THE ECONOMIC OR SOCIAL DIMENSION OF LIFELONG LEARNING?

Zdzisława Dacko-Pikiewicz
zdacko@wsb.edu.pl

Marek Walancik
e-mail: mwalancik@wsb.edu.pl

University of Dąbrowa Górnicza, Poland

1 Corresponding author.

Abstract. The mission of any university is not only to conduct educational and research, but also lifelong learning activity. A higher education system plays an extremely important role in the creation of a knowledge-based economy. The teaching programmes and educational offer of the University should be designed to encourage students to improve their skills, acquire new knowledge and skills at different levels and in different periods of life. The authors try to show that an institutional and curricular organization of a university should facilitate the implementation of lifelong learning, and its dimension is social rather than economic.

Key words: lifelong learning, human being, society, economic and social dimension.

Introduction

Education has always been a key element of social development (Szczepańska-Woszczyna, Dacko-Pikiewicz 2007). The biggest challenges facing higher education in the 21st century include the globalization of educational services, the need to adapt the educational offer to the changing needs of employers and the labour market, and the implementation of lifelong learning. Lifelong learning is a process of the continuous improvement and development of general and professional skills of individuals throughout their life. The need for lifelong learning was observed already in ancient times in the works of Confucius, Socrates, Plato (Turos 1999: 36). In such a dynamically changing reality, knowledge quickly becomes outdated. Qualifications gained in the school (educational) or higher system fairly quickly need to be updated in various forms. Thus, lifelong learning plays such an important role. The various forms of lifelong learning were conducted by Practical Training Centres, Centres of Continuing Education and workplaces. After social change in 1989, a non-public sector became significant. Non-public centres are organized by social organizations, sole traders, companies, foundations, the Polish Craft Association, the National Cooperative Council, trade unions, religious organizations, associations and universities. Higher education institutions have always played a special role in this field. However, in the last twenty-five years in Poland, lifelong
learning has been experiencing great renaissance in terms of not only the forms of education, but also their implementation, also by universities. The aim of the article is to present solutions, pay attention to the fact that a university may implement the process of lifelong learning at the network/regional level. Lifelong learning education can be implemented through a network of Universities of the Third Age (UTA), Youth and Children’s Universities (CU) and other forms of education in urban agglomerations, small towns and local communities under the auspices of the University. This process may fulfil many functions, but above all, its implementation has a social dimension.

1. The idea of lifelong learning and its importance in the development of man and society

Lifelong learning from early childhood to old age is the best way to meet the challenges of the modern world and technological, social, economic, cultural and economic transformations. Lifelong learning is a process of continuous improvement and development of general and professional skills of individuals throughout their life (Matlakiewicz 1997). Qualifications gained in the school (educational) or higher system fairly quickly need to be updated in various forms, optimal for a given profession. Other terms used for “lifelong learning” include continuing education or adult education.

In the relevant literature, many definitions of lifelong learning may be found. The concept of lifelong learning, introduced in the 1970s by the Council of Europe, is defined as “a system of flexible forms of learning; general, vocational, cultural, social and civic education; educational counselling; supporting the development of critical and creative abilities; self-education using modern communication techniques” (Tuijnman 1996: 28).

Another definition describes lifelong learning as “a process of continuous improvement of education and qualifications and continuous intellectual, psychological and professional adaptation to the accelerated rhythm of changeability, which is the hallmark of modern civilization” (Symela 1997).

Lifelong education in Poland and the process of its implementation is governed by law (Ustawa... 1991, 2004). In the Act of 7 September 1991, lifelong learning is defined as education in schools for adults, as well as the acquisition and development of knowledge, professional skills and qualifications in non-school institutions by people who fulfilled their schooling obligation. According to the Act, lifelong learning is organized and implemented in:

- public and non-public schools for adults;
- public and non-public institutions of continuing education, practical education centres, centres of further education and training (Ustawa.. 1991). Lifelong learning can be part-time or full-time. It can also be implemented using the methods and techniques of distance learning by means of an e-learning platform.
The Act of 20 April 2004 on employment promotion and labour market institutions defines lifelong learning as education in schools for adults, as well as acquiring and supplementing general knowledge, skills and qualifications in relation to the unemployed, job seekers, employees and employers (Ustawa... 2004).

On 8 July 2003, the Polish government adopted a document referred to as the Strategy for the Development of Continuing Education until 2010. The document states that the condition for the implementation of the idea of building a knowledge-based society is to assign an appropriate role of the concept of lifelong learning in Poland, widely recommended in recent years. Lifelong learning was defined as “the concept of learning including the individual development and the development of social qualities in all forms and contexts – formal education, i.e. in schools, vocational centres, higher education institutions and adult education centres and informal education, and so at home, at work and in the community”.

Referring to the findings of OECD (1996), the document assumed that the concept of lifelong learning includes individual development and the development of social qualities in all forms and contexts – in the formal and informal systems. This development takes place in schools and vocational education centres, in higher education and adult education institutions and at home, at work and in the community. The concept emphasizes the need to prepare and motivate all children to learn throughout life, from an early age. As a result, activities ensure adequate opportunities for all – adults, the employed and the unemployed, who need to retrain or improve their qualifications.

Continuing education is a set of formal, informal and incidental educational processes, which regardless of the content, level and methods allow for raising qualifications in schools and during extracurricular activities so that adults develop their skills, knowledge, professional skills or learn new qualifications and change their attitudes. Continuing education is also referred to as “the constant renewal and improvement of general and vocational skills”. According to the contemporary model of education, education is not confined to school, but takes place in various forms throughout human life. The concept of lifelong learning challenges the traditional view of the division of human life into the preparatory period and the period of mature social and economic activity in which the results of prior learning are used. According to the concept, school is only the first link in the educational process, preparing an individual for further, continuing educational activity” (Milerski, Śliwerski 2000).

However, the most comprehensive definition of lifelong learning is the one proposed in the “Pedagogical Encyclopedia of the 21st Century”, according to which lifelong/ permanent education is a contemporary model of education, which consists in the continuous renewal and development of knowledge and general and vocational qualifications, lasting throughout the life of the individual. The definition highlights the fact that the need for permanent education is
born in conditions of modern, ever-changing socio-cultural reality, which an individual must understand and adapt to. Synonymous concepts are lifelong learning and continuing education (Pilch 2003). The current understanding of lifelong learning does not associate it only with adult education and raising qualifications and increasing knowledge. The contemporary understanding of this concept concerns the education of man from childhood to old age, therefore it applies to the education of children, adolescents, adults, and seniors. The essence of lifelong learning is expressed in implemented, planned and rational impact on human development, at every stage of his life. Education is a lifelong, continuous and integrated process and it cannot be confined only in one period of human life.

The fundamental assumptions or characteristics of continuing education imply that an educational process is continuous and permanent, so there are no gaps at different levels and in different forms. Continuing education should be flexible and allow a smooth transition from one level of education to the next one. It should also involve different forms and courses, which are suitable to the needs of learners.

All the definitions of continuing education emphasize the importance of the broadly defined individual and social development, showing that it can occur under the influence of various factors. Man and his development is therefore treated here as a system, and attention is paid to the multidimensionality of the issue and the consequences of improvement for a person, not necessarily directly related to professional competence.

Continuing education benefits not only individuals, but entire societies and states. It plays a major role in their development. For contemporary societies that rely on access to knowledge and information, the main development factor is the acquisition and assimilation of knowledge and information, which is possible in the process of lifelong learning. The learning process enables people to function smoothly in the surrounding world and is the driving force for further, ongoing development. High and constantly improved qualifications and skills contribute to the greater productivity and competitiveness of the national economy and enable flexible adaptation to the constantly changing needs of the labour market. The development of lifelong learning is therefore also a tool to fight unemployment, poverty and social exclusion.

2. International activities to promote the idea of lifelong learning

The idea of lifelong learning is not new. Its roots can even be sought in ancient times. Its precursors were ancient philosophers such as Solon, Confucius, Pythagoras, Plato and Seneca, who wrote about continuous learning and development. In modern times, this idea is present in the pedagogical works by Komeński and Grundtvig. Its importance today is highlighted not only by educators, but also psychologists, such as Tomaszewski or Pietrasiński (Pilch 2003).
In the XVIII century in Europe, activities related to adult education developed dynamically. The Industrial Revolution in England resulted in greater demand for highly skilled workers, who had to improve their skills and abilities during courses and additional training. In 1798, the first school opened in Nottingham, where students could be adults only. It was the beginning of the process of establishing similar educational institutions for adults, the number of which started to increase in the early 19th century in the UK (Popławski 2006: 221). In 1873 in England, the world’s first public university was established, where everybody interested could attend lectures, regardless of their social status, age or size of property (Ścisłowicz 1993). Universities also started to emerge widespread outside England; in continental Europe the first university of this kind opened in Austria in 1880.

The beginnings of international activity to promote the idea of lifelong learning and to adopt programmes falls in the late 1950s. The UNESCO Institute for Lifelong Learning organized CONFINTEA conferences on adult education. The first one took place in Helsingor in Denmark in 1949, another in Montreal in 1960, Tokyo in 1972, Paris in 1985, and in Hamburg, Germany in 1997. The conference was held on December 1-4, 2009 in the Brazilian city of Belém.

A groundbreaking event in the history of lifelong learning was the International Conference on Adult Education, held in 1960 in Montreal. Its theme was “Adult education in a changing world.” During the conference, it was concluded that education is a continuous process and lasts throughout a person’s life. It is therefore necessary to make changes in the forms, methods and content of the whole education at the primary, secondary and tertiary levels. The concept of lifelong learning was also developed, as well as the need to take action aimed to integrate adult education with the general education system. During this crucial conference in Montreal, the concept of adult education was extended from learning to continuing education. This meant the transition from complementary education to creating a system of continuing education of adults in a constantly changing world (Solarczyk 2001).

The involvement of international organizations such as UNESCO, the Council of Europe and the OECD in the issue of adult education, resulted in the continuous development of lifelong learning (Nowacki 1986: 86).

An important step was the Faure Report (Learning to be. The world of education today and tomorrow) prepared by the International Commission for the Development of Education established in 1971. This was the starting point for discussions on the model solutions of shaping lifelong learning. On 18 May 18 1972, the report was submitted to the initiator of this undertaking, the Director-General of UNESCO, René Maheu. During the third International Conference on Adult Education in Tokyo in 1972, mainly two documents prepared by UNESCO were examined such as Adult education in the context of lifelong learning and The review of international adult education in retrospect.
33 recommendations for the development of the education sector were formulated, which were the basis for recommendations on the expansion of adult education (Półturzycki 2001: 191-198). These include preparing young people for lifelong learning and initiating educational activities among adults by all possible means, forces and resources.

Subsequent conferences were held in Paris in 1985 and Hamburg in 1997 and they affirmed the need to promote lifelong learning and the right to education for all, regardless of age.

Signing the Bologna Declaration in 1999 was crucial for European higher education and lifelong learning. Its signatories committed themselves to create the European Higher Education Area – EHEA within 10 years. The declaration was signed by the ministers responsible for higher education in 29 countries. The signing of the declaration initiated the so-called Bologna Process, which aims to create a coherent system of higher education in Europe.

In 2000 in Lisbon a meeting of the Council of Europe was held, during which it was concluded that a successful transition to the economy and knowledge-based societies must be accompanied by an increased emphasis on lifelong learning. It is education that is the main driver of positive change aimed at increasing Europe’s competitiveness and minimizing unemployment. The idea of learning throughout life is a priority of the educational policy of the European Union. In other words, the concept of lifelong learning acquired the status of political-educational strategy in the 21st century. It was justified by the increased globalization of economic and social life, and rapid development of science and technology in the world.

3. The origin and development of lifelong learning in Poland

In Poland, adult education and self-education gained in importance a long time ago. Even Szymon Marycujusz from Pilsno proclaimed in 1551 that it was necessary to learn throughout life. The National Education Commission was of great importance in the field of lifelong learning, the activities of which were interrupted by the partitions of Poland. The factors of the development of the concept of lifelong learning include movements for independence, lack of schools, educational tendencies of positivism, the rise of the labour movement, the rapid development of industry and defence against denationalization (Ścisłowicz 1993). Then adult education was conducted informally and secretly, by organizing underground education (Draus, Terlecki 2006). In 1898 in Galicia, Adam Mickiewicz People’s University was established. In 1906, the University for All received permission for official activity, whose primary goal was to fight illiteracy and the low level of knowledge of workers. Such activity allowed the dissemination of the idea of education and self-education as a form of learning among the working class. The aim of open universities was not only to transfer knowledge but also popularize science, self-education and cultural activity.
After Poland regained sovereignty, the non-school forms of learning played a big role in adult education, organized for example by the Society of Workers University established in Warsaw in 1923.

The World War II is the subsequent stage of the underground education. After the war, lifelong learning was included in the national education system (Wiatrowski 2005: 363). In this period, the non-school forms of adult education developed dynamically through the so-called vocational training courses. The main goal was primarily the elimination of illiteracy.

The interest in lifelong learning fell after 1980. Many adult education centres were closed. It was believed that the reasons for this state of affairs was lowering the quality of education and the lack of support of the education system by the central government. The interest in this form of education also declined in the adult population (Błędowski, Nowakowska 2010: 17).

The origins of the revival of the concept of lifelong learning in Poland are seen in 1989, after social change. Depending on which phase of life individuals were during the transformation, they took more or less active part in the events, or they incurred greater or lower costs. Political transformation was accompanied by a variety of phenomena which adversely affected the social structure and individuals themselves. It had numerous, not only economic, but also social and health consequences. Increased privatization, rising unemployment, the development of small business and self-employment and the democratization of social life also influenced changes on the outlook and mentality of Poles. They began to see the necessity of raising their qualifications, acquiring new skills and complementing their knowledge. The idea of working for one company throughout their lives was becoming outdated. This necessitated the retraining of workers in order to avoid unemployment. This was the period in which the number of various training centres increased targeting their offer at adults.

However, the real boom of lifelong learning has been for the last decade. One of the most important factors determining the popularization of lifelong learning was the Polish integration with the European Union.

In Poland, the concept of lifelong learning was included in the “Strategy of the development of higher education by 2010” (Strategia...2003). Its aim was to determine the directions of the development of lifelong learning in the context of the idea of learning throughout life and building a knowledge-based society. The priority actions identified in the document include increase access to lifelong learning, improving the quality of educational activities, cooperation and partnerships, increase investment in human capital, creation of information resources in the field of lifelong learning and development of advisory services, education and awareness of the role and importance of lifelong learning.

Another programme, the National Reform Programme for 2008-2011 for the implementation of the Lisbon Strategy was aimed, among others, at developing
education in society and knowledge-based economy (Krajowy Program...2008).

In turn, the National Action Plan for Employment for 2009-2011, prepared on the basis of the Act of 20 April 2004 on employment promotion and labour market institutions was the basis for performing the tasks of the state in the field of employment promotion, mitigating the effects of unemployment and professional activation (Krajowy Plan Działań... 2010).

There were also other programmes, e.g. “The National Employment Strategy for 2007-2013” or “National Development Strategy for the years 2007-2015”, which were aimed at increase employment, reduce unemployment and make significant progress in the quality of employment, based on the development of lifelong learning and improving the quality of education, continuous improvement of professional skills of adults and general competencies needed to function in contemporary society. It would allow to ensure an appropriate level of competitiveness of the economy.

4. Children’s Universities as a form of lifelong learning

The main goal of Children’s Universities organized in cooperation with the University of Dąbrowa Górnicza (WSB) is to evoke cognitive activity and the intellectual and emotional development of children. Knowledge and skills in various fields of science are transferred in an unconventional way. Children are encouraged to deepen their knowledge and interests. It facilitates decision-making on the selection of further forms of education and self-education. The curriculum is built based on the classic division of knowledge into natural, formal, humanities, social and technical sciences. Elective workshops include physical-chemical, astronomical, mathematical, cultural, linguistic, artistic, theatrical, and programming workshops and many other development and educational activities.

Teaching and research staff at Children’s Universities at WSB consists of experienced academics, scientists and science popularisers, who transfer knowledge to children and youth in an interesting and accessible able. The lecturers at WSB Children’s University also include educators, professionals working with children, lovers of various fields of science, and the authors of children’s books.

In the years 2014-2016, the following lectures and workshops, among others, were organized at WSB Children’s University: “Can Thumbelina be stronger than Pudzian?”, “The sun, storm, snow – what hangs in the air?”, “The colourful world of butterflies”, “Great natural disasters – life with risk,” “Why does Poland need army and can girls be soldiers?”, ”The colourful world of Indians – the life and customs of the Indians of the Americas”, “Brain in action”, “Where do black holes lead and is time travel possible?”, “Natural born killers – the inventions and patents of carnivorous plants”, “From boiling to gas”, “Finding beauty in mathematics – fractals”, “Can impossible be possible? – physics in the world of fairy tales”, “The development island of children – our emotions – development workshops”, “Xmas Science Show – physical and
The economic or social dimension of lifelong learning?

chemical workshops”, “Buy responsibly!”, “DIY – technical and artistic workshops”, “Welcome to Sweden!”, “Swedish-German Christmas workshops”, “A rainbow in the test tube – chemical workshops”, “Among the ladies of the court and knights”, “Why do continents move?”, “Known and unknown instruments” – a lecture with the musicians of the Academy of Music in Katowice, “When I sleep and dream ...”, “Towards the rainbow ... – about the phenomena of light”, “About hackers, bots and viruses. Safety on the Internet”, “What do Japanese really eat?, that is a journey through the Land of the Cherry Blossom”, “How to make money?”, “What role did inventions play in the history of mankind?”, “This is not the end of the world, that is how our peers live in distant countries”, “Each of us is a logistician, though you may not know it.”

All students receive WSB Children’s University’s student record book, where they collect credits from lectures and workshops. At the end of the year, students receive diplomas. In addition to classes, the students may take part in competitions, occasional meetings, workshops in local institutions, for example municipal offices and museums. They included The Train for Science, namely the Scientific Conference of Children and Youth, university games (sports and knowledge competitions for WSB Children’s Universities students from different cities) and family outings.

Each project has its individual website and Facebook profile, which include information on workshops, but also valuable information from the region, science trivia and photo reports.

WSB students also play an active role at WSB Children’s Universities. During apprenticeship and as volunteers, they actively participate in workshops, take care of children during lectures, help to develop curricula, contact the teaching staff and children’s parents and conduct research. Local governments also participate in the organization of children’s universities. Classes are organized on the basis of the agreements signed between the university and representatives of local governments. When children attend workshops or lectures, free meetings are organized for parents, for example lectures with educators, psychologists aimed to offer help how to deal with children in difficult situations or how to solve crises arising at the various stages of child’s development.

That’s worth adding that in the frame of Children’s Universities, also Youth University operates. It is organized by the University of Dąbrowa Górnicza and the honorary patronage of the initiative is taken by the Minister of National Education. The main objective of the initiative is to help young people aged 13-16 develop their creative and intellectual potential, passions and interests, prepare them to consciously and intentionally choose their further educational path based on the skills and interests. Students involved in the project can choose one of two modules of scientific development:

– young engineer (a mathematical and information-natural module),

– young humanist (a humanistic and socio-legal module).
5. The Universities of the Third Age

The University of the Third Age (UTA) has been operating at the University of Dąbrowa Górnicza since 2008. The goal of the initiative was to make people at the so-called “middle age” from the province of Silesia intellectually and socially active. UTA performs the following tasks: the continuing education of seniors, developing their intellectual capacity, stimulating personal development, dissemination knowledge from different fields of science such as pedagogy, sociology, marketing, law, administration, creating conditions to meet for people with similar interests and aspirations and bringing seniors together. Cooperating with municipal offices, the University of Dąbrowa Górnicza is currently organizing a network of Universities of the Third Age. The university has also conducted the University of the 21st Century for the Railwaymen. Annually, more than 1,300 students are involved in the project.

The lectures and workshops for UTA students included “Values in human life and his family life”; “How to model the child-media relationship”; “Why children escape from parents? – cheating youth”; “Is the Internet safe and should your child / grandchild be protected against it?”; and “Effective communication in conflict situations”. In addition, each UTA student may participate in the following workshops and classes: healthy nutrition, memory training, preventive health care, rehabilitation and therapeutic yoga, language courses, or computer classes.

The Universities of the Third Age also develop the idea of voluntary service. “Ę”, the Creative Initiatives Society together with the University of Dąbrowa Górnicza organized free workshop titled “How to turn passion to social activity”. The workshop was for all those who have some free time and want to dedicate it to another person. The idea behind the voluntary service is to share own interests and passions with lonely people, who need warm words and conversation. Cultural and recreational events are organized for UTA students, such as tours, trips to the cinema, theatre, Christmas meetings, and dance parties (Walancik, Kot-Radojewska 2014: 422).

6. The Tiny Tot Crèche within the structures of the University of Dąbrowa Górnicza

The crèche is a day educational care facility for children under the age of 3. According to the provisions of the Act of 4 February 2011 on care for children under the age of 3 years, a crèche is any organizational unit that provides child care in conditions similar to those at home, ensuring the proper nursing and educational care of a child by conducting play classes with the elements of education, taking into account the individual needs of the child, conducts educational and care classes, taking into account the psychomotor development of the child, appropriate for the age of the child.

The facility operating within the structures of the University of Dąbrowa Górnicza according to the Act of 4 February 2011 on care for children under
the age of 3 is for children aged from 5 months to 3 years (Ustawa ... 2011). In a relaxed and intimate atmosphere, the child can spend time creatively by attending classes offered by the Tiny Tot Crèche. The crèche was established within the framework of departmental programme for the development of childcare facility under the age of 3 “Tiny Tot 2015” Module IV – “Tiny Tot at university”.

The mission of the facility is to create a place where little children feel safe, are taken care of, and the priority of employees is to develop the personality and individual skills of children, according to their needs. It is important that a child is smiling in class, and fun and exercise are conducive to their harmonious development. When a child is smiling, he or she is happy and easily assimilates knowledge and new skills, which helps him or her develop creatively and wisely. The crèche was established especially for children of students, graduates and employees of the University of Dąbrowa Górnicza, but if there are vacancies, city residents can also take advantage of the childcare offer.

A child needs attention, affection, love, safety and acceptance. The first years of life is a period that affects the development of the child’s personality. An appropriately built bond makes a child feel loved, accepted and respected, and thus develops better. It is, therefore, worth considering how to take care of the proper development of the child. The Tiny Tot Crèche is a place full of smiles, warmth and friendliness, where children feel the homely atmosphere. Each child is treated individually; we allow them to develop self-reliance, we teach them to explore the world and to build appropriate relationships with others. Under the watchful eye of experienced teachers and childminders, children can develop freely and spend time cheerfully. The place is created by people. The smile of children and their safety depends on them. In their work, crèche staff is guided by the motto: the well-being of the child is the most important, as well as satisfying his or her needs and sense of safety. Staff care about the cognitive, emotional, social and physical development of children.

Conclusions

Lifelong learning benefits not only individuals, but entire societies and states. It plays a major role in their development. For contemporary societies that rely on access to knowledge and information, the main development factor is the acquisition and assimilation of knowledge and information, which of course is possible in the process of lifelong learning. The learning process enables people to function smoothly in the surrounding world and is the driving force for further, ongoing development. High and constantly improved qualifications and skills contribute to the greater productivity and competitiveness of the national economy and enable flexible adaptation to the constantly changing needs of the labour market. The development of lifelong learning is therefore also a tool to fight unemployment, poverty and social exclusion. Universities may play a huge role here. They can
organize lifelong learning at different levels. In the example above, the University is the coordinator / organizer of the regional continuing education. Recently, it has established a network of Children’s Universities and the Universities of the Third Age in cooperation with city and municipality local governments. It is one of the best forms of science popularization. The model of lifelong learning at university presented is in line with the modern trends of lifelong learning such as the number and diversity of organizers, centralization, specialization, professionalization, internationalization, autonomy and financial self-sufficiency.

It is characterized by some features worth highlighting: it is conducted by many organizers, in a variety of environments, there is a multitude of forms and levels, institutionalization, openness, the relationship between adult education and the interests of specific social groups and individuals belonging to these groups, and no fixed curriculum orientation.

It also performs specific, for example economic, popularizing, integrating, adaptive, constructive, eliminating, tradition transferring, preventive, compensatory, therapeutic, improving, innovative, and restoring functions.

To sum up, it can be assumed that lifelong learning can be implemented through a network of Universities of the Third Age (UTA), Children’s Universities (CU), Youth Universities and other forms of education. This process can take place in urban agglomerations, small towns, local communities, and under the auspices of non-public universities, where it has a commercial dimension. However, in the case of lifelong learning, in cooperation with local governments, it is not the economic dimension that is important. The social dimension plays a huge role here, manifesting itself in the development of a pro-social and pro-educational attitude and the habit of lifelong learning, in starting the process of education and training independently. The educational, popularizing, integrating and adaptive functions are then fulfilled (Walancik, Kot-Radojewska 2014).

References
Draus, J., Terlecki, R. (2006), Historia wychowania – tom II: wiek XIX i XX, (pp. 65-105), Kraków: Wydawnictwo WAM.
Krajowy Program Reform na lata 2008-2011 na rzecz realizacji Strategii Lizońskiej (2008), Ministerstwo Gospodarki (pp. 1-60), Warszawa.
The economic or social dimension of lifelong learning?


Strategia rozwoju kształcenia ustawicznego do roku 2010 (2003), Ministerstwo Edukacji Narodowej i Sportu (pp. 1-16), Warszawa.


Turos, L. (1999), Andragogika ogólna, Warszawa: Wydawnictwo Akademickie „Żak”.

Ustawa z dnia 4 lutego 2011 r. o opiece nad dziećmi do lat 3, Dz.U. nr 45. poz. 235.

Ustawa z dnia 7 września 1991 r. o systemie oświaty, Dz.U. nr 95, poz. 425 z późn. zm.

Ustawa z dnia 20 kwietnia 2004 r. o promocji zatrudnienia i instytucjach rynku pracy, Dz.U. nr 69, poz. 415 z późn. zm.
