D1.6

RadioActive Europe: promoting engagement, informal learning and employability of at risk and excluded people across Europe through internet radio and social media (RadioActive101)

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Project information

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Executive Summary

RadioActive is an innovative education project that has developed and implemented a radical technology-enabled pedagogy to promote the inclusion, engagement and informal learning of excluded people, or those at-risk of exclusion, across Europe. It does this through harnessing primarily internet radio and also social media, or, as our motto states:***"RadioActive101: Learning through radio, learning for life!"***

The project developed, implemented and is sustaining a pan-European Internet Radio platform, incorporating Web 2.0 ideas and features. This is linked to innovative community based pedagogies to address inclusion, employability and active citizenship in an original and exciting way, whilst recognising informal learning through electronic Open badges.

The consortium was led by the University of East London (UK), with other partners from Portugal (CIMJ), Germany (UKL), the UK (Pontydysgu), Romania (ODIP) and Malta (KIC). These partners have direct links and ongoing collaborations with **13 primary Associate Partner organisations** and a network of **39 mostly grass-roots organisations** that facilitate access to the RadioActive101 participants, or 'radio-activists' as we define them. So the Associate Partners perform and deliver RadioActive 'on the ground' and are the vehicle for the learning experiences required for their production. These represent a particularly diverse range of groups and this was deliberate to allow us to test and refine our model, and show that it potentially works with virtually all excluded groups, and across Europe.

We actively developed, implemented and ran five national RadioActive 'stations' (or hubs) that are accessible via the European Support Hub (ESH). Through making the radio shows the target groups (schools, vocational education, Higher Education, informal and adult education) are developing digital competencies and employability skills 'in vivo' that are transferable to the 21st Century workplace. These competencies and skills align with six of the EU Key Competencies for Lifelong Learning and we have developed a progression and accreditation model linking the key competencies to RadioActive activities and performances that are recognised through Open electronic 'badges'. These badges provide concrete recognition measures and represent proficiencies that are relevant to further education or employment in particular related to the knowledge and creative and digital industries.

Evaluation findings were obtained through conducting a phased evaluation incorporating a full in depth 'prototype' evaluation in the UK during year one, a similar evaluation in Portugal and a smaller one in Germany in year two, that were followed by a broader and larger international survey of radio-activists (subjects) towards the end of the project. All these showed particularly positive and interesting results, such as the delivery of additional impact and value beyond the informal learning of technical and employability skills. Additionally, we found improvements in confidence, self-esteem and general self-efficacy of individuals, plus additional improvements in groups and organisations. It appears that once our excluded groups developed the confidence and competence to perform activities they often thought were beyond them, they seem then empowered, to learn many other things and to develop a number of key competencies[1]. At the European and national levels we have produced an extensive amount of dissemination activities to make the RadioActive Europe project public and well known, and also won two additional funding awards towards the end of the project. Other exploitation activities include embedding locally and internationally, with the latter being realised through the establishment of an international Foundation that will also support and advise about funding models to support further expansion at the European level.

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[1] Note, this is not apparently selection bias amongst those participating in RadioActive, as youth workers noted that deciding to participate in other activities does not lead to the same level of improvements in well-being.

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1. Project Objectives

RadioActive-Europe investigated and developed innovative technology-enabled methods to engage disadvantaged and excluded people, or those at-risk, in learning environments that offer them the opportunity to develop and enhance digital competencies and employability skills that are necessary and valued in the world of work. Thus, RadioActive directly addresses Action Area 2.6 of the Digital Agenda for Europe to overcome the "lack of user skills such as digital and media literacy, not only for employability but also for learning, creating, participating and being confident and discerning in the use of digital media." (COM/2010/0245 f/2)

Our project objectives and degree to which they have been addressed are given below:

- Undertake community audits in 10 implementation localities (in 5 countries) to establish local capacity, digital capabilities, learning needs, social concerns and key stakeholders (*Target exceeded, with consultations performed with 13 Associate Partners active across the project, linked to 39 grass-roots organisations*);
- Deliver a pan-European Internet Radio platform that will be maintained after the life of the project and be freely available to other users; *(Target exceeded, all partner websites established and will be maintained until at least 31 Dec 2017 – 48,415 page views in total across the project (and 28,687 unique visits) with a successful online community established and plans to create a RadioActive Foundation drawn up, as well as a range of social media including Twitter https://twitter.com/RadioActive101 and Facebook https://www.facebook.com/RadioActive101);*
- Work with 4 excluded groups (in schools, vocational education, Higher Education, informal and adult education) to develop radio programmes and content and manage the stations *(Target exceeded as in addition to these groups we are working with older people (over 50s) and learning disabled young people in the UK);*
- Fully involve hundreds (450-500) of target users in the design, management and implementation of the project and in key decisions throughout its lifespan - to increase individual empowerment, group autonomy and long-term sustainability of the project *(Target exceeded with 534[2] participants involved in the project);*
- Broker partnerships with the media industries, other local employers and learning organisations to ensure meaningful progression routes *(Achieved with local authority, industry and media partnerships that have been developed, consolidated and expanded (see D8.3));* and,
- Exploit the outcomes of the project by developing accreditation processes, sustainable funding models and a comprehensive range of free support for other communities wanting to develop community radio as a tool for learning and community development *(Achieved: an exploitation plan is being implemented, accreditation has been realised through a system of 39 electronic open badges (176 badges awarded in Year 2 of the project), additional funding has already been secured by 2 partners (UK and PT), various flexible funding models have been devised and are 'live', and all supporting materials are freely available from our European Support Hub).*

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[2] We exceeded our production target whilst agreeing that our partner in Romania should rebalance its workload away from show production in the second year to focus on Evaluation & Quality. This was a sensible way to make the best use of limited resources and ensure that the Quality and Evaluation (WP6) was well executed.

2. Project Approach

In this section we give straightforward overview of our pan-European RadioActive approach and model before describing how this was articulated through 8 Work-Packages (WPs).

2.1. Overview of Approach and Model

The RadioActive approach and model involves two main aspects, Hub Progression and Show Cycles (see Appendix A1). The Hub Progression follows three phases:
Phase 1, Piloting: Problematisation, initial Training, local Hub setup and initial shows;
Phase 2, Professionalising: in-situ Training, greater Quality Control of shows and Badge negotiation and awarding;
Phase 3, Operationalising: Sustaining, embedding and expanding.

During Piloting in Phase 1, which typically lasts 2-3 months, the contexts (e.g. youth organisations, schools, multi-generational centres, HE settings) are investigated, understood and engaged through a process of 'Problematisation' (Ravenscroft, et al., 2013), which means 'conceptualise in order to change'. Once this has been performed and the discourses and relationships between all key actors have been established an initial intensive 2 day training work-shop is performed that results in the broadcast of a live show at the end of day 2. As part of this initial training the involved organisations also setup their local technical infrastructure (the basic technical kit and radio streaming service).

During Professionalising in Phase 2, which runs for approx. 6 months – 12 months, the Radio Hubs for each organisation are operational in producing, broadcasting and archiving live radio shows. *A clear pedagogy is realised through these activities being linked to the EU key competencies for Lifelong Learning through an (electronic) badge negotiation and awarding system - linked to 13 bronze, silver and gold badges (39 in total).* And in-situ training and facilitation improves the level of competencies through the production of shows of increasing sophistication and quality.

During Operationalising in Phase 3, which overlaps with Phase 2 and runs continuously after the activities have been professionalised, measures are taken to sustain, embed and extend RadioActive.

Comprehensive technical support for all phases is provided through the RadioActive European Support Hub (ESH) that includes online courses and all training materials and guides, and the sophisticated Badge awarding system (39 badges) linking RadioActive activities to the EU key competencies for Lifelong Learning.

During the professionalising and operational phases *Quality is assured* through the application of an 'easy to follow' Quality Specification (D6.2, Appendix1), that specifies the procedures and activities that need to be followed to realise sound pedagogy and quality shows. Also during this phase, and built into the Quality Specification, is the ongoing and *collaborative reflection and evaluation* applied to all the RadioActive processes, leading to ongoing improvements and refinements as operations continue. These ongoing improvements in competencies linked to the radio production processes are realised and tracked through the radio-activist's progression from bronze to gold badges as their involvement continues (so far 176 badges have been awarded).

Arguably, the most innovative aspect of RadioActive is that *extreme learning occurs through the 'rhythm' of participatory radio, or what we call the 'Show Cycle' (see Appendix A1).* It is both self-evident through the success of RadioActive in achieving its objectives and surpassing its targets (39 organisations involved, 534 radio-activists engaged, 110 shows, 2192 production hours, 176 badges awarded) and the strikingly positive evaluation results

from all actors (Edmonds et al., 2013, D6.2, D6.3) that RadioActive is an engaging and particularly powerful educational and psychosocial intervention. Four interrelated reasons for this effectiveness are that: 'the buzz' of making radio is attractive and motivating to participants (see Ravenscroft et al., 2014b); the skills and competencies are developed through focusing on relevant and personally motivating issues; the discipline of working towards the deadline of a 'live' show catalyses the learning process; and, the learning space of participatory radio is both focused and expansive. This latter point means that, initially, radio-activists learn the basics about technology, broadcasting and simple show formats. After this, they start to develop more sophisticated digital literacy and journalistic skills, and then move on to more challenging and innovative show formats, incorporating relatively complex concepts such as 'creating context', counter-narratives and balancing repositioning of opinions and evidence etc. In brief, the rhythm of repeated shows catalyses systematic, deep and incremental learning, and the 'whole space' of participatory radio provides a rich and expansive context for critical and creative learning and expression. And this is effective with some of the most excluded or hard to reach groups across Europe (e.g. learning disabled young people, at-risk youth, unemployed older people and Roma children).

In Appendix A2 we elaborate on the particularly innovative aspects of our project, by saying what was innovative about the results reported in particular WPs.

2.2. Articulation of Project Approach through 8 WPs

We now elaborate the project's pedagogical approach and rationale, and explain how this was informed and realised by the socio-technical design that was subsequently evaluated. This is detailed through explaining and linking RadioActive's key areas and work-packages (given in Fig 1). These were: a management framework (WP1), problematisation (WP2), setting up, training and implementing the RadioActive hubs (WP 3 and 5); pan-European activity and coordination through the European Support Hub (WP 4); Quality and Evaluation (WP6); Dissemination (WP 7); and, Exploitation (WP 8). Fig 1 shows how these work-packages overlapped and typically ran in parallel to deliver the project, with the problematisation and platform development being front-loaded.

Fig. 1 Project timescale of RadioActive Europe
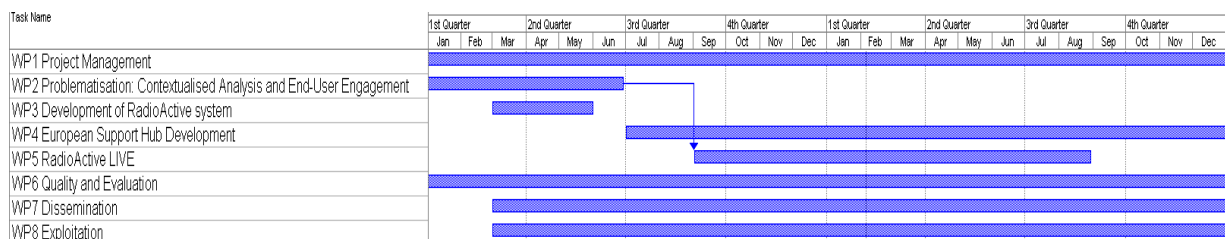
The Project Management framework and its operation is described in another Confidential Report, so below we describe the project approach that it implemented.

The Pedagogical approach and rationale: Radio as a radical educational intervention

The target participants were those described as being excluded or at risk of societal exclusion. The partners identified a number of groups which met these criteria, including young people not in Education, Employment or Training (NEET), children from areas of high deprivation, older people who have retired from working life, people with learning disabilities and Roma.

To promote the inclusion and improvements in well-being of these diverse disenfranchised groups the project implemented a new approach to conceptualising, *designing* and

developing internet radio and social media features for informal learning within 'lived communities'. It modified the key pedagogical ideas of Paulo Freire (1970) and his notion of transformational (or emancipatory) learning through lived experience. These ideas were articulated through a radical approach to Technology Enhanced Learning (TEL), where design is *conceived as an ongoing socio-technical intervention within existing or developing digitally mediated and mixed-reality[3] cultures.* This approach arose out of a critique of recent approaches to designing social media for learning within 'live' practitioner contexts (Ravenscroft et al., 2012a, 2012b). More broadly, this approach was a direct attempt to promote *'21st Century Learning for 21st Century Skills' - the key theme of the European Conference on Technology Enhanced Learning, EC-TEL 2012* (Ravenscroft et al., 2012). This approach was achieved in every partner context through embedding the radio and content production within the existing practices of established organisations linked to the excluded or at-risk groups. Internet radio was used to catalyse, connect and communicate technology-mediated developmental practices within these organisations. This in turn promoted rich personal and organisational learning, change and development, and as evaluations have shown (Edmonds et al., 2013, D6.2, D6.3) increased well-being and positive social impact.

Problematisation: Ongoing contextual and user needs analysis

To link the user contexts and the pedagogical approach to the socio-technical design of the RadioActive platforms, a problematisation phase was performed for all partner sites. Problematisation is a design technique that is particularly relevant to developing digitised technologies and social media practices linked to contextualised problems and opportunities (Ravenscroft et al., 2012a, 2012b). Problematise means to 'conceptualise in order to change'. In order to promote greater social participation and inclusion, we first needed to systematically examine the problems, challenges, needs and opportunities within our user contexts. Arguably the most critical aspect of Problematisation involved initiating and/or developing a relationship and discourse with the user groups and their organisations, often using informal and ethnographically informed methods and approaches. These practices aligned with the Freirian (1970) dialogical model with actual pedagogical innovations linked to the development of digital competencies through internet radio and social media practices in the target contexts. This was also an essential stage in involving members of the target group in the co-design process from the very start of the project. This phase allowed the excluded groups to take ownership of the project by co-shaping the technologies and pedagogic approaches from day one.

Through incorporating a Problematisation phase (WP 2) the internet radio was used as a device to legitimise interests into social and cultural outputs. Thus, we focused on the cultural interests of user groups in each country as not only a basis for programming the radio output but also as a means of social involvement and citizenship whilst developing new *skills and competencies.* For example, making a 'magazine' style one hour radio show about local issues involved *team working, collaborative learning, researching and interviewing, technical production and editing and polishing communication skills* – that are evidenced through the 110 recorded shows and the evaluation that has been performed.

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[3] Mixed-reality is becoming the prevalent term to convey the way in which social media, etc., (the digital) are intertwined with everyday reality (e.g. digital communication linked to live events, via Facebook, etc.) within our digitally mediated lives.

The outcome of the way in which the problematisation phase informed the practical setting up of the hubs and linked to training and accreditation is given below.

Implementing the RadioActive hubs: Setup, training, operations and accreditation

The training approach taken by the RadioActive project started with a basic training phase followed by providing an ongoing learning experience while producing RadioActive shows of increasing quality. This was scaffolded with virtual (human) support (via Skype) and online support through materials contained in the training sections of the European Support Hub http://training.radioactive101.eu/ Following a cascade model, those who were initially trained passed on their knowledge to others in their organisations. The RadioActive Partnership provided comprehensive support and training in the form of sound governance and editorial models (GEMs), training workshops, online tutorials and handbook, regular face-to-face, Skype and email interactions.

A strong indicator of the continuing success of the project approach is that the same standard technical set-up and training worked well across all the partner sites, as is evidenced by the broadcast output from each site and the 110 broadcasts in total. This demonstrated the flexibility and robustness of our model; reusability of the standard kit; and, the effectiveness of the training approach and ongoing facilitation.

In Year 2 we established a comprehensive model of recognition of the training and RadioActive practices by means of a system of Mozilla Open Badges similar to those described by Hamilton and Henderson (2013) (http://www.jisc.ac.uk/blog/so-what-are-open-badges-28-aug-2013), using the inbuilt features of the Moodle platform within the Hub for the collection of evidence for recognition and for the distribution of the badges http://radioactive101.eu/podcasts/radioactiveproject/ActivitiesForBadges_en.html

The scheme and methodology conformed with CEDEFOP's Guidelines on the Validation of Non-Formal and Informal Learning (see D8.3) and mapped well to 6 of 8 key competencies for Lifelong Learning; namely: Communication in mother tongue; Digital Competence; Learning to learn; Social and civic competencies; censure of initiative and entrepreneurship; and, Cultural awareness and expression. All proposed partner organisations and stations were operational by M6. The badges accreditation system is also available also in German http://radioactive101.eu/podcasts/radioactiveproject/ActivitiesForBadges_de.html and Portuguese http://radioactive101.eu/podcasts/radioactiveproject/ActivitiesForBadges_pt.html and has been practically realised via a comprehensive competency grid linked through to the Mozilla backpack server. To date, 534 participants have developed, or begun developing these competences in areas including technical expertise, audio editing, music editing, planning/organisation, copyright, record keeping, coordinating, promotion and self-reflection, etc., with 176 badges having been issued in the project's lifetime. Not all radio-activists received badges, *as this scheme was an addition to the project proposal that was implemented during the last 6 months of the project*. Thus far, we have shown it to be acceptable and workable, and therefore can be implemented fully going forward.

Central to providing ongoing online support for the training and recognition materials was the European Support Hub (ESH), which is the central coordinating technology and public face for the pan-European aspects of the project, described below.

Coordinating pan-European activity through the European Support Hub (ESH)

Early in the project (in M2) the role of the European Support Hub was decided and also its technical requirements and features were confirmed. Through the European Support Hub

(ESH http://training.radioactive101.eu), learning and other activities of the project were supported centrally. It hosts and accesses the project-websites, national hubs and other websites of the radio-activist groups. It is extended by training support and activity support dedicated to the Project collaboration. In addition, the ESH offers news, training and multilingual support of all tools.

The architecture of the ESH is given in Appendix D1. A screenshot of the ESH is given in Fig. 2 below; this photo shows the broadcasting equipment in situ during an interview being conducted by one of the young radio-activists, links to the national sites (on the upper right hand side) and links to social media (on the lower right hand side). The menu bar along the top contains clear links to the partners and their institutions, training, news updates and contact details.

Fig. 2 European Support Hub (ESH)   Fig. 3 RadioActive101 UK partner site radioactive101.org.
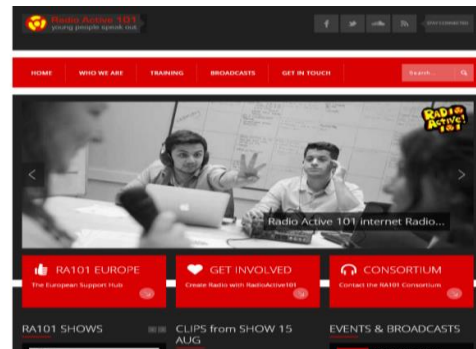
One of the national websites that is a focus of activity for the UK Associate Partners is given above in Figure 3; this shows the links to previous broadcasts and a photo showing a live broadcast in full flow at one of the UK associate partner sites in London.

There were several technical solutions in regular service and that are being maintained until 31 Dec 2017. Summarising we have: *Wordpress Multisite* as a practical way of networking our collection of hubs; *Podlove Podcast Publisher* and *Podlove Web Player* as a Media distribution system to document the shows; *Moodle* as a Learning Management System to offer self-paced learning material for the radio-activists and internal collaboration spaces to prepare shows and exchange content (e.g. the Open badges) and ideas; *Mahara* as an ePortfolio-System in Use was used as a work-portfolio, learning diary and/or for self-presentation accounts by the radio activists; and, v*arious social media tools* such as our project specific Twitter (https://twitter.com/RadioActive101) and Facebook (https://www.facebook.com/RadioActive101) accounts. These also supplement national Soundcloud and YouTube Channels.

Our project specific Facebook and Twitter accounts (given above) were used to inform audiences, promote shows and provide live audience interaction, with the live radio broadcasts remaining the 'core' of our project.

Quality and Evaluation

The Quality and Evaluation methodology was developed collaboratively and was initially informed by an early, or prototype[4], evaluation that was completed in the UK (Edmonds et al., 2013, D6.1 Appendix 2; Ravenscroft et al., 2014a; 2014b; 2014c). The scope of the framework investigated experiences and informal learning processes, progress of the project (reported in the Confidential Report), outcomes and the impact of RadioActive at the level of different actors involved - in all partnership countries.

To address contextual differences in each country we simplified our approach to quality in year 2, as our initial 'multi-indicator' approach was too complex and 'brittle' to implement at every site. So early in year 2, at the project meeting in Koblenz (Feb 2014), we devised and agreed a straightforward and easy to implement alternative – a Quality Specification (D6.2, Appendix 1) - that was implemented by all partners and focused on the procedural criteria for making 'quality shows'. This was the heart of the quality framework, around which other indicators were subsumed, which was successfully applied for the remainder of the project.

The Phase 1 evaluation (n=48) that was completed during the first year of the project was used to inform wider evaluation in Phase 2 (D6.2). This covered other sites in the second year of the project, and focused on assessing *improvements in learning and experiences of participants and their organisations* through an in depth mixed methods approach (focus groups, interviews and questionnaires). The Portuguese partners (CIMJ), in addition to the UK, implemented this in depth approach (n=12), with Germany (UKL) adopting a more limited 'email interview' (n=2) due to pragmatic constraints. Other partners were not sufficiently advanced in their implementations at this stage to perform a valid (pilot) evaluation. These in depth evaluations delivered some clear and insightful findings that are reported in Ravenscroft et al., 2014a, 2014b, 2014c., and summarised here.

Firstly, both groups noted the importance of developing greater 'confidence' and 'well-being' within their radio-activists, and that this was a platform for further engagement and skills development. In other words, RadioActive seemed not just to be an educational intervention, but also a positive psychosocial intervention (in terms of confidence, self-esteem, motivation and self-efficacy). Secondly, the groups noted wider positive impact than was initially envisaged. Whilst improvements in the informal learning of 21C skills leading to potentially greater employability was expected, the deeper psychological improvements within individuals and groups alongside broader organisational and social improvements and developments were not initially envisaged to the degree to which they occurred. These two national groups reported developments in improved communication and literacy skills linked to a greater confidence and propensity to use their voices, with this in turn, leading to more competent, confident and coherent group and organisational thinking and communication. Then, building on these improved communicative, digital and media literacy competencies the youth organisations in particular seemed to, as a 'unit', become better organised and drew greater attention to their activities. Thirdly, the groups noted that RadioActive was also a social and/or cultural, intervention, in the sense that it produces positive changes and impact at broader social and cultural levels beyond the organisations in which it is used, e.g. putting organisations on the cultural map, attracting attention and involvement from external agencies, and increasing very pragmatic dimensions - such as the capacity to attract further funding (that has happened in the UK and PT). Fourthly, in achieving and realising the

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[4] We use the term 'prototype evaluation' to denote that this was a full evaluation completed at one site (in the UK), that informed project evaluation performed in year 2. This was co-funded in the UK by the Nominet Trust and EC LLP.

above, the radio-activist groups felt a clear sense of 'ownership' of their shows, and that they are the central part of RadioActive, and not 'performing for' RadioActive.

A difference noted between these groups, was that the Portuguese young people underlined the benefits of exploiting family structure more, and related to this, engaging an audience that is perceived as a sort of 'outer circle' of potential radio-activists.

Taking the three initial evaluations of learning well-being and general experience collectively (UK, PT, DE), we also noted another particularly interesting and positive finding that overarched more specific findings. The radio-activist groups seemed inspired to have ambitious and 'high-minded' thoughts through being a part of the medium of RadioActive radio. In other words, RadioActive seems to have the capacity to inspire expressing 'dreams and ambitions' in ways that can then be realised as concrete and quality radio and media content.

To complement the in-depth prototype and pilot evaluations conducted early in year two and get greater and broader input across the partnership towards the end of the project - our approach was simplified for the final evaluation (D6.3), that used an online questionnaire (n=89). This method could easily include all partners. So the level of *innovation, quality* and *impact* on different aspects (beneficiary, organisation, community) was assessed plus other aspects such as *experiences, levels of engagement, lessons learned* and *recommendations*.

Key findings showed that over 70% of the respondents found RadioActive project activities *to be innovative or highly innovative. Specific innovations* that were recorded highest were the content of the shows (92.5%), Training (92.5%) and the Badges (90%, called 'micro-digital certification system' in the survey). The highest *Quality* was ascribed to the learning materials (86.8%), training workshops (84.2%), 'know how' transfer (77.6%) and communication among partners (72.4%).

A particularly important finding here is about the Badges, as although this scheme was introduced and approved towards the end of the project, they are clearly valued by respondents. Of the 176 badges that have been awarded so far, covering 14 skills, all are Bronze except for one Silver, and these cover mostly *journalistic skills* (96), then *Planning and Organisation* (13), with *Responsible Broadcasting* (12), *Arranging Radio content* (10), *Creating Radio Content* (10), *Audio Editor* (8) and *Music Editor* (8) also being awarded more than five times.

The highest *level of impact* was reported for the *direct beneficiaries*, our radio-activists (92.1%), followed by *project staff* (86.8%), the *organisation* (84.2%) and the *community* (76.3%). Of the aspects of this impact, the highest reported impact was on *self-confidence and motivation* (90.8%), followed by *creative skills and abi*lities (88.2%) and then some specific *employability and communication skills* (both 85.5%). The lowest impact was on *mathematical competencies (*35%), which supports the validity of responses, as this was the least emphasised aspect. Key *areas of impact for the organisation*s were the *participation level* (92%), *personal and professional development* (84%) and *quality awareness* (81.3%).

In response to the open questions: the most *powerful experiences* were a *sense of belonging* (50.75%) and *building confidence* (32.4%); the *key success factors* were a *high level of engagement* (42.2%) and *sense of self-value* (33.3%); the main *lessons learned* were *not being afraid* (38.46%) and *talking to new people* (26.15%); and, for the future, to *involve more people* (16.36%).

Summarising, the evaluations have been both in-depth (particularly D6.2) and broad (particularly D6.3) and provided a rich set of data, that shows that RadioActive was an

unusually successful intervention with the excluded and disenfranchised people involved in the project. Although we anticipated improvements in the informal learning of '21C skills' (such *as creativity, communication and critical skills*) and employability skills (such as *team-working and organisation*) that also map to EC key competencies for Lifelong learning, the scores were particularly high (see below) AND we also noted additional benefits. These additional benefits were improv*ements in psychosocial aspects* linked to general 'well-being' and self-efficacy - demonstrated through dimensions like *confidence, motivation, self-esteem and the propensity to communicate one's voice.* Plus there were clear *organisational improvements* in *communication, team working and critical and reflective practices*.

Dissemination and exploitation

The dissemination achieved has been considerable and significantly beyond the typical levels of a two year LLP project. Dissemination and Exploitation includes different approaches and activities. In the dissemination part of the project we focussed on promoting the circulation of the outputs and results of the project at academic, industrial and social levels. Specifically, the disseminated outcomes included: 24 conference and research papers/presentations, 3 Book Chapters, 13 dissemination workshops, 30 news media reports and interviews, 27 blog mentions (governmental and specialists blogs – media literacy, education, digital media) and 110 broadcast shows and 74 YouTube programmes (instructional, illustrational learning videos). These were the public face of the project in terms of the radio shows, workshops, conferences, etc. There has also been promotional media dissemination through press, radio and television news, to help us reach both industry and various civic society actors.

Project dissemination had a holistic approach. This means that we have been working at different levels of dissemination, from the European and national to the local and with different types of stakeholders and groups of interest.

The early creation of the national hubs, by M3, was also a relevant form of dissemination of our activities. This was also an important achievement to best deliver the project amongst associated partners at a local level whilst also incorporating their ideas. These are - UK RadioActive partner hub http://radioactive101.org German RadioActive hub http://de.radioactive101.eu Portuguese RadioActive hub http://pt.radioactive101.eu Romanian RadioActive hub http://ro.radioactive101.eu and the Maltese RadioActive hub http://mt.radioactive101.eu

Our exploitation activities are already very well developed, and address embedding locally and internationally (D8.3), for example: with hosting the infrastructure confirmed until Dec 2017; 2 further funding awards secured; all the 'know how' for replication contained in our ESH; a draft agreement for an International Foundation to support further expansion under consideration; and, our freely available exploitation documents outline flexible funding models going forward (see Section 5) to support further expansion and growth.

Summing up our approach, the project's considered pedagogical approach, tested management framework, innovative socio-technical design solutions using problematisation and rapid implementation of the RadioActive101 stations have resulted in a cohesive and successful project approach that is validated by unusually positive evaluation findings. Further the project is not just being sustained, but also expanding in its depth and scope (see D8.2).

3. Project Outcomes & Results

Significant outcomes of the project include; a transferable and reusable model for developing internet radio and social media support to address exclusion; a robust internet radio and social media presence (RadioActive Europe) incorporating five national stations (or hubs); an extensive and sustainable network of users and user organisations maintained through a European Support Hub (ESH); measured improvements in individual and community developments that address exclusion; considerable dissemination; and, a robust exploitation strategy and activities. *These significant practical outcomes have been described in the previous Section and 2.1 in particular*.

In addition to the established international and five national hubs containing content, such as 110 archived radio shows that have already been broadcast - we have also achieved a wide-ranging and insightful range of outcomes and results including conference and research presentations, dissemination workshops and media reports.

Our dissemination outcomes and results include: 24 conference and research papers/presentations; 2 Book Chapters, 13 dissemination workshops including Austria (Graz), England (London), Estonia (Tallinn), Germany (Berlin), Portugal (Lisbon), Scotland (Glasgow); 110 broadcast shows; 176 Badges awarded to radio-activists (that can be shared on social media via Mozilla Backpack) and 48,415 page views in total across the project **(**and 28,687 unique visits). Below we provide more details on the web-sites produced and external dissemination activities.

RadioActive Project Websites: International and national hubs

The English and national language versions of national websites were created in March 2013 and since then have been updated with activities directly related to the project and also with news, reports and useful information. In addition, more references and examples of national outputs were added to make the national pages more useful for associated partners and stakeholders. The URL's for the main project website and the 5 national websites are given in the previous Section.

The RadioActive Project Website is a place to disseminate activities from different members of the project and also has a European level of dissemination.

External Outcomes - Dissemination Activities

3.1 Academic presentations

Initially, the academic presentations mainly focused on the design, problematisation and the UK Evaluation aspects of RadioActive, with later publications (e.g. Ravenscroft et al.; 2014a, 2014b, 2014c) also including the evaluation findings with presentations at Online Educa, Berlin, (5 Dec 2014), ECREA, Lisbon, 15 Nov 2014 and EC-TEL 2014, Graz, 16 Sep 2014.

3.2 Dissemination Workshops

We hosted thirteen dissemination workshops in countries that include Austria (Graz), England (London), Estonia (Tallinn), Germany (Berlin), Portugal (Lisbon), Scotland (Glasgow).

Fig. 4 Prof. Andrew Ravenscroft delivering the introduction to an early RadioActive Dissemination workshop, Strathclyde University, 13 Nov 2013

3.3 Media mentions - media mentions were very important because they made a direct connection between the project and wider audiences. We achieved visibility on news blogs, print media, online newspapers, radio stations and even national television (PT). We also collected a large amount of blog/websites references from a vast range of subjects, from governmental sites, on media literacy, digital world and education bloggers. We also collected other media references, mostly dissemination activities through the associated partners' publications, organisations and partners (see images below).
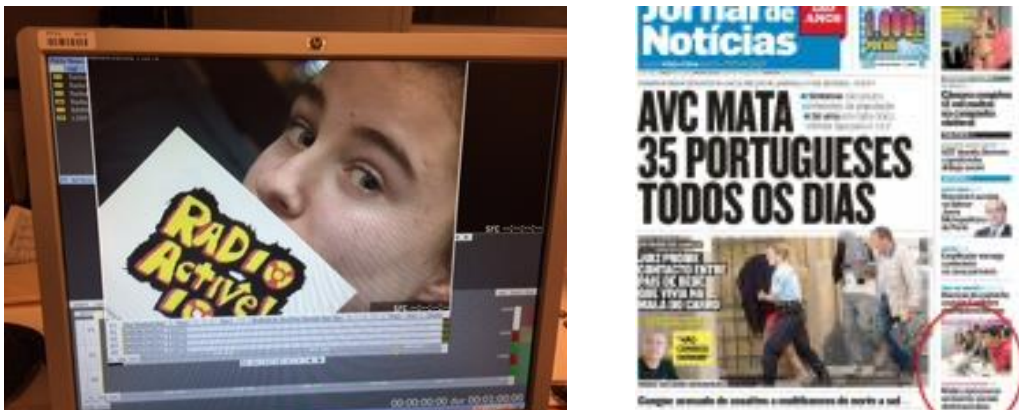
Fig 5 News coverage of RadioActive in Portuguese media.

3.4 Broadcasts - the 110 broadcasts (65.5 hours) produced by the 534 radio-activists were relevant vehicles for dissemination, including the 8 collective shows that the RadioActive Europe partners produced collaboratively during project meetings. Regarding the broadcast shows produced by the excluded groups, the full list (Appendix C1) reveals different programs with diverse subjects including: art, street art, human rights, citizenship, education, security, mental health, music and many other themes. These programs were the core of the project implementation and were also significant in the improvement of the project's visibility among wider society with 28,687 unique web page views.

4.   Partnerships

Partnerships are at the heart of any effective European consortium and the RadioActive project partnership was as experienced as it was diverse. The project's technology mediated educational intervention demanded a pan-European solution on two levels; one form of partnership was between the formal members of the Consortium - UEL the lead partner in the UK, with partners from Portugal (CIMJ), Germany (UKL), UK (Pontydysgu), Romania (ODIP) and Malta (KIC); and the other was between the national partners and their associate partners that are listed below. We have developed successful working relationships and collaborative working practices at these partner levels throughout the project that worked in harmony to successfully deliver the project aims.

Specifically UEL have attested project management, pedagogical and technical expertise in designing next generation social media technology which overlaps with the TEL design and training expertise of Pontydysgu. Both of these partners also harmonised well with UKL who were responsible for delivering the web-based innovations. This combined strength in socio-technical design linked to innovative pedagogy, allowed the partnership to incorporate the media expertise of CIMJ and the lifelong learning expertise of ODIP within design, operations and evaluation approaches. The considerable expertise of KIC in Exploitation, in particular articulated through linking accreditation to employability pathways, made their contribution particularly significant in ensuring meaningful exploitation was achieved.

Below we briefly describe the types and roles of partners constituting the consortium and their associate partners with whom we worked to deliver the project 'on the ground'.

Project Partners and their Associate Partners

A summary of the partners in the project is given below.

University of East London (UEL), through its International Centre for Public Pedagogy (ICPuP), a major research centre engaging in research and scholarship recognised as world leading (by the UK Research Assessment Framework). UEL worked with young people in the UK at three community organisations; Dragon Hall, the Squad and YOH. These specialised in engaging with children and young people, particularly those that are marginalised, vulnerable and at-risk of social exclusion.

Pontydysgu is a research and development organisation experienced in the design, development and delivery and support of programmes and courses for teachers and trainers in Technology Enhanced Learning.

The Knowledge Media Institute (IWM) at Universitaet Koblenz-Landau (UKL) is experienced in the use of digital technologies in learning, teaching and knowledge management. IWM is in partnership with the Multi-Generation Centre in Neuwied **(MGH-Neuwied) and MGH-Koblenz**. MHG-Neuwied now hosts Deichstadtradio and MGH-Koblenz, the group called Radio Ko'n'Rad and supported group activities.

Media and Journalism Research Centre (CIMJ) is a non-profit organisation whose prime objectives are the stimulation and development of research in media and journalism. CIMJ brought to the project its expertise in journalism research and journalism and communication practice and led on the project's dissemination activities. CIMJ worked with young people in four low income communities in Porto and Coimbra through the service providers Metas, Catapulta, Trampolim and EntrEscolhas. The centres work with Programa Escolhas (Choices Program) conceived to work with children and young people from deprived areas.

The Observatory for Lifelong Learning Development (ODIP) is an independent non-governmental and non-profit research organisation involved in research, evaluation and training in the field of promotion, development and implementation of lifelong learning policy. Although ODIP were initially aiming to implement RadioActive in schools in Romania, it became clear by year 2, given their resources, that this would detract from the quality and evaluation work, so it was agreed with our EC Officer that ODIP would not be required to implement RadioActive hubs in the final part of the project as was initially proposed.

The Knowledge Innovation Centre (KIC) is a consultancy focusing on knowledge brokerage and innovation of knowledge transfer processes. The Centre worked extensively within Quality Assurance of Higher Education, Technology Enhanced Learning, Student Services and the knowledge economy. KIC worked with **INSITE**, a student-run, non-profit, independent media organisation whose aim is to promote student life and to provide students with a means by which they could be heard.

The project partnership is an endorsement of the diversity and dedication of these pan-European institutions.

From the outset, the RadioActive project intended to collaborate with organisations throughout Europe to extend and grow the RadioActive concept, and to:

- extend and support Radioactive Europe in existing contexts.
- identify and link with an additional 20 organisations and user groups and provide them with support.
- support informal collaborations and communications that lead to wider adoption and use.

In fact, over the lifetime of the project, we have managed to create links with 39 different organisations - double our original target - which provides strong validation to the RadioActive concept. We identified four different modalities of collaboration, namely:

- collaboration in production or managing a show
- discussion on future activities / expansion of the RadioActive Network
- participation in other project activities
- discussion of radioactive as a case study

Sustainability interventions with the various organisations, were nearly equally divided between the four types (see diagram).

RADIOACTIVE EXPLOITATION ACTIVITIES BY TYPE
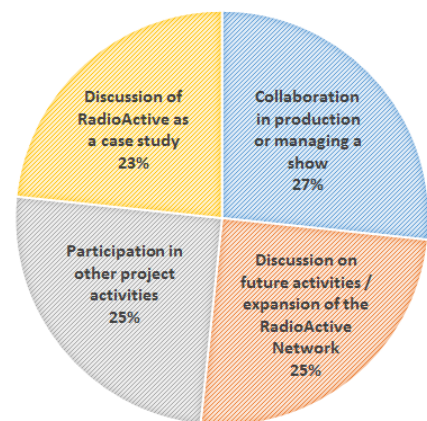
5.   Plans for the Future

Future plans for RadioActive build on a platform of several main aspects, namely: Maintenance of the technical infrastructure for three years; ongoing support from the lead site, as the 'anchor' for further activity and development; the proposal of an international RadioActive Foundation; securing of additional funds to continue the activities (already achieved in UK and Portugal); and, applying the approach to new contexts, such as mental health, substance misuse and prison services. These activities all support our work to embed RadioActive locally and internationally, and are expanded upon below.

UEL has secured the services and backing of UKL for continued hosting of the radio hubs, websites and accreditation framework for the badges systems in Moodle until the end of 2017. We will be maintaining a blend of hosting and support and the optional availability of training and advice to complement the resources on offer from the European Support Hub. We anticipate the scoping of a marketing and distribution model for RadioActive Europe as a package that exploits the Web-based networks established around the development of National level Portals and a pan-European Support Hub. We are also reviewing prospects of franchising and subscription-based means of widening take-up and generation of income.

All core products that were identified for use in the hub are free, open-source or are being provided and supported at no charge by partner organisations. However, part of the project's aim is to identify ways in which new services might improve their quality and efficiency through the adoption of the project's innovative approach in ways that are commercially credible. The technical and pedagogical toolkit that we created allows for sustainability and expansion after the end of the project. Following the cascade-training model, the RadioActive model allowed learners of today to teach newcomers of tomorrow allowing for expansion of the project throughout 2015 and beyond.

Work has begun exploring the creation of a RadioActive International Foundation as a vehicle to formalise the partnership's continuation and to embed the activities of Radioactive within the activities of the various organisations, and ensure the sustained existence of both the RadioActive brand, the consortium, and the network of radio hubs. At the moment, a deed for the foundation has been drafted, and is in the process of going through the legal and administrative departments of the various partners.

The key purpose of the foundation is to sustain ongoing activities in the local chapters, while recruiting new chapters to start radio stations. Whilst it would be impossible for any single organisation involved to set up a project of this type on their own, the level of support, guidance and tested structure on offer from RadioActive (through the website, the hub, available expertise, etc.) will mean that they will have the capacity and capability to continue the work from 2015 onwards. The success of the current cascade model of training and integration evidences this.

The sustainability of the RadioActive Model is evidenced by the continuation of radio broadcasting by individual groups and organisations even though the EC funding has ended. In Germany, Malta, Portugal and the UK, radio shows continue to be produced for immediate and future broadcast.

There is agreement in the Consortium that the results of the RadioActive project open up new perspectives for improving media literacy in various ways. Partners plan to exploit this according to their interests, for example by extending the RadioActive approach to work with other media, to utilise radio in supporting health care or in applying lessons learned to the

training of learning facilitators in various contexts, such as prisons, and there are specific examples of this.

The lead site in the UK has an institutionally funded PhD (2014 to 2017) using the RadioActive hub as a basis for community action research to facilitate the creation of a substance misuse radio series with the users themselves, in collaboration with 2 local Child and Adolescent Mental Health Services (CAMHS), a residential drug rehabilitation service (ODAAT) and very large Local Authority network (Young Hackney). This will be evaluated in terms of its value as an intervention in substance misuse, from the perspective of those directly involved in producing the broadcast and related content (the 'radio-activists') and listeners or social media participants.

The partners in Portugal (P4) have been awarded funding and a distinguished prize by the FCT, the National Funding Agency for Science, Technology and Innovation. The prize acknowledges the work by the project team in Portugal and the funding won will support the shows until Dec 2015. This award will support the expansion of the project in Portugal in cooperation with the governmental program Escolhas (Choices) throughout 2015. CIMJ in Portugal now have staff and funding for all of 2015 to continue with the network. In fact CIMJ have agreed locally with the Portuguese national 'Choices Program' to continue with the radio station beyond 2015. There will be a sustainable implementation of the project and support for the Portuguese RadioActive hub, throughout 2015 and beyond.

6. Contribution to EU policies

RadioActive Europe contributed strongly to three areas of EU policy, namely the *European Reference Framework for Key Competences for Lifelong Learning*, the central aspects of the ongoing debate and policy about *media literacy* and policies addressing *social and digital inclusion*. Below we describe how each of these was addressed in more detail.

RadioActive mapped very well to 6 of the 8 key competences in the European Reference Framework namely: Communication in mother tongue; Digital competence; Learning to learn; Social and civic competences; Censure of initiative and entrepreneurship and Cultural awareness and expression. We devised a clear model which links these key competencies to the staged development of RadioActive practices linked to recognition through the Open electronic badges. These were approved by our radio-activists in the different partner countries. *This proven 'RadioActive model' linking inclusion, informal learning and employability, including a clear and tangible accreditation and recognition scheme (of Open badges) represents the core of our project's added value at an EU level. Given that our model has worked successfully in six partner countries, this strongly suggests that it will be effective on a broader pan-European level.*

In terms of addressing policy on media literacy we are particularly conscious of the view that "the European Commission considers media literacy an extremely important factor for active citizenship in today's information society". Just as literacy was at the beginning of the twentieth century, media literacy is a key pre-requisite of the twenty-first century" (http://ec.europa.eu/programmes/creative-europe/index_en.htm). Virtually every practice in RadioActive was an articulation of media literacy at various levels and to various degrees. For example, learning how to use the media and understanding how it works, as well as being able to develop critical understanding of the representations produced by multiple sources of information are essential competences for the digital era.

Policies addressing social and digital inclusion are in particular aiming to address the high unemployment rate amongst young people across Europe, and EU policy is increasingly focused on young people classified as NEET (Not in Education, Employment and Training). This excluded group were the main radio-activists in the UK and Portuguese sites. For these groups the radio was a dynamic way to practice how to talk and express oneself, how to gain trust of others and greater self-confidence, and in particular - how to act critically in relation to civic action within the community.

Inclusion in these ways was therefore realised through *active citizenship,* in a context where international institutions such as the European Parliament, the Council of Europe and UNESCO have pushed the relationship between *media education and citizenship.* For example - The European Commission Recommendation on media literacy in the digital environment was for a more competitive audio-visual and content industry and an inclusive knowledge society. This followed a similar announcement on 20.8.2009, based on the European Council's conclusions on media literacy in the digital environment. Before this UNESCO issued the Paris Agenda – that preceded Twelve Recommendations for Media Education (Media and Information Literacy (MIL) in 2007, updating the Grunwald Declaration of 1982.

RadioActive Europe contributed in many ways to the EU policies, adding value to the discussion of media education and social inclusion public policies, and specifically - providing a tested pan-European model for the inclusion, informal learning and employability that fits a broad range of excluded or vulnerable groups.
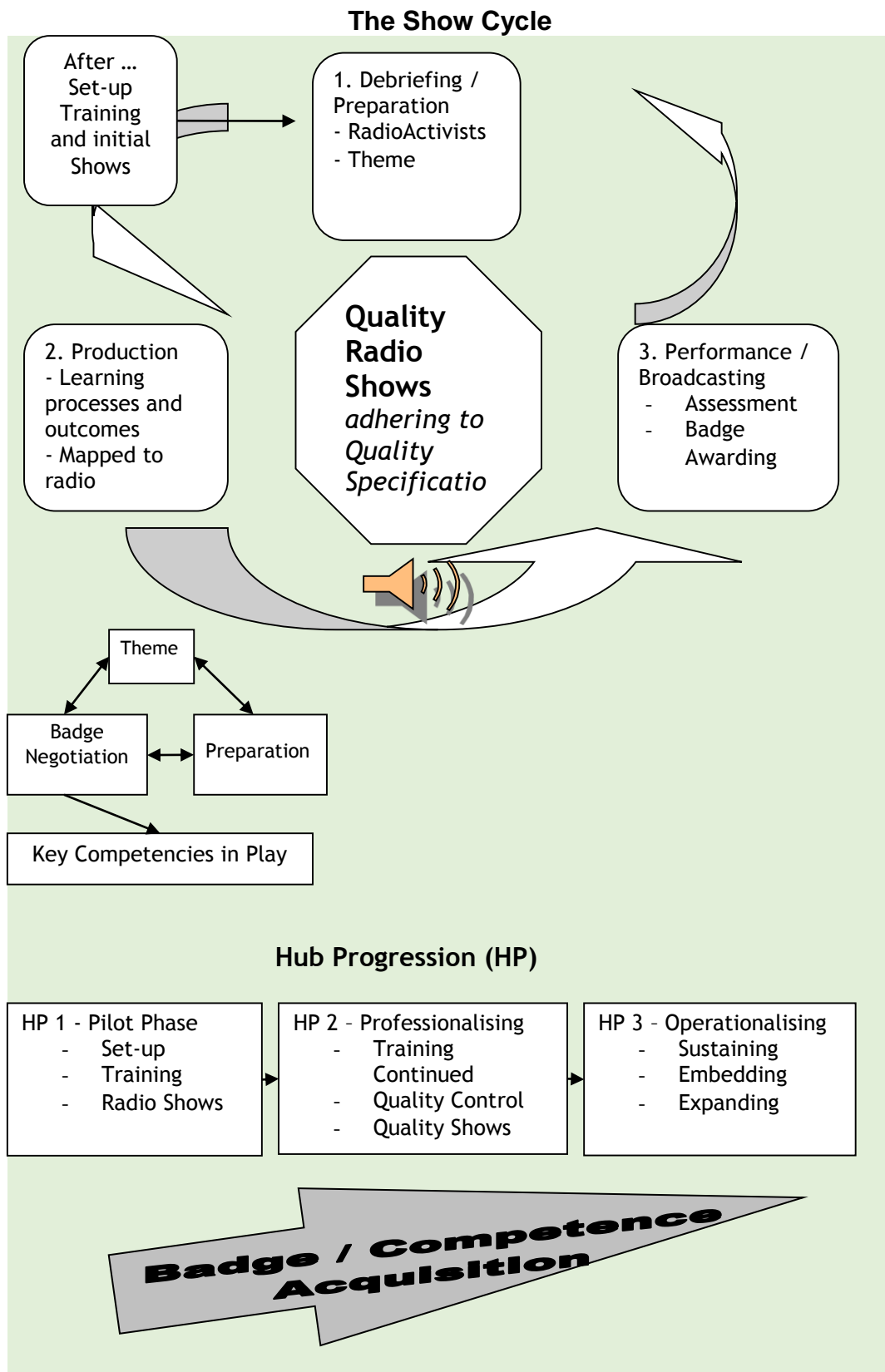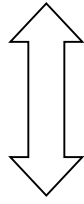
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Ravenscroft, A, Rainey, C, Brites, M, J, Correia, S., Catalão, D, Dahn, I, Dellow, J (2014c). RadioActive101: Adapting the 'space' of radio as participatory media to promote inclusion, informal learning and employability Participatory Methodologies: Media and education, Eds. Editors: Maria José Brites, Sílvio Correia Santos and Ana Jorge.

8. Appendix A1 RadioActive Model

The Show Cycle

Hub Progression (HP)

HP 1 - Pilot Phase	HP 2 – Professionalising	HP 3 – Operationalising
- Set-up - Training - Radio Shows	- Training Continued - Quality Control - Quality Shows	- Sustaining - Embedding - Expanding

- Increasing participation

- Engagement and improved well-being (confidence, self-esteem, group identity and coherence)

- Informal learning of EU Key Competencies / acquisition of Badges

- Improvements in core language and dialogue skills and team-working

- Improvements in collaborative skills

- Improvements in organisational skills

9.   Appendix A2 Descriptions of Innovation

Innovative aspects of Results in Deliverables from RadioActive Europe

D2.2   Problematisation: Extended Methodological and Pedagogical approach

Problematisation is a new design technique in itself, and means 'conceptualise in order to change'. It addresses the common shortcomings in design where socio-technical 'solutions' do not achieve high levels of acceptance or do not fit with the context in which they are meant to operate. The emphasis is on understanding the problem, and in our case, the lives and activities of our excluded and at-risk people, along with the organisations they belong to. Crucial to this process is forming relationships and discourses that allow careful co-design to occur. We found that this process was actually ongoing and not time-limited to the first six months of the project, although it was front-loaded so that initial design work could be completed. What was innovative in our project, is the way in which the problematisation setup long-standing collaborative working relationships between the RadioActive consortium and radio-activist groups (the beneficiaries). These cannot be easily recorded in formal terms, and yet were the cornerstone to the successful delivery of our project, that surpassed most of its targets through this successful co-working and facilitation. The descriptions of organisations and their activities, which were varied in their format, all provided valuable information to understand the contexts and sustain a discourse.

D3.1   Installation of Radioactive toolkit

The innovative aspects of these results was that our low-cost, portable and straightforward to use 'RadioActive kit', could be installed and piloted as a part of a 2 day workshop at all our sites and contexts to provide training and setup hat was effective across Europe. And similarly, all our national sites and contexts progressed through phases of piloting, professionalising and then operationalising their radio activities. So this is a robust and generic technical approach. The conventional model, of getting people making radio to work in a dedicated and expensive studio, would simply not have been affordable or allowed so many people to have been involved (534) in making a large body of radio content (110 shows, 2192 production hours).

D4.3   Final Version of the European Support Hub

The innovative aspects of our European Support Hub was that it incorporated an original and comprehensive set of complementary tools: *Wordpress Multisite* as a practical way of networking our collection of hubs; *Podlove Podcast Publisher* and *Podlove Web Player* as a Media distribution system to document the shows; *Moodle* as a Learning Management System to offer self-paced learning material for the radio-activists and internal collaboration spaces to prepare shows and exchange content (such as the Open badges) and ideas; *Mahara* as an ePortfolio-System in Use was used as a work-portfolio, learning diary and/or for self-presentation accounts by the radio activists; and, *various social media tools such as our project specific* Twitter (https://twitter.com/RadioActive101) and Facebook (https://www.facebook.com/RadioActive101) accounts. These also supplement national Soundcloud and YouTube Channels.
Another innovative aspect is that these were articulated and presented in a way that gave a similar overall look and feel, and yet, allowed for tailored and sophisticated individual activities.

D5.1   Programs and content

Our programs and content, the radio shows, had many innovative aspects. Firstly, all our radio-activist groups decided to make mostly dialogue and issue based shows, in a

'magazine style' and none resorted to the 'easy option' of playing mostly pre-recorded and copyrighted music. This is in direct contrast to most commercial and community radio that have music and/or advertising as their main focus. This allowed the project to express these (radio-activist) voices that were typically unheard. Secondly, these shows, that were all originated by the radio-activist groups themselves, often tackled serious issues and perspectives avoided by mainstream educational institutions or media - such as knife-crime, substance misuse, the role of young women in the media and local issues (such as bullying and lack of educational opportunities). Thirdly, this type of content, challenged and empowered the radio-activists to develop a range of journalistic, communication, critical and creative skills, that they would have previously thought was 'beyond them', and typically something that they would ascribe to more privileged members of society.

D5.2 Future Facilitators' Guides
This is an innovative deliverable in that in uses the medium of radio to encourage future facilitators to collaborate with a project that has internet radio at the heart of its delivery. The future facilitators' guides are also a succinct method of capturing the essence of the project, its low cost nature and relatively straight forward approach that the RadioActive model is encouraging others to adopt.

D6.2   Pilot Evaluation Report
The innovative aspects of the results of our pilot (mixed methods) evaluation was that they were surprisingly clear, complementary and positive across the settings evaluated, and had high impact. All groups clearly engaged in a dedicated and positive way, and this led to the reporting of significant improvements in the learning and development of individuals and the organisations.   From D6.2:

'Overall benefits from the project that young people have identified include having a voice, employability, confidence, communication, creative skills, motivation, time management and an understanding of responsibility needed from young people. These benefits have not only been for long standing members from the youth centres, but also for young people that have only just started coming to the youth centre for the radio project.'

The results suggested the whole 'system' improved – individuals and organisations, in ways that surpassed expectations. This is striking when we consider the common lack of acceptance and success with many Technology Enhanced Learning (TEL) interventions. Furthermore, in addition to the learning benefits, there was striking reporting of psychosocial improvements, in dimensions such as confidence, self-esteem and self-efficacy generally. In brief, the results clearly evidenced that RadioActive has been a positive and 'life-changing' experience for many of our individuals and groups. Further, the results actually suggested a new 'model' for informal learning - that is currently being developed - that foregrounds psychosocial improvements as the foundation for developing educational improvements, particularly in informal settings.

D6.3   Final Evaluation Report
The innovative aspects of the results of our final evaluation, which had significantly broader and larger coverage than the pilot (through using an online questionnaire), was that they were, as with the pilot - surprisingly clear, consistent and positive across the consortium. The results reinforced the earlier findings during the pilot phase. They confirmed that all groups clearly engaged in a very dedicated and positive way, and this led to the reporting of significant improvements in the learning and development of individuals and the organisations (e.g. creative skills and abilities, employability skills and communication skills). Again, these results suggested the whole 'system' improved – individuals and organisations and evidenced European added value across the project. This is striking when we consider the common lack of acceptance and success with many Technology Enhanced Learning (TEL) interventions. Furthermore, in addition to the learning benefits, and creativity and

communication skills in particular, again there was striking reporting of psychosocial improvements, in dimensions such as self-confidence and motivation, sense of self-value and sense of belonging. The results add further weight towards developing a new 'model' for informal learning - that we are currently working on - that foregrounds psychosocial improvements as the foundation for developing educational improvements and also the motivational value of recognition of informal learning through a 'concrete' and tangible system such as electronic badges.

D7.1   Project Website
The innovative aspects of our European Support Hub was that it incorporated an original and comprehensive set of complementary tools: *Wordpress Multisite* as a practical way of networking our collection of hubs; *Podlove Podcast Publisher* and *Podlove Web Player* as a Media distribution system to document the shows; *Moodle* as a Learning Management System to offer self-paced learning material for the radio-activists and internal collaboration spaces to prepare shows and exchange content (such as the Open badges) and ideas; *Mahara* as an ePortfolio-System in Use was used as a work-portfolio, learning diary and/or for self-presentation accounts by the radio activists; and, v*arious social media tools such as our project specific* Twitter (https://twitter.com/RadioActive101) and Facebook (https://www.facebook.com/RadioActive101) accounts. These also supplement national Soundcloud and YouTube Channels. Such a pan-European approach to recognising informal learning is evidence of effective European added value. Another innovative aspect is that these were articulated and presented in a way that gave a similar overall look and feel, and yet, allowed for tailored and sophisticated individual activities.

D7.3   Best Practices Final Report
An innovative aspect of this deliverable is its presentational quality linked to its reusability right across all the partner countries. This European collaborative work has been published as an ePub and a pdf with dedicated ISBNNo.
ISBN (pdf) 978-989-20-5359-2, ISBN (epub) 978-989-20-5360-8.
This 'polished' presentation makes this attractive at the EU level.

D8.2   Exploitation Report
An innovative aspect of our Exploitation Report is that it is proposing setting up an international Foundation to sustain and grow RadioActive beyond the lifetime of the funded project. And for which the administrative preparations (a draft deed) have already been completed.

D8.3   Accreditation and progression plan
An innovative aspect of our Accreditation and Progression plan is that it describes an original and the sophisticated Badge awarding system (39 badges) linking RadioActive activities to the EU key competencies for Lifelong Learning. These incorporate 13 types of badge that can be awarded at bronze, silver or gold levels, - that make informal learning explicit and motivating. This 'badge scheme' is a significant piece of work that was not originally proposed and through the translation of the badges into partner languages we demonstrated significant European added value.

10. Appendix A3 Bibliography

The following represent the published work from the RadioActive consortium throughout the lifetime of the EC funded project.

Scientific publication, peer-refereed papers

International/European writings

Articles

- Brites, M. J., Santos, S. C., Jorge, A. & Navio, C. (2014). "Problematizar para intervir: rádio online e educação para os media como estratégia de inclusão de jovens" (Problematizing to intervene: online radio and media education as a strategy for young people inclusion). Observatorio (OBS*) Journal, vol.8 – nº1 (2014), 145-169.

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Chapters

- Brites, M. J., Jorge, A., Santos , S. C. (2014). RadioActive. Um projeto europeu de rádio online . In ELEÁ, I. (Ed). Agentes e Vozes: Um Panorama da Mídia-Educação no Brasil, Portugal e Espanha (Yearbook 2014). Nordicom: University of Gothenburg.

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Highly relevant publications for the worldwide renowned Information Centre for Media and Communication Research, Nordicom from Göteborg University Sweden, that established The International Clearinghouse on Children, Youth and Media (formerly the UNESCO International Clearinghouse on Children and Violence on the Screen), financed by the Swedish government and UNESCO. These books are in the 2014 Yearbook of Nordicom. One is published in Portuguese and Spanish (the first time Nordicom published a Yearbook in Spanish and Portuguese) and the other in English. This has ensured we will have a relevant reach in Portuguese-, Spanish- and English-speaking countries – (mostly in Brazil, Spain and the UK), and particularly in media literacy and educational communities, in academia and also in communities that want to make this type of media project. (http://www.nordicom.gu.se/sv)

Ebook (PDF and EPUB versions)

Brites, Maria J; Ravenscroft, Andrew; Dellow, James; Rainey, Colin; Jorge, Ana; Santos, Sílvio C.; Rees, Angela; Auwärter, Andreas; Balica, Magda; Camilleri, Anthony F. 2014. "Radioactive101 Practices", 42 pp.. Lisboa: CIMJ.

ISBN (pdf) 978-989-20-5359-2/   ISBN (epub) 978-989-20-5360-8

URL: http://radioactive101.eu/2014/12/22/radioactive101-practices/

Articles, book and special journal edition in preparation

Participative methodologies: Media and Education (Book, expected mid 2015)

Editors: Editors: Maria José Brites, Ana Jorge and Sílvio Correia Santos

This book will be available in three 3 languages (Portuguese, Spanish and English) and will have chapters from South and North America, Africa and European researchers and other stakeholders

Indication of some of the chapters from RadioActive participants:

RadioActive101: Adapting the 'space' of radio as participatory media to promote inclusion, informal learning and employability, *Andrew Ravenscroft, Colin Rainey, Maria José Brites, Sílvio Correia Santos, Ingo Dahn and James Dellow*

RadioActive and Badges, *Andreas Auwärter, Ingo Dahn, Angela Rees*

Radio as a Learning Tool: from 'Sounds of the Bazaar' to 'RadioActive', *Graham Attwell* and *Dirk Stieglitz*

A aproximação ao mundo da rádio online através das abordagens formal e não formal, *Joana Alves dos Santos (Catapulta)*

A intergeracionalidade e a inclusão digital de grupos socialmente vulneráveis, *André Barreira Freitas (EntrEscolhas)*

Special edition of Media & Jornalismo (journal, expected for mid-2015)

Editors: Ana Jorge, Maria José Brites and Sílvio Correia Santos

URL: http://cimj.org/index.php?option=com_content&view=article&id=1059:cfp-media-a-jornalismo-numero-especial-educacao-para-os-media-na-era-digital-15-de-fevereiro-de-2015&catid=25:noticias&Itemid=166

Miscellaneous recognitions, events (including theatre) and publications

RadioActive101 – was considered by Directorate-General for Education (DGE) of Ministry of Education one of the best literacy projects in Portugal

URL: http://www.dgidc.min-edu.pt/educacaocidadania/index.php?s=directorio&pid=93

RadioActive101 in Portugal was awarded a distinguished prize by the FCT, the National Funding Agency for Science, Technology and Innovation. This will support the project in Portugal right through until the end of 2015.

URL: http://www.ticsociedade.pt/premiovencedores

Submitted papers

- Santos, S. C. Brites, M. J. Jorge, A., Catalão, D., Navio, C. 2014. Learning for life: a case study on the development of online community radio.

- Jornalismo e educação: rádio *online* e processos juvenis de aprendizagem [Journalism and education: rádio online and juvenile learning processes]

Authors: Maria José Brites, Sílvio Correia Santos, Ana Jorge and Daniel Catalão

+ paper by external researcher about the project:

Guerreiro, Mariana (2014). "Rádio: Potencialidades Educativas em Ambiente Digital". Ano V, Num. 1, Jan.–Jun. 2014. Grupo de Pesquisa Convergência e Jornalismo (ConJor). ISSN: 2179-6033.http://radioleituras.wordpress.com This Journal is Brazilian: http://radioleituras.wordpress.com/about/

National writings

Chapter in book proceedings from media literacy conference

Brites, Maria José, Jorge, Ana, Santos, Sílvio Correia & Navio, Catarina (2014). RadioActive Europe: jovens, o digital e as suas comunidades [RadioActive Europe: youth, digital and communities]. *In* Livro de Atas do 2.º Congresso Literacia, Media e Cidadania, coord. Sérgio Gomes da Silva and Sara Pereira. Gabinete para os Meios de Comunicação Social — Grupo de Trabalho Informal sobre Literacia para os Media. ISBN: 978-989-96478-3-1 URL

Master dissertations

- Masters dissertation – Maria Mariana Neto Guerreiro (2014). "As potencialidades educativas da rádio para crianças e jovens" [Educational potential of radio for children and youth]. Master thesis in Communication Sciences, specialisation in Media and Journalism Studies. Universidade Nova de Lisboa. Supervised by Cristina Ponte and Ana Jorge.

- Masters dissertation – James Dellow (2014). "Designing and evaluating an internet radio intervention for the inclusion, engagement and informal learning of disenfranchised young people - A UK youth work perspective". Master thesis in Education, University of East London. Supervised by Paul Adams and Prof. Andrew Ravenscroft.

Scientific events, peer-refereed conferences, presentations and workshops

Conference and research presentations

- Ravenscroft, A., Edmonds, C & Dellow, J. (Presenting authors), (2013). RadioActive: Inclusive Informal Learning and Employability through International Internet Radio, University of East London (UEL) Research Conference, Knowledge Dock, University of East London (UEL), 26 June, 2013.

http://roar.uel.ac.uk/2583/

Presented R101 successes and early findings. Connection made with Health Psychology Management Organisation Services (jumena Begum).

 - Brites, M. J. & Jorge, A. (2013). Community web radio and including young people through media education: problematising before changing. Belgrade meeting 2013 – COST Action IS0906 "Transforming Audiences, Transforming Societies". 18-20 September 2013.

URL: http://www.cost-transforming-udiences.eu/system/files/Belgrade%20Programme%20FINAL_2013_09_16.pdf

This was a presentation by invitation. COST Action IS0906 "Transforming Audiences, Transforming Societies" is one of the most relevant actions in the COST Action in social sciences and has a strong role in audience studies. This was a great opportunity to disseminate the project at a European level, because COST Meeting reunites some of the most preeminent researchers and stakeholders of this field of research. During the presentation there were stakeholders from academia, industry, NGOs (like UNICEF) and radio associations.

Online Educa Berlin 2013, December 2013:

- Ravenscroft, A. Edmonds, C., Reed, K., Murphy, A., Dellow, J. & Qureshi, S. (2013). RadioActive101: International Internet Radio as radical pedagogy for Inclusion, Informal Learning and Employability

URL: http://oecms.it-sg.de/programmeOEB-13.php?c=1

This is one of the most important events worldwide. It is the Largest Global E-Learning Conference for the Corporate, Education and Public Service Sectors.

Online Educa Berlin was one of the conferences that we aimed to attend since the application of RA

- Brites, M. J., Santos, S. C., Jorge, A., Catalão, D. & Navio, C. (2014). "From systematic analysis to participation strategies: online radio for the empowerment of young audiences". (New) Audience Practices, 3 and 4 April, 2014, Catholic University of Portugal – Lisbon.

URL: http://audiencepractices.wix.com/cecc

- Brites, M.J., Santos, S. C., Catalão, D., Jorge, A. & Navio, C. (2014). "Media participativos e a importância do jornalismo como ferramenta educativa, exemplos do projeto RadioActive" [Participatory media and the relevance of journalism as educative tool, examples from RadioActive project]. Confibercom2014, 13-16 April, 2014, Universidade do Minho – Braga.

URL: http://www.confibercom2014.org/?lang=es

http://www.confibercom2014.org/noticias/?tag=media

Two workshops during 5th Edition of the Personal Learning Environments (PLE) Conference 2014:

- "Personal Learning and assessment – Using open badges to recognize informal learning in the RadioActive101 project", Angela Rees, Andreas Auwaerter and Ingo Dahn

- "Personal Learning and assessment – Recognising transferable skills in a community internet radio project", Angela Rees and Andreas Auwaerter and Ingo Dahn

PLE was one of the conferences that we aimed to attend since the application of RA

- Ravenscroft, Andrew, Rainey, Colin, Brites, Maria José, Santos, Sílvio Correia, Catalão, Daniel, Dahn, Ingo, Dellow, James. "Reflections on the acceptance and success of RadioActive101: Motivation through problematisation, improved well-being, emancipation and extreme learning" presented by Dr Ingo Dahn at the MATEL Workshop 2014, EC-TEL 2014, Graz, 16 September 2014

URL: RA-Matel-RevF1

- Ravenscroft, Andrew, Rainey, Colin, Brites, Maria José, Santos, Sílvio Correia, Catalão, Daniel, Dellow, James. "RadioActive101: Using internet radio to break-down the boundaries for inclusion into smart cities." Smart City Learning Workshop, EC-TEL 2014, Graz, Austria, 16 September 2014

URL

EC-TEL was one of the conferences that we aimed to attend since the application of RA

- Brites, Maria José, Jorge, Ana, Santos, Sílvio Correia, Catalão, Daniel, Navio, Catarina. "Listening to music, making online radio and copyright". 5th Conference from the European Communication Research and Education Association (ECREA) –'Communication for Empowerment: Citizens, Markets, Innovations' Lisbon, Portugal, 15 November 2014

Url: https://www5.shocklogic.com/scripts/jmevent/programme.php?client_Id=LEADING&project_Id=5ECC

- Santos, S. C., Brites, M. J., Jorge, A., Catalão, D., Navio, C. "Online radio for the empowerment of young audiences: from systematic analysis to radio participation". 5th Conference from the European Communication Research and Education Association (ECREA), Lisbon, Portugal.

Url: https://www5.shocklogic.com/scripts/jmevent/programme.php?client_Id=LEADING&project_Id=5ECC

ECREA was one of the conferences that we aimed to attend since the application of RA

Online Educa Berlin, December 2014:

- Ravenscroft A., Rainey, C., Brites, M.J., Correia Santos, S., & Dellow, J. (2014).
RadioActive101: Implementation and Evaluation of Radio as an Educational Intervention for Inclusion and Informal Learning and was part of the sessions Addressing Inequality: Is ICT a Silver Bullet? (Friday, 5 December 2014)

London final conference Wed. 26 Nov 2014, at**,** http://radioactive101.eu/2014/11/13/dissemination-workshop

National presentations

(these national presentations also reflect the European dimension of the project)

- Sílvio Correia Santos participated in the 1st Portuguese Meeting on Radio Studies, 15th February 2013.

URL: http://www.sopcom.pt/Newsletter/201301-Sopcom.html

> *It was a great opportunity to participate in a small but specialized group on radio studies; this networking was important for other activities, like the meeting in Coimbra (held in September) and to show the project to the academic community of radio researchers.*

- Maria José Brites gave a presentation at Beira Interior University, Portugal: RadioActive, 7-8 March 2013

URL: http://agendadocidadao.ubi.pt/jornalismo-cidadania-participacao/

> *This was a presentation by invitation. It was a first time that we were invited and it was relevant because it happened in the beginning of the project, in an International conference (Journalism, Citizenship and Participation), at Beira Interior University, Portugal.*

- Ravenscroft, A. et al., (2013) RadioActive: Inclusive Informal Learning through Internet Radio and Social Media, Presented at CASS School of Education and Communities (University of East London, UNITED KINGDOM) Research Conference, 13 Feb 2013.

- Ravenscroft, A., Edmonds, C., Dellow, J., Murphy, A. (2013). RadioActive: Inclusive Informal Learning through International Internet Radio. Submitted to University of East London (UEL), UNITED KINGDOM, Research and Knowledge Exchange Conference 2013.

> *Presented R101 successes and early findings. Possible Italian relationship.*

- Brites, M. J., Jorge, A., Santos, S. C. & Navio, C. presented a paper and a presentation RadioActive Europe: jovens, o digital e as suas comunidades [RadioActive Europe: young people, the digital era and their communities] during the 2.º Congresso Literacia, Media e Cidadania, 10 May 2013.

URL: http://literaciamediatica.pt/congresso/plano-das-sessoes-paralelas

> *This congress is one of the most relevant in Portugal In the field of our research and it is a place where academics and different stakeholders get together. We took this great chance to make some invitations to the Portuguese advisory board and also to establish some partnerships for radio shows.*
> The presentation on media literacy congress focused on youth, digital and its communities.

- Ravenscroft, A. (2013). RadioActive: International Internet Radio for Informal Learning with Disenfranchised Communities, Invited Talk given to UEL Education Doctorate students, UEL, 18 May, 2013.

- Auwärter, A. and the German team, 10th and 11th June 2013 - E-Learning-Days Conference - Koblenz.

URL: http://www.elearningtage.org/programm.html

German team took this chance to present an intermediate report about the Project. Andreas Auwärter moderated a final radio show that summarized the conference topics including the show-creation process.

- Ravenscroft, A. (2013). RadioActive: Internet radio for radical education through digital agency, Community Engagement and the Arts (IPAD colloquia series, Applying Digitised Agency), Institute for Performing Arts Development (IPAD), Stratford Circus, University of East London (UEL), 14 June, 2013.

- Ravenscroft, A., Edmonds, C., Atwell, G., Hughes, J., Steiglitz, D., Blagbrough, D., Dellow, J., Hassan, E Murphy. A (2013). RadioActive: Inclusive Informal Learning through Internet Radio and Social Media. Paper Accepted for British Educational Research (BERA) Conference 2013, 3-5 September, University of Sussex, UNITED KINGDOM.

http://www.bera.ac.uk/conference-archive/annual-conference-2013

British Educational Research Association, BERA 2013, and Radio Research 2013, that both promoted and attracted further interest in the project. Internal UEL conference.

Presented R101 successes and most recent findings. Connections made with 2 youth sector leader (Janet Batsleer & John Ord), Education Researchers and Special Interest Groups (Youth Studies, Youth Justice & Technology)

- Ravenscroft, A., Murphy, A., Edmonds, C. & Dellow, J. (2013). RadioActive101: Rethinking radio as radical pedagogy for inclusion, engagement and informal learning for social impact. Paper Accepted for Radio Research 2013: Radio, the resilient medium, London 11-13 September 2013.

http://radioresearch2013.sunderland.ac.uk/

Presented R101 successes and most recent findings. Connections made with Sunderland Uni (Tiffany Graham), University of Milan.

- Santos, S. C. (2013). Rádio e internet: implementação do RadioActive 101 [Radio and Internet: Implementing RadioActive 101]. Encontro Nacional de Estudos sobre Rádio, Casa das Caldeiras [National Meeting on Radio Studies] – Faculdade de Letras da Universidade de Coimbra. 30 September 2013.

URL: https://www.facebook.com/events/293520450790928/?fref=ts

It was an important event. The most part of the Portuguese radio researchers were present, so it was an excellent opportunity to promote the project to that specific public.

- Brites, Maria José; Jorge, Ana; Santos, Sílvio & Navio, Catarina (2013). Conceptualizar para mudar: processos de literacia para pensar a rádio e a comunidade envolvente. VIII SOPCOM2013, Lisbon, 17-19 October 2013.

- Santos, Sílvio Correia dos, Brites, Maria José, Jorge, Ana e Navio, Catarina. (2013) "Já ouviste a minha rádio?: estratégias participativas de empoderamento de jovens através da rádio online". VIII SOPCOM2013, Lisbon, 17-19 October 2013.

SOPCOM was the largest scientific event about communication sciences, taking place in Portugal during 2013. Besides the chance to promote the project in an academic context, the congress proved to be fruitful in other ways, since the national public channel Antena3 showed interest in RadioActive101.

SOPCOM was one of the conferences that we aimed to attend since the application of RA

- Brites, M. J. (2014) "RadioActive: um projeto europeu de educação para os media em ambiente informal e os desafios de sustentabilidade". III Encontro Nacional de Rádios e Televisões Escolares, 9 e 10 de maio de 2014, Ministry of Education and Science, Lisbon, Portugal.

URL: http://rten.dge.mec.pt/rten2014/rten2014-programa/10-de-maio/

- DGfP//LAB (2014) German society of personal development and HR

Invited by the DGfE Andreas Auwaeter talked in a discursive and participative format about non-formal skills and achievement of learning through the practice of RadioActive in HE and other educational contexts.

- 17 Dezembro de 2014: Brites, Maria José. Jovens, Notícias e Literacia. Seminário Permanente de Educação para os Media. Minho University, Braga. This presentation by invitation, was not focused only on RA, but on news media literacy, but we took the chance to disseminate our work in Portugal.

11. Appendix B1 Media mentions

News Media references

Press, Online, Radio and TV

- Página 23 (Blog from the reference national daily newspaper Público). Madureira, Eduardo Jorge (author), 19th March 2013.

"Uma rádio contra a exclusão escolar, pela melhoria do nível educativo

Online news" [A radio against school exclusion, a better approach to education].

URL: http://blogues.publico.pt/pagina23/2013/03/19/uma-radio-contra-a-exclusao-escolar-pela-melhoria-do-nivel-educativo/

This is an important blog from one of the major Portuguese daily reference newspapers in Portugal as it is dedicated to issues of education, media and media education.

- Página 23 (Blog from the Portuguese reference national daily newspaper Público). Madureira, Eduardo Jorge (author), July 2013.

"'Os jovens e a arte'" contra a exclusão escolar" ["'Young people and art' against educational exclusion"]

URL: http://blogues.publico.pt/pagina23/2013/07/26/os-jovens-e-a-arte-contra-a-exclusao-esco%C2%ADlar/

- Nós, RTP 2 (Program We, at Portuguese National television, channel 2), August 2013.

"Escolhas Portas Abertas" ["Choices Open Doors"]

URL: http://pt.radioactive101.eu/2013/08/30/escolhas-portas-abertas-emissao-ra101-em-coimbra/

This report was of great importance because it was the first coverage of a Portuguese national Television Channel, with images of the first Coimbra show. It is produced in partnership with Escolhas, the governmental programme that supports the centres where RadioActive is being implemented.

- Open Channels in Germany (Called Offener Kanal); OK4, 15.08.2013 20:00:18 | Repeated on 17.08.2013 15:15:17 and Sunday at 11:00. Report about the multi generation community centre. Report about the multi generation community centre. The Deichstadtradio was also represented there with a contribution about the objectives and the plans, work done and assumed outreach. OK4 (40000 households in the region of Neuwied and Koblenze). https://radioactive101.eu:8443/display/PRD/Video+-+OK+Neuwied

- Florian Schwann - OK Koblenz, 1st October 2013.

RadioActive (Bürgerradio KO´n RAD); Another citizen TV-Station from the OK4 group reports about the RadioActive Project in general - the foundation of the second German RadioActive group and the concept. (Interviewer Florian Schwann, Interviewee Andreas Auwärter (RAEUR/IWM).

URL: http://www.youtube.com/watch?v=QVnRC89CoFU

- Página 23 (Blog from the reference national daily newspaper Público). Madureira, Eduardo Jorge (author), 23rd October 2013.

"'Cenas nossas'" para escutar às 19h13" ["'Our stuff'" to listen at 9:13 PM]

URL: http://blogues.publico.pt/pagina23/2013/10/23/cenas-nossas-para-escutar-as-19h30/

- Jornal de Notícias, Peixoto, Isabel e Fonseca, Catarina, 29th October 2013. Front page and page 41.

"Uma Rádio para a Inclusão" [A webradio for inclusion].

URL: http://pt.radioactive101.eu/2013/10/30/o-jn-ouviu-a-radioactive/

This report is of great relevance because Jornal de Notícias *is one of the most commercialized daily newspapers in Portugal. They made a full coverage of the implementation of the project in Portugal and also had a headline in the front page, which reveals the importance of the coverage in the context of this edition.*

- Lusa, 3rd November 2013.

"Projeto europeu utiliza a rádio para formar e dar voz a jovens de Coimbra" [European project uses radio to form and give voice to young people from Coimbra].

This report was crucial to spread the project in Portugal, since Lusa is the national news agency and, because of that, other newspapers and media used Lusa's text, photos and video to talk about RadioActive Europe.

- Sol, 3rd November 2013.

"Projecto Europeu utiliza a rádio para formar e dar voz a jovens de Coimbra" [European project uses radio to form and give voice to young people from Coimbra].

URL: http://sol.sapo.pt/inicio/Sociedade/Interior.aspx?content_id=90657

This report is of great relevance because Sol *is one of the most relevant weekly newspapers in Portugal.*

- Notícias ao Minuto, 3rd November 2013.

"Projecto Europeu utiliza a rádio para formar e dar voz a jovens" [European project uses radio to form and give voice to young people].

URL: http://www.noticiasaominuto.com/pais/125842/projecto-europeu-utiliza-a-radio-para-formar-e-dar-voz-a-jovens#.UnuC3Cfl6Xp

- Sapo Notícias, 3rd November 2013

"Projecto europeu utiliza a rádio para formar e dar voz a jovens de Coimbra" [European project uses radio to form and give voice to young people from Coimbra].

URL: http://www.costadacaparica.com.pt/new.asp?id=1125235&t=Projecto-europeu-utiliza-a-r%E1dio-para-formar-e-dar-voz-a-jovens-de-Coimbra

- Observatório da Língua Portuguesa/Lusa/Sapo, 4th November 2013.

"Usar a rádio para formar e dar voz a jovens de Coimbra" [To use radio to form and give voice to young people from Coimbra].

URL: http://videos.sapo.pt/aZum6mDwz74zsJ5djZnQ#nav1=4

http://videos.sapo.pt/aZum6mDwz74zsJ5djZnQ

This is a video (produced by Lusa, the national news agency) from RadioActive Portugal and Europe, with interview with Sílvio Correia dos Santos.

- Diário de Coimbra, 4th November, page 4.

"Projecto de rádio mobiliza jovens do bairro da Rosa" [Radio project for youth from Rosa neighbourhood].

- Meios & Publicidade, 4th November 2013.

"Projecto europeu utiliza a rádio para formar e dar voz a jovens de Coimbra" [European project uses radio to form and give voice to young people from Coimbra].

URL: http://www.meiosepublicidade.pt/2013/11/projecto-europeu-utiliza-a-radio-para-formar-e-dar-voz-a-jovens-de-coimbr/

- Página 23 (Blog from the Portuguese reference and national daily newspaper Público). Madureira, Eduardo Jorge (author), 11 November 2013.

''Os jovens e a comunidade' é o tema da emissão da RadioActive 101, no ar amanhã às 9h30"
["Youth and Community" is the topic of RadioActive101 broadcast, tomorrow on air at 9h30]

URL: http://blogues.publico.pt/pagina23/2013/11/11/os-jovens-e-a-comunidade-e-o-tema-da-segunda-emissao-da-radioactive-101-no-ar-amanha-as-9h30/

- Página 23 (Blog from the Portuguese reference and national daily newspaper Público). Madureira, Eduardo Jorge (author), 18 November 2013.

"Trampolim na RadioActive 101 " [Trampolim at RadioActive101].

URL: http://blogues.publico.pt/pagina23/2013/11/18/trampolim-na-radioactive-101/

- "Fila 3" - Antena 3, 30th November 2013 (author: Santos, Rui).

Colective Interview (with Maria José Brites, Sílvio Correia dos Santos, Jonas Oliveira (Youngster from Metas) e Henrique Cardoso (Youngster from Trampolim))

URL: http://www.rtp.pt/play/p1081/e136987/fila-3

This is a very relevant radio show from one of the channels of National Public Radio, Antena 3 that is more connected with young public broadcasting. This is one of the leading broadcasting channels in Portugal

- Página 23 (Blog from the reference national daily newspaper Público). Madureira, Eduardo Jorge (author), 8 january 2014. ""1, 2, 3… Experiência", mais logo na RadioActive101" [1,2,3 Eperience, later on RadioActive101]

URL: http://blogues.publico.pt/pagina23/2014/01/08/1-2-3-experiencia-mais-logo-na-radioactive101/

- Rádio Manobras (Porto community Radio), January 2014. "Projecto Catapulta e SOS Racismo" [Catapulta and SOS racism]

URL: http://www.mixcloud.com/barbarasilva/projecto-catapulta-e-sos-racismo/

- Público (one of the most relevant reference newspapers in Portugal, the journalist, Ana Cristina Pereira, is one of the most famous journalist in Portugal working on issues of participation and disenfranchised communities), 3 February 2014. "Jovens fazem rádio para pensar a cidadania" [Youth make radio, thinking about citizenship]

URL: http://pt.radioactive101.eu/2014/02/03/radioactive-no-publico/

- Público online (online version of one of the most relevant quality newspapers in Portugal, the journalist, Ana Cristina Pereira, is one of the most famous journalist in Portugal working on issues of participation and disenfranchised communities), 3 February 2014. "Jovens fazem rádio para pensar a cidadania" [Youth make radio, thinking about citizenship]

URL: http://www.publico.pt/sociedade/noticia/uma-radio-para-pensar-a-cidadania-1622112

- P3 (Portuguese newspaper, targeted at young people), 3 February 2014. "Hip-hop e rádio são ferramentas para inclusão de jovens" [Hip-hop and rádio are tools for youth inclusion]

URL: http://p3.publico.pt/actualidade/sociedade/10686/hip-hop-e-radio-sao-ferramentas-para-inclusao-de-jovens

- Página 23 (Blog from the reference national daily newspaper Público). Madureira, Eduardo Jorge (author), 3 February 2014. ""Os jovens e a educação" é o tema da emissão de hoje da RadioActive 101" [Youth and education, the issue of todays broadcast on RadioActive101]

URL: http://blogues.publico.pt/pagina23/2014/02/03/os-jovens-e-a-educacao-e-o-tema-da-emissao-de-hoje-da-radioactive-101/

- Página 23 (Blog from the reference national daily newspaper Público). Madureira, Eduardo Jorge (author), 24 March 2014. "Às 17h00, uma emissão de rádio contra a discriminação" [At 5pm, a broadcast against discrimination]

URL: http://blogues.publico.pt/pagina23/2014/03/24/as-17h00-uma-emissao-de-radio-contra-a-discriminacao/

- "JPN – Jornalismo Porto na Net". Online newspaper. 6 April 2014. "RadioActive 101: Usar a rádio como método de aprendizagem" [RadioActive101: Use rádio as a learning tool]

URL: http://jpn.c2com.up.pt/2014/04/06/radioactive_101_usar_a_radio_como_metodo_de_aprendizagem.html

- Página 23 (Blog from the reference national daily newspaper Público). Madureira, Eduardo Jorge (author), 9 May 2014. "RadioActive101 com programas sobre a liberdade e os media na escola" [radioactive101 with broadcast about freedom of expression an media and school]

URL: http://blogues.publico.pt/pagina23/2014/05/09/radioactive101-com-programas-sobre-a-liberdade-e-os-media-na-escola-temas-de/

- Página 23 (Blog from the reference national daily newspaper Público). Madureira, Eduardo Jorge (author), 9 May 2014. "RadioActive101 apresenta o projecto Transformers" [RadioActive101 presents Transformers project]

URL: http://blogues.publico.pt/pagina23/2014/07/09/radioactive101-apresenta-o-projecto-transformers/

- Página 23 (Blog from the reference national daily newspaper Público). Madureira, Eduardo Jorge (author), 9 October 2014. "Mais logo, uma "Viagem" na RadioActive101" [Later on a "travel" in RadioActive101]

URL: http://blogues.publico.pt/pagina23/2014/10/09/mais-logo-uma-viagem-na-radioactive101/

- Página 23 (Blog from the reference national daily newspaper Público). Madureira, Eduardo Jorge (author), 7 Nov 2014. "O regresso da rádio dos "catapultos" [The return of Catapults]

URL: http://blogues.publico.pt/pagina23/2014/11/07/o-regresso-da-radio-dos-catapultos/

Websites and other online platforms

- Blog articles about the project on the Pontydysgu Website:

RadioActive Europe, 14th January 2013

URL: http://www.pontydysgu.org/2013/01/radioactive-europe/

- RadioActive! 20th February 2013

URL: http://www.pontydysgu.org/2013/02/radioactive/

- Radioactive Europe – Wir Machen Radio 23rd April 2013

URL: http://www.pontydysgu.org/2013/04/radioactive-europe-wir-machen-radio/

- The Real Voice of Young London 3rd May 2013

URL: http://www.pontydysgu.org/2013/05/the-real-voice-of-young-london/

About Theory and Practice 20th June 2013

URL: http://www.pontydysgu.org/2013/06/about-theory-and-practice/

- Ministry of Education and Science - Educational Resources and Technology Unit (Governmental website), 25th July 2013.

"Projeto RadioActive Europe: uma plataforma digital de rádio pan-europeia" [RadioActive Europe Project: a digital platform for a pan-European radio].

URL:http://erte.dge.mec.pt/index.php?action=view&id=1263&date_id=1339&section=9&module=calendarmodule&src=@random45f6c604df5ef and also on Facebook https://www.facebook.com/ERTE.DGE)

- Directorate-General for Education (Governmental website), 25th July 201.

"Projeto RadioActive Europe: uma plataforma digital de rádio pan-europeia online news" [RadioActive Europe Project: a digital platform for a pan-European radio].

URL: http://www.dge.mec.pt/index.php?s=noticias&noticia=702

- Ministry of Education - Directorate-General for Education (DGE) (Governmental website), July 2013.

DGE considers RadioActive one of the most relevant projects on Media Education in Portugal [DGE considera o RadioActive um dos projetos mais relevantes de Educação para os Média em Portugal].

URL: http://www.dgidc.min-edu.pt/educacaocidadania/index.php?s=directorio&pid=93

These is a recognition of an official organization (Ministry of Education) of the relevance of the project because of its educational approach.

- Gabinete para os Meios de Comunicação Social (Office for the Media), 2 August 2013

"Portugal integra o Projeto RadioActive Europe" ["Portugal integrates RadioActive Europe Project"].

URL: http://www.gmcs.pt/pt/noticias/portugal-integra-o-projeto-radioactive-europe

- More great radio, 15th August 2013

URL: http://www.pontydysgu.org/2013/08/more-great-radio/

- Newsletter nº 55 from GMCS (Gabinete para os Meios de Comunicação Social) (Office for the Media),, August 2013.

Portugal adere ao projeto Radio Active Europe [Portugal joins RadioActive Europe Project]

URL: http://www.gmcs.pt/newsletter_bme.php?id=14

This was really important news about the project. This newsletter is spread to different types of stakeholders.

- RadioActive – Inclusive Informal Learning through Internet Radio and Social Media 3rd September 2013

URL: http://www.pontydysgu.org/2013/09/radioactive-inclusive-informal-learning-through-internet-radio-and-social-media/

- Indústrias Culturais (One of the most famous Portuguese blogs about Cultural Industries), Santos, Rogério, 1st October 2013. "As minhas notas sobre o encontro sobre rádio ontem em Coimbra" [Personal notes about yesterday's radio meeting, in Coimbra].

URL: http://industrias-culturais.hypotheses.org/25238

- Blog Articles on Knowmansland.com

URL: http://knowmansland.com/blog/2013/10/23/radioactive101-dissemination-free-event/?utm_source=rss&utm_medium=rss&utm_campaign=radioactive101-dissemination-free-event

- Educommunication (One of the most famous Portuguese blogs about Education for - and about - communication and media), Manuel Pinto, 5th November 2013.

"Projecto Europeu utiliza a rádio para formar e dar voz a jovens" [European project uses radio to form and give voice to young people].

URL: http://www.scoop.it/t/educommunication/p/4010460184/projecto-europeu-utiliza-a-radio-para-formar-e-dar-voz-a-jovens#!

Radio goodness at Online Educa Berlin, 26th November 2013

URL: http://www.pontydysgu.org/2013/11/radio-goodness-at-online-educa-berlin/

- "Projekt RadioActive Europe auf der Messe Online Educa 2013 in Berlin", 28 November 2013

URL: http://idw-online.de/pages/de/news563876

- Network for School Libraries (Rede de Bibliotecas Escolares). 20 February 2014. "RadioActive"

URL: http://blogue.rbe.mec.pt/radioactive-1633050

- Gabinete para os Meios de Comunicação Social (Office for the Media), April 2014: they highlighted the publication on our article on RadioActive.

URL: http://www.benchmarkemail.com/c/v?e=45C166&c=3E063&l=5EEC74&email=raCSXTMz%2Bnkzs%2F0SOhHF%2FkyPBhzqZXIgBJcAT8xErqg%3D&relid=C6EC164

- Network for School Libraries (Rede de Bibliotecas Escolares). "Radio Active assinala 7 Dias com os Media" [RadioActive and 7 days with media]

URL: http://blogue.rbe.mec.pt/radio-active-assinala-7-dias-com-os-1645166

- Dissemination video produced by Catapulta E5G, 7 June 2014.

URL: https://www.youtube.com/watch?v=SL2ji7OKWf0

Radioactive goodness 24th June 2014

URL: http://www.pontydysgu.org/2014/06/radioactive-goodness/

High levels of Radioactivity 17th July 2014

URL: http://www.pontydysgu.org/2014/07/high-levels-of-radio-activity/

Radio days at Online Educa Berlin 2nd December 2014

URL: http://www.pontydysgu.org/2014/12/radio-days-at-online-educa-berlin-2014/

-Animation video produced by Catapulta (using RadioActive competences, in sonoplasty and using part of RA101 shows):

URL: https://www.youtube.com/watch?v=vpIa8Tkfkyk&feature=youtu.be

- Network for School Libraries (Rede de Bibliotecas Escolares). "RadioActive"

URL: http://blogue.rbe.mec.pt/radioactive-1649905

Other media reference

- Trampolim newsletter, Vieira, Francisco, February 2013. News on the project workshops.

URL: http://www.youblisher.com/p/634078-Newsletter-2_2013/

- Metas online newspaper, July 2013.

RadioActive online news

URL: http://pt.radioactive101.eu/files/2013/05/metas-jornal.pdf

- Online newsletter from CIMJ, July 2013.

"Segunda reunião europeia do projecto RadioActive na Roménia" [Second European meeting of RadioActive in Romania].

URL: http://www.cimj.org/index.php?option=com_content&view=article&id=756&Itemid=163

- Escolhas (Choices), 25 July 2013.

"Metas E5G, Catapulta E5G e Trampolim E5G, participam no Radio Active" [Metas E5G, Catapulta E5G and Trampolim E5G participate in RadioActive].

URL: http://www.programaescolhas.pt/conteudos/noticias/ver-noticia/51f14d8f73d38/metas-e5g%2C-catapulta-e5g-e-trampolim-e5g%2C-participam-no-radio-active

- Escolhas (Choices), 14th August 2013

"Nova edição da revista do Projeto METAS" [New edition of METAS' magazine].

URL: http://www.programaescolhas.pt/conteudos/noticias/ver-noticia/520bbd1a41c7d/nova-edicao-da-revista-do-projeto-metas-

- Escolhas (Choices), 22sd October 2013-10-29

News about second broadcast of Catapulta.

URL: https://www.facebook.com/photo.php?fbid=711112788918918&set=a.557443697619162.136429.557414217622110&type=1&theater

- "Cenas Nossas!" - Reportagem sobre 2ª emissão RadioActive101 do Projeto Catapulta E5G [Our Stuff! – news on second broadcast of Catapulta E5G]

URL: https://www.youtube.com/watch?v=2vf4yYQbtEw

- Blog FCSH-UNL, 5th November 2013

"Projecto RadioActive Europe" [RadioActive Europe Project].

URL: http://blog.fcsh.unl.pt/2013/11/05/projecto-radioactive-europe/

- Escolhas (Choices), 18 October 2013.

URL: https://www.facebook.com/photo.php?fbid=726750754021788&set=a.557443697619162.136429.557414217622110&type=1&theater

- CIMJ, February 2014. "RadioActive celebra Dia Mundial da Rádio" [RadioActive celebrates Radio Day]

URL: http://www.cimj.org/index.php?option=com_content&view=article&id=976:radioactive-celebra-dia-mundial-da-radio&catid=25:noticias&Itemid=150

- CIMJ, March 2014.

URL: http://www.youblisher.com/p/989563-Newsletter-Marco-2014/

- Metas newspaper, December 2014.

 URL: http://issuu.com/metas.e5g/docs/mmmetas9_completo

Dissemination/Exploitation workshops

 - Glasgow, UK 11-13 November 2013 (40 people).Set up in with Dr Cristina Costa from Strathclyde University.

http://www.strath.ac.uk/

 - Kingston, UK 22 November 2013 (18 people). A British Educational Research Association (BERA) Presentation to youth workers and academics.

http://www.bera.ac.uk/

 - London, UK 27 November 2013 (13 people). Partnership with London Youth, utilising their pan-London network of 400 youth clubs.

http://www.londonyouth.org.uk/about-us/news/radioactive101-workshop

 - Brussels, 17 October 2014 (15 people). RadioActive project presented as a workshop for part of the Taccle2 Conference which aims to integrate technology use into classroom practice. a link to the website and training materials is included as part of the conference proceedings http://taccle2.eu/news/taccle2-launch-conference-materials

 - Lisbon, 20 November, Workshop RadioActive101, organized by RadioActive and Choices Program. Was a national workshop for people that wanted to learn about the project

   RadioActive101 – was considered by Directorate-General for Education (DGE) of Ministry of Education one of the best literacy projects in Portugal

URL: http://www.dgidc.min-edu.pt/educacaocidadania/index.php?s=directorio&pid=93

 - Portuguese RadioActive team was partner in national Operation 7 days with media. This is a media literacy event promoted among other national reference media literacy actors by Gabinete para os Meios de Comunicação Social (Office for the Media)

URL: http://www.benchmarkemail.com/c/v?e=40936F&c=3E063&l=5EEC74&email=raCSXTMz%2Bnk zs%2F0SOhHF%2FkyPBhzqZXIgBJcAT8xErqg%3D&relid=C6EC164

http://www.literaciamediatica.pt/7diascomosmedia/iniciativas-registadas

- Participation in Portuguese public consultation, promoted by Ministry of Education, on Media Education Referential. You can see our text, done in collaboration with youth centre partners, and the link to the final text

URL: http://www.dgidc.min-edu.pt/educacaocidadania/index.php?s=directorio&pid=93).

- During the First European Media and Information Literacy Forum in Paris (http://www.europeanmedialiteracyforum.org/) it was disseminated a series of reports in English

on Media and Information Literacy Policies across Europe. RadioActive was one of the highlighted projects in Portuguese part of the report ("Media and Information Literacy Policies in Portugal (2013)")

URL: http://ppemi.ens-cachan.fr/data/media/colloque140528/rapports/PORTUGAL_2014.pdf

http://ppemi.ens-cachan.fr/doku.php

- Brites, Maria J; Catalão, Daniel (2014). TALKS.COM – Conversas de Comunicação e Cultura: Aprender através da Rádio, Aprender para a Vida, 2014 (meeting).

URL: http://pt.radioactive101.eu/2014/01/15/talks-com-a-radioactive101-na-universidade-lusofona-do-porto/

- Some of Catapulta participantants participated in a musical theater called "Tatu - um musical português" [Tatu – a Portuguese theater], "Companhia de Teatro Juvenil do Porto". Twice on stage. Some of the radio-activists worked in sound editing for the play.

https://www.facebook.com/video.php?v=589478491128328&set=vb.433836403359205&type=2&theater

https://www.facebook.com/events/484301898348673/?ref=22

https://www.facebook.com/media/set/?set=a.645382955537881.1073741888.433836403359205&type=1

- Participation by invitation in the first Independent Radios Forum. September 2014.

URL: http://engenhariaradio.pt/fri/

- 18 Dezembro de 2014. Brites, Maria José. Media e Democracia: RadioActive. Os Media, Programa Escolhas/Associação Coolpolitics, Porto.
URL: http://www.coolpolitics.pt/nieuws/coolpolitics-aje-os-media/

12. Appendix C1 Broadcasts

Shows from Germany

Author: German team and MGH Neuwied
Date: 27 April 2013
URL: http://de.radioactive101.eu/2013/04/ | http://deichstadtradio.radioactive101.eu/2013/07/17/dsradio-1-startworkshop-im-mgh-neuwied/
Title: DSRADIO 001 STARTWORKSHOP IM MGH NEUWIED
Summary: Summarises the radio stream from the Kick-Off Workshop at the MGH Neuwied, aiming to report on results and future plans of the group.

Author: German Radio Active Team
Date: 26 June 2013
URL: http://de.radioactive101.eu/2013/06/26/002_raeu-special-events-kelt2013/
Title: 002_RAEU Special Events KELT2013
Summary: The German team was present at the local fair called KELT2013. This resulted in a summary of past events and a show on future perspectives of content and learning.

Author: DSRADIO TEAM
Date: 17 July 2013
URL: http://de.radioactive101.eu/2013/04/
Title: DSRADIO 002 Wir gestalten Bürgerradio in Neuwied
[We design public citizen radio in Neuwied]
Summary: Deichstadtradio introduces the ambitions of the group with a focus on active citizenship and the importance of public citizen radio along with German traditions.

Author: German Team
Date: 14 September 2013
URL: http://deichstadtradio.radioactive101.eu/2013/09/15/dsradio-003-das-mehrgenerationenhaus-neuwied-statte-von-begegnung-rat-und-hilfe-bildung-und-betreuung/
Title: DSRADIO 003 DAS MEHRGENERATIONENHAUS NEUWIED – STÄTTE VON BEGEGNUNG, RAT UND HILFE, BILDUNG UND BETREUUNG [The Multi Generation centre of Neuwied as a place to meet, educate, consult, help and support]
Summary: Deichstadtradio introduced a multi-generation centre as a place for education, training, consulting and also a place to meet, for young and old.

Author: DSRADIO TEAM
Date: 14 September 2013
URL: http://deichstadtradio.radioactive101.eu/2013/11/11/dsradio-004-neuwied-aktiv/
Title: DSRADIO 004 – NEUWIED AKTIV [citizens active and engaged in Neuwied]
Date: 09.11.2013
Summary: Besides news and a history corner dedicated to the significant date Nov 11th, the DSRADIO TEAM interviewed citizens in Neuwied who demonstrate examples of *civil engagement*. The Joung Activity forum against racism and exclusion expressed their activities and learning. PEACOCKS is group of amateur designers and performers in their own musical in their suburb. The "Social City" is a joint activity of federal and German dimensions. The Radio Group researched and provided the essential background information.

Author: DSRADIO Editorial
Date: 22 December 2013
URL: http://deichstadtradio.radioactive101.eu/2013/12/22/dsradio-005-weihnachten-und-fair/
Title: DSRADIO 005 – A Fair Christmas?
Summary in tags: The world and economics are changing globally. Is Neuwied ready to be a fair trade city? Who is active in the local agenda 21? Where to get fair trade Christmas gifts? Cultural highlight: Organ concert and an interview about the pipe organ and its construction.

Author: DSRADIO TEAM
Date: 09 February 2014

URL: http://deichstadtradio.radioactive101.eu/2014/02/09/dsradio-006-versorgen-und-vorsorgen/
Title: DSRADIO 006 - Care and prepare
Summary in tags: The Red Cross - a visit. Migrants and medical services - What are the problems in health care and how to overcome them. Be prepared when you are not able to make decisions anymore. Who delivers help and guidance then? Local language and dialect. Funny short stories in "Neuwieder Platt".

Author: DSRADIO Editorial
Date: 30 April 2014
URL: http://deichstadtradio.radioactive101.eu/2014/03/30/dsradio-007-neuwied-integriert/
Title: DSRADIO 007 - Neuwied is integrating
Summary in tags:
Integration of migrants: Several projects present their work. Why did the local integrated work group stop their work? What do the people of Neuwied really think about integration and migration? History of Neuwied - an open minded migration culture.

Author: DSRADIO Editorial
Date: 18 March 2014
URL: http://deichstadtradio.radioactive101.eu/2014/05/18/dsradio-008-neuwied-wahlt-zukunft/
Title: DSRADIO 8 – Neuwied wählt Zukunft
Summary in Tags:
Local and European elections are coming soon. In a series of interviews all local parties were asked for their opinion on a) the cultural scene in Neuwied, b) plans for the city's development and c) future plans for living in the city. All interviews were set in a pre-fixed time.
Youth and local politics – a report by young people articulating their view on policies and the need for action.
Living in the future - a community based project and new forms of living in the generational change.
Your question to a member of the European parliament: In an interview with MEP Jutta Steinruck DSRADIO asked the questions from other European radio groups.

Author: DSRADIO Editorial
Date: 17 July 2014
URL: http://deichstadtradio.radioactive101.eu/2014/07/17/dsradio-009-neuwied-entdecken/
Title: DSRADIO 009 – NEUWIED ENTDECKEN
Summary in Tags: The city and the suburbs - an acoustic expedition or what you pass, when you arrive. – A theatregoing city guide – Theatre directors in Neuwied conduct an interview with Oliver Grabus – Carneval in Heimbach-Weis – Inspiration and Locations in Neuwied – a private selection of locations filled with energy and memories.

Author: DSRADIO Editorial
Date: 2 October 2014
URL: http://deichstadtradio.radioactive101.eu/2014/10/02/dsradio-010-neuwied-ein-streifzug-durch-die-theater-und-musikszene/
Title: DSRADIO 010 – NEUWIED – EIN STREIFZUG DURCH DIE THEATER-UND MUSIKSZENE
Summary in Tags: The culturally independent scene of Neuwied - a brief examination. Theatre education as a new institution in Neuwied – Live Music from Tiny Secrets of Happiness – male choral society: The Romeos – Jazz Choir Neuwied – Interview with Roman Lob – event calendar.

Author: DSRADIO Editorial
Date: 15 November 2014
URL: http://deichstadtradio.radioactive101.eu/2014/11/15/dsradio_011_neuwied-aktiv-auf-dem-weg-zur-inklusion/
Title: DSRADIO_011_NEUWIED – AKTIV AUF DEM WEG ZUR INKLUSION
Shownotes in original:
DSRADIO_011_NEUWIED – AKTIV AUF DEM WEG ZUR INKLUSION
Shownotes in Tags:
Neuwied and progress on improving inclusion. It's done much for inclusion in communities, villages and schools. How are those activities done? Interviews with actors at theatre projects with disadvantaged people, Heinrich Haus at Neuwied - an institution for disadvantaged people - How to

break down barriers on the internet - interviews with a network of people and technical solutions - Disadvantaged people getting organised at their own pace.

Author: DSRADIO Editorial
Date: 21 December 2014
URL: http://deichstadtradio.radioactive101.eu/2014/12/21/dsradio-012-adventliche-beitrage-aus-neuwied-in-die-welt/
Title: DSRADIO 012 – adventliche Beiträge aus Neuwied in die Welt
Summary in tags : Christmas as tough economic factors hit – Interviews with booth owners - Theatre, culture from the 'independent stage' in Neuwied and theatre education with kids and young people - Youth and tradition a survey with young people about Christmas traditions - Lecture support; young people are reading their preferred books in front of younger kids - insights into a local project.

Author: KO'N'RAD Editorial
Date: 6 May 2014
URL: http://ko-n-rad.radioactive101.eu/2014/05/06/ko-n-rad-he-1/ KO-N-RAD-HE-1-Redaktionsteams präsentieren Ihre Pläne
Title: Ko'n'RAD HE 1 - Die Redaktionsteams präsentieren ihre Pläne
Summary: The collective editorial of this group introduce their plans and visions for making radio shows.

Author: KO'N'RAD Editorial
Date: 20 May 2014
URL: http://ko-n-rad.radioactive101.eu/2014/05/20/ko-n-rad-he-2-perspektiven-des-studiums/
Title: Ko'n'RAD HE 2- Perspektiven des Studiums
Summary: To study and future perspectives - What are the major objectives for starting at university. How was the start of university? Go to university or start a vocational career - a discussion pro-and-contra. Experiences across the frontiers - how this enriches our perspective. How to find the right topic and subject to apply to? An overview about fairs. Tests, expertise and talent – intersubjective perspectives and a survey.

Author: KO'N'RAD Editorial
Date: June 2014
Title: Ko'n'RAD HE 3 - Eine Sendung über Studieren, Sport, Wellbeeing, Dozenteninterview und Kultur am Campus
Summary: A show about study, sport, wellbeing, an interview with a young professional at the university and cultural activities. Features: a news story about sports at the University; an Audio-comic about how to relax; the Sports-Institution and what it offers; how to survive festivals and avoid hangovers - a literature review. Also, an interview with a research associate about his mathematical passion and work-life balance and a report on a poetry slam festival and cultural highlights at the campus.

Author: KO'N'RAD Editorial
Date: 23 June 2014
URL: http://ko-n-rad.radioactive101.eu/2014/06/23/ko-n-rad-he-4-eine-sendung-uber-eine-zeitreise-lehramt-studieren-studiengange-in-koblenz-und-city-and-university-live/ KO-N-RAD-HE-4 Zeitreise-Lehramt-Studiengaenge in Koblenz City and University Live

Title: Ko'n'RAD HE 4 Zeitreise-Lehramt-Studiengaenge in Koblenz City and University Live
Summary: The German Building - a Time-Traveller perspective from the cavemen to the actual debate. Part1: Cavemen to the modern day (Audioplay style) Part 2: Third Reich - GDR - Actual educational-political trends. (Poetry-Slam-Style) – Actual problems in the teacher educational curriculum. (A fast track to being a future teacher). A report about the most common actual questions students ask. The process of a student's accreditation at the University. Research about actual teacher practice and barriers. Interview with an alumni. What are the subjects you can study at Koblenz-Landau University? What's up in the City? A Festival Report.

Author: KO'N'RAD Editorial

Date: 29 June 2014URL: http://ko-n-rad.radioactive101.eu/2014/06/29/ko-n-rad-he-5-kummer-im-studium-umfrage-am-campus-besondere-herausforderungen-und-wie-man-sie-meistert/
Title: Ko'n'RAD HE 5
Summary: Who cares when you are in trouble as a student - Where to get help and what are the offers? Where are the problems at the local university? - a survey. How to study with a young child – one positive experience and one different perspective. Study without frontiers - Where to get help and how to plan it - What's the individual benefit and the impact. At the university as an adult student - just for self educational reasons -> Insights and outlooks. Study at a young age - Study with kids - a live interview. Where to get a room at your university city - strategies and tips. How to look after your money – student insights and solutions.

Author: KO'N'RAD Editorial
Date: 11 July 2014
URL: http://ko-n-rad.radioactive101.eu/2014/07/11/ko-n-rad-he-6-studium-und-familie-kulturen-entdecken-studienabbruch-alltag/
Title: Ko'n'RAD HE 6
Summary: How to learn to get organised when you are a young mother and a student. Who helps the young mothers? (Financial aspects and practical insights of being a mother). Explore different cultures. Insights from Russian, Middle Eastern and Chinese students. What are the do's and don'ts? Life does not stop when you fail in your study. Interviews with people who changed or completely made their way. How to work and study - how to build up competencies during work experience. Study vs vocational career - a life debate.

Author: KO'N'RAD Editorial
Date: 6 August 2014
URL: http://ko-n-rad.radioactive101.eu/2014/08/06/ko-n-rad-he-7-thema-internet-radio-und-blick-uber-den-tellerrand-des-eigenen-studienfachs/
Title: Ko'n'RAD HE 7 -Thema Internet-Radio und Blick über den Tellerrand des eigenen Studienfachs
Summary: Interview with an Internet-Radio expert who also works at the University's Science Department. Maths - what do others think about people who take their subject at university.

Author: KO'N'RAD Editorial Team
Date: 12 November 2014
URL: http://ko-n-rad.radioactive101.eu/2014/11/12/ko-n-rad-he-8-die-neuen-redaktionen-stellen-sich-vor/
Title: Ko'n'RAD HE 8 - The new Editorial Team introduce themselves
Summary: The new editorial team presents their plans.

Author: KO'N'RAD Editorial
Date: 18 November 2014
URL: http://ko-n-rad.radioactive101.eu/2014/11/18/ko-n-rad-he-9-pendeln-zum-studienort/
Title: Ko'n'RAD HE 9 KO-N-RAD-HE-9 Pendeln zum Studienort
Summary: Decision discussion: Café Mama and driving, the living community or the own apartment. What are the real benefits, costs or underestimated values of these models.

Author: KO'N'RAD Editorial
Date: 9 December 2014
URL: http://ko-n-rad.radioactive101.eu/2014/12/09/ko-n-rad-he-schleckermaeulchen-und-weihnachtsengel/
Title: Ko'n'RAD HE 10- KO-N-RAD-HE-10 Schleckermaeulchen und Weihnachtsengel
Summary: Christmas Angels and Sweet-Toothers
How does the university canteen really work? Insights, facts and a quiz. How to eat healthily and what are the special offers. A restaurant critic of local offers; Christmas Angels collected kids' questions about Christmas and what they really want to know.

Author: KO'N'RAD Editorial
Date: 13 Jan 2015
Title: Ko'n'RAD HE 11 KO-N-RAD-HE-11 Omas Enkelinnen und Ersti-Schwestern – Grandmother's grandchildren

Summary: … or how to survive when you get a spontaneous family visit. An audio play with embedded practical tips and tricks for managing both. The study start survival pack: How to get organised when you are accepted on a course. A pragmatic survival guide!

Author: KO'N'RAD Editorial
Date: 4 Feb 2015
Title: Ko'n'RAD HE 12 Veggie Radio
Summary: Discussion on vegetarianism and healthy eating including cooking on the radio - a look over the shoulders of chefs and interviews with owner of a health food shop.

Shows from MALTA
Author: Malta Team – Julian Insiter FM
Archive Date: February 26, 2014
URL: http://mt.radioactive101.eu/insite-podcast-episode-1/
Title: INSITE PODCAST EPISODE 1
Summary: Introduction broadcast
Julian went under the tent to interview students who had their own stand at the Freshers' week. He asked the students what their aspirations and plans are for this year, such as Youth for the Environment, Gozo University Group and Erasmus Student Network.

Author: Malta Team Julian Insiter FM
Archive Date: February 26, 2014
URL: http://mt.radioactive101.eu/insite-podcast-episode-2/
Title: INSITE PODCAST EPISODE 2
Summary: Follow on broadcast
Julian invited on this week's programme John Gabaretta and Gabriel Callus to speak about Fresher's week and activities on campus fest. John gave advice to students to get involved and make the most of their time at university. Gabriel described the events being held at university.

Author: Malta Team – Matthew Valentino and Matthew Zammit
Archive Date: February 26, 2014
URL: http://mt.radioactive101.eu/httpradioactive101-eupodcastsradioactive101mtpodcastmmsa-on-the-waves-episode-2-mp3/
Title: MMSA ON THE WAVES EPISODE 2
Summary: Interviews and topical chat from Malta.
Robert was guest speaker on this week's programme. He shared his experienced why he joined MMSA as a diversion from his studies.

Author: Malta Team – Jade Dalli
Archive Date: February 27, 2014
URL: http://mt.radioactive101.eu/kscj-elections-mark-grech-and-matthew-zerafa/
Title: KSCJ ELECTIONS – MARK GRECH AND MATTHEW ZERAFA
Summary: Discussion program about the upcoming elections in Malta. Mark Grech President for SDM and Matthew Zerafa President for PULSE are interviewed regarding their work in their councils. They explain in detail what both have achieved during the past year and how they assisted students on campus.

Author: Malta Team
Archive Date: February 27, 2014
URL: http://mt.radioactive101.eu/ksjc-elections-candidates-q-a/
Title: KSCJ ELECTIONS – KSJC ELECTIONS – CANDIDATES Q & A
Summary: Discussion program and interviews with electoral candidates in Malta. SDM and PULSE presidents were asked questions regarding how they will work within their team and what their vision for the future is.

Author: Malta Team
Archive Date: February 27, 2014
URL: http://mt.radioactive101.eu/mmsa-on-the-waves-episode-3/
Title: MMSA ON THE WAVES EPISODE 3
Summary: Discussion program from Malta. In this episode the conversation is about exchanges between countries. Matthew spoke about research exchanges countries that students might visit such Slovenia, Greece, Germany and Portugal amongst other countries.

Author: Malta Team – Gabriel Ellul
Date: September 4, 2014
URL: http://mt.radioactive101.eu/insite-podcast-academy-awards/
Title: INSITE PODCAST – ACADEMY AWARDS
Summary: Special feature about the Academy Awards
Gabriel Ellul said that this show will be on every week and what MMSA is about. Matthew Zammit and Matthew Valentino introduce themselves and what their role is with MMSA. The aim of this episode of what MMSA is and what is its role.

Author: Malta Team – Mathew & Matthew
Archive Date: November 11, 2014
URL: http://mt.radioactive101.eu/mmsa-on-the-waves-episode-4/
Title: MMSA ON THE WAVES EPISODE 4
Summary: Discussion program from Malta – Both Matthews spoke about the International Federation of Medical Student Association and the General Assembly.

Author: Malta Team – Matthew and Matthew
Date: November 11, 2014
URL: http://mt.radioactive101.eu/mmsa-on-the-waves-episode-5/
Title: MMSA ON THE WAVES EPISODE 5
Summary: Discussion program from Malta. In this episode Nicole and Christina are interviewed regarding National Women's Day 8th of March. Both are MMSA members and coordinating events.

Author: Malta Team
Date: December 5, 2014
URL: http://mt.radioactive101.eu/ksu-canteen-interview-2/
Title: KSU CANTEEN INTERVIEW
Summary: Discussion program from Malta. A survey was conducted on campus asking students if they saw improvements of the common room. The majority of the students did see improvement.

Author: Malta Team – Gabriel Ellul
Date:
http://mt.radioactive101.eu/mmsa-on-the-wave-episode-1/
Title: INTERVIEW
Summary: Brief overview of MMSA, who they are and what will they be doing. Latest updates from MMSA every week and hearing more about MMSA. Every week 20 minute programme and medical professionals will be invited on this show.

Shows from Portugal
Author: Portuguese team/RadioActive101/Metas
Date: 7th May 2013
URL: https://soundcloud.com/projeto-metas/primeira-emiss-o#play
Title: Emissão experimental [Experimental Broadcasting]

Summary: This experimental broadcast was done by Metas young people right after the technical workshop conducted by the Ponty team. These youngsters were so pleased to start they stayed for longer in the youth centre and started to have fun with RadioActive101 experience.

Author: Portuguese team/RadioActive101/Metas
Title: Os Jovens e a Arte [Youth and Art]
Date: 26th July 2013
URL http://pt.radioactive101.eu/2013/07/26/metas-programa-01/
Summary: Youth from Metas prepared interviews on dance, street art and music and also delivered a video and newspaper related to the show (http://pt.radioactive101.eu/metas-e5g/).

Author: Portuguese team/RadioActive101/Catapulta
Date: 1st August 2013
URL: http://pt.radioactive101.eu/2013/08/01/catapulta-programa-01/
Title: Os Sons do Porto [The Sounds of Porto]
Summary: Youngsters "travelled" by the typical streets of Porto, where the youth centre Catapulta is implemented, and recorded sounds.
Talked to people about the role of youth in Porto (they did a sort of speakers' corner, using a 'political pulpit' all over the city, searching for vox pop) Talked with street musicians and with old artisans (shop of ancient music box, etc) They also went to Santa Catarina Street and Bolhão Market, a typical old town.

Author: Portuguese team/RadioActive101/Trampolim
Date: 19th August 2013
URL: http://pt.radioactive101.eu/2013/08/19/trampolim-programa-01/
Title: Um salto para o futuro [Trampolin jumping into the future]
Summary: The show was recorded live in the most famous coffeehouses in Coimbra. Café Santa Cruz is a former auxiliary chapel.
We had about a dozen interviews and a live music performance with cajón flamenco and beatboxing.
Basically, the show is about the project Trampolim's intervention in two social housing districts.
Nearly half an hour of live radio - we called it "Trampolim: um salto para o futuro" which translates as taking a leap into the future. Hope you can all listen and give some feedback.

Author: Portuguese team/RadioActive101/Catapulta
Date: 23rd October 2013
URL: http://pt.radioactive101.eu/2013/10/23/catapulta-programa-02-2/
Title: Cenas nossas! [Our Stuff!]
Summary: This broadcast is focused on the activities that youngsters from Catapulta youth centre have appreciated the most since the beginning of Catapulta, running since January 2013. These preferred activities include their holidays in Amarante, a nearby city, the musical and theatrical activities they have been engaged in and also in a puppet theatre that they produced with Puppet Theatre of Oporto.
We can also listen to a song that Inês Teixeira, Danny Azevedo and Zé Medina produced for RadioActive101.
This show was broadcast from a packed youth centre in the presence of friends, parents, other family member of youngsters and Jornal de Notícias reporters (http://pt.radioactive101.eu/2013/10/30/juntos-para-ouvir-radio/).

Author: Portuguese team/RadioActive101/Metas
Date: 12th November 2013
URL: http://pt.radioactive101.eu/2013/11/12/metas-programa-02/
Title: Os Jovens e a Comunidade [Young people and community]
Summary: This broadcast presents some initiatives which are being developed around the neighbourhood in order to involve the entire community. These projects include:
POVOAR: Community Theatre show, a joint project between ADILO and PELE that involved around 50 people;
Metágil: a football team founded by people from METAS and Ágil projects in which participate 18 players;

A school exchange in Lithuania which gave 7 youngsters from the neighbourhood the opportunity to find out more about this country and also communicate with young people from Spain, Turkey and Latvia.
The broadcast was done directly (with pre-recorded and live material) from EB 2/3 Leonardo Coimbra – filho school, with presence of students, teachers and participants from Metas (http://pt.radioactive101.eu/2013/11/13/foi-assim-3/).

Author: Portuguese team/RadioActive101/Trampolim
Date: 18th November 2013
URL: http://pt.radioactive101.eu/2013/11/18/trampolim-programa-02/
Title: "Sorrisos em Movimento" [Moving Smiles]
Summary: On the second RadioActive101 show in Coimbra, we found about some activities of the youth group at Trampolim E5G. Featured on the show, the project "Moving Smiles", which aims to raise awareness about the dangers of depression.

Author: Portuguese team/RadioActive101/Catapulta
Date: 9th January 2014
URL: http://pt.radioactive101.eu/2014/01/09/catapulta-programa-03/
Title: "1, 2, 3… Testing"
Summary: In this broadcast we will test a new format, closer to the one of a professional radio station, with segments and various features which approach different issues. Listen to the first segment "Pé de Atleta", "Ir e Vir", "Positive Vibe" and a special section dedicated to the media.

Author: Portuguese team/RadioActive101/Trampolim
Date: 28th January 2014
URL: http://pt.radioactive101.eu/2014/01/29/trampolim-programa-03/
Title: Boas notas
Summary: In this show we present a project called "Good Grades". But mostly, we invite you to listen to some stories, which were recorded during Christmas 2013.

Author: Portuguese team/RadioActive101/Metas
Date: 5th February 2014
URL: http://pt.radioactive101.eu/2014/02/05/metas-programa-03/
Title: Youth and Education
Summary: Youth from Metas made a show about education and produced an original song on education.

Author: Portuguese team/RadioActive101/Catapulta/Metas/Trampolim
Date: 13th February 2014
URL: http://pt.radioactive101.eu/2014/02/13/a-magia-da-radio/
Title: The Magic from Radio
Summary: We celebrate World Radio Day with a show streamed from Koblenz, Germany. This program has three reports done by the young people who visited professional radio stations for the first time.

Author: Portuguese team/RadioActive101/Catapulta
Date: 3rd April 2014
URL: http://pt.radioactive101.eu/2014/04/03/catapulta-programa-04/
Title: Say no to discrimination
Summary: Under the theme "Say no to discrimination", the Catapulta youngsters presented news and interviews about different issues, such as the International Fight for Eliminating Racial Discrimination Day and SOS Racism. They also talk about the most recent anti-racist football tournament and will hear from the students of Pires de Lima School on their opinion about discrimination.
This time, the broadcast has the technical support of Metas E5G - live from the Lusófona University of Porto.

Author: Portuguese team/RadioActive101/Metas
Date: 29th April 2014
URL: http://pt.radioactive101.eu/2014/04/29/metas-programa-04/

Title: Youth and Sport
Summary: Sport benefits are the central issue in this program, with several interviews and different reports

Author: Portuguese team/RadioActive101/Trampolim
Date: 2nd May 2014
URL: http://pt.radioactive101.eu/2014/05/02/jogos-internet-e-media-como-nos-ligamos-a-eles/
Title: Programa 4
Summary: In this show we analyse the relationship between games, online media and education.

Author: Portuguese team/FCSH
Date: 8th May 2014
URL: http://pt.radioactive101.eu/2014/05/08/os-media-a-cultura-e-a-sociedade-universidade-nova-de-lisboa/
Title: Media, Culture and Society
Summary: Show with clips from students from FCSH about the Revolution, social networking sites and popular culture, adapted from assignments to the Social Sciences class; with interviews to fans, journalists, audience members of different generations and excerpts from television, music and YouTube videos.
Participation in "Seven Days with Media" operation (National media literacy initiative: http://www.literaciamediatica.pt/7diascomosmedia/iniciativas-registadas)

Author: Portuguese team/RadioActive101/Trampolim
Date: 9th May 2014
URL: http://pt.radioactive101.eu/2014/05/09/trampolim-programa-5/
Title: Media at School
Summary: on this show we present some school media projects.
Participation in "Seven Days with Media" operation (National media literacy initiative: http://www.literaciamediatica.pt/7diascomosmedia/iniciativas-registadas)

Author: Portuguese team/RadioActive101/Catapulta
Date: 9th May 2014
URL: http://pt.radioactive101.eu/2014/05/09/somos-livres/
Title: We are free
Summary:
The program success was: "Grândola, Vila Morena" - rap version
• We are very proud to present the Projeto Catapulta rap version on the historical song Grândola.
• Ana Rita Macedo, Inês Teixeira and Daniel Azevedo came together to update the Zeca Afonso one of the songs that gave the signal to the Portuguese military who made the revolution in the year of 74.
• Catapulta's teenagers were not yet born, but can still appreciate the effects of the efforts made by all those involved in opposition to the fascist regime.
Participation in "Seven Days with Media" operation (National media literacy initiative: http://www.literaciamediatica.pt/7diascomosmedia/iniciativas-registadas)

Author: Portuguese team/RadioActive101/Catapulta
Date: 12th May 2014
URL: http://pt.radioactive101.eu/2014/05/12/catapulta-especial-torneio-anti-racista/
Title: Anti-racist tournament
Summary: This show has report of antiracist-tournament and other reports and interviews and another song produced by some of the youngsters.

Author: Portuguese team/ULP
Date: 26th May 2014
URL: http://pt.radioactive101.eu/2014/05/26/talk-media-jornalismo-na-radio/
Title: Talk media
Summary: This program is about freedom of expression, journalism and new media has reports in Portuguese and also in Spanish.
Participation in "Seven Days with Media" operation (National media literacy initiative: http://www.literaciamediatica.pt/7diascomosmedia/iniciativas-registadas)

Author: Portuguese team/RadioActive101/Metas
Date: 26th May 2014
URL: http://pt.radioactive101.eu/2014/05/26/os-jovens-e-os-media/
Title: Youth and media
Summary: Reports about different media and also how media are integrating different kinds of media in Metas life.
Participation in "Seven Days with Media" operation (National media literacy initiative: http://www.literaciamediatica.pt/7diascomosmedia/iniciativas-registadas)

Author: Portuguese team/EntrEscolhas
Date: 15th June 2014
URL: http://pt.radioactive101.eu/2014/06/25/a-nossa-voz-programa-1/
Title: Our voice
Summary: This is the first show from EntrEscolhas and reflects a particular context were different generations interact and also different activities, for instance related to poetry, that impulse friendship.
Participation in "Seven Days with Media" operation (National media literacy initiative: http://www.literaciamediatica.pt/7diascomosmedia/iniciativas-registadas)

Author: Portuguese team/RadioActive101/Trampolim
Date: 7th July 2014
URL: http://pt.radioactive101.eu/2014/07/07/trampolim-programa-6/
Title: Programa 6
Summary: In this show we present a project called *Transformers*.

Author: Portuguese team/EntrEscolhas
Date: 10th October 2014
URL: http://pt.radioactive101.eu/2014/11/03/programa-2-entrescolhas-geracao-douro/
Title: 'Travelling'
Summary: This show is called 'Travelling' and presents some of the most recent travels done by EntrEscolhas youth in the Choices Program. As usual, the show is also supported by readings of poetry and literature, with texts from Fernando Pessoa and from adult participants from the project.

Author: Portuguese team/RadioActive101/Trampolim
Date: 3rd November, 2014.
URL: http://pt.radioactive101.eu/2014/11/03/o-primeiro-dia…7-do-trampolim/
Title: The first day of school
Summary: In this show, we look at the first day of school, from a variety of perspectives.

Author: Portuguese team/RadioActive101/Metas
Date: 3rd November 2014
URL: http://pt.radioactive101.eu/2014/11/06/metas-programa-06-criancas-e-escola/
Title: Children and School
Summary: A program recorded in primary schools in Lordelo do Ouro

Author: Portuguese team/RadioActive101/Catapulta
Date: 25th November 2014
URL: http://pt.radioactive101.eu/2014/11/25/catapulta-programa-06/
Title: We are back!
Summary: This show has a chronological overview of several activities since the end of the school year. Catapultos are full of energy!

Author: Portuguese team/RadioActive101/Metas
Date: 3rd December 2014
URL: http://pt.radioactive101.eu/2014/12/04/metas-programa-07-os-jovens-e-a-participacao/
Title: Youth and Participation
Summary: Several reports and interviews about participation done by youngsters and other people in the neighbourhood.

Author: Portuguese team/Trampolim
Date: 6th December 2014
URL: http://pt.radioactive101.eu/2014/12/06/trampolim-10-anos/
Title: Ten years of Trampolim
Summary: Celebrating ten years of Trampolim in a live event!

Author: Portuguese team/All youth centres
Date: 14th December 2014
URL: http://pt.radioactive101.eu/2014/12/14/trampolim-best-of/
Title: Best of RadioActive em Portugal
Summary: some of the best moments of two years of radio in Portugal

Author: Portuguese team/RadioActive101/Metas
Date: 16th December 2014
URL: http://pt.radioactive101.eu/2014/12/18/metas-programa-08-best-of/
Title: 'Best of'
Summary: In this show youngsters remembered the best moments of these two years.

Author: Portuguese team/RadioActive101/Catapulta
Date: 19th December 2014
URL: http://pt.radioactive101.eu/2014/12/30/catapulta-programa-07/
Title: It's Christmas, end of the year and everything!
Summary: In this broadcast Catapulta reported on Human Rights day and anticipated what people want for 2015. We also took the chance to remember previous shows and a special Grândola Vila Morena live song.

Author: Portuguese team/EntrEscolhas
Date: 22nd December 2014
URL: http://pt.radioactive101.eu/2014/12/23/entrescolhas-programa-03/
Title: Best of and others
Summary: Some of the best parts of the programs and also there are some new features.

Shows from ROMANIA

Author: Romania Team; Date: Radio Media Junior, 7 June 2013
URL: http://ro.radioactive101.eu/emisiuni-podcast/

Author: Romania Team; Date: Scoala Ferdinand, 29.June 2013
URL: http://ro.radioactive101.eu/emisiuni-podcast/

Author: Romania Team; Date: Scoala Contesti, 9.August 2013
URL: http://ro.radioactive101.eu/emisiuni-podcast/

Author: Romania Team; Date: Radio Media Junior, ZEP – a doua parte Oct 2013
URL: http://ro.radioactive101.eu/files/2013/10/Radio-zep-1-1.mp3

Author: Romania Team; Date: Radio Media Junior, ZEP – prima parte Oct 2013
URL: http://ro.radioactive101.eu/files/2013/10/Radio-zep-1-2.mp3

Author: Romania Team; Date: 2014Radio Active Contesti – emisiunea 3 28 May 2014
URL: http://ro.radioactive101.eu/files/2014/05/RAEU_Contesti_28May2014.mp3

Shows from the UNITED KINGDOM (by 31 Dec 2014)
Author: UNITED KINGDOM Team/Dragon Hall; Date: 16 November 2012

URL: http://uk2.radioactive101.eu/audio/details/dragon-hall-1/
Title: Opening show
Summary: This broadcast includes Reviews from young people from Dragon Hall,

Author: UNITED KINGDOM Team/Yoh; Date: 10 December 2012
URL: http://uk2.radioactive101.eu/audio/details/yoh-broadcast-2/
Title: All About Hackney
Summary: Hackney and young people

Author: UNITED KINGDOM Team/Yoh; Date: 8 February 2013
URL: http://uk2.radioactive101.eu/audio/details/yoh-broadcast-8th-feb-2013/
Title: Welcome to 2013
Summary: Safety in Life and crime statistics

Author: UNITED KINGDOM Team/Yoh; Date: 15 February 2013
URL: http://uk2.radioactive101.eu/audio/details/dragon-hall-2
Title: Young People and the Community
Summary: Policing and Gangs and young people's knowledge

Author: UNITED KINGDOM Team/Dragon Hall; Date: 15 February 2013
URL: http://uk2.radioactive101.eu/audio/details/knife-crime-discussion/
Title: Crime and Disorder
Summary: Hosted by Ali and Dani, this broadcast has a focus on Crime and Disorder. This broadcast includes discussions with young people from around London on topics such as Knife crime.

Author: UNITED KINGDOM Team/Yoh; Date: 26 June 2013
URL: http://uk2.radioactive101.eu/audio/details/531/
Title: Summertime Part 1
Summary: Discrimination through schooling and the community

Author: UNITED KINGDOM Team/Dragon Hall; Date: 12 July 2013
http://uk2.radioactive101.eu/audio/details/dragon-hall-broadcast-12th-july-2013/
URL: http://uk2.radioactive101.eu/audio/details/employability/
Title: Employment show
Summary: This month's theme is focused on Employment, with young people voicing their opinions and discussing personal experiences of their first forays into the job market.

Author: UNITED KINGDOM Team/Yoh; Date: 24 July 2013
URL: http://uk2.radioactive101.eu/audio/details/yoh-broadcast-5-24th-july-2013/
Title: Summertime Part 2
Summary: Impact of heat wave on everyday life

Author: UNITED KINGDOM Team/Dragon Hall; Date: 15 August 2013
URL: http://uk2.radioactive101.eu/audio/details/broadcast-15th-august-2013/
Title: Education show
Summary: This broadcast sees Education put in the spotlight. Contributions from show regulars **The Squad, Young People for Inclusion & Dragon Hall**, joined this month by young people from The Chinese Community Centre in Soho and special guests Ecolonias, from Buenos Aires in Argentina.

Author: UNITED KINGDOM Team/Dragon Hall; Date: 24 September 2013
URL: http://uk2.radioactive101.eu/audio/details/dragon-hall-broadcast-24th-sept-2013/
Title: Music show
Summary: This broadcast is focused on music, broadcasting unsigned artists as well as commercial music from the charts. This half an hour show is also made of small discussions such as 'stop and search' which was conducted twice with two different groups to understand the different views on the topic.

Author: UNITED KINGDOM Team/Dragon Hall; Date: 30 September 2013
URL: http://uk2.radioactive101.eu/audio/details/dragon-hall-broadcast-30th-sept-2013/
Title: Highlights show
Summary: This show is a highlights show which looks at the best clips from the years broadcast. These include content from our friends abroad, Squad, YPFI and music from local young people.

Author: UNITED KINGDOM Team/Yoh; Date: 30 September 2013
URL: http://uk2.radioactive101.eu/audio/details/yoh-broadcast-6-30th-september-2013/
Title: Welcome back to the school year!
Summary: Working with children and young people

Author: UNITED KINGDOM Team/Squad; Date: 21 March 2014
URL http://uk2.radioactive101.eu/audio/details/radioactive-learning-disabled-young-people-highlights-21-march-2014/
Title: Learning Disabled Young People Highlights
Summary: Programme made for and by Learning Disabled Young People in London

Author: UNITED KINGDOM Team/Dragon Hall; Date: 10 April 2014
URL: http://uk2.radioactive101.eu/audio/details/754/
Title: The Music is the Message 1
Summary: This broadcast is focused on music, broadcasting unsigned artists as well as commercial music from the charts. This half an hour show is also made of small discussions such as 'stop and search' which was conducted twice with two different groups to understand the different views on the topic.

Author: UNITED KINGDOM Team/Dragon Hall; Date: 2 May 2014
URL http://uk2.radioactive101.eu/audio/details/youth-violence-and-its-impact/
TITLE: – Youth Violence and its Impact
Summary: Radioactive 101 presents a show on youth violence and its impact, and the measures youth organisations and their partners can take to address it. The show has interviews with young people, youth workers, the police and other community groups. The show covers topics ranging from bullying, racism and violence, and includes insightful comments on 'stop and search' policies on London's streets.

Author: UNITED KINGDOM Team/Dragon Hall; Date: 23 May 2014
URL http://uk2.radioactive101.eu/audio/details/education-young-learning-disabled/
TITLE: – Education and Learning Disabled Young People
Summary: 'Education and Learning Disabled Young People' is an insightful, gentle and questioning radio show from two groups of Learning Disabled Young People in London. The show has interviews with and by Young Learning Disabled Londoners, from The Squad and Cricket Green School.   It focuses on education, employment and transport and investigates just how joined up these issues are. The broadcast gives a voice to the young learning disabled in London whilst using the power of radio as an educational intervention with these groups. The show is co-hosted by James Dellow and Keeley Reed who are from the University of East London (UEL) and Dragon Hall youth organisation.

Author: UNITED KINGDOM Team/Dragon Hall; Date: 27 June 2014
URL http://uk2.radioactive101.eu/audio/details/body-image-media-and-music/

TITLE: Body Image, the Media and Music
Summary: 'Body Image, the Media and Music' includes interviews with young women, musicians and group discussions about body image, body modification, anorexia and the influence of the media. The second part of the show explores the issues facing young female musicians in the music industry and ties in with the themes of the media's portrayal of young women as well as giving information on where to turn to for advice and guidance. The broadcast is a platform for young women to discuss these personal and at times upsetting issues, using the power of radio. The show is hosted by Khaleda and Sindy from Dragon Hall youth organisation along with their youth worker Keeley Reed.

Author: UNITED KINGDOM Team/ School of Performing Arts at the University of East London in collaboration with the young people at Dragon Hall youth organisation; Date: 17 July 2014
URL: http://uk2.radioactive101.eu/audio/details/the-music-is-the-message-4/
Title: The Music is the Message 2
Summary: The show is the second part of the fascinating feature 'Tracks of my Years' that documents the journey through life of a musician and producer, David 'Zorro' Caplin, who gives us a personal perspective on issues such as homelessness and drug addiction. This use of 'music as storytelling' is the vehicle for an honest, emotional and typically cautionary tale that exposes the human reality of issues that are often treated trivially or questionably glamorised within the music industry.

Author: UNITED KINGDOM Team/Dragon Hall; Date: 30 July 2014
URL http://uk2.radioactive101.eu/audio/details/tech-day-young-people-discover-hack-and-make-the-future-30-july-2014/
TITLE: TechDay- young people discover, hack & make the future
Summary: RADIO SHOW FROM RADIOACTIVE 101 -TechDay- young people discover, hack & make the future

Author: UNITED KINGDOM Team; Date: 12 Sep 2014
URL http://uk2.radioactive101.eu/audio/details/belfast-my-degeneration-music-politics-and-experiences-12-sep-2014/
TITLE: Belfast: My Degeneration – featuring the music, politics and experiences of older people who grew up in Belfast during 'the Troubles' and the influence of the emerging punk rock scene. The show has interviews with The Shangrilads, a group of older musicians who experienced life in Belfast in the 1970s growing up through these turbulent times. The show has echoes of Carberry & Patterson's film about the punk music scene in the late 1970s 'Good Vibrations' with the classic line by Terri Hooley in 1980: 'New York has the haircuts, London has the trousers but Belfast has the bands' The show references the influence of terrorism, music and punk and explores how gross acts of terror have the power to impact not only on British and Irish lives but to disrupt political fundraising for terrorist groups in the USA. The show is hosted by Colin Rainey from The University of East London (UEL).

Author: UNITED KINGDOM Team/Dragon Hall; Date: 24 Sep 2014
URL http://uk2.radioactive101.eu/audio/details/proud-aloud-coming-out-24-sep-2014/
TITLE Proud Aloud – 'Coming Out'
Summary: Young people from Proud London, Dragon Hall's lesbian, gay, bisexual, and transgender group. 'Proud Aloud' has features from eight young men and women aged 19 to 22 who identify themselves as being LGBT – another group that frequently goes unheard. The theme the young people have chosen is the difficult theme of 'Coming Out' and includes: 'Queer Ear', an agony aunt feature where young people are given information about important and relevant questions. A story about a young women's experience of 'Coming Out', the issues she faced and how she took control of her situation LGBT Anthems- a section where these young people choose tracks that have impacted upon them and discuss why they matter to them.

Author: UNITED KINGDOM Team/Dragon Hall; Date: 7 Nov 2014
URL http://uk2.radioactive101.eu/audio/details/why-the-music-matters-7-nov-2014/
TITLE: Why the Music Matters - 7 Nov 2014
Summary: Why The Music Matters' using contemporary and original songs to engage with young people's issues, and exploring music production as a vehicle for learning. FOUR original songs written and recorded by the young people animated and brought to life through interviews and explorations of what they all mean, and the different things they might mean - compared to 'typical' and 'commercial' music. The show is co-hosted by Nick and Keeley from Dragon Hall.

Author: UNITED KINGDOM Team; Date: 23 Dec 2014
URL http://uk2.radioactive101.eu/audio/details/alternative-voices/
TITLE: Alternative Voices – 23 Dec 2014
Summary: As Christmas approaches and thoughts turn to family and friends, the holiday season is presented to us within conventional parameters by mainstream media. However, RadioActive101 will be broadcasting a show that presents 'alternative voices'. The show reminds us in no uncertain terms of a reality for many people at this time of year – homelessness, exclusion from the education system or dealing with the complexities of addiction.
Author: UNITED KINGDOM Team; Date: 30 Jan 2015
URL: http://uk2.radioactive101.eu/audio/details/mental-health-and-young-people-30-jan-2015/

TITLE: 'Mental Health and Young People: Experiences and Perspectives'

Summary: In this show we explore what different groups of young people in the UK think about mental health, discussing their experiences and giving their perspectives on perceived differences in help and support for mental health issues at school and college.

Joint/Collective Shows
Author: RadioActive Europe: Date: 14/15 February 2013
URL: http://radioactive101.eu/2013/10/01/ra-eu-1-radioactive-presents-the-project-vision/
Title: Kick-Off Meeting
Summary: At the Kick-Off Meeting in London the Radioactive Consortium created a Radio Show to share the projects' vision.

Author: RadioActive Europe; Date: 2 July 2013
URL: http://radioactive101.eu/2013/10/01/ra-eu-2-radio-active-consortium-telling-about-the-pojects-progress/
Title: Radio Active Consortium and the project progress
Summary: The Radio Active Consortium shares the project progress since the project meeting during a small radio show during the Bucharest meeting.

Author: RadioActive Europe; Date:11 Sep 2013
Live podcast from Bucharest, Romania, 2nd partner meeting http://radioactive101.eu/podcast/
Live podcast from 11th Koblenz E-learning day http://de.radioactive101.eu/podcast/
Live recording of the broadcast from 11/09/2013 http://deichstadtradio.radioactive101.eu/podcast/
http://ko-n-rad.radioactive101.eu/podcast/

Author: RadioActive Europe; Date: 1 Oct 2013
What is RadioActive101?
RA-EU-1 RADIOACTIVE PRESENTS THE PROJECT VISION
October 1, 2013 / RA-EU-1 RadioActive presents the project vision
http://radioactive101.eu/2013/10/01/ra-eu-1-radioactive-presents-the-project-vision/

Author: RadioActive Europe; Date: 1 Oct 2013
RA-EU-2 RADIO ACTIVE CONSORTIUM TALKS ABOUT THE PROJECT'S PROGRESS
October 1, 2013 / Andreas Auwaerter / Comment / Dissemination, Project Meetings, Uncategorized, Visions
RA-EU-2 Radio Active Consortium talking about The Project's progress
http://radioactive101.eu/2013/10/01/ra-eu-2-radio-active-consortium-telling-about-the-pojects-progress/#t=0:07.511

Author: RadioActive Europe; Date: 14 Feb 2014
WORLD RADIO SHOW – GIRL POWER

This is a special show on Girl Power Europe live from Koblenz, Germany for World Radio Day.
It is an international broadcast using the project several native languages.
http://radioactive101.eu/2014/02/14/world-radio-show-girl-power/#t=19:08.572

Author: RadioActive Europe; Date: 1 July 2014
MUSIC TO LINK YOUNG PEOPLE.
This is a special. The importance of radio and the importance of RadioActive101 – live from the RadioActive101 Workshop
http://radioactive101.eu/podcasts/radioactiveproject/RadioActive101_Portugal-mp3-hd.mp3

Author: RadioActive Europe; Date: 26 Nov 2014
The importance of radio and the importance of RadioActive101
This was a collaborative show – live from the RadioActive101 Workshop, in London
http://radioactive101.eu/podcasts/radioactiveproject/RA-EU-5-London-Workshop-Project-mp3-hd.mp3

13. Appendix D1 Architecture

Learning Management System

Course related functions

Collaboration Platform	Forum and discussion	Badges provider
Learning and training material	Formal certification	E-Portfolio

Cross Course Functions

e-Portfolio Plugin	Open forum and discussion	Train the Trainers courses	Approoved badges instance of Mozilla Foundation
Plugins for file and cloud delivery	Learning material repository	Curriculum and learning objectives	Cross course calendar for shared resources

e-Portfolio System

Individual learning related functions

Badges show room	Individual progress diary	Learning achievements show room and diary
Preperation space for a public showroom	guidance and pre-structures	Artefacts and evidence representation

RadioStation Websites

Group activity related functions

Embedded Life Radiostream	CI framework and core content representation	Newsroom	Podcasts (Show archive)
Chat	Mediadisplay (Embedded Photo, AV and other material.)	Contact information and calendar	Social media links and activities

Project activity - PAN European related functions

Embedded Life Project Radiostream	CI framework and core content representation	Newsroom	Podcasts (Show archive)
Chat	Mediadisplay (Embedded Photo, AV and other material.)	Contact information and calendars	Social media links and activities

Project Collaboration space

Project management related functions

Collaboration Platform	Forum and discussion	Badges designer
Learning and training material designer		E-Portfolio designer

Pan European Media display and delivery

Pan european media display

Aggregator and distributor of all Radioactive Streams	Bundled access to all running discussions	Access to the accompanying material and how to's	Badges and context of badges
Aggregator and distributor of all Radioactive Podcasts	Bundled access to all social media activities	Terms and conditions	Aggregated contributors to shows