

Piloting the DLQ Training

A PIVOTAL ELEMENT of the Digital Latin Quarter project is the training of young people to become fully competent and skilled members of their DLQ film crews and then supporting them in the application of their new skills and knowledge.

As part of this training, film crews were formed in four partner countries, with local youth getting the opportunity to try out a series of roles within the crew. From actors, directors and producers to sound technicians, camera operators and set designers, all aspects of film-making were covered by these enthusiastic crews. Tutors delivering this training followed the step-by-step ACT Curriculum which promotes team building and team work, communication skills, dialogue and negotiation, literacy skill development through storyboards and script-writing, building ICT skills through the use of the film-making equipment, and fostering creativity and individuality through the creation of original film projects. The following is an overview of the DLQ pilot training in Germany, Ireland, Lithuania and Cyprus.

Case Study– Germany

THE PILOT TRAINING in Germany was carried out by Kolping Bildungswerk together with Popcollege. There were two main target groups involved in the training – youth workers and youth-at-risk.

In total four youth workers were involved in the DLQ project all of whom had experience with working with audiovisual equipment and with youth of risk. The target group of young people involved in the training consisted of 12 participants, age 16



NEWSLETTER 4

– 18 years; 5 of whom were girls and 7 boys. All of the target group members were pupils from secondary schools who were at risk of dropping out, or were struggling with their fear of not getting any vocational education. The recruitment of youth workers was not a problem for Kolping, as they started working with Popcollege “Schule Kreativ” from the beginning and involved their staff members. Young participants were easy to recruit due to young people’s interest in digital media.

Kolping hosted the first trial meetings with students in September 2012, with regular classes starting on the 14th March 2013. By the end of July 2013 young people had completed the ACT Curriculum and almost 4 hours of film projects created. To date the film crew has created 6 pieces of film, including “Marcel will helfen” (00:03:55), The “Fellbacher Tafel” (00:03:35), “Marcel will helfen” at the “Fellbacher Tafel” (00:03:43), “Marcel will helfen” interview with Mrs.Tietz (00:06:48), Walter Spira Live (03:12:00), Company presentation “Gren Babinecz” (00:03:10). In total, 03:33:21 minutes of film has been produced by the young people and is now available to view on DLQ-TV, an online TV station designed to broadcast the outputs of this training. While the films are very impressive, the main benefit of this project for the young people was their personal growth throughout the programme,

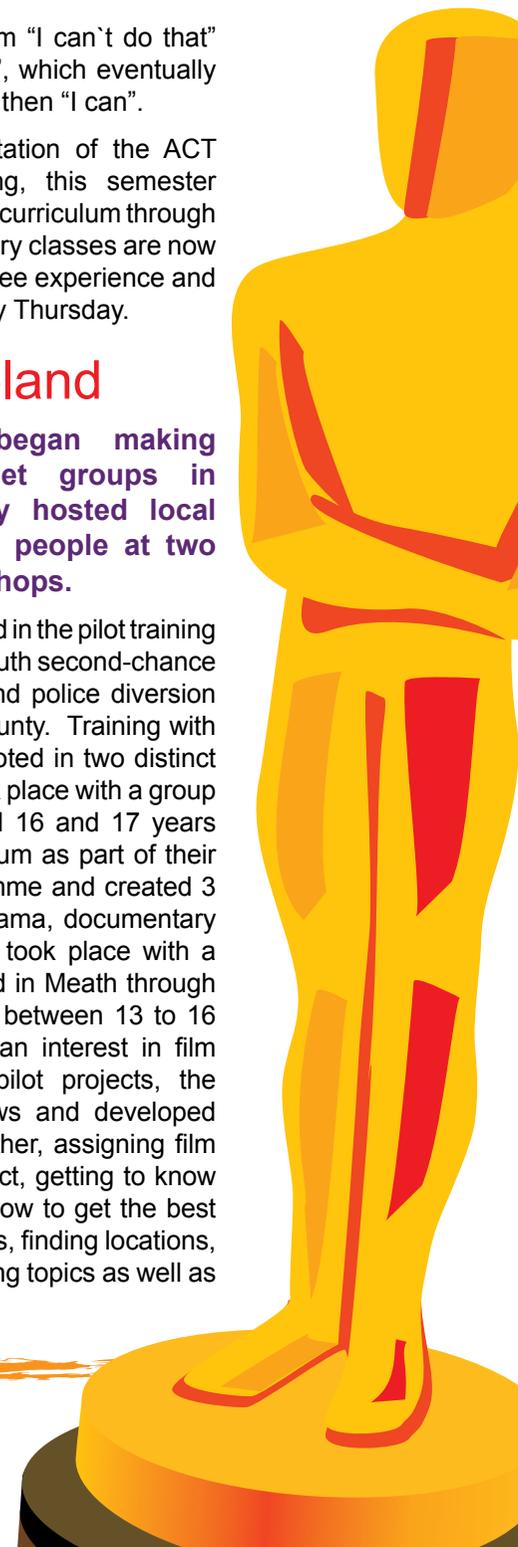
and their change in attitude from “I can’t do that” to “I don’t know how to do that”, which eventually became “I’ll try – I practice” and then “I can”.

With the successful implementation of the ACT curriculum in this pilot training, this semester Kolping is offering classes on the curriculum through their mainstream services. Theory classes are now being held every Monday, with free experience and group meetings being held every Thursday.

Case Study– Ireland

MEATH PARTNERSHIP began making contact with local target groups in February 2012 when they hosted local youth workers and young people at two initial dissemination workshops.

Youth workers and tutors engaged in the pilot training were recruited from a range of youth second-chance education, school completion and police diversion programmes from across the county. Training with young people in Ireland was piloted in two distinct environments. The first pilot took place with a group of transition year students aged 16 and 17 years who undertook the ACT curriculum as part of their “mainstream” education programme and created 3 film projects in the form of a drama, documentary and vox pop. The second pilot took place with a group of young people, recruited in Meath through local youth organisations, aged between 13 to 16 years old who had expresses an interest in film production. Throughout the pilot projects, the young people formed film crews and developed strong connections with each other, assigning film roles and writing a group contract, getting to know the equipment and finding out how to get the best out of it, scheduling their activities, finding locations, creating storyboards and choosing topics as well as filming projects for DLQ TV.



The youth workers involved in the project showed willingness and support for the project from the time they were first engaged. They wanted access to the training and resources and were committed to test and feedback on the curriculum. Because these youth workers work with such limited resources, they embraced the alternative approach that the ACT Curriculum took to second chance education and career guidance for young people. The benefits of this training for young people include the development of literacy, numeracy and social competences through hands-on, practical film projects, mainly delivered outside the classroom; the acquisition of industry-grade skills which lead to them producing real outputs i.e. films; tailor-made and targeted career guidance resources through film for young people and the opportunity to learn new skills as a member of a 'crew'. The success of this training has led to the curriculum being incorporated into Meath Partnership's mainstream training and it will be offered to local youth groups and youth workers from Spring 2014 onwards.

Case Study - Lithuania

IN ORDER TO IMPLEMENT this pilot training IDEJU CENTRAS established relationships with gymnasiums and secondary and youth schools in Kaunas as well as suburban Community Centres, who provided youth workers to get involved in this project.

A group of 10 youth workers were recruited to undertake the bespoke training developed by the project partners. These youth workers were recruited through different dissemination channels including project presentations, press releases and newsletter circulation.

The youth-at-risk involved in the DLQ project came from two distinct groups. One group was well-educated but unenthusiastic pupils, who had lost their interest in studying because of the uniform nature of the traditional

education system. The second group was composed of youth from the suburban areas, which were short of education and leisure opportunities locally. The training with the youth-at-risk began in August 2013, with young people gathering once a week, every Wednesday and completing project work during these sessions. The ACT curriculum was introduced, and then the group was tutored in the technical aspects of the course and in using all of the equipment. After this initial training the young people developed a filming schedule themselves, making decisions on project topics, settings, scripts, and live events that they wanted to film. During the 7 days of training held, 4 film projects were completed, including the live event, vox pop and drama.

The outcomes achieved so far are highly sufficient. As well as the completion of these film projects, another great outcome of the training is that the youth are filming the documentary on their hometown, its history, and culture and interviewing local famous people. The film they will create will be used to promote the small town of Kulautuva, and that way increase the value of the DLQ project locally.

DLQ training in Lithuania has been very successful due to the strong commitment of the youth involved in this project. When you consider the brief time spent on the training, the results achieved are stunning.

Case Study– Cyprus

CARDET, in support of their role in this pilot training, recruited 8 youth workers who were members of youth organisations and youth associations with extensive knowledge on youth- related issues as well as of 20-30 youth-at-risk between 18-25 years of age who either dropped out of school, or faced difficulties in the typical school environment and were at risk of dropping out.

For more information on the DLQ project or to view the film projects created by the young people, please visit www.digital-latin-quarter.eu and watch on DLQ-TV.

The target group members were recruited to take part in the project through dissemination workshops, and through networking with relevant stakeholders including the Ministry of Education and Culture, second-chance education schools and relevant NGOs. The training began in March 2013 and lasted through until May. In total, 6 groups completed the ACT Curriculum. An additional 4 groups also completed the second pilot training, which was held in August and September, 2013. As the result of both pilot runs, the youth involved in DLQ produced 22 videos of more than 4 hours long including a live event, vox-pop, simple interview, documentary and drama. The youth covered such topics as young people in the 21st century, what my country has offered the world, and open topics that they chose.

Due to the enthusiasm of the young people involved in the pilot training, the curriculum was fully implemented, all of the projects were completed, and the film crews benefited from great personal development. The training helped the young people to develop strong interpersonal relationships through the establishment of real film crews that shared feelings of trust, mutual understanding, and shared responsibility as well as friendship. The project faced some challenges including a lack of familiarity with the use of digital media equipment, a lack of commitment from some participants and their difficulty in adjusting their habits and behaviour towards education. However, throughout the training positive team spirit was promoted, and the film crews developed friendship ties and bonds through their project work.