

# Experiences

## European Report on our experiences with the LISTEN approach

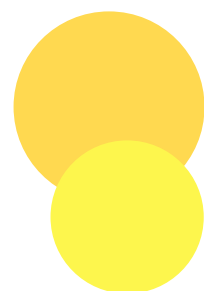


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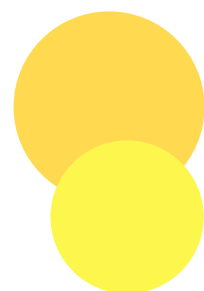
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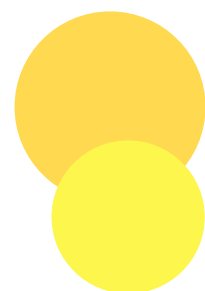
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## Introduction

This Experience Report provides an overview of the practical stage of the LISTEN Project. The LISTEN project's main aim consists of developing and implementing a sustainable education storytelling and validation approach for trainers and multipliers dealing with refugees and migrants, based on transferable didactic concepts and methods, as a way of their integration in the society.

The purpose of this report is to describe and analyse a key phase of the LISTEN project which involved the active participation of all partners. Following a training week, the trainers and multipliers were introduced to the LISTEN methodology, the participating trainers and multipliers applied and piloted methods for storytelling and for recording stories in their daily work with refugees and migrants.

The European Experience Report is based on the national reports compiled and submitted by each member of the partnership and compares different approaches with regard to the implementation of the LISTEN approach. The report draws conclusions and recommendations which are of interest for potential future users and relevant stakeholders, built upon the training and learning experiences and the feedback received during the piloting phase.

## About the LISTEN practical phase

### The piloting projects in summary

The project partnership consists of seven partners based in Austria, Germany, Greece, Italy, Sweden and United Kingdom. The partners piloted the developed LISTEN training materials in a six-month period from February till August 2018.

Starting point was the Train the Trainer course in January 2018 in Innsbruck, Austria. During this course trainers and multipliers were introduced to the LISTEN methodology. The presentation was followed by a training supporting the implementation of the innovative methodology at operational level at each partner organisation.

In the following practical phase, the trainers applied the LISTEN approach in 15 piloting projects which involved nearly 200 participants.

The storytelling methods and practical work on recording and editing stories as well as the validation approach were implemented in various contexts. Some of the pilot projects took place in already existing language or job training courses, as it was the case for Germany, whilst others were explicitly organised to implement the LISTEN storytelling and validation approach, e.g. in Sweden, Italy, Austria and Greece. Therefore, the circumstances and conditions varied as well. Some projects were one-day-workshops, others had duration of a week including daily meetings and others lasted for several weeks.

## Target Groups

In general, the LISTEN project addresses as primary target groups professionals and volunteers such as training providers, trainers, multipliers, social workers, organisations, foundations and associations, dealing with refugees or migrants. In the learning projects were involved trainers of the partner organisations, language trainers, social workers and volunteers. Their personal backgrounds differ: some were experienced storytellers, e.g. in Sweden or Greece; others worked for years with migrants and refugees, e.g. in Austria, Italy and Sweden.

The final beneficiaries of the project are people at risk of marginalisation – the majority of the participants in the learning projects were refugees and migrants. Additionally native-speakers participated as well, for example in Austria and Germany.

The composition of the groups of the individual pilot projects differed widely regarding gender, language level and age. Most of the projects involved mixed groups, whereas the partners in Austria and Sweden have organised an additional workshop only for women.

The majority of the projects had no age restrictions. However, Austria as well as Italy has delivered workshops focusing on young refugees.

In summary, the LISTEN approach was applied in various pilot projects. This means that the results and key outcomes can be transferred easily to other learning settings.

## Key outcomes

### Achievements and Successes

In terms of key outcomes and results, each partner has identified a number of achievements and success stories which are described in their national reports. A selection of these positive results is presented in the following lines:

- ☞ The pilot projects have shown the strength of the exchange between cultures and the richness of diversity. All participants – trainers as well as learners – were reminded that they live in multicultural societies.
- ☞ The storytelling projects created relationship between refugees and local residents without discrimination or prejudices. The awareness of the locals towards refugees has increased by new contacts and stories.
- ☞ In all countries the learners have increased their language skills. They were enabled to speak spontaneously and freely (in front of a group), present themselves or their stories, and engaged in self-reflection. As a key outcome the learners are confident when speaking the new language.
- ☞ The learners who wanted to assess their competence development appreciated the possibility of having certificates that documented their personal development.

- § The trainers could observe solidarity between course participants towards language skills. More fluent speakers helped others with words and vocabulary suggestions or even translated sentences when necessary. Peer to peer learning approach has been adopted to enhance the language skills of the participants.
- § The involved trainers have learnt new tools and exercises for their language work with refugees, migrants and even native speakers. They are now able to implement storytelling, recording and editing stories in their courses and groups in order to enhance their learners.
- § All project partner organisations have intensified their existing network or created new networking contacts with local organisations, such as radio stations, refugees associations and language trainers.

## Obstacles and Challenges

The LISTEN project has faced a number of challenges during its piloting phase. In the following lines the most obvious challenges and the applied mitigation actions have been described.

- § A main challenge faced during the different pilot projects was the language capacity of the participants. With different mother tongues and different levels of speaking the official language of the receiving countries, occasionally the interaction between the participants was challenging. In the particular cases, solutions and support were provided by interpreting, either by group members, who were able to speak the language on a sufficient level, or by external interpreters, who were invited to join the language courses or storytelling workshops.
- § Despite their systematic efforts, the German and British partners had problems in recruiting people who would attend intensive “telling stories” activities, e.g. workshops. Instead the partners managed to implement storytelling in actual existing projects, but with adaption of the LISTEN approach to the present conditions. For example, in UK the partner has involved storytelling in their radio-based activities and has interviewed migrants and refugees about their experiences. In Germany, the trainers were not free to apply and test all storytelling exercises of the LISTEN project. However, they embedded sufficient exercises in their training sessions and could use the positive effect of storytelling in their working environment.
- § Recording, editing stories and broadcasting of stories is the most difficult part if applied storytelling is embedded in existing course offers, as this requires technical equipment, at least a bit knowledge about the usable software and additional time. During the projects this obstacle was solved by giving time to acquire digital skills and/ or by cooperating with technical experts.

## Lessons Learned

In conclusion, during the practical phase of the project several valuable lessons can be drawn.

- § The conditions are very important. It is helpful to start implementing storytelling activities in a comfortable and relaxing ambiance. All groups have benefited from interaction with reliable, respectful and open-minded group members.



- § Storytelling is a great tool to enhance a number of competences in various learning settings and to increase the general motivation of learners. The reflection on the learning outcomes contributes to the positive impact of the storytelling activities as it makes the learning more conscious. But depending on the language level of the learners it needs some creative methods, e.g. individual interviews or observations.
- § Listening carefully and actively is as important as telling stories. Listening, asking and waiting are necessary for the trainer and for the other learners. Furthermore, being open-minded, curious, empathetic and flexible support the success of the storytelling.
- § Stories find their own way to be shared. Telling a story can be one way, but not the only one. Also singing is a way of sharing stories with others. Singing songs create as well bonds to the listeners can encourage them to sing their own songs or stories.
- § Storytelling could make the learners more confident when using foreign language. But the learning projects showed that the character of the learner determines how easily he or she gets involved in the activities. For instance, shy learners used to write down their stories and then to read or tell them in the group.

## Conclusions and Recommendations

### Conclusions

Having reviewed the results and outcomes of the practical phase of the project there was general agreement among the partners that the LISTEN training material and the different pilot projects have met the primary aims and objectives of the piloting phase and contributed significantly to the overall success of the project.

- § The piloted storytelling exercises can easily be carried out without a lot of preparation. These exercises are documented in the LISTEN training manual.
- § All kind of learning settings can benefit from the use of storytelling, independent if they are existing learning settings like languages courses or special workshop offers dedicated to telling and/ or recording and editing stories.
- § Storytelling in general, but even little storytelling exercises embedded in another context, help to increase communication and presentation skills of the learners, especially non-native speakers.
- § Storytelling helps to remove language barriers, to increase creativity and spontaneity.
- § All humankind across the globe share storytelling. It is therefore a successful way to meet across cultural boundaries, and to work on diversity and inclusion.
- § Stories can bond the storyteller and the listeners. By sharing stories and therefore one's own perspective, the storyteller and listeners gain a better understanding for each other's needs, dreams and wishes. Sharing stories help to respect others and their perspective.
- § To reflect in the group or individually on the learning outcomes, validation is a good tool. Learning is considered as a conscious process and learners are more aware of their learning outcomes.

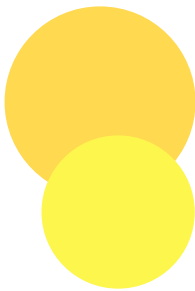


## Recommendations

Based on the experiences and feedback made by the trainers and learners involved in the piloting projects, the LISTEN project partners have extracted and compiled recommendations for applying the LISTEN approach. As a main outcome of the project, the recommendations have been attached to the LISTEN training manual that can be downloaded for free from the website. As an integral part of the LISTEN project, the training manual was translated in all partner languages. In the following lines the project partners have highlighted practical recommendations on the different themes covered by the training manual.

### Storytelling with intercultural groups

- 📖 Create a good atmosphere within the group. Put some effort into teambuilding at the beginning. – We recommend that you really take the time to build up a relationship of trust and respect within the group and have a lot of fun doing so. It is important for the further work and to reduce the sense of unequal status and prestige.
- 📖 The space is important: Find or create a cosy place to do the storytelling. Involve the learners if the room is still to be arranged – this creates the feeling that it is their space.
- 📖 Awareness of the situation of refugees definitely helps to understand them better. Respect the needs and sensitivities of your group members and be sensitive to cultural barriers, e.g. when talking about specific issues in mixed-gender groups. Ask your group if you are not sure.
- 📖 Everyone has a story to tell, if you can create the conditions for storytelling. But some people need more time to open up, while others are ready to tell from the beginning. Imagine it is a process that gains momentum over time.
- 📖 It is important to have enough time for the process! Give time to everyone to open up and to become heard, and seen.
- 📖 Find some questions that you can ask at the beginning. Questions help people to start talking. The questions should be open and start with: WHAT, WHERE, WHEN, WHEN, WHO, HOW or Tell me.... And give time to listen.
- 📖 Don't just focus on telling stories, but emphasize that listening is just as important. Be a good listener, too.
- 📖 Make it possible for everyone to participate and be successful. Avoid building pressure.
- 📖 Appreciate each effort made by the participants. Make it possible to laugh and feel free. Make it possible for everyone to use their body and their voice to communicate. Language is communication between people – a teller and a listener.
- 📖 Do not force anyone to tell a story in public. Also don't push people to tell personal stories if they are not ready. Everyone should be free to decide how far they want to go.
- 📖 Storytelling in a group may become personal, but that's what it is about. Don't focus on potential crisis, e.g. by anticipating that participants are traumatised. Try to take people as they are and trust that telling, even of difficult situations, can turn into relief and new strength. A good group can bear almost anything together.



## Promoting intercultural understanding and integration

- § If you want to promote integration, create meeting places where diversity is normal, where exchange and cooperation are important, and where stories are shared. In many places public events called Storytelling café or Story evenings take place, where people from different cultures, backgrounds with different experiences come together to tell their stories and to listen to each other.
- § Storytelling is a good opportunity to reach out to other stakeholders and organisations and involve them in your work, whether through information, visits or joint activities. It arouses interest and curiosity, and storytelling activities can also be used to build new contacts and networks.

## Recording and broadcasting

- § If technical activities are to be included in the storytelling project, it might be helpful to dedicate additional training time to the technical preparations and for participants to perform some tests themselves.
- § As a trainer, you should first test the intended instruments and be sure how to use them so that you can instruct the group.
- § Ask your group if someone has an affinity for technology. If they agree they can become technical assistants who support the others.
- § It is easier to record stories in a small group to have less background noise and be more focused.
- § Ask the participants if they agree to publish their story and if so, help them to find a good platform to broadcast the story, e.g. on the local radio or through podcasts on a website.
- § When recording a story, a microphone can have a very inhibiting effect – prepare your learner for it and allow time for the process.

## Assessing and evidencing competence developments

- § As far as validation is concerned, it is important to choose an appropriate method for assessing learners' competence development. For learners with low language skills, interactive methods can be used that do not require intensive conversation but encourage them to express their learning outcomes in a playful way.
- § Reflection on learning outcomes contributes to the positive impact of storytelling activities by making learning more conscious. But depending on the learners' language level, some creative methods are needed. In any case, it must be properly planned and takes time to be useful.
- § For learners with better language proficiency or who wish to demonstrate their competences for concrete purposes such as job search, we recommend organising individual interviews to better reflect on their competences. In this way the process is more focused than in a group. Calculate at least half an hour per participant.
- § Start by giving concrete examples of what the competence to be assessed means.
- § Use the reference system to formulate interview questions in a simple language. Working directly with the reference system is too abstract.

## Annex A – National experience reports from the LISTEN piloting

### Verein Multikulturell, Innsbruck Austria

In Austria, refugees and how to integrate them is an increasingly important issue. There are many reasons behind the flow from other countries to Austria. Refugees and migrants believe to have better options in the fields of labour market, education and access to social services in Austria than in their home countries. Considering the orientation processes which are being implemented in other countries on the migration route, Austria is trying to carry out a methodology which could support the inclusion of refugees into the host country and to stimulate the cooperation among the civil society and decision makers. The application of the storytelling methodology in the LISTEN project was an important milestone on local and regional level to foster inclusion in the local society of Innsbruck. It was a way for Verein Multikulturell to support refugees living in the Tyrol region through the techniques on storytelling. Moreover, it enabled trainers and actors having experience in storytelling to increase their professional capacity.

### Purpose and Objectives of the pilot projects

The main objective of the Austrian pilot was to support the adaptation of refugees currently suffering from discrimination and a sense of being lost. One of the biggest problems which people with migrant background have to face is the lack of opportunity to express themselves to the local society. This leads to many obstacles, e.g. discrimination and prejudices against to the refugees. According to the feedback from the refugees who attend vocational and educational counselling in Verein Multikulturell, they have very limited chances to express themselves and to make new contacts with people from local society. It is a fact accepted by trainers and workers in other organizations in the local society. The piloting process was essential to enhance our organizational mission towards refugees and to enable them to get attention by the local society through their stories from the beginning of their journey to the existing conditions. The main objective was to increase their sense of belonging to the welcoming society. Their intention was to support the refugees to overcome the barriers arising from the lack of contact between the refugees and the host country. Obviously, this piloting process would provide experience for refugees to have new skills such as communication skills, self-expression skills and creating new bonds with between people from different backgrounds. Finally, the piloting phase was a way to decrease the prejudices of local people by increasing the awareness of the needs of refugees and to stimulate the policy makers for better provisions about integration of refugees. This project will have a role to preserve the experiences of refugees in order to highlight the existing problems and obstacles about integration of refugees.

### Target group

We carried out the piloting phase with two groups which consisted of 14 women and 11 youngsters. Verein Multikulturell offers various activities consisting of educational, vocational and other trainings according to the needs of women refugees such as language trainings. These activities are being

carried out by experts and trainers in Verein under the common name “Frauen Café”. Although the main target group are women, men are also involved in these activities. We organized a meeting in order to recruit participants and to inform them about the foreseen piloting process in LISTEN. Within this meeting, there were around 46 participants consisting of our participants (attending in our daily practices) and some refugees who were informed through our social media tools. These refugees wanted to be involved in new opportunities to express themselves and to make new networks with other refugees and local people. After the meeting, we determined the participants in order to include them into the piloting phase. They were eager to be heard by the society through their stories. Moreover, especially youngsters considered this piloting phase as an employment opportunity as a result of having new experiences.

## Scope and Duration

The piloting process took place between February and August 2018. In these months 3 trainers worked with the methodology of storytelling in an effective way. Finally all stories were recorded during 3 workshops in different dates. After each workshop, Verein Multikulturell implemented a face to face meeting with participants in order to receive feedback about their learning path and to make the process more effective.

In addition Verein Multikulturell came together with youngsters 4 times during the piloting phase. These meetings were dedicated the training on storytelling methodology and the visit to Freirad Radio Station in Innsbruck. The methodology on storytelling was taught by a trainer in order to receive effective stories and all the process was monitored by other trainers in order to be able to prevent potential conflicts. During workshops participants were informed about the power of storytelling, various storytelling techniques and the ways to make their stories more effective to be heard more intensively and to make them more visible. During the workshops participants recognized that storytelling can be used for dynamic interaction between the people who are listening and telling.

## Processes involved

As Trainers we selected the ones who had previous experience or interest in storytelling and have experience in working with refugees. They were eager to be involved in the piloting phase in order to increase their professional capacity and to witness different case studies. All their participants who benefit from our services and activities in Verein Multikulturell were invited to this workshop. Moreover, Verein Multikulturell got in contact with its local partners such as Freirad local radio and other organizations working with/for refugees. They published news through their tools about this workshop in order to help us to reach more participants. This workshop was implemented by the project staff and trainers, its context consisted of the background of LISTEN project, the objectives of the project, the gains and benefits for participants and other information about the piloting process. After the workshop, Verein Multikulturell implemented face to face meetings in order to determine the reasons of their involvement and their expectation from the project. Project participants were supported during the piloting phase by trainers and project staff. However, a translator supported us

in order to overcome communication problems (considering the fact, there are some refugees who can understand other people, but express themselves in just their mother language. There was always effective cooperation with local partners.

## Success criteria

Verein Multikulturell's main objective was to remind the refugees that they are not alone and they can express their existing problems or needs. By the implementation of the project, Verein Multikulturell could help many refugees who don't have any hope for themselves and also for other people around them (their refugee friends, relatives). Especially married woman refugees have many concerns about their families. This project was an opportunity in order to get rid of their daily problems and to reflect on their stories in order to increase the empathy skills of local people, and to reflect on their own skills and competences in order to actually become aware that they do have competences they are not aware of. This increased their self-esteem considerably.

The Austrian partner highlighted that LISTEN will increase the cooperation among the organizations working with/for refugees and to stimulate the decision makers to take initiatives through stories of refugees.

## Key Outcomes

### Achievements and Successes

Refugees were informed about the techniques on storytelling which enable them to express themselves in a better way during their daily life. They gained the linguistic skills which enable them to understand and talk in a different language. This point was so important for those that don't have enough knowledge about the host society. The awareness of local people towards refugees has increased by new contacts and stories. It created a relationship between refugees and local people without discrimination or prejudices. Youngsters had the opportunity to visit local partners such as local institutions and radio station and it was great experience to increase their knowledge about the host society. Trainers have acquired new competences and skills in terms of applying different methodologies which they can implement in their professional life working with refugees. Moreover, a better connection was created among refugees through new friendships and contact.

### Obstacles and Challenges

Only happened some communication problems among trainers and refugees due to a lack of linguistic skills. However, Verein Multikulturell could overcome this problem thanks to inviting an interpreter for the piloting phase and adopting better communication attitude during implementation processes. However, there was some conflict because of different background such as different learning skills and point of views.

## Lessons Learned

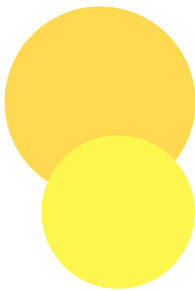
The pilot phase was an opportunity for the refugees to acquire new skills such as self-expression and self-reflection and gave them the opportunity to experience new channels of communication and the freedom to affirm their personal and cultural identity. It was a special way of participating in the exercise for narrative and oral communication skills. They could recognise the importance of communication and language as a social component and in relation to their self-esteem. It was a way to improve the empathy of locals with other cultures/stories without bias.

## Conclusions

The pilot phase led to a new awareness among the target group, the trainers and the employees of the Verein Multikulturell. It was obvious that they were given a new approach to storytelling that consisted of effective tools that could be applied to our daily practices and transferred to other organisations. The implementation of the pilot phase was also an opportunity to strengthen the association's local cooperation and take the initiative to implement new practices in the work with refugees in the future.

## Recommendations

Given the digital skills barriers that participants had during the pilot phase, a training or course could be organised before the pilot phase for a more effective process, so that the participants are better equipped with competences in the use of digital tools. In addition, more workshops (more than 2 sessions) could be held for young people on the radio station to improve their skills and competences.



## BUPNET & blinc, Göttingen Germany

The National Experience Report at hand is based on three learning projects carried out by the German partners BUPNET GmbH and blinc eG. It documents the processes in the practical phase and provides an overview of the outcomes and experience gained in the national learning projects. The learning projects involved both members of the LISTEN project team as well as external trainers that have tested and applied storytelling methods and validation in different learning settings. The groups of learners were composed of refugees, migrants and native speakers – two of the three learning projects were carried out with mixed groups of learners. The objective of the LISTEN pilot in Germany was primarily to test the intercultural storytelling and validation approach developed in the project and to gather feedback from involved trainers and learners in terms of general acceptance, impact, usefulness and feasibility. Other objectives will be mentioned in the respective chapter of this report.

### Purpose and Objectives of the pilot projects

Purpose and objectives of the practical phase were, on the one hand, to test the developed storytelling methods and the validation of learning outcomes by means of LEVEL5 in practical work and to gain more knowledge on the feasibility of implementing storytelling exercises in different learning settings. On the other hand, the aim was to explore the benefits for and impact on migrants / refugees and trainers. In order to assess and recognise these benefits in terms of personal competence development the validation system LEVEL5 was used. Another aim was to disseminate the approach among local and regional stakeholders that work in the field of storytelling.

More concretely the German pilots had the following objectives:

The objectives of the piloting phase were to:

- ⑤ establish local partnerships with organisations that are interested in exploring new training methods and tools,
- ⑤ establish cooperation with the VHS-project that aimed to improve refugees' intercultural communication competences;
- ⑤ provide information on the LISTEN approach and learning offer in order to involve interested trainers into the piloting phase;
- ⑤ present the LISTEN project and its approach in various settings (local events) and introduce the topic of storytelling to colleagues and trainers that work for BUPNET and blinc on a honorary basis;
- ⑤ provide support in setting up learning projects aimed to apply newly acquired knowledge, concepts and methods in the practice;
- ⑤ provide counselling and support to trainers during the learning projects in preparing the storytelling activities;
- ⑤ provide counselling and support to trainers in using LEVEL5 as a tool for assessing their own competences in terms of applied storytelling and validation, and for assessing learners' competences in terms of communication in a foreign language, creativity, self-esteem etc;



- § gather feedback from the involved trainers in terms of usability, clarity and user-friendliness of the provided course, where applicable, and the materials;
- § make trainers and training providers familiar with the LISTEN label.

## Target group

In Germany the target groups consisted of:

The first two groups of learners attended a 5-day course, respectively, that was provided by the employment agency. The course was obligatory for them. Each group was composed of disadvantaged youngsters with different cultural backgrounds – refugees, migrants and native speakers. Most of these youngsters have only a low school-leaving qualification, so they have little chances to get a job or an apprenticeship. The courses, delivered by the organisation “Pro-Aktiv-Center”, prepared them for the job market, especially for finding an apprenticeship. The participants learn where to search for job announcements, how to write job applications, and how to behave in job interviews. All in all, 30 participants attended both courses.

The third group of learners was recruited from a German language course of the VHS Göttingen (Volkshochschule, folk high school) that prepared them for starting a university study or an apprenticeship. Five learners from this language course volunteered to take part in the piloting course provided by BUPNET/blinc in cooperation with the Stadtradio Göttingen. Their language level was with B2/C1 rather good; they had the language exams in summer 2018. For them, the radio project was an additional preparation for the exams, as they could improve their language skills in a non-school environment.

## Scope and Duration

The dissemination of the LISTEN approach started well before the joint staff training course in Innsbruck that was carried out in January 2017. Dissemination activities consisted of dedicated e-mails to and informal talks with local and regional trainers and organisations that work with refugees and/or are active in the field of storytelling. The aim was to inform them on the approach and to recruit trainers for the joint staff training that would also be willing to set up a piloting project subsequently.

They could recruit one trainer from the employment office for this Innsbruck training. She took part in the course and implemented a series of storytelling activities in two training courses in May and August 2018. These courses had a duration of 5 consecutive days.

In addition, cooperation talks with the VHS were initiated in spring 2018. The VHS is the main provider of language courses for refugees and as such an ideal partner for piloting new methods that would enhance language skills among refugees. The VHS was interested in the approach and agreed to have a test group. In May 2018, a group of learners was recruited that took part in an extra-curricular activity (making a radio programme) as an additional opportunity to practice their German about a specific topic.

This course was likewise a 5-day-course with 2 hours per day that took place in the premises of the local radio.

## Processes involved

In Göttingen, several professional institutions as well as voluntary initiatives provide support and learning offers for refugees. blinc and BUPNET contacted them to inform them about the storytelling methods as an intercultural learning opportunity and offered to run a pilot project with their target groups. Generally, also BUPNET provides language courses for refugees – this would have been an ideal frame for testing the LISTEN approach. Unfortunately, there was no course offer during the piloting period. As the staff members of blinc and BUPNET were very much interested in setting up an own storytelling project that would allow them to practice their own storytelling competences, they were looking for an organisation that would cooperate with them. With the VHS agreeing to cooperate this was possible. The LISTEN team decided to concentrate on the telling and recording aspect of storytelling and to offer a radio project. For this purpose, they also involved the media pedagogue of the local radio station. The BUPNET/blinc learning project was thus carried out by a team of internal and external trainers. The participants were recruited in a language course provided by the VHS.

The cooperation with the external trainer from the “Beschäftigungsförderung” already started in 2017 who was interested in learning new informal methods that would contribute to achieving the general course objectives all by having positive effects on the motivation and group atmosphere. The latter is an issue in her context, as learners are sent by the employment agency to these courses and thus attendance is obligatory. The trainer is working as a trainer and advisor, and prepares disadvantaged youngsters and young adults for the job application process. Several times a year she delivers 5-day courses to intensify the preparation activities. Hence, the trainer had no difficulties to find learners/ participants.

## Success Criteria

They had several objectives that we hoped to achieve with the national pilot:

Inform local partners and organisations that work with refugees and that could have an interest in trying informal methods to enhance various competences among their target groups, and in using storytelling activities as a means for creating an intercultural dialogue among refugees and native people. Also, we wanted to strengthen our position as local training provider and as actor in the storytelling landscape;

Set up 2-3 learning projects involving refugees and/or mixed groups of learners in a number of storytelling activities that would contribute to developing and validating a number of competences, such as communication skills (speaking and using the German language, speaking in a group or even in a public space), presentation skills, self-reflection, self-esteem, technical skills (recording and broadcasting), intercultural awareness, creativity, (use their imagination), and last but not least

create a greater understanding for the situation of refugees through the collected stories (in the case of mixed groups: establish a direct dialogue among refugees and the native people).

Collect a number of stories that would show different aspects of refugees' life with the aim to allow listeners to learn about their former and current life situation, their feelings, their fears, their joys, ... and also about very "normal" aspects of their life, so that they are heard as human beings and not as a member of an abstract category such a refugee, foreign person, Muslim etc.

Gain meaningful experience with the LISTEN approach in order to verify whether the concept does work in the way we want it to work and whether it would have the benefits and impact that we hoped to obtain.

Gather feedback from both involved trainers and their learners in terms of the general acceptance of the approach, its feasibility, its usability and its impact with the ultimate aim to improve the whole concept, the training course and the training materials.

Raise interest in the LISTEN approach of combining applied intercultural storytelling with validation, so that refugee organisations and training providers would adopt the approach and use it in their offer also beyond the funding period.

## Key Outcomes

The pilot projects in Göttingen were successful and inspiring for trainers and learners. The storytelling exercises had a positive impact on the group dynamics, because they helped to create a humorous, trustful and respectful atmosphere. The positive effect on the learners was not only visible in the way they behaved, but they also confirmed it orally in feedback rounds. Most of the learners did not hesitate to take part in the exercises, but had a lot of fun in being creative and spontaneous.

The trainers are likewise convinced of the storytelling method as they have felt positive effects on themselves. Thanks to the exercises they have been a part of the group and could create a bond to the learners without losing the necessary professional distance. As it was the first time for the trainers to apply storytelling as a method in learning settings, they now feel more confident with those methods and will continue to use them.

All trainers developed their competences in applying storytelling in learning settings as well as in motivating and empowering learners.

Many participants – irrespective of their language background – developed their self-esteem and creativity. Firstly, the exercises enabled them to speak in a group or even in public space like a radio show. Secondly, they have learnt to speak and act spontaneously. And finally, the exercises encouraged the learners to use their imagination, to think about how to tell their ideas, stories and visions. The involved refugees and migrants developed their competence in communicating in a foreign language through storytelling, because the exercises helped them to increase their German language skills.

The trainers measured their competence development themselves by self-assessment using the LEVEL5 validation tool. Competence developments of the learners were either observed by the

trainers or reflected in group / individual talks. Due to the low level of education and/or poor German skills self-assessment would have been too difficult.

## Achievements and Successes

The actual key achievements of the national pilots can be summarised as follows:

Cooperation: The cooperation with Beschäftigungsförderung, VHS, and Stadtradio Göttingen has led to an improved and intensified cooperation with the respective teams. It can be expected that the cooperation will be sustained also after the end of the funding period and that the LISTEN approach will become a stable element in their learning offers. As a result of the intensive dissemination activities prior to the Innsbruck course also other stakeholders have enquired about LISTEN and the opportunity to use the materials in their offers. This is very promising in terms of sustainability of the project and the further use of the LISTEN approach by external stakeholders. The LISTEN team intends to deliver workshops for interested organisations, where the main elements of the LISTEN approach will be presented and tested in practical exercises.

Learning projects: The three learning project descriptions give evidence that involved trainers and learners have gained new competences. In all projects the key outcome was that the learners were enabled to speak spontaneously and freely (in front of a group), present themselves or their stories, and engaged in self-reflection. This made them feel more confident in speaking German. Furthermore, the groups could benefit from the exercises because these had a positive impact on the group dynamics and group atmosphere as a whole. The LISTEN trainer team confirmed that the reflection and documentation of the competences have led to a more conscious learning experience. The validation process with assessments to stimulate reflection on the learning added to this. Concluding the learning project with an assessment supported the wrap-up process of the learning development. Moreover, the LISTEN approach to promote and validate intercultural storytelling could be tested with a target group that needs, among other competences and skills, language skills and intercultural communication as well as opportunities for learning in order to integrate into German society. Many of them do not have any certificate or qualification. The LEVEL5 certificate can give evidence of their learning in a very specific context but shows all the same their learning potential. It can also be a very empowering experience for them to get engaged in a learning project and have their competence development visualised and documented in a certificate.

A very concrete – and audible – result of the learning project with the VHS is the radio show, broadcasted by the local radio station. Parts of it are available on the LISTEN project website.

Training course and materials: The training course and training materials were important elements in the learning process on storytelling and validation. The general feedback is very positive and encouraging. It is considered to be well structured and meaningful. It covers all important aspects in terms of applied storytelling and validation with respective background information and a wide range of easy-to-use exercises.

## Obstacles and Challenges

The LISTEN team originally wished to deliver a course dedicated entirely to “telling stories”, in which all storytelling methods would have been tested and a variety of stories recorded for the collection. Despite intensive efforts, this special course did not come true. On the other hand, this kind of

course would be more difficult to replicate – embedding applied storytelling in existing course offers seems more easily feasible and thus more sustainable. The actually delivered pilots in Göttingen were adapted to the given conditions of the existing courses, e.g. courses for the preparation for the job market or the preparation for the C1 German exam. Due to a strict curriculum, trainers were not free to apply and test all storytelling exercises of the LISTEN approach. However, they chose some of them and embedded them in their training sessions and could use the positive effect of storytelling on the learners and the group atmosphere. Those pre-conditions were as well the reasons why not classical stories were created and told during the courses. But storytelling was used as a means to make the learners more open to tell something about themselves, e.g. during the radio project the participants developed questions, wrote reports and did interviews that were recorded and broadcasted.

The recording and broadcasting of stories is the most difficult part if applied storytelling is embedded in existing course offers, as this requires technical equipment and additional time. One could think of easy ways to record stories (smartphone) that would not require any extra equipment and effort. Still the further processing (cutting, if necessary, putting music, publishing it etc.) does require additional efforts and might thus be an obstacle.

## Lessons Learned

Storytelling is a great tool to enhance a number of competences in various learning settings and to increase the general motivation of learners. Using it in learning activities and offers that are not entirely dedicated to telling stories it can be used to achieve the general course objectives. It supports positively the group dynamics and the willingness to talk about oneself and listen to each other. Storytelling makes people become protagonists of their stories. Other people listen to them and can learn from their stories and get inspired. Apart from the fact that it creates bonds between the storyteller and the listeners it has a positive impact on the self-esteem of the storyteller and opens the minds of the listeners.

The learning projects showed that the character of the learner determines how easily he or she gets involved in the activities. Some learners engage easily into the activities, whereas others are rather reluctant and need some time to overcome their barriers. Some are shy and afraid of making mistakes. Others are confident in speaking (in German) and are not afraid of making mistakes. For them it is easier to take part in the exercises. In terms of telling stories it is helpful for shy learners to write down their stories and then to read or tell them in the group. Also, it is important to create a trustful atmosphere, so that also the shy learners feel safe.

The reflection on the learning outcomes contributes to the positive impact of the storytelling activities as it makes the learning more conscious. But depending on the language level of the learners it needs some creative methods. At any rate, it needs to be planned properly and needs time to be beneficial.

## Conclusions

In the German context storytelling was not done in specific “storytelling courses” but it was applied in existing courses for language learning or labour market integration trainings. This has clearly shown that storytelling exercises can easily be applied in existing learning settings. The experience highlights that all kind of learning settings can benefit from the use of storytelling: Storytelling can be a door opener to make people tell something about themselves and by this increase their communication and presentation skills. It helps to increase people’s creativity and their spontaneity. It also helps to create bonds among people. It was observed that, if learners are free to talk about a subject that is important to them, they are more engaged in learning the vocabulary than if they would talk about something else. With the use of storytelling learners also overcome communication barriers and lose their fear to speak freely.

Validation in this context is a good tool to reflect in the group or individually on the learning outcomes. Learning becomes a more conscious process and learners become aware that they have actually learnt something – this increases their self-esteem. Getting a certificate which visualises the learning progress adds to this. Validation needs to be planned properly.

Storytelling was not used by professional storytellers but by regular trainers that provide courses to various target groups. One of them took part in the LISTEN training course and the other one worked on the basis of the LISTEN material. This shows that the storytelling exercises can easily be carried out without a lot of preparation.

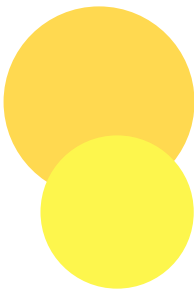
## Recommendations

They recommend adapting the use of storytelling methods to the given context. If you have a course specifically aiming at learning storytelling you can of course use the whole range of methods from the LISTEN material. But if you want to apply storytelling in a given context (e.g. language training, job application training) it is rather useful to thoroughly choose specific exercises that fit with your course targets and to adapt them if necessary. In the radio project for example the aim was to practice vocabulary in the thematic area of “education” because this was the subject of the oral exams the learners had to take. This is why the exercise “The first time I...” was adapted to the thematic area of education.

Additionally, they recommend not intimidating learners by the term “storytelling”. In their courses they did not explicitly mention the term “storytelling”. The exercises were rather embedded in the course as exercises to practice whatever was relevant in the course at that time.

Finally, they recommend not being disappointed if the results are not those that you expected. Although storytelling exercises have mostly positive effects on groups and create bonds among the group members, there might be learners that feel still shy and have problems in opening up. Nobody should be forced to get involved against their proper will. Also it is important to emphasize that what the learners tell happens on a voluntary basis. Nobody should be forced to tell more than he or she wants. Also nobody should be judged for what they say. Once you manage to create a positive and trustful atmosphere storytelling can enrich your course in versatile ways.

As far as the validation is concerned it is important to choose an adequate method to assess the competence development of learners. With learners with poor language skills interactive methods can be used that do not require intensive talks but that make them express their learning outcomes in a playful way.





## Active Citizenship Partnership, Athens Greece

The main target group of LISTEN is the large professional category of educators and training providers. They were invited to join the project activities and to develop new professional competences and skills or expand the existing ones, in terms of tailored training methodologies for refugees. The final beneficiaries of our LISTEN project are the refugees and asylum seekers that through the involvement in storytelling activities will be motivated and empowered to tell their story – maybe the only thing that remains after they had to leave everything behind. By sharing their personal story, the listeners will get an idea of their life that they left behind, of their cultural background, their values and beliefs. And they are no longer just refugees but the stories give them a face, they become human beings with needs and fears. The stories might help enter into a dialogue and build bridges between the receiving society and the refugees, create mutual understanding and make their integration into society easier. On the other hand, the storytellers themselves will improve their linguistic and communication skills and can thus enter more easily into dialogue with the people of their receiving community. At the same time, they can become a kind of cultural mediators who can help facilitate between local and foreign citizens in order to promote reciprocal knowledge and comprehension between subjects of different cultural backgrounds.

## Purpose and Objectives of the pilot projects

The objectives for the LISTEN pilot phase of Active Citizen Partnership were:

- 🕒 to cover different cultural backgrounds and refugee experiences and address different gender (women, men and mixed groups), ages (25 to 50 years of age), religions (Muslim and Christian), and former social status (from peasant and working class to middle class higher education scientists)
- 🕒 to offer storytelling as a bonding ritual that creates a sense of community
- 🕒 to overcome stereotypes and prejudices regarding refugees and migrants

## Target group

We informed different organizations about the LISTEN project so to send people for the pilot and also through our network we found 20 people interested to attend the pilot course in the group there were thirteen women and seven men. Their countries of origin are Albania, Georgia, Democratic Republic of Congo, Afghanistan, Pakistan and Ethiopia. There were many questions to be answered; some of them were worried to express themselves in front of others, and especially to talk about themselves.

Through those talks, the participants found out that they had made different escape experiences and had very different expectations. As first example, one man has come to Greece as a student and since completing his studies, he has been treated as an illegal immigrant. Or secondly, Albanians with ethnic Greek provenance were at times treated as victims – oppressed by Greeks deprived of their right to speak their mother tongue, exercise their religion and transmitting their tradition. Last

example, but not least, immigrants who enter the work force and lower wages and work rights – or were victims of exploitation by unscrupulous employers.

## Scope and Duration

At A.C.P. we worked with 20 people. We started the March 2018 and finished in June 2018. At the beginning we had three meetings to give them detailed information about the project and what was the scope of it. There were two groups of ten participants each and had six meetings for three hours every time (total of 18 hours each).

## Processes involved

There were two facilitators in the pilot phase of the LISTEN project, Stelios Pelasgos and Athanasia Defingou. The people we worked with are very diverse, some people live in Greece for many years and speak the Greek Language very well; others live for long time, but do not speak the language, and finally some newcomers. Most of the people are or have attended Greek language courses in its organization or are members of groups that we provide services in order to achieve the social inclusion in the Greek society.

We worked with refugees from Eastern Europe, Central Africa and Central, Asia collecting stories concerning the language barriers, identity, friendship, exploitation, solidarity, racism and of everyday kindness that participants were encouraged and guided to structure, give a concise form and add music and sounds to be broadcasted on radio.

## Success criteria

Gaining the refugees confidence. Storytelling is an act of confidence and offering their stories is a symbolic act that involves a part of them, an act that renders them vulnerable but in the main time more open and initiates a process of assimilation

Acquiring a stock of recorded stories that will be broadcasted on different radio programs or even form a learning material:

1. for other refugees that can potentially identify with these stories.
2. for multicultural schools in order to help teenagers (both Greek and refugee).
  - 🌀 Developing the storytelling tools that the LISTEN project hopes to encode and develop.
  - 🌀 Dissociating storytelling performance from language skills.
  - 🌀 Encouraging participants to use the language regardless the level of competence.
  - 🌀 Structuring their experience by stories.
  - 🌀 Rendering them persons, individuals with feelings, thoughts, history and culture and reducing of anonymity that turns them into numbers
  - 🌀 Inspiring solidarity to the public by understanding their situation, the richness of the refugee's cultures and their potential.

- 🔗 Fighting racism and fear. Xenophobic and nationalistic sentiments stem from fear of the unknown, the unfamiliar. By shaping and diffusing refugees stories the public is moved to compassion and understanding.
- 🔗 Motivating participants to perfect their ability to communicate subtle meanings verbally

Thus:

They tried to approach refugees from different social and cultural background and test the storytelling process as a method that gave the opportunity to bridge gaps and form storytelling communities. Different variants offer different challenges and storytelling is perceived as a form of public speaking or an intimate (family or small ethnic, social or gender group) speaking. They worked with refugees from Eastern Europe, Central Africa and Central, Asia collecting stories concerning the language barriers, identity, friendship, exploitation, solidarity, racism and of everyday kindness that participants were encouraged and guided to structure, give a concise form and add music and sounds to be broadcasted on radio.

## Key Outcomes

### Achievements and Successes

Participants were more eager to share their experiences than we anticipated and storytelling was enjoyable. Our quality of listening and willingness to comprehend was appreciated by the speakers.

A system of linguistic solidarity quickly developed as more fluent speakers offered help, vocabulary suggestions and acted as a bridge towards the audience offering comments, definitions and explanations when needed.

They acted more as mediators and animators than language instructors as it was more important to establish a structure for the storytelling activities that offered confidence on language skills already acquired.

### Obstacles and Challenges

For the Greek partner, dealing with subtexts - such as stories with a religious or political background, power structures within groups, but also metaphysical and non-logical ideas - was a particular challenge. This very important information within the stories was partly elusive to them. The correct dealing or sensitivity in the handling of the subtexts was disturbed by a form of fear of being misunderstood (questions may be misunderstood - critical, dismissive or even ignorant).

## Lessons Learned

Orality traditionally encompasses songs. Storytelling performances traditionally included songs. This fact was not included in the training as none of the trainers and the trainees had any singing abilities. Nevertheless one of the participants' referred to her singing and they immediately encouraged her to sing after the end of our session fearing that a song will change the mood and inhibit story sharing. This proved a wise decision as the session continued smoothly and everybody stayed afterwards to

hear Bebe's songs. It was evident for everyone – coming from oral traditions – that these songs formed an integral part of storytelling. They seized the opportunity to have language practice also as we tried to translate the lyrics from the language of her ethnic group to French and then to Greek or directly to Greek. The emotions created by the song provided a motive to find words to translate it and learn what the story of the song was about.

## Conclusions

Human minds can process reality in a narrative mode, meaning that we can make sense of the world using narrative structures and figures, such as metaphors and symbols, the goal is understanding how the meaning in cultural products, such as folktales –whether oral, written, or audiovisual texts–, becomes meaning in the mind of individuals.

If we agree that cultures feed individuals with a sense of living experience through these narratives, then they can contribute to the way people learn how to think, feel, and behave within specific socio-cultural environments.

By learning and reflecting upon other people's narratives, participants could better understand how other fellow citizens from different ethnic and cultural backgrounds think, learn, desire, and feel. Participants gained an educational tool to better comprehend themselves and their socio-cultural context using their own narratives. In a nutshell, they learned to recognize themselves through the study of other people's narratives as if they were looking at their own images in a mirror, since "I also realized that how people look at the 'other' is often an indicator of how they look at themselves".

## Recommendations

The Greek project partner recommends the categorization into three groups:

- 🕒 Number of years spend in the host country
- 📍 Whether they consider the host country as a transit destination or as final destination
- 🌍 Provenance (Africa – Asia – Europe).

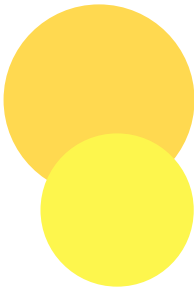
The idea behind this is to respect the individual and consciously recognize possible cultural differences. The possibilities of storytelling, sharing one's life story and revealing one's own feelings create and need an intimate connection/atmosphere. Through a common basis in the group, the individual can more easily open up and tell their own story.

By dividing it into three categories, it is easy to find a common denominator that allows for quick group bonding. A common context makes it easier to learn from each other.

Another spontaneous activity that triggered linguistic exchanges and group bonding was fashion. A Congolese woman had an extraordinary sense of colour, shape and texture and she could combine flimsy and very cheap material to create beauty. She was wearing headscarves and all the women and some men asked her how she tied them. In the end she consecrated some free time to demonstrate the traditional way to tie a scarf and the variations she had come up with. For a

researcher in storytelling this activity falls in the category “storytelling with the aid of an object”. She recounted stories and explain while demonstrating scarf binding. One could expand such an activity trying to recover memories attached to objects.

Storytelling can be developed as a reflective tool on language and its function. Traditional stories on storytelling as well as life stories on the use of language abound in every culture. When the storytelling group feels secure they can be encouraged to reflect on the learning process thus increasing the level of consciousness and familiarity with language. We collected stories about "official" and "clandestine", "repressive", "submissive" or "resisting" languages or language forms and ways of expression. Language learning can be seen as "an obligation", as "a privilege" etc. and rendering these symbolic functions conscientious can increase the motivation of each storyteller.



## CESIE, Palermo Italy

In Palermo, the LISTEN methodology has been implemented with a mixed group of Italian and migrant youngsters (15-20 years old). The group was composed of 22 participants.

Three trainers were involved in the implementation of the piloting. It consisted of workshops divided in different steps:

- 📖 Introduction on storytelling
- 📖 Telling and sharing your own story
- 📖 Validation of the competences acquired
- 📖 For the participants who agreed, their story has been registered and is available on the web platform of LISTEN.
- 📖 At the end of the workshops, an event has been organised where two participants told their story in public.
- 📖 The competences for the youngsters and for trainers have improved such as intercultural communication, creativity, managing diversity etc. Those competences have been assessed through the LEVEL5 methodology.

## Purpose and Objectives of the pilot projects

The aim of the LISTEN workshops was to introduce storytelling and validation approaches and techniques, and bring the stories to a radio environment. During the workshops, through introductive storytelling methods, the participants were supported to choose a story to tell and shared life anecdotes. They exchanged the stories they produced in the project. Another objective was also to assess the competences developed by the youngsters during the workshops.

## Target group

A mixed group of Italian and migrant youngsters (15-20 years old) participated in the pilot. The group was composed of 22 participants.

The 1<sup>st</sup> workshop of a half day took place on 14/05/2018 with 17 participants. The second workshop, also for half a day was held on 21/05/2018 with 22 participants and in the 3<sup>rd</sup> workshop on 25/06/2018 17 participants were present.

## Scope and Duration

The 1<sup>st</sup> workshop, at Cantieri Culturali alla Zisa, was all about introduction – What is storytelling and why using it?

- 📖 Ice-breaking: I tell you my name. The participants are invited to share their personal story relating to their name, the history of one's name and its meaning.

- ☞ Let your imagination fly: “you don’t know what I have in my pocket”. This leads to many fun stories that encourage joking and laughter.
- ☞ From four questions – storytelling together: Since no one knows what this story will be, you can openly and inquisitively put questions to each participant, making it possible for everyone to answer and so make their contribution to the story.
- ☞ Photo that tells a story: The exercise encourages people to express themselves, generating long stories based on their own experiences, places they have been to, and their own life story.
- ☞ Object that tells: Choose an object that looks interesting and give it a meaning in your story that is based on your imagination.

The 2<sup>nd</sup> workshop, at CESIE, was on role models and how to tell your story:

- ☞ Energizer: A time to explore what the participants like, long for, have done and so on.
- ☞ Role model: Choose your role model and tell a story about him/her, or how your model has influenced your choices.
- ☞ Tell your story: Let participants remember the story they want to tell, by following the basic structure: 1: One upon a time..., 2: Every day...3: But one day...4: So today...
- ☞ Record your story on the phone or a computer.

The 3<sup>rd</sup> workshop was held at Cantieri Culturali alla Zisa and focused on the validation of the competences acquired:

- ☞ Chose 2-3 competences that he/she was interested to improve and to reflect upon.
- ☞ Reflect on the competences they have chosen, in how far they think these have improved, where these competences can be applied and used in the future.
- ☞ Give examples on why they think these competences have been improved.
- ☞ Document your results to receive the LEVEL5 certificate.

After the final event 8 LEVEL5 certificates were handed over to the participants, who were happy to receive evidence of their learning process and to get their competences validated. The other participants did also reflect on their competences but did not show any interest in getting a certificate on their acquired competences. We did not want to force them as this is their free choice.

## Processes involved

The group of youngsters was part of an intercultural project that aims to support them through offering professional and personal opportunities highlighting their courage and their fundamental contribution in the society they live in.

The trainers were Roberta Lo Bianco, coordinator of the Unit Migration at CESIE, Caroline Dickinson, project manager at CESIE and Safa Neji, youth worker and interpreter.



## Success criteria

The aim of the LISTEN workshops was to introduce storytelling approaches and techniques, eventually to a radio environment as a binding factor which brings social and personal benefit. The objective was also to assess the competences developed by the youngsters during the workshops.

## Key Outcomes

### Achievements and Successes

Through storytelling workshops, the learners had the chance to reflect on their own story, and share it with others. Some of them have chosen to tell fairy tells. Others preferred to tell their personal stories, sometimes painful and full of emotions.

The workshops have shown the strength of the exchange between cultures and the richness of diversity.

For the Italian partner; through storytelling and shared messages, the youngsters reminded to all this multicultural society.

### Obstacles and Challenges

Manage three languages (Italians, English, French): some stories told couldn't be understood by all the group. Most of the participants took this activity as a new challenge to practice the Italian language and write their story in Italian.

Validation of competences with LEVEL5: only few participants assessed their competences with this methodology. It needed at least 30 min per participants, which was the best way to reflect jointly on the learning.

The recording of the story was done with a dictaphone. In a big group it was not possible to record their story on Audacity programme, we would have need more time and more resources. However, individually for the LISTEN Award, some participants have recorded their story and took time in doing it with the support of an expert in music recording.

## Lessons Learned

For competence assessment we recommend to organize individual interviews with the learners in order to reflect on her/his competences. This way the process is more focused than if done in a group.

In our case, the group already knew each other for at least one month and there was a good and trustful atmosphere and cohesion within the group. This climate helped the participants to share their intimate and personal stories.

The conditions are very important. It is helpful to start implementing storytelling activities in a very cosy place, where they all feel at ease.

Empathy is an important competence to have while listening to the stories, for the trainers and also for the participants themselves.

## Conclusions

Two learners told their stories on stage during the final event in Palermo.

One learner made a special surprise: she wrote her story down and had it drawn by a local artist. She said that she had this story in her for many years and now found the opportunity to tell it to others.

## Recommendations

In order to conduct workshops on storytelling with migrants and refugees, it is important to:

- 🕒 Create of good atmosphere within the group. Put some effort into teambuilding at the beginning.
- 🕒 Find or create a cosy place to do the storytelling.
- 🕒 Make sure everyone listens attentively to the others' stories. This can also be addressed in advance as common ground to start.
- 🕒 Do not force anyone to tell a story in public. Also don't push people to tell personal stories. Everyone should be free to decide how far they want to go.
- 🕒 Appreciate each effort made by the participants.
- 🕒 Being aware of the situation of the refugees definitely helps to understand them. In most of the cases in Italy, they wanted to tell about their journey to the country they live in now and share their story, deliver a message.
- 🕒 If there are more than one languages spoken in the group (in our case 3 languages), invite persons from the group to be interpreters to support the understanding

For the recording:

- 🕒 Make sure to have enough time, to prepare the learners technically and to let them make some tests on their own.
- 🕒 It is easier to record stories within a small group, to reduce background noise and to be more focused. It needs to do it with a small group (in our case one trainer for 2 participants)
- 🕒 Ask the participant if they agree to publish their story and if so, help them to find a good platform to broadcast the story, e.g. in the local radio or through podcasts on a website.

For the validation of competences:

- 🕒 Interviews have worked best for us. Estimate at least half an hour per participant.
- 🕒 Start by giving concrete examples of what the competence to be assessed means.
- 🕒 Use the reference system to formulate the interview questions in a simple language. Working with the reference system directly is too abstract.

## Kommun Skellefteå, Skellefteå Sweden

In Skellefteå there are many people from different parts of the world, some have come because of war, some because of love, and some because of work or just the fact that it is a nice and friendly place to live in. The refugees that live in Skellefteå in the north of Sweden go to different activities/learning centres/schools to learn the Swedish language, and to learn about society and the labour market. They live in segregated areas where they can't meet so many Swedish people. So meeting people, talking the new language and understanding the society can be a problem. Especially to get the courage to talk to people, to get to know Swedish people, and to feel confident enough to seek for a job. They want to be a part of society, to find a job, earn money, pay bills and buy a car, a computer; they want to be independent.

And Swedish people living in Skellefteå also needed to meet people from other countries, to get to know their neighbours and become friends. Skellefteå often talks about people who need to be integrated or included in society. But inclusion and integration works both ways, it's about opening doors, and readiness to share and listen.

So the "LISTEN" project was presented in a time when the language learning organizers in Skellefteå where seeking for new tools, they needed methods for bringing language learning to another level, to find methods for the trainers and make it possible for refugees to learn the new language faster, and to speed up the process for inclusion in society.

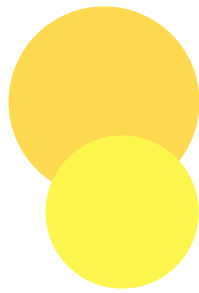
For Skellefteå in the office of education and labour market it was the right time to start working in the "LISTEN" project. The needs were already there, and the Swedish partner had the competence and network for introducing Storytelling as a tool for education and inclusion.

In Skellefteå we were 2 Storytellers/teachers/drama pedagogues who already worked in the fields of storytelling, language learning, inclusion, human rights and social justice. And Skellefteå knew that applied Storytelling could be a great tool for language learning and social inclusion.

Through "LISTEN" we have created a change in the language learning school "Swedish for immigrants" in their daily work, they are enquired to use storytelling in daily education in the first two grades so the oral telling becomes a useful tool. The other organisations that provide language learning for refugees are also interested in using storytelling as a tool today. And there is an interest from other teachers, trainers and volunteers to learn more about storytelling. So, Skellefteå has arranged a number of "multipliers events" where the pilots were presented, talks about storytelling as a method for language learning and social inclusion were held, and the LEVEL5 approach for competence validation (translated into Swedish) was introduced and discussed how this supports intercultural understanding.

During the multipliers event they have created a local and a regional network for teachers/volunteers and trainers who want to use and learn more about storytelling.

Skellefteå is also involved in planning for a Scandinavian Storytelling Conference in February 2019, where Storytelling in education will be the main topic. During that conference they will tell about the "LISTEN" project, together with other good examples on Storytelling as a tool for learning and the power of Storytelling.



## Purpose and Objectives of the pilot projects

In Sweden the LISTEN approach was tested in four different settings.

Project 1: SFI, the adult language learning school, two classes, biographical stories and recording (Pod): give adult immigrants basic knowledge of the Swedish language. In Skellefteå at SFI we use applied storytelling as an educational method for language learning. We work in accordance to the goals of the language education. Students should also develop their intercultural competence by reflecting on their own cultural experiences, and comparing these with phenomena in daily, civic and working life in Sweden. In Swedish Tuition for Immigrants, students should develop their competence in using different digital tools and aids for information, communication and learning.

Project 2: MigrantMothers, a group of refugee woman who needed support in language and social inclusion: Through storytelling gain tools for integration and language learning. See new opportunities, discover their dreams and approach their goals in the new country. A meeting place where young and older women from many countries (including Sweden) can share experiences. Once a week there is a storytelling day, on Thursday, after lunch.

Project 3: Life stories, a group of people from different countries, some of the migrants/refugees who wanted to tell their own biographical stories, on stage: To learn about the art of Storytelling, find their own story to tell, get support with how to tell it and in the end be ready to tell it on stage in front of an audience. A cooperation with the regional theatre Västerbottensteatern and the local Storytelling association Skelleftebygdens Berättarförening.

Project 4: Diversity ambassadors, a group of refugees that worked with their own biographical stories and told them during the Storytelling festival: Create 12 biographical stories that could be told by them self at the school, and on stage at the Storytelling festival. The theme was “The first time I ...” It was a cooperation with an Esf project connected to Medlefors folkhögskola.

## Target group

Our target group were adult refugees with very little experience of the Swedish language. Some of them were asylum seekers with no right to go to language classes. In one group there were only woman. In all other groups participants were mixed gender. And a small group of migrants that had lived in Sweden for some years but still struggle with the new language.

All in all, 80 persons took part in the different courses and projects.

## Scope and Duration

Project 1: They had 2 different groups, one with 28 students, meeting in Storytelling activities: 2 hours/week (total: 34 hours) from February 2018 until May 2018 and the other with 12 students, Storytelling activities: 3 hours/day for one week of Summer School (total: 15 hours) in July 2018.

Project 2: 20 participants meeting 1 hour/week 13 weeks Jan – June 2018

Project 3: 8 participants meeting 4 hours/week, 6 weeks March – April 2018

Project 4: 12 participants meeting 3 hours/week 6 weeks March – April 2018

## Processes involved

In the groups there were trainers that were involved in every session, in the learning process, they were interested in learning how to use Storytelling in these settings. The Swedish LISTEN partners became mentors for them.

The groups were selected because they were diverse, we wanted to carry out the pilots with people from different areas of society. We wanted to reach many different areas where there were groups of language learning. We also knew that there was an urgent need for a change of the language learning methods, that there was a call for change so the refugees could learn the new language faster.

The recruitment was made from a diversity of backgrounds, needs of language learning, and also from organisations that were in a need at development and change.

## Success criteria

We hoped to give the participants knowledge in how to create a story from their own life, to overcome thought of “I will never be able to do that”. We wanted to create awareness of the structure, the beginning, the plot and the end. We wanted to bring creativity and lots of imagination into the room so the participants could feel free and happy to tell.

Give narrative tools so the participants could find a biographical story of their own to tell, that they would be ok with telling it in front of others. Our aim was to create confidence in using the Swedish language for the refugees, so they would be ready for work or studies. We wanted to see in what way storytelling methods helped them in language learning. And how this would affect their social life and their possibility to find a job.

In the SFI classes (project 1) we had to take notice also to the national curriculum for SFI, so they had focus on:

- 📖 Knowledge about storytelling, that it is a special art as well as a competence.
- 📖 Knowledge about expressions to use in order to be able to tell a story in Swedish.
- 📖 Language development (vocabulary, pronunciation, grammar etc)
- 📖 Group invigorating/ Increase community
- 📖 Be able to play an active role in collective creative processes
- 📖 Cultural awareness
- 📖 Understand the basics of sound recording with a mobile phone
- 📖 Record a podcast
- 📖 Have fun!

## Key Outcomes

The students at SFI were very motivated to create their own stories in Swedish and tried their best to find the relevant words for that. So language development such as vocabulary, pronunciation and grammar were developed. Some of the students told us that they became better listeners as well, because it was so interesting to listen to the other student's stories.

The advantage of using applied storytelling is that it creates a great commitment and motivation to both share and tell your own stories, but also creates a curiosity and a desire to understand and listen to other people's stories. This makes the language evolve and the desire to learn increases. When one works with autobiographical stories, many can recognize themselves in what is being said because it is about life. Several students told us about an increased understanding of each other's way of life and increased respect.

The refugees who had told their own stories organised a great storytelling session first at the school, and later at the Storytelling festival. They found their stories, they told them in Swedish, they stood on stage at the festival, and they were so proud of themselves. Their self-esteem grew a lot. They were so happy after, and they said that they felt much more confident in speaking Swedish now. They also found new friends in the group. Their faces and eyes were shining, and they touched people in their heart with their stories. They were so happy and grateful to have been chosen to this group.

They said that they had learned so much Swedish during the project, and they were to glad that we believed in them, that we helped them succeed.

They also said that they could use the storytelling techniques for expression and communication. They could understand and they could see the impact that the storytelling sessions (that also included other expressions as art, drama, poetry, singing and dance) had on their ability to speak the new language.

There was always a positive attitude towards telling in the new language, there was time for laughter, for asking, and for listening. And they could express a need of more storytelling in daily life to improve communication in the new language. And they said that they had experienced the benefits of storytelling for language learning.

The group that told Life stories in the Theatre were so proud of themselves standing on stage, telling their stories. They created a strong group built on respect and care of the others. They were surprised by the strengths of the stories that were told, that the stories were telling something that was common, about life that touched them.

## Achievements and Successes

The stories: We are all storytellers, everyone has their own stories to tell. Everyone is part of a culture that is filled with stories, old and new stories.

Stories have always been part of us. It began with the oral tradition, dancing and singing. Then we created cave paintings and everything migrated onwards from generation to generation. Now we live in a world filled with books, images, films, theatre, dance, YouTube, Facebook and so on, and we continue the storytelling.

Stories give us answers about what it is to be human. We can share memories and experiences, create ideas about the societies we want to live in, things we dream about and long for. And the laughter, imagination, trust, relationship that is a part of every session that is an important part of success. Story that already is integrated in the body, has a strong picture in the mind.

Whether the stories are verbal or on the page, we use the words, the rhythm and our empathy to paint pictures of environments, people and events. The storyteller makes it possible for the listener to create their own understanding, to play the film in their head. The persons who are telling uses their own language to convey the story. The storyteller is the instrument of the story.

The space is important, the circle were everyone can be visible, can act and feel safe.

The leadership: Be well prepared and always open for improvisation. Be open minded and curious on what the participants will share. Listen with all your senses. Be present. Be personal, but not private. Be a friend and a companion. Don't be afraid of tears, of crying.

Make it possible for everyone to participate, and to succeed, avoid building up pressure. Make it possible to laugh and feel free. Make it possible for everyone to use their body and their voice to communicate. Language is communication between people – a teller and a listener.

Time: It is important to have enough time for the process! Give time to everyone to be heard, and seen.

Relationship: We really recommend taking the time to establish a relation of trust and respect in the group and to have fun and laugh a lot while doing that. It is so important for the continued work and to reduce the sense of prestige.

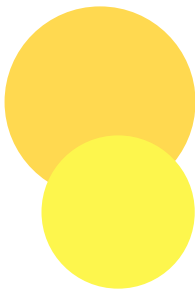
## Obstacles and Challenges

The Migrant-Mother group was open for anyone to participate when they could, so the group had some new participants nearly every session. For the new persons it was a bit difficult to participate because they needed to understand what the others had done the sessions before. And the old ones had to get to know new people the whole time. For me as a trainer I had to find a way to put focus on the present session, on the theme and content that was planned, and of course on the persons that were present that day.

At SFI we had some problems when we were going to edit our recordings because the students that had cell phones of the brand Samsung had to reformat their recordings before they could edit them because the recording format did not match our editing program and this took some extra time.

Another challenge was in the group Diversity ambassadors, to find a way for the shy man to participate, find tools for him that were ok for him so he could participate, communicate and express himself. Find an expression for him that made him use his voice. Give him time to dare, and get over his guilt of being an adult that could not read and write, and give him the possibility to tell the story he needed to tell. The story that later made him free when it was told to others.

A challenge was the coaching of the stories without changing the story too much. Letting the storyteller find his/ her own way of telling. Finding ways to use the persons own voice, expressions and movement to give the story more life.





## Lessons Learned

Swedish partner underlined that they have learnt that persons all over the world tell stories about struggle, challenges, crises, losses, pleasures and how they can proceed. This is -their heritage from our ancestors a long time ago. That is why Storytelling is universal, it came from the fires, from the telling of what they could see and what we could not see, from facts and from imagination.

That language has to do with communication and that listening, asking and waiting is necessary for the trainer as well as for the learner.

If you work in a group where there are new participants nearly every session, find a way to present the learning process that has started. Sometimes I draw a time line and shows what we did, and where we are now. And put the present and the content in focus and relay on the participants own interest to learn.

Swedish partner suggested for effective piloting phase to be flexible as trainers and open minded, to see what was important to take with us. They added that this point makes us creative as trainers. Recommendations can be: don't be afraid of conditions changing, be open minded about what you can do, and what you cannot do. Changes makes you find out new methods, new tools to use. And relay on the competence that is in the group, in the room.

We recommend taking the time to establish a relation of trust and respect in the group and to have fun and laugh a lot while doing that. It is so important for the continued work and to reduce the sense of prestige.

That people who want to become a storyteller is an important person to promote in today's society, the world of today needs storytellers. Everyone can become a storyteller as long as there is interest in stories and people because storytelling is about sharing.

## Conclusions

The pilot has underlined the perception of Storytelling as something we share with all of humankind across the globe. It is our way of sharing experiences, preserving our history and explaining the world. Storytelling is therefore a successful way to meet across cultural boundaries, and to work on diversity and inclusion. Storytelling creates common ground between people of all ages with different backgrounds, abilities or interests. It develops language, vocabulary and the ability to understand each other. It strengthens our ability to listen and to speak, and helps us to think and to remember.

Storytelling creates motivation and a desire to read and write and develops social skills, strengthens identity and self-esteem.

During the pilot projects, we experienced the strength of Storytelling as a tool and also an art with deep roots in our history. And we saw the effects it had on the learners.

The Swedish teachers agreed that they learned new useful storytelling techniques and that they now more actively started to look for opportunities to turn subject content into narratives, to teach in a

`narrative way`. They are very motivated to learn more techniques and applying them accordingly and also expanding their own assessment methods and recognizing when adaptations are necessary.

The teachers both stressed/ that the students were very motivated during this creative process and really struggled to create their personal stories and the results were very impressive.

In Skellefteå they are planning a series of workshops during the autumn 2018 so trainers and volunteers can participate. The content of these workshops will be Storytelling methods and techniques, practical and theoretical, validation and intercultural knowledge. They will focus on: Methods for building trust in a group, creating and telling life stories, and using other expression together with Storytelling techniques.

They will also use the “LISTEN Inventory of competences”, the tool for validation and we will translate it to Swedish, it is a useful tool and we need it in the ongoing process.

They have seen a need of creating a local network for teachers/trainers/volunteers. During the multipliers event in October we invited the participants to be a part of a network. This network will create sustainability and development in the area of language learning for refugees and inclusion in society. Their aim is that this network also can be regional and in the future be a part of the national and international networks for Storytelling that already exists.

## Recommendations

If you want to help refugees in their language learning, to speak more fluently and dare to communicate in society, I can recommend the “LISTEN” methodology. During the sessions you will learn very much about yourself as a trainer, you will also discover how you can be flexible in using the method, to create something new that works in your group. You will meet new friends and create new opportunities to communicate in daily life.

Give people the possibility to imagine and dream by creating a space for Storytelling find questions to ask, because then people will start telling. The questions need to be open and start with: WHAT, WHERE, WHEN, WHO, HOW or Tell me ... And give time for listening, because everyone has a story to tell, if you can create the conditions for Storytelling.

If you want to promote integration, create meeting places where diversity is normal, where sharing and cooperation is important, and where stories are shared. In Skellefteå we arrange public events called Storytelling café or Story evenings where we invite people from different cultures, backgrounds with different experiences to tell their stories and to listen to each other. During the Storytelling festival they make it possible for people to listen to stories told by many different voices.

## Community Action Dacorum, Hemel Hempstead United Kingdom

In UK at Community Action Dacorum, the LISTEN methodology was used primarily to give refugees and migrants a chance to experience and learn free speech. The need to live language is essential.

It is precisely with local stakeholders (companies that focus on refugee work) that conscious storytelling has been developed and used as a technique of communication. The idea and its implementation were always aimed at both sides: the employees of the local companies as well as the refugees and migrants.

An essential part of the pilot was therefore the radio station, which worked with refugees and migrants from start to finish (preparation, exchange, ... to radio broadcasting) and promoted the method of storytelling with a special focus on free speech.

### Purpose and Objectives of the pilot projects

The aim was to use non-formal learning methods to encourage learners, to improve their engagement and help build their confidence in communicating in another language.

A second objective was to give new methods and tools to the teachers and trainers on how to involve learners from other backgrounds in learning language through storytelling.

The objective for CAD was to improve our internal and external teachers' knowledge of new tools and resources which they could use in the language teaching.

### Target Group

The primary target group were individual learners who are not native-English speakers, with different levels of language competences. They all study English as a Second Language and are currently taking classes to improve their language skills.

- 🔗 Herts Welcomes Syrian Families Group
- 🔗 The Refugee Council
- 🔗 Migrants who work or volunteer with Community Action Dacorum

In the piloting phase we engaged 11 individuals.

We communicated with ESOL teachers working within CAD's Creative Learning department. One of our trainers, who is involved in media work, carried out much of the necessary training. We have also shared the knowledge with migrant communities who are not necessarily refugees but here to settle for economic reasons. They are engaged with indirect learning i.e. arranging English courses for migrants from the same background (Europe and south Asia).

We created posters inviting people to take part in the LISTEN project and directly contacted organisations representing specific migrant communities, including Polish and Indian.

In addition, we invited our direct contacts – for example past students; volunteers in community groups and others - to become involved. In this way we engaged with eleven individuals.

## Scope and Duration

This project required one to one delivery.

The majority of tutors are part time and independent and seldom in the building at the same time as others, meaning that it was difficult to engage with them as a group.

We therefore had to be creative and took the initiative of a tailored individual approach, working on a one to one basis which proved fruitful.

The activities were carried out as follows

- 🕒 Liaising with ESOL teachers: 4 hours February 2018
- 🕒 Matt media trainer, preparation, briefings and interviews: 10 hours February 2018
- 🕒 Interviewing refugees and migrants: 2 hours July 2018
- 🕒 Interviews with refugees and migrants: 2 hours March 2018 and 2 hours May 2018
- 🕒 Meeting and promoting LISTEN with Refugee Council 2 hours April 2018
- 🕒 Liaising with Herts Welcomes Syrian Families Group 2 hours April 2018

Most of the meetings and sessions were in Hemel Hempstead and a few were in other towns: St Albans and Hitchin. Most - 90% - of the delivery was during the day to fit around their availability however there were also a few evening sessions.

## Processes involved

Matt and Penny, our collaborating trainers, approached The Refugee Council to identify and recruit potential learners, and with their help, interviewed a number of individuals for LISTEN, delivering training on a tailored, one to one basis.

Armando and Adriana, our two EVS, were trained in storytelling skills for 4 hours during June 2018.

The EVS took part in the LEVEL5 assessment and 6-hours training was provided in June.

Penny talked to ESOL learners in the classroom about food they had made and brought into class and the recipes they used, with our other tutor Ann.

Lastly, we invited LISTEN participants directly into our radio studio for a storytelling session.

## Success criteria

We hoped to develop learners' confidence in using the language in day to day life for social and work purposes.

We also hoped to achieve additional engagement with the trainers, through providing them with new methods of working with refugees.

In addition, we hoped to provide trainers with the best ways to engage learners, how to overcome storytelling challenges and support the individual.

## Key Outcomes

### Achievements and Successes

Our key achievements and successes included persuading individuals to tell their stories live on air on Radio Dacorum.

For some, this was a major step in developing their skills and confidence. Where necessary we coached the individual and helped them to think about and plan their story, before they went live on air; that way they felt better prepared than if they had been interviewed with no thought beforehand.

In addition, we recorded stories from individuals. Again, we provided preparation although were careful not to overload them with information that would add to their nerves. No matter how well prepared, many people find the experience of broadcasting or recording nerve-wracking, but we put them at ease and helped them develop confidence.

In some cases, this worked well, as they were engaged and enthusiastic about talking about their favourite subjects for example food. We found that learners love to talk and share their recipes (for example their memories of learning to cook as a child; traditional dishes etc.).

### Obstacles and Challenges

There are very few refugees in Dacorum, so one of the challenges was to recruit learners. We engaged other stakeholders such as The Refugee Council and Herts Welcomes Syrian Families to find suitable learners, (as well as through our own tutors).

Both organisations expressed reservations about individuals being encouraged to tell stories that might give away their identity or location. This is done to reduce potential social and community tensions. We therefore had to change the way we approached capturing stories.

The second challenge was the very low level of English of our learners – many were complete beginners, and this was a major barrier in encouraging them to tell stories.

Thirdly, the recruitment of teachers was challenging as some perceived that they didn't need anything further because they automatically use stories and experiences in their lessons i.e. storytelling is a technique already in place in their repertoire.

Lastly, introducing and using LEVEL5 was in itself challenging. Validation is not a much developed or recognised concept in the UK, nor much used or required in the teaching levels we have.

## Lessons Learned

Involving tutors at the bidding stage might have helped with engagement, giving them a stake in the project, a say in its delivery and a good grasp of project when it's funded. The name storytelling to learn language confused lot of people/trainers because the concept of storytelling exists but, as we found out, more at school level and in the national curriculum. Tutors automatically use this method without using the term storytelling.

## Conclusions

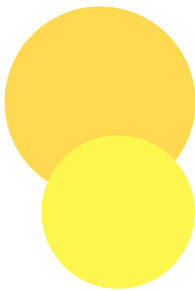
Our trainers were interested in the fact that we were involved in a project related to their skill areas and were curious to know about it, despite the fact that not many engaged proactively as noted.

Collecting stories was also an interesting exercise that allowed us to approach new audiences and involve them in our core services. The individuals involved were appreciative and flattered by the attention the project team gave them and several people asked for copies of their recording to show to family and friends.

We learned a great deal from this project, and in hindsight, could have expanded our network of learners outside the Dacorum area as this might have provided more engaged learners.

## Recommendations

- § When it comes to recording stories, people tend to show nervousness. They should be given time to prepare for this. Make them feel at ease.
- § Do not force anyone to tell a story in public. Ask always for their permission and make sure they really agree to publish their story.
- § Reflection of learning outcomes is beneficial but also here you should not force anyone.

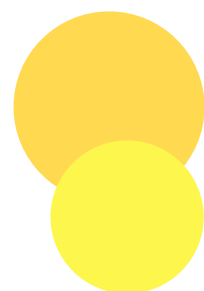


## Annex B – The experience reports from each pilot project

### Austria

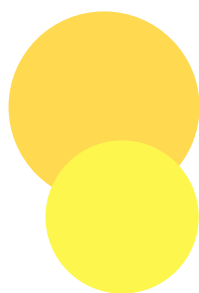
#### Storytelling workshops for refugee youngsters

Background: target group – learning/ training context	11 young refugees were involved in piloting phase. The main focus on the training concept was to support these young refugees' skills through storytelling methodology. Training activities were framed and delivered considering the target group's needs and educational background. Because many refugees have no opportunity to attend school, become literate in a language or have any knowledge of the language in the host society before their migration.
Number of participants	11 young refugees
Goals & objectives of the project or initiative	<p>To enable these young refugees to reflect their culture and identities through story telling</p> <p>To support their integration giving a chance to be a part of the host community, listening and sharing stories.</p> <p>To provide other essential skills for young refugees' integration such communication skills, taking responsibility</p> <p>To create an opportunity for youngsters the local radio station and to visit other public institutions</p>
(Expected) Outputs/ Results/ Impact	<p>To support the refugees on their social inclusion in a space with safe boundaries</p> <p>To engender more empathy for refugees and an understanding of their experience in the society through story telling</p>
Organisations and individuals involved	Verein Multikulturell, Freirad Radio station
Timeframe (overall duration of the project/course)	6 weeks March and April 2018
Summary of your project (we can use for dissemination/ website)	The main objective of this initiative was to seek an innovative strategy to engage these youngsters in telling their stories. Youngster received a channel to describe their needs, goals and experiences and to be aware of self-expression skills and on how to use digital tools.
Time scale How often and how	3 workshops with 6 hours in each workshop into different stages to describe the process of the project.

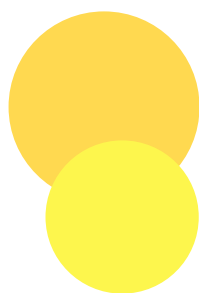




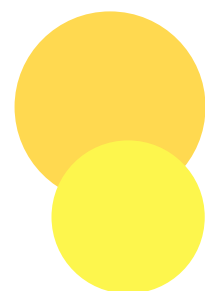
<p>long have storytelling activities been implemented in your project or initiative?</p>	<p><b>Ice breaker</b></p> <p>Participants were asked to think these questions below for a while and to write their replies on post-it.</p> <ul style="list-style-type: none"> <li>🌀 -What is your main reason to be here?</li> <li>🌀 -Identify yourself using adjectives (one for positive behaviour and one for negative behaviour)?</li> <li>🌀 - What is the most challenge do you face as a young refugee?</li> </ul> <p>Participants stuck their post-it on the wall after they wrote their replies. There was discussion session about their answers</p> <p><b>Replying participants' questions with a story.</b> Young refugees were asked to address some questions about the concept of workshops or the project. Facilitator replied question telling stories. This session was opportunity to get to know basic methods on storytelling for young refugees.</p> <p><b>Telling a story with effective voice and body language</b></p> <p>The facilitator told a story on good communication skill. Participant became aware of what they should adopt body language tools while they are saying their stories. They learnt the way to modify their body language during telling their stories.</p> <p><b>Techniques for story telling</b></p> <p><b>Voice</b></p> <p>They were aware of the techniques to use their voice alive and effectively.</p> <p><b>Participation</b></p> <p>Participants were informed about the importance of active participation during their story-telling</p> <p><b>Body language</b></p> <p>They were informed about some techniques in order to come out effective stories.</p> <ul style="list-style-type: none"> <li>🌀 - Eye contact with other people</li> <li>🌀 - Effective and suitable gestures according to the context of the story.</li> <li>🌀 - other steps for effective body language</li> </ul> <p><b>How to select a story</b></p> <p>Considering the fact that refugees have many stories to tell, it was important to make them skilled to choose the most reflecting themselves. They learnt the ways to select a story to tell.</p> <ul style="list-style-type: none"> <li>🌀 Size ----the number of people who will listen their stories</li> </ul>
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	<p>§ Intention -----the reason of selecting a story</p> <p>§ Activate -----delivering a specific message through their stories.</p> <p><b>Activities for story telling:</b></p> <p><b>Once upon a time ago.</b></p> <p>Participants sit in a circle and they were divided into small groups one of them consisted of 5 people other group was 6 youngster) They received paper to write their stories on it. Facilitator started a story "once upon a time" and each person in the group continued the story by turns (paper was given to the person who sustained the story) and the last person completed the story. After two groups finalized their stories, they called out their stories by turns.</p> <p><b>If I were ...</b></p> <p>Participants received a paper to list their sentences that start with "If I were..." Each participant had to write at least 10 sentences for this exercise.</p>
Implementation: Detailed description of the storytelling activities	The main methodology for storytelling activities was to consider this point every participant have different learning skills and educational background. We went over the importance of choosing suitable activities for target group.
How was storytelling integrated into the project? Which role did it play in the initiative?	It created a process which there cultivating and individual empowerment for the refugees. Young refugees had opportunity to focus on positive point and future goals beyond the chance to express their stories.
Recording and broadcasting stories: Which role did it play in your project/ initiative?	Recording was effective way to keep their stories reachable and to learn the process about broad-casting for youngsters.
Benefits and results of implementing storytelling for the learners	Learners had a chance to list of things that they wanted local society to know about them.
Which competence(s) could you (and your colleagues) improve or develop?	We could develop new point of views about the needs of refugees. Moreover, we learnt to work with refugees in empathy and respectful environment
Use of LEVEL5 –	It was good opportunity to demonstrate their competences through



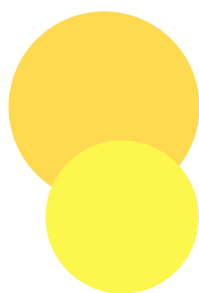
Competences that were assessed and assessment method	certification.
Impact on the learners/ which competences were developed	The participants learned to use a digital device such as microphone, , computer, etc.( recording, editing and uploading tools)
Use of LEVEL5 – Competences that were assessed and assessment method	<p>Self-expression skills</p> <p>Ability in the group or individually</p> <p>Enhancing linguistic skills</p> <p>Communication skills</p> <p>Be able to use digital device</p> <p>Take responsibility</p>
Evaluation and feedback from organisers/ trainers in terms of using applied storytelling, LEVEL5	LEVEL 5 will allow participants to share their stories with other people to be more visible in the society. Assessment tools could be considered a tool to reach the expected outcomes for target groups.
Acceptance among learners – their evaluation and feedback	According to their feedback they had freedom to create their stories and received opportunity to express their stories.
Usability and usefulness of the Innsbruck course and provided materials in terms of implementing applied storytelling and validation	The course in Innsbruck provided a road map for the project partners to take measures for further steps. Obviously it facilitated the process for target group in each country through innovative methodology. The approach created and used in the project will be role model for further implementations.
Success factors	<p>Target group who could increase their competences and skills which young refugees can benefit from them for their career path in the future</p> <p>Production of effective stories which would increase the dialogue between the local society and refugees</p> <p>Project partners and stakeholder had opportunity to take new visions about inclusion of refugees</p>



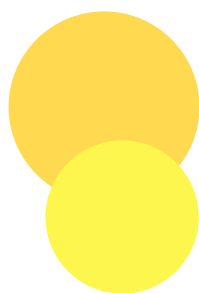
	Awareness on the importance of story-telling was increased in the society.
Obstacles/ challenges	Many of the participants were nervous about their language competences while they telling their stories. They were supported enough by the facilitators and translator.
Lessons learned, recommendations	It requires main focus on differences among participants learning needs and expectation  The rules and road map for effective learning process should be arranged at the beginning of the project.
Story, anecdote, quotes	One of the participants whose name is Osman became so nervous when he saw the equipments in the radio station and he totally forgot his story to tell. Although he was so active and eager to share with his story before recording process. That was important to be able to be in different places without any doubt on themselves and to be able to cooperate with people having different background

### Storytelling workshops for women refugees

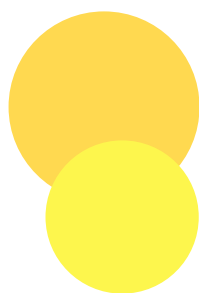
Background: target group – learning/ training context	14 refugee women who have problems in social inclusion and adaptation and have eager to share their experiences. They suffered from social, economic or educational problems as well as bureaucratic obstacles as immigrant identity. Most of them had to leave their education because of especially gender-based reasons.
Number of participants	14 women
Goals & objectives of the project or initiative	To carry out workshops to enable them to produce their stories, capturing their stories during their journey to Austria.
(Expected) Outputs/ Results/ Impact	To create dialogue between the local society and refugees and to make emotional connection in order to foster deeper empathy and a feeling of inclusion for refugee women
Organisations and individuals involved	Verein Multikulturell,
Timeframe (overall duration of the project/course)	It ran for 6 weeks between March -April 2018
Summary of your project (we can use	This project was important that the participants realized for themselves the impact on their



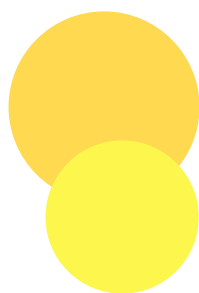
for dissemination/ website)	
Time scale:  How often and how long have storytelling activities been implemented in your project or initiative?	3 workshops 4 hours/workshop
Implementation: Detailed description of the storytelling activities	<p>Building trust between target group and the facilitator was priority of conducting effective workshop. On the first day it was arranged the desks in a circle. This arrangement made contribution to more active participation of participants and more effective development for learning techniques on storytelling.</p> <p><b>The first workshop:</b></p> <p><b>Energizer:</b> The facilitator divided the group into smaller groups in order to provide opportunity to get to know closely with open-ended questions</p> <ul style="list-style-type: none"> <li>🕒 What is your name?</li> <li>🕒 -What is your expectation from these workshops?</li> <li>🕒 -Which point can you need support?</li> </ul> <p>The refugee women in the group replied these questions in order to inform other participants in the group. This session was opportunity to get to know each other and to remember the reason of their attendance into these workshops.</p> <p><b>Telling a story to change the group's energy.</b> The facilitator shared a story in order to stimulate them to be more active participant. This story about women refugee who could be integrated in labor market in the local society successfully. The Women refugees were impressed by this story to review their migration path and take initiative for further steps.</p> <p><b>Telling women stories which can be considered good example for women refugees.</b></p> <p>The facilitator told a story in order to eliminate gender-based obstacles which most of women refugees suffer from male domination in their vocational, educational and social life. Moreover, some of their stories are related to the obstacles arising from their partners, husbands and male members in their families. They were aware of the ways to be able to survive their life without the impact of male characters on them as well as story telling techniques.</p>



	<p><b>Techniques for story telling</b></p> <p><b>Voice</b></p> <p>They were aware of the techniques to use their voice alive and effectively.</p> <p><b>Participation</b></p> <p>Participants were informed about the importance of active participation during their story-telling</p> <p><b>Body language</b></p> <p>They were informed about some techniques in order to come out effective stories.</p> <ul style="list-style-type: none"> <li>☞ -Eye contact with other people</li> <li>☞ - Effective and suitable gestures according to the context of the story.</li> <li>☞ - other steps for effective body language</li> </ul> <p><b>How to select a story</b></p> <p>Considering the fact that refugees have many stories to tell, it was important to make them skilled to choose the most reflecting themselves. They learnt the ways to select a story to tell.</p> <ul style="list-style-type: none"> <li>☞ Size ----the number of people who will listen their stories</li> <li>☞ Intention -----the reason of selecting a story</li> <li>☞ Activate -----delivering a specific message through their stories.</li> </ul> <p><b>Activities for story telling</b></p> <p><b>Grab a pocket</b></p> <p>Facilitator created a pocket filled with subjects (book, bottle, cards,etc). Participants selected an object from the pocket and thought to reflect their stories about their subject which they grabbed. ( 5minutes to think about their stories and 2 minutes to tell their stories</p> <p><b>I remember when ...</b></p> <p>Women refugees filled the hand out consisting of the sentence which are starting "I remember when.." These sentences can be based on real or imaginary experiences. Such as I remember when I immigrated into Austria.</p>
How was storytelling integrated into the project? Which role did it play in the initiative?	Storytelling enables participants to reinforce thinking strategies and create stories having important moments about their life. It supported their understanding and expressing competences.
Recording and	Participants were aware of using of different devices which can support

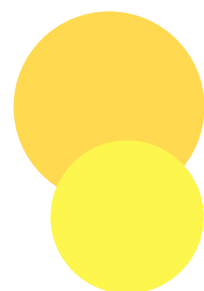


broadcasting stories: Which role did it play in your project/ initiative?	participants' professional competences.
Benefits and results of implementing storytelling for the learners	They could be aware of their personal strengths and encourage their social and emotional development. Moreover, participants recognized the various aspects of communication
Which competence(s) could you (and your colleagues) improve or develop?	Working with refugee women forced them to develop different perspectives about immigration and to create an atmosphere of trust and equality for effective implementation process. It made contribution to their listening and comprehension skills.
Use of LEVEL5 – Competences that were assessed and assessment method	Their progress was evaluated by tools in LEVEL5. Its results made contribution to modification of the methodology and to determine the participants' development
Impact on the learners/ which competences were developed	They increased their competences on active listening, effective self-expression. Through the project process, learners could enhance their imagination and creativity skills. Moreover, they could share their cultures, beliefs and values by story-telling methodology. For some participants it was a way to have new friendship from local society or other refugees.
Use of LEVEL5 – Competences that were assessed and assessment method	LEVEL5 demonstrated the role of story-telling for learners' progress.
Evaluation and feedback from organisers/ trainers in terms of using applied storytelling, LEVEL5	It was an efficient way to put the visibility of learners' development during the project.
Acceptance among learners – their evaluation and feedback	Partners could participate in a process where they could recognize their own strengths and hopes for the future not only their negative experiences or difficulties as having immigration identity.
Usability and usefulness of the Innsbruck course and provided materials in	Innsbruck course provided experience for project partners to be integrated into the project effectively. The tools used can be considered effective for lifelong process beyond the project span.





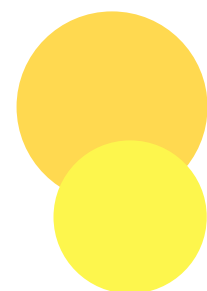
terms of implementing applied storytelling and validation	
Success factors	Participants had concept to voice their problems or needs with their friends or their family members as well as people from the local society. That enabled the participants to increase their self-confidence and self-esteem.
Obstacles/ challenges	Two of refugee women couldn't attend the workshops regularly because of their responsibilities on child care or in their workplace. Moreover, there were some conflicts among the participants because of different language or perception.
Lessons learned, recommendations	The language used with participants should keep so simple considering the fact that they have different language competences. Moreover, the facilitator should be aware of the conflict management techniques in order to eliminate the possible conflict arising from external or internal factors. It requires visual support such as flash cards, objects, etc.
Story, anecdote, quotes	Facilitator evaluated the project as a great option for refugees to get rid of break-off phenomenon through listening others' stories. Somehow people from the local society face with same situation too. Obviously, all of us are born free and equal. To be a refugee or to have other identities can't change this reality.



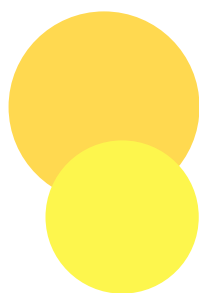
## Germany

### Pro-Aktiv-Center/ Beschäftigungsförderung

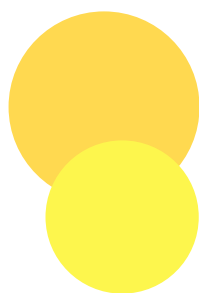
Background: target group – learning/ training context	<p>A 5-day course with a focus on job profiling for disadvantaged young people with and without migration background</p> <p>The course is provided by Beschäftigungsförderung Göttingen (kAÖR), Employment Promotion Agency that is a subsidiary of the City of Göttingen. With around 100 employees, it takes care of the active employment policy in southern Lower Saxony and performs municipal tasks on behalf of the City of Göttingen.</p> <p>The course involved a mixed group of young people (17-27 year old) with and without migration background that are socially disadvantaged with low level of qualification in transit from school to apprenticeship or job. The course aims to reflect on their strengths and competences. It gives them support and orientation in terms of showing them opportunities for finding a job or an apprenticeship.</p>
Number of participants	2 groups à 15 people
Goals & objectives of the project or initiative	<p>find the right training or job or improve the chances of finding it,</p> <p>reorientation after dropping out of school or training,</p> <p>clarification of personal problems if necessary</p>
(Expected) Outputs/ Results/ Impact	<p>Enhancing group dynamics, reflection of individual competences and conflict strategies, reflections of individual competences related to the choice of profession/apprenticeship</p> <p>Enhancing communication skills and the capability to communicate the own competences and strengths</p>
Organisations and individuals involved	Beschäftigungsförderung Göttingen supported by BUPNET staff members
Timeframe (overall duration of the project/ course)	<p>5 days</p> <p>From 9 h to 13:00 h</p>
Summary of your project (we can use for dissemination/ website)	5-day profiling offer addressing young people (17-27) that want to find the right training or job or improve the chances of finding it. Reorientation after dropping out of school or training and clarification of personal problems if necessary.
Time scale: How often and how	In each of the two groups storytelling activities were embedded at several occasions: in the getting-to-know initial phase of the course to break the ice



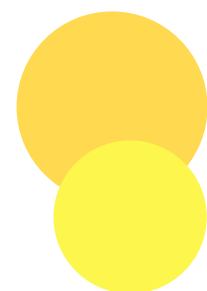
long have storytelling activities been implemented in your project or initiative?	in day 1, and on other occasions to enhance group dynamics and communication.
Implementation: Meaningful description of the storytelling activities	<p>Activity 1: tandems were asked to present themselves to each other and include details on their names: nick names, why their parents have given them their name, whether they were happy with their name etc. Then they were asked to present the tandem partner to the whole group.</p> <p>Activity 2: In tandems: “You’ll never guess what’s in my pocket”</p> <p>Activity 3: Tell a little anecdote about the “The first time I ... “</p> <p>Activity 4: Pick a picture that reflects your vision about your own future and explain to the group why you chose the picture</p>
How was storytelling integrated into the project? Which role did it play in the initiative?	<p>Warm up, getting to know each other, ice-breaker (don’t be shy, be creative and have fun)</p> <p>Enhance group dynamics and communication in the group</p> <p>Enhance communication and presentation skills – talk in front of a group, talk about oneself</p> <p>Reflect on own vision of the future – what do I want to do in my (professional life), where do I see myself in some years</p>
Recording and broadcasting stories: Which role did it play in your project/ initiative?	They did not use recording/broadcasting
Benefits and results of implementing storytelling for the learners	<p>Unusual warming up and communication activities took participants a little by surprise. Maybe this is one of the reasons the groups opened up more easily than other groups in the past that followed the same programme.</p> <p>The activities supported positively the group dynamics and the willingness to talk about oneself and listen to each other.</p> <p>The whole atmosphere in the groups was more relaxed and the willingness to work on the profiling activities was higher.</p>
Which competence(s) could you (and your colleagues) improve or develop?	<p>Flexibility: trying out new training methods and overcoming own reluctance towards new methods</p> <p>Engaging learners in activities that were unexpected for them</p> <p>Engaging learners in self-reflection process on their learning outcomes</p>
Use of LEVEL5 –	Applying storytelling in learning settings



Competences that were assessed and assessment method	Motivating and empowering learners (the offer as such is aimed to motivate and empower learner – the storytelling activities are a useful tool to support this)
Impact on the learners/ which competences were developed	<p>Increased spontaneity and flexibility – show courage and be rewarded with attention of the others</p> <p>Active listening</p> <p>Communication skills (talk in front of the group, express oneself, talk about own vision)</p> <p>Presentation skills (present oneself or the tandem partner)</p> <p>Self-reflection: what do I want to do in my (professional life), where do I see myself in some years, where am I good at, what did I learn</p>
Use of LEVEL5 – Competences that were assessed and assessment method	<p>☞ Creativity</p> <p>☞ Communication in a foreign language (for those participants with migration background / refugees that are not fluent in German)</p> <p>For creativity: Assessment in common reflection round at the end of the training week and in a final bilateral talk with the trainer</p> <p>For communication in a foreign language: observation by the trainer</p>
Evaluation and feedback from organisers/ trainers in terms of using applied storytelling, LEVEL5	<p>Very useful for breaking the ice, creating a welcoming, humorous and relaxed atmosphere.</p> <p>The activities supported positively the group dynamics and the willingness to talk about oneself and listen to each other.</p> <p>The whole atmosphere in the groups was more relaxed and the willingness to work on the profiling activities was higher.</p> <p>The common reflection on the learning outcomes contributed to making learners more aware of their own learning progress and on their competences</p>
Acceptance among learners – their evaluation and feedback	<p>Participants were taken by surprise but did not hesitate in taking part in the activities. Some were more audacious (in making up crazy things to describe the things in their pockets), others were more cautious. They could observe that the group atmosphere was positively influenced by these unusual activities.</p> <p>We did not evaluate specially the storytelling-activities, but the general feedback was very positive.</p>
Usability and usefulness of the Innsbruck course and provided materials in	The Innsbruck course was very useful in terms of providing us with creative ideas and activities that can be easily implemented in many different training courses. The course and the provided materials equipped us with a solid understanding of the benefits of storytelling activities. It provided us with a



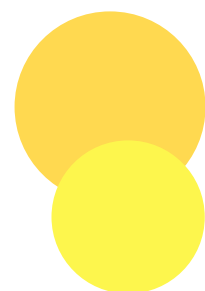
terms of implementing applied storytelling and validation	<p>good variety of methods and activities and the know-how to use them properly for our purposes.</p> <p>The reflection on learning outcomes other than those that the course is supposed to achieve (e.g. job related ones) is also something that we have not done before. It brings an added value to the profiling as it engages learners in a reflection process on competences that are not in our primary focus but that are all the same very important in terms of employability (e.g. communication, self-presentation).</p>
Success factors	<p>The trainer needs to be part of the group, i.e. takes part in the activities and is willing to open up and share some pieces of information about him/herself.</p> <p>Trainer needs to be open for new methods.</p> <p>A certain dose of spontaneity ...</p>
Obstacles/ challenges	Quite strict course curriculum resulting in a lack of time.
Lessons learned, recommendations	<p>Applied storytelling can positively influence the group atmosphere and the group dynamics. Still there might be people in the group that have problems in opening up and in speaking in front of others. Trainers should be aware of this. If they see that someone does not feel at ease with the exercises, the trainer should be flexible and change the setting, i.e. instead of having people talk in front of the whole group, do tandem exercises.</p> <p>Reflection on learning progress is a good means to support learners in communicating about their competences and about what they think they are good at – this can be an asset in e.g. job interviews.</p>
Story, anecdote, quotes	Crazy things in people's pocket showed a good deal of imagination.



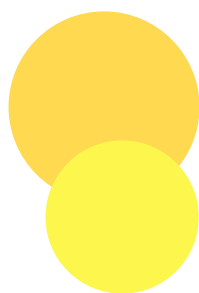
## Making Radio with Migrants and Refugees

Background: target group – learning/ training context	The project was embedded in a C1 German language course provided by the VHS (Volkshochschule) involving people with migration background / refugees that want to study in Germany and that need to pass a language test before. It was offered as an extra-curricular activity in order to give the participants an additional opportunity to practice for their exams (written and oral).
Number of participants	4 adults, one child
Goals & objectives of	Making the participants more confident with a situation where they have to

the project or initiative	<p>speak in a public situation (as an exercise for their oral exam).</p> <p>Practicing vocabulary around the thematic area “education and training” (as an exercise both for their oral and the written exam)</p> <p>Providing an opportunity for the participants to talk about the issues that they find important for the public to hear</p>
(Expected) Outputs/ Results/ Impact	<p>We wanted to produce a radio programme that could be distributed through the local radio station.</p> <p>We wanted to provide an opportunity for practicing language learning in a motivating and exciting way.</p> <p>The participants themselves said that they would like to draw a positive picture of refugees in the media in contrast to the rather negative picture that is often drawn by the public mass media</p>
Organisations and individuals involved	BlinC/BUPNET/VHS in cooperation with the local radio station “Stadtradio Göttingen” (Leena Ferogh, Maike Gauger-Lange, Sascha Prinz), A group of language learners
Timeframe (overall duration of the project/course)	1 week (each morning)
Summary of your project (we can use for dissemination/ website)	Preparing a group of refugees and migrants for their language test for being admitted at a German university by making a radio show in cooperation with the local radio station of Göttingen.
Time scale: How often and how long have storytelling activities been implemented in your project or initiative?	<p>They used the activities primarily in the first two days (each about 1 hour) as activating elements.</p> <p>There came some stories out of these activities that were later on used for making recordings.</p>
Implementation: Detailed description of the storytelling activities	<p>They used basically two methods in order to activate participants to find a subject to talk about.</p> <p>They modified the “interview” method by adapting the questions to the thematic area “education” and the participants interviewed each other in groups (each group consisting of two people). Later we recorded these interviews and included them in the radio programme.</p> <p>They used the exercise “The first time I...” in order to find stories to tell. We gave some inspiration to tell about learning experiences for example: The first time I ...: learned driving a car, learned riding the bike, entered a classroom, came to university, gave a presentation at school, learned</p>

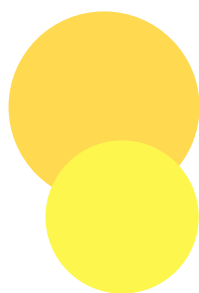


	<p>cooking/baking, learned how to use a computer, made a (language) course, had an exam, learned something while travelling, spoke a foreign language... One participant talked about his experience when using the first time the German train (and what he learned about it) or when ordering a sandwich in Germany or what children do when they have their first day at school. There came many stories out of this exercise that were used for the radio programme then.</p>
How was storytelling integrated into the project? Which role did it play in the initiative?	It was used as a means to activate free speaking and finding a subject to talk about.
Recording and broadcasting stories: Which role did it play in your project/ initiative?	It was clear from the beginning that we wanted to record and broadcast the stories that were told by the participants. Of course this makes a difference to the stories that participants would tell. They wanted to choose a story that was relevant to the public.
Benefits and results of implementing storytelling for the learners	The storytelling activities made it easier for us to find stories and subjects to talk about. They easily made people talk.
Which competence(s) could you (and your colleagues) improve or develop?	I have tried storytelling exercises the first time in my life now with a group of learners and I found that very inspiring. It was a good way to activate thinking and speaking about a specific thematic area. I feel more confident now in using these methods and will definitively use them again.
Use of LEVEL5 – Competences that were assessed and assessment method	<p>Applying storytelling in learning settings</p> <p>Motivating and empowering learners (support them to speak freely in a foreign language)</p>
Impact on the learners/ which competences were developed	<p>The language level of the learners was already good (C1) as they were preparing for the language test for being admitted at the university. Still I could observe that the course encouraged them to use the foreign language more flexibly and more spontaneously. The activities made them talk about things that were not part of their usual curriculum. They dealt with German more creatively and tried to be also funny.</p> <p>Seeing that they were able to use German in such a creative way increased also their self-esteem – they felt that they are better prepared for their oral test.</p> <p>The participants had not worked in a radio station before. Producing the</p>

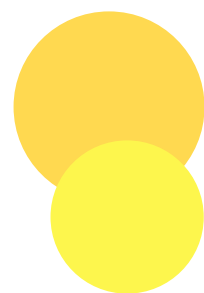




	radio show – designing the concept, interviewing each other, recording, cutting, ... , increased noticeably their media competences.
Use of LEVEL5 – Competences that were assessed and assessment method	<ul style="list-style-type: none"> <li>§ Communication in a foreign language</li> <li>§ Self-esteem</li> <li>§ Storytelling competence</li> <li>§ Media competences</li> </ul> <p>Assessment: individual interviews with the trainer</p>
Evaluation and feedback from organisers/ trainers in terms of using applied storytelling, LEVEL5	<p>The storytelling activities were a good means to make participants use their German more creatively and flexibly. They felt they can use the language also in contexts that are “prescribed” by a curriculum, and that they are also able to play with German. The storytelling activities contributed to their preparation for their language test.</p> <p>The reflection on the learning processes added to this.</p>
Acceptance among learners – their evaluation and feedback	The learners liked the activities. They said that it was fun and at the same time they felt that it was a good opportunity to practice for their exams.
Usability and usefulness of the Innsbruck course and provided materials in terms of implementing applied storytelling and validation	<p>I personally could not take part in the course but received an individual training by my colleagues from blinc/BUPNET. I was also provided with all the materials that were used in the Innsbruck course.</p> <p>This created a good basis and understanding for me to use the storytelling activities in my project. I felt well prepared and can thus say that it was all very useful.</p>
Success factors	<p>It was a benefit to the project that the participants were really motivated to take part and actively contributed to the project.</p> <p>I found it also important to create an atmosphere of trust and respect and to try to reduce fears when possible. We repeated again and again that everything the participants would do was done on a voluntary basis. The subjects to talk about were chosen by the participants themselves. In order to reduce fears they had a look at the studio on the first day of the project and when we came back it was not completely new to them to be there in front of all the machines.</p>
Obstacles/ challenges	They had some difficulties to find a group where our activities could fit in. People with few German skills were feeling too shy to participate. In the end we decided to implement it in a C1 German course as an extra-curricular activity. But there were then some time constraints due to the upcoming exams so not all course participants could take part in this extra-curricular



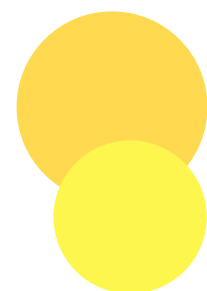
	<p>activity.</p> <p>They also felt that it was difficult that there were so many institutions involved and all had their own interest. For example; the VHS wanted us to practice vocabulary around the thematic area of “education”. This limited a bit the scope of the storytelling activities that they could use.</p>
Lessons learned, recommendations	<p>What I learned is that there are different types of learners. Some like to speak freely and are not at all shy or afraid to make mistakes. For these kinds of people it is no problem to speak spontaneously. But there are also others who are either shy or who are eager to make mistakes. For these kinds of learners it can be helpful to write down what they want to say before it is recorded.</p>
Story, anecdote, quotes	<p>One of the participants brought his son to the activity who also contributed to the programme by being “the moderator”.</p>



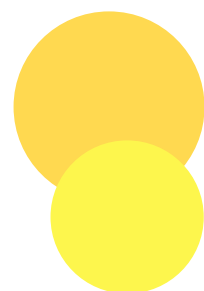
## Greece

### Social Integration of refugees and immigrants in Greek Society

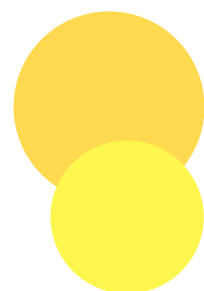
Background: target group – learning/ training context	<p>The strategy of the European Union has emphasized the need to create and practice tools targeting the social integration of migrants and refugees since the beginning of this century.</p> <p>The international community basically defines social integration as a process in fostering societies that are stable, safe and just and that are based on the promotion and protection of all human rights, as well as on non-discrimination, tolerance, respect for diversity, equality of opportunity, solidarity, security and participation of all people (United Nations, 1995). Within this context, refugees, asylum seekers, and migrants towards social integration should be articulate in a holistic approach.</p> <p>At A.C.P. we are working with a group of refugees in Athens in order for them to learn the Greek language, empowering, job placement and to be socially included in the Greek Society.</p>
Number of participants	The participants are 12 stable and some more are coming and going depending if they have a job at that day or not.
Goals & objectives of the project or initiative	<p>The purpose of this initiative as mentioned is to learn the Greek language and be included in the everyday life.</p> <p>Also we try to help school children with their homework by teaching their mothers the Greek language.</p>
(Expected) Outputs/ Results/ Impact	To learn the Greek language, express themselves, use social media, promote Interculturality, understand multicultural environments.
Organisations and individuals involved	Active Citizens Partnership involves volunteer's full time stuff and colleagues working with refugees.
Timeframe (overall duration of the project/course)	The project is starting the first week of September each year until the end of school year that is mid-June twice or three times per week for two hours each meeting. We had the opportunity to work and include the story telling methods more detailed after the training in Innsbruck
Summary of your project (we can use for dissemination/ website)	<p>This project is based on the premise that there are different ways of thinking, observing reality, and even relating to others depending on cultural contexts thus, it makes sense to help refugees and immigrants to understand this idea in multicultural environments, where it is necessary to promote Interculturality by developing specific methods and non-formal educational tools. Our organization uses the method of storytelling for many years either teaching the Greek language or empowering and mentoring people.</p> <p>Many times working with a multicultural group progress seems to unfold in a</p>



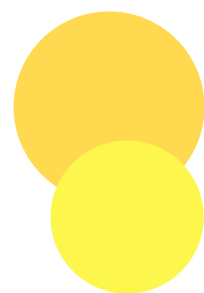
	<p>way that is unfamiliar to linear Western minds.</p> <p>The group development process progress, regresses, stagnates and then something happens and goes on again. That's when the facilitators need to have something in their pocket in order to move on, storytelling is used in those cases and people start talking more freely.</p> <p>We use storytelling in most of our projects that have to do with refugees and immigrants but also with other groups such as unemployed, Young people etc.</p>
<p>Time scale:</p> <p>How often and how long have storytelling activities been implemented in your project or initiative?</p>	<p>We meet with the group twice or three times a week from September until June.</p>
<p>Implementation:</p> <p>Detailed description of the storytelling activities</p>	<p>The main purpose of the project is to focus on the role of illustrated narrative as a non-formal instrument to describe reality and talk about their lives and learn about the others. The participants are motivated to use a non-formal education tool to increase knowledge of European history, foreign cultures and Greek language through illustrated stories.</p> <p><b>WOOL NET</b></p> <p>Objective: create a collective story and then express own's opinion about it, about the characters, agreement and disagreement, etc.</p> <p>Sitting in circle, the facilitator has a wool rug and starts a story. This should be a very opened phrase such as "I was once in a place..." Then He/she stays holding the wool and passes the rug to another person who has to follow the story, and so on. At the end, there's a net woven by all participants, as well as a story created by all of them.</p> <p><b>Net:</b> It serves to be attached to what's happening, as well as to keep attached to the idea of collective creation. So it helps to stay at here and now"</p> <p>Expressing Opinion: it may help to talk about one's experiences without going directly to the facts that may be too hurtful.</p> <p>The sessions are held in the same place at a regular basis. Ritual is based on regularity and stability. This is comforting.</p> <p>This sense is shattered in refugee's lives and they seek that. They seek security. In storytelling its best to be in a circle. The facilitator creates a magical circle as a pebble which falls in a lake. The circle is a place of equality and democracy, respect and intimacy. Everybody can speak without being</p>



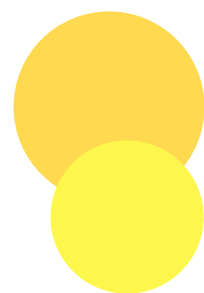
	forced; silence is a kind of expression also. In the circle they are not exposed but protected, supported and appreciated.
How was storytelling integrated into the project? Which role did it play in the initiative?	We value narrative practice in two different dimensions, both essential in the development of human character and of the human communities. Paul Ricœur believes that the purpose of narrative intelligence is to develop a human capacity necessary to understand the semantics of action. For the French author, narrative intelligence is the result of our productive imagination.
Recording and broadcasting stories: Which role did it play in your project/ initiative?	<p>We recorded some stories and continue with it during the year.</p> <p>Many times people are afraid to express themselves especially when they have to say their name.</p> <p>Also during recording some problems arise like the voice is not clear, noise from outside ,people come and go and interrupt the process etc.</p>
Benefits and results of implementing storytelling for the learners	<p>We realize that in order to best approach learners from a diverse cultural and linguistic environment we need to use new tools and methods. Expected positive impact on direct beneficiaries.</p> <p>The benefits of the learners :</p> <ul style="list-style-type: none"> <li>☞ Better understanding of narrative practice and cultural consumption and their influence in their development.</li> <li>☞ Knowledge of their culture of reference and cultural roots.</li> <li>☞ Healthier approach to social media and their management of dominant narratives in their society.</li> <li>☞ Increased level of digital competence.</li> <li>☞ Greater understanding and responsiveness to social, ethnic, linguistic and cultural diversity.</li> <li>☞ More active participation in society.</li> <li>☞ Better understanding of Interculturality in European society.</li> <li>☞ Increased competence in foreign languages.</li> </ul>
Which competence(s) could you (and your colleagues) improve or develop?	<p>Competences trainers and facilitators developed:</p> <ul style="list-style-type: none"> <li>☞ Increased quality of education and their training approach in main areas of concern determined by using storytelling..</li> <li>☞ Improved strategy in their daily work and the attractiveness of their prevention and intervention activities with increased learning outcomes.</li> <li>☞ Improved education, training and cooperation between the participants because they learn each other's story.</li> <li>☞ Improved provision and assessment of basic and transversal skills, particularly, social, civic, intercultural and language competences, critical thinking, digital skills and media literacy.</li> </ul>



Use of LEVEL5 – Competences that were assessed and assessment method	<p>Some of the learners went through the LEVEL5 Competence method</p> <p>By using the LEVEL5 Tool the participants appreciated that there is recognition, validation and transparency in competences and qualifications related to narrative practice.</p> <p>The competences mostly assessed were:</p> <ul style="list-style-type: none"> <li>🔗 Communication in Greek</li> <li>🔗 Creativity</li> <li>🔗 Empowering</li> <li>🔗 Self esteem</li> <li>🔗 Digital skills</li> </ul>
Impact on the learners/ which competences were developed	<p>The competences mostly developed were:</p> <ul style="list-style-type: none"> <li>🔗 Communication in Greek</li> <li>🔗 Creativity</li> <li>🔗 Empowering</li> <li>🔗 Self esteem</li> <li>🔗 Digital skills</li> </ul>
Evaluation and feedback from organisers/ trainers in terms of using applied storytelling, LEVEL5	It's difficult to use LEVEL5 when the level of Greek language is not mastered well.
Acceptance among learners – their evaluation and feedback	They needed help in order to work with the tool and did not do it yet with much.
Usability and usefulness of the Innsbruck course and provided materials in terms of implementing applied storytelling and validation	<p>The training course was very useful; it provides tips and material to implement the story telling more successfully.</p> <p>It needs to have a clear theoretical base.</p>
Success factors	We have people waiting every year for the course to start in order to register and learn the Greek language, be empowered and have somewhere to go and do something.
Obstacles/ challenges	Most of the times there is not a stable group, people come and go ,they leave the country or the city, have work, do not have the means to come to



	the venue etc.
Lessons learned, recommendations	<p>Storytelling is an art that does not need any props, technical preparations, materials equipment etc., but it is a subtle and delicate and can easily be disturbed or hindered.</p> <p>The place should emanate safety and trust. If your group thrives and feels strong you can gather even in a public place but if people feel weak the need to feel safe in a place that none will listen to them.</p> <p>Woe to facilitator, social worker, therapist, teacher etc. that will approach a group of refugees demanding to talk to ...say it with words... demanding stories. No one will speak to him/her or in the best case scenario he/she will be offered short versions of insignificant stories in order to be rid of.</p> <p>You should offer before you receive. We cannot comprehend the vicissitudes of refugees' life and we have to be careful.</p>



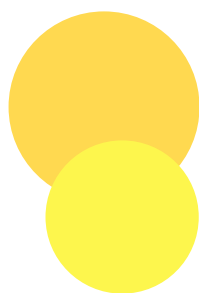


## Italy

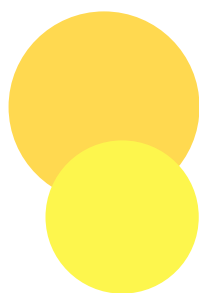
### 3 Workshops on storytelling

Background: target group – learning/ training context	<p>The piloting has been tested with a mixed group of Italian and migrant youngsters (15-20 years old) in the city of Palermo, who were interested in living a new experience, meeting other young people and spreading their skills.</p> <p>The group of youngsters was part of an intercultural project that aims to support them through professional and personal opportunities highlighting their courage and their fundamental contribution in the society where they live in.</p> <p>The youngsters already knew each other's, for at least a month and others even more.</p>
Number of participants	22 participants
Goals & objectives of the project or initiative	<p>The aim of the LISTEN workshops was to introduce storytelling approaches and techniques, eventually to a radio environment as a binding factor which brings social and personal benefit.</p> <p>During the workshops, through introductive storytelling methods, the participants choose and shared their life anecdote. They exchanged the stories they produced in the project.</p> <p>The objective was also to assess the competences developed by the youngsters during the workshops.</p>
(Expected) Outputs/ Results/ Impact	<p>The workshops have shown the strength of the exchange between cultures and the richness of diversity.</p> <p>Moreover, they allowed them to grow, think deeply and get to know better these young men and women who are eager to start a meaningful and inclusive journey; they gave hope to build a peaceful society where different cultures may coexist and blossom.</p> <p>At the end of the workshops, at least 60% of the youngsters have told their stories in front of the group. 5 accepted to register their story.</p> <p>CESIE assessed the competences of the youngsters by means of individual interviews through LEVEL 5. Each youngster chose 2-3 competences that he/she was interested to improve and to reflect upon. In these interviews CESIE invited the youngsters to reflect on the competences they have chosen, in how far they think these have improved, where these competences can be applied and used in the future, and CESIE asked them to give examples on why they think these competences have been improved</p>

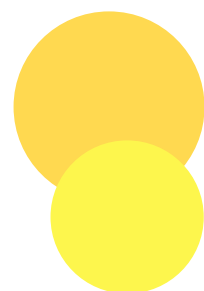
	through the storytelling activities.
Organisations and individuals involved	Roberta Lo Bianco, coordinator of Unit Migration, CESIE Caroline Dickinson, project manager CESIE, and Safa Neji, youth worker and interpreter
Timeframe (overall duration of the project/ course)	The workshops have been implemented on a period of 2 months.
Summary of your project (we can use for dissemination/ website)	<p>In Palermo, the LISTEN methodology has been implemented with a mixed group of Italian and migrant youngsters (15-20 years old). The group was composed of 22 participants.</p> <p>Three trainers were involved in the implementation of the piloting. It consisted of workshops divided in different steps:</p> <ul style="list-style-type: none"> <li>🕒 Introduction on storytelling</li> <li>🕒 Telling and sharing your own story</li> <li>🕒 Validation of the competences acquired</li> </ul> <p>For the participants who agreed, their story has been registered and is available on the web platform of LISTEN.</p> <p>At the end of the workshops, an event has been organised where two participants told their story in public.</p> <p>The competences for the youngsters and for trainers have improved such as intercultural communication, creativity, managing diversity etc. Those competences have been assessed through the LEVEL5 methodology.</p>
Time scale: How often and how long have storytelling activities been implemented in your project or initiative?	<p><b>1° workshop</b>, Half day 14/05/2018: 17 participants</p> <p><b>2° workshop</b>, Half day 21/05/2018: 22 participants</p> <p><b>3° workshop</b> Half day 25/06/2018: 17 participants</p>
Implementation: Meaningful description of the storytelling activities	<p><b>1<sup>st</sup> workshop</b>, Introduction - What is storytelling and why using it?</p> <ul style="list-style-type: none"> <li>🕒 Ice-breaking: I tell you my name. The participants are invited to share their personal story relating to their name, the history of one's name and its meaning.</li> <li>🕒 Let your imagination fly: “you don’t know what I have in my pocket”. This leads to many fun stories that encourage joking and laughter.</li> <li>🕒 From four questions – storytelling together: Since no one knows what this story will be, you can openly and inquisitively put questions to each participant, making it possible for everyone to answer and so make their contribution to the story.</li> <li>🕒 Photos that tell a story: The exercise encourages people to express themselves, generating long stories based on their own experiences,</li> </ul>



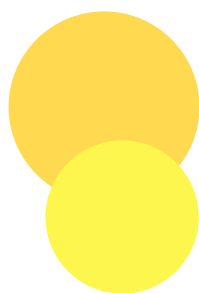
	<p>places they have been to, and their own life story.</p> <ul style="list-style-type: none"> <li>📄 Objects that tell a story: Choose an object that looks interesting and give it a meaning in your story that is based on your imagination.</li> </ul> <p><b>2<sup>nd</sup> workshop</b>, Role model and tell your story:</p> <ul style="list-style-type: none"> <li>📄 Energizer: A time to explore what the participants like, long for, have done and so on.</li> <li>📄 Role model: Choose your role model and tell a story about him/her, or in what your model has influenced your choices.</li> <li>📄 Tell your story: Let participants remember the story they want to tell, by following the basic structure: 1: One upon a time..., 2: Every day...3: But one day...4: So today...</li> <li>📄 Record your story: On the phone or computer.</li> </ul> <p><b>3<sup>rd</sup> workshop</b>, Validation of the competences acquired:</p> <ul style="list-style-type: none"> <li>📄 Chose 2-3 competences that he/she was interested to improve and to reflect upon.</li> <li>📄 Reflect on the competences they have chosen, in how far they think these have improved, where these competences can be applied and used in the future.</li> <li>📄 Give examples on why they think these competences have been improved.</li> <li>📄 Receive the certificate LEVEL5.</li> </ul>
How was storytelling integrated into the project? Which role did it play in the initiative?	<p>Storytelling has been integrated as part of the process of the intercultural workshops. It has been presented as a tool to communicate and spread messages to the civil society.</p> <p>Through storytelling and shared messages, the youngsters reminded to all that this is a multicultural society.</p>
Recording and broadcasting stories: Which role did it play in your project/ initiative?	<p>The recording happened at the end of the second workshop. The youngsters that wanted to tell their story were free to decide to register it or no.</p> <p>It was foreseen for the youngsters to have the chance to share their stories through the web or local radio station if they wish, but due to technical issue it hasn't happen yet.</p>
Benefits and results of implementing storytelling for the learners	<p>Through storytelling workshops the learners has the chance to reflect on their own story, and share it with others. Some of them have chosen to tell fairy tells. Others preferred to tell their personal stories, sometimes painful and full of emotions.</p> <p>The workshops have shown the strength of the exchange between cultures and the richness of diversity.</p>
Which competence(s) could	<p>The main competences developed by the trainer during the workshops are:</p>



you (and your colleagues) improve or develop?	Intercultural communication Flexibility/adaptability Leadership Managing diversity Creativity
Use of LEVEL5 – Competences that were assessed and assessment method	The assessment method for the trainers was a self-assessment.
Impact on the learners/ which competences were developed	The main competences developed by the learners during the workshops are: Communication Critical thinking Conflict management Managing diversity Taking responsibility Problem solving Autonomy Learning to learn Team working Creativity
Use of LEVEL5 – Competences that were assessed and assessment method	8 learners have reflected in their competences through LEVEL5 methodology. The other learners have used simpler method. The assessment method was individual interview made by the trainer.
Evaluation and feedback from organisers/ trainers in terms of using applied storytelling, LEVEL5	The storytelling method was a real success. Trainers were glad to apply this new method, and will spread the use of this method.
Acceptance among learners – their evaluation and feedback	Feedbacks from learners were very positive too. They enjoyed to hear stories from the others and it reinforced the cohesion into the group. It was the opportunity to share a part of themselves within the group. They were also proud of themselves to be able to tell their story in Italian.
Usability and	All the workshops were built based on the methods taught during the TC in



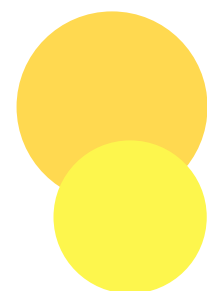
usefulness of the Innsbruck course and provided materials in terms of implementing applied storytelling and validation	Innsbruck.
Success factors	<p>Create a story</p> <p>Share the story with others</p> <p>Write the story in Italian</p> <p>Listen to the others</p>
Obstacles/ challenges	<p>Manage three languages (Italians, English, French): some stories were told and not all the group could understand</p> <p>Validation of competences with LEVEL5: only few participants assessed their competences with this methodology. It needed at least 30 min per participants, which was the best way to reflect jointly on the learning.</p>
Lessons learned, recommendations	<p>Organize individual interview with the learners in order to reflect on her/his competence</p> <p>In this case, the group already know each other for at least one month and there was a good and trustful cohesion. This climate helped the participants to share their intimate and personal story.</p> <p>The conditions are very important before to start implementing storytelling activities. We were in a very cosy place, where they all felt at their ease.</p> <p>Empathy. When participants tell a story</p>
Story, anecdote, quotes	<p>Two learners told their stories on stage during the final event in Palermo. One learner made a special surprise: she wrote her story down and had it drawn by a local artist. She said that she had this story in her for many years and now found the opportunity to tell it to others.</p>



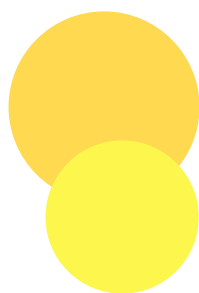
## Sweden

### Applied storytelling for language learning – *Create and record podcasts with biographical stories (SFI)*

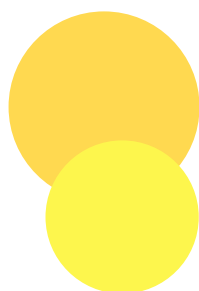
Background: target group – learning/ training context	The participants are two language learning groups in SFI, Swedish Tuition for Immigrants, in Skellefteå. The goal is to give adult immigrants basic knowledge of the Swedish language. Students with a mother tongue other than Swedish should in the education learn and develop a functioning second language. The students have all studied at least nine years in their respective home country. In Skellefteå at SFI we use applied storytelling as an educational method for language learning.
Number of participants	40 (two groups!)
Goals & objectives of the project or initiative	<p>The goals of the project/initiative are, in accordance to the goals of the language education, that students for example should develop: • their ability to read and write Swedish, • their ability to speak, discuss, read, listen and understand Swedish in different contexts, • good pronunciation, • their ability to adapt the language to different recipients and situations • insights into how a language is learnt and in insight in their own learning, and • learning and communication strategies for further language development.</p> <p>Students should also develop their intercultural competence by reflecting over their own cultural experiences, and comparing these with phenomena in daily, societal and working life in Sweden. In Swedish Tuition for Immigrants, students should develop their competence in using different digital tools and aids for information, communication and learning.</p>
(Expected) Outputs/ Results/ Impact	<p>Knowledge about storytelling, that it is a special art as well as a competence.</p> <p>Knowledge how to create and be able to create a story. Awareness of the different parts of a story.</p> <p>Knowledge about expressions to use in order to be able to tell a story in Swedish.</p> <p>Language development (vocabulary, pronunciation, grammar etc)</p> <p>Group invigorating/ Increase community</p> <p>Be able to play an active role in collective creative processes</p> <p>Cultural awareness</p> <p>Understand the basics of sound recording with a mobile phone</p> <p>Record a podcast</p> <p>Have fun!</p>



Organisations and individuals involved	Skellefteå kommun, SFI – Swedish for immigrants, Anna Wikström – Swedish teacher, Malin Åberg – Swedish teacher, dramapedagog and storyteller, Maria Granstrand – temporary Swedish teacher
Timeframe (overall duration of the project/course)	February 2018 – July 2018
Summary of your project (we can use for dissemination/ website)	
Time scale: How often and how long have storytelling activities been implemented in your project or initiative?	<p><b>Group 1:</b> (28 students); Storytelling activities: 2 hours/week (total: 34 hours) February 2018 – May 2018</p> <p><b>Group 2:</b> (12 students); Storytelling activities: 3 hours/day for one week of Summer school (total: 15 hours) July 2018</p>
Implementation: Detailed description of the storytelling activities	<p>Their initiative was to let the students work with their own stories, to help them find them, to give them tools and knowledge to create them, to empower them and give them courage to tell them and to share them with the rest of the group and finally the knowledge to record their stories and make podcasts.</p> <p>Swedish partner started to work with teambuilding activities such as games, songs and storytelling exercises a couple of hours/meetings so that the group would get the chance to know each other better. Swedish partner did exercises that involved the whole body and we worked with the students imagination and personal experiences. Swedish partner tried to create “a safe space” where the students could feel relaxed and have fun. For this Swedish partner used some several exercises, some of them were the LISTEN-methods such as: “Everybody that...” “High up in a tree”, “Starters”, etc.</p> <p>Then one of them told a biographical story and Swedish partner started to talk about what a story is and how it is constructed and which ingredients it needs etc. also did some exercises to demonstrate this, for example “Once upon a time”.</p> <p>Swedish partner continued to work with "starters" to help the students find their stories, for example the exercise "The first time I ..."</p> <p>After that the students got to choose one of their stories that they have been sharing and continue to work with that single story. The students got to draw their stories on storyboards without writing</p>

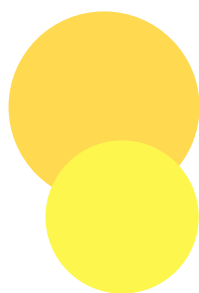


	<p>anything. We discussed the different parts of the story with the whole group and the students got to answer questions like: How does your story begin? How does it end? What is the most important picture in your story? Why? Then they wrote two sentences: the first introductory sentence and the last closing sentence.</p> <p>The students got to practice and tell their story to each other and also tell it to the whole group. The other students had an important role as listeners and after each story each and every one of them gave feedback by telling the storyteller what was their strongest picture when they were listening to the story and also by asking a question to the story, maybe something they wanted to know more about, something they did not understand etc.</p> <p>Then the students go to use their own mobile phones to record their story and then email the recording to one of the teachers. Some students tried to edit their own story and add music in the editor program <i>Audacity</i>, together with the teachers, but due to time constraints, the teachers edited most of the recordings.</p> <p>Swedish partner finished the project by listening to the students' podcasts while having Swedish "fika" - coffee/tea and cookies.</p>
How was storytelling integrated into the project? Which role did it play in the initiative?	The whole initiative was to work with storytelling.
Recording and broadcasting stories: Which role did it play in your project/ initiative?	Recording the stories and creating podcasts was the final stage in our initiative.
Benefits and results of implementing storytelling for the learners	The advantage of using applied storytelling is that it creates a great commitment and motivation to both share and tell your own stories but also creates a curiosity and a desire to understand and listen to other people's stories. This makes the language evolve and the desire to learn increases. When one works with autobiographical stories, many can recognize themselves in what is being said because it is about life. Several students told us about an increased understanding of each other's way of life and increased respect.
Which competence(s) could you (and your colleagues) improve	Swedish partner already used applied storytelling as an educational method for language learning but we do it in different extensions. Swedish partner will continue to actively look for and try out new approaches and techniques and constantly evaluate, motivate, inspire and learn from each other.

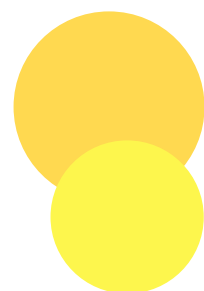




or develop?	Swedish partner would like to learn more about how to edit the recordings together with sounds and to improve our skills to be able to do recordings in good quality. Swedish partner will search for literature and instructions on the web on this matter.
Use of LEVEL5 – Competences that were assessed and assessment method	<p>Competences acquired by the <b>trainers</b>:</p> <ul style="list-style-type: none"> <li>☞ knows about the theoretical background of storytelling</li> <li>☞ knows storytelling techniques and how this can facilitate learners</li> <li>☞ knows about the theoretical background of storytelling</li> <li>☞ is able to apply storytelling approaches when teaching</li> <li>☞ is able to develop suitable learning offers</li> <li>☞ has knowledge of ways to establish a relationship of trust and respect with learners with a different cultural background</li> <li>☞ has knowledge of relevant intercultural communication techniques</li> <li>☞ knows motivation techniques and empowerment strategies</li> <li>☞ knows how to make recordings in a good quality</li> <li>☞ knows how to bring these recordings into an (online) radio format</li> <li>☞ is able to use technical devices to make recording</li> </ul>
Impact on the learners/ which competences were developed	The students were very motivated to create their own stories in Swedish and tried their best to find the relevant words for that. So language development such as vocabulary, pronunciation and grammar were developed. Some of the students told us that they became better listeners as well, because it was so interesting to listen to the other student's stories.
Use of LEVEL5 – Competences that were assessed and assessment method	<p>Competences that were assessed for the <b>learners</b>:</p> <ul style="list-style-type: none"> <li>☞ is aware of storytelling as a method for education and a technique of language learning</li> <li>☞ is able to express own thoughts and experiences in Swedish through storytelling techniques</li> <li>☞ has knowledge about expressions to use in order to be able to tell a story in a foreign language</li> <li>☞ is able to play an active role in collective creative processes</li> <li>☞ is able to see things from more than one perspective</li> <li>☞ is able to tell a story and use a narrative structure</li> <li>☞ is able to convey content and create images in others' heads by using suitable Swedish words and body language</li> <li>☞ is able to record one's story</li> </ul> <p>During the creative process the students helped each other with peer response. They told their story many times to various classmates and they gave feedback in form of: 1. Telling about/describing a picture in the story that they really liked or saw clearly 2. A question to the story. Something they did not understand, wanted to know more about etc. We used this feedback form both in pairs but also when the students told their story to</p>



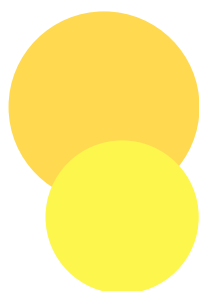
	the whole group. They also helped each other with suitable words in Swedish.
Evaluation and feedback from organisers/ trainers in terms of using applied storytelling, LEVEL5	<p>The Swedish teacher and the temporary Swedish teacher both agreed that they learned new useful storytelling techniques and that they now more actively started to look for opportunities to turn subject content into narratives, to teach in a 'narrative way'. They are both very motivated to learn more techniques and applying them accordingly and also expanding their own assessment methods and recognizing when adaptations are necessary.</p> <p>The teachers both stressed/underlined that the students were very motivated during this creative process and really struggled to create their personal stories and the results were very impressive.</p>
Acceptance among learners – their evaluation and feedback	<p>The students told us that they enjoyed this project very much and it made them motivated, meticulous with specific word because it was highly relevant for them to express the right feeling or describe their pictures as true as possible. Some of the students told us that the spent a lot of time at home thinking about their story and how to tell it, which words to use etc. They told us that they learned a lot of new words and that the exercises we used for structuring the story and "colouring it with words" were very good (for example "Once upon a time..." and "Storyboards"). They were also very motivated, thought that the lessons were very fun and inspiring, they got the chance to speak a lot of Swedish to each other and got to discuss both the content of their stories and the Swedish grammar with each other. Some of the students told us that they became better listeners. They all agreed that this project brought team spirit to the group and that they got to know one another even more by sharing personal stories and thoughts. They also laughed a lot and had a lot of fun.</p>
Usability and usefulness of the Innsbruck course and provided materials in terms of implementing applied storytelling and validation	This is my profession.
Success factors	<p>To have enough time for the process!</p> <p>We really recommend taking the time to establish a relation of trust and respect in the group and to have fun and laugh a lot while doing that. It is so important for the continued work and to reduce the sense of prestige.</p>
Obstacles/ challenges	We had some problems when we were going to edit our recordings because



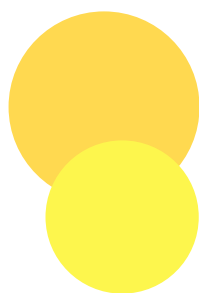
	the students that had cell phones of the brand <i>Samsung</i> had to reformat their recordings before they could edit them because the recording format did not match our editing program and this took some extra time.
Lessons learned, recommendations	To have enough time for the process!  We really recommend taking the time to establish a relation of trust and respect in the group and to have fun and laugh a lot while doing that. It is so important for the continued work and to reduce the sense of prestige.

## Migrantmothers

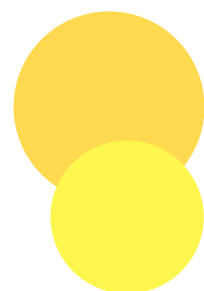
Background: target group – needs - context	A place where refugee woman and Swedish woman can meet and become friends. Focus is on improving the Swedish language, personal empowerment, understanding the new society, and participating in society.  It's a group where they choose to come if they want to. They are from Sudan, Somalia, Afghanistan, Iraq, Syria, Eritrea, Ethiopia, and Russia.
Number of participants	20
Goals & objectives of the project or initiative	Through storytelling gain tools for integration and language learning.  Refugee mothers' vision is that migrant women should see new opportunities, discover their dreams and approach their goals in the new country.  Storytelling is a part of every Thursday afternoon.  A meeting place where young and older women can share experiences.
(Expected) Outputs/Results/Impact	That the woman would feel confident in using the new language, and be ready for work or studies.
Organisations and individuals involved	Efs, a church and the labour office of the municipality
Timeframe	January – June 2018
Time scale:  How often and how long have storytelling activities been implemented in your project or initiative?	13 weeks during 2018, 1 hour per week.
Implementation:	The activities are held in Swedish, and we help each other to communicate



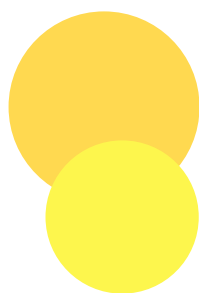
<p>Detailed description of the storytelling activities</p>	<p>and understand.</p> <p>Themes during the project:</p> <ul style="list-style-type: none"> <li>🌀 1: This is me</li> <li>🌀 2: This is what I am good at</li> <li>🌀 3: Important places for me</li> <li>🌀 4: This is important for me</li> <li>🌀 5: Freedom</li> <li>🌀 6: Change</li> <li>🌀 7: The first time I ...</li> <li>🌀 8: Dreams</li> <li>🌀 9: Future</li> </ul> <p>Every session starts inviting the participants to sit in a circle, information about today's theme.</p> <p>Swedish partner often continue with something physical, a theatre game were everyone can participate using their whole body and also their voice. It can also be a song, a dance – often that leads to participants sharing songs and dances from their own culture. Important is that everyone can participate in their own way. And that there is joy and laughter in the air.</p> <p>Then comes a part where imagination is in focus, an important part of Storytelling, to use exercises where everyone can use their imagination, and feel ok with using it. Because it can be scary using imagination if you forgotten how to do it.</p> <p>The Black and white photos are spread out on a large table. Invitation to find a photo that tells something about the theme. The question need to be asked in an open way so there are many possible answers, so the participants can share what they know, and listen to the diversity of the stories that are told.</p> <p>Other tools in the process:</p> <p>What is a story? A story can be made from: When? Where? Who? What? (Why?) And how does it end? In a story we can share experiences, hopes, dreams, fears.</p> <p>Depending on the theme, I can tell a traditional story to the participants, and we can use that as a starting point. That often leads to more stories that are told.</p> <p>I collect sentences or words that every participant have said, and then I make a poem of it, and tell it.</p> <p>I also use painting as a starter for storytelling, or books without text, like Silent books, illustrated books with strong stories.</p>
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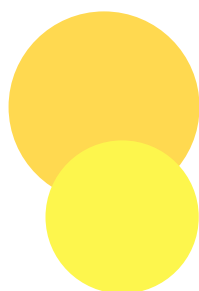
	<p>We try to keep it flowing between input and output, impression and expression. And I save everything in a box. In the end we make a public exhibition of what we have saved. The exhibition contains poems, drawings, reflections, dreams, photos, words, stories, deep thoughts and lots of love.</p> <p>In the end I do a round of reflections on the stories and the theme</p>
How was storytelling integrated into the project? Which role did it play in the initiative?	<p>Storytelling was presented both as a tool and via stories that were told. Thru the structure and techniques I gave them tools to use body and language in a creative and playful way. I presented tools in how to create stories, how to start, how to present the characters, the environment, the plot and how it ended. I gave them stories to listen to, short stories from all over the world. And I made it possible for them to tell, and to be listened to.</p>
Recording and broadcasting stories: Which role did it play in your project/ initiative?	<p>They did not want to be recorded</p>
Benefits and results of implementing storytelling for the learners	<p>It's easier to learn when I can use my own knowledge and start from there.</p> <p>Shyness disappeared, and I got a much better self-esteem</p> <p>The photos help me get in contact with my imagination, and imagination gives me hope.</p> <p>I dare to use the language much more now.</p> <p>We help each other, there is always someone who can.</p> <p>During these sessions, I can be who I want to be.</p> <p>I can tell a story to the group, and I know I will be listened to.</p> <p>I have never spoken in the classroom but now I can do it.</p> <p>There is so much laughter and I like that, life is hard enough anyway.</p> <p>I understand when I hear the stories and I can relate to my own knowledge and my own experiences.</p> <p>I can tell from what I already know, and I can say what I want, what I dream of, why I am sad, I can cry, I can be myself. And I am not alone.</p> <p>I got so many new friends from the whole world. We are like a family.</p>
Which competence(s) could you (and your colleagues) improve or	<p>My colleagues participated in the sessions, and they say that they are ready to take over, and run the storytelling group themselves.</p> <p>They need to explore more about exercises in drama and painting and the</p>



develop?	role of imagination in storytelling. They will get education in that during the autumn.
Use of LEVEL5 – Competences that were assessed and assessment method	Swedish partner used “The LISTEN Inventory of competences” as a tool to talk about knowledge skills and attitudes. We soon found out that this was comparable to what we wanted to active. It was a successful way of showing what is needed, and to reflect on what they already know and they can learn/develop.
Impact on the learners / which competences were developed	<p>Knowledge of storytelling techniques can be useful for expressing oneself in a foreign language.</p> <p>Understanding the communication impact that storytelling techniques may have, also on foreign language speakers</p> <p>Knowledge about expressions to use in order to be able to tell a story in a foreign language.</p> <p>They could use basic storytelling techniques in order to express them self's in the new language, and could use different telling styles</p> <p>There was always a positive attitude towards storytelling in a foreign language, and they could express a need of more storytelling in daily life to improve communication in the new language. And they experienced the benefits of storytelling for language learning.</p>
Use of LEVEL5 – Competences that were assessed and assessment method	<p>I used “The LISTEN Inventory of competences” as a tool to talk about knowledge skills and attitudes. I was a successful way of showing what is needed, and to reflect on what they already know and they can learn/develop. We have meet 5 times during the project to discuss and reflect on the following competences:</p> <p><b>Knowledge:</b> The trainer knows storytelling techniques, knows how storytelling techniques can facilitate learning and knows about the theoretical background of storytelling</p> <p><b>Skills:</b> The trainer is able to apply storytelling approaches when teaching, is able to improve approaches of storytelling through seeking more information about it , and is able to trying out new storytelling approaches.</p> <p><b>Attitude:</b> The trainer values the use of storytelling approaches for teaching and learning and feels the need to improve the own and learners' use of storytelling</p> <p>In the end Swedish partner had a day were we talked about where they are now, what they need and how they can go on without me.</p>
Evaluation and feedback from	A very positive feedback, they saw the skills that were achieved by the woman, and they also saw the difference between telling stories about



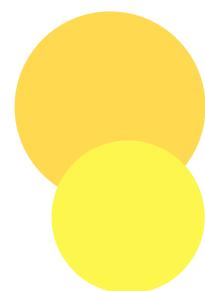
organisers/trainers in terms of using applied storytelling, LEVEL5	<p>facts, and telling stories that needs imagination, from both teller and listener. That there is a power in imagination, it makes people creative. And creativity is useful when it comes to communication and social inclusion.</p> <p>They could see that communication in a foreign language through storytelling was successful, that teamwork created a space for share and care. That was an asset of the group, and that self-esteem was a feeling that was growing inside them.</p> <p>LEVEL5 will be very useful in the future when we translated it.</p>
Acceptance among learners- their evaluation and feedback	<p>They were very interested in participating and are longing for “next week”.</p> <p>Evaluation is made from how was it from the beginning and how is it now when it comes to the ability to use the Swedish language and to feel sure of being able to use the language.</p>
Usability and usefulness of the Innsbruck course and provided materials in terms of implementing applied storytelling and validation	<p>The LEVEL5 material we used in Innsbruck was very helpful to use as tool for self assessment, evaluation and reflection on skills, knowledge and attitudes.</p> <p>The storytelling methods were just an example of how it’s possible to work with storytelling and refugees in language learning and social inclusion.</p> <p>This is my profession, and I use it every day (for more than 25 years). In my profession I also use other exercises, combined with drama, painting, rhythm, singing, and literature.</p> <p>Radio and Pod: I need to learn more about the technical possibilities and how to broadcast it.</p>
Success factors	<p>The space: a circle where everyone can be visible, and feel safe.</p> <p>The leadership: Be well prepared and always open for improvisation. Be open minded and curious on what the participants will share. Listen with all your senses. Be present. Be personal, but not private. Be a friend and a companion. Don’t be afraid of tears, of crying.</p> <p>The creative games: make it possible for everyone to participate, and to succeed. Make it possible to laugh and feel free. Make it possible for everyone to use their body and their voice, to communicate. Language is communication between people – a teller and a listener.</p> <p>The stories: We are all storytellers, everyone has their own stories to tell. Everyone is part of a culture that is filled with stories, old and new stories.</p>
Obstacles/challenges	<p>As the pilot group was open for anyone to participate the group had some new participants nearly every session. For them it was a bit difficult to participate because they needed to understand what the others had</p>



	learned the sessions before. And the old ones had to learn to know new people the whole time, and the group process was also affected.
Lessons learned, recommendations	<p>If you work in a group where there are new participants nearly every session, find a way to present the learning process that has started. Sometimes I draw a time line and show where we are on that line. And also put the content in focus and relayed on the participants own interest to learn.</p> <p>We needed to be flexible as trainers and open minded, to see what was important to take with us from each Thursday. That made us creative as trainers. So recommendations can be: don't be afraid of conditions changing, be open minded about what you can do then. Changes makes you find out new methods, new tools to use. And relay on the competence that is in the room</p>
Story, anecdote, quotes	

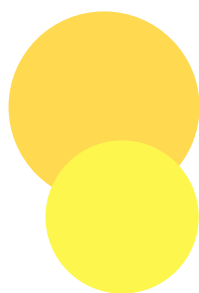
### Diversity ambassadors

Background: target group – learning/ training context	Refugees (adult) who were in a language learning class and were given the opportunity to be a part of the pilot, 7 workshops where biographical storytelling was the method
Number of participants	12
Goals & objectives of the project or initiative	They were going to tell their own biographical story in Swedish to a group of people at the school and also participate at the Storytelling festival in a public place, on stage.
(Expected) Outputs/ Results/ Impact	The teachers wanted to see in what way storytelling methods helped them in language learning. And how this would affect their social life and their possibility to find a job.
Organisations and individuals involved	An adult learning centre Medlefors folk high school
Timeframe (overall duration of the project/course)	March – April
Summary of your project (we can use for dissemination/ website)	It was one part of an Esf project “Meetings in Diversity” run by Medlefors Folk High School and Employment, in collaboration with several public, private and creative sectors. To develop and strengthen the soft skills of employees who meet asylum seekers, single parents and foreigners with

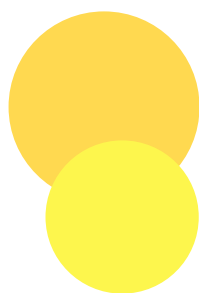




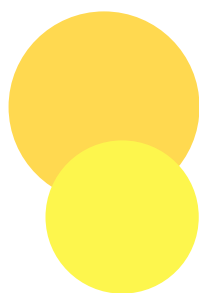
	special needs in Skellefteå and Norsjö municipalities. One of the part in the project was educating people from the new emerging group within program area 2 to “Diversity Ambassadors”
Time scale:  How often and how long have storytelling activities been implemented in your project or initiative?	6 weeks 3 hour per week
Implementation: Detailed description of the storytelling activities	<p>1: Learn to know each other in the group. Create trust, laugh, improvise by using storytelling tools for body, voice and creating stories. Focus on using the body and voice, having fun.</p> <p>2: Storytelling methods, how to build a story, creating short stories from personal memories. Improvisation and building trust. Focus on telling to others, listening and using the new language.</p> <p>3: Finding their own story from: “The first time I ...” with a beginning, the plot and the end. Looking at who are in the story, where (place), when (time), what is happening and how does it end? Also to see the story in your mind. Tell to each other. Focus on structure of a story and fantasy, being able to see what you are telling.</p> <p>4: Telling the story using body, voice, eyes, memory techniques. What are you telling, and why? Did the new language work? Did we understand? What do you need to feel good in telling in the new language? Focus on communication.</p> <p>5: Knowing your story, feeling secure enough to tell in front of others. Telling the story many times and giving/getting response on the story. Focus on the story that wants to be told.</p> <p>6: Meeting the audience, everyone told their stories and got feedback on them.</p> <p>7: Meeting the audience in the Culture centre during the Storytelling festival in Skellefteå.</p>
How was storytelling integrated into the project? Which role did it play in the initiative?	Storytelling was the reason why the pilot was made. The teachers at the school wanted to experience what kind of tool Storytelling can be. They wanted to be a part of the process, and they wanted to see what impact it had on both students and teachers.
Recording and broadcasting stories: Which role did it play	No need of recording



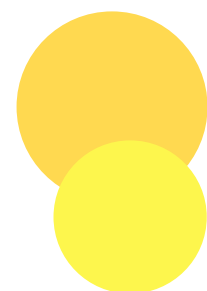
in your project/ initiative?	
Benefits and results of implementing storytelling for the learners	<p>They were so happy and grateful to have been chosen to this group, and they were so proud when they had made their performances.</p> <p>They were so happy that they had learned so much Swedish and could tell their stories in Swedish. And they were to glad that we believed in them, that we helped them succeed.</p>
Which competence(s) could you (and your colleagues) improve or develop?	<p>The teacher that was my colleague became very interested in storytelling and the great outcome that we experienced. She was also very interested in how to create new lessons were storytelling is used as a tool.</p> <p>There was also a 2 day workshop for teachers at the school were Storytelling as a tool was implemented.</p>
Use of LEVEL5 – Competences that were assessed and assessment method	<p>I used “The LISTEN Inventory of competences” as a tool to talk about knowledge skills and attitudes. It was a successful way of showing what is needed, and to reflect on what they already know and they can learn/develop.</p> <p><b>Knowledge:</b> The trainer</p> <ul style="list-style-type: none"> <li>☞ knows storytelling techniques</li> <li>☞ knows how storytelling techniques can facilitate learning</li> <li>☞ knows about the theoretical background of storytelling</li> </ul> <p><b>Skills:</b> The trainer</p> <ul style="list-style-type: none"> <li>☞ is able to apply storytelling approaches when teaching</li> <li>☞ is able to improve approaches of storytelling through seeking more information about it</li> <li>☞ is able to trying out new storytelling approaches</li> </ul> <p><b>Attitude:</b> The trainer</p> <ul style="list-style-type: none"> <li>☞ values the use of storytelling approaches for teaching and learning</li> <li>☞ feels the need to improve the own and learners’ use of storytelling</li> <li>☞ In the end of the pilot we had a day were we talked about how It was in the beginning and were they were now. And what they needed if they will go on using Storytelling in their daily work.</li> </ul>
Impact on the learners/ which competences were developed	<p>Speak the new language. Use new words, and longer sentences.</p> <p>Tell stories that were their own, and tell to others. Stand before an audience. Feel proud of their effort.</p>
Evaluation and feedback from organisers/ trainers	<p>Trainers: Very useful practical tools, they found it so easy to get so much out of one exercise. And they saw the difference in what happened when the students were sitting in the usual classroom row and when we made a circle,</p>



in terms of using applied storytelling, LEVEL5	<p>when everyone could see each other in the eyes, and when the space between was open and filled with possibilities.</p> <p>Focus has been on giving the teachers the tools they needed to get the skills and the knowledge they needed to go on working after the pilot project. And LEVEL5 will be a useful tool for them, when it is translated.</p>
Acceptance among learners – their evaluation and feedback	<p>Proud of being able to speak in front of others, to use a language that was new for them. Liked to improvise. Draw and paint as a way to find their story. Proud and confident. It's easier to use the language now. I am not afraid. I am proud of myself. It was so fun, I have felt so happy and so secure.</p>
Usability and usefulness of the Innsbruck course and provided materials in terms of implementing applied storytelling and validation	<p>The LEVEL5 material we used in Innsbruck was very helpful to use as tool for self assessment, evaluation and reflection on skills, knowledge and attitudes.</p> <p>The storytelling methods were just an example of how it's possible to work with storytelling and refugees in language learning and social inclusion.</p> <p>This is my profession, and I use it every day (for more than 25 years). In my profession I also use other exercises, combined with drama, painting, rhythm, singing, and literature.</p> <p>Radio and Pod: I need to learn more about the technical possibilities and how to broadcast it. And in this context we didn't have time for recordings. The focus was on telling in front of an audience, during the festival.</p>
Success factors	<p>Small group. The room with the chairs in a circle. A teacher that was very interested in storytelling and devoted to her mission.</p>
Obstacles/ challenges	<p>To find a way for a very shy man to participate, find tools for him that were ok for him so he could feel safe, communicate, and express himself. Give him time to dare, and get over his guilt of being an adult that could not read or write.</p>
Lessons learned, recommendations	<p>In the group there was a shy, very sad man who struggled with finding words and being a part of the group, he could not read or write and he didn't want to show that to the others. I could see that he wanted to get help, to find the words, to make it possible to tell his story. I gave him a big white paper and coloured pencils, and said "draw a picture of the story you want to tell". And he did. So by him drawing and me saying what I saw in the picture and asking what I didn't understand, we made the story visible. And he found a way of expressing a very important story that needed to be told. We made this journey together, and that is what Storytelling is all about, that we create the stories together, they are something we share in a magic space between us. So the listener is as important as the teller.</p>
Story, anecdote, quotes	<p>The man who draw his story, he told a story about him being 11 years when the military came and took all boys to a camp where they were trained to kill, to march and to become soldiers. But one day when he was on leave in</p>



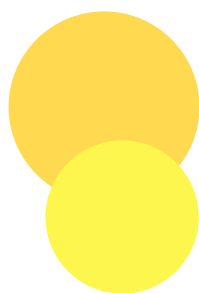
	<p>his village he refused to go back to the camp, he was so fed up with killing and he wanted to live another life. But the military came to his house and took him to prison. In the prison, he meets people who were planning to escape. And he told about the escape in a lorry, 250 people in the same container thru the Sahara desert, with people dying every day, and when they came to the sea they were only a few left alive. Then started a new journey with a boat, a total wreck, across the Mediterranean. He told about how the boat sank and how they got help in the last minute. And he said “ finally we ended up in Germany, and then it was easy to take a train to Sweden and here am I”</p> <p>For Solomon this was his way of saying, this is me, this is what I come from, this is my journey. And by telling this story to others, meeting them face to face, he let go of his shame and sadness, and he realized that he could move on. And the week after the Storytelling festival he left school and got a work as a carpenter, building houses. I meet him a month later, he was walking with his head high, with his eyes open to the world, smiling, shining, glowing and he run towards me, gave me a big hug, and said: “You can’t imagine what the storytelling project meant to me, this was the best that could happen. Look at me I am so proud, I have a job, I got new friend, I am building houses, I do something important for society, and I am not afraid anymore. I am so happy that you made me draw my story, and to tell it, because now it is history, it is not present in my body anymore (he pointed at his heart and his stomach) and listen to me I can speak Swedish much, much better now.”</p>
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## Life stories

Background: target group – learning/ training context	<p>A group of mixed nationalities, adult, who wanted to tell on stage during the Storytelling festival in Skellefteå. They wanted to train their skills as storytellers (they had no experience before of telling on stage) and they wanted to explore what kind of life stories they would find.</p> <p>The participants are not refugees but some of them (4 persons) came as refugees or migrants earlier, and have experiences from learning a new language, and finding a place in the Swedish society.</p>
Number of participants	8
Goals & objectives of the project or initiative	To tell a personal life story on stage in front of an audience.

(Expected) Outputs/ Results/ Impact	That the participants could find an interesting story to tell, that they would be ok with telling it on stage.
Organisations and individuals involved	Skellefteå Storytelling association and the Regional theatre
Timeframe (overall duration of the project/course)	During 6 weeks March and April 2018
Summary of your project (we can use for dissemination/ website)	An artistic workshop with people who were interested in finding a life story to tell on stage. And to work artistic with the story so it could be a part of a storytelling program at the Regional Theatre Västerbottensteatern.
Time scale:  How often and how long have storytelling activities been implemented in your project or initiative?	6 workshops of each 4 hours
Implementation: Detailed description of the storytelling activities	<p><b>1<sup>st</sup> Theme: “The first time I ... “</b></p> <p>Start in a circle. Presentation of each participant from black and white photos. Find a photo that shows a picture that you like. Tell us why you choose the photo, what it is you like in it. Listen to every story.</p> <p>Warm up the body and voice: The participants sit in a circle, on chairs, one person in the middle, wanting a chair. The person in the middle says: “everyone that likes coffee changes places” and while people are changing place to sit, the one in the middle tries to find a place to sit. Probably there is a new person in the middle who says “everyone that ... “ A time to explore what the participants likes, long for, have done and so on ...</p> <p>What is a story? A story can be made from: When? Where? Who? What? (Why?) And how does it end? In a story we can share experiences, hopes, dreams, fears.</p> <p>“The first time I ... “ Do an inventory on the board, from what people already know. Do a list of all suggestions and experiences. Every participant can choose one memory from the list that is related to their own life. When was it? Where was it? Who was in the story? What happened? How did it end?</p> <p>Tell the story in pairs, give positive response to what you just heard. Give response that has to do with what you liked in the story, and what you liked about the way it was told. Let it be a useful tool in the development of the story and how it is told. Tell the story in front of the whole group</p>



## 2<sup>nd</sup> Theme: “Ups and downs”

Exercise for the body and voice

Find a memory from your life that made you feel good or bad.

Draw a picture on a big paper from that memory, draw the place, the most important objects/persons/animals that are in that story. Draw yourself in the picture.

Work in pairs: retell the memory by naming the things you draw. Ex: *this is the tree where I was hiding. This is the door that my father opened. This is the dog that was sick.*

Tell the story in pairs, this time it will be told as a story, so before telling it, decide how it will start, what is the opening sentence? Whos is in it? Where does it take place? What is happening? How does it end? What is the last sentence?

Listen to the partners story. Give response to each other:

What did you like in the story? What did you like in the way it was told? Do you have a question to the teller or to the story?

Tell the story to the whole group, include the response you got. Everyone gives positive response to the teller and the story.

## 3<sup>rd</sup> Theme: “Dreams “

Warm up exercise “You don’t know what I got in my pocket”

From a bag filled with objects: Find three objects that are related to two of your dreams you have had during your life. Everyone creates three short stories. Use what you already learned about how to create stories.

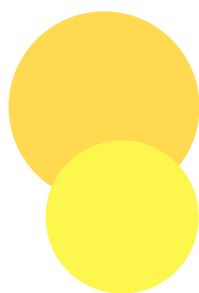
To see the story, to be in it: Sit on a chair, close your eyes, imagine the start of your story, be in the same place, feel it again, see the persons involved in your mind, hear, smell, feel what was going on. Be in the story, in your memory, like in a film, walk in the film with your senses open, record it once more. Open your eyes, and come back to this room.

Sit i pairs, each one puts the objects in front of themselves on the floor. Decide who will start. The partner points at one of the two objects and the partner starts telling that story. The other person says thank you for the story and now it is the partners’ time to tell.

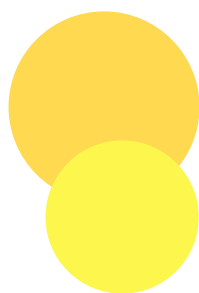
Talk about how or if imagination can help us to remember true life stories. And how imagination helps us to tell from what we saw and experience.

## 4<sup>th</sup> Theme: “Me, a hero”

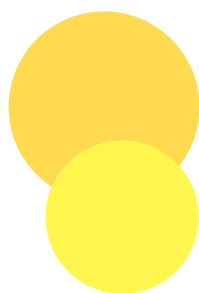
Work in pairs: Find a photo (black and white photos) that has a story in it, your own hero story, when you did something that made you feel like a hero.



	<p>Tell it to your partner, about the place, the persons that were involved, the feelings, the plot. And how did it end? Listen very open minded to each others' stories. Give the story to your partner, and let your partner tell it, as a story about a hero.</p> <p>How was it to listen to your own story? What do you bring from this session?</p> <p>Reflect in the main group: how was it to be a hero in your own story?</p> <p><b>Working more on the stories</b></p> <p>Now you probably got 4 different stories, and it is time to work on the stories a little more, before telling them on stage.</p> <p>Choose one off the stories you have told and work on that during the session.</p> <p>Most important is the dramaturgy, where are the most important "rooms" in the story? Where are the most important thresholds, that takes the story further? What makes it interesting to listen to?</p> <p>Find 5 objects from a box. Put the story into five "rooms": the beginning that takes place ...? , and after that three parts where the most important plots are (where is that happening? In the wood? In the truck? At the sea?) , and the last is the end, and where is that happening?</p> <p>What feelings are connected to each "room"? Who are in these "rooms" ?</p> <p>Can you see what takes the story forward? What does not take the story forward) then maybe it should go away.</p> <p>Present to each other the 5 "rooms", in which the story lives. Tell the story by saying what is happening in each room: <i>"this is the kitchen where the girl is sitting all alone, crying, beside the fireplace"</i></p> <p>Reflect on what this exercise gave you. Take a moment and write down what you need to remember, what you need to keep and take care of.</p> <p>Tell your story in smaller or bigger groups give / get feedback on what you just heard. Focus on:</p> <ul style="list-style-type: none"> <li>🌀 This is what I like about your story.</li> <li>🌀 Strongest picture in the story</li> <li>🌀 This is what I think your story is about</li> <li>🌀 This I will give you as a storyteller.</li> </ul>
How was storytelling integrated into the project? Which role did it play in the initiative?	Storytelling was both method and performing art



Recording and broadcasting stories: Which role did it play in your project/ initiative?	One recording that was sent to the LISTEN award
Benefits and results of implementing storytelling for the learners	They were so proud of themselves standing on stage, telling their stories. They created a strong group built on respect and care of the others. They were surprised by the strengths of the stories that were told, that the stories were telling something that was common, about life that touched them.
Success factors	<p>Stories have always been part of us. It began with the oral tradition, dancing and singing. Then we created cave paintings and everything migrated onwards from generation to generation. Now we live in a world filled with books, images, films, theatre, dance, YouTube, Facebook and so on, and we continue the storytelling.</p> <p>Stories give us answers about what it is to be human. We can share memories and experiences, create ideas about the societies we want to live in, things we dream about and long for.</p> <p>Whether the stories are verbal or on the page, we use the words, the rhythm and our empathy to paint pictures of environments, people and events. The storyteller makes it possible for the listener to create their own understanding, to play the film in their head. The persons who are telling use their own language to convey the story. The storyteller is the instrument of the story.</p>
Obstacles/ challenges	The coaching of the stories without changing the story too much. Letting the storyteller find hi/hers own way of telling.
Lessons learned, recommendations	That people who want to become a storyteller is an important person to promote in today's society, the world of today needs storytellers. Anyone can become a storyteller, everyone has many interesting stories to share with others.

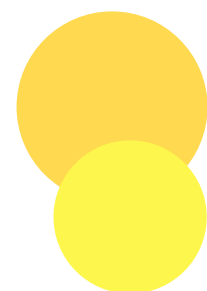




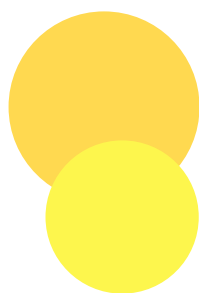
## United Kingdom

### In our own words

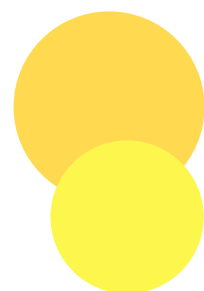
Background: target group – learning/ training context	Our targets were:  1. Non-native English speakers at different levels of competence  2. ESOL teachers working within CAD's Creative Learning department
Number of participants	Up to 20 individuals
Goals & objectives of the project or initiative	The aim was to use non-formal learning methods to encourage learners, to improve their engagement and help build their confidence in communicating in another language.  We gave our project the title: "In our own words" as we wanted to emphasise how this enabled learners to articulate their ideas and experiences clearly, rather than just the storytelling per se.
(Expected) Outputs/ Results/ Impact	Brief 9 teachers on LISTEN and its methods  Invite up to 10 learners to tell a story
Organisations and individuals involved	Creative Learning  Radio Dacorum  Refugee Council
Timeframe (overall duration of the project/ course)	9 months
Summary of your project (we can use for dissemination/ website)	We used English lessons and tutor meetings as the opportunity to brief participants and capture relevant stories. These were done individually rather than within a series of classes.
Time scale:  How often and how long have storytelling activities been implemented in your project or initiative?	Storytelling is an integral part of our current teaching provision and has long been used by our trainers as a core teaching technique. 'Storytelling' is not labelled as such but rather is found in different guises in lesson planning and methods. The activities are therefore not formalised in the way presented in the LISTEN training modules.
Implementation:  Meaningful description of the storytelling activities	Descriptive practice: using photographs and pictures  Sentence structure and verbs, tenses



How was storytelling integrated into the project? Which role did it play in the initiative?	We used storytelling as a way of encouraging learners in a way that was relevant to the situation. For example – describing how they learnt to cook, their favourite recipes, how they make a special dish as part of a class celebrating the end of term with food items they had made at home.
Recording and broadcasting stories: Which role did it play in your project/ initiative?	This was the major part of our project.  Firstly we created a poster inviting non-native English speakers to take part in LISTEN through radio.  Secondly, we invited selected learners to visit Radio Dacorum for a story-telling based interview. Where this wasn't possible, we recorded them in somewhere convenient such as our office.
Benefits and results of implementing storytelling for the learners	It gave learners practice in speaking  It gave learners a sense of self-worth
Which competence(s) could you (and your colleagues) improve or develop?	Motivating and empowering learners in speaking freely a foreign language  Learning about LEVEL5
Use of LEVEL5 – Competences that were assessed and assessment method	Assessing learners' needs  By Self-assessment
Impact on the learners/ which competences were developed	Increased confidence  Sense that their experiences were of interest and value
Use of LEVEL5 – Competences that were assessed and assessment method	By observation by the trainers  <ul style="list-style-type: none"> <li>- Self-esteem</li> <li>- Communication in a foreign language</li> </ul>
Evaluation and feedback from organisers/ trainers in terms of using applied storytelling, LEVEL5	At the beginning, our trainers were reserved in applying storytelling and evaluating their competence, as self-evaluation and self-assessment are not very common in UK and they felt, they had enough teaching tools.  But during the training and the projects they learnt to appreciate those concepts.
Acceptance among	The learners had a lot of fun with the storytelling and freely speaking



learners – their evaluation and feedback	<p>activities.</p> <p>Some of them found it difficult at the beginning to speak English, but felt more and more comfortable.</p>
Usability and usefulness of the Innsbruck course and provided materials in terms of implementing applied storytelling and validation	<p>There were two factors of note:</p> <p>Our trainers typically teach English on a very first beginner level, that's why it was challenging for them to apply storytelling in their courses.</p> <p>In addition, our trainers felt comfortable that they already had enough techniques in their armoury and didn't require any more suitable for the level of learners. While we introduced them to the concept of LISTEN and provided them with the links they needed to access the material, we found it difficult to persuade them to attend any formal training or adopt anything further.</p> <p>We therefore used our own initiative to recruit learners whose level of English was high enough to make the idea of story-telling meaningful.</p>
Success factors	Sharing of LISTEN project material
Obstacles/ challenges	<p>Recruitment of teachers</p> <p>Perception that they didn't need anything further</p> <p>The low level of English of their learners</p> <p>Few migrants and refugees in Dacorum</p>
Lessons learned, recommendations	Trainers felt they had sufficient techniques to use the methods while teaching other language in the UK, so it was hard to sell the Storytelling concept.
Story, anecdote, quotes	First interviewee was a refugee and he appreciated the chance to have the interview and practice his language skills. He has a Youtube channel but in Arabic and has a high number of followers



## LISTEN project partnership



### **BUPNET GmbH - Coordinator**

Göttingen, Germany  
[www.bupnet.eu](http://www.bupnet.eu)



### **Active Citizens Partnership**

Athens, Greece  
[www.activecitizens.eu](http://www.activecitizens.eu)



### **blinc eG**

Göttingen, Germany  
[www.reveal-eu.org](http://www.reveal-eu.org)



### **Community Action Dacorum**

Hemel Hempstead, UK  
[www.communityactiondacorum.org](http://www.communityactiondacorum.org)



### **CESIE**

Palermo, Italy  
[www.cesie.org](http://www.cesie.org)



### **Skellefteå kommun**

Skellefteå, Sweden  
[www.skelleftea.se](http://www.skelleftea.se)



### **Verein Multikulturell**

Innsbruck, Austria  
[www.migration.cc](http://www.migration.cc)

[www.listen.bupnet.eu](http://www.listen.bupnet.eu)

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