

***Children Making Radio - 2004/5***

**Report on a research study  
carried out by**

***Children and Radio***

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# ***Children Making Radio - 2004/5***

## **Report on Research Results**

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## ***Introduction***

*Children and Radio* is a not-for-profit organisation set up in January 2004 to promote radio for and by children and young people. One of its main stated purposes is "to advance the education of the public in all aspects of radio broadcasting for and by children and young people", including "by undertaking research into all aspects of radio broadcasting for and by children and young people and disseminating the results of such research to the public".

As the first project for *Children and Radio*, we decided to focus on participatory radio of all kinds: from participation on the broadcast stations to radio produced by children and young people in schools and in the community.

## ***The Research Project***

There is little published research available on the extent of children's participation in radio production across the country. This is highlighted in Ofcom's review on media literacy<sup>1</sup>, which also concludes that research into 'creativity' in media (which should include the making of radio programmes) is much needed.

Anecdotally, radio production among young people appears to be growing, in line with the growth of hands-on digital media as a whole: when talking to parents, teachers or community groups it is not uncommon to hear of a school or youth group participating in an RSL (short-term radio station), doing a video-conferencing project, or recording drama, artwork or project work in audio visual form.

With the development of digital radio production has come an increase in affordable, accessible equipment and technology. From recording an interview to broadcasting a complete programme, non-professionals can make radio for themselves more easily than ever before.

However, radio still appears to lag behind the visual electronic formats as the medium of choice. In addition, where they do exist, many radio projects appear to be carried out in isolation, or perhaps within a small or local environment, with little awareness of the range of possible approaches and starting points in the making and broadcasting of radio, or of what kind of support is already available.

During 2004 *Children and Radio* carried out a small research project to explore the extent and ways in which children and young people are participating in radio in schools and community/youth groups around the country and to make the information available to others who wish to do the same.

The project focused mainly on desk research to explore and analyse the various types of radio activity carried out by schools, community and youth groups, by licensed broadcasters and by partnerships between these, backed up by visits to some of the individual projects and supporting organisations in England.

The research was financed by a grant from Voice of the Listener Trust (VoLT), with support in kind from the research company *SMRC ChildWise*. Please see Appendix C for details. Initial results were reported to the Voice of the Listener and Viewer's conference on Children and Media in London on 8th October 2004. This report includes updates on developments which have taken place since then, where applicable, plus several new case studies.

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<sup>1</sup> ***The Media Literacy of Children and Young People***, Ofcom, 10 February 2005

## Overview - Children Participating in Radio

For an indication of levels of participation in radio we can look at the *ChildWise Monitor Survey 2004-2005*<sup>2</sup>. In this annual survey among children in England, 5-16 year olds are asked about their use of a wide range of media. For the 2004-05 survey, those aged 7-16 were asked whether they had ever taken part in making radio and, if so, what they had done.

According to the *Monitor 2004-2005* results, 7% of 7-16 year olds have taken part in making radio programmes, especially those of secondary age. Overall, one in ten 11-16 year olds said they had done so, with the peak among 11-14 year olds (12% of girls and 11% of boys in this age group). These levels will be interesting to track over time. Although still clearly a minority, they nevertheless represent a sizeable group across the country as a whole.

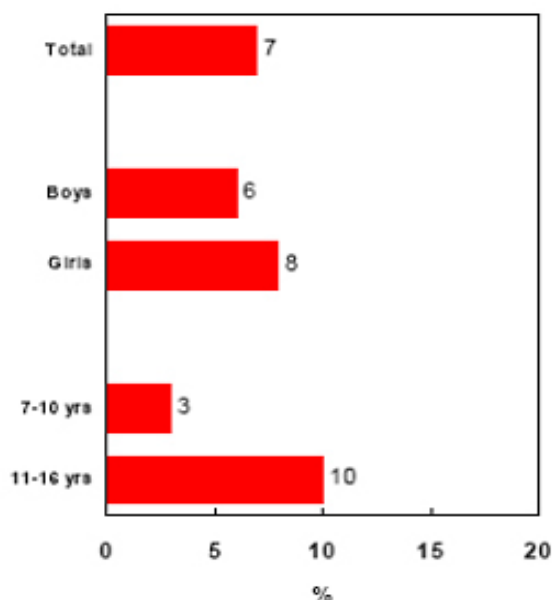
In many cases, the role played by children taking part was that of a **competitor or phone contributor**, for example answering a quiz question or taking part in a phone-in discussion on a broadcast radio station. Among those who had participated in making radio, more than a quarter had taken part in a competition (28% of this group), whilst 24% had contributed to a phone discussion. For each, this is equivalent to around 2% of all children aged 7-16.

**Performing in a drama or musical piece** was named by 12% of those who had taken part in radio (equivalent to 1% of all 7-16 year olds). This could include radio in school or community.

Other activities likely to be associated with radio in the school or community were mentioned by a minority. Of those who had taken part, 9% had been a **presenter or DJ**, 6% an **interviewer** and 3% a **studio guest**, whilst 3% had **written a piece of music or drama**. Each of these equates to 1% or less of all children in this age group.

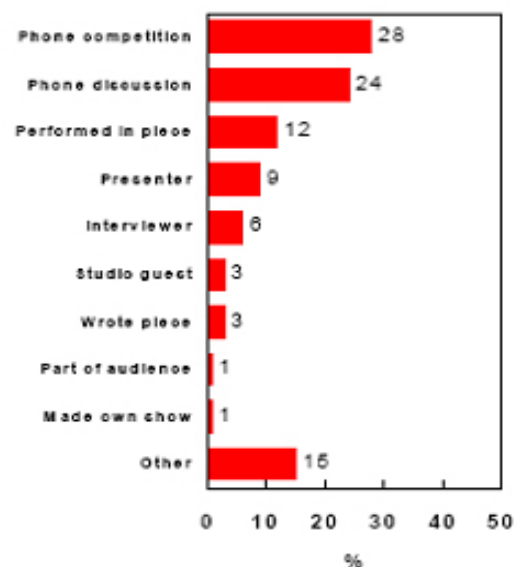
Other activities mentioned by just a handful included **being part of the audience** and **making their own radio programme**.

### Involvement in making radio programmes



Base: Total sample (1147)

Source: *ChildWise Monitor - Winter 2004-2005*



Base: All who take part (68)

<sup>2</sup> *ChildWise Monitor Report - Winter 2004-2005*, SMRC *ChildWise*, December 2004

## **Results from the Children and Radio Research**

### **1. Radio in Schools**

#### **Using radio production in schools**

As an activity, radio production is more likely to be introduced where there is already some knowledge or special interest, for example where training resources and/or partnerships are available, or where individual teachers already have a background in making radio. We found several examples where this is true:

- In the Leeds/Sheffield area, there are strong partnerships between the local BBC broadcasting centre and local schools, including a BBC member of staff who has run several courses training local teachers in the use of digital recording and editing equipment
- In Preston Manor City Learning Centre, North West London, the teacher responsible had completed a radio production course herself and so was able to advise on the design of the studios to make them suitable for radio production
- In Oundle, the teacher responsible for ICT had a keen interest in using multi-media in schools - he set up and developed a model which has proved to be sustainable over time:

#### **Oundle School - OSCAR Radio**

Oundle School is an independent boarding and day school in Oundle, near Peterborough. OSCAR Radio was set up by David Fuller, Head of Cross Curricular ICT, in 1998. It has a fully equipped radio studio suite funded by the school's charitable Foundation, the head of which is interested in radio. OSCAR is run as an out-of-school Society and is one of the most popular. It is managed by the students themselves, operating as a company (with elected 'Managing Director', 'Company Secretary', 'Treasurer' etc). OSCAR have already run more than a dozen RSLs, with the next planned for November 2005.

Teachers who are using radio production are mainly doing so within the curriculum, having established for themselves (or been taught) how to make it relevant and thereby justify the time spent doing it.

#### *For example:*

The BBC Radio-in-Schools Pilot training course for teachers in Leeds/Sheffield included sessions on "Radio and education - how you can use it to make curriculum pieces of work" and "Writing a lesson plan".

We found that radio production is being used in schools in a variety of curriculum areas, especially the following:

- Speaking & Listening
- English, Music and Drama - eg. debating, recording compositions, original dramas etc
- Media Studies and Media Literacy - eg. learning how a radio station works
- Citizenship - eg. interviewing people from different sectors of the community
- PHSE (Personal, Health and Social Education) - eg. recording role playing or discussions on topics such as bullying, respect for all/diversity etc
- Languages - eg. making a drama or documentary in French, Spanish etc
- History and local studies, including oral history - eg. interviewing local residents
- Business studies - eg. making a business plan for a radio station
- ICT - eg. using digital editing software.

For Speaking and Listening, teachers find that the processes involved in interviewing, listening back and editing the recorded material can have a highly beneficial effect on children's ability to listen, to ask questions and to analyse what they have heard.

#### ***South View Com Primary School, Peterborough - Crowland Oral Archive***

"As a fenland town, which is geographically isolated despite being near the cathedral city of Peterborough, we wanted to involve our pupils and the local community in a joint project. The focus for this project was to develop the children's speaking and listening skills, whilst encouraging community links with, for example, the elderly, local businesses, and people associated with key features in the town. Through the school council, members of the community were asked to come in to see the children and talk to them about their experiences of life in Crowland now and in the past."

*Source: BT Education Schools Awards website, Winners 2004-5, Case Studies*

In schools and organisations with a particular interest in media or ICT, radio is increasingly being used as a teaching aid or technique across the curriculum as a whole. For example, in Weatherhead High School, a Media Arts College in the North West of England, all students in Yr 7-9 study media for one lesson a week. They learn to use mini disk recorders and how to edit:

"As far as being a Media Arts College is concerned, the ultimate isn't that everybody loves and does media, it's that they use the media equipment in every subject. So they could be making films in Spanish or radio documentaries in Science." *(Nicola Swindell, Director of Media, Weatherhead High School, Wallasey, Wirral)*

Prudhoe Community High School, in Northumberland, won a BT Education Award in 2004 for their project 'Fusion FM'. They summarise how the project supported the curriculum:

#### ***Prudhoe Community High School***

*Sky High Productions presents 'Fusion FM' radio station - How the project supported the curriculum:*

- **Literacy:** ensuring the correct use of English. Sessions included: Hear yourself talk, Listen to what you say, Use of pause, silence, pitch, volume, surroundings, echo and reverberation, stereo, time and timing.
- A section in the Library was set up for books and magazines on broadcasting. Presentation to panel to promote their business plan.
- **Numeracy:** Costings, timings and production of business plan.
- **Science/Technology:** How stereo is transmitted and received, transmitters and receivers, filters, aerials/antenna, two way radios, radio range.
- **History:** The history and development of FM and Stereo.
- **Geography:** Local area FM radio stations.
- **Art:** Design of a logo.
- **IT:** Researching costs of setting up a radio station, production of a business plan, setting up a Fusion website and e-mail address.
- **Music:** Jingles and sound effects, etc.
- **PSHE:** Citizenship. ethical, moral, social, political issues; the laws relating to broadcasting, equal opportunities, multi-cultural issues etc.

*Source: BT Education Schools Awards website, Winners 2004-5, Case Studies*

Radio is also used by some teachers to create a record of work carried out: for example, children record each other explaining the detail of a science project to show how well they have grasped the concepts.

Where staff and facilities allow, radio is also used by students outside the curriculum but as part of the school day, for example, at lunchtimes or in the evenings - eg. **Range Radio** (from Whalley Range School, Manchester, a Business and Enterprise College), and **iceradio** (Weatherhead High School, a Media Arts College):

**"Range Radio - new schedule**

"Some of our most popular student presenters now have weekly shows between 12.30 and 13.30.

"On Mondays you can tune into the latest cutting-edge Asian music on All Flavours.

"Tuesday brings irreverent banter from Anita, Vicky & Emma.

"Charlotte and Ascja join us midweek with their 'Weird Wednesdays'.

"Madeline and Sargam look back at classics of the past on Thursday lunchtimes.

"We end the week with 'Funky Friday Flavas', bringing you the latest hip-hop and R&B sounds with guests and competitions."

(Source: *Whalley Range School website*)

**iceradio - Weatherhead High School, Wallasey, Wirral**

Year 10 pupils and 6th formers get together every Wednesday evening and Friday lunch time to produce "an up-beat, youth-orientated radio show", which is then played around the school and on the internet. This year, they also completed a week of live broadcasts in July 2005.

**Preston Manor City Learning Centre**

Preston Manor School, Wembley Park, Brent is a Specialist Science College with a City Learning Centre within the campus (part of the Excellence in Cities scheme). The media centre project manager is radio trained - the facilities include a fully equipped radio studio suite. Radio is taught within the curriculum and after school, eg. in holiday workshops - as part of the Gifted and Talented scheme. *Blaze Radio* broadcasts every lunchtime to the school - a group of young people broadcasting each day. Students also create features and packages which are broadcast online using the on-demand library hosted on RadioWaves. The school also has a radio soap opera project - *The Manor* - which is a partnership project with the BBC, set up through Creative Partnerships (see Section 4 below for details).

## **Problems**

Problems encountered by schools tend to focus on the technical skills needed to use the full range of digital equipment, especially where teachers are working alone or have limited skills themselves.

The audio quality produced by children in some schools is variable, with teachers perhaps unsure how to achieve full broadcast quality. In other schools, teachers have received only a short session of basic training and so have developed their intermediate skills for themselves, with resulting gaps in their knowledge.

Some find the technical aspects more complex than they had anticipated:

"The oral element of the project was exciting and relatively straight forward to complete. The use of new equipment posed more of a challenge which was, ultimately, very time consuming. The software used was quite complex and required assistance from other professionals." (South View Com Primary School, Peterborough, summarising the Crowland Oral Archive Project)

*Source: BT Education Schools Awards website, Winners 2004-5, Case Studies*

## **Radio production facilities**

We identified three main levels of radio production facilities in schools, namely:

- **dedicated permanent studios**, suitable for radio production and for a radio station
- **use of temporary or shared studios**, either hired for a radio event/RSL or in a separate building or establishment
- **no studios, but use of recording and editing equipment**, either as portable kits (eg. a mini disk recorder, microphone and laptop), or as networked editing/mixing software, for example in the music or ICT suite, etc.

The different levels do not necessarily lead to a hierarchy of skill or quality: highly creative programmes can be - and are being - created using a minimum of basic equipment. However, the facilities do tend to influence the type of radio programming which a school can produce.

### ***Dedicated permanent studios***

These are still rare, and indeed, we visited several schools and City Learning Centres which had installed excellent music and drama facilities or ICT suites but which still had no facilities suitable for a radio studio (eg. no soundproofing, no glass window linking studio and cubicle).

Those with their own permanent studios generally have a base of knowledge and commitment from teachers or partners involved in the planning. In addition, organisations with good studios are often either:

- specialist schools, for example, Arts & Media, Business or Technical Colleges
- schools with City Learning Centres attached
- well resourced schools, for example with strong support from parents or alumni for the funding
- schools which have a strong partnership with a local licensed broadcasting centre, eg. Park Community School in Havant, in partnership with BBC Radio Solent (see Section 4 below).

### **Temporary or shared studios**

Several schools set up temporary studios to take part in a short-term radio station, eg. Hazelwood Infant School in Palmers Green, which did so for their Jubilee Arts Festival RSL in 2002. Studios for such events are usually hired but can also be borrowed temporarily, for example from a partnership organisation providing support 'in kind'.

#### ***Hazelwood Schools, Palmers Green, Enfield - RSL***

Hazelwood Infant and Junior Schools, Palmers Green, Enfield: ran an RSL as part of the Hazelwood Schools Jubilee Arts Festival in July 2002. Funded by an *Awards for All* (Lottery funding) grant applied for via the Hazelwood Parent Staff Association, plus sponsorship from local shops and businesses. Expertise was also available through personal contacts - the Headmaster's wife being a specialist in RSLs and lecturer at the University of Luton. The school ran a 4 day broadcast: programming included a soap opera from Year 6 and a drama *The Case of the Missing Heads*, for which the infants created the sound effects.

Schools with a City Learning Centre within their group or cluster are sometimes able to share studios, booking time to take their classes to use the equipment: Park Community School in Havant serves 13 other schools, whilst Preston Manor serves a total of 7. Other opportunities for sharing include use of community facilities such as CSV Media Clubhouses.

### **No studios, but use of recording and editing equipment**

Some schools are making quality radio programmes without any dedicated studios, using **portable radio production kits** to create pre-recorded features and packages. This is a flexible solution, especially for schools on limited budgets or those where equipment has to be used in the normal classroom: eg. Dore Primary School in Sheffield has mini disk, microphone and laptop kits. This setup is particularly suitable for schools and teachers who understand or are most comfortable with the 'Radio 4/World Service' style of 'packaged' speech radio.

#### ***Dore Primary School, Sheffield***

The Deputy Head Teacher attended a one-day training course organised by BBC Radio Sheffield at the City Learning Centre. The Year 6 classes created a programme about SATs using a mini disc recorder and a laptop with digital editing software. Enthusiasm spread: a small group of Yr 6 boys spontaneously decided to create a radio drama, other teachers suggested uses for the new skills. The school has now bought more mini disc kits and is using them across different aspects of the curriculum - including during an environmental field day and a museum visit.

**Editing/mixing software in the ICT suite** is also available in some schools and City Learning Centres, enabling whole classes and larger groups to experiment with audio production, eg. adding sound effects, all working from the same input file and sharing the results via the network.

Some of the projects winning BT Education Awards have involved this level of facility - for example, oral history projects.

## **Broadcasting, transmitting and playing the programmes**

A conventional school radio station on FM or AM is just one of the ways in which schools are making their radio productions available to an audience. Some well resourced schools are making use of several different platforms, whilst others, especially those working in isolation, are devising their own systems for showcasing their students' work.

Four main models of transmission are used in schools, namely:

- **On air** - via FM or AM, involving a licence from Ofcom
- **Direct from the computer or audio player**, using loudspeakers and/or headphones
- **Online** - via the internet
- **On a licensed local radio station** - mainly BBC or Community radio.

The first three are discussed in this section - examples of the fourth model, in which a school's productions or live broadcasts are aired on a licensed local radio station, are discussed in Sections 3 and 4 below.

### **On air**

An increasing number of schools are obtaining an RSL (Restricted Service Licence) to run a radio station either for a short period or long-term operating throughout the school year. RSLs fall into two distinct categories, either:

- Short-term RSLs, licensed for anything between one or two days to the maximum of four weeks (28 days) at a time - on FM or AM
- Long-term RSLs - low-powered on FM or AM or via an induction loop, available for non-commercial establishments for up to five years

Overall, since the RSL system began in 1991, more than 30 schools have broadcast using an RSL. Of these, the majority (more than three quarters) were short-term. This kind of use by schools has increased steadily since the licence fee to the regulator (then the Radio Authority, now Ofcom), became payable on a rate per day instead of as a fixed fee no matter how many days were actually used for the broadcast. On the other hand, the recent increase in the non-refundable *application* part of the fee (to £400) may affect future numbers.

Seven schools currently have a long-term RSL licence, which enables them to broadcast for up to 5 years using low power to a small, defined area, ie. the school premises. For example, Range Radio, from Whalley Range School, Manchester, has a long-term RSL on the AM band.

### **Direct from the computer or audio player**

Several schools 'broadcast' in a similar way to the low-powered RSL but via broadband on speakers, eg. in the dining hall or corridors. This method has several advantages, including flexibility and cost effectiveness, as it does not need a licence from the regulator. It can also be networked to buildings at some distance. It does depend, however, on having a good network, if the programmes are to be played to more than one building or establishment:

#### *Example:*

Schools within the Preston Manor City Learning Centre group receive *Blaze Radio* via broadband at lunchtimes - it is played out in corridors, canteens and lunch queues.

Some (including Blaze/Preston Manor) use both this method and the short term RSL, setting up the latter for a special broadcasting event or during a holiday workshop scheme. The benefit here is that parents and the local community can also listen in on normal radio sets outside the school boundaries during the period of the RSL.

Those with portable or stand-alone equipment can also take advantage of the computer 'broadcasting' method, for example taking the laptop to the room or assembly hall where the radio programme is to be played to an audience. Others make a CD copy of the programme and play it on standard hi-fi audio equipment. These solutions, although not perhaps 'radio' in the conventional sense, are successfully used in some primary schools: for example, at Dore Primary School the completed programmes were played to the whole school over loudspeakers during assembly in the hall.

### **Online - via the internet**

Streaming via the internet using their own server space is rare among schools, perhaps because it is unusual for a school to have the necessary dedicated, reliable connectivity to allow them to do this.

School websites *are* used, however, by many schools which run an RSL or a radio project, as a way of promoting, publicising and reporting on the event. All the examples and case studies quoted in this report include information about their radio activities on their school's website.

Another online method, used by around 100 UK schools, is the radio-on-demand system offered by **RadioWaves**. Set up by the Leeds-based company Synergy TV in partnership with CAPE UK, RadioWaves is an online network system which schools can join for a fee and use as their own radio station, loading the programmes and descriptions of them onto the server from their own school computers.

The RadioWaves system is suitable for broadcasting pre-recorded items which schools are happy to broadcast in library form over the internet (ie. with parental permission and permission from interviewees, nothing libellous or breaching copyright etc).

Unlike most other online radio systems (for example [www.Live365.com](http://www.Live365.com)), RadioWaves is open only to educational establishments - it has also developed a straightforward method of loading content designed for people in education rather than people interested in radio or webcasting *per se*.

Some schools join as a cluster, perhaps because individual schools do not have sufficient output to justify the membership fee, or because a group can provide mutual support for the checking and editorial process. At the time of writing there are three member clusters, namely:

- a cluster of primary schools in North Tyneside
- a cluster of secondary schools in Wigan and
- a Birmingham City Learning Centre and its group of schools.

RadioWaves won a BETT award (for Innovation) in 2004 for the system and its concept, an endorsement which has undoubtedly contributed to the marked increase in membership over the last couple of years.

One of the RadioWaves member schools is Benton Park Secondary School, a Specialist Technology College in Rawdon, Leeds. The school recently won a DfES Disciplined Innovation Award, focusing on the transition between Key Stage 2/Key Stage 3 (Year 6 to Year 7, Primary to Secondary). Currently, just over 50 short clips from the students have been loaded onto the RadioWaves website as news items, detailing the questions and answers between the Year 6 and Year 7 students, and including some useful advice on a wide range of topics. See below (overleaf) for details of the project:

***Benton Park Secondary School, Leeds + partners***

"Year 6 Students will produce a story for an internet-based radio, with the help of Year 7 e-buddies. Three secondary schools in Leeds will identify 10 Year 7 pupils - each will take the role of e-buddies for some Year 6 pupils.

"Each Year 7 pupil will choose one of ten specially designed characters and will take on that role, enhancing the character by adding their own experience of moving to a high school. The Year 6 pupils will be expected to ask their Year 7 e-buddy character questions to help them develop a radio story about how that character found the experience of moving to a high school and what changes they went through. Questions will be posted on a secure bulletin board.

"The Year 6 pupils will be expected to use some of the information from their e-buddies but also to be creative in their telling of the character's story. Year 6 pupils will then choose a radio presentation style and write a script. They will record their story, convert it to MP3 format and upload it to a specially designed Internet radio station.

"The project will enable us to assess ICT skills as well as allowing the pupils involved to overcome some of the transition anxieties they have."

*Source: DfES website*

## **2. Radio in the Community**

### **Radio as a leisure activity**

As with the formal education sector, there are some interesting projects going on in the community involving children and young people making radio, although, also as with formal education, it is still a minority activity. As was found in schools, the barriers to using radio in this way are mainly lack of knowledge, time or resources and the appeal/demands of other activities (such as film or video).

Many radio projects for young people in the community are based in youth or media centres, or in schools during the holidays, offering radio as one of a range of leisure activities.

#### **Remix Radio - Rotherham**

Rawmarsh City Learning Centre in Rotherham has recently set up a professional radio studio. During the summer holidays this year it is offering a two-day workshop for 9-16 year olds in using the equipment, planning and writing radio programmes and presenting live on air, in preparation for the launch of Remix Radio in September 2005.

Radio by and for young people can also feature as a strand within a community RSL project, often bringing with it a dedicated source of funding, such as for Riverside FM 2004 (West London):

#### **Riverside FM 2004**

Partnership between Riverside Studios, Women's Radio Group and the Workers' Educational Association (WEA). Funders included the Esmée Fairbairn Foundation - provided dedicated funding to train over 100 young people in the West London area. The three week broadcast in July 2004 included 4 hours per day of programming created by young people - music, interviews, features - poetry, art and drama. One evening, friends of a local teenager who was killed broadcast music and tributes. Programming also included Hammersmith & Fulham's community safety campaign, *Lock In Log On*, raising awareness on crime and personal safety among 13-24 year olds.

Training is usually a key component of most youth and community radio projects, for example at Radio Kidz in Bournemouth:

#### **Radio Kidz - Bournemouth**

One of this summer's RSLs, Radio Kidz in Bournemouth has funding from the Big Lottery Fund's Young People's Fund programme. A six-week summer holiday programme, Radio Kidz includes two weeks of intensive training and aims to equip students with skills in radio production and management, communication, research and interviewing techniques.  
(Source: Big Lottery Fund website)

For further examples of current and recent youth RSLs, please see Appendix A.

## **Radio as a tool for regeneration, for development and for young people at risk**

Radio as a tool for social change, regeneration or community cohesion is also growing, with projects involving target groups such as:

- young (teenage) mothers and single parents
- young people from refugee and immigrant communities
- young people at risk of offending
- young people who need to develop education and life skills.

### **Slough Young People's Centre - Radio Underdog**

Slough Young People's Centre "focuses exclusively on the needs and aspirations of Slough residents, with policies that are devised by and for people aged 16-25 years." The Centre has a permanent radio/recording studio, as well as facilities for dance, performance, computing and video editing. SYPC has run several successful RSLs since 2003. The radio station is called **Radio Underdog** and has included crafted radio programmes made by the young people, for example, the teenage mothers group (Radio Ga Ga) and Aik Saath (conflict resolution group). The radio project is funded as a partnership including Creative Partnerships, Lifelong Learning, Heart of Slough, Teenage Pregnancy Strategy and People's Purse.

### **Takeover Radio Trust - Leicester**

The Takeover Radio Children's Media Trust in Leicester (linked to the licensed community radio station Takeover Radio) uses radio to help build community cohesion with groups of local teenagers, encouraging them to interview people who they might otherwise never come into contact with.

Radio production can also be used very effectively in a non-formal setting with students who for various reasons cannot function in the mainstream education system. For example:

- **FlexiSchool Acton** (a home-learning organisation for children with difficulties in mainstream education) encourages students to use radio in their project and general work, to help them improve their self-esteem and develop communication skills.
- **Takeover Radio** runs a project for young people aged 13-17 who have been excluded from school or are young offenders. The project involves learning about how a radio station works, with the chance to record, edit and develop creative writing and research skills. It focuses on engaging the youngsters in learning where their schools may have failed, giving them the opportunity to provide their own input and adapt the way the course works for them. The project is co-financed by the European Social Fund (ESF) and Leicestershire Learning and Skills Council (LSC). *Source: Learning Skills Council website*

Other community initiatives can help introduce very young children to the magic of radio. For example, Susan Stranks (founder of Children 2000 and of the digital station Abracadabra) has organised children's radio days in shops such as Whiteleys and Harrods, and (with Link Multi-Media) in Hammersmith library.

### **3. Participation on the licensed radio stations**

The trend towards audience participation is increasing rapidly in all sections of the broadcast media. Whether by pressing the red button to vote out a housemate in Big Brother, by emailing a comment to a radio DJ or by sending in mobile phone pictures to a newsroom, many young people have experience of interacting with and contributing to their chosen media. They now expect to be able to do so as a matter of course.

They are also becoming increasingly aware of the opportunities for taking part in front of the camera or microphone, for example as a contestant, and even behind the scenes in the production process, for example producing video or audio diaries which are then broadcast.

Radio still lags behind television in providing such opportunities for young people, however. This is perhaps partly because there are relatively few radio programmes specifically for children and young people on the licensed radio stations. Furthermore, most of those which do exist are national, meaning that opportunities must be spread over a larger number and wider area.

Three of the BBC's radio programmes for young people regularly invite participation from the audience: Big Toe (BBC 7), Go 4 It (Radio 4) and Making Tracks (Radio 3):

#### ***BBC Radio Children's Programmes which invite participation***

##### ***Big Toe - BBC 7 (national, digital only)***

- children participate live in the studio every weekday afternoon (4-6pm)  
- three children at a time - informal studio style
- participants from schools, Brownies, theatre groups, reading groups etc
- 9-11 is the most successful/enthusiastic age group
- 1200 children from over 200 schools have visited since December 2002
- teachers very positive - useful experience for Listening and for PHSE
- Reporters' Club - members write a report/record it by phone - monthly prize
- special Reporters' Club Day held at BBC White City

##### ***Go 4 It - Radio 4 (national, analogue/digital)***

- weekly half hour, Sundays, 7.15-7.45pm
- go to a school to record once a month - also use Go 4 It reporters

The two programmes have an element of crossover in their output. For both, the programme website is very important, with opportunities for interaction in the form of emails, questions, competitions, sending jokes etc.

##### ***Making Tracks - Radio 3 (national, analogue/digital)***

- again, the programme website plays an important role in encouraging interaction
- children are invited to compose and send in tunes via the website - with the possibility of having their composition played on the programme
- there are also opportunities for participation as part of the audience in a live concert performance

Some commercial radio stations also encourage participation from their audience. For example, **Capital Disney** (London, digital) offers a wide range of interaction through the website,

including song requests, messageboards and, at certain times, talent competitions (eg. search for a superstar DJ in 2004).

Some local BBC radio stations are introducing specific opportunities for children and young people to contribute items for broadcasting, for example

- **BBC Stoke** (items created as part of the Making Waves project with local schools - see Section 4 below for details)
- **BBC Solent** (as part of the Media on the Park project)

The recent establishment of the third (Community) radio sector should also help to increase the opportunities for participation by non-professionals, including children and young people, on licensed radio - coming as such stations do from a long tradition of involving members of the local community and giving them a voice.

#### ***Takeover Radio***

This licensed community station is run by the Takeover Radio Children's Media Trust, broadcasting on FM in Leicester and online. It is the only licensed community station specifically for children and young people. Most of the programming involves participation from children, eg. reports from schools. It also runs training projects for local young individuals, schools and groups, eg. promoting community cohesion.

#### ***Radio Regen***

This community radio organisation in the Manchester area runs two licensed community stations: ALL FM 96.9 and WFM 97.2. Radio Regen has links with around six schools in the area: children from each school have regular 10-minute weekly slots on the airwaves during the day, either delivering their programme live or playing out pre-recorded programmes which they have produced in the classroom. Radio Regen runs workshops to introduce the schools to community radio and to help prepare the children for their broadcasts. (*Source: Radio Regen website*)

The development of digital radio is also providing opportunities for stations and programmes for and by children and young people. For example, until March 2005 the DRg London 3 Multiplex included **Abracadabra**, a station for 0-10 year olds. Programming included children's voices wherever possible, for example the Hot Summer Spell and Cool Winter Spell (developing literacy and spelling). It also included poetry, with readings of children's Haikus. Abracadabra has now been replaced by **Fun Radio**, which has a brief to provide music suitable for children from birth to 8 years, their parents and their carers.

The spectrum flexibility which is possible on a digital multiplex (splitting and collapsing bandwidth to allow for extra stations at various times or on specific days) could be developed to encourage children's radio, for example, holding short festivals to broadcast children's work, perhaps in collaboration with local schools, businesses and organisations. The as-yet undeveloped '*Access Channel*', which was included as part of the proposed content on some of the NOW digital multiplex licence applications, could perhaps be used in this way.

#### **4. Partnerships between broadcasters, schools and community organisations**

Although several of the following examples have been mentioned in the sections above, it is worth summarising the role and scope of the different kinds of partnerships currently operating, in which the education or community sector are teaming up with the radio industry.

Overall, there are two different levels or types of partnership, namely:

- **short-term or ad-hoc partnerships**, for example for specific competitions, festivals, campaigns or skills drives, plus visits to broadcasting centres
- **longer-term partnerships to carry out structured projects** set up between a school or group of schools with a broadcasting organisation and other not-for-profit organisations, businesses or professional bodies. Such projects are sometimes evaluated externally, eg. by universities.

Some organisations and units are involved in both kinds - for example, the BBC's 21CC (see overleaf/below).

##### ***Short or ad-hoc partnerships and visits to broadcasting centres***

Local broadcasting organisations, both BBC and commercial, have a history of involvement in local schools and projects, especially charitable ones - whether through the simple appearance of a radio presenter to open a fund raising event or help promote a campaign, or in a more complex partnership, for example in a local festival or talent competition. Some are one-off, others are more regular (like BBC Radio Sheffield's annual involvement in the Sheffield Children's Festival).

##### ***Vibe 101 and Connexions (West of England)***

This commercial radio station on the NOW digital multiplex collaborated on a project in which young people worked on a radio advertising campaign for Connexions (the government's support service for young people aged 13 to 19 in England) to be aired on the station. The adverts, which ran for six weeks, were aimed at helping young people who had just left school, letting them know how Connexions could help them work out what to do next and also with any life issues which they might have. The young people looked at scripts and found out how the world of local radio works. (Source: *Connexions West of England website*)

##### ***BBC Radio Sheffield - Sheffield Children's Festival***

Every year, BBC Radio Sheffield trains and organises a young broadcasting team, who go out and about reporting on the **Sheffield Children's Festival**. Their reports are then broadcast on BBC Radio Sheffield.

In addition, in 2004, BBC Radio Sheffield linked with schools in Sheffield and with the **Crucible Youth Theatre** to create a series of radio plays as part of the Sheffield Children's Festival. Primary and secondary schools paired up to write and direct the plays, using actors from the Crucible Youth Theatre.

Where **local broadcasting centres** have the space and facilities to welcome members of the public, this is often an extremely effective way of building links, creating good will and introducing the public to the radio production process.

Some specialist facilities, such as the BBC's Twenty First Century Classroom (21CC) in central London, have been designed specially for educational visits and groups.

### **BBC 21CC**

BBC 21CC is a digital learning centre in BBC Broadcasting House, central London, which is "dedicated to exploring creative and cutting-edge uses of technology in teaching and learning." The centre is open to school groups, teachers and the public (families with children), who can take part in free workshops throughout the year. Topics include film, music, web design, digital art and animation as well as radio skills. It also works at a more long-term, structured level in partnership with several London schools.

### ***Longer-term partnerships to carry out structured projects***

Different parts of the BBC are involved in a range of structured projects creating radio with children and young people, including several based in BBC local broadcasting centres.

The first and second Radio-in-Schools pilot projects are examples of this kind of partnership:

- In the first Radio in Schools project in 2001, the Radio Academy and BBC Radio Sheffield worked together, creating radio directly with children in five Sheffield schools, evaluated by Sheffield Hallam University (report published in 2002).
- In the second project, BBC Training and Development worked with BBC Radio Sheffield to train local teachers in radio production skills. The project was evaluated by the University of Lancaster (report published in 2003).

Margaret Burgin, BBC Radio Sheffield, was involved in both projects.

### ***BBC Radio-in-Schools Pilot - teaching the teachers***

#### ***BBC Radio Sheffield with BBC Training & Development***

This was a project to teach teachers how to use portable recording and editing equipment in the curriculum and to develop a training kit. One-day training courses were led by Margaret Burgin, BBC Radio Sheffield. Teachers then used the equipment in their teaching in a wide range of subjects, including English, History and Modern Languages. The project was evaluated by the University of Lancaster, with a positive response and conclusion. The method has also been used by BBC Sheffield to train teachers in Sheffield, Merseyside and Hull. A pilot training CD was produced (with participation from Radio 1), which included case studies and examples of lesson plans as well as training notes in how to use the radio equipment.

Since November 2004, BBC Stoke has also been piloting a long-term project with schools, aiming to give young people a voice, in which a BBC producer works with children to produce radio items which are then broadcast on BBC Radio Stoke and on the BBC Stoke website. See below/overleaf for details:

### ***BBC Stoke - Making Waves Project***

BBC Stoke have been carrying out a one-year pilot project working with children in local schools. The setup varies depending on the particular school, although it follows a general pattern, as explained on the Making Waves website:

"Work is done at school, on location and at BBC Radio Stoke's Learning Centre, giving students an understanding of the media and opportunities to produce their own features. They choose subjects for themselves, and themes being discussed so far include bullying, discrimination, teenage pregnancy, stereotypes and local facilities. Students learn practical skills in sound editing and writing for radio, as well as discussing the role of the media industry through issues such as news reporting and advertising. Many of the issues covered in workshops link to class work in Citizenship and English. "

So far, around eight schools have taken part, mainly secondary schools. Each has a section on the Making Waves website, in which the students' completed reports are showcased and are available for listening on demand. Some of the items are also broadcast on BBC Stoke.

The project is currently being evaluated and aims to continue for a second year.

With long-term partnerships, the school(s) are often part of a consortium involving anything from 2/3 to up to a dozen organisations in a particular area, all working on the same large-scale project, or on particular aspects of it. This kind of partnership can be key to accessing public funding, such as for regeneration projects or through the European Social Fund, or involving creative and arts funding, such as through Creative Partnerships.

### ***Preston Manor School, Brent - 'The Manor' drama project***

Through **Creative Partnerships**, the Arts Council scheme which puts creative organisations and schools in touch with each other, Preston Manor worked in partnership with BBC Drama to create a radio soap opera, *The Manor*. As its partner input, the BBC provided a drama producer to work on the project.

The partnerships can be led by a local government organisation, by a not-for-profit community organisation, or by a community broadcasting/media training organisation.

Some partnerships can include local businesses, especially where schools are aiming for or have achieved specialist status.

Partnerships can facilitate a range of activities and exchanges, including the sharing of expertise, providing staff on secondment or use of facilities, and the supplying of 'in kind' match funding. For example, the BBC Media on the Park project in Havant involved a range of partnership activities:

***Park Community School - Media on the Park***

Park Community School in Leigh Park, Havant, has Specialist Performing Arts Status. The project **Media on the Park** is a partnership scheme with BBC South. It is an ESF (European Social Fund) funded project to provide a fully equipped media centre with facilities for TV & radio, plus a trained member of staff on secondment from BBC Radio Solent, based at Park Community School. The project serves a total of 14 local schools: 12 primary + 1 other secondary in addition to Park Community School.

*Radio in the curriculum:* a daily breakfast programme, plus radio as a module in the Media Studies GCSE, plus encouraging the use of radio in the primary schools - eg. training in using mini disc recorders.

*Output from the project for the BBC:* there is a commitment to provide one piece of radio from the community per week for BBC Radio Solent.

Several community radio stations and unlicensed radio groups have wide experience of partnership projects, especially those involving training, upskilling or regeneration, whether with funding channeled through the Community Media Association or using their own local contacts. For example, Takeover Radio, one of the new licensed community radio stations:

***Takeover Radio - Leicester***

Takeover Radio received funding through partnership with the government's Connexions support service for young people aged 13-19. Connexions provided £5,000 for equipment and £25,000 per year to fund a trust manager to develop work experience opportunities at the radio station.

*Source: Government Office for the East Midlands, Annual Report 2003-2004*

The establishment of the Community Radio sector should provide an endorsement to the training work already being carried out by community radio groups across the country and help bring about an increase in partnership projects of this kind.

## ***Summary and Recommendations***

### ***Participatory radio is a minority but growing activity***

The equipment needed to create radio is more accessible and available than ever before, and schools and youth organisations are increasingly willing to experiment with radio production both inside and outside school.

There is wide scope for innovative partnership projects, with funding drawn from both industry and public sector sources, such as Connexions, Single Regeneration Budgets or the European Social Fund, and with support in production techniques from parts of the radio industry.

A growing number of schools are able to broadcast and disseminate the radio programmes which they have made, thanks to a range of factors including

- the growth in facilities and confidence of IT-rich schools, groups of schools and City Learning Centres, and of media work in youth organisations
- the increased awareness of online radio stations such as that provided by RadioWaves and
- the development of the community radio sector, with its emphasis on training and access for members of the community.

### ***A role for everyone: promote locally - encourage all possible angles***

Despite this, however, practitioners are still relatively isolated and/or haphazardly trained - schools and teachers new to radio often find it hard to know where to start or how to get help with acquiring the necessary skills. Much still needs to be done to encourage participatory radio among children and young people and to make skills and experience more widely available.

We feel that in order for participatory radio to grow into a recognised and accepted tool for educating young people, there needs to be an almost evangelistic approach to publicising it.

We feel that there is a role here for anyone who has contact either with broadcasters, or with business or opinion formers, or with schools, youth and community groups in their local area - which is effectively almost everyone.

For example, members of a community need to:

- help schools, youth and community groups to make a start in creating radio and to build up expertise, perhaps by funding or donating portable recording and editing kits - local businesses and parent-teacher associations could be involved in this.
- help facilitate partnerships, whether with local broadcasters, or through local or personal business or media contacts.
- inform teachers, youth and community leaders about funding sources and partnership organisations which can be used for creating radio for educational or social purposes, eg. Connexions, BECTA, NESTA, BT Education Awards, Awards for All, Big Lottery Fund etc.
- promote and publicise radio projects which are already being carried out by sending information about them to networks and websites read by teachers and youth leaders, or by organising showcase events where they can be heard and the participants congratulated.

## ***A new industry approach is needed***

Parts of the radio industry are already very supportive towards the idea and practice of children's participatory radio. However, there is still some way to go before everyone recognises the value of this kind of skill and output and the importance of promoting it industry-wide.

A clustered 'Tottenham Court Road' effect now needs to be developed, to promote and benefit the genre as a whole: by this we mean clusters of quality specialists which, although in competition with each other, are gathered together in a well-known, easily accessible place for the convenience of the user. This is not, in fact, without precedent - it is already happening across the industry to try and increase the public's uptake of digital radio.

This could be achieved by:

- **sharing skills and expertise:**
  - supporting and organising training and networking events,
  - linking broadcasters with educational and community practitioners,
  - sharing resources ( for example, by making resources such as the BBC Sheffield project/Radio 1 training CD available as widely as possible),
  - supporting educational and community RSLs with personnel and resources.

and by

- **providing outlets for completed educational and community productions**, eg. on digital multiplexes such as '*The Access Channel*' on the NOW Digital multiplexes.

Far from being a drain on the resources of the licensed broadcasters, such structured co-operation could help establish a valuable pool of future talent and forge strong community links.

## Appendix A - RSLs (Restricted Service Licences) involving young people

### 1. Schools which have broadcast using an RSL

(Source: Ofcom + schools'/projects' own websites)

#### *Long-term (current)*

- **Coombeshead College**, Newton Abbot, Devon - *Radio Coombeshead*
- **Burnt Mill School**, Harlow, Essex - *Kool AM*
- **Garibaldi Comprehensive School**, Mansfield, Notts - *Gara Sound*
- **Moreton Hall School**, Oswestry, Shropshire - *RKI FM*
- **Penketh High School**, Warrington, Cheshire - *Viva*
- **Whalley Range High School**, Manchester - *Range Radio*
- **West of England School**, Countess Wear, Exeter, Devon - *VI Radio*

#### *Short term*

- **The Arthur Terry School**, Sutton Coldfield - *ATR*
- **Beal High School**, Ilford
- **Bexhill High School**, Bexhill-on-Sea
- **Bowland High School**, Grindleton, near Blackburn, East Lancs
- **The Brit School**, Croydon
- **Chanes Edward Brooke School**, Kennington, London
- **The Chase Technology College**, Malvern, Worcs
- **Darwen Vale High School**, Darwen, Blackburn
- **Fearns Community High School**, Bacup, Lancashire
- **Gawthorpe High School**, Padiham
- **Hazelwood Infant and Junior Schools**, Palmers Green, Enfield
- **Ivy Bank High School**, Burnley - *IBFM*
- **Kings Norton High School**, Birmingham
- **Kingswood School**, Kingston upon Hull
- **Oundle School** - *OSCAR Radio*
- **Preston Manor School** - *Blaze Radio*
- **Pudsey Grangefield School**, Pudsey, near Leeds
- **St Bede's R C High School**, Blackburn
- **St Peters High School**, Burnham-on-Crouch
- **Southgate School**, Cockfosters
- **Southlands High School**, Chorley
- **Springwell Community School**, Staveley, Chesterfield, Derbyshire - *Emerald Radio* - green issues
- **T P Riley Community School**, Walsall
- **The Weald School**, Billingshurst
- **Wilberfoss CR Primary School**, Wilberfoss

## **2. Community and youth groups - some recent RSLs, 2004 & 2005**

(Source: Ofcom + projects' own websites)

This list shows recent RSLs which have/had a specific youth focus or input. Many other RSLs also include slots in which children and people are involved (for example Riverside FM, mentioned in the text above).

To find out about current and planned RSLs, see the Radio Licensing section of the Ofcom website - full contact details are shown in Appendix C below.

### **2004**

<b>Exchange Radio Norwich</b> (5-7 Oct 2004)	Norfolk Education Business Exchange + 10 schools, broadcasting from Hospital Radio Norwich
<b>Youthvoice FM</b> (11 Oct - 7 Nov 2004) North Tyneside	Youth Voice initiative (e2000), run by Millennium Volunteers, broadcasting from North Tyneside College - 2nd year
<b>Eastbourne Youth Radio (EYR)</b> (23-26 Nov 2004)	Wide range of local voluntary, business and educational organisations - 4th year - young people aged 4-19
<b>KIC FM</b> (1-21 Dec 2004) Wolverhampton	<i>Kids in Communication</i> project from Millennium Volunteers - mobile studio

### **2005**

<b>Radio Underdog</b> (24 Jan - 6 Feb 2005) Slough	Slough Young People's Centre - in partnership with Creative Partnerships and others - also broadcast in 2003 and 2004
<b>Express FM</b> (1-3 July 2005) Southampton	Young carers festival
<b>Youth FM</b> (10-31 July 2005) Carshalton	Youth broadcast
<b>Interplay Radio</b> (11-17 July 2005) Leeds	Community radio station run by young people
<b>Spin FM</b> (24 July - 20 Aug 2005) Merstham	Young people's entertainment during the summer holidays
<b>Radio Kidz</b> (8 Aug- 4 Sept 2005) Bournemouth	Summer radio training course for 11-18 yr olds

## Appendix B - References and resources

The following are organisations quoted in the text, plus some useful contacts to help those who wish to set up a radio production project with children and young people, either within the school curriculum or as a community or leisure activity.

**Awards For All** Awards for All is a Lottery grants programme aimed at local communities which awards grants of between £500 and £5,000. (See also the Big Lottery Fund *below* for projects encompassing a wider area).  
Tel: 0845 600 20 40  
Website: [www.awardsforall.org.uk](http://www.awardsforall.org.uk)

**BBC 21CC (Twenty First Century Classroom)** 21CC is a digital learning centre in BBC Broadcasting House, in central London, dedicated to exploring creative and cutting-edge uses of technology in teaching and learning. The centre is open to schools, teachers and community individuals to participate in its free of charge workshop programme. It also runs several longer-term projects in partnership with specific London schools.  
Tel: 020 7765 5643  
Website: [www.bbc.co.uk/21cc](http://www.bbc.co.uk/21cc)

**BECTA/ BETT Awards** BECTA (British Educational Communications and Technology Agency) is the Government's key partner in the strategic development and delivery of its information and communications technology (ICT) and e-learning strategy for the schools and the learning and skills sectors. Runs several awards relevant to radio production:

- ICT in Practice Awards
- Creativity in Digital Media Awards
- BETT Awards (excellence in new product design)

Tel: 024 7641 6994  
Website: [www.becta.org.uk](http://www.becta.org.uk)

**Big Lottery Fund** Launched in June 2004, the Big Lottery Fund combines the original New Opportunities Fund and the Community Fund in a single new distributor of (large scale) Lottery funding. See the website for regional/national offices and for priorities and programmes. (See also Awards for All *above* for local awards programmes.)  
Big Advice Line: 0845 4 10 20 30  
Website: [www.biglotteryfund.org.uk](http://www.biglotteryfund.org.uk)

**BT Education Schools Awards** Annual awards of £2,000 each to around 240 to schools across the UK for projects which demonstrate:

- a positive impact on pupils' speaking and listening skills
- good practice in Citizenship
- development of the skills, attitudes and experiences young people need to become active and responsible citizens.

The winners are then eligible for up to 3 development awards of £10,000 each.  
Schools can apply for the 2005-6 awards from 5th September 2005, till the closing date 14th November 2005.  
Helpline tel: 0870 333 0373  
Website: [www.bteducation.org](http://www.bteducation.org)

- CAPE UK** CAPE UK is a charitable action research project which was set up in 1997, inspired by Chicago arts education project where "learning, motivation, achievement and drop out rates were all significantly improved among the young people taking part." CAPE UK works mainly in the North West and Yorkshire regions. It was involved in the development of RadioWaves (see below).  
Tel: 0113 2007035  
Website: [www.capeuk.org](http://www.capeuk.org)
- Children 2000/ National Campaign for Children's Radio** The National Campaign for Children's Radio campaigns for, encourages and supports children's radio in the UK. It is co-ordinated by Susan Stranks, Director CHILDREN 2000  
Email: [susan.ray@btinternet.com](mailto:susan.ray@btinternet.com)
- Children and Radio** Children and Radio is a not-for-profit organisation working to promote radio by and for children and young people.  
Email: [childrenandradio@twiza.demon.co.uk](mailto:childrenandradio@twiza.demon.co.uk)  
Website: [www.childrenandradio.org.uk](http://www.childrenandradio.org.uk)
- Community Media Association (CMA)** The CMA is an organisation which lobbies for community media in the UK. It also provides advice, training and support in all aspects of community media production and delivery.  
Based in Sheffield  
Tel: 0114 279 5219  
Website: [www.commedia.org.uk](http://www.commedia.org.uk)
- Connexions** Connexions is the government's support service for all young people aged 13 to 19 in England. Connexions is being delivered through local Partnerships, which cover the same geographical areas as the Learning and Skills Councils (47 English local partnerships, plus partnerships for Northern Ireland, Scotland and Wales).  
Website: [www.connexions.gov.uk](http://www.connexions.gov.uk)
- Creative Partnerships** Based at Arts Council England, Creative Partnerships provides school children across England with the opportunity to develop creativity in learning and to take part in cultural activities of the highest quality. 32 offices around the country (England)  
National office telephone: 0845 300 6200  
Website: [www.creative-partnerships.com](http://www.creative-partnerships.com)
- CSV Media Clubhouses** There are 10 CSV Media Clubhouses in the UK, in Birmingham, Brighton, Bristol, Dundee, Ipswich, London, Manchester, Middlesbrough, Plymouth and Truro. They offer training in video, radio, web and simple IT skills to individuals and the voluntary sector. Website: [www.csv.org.uk](http://www.csv.org.uk) then select **CSV Media Clubhouses** from the 'Project Links' drop-down menu.
- DfES Standards/ Innovation Unit** The Department for Education and Skills Standards Site includes information on a range of initiatives under which radio production has been used as an innovative teaching tool in schools, including Gifted and Talented, Excellence in Cities, Advanced Learning Centres etc. In particular, the **Innovation Unit** includes an Innovation Community, which teachers can join, and (in some years but not in 2006) sponsors an innovation category in the Teaching Awards.  
Website: [www.standards.dfes.gov.uk](http://www.standards.dfes.gov.uk) then select **Innovation Unit** from the 'Pick an area' drop-down menu.

- Learning and Skills Council** The Learning and Skills Council aims to improve the skills of England's young people and adults. It is responsible for planning and funding high-quality vocational education and training for everyone. See the website for projects and funding programmes, which are administered by 47 local LSC centres.  
LSC helpline: 0870 900 6800  
Email: [info@lsc.gov.uk](mailto:info@lsc.gov.uk)  
Website: [www.lsc.gov.uk](http://www.lsc.gov.uk)
- Ofcom** Ofcom is the regulator for the UK communications industries, with responsibilities across television, radio, telecommunications and wireless communications services. It also provides help, advice and application documents for practitioners and the public, including on:
- **Media Literacy** - this section of the website includes useful resources for teachers and those involved in using media with young people.
  - **RSLs** - advice, support, plus information on planned and current RSLs. Follow links under Broadcasting - Radio, then Information for Industry, then Radio Licensing, then Radio Restricted Service Licences (RSLs)
- Tel: 020 7981 3040 or 0845 456 3000  
Website: [www.ofcom.org.uk](http://www.ofcom.org.uk)
- Ofcom publication** *The Media Literacy of Children and Young People*, a review of the research literature, by David Buckingham et al, published by Ofcom, 10 February 2005  
Website: [www.ofcom.org.uk](http://www.ofcom.org.uk), then follow links for **Media Literacy**
- NESTA** The National Endowment for Science, Technology and the Arts. NESTA invests in innovation, with award programmes on a range of topics and to a range of organisations and individuals. The majority are to adults, but schools and youth organisations can apply.  
Website: [www.nesta.org.uk](http://www.nesta.org.uk)
- The Radio Academy** The professional body for people working in the radio industry and to provide neutral ground on which the whole subject of radio can be discussed. Individual membership.  
Tel: 020 7255 2010  
Website: [www.radioacademy.org](http://www.radioacademy.org)
- The report on the first Radio in Schools project from BBC Sheffield in 2001, which was supported by the Radio Academy, is published on the project website: [www.radioinschools.org.uk/report.html](http://www.radioinschools.org.uk/report.html)
- RadioWaves** An online radio station and webzine created by and for young people. Sound files are stored on a central server and streamed across a network. RadioWaves offers students the opportunity to take part in discussions about sensitive issues and develop their skills and self-confidence. Schools pay a fee to join as members and can then load their audio onto the site. It won the BETT Award from Becta in 2004. Produced by Synergy TV in partnership with CAPE UK.  
Based in Leeds.  
Tel: 0113 246 9989  
Website: [www.radiowaves.co.uk](http://www.radiowaves.co.uk)

**SMRC  
ChildWise**

Research company specialising in research with children. Publish an annual Monitor report on media and purchasing among children in England aged 5-16.

Based in Norwich.

Tel: 01603 630054

Website: [www.childwise.co.uk](http://www.childwise.co.uk)

**Voice of the  
Listener and  
Viewer**

VLV is a campaigning organisation for quality broadcasting in the UK. It holds an annual conference on Children and Media.

Tel: 01474 352835

Email: [vlv@btinternet.com](mailto:vlv@btinternet.com)

Website: [www.vlv.org.uk](http://www.vlv.org.uk)

## **Appendix C - Acknowledgements**

*Children and Radio* acknowledge the financial support for this research project of:

### **The Voice of the Listener Trust**

101 King's Drive  
Gravesend  
Kent DA12 5BQ  
Tel: 01474 352835  
Email: [vlv@btinternet.com](mailto:vlv@btinternet.com)  
Website: [www.vlv.org.uk](http://www.vlv.org.uk)

With thanks also to *SMRC ChildWise* for permission to quote results from the *ChildWise Monitor Survey 2004-2005*.

### **SMRC ChildWise**

The Old Bakery  
111 Queen's Road  
Norwich NR1 3PL  
Tel: 01603 630054  
Email: [rosemary.duff@smrc.co.uk](mailto:rosemary.duff@smrc.co.uk)  
Website: [www.childwise.co.uk](http://www.childwise.co.uk)