



The Children of Sheherazade

A research and evaluation study
of a storytelling project in primary schools

AN ERASMUS+ EUROPEAN PROJECT

Project Partners:

Haus der Märchen und Geschichten e.V. – Germany
Städtische Grundschule Unterstadt – Belgium (leading partner)
GGs Düppelstraße – Germany
Øster Åby Friskole – Denmark
Vester Skerninge Friskole – Denmark
ELIX - Conservation Volunteers Greece – Greece

Associate Partners:

University of Cologne
Hogrefe Academy

The project "**The Children of Sheherazade - Die Kinder von Sheherazade - A research and evaluation study of a storytelling project in primary schools**" is co-funded by the European Union in the framework of the **Erasmus+** programme, Cooperation partnerships in school education KA220-SCH (2021-1-BE03-KA220-SCH-000024196)

Start: November 2021

End: October 2024

Chapter



01



The story



**In
Greece,
Athens
Land,**



There Was ELIX Homework and Creative Activities Center !

An experienced non-formal Education Center in which refugee and migrant children (4-18 y.o.) attend Greek, English, Science lessons, Homework Support and Early childhood Activities


Children on the move and their families come to ELIX Center to get educational and psychosocial support since 2017!



There were children who participated in the Storytelling project and not only!

- 
- 
- 6 – 8 years old
 - From different countries of the world (Syria, Afghanistan, Congo, Egypt, Philippines, Bangladesh, Nigeria, Morocco)
 - Minimum oral and written skills in Greek, English and heritage language





**There Was also
an experienced
storyteller, Maria
. . . who was full
of willingness
and happiness to
tell stories to the
children**



Everything Was Well planned...



The children

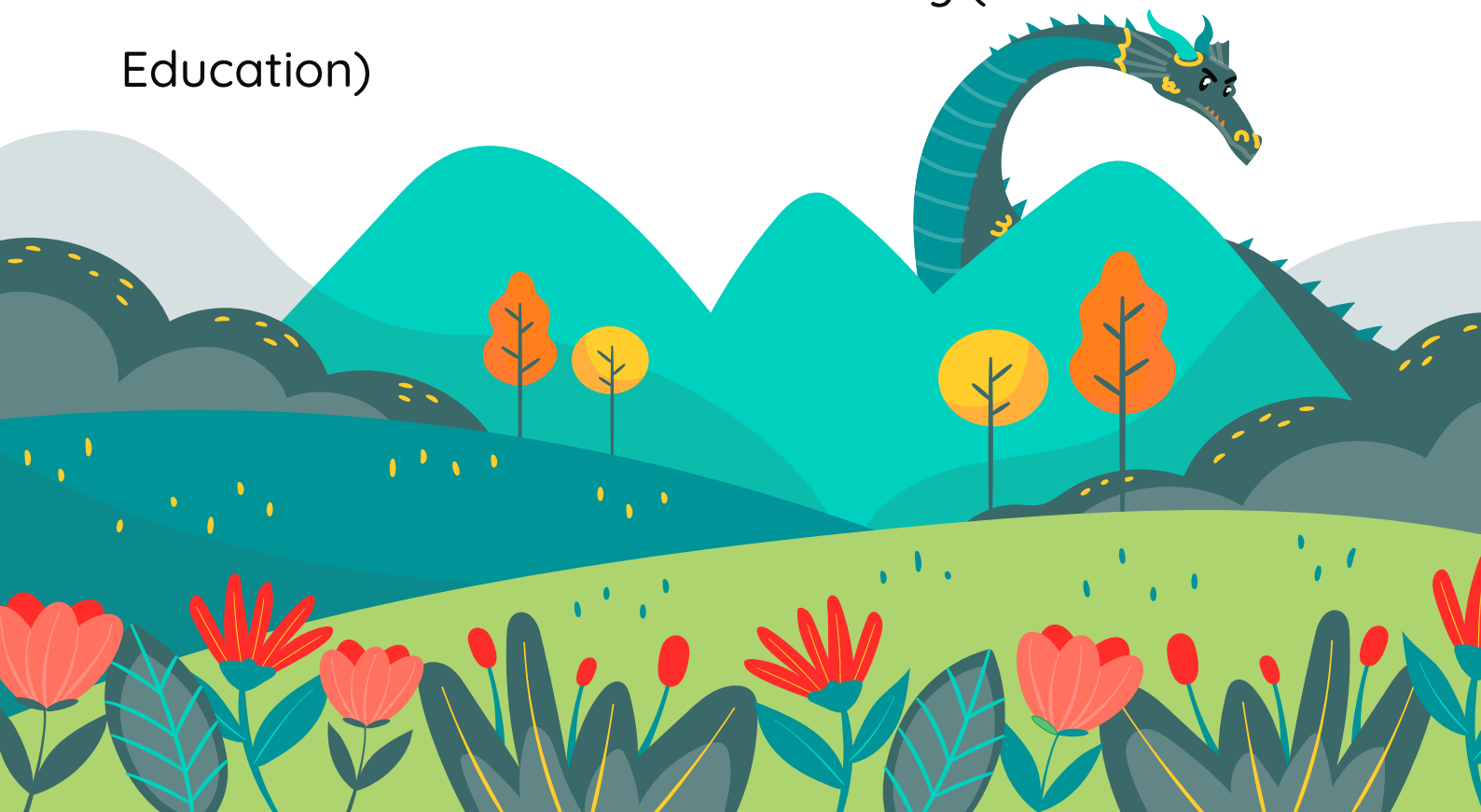
- would listen to stories the 1st year
- Would choose the type/theme of stories for the
2nd year
- Would invent/create their own stories the 3rd year



**... Or at least so they
thought. . .**

As there Was also a “Dragon”?

- The children had minimum oral and writing skills in Greek language
- There were children speaking many different languages in the group
- The children were on the move and without fix and long-term accommodation
- The children had multiple and advanced socio-emotional needs
- The framework was not mandatory (Non-Formal Education)





And the results were:

- **Different children every year**
- **Irregular attendances**
- **Children faced difficulty in following the stories**



Chapter



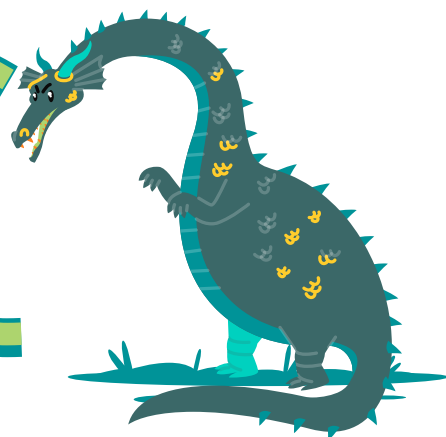
02



What happened?



They had to find a way to cooperate



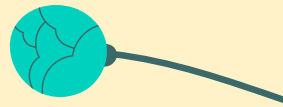


The ways. . .

- Understanding of the framework
- Understanding/assessment of children's needs
- Flexibility in implementing the project in the Greek context
 - Redesign of lesson structure
 - Visualisation of storytelling
 - Building on multilingualism
- Cultural Mediators/Interpreters as assistants




Chapter



03



How did the story end?

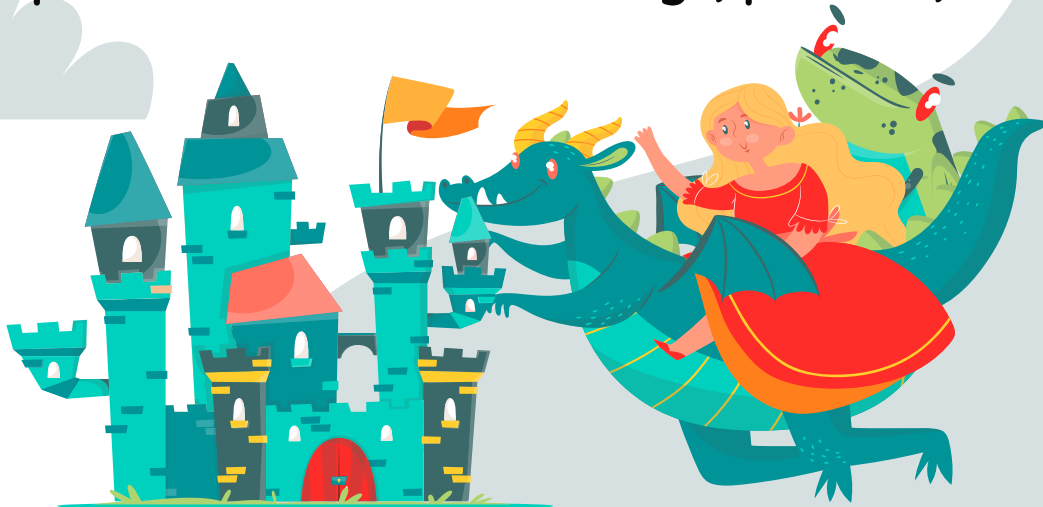


They Saved Children of Sheherazade project!

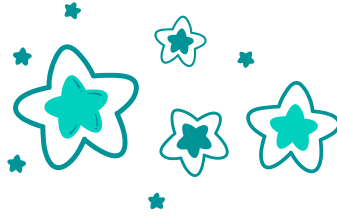


Children who attended regularly the project

- Felt happy, enthusiastic and relaxed after storytelling sessions
- Enjoyed and had fun during storytelling
- Enriched their vocabulary
- Enhanced their oral language skills
- Strengthen their fantasy
- Raised their self-esteem
- Raised their emotional awareness
- Raised their cultural awareness
- Learned the routines of the lessons and the pattern of a story
- Spread the stories to siblings, parents, staff



Children of Sheherazade through children's eyes!



I have heard stories previously but it was never like this, it wasn't systematically. This happened to me for the first time and I adored it! It was so nice

How wonderful the world would be if it was like in the tales! Everything would be possible then! I could bring snow from a distant northern country here and I could play snowball in the middle of summer!

Oh this was excellent! I like it so much! I would like to listen to stories at the (primary) school too, but there nobody tells us stories anymore, they just teach us various subjects ... They tell stories just at the kindergartens, sometimes, and that's it ... Why can't we listen to more stories now at schools as well?

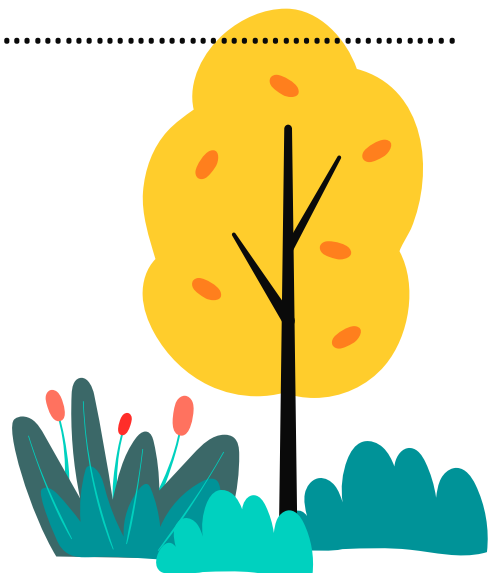
Alternative Ending



Here you can write your alternative ending!
Can you think other routes of this story?

1. Could the project have stopped?
2. How could ELIX have ensured the regular attendance?
3. Could the involvement of the caregivers have been a solution?
4. What would have happened in a formal education context?
5.
6.

Thank you!





The End!

Do you have any questions?

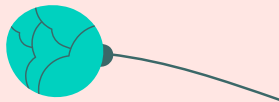
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