Comundos uses **media literacy** as a tool to promote the use of technology, communication, awareness-raising and interaction.

**Partnerships Comundos**

- Brazil
- Guatemala
- Honduras
- Nicaragua
- Cameroon
- Mozambique
- Philippines
- Cameroon
- Belgium

**Guatemala report 2016**

If teachers have not developed ICT-skills and abilities, how can they guide and accompany students in this technological-digital quest?

Through digital storytelling...

- participants develop their capacities for video and audio editing, writing, analysing, summarising, and the structuring of thoughts and ideas, designed for use as a pedagogical tool inside and outside the classroom.
- Adapting to new motivations and interests of teachers
- A situation that implies new roles and skills for students and teachers
Media Literacy

By telling stories we bring reflective skills that contribute (empirically proven) to happiness, empowerment and identity development.

Students use cell phones to make the material (audio / images) and share messages on the Internet.

It is not just about learning the knowledge and computer skills but developing media literacy with a focus on the use of knowledge and skills in a relevant way.

This technique is useful for different audiences with different learning levels.

Digital Storytelling

- Inserting new technologies and transversal competences in secondary schools, teacher training and partner projects.
- Empowering and capacity building of social movements, documenting and valorizing of experiences.
- Creating visibility to a broader network making it possible to exchange experiences between South/South/North cooperation.

Image Editing
1. Quality, dimensions, assemblies through photo editing, GIMP.
2. Use image and video-editing programs, sounds and videos in a creative and practical way.
3. Transformation of images.
4. Selection of photographs according to the story.
5. Configuration of image formats.

Creation of a Story
1. Use the graphical script as a tool to facilitate the editing of videos.
2. Produce information through personal and social interests.
3. Communicate messages through a well-crafted story with adequate narrative.
4. Write and create a story through a specific topic derived from personal interests.
5. Enhance development through recording a story on a voice recorder.
6. Identification of key ideas for the creation of any story.
7. To have a protagonist in the story.
8. Compose and synthesize the most essential information to be able to communicate what you want.

Sound Editing
1. Voice recording and background music placement.
2. Mixing narration with a music.
3. Mixing several tracks at once.
4. Management of volume levels in each track.
5. General understanding of how a film and novel is made, through the creation of a structured history.
6. Relate a narration with photographs as a support for the sense of sight.
7. Realize subjective projects to digital stories.

Results
- FASE 1: August 2014 - Central America, Guatemala
- FASE 1: September 2014, Brazil
FASE 2: Guatemala, Honduras, Brazil, Mozambique, Philippines...

Training among teachers
- Didactical material to start a debate
- Language courses
- Interactive courses

Sustainability
  Intercultural Dialogues
  Media Literacy

Kleine acties, grote veranderingen
https://www.youtube.com/watch?v=qOxXugheB-s

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