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GEAR – Gender Equality and Antidiscrimination for Roma

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ASOCIATIA SERVICIUL APEL
WP4
GENERAL REPORT March, 2024
T4.2 Training on multi-platform newsroom managing.

GEAR

arci SOLIDARIETA Digivis Center for Sustainable Communities Development Serviciul APEL internationaal Comité

BRIEF of T4.2 – Training on multi-platform newsroom

The course will prepare the target group for the management of the Multi-Platform Newsroom social media, developing teamwork skills and organizing complex activities such as the ability to deliver information through multiple channels. The course for young Roma will last 16 hours and will be held by experts in communication and social media. Tutors and moderators will join the course and will support the youngsters involved in the management of the Multi-Platform Newsroom. Topics covered will be: 1. The principles of social communication; 2. The tools of web communication (web radio, social media, blogs) and main characteristics; 3. The evaluation of contents and the control of the sources of information; 4. The start and the planning of the activity of a press editor; 5. Working in a group with a social editorial staff. The task includes one training session for trainers (online, 4 meetings of 2 hours) delivered by Digivis. The trainers with the newly acquired skills will deliver the course to Roma target groups (16 hours). (M6-M13)

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VALCHID, 06.02.2024

The principles of social communication

Participants: 12 students aged between 13 and 18 years old

Trainner: Ligia Grancea and Oliviu Marian.

The first topic we developed was to highlight some of the major pillars in social communication, what they stand for, and how we can bring more to the table by following some basic rules:

1. Adress your audience:

If you are building a new profile/channel on social media personal or professional, no matter the content, the first thing you need is patience, the audience will grow once you find your spot and address a very specific subject with a very specific audience. One way of obtaining organic growth is to work with external accounts which you can collaborate with, to directly reach an established audience. One of the basic rules when opening a communication channel is that you need to understand how social media works, why are you addressing a certain topic, and always keep in mind you plan to grow awareness.

2. Safety and security:

Keeping your accounts safe is important. Everybody should ensure their passwords are secure, complex, and updated. Most website offers guidance on selecting a strong password and managing it securely, you don't even need to remember it, just use any authentication app or password manager, and always have a backup in case you change your device. We used Google Authenticator as a reference.

https://play.google.com/store/apps/details?id=com.google.android.apps.authenticator2&hl=en&gl=US

3. Personal vs professional.

When establishing your new channel, you need to decide if the account represents your own identity as the account holder or a group like the social media profile for a we-radio; sometimes

dedicating time to developing your account can be more valuable than setting up numerous professional accounts for projects or groups.

To warm things up and relax the atmosphere, we took a quick break in our presentation and proposed a game that we have used before in our meetings: Jenga. This time the main purpose was to associate the tower built from wooden pieces with the sometimes-fragile structure of a social media profile, each piece has its role and if you eliminate too many pieces or add too many elsewhere the tower might collapse, and you'd have to start over.

Back to the main topic: the basic principle of social communication. For next week's session, another trainer will join us, bringing some basic audio equipment; just to make our group of teens more familiar with the equipment they are going to use for the web radio studio.

4. Relevance and value:
Most social media platforms determine how content is displayed to users according to the subject you chose to develop. You need to ask yourself whether the content you create is both relevant and valuable to your user. Using that as a quality check before you post will ensure you are sharing content that is truly newsworthy and useful for your audience. Poorly maintained social media accounts without a clear audience and content strategy are potentially brand damaging.

5. Design:
Social media content relies heavily on its aesthetic quality. There are a lot of free templates available online you can use, like Canva for instance. If you are new to the design field don't need to panic, use templates, and once you are more confident you can invest more time in creating your image.

6. Measure success:
Social media success should be measured by the impact it has on your objectives. You should regularly consider whether the content you are publishing is helping to achieve your objectives, and if not, it may be worth revisiting your content strategy to ensure your content is timely, relevant, and adds value.

What we learned so far from our group, most of them are on social media, Instagram, and TikTok, they would like to get more attention to their accounts from friends only, no matter their gender, to consolidate their status at school or in their group. They don't have a strategy and rather share among themselves content created by others. On different occasions we find out they don't even search for a specific topic on social media, they rather rely on what the social media chooses to show them.

VALCHID, 13.02.2024
The tools of web communication (web radio, social media, blogs) and main characteristics
Participants: 11 students aged between 14 and 17 years old
Trainner: Nicu Danesan, Ligia Grancea and Oliviu Marian.

For the first part of the meeting, we spoke for a few minutes about this week's topic the main tools of web communication and their specifics using some of the information from https://www.communityradiotoolkit.net/social-media/introduction-to-social-media/ main structure and function. Also, part of the support documents we forwarded to our chat group this link https://live365.com/blog/social-media-for-radio-stations-how-to-optimize-your-accounts/ Most of the participants speak basic English and they know the basics of most of the tools some of them are using regularly online.

For today's session, we invited our colleague Nicu to join. Nicu is a school counsellor with extensive experience in the education and reconciliation of young people from the Hoghilag commune. Besides the fact that he is a teacher familiar with the shortcomings of the Romanian educational system, he is also an artist, he plays several instruments and voice and is familiar with the equipment that is the basis of a conventional radio station.

Nicu talked to us about how to use our voice and diction when we take or hold an interview with a person we don't know. He prepared a scenario in which a reporter enters a classroom and tries to interview an 8th-grade student. The scenario also involves an amusing dialog between the reporter and the student giving the interview, the latter not having a good command of the language Romanian and making all kinds of mistakes to the amusement of the audience. Nicu taught us that when we take part in this kind of interaction, it is good to calibrate our speech and adapt it according to the person we are interviewing without appearing superior. Before starting the "interview" Nicu briefly explained to us some vocal techniques that we can use when we speak on the microphone for a wide or little-known audience, and we are isolated from the rest of the auditory world because of the headphones.

For this session we did not use any audio equipment in order not to discourage the workshop participants, instead, we simulated how the human voice, our voice, is heard and perceived by others by alternately blocking different parts of the face, in front of the ears, behind them or ears covered by everything. Nicu emphasized that our voice, as we perceive it, is perceived differently by the person you are talking to or, in our case, the person you are interviewing.

For the second part of today's workshop, we tried to explain to the participants that regardless of the situation they are in, behind or in front of the microphone, they should not be afraid, to speak clearly and concisely; even if at first it may seem difficult because emotions intervene, through exercise anything can be learned. Just now I found out that in our group one of the boys, Darius, was already in the position to be interviewed at the end of a football match of a local team of which Darius is a member. He showed us the recording on his phone, and we were surprised by how well he did. We all decided that this kind of weekly meeting, focusing on active learning with practical examples, should continue to build more confidence and strengthen the local web radio team.

VALCHID, 20.02.2024
The evaluation of contents and the control of the sources of information workshop
Participants: 12 students aged between 12 and 17 years old
Trainner: Nicu Danesan and Oliviu Marian.

We started with a brief description of today's topic, The evaluation of contents and the control of the sources of information, and why is important to make sure several factors are validated before publishing of posting content on social media both for private and professional social media profiles. Here are some of the questions you should ask when you consider a particular book, article, media resource, or website for your research:

AUTHOR: Is the author knowledgeable about the topic? Who is the author? Is the author identifiable? What else has the author published on the topic?

PURPOSE: Why was the source created? Does it have an economic value for the author or publisher? What questions does it attempt to answer?

CONTENT: Is the content reliable and complete? What is the scope, theme, or purpose of the source? Is the content ACCURATE? Sometimes it's not always easy to separate fact from

opinion and this is how media works, it's about a certain point of view and not always a good one.

What is the POINT OF VIEW? Is the information in an objective and impartial style, or is the content designed to change someone's opinion?

In the next hour of the workshop, Nicu presented to the young people present at the meeting some of the basic equipment that is used when you produce content for radio broadcasting. To better understand how audio recordings are processed before being broadcast online, we used an audio editing software from here https://www.nch.com.au/wavepad/index.html the free version si intuitive, and very easy to use even if you have no experience. After that, we hand out a few copies of an interview script we developed last week: one reporter, one town mayor, two locals, and proceed to record every role and part of the script.

Even though it was the first time they had to deal with audio editing software, the participants were delighted by the experience and even improvised a recital at one point during one of the breaks. We kept the raw audio recordings and explained that they would be used over time as a kind of time capsule to monitor everyone's progress. During the workshop from Valchid the teens from our group learned some basic concepts in editing raw materials, adjusting the volume, mitigating background noises, and so on.

VALCHID, 28.02.2024
The start and the planning of the activity of a press editor workshop
Participants: 11 students aged between 12 and 17 years old
Trainner: Nicu Danesan and Oliviu Marian.

We started our meeting with a brief description of the workshop, the general topic of The start and the planning of the activity of a press editor workshop, and some of the features involved in using a general structure that may be adapted according to the content and relevance of the story we plan to record and then broadcast; later during the day we made another session of recording using a script we made up, a hypothetical situation in which the person who answers the questions is asked to imagine that he lives in a world ruled by dogs. Toward the end of the interview, the person is asked to imagine that as a doctor you have to treat a unicorn with a stomach ache or a dragon with the flu, he cannot do this at the same time and he has to do a sort of triage. The purpose of the interview was to get out of the usual patterns used in the mass media and improvise depending on the subject while remaining impartial and serious at the same time.

Back to the main topic, we presented our audience with some general guidelines they need to follow to get the basic steps a news editor needs to follow.

Step 1: The reporter has a question/idea and gets a tip about a certain general interest topic.

Step 2: The reporter has a conversation with the editor, in our case, it's not just one person, it's the whole team members to agree if the subject may be in the news or not.
They discuss a wide range of questions, such as:

Step 3: It’s research and reporting time. The reporter begins the research to understand the issues, calls people to find out who knows what, and then hits the streets to talk to sources and get multiple viewpoints.

Step 4: The reporter returns to the editorial team and presents the findings. They talk about the best way to tell this story, what the reporter might have left out, and who else she needs to talk to get the full picture.

if necessary, Step 5: The reporter deepens her research. Armed with the questions and challenges from the editorial team at this point, the story sometimes takes a different turn, because the reporter is getting more perspective and context from additional sources, officials, press archives, etc.

Step 6: The reporter begins to write the story. For some reporters, this moment is their least favorite step in the process. This is an intensive period and can last several hours several days or weeks, depending on the complexity of the reporting.

Step 7: The reporter meets with her editor to go over her first draft, working on narrative structure. With that feedback, the reporter returns to Step 6 and reworks her story. Then the reporter returns to the editor with a second, third, fourth, or additional draft — which is line edited for clarity and understanding and fact-checked to make sure all figures, dates, names, and facts are accurate and verifiable. For written stories, the reporter sends them to a copy editor for a final line-by-line edit.

Step 8: The story is uploaded on the web/airs and/or is published on social media.

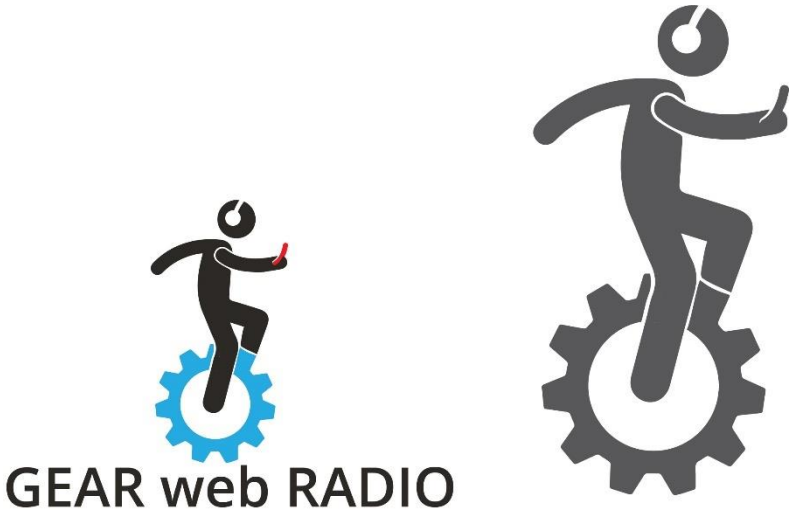
Step 9: The story is shared with audiences on social media. The social media editor works with the reporter, editor, and other journalists to make sure the headlines, phrasing, and copy used in social media are accurate. A post on social media with an inaccuracy might be damaging to the credibility of a story.

Step 10: The reporting process never ends! The reporter continues to stay in touch with the sources interviewed for this report for future stories and monitors social media for any feedback.

The next stage of the workshop was the record some voice samples for the participants to make them more aware of their "presence" on tape. For audio track editing, we used a free software called Audacity https://www.audacityteam.org/ quite like the software we used last week.
after a quick break, our workshop resumed with a brief recap of the topics from the first session and we introduced the participants to the platform we are going to use to broadcast and promote their portfolio and work https://radiogear.webradiosite.com/ and also some of the content available online we can use https://www.jamendo.com/start a platform used by the rising artist to promote their songs without charging a fee. We asked the participants to use their imagination and the information they have so far to think about a logo for the web radio.

VALCHID, 05.03.2024
Working in a group on a social editorial staff workshop
Participants: 8 students aged between 15 and 17 years old
Trainner: Nicu Danesan, Ligia Grancea and Oliviu Marian.

Before we began, we presented to the group the result of the developed concept about the web radio we discussed in the last few weeks, this was a group exercise meant to strengthen the bond between the group and their mission/task as part of an international editorial team. The graphic concepts we could think of were developed using Adobe Illustrator one of the most useful tools they might use if they are planning to follow this path, using graphic design in creating content. Just for reference we tried to used only the color palette from the GEAR project logo, blue, red and black



We started our meeting with some basic information about how an editorial team works and what to expect from them in terms of deliverables, so, what does an editorial team consist of? The four key roles that make up an effective and efficient editorial team:

- Editorial manager - has the last word regarding materials that are going to be uploaded to the web radio platform.
- Reviewers - for providing accurate feedback about the content shape.
- Editors - they make sure they have all the information and double-check the sources.

- Proofreaders - they make sure text/recording follows the grammatical rules of the native speakers.

To better understand this basic structure Oliviu and Nicu explained the group each role in the structure presented earlier. Managers control the workflow and provide oversight. Once an efficient editorial process is in place, they make sure that the team is aligned and follows the process that has been laid out.

Editors fine-tune the style, structure, flow, and readability of the work and ensure that every word provides value to the overall piece. Proofreaders correct errors in grammar, spelling, and format. Their role goes well beyond the capabilities of the spell-check function, and they play a vital role in laying the foundation for error-free work.

Reviewers' main responsibility is quality control. They check the work of the editors and proofreaders to ensure that no errors slip through, and they double-check that the content is consistent with the style guide.

To make some progress in the actual voice training we took the same radio script we used last week and using a microphone, laptop, and Audacity for editing we challenged the group members to another round of recording. Each member of the group took a turn to the microphone, and we used only one technician who already knew how Audacity works.

Next thing of the agenda we spoke about the difference between having an in-house editorial team like our group or hiring/outsourcing external content creators. For several reason we concluded an in-house team works and develops better because they have a history together and have some basic training in working as a team.

In-house teams are a traditional structure that can be used for onsite or remote operations. One benefit of having an in-house editorial team is being able to organize and manage the team the way you'd like. Team members are volunteers, and they are already members of the community we work with.

In the last part of our meeting in Valchid, we shared with the WhatsApp group the questionnaire participants to training are required to fill up: https://docs.google.com/forms/d/1y4gRJUqzK1wDAeomiHeDIz0Q128e_L0v3dqagI22bDg/edit
In the following two weeks participants in radio-related training are required to fill up the form and provide feedback to understand the dynamic of the group better and start planning the next activities. By the second half of March 2024, a comprehensive report about the results of the questionnaire will be available online.

SUMMARY T4.2

Total number of students attending T4.2 Training on multi-platform newsroom managing: 54
The age of participants: between 12 and 18 years old.
Average workshop length 3 hrs. 18 hours total attending time.
From: February 6th to March 5th
Feedback questionnaire to be proceeded by mid-March 2024
https://docs.google.com/forms/d/1y4gRJUqzK1wDAeomiHeDIz0Q128e_L0v3dqagI22bDg/edit followed by a synthesis report.