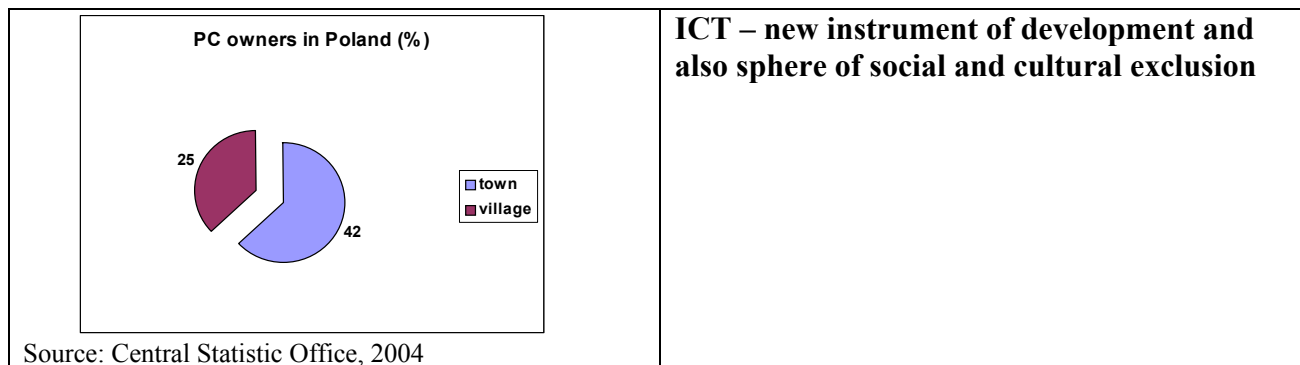


MARGINALISED TARGET GROUPS

1. Who are marginalised target groups in your country (in respect of LLL processes)?

The Marginalised Target Groups in Poland. Examples in respect of LLL processes:

- Women,
 - People 45 +,50+(60+ etc),
 - Inhabitants of rural area - rural population is marginalized in access to education, then the quality of life measured by this factor is lower than on urban areas,
 - People with disabilities,
 - Immigrants and ethnic minorities,
 - Homeless ,
 - (Ex-)prisoners,
 - Children and youth (at the age of 6 – 19) who cause serious disciplinary and up-bringing problems and are threatened with violence, crimes and addictions,
 - People with low skills,
 - Unskilled workers,
 - Inhabitants of post-state farms villages,
 - Unemployed and long-term unemployed,
 - Street children,
 - Elderly.
- **The new category of marginalisation – people without ICT / Internet connection**



2. Who are the marginalised target groups (in respect of intercultural dialogue), which you have to deal with or try to reach with your institution' work? Which your institution could work with or wishes to reach?

European Union projects realised by WSINF (WYKSZA SZKOLA INFORMATYKI), Lodz Poland within Lifelong Learning Programme -projects directed to marginalised target groups:

1) Grundtvig LP (Learning Partnership) **“EMPOWER: Lone parents building confidence and accessing learning”**. Period of the project: 2008-2010

Marginalised group touched: single parents

Description: project is directed to **single parents** who need training in the field of confidence building so to enrich the quality of their lives and their children. The international partnership includes institutions from UK-Northern Ireland, UK-Scotland, Germany, Lithuania and Poland. Experts from institutions involved (mainly professionals working with target group on regular basis

e.g. psychologists, social workers) exchange best practices so to develop effective methodology adjusted to target group needs, the representative of which are involved in the project development process.

2) Grundtvig LP (Learning Partnership) “**SENSORY 2– Counseling Centre for Training sensory disabled**”. Period of the project: 2007-2009

Marginalised group touched: hearing impaired persons (deaf persons and/or with hearing/sensory disorders)

Description: the project is aiming at promoting inclusion of disabled (with a special focus of hearing impaired persons) into the higher education system. Academic staff of universities along with sign language interpreters from Associations of Deaf from Italy, Hungary and Poland are developing a continuous educational paths for hearing impaired persons so to encourage them to study at tertiary level. Deaf persons from all countries involved participate actively in all project phases. During international meetings they conduct discussions with their counterparts on physical, mental, economical and formal barriers they encounter in every-day life and present solutions for coping with them.

3. Do you know any models of addressing or involving marginalized target groups in learning processes by new methods like using arts and culture or similar approaches (e.g. language learning for migrants in museums, art projects with apprentices, exhibitions or performances with migrants)?

Example: FOLK HIGH SCHOOL – Grundtvig 1 Project

Folk High School idea is still developed in Europe and has enjoyed a long tradition in Denmark, Sweden, Poland, German. Is addressed to individuals and groups of socially excluded/defavoured in the rural area. Holistic model of preparing unemployed people in the rural area was proposed for all groups in that programme. There were proposed 4 modules:

- I. Social and Personal Development.
- II. Health and Sustainability.
- **III. Arts and Handicraft**
- IV. Modern information technologies (ICT)

More information : see case in LLL abstract.

Link: www.ziarno.org.pl

4. Which your institution could work with or wishes to reach?

- Labour offices,
- NGOs – association, foundations, LAGs,
- Trade unions,
- Educational sector,
- Public administration, business and non - governmental organisations in creation and financing of social programs focused on these groups in various environments.