EXECUTIVE REPORT
Critical thinking in non-formal adult education programs and documents

MIND

CRITICAL THEORY IN
ADULT EDUCATION PRACTICE:
EMPOWERMENT FOR CRITICAL ACTIONS

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Introduction

An analysis of adult education documents and existing programs and practices with the focus on critical thinking (further – CT) in each country provides a concentrated picture of the situation and give an indication of what to focus on when developing practical tools.

Executive report on adult education programs and documents consists of 4 chapters: I. International documents, II. National legislation, III. Training programs and projects.

Analysis of international documents provides a general overview of the current political thinking on European and global political level on the issue of CT and importance of its development in the society and on the role of adult education in this respect.

Analysis of the National legislation provides a picture of how politicians at National level reflect the issue of CT and how they transform the ideas into actions.

Analysis of programs and projects provides concrete information and ideas for designing a universal model for CT development among adults in non-formal education.

I. International documents

1.1. Critical thinking and disinformation

EU documents concerned with CT recognize it as the main instrument for dealing with disinformation which is considered a major threat for the society.

EU Commission The 2022 Code of Practice on Disinformation[1] points out that "the exposure of citizens to large scale disinformation, including misleading or outright false information, is a major challenge for Europe," and that "our open democratic societies depend on public debates that allow well-informed citizens to express their will through free and fair political processes".

From the other hand, fundamental rights must be fully respected in all the actions taken to fight disinformation and countries should be mindful of the fundamental right to freedom of expression, freedom of information, and privacy, and of the delicate balance that must be struck between protecting fundamental rights and taking effective action to limit the spread and impact of otherwise lawful content.

1.2. Critical thinking and active citizenship

Council of EU Cnclusions on Developing Media Literacy and Critical Thinking Through Education and Training (2016)[2] considers CT as key competence in developing media literacy and for active participation in civic life.

- *Media literacy – that is, all the technical, cognitive, social, civic and creative capacities that allow us to access and have a critical understanding of and interact with both traditional and new forms of media – is of increasing importance. It is closely related to active engagement in democratic life, to citizenship and the ability to exercise judgment critically and independently as well as to reflect on one's own actions, and can thereby enhance young people's resilience in the face of extremist messages and disinformation.*
- *Media literacy – linked to literacy and communication skills in general – also involves other key competences, notably social and civic competences which have a clear link to critical thinking, ensuring that people can value diversity and respect the views and values of others, but also cultural awareness and expression which are underpinned by the ability to relate one's own way of expressing points of view to those of others, including those with different cultural backgrounds.*

[1] European Commission (2022). *The 2022 code of practice on disinformation*. https://digital-strategy.ec.europa.eu/en/library/2022-strengthened-code-practice-disinformation

[2] Council of the EU (2016). *Council conclusions on developing media literacy and critical thinking through education and training.* https://www.consilium.europa.eu/en/press/press-releases/2016/05/30/eycs-conclusions-developing-media-literacy/

Regarding the adult education, the document invites the Member States to:

- *Seek to increase digital competence levels among learners of all ages, in a lifelong learning perspective, as an important precondition for strengthening their ability to participate actively in the democratic life of our modern societies as well as for enhancing their employability.*
- *Encourage socially safe learning environments, both online and offline, in which controversial issues can be openly discussed and freedom of speech preserved, and empower teaching staff to initiate and moderate such discussions.*

UNESCO Institute of Lifelong Learning in 5th Global Report on Adult Learning and Education (GRALE) (2022)[1] concentrates on citizenship education.

GRALE 5 considers that citizenship education may be seen as a natural extension of 'civic education'; namely, knowledge and critical understanding of civil rights and responsibilities, the cultivation of civic, social virtues, economic virtues and political virtues, and the ability to engage in transformative dialogue, negotiations and interactions.

Thew Report recognizes importance of the role of adult education in citizenship education and invites for professionalization of adult educators and quality in education:

> *The professionalization and training of educators is inextricably linked to the issue of quality in education. <…> The main role of the educator is to be a guide and facilitator, encouraging learners to engage in critical inquiry and supporting the development of knowledge, skills, values and attitudes that promote positive personal and social change. Adult educators, therefore, have a critical role in creating environments for citizenship education that are safe, inclusive and effective, and their professionalization should be developed accordingly, particularly with regard to the engagement of marginalized and disadvantaged groups.*

1.3. Critical thinking and skills and competences

European Skills Agenda for sustainable competitiveness, social fairness and resilience (2020)[2] in the *Action 6: Skills to support the twin transition* stresses that "beyond technical skills, the labor market increasingly needs transversal skills like working together, CT, and creative problem solving. <…>. While schools have a role to play, they are often developed outside formal learning, at work and throughout life."

European Comission Recommendation on Key Competences for Lifelong Learning (2019)[3] draws attention to the fact that the key competences are developed throughout life, through formal,

[1] UNESCO (2022). *5th global report on adult learning and education: citizenship education: empowering adults for change (GRALE).* https://www.uil.unesco.org/en/adult-education/global-report-grale
[2] European Commission (2020). *European skills agenda for sustainable competitiveness, social fairness and resilience.* https://ec.europa.eu/social/main.jsp?langId=en&catId=89&newsId=9723&furtherNews=yes#navItem-1
[3] European Commission (2019). *Key competences for lifelong learning.* Publications Office. https://data.europa.eu/doi/10.2766/569540

non-formal and informal learning in different environments, including family, school, workplace, neighborhood and other communities.

An important point is that skills such as CT, problem solving, team work, communication, creativity, negotiation, analytical and intercultural skills are embedded throughout the key competences.

These are the eight key competences:

- Literacy competence
- Multilingual competence
- Mathematical competence and competence in science, technology and engineering
- Digital competence
- Personal, social and learning to learn competence
- Citizenship competence
- Entrepreneurship competence
- Cultural awareness and expression competence

1.4. Critical thinking competency framework extracted from EU Recommendation on Key Competences for Lifelong Learning

Each of eight competences contain sub-competences on CT. Putting them together we can compile the general CT competency framework:

- Ability to assess and work with information. Individuals should take a critical approach to the validity, reliability and impact of information and data made available by digital means and be aware of the legal and ethical principles involved in engaging with digital technologies.
- Reflective and critical, yet curious, open minded and forward-looking attitude to evolution of digital technologies.
- Critical understanding of the main developments in national, European and world history.
- Knowledge of basic concepts and phenomena relating to individuals, groups, work organizations, society, economy and culture.
- Integrated problem-solving skills as well as skills to develop arguments and constructive participation in community activities, as well as in decision-making at all levels, from local and national to the European and international level.
- Ability to act upon opportunities and ideas, and to transform them creatively into values for others.

- Taking initiative and perseverance and the ability to work collaboratively in order to plan and manage projects that are of cultural, social or financial value.

II. National legislation and policy documents

Working hypothesis regarding the appearance of CT in any education legislation was that it could be mentioned in the sections describing education goals and principles. The other source of information is strategic policy documents which possibly could describe the necessity of development of CT and civil society.

Unfortunately, state and local self-government institutions do not see the importance of CT of citizens as an important tool for development of civic society. CT is critical for analyzing processes in the society itself: "Citizenship competence is the ability to act as responsible citizens and to fully participate in civic and social life, based on understanding of social, economic, legal and political concepts and structures, as well as global developments and sustainability."[1]

2.1. National Legislation

National legislation of Latvia and Lithuania on education or on adult education does not mention CT nor as the goal of education nor as the principal of education.

In Croatia CT appears in Act on Croatian Qualifications Framework[2] describing learning outcome levels.

In Romania although CT is called an essential competence in different national strategies and it was introduced in the Pre University education law, in the national legislation of adult education it was not mentioned at all. Preuniversity education law mentions the CT as part of National curriculum[3].

[1] European Commission (2019). *Key competences for lifelong learning.* Publications Office. https://data.europa.eu/doi/10.2766/569540

[2] *Zakon o Hrvatskom kvalifikacijskom okviru.* (2021). https://www.zakon.hr/z/566/Zakon-o-Hrvatskom-kvalifikacijskom-okviru

[3] *Legea învățământului preuniversitar nr. 198/2023*. (2023). Monitorul Oficial, Partea I nr. 613. https://legislatie.just.ro/Public/DetaliiDocumentAfis/271896

2.2. Policy documents

Croatia

Policy documents on adult education do not mention CT.

Latvia

1. In policy planning documents, CT appears only in the latest period (2021–2027). Previously, it appeared only in the cultural policy and media policy guidelines.
2. Although in the Guidelines for the Development of Education 2021–2027 CT has been brought up as an essential skill for everyone, the context shows that it is related to the educational content created by School 2030 for students. In any case, the development of CT for adults does not appear in the tasks of the direction of actions. Regarding adult education, 2 general tasks are mentioned: Qualitative and accessible offer of adult education and Development of Sustainable adult education system.
3. In the documents of the previous period, the relevance of CT is emphasized in the context of society's value orientation and personal creativity. In the documents of the recent period dominate an understanding of CT as a tool for strengthening security against fake news and propaganda.
4. In the aspect of sectoral policy, CT is emphasized in cultural policy documents, guidelines for digital transformation and guidelines for children, youth and family development. Although the demand for adult education, which is able to meet the needs of the labor market, has recently increased, CT as a skill necessary for a skilled and competitive employee is not mentioned in employment and economic development documents.
5. In terms of professions, the need for CT is emphasized for media specialists, cultural researchers and digital agents.

Lithuania

1. The major policy document approved in December 2023 is the Roadmap for the State Progress Strategy „Lithuania 2050“[1]. It says that „Comprehensive education, understood not only as academic knowledge, but also as the CT, creativity, cooperation and other social-emotional skills needed for the future, is therefore becoming particularly important as well as resilience and the ability to take care of oneself and others in need”. The document doesn’t specify any age groups but from the context one can understand that it focuses on formal education: “An integrated and open education system serves the individual: it provides the free person with the necessary academic knowledge, cultural, civic and social skills emotional and political competences, financial, media, health and environmental literacy skills, develops an independent, responsible and cooperative individual personality.”
2. Surprisingly, CT is not mentioned in the Agreement on Lithuanian Education Policy (2021–2030)[2].
3. More clearly CT is discussed in the Lithuanian Cultural Policy Strategy, approved by the Government of the Republic of Lithuania in 2019[3]. Its third goal is "To form the CT and citizenship of a society that is creating its own identity", which should be implemented by two tasks:

    3.1. task: To strengthen civic activity and knowledge, and resistance of the population and institutions to informational threats.

    3.2. task: To strengthen society's CT by professionally evaluating cultural phenomena.
4. The Program of the Eighteenth Government of the Republic of Lithuania (2020)[4] considers CT as an important tool for protecting against information threats and for strengthening national security.
5. Therefore, one can see that CT is seen by politicians mostly as an important instrument for strengthening the resistance of the population to external information threats.
6. Authors of political and policy documents consider CT important for the young generation and forget the adult population which is the major part of citizens and of voters. For them the only important thing which politicians consider is external disinformation threat.

[1] LR Seimas (2023). *Valstybės pažangos strategija „Lietuvos ateities vizija „Lietuva 2050“.* https://e-seimas.lrs.lt/rs/lasupplement/TAP/27b16cb09db311ee8172b53a675305ab/eccb0b91db6bd6da459055933d350bff/format/ISO_PDF/

[2] *Susitarimas dėl Lietuvos švietimo politikos (2021–2030)*. (2021). https://smsm.lrv.lt/media/viesa/saugykla/2024/1/OdR2qpvyHyo.pdf

[3] *Lietuvos kultūros politikos strategija, 2019 m. birželio 26. Nr. 665.* (2019). https://e-seimas.lrs.lt/portal/legalAct/lt/TAD/4bafb6019d4d11e9aab6d8dd69c6da66?jfwid=57lm4zwfo

[4] *Aštuonioliktosios Lietuvos Respublikos vyriausybės programa, 2020 m. gruodžio 11 d., Nr. XIV-72.* (2020). https://e-seimas.lrs.lt/portal/legalAct/lt/TAD/973c87403bc311eb8c97e01ffe050e1c

Romania

1. The National Strategy for the Sustainable Development of Romania 2030[1] considers CT as part of Sustainable Development Goals, guaranteeing a quality education and promoting learning opportunities throughout life for everyone: *Education should be treated as a process that prepares young generations for the challenges of the future and it takes place everywhere throughout life, encouraging innovation, meritocracy, constructive CT, curiosity, conduct and emancipation.*
2. National Strategy for Adult Training 2023–2027[2] describes CT as specific direction of action for developing transversal skills: *In addition to technical skills, the labor market needs more and more transversal skills such as cooperation, CT and creative problem solving, and their validation and recognition through the use of micro-certifications can facilitate adults' mobility and continuing learning.*
3. Draft National Strategy for Continuous Adult Education 2024–2030[3] (which currently is open for public discussions) considers CT as part of the system of values of adult education: *b. Personal freedom and autonomy: the strategy emphasizes the importance of individual freedom and personal autonomy, including identity and community membership, safety, moral and material and the relationship with authorities and service providers. These values support access to a decent job, security of long-term employability, CT and active participation in the socio-economic dialogue facilitated by new technologies, reflecting the strategy's commitment to improving cognitive skills and digital.*
4. National Implementation Plan for Initial Education and Continuous Professional Development (2023)[4] considers CT as one of the measures for increasing the attractiveness of vocational and technical education: *In the development of attractive initial vocational training programs for students, it is essential to support the development of transversal skills necessary for a successful career, for facilitating career transitions and for personal development. Competences and entrepreneurship, digital skills, CT and career management skills become essential in today's dynamic and competitive socioeconomic environment.*
5. Strategy for the Digitization of Education in Romania 2021–2027[5] considers CT as part of digital competence. *Digital competence involves using confidently, critically and responsible for digital technologies in contexts of learning, work and participation in*

[1] *Strategia națională pentru dezvoltarea durabilă a României 2030.* (2020). https://www.edu.ro/sites/default/files/Strategia-nationala-pentru-dezvoltarea-durabila-a-Rom%C3%A2niei-2030.pdf
[2] *Strategia națională pentru formarea adulților 2023–2027.* (2023). https://www.mmuncii.ro/j33/images/Documente/MMSS/Transparenta_decizionala/20230907_hg-snfa-23_27-anexa1-strategie.pdf
[3] *Strategia națională pentru educația continuă a adulților 2024–2030. (2024).* https://legislatie.just.ro/Public/DetaliiDocumentAfis/283017
[4] *Planul național de implementare a educației inițiale și a dezvoltării profesionale continue.* (2023). https://www.edu.ro/sites/default/files/_fi%C8%99iere/Cooperare-Internationala/2023/Romania_PNI-VET_RO.pdf
[5] *Strategia pentru digitalizarea educației în România 2021–2027.* (2021). https://www.edu.ro/sites/default/files/SMART.Edu%20-%20document%20consultare.pdf

social activities. That includes digital literacy, communication and collaboration, media literacy, creating digital content (including programming), safety (including well-being/comfort in the online environment and cyber security skills), respect for intellectual property, problem solving and CT.

6. The National Strategy of Financial Education 2023–2030[1] pays special attention to project learning form which enables participation to be learned through engagement and not just by discussing participation; is facilitated, also the development of the necessary skills of the 21st century: creativity, CT, communication and collaboration skills, adaptability and responsibility.

[1] *Strategia națională de educație financiară 2023–2030.* (2023). https://www.edu.ro/sites/default/files/SNEF_proiect_2023.pdf

III. Programs and projects

3.1. EU projects on CT

1. **EU projects providers.** EU projects on CT are implemented by consortiums of various institutions and organizations: adult education centers, high schools, NGO's, private companies, and the public educational sector. The source of information is the platform https://erasmus-plus.ec.europa.eu/projects. There were found 14 projects (2017–2023) dedicated to the topic of CT. All projects are financed through the "Erasmus+" program.

The main idea of the projects is the development of CT skills of young people, adults and seniors. It emphasizes CT as a tool for strengthening adult's awareness on social and political processes and making them aware of their rights as citizens. In most projects, CT is a learning object. Several projects use CT as a tool to improve skills in other areas, e.g. language learning, digital skills, for political decision-making processes.

2. **EU projects objectives.** Projects are characterized by a large variety of objectives. Conditionally, they can be divided into general and specific.

2.1 General objectives

- to strengthen the ability to function in a world in the 21st century and fulfillment of the company's requirements on the individual competencies of individuals for which understanding of what is happening;
- to gain access to fundamental knowledge on the mechanisms and consequences of false information spread in Europe;
- raise the awareness and basic knowledge about "Fake News", Misinformation and Disinformation and about tools to detect them;
- to introduce game-based learning and quiz-based learning as methodologies for competence development and empowerment.

2.2 Specific objectives

2.2.1 For adult educators:

- to give adult facilitators a new tool to train and teach and empower the communities;
- to develop a training course and training materials for teachers and other educators with the aim of improving their ability to deliver high-quality media literacy programs to a diverse audience of parents and grandparents;
- to extend and develop adult educators' media literacy skills and competences in effective teaching of those skills (especially those who work with disadvantaged learners).

2.2.2 For adults:

- to prepare 55+ people for the aging process (functional literacy);

- to elaborate methodologies and materials for parents and grandparents to use with their children and grandchildren at home;
- to develop the adapted learning paths, where the learners will learn how to get involved, strengthen their awareness on social and political processes and make them aware of their rights as citizens;
- to enable adult students to recognize, identify, act, and manage against the risks of online information;
- to improve and expand quality learning opportunities for adults with less qualification that will benefit from transversal skills when accessing the labor market;
- to increase media literacy skills of adult learners (especially disadvantaged).

2.2.3 For creating of instruments:

- to develop an interactive online platform that supports the learning of Creativity and CT skills and that indicates a general itinerary for the improvement of transversal skills;
- to create a CT e-learning platform based on the survey results conducted in European countries and, as a result, an effective tool for developing CT skills.

3. **Methodological model/curriculum.** The methodological model was found in only one project[1]. Curriculum was found in four projects[2]. The other eight projects provide neither a methodological model nor a curriculum.

4. **Methods.** Various methods are used in the projects. The method sets are presented as one of the project results (mostly in form of handbook). The methods applied in projects: discussions, group work, reflections, icebreaker, quizzes, other digital activities. Textbooks describe both methods and specific tasks.

5. **Duration**. The duration of the training programs created in the projects varies: from 6 up to 20 hours.

6. **Training form.** Training forms in the projects are face to face learning, blended learning, digital tools, gamification platforms and quiz-based learning.

7. **Beneficiary (target group).** In many cases beneficiary is not specified: age, gender, occupation, employment status are not clear. From available information we can conclude that in most projects the first target group are teachers, trainers, social workers, consultants. The final target group is adults, young adults (in some cases having difficulties, disadvantaged), seniors and/or the community.

[1] APRICOT. https://apricot4parents.org/wp-content/uploads/2022/01/Apricot-IO2-EN_final.pdf

[2] Boomering. https://www.boomering-project.org/mooc-boomering?lang=en
CONCRIT. https://ec.europa.eu/programmes/erasmus-plus/project-result-content/22fbfb83-e576-40bb-8864-78c0f200d621/CONCRIT_Handbook.pdf
Needs of CriticAl Thinking. https://ec.europa.eu/programmes/erasmus-plus/project-result-content/31f5b356-9d28-4b5e-8160-ad8f9d5b153b/CAT_guidelines_for_educators_EN.pdf
No Alternative Facts. https://ec.europa.eu/programmes/erasmus-plus/project-result-content/14bd76a7-a63c-423a-b353-5fe8aed17548/No_Alternative_Facts_Training_Programme_for_Adult_Educators.pdf

3.2. Training programs on CT

Examples of training programs provided by partners can be found in the *Annexes. Training programs related to CT*. Here we provide a general overview.

1. **Training program providers.** Programs on CT are provided by private consulting companies, public sector (mostly education) and NGOs. The source of information is advertising of programs on the Internet. They are differently structured, often very short and, with few exceptions, do not describe the methodology. There are three types of programs: first, where the CT is the training subject, second, where CT is part of a bigger topic and the third, where CT is the background of the topic methodology.
2. **Training program objectives.** Training programs provided by private companies are targeted for personal development, programs provided by public sector organizations – for personal development and organization, and by NGOs – for personal development, organization and the community. CT is taught in general or in relation to argumentation, fake news, media literacy, threats of war, health issues, artificial intelligence and internet safety, and nature conservation.
3. **Methods.** In most cases training methods are not specified or described in a very general way.
4. **Duration**. Duration of the programs varies from 4 hours to 40 hours. In the case of projects, it could be up to 200 hours, because CT is embedded in all project parts as the philosophical background.
5. **Training form.** Training form can be classroom, distance and blended learning. Experiential learning in real life situations mostly is implemented eye-to-eye with the target group. In some cases, e.g., organizing discussions, could also be organized on-line.
6. **Beneficiary (target group).** In many cases beneficiary is not specified: age, gender, occupation, employment status are not clear. From available information we can conclude that the major target groups are the teachers in the case of qualification courses for development of CT of their students and senior citizens, who mostly participate in Media and Information Literacy Training in programs.

3.3. Topics of projects and training programs on CT

Here we provide the list of topics related to CT found in projects and training programs. Topics are arranged in the competency framework established in the chapter 1.4.:

Ability to assess and work with information. Individuals should take a critical approach to the validity, reliability and impact of information and data made available by digital means and be aware of the legal and ethical principles involved in engaging with digital technologies.

- Getting to grips with the information war.
- False information: typology, understand the mechanisms, impacts and scope of false information spread. Why do we believe in false information? How our brain is misleading us.

- Fake news and disinformation. Conceptualizing disinformation. How to tackle disinformation: tools and methodologies. Tips for spotting fake news. Fake photos to identify.
- Computer course – Check the facts.
- Safety & privacy. Safe and responsible practice. How to surf the Internet safely.
- Experience less anxiety by being able to assess and predict events more objectively.
- How to select and critically evaluate information presented on the Internet.
- What are the basic rules for safer Internet use?

Reflective and critical, yet curious, open minded and forward-looking attitude to evolution of digital technologies.

- Social distance. Advantages and dangers of virtual social spaces (internet, social networks, games).
- The benefits of social media use for seniors.
- How to select and critically evaluate information presented on the Internet.
- Developing digital skills and using digital tools.
- Digital dangers. Digital identity. Cybersecurity, cyberbullying. Phishing.
- Media and information literacy. Common understanding of Media literacy in the EU context.

Critical understanding of the main developments in national, European and world history.

- We did not find any topics on this issue in programs.

Knowledge of basic concepts and phenomena relating to individuals, groups, work organizations, society, economy and culture.

- CT is social thinking. CT as freedom and responsibility. Critical consciousness and critical reflexivity. Moral dilemmas in the contemporary world.
- The problem of perception and interpretation of social reality. Everyday life and mythology of the social world. Creativity as understanding and interpretation of the social world.
- Conspiracy theory. How to identify conspiracy theory. Not being immersed in lies or conspiracy theories.
- Online radicalisms and extremism.
- Intercultural understanding and relationships.
- The concept of Social Groups. Power, privilege and oppression.

- Impartiality and discrimination. Equity and equality of opportunities. Management of prejudices and stereotypes.
- Socio-economic background as an important factor influencing CT.
- CT – the engine of political activism?

Integrated problem-solving skills as well as skills to develop arguments and constructive participation in community activities, as well as in decision-making at all levels, from local and national to the European and international level.

- The concept of CT. Development of CT: theory and practice, prerequisites and assumptions. The process of CT, strategies and techniques. What factors influence CT? Methods of CT Levels of CT skills. Assessment of thinking abilities. Who is a critical thinker?
- Barriers to CT and common thinking errors. What factors make it difficult to make effective decisions?
- CT for improving and strengthening the organization's activities.
- CT vs problem solving. Transformation of the decision-making process, through tools from coaching and neuroscience.
- Awareness and management of cognitive biases.
- Be able to make timely and more informed decisions and adjustments in different areas of life
- How to make more effective decisions. When should CT be applied?
- The decision-making process: two thinking systems that influence decisions. Fast and slow thinking (D. Kahneman[1]). Decisions based on intuition and automatic thinking and their impact on results
- The importance of understanding the situation and context for decision-making
- The influence of attitudes and assumptions on the quality of decisions made. The "trap" of assumptions. How often do we treat assumptions as facts?
- How not to get fooled.

Ability to act upon opportunities and ideas, and to transform them creatively into values for others.

- Identifying specific media literacies and digital storytelling needs in different settings. Digital storytelling in civic education.
- 6 CT Questions for any situation.
- The essential elements of communication.

[1] Kahneman, D. (2013). *Thinking, fast and slow*. Farrar, Straus and Giroux.

- Developing CT through collaboration (me and others; me and the group; we are the group).
- Entrepreneurship and CT skills in English language learning.
- Gamification platform and quiz-based learning.

Taking initiative and perseverance and the ability to work collaboratively in order to plan and manage projects that are of cultural, social or financial value.

- CT for improving and strengthening the organization's activities.
- Practical activities in the application of CT education scheme, strategies and methods in the organization. Analysis and discussion of experience.
- Developing CT through collaboration (me and others; me and the group; we are the group).
- Advocacy. Organization and realization of an advocacy campaign.

Conclusions

1. CT is a key competence in developing media literacy and for active participation in civic life.
2. State and local self-government institutions do not see the importance of CT of citizens as an essential tool for development of civic society.
3. 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.
4. 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:
    - Ability to assess and work with information.
    - Reflective and critical attitude to evolution of digital technologies.
    - Critical understanding of the main developments in national, European and world history.
    - Knowledge of basic concepts and phenomena relating to individuals, groups, work organizations, society, economy and culture.
    - Integrated problem-solving and decision making skills.
    - Ability to act upon opportunities and ideas, and to transform them creatively into values for others.
    - Taking initiative and perseverance and the ability to work collaboratively in order to plan and manage projects that are of cultural, social or financial value.
5. In partner countries, there are programs and projects aimed at developing CT skills, but they are episodic, inconsistent and short term.
6. Major target groups of programs and projects on CT are the teachers in the case of qualification courses for development of CT of their students and senior citizens.

ANNEXES.
Training programs related with critical thinking

Annex 1. Training programs – Croatia

Title of the Program/Methodology/Practice/Method

Critical thinking

☒ CT is the main purpose of Program/Methodology/Practice/Method ☐ Program/Methodology/Practice/Method is a part of different training purpose.	**Author (person and/or institution)** Faculty of humanities and social sciences in Split
Title of the Program/Methodology/Practice/ Method of which CT is a part of	Elective course for students

Goals

1. To review development of CT from ancient times to the present.
2. To train students to independently conduct workshops for CT so that they can include various strategies for developing CT in their teaching.

Objectives

1. Explain what CT is and how it has evolved throughout history.
2. Compare contemporary theories and practices of CT.
3. Analyze educational materials for CT and implement them in a quality way in the teaching process.
4. Be able to conduct CT workshops.
5. Modify existing educational materials to teach CT through them.
6. Be able to lead a structured dialogue with arguments.
7. To develop an awareness of the necessity of 'learning to think' in contemporary society.
8. To realize the connection and difference between critical and creative thinking.

Topics

- CT.
- Multidimensional thinking.
- Structured dialogue.
- Learn to think.

Methods

–

Duration (hours)	30
Training form	☒ classroom, ☐ distant, ☐ blended, ☐ hybrid, ☐ not specified
Sector:	☐ private sector, ☐ public sector, ☐ third sector, ☒ not specified
Beneficiary	☐ individual, ☐ family, ☐ organization, ☐ community, ☐ society, ☒ not specified, ☐ other
Scope of benefit	☐ economic, ☐ social, ☐ safety, ☐ ecology, ☐ culture, ☐ personality development, ☒ not specified, ☐ other
Occupation	☐ manager, ☐ social worker, ☐ trainer, ☐ teacher, ☐ consultant, ☒ not specified, ☐ other
Employment status:	☐ employed, ☐ unemployed, ☐ retired, ☒ not specified
Age	☐ 18–34, ☐ 35–54, ☐ 55–64, ☐ 65+, ☒ not specified
Source of information	*Kritičko mišljenje*. Filozofski fakultet u Splitu. https://www.ffst.unist.hr/en/course/crithi#

Title of the Program/Methodology/Practice/Method

Development of critical thinking

☒ CT is the main purpose of Program/Methodology/Practice/Method ☐ Program/Methodology/Practice/Method is a part of different training purpose.	**Author (person and/or institution)** Božidar Adžija Library
Title of the Program/Methodology/Practice/ Method of which CT is a part of	Publications and workshops

Goals

To make people aware of the need to question information, and not just to uncritically accept what is offered to them.

Objectives

- To publish text that raise awareness of the importance of questioning and thinking, whether the information we use is really valid or just automatically adopted.
- To roganize workshops for practice this process.

Topics

- What is CT?
- Development of CT.
- On knowledge and what is not knowledge.
- Cognitive distortions.
- Lies.
- Fake news.
- Are we shaped by the “news".
- Conspiracy theories.
- Classical education and CT.
- Is knowledge a commodity?
- Is knowledge also power?
- The impact of education on society.
- Education for a better society.
- Translation for beginners or why English rivers are not rich.
- Artificial intelligence.
- Artificial intelligence: protection of personal data.
- Artificial intelligence: generation with extended retrieval.

Methods

–

Duration (hours)	–
Training form	☒ classroom, ☒ distant, ☐ blended, ☐ hybrid, ☐ not specified
Sector	☐ private sector, ☐ public sector, ☐ third sector, ☒ not specified
Beneficiar	☐ individual, ☐ family, ☐ organization, ☐ community, ☐ society, ☒ not specified, ☐ other
Scope of benefi	☐ economic, ☐ social, ☐ safety, ☐ ecology, ☐ culture, ☐ personality development, ☒ not specified, ☐ other
Occupatio	☐ manager, ☐ social worker, ☐ trainer, ☐ teacher, ☐ consultant, ☒ not specified, ☐ other
Employment status	☐ employed, ☐ unemployed, ☐ retired, ☒ not specified
Age	☐ 18–34, ☐ 35–54, ☐ 55–64, ☐ 65+, ☒not specified
Source of information	*Razvoj kritičkog mišljenja*. Knjižnice grada Zagreba. https://www.kgz.hr/hr/knjiznice/knjiznica–bozidara–adzije/programi/razvoj–kritickog–misljenja/58654

Title of the Program/Methodology/Practice/Method

Critical thinking: Peace, love & rock and roll

☒ CT is the main purpose of Program/Methodology/Practice/Method ☐ Program/Methodology/Practice/Method is a part of different training purpose	**Author (person and/or institution)** Iva Buchberger
Title of the Program/Methodology/Practice/ Method of which CT is a part of	Manual for educators

Goals

The prerequisite for the development of teaching competence for CT is the development of CT competence. Simply put, one who tries to teach others to think critically must think critically himself. Based on the above assumption, the manual CT: Peace, Love & Rock and Roll – a manual for educators is intended for educators with the aim of developing their CT competence and teaching competence for CT. In general, the manual is intended for all those who teach, educators in this sense – primary and secondary school teachers, teachers in higher education, educators in the field of adult education, educators in the civil sector, etc. Of course, the manual can also be used by those who are not professionally are engaged in teaching, but want to develop and strengthen their own competence of CT as in personal as well as in professional life.

Objectives

–

Topics

- CT competencies.
- Rhetorical questions.
- Democratic teaching atmosphere.

Methods

–

Duration (hours)	–
Training form	☐ classroom, ☐ distant, ☐ blended, ☐ hybrid, ☒ not specified
Sector	☐ private sector, ☐ public sector, ☐ third sector, ☒ not specified
Beneficiary	☐ individual, ☐ family, ☐ organization, ☐ community, ☐ society, ☒ not specified, ☐ other
Scope of benefit	☐ economic, ☐ social, ☐ safety, ☐ ecology, ☐ culture, ☐ personality development, ☒ not specified, ☐ other
Occupation	☐ manager, ☐ social worker, ☐ trainer, ☒ teacher, ☐ consultant, ☐ not specified, ☐ other
Employment status	☐ employed, ☐ unemployed, ☐ retired, ☒ not specified
Age	☐ 18–34, ☐ 35–54, ☐ 55–64, ☐ 65+, ☒not specified
Source of information	Buchberger, I. (2023). *Critical thinking: peace, love & rock and roll: A handbook for teachers*. Rijeka: Faculty of Humanities and Social Sciences in Rijeka, Association for the development of higher education "Universitas". https://izdavastvo.ffri.hr/wp-content/uploads/2023/04/Buchberger-Kriti%C4%8Dko-mi%C5%A1ljenje-HRV-e-izdanje.pdf

Title of the Program/Methodology/Practice/Method

How to teach critical thinking?

☒ CT is the main purpose of Program/Methodology/Practice/Method ☐ Program/Methodology/Practice/Method is a part of different training purpose	**Author (person and/or institution)** Iva Buchberger
Title of the Program/Methodology/Practice/ Method of which CT is a part of	Handbook for the development and strengthening of the teaching competencies of teachers and educators

Goals

This handbook is designed to provide teachers with guidance on how to develop students' CT competence, i.e. how to teach CT.

Objectives

–

Topics

1. Teaching for CT:
   - Competence of CT and learning outcomes oriented towards the development of CT.
   - Teaching as transfer of information and teaching for CT.
2. On the dimensions of teaching for CT through examples:
   - Critical approach to teaching content.
   - Active teaching methods and forms of work.
   - Active evaluation methods.
   - Critical action.
   - Democratic teaching atmosphere.
3. From teaching for CT to the world of work.

Methods

–

Duration (hours)	–
Training form	☐ classroom, ☐ distant, ☐ blended, ☐ hybrid, ☒ not specified
Sector	☐ private sector, ☐ public sector, ☐ third sector, ☒ not specified
Beneficiary	☐ individual, ☐ family, ☐ organization, ☐ community, ☐ society, ☒ not specified, ☐ other
Scope of benefit	☐ economic, ☐ social, ☐ safety, ☐ ecology, ☐ culture, ☐ personality development, ☒ not specified, ☐ other
Occupation	☐ manager, ☐ social worker, ☐ trainer, ☒ teacher, ☐ consultant, ☐ not specified,☐ other
Employment status	☐ employed, ☐ unemployed, ☐ retired, ☐ not specified
Age	☐ 18–34, ☐ 35–54, ☐ 55–64, ☐ 65+, ☒not specified
Source of information	Buchberger, I. (2020). *Kako poučavati za kritičko mišljenje? Priručnik za razvoj i jačanje kompetencija poučavanja nastavnika i edukatora*. https://www.efri.uniri.hr/upload/Centar%20za%20karijere%202022/Buchberger-Kako_pou%C4%8Davati_za_kriti%C4%8Dko_mi%C5%A1ljenje-Priru%C4%8Dnik_(2020).pdf

Title of the Program/Methodology/Practice/Method

Critical thinking and writing

☒ CT is the main purpose of Program/Methodology/Practice/Method ☐ Program/Methodology/Practice/Method is a part of different training purpose	**Author (person and/or institution)** Prof. Helena Zečar Lajtman, Creative Educational Centre „Murai“
Title of the Program/Methodology/Practice/ Method of which CT is a part of	Trainings

Goals

To develop CT and writing skills.

Creative and CT is a skill that makes a person active, tolerant, empathetic and enables them to make thoughtful and well-founded decisions. It is about the ability to think that encourages quality problem solving because a person critically examines the situation and thinks about the problem in such a way that he moves away from the prejudices that he potentially has.
Through various workshops in class, it encourages students to think independently, create their own attitude, be independent in decision-making, reasoned debate, which shows that they can fight for themselves in an intellectual way, while respecting the opinion and autonomy of others.

Objectives

–

Topics

- What is CT?
- CT and education.
- Logic as the basis of CT.
- Argumentation.
- Errors in reasoning.
- Critical listening and reading.
- CT and the media.

Methods

–

Duration (hours)	–
Training form	☒ classroom, ☐ distant, ☐ blended, ☐ hybrid, ☐ not specified
Sector	☐ private sector, ☐ public sector, ☐ third sector, ☒ not specified
Beneficiary	☐ individual, ☐ family, ☐ organization, ☐ community, ☐ society, ☒ not specified, ☐ other
Scope of benefit	☐ economic, ☐ social, ☐ safety, ☐ ecology, ☐ culture, ☐ personality development, ☒ not specified, ☐ other
Occupation	☐ manager, ☐ social worker, ☐ trainer, ☐ teacher, ☐ consultant, ☒ not specified, ☐ other
Employment status	☐ employed, ☐ unemployed, ☐ retired, ☒ not specified
Age	☐ 18–34, ☐ 35–54, ☐ 55–64, ☐ 65+, ☒not specified
Source of information	*Otvorene prijave za ciklus edukacija: kritičko razmišljanje i pisanje.* (2021). Murai. https://pdcck.hr/murai/kriticko-razmisljanje-i-pisanje/

Annex 2. Training programs – Latvia

Title of the Program/Methodology/Practice/Method

English language courses

☐ CT is the main purpose of Program/Methodology/Practice/Method ☒ Program/Methodology/Practice/Method is a part of different training purpose	**Author (person and/or institution)** LTD „Mensarius“
Title of the Program/Methodology/Practice/ Method of which CT is a part of	In English language courses CT is included as method
Goals To develop CT as integrated skill during English language learning.	
Objectives To critically evaluate different situations of life.	
Topics • Personality. • On a plane. • At a hotel. • In a shop. • In a street. • At restaurant.	
Methods Discussions of different topics.	
Duration (hours)	–
Training form	☒ classroom, ☐ distant, ☐ blended, ☐ hybrid, ☐ not specified
Sector	☒ private sector, ☐ public sector, ☐ third sector, ☐ not specified
Beneficiary	☒ individual, ☐ family, ☐ organization, ☐ community, ☐ society, ☐ not specified, ☐ other
Scope of benefit	☐ economic, ☐ social, ☐ safety, ☐ ecology, ☐ culture, ☒ personality development, ☐ education, ☐ not specified, ☐ other
Occupation	☐ manager, ☐ social worker, ☐ trainer, ☐ teacher, ☐ consultant, ☒ not specified, ☐ other
Employment status	☐ employed, ☐ unemployed, ☐ retired, ☒ not specified
Age	☐ 18–34, ☐ 35–54, ☐ 55–64, ☐ 65+, ☒not specified
Source of information	*Nacionālā izglītības iespēju datubāze (NIID.LV).* https://www.niid.lv/niid_search/program/24414?qy=&ct=&tg=&level_1=14&subject_2=225

Title of the Program/Methodology/Practice/Method

Public speaking and business communication training

☐ CT is the main purpose of Program/Methodology/Practice/Method ☒ Program/Methodology/Practice/Method is a part of different training purpose	**Author (person and/or institution)** Competence Development Center of the Zemgale region
Title of the Program/Methodology/Practice/ Method of which CT is a part of	In „Public speaking and business communication“ training CT is included as method.

Goals

To develop CT as integrated skill during learning of negotiation.

Objectives

1. To learn how to present arguments.
2. To convince and inspire persons as much as possible.

Topics

- How to convey an idea easily and comprehensibly.
- How to get and keep attention, Voice.
- Non-verbal communication.
- Cinematography tricks for the online environment.

Methods

Development of reasoning skills

Duration (hours)	8
Training form	☒ classroom, ☐ distant, ☐ blended, ☐ hybrid, ☐ not specified
Sector	☐ private sector, ☒ public sector, ☐ third sector, ☐ not specified
Beneficiary	☒ individual, ☐ family, ☒ organization, ☐ community, ☐ society, ☐ not specified, ☐ other
Scope of benefit	☐ economic, ☐ social, ☐ safety, ☐ ecology, ☐ culture, ☒ personality development, ☐ education, ☐ not specified, ☐ other
Occupation	☒ manager, ☐ social worker, ☐ trainer, ☐ teacher, ☐ consultant, ☐ not specified, ☐ other
Employment status	☒ employed, ☐ unemployed, ☐ retired, ☐ not specified
Age	☐ 18–34, ☐ 35–54, ☐ 55–64, ☐ 65+, ☒ not specified
Source of information	*Publiskā runa un lietišķās komunikācijas treniņš*. zrkac.lv https://zrkac.lv/index.php?view=kursi_review&id=821

Title of the Program/Methodology/Practice/Method

Competency approach in personnel management. Competency interview

☐ CT is the main purpose of Program/Methodology/Practice/Method ☒ Program/Methodology/Practice/Method is a part of different training purpose	**Author (person and/or institution)** Private adult education provider TRIVIUMS
Title of the Program/Methodology/Practice/ Method of which CT is a part of	In training „Competency approach in personnel management. Competency interview", CT is included as method in personal assessment.

Goals

To provide participants with practical knowledge on the application of a competency-based approach to human resources management.

Objectives

–

Topics

- Nature of competences. What is it?
- An effective competency model.
- A competency-based approach in an organisation.
- Competency assessment.
- Professional interview.

Methods

Case-based lectures; discussions; demonstration of practical tools.

Duration (hours)	6
Training form	☒ classroom, ☐ distant, ☐ blended, ☐ hybrid, ☐ not specified
Sector:	☐ private sector, ☒ public sector, ☐ third sector, ☐ not specified
Beneficiary	☒ individual, ☐ family, ☒ organization, ☐ community, ☐ society, ☐ not specified, ☐ other
Scope of benefit	☐ economic, ☐ social, ☐ safety, ☐ ecology, ☐ culture, ☒ personality development, ☐ education, ☐ not specified, ☐ other
Occupation	☒ manager, ☐ social worker, ☐ trainer, ☐ teacher, ☐ consultant, ☐ not specified, ☐ other
Employment status	☒ employed, ☐ unemployed, ☐ retired, ☐ not specified
Age	☐ 18–34, ☐ 35–54, ☐ 55–64, ☐ 65+, ☒ not specified
Source of information	*Kompetenču pieeja personāla vadībā. Kompetenču intervija.* TRIVIUMS. https://www.triviums.lv/kursi/kompetencu-novertesana

Title of the Program/Methodology/Practice/Method

Promoting critical thinking of senior consumers in the Zemgale region

☐ CT is the main purpose of Program/Methodology/Practice/Method ☒ Program/Methodology/Practice/Method is a part of different training purpose	**Author (person and/or institution)** Competence Development Center of the Zemgale region
Title of the Program/Methodology/Practice/ Method of which CT is a part of	In training „Promoting critical thinking of senior consumers in the Zemgale region“, CT is included as method for personal protection from frauds and cyber attacs.

Goals

To strengthen the level of CT of senior consumers and raise media literacy and defense of their interests as consumers.

Objectives

To protect seniors against possible threats from fraudsters, to be able to protect themselves and their loved ones.

Topics

- Media literacy.
- Fake news.
- Cases of fraud.
- Possible threats and manifestations of fraudsters.
- Detecting them and protect themselves and others.

Methods

Practical individual and group workshops.

Duration (hours)	–
Training form	☒ classroom, ☐ distant, ☐ blended, ☐ hybrid, ☐ not specified
Sector	☐ private sector, ☐ public sector, ☒ third sector, ☐ not specified
Beneficiary	☒ individual, ☐ family, ☐ organization, ☒ community, ☒ society, ☐ not specified, ☐ other
Scope of benefit	☐ economic, ☐ social, ☐ safety, ☐ ecology, ☐ culture, ☒ personality development, ☐ education, ☐ not specified, ☒ other: Defence of own interests
Occupation	☐ manager, ☐ social worker, ☐ trainer, ☐ teacher, ☐ consultant, ☐ not specified, ☒ other: Seniors
Employment status	☐ employed, ☐ unemployed, ☐ retired, ☒ not specified
Age	☐ 18–34, ☐ 35–54, ☒ 55–64, ☒ 65+, ☐ not specified
Source of information	*Senioru patērētāju kritiskās domāšanas veicināšana Zemgales reģionā.* Zemgales NVO Centra. https://zemgalei.lv/lv/projektu-programma/

Title of the Program/Methodology/Practice/Method

Critical thinking and reasoning

☐ CT is the main purpose of Program/Methodology/Practice/Method ☒ Program/Methodology/Practice/Method is a part of different training purpose	**Author (person and/or institution)** Training and consulting company „TRIVIUMS“
Title of the Program/Methodology/Practice/ Method of which CT is a part of	In training "Critical thinking and reasoning", CT is a subject of training.

Goals

To provide practical knowledge of the basic principles of CT in argumentation.

Objectives

To develop skills which will allow:

1. model good arguments, recognize flaws in argumentation, logically and structurally present the rationale of arguments, as well as find the necessary evidence for the argument;
2. check the sources and reliability of evidence, recognize different types of evidence, evaluate the quality and importance of evidence in decision-making;
3. recognize logical errors in the reasoning of others and avoid making logical errors;
4. to constructively refute others and critically evaluate one's own reasoning.

Topics

- Quality of argumentation.
- Effective and reliable evidence.
- Logical errors.
- Critique of argumentation.

Methods

Lectures; practical sessions with elements of public speaking; evaluation of opinions and examples of argumentation, discussions, debates.

Duration (hours)	6
Training form	☒ classroom, ☐ distant, ☐ blended, ☐ hybrid, ☐ not specified
Sector	☐ private sector, ☐ public sector, ☐ third sector, ☒ not specified
Beneficiary	☒ individual, ☐ family, ☐ organization, ☒ community, ☒ society, ☐ not specified, ☐ other
Scope of benefit	☒ economic, ☒ social, ☒ safety, ☐ ecology, ☐ culture, ☒ personality development, ☐ education, ☐ not specified, ☐ other
Occupation	☒ manager, ☐ social worker, ☐ trainer, ☐ teacher, ☐ consultant, ☐ not specified, ☒ other: Every person
Employment status:	☐ employed, ☐ unemployed, ☐ retired, ☒ not specified
Age	☐ 18–34, ☐ 35–54, ☒ 55–64, ☐ 65+, ☒ not specified
Source of information	*Kritiskā domāšana un argumentācija*. TRIVIUMS. https://www.triviums.lv/kursi/kritiska-domasana-un-argumentacija

Annex 3. Training programs – Lithuania

Title of the Program/Methodology/Practice/Method

How to develop your critical thinking?

☒CT is the main purpose of Program/Methodology/Practice/Method ☐ Program/Methodology/Practice/Method is a part of different training purpose	**Author (person and/or institution)** Juris Belte
Title of the Program/Methodology/Practice/ Method of which CT is a part of	Trainings

Goals

How to evaluate other people's statements correctly, defend your position and make more effective decisions.

Objectives

1. Getting to grips with the information war
2. Understand and grasp the particularities of one's own and others' thinking
3. Be able to make timely and more informed decisions and adjustments in different areas of life
4. Not being immersed in lies or conspiracy theories
5. Experience less anxiety by being able to assess and predict events more objectively

Topics

- What is and what is not CT? The concept of CT.
- When should CT be applied?
- Common thinking errors.
- CT strategies and techniques.
- How to make more effective decisions.

Methods

Raising and asking questions (with live streaming; at the end of the session), completing practical exercises.

Duration (hours)	4,5
Training form	☐ classroom, ☒ distant, ☐ blended, ☐ hybrid, ☐ not specified
Sector	☐ private sector, ☐ public sector, ☐ third sector, ☒ not specified
Beneficiary	☒ individual, ☐ family, ☐ organization, ☐ community, ☐ society, ☐ not specified, ☐ other
Scope of benefit	☐ economic, ☐ social, ☐ safety, ☐ ecology, ☐ culture, ☐ education, ☒ personality development, ☐ not specified, ☐ other
Occupation	☐ manager, ☐ social worker, ☐ trainer, ☐ teacher, ☐ consultant, ☒ not specified, ☐ other
Employment status	☐employed, ☐unemployed, ☐retired, ☒ not specified
Age	☐ 18–34, ☐ 35–54, ☐ 55–64, ☐ 65+, ☒ not specified
Source of information	*Kaip išvystyti savo kritinį mąstymą?* (2023). Kaip išvystyti savo kritinį mąstymą? | tickets.paysera.com

Title of the Program/Methodology/Practice/Method

Civic art education for adults as an opportunity for the dissemination of creative writing and critical thinking

☐ CT is the main purpose of Program/Methodology/Practice/Method ☒ Program/Methodology/Practice/Method is a part of different training purpose	**Author (person and/or institution)** Doc. Dr. Liutauras Degėsys, Šiauliai Education Competence Centre
Title of the Program/Methodology/Practice/ Method of which CT is a part of	40 hours program „Competence-Based Education“

Goals

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Objectives

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Topics

- Reading and writing as understanding and interpreting a text.
- Reading and writing strategies.
- Expression and experimentation in the work and life of the artist and citizen.
- Perspectives of analogical thinking in the processes of writing and reading.
- Exploring and analysing the social context.
- Creativity and ethics. Creativity as understanding and interpretation of the social world.
- The impact of creative thinking on general and professional competences.
- Everyday life and mythology of the social world.
- The problem of aesthetic distance in the artist's self-understanding and self-expression.
- The problem of the perception of the perceiver (viewer, reader, listener) and the expression of the work.
- The problem of perception and interpretation of social reality.
- Social distance. Advantages and dangers of virtual social spaces (internet, social networks, games).

Methods

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Duration (hours)	24
Training form	☒ classroom, ☐ distant, ☐ blended, ☐ hybrid, ☐ not specified
Sector	☐ private sector, ☐ public sector, ☐ third sector, ☒ not specified
Beneficiary	☒ individual, ☐ family, ☒ organization, ☒ community, ☐ society, ☐ not specified, ☐ other
Scope of benefit	☐ economic, ☐ social, ☐ safety, ☐ ecology, ☐ culture, ☒ education, ☒ personality development, ☐ not specified, ☐ another, ☐ other
Occupation	☐ manager, ☐ social worker, ☐ trainer, ☐ teacher, ☐ consultant, ☐ not specified, ☐ other
Employment status	☐ employed, ☐ unemployed, ☐ retired, ☒ not specified
Age	☒ 18–34, ☒ 35–54, ☐ 55–64, ☒ 65+, ☐ not specified
Source of information and date	*Nemokami 24 val. mokymai „suaugusiųjų pilietinis meninis ugdymas, kaip kūrybinio rašymo ir kritinio mąstymo sklaidos galimybė“.* (2022). Šiaulių švietimo kompetencijų centras. https://www.svcentras.lt/2022/09/13/nemokami-24-val-mokymai-suaugusiuju-pilietinis-meninis-ugdymas-kaip-kurybinio-rasymo-ir-kritinio-mastymo-sklaidos-galimybe/

Title of the Program/Methodology/Practice/Method

Opportunities for developing critical thinking in the classroom

☒ CT is the main purpose of Program/Methodology/Practice/Method ☐ Program/Methodology/Practice/Method is a part of different training purpose	**Author (person and/or institution)** Dr. Daiva Penkauskienė, Centre for the Development of Qualifications and Vocational Training
Title of the Program/Methodology/Practice/ Method of which CT is a part of	Trainings

Goals

To improve the competence of the participants to develop CT skills and create conditions for students to actively join the educational process, learn independence and acquire communication skills based on cooperation.

Objectives

1. To discuss the possibilities of promoting CT, but will also try out in practice the CT education scheme and strategies that enable the promotion of CT.
2. To pay great attention to the peculiarities of creating an environment that promotes CT of learners.

Topics

- Opportunities for CT promorion.
- Creating an enabling environment for CT.
- The CT education scheme.
- CT education strategies.

Methods

Lecture, practical sessions.

Duration (hours)	–
Training form	☒ classroom, ☐ distant, ☐ blended, ☐ hybrid, ☐ not specified
Sector	☐ private sector, ☒ public sector, ☐ third sector, ☐ not specified
Beneficiary	☐ individual, ☐ family, ☒ organization, ☐ community, ☐ society, ☐ not specified, ☐ other
Scope of benefit	☐ economic, ☐ social, ☐ safety, ☐ ecology, ☒ education, ☐ culture, ☐ personality development, ☐ not specified, ☐ other
Occupation	☒ manager, ☐ social worker, ☐ trainer, ☒ teacher, ☐ consultant, ☐ not specified, ☒ other: Education
Employment status	☒ employed, ☐ unemployed, ☐ retired, ☐ not specified
Age:	☐ 18–34, ☐ 35–54, ☐ 55–64, ☐ 65+, ☒ not specified
Source of information	*Kviečiame dalyvauti seminare „Kritinio mąstymo ugdymo galimybės pamokoje“*. (2017). Kvalifikacijų ir profesinio mokymo plėtros centras. https://www.kpmpc.lt/kpmpc/kvieciame-dalyvauti-seminare-kritinio-mastymo-ugdymo-galimybes-pamokoje/

Title of the Program/Methodology/Practice/Method

Development of critical thinking competencies in non-formal education activities

☒ CT is the main purpose of Program/Methodology/Practice/Method ☐ Program/Methodology/Practice/Method is a part of different training purpose	**Author (person and/or institution)** Modern Didactics Centre
Title of the Program/Methodology/Practice/ Method of which CT is a part of	Trainings

Goals

To familiarize scout leaders with the concept of CT, the most important principles and methods of its development, which would help to purposefully develop independent CT skills for young people in scouting activities.

Objectives

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Topics

- Development of CT: theory and practice, prerequisites and assumptions. CT is autonomous and independent thinking (self-awareness and critical evaluation).
- CT – independent and independent thinking (self-awareness and critical evaluation). Developing CT through collaboration (me and others; me and the group; we are the group).
- CT for improving and strengthening the organization's activities.
- CT is social thinking. CT as freedom and responsibility.
- Practical activities in the application of CT education scheme, strategies and methods in the organization. Analysis and discussion of experience.

Methods

Analysis and discussion of experience; practical activities in the application of CT education scheme, strategies and methods in the organization.

Duration (hours)	16
Training form	☒ classroom, ☐ distant, ☐ blended, ☐ hybrid, ☐ not specified
Sector	☐ private sector, ☐ public sector, ☒ third sector, ☐ not specified
Beneficiary	☐ individual, ☐ family, ☒ organization, ☒ community, ☐ society, ☐ not specified, ☐ other
Scope of benefit	☐ economic, ☐ social, ☐ safety, ☐ ecology, ☒ education, ☐ culture, ☐ personality development, ☐ not specified, ☐ other
Occupation	☒ manager, ☐ social worker, ☒ trainer, ☐ teacher, ☐ consultant, ☐ not specified, ☐ other.
Employment status	☐ employed, ☐ unemployed, ☐ retired, ☒ not specified
Age	☐ 18–34, ☐ 35–54, ☐ 55–64, ☐ 65+, ☒not specified
Source of information	*Mokymai skautų vadovams apie kritinio mąstymo ugdymą*. (2014). Skautai. https://www.skautai.lt/naujienos/1953-mokymai-skautu-vadovams-apie-kritinio-mastymo-ugdyma-mokymai-nukelti

Title of the Program/Methodology/Practice/Method

Stereotypes of intercultural communication

☐ CT is the main purpose of Program/Methodology/Practice/Method ☒ Program/Methodology/Practice/Method is a part of different training purpose	**Author (person and/or institution)** LTD „Compservis“
Title of the Program/Methodology/Practice/ Method of which CT is a part of	Trainings

Goals

To reveal the significance of stereotypes and prejudices for intercultural communication.

Objectives

- To learn what stereotypes and prejudices are.
- Eexpand knowledge about the influence of stereotypes and prejudices on intercultural communication.
- To help better understand stereotypes and stereotypical thinking.
- To improve CT skills.

Topics

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Methods

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Duration (hours)	–
Training form	☐ classroom, ☐ distant, ☐ blended, ☐ hybrid, ☒ not specified
Sector	☐ private sector, ☐ public sector, ☐ third sector, ☒ not specified
Beneficiary	☒ individual, ☐ family, ☐ organization, ☐ community, ☐ society, ☐ not specified, ☐ other
Scope of benefit	☐ economic, ☐ social, ☐ safety, ☐ ecology, ☐ culture, ☐ education, ☒ personality development, ☐ not specified, ☐ other
Occupation	☐ manager, ☐ social worker, ☐ trainer, ☐ teacher, ☐ consultant, ☒ not specified, ☐ other
Employment status	☐ employed, ☐ unemployed, ☐ retired, ☒ not specified
Age	☐ 18–34, ☐ 35–54, ☐ 55–64, ☐ 65+, ☒ not specified
Source of information	*Tarpkultūrinio bendravimo stereotipai.* (2019). Suaugusiųjų mokymosi informacinė sistema. https://www.smis.lt/index.php?r=courses/view&0=view&id=1088&course=955

Title of the Program/Methodology/Practice/Method

Development of critical thinking in subject lessons

☒ CT is the main purpose of Program/Methodology/Practice/Method ☐ Program/Methodology/Practice/Method is a part of different training purpose	**Author (person and/or institution)** Rokiškis district municipal education center
Title of the Program/Methodology/Practice/ Method of which CT is a part of	Trainings

Goals

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Objectives

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Topics

- CT vs problem solving.
- Levels of CT skills.
- Assessment of thinking abilities
- Activities and tasks that promote CT.

Methods

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Duration (hours)	40
Training form	☒ classroom, ☐ distant, ☐ blended, ☐ hybrid, ☐ not specified
Sector	☐ private sector, ☒ public sector, ☐ third sector ☐ not specified
Beneficiary	☐ individual, ☐ family, ☒ organization, ☒ community, ☐ society, ☐ not specified, ☐ other
Scope of benefit	☐ economic, ☐ social, ☐ safety, ☐ ecology, ☒ education, ☐ culture, ☒ personality development, ☐ not specified, ☐ other
Occupation	☒ manager, ☒ social worker, ☒ trainer, ☒ teacher, ☐ consultant, ☐ not specified, ☐ other
Employment status	☐ employed, ☐ unemployed, ☐ retired, ☒ not specified
Age	☐ 18–34, ☐ 35–54, ☐ 55–64, ☐ 65+, ☒ not specified
Source of information and date	*AIKOS*. https://www.aikos.smm.lt/tobulintis/SitePages/Noriu%20tobulintis.aspx?ss=58b3d315–77bc–48b5–af05–2e70457c90b9

Title of the Program/Methodology/Practice/Method

Decision making through critical thinking

☒ CT is the main purpose of Program/Methodology/Practice/Method ☐ Program/Methodology/Practice/Method is a part of different training purpose	**Author (person and/or institution)** Business News Academy
Title of the Program/Methodology/Practice/ Method of which CT is a part of	Trainings

Goals

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Objectives

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Topics

- Principles of thinking and decision-making.
- The decision-making process: two thinking systems that influence decisions. Fast and slow thinking (D. Kahneman).
- Decisions based on intuition and automatic thinking and their impact on results.
- Development of CT and impact on results.
- Barriers to CT. What factors make it difficult to make effective decisions?
- The importance of understanding the situation and context for decision-making.
- The RED Model of CT Development: Recognizing Attitudes, Evaluate Arguments, and Drawing Conclusions.
- Recognizing attitudes and assumptions. Increasing the objectivity of decisions.
- The influence of attitudes and assumptions on the quality of decisions made.
- The "trap" of assumptions. How often do we treat assumptions as facts?
- Recognizing and neutralizing attitudes and assumptions
- Argumentation and facts. Argument-based communication
- Recognizing arguments and assessing their "weight" in drawing conclusions
- Reasoned communication, objective access to information
- Forming conclusions. What questions should we ask before making decisions?

Methods

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Duration (hours)	–
Training form	☐ classroom, ☐ distant, ☐ blended, ☐ hybrid, ☒ not specified
Sector	☐ private sector, ☐ public sector, ☐ third sector, ☒ not specified
Beneficiary	☐ individual, ☐ family, ☐ organization, ☐ community, ☐ society, ☒ not specified, ☐ other
Scope of benefit	☐ economic, ☐ social, ☐ safety, ☐ ecology, ☐ culture, ☐ personality development, ☐ education, ☒ not specified, ☐ other
Occupation	☐ manager, ☐ social worker, ☐ trainer, ☐ teacher, ☐ consultant, ☒ not specified, ☐ other.
Employment status	☐ employed, ☐ unemployed, ☐ retired, ☐ not specified
Age	☐ 18–34, ☐ 35–54, ☐ 55–64, ☐ 65+, ☒ not specified
Source of information	*Verslo žinios. Akademija*. https://akademija.vz.lt/mokymai/sprendimu–priemimas/programa/

Title of the Program/Methodology/Practice/Method:

Critical thinking training

☒ CT is the main purpose of Program/Methodology/Practice/Method ☐ Program/Methodology/Practice/Method is a part of different training purpose	**Author (person and/or institution)** Public institution „Media4Change”
Title of the Program/Methodology/Practice/ Method of which CT is a part of	Trainings

Goals

1. To analyze the importance of critical and informational literacy.
2. To form practical skills for overcoming manipulations.

Objectives

–

Topics (content)

- How to avoid interest traps.
- What happens when a journalist becomes a target of interests.
- How to recognise and respond to hate speech.

Methods

Lectures; discussions; creative workshops

Duration (hours)	–
Training form	☒ classroom, ☐ distant, ☐ blended, ☐ hybrid, ☐ not specified
Sector	☒ private sector, ☐ public sector, ☐ third sector, ☐ not specified
Beneficiary	☒ individual, ☐ family, ☒ organization, ☐ community, ☐ society, ☐ not specified, ☐ other
Scope of benefit	☐ economic, ☒ social, ☐ safety, ☐ ecology, ☐ culture, ☒ personality development, ☐ education, ☐ not specified, ☐ other
Occupation	☐ manager, ☐ social worker, ☐ trainer, ☐ teacher, ☐ consultant, ☐ not specified,, ☒ other: Journalists
Employment status	☐ employed, ☐ unemployed, ☐ retired, ☒ not specified
Age	☒ 18–34, ☐ 35–54, ☐ 55–64, ☐ 65+, ☐ not specified
Source of information	*„Media4Change” kviečia į kritinio mąstymo mokymus.* (2015). Media4Change. https://www.media4change.co/lt/trainingandevents/media4change-kviecia-i-kritinio-mastymo-mokymus/

Title of the Program/Methodology/Practice/Method

Information literacy school

☐ CT is the main purpose of Program/Methodology/Practice/Method ☒ Program/Methodology/Practice/Method is a part of different training purpose	**Author (person and/or institution)** Vilnius county Adomas Mickevičius bublic library
Title of the Program/Methodology/Practice/ Method of which CT is a part of	Trainings

Goals

Developing information literacy of library users

Objectives

To learn how to:

- use the information resources available in the library;
- provided services;
- searching the library's electronic catalog and ordering, reserving publications, etc. functions.

Topics

Methods

Duration (hours)	1,5
Training form	☒ classroom, ☐ distant, ☐ blended, ☐ hybrid, ☐ not specified
Sector	☐ private sector, ☒ public sector, ☐ third sector, ☐ not specified
Beneficiary	☒ individual, ☐ family, ☐ organization, ☐ community, ☐ society, ☐ not specified, ☐ other
Scope of benefit	☐ economic, ☐ social, ☐ safety, ☐ ecology, ☐ culture, ☒ personality development, ☐ education, ☐ not specified, ☐ other
Occupation	☐ manager, ☐ social worker, ☐ trainer, ☐ teacher, ☐ consultant, ☒ not specified, ☐ other
Employment status	☐ employed, ☐ unemployed, ☐ retired, ☒ not specified
Age	☐ 18–34, ☐ 35–54, ☐ 55–64, ☐ 65+, ☒ not specified
Source of information	*Informacinio raštingumo mokykla*. Vilniaus apskrities Adomo Mickevičiaus viešoji biblioteka. https://www.amb.lt/lt/veiklos/edukacijos–ekskursijos–mokymai/suaugusiuju–edukacijos/1207/?c–133/t–435

Title of the Program/Methodology/Practice/Method

Media and information literacy training

☐ CT is the main purpose of Program/Methodology/Practice/Method ☒ Program/Methodology/Practice/Method is a part of different training purpose	**Author (person and/or institution)** Klaipėda county Ieva Simonaitytė public library
Title of the Program/Methodology/Practice/ Method of which CT is a part of	Trainings

Goals

To develop general competences in media and information literacy.

Objectives

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Topics

- How to use your computer, tablet or phone;
- Getting to grips with the word-processing programme MS Office Word.
- How to save information to a USB.
- How to surf the internet safely.
- How to set up and use email safely, send emails, attach files to emails (phone, computer).
- How to communicate online with family and friends.
- How to make a doctor's appointment online.
- How to find out and read the latest news on portals.
- How to select and critically evaluate information on the Internet.
- How to use leisure services.
- Cloud storage on Google Drive and its possibilities.
- Basic rules for safer internet use.

Methods

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Duration (hours)	15
Training form	☐ classroom, ☐ distant, ☐ blended, ☐ hybrid, ☐ not specified
Sector	☐ private sector, ☐ public sector, ☐ third sector, ☐ not specified
Beneficiar	☐ individual, ☐ family, ☐ organization, ☐ community, ☐ society, ☐ not specified, ☐ other
Scope of benefit	☐ economic, ☐ social, ☐ safety, ☐ ecology, ☐ culture, ☐ personality development, ☐ education, ☐ not specified, ☐ other
Occupation	☐ manager, ☐ social worker, ☐ trainer, ☐ teacher, ☐ consultant, ☒ not specified, ☐ other
Employment status	☐ employed, ☐ unemployed, ☐ retired, ☐ not specified
Age	☐ 18–34, ☐ 35–54, ☐ 55–64, ☐ 65+, ☐ not specified
Source of information	*Medijų ir informacinio raštingumo kompetencijų tobulinimas (MIRKT).* Klaipėdos apskrities Ievos Simonaitytės viešoji biblioteka. https://www.klavb.lt/paslaugos/mokymai/158#c–23/t–450

Title of the Program/Methodology/Practice/Method

Social justice in lifelong guidance services for low-educated adult migrants

☐ CT is the main purpose of Program/Methodology/Practice/Method ☒ Program/Methodology/Practice/Method is a part of different training purpose	**Author (person and/or institution)** Project „Social Justice Services for Low-Educated Adult Migrants“ No 2020-1-IT02-KA204-079842
Title of the Program/Methodology/Practice/ Method of which CT is a part of	Training programme

Goals

To improve the quality and effectiveness of guidance addressed to migrant adults with low qualifications.

Objectives

1. To enhance understanding of social justice in lifelong guidance practice.
2. To develop common and mutually recognized framework for referencing the educator's competences focused on social justice in guidance.
3. To increase skills of adult educators to implement quality and more effective guidance practices in upskilling pathways.
4. To strengthen the targeted guidance aimed at reaching people who need special motivation, as a driving force for equity and encouragement of participation.

Topics	
1. Learning area communication management. • Sociability. • Active listening. • Conflict management and mediation. 2. Learning area equality; • Impartiality. • Management of prejudices and stereotypes.	3. Learning area equity; • Equity and equality of opportunities. • Intercultural understanding and relationships. • Critical consciousness and critical reflexivity. 4. Learning area responsibility; • Advocacy.

Methods

Video training; case analysis; role games; organizing meetings;, organizing public events; designing code of ethics, etc.

Duration (hours)	200
Training form	☒ classroom, ☐ distant, ☐ blended, ☐ hybrid, ☐ not specified
Sector	☐ private sector, ☐ public sector, ☐ third sector, ☐ not specified
Beneficiary	☐ individual, ☐ family, ☒ organization, ☐ community, ☐ society, ☐ not specified, ☐ other
Scope of benefit	☐ economic, ☒ social, ☐ safety, ☐ ecology, ☐ culture, ☐ personality development, ☐ another, ☐ other
Occupation	☐ manager, ☒ social worker, ☒ trainer, ☒ teacher, ☒ consultant, ☐ not specified, ☐ other
Employment status	☒employed, ☐unemployed, ☐retired ☐ not specified
Age	☐ 18–34, ☐ 35–54, ☐ 55–64, ☐ 65+, ☒ not specified
Source of information	*Į socialinį teisingumą orientuota pilotinė mokymo programa*. (2022). Projektas „Socialinis teisingumas teikiant orientavimo visą gyvenimą paslaugas žemo išsilavinimo suaugusiems migrantams“ (Sojust). https://sojustproject.com/files/intellectual_outputs/IO2/IO2_Pilot%20curriculum_Latvian.pdf

Annex 4. Training programs – Romania

Title of the Program/Methodology/Practice/Method

Critical thinking as a life skill

☒ CT is the main purpose of Program/Methodology/Practice/Method ☐ Program/Methodology/Practice/Method is a part of different training purpose	**Author (person and/or institution)** Talent Development Solutions
Title of the Program/Methodology/Practice/ Method of which CT is a part of	Trainings

Goals

To help better understand what CT is in order to develop it in yourself and others.

Objectives

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Topics

- Definition of the KM concept/construct.
- Key characteristics of a critical thinker.
- The consequences of KM, including its absence, for individuals, groups, communities and society as a whole.
- The most effective ways to develop and nurture KM.
- M skills (interpretation, analysis, evaluation, inference, explanation and self-regulation).
- Application of KM in personal life and business.
- Case studies in business and everyday life contexts.

Methods

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Duration (hours)	Short format (introductive): 3/4 hours Long format (with exercises): 6/8 hours Comprehensive format (retreat): 2 days x 8 hours
Training form	☐ classroom, ☐ distant, ☐ blended, ☐ hybrid, ☒ not specified
Sector	☒ private sector, ☐ public sector, ☐ third sector, ☐ not specified
Beneficiary	☒ individual, ☐ family, ☒ organization, ☐ community, ☐ society, ☐ not specified, ☐ other
Scope of benefit	☒ economic, ☐ social, ☐ safety, ☐ ecology, ☐ culture, ☒ personality development, ☐ not specified, ☐ other
Occupation	☐ manager, ☐ social worker, ☐ trainer, ☐ teacher, ☐ consultant, ☒ not specified, ☐ other
Age	☐ 18–34, ☐ 35–54, ☐ 55–64, ☐ 65+, ☒not specified
Source of information	*Gândirea Critică ca Deprindere de Viață.* Talent development solutions. https://www.talentdevelopment.ro/programe-training/gandirea-critica-ca-deprindere-de-viata

Title of the Program/Methodology/Practice/Method

The literacy and critical thinking for learning

☐ CT is the main purpose of Program/Methodology/Practice/Method ☒ Program/Methodology/Practice/Method is a part of different training purpose	**Author (person and/or institution)** Reading and Writing Association for the Development of Critical Thinking
Title of the Program/Methodology/Practice/ Method of which CT is a part of	Development program for teachers

Goals

Empowering secondary education teachers to use a teaching approach that develops students' literacy skills (reading and writing) and CT.

Objectives

1. Promote reading, writing, cooperative learning and reflection strategies in the classroom.
2. To develop teachers' skills in planning and delivering lessons that contribute to the development of students' literacy skills and CT skills.
3. To develop teachers' competence in assessing pupils' progress in learning and in developing literacy skills.

Topics

- Introduction/argument. Key concepts addressed: inventory of reading skills in the study discipline, PISA tests, literacy/literacy in the study subjects, autonomy in learning (learning to learn), CT.
- Key concepts and fundamental approaches (metacognition, interaction, engagement, ERR framework, cognitive apprenticeship model, action-research process).
- Texts, vocabulary and strategies for reading and writing.
- lesson design that develops students' literacy and CT skills.
- cooperative learning strategies for developing literacy skills.
- Formative assessment.

Methods

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Duration (hours)	89
Training form	☐ classroom, ☐ distant, ☒ blended, ☐ hybrid, ☐ not specified
Sector	☒ private sector, ☐ public sector, ☐ third sector ☐ not specified
Beneficiary	☒ individual, ☐ family, ☐ organization, ☒ community, ☒ society, ☒ not specified, ☐ other
Scope of benefit	☐ economic, ☐ social, ☐ safety, ☐ ecology, ☐ culture, ☐ personality development, ☒ not specified, ☐ other
Occupation	☐ manager, ☐ social worker, ☐ trainer, ☒ teacher, ☐ consultant, ☐ not specified, ☐ other
Employment status:	☐ employed, ☐ unemployed, ☐ retired, ☒ not specified
Age	☐ 18–34, ☐ 35–54, ☐ 55–64, ☐ 65+, ☒not specified
Source of information	Programul de formare continuă pentru cadre didactice din învățământul secundar *„Literație și gândire critică pentru învățare”.* Asociația LSDGC România. https://www.alsdgc.ro/oferta

Title of the Program/Methodology/Practice/Method

Cognitive bias

☐ CT is the main purpose of Program/Methodology/Practice/Method ☒ Program/Methodology/Practice/Method is a part of different training purpose	**Author (person and/or institution)** Staff Development Agency „Exploratist“
Title of the Program/Methodology/Practice/ Method of which CT is a part of:	Trainings

Goals

CT training.

Objectives

1. Awareness and management of cognitive bias.
2. Transformation of decision-making through coaching and neuroscience tools.
3. Long-term deepening of concepts, by debriefing after each exercise.
4. Business practice, through exemplification and interactive methods, together with specialized actors.

Topics

- Does our minds sabotage us?
- How we think, that's how we solve problems.
- Memory and experience – allies or enemies?
- How do we affect our biases??

Methods

Lectures; exercises; debates; discussions; role plays.

Duration (hours)	3/4/6
Training form	☐ classroom, ☒ distant, ☐ blended, ☐ hybrid, ☐ not specified
Sector	☒ private sector, ☐ public sector, ☐ third sector, ☐ not specified
Beneficiary	☐ individual, ☐ family, ☐ organization, ☐ community, ☐ society, ☐ not specified, ☐ other
Scope of benefit	☐ economic, ☐ social, ☐ safety, ☐ ecology, ☐ culture, ☒ personality development, ☐ not specified, ☐ other
Occupation	☐ manager, ☐ social worker, ☐ trainer, ☐ teacher, ☐ consultant, ☒ not specified, ☐ other
Employment status	☒ employed, ☐ unemployed, ☐ retired, ☐ not specified
Age	☐ 18–34, ☐ 35–54, ☐ 55–64, ☐ 65+, ☒ not specified
Source of information	*Biasuri cognitive – Punctul forte al echipelor performante.* Exploratist. https://exploratist.ro/biasuri–cognitive/

Title of the Program/Methodology/Practice/Method

Introduction to critical thinking

☒ CT is the main purpose of Program/Methodology/Practice/Method ☐ Program/Methodology/Practice/Method is a part of different training purpose	**Author (person and/or institution)** prof. dr. Dumitru Borţuno, Calea Victoriei Foundation
Title of the Program/Methodology/Practice/ Method of which CT is a part of	Trainings

Goals

Development of CT.

Objectives

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Topics

I. Introduction: common knowledge and scientific knowledge.

1. The relationship between common knowledge and scientific knowledge; natural thinking and CT.
2. Criticism of common sense (value of experience; methodological value; object of knowledge; language; related psychology).

II. CT.

1. Theoretical milestones – what is CT; a synthetic definition; the utility of CT.
2. History of CT.

- Antiquity: Socrates, Plato and Aristotle.
- The Middle Ages: "the quarrel of the universals"; Thomas Aquinas.
- Renaissance: Machiavelli, Morus, Campanella and Francis Bacon.
- Modernity: Descartes, Hobbes, Locke, Kant, Comte, Spencer and Darwin; demystification and criticism of illusions: Marx, Freud, Wittgenstein and Piaget.
- Contemporary orientations: epistemology and cognitive psychology; areas of application of CT nowadays.

3. CT – an interdisciplinary field.
4. CT in the context of contemporary education. Short history; the necessary framework for the development of CT; didactic strategies for the development of CT; CT skills.

- Examples of activities for the development of CT.
- Research skills in CT; list of observable behaviors.;
- Conclusions: How to form a CT.

III. Application of CT: moral reasoning; frisco: conversations and presentations.

1. Moral reasoning – descriptive and prescriptive moral assertions; distinguishing prescriptive moral assertions from other prescriptive assertions; to get a "must" from an "is"; descriptive premises and prescriptive assertions.
2. FRISCO; applications in making a decision about what to believe or what to do.

- What is FRISCO (dispositions of CT; developing FRISCO arguments).

3. How to think critically when discussing with others – general advice; seeking clarification; conversational maxims.

Methods

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Duration (hours)	10
Training form	☐ classroom, ☒ distant, ☐ blended, ☐ hybrid, ☐ not specified
Sector	☒ private sector, ☐ public sector, ☐ third sector, ☐ not specified
Beneficiary	☒ individual, ☐ family, ☐ organization, ☐ community, ☐ society, ☐ not specified, ☐ other

Scope of benefit	☐ economic, ☐ social, ☐ safety, ☐ ecology, ☐ culture, ☒ personality development, ☐ not specified, ☐ other
Occupation	☐ manager, ☐ social worker, ☐ trainer, ☐ teacher, ☐ consultant, ☒ not specified, ☐ other
Employment status	☐ employed, ☐ unemployed, ☐ retired, ☒ not specified
Age	☐ 18–34, ☐ 35–54, ☐ 55–64, ☐ 65+, ☒ not specified
Source of information	*Introducere în gândirea critică.* Fundatia Calea Victoriei. https://www.fundatiacaleavictoriei.ro/introducere-in-gandirea-critica-cu-prof-univ-dr-dumitru-bortun/

Title of the Program/Methodology/Practice/Method

Critical thinking skills

☒ CT is the main purpose of Program/Methodology/Practice/Method ☐ Program/Methodology/Practice/Method is a part of different training purpose	**Author (person and/or institution)** F.P.I.P–Viitor Foundation
Title of the Program/Methodology/Practice/ Method of which CT is a part of	Training

Goals

Developing CT, the ability to think creatively and independently, to make better decisions, and to draw informed conclusions.

Objectives

- Defining CT.
- Identify and use the characteristics of CT.
- Recognize and avoid CT mistakes.
- Identify assumptions.
- Evaluate the information accurately and completely.
- Differentiate between facts and opinions.
- Use of CT in professional situations.

Topics

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Methods

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Duration (hours)	–
Training form	☐ classroom, ☒ distant, ☐ blended, ☐ hybrid, ☐ not specified
Sector	☒ private sector, ☐ public sector, ☐ third sector, ☐ not specified
Beneficiary	☒ individual, ☐ family, ☐ organization, ☐ community, ☐ society, ☐ not specified, ☐ other
Scope of benefit	☐ economic, ☐ social, ☐ safety, ☐ ecology, ☐ culture, ☒ personality development, ☐ not specified, ☐ other
Occupation	☐ manager, ☐ social worker, ☐ trainer, ☐ teacher, ☐ consultant, ☒ not specified, ☐ other
Employment status	☐ employed, ☐ unemployed, ☐ retired, ☒ not specified

Age	☐ 18–34, ☐ 35–54, ☐ 55–64, ☐ 65+, ☒ not specified
Source of information	*Abilități de gândire critică.* Fundația F.P.I.P-Viitor. https://www.ecalificat.ro/detalii-curs/abilitati-de-gandire-critica.html

Title of the Program/Methodology/Practice/Method

Open step by step

☒ CT is the main purpose of Program/Methodology/Practice/Method ☐ Program/Methodology/Practice/Method is a part of different training purpose	**Author (person and/or institution)** Romanian Association of Debates, Oratory and Rhetoric
Title of the Program/Methodology/Practice/ Method of which CT is a part of	Trainings

Goals

To develop argumentation, public speaking and CT skills.

Objectives

1. To rain the ability to support a point of view in a structured and coherent way.
2. To train the ability to present point of view to an audience.
3. To meet and discuss with other professionals from different fields of activity.

Topics

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Methods

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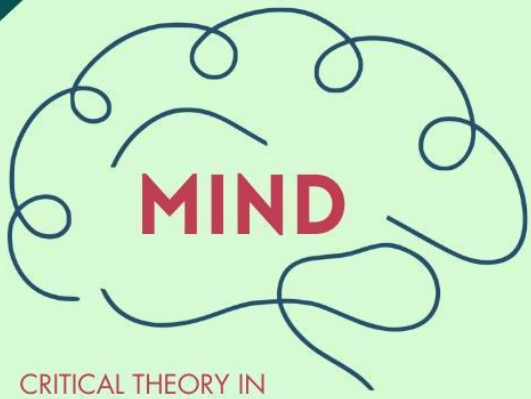
Duration (hours)	16
Training form	☒ classroom, ☐ distant, ☐ blended, ☐ hybrid, ☐ not specified
Sector	☒ private sector, ☐ public sector, ☐ third sector, ☐ not specified
Beneficiary	☒ individual, ☐ family, ☒ organization, ☐ community, ☐ society, ☐ not specified, ☐ other
Scope of benefit	☐ economic, ☐ social, ☐ safety, ☐ ecology, ☐ culture, ☒ personality development, ☐ not specified, ☐ other
Occupation	☐ manager, ☐ social worker, ☐ trainer, ☐ teacher, ☐ consultant, ☒ not specified, ☐other
Employment status	☒ employed, ☐ unemployed, ☐ retired, ☐ not specified
Age	☐ 18–34, ☐ 35–54, ☐ 55–64, ☐ 65+, ☒ not specified
Source of information	https://dialogon.ro/profesionisti/



CRITICAL THEORY IN ADULT EDUCATION PRACTICE: EMPOWERMENT FOR CRITICAL ACTIONS

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