Appendix II
Organising your programme

1. What is a magazine programme? What are the component parts of a magazine programme? Brainstorm.

2. Running orders - why do you need them? Layout of running orders.
Activity - prepare a running order for a one-hour programme.

3. Cues and introductions - why we need them - examples of cue sheets. Writing for radio - tips on writing style. Activity - write a cue for an interview and record it.

4. Programming planning for the next programmes - who's doing what.

5. Arrangements for following session.

Appendix II
Organising your programme

(10 minutes)

12.00 - 12.30	Lunch

12.20 - 1.30 Introduction to presentation and scriptwriting
Activities
1) Community tutors to take half the group into studios 1
and 2 (using pre-prepared scripts) let people have a go at
introducing a CD.

(30 minutes)

Groups swap round after 30 minutes.

1.30 - 1.45 Feedback about all practical work
1.45 - 2.15 Discuss tasters starting in June
2.15 - 2.30 Evaluation of day - questionnaire

Resources
Tea and coffee
Studios and equipment booked
8 x Marantz tape recorders, microphones and cassettes
Name badges
Evaluation questionnaires
Example of interview
Paper and pencils
Board markers

2) Chris and Lynn, two of the community tutors, do interview role-play - including talking about subject, questions, and doing the interview itself - using microphone but not the tape recorder.

(15 minutes)

3) Play an example of an interview done for a woman's programme.

(10 minutes)

4) Divide into four groups. (Same groups as before.) Then each community tutor asks her group to divide into threes and do a similar role play (again with microphones only). One person interviewing, one answering questions and one observing (taking notes). Swap round three times so that everyone has a go. Community tutors to encourage, answer queries. (Possible topics - winning the lottery, ambitions for the future, if I were Prime Minister, favourite radio stations and Why - Who? What? When? Where? questions.)

(30 minutes)

5) Feedback - to whole course - this time perhaps encourage newcomers to do the talking - one from each group.

(20 minutes)

2.30 - 3.00 Evaluation/next taster day

1) Ann to ask everyone to think of what they had got out of the day, what improvements could be made and what they were looking to
2) Caroline to provide details of next course at Sunderland - travel arrangements etc.
3) Jean, one of community tutors, to ask women to bring a favourite tape or CD for next taster session if they want to - not essential as CDs will be available.

List of resources
Name badges
Information pack to include: timetable, details of June/September courses
Display of women's training course
Information about Fem FM (a women's radio station)
Microphones and leads
Marantz, mike and 90 minute tape
Radio cassette player
Tapes of women's radio programmes
Paper and pencils
Flip chart pen and paper

Women and Radio Tasters (Day 2)
Aims
• To introduce participants to the idea of setting up a women's station in a community setting
• to show that you can learn radio skills (e.g. interviewing and presentation) in a supportive environment
• to generate discussion about programmes and audiences for a women' station
• to provide further information about courses that start in June and September.

Running order
Layout - Check room, chair numbers and that the studios are booked for the afternoon
10.00 - 10.20   Meet for coffee and then go to room 18
                 Introduction to participants and programme for the day

10.20 - 12.00   Editing and the Marantz (a type of tape recorder)
                 Activities
                 Tutor to introduce day to whole group. Then explain about
                 vox pops and play edited vox pop from previous session.

Appendix I
University of Sunderland/Bridge Project
Women and Radio tasters - day 1

Date   Wed 12 May 10 - 3 pm
Venue   Bridge Women's Project, Sulgrave Centre, Manor Road
Room   Main Hall (takes up to 30)
Refreshments   Coffee on arrival. Bring own sandwiches. Shops and chippie nearby
Crêche   Places need to be booked

Aims (over 2 days)
♦   To introduce the idea of setting up a women's station
♦   To show that you can learn radio skills in a supportive environment
♦   To provide opportunity for women recently trained in radio skills to pass on experience
♦   To discuss programmes and audiences for a women's station
♦   To provide information about future courses that start in June and September.

Day 1 - Running order
Layout: Room in a circle of chairs. There is a flip chart. Tape of women's programme playing in the background during arrival and coffee.

A display of photographs/information about women on a radio course at the University.

10.00 -10.30   Coffee
- Introduction to participants and programme for the day.
Activity: go round participants and each do a short introduction.

10.30 - 12.00
Introduction to radio - for and by women
Activities:
1) University tutor talks about women and radio - examples of previous women's radio stations.
2) Community tutor talks about the programmes she has made.
3) Community tutor plays examples of jingles and programmes she has talked about.
4) Divide into 4 groups. Community tutors take a group each. University tutors to observe.

Discuss women and radio. Open up the discussion with some of the following questions: Do you listen to radio? What do you think about women DJs, women's subjects on the radio, women's programmes? Is there enough on for women? Wwhat do they think of the programmes made by the women community tutors? etc. Remember - this is a chance for newcomers to talk so community tutors must be good at listening and take a few notes for feedback!

5) Community tutors to feedback to rest of group three main points that came up in discussion.   (30 minutes)

12.00 - 1.00   Lunch
Corinne to tape-record some comments. Tape playing of women's programmes.

1.00 - 2.30   Interviewing skills
Activities
1) Caroline presents overview about interviewing.
                                                          (10 minutes)

References

Bruner, J (1996) *The Culture of Education*, Harvard University Press.

NIACE REPLAN (1991) *Women Learning: Ideas, Approaches, and Practical Support*, NIACE REPLAN.

McGivney, V (1993) *Women, Education and Training. Barriers to Access, Informal Starting Points and Progression Routes*, NIACE.

Forthcoming publication
Caroline Mitchell (2000) *Women and Radio*, Routledge ISBN 0415 22070X/ 0415 220718 (paperback).

even demoralised when they were let down by one of the contributors. The women took readily to the challenge of live broadcasting: two women 'drove' the programme after only one session of training with some support from the trainer.

They had not realised until they became involved how much time and commitment research and production requires. In many cases this clashed with domestic responsibilities. The trainer felt that if she were to repeat the process then she would make the following changes:

Establish 'ground rules' with participants
Not be so ambitious – be more realistic about what can be achieved in the time available
Start with a music based simple format programme and then build on this
Given all above she would still aim for the women to have overall control of the production.

Case study 3
Training for women from minority ethnic groups

This example involves a community broadcasting organisation, working in partnership with an Asian community centre. Both organisations were involved in the development of the course outline.

In the planning stage developing contacts from the community centre took much longer than expected. There was also a time constraint as it was hoped that one of the outcomes of the course would be programmes for a temporary broadcast.

The aims of this course were:

♦ To increase the number of Asian women broadcasting on a community radio station.

♦ To build women's radio skills and broadcasting confidence.

♦ To enable women to develop an on-air voice and related confidence to participate in education, training and community activities.

The course outline was as follows:
1.   Introduction to radio and different types of programming.

2.   Introduction to interviewing and different topics for the programme.

3.   Organising your programmes, writing for radio (cue sheets and running orders).

4.   Introduction to the studio (at radio station).

5.   Programme run-through (additional session seen as necessary after initial planning).

The group was involved with the scheduling of the course and decided that they would prefer 5 x 1.5 hr weekly sessions. An example of the content of one of the sessions can be found in Appendix II, page 37.

The course took place in the community centre with which they were already familiar. An important factor in the success of the course was that it was taught by a female Asian tutor. Following the course the participants took part in four one hour live broadcasts. The ideas for the programmes came from the women themselves although they did not feel ready for taking responsibility for all aspects of production, planning and decision making.

Following the broadcasts the women were asked about how the course had helped them. In summary, the women felt excited by the programmes that went well. They were proud of their own individual pieces, but frustrated,

managing their own budgets at home. These skills could be transferred to a work situation. The workshop allowed for lots of opportunities for the women to network and share coping strategies.

In both of the workshops trainees were able to ask questions.

Planning
Although the trainer was not familiar with the information technology set-up she familiarised herself with the new system in advance and set up email addresses for each machine.

Case study 2
Training for women working in community radio

This two-day course was designed for women already working in community radio. The target group was women working at board, staff or volunteer levels within community radio stations who were, or were about to become, involved in the management of the station. The course was designed in response to a survey of training needs.

The main aims of this course were:

♦ To provide training in a number of management skills outlined by participants in their training needs forms

♦ To introduce participants to email and the Internet

♦ To introduce participants to financial management within community radio

♦ To provoke discussion amongst women and management in the community radio sector

♦ To provide information about further courses.

What were the key factors in making the taster day a success?

The training day was observed by an experienced trainer from community radio. She made a number of observations as to why the day was successful. These are summarised here to give ideas and food for thought for other people who want to try running similar workshops. One workshop was on financial management while the second was on Information Technology.

Teaching and learning methods

The course tutors had experience in working with community and voluntary groups and used a learner-centred approach, informed by an adult education perspective. The course contained a mixture of 'hands on' work exercises and discussion.

As in the previous example the positive and encouraging attitude of the women tutors was very important in contributing to the success of the course.

The tutor who delivered the Internet training was very clear about demystifying the technology.

The day was loosely structured, with an emphasis on learning by doing and allowing plenty of time for 'play'. The group was quite small (six) and participants felt that this meant that they were able to ask questions.

In the financial management course the tutor involved the women by getting them to think about the financial management skills they already had - from

then so can you" was the message they gave. This was further re-inforced by playing tapes of some of the programmes they made.

Teaching methods
Ice-breaker
The session began with a welcome from the tutor to all participants and each then had the opportunity to introduce herself and briefly mention what radio she listened to.

Discussion/small group work
Audio clips from programmes made by women were used to illustrate the discussion. The discussion then continued in smaller groups facilitated by the community tutors. Breaking into small groups created variety and increased the sense of participation. (See Appendix I, page 34 for an outline of the programme.) The small group discussion raised a number of really interesting ideas.

The community tutors facilitating each group fed all of these points back to the main group and this information was recorded on the flipchart. This was a useful way of provoking further discussion as well as acknowledging the ideas generated in the small groups.

Role play
Interviewing skills were introduced using role play as a method. Two of the community tutors acted out an interview. Their presentation emphasised that "everyone has a story" which supported a lot of the earlier discussion around the relevance of personal experience. The interview technique was done in a light-hearted way and it also gave the chance to see that it was okay to make mistakes as well as emphasising how informal and personal an interview can be.

The role play interview was followed up with more small group work where the women practiced doing an interview. A key point was that the interviews were not actually recorded - only the microphone was used. This was important because it allowed the participants to tackle one element of the technology at a time and to feel safe using the microphone, knowing that they could make mistakes without having to listen to them.

The small group work was particularly important because it meant that the participants were able to talk about their own experiences and attitudes to radio programming. The university tutors stayed very much in the background, but were able to provide support if needed. As it happened the community tutors did extremely well and they themselves gained more confidence from the experience.

"Excellent idea - they were very easy to talk to and to ask questions about the course."

What were the key factors in making the taster day a success?
The first training day was observed by an experienced trainer from community radio. She made a number of observations as to why the day was successful. These are summarised here to give ideas and food for thought for other people who want to try running similar workshops.

Location
Locating the training day in the women's centre itself meant that the participants were in an already supportive and familiar environment. It also ensured ease of transport and access for the local women. It also provided a stepping stone, in that once the women were introduced to the type of training and had experienced the approach of learning they were more likely to attend the second taster day to be held in the university.

Learning Environment
A welcoming environment was created in the centre. On arrival, each of the women had the opportunity to settle themselves, have a coffee and listen to the tape of a programme made by the community tutors. There was also a display with photos showing the community tutors on air, editing etc.

The layout of the room was important, in that the chairs were in a circle, which immediately created a more informal feeling and lends itself better to participation and discussion.

Using community tutors
Involving the community tutors in the planning and delivery of the training, in its own way served to demystify working in radio which very often is seen as an area of working which is beyond the scope of ordinary people.

The community tutors involvement and personal stories around how and why they became involved in radio was a powerful way of encouraging other women. By describing their initial fears and anxieties, as well as their subsequent progress and sense of achievement, they were powerful source of motivation and encouragement to other women. What was most noticeable was not that they were just present to recount their experience of the radio training on offer, but rather that they had a central role in both the planning and delivery of the training. This was further highlighted by the fact that it was the community tutors who facilitated the small group work, while the university staff stood back during this part of the day.

What made the training successful was the attitude and atmosphere created by the community tutors. They talked very positively about their own personal experience of the course they had attended. Their enthusiasm came over very well to the women on the taster course. "If we can do this -

After about 20 minutes' discussion one person from each group presented the outline, giving reasons. Following this an outline for the course was prepared.

They came up with the following outline:

1. Introduction to course
2. Participants' introductions
3. Radio programming for and by women
4. The community tutors' own experience
5. Interviewing skills
6. Digital editing

The initial idea had been to get the community tutors to design the content. What happened was that they were so enthused that they wanted to play an active part in delivering the training.

Two more sessions took place where the university tutors and community tutors spent time planning the detail of the taster days.

The details to be discussed included the following:

Who would do what and when?
What resources would be needed - and who would be responsible for these?
Where would the training take place? The longer course would be held partly at a women's community-based training organisation.

A more detailed outline of the day can be found in Appendix I.

Recruitment
The women's training organisation was very well-used by local women. Users of the centre range from 16-80 +. As the centre was so well-used it was possible to recruit women to the taster days by posters around the building and by word of mouth.

Comments from participants
When asked about the best part of the day some of the comments were:
"Enthusiasm that came across by people who had tackled the course."
"Every single thing."

The use of community tutors was very popular with the participants. Comments included:
"Excellent, they gave the information and really helped build the confidence of the 'new women'."

"They were relaxed, friendly and informal. Made us feel at ease and they knew what they were talking about."

Planning sessions

There were two advantages of using recent women trainees to plan and design the introductory course:

- Until a short time ago they had been complete novices themselves. This meant that they were ideally placed to remember the hopes and fears they had themselves when first starting their own radio training.
- The process of designing the training day was a useful way for the community tutors to reflect on their own learning. Planning the taster days allowed them to realise that skills that they had learned on the radio course, planning, thinking about the intended running order for programmes, could be used in other ways, in this case planning a short training programme.

Structure and content of planning session

The aim of the planning session was to help the community tutors to design the content of a taster course on radio.

Objectives

By the end of the session the community tutors should be able to:
- list the topics they think should be included in the taster course
- plan sessions based on reflection of their own experience

The university tutor outlined the purpose of the training days that were planned.

Some of the women had themselves been on a taster course prior to a longer more structured course. There was a brief discussion about what that had been like. The community tutors were asked to think back to their very first radio training session and to remember how they had felt.

The tutor then introduced a range of topics that could possibly be part of a two-day introduction to radio. The community tutors were divided into two groups of four and asked to come up with an outline using either the headings provided or their own ideas.

The suggested headings were as follows:
Introduction to day
Introduction - students
Radio programming for and by women
Introduction to doing a vox pop
The idea of Bridge FM
Digital editing
Women as DJs
Women on Wearside (a programme the community tutors had made)
Interviewing skills
Setting up a women's radio station
Radio Venus (a women' radio station in Bradford)
Likes and dislikes about radio.

Three case studies

Outlined in this section are three examples of courses with a common theme, namely, planning and delivering radio training in a way accessible to women. All three examples involve a short course that had either or both follow-up training and working on a community radio station.

Through the evaluation of each case study a number of critical success factors were identified. These were combined to inform the preceding pages.

Case study 1
Community tutors - using recent trainees as role models

This example involves two taster days partially planned and delivered by a group of women who had themselves recently experienced radio training at a university. In this case study these women will be called the 'community tutors'.

With support from university tutors the community tutors planned, designed and delivered two introductory taster days.

The overall aim of the 2-day course was to provide a group of women with an introduction and insight into what it might be like to take part in a longer radio training course for women. (The longer training course was actually part of the Permanent Waves project funded by the European Social Fund New Opportunities for Women programme.)

More specifically the aims of the two-day course were:

♦ to introduce the idea of setting up a women's station
♦ to show that you can learn radio skills in a supportive environment
♦ to provide an opportunity for women recently trained in radio skills to pass on experience
♦ to discuss programmes and audiences for a women's station
♦ to provide information about future courses.

Other broader aims were:
♦ to demystify the process of programme making and to emphasise 'you could do this'
♦ to alleviate any fears or reservations that the participants may have about undertaking training within a university environment
♦ to encourage women to draw on their own life experience as potential material for radio programmes.

Prior to the two day training course the community tutors spent three two-hour sessions planning the taster days. The community tutors were supported by the university staff.

Suggested outline evaluation sheet

Women and Radio
Interim course evaluation sheet

To help us to plan future courses please could you complete this short question sheet.

1. Best thing about the course

2. Worst thing about the course

3. Things that could be better

4. What have you learned from the course so far?

5. What do you want to learn more about in the future?

Ground rules – an example

The following list is a set of ground rules decided on by a group of women at the start of a radio course. It is important that these are negotiated and agreed by the women themselves. Giving the women the opportunity to do this shows that they can have an influence on the learning process. It also acknowledges that they are adults and are not going to be treated as children.

Once the ground rules are agreed a list is given to each member of the group. If problems arise on the course it is sometimes useful to review the list.

Women and Radio course ground rules

Everyone's ideas and contributions should be valued

Once a fortnight we will have an 'airing session' to deal with any issues that have arisen

Cigarettes outside

15 minute coffee breaks

Sessions to start and finish on time

Let tutor know if you are going to be late or can't make a session

Have respect for all members of group

Time for the sessions is short so keep non-relevant chat to the break

Women's Training Centre planning checklist

Radio Courses for women
We are planning some radio training workshops for women and want to find out what would suit you best.

1. What time would you be able to attend a workshop/training course - please tick all that apply:

> Morning
> Afternoon
> Evening
> Weekend

2. Do you require childcare?

If so, how many children - please give their ages?

3. Would you prefer the workshop/course to be within school hours, with breaks during school holidays? Yes/no

4. Which centre would be most convenient for you?

> Sulgrave
> Columbia
> Either

Exercise 3 for students – Introduction to scheduling

Unlike the earlier student exercises this example would probably not work well with a new group. This one lends itself better to a group of people who have already had some radio training or experience.

In this exercise students will consider the important points for scheduling programmes and practice putting together their own programme schedule. It is also a good exercise for groups to learn about making decisions.

Instructions

1. Introduce the idea of a radio schedule. Find yourself some examples of radio stations, for example, one each from a community station and a national radio station. Compare and contrast the main features of each.

2. Brainstorming exercise – what are the important points to consider when doing a schedule? Write up everyone's idea on a board/flipchart. Prompts could include live vs pre-recorded; same or varied; music/speech mix; audience etc.

3. Form small groups with three or four people in each. Provide groups with a blank schedule – ask them to plan out a day's programmes. Emphasise that there are no 'right' or 'wrong' answers – their ideas are the important products.

4. One person in group to report back with ideas.

5. Ask participants to say how they dealt with any conflicting ideas.

Suggested handout for introducing a programme exercise

Introducing a programme

Hello – You're listening to Bridge FM and I'm

…………………………………

On today's show I'll be talking to ………………………… and

we have a special feature about

……………………………………………………

But first a song that's dear to my heart because

………………………………………………………………………………………

Here it is …………………………………… by

…………………………………………

Exercise 2 for students – Introducing a programme

This practical exercise is a simple way of letting beginners practice live radio.

It could be used at a second session of a course, once students have had the chance to get to know one another. Also, they would have had a chance to think about a favourite CD or tape that they would like to bring along to play.

Instructions

1. A good way to start would be to listen to some examples of how radio programmes are introduced.

2. Give students the 'Introducing a programme' handout on page 19. Get them to work in pairs and to fill in the gaps to produce a mini-script.

3. Once they have done this, ask them to practice reading their script in pairs.

4. Bring the group back together. Get people to read their scripts to the wider group. This is not compulsory – anyone who is not keen can sit out. Provide positive feedback to students.

5. Let the students read their scripts in a studio with another person starting the music for them.

6. After everyone who wants to take part has had a turn, ask the group how they felt about the exercise.

Notes

Doing the exercise this way means that people have the chance to practice and build their confidence in 'safe situations', the pair and the group, before going into the studio.

Most of the script is pre-prepared so people don't have to worry about 'writing the right words'. The gaps in the script allow for people to put in something personal to themselves.

Suggested handout for radio histories - learners to have version with just dates

Radio Histories

1920s

BBC starts broadcasting

1930s

1940s

The importance of news during WW2

1950s

Home Service

Light Service

Third programme

Cheering up the nation

1960s

Radio pirates

Radio One

Local radio

1970s

Local commercial radio starts

1980s

Community radio

1990s

National commercial radio

2000

Digital Radio

Internet Radio

Exercise 1 for participants – Radio Histories

This exercise is an excellent way of getting a group to think about radio and to relate it to their own lives. It is also a way of developing a sense of the history of radio.

Instructions

1. If possible introduce the session with some sound clips of radio from different times, e.g., 50s, 60s, 70s etc.

2. In pairs, get people to talk and make notes about memories of radio on Radio History handout (see page 17).   Prompt questions, e.g., first programme they listened to, DJ's they liked.

3. Pairs to feedback to group. Use flipchart or board to create a group 'history map' from the feedback.

4. Briefly run through the sheet highlighting milestones in radio history, first broadcast, first public service radio, first local radio, first community radio etc.

Notes

This usually promotes a good discussion when the group is made up of people with a range of ages. It is less successful with a group consisting of younger people.

Exercise 4 for trainers: How to put a new group of students at ease

Instructions
List 5 ways you could put a group of trainees new to radio at ease:

1.

2.

3.

4.

5.

Feedback
There are lots of possibilities here. Things you might have suggested could be:

Smile
Provide tea/coffee
Make a point of welcoming people
Explain jargon
Be aware of your body language
Introduce the names and function of equipment clearly, taking care not to provide too much information too soon.
Introduce students to one another using icebreakers
Give an outline of the sessions
Introduce yourself and explain what you will be doing.

Exercise 3 for trainers: How to explain the technical jargon used in a studio and in radio

Try to remember how you felt when you first had to deal with all the technical names for the equipment within your studio.

Instructions
1. Go to the studio you use when bringing in new people.
2. Make a list of the 10 most frequently used pieces of equipment/controls.
3. Look at the list. Identify any names/terms that someone without radio experience could not understand.
4. Produce a glossary explaining these terms
5. Label all equipment with technical/everyday language

Time guide: 30 minutes

Feedback
The glossary you produced will depend on your own studio. You may want to show colleagues to get their views and opinions.

You may want to review the terms and labelling in the light of using the studio with women new to radio.

Broadcasting terms
You could produce a similar glossary for key broadcasting terms. Look at the following list and provide a brief description of what each term means.

Live
Pre-recorded
Link
Running order
Item
Jingle
Play list
Liner
To voice
Trail
New release
Clips

There are probably others that you use.

Exercise 2 for trainers: Developing links/partners

This exercise will help you to reflect on the links you have with other organisations/groups and get you to identify the strengths and weaknesses.

Instructions
Make a list of all the groups/organisations you have worked with, both now and in the past.

Time guide: 30 minutes

What sort of organisations do you mainly work with?
Community groups
Local Government
Educational (Schools/Colleges)
Voluntary sector
Charities
Informal groups
National organisations
Special interest groups
Other (list)

Are there specific groups you work with? If so, why?

Are there specific groups you don't work with? If not, why do you think that is?

Are there any groups that are used wholly or mainly by women?

Pick out one or two of the most successful partnerships.

Why was this more successful than some of the other partnerships you have experienced?

Exercise 1 for trainers: Thinking about why women may not want to become involved with community radio

Instructions
List the reasons why women might not want to take part in radio training.

Time guide: 25 minutes

Feedback
There are many answers here - and these will be different according to culture and location. Some of the reasons you have written down could be:

Lack of:
Childcare
Transport
Time
Money

Having caring responsibilities
Lack of information
Can't see the point
Worry that they could lose benefits
Lack of role models
Not confident about hearing own voice
Feeling that they haven't got anything to say
Fear of technical equipment
No training opportunities
Fear of jargon
Worried about meeting strange new people in an unfamiliar setting.

Think about the opportunities that exist for training or becoming involved with your group.

What could you do to make these opportunities more 'women friendly'?

Exercises and Handouts

The previous section on guidelines provided ideas on how to plan and set up radio courses for women. This section contains exercises to enable you to plan courses for women.

It also contains ideas and handouts for use with women trainees.

give support to help women change – whether that is on the level of leaving her children for the first time or re-thinking her role in society.

Allow flexibility to respond to the needs of the students as the sessions progress.

Allow women space and time to discuss and share their own experiences – they will learn a lot from one another.

Avoid jargon
Be aware of your use of technical words or expressions unfamiliar to people new to radio. Using too many specialised phrases can undermine learners' confidence. Try the exercises on page 14 to think about how you could use other everyday terms to introduce some of the technical shorthand you use.

Spend time reviewing learning
Reflect on the learning process at regular intervals. The purpose of this is not just for you to check on how the training programme is going – it also helps the learners to recognise their progress. This is a good way of boosting confidence and promoting a sense of achievement. It can be done informally within the group or with a simple questionnaire. See sample question sheet on page 23.

Signpost further opportunities
Once you have created a spark of interest make sure that you can offer something to follow up. This could be further training courses within your organisation. If there is nothing available try to identify and provide information about further opportunities for training or broadcasting experience. Have information about local colleges, careers and information services, adult and community education services available, or invite representatives from these organisations to come and talk to the women. Think also about opportunities not directly related to radio. As Internet broadcasting and digital editing become more important in radio it means that people wanting to become involved increasingly require computing skills. Other local organisations may offer basic computing courses that could be useful.

Support for trainers
Try to provide as much support as possible for inexperienced trainers. Provide feedback and allow time for discussion.
Use a team teaching approach where possible.
Support less experienced staff through mentoring, working with the partners and peer supervision.

Course location and learning environment

Try to use comfortable and accessible locations – preferably one known to the women. If possible provide childcare on the premises.

Having given some thought to the location, try to create a comfortable and relaxed atmosphere in the training room. A few suggestions for this would be:

> Arrange chairs in a circle, rather than in rows like a classroom
> Provide tea/coffee for people on arrival
> Have someone to welcome and introduce participants to one another as they arrive
> Provide name badges for participants and tutors
> Have examples of radio programmes made by women playing in the background.

Establish groundrules

Establish groundrules and set boundaries to create a safe environment. See page 22 for an example of groundrules drawn up by a group of women on a radio course.

Use positive role models

Try and use a good role model when delivering the course. This could be through using an ex-student, female trainer or trusted community worker. A detailed example of how this could be done is outlined in the Case Studies section starting on page 24.

Make the sessions as participative and hands-on as possible

Try and approach the sessions in a way that women will find relevant and engaging.

"Learning is best when it is participatory, proactive, communal, collaborative and given over to constructing meanings rather than receiving them."
Jerome Bruner 1996 The Culture of Education.

Radio lends itself really well to this kind of approach because much of it is about people expressing their own ideas. In the quote above, the word 'learning' could easily be substituted by 'community radio'.

See pages 16-20 for three activities of student-centred learning that you might like to try. Another idea would be to devise an audio-based radio quiz to get people to think about different types of radio. You could also have tapes of programmes made by women and use these as a starting point for getting learners to think about how women are represented on air. Other ideas could be taken from Case study 1 on page 24.

Provide support for students

When women get into non-traditional subjects such as radio this often means making changes and rethinking other areas of their lives.   It is important to

women trainees directly; to previous students; to community development workers; questionnaires.

Involve participants in the planning process

Advantages
This is important for two main reasons:

♦ By involving participants in the planning process you are able to make sure that the time and content of the workshops will be of use to them.

♦ By actively involving them you show them that you value their opinions and as a result give them power over the process.

Disadvantages
♦ May raise unrealistic hopes about what can be achieved.
♦ May not be able to please everybody.
♦ Equipment/facilities/technical support may not be available at preferred times.
♦ Preferred location may not have appropriate facilities.

A planning checklist is outlined on page 21, you could use this either as part of an interactive discussion about training or you could issue it as a questionnaire.

Course content and delivery
Having planned your training in a way that makes it accessible to women the next step is to consider the course content and delivery. This section contains ideas to help design successful radio courses for women.

Have women only courses
It is certainly not the case that all women want to join a 'women only' course. However, feedback from previous studies shows that when trying to provide education training opportunities for women the very fact that the courses are billed as being specifically aimed at women has a very positive effect on attracting women who would otherwise have dismissed them as being 'not for me'. Similar effects have been noted when advertising 'Computing for Grandparents'. People who previously would have discounted themselves as being 'too old' come along.

Provide short 'taster' courses
Having a short course means that women are able to fit it into their busy lives. If they do find that it is something that they are interested in, then taking the next step is easier.

comfortable in the organisation and this removes the barrier of having to face going into an unknown place on their own for the first time.

♦ The organisation may also be able to provide childcare facilities and a supportive learning environment.

♦ By working together new ideas can be developed.

Disadvantages
♦ Does not involve women who are not part of such an organisation.

♦ Cannot be done instantly - it takes time to develop relationship and trust.

♦ May be conflicts of interest.

Ideas for making contacts
♦ Develop good lists of contacts especially women's groups.
Are there existing networks in your area? Think about parents' groups at toddler groups, nurseries and schools.

♦ Has your local municipality a department that supports training and development for women?

♦ Be aware of how organisations operate. Do they produce newsletters that you may be able to use to publicise the fact that you are trying to involve more women?

♦ Be aware that other organisations may have different aims and values to your own.

♦ Let relationships develop over time. It won't happen overnight - working with organisations takes time to build up mutual trust and understanding.

♦ Try to identify common goals - it's very difficult to make a partnership work where individuals have different aims and aspirations.

♦ Build on strengths of the individual members.

♦ All partners should gain some benefit from the partnership.

♦ Large institutions need to be sensitive to the strengths and needs of smaller organisations.

See exercise 2 on page 13 for ideas on developing new links.
Find out what women want
Women in different circumstances will have different requirements in terms of course location, timing of sessions, etc. Don't make assumptions about what people want – try to find out. Try talking to recent trainees; to potential

Guidelines for setting up radio courses for women

This section is divided into three main areas concerned with the process of setting up radio courses for women:

♦ barriers to training for women
♦ planning strategies to involve more women in community radio training
♦ course content and organisation

Barriers to training for women

McGivney (1993) has looked at the reasons that prevent women from taking up training activities of any sort – not just those associated with radio. Time and money are often given as reasons - but there may be other underlying reasons:

"…cost, like lack of time, may serve as a socially acceptable or face saving reason for not participating, camouflaging more complex and possibly unrecognised reasons."

McGivney argues that negative attitudes to education and oneself are often the most powerful and difficult to overcome obstacles to participation in education and training.

"The experience of learning alongside other women in a positive and supportive environment, exploring and celebrating similarities and differences not only enhances confidence and raises awareness but also changes lives." *(NIACE REPLAN, 1991)*

Exercise 1 on page 12 is designed to get you to think about what sort of things might prevent women from taking part in community radio.

Planning to involve more women in radio

Good planning is essential - this is probably the most important stage to get right. This short section outlines ideas to help you plan 'women-friendly' courses.

Work with an existing organisation for women

Where possible work with an existing organisation that is used and trusted by the women you are trying to attract to your station.

Advantages
This makes your task easier in several ways:
♦ Workers at the organisation can help support and encourage the women to be involved in radio training.

♦ Women at the organisation will already have some confidence because they have already made a decision to 'do something'. They will also feel

content. Content, for example, learning about digital editing, or a studio layout, will be different according to the individual setting.

This handbook also outlines three case studies to see how the guidelines have been applied in different contexts.

There are also exercises for trainers designed to help you think about how you can offer a more 'woman-friendly' approach to your courses, plus suggestions for hands-on exercises with learners.

From working though this handbook it is hoped that you will be able to:

- understand and be able to apply the strategies described
- develop your own plan for involving more women in your radio station/organisation.
- identify the needs of women returners with regard to your organisation
- utilise some of the methods described
- understand some of the advantages and disadvantages of networking and working in partnership with other organisations

About this handbook

Where did it come from?
This handbook has been produced as a result of work undertaken in a 2-year project funded by the European Socrates Programme for Adult Education. The project, called "Creating Community Voices", was aimed at giving access to community radio and new technologies for socially disadvantaged groups.

A core objective was to evaluate and compare existing initiatives designed to improve access to community radio stations by disadvantaged groups. Within this, one of the main themes was to look at ways and means of involving more women in community radio.

This handbook has had three key influences in its construction.

Firstly, it has been elaborated through the development of courses within the "Creating Community Voices" project described above.

Secondly, the guidelines represent a distillation of the existing knowledge and experience of the women who contributed to the Creating Community Voices project.

Thirdly, it is important to acknowledge the influence and information gained during the experience of another European funded project "Permanent Waves". Permanent Waves was a trans-national project designed to provide training and broadcast experience for women and was funded through the ESF New Opportunities for Women programme. For further information about Permanent Waves and the UK 's Community Media Association visit the following websites: <http://www.amarc.org/pw> and <http://www.commedia.org.uk>.

Handbook content
This short handbook contains a set of guidelines for good practice for other groups to think about out when planning and delivering courses for women.

"Guidelines" is very much the operative word. One of the most important lessons learned in the development of these guidelines was how very important it is to be flexible and to adapt the training to the particular group involved.

The aim is not to present a training programme in itself. The purpose is more to offer ideas and approaches that you might want to apply to your own situation.

In order that the guidelines can be used as widely as possible they are mainly aimed at exploring the processes involved with course design rather than

Many people and organisations have provided useful ideas and contributions to this handbook:

Socrates Creating Community Voices Team
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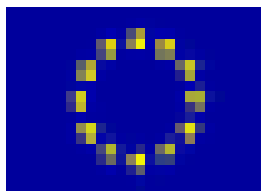NOW ESF Permanent Waves Project

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Acknowledgements

**Socrates Programme for Adult Education
Creating Community Voices**

Practical ideas for involving women in radio

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