

ENHANCE LEARNER VOICE

The ENHANCE Roadmap | A Story Collection Guide

ENH.A.N.CE | ENHancing Adult learNers voiCEs

Project 101133805 — ENHANCE

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Project Partners



Introduction

[ENHANCE](#) (Enhancing Adult Learners Voices) is a project running from December 2023 until May 2026 which intends to enhance adult learners' voices by creating learning spaces where the educational process is based on the voice of the learner. This inherently democratizes the educational process, leading to a deeper connection with both society and the learning topic at hand.

Enhancing Learners' Voices: A Mini-Booklet Series

The *ENHANCE* project is grounded in the belief that learners' voices are not only valuable but vital to shaping just, inclusive, and responsive adult education systems. This series of three mini-booklets was created to give space to those voices—voices that are too often ignored, undervalued, or actively silenced.

Each booklet focuses on a different theme related to how adult learners experience exclusion and how they reclaim space, visibility, and influence through education and community involvement:

- **Breaking the Silence of Marginalised Groups**, led by **NHE (Hungary)**,
- **Reclaiming the Voice of the Systemically Excluded**, led by **das kollektiv (Austria)**, and
- **Creating Outspoken Learning Spaces for Action in the Community**, led by **ABC Foundation (Netherlands)**.

Together, these booklets pursue five shared objectives:

- **Addressing systemic barriers** that prevent learners from being heard,
- **Amplifying learner voices** in ways that are authentic and accessible,
- **Supporting inclusive adult education** that adapts to learners' lives, not the other way around,
- **Making lived experiences visible and political**, and
- **Fostering solidarity** among learners and between learners and educators.

To achieve these aims, the booklets were **co-created with learners** through participatory workshops, using a range of creative, reflective, and experiential methods. These included **sociodrama and art therapy, led by NHE**, which enabled learners to process their experiences symbolically and collectively, and **personal narrative and learner-led interviews**, led by ABC, which captured individual journeys of learning and empowerment. The third booklet, led by **das kollektiv**, used the **photovoice** method, which created space for learners to visually document and share and reflect on their learning experiences through photography and captions.

In this Guide we will share with you how we created our booklets with our learning communities and inspire you to follow our practices and created your own!

A story collection guide

1. The Foundation:

Goal: to develop ethical and practical approaches to **gather, preserve, and shape** the stories learners want to share, without losing authenticity.

Key questions:

- What does a co-creative process *look like* in practice?
- How do we keep the process inclusive
- How do we avoid speaking on behalf of learners?
- How do we invite stories without pressure?
- How can stories be edited or combined while staying true to the learner's voice?
- How do we keep the process engaging, not extractive?
- What is our process for reviewing stories with the learners before publication?

Using inclusive & participatory practices like:

- **code of conduct checklist:**
 - Asking learners what they need/want!
 - Creating a non-judgemental environment
 - Creating **safe and welcoming spaces** and conditions for discussions and storytelling (informed consent, transparency, comfort)
 - Avoiding top-down decision-making
 - Co-deciding sub-themes with learners
 - Including learners as co-authors or co-editors
 - Guaranteeing transparency: (importance to create /maintain transparency)
 - obtain consent
 - explain purpose
 - Facilitators should act as catalysts rather than trainers or teachers to avoid the pitfall of taking up too much space.
 - Respect the **emotional labour** of sharing personal narratives

Key considerations:

- **Avoid framing learners as lacking a voice:** The issue is not that learners are incapable of expressing themselves — it is that their voices are often **ignored or unheard** due to systemic barriers. Our focus should be on creating spaces that **amplify and validate** those voices.
- **Shift the responsibility away from learners to "overcome" discrimination.** It is **not** the learners' job to fix systemic injustice. Instead, our goal is also to **identify, name, and critically examine** the social, institutional, and structural barriers that silence or marginalize them.
- Define how we work with learners, not for them — establishing values, attitudes, and formats that make collaboration truly participatory.
- Consider **who** facilitates the process and **how** power dynamics are handled

2. The Format:

Select creative and participatory formats that make storytelling accessible, powerful, and inspiring for learners and readers alike.

To create our processes we collected several methodologies available already in the participatory methodology toolkit of our website: <https://enhancelearnervoice.com/enhance-matrix/#toolkit>

3. The Content:

- Exploring how to **invite stories**: through questions, conversations, or reflective prompts
- Ensuring the stories reflect learners' **lived experiences**, while protecting privacy when needed
- Deciding how to **edit, anonymize** or **fictionalize** stories without distorting meaning
- **recording**
- recording guidelines: ...
- Use a recording device to use as a reference for quotes or sound bites

What is a story?

- Common examples or experiences within the group can be channelled into a common fictional story
- Keep, for example, original quotes, without putting a face to them.

4. A story refinement framework:

- Raw story /1st draft of story
- Group feedback session
- **Learner approval** for edits
- Emphasize story ownership: learners have final say on their story.

*****In collaboration with the learners**, create **a core message that underpins all three booklets and which reflect the objectives of the 3 booklets**. this would probably make sense to do **after** the content/the stories) of the booklets have been collected.

- Connects personal narratives to structural transformation: “Collective Voice Shift Systems”
- Reframes learners as **creators** of society : “Resonating Voices. Claiming Space”

Our path

Phase 1: Preparation & Planning (Mid-March – Early April, M16)

Tasks & Responsibilities

Task	Description
Brainstorming	A workshop to align objectives, methodologies, and booklet structure structure.
Design of the storytelling methodology	Defining guiding questions, structure, and approach for booklet co-creation.

Phase 2: Co-Creation Workshops

Tasks & Responsibilities

Task	Description
Host storytelling workshops	Interactive sessions with learners to collect narratives and perspectives.
Draft version of booklets	Structure content, integrate feedback from workshops.

Phase 3: Finalization & Compilation

Tasks & Responsibilities

Task	Description
Revise and integrate feedback	Update booklets based on partner input.

Final formatting & graphic design	Apply branding, illustrations, and layout adjustments.
Final compilation & submission	Ensure all booklets are completed and submitted.



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