

Introduction

Unit 4 covers the following topics:

A: Publicity and Management: how to establish good working conditions for the envisaged target groups, contacts to institutions, long term running of groups;

B: European Media Politics: opportunities for community media to improve their local situations on the basis of EU media policies; support for community media (legislation, funding etc.) in different countries;
political and cultural strategies to gain more recognition for community media (in part based on experiences of partners and existing materials).

It is necessary to clarify terms and also some confusion about the target group. The use of the work “management” in the above summary could lead to the assumption that radio personnel were to be addressed, whereas in fact the course participants may well include persons with no previous experience in radio – actually liaison figures to other groups, NGOs, etc.

Teaching and learning methods:

The structure of the unit and the materials developed take into account that course participants will have completed 4 days of relatively intensive work on diverse and complex topics. Therefore, the unit might best employ atypical forms for exercises, in order to motivate participants and improve concentration. Also, despite the theoretical nature of the topics, direct instruction in the form of explanation by trainers has been limited.

In order to emphasize experiential learning in an active context rather than offering a block of theoretical knowledge difficult to digest, it was decided to attempt a situational approach wherever possible. This is reflected in some handouts/learning materials.

It was assumed that some aspects of the unit 4 themes will have been mentioned in earlier modules, but might well be recapitulated here.

The dynamics involved in running community media initiatives and in integrating new groups successfully depend greatly on good internal communication and on identification with more than one group – e.g., with group(s) one belongs to, represents, coaches or trains; with the radio as a collective; and possibly also with other social, cultural or media initiatives, movements, and groups. For this reason the workgroup hoped to devise learning activities which might help raise awareness among the course participants about the diverse interests converging in community media projects.

The time allotment for this unit is rather brief when seen in relation to the complexity of its topics. As a result, certain aspects cannot be treated as fully as might be desirable. The one-week course (Monday to Friday) opens with an evening social event (on Sunday) to begin addressing questions about community radio/media as a local and global movement in a panel discussion and possibly with some listening examples. In unit 4, these questions will be reviewed briefly: on the potential significance of community media for the individuals involved and for society in general, on local and global activities and initiatives of community media. This will get participants (future trainers) thinking about the motivation and possibilities of the people in groups they later work with - an essential point for the rest of unit 4. And it leaves more time for the trainer to handle rather difficult but essential matters of European media politics, as well as legal aspects of community media activities.

The workgroup members – all experienced with more or less successful attempts to encourage long-term participation of groups being introduced to community media – were of the opinion that insight into the political and social aspects, overall goals and everyday difficulties of community media programming would be an essential foundation for trainers, helping them to take the needs of their groups and the media initiative itself into account during their practical work and creating a basis for successful cooperation between groups and staff.

Detailed plan of activities

activity /time total 3½ hours (+evening session)	objectives	content	methods / <i>*materials*</i> / suggestions	why this approach?
Evening session (Sunday, preceding unit 1)	understand meaning of community media for individuals and for society in general	review of community media initiatives overall and locally / reflection on motivation of target group (current course participants and ‘second- stage trainees’)	panel of speakers, presentations <i>* key words for trainers (see back-up list 0)*</i> point out <i>*additional texts A+B*</i>	future trainers begin thinking about the motivation and possibilities of the people in groups they later work with / prepares activity 2
Activity 0 5 min		Introduction into morning session, overview of issues covered	input by trainers	
Activity 1 15 min	understand typical attitudes or fears involved in voicing opinions publicly and how they can be exacerbated by group processes /	fictitious dialogue caricaturing hesitation, brashness, apathy, over- statement, etc.	<i>worksheet *why say anything?*</i> (handout 1, <i>power point</i>) to be rehearsed and enacted in groups of 3 to 6 persons	role-play / random assignment of spoken lines places participants in unfamiliar position

Activity 2 20 min	inform about community media situation and thematize contrast to mainstream in relation to content, style, aesthetics, diversity / develop sense of collective effort	freedom of speech / alternative and community media as opposed to global syndicates / current European context / concept of public sphere / responsibilities of CM programme makers to conform to certain standards of journalistic ethics and mutual respect	explanation by trainer / <i>*legal basis for right of freedom of expression* (handout 2", power point)</i> / discussion on lack of public concern about reliability and bias of established global media / emphasize importance of acknowledging legal competence of CM staff and asking for advice when necessary refer to <i>*back-up list 0*</i> call attention to <i>*additional texts C, D, E, and F*</i>	highlights significance of digital skills unit (webcasting and programme exchange) / prepares for themes of activities 4 and 5 of this unit / makes participants conscious that there are legal regulations and requirements (not invented by radio staff !), and many activists committed to improving legal basis and financing for CM
Activity 3 45 min	formalize insights gained in activities 2, break down freedom of speech approach (as a civil right) to concrete implementation in community radio /	legal limitations resulting from civil, penal, and press codes	<i>handout *examples of presenters' text* (handout 3 in English and German, power point)</i> to be discussed in groups of	provides applied knowledge of legal framework and relates it to common sense / discussion first in small

	raise awareness about limitations		<p>3 to 6 persons, result is to be reported by one person to entire group for discussion</p> <p>trainer has <i>* legal key*</i> (<i>back-up list 3 in English and German</i>) listing major aspects not to be omitted in discussion</p> <p><i>handout 3a * example media law UK* (in English) and handout 3a *medienrecht3a_Austria* (in German) can be distributed for further reading.</i></p>	<p>groups, then all together suggests: “all in this together” / calls attention to distinction between everyday expressions and legal terms</p>
Break 15 min			display drawings on walls during break	
Activity 4 35 min	realize that we are all working together on a joint project !	relationship between volunteers, staff and board members / need for steady communication / typical	series of <i>*drawings*</i> (caricatures) depicting recurring problem situations	employs humour and self-irony to illustrate frequent conflicts / provides basis for

		conflicts and misunderstandings	participants to choose one drawing as a starting point for a short role play, developing solutions for the depicted situations/problems * <i>Organising democratic media</i> *(Hochheimer reference)	informal discussion and anecdotal exchange questions brought up by Hochheimer leads the discussion in a more serious direction
Activity 5 35 min	insight into and awareness of the perspectives of the different groups involved in community radio stations	roles, tasks and requirements of/for staff, board, volunteers	Division into 3 groups (taking over the perspectives of staff, volunteers, board) Brainstorming to develop a list of requirements for good working conditions for each of the groups to keep the radio station running smoothly / presentation of list in plenary	to apply the results of the former discussion and summarize the conclusions out of the role play

Activity 6 30 min	encourage teamwork / illustrate necessity of group planning / establish link to PR work of station or initiative / suggest value of documentation	invent editorial content and running order for group radio show / set in programme environment by determining preferred broadcasting slot / formulate short press release for radio website and local newspaper announcing show	using flash cards and working in groups of 4 to 6 persons, each person invents one element of word content for show, naming topic, genre, and length. Group sights material, creates gestalt or common denominator, decides on running order and suggests music (adding cards if necessary). One person presents or press text to whole group <i>*running order*(handout 6, power point)</i>	familiarizes participants with one planning method usable in their later groups, also acquainting them with time limitation / develops sense of collective image in group / illustrates importance of programme and PR coordination with staff
activity 7 10 min	understand importance of transparency and of coordination with staff / summarize major points of module	practical work steps relating to group and to radio or media context it is working within / value of communication, feedback and evaluation (in both	<i>*checklist for future trainers of new groups* (handout 7, PowerPoint)</i> to be distributed and discussed in group	provides a FAQ list for future reference / recapitulates central topics of module in different sequence / helps avoid frequent

		directions)		mistakes
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Room and infrastructure requirements

For the whole day:

- PC and beamer for power point (PPT)
- Pin boards to put up flash cards, drawings
- Space for 3 small groups to work separately.

Handouts / materials and references for individual activities

Evening session preceding unit 1

Prepared list of key words for (self-)definition of Community Radios, back-up list 0 (not a handout, but a back-up list for use by trainers, reviewing themes from opening evening session)

References (texts to be made available for later reading):

- AMARC charter, text A
- Links, text B
Media Organisations/Networks Operating on European and International Level.
Examples of Regional Community/Independent Media Networks in Europe

Activity 1 – role-play

Why say anything? Fictitious dialogue about ‘getting involved’. Worksheet for role-play, handout 1, PPT

Activity 2 - Legal basis / four texts for additional reading

Freedom of expression, handout 2, PPT

References (texts to be made available for later reading / You can find these texts in the folder “further reading”.):

- European Parliament resolution on media concentration, text C
- Proposal to Council of Europe, text D
- Manifesto, text E
- CMFE-presentation, text F

Activity 3 – Legal examples / legal key words

Examples of presenters’ text for legal discussion, handout 3 (available in German or English version), PPT

Back-up support for the trainer:

- Key with legal concepts relevant to presenters’ text, back up - list 3 (for use by trainers, German and English versions)
- Key may require adjustment to legal terminology in countries where courses are taking place.

Optional for further reading:

- Overview of legal framework in Austria, handout 3a (in German)

- Legal framework UK, Example of Radio Utopia (in German)

Activity 4 – Drawings / reference for further reading

Caricatures on relationship of staff, volunteers, board (to be posted by trainer for discussion).
Organising democratic media, questions about internal power structures of a radio station

Reference (for later reading / You can find these texts in the folder “further reading”):

- Hochheimer, J.L. Organizing democratic radio: issues in praxis. *Media Culture & Society*, 15 (3), 473-486 (July 1993)

Activity 6 - Running order for radio programme, handout 6

(handout 22 used in unit 1 to be re-applied here), PPT

Activity 7 - Checklist for future trainers of new groups, handout 7, PPT