



GOOD PRACTICES

Partner: Skill Up

Practice's title: **CHESS for Lifelong Learning**



Including **C**hess **A**s a **R**e-education **U**p-**S**killing tool

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1- BACKGROUND AND SCOPE

1.1 Background

Where does the practice come from? What is the context in which the practice was created and experimented first?

“CHESS for Lifelong Learning” is an Erasmus+ project, led by Unichess, with Skill Up as partner, in 2022-23 (2022-1-IT02-KA210-ADU-000083311).

The project was implemented for trainers over 40 in the AE sector, who need to keep up-to-date with the latest developments in soft skills and emotional intelligence, in order to be able to develop key competences such as learning to learn.

This is why using chess as a teaching tool was a perfect method to give AE trainers new tools and new knowledge.

The other main need was to support the access to Adult Education by the end beneficiaries of the training, ie adults over 45 from a disadvantaged background (financial issues, a diverse cultural background, low level of schooling). Those adults may be subject to forms of radicalisation and extremism, with a consequent distancing from active participation in community life.

The project has promoted the reintegration of these adults into society through the development of the key competence of active citizenship, which enables conscious and responsible participation in civic and social life.

The practice was piloted with both the AE trainers and the final beneficiaries in the 3 countries involved in the project: Italy, Spain, Serbia.

1.2 Main subject

What is the main subject at the heart of the practice? What are the themes developed in the practice?

Acknowledging the indications of Europe 2020 (objective 4) and Agenda 2030 (objective 4) on lifelong learning, the project aimed at improving the training offer in the EDA sphere, by confronting adults over 40 with an activity with a high training potential such as chess.

More specifically, the project wanted to use chess in order to promote the development of relevant soft skills (e.g. the ability to plan and organise, problem solving strategies, resistance to stress, etc.), develop divergent thinking through the elaboration of different solutions to the same problem, encourage learning by insight, make adult learners understand the laws of cause and effect, develop analytical skills and decision-making skills.

1.3 Target

What's the intended target group of the practice? Are there primary and secondary beneficiaries? (eg.: other teachers as primary beneficiaries and adult learners as secondary beneficiaries, or viceversa).

The project had 2 main targets: trainers in Adult Education and adults 45+ from a background of lower opportunities.

2- OUTLINE OF THE PRACTICE

2.1 Description

Please describe the activities contained in the practice. If possible, try to divide them in Learning Units. Also, define how long the training practice will last (1 to 4 hours).

The project consisted in the IMPLEMENTATION OF A “CHESS SUITE” and in its Piloting.

The partners have implemented a Suite of chess practices applied to a target group of adults over 45 with fewer opportunities, through a series of steps.

STEP 1: Exchange of good practices for the development of key competences based on chess as a tool and as a metaphor.

STEP 2: Designing new practices. Each partner country has produced 1 new chess-based training tool for an EDA audience.

STEP 3: Creation of the CHESS-Suite. The training tools created by the partners will be systematised and included in the Suite, together with the good practices identified.

All the practices, of duration of 2 / 3 hours each, are available here:

<https://tinyurl.com/CHESS-Suite>

2.2 Aim/goal

Please describe the aim(s) and goal(s) of the practice: what are the objectives that the practice wants to reach?

The main goal of the project was to promote the inclusion of adults with fewer opportunities in the acquisition of key competences.

The project's Activities have as end beneficiaries adults over 45 with a disadvantaged background: the work done in Activity 1 to implement the CHESS-Suite is in fact closely linked to the achievement of this objective. Thanks to the pilot testing in Activity 2, the involvement of this difficult target group has started immediately, laying the foundations for a better sustainability of the project results.

Another relevant goal was to improve the skills of trainers over 45 in the AE sector. The project has allowed the development of the trainers' skills both directly and indirectly, enabling the development of Soft Skills through the testing of training modules in very different contexts and with very different target groups.

2.3 Learning Outcomes

What learning outcomes are expected from the practice in order to consider it successful? What will the participant learn? How will the training help their behavioural competences?

The practices included in CHESS Project have clear outcomes in terms of learning, especially because the use of chess helps to learn in autonomy, thus developing a structural cognitive change.

The main outcome is that adult learners become acquainted with the game of chess and can build up a healthy hobby as a regular brain exercise.

Since adult students will visit chess clubs, they will first get out of their comfort zone, meet new friends, socialise and communicate live, which is a much healthier way to spend their free (non-work) time than watching TV programmes.

In addition, when they become interested in and love the game, they can learn to play and use it as recreation, relaxation, challenge, brain exercise, and so on.



The skills that the project mainly wants to develop in adult learners are: visualisation, memory, confidence, self-analysis, pattern recognition, time management and communication.

2.4 Training Approach

What kind of training/teaching methodology is implemented in this practice? Is there a literature/bibliography (not mandatory)?

Chess has been used as a tool for many years in various fields, such as mathematics, psychology, medical research on the functioning of the human brain, artificial intelligence projects, programming, retroanalysis, etc.

It is believed that only people with a high IQ can play chess, based on the conclusion that only the best chess players have been observed at certain times and that all chess players are good players.

Since chess was created as a board game, with only two colours alternating, which technically are not colours but shades, it is a perfect tool for human development.

3- TOOLS

Which tools and materials are necessary for this practice to be implemented/to be successful?

The only tools requested are chess boards.

4- OBSERVATIONS

This space can be used for all comments and observations, including what you couldn't fit in the previous sections of the template.

This is not a simple training exercise, but an entire project dedicated to the development of metacompetences through chess.

It is a portfolio of modular and integrable tools, complete with the results of the first experimentation carried out.