radio, but also Learning for Life.
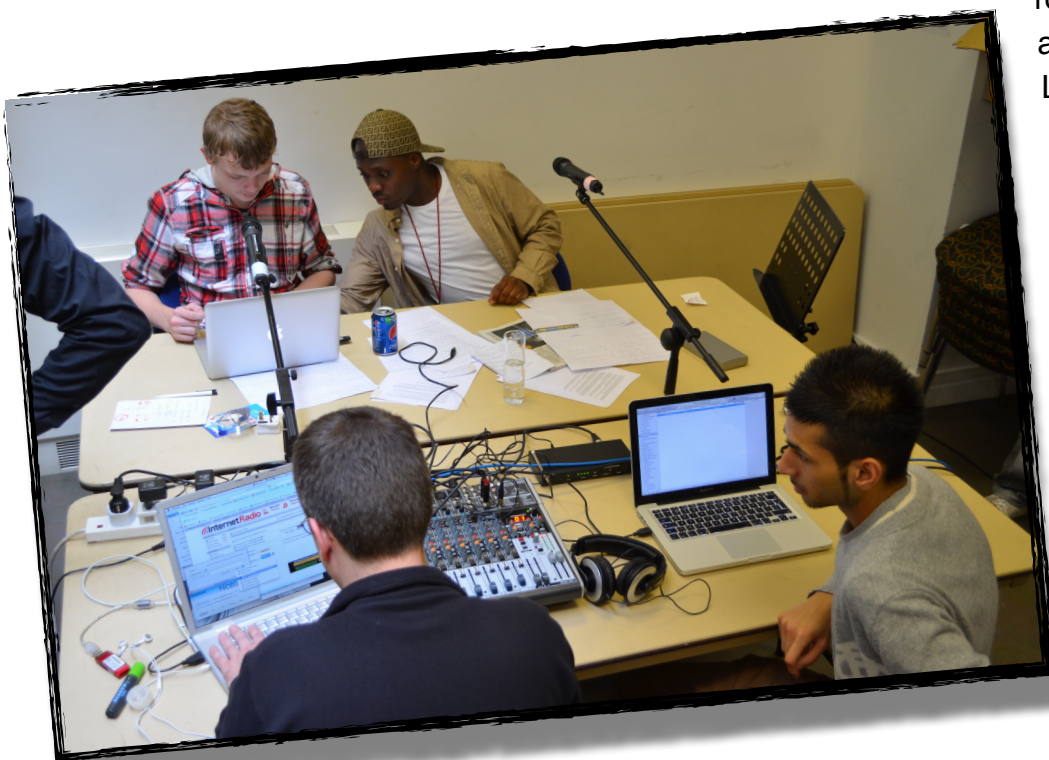
What underpins the work?

The essential starting points for the RadioActive101 approach are:

- Having an 'Anchor' Hub and organisation
- Setting up the Technical Infrastructure
- Setting up the Organisational Infrastructure and Mode of Operations

There is a lot more to running a successful radio hub than preparing and broadcasting content through internet or FM technology. To ensure sustainability, there needs to to be an 'Anchor' organisation and hub from the start - that is a recognised and substantial organisation, such as a University. The longevity, professional capacity and reputation of such an organisation, such as the University of East London (UEL) in the UK provides, confidence to funders and potential partners plus a rich network for supporting all aspects of radio production.

This Anchor organisation can then take responsibility for the core and generic infrastructure, that includes: the technical infrastructure and streaming service; Broadcast Licences; Governance Models; training and support approaches; the Pedagogical Model; and, quality of radio processes and broadcasts.

In addition, this Anchor organisation can oversee, coordinate, reflect upon and facilitate activity 'on the ground' conducted by the Associate Partner organisations and link different grass-roots user groups together.

In the UK the work of RA101 has combined activities from three youth organisations and two cohorts of university students (on Employability Placement at the University of East London) through a multidisciplinary collaboration between the Cass School of Education & Communities, Psychology and Performing Arts. And these collaborations have re-thought the categories for inclusion, expanding from an initial focus on young people to older people who are over fifty and those disenfranchised through mental illness. In the UK, we have developed a clear platform for any "Voices that are usually unheard".

The work in the youth work contexts, that were the initial and main focus in the UK until recently, was underpinned by humanistic youth work norms, values and ethics, drawn from the work of Glassman & Kates (1990), Davies (1996) and the National Youth Agency (2004). In doing so, RA101 sees each Radio-activist as:

- having the right to be included;
- having the right to a voice;
- having the right to express themselves through a voice.

Furthermore, the work is also informed by the following qualities:

- offering services in places where young people can choose to participate;
- encouraging young people to be critical in their responses to their own experience and to the world around them;
- working with young people to help them make informed choices about their

personal responsibilities within their communities;

- working alongside school and college-based education as well as university students to encourage young people to achieve and fulfil their potential; and

- working with other agencies to encourage society to be responsive to young people's needs.

Finally, RA101 in the UK is guided by the ethical and professional principles listed below:

- treat young people with respect;

- promote young people's decision making;

- promote the safety and welfare of young people;

- contribute to a social justice agenda;

- recognise the boundaries between professional and personal life;

- be accountable to young people;

- develop and maintain work related competences.

Where the work takes place

RA101 is an informal education intervention and, as such, it takes place in a range of informal and non-formal contexts and environments, but is actually coordinated through the formal organisation of a University School of Education. These include:

- youth centres;
- universities (employability modules);
- substance misuse services;
- Intergenerational centres;
- after school clubs;
- on the street.

The approaches used

As stated in the previous section, RA101 is an informal education intervention using a range of community settings to enable young people and other excluded groups to produce internet radio broadcasts. To realise this, RA101 utilises a scaffolding approach.

The central concept at the heart of RA101's pedagogical design is that the learning occurs informally and it is through the production of internet radio that this takes place. It aims to use technology to develop informal learning, personal characteristics, key competences for Lifelong Learning and employability schemes that represent and extend the 'lived experiences' of individuals and communities. This scaffolded learning has to be designed, managed and facilitated through a collaboration between the Anchor organisation and the Associate Partner organisations.

Here is one example of how a radio show contains a multitude of different learning outcomes. Music plays a valuable role in the lives of young people and this is mirrored in the RA101, where an important part of a broadcast is the choice of music that is used. For example, an activity could be to choose a piece of music for a show. In doing so, the participant learns about: copyright and licensing; develops social awareness about audience expectations; builds an understanding about how to source an appropriate track that fits into the genre and tone of the show and is also able to articulate the relevance of the track and motivations for choosing it. Of course, if it is quite possible that if the project had started with the learning outcomes, the learners may not have engaged from the outset. But by basing the activities on concrete and relevant tasks, it appears that the learners take ownership of the task and also of their own learning.

Initial workshops were based on an outline plan of the basic steps Pontydysgu (UK) had found, from experience, were necessary to follow to create an internet radio show. They focused on the technical aspects (how to record and edit content and how to stream it online) and the journalistic aspects (types of show format, conducting an interview, and presenting). The groups then continued workshops run by local facilitators and supported by experts in journalism and technology, usually linked to the Anchor organisation (UEL in the UK). The training and workshops were designed in response to learners' needs, not by a pre-determined course. The only fixed point was the requirement to produce regular internet radio shows.

The curriculum was created by a process of reflexive design, starting with the desired result (to create a radio show) and recording the activities which the groups devised in order to achieve the result. In fact, much of the curriculum had been lived and learned before any of it was committed to paper. The outcome-focused curriculum design ensured that learners knew what was expected of them and the skills needed are learned and refined in the process of creating the outcome. This practice ensured that the curriculum is a true reflection of what is learned in the process of making internet radio whilst retaining the informal nature of the learning. Each listed activity within the curriculum is mapped to corresponding EU key competencies in the curriculum grid.

A further important aspect regarding the approaches used concerns RA101's explicit responsibility to ensure the safety of participants. To achieve this, associate partners are expected to follow their usual processes in terms of Health & Safety and conduct a risk assessment of any relevant work. Appropriate guidance can be found in the Governance & Editorial Model.

Having covered why RA101 uses the medium of radio, what guides the work, where it happens and the approaches used, this report now turns to how this is achieved 'in practice'. This is covered by

- The Model

- Recognition

- Quality Specification

These processes are linked, informing the development and implementation of each other. They are not static, but 'live' documents that are recursive and adaptive to RA101 user groups (Gomez-Monroy, 2004).

The 'RadioActive Model'

The 'Model' is an incremental, ongoing and collaborative process between all radio-activists - the RA101 editorial team (RET, Anchor organisation senior members plus Associate Partner members), the onsite editorial teams (OETs, Site Editors and local radio-activists) and the other radio-activists 'on the ground'. It includes the length, frequency & time of a broadcast, and also its topics, content & thematic development (Gomez-Monroy, 2004), stemming from a belief that "the critical content of any learning experience is the method or process through which the learning occurs" (Postman & Weingarter, 1971). Its straightforward design leads to implementation 'in the field' as a consequence of its ease of use (Adedoja et al 2013).

This 'Model' operates in accordance with UK Governance and Editorial Model (GEM) that contains RA101's Policies, Practices and Procedures pertaining to:

1. Codes of broadcasting practice;

2. Copyright and licences;

3. Roles and responsibilities of individual partners;

4. Code of conduct;

5. Use of equipment;

6. Training;

7. Editorial practices;

8. Obligations of young people and support actors;

9. Protection and safeguarding of children, young people, university students (on employability placements) and vulnerable adults;

10. Complaints procedures;

11. Website and social media.

In coalescing two years of learning into an easy-to-follow 'field' guide, the 'Model' replaces the Editorial Implementation Model (EIM) as RA101's "organisational and practical mechanism for developing, monitoring and managing programme content" (GEM).

The table below is a synthesis of the 'Model' from the UK, showing its stages, activities, purpose and time taken.

Stage	Activity	Purpose	Time
1	De-brief and planning meeting: RET, OET meeting	• Reflection and Critical de-brief on previous show • Agree any development/'in vivo' training activities • Possible themes for next show • Scheduling and organisational aspects • Review of Quality Specification	2 hours
2	OET & Radio-activists Meeting	• outline initial theme, content ideas, roles & responsibilities; • choose badges relevant to the broadcast; • Use baseline measurement tools for each radio-activist	2- 3 hours
3	Meeting between OET & RET	• OET & radio-activists meeting shared with RET & recorded in a Google Doc • RET feedbacks suggestions/amendments to Show Plan	2 hours
4	Content Selection & Gathering	• location & capture of relevant content • creation of 'links' that bind show together • collecting 'Badge' evidence • Observing/ recording radio-activist progress	8 - 16 hours
5	Editing & Levelling	• first & second pass edit by OET • making final 'onsite' edit available to RET collecting 'Badge' evidence • observing/ recording radio-activist progress	8 - 16 hours
6	Final editing & Levelling	• third pass edit by RET, with particular focus on levelling & thematic development • forensic examination of material in relation to the GEM • collating badge evidence & passing to RET • collating measurement evidence and passing to RET	8 - 16 hours
7	Live Show	• Show promotion • Sound-checking • Broadcast • Awarding of Badges	2 - 3 hours
8	Local Reflection and Competency Review	• Show Review: strengths/ development • Review of Badge scheme to ensure 'best fit' • End of Show Impact Measurement process to establish radio-activist progress	2 - 3 hours

Through the 'Model's' pilot implementation during 2014, RA101 has 'professionalised' its activities (Ravenscroft et al., 2014a), observing that by allying new critical-thinking opportunities to existing creative production processes has secured conceptual learning for radio-activists (Buckingham, 2005).

Recognition

One challenge encountered during the implementation of the RadioActive Model was how to recognise the achievements which were not explicitly outlined in the task and how to convey this recognition to the participants without formalising the learning experience. Using the achievements outlined in the reflexive curriculum it was clear that the learning was constructed in levels of basic understanding; an intermediate level built upon the basic understanding and the application of knowledge to new situations; and a higher level of expertise achieved through experience. In order to recognise these levels the achievements were graded as Bronze, Silver and Gold. The achievements also group quite naturally into three main areas of journalism, technical and organisational skills, with subsets of each containing activities grouped around specific outcomes.

As can be seen from its prominent position in the 'Model', the 'Badge' Accreditation Scheme is central to 'professionalising' RA101, by accrediting the organisational, journalistic and technical work undertaken by participants.

The table below is a snapshot of one 'Badge' model in UK, laying out 'Badge' characteristics and the evidence required to gain it.

Name of Badge	Details	Competence	Evidence	Evidence Provided
Journ Bronze 1 RAB 16	Take an active interest in local, regional, global issues which are relevant to the style and branding of your show. Know and list different types of content and their uses Identify issues which may be of interest to your audience Form ideas for potential features and present your ideas to the editorial team.	Digital Competence; Learning-to-Learn Social and Civic Competences Sense of Initiative and Entrepreneur-Ship	Participants have worked alongside Young People (YP) to locate and research relevant topics of interest to the group, including bullying, youth violence and education. They effectively distinguished between the different types of content eg-interview material, vox pops, reviews etc. They worked collaboratively with YP to create plans that incorporate their ideas and then to present them to the editorial team.	List of relevant issues discussed Photos of work with YP Hart's Ladder of Participation filled out for YP Information provided by on-site editor Information signed off by UEL accreditation team
Radio- Activist NC KR		**Intrinsic Outcomes** Explaining; Presenting; Self-efficacy; Critical Thinking; Navigating Resources; Enterprising; Innovating; Having a sense of purpose; Reviewing		

The stages of awarding 'Badges' are shown below:

Initial meeting with radio-activists to negotiate and choose relevant 'Badges'

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'Badge' choices sent to RET - Y/N

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'Badge' evidence collection by OET

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Final 'Badge' evidence provided by OET

↓

Evidence considered by RET- Y/N

↓

Live Broadcast & Badges Award Ceremony

By linking 'Badges' to the experience of making and broadcasting a show, RA101 has, at this early stage, started to embed the Scheme into the radio-activist's work, offering 'real world' significance for them, through recognising the competences and the personal capabilities they developed through that 'Show'.

Examples:

"B. (17 years) is more interested in the journalistic aspects than the technical side of things. After a while in the group, B. took over the responsibility for preparing the regional news section of the show for which there is a short turn-around time in order to ensure the content is current. In school she is a high achiever and is used to doing well. She experienced quality problems with the recording devices so

she carried out research based on the training, of how to best place the mics to avoid future problems. B's daily task list is busy and she doesn't have much spare time so her shows were being prepared at the last minute. Usually the group is patient with the youngest member but since the last show, where because of organisational overload the files were only partially prepared, B. recognised the need to adapt her self-organisation to better fit with the station's schedules. B. is able to turn her feedback immediately into lessons-learned."

In this example, B. demonstrates self-directed learning and using her initiative. The need to fit in with the team and more importantly to take responsibility are displayed clearly and this experience was quickly translated into self-improvement. The need for room to have these experiences, to reflect and to learn from failure is an important one. The informal context allows space for these processes.

The RA101 badge system provides a means by which to recognise the many achievements and competencies displayed within one seemingly small experience. She has recognised quality issues and found a solution, she has improved her organisational skills and she has fed back her experience to the group in order to improve their practices.
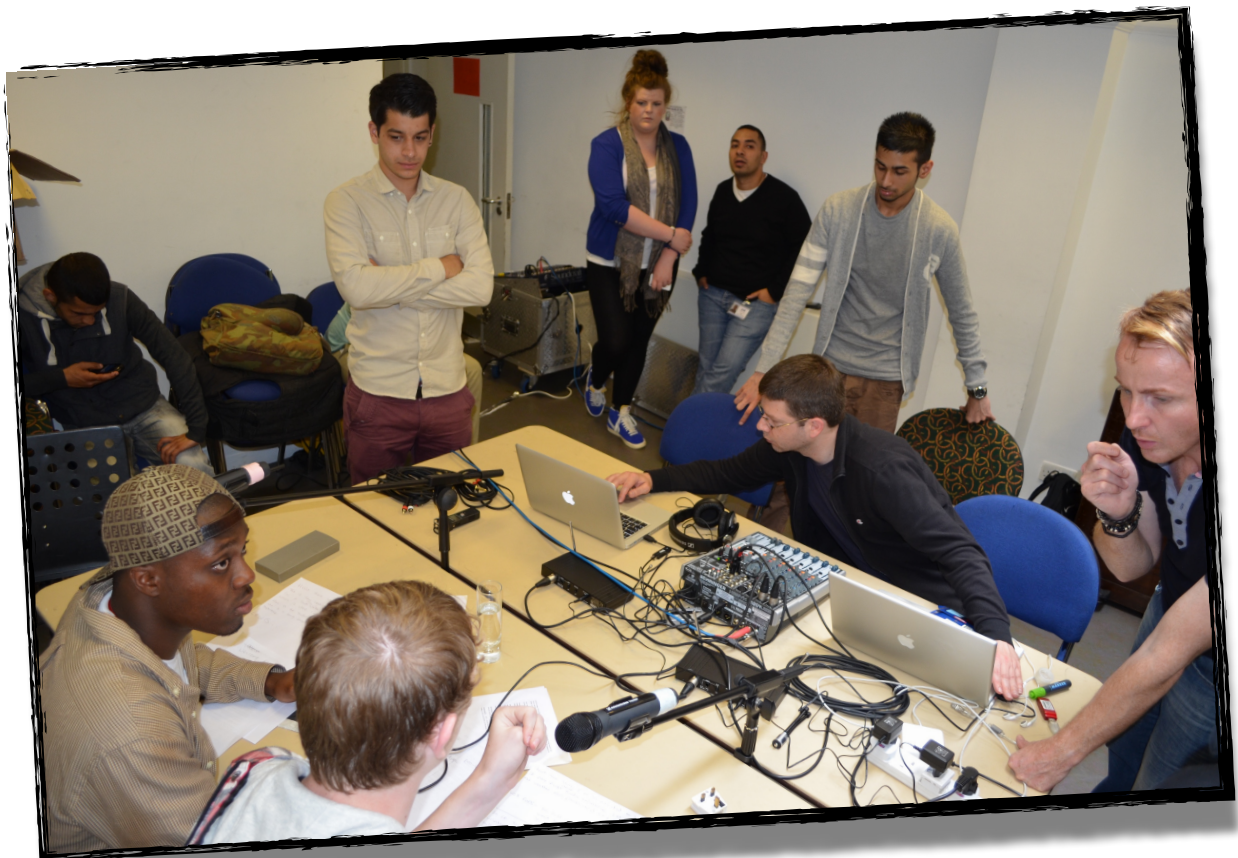
Quality Specification

This document is at the 'heart' of RadioActive101 and sets out an easily followed specification that is followed throughout the whole radio production cycle, including the processes by which radio-activists and the OET review and reflect on a broadcast, ensuring that learning and development is documented and available for use in future broadcasts. Its use was agreed during RA101's Partner Meeting (Feb 2014) and refined in the UK (June 2014).

It covers 6 stages of a broadcast -

- Planning
- Pre-production
- Live Performance
- Post-production
- De-briefing
- Managing feedback

As can be seen, these stages map closely onto those of 'The Model', and its application throughout the production stages ensures the 'The Model' is successfully implemented to achieve a suitable quality of broadcast.

How to evaluate the impact

The scope of the evaluation methodology was to measure the progress of the project and to evaluate the final outcomes, learning processes and impact of the RA101 project at the level of different actors involved, in all partner countries. The evaluation approach took into account **all the areas of intervention** foreseen by the project, comprising a set of clear criteria, alongside quantitative and qualitative indicators to measured outcomes.

The main hypothesis of the evaluation methodology was based on the pedagogical dimension of the RA101 project, namely that internet radio and social media could play a major role in supporting and promoting the inclusion, engagement and informal learning of various categories of people at risk of exclusion across Europe, in particular amongst the younger generation. Starting from this basic assumption and taking into consideration the overall objective and specific areas of intervention, the evaluation methodology of the RA101 project was based on a specific approach that focuses on:

- **Processes**: we documented how the activities of the project created a learning environment conducive to inclusion and engagement for the target-groups;

- **Outcomes**: we collected evidence on the active involvement of target-groups in activities promoted within the project;

- **Impact**: we demonstrated the effect of project activities on individuals, organisations and communities; in particular, we documented the added value of the project on the development of specific competences (i.e. digital, communication, negotiation, organisation of work, etc.), but also on improving confidence, self-esteem and the general well-being of individuals and in the organisations involved.

The evaluation methodology used specific approaches and tools based on the following principles:

· **Constructivism**. The skills and knowledge acquired by the target groups during the project are based on personal and subjective perceptions of one's own progress. The measure for success is the self-perception, confidence gained and expectation of each particular individual in relation to other colleagues, co-workers and partners.

· **Reflective and self-evaluation tools**. The quality evaluation took into account personal reflections from the main actors involved, their individual insights and the project's particular impact on their life during

their involvement in relevant activities. Personal expectations and aspirations are documented in all stages of the target-groups' involvement in project and are not limited to the end part of the project.

· **Focus on progress and particular developments**. Taking into account the target groups (in most countries being young people or adults presenting a range of social or economic disadvantages, the references for the evaluation will not be external ones. The reference point for the evaluation is based on an initial evaluation of the situation of targets groups in each partner country (see Contextual analysis and end-user engagement document, included in WP2 deliverables).

· **Social media embedded evaluation tools**. In order to capture important qualitative and subjective outcomes, the methodology will use different social media as a means of evaluation: short videos, Slideshare, Facebook, Twitter, etc. Podcasts will be also a subject of the evaluation methodology.

· **Impact-oriented methodology, measuring the level of soft skills and employability based on self-evaluation processes**. In doing so, RA101 utilised The European Reference Framework on key competences for lifelong learning (alongside other models of competences) to create a project competence map. The evaluation methodology considered not only the development of soft skills, personal characteristics and employability, but also the impact of the project on the organisations involved, as well as on the wider community.

The evaluation methodology was implemented in 3 main phases, with specific evaluation outcomes:

a) **Initial evaluation**, based on the problematisation methodology that is linked to the RA101 internet radio and social media design and implementation. We take problematisation to mean 'conceptualise in order to change'. The outcome of the initial evaluation clearly identified:

- the contexts that will benefit from RA101;
- key problems and opportunities that RA101 will address;
- key stakeholders within RA101 deployments;
- Link the above and other community features to RA101 design and programming.

b) **Pilot evaluation. This report was based on progress evaluation at the country level**. At this stage, each country implemented a specific questionnaire, individual interviews and focus group discussions with the target groups in order to measure the immediate effects and impact of RA101 in different contexts and on specific target groups. A final evaluation questionnaire was also piloted in each country.

c) **Final evaluation. Final evaluation methodology** was based on the positive inquiry approach, focusing on the impact of

the RA101 project at the level of beneficiaries, involved organisations; project partners and community level. The final evaluation online questionnaire was addressed to the various actors in the project (young people, university students, vulnerable adults, project staff members, trainers, adults involved in RA101 shows and other stakeholders). The final evaluation questionnaire examines the following areas:

- Level of innovation of the RA101 activities
- Impact on different levels
- Impact on direct beneficiaries (young people and adults involved in radio shows)
- Powerful experiences from the RA101 project
- Key success factors
- Lessons learned
- Recommendations for the future.

Summary of the final evaluation survey

The project was a new and challenging experience for most of the subjects involved, with a high majority of radio-activists having never been involved in a similar project before (54.2%). For more than 70% of respondents, RA101 was the first project dealing with online radio activities and for 72% of respondents, it was their first project dealing with employability skills and informal and non-formal learning activities (72.4%). Over 70% of the respondents found the RA101 project activities 'innovative' or 'highly innovative'. The content of radio shows, training activities and micro-digital certification system are considered the most innovative approaches in RA101 project.

staff members, trainers, adults involved in RA101 shows and other stakeholders), at the level of technical quality of the show and at the level of show content. The highest levels of impact are perceived to be on self-confidence and motivation, creativity, management skills and communication. The lowest level of impact concerns mathematical competences.

High levels of engagement and personal and professional development can be also noticed in the staff involved in the project. The main lessons learned during the project cycle were also in the areas of taking initiative, planning, reflecting on practices, team engagement and not being afraid.

The highest perceived impact is at the level of direct participants (young people, university students, vulnerable adults, project
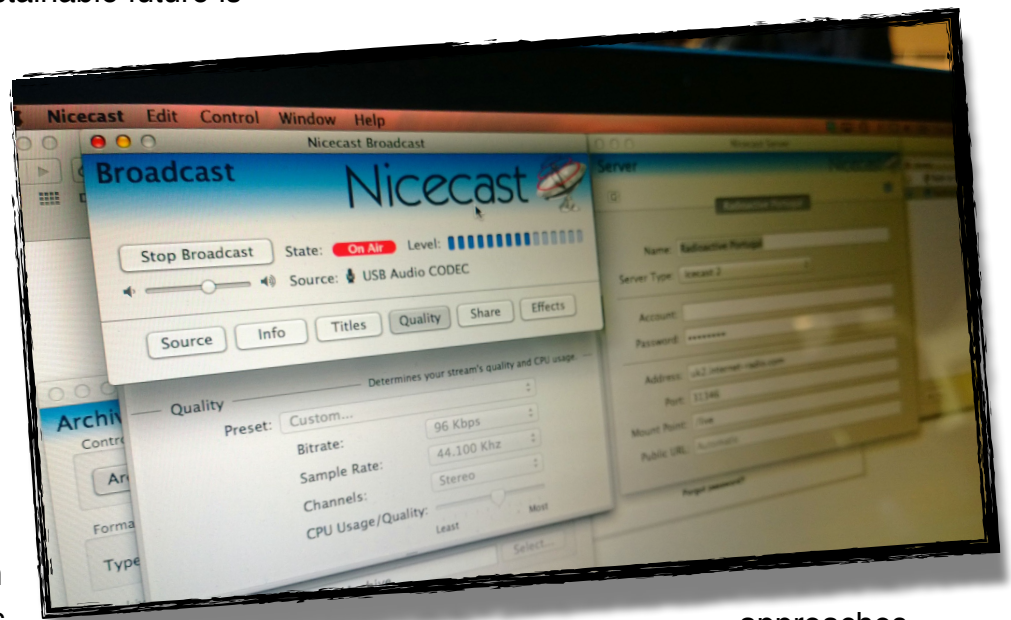
Funding a Sustainable Future

Key to ensuring a sustainable future is the maintenance of the essential RadioActive101 infrastructure and essential technical support by the existing, or an alternative, Anchor organisation. This a relatively small cost, in our case it amounts to 9000 Euros a year, and is being covered by the University of East London (UEL). Maintaining this base-line level of Infrastructure supports mean that the whole network is maintained, and can then be used as a platform for further income generation. In our case, we plan to form a 'Foundation' at the end of the project, that mirrors the responsibilities and practices in the existing consortium.

Building on the existing platform and brand, another key element of sustainability is allowing the individual radio groups to raise sufficient funding to continue operations beyond the end of the project. Plans for future funding are based upon the concept that relying on public funding through grants is unsustainable in the long term, due to (a) the high level of competition inherent in applying for public funding and (b) the risk of continually changing priorities.

Relying only on public funding of follow-on projects is just one of the sustainability approaches. RadioActive101 also wants to encourage participating organisations to gain the competences required to continue with RadioActive101, including fundraising and fund-management skills. Through collaborating with the Anchor organisation, they have a strong 'offer' to sustain their local activity. Conversely, should any community organisation wish to mirror RadioActive, it is unlikely to be able to cover the Infrastructure, licensing, legal and organisational requirements 'on its own', and we would advise community organisations to join the RadioActive network and not attempt to replicate it, unless they have considerable resources and 'know how' in house.

One approach therefore involves training radio-activist participants in various fundraising techniques that would allow them to self-finance the shows. In

particular, we see training in the following areas as important:

- **Crowdsourcing/ Crowdfunding**: using internet-based platforms such as Kickstarter or Indiegogo to raise money (usually in the form of monetary pledges for rewards) from the public towards the production of specific shows and/ or the development of specific themes.

- This also presents the opportunity to develop a dedicated and engaged global community around the project.

- **Fundraisers**: using radio-based fundraising events to raise money from the community that has formed around each of the hubs. In this model, radio stations organise internet-based telethons with community participation as a fundraising model;

- **Sponsorships**: explaining how to create value for potential donors (beyond simple advertising on the station), so as to raise money for shows.

The training materials being produced include a fundraising toolbox, accompanied by a series of podcasts on how to fund shows.

How to tell the world?

Following the successful implementation of a UK pilot and expansion into four other countries in the European project, RA101 seeks to sustain and build upon its progress. Therefore, in this instance, dissemination needs to show why the project is important, how it can be used and the realities of implementing it on the ground.

Therefore successful dissemination for RA101 is realised if it captures the project's social justice spirit, its complexities and its value. To achieve this, it is necessary to consider the following factors

What is being disseminated?	• Why RA101 is relevant and important • How it can be used • What are the implications for those getting involved • How to- Practical Guide to making radio
Why is it being disseminated?	• To promote the project • To highlight its successes • To influence policy makers • To secure additional funding
Who is the audience?	• Academics • Potential participants • Front line workers • Funders • Radio professionals
How will the content be disseminated?	• Publications/ books/ papers/ newspapers • TV & Radio • Conferences • Workshops
Where will this take place?	• Online vs Offline

This final factor, Online vs Offline, created much discussion and debate in Portugal, raising questions as to whether the various social networking sites (Facebook, Twitter, Instagram, Youtube, etc.) are the best way to disseminate a project? The conclusion:

Not always, as the Digital Divide means that not everybody, especially those in disenfranchised communities, has internet connectivity or knows how to maximise its use. For instance, in one of the centres they had a Facebook page, but also printed out invitations in order to make sure that their parents (who don't use the internet regularly) were able to attend the broadcasts.

In keeping with the RA101 idea of utilising technologies that are already in use by participants, the Portuguese research team consulted with the youth centres about the best usage of social media. From here, it was decided to use existing Facebook profiles and the youth centres' Facebook accounts to deliver RA101 information.

This was in response to the question about using a project specific Facebook account with only a few friends, as opposed to an existing account that already has lots of connections, that also threw up further questions about which were the most useful and relevant social networks for RA101 to use.

Obviously there is no single answer for this, as it depends on the range of factors previously identified. A key factor that emerged was that dissemination through personal recommendations is also good practice. Therefore traditional ways of dissemination, like face-to-face meetings and through friends, are seen as still being effective and efficient ways of promotion.

Learning the Lessons

This section focuses on some examples of issues that occurred during the making of RA101 broadcasts, that in turn gave rise to additional learning for participants, the project or the supporting organisations. And this learning is crucial, as it does not come from a theory, but the actual lived experience 'in the field'.

Each of the following examples have played an important part in the project's development and progress.

Context

Across the project, most Countries, the initial model of enabling community organisations to 'do it themselves' did not work and has been replaced by a collaborative network model sustained and coordinated by an Anchor Organisation.

Details

The infrastructure, set-up (licensing and legal etc.) and training requirements cannot be feasibly replicated across sites - but a network that allows new partners to slot into an existing infrastructure and set of operating practices is far more workable, and cost effective in the whole.

Learning

Educational radio cannot be 'trained into' community organisations. Instead a clear collaborative framework supporting co-learning between partners within a network is the workable model. With reducing and altered scaffolding as the hubs develop, who can then cascade to other organisations.

Context

In Portugal, the dissemination process was very much related to news media coverage. One of the major concerns was with some possible stereotyping by the press.

Details

How is it possible to give a voice to adults, to children and to youngsters (especially those from disenfranchised communities), without unnecessarily labelling them, showing them as people at-risk or actually putting them at risk?

It was accepted that it was not possible to control the angle chosen by journalists and that, as a result, they would sometimes emphasise community disenfranchisement in a way that could be negative to younger participants.

This latter point came to pass in an article from a broadsheet national newspaper, creating in-depth discussions between researchers, youth workers and participants (who resented the exposure and angle that the journalist used.

The experience led to a conclusion that, from an ethical perspective regarding news coverage of children and young people, it is crucial that all eventualities are considered before actively engaging with the media. Furthermore it highlighted the fact that journalists do not always share (or seek to share) the same perspective as the source, a hard lesson learnt by all.

Context

Another important issue concerned the production of news reports for the shows. In this instance, there is a need to be careful to safeguard the welfare of groups and individuals if and/or when some members of the community are being reported in a less than positive way.

Details

This issue brings the need to protect the identity of participants to the fore, calling into question the lengths RA101 should go to to secure the anonymity of individuals. For example, even where names are not used, it is still possible to identify someone by his/her voice or by the description of the situation and place.

During the production of one show, an interview was recorded with someone who had suffered from depression. Both the tone and pitch of the recording were changed, but it was felt that this was not sufficient protection for the participant. Due to the sensitive nature of the topic and social stigma around the illness, it remained possible that this segment could lead to trouble within the local community.

Learning

So, after discussing the situation and consulting the interviewee, it was decided to remove the segment from of the show. From an RA101 perspective, this shows how the ethical and editorial guidelines of the project worked effectively to safeguard this individual's welfare, ultimately the key concern in any work with vulnerable people.

The lessons here were-

- if in doubt, take it out

- it is never acceptable from an ethical standpoint to put vulnerable people at risk

- That personal identification, even when basic anonymity has been realised, remains a live concern. Other forms of identification, like place, promotional

photographs, situation described, age etc pose a real threat to safety and welfare.

Context

A similar issue to above came in the UK, where young people wanted to make a show on knife-crime and explore the correlation between weapons and gang membership.

Details

Realistically, this could be seen as a controversial area as the gangs operate in small 'patches' (postal areas) and if someone speaking out against a local gang or one of its members is recognised, that person's safety could be jeopardised. The first editor was satisfied the young people discussing the issues could not be identified as no names were used, but the controlling editor responsible for doing the final sign-off pointed out that despite anonymisation, the persons voice could be recognised.

Learning

The thinking was that if a gang member recognised the young person's voice during a broadcast, that young person could be at risk. As the youth centre was quite local to the area frequented by the gang, the editor was concerned it might be possible to recognise the speaker. And so it was decided to 'pull the piece' and instead conduct a more general magazine-style discussion feature and broadcast this without reference to any specific gang.

The benefit of a strong governance and editorial model has been enormously useful for radio-activists and editors to refer to, in this kind of situation.

Life stories from the field

As noted previously, RA101 exists at a time when young people are frequently castigated for their apathy and demonised as modern-day folk devils. With that in mind, RA101 has a responsibility to challenge this deficit view, replacing it with examples of radio-activists' potentiality and achievements.

One of the first really positive outcomes for RA101 in Portugal came in Coimbra, where a more senior young person found an unexpected talent as a radio host. After presenting the first show live from a coffee shop, he was a regular presence in the workshops, becoming recognised as a role model by the younger members. A few months into the project he was invited to give a series of workshops to children between 6 and 10 years old.

A further example saw one of the youth workers in Porto conduct a series of workshops in a school as part of an ICT course, using what he had learned with RA101. Some of the young people who attended were inspired to start using their voice and wanted to develop their skills with the radio toolkit and with some production processes (eg. making a jingle). They formed a group of five young people from their school, called Radio Club, who go to Catapulta youth centre to learn about the radio.

This shows the capacity of RA101 to act as a catalyst for young people to take ownership and responsibility for their own learning, where they build upon the initial informal education intervention. This experience of RA101, with the same facilitator being present in a youth centre (outside school) and in a school, shows precisely how a non-formal learning context can positively relate to school, particularly when in dealings with young people from disadvantaged communities who are excluded or almost excluded from school.

Another good example from Portugal was the use of an Advisory Board, made up of a community worker, journalists, members of governmental institutions related to youth and media, academics, individuals from media studies and education. This diverse group helped RA101 in Portugal to take the project work into different settings that had previously been inaccessible.

The final example from Portugal came at the Universidade Nova de Lisboa, where a pre-recorded radio show was made with 60 first year Communication Studies students.

The challenge here was to use RA101 to transpose group assignments for a seminar on Media and Social Sciences. Some of the students had difficulties with the pre-production phase. For instance a female student with dyslexia wanted to take part in narrating, but found this challenging and she took some time to get it right. However, in the end she was able to do this, showing resilience, determination and gaining self-confidence as a result.

The culmination of this work was a session where the participants listened to the show, which was broadcast as part of National Media Literacy Week. The group was very pleased with the end result, and was able to reflect on what could be improved, like shortening the pieces from each working group. They also found that the experience enabled them to understand the relevance of Social Sciences in everyday news media production, especially within the medium of radio, which is so frequently overlooked by Media Studies students.

In London, RA101 also had wide ranging benefits for young people's communication abilities as well as those demonstrated by university students, vulnerable adults, and other stakeholders.

"Working in a team" with "so many different young people from different backgrounds" has led them to "develop my listening skills", to "work together to communicate" and "helped with my confidence in talking to new people". This progress was seen as critical for learning disabled young people, as "communication is very important especially for people like me ... I have to take breaths and pause when I speak". RA101 had a positive impact here, as it "helps us much more".
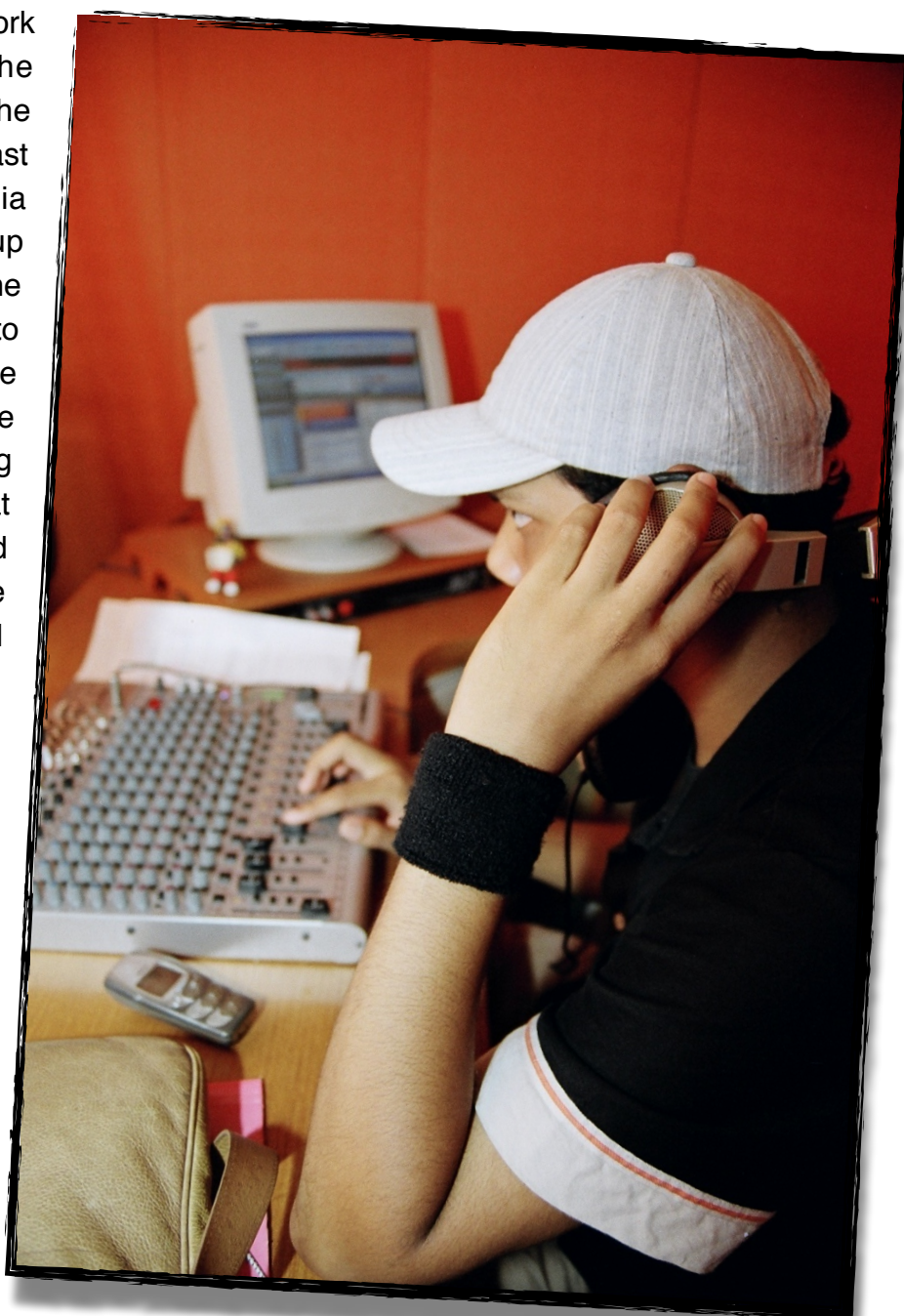
The notion of the 'live' broadcast, with the ability "to hear yourself and hear your work" was also important, as "I know that people are hearing my voice and are hearing my opinions on topics". Expanding the audience, where "we get to have people listen to the show who we do not know" evidences the potential of Internet Radio to take local issues to a global audience.

All of these improvements have served to enable radio-activists to find their voice

and start using it effectively, be that in cautionary musical tales of modern, urban dangers or in exploring issues facing young women or learning disabled young people in their everyday lives.

Also in the UK, we considered and extended the notions of "Who is excluded?" and "How can excluded groups work together?". The UK extended its initial focus on young people and Learning Disabled young people to include older people (over fifty) and those suffering from or affected by mental health issues or substance misuse. This developing mixed economy of "Voices that are unheard", provides greater variation of content, intergenerational learning opportunities and a broader perspective on inclusion, that implicitly questions the very notion of 'exclusion'.

Romania, ODIP is actively involved in providing training and pedagogical support for schools in disadvantaged areas, where a high proportion of children are at-risk of dropping-out due to a variety of socio-economic reasons. The RA101 project activities carried out by ODIP were focused on two main areas:

a) piloting radio activities in the schools as a means of pedagogical creativity and meaningful learning for disadvantaged students;

b) developing and implementing the evaluation methodology of the project and providing expertise in implementing a quality plan, appropriate quality tools, relevant criteria and indicators to monitor and evaluate project outcomes.

Below is a summary of the main benefits of the RA101 project in Romania:

Various groups of actors from disadvantaged schools in Bucharest and Teleorman County were involved in training sessions and producing radio shows. The groups included students in primary education, students in lower secondary education and teachers in pre-university education. In the case of the Bucharest school, two parent representatives were also involved in the project. The principal findings from the work were:

- Making radio shows is a great means for learning communication skills, expressing views, opinions and ideas. Primary students were specifically excited by the fact that they are required to express themselves in a coherent and persuasive manner to their colleagues and their community. They were very interested in presenting themselves and talking about their passions and leisure activities. As a result they learned to pose probing questions for their peers and teachers, practiced active listening and also learned to work as a team.

- Involvement in RA101 activities increased expectations and hopes for a student's educational future. Making radio shows in lower secondary schools instilled students with a sense of pride and of being valued in the eyes of their colleagues, teachers and community. One girl from a secondary school in Teleorman County confessed after a radio show that the experience had given her the confidence to consider becoming an actress in the future; another boy discovered that he really enjoyed

commentating on football games that he may explore as a possible profession in the future.

- Making internet radio is a great opportunity to connect with the community and to build partnerships. One of the most exciting experiences for all participants involved in RA101 activities in Romania was to prepare vox-pop sessions where they interviewed teachers and other community members on the street or in public places.
One girl was so excited by the idea of interviewing her teachers that she didn't want to miss out any of the teachers at her school. As she told us, this was the first time she could openly ask questions on issues not regularly discussed in the classroom. Bringing the voice of community to the radio shows, but also promoting the school in the community, was considered a creative and solid grounding for better partnerships and for building confidence. The fact that this work took place in poor communities, with low pre-existing confidence in educational ability and with high instances of student dropout, further enhanced the impact of these radio activities.

- Radio shows could be a great tool for group counselling in schools. During a RA101 dissemination workshop involving school councillors, most of the participants proposed different contexts where radio activities might be developed as a mean of counselling and confidence building. They thought that these activities would be useful in a range of scenarios such as students with violent behaviour, ICT addictions or special education needs (SEN).

In Germany RA101 used a multigenerational approach to bring together people who were running an active Community of Practice (CoP) in various contexts. This fostered a collective spirit that was directed towards the setting up of a Citizen Radio Station with 14 radio-activists.   As is natural with such a community, participants engaged with RA101 as their time allowed.

Each of the participants has seen the development of personal characteristics and competences for lifelong learning. An example of this progress can be seen with one of the founding members, who had been forced to stop his professional career and formal study as a result of his physical disability. In spite of this, he has been able to continue his involvement with both Citizen-TV and RA101.

"What I've got back is not the Mediawork - it got improved and enriched by the inspiration and power of voice", he said during one editorial, "what I took out for me is to like and explore the organisation in terms of workflows and the underpinning concept of planning, action and final result."

In concrete terms, he appreciated that RA101 had helped him realise a form of optimised self-organisation. "Not that it hasn't been there, but it raised its importance as it's essential for me and others I cooperate with. But also sometimes makes me think: Where are my time thieves!"

Another strength is his competence as a social media expert. Based on existing networks he laid the basis for the group's social-media presence, where his creativity in generating social-media campaigns via Facebook and Twitter created a significant impact in relation to dialogue with the users.

Encouraged by these experiences he applied for an internship at a nearby company and is now involved in social-media-community management and campaign planning. Whilst still receiving a disability pension, he now has a part-time income and increased self-esteem that stems from having a regular job. This has been further enhanced by the RA101 Badges Scheme which, in his view, has an important part to play in bridging the gap for employers between claimed competencies and the necessary evidence required.

Another example can be seen with a 17 year old female radio-activist who is using RA101 to develop her vocational ambitions. Initially focusing on the journalistic aspects of the project, she quickly recognised the need for basic technical understanding and competence. Through RA101 she has built up her technical abilities, editing and producing her own segments so that they are ready to be streamed as high quality pieces of radio. As a direct result she has been able to showcase these skills at several journalistic training camps, where she is proudly able to demonstrate what she has learned to date.

In addition, she has found that producing radio content alongside her school assignments requires both time management and enormous discipline. In so doing, she is now proficient at anticipating these demands, making an effective preparation for her transition into the adult world. Reflecting on her experiences, she stated that-

"Those open-minded exchanges help me to see the world sometimes different as I've seen it before and makes me understand it better".

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Links to the websites

Main EU site webpage http://radioactive101.eu

UK RadioActive partners webpage http://radioactive101.org

German RadioActive webpage http://de.radioactive101.eu

Portuguese RadioActive webpage http://pt.radioactive101.eu

Romanian RadioActive webpage http://ro.radioactive101.eu

Maltese RadioActive webpage http://mt.radioactive101.eu

Contact

Project Coordinator: Professor Andrew Ravenscroft (University of East London, UK)

Email: a.ravenscroft@uel.ac.uk

Further information: http://www.uel.ac.uk/research/profiles/cass/andrewravenscroft/

University of East London, Cass School of Education and Communities, Water Lane, Stratford, London E15 4LZ, UK.