

A background image showing a group of students sitting around a table, engaged in a hands-on activity. They are surrounded by various supplies like paper, pens, and a ruler. The scene is dimly lit with a blue-green tint.

# Learning module: Preventing early drop-out through digital stories and maps

[tellyourstorymap.eu](http://tellyourstorymap.eu)



Co-funded by the  
Erasmus+ Programme  
of the European Union



**Module for workshop**  
**MY DECISION.MY ACTION.MY FUTURE**  
for preventing early school drop-out through digital stories and maps

**Guidelines for implementing the workshop module**

Guidelines for implementing the workshop module are designed for trainers with the aim of preventing early school drop-out through digital stories and maps. The guidelines offer supporting material with all the necessary information for carrying out workshops: methods of work, practical guidance, content material. It was created within the framework of the Erasmus+ project *Tell Your Story*.

**BEFORE YOU START – A FEW WORDS ABOUT THIS MODULE**

This workshop has the aim of preventing early school drop-out through digital stories and maps. The purpose is to give young people the opportunity to reflect on the value and importance of education in their future. Storytelling with maps offers a high level of active engagement as it allows people to personalize their contribution, it gives possibilities for creative collaboration, the potential for changing perceptions and opportunities for learning through discussion and sharing of stories.

Early school leavers have been trained with this method in order to gain key digital competence to tell their story and the consequences the decision to exit formal education had on their lives. These written and recorded stories will be presented to other young people at risk at schools and youth organisations, in order to prevent them from making the same decisions.

The workshop module can be carried out in schools, youth centres, institutions and in the associations / organisations where the young people like to hang out/gather.

The five countries involved in the Tell Your Story project are Austria, France, Italy, Belgium, Great Britain, and Slovenia. Each of the partner countries has different school systems and consequently different age groups of young people who decided to drop out of school.

In the first part, we will briefly introduce the school systems in the partner countries.

**AUSTRIA**

It is generally mandatory to attend school in Austria for at least 9 years and children usually enter the school system on September 1<sup>st</sup> on reaching 6 years of age.

The students attend:



Co-funded by the  
Erasmus+ Programme  
of the European Union



- Elementary school (Folk school) or special school (schools with an adapted program) from the 1<sup>st</sup> till the 4<sup>th</sup> school year;
- Primary school, higher general secondary school, higher level of folk school or special school (schools with an adapted program) from the 5<sup>th</sup> till 8<sup>th</sup> school year;
- They can attend a Polytechnic school (pre-vocational school) during the 9<sup>th</sup> year, or they can continue attending a folk, primary or special school, or they can attend secondary school or higher-level schools.

The higher general secondary school comprises of a four-year lower and a four-year higher degree. It ends with a graduation exam. The matriculation certificate entitles them to study at university, professional colleges and academies, and gives them the right to work in public services.

#### **TYPES OF GENERAL EDUCATION COLLEGES:**

##### Lower grade (1<sup>st</sup> to 4<sup>th</sup> grade):

- 1<sup>st</sup> and 2<sup>nd</sup> grade: the curriculum is the same in all types; one foreign language (grades 1-8).
- 3<sup>rd</sup> and 4<sup>th</sup> grade: gymnasium: Latin; Realgymnasium: geometric drawing, more mathematics, physics; technical or textile design (technical education); Realgymnasium (economics): more chemistry; technical education or textile design.

##### Higher grade (5<sup>th</sup> to 8<sup>th</sup> grade):

- Gymnasium: Latin (cont'd); from the 5<sup>th</sup> grade onwards the addition of Greek or other foreign languages;
- Real Gymnasium: more mathematics; from the 5<sup>th</sup> grade onwards the addition of Latin (eventually the continuation of Latin with lower secondary levels) or another foreign language. In addition to that there are also the subjects of descriptive geometry and more biology tied to the environment and chemistry and physics.
- Realgymnasium (economics): from the 5<sup>th</sup> grade onwards the addition of Latin or another foreign language. In addition to that there are also subjects of home economics and food economy, more geography and economics, psychology and philosophy (including Praktikum – internship).
- Realgymnasium of higher grades: in addition to the eight years of general secondary school, there is also the option of Realgymnasium for the higher grades/higher levels (partly a transitional grade/level). One attends it after completing the 8th school level (5th to 8th grade). From the 5th grade onwards the addition of Latin or another foreign language. Also instrumental music or art design and technical education or geometric drawing and more mathematics or more biology and sciences about environmental chemistry, physics (and mathematics).





### **Vocational Education Compulsory Schools (Vocational schools)**

They offer apprenticeships for those who are training for a specific profession, accompanied by professionally oriented classes (dual education); they support and enable education in companies and offer general education to their students. The professional-theoretical and economic-business classes are conducted in two difficulty groups. Students attend their classes at least once a week during the school year, or in the form of a course that lasts at least eight weeks in each school year. The number of school years depends on the duration of the training for a specific profession.

### **Vocational-educational secondary schools**

They last from one to four years. If they last only one or two years, they offer a partial vocation-education, but if they last for three or four years, they offer a completed vocational education.

### **Vocational and educational colleges**

In the course of five years, they offer not only an in-depth general education but also a higher vocational education. The final part is represented by the matriculation and a diploma exam, whereby the graduates acquire the right to study at universities (additional exams must be taken in some study fields), at professional colleges and academies, or the right for an employment in public services.

School vocational education enables graduates to gain professional activity in certain fields. Graduates of countless higher education institutions with a focus on technic, craftsmanship, agriculture or forestry can acquire the right to carry out the appropriate craft activity without a prior master examination if they worked in a specific profession for at least 2 years.

Furthermore, the graduates of higher technical or higher agricultural and forestry educational institutions have the possibility, after three years of professional practice, to apply at the Federal Ministry of Economic Affairs to acquire the professional title of "engineer".

## **FRANCE**

The French school/educational system is divided into:

- Elementary school (École Primaire) from the ages 6 to 11 years
- Lower secondary school (Collège) from the ages 11 to 15 years (grades 6, 7, 8 and 9) and
- Secondary school (Lycée) from the ages 16 to 18 (grades 10, 11 and 12)

Matura or The Baccalaureate, which is a condition for enrolment at universities, is carried out in the last two years of secondary school (grades 11 and 12), with students taking 11 (Première) examinations, while the second part is after grade 12 (Terminale).





In some French secondary schools, you can also acquire an international matura or International Baccalaureate.

The school year lasts from the end of August to June and is usually divided into 3 semesters. The list below gives the indicative duration of each trimester, which may vary slightly from school to school.

In the lower secondary school (Collège) and 10<sup>th</sup> grade (Seconde), all the students have the same curriculum.

In the 11th grade (Prèmiere) of secondary school, students choose one of three classes:

- L (literature / languages )
- EC (economics / social sciences / humanities)
- S (natural science subjects)

With regard to the choice of schools and the length of schooling at the French schools, there are various options:

- When applying, students have no influence on the choice of the location of the school but choose the school (public or private) according to the available capacities. Students are accommodated in homes of host families at the school. Duration of school: 2, 3 or 5 months, or even a school year.
- Upon registration, students may choose the region in which they wish to study (Provence and Cote d'Azur, Brittany, Aquitaine, South Pyrenees, Languedoc or Paris). The school in the selected region can be public or private, and accommodation is provided to students with verified families. Duration of school: 3 or 5 months, or even school year.
- you can also choose to go to a private school (accommodation with a host family) or one of the French boarding schools, where you will be living together with other French and international classmates throughout the course of your schooling. In both cases, you choose 3 of the schools to which your pre-submission is sent. The final decision on confirming the application is entirely in the hands of the school management. Length of school: school year or exceptionally 3 or 5 months. The duration of the education is 2 years. Beginning of schooling: September or January (semester), for a short period of time by agreement.

## **BELGIUM**

**Education in Belgium** is regulated and for the most part, financed by one of the three communities: Flemish, French and German-speaking. Each community has its own school system, with small differences among them. The federal government plays a very small





role: it decides directly the age for mandatory schooling and indirectly the financing of the communities.

The schools can be divided into three groups (Dutch: *netten*; French: *réseaux*):

1. Schools owned by the communities (*GO! Onderwijs van de Vlaamse gemeenschap; réseau de la Communauté française*)
2. Subsidized public schools (*officieel gesubsidieerd onderwijs; réseau officiel subventionné*), organized by provinces and municipalities
3. Subsidized free schools (*vrij gesubsidieerd onderwijs; réseau libre subventionné*), mainly organized by an organization affiliated to the Catholic church

The latter is the largest group, both in number of schools and in number of pupils. Education in Belgium is compulsory between the ages of 6 and 18 or until one graduates from secondary school.

The different stages of education are the same in all communities:

- Basic education
  - Preschool education: <6 years
  - Primary school: 6–12 years
- Secondary education: 12–18 years
- Higher education
  - University
  - Polytechnic/Vocational university

Primary school consists of six years and the subjects taught are generally the same at all schools. Primary schooling is free and age is the only entrance requirement.

Primary education is divided into three cycles:

- First cycle (year 1 and 2)
- Second cycle (year 3 and 4)
- Third cycle (year 5 and 6)

Education in primary schools is rather traditional. When graduating from primary school around the age of 12, students enter secondary education. Here they have to choose a course that they want to follow, depending on their skill level and interests.

Secondary education also consists of three cycles:

- First cycle (year 1 and 2)
- Second cycle (year 3 and 4)
- Third cycle (year 5 and 6)

Secondary school is divided into four general types. Each type consists of a set of different directions that may vary from school to school. The general types are as follows:

- General Secondary Education





- Technical Secondary Education
- Vocational Secondary Education
- Art Secondary Education
- Students with disabilities can follow Special Secondary Education

## ITALY

Education in Italy is mandatory and free of charge for children from ages 6 to 16. We divide it into the following levels:

1. elementary school - 5 years, obligatory;
2. lower secondary school - 3 years, obligatory;
3. upper secondary education and vocational education - 5 years, the first two obligatory;
4. higher education and higher vocational education
5. regional systems of vocational education

Elementary education in Italy lasts 5 years and is mandatory. As a rule, children start school at the age of 6 years (in the calendar year in which they turn 6 years old).

The education in lower secondary schools lasts for 3 years.

Higher secondary education offers various programs (general education or vocational and professional), lasting from 3 to 5 years.

After five years of education, a state examination is called for the completion of the 5-year secondary school program, called **Diploma di superamento dell 'esame di stato conclusivo dei corsi istruzione secondaria superiore** (approximate description of the exam):

- After the successful completion of the state examination, the Ministry of Education and Research issues a diploma, but as a rule, several years after the completion, the schools can issue a **Diploma Certificate** or an **annexe to the diploma**, which enables them to prove the right to apply for study in higher education study programs in Italy.
- The general right to apply for enrolment in higher education programs in Italy provides diplomas obtained after the 13th year of education, only exceptions are study programs of artistic direction, where candidates with the following certificates can also be enrolled: **Dipoma di maturita artistica Prima sezione, Diploma di maestro d'arte and Diploma di maturita d'arte applicata.**

## SLOVENIA



Co-funded by the  
Erasmus+ Programme  
of the European Union



**Mandatory general/primary education** in Slovenia is organized as a combined nine-year elementary school, which includes students from the ages 6 to 15 years.

Mandatory primary education lasts nine years. Once a child enters the first grade of elementary school, they acquire the status of a student. The student finishes/concludes the primary/elementary education when they successfully complete the 9<sup>th</sup> grade. The student fulfils the primary obligatory education after nine years of schooling/education.

The success of a student at an individual subject is assessed by numerical marks, where 5 represent the highest grade and 1 the lowest grade. In the case of higher education and university programmes, the student is graded with grades between 1 and 10, with the grade 5 still representing a negative grade and the grade 10 representing the highest grade.

**Secondary education** that lasts from two to five years includes students from age fifteen onwards and is divided into:

- General education (gymnasium education and a matura course), which is aimed at acquiring general knowledge and preparing students for the continuation of their education;
- Vocational and secondary professional educational and vocational-technical training, which is primarily aimed at gaining a profession for entering the labour market.

Secondary education in the Republic of Slovenia is divided into general and vocational and secondary professional and technical education and is no longer mandatory. The enrolment procedure in all types of secondary education programs is regulated by the Rules of Enrolment in secondary schools, which determines how the preparation and publication of the tender for enrolment should proceed, the content of informative days (so possible future students can get acquainted with how the school operates) organized by schools, and the procedure for registering candidates for enrolment. The procedure for limiting the entry and selection of candidates in the event of a restriction is specially specified.

**Tertiary education is divided into:**

- **Short-cycle vocational higher education:** two-year higher education programs are a special form of tertiary education and are derived from the actual personnel needs of the economy. This is a highly practical study based on harmonized and clearly defined employer needs.
- **Higher education:** In accordance/agreement with the provisions of the Higher Education Act, study programs for the acquisition of education are classified into three levels.

*Level 1 includes:*

- *Higher professional/vocational study programs,*





- *University study programs*

*Level 2 includes:*

- *Masters study programs*
- *Unified masters study programs*

*Level 3 includes:*

- *Doctoral study programme.*

### Great Britain

Obligatory/mandatory education in England lasts 13 years. Children usually enter school when they are five years old and complete their education at 18 years of age.

Mandatory education in England can be divided into stages/levels. In general, children get included in education with **Early Years Foundation** (ages 3 – 5)) or kindergarten, which is not mandatory. **Primary Education** (ages 5–11) or elementary school in England usually lasts six years, **Secondary Education** (ages 11–18) or middle school in England lasts 7 years. In England, they also know the “sixth form” or “college”, which is intended primarily for students between the ages of 16 and 18, who are preparing for final exams or a type of matura (maturity exam), called **A-level qualifications**. *The sixth form lasts 2 years and is divided into “lower sixth” and “upper sixth”.*

After middle school, young people can continue to pursue tertiary education at a university, but it is not obligatory.

Education in England is divided into five key levels according to the age of students. At the end of the first three levels, they must pass tests in English, mathematics and science, and at the end of the fourth level or upper secondary level or middle school, they have to pass the GCSE test (General Certificate of Secondary English). The GCSE test includes exams from the English language, literature, mathematics and science, as well as other courses they have already chosen/selected during their schooling. Students must also pass the SAT (Standard Attainment Tests) test at the age of 11.

<b>LEVEL (Key Stage)</b>	<b>AGE OF STUDENTS</b>
1. LEVEL	5–7 years
2. LEVEL	7–11 years
3. LEVEL	11–14 years
4. LEVEL	14–16 years



## 5. LEVEL

16–18 years

The performance of students in England is assessed with letters A to E. A represents the best grade and E represents insufficient knowledge. At the end of the year, the students are assessed with a comprehensive report on their work and progress and achievements.

Education in the United Kingdom of Great Britain and Northern Ireland can be divided into the following levels:

1. Primary education
2. Secondary education
3. Higher education

Education is mandatory for children from the ages 5 to 16. Primary education in the United Kingdom of Great Britain and Northern Ireland is mandatory, lasts 6 years, from ages 5 to 11, secondary education is also mandatory, and lasts for 5 years, from ages 11 to 16. After the mandatory education, students take exams to obtain a Final Certificate of Secondary Education (GCSE).

**Assessment scale for the final exams:** the success of a student in a particular course is assessed with letters, where A is the highest grade and E is the lowest grade.

**General Certificate of Secondary Education (GCSE)** is the final document on education at the level of secondary education.

After completing mandatory education, students can continue their education with pre-university education (pre-U) or so-called **Sixth Form** education. This is a 2-year education programme at the level of higher secondary school and lasts from the age of 16 to 18. The complete education lasts 13 years, namely 6 years of elementary education, 5 years of secondary education GCSE and 2 years of upper secondary education GCE. Students can decide/determine for themselves in which courses they will take exams and how many exams they will take.

The **General Certificate of Education** at an advanced level is a charter/certificate of further education that gives access to higher education.

In the United Kingdom of Great Britain and Northern Ireland, higher education is provided/offered at various educational institutions, such as universities, faculties, colleges, institutes and academies. All these educational institutions can carry out both university and/or academically oriented study programs, as well as highly vocational or vocationally oriented study programs.

Upon completion of a study program that does not provide a level of education, students are awarded a second type of qualification, namely a Certificate or Diploma.





Higher education is divided into undergraduate and postgraduate studies. The undergraduate studies end with the so-called “first degree”, which is almost always a *Bachelor’s degree*.



Co-funded by the  
Erasmus+ Programme  
of the European Union



## MY DECISION. MY ACTION. MY FUTURE

This module has the aim of:

- ✓ preventing young people at risk to prematurely drop out of school or vocational education

**DURATION OF THE WORKSHOP:** 90 minutes

**TARGET GROUP:** young people at risk of leaving school early (potential drop-outs)

**RECOMMENDED NUMBER OF PARTICIPANTS:** max. 15 (smaller groups are easier to work with, especially when you have to achieve their active participation – involve their opinion and reflection)

**TRAINING MATERIAL:** a selected group of multimedia life stories in your language (3 multimedia life stories)

**OTHER MATERIAL:** paper, pens, colour pencils, post-it notes, flip chart, flip chart papers or a classroom board, a small ball

**Equipment:** laptop, projector, speakers

### PREPARATIONS BEFORE THE WORKSHOP

Preventing early dropout through digital stories and maps is an important basis for reflection and active participation of young people at risk of leaving school early.

This module is a 90-minute workshop. The workshop can be implemented with a group of students or with any target group of young people. Because we are limited by time and the format of the workshop, we will try to encourage participants to look for parallels between their own experiences and the topic/message of the workshop in a few simple steps.

### Content preparation

- ✓ Go through the content of the workshop, review all the written information and instructions.
- ✓ Go through the theme of the workshop.
- ✓ Make a presentation of the workshop (e.g. PowerPoint, Prezi).
- ✓ Check all information.

### General preparations

- ✓ Check the background of young people in the group (in case there are any specific issues, sensitive topics or special needs).
- ✓ Enquire about the workshop implementation place and equipment available (multimedia available, flip chart, if they allow posters on walls).





- ✓ Check if you need to bring any materials: paper, pens, flip chart, post-it notes, laptop, projector, speakers).
- ✓ Check that the equipment is functioning.

## **IMPLEMENTATION OF THE WORKSHOP**

### **Recommendations:**

- ✓ Put up a display on the screen or the board: My decision. My action. My future.
- ✓ Play relaxing music at their arrival (to generate a different and relaxing environment).
- ✓ Participants should sit in a half-circle (to avoid a strong impression of the classroom).
- ✓ Put a note with a positive quote on the chair (use quotes in your own language).



### **INTRODUCTION: Presentation of the trainer and purpose of the workshop**

#### ***Time required: 5 minutes***

Let's briefly introduce ourselves when we step in front of a group of young people. It is important for them to know our basic background (our name, the name of the organization we come from) and what we will do together. We then do a substantive introduction to the workshop. In a few sentences, we summarize the aim of the workshop.

What is the aim? Reflecting on their decisions and actions for the future, who they want to become, what they want to do, the role and importance of education.

### **STEP ONE: Icebreaker activity (Let's get to know each other)**

#### ***Time required: 10 minutes***

Here is a basic pattern that can be used with any number of variations. The repetition paired with body movement or personal detail is a tried technique for remembering names.

#### **Age 8-10 years:**

##### **You will need:**

- Pieces of paper onto which you have written well-known partners
- Safety pins





Write up your pieces of paper well in advance, choosing well-known partners that will be recognised by the children.

For example:

- Micky Mouse and Minnie Mouse
- Batman and Robin
- Anthony and Cleopatra
- Torville and Dean
- Mary Kate and Ashleigh
- Prince Charles and Princess Diana
- Charlie Brown and Snoopy

When the kids have arrived, pin a name to their backs. At your signal, the children mingle with the other guests, asking questions about themselves which can only be answered by a "yes" or a "no".

- "Am I alive?"
- "Am I a film star?"
- "Am I male?"

While trying to guess who they are, they should also be looking out for their possible partner.

Younger kids may need an adult to give the odd clue or two along the way!

### **Age 11-14 years:**

#### **Game GREAT WIND BLOWS**

##### **How to play:**

Arrange the chairs in a circle, facing the middle. All the children sit down.

An adult stands outside the circle and calls out "A great wind blows for everyone who....", filling in the blank with a statement that will affect some of the group (see ideas below).

Anyone who is affected must stand up and find another chair which is at least 2 chairs away from their own.

If a large group of children stand up, the adult should quickly remove one of the chairs from the circle as soon as the kids stand up and begin moving. Any child who cannot find a chair moves outside the circle and helps the adult come up with ideas for the next "great wind blows".

Here are some ideas:

- A great wind blows for everyone who has a little brother
- A great wind blows for everyone who has a big sister
- A great wind blows for everyone who has been to France
- A great wind blows for everyone who has a dog
- A great wind blows for everyone who ate cornflakes for breakfast this morning
- A great wind blows for everyone who likes (celebrity)





- etc

### **Age 15+:**

Begin this icebreaker with everyone standing in a circle.

- The leader (person #1) says his or her name and shows a body movement.
- The group repeats it.
- The person to the leader's right (person #2) then says his or her name and shows another body movement.
- The group repeats it.
- Then it passes on to the next person to the right (person #3).
- The pattern continues on around the circle.

Note: If a group of young people already know each other, use another icebreaker activity.

1. Begin this fun icebreaker with everyone sitting in a circle.
2. Have each player choose a fruit or vegetable.
3. The fun part of this game is that they will be saying the name of their fruit or vegetable without showing teeth; they must speak with their lips over their teeth.
4. The first player says their chosen fruit or veggie two times and then another player's fruit or veggie twice.

## **STEP TWO: Presentation of different digital story maps and discuss the message of digital stories**

***Time required: 25 minutes***

**Preparation before the presentation:** go through all story maps and get acquainted with the content, write down all important points of the story, discern the message of the story, make sure you have all necessary equipment, make sure you have access to story maps.

### **Implementation**

- ✓ Presentation of 3 most influential story maps in your native language.
- ✓ Tell participants to listen carefully.
- ✓ Briefly explain what are these stories about and present each story.
- ✓ Discuss with participants: Why are we watching these videos? What is the message?, How does it make you feel? How different situations can change your life? Do you think you have more possibilities with education? How can education change your life?
- ✓ What is the aim? Encourage participants to reflect and discuss.
- ✓ Ask additional questions according to their answers if necessary.
- ✓ If you had enough participants and space, the workshop could divide into 3 groups and each group could feedback message from their story to the whole group.

## **STEP THREE: Who am I and who I want to become?**



Co-funded by the  
Erasmus+ Programme  
of the European Union

### **Age 8-10**

*Time required: 20 minutes*

*Ask participants and open discussion:*

- ✓ *What do I want to become when I grow up?*
- ✓ *What needs to be done for this?*
- ✓ *What should I avoid?*
- ✓ *Who can help me if there is a problem?*

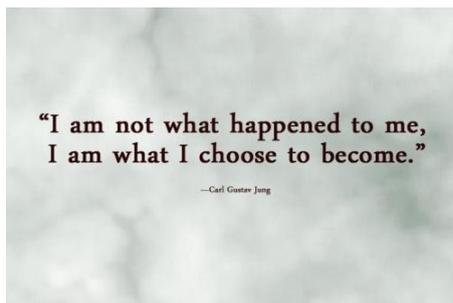
Participants draw on the sheet of paper the answers to the above questions, then we discuss what they wrote.

### **AGE 11-14**

*Time required: 20 minutes*

- ✓ Use a slide with this quote: I am not what happened to me, I am what I choose to become.
- ✓ Each participant gets a worksheet divided into four squares. In the first square, they draw themselves. In the second square, they draw something positive about themselves. In the third square, they draw where they are now in life. In the fourth square, they draw what they want to do/become in the future? Which profession attracts them? (For example: I want to teach yoga). Each of them presents their content to the whole group.

### **AGE 15+**



*Time required: 20 minutes*

- ✓ Use a slide with this quote: I am not what happened to me, I am what I choose to become.
- ✓ Each participant gets a worksheet divided into four squares. In the first square, they write a description of themselves. In the second square, they write something positive about themselves. In the third square, they write their current situation in life – at what point in life they are. In the fourth square, they write the goal that they would like to achieve – what they want to do in the future? Which profession attracts them?



(For example: I want to teach yoga). Each of them presents their content to a neighbour who sits on their right side.

- ✓ Trainer randomly chooses a few people to present their neighbour.

#### **STEP FOUR: Mission is possible! My steps towards achieving the goal.**

##### **Age 8-10:**

*Time required: 27 minutes*

- ✓ Ask participants what they will do in the next month to be closer to their goal (learning more, doing homework, etc.). Kindly ask them to write their name on it and write goals for next month on paper.
- ✓ Facilitator collects all the papers, participants draw one paper with a goal from somebody else.
- ✓ Ask participants to get in contact with that person after a month and check what he/she did according to this commitment on paper.

##### **CONCLUSION:**

Time required: 3 minutes

In the end, thank everyone for their cooperation and finish the workshop. Wish them a successful journey towards achieving the goal. And remember: »The Mission is possible if you choose to accept it!!

##### **Age 11-14:**

*Time required: 27 minutes*

- ✓ Invite participants to think about their future steps to achieve the goal which they draw in the fourth square.
- ✓ Invite them to write down at least one step in order to achieve the goal in next month. Kindly ask them to write their name on it.
- ✓ Invite participants to share their mission.
- ✓ Facilitator collects all the papers, participants draw one paper with a goal from somebody else.
- ✓ *Ask participants to get in contact with that person after a month and check what he/she did according to this commitment on paper.*

##### **CONCLUSION:**

Time required: 3 minutes

In the end, thank everyone for their cooperation and finish the workshop. Wish them a successful journey towards achieving the goal. And remember: »The Mission is possible if you choose to accept it!!





Co-funded by the  
Erasmus+ Programme  
of the European Union



**Age 15+:**

***Time required: 27 minutes***

- ✓ Invite participants to think about their future steps to achieve the goal written in the fourth square.
- ✓ Invite them to write down at least one step in order to achieve the goal in next month. Kindly ask them to write their name on it. Use post-it notes.
- ✓ Invite participants to share their mission.
- ✓ Ask them to stick their note on a flip chart with »*Mission is possible!*« written on it.
- ✓ Invite participants to take one post it from the flip chart (it has to be from another person).
- ✓ Ask them to get in contact with that person after a month and check what he/she did according to this commitment.

**CONCLUSION:**

***Time required: 3 minutes***

In the end, thank everyone for their cooperation and finish the workshop. Wish them a successful journey towards achieving the goal. And remember: »*The Mission is possible if you choose to accept it!!*«



Co-funded by the  
Erasmus+ Programme  
of the European Union



## **IMPLEMENTATION OF THE WORKSHOP MODULE IN PARTNER COUNTRIES**

In each partner country, the workshop MY DECISION. MY ACTION. MY FUTURE has been conducted at least once. Given the different age structure of drop-outs and young people belonging to a risk group from partner countries, the methods used in primary/basic modules of the workshop have been changed or modified. The joint report covers the profile of the participant, the place of implementation and the methods used and the proposals for implementation.

## **IMPLEMENTATION OF THE WORKSHOP IN SLOVENIA**

The workshop was attended by 16 and 17-year-old students from the 3rd year of one of the vocational programs of High school of Business in the presence of the teacher.

## **INTRODUCTION**

Icebreaker activities in the first step were a sensible introduction because the students were slightly relaxed after it.

## **PRESENTATION OF STORIES**

During the second step, a few students accepted the challenge and read to their colleagues some of the prepared digital stories, while others were read by their mentors.

The discussion about the selected stories with the emphasis on the youth dropout was guided by the mentors, and the students mostly answered the questions. Moreover, step 3 on the worksheet required more effort from the students, especially when they presented their work to the classmates.

## **SELF-REFLECTION**

During the fourth step, the mentors sensibly connected the contents of the worksheets with the life experiences of individuals presented in digital stories. With this activity, they tried to raise the awareness of how decision-taking during education influences the lives of the individuals, with which they drew the attention to the negative aspects of early school leaving.

## **CONCLUSION**

We conducted the workshop without any problems. At the beginning, with calm music and positive messages, we reached the audience and created a circle of trust.

When we began to read what they wrote on the leaflets, the participants were initially uncomfortable, but with a little help from the trainers (they read it first), they shared their feelings and goals for the future without reservations. With the final evaluation, we found out that the workshop had an influence on their thoughts and that they considered their goals and wishes for the future.





## **IMPLEMENTATION OF THE WORKSHOP IN AUSTRIA**

The workshop IO6 "Preventing early drop-out through digital stories and maps" was held on 20th of July in Vienna. Throughout the project "die Berater" cooperated with several youth institutions from Vienna.

We cooperated with the youth institutions because their clients include (potential) school drop-outs. In addition, many young people from families with difficult social backgrounds go to youth institutions. These young people tend to lose their motivation for education and training. We cooperated with a youth institution from the 11th district of Vienna.

In collaboration with the director of Eleven, we created an invitation. This invitation was also used as a poster. The flyers were handed out to the employees and customers of the youth institution. In addition, employees of "die Berater" visited the youth institution to motivate young people to participate in the workshop.

The youth centre was very well equipped. We were provided with a big TV set, where we could present the story maps very effectively. Since the participants already knew each other and we also met the day before, the ice-breaking activity was skipped.

After a short project presentation, it was time for the various story maps. As already mentioned, we chose the stories as they fitted our target group best. For this reason, the young people were also able to put themselves in a better position in this situation, identify with the stories and understand them better.

All participants of the workshop were in a difficult life situation at the time of the workshop, which also strongly influenced or impaired their educational path and their motivation to get an education. Now, after finishing primary school / compulsory school, they have difficulties, self-doubt and concerns about how and whether they want to continue their education.

It was remarkable how the participants were motivated by the stories to get further education or to restart their education. They were grateful that we took the time to think through the most important steps with them and to keep this goal in mind. It was important for them to be told that many hurdles could come their way, but that they should not lose hope. The participants were very happy about the success stories that were also told.

## **IMPLEMENTATION OF THE WORKSHOP IN FRANCE**

In 2018, Pistes-Solidaires, along with the other partners of the Tell Your Story project, organized workshops with early school-leavers, allowing them to present and reflect about their personal journey using digital story mapping.





After publishing them on our platform, we met a group of 15 young people to present the stories told to them. This report, taking the shape of a story map, is the opportunity to present our intervention and the lessons learnt.

Background: Piloting in Winter 2018

During the Winter 2018, Pistes-Solidaires organized workshops with early-school leavers with the collaboration of the Mission Locale of Pau, a local youth centre. The participants had the opportunity to discover what is storytelling, the digital story mapping techniques and were able to write about their own journey, to think about their past experiences and to prepare their future in a better way.

### **THE PLACE: MJC RIVE GAUCHE**

Pistes-Solidaires met 15 young people, currently registered in middle schools, in Gelos, in the offices of the MJC Rive Gauche, a local youth centre welcoming and guiding youngsters from the local community. They were all middle school students with difficulties at school and were exactly the audience the project wants to reach: kids who could be (or are already) at risk of early school-leaving.

The 15 teenagers came to the activity on a voluntary basis. Their interest in the workshop was obvious from the beginning and we couldn't hope for a better context for our implementation.

### **THE WORKSHOP: ICE-BREAKERS**

As an introduction, the trainers set up an ice-breaking activity to get to know more about the participants, to have a better understanding of their difficulties and relationship with the school system.

As all of the participants agreed on the necessity and importance of attending school, we could see a difference between the students who enjoyed school and the ones who had some difficulties. Some of them were struggling in school. But they all showed a real interest, from the beginning, in the activity proposed. This first step was very important to draw attention to the issues that we were going to discuss.

Presentation of the story-maps

The basis of this workshop is to use the experience of their peers to make young people, who are at risk of dropping-out, think about their own future. Since they were able to identify themselves with the youngsters who produced the stories because they faced the same problems, the participants were interested in the stories told.



They recognized their dreams, their experiences, the difficulties met and were optimistic. The youngsters were even eager to know what had happened to the people who wrote the stories after they finished the workshops.

The stories were very appealing for all of them and a lot of very interesting discussions followed, especially because some of the students were facing important issues related to their education and orientation.

#### Self-reflection about the future

During a third phase, the students were asked to think about their own future, the way they see themselves, their dreams, their expectations. This moment was very fruitful and we had the opportunity to know more about them, to give them, if not advice, at least some peer perspectives.

For example, one of the students wanted to be a mechanic and had decided recently to pursue this dream: to listen to these stories was something very inspiring for him. He was far from being the only one concerned and these stories were able to move them, to benefit from the peer-education process behind the Tell Your Story project.

### **PRESENTATION**

Following the individual work during which the youngsters had the time to think about themselves, their future, their value, they presented to the rest of the group how they were envisioning their life, what were their dreams and their priorities. Some of them were very happy not only to share but also to see the interest of their peers in who and what they are, on a topic they are not always used to talk between themselves.

This experience was very positive for all of them and this moment of interactivity between the middle school students and the trainers (from Pistes Solidaires and from the youth centre) attending the workshop, gratifying and satisfying, confirmed how powerful the tool of digital story-mapping can be when it comes to create and emulate a discussion.

### **DEBRIEFING**

After the activities, the trainers organized a debriefing with the participants. They had the opportunity to evaluate informally the workshop and all of them expressed their positive appreciation of the almost two hours spent together. Some of them would have even wanted the workshop to be longer to talk more about the subject.

We noticed the middle school students were not used to talking about themselves during non-formal activities, at least in the way the process of Tell Your Story involves them. The prevention workshop outlined the value of the stories told.

### **CONCLUSION**





Now that the workshop was over, we were invited by the MJC Rive Gauche and the kids for a snack, while they were evaluating the various activities they had followed during the day. This was the opportunity to have the confirmation of the success of our workshop: for most of them, the two hours they had spent with us was the best part of their day.

### **IMPLEMENTATION OF THE WORKSHOP IN ITALY**

On 17th May 2018, CESIE has implemented the workshop of IO6 with a group of 20 youngsters studying in a vocational school.

The Institute Alberghieri Professional Paritario Giovanni Gentile, is a vocational school founded in 1986, with the aim of preparing young people for the world of work.

The students can choose to study:

- Food and Wine, Kitchen Sector
- Food and wine, Room and sales services
- Tourist Reception

During a session of 90 minutes, 20 youngsters from 15 to 18 years old, have participated in the workshop organised by CESIE.

As the group already knew each other, we have started with an energizer before to start the first activity.

### **THE PRESENTATION OF STORYMAPS**

In this first activity, sitting in a circle in order to foster the dialogue, the youngsters exchanged and discussed the messages the Storymaps had.

### **WHO AM I AND WHO I WANT TO BECOME?**

Focusing more on their personal experiences and hopes/goals for the future, each youngster wrote about this on a post-it and shared within the group.

### **COMMITMENT TO ACTION**

The participants took one post it from the floor (it had to be from another person) and had to get in contact with that person after a month and check what he/she did according to this commitment.

To conclude, we made a general reflection on the value and importance of education in their future. The group of youngsters shared their dreams, hopes, and goals they have in their lives.

Due to the fact they already knew each other, some of them may feel judged by the others and didn't want to share their stories in front of the group. In the beginning, we had some difficulties to hold the attention of the youngsters but we managed to do it in the end.

The teacher was not present during the workshop, but it would have been better to have time to present the project to her beforehand, her presence would have been a good





support and would have created another link with her students, by knowing who they are and what they dream about.

### **IMPLEMENTATION OF THE WORKSHOP IN GREAT BRITAIN:**

Rinova completed several workshops with a group of young people who had experienced difficulties with education and had left their mainstream school early. WAC (a Performing Arts College and an Alternative School) very kindly allowed Rinova to use their space and help us to find young people interested in the project.

We carried out the workshops in the evening and during a few full days during half term break. The young people willingly gave their time freely as they believed the project was worthwhile and if their stories can help younger children struggling with Education. These young people created their own stories presenting their experiences with Education and struggles they've encountered. Some of these can be found at

<http://tellyourstorymap.eu/> and select 'Stories'. These stories led the way to produce I06.

On the 13th June 2018, Rinova went down to Sydney Russell Primary school to present some stories and get some feedback from the children their about their future. We involved a class of 15 students who were thought to be at risk of dropping out from education, all of the pupils were aged between 12-14. They all participated in the workshop during a 60-minute enrichment session. The aim of this workshop was to show these students how leaving school early could actually be harder for them and not all that it's made out to be, the workshop enabled them to reflect on their educational journey to date.

### **Breaking the ice & Showcasing the stories!**

To warm our students up, we played an icebreaker of bing-bang-bong. We all stood in a circle and had to interact with one another when the game commenced. If you took too long or missed your go you had to stand in the middle and lead the game. This managed to open them up slightly more!

We showed the students of Sydney Russell school a story we thought would have an impact on them and truly make them understand that leaving school early isn't fun and games. We had a couple of stories prepared for the workshop however due to time, we weren't able to show all of the stories. (Pictured behind is Joely's story who we did show)

After showing one of the stories we got the students to reflect on this and write down what the message of the story was, what they learnt from the story and the effect it had on them. Below are some images of work they completed.

### **Evaluation & Conclusion**



Co-funded by the  
Erasmus+ Programme  
of the European Union



At the end of the session (as the kids were in a rush after the end of day bell!) the Rinova colleagues took some time to think about the class, how it went and what could be improved to make it a better workshop in the future. Here is what we came up with!

We believe that firstly, the workshop should be much longer. Following that point, we thought perhaps there should be more than one workshop. The workshop was due to be 90 minutes however, we sadly had to let them go after 60 minutes as it was home time. We truly believe that the workshop would have been better implemented if we either had longer with them, even longer than the originally proposed 90 minutes. Also, we believe that if we had more workshops with them they may have responded better.

In schools (especially in the UK) when 2 new adults are brought in to present a workshop, whatever it may be, there will always be a hesitance from the youngsters themselves. Two new faces coming in and trying to tell them that is a hard life dropping out of school when they are going through the most hectic, traumatic and rebellious stage of their life is difficult. If more sessions were permitted, we could build better relationships with the young people taking part in the workshops, before trying to tell them anything and resulting in them trusting us more.

Secondly, we believe that if we had approached an even younger audience, they may have responded better. They may have engaged more and took on the messages we were giving. A lot of the students participating were worried about their friends caring what they said and didn't want to put themselves out there due to possible embarrassment. This age range and upwards in school is all about proving you're the 'cool' kid.

### **IMPLEMENTATION OF THE WORKSHOP IN BELGIUM**

On 16th October 2018, Eurogeo has implemented the workshop of IO6. Prevention module was presented in Bruges at the Centre of part-time learning CWO VTI. CLW VTI works with students who lost track of the normal school curriculum and who are fighting to obtain a degree, as they see it as the key to their future.

The aim of this meeting with the pupils was to give them the opportunity to reflect on the value and importance of education in their future. They didn't make a story but they participated by using some stories of other pupils. As a result they started to think about their own situation.

### **INTRODUCTION**

In the beginning, we played two songs with the text shown on the whiteboard. With those two songs, we tried to create a relaxed atmosphere.

On each chair, we put a positive quote. Each of the participants was asked to read the quote and ask himself/herself whether it reflects their vision on life.





### **PRESENTATION OF STORIES**

Then we presented two stories (they were projected-translated into Dutch).

After the presentation we asked questions to the group: Why are we watching these videos? What is the message? How does it make you feel? Do you think you have more possibilities with education? How can education change your life?

### **SELF-REFLECTION**

Each participant got a worksheet divided into four squares. In the first square they wrote a description of themselves, in the second square something positive about themselves in the third square their current situation in life – at what point in life they are and in the fourth square the goal that they would like to achieve – what they want to do in the future? Which profession attracts them? How do they see themselves in the future?

After that we discussed what they produced: each participant presented their paper and their dreams, their goals, and next also put on the blackboard one post-it note with the first step to achieve that goal.

### **CONCLUSION**

It was a very positive experience with a group of youngsters who had left the regular educational programme, but they were now so enthusiastic and willing to get back on track to find their path in the world.



pistes solidaires

**PISTES-SOLIDAIRES / France**  
[www.pistes-solidaires.fr](http://www.pistes-solidaires.fr)



**DIE BERATER / Austria**  
[www.dieberater.com](http://www.dieberater.com)



**EUROPEAN ASSOCIATION OF  
GEOGRAPHERS / Belgium**  
[www.eurogeography.eu](http://www.eurogeography.eu)

**RINOVA**

**RINOVA LIMITED / United Kingdom**  
[www.rinova.co.uk](http://www.rinova.co.uk)



**CESIE / Italy**  
[www.cesie.org](http://www.cesie.org)



**RIS Dvorec Rakicán / Slovenia**  
[www.ris-dr.si](http://www.ris-dr.si)



This work is licensed under a Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International License.



Co-funded by the  
Erasmus+ Programme  
of the European Union