

SYLLABUS FOR “BUDGETING ESSENTIALS” COURSE

IN WEST POMERANIAN FOLK HIGH SCHOOL

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TYPE OF SCHOOL

The West Pomeranian Folk High School is a non-public institution devoting its activities to adults (over 18 years of age), which:

- operates in rural areas or places where adults experience difficult access to different form of education,
- provides services related to vocational or non-vocational adult education,
- usually has a web-based database.

The mission of the Folk High School is to develop human and social capital through improving key qualifications (especially social and civic) and vocational ones, as well as shaping the citizen identity based on Grundtvig's¹ pedagogy derived from cultural richness of local community.

1. SYLLABUS FORMAT

Modular type of program – set of vocational education modules and corresponding modular units, separated based on specific criteria enabling the acquisition of knowledge as well as development of social and personal competences applicable to the professions. The modular syllabus is characterized by integration of theoretical and practical content; there is no division into theoretical and practical training.

2. SYLLABUS TYPE

Linear type of program – each part of the material is a continuation of the previous one, hence the student learns given content just once. A good command of the previous part is required in order to move on to the next part of the material.

¹Nikolaj Frederik Severin Grundtvig, Danish writer and poet, protestant pastor and theologian, historian, philosopher, teacher, and politician. He laid the foundations for a new type of educational institution called the Folk High School, the aim of which is to educate peasant youth. Soon similar institutions began to appear all over the world. The first institution in Poland opened in 1921.

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4. LEGAL BASIS OF EDUCATION:

The determinants of principles of education in Folk High Schools is freedom of speech and democracy. The scope of legal frameworks of educative activities of institutions such as The West Pomeranian Folk High School are conceived in broad terms. They are determined by such legal acts as The Constitution of the Republic of Poland of April 2, 1997 as well as some provisions of the Act of December 14, 2016 Educational Law and rules of implementation of the Law.

International documents also play an important role in determining the legal basis of education, in particular Convention for the Protection of Human Rights and Fundamental Freedoms of September 3, 1953 as well as the United Nations Universal Declaration of Human Rights of December 10, 1948. Equally important are documents relating to civic education, lifelong education and the development of key competences of the European Union.

5. GENERAL OBJECTIVES OF EDUCATION

„I saw life, real human life, as it is lived in this world, and saw at once that to be enlightened,

to live a useful and enjoyable human life, most people did not need books at all, but only a genuinely kind heart, sound common sense, a kind good ear, a kind good mouth, and then liveliness to talk with really enlightened people, who would be able to arouse their interest and show them how human life appears when the light shines upon it.” (Grundtvig 1856 quoted in Z. Heuer).

Learning from experience based on direct personal contact with teachers and close to their own reality are essential aspects of education in folk high school. Students from diverse backgrounds meet to exchange views on neutral ground. The goal is to achieve academic and human excellence through dialogue which is accompanied by pedagogical support, mutual respect and safe learning conditions. Central to this kind of individual learning and learning together is the zero principle.

The Folk High School is a special place for learning which creates a unique opportunity to implement the teaching-learning process. It leads not only to the development and education of individual participants, but it also serves to benefit society at large.

This was observed in a German study relating to long courses in folk high school. Not only did they have positive impact on personal development of participants, but also influenced greater interest in further education and more frequent involvement in various forms of volunteering. As a result, the courses contribute to the empowerment of the middle class, raise awareness of political and social participation and encourage responsibility. In addition, during long courses, the importance of communication is discussed, as well as maintaining a balance between private and professional life and applying them in practice. Thanks to this, participants can solve problems constructively and learn the skills of a successful life (Lieven 2017).

Folk High Schools are governed differently in different countries. For instance, there are national differences in teaching which stems from different historical events as well as social conditions. Consequently, different institutions have their own priorities and specializations.

Nevertheless, the activity of all folk high schools is based on the pedagogical principles of Nicolaj Frederik Severin Grundtvig, who significantly influenced the functioning of Danish folk high school. The main aims of Danish folk high schools are: life enlightenment, public education and democratic education. This means that they do not promote theoretical book knowledge, but show ways of creating one's own life, strengthen the involvement of the local community and encourage them to take responsibility towards a

democratic society.

The German Association of Educational Centers in Rural Areas (Deutscher Verband der Bildungszentren im ländlichen Raum) together with the Arge Bildungshäuser Österreich und Arbeitsgemeinschaft Bildungshäuser Südtirols formulated eight main assumptions. Some of them are presented below. According to these statements, education is an essential part of the self-reflection and self-consciousness. It is only through education that everyone can understand what home means and learn to feel at home in other regions.

The one constant thing in our lives is change. Man need to adapt to new environments. It cannot be avoided, but, through certain activities, for example in the creative, craft and artistic fields, participants discover a sense of their own effectiveness. Moreover, it helps participants in folk high schools to become familiar with different aspects of life. They reflect on their daily life in dialogue with the other participants. Through reflection and an educational housing offer, the participant has the opportunity to create a successful life (Bildungshäuser Bildungszentren 2019).

Education is important at every stage of life, in every environment and in every society. However, lifelong learning is not only necessary to keep up with constant changes but also involves acquiring new skills and training in the professional and private sphere.

The idea of lifelong learning is nothing new. Some ancient philosophers considered it to be an integral part of life. Nicolaj Frederik Severin Grundtvig was also convinced that democracy was only possible when his society was sufficiently educated. Therefore, he made adult education offers accessible to all people. For this reason, folk high schools are based on the understanding that every human should get the opportunity to develop and strengthen his cultural, social and professional skills throughout life (FFD 2019).

People with a low level of basic education find it important to learn new skills while continuing their education. The designed courses fit into the concept of lifelong learning, which is of particular importance for people who show low professional competences. However, it is important that primary education is not taught in isolation from the person's daily activities. For this reason, it is necessary to teach and practice directly on the appropriate division (BMBF 2017). In the workplace, it is relatively easy to reach and organize all of the affected people. However, the challenges of low education levels are not limited to working life, but persist in everyday life. In addition, around 40% of people with basic education are not in employment (Grotlüschen et al. 2019). That is why it is essential to create learning opportunities not only in the workplace. Folk High Schools offer an ideal learning environment. Thanks to the concept of living and learning “under one roof” the learning

environment in folk high schools takes place in daily lives of the participants. This allows to acquire new skills that can be used in everyday life. Moreover, participants can take an active part in social life and take responsibility as well as develop competences and skills in new areas.

6. INFORMATION ABOUT „PROFESSION”

What do participants achieve with the course?

There are no exams in the classical sense of the word in folk high schools, hence the question about their achievements and to what extent it will affect their lives is justified.

In general, the aim of folk high schools is to educate the participants in such way that they can actively take part in co-creating active and engaged society.

According to this description, participants should strengthen their basic skills so that they can make the most of their participation in society. The course can bring benefits in many areas, which include not only professional life or hobbies, but also social competences (including interpersonal ones). This is particularly important for people who, due to their age, place of residence or general socio-economic situation, are at risk of social and professional exclusion.

Consequently, participants will practice skills such as reading, writing, arithmetic, new digital technology and the associated information overload. They will learn how to deal with problems and find solutions, as well as work in a team.

Furthermore, the concept of folk high schools promotes dialogue among participants to appreciate communication. Dialogue leads them to reflect on their own reality of life and to see their lives from a different perspective.

Through handicraft and artistic activities, participants learn that they can create something that has an effect. Thanks to the sense of their own effectiveness, they feel that they can create situations and make changes.

All these skills should enable the participants to lead a successful life. This includes practising basic skills such as arithmetic, reading, and writing. However, education is not confined to the classroom but flows through community life.

Above all, participants should be intrigued/ inspired. They should be strengthened in their curiosity to learn and experience new things. Therefore, it is vital that the course introduces practical issues related to a healthy lifestyle, rather than the classic content of a typical school. In this way, the content is not “crammed” in isolation, but integrated into everyday life.

Not only does it give the participants the opportunity to live a better life, but also strengthens their personality which gives them the sense of security.

Thanks to this experience, they can perform more rewarding tasks, which leads to greater involvement in shaping the countryside and enriching the environment.

7. JUSTIFICATION OF THE IMPORTANCE OF EDUCATION

The level of basic skills of adults in Poland is lower than in other countries. This is in particular true for those inactive, both professionally or socially. Low professional and social activity increases with age and it is an additional and strong factor of low skills of older people. Education of people with low basic skills must go hand in hand with support in personal development, gaining self-confidence, cultural activity as well as activity in local communities. Newly acquired skills help them to adjust to changes, and thus – function on the labour market, be active in personal life and in the local community.

The dynamically changing environment means that our interests, workplace or family situation change, and the need to learn new skills changes with them. We need these new skills not only at work, but also in everyday life to improve its quality. The program offers the possibility to acquire new skills so that people can live independently and with dignity in their own environment.

In the modern world, a healthy lifestyle is the basis of human functioning. Knowledge and practice of healthy lifestyle, physical activity or going back to nature are unquestionably good for us. Many people find it difficult to balance their private and professional life, which has a negative impact on both their physical and mental health. The fast pace of life results in the fact that we do not always take good care of our health. In fact, we do not always know how to take care of it. Our competences in the area of digital technologies, household management and reading comprehension are low. Hence the need to implement the „Healthy Lifestyle” course for adults.

8. SPECIFIC OBJECTIVES OF EDUCATION

Healthy cuisine

The participant of the course:

- knows the principles of healthy eating,
- knows and applies the pyramid of healthy eating,
- appreciates the importance of local production of agri-food products,

- knows the differences between BIO certified products,
- chooses and uses BIO articles in his life,
- does not use highly processed products,
- knows the concept and uses the term „conscious consumer”.

Home garden (eco-cultivation and processing)

Participant of the course:

- knows how and when to set up a home garden and what works before sowing seeds are needed to have a high harvest,
- knows how to prepare the soil for growing plants,
- knows what plants match the local environmental conditions,
- knows how to run a garden to grow organic and healthy vegetables and fruits,
- knows what vegetable plants can be grown in home garden,
- knows the calendar of sowing seeds and planting vegetable seedlings,
- knows how to cultivate vegetable crops in the garden,
- knows when to harvest from the garden,
- knows recipes for home-made preserves using harvest from home garden,
- knows how and when to make jam or salad for the home pantry,
- knows how to store the harvested vegetables so that they last as long as possible in the home supply.

Sport

The participant of the course:

- knows the importance of movement to maintain a good condition of the body and spirit,
- knows and applies the principles of safe training (warming up, stretching, hydration),
- knows the rules of safe training to reduce the risk of injury,
- can choose the type of physical activity appropriate for age and physical limitations,
- knows how to select the right intensity and repetition of exercise that can be performed.

Household management

The participant of the course:

- knows what a home budget is,
- is able to plan expenses and properly manage money,

- knows and understands the need to rationally manage the available material and financial resources, and understands the need to save,
- is able to plan activities during the day or week so that there is enough time for work and rest,
- makes shopping lists and buys what is needed ignoring advertisements and promotions- a conscious consumer.

The use of the Internet

The participant of the course:

- knows how to use the Internet on a computer, tablet or phone,
- knows how to handle secure internet payments,
- knows and applies the rules of safe behaviour on the Internet,
- knows how to book a house call,
- knows how to handle official matters via the Internet,
- knows the trusted profile,
- will be able to do online shopping choosing the cheapest offers,
- knows how to obtain information from the Internet, use the on-line library.

Cosmetics and natural chemicals

The participant of the course:

- knows what cosmetics and natural chemicals are,
- knows how to make basic home-made cosmetics and cleaning products,
- knows the importance of using natural products for the environment,
- knows the costs of producing home-made cosmetics and cleaning products.

9. SYLLABUS

MODULE	PROGRAM	NUMBER OF HOURS
Healthy cuisine	- local products - processing - bio products - conscious consumer	40
Home garden	- ecological food - processing	30

Sport / fitness	- selection of appropriate exercise - bodily awareness	30
Household management	- home budget - managing household chores	50
The use of the Internet	- registration of home visits - official matters - online shopping - obtaining information	60
Cosmetics and natural chemicals	- elimination of chemicals - making cosmetics	30

10. SYLLABUS FOR INDIVIDUAL MODULES

10.1. MODULE I – Healthy cuisine

Healthy cuisine (local products, processing, organic products) - 40 h

The course is intended for those who are interested in healthy and conscious eating.

General objectives:

- familiarization with the principles of healthy eating;
- familiarization with the concept of bio products;
- familiarization with the concept of a conscious consumer.

Specific objectives:

- the participant knows and follows the food preparation rules;
- the participant buys and uses local products;
- the participant understands the benefits of healthy eating;
- the participant understands the importance of choosing the right products;
- the participant is able to identify bio products and knows their nutritional impact;
- the participant is a conscious consumer.

No.	Topics	The aim of the course	Physical requirement of the module
1	Healthy cuisine	- familiarization with the principles of healthy eating and the nutritional values of consumed foods - familiarization with the pyramid	- base with kitchen facilities - lecture room with a multimedia display

		of healthy eating - identifying ornamental plants that are also edible	
2	Bio and local products	- familiarization with the concept of bio products - familiarization with the concept of vegan, vegetarian, gluten-free cuisine - familiarization with the concept of local products and their role in the modern world	- base with kitchen facilities - lecture room with a multimedia display - the neighbourhood of an ecological farm - a garden
3	Conscious consumer	- familiarization of the concept of a conscious consumer - Analysis of the composition of food	- lecture room with a multimedia display - the neighbourhood of a supermarket
4	Highly processed products	- defining food processing methods and the concept of highly processed products	- lecture room with a multimedia display - the neighbourhood of an ecological farm

METHODOLOGY

Throughout the course, the Grundtvigian approach will play a fundamental role. The following basic principles, necessary in folk high schools, will also form the didactic framework for this module:

- learning together (participants learn together, the module lasts for several days and the activities emphasize group work)
- freedom of examination (this guarantees the freedom to learn without coercion)
- openness of schools (as the basis of the community spirit)
- time and space for dialogue (both with teachers and with each other);
- professionalism (focused on the real life of the participants).

Teaching methods

- practical- production and subject exercises;
- exposing- demonstration combined with an experience

- presenting- lectures, talks
- problem solving- activating, problem method, situational cases

10.2. MODULE II – home garden

Home garden (eco-cultivation and processing) – 30 h

This course is intended for those who want to increase their knowledge of home garden cultivation, eco-cultivation and processing.

General objectives:

- familiarization with the basic principles of starting a garden;
- enhancement of knowledge of popular plants and vegetables;
- familiarization with different processing methods;
- familiarization with methods of food storage.

Specific objectives:

- the participant will find out about the benefits of cultivating a home garden;
- the participant will gain knowledge of what, how and when to cultivate;
- the participant will learn to process food using his own harvest;
- the participant will learn to store harvested vegetables.

No.	Topics	The aim of the course	Physical requirement of the module
1	Starting a home garden	<ul style="list-style-type: none"> - starting a home garden (how and when) - preparing the right place (soil, sunlight, humidity) - familiarization with the principles of the composter and its benefits 	<ul style="list-style-type: none"> - lecture room with a multimedia display - a garden with a composter - gardening tools
2	Growing plants and vegetables	<ul style="list-style-type: none"> Knowledge of basic vegetables and fruits and their needs - familiarization with the nutrients for plants - familiarization with the sowing 	<ul style="list-style-type: none"> - lecture room with a multimedia display - a garden - the neighbourhood of a plantation / forest nursery / crops with access

		<p>calendar</p> <ul style="list-style-type: none"> - learning how to take care of vegetable crops - learning about the harvest of vegetables and fruits - familiarization with the advantages and disadvantages of greenhouse crops - familiarization with the operation of irrigation systems 	<p>to a greenhouse</p> <ul style="list-style-type: none"> - gardening tools
3	Food processing	<ul style="list-style-type: none"> - knowledge of food processing methods - knowledge of the basic recipes for preserves or salads - knowledge of the concepts of pasteurization, pickling, freezing, blanching 	<ul style="list-style-type: none"> - lecture room with a multimedia display - a base with access to a kitchen
4	Storage of food	<ul style="list-style-type: none"> - knowledge of the rules of food storage - knowledge of the advantages and disadvantages of such methods as vacuum storage or freezing 	<ul style="list-style-type: none"> - lecture room with a multimedia display - base with access to a kitchen

METHODOLOGY

Throughout the course, the Grundtvigian approach will play a fundamental role. The following basic principles, necessary in folk high schools, will also form the didactic framework for this module:

- learning together (participants learn together, the module lasts for several days and the activities emphasize group work)
- freedom of examination (this guarantees the freedom to learn without coercion)
- openness of schools (as the basis of the community spirit)
- time and space for dialogue (both with teachers and with each other);
- professionalism (focused on the real life of the participants).

Teaching methods:

- practical- demonstration, production and laboratory exercises,
- exposing- demonstration combined with an experience
- programmed with the use of a computer, manual of programming

10.3. MODULE III – sport/fitness

Fitness sport- 30h

This course is intended for adults who want to increase their physical fitness by participating in various forms of sports activities.

General objectives:

- improving physical condition;
- improving motor coordination;
- shaping good habits;
- improving exercise tolerance.

Specific objectives:

- increasing the motivation to spend free time in an active way;
- the participant will be able to create conditions for physical development;
- the participant will overcome his aversion to physical activity;
- the participant will fight his complexes;
- the participant will implement measures to improve his physical condition;
- the participant will develop his interests;
- the participant will develop a sense of aesthetics towards his own body.

No.	Topics	The aim of the course	Physical requirement of the module
1	General purpose exercises without equipment	Extending the range of movements of the limbs and spine joints. Sense of rhythm.	Exercise mattress or mat
2	Exercise with the use of	Exercises developing	Gymnastic sticks, mattress or mat

	gymnastic sticks	coordination, muscle strength and joint stability.	
3	Fitball – workout with a ball for beginners	Increasing coordination, improving balance, relaxing muscles and spine	Fitball, exercise mattress or mat
4	May the force be with you	Increasing the strength of the muscle	Fitness bands, exercise mattress or mat
5	Body building	Building muscles and shaping a slimmer silhouette	Dumbbells 0.5 kg or 1 kg, medicine ball, exercise mattress or mat
6	Exercise for burning belly fat	Flat stomach	Exercise mattress or mat, skipping rope, Fitball
7	Firm buttocks	Shaping gluteal muscles	Exercise mattress or mat, Fitball
8	Cardio step	Boosting cardiovascular health, overall fitness, leg strength	Steps
9	Healthy spine	Relaxation, realigning, strengthening	Exercise mattress or mat

Each workout ends with 5-7 minute stretching exercises.

METHODOLOGY

Throughout the course, the Grundtvigian approach will play a fundamental role. The following basic principles, necessary in folk high schools, will also form the didactic framework for this module:

- learning together (participants learn together, the module lasts for several days and the activities emphasize group work)
- freedom of examination (this guarantees the freedom to learn without coercion)
- openness of schools (as the basis of the community spirit)
- time and space for dialogue (both with teachers and with each other);
- professionalism (focused on the real life of the participants).

Teaching methods:

- expository – lectures, talks, explanations
- practical – demonstration, subject exercises.

10.4. MODULE IV – Household management

Home budget and time management- 50h

This course is intended for those who want to increase their knowledge of money management and to delve into the essence of planning in relation to their own homes.

General objectives:

- home budget management;
- planning of expenses;
- skilful time management;
- conscious shopping;
- ergonomic interior design

Specific objectives:

- the participant will learn to manage his own home budget;
- the participant will plan expenses and make conscious decisions;
- the participant will learn to manage time effectively;
- the participant will become a conscious consumer;
- the participant will create ergonomically correct home.

No.	Topics	The aim of the course	Physical requirement of the module
1	Home budget	setting priorities in terms of economic resources on a weekly, monthly, annual basis...	- lecture room with a multimedia display
2	Skilful time management	-family financial responsibility - work- life balance - presentation of issues concerning the family communication.	- lecture room with a multimedia display
3	A conscious consumer	- understanding advertisement and goods presentation in stores. - clarification of the terms used by banks and insurance companies	- lecture room with a multimedia display - the neighbourhood of a supermarket

		- purchasing new items for home - need to possess	
4	Ergonomics	- the concept of ergonomics and optimal use of space - designing ergonomic kitchen and bathroom	- lecture room with a multimedia display - the neighbourhood of a supermarket

METHODOLOGY

Throughout the course, the Grundtvigian approach will play a fundamental role. The following basic principles, necessary in folk high schools, will also form the didactic framework for this module:

- learning together (participants learn together, the module lasts for several days and the activities emphasize group work)
- freedom of examination (this guarantees the freedom to learn without coercion)
- openness of schools (as the basis of the community spirit)
- time and space for dialogue (both with teachers and with each other);
- professionalism (focused on the real life of the participants).

Teaching methods:

- expository- lectures, talks, explanations
- problematic -problem method, activating method, cases method, didactic discussion
- exposing- demonstration combined with an experience
- programmed with the use of a computer, programming manual

10.5. MODULE V – The use of the Internet

PRACTICAL INTERNET – 60h

The course is intended for those who want to use the Internet in a conscious and safe way. The aim of the course is, among other things, to learn how to navigate within Web forms, to be able to use e-mail software, communication tools and electronic banking.

General objectives:

- mastering the rules of using the Internet;
- ability to use tools such as e-mail or instant messaging;
- ability to use electronic banking.

Specific objectives:

- the participant will learn to search for information on the Internet;
- the participant will learn to send and receive e-mails;
- the participant will learn to use social networks;
- the participant will learn to watch favourite series and movies on the Internet;
- the participant will learn to make calls using Skype;
- the participant will learn to shop online;
- the student will learn to use electronic banking.

No.	Topics	The aim of the course	Physical requirement of the module
1	Websites	<ul style="list-style-type: none"> - introduction to the Internet and its possibilities - introduction to websites - Web Browsing concepts, popular internet browsers - using the Web Browser - Internet search engines, the most popular Internet search engines 	<ul style="list-style-type: none"> - lecture room with a multimedia display - access to electronic devices such as laptops or smartphones - access to the Internet
2	Electronic mail	<ul style="list-style-type: none"> - creating an e-mail account (wp.pl, gmail.pl) - structure of an e-mail account - sending and receiving e-mail 	<ul style="list-style-type: none"> - lecture room with a multimedia display - access to electronic devices such as laptops or smartphones - access to the Internet
3	Instant messaging	<ul style="list-style-type: none"> - popular instant messaging services - setting up a Skype account, configuration - communication via Skype 	<ul style="list-style-type: none"> - lecture room with a multimedia display - access to electronic devices such as laptops or smartphones - access to the Internet
4	Social networks, discussion forums	<ul style="list-style-type: none"> - Nasza klasa; - Facebook; - discussion forums 	<ul style="list-style-type: none"> - lecture room with a multimedia display - access to electronic devices such as laptops or smartphones - access to the Internet

5	Secure Internet	<ul style="list-style-type: none"> - installation of an antivirus program - secure e-mail - secure web browsing 	<ul style="list-style-type: none"> - lecture room with a multimedia display - access to electronic devices such as laptops or smartphones - access to the Internet- lecture room with a multimedia display - access to electronic devices such as laptops or smartphones - access to the Internet
6	Online Banking	<ul style="list-style-type: none"> - why it is worth to use online banking - navigating through a sample bank account - safe money transfer 	<ul style="list-style-type: none"> - lecture room with a multimedia display - access to electronic devices such as laptops or smartphones - access to the Internet
7	Online shopping	<ul style="list-style-type: none"> - is online shopping safe? - online stores - auction sites - cheap online shopping – price comparison websites 	<ul style="list-style-type: none"> - lecture room with a multimedia display - access to electronic devices such as laptops or smartphones - access to the Internet
8	Video and Music on the Internet	<ul style="list-style-type: none"> - YouTube, Vimeo, VOD, CDA, Zalukaj, etc. - music services - Internet radios - Internet TV 	<ul style="list-style-type: none"> - lecture room with a multimedia display - access to electronic devices such as laptops or smartphones
9	What is cloud and its uses?	<ul style="list-style-type: none"> - introduction - why use the cloud? - why Google toolkit? - a brief overview of other popular applications and tools - creating a Google account - securing a Google account - interface, i.e. how to navigate the content of a Google account 	<ul style="list-style-type: none"> - lecture room with a multimedia display - access to electronic devices such as laptops or smartphones - access to the Internet

METHODOLOGY

Throughout the course, the Grundtvigian approach will play a fundamental role. The following basic principles, necessary in folk high schools, will also form the didactic framework for this module:

- learning together (participants learn together, the module lasts for several days and the activities emphasize group work)
- freedom of examination (this guarantees the freedom to learn without coercion)
- openness of schools (as the basis of the community spirit)
- time and space for dialogue (both with teachers and with each other);
- professionalism (focused on the real life of the participants).

Teaching methods:

- expository – lectures, talks, explanations
- problematic – problem method, activating method, cases method, didactic discussion
- exposing – demonstration combined with an experience
- programmed with the use of a computer, programming manual
- practical – presentation

10.6. MODULE VI – Cosmetics and natural chemicals

Natural cosmetics “How to draw from the treasures of nature” - 30h

The workshops are aimed at learning how to eliminate harmful ingredients and unnecessary chemicals from our lives. They are designed for those who want to live in harmony with nature, who care not only about their health, but also the health of their loved ones. These are excellent classes for people who are looking for an alternative to commercial cosmetics and want to discover the secrets of creating their own cosmetics and recipes.

General objectives:

- increasing knowledge about natural cosmetics;
- elimination of chemicals from everyday life;
- learning about the history of natural cosmetics and their effects.

Specific objectives:

- the participant will learn to create his own compositions of cosmetics and cleaning

products;

- the participant will learn the basics of natural body, face and hair care as well as the properties of natural ingredients used in cosmetics;
- the participant will find out how and where to obtain raw materials for the production of cosmetics and cleaning products;
- the participant will be able to prepare an infusion, tonic, mask, etc .;
- the participant will be able to prepare household cleaning products.

No.	Topics	The aim of the course	Physical requirement of the module
1	The Power of Herbs	- introduction to herbal medicine - herbal plants in Poland and around the world - adverse effects of herbal plants and herbal raw materials	-lecture room with a multimedia display - the neighbourhood of meadows/ herb gardens
2	The treasure of nature	- recognizing plants in the field, knowledge how and where to collect plants - preparation of macerates, infusion, decoction - preparation of comfrey ointment, beeswax ointment, calendula tonic, chamomile tonic, tonic for dry and normal skin at choice	-lecture room with a multimedia display - the neighbourhood of meadows/ herb gardens - base with access to a kitchen
4	Herbal beauty parlour-part I	- practical use of plants in body and beauty care - use of herbs in the care of various skin types - preparation of sand-thorn cream- fat base, water base, mixing - preparation of cream for normal, dry, oily and combination skin	- lecture room with a multimedia display - base with access to a kitchen

5	Herbal beauty parlour-part II	<ul style="list-style-type: none"> - preparation of masks, peeling and antiperspirant - hair care- preparation of conditioning rinses for hair 	<ul style="list-style-type: none"> - lecture room with a multimedia display - base with access to a kitchen
6	Eco- friendly housewife	<ul style="list-style-type: none"> - natural cleaning agents - preparation of: washing-up liquid, natural air freshener, washing powder 	<ul style="list-style-type: none"> - lecture room with a multimedia display - base with access to a kitchen

Each participant will take with him the prepared cosmetics and lots of advice, recipes and methods of care with natural preparations.

METHODOLOGY

Throughout the course, the Grundtvigian approach will play a fundamental role. The following basic principles, necessary in folk high schools, will also form the didactic framework for this module:

- learning together (participants learn together, the module lasts for several days and the activities emphasize group work)
- freedom of examination (this guarantees the freedom to learn without coercion)
- openness of schools (as the basis of the community spirit)
- time and space for dialogue (both with teachers and with each other);
- professionalism (focused on the real life of the participants).

Teaching methods:

- expository – lectures, talks, explanations
- problematic – activating method, problem method, cases method
- exposing – demonstration combined with an experience
- programmed with the use of a computer, programming manual
- practical – presentation, production and laboratory exercises.

11. SYLLABUS EVALUATION PROJECT

STAGE I. SYLLABUS EVALUATION PROJECT

The requirements for all activities undertaken by the West Pomeranian Folk High School are very high. The ZUL community knows perfectly well that a good opinion in the local community is a good ground for attracting new listeners. Our image is created not only

by the staff, but also – and perhaps most of all – by the way we operate and the quality of the projects we undertake.

Evaluation is therefore an opportunity to improve the functioning and further development of our foundation. In order to conduct it effectively, the process of collecting and analysing information must be properly planned. Evaluation brings the expected results only when both, the instructors and participants of the project, as well as UL staff and volunteers consciously engage in it.

1.1. Determination of the subject-matter of evaluation

We strive to assess the effectiveness of our own actions and the adequacy of the assumptions adopted in the project. However, since we are a folk high school, evaluation should go beyond knowledge and skills acquired during the course. They can be at most one of the aspects taken into account. The evaluation carried out at UL should cover such areas as: cooperation, empathy, respect for other views or interpersonal skills acquired during the course.

A very important aspect in the current approach to the teaching process in terms of the effect of information exchange and the place where it takes place is cooperation. Undoubtedly, its greatest advantage is the ability to thoroughly analyse complex problems using the combined intelligence and experience of the entire group without having to submit to the opinion of one person. The Group has the opportunity to develop new solutions and implement them in cooperation with all its members, who are also responsible for the success of the jointly implemented task. Teamwork is characterized by high creativity and readiness to make changes and adopt new views. Cooperation significantly increases the guarantee of the success of the actions taken. It also corresponds very well with the idea of folk high schools and the assumptions of lifelong learning. It refers to the assumption of readiness to acquire new knowledge using various sources of information. Working in a team is closely linked to interpersonal skills, which relate to relationships between people and allow you to benefit from these relationships. The point is to act in such a way that the method of communication chosen by the team is satisfactory for everyone. What is more, respect for other people with all their different characteristics, relating to nationality, ethnicity, culture, religion or politics, is very important- if not the most important aspect of teamwork and coexistence in society in general. It is the support and development of these elements among the participants of the project that we particularly care about.

Bearing in mind the above mentioned purposes, we believe that the following issues

will be the subject of evaluation:

- activity of project participants (implementation of activities for their own development);
- cooperation of project participants;
- development of interpersonal skills;
- implementation of the project in terms of all its objectives;
- determining the impact of the project on its direct recipients;
- evaluation of activities undertaken in the project in the context of the implementation of the statutory tasks of ZUL.

1.2. Determining and defining the purpose of evaluation

It is important to determine the level of satisfaction, and to indicate by the participants of the course elements that should be improved in the future (both methods and forms of work -i.e. the potential of the place of the course and the quality of lecturers work, as well as the program content). The purpose of evaluation is to improve the effectiveness of the foundation's work. We are especially interested in checking whether and how the activities of ZUL are conducive to shaping and achieving the desired attitudes and which of the perceived problems require immediate solution. We would like to check whether the project is implemented in accordance with the participants' needs and whether the project is carried out using appropriate methods of its implementation and creates optimal conditions for the participants. The results of the research conducted during the evaluation work will be analysed, and the conclusions from these analyses will be implemented.

1.3. Setting of evaluation indicators

Definition of indicators: measurable features, behaviours, attitudes allowing to check the effectiveness of the program, act as evidence of the changes that have taken place; sometimes are referred to as "success indicators". An indicator is a quantitative (percent, percentage, degree), qualitative (opinion) factor, or a variable that can be used to measure achievement of goals.

Taking into account the fact that the program of the presented project is planned to be implemented mainly in folk high schools, we encounter certain difficulties in terms of determining the so-called "hard evaluation indicators". This is due to the fact that folk high school is not subject to the typical rules of hard evaluation in the same way as an institution of formal adult education, school or university. Thus, the developed evaluation indicators will be

primarily of a qualitative nature (mainly opinions of course participants).

1.4. Setting key questions

- To what extent have the program objectives been achieved?
- What factors influenced the achievement of the goals?
- What factors made it difficult to achieve the goals?
- Which of the methods and forms of work designed in the curriculum and applied by the teacher, and what means and teaching aids made the students most active in the classroom?
- What factors were decisive in increasing the students' motivation to learn and why?

1.5. Identifying information sources

The source of information will be both the participants of the course who will be observed and given evaluation questionnaire, and the documentation collected in the evaluation process.

- **PEOPLE:** observation during the course by both UL employees and teachers.
- **DOCUMENTATION:** recruitment questionnaires and questionnaires filled in by both teachers and participants of the “Budgeting essentials” course.

1.6. Establishing research methods and tools

- **SURVEY RESEARCH** – A questionnaire developed for the purpose of the study. The questionnaire will be developed in the institution responsible for the implementation of the course.
- **OBSERVATION** – The observation sheet will be developed for the evaluation study in the “Budgeting Essentials” project.
- **DOCUMENTATION ANALYSIS** will be carried out mainly by analysing the application questionnaires of participants of the course. This will help to define the type of people involved in the implementation of this project.

1.7. Establishing a timetable for evaluation

Establishing a timetable (time frame) for evaluation studies:

- time-frame for evaluation of the project;
- dates of the next planned activities;
- determination of the time needed for both data collection and analysis;

- persons responsible for their execution.

	Starting date	Closing date	Persons responsible
Collecting empirical material (surveying, keeping observation sheets, collecting documentation)	14.11.2020	19.09.2021	Angelika Felska, Anna Kryszkiewicz
Data analysis	01.09.2021	15.10.201	Angelika Felska, Anna Kryszkiewicz
Development of evaluation report	16.10.2021	15.11.2021	Angelika Felska, Anna Kryszkiewicz

STAGE II – COLLECTION AND MONITORING OF DATA

Determining the method of obtaining:

- documenting
- development
- archiving

STAGE III – DATA ANALYSIS AND INTERPRETATION OF RESULTS

- Comparison of research results with planned objectives; identification of goals that: have been achieved; have been partially achieved; have not been achieved
- Interpretation (explanation), what contributed to obtaining such results
- Comments, conclusions, recommendations

STAGE IV – EVALUATION REPORT

- I. Introduction
- II. Evaluation Objectives
- III. Description of the methods and tools used
- IV. Characteristics of the research sample (population selection) and a list of other sources from which information was obtained
- V. Interpretation of results
- VI. Conclusions and recommendations for the future
- VII. Attachments

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