

*eaea*  
GRUNDTVIG AWARD  
*excellence in adult education*

2019



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# LIFE SKILLS

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EUROPEAN ASSOCIATION FOR  
THE EDUCATION OF ADULTS



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# INTRODUCTION

Every year, the EAEA celebrates innovation and excellence in non-formal adult education. The annual EAEA Grundtvig Award collects examples of great practices and projects, bringing out creative and out-of-the-box results that create change, new partnerships and connections, new methodologies and understanding of how we can work in adult learning.

The EAEA Grundtvig Award is named after Nikolai Frederik Grundtvig (1783 – 1872), a Danish philosopher and educator who was influential in the development of non-formal adult learning in Europe and worldwide. He provided the adult education sector a foundational philosophy that still underpins much of the work in lifelong learning. Grundtvig emphasised the intrinsic value of learning as a foundation to living meaningful and enjoyable lives. This idea is central to the adult education

that EAEA is promoting, with its focus on basic skills, valuing learning and active citizenship.

Grundtvig laid the groundwork for the development of learning centres in all kinds of contexts, from residential educational institutions to agricultural cooperatives. He linked intellectual and cultural growth with group development, a prelude to civic relationships.

## Categories and criteria

The EAEA Grundtvig Award 2019 projects were awarded in two categories:

- European projects
- National and regional projects

### WHAT?

- The EAEA Grundtvig Award was launched in 2003 by EAEA in order to recognise and celebrate excellence in adult education.
- The award is given to an organisation or project consortium that presents the best transnational project in adult learning.
- The award has a different theme each year, reaches out to every region in Europe, and inspires the practitioners, course providers, and project participants to value their work and to link more closely with one another.

### HOW?

- The call is published annually in spring.
- Transnational partners are eligible to enter.
- The projects can include videos, photographs, books, Power Point presentations, slides and posters.
- Any product of the project that is accessible to the public, presented in a comprehensible way, and may be useful and/or transferable to other adult education organisations is eligible to enter the competition.



## EAEA Grundtvig Award 2019: Life Skills

In all categories, we look for projects that have either a transnational element or a strong national or local partnership with a diverse range of stakeholders. We welcome nominations from projects funded by the European Commission (Grundtvig/Erasmus+) or projects funded elsewhere.

Criteria are as follows:

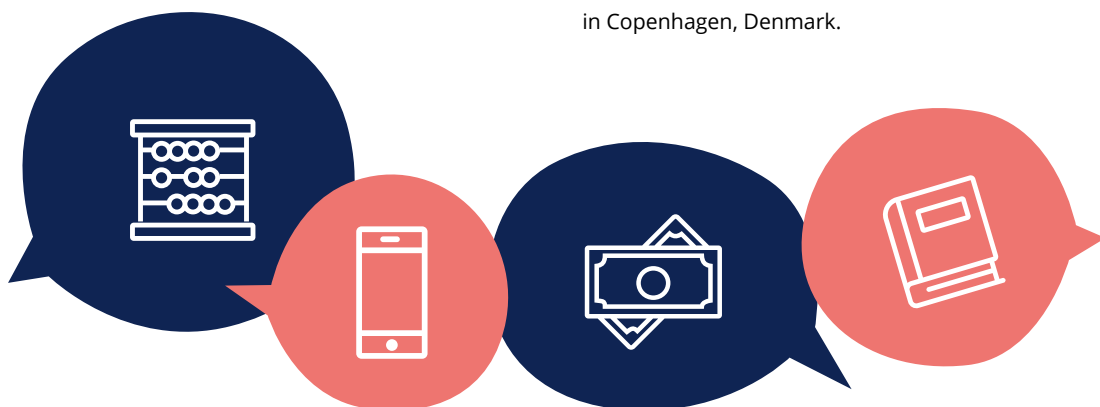
- The project must clearly demonstrate innovative ways in which it tackles the selected theme
- It must have evidence of outcomes, such as a report, website, DVD, or any form of verification
- It is desirable that the project be transferable and/or useful for others and
- The project or initiative should be up and running for at least six months and/or be close to completion. We also accept finished projects but they should have ended within two years of the Grundtvig ceremony (i.e. June 2017).

In 2019, EAEA wanted to accentuate projects with innovative approaches to working with life skills of adults. Life skills are building blocks of independence and self-efficacy. Life skills are closely related to the key challenges adults are faced with in the modern world, such as taking care of their physical and mental health, actively contributing to their well-being, mastering financial matters, and coping with the digital environment. Better life skills contribute to social and civic engagement, positive self-image, employability, as well as creating a constant educational need, thus forming a culture of lifelong learning.

With the award, EAEA wanted:

- to raise awareness, at a European level, for Life Skills in adult learning
- to raise awareness of the importance of learner-centred approaches in adult education and
- to inspire new Life Skills with learner-centred approaches in and with adult education.

The winners were announced on the 26th of June 2019 in Copenhagen, Denmark.



2

# EUROPEAN PROJECTS

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**WINNER:** OPEN IT UP



## 2.1 WINNER:

# Support adult educators for stronger learning outcomes

### What?

**OpenITup** aims at extending and developing educators' competences in teaching literacy and digital and entrepreneurial skills to vulnerable groups of adult learners by making use of new effective tools and technologies. The project's objective is to create opportunities for both educators and adult learners to acquire the knowledge and skills necessary to be self-employed.

### How?

The project applied a teaching process that embraces both teachers and learners. Partners developed a wide variety of teaching and learning resources designed to improve language and communication skills, digital literacy and the entrepreneurship mindset of adults. The e-learning materials are based on real-life stories and cases that learners can identify with. They help adult learners find out whether they are ready to start their own business through learning how to transform ideas into real business.

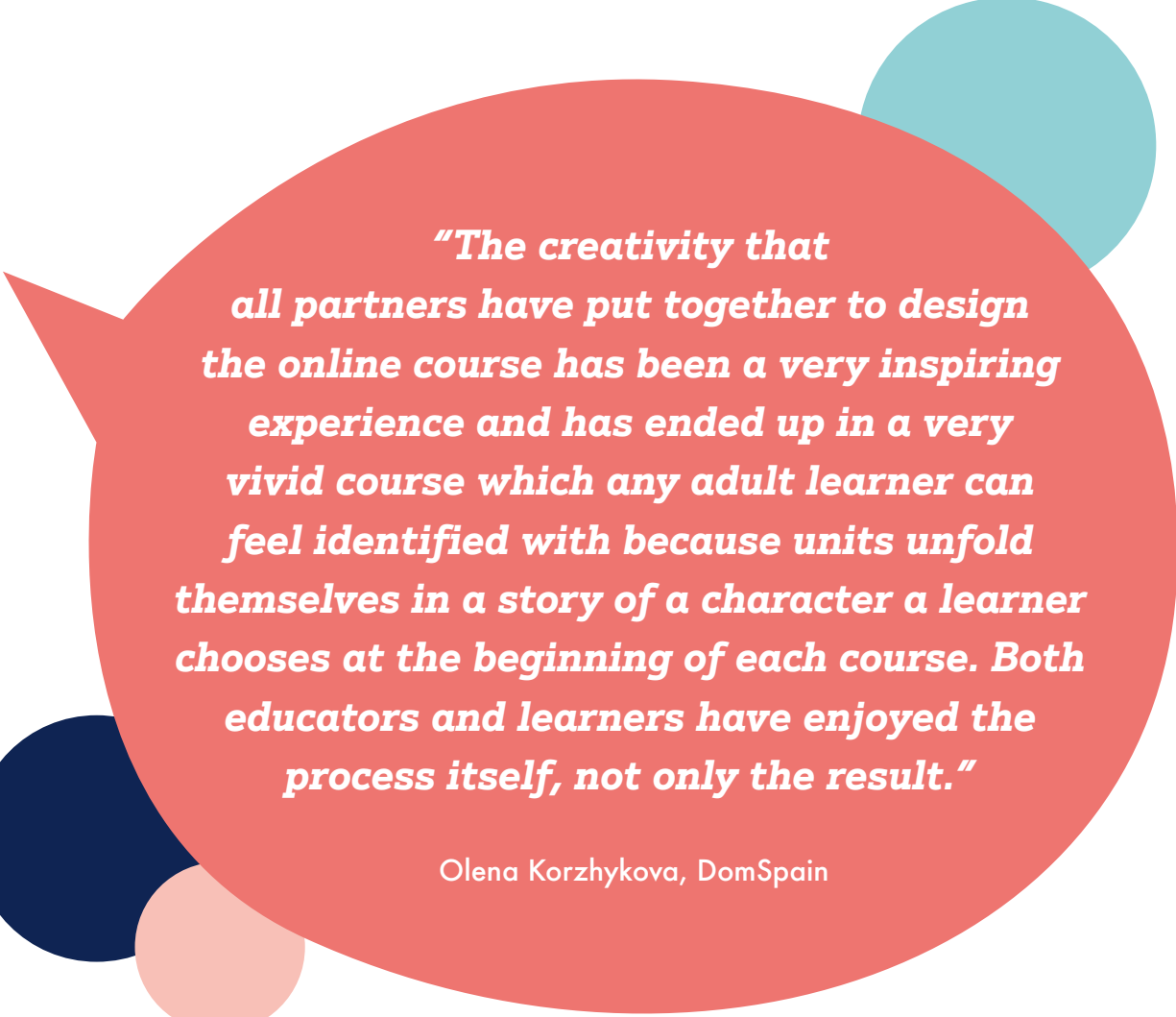
### Outcomes

The project developed several e-learning materials, including online courses, business idea cards and

videos about European start-ups in several languages describing how ideas were born and challenges were dealt with. Partners have also created a resource library and webinars for adult educators.

As a result of the project, the learners have shown increased motivation to learning languages and boosted capacity and confidence to approach employers or start their own business. The adult educators are able to better identify both the needs and the skills of their learners and adapt their educational programmes to specific target groups. The project also built the capacity of adult education providers to participate in international educational programmes. The partners have learned how to work efficiently with people from different cultures and organisational structures.





***“The creativity that all partners have put together to design the online course has been a very inspiring experience and has ended up in a very vivid course which any adult learner can feel identified with because units unfold themselves in a story of a character a learner chooses at the beginning of each course. Both educators and learners have enjoyed the process itself, not only the result.”***

Olena Korzhukova, DomSpain

## **PROJECT FACTS**

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- **Name:** Open IT Up: Boosting Adult Educator Competencies to Upskill Pathways of Adult Learners
- **Countries:** Spain, Germany, Poland, Bulgaria, Greece, Italy, Turkey, UK.
- **Coordinator:** DomSpain
- **Contact:** Julia Vilafranca, international@domspain.eu
- **Partners:** Wisamar Bildungsgesellschaft gemeinnützige GmbH (Germany), Szczecin College of Collegium Balticum (Poland), edEUcation Ltd (the UK), “NIKANOR” Ltd. (Bulgaria), IDEC SA (Greece), LES CULTURES (Italy), USAK University (Turkey).
- **Field:** Literacy, digital and entrepreneurial skills
- **Life Skills approach:** Learner-centred approach for teaching basic skills and entrepreneurial skills
- **Links:** openitup.eu

# 2.2 Widening access to the labour market through teaching soft skills

## What?

The project **Innovative Curriculum on Soft Skills for Adult Learners (ICARO)** is funded by the Erasmus+ Programme and aims at designing a customised training path adapted to the needs of each participant in order to (re) integrate them in the labour market. ICARO works with long-term unemployed adult learners, low-skilled individuals and people facing difficulties accessing the labour market, as well as adult education providers and practitioners.



PHOTO: PIOTR BEDLIŃSKI

## How?

ICARO has developed a training curriculum on soft skills for unemployed adult learners. This is an innovative curriculum on soft skills which allows adult learners to choose their learning path and to progress at their own pace. The curriculum supports the development of digital competences, initiative and entrepreneurship, social and civic competences and cultural awareness.

## Outcomes

As a result of the project, the partners developed a soft-skills assessment toolkit, training curriculum, handbook for adult educators and a blended learning programme: "From home to work". The project demonstrated and supported the idea that there is a need to promote lifelong learning, raise awareness of the advantages of adult education, and improve the competences of adult educators.

## PROJECT FACTS

- **Name:** Innovative Curriculum on Soft Skills for Adult Learners – ICARO
- **Countries:** Spain, Ireland, Belgium, Lithuania, Germany and Greece
- **Coordinator:** Servicio Regional de Empleo y Formacion de la Region de Murcia (Spain)
- **Contact:** Alicia Gaban, [ag@efvet.org](mailto:ag@efvet.org)
- **Partners:** Dublin City University (Ireland), European forum of technical and vocational education and training EFVET (Belgium), Social Innovation Foundation (Lithuania), Hamburger Volkshochschule (Germany), Technical Institute of Heraklion Chamber of Commerce and Industry (Greece)
- **Field:** Teaching Soft Skills
- **Life Skills development:** Improving integration into the labour market through a personalised learning approach
- **Links:** [icaro-softskills.eu](http://icaro-softskills.eu)

## 2.3 Motivating adult learners using ICT

### What?

The project **How to Trigger Primary Motivation for Learning in Low Educated Adults Using ICT Tools** (LearnersMot) builds adult educators' capacity to motivate low-educated and low-skilled adult learners.

### How?

The project targets adult educators' need to foster their learners' life skills through developing their language and communication skills for everyday life and workplace. Developing literacy is closely related to developing integrated basic skills: listening, speaking, reading, writing, cognitive, cultural, communication and team-building skills, as well as using ICT tools.

### Outcomes

A resource library has been set up, a conceptional background has been developed and a blended online course, "Deep In: Core literacy course," has been elaborated. An educational film has been produced with the aim of enabling adult educators to better motivate the learners to enroll and remain in education, using situational learning based on life skills.



### PROJECT FACTS

- **Name:** LearnersMot
- **Countries:** Spain, Italy, Slovenia, Cyprus.
- **Coordinator:** Edensol
- **Contact:** Ana Herranz, [international@edensol.eu](mailto:international@edensol.eu)
- **Partners:** Slovenian Third Age University (Slovenia), Eurocrea Merchant (Italy), UPI Žalec (Slovenia), Eurosuccess Consulting (Cyprus).
- **Field:** Adult educators' professional development
- **Life Skills development:** Building literacy, digital and communication skills for everyday life and work
- **Links:** [www.learnersmot.eu](http://www.learnersmot.eu)

## 2.4 Transforming the career guidance for generation Z

### What?

The **FUTURE Time Traveller** project aims at transforming career guidance of Generation Z through an innovative, games-based scenario approach, and preparing the next generation for the jobs of the future. The project's goals are to foster innovative thinking and a future-oriented mindset of young people, to enhance the innovative capacity of career guidance practitioners and experts and to give impetus to innovation and future-oriented career guidance policies.

### How?

In the first half of the project, the FUTURE partners conducted comprehensive desktop and field research, which helped identify the main trends, challenges and good practices in the field of career guidance. Young people and career guidance practitioners were involved in the survey. Based on the findings, the partnership elaborated a future-looking career guidance agenda, developed a game-based scenario approach and launched a 3D virtual world platform, which aims to help young people prepare better for their future jobs.

### Outcomes

The FUTURE Time Traveller career game innovatively combines new digital technologies (3D virtual learning environments) with educational game methodologies (game-based learning) to create a unique simulation of a future world. The game fosters players' imagination, critical thinking, decision-making and interest in future developments.



### PROJECT FACTS

- **Name:** FUTURE Time Traveller
- **Countries:** Bulgaria, Greece, UK, Portugal, Italy, Germany and Poland.
- **Coordinator:** Business Foundation for Education
- **Contact:** Gergana Rakovska, [grakovska@fbo.bg](mailto:grakovska@fbo.bg)
- **Partners:** Computer Technology Institute and Press "Diophantus" (Greece), Aspire-Igen group (UK), European Board for Certified Counselors (Portugal), Centro Italiano per l'Apprendimento Permanente (Italy) Institute of Learning Innovation (Germany), University of Lodz (Poland).
- **Field:** Career orientation
- **Life Skills development:** Game-based learning to teach job skills of the future
- **Links:** [future-time-traveller.eu](http://future-time-traveller.eu)



# 2.5 Breaking barriers to education for the elderly through intergenerational learning

## What?

The project's objective is to involve the elderly in learning, increase their digital competences and a range of personal skills, encouraging them to become more independent and active. A lot of seniors are excluded from the processes of decision-making on a local level, which often leaves them with limited access to resources. The project, **Inclusive Senior Education through Virtual U3A**, stands on four pillars: social inclusion, ICT, active participation of seniors, and engagement of youth with seniors' education.



## How?

The project took an innovative teaching method: engaging the elderly in the course design and the youth in course delivery and coaching, therefore providing the participants with the agency for their personal growth. A blended learning approach allowed the course to be interactive, supported collaboration, and made learning student-centred.

## Outcomes

The approach led to a range of impressive outcomes, including eliminating generational barriers, increasing participants' self-esteem, improving their interpersonal skills, such as a sense of community, patience, respect, and others. Seniors experienced a positive impact on their digital skills, and the course organisers were able to test and improve the online learning environment.

## PROJECT FACTS

- **Name:** Inclusive Senior Education through Virtual U3A
- **Countries:** Italy, Czech Republic, Portugal
- **Coordinator:** Fondazione Mondo Digitale
- **Contact:** Cecilia Stajano, [c.stajano@mondodigitale.org](mailto:c.stajano@mondodigitale.org)
- **Partners:** University of Ostrava (OU), Czech Republic; Associação de Melhoramentos e Bem Estar Social de Pias (AMBESP), Portugal; Associação Rede de Universidades da Terceira Idade (RUTIS); Portugal.
- **Field:** Intergenerational learning
- **Life Skills development:** Increasing digital competences of senior adults
- **Links:** [www.mondodigitale.org/en/what-we-do/areas-intervention/active-aging/isev](http://www.mondodigitale.org/en/what-we-do/areas-intervention/active-aging/isev)

## 2.6 Supporting job-market integration through IT classes

### What?

The **MigraCode** project organised by Social Hackers Academy (SHA) builds a bridge between two needs in the society: growing demand for advanced ICT skills on the labour market and the inclusion of immigrants and asylum seekers into new communities.

### How?

Activities of the project are twofold: first of all, SHA offers comprehensive IT courses that deal with a wide range of competences, from basic digital skills to coding, soft skills, and job-seeking tips. Secondly, the project offers a platform for different course providers from Europe to share their practices, thus building the capacity of its members.

### Outcomes

The project is expected to establish a MigraCode Network and support its members through a sustainable MigraCode environment. The project will also expand code schools for refugees and develop a toolkit on how to establish one, manage it and organise a five-day training course for teachers.



### PROJECT FACTS

- **Name:** MigraCode: Acceleration of labour market integration of third-country nationals through digital competencies
- **Countries:** Greece, Italy, Spain
- **Coordinator:** Social Hackers Academy
- **Contact:** Aggelina Mila, [aggelina@socialhackersacademy.org](mailto:aggelina@socialhackersacademy.org)
- **Partners:** Open Cultural Center (OCC), Social Hackers Academy, AICA, IFOA.
- **Field:** Inclusion of immigrants, digital skills
- **Life Skills development:** Teaching soft skills and digital skills
- **Links:** [migracode.eu](http://migracode.eu)



3

# NATIONAL PROJECTS

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**WINNER:** STREET UNIVERSITY



PHOTO: FLEMMING GJEDDE

## 3.1 WINNER:

# Taking education out into public spaces

### What?

The project **Street University** reintroduced citizens to the pleasure of learning and being part of a community by placing the individual at the centre of the learning activity. In order to engage a bigger share of low-skilled adults in education, the project broke out of classroom walls to reach out to learners in public places. The objective was to address the so-called functionally illiterate people who have difficulties in daily living and employment tasks that require reading and writing skills beyond the basic level. The project aimed to bring those adults to education by providing learning experiences that are convenient, appealing and meaningful.

### How?

The Street University set up a collaborative network to identify learners' needs and improve the living contexts of the participants through leisure and culture. Free participation, high relevance of the themes and an informal atmosphere all contributed to increasing curiosity and motivation to learn.

The project designed and held a large number of informative meetings and workshops in non-formal environments, e.g. bookstores, parks and bars to introduce people to skills useful for active participation in society. The topics ranged from financial education to food and from conscious use of technology to sports and yoga. The meetings brought not only interesting

discussions and useful information but also an opportunity to communicate with others and combat social isolation.

### Outcomes

The project organised about 1000 workshops and events, with around 20,000 participants, together with 36 local, public and private organisations. The positive impact is believed to be on the adults' attitudes to learning. Street University offered adults an opportunity to improve their skills in a relaxed, socially acceptable and informal environment. The project showed the necessity of learning, but also how pleasant and interesting it can be.



PHOTO: STREET UNIVERSITY



***"The most exciting moments were laughter yoga in prison because the people involved were able to release their emotions and establish positive relationships with others, and the course on conscious use of apps for seniors, which led to sophisticated discussions on technological aspects of our lives."***

Mariella Ciani, USE

## **PROJECT FACTS**

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- **Name:** Street University
- **Country:** Italy
- **Coordinator:** Unieda in partnership with Upter e UPBeduc
- **Contact:** Mariella Ciani, Università Senza Età Città del Trattato di Campoformido (USE), mariella.ciani@gmail.com
- **Field:** Active citizenship, literacy and digital skills
- **Life Skills approach:** Learner-centred non-formal and informal education
- **Links:** [www.unieda.it](http://www.unieda.it) [www.universitadistrada.it](http://www.universitadistrada.it) [www.youtube.com/watch?v=aCUJ96i3E-c](https://www.youtube.com/watch?v=aCUJ96i3E-c)

# 3.2 Enhancing leaders' capacity through civic engagement

## – SWITZERLAND & GERMANY

### What?

**SeitenWechsel** aims to strengthen corporate social responsibility, sensitise company leaders and employees to respond to social issues and foster civic engagement. It takes the form of a supervised internship, during which participants work in selected social institutions, such as rehabilitation clinics, burnout clinics, care homes, psychiatric institutions or asylum homes.

### How?

The participants train their social, emotional and communication skills. They learn from professionals how to lead difficult conversations, how to deal with stress, how to set boundaries, etc. Furthermore, they train their intercultural skills, their ability to change perspective, increase tolerance and reduce prejudices.

### Outcomes

To date more than 3300 participants from almost 50 companies took part in the SeitenWechsel internship. SeitenWechsel cooperates with 140 institutions throughout Switzerland. Participants become aware of social issues and problems in society and increase their mindfulness, empathy and understanding of human nature in their leadership roles.



PHOTO: SEITENWECHSEL

### PROJECT FACTS

- **Name:** SeitenWechsel
- **Countries:** Switzerland, Germany
- **Coordinator:** SeitenWechsel
- **Contact:** Renata Kubova, [kubova@seitenwechsel.ch](mailto:kubova@seitenwechsel.ch)
- **Field:** Civic engagement, communication and intercultural skills, personality development
- **Life Skills development:** Practical approach to developing civic engagement
- **Links:** [www.seitenwechsel.ch](http://www.seitenwechsel.ch)



# 3.3 Training on financial independence for visually impaired people – BELARUS

## What?

The primary focus of the project **Learning to manage finances by ourselves** was to help visually impaired people learn to manage their finances with mobile banking applications. The project also promoted the idea of adapting banking tools to the needs of blind customers.

## How?

The training was held by the head of the Centre of Successful People, Michael Antonenko, and trainer Alexandr Severin, who, despite visual impairment, leads a successful and fulfilling life. The learning materials were constructed based on tactical writing system and audio format for banking tools.

## Outcomes

The project took place in six regions in Belarus and reached out to 117 people. Aside from reaching its first target group, visually impaired people, the project resulted in a broader impact: raising awareness of the needs of disabled people. It also encouraged people with disabilities to participate in lifelong learning and become their own agents. For practitioners, the project meant expanding their knowledge on how to work with disabled people, apply teamwork and peer-to-peer education.



## PROJECT FACTS

- **Name:** Learning to manage finances by ourselves
- **Country:** Belarus
- **Coordinator:** Organisation for rehabilitation of people with visual disabilities: "Centre of Successful People"
- **Contact:** Michail Antonenko, isuhotskaja@mail.ru
- **Field:** Inclusion of people with disabilities
- **Life Skills development:** Training visually impaired people on financial independence
- **Links:** center1.by



## 3.4 Promoting active ageing through theatre – POLAND

### What?

**Mobilizing seniors on and off stage** created a meeting space for seniors from different backgrounds with various health conditions. During the project, active seniors prepared a performance for their peers living in a residential care home or limited to local senior clubs. What made the performance exceptional was that seniors had a chance to not only be the actors but also the scriptwriters – it was their life stories and reflections on ageing that provided the basis for the play. Those in the audience could actively engage in the creative process and become part of what was happening on the stage.



PHOTO: MOBILIZING SENIORS ON AND OFF STAGE

### How?

The event improved participants' moods, encouraged them to move and dance, and opened them up to a different kind of activity. Some people felt encouraged to join drama and theatre workshops. Among other positive effects, seniors experienced increased self-confidence and ability to express themselves spontaneously with less anxiety about exposure to ridicule or embarrassment.

### Outcomes

The project supported the idea that communication with peers can positively influence dependent and withdrawn seniors. The approach is especially valuable because seniors can act as experts in their field and can give shape to the events that they consider interesting and worthwhile.

### PROJECT FACTS

- **Name:** Mobilizing seniors on and off stage
- **Country:** Poland
- **Coordinator:** Non-formal group "Synchrony"
- **Contact:** Nina Woderska, [n.woderska@gmail.com](mailto:n.woderska@gmail.com); Kinga Mistrzak, [mistrzak.kinga@gmail.com](mailto:mistrzak.kinga@gmail.com)
- **Field:** Promoting active ageing
- **Life Skills development:** Developing of a positive self-image through theatre and peer communication
- **Links:** [www.facebook.com/GrupaSEPOR](https://www.facebook.com/GrupaSEPOR)



# 3.5 Improving the quality of life of people with disabilities – BELARUS

## What?

The project **Learning with the whole family**, organised by BPO “Nadezhda” and supported by the European Commission and DVV International, developed the competences of parents of young people with disabilities in fundraising and project management. The purpose of the project was to increase the quality of life of the disabled people in the region through opening up new awareness raising and support opportunities.



## How?

The project organised five two-day training sessions on fundraising and project management for parents of young people with disabilities. As a result, a competition on mini-projects was organised. The winning mini-projects were financed and successfully implemented. At least 400 people took part in all these activities. A training course in photography and filming videos was also held for teenagers and young people with disabilities.

## Outcomes

About 80% of participants in the course indicated that they had sufficient motivation and level of preparation to apply the knowledge gained. After completing the course, 40% of the participants independently prepared project applications for open competitions.

## PROJECT FACTS

- **Name:** Learning with the whole family
- **Country:** Belarus
- **Coordinator:** Bobruisk primary organisation “Nadezhda” of NGO “Belarussian association of assistance to children and young people with disabilities”
- **Contact:** Volha Salanovich, hope1998@yandex.ru
- **Field:** Improving the quality of life of people with disabilities
- **Life Skills development:** Developing project writing and fundraising capabilities of parents of children with disabilities
- **Videos:**
  - [vk.com/id135015817?z=video236122109\\_456239072%2Ffa725773f80d48266a%2Fpl\\_wall\\_135015817](https://vk.com/id135015817?z=video236122109_456239072%2Ffa725773f80d48266a%2Fpl_wall_135015817)
  - [vk.com/id135015817?z=video236122109\\_456239077%2F25195b573f08e8e871%2Fpl\\_wall\\_135015817](https://vk.com/id135015817?z=video236122109_456239077%2F25195b573f08e8e871%2Fpl_wall_135015817)
  - [vk.com/id135015817?z=video236122109\\_456239079%2F48c429ab411249e1d9%2Fpl\\_wall\\_135015817](https://vk.com/id135015817?z=video236122109_456239079%2F48c429ab411249e1d9%2Fpl_wall_135015817)

## 3.6 Strengthen community development through a real-life modelling board game – UKRAINE

### What?

**World of Communities** is the first Ukrainian multiplayer co-op strategy board game, which closely models real life and decision-making, conflict-resolution and community development. The motto of the game is “Learn what you can’t Google” as the game developers strive to help players develop important learning skills, and life and citizenship competences.

### How?

World of Communities is based on several scenarios. To win the game, players need to work together to develop their community, extending public infrastructure, managing community assets wisely, launching new businesses, developing professional skills, and increasing the level of health and happiness. Several iterations of the game help reveal leaders on the team, involve all the team members in decision-making and improve the professional skills of community development specialists.

### Outcomes

77% of players noticed their professional development, while 71% admitted a deeper understanding of the context. 52% of players reported higher leadership skills and increased level of engagement in community life.

Several online platforms were established for players to exchange experiences and provide support to each other. The game has been used in numerous communities around Ukraine and has involved thousands of players.



PHOTO: GAME “WORLD OF COMMUNITIES”

### PROJECT FACTS

- **Name:** Game “World of Communities”
- **Country:** Ukraine
- **Coordinator:** NGO “Ukrainian Association of Learning Cities”
- **Contact:** Odnorog Tanya,  
[info@worldofcommunities.org](mailto:info@worldofcommunities.org)
- **Field:** Life skills, learning skills and citizenship skills
- **Life Skills development:** Developing leadership and community engagement skills through a dynamic board game
- **Links:**  
[www.worldofcommunities.org/goglobal](http://www.worldofcommunities.org/goglobal)  
[www.facebook.com/worldofcommunities/gameblog.woc.org.ua](https://www.facebook.com/worldofcommunities/gameblog.woc.org.ua)

## 3.7 Language and life skills education for immigrants – FINLAND

### What?

Through the project **Feel at home with skills and art** Jyväskylä Christian Institute aims at creating a welcoming atmosphere for immigrants. Besides language training, the project helps participants adapt to the new environment and learn about the Finnish way of life.

### How?

The workshops of the project range from writing skills and everyday practicalities to art classes, such as painting and drama, to learning about democracy and human rights. The approach is student-oriented and the learners can choose the language of communication along with the activities they want to do. The students are encouraged to self-expression and self-reflection all the time.

### Outcomes

The project gives participants a platform to socialise and learn about each other and about their new environment. Among the outcomes are higher coping abilities, higher self-esteem, the courage to continue studying and improve their lives, improved digital skills, multicultural understanding, and knowledge to engage with the local facilities and services.



### PROJECT FACTS

- **Name:** Feel home with skills and art (Kotoudu taidolla ja taiteella)
- **Country:** Finland
- **Coordinator:** Jyväskylä Christian Institute
- **Contact:** Anna-Liisa Vallipuro, [anna-liisa.vallipuro@jko.fi](mailto:anna-liisa.vallipuro@jko.fi)
- **Field:** Support and inclusion for immigrants
- **Life Skills development:** Language, civics and art workshops
- **Links:** [www.jko.fi/koulutus/aikuistenperusopetus/#LUK](http://www.jko.fi/koulutus/aikuistenperusopetus/#LUK)



## 3.8 New educational kit for professionals working with migrants – BELGIUM

### What?

Training courses can make the transition of migrants from their home country to the new context easier and smoother; however, they can be challenging due to language or cultural barriers, especially in the case of low-educated adults. The **Welcome to Belgium** project supports professionals in building their strategy to approach migrants with low literacy levels.



### How?

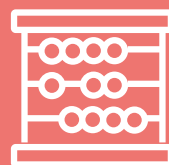
The organization developed nine educational kits for professionals in the field on topics ranging from living in an international environment to dealing with legal issues, resolving everyday issues and building cultural awareness. Lire et Ecrire organises four-day training sessions for education providers on the use of the toolkits.

### Outcomes

Through the training and use of the tools, participants expanded their knowledge on the subjects covered in the kits, gained a new perspective on working with low-educated adults from foreign countries and engaged in meaningful exchange with their peers. They appreciated learning how to reinforce their practice and make teaching supportive of critical thinking.

### PROJECT FACTS

- **Name:** Welcome to Belgium – nine educational kits for a (better) understanding of Belgium
- **Country:** Belgium
- **Coordinator:** Lire et Ecrire
- **Contact:** Louise Culot, [louise.culot@lire-et-ecrire.be](mailto:louise.culot@lire-et-ecrire.be)
- **Field:** Support professionals working with low-educated migrants
- **Life Skills development:** Educational tool kits on life skills
- **Links:** [www.lire-et-ecrire.be](http://www.lire-et-ecrire.be)



## 3.9 Self-development and entrepreneurial skills in a safe and friendly community – BELARUS

### What?

**Osnovnoi.by** is a unique project that brings together like-minded people and opens up opportunities for the personal and professional development of individuals. The idea of the project is to promote lifelong learning and strengthen social cohesion. The goal of the initiative is to create a “learning city”, involving different stakeholders and widening learning opportunities for citizens.



### How?

Participants in the project become part of a learning community where they can access various workshops organised by professional coaches. The workshops are about art, health, business, and psychology. Every participant can offer their own workshop and become a coach as well.

### Outcomes

The participants noticed a higher desire to get involved in learning opportunities, feeling of satisfaction after each workshop, stronger sense of belonging and increased motivation to organise their own business.

### PROJECT FACTS

- **Name:** Osnovnoi.by
- **Country:** Belarus
- **Coordinator:** Osnovnoi.by
- **Contact:** Lapin Andrei, Info@rabotavitebsk.by
- **Field:** Personal development and entrepreneurial skills
- **Life Skills development:** Workshops on health, art, psychology, and business
- **Links:** osnovnoi.by



# 3.10 Building single parents' courage to go back to learning

## – IRELAND

### What?

**Your Time to Shine** is a programme that offers those parenting alone new learning and self-development opportunities. The objective of the programme is to help women who for a long time have been outside education and training recognise their own potential to grow, gain the courage to involve themselves in learning and, as a result, increase their participation in society, widen employment opportunities, and lead a more fulfilling life.

### How?

The initiative puts the learner in the centre, adapting the training offer to their needs, starting from the selection of a convenient location and continuing with creating a sense of personal agency in each participant. Learners are able to choose workshops according to their interests, become trainers for their peers, as well as engage in individualised coaching with a professional guidance worker.

### Outcomes

The programme has been delivered three times to date in 2017 and 2018 and thirty participants have taken part in the programme. The most telling impacts have been in the qualitative indicators where learners have summed up their own journey as “building my confidence”, “getting on better with my son”, “giving me a push in making goals in my life”, etc.



### PROJECT FACTS

- **Name:** Your Time to Shine
- **Country:** Ireland
- **Coordinator:** Dublin North West Area Partnership
- **Contact:** Fergus Craddock,  
fergus.craddock@dnwap.ie
- **Field:** Support for single parents
- **Life Skills development:** Work skills, personal development, learner-centred approach
- **Links:**  
[www.dnwap.ie/2018/04/12/ytts/](http://www.dnwap.ie/2018/04/12/ytts/)  
[www.youtube.com/watch?v=NdcJA1Efxzc](https://www.youtube.com/watch?v=NdcJA1Efxzc)

# 3.11 Promoting active ageing through learning – BELARUS

## What?

**Golden Age University** is a senior's meeting place that offers various opportunities for socialisation, dialogue, learning and sharing knowledge with peers. The aim of the organization is to promote active ageing, include the elderly in the life of the community, and strengthen social cohesion.

## How?

The life of the university is built upon the principles of active engagement, positivity, mutual aid and political and religious neutrality. The activities include general meetings, e.g. workshops and lectures, thematic clubs, integration activities, such as parties and living libraries, as well as volunteer initiatives.

## Outcomes

Currently, about 200 seniors participate in the university's activities. A lot of them reported improved self-image, more positive attitude to life and their own age, and higher willingness to participate in society. The initiative has been recognised on the local and federal level with several awards.



## PROJECT FACTS

- **Name:** Golden Age University
- **Country:** Belarus
- **Coordinator:** Non-Commercial Private Institution for Additional Adult Education "Practical Competences Studio"
- **Contact:** Lana Rudnik, [edustudio.hrodna@gmail.com](mailto:edustudio.hrodna@gmail.com)
- **Field:** Inclusion of the elderly
- **Life Skills development:** Promotion of personal development and active engagement with various activities
- **Links:**  
[uzv.by](http://uzv.by)  
[www.facebook.com/groups/uzv.hrodna](https://www.facebook.com/groups/uzv.hrodna)

## 3.12 Learning about oneself and the world through reading – ITALY

### What?

The questions “Who am I?” and “What do I do here?” occur in everyone’s lives, but some might face the questions not once or twice, but throughout their lives. Finding the answers to these questions is important to leading a happy life. The project, **Reading – a path to freedom**, aims at helping adults find their own selves through reading.



### How?

Through the project, adults are introduced to literary works on human freedom and self-search. The reading and reflection sessions happen in evening classes and in prison facilities. With integrative reading techniques, such as interpretive reading, discussion and self-reflections, learning has become meaningful and captivating.

### Outcomes

During the course, participants exercised self-awareness by building an understanding of the different life circumstances, their critical sense for independent interpretation of reality, and effective communication in order to be able to express themselves clearly.

### PROJECT FACTS

- **Name:** La Lecture: un “chemin” vers la liberté. Reading – a path to freedom
- **Country:** Italy
- **Coordinator:** ITS “Aterno-Manthonè” - Percorso di istruzione di 2° livello per adulti - Pescara
- **Contact:** Mariadaniela Sfarra, daniela.sfarra@gmail.com
- **Field:** Literacy, personal development
- **Life Skills development:** Self-awareness, communication, critical thinking.
- **Links:** [www.libriamociascuola.it](http://www.libriamociascuola.it)



# 3.13 Promoting individual and societal well-being through health-related media literacy – FINLAND

## What?

The project, **Science over beliefs in healthcare**, deals with an intimate issue of trust between the medical community and the public and tries to tackle the issue of wrong and opinion-based beliefs in medical or alternative treatments. Through popular writing training for future doctors, the project strives to decrease the gap between medics and citizens and increase health-related awareness.

## How?

Within the project, medical students learn how to write popular posts and articles to explain the science behind health-related issues for the public. The students were also introduced to dialogue methods to improve the discussion around health-related issues between professionals and citizens. The audience is engaged through having the possibility to propose subjects for the articles.

## Outcomes

30 medical students participated in the pilot course and they were trained for 30 hours in communication, dialogue, writing, media processes and source criticism. They wrote 12 online articles on common health claims and the website had 17,200 visitors in three months. They gained 4000 followers on social media in a short period of time. The students also participated in two open dialogue sessions with citizens. The medical students founded an association (Vastalääke) which will continue to fight wrong health beliefs with blog posts and social media.



PHOTO: SCIENCE OVER BELIEFS IN HEALTHCARE

## PROJECT FACTS

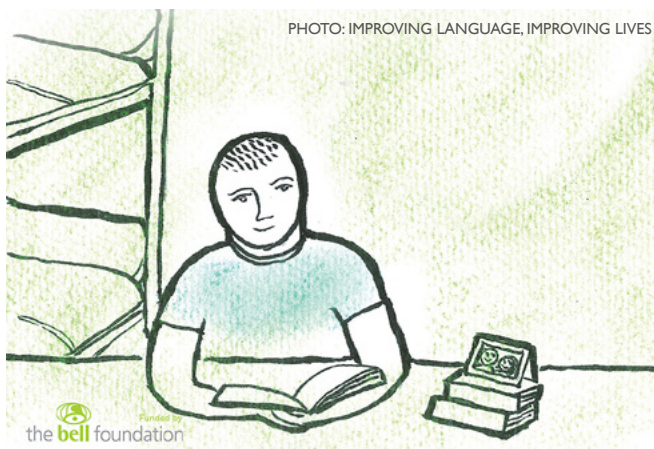
- **Name:** Science over beliefs in healthcare
- **Country:** Finland
- **Coordinator:** Finnish Lifelong Learning Foundation (KVS)
- **Contact:** Anne Tastula, [anne.tastula@kvs.fi](mailto:anne.tastula@kvs.fi)
- **Field:** Health literacy, writing skills
- **Life Skills development:** Developing citizens' health capabilities and communication and writing skills of future doctors
- **Links:** [www.vastalaake.fi](http://www.vastalaake.fi)



# 3.14 Improving the lives of inmates through language and life skills training – UNITED KINGDOM

## What?

In response to research evidence on the challenges faced by prisoners who have English for Speakers of Other Languages (ESOL) needs, the project, **Improving Language, Improving Lives**, enhanced ESOL provision in prisons. Working with prisons and community organisations, the project developed, piloted and evaluated Learning and Work Institute's (L&W) Citizens' Curriculum model in prison and community rehabilitation settings and supported tutors in embedding life skills capabilities into their ESOL classes.



## How?

The project mapped available resources for ESOL tutors in prisons to identify gaps and then developed a set of draft resources during a writers' workshop. They were tested by the prisons and community organisations involved in the project, with feedback incorporated into final versions. The resources are organised into Civic, Financial and Health capabilities.

## Outcomes

Through the project, L&W institute encouraged ESOL practitioners to embed participatory and learner-led approaches in the ESOL classroom. After the project the participants reported a positive impact on learners, including their becoming more open to discussions on various topics. ESOL tutors also experienced a positive change, gaining confidence in their work.

## PROJECT FACTS

- **Name:** Improving Language, Improving Lives
- **Country:** United Kingdom
- **Coordinator:** Learning and Work Institute
- **Contact:** Alex Stevenson,  
alex.stevenson@learningandwork.org.uk
- **Field:** Training tutors specialised in English for Speakers of Other Languages
- **Life Skills development:** English as a Second Language, Civic, Health and Financial capabilities
- **Links:** [www.learningandwork.org.uk/our-work/life-and-society/citizens-curriculum/improving-language-improving-lives/](http://www.learningandwork.org.uk/our-work/life-and-society/citizens-curriculum/improving-language-improving-lives/)

# 3.15 Overcoming social isolation through transformative learning

## – UNITED KINGDOM

### What?

The project, **Self-care and Well-being**, addresses the needs of individuals who experience mental health challenges to deal with social isolation and build their self-management skills. The project emphasises the importance of empathy and compassion in helping yourself and others in order to lead a fulfilling and happy life.



### How?

The project utilises transformative pedagogy and the principles of adult education, building a learning environment based on mutual trust, dialogue and co-constructive nature. The course content was developed in collaboration between learners, families, practitioners and peers. During the course, the participants practised imagery, meditation, behaviour change and thought exercises.

### PROJECT FACTS

- **Name:** Self-care and Well-being
- **Country:** United Kingdom
- **Coordinator:** Transformative Recovery College (TRC)
- **Contact:** Alice McDonnell, westmeathtc@gmail.com
- **Field:** Transformative learning
- **Life Skills development:** Building Self-management, empathy and compassion
- **Links:** [transformativecollegewestmeath.wordpress.com/about-us-4/](https://transformativecollegewestmeath.wordpress.com/about-us-4/)

### Outcomes

The project helped its participants understand their own needs and rebuild their lives in a healthy and more wholehearted way.



## 3.16 Contributing to the development of the local community by educating professionals and citizens – BELARUS

### What?

The aim of the project, **Adult Education for Sustainable Development of Shchuchin District**, was to develop the local community by improving the life skills of its citizens. The project was divided into two parts: the first one was dedicated to strengthening the professional capacity of local educators and creating learning scenarios for potential learners. In the second part the new methods and courses were implemented with the audience.

### How?

During the project, 15 local adult educators took part in a blended-learning course on how to develop educational opportunities on financial, health, digital, environmental, civic, personal, and interpersonal skills.

### Outcomes:

Stage one of the project has had a positive influence on the adult educators. They have increased their competence in designing needs-based educational programmes and are now able to disseminate their experience. As a result of the project, a community of adult educators emerged in Shchuchin District. Project participants became more outspoken and assertive in communication with local authorities and other stakeholders. Moreover, local authorities appreciated the project results and proposed the participants to join the team on the development of Local Agenda 21 for Shchuchin District.



### PROJECT FACTS

- **Name:** Adult Education for Sustainable Development of Shchuchin District
- **Country:** Belarus
- **Coordinator:** Hrodna Regional Association of Young Intellectuals VIT
- **Contact:** Siarhei Salei, [siarhei.salei@gmail.com](mailto:siarhei.salei@gmail.com)
- **Field:** Professional development of adult educators
- **Life Skills development:** Financial, Health, Personal and interpersonal, Digital, Environmental, and Civic capabilities
- **Links:** [vitngo.by](http://vitngo.by)



# 3.17 Developing the local community through adult education – UKRAINE

## What?

The aim of the project, **Year of informal education of adults in Mykolaiv**, is twofold: first of all, the initiative promotes lifelong learning and encourages adults to engage in non-formal education. Second, through training and upskilling adults, the project seeks to improve the life of the local community.



## How?

Within the project, a broad range of skills was promoted, from entrepreneurial skills to peace skills, from a positive attitude to the world to safety awareness. As part of the initiative, seminars, festivals, conferences, master classes and training sessions were organised with a learner-centred approach.

## Outcomes

The project reached out to approximately 2000 people. As a result, the learning needs of the people in the region were identified, a bank of educational opportunities was compiled, and a strategy for the development of life skills in adults was designed.

## PROJECT FACTS

- **Name:** Year of informal education of adults in Mykolaiv - 2018
- **Country:** Ukraine
- **Coordinator:** Nongovernmental Centre “European education of adults”
- **Contact:** Pehota Olena Mykolayivna, enp84@i.ua
- **Field:** Promoting educational opportunities, improving the local community
- **Life Skills development:** Various training sessions in a range of life skills areas



**EAEA is the voice of non-formal adult education in Europe. It is a European NGO with 130 member organisations in 43 countries and represents more than 60 million learners Europe-wide.**



**EUROPEAN ASSOCIATION FOR  
THE EDUCATION OF ADULTS**

Mundo-J, Rue de l'Industrie 10, B-1000 Brussels  
Tel. +32 2 893 25 22, [eaia-office@eaia.org](mailto:eaia-office@eaia.org)  
[www.eaia.org](http://www.eaia.org)