

Book Review

Key Competence for Lifelong Learning in Education of Seniors, edited by Aleksandra Marcinkiewicz-Wilk¹

A book under the name “Key Competence for Lifelong Learning in Education of Seniors” is comprised of the following chapters:

1. Lifelong Learning in Education of Seniors
2. Key Competencies in Education of Seniors – Evaluation of Workshops in the KEY Project
3. Outlines of Workshops Conducted in the KEY Project
4. Conclusions

In the first chapter, “Lifelong Learning in education of seniors” there are two addendums: *The Meaning of Lifelong Learning in the Information Age* and *Key Competencies for Lifelong Learning in the Education of Seniors – the Idea and Aims of Project*. A special attention is given to the explanation of the concept of ‘information society’ and the significance of education in it in the first appendix. In that context one is pointed towards the position of senior generations (‘digital immigrants’) who have not been born in the time of cyber-space, but who, through the process of learning, become additional part of a society. All of the above is considered through the concept of lifelong learning that encompasses all forms of learning. The second appendix presents a review of theoretical-notional and conceptual framework of the project competed under the name *Key competencies for Lifelong Learning in education of seniors (KEY)* which was implemented within the framework of the Program Erasmus+ Strategic Partnership Project from 2014 to 2016. The main objective of the Project is to encourage the participation of seniors aged 55 to 74 in lifelong learning through the development of their key competencies. Therefore, European framework of Key Competences is here described in detail, as well as a fundamental conceptual apparatus that

¹ Aleksandra Marcinkiewicz-Wilk (ed.) (2016). *Key Competence for Lifelong Learning in Education of Seniors*. Wrocław: Agencja Wydawnicza „ARGI”.

refers to Lifelong Learning and Lifespan Perspective. A special attention was paid to the following: key competences for lifelong learning (communication in the mother tongue, communication in a foreign language, mathematical competence and basic competences in science and technology, digital competence, learning to learn, social and civic competence, sense of initiative and entrepreneurship, cultural awareness and expression), Lifelong Learning and Lifespan Perspective as the background for designing education projects for seniors, the idea of KEY project, key competencies development in the project KEY and KEY project's participants (Foundation Pro Scientia Publica from Poland, Ca' Foscari University of Venice from Italy and Kairos Europe from UK).

The second chapter, "Key competencies in education of seniors –evaluation of workshops in the KEY project" comprises of six addendums: *Interpersonal Workshop – description and evaluation, Teaching English in the Context of Biographies: Reflections on English Classes for the Participants of the Erasmus Plus Strategic Partnership "Key competencies for Lifelong Learning in Education of Seniors": KEY, Role and Importance of New Technologies in Education of Seniors. Results from ICT Workshops – KEY Project, The KEY Project in Opinion of Trainers, Learning in Old Age to Develop Competences – Results of a Questionnaire Survey and Elderly People in the Information Society in the Light of the Results of Narrative Analysis*. This chapter, generally, presents a description and evaluation of completed activities and received results within the KEY project, and which refer to delivering of workshops for development of fundamental skills in interpersonal communication, English and ICT of seniors from three different countries Italy, Poland and United Kingdom with the use of focus group interview. In addition, a description of the project from trainers' point of view was given, as well as the results of a scientific questionnaire (questionnaire survey) on learning in senior age with the aim of development of competencies. The results of the narrative analysis of elderly people in the information society are presented at the end of this chapter. Therefore, this chapter represents a review of the most important results received during the implementation of the KEY project. It is necessary to emphasize that the review is given in a very clear, lucid and systematic manner. The received results are of qualitative-quantitative nature and in total represent a unique sum of different data obtained through the use of focus group interview, narrative analysis and statistical analysis. Considering the fact that participants of the project were senior persons from three countries (Poland, Italy and the UK), the results also represent one lucid and clear comparative analysis, and tables and graphs in this part are well-designed illustrations, which achieves additional transparency, and offers a systematic and informative book. Besides, this chapter outlines a certain addition to the methodology of andragogic research as an account of the

different research approaches to the phenomenon of adult education that encompasses some of the most important elements of mixed methodology (interrelation between qualitative and quantitative methodology).

A list of recent and adequate literature is given after each addendum.

In the third chapter, "Outlines of workshops conducted in the KEY project" there are three addendums: *Interpersonal workshop – Outlines, English workshops – Outlines and ICT workshop – Outlines*. Therefore, this chapter is a very detailed and comprehensive tabulation of all courses/workshops conducted within the project. In addition to content, organization and flow of every workshop, tasks, goals, materials, time span, adult-didactic and methodical explanations are also given with numerous additions (Annexes). As such, this chapter has a great applicative value because it represents a thorough description of each Course/Workshop within all the three areas (interpersonal skills, English skills and ICT skills) and can be of great use for the design of similar educational activities.

The fourth chapter "Conclusions" is a review of the content and the main goal of the project, as well as the most important results achieved through organized workshops in all three areas of the project implementation (interpersonal course, English workshop and ICT course). In this context, what is pointed out are the strengths and weaknesses of the workshops in terms of the scope of the program and the number of lessons from the perspective of participants and trainers stating that the program implemented in ten lessons had a positive impact on the development of key competences in seniors.

The book "Key Competence for Lifelong Learning in Education of Seniors" edited by Aleksandra Marcinkiewicz-Wilk is a valuable publication developed as a result of the project that related to the education of senior people, and which was conducted in three countries (Poland, Italy and the UK). In that sense, the book offers systematic data on all phases and areas of the project. In addition to its informative function, the book has significant scientific and technical value that is primarily reflected in its complete and fundamental insight into some of the most significant issues around lifelong education in general and especially of the part that refers to the education of senior citizens. It is necessary to emphasize a practical (applied) significance of the book because it gives a detail and systematic description of one well-founded model of education of senior citizens that can be successfully implemented in practice, and all with the aim of acquiring fundamental competencies and skills in the area of interpersonal and social relations, English and IC technologies. Therefore, the book can be a significant source of new ideas for implementation and evaluation of new projects in similar and different areas. Furthermore, the book has its methodological value and is an addition to the development of mixed methodology in the area of andragogy.

Considering all stated, it can be said that the book represents a valuable contribution to scientific and technical, i.e. theoretical and practical structuring of areas of education of seniors. Special value of the book, in addition to its contribution to certain disciplines of science within the scope of andragogy (andragogical didactics, andragogy of free time, social andragogy, andragogy of media, etc.) and gerontology, is reflected in the review of results that indicate a significance and possibility of organizing and developing different forms of learning in adulthood such as experiential, self-directed and organizational learning with the aim of acquiring fundamental competencies of senior citizens in the contemporary society.

The content of the book is structured in the manner that all fundamental demands for publishing this kind of publication are fulfilled. The order of chapters and certain addendums in every chapter are in a methodologically logical sequence and the book presents a coherent whole. Finally, the terminology used belongs to a recent scientific terminology apparatus in the field of educational science, and especially in the field of andragogy and related disciplines. The language and style satisfy all the conditions for the publication of scientific and technical achievements in the field of pedagogical-andragogic work.

Adnan Tufekčić
University of Tuzla, Bosnia and Herzegovina