

## Project Completion Report

<b>Project Title</b>	Digital Literacy Summer Camp
<b>Programme Fund</b>	GIZ
<b>Programme Objective</b>	Provides students with the necessary knowledge and skills, and technology Exciting and stimulating creative ways to train students on the latest technological developments, in an integrated educational environment that works on Enhancing leadership, personal and self-development skills for participating students
<b>Country covered</b>	Old City, Jerusalem
<b>Implementer:</b>	ITIQ with Burj Al Luqluq Social Center Society in cooperation
<b>Project Start Date:</b>	5 <sup>th</sup> August 2022
<b>Project End Date:</b>	6 <sup>th</sup> September 2022
<b>Budget of the project</b>	79,925 ILS

### **Introduction:**

This camp is built on the basis of teaching the basics and principles of digital technology from programming languages such as: Python, Scratch, building applications, designing games, and others that build the thinking of analysis and information linking for students, each at the level of science and



the

age that suits it, in addition to that, trainings that specialize in the world of robotics, and awareness is raised about digital safety, and how to solve problems in this framework, in addition to digital media, and last but not least, it includes the entertainment and educational field in providing life skills such as youth leadership, sports, water games, and there is external trip for a better path.

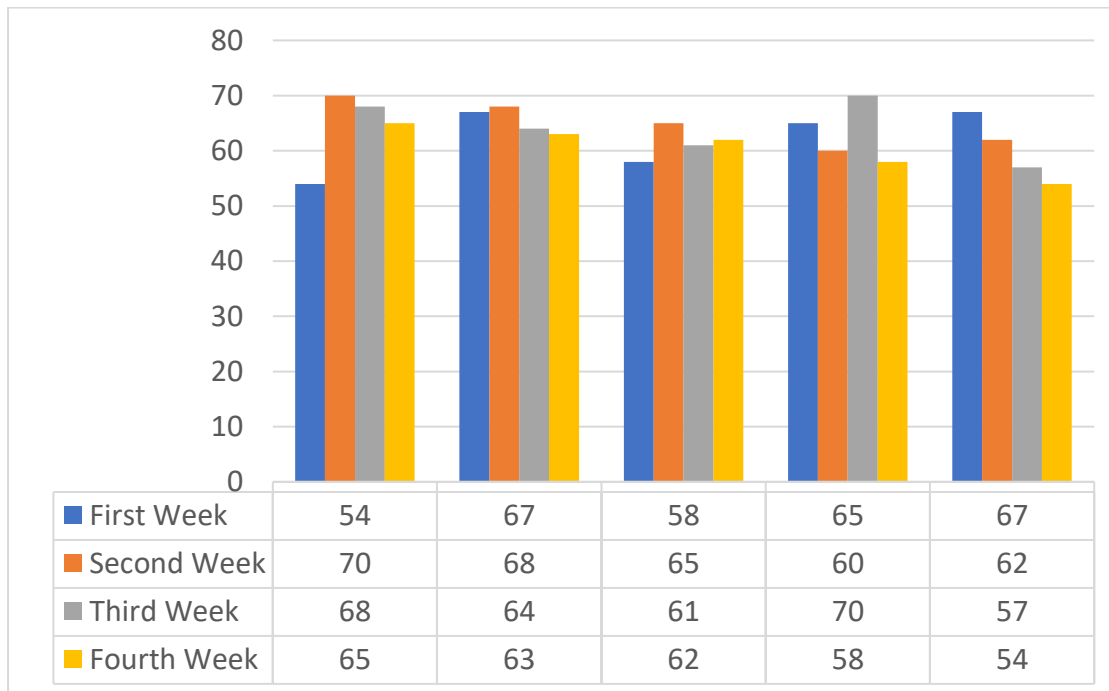
**Team of the camp:**

No.	Team Leader	Trainers	Facilitators
1	<b>Eng Mohammad Salah</b>	Ahmad Barakat – Digital Security	Nura Shweiki
2		Muntaser Abu Lafe – Robotics	Manar Waqad
3		Jumana Saeed – Programming Games	Marwa Qirrish
4		Marwan Jaber – Coding	Nour Edkaidek
5		Ala' Jamjoum – Sports Trainer	Aya Amro
6		Reem Shweiki – Leadership	Malak Shwirki
7		Hanin Qutob – Digital Media	Lugain Musha'sha'

**No. of Students Benefited joined the Camp:**

70 Jerusalemite students (~50% Males & 50% Females), their ages 10 years – 17 years.

**Students Attendance Analysis:**



## **Implemented Trainings:**

The meetings varied in the first week of the camp and were as follows:

### **1. Training for the facilitators and the volunteers:**

Before starting the camp, Burj Al Luqluq in coordination with ITEQ has prepared a training for the facilitators and the volunteers in order to let them know how to deal with the students especially that the camp dealt with (males, females); so that it was very important to give the facilitators and the volunteers the instructions in the camp.

Trainer: Manar Issa

### **2. Digital Rights, security Training**

Trainers: Ahmed Barakat and Rana Salem

The trainings in the first and second week focused on "cyber bullying" and the right of the Internet browser to safety while using the network and protecting itself from the risk of being bullied in the virtual world. The topic aroused the interest of students of both sexes greatly, because it is a sensitive topic, its consequences are grave, and it is highly interactive, which prompted the students to share stories that actually happened with them and left a deep impression on them. The meeting concluded by highlighting effective solutions to reduce exposure to cyberbullying, leading to a request for assistance from the Cybercrime Unit.



The meetings also dealt with the topic of "Viruses & Malwares" and the right of the Internet user to use the network safely and not to be exposed to intrusion, viruses and malware. It was an interesting and interactive topic, in which its definition was discussed; and its types; their working mechanisms, and how they can access our devices; The reasons for its programming by programmers, the risks of its spread, and the fact that our various devices are vulnerable to penetration, and the meeting concluded with how to protect students' devices from these viruses and malicious software.



#### Topics covered:

- Cyberbullying
- Viruses and malware
- Censorship
- Data protection
- Advocacy Campaigns-1
- Advocacy Campaigns-2
- Social media algorithms
- The right to access the Internet



#### Outputs:

- 1) All students are now differentiating between the various topics in digital security topics; Girls in particular have become more aware of the issue, its impact, and how to prevent it.
- 2) Students have become more open to talking with their parents and communicating with them about the problems they face in the cyberspace, whether it is in the circles of electronic games, social networking sites, or others.
- 3) Awareness of hacking topics, and not to obey the content of any messages, e-mails, conversations or links from unknown sources.
- 4) Increasing students' awareness of the issue of demanding rights in peaceful ways through digital campaigns.
- 5) Awareness that sharing political topics on the Internet is not necessarily inflammatory or violent, and that it is possible to claim rights without resorting to inflammatory language that is not accepted by social networks.
- 6) The students produced awareness videos that talk about digital safety.

#### Challenges:

- 1) Some children's lack of electronic devices (computer/mobile phone/tablet), which made it difficult for them to understand the content presented.
- 2) The number of hours was limited, especially for young people, who need more hours to discuss more in-depth topics in digital security.

#### Success story:

The students were able to be a source of awareness for their peers in the areas of digital security, and this was evident through the videos that were worked on during the course, and their enthusiasm during the lectures and their active participation always.

### 3. Digital media training

Trainer: Hanin Qutob

The objective of this training is to familiarize the student with digital media and its concept.

Special goals:

1. Familiarize the student with the types of media (readable, audio, visual)
2. That the student learns to search for the correct information.
3. Find and discuss different topics to break down barriers
4. Learn about photography, its history, dialogue, and its rules.
5. Learn about social media platforms and use them in digital media.



A digital Marketing training was delivered to 5 groups of youth. Both males and females. This training included an introduction to digital marketing & the different strategies of digital marketing such as SEO, Social media marketing, ppc & content marketing.

The training also included freelance working and introducing some websites that could help them doing that such as freelancer or up work. In addition to understanding the buyer's journey and creating a targeted content on social media.



The training lasted for 25 days for each group, and had an end result of them researching, creating small campaigns on social media, working as groups, analyzing brands and presenting in front of each other.

Outputs:

1. Intensive sessions of theoretical and practical training in digital media
2. Work has been done on the students' personality and breaking their shyness barrier through public speaking and group dialogue training.
3. Learn and understand the axes of photography and its wide world, and make visual feeds to broaden the horizons of students and develop their photography.
4. Think outside the box and give unique ideas for their work
5. Learning how to combine various important topics and link ideas together to give a final output documenting their work.
6. Making a final video that includes the student's filming from the beginning of work on the electronic rights between the groups (attached in the files).
7. The interviews that were conducted and compiled in a montage and presented to the students and their families.

#### 4. Third: Robotics Training

Trainer: Muntaser Abu Lafi

In the robotics program, in cooperation with the Young Engineer Foundation, Engineering for kids, the principles of control and programming of robots were introduced, teaching students the skills of the twenty-first century, learning the basics of engineering design, identifying how robots work and how to build them, the algorithms used, and adopting the STEAM approach during project construction. The program was a journey of exploration and innovation that keeps pace with the developments and aspirations of this generation by delving into various challenges through which they acquire analytical thinking skills.



Among the important things that were learned through the various activities:

- Learn about the importance of robots in our lives.
- Learn the concept of the engineer (who is the engineer?).
- Learn the steps of engineering design.
- Familiarity with the Wedo 2.0 program used in the design and programming of robots.
- Learn some programming basics.
- Learn about some of the technologies in automated cars and how changing the size and wheels of a car affects its speed.
- Learn about the function of different sensors and how they are used in robotics.
- Learn about the force of drag, how large volumes are transferred from one place to another, and how the force of friction affects the movement of objects.
- Learn about the life cycle of the frog and the stages of its development.
- Learn about civil engineering and how buildings are designed and how different buildings are affected by earthquakes and use the engineering design process to build an earthquake-resistant building.

## 5. Fourth: Youth Leadership Training

Trainer: Reem Shweiki, Batool Elyyan

The leadership training in the camp focused on the various skills within the concept of leadership such as teamwork, communication and communication. The method of kinetic and participatory activities was adopted to pass all these skills, whose importance lies in being an essential part of life skills in the life of the individual in his abilities to self-manage and overcome Challenges Enjoying the qualities of a good leader and one of the most important personal skills that oblige the individual to deal with society with greater confidence and a high ability to make important decisions in life, deal positively with others and avoid falling into crises. During the meetings, the change in the students' personalities was noticed while they were dealing with a group, so they turned from shy, uninitiated personalities to personally competing to solve problems and lead the group to the path of success.



## 6. Fifth: Exercise and logical thinking

Trainers:

- Ala' Jamjoum
- Ahmad Abu Hussein
- Samj Hamoudeh
- Abdullah Khatib



It included various exercises in football skills and the basics of chess, Rubik and Speed Stack.



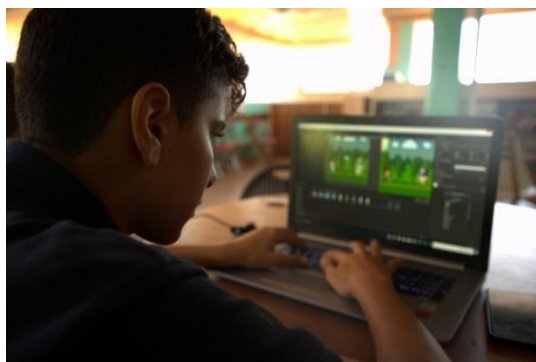
## 7. Game programming exercises (Unity and Scratch)

Trainers: Jumana Saeed,

During the camp week, the students learned about the importance of the world of electronic games in the positive unloading of the programmer (from the first meeting, the students were able to produce sound effects by themselves without the need for websites available on the Internet, whether by manipulating their vocal chords or even creating sounds with movements - which made the students interact more and made it easier for me to process Getting to know them in an innovative way. In the successive meetings, the students relied on themselves in creating the game and designing the music background themselves through special sites and programs for music design, then they chose the main characters of the game and the way and design of the game, integrating movement and giving it life through idle animation)).



And teaching the basics of UI with linking scenes; because the game scenes are divided into more than one page, like a book, it has a cover page that is different from the content pages - which is the content of the game and they have to realize this and program it in a manner that is reactive to their age as much as possible, and they made their own logo using the simplest programs .. in the simplest meaning Ways to be creative in creating the game without the need for tiring programs and without complications. In my opinion, the strength of the game lies with (the goal). Thinking of merging simplicity with spreading culture. Here lies the strength of the game. The most powerful game, in my opinion, was Nada and Tala: because I will never get tired of playing it no matter how old I am. It offers puzzles in Arabic and here I feel challenged as a player to find the puzzle with different challenges. What I might face, however, the students were distinguished by learning to create the game by diversifying their productions and experiencing virtual reality during the camp period (VR) and getting to know the world of metaverses.



For the lower age group, training was provided in game programming (Scratch), which is a program that enables students to learn and express their abilities through modern technologies.

During the digital camp meetings, important information and basics from this program were passed according to the established plan.

In the first meetings, we introduced the students to logical thinking and algorithms to make it easier for them to use and deal with the program.

We started by getting to know the program as a whole, then moved on to give the basics of the program and then to give the students a chance to get to know it and design some games and stories on their own to discover the program more closely.

We learned about basic concepts in programming such as conditions and repetition, in addition to important mathematical concepts and ideas such as the coordinate system, variables and random numbers.



We moved to go deeper into the program, such as teaching them to add images, change backgrounds and objects, move between them, add a voice, or record their voices, control and program them through code blocks (building blocks) and give them a meeting to train and master them.

The students were given training to formulate a story in their imagination, taking into account creating a dialogue between the objects, changing the backgrounds and appearances of the objects, and recording sounds (training includes previous encounters) to see if they can translate what is in their minds on the devices and program them correctly.

Then we moved on to identifying the Cartesian plane and the coordinates for the ability to use the pen and control it to draw certain shapes and also to use some of the building blocks that control the location of the object depending on the coordinates.

During the digital camp, we tried to introduce the students in a fun and smooth manner to the program, train on it, and create stories and games. The plan was implemented as planned from the beginning of the camp. The students came up with games and stories that will be presented on the final day of the camp.

## 8. Programming the code (Python and App Inventor)

Trainers: Marwan Jaber, Mohamad Jaber, Hayat Johar



Python Programming for Beginners -

This course is designed to teach Python programming to absolute beginners. *Kids as young as 5th grade have completed this entire course.*

Following the step-by-step materials, kids succeeded to write fun and entertaining programs – and at the same time gain core programming skills.

This course was loaded with fun hands-on examples and challenges.

Kids made the computer talk, draw colorful 2D graphics, and created fun programs. In this course, we had challenges, solutions, and many more cool programs that they created.

At the end of this course, Kids gained basic programming skills that they can continue to build on.

*Topics taught:*

- Learn the parts of a computer and what they do - RAM, CPU, and storage
- How to write simple programs in Python
- How to handle input and output
- How to use variables to store data while your program runs
- How to use loops to write code to repeat steps until a condition is met.
- How to use logic and control to change the flow of execution
- How to use turtle graphics to draw colorful graphics
- Fundamental Python skills you can continue to build on

Projects and exercises:

- Who wants to be a millionaire:  
A fun computer program that asks random questions to the user, and the user selects the correct answer. The computer will speak out if the answer was correct or not.
- A talking calculator:  
A calculator program that can make mathematical operations and say the answer with the human voice.

- **Shapes size calculator:**  
A calculator application that can give the size of any shape and draws the shape on the screen by providing its dimensions as inputs
- **Dynamic Shopping List:**  
A dynamic shopping list that can add, delete and update items.

For the lower age group, special training was provided in the development of mobile applications  
**Course Description:** Learn how to effectively design and develop a concept for an application using the MIT App Inventor, then upload it to your phone.

**Objectives:**

- Create apps to use in different fields.
- Learn how to convert your ideas into a clear and useful design for users.
- Learn how to code application behavior using a block-based programming language and logic.



**Course Plane:**

- **Lesson (1): Introduction to app inventor:**
  1. How to create a new project.
  2. Show its design side, every component, and what it's used for.
  3. Show its coding side (built-in and component blocks).
- **Lesson (2): Start our first app:**
  1. Build the Pass-Fail app (insert your mark and get the result).
  2. Using text boxes, labels, buttons, and horizontal and vertical arrangements, and use their properties.
  3. Get familiar with the program and its component.
  4. Learn the logical statements and how to use it in programming.
- **Lesson (3): Palestine Map:**
  1. Build the Palestine map (click on the ball of any city in Palestine and it will show you a picture of it).
  2. Using balls, canvas, and upload pictures, and use their properties.
  3. Thinking of the way of coding and making it with the blocks.
- **Lesson (4): Perfect Weight:**
  1. Build the perfect weight app (insert your weight and height, and you will get if your weight is perfect or is less or more than it has to be).

2. Using text boxes, labels, buttons, and horizontal and vertical arrangements, and use their properties.
  3. Learn the conditional statements in programming.
- Lesson (5): Memory Game:
    4. Build the memory game (open the pictures and match similar ones).
    5. Using table arrangement, clock, notifier, buttons, and picture.
    6. Make the code of it and analyze it.
  - Lesson (6): Let the students think of an app and help them to create it correctly.

## 9. Human-centered thinking design training

Training overview:

The human-centered thinking design training is one of the special trainings related to the mechanism of solving problems/challenges that we face in different life contexts, and it is often directed towards somewhat adult age groups, taking into account their diversity in terms of gender/disabilities...etc.



During the summer camp in Burj Al-Luqluq for high-tech training, for the first time, design thinking training was included and given to students aged 7-16 years of both sexes in the Old City/Jerusalem area. Where this cooperation was carried out under the supervision of the German Foundation for Development GIZ by one of the program trainers, Ms. Ayat Al-Ansari.

During the training period, the teams were divided into eight groups, each group ranged between 10-14 students, according to the age groups.

The training was given through several stages, summed up in the stage of raising topics at the beginning, where most of the problems were later identified, which were limited to the framework of the school world and its details. For the reasons for the problems of the topics raised by redefining the question and reformulating it. This stage was followed by the stage of proposing solutions, designing prototypes and testing them by the students,



then taking notes of the experiment/testing and developing them.

#### Outputs:

Among the most important outputs reached by the students, are seven prototypes, ranging from topics related to reducing the problem of littering in the school through the design of a miniature robot (the hygiene guard), encouraging students to recycle plastic (designing a machine based on sorting tools plastic as motivational prizes), inclusion of students with mobility impairments

From the lower extremities) In school sports classes, educational systems are integrated, designing nap programs and electronic, kinetic and technical games to simplify educational materials and reduce the problem of addiction to electronic games that are useless.

#### Challenges:-

One of the most important challenges that were faced and overcome later were the age groups to be trained, as they were smaller than what had been previously dealt with, but this experience later proved that the field of human-centered thinking design has another creative dimension for these age groups, so it is expected that if working with them Over a longer period of time the outputs were to become more distinguished.

Notes related to training by students, other trainers, and the administration were about the importance of this training and the desire to learn it and integrate it into all their subsequent training in the future.

Also, there were several observations from the parents during the final presentation of the camp's outputs expressing their gratitude for giving their children the opportunity to learn about such training and providing their children with practical opportunities to solve problems and the mechanisms of its management. The personality of their sons/daughters, as they became more curious and love to explore and delve deeper into the causes and foundations of challenges.



**Recreational Tours, Ceremonies Conducted during the camp:**

**1) External Trip to Jericho**



**2) Educational Trip To Jerusalem – Old City**





### 3) Closing Ceremony – Certificates provision

In conclusion, during the camp period, we were able to come up with a set of problems and find solutions to them through the students, and apply a set of solutions through the various trainings the students received from programming applications, robotics and digital media, and the digital rights and digital media trainings were combined and produced in a short film that presents A set of tips in the optimal use and security of the Internet.



Al-Quds Digital Camp concluded with a closing ceremony in an exhibition, which was attended by parents and included many projects carried out by the students, who implemented them during the camp period, such as: mobile and computer applications, electronic games, robotics, a presentation of a group of pioneering projects, films and a music show, Plus a play about cyberbullying.





## Success Story

Over a period of 7 years since 2016, Burj AL Luqluq conducted several trainings for some of the trainers and the volunteers of the summer camp when they were still students and not graduated. Today, Burj Al Luqluq invested in these students, they were graduated and specialized in computer engineering and with experience in the field of counseling and training in various fields The technology (bellow is a photo of the team during the 2017 training), including the guides (Noor Edkeedek, Nora Shweiki, Lujain Mashasha).



