



# PREPARING FOR THE WORKSHOP

## Pedagogical reflections

To begin with, we would like to offer you some thoughts on the facilitation of radio workshops. These reflections were born from our own experience in running workshops. They have been nourished by our readings: from popular education to intercultural pedagogy. From the choice of the theme of your radio programme, to the relationship you have with the participants, discover our questions and advice.

These thoughts are not absolute truths. As you read through them, select the suggestions you feel comfortable with as a facilitator and that make sense in your context.

### ① Who are you ?

It seems essential, before setting up a participatory workshop, to reflect on one's social identity.

Indeed, each individual is characterized, in part, by social traits that indicate one's membership in groups or categories. It can be, for example: gender, sex, social class, or racial categorization. So you can for example identify yourself as a woman. This identity allows you to find your bearings in a system, that is to say to situate yourself in society.

There are hierarchies, historically and culturally constructed, between these different social groups: men have long been considered superior to women / gender minorities, whites superior to non-whites, etc. Although these beliefs tend to disappear, the inequalities between these social groups are still very much present in society. Thus, while certain facets of your social identity grant you privileges, others on the contrary, make you susceptible to discrimination.

Knowing your social identities better will give you a better understanding of the power dynamics that can be at play in a workshop. We advise you to adapt your posture to different contexts, as these can change from one situation to another.

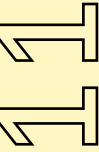
Do not underestimate the asymmetries that can arise from role differences. While some are “facilitators”, “coordinators” or “journalist speakers”, others are “participants”, “vulnerable people”, “beneficiaries”.

However, this is not a binary position between experts and learners. Offer participatory workshops in which everyone is encouraged to express themselves and pass on their knowledge. There are many activities that promote a collaborative and horizontal workspace.

To help you have a better understanding of your social identities, you can fill out this table and start thinking about the power relations that are linked to them.

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IDENTITY ASPECT	ANSWER	PRIVILEGES CONNECTED TO IDENTITY IN SOCIETAL VIEWS	PRIVILEGES CONNECTED TO IDENTITY IN THIS WORKSHOP
Age			
Gender			
My gender corresponds to the one assigned at birth ?			
Sexual orientation			
Race			
Social class			
Studies level			
Religion			
Nationality			
Mother tongue			
Legal status			
Family status and marital status			
Handicap			
Health			
Economical status			
Role during the workshop (facilitator)			



## ② Impossible neutrality

It is because of its different identity positions that you will always have an influence on the speech you propose to record during radio workshops. Not only because of the way participants look at you, but also because of the way you look at others.

Indeed, as the fruit of a culture, you have biases - even if these are internalized and difficult to detect. Your position as facilitator will never be a guarantee of neutrality.

During a radio workshop, it is often you who define a framework, choose activities, select the samples to listen to and where to broadcast them. You make these choices based on your culture and experiences, including your biases and stereotypes.

If you are initiating radio workshops with a community to which you do not belong, it may be difficult to define this content as “community” or an initiative “for and by the members of this community.”. We advise you to assume your presence and your subjectivity both in the workshops and during the broadcasting of radio content.

By creating a horizontal and playful space, you can reduce the influence you have on the speech of the participants, but you will hardly be able to make it disappear, especially for short-term workshops.

## ③ Activity participation

This brings us to the next question: Should the facilitators participate in the activities on the same basis as the participants? Should they exchange ideas during collective moments, especially those at the microphone in order to promote a horizontal climate?

During introductory radio practice workshops, the intervening team may hesitate between these two positions:

The first position is not to participate in activities and discussion times at the microphone. The speakers propose an activity and the participants experience it. The wish is then that the latter appropriate the radio

tools to create their own content without being influenced by the speakers. The other wish may be - when the participants belong to the same community - that they feel authorized to work on issues that are specific to them. The speakers give as little visibility as possible to their presence because their words would have little meaning in this context.

This positioning also has disadvantages, in particular because it establishes a clear demarcation between speakers and participants.

It can reinforce existing hierarchies by giving the impression of a vertical framework. It can then inhibit people's speech.

It can create a feeling of non-reciprocity: some share their opinions, intimacy and vulnerability when others listen and observe.

If the intervention team has a high social status (white, high social class, etc.) and the participants have a low one (people from non-Western migration, working class, etc. .), this can maintain a dynamic "helping-helping", "expert-learners" which is not in favor of the emancipation of people.

From a radio point of view, the show can sometimes be less qualitative because there is no one there to ask questions that generate debate, reflect on what has just been said or bring in particular expertise.

If you decide not to participate in the activities, consider compensating for the above with something else. For example, offer informal time for participants to get to know you and ask any questions they may have.

## PARTICIPATE IN ACTIVITIES

This positioning consists of going beyond one's professional identity by participating, in part, in activities. The speakers themselves also share their experiences with the participants during moments of discussion. The aim is to encourage the creation of a space in which people feel confident and empowered to be vulnerable. This positioning helps bring a feeling of reciprocity and authenticity to the meeting and can strengthen the links between facilitators and participants. This will also have the benefit of blurring the differences in status between "learners" and "experts" and of promoting the creation of a horizontal space. In addition, if the topic of the radio workshop relates to one of the speaker's expertise, he or she can enrich the debates on the radio by asking questions that allow the topic to be deepened and make the participants reflect. participants. Finally, participating in the activities allows you to know if they are good or not since you have had experience of them!

### This positioning also has disadvantages:

*It may be exhausting for the facilitator to switch between roles. They may then not be fully present as a facilitator and as participants.*

*Being in a position of power, the facilitator's point of view can have more weight and influence discussions.*

*Even while participating in the activities, the facilitator may refuse to be vulnerable and remain in an "expert" posture.*

If you decide to participate in the activities, know how to withdraw at the appropriate time, especially when the themes do not concern you. Wait until you are asked a question to speak. If you are two facilitators, you can also divide the roles: when one facilitates the activity, the other participates and vice versa.

In any case, it is not a question of a binary positioning between these two options. Sometimes it will be good to participate to facilitate discussions, sometimes not. Observe and be sensitive to the desires of the group. If the level of trust is high enough between you to have an honest answer, you can also ask the question directly to the participants. In any case, we advise you to favor the posture with which you feel most secure as a facilitator.

## ④ Who do you want to intervene with?

You have to decide to which audience you are targeting your workshops: young users of a social center, young women, young people in professional integration or even young foreign students?

## ⑤ Probe your personal intentions and motivations

Why do you want to offer workshops to these people in particular?

**If you want to work with young people from minorities or in vulnerable situations :**

*Beware of the "saviour" trap: you are not there to "save" people.*

→ The major risk of this attitude is to reduce people to pre-established roles and to maintain labels. If the facilitators are the saviour, they create and maintain a vertical relationship in which the participants are the victims. The facilitators may then think that they know better than the participants what is good for them and what their real needs are. This attitude is not favourable to the emancipation of people and reinforces pre-existing hierarchies.

*Beware of the need for social recognition: ask yourself whether you are doing this to feel better or to be admired socially.*

→ The facilitators should not forget that they are not more human than others because they work with discriminated groups. This kind of posture denies what people and workshops bring to facilitators: It is not a question of giving oneself to the other, but of a relationship in which facilitators and participants contribute to each other. It should also be remembered that many facilitators are often professionals who are paid for their work.

*Beware of voyeurism in journalistic practices.*

*Curiosity is sometimes not a sufficient reason to intervene with a discriminated community or group.*

→ When the facilitators offer workshops - especially when radio is involved - they may want to reach out to other cultural groups and ask them about their way of life or the inequalities that they experience or are supposed to experience. They may want to ask them about the questions they are wondering about.

Despite its good intentions, this posture carries risks:

- It can be tiring for a person who experiences inequalities to testify about them or explain them. It is even more so if the person you are talking to does not experience inequalities and even benefits from privileges resulting from these inequalities.
- If you are not familiar with the cultural codes of the group you are working with and you have not deconstructed some of your stereotypes, your position may be biased. You may reproduce behaviour that reinforces inequalities.
- Asking about difficult events in a person's life can bring up traumas. The person may then need therapeutic support, which is outside the scope of a facilitator's mission.

Here are three concrete tips:

- ① Learn about different oppressions (racism, sexism, classicism, ableism, etc.). Read articles and watch videos made by those affected.
- ② Include in your team of facilitators someone from the social group you are working with.
- ③ Beware of essentialization. Take into account and recognise the diversity of values and beliefs of the different individuals who make up the group of participants.

## ⑥ Identifying participants' needs

The question of expectations is crucial in a participatory workshop, especially if you want to set up your project on a long-term basis.

Indeed, the risk of a socio-educational project developed without the people concerned is that it does not meet their real needs. The motivation and commitment of the participants may then be lacking. You will be frustrated to give time and energy to a project in which people are not involved.

Before the workshop, we advise you to send the participants some questions to find out what they expect and to find out a bit more about them.

You can ask questions such as :

What are your expectations for this workshop?

What do you expect from the radio tool?

Is there anything in particular you would like the facilitators to take care of?

Do you have any special needs (special diet, prayer space, etc.)?

Do you have any fears or doubts about this workshop?

We advocate asking for / collecting needs that can really be taken care of, in order to avoid frustration, if some requests cannot be fulfilled.

## ⑦ What is the theme of your radio workshop?

To define the theme of your radio workshop, you have two options: define it beforehand or choose it in co-construction with the participants.

### ① *The theme is chosen collectively during the workshop*

People choose collectively the theme they wish to address. This option makes it possible to avoid choosing a theme that is influenced by our representations and to meet the real expectations of the group. However, this choice sometimes has its limits:

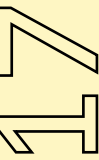
- You may not know the topic and it may be harder to frame the debate.
- Participants may choose themes such as "violence", "gender", "delinquency". It can be difficult to have conversations on such broad topics, especially if no one brings expertise.

### ② *You choose the theme in advance:*

- You can choose a theme that fits your expertise. You can then devise a training pathway and activities to facilitate the debate beforehand.

**\*\* Be careful, however, to choose a topic that really interests the participants and meets their real needs. We advise you to choose the theme yourself when it is an open-registration workshop (i.e. not aimed at a specific structure or audience).**





## ⑧ What is the framework of your workshop?

The framework - or the collaboration charter - that you will define for your workshops is important, especially for a workshop which proposes to collect and disseminate the words of the participants. You can also communicate it before your workshops and ask participants to sign it. Here is the framework that we established during our workshops in Paris:

### **PEDAGOGY AREA**

We offer an educational space that encourages dialogue and the sharing of experiences between participants through radio practice. We will offer collaborative and participatory activities that will mobilize words, sensations and feelings... The trainers are not all journalists or experts in the field of radio. They are there to guide the group process, ensure the technical part, suggest themes and moderate discussions.

### **PEDAGOGY, CARE AND RESPECT**

Our workshops are intended to be a space for dialogue and reflection. We want to do this in a warm and friendly space, which is the responsibility of all of us.

### **DIFFUSION**

No recorded sound will be played without the prior consent of all participants. If you change your mind, you can contact us before the broadcast to remove the clips in which you are speaking. The sound clips will be broadcast on the site [...]

## ⑨ Collaboration between facilitators

Before the workshop, we advise you to define the precise roles for each of you. Define who leads each activity to avoid confusion or frustration. Do you divide the roles explicitly: who will be responsible for welcoming the participants? Who will take care of the technical part? Who will be the master of time?

After the workshop, also take the time to take stock. Discuss the content of the workshop but also your collaboration process. It is quite normal to have disagreements and conflicts in working together: discuss in a transparent way in order to avoid tensions for the next workshops.