

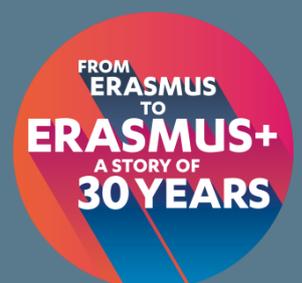


European  
Commission



# Basic skills

A collection of innovative and inspiring resources  
Explore. Learn. Share. - 2017



Education and  
Training

**EUROPEAN COMMISSION**

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# **Basic skills**

***A collection of innovative and inspiring resources***

***Explore. Learn. Share. - 2017***

edited by

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## Introduction

This **Basic Skills** publication presents a selection of products developed within the context of projects funded under Erasmus+ and its predecessor, the Lifelong Learning Programme, in the field of school education, vocational education training (VET), and adult learning.

### Overview

The **Basic Skills** publication promotes interesting and innovative ideas emerging from EU-funded projects to help inspire teachers, non-governmental organisations, project applicants and policymakers across Europe to develop their professional practice. It offers useful resources including teaching materials, as well as creative approaches to teaching basic skills. The compendium has been structured under the following headings, which reflect how the resources can be used:

- **Chapter 1** – Training tools and resources for teaching key competences (projects that provide toolkits and guidelines for teaching key competences);
- **Chapter 2** – Developing teacher skills in key competences for teaching and learning (projects aimed at developing the skills of teachers who teach key competences);
- **Chapter 3** – Promoting literacy, numeracy and information communication technologies (ICT) skills (projects that provide opportunities for different target groups to improve their basic skills).

### Additional resources

If you are interested in the topic of Basic skills, you may also be interested in the following resources:

- The School Education Gateway, a European platform for anyone interested in school education, includes a thematic section on basic skills ([http://www.schooleducationgateway.eu/en/pub/theme\\_pages/basic\\_skills.htm](http://www.schooleducationgateway.eu/en/pub/theme_pages/basic_skills.htm)).
- EPALe, the e-Platform for Adult Learning in Europe also includes a thematic section on basic skills (<https://ec.europa.eu/epale/en/themes/basic-skills-literacy-numeracy-and-digital-skills>), with many news, blog posts and resources related to teaching basic skills to adults.

## Training tools and resources for teaching key competences

### TKEY – Teaching EU key competence in high-interaction learning (HIL)

#### Summary

The 'TKEY' project developed methods for teaching key competences using innovative digital technologies such as interactive whiteboard (IWB), combined with concepts and mind maps and other HIL tools.

Products developed included a collection of the best practices on teaching key competences using ICT tools, and a handbook on teaching key competences with IWB, using concepts and mind maps, and other HIL and Open Education Resource tools.

#### Main outputs

Title of product	Description	Format	Language
Action research projects	Action research projects carried out by teachers involved in the project	PDF	IT
Teachers guides	Handbook and practical guide and tools for teachers	PDF	EN
Educational resources	HIL resources for teachers	Website	IT
Concept maps	Literature on what concept maps are, and how to create these maps using different mapping software tools	PowerPoint Website	IT
Mind maps	Introducing the use of mind maps	Website	IT

**Coordinator:** Ente Acli Istruzione Professionale Friuli Venezia Giulia (IT)

**Countries:** BE, CH, IT

**Web resources:** <http://www.tkeyhil.eu/tkeyhil/index.jsp?idPagina=7>

**Funding type:** Leonardo da Vinci Transfer of Innovation

**Dates:** 2013–2016

## Mima – Mathematics in the Making

### Summary

MiMa created a teaching methodology and a toolkit to help elementary school students develop a strong interest in maths. It also aimed to enhance their literacy, social and civic skills.

The project developed a methodology for teaching maths to children aged 8–10 years, based on hands-on activities and through a training course for maths teachers.

### Main outputs

Title of product	Description	Format	Language
Videos	Ten three-minute videos relating to different activities to help children understand different aspects of maths	Videos	EN
Good practices	Collection of good practices concerning hands-on methodology for maths teaching in partner countries	PDF	EN
Guidelines	Guidelines for the implementation of the MiMa technology	PDF	DE, EN, HU, IT, PT
Teacher training course	Activities for the MiMa project and materials for the implementation of the activities combined in a toolkit to support the course	PDF	DE, EN, HU, IT, PT
MiMa report on the outputs	A report of the outputs generated including the field-testing activities of the methodology with children	PDF	EN

**Coordinator:** Università degli Studi di Perugia (IT)

**Countries:** DE, HU, IT, PT, UK

**Web resources:** <http://www.mathematicsinthemaking.eu/>

**Funding type:** Comenius Multilateral Projects

**Dates:** 2013–2015

## TALETTE – Teaching maths through an innovative learning approach and content

### Summary

The aim of the project was to develop attractive and enjoyable pedagogical tools using two virtual environments, an e-learning platform and a 3D device, to improve the delivery of education and training. These tools were also designed to help improve student competences in literacy and mathematics.

The project explored different approaches to teaching maths. It carried out a survey with 15-year-old students to assess their mathematical and basic competences in science and technology. It also developed innovative didactic tools for teaching maths to help motivate learners to study maths. Learners were also asked to test the tools developed to assess their usefulness.

### Main outputs

Title of product	Description	Format	Language
Report on the Selected Assessment Schedules	Describes the criteria in selecting the international and national schedules on assessment of student maths skills	PDF	BG, EN, GR, IT, TR
Compendium of TALETTE Experience	Instruction tool disseminating the project objectives, activities, target group, the achieved results and the products produced for the 3D virtual platform	PDF	BG, EN, GR, IT, TR
User Guideline	Instructions on accessing the TALETTE Training Path platform	Videos PDF	BG, EN, GR, IT, TR

**Coordinator:** Università degli Studi Guglielmo Marconi – Telematica (IT)

**Countries:** BG, EL, IT, TR, UK

**Web resources:** <http://www.taleteproject.eu/>

**Funding type:** Comenius Multilateral Projects

**Dates:** 2011–2013

## Literacy@Work

### Summary

Workplace literacy refers to the skills needed for effective performance in businesses and includes literacy, language, numeracy and ICT skills. This project aimed to disseminate a best-practice approach to supporting literacy training in the workplace. It also aimed to raise the awareness of businesses on the value of assessing and developing the literacy skills of their employees in order to improve productivity, turnover, and employee well-being.

### Main outputs

Title of product	Description	Format	Language
Training Literacy Skills – A Management Guide for Training Providers	A guide to help training providers design basic skills programmes for employees	Website	EN
Terminology of European Education and Training Policy	Multilingual glossary on key terms used in European education and training policy	PDF	EN, ES, DE, FR, IT, PL, PT
Literacy@Work European Methodological Guide	Information on literacy competence and the labour market in Europe, workplace literacy concerns and funding	PDF	EN
European Workplace Literacy Profile	Describes the requirements of literacy competences in the workplace and for vocational training	PDF	EN
Literacy Needs for Vocational Purposes in Europe	Guide on facts and information about the lack of literacy competences among adults in European societies	PDF	EN
The Descriptor Bank Project	Provides a framework for workplace literacy	PDF	EN
Template Employee's First Positioning	Template to collect information during interviews with employees	PDF	EN
Job Analysis Template	Guideline to use for discussions at employer site visits	PDF	EN
Personal Goal Checklist	Tool used to discuss the personal skills and goals of employees	PDF	EN
Review of Initial Assessment Template	Template for initial assessments	PDF	EN
Session Plan Template	Template for session plans	PDF	EN

**Coordinator:** ALPES (FR)

**Countries:** AT, DE, FR

**Web resources:** <http://www.literacyatwork.eu/>

**Funding type:** Leonardo da Vinci Transfer of Innovation

**Dates:** 2013–2016

## LITVOC – Literacy and vocation

### Summary

Workplace literacy is defined in the context of this project as 'the ability to communicate effectively in a workplace using (but not restricted to) written information and other forms of communication. This includes communicating appropriately to fulfil company goals, solve problems, accomplish tasks, and to think creatively and critically on the job.'

The project aimed to improve the employability of adults with low literacy and numeracy skills in order to support their long-term integration into the job market. It developed resources on how to plan and implement workplace literacy programmes.

### Main outputs

Title of product	Description	Format	Language
Publications	Compilation of publications on adult illiteracy in Europe, e.g. 'The invisible European crisis: Adult illiteracy – a long-underestimated problem'; and 'Literacy needs for vocational purposes in Europe'	PDF	AT, BG, DE, DK, EN, ES
e-TRAIN	Interactive e-tool for training and assessing workplace-related literacy competences	Website	BG, DE, DK, EN, ES
Job profiles	A selection of job profiles for various roles including the literacy demands on the job	PDF	AT, BG, DE, DK, EN, ES

**Coordinator:** Zukunftsbau GmbH (DE)

**Countries:** AT, BG, DE, DK, ES, UK

**Web resources:** [www.grundbildung-und-beruf.info](http://www.grundbildung-und-beruf.info)

**Funding type:** Leonardo da Vinci Transfer of Innovation

**Dates:** 2011–2013

## Ar.Key – augmented reality (AR) applied to training on key competences

### Summary

The general objective of the 'Ar.Key' project was to improve the key competences (mathematics and science and technology) of workers in the construction industry who had no qualifications, using a training system structure based on AR techniques, to enable students to practise basic calculus and measurements related to design activities.

The final application is available for use on tablets and smartphones on Google Play (Android) or Apple Store (Apple).

### Main outputs

Title of product	Description	Format	Language
Ar.Key App Report	A guide on how to use the app	PDF	EN
Pilot Experience Report	A report on the pilot phase of using the app	PDF	EN
Identification of Key Competence Needs	A report covering the training needs analysis fieldwork carried out with unskilled workers from the construction industry. It was carried out in partner countries	PDF	EN
Competences map	A map of the key competences needed in the construction industry	PDF	EN

**Coordinator:** Fundación Laboral de la Construcción (ES)

**Countries:** DE, ES, IT, PT, RO

**Web resources:** <http://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details-page/?nodeRef=workspace://SpacesStore/c42077d9-1352-46dd-b438-f5b9d89d23e2>

**Funding type:** Leonardo da Vinci Transfer of Innovation

**Dates:** 2013–2016

## **EVEIL - Innovating pedagogical approaches for the early development of visually impaired children involving their parents**

### **Summary**

This project was a research action developed by the French Federation of the Blind and Partially Sighted to support the promotion of writing, language development and the representation of young blind and partially sighted children. It developed innovative pedagogical approaches for the early development of visually impaired children, also involving their parents. It disseminated methodologies and tools developed in France to project partners, these tools were adapted to different country contexts of the partners involved in the project.

### **Main outputs**

<b>Title of product</b>	<b>Description</b>	<b>Format</b>	<b>Language</b>
Pedagogical workshop reports	Reports on the different workshops delivered on the implementation of the project, and the tools developed	PDF	EN
Report – Practices in the Development of Listening and Pre-Literacy in Preschool Children with Visual Disabilities	Report on the findings of questionnaires distributed to each project partner presenting best practices on educational policy on pre-school education	Word	EN
Video on reading to blind or partially sighted children	Short video on the story of 'The Three Little Pigs' explaining how to make reading a more sensory experience for children as well as a video on Braille	Video	DE, EN

**Coordinator:** Fédération des Aveugles et Handicapés Visuels de France (FR)

**Countries:** CZ, DE, FR, IE, RO, SK

**Web resources:** [www.comenius-eveil.eu](http://www.comenius-eveil.eu)

**Funding type:** Comenius Multilateral Networks

**Dates:** 2009–2011

## Animated learning

### Summary

The aim of the project was to help children and young people acquire the basic skills and competences necessary for their personal and educational development, and for future employment prospects. The project developed an online vocational training tutorial for reading for educators who deliver reading lessons in primary and secondary schools.

### Main outputs

Title of product	Description	Format	Language
Animated Literacy	Animating different types of words through student class activities	Website	EN
How to Animate	Information on different aspects and processes of animating	Website	EN
Applied Animation	Examples of animated videos	Video	EN
Theory	Research into animated learning	Website Word	EN

**Coordinator:** Via University College (The Animation Workshop) (DK)

**Countries:** DK, EE, UK

**Web resources:** [www.animatedliteracy.eu](http://www.animatedliteracy.eu)

**Funding type:** Leonardo da Vinci Transfer of Innovation

**Dates:** 2011–2013

## WOLLNET – Workplace literacy language and numeracy evaluation toolkit project

### Summary

The project aimed to research, trial and develop a web-based and user-friendly toolkit for employers, providers and unions to evaluate the impact of workplace basic skills training programmes on learning. The tool was also developed to help evaluate individual and organisational performance.

### Main outputs

Title of product	Description	Format	Language
Research report	Contains a survey of training impact evaluation methodologies , and an analysis of the consultations carried out with stakeholders across project partner countries	PDF	EN
Web-based toolkit	Toolkit to assess the impact of workplace training	Website	EN
Additional commercial web-based toolkits	Online tools for evaluating training, workshops, seminars, conferences and other learning activities	Website	EN
Report on Evidence of Business Benefits	Summary report on the impact of literacy, language and numeracy training on individual and organisational performance	Word	EN
Final project evaluation report	Final report on the project including impacts and recommendations	Word	EN

**Coordinator:** Skills for Work Ltd. (UK)

**Countries:** AT, CZ, DE, IE, RO, UK

**Web resources:** [www.wollnet.org](http://www.wollnet.org)

**Funding type:** Leonardo da Vinci Development of Innovation

**Dates:** 2007–2009

## Gaining and strengthening 'soft skills' for employment through models of supporting methods (peer coaching and mentoring)

### Summary

The main objective of the project was to develop learning tools for strengthening 'soft skills' and models of learning and training to increase the employability and motivation of individuals of all ages. It aimed to raise the awareness of the need for these skills by assessing models that incorporate best practices available for use by individuals, other organisations, enterprises and local, regional, national and European authorities.

### Main outputs

Title of product	Description	Format	Language
Soft skills toolkit	A collection of about 60 simple-to-use daily exercises for jobseekers	PDF	EN
Guidelines	Advice on the basic techniques for successful coaching	PDF	EN

**Coordinator:** Pandokrator Ltd. (HU)

**Countries:** AT, HU, IT, UK

**Web resources:** [www.gainingsoftskills.eu](http://www.gainingsoftskills.eu)

**Funding type:** Grundtvig Learning Partnerships

**Dates:** 2012–2014

## Developing teacher skills in teaching key competences

### Golden Goal Plus – integrating sport activities with basic skills and communication training

#### Summary

The project adapted and validated guidelines, curriculum, as well as exercises and training materials used to introduce the concept of 'Golden Goal' (basic and social skills training concepts in combination with sporting activities) for VET teacher trainers in Germany, Portugal and Poland. The training materials also included guidelines for VET teacher trainers on how to introduce these concepts in their teacher training programmes.

#### Main outputs

Title of product	Description	Format	Language
Train-the-Trainer Qualifications Handbook and Guidelines	Introduces the concept of the 'Golden Goal' adapted to the specific learning cultures of different countries	PDF	DE, PL, PT
Training materials	Collection of exercises and workshops	PDF	DE, PL, PT
Implementation concept	Describes how to use the materials in teaching and learning practices	PDF	EN

**Coordinator:** Volkshochschule im Landkreis Cham e.V (DE)

**Countries:** DE, FR, NL, PL, PT

**Web resources:** [www.golden-goal-plus.eu](http://www.golden-goal-plus.eu)

**Funding type:** Leonardo da Vinci Transfer of Innovation

**Dates:** 2008–2010

## Animated science

### Summary

The project aimed to contribute to making science education in primary and secondary schools more interesting and motivating for students. The project developed an online vocational training tutorial for science teachers. The tutorial was developed, tested and disseminated by a partnership of European organisations with expert knowledge and experience in using animation as an innovative learning methodology.

### Main outputs

Title of product	Description	Format	Language
Teaching with Animation guide	Enables teachers to explore and use animation techniques in the classroom	Website	DK, EE, EN, ES, PT

**Coordinator:** VIA University College (DK)

**Countries:** DE, DK, EE, UK

**Web resources:** [www.animatedscience.dk](http://www.animatedscience.dk)

**Funding type:** Leonardo da Vinci Transfer of Innovation

**Dates:** 2007–2009

## Initial literacy in a social context

### Summary

This project aimed to create an opportunity where best practices in the field of adult literacy and basic skills training of disadvantaged learners could be shared. The aim was to transfer these practices into the home institutions of partners involved in the project who would in turn share them with other local institutions. The project reviewed and compared different course materials and innovative techniques for supporting adults with low literacy skills.

### Main Outputs

Title of product	Description	Format	Language
Report of the results	Responses to the adult literacy and teaching practices survey carried out in partner countries	PDF	EN
Adult Literacy Law and Teaching Practices Questionnaire	A questionnaire on teaching practices	Survey Monkey	EN

**Coordinator:** Föreningen Urkraft (SE)

**Countries:** DE, ES, FI, IT, NO, SE, TR

**Web resources:** <http://ec.europa.eu/programmes/erasmus-plus/projects/eplplus-project-details-page/?nodeRef=workspace://SpacesStore/bc89941d-a909-4c7e-9b17-b2dbec0fdc7c>

**Funding type:** Grundtvig Learning Partnerships

**Dates:** 2012–2015

## Migrants+ – Empower migrants

### Summary

The project aimed to train trainers, mediators and support staff on how to assess the basic skills needs of adult migrants and develop their competences. It was based on intercultural training models and tools produced by the 'FIL Leonardo' project on how to assess basic skills learning needs.

The project developed a software tool called 'SAOS' which could be used to assess the basic skills needs of learners.

### Main outputs

Title of product	Description	Format	Language
SAOS training tool	A tool that assesses the basic skills of learners	Website	EN
Trainer Training Curriculum	Training curriculum on the use of the IT skills evaluation tool	PDF	EN

**Coordinator:** Aintek AE (EL)

**Countries:** CZ, DE, EL, FR, IT, PL, TR, UK

**Web resources:** [www.migrantsplus.info](http://www.migrantsplus.info)

**Funding type:** Grundtvig Multilateral Projects

**Dates:** 2008–2010

## CELINE – Content-Embedded Literacy Education in New Economy

### Summary

The project developed a six-module course for VET teachers and trainers on how to develop work place literacy through an 'embedded learning' method. The course focused on reading and writing challenges faced by trainees in the work place, such as computer, numerical and language literacy. In addition, the project also developed tools and practices to support the continuous professional development of VET teachers and trainers, to help them to meet the needs of trainees in the work place who may be required to take up new roles to meet the needs of a modern European economy.

### Main outputs

Title of product	Description	Format	Language
e-Book	Theoretical reflection and reflection on hands-on experiences from the Celine project	PDF	EN
Resource Pack for VET Teachers	To help VET teachers find activities that can prepare their trainees in the work place to develop skills needed in a modern European economy, focusing mainly on computer, numerical and literacy skills	PDF	EN
Training curriculum and training materials	Theoretical and practical aspects of the training curriculum and training materials	PDF	EN

**Coordinator:** Romanian Institute for Adult Education (RO)

**Countries:** DE, EL, IT, NO, RO, SE

**Web resources:** <http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details-page/?nodeRef=workspace://SpacesStore/dba07a73-dd4f-4575-9f92-2dede0f00f5f>

**Funding type:** Leonardo da Vinci Transfer of Innovation

**Dates:** 2007–2009

## BACULIT– Basic curriculum for teacher in-service training in literacy in secondary schools

### Summary

The project aimed to develop, test and implement a basic curriculum for in-service training for teachers who teach literacy in secondary schools. The project focused on reading fluency and listening skills. The project used a 'multiplier approach' where teacher trainers were trained first, prior to teaching their first cohort of in-service trainees.

### Main outputs

Title of product	Description	Format	Language
Project report	Reports the project outcomes and results and plans for the future	Word	EN
Teacher Workbook – Module 1	Offers materials and methods which are designed to support teacher efforts to sustainably change their classroom practice	PDF	DE, EN
Trainer Handbook – Module 1	A handbook for training future BACULIT trainers	PDF	EN
Module 1 PPT 1 and Module 2 PPT 2	A framework for lesson planning	PowerPoint	EN
BACULIT evaluation tools for teachers, trainers and visitors	Questionnaires	Word	EN
Working papers	Information on teacher training and guidelines for professional development. Papers include: 'National conditions of teacher training in some European countries'; and 'BACULIT guidelines for professional development'	PowerPoint PDF	EN

**Coordinator:** Universität zu Köln (DE)

**Countries:** CH, DE, HU, NL, NO, PT, RO, SE, US

**Web resources:** <http://baculit.eu/>

**Funding type:** Comenius Multilateral Projects

**Dates:** 2011–2012

## Pro-Skills 2 – Train the trainers on basic skills

### Summary

The project aimed to develop the skills of staff who work in adult education, particularly those who work with disadvantaged young adults, such as the low-skilled, minority groups, disabled people, on how to support these adults to develop basic key competences (personal, social and self management skills) needed to access informal and formal education, and to function in a modern day society. A training concept was developed as part of the project and written in nine languages.

### Main outputs

Title of product	Description	Format	Language
Background Philosophy	Details the philosophical basis of the training concept, values, the mission and the methodological approach	PDF	DE, EN, FI, FR, GR, HU, IT, SE, SL
Training Concept	Manual on how to develop social and personal skills in disadvantaged young adults	PDF	DE, EN, FI, FR, GR, HU, IT, SL
Train the Trainer Concept	Provides the background philosophy as well as training modules on training concept	PDF PowerPoint	DE, EL, EN, FI, FR, HU, IT, SL, SV
Pro-skills Toolbox Guidelines	A toolbox of materials and exercises to support the development of personal, social and self-management skills	PDF	EN
Requirements for Educational Policies Concerning the Empowerment of Socially Disadvantaged Persons	Brochure on education policies	PDF	DE, EN, FI, FR, GR, HU, IT, SL

**Coordinator:** Universitaet Koblenz-Landau, Abtl. Landau (DE)

**Countries:** DE, EL, HU, IT, NL, SI

**Web resources:** [www.pro-skills.eu](http://www.pro-skills.eu)

**Funding type:** Grundtvig Multilateral Projects

**Dates:** 2010–2013

## Creative thinking in literacy and language skills

### Summary

The project focused on developing methodologies on three existing bodies of knowledge and techniques: creative thinking, informal learning and the use of ICTs in the development of literacy and language skills. The aim was to increase the competences of teachers in providing learners in adult education with the key essential skills that they need to participate fully in society. It brought together formal theories and principles of creative thinking, informal learning and ICT approaches that can be applied in different contexts to support teaching and learning within the areas of literacy and foreign language education.

### Main outputs

Title of product	Description	Format	Language
Good practice	Collection of best practices in applying creative thinking in literacy and language teaching	PDF	EN
Train-the-Trainer Guidelines	An overview of creative thinking along with a deliverable training plan, including resources	PDF	EN
Creative thinking links	Links to explore different approaches to creative thinking and mindful tools	Website	EN
Training Package	A training package for teachers developed as a four-volume downloadable manual. Each volume provides ready-to-use teaching resources using formal creative thinking methods	PDF	EN
DVD	A DVD presentation which provides insights into creative thinking as a promotional tool	Video	EN

**Coordinator:** Language Education & Partnerships Ltd. (UK)

**Countries:** DE, HR, IT, UK

**Web resources:** <http://creativethinkingproject.eu>

**Funding type:** Erasmus+ Key Action 2 Strategic Partnerships – Adult education

**Dates:** 2014–2016

## ShareIT – Trainers in literacy and basic skills informal knowledge transfer

### Summary

The project developed an informal exchange network to enable tutors and trainers to share their professional experiences in delivering literacy and basic skills provision in Europe, by using innovative methodologies and tools such as social media and Web 2.0 tools. The aim was to transfer effective approaches to delivering literacy and basic skills of tutors and trainers working in this area. The project explored how the skills needs of tutors and trainers could be met by collecting, testing and evaluating successful work-based models on literacy and basic skills provision.

### Main outputs

Title of product	Description	Format	Language
ShareIT Handbook	Detailed descriptions of best practice from a variety of providers across Europe, and case studies from trainers who participated in the project	PDF	EN
Twenty-Five Best Practices	Twenty-five best practices of informal and non-formal learning of course instructors in literacy and basic education	PDF	EN
Trainer platform	A platform for trainers who are interested in joining the exchange programme	Website	EN

**Coordinator:** Glasgow Clyde College (UK)

**Countries:** CH, DE, PL, UK

**Web resources:** <http://shareit-gmp.eu>

**Funding type:** Grundtvig Multilateral Projects

**Dates:** 2014–2015

## Promoting literacy, numeracy and ICT skills

### PRL – Promoting Reading Literacy

#### Summary

The 'PRL' project focused on facilitating exchanges between Germany and Turkey to support local institutions to increase the 'reading literacy' of pupils. The project developed measures for different groups designed to improve their reading skills, including the use of different kinds of texts – prose, pragmatic texts, and texts used in science lessons.

#### Main outputs

Title of product	Description	Format	Language
Methods manual	Methods on how to encourage people to read	PDF	DE, EN
Bilingual storybook	A book that balances the use of two languages, and a dual-language book that promotes linguistic and cultural competency	PDF	DE
Evaluation questionnaires	Evaluation questionnaire designed to ask students about their reading preferences	PDF	DE, TR
Parental training	Presentation for parents on how to encourage their children to read	PDF	DE

**Coordinator:** Staatliches Schulamt Heilbronn (DE)

**Countries:** DE, TR

**Web resources:** [www.prl-comenius.eu](http://www.prl-comenius.eu)

**Funding type:** Comenius Regio Partnerships

**Dates:** 2012–2015

## Methods to increase reading motivation

### Summary

The project aimed to increase motivation in reading of primary school pupils by collecting best-practice methods in two regions. An online reading platform was developed, including reading games that could be played by pupils across the participating countries. The platform requires users to log in, and the materials are available for free once a registration request has been approved.

### Main outputs

Title of product	Description	Format	Language
Games	Various games used to test the reading ability of students	Website	CA, DE, EN, ES, FI, FR, PL, RU, SK, TR

**Coordinator:** Staatliche Schulämter in der Stadt und im Landkreis Passau (DE)

**Countries:** DE, FI

**Web resources:** [www.owlfinch.com](http://www.owlfinch.com)

**Funding type:** Comenius Regio Partnerships

**Dates:** 2010–2013

## Second-Chance

### Summary

The project aimed to give prison inmates a second chance to participate in education and training. It comprised two parts: the first involved the formal provision of second-chance education and training to prison inmates; second, the project also provided guidance on social integration for prison inmates to help them adapt to life outside prison. This included opportunities to improve language competences (both native and foreign) and to develop ICT skills. The educational activities also provided an opportunity for them to learn about the values of respect and tolerance in wider society, to help improve their chances of successfully reintegrating into society upon their release.

### Main outputs

Title of product	Description	Format	Language
e-Book	Life stories and school experience of selected participants of the project	Website	EN
Life Stories e-Guide	A guide to all activities carried out in the project and the results obtained	Website	EN
Second-Chance: The Movie	A video which explains the most important points of the project during its first year of implementation	Video	EN

**Coordinator:** Centre Formació d'Adults Jacint Verdaguer (ES)

**Countries:** EE, ES, IT, PL, RO, TR

**Web resources:** [www.secondchancegrundtvig.com](http://www.secondchancegrundtvig.com)

**Funding type:** Grundtvig Learning Partnerships

**Dates:** 2013–2015

## Ways of attracting adults to keep learning

### Summary

The project encouraged adults to use ICT and computers to learn English, and more generally to use the internet to search for different kinds of information. It also aimed to attract more adults into learning and to facilitate 'learning by doing'. It focused on the development of key competences that included: communication in their first language; communication in foreign languages (including English); basic skills in science and technology; digital competence; learning to learn; and interpersonal skills, intercultural, social and civic competences, along with cultural expression.

### Main outputs

Title of product	Description	Format	Language
Common dictionary	A multipurpose dictionary compiled in collaboration with the learners and coordinators of the seven educational institutions involved in the project, comprising alphabets, useful words and phrases in the seven corresponding languages	PDF	EN (covering BG, CZ, EE, EL, ES, IT, LT languages)
Guides	Series of seven 'non-official' area guides with current and historical area information on the different participating countries	PDF	EN
Storyteller videos	A series of short videos showing a range of images and activities related to different country cultures, as well as learning activities	Online videos	BG, CZ, EL, ES, IT, LT

**Coordinator:** IES Campo de San Alberto (ES)

**Countries:** CZ, EE, EL, ES, IT

**Web resources:** <http://users.sch.gr/Vigklas/OLD/index.html>

**Funding type:** Grundtvig Learning Partnerships

**Dates:** 2008–2010

## ICTBELL – ICT content-integrated online Business English language learning for adult dyslexics

### Summary

People with dyslexia have problems reading and writing in their first language and are often excluded from lessons in their second language due to assumptions about their learning abilities. The ICTBELL project created specially designed English language learning ICT-based integrated content and a virtual learning environment (VLE) for learners with dyslexia who experience problems with language learning. The VLE included integrated e-learning content and online tutoring sessions. Outcomes included an ICT-integrated Business English language learning electronic content (e-content), an online tutoring handbook for trainers and an open-source VLE, with the aim of integrating new technology into the language learning process. The Learning Needs questionnaires are the only products available online.

### Main outputs

Title of product	Description	Format	Language
Learning Needs questionnaires and analysis	Report on the study of learning needs of people with dyslexia	PDF	EN
Learning Needs Questionnaire (students)	Short questionnaire on language learning, including self-assessment of degree of dyslexia and main challenges when learning a foreign language	PDF	EN
ICT Project Bell Questionnaire for Trainers	Short questionnaire on issues associated with learning a foreign language	PDF	EN

**Coordinator:** ONECO – Organización para la Educación Comunitaria SL (ES)

**Countries:** BG, DE, ES, HU, IT

**Web resources:** <http://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details-page/?nodeRef=workspace://SpacesStore/a5812dfe-525a-4664-942c-af7222c39df5>

**Funding type:** Leonardo da Vinci Transfer of Innovation

**Dates:** 2008–2010

## SigMath – Significant maths for adults: Enabling access across Europe

### Summary

The project aimed to improve access to formal maths qualifications for adult learners, particularly those with lower education levels, through innovative, informal and blended e-learning approaches. It focused on adults who had left school early without any maths qualifications. By providing more adults with access to resources and materials, the aim was to extend their own learning outside of formal classroom activities.

### Main outputs

Title of product	Description	Format	Language
Teacher Toolkit for Blended Learning	Explores the resources provided by the platform and the content of the tutorials	PDF	EN, ES, IT, LT
Review on Blended Learning in Adult Education	Summarises the desk research on the current practice of blended learning approaches in adult education	PDF	EN

**Coordinator:** H2 (IE)

**Countries:** ES, IE, IT, LT

**Web resources:** <http://sigmath.eu>

**Funding type:** Grundtvig Multilateral Projects

**Dates:** 2012–2014

## MOtech – Motivating new technologies for adult education in rural areas

### Summary

The purpose of this project was to encourage and guide adult learners in various parts of Europe to participate in creative learning activities using new information technology tools. The objective was to develop adult learners' skills in computer literacy and foreign languages.

The partnership created a European-wide forum for the project and a sustainable platform for the future development of creative education.

### Main outputs

Title of product	Description	Format	Language
Experiences of using ICT in teaching and learning process manual	A manual on how to use ICTs in adult education	PDF	EN
The use of social networks for education purposes	Workshop for teachers about the use of social networks for education purposes	PDF	LT
MoTech Facebook group	A space for sharing information, opinions and project information	Facebook	EN

**Coordinator:** Plunges Suaugusiuju Svetimo Centras (LT)

**Countries:** CY, FR, LT, PL, SE, TR

**Web resources:** <http://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details-page/?nodeRef=workspace://SpacesStore/625123e7-b4c7-464c-a614-190f8ecf3be5>

**Funding type:** Grundtvig Learning Partnerships

**Dates:** 2013–2016

## Boys' reading

### Summary

The project sought to engage and motivate young boys to read more. It was based on the belief that engaged readers have a much greater chance of staying in school, expanding their career and life options and maturing into self-sufficient and independent adults. The project aimed to make reading an integral part in the life of boys (aged 10–15) who are unenthusiastic about books and trained teachers who worked with boys in this age group. A number of relevant books and materials which can be used to engage young boys were identified, together with methods on how to integrate reading in schools' curricula.

### Main outputs

Title of product	Description	Format	Language
Research report on effective reading promotion to teenage boys	Two-part publication covering factors that affect reading, includes strategies on how to engage boys along with examples of successful practices	PDF	EN
Project video	Outlines the programme developed to help motivate boys to read	Video	EN
Reading for Boys toolkit	Comprises results of all related programme research as well as educational material for use in the classroom. Intended to guide and support educators	PDF	DE, EL, EN, HR, PL, PT, RO
Guidelines and ideas for successful reading promotion for boys	Document outlining most effective teaching methods to encourage boys to read with a focus on gender awareness in teaching	PDF	EN
Guidelines for incorporating literature for boys into the curriculum	Document detailing challenges, benefits and recommendations surrounding the introduction of literature for boys	PDF	CY, EL, HR, PL, PT, RO
Boys reading case studies	Case studies focused on Poland, detailing implementation and results	PDF	EN, PL

**Coordinator:** Sveuciliste U Splitu, Filozofski Fakultet (HR)

**Countries:** DE, EL, EN, HR, PL, RO, PT

**Web resources:** <http://boysreading.org/>

**Funding type:** Key Action 2 Strategic Partnerships

**Dates:** 2014–2016

## Maths is everywhere

### Summary

The project aimed to raise awareness of students in secondary schools, particularly those with special needs, low achievers and those who are likely to drop out of education, on how mathematics is used in everyday life in their countries and other countries in Europe. Five schools from different European countries participated in the project. The partnership aimed to increase awareness of the importance of learning mathematics and to help them acquire basic mathematical skills for the future. The project targeted learners with special needs, learners with low attainment and those that are likely to drop out. Students were encouraged to solve and create simple mathematical problems using ICT tools; the intention was to improve their understanding of mathematics, problem solving and their ICT skills.

### Main outputs

Title of product	Description	Format	Language
Partnerships wallcharts/displays	A timeline of the activities carried out in the schools	Website	EN, IT, PL, RO, TR
Blog	A blog which provides an overview of all activities delivered	Website	EN
e-Twinning platform	A learning community where staff can communicate, collaborate, develop projects and share information	Website	EN

**Coordinator:** Pendle Community High School (UK)

**Countries:** IT, PL, RO, TR, UK

**Web resources:** <http://erasmusmaths.blogspot.co.uk>

**Funding type:** Erasmus+ Key Action 2 Strategic Partnerships – School education

**Dates:** 2014–2016

## Foundations for work

### Summary

The aim of the project was to increase the basic competences of young immigrants to improve their job prospects and to benefit from mainstream training in their host country. The products included a needs analysis and best-practice training report for this group, along with a resource pack for VET teachers to use in either classroom or one-to-one teaching.

### Main outputs

Title of product	Description	Format	Language
Training resources	Training modules comprising learner workbook, tutor file and PowerPoint slides	PDF, PowerPoint	EN
Video	Videos capturing the experiences of migrants on the challenges they face and how they overcame them	Video	EN
Reports	Training needs analysis and good practice, project pilot test, external evaluation and final project reports	PDF	EN, ES, SE

**Coordinator:** Diversity Works Ltd. (UK)

**Countries:** ES, IT, RO, SE, UK

**Web resources:** [www.foundationsforwork.eu](http://www.foundationsforwork.eu)

**Funding type:** Leonardo da Vinci Transfer of Innovation

**Dates:** 2012–2014

## BASKI – basic skills training model

### Summary

The 'BASKI' project aimed to reduce the dependency of disabled persons, in particular those who have been institutionalised and hospitalised, by providing basic skills training to prepare them for more active and independent participation in society. The project developed, tested and disseminated a training model for people with severe learning or multiple disabilities.

### Main outputs

Title of product	Description	Format	Language
Handbook	Guidelines on how to implement the BASKI model	PDF	BG, DE, EL, EN, HU, PL

**Coordinator:** Lebenshilfe Graz und Umgebung – Voitsberg (AT)

**Countries:** AT, BG, DE, EL, HU, PL

**Web resources:** <http://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details-page/?nodeRef=workspace://SpacesStore/c4fd7d04-dbcd-49bb-8b74-fb1e42ee8514>

**Funding type:** Socrates Grundtvig 1 European cooperation projects for Adult Education and Lifelong Learning

**Dates:** 2005–2008

## BAGRu – Job-relevant basic skills concepts and tools for groups facing particular challenges in the labour market

### Summary

The 'BAGRu' project was based on the outcomes of the project 'GiWA – Basic Skills in Labour and Economy'. The 'GiWA' project supported low-skilled adults who wanted to acquire essential basic competences such as reading, writing and numeracy, as well as develop abilities in a range of communication and information strategies.

This project further developed tried and tested processes developed under 'GiWA'.

### Main outputs

Title of product	Description	Format	Language
BAGRu toolbox	Good practice on how to support low-skilled adults to acquire basic competences	PDF	DE, EN
BAGRu manual – Adult Literacy in the Context of Labour and Community	Experiences of adult literacy in different countries	PDF	DE, EN
BAGRu manual – Good Practice	Case study examples on work-related basic skills provision in different countries	PDF	DE, EN

**Coordinator:** BBB – Büro für berufliche Bildungsplanung (DE)

**Countries:** AT, DE, FR, PL, SE, SI, UK

**Web resources:** <http://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details-page/?nodeRef=workspace://SpacesStore/bab728c7-97d5-452b-983e-ed154bb587c1>

**Funding type:** Leonardo da Vinci Transfer of Innovation

**Dates:** 2009–2011

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