

**The World Radio Forum**  
in collaboration with Plan in West Africa  
and other children's organizations all over the world

**Planning procedure for discussion workshops  
leading to the creation of the  
international children's & youth Radio Manifesto<sup>1</sup>**

**What is the Radio Manifesto?**

The international children's and youth Radio Manifesto is a document which aims to tell radio broadcasters what children expect from radio and what they really want to hear and/or say on the radio.

It is important that the formulation of such a document is not only expressed in the children's own words, but that it is also informed by their own experience, the insights they have gained, and the views they can express.

**Why a Radio Manifesto?**

All broadcasters and media organizations are duty bearers to inform and put into action the rights protected in the articles of the United Nations Convention on the Rights of the Child (UNCRC). Radio broadcasters have a special role to play in taking action to deliver children's rights. Radio is better suited to work in local languages, with different communities, and in geographically remote areas as well as big cities.

**What will be done with the Radio Manifesto?**

The Radio Manifesto will be endorsed at the highest level by broadcasters and media associations.

The completed Radio Manifesto is featured on the Internet and will eventually be made available in published form in different languages.

Every group that takes part in contributing to the Manifesto will be named in an Annex section at the end of the final document .

**How will the content of the Manifesto be compiled ?**

Discussion workshops are taking place with children's & youth radio groups in many different parts of the world. Each participating group is invited to make a contribution to the contents of the Radio Manifesto.

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<sup>1</sup> The first outline document for a children's & youth radio manifesto was produced by the CREW youth broadcasters at the first Bush Radio (Cape Town, South Africa) 'Radio Kidocracy Konference' in December 2001. Their outline document is being shared with groups wishing to help make the ICYR Manifesto truly international.

**What is expected from you and your youth group?**

Use these notes to organise a series of discussion workshops. By the end of the workshop sessions, your group will be ready to put into their own words the things they would like to hear on the radio and the things they would like to be able to say themselves on the radio.

**Procedures? Length of workshops?**

Make your own arrangements, with the help of the notes provided, to suit your own local conditions.

**Number of participants preferred for the workshops?**

You decide what is possible and what is best.

**Material needed?**

Pens and pencils

Colored pens for drawings

Paper

Little notebooks for youth participants

Photocopies of the questionnaire for workshop 1

Newspapers (a general selection of what is normally on sale)

A copy of the UNCRC would be useful. If a copy can be obtained in your own language, it would be even better).

# Session 1

## Introduction and discussion

### Aim of session 1

The aim of this session is to enable the group to focus on the ways people listen to radio and to help build a picture of the local and national radio environment in your country based on their own experience and observations, and focusing on personal and family listening and radio listening outside of the home (in school, at friends, etc.).

Please make it clear to all involved that neither the questionnaire nor the questions raised are in any way to be seen as a test. They are a means of gathering information for the group to build a picture of radio in their own environment.

1. **Identification of youth radio group.** If your group does not yet have a name, ask them to think of one! Also, please ask all youth participants to complete the questionnaire. (See next page and photocopy as many questionnaires as you need.) Keep the questionnaires safely as a record of who participated.
2. **Discussion about radio with youth participants**
  - The kind of programs broadcast on national or state radio (name radio station)
  - The kind of programs broadcast on private radio channels (name radio stations).
  - The kind of programs broadcast on community and rural radio stations (name radio stations).
  - The group may also be able to name international broadcasters and discuss their programs.
  - What are the differences you note between these different kinds of radio channels? Strengths and weaknesses.
  - Do you have any favourite radio hosts? Why do you like him/her?
  - The group can also try to find out who is the Head of Broadcasting in the government, or who is the Head of the National Radio & TV Organisation.
3. **Facilitator makes notes**

The facilitator will compile all the information discussed in a one-page report for future use and reference. Youth may also add drawings or charts to illustrate their work.
4. **Do your own research**

Before the next session, members of the group can set themselves the task of finding out more by asking adults or other children why they listen to radio and what their favourite programs are.

**1. Questionnaire to identify youth participants (for Session 1)**

First name: \_\_\_\_\_  
Age: \_\_\_\_\_  
Town/village: \_\_\_\_\_  
Country: \_\_\_\_\_

How many people live at your home? \_\_\_\_\_

Do you have a radio at home? \_\_\_\_\_

At what times is the radio on at home?  
\_\_\_\_\_

What kind of programs do you hear ?  
\_\_\_\_\_

Can you name any of the radio stations you listen to?  
\_\_\_\_\_

Do you ever hear programs about children on the radio? If yes, say what or when.  
\_\_\_\_\_

Do you ever hear programs for children on the radio? If yes, say what or when.  
\_\_\_\_\_

Do you ever programs with children on the radio? If yes, in which show.  
\_\_\_\_\_

Do you ever listen to news programs on the radio? If yes, is there anything in the news that affects your life? If yes, say what.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Where else (outside of your home) do you hear radio or see people listening to radio ?  
\_\_\_\_\_

## Session 2

### Background discussion based on the United Nations Convention on the Rights of the Child (UNCRC)

#### Aim of session 2

The aim is to look at which children's rights can be actively and effectively promoted and delivered by radio. This workshop intends to focus attention on certain articles of the UNCRC and to start encouraging members of the group to talk about the issues which most affect their own lives.

1. **Additional information to share from previous workshop**  
Participants who researched radio listening habits (see session 1) can share their findings.
2. **Getting to know the rights of the child**  
Participants identify any child rights they know about.
3. **Getting to know more rights of the child**  
Facilitator may want to inform participants about other rights not mentioned by the group, and explain what they mean.
4. **Understanding the rights of the child**  
Participants will take all the rights they have identified and see if they can give examples from their own lives or share stories about other children whose rights are violated/not respected.
5. **Selection of the themes to work on for the Manifesto**  
Facilitator will present and explain all the themes that will be included in the Radio Manifesto (see following pages). Group participants will select two or three articles they wish to work on and will answer the questions listed in relation to each of the articles.
6. **Can radio play a role?**  
Participants try to identify how radio may be used effectively to draw people's attention to what children have to say; and how to promote the rights of the child on radio.
7. **Facilitator makes notes**  
The facilitator will make notes on the main points of the discussion and keep in the form of a short report for future use and reference. Youth may also add drawings to illustrate their work.
8. **Tell your story**  
Before the next workshop, participants who are interested can write a one-page real-life story that happened to him/her or to a friend on how the rights of the child were not respected and what to do to respect the rights of the child.

## Themes for the Radio Manifesto for Session 2

### **Article 12**

**Any child who is capable of forming his or her own views should have the right to express those views freely in all matters that affect him/her.**

What are the kinds of issues or 'matters' that affect children's lives?

Ask the group to list some of the items currently in the news and talk about which items affect their lives.

Are young people asked to say what they think and feel about these things?

How and why might their views make a difference?

If they were able to speak on the radio news about one of the issues that affect their lives, what might they want to say?

### **Article 13**

**The child shall have the right to freedom of expression and that this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art or through any other media of the child's choice.**

Radio is part of the media and children don't need to be able to read or write in order to participate in radio. It is an oral medium so enables children to use their own languages.

Are children's voices heard on radio in your area?

How can children be enabled to participate?

### **Article 15**

**Recognises the rights of children to freedom of association and freedom of peaceful assembly.**

Forming a children's & youth radio group is something you have a right to do.

How can radio stations help you? Make sure your group has its own name.

### **Article 17**

**Aims to ensure that every child has access to information, especially for the promotion of his or her social, spiritual and moral well-being and physical and mental health.**

What does radio do to provide children & young people with information they need?

What kinds of information does the group feel they are in need of?

Ask which radio stations give out this kind of information for young people.

Ask if children's voices are ever heard giving information on the radio.

Could children be involved in such programmes?

What difference would that make?

### **Article 29**

**Enshrines every child's right to education to fully develop their personality, talents, mental and physical abilities; to develop their respect for human rights; to develop respect for their parents and their cultural identity, language and values; to prepare the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of the sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin; and to develop respect for the natural environment.**

What kinds of education programmes have the group heard on the radio?

How can radio be used to deliver education programmes?

Where can radio be used for education purposes?

What kinds of education programmes do you think radio stations in your area could be providing - the terms of Article 29 include many ideas - for children and youth?

What could radio do to action Article 29 in some of these different circumstances?

### **Article 31**

**Recognises the child's right to rest and leisure, to engage in play and recreational activities appropriate to the child's age and to participate freely in cultural life.**

Play and recreation is fun and a necessary part of every child's development. In many situations children have little or no opportunity for play or recreation.

Discuss how cultural life and the arts might provide children with recreation?

How can radio provide children with this kind of programming?

How might children be involved in making programmes for entertainment and fun?

### **Article 39**

**Enshrines the child's right to physical and psychological recovery and to social reintegration of any child victim of any form of neglect, exploitation, abuse, torture, inhuman or degrading treatment, punishment or armed conflicts; That their recovery and reintegration shall take place in an environment which fosters the health, self-respect and dignity of the child.**

Does the group know of any children who are victims of abuse of any kind?

How could radio promote the rights of children that have not been respected?

Children victims of war or other form of violence need help to find their place in the community. How can radio serve their needs?

Children whose rights have been abused may not want to be identified in the media. Yet they may want to tell their story to make the adult world understand their suffering. That can be part of the healing and rehabilitation process. In what ways can radio help?

How can children & youth radio broadcasters be part of the process?

Often a child victim can be fearful of an adult interviewer. Some questions from an adult can make the child feel embarrassed. How can radio producers overcome this problem?

## Session 3

### Specific attributes of radio to promote the UNCRC

#### Aim of session 3

The aim is to find the specific attributes of radio to promote the rights of the child and to identify how radio differs from TV or newspaper.

#### 1. The stories

Facilitator receives the stories written by youth participants who chose to write about personal experiences.

#### 2. Introduction of session 3

Facilitator defines the idea of mass media, how the different media work, what they do and how children are affected or involved: -

Newspapers, radio and television are commonly referred to as 'mass media'.

Newspapers have to be printed and distributed and people have to be able to read in order to understand what the papers say, and they have to be able to write in order to contribute reports; photography is another means of contributing to newspapers. How often do newspapers feature pictures of children on the front page to help sell the paper? How often are children's views included? (Have a selection of local & national papers for the group to refer to)

Television is a global mass media which may not provide programming in local languages. Television news is international and/or national and may not include coverage of local stories. How often does TV news include items on issues that affect children? How often are children interviewed on TV? In what ways can children participate in television?

Radio: refer to notes from previous discussion workshops and to the following:-

#### 3. Facts about radio to share and discuss

Facilitator share, explain and discuss with youth participants the following facts.

- Radio is part of the mass media and can broadcast to small local communities, or nationally to the whole country, or internationally to many parts of the world, (or on the Internet if children are familiar with it. Internet radio stations provide programmes to whoever chooses to find, tune in or download programming).
- Radio is a low-technology medium and it is a simple technology which is easy for people to learn how to operate and use.
- Radio receivers are comparatively low-cost and easy to use.
- Radio sets are small and portable.
- Radio is an oral medium; it can represent local languages and literacy is not a requirement for those who want to participate.
- Radio can reach across geographical terrains which can be inaccessible by road, such as highlands, islands, forests and outback or bush areas.

- Radio is an important information provider and can broadcast information to remote areas in local languages.
- Radio can help change attitudes and behavior.
- Radio can provide education and motivate learning
- Radio can help raise the status of children by including their voices, views and experiences and enabling them to participate as broadcasters.
- Radio can protect the identity of children whose rights have been abused, who wish to make their voices heard without putting their lives in danger or compromising their future as members of the community.
- Children can learn radio recording skills and be trained in radio production.
- The skills children and young people acquire in radio production training can be useful in any other sphere of activity. These skills are: Teamwork, Communication skills, Time keeping, Accuracy, Information gathering, Community awareness, Responsibility, Technical skills, Organizational ability, Knowledge and understanding of children's rights

#### **4. Discussion points**

Youth participants discuss the following issues.

- In what ways is radio different from TV?
- In what ways is radio different from the newspapers?
- What can the other mass media do that radio cannot do?
- What can radio do that cannot be done by newspapers or TV?

#### **5. Facilitator makes notes**

Facilitator will add all main points made by the group to previous notes for short report. Youth may also add drawings to illustrate their work.

## Session 4

### **The role of radio in responding to children's rights and the way child rights issues can be reflected, reported and represented on radio.**

#### **Aim of session 4**

The aim is to explore the different ways radio can respond and reflect children views and experiences.

- 1. Using different radio formats**  
Facilitator presents/explains the different formats used by radio to present information (see radio program formats listed below)
- 2. Other ideas?**  
Youth participants come up with their own ideas of how to present information on radio or ideas for new shows
- 3. Select one or two themes**  
Youth participants select one or two themes in the formats listed below and answer the questions raised.
- 4. Group discussion**  
Youth participant share their views and exchange on their responses.
- 5. Facilitator makes notes**  
Facilitator will add all the main points discussed to notes for short report. Youth may also add drawings to illustrate their work.

#### **Radio program formats (Session 4)**

##### **News programs**

What child rights issues are 'in the news'?

Are children included in news reports?

How might children be included?

Is it possible for youth reporters to interview children?

What are some of the reasons why children's voices may not be heard on the news?

Would adult listeners want to hear children's views about child rights related issues?

What difference would it make to have children's views and experiences represented in their own words?

### **Talk shows**

The radio host or presenter has invited special guests or experts into the studio to talk about topical issues. Sometimes the subject under discussion relates to children or young people. But are youth representatives invited to speak on the show?

What youth groups do you know of in your locality who would be able to send a representative to a radio station to talk about special issues such as disability, being an orphan or a refugee, about child labour or street children?

Would it be acceptable to include children's views and voices in adult shows?

### **Public service information programs**

Special reports on issues such as HIV & AIDS for example which aim to bring up to date information to the listeners.

What contribution can children & youth make to this kind of broadcast?

Why do they need to be included?

What effect can it have on the audience to hear the views, voices and personal experiences of young people?

How might children be enabled to participate?

Supposing a young person has something important to say but is shy or embarrassed?

How can radio protect a young person's privacy or identity?

What is the responsibility of radio stations?

### **Entertainment**

What examples has the group heard on radio of entertainment programs for children such as storytelling, children's songs, poetry or verse for young audiences, dramatised or serialised plays, or jokes and quiz games?

When could children listen to such programs?

In what way does the group think radio programs for the young could improve children's lives?

How might such programs provide education for children?

In what ways is radio an appropriate medium for providing education and entertainment programs (compared with books or TV for example).

### **Magazine shows**

Specially produced programs with a mix of speech and music which include a variety of topics with interviews, book, film or video reviews, quiz games, important announcements, jokes or comedians, phone-ins and anything to make the program a good listen.

Discuss the idea of young people being involved in making a regular magazine show for a local radio station.

What skills would they need to get their show on the air?

How would a magazine show presented and produced by young people be different from the kind of shows produced by adults?

Who would a children's & youth magazine show be aimed at?

Should it just be for other children or would adult listeners be interested?

How could a radio station help interested young people to participate in producing their own show?

What topics would the group want to include if they had their own radio show?

## Session 5

### The Radio Manifesto – the first steps

#### Aim of session 5

The aim is to have the youth participants brainstorm their ideas and list the kind of things they think need to be included in a Manifesto which aims to tell the broadcasters what children need from radio and what they really want to hear and/or say on the radio.

- 1. Overview of previous workshops**  
Facilitator highlights the important points made during the previous workshops.
- 2. What did you learn?**  
Youth participants talk in general terms about some of the things they have learnt during the workshops. They can split into groups to work at summarizing their findings.
- 3. What do you want to see included in the Radio Manifesto?**  
Youth participants pool their ideas and define the items they want to see included in their Manifesto.
- 4. Consolidated report on the ideas generated by youth**  
The facilitator prepares a report including notes of all the ideas for the Manifesto that have been articulated by the group, in their own words, to be incorporated into the Radio Manifesto document.

## Session 6

### Drafting the international children's and youth Radio Manifesto

#### Aim of session 6

The aim is to put into words the contribution(s) of your Manifesto discussion workshop group in order to propose any changes, alterations, or additions to the Radio Manifesto 'Declaration' and/or any of the other four sections. The Radio Manifesto 'Declaration' can be downloaded from the World Radio Forum website at [www.worldradioforum.org](http://www.worldradioforum.org)

#### 1. Getting to know the contents of the Radio Manifesto

The facilitator shares with youth participants the Manifesto 'Declaration'. IT IS IMPORTANT to ensure that the group is able to articulate their own thoughts freely in their own words and in their own manner of expressing themselves in order to protect the integrity of what they want to say. They must not feel they have to copy or match the form of expression used in the Manifesto document.

#### 2. What could be emphasized/added/changed/improved in the Radio Manifesto?

Youth participants work in teams to comment on the Manifesto 'Declaration'. This is their final discussion group and participants need to focus on the ideas they expressed in their own words in workshop 5, and decide how they can best be included in the Radio Manifesto.

#### 3. Facilitator makes notes on the youth participants' work

Facilitator adds notes on the final session into the short report on the discussion workshops.

#### 4. Reporting to World Radio Forum

The facilitator needs to provide WRF with: -

- The questionnaires completed by youth participants in workshop 1
- The short report based on discussion group sessions
- The specific contributions participants wish to make to the Manifesto 'Declaration' and/or any of the other four sections of the document.

END