

**University of Sunderland**

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**School of Arts, Design, Media and Culture  
School of Education and Lifelong Learning**

# **Handbook on Community Radio Training for Refugees and Asylum Seekers**



**Digital Dialogues**  
Supported by  
Socrates / Grundtvig

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DIGITAL DIALOGUES was a two-year project funded by the European Union within its Socrates-Grundtvig programme. It involved partners in Ireland, England, Finland, the Netherlands, Germany, Austria and Italy. Detailed information about all activities and handbooks in different languages can be found on the project website at <http://www.digital-dialogues.de>

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## **About using this handbook**

This handbook has been produced as a result of work undertaken in a 2-year project, funded by the European Grundtvig Programme for Adult Education. The project, called “Digital Dialogues” was aimed at giving access to new digital radio technologies to marginalised groups. The work builds on an earlier Socrates project “Creating Community Voices “ which was aimed at giving access to Community Radio and New Technologies for Socially Disadvantaged Groups. Further information on both projects is available at: <http://www.digital-dialogues.de/>

## **Handbook content**

This short handbook outlines a few of the lessons learned on the project. They are presented as a set of guidelines for others to consider when setting up digital radio technologies.

The aim is not to present a training course – the idea is more to offer suggestions based on our experiences that may be applicable to your own situation.

The handbook outlines some of our experiences and also gives examples of materials used in the training.

For 2 years since 2001 the University of Sunderland has been involved a project supported by the Department for Education and Skills Adult and Community Learning Fund (ACLF) project aimed at improving language skills amongst refugees and asylum seekers through use of radio and digital technologies. This project has been enhanced through EU Grundtvig funding under the Digital Dialogues project. The Digital Dialogues project has involved reflecting on processes and producing a handbook.

This handbook has been written using a case study approach and gives examples of methodologies and approaches employed when running workshops that have taken place at the University of Sunderland.

From the issues arising general points about community radio training are developed.

This handbook also contains examples of learning materials, descriptions of workshops; necessary equipment, materials, handouts and other background materials.

## **Background**

The University of Sunderland has worked with community groups over a number of years. It is one of the most successful UK universities in terms of attracting under-represented groups to study on its degree programmes.

## **Refugees and Asylum Seekers**

Over recent years the whole of the EU has experienced an increase in the number of refugees.

Since the year 2000 the British Government has adopted a policy whereby refugees and asylum seekers are dispersed from the capital to other parts of the country. The trend is that people are dispersed to areas where housing shortages are less acute than in London and the South East.

Sunderland is one such place that has seen a large increase in the number of refugees and asylum seekers. This has caused some problems in the predominantly white town.

Here are some extracts from a local community-based newsletter

<http://www.hendon-hub.org.uk/oct02eastwise.htm>

“The problem is with the system. There is no choice on where to live. Sometimes two or three people who do not know each other are made to share a room. I lived in London for 2½ years supported by the local authority. During that time, I was transferred three times, then [was] moved out to Nottingham. I did not have a choice in the matter. Nevertheless, I am now there and do voluntary work three days a week. I am making friends here. I am not allowed to work. They do not have enough workers. Sometimes you have to wait for 6 or 7 hrs, even when it was by appointment.’

Another refugee who lives locally was too fearful to give his name but had a message for the local community, ‘I think the system makes people racist because even the local people do not get support and they get angry with the asylum seekers. The local people have not been exposed to the reasons others flee their homes. They do not know that we are the same. When you talk to them [local people], you can see that they do not know. The media is censored. If I want to blame anyone, I will blame the system, the government, not the local people.’

## **Rationale and approach**

Many of the refugees and asylum seekers in Sunderland have poor language skills and often feel isolated within the community. The aim of the ACLF project was to use electronic based media, web pages and web radio to help develop language skills and to reduce feelings of social and cultural isolation.

Discussions with agencies working with refugees and asylum seekers indicated that the need to develop oral communication skills was one of the main priorities for refugees whose language skills were poor.

The increasing accessibility of the internet and development of new digital technologies opens up fresh opportunities to engage people in broadcasting and education. People can look for news, information or music from their own cultures/ interest groups. One of the aims of the project was to provide access to these new media and also how to provide learning opportunities become active contributors to digital media rather than passive consumers.

Another aim of the project was to promote English language development and inclusion using digital media as a tool for this. This is new – in previous radio training projects we have been involved with the focus is more explicitly on providing people with access to broadcasting.

A lot of the thinking informing this project Follow on from Creating Community Voices (CCV) project – building on not just our own experiences but learning from models developed by other partners. Vienna-based Radio Orange in particular with their model of “Tandem training” has provided useful ideas on which to build. The idea of “Training in Tandem” is the development of a training partnership in which radio trainers work with their counterparts, for example social workers, to plan and then implement training for a target group. Further details can be found by following the link to CCV at: <http://www.digital-dialogues.de/> . Once at the site click on the sitemap button on the left hand side of the page. The Creating Community Voices link can be found near the bottom of this page.

## **Objectives of training**

The objectives of the training can be divided into the practical, hands-on development of radio skills as well as the more difficult to quantify areas, such as, reducing feelings of cultural isolation.

### **Radio Skills**

Introduction to internet radio and international community radio  
Interviewing skills  
Recording skills  
Introduction to digital editing  
Programme building

**Other aims**

Develop language and communication skills  
Reduce feelings of cultural isolation  
Capacity building for local community workers/ volunteers  
Promote inclusion/ anti-racism

Following a several months of development work a series of workshops was planned. In total eight workshops took place, in addition to many informal sessions at the refugee and asylum seekers drop-in.

The first workshop was aimed solely at community workers and volunteers; the others were open to community workers, volunteers, refugees and asylum seekers.

Some examples of handouts and workshop content can be found in the appendices.

**Subjects covered included:**

History of community radio  
Internet resources  
Receiving radio on the internet  
Getting your voice on the internet  
Digital editing  
Broadcasting  
Recording  
Programme building.

**Issues****Developing trust**

Building trust with the refugees and asylum seekers is the first and most important step in the process in engaging them in the learning process.

Many were new to Sunderland and have few friends and access to wider support networks. In some instances refugees and asylum seekers experience hostility and racism from the local population.

A lot of time was spent working in partnership with Sunderland Refugee and Asylum Seeker Support Network (SRASSN) to look at the best way of working with refugees and asylum seekers. The network consists of around 60 local partners, from education, health-related and voluntary sector organisations.

An initial stage of the work involved sending a questionnaire to all partners to seek their views on how to develop the project. (For a copy of the questionnaire see Appendix 3)

**Refugees/asylum seekers have many needs, priorities, fears**

For many refugees and asylum seekers food, shelter and safety are their main priorities. Many have been dispersed to the area and have few friends. Some speak very little English, some have mental health problems as a result of trauma. Whilst waiting to find out if they are to be given permission to stay in the country they have to attend numerous appointments with solicitors and court hearings.

Not surprisingly, apart from learning English, formal learning is not one of the top priorities. This raises the issue of “having a voice”. It means that unless your basic needs are met you are unlikely to be in a position to have your voice heard. In the UK there is an agenda to address basic skills – it will be difficult to address these whilst people are experiencing “human rights shortages”.

**Support for community workers and volunteers**

One finding of the project has been that the various community workers and volunteers who are working to help refugees and asylum seekers are themselves in need of support.

The issue of refugees and asylum seekers is so highly politicised that agencies don't want to be seen to be providing too much for fear of public outcry. This means that the people on the ground dealing with the human problems faced by refugees and asylum seekers are often under-resourced and overwhelmed by the issues they are dealing with. Some of the workers who took part in the project reported that they would in certain situations hide the fact that they worked with refugees and asylum seekers.

**Awareness of digital media, internet radio and community radio**

Early on in the discussions with SRASSN it emerged that workers and volunteers within the network had very little knowledge or experience of internet radio. Many did not have access to the internet in their workplace.

Clearly, this made it difficult for them to promote the idea with refugees and asylum seekers. As a way forward a workshop introducing the potential of internet radio for SRASSN workers and volunteers was organised. The form and content of this workshop are outlined in appendices 1 and 2.

**Access to internet/computing facilities**

Despite huge investments in community IT facilities the “digital divide” is still very much in evidence - lack of access to internet and computing facilities in places where the refugees and asylum seekers felt safe and comfortable was a major hindrance in the development of this project



In many cases community workers/volunteers did not have access to the internet.

Refugees and asylum seekers regularly attend drop-in support sessions in various locations. These would have been ideal venues for radio workshops except that they did not have computers with access to the internet.

A portable laptop computer was used to get round this issue in an informal way. Webpages/ radio clips were saved onto cds. This way people could view up to date web pages in a variety of languages and start to think about possibilities for getting involved with internet radio. The portable laptop was installed with digital editing software. Using a microphone, people were able to record their voices directly on to the computer and, with support, were able to have a go at using digital editing software.

This informal approach was useful for a number of reasons:

- ✓ It was a very good way of illustrating the idea of internet radio – especially to people for whom English was not their first language.
- ✓ It allowed people to get to know one another over a period of time and to build up trust.
- ✓ The community venue provided an environment in which the refugees and asylum seekers felt safe and comfortable.

#### **Attitude of students wanting to be seen as commercial/mainstream**

The planned end-products of the workshops for community workers, volunteers refugees and asylum seekers were an anti-racism campaign and world music show for broadcast on Utopia fm, the student-based temporary radio station. There were issues around this – some of the students running the station were keen that their station had a mainstream, commercial feel to it and this led to a protracted discussion via both e-mail and formal planning meetings about commercial versus community radio.

- ✓ Having refugee and asylum seeker project led to debate on role of student programming in a multi-cultural society

**Possible ideas for future work**

Explore opportunities for putting audio onto the web

Develop links with schools and parents

Look at using digital media and internet as tools to promote multi-culturalism and diversity

Work with established Refugee Community Organisations to train people in media techniques

## **Publications**

**Anwar Mohammed**, (1983) Ethnic Minority Broadcasting CRE.

**Commission for Racial Equality** (1990) Radio for Ethnic and Linguistic minorities. Prospects in the 1990s CRE.

**Downing, J.**(2001): Radical Media: Rebellious Communication and Social Movements,Sage.

**Elderred, J** (2002) Voices of Practitioners: Good Practice in Adult and Community Learning, NIACE/DfES, Leicester, UK.

**Girard,B.** (ed) (1992) A Passion for Radio, Black Rose Books Limited, Canada

**Gordon, J.** (2000) The RSL, Ultra local radio, University of Luton Press

**Jankowski, Prehn and Stappers (eds)** (1992) The People's Voice: Local Radio and TV in Europe, John Libbey.

**Lewis,P. and Booth, J.**(1989) The Invisible Medium-Public, Commercial and Community Radio, Macmillan

**McGivney, V** (2002) Spreading the Word. Reaching out to new learners, NIACE/DfES, Leicester, UK

**Mitchell.C.** 2000 Women and Radio: airing Differences, Routledge

**Riano ,P.** (ed) Woman in Grassroots communication: furthering social change,Sage.

**Priestman, C.** (2002) Web Radio-Radio Production for Internet Streaming, Focal Press.

**Sakolski R and Dunifer S** (1998) Seizing the Airwaves The Free Radio Handbook. Scotland ,AK Press

**Servaes, Jacobson and White (eds.)** (1996) Participatory Communication for Social Change ,Sage.

**Short and Waghorn** (1993) Take to the air: The guide to setting up your own radio station. Trinity and All Saints, Leeds.

## **Groups and Contacts**

Community Media Association (CMA).

15 Paternoster Row

Sheffield S1 2BX

Tel: 0114 2795219

Web site: [www.comedia.org.uk](http://www.comedia.org.uk)

Bradford Community Broadcasting

2, Forster Square

Bradford, BD1 1DQ

Tel: 01274 771677

Web site: [www.bcb.yorks.com](http://www.bcb.yorks.com)

Women's Radio Group (WRG)

Unit 13

111, Power Rd

London W4 5PY

Tel: 020 8742 7802

Web site: [www.twiza.demon.co.uk/wrg/](http://www.twiza.demon.co.uk/wrg/)

WRG runs a range of training courses for women in London including courses for refugees and asylum seekers.

Feminist International Radio Endeavour (FIRE)

Web site: [www.fire.or.cr](http://www.fire.or.cr)

Women's International Newsgathering Service (WINGS)

Web site: [www.wings.org/](http://www.wings.org/)

Association for Progressive Communication (APC) women's programme

Web site: [colnud.apc.org/apcwomen/](http://colnud.apc.org/apcwomen/)

World Association of Community Radios (AMARC)

AMARC-Europe

C/o AMARC Europe

15 Paternoster Row

Sheffield S1 2BX

Tel: +44 (0)114 221 0592

Web page: [www.amarc.org/europe](http://www.amarc.org/europe)

AMARC International  
3575 boulevard St Laurent  
Bureau 611,  
Montreal, Quebec  
Canada  
Web page [www.amarc.org](http://www.amarc.org)  
International office for AMARC

## **Appendix 1 - Workshop content**

## Workshop 1

### Internet radio

## Training for volunteers and community workers

### Using web radio resources to support refugees and asylum seekers

#### Programme

##### AIMS:

- INTRODUCTION TO INTERNATIONAL COMMUNITY RADIO
- INTRODUCTION TO WEB RADIO
- WEBCASTING
- EXPLORING WAYS OF SUPPORTING REFUGEES AND ASYLUM SEEKERS

##### SESSION PLANNING:

9.15 Welcome and introduction

*Ann Baxter*

9.30 International Community Radio

History and Development (See resources Appendix p)

*Caroline Mitchell*

9.50 What is web radio?

Different types of web audio, eg, live streaming, archived material, internet only stations compared with radio stations that also broadcast in conventional ways. Examples of each. Exploring websites/listening to radio (*Resources to be added*)

*Chris Pringle*

10.45 Coffee break

11.00 Webcasting. A practical exercise that will get your voice on the internet

*Chris Pringle*

12.00 Evaluation and discussion on how to use skills and knowledge to support refugees/asylum seekers in Sunderland. How can it help support the development of English language skills?

*Ann Baxter and Mary Brien*

12.30 Lunch

**Equipment checklist**

Workshop 1

Computers with internet access and soundcard

Headphones

Datap projector

Editing software

Microphone/minidisk



## Workshop 2

# **Refugees and asylum seekers radio workshops**

### **AIMS:**

- DISCUSSION ABOUT RADIO
- ACOUSTICS
- HOLDING THE MIC
- INTERVIEWING - PORTABLE EQUIPMENT & STUDIO
- TALKING ABOUT THE WORLD MUSIC SHOW

### **SESSION PLANNING:**

10.00 - 1.00 pm

- Open the session with a compilation of different varieties of music - general pop, and music from around the world.
- Get to know you session - introduction of group members and trainers.
- Go back to the music that was first played, and everyone can talk a little about their favourite music. Ask about what radio the group listen to - here and at home.
- Talk about the workshops, and what we hope to achieve during the two days

### **BASIC ACOUSTICS -**

- Recording in small spaces
- recording in large spaces
- recording in hard rooms
- recording in soft rooms
- recording indoors/outdoors

(See handout in Appendix x, p )

*Pre-prepare a recorded piece, giving examples of recordings made in different types of rooms/spaces*

### **INTERVIEWING:**

- How to use the portable equipment
  - TASK: practice setting up the equipment
  - Demonstrate microphone technique
  - TASK: practicing using the mic, and talking to each other
  - How to do an interview using the portable equipment
  - TASK: each person does an interview with another member of the group. PLAYBACK
- THE INTERVIEWS.

## BREAK


2.00 - 3.15 pm

### STUDIO:

- We can go to the studio, and give a demonstration of the equipment available - with reassurance in case the studio seems overwhelming. Looking at the studio, playing music, links, interviews.
- TASK: the group can take turns using their interviewing skills, as part of mini-programmes. The programmes would also include linking tracks and playing jingles. The trainer would run the desk.

3.40 - 4.00 pm

### FEEDBACK:

- A final brainstorming session to look back at the day
  - Discussion of the world music programme, and what we could add to it.
  - Refer to what we will be doing at the next session
- 

### Workshop 3

#### AIMS:

- Introduction to digital editing
- Editing interviews recorded at previous session
- Playback of edited interviews
- Negotiating and planning future work

#### SESSION PLANNING:

10.00 – 1.00 pm

Demonstration of and explanation of digital editing software using data projector.

TASK: participants to edit interviews recorded at previous workshop

Pre-load interviews onto computers

Demonstration of copying file to cd

TASK: participants to copy edited file onto cd

#### Playback and discussion

- A final brainstorming session to look back at the day
- Further discussion of the world music programme, and what we could add to it.
- Plan way forward for future programme making sessions



#### **Equipment checklist**

Workshops 2 and 3

Computers with soundcard and digital editing software

Headphones

Datap projector

Microphone/minidisk



## Workshops 4 - 7

### AIMS:

- Developing programme ideas
- Developing ideas for anti-racism campaign through talking about experiences
- Real lives versus labels

### SESSION PLANNING

Informal

Negotiated with participants

Participants encouraged to bring in own music

Talking about music

Singing in studio

Practise running the desk

### **Equipment checklist**

Workshops 4 - 7

Radio Studio

### **Equipment checklist**

Community outreach

Laptop computer

Editing software

Microphone

Headphones

CDs with pre-recorded material - could be web pages or soundclips.

Digital camera

## Workshop 8

# Refugees and Asylum Seekers on Radio Utopia Workshop

### AIMS:

- Look back Listen to and evaluate some of the radio programmes that have been developed
- Look ahead to what kind of work people feel would be appropriate for the next year

### SESSION PLANNING

**10.00** Welcome and introduction

**10.15** Planet Utopia – a chance for people to listen to extracts of the world music programme and the anti-racism campaign that refugees and asylum seekers contributed to. Evaluation of programmes

Play some of World Music prog Play campaign

Split into 2 sub-groups

Julie to record reactions on mini-disks

Caroline to talk to refugees/asylum seekers who have been part of campaign

**12.0** Lunch

**2.0** Future developments – opportunities for radio programme making, broadcasting and web site developments

AB to introduce some ideas/possibilities

**3.00** Presentation of certificates

### **Equipment checklist**

Workshop 7

CD player

Minidisk and microphone

CDs

Certificates



**Appendix 2 – Material or examples to be used for demonstration/presentation by trainers**

# Material or examples to be used for demonstration/ presentation by trainers

## Workshop 1 Handout International Community Radio - History and Development.

### What is Community radio?

Community radio programme practice: OHP

- Collectively controlled rather than by company or programme controller
- Not controlled by need for delivering large audiences (i.e. to advertisers or to justify licence fee)
- Aimed at a number of small or specialist audiences- eg refugees/asylum seekers
- Participatory nature means that audience are involved in programme making
- This means that training and access is part of programming policy.
- Specialist forms of marketing and community outreach/development may be needed to involve under represented groups.
- New formats and experimentation are encouraged.

### History

First community stations in USA, Canada and Australia in 60s and 70s. Some as part of student sector, others developed to give under represented groups a voice. Stations like KPFA in California had schedules carved up giving different minority groups an hour's programme each week.

Stations like 3PBS in Melbourne Australia still have schedules where many minority groups in the city have access to regular airtime.

See OHP of schedule

In UK there has not been an established community radio sector until very recently.

The pirates in the 60s were seen as a radical alternative to rather stuffy BBC programming and their illegal status helped bring about the change into BBC and later commercial music radio. In fact the pirates like Radio Caroline were funded by business men who were just as interested in making money out of radio as much as in the music itself and many went on to make large profits in commercial radio groups.



**In 80s pirate radio** became more diverse (London-Kiss, Black and Greek Radio) and was part of a campaign to set up new station catering for a wider range of music and some special interest groups.

**Late eighties** Some of these stations were given a commercial/community licence in the late eighties (Kiss, Wear FM, London Greek Radio, Spectrum Radio, Radio Thamesmead, FTP ) Later many of these were bought out by major radio groups and became mainstream formats (that had moved into the mainstream from the margins ).

**In 1990** the conservative government deregulated the UK radio scene and it became dominated by players-all commercial. Expansion was the name of the game.

For many years community radio was limited to **short term stations (RSLs)** and **campus or hospital stations** (the latter were not necessarily radical) people. Outside the UK there were fairly well established community sectors –Canada, US, Australia, Ireland and other European countries. .

The Community Radio Association (later **Community Media Association**) along with other lobbying groups argued for a sector to be set up that was separate from and didn't compete with commercial local radio.

In Sept 2001 the Radio Authority launched an **Access radio** sector for 12 stations to start broadcasting for a year from 2002. Stations like **Bradford Community Broadcasting, Takeover radio** (Children's station in Leicester) and **Community Radio Training** (Birmingham) have started broadcasting.

**AMARC (World association of Community Radio Broadcasters)**  
Active in Africa, Latin America, N America, Europe and the Pacific. Growing regions –eg Asia.

### **AMARC Europe**

Dozens of member stations

Carried out a variety of training and tape exchange programmes

Includes radio for and by refugees

OHP See European Charter

### **Refugee Voices**

With financial support from the European Commission's Directorate General Employment and Social Affairs

Voices Without Frontiers runs a programme for building alliances and networks between community broadcasters and refugee and asylum seeker groups in Europe.

The overall aims of the project are

1. to sensitise and increase public awareness about the situation of refugees and asylum seekers in Europe
2. to increase access of refugees and asylum seekers to the community broadcasting sector and create a cultural space on a European level.
3. to challenge the stereotypes perpetuated in the mainstream media about refugees

Read out contributors from CD cover

**PLAY tape** Voix sans frontiers Track 3

Case studies

Specific work with refugees/asylum seekers

### **Somali Women's Drama Group**

The Somali Women's Drama Group is coming together to create a 'Soap' drama series in Somali. Called Marwo at the School Gate, it will address many of the difficulties that Somali women and their children face during resettlement in a country with different values, language, culture and social backgrounds.

Marwo has a double meaning in the Somali language - it is the name of a woman but is also used as a term of respect when referring to a group of women.

[Recording the drama in the studio] The Group is working in partnership with Women's Radio Group (WRG), who have extensive skills in radio production and drama.

When completed the dramas will be put on cassette/CD and will also be broadcast on local RSL (restricted service licence) radio stations.

Refugees Online

<http://www.refugeesonline.org.uk/>

### **Refugees Online**

[Students on the Pilot Project] Training in website production and online journalism for refugees and asylum seekers in the UK

On this site you will find:

background information about the course and why it was set up

introduction, guidelines and notes for tutors planning to run the course  
examples of websites set up by trainees on the courses held during 2000  
useful contacts and links, including an invitation to join the Refugees Online  
Email Forum  
the opportunity for refugee individuals and organisations to set up a webpage on  
this site

**BBC Radio 3** –Refugee voices –using music to communicate and celebrate  
differences.

©The Radio Team, University of Sunderland, 2002

## Workshop 1 Slides

### Community radio programme practice

- Collectively controlled rather than by company or programme controller
- Not controlled by need for delivering large audiences (i.e. to advertisers or to justify licence fee)
- Aimed at a number of small or specialist audiences- eg refugees/asylum seekers
- Participatory nature means that audience are involved in programme making
- This means that training and access is part of programming policy.
- Specialist forms of marketing and community outreach/development may be needed to involve under represented groups.
- New programme formats and experimentation are encouraged.

### Community Radio History

Plenty of examples of community radio in USA, Canada, Australia, Latin America and Europe

In UK no established community radio sector until recently.

In 70s, 80s and 90s some pirates represented minority language and ethnic interests but most have been commercial and not interested in campaigning/real access.

Experiment of community stations in the 90s had to compete with commercial sector- most failed. Some RSLs -Restricted service licences – 1-4 week stations

Community Media Association –campaigning and training

Access radio stations – on air now!

### **Refugee radio - Organisations and projects**

AMARC (World Association of Community Radio Broadcasters)

AMARC Europe

Refugee Voices

Somali Women's Drama Group

Refugees Online

BBC Radio 3 –World on your street-Celebrating sanctuary - refugee musicians

The huge potential of web radio eg Feminist International Radio Endeavour (FIRE)

And more locally....

© The Radio Team, University of Sunderland, 2002

# ACOUSTICS IN DIFFERENT SPACES

- **SMALL ROOMS WITH HARD SURFACES.** Sounds take less time to travel because the room is small. But sound bounces (reverberates), because the surfaces are hard. For example: bathrooms, toilets, and telephone boxes

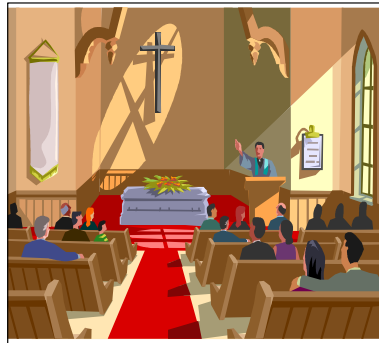


- **SMALL ROOMS WITH SOFT SURFACES.** Because the room is small, sound does not take long to travel. But because the soft surfaces absorb the sound, there is little, or no, bouncing around of the sound. For example: a closet, or coat cupboard, with coats in.



# ACOUSTICS IN DIFFERENT PLACES

- **LARGE ROOM WITH HARD SURFACES.** Because the room is large, sounds take a long time to travel. Because the surfaces are hard, sounds bounce around a lot. For example: church, temple, theatre, community hall, or dance hall.

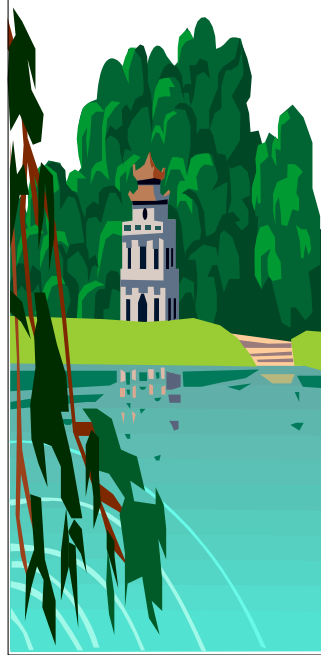


- **LARGE ROOM WITH SOFT SURFACES.** The room is large, so sounds take a long time to travel. But, because the room has many soft surfaces, sounds do not bounce around as much, and are absorbed. For example: bedroom, or living room



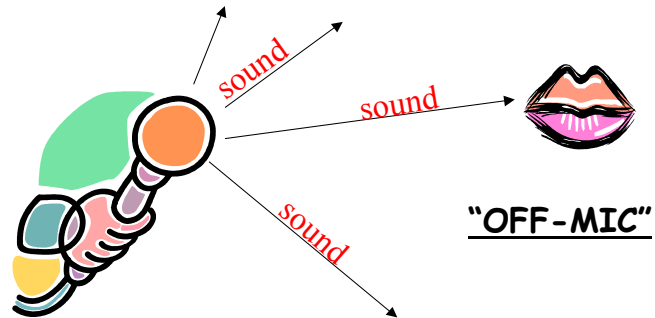
# ACOUSTICS IN DIFFERENT PLACES

- **OUTDOORS.** There will be no bouncing around of sound because there are no direct surfaces for the sound to reflect off. But, the recording can still be effected by the sounds of cars, planes, music, alarms etc.





# USING THE MICROPHONE



Holding the microphone too far away from you or your interviewee, will mean that you are recording more "in-direct" sound, than "direct" sound - this is known as being "off-mic". Holding the mic nearer to you or your interviewee, means that you are recording more "direct" sound than "in-direct" sound - this is known as being "on-mic".



"ON-MIC"

©The Radio Team, University of Sunderland, 2003.

### **Appendix 3 - questionnaire**

# University of Sunderland

Digital Dialogues Project

## Questionnaire for members of Sunderland Refugee and Asylum Seekers' Support Network

### Background

We have a small amount of funding to develop two types of course:

- i) for refugees/asylum seekers
- ii) SRASSN volunteers working with refugees/asylum seekers.

The aim of the courses will be to engage refugees/asylum seekers in education and to reduce isolation/break down cultural differences by providing access to news from their own countries through internet radio/web pages.

We are at the early planning stages and are seeking the views of people involved with refugees/asylum seekers to make sure that the provision is approachable. We are fortunate in that there is flexibility in the funding that will enable us to work in partnership with SRASSN members to develop a programme that will be successful and that subsequently can be used by other groups. Part of the project includes the production of materials, cd rom, web pages that can be used as resources in the future. There is funding for childcare, travel and hire of rooms.

Our initial ideas are as follows:

- i) Training for refugees/asylum Seekers

The initial idea would be to run taster days for specific groups, followed up with 2 courses, each comprising 6x 2hr sessions. Students will be introduced to the internet and will be supported in finding news/music/information from their own country in either printed or aural (internet radio) media. There are also internet radio stations in other European countries that have been set up by refugees. The course will be hands-on practical and student-centred.

- ii) Training for SRASSN volunteers

For the SRASSN volunteers the idea is to provide 2 training days. These will comprise a mixture of activities: hands-on workshops; case studies; group discussion. The purpose of these is for volunteers to develop their skill and to understand the scope and advantages of using internet radio/web pages when working with asylum seekers/refugees.

Please could you help us with the planning by telling us what you feel would be most appropriate for refugees/asylum seekers and SRASSN volunteers by answering the questions on the following pages. This is an initial survey for members of SRASSN. Once we have established levels of interest we will do some follow up work on looking at what experience participants have of radio, internet and language.



## Questionnaire for members of Sunderland Refugee and Asylum Seekers' Support Network

### i) Provision for refugees/asylum seekers

1) Do you think of the initial course ideas outlined on the previous page

Very good ☐      Good ☐      Could be developed ☐      Unrealistic and unworkable ☐

Would like to have more information ☐

Comments:

2) Preferred time

Mornings ☐      Afternoons ☐      Evenings ☐      Weekends ☐

3) Preferred venue

Sunderland City Centre ☐      University of Sunderland ☐      Community venue ☐

Other (please state)

4) Do you have a suitable venue with networked computers that could be hired?

Details:

5) Issues. Would it be better to organise tasters:

With a mix of refugees/asylum seekers ☐

Language cluster ☐

Single gender groups ☐

Mixed gender groups ☐

Other (please state)

Would there be issues about having only female or male tutors (please state)?

Are there any other important issues to consider?

6) Do you have a group of refugees/asylum seekers who might be interested in a half day taster session?

### ii) Training for SRASSN volunteers

1) Do you think of the initial course ideas outlined on the previous page

Very good ☐      Good ☐      Could be developed ☐      Unrealistic and unworkable ☐

Would like to have more information ☐

2) Preferred time

- 1 full-day ☐                      2 x half days mornings ☐    2 x half days afternoons ☐  
1 day at weekend ☐                      2 x twilight sessions ☐                      2 x evening sessions ☐

Comments

3) Preferred venue

Sunderland City Centre ☐    University of Sunderland ☐    Community venue ☐

Other (please state)

4) Issues

5) Any other comments/suggestions

6) Name

7) Contact details

*Thank-you for your time.*

*If you would like to know more about the project or would like to be involved then please contact:*

*Ann Baxter, University of Sunderland, School of Education and Lifelong Learning, Priestman Building, Green Terrace,  
Sunderland SR1 3SD. Tel: 515 2932 email [ann.baxter@sunderland.ac.uk](mailto:ann.baxter@sunderland.ac.uk)*

## **Appendix 4 – Publicity materials**



# University of Sunderland

## Digital Dialogues

### Training workshop for workers/volunteers involved with refugees/asylum seekers

Using web radio resources to support refugees and asylum seekers

**This practical workshop will cover the following topics:**

- ♦ What is internet radio?
- ♦ How do you get it?
- ♦ What's available that will help support refugees and asylum seekers
- ♦ International music and culture
- ♦ News from around the world
- ♦ Refugees and asylum seekers in Newcastle on air over the internet
- ♦ Listen to radio stations from all over the world
- ♦ Useful websites/links
- ♦ How to get your voice on the web

*The workshop is free. Places are limited so book early.*

Please reserve me a place on the Training workshop for workers/volunteers involved with refugees/asylum seekers

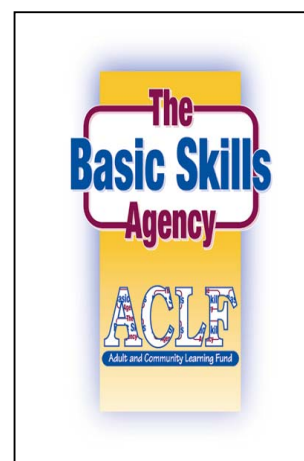
Name:

Address:

Phone no:

Return slip to:

Ann Baxter  
School of Education and Lifelong Learning  
Priestman Building  
Green Terrace  
Sunderland  
SR1 3PZ



**University of Sunderland**  
**School of Education and Lifelong Learning**  
**Refugees and Asylum Seekers on Radio Utopia**  
**Workshop**

10.00 am Wednesday 25<sup>th</sup> June 2003

**Room B9 Priestman Building, Green Terrace, Sunderland**

10.00	Welcome and introduction
10.16	Planet Utopia – a chance for people to listen to extracts of the world music programme and the anti-racism campaign that refugees and asylum seekers contributed to. Evaluation of programmes
11.00	Future developments – opportunities for radio programme making, broadcasting and web site developments
12.15	Lunch

**Please reserve me a place on the workshop**

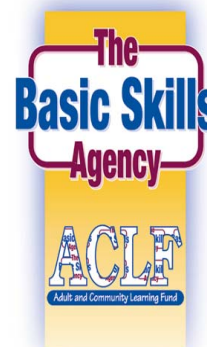
Name:

Address:

Phone no:

Return slip to: Ann Baxter, School of Education and Lifelong Learning, Priestman Building  
Green Terrace, Sunderland, SR1 3PZ.

Tel: 515 2932 email [ann.baxter@sunderland.ac.uk](mailto:ann.baxter@sunderland.ac.uk)



# University of Sunderland

## Training workshop for workers/volunteers/refugees /asylum seekers

*Free introductory taster courses in radio skills.*

*Help us broadcast anti-racism messages from Utopia FM*

*Get involved with contributing to a World Music show!*

**When?**

Interviewing and recording - Friday March 28<sup>th</sup> 1.00pm – 4.00pm

Digital editing – Wednesday April 2<sup>nd</sup> 9.30 am– 1.00 pm

**Where?**

Forster Building, Chester Road, Sunderland

*The workshop is free. Places are limited so book early*

**Please reserve me a place on the Training workshop**

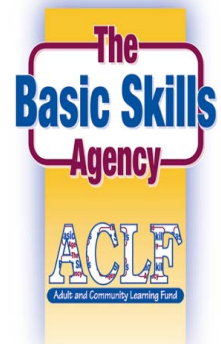
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Green Terrace, Sunderland, SR1 3PZ.Tel: 515 2932 email [ann.baxter@sunderland.ac.uk](mailto:ann.baxter@sunderland.ac.uk)



# University of Sunderland

## School of Education and Lifelong Learning

### Refugees and Asylum Seekers on Radio Utopia Workshop

#### Looking forward, Looking back

#### Questionnaire

##### General Education

1) Did you know that refugees and asylum seekers can enrol on University of Sunderland short courses, free of charges, provided that they have their NASS support letter from the Home Office?

2) Do you know what kind of short courses are available?

Have a look at the Short courses guide - are there any courses that would be of interest to refugees and asylum seekers?

3) How could we make refugees and asylum seekers more aware of the possibilities?

4) What courses do you think might be popular?

5) Would you like to go onto a mailing list to receive information about the short courses programme?

### **Part-time degree courses**

6) Did you know that refugees and asylum seekers may be entitled to fee remission on part-time degree courses?

7) Would you like further information on part-time degree courses at the University of Sunderland?

8) What do you think about the idea of a foundation course to prepare refugees and asylum seekers for part-time degree study?

### **Radio/recordings**

9) Are you interested in making more recordings radio/programmes

If yes, what type of recording/programme

### **Digital Media**

Are you interested in learning how to develop web pages

What support would be needed

Did you know there is a free web design course starting next week

Thank-you for your time

Digital technologies

## **Appendix 5 – Evaluation questionnaire**

# **University of Sunderland**

## **Digital Dialogues**

### **Training workshop for workers/volunteers involved with refugees/asylum seekers**

Using web radio resources to support refugees and asylum seekers

#### **Workshop feedback**

**Thank you for attending this workshop. Your opinion of this event would be much appreciated to feed into future workshops and also to enable us to plan workshops for refugees/asylum seekers.**

#### **1. Positive comments**

#### **2. Negative comments**

#### **3. How could the workshop have been improved**

4. How will you use what you have learned today?

5. How can what you have learned today help support the development of English language skills?