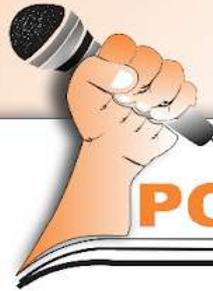




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PODCAST_INC

EMPOWERING LOCAL AND MIGRANT YOUTHS TO BECOME CONTENT CREATORS USING PODCASTS



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#Podcast4Inclusion



Follow us: <https://www.facebook.com/podcastsforinclusion/>

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TRAINING MANUAL



*Promoting responsible citizen journalism
learning from the 30 articles of the
UN declaration of Human Rights*



**Funded by
the European Union**

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Objectives of the PODCAST_INC project

PODCAST_INC aims to develop an oriented course to migrant youth and local youth aged 13 to 30, carried out by youth workers and professionals in the field of journalism and communication. Youth migrants will be trained in the production of radio programs, podcasts and articles writing, tackling the issue of human rights.

The main objectives of the project:

To train local youth, youths from a migrant background through creation of podcasts, tackling topics related to Human rights.

Promote the communication skills, competencies and employability of migrant youths, local youths and the marginalised youth.

Disseminate the project outputs with relevant stakeholders through 3 multiplier events as well as open licensing of the material and posting it online.

Objectives of the “PodCast_Inc Training Course”

The objective of the “PodCast_Inc Training Course” is to develop products that will empower youths from a migrant background and local youths to become content creators and have an additional platform, such as radio, podcast platforms (SoundCloud, Anchor, etc...) and social media from which they can make their voices heard. This manual aims to offer training through the piloting activities during the project lifetime to at least 30 youth in three countries: France, Italy and Malta. The “Training Course “also touches on aspects such as Citizen journalism, Development of critical thinking, publicity and publishing, gaining communication and soft skills which boost social inclusion within host communities.

The training course also serves to assist youth workers and professionals working with vulnerable groups to help migrant youths be more empowered by boosting their confidence in communication, learning the importance of the freedom of expression and possibly creating avenues for them for a new career in communication and journalism.

The main objectives:

Develop a training course oriented to migrant youth and carried out by youth workers and media practitioners to turn migrant youth into citizen journalists in order to exercise their freedom of expression.

Increase the skills and competences of youth workers and media practitioners to enhance migrant youths' media literacy and the diverse aspects of Human Rights.

Lead migrant and local youth into the concepts of media literacy and citizen journalism, first as receptors of the news and then as responsible content creators.

To improve migrant youth integration by the enhancement of their media and digital literacy skills, training them on how to speak on the radio, create a radio program, write an article, plan a podcast and post it on a podcast platform.

Introduction

General context about media literacy.

Citizen journalism through podcasts, freedom of expression, needs of youth workers and youth migrants.

Nowadays professional media and news broadcasters, such as newspapers, television and radio, have to deal with a constant flux of information and news, giving rise to a more prominent need to 'break' stories first, sometimes even leading them to share inaccurate quotes and false information.

The concept of "fake news" has become a buzzword in common terminology and reflects sensationalist headlines and inaccurate news content. With the rise of social media, anyone can become a content creator through blogs, video blogs (vlogs) and their social media pages, particularly "influencers" who become famous for this type of content.

Social media has also contributed to a 24/7 media cycle, whereby the average citizen can film news and upload footage to their social media pages (so-called citizen journalism) and incidents, complaints, criticisms, opinions and other news 'stories' can be disseminated quickly.

Media pages are also increasingly sharing this type of citizen journalism content, which can be edited, manipulated or taken out of context. This blends both citizen journalism and professional journalism, making it more difficult to distinguish fake news from accurate information.

Social media and modern communication methods such as podcasts are very present in young people's daily lives. Technologies allow for all to express one's opinions more easily in the context of a democratic society, but it is also important for that information to be accurate, true, factual, unbiased and relevant for the better living together.

In this context, it becomes necessary to provide them with new knowledge and skills to enable them to discern and understand different information and develop a critical mind. The evolution of the means of communication has brought to light a growing need for media literacy and training for young people, but also a need for adapted material and content for the youth workers who accompany them.

Based on these findings, the PODCAST_INC project aims to train local, migrant and marginalised youth in the concepts of media literacy and citizen journalism, first as receivers of information and then as responsible content creators. With the aim of empowering these young people to have a true and unbiased voice in addressing important issues and especially young migrants to strengthen their voice and freedom of expression.

The PODCAST_INC training course is the result of pooling the expertise of 3 organisations in the fields of media, youth, journalism and migration to create content and materials (documents, exercises) adapted to the needs of young migrants and local youth, but also to other stakeholders, such as NGOs and youth workers.

The content is divided into small modules to acquire sufficient skills to develop a podcast. The training course has been designed around a strong, unifying and universal theme: Human Rights, that should inspire and enable everyone to defend their rights and strengthen their social liberties. Learners will develop new knowledge on the subject, which they will pass on in turn through the creation of podcasts and targeted content on this essential subject in connection with their context or their host country/environment.

Focus on the three partner countries and their context: France, Italy and Malta

France - *Educational system and inclusive learning process*

In France, **Media Literacy** is laid down in the Education Code since 2013 and must be taught in middle schools. It can take various forms : isolated or long course initiatives or journalists testimonies... Diverse stakeholders can be called such as social and cultural centres... And by this, **pupils learn to become responsible citizens in a Society characterised by the increased number and the accelerated flows of information due to media concentration and mistrust of media**. Legislative context is essential too ; the national authorities are currently addressing these issues by launching the recent Law against fake news and the audiovisual field's reform to come.

French Schools must in parallel prepare each pupil for its citizen Life. **Education in Human Rights and the rights of the child is totally part of the education program**. It takes part in **the fight against intolerance, racism and antisemitism**. Educational actions supported by time periods or in the form of prizes or contests are privileged means to lead this pedagogic work.

The topic of the location of schools, especially the level of teaching-learning process in immigration had become central due to the evolution of the migrant flows.

Each year, Scholastic institutions must integrate several tens of thousands of newcomers (60 000 in 2018) that may be less familiar with school habits, French language and French culture. As general legal rules, the Law of the 8th of July 2013 in favour of reforming the school system reaffirms the need for **the promotion of an inclusive school**.

Media Literacy must provide local youth and young migrants with new knowledge and skills in order to help them to develop an informed and critical understanding of media information, be able to act, search, produce and disseminate information in an enlightened way. Media Literacy must stand shoulder to shoulder with them all Life long, working at their **individual and collective emancipation, in order to make them become free and responsible regarding information and thus contributing to an enlightened and informed democratic debate**.

Italy - *Adapting approaches and tools for media literacy*

Communication in recent years is changing radically and, while the search for content and teaching methods is still in progress, new perspectives and new needs emerge in the education system.

Media education, even if present in formal indications, **is scarcely implemented in Italian schools, limited as it is to episodic situations** that find greater confirmation in informal settings.

Italy has not yet launched a systemic and formalised educational action that would make it possible to respond to the now increasingly widespread problems inherent in the use and abuse of the media by the various segments of the population. Media Education, although substantially referred to in the formal indications, is in fact little present in schools, being limited to episodic situations that find greater attention in informal settings. Nevertheless, the world of work demands increasingly refined comprehensive media skills, and the network itself discusses the problem in the various communities and in spontaneous discourse.

The basis of the intercultural approach must take into account the formation of identities linked to gender, age, life experiences, and the places in which one grew up, and not only the national origin of family units, which are more and more composite and mobile, increasingly composite and mobile.

To respond to the need for media literacy, initiatives such as Share Radio among many others, are proposed as an educational tool: **narration allows people to enter into relationships and recognise themselves as protagonists of their own life story.** The “doing together” and the pedagogical narration allow the creation of cultural products useful for the enhancement of relationships and the territory. The audio/podcast/radio medium enables the development of specific skills, supports and promotes a willingness to listen and to share project paths. The collection of sounds can also take the form of more traditional reportage or documentaries collecting the stories of young audiences on social and cultural issues.

Malta - *At the heart of migration: media literacy against misinformation*

Malta has been part of the European Union since 2004 and is its smallest country (320km² and 500 000 inhabitants), located between Europe and Africa, the island is since antiquity a strategic point between the 2 continents. Even with its size, the island does not escape the constant flow of information, misinformation and fake news related mainly on social networks, around controversial policies or current events, but particularly around a sensitive subject: **immigration.**

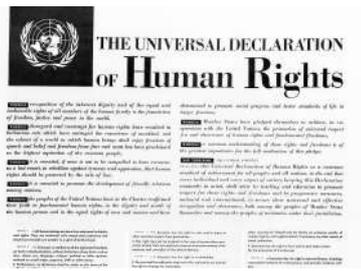
Due to its geographical location Malta is at the heart of a migratory route, the arrival of migrants around the island is often the subject of much controversy, for political but also humanitarian reasons. The spread of **fake news and misinformation** (*wrong figures, misappropriated photos...*) about migrants is widely spread on social networks and contributes to reinforcing **an anti-migration feeling within the Maltese community.**

The recent case of a 4 year old girl who died at sea of dehydration in Maltese waters, questioning the inaction of **the Maltese government,** is a representative example of sensitive current affairs generating a large flow of disinformation on migrants, widely relayed by the population on social networks. In this context, NGOs and **human rights defenders** are struggling to make their voices heard and to re-establish the right information to fight against preconceived ideas and fake news around immigration.

This is particularly concerning, considering that in a ranking of resilience to fake news, Malta ranked 21st out of the 27 EU countries. In the 2018 PISA (Programme for International Student Assessment) survey, **Malta ranked below average in distinguishing facts from opinions** as well as in reading performance.

Both migrant and local youth in Malta need the tools and knowledge to be able to analyse and discern different information. It is therefore necessary and urgent to develop and make media literacy more accessible, as early as possible through the educational system and through local innovative initiatives. They also need to be able to **make their voices heard on important issues** and to be able to defend their fundamental rights as stated in **the Universal Declaration of Human Rights.** The involvement of NGOs and institutions committed to the defence of human rights, as well as citizen journalism, which at its own level is also an effective "lever of action" against fake news, all represent **indispensable alternatives to misinformation** on social networks and to the fight against preconceived ideas in Malta

An overview of the Universal Declaration & the Human rights



A Brief history of the Declaration of Human Rights

After World War II and the creation of the United Nations, the international community vowed never to allow atrocities like those committed during that conflict to occur again. Leaders around the world decided to reinforce the Charter of the United Nations with a road-map guaranteeing the rights of everyone, everywhere and at all times.

On 10 December 1948, the 58 Member States which then constituted the General Assembly adopted the Universal Declaration of Human Rights in Paris at the Palais de Chaillot. To commemorate its adoption, Human Rights Day is observed annually on December 10. This founding document – translated into more than 500 different languages – continues to be, for each of us, a source of inspiration to promote the universal exercise of human rights.

What is the Universal Declaration of Human Rights and what does it protect?

The Universal Declaration of Human Rights is the pillar document which articulates fundamental rights in 30 articles. It declares that human rights are universal – to be enjoyed by all people, no matter who they are or where they live. The Universal Declaration includes civil and political rights, like the right to life, liberty, free speech and privacy. It also includes economic, social and cultural rights, like the right to social security, health and education.

“ We Are All Born Free & Equal... Don't Discriminate... The Right to Life... No Slavery... No Torture... You Have Rights No Matter Where You Go... We're All Equal Before the Law... Your Human Rights Are Protected by Law ”

Why is the Universal Declaration of Human Rights important?

When talking about human rights, we have the perspective of individual liberties which are the essence of humanity. They are free from external restraints in their exercise and are considered to be outside the province of a government control. They range from the liberty to move freely, the right to a fair trial, the protection against servitude, the right to seek asylum or to get married...

“ The power of the Universal Declaration is the power of ideas to change the world. It inspires us to continue working to ensure that all people can gain freedom, equality and dignity. One vital aspect of this task is to empower people to demand what should be guaranteed their human rights. ”

Zeid Ra'ad Al Hussein, HC UN HCHR.

- TRAINING COURSE -

Module 1 - Critical thinking and Media literacy

1. Critical thinking

Activity - Voice to participants

Ask if someone can give the definition of critical thinking. Ask questions about what they read, watch and hear.

Critical thinking is according to the Oxford dictionary the objective analysis and evaluation of an issue in order to form a judgement. The key words here are: **form a judgement**.

Expand on that - Explain that it is important to question everything even if it comes from what we usually call a “reputable source” (what is a reliable source? Give examples: CNN, BBC, Times of Malta, Governments, Authorities. Religious authorities).

Example - Publication shared by reputable news, the woman who gave birth to 10 babies.



Critical thinking does not mean that you deny everything that you hear. It means that you can hear and listen to many different opinions and then you have enough elements to build your own opinion on a given issue.

Critical thinking in 5 dimensions:

- **Interpretation**: Understanding the immediate meaning, undertones = ironic, parodic
- **Analysis**: Perceiving logical relationships between different elements
- **Evaluation**: Relevance of an argument, reliability of information sources
- **Inference**: includes 3 types of reasoning: deductive logic, probabilistic reasoning about possibilities and inductive reasoning such as understanding through examples
- **Explanation**: the ability to formalise and justify one's own reasoning in a clear manner

Example - Religions: all believers are convinced that their religion is the best one, but with critical thinking, you accept that everyone is free to embrace the religions they want. Critical thinking is an important skill that one must possess.

You can develop your critical thinking skills using brain teasers.

Activity - Test their critical thinking with one brain teaser.

- A man is looking at a photograph of someone. His friend asks who it is. The man replies, “Brothers and sisters, I have none. But that man’s father is my father’s son.” Who was in the photograph?

- Before yesterday Carla was 15 years old. In the coming year she will be 18. What day is it?

2. Media Literacy

Activity - Voice to participants

Ask if someone can give the definition of media literacy.

Media Literacy is the ability to identify different types of media and understand the messages they're sending (*Common-sense media*).

Explain what being literate means: someone who can read and write.

Explain that literacy entails access to a wealth of knowledge that can be confusing and even misleading if one does not inform itself accurately.

Now explain what the media is and why it is important to be media literate.

The media is print, video, radio, the internet. Media Literacy builds an understanding of the role of media in society. It gives you essential skills of inquiry and the ability to self-expression which is necessary for citizens of a democracy. (*Center for Media Literacy*). The internet, newspapers, radio and television provide with a lot of information, so it is necessary to:

- ⇒ Be able to understand and analyse information.
- ⇒ Be able to transmit it.
- ⇒ Use the Internet effectively and the information found.
- ⇒ Becoming not a passive but an active information consumer developing a critical mind.

Activity - "Who benefits from the crime"

Making assumptions about "who benefits from the crime". For each piece of misinformation proposed, learners can speculate on why it was spread.

Was it to make people laugh? / negligence? / To generate clicks? / To advertise? For whose benefit? / To convince or to harm? To convince whom? To harm whom?



1



2



3



4 "Migrants boarding a large ship to take over Europe "



5 The woman who gave birth to 10 babies.

Then explain the different misinformation :

- 1) News site that wants to **create buzz** and generate clicks (*commercial interest*)
- 2) **Hijacking** of a real Washington post cover, published on the same day by anti-Trump activists (*Political*)
- 3) **Satirical** newspaper whose aim is to **amuse** the readers (*make laugh*)
- 4) **Out-of-context article photo** with thousands of migrants supposedly boarding a large ship to "take over" Europe, anti-migration campaign to influence and provoke reactions (*ideological and political purposes*).
- 5) Article published by BBC News due to **negligence**, unverified sources (*competition / "break" the news*)

Example – Editorial lines and political orientations:

The press analysis highlighted the negative front pages of several newspapers on asylum seekers, refugees and immigrants, especially in the run-up to the presidential elections, even publishing fictitious information and figures.



Newspapers publish anti-immigration stories

3. Accuracy and accountability in media literacy

Activity - Voice to participants

Ask learners what they understand/know about fake news.

Explain what fake news is

False stories that appear to be news, spread on the internet or using other media, usually created to influence political views or as a joke. (*Cambridge dictionary*)

- **Consider the source:** who is sharing the news, where was it published?

Example: Sharing from a friend's profile, just because he is a friend... a friend can be misled. Always go to the source yourself. Read beyond (do not stick just to the headline, what is the full story).

Example: Judging an article only from the headline can be misleading. Some people comment on articles without having read them. Read all or avoid commenting on it.

- **Check the author:** who wrote this? Is it a real person? What else do they write?

Example: Personal blogs. They can be good. But they are most of the time personal opinions and the author has his own agenda. Use your critical thinking skills.

Supporting sources (Is there anyone supporting this information? Who are they? How many news outlets have reported it? Does it support the story?)

Example: Who else is talking about that story in the newspaper? Has it been relayed to a reputable news outlet?

- **Check the date** (is it still relevant? How old is this information?)

Example: Some outrageous news gets shared over again to create conflicts. If you get very angry while reading a story, double check it, maybe it is done on purpose just to create shares and sell advertisements. Is it a joke? (Is this a satire website? Who shared this and why?)

Example: for satire news channels <https://www.theonion.com/> <http://nationalreport.net/>

- **Check your own bias:** Does my belief interfere with my judgement? Ask the experts: Double check the information with reference to scientific reviews of statements by experts.

- ACTIVITIES -

Activity - Video

Watch the 4min video by Damon Brown TedEd on youtube: "how to choose your news."
Then discuss.

Activity - reverse-image-search.

Retrieve the source of an image. On the platform "Tiny Eye".

Activity – Understanding the threats of fake news with human rights example

The UN Committee determines that all humans have the right to free and fair elections, a right to health, and a right to non-discrimination.

- Ask if anyone can give an example of the dissemination of fake news - whether intentional or not - that pose significant threats to our human rights. Then exchange and discuss on of the following examples

[Examples: to illustrate and to feed the discussion]

Free & fair election: Article 21 of the Universal Declaration for Human Rights describes a free and fair election as citizens having the right to choose their leaders in free, fair, and regular elections. In addition, voters have the right to access accurate information about parties, candidates, and other factors that may influence voting. With the fake news and the spread of public opinion through social media, the line between what is fact and what is fiction is becoming ever more blurred.

Example: (Trump's fake news on Twitter and the accusations of other media outlets were enough to convince many Americans of the irregularity of the elections).



Right to health: is also endangered by the spread of fake news which often contradicts information about health care and disease prevention. Studies show that 40% of health news shared online is fake, with vaccines a big area of concern. For example, recent misinformation that the measles, mumps, and rubella vaccine can cause autism resulted in multiple declarations of public health emergencies, according to the UN.

Example: *(Information regarding health and medical treatments has also been politicised in recent years. Trump, Maduro, and Bolsonaro incorrectly promoted the use of homemade remedies, unapproved drugs, or bleach as a means of curing the COVID19. Downplaying the severity of the virus supported their political decisions).*

Right to live without prejudice or discrimination: This right is threatened by the spread of fake news which often focuses on certain groups in society, such as migrants or ethnic minorities. The spread of misinformation often dehumanises minority groups, branding them unworthy of citizenship or even encouraging discrimination. Unfortunately most of these offences are categorised as a form of **group defamation**—a lesser offence to hate crime with a lesser punishment. This means that punishing someone for spreading misinformation that incites violence or encourages prejudice is very difficult.

Example: *(In 2017, Germany responded to online animosity towards migrants by expanding its group defamation laws to include social media giants such as Facebook, Twitter, and Google).*

Point of attention and focus: Fake news as a pretext for censorship and freedom of expression

A threat to Freedom of expression: Whilst the above-mentioned threats to human rights remains an issue, there lies another issue with **trying to control or monitor fake news through policy responses** because **such laws pose a risk to the right to freedom of expression**. There are widespread concerns that criminalising fake news could lead to censorship and the suppression of critical thinking and dissenting voices.

Example: *(Malaysia's 2018 Anti-Fake News bill, for example, has already been denounced for targeting freedom of expression, notably with the arrest of a Danish citizen for his criticism of the police on social media.)*

As a result, the question of what can be considered the dissemination of false information with malicious intent and what is simply an expression of opinion still remains unclear to many authorities. Until we are able to properly fact-check and punish those who contribute to the problem, our human rights will continue to be threatened. **The ability to develop critical thinking and to remain cautious therefore remains essential for all of us.**

human rights pulse www.humanrightspulse.com

[Read more:](#)

Module 2 - Citizen Journalism

Activity - Voice to participants

Ask if someone can give the definition of journalism and citizen journalism.

1. Journalism

It is the act of gathering and presenting news and information. It is a form of communication, a one-way message, or story, from the journalist to the audience. In democratic societies, the media are usually referred to as "Fourth Estate".

Explain 4th estate

By extension, the fourth estate includes all means of communication that can serve as a counterweight to the three powers embodying the State (executive, legislative and judicial), using the principle of protection of journalists' sources of information



A **journalist** is a person who delivers accurate information to a given audience. He acts as a conduit, narrating an objective story about something that happened or is happening, based on his or her observations and discoveries. It is an important profession that protects a democratic state by allowing journalists to act as watchdogs for citizens and hold government officials accountable. Public interest is what drives journalists, they are the servants of the people, they are the interpreters of events, watchdogs for the ordinary man or woman.

Citizen journalism, according to Wikipedia is:

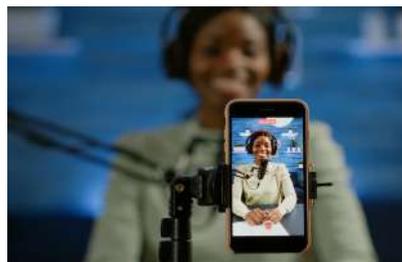
- ⇒ Based upon public citizens playing an active role in the process of collecting, reporting, analysing, and disseminating news and information.
- ⇒ An alternative and activist form of news gathering and reporting that functions outside mainstream media institutions, often as a response to shortcomings in the professional journalistic field, that uses similar journalistic practices but is driven by different objectives and ideals and relies on alternative sources of legitimacy than traditional or mainstream journalism"(Radsch).
- ⇒ When the people formerly known as the audience employ the press tools, they have in their possession to inform one another (Rosen).

Who is the citizen journalist?

With our mobile phones, we can all be citizen journalists.

Some do it in a structured way, example of bloggers.

Some do it randomly, example of the girl who filmed the murder of George Floyd.



2. Opinions and facts

Journalism is about facts.

A journalist must be able to make a difference between “opinions and facts”. In a news report, the journalist does not have the right to give his own opinion. However, he can include the opinion of persons included in the story. A fact is objective and verifiable information.

Inversely, an opinion is subjective and proper to an individual. Contrary to the facts, it is therefore questionable according to the criteria and thoughts of each person. But although a fact is verifiable, it can be wrong. We call fact checking, the act of checking if a fact is true or not.

Example of a wrong fact:

A woman gave birth to a decuplet in South Africa. After checking, it was wrong.

Opinion or fact: if I say, “In Malta, there are approximately 490.000 of people”, it is a fact. Because it is verifiable. However, if I say “Malta is a little island” is an opinion. Indeed, it is not verifiable, it is just my opinion according to my criteria of size.

Fact is a piece of information that can be proved with concrete evidence	Opinion is a view or judgment about something
Can be proved or verified with evidence	Cannot be proved by evidence
Objective	Personal & subjective
Does not change	May differ according to different people

Pediac.com

Example:

The earth revolves around the sun.

The earth was created by an omnipotent God.

Activity – Facts or opinions.

Quote sentences to the participants. Some are opinions and some are facts. Ask them to tell the difference.

- 1) There is a global warming of the climate (F)/ The temperature outside is not so warm. (O)
- 2) Genocide in Rwanda is wrong (O) / Thousands were killed in Rwanda (F).
- 3) The current US president is a man (F)/ A woman will win the presidency in 2024.(O)
- 4) We should be satisfied with the equality in our country compared to others. (O)/ Inequalities between rich and poor worsens, Billionaire wealth increased more during the pandemic than the 10 last years (F)
- 5) Equality and justice in the world is not so bad nowadays (O)/ There are increasing economic, gender and racial inequalities and inequalities between countries this last years (F)
- 6) Human conditions became acceptable with the abolition of slavery. (O) / More than 40 million people are victims of modern slavery (F)

3. Content creation

How to write a journalistic article

Participants will create a 250-word article about human Rights.

Ask if any of them have ever written and published a piece of article.

Explain the technical aspect of a good article:

⇒ **THE HEADLINE**

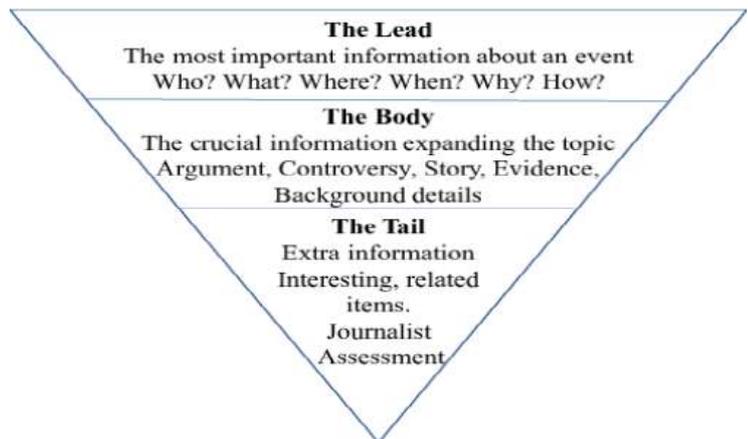
The text printed in large letters that grabs the attention of the reader.

⇒ The lead

⇒ The body

⇒ The tail

Inverted pyramid



Give some examples, practice with participants.

Identifying the audience

- ⇒ Who are you talking to /writing for?
- ⇒ What do they know about the topic?
- ⇒ Talk to them as if you were talking to friends, in a way that they can easily understand.
- ⇒ Keep your language simple, avoid technical words or jargon.
- ⇒ Do not expect everyone to be an expert on the topic or know technical words, explain what you mean.

Are you going to share an opinion or a fact?

For opinions: State that what you are about to say is your opinion or experience. Remember not everyone has the same opinions or experiences that you, so do not expect people to agree. Be open to listen to other people's opinions and experiences. Be respectful.

For facts: State your source, where did you get this information from. Is the source trustworthy? Is the information relevant to the topic?

Other tips: Speak/write clearly. Keep yourself informed. Not all opinions are relevant. Know your intention, your agenda.

Activity – Introduction to human rights.

Distribute the summary list of the 30 articles of the Universal Declaration of Human Rights. With the skills acquired, each participant will create an article of 250 words on one of them. They will have to choose and cite their own sources and illustrate their topic as much as possible with expert data and/or current facts.

Handouts: In annex, the summary of 30 articles of the Human rights as a handout. Every participant picks one and writes about it.

Module 3 - Creating audio product & Building a radio program

1. Defining editorial line and different forms of the PODCASTS

Editorial line

An editorial line determines how to communicate in various Media. It has to define the media identity, the tone used, the intended target, as well as dictate the choice of themes and subjects.

- **The Target:** Which audience do we want to reach ? From which age, professional field, sex.... ?
- **The Themes/Subjects:** Who are we talking about ? In our case the Human Rights
- **The Tone used:** How do we talk about the subject ?

Another point is to acknowledge the **Power of Proximity**. The Power of Proximity refers to how to get the listener's attention. It is the "human tendency by which people are more interested in news happening close to them, to their area, to their culture.. It is the way to involve and affect listeners.

The **six main components** of power of proximity:

- **Time:** Information from Today is more relevant than information from Yesterday.
- **Geographic:** The closer our information is, the more it will concern listeners.
- **Emotional:** we are more affected by Our passion than by others (Health, sex, security...)
- **Social / professional sphere:** our social environment is more relevant than our neighbour's .
- **Notoriety:** celebrities' Lives strike more than facts concerning ordinary People
- **Scarcity:** What is unique « is more important » than what is usual

Activity - Voice to participants

Ask all participants to give examples of the origin of the news that they read most, what newspapers, tv news. Why are they concerned with that information and not others?

Podcasting

Activity - Voice to participants

Ask if any of the participants had ever participated, realised/listened to a podcast. Ask them to talk about it.

Podcasting can take different forms with a short layout (usually 5-7min max) or with a much longer layout.

Different forms of podcasting:

⇒ **The Street interview (or vox pop)**

Vox pop will allow a subject to be alive and full of rhythm, putting the light on local inhabitants testimonies, and showing different opinions. This will call for the listener to obtain an overview of the situation, make its own opinion and to change or confirm its mind/position.



⇒ The Vox pop consists of:

- ✦ Meeting People/inhabitants in the street, and asking them about a hot topic (or not), a subject that affects a number of citizens. It can be a timeless subject.
- ✦ Choosing an issue and an angle.
- ✦ Meeting different interlocutors (individual or group, age, sex, professional and social environment....)
- ✦ Vox pop requires to first prepare at least 5 questions and ask the same questions to all interlocutors.

⇒ The Audio report (with a short or a long layout)

Choosing a suitable format for your radio report.

Long audio report in radio is the ultimate exercise, combining radio writing, interview, creativity, audio editing and analysis. Making an audio report is about telling a story, like in a movie.

- ✦ Audio reporting can relate to an event, an association, a corporate.....and put the light on a subject with a common thread.
- ✦ There are different interlocutors (for instance in an association; volunteers, members, beneficiaries, workers)
- ✦ This requires a Time of Preparing and collecting information in order to master the topic before audio reporting. Then be guided by the meetings you make!
- ✦ Audio reporting has an angle, but this can evolve while going through the audio report. You can imagine whatever you want in your audio Report!
- ✦ Duration 5-7 min for a short one, between 20 and 45 min for a long one. An open duration based on your interest and your audience.
- ✦ Make a careful work especially at the beginning and the end of the audio report, as it is in a good movie, in order to get the listener's attention.

Use your 5 senses and use the rule of the 5W (Who – What - When - where - why ?)

Insert some background music in order to make it lively and full of rhythm. And add some ambient sounds!

⇒ The Radio chronicle

- ✦ A radio chronicle is about a specific topic.
- ✦ It takes the principles of a press article ; the hook must make you want to listen to it!
- ✦ And the conclusion must be significant!
- ✦ It should contain enough information that get the listener's attention!

⇒ The Radio Show

Radio shows aim at entertaining, supplying information, having fun, giving emotions: Learn – entertainment- evasion - dream - comedy - practice - mystery....

- ✦ It must be prepared (written), structured (with marks for the listener), with rhythm (alternating sounds and texts), mastered (time management), various (content and form)



✦ Always keep in mind that the radio show is listened – aimed at listeners!

✦ For instance, a radio show could be structured with an **Introduction - body - Conclusion**

✦ The **introduction must be short and powerful**, it gives the tone with basic information (Law of the 5W (Who – What - When - where - why ?)

✦ A main anchorperson or 2 co-presenters with a team of journalists

✦ Write down everything ! Write your interventions and your transitions

✦ Apply the Law of « **the 3 words per second** » (in average). Ex : text of 60 seconds = text of 180 words

✦ The 5W (Who - What - When - where - why ?)

✦ Write in the **present or simple past tense!**

✦ Make **clear precise and accessible sentences** ; it is an oral style – not a written style!

✦ Use your **5 senses to better describe**, feel and share with listeners what you want to share.



Activity - Voice to participants

Ask participants to pick a 180-word text and read it clearly in 60 seconds.

2. Preparing the recording and equipping yourself & The making

Some essential rules:

✦ sound recording is very important – the best sound recording is, the easiest audio editing will be!

✦ In radio, it is important to protect yourself from Wind, Rain and external disturbing noise.

✦ Check your equipment before the recording. Creating a checklist is a good practice.

✦ Always use your headphones while making a vox-pop, chronicle, audio report or a radio show!



⇒ **Making a Vox-pop (or street-interview)**

- Check the equipment (batteries, questions, the record button is on...)
- Identify the individual or group you will meet
- Protect yourself from external disturbing noise (noise such as the car passing close-by., wind, rain....) ; and if possible suggest your interlocutor to move out on a less noisy spot.

- Move the microphone closer to you when you ask a question, and then closer to the person you are talking to when they answer.
- Approach the person with a short sentence in order to explain your initiative (with a smile).
- In case of a refusal, it is OK - say « have a good day »
- Ask the same questions and adapt them accordingly. The goal is to get various answers that can make your Street interview richer ! (*different gender, ages, colours*)
- Listen carefully to your interlocutor and bounce back in order to go deep with the issue – then keep in mind the questions and ask them to continue the interview !
- Have empathy and be curious !
- Stay in the flow- keep control of the entire Vox-pop ! And above all, have FUN !



- Activities -

Activity - Making a Vox-pop

Choose a subject and 5 questions - go in the streets - ask the 5 same questions to different categories of people in the streets.

⇒ Making an audio report

- Having chosen the subject and the angle, get in touch with the interlocutors you wish to interview.
- For interviews, do not hesitate to repeat questions but in a different way – it will give you different answers – You will then select and delete what we prefer during the editing.
- Do your checklist.
- Record some ambient sounds when you arrive at the location of the report. They will be used to give a colourful note to your report.
- Be mindful of the law about recording sounds in private areas. Check the laws in your country before recording anything.



Activity - Sound recording

Go out and take some sounds (nature sounds, human voices, urban sounds)

⇒ Making a chronicle

- Give **rhythm** and add **tone** !
- The chronicle lasts **between 30 sec and 5 minutes** (in average 2-3min)
- In case of a **conversation with the main radio presenter**, say the introduction, then pass the line to the main presenter –who will pass it back to you, and so on and so forth, so that it will **be a ping pong game!**



Exemple - watch a video tutorial on youtube about a chronicle (according to partner country)

Activity - Making a chronicle

Everyone prepares a chronicle of at least 2 minutes each and practises with another participant.

⇒ Making a radio show

- Conduct micro and sound **checks** (for the good listening to the headphones) before starting.
- Use the **inverted pyramid** of order of importance for **radio chronicles** and for **interviews** (starting from large info to thin).
- **Explain the abbreviations** (everybody does not know about acronyms) and **avoid heavy wording** (for instance : « 1 in 4 people» speaks more than 25%)
- **Avoid the audio pops** and the « euh... ». And Play with words !
- Talk to the listeners ! (**involve them** from the beginning !)
- **Be powerful**, do not hesitate to tell things in order to cause reactions
- End your text with a **smart conclusion**.
- Exercise using different forms of podcasts ; chronicles, interviews,in a studio, on the phone, alone, at two with more than 2 people.....
- Pick a topic, choose issues you are interested or keen on....
- A conclusion that is **short and powerful**, such as the introduction.
- **Allocate the roles** and keep in mind that you are a Team – stay United !
- We use a **radio driver** (conducteur)
- Practise your vocal. - Keeping a neutral tone (avoiding ups and downs) And above all Have FUN !



Activity - Vocal exercises

*Do some vocal **exercises** before **starting** to speak, before recording **the** radio show*

3. Recording and audio Editing

Recording

While launching the recording, always keep an eye on the recording device , in order to make sure the recording button is “ON”. Once the recording is finished, do not forget to save your work and keep it in a file. It is now time for the audio editing.

What do you need for recording ?

✦ In case of a **street interview** or a **radio report** :

Some light devices such as a ZOOM H4N pro™ recorder + micro + cable + headphones + SD card.

✦ In case of a **chronicle** or a **radio show** :

Radio Studio (fixed or mobile) with a mixing console + cables + headphones + microphone stands + microphones + headphones splitter.

But the above can be worked around with a mobile phone that nowadays combines a lot of useful applications. So the audio recording app of the mobile phone can be used efficiently. Make sure you have enough memory before recording.

Audio Editing

Different types of audio editing software can be used – the goal of editing stays the same ; It consists of deciding which parts of the recordings will be kept, in order to make a final product, ready to be broadcasted – aired on radio. **This is the creation of the podcast.**

⇒ A few examples of good radio Editing software :

- AUDACITY™
- REAPER™
- ADOBE™

Numerous free tutorials are available online to quickly learn the basics and the skills needed to use them. Free Podcast applications for podcasts are also available. Example: : ANCHOR™

⇒ Steps to audio editing

- Use **multi tracks** in order to treat separately all your different recordings.
- **Process the sound** - amplify the volume, bass, etc, until you are satisfied.
- Keep the **spirit of the podcast** with the **right background music**. Select the areas to cut-copy-taste
- **Delete** all the audio pops and the “euh...” **all disturbing sounds**. Also delete « Hello, thank you... », **repetitions and unuseful words** according to the form of a podcast (vox-pop,report,show, chronicle...)
- **Add sounds and music** - use other effects – and do your **transitions** (thanks to effects)
- Make it **dynamic** !

⇒ Then proceed to **the mix**, that is to say **putting together multitracks making it in one single track**

⇒ Then save it and transform it into a podcast with the audio format (MP3) –

The PODCAST can now be used to be transferred, published and promoted !

***Using a Podcast application:** With your smartphone, download the **ANCHOR** free application and follow the instructions. It's easy and fun. You can have a group speaking in turn with accessories such as lapel microphones.*

- Activity -

Podcasting

Listen to a short podcast and try to analyse the different steps of its conception.

Download the ANCHOR application and record a 1 minute podcast.

Describe the different elements of recording - What can you say about Audio Editing?

Module 4 - Technical skills for audio production



1. Recording out of a professional studio.- Recording devices

Activity - Voice to participants

Microphones and recording devices. Ask participants to talk about their experiences using microphones.

It is **not always necessary to have a radio studio** to make radio shows and podcasts. The production of journalistic reports, audio documentaries, sound cards, audio diaries is based on the collection of voices and sounds to be cut and mixed during the editing phase. The only limit is **creativity**.

Recording devices

- Having an **mp3 recorder** available, or even just a **smartphone**, allows you to **record the sounds that characterise the places we want to tell**, or that are just the backdrop to our story. Not only that: in addition to being able to tell what we see, we can immortalise it as it happens: recording what happens often is more effective than telling it later.
- If it is true that a smartphone can be enough to record sounds and interviews, on the other hand, **modern mp3 recorders offer a series of additional tools that can be very useful for recording good quality clips**: listening with headphones while recording, graphic representation of the intensity of the sound being recorded.

How-to to make best use of the recording devices

When recording outdoors with sensitive microphones it is always advisable to.

- ❖ Apply a **protective sponge**, this has an anti-pop function in the voice recording (which prevents the P's being pronounced in front of the microphone, which have a strong sound intensity, from ruining the recording) and a windproof function (even a slight breeze with a sensitive microphone can become a rustle that renders recording unusable).
- ❖ Use a **directional microphone** for a directional effect, preferred for recording a voice excluding background noise,
- ❖ Use a **multidirectional microphone or panoramic**, to collect the sounds of an environment.



Activity -

Show the different types of microphones and their functions.



Large Diaphragm Microphones (LDMs) are generally the choice for studio vocals, and any instrument recording where a more "deep" sound is desired.



Small Diaphragm Microphones (SDMs) are generally the best choice where you want a solid, wide frequency response and the best transient response, which as we mentioned before, is the ability for your microphone to reproduce fast sounds, such as stringed instruments. SDMs are also the preferred choice for concert.



Shotgun Microphone are great for pinpointing the exact audio you want without the problem of audio interference from surrounding ambient noise. The mic can be manually held using a boom pole or attached to a boom stand.



Handheld microphones are typically what you see local TV reporters using. They are useful for "run and gun" type of situations.

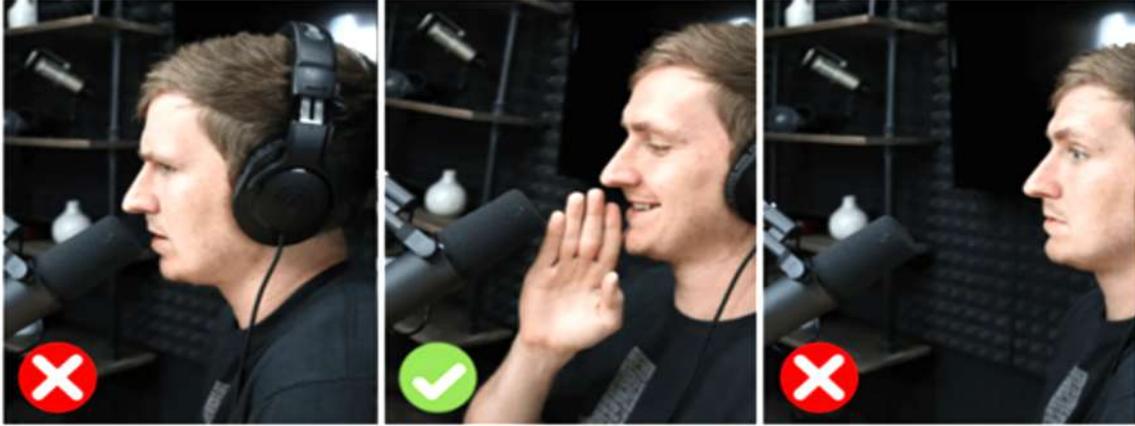


Lapel Microphones are tiny little mics, also referred to as lavalier microphones that clip to someone's shirt or tie and are usually used in a sit-down interview situation. These are great for capturing consistent audio levels as the microphone does not move around like a handheld mic. (Helpful Hint: always tuck away wires and cables for a more professional look.)

Editing

✦ To record a voice, it is good to keep the microphone quite close to the speaker's mouth, in the case of an interview, the microphone must alternately point towards the guest and towards the journalist. Never leave the microphone in the hands of the guest, it is important to keep control of what and how it is recorded.

Good proximity



✦ Once the registration is finished, it is important to **immediately archive the file** or files obtained, noting the **name of the person** interviewed, **place** of registration, **date**. A messy archive can make the editing phase very tiring.

✦ Do not throw anything away: even if only a few clips are used to make the final edit, it is always advisable to **keep a copy of everything you record**, filing it carefully. One day the same material could be useful for another project.

✦ Works are not left in the drawer: the radio is made to be listened to and **it is important to collect impressions and opinions on one's work**. You can use an online platform and share the link or, if the podcast is not too long, send it directly with an email or a message.

Activity - Recording folder

Create a folder where you store all your recordings

Example -Using Google Drive, Dropbox or One Drive, or any other cloud service. You can also upload your files on your computer or phone. Watch an online tutorial on the use of free cloud services.

2. Recording in studio



Use of the mixer

Activity - Mixer

Introduce the mixer to participants. Ask if anyone has already used a mixer and what for. If necessary, invite a professional who can talk about it.

The basic function of the mixer is to **mix the sounds coming from different sources** (microphone, musical instrument, digital audio track player, smartphone, etc.) by controlling their **volume** and **equalisation** to obtain a **single output sound stream**.

There are many different models, with prices ranging from a few tens to thousands of euros. Each has its own characteristics, in case you have to make a purchase it is important to carefully evaluate what you expect and what budget you have available.

Doing radio

It takes very little to make radio: **two microphones inputs and a stereo track (music) are enough to record a radio talk show**. In this guide we will examine only analog mixers, trying to offer useful working tools regardless of the mixer model with which you are preparing to work.

The input channels (In channels) - microphone and stereo inputs, **often abbreviated as "IN"**, allow you to connect **mono inputs** (which reproduce the same sound to the right and left) to the mixer such as microphones and musical instruments (for example keyboard and guitar) and stereo inputs (which therefore provide different sounds on right channel and left channel, as in music) such as computers, portable players, smartphones, tablets.

"Mono" channels and "Stereo" channels

Mono channels have a number that identifies them, the connector can be **Jack** or **XLR** Only one cable can be connected to each mono channel, which will transmit a signal equal to the left and right output channels.

Stereo channels are identified by a pair of numbers, the connector can be a pair of **Jack** or **RCA** inputs. To connect the mixer to an audio playback device (computer, tablet, smartphone ...) A cable is used: at one end there will be a **mini-Jack** (suitable for connecting to playback devices that usually have a headphone output) and at the other end, two jacks or two RCAs. The output signal will be stereo, preserving the balance of the original track. With this input, we can also record phone calls, which can be useful for carrying out remote interviews or interacting with listeners during a live broadcast.

Activity - Technical aspects of a mixer

Walk participants through all the technical aspects of a mixer. Invite a technician that can use simple words to explain the mixer

Practise the jargon: The input channels usually offer the following controls on the mixer

- **Volume**: often this is a fader (slider), in smaller mixers it is a wheel.
- **High - Mid - Low equalisation**: management, usually with three wheels, of the high, medium and low frequencies at the input.
- **Gain**: additional gain on the volume, to be used with care in order not to distort the signal
- **Aux**: volume of the single channel in the aux output mix (little used in radio).
- **Pan**: controls the stereo balance of the output channel: offers the possibility to “shift” the sound to the right or left (r or l on the mixer).
- **Low cut button** (cuts some low frequencies, giving better recording / broadcast quality).



The Out channels - Speakers, registration, headphones

The mixer output channels, often abbreviated to “OUT”, allow you to record, amplify, stream, and listen to the final mix (the result of the sum of all the tracks) through headphones.

The output channels on most mixers are:

- **Main out**: main output, controlled by one or two faders on the right of the mixer
- **Phones**: stereo output to connect headphones and listen to the main out

- **Monitor out:** often has the volume control with the same wheel as the headphones, it can be useful to have different volumes in the room and in streaming during live broadcasts.
- **Aux:** usually controlled by a wheel on each single incoming channel, it is usually used for stage management with a band to offer spies to musicians.

When **recording in the studio**, **all participants must wear headphones**, preferably a snug model, to hear what is actually being recorded. The mixer usually offers only one headphone output, to this you can connect a headphone amplifier, usually with a stereo jack / jack cable. There are very cheap models that allow you to connect 4 headphones, like the one in the image.



Editing and post production

Activity - Voice to participants

Discuss with participants the concept of editing. Ask why it is important to edit. Practise with them using and editing software

- **Audio editing** for a radio broadcast or documentary consists of **selecting, cutting and sorting the recorded material** with the possibility of **adding and / or overlapping additional audio tracks** (music, sounds, environments).
- Depending on the format you are working on, the editing work can be more or less complicated, in some cases it assumes a fundamental value also from an authorial point of view. Editing an interview also poses a series of ethical problems forcing you to choose between completeness and synthesis. Beyond the necessary technical skills, **it is necessary to make a linguistic effort to learn the “grammar” of audio editing and radio communication**. Also in this case, listening to the works of others can illuminate the great value of editing.

Editing tools: Audacity



Cut, paste, move

There are many free editing tools available online. One of the most used and with [free access](#) is [Audacity](#). To select a part of the track, use the selection tool, using a mouse to be more precise just “pull” the cursor along its length while holding down the left mouse button, At this point you can delete (with the DEL key), [cut \(CTRL + X\)](#), [copy \(CTRL + C\)](#), [paste \(CTRL + V\)](#) positioning yourself at the chosen point along the timeline (literally “timeline”, graphically represents all the length of the assembly).

You can [split a sound clip](#) by placing the cursor and pressing CTRL and I simultaneously, or apple key and I on IOS. The button located in the same toolbar represented by the double arrow allows you to [move trimmed clips along the timeline](#), allowing you to sort the single clips resulting from the previous work.

Multi tracks: music, sounds, ambient

[Audacity](#) allows you to work with [two or more overlapping audio tracks](#), this makes it possible to add a [backing track](#) under a speaker, add songs to a radio broadcast, [overlap sounds and recorded environments](#) to create a more immersive work. **Warning:** Audacity works with both stereo and mono tracks, while you can copy from a mono track to a stereo it is impossible to do the opposite (a solution can be to convert the stereo track to mono, or keep two tracks separate). When recording, you can choose whether to get a mono or stereo track from the drop-down menu next to the sound card selection.

To add a new track, you can import an audio file (menu file / import / audio or “drag and drop” directly drag the file into the program), or add one or more tracks to new tracks on which to place music, sounds, interviews (menu tracks / add new / mono or stereo audio track).

Volume adjustment

There are different ways to intervene on volumes. If you want to raise or lower the volume of an entire track, you can do it [from the controls on the left of the graphic representation](#) of the sound wave. In addition to the volume, you can [put the track in SOLO mode](#) (excluding all the others), [MUTE or manage the left / right balance](#). If you want to raise only a part of the recording, you can select it with the cursor and by opening [the EFFECTS drop-down menu](#) you access the AMPLIFY function. In addition to the ability to

amplify Audacity, it offers a great variety of effects that offer many possibilities for experimenting with the digital transformation of sound.

Using the **envelope tool** instead (*represented by a broken line between two triangles in the toolbar*) allows you to raise and lower the volume following its graphic representation. In the image on the side, a musical track (track above), abruptly lowered to let the voice in (track below) then gradually raised and finally faded. **Once the envelope tool has been selected, clicking on the track adds a node to build the curve.**

Saving and sharing

Once the recording session is over, **you need to save your work so as not to lose it.** At this point we can make different choices depending on the uses we will have to make of the recording.

If we plan to pick up the track again for post production, **we can save the audacity project**, the result will be a file with the **file.aup format** and a folder with the same name. Audacity can handle different tracks and effects that will be preserved by the saved project. **Warning:** the .aup file can only be opened from a computer on which audacity is installed and must always be accompanied by the folder with the same name as the file.

If we want to share the recorded track with others, publish it online, use it for the production of a video we will have **to export a file** choosing between the **formats WAV, mp3, OGG**

- **WAV (or WAVE)**, a contraction of WAVEform audio file format (audio format for the waveform) is a digitally encoded audio format developed by Microsoft and IBM for IBM compatible personal computers.
- **MP3** (in full Moving Picture Expert Group-1/2 Audio Layer 3, also known as MPEG-1 Audio Layer III or MPEG-2 Audio Layer III) is an audio compression algorithm capable of drastically reducing the amount of data required to store a sound, while still maintaining an acceptably faithful reproduction of the original uncompressed file.
- **Ogg** (also sometimes referred to as Ogg Media) is a free container format for transporting bitstream designed with the intent of allowing both streaming and archiving efficiently.

By exporting the file we can also apply a label (TAG) that contains the name of the author, the date of creation, the genre, etc.

Watch Audacity tutorials online to know more.

Module 5 - Publishing and publicity

1. Publishing

Activity - Voice to participants

Ask participants to define what is publicity and what is marketing.

1.1 New media

For marketing and publicity, it is extremely important to maximise the use of social networks to diffuse content.

The social media target

It consists of the people who are most likely to be interested in what we are doing. It is the group of people that we want to attract. This audience can be based on demographics such as education, location, behaviour, age or job title. Finding the target audience will help focus on them, produce appropriate content, and so make them more likely to interact with what we are doing.

What social media for what content?

It has been shown that each type of social media has its own type of follower, which changes according to the age of the follower and the use they make of it.

⇒ **Facebook** is attracting an older generation of people. With only 51% (Kinsta, 2020) of teenagers using the social network, making it the least used by young people.

⇒ **Instagram** is a popular photo-sharing app for smartphones. Compared with other social networks, Instagram is focused mainly on sharing photos and videos with your friends.

⇒ **Spotify** is a popular podcast platform used by millions of musicians and podcasters across the globe. It is a depository of podcasts created in various podcast platforms such as ANCHOR.

⇒ **SoundCloud** is a popular podcast platform that allows you to upload your audio even from your mobile phone. You can then link it with your iTunes account. There is a free and a paid version.

1.2. Targeting your audience

You will create content within this radio association, around a universal theme: **Human Rights**. Within this framework a code of conduct will be established based on "humanitarian" values which can be divided into several components such as: *empathy, benevolence towards others, political commitment, solidarity, fraternity, etc...* Each of them is oriented towards a positive global vision and all its mechanisms.

Thus, we could identify, for example, different groups of followers:

- Active members of **international cooperation**.
- Migrant communities concerned with **Human Rights** issues.
- To another extent, anyone who wants to know more about **the PODCAST_INC project** and the issues addressed by **Human Rights**. The project is particularly aimed at a **young audience**, so the content created must speak to them in tone and visuals, on the most appropriate networks. The human rights issues concern the **whole population**, it will be necessary to adapt the contents and determine the right networks according to the target population.

1.3. Curating a social media profile

⇒ Curating a citizen journalism' profile.

Activity - Voice to participants

Ask participants what their profile looks like on social media.

Ask if they are careful about their image online, misinformation sharing, tone of their speech, links shared, etc... If agreed, everyone will comment on their Facebook profile and update if needed.

⇒ Dissemination on social media

What day to publish?

Depending on **the day of the week** or the **time of day**, users are either very active or not active on social networks. They are more likely to use them in the morning at breakfast than in the afternoon when most people are at school or work. **So, the timing of the post is very important.** A good way to manage this is to, at the beginning of each week, plan each post for the week ahead, leaving room for the more spontaneous ones, posted when an event or other occurs during the week. **Facebook, Twitter** and **YouTube** provide a feature to schedule posts in advance.

- For **Instagram**, you will have to use an external application such as **Hootsuite™**, which gives the possibility to manage 3 social profiles at the same time for free. **It is now possible to link your Facebook account with Instagram and Twitter and post contemporaneously.**

What time to publish?

Facebook sees a huge number of posts published every day, so it is difficult to define a best time to post, although several studies have sought to address this issue:

- Thursdays and Fridays from 1 p.m. to 3 p.m. are the best times to post on Facebook (*Hubspot and Buffer*)
- Thursday at 8 p.m. (TrackMaven)
- 1–4 p.m. late into the week and on weekends (*CoSchedule*)
- Off-peak (*Buzzsumo*)

Twitter reports the best time to post to be during weekdays from 3pm to 6pm (*Central Europe Time*).

For **Instagram**, the best time to post would be at 2 p.m., from Tuesday to Friday.

How to publish?

A well-known adage says, “**A picture is worth a thousand words**”. So, creating content that attracts the viewer’s eye is the first step to get noticed. The user will be more likely to stop by. Content with a relevant image racks up 94 % more views than content without images. Compared to other types of content, visual content is more than 40 times more likely to get shared on social media.

Instagram photos showing faces get 38% more likes than photos without faces. However, **videos are the type of content that people interact with the most**. It is better to upload the video directly to the application of the network you are **using than to share a YouTube link**, for example.

The video will automatically play when people see it while browsing their newsfeed, which will attract their attention. Many views can lead to increased reach and engagement.

Tips: On **Facebook**, it can be interesting to change up your cover photo at least once per month and remember to write a caption.

Hashtags are a good way to bring visibility to your posts and attract people. There are two ways to use hashtags to increase your social media followers:

- Use popular hashtags strategically. It is safe to use only one per tweet. There are thousands of hashtags out there—check out **Hashtags.org™** and **Hashtagify.me™** to find ones that are relevant to your audience and your content.
- Participate in trending topics and current events.

Tips: It is also interesting to check Twitter feeds regularly to see what is trending for the day. If it is something that could interest your followers, share a tweet with that hashtag.

For example, on Monday you could use the trending hashtag **#MondayMotivation** to share a quote or an inspiring story with your followers. People searching that hashtag may come across your post will hopefully check you out and even follow you.

2.Publishing the podcasts online.

Give to learners an overview of the different podcast platforms.

It is possible to disseminate one's own content independently through the podcasting platforms available at the state of the art. The choice is always based on the concept of copyright, i.e. whether or not there is protected content within the podcast. If the podcast in question does not include it, the distribution action is particularly advantaged.

It is possible to publish your content on any platform, the most listened to is certainly Spotify.

Spreaker

The most functional is a platform designed specifically for podcasting that is **spreaker.com**. Spreaker offers a page with publications and a player that you can share on social networks or embed in posts, it also automates the distribution on Spotify, Alexa, Deezer and iTunes. It offers the opportunity to edit podcasts, programmes for companies and also the possibility of earning money with advertising within podcasts.

MixCloud

In case there is copyrighted content in the podcast, the only platform currently covering copyright in full is MixCloud, on which, with some limitations, you can publish your work and disseminate it without any additional permission.

Anchor

It is a free app that allows the creation of an account. It has an easy to use interface that directs the podcaster into uploading/ recording, editing and publishing its own podcast on Spotify.

Activity - Podcast Accounts

Participants create a Podcast account on any chosen podcast platform and upload their podcasts about Human Rights.

Promoting the podcast

Once the podcast has been produced and published, it runs the risk of remaining on the web and only being listened to by a small circle of listeners. In the case of FM publication, this option has no reason to be considered because one enters into a well-established machine with its own systems of promotion. In the case of publication on digital platforms, it is necessary to take note of the risk of failure. There are various forms to feed ratings:

- **Dissemination on social networks**: through any social media marketing technique in addition to self-promotion on one's own channels.
- **Inclusion of interviews or collaboration with other professionals** that can amplify the reach of the podcast
- **Creation of catchy and short teasers** to be distributed on social networks.

Activity - Create a teaser

Create a teaser for your podcast to be published on Instagram.

ANNEXE 1: Copyright issues and production

Copyright means the exclusive and assignable legal right, given to the originator for a fixed number of years, to print, publish, perform, film, or record literary, artistic, or musical material. Copyright depends on the country of reference in which the publication takes place; it may become international in the case of production and distribution involving more than one country.

Any radio content broadcast in "public" either physically or digitally, must comply with the rules of the relative national agency by notifying the way in which the product is being used.

Enforcement disputes

In the case of radio journalistic productions, the European Union establishes a directive that theoretically allows the non-applicability of the penalty for purposes of criticism, review, information, teaching, including the production of multiple copies for classroom use, study or research.

This proposal is currently not consistently reflected in individual countries, where the regulation of use depends on the respective national agency. As a result, it is a legal and ethical obligation for those who broadcast or publish content to be concerned about its origin and the necessary permissions for its use.

As a rule, any radio or television broadcaster has an annual contract with the national authorities; by publishing on these channels, one is released from the relevant restrictions. In the case of online publication, on the other hand, the choice of the platform on which the content is published must be made with attention to the coverage offered nationally and internationally.

Distribution possibilities and content

The first issue to consider when distributing a podcast is to ask who it is aimed at. When distributing a product we aim to maximise the number of listeners, and the choice of how to distribute it depends on the content we have produced.

For explanatory purposes, we consider two borderline cases: FM stream radio and webradio.

The broader the target audience to which the product produced is dedicated, therefore the more generic the content, the more suitable it will be for the so-called mainstream radio audience. Secondly, the more specific the content published, the more functional the dissemination through the webradio channel may be.

On the one hand, that of FM dissemination, we address a numerically smaller audience (at most nationwide), with a generic proposal suitable for everyone, while in the second case, although we present a specific or niche proposal, our potential audience will be the entire world population capable of understanding the chosen language. That means potentially offering a very wide niche audience direct and easily accessible content via the web.

Quality, language and footprint

At the distribution stage, we cannot fail to check whether the content, quality and language used in the podcast are consistent with the sound footprint of the radio station or platform of reference. As well as the target audience, these aspects could prove to be a major obstacle to the dissemination of the podcast.

From independent production to FM

When independent productions reach an adequate quality level, it is possible to build bridges with FM radio stations and find publication spaces in the official schedules. In order to gain access to these spaces, it is suggested to consider collaboration already at the conception and drafting stage of the project. It is possible that the FM side may impose fees or stakes even during the realisation phase, so it is suggested to continue by keeping the two editorial offices in constant contact.

ANNEXE 2: Summary list of the 30 articles of the Universal Declaration of Human Rights

Original version of the Universal Declaration of Human Rights [here](#)

1 We are all born free & equal.

We are all born free. We all have our own thoughts and ideas.
We should all be treated in the same way.



2 Don't discriminate.

These rights belong to everybody, whatever our differences.



3 The right to life.

We all have the right to life, and to live in freedom and safety.



4 No slavery.

Nobody has any right to make us a **slave**. We cannot make anyone our slave.



5 No torture.

Nobody has any right to hurt us or to torture us.



6 You have rights no matter where you go.

I am a person just like you!



7 We're all equal before the law.

The law is the same for everyone. It must treat us all fairly.



8 Your Human Rights are protected by law.

We can all ask for the law to help us when we are not treated fairly.



9 No unfair detainment.

Nobody has the right to put us in prison without good reason and keep us there, or to send us away from our country.



10 The right to trial.

If we are put on trial this should be in public. The people who try us should not let anyone tell them what to do.



11 We're always innocent till proven guilty.

Nobody should be blamed for doing something until it is proven. When people say we did a bad thing we have the right to show it is not true.



12 The right to privacy.

Nobody should try to harm our good name. Nobody has the right to come into our home, open our letters, or bother us or our family without a good reason.



13 Freedom to move.

We all have the right to go where we want in our own country and to travel as we wish.



14 The right to seek a safe place to live.

If we are frightened of being badly treated in our own country, we all have the right to run away to another country to be safe.



15 Right to a nationality.

We all have the right to belong to a country.



16 Marriage and family.

Every grown-up has the right to marry and have a family if they want to. Men and women have the same rights when they are married, and when they are separated.



17 The right to your own things.

Everyone has the right to own things or share them. Nobody should take our things from us without a good reason.



18 Freedom of thought.

We all have the right to believe in what we want to believe, to have a religion, or to change it if we want.



19 Freedom of expression.

We all have the right to make up our own minds, to think what we like, to say what we think, and to share our ideas with other people.



20 The right to public assembly.

We all have the right to meet our friends and to work together in peace to defend our rights. Nobody can make us join a group if we don't want to.



21 The right to democracy.

We all have the right to take part in the government of our country. Every grown-up should be allowed to choose their own leaders.



22 Social security.

We all have the right to affordable housing, medicine, education, and childcare, enough money to live on and medical help if we are ill or old



23 Workers' rights.

Every grown-up has the right to do a job, to a fair wage for their work, and to join a trade union.



24 The right to play.

We all have the right to rest from work and to relax.



25 Food and shelter for all.

We all have the right to a good life. Mothers and children, people who are old, unemployed or disabled, and all people have the right to be cared for.



26 The right to education.

Education is a right. Primary school should be free. We should learn about the United Nations and how to get on with others. Our parents can choose what we learn.



27 Copyright.

Copyright is a special law that protects one's own artistic creations and writings; others cannot make copies without permission. We all have the right to our own way of life and to enjoy the good things that art, science and learning bring.



28 A fair and free world.

There must be proper order so we can all enjoy rights and freedoms in our own country and all over the world.



29 Responsibility.

We have a duty to other people, and we should protect their rights and freedoms.



30 No one can take away your human rights.

"Limits on tyrants." It gives all of us freedom from State or personal interference in the rights in all the preceding Articles.



Original version of the Universal Declaration of Human Rights [here](#)

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<https://www.africanmediamalta.com>



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