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| **BEST PRACTICE – 4 LTTA – Turkey**“ The use of autobiography as a tool for teaching and learning in lifelong education within the scope of functional literacy and non-formal education“ |
| **TITLE**  | **“Using digital storytelling as a source of empowerment and engagement”** |
| **COUNTRY, ORGANISATION:** | **GREECE, EKATH**   |
| **TARGET GROUP** | 15 participants recruited from local unemployment records and found eligible for a community work program, participated in this action. The workshop was completed after 6 sessions of 5 hours each. |
| **EQUIPMENT and FACILITIES** | * Duration**:** 6 sessions of 5 hours each(20min/participant/session)
* Tools: Room,Pens,A4 paper sheet, projector, PC
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| **OBJECTIVES** | * To counter emotional illiteracy
* To enhance motivation, resilience and engagement in community work
* To develop digital skills and linguistic skills (write and read their story)
* To gain presentation skills and collaboration skills
* To inspire lifelong learning despite the misfortune, persistence, sacrifice, targeting, teamwork and goal setting.

Workshop’s goal in relation to the myth:* This myth was being uniquely relatable to participants, who have been challenged with socioeconomic hardship
* The myth adventurously unfolds a person-centered (non transcendental) philosophy of resilience enacted by a crew of people who set out to achieve a goal
* The myth is also particularly appropriate to empower the participants who are met in the precise time of their lives where they meet the opportunity to engage in a community work program
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| **METHODOLOGIES** | We present a case study where the theory is applied in a real educational process and we briefly present the results of such an educational approach. |
| **DESCRIPTION OF THE PRACTICE/EXERCISE** | Workshop’s name “What it takes to become an Argonaut”**Folklore story : the myth of the Argonauts*** Explore qualities, skills and dispositions the Argonauts needed to put to use in order to deal with a challenge on their quest to retrieve the Golden Fleece.

**Session 1:****1st challenge:** the challenge the Argonauts dealt with when they reached the Isle of Lemnos.Questions triggering storytelling: * How **does resistance to distractions** help the Argonauts in this particular challenge?
* Was there a situation (real or imagined) when this quality helped you personally deal with a challenge?

 Please elaborate in key words and bullet points what was this about during the next 20 minutes. Then we shall take turns to discuss these thoughts.  **Session 2:****2nd challenge**: the challenge the Argonauts dealt with when they encountered Cyzicus.Questions triggering storytelling : * How does **dealing with confusion and losses** (pick the one which is more telling and interesting for you) helps the Argonauts in this particular challenge?
* Was there a situation (real or imagined) when this quality helped you personally deal with a challenge?

 Please elaborate in key words and bullet points what was this about during the next 20 minutes. Then we shall take turns to discuss these thoughts. **Session 3:****3rd challenge:** the challenge the Argonauts dealt with when they encountered Phineus and the harpies. Questions triggering storytelling : * How does **leading by service, giving before receiving, being grateful** (pick the one which is more telling and interesting for you) help the Argonauts in this particular challenge?
* Was there a situation (real or imagined) when this quality helped you personally deal with a challenge?

Please elaborate in key words and bullet points what was this about during the next 20 minutes. Then we shall take turns to discuss these thoughts. **Session 4:****4th challenge:** the challenge the Argonauts dealt with when they reached the Symplegades. Questions triggering storytelling : * How does **putting to good use helps information or direction** (pick the one which is more telling and interesting for you) help the Argonauts in this particular challenge?
* Was there a situation (real or imagined) when this quality helped you personally deal with a challenge?

 Please elaborate in key words and bullet points what was this about during the next 20 minutes. Then we shall take turns to discuss these thoughts. **Session 5:****5th challenge:** Thechallenge the Argonauts dealt with when they encountered the Khalkotauroi and the Golden Fleece’s guardian. Questions triggering storytelling : * How **balancing the use of mental and physical strengths** helps the Argonauts in this particular challenge?
* Was there a situation (real or imagined) when this quality helped you personally deal with a challenge?

 Please elaborate in key words and bullet points what was this about during the next 20 minutes. Then we shall take turns to discuss these thoughts. **Session 6:****6th challenge:** the challenge the Argonauts dealt with when they encountered the Sirens. Questions triggering storytelling : * What are your thoughts on focus on how balancing **hard skills and soft skills (i.e. art, music)** helps the Argonauts in this particular challenge?
* Was there a situation (real or imagined) when this quality helped you personally deal with a challenge?

Please elaborate in key words and bullet points what was this about during the next 20 minutes. Then we shall take turns to discuss these thoughts. * During the last part of this final session participants self-reflected on how challenges need to be dealt as an opportunity to strengthen resilience.
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| **EVALUATION** | Outcomes:* zero drop-out rate during this recapitulative session

Participants gave feedback after the end of the workshop in bullet points.**The 4 more frequent responses were:** * *Underlining that both soft and hard skills are useful*
* *Using story telling as a preparation phase for formal training and work placement because it is a creative and stress reducing activity that I much enjoyed*
* *Emphasizing how both relating to others through teamwork and staying focused on specific goals is a manageable option*
* *Breaking down competences by using scenarios and empowering resilience (using the right competences based on context personality and team composition)*

**Conclusion:*** The "Autobiography" method facilitates the effort to liberate the trainees and stimulate self-confidence and self-action. Important for their equal participation in society.
* The educational process of people with functional illiteracy problems is facilitated when digital technology is used in a simple and understandable way in the whole educational process.
* Storytelling can be used in a number of ways in an adult learning context, as a pedagogical tool.
* The storytelling workshop was successful and could be use in the future in similar workshops or courses promoting the integration of at-risk groups.
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