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# BUSINESS AND PROVISION PLAN

**STORYTELLER -**  
EMPOWERMENT OF PERSONS  
UNDER RISK OF EXCLUSION  
THROUGH DEVELOPMENT OF  
A PROFESSIONAL  
STORYTELLING TRAINING  
IN UNDER-EQUIPPED  
EU COUNTRIES

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BBRZ Österreich



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## Editorial information:

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BBRZ Österreich (AT) was the lead organisation within the scope of work of this intellectual output with aggregated efforts of the partnership consortium:

- Ceres Europe Limited (UK\_NI)
- EOLAS S.L. (ES)
- OZARA storitveno in invalidsko podjetje d.o.o. (SI)
- Storybag (NL)
- UNIPOSMS – Università Popolare Nuova Scuola Medica Salernitana (IT)



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## 1. INTRODUCTION

The StoryTeller project has initially started with a preliminary analysis of existing data in Europe and its current challenges in the field of dealing with:

- Multiculturalism
- Diversity
- Social inequity and social exclusion

For these challenges, European Union already adopted different regulations, strategies, plans and measures to ensure all its population to enjoy equal opportunities, active citizenship and quality of life. However, the partnership consortium preliminary research showed, that Northern and Northwest EU countries face inequality challenges better than other countries. The reason lies in having undertaken innovative approaches when working with communities. The world is changing and the raising diversity of population in Europe demands undertaking such new approaches, especially those based on the traditional, well-proven and beneficial ones, like e.g. storytelling.

The consortium therefore addressed the professional area of storytelling, which, during the last couple of years has been recognised as a very useful, beneficial and change oriented professional area, especially in northern EU countries (as well across the sea in USA and Australia).

The main and long-term goal of this project is to set the foundation for a long term development of professional storytelling in the »less-equipped« European countries, and by that contribute to a more balanced development of storytelling profession in Europe, thus contribute to a more empowered and equal society. For that matter, some specific goals have been planned and performed to achieve this goal such as developing and/ or designing<sup>1</sup>:

- Compendium of storytelling trainings and certifications initiatives.
- StoryTeller Curriculum for professional workers to acquire professional storytelling skills.
- StoryTeller Universal Methodology for professionals, with universal guidelines for using storytelling approach regardless of professional background and connected to the Storyteller “Working with Stores” curriculum.
- StoryTeller OER Platform for open public use and self - directed learning for interested and/or professional public.

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<sup>1</sup> All of the set goals are represented as Intellectual outputs of the project, available on the project’s website under the results section: <http://learnstorytelling.eu/en/>



In this document, we represent the aggregated efforts of partner consortium organisations toward formalization of a new and arising qualification together with the recommendations on how to promote storytelling as a beneficial approach in empowering disadvantaged groups and encourage their social inclusion in the broadest sense.

The main structure of this Intellectual output (IO5) includes the following contents:

- Preliminary findings from the Compendium and development phase(s) of the project.
- Summarized efforts and approaches towards formalization of the storytelling professions.
- Recommendations for System & Policy Makers/Training organisations and other interested parties in relevant areas.

## 2. KEY FINDINGS FROM COMPENDIUM AND DEVELOPMENT PHASE

The most important aspect in the first phase of the project was establishment of common ground for developing professional CVET educational programme and research on all existing opportunities for formal recognition of a new qualification in storytelling based on training needs analysis and state of art of storytelling within consortium countries. In this phase, we researched on:

- how and if storytelling appears in the field of helping professions,
- methodological approach – storytelling conceptualization for development of a professional training.

The main concept that led us to the 1<sup>st</sup> draft of a future curriculum is based on findings that professional(s), already using storytelling in one way or another, should develop a number of skills and competencies helping them to provide efficiency within their work with people at risk of social exclusion. Such skills are encompassed by relational and dialogical dimensions, to theoretical knowledge and the ability of applying such knowledge to the different contexts (practice).

Compendium<sup>2</sup> opened the question about how the storytelling is perceived and implemented (as an approach) in 6 European countries. Within the latter the foundations and state of art (also: needs analysis) of future storytelling educational programme for helping professions (curriculum design and qualification development approach) were set down. It answers the questions about what already exists, what works and how it is recognized across partner countries. Underequipped countries in terms of storytelling approach are mainly Austria, Italy, Slovenia, Spain mainly pointing towards:

- Lack of courses that would indicate contents specifically aimed at storytelling/storytelling for helping professions.
- Strict regulations of different professions that do not seem to leave much space for entrance of a new qualification, based on storytelling.
- No recognition or some sort of standardization national wise of such a profession.
- Fragmentation of the approach in different professional fields.

Some of the countries (i.e Slovenia, Austria) have highly regulated professions. In other countries, where the tradition of community work (i.e. UK-Northern Ireland, Netherlands) and a more flexible labour market is present, the situation is better. However, no matter the situation in each

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<sup>2</sup> The Compendium can be found here: <http://learnstorytelling.eu/en/results/>

country, the consortium continued the strive for acknowledgement of storytelling by continuing the work on gathering data and strategic communication towards (professional) public within:

- National regulation in the educational sector and possibilities for formalization of storytelling.
- Activities undertaken to ensure the sustainability of project's results.
- Recommendations to policy makers and/or relevant institutions for long-lasting exploitation of project results.

The project was initially set to develop a C-VET curriculum, whereby the latter stands for education or training that places after the initial education and training (also after stepping into working life with the aim of knowledge and skills update, acquisition of new career oriented skills or retraining, further professional development<sup>3</sup> All efforts for formalization of this arising profession according to the projects aim and expected deliverables are presented in the following chapters.

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<sup>3</sup> For more information please consult: [https://www.eqavet.eu/eu-quality-assurance/glossary/continuing-education-and-training-\(cvet\)](https://www.eqavet.eu/eu-quality-assurance/glossary/continuing-education-and-training-(cvet)) and [http://www.cedefop.europa.eu/files/4117\\_en.pdf](http://www.cedefop.europa.eu/files/4117_en.pdf)

### 3. ESTABLISHMENT OF COOPERATION AND FUTURE USE OF PROJECT RESULTS

After this first phase and with a structure on the contents for the StoryTeller curriculum, the consortium decided for a mapping process in the next phase in order to have a clear overview of the environment, national circumstances and possibilities about accreditation. This process was conducted with the help of supporting questions below:

1. How does (formal) accreditation process run in your country?
2. In what way the data from Compendium is connected to the rationale of the project?
3. Concrete and practical information – showcases of recently accredited new vocations (examples, steps taken, professional field of newly accredited vocation) if applicable/available for the subject of the project?

Mapping process was clearly defined as a two-stage process:

- Search for awarding bodies/accreditation organizations in general.
- Combining this data with descriptive elements that contribute to an overview of existing possibilities for stepping onto path of formal accreditation of the developed curriculum and methodology.

Within this process we developed a tailor-made approach of possible scenarios towards recognition of an arising yet not established / formalized qualification that reflects also the national realities and possibilities together with concrete actions and steps done by each partner<sup>4</sup>.

In the next chapters you can find aggregated information and steps done in each partner country. Beside the general description about the national circumstances and possibilities, you will find summarized effort(s) for each country done to assure the sustainability of the project's results in the future, containing information about:

- Possibilities and guidelines for national accreditation and certification.
- Cooperation (established) with relevant stakeholders, VET organisations and other (educational) entities.

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<sup>4</sup> Qualification development and formal accreditation in consortium countries is a long - term process that includes support from different areas: policy makers, awarding bodies, national needs of new qualification developments etc.



### 3.1. AUSTRIA

Professions in Austria are relatively strictly regulated. Therefore, the introduction of a completely new profession integrated into the Austrian educational system (on university level or in the dual education system) is unrealistic from a short or mid-term perspective. Even long-term it seems illusive.

Most of the professionals working with vulnerable groups are employed staff of service providers. These service providers are mainly working for public bodies (on project basis, or with time limited contracts, etc.) and therefore must fulfil the requirements their contracts have foreseen. In most of the cases the qualification of the personnel is clearly regulated. In this system storytelling could just be an additional education but would not substitute the required qualifications.

Considering these circumstances, the focus within this project was on spreading the idea and the use of »working with stories«. If working with stories is used in different settings in the social and educational sector, a more formal acknowledgement of Storytelling can be the next step.

#### CONCRETE STEPS TOWARDS RECOGNITION AND SUSTAINABILITY

One possibility for a formal acknowledgement would be a certificate assigned by an official body. In Austria the Body »Accreditation Austria« is announcing Accreditation Institutes. There are various accreditation fields. For this topic, the accreditation of a »qualification« there are still several accreditation bodies who can be addressed. The Austrian project partner BBRZ is ISO-certified since 1991 – the first European service provider in the educational field with this certificate. Over the years BBRZ not only let certify it´s management system but also applied for personal certificates i.e. for the (internal) training curriculum for BBRZ staff (»Process Manager in Vocational Rehabilitation«). The awarding body »SystemCERT« accompanied the certification processes. These certification processes take a long time and are also quite time consuming.

For getting a clearer picture of the possibilities concerning a certification, SystemCert was contacted also within the StoryTeller project and the topic was discussed in detail.

Here a short overview on the certification process provided by »SystemCERT«:



This chart shows the process of certification in German language provided by SytemCert. On the left side you can see an important factor - Bedarf - it means that before you start the process you must proof the need of the certification of the training scheme. It is not just about Storytelling being a useful tool. It is about having the need to regulate the trainings in Storytelling. And this is a critical point where we are not yet with Storytelling - Working with Stories. There are not so many trainings that have to be regulated in order to keep the overview.

Besides the clear advantages of certification in short, the obstacles:

- The need of regulation of the Storytelling has to be proofed
- The process of certification process is time consuming
- The process of certification costs money
- The need and benefit of a new training scheme must be clearly stated
- The costs of the certification process must be then recovered

For a service provider like BBRZ, working on work-oriented rehabilitation with PwD (persons with disabilities) mainly for the public sector, it is not sensible and justifiable to take this path at present time.

Working now on starting to provide the curriculum now in a smaller scale and trying to spread the idea of working with stories seems to be the only manageable way.

As a big service provider (BBRZ employs in the pillar of work-oriented rehabilitation about 1200 staff all over Austria) BBRZ wanted and wants to spread Storytelling - working with stories (first) inside the own institution. As a first step one round of the Curriculum »Storytelling - Working with Stories« was piloted in the region of Styria for 8 professionals in May and June 2019. The trainers were BBRZ-colleagues (trained within the pilot training of the StoryTeller project in Northern Ireland) who adapted the StoryTeller Curriculum to the needs and circumstances of the specific work field. The trained staff´s feedback was very positive overall, also regarding applicability in everyday work with their clients. After this positive experience the

management decided to continue offering the Curriculum »Storytelling – Working with Stories« in Styria and Carinthia. The regional manager of Upper Austria also already asked for at least one training there, so storytelling will be spread in more regions in Austria next year.

Curriculum Design for the pilot in Styria (and probably also for future trainings):

- Duration: 4 days – 36 hours. It was decided to have two 2-day workshops and a break between to do some exercises with the clients between the workshops. The feedback of the participants showed clearly that the envisaged time is absolutely necessary, and more days would be very useful. This was also the feedback of the trainers. After this experience 8-10 days would be a much better duration. But as this is unrealistic in terms of the workload of the professionals, 4-5 days (with 36 to 42 hours) seem a reasonable and manageable time frame.
- Participants: Professionals with pedagogical/psychological background from different units of BBRZ. Some of them working mainly in group settings, but some of them also more in individual settings. The training worked for both kinds of experts.
- Content: Some parts of the projects´ curriculum were used nearly as they were designed. For some units the content and exercises were adapted to the specific background of BBRZ´ s target groups and needs (i.e. the units concerning cultural and contextual sensitivity and group dynamics have been shortened a bit; exercises were tailor-made...).

In the course of the invitation to the final conference of the StoryTeller-project many discussions with representatives from the social sector took place, showing broad interest because they believe that storytelling can support them very well in their daily work with their target groups.

BBRZ and Storybag from the Netherlands offered a workshop on Storytelling within the Euroguidance expert conference 2018 in Vienna. In this workshop but also on the conference´ s market square the StoryTeller project was very well attended, and several participants showed interest in using storytelling techniques and learn more about working with stories.

For the future BBRZ is considering opening it´ s now internally planned training scheme Storytelling – working with stories also to other interested professionals in the social sector. For the time being, no external participation is foreseen. However, if necessary, participation can take place on a case-by-case basis.

For the future (2020-2021) the curriculum could possibly also be offered in a wider scale via FAB Organos – a well-known provider of trainings for professionals working with people in Austria. There were first talks about it. The decision will be done after in September 2019.

## 3.2. ITALY

The formal accreditation process in Italy is run by Accredia (<http://www.accredia.it/en>), which is the sole national accreditation body appointed by the Italian government in compliance with the application of the European Regulation 765/2008, attesting the competence, independence and impartiality of certification.

Italy divides the qualified professions in two main categories:

1. **Professions regulated by professional boards** (e.g., physicians, architects, engineers, psychologists, physiotherapists)
2. **Non-regulated professions** (e.g., coaches, sociologists, financial educators, disaster managers), who are promoted by the Law 04/2013 “Dispositions concerning non-regulated professions” by which non-registered professionals may avail themselves of three systems for their professional qualification
  - a) Self-declaration, attesting that the professional possesses qualifications, work experience, attendance of training courses, skills etc.
  - b) Attestation of quality and professional qualification of the services, issued by the reference associations to their members.
  - c) Accredited certification, in compliance with the UNI – the Italian Standardization Body – technical standard, applicable for the specific profession, issued by a third party accredited by Accredia – the Italian Accreditation Body – in compliance with European Regulation 765/2008

Non-regulated professions are not obliged to take accreditations, but have an opportunity to follow a path of accreditation recognized by Accredia – and through Accredia by the Italian Government – an opportunity that was not allowed to non-regulated professions until the establishing of the Law 04/2013. Considering that, one could say that storytelling with people at risk in Italy could be defined as a non-regulated profession and maybe start the aforementioned 3-step procedure for qualification. Still, this does not seem a useful path regarding the status of the so-called helping professions, that in Italy are mostly related to the discipline of psychology. In order to work as a psychologist, a professional must have a license. This licence is gained by passing a professional examination. Moreover, differently from other countries, Italy does not recognize the term “counselling” which is not a regulated profession, people using this title come from different cultural and educational backgrounds.

## CONCRETE STEPS TOWARDS RECOGNITION AND SUSTAINABILITY

UNIPOSMS has started the process to get »acknowledgement« of the StoryTeller curriculum from private organizations and/or bodies. We are using the term “acknowledgement” in quotes for a reason. In Italy an acknowledged training gives you a title that allows you getting points while participating in examinations in order to get a government job (which is the only way to get a job in Italian government: you are not “hired”, except for very rare cases). Such trainings are recognized by at least one of Italian Ministries. Trainings not recognized by any Ministries are considered non-formal education and are acknowledged in the sense that the Italian government does not question your expertise but does not count this title in case you participated to an examination in order to get a government job. The way we thought could be feasible to get formal acknowledgement of the StoryTeller curriculum was to propose to some schools of psychotherapy (which, in Italy, is considered as a specialization for psychology and medicine) whether they could be interested in including some modules of the curriculum in their vocational trainings, This was our effort in the first place, but unfortunately we did not get answers from any of the schools we contacted.

Consequently, we are in the process of searching for and contacting some organizations providing non-formal trainings in the field of medicine, considering UNIPOSMS role in the field of disseminating the principles of the ancient Schola Medica Salernitana. One of UNIPOSMS associates collaborates actively with the Società Italiana di Medicina Narrativa (Italian Society for Narrative Medicine), and we took contact with them and presented the curriculum. They showed their interest, especially to some units (5 and 7),.so we are keeping in touch with them and maybe we can try and organize some non-formal training for physicians.

Moreover, we talked to different ECM providers. ECM (Educazione Continua in Medicina - Continuous Training in Medicine) is an accreditation system providing continuous formal trainings to physicians and other health professions. Usually, an Italian health professional must get 50 ECM credits per year by attending courses who are eligible to provide such credits. The providers we talked to said to us that it could be possible to create an ECM course in storytelling for health professions. In order to do that, the course should be created according to specific standards, which are described in the following link:

[http://ape.agenas.it/documenti/Normativa/Manuale\\_nazionale\\_accreditamento\\_eventi\\_ECM/ALLEGATO\\_A\\_tabella\\_requisiti\\_minimi\\_e\\_standard.pdf](http://ape.agenas.it/documenti/Normativa/Manuale_nazionale_accreditamento_eventi_ECM/ALLEGATO_A_tabella_requisiti_minimi_e_standard.pdf)

In sum, it seems that the StoryTeller curriculum cannot be used for formal accreditation in the way it has been developed but can be used as a basis for a formal training.

### 3.3. NETHERLANDS

When looking into the efforts CERES had made towards (assessment and) qualification levels (EQF), we felt the need to look at the Dutch qualifications framework (NLQF, connected to EQF). This turned out to be a framework for the classification of all possible qualifications in the Netherlands. From basic education to a PhD doctorate. NLQF makes it possible to compare formally regulated qualifications to non-formal qualifications (often provided by private institutions). How does NLQF differ from governmental regulation? Who awards whom?

The framework consists of eight levels and one entry level. Each of the 8 levels is defined by a set of descriptors indicating the learning outcomes relevant to qualifications at that level. The levels are based on descriptions of what someone knows and can do after completion of a learning process, regardless of where and, to an extent, in what timeframe this took place. These descriptions of the levels of knowledge, skills, autonomy and responsibility are referred to as learning outcomes.

The NLQF is useful for employers so that they can see what a (potential) employee knows and is able to do. Employees and students gain more insight in their level of education and at what level they learn and perform in the work field. This self-insight can give them a boost for further career development.

#### **Classification of qualifications**

Qualifications regulated by the government are generically classified into the NLQF. Owners of a non-formal (non-governmental) regulated qualification can apply to the NCP NLQF for classification of the qualification at a level of the NLQF.

This classification involves two steps:

1. The organization (owner of the qualification) is assessed in terms of eligibility for a classification request by means of a validity assessment (unfortunately Storybag or for instance could never be owner as we would not possibly be eligible given the size of the organizations (and thus guarantees for sustainability...))
2. The second step is the classification of the qualification into a level of the NLQF.

#### **Some additional considerations concerning the levels for the StoryTeller curriculum**

We estimate level 4 as a realistic level as the information of NLQF states that level 6 already compares to HEI bachelor, and we think that we cannot aim

that high in a course curriculum that we (also) want to offer online. Also, looking at the participants of the TTT-pilot in Ballykelly, the TTT-level *could* be level 6 (the guidelines offer material and literature close to that level), the trainees (future story practitioners) themselves might be level 4-educated, which is a fine level to step up to more.

This is what NLQF tells us as about that:

- The level of the ranked private qualifications is comparable to the level of other qualifications, including all government-regulated qualifications. This does not mean that the qualifications can be compared in terms of content and scope. For instance:
  - a) Every recognized bachelor is NLQF level 6, but not every NLQF level 6 qualification is a bachelor.
  - b) An industry qualification at NLQF level 4 is comparable to the level of an MBO qualification level 4 but is not the same as an MBO 4 diploma.

## CONCRETE STEPS TOWARDS RECOGNITION AND SUSTAINABILITY

20 November 2018 – Meeting at NLQF (CINOP office) – Den Bosch



### Introduction

We had a meeting with two representatives – Ester Murre (Left) and Manon Cooijmans (right) of the Dutch NLQF organisation, which is situated in the office building of the Dutch National Agency (CINOP).

We presented the State-of-the-Art report, the Guidelines and the complete units. We had a very animated conversation where we could tell about our experiences with our activities (e.g. national seminar, the TTT in Ballykelly, BBRZ's and Storybag's workshop during Euroguidance in Vienna). We also gave them a 'crash course' in the possibilities/opportunities of working with stories in societal contexts (e.g. (adult) education, health care, literacy, leadership) and in particular working with people at risk, again: in the broadest sense of 'risk'.

They became interested and enthusiastic, and they were clear in that they had never considered that there was so much possible under the umbrella »storytelling«. Of course, we stressed that it was not the only means of helping and supporting, but they were convinced that it is of an important added value. As far as they know there is no course like that in the Netherlands.

They were very curious about the Guidelines (because it gives the clearest introduction and information to what the backgrounds of the project are), what our outputs are for and how to work with them in the course curriculum.

The design of the course components was clear as well as the learning outcomes and assessment criteria (which are ‘according to the book’).

On the 4<sup>th</sup> of December 2018 we had a telephone interview with ROC Amsterdam (location Hilversum) – Petra Bollen (head of education experts). ROC is a Regional Training Centre. This is a collaboration between educational institutes in Secondary Vocational Education (MBO). In addition, the ROC is also there for adult education.

MBO courses vary enormously in size and layout. The large programs are often spread over several locations, while the smaller MBO schools provide more cantered studies. The larger MBO schools (like ROC Amsterdam and the Hilversum branch) offer small-scale education by clustering different interrelated courses at their own locations. There are 44 ROCs in The Netherlands. The ROC Amsterdam/Hilversum offers dozens of courses, including domains as the healthcare sector and social care.

Prior to the interview Mrs Bollen had already looked at the project website and found it interesting. We started to inform her about the contents of the IO2 curriculum and the guidelines (IO3). We also told her about the qualification process going on in N-Ireland (OCN & CERES) and took the time to walk her through the units’ contents, by which she became increasingly enthusiastic.

Mrs Bollen started to see more possibilities to embed ‘storytelling’ in other programs than the social domain as well. Reason: quite a number of students come from ‘undereducated’ (sometimes migrant-, sometimes problem-) families. Working with stories (also meaning ‘working on personal stories’) could really be a godsend for these young people in the sense of identity finding, self-awareness, self-esteem and future (life and career) planning. At that point she offered to invest more time in a conversation about STORYTELLER and the possibilities of teaching working with stories with all of her education experts.

On the 7<sup>th</sup> of February 2019, a meeting at ROC Amsterdam/Hilversum branch took place.



We were invited to present StoryTeller and have a conversation about potential implementation of units / modules in their education program.

Next to Petra Bollen (one of the ROC’s educational experts) there were experts and educators from different disciplines within the ROC: marketing, media, health care, study program-development.



Mrs. Bollen first introduced what ROC is doing in the field of storytelling, which was the mainstream idea of storytelling as a communication technique (one-way) and a social media phenomenon (reactive).

After our introduction of the idea behind StoryTeller everyone realized quickly the bigger impact of storytelling in the broader sense as our project promotes (e.g. intentional, dialogue, questioning, narrative discourses, narrative inquiry, listening...).



When going into the content of the units, all became more and more interested and already a conversation started where certain units could be implemented. Health care thought they could use almost all of it, media was interested in the

social/societal effects and impact, marketing in the dialogue and listening. We also explained the interactivity of our course and units and walked them through the units-PowerPoint. It was convincing and it fit in their ideas of blended learning, meaning that it is not only digital and class learning but also 'learning by doing'.



The conversation ended with a positive note: they will already look into the material we left behind. They were very positive about implementing storytelling in their education. The group wanted to meet again in the

second half of March and talk further about the project and the course's potential within their education program.

On the 14th of May 2019, 2<sup>nd</sup> Meeting at ROC Amsterdam/Hilversum branch took place

This meeting became quite concrete. This time Mrs. Bollen had invited coordinators. During the meeting (talking about possible needs and wishes) the plan to design and organize a course for teachers and some education experts, based on StoryTeller outputs, was discussed. It was decided to design a 10-day train-the-trainer course, given the amount of content and necessary time for the participants' activities and to digest the learnings. The

hope is that such a course will have impact and create an ‘oil-spill effect’ in the long term towards other ROC branches. This (the result of the teachers’ efforts towards their students) would also provide implications for NLQF levels for the course modules in different educational programs.

On the 29<sup>th</sup> of May 2019 we had a “Brainstorm session” at ROC Amsterdam/Hilversum branch. This time it became more concrete. There were 17 participants invited by the ROC: educators, pedagogues, student representatives, the director of education, and Storybag. The theme was “You don’t learn for school but for your life” (after Seneca). ‘Bildung’ for the learner, as ROC sees it, consists of three overlapping, related and interacting main issues:



1. Personal development (Who am I, what do I want to achieve),
2. Society (What can be my added value to it),
3. Education & Work (What do I want to achieve with/in my profession).

At the end of the meeting Petra Bollen gave us the chance to tell about the StoryTeller project again and she promoted the train-the-trainer course once more (“Spread the news!”).

### 3.4. SLOVENIA

In Slovenia, the Institute of the Republic of Slovenia for Vocational Education and Training (CPI)<sup>5</sup> is the central Slovenian institution dealing with development, research and counselling in the field of vocational and technical education. It is a public institution founded by the Government of the Republic of Slovenia and co-founded by the Chamber of Commerce and Industry of Slovenia and the Chamber of Craft and Small Business of Slovenia in 1995. In accordance with the basis provided by the Organization and Financing of Education Act (Official Journal of the Republic of Slovenia, No 12/96), the Institute conducts research, development and consulting, and is a place where the state interests and social partners meet, harmonise with one another and connect within the field of vocational and technical education.

CPI studies development trends in labour market and prepares occupation profiles as well as competently conceived occupational standards. Beside many important tasks it also works on development of methodologies and preparation of modern, module-based education programmes for pre-secondary and secondary vocational education and secondary and college expert education.

The second organisation, important for accreditation procedures in higher education area is the SQAA - Slovenian Quality Assurance Agency<sup>6</sup> (hereinafter NAKVIS). The main responsibility of NAKVIS is quality assurance in Slovenian higher education. Higher education institutions and study programmes demonstrate the appropriate quality of education through accreditation granted by the agency.

The difference between both of organisation is the level of National Qualification Framework they operate in<sup>7</sup>. If wanting to submit a request for a new qualification on EQF Level 3 (National vocational qualification certificate and SQF Level 3) the process is different from Higher education area. For SQF Level 3 according to the legislation, the 1<sup>st</sup> stage in the process of a new qualification development is the preparation of the catalogue for a new vocational standard submitted/proposed by individuals or the organisations. For higher education, the procedures of accrediting new study programmes are even more complex as they include criteria of venue and other, beside the educational programme itself.

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<sup>5</sup> CPI: <http://www.cpi.si/en/>

<sup>6</sup> The Slovene name of the organisation is NAKVIS - "Nacionalna agencija Republike Slovenije za kakovost v visokem šolstvu": <https://www.nakvis.si/about-sqaa/?lang=en>

<sup>7</sup> Referring to EQF level(s) and national qualifications level for Slovenia (SQF) – for comparison please check: <https://ec.europa.eu/ploteus/en/compare>

According to the developed results in the project (i.e. curriculum and methodology) the accreditation of a new educational programme from the field of storytelling under SQF 3 is currently not applicable, for SQF level 6 or more, further research from concrete higher vocational education organisation or faculty (i.e. change and update of current curriculums)<sup>8</sup> would be needed for defining implementation possibilities.

### CONCRETE STEPS TOWARDS RECOGNITION AND SUSTAINABILITY

OZARA d.o.o. has started the process of finding the most suitable pathway towards recognition of a new vocation on an early stage. In 2018, when the IO1 - Compendium was finished, the IO3 Methodology in the finishing phase and the IO2 in development, we deepened our networking activities and searched for relevant organisation that would support our idea and already developed materials that reflected the current stage of storytelling.

Our first mission was to work on already mentioned possible SQF levels and organisations relevant on that level and for whom storytelling would be interesting to implement. In that stage, we have already been presented at the 6<sup>th</sup> Scientific Conference with international participation at a private faculty ALMA MATER EUROPEA (ECM) named: "All about people: Challenges for science and education":  
[https://www.almamater.si/upload/userfiles/files/Konferenca%202018/Zbornik/AMEU\\_K-2018\\_ZbornikPovzetkov\\_Book\\_WEB.pdf](https://www.almamater.si/upload/userfiles/files/Konferenca%202018/Zbornik/AMEU_K-2018_ZbornikPovzetkov_Book_WEB.pdf)

In this first phase, we have established contact with the private higher education institution DOBA Fakulteta. We found a common ground and interest on both sides to present the project and storytelling as an example of good practice as hosting lecturers within the subject of »Positive psychology for modern business«:  
<https://www.fakulteta.doba.si/novice/storytelling-kot-primer-dobre-prakse-s-podrocja-pozitivne-psihologije>

Within the efforts to continue reaching the broadest public and ground for formalization of a new vocation, we have continued towards more specialized representative bodies such as ZIZRS – Združenje izvajalcev zaposlitvene rehabilitacije v Republiki Sloveniji or »Association of Vocational Rehabilitation Providers of the Republic of Slovenia«. The project was presented at National rehabilitation days in September 2018: <http://www.reha-slo.org/izobrazevalni-center/reha-dnevi/reha-2018/> with the topic: Development of social responsible working environment and workplace(s) for people with disabilities. In December 2018, when the national piloting as a

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<sup>8</sup> More info on regulations: <http://pisrs.si/Pis.web/pregledPredpisa?id=ZAKO1626> and <http://pisrs.si/Pis.web/pregledPredpisa?id=DRUG4397>

testing phase of IO2 development was running in the partner countries, we have contacted CPI, where our team member presented the developed material, got feedback and advise for future development. The feedback concerning formal accreditation was great and from the meeting we received information, that the developed material was of high quality, but more suitable for SQF Level 6 or higher. On that matter, we have met with private faculty ALMA MATER EUROPEA and their representatives to explore the options of future cooperation. In the same time, a short testing event with professionals, who work in the national system of Employment and Vocational rehabilitation took part as well – the latter was done to establish common ground for widening possibilities to apply a special CVET training national wise for rehabilitation specialists in Slovenia and to establish training needs of professionals from the field of storytelling.

Developing a new qualification turned out to be a long-term process that includes a lot of effort/policy support also from the different institutions (public and/or private organisations and individuals) and associations<sup>9</sup>.

The aggregated efforts towards sustainability of the project results took the following path in terms of results achieved and activities planned:

- The IO2 in combination with IO3 was acknowledged in terms of having the opportunity to be submitted as a proposal for the 2020 yearly educational plan for all professionals in the field of employment and vocational rehabilitation (as part of obligatory education CVET for all professionals in the field each year that is to be confirmed/decided upon by a special committee) – the final decision on that will be known early 2020.
- OZARA d.o.o. has imbedded the developed contents in the regular working activities with our clients, users and employees (1 practical educational workshop based on principals of storytelling was already done in early 2019: [http://www.ozara.si/novice\\_sl/izkustvena-delavnica-k-resitvam-usmerjen-pristop-2/18715/](http://www.ozara.si/novice_sl/izkustvena-delavnica-k-resitvam-usmerjen-pristop-2/18715/)).
- The elements of the IO2 and IO3 have been successfully implemented in another Erasmus+ project while working with a vulnerable target audience<sup>10</sup>.
- OZARA d.o.o. will continue with the efforts of searching the options for formal recognition in the future (round tables, dissemination via organisational stakeholders list and other).

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<sup>9</sup> One example of a successfully accredited profession in Slovenia is a “youth worker” as national vocational qualification on the SQF level 5.

<sup>10</sup> [http://www.ozara.si/novice\\_sl/mmm-projekt-predstavitvene-delavnice-v-ozari/18043/](http://www.ozara.si/novice_sl/mmm-projekt-predstavitvene-delavnice-v-ozari/18043/)

### 3.5. SPAIN

The entity that carries out the official accreditation of a new educational program in Spain is the National Institute of Qualifications (hereinafter, INCUAL, by its Spanish acronym). The INCUAL has the responsibility to define, elaborate and keep updated the National Catalogue of Professional Qualifications and the corresponding Modular Vocational Training Catalogue.

The qualifications are the reference for the creation of:

- Vocational training qualifications taught at secondary schools.
- Certificates of Professional Standards within the scope of training for employment which are the courses taught at the INEM (Spanish Public Employment Service);
- Competency Accreditation System.

Without qualifications, there would be neither titles nor certificates. The catalogue includes a total of 664 qualifications that are undergoing an update process at the pace of technological and social advances.

The process of creating a new qualification is based on the application submitted by INCUAL by workers in the sector, by employers, organizations, associations and by the experts themselves who collaborate with the INCUAL. This whole process is a collaborative work involving professionals inside and outside the INCUAL.

The structure of a competence unit is created in INCUAL. Associated to each unit of competence, the training modules are elaborated where the minimum lessons are gathered that allow to give the specific formation of the competences that a professional must acquire. The qualifications go through a process of external contrast through the General Council of Vocational Training. Due to the public interest of the qualification and due to its economic and social impact, we count on the opinion of companies, organizations and social agents, among others, that provide their contributions, which are valued from INCUAL and the appropriate modifications are made to improve the qualification and guarantee its later usefulness. Once received that the conformity of the qualification is useful, the process culminates with its publication in the Official State Bulletin (BOE). The work that is carried out from the INCUAL is methodical, rigorous and of great relevance for society as a whole.

The process for the formal recognition of the qualifications implies several steps, which are summarised below:

1. Preparation of Information and Creation of the Working Group: Collection and analysis of information on the professional sectors, employment and training for the configuration of the field of observation of each professional group. The working group is created and consists of experts, according to professional profiles defined by the INCUAL.
2. Design of the Qualification: Applying functional analysis methodology, from the field of observation, the general competence, the competence units and the professional environment of each qualification are defined.
3. Definition of Associated Training: For each unit of competence, its associated training module is defined in terms of skills with its corresponding evaluation criteria, specifying the contents and parameters of the context of the training. The quality of the qualification designed by the working group is verified by an internal contrast.
4. External Contrast: The professional qualification is subject to valuation, to improve its quality and its adjustment to the productive systems of goods and services, through the general and regional Administrations, and business and union organizations, represented in the General Vocational Training Council, and of other organizations linked to the elaborated qualification.
5. Approval of the qualification as a Royal Decree: The Government definitively approves the qualifications that must be included in the Catalogue, after consulting the General Vocational Training Council and the State School Council, as well as the ministerial departments involved. The qualification is officially established in the form of a Royal Decree of the Ministry of the Presidency and for Territorial Administrations, as it is a joint proposal of the Ministry of Education, Culture and Sport and the Ministry of Employment and Social Security.
6. Update: The National Catalogue of Professional Qualifications (NCPQ) and the Modular Catalogue of Vocational Training are always kept up to date through their periodic review, within a period not exceeding five years from the date of inclusion of the qualification in the NCPQ.

### CONCRETE STEPS TOWARDS RECOGNITION AND SUSTAINABILITY

Bearing in mind the process, which is time-consuming, long and complicated, the formal recognition of the StoryTeller curriculum during the project's lifetime or shortly after is not viable.

Nonetheless, steps are being taken to move forward to this recognition.

The recognition process is less complicated for training bodies or educational organizations who already have been recognised in the regional or national system for other professions or courses. As such the Spanish Storyteller partner has already taken steps to engage with an already recognised body and reach an agreement on the integration of the course into their regular offer and thus set the first steps for formal recognition.

Other options, which are relevant, but will not lead to the integration of the profession as a separate and independently recognised profession with the NQF, are the integration of the curriculum and learning content into already existing courses, which are recognised within the NQF, and thus make the Storyteller skills an integral part of the qualification and profession. For instance, the University of Extremadura already offers existing specialisation courses, which have formal accreditation and are considered part of the regular education offer. Incorporating the Storyteller curriculum and developing a specific and dedicated specialisation course, will mean formal recognition of the skills and competences. And although it will not lead to the integration of the profession in the NQF as such, it will underpin any efforts taken to do so.

The SEPE (Public Employment Services) fund through regional governments training course for unemployed and for active workers. They offer a wide range of courses, and private training bodies dedicated to training of this target group can propose specific and focused training courses, which will improve their skills, either to help them get a job or to give them the skills which are relevant for their job and avoid workers to become redundant. The Storyteller curriculum could not only be embedded in already existing courses, but a specific course could be designed to give the target group the Storyteller skills and competences. The integration of these skills in existing courses and/or the acceptance of a specific course, imply formal accreditation and is a step on the way of moving forward to the formal inclusion in the NQF. The process of first obtaining formal recognition in this way, embedding the skills first into the existing courses of such organisations, and then step up towards the development of a specific vocational and /or continuous training course, aligned with the NQF is the most feasible one in the case of Extremadura/Spain.

As such the following steps are taken:

1. A training body offering professional certificate training (VET level) as well as adult education has agreed to study the embedding of the StoryTeller related skills into those courses they offer in which it is considered relevant.
2. With this training body we have started working towards a strategy of developing a specific specialisation course based upon the StoryTeller curriculum.





- a) One course would be a specialisation and continuous professional training for VET and adult educators. The first adopters would be the trainers from the own organisation and in second tier external ones. While the course is being designed and set up steps will be taken to obtain formal recognition of the course by the regional government and move towards the integration of the StoryTeller skills into the NQF for VET and adult educators. This process would start within 3 months after the project lifetime.
- b) The second course would be a full-fledged course aimed at all professionals working with people at risk, it would be considered also continuous professional training, but with a focus on providing a certificate related to “Working with stories”. The course can only be launched after ensuring recognition of the skills at least on regional level by the regional educational system. As such the process will be initiated after the first course has been implemented, to ensure lessons learned are taken up.

The private training body will underwrite a collaboration and exploitation agreement with the Spanish partner, in which it will commit to work towards the recognition of the skills and competences into the regional and national educational systems.

### 3.6. UK – NORTHERN IRELAND

For a qualification to be recognized in the UK and to have the ability to transfer credits between learning courses, educational institutions and occupations, the qualification must be accredited through one of the qualification awarding bodies in the UK. Awarding bodies in UK are regulated by the regulators - the OFQUAL in England, DCELLS in Wales, CCEA in Northern Ireland and SQA (Scottish Qualifications Authority) in Scotland <sup>11</sup>

The Council for the Curriculum, Examinations and Assessment (CCEA) is Northern Ireland's examination board which also acts as the regulator of qualifications and awarding bodies in Northern Ireland. It is the only Northern Ireland based examination board that has the power to award GCSE and A Level qualifications<sup>12</sup>

Northern Ireland's learners can also enrol in schools which are regulated by other UK examination boards i.e. England's OFQUAL. CCEA is responsible for regulation of general qualifications alone, but vocational qualifications in Northern Ireland are regulated by OFQUAL (The Office of Qualifications and Examinations Regulation) whereby their role is mainly:

- being the regulator of qualifications, examinations and assessments in England and the regulator of vocational qualifications in Northern Ireland.
- being responsible for ensuring that all qualifications and assessments meet high quality standards
- the latter is achieved by monitoring awarding organizations, assessments and examinations and taking the necessary action to ensure that the qualifications meet the needs of learners, higher education institutions and employers.
- being responsible to the UK Parliament and the Northern Ireland Assembly.

On the other hand, the UK system has over 160 institutions that have the power to award qualifications. In addition to institutions with degree awarding powers, there are also hundreds of colleges and other institutions which are not approved by the UK regulators; they however still can provide courses which enable their learners to gain recognized degrees.

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<sup>11</sup> For more information in this section please consult: <http://www.accreditedqualifications.org.uk/>

<sup>12</sup> For more information and comparison please consult: [https://ec.europa.eu/ploteus/en/compare?field\\_location\\_selection\\_tid%5B%5D=465&field\\_location\\_selection\\_tid%5B%5D=471](https://ec.europa.eu/ploteus/en/compare?field_location_selection_tid%5B%5D=465&field_location_selection_tid%5B%5D=471)

Since mid-2012, higher education qualifications (university degrees) can be awarded only by institutions who have a minimum of 1,000 full-time higher education students of which a minimum of 750 are degree seeking students, while at least 55 percent of all students attend higher education programmes. Higher education students who are enrolled in institutions that do not have degree awarding powers may still gain a recognized degree if the institution they are studying at is a listed body. In contrary to recognized bodies who have the power to award degrees, the so-called listed bodies may provide courses that lead to a recognized degree (see: <http://www.accreditedqualifications.org.uk/qualification-awarding-bodies-in-the-uk.html>)

### CONCRETE STEPS TOWARDS RECOGNITION AND SUSTAINABILITY

In association with the Awarding Body OCN (NI) guidelines, the curriculum design approach emphasized the importance of having a clear pathway for teachers, trainers and facilitators to enable a coherent and fluid learning process which also allows learners to choose topics and contents within a qualification structure. Also, the ECVET system was considered as a vital part for the formal recognition and ease up of other countries' efforts for formalization processes. It was initially planned that the entire training will convert to ECVET points (corresponding to a total working time of no more than 210 hours) as a numerical demonstration of the learning outcomes.

While in the curriculum development phase it was not yet sure what the individual efforts and possibilities of each partner country would turn out – the curriculum and more over the development of a new qualification under the regulations in UK took the path of the possibilities in UK – Northern Ireland only. Upon the latter, we have decided on the following qualification overall title with either:

**a. OCNNI Level 2 Award in Working with Stories**

1 x Mandatory Unit: Storytelling Skills, Credit Value 5, EQF Level 3

**b. OCNNI Level 2 Certificate in Working with Stories**

1 x Mandatory Unit: Storytelling Skills  
+ Optional units to the value of 13 Credits  
or Full certificate value = 21 Credits, EQF Level 3

Each unit has a suggested number of GLH (Guided Learning hours) to complete a unit, but each Learner may need less, or more – each learner is an individual.

Total Qualification Time (TQT) is therefore 10 hours per 1 x credit value = 210 hours

Total Guided Learning (GLH) Hours with tutorial support = 80

Total Other Learning Hours (OLH) suggested = 130

Through consultation with Learners and Users, TQT has been agreed by considering the total number of learning hours required for the average Learner to achieve this level of qualification. The agreed Total Qualification Time has been used to identify the qualification's Credit Value and Level, including EQF Level.

TQT is split into two areas:

- Guided Learning Hours (GLH): learning activity under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate educator.
- Other Learning Hours (OLH): an estimate of the number of hours a learner will spend, as directed by (but not under the immediate guidance or supervision of) a lecturer, supervisor, tutor or other appropriate educator and can include:
  - Preparatory work.
  - Self-study, or any other form of education or training.

Examples of GLH activities can include:

- Classroom-based learning supervised by a teacher
- Work-based learning supervised by a teacher
- Live webinar, telephone tutorial or e-learning with a teacher in real time
- All forms of assessment which take place under the immediate guidance or supervision of an appropriate provider of training
- 

Examples of OLH activities can include:

- Independent and unsupervised research/learning.
- Unsupervised compilation of a portfolio of work experience.
- Unsupervised e-learning, and/or unsupervised e-assessment.
- Unsupervised coursework, and/or work-based learning.
- Watching a pre-recorded podcast or webinar.

Our contribution to overall sustainability of the results was setting the overall quality of the process within the qualification development and thus starting work with the Business Development department of the awarding body OCN NI. Such cooperation resulted in clear overview of partners' tasks and responsibilities when developing the learning materials tailored towards a qualification that could function in different national circumstances.



The cooperation resulted also with a visit by the Business Development representative of OCN NI, Mr. Sean Mc Cormick, to the learning, teaching/training activities planned for our project, completed in October 2018 with CERES at Ballykelly/Limavady.

Unfortunately, up till now, feedback has not been entirely positive as to, whether the qualification is going to pass CCEA inspection at its first presentation, but we will continue our work to reach the goal of developing this new qualification for Northern Ireland. As with all new qualifications, the Business Development side for any new qualification will be the number of users, so at least 4 or more colleges or training organizations need to formally send a letter of support which indicate that the potential is there for 100 learners each to undertake the purchase of the qualification. At this present time CERES is the only community organization which can immediately use its own network to sell the new qualification and its potential benefits across so many different sectors. One other avenue to look at is the possibility of approaching a different UK based online awarding body which CERES also works with and who is OFQUAL regulated.



## 4. CONCLUSIONS AND RECOMMENDATIONS

Each partner organisation had a different starting point for creating successful pathways towards accreditation. According to the developed curriculum and estimated hours of the teaching units with all proposed activities therefore the curriculum works as a universal document for single – national context oriented – effort of continuing the path towards formalization of the storytelling profession.

To be able to adjust the developed curriculum and it´s units to a big range of different demands and circumstances we tried to create a universal document, which is on the one hand flexible enough, but on the other hand still tries to ensure a common ground for “story workers” in different EU-countries.

Based on quality assurance activities and supporting documentation for qualification development provided by Ceres (OCN documentation) the consortium has also developed guidelines on the assessment method for acquisition of skills. The following assessment methods have been decided for each of the Storyteller curriculum “Working with stories” units:

Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary

In the future and based on national circumstances, qualification development requirements and the nature of different professions, the assessment methods could be further developed (into more detail) or coordinated.

In this chapter we are addressing individuals, professionals, policy makers, public and private organisations relevant for future acknowledgement of storytelling as a new qualification.

As national circumstances have been researched widely in the previous chapter alongside with already achieved efforts from partner countries, we are hereby representing general recommendations to national structures, relevant stakeholders, policy makers and other professional public for future use and acknowledgement of storytelling as a profession.

“Story worker” is not considered as a profession in entire Europe. Even in countries with a long and widespread tradition in storytelling this kind of working with stories is not joined in an own profession. But what was experienced in all partner countries was a big interest in the topic especially from the trainers, facilitators and the management of NGO´s working in the social sector. All addressed professionals were keen to learn more about working with stories and nearly all of them had ideas how it could improve their work and therefore improve the empowerment of their target groups. This is a good basis for a wider spread use of the developed storytelling material and can be a good starting point for a further recognition of story working.

The efforts described in the previous chapters show the first steps in the partners´ countries towards a future acknowledgement. It was clear that a new profession “story worker” can´t be developed and spread within the scope of the project. But we could also see that there is a ground for using “working with stories in many contexts in the social sector. And we also see it confirmed that working with stories” takes a special place compared with other tools, worth to be applied widely. To continue the path of acknowledgement we want to give some general remarks and recommendations:

- Working with stories is a very effective tool in the work with people in general. It can be used in communities, in the context of inclusion, with vulnerable groups, with youth, with the elderly people, etc. and therefore it should be included in all qualifications for people working in this field.
- (Parts) of the developed curriculum and guidelines can be included in already existing training schemes.
- Formally, we already see opportunities to use the material in fields such as nursing, elderly care, social work. Pilots in this area, exploratory talks and an experimental training of 'working with stories'- educators (Storybag) give rise to optimism that narrative approaches can also be successfully implemented in formal education.
- Although parts of the curriculum can be used to enrich other qualifications, we highly recommend providing a training with at least the suggested units. As described in the previous chapter our project partner BBRZ already tested a first training within curriculum material with employees (based on the experiences of the pilot training within the project and adjusting it to their target groups and staff categories) and

also found out that five training days (as planned in the curriculum) are the minimum to be able to experience and learn the essence of working with stories. In this kind of training you need theory but also a lot of experiencing and practicing. That takes some time.

- It seems to overshoot the goal of this project, but 'working with stories' can mean so much more than 'just' vocational training. From conversations with education experts, it appears that there is a great need to give young people who start a vocational training, 'Bildung': the awareness of 'the self', the awareness of the relationship with 'the other(s)' and society and all the (dominant) stories and narratives that are of influence (culture, values, norms), and the impact that one could have on this through one's future profession. Working on and dealing with stories, identifying and acknowledging stories, being able to critically question stories and (assess) their value can play an important role in this. It certainly supports the development of important competences: technical (e.g. fluency (speaking skills), reading, writing) and social (e.g. respect, empathy, tolerance).
- The experience of project partnership is that the professionals working in the social sector are open to this new tool. Their daily work is quite demanding and new input is welcomed. Especially a tool that is nowadays on everyone's lips. Different to other tools Storytelling has a name that creates images and evokes memories.
- Working with stories can be fun and is appreciated by the majority of people – not so many tools used can offer this. And a relaxed, active atmosphere creates a good ground for learning, empowerment, developing new perspectives.
- Use the term "Storytelling - working with stories". This is a much more concise than storytelling. Storytelling doesn't demonstrate the whole scope of possibilities of working with stories. Storytelling in the narrow sense is already very valuable – covering more senses and evoking emotions, it's a good learning tool; it fosters creativity, self-presentation skills, etc. But working with stories goes much further: It is supporting change processes, using past stories and crafting the future, brings resources to the surface, creates identity, fosters empathy, etc.

## Conclusion

As described in the previous chapter the project partners already successfully started the process of spreading the gathered knowledge (i.e. in Austria as an inhouse-training in BBRZ for some of their 1200 employees – thinking of opening it to the public next year; or the Netherlands where Storybag will provide a 10-days training on working with stories for ROC, training centres in entire NL).

We want to close this chapter inviting all stakeholders to include working with stories as a regular part of education of professionals in the social sector



using the developed curriculum and/or adjusting to the needs of the respective country, sector, region etc. Though in future this kind of training should become something bigger...

The StoryTeller project looked closely at what makes people 'vulnerable': indeed, stories - for example about identity, dominant narratives, life experiences, traumas, future perspectives. The course guidelines and curriculum teach how to make vulnerable people more resilient: with better (alternative) stories, facilitated by involved counsellors. Stories can weaken us, but they can also make us stronger.

Discussions with professionals and trainers have strengthened our vision that learning about (the powers of) stories, learning to deal with them and using them in a constructive way for personal, social and societal development is an indispensable part for the formation of a human being and thus for education at every age level.