



5.04 Induction Workshop

Event Report

11th December 2013

Stuttgart, Germany

Report prepared by Kolping-Bildungswerk Württemberg e.V.

Project Title:	Digital Latin Quarter for building key competences of youth at risk
Project Acronym:	Digital Latin Quarter
Grant Agreement Number:	2011-3818
Project Number:	518520-LLP-1-2011-1-IE-GRUNDTVIG-GMP

Partner Name: Kolping-Bildungswerk Württemberg e.V.

Type of Meeting: Induction workshop and training of youth workers

Date: 11th December 2013

Number of Participants: 12

Teacher: Bernhard Hametner

Agenda:

1. Presentation of DLQ
2. Presentation of the ACT-Curriculum
3. Presentation of the Guidance Resources
4. Practical experience with DLQ
5. Implementation into the work of teachers and youth workers

Outcome:

On the 11th December 2013, a second training of youth workers and teachers took place in the city of Stuttgart. Altogether 12 people participated in the training and were informed about DLQ and its strengths and opportunities in the work with young people and especially with youth-at-risk. In this part of the training, the necessary material for conducting work based on DLQ was presented as well.

In a first step, the project DLQ was presented to the participants. Bernhard Hametner gave an overview about the project, its pedagogical approach, its main outcomes and about the way it was implemented. The central elements of DLQ, like the ACT-Curriculum and the Roadmap were also introduced.

In the second part of the training, the details ACT-Curriculum were introduced to the participants. After a brief overview about the composition of the Curriculum, some of the foreseen roles for young people participating in a training based on DLQ were presented. To get a good understanding of the idea of DLQ, all the ACT-Roles were shortly presented. Afterwards, one role from each area (i.e. one technical role, one creative role and one administrative role) were presented in more details. After that, all the foreseen kinds of movies (e.g. the vox pop, the drama and the interview) were presented to the audience. This presentation of the content of the ACT-Curriculum

was followed by a short discussion in which the teachers and youth workers who participated in the training had the chance to ask further questions, thus gaining a deeper understanding of the way DLQ is working.

After a short break, the Roadmap, which is a needed for the career guidance of the youth-at-risk, was presented to the audience. Here, it became clear which function DLQ may have in the long run. Besides from giving young people an insight into the filming industry, the adaption of DLQ in the work with young people may help to enable the target group in finding some suitable careers. Many youth-at-risk are facing the problem that they do not have any ideas about the areas where they are especially skilled and where they may get an opportunity for working and making their living. By applying the Roadmap after the complete implementation of the ACT-Curriculum, teachers and youth workers may help youth-at-risk in identifying these areas, thus helping them on their way towards the entrance into their professional career.

The last part of the presentation consisted of a short introduction of the practical experience that was made with DLQ during the testing phase. With the background information about all the efforts and also problems that aroused in all the participating project countries (i.e. Ireland, Lithuania, Germany and Cyprus), the participants of the workshop learned what they have to expect and which problems they may face when applying DLQ. This part of the workshop led over to a engaged discussion of all the participants about their experiences with similar projects and about the areas where they see the strengths, but also the weaknesses of DLQ.

This directly led to the last part of the workshop. In a vivid discussion, the participants thought about how they may apply DLQ in their work with young people and especially with youth-at-risk. With the different background from the youth workers and teachers, and with regard of the different contexts in which they interact with young people, it became clear that they will not be able to implement the materials of DLQ all in the same way. During the discussion, many participants developed their own ideas of how DLQ might be integrated into their own work, bringing benefits to the young people which whom they work.