



Scholarship and Training Fund Alumni Programme

**Report from the meeting of beneficiaries
of Measure III – Individual Mobility Grants**

27-28 April 2010



Fundusz Stypendialny i Szkoleniowy



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Individual Mobility Grants as a form of exchange of knowledge, experience and competence building

The Scholarship and Training Fund has provided many Polish schools, universities, individual students and representatives of educational institutions with the possibility of short and long trips abroad for educational or scientific purposes. The Fund is financed mainly by Norway, from the resources of Norwegian and the European Economic Area Financial Mechanism.

The purpose of the Norwegian Financial Mechanism is to reduce the social and economic disparities within the European Economic Area and enable all EEA countries to participate fully in the Internal Market.

The main goal of the Financial Mechanisms is to reduce the social and economic disparities within the European Economic Area and enable all EEA countries to participate fully in the Internal Market,, as well as to strengthen the bilateral relations between beneficiary and donor countries - Iceland, Liechtenstein and Norway. The Scholarship and Training Fund meets both these aims.

International academic cooperation is especially important for sustainable social and economic development. The internationalisation of education helps to adapt national education programmes so

that they satisfy social needs in terms of education for professional life. The cooperation of students, employees of the education sector, institutions and authorities across the borders forms a very important source of inspiration. The internationalisation of education also stands for improved language skills, better understanding of and learning about other cultures.

Norwegian education institutions have hosted many Polish doctoral students, young researchers and representatives of institutions operating in the education sector, ranging from high schools to higher education and science and research institutions. The Norwegians have also benefited from opportunities to visit Polish institutions. Of course, this activity is in mutual interest, since the reciprocal visits contribute to the exchange of experiences, knowledge and competence building by the guests and hosts alike.

Experiences shared by beneficiaries of individual mobility grants constitute a valuable source of inspiration. Their stories speak of innovation, commitment and sacrifice on both sides. I sincerely hope this will influence long-term relationships between educational institutions in Norway and Poland.

Sidsel Bleken
Counsellor (EEA/Norway Grants)
Royal Norwegian Embassy, Warsaw

The Scholarship and Training Fund

Measure III – Individual Mobility Grants is an opportunity for all those who are eager to respond to new professional challenges, are ambitious, open to getting to know the world and... themselves.

A statistical grant beneficiary is aged 25 - 40, comes from a large academic centre, in 65% is a holder of a master's degree, in 35% of a doctoral degree, in 75% is a researcher executing a research project, in 25% is a way on a study visit. However, a statistical grant holder does not exist. Each of individual subsidised projects is, different and unique. Each mobility brings many changes to professional and quite often to private lives of grant beneficiaries. From our Fund benefit almost professional grant holders who repeatedly travel abroad to study, for other form of mobility and who participate in international projects and those for whom this is a completely new experience and let's hope it will not be the last one. ☺

Contacts between STF staff and grant beneficiaries is often reduced to application forms, reports

and statistics, but there is a person behind every project. This meeting, has been an opportunity for us to meet grant holders in person and talk to them directly.

During the Alumni Meeting, the Scholarship and Training Fund also celebrated its second birthday. 28 April 2010 marked 2nd anniversary of signing a contract for acting as an Intermediary of the Scholarship and Training Fund between the Foundation for the Development of the Education System and the Ministry of Regional Development. We were honoured to spend our birthday evening in such exceptional company. ☺

This publication presents report from this special meeting. We have decided to preserve them in the form of a publication for future generations of STF Alumni. We hope it will inspire you to take up new challenges, including those which will form a part of the next edition of the Scholarship and Training Fund.

Katarzyna Aleksandrowicz
Programme Coordinator
Scholarship and Training Fund



The STF ALUMNI Programme

We have established the STF ALUMNI PROGRAMME in order to integrate the community of the Alumni – beneficiaries of Measure III – Individual Mobility Grants of the Scholarship and Training Fund. We hope that the STF ALUMNI Programme will provide the beneficiaries of Measure III with a unique possibility to establish and maintain relationships with beneficiaries of prior and future editions. We wish the meetings and participation in the Programme will bring the Alumni together into a harmonious group of people, who have fun, hold discussions and exchange experiences.

The presented report is a result of the first meeting of present beneficiaries of individual mobility grants of the Scholarship and Training Fund, which took place in Warsaw on 27-28 April 2010. During the meeting, we officially inaugurated the STF ALUMNI Programme and summarised all activities of the Fund within the scope of individual project financing. We also discussed the future of the STF ALUMNI Programme and expectations of the Alumni concerning its form and possibilities to take part in the activities planned by STF. We hope to be able to organise such meetings more frequently and make them an opportunity to get better acquainted not only through the prism of concluded projects, but also through the passions and interests of everyone involved.

Let's go back to our first April meeting, of Measure III Alumni. The most visible result of the meeting was the Letter of intent drawn by the Alumni and

addressed to the donor countries, which included suggestions to the intermediary of the scholarship fund for the new financing phase in the years 2009-14, which was submitted to the Financial Mechanism Office in Brussels; a copy of the letter was presented to the Royal Norwegian Embassy in Poland. A copy of the Letter of intent for Donor Countries is presented in the later part of this publication.

The authors of the letter who noted all indications and suggestions concerning the form of the future scholarship fund at the alumni meeting on behalf of all meeting participants were:

1. **Renata Mieñkowska-Norkiene** (grant holder under 3rd Call for Proposals in 2009);
2. **Damian Szacawa** (grant holder under 3rd Call for Proposals in 2009);
3. **Piotr Szymczak** (grant holder under 2nd Call for Proposals in 2008);
4. **Łukasz Wolny** (grant holder under 3rd Call for Proposals in 2009).

The subsequent activities of the STF ALUMNI Programme are intended to include publication of the first in a series of thematic brochures, in which the beneficiaries of individual mobility grants will present the results of research conducted after returning to mother country from completed research projects and study visits and present their opinions on major social, economic and cultural subjects.

Anna Pavlovych

*Originator of the STF ALUMNI Meeting
STF Chief Specialist
Measure III – Individual Mobility Grants*

Measure III – Individual Mobility Grants

MEASURE III – INDIVIDUAL MOBILITY GRANTS INCLUDES THE FOLLOWING:

- mobilities of doctoral students and young (up to 40 years old) researchers aimed to perform scientific research at research institutions in donor countries (Iceland, Liechtenstein, Norway);
- visits of doctoral students and young researchers from donor countries in order to perform scientific research at research institutions in Poland;
- individual study visits of citizens of Poland and donor countries who are representatives of institutions acting on behalf of higher education (e.g. Conference of Rectors of Academic Schools in Poland, the State Accreditation Committee, Peer Accreditation Committee);
- individual study visits of representatives of educational institutions in Poland and donor countries (operating in the primary, vocational and adult education sector).

APPLICANTS

The following persons were eligible to apply for co-financing under Measure III – Individual Mobility Grants:

- doctoral students and young (up to 40 years old) researchers from Poland and donor countries;
- representatives of institutions operating in the education sector (except for representatives of higher education institutions involved in Mobility Projects).

PROJECT DURATION

- doctoral students and young researchers - from 3 to 12 months;
- others – visits up to 2 weeks.

FINANCING REGULATIONS

The following initiatives were awarded grants under Measure III – Individual Mobility Grants:

Polish doctoral students and young researchers visiting the donor countries (Iceland, Liechtenstein or Norway):

- subsistence costs – up to 2,200 euros per month;
- travel costs – up to 500 euros;
- insurance costs – for the duration of stay in the host country;
- institutional costs – up to 1,000 euros per semester (6 months).

Doctoral students and young researchers coming from abroad (Iceland, Liechtenstein or Norway) visiting Poland:

- subsistence costs – up to 1,500 euros per month;
- travel costs – up to 500 euros;
- insurance costs – for the duration of the stay in the host country;
- institutional costs – up to 750 euros per semester (6 months).

Other persons visiting the donor countries:

- subsistence costs – 210 euros per day or 1,050 euros per week;
- travel costs – up to 500 euros;
- insurance costs – for duration of the stay in the host country.

Other persons visiting Poland:

- subsistence costs – 120 euros per day or 610 euros per week;
- travel and insurance costs – up to 500 euros;
- insurance costs – for the duration of the stay in the host country.

Subsistence costs are understood as costs associated with the stay in the host country, including accommodation, food, local transport. Eligible costs include travel costs, subsistence costs, insurance costs, institutional costs paid to the host institution (only in the case of doctoral students and young researchers).



The last selection of applications for Measure III – Individual Mobility Grants projected for the years 2004-09 was concluded on 31 March 2010. Information on the financial support provided through EEA Grants, jointly financed by Iceland, Liechtenstein and Norway, planned for the period 2009-14 is available at: www.eeagrants.org.

Statistics on Measure III – Individual Mobility Grants

Presented below are statistics concerning applications for research project and study visit mobilities submitted as part of four selection rounds of Measure III – Individual Mobility Grants of the Scholarship and Training Fund and information on subsidised projects.

Application round	Applications submitted	Proposed amount	Financed projects	Grant amount
I May-June 2008	20	PLN 1 105 453.00	15	PLN 738 239.00
II October- -November 2008	22	PLN 1 093 851.00	19	PLN 995 784.00
III February-March 2009	70	PLN 2 911 610.00	70 (-2 rezygnacje)	PLN 2 911 611.00
IV February-March 2010	162	PLN 8 269 603.00	70 (-1 rezygnacja)	PLN 4 311 850.00
TOTAL	274	PLN 13 380 517.00	174	PLN 8 957 484.00

Mobility target country	Number of individual projects	Research projects	Study visits
Norway	129	103	26
Iceland	25	12	13
Liechtenstein	19	13	6
Poland	1	1	0
TOTAL	174	129	45

Meeting Agenda

Tuesday, 27 April 2010

until 14.00 – Participants arrival

- 12.00** Lunch
- 14.15** Official welcome of the participants
- 14.30** Summary of STF activities, statistics concerning selection rounds. Information on the “ALUMNI Programme” and planned STF contests
- 15.00** Inspiration hour for STF Alumni. What are we looking forward to when getting out of bed and why do some people tend to make their projects more difficult?
Speaker: Szymon Milonas
- 16.00** Presentations of the most interesting projects completed within selection rounds 1-3 under Measure III – Individual Mobility Grants
- 17.40** **Networking 1. – Integration Workshops**
Trainer: Krystyna Marcinkowska
- 18.20** Bridges instead of walls or how to remove communication barriers
Speaker: Szymon Milonas

- 19.20** **Networking 2. – Moderated discussion and group work devoted to exchange of experiences related to completed projects**

- 20.30** Official dinner in Karczma Górska, performance of the Dropsy fire juggling group

Wednesday, 28 April 2010

- 9.00** Self-evaluation on the way to supporting participation in contemporary community of cultural heritage
Speaker: Prof. Leszek Korporowicz
- 10.00** **Networking 3. – Group Workshops**
Trainer: Krystyna Marcinkowska
- 11.30** **Networking 4. – Group Workshops**
Trainer: Krystyna Marcinkowska
- 13.00** Discussion and evaluation of the meeting
- 14.00** Lunch and departure of the participants



Trainers and speakers



Leszek Korporowicz

– holder of a post-doctoral degree, professor at the Jagiellonian University working at Faculty of International and Political Studies, graduate of the University of Warsaw, Institute of Sociology, where he defended his doctoral dissertation

(Creating Sense. Language, Culture, Communication, (1993) Warsaw: Oficyna Naukowa) and his post-doctoral dissertation (Personality and Communication in a Transformation Society (1996) Warsaw: Instytut Kultury). He taught sociology at the University of Warsaw, Institute of Sociology in the years 1998 - 2008. His fields of expertise and themes of many publications include sociology of culture, intercultural communication and education, the dynamics of cultural identity and per-

sonality development, cultural competence, evaluation study theory and practice, specifically evaluation as mark of social change and democratisation, intercultural management, medialisation of culture. He has completed scholarships and studies in Denmark, England, Germany and Australia. He is a co-founder and first President of the Polish Evaluation Society, former member and current expert of the State Accreditation Committee, initiator and lecturer of many post-graduate studies in the field of social communication and evaluation, organiser of many international conferences and training concerning evaluation, expert at several ministerial commissions on evaluation, representative of Poland in the OECD Education Committee of many years' standing, co-founder and lecturer of the Polish-Ukrainian Centre for European Studies at the Dragomanov Pedagogical University in Kiev, Deputy Rector of the Bogdan Jański Academy in the years 2000-2009.



Krystyna Marcinkowska

President of the Youth Development and Integration Association STRIM, she has held the position since its foundation (currently in the third term). She has been an initiator of establishing the association. She has worked

with and for youth for several years. She has been an organiser of many conferences and numerous educational meetings concerning youth. She has participated in and organised many international youth exchange programmes with almost all European

and other countries abroad. For many years, she has been the head of Regional Centre in Kraków for the YOUTH programme and subsequently the Youth in Action Programme. She is a certified trainer and inspector of the Programme. For many years, she has been actively involved in work with youth as part of informal education and has particular fondness for evaluation in youth programmes. She has worked at informal education organisations – initially at the H. Jordan's Youth Centre in Kraków and currently at the Dom Harcerza Youth Culture Centre. As a private person, she enjoys meeting people and discovering new countries; her favourite pastime is mowing the lawn in her garden.



Szymon Milonas

is a consultant at an international HR and Business Consulting Company. He has worked as a social skills trainer and has been committed to the work of a foundation promoting civic education. He has studied psychology and social sciences, currently postgraduate programme teacher at the Koźmiński University and Warsaw School of Economics.

Participants

- **Magdalena Achrem**, Uniwersytet Szczeciński (the University of Szczecin), *Szczecin*
- **Ilona Biernacka-Ligieża**, Uniwersytet Opolski (Opole University), *Opole*
- **Ewa Data-Bukowska**, Uniwersytet Jagielloński (Jagiellonian University, Institute of German Studies), *Kraków*
- **Mariola Depta**, Zespół Szkół nr 7 (No. 7 School Compound), *Tychy*
- **Anna Giemza-Jurga**, Zespół Szkół Ogólnokształcząco-Technicznych w Lublińcu (General and Technical Secondary School Compound in Lubliniec), *Lubliniec*
- **Leokadia Grudziecka**, Uniwersytet Kardynała Wyszyńskiego (Cardinal Stefan Wyszyński University), *Warsaw*
- **Michał Gusin**, Dolnośląska Szkoła Wyższa (University of Lower Silesia)
- **Maciej Indan-Pykno**, Uniwersytet Mikołaja Kopernika (Nicolaus Copernicus University, Faculty of Law and Administration), *Toruń*
- **Małgorzata Kania**, Liceum Ogólnokształcące nr 1 im. Adama Mickiewicza (No. 1 Adam Mickiewicz General Secondary School), *Lubliniec*
- **Jarosław Kilon**, Wyższa Szkoła Finansów i Zarządzania w Białymstoku (University of Finance and Management in Białystok), *Białystok*
- **Maciej Koszowski**, Uniwersytet Jagielloński (Jagiellonian University), *Kraków*
- **Agnieszka Marczak**, Zespół Szkół Ogrodniczych i Licealnych w Pawłosiowie (Horticulture and General Secondary School Compound in Pawłosiów), *Pawłosiów*
- **Ewa Matusik**, Powiatowy Zespół Szkół w Łędzinach (District School Compound in Łędziny), *Łędziny*
- **Renata Mieñkowska-Norkiene**, Uniwersytet Warszawski (University of Warsaw, Institute of Political Sciences), *Warsaw*
- **Katarzyna Myrcik**, Zespół Szkół Ogólnokształcząco-Technicznych w Lublińcu (General and Technical Secondary School Compound in Lubliniec), *Lubliniec*
- **Alicja Olszewska**, Uniwersytet Gdański (The University of Gdańsk), *Gdańsk*
- **Adam Rogala-Lewicki**, Uniwersytet Warszawski (University of Warsaw), *Warsaw*
- **Krzysztof Rokosz**, Politechnika Koszalińska (the Koszalin University of Technology), *Koszalin*
- **Marcin Sakowicz**, Szkoła Główna Handlowa (Warsaw School of Economics), *Warsaw*
- **Bianka Siwińska**, Uniwersytet Warszawski (University of Warsaw), *Warsaw*
- **Lidia Skuza**, Uniwersytet Szczeciński (the University of Szczecin), *Szczecin*
- **Damian Szacawa**, Uniwersytet Marii Curie-Skłodowskiej (Maria Curie-Skłodowska University), Faculty of Political Science, *Lublin*
- **Piotr Szymczak**, Uniwersytet Warszawski (University of Warsaw, Institute of Political Sciences), *Warsaw*
- **Joanna Walczak**, Zespół Szkół Ogólnokształcząco-Technicznych (General and Technical Secondary School Compound), *Lubliniec*
- **Maciej Wiktor**, Uniwersytet Gdański (the University of Gdańsk), *Gdańsk*
- **Łukasz Wolny**, Szkoła Podstawowa nr 5 im. Gustawa Morcinka w Mysłowicach (No. 5 Gustaw Morcinek Primary School in Mysłowice), *Mysłowice*
- **Jolanta Wróbel**, Zespół Szkół Ogólnokształcząco-Technicznych w Lublińcu (General and Technical Secondary School Compound in Lubliniec), *Lubliniec*
- **Waldemar Zaręba**, Katolicki Uniwersytet Lubelski Jana Pawła II (John Paul II Catholic University of Lublin), *Lublin*

Description of presentations and workshops

You will find below descriptions of the presentations and workshops staged during the first STF ALUMNI meeting. Descriptions of selected presentations are followed by presentations of their final evaluation by the participants. The participants were able to evaluate each element of the programme on a scale from 1 to 5.

Inspiration hour for STF Alumni. What are we looking forward to when getting out of bed and why do some people tend to make their projects more difficult?

Speaker: Szymon Milonas

The aim of the first lecture was to raise participants' awareness of their motivation to work on projects implemented as part of the Scholarship and Training Fund. In a broad sense, the lecture was devoted to general motivation of people to perform various activities and the sense of reward from performing specific tasks. The theory of social motivation, in development since the 1930's, which states that repeated factors determining our attitude towards the interest and reward levels of certain activities are driving force for making social decisions formed the basis for analysis. In this case, model of involvement in activities may be identified on the basis of professional life (choices related to professional roles and types of performed activities), but also based on the preferred method of spending free time, personal interests, etc.

In 1980's, on the basis of a meta-analysis of research on motivation, David McClelland identified three motivations which would best explain actions taken by individuals. Understanding of the three types of social motivation (achievement, affiliation and power) and their concentration in personality

gives us understanding why some of us are more interested in independent work on extremely difficult projects, some in working with people they like, while others in a sense of influence over people around them.

Based on examples from professional and private lives, as well as self-analysis, the participants were able to understand what was most important to them in tasks they took up – the presented challenge, the company in which they perform it or the resulting authority and power. The theory, supported by 70 years of clinical research, allows to examine personal motivation, boost the ability to motivate others and select professional roles, which will enable us to satisfy our most demanding motivation. It also helps to understand why we seem to suffer in certain roles and tasks or expand their range with aspects which to others seem completely irrelevant to the main aim of the task.

Evaluation of the Inspiration Hour for STF Alumni Motivation workshop (average score – 4.77). Participants' Comments:

- workshop useful in practice,
- interesting point of view,
- interesting formula,
- module useful in general development of the alumni,
- interestingly presented and inspiring.



Networking 1

Integration workshop

Trainer: Krystyna Marcinkowska



EXERCISE DESCRIPTION

ROUND

Goal: *learning the names of participants, associating people with their projects.*

One by one, participants tell their names, say where they come from, name the institution they represent and provide information on projects which they implemented.

BINGO

Goal: *remembering the names of participants, discovering specific details of realised projects and represented institutions.*

The participants receive cards with BINGO squares and initial instruction:

"Let's play BINGO! The task is to fill out the BINGO card with names of the participants in our meeting. The names are written in a random square of the BINGO card with one piece of information, which may help us to remember the name. The topic of conversation is specified and may concern only two issues – the projects/activities we have organised within the scope of the STF and groups/organisations/institutions we represent. The time for each discussion is not specified, but your task, besides casual conversation, is to fill in the entire BINGO card with the names of the participants. When everyone is finished, the next stage of the game begins!"

Next, everyone randomly draws names of participants. The first people to form a line (vertical, horizontal or diagonal) by crossing off the listed participants shout "bingo" and receive prizes.

Trainer's comment: the goal of the workshop was achieved. The participants began to memorize the names and mostly correctly associated people with their institutions. They were eager and quick to make contact.

Evaluation and observations of integration workshop participants (average score – 4.88) Participants' comments:

- interesting and fun, nice experience
- integration-efficient, ideas for exercises for me to use in my own work – BINGO ☺
- interesting formula
- dose of humour, it seems that the trainer's positive approach actually inspired the work and activeness of participants
- super!
- professionally staged.

Bridges instead of walls or how to remove communication barriers

Speaker: Szymon Milonas

The second interactive presentation aimed at better understanding of the communication processes between us and our partners, being it every day work, project work or personal life.

The second interactive presentation aimed at better understanding of the communication processes between us and our partners, being it every day work, project work or personal life.

Participants had an opportunity to learn two models of interpersonal communication – the transaction analysis model and the communication square, both of which serve to improve understanding of the communication process and prospective barriers. The first model, created by Eric Berne, presents the so-called ego states, thanks to which we can communicate with our environment and possible problems arising when the environment communicates with us from a level we deem inadequate. The intersection of the transactions of various personality aspects leads to misunderstandings, escalation

of conflicts and unfulfilled expectations. Berne distinguished three levels from which we can communicate with our environment: Child, Adult and Parent. During the lecture, the participants were given examples to recognise the levels of communication in a given situations and if presented communication exchanges were straightforward and complimentary or rather leading to misunderstandings. One often recalled example from professional life is a situation when you make a mistake and discuss it with your boss. Berne's theory suggests and practice proves it that in such a situation most people communicate from the Child level (submissive, apologetic, in need of help from the boss or rebellious, emotionally putting the blame onto others and circumstances, negating personal influence on the creation of the mistake). Such behaviour is met with some kind of reaction from the boss who may also react from the Child level, and for example evade direct communication about what was wrong and join in the complaining about the surroundings and circumstances or from the level of punishing Parent, severely punishing the employee without looking into the cause of the mistake. Also in relation to professional situations, the theory tends to suggest communication from the Adult-Adult level, which allows us to build effective relationships.



The participants were able to learn two models of interpersonal communication – the transaction analysis model and the communication square, both of which serve to improve the understanding of the course of communication and its possible barriers.





The presented model allows us to identify the communication level of our partner, and encourages to move the relations to the Adult-Adult level, indicating that initially it will be incomprehensible and difficult for people usually communicating from other levels. The participants received a self-diagnosis questionnaire to determine ego states prevailing in their professional lives, with a key and bibliographic reference to a book by Karl Kalin and Pieter Muri entitled *Manage Yourself and Others*..

The second presented model of communication, promoted by Friedemann Schulz von Thun, showed the components, which can be separated from every communication (objective, appeal, relation and self-presentation) and how their imbalance or oversensitivity to anyone of them can create a communication barrier. Looking at an announcement less through context and more through the needs of the sender, we can see that it contains various proportions of the individual aspects mentioned above. You can cite an example from professional life here, when one of our co-workers tells us at the end of a day "I'm not able to get this report done for you by tomorrow." The different reactions of the people who hear such an announcement indicate many ways of interpreting this statement. Some people may treat it as an appeal for help – in preparing the report, extend-

ing the deadline or general encouragement for action. Others may consider it as a story about "our relations" and replies with something like "But you were able to finish the report for Mr. X," yet there are people who see this as an element of self-presentation and react with compassion ("You poor thing, you have so much work to do") or anger ("It's because you're disorganised"). Some of us may value the objective aspect of the announcement and say "I understand, but I need it for tomorrow, what do you suggest?" We are rarely capable of measuring and weighing the proportions of the announcement's individual aspects. Theory proposed by von Thun aims to help us in seeing such diversity, to be aware of "with which ear do we hear first" – the appeal, relation, self-presentation or objective one and adequately manage our reaction. What do you hear when you're driving your car and your passenger says "Darling, it's green"...?

Evaluation of Bridges instead of walls workshop (average score – 4.56). Participants' comments::

- very useful in both professional and personal life;
- raises communication awareness;
- interesting formula;
- a big plus for the lecturer for the ability to entice people to talk;
- interesting and informative workshop.



Networking 2

Moderated discussion and group work concerning, among other things, exchange of experiences from implemented projects

Trainer: Krystyna Marcinkowska



EXERCISE EXERCISE

CHALLENGE/ PROBLEM, SOLUTION AND PREVEN- TION

Goal: exchange of experiences by participants, comparison of challenges/problems encountered during project implementation, search for solutions and ways to prevent problems, discussion aimed at presenting various ways to get out of difficult situations.

The group of participants is divided into 5 smaller groups. Each group receives a flipchart divided into 3 columns with the following headings: area to be changed (challenge, problem) – in the centre; how I could have prevented it – to the left; how I have solved the problem – to the right. Each group fills the central column of its flipchart, passes it to the next group clockwise, fills in the left column, passes the flipchart clockwise once again and fills in the right column. The final stage is for everyone to read the flipcharts, thus summarising the group work.

Trainer's comment: the goal of the workshop was achieved; the participants were willing to exchange their experiences. Many of the "challenges" were repeated in individual groups, however, the suggested solutions varied. During the summary discussion, the participants suggested solutions to difficult problems which were surprising to others. This was extremely valuable experience to people who were unable to solve some difficult problems when implementing the project.

Evaluation and observations of workshop participants on the exchange of experiences, part. I: Challenge/ problem, solution and prevention (average score – 4.75) Participants' Comments:

- very useful workshops;
- interesting suggestions, but also a kind of warning concerning the types of problems which may be encountered e.g. during the next project;
- very helpful.

DESCRIPTIONS OF THE MOST INTERESTING PROJECTS PRESENTED AT THE MEETING

The contest for the best presentations of projects completed by the alumni was announced prior to the meeting. During the meeting, 7 winners of the contest presented the results of their research projects and study visits. The descriptions of those projects are presented below.



Project Title:

Local media in Northern Europe – society, culture, market, politics

Full name: Ilona Biernacka-Ligięza

Profession/specialisation/title: doctoral student/young researcher

Name of home institution: Opole University

Project type: Research project

Host country in which the project was implemented: Norway

Project duration: from 17.10.2008 to 30.09.2009

Ilona Biernacka-Ligięza believes that due to numerous changes observed in contemporary media, it is indispensable to conduct constant analyses of them. She also notes that researchers mainly analyse the operations of media systems from a global perspective, while the issues of local communication are rarely undertaken. However, we cannot forget that it is the local media that form the foundation for many media systems and the analysis of their structure is beneficial simply because they affect the shape and quality of modern democracy, concludes Ilona.

Ilona has described local media system in Norway, with the aim to describe the issue of local communication and to show opportunities for practical application both to media researchers, politicians, local authorities and journalists. The project's goal was to present local media evolution and define their role in the establishment of civil society, as well as to analyse local communication.

The basic research methods Ilona used during project implementation included 1) analysis of docu-

ments (use of library resources and archives of Norwegian universities, research centres such as NIBR, SSB, GALLUP, BENGAL etc; 2) in-depth interview method – interviews with representatives of the authorities (e.g. W. Harsvik); journalist associations (e.g. E. Floberghagen); journalists (e.g. D. Hellesund); owners of media concerns (e.g. S. Finslo); media analysts (e.g. Helge Holbaek Hanssen; Geir Hus); media experts (e.g. Prof. E. Skogerbo; Prof. S. Host); political scientists (Prof. H. Baldersheim); sociologists (e.g. M. Jansen); 3) textual methods (analysis of press content performed on the basis of regional and local titles).

The project has resulted in numerous scientific articles and several monographs (in editing). Ilona has also presented analysis results during conferences, symposia and meetings of scientific associations. Ilona has also organised an international conference (accompanied by workshops) held under the auspices of the Royal Norwegian Embassy in Poland. The conference has been attended by media experts, journalists, authorities' representatives and others.





Project Title:

From primary school to adult education - ICT and e-learning in lifelong education

Full name: Jarosław Kilon

Profession/specialisation/title: academic teacher/economics/MSc

Name of home institution: University of Finance and Management in Białystok

Project type: Research project

Host country in which the project was implemented: Norway

Project duration: from 15.05.2009 to 15.08.2009

The research project was created as a result of, and – in some areas – was a continuation of, a CEDEFOP study visit organised by Rogaland Kurs og Kompetansesenter (RKK) in Stavanger, in which Jarosław Kilon participated in 2008. For over 20 years, RKK has organised a local cooperation network, which integrates the activities of educational institutions, local authorities, entrepreneurs and business sector institutions in order to promote distance learning. Thanks to model cooperation with RKK, Jarosław has had an opportunity to conduct research in such institutions as Rygjabo Studie-senter, Rogaland Fylkeskommune and National Digital Laeringsarena, as well as the University of Stavanger and Skape Etablerersenteret for Rogaland. As a result, RKK virtual education resource management model, as well as the model of constant flexible access to educational offer of Rygjabo and the design for constructing NDLA open digital education resources have been analysed.



According to Jarosław, research project implementation is – besides very valuable factual content – an amazing opportunity to meet interesting people, visit magnificent places and learn and understand customs and traditions of another country. This is why I sincerely thank the STF Programme intermediary and the host institution for facilitating me to conduct my research. I am convinced that their results, both measurable ones, such as publications or the use of good practice examples and immeasurable ones, will constitute fair added value of conducted research, concludes Jarosław Kilon.



Project Title:

Quo vadis European education? Different systems, yet common goals and cooperation

Full name: Ewa Matusik

Profession/specialisation/title: headmaster of an upper-secondary school/Polish philologist, sociologist/ doctoral student at the University of Silesia in Katowice

Name of home institution: District School Compound in Łędziny

Project type: Study visit

Host country in which the project was implemented: Norway

Project duration: from 18.08.2009 to 26.08.2009

The visit was held in a large, exceptionally well-equipped school in Kongsvinger, Norway. The school offers education in the following professions: electrician, electronics technician, display designer, nursing aid, waiter, cook, car mechanic.

Ewa Matusik believes that participation in individual mobility grant in Norway has been an excellent opportunity to become acquainted with an interesting element of Norwegian vocational education. With rapid changes observed throughout the world, all



continued

Quo vadis European education? Different systems, yet common goals and cooperation

modern countries face the dilemma of implementing new education solutions adapted to current needs. The Scholarship and Training Fund provides opportunities for observing interesting solutions and exchange of experiences.

The study visit has turned out to be very valuable to Ewa, as both a supervising inspector of secondary schools (a position held at the time of her departure) and a principal in charge of administering a large vocational school (her current occupation). During her visit to Norway, Ewa has observed the work of the school in Kongsvinger, paying particular attention to the school's management system and inspected selected classes in order to learn the teaching methods applied by Norwegian teachers. She has also had several discussions with teachers and students, as well as administration staff – all in order to receive the best possible acquaintance with the Norwegian system of education. She has also met employees of institutions with tasks similar to those of the Polish boards of education, in order to learn about Norway's plans for educational reforms.

I have achieved the envisaged goals of the visit, said Ewa. I am glad that thanks to my trip to Kongsvinger, cooperation with Norwegians is continued: some students from my school (electrical technicians) will go to Kongsvinger for one month training period in the 2010/2011 school year under the Leonardo da Vinci programme, she added.



Project Title:

Small country administration: Liechtenstein and the Baltic States – a comparative study

Full name: Renata Mieńkowska-Norkiene

Profession/specialisation/title: lecturer/sociologist and political scientist/ holder of a doctoral degree in political sciences

Name of home institution: University of Warsaw

Project type: Research project

Host country in which the project was implemented: Liechtenstein

Project duration: from 1.02.2010 to 26.04.2010

The scholarship from the Scholarship and Training Fund has enabled Renata Mieńkowska-Norkiene to realise a project which was a continuation of her research dedicated to small European countries. She has been invited by the Liechtenstein-Institut as a junior researcher to compare Liechtenstein with the Baltic States in terms of their administration, coordination of the coun-

try's affiliation to various international organisations and treaties and implementation of systemic and legal solutions aimed at reinforcing the nationality of small democracies. As it has turned out during the scholarship, due to its uniqueness, the political system of Liechtenstein deserves a separate study.



continued

Small country administration: Liechtenstein and the Baltic States – a comparative study

Researchers at the Liechtenstein-Institut who have always been willing to give me scientific support for my studies, have motivated me to conduct this study, says Renata. In order to conduct a reliable research into the nature of Liechtenstein, you need more than just a few books, which unfortunately are scarce in Poland. It takes at least a few months' stay in the country, reading local newspapers, visiting institutions, talking to local residents. STF has allowed me all of this and I did my best to make the most of it," she adds.

After return to Poland, Renata has continued several research ideas initiated in Liechtenstein, concerning such issues as political rights of women or the possibilities for reinforcing the importance of small countries in supranational structures thanks to alliances with countries of higher strategic significance.



The most important tools for a researcher analysing political system of Liechtenstein are books (from the vast library of Liechtenstein-Institut) and a laptop... Interviews and active observation have been equally important



Project Title:

Improving the methods of assessing pollution loads in agricultural catchments

Full name: Alicja Olszewska

Profession/specialisation/title: doctoral student /hydrology/MSc

Name of home institution: Chair of Hydrology, the University of Gdańsk

Project type: Research project

Host country in which the project was implemented: Norway

Project duration: from 17.08.2009 to 30.11.2009

The main goal of Alicja Olszewska's project was to improve the methods of assessing phosphorus and nitrogen loads in agricultural catchment with the application of Geographic Information Systems (GIS) tools and to adapt these methods to specific conditions of an early glacial catchment. Alicja has carried out her project in cooperation with Bioforsk, which is Norway's equivalent of the Polish Institute for Agricultural Research

and Environmental Protection. Bioforsk acts on behalf of the Norwegian Ministry of Agriculture and Food.

During project implementation, Alicja has been acquainted with methods of spatial imaging and modelling of surface water pollution with the application of GIS applied in the Scandinavia, which is mainly based on empirical relationships.



The results of Alicja's work have included greater opportunities to define the values of phosphorus and nitrogen loads in an agricultural catchment on the basis of spatial stations. Thanks to creating new thematic maps with the use of GIS, which can be used for comparative analyses, Alicja has been able to use new methods in research on early glacial areas of Poland. The model presen-

tation of the range, with taking into consideration various loads of pollution in the catchment, has allowed to more precisely analyse pollution transportation process. The project has also resulted in a possibility for a broader investigation of issues related to transport, volume and the accumulation of nitrogen and phosphorus loads in a catchment.



Project Title:

In search of a model of a democratic, well administered school, which guarantees equal opportunities – study visit to Grunnskóli Fáskrúðsfjarðar, Iceland

Imię i nazwisko: Łukasz Wolny

Zawód/specjalność/tytuł: nauczyciel języka angielskiego

Nazwa instytucji macierzystej: Szkoła Podstawowa nr 5 im. Gustawa Morcinka w Mysłowicach

Typ projektu: Wizyta studyjna

Kraj, w którym realizowany był projekt: Islandia

Termin realizacji projektu: od 16.01.2010 do 30.01.2010

It has started with training attended by my boss. Encouraged by her, I have sent almost two hundred e-mails to primary schools in Norway and Iceland with a project proposal. I have received a positive response from Fáskrúðsfjarðar; a school in Iceland, which happened to have a lot in common with mine – the suburban district of Mysłowice is only slightly larger than the village in eastern Iceland, and both schools have almost one hundred students, says Łukasz Wolny.

Having travelled for two days, Łukasz has arrived at a place where a winter day is four hours long, everyone was on a first-name basis and the school looked completely different from the one he had ever seen. Instead of changing shoes, students wear no shoes at all. No uniforms, but casual and comfortable clothing is not meant to mark one's uniqueness. Regardless of the weather and season, students at Fáskrúðsfjarðar school spend their long break in the playground,. Practical skills – cooking, sewing, carpentry – take up a large portion of time. Here, you are presented with a hacksaw and sandpaper at the age of six. If you want to learn about stress at school, you have to repeat

the question several times – young Icelanders simply don't understand what you mean. They may be somewhat bored during biology and Danish classes, but stressed? At school?" Łukasz asks rhetorically.

After return to Mysłowice, Łukasz has immediately bought several pillows. He sometimes takes his students from their school chairs, replaces their desks with the pillows on the floor in the hallway. Łukasz summarises his plans after return from Iceland: We try to stay in touch with the school in Iceland, we're also working on a website and a platform for exchanging correspondence by students.





Project Title:

Naturalistic model of humanities

Full name: Waldemar Zaręba

Profession/specialisation/title: philosopher

Name of home institution: John Paul II Catholic University of Lublin

Project type: Research project

Host country in which the project was implemented: Norway

Project duration: from 1.02.2009 to 30.06.2009

The Naturalistic model of humanities project, which I have implemented at the Oslo University's Department of Philosophy, Classics, History of Art and Ideas, was related to the nature of scientific research on the basis of humanities and the possibility of its at least partial naturalisation with retaining their methodological specifics and autonomy, explains Waldemar Zaręba. During his research, he was able to consult and discuss issues of his interest with academic staff, doctoral students and students of the Institute of Philosophy. Furthermore, thanks to access to the latest publications, Waldemar was able to use the archaeology, anthropology, linguistics and evolution biology output of Norwegian scientists and confront it with the latest global research

trends. The research has resulted in an outline of a project concerning a naturalised model of explanation in humanities, on which I am still working with the use of materials collected in Oslo, explains Waldemar, whose main inspiration for research was Norwegian culture, which has existed in a symbiosis with nature for a long time. He quotes the example of novels by Knut Hamsun, sculptures and paintings by Gustav and Emanuel Vigeland and modern architecture. The close relationship between Norwegian culture and nature is a good example of man being an element of the world of nature and the distancing of contemporary humanities from natural sciences limits the understanding of human existence, concludes Waldemar.

Descriptions of other projects implemented by participants in the STF ALUMNI Programme



Project Title:

Identification of frost resistance genes of Festuca Pratensis

Full name: Magdalena Achrem

Profession/specialisation/title: biologist/molecular cytogenesis/holder of a doctoral degree in biological studies

Name of home institution: the University of Szczecin

Project type: Research project

Host country in which the project was implemented: Norway

Project duration: from 11.08.2009 to 31.10.2009

Research conducted by Magdalena Achrem has consisted in the identification of genes related to the resistance to low temperatures of meadow fescue grass (*Festuca pratensis*) and investigating its activity, i.e. expression in three tissues: the spread node, the leaf and the stem. Additionally,

Magdalena has identified and isolated the BAC *Festuca* clones and sequenced some of them.

Stress related to low temperature is a significant environmental factor limiting the productivity of plants in agriculture. Low temperature has sig-



nificant influence on survival and geographical location of plants.

Frost resistance of plants is not specific property of a given species; it depends on conditions in which plants are cultivated, explains Magdalena. Plants can adapt to the cold on molecular or cellular level, as well as biochemical and physiological level, allowing them to survive. Because of this, finding forms with frost resistant genes and characterising their activity is very significant, both in terms of knowledge and economy.



Photo: Lidia Skuza



“To me, Norway stands for enchanting nature, wonderful people and stress-free life.”



Project Title:

Zoom in / zoom out in language: cognitive approach with the use of linguistic corpora

Full name: Ewa Data-Bukowska

Profession/specialisation/title: lecturer, holder of a doctoral degree/ linguist

Name of home institution: Jagiellonian University, IFG Faculty of Swedish Philology

Project type: Research project

Host country in which the project was implemented: Norway

Project duration: from 4.08.2009 to 31.10.2009

Ewa Data-Bukowska has achieved all the project goals, although the philological monotony sometimes annoyed her. At the very start, I drew up a weekly task schedule and it remained unchanged until the very end of my stay in Oslo. Library, seminar, Xerox machine, and from the start. Boring, but efficient! Thankfully, I landed in Textlaboratoriet/ Institutt for lingvistiske og nordiske studier and was supervised by Prof. Janne Bondi Johannessen, who has a unique way of leading groups of corpus linguistics enthusiasts, Ewa says. The institute has provided excellent working conditions and her Norwegian mentor has helped her to take part in seminars, research

workshops and other – in Ewa’s own words – more fun ventures of the group. Not only was I able to learn the methods for using language corpora, but also observe their creation, which from the perspective of a traditionalist linguist is like travelling in a different dimension. Thanks to the visits in the institute, I have also acquired priceless knowledge of Norway. The symbol of my stay at UiO is eyes, hundreds of which are looking at the learning students from one of the walls of the library university. To me, they are the eyes of Providence, which allowed me to realise one of my dreams and taste the better part of reality, concludes Ewa.



Project Title:

Orland Kysthotell as an example of modern management in Norwegian hotel industry

Full name: Mariola Depta

Profession/specialisation/title: teacher/economics/MSc

Name of home institution: No. 7 School Compound in Tychy

Project type: Study visit

Host country in which the project was implemented: Norway

Project duration: from 1.08.009 to 15.08.2009

Orland Kysthotell in the Norwegian town of Brekstad is a top tourist destination thanks to its convenient location. It takes only one hour trip by speedboat to reach it from Trondheim, the main city of the Trondelag region. A study visit to Brekstad gave Mariola Depta a possibility to learn about the rules of modern hotel management and Norwegian culture and tradition and to meet residents of Trondelag.

Apart from beautiful location among the fjords, the hotel's offer stands out from others thanks to various attractions including a visit to the 18th Century Austradt castle with an on-site dinner composed of

dishes served according to old Norwegian recipes, golf, curling and ice skating.

One of the hotel's exits leads directly to the ferry gangway. When a new batch of guests arrives, the staff spread a red carpet on the gangway to symbolise the warm welcome. With a little luck, it's possible to see seals playing in the sea right next to the building through the large windows on the ground floor, reports Mariola, who thanks to the trip was able to improve her professional skills, which in turn lead to her classes becoming much more interesting.



Project Title:

Vocational subject teaching methods – exchange of experiences

Full name: Anna Giemza-Jurga

Profession/specialisation/title: German teacher/MA

Name of home institution: General and Technical Secondary School Compound in Lubliniec

Project type: Study visit

Host country in which the project was implemented: Iceland

Project duration: from 21.09.2009 to 25.09.2009

In September of 2009, Anna Giemza-Jurga took a trip to a vocational school in Iceland, where for five days she was able to observe the education system, working methods and teaching aids. She was mainly interested in the methods of teaching vocational subjects and foreign languages, as well as motivating students to expand their knowledge and acquire new qualifications.

The visit to the school in Iceland has allowed me to see a completely different type of vocational educa-

tion from the one I saw at schools in the European Union. I was surprised to see the possibility of continuing education – In Norway, I saw students aged 17 and 40 in the same group. I was also very impressed with the motivation of the school's students, since holding a diploma and the perspective of becoming a qualified worker is combined with adequate remuneration, explains Anna. She believes that the trip to Iceland was not only about work, but also an opportunity to make new contacts and experience the country, with its beautiful, although sometimes hostile nature.



Project Title.

Inter-sector partner cooperation – good practices in Norway

Full name: Leokadia Grudziecka

Profession/specialisation/title: teacher/economics/MSc

Name of home institution: Cardinal Stefan Wyszyński University in Warsaw

Project type: Research project

Host country in which the project was implemented: Norway

Project duration: from 1.09.2009 to 30.11.2009

Leokadia Grudziecka, a doctoral student at the Institute of Sociology of Cardinal Stefan Wyszyński University in Warsaw, has realised her research project at the Oslo Institute of Public Opinion (Institutt for samfunnsforskning) in Norway. The project concerned the subject of Leokadia's doctoral thesis, i.e. cooperation between the public, private and social (non-governmental) sector in the scope of sustainable development. Through her research, she attempted to answer the following questions: does partner cooperation between various sectors exist in Norway, who participates in it and presenting which areas is it conducted? The research results have shown that the idea of partner cooperation is present in Norway on the central, regional (e.g. in development programme planning) and local level. I have acquired interesting information from the head of the Oslo City Office Department of Environment on the cooperation between business and non-governmental organisations and the Oslo administration in the scope of environmental protection. They collectively undertake projects e.g. to encourage the residents of Oslo to recycle (Green Families) and entrepreneurs to take account of environmental issues in their operations. I was positively surprised with the openness of Norwegian researchers from various research institutions whom I asked for help when collecting materials. They have provided me with a lot of valuable information and scientific articles, as well as guidelines as to who else contact to solicit information, says Leokadia.



The trip has been extremely valuable for me, because it gave me an opportunity to test myself during the independent realisation of a research project and make new contacts with Norwegian researchers at the host institution and outside it, as well as getting acquainted with the beautiful country of Norway.





Project Title:

Wittgenstein and psychoanalysis

Full name: Michał Gusin

Profession/specialisation/title: philosopher/contemporary philosophy/holder of a doctoral degree

Name of home institution: University of Lower Silesia

Project type: Research project

Host country in which the project was implemented: Norway

Project duration: from 1.02.2009 to 30.09.2009

Ludwig Wittgenstein, a 20th century philosopher, is associated with Norway due to his periodic escapes from the turmoil of busy life. The Wittgenstein Archive at the University of Bergen documents not only the work of the philosopher, but also many of its interpretations. Michał Gusin's stay in Bergen has allowed him to verify and prepare a personal interpretation of the thoughts of the author of the *Tractatus Logico-Philosophicus*. Thanks to discussions with the staff and grant holders at the Archive, he was able to compare his interpretative ideas with different visions of Wittgenstein's philosophical road.

During my research, I placed Wittgenstein's philosophy in a historical context and compared it with psychoanalysis. The Scholarship and Training Fund has enabled me to work on the subject, which constitutes a significant element of my postdoctoral dissertation on the relationship between philosophy and psychoanalysis. Besides, the mobility has also provided opportunities to experience ascetic way of life, which Wittgensteinian practised with such fondness precisely in the neighbourhood of Bergen, concludes Michał.



Project Title:

Norway and the European Union – influence of the European integration process on the regional policy of the Kingdom of Norway

Full name: Maciej Indan-Pykno

Profession/specialisation/title: lawyer

Name of home institution: Nicolaus Copernicus University in Toruń

Project type: Research project

Host country in which the project was implemented: Norway

Project duration: from 1.03.2009 to 27.06.2009

As part of his research project, Maciej Indan-Pykno has attempted to analyse regional policy in the Kingdom of Norway in the context of the progressing process of European integration and investigate the relations between Norway and the European Union. The conducted work has provided information and research materials (source materials, professional literature and various kinds of statistical information) indispensable for Maciej's further scientific activity. The broad scale of consultations,

discussions and joint research ventures have led to establishing very important in the world of science contracts between two research units, i.e. Bergen University and the Nicolaus Copernicus University in Toruń. The results of my research project include the first of three chapters of my doctoral dissertation entitled *Implementing Regional Policy in the Scandinavia devoted to the method of implementing regional policy in the Kingdom of Norway*, concludes Maciej.



Project Title.

Improving teachers' language skills

Full name: Małgorzata Kania

Profession/specialisation/title: German teacher

Name of home institution: No. 1 Adam Mickiewicz School Compound in Lubliniec

Project type: Study visit

Host country in which the project was implemented: Norway

Project duration: from 9.05.2010 to 21.05.2010

Within the scope of the project, Małgorzata Kania has visited Ottestad ungdomsskole and Stange vidergående skole in order to learn about Norwegian system of education, as well as grading and language teaching system. She has inspected classes conducted by Norwegian teachers and taught several classes on Poland and Silesian traditions herself. She has also presented the town of Lubliniec and her own school. The classes about Poland were very much in demand among the students and teachers. They were interested in our system of education, our country and my city, says Małgorzata, who has paid back with her interest in Norwegian tradition and culture, attending the celebrations of the National Holiday of Norway on May 17 in the town of Ottestad.

I have had an opportunity to learn language teaching system and school facilities – especially the equipment of the language rooms – I have exchanged with my Norwegian colleagues experiences concerning teaching programmes, working with gifted students and those in need



of help. These experiences have helped me improve my working methods in terms of applying good teaching practices in my own work; they have also allowed me to introduce new teaching tools to my classes. I hope that the cooperation initiated with the Norwegian school will be continued in the form of projects under the Comenius programme by the youth and teachers at my school. I was positively surprised with the tradition of the host school; their third grade students take a "white bus" trip to Poland - to Oświęcim and to Berlin, Germany, to stage history lessons there, says Małgorzata.



Project Title:

Precedents and analogies in Norway

Full name: Maciej Koszowski

Profession/specialisation/title: doctoral student

Name of home institution: Jagiellonian University

Project type: Research project

Host country in which the project was implemented: Norway

Project duration: from 23.09.2009 to 22.12.2009

Maciej Koszowski, a 27 year old doctoral student of the Jagiellonian University in Kraków, when implementing his project entitled Precedents

and Analogies in Norway, conducted a study of the Norwegian legal system at the University of Tromsø. The specific research subject was the



continued

precedents and analogies in Norway



role precedents, i.e. court rulings in prior cases, play when issuing rulings in current cases in Norway.

Norway's approach to court rulings places it somewhere between common law system (Great Britain and the United States), where court rulings form an official source of law and civil law system of continental Europe, which avoids official statements of the law making role of the judiciary. As a result, the Norwegian precedent doctrine can be considered as an admirable compromise, the only one of its kind, concludes Maciej.



Project Title:

Let's share experiences – cooperation between a school of agriculture in Norway and Poland

Full name: Agnieszka Marczak

Profession/specialisation/title: teacher

Name of home institution: Horticulture and General Secondary School Compound in Pawłosiów

Project type: Study visit

Host country in which the project was implemented: Norway

Project duration: from 26.05.2010 to 2.06.2010

During her study visit to the partner school of Senja Videregaende Skole, Agnieszka Marczak observed the work of the Norwegian school. She has learned methods for teaching practical classes, which she attended, as well as the methods to grade and test students.

I have learnt many innovative solutions, both in terms of teaching and agricultural cultivation, which can be successfully implemented and accepted within the Polish system of education and agriculture. The trip has concluded with a discussion on further cooperation between our schools and setting the time for a revisit in Poland; it has been extremely successful. I am in awe of the beautiful landscapes of northern Norway and the hospitality with which I was received at the Norwegian school, says Agnieszka.





Project Title.

Administration of a vocational school – exchange of experiences

Full name: Katarzyna Myrcik

Profession/specialisation/title: teacher/deputy headmaster of a secondary school

Name of home institution: General and Technical Secondary School Compound in Lubliniec

Project type: Study visit

Host country in which the project was implemented: Iceland

Project duration: from 20.09.2009 to 26.09.2009

Katarzyna Myrcik of the General and Technical Secondary School Compound in Lubliniec has shared her knowledge and experiences in the scope of vocational education and organisation of the work of a facility offering education in various professions with the management and teachers of Idnskollinn i Hafnarfirði in Iceland. Hafnarfjörður is a city in Iceland with 25 thousand residents located near Reykjavik. The biggest impression of this short visit was the limitation of general education to a minimum (mother tongue, foreign languages, mathematics, physical education; no history, biology, chemistry, etc.). the activeness of students and the excellent equipment at classes and workshops. Learning to operate CNC machine tools,

learning on simulators, putting emphasis on practical skills – these elements guarantee high effectiveness of vocational education, concludes Katarzyna. The project has been beneficial on several levels. It has generated several publications, a youth exchange scheme within the scope of the Comenius programme, a HCOP project leading to additional workshop equipment and training similar to the skills developed in the school in Iceland. The teacher supervision was mainly based on constructivist education and the increased involvement of students. We have also purchased comfortable couches for the students to rest on during breaks, adds Katarzyna.



Tytuł projektu:

Role of information in effective administration in the public sector – Norwegian and other European standards

Full name: Adam Rogala-Lewicki

Profession/specialisation/title: political scientist, lawyer/doctoral student

Name of home institution: University of Warsaw

Project type: Research project

Host country in which the project was implemented: Norway

Project duration: from 1.10.2009 to 17.06.2010

Adam Rogala-Lewicki, a doctoral student at the Warsaw University's Institute of Political Sciences, thinks that his stay in Oslo has been fruitful and successful. He spent it working on a research project entitled The Role of Information in Effective Administration in the Public Sector – Norwegian and Other European Standards.

The University of Oslo has awarded me with the status of a guest researcher and provided me with immeasurable logistical and content related support. Staying there, I had perfect working conditions for research and intellectual development, says Adam.

Being a leader in the application of latest technologies, Norway is a perfect country to analyse such issues as the methods of transmitting information on government activities, information power and the use of IT resources to build a participatory democracy, adds Adam.

The results of Adam's research will constitute a valuable contribution to his doctoral dissertation, on which he is working. But the most important added value of this time are the people I have met and the places I have visited, especially the metaphysical fjords, he concludes.



Project Title:

Exchange of good practices in laboratory administration

Full name: Krzysztof Rokosz

Profession/specialisation/title: lecturer/electrochemistry and surface technology/
doctor of engineering

Name of home institution: Koszalin University of Technology, Faculty of Mechanics

Project type: Study visit

Host country in which the project was implemented: Norway

Project duration: from 23.08.2009 to 29.08.2009

During his study visit, Krzysztof Rokosz became acquainted with the operation of a laboratory, its organisational structure and administration methods. The laboratory has specialist equipment for surface analysis, such as: XPS, UPS, LEED, PEEM, TPD. Its main tasks include the work of research groups composed of professors, doctors, doctoral students and students – especially those preparing for their diploma and technical service.

During the visit, I could observe the management and planning at the NTNU Trondheim laboratory. I have had an opportunity to observe good practices in administering a laboratory applied by my Norwegian colleagues. Learning about the financing of the laboratory and the possibilities for organising work of students and professional researchers, as well as

opportunities for international cooperation, were important aspects of the acquired knowledge, explains Krzysztof.

The acquired knowledge of administering a laboratory and cooperation between the laboratories of Trondheim and Koszalin brings many possibilities to Polish and Norwegian university. The exchange of experiences within the scope of good practices in administering a laboratory is very important in the time of globalisation. My study visit has contributed to establishing contacts between the Koszalin University of Technology and NTNU Trondheim; there are plans for long-term cooperation based on short study visits allowing for exchange of experiences in the field of teaching science, as well as longer research projects, concludes Krzysztof.



Project Title:

Deliberative public activity of local government. In Search of an Evaluation Model

Full name: Marcin Sakowicz

Profession/specialisation/title: academic teacher/economist/holder of a doctoral degree

Name of home institution: Warsaw School of Economics

Project type: Research project

Host country in which the project was implemented: Norway

Project duration: from 15.03.2009 to 2.08.2010

The aim of the project was to conduct research in order to learn about and evaluate the deliberative process of public activity of Local Governments in Norway. During project implementation, Marcin Sakowicz, a lecturer at the Warsaw School of Economics attempted to answer the following research questions: What mechanisms and tools of deliberative democracy are used by municipalities in Norway? Are initiatives based on dialogue and deliberation an efficient tool for committing citizens to

the process of administration and management of public matters? How can you measure the effects of the policy-making process while accounting for deliberative practices?" With these in mind, Marcin has analysed the materials and sources available in Norway and produced case studies of individual municipalities. On the basis of collected information, he has created a theoretical model for evaluation of deliberative mechanisms applied in the administration and management of local government units.



Project Title.

Norwegian model of higher education internationalisation

Full name: Bianka Siwińska

Profession/specialisation/title: journalist/doctoral student at the University of Warsaw's Institute of Political Science

Name of home institution: University of Warsaw

Project type: Research project

Host country in which the project was implemented: Norway

Project duration: from 2.06.2009 to 2.10.2009

The research project carried out by Bianka Siwińska concerned higher education internationalisation process. As defined by Jane Knight (1994), it is the process of integrating of international dimension into all significant functions of a HEI. To make it simple, it is based on the way higher education changes under the influence of globalisation, how it adapts to increasingly stronger international competition and how it prepares for playing a role in the emerging knowledge society and knowledge-based economy. Learning about Norwegian, and in a broader context Scandinavian model of this process, was intended to provide a 'substantive context for the topic of my dissertation devoted to comparing internationalisation culture in Germany and in Poland in the years 2000-2008. It was supposed to prevent my deliberations from difficult-to-avoid dual-ended perception and interpretation, explains Bianka.



Work at public-private institute for education and innovation research – NIFU-STEP – was a terrific experience of being among top class scientists who are authorities in the field of Bianka's interest. She lists conversations with them among the largest "trophies" of her stay in Oslo. Some of them have even provided her with new scientific perspectives and new theoretical ideas. The mobility has also been an opportunity to encounter Norwegian scientific culture, stage several unique interviews and become acquainted with institutions responsible for shaping the internationalisation processes in Norway, but most of all to update the knowledge of global discourse in Bianka's field of choice. NIFU-STEP has simply been closer to this discourse than any institution in Poland. After my return from Oslo, Prof. Stanisław Sulowski of the University of Warsaw's Institute of Political Sciences, who is my promoter reticent in praise said he was greatly impressed by the progress I had made during those 5 months of concentrating on scientific reflection – says Bianka with pride.



I have returned to my professional work and continued to write my doctoral dissertation. If not for the Norwegian experience, it would have been poorer and more one-dimensional. And definitely, I would not have developed my favourite, original, theoretical model. 😊





Project Title:

Low temperature induced gene transcription dynamics in Festuca Pratensis with the use of qRT-PCR Analysis

Full name: Lidia Skuza

Profession/specialisation/title: biologist/molecular biology/doctor in biological sciences

Name of home institution: The University of Szczecin

Project type: Research project

Host country in which the project was implemented: Norway

Project duration: from 11.08.2009 to 31.10.2009

Frost resistance, i.e. the ability to survive in subzero temperatures, is a very important property in plants. It does not depend on the species, but on the conditions in which the plants are cultivated; it is the result of acclimation, which is based on subjecting plants to low temperatures, which in natural conditions occurs between late autumn and early winter. There are many instances of freezing plants in Norway, thus the need to search for new forms of genes and examine their activity. My research concerned the analysis of new genes related to cold tolerance in the meadow fescue (*Festuca pratensis*). The work consisted in determining the expression level of examined genes in tissues and searching the BAC library for information on such genes in order to learn about their nucleotide sequence. Isolating and identifying the activity of such genes will allow for cultivating new varieties resistant to frost, which is of great importance to economy and economics. These genes could be transplanted to Polish varieties and cultivated in our country, which would significantly improve their market competitiveness, explains Lidia Skuza.



Fot. Magdalena Achrem



I have come back fascinated by nature of Norway. Before, I had only visited countries with a climate warmer than this in Poland, and now, after three months of cold acclimation – I prefer the North!



Project Title:

The Council of the Baltic Sea States – functioning and determinants

Full name: Damian Szacawa

Profession/specialisation/title: political scientist/ specialisation: international relations/doctoral student

Name of home institution: Maria Curie-Skłodowska University in Lublin, Department of Political Sciences

Project type: Research project

Host country in which the project was implemented: Norway

Project duration: from 7.09.2009 to 4.12.2009

Damian Szacawa, a 29 year old doctoral student at the UMCS in Lublin, has carried out his research

project at the Fridtjof Nansen Institute (FNI) in Lyssaker, Norway.



The main goal of the project was to analyse the functioning and determinants of the Council of the Baltic Sea States (CBSS) i.e. factors dynamically affect its operations.

The CBSS is one of many international institutions in the Baltic Sea Region (BSR). However it is distinguished by several specific functions, the most important being the stabilisation of international relations in the region and coordination of cooperation between the countries and non-state entities. The most important elements of research included document analysis and interviews with the CBSS employees and FNI analysts.

My desire to deeply examine the CBSS results from a broader interest in the BSR, which is playing an increasingly important role in global politics and the application of neoliberal international relations theory, which requires an analysis of cooperation between independent states, says Damian.



Project Title:

Examining the works of Terry Gilliam: narratological aspect

Full name: Maciej Wiktor

Profession/specialisation/title: cinema expert/MA

Name of home institution: The University of Gdańsk

Project type: Research project

Host country in which the project was implemented:
Norway

Project duration: from 8.10.2009 to 23.02.2010

Founded in 1910 as a technical university, the Norwegian Institute of Science and Technology - NTNU – has significantly expanded its range of activity, which today includes humanities.

Owing to this fact, besides valuable advice and theoretical texts, Maciej Wiktor has been able to observe the practical aspects of film making – an opportunity he has eagerly used. According to Marcin, the stay has been very valuable and enriching.

When I was travelling to Trondheim, I had no idea what course things would take. Of course, all thoughts of a refuge way up north, where the weather conditions and the unapproachable locals would keep me isolated from the world and allow for full focus on my research work, turned out to be a pipe dream... I wanted to be surprised by Trondheim – I did not look at pictures on the Internet, I did not prepare a sightseeing list. This approach was right on the money – with no digital foretaste of the trip, I enjoyed it even more, says Maciej Wiktor.



Project Title:

Vocational education – let's see how others do it

Full name: Jolanta Wróbel

Profession/specialisation/title: teacher/doctor in humanities

Name of home institution: General and Technical Secondary School Compound in Lubliniec

Project type: Study visit

Host country in which the project was implemented: Iceland

Project duration: from 20.09.2009 to 26.09.2009

Iceland is an exotic country where education system is effective. Jolanta Wróbel, president of Open Doors Association and teacher at the General and Technical Secondary School Compound in Lubliniec whose project implemented under the Scholarship and Training Fund aimed at becoming acquainted with the vocational didactics and teaching methods in Iceland, was could see it for herself. Considering its size and educational profile, the host institution was a twin of my own. A measurable fact: almost 100% of its find employment in their profes-

sion. And that's a major problem in Polish conditions, says Jolanta. The visit has not only initiated a lasting cooperation between the schools, including the joint entry into the Comenius programme, but has also allowed for drawing conclusions concerning the traps in Polish system of education. Inspected theoretical and practical classes, as well as meetings with school management, teachers and students; all this has made Jolanta realise that the only way to achieve success is to closely combine theory and practice.

Self-evaluation on the way to supporting participation in the contemporary community of cultural heritage

Speaker: Prof. Leszek Korporowicz

Ewaluacja to, według prof. Leszka Korporowicza, systematyczne i metodyczne badanie wartości docelowej działalności według świadomie i celowo wybranych kryteriów, w celu jej poprawy, zrozumienia i rozwinięcia. Interaktywną zaletą oceny, która jest również istotą jej orientacji rozwojowej, jest łączenie i efektywne łącznie trzech komponentów każdej strategicznie zaplanowanej działalności. Te komponenty to:

- resources (material, organisational, social, cultural, mental);
- competences (knowledge, but also skills and attitudes);
- processes (which play a decisive role in possibilities and methods of using the above components in consistent and intentional activity).

In many cases, these components are closely related. For example, competences somewhat form a type of resources, much like processes, which if skilfully recognised or animated, may be used to achieve planned goals as a certain type instrumental values and stimulators. The ability to combine them becomes a key value in the appearing synergy societies, which hold evaluation as a strategy of conscious and more systematic support. It raises the level of realisation both in present and future diagnostic needs, followed by coordination, information flows and defines the optimisation level of activities which are currently highly parameterised and rationalised, including those on the level of any specific organisation, such as a school or institution.

Evaluation of the lecture entitled self-evaluation on the way to supporting participation in the contemporary community of cultural heritage" (average score – 3.72)

Participants' comments:

- very interesting and inspiring lecture, yet containing too many theoretical issues with insufficient time for their elaboration. Perhaps a longer workshop with practical elements would be more interesting;
- high level of theorisation of the problem.



Networking 4

Group workshop. Exchange of experiences continued.

Trainer: Krystyna Marcinkowska

EXERCISE: I HAVE ACHIEVED SUCCESS THANKS TO

EXERCISE	DESCRIPTION
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I HAVE ACHIEVED SUCCESS THANKS TO (chart)

Goal: exchange of experiences by participants on who and to what degree had impact on project implementation and to whom they owe their success.

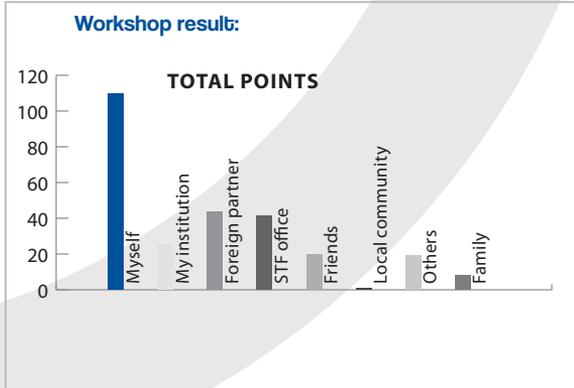
The group is divided into sub-groups. Each sub-group wonders over their projects. The participants fill the flipchart with marked coordinates with information on who and to what extent supported them during project implementation. The task is I have achieved success thanks to... Horizontal coordinate includes the following:

- myself;
- my institution;
- foreign partner;
- STF office;
- friends;
- local community;
- family;
- others (list)

Each participant has 10 points to divide, which they may award to the categories listed above. They present them in the form of a bar chart, adding their results to the predecessors in the group.

	Group 1.	Group 2.	Group 3.	Group 4.	Group 5.	Group 6.
Myself	27	20	13	19	9,5	16
My institution	5	6	3	5	3	3
Foreign partner	9	10	6	7	5,5	6
STF office	6	7	5	5	14,5	4
Friends	0	3	5	1	6,5	4
Local community	0	0	0	0	0	1
Family	3	4	3	4	1	4
Others	0	0	5	0	0	3

- Group 1.: 5 members (4 - RP, 1 - SV)
 - Group 2.: 5 members (4 - RP, 1 - SV)
 - Group 3.: 4 members (1 - RP, 4 - SV)
 - Group 4.: 4 members (4 - RP)
 - Group 5.: 4 members (2 - RP, 2 - SV)
 - Group 6.: 4 members (1 - RP, 3 - SV)
- RP = research project
SV = study visit



Trainer's comment: all participants took an active part in the discussion on the presented topics. Due to specifics of realised projects, all groups decided that the success of the projects was mainly due to their personal commitment. They also emphasised the significance of support from family and friends. Home institutions received a rather

low number of points. During the discussion, the participants stressed that they believed that institutions should be better supported, e.g. by inviting their representatives to STF meetings or by informing them in writing about the scale of the projects.

EXERCISE: EXCHANGE OF EXPERIENCES – HOW HAVE I BENEFITED FROM PARTICIPATION IN STF PROJECT?

EXERCISE DESCRIPTION

EXERCISE HOW HAVE I...?

Goal: becoming aware of project's contribution, how it has influenced the level of knowledge, skills or attitudes of participants, which competences have been improved and what was the benefit for the institution.

Participants work in small groups, writing answers to six questions on a specially prepared flipchart:

1. How have I benefited from the project?
2. How have others benefited from the project?
3. How has my home institution benefited from the project?
4. If there have been no benefits, why so?
5. Has project implementation constituted an added value to my (professional, scientific research) work?
6. Have and if yes what my competences have been improved?

Workshop results:

During the analysis of personal benefits resulting from STF project implementation, participants mainly emphasised the following elements: relational capital resulting from newly acquired valuable contacts; learning about new cultures and countries, including the possibility to experience the distinctness of Scandinavian countries; expanding knowledge, skills and competences, as well as the increase in funds for personal research at home institution. Benefits gained by others from the projects implemented by alumni included the following: organisational changes in the home institution, exchange of professional experiences and promotion of the host country and its culture.

The benefits gained from the project by home institutions of the STF alumni included the following factors: use of good practices at home university, cooperation on subsequent projects, promotion of the home institution abroad, new ideas for improving teaching and material infrastructure of the school and new ideas

for diversifying the classes and techniques of working with students.

All groups were in agreement that the project brought benefits both to participants and their institutions; therefore there was no need to answer question 4. For majority of participants, the implementation of STF project formed an added value to their professional and/or scientific research work – several participants have been inspired to tackle new challenges thanks to carrying out an STF project. The competences which have been improved due to STF individual mobility grant listed by participants included the following: professional skills (e.g. improved knowledge of methodological tools, foreign language proficiency, expanded knowledge of new technologies), interpersonal skills (e.g. improved group working skills and problem solving skills) and cognitive skills (e.g. improved ability to adapt to new conditions and a different culture, boosted ecological awareness).

Trainer's comment: work in small groups allowed for participants' in-depth exchange of experiences and discussion – everyone was able to present an opinion and take a stance on opinions of others. People presenting opinions in public forum had very valuable observations. Several times I heard a comment from participants how valuable it was to become aware of skills and competences acquired

during project implementation. At the same time, the workshop drew participants' attention to different degrees, in which the project had impact on their home and host institutions. Once again, I heard opinions that home organisations should be more strongly supported and made aware of how much they gained thanks to implementation of projects by their employees.

EXERCISE: MY DREAM MEASURE III

EXERCISE: DESCRIPTION

MY DREAM MEASURE III

Goal: collecting elements which would form a perfect Scholarship and Training Fund Measure III – Individual Mobility Grants .

Each participant lists on post-it cards (one item per card) elements of a dream STF Measure III. Next, all participant stick the post-its on two large sheets (one for study visits and one for research projects) and group them by subject.

Trainer's comment: during this workshop, the results of previous exercises have been summarised. Having contemplated strong and weak points of project implementation, it was much easier for participants to list elements of a perfect, dream STF Measure III. Since the first part of the workshop saw individual work, there was no place for discussing the dream form of Meas-

ure III in small groups. The participants suggested that it would be easier for them to work in small theme-oriented groups related to either research projects or study visits. The material developed during this workshop was a starting point for writing a letter of intent, which contained the postulates relating to the next edition of scholarship fund.



EXERCISE: MY DREAM MEASURE III

EXERCISE DESCRIPTION

WRITING A LETTER OF INTENT

Goal: writing a letter of intent, which will present postulates concerning the next edition of the Scholarship Fund.

Based on effects and results achieved by workshop groups, volunteers (2 participants in study visits and 2 representatives of research projects) write a letter of intent, which will be sent to the Royal Norwegian Embassy and the Financial Mechanism Office in Brussels.

The letter of intent written by beneficiaries of Measure III to donor countries, which included suggestions for the future intermediary of the scholarship fund in the years 2009-14 has been the most notable result of the first alumni meeting. Authors of the letter who on behalf of all meeting participants noted all indications and suggestions concerning the future form of the scholarship fund were:

1. Renata Mieñkowska-Norkiene (grant holder under the 3rd Call for proposals in 2009);

2. Damian Szacawa (grant holder under the 3rd Call for proposals in 2009);

3. Piotr Szymczak (grant holder under the 2nd Call for proposals in 2008);

4. Łukasz Wolny (grant holder under the 3rd Call for proposals in 2009).

The intermediary of the Scholarship and Training Fund forwarded the letter to the Financial Mechanism Office in Brussels and the Royal Norwegian Embassy in Poland.



28 April 2010

LETTER OF INTENT FOR DONOR COUNTRIES

We, the alumni of the Scholarship and Training Fund, who met in Warsaw for a two-day seminar to share our experiences and exchange opinions and ideas following the return from individual mobility grants (study visits and research projects) would like to draw your attention to some issues which were raised during our meeting.

We would very much appreciate it if you could consider our suggestions concerning the following areas:

- information policy regarding the conditions and importance of the scholarships, particularly towards the sending and host institutions,
- conditions of financing the projects,
- application procedures,
- extending the scope of financing to include follow-up projects.

As for the information policy, we would like to point out that the sending institutions would benefit from more direct information aimed at them, so that they could appreciate the importance and prestige of the scholarship. Also, it seems that more can be done to promote the idea of the scholarships among the host institutions, so that they accept visiting scholars and educators more eagerly. One way to facilitate such promotion would be implementing a database of institutions interested in participating in the projects.

Regarding the financial conditions of the scholarships, we have noticed that a closer look at the way funds are allocated to different categories, such as e.g. institutional costs and travel expenses, differentiating them according to the type and place of the scholarship, and allowing for certain flexibility on the part of the applicant, could lead to the increase in the efficiency of spending the funds, as well as the satisfaction of the participants.

We have collected numerous positive remarks concerning the application procedures from the alumni, who praised their clearness and accountability. However, some improvement could be introduced in this field, e.g. the timing of the projects could be treated with more flexibility. Also, English could be made the only language of all documentation. Another idea that could be introduced is allowing team projects and introducing institutional costs for study visits.



The alumni have come up with a number of interesting ideas which could be implemented after their projects have finished, if only there was funding available for it. Financing follow-up activities is an idea worth considering.

We would like to express our deep gratitude for creating the Scholarship and Training Fund, which gave us a unique opportunity to broaden our knowledge and skills in the fields of various branches of science as well as education. We hope the idea of these individual scholarships will be continued.

Krzysztof Lysko
Ewa Włodarczyk
Agnieszka Anusik
India Stupa
Popołonec Harek

Marek Solowicz
Hanna Ziernicka-Lipiezo

Waldemar Zareba

Michał Ossin

Piotr Szymozak

Marek Kubiś

Jacek Klon

Krzysztof Wolny

Marek V. Vitos

Krzysztof Wójcik

Adam Popołonec

Lech Gładnicki

Patrycja Kubiś

Agnieszka Jurek

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Warsaw, May 10 2010

Ms. Helene Rønning
Sector Officer - Academic Research, Human Resource Development
(Scholarship and Expert Funds)
FINANCIAL MECHANISM OFFICE
12-16 Rue Joseph II
1000 Brussels
Belgium

Dear Ms. Rønning,

On behalf of the Foundation for the Development of the Education System - Intermediary of the Scholarship and Training Fund, we would like to draw your attention to the enclosed "Letter of Intent for Donor Countries" written and signed by the Alumni of Measure III - Individual Mobility Grants. The abovementioned letter is a result of the first meeting of Measure III beneficiaries - members of the STF ALUMNI Programme - which took place in Warsaw between 27-28 May 2010.

Inspired by the words of Ms. Sidsel Bleken - *Counsellor EEA Grants of the Royal Norwegian Embassy* who opened the meeting on behalf of the Kingdom of Norway and in her speech drew the participants' attention to the continued EEA and Norway Grants for the period 2009-14 with the yearly contribution for Poland of €115.62 million, the participants wrote down their remarks for donor countries which you will hopefully take into consideration while drawing the framework for "successor" of the present *Measure III - Individual Mobility Grants*.

The remarks and opinions of the group of 28 STF Alumni of Measure III were collected by the following participants:

1. Renata Mieńkowska-Norkiene (alumnus of 3rd Call for proposals 2009)
2. Damian Szacawa (alumnus of 3rd Call for proposals 2009)
3. Piotr Szymczak (alumnus of 2nd Call for proposals 2008)
4. Lukasz Wolny (alumnus of 3rd Call for proposals 2009)

Apart from the issues tackled in the enclosed "Letter of Intent for Donor Countries" which concern:

- a more coherent information policy targeted towards host institutions in donor countries,
- conditions of financing project proposals,
- application procedures and
- extending the scope of financing to include follow-up projects after Measure III financing ceases,

the Alumni have also raised the following issues:¹

- the possibility of including donor country language and culture preparation courses before the planned scholarship. During such courses the participants are provided with information about the culture, history, language, education and political system.

¹ due to time limit these suggestions were not included in the letter of intent. The STF Intermediary gathered the ideas and suggestions outspoken by the STF Alumni during the workshops and group discussions.

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We reckon that it might be a great opportunity to engage donor partner institutions in organization of such courses, thus creating tighter bonds between the donor countries and each beneficiary state. This would also allow for meeting some other EEA grants-funded beneficiaries from other countries and to establish new scientific and educational contacts. The courses could be organized before the beginning of university semesters. We think that it could be a good idea to include the costs of such language and culture preparation courses as optional into the financing scheme of the upcoming new Measure III in the financing scheme of 2009-14. Finally, we had some signals from Iceland that engaging in such courses is of great interest and importance to Icelandic HEIs (see: enclosed document *TRAINING FOR DIDACTIC AND ADMINISTRATIVE STAFF*).

- the possibility to solve the income tax issue on the government level between the donor countries and Poland, as in the case of EU-funded programmes where the individual end-beneficiaries are, in most cases, exempted from paying the income tax. At the moment each Measure III scholar is obliged to ask for individual decision of one's Tax Office and their opinions vary depending on the region.
- the possibility of simplifying the procedure of stay permits in case of research projects which last from 3 to 12 months. In some cases the STF beneficiaries did not manage to obtain the residence permit before their return to Poland due to long administrative procedures, what resulted eg. in problems with opening the bank account in donor country or buying a mobile number in respective donor country. We reckon that it might be a good idea that the intermediary of the upcoming scholarship fund sent the data of all approved project proposals (including the end-beneficiaries personal data) to appropriate Migration Office, though it would be desired if some earlier arrangements on government level in donor countries could have been made.

Summing up, we hope that you will find both the STF Alumni remarks proposed in the enclosed "Letter of Intent...", as well as the intermediary of the Scholarship and Training Fund suggestions to the upcoming continued EEA and Norway Grants useful and constructive. Should you have any questions, please do not hesitate to contact us directly; we might also facilitate further contact with our Alumni.

Best regards,

FUNDACJA ROZWOJU SYSTEMU EDUKACJI
FUNDUSZ STYPENDIALNY I SZKOLENIOWY
KOORDYNATOR



Katarzyna Aleksandrowicz

Katarzyna Aleksandrowicz
Programme Coordinator
Scholarship and Training Fund

FUNDACJA ROZWOJU SYSTEMU EDUKACJI
FUNDUSZ STYPENDIALNY I SZKOLENIOWY



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