



# newsletter

1st edition, November 2024

## About the MIND project

Critical thinking (CT) is vital for developing life skills, adaptability, and employability across all age groups. Yet, many adult educators and learners lack the knowledge and practice to fully harness its power, as CT has often been confined to formal education. This project seeks to bridge that gap by strengthening the skills of adult educators and empowering learners to apply CT in every aspect of their lives — personally, professionally, and socially.



CRITICAL THEORY IN  
ADULT EDUCATION PRACTICE:  
EMPOWERMENT FOR CRITICAL ACTIONS

### CT in adult education

The project aims to highlight the importance of CT in adult education by compiling relevant literature, summarizing existing programs, and offering policy recommendations to strengthen CT integration into adult education.

### CT Model

A science-based Methodical Model for CT will be developed, with practical applications for various adult education settings. Alongside this, a program and toolkit for educators will be created to support the teaching of CT.

### Training & Promotion

Training programs will be organized to allow participants to practice CT and enhance their digital skills. The project will also share its results and insights through websites, newsletters and social media to reach both local and international communities.

“The essence of the independent mind lies not in what it thinks, but in how it thinks.”

Christopher Hitchens





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## Compendium

Partners developed the Compendium of scientific literature, a well-organized document that gathers key insights, research findings, and examples related to critical thinking (CT) in adult education. It provides a comprehensive overview of what CT is, how it works in practice, and why it's valuable for individuals, organizations, and society.

Compendium answers the question of:

1. What is CT in adult education?
2. What is value of CT?
3. How it can be promoted/developed?



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**1** Overview of CT, presenting diverse perspectives and a clear definition supported by current literature. A focused examination of how CT is perceived and applied in adult education will follow. This section will share experiences and examples of integrating CT into non-formal adult learning programs, highlighting its value to individuals, organizations, and society.

**2** The core of the Compendium will include a thorough review of national and international literature on CT in adult education from the last five to ten years. Selected literature will be summarized into detailed reading cards with key aspects such as the definition of CT by the authors, issues addressed, methodologies, and the benefits or outcomes of CT interventions will be outlined.

**3** The Compendium will also pave the way for creating a universal Methodical Model for CT applicable in non-formal adult education which will be informed by the findings and tested. This structured approach will enhance the understanding of CT and provide a valuable resource for adult educators.

### The Mind Model

Evocation

Key  
questioning of  
prior  
knowledge

Comprehension

Reflection and  
metacognition

Decision-  
making and  
action



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## Executive Report

The Executive Report on Adult Education Programs and Documents is a comprehensive analysis of adult education documents, programs, and practices focusing on critical thinking (CT) across various countries highlights the current state and areas for improvement. The findings provide a solid foundation for developing practical tools to enhance CT in adult education:

- CT is a key competence in developing media literacy and for active participation in civic life.
- State and local self-government institutions do not see the importance of CT of citizens as an essential tool for development of civic society.
- Skills such as CT, problem solving, team work, communication, creativity, negotiation, analytical and intercultural skills are embedded throughout the key competences. They are often developed outside formal learning, at work and throughout life.



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- Analysis of projects and training programs showed that there is a big variety of different topics which could be arranged under the general CT competency framework.
- In partner countries, there are programs and projects aimed at developing CT skills, but they are episodic, inconsistent and short term.
- Major target groups of programs and projects on CT are the teachers in the case of qualification courses for development of critical thinking of their students and senior citizens.



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## Next steps in the project

-  to develop a Program (for adult educators), a Toolkit (for adult educators and adult learners) to equip adult educators with necessary CT teaching-learning skills to work with adult learners
-  to develop engaging digital teaching-learning WebQuests to provide opportunity to practice CT and improve digital skills
-  to develop and implement international training program for adult educators in Rijeka, Croatia
-  to pilot the program with learners - the trainers from the international training transfer their knowledge to learners in their national/local contexts;



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