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Stories4Wings

METHODOLOGY

Selecting and Analyzing
Value, Skills and Competences

This manual addresses issues such as:

Introduction about the project
(page 3)



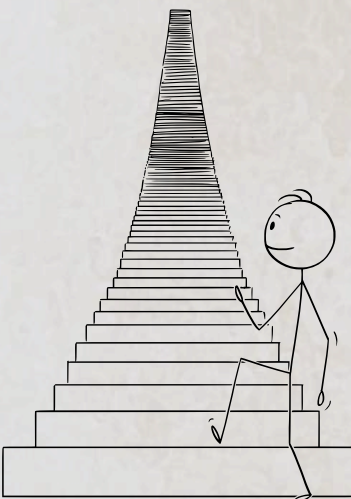
The methodology used to implement
this project and definition to story-
based methodology (page 5)



Select values/skills/competences
worked on in this project (page 7)



Intended impact (page 8)





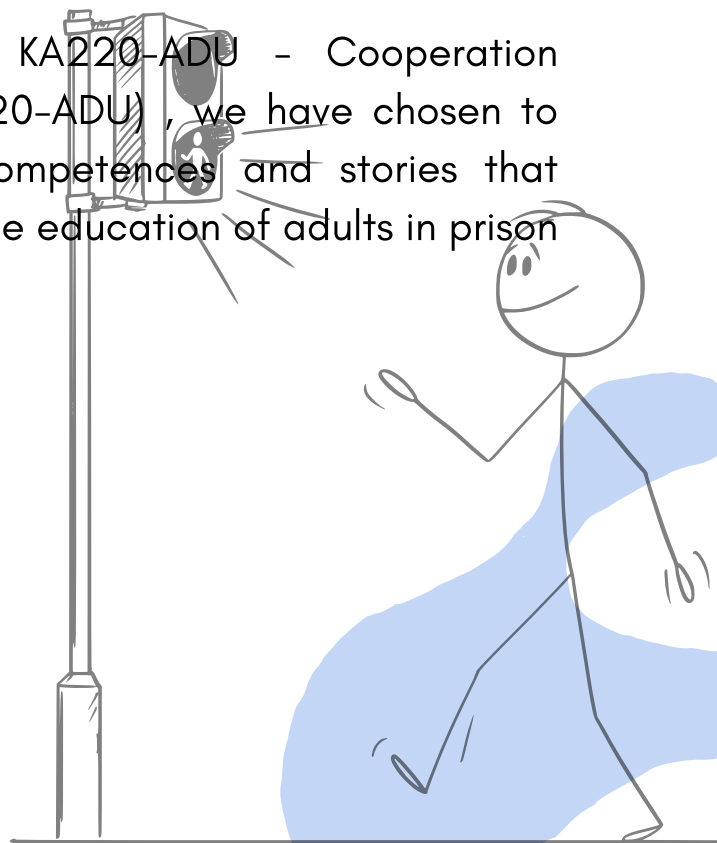
INTRODUCTION

The "other possible lives," those not our own, those that shape for each of us the imaginary of stories, transmitted, enlarged, and embellished by the power of oral tradition and writing, have the power to transform us, to become our coaches, to guide us toward new paths not yet traveled by us.

Such is the power they exert over us that each culture has created its own characters, wrapped in admirable stories, who have shaped the values, skills, and competencies that generate identity.

That is why working with the great power of stories can be a suitable methodology for those who struggle to glimpse "another possible life," such as people deprived of their liberty. Selecting the appropriate stories to develop those values, skills, or competencies that we believe will most help them in their future.

In this project *Stories for wings*- KA220-ADU - Cooperation partnerships in adult education (KA220-ADU) , we have chosen to select a set of core values/skills/competences and stories that enhance them.. The aim is improving the education of adults in prison through the use of stories.

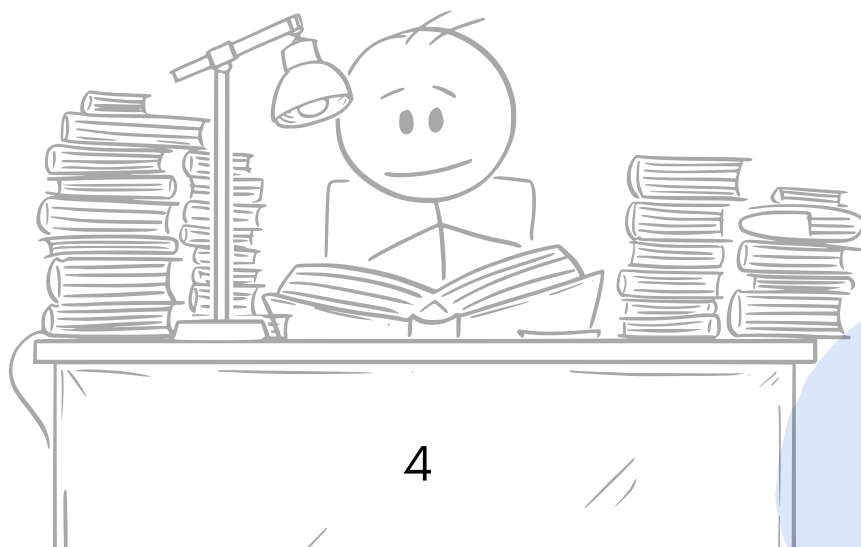




This innovative approach seeks to promote fundamental values such as citizenship, democracy, inclusion, freedom and society. By working on these values, it aims to facilitate the social reintegration of inmates, helping them to overcome the cultural and social barriers they face and preparing them for an active and productive life outside prison.

This selection of values/competences/skills can be addressed to all target groups covered by the project: educators and trainers in adult prisons, but it is also intended to be applicable not only in prisons, but to contribute to a more holistic approach to adult education, especially in socially excluded environments. The drafting of this methodology is also intended to have a positive impact on the formation of identity, self-esteem and decision-making, among other things, of prisoners, in order to assist their return to society and help them to feel again as full active citizens in our democracies. On the other hand, public administrations and associations will also be able to implement this methodology, in order to improve their educational and reintegration programs.

The chosen methodology is based on non-formal education, characterized by flexibility and spontaneity, as well as experiential learning through the narration of different stories and personal experiences. This practical learning focuses more on stories and experience than theory and fosters inclusivity.



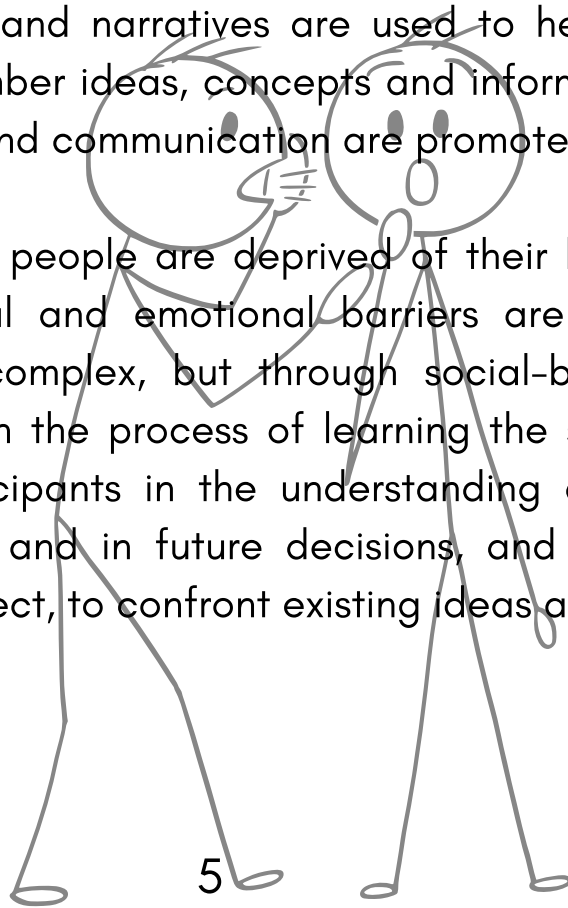


STORY-BASED METHODOLOGY

The story-based methodology has been chosen, because stories have a transformative power: they can motivate, teach and change attitudes and behaviors. This approach allows inmates to reflect on their own experiences and emotions, fostering empathy and understanding, and helping them develop key skills for social reintegration.

The story-based methodology results in highly useful story-based learning. Story-based learning is a non-formal teaching method through which stories and narratives are used to help students to understand and remember ideas, concepts and information in which student participation and communication are promoted.

In environments where people are deprived of their liberty, such as prisons, cultural, social and emotional barriers are common. The reality of prisons is complex, but through social-based learning, inmates are involved in the process of learning the stories, so that they feel active participants in the understanding and impact of history in the present and in future decisions, and also, they are helped to critically reflect, to confront existing ideas and beliefs.





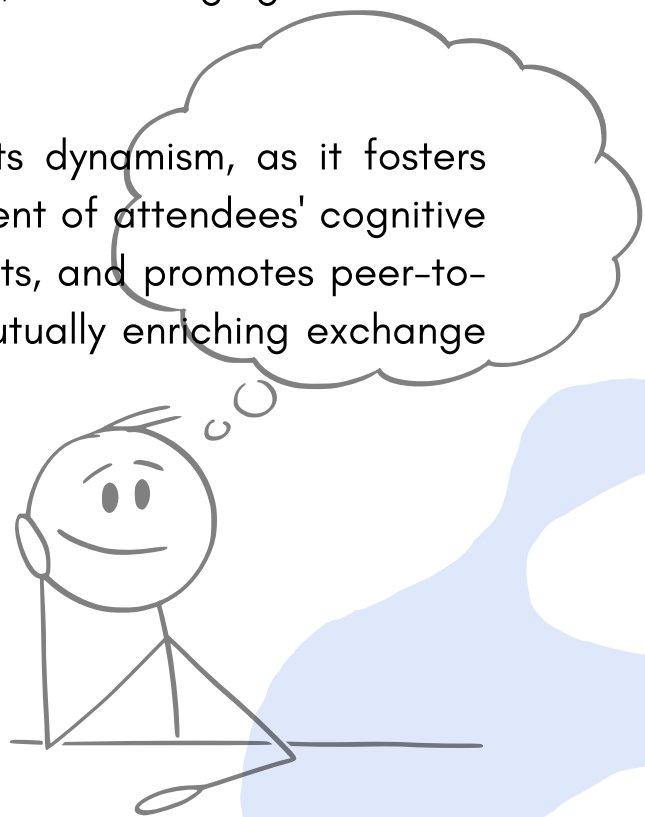
WHAT ARE THE BENEFITS OF STORY-BASED METHODOLOGY?

Using a story-based methodology has a great impact on learning. According to El Design (n.d.) and Teachfloor (n.d.), with Story-based learning has proven to have many benefits such as:

- Improved engagement.
- Better retention.
- Critical thinking skills through stories.
- Emotional connection with the story or the protagonists.
- Enjoyable and fun education.
- Learning new topics and concepts.
- Simplifies Complex Subjects.

The ease of story-based learning facilitates the understanding of abstract concepts for the target group and allows participants to apply what they have learned, both inside and outside the classroom. Participants will be able to draw lessons from other people's experiences through the stories told, which will help them to re-evaluate their attitudes and thoughts, encouraging them to overcome their limits.

Another benefit of this methodology is its dynamism, as it fosters active participation, aids in the development of attendees' cognitive skills through visual and emotional elements, and promotes peer-to-peer discussions, which can result in a mutually enriching exchange of ideas for both students and employees.



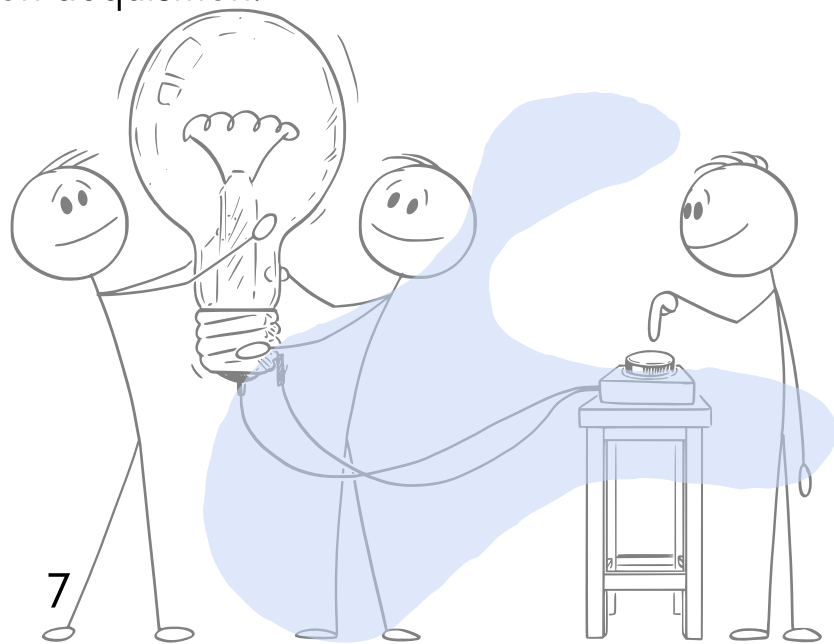


VALUES/SKILLS/COMPETENCES

It is also interesting to mention one of the benefits of story-based: gamification and game-based learning how the integration of game and storytelling elements harnesses the curiosity of the audience.

Below, in accordance with the objectives of our project these values/skills/competences have been selected and are reflected in the selected stories to implement the story-based methodology. These values/skills/competencies were carefully selected and analyzed for their ability to provide core information about the consequences of applying the competency/value/skills, the consequences of not applying the competency/value/skills and their impact on the inmate while in prison and after release.

1. Resilience.
2. Team working.
3. Ability to cope with social exclusion.
4. Vocational training, profession acquisition.
5. Self-awareness.
6. Active Citizenship.
7. Critical thinking.
8. Technology literacy.





IMPACT

Deprivation of liberty, on many occasions, means little access to education, leaving this sector of society completely aside, in terms of personal and professional development. Learning in this context is a fundamental tool for human development and social reintegration. Through the selected stories, we aim to achieve a positive impact that lasts over time, allowing the inmates to connect emotionally with the protagonists and the situations narrated, seeing themselves reflected in the experiences that are told.

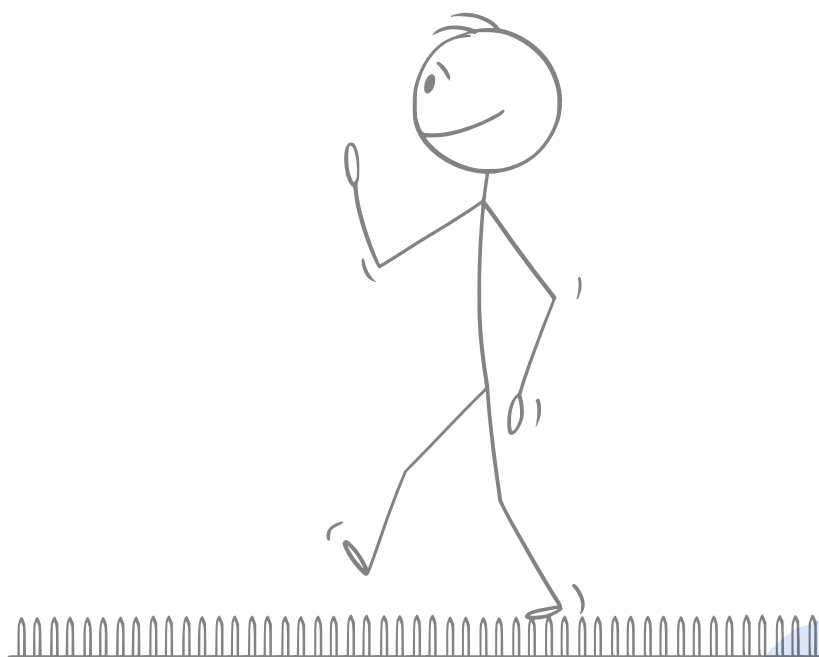
Another vital element in the process is the implementation, as this will provide a background of complete evidence, showing that education has pragmatic significance. Making application of what they have learned and the skills they have mastered will prime the inmates and help them access learning while allowing all the systems they acquired to build their chances for reintegration into the community. This practical aspect will make sure that their growth is not merely theoretical, but it is very relevant for positive change.





In each of the values/competence/skill covered in the different stories, we aim to achieve a specific impact, all in accordance with the objectives of our project. These values/competence/skill do not only seek immediate change, but also lasting change, contributing to the integral growth of the participants and their social reintegration process. An impact inside and outside prison is expected for each of the values/competences/skills developed.

Finally, the success of this initiative will be measured on a real-life basis, whereby the inmates are able to not only learn logic of fundamentals, but also to be able to practice them in their social and personal interactions.





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- Teachfloor (n.d.). What is Story-Based Learning? Available at: <https://www.teachfloor.com/elearning-glossary/what-is-story-based-learning> (Accessed: 26 March 2025).





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