

listen

Learning from Intercultural Storytelling

MAIN RESULTS OF THE LISTEN ONLINE SURVEY



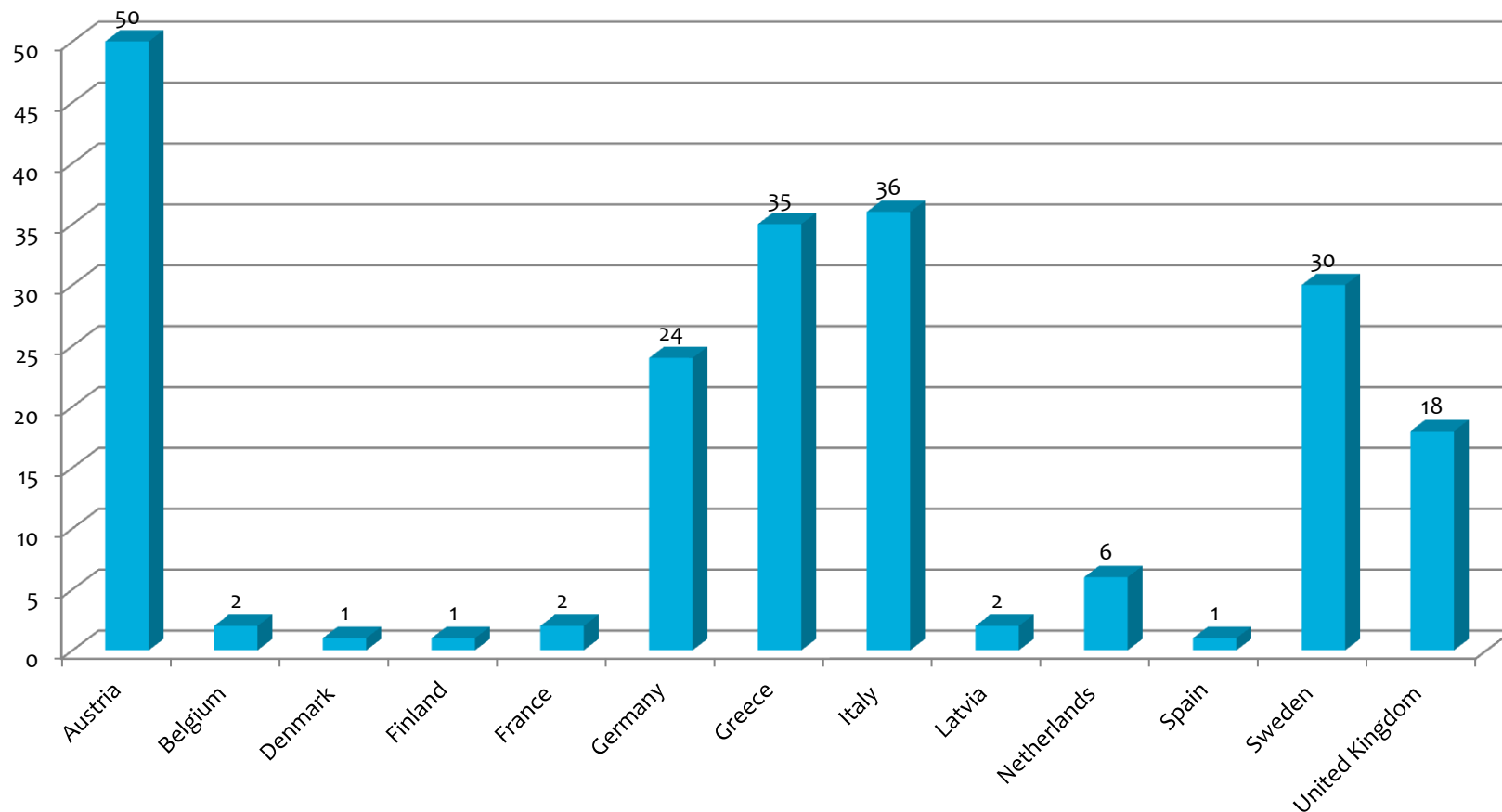
listen

Learning from Intercultural Storytelling

Part I: Respondents' working context



208 answers from 13 countries



Working contexts

Work position

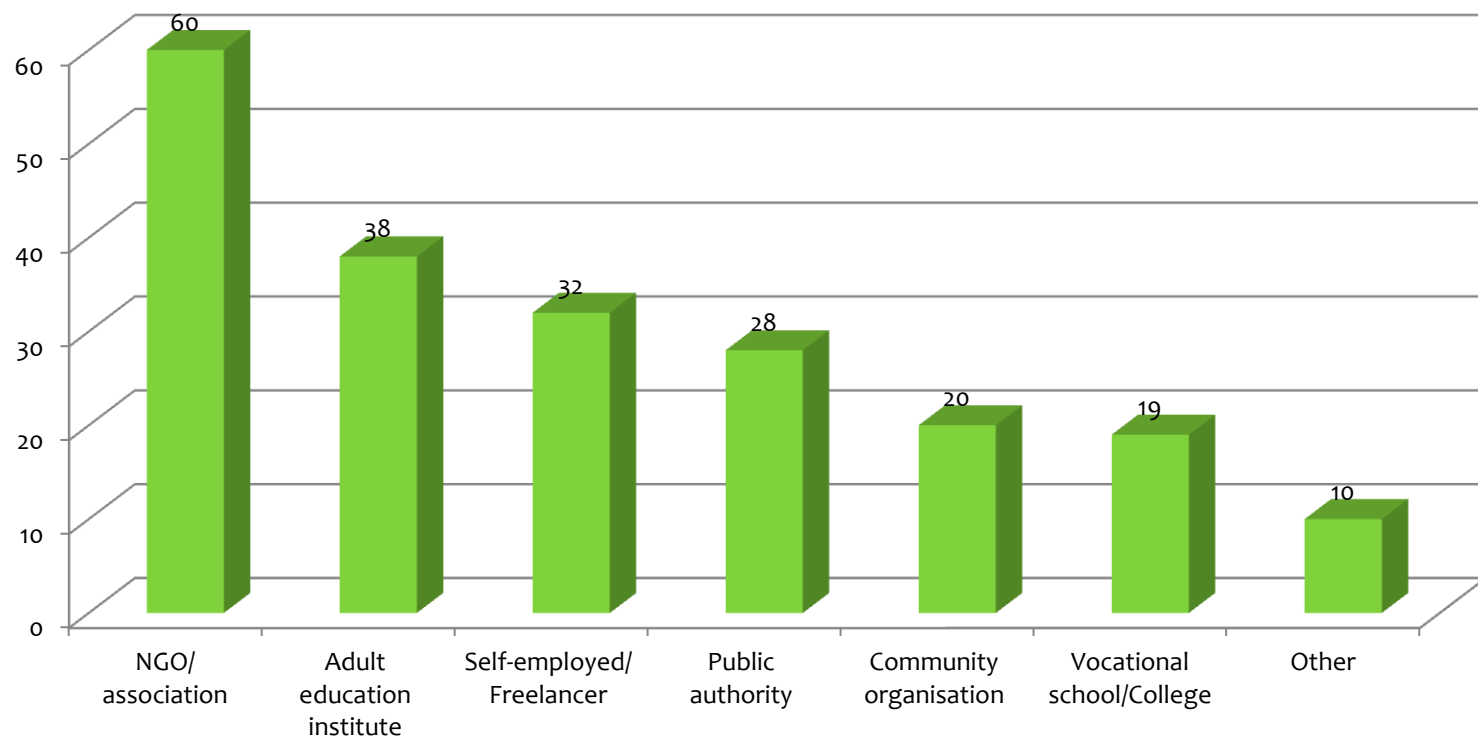
- 55% work as teacher, trainer or facilitator
- 19% are in the role of a mentor or counsellor
- 12% represent storytellers

Target groups

- 63% work with youth
- 60% work with migrants and refugees
- Next groups are women (29%), unemployed (26%), volunteers (25%) and employees (22%)



work organisation – part 1



listen

Learning from Intercultural Storytelling

Part II: Storytelling as method for teaching and learning



Have you ever heard of
storytelling as method for
teaching and learning?

Yes!

(81%)

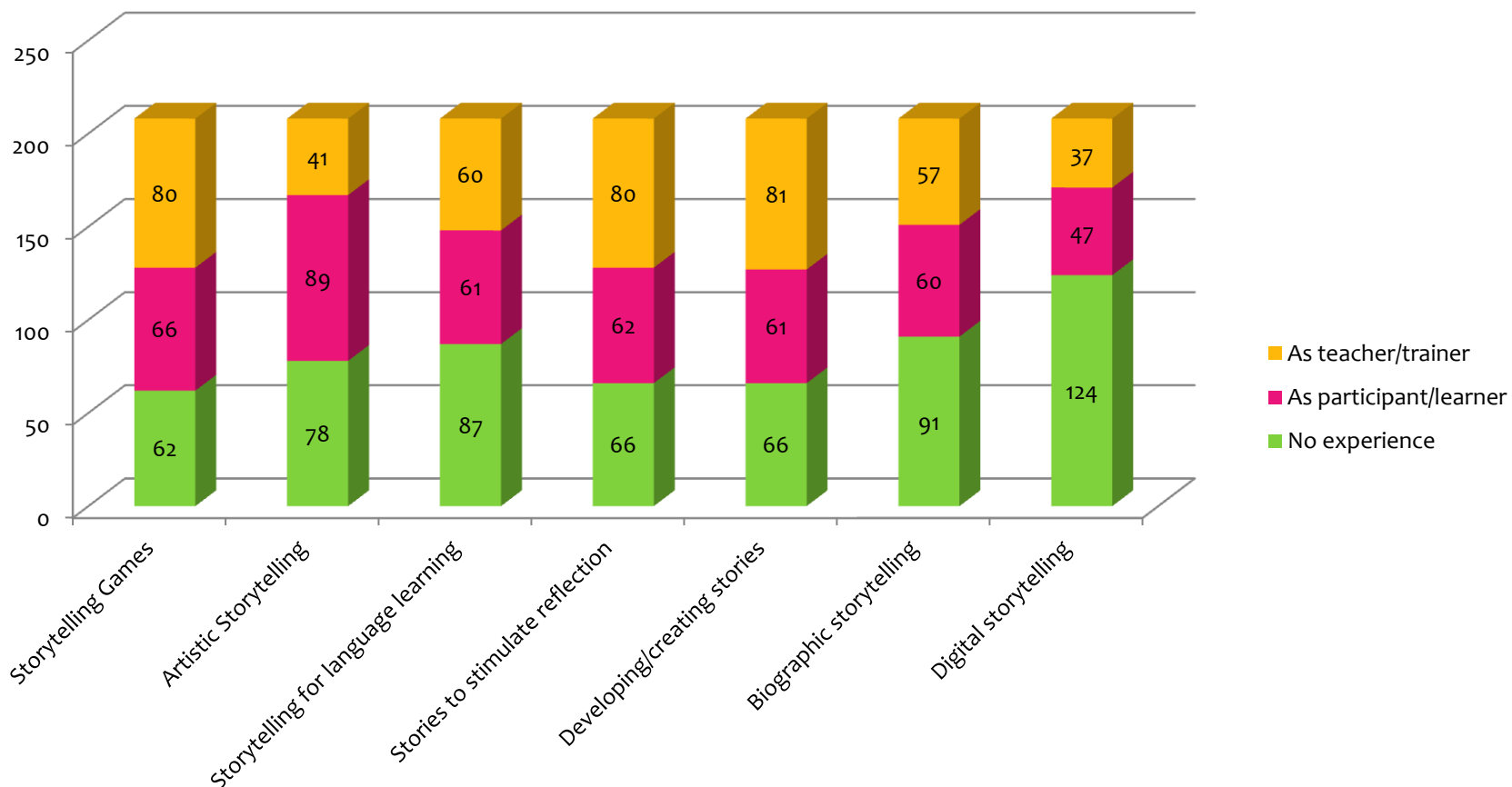
Have you ever taken
part in a learning activity
in which storytelling
methods were used?

Yes!

(67%)



Experiences with storytelling



Applying storytelling (in general)

Using storytelling in own work:

Sometimes (40%)

Regularly (10%)

Often (14%)

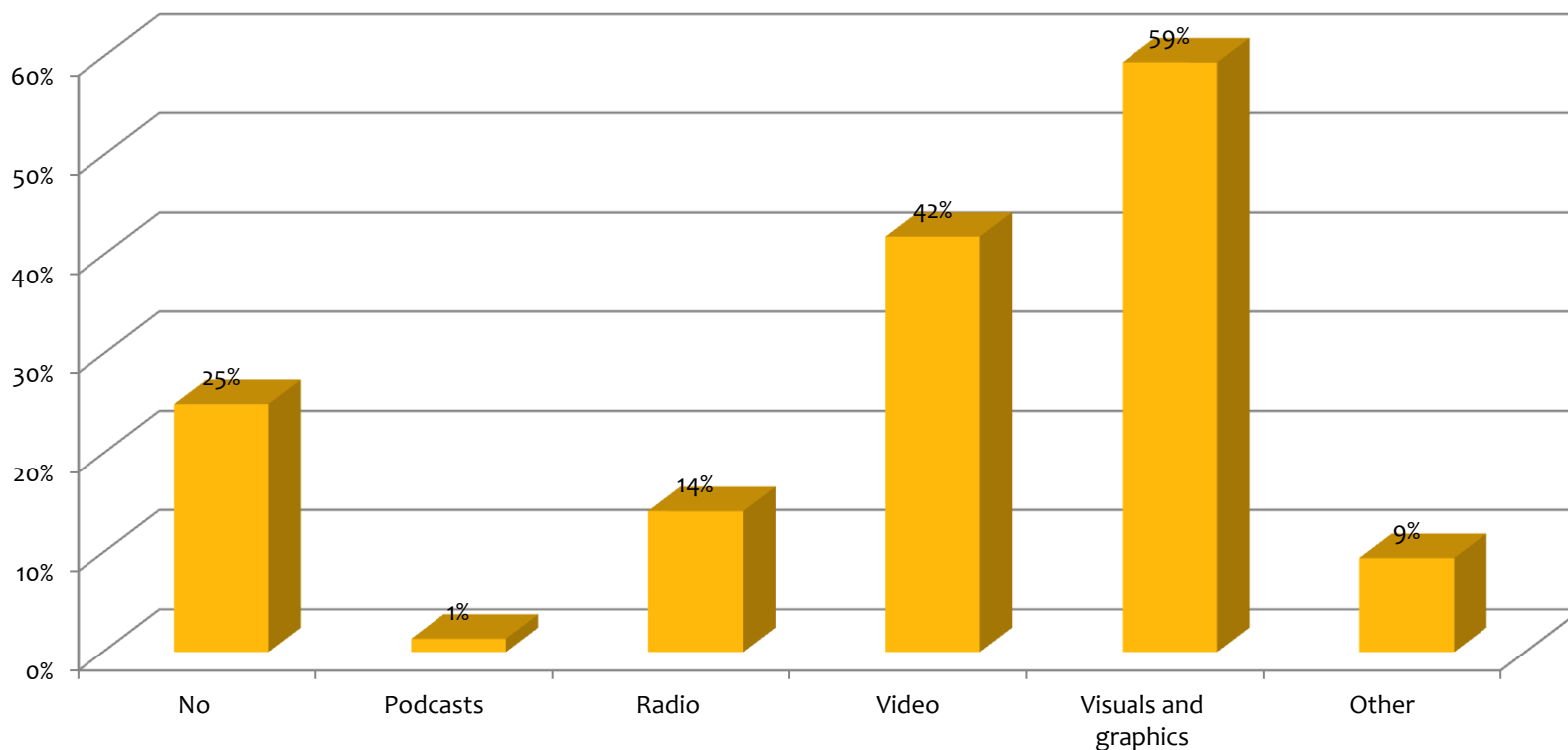
Why applying storytelling?

1. To train communication skills (69%)
2. For reflection (68%)
3. For community building and social inclusion (64%)
4. To develop creative skills and expression (60%)
5. To transmit information and to create awareness (59%)

(Only the 5 highest answers are mentioned here)



Media used to support storytelling



“Other” means: music, puppets and other objects, computers



Benefits of storytelling (in general)

1. stimulates and increases creativity and imagination (84%)
2. helps to bring learners and groups into contact with each other (80%)
3. helps to introduce and discuss values (79%)
4. helps to discuss emotions and increases (intercultural) understanding (78%)
5. stimulates reflection and self-reflection (77%)

(only the 5 highest answers are mentioned here)



Usefulness of storytelling to work with migrants and refugees

Storytelling was selected as „very useful“ for the following objectives:

- 🕒 To train communication skills (78%)
- 🕒 To develop creative skills and expression (76%)
- 🕒 For language learning (74%)
- 🕒 To develop intercultural awareness and understanding (71%)
- 🕒 For community building and social inclusion (71%)

(Only the answers higher than 70% are mentioned here)



listen

Learning from Intercultural Storytelling

Part III: Competences needed to use storytelling and radio for learning



Competences need to further develop

In order to apply the LISTEN approach (storytelling and story recording for radio) respondents feel a „strong learning need“ for:

- 📄 Media competences: selection of tools, concept design (57%)
- 📄 Intercultural communication (52%)
- 📄 Intercultural awareness (52%)
- 📄 Technical expertise for recording narratives (49%)
- 📄 Assessing learners needs and motivations (48%)
- 📄 Storytelling rhetoric/narration skills (48%)

(Only answers higher than 48% are mentioned here)



Using radio as medium

How do you like the idea to give refugees and migrants a voice by using radio?

- 33% very much 😊
- 32% quite good 😊
- 30% somehow

Could you imagine doing a radio programme with them?

- 49 % YES 😊
- 40% perhaps



Challenges to do radio programmes with refugees

1. Language barriers of learners (71%)
2. Lack of technical skills for recording/broadcasting (65%)
3. Lack of knowledge how to conceptualise radio formats (63%)
4. Finding access to a radio station (61%)
5. Reluctance of learners (51%)



listen

Learning from Intercultural Storytelling

Part IV: Conclusion



Conclusion

- 🕒 The storytelling approach is well known
- 🕒 Many have experiences with storytelling from teacher's/ trainer's perspective
- 🕒 See positive effects of using storytelling in their work with migrants/ refugees
- 🕒 Are open to use storytelling and radio broadcasting in their work

BUT:

- 🕒 **Need more competences in:**
storytelling, intercultural communication/ awareness, media competences and technical expertise
- 🕒 **Challenges to do radio are seen in:**
their learners' language skills, radio station access, and lack of technical skills as well as conceptualization of radio programmes

