STAFF TRAINING

CURRICULUM

D2.1

Project Acronym	DIGITAL WELCOME
Project Title	The WELCOME Programme
Work Package	WP2 Staff training
Deliverable Title	D2.1 Staff training curriculum
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Keywords	Staff training, coding, digital storytelling, digital journalism, soft skills, migrants, refugees, vulnerable youth
Abstract	In this document the overview of the training program held in Athens, from the 5th to 9th of March, 2018 is provided. **Participating organizations were:** • ALL DIGITAL, Belgium • Media Actie Kuregem Stad, Belgium • IASIS, Greece • Stiftung Digitale Chancen, Germany • Fondazione Mondo Digitale, Italy • Colectic, Spain • Centro Studi Citta di Foligno Associazione ,Italy
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Abstract

The aim of the 5 days Training for Trainers was to educate the trainers in the DIGITAL WELCOME methodologies. The training modules involved digital methodologies such as coding with scratch, digital journalism and digital storytelling as well as soft skills and employability awareness. Through non-formal education and peer-to peer learning methodology, we established a fun way of learning from each-other throughout the week.

After this training, trainers were ready to facilitate workshops involving the above-mentioned methodologies, for young refugees and migrants. The young migrants will be trained to them become themselves young mentors, able to organize workshops for their peers and locals by doing some volunteering work for the hosting community which can lead towards inclusion and social cohesion.

In this document, the overall structure of the Training is provided, along with references for all the relevant material needed.

1. EDUCATIONAL PROGRAMME FOR FACE-TO-FACE TRAINING

This part describes the detailed programme of the face-to-face part of the staff training, part of the Digital Welcome project. The objective of this training is to equip the trainers from the organisations, which will implement the Digital Welcome training programme, with the skills to teach the four modules included in the programme. The training is based on a peer-to-peer methodology, whereby trainers from the partner organisations teach each other into the different topics. The face-to-face part of the training is 5 days and approx. 30h. The training programme is designed in such a way that sessions on the four modules are mixed and distributed across the five days.

1.1. Day 1

The first day is focused on two modules – Module 4: Soft skills and employability and Module 2: Digital Storytelling.

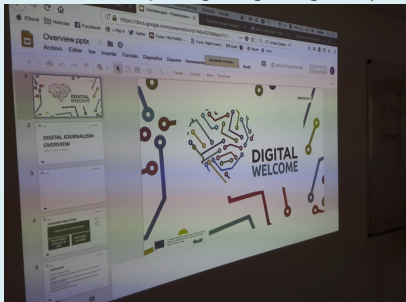| LEADING ORGANIZATION	TIME	MODULES / ACTIVITIES	FORMAL/NON-FORMAL/INFORMAL METHODOLOGIES USED
IASIS NGO	10:00-11:00	**Module 4. Soft skills and Employability Awareness**: Communication	Ice-breaker "1-2-3" (based on TfT additional activities provided), "chic-chak photo" activity, "talking stick" activity: based on Programme Guidelines Module 4
MAKS	11:00-12:00	**Module 2. Digital Storytelling** - Warm up: Dixit game: What are your expectations? (See 2.2.2 Dixit & 2.2.6 Dixit in the programme contents)	Using Dixit cards to express a feeling or expectation

		Using Dixit cards with beautiful interpretable images to show that everyone has different ways of expressing through and interpreting images. - What is Digital Storytelling? Some examples and feedback.	
MAKS	12:00-13:30	**Module 2. Digital Storytelling** - Finding anecdotes about topic "Migration". Everyone got some time to write down two stories that confronted them with injustice concerning migration. This had to be anecdotes or personal experiences. - First story circle, everybody tells his/her story, and everybody gives feedback on each other's story	Story circle
		13:30-15:00 Lunch break	
MAKS	15:00-16:00	**Module 2. Digital Storytelling** - Energizer "The Ninja" Prepare a personal signature ninja move. Start counting with your limbs from 5 to 1 and keep subtracting one number. - Continuing story circle	Story circle
IASIS NGO	16:00-17:00	**Module 4. Soft skills and Employability Awareness**:	Ice-breaker "maestro game" (based on TfT additional activities provided), "takes two to

Communication & self-presentation	tango" activity (based on Programme Guidelines Module 4)

Table 1. Schedule of Day 1

1.2. Day 2

The second day is focused on three modules – Module 4: Soft skills and employability, Module 2: Digital Storytelling and Module 3 Digital Journalism.

LEADING ORGANIZATION	TIME	MODULES / ACTIVITIES	FORMAL/NON-FORMAL/INFORMAL METHODOLOGIES USED
IASIS NGO	10:00-11:00	**Module 4. Soft skills and Employability Awareness**: Team Work	"Our Journey" activity (based on TfT additional activities provided), "Superhero" team work activity (based on Programme Guidelines Module 4)
Colectic	11:00-13:30	**Module 3 Digital Journalism Step 1: Overview of the program** (see PPT https://goo.gl/sbgzKV) Emphasis on the opportunity of using the Digital Journalism	Overview through powerpoint presentation Brainstorming with Post-it and Linoit.com Using Tricider to prepare the interviews and vote the best questions to be included

technique to interact with the host society.

Test the use of productivity applications: maps, calendars, brainstorming, decision-making tools, email management, task lists and their potential to share content.

Step 2: the refugees needs. Working in 3 groups:
Brainstorming: the refugees needs. Each person, individually, answers the question: what do refugees need when they first arrive in a new country? There are multiple answers, which are recorded separately in different post-its.

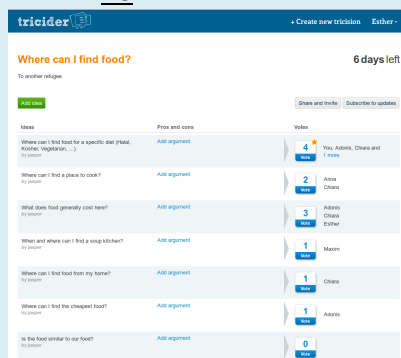Forming groups of 3 people, the participants share their work and group their answers.

The activity ends when the whole group shares its contributions, negotiating through the screen (with Linoit tool) how these contributions can be grouped.
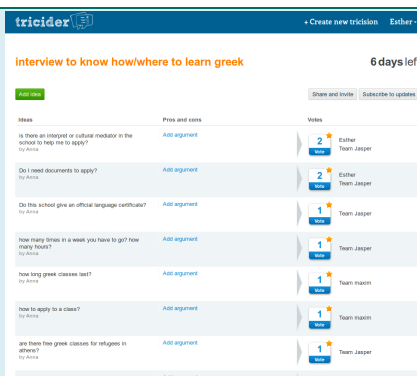
Testing the recommended APPS to edit video.

http://linoit.com/users/esther-colectic/canvases/WELCOME

Step 3: Brainstorming: preparing the interviews. Voting for the best questions. Tool: Tricider. Participants choose a topic and develop questions for an interview on that topic:
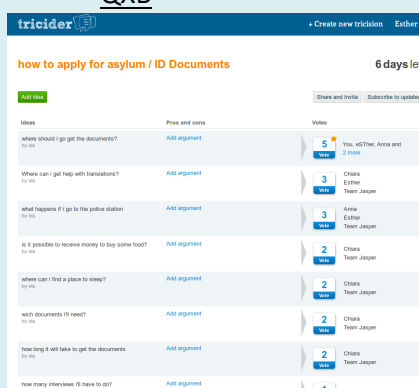
- Topic: Finding food: http://www.tricider.com/brainstorming/2hl540E4cV3

- Topic: Learning Greek: http://www.tricider.com/brainstorming/2WiqBJVoSAF

- Topic: Applying for asylum/ID documents: http://www.tricider.com/brainstorming/3CCxiHN7QXB

Step 4: Testing the recomended APPS to edit video: PowerDirector or iMovie.

		13:30-15:00 Lunch break	
IASIS NGO	15:00-16:30	**Study Visit at Connect Athens:** Youth Center for youngsters at social risk and migrants. Issues explored/presented: Meeting with Youth workers.	**Study Visit:** powerpoint presentation & discussions

		Objectives, target group and description of YC. Community work and awareness. Procedures in everyday counseling routine. Networking with other services. VET services	
MAKS	16:30-17:30	**Module 2. Digital Storytelling** Finishing story circle What makes an image a good image (See 2.2.6 Interpretation game). We see some images and play the game mentioned in the programme contents. This way we already see that people interpret images in different ways and how it could make our digital story stronger	Story circle, presentation of images and discussion

Table 2. Schedule of Day 2

1.3. Day 3

The third day is focused on three modules – Module 4: Soft skills and employability, Module 2: Digital Storytelling and Module 1 Coding with Scratch.

LEADING ORGANIZATION	TIME	MODULES / ACTIVITIES	FORMAL/NON-FORMAL/INFORMAL METHODOLOGIES USED
IASIS NGO	10:00-11:00	**Module 4. Soft skills and Employability Awareness**: Conflict resolution	Ice-breaker/energizer "awaken the body" (based on TfT additional activities provided), raise awareness for conflict resolution (video) (based Programme Guidelines Module 4), non-violent communication ppt presentation (based Programme Guidelines Module 4), non-violent communication activities a) "fact or opinion" b) "expression of emotions" (based on TfT additional activities provided)
MAKS	11:00-12:30	**Module 2. Digital Storytelling** - Energizer: "Roman numbers" Count one by one up to twenty… in roman numbers. And replace I by 'Morning', V by 'Good Morning' and X by 'Good Good Morning'. Everytime	Energizer, Storyboards

		someone makes a mistake you have to start back at one (= Morning). - Where to find right-free images and music (see 2.2.6 Where to find right-free photos) - Where to find the tutorials to edit your video (see 3.8 Create a new project in your video editing software) - Introducing Storyboards to structure story based on feedback from the story circle (see 3.5 Create a scenario or a storyboard)	
FMD	12:30-13:30	**Module 2. Digital Storytelling** - Trainers use a Laser book and characters to create a stop motion video story	Stop Motion techniques (see 2.2.6 Using Stop-Motion) Laser Book Techniques (see 2.2.6 Using the Laser-Book)
		13:30-15:00 Lunch break	
MAKS	15:00-16:00	**Module 1. Coding with Scratch** - Warm up: The Blind Robot (see 2.1 Energizers / warm-ups in Programme Contents of Coding) - Exploring the Scratch website - Basic essentials of Scratch: explaining what every part in the Graphical User Interface (GUI) does.	Island structure in classroom and self-learning

IASIS NGO	16:00-17:30	**Module 4. Soft skills and Employability Awareness**: Conflict resolution	"Watch out!" activity based on Programme Guidelines Module 4

Table 3. Schedule of Day 3

1.4. Day 4

The fourth day is focused on three modules – Module 4: Soft skills and employability, Module 1: Coding with Scratch and Module 3 Digital Journalism.

LEADING ORGANIZATION	TIME	MODULES / ACTIVITIES	FORMAL/NON-FORMAL/INFORMAL METHODOLOGIES USED
IASIS NGO	10:00-11:00	**Module 4. Soft skills and Employability Awareness**: Conflict resolution	Energizer "the invisible arrow" (based on additional TfT activities), "conflict resolution questionnaire" (based on Programme Guidelines Module 4)
MAKS	11:00-12:00	**Module 1. Coding with Scratch** - Basic exercises (see 2.3.3 Introduction cards)	Self-learning through exercises
MAKS	12:00-13:30	**Module 1. Coding with Scratch** - Continuing exercises	Self-learning through exercises
		13:30-15:00 Lunch break	
Colectic	15:00-16:00	**Module 3. Digital Journalism** **Step 1: How to record interviews. Digital video.**	PPTs, Work in pairs with mobile phones in order

	https://goo.gl/LWcSsm	to record the interviews.
	Step 2: Recording the interviews.	
	The participants are divided into pairs to record interviews using the smartphone and the list of questions previously prepared (and shared through the WhatsApp group). Participants should pay special attention not only to the content of the interviews, but also to the plans, light effects, sound quality, stability of the camera, etc. They can test the use of external microphones and appreciate the advantages of using them. The work focuses on detecting difficulties and developing strategies to correct them, with the assistance of the trainers.	
16:00-17:30	**Roundtable:** Migration issues and good practices when working	Invitation to stakeholders for

with refugees/asylum seekers. Organizing trainings for people at social risk.

contributions, Experts in the field.

Dissemination of WELCOME project.

Tools: World-cafe technique, ppt presentations, discussions

Main topics: Design and implementation of different tools. MILE methodology example. Best examples of session's adaptation. VET needs of counselling professionals. Issues faced in their practice and coping strategies. Employability barriers of refugees/asylum seekers.

Table 4. Schedule of Day 4

1.5. Day 5

The fifth day is focused on two modules – Module 1: Coding with Scratch and Module 3 Digital Journalism.

LEADING ORGANIZATION	TIME	MODULES / ACTIVITIES	FORMAL/NON-FORMAL/INFORMAL METHODOLOGIES USED
MAKS	10:00-11:00	**Module 1. Coding with Scratch** - Coding an advanced game and trying to add things (see 2.3.4 Experienced Cards) - Adding features to advanced games	Self-learning through exercises guided by an experienced trainer
MAKS	11:00-13:30	**Module 1. Coding with Scratch** - Experiment with Makey Makey	Group experiential exercise guided by an experienced trainer
		13:30-15:00 Lunch break	
MAKS	15:00-16:00	**Module 1. Coding with Scratch** - Trying to make your own game from scratch (see 2.2.4 Make your own game… from scratch on Scratch!)	Self-learning through exercises guided by an experienced trainer
Colectic	16:00-17:00	Module 3. Digital Journalism - Editing and finishing the interviews	Individual work: Editing with Video-editing tools

IASIS NGO and MAKS	17:00-17:30	Evaluation of the TfT	Group discussion
		Discussion, ideas and proposals	

Table 5. Schedule of Day 5

2. SELF-STUDY

This part includes the self-study assignments which the trainers had to complete after the face-to-face part. This part is defined after the trainers fill in an online questionnaire on the face-to-face training. The purpose of this questionnaire is to identify their gaps – topics/issues on which they feel are not covered sufficiently during the face-to-face training, or that they need to exercise further.

As a first and basic assignment, all trainers are asked to read the programme contents and guidelines for all four modules.

Then, the trainers-of-trainers (the tutors in the face-to-face part) act as online tutors and assign self-study tasks in each module.

2.1. Assignment in Module 1 Coding with Scratch

Trainers were asked to:

- Open an account on Scratch
- Experiment with some cards
- Add extra elements to at least one existing game.
- Try to make a simple game or interactive video from scratch.

Then they had to share their game with the tutor and other peers and receive comments for improvement.

2.2. Assignment in Module 2 Digital Storytelling

Trainers were asked to:
- Finish the digital stories they started during the face-to-face part
- Find images
- Edit their videos
- Share their stories

2.3. Assignment in Module 3 Digital Journalism

Trainers were asked to:
- Edit the video interviews they recorded during the face-to-face part
- Upload the interviews in the dedicated project youtube channel

2.4. Assignment in Module 4 Soft Skills and Employability Awareness

Trainers were asked to:
- Further material was provided and further reading requested.

3. REFERENCES

[1] DIGITAL WELCOME - Programme Contents - 1 Coding with Scratch

[2] DIGITAL WELCOME - Programme Contents - 2 Digital Storytelling

[3] DIGITAL WELCOME - Programme Contents - 3 Digital Journalism

[4] 1_Overview

[5] Digital video

[6] Usage-rights_privacy.pptx

[7] DIGITAL WELCOME - Programme Contents - 4 Soft skills

[8] Empowering the young refugees as mentors

[9] 4-Sides Model of Communication.ppt

[10] Communication Module.pptx

[11] Conflict Management Questionnaire.doc

[12] ICEBREAKERS_IASIS.pdf

[13] ICT skills _employability.pdf

[14] Introduction_to_Non-ViolentCommunication__PowerPoint_

[15] links_youth_work_with_migrants.docx

[16] self presentation activity.docx

[17] self_presentation_CHECKLIST.doc

[18] Soft skills_flexibility.ppt

[19] TfT_additional activities.docx