

A background image showing a group of people, including a man and several women, gathered around a table. They appear to be in a collaborative work environment, possibly a classroom or a meeting room. The image is overlaid with a semi-transparent blue filter. The man in the center is wearing glasses and a dark t-shirt. The women are also engaged, with some looking at a laptop screen in the foreground.

Pilot documentation: Digital stories and maps in practice

tellyourstorymap.eu



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Content:

● Little Introduction: What is Tell Your story piloting, what we wanted...	p 1
● Road Map, background and context.....	p 2
● The Pilot Data: Reflections and findings.....	p 3
● The Quality Feedback. Questionnaires.....	p 7
● Qualitative Reports, National Summaries.....	p 8
● Qualitative reports. Common Topics.....	p10
● Qualitative reports. Local Exceptions.....	p11
● Overall Evaluation.....	p12
● Conclusions for Teachers, Adult Educators and Youth Workers.....	p12
● Lessons Learnt.....	p13
● Recommendations for Sustainability.....	P14
● Appendix A.....	p15
● Appendix B.....	p17
● Appendix C.....	p25

Little Introduction: What is Tell Your story piloting, what we wanted.

For the Tell your Story project we joint together a number of adult educators , teachers, trainers, mentors and youth workers from 6 EU countries: Austria, Belgium, France, Italy, Slovenia and UK.

The initial purpose of the piloting stage was to provide the partnership with field performance data in order to evaluate, improve and ultimately validate the methodology developed in the early stages of the Project.

How will the storytelling with digital tools, help us as educators to empower our participants in risk of becoming Early school leavers, to facilitate the self reflection process and to engage the initial steps to a further situation of self confidence relevant enough to keep them or bring them back to the educational pathway.

This reports aims to show the findings of the experience and for both the partners and participants and the Cultural Learning community to demonstrate the undoubtful benefits of this approach.

Road Map, background and context.



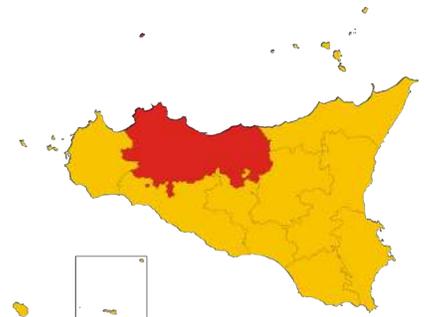
Curriculum Design. August 2017

The whole team approached the design of the curriculum with the full involvement of the 6 countries, and informed by the previous desktop research. We produced the training modules: “How to tell a life story and output” and “Media production skills”

Blended Mobility. Palermo September 2017

During the capacity building delivered at Palermo the whole Partnership had the opportunity to pre-pilot the curriculum.

A number of improvements were identified and addressed over the following months to improve the curriculum and inform the piloting.

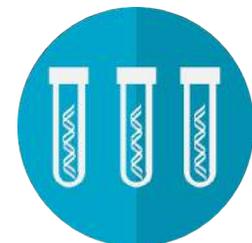


Evaluation Framework . December 2017

An initial Evaluation framework was produced , discussed and amended. This initial framework contains mainly quantitative data, later on the Partnership agreed to include an element of qualitative feedback.

Piloting Phase. Feb-March 2018

A number of pilots were conducted in all partner's countries, with different approaches and different demographics to produce the best comparative approach possible.

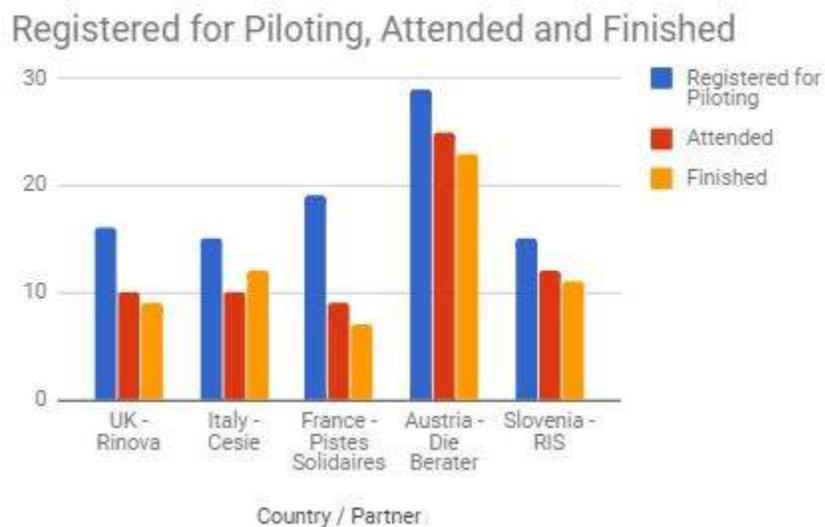


The Pilot Data: Reflections and Findings

Data was extracted from the pilot exercise for the purposes of a transnational comparative analysis to inform this evaluation report.

As overall data:

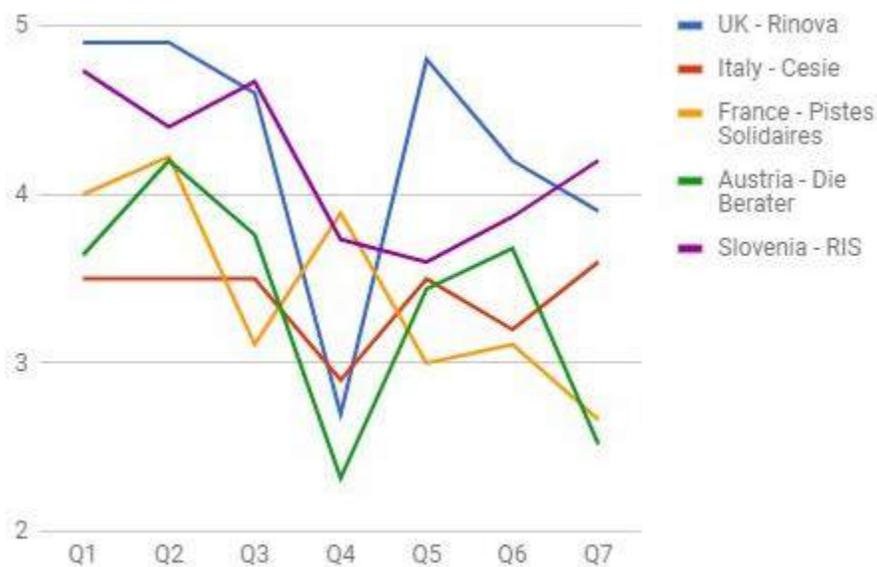
- 5 out of 6 partners were able to deliver satisfactorily
- 9 Trainers were involved in the pilot
- 94 participants were successfully engaged and registered
- 66 of them attended the whole pilot
- 63 participants fully completed the pilot



Two questionnaires were distributed at the beginning and the end of the process with 7 quantitative questions for the participants to benchmark from 1 to 5

The Starting Point, Introduction Questionnaire

- Q1 : The introduction to the Storytelling was useful
- Q2 : I know what storytelling is
- Q3 : It is important to tell stories
- Q4 : I know what digital mapping is
- Q5 : I know how to create my own video
- Q6 : I know about copyright and data protection
- Q7 : I will be able to create my own digital story.



This graph shows the average result per country for each question listed above.

In general, the three first questions show a better confidence level in all countries, Q4 is the most unknown (I know what digital mapping is), the three technical ones at the end give a much more heterogeneous response.

As regards individual benchmarking Questions 1 and 2 are consistent among all country groups: the benchmark only presents two main responses 5&4.

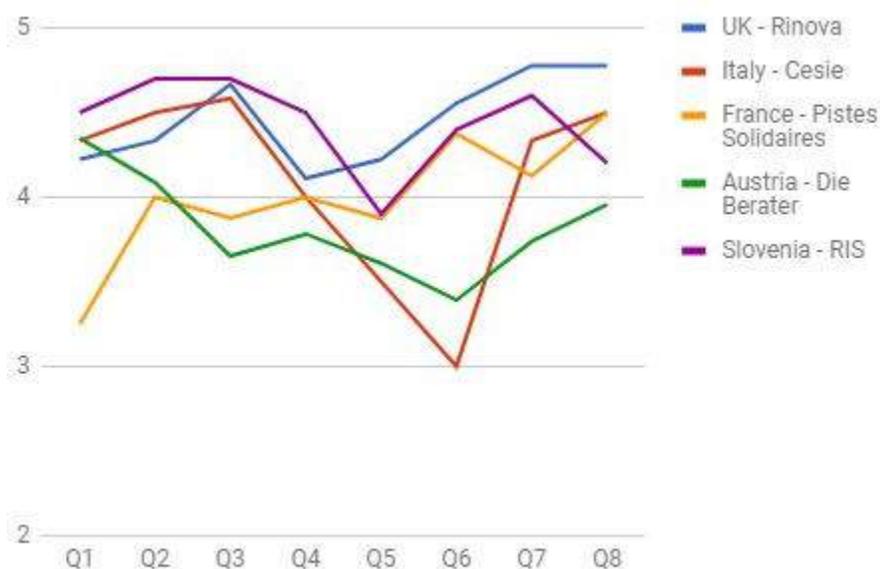
Q3 & Q7 have a higher variance, and Q4, 5 and 6 present a whole range of responses.

Per country UK, and Slovenia present the highest confidence rate with Italy and Austria showing a more realistic approach to self benchmarking.

In general we can conclude from the initial data, that participants in all countries feel comfortable with the relevance and value of the concept of digital storytelling, they all have been exposed to a certain element of technology. The data also point to the need for further development in relation to story mapping and data protection.

The Distance traveled: Final Questionnaire

- Q1 : It was easy to create my own digital story
- Q2 : I have gained more understanding about storytelling
- Q3 : It is important to tell stories
- Q4 : I enjoyed my digital mapping journey
- Q5 : I find easier to create a video after the training
- Q6 : My understanding of copyright and data protection has improved.
- Q7 : The workshops and training were useful when creating my own story
- Q8 : OVERALL: did you enjoy being part of the TYS project?



Q1 and 2 reflects a clear improvement in terms of the practical aspect of storytelling

Q3 is about awareness and it is the only question repeated in both questionnaires. A significant improvement is registered in Italy and France

Attending to individual answers, we can see a clear leveling across the whole group of participants in every country (except Austria). There are two main controversial Questions , 5 and 6, with a wide discrepancy and lower rating. The low rate given in Slovenia to Q8 evaluating the overall project is also significant.

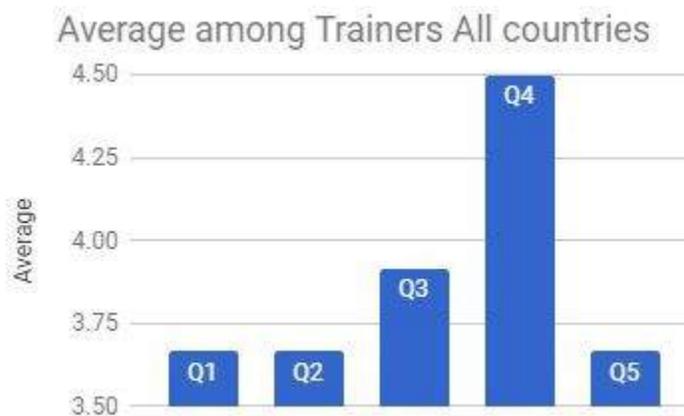
From this final data we can infer that the story telling aspect became relevant for most of the participants, and that the delivery itself has been affected by technicalities and difficulties. Considering the number of replies which point to difficulties with the tool and crossing this data with the fact of profiles with difficulties and poor academic achievement we can conclude that some extra attention should be given to equality of access to make the workshop fair for all participants.

The trainers

8 trainers completed the questionnaires

5 benchmark were requested:

- The workshops and training were effective overall.
- The participants' knowledge and understanding of digital story mapping increased.
- The training materials helped the participants with creating their stories.
- The participants enjoyed the process of creating their stories.
- The training materials were easy to deliver to the participants.



There is a clear consensus about the joyful experience of the participants and attending to individual responses we can see levels of discrepancy about how effective the training and training materials were. There is almost consensus (except for the UK) about the increased knowledge about story mapping, this consensus clashes with the participants' responses.

The specific data from this quantitative evaluation can be accessed in the Spreadsheet available in [Basecamp](#). And in the Appendix A of this document.

The Quality Feedback. Questionnaires.

The Participants

UK

It is significant to see the evolution, from a total absence of any single comment at the beginning of the process, to, at the end of the process, every participant who finished making a positive comment about the experience. These can be summarised as follows:

- Positive comments about the Trainer
- Expectation and enjoyment of others ideas and stories
- The sense of freedom allowed to express their ideas
- The family environment, homely feel, group vibes and the fact of meeting closely other young adults.

Given the extremely difficult background exposed in the qualitative feedback, the positive impact of the socialisation and exposure to others stories and ideas is striking: a cohesion took place and increased capability to engage when they were putting their own time into it.

Slovenia

The comments are in general positive, in this piloting the initial induction clearly creates expectation and interest in the participants which was explicitly mentioned in several comments. The only initial negative comment turns into a positive one after the workshops. On final comments there is again explicit mentions to self awareness, peer learning, the benefits of the interaction and the good design of the activities.

France

As per the UK participants, there were no single initial comments but in the final questionnaire we find all positives, the majority not very descriptive and others highlighting the self awareness aspects, the group, and the overall experience, with one negative comment about the platform. This shows again a positive impact in terms of self awareness, confidence and commitment, following the process of Tell Your Story.

Italy

There is a clear contrast in Italy with the rest of the countries, there were initial comments from the whole group but 3 of them highlighted the positive in 5 separate comments, in terms of

knowing each other through the warm up games, one person asking for a video introduction to the whole project and a last person who didn't understand how and why the tool could be useful.

The final comments were all positive, mentioning the tutor, the organization, many of them highlighting the stories themselves, the reflection process and the fact of overcoming shy and embarrassing moments. One person considered the initial activities too childish but enjoyed the work with the tool and the results.

Austria

Again no initial comments from the whole group, but in this case, many of them made an explicit statement of no comment, rather than leaving it blank.

Barely half of the cohort made any comment in the final Questionnaire, 4 of them just a positive for everything, 2 mention that they enjoyed building their story map, 1 the improvement in video making, 1 the methodology and new content, and 3 people praise the trainer.

The Trainers' Questionnaires.

There was a good number of relevant comments in the trainers questionnaires, that we could group and summarise as follows:

- The size of the group, in between 10 and maximum of 15.
- Unanimous mention of how the workshop increased the self awareness of participants. The storytelling related content is also mentioned by almost all participants in affirming the positive impact that the activity has had overall.
- Shared comments about more time needed to deliver this more efficiently.
- Shared comments about the ArcGis tool not being fit for purpose, particularly specific feedback from Eurogeo.
- Shared comments about the mapping aspect not bringing enough attention or not relevant for the particular users.
- Shared comments about the relationships created and the positive impact this had in the overall pilot.
- Shared comments about the group , the bond, the relationships created and its positive impact.
- Uk highlighted the effort of Eurogeo to solve and support the whole partnership with the ArcGis tool.

Qualitative reports. National Summaries.

Please see Appendix B for the complete reports of each country.

France.

. Pistes Solidaire worked in collaboration with a youth unemployment centre, following a dedicated recruitment process involving Youth Workers.

The implementation approach was to divide the group in 2 smaller bits and made continuous evaluation during the process. They improved the final evaluation questionnaire with some additional questions to address their specific context.

As well they had to adapt some aspects of the final curriculum to facilitate the delivery.

In the positive conclusions they address almost all the topics expected in the application.

Belgium

Eurogeo Provided a very honest feedback based on their criticalities , working as well in partnership with a local NGO, they clearly identify and address in their report the criticalities find on the process giving clear explanations of why's and How's, and provide explicit comments from directly from the Trainers involved from their partner.

Italy

Italy made an extensive initial effort in order to recruit the participants for the piloting getting in touch with several organizations in their area, this process probably gives the result of the 0 dropouts they achieved in their delivery.

They introduced a dual approach both in group and individual. During the process they find out difficulties with the online platform whilst the process of developing the story on paper was 100% successful only half of the participants ended developing the story on the platform.

Time is the main topic mentioning the challenges and their critical recommendations are in line with this 2 aspects, time to listen and changes over the platform.

Austria

Die Berater achieved the highest number of participants in the piloting stage in clear contrast with their previous difficulties being able to bring participants out of the country for the blended mobility.

They highlight the fact of the participants knowing each other as a challenge and a difficulty for the delivery. They profiled and targeted a very difficult group and its remarkable their success both in numbers and stories.

Slovenia

RIS also worked in partnership with a local organization for the delivery and present a very clear report, structured in a daily format, this way they show an increasing engagement on the participants, and in general they produced a very positive feedback in the overall aspect.

They remark as well the positive aspects for the partner organization and how the Piloting of Tell your Story will inform and support their future activities with young people.

UK

Rinova also worked in Partnership for the delivery and in this case, like Austria, they targeted a highly difficult group of Young people. They identify clearly in their report the positive aspects of the program and more importantly how to imbricate it in the formal education for future sustainability, they mention the fact of bonding creation amongst the group of participant during the process as one of the main positive aspects of the program.

Qualitative reports. Common Topics.

TIME is probably the most common of all the topics in a deeper evaluation. Almost every partner mentioned in one way or another the need to shape the time better, to allow more time to create the bonds and to reconfigure the schedule or the workshops.

The personal aspect, touching on the elements of self esteem and self awareness is also a common topic expressed by the partnership, It appear both as an initial barrier to overcome, in some cases the most difficult one, and at the same time, as the most highlighted result of the experience.

The platform itself was also controversial. The comments from most of the partners and participants were that it is not fit for purpose for the wider target group that we were aiming for.

Nevertheless a good number of participants also enjoyed using it. These are the ones who came with a higher level of ICT sufficiency.

Italy and Slovenia had to contact a greater number of organizations and put more effort into their networks to get the numbers of participants required. This may show certain commonalities in the two countries relating to how this programme is integrated in the educational and youth work culture, whilst in the UK, Austria and France the implementation was done with less need of conversations. There is no evidence of these partners having a better network or anything already in place so other reasons must be found to explain this particular aspect.

In general all the partners were dealing with groups with a level of previous difficulties and barriers, ranging from the most extreme in the UK, Austria, Italy, France and then with Slovenia claiming to have a stronger group. Nevertheless this aspect seems to have affected the trainers and the delivery itself more than the response from the participants.

Qualitative reports. Local Exceptions

The specific context of Belgium.

Delivery encountered certain difficulties in Belgium due to a number of reasons as can be read in their report. Still the involvement of Eurogeo, Luc in particular, was extensive within the delivery of the other groups as he had to provide the logins and getaways for all the 86 participants in all countries. There are specific feedback comments highlighting this contribution in others participant reports. Belgium as well commit themselves to provide an extra support document for the implementation of ArcGis when working with Neets and ESL. See Appendix C on this document.

France

France opted for the smaller group cluster delivery of 4 to 5 participants. This intimacy does not seem to have improved the result in certain aspects, mainly the emotional, personal and interpersonal ones. On the other hand, it clearly had a positive impact on the technical delivery and this was the pilot that went further in this aspect.

Austria

This pilot dealt with the largest number of participants, more than double the average, and whilst in UK the fact of the group knowing each other previously was a positive, in Austria that had a negative impact. This suggests that there may be important intercultural differences to be addressed in the topic of personal and interpersonal competencies.

Overall Evaluation

The range of positive commentary from trainers and trainees, and the progression that can be quantified against the initial baseline, points strongly to a positive validation of the methodology and approach that was utilised in Tell Your Story, as a supportive and efficient tool to raise awareness, self esteem, and social inclusion. The sense of belonging and the improvement in personal and interpersonal skills is widely shown on data and thus demonstrated.

All the main indicators, such as self esteem, interpersonal skills, personal skills, self awareness, confidence, improve of ICT skills, which are relevant for a sustainable application in schools as a prevention module have been addressed. These fall within the scope of problems already foreseen by the partnership experts. Given the limitations of the piloting phase in the time frame allowed, this is considered to be a positive informative outcome.

All elements of the curriculum were of some use and/or inspired new solutions for local and specific implementation.

Conclusions for Teachers, Adult Educators and Youth Workers.

For teachers, adult educators and youth workers, these conclusions point to a number of benefits that will improve the positive experiences that they want to provide to their students and participants in a number of key aspects:

- *It will help to increase the learning curve of a number of key transferable skill : Self Awareness, Interpersonal skills, Personal skills, Group confidence, Commitment.*
- *It provides a parallel framework which can easily be manipulated and transformed to include both Knowledge and competences which are initial out of the scope of storytelling, such as media production, drawing, scripting, ICT platforms, and in a more general approach many more topics related with social inclusion, citizenship and social values, among others.*

The quality and extension of the materials and curriculum, all freely available in the project website www.tellyourstorymap.eu gives a comprehensive framework and a very solid initial point to start the delivery of similar experiences into different contexts. This has been proved widely in the piloting; Tell your Story Partnership, as it is described above deliver the components in different ways, within different contexts and to different targets groups getting positive outcomes in every situation.

Lessons Learnt

There is a number of clear lessons learnt in order to improve and multiply the benefits of the Tell your Story methods, both for the partners who already participated and for any Teachers, Adult Educator or Youth worker who will get inspired by our work:

1. Initial profiling of participants: It's almost demonstrated along the whole study and pilot that an initial dose of information about the single participant and the whole group could help the delivery, this could be done as an initial interview.
2. Attention to Equity and Equality, as on one side to have a diverse group is a key aspect for the success of the framework, at the same time it brings an extra element not foreseen, we need to apply a singular attention to both equity and equality in order to give every participant the same opportunities. It is true that this is embedded in most of the practice that we found nowadays but it is also true that it is not specifically mentioned before.
3. The tools are a key element for the delivery, on the positive, the capabilities of the framework to include different tools for the story telling gives a great opportunity to scale and expand the project methods into any kind of learning provision, maps are important and relevant but other tools could be equally efficient, also in terms of sustainability we can foresee that the developments of new tools will always leave obsolete the ones that we are currently using, but our methodology can easily absorb these developments and morph to still deliver the results expected.

Recommendations for Sustainability

- Provide a greater number of choices for the tools to be used as a final result of the storytelling process. Implement a system of self research.
- Take account of the new GDPR and take care to ensure privacy by design. All the information from this project should be deleted after the approval of the National Agency otherwise partners are placed at risk of sanctions.
- Implement the programme in schools as a long term action over a full academic year, with a less intensive approach.
- Implement the programme at youth work organizations over a longer period.

APPENDIX A : Data sheets.

<https://docs.google.com/spreadsheets/d/11yV13yCffj2SiyUacHgVcqEXumB79zp1tYaeLEhgAh0/edit?usp=sharing>

TYS IO4 Evaluation Report Qualitative Data

General numbers

Country / Partner	Registered for Piloting	Trainers	Attended	Finished	Comments
UK - Rinova	16	2	10	9	
Italy - Cesie	15	1	10	12	Attendance hasn't been registered on the standard
France - Pistes Solidaires	19	1	9	7	Attendance hasn't been registered on the standard
Austria - Die Berater	28	1	25	23	
Slovenia - RIS	15	2	12	11	
Belgium - Eurogeo		2			Could not provide due to privacy issues.
Totals	94	9	66	62	

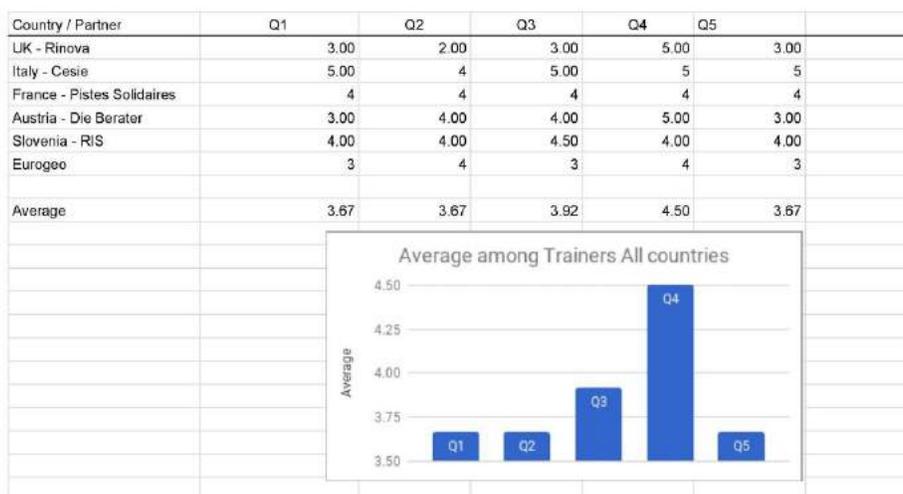
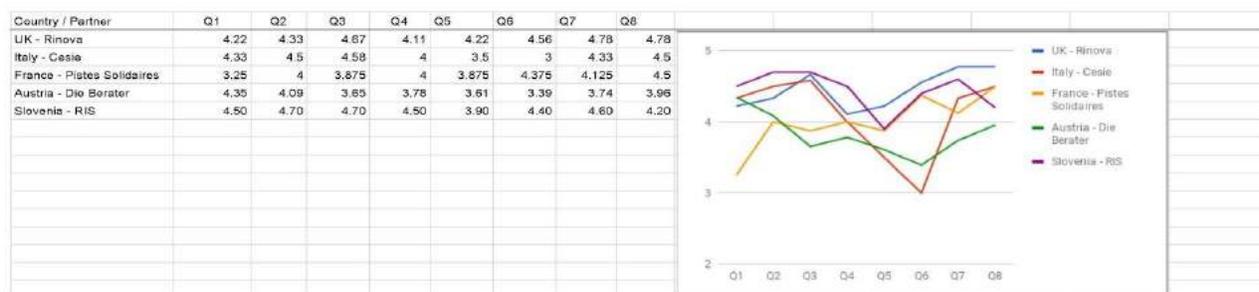
Country / Partner	Registered for Piloting	Attended	Finished
UK - Rinova	16	10	9
Italy - Cesie	15	10	12
France - Pistes Solidaires	19	9	7
Austria - Die Berater	28	25	23
Slovenia - RIS	15	12	11

TYS IO4 Evaluation Report Qualitative Data

Introduction Quest

Country / Partner	Q1	Q2	Q3	Q4	Q5	Q6	Q7
UK - Rinova	4.9	4.9	4.6	2.7	4.8	4.2	3.9
Italy - Cesie	3.5	3.5	3.5	2.9	3.5	3.2	3.6
France - Pistes Solidaires	4	4.22	3.11	3.89	3	3.11	2.67
Austria - Die Berater	3.64	4.2	3.76	2.32	3.44	3.68	2.52
Slovenia - RIS	4.73	4.4	4.67	3.73	3.6	3.87	4.2

Country / Partner	Q1	Q2	Q3	Q4	Q5	Q6	Q7
UK - Rinova	4.9	4.9	4.6	2.7	4.8	4.2	3.9
Italy - Cesie	3.5	3.5	3.5	2.9	3.5	3.2	3.6
France - Pistes Solidaires	4	4.22	3.11	3.89	3	3.11	2.67
Austria - Die Berater	3.64	4.2	3.76	2.32	3.44	3.68	2.52
Slovenia - RIS	4.73	4.4	4.67	3.73	3.6	3.87	4.2



APPENDIX B: Qualitative Reports.

Find below a list of links by piloting Country to download the full Qualitative report for every experience delivered.

Following by a summarized brief prepared by Cesie for the publication..

France

<https://public.3.basecamp.com/p/qpnZH83uFeFiRMPePnjbR8eh>

<https://public.3.basecamp.com/p/DFTGfTvVQsd71ziVZMfqNaDr>

Italy

<https://public.3.basecamp.com/p/t9cUvAVJx5n8gJcLDMGSN2tt>

Belgium

<https://public.3.basecamp.com/p/qLSpQWJyiEaHjRJhM3VAYmy3>

UK

<https://public.3.basecamp.com/p/WGuLpmEQNco6bZR3Km7dHzid>

Slovenia

<https://public.3.basecamp.com/p/DEp5EQXNu3AGzFVdbnJ5siJp>

Austria

<https://public.3.basecamp.com/p/WazgartJ3cvP4ZAZzp9e8GiW>

France

Context:

Pistes-Solitaires decided to collaborate with local youth unemployment centre in Pau which is in charge of Youth Guarantee to reach the target group: early school leavers aged 16-25 years old. They had already worked with them on other previous program such as IEJ (Initiative for Youth Employment) supported by the European Social Fund.

Number of participants registered: 9

Number of participants attended: 9

Trainer: 1

Implementation:

They decided together with local youth unemployment centre to organise workshops during four days.

They managed to gather two different groups:

- Group 1 on February 19th,20th, 26th,27th with 4 youngsters;
- Group 2 from March 13th until 16th March with 5 youngsters. Among them, one

left the project before the end.

Profile of participants:

They worked directly with youth workers who are in charge of following-up of the youngsters in Youth Guarantee. They pre-selected 19 youngsters who correspond to the profiles and could be interested in Tell Your Story project. The point was not to force them to participate but to motivate and encourage them to do it. In order to explain them the workshops content and objectives, they organized different information meetings.

19 youngsters had first subscribed to the workshops but only 9 participated in the end. Among them two didn't do any story maps because they didn't participate to all sessions. For the first one, it was for health problems but for the second one because he did not find interest in the project.

Italy

Context:

CESIE have been contacting and meeting a large number of potential stakeholders in Palermo and its suburb who are working with youngsters, focusing on ESL. They exchanged the digital stories and maps they produce in the project and engage in joint multimedia production.

They all have produced their Story maps on flipchart, but when it came to use the ArcGis platform it was not easy to use for some participants and they would have need more time. That's the reason why, some participants have worked by pairs on their Story maps. All didn't want to share their maps in public, so they count a total of 7 Storymaps.

Number of participants registered: 15

Number of participants attended: 15

Trainer: 1

Implementation:

For the piloting, they have used two different approach: in group and in individual. In the group session, it has been organised 5 days sessions, there was 13 participants, and the individual session has been done separately with 2 other participants on one half day.

The activities implemented in group have been based on those implementing during the Blended mobility held in Palermo.

The sessions have been divided as the following:

- Welcoming, getting to know each other, introduction to storytelling through group and individual activities;
- Create their story though the activity “Mapping the journey of life”;
- Introduction to law and ethics, start creating the Storymaps;
- Development and creation of the Storymaps;
- Presentation and sharing in group.

For the individual sessions, the above topics have been tackle but the activities were more focus on discussion with the participant and for the trainer, was important to create a trustful and friendly atmosphere.

Profile of participants:

During the piloting, a group of 15 young people, mainly with a background of early school-leaving shared their life anecdotes about their journey in general or what led to their dropping out of the school system, and the consequences arising from this decision.

Belgium

Context:

The pilot in Belgium was supposed to be executed in Ghent by the organization JES, city lab dealing with NEETs and migrants and refugees who have it more difficult to find a place in the society (www.jes.be).

As there are dealing with NEETs of whom are also refugees and migrants the training had to be led by the people of JES, so the task of EUROGEO was solely to instruct the trainers of JES and to learn them how to work with the materials.

Number of participants registered: N/A

Number of participants attended: N/A

Trainer: N/A

Implementation:

The piloting in Belgium didn't went very well, for a number of reasons:

- It was very hard to find an organisation dealing with NEETs in Belgium, and when they finally found a good one, it was already August 2017;
- As a result unfortunately no-one of them could join the blended mobility in Palermo in September 2017;
- Also they made up their work year planning in May-June 2017 for the work year 2017-2018. It was thus already difficult to intervene in their program;
- The materials were new to them when I handed them over in December 2017 and investigated by the trainers of JES;
- They commented that they didn't find it good enough to compete with their own products, I proposed to help them nevertheless in March 2017 to do the training completely but it was not possible;
- They also tried to find another NEET organisation in Belgium but didn't succeed.

Profile of participants:

NEETs and migrants and refugees who have it more difficult to find a place in the society.

Slovenia

Context:

RIS pre-arranged structure and clear instructions for work facilitated the preparation of activities for mentors and the provision of information, as the participants were able to promptly ask questions and get clarifications. The participants were satisfied that the implementation of the activity was concrete, with the space for both: the personal experience of the workshop – for additional information, as well as for questions and discussions about possible ways of carrying out an individual activity.

Number of participants registered: 15

Number of participants attended: 12

Trainer: 2

Implementation:

As part of the Tell your Story project, a pilot phase of Storytelling activities was carried out from February 19 through February 23, 2018 from 9am to 3pm.. The target group were drop-outs aged 18 to 25 years.

Profile of participants:

Participants were acquired through different media channels (RIS Mansion Rakičan website, Facebook page, local web portal Pomurec), with invitation of the Murska Sobota Employment Agency and with help of the organization, called Ljudska univerza Murska Sobota, an organisation where they implement the PUM program, which is intended for the project learning of young adults and where they work with a group of dropouts.

One candidate was also acquired through the activists of the ZZ-Rom program, which works in the area of the Roma minority (health, socialization and employment).

The Roma minority is a risky and specific group and the school leaving level in this community is still high. Two candidates were acquired through the Social Activation program, which included young people who are long-term unemployed. All participants volunteered on the workshops.

United Kingdom

Context:

Rinova deliver the pilot at WAC College, an Institution in Camden which provides artistic educational pathways mainly to young people who have not been successful in mainstream education and WAC is an Alternative Educational Provision.

The context of Camden itself is hard, really hard for young people and even being with Camden one of those “iconic” almost theme parks in London. The reality for 80% of the inhabitants of Camden is quite different and for reference this article will give you an idea of the extension and scale of violent crime and anti-social behaviour within the Camden area.

WAC College, nevertheless was a perfect environment for this kind of experience and probably one of the few places in the area able to provide the level of support and technology needed for this experiment. They didn't have a single problem in terms of internet, access to capable enough computers, cameras recorders or anything they could need to deliver any of the stories. They are conscious that in any other environment things could have been more difficult.

If TYS curriculum and training materials were used during PSHE (Personal, Social and Health Education) lessons in schools and colleges it would be a great way for students having difficulties with education to reflect. It would also be an amazing tool to use in Youth Centres and delivered by youth workers who have already built the relationships with the young people who might be having educational difficulties.

Number of participants registered: 16

Number of participants attended: 10

Trainer: 2

Implementation:

They believe the TYS pilots could have been much more difficult, had they not started in a positive position as all the young people knew each other from attending WAC and felt comfortable overall from the beginning. Nether less they still found sharing difficult and were very reluctant to actually create their stories to share, so you will notice that some stories are not particularly in-depth.

What was clearly noted as the end of the pilots approached, was that the group was becoming more cohesive with each other enabling them to share their stories and becoming more comfortable with the process.

On the other side and the fact that they were participating in the pilots during their own free time, this reflects the relationships built during their time at WAC. The process and the design of the training enforces young people to spend time together which creates a cohesion. A sense of group belonging is essential in terms of achievement for all who partake in creating their stories and is particularly helpful for us in terms of delivery.

Also it was noted that the participants found it really hard to sit still and listen. So the initial ball game was used to explore stories, the relevance of sharing stories and why we or do we need stories? It was a useful tool to throw the ball at who wanted to speak and on the whole enabling the others to listen,

They want to highlight the fact of a technique which has rarely applied before and worked during the pilots 2 or 3 times very successful. They reduced the lighting drastically, to the barely visible in the room and this induced a calm in the group which made them more productive.

Profile of participants:

In general the whole group attending the whole experience share a common background of difficulties, victim of bullying, family abuse of different orders and a lack of confidence and self-esteem. Even the 2 role models, who had overcome already this situation share the same aspect of emotional conflict background.

Austria

Context:

Die Berater did the national pilot in Oberwart in south Burgenland. The participants of the pilot are also participants in another program in cooperation with employment service of Austria. This program supports young people without high school graduation to get back on track and help them to get apprenticeship certificate. This should rise their chance to get a job. Most of the participants of the program are school leavers.

Number of participants registered: 29

Number of participants attended: 25

Trainer: 1

Implementation:

The number of participants was too high and so they were split into two groups. There was not enough time to work with everyone individually. So there will be only some descriptions of the participants.

Profile of participants:

The group of participants already knew each other. This fact has a negative influence on the participants. They were shy in the group and shy to share their stories online. There was not enough time to talk them into sharing their personal stories online.

APPENDIX C: ArcGis Online & Story Maps

1 The added value of using ESRI ArcGIS Online

1 Introduction

A Geographic Information System (GIS) comprises a computer and specialist software, which displays geographically referenced data on a map. GIS software enables the user to zoom in and out to appropriate scales, turn layers of information on and off and even add data. Put simply we can think of GIS as a digital tracing paper overlay on a base map. Many GIS can be accessed online and GIS can often be shared and viewed on mobile devices, making them versatile and highly cost-effective tools for everyday life as well as education: one of the most widely-used GIS applications is probably Google Maps live navigation data for route planning.

2 Why use ArcGIS?

GIS is very effective at visualising spatial and place-based information. Therefore it can be applied anywhere, on almost every topic from local to global scales. It helps investigate relationships, patterns and trends and therefore complements an enquiry-based or discovery approach to learning. It also helps young people explore and compare information, visualise landscapes or display data. The growing availability of mobile devices means GIS can also be highly accessible and add real value to learning situations. Access to information and data is increasingly seen as an entitlement for citizens. Using ArcGIS Online allows access to data and the potential of adding your own information.

3 Applications of ArcGIS

GIS offers a wide range of applications as it is a tool for both drawing and interpreting data and ideas through maps and visualisations of information. It can be used simply to help explore an area or for more complex tasks, such as local investigations. The maps can be annotated with text and linked to photos, sound files and videos, thus ArcGIS Online can be used to create 'story' maps – maps with compelling narratives to help people explore and explain their ideas, opinions, feelings and experiences. It can also help assess a wide range of challenges, including those concerning decision making by identifying the advantages and disadvantages of particular proposals.

4 ArcGIS and skills

Using ArcGIS as a software tools develops a wide range of foundation and specific skills useful in career development and progression. Foundation skills revolve around viewing data and simple processing of information, for example by turning layers on and off, changing the base maps, measuring distances, finding coordinates and adding map notes. Intermediate skills comprise more complex presentation decisions, such as how best to visualise data; adding data and multimedia, whether through your own data collection or via identifying and using secondary data. It also includes exploring, analysing and evaluating data sets. More advanced skills include creating sophisticated data visualisations through analytical tools or manipulating data and using statistical tools in quantitative data analysis. These are all skills in high demand in a Europe of open data EuropaEU (<https://open-data.europa.eu/>) and a society that increasingly requires instant access to information. There are a number of EU projects (digital-earth.eu, GI-Learner, iGuess, I-Use, GIN2K) that have dealt in considerable detail with the importance of using open data in different educational contexts.

The real-world application of ArcGIS builds an understanding of the importance and relevance of this technology in society. It is important that young people should understand the power and ubiquitous nature of GIS in managing the world we live in. It also help young people to understand that powerful GIS tools are readily available to them and give them confidence in their use. As GIS is a rapidly growing industry and source of employment, using ArcGIS applications could inspire pupils to follow a GIS career path in the future.

5 Why use ArcGIS Online?

Esri, a globally recognized supplier of Geographic Information Systems (GIS) software, has increasingly been focusing their efforts on developing web-based GIS. With ArcGIS Online, Esri's web-based mapping platform, users are able to easily create, access, and share data, maps, and applications in the Cloud.

ArcGIS Online is an industry standard application, used worldwide by millions of users to gather and display information. It is developed by the industry leader (Esri Inc) who actively collaborate in the EU Digital Skills and Jobs Programme (<https://ec.europa.eu/digital-single-market/en/digital-skills-jobs-coalition>) across Europe and in offering free access to the platform to many hundreds of educational establishments across Europe (<https://www.esri.com/en-us/school-program-europe/overview>). ArcGIS Online is multilingual, as are the help files, video tutorials and support documentation.

ArcGIS Online offers a suite of seamless Cloud-based tools that enable mobile mapping and data collection, storymaps, basemaps, a wealth of online data, and sophisticated spatial analysis tools offering buffer, overlay, query, hot spot analysis and data enhancement. There is a new Learn ArcGIS web site (<http://learn.arcgis.com/en/>) with a number of tutorial projects that use ArcGIS Online for analysis.

ArcGIS Online permits cross-platform compatibility (Windows, Mac, IOS, and Android) for map viewing, editing, data collection, and analysis. Users can access maps through the Esri ArcGIS app on IOS and Android smartphones to document locations and photographs of favorite places and landmarks. ArcGIS Online enables bring-your-own-device (BYOD) data gathering. You can use your own handheld device (tablet, smartphone) to gather information based on where you are located (georeferenced data). These mapping capabilities and the ease of mobile data gathering allow maps to be accessed and updated from your devices 24/7/365.

6 Why use Story Maps?

Storytelling is a fundamental part of human nature. A variety of approaches using maps, can serve as a powerful storytelling medium. The visual nature of maps makes them ideal for communicating stories in ways that engage the reader and bridge linguistic and cultural divides. Recent advances in data availability and digital technologies, including geographic information systems (GIS) and Cloud-based data storage, put maps in the hands of millions of people. It has also revolutionized the way people create and understand map-based stories.

Among the web applications that have been developed by Esri are Story Maps, which combine digitized, dynamic maps with other story elements (i.e., title, text, legend, popups, and other visuals) to help the creator effectively convey a message. While the actual creation of a Story Map requires a little technical ability, Esri designed the interface for non-technical audiences.

Story maps can be used to support young people in learning interdisciplinary content. It also helps them develop spatial thinking skills while utilizing real-world applications. In addition they will also be learning a new technology.

Given the newness of the tools and technologies for Story Maps and ArcGIS Online there has only been limited research on its applicability in formal education and no research at all in the non-formal sector. Recent research on the perceptions of Story Maps with educators by Strachan (2015¹) has shown they are easy to use and stories can be readily constructed, the Story Maps showed clear benefits to both the creator and user and offer relevance in a modern, information-rich, multimedia society. The use of such educational technology helps in addressing educational needs and problems, with an emphasis on applying the most current and relevant tools. It helps educators who are striving to meet the needs and improve the opportunities and outcomes of their students by helping promote enquiry-based activities where young people construct their own knowledge through active research and real world experiences. Story maps offer a constructivist environment as it urges users to think critically, use real-world data, and connect this to their own lives and the communities they live in. Most educators when surveyed after being introduced to ArcGIS Online (65% of users) thought it is intuitive, easy to navigate and to create a Web map.

¹Strachan C. (2015), Teachers' perceptions of ESRI Story Maps as effective teaching tools, (Master's thesis). Retrieved from <http://scholarcommons.sc.edu/etd/2907>

Table 1: Surveys of educators on using Story maps (n=40)

Question	Identified Themes	% of Total Responses
Thoughts about what you did or did not like about <i>using</i> Storymaps	Generally positive	20%
	Easy/simple	19%
	Applicable to high school and beyond	17%
	Time consuming	12%
	Engaging and interactive	12%
	Like multimedia inputs	8%
	Generally hesitant	7%
	Difficult without technical experience	5%

In the research, one educator summed up the situation as:

“Like with anything similar to this, time is needed to play around and learn. It was not hard to do, just foreign. Also, sitting down, planning data, finding it, remembering how everything works takes time.”

Table 2: Surveys of educators creating Story Maps (n=40)

Question	Identified Themes	% of Total Responses
Thoughts about what you did or did not like about <i>creating</i> Storymaps	Generally positive	36%
	Difficult without technical expertise	14%
	Liked step-by-step approach	13%
	Interactive	13%
	Takes time to create	7%
	Generally hesitant	7%
	Simple	7%
	Liked that they are Web based	3%

In terms of creating Story maps, despite any hesitations or identified obstacles, the educators responded very favourably to the process of developing a Story map. All of them enjoyed building a Story Map. They confirmed the web-based interface was intuitive, interactive, and easy to navigate. The main concerns with creating a Story Map were about the lack of time and technical insecurity.

Table 3: Obstacles to creating or using Story Maps (n=40)

Question	Identified Themes	% of Total Responses
Thoughts about obstacles that would limit your ability to create or use Story Maps in your classroom	Lack of technology at school	30%
	Need more training	24%
	Lack of time	19%
	School filters (block images)	16%
	Too difficult for students	8%
	Level of tech support at school	3%

Most educators surveyed reported that they would be more likely to use Story Maps in their classrooms if additional professional development workshop was offered. They responded positively to the idea of their students creating their own Story Maps in formal and informal education settings.

The findings confirmed the importance of explicit instructions and organized training of educators. Survey participants also said that that young people would enjoy using Story Maps. Overall, participants perceived Story Maps as relatively engaging, easy to use, and enjoyable for students. The perceived ease of use was a critical factor in determining its adoption. Although this study establishes a basic understanding of teachers' perceptions of Story Maps as effective tools, further research is necessary to explore how teachers may or may not apply Story Maps to different learning situations.

2 The tools

Out of the feedback done by the piloting countries came the remark that the making of maps using ArcGIS Online (<http://www.arcgis.com/index.html>) is not so easy.

At the same time: making a Story Map using the website <https://storymaps.arcgis.com> is not difficult and the knowledge of ArcGIS Online is not essential. And in fact it is this tool that exactly makes the storymaps.

Therefore the following advice could be given to the trainers using the materials of TYS:



- 1) Focus first on making a Story Maps ((O3 – 1 Digital Mapping – 1.1 How to develop your Story Map), as this tool offers already the ‘final’ product: the story map.



- 2) If real mapping skills are needed you can start with the explanation of ArcGIS Online (O3 – 1 Digital Mapping – 1.0 How to make your map). Use this tool if you want the NEETs to really ‘map’ their story (e.g. migrants, or someone who left his home and went on a journey around the country). That map can then be included inside the Story Map. This means in the workshop shift this item from session 1 to session 4.

3 Account needed

Both tools - ArcGIS Online & Story Maps - can be used with a public (free) account, but ESRI - owner of the software - is offering an organizational account for free for all educational institutions worldwide, see

<https://www.esri.com/en-us/industries/education/schools/schools-mapping-software-bundle> for more info.

What are the differences between a public and an organizational account?



ArcGIS Online

	Public account	Organisational account
Create maps	✓	✓
Share maps public	✓	✓
Share maps inside your organization or groups only		✓
Unlimited upload capacity		✓
Do spatial analysis		✓
Access to Living Atlas of the world		✓

For more info on ArcGIS Online go to the Frequently Asked section on their website:

<https://doc.arcgis.com/en/arcgis-online/reference/faq.htm>.



	Public account	Organisational account
Create story maps	✓	✓
Share story maps public	✓	✓
Share story maps inside your organization or groups only		✓
Use images from Flickr and Google+/Picasa	✓	✓
Upload images directly to the Story map website (so no online image storage needed)		✓

For more info on ArcGIS Story Maps go to the Frequently Asked section on their website: <https://storymaps.arcgis.com/en/faq/>.

4 Benefits of digital storytelling using ESRI Story Maps

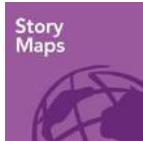
Of course you can write down your story as a text document, or present it in a PowerPoint.

But the real value of Story Maps is that with a few simple clicks you can make an online document that includes everything you want: images, video, sound, text, graphics, maps, so to make your story a vivid story.

When using Story Maps youngsters learn

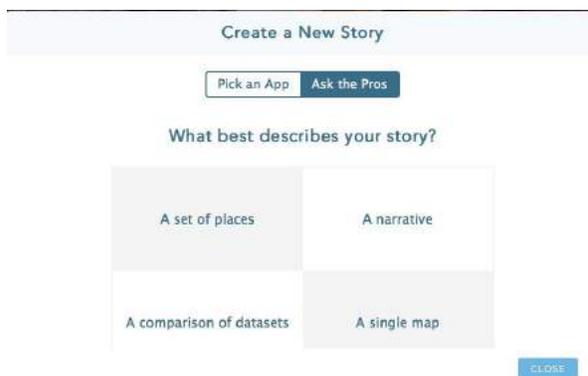
- 1) essential digital skills - how to make digital stories, how to edit a video, how to create maps using the webGIS platform ArcGIS Online, ... -,
- 2) personal skills: who am I, what do I want ... -
- 3) as well as societal skills – law & ethics when using material from the internet.

5 Creating a digital story map

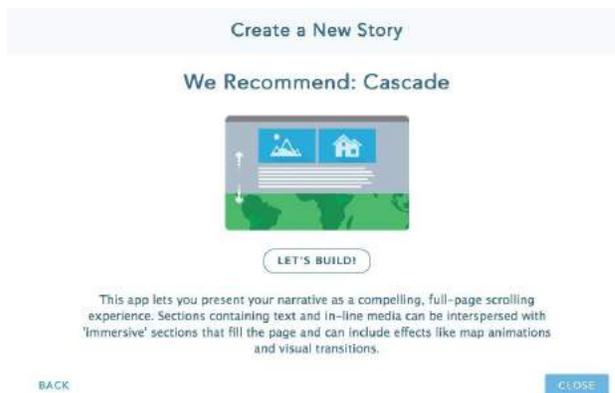


The digital platform Story Maps from ESRI (<https://storymaps.arcgis.com/en/>) makes it very easy:

- 1) Choose a Story Map application template – there's online help to help you choose the best template: when you click on 'Create a new story' you get this info screen:



After answering the questions the program will show you the best recommendation:



Click on 'Let's build' and start

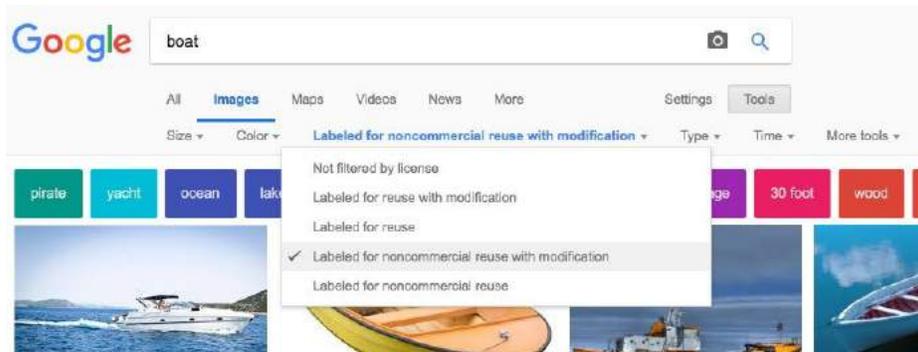
Each template has a professional layout and offers flexibility to adjust to your desire.

If you want to see existing good examples: have a look at the Gallery:

<https://storymaps.arcgis.com/en/gallery/#s=0>

- 2) Follow the instructions for the template you chose: add text, images, sound, video, graphics, maps to your template.

Take into account the legal issues of using material from the internet, when searching for images using Google it is best in 'Tools' to check under 'Usage rights' for 'Labeled for noncommercial reuse (with or without modification)', that way you only see those images without copyright.



If you need to add a real map to your storymap: login with your same account to <http://www.arcgis.com/index.html> and make the map.

That map can easily be integrated inside the story map.

- 3) Take into account these five principles of effective storytelling:
- a) Connect with your audience
Who is your audience? Before you build your story map, think about who will be seeing your story
 - b) Lure people in
Start your story with a bang. Choose an image that's exciting and attractive.
 - c) Choose the best user experience
Choose a template with a user experience appropriate for your story
 - d) If you add maps: make easy-to-read maps with ArcGIS Online, or import an existing map (even from another website)
 - e) Strive for simplicity
Stories are distillations. The more you do to remove nonessential elements, the more likely you are to tell an effective story
- 4) Publish your story map via different channels if you want: facebook, twitter, ...
- 5) The story can be shared easily. And this is what counts:
- 6) "The real value of stories isn't what's written down on the card. It comes from what we learn when we tell the story." (Jeff Patton).

During the piloting phase it became clear that youngsters like the tool very much and found it not so difficult to deal with. ArcGIS Online on the other hand is indeed more complex, so we advise to use this tool later in the workshop, see it as a tool to add info in your storymap, similar to videoshow (if you want to edit a video).

This means that as sequence in a workshop would thus be:

Session 1:

- introduction & team building activities
- what is storytelling: presentation of TYS
- what is a story:
- introduce yourself through 3 sentences
- debriefing about necessary ingredients for a story

Session 2

- what is storytelling:
- structure of a story
- varieties of storytelling (written way, visual way: acting, pictures from old magazines, using DIXIT cards)
- why telling stories
- Advantages of telling a story through digital tools.
- Introduction to digital storytelling
- digital story telling:
- how to develop your story map
- connect stories to your personal experiences

Session 3

- digital story telling (continued)
- Storytelling and story-sharing
- if needed: how to create maps for Story Maps using ArcGIS Online (put this here instead of in session 1)

Session 4

- create multimedia content for your story map

Session 5

- law & ethics

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