## Contents

Preface	xiv
Acknowledgements	xv
Chapter 1: Introduction	1
Adult Learning	2
The Partnership: Let's do it Creatively	3
Rationale Behind Objectives	5
Defining Adult Education	6
Perspectives on Adult Learning	6
The Learning Market	7
Learning Networks	8
Three Basic Categories of Settings	9
Motivations for and Obstacles to Learning	11
Chapter 2: Description of Network	15
Introduction	15
Key Competences for Lifelong Learning in Europe	16
The Key Competences	17
The Three Objectives	18
The Partner Organisations	18
Ireland: County Dublin Vocational Education Committee	
(Co-ordinator)	19
United Kingdom: Joanne Pinewood Education	19
Romania: Spiru Haret University-CTID Ploeisti	20
Czech Republic: Palacký University Olomouc	
(Faculty of Natural Sciences)	21
Spain: Centro de Educación de Adultos Cáceres	22
Portugal: Arte-Via Cooperative	22
Germany: Akademie 2. Lebenshälfte im Land Brandengurg e.V.	23
Malta: MacDAC Engineering Consultancy Bureau (MECB) Ltd.	23
Turkey: Andirin Centre of Education of People (ACEP)	24
Malta: Office of the College Principal, Saint Theresa College	24
Objectives of the Network	25

Chapter 3: Key Competences for				
Lifelong Learning	29			
Introduction	29			
The Key Competences	29			
Background to the Key Competences	30			
The Principles Underlying the Definition of the Key Competences	32			
Chapter 4: The Implementation of the Project	42			
The Questionnaires	43			
The Questionnaire for Adult Learners	44			
The Questionnaire for Teachers of Adult Learners	46			
Activity 1: The overall co-ordination and 'driving' of the project	48			
Activity 2: The organisation of the workshops	49			
Workshop 1: Portugal	50			
Workshop 2: Malta	52			
Workshop 3: Czech Republic	54			
Workshop 4: Romania	56			
Workshop 5: Ireland	58			
Activity 3: The evaluation and documenting of these workshops	58 58			
Activity 4: The ongoing evaluation of the project				
Activity 5: The development and maintenance of the project website	60 60			
The DokuWiki Engine	61			
Parts of the Website and Plugins Website Statistics	64			
Other Tools	67			
Other roots	07			
Activity 6: The video recording of the workshops	67			
Activity 7: The publication of Guide to Best Practice	68			
An Additional Activity: The Case Studies	69			
How the Case-Studies Were Generated	70			
Chapter 5: Evaluation of the Network	72			
Introduction	72			
European Added Value	73			
Impact on Teachers	74			
Impact on Learners	78			
Impact on the Wider Public	82			
Conclusion	84			

Chapter	6:	<b>Towards</b>	a	Framewo	rk	of
---------	----	----------------	---	---------	----	----

Enjoyable Learning Approaches	85
Introduction	85
The Questionnaire for Adult Learners	86
Section 1:	86
Section 2:	87
Section 3:	89
Section 4:	90
Questionnaire for Teachers	91
Question 1:	91
Question 2:	91
Question 3:	93
Question 4:	95
Question 5:	96
Discussion of Findings	98
Chapter 7: Examples of Best Practice in	
Teaching the Key Competences	101
Introduction	101
Vignette 1: Teaching Foreign Languages - A Communicative Approach	101
The Cocktail Party Game	102
Vignette 2: The Use of New Technologies	104
Vignette 3: Wolfram Alpha - Knowledge through Dynamic Computations	106
Example 1	106
Example 2	108
Example 3	109
Example 4	110
Vignette 4: Project Learning - Using Creative Project Work	111
Focus/Steps	112
Results	112
Vignette 5: The Use of Videoconferencing in Adult Education	113
Vignette 6: From Oil to Soap – A Practical Project	114
The Magic Recipe	115
Integration of Subjects	116
Procedure	117

Vignette 7: Developing the Key Competence of 'Learning to Learn'	120
Strengthening Mental Fitness with Cognitive Training	120
The Training Aimed to:	121
Steps	121
Vignette 8: Let's help parents learn some mathematics	122
Vignette 9: Teaching Italian - An Interactive Approach	124
Vignette 10: Developing Courses for Parents	125
Aims	126
Training Sessions	126
Basic Skills Course	126
Monthly Parents' Talks on Skills	127
Vignette 11: Determination in the face of New Disability –	
Some Personal Experiences	127
Anecdote One	128
Ancecdote Two	129
Anecdote Three	130
Tutoring Parents	130
Vignette 12: The Folder Project	132
Vignette 13: Some thoughts on teaching foreign languages	135
Vignette 14: Data Logging	136
Data Loggers	136
Key Competences	138
A Few Practical Examples	138
Appendix 1: Guidelines to Creating	
<b>Effective Learning Environments</b>	141
Creating Enriching and Effective Project Events The Importance of Information and Communications	141
Technologies(ICT) in Adult Education  How to Prepare Interesting Visual Slides –	145
Some Advice and Examples	147
Appendix 2: Two Inspirational Learners	150
Aidan Cooper	150
Stephen Wolfram	153
References	155

PROJECT PARTNERS	162
IRELAND	162
MALTA	163
MALΤA	164
TURKEY	165
UNITED KINGDOM	166
SPAIN	167
CZECH REPUBLIC	168
PORTUGAL	170
ROMANIA	171

173

**GERMANY**