Grandma's STORY.EU

ENGAGING MIGRANT YOUTH

Training Curriculum and Course Content

Acknowledgments

The document will be aimed at supporting youth workers, trainers, decision makers and stakeholders, during the implementation of the material created. This output consolidates the projects outcomes, into a methodological description and practical ideas of implementing the material in training at various levels: national, regional and local. The document will also include the overall report of the testing phases and practical examples of, "how to do" to use the resources produced and a curriculum based upon the resources. It will be implemented in a formal ECVET accredited training course for VETROS. The Training course plan will describe timing, topics, contents and tools to be used.

Content

INTRODUCTION

Why is it important to explore and educate about migration?

Our research has shown that the provision of initial and continuous training for Educators, Youth Workers and support structures for institutions in this area is at a minimum in partner countries and throughout Europe. The project aims to "train the educators" in the initial induction skills, knowledge and competences needed to engage in discussion about Migration and also to add skills in developing pop up education exhibitions and migrant heritage trails.

A training Europass will be sought for the course and the training will be created by referring to a series of learning outcomes and credit allocations that will allow future integration with ECVET systems. A support network will be set up focussing on the Grandma's Story OER platform created in order to best use the visual learning materials on offers. A training course for educators on how to work with migration issues through setting up migration themed exhibitions and trails etc. The training will build upon the point of entry training programme for educators run by Elderberry in several EU Countries which are point of entry for migrants www.eucourses.eu The project will expand upon the Swedish training method developed by Elderberry AB which has proven successful in training educators in such areas.

The Educators Toolkit to include:

- A Course curriculum
- Scenario based training material
- Note for educators

Each partner will supply 3 scenario based exercises complete with training notes.

Topics to be covered will include:
- Research skills
- Curation skills - Teaching people how to record and reproduce their stories.
- A toolbox for creating simple pop-up exhibitions (On Line Story Creator Tool)
- Media skills (how to create media, interview skills, copyright, etc)
- Technical and media skills
- Visualisation of migration stories (graphics/interactive info-graphics)
- Funding skills
- Promotion/marketing skills
- Re-usable print media, etc (poster templates, ...)

One reusable POP UP exhibition will be produced in each partner country using the collective resources, research, interviews and photographs of the partnership (Using On-Line Story Creator Tool)

GRANDMA'S STORY TRAINING COURSE

GRANDMA'S STORY is a training course for people working with Migrant youth groups with a focus on the arts and cultural sector. The course is open to educationalists working at all levels and types of Migrant youth education.

GRANDMA'S STORY takes its starting point in the belief that no citizen in Europe should be discriminated against in lifelong learning or employment. In times of economic difficulties there is more than ever, a need for finding new ways to make better use of the diverse resources of organisations and people. This includes people who are more specially disadvantaged because of certain social or individual disabilities.

At the heart of social inclusion is a belief that arts and culture are for everyone. The course demonstrates that this particular sector has great potential as a framework for education and training.

By exploring different practices and methodologies to be found throughout Europe and by highlighting the pedagogical framework from the Swedish partner, Elderberry AB, the objective of the GRANDMA'S STORY training course is to train youth workers in an interdisciplinary resource on how to use the arts and cultural sector for working with Migrant youth groups.
The course is centred on the training programme at Elderberry and focused eLearning material to be found on the Grandma's Story OER platform. It consists of formal lectures, workshops, study trips and time for personal reflection. Learning outcomes include:

- Understanding formal national / EU framework using a rights based approach
- Rights & Responsibilities at institution level
- Developing a personal training framework for Migrant youth
- Using appropriate terminology and Glossary of terms
- Managing your programme
- Understanding Health and Safety issues when working with Migrant youth
- Explore ICT aids for training
- Learning how to engage with the community – work, education and training
- Sustainability and fundraising examples

The courses comply fully with the Erasmus+ European criteria for mobility grants. We provide full modules for preparation, monitoring and validation. The course is assessed using the EQF and ECVET frameworks for definition of Learning Outcomes in terms of Knowledge, Skills and Competences for each moment.

The expanded and adapted "live" training course module will fit into the already existing course curriculum and is derived from the material and tools produced in the (GRANDMA'S STORY) Erasmus plus KA2 project. It will be subsequently incorporated into the regular training programmes delivered by the partners.

This training course curricula for YOUTH WORKERS on using the OER platform in training situations to be incorporated into the existing training course. The modules will also be adapted for ECVET accreditation.

The purpose of the GRANDMA'S STORY Training Course Curriculum is to guide all users in delivering and using the educational material developed within the context of the project. In the first chapter we introduce the aim and objectives, target groups, and the results of the needs analysis consultation conducted that supports and helps justify the needs for developing and implementing the GRANDMA'S STORY program.

The following four chapters present an extended explanation about the outcomes of this project and how to use them for training purposes: the GRANDMA'S STORY Competences Matrix; the GRANDMA'S STORY Quests (E-learning material); and the GRANDMA'S STORY Training Handbooks. The final chapter explores the use of the GRANDMA'S STORY OER platform in training. Each of these chapters introduces the aim and objectives of the educational material followed by an explanation on how to use those with practical examples in training.

Aims and objectives

One the basic of principles the GRANDMA'S STORY project draws on the lessons of previous innovative initiatives on practical and experiential projects exploring the pedagogical potential of Migrant youth though the use of a training and complementary eLearning materials.

With the GRANDMA'S STORY project we have designed a curriculum that is able to meet these goals by enhancing a specific field of the training for YOUTH WORKERS through incorporating the products of this project.

The GRANDMA'S STORY set as its priority the training of YOUTH WORKERS in the use of the heritage around them. We hope to raise awareness of the necessity of using the methodologies and educational materials developed in combination with the OER platform tool. The partnership developed the project based on the assumption that working on such a specific concept will help create better understanding between formal, non-formal education, and training and other forms of learning Migrant youth in order for them to better integrate into their local community.

Target groups

- 1st TARGET GROUP (APPS) - Migrant youth

- 2nd TARGET GROUP (OER platform, Methodology Publication and eLearning) YOUTH WORKERS engaged withMigrant youth

One of the most important subjects of concern was to cover the many ranges of work experiences with the different target audiences of the partners involved in this project.
The main objective is to engage all those groups in active and continuous learning activities by using the local environment and community as an educational resource. To comply with this purpose the partnership developed a set of activities to help improve the educational competence
of both youth professionals working with Migrant youth and groups that may use such sites for education and training, by helping them acquire new skills.
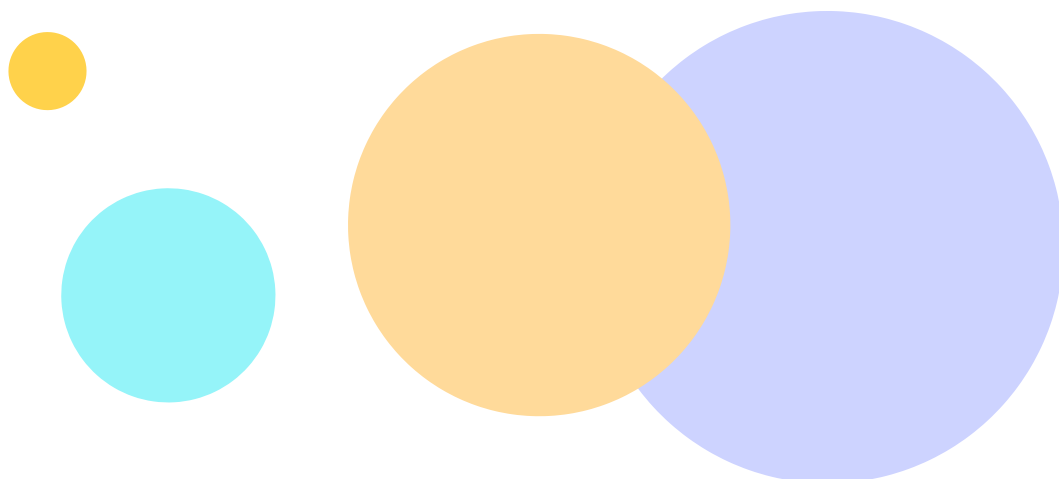
Needs analysis consultation

The starting point for the training course curriculum development was the conduct of a short pre-application needs analysis to verify the true training needs in the specific area of Migrant youth in relation with the identified users of the project. Most of the answers informed us about non-formal learning practices. As to the perception that professionals have their own skills and competences in the fields of Migrant youth education and engagement.The descriptions of the needs for training and professional development in this area served as an important benchmark for the development of a competence index of areas addressed in all the educational material provided.

The majority of the respondents of this questionnaire work within the context of Migrant youth and also provided information about the sector leaving us with more material to use in the educational exercises. It was important to track the use trainers and teacher give to such Migrant youth sites.

A summary of needs analysis identified the following outcomes:

IDENTIFIED NEEDS/DIFFICULTIES

KEY CHALLENGE/OPPORTUNITIES

- A need for an easy to use tool that could help trainees with Migrant youth complete simple on-line "exhibitions"

- A need for complementary training and training material

- A way to release staff from time consuming tasks

- Incorporating the material into existing training courses

GRANDMA'S STORY LEARNING OUTCOMES COMPETENCES MATRIX

An overview

Aims and objectives

The GRANDMA'S STORY Competences Matrix is available in the "Educational Resources" section of the GRANDMA'S STORY Open Educational Resources (OER), is a working tool designed according to the European Qualifications Framework (EQF) and the National Qualifications System and Framework (NQF) and it presents how the GRANDMA'S STORY learning program is in context with those guideline documents. The GRANDMA'S STORY Competence Matrix is aimed at Youth Workers.

How to use it?

The Competence Matrix works hand in hand with the GRANDMA'S STORY Web Quests E-Learning Material and training material in PDF form plus the Migrant Heritage trail publication. Before starting the training session's teachers and trainers must learn about the specificity of the CM design approach, which details:
The learning levels according to the defined target groups and the explanation on how these levels can be framed in the EQF levels.

- 2nd TARGET GROUP: professionals engaged with Migrant youth from a wide variety of sectors

Module name/ Publication title	Type	Learning Outcomes	Teacher Note
Collecting Stories & Creating Digital and Pop-up exhibitions	Guide	**Learning outcome 1** Define concept of the exhibition **Learning outcome 2** Select the key elements of the exhibition base through the storytelling process **Learning outcome 3** Develop creative thinking and concepts **Learning outcome 4** Define appropriate theme for creating an exhibition	**Teacher Note 1** Best suitable for students aged 14+ **Teacher Note 2** Suitable for developing descriptive skills and vocabulary **Teacher Note 3** Usable for creating drama play or topics on arts and heritage
Drama Play	Guide	**Learning outcome 1** Usable for creating drama play or topics on arts and heritage **Learning outcome 2** Learn to create synopsis and script **Learning outcome 3** Learn to link different characters **Learning outcome 4** Learn how to organize drama play team	**Teacher Note 1** Best suitable for students aged 14+ **Teacher Note 2** Suitable for developing vocabulary and media literacy **Teacher Note 3** Usable for awareness raising projects and activism in the local community
Funding Competence	Guide	**Learning outcome 1** Translate needs in resources and resources in money **Learning outcome 2** Cooperate with your team **Learning outcome 3** Draw up a budget **Learning outcome 4** National and international cooperation	**Teacher Note 1** Best suitable for students aged 14+ **Teacher Note 2** Connected with all the other part of the process **Teacher Note 3** Usable for every social/cultural project or event you and your team want to implement

Module name/ Publication title	Type	Learning Outcomes	Teacher Note
Funding Knowledge	Guide	**Learning outcome 1** Learn the specific skills of a fundraiser **Learning outcome 2** Learn fundraiser specific role in a team **Learning outcome 3** Find out the right fund for your project **Learning outcome 4** What is crowdfunding and how to use it	**Teacher Note 1** Best suitable for students aged 14+ **Teacher Note 2** Connected with all the other part of the process **Teacher Note 3** Usable for every social/cultural project or event you and your team want to implement
Funding Skills	Guide	**Learning outcome 1** Fill out a good budget **Learning outcome 2** Communicate with your funder **Learning outcome 3** Manage a funding process **Learning outcome 4** Manage a crowdfunding campaign	**Teacher Note 1** Best suitable for students aged 14+ **Teacher Note 2** Connected with all the other part of the process **Teacher Note 3** Usable for every social/cultural project or event you and your team want to implement
How to use the Story Creator to create a pop up exhibition	Guide	**Learning outcome 1** To understand the purpose and function of the Story Creator tool **Learning outcome 2** To understand the items required to be gathered before creating a story online **Learning outcome 3** To learn how to add text, images and video via the Story Creator tool **Learning outcome 4** To successfully publish a Grandmas Story online, adding to the online exhibition collection	**Teacher Note 1** Prior to using the module ensure you and the learners have registered on the platform AND verified your registration via the email link **Teacher Note 2** Gather the text, images and video link before using the Story Creator **Teacher Note 3** Videos are added to Stories via an embedded YouTube video. Upload the story video to YouTube as Public or Unlisted (not Private) before using the Story Creator

Module name/ Publication title	Type	Learning Outcomes	Teacher Note
Marketing Skills	Guide	**Learning outcome 1** Understand and apply knowledge of human communication and language processes **Learning outcome 2** Use of basic marketing tools **Learning outcome 3** Define the key elements of digital marketing **Learning outcome 4** Identify tools of promotion and why organizations use them	**Teacher Note 1** Best suitable for students aged 14+ **Teacher Note 2** Suitable for developing vocabulary and media literacy **Teacher Note 3** Usable for awareness raising projects and activism in the local community
Migration 3.0	Guide	**Learning outcome 1** Define types of migrations **Learning outcome 2** Analyse web content **Learning outcome 3** Identify local or national NGO working with migrants **Learning outcome 4** To be able to connect with local community	**Teacher Note 1** Best suitable for students aged 14+ **Teacher Note 2** Suitable for developing vocabulary and media literacy **Teacher Note 3** Usable for awareness raising projects and activism in the local community
Art of storytelling	Module	**Learning outcome 1** Define concept of the exhibition **Learning outcome 2** Select the key elements of the exhibition base through the storytelling process **Learning outcome 3** Develop creative thinking and concepts **Learning outcome 4** Define appropriate theme for creating an exhibition	**Teacher Note 1** Best suitable for students aged 14+ **Teacher Note 2** Suitable for developing descriptive skills and vocabulary **Teacher Note 3** Usable for creating drama play or topics on arts and heritage

Module name/ Publication title	Type	Learning Outcomes	Teacher Note
Different ways to share and present a story	Module	**Learning outcome 1** Evaluate the audience and their needs **Learning outcome 2** Systematize stories and information **Learning outcome 3** Plan and undertake activities **Learning outcome 4** Increase knowledge on cultural diversity	**Teacher Note 1** Best suitable for students aged 14+ **Teacher Note 2** Connected to arts, crafts, theater, story-telling, museums **Teacher Note 3** Usable in other topics on heritage as well
Funding Competence to implement your pop-up exhibition	Module	**Learning outcome 1** Translate needs in resources and resources in money **Learning outcome 2** Cooperate with your team **Learning outcome 3** Draw up a budget **Learning outcome 4** National and international cooperation	**Teacher Note 1** Best suitable for students aged 14+ **Teacher Note 2** Connected with all the other part of the process **Teacher Note 3** Usable for every social/cultural project or event you and your team want to implement
Funding Knowledge to implement your pop-up exhibition	Module	**Learning outcome 1** Learn the specific skills of a fundraiser **Learning outcome 2** Learn fundraiser specific role in a team **Learning outcome 3** Find out the right fund for your project **Learning outcome 4** What is crowdfunding and how to use it	**Teacher Note 1** Best suitable for students aged 14+ **Teacher Note 2** Connected with all the other part of the process **Teacher Note 3** Usable for every social/cultural project or event you and your team want to implement

Module name/ Publication title	Type	Learning Outcomes	Teacher Note
Funding Skills to implement your pop-up exhibition	Module	**Learning outcome 1** Fill out a good budget **Learning outcome 2** Communicate with your funder **Learning outcome 3** Manage a funding process **Learning outcome 4** Manage a crowdfunding campaign	**Teacher Note 1** Best suitable for students aged 14+ **Teacher Note 2** Connected with all the other part of the process **Teacher Note 3** Usable for every social/cultural project or event you and your team want to implement
How to create short and exciting drama play out of a Grandma's Story	Module	**Learning outcome 1** Learn to create a drama play **Learning outcome 2** Learn to create synopsis and script **Learning outcome 3** Learn to link different characters **Learning outcome 4** Learn how to organize drama play team	**Teacher Note 1** Best suited for students aged 12+ **Teacher Note 2** Suitable for developing descriptive skills and vocabulary **Teacher Note 3** Usable for social and cultural projects for youth
How to make your own pop-up exhibition	Module	**Learning outcome 1** learn to create a theme pop-up exhibition **Learning outcome 2** learn the need to build the exhibition around a specific concept **Learning outcome 3** develop skills and competencies **Learning outcome 4** Learn organisational and team management	**Teacher Note 1** Best suitable for students aged 14+ **Teacher Note 2** Suitable for developing creative skills **Teacher Note 3** Usable for cultural and historical projects.It is suitable for improving creativity and sociality

Module name/ Publication title	Type	Learning Outcomes	Teacher Note
Marketing skills - Communication	Module	**Learning outcome 1** Understand and apply knowledge of human communication and language processes **Learning outcome 2** Improve how to communicate effectively orally and in writing **Learning outcome 3** Apply effective communication skills in a variety of public and interpersonal settings **Learning outcome 4** Develop knowledge, skills, and judgment around human communication that facilitate their ability to work collaboratively with others	**Teacher Note 1** Best suitable for students aged 14+ **Teacher Note 2** Suitable for developing vocabulary and media literacy **Teacher Note 3** Usable for awareness raising projects and activism in the local community
Marketing tools	Module	**Learning outcome 1** Use of basic marketing tools **Learning outcome 2** Understand all the marketing elements for creating an exhibition **Learning outcome 3** Define the key elements of digital marketing **Learning outcome 4** Identify tools of promotion and why organizations use them	**Teacher Note 1** Best suited for students aged 12+ **Teacher Note 2** Connected to media skills and organization of Pop Up Exhibition **Teacher Note 3** Usable for digital community management
Methods for collecting stories	Module	**Learning outcome 1** Know various methods to encourage memory **Learning outcome 2** Understanding of how oral heritage is collected **Learning outcome 3** Understand importance of each method **Learning outcome 4** Progress research skills	**Teacher Note 1** Best suitable for students aged 14+ **Teacher Note 2** Connected to media skills, interview skills **Teacher Note 3** Usable when conducting interviews with shy people or with people who's memory is regressing

Module name/ Publication title	Type	Learning Outcomes	Teacher Note
Migration 3.0, Explore More	Module	**Learning outcome 1** Define types of migrations **Learning outcome 2** Analyse web content **Learning outcome 3** Identify local or national NGO working with migrants **Learning outcome 4** To be able to connect with local community	**Teacher Note 1** Best suitable for students aged 14+ **Teacher Note 2** Suitable for developing vocabulary and media literacy **Teacher Note 3** Usable for awareness raising projects and activism in the local community
Recording stories and conducting an interview	Module	**Learning outcome 1** Gain planning skills **Learning outcome 2** Develop time-management skills **Learning outcome 3** Compose interviews **Learning outcome 4** Develop listening skills	**Teacher Note 1** Best suited for students aged 12+ **Teacher Note 2** Connected to media skills, history, language, story-telling **Teacher Note 3** Usable for other topics where an interview needs to be done
Learning Media and Interview SKills	16 videos	**Learning outcome 1** Develop the knowledge, skills and competence to setup and record quality interviews and edit the sequences together to create a completed video **Learning outcome 2** Group and Teamwork Communication Skills.Develop the skills, knowledge and competence to understand the roles and responsibilities associated with working in a group. Also to be able to interact with group members and staff communicating within groups **Learning outcome 3** Improve their Learning and Performance. Participaants will develop their confidence, self-esteem, learning and performance by persuing the goals, tasks and processes contained in the Media and Interview Trainer Module **Learning outcome 4** Develop technical skills and use of multimedia	**Teacher Note 1** The Media and Interview Skills module is pitched at Level 1 & 2 **Teacher Note 2** Allow for differentiation within your group to meet individual needs based on learner readiness, interest and learning profile **Teacher Note 3** The Media and Interview Skills module is designed so the group leader can embed a qualification from an awarding body in their own country

Module name/ Publication title	Type	Learning Outcomes	Teacher Note
Using Grandmas objects	Guide	**Learning outcome 1** Develop specialist knowledge and facts related to chosen and specific objects in the study **Learning outcome 2** To understand how different objects are made and used **Learning outcome 3** To be able to use objects for story telling purposes **Learning outcome 4** Reflect over physical versus virtual objects	**Teacher Note 1** Suited for all ages **Teacher Note 2** Can be used in a wide range of subjects **Teacher Note 3** Suitable for developing descriptive skills and vocabulary
Writing texts for Exhibitions	Guide	**Learning outcome 1** How to write and adapt texts used in exhibitions **Learning outcome 2** How to develop story boards **Learning outcome 3** Develop editing skills **Learning outcome 4** Develop storytelling skills	**Teacher Note 1** Best suited for students aged 12+ **Teacher Note 2** Can be used interdisciplinary between mother tongue/IT **Teacher Note 3** Requires students to reflect over different target groups and respective requirements . Can be used in any context where presentations are required
Making interviews	Guide	**Learning outcome 1** Learn how to prepare and conduct interviews **Learning outcome 2** How to edit and develop questions **Learning outcome 3** Learn about copyright and other legal issues regarding material **Learning outcome 4** Develop planning skills	**Teacher Note 1** Best suited for students aged 14+ **Teacher Note 2** Can be used in a wide range of subjects **Teacher Note 3** Requires students to research and identify gaps in information

Module name/ Publication title	Type	Learning Outcomes	Teacher Note
Marketing skills - Logistics	Module	**Learning outcome 1** Define the steps in organizing public event **Learning outcome 2** Develop the communication skills needed for logistical implementation of events **Learning outcome 3** Manage team members role **Learning outcome 4** Learn how to prepare promo materials	**Teacher Note 1** Best suitable for students aged 14+. **Teacher Note 2** Connected to media skills and organization of Pop Up Exhibition **Teacher Note 3** Usable for event management of cultural or social projects

The structure of the GRANDMA'S STORY explaining its main elements:

- Module Title
- Description of Module
- Material or Equipment Needed
- Nominal Learning Time
- Learning Outcome
- Knowledge
- Skill
- Competences/Attitude
- Notes for Trainers

Module title	
Description of Module	5 lines
Material or equipment needed	
Nominal Learning Time	How long should it take to complete?
Learning Outcome	
Knowledge	
Skills	
Competences	
Notes for trainers including EQF level	

TERMS OF REFERENCE TO BE CONSIDERED WHEN DELIVERING THE MATERIAL

Learning outcomes are statements of what a learner knows, understands and is able to do on completion of a learning process. Learning outcomes are defined in terms of knowledge, skills and competences.

Knowledge means the body of facts, principles, theories and practices that is related to a field of work or study. It is described as theoretical and/or factual knowledge.

Skill means the ability to apply knowledge and use know-how to complete tasks and solve problems. They are described as cognitive (logical, intuitive and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools and instruments).

Competence means the proven ability to use knowledge, skills and personal, social and methodological abilities in work or study situations and in professional and personal development. It is described in terms of responsibility and autonomy.

Therefore each section should not solely be a statement of facts or content but should be preceded with a verb and possibly adverb/adjective. Examples:

Knowledge: He/she is able to...
... describe the functioning of components, assemblies and systems.
... assign the necessary documents for service and maintenance.
... differentiate between chemical substances.

Skills: He/she is able to...
... receive orders and plan own procedural steps.
... analyse data and present it as a basis for decisions.
... use information and communication technologies.
... develop a marketing plan and use marketing tools.

Competence (in the sense of taking over responsibility and autonomy): He/she is able to...
... apply problem solving strategies
... reflect upon his/her own action
...cope with and withstand strain and stressful situations in a way that is not harmful to health
...communicate with appreciation colleagues or team members; with patients, family members/reference
   person groups involved in the care process.

READING THE GRANDMA'S STORY COMPETENCES MATRIX AND TERMS OF REFERENCE

An effective way to bring up memories is through photos.

The adapted training module developed within O5, will fit into a competences matrix will be built according to the EQF as a set of learning outcomes – in terms of knowledge, skills and competences/attitudes – that the trainees are expected to achieve by going through the GRANDMA'S STORY training. In order to implement the EU framework for the GRANDMA'S STORY Curriculum and associated competences matrix, partners will need to compare their NQF and the EQF. As most EU countries has synchronised their national framework with EU directives, this should be standard.

The EQF each of the 8 levels is defined by a set of descriptors indicating the learning outcomes relevant to qualifications at that level in any system of qualifications, in terms of Knowledge, Skills and Competences.

Level 1	General basic knowledge and basic skills to accomplish a simple task Work/study under direct supervision in a structured context.
Level 2	Basic factual knowledge in a working/study area; basic cognitive and practical skills needed for the application of the adequate information to the accomplishment of tasks and current problem solving through simple rules and instruments; work/study under direct supervision with some autonomy.
Level 3	Knowledge of facts, principles, processes and general concepts in a study/work area; range of cognitive and practical skills necessary for the task accomplishment and problem solving through selection and application of instruments, materials and basic information; taking responsibility for executing tasks in a study/work area; adapt the behaviour to circumstances in order to solve problems.

Level 4	Factual and theoretical knowledge in broad contexts within a field of study/work; range of cognitive and practical skills necessary for the conceiving for specific problem solving in a study/work area; manage own work within the guidelines established in the context of study/work, usually predictable but liable to change; supervise the routine work of third parts and taking responsibilities in terms of evaluation and activity improvements in study/work contexts.
Level 5	Comprehensive, expertise, factual and theoretical knowledge in a study/work area and awareness of the knowledge limits; large range of cognitive and practical skills for conceiving creative solutions for abstract problems; manage and supervise in study/work contexts subject to unpredictable changes. Revise and develop their development.
Level 6	Deep knowledges for a specific study/work area which demands a critical comprehension of theories and principles; advanced skills which show mastery and innovation for complex and unpredictable problem solving in a study/work specialized area; management complex technical or professional activities or projects, taking the responsibility for decision making in unpredictable study/work contexts; taking responsibilities in management for individual, professional and collective development.
Level 7	Highly specialized knowledge, some of them are in the forefront of some study/work knowledge, that underpin the capacity for original thinking; specialized skills for problem solving in terms of investigation and innovation, to develop new knowledges and procedures in order to integrate them in different areas; manage and transform study/work complex and unpredictable contexts which demand new strategies; taking responsibilities in order to contribute to new knowledges and professional practices and/or review the strategic team performances.
Level 8	Cutting-edge knowledge at the forefront in a study/work area and in the interconnection of areas; the most advanced and specialise techniques, including synthesis and evaluation skills, necessary to solve critical problems in the investigation and innovation areas, for the enlargement and redefinition of the existing professional practices; demonstrate a considerable level of authority, innovation, autonomy, scientific and professional integrity and assume a sustained commitment regarding the development of new ideas or processes in the forefront of study/work contexts, including the investigation field.

CURRICULUM FRAMEWORK FOR THE ADAPTED MODULE

Below is presented a curriculum within a framework of EQVET. The document is designed to both display the curriculum framework and to act as a means of monitoring participants and their development throughout the training week.

The first page is an overview of the learning outcomes for each moment of the training week. Thereafter follows a breakdown of each learning outcome into knowledge, skills and competence expected to be acquired within the given time-frame.

A short description of the activity and extra resources required to use by the trainer is also added.

Participant		Organisation	
Activity unit	**Learning Objectives**		**Completed?**
Pre-course Preparation	To look at training and special educational needs access to culture in the setting of the home country		yes / no
Course Introductions objectives and Group tasks	To understand the general setting, content of the course and its individual and group tasks		yes / no
How cultural institutions work with training?	To understand how cultural institutions have developed historically and how many now work with special educational needs		yes / no

Rights & Responsibilities at institution level	To understand the rights and responsibilities of both the employer/trainees and the employee/ trainee	yes / no
Developing a personal training framework for Migrant youth	To understand the importance of developing an individual training program and how to implement it	yes / no
Using appropriate terminology and Glossary of terms	To understand the terminology of training in an historic and contemporary setting	yes / no
ICT aids for training, Apps and programs	To be able to use a broad variety of tablet apps and programs for people with special educational needs	yes / no
GRANDMA'S STORY OER platform	To be able to create own apps using the generator	yes / no
GRANDMA'S STORY eLearning Education Toolkit	To be able to write supporting eLearning for the app	yes / no
GRANDMA'S STORY Heritage Trails	To be able to put both the app and eLearning into a methodological framework	yes / no
Mentoring	To distinguish between different mentoring techniques and set up a program of mentoring formigrant youth	yes / no
Into the community – work, education and training	Round up of study trip and discussion on work, education and training in your own country. What will you take back?	yes / no
Course round up, monitoring, validation and Europass	Validation and assessment	yes / no
Study trips	TBA	yes / no

GRANDMA'S STORY POP-UP EXHIBITION TRAINING DOCUMENTS "WEBQUESTS" E-LEARNING MATERIAL AND PDF MATERIAL

The Educators Toolkit to include:

- A Course curriculum

- Scenario based training material

- Layouted individual PDF training notes and exercises

Each partner will supply 3 scenario based exercises complete with training notes.

Topics to be covered will include:

1. Research skills. How to Grandma's:
    Use Photographs
    Use Documents
    Use Objects/Artefacts
    Objects can become precious. If you were forced to leave your home with only a few limited belongings. What would you take and what would you choose to leave behind? Would you only take practical things or those with sentimental value?
·   Conduct an interview

2. How to Hold A Pop Up Exhibition
    Creating and hosting an exhibition, though no easy or superficial task is a fun activity that can stir very deep emotions in all of the parties related to it: artists/contributors, organizers and visitors alike. A well thought out and designed exhibition can succeed in touching all of us in one way or another!

3. Curation skills - Training document for collecting stories

4. **A toolbox for creating simple pop-up exhibitions (On Line Story Creator Tool)**

5. **Media skills (how to create media, interview skills, copyright, etc)**

6. **Technical and media skills**

7. **Visualization of migration stories (graphics/interactive info-graphics)**

8. **Funding skills**

9. **Promotion/Marketing skills**

10. **Migration : Explore more "Why is it important to explore and educate about migration?"**
    If you searched the Internet for the following terms; migration, immigration or integration, you would find out that there are a many people who move to other countries for a variety of reasons, e.g. love, work, a better life, being forced from their own country etc.

11. **How to create drama / role play based on Grandma's Story**

The GRANDMA'S STORYtraining content contains material and eLearning examples, programmes whose objective is to promote and increase the use of migrant youth education in formal and non-formal educational contexts.

Working from the interdisciplinary method of study provided by the OER platform and the eLearning material it was possible to establish a link with the great potential which entails the didactics strategies of the WebQuests (WQ):

A WebQuest is a scaf folder learning structure that uses links to essential resources on the World Wide Web and an authentic task to motivate students' investigation of a central, open-ended question, development of individual expertise and participation in a final group process that attempts to transform newly acquired information into a more sophisticated understanding. The best WebQuests do this in a way that inspires students to see richer thematic relationships, facilitate a contribution to the real world of learning and reflect on their own metacognitive processes.

The GRANDMA'S STORY methodology here proposed aims to provide the bases for a continuous and oriented learning processes in migrant youth that can simultaneous help increase the contribution of educators in their role as study counsellors and assist learners to actively construct their own knowledge.

The starting point for this methodology, as mentioned before, is the combination of the specific thematic of the Industrial migrant youth in particular and the cultural in general with the field of vocational education and training. The preservation of migrant youth is a contemporary issue that involves public policies, and the role of communities all over Europe. A well-structured educational programme is key to know, maintain and transmit the legacy that is left behind when industries shutdown. That is what it is intended with this curriculum.

On the other hand all the rich and various thematic that encompasses the sector of the migrant youth are simultaneously motivating factors of how social conscious trough learning processes can be enhanced. This line of thinking was central to the construction of the WQ e-Learning material. The process started with the development of a content framework that first helped the partnership of this project to developed the educational material, but now will serve to trainers and teachers as a basis for developing training opportunities that are expected to be flexible in terms of offerings, but that meet larger goals of solidifying the base knowledge required by the different target groups of this project.

Conceptual framework

The structure of this content framework is purely indicative but can work as a parameter for teachers and trainers to develop their own learning activities connected to the OER platform promoting therefore other thematic interrelations.

How to use it?

According to Bernie Dodge, the creator of this methodology, the eLearning WQ follows the simple strategy of a common WebQuest, which means the set of tasks and resources established to achieve a goal which is the learning process.

Grandma's Story Content Planning Template

Title of Content: Partner:	
Language:	

Introduction (About the app, the training material and the training provider)

Introduction image URL or location:	Examples: http://xxxxxxxxx.jpg Attached to email
Image title (including copyright information)	Example: Young adults in a museum (Copyright xxxx Museum)
Do you have permission to use this image?	YES / NO

Introduction text – suggested maximum 1000 characters:
Introduce the app and its intended purpose. Use text and bulleted/numeric lists

Task (What do you want the learners to do and why?)

Task image URL or location:	Examples: http://xxxxxxxxx.jpg Attached to email
Image title (including copyright information)	Example: Pop Up example in a museum (Copyright xxx Museum)
Do you have permission to use this image?	YES / NO

Task text –
Explain what you want the learners to do with this app. Use text and bulleted/numeric lists.

Process (How do you want them to do it?)

Introduction image URL or location:	Examples: http://xxxxxxxxx.jpg Attached to email
Image title (including copyright information)	Example: People using Pop Ups (Copyright xxxx))
Do you have permission to use this image?	YES / NO

Process text –
How do want them to do it? Use text and bulleted/numeric lists.

A more general text to ask them to go and explore their trainees washing machine and take pictures of the steps of washing that they will use when creating their own app.

Evaluation (How will they be evaluated?) N.B. We will discuss a generic method for this so leave until later
Short action statement to show they will be evaluated (each section should have at least one statement but usually more)

Learning Outcomes:
- …
- …

Knowledge Acquired
- ….
- ….

Skills Acquired
- ….
- ….

Competences Acquired
- ….
- ….

Conclusion (How did they do?)

Task text –
Short text to conclude the module.

Resources (Online and offline resources which the user can use to support the module.
- **Websites** (URLs):

Give title for the document and its location

1. Add title for link and full URL. Example:
2. a.
   b.
3. a.
   b.
4. a.
   b.

Videos (from YouTube)
1. YouTube link Example: https://www.youtube.com/watch?v=yWp76EzWKbk N.B. You only need to cut and paste the figures after the = sign
2. …
3. …

Documents (PDFs, Docs, etc which users can download from the elearning platform)

Give title for the document and its location
1. Example:
   a. A document title
   b. Attached to email, uploaded to Google Drive
   https://docs.google.com/document/xxxxxxxxx
2. a.
   b.
3. a.
   b.
4. a.
   b.

Other resources (any other offline resources required)
1. Example: Pen and Paper
2. …
3. …

GRANDMA'S STORY MIGRATION HERITAGE TRAILS DOCUMENT

The document provides useful tips and advice through advocating the best practise of the creation of Heritage Trails for migrant youth. It demonstrates the social role and potential contribution to migrant youth and cultural engagement. It also creates a framework for youth professionals wanting to draw on the international experience of the profiled institutions through case studies, to effectively use the rich resources on migrant youth to deliver programmes.

The methodology draws on the expertise of best practise from Legacy West Midlands, highlighting and drawing on the learning of others to create a set of guidelines that will inform professional institutions in creating their own programmes for engaging young people with their local community.

Users of the GRANDMA'S STORY Migration Heritage Trails Document will be able to draw on the tips and advice from the case studies and apply them in their own migrant youth settings. They will also be able to understand the social role and the potential of Heritage trails in a wide variety of settings. The methodology will complement the on-line learning activities, OER platform and active learning sessions and collaborative activities.

This 'How To' guide for 'Migration Heritage Trails' training document is for youth workers and other professionals who work and train young people.

How to use this guide

This easily accessible 'How To' guide is focused on best practice approaches to using the 'Migrant Heritage Training Toolkit'. The 'How To' guide offer direction and guidance to youth workers to train the youth in developing their own heritage trails.
These resources are a valuable asset to youth workers in particular, who often lack the tools and know-how to effectively manage and maximise tourism benefits, while minimising its negative impacts. Our series of guides have been structured as a step-by-step process for youth workers and other professionals involved in training young people.

Our Objective

The goal is to stimulate each partner country to identify groups of young people that could lead on migrant heritage trails this will be done through capacity-building in best practice. With the immense scale and variation of heritage trails around all over Europe, coupled with scarce human and financial resources, this is now more important than ever. Youth workers and other professionals in areas of high youth/migrant population must have access to these types of innovative sustainability tools in order to develop and formulate their own successful heritage trails. Ideally, youth workers and other users will begin to navigate through the toolkit by learning basic ideas and guidance. The toolkit then enables the user to delve deeper in line with their local interests, needs and aspirations. Our objective for this guidance resource is to enable the growth and success of an entire community of youth workers, making positive changes to local young people that they work with and pro-actively arranging and leading migrant heritage trails in their areas. In parallel, by establishing this community, we aim to facilitate knowledge exchange of the most progressive ideas, and encourage their implementation and evolution. The driving ethic for the 'Migrant Heritage Toolkit' training document is to explain critically important ideas for sustainable heritage trails in a clear and concise manner, conveying the key knowledge and processes in a reading time of under 20 minutes per idea. Our goal is to make implementing the ideas of sustainable heritage trails easier to understand and put into practice for all parties involved.

Getting started

We understand the complex range of cultural differences each individual country/region/city/town in which the youth workers operate. Whilst the intention is to encourage each site to undertake most, or at least many, of the tasks included in the toolkit, considering them together all at once may seem daunting and even impossible. We have developed this toolkit as a source of guidance and inspiration. It is based on all partners experience of leading successful trails; of ideas from which you, the user, may choose to put into practice, helping your migrant heritage trail become more sustainable for its current and future visitors. We would urge youth workers and other professionals to read through the toolkit thoroughly and begin to think about the steps to be taken to lead a successful heritage trail. Again, we remind each user that results will differ for each site, and the circumstances of the local environment and community must always be taken into consideration.

What is a Heritage Trail?

A heritage trail is a journey through a series of historical sites and places with the aim of discovering an area's history, culture and architecture. Trail explorers can make the journey on foot, on a bike and/or via public transport; for Grandma's story we have recommended our trails to be done on foot, that is the best way to enjoy them.

Designed to link monuments or sites with historical or cultural significance in a particular period, heritage trails are a fun way, for both locals and tourists alike, to learn about the selected areas' past. Look out for plaques or signs along certain trails detailing fascinating facts about the area or site and how the site has evolved over time.

How to use the Migrant Heritage Trail Toolkit?

Our toolkit is written with young people in mind in accessible language with colourful visuals. We want the toolkit to be used by youth workers and other professionals working with young people to be able to train young people in devising their own trails. The toolkit provides step by step guide how trails can be established.

Developing a Heritage Trail involves 8 stages, as follows:

Stage 1: Preparation – Why you want to do the trail/purpose
Stage 2: Information Gathering – The types of: Information I Migration I Education
Stage 3: Fieldwork - Research
 Stage 4: Trail Design – Trail geography
Stage 5: Funding – Who is going to be doing what, is there cost involved
 Stage 6: Trail Construction – Trail safety and law/risk Assessments
Stage 7: Trail management and maintenance – training and working with volunteers
Stage 8: Marketing – How to make interview project/videos

To read the complete toolkit visit http://grandmas-story.eu/

GRANDMA'S STORY OER PLATFORM

How to use it?

The OER platformis a very simple tool for creating simple training applications. The makes it possible for people who work with youth, managers, supervisors, mentors and job coaches to create simple on-linepop up exhibitions based upon the stories of the Grandmothers.

What you can create: Short online "pop-up exhibitions" or stories. Each story can contain a video, image, text and sound. The "look" of the story can be customized by change colours and fonts.

What skills you need to use the OER platform: It requires no advanced technical knowledge and has been designed to be as simple as possible to use. There is a practical guide in the platform that walks you through creating your first exhibition/story

The OER platform includes a simple Story Creator tool. The tool enables young people and youth workers to publish stories of migrant Grandmas to the online exhibition and pop-up exhibitions.

What you can create?

Short online "pop-up exhibitions" or stories. Each story can contain a video, images and text. All stories are structured in the same format to allow for easier viewing by the exhibition visitors.

What skills you need to use the OER platform and Story Creator?

It requires no advanced technical knowledge and has been designed to be as simple as possible to use. There is a video guide and learning module in the platform that walks you through creating your first exhibition/story.

What steps do you go through to create a story?

Before adding the story to the platform users create the video interview of the Grandma and add to YouTube. There are a series of tutorial videos available on the platform to develop interview skills.

- Register for the Grandma's Story online exhibition platform www.grandmas-story.eu
- Log in using with user name and password
- Click 'Add Story' (Stories created previously by that user will be shown in a list for editing)
- Click 'New' to create a new story to show a series of fields to complete.
- Add the Grandma's name (first name only)
- Add the birthplace of the Grandma (town or city and country)
- Add the current home of the Grandma (town or city and country)
- The user can click 'Save' after entering each field or 'Save & Close' when all fields are completed.
- Upload the profile photo of the grandma from the present day. Click upload, find the image file on the computer.
- Add a title to for the image to help people with vision problems e.g. 'Present day photo of Agnese'
- Upload the profile photo of the Grandma from the past. Click upload, find the image file on your computer.
- Add a title to for the image to help people with vision problems e.g. 'Photo of Agnese from 1950 in India'
- Add introduction text using the text editor. Introduce the Grandma and briefly tell the story of her origin and her migration journey including her precious object. (Suggested to be less than 1000 characters).
- Add the video interview. Copy the unique YouTube 11 character ID from YouTube and paste into the form field. The story creator will then embed the video into the story.
- Upload additional photos – image of her precious object and any other images that the user would like to add to help tell her story.
- When all fields are completed the user should change the 'Status' field to 'Published'.
- The story will now be live on the online exhibition and will be displayed in the pop-up exhibitions.

USING ART, CULTURE AND HERITAGE AS A FRAMEWORK FOR TRAINING SPECIAL NEEDS GROUPS

Focus on the individual

A precondition for educating people with special needs is a strong consideration for the individual's personal, social and vocational skills. Keep in mind that each student is a unique individual, worthy of unconditional respect and commitment. The skills and talents of the students can point in many directions, and it is essential that these directions are examined and developed in order to avoid standardisation and make space for individual expressions.

Choose a subject

Training people with special needs is not only about developing their vocational skills. It is also important that they get an understanding of their reality and the society they live and work in, and thus, the training strengthens the students' personal and social skills. A good way to get the students to reflect on their role as citizens in a working society is to pick a specific subject as framework for the training. This could for instance be topics like neighborhood, sound, time, friendship, sexuality, democracy etc. Working with specific subjects can get the students to see themselves and their achievements as a part of their communities and what they do, create and know can have an impact on others.

Find the right tools

It is important that the students work with different exercises that encourage them to discover their strengths and special competences. The trainer has to create a room where the student's views and sense of reality are taken seriously. It is a help that the exercises are as open as possible so the students understand that there are no correct solutions or answers. Photography is a beneficial tool in these forms of exercises. It enables the students to take quick snapshots of reflections which can be used as basis for further working. As an example, the students can take snapshots of their neighborhood and work with them as non-figurative pieces of art. Then they have to discover lines, shapes and colours in the image and reproduce the image how they see it. By doing so, the students learn how to look at their daily surroundings in new ways and develop their own transformations of reality.

Challenge the students

When working with special needs groups it is necessary to provide a safe and supportive environment in the daily practice. At the same time it is important that the trainer promotes the individual student's natural curiosity and support his or her own initiatives and expressions by challenging the student to think in new ways.

Project work is a pedagogical method that has appeared to be an excellent way of solving concrete assignments within this group of students. It gives them an understanding of working interdisciplinary, and it opens up to social interaction. In this way the students are more likely to transcend their own barriers and discover new resources and strengths.

Grandma's
STORY.EU