



Lifelong  
Learning  
Programme



# Dissemination Workshop

## Event Report

30<sup>th</sup> November 2013

Stuttgart, Germany

Report prepared by Kolping-Bildungswerk Württemberg e.V.

EU point

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

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**Partner Name:** Kolping-Bildungswerk Württemberg e.V.

**Type of Meeting:** Dissemination Workshop

**Date:** 30<sup>th</sup> November 2012

**Items for Discussion (Agenda):**

- Introduction to Digital Latin Quarter
- Presentation of the ACT-Curriculum and the Roadmap
- Presentation of the testing results
- Question & Answer Session

**Summary of Dissemination Workshop: Meeting Outcomes**

Starting with a welcome of the participants of the second dissemination workshop, Gren Babinecz shortly introduced into the project and gave an overview about the general aim of DLQ, its objectives and its pedagogical approach. This was followed by a presentation about the activities that took place so far and about the involved project partners. This introduction was followed by a longer description of the ACT-Curriculum which is a central point in the concept of DLQ. Some exemplary roles of the curriculum were introduced, and the ways how youth-at-risk may make these roles come to life by bringing their every-day-life-experience were discussed. After discussing the ACT-Curriculum and the Roadmap, Daniel Willmann, who is one of the youth workers conducting the testing of the materials, talked about his experience with working with the Curriculum and the roadmap. As a teacher, Daniel Willmann was engaged in the testing phase and was in direct contact with the participating young people. Therefore he had

first-hand experience about how the target group reacts to the ACT-Curriculum, and also about the strengths and the problems within the approach of DLQ.

### **Comments/Feedback:**

After the discussion, some issues and questions were raised by the workshop attendees. An important and often-mentioned concern was the high technical level of DLQ. Due to the involvement of professional technical equipment, which is both expensive to get and difficult to handle, some participants in the dissemination workshop had a certain degree of reservation towards the project. A statement from Daniel Willmann clarified that it is possible to implement the project also without such a high-tech equipment. The most important material to produce a short film is the creativity from the crew – high quality equipment may be used, but low-tech equipment like smartphones and freeware programmes for editing the finished films are also possible.

Another point of discussion was the duration of all the foreseen activities. If all the activities within the ACT-Curriculum should be implemented, a minimum of two weeks of every day work has to be guaranteed. This might limit the applicability of DLQ to some professional youth workers who have a long-lasting contact to their target group and who may work with them in a very engaged and trustful way. One possible solution offered by the participants themselves was that the target group should be viewed in more details: While there are some youth-at-risk who really need a professional guidance in their every-day life, there are also some others who may manage their life quite well without professional support. The first group usually is in close contact to a tutor, so all the necessary preconditions for using DLQ are given. The second group usually is not in such a deep mentoring programme; but they also do not need all the possible support from DLQ. In these cases, it might be a solution to implement only a part of DLQ, so the pupils might have the chance to have a look into the filming industry and to find out if this is a potential career for them.



**Photos taken at workshop:**



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