

LIFELONG LEARNING (LLL)

1. What means LLL in your country?

LLL is realised in Poland as the formal, non-formal and informal learning.

2. What importance does it have for the public?

A. Lifelong learning opens new horizons, including also the way of thinking about culture and its place in our life

How?	What can we learn?
<ul style="list-style-type: none"> ○ Folk High Schools ○ Third Age Universities ○ Universities for children ○ Adult education classes ○ Distance learning ○ Informal learning ○ Summer schools ○ Different courses, workshops, trainings offered by training agency, NGOs sector (associations), schools ○ ICT connections (virtual groups, websites, etc.) 	<ul style="list-style-type: none"> ○ Skills for a job or complementary occupation ○ Leisure and culture to enjoy yourselves ○ Basic skills (literacy, numeracy, computer) ○ Academic subjects ○ Self- confidence ○ Participation in decisions taken by the authorities ○ Courses gives people higher self- esteem, ○ People are more open and confident ○ How to be pride of our small homeland and traditions;

B. LLL helps improve the quality of life also in rural communities

According to a study of the European Foundation on the Improvement of Living and Working Conditions- Culture and identity, political resources and human rights there is the one of indicators of life in rural areas

4. Is there a strategy to involve more people in learning processes?

The Strategy for the Development of Continuing Education by 2010 (SDCE), adopted by the Government of the Republic of Poland in 2003, is implemented at various levels of administration (central, regional and local), with social partners involved in the process.

A comprehensive, coherent and supra-sectoral strategy for lifelong learning is currently being designed and, according to the timetable of the National Reform Programme 2005-2008, haven't been adopted by the Government in that period. But one of the main objectives in the area of human capital development was the creation of legislative and institutional solutions for lifelong learning system.

The National Reform Programme for 2008-2011 was adopted by the Council of Ministers on the 18th November 2008. It is based on the Integrated Guidelines for Growth and Jobs for 2008-2010 adopted by the European Council, the country-specific recommendations and points-to-watch indicated by the European Council in March 2008 and the Strategic Plan of Governing of the Prime Minister Donald Tusk's Government. That document presenting the actions which the Polish Government intends to undertake in order to implement the fundamental objectives of the renewed Lisbon Strategy and is consistent with the *Strategy for the Country's Development 2007-2015, the National Strategic Reference Framework 2007-2013* as well as *Convergence Programm*. According to the National Strategic Reference Framework 2007-2013 (NSRF), Poland is going to allocate about 64% of the EU appropriation to implementation of the Lisbon Strategy, such as: construction of modern transport and energy infrastructure, releasing innovation potential (especially SMEs), high quality of R&D, effective investment in science and modern education and vocational training systems, the growth of adaptability to the changes on the labour market, effective instruments of active labour market policy.

3. What importance does it have in Education policy? Is there a mission for LLL?

With a view to developing an integrated *flexicurity* approach, Poland is recommended to increase the level and efficiency of active labour market policy, notably for older persons and groups vulnerable to poverty, review benefit systems to improve the incentive to work, put in place the lifelong learning strategy, and modernize education and training systems in view of labour market needs.

The main emphasis in the LLL strategy currently in development is placed on the following aspects:

- **a new competence-based and module-based approach to qualifications**, which should facilitate the mobility of persons upgrading their qualifications and skills, including both younger and older employees and job seekers;
- **the link between learning and practical experience**, in particular work experience (workbased learning in the non-formal area of education);
- **the coherence between stages and areas of education** (formal, non-formal and informal);
- **better use of the potential of baby-boomers** born around 1983 – younger adults who took up employment in recent years or are now in the final stage of their higher education studies.

5. Which bodies are responsible?

Responsible bodies in Poland:

Ministry of Economy Ministry of National Education, Ministry of Science and Higher Education, Ministry of Agriculture and Rural Development, Ministry of Interior and Administration, Ministry of Finance, Ministry of Labour and Social Policy. The Minister of Economy (Mr. Lisbon), is obliged to co-ordinate the process of implementation Lisbon Strategy and Polish Reforms.

6. How is it financed?

LLL is financed by EU money (EFS, other sources); governmental grants, different foundations / associations.

7. What is your personal relationship/experience to/in processes of LLL?

The project “Rural Educational Centers for a Sustainable Future”, coordinated by Ecological-Cultural Association ZIARNO, was carried out in the years 2003 – 2006 thanks to the support of the Socrates-Grundtvig Programme of the European Union. The main objective of the project was to develop a training module for educating adults from rural backgrounds in eastern and central Europe, working together with western European organizations and institutions already active in these fields. The examples of the Scandinavian Folk High Schools and British experiences in education for sustainability were used to create the module in the form of the folk high school course. In 34 courses of Folk School in 22 places in the rural area, in 6 EU countries: Poland, Lithuania, Slovakia, Hungary, Ireland and Denmark participated aprox. 1000 person and 614 person received certificates.

I was personally responsible for the Folk School course in Lipsk Poland (Podlaskie Region). The folk school was attended by 15 female Lipsk residents aged 19 – 45, predominantly with secondary or foundation vocational education background. In view of the absence of employment opportunities, most of them are housewives. The most interesting thing for participants was holistic programme, which was built with 4 modules:

I. Social and Personal Development. Personal development planning. Life objectives. System of values, strengths, aptitudes, communication styles, occupational activity. Interpersonal communication in occupational or public situations: body motion, assertiveness, self-confidence building, self-recognition, and positive image building, speechmaking. Appearance. Make-up art. Photo session.

II. Health and Sustainability. The healthy food and herbs. Herbal gardens. Study visit to an organic and agri-tourist farm in Gize (+baking workshop – traditional dishes). Organic food. Workshop. Addictions prevention. Patient rights.

III. Arts and Handicraft; Crocheting. Easter eggs painting. Traditional Christmas decorations. Cross-stitch embroidering. Table decoration. How to earn additional income by utilising unique skills

in traditional crafts, handicrafts, and to establish cooperation links – networking - for promotion and sales. Preparation the participants to give public speeches, including personal presentations and handicraft products demonstrations. Promotion materials were developed for each participant so as to help them make presentations at handicraft fairs, festivals, and other trade events.

IV. Modern information technologies

The most preferred classes were those in the personal development block and arts/ handicraft.

Participants' opinions on how people could contribute to its development and improve the quality of life and why the education actions were important for the community and how.

The course helped participants and their families with understanding some aspects:

- **How to earn money**; extra **income** (agri-tourist farm, **handicrafts** enhance their earning potential and enrich handicraft product ranges, how to make new acquaintances and keep up the friendly relationships.
- **How to help the country youth realizing additional classes**, especially during the field works. So it is necessary to work more on the parents
- **How to build consciousness**, traditions; how to be pride of own place of life, how to prepare people who can write eligible projects, **how education can help elevate community**; how to promote agri-tourism, natural assets, hospitality, and tradition; **how to create activity of people, including young people in different area; culture, sport, regional education club**;
- **How people can help each other** to brake a numbers of barriers (mother with disabled child). mentality damage;
- **How to create public involvement/ initiatives**. The educational role in that area is essential. Integration-wise, the garden party had a substantial impact.
- **How library cab be a place of informal education (+internet)**.

(Own materials, [www. ziarno.org.pl](http://www.ziarno.org.pl), National Reform Programme)