

INFORMATION PACK

VISIT TO LOUSÃ, PORTUGAL

Thursday, 5th November to Sunday 8th November



Introduction

This project aims to promote 'enjoyment in learning', with a focus on the generation and sharing of innovative and creative approaches to adult learning. It will afford adult education practitioners an opportunity for professional development and reflection on practice. Through a series of workshops participants will reflect on, share and design innovative approaches to supporting the development of key competencies for education and training as identified by the European Commission. Building on the 2009 European Year of Creativity and Innovation, participants will aim to become facilitators of learning rather than merely imparters of knowledge. Their work with learners will foster positive attitudes towards life-long learning, promoting access, transfer and progression for a diverse learning community with varied learning needs.

This project involves a number of partners from a diverse range of organisations involved in adult education who all have a depth of experience in developing key competences in learners.

Our European Project Partners are:

Country	Organisation	Contact
Ireland	County Dublin Vocational Education Committee (Co-ordinator)	Kevin Harrington 00 353 86 3640819
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Malta	MacDAC Engineering Consultancy Bureau (MECB) LTD	Jonathan Borg 00356 9982 4474
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Objectives of the partnership

Objective 1: *To develop and share creative and innovative methods to engage learners so that they will develop the 'key competences' all individuals need for personal fulfilment and development, inclusion and employment.*

Rationale for Objective 1: In 2005 the European Commission identified key competences that provide added value for the labour market, social cohesion and active citizenship by offering flexibility and adaptability, satisfaction and motivation. Because these competences should be acquired by everyone, the Commission recommended that these key competences are fully integrated into all education programmes.

The organisations involved in the project each have their own strengths in terms of developing these competences in their learners. The partners, through the workshops, will share best practice in the delivery of these competences to the benefit of all partners.

The key competences are: 1) communication in the mother tongue; 2) communication in foreign languages; 3) competences in maths, science and technology; 4) digital competence; 5) learning to learn; 6) interpersonal, intercultural and social competences, and civic competence; 7) entrepreneurship; 8) cultural expression.

The Commission also stated that *“many of the competences in the Framework cannot be taught in ‘traditional’ ways but require new approaches in organising learning. Teachers need to work together with each other, with the local community and deal with heterogeneous groups. Obviously, teachers also need new competences and continuous learning in order to respond to these new challenges.”*

It is in order to meet the challenges posed in developing these key competences in adult learners that the partners in the project wish to develop and share creative and innovative approaches to organising the learning of these key competences. The idea of developing creative and innovative approaches dovetails with the fact that 2009 is the European Year of Creativity and Innovation.

Approach to achieve Objective 1:

- A number of workshops will be organised throughout the course of the project.
- Each of these workshops will adopt a number of the key competences as the theme for the workshop.
- Each partner will prepare a presentation describing examples of good practice in their own organisation on innovative and creative approaches to developing the key competences that are the focus for that seminar.
- These presentations will be discussed as to how each partner can adapt the approach described in their own organisation.
- The presentations and the discussions will be used on the project website.
- The seminars will also consist of 'brainstorming workshops' where the participants will be asked to develop creative and innovative approaches to teaching the key competences in focus.
- These approaches will be tried out by the participants themselves.
- The workshops will be video recorded and reviewed afterwards to discuss their effectiveness.
- The workshops and discussions will be used on the project's website.

Objective 2: *To encourage teachers to see themselves as facilitators in the learning process rather than just subject experts who disseminate knowledge.*

Rationale for Objective 2: There is an emerging consensus that the most useful learning in the modern world is learning how to learn. The emphasis in adult education should be as much, if not more, on the *process* of learning as on the subject matter being taught. In order to encourage this, there is general consensus that the teacher should be more of a facilitator of learning rather than the traditional view of the teacher as a subject expert who imparts knowledge. Adult learners who are enabled to engage actively in their own learning process will learn more effectively and with more enthusiasm.

Approach to Objective 2:

- At each of the workshops organised throughout the project, the participants will be encouraged to reflect on how they can develop their practice as facilitators of learning.
- This will be incorporated into the workshops and discussions described previously in the approach to Objective 1.
- Descriptions of existing good practice and ideas developed during the workshop will be used on the project website.

Objective 3: *To encourage the development of a 'joyful' learning atmosphere.*

Rationale for Objective 3: It is the experience of the partners, and also borne out by academic studies, that many adult learners returning to education after a number of years have negative perceptions about education as a result of experiences from their earlier school days. It is therefore important to foster a welcoming and supportive environment for adult learners. Such an environment should be one where education is not seen as drudgery to be endured, but rather as something to be embraced as a positive, fulfilling and life-enriching experience. To develop such an experience the partners believe that it is important to design and develop a learning environment that encourages the learners to be active in the learning process in a happy and enjoyable environment. By encouraging such active learning in a warm and supportive environment, the project partners believe that this will lead the adult learners to engage more readily in the process of learning and developing key competences. Often this means the learner is developing key competences without realising it, e.g. by fostering an environment where the learner is willing to engage in discussion and debate with other members of the group, the learner is developing the key competence of communication in the mother tongue, as well as developing interpersonal and social competence. The desired outcome is that learners develop a more positive attitude to education and will be therefore, more motivated to continue on the path of life-long learning.

Approach to Objective 3:

- At each of the workshops organised throughout the project, the participants will share examples of how they fostered a welcoming and supportive learning environment.
- These examples will be listed on the project website.
- In the workshops where the participants are developing innovative and creative approaches to adult learning, equal emphasis will be placed on developing a 'joyful' learning environment.
- Adult learners will be included in these sessions and their feedback sought as to how effective this was.
- The knowledge gained through these workshops will be documented and posted on the project website.

It is intended to establish a core framework for organisations to assess the learning environment in the context of the "enjoyment of learning" strand. It is envisaged that the partners will then incorporate this framework throughout all aspects of designing and delivering adult learning in their own organisations.

The Workshops

It is proposed to hold five workshops during the course of the project. These are:

Workshop 1	Portugal	5 November – 8 November 2009
Workshop 2	Czech Republic	February 2010
Workshop 3	Malta	October 2010
Workshop 4	Romania	February 2011
Workshop 5	Ireland	June 2011

Workshop 1 – Lousã, Portugal

The first workshop will be very important in establishing good working relationships as well as agreeing outcomes and deadlines for the project.

This workshop will therefore focus on the following four areas:

1. *Team building*
2. *Fine-tuning the project – review the activity plan, discuss budgetary issues and the allocation of tasks.*
3. *Setting targets – determine milestones for the project and agree on the timeline.*
4. *Quality control – think about an evaluation and monitoring plan for the project.*

Host institution

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Plan of Activities

DAY	DATE	TIME	ACTIVITY
Thursday	5/11/2009	16:00	Bus departs Lisbon Airport for Lousã (UK) train departs Porto for Lousã
		18:00 – 20:00	Room check-in. Registration of participants.
		20:00	International fair – Sharing food and drink from participating countries
Friday	6/11/2009	8:30 – 8:45	Official welcome by host.
		8:45 – 10:15	Presentation by each partner on the organisation they are representing. (Maximum of 8 minutes for each presentation)
		10:15 – 10:30	Coffee Break
		10:30 – 12:30	Workshop 1 – Confirmation of project aims. Agree on division of responsibilities and develop a final work plan for project.
		12:30 – 13:30	Lunch Break
		13:30 – 14:30	Workshop 1 continued
		14:30 – 15:20	Workshop 2 – Practical workshop organised by Arte-Via.
		15:20 – 15:40	Coffee Break
		15:40 – 17:00	Visit to Lousã
		17:00 – 18:30	Workshop 3 – Finalise and document work plan for project.
		19:30	Dinner
		21:00	Celebration of 10 years of Arte-Via. Fados evening.
		Saturday	7/11/2009
10:50 – 11:10	Coffee Break		
11:10 – 12:30	Workshop 4 continued		
12:30 – 13:30	Lunch		
13:30 – 14:30	Visit to Honey Fair in Lousã		
14:30	Depart to Coimbra		
15:15	Visit to the old part of Coimbra (University district)		
16:45 – 18:00	Free time in Coimbra		
18:30	Depart to Lousã		
19:30	Dinner in a typical restaurant “O Burgo”		
22:00	Multimedia show at Lousã Castle		
Sunday	8/11/2009		Departure of participants

Information on Lousã

From Wikipedia.

Lousã

— [Municipality](#) —



Flag



Coat of arms

Lousã is a town in the district of Coimbra, Portugal. Its area is 139,16 km² and its population around 15,753 (circa 2001). Its neighbouring towns are Vila Nova de Poiares (north), Góis (east), Castanheira de Pêra (southeast), Figueiró dos Vinhos (south), and Miranda do Corvo (west). It is the chief town and urban centre in the Pinhal Interior Norte sub region.

Many of its residents commute by car or train to the city of Coimbra for work, shopping or to attend school/college, Coimbra University or the Coimbra Hospital.

It's the birthplace of the renowned Portuguese liqueur *Licor Beirão*. There is a small castle, Castle of Lousã, a few kilometers upstream of the town. Also nearby there is a mountain: the Serra da Lousã. This mountain covers the southeastern part of Coimbra district and the northeastern Leiria district. The main river in Lousã is the Rio Arouce.

The Count of Lousã is a descendent of the Portuguese conqueror, António Correia, and his coat of arms is decorated with a depiction of the decapitated head of King Muqrin, the last Jabrid ruler of Bahrain killed by Correia in battle.



Location in Portugal

Map of Lousã

