



INTERNATIONAL MOBILITY, COOPERATION AND DEVELOPMENT *in education*

Scholarship and Training Fund in the years 2012-2016



**INTERNATIONAL MOBILITY,
COOPERATION AND DEVELOPMENT**
in education

Scholarship and Training Fund in the years 2012-2016

Title: International mobility, cooperation and development in education. Scholarship and Training Fund 2012-2016

Managing editor: Sylwia Iżyniec

Editing and concept: Anna Wdowińska

Contributors: STF beneficiaries, Magdalena Gessel, Agata Hernik-Ślusarczyk, Anna Pavlovych

Consultants: Anna Bielecka, Beata Skibińska

Translation: Poliglota Biuro Tłumaczeń Anna Podoracka, Poznań

Proofreading: LinguaCity

Photos: Apart from the photos whose authors have been named, photos come from the archives of individual and institutional project promoters. Cover photo comes from Fotolia resources.

Design and typeset: Jerzy Parfianowicz

Printing: Centrum Usług Wspólnych in Warsaw

Publisher:

Foundation for the Development of the Education System

Mokotowska 43

00-551 Warsaw

tel.: 22 46 31 000

e-mail: kontakt@frse.org.pl

www.fss.org.pl

ISBN: 978-83-65591-16-6

This publication is free of charge

This publication has been funded with the use of EEA Grants and Norway Grants coming from Iceland, Liechtenstein and Norway.



TABLE OF CONTENTS

Mini-glossary of the Scholarship and Training Fund	6	To learn and not to teach	41
Foundation for the Development of the Education System (FRSE) – Operator of the Scholarship and Training Fund	11	Training mobilities undertaken by the staff of the Philological School of Higher Education in Wrocław and Norwegian HEIs soon gave rise to interesting ideas and initiatives	42
The Scholarship and Training Fund – short overview	12	Inter-Institutional Cooperation – general description of the measure	44
STF Calendar	13	Inter-Institutional Cooperation between schools	47
Preparatory and Study Visits – general description of the measure	18	School is the teacher of life	48
Folk-duo for two flutes	20	Fashion for health	50
There is much more to Edvard Munch’s work than ‘The Scream’	21	Mobility of Polish and Norwegian technical secondary school students – exchange of educational and cultural experiences	51
How does a Polish school operate in Norway	22	Vikings and Slavs: the past, present and future	52
From Nysa to Fedje	23	From blackboard to tablet. A journey with a data tablet across UNESCO heritage sites in Norway and Poland	53
Scientific exchange to rescue lung cancer patients	24	School Volleyball Clubs – the way to the future	54
Cooperation for the benefit of students and patients	25	Inter-Institutional Cooperation of higher education institutions	55
It’s good to verify your competencies	26	Educational and sociocultural competences of contemporary teachers – educational course and portal	56
About the midwifery profession – from sociology’s point of view	27	Schedule. Significance of competitions in higher education	58
It is worth getting to know academic life in Norway	28	InterUni – support for internationalisation. Strengthening the relationship between the HEI, candidates, students, graduates and employees by using new media	59
About citizens’ political participation and sustainable development	29	Adapted Physical Activity – theory and practice	60
Łódź has potential for the development of film tourism	30	INNO-Connection: the development of Polish-Icelandic partnership in the area of academic excellence with the help of information and communication technologies	62
Tourism management – the Icelandic way	31	Focus on sustainable development	63
Norsk-Poloniae Hemiptera	32	Eye on outgoing students	64
Mobility Projects in Higher Education	34	Computer assisted learning of logistics of management (CALM)	65
The grants made it possible for students to fulfil their dream to study in Norway	38		
The exchange facilitated breaking away from set patterns	39		
New competences, new opportunities, a new chapter	40		

Active in languages – interActive in teaching. Modern ICT-based methods of teaching languages	66	Environmental education for sustainable development in teacher education	95
Leisure practices and perception of nature. Polish tourists and migrants in Iceland	67	Building an eco-friendly Europe – in English	96
Development of Polish Higher Education Institutions – general description of the measure	70	Second-cycle Eco-food and Nutrition programme	97
Modernisation of Education	73	Mobile application development in environmental monitoring – a new master’s degree programme specialisation track in English	98
Tourism industry simulation – an innovative practice-oriented teaching method for the new specialisation “Tourism and hospitality economics with english as a foreign language”	75	An Eco-city. Education for sustainable, smart and participatory urban development	99
International master’s degree in multimedia – technology, design, management	76	Innovation Management – master’s degree programme in English, supported by modern information technologies	100
Implementation of an innovative animal physiology course for biology students using highly advanced computer software	77	It really pays off to care for the environment!	101
Increasing the attractiveness of electrical drives teaching by launching an e-learning platform and the extension of the laboratory base	78	Implementation of "Renewable energy and waste management" and "Protection and management of natural resources" specialisation tracks	102
Research and expertise in society	79	SUSTMAN – Entrepreneurship, sustainable development and manufacturing for students of PWSZ Konin	103
Implementation of innovative programmes and forms of telemedicine education at the University of Technology and Life Sciences in Bydgoszcz	81	Development of an operating model for the inter-faculty School of Entrepreneurship at the University of Warmia and Mazury in Olsztyn	104
Gamification helps educate managers	82	Teaching a healthy lifestyle	105
Personalised tutoring	83	Language specialists for the environment	106
A new education pathway in Internal Security	84	Architecture for Society of Knowledge (ASK) – a third-cycle programme offered in English at the Faculty of Architecture, Warsaw University of Technology	107
Welcome to MUW!	85	eCo-Solving	108
Linguists attractive on the labour market	86	Priority Sector: Environment and Climate Change	88
Learn and cooperate with leaders	91	Raising social sciences students’ awareness of the environment and climate change	109
Prosumer Society and Prosumer Power Engineering	92	Career guidance open to the shaping of society’s environmental awareness	110
Integrated education in Renewable Energy Engineering at the University of Technology and Life Sciences in Bydgoszcz	93	Adding and multiplying values	114
Cultural Ecology – specialisation track as part of Ethnology programme, second-cycle studies	94	Acknowledgements	118

MINI-GLOSSARY OF THE SCHOLARSHIP AND TRAINING FUND

The Norwegian Financial Mechanism and the European Economic Area Financial Mechanism, i.e. Norway and EEA Grants, are a form of foreign aid granted by Norway, Iceland and Liechtenstein to the new UE Member States. These funds result from Poland's accession to the European Union and the European Economic Area (EU + Iceland, Liechtenstein, Norway). The second edition of these grants was implemented in the years 2012-2017 (designed for years 2009-2014).

Donor States – Iceland, Liechtenstein, Norway.

On behalf of the Donor States, the Financial Mechanism Committee is responsible for the supervision over the EEA Financial Mechanism and the Norwegian Ministry of Foreign Affairs is responsible for the supervision over the Norwegian Financial Mechanism.

Financial Mechanism Office (FMO) supports the Financial Mechanism Committee in the process of managing the financial mechanisms. In terms of administration, it forms a part of the European Free Trade Association and is responsible for current implementation of the mechanisms. FMO is seated in Brussels.

National Focal Point is responsible for the implementation of the programmes at the national level. It coordinates and supervises the process. The Ministry of Economic Development acts as the National Focal Point in Poland.

Programme Operator – institution responsible for the preparation and implementation of the programme. Foundation for the Development of the Education System is the Operator of the Scholarship and Training Fund in Poland. Programme Operator is responsible, among other things, for the preparation of the programme, calls for proposals, project selection and monitoring. Programme Operator is also responsible for the promotion of the programme.

Partner institutions in Donor States support Programme Operator in the implementation of the programme on the basis of partnership agreements. In the case of Poland, the partner institutions are:



The Norwegian Centre for International Cooperation in Education (SIU), which is a public sector agency promoting international cooperation in education and research. The mission of SIU consists in promoting and facilitating cooperation and mobility, as well as overcoming cultural barriers to communication and exchange in education at the international level. The centre has been entrusted with the important task of coordinating national internationalisation measures according to priorities of the official Norwegian policy in this scope. SIU is Norway's official agency managing international programmes and measures related to education. SIU is also responsible for promoting Norway as a country open to students and researchers and for supporting internationalisation in education.

→ www.siu.no



The Icelandic Centre for Research (RANNIS) supports research, research studies, technical development and innovation in Iceland. RANNIS cooperates closely with the Icelandic Science and Technology Policy Council and provides professional assistance for the preparation and implementation of science and technology policy in Iceland. RANNIS administers competitive funds and strategic research programmes, coordinates and promotes Icelandic participation in collaborative international projects in science and technology, monitors resources and performance in research and development and promotes public awareness of research and innovation in Iceland.

→ <http://www.rannis.is>



AGENTUR FÜR INTERNATIONALE
BILDUNGSANGELEGENHEITEN

National Agency for International Education Affairs AIBA (Agentur für Internationale Bildungsangelegenheiten) administers regional and international projects in the area of education, including a programme focusing on vocational education. The Agency is responsible for the implementation of the National Qualifications Framework in Liechtenstein. Since 2008, AIBA has also been a focal point for scholarship funds implemented within the financial mechanisms.

→ <http://www.eeagrants-li.com/>

All the partner institutions listed above act as National Agencies of the Erasmus+ programme in their respective countries in the scope of school education, vocational education and training, higher education and adult education.

Dear Readers,
Internationalisation of education is high on the Norwegian political agenda. Through the EEA and Norway Grants' 16,6 million euros Scholarship and Training Fund programme, Norway has financed efforts to strengthen educational systems and to enhance mobility of pupils, students and staff in Europe. This programme has created opportunities for cooperation at all levels of the educational sector and has increased international mobility, cooperation and development in the sector.

It is with pleasure that I contribute to this publication, which presents a culmination of four years of hard work in the field of educational cooperation between many Polish and Norwegian partners. I am happy that the EEA and the Norway Grants have played a significant role in strengthening our bilateral relations with Poland within education.

International cooperation in the educational sector is particularly important for sustainable and socio-economic development. Cooperation of pupils, students, institutions and authorities across borders has a stimulating effect. It builds a better understanding of each other's cultures, history, people and increases knowledge and skills. Many Polish schoolchildren, teachers, students, academics, ranging from elementary school to higher education institutions visited Norwegian educational institutions, while Norwegians took the opportunity to stay at Polish counterpart institutions.

Over 2,600 students, teachers, experts and representatives of the academic staff participated in mobilities between Norway



Photo from resources of the Norwegian Embassy in Poland

and Poland. Universities and schools implemented 171 projects involving institutional cooperation, development of Polish higher education institutions, improving the quality of teaching and the organizational structure of schools. Over 200 bilateral agreements between our two countries have been implemented. These numbers are a proof that the scholarship programme has been beneficial to both Poland and Norway and that it has built strong links between students, teachers, academics and institutions. I feel confident that the shared experience and personal stories have contributed to establishing a long-term cooperation between educational institutions in Norway and Poland.

The success of the scholarship programme would not have been possible without the commitment and professional management of the whole team at the Foundation for the Development of the Educational System (FRSE). I hope Poland and Norway will continue their successful cooperation in the future.

KARSTEN KLEPSVIK
Ambassador of Norway to Poland

Dear Readers,
 Poland's joining European structures has resulted in the opportunity for its participation in common policy aimed at the development of Europe's competitive and dynamic economy, which is knowledge-based and sustainable, and which provides more better jobs. That is why economic development policy in Poland places a large emphasis on education, research and international cooperation in these areas, as they are of paramount importance for the development of our country and for enhancing the innovativeness of Polish economy.

The Scholarship and Training Fund implemented as part of the EEA and Norwegian Financial Mechanisms funded by Norway, Iceland and Liechtenstein has supported the priorities for socio-economic development of Poland. It has also contributed to the development of human capital and a better-educated, more tolerant society.

Under the two editions implemented in the years 2004-2009 and 2009-2014, nearly 30 million euros have been assigned for the Scholarship and Training Fund. Over 2,600 people – students, pupils, school and academic teachers, and experts – participated in exchanges and study visits to Donor States: Norway, Iceland and Liechtenstein. HEIs and schools implemented more than 171 projects focusing on the development of Polish education and the improvement of teaching methods.

It should be emphasised that the achievement of such excellent results was possible thanks to the commitment of project participants and efficient management of the Fund performed by the Foundation for the Development of the Education System.



Photo from Ministry of Economic Development's archive

During the two editions of the Financial Mechanisms, building on its expertise and experience, the Foundation maintained consistent and fruitful cooperation in the field of education between Poland the Donor States.

This publication presents the outcomes of the second edition of the Scholarship and Training Fund implemented in the years 2009-2014. The projects featured in the publication prove that the initiatives taken by project promoters and their partners were highly diversified and testify to the success of the Scholarship and Training Fund.

Yours sincerely,

PAWEŁ CHORAŻY
 Undersecretary of State
 Ministry of Economic Development
 National Focal Point for
 EEA and Norway Grants

During the present EEA and Norway Grants financial mechanisms, we have Scholarship Programs in 11 European countries. The Polish Scholarship and Training Fund is the largest with a total amount of 16.6 million euros.

The Norwegian Centre for International Cooperation in Education (SIU) in Bergen is the donor program partner for the Polish program together with RANNIS in Iceland and AIBA in Liechtenstein. Our counterpart in Poland is the Foundation for the Development of the Education System (FRSE), based in Warsaw. We have had the pleasure to work with a highly professional and competent team at the FRSE, and are pleased to see the excellent results that our joint efforts have produced in educational collaboration between our countries.

In a comparative perspective, the Polish Fund has produced exceptional results, both as regards two way student and staff mobilities, and bilateral cooperation projects with Norwegian, Icelandic and Liechtenstein institutions. We can report over 750 Polish students so far, who have studied at Norwegian institutions, and nearly 200 Norwegian students who have availed scholarships for study at Polish institutions, during a program implementation period of roughly three years.

Bilateral project cooperation has been a tremendous success with over 500 researchers and teachers visiting Norwegian institutions, and over 250 moving the other way during the implementation of these joint projects. Educational cooperation has also had wide geographical coverage in Poland and Norway involving 100's of institutions.

The interesting part of this cooperation is that it has facilitated cutting edge knowledge transfer and know how, both ways. Projects have been relevant to national and local needs and here I would like to particularly highlight the introduction of new study fields at the post graduate level in Poland, being the offspring



Photo from SIU's archive

of pioneering research cooperation, and the improvement of educational curriculum, among other fields by the introduction of Environmental and Climate change topics.

At the institutional level, administrators and bureaucrats have built up a valuable network, which will be useful in future cooperative ventures, both bilateral and multilateral.

At a more general level, it has contributed to an enhanced understanding of each other's educational and cultural systems.

We have been able to jointly involve enterprises, research and educational institutions, in all sectors, from universities and colleges to secondary and even primary schools. Educational cooperation has definitely contributed to bringing us closer to each other, providing the foundation for a lasting friendship.

VEENA GILL
Senior adviser,
Norwegian Centre for International
Cooperation in Education

Dear Readers,
 People are the elementary and most important element forming state structures, shaping scientific potential and building economic strength. Professor Peter F. Drucker, an outstanding management theoretician, used to say that “the only resource capable of enlargement can be human resources. All other resources stand under the laws of mechanics. They can be exploited in a good or bad manner, but they can never have an output greater than the sum of the inputs.” We feel truly uplifted by the fact that investment in human resources forming the education systems is a priority not only for us, but also for our international partners.

In recent years, the Foundation for the Development of the Education System has had the privilege to be the Operator of the Scholarship and Training Fund – a key programme supporting the development of our educational potential. Its second edition, just coming to an end, has proved highly successful. The STF has succeeded in the implementation of two basic principles – increasing student and staff mobility and expanding and strengthening inter-institutional cooperation between educational institutions operating not only in Poland, but also in Donor States – in Norway, Iceland and Liechtenstein. More than 450 excellent projects that have been implemented in Poland – the biggest programme beneficiary with a budget of 16.6 million euros – is the best confirmation of the added value and scale of support.

The Fund has contributed to the improvement of education quality in Polish educational institutions, increased the innovativeness and attractiveness of the education system and has initiated long-term cooperation between HEIs, which facilitates the introduction of positive changes inspired by Scandinavian models. The impact of the programmes is visible right now in the growing efficiency of education and the improving quality of research.

The Fund has significantly contributed to the academic career and development of students, didacticians and administrative staff by raising their language and intercultural skills through numerous interschool exchanges and study visits. Projects could be submitted by schools and higher education institutions, as well as all other



from the left: Paweł Poszytek, PhD, Anna Salomończyk-Mochel, Andrzej Wyczawski, Aleksandra Ścibich-Kopiec

institutions and organisations involved in formal education at all levels: basic, secondary, higher, vocational and adult education.

The principles of the Scholarship and Training Fund are perfectly in line with Europe 2020 – a strategy for smart, sustainable and inclusive growth, and with ET 2020 – a strategic framework for European cooperation in education and training. The end of the second edition of the Scholarship and Training Fund marks the beginning of preparations for the next phase of the programme. It is there that we intend to present new challenges and specific objectives, which will make the STF offer even more attractive and user-friendly, and above all – responding well to the needs of Polish education.

This publication is an attempt to sum up the achievements and the influence that projects funded under the EEA and the Norwegian Financial Mechanisms have exerted on Polish school and higher education. We are convinced that the subsequent editions of the Scholarship and Training Fund will bring many outstanding initiatives. In the coming years, our objectives should not be limited to bridging the gap between Polish and Scandinavian education systems. We have to develop good practices and set new standards, which will become a model to be followed.

We truly hope you will find this publication inspiring and we wish you many brilliant ideas for new projects.

MANAGEMENT BOARD

Foundation for the Development of the Education System

FOUNDATION FOR THE DEVELOPMENT OF THE EDUCATION SYSTEM (FRSE) – OPERATOR OF THE SCHOLARSHIP AND TRAINING FUND

Established in 1993, the Foundation for the Development of the Education System has helped to reform and modernise all levels of Polish education. Owing to education project funding, it provides opportunities for the acquisition of formal and non-formal, practical, basic and specialist knowledge. For more than 20 years, the Foundation has been the only institution in Poland with such a vast experience in managing over a dozen of European educational programmes.

Initially, the Foundation carried out programmes financed by the PHARE Fund (TEMPUS, TESSA, TERM and SMART). In 1998, when Poland became a country associated with the European Union and commenced the implementation of community education programmes, FRSE was appointed Polish National Agency of the **Socrates** and **Youth for Europe** programmes. In the years 2007-2013, the Foundation coordinated the Youth in Action and Lifelong Learning Programme (Erasmus, Leonardo da Vinci, Comenius and Grundtvig). The reliability of FRSE translated into trust placed into it and into appointing it the National Agency of the **Erasmus+** programme implemented in the years 2014-2020.

The Foundation also supports cooperation with Eastern Partnership countries by way of:

- **Polish-Lithuanian Youth Exchange Fund**
- **Polish-Ukrainian Youth Exchange Council**
- **SALTO-EECA Eastern Europe and Caucasus Resource Centre**

Since 2008, the Foundation has acted as the Operator of the Scholarship and Training Fund (two editions of the programme) implemented as part of the Norway and EEA Grants. In 2009-2015, it was a contact point for **Scientific Exchange Programme Sciex-NMSch** in Poland.

FRSE also carries out activities as part of the **Operational Programme Knowledge, Education, Development (PO WER 2014-2010)**.

The main objective of the Foundation is to provide broadly defined support to the reform and development of Polish education system. The Foundation carries out its statutory objective through:

- administration of international cooperation programmes in the education sector;
- supporting analytical and study work focusing on the projected education reform;
- programming the cooperation between Polish education institutions and centres abroad;
- undertaking ever more extensive cooperation with Polish and international education institutions and organisations.

The Foundation's activities support enhancing the quality of education and provide ground for reforming and developing the education system in Poland. The programmes managed by FRSE embrace a number of EU initiatives with priority given to:

- enhancing human resources;
- reducing social divisions and disparities;
- supporting pursuance of knowledge;
- promoting cooperation leading to increased quality of educational services;
- promoting lifelong learning.

In 2011, FRSE quality management system in the scope of international and domestic educational programme management ISO 9001:2008 was certified.

THE SCHOLARSHIP AND TRAINING FUND

– SHORT OVERVIEW

The Scholarship and Training Fund was established on the strength of the *Memorandum of Understanding on the implementation of the EEA Financial Mechanism 2009-2014 between Iceland, the Principality of Liechtenstein, the Kingdom of Norway and Poland*, as well as on the strength of the *Memorandum of Understanding on the implementation of the Norwegian Financial Mechanism 2009-2014 between the Kingdom of Norway and Poland*.

Three EFTA (European Free Trade Association) countries, which are also EEA (European Economic Area) members – Norway, Iceland and Liechtenstein – offered to Poland non-refundable financial aid involving two instruments known as: the EEA Financial Mechanism and the Norwegian Financial Mechanism, also called the Norway grants.

The overall objective of the Fund is to contribute to the reduction of economic and social disparities in the European Economic Area and to strengthen bilateral relations in the area of education between Poland and Norway, Iceland and Liechtenstein.

In the years 2008-2011, 13.3 million euros was granted to projects as part of the first edition of the Fund. In the years 2009-2014, total awarded grants amounted to **16.6 million euros**, and the projects were implemented until 2016.

Since 2008, the Foundation for the Development of the Education System – an institution managing major EU education programmes (www.frse.org.pl) – has been the Programme Operator of the Scholarship and Training Fund.

The Fund aims to enhance human capital and knowledge through:

- increased student and HEI staff mobility between Poland and the Donor States;
- increased and strengthened inter-institutional cooperation and partnerships between institutions active in the area of education (at the level of primary, higher, vocational and adult education) in Poland and in the Donor States.

Initiatives eligible for STF funding:

- study periods and practical placements for students;
- preparatory visits undertaken by representatives of education institutions in order to establish or develop cooperation and/or prepare a joint project as part of the remaining measures covered by the Fund;

- activities aimed at the improvement of the quality of study programmes offered in foreign languages by Polish HEIs;
- activities intended to improve the quality of teaching and the didactic capacity of the Polish education system;
- activities aimed at the development of the didactic offer;
- activities aimed at increasing the participation of Polish educational institutions in international programmes, student exchange programmes and increasing the possibilities of organising international events.

These initiatives could be undertaken as part of four measures:

- **Mobility Projects** – a measure intended for HEI students and (academic, research and administration) staff;
- **Preparatory Visits and Study Visits** – a measure addressed to the staff of educational institutions;
- **Inter-Institutional Cooperation** – measures meant for educational institutions (schools, HEIs, research centres) implementing projects with a foreign partner;
- **Development of Polish Higher Education Institutions** – a measure aimed at Polish HEIs implementing projects on their own or in cooperation with a foreign partner.

The Scholarship and Training Fund is the only programme, which cooperates with partner institutions in all three Donor States, i.e. SIU in Norway, RANNIS in Iceland and AIBA in Liechtenstein.

STF CALENDAR



10 and 17 June 2011

Poland (as the Beneficiary State) and Norway, Iceland and Liechtenstein (Donor States) concluded *Memorandum of Understanding*, i.e. an intergovernmental agreement describing the rules for the award of financial aid as part of Norway and EEA Grants. The Foundation for the Development of the Education System was appointed the Programme Operator of the Scholarship and Training Fund.



9 May 2012

Signing of the Agreement between Poland and Norway concerning, among other things, the scholarship programme. The total allocation assigned for projects focusing on *Research and scholarships* area in the second edition of Norway and EEA Grants exceeded € 77m.



11 May 2012

Official inauguration of the second edition of the Scholarship and Training Fund with the participation of Norwegian royal couple and Polish presidential couple.

Initially, the programme budget amounted to 11.1 million euros and more than 10 million euros was assigned for individual projects.



14 December 2012

Signing of the agreement between FRSE and the Ministry of Development for the implementation of the Scholarship and Training Fund in Poland.



7 January – 6 March 2013

1st call for proposals for Preparatory Visits



Total allocation: € 200 000



86 submitted applications



52 applications approved for funding for the total amount exceeding € 79 000

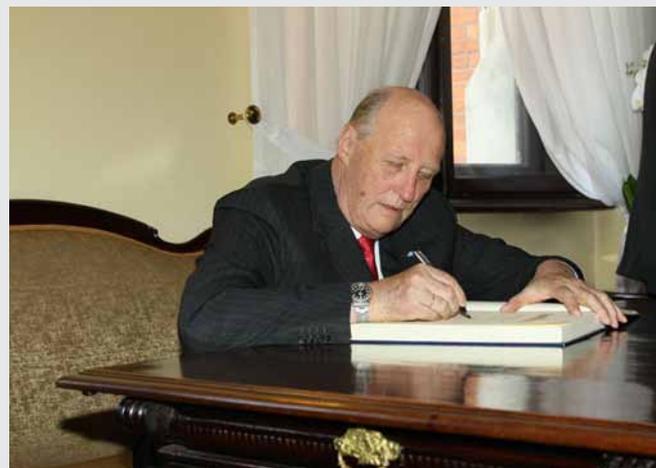


Photo from the Jagiellonian University's archive



Photo from the Jagiellonian University's archive



1 March – 30 April 2013

1st call for proposals for Mobility Projects

Total allocation:
€ 1 793 333.50

34 submitted applications

31 applications approved for funding for the total amount of € 1 298 412.45 (PLN 5 407 628.19)

8 April – 7 June 2013

1st call for proposals for Inter-Institutional Cooperation and Development of Polish Higher Education Institutions

Inter-Institutional Cooperation

Total allocation: €
1 873 333.00

46 submitted applications

25 applications approved for funding for the total amount of € 1 873 332.91

Development of Polish Higher Education Institutions

Total allocation:
€ 2 866 666.50

139 submitted applications

19 applications approved for funding for the total amount of € 2 858 984.24 (PLN 11 951 697.73)

4 December 2013 – 16 May 2014

2nd call for proposals for Preparatory Visits

Total allocation:
€ 177 284.00

156 submitted applications

120 applications approved for funding for the total amount of € 174 556.58 (PLN 732 125.12)

3 February – 2 April 2014

2nd call for proposals for Mobility Projects

Total allocation:
€ 1 600 000.00

31 submitted applications

29 applications approved for funding for the total amount of € 1 439 915.65 (PLN 6 092 571.11)

27 March – 27 May 2014

2nd call for proposals for Development of Polish Higher Education Institutions, priority: „Environment and Climate Change”

Total allocation:
€ 5 049 182.00

124 submitted applications

38 applications approved for funding for the total amount of € 5 049 181.81 (PLN 21 094 976.70)

The second call for proposals in 2014 was possible owing to the increase of the Fund allocation with € 5 049 182 assigned for projects focusing on environment and climate change.

Thanks to the increased allocation, the programme total budget amounted to 16.6 million euros, out of which 5 million came from the EEA Financial Mechanism and 10 million from the Norwegian Financial Mechanism. The remaining 10% of the amount originated from Poland's state budget.



 **2 February – 2 April 2015**

3rd call for proposals
for Mobility Projects

 Total allocation: € 1,6m

 35 submitted applications

 31 applications approved
for funding for the total
amount of € 1 790 055.35
(PLN 7 576 230.27)¹

 **18 November 2015**
Green Universities
conference

The conference aimed at
the exchange of experiences
concerning the role higher
education institutions play
in shaping environmental
awareness through the
development of competence of
students, graduates and HEI staff
in the field of environment and
climate change.



 **1 April – 12 October 2016**

1st call for proposals
for Study Visits

 165 submitted applications

 117 applications approved
for funding for the total
amount exceeding
€ 830 000.00

 **25 November 2016**
Closing conference: EEA and
Norway Grants for International
Mobility, Cooperation and
Development in Education



¹ as at 31 October 2016

PREPARATORY AND STUDY VISITS – GENERAL DESCRIPTION OF THE MEASURE

Preparatory Visits are short visits, lasting up to five working days, undertaken by representatives of educational institutions aimed at:

- establishing cooperation between institutions;
- maintaining and developing already existing contacts between institutions;
- preparing and planning joint projects;
- completing an application for funding provided by the Scholarship and Training Fund or other programmes.

“Trondheim and its academic environment is a wonderful place not only for working but also for living”, says Magdalena Łazarewicz. “It allows you to keep good work-life balance, and be effective and satisfied with the tasks you perform.”

Two calls for proposals announced in January and December 2013 enjoyed great interest, especially among higher education institutions. As part of the first call for proposals, 86 applications were submitted and as many as 152 under the second call. That best proves the attractiveness of the measure, its growing popularity and willingness to establish contacts with institutions in Donor States. In 2013-2014, 172 visits and the same number of individual mobilities were implemented.



Total allocation (under Norway and EEA Grants 2009-2014 together with Polish funds) under the two calls for proposals for Preparatory Visits exceeded **€ 250,000**. Funds assigned for Study Visits exceeded **€ 850,000**.

95 / 2

ICELAND

184 / 4

NORWAY

11 / 294

POLAND

13 / 5

LIECHTENSTEIN

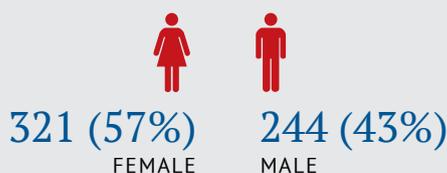
TYPES OF INSTITUTIONS PARTICIPATING IN THE VISITS /
NUMBER OF VISITS PER SENDING COUNTRY

In April 2016, the Programme Operator announced an additional call for proposals under *Study Visits*. Such was possible thanks to the approval for assigning for this purpose the funds that have been saved or unused as part of previous calls. This offer was addressed to the same types of institutions as these eligible under *Preparatory Visits* and mostly aimed at:

- maintaining and developing already existing contacts between institutions;
- evaluation and summing-up of implemented projects;
- ensuring sustainability of project outcomes;
- establishing cooperation between institutions;
- preparing and planning joint projects, including completing applications for funding provided by other European programmes.

From 1 April to 12 October 2016, 165 applications concerning Study Visits were filed, out of which 117 applications for the total amount of € 837 000.00 were approved for funding.

NUMBER OF MOBILITIES
DIVIDED PER GENDER OF PARTICIPANTS



TYPES OF INSTITUTIONS PARTICIPATING IN THE VISITS
INSTITUTIONS FROM DONOR STATES

SECONDARY SCHOOLS	15
HEIs	226
RESEARCH INSTITUTES	22
COMPANIES AND ENTERPRISES	8
LOCAL AUTHORITIES AND COMMUNITIES	26
NGOs	2
OTHER	4
TOTAL	303

INSTITUTIONS FROM POLAND

SECONDARY SCHOOLS	23
HEIs	264
RESEARCH INSTITUTES	15
OTHER	1
TOTAL	303

Also this call for proposal enjoyed big popularity and all assigned funds were used. The calls for Preparatory and Study Visits were announced on an on-going basis, which means that the applications were processed as they came in until all the funds were used.

“During a Preparatory Visit lasting some days you can meet a lot of people, establish new contacts, gather lots of materials, see some exhibitions and return to the favourite places of the city of Oslo”, says Anna Ptak-Gusin. “You certainly need perfect time management and to focus your energy on various activities.”

Due to the fact that one application for the organisation of a Study Visit could provide for the mobility of up to 10 persons coming from one home institution, more than 390 people were given opportunity to go abroad.

As part of the visits, more than 560 individual mobilities were conducted.

APPLICANTS AND PARTNERS

Polish educational institutions interested in the subsequent implementation of a project in partnership with an institution from a Donor State were eligible applicants. Institutions from

Norway, Iceland and Liechtenstein planning the implementation of a project in partnership with Polish educational institutions were also eligible. A person employed in an applying institution who was to undertake a visit and implement tasks on behalf of the institution was an eligible individual participant.

PROJECT DURATION

Grants were awarded for staff mobilities lasting from one up to five working days in the case of *Preparatory Visits* and from one up to 10 days in the case of *Study Visits*. Additional two days at maximum could be provided for travel.

The largest number of applications were submitted for the organisation of visits to Norway, which stemmed from the biggest number of prospective partner institutions operating there.

“Preparatory Visits offer immense opportunities, above all to see academic life in the Norwegian HEIs”, emphasises Małgorzata Szews. “You can see the standards that function in the hosting HEI, student life and the architecture of university buildings that combines tradition and modernity in a specific way in Norway.”

Iceland came second and the smallest number of visits were implemented in Liechtenstein and Poland. Smaller than expected interest in organising visits to Poland partially resulted from the fact that the same measures were offered at the same time as part of the funds implemented in other Beneficiary States (e.g. Hungary and Czech Republic) and that cooperation potential of the Donor States was limited.



Photo Rune Eilerksen (CC BY-NC 2.0)

FOLK-DUO FOR TWO FLUTES

Music is a universal language – Professor Ewa Murawska of the Academy of Music in Poznań found that out once again during her visit to Norway.

Five busy days of a preparatory visit filled with meetings were sufficient for establishing new and maintaining existing cooperation between the two universities.

The cooperation of Professor Ewa Murawska, who is in charge of the flute class at the Faculty of Instrumental Music, Academy of Music in Poznań, with the Nordic countries started in 2003. At the beginning, thanks to her own effort and then thanks to the STF programme among other things, she managed to implement a number of projects concerning cooperation between Poland, Iceland and Norway.

I was surprised that in Norway and Iceland the development of cultural education is so dynamic, and the imposing infrastructure of cultural objects is but one example.

“I always look for an opportunity to travel to Iceland or Norway as I feel extremely attached to those communities and cultures owing to this long-term and fruitful cooperation”, she says.

The establishment of permanent cooperation between the Academy of Music in Poznań and the University of Agder was one of the purposes of the visit. The Polish and Norwegian HEIs developed an action strategy for the next few years. Joint operation plans in the scope of education, science and arts between Polish and Norwegian artists and institutions were successfully created.

“It is not difficult to start cooperation between institutions or particular units,



THE UNIVERSITY OF AGDER was founded in 1994 as a result of a merger of six HEIs, however, its academic tradition goes back to 1839. It is one of the most important universities in Norway. The HEI has campuses in Kristiansand (where the participant was staying) and Grimstad. It has five faculties and offers over 175 study programmes, including 20 master degree programmes and 7 doctoral programmes. The HEI is composed of the following faculties: Economics and Social Sciences; Fine Arts; Health and Sport Sciences; Humanities and Education; and Engineering and Science. As part of programmes provided in the Department of Classical Music, visiting professors are regularly invited, students carry out international mobilities, take part in numerous international projects and serve their placements in the Kristiansand or Stavanger Philharmonic Concert Hall.

it is much more difficult to continue it successfully over a longer period of time”, says Ewa Murawska. “Above all, this requires trust on both sides. And then: commitment, respect for the partner and incessantly developed creativity.”

The creation of a new composition entitled “Folk-duo for two flutes” dedicated to Professor Ewa Murawska and the Norwegian employee responsible for her stay was an unplanned result of Professor Murawska’s visit to the University of Agder.



EWA MURAWSKA, PHD is an academic at the Ignacy Jan Paderewski Academy of Music in Poznań. Her PhD thesis was devoted in full to the role of the flute in the works of Nordic composers.

Ewa Murawska, Faculty of Instrumental Music, University School of Music in Poznań

Time of the visit: 2-9 May 2014

Host institution: University of Agder

Funding: € 1,250

FSS/2013/R2/PV/W/0009

THERE IS MUCH MORE TO EDVARD MUNCH'S WORK THAN 'THE SCREAM'

Polish students are familiar with just one, the most famous work by Edvard Munch – 'The Scream'. And yet the Norwegian master created thousands of outstanding works. Therefore, there is no doubt that the promotion of Norway's cultural heritage, and Munch's works in particular, is an important and needed undertaking.

The year marked by the 150th anniversary of the painter's birth was the most important event in the history of the Munch Museum. Never before had so many fringe events accompanying an exhibition been organised. Obviously, the main purpose of the Preparatory Visit boiled down to the participation in the celebrations of this anniversary, holding talks, interviews, visiting the Edvard Munch (1863-1944) exhibition presented by the Nasjonalmuseet and Munchmuseet, and the observation of the audience's reactions to activities proposed by the museum and the City of Oslo.

The most important thing for an art historian is to see original art objects.

"The intricacy of motifs, contents and forms of Munch's works as well as the vicissitudes of his life are the reasons why, despite an enormous number of publications already existing, some aspects relating to his works are still considered *terra incognita*", doctor Ptak-Gusin claims.

A vital part of the visit involved gathering material linked to the Norwegian celebration of the 150th anniversary of Munch's birth to be presented in Poland and collecting updates on current research and publications held in the Museum Library.

"From the professional perspective, improving my knowledge and experience relating to research into some selected aspects of Munch's works and life is the most important benefit derived from this visit", the participant says. "The visit also served the purpose of establishing new and maintaining existing contact with museum staff, which will be helpful in the implementation of my plans in the area of science and education", she adds. "On the basis of the collected material, I have given a lecture as part of the Lower Silesia Science Festival entitled: "From Christiania to Paris, Berlin and Breslau. The 150th birthday anniversary of Edvard Munch, the master of European modernist art", which received a warm welcome.



ANNA PTAK-GUSIN, PHD, art historian, is a lecturer at the Higher School of Artistic Crafts and Management in Wrocław and the University College of Banking in Wrocław. Since 2010, she has cooperated with the Munch Museum and conducted research into the life and works of the author of the "Scream".



Photo Kai Rune Storhagen (CC BY-NC-ND 2.0)

Anna Ptak-Gusin,
University College
of Handicraft and
Management in Wrocław
Time of the visit:
19-25 May 2013
Host institution:
Munch Museum in Oslo
Funding:
€ 1,750

FSS/2013/PV/W/0035

MUNCH
MUSEET

THE MUNCH-MUSEET (MUNCH MUSEUM) is an institution possessing the largest collection of Edvard Munch's works. The Museum was founded by the City of Oslo in 1963 following the artist's last will, in which he bequeathed all his works from his last house in Ekely. The museum houses paper and painting conservation studios. It cooperates in the field of research and exhibition with a number of institutions all over the world whose collections include Munch's works.



Photo Bruce Tutten (CC BY 2.0)



THE POLISH CATHOLIC SATURDAY SCHOOL IN STAVANGER is a private school cooperating with the local government.

HOW DOES A POLISH SCHOOL OPERATE IN NORWAY

His visit to the Polish Catholic Saturday School in Stavanger enabled Professor Wojciech Kudyba of the Cardinal Stefan Wyszyński University to collect information about challenges related to teaching Polish abroad.

“I saw all documentation of the school, participated in classes, spoke to the headmaster and teachers”, the participant mentions. “I was really impressed with excellent work done by the headmaster, Antoni Czajkowski. I was also surprised at the high level of cooperation between the school and the local government.”

Wojciech Kudyba,
Cardinal Stefan Wyszyński
University in Warsaw

Time of the visit:
5-8 June 2014

Host institution:
Polish Catholic Saturday
School in Stavanger

Funding:
€ 1,000

FSS/2013/R2/PV/W/0117

The purpose of the visit consisted in a discussion about the status and work of Polish schools abroad, their successes and difficulties and support that could be provided by the Cardinal Stefan Wyszyński University in the development of the Stavanger school’s educational offer. The actions will be multilateral: among other things, students-volunteers from the Cardinal Stefan Wyszyński University will

go to Norway and the University will provide the school with teaching aids for the purpose of teaching the Polish language.

The visit resulted in a training plan that is to be offered to the Stavanger school by the staff of the Cardinal Stefan Wyszyński University. Polish HEI will also benefit from it: a report on the improvement of the education quality of programmes in

glottodidactics offered by the Cardinal Stefan Wyszyński University has been developed thanks to the inclusion of problems faced by Polish language schools abroad. The Norwegian partner has created a report on the improvement of education quality in the Stavanger school thanks to the application of teaching aids and methodical assistance provided by language education experts from the Cardinal Stefan Wyszyński University.

Owing to training, the quality of education offered by the Stavanger school will improve and Cardinal Stefan Wyszyński University students – volunteers will gain unique experience.

“The institutional benefits are obvious: the Department of Glottodidactics at the Cardinal Stefan Wyszyński University and the Polish school in Stavanger have a better understanding of their weak and strong points and of possible cooperation”, Professor Kudyba says. “From the professional point of view, I became acquainted with the specificity of work of the Stavanger school. I also updated my private database of Polish schools abroad”.

In the future, the Cardinal Stefan Wyszyński University may focus on a project devoted to a virtual database of Polish schools abroad.



WOJCIECH KUDYBA, PHD, is a professor at the Cardinal Stefan Wyszyński University. His work focuses on Polish studies and contemporary Polish literature. His research interests include the works of Cyprian Kamil Norwid, contemporary poetry and the problem of spirituality versus literature.

FROM NYSA TO FEDJE

Marzena Głazunow, a teacher working at a lower secondary school in Nysa, participated in classes and observed the life of a Norwegian school in Fedje. This was a good starting point for joint projects implemented by the two institutions.

Marzena Głazunow is a certified teacher of English and Arts working at No. 2 Karpatczycy Lower Secondary School in Nysa. Her school, attended by about 400 students, operates in the vicinity of three large housing estates. The school cooperates with the local community on a constant basis and undertakes activities on its behalf.

The Fedje school visited by the teacher as part of her Preparatory Visit operates in a completely different environment: it is situated on a small island, and classes are attended by barely 90 students, including both 6-year-olds and 16-year-olds.

The teacher from Poland was surprised at the level of equipment in this small school situated on a tiny island: laptops for all students, photocopiers and printers, projectors and interactive whiteboards in each classroom, free access to all teaching/learning materials, free textbooks, notebooks and other school equipment. But there were more reasons to be surprised, as in the

Norwegian school the issues of discipline and the teacher-student relationship were completely different than in Poland.

Marzena Głazunow,
No. 2 Karpatczycy Lower
Secondary School in Nysa

Time of the visit:
20-24 May 2014

Host institution:
Fedje Primary and
Secondary School

Funding:
€ 1,250

FSS/2013/R2/PV/W/0054

THE FEDJE SCHOOL is a public establishment situated on a small island in the west of Norway. It is attended by pupils and students aged 6 to 16. The establishment boasts good premises and teaching infrastructure. The school is attended by 90 students taught by about 20 teachers. All students live on the island.

“Students’ free circulation during classes, leaving the classroom, a wide range of permissible conduct, being on first name terms with the teachers, walking round the school in socks”, the teacher mentions. However, she noticed that the approach to language teaching was very traditional in Fedje. She also realised that Norwegian teachers complained of being overloaded with work, especially administrative work.

The Fedje island impressed me with the closeness of nature, deer and roe deer coming close to the houses, a landscape full of smaller and bigger islands and water everywhere.

Thanks to this visit, the two schools established contact and signed a declaration of cooperation on future projects concerning education. However, being able to observe English classes and exchange experiences with the Fedje English teacher was an added value and unplanned benefit of the visit. “This meeting was very important to me as a teacher of English as it gave me inspiration and ideas for my classes”, Marzena Głazunow emphasises.



MARZENA GŁAZUNOW is a certified teacher of English and Arts with 17 years of experience. She works at No. 2 Lower Secondary School in Nysa. As a teacher she is interested in broadening students’ horizons and developing their motivation to learn English through international contacts and cooperation.



Photo Lech Głazunow



THE DEPARTMENT OF CELLULAR THERAPY is a unit of the Oslo Oncology University Hospital. It is a very extensive institution employing numerous specialists and equipped with state-of-the-art appliances. The Department of Cellular Therapy complies with the standards of Good Laboratory Practice. Its team's extensive research results are published in high ranked scientific journals.

SCIENTIFIC EXCHANGE TO RESCUE LUNG CANCER PATIENTS

The Department of Cellular Therapy at the Oslo University Hospital is a model unit – both in terms of equipment and the organisation of research. A visit by Professor Joanna Domagała-Kulawik of the Medical University of Warsaw has initiated academic cooperation between the two institutions.

Malignant lung tumour is one of the most serious cancer conditions in the world. Understanding the process of its development is decisive in providing effective treatment. Hence the visit undertaken by Professor Joanna Domagała-Kulawik of the Medical University of Warsaw to the Department of Cellular Therapy at the Oslo University Hospital in order to initiate academic cooperation between the two units.

Joanna Domagała-Kulawik,
Medical University
of Warsaw

Time of the visit:
10-13 August 2014

Host institution:
Oslo University Hospital

Funding:
€ 1,250

FSS/2013/R2/PV/W/0081

“We selected the Department of Cellular Therapy at the Oslo University Hospital as the main Norwegian centre conducting research into the phenotype and molecular characteristics of lung cancer stem cells”, Professor Domagała-Kulawik says.

A modern and perfectly equipped building, operating in line with standards, and excellent organisation of work at the Department of Cellular Therapy were very strong arguments for the development of intensive academic exchange. But that was not the only thing that influenced the decision about a joint project.

“The hosts’ incredible kindness created a splendid atmosphere for work”, Professor Domagała-Kulawik says.

The participant had an insight into the character of research conducted at the Institute, in particular that relating to innovative vaccines. She also described the achievements of her home institute and presented the BAL method in detail (sampling, processing and analysis of bronchoalveolar lavage – eds.) which aroused the hosts’ interest. The observation of work in the Norwegian centre, which is an epitome of good organisation, made Professor Domagała-Kulawik develop plans for the modernisation of her own laboratory at the Medical University of Warsaw.

If not for the Preparatory Visit, I would not have motivated myself to prepare a research grant application.

Becoming acquainted with the host institution and its scientific achievements, as well as the interest that was caused by the participant’s achievements and offer slightly changed the visit programme – the partners concentrated on examining the condition of the immune system of sufferers before and during lung cancer therapy using the BAL method. They also discussed the character of potential joint research, methods of taking samples from patients, safe transport and their division between the two centres.



PROFESSOR OF MEDICAL SCIENCE, JOANNA DOMAGAŁA-KULAWIK is a consultant in internal medicine, lung diseases and pathomorphology. She works at the Department and Clinic of Internal Medicine, Pneumology and Allergology of the Medical University of Warsaw. For many years, Professor Domagała-Kulawik’s scientific research has been focusing on the biology of lung cancer. She published several articles on the subject.

COOPERATION FOR THE BENEFIT OF STUDENTS AND PATIENTS

Population ageing is a major challenge. Models of geriatric care in the two countries were compared during the visit of Associate Professor Hanna Trębacz, Vice-Rector of the Medical University of Lublin to the University of Iceland.

Vice-Rector Hanna Trębacz visited the Institute of Continuing Education at the University of Iceland – a brilliantly organised academic establishment with an international character.

Occupational therapy is a field of study with good prospects, and it is worth to use Icelandic experiences in this scope.

“During my visit I was surprised at a discussion on the strategy of gender equality in Iceland”, says Professor Hanna Trębacz.

The University of Iceland has developed a gender equality programme relating to access to education and the labour market, as well as to the dissemination of relevant good practices, which also encompasses the equalisation of opportunities and projects targeting women.

A visit to the Geriatric Ward at a Reykjavik hospital was the starting point of a discussion about opportunities for educating the

medical and teaching staff of the Medical University of Lublin in this area. Polish experiences are still not sufficient and the needs are constantly growing. The topic proved to be extremely interesting for both parties in the context of further cooperation. The Vice-Rector reviewed solutions relating to instruction in occupational therapy – a field of study with great future provided so far only by one Polish HEI. The Medical University of Lublin is interested in the introduction of this programme.

“To me, as the Vice-Rector for International Cooperation, gaining insight into the specifics of an international and multicultural HEI’s functioning is an extremely valuable experience”, says Hanna Trębacz.

The return visit equipped the participant with knowledge of the way in which the University operates, especially the organisation of the education process, which has a continuous dimension in Iceland, and of how research is conducted in international teams. The educational aspects have been included in the 2014-2020 strategy of the Medical University.



Since 2012, **PROFESSOR OF MEDICAL SCIENCE HANNA TRĘBACZ** has held the position of the Vice-Rector for International Cooperation and Postgraduate Studies at the Medical University of Lublin. Her research interests include the application of physical measurement methods in the examination of bones and collagen in the bone tissue and other tissues in the motor organs.



UNIVERSITY OF ICELAND
SCHOOL OF EDUCATION

THE UNIVERSITY OF ICELAND is a public higher education institution founded in 1911 and the oldest and largest HEI in Iceland. The Times Higher Education World University Rankings places it in the group of 300 best universities. 25 faculties provide education to about 14,000 students. The Institute of Continuing Education founded in 1983 is the largest centre of that type in Iceland. Every year, it offers about 400 courses and study programmes followed by about 12,000 persons per year.

IT'S GOOD TO VERIFY YOUR COMPETENCIES

The visit of doctor Agata Bachórz of the University of Gdańsk to the University of Iceland resulted not only in the submission of a project, which received a high rating and funding, but it also allowed the participant to develop her project work competencies.

Doctor Agata Bachórz conducts research into mobility and identity in Central and Eastern Europe. The visit to Reykjavik enabled her to prepare an application relating to a large academic project entitled “The patterns of leisure and the perception of nature. Polish tourists and migrants in Iceland”.

Work on a project that received a high rating and funding begun through a cycle of working meetings and the development of a detailed concept of further cooperation. Establishing informal contact with representatives of Polish minority in Reykjavik, going sightseeing in the city and participation in lectures held in the City Library were just as essential.

“Thanks to this mobility I was able to test my competencies outside the Polish university, present myself to external recipients, apply my theoretical knowledge about project work and project management in practice”, the participant says. “I also managed to start fruitful academic cooperation, which may also open new perspectives to students of the University of Gdańsk”, she adds.

Doctor Agata Bachórz delivered a lecture at the University of Iceland and participated in a working meeting with research and administration staff of the university, owing to which a specific

Getting to know the local cultural context is useful when working on a joint project.

concept of cooperation was developed and the relevant application was partly prepared. The bulk of work on the application was successfully completed after the visit.

“The Preparatory Visit enabled us to formalise our cooperation – the partners and participants had known one another before – and provide it with the organisational and legal frameworks that determine project activities today”, doctor Bachórz says.

The inter-institutional cooperation of the University of Gdańsk and the University of Iceland will allow the former to expand its research to comprise mobility patterns and international relations between Poland (the Pomerania region in particular) and Iceland.



Photo Donna Talarico (CC BY-NC 2.0)



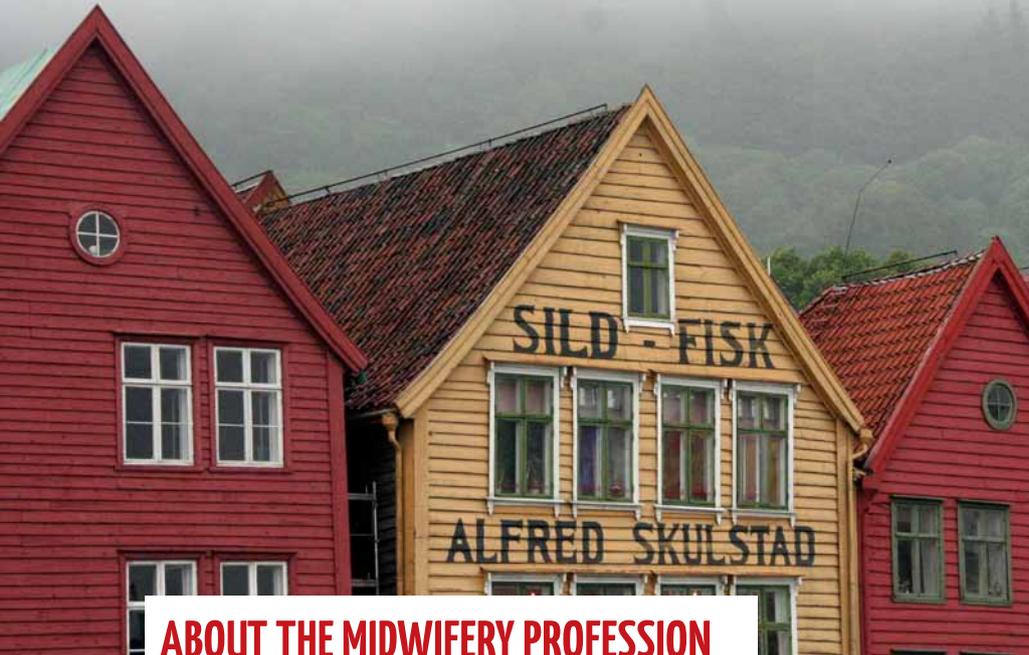
UNIVERSITY OF ICELAND
SCHOOL OF EDUCATION

THE UNIVERSITY OF ICELAND is a public higher education institution founded in 1911 and the oldest and largest HEI in Iceland. The Times Higher Education World University Rankings places it in the group of 300 best universities. 25 faculties provide education to about 14,000 students.

The School of Social Sciences constitutes the biggest part of the University of Iceland. Its six faculties: Business Administration, Economics, Law, Political Science, Social and Human Sciences and Social Work, offer a very extensive academic programme.



AGATA BACHÓRZ, PHD is an Assistant Professor at the Social Anthropology Section, the Institute of Philosophy, Sociology and Journalism of the University of Gdańsk. Her scientific interests focus on the sociology of mobility and travelling issues seen from the anthropological perspective, inter-cultural relations and post-communism anthropology, as well as the anthropology of everyday life.



ABOUT THE MIDWIFERY PROFESSION – FROM SOCIOLOGY’S POINT OF VIEW

In 2013, Doctor Antonina Doroszewska presented her PhD thesis entitled “The social roles of midwives. Analysis of midwifery from the perspective of the sociology of medical professions” and nowadays she continues her research into the topics covered there in cooperation with the University of Bergen.

Does the social status of a midwife result from the healthcare system or does it depend on cultural factors? During her visit to the University of Bergen, doctor Doroszewska worked on the preparation of a joint project focussing on the social analysis of the midwifery profession in the Polish and Norwegian healthcare systems. The Teaching Institute of Gynaecology and Obstetrics, where the participant works, educates students of midwifery. It also conducts research and work on the midwifery profession in Poland from the historical and contemporary perspective.

The establishment of cooperation with the University of Bergen and the preparation of a joint project is in line with this area of activity. The planned research is to compare the status of midwives in Poland and Norway. The main research theme focuses on the question whether the social status of midwives results from the healthcare system or it rather depends on cultural factors, such as historical determinants.

Antonina Doroszewska,
Medical University
of Warsaw

Time of the visit:
15-21 June 2014

Host institution:
University of Bergen

Funding:
€ 1,750

FSS/2013/R2/PV/W/0071



UNIVERSITY OF BERGEN

THE UNIVERSITY OF BERGEN, founded in 1946, is one of the most famous Norwegian HEIs privileging academic diversity and a high level of scientific research. Currently, the university has over 14,800 students and employs 3600 lecturers and other staff.

At its six faculties offering the majority of traditional academic disciplines, the University offers 60 various specialist departments, institutes and scientific centres.

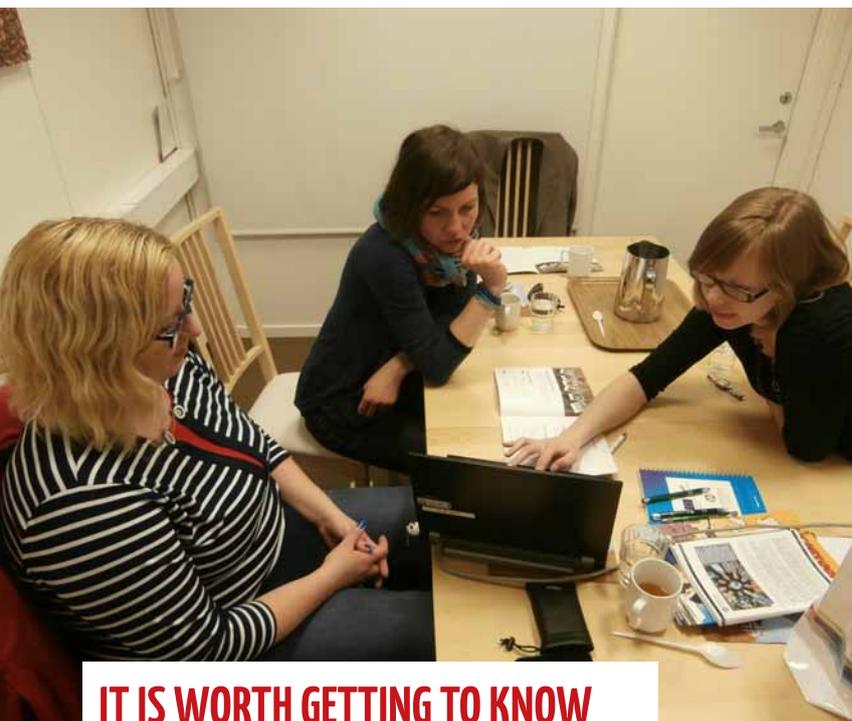
During her visit to the Norwegian HEI, doctor Doroszewska made a presentation entitled: “Sociological analysis of the midwifery profession in Poland – general comments”, made preliminary research in the library of the University of Bergen and looked up works focussing on the sociological analysis of medical professions in Norway, the midwifery in particular. She collected data relating to legal regulations governing the midwifery profession in Norway and documents regulating the functioning and funding of the healthcare system in the country. She also participated in a discussion on a joint research project.

I cannot overestimate the direct contact that I had with the staff of the University of Bergen who took keen interest in the research I conducted.

“People whom I met in Bergen convinced me that the subject of my research project was interesting, especially from the comparative perspective and that it was worthwhile of broadening.” - said doctor Doroszewska.



ANTONINA DOROSZEWSKA, PHD is a health, disease and medicine sociologist, lecturer at the Gynaecology and Obstetrics Teaching Institute of the Medical University of Warsaw, where she conducts classes in sociology and health sociology.



NLA | University
College

THE NLA UNIVERSITY COLLEGE IN BERGEN is a private HEI accredited by the Norwegian Agency for Quality Assurance in Education. This means that its academic standards and functioning are the same as at public universities. The HEI has three campuses: in Bergen, Kristiansand and Oslo. It offers nearly 30 first- and second-cycle study programmes and is gradually extending its offer of programmes provided in English.

IT IS WORTH GETTING TO KNOW ACADEMIC LIFE IN NORWAY

“The visit was an opportunity to observe the academic atmosphere and functioning of the NLA University College in Bergen, which I found very inspiring”, Małgorzata Szews of the Kazimierz Wielki University in Bydgoszcz says.

The opportunity to participate in the everyday academic life of a modern Norwegian HEI is an immensely valuable experience to a person dealing with the organisation of international cooperation. Małgorzata Szews emphasises that every step of the way she met with kindness and interest showed to her by the Norwegian partners.

Małgorzata Szews,
Kazimierz Wielki
University in Bydgoszcz

Time of the visit:
27-30 May 2013

Host institution:
NLA University College

Funding:
€ 1,000

FSS/2013/PV/W/0056

The NLA University College is a HEI geared towards intensive international cooperation. The HEI is open to foreigners – people from remote Asian or African countries are among its students. There is a lot of emphasis put on cooperation with devel-

oping countries: students from such countries may benefit from a number of grants specially intended for them.

The observation of university work, interpersonal relations and ways of spending leisure time was just as important. For example, once a month a meeting is organised to celebrate all administrative workers whose birthday is in that month.

The participant also joined a meeting between a lecturer and students of Political Studies. – “Probably because of the summer holiday break already in progress, the meeting took place in the university canteen and consisted in a friendly conversation between partners full of mutual respect”, Małgorzata Szews says.

The experience gained in the course of the preparatory visit will be useful in my work at the International Relations Office of the Kazimierz Wielki University.

The most important objective of the visit was achieved: the agreement between the Kazimierz Wielki University and the NLA University College was extended under Erasmus+ for the years 2014-2020. Two additional fields of study were added to the agreement on student and staff exchanges signed for Political Studies in 2014: Intercultural Studies and International Relations. And Małgorzata Szews herself became interested in Norway, its language, culture and nature.



MAŁGORZATA SZEWS is an employee of the International Relations Office at the Kazimierz Wielki University in Bydgoszcz. Her main responsibilities include: providing assistance in formal supervision over and care to students and academic staff under the Erasmus+ programme and under international bilateral agreements. She is also responsible for the International Relations Office's webpage and prepares its monthly newsletter.



ABOUT CITIZENS' POLITICAL PARTICIPATION AND SUSTAINABLE DEVELOPMENT

The visit of Professor Wojciech Nowiak, a political scientist of the Adam Mickiewicz University in Poznań to the University of Bergen has resulted in expanding cooperation framework with new research areas and in contacts with researchers.

Professor Wojciech Nowiak has over 20 years of experience in academic contacts with Norway. His visit to the University of Bergen inspired him to implement more joint research and organisational projects.

Personal contacts from an opportunity to meet particular persons and whole research teams. These are invaluable experiences.

The visit was meant to broaden cooperation in areas of interest to both partners, such as the functioning of social and economic systems with particular emphasis on changes to the welfare state, development of modern participatory democracies and changes in this area occurring in Central and Eastern Europe, and also in the territory of the former Soviet Union.

Polish and Norwegian partners intend to broaden their cooperation with new topics, which are linked to individual areas of social and economic policy and sustainable development and are observed at the time of growing social and demographic problems and the ageing of European societies.



UNIVERSITY OF BERGEN

THE UNIVERSITY OF BERGEN, founded in 1946, is one of the most famous Norwegian HEIs privileging academic diversity and a high level of scientific research. Currently, the university has over 14,800 students and employs 3600 lecturers and other staff.

The HEI offers a wide range of fields of study. At its six faculties offering the majority of traditional academic disciplines, the University of Bergen offers 60 specialist departments, institutes and scientific centres.

“This significantly affects the functioning of today’s parliamentary democracies, where the rivalry of social electorates may be an important factor influencing the distribution of votes”, emphasises Prof. Nowiak.

The analysis of methods for increasing citizens’ political participation was another area of cooperation. In the opinion of the professor, his Norwegian experience may be useful for developing the concept of increasing citizens’ political participation not only in Poland, but also in other eastern European countries.

“Discussions focussing on further cooperation with researchers from the Rokkan Centre, the Norwegian University Centre in Petersburg and the Rafto Foundation of Human Rights should be regarded as particularly valuable”, Prof. Nowiak says. “They may result in long-term undertakings, such as joint research projects, publications, conferences, seminars and workshops and joint applications for funding to implement international projects”, he adds.



WOJCIECH NOWIAK, PH.D, ASSOCIATE PROFESSOR

works at the Faculty of Political Sciences and Journalism of the Adam Mickiewicz University in Poznań. He was a holder of a grant awarded by the Norwegian Government. Among other things, his research interests include domestic and international social policies, public security and order, regional cooperation between the Nordic states, as well as security and combating terrorism issues.

Wojciech Nowiak, Adam Mickiewicz University in Poznań

Time of the visit: 18-24 May 2014

Host institution: University of Bergen

Funding: € 1,750

FSS/2013/R2/PV/W/0027

ŁÓDŹ HAS POTENTIAL FOR THE DEVELOPMENT OF FILM TOURISM

The Lillehammer University College is the main centre educating human resources for Norway's tourist industry. It was the quality of tourist education and research into tourism that prompted the University of Łódź to establish cooperation with that HEI in order to develop film tourism there.

Łódź is sometimes called Hollywoodź, but the city's tourist potential has not been fully realised yet. Tomasz Napierała of the University of Łódź talked to the staff of the Lillehammer University College about the development of film tourism, among other things.

Can the former capital of Polish film industry attract tourists from abroad? There is a big chance for that!

From the very beginning, Tomasz Napierała has been coordinating cooperation between the Faculty of Geographical Sciences at the University of Łódź and the Lillehammer University College and getting involved in joint projects.

"The Lillehammer University College is a small, but very professionally managed institution", he says. "This HEI can be easily recommended as a partner in international cooperation. Ultimately, the Lillehammer University College should become one of the key partners of the Faculty of Geographical Sciences at the

University of Łódź. My visit focussed on the identification of areas of joint interest in higher education and research and was meant to improve interpersonal relations between workers, which is indispensable for effective cooperation", he explains.

Owing to the preparatory visit, they managed to determine new development perspectives for international cooperation in research and teaching. Researchers from the Lillehammer University College suggested intensive development of joint research into the development of tourist infrastructure and film tourism

Both HEIs will intensify student exchange under the Erasmus+ programme. In the future, the University of Łódź and the Lillehammer University College will offer double degrees to students of tourism. The HEIs will also implement joint educational projects and research.

Tomasz Napierała, Faculty of Geographical Sciences of the University of Łódź

Time of the visit:
26-30 August 2014

Host institution:
Lillehammer University College

Funding:
€ 1,500

FSS/2013/R2/PV/W/0093



TOMASZ NAPIERAŁA, PHD, works in the Institute of Hotel Industry Geography, the Faculty of Geographical Sciences of the University of Łódź. His research interests include: hotel industry geography, geography of tourism, analysis and strategic planning in small and medium tourist enterprises, methods of spatial analysis supporting the process of tourism management.



THE LILLEHAMMER UNIVERSITY COLLEGE (LUC) is a Norwegian public HEI founded in 1971 (as the Oppland College) and it assumed its current name in 1994. The HEI is situated in the building of the radio and television broadcasting centre erected for the purposes of the 1994 Winter Olympic Games. It has 5,000 students, 380 lecturers and administration staff.

LUC offers programmes in: Travel and Tourism, Business Administration, Organisation and Management, Film and Television, Health and Social Work, Humanities and Social Sciences, as well as postgraduate programmes in: Education, Social Policy, Health and Social Work for Children and Youth, Social Welfare, Film and TV Science. On the basis of LUC, the Norway Film School was founded in 1997.

Photo Bent Kure (CC BY-NC-SA 2.0)



TOURISM MANAGEMENT – THE ICELANDIC WAY

Paulina Obszańska collected information about tourism in Iceland before the preparation of an application for a new specialisation track – Tourism Management – at the University College of Enterprise and Administration in Lublin.

She met tourism industry employees and followed the process of internationalisation in those institutions as well as work on finding new contacts. Together with her partners she discussed management methods applied by Icelandic companies and a very interesting example of tourism cooperation between Iceland and Spain. Paulina Obszańska also explored the role of local governments in tourism management, met employers and talked to institutions able to offer placements to Polish students.

“The combination of professionalism and the Scandinavian approach to maintaining work/life balance impressed me greatly”, says Paulina Obszańska.

The visit to Iceland was an opportunity to work with people and companies active in the industry for years, but it was also a chance to meet tourism market beginners. The presence of Poles in the tourism industry, especially of those who take up summer jobs within the sector, was an interesting thing. Paulina Obszańska was positively surprised by the way in which this relatively small country copes with a big number of tourists.

The visit made me pay more attention to the ways in which tourists are attracted to a destination by the local government, companies and the service sector.

The visit resulted in the familiarisation with the tourism sector, its employers and practitioners. It also demonstrated international tourism management as well as what contacts, skills and knowledge it requires. This information will be very useful for the HEI.

“If not for the study visit, we would not have collected so much material for the preparation of a grant application for the new specialisation track”, says the participant.



PAULINA OBSZAŃSKA works in the International Cooperation Department at the University College of Enterprise and Administration in Lublin. She is also a business coach.

Paulina Obszańska,
University College
of Enterprise and
Administration in Lublin
Time of the visit:
4 – 10 August 2016
Host institution:
Mundo International
Consulting
Funding:
€ 8,400

FSS/2016/SV/W/0003



MUNDO 

MUNDO INTERNATIONAL CONSULTING is a private tourist and educational company set up in 2011 by Margrét Jónsdóttir Njarðvík. It does not employ many staff, but it is big from the perspective of activities and their impact. Mundo International Consulting is not only a travel agent, but also an educational institution, which integrates and promotes culture and multilingualism, as well as brings Iceland closer to people from all over the world.



NORSK-POLONIAE HEMIPTERA

Research conducted in Norway's diversified terrain and climate was an important element of a study visit to the University of Oslo carried out by Professor Karina Wieczorek from the University of Silesia.

The main objective of Karina Wieczorek's study visit was to support and develop cooperation established between the representatives of Natural History Museum of the University of Oslo and of the Department of Zoology at the Faculty of Biology and Environmental Protection of the University of Silesia during their 2014 preparatory visit.

Norway is a dream country for naturalists.

Therefore, the pilot project comparing the biodiversity of Norwegian and Polish Hemiptera implemented during the preparatory visit was evaluated and summed up. A strategy for publishing the results of that research was also planned. That would ensure the durability of outcomes of the scientific project "Norsk-Poloniae Hemiptera" planned during the study visit.

The plan also included field visits and collecting entomological material necessary for the project. "During my field visits I was surprised by such biodiversity in the harsh conditions of Norway's climate", says Karina Wieczorek.



UiO : University of Oslo

THE UNIVERSITY OF OSLO is Norway's biggest higher education institution. It is composed of eight faculties and the Natural History Museum, library and numerous support units. It offers over 800 courses where students are provided instruction in English. 15% of students come from abroad. The University of Oslo is one of the world's 100 best universities.

Some of the most important and durable results of the visit are: using material from the collection of the Natural History Museum in Oslo, exploring the organisation of the collection and its management, and in the future – publishing joint research works. The visit complies with the strategic operational objective of the University of Silesia, consisting in intensifying the presence of the HEI in European and global research.

"Experience gained during our field visits inspired me to make an application under the international INTERACT programme enabling researchers to conduct research in stations situated on the arctic circle, also in Svalbard", says the participant.



KARINA WIECZOREK, PHD, ASSOCIATE PROFESSOR, is one of the academic staff at the Department of Zoology operating within the Faculty of Biology and Environmental Protection of the University of Silesia in Katowice. She is the author or co-author of over 50 scientific publications on taxonomy, phylogenetics and biodiversity of Hemiptera with particular emphasis on Aphids.

Karina Wieczorek,
University of Silesia
in Katowice

Time of the visit:
15 – 26 August 2016

Host institution:
University of Oslo

Funding:
€ 8,100

FSS/2016/SV/W/0013

MOBILITY PROJECTS IN HIGHER EDUCATION

Mobility Projects financed by means of EEA and Norway grants were exchange projects implemented on the basis of the principles of Erasmus+ programme, by higher education institutions holding a European Charter for Higher Education.

Mobility Projects enabled Polish students to undertake part of their study and practical placements in partner institutions in EEA countries, while students from partner institutions in Donor States had opportunity to come to Poland.

Equally, *Mobility Projects* enabled staff of Polish HEIs to undergo training and participate in conferences as well as deliver lectures in institutions operating in Donor States. Polish HEIs hosted partner institution staff taking part in trainings, conferences or delivering classes.

The attractiveness of *Mobility Projects* was due not only to its financial aspect (amount of cofinancing paid to individual participants) but also due to possibility of financing of visits of students and lecturers from EEA countries. It provided an additional incentive to establish cooperation resulting in raising the degree internationalisation and in the expansion of the educational offer of programmes provided in English by Polish HEIs. Knowledge transferred during guest lectures or other forms of classes included the latest research achievements in the fields of specialisation of guest lecturers.

There were three calls for proposals in three subsequent academic years: 2013/2014, 2014/2015 and 2015/2016. A total of 90 projects were funded. Each of the years saw an increase in the number of exchanges and the amount of funding used (Diagram No 1). We hope that contacts established among HEIs and scientists will be maintained and student and staff mobility – developed.

Student mobilities lasting from 3 to 12 months and staff mobilities lasting from 1 day to 6 weeks were eligible for funding. The total number of mobilities was 1195, including 714 student mobilities and 481 staff mobilities.

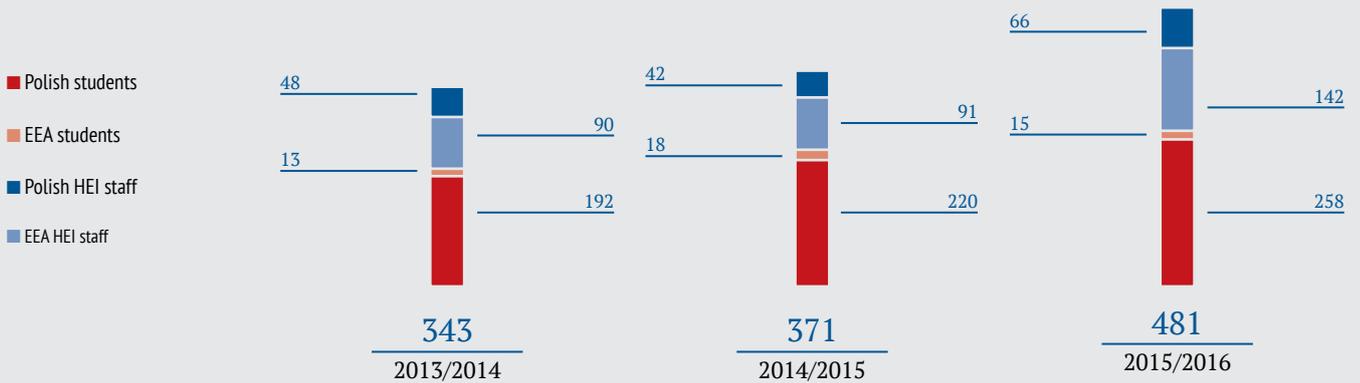
Having in mind that staff exchanges were relatively brief and student mobilities lasted three months at minimum, it is worthwhile comparing their numerical data using comparable time units. Such an exercise will allow us to show the actual length of stay of all students and staff. The table below presents the total length of students and staff mobilities expressed in weeks (Diagram No 2).

In total, PLN 19 076 429.57 (€ 4 528 383.45) was assigned for funding the exchanges.

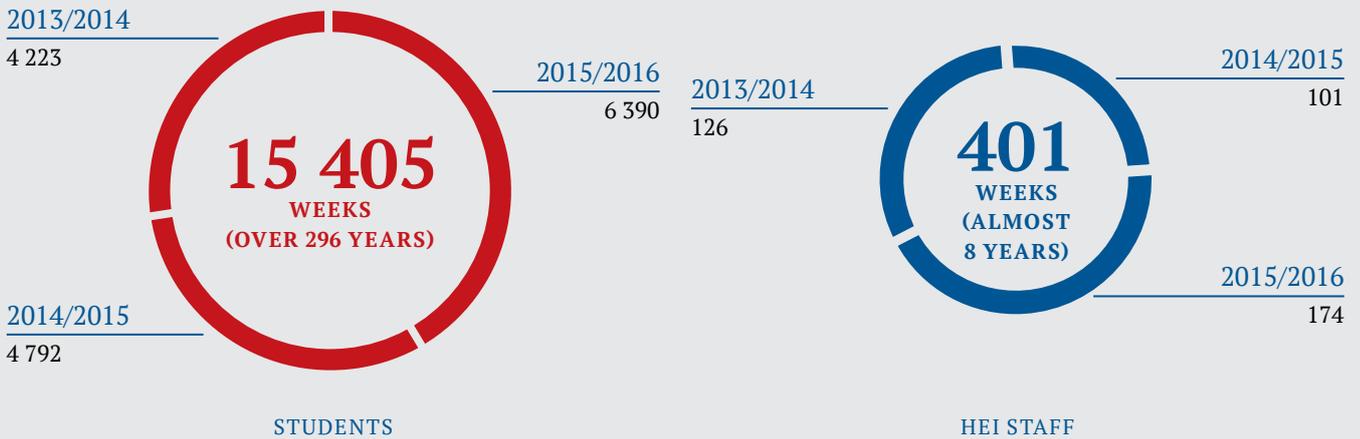
Statistics relating to mobilities and amounts earmarked for them (Diagram No 3) do not fully describe the essence of the activities undertaken. This picture would not be complete without individual achievements and benefits derived by participants, progress in research, inspirations resulting from observation and workshops, as well as without involvement in those activities, which would never have taken place if the challenge to participate in an exchange project had not been taken up.

We hope that the results of those exchanges – knowledge acquisition and transfer of good practices from partner institutions – will have a positive and long-term influence on students and employees of Polish HEIs.

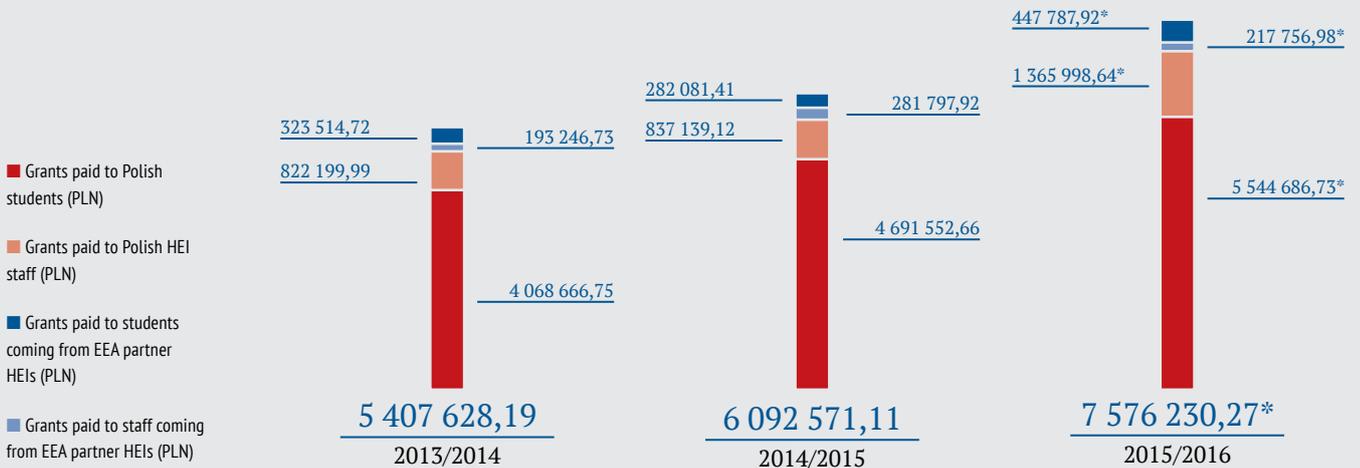
1. TOTAL NUMBER OF MOBILITIES IN 2013-2016 DIVIDED PER PARTICIPANT TYPE



2. COMPARISON OF EXCHANGE TIME (IN WEEKS) DIVIDED PER PARTICIPANT TYPE



3. FUNDS ALLOCATION FOR STUDENTS AND STAFF' MOBILITY IN 2013-2016



1 including amounts for OM – organisation of mobility
 * as at 7 November 2016

MOBILITY PROJECTS IN HIGHER EDUCATION

If not for the Scholarship and Training Fund...

...Norway and Iceland would have remained terra incognita to many of us – said Beata Ogrodowczyk from the Łódź University of Technology. What else did STF grant holders gain?



THE GRANTS MADE IT POSSIBLE FOR STUDENTS TO FULFIL THEIR DREAM TO STUDY IN NORWAY

STUDENTS

Students gained unique knowledge of biotechnology and learnt teamwork in laboratories when implementing their projects. It was also an opportunity to conduct their own research. Each participant emphasises their growing language competences owing to their visit to Norway. Students are now more open and geared towards the achievement of their goals and much more willing to take up new challenges. Their social competences are visibly better: one of the programme participants was a mentor to other foreign students by getting involved in the Buddy Programme perfectly functioning in the partner HEI.

Project promoter:
Kazimierz Wielki University

Partner institution:
Hedmark University of Applied Sciences (Norway)

Financing:
116 742,29 PLN

Implementation period:
2015/2016

Coordinator:
Katarzyna Chmielewska,
PhD

Norway, employees of our university found out that our students – grant holders – had attracted lavish praise”, says Katarzyna Chmielewska, Erasmus+ and STF coordinator.

THE HEI AND ITS ENVIRONMENT

Student and staff mobilities contributed to the mutual promotion of university cities and HEIs. Proving the quality of education

Thanks to the STF programme, I went to Norway for a year. This exchange was an opportunity to broaden my horizons, experience other teaching standards and explore a different culture, but above all – to meet wonderful people from different countries or even continents. Studying in Norway is different. During the second semester of my visit, I had the opportunity to participate in a project, which is rather difficult in Poland at the level of Bachelor's degree programmes. I was allowed to work unsupervised in a laboratory, carry out experiments and plan them by myself. This was an unforgettable and future-shaping experience.

IWONA KORNOWICZ, STUDENT

provided at the Kazimierz Wielki University, especially within biotechnology programmes, is really high and may soon result in the development of cooperation in teaching and research as part of other programmes. The degree of internationalisation of the university is now higher. Exploring the principles of the functioning of the Norwegian HEI's examination centre was an important experience – the centre has no equivalent at our university and at most of Polish HEIs. The centre analyses examination results using exam mark percentage distribution. This experience is extremely valuable for our university, as it has to develop a system to perform similar analyses.

FOLLOW-UP

A traineeship programme for students of the Norwegian partner institution at the International School of Bydgoszcz (run and supervised by the Kazimierz Wielki University) was prepared when the mobilities were completed. It is hoped that traineeship programmes will boost student and staff exchanges between both institutions.

University staff benefitted from exchanging good practices focusing on methods of teaching and on international cooperation. Talks on the development of this cooperation, both in teaching and science, resulted in adding more fields of study to the inter-institutional agreement.



KATARZYNA CHMIELEWSKA, PHD – works as a scientist and lecturer at Kazimierz Wielki University, coordinator of the Erasmus programme at University since 2008, laureate of the EduInspiraator prize in 2014.

THE EXCHANGE FACILITATED BREAKING AWAY FROM SET PATTERNS

STUDENTS

The exchanges allowed them to gain substantive knowledge and develop interpersonal and communication skills, as well as improve their command of foreign languages. To many students, that was the first opportunity to travel abroad on their own, which taught them independence and coping in new situations, as well as budget planning and management. Participation in exchanges, required from students flexibility, courage, self-confidence and an open-minded attitude. All those features form characteristics which – apart from purely substantive knowledge – is desired for each Business programme graduate, to make him competitive and meeting the demands of the global and local labour markets.

THE HEI

An STF-funded training mobility was a perfect opportunity to establish closer cooperation with the Reykjavik University, our partner institution in Iceland, and to make contact with other European HEIs participating in a Staff Week. That contact allowed us to begin the implementation of joint projects in line with the strategy of HEI's internationalisation. The way of organising the Staff Week inspired us to introduce new organisational solutions during that kind of event at Kozminski University. What is important, participating in such events allows us to break away from set patterns of working, which contributes to employees' personal and professional development.

“An Agder University professor expressed satisfaction with his visit to Kozminski University, he was particularly pleased about possibility of meeting Professor Janes Galbraith, famous American

economist”, says **Valentyna Guminska**, Head of the International Cooperation Office at Kozminski University.

FOLLOW-UP

Exchanging staff with our foreign partners translated into the development of research cooperation in such domains as Management, Marketing, Law, Finance and Accounting, Corporate Governance and – especially in the case of Kozminski University and the Reykjavik University – Business Ethics. These activities resulted in the exchange of experiences and knowledge, case studies, joint publications in scientific journals and the cooperation of lecturers. In the academic year 2016/2017, despite the absence of EEA and Norway grants, preparations are underway to develop a double degree study programme in the field of Finance. This cooperation will contribute to joint study programmes satisfying the identified needs of students from different countries and the requirements of labour markets.



VALENTYNA GUMIŃSKA – director of the International Cooperation Office at the Kozminski University. Research interests: intercultural psychology, social psychology, leadership, acculturation, culture, immigration.

Project promoter:
Kozminski University

Partner institutions:
Liechtenstein University,
Reykjavik University,
University of Stavanger,
University of Agder, BI
Norwegian Business
School, Vika Blomsterglede,
StudioBliz, Holt

Financing:
341 022,70 PLN

Implementation period:
2013/2014 and
2015/2016

Coordinator:
Valentyna Gumińska

The Norwegians I have met are kind and extremely nice friends, really unique – charismatic and free from prejudice. At the same time, it is really awesome to meet people from so many countries in one place, that is from Canada and USA, through Singapore and Australia to New Zealand. I had an exceptional opportunity to become close friends with students from all over the world. I hope I will be able to meet them in the future.

BARTOSZ KULTYS, STUDENT



Photo CH – visitnorway.com



NEW COMPETENCES, NEW OPPORTUNITIES, A NEW CHAPTER

My week-long visit under the STF programme enabled me to explore the higher education system and methods of teaching specialist languages within language programmes at the University of Haskoli Islands. I exchanged experiences and views with university staff. I spoke to its students about their favourite teaching methods. And from personal perspective – the mobility instilled in me the willingness to explore the culture and language of that fascinating country, where I felt at home.

ANNA BOROWSKA, PHD, RESEARCH WORKER

STUDENTS

The project contributed to increasing the exchange of Polish students with Norway and Iceland. Owing to financing which diminished economic differences, it stimulated the interest of Warsaw University students and staff in mobilities to Norway and Iceland. 38 students undertook study periods abroad and 5 served work placements there. All of them emphasised that they had received full care and support at each stage of their mobilities and that their relatively high grants had enabled them to travel and discover countries impossible to visit still a short while ago due to financial constraints.

“New” strikes me as the most frequently used word in reports covering completed mobilities: *new* competences, *new* opportunities, *new* discoveries, *new* friends, *new* friendships, *new* contacts or a *new* chapter”, says coordinator Monika Satała, Head of Section at the International Relations Office at the University of Warsaw.

THE HEI

Staff mobilities facilitated a better understanding of differences between the education systems in Poland and in Donor States, allowed us to become more familiar with them and exchange experiences in methodology and contents. The mobilities also served the



purpose of establishing academic contacts or discussing the possibilities for joint scientific publications. Just like any other mobility, staff mobilities were inspiring and contributed to the introduction of new teaching methods at the University of Warsaw, thus influencing the quality of teaching. Our administrative staff improved their language competences and professional qualifications.

FOLLOW-UP

The strengthening of academic staff international cooperation will result in the development of joint research. Contacts made by the University of Warsaw with companies which accepted students for work placements points towards long-term cooperation in this field. Despite a two- or three-year long gap in financing, the contacts developed with partner HEIs will guarantee the smooth continuation of cooperation during the next edition of the programme.

The launch of Polish language classes at the University of Iceland turned out to be the biggest surprise of the project. There were more people willing to participate in the classes than available places and therefore, the Icelandic HEI planned the permanent employment of a Polish language teacher for subsequent years. At the moment, the Icelandic University organises such courses cyclically and in cooperation with the University of Warsaw.



MONIKA SATAŁA – coordinator of the Erasmus unit in the International Cooperation Office, Warsaw University.

Project promoter:
Warsaw University

Partner institutions:

Østfold University College, University of Oslo, University of Iceland, University of Agder, University of Bergen, University of Nordland, University of Tromsø, Norwegian University of Science and Technology NTNU, Alþjóðastofa Intercultural Centre in Akureyri, Rekruiteringshuset Mork AS, Norwegian University of Life Sciences, University of Stavanger, Scan service AS, Reykjavik University, ELKO AS

Financing:

1 266 455,00 PLN

Implementation period:
2013/2016

Coordinator:
Monika Satała



TO LEARN AND NOT TO TEACH

STUDENTS

The project boosted their motivation to conduct research aimed at international cooperation. Students and doctoral students appreciate the STF funding conditions and the fact that they can gain research experience abroad. Doctoral students returning from their scholarships in Norway are better at organising their academic work and they are more result-oriented. In Norway, Polish students participated in project-based classes and spent more time on independent project work under the supervision of their tutor. Students of higher years were involved in the implementation of research projects conducted by research units.

Students value the opportunity to conduct research aimed at the preparation of material for publication in an international journal. They appreciate the opportunity of working in a scientific teams within an international community, which has a positive influence on their development as young researchers and offers them a fresh look at the scientific issues that their projects address. Working in that kind of scientific community means meeting new people from different countries and cultures, which results in the development of communication skills and tolerance in personal and professional life. Mobilities abroad expand students' scientific vocabulary in foreign languages, also that linked to new domains.

THE HEI

Mobilities to Norwegian HEIs as part of the Scholarship and Training Fund resulted in the improvement of vocational qualifications, initiating research in new domains and adding to the scientific achievements of researchers from the Łódź University of Technology.

Partner visits served the exchange of valuable experiences in educating students of Technology and conducting research in Norwegian and Polish HEIs. Lecturers explored the education system operated by the host HEI and prepared joint scientific

The basic benefits derived by employees include the development of teaching skills. The necessity to deliver lectures to a completely new audience required not only the preparation of a suitable presentation in English, but also updating knowledge and information to be transferred.

DAWID STAWSKI, PH.D, ENG.

publications with their colleagues from abroad. Owing to their experiences gained during mobilities, they introduced new teaching methods which are learning- and not teaching-oriented.

“Much to our surprise, the implementation of the project was very highly rated and entered for the Eduinspirations 2015 award in the category “Cooperation between Poland and Norway, Iceland and Liechtenstein”, says Beata Ogrodowczyk, project coordinator. “In this way, the involvement of our HEI in the mobility project was noticed and recognised by organisations dealing with education development in our country”.

FOLLOW-UP

Short-lasting STF exchanges initiated a full-blown series of lectures. Professor Alfred Christy of the University of Agder (Norway) was employed by the Chair of Material Science, Commodity Science and Textile Metrology at the Łódź University of Technology to deliver series of lectures of 60 hours. Aleksandra Królak, PhD, Eng of the Institute of Electronics at the Łódź University of Technology was pleasantly surprised by a proposition of Norwegian students from the Oslo and Akershus University College of Applied Sciences. Having participated in a series of her lectures, they approached the head of the unit to request that Aleksandra Królak be permanently included in the academic staff of the Faculty of Technology, Art and Design. Aleksandra Królak also became a member of the research team *Universal Design in ICT research* focussing on universal design and medical electronics. Joint research work is planned for 3 years.

Project promoter:
Lodz University of Technology

Partner institutions:
Telemark University College, Oslo and Akershus University College of Applied Sciences, University of Stavanger, Norwegian University of Science and Technology NTNU, Reykjavik University, University of Agder, University of Bergen, University of Iceland, University of Stavanger, University College of Southeast Norway

Financing:
1 083 959,40 PLN

Implementation period:
2013/2016

Coordinator:
Beata Ogrodowczyk



BEATA OGRADOWCZYK – works in the Unit of Internationalization of Education at Lodz University of Technology, responsible for administrative service of Erasmus+ students going for study period or practical placement. She is interested in traveling, jazz music and good reportage.



TRAINING MOBILITIES UNDERTAKEN BY THE STAFF OF THE PHILOLOGICAL SCHOOL OF HIGHER EDUCATION IN WROCŁAW AND NORWEGIAN HEIS SOON GAVE RISE TO INTERESTING IDEAS AND INITIATIVES

STUDENTS

There is no doubt that student cultural awareness and interpersonal skills were developed and barriers to socialising with foreigners – broke down. Students' language skills were significantly improved. They broadened their knowledge by learning contents not taught in Poland, delivered in a different way or from a different perspective.

THE HEI

If not for the Scholarship and Training Fund, our University would not have implemented its ideas (as part of such measures as *Development of Polish HEIs, Inter-institutional Cooperation, and Mobility Projects*) and cooperation with Norwegian HEIs would not have become so pronounced and real. Thanks to the Scholarship and Training Fund, the Philological School of Higher Education is recognisable by the Norwegian partners' staff. The biggest surprise brought by the project was the fact that staff mobilities from the Philological School of Higher Education to the Norwegian

HEI resulted so soon in interesting ideas for future teaching and scientific projects, conferences, workshops and plans to prepare joint publications.

FOLLOW –UP

Already during implementation of the STF projects, an application for Erasmus+ Strategic Partnership (higher education) involving the participation of a Norwegian partner was lodged. There are plans to prepare more projects. The Philological School of Higher Education is counting on Norwegian HEIs' greater interest in Poland, which will lead to the strengthening of cooperation also as part of other international programmes. "We know from our experience that all participants of the project – both staff and students from Poland and Norway – are really satisfied with their mobilities", says Grzegorz Ziemkiewicz, Mobility project coordinator. "Owing to the Scholarship and Training Fund, a number of interesting teaching and mobility-related initiatives have been implemented".



GRZEGORZ ZIEMKIEWICZ – specialist in International Cooperation and EU Projects from Philological School of Higher Education in Wrocław

Project promoter:
Philological School of Higher Education in Wrocław

Partner institutions:
Telemark University College, Sogn og Fjordane University College, University College of Southeast Norway

Financing:
89 092,02 PLN

Implementation period:
2015/2016

Coordinator:
Grzegorz Ziemkiewicz

INTER-INSTITUTIONAL COOPERATION – GENERAL DESCRIPTION OF THE MEASURE

The EEA and Norway Grants make an important contribution to improving economic and social cohesion in Poland and Europe. Moreover, they reinforce bilateral links.

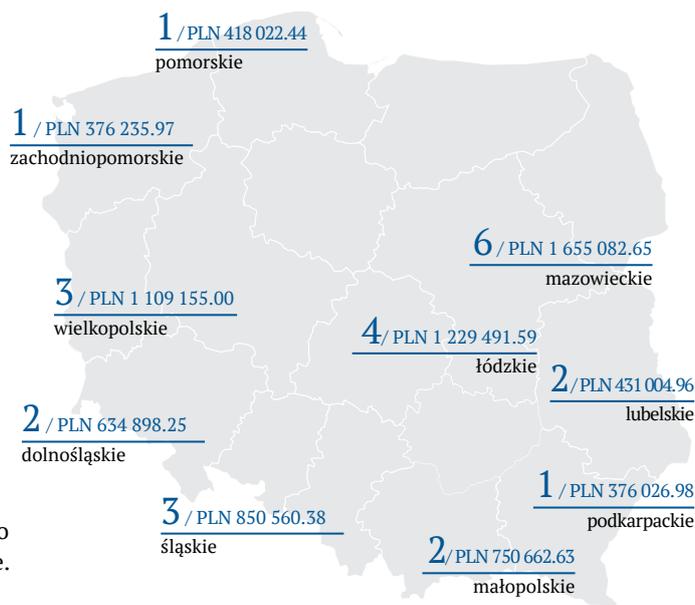
The notion of bilateral relations between states is usually analysed in the context of political, economic or historical relations between them. However, apart from cooperation between institutions and people at administrative and political level or within the private sector, strong bilateral relations also comprise cultural exchanges and collaboration within the scientific and academic field, in addition to the exchange of general knowledge, as well as understanding and social awareness of another country.

Bilateral cooperation under inter-institutional projects means a joint contribution to the solving of specific issues by sharing experience, knowledge and technology and by working towards common outcomes, such as the development of specific policies, strategies and practices. At the same time, the actual processes involving working together play a significant role in the strengthening of bilateral relations.

Owing to the Scholarship and Training Fund and under the *Inter-Institutional Cooperation* measure, numerous Polish educational institutions, ranging from primary schools to higher education institutions (HEIs) and research institutes (Diagram No 1), established cooperation at various levels with partners from Norway, Iceland and Liechtenstein. From the point of view of strengthening bilateral relations, their cooperation cannot be overestimated.

The project provided an opportunity to construct an educational course on the basis of not only Polish national diagnoses, but also based on the Icelandic experience. This is especially helpful because, according to OECD studies, the education system in Iceland shows a good response to contemporary social and educational challenges, which results in one of the lowest educational inequality levels.

JACEK PYŻAŁSKI, ASSOCIATE PROFESSOR, ADAM MICKIEWICZ UNIVERSITY IN POZNAŃ



THE NUMBER OF PROJECTS AND GRANT AMOUNT PER VOIVODESHIP

Each project was conducted in a partnership with at least one of the above-mentioned countries, and in many cases, also with partners from Poland (Diagram No 2). Polish institutions signed 28 bilateral international partnership agreements.

Under the call for proposals conducted from April to June 2013, 46 applications were filed for a total of € 2 938 411.60, out of which 25 applications were approved for funding for € 1 873 332.91 (PLN 7 831 140.85), which was the total amount assigned for this call for proposals. Each project could obtain funding ranging from € 20,000 to € 100,000 and the implementation period varied from six months to two years.

The projects which were eligible under the Inter-Institutional Cooperation measure undertook the following issues and activity proposals:

- support for inter-institutional cooperation in education between institutions, including pupils, teachers and staff exchanges: 6 projects;
- support for inter-institutional cooperation in education between institutions on the joint implementation of topics of common interest: 5 projects;
- development or preparation of new teaching tools and methods, with special focus on ICT-based learning: 8 projects;
- conferences, seminars, publications: 3 projects;

- school projects: implementation of a joint project by partner schools from Poland and the Donor States: 3 projects.

The offer was versatile: the institutions could combine various elements and carry out more than one of the proposed forms of cooperation. Nonetheless, there was always one leading topic (Diagram No 3).

International cooperation between education institutions is extremely important for enhancing knowledge and competence building. It is also an instrument which serves the implementation of good international practices, where all participants benefit from greater access to knowledge and technology. Furthermore, it provides for a better understanding of different cultures and intensifies contacts between countries and people, both at personal and professional level.

Within the field of bilateral relations, the correspondence between the size of an investment and its actual outcomes does not have to be directly proportional. A small initiative can trigger major changes and additional unplanned advantages that lead to **long-term outcomes** (Diagram No 4).

The **outcomes and impacts** most often mentioned by project promoters included:

- transfer of effective didactic solutions to Poland;
- greater use of modern technology in the teaching process. This also stemmed from providing classrooms and lecture halls with new equipment and from school and academic teacher training;
- a more attractive educational offer, both at schools and HEIs, owing to the implementation of solutions that raise the standard and effectiveness of learning;
- establishing lasting and forward-looking cooperation with partners from Norway, Iceland and Liechtenstein, and a more open approach to international cooperation among Polish education institutions;

- enhancing language and intercultural competences due to multinational project groups.

International mobilities played an important role in *Inter-Institutional Cooperation* projects. They formed a key element of teacher training and in-service training and were an important factor affecting the language competences of pupils and students (Diagram No 5).

It was a great joy for me to conduct workshops for Icelandic and Polish students, during which they came up with various career ideas.

NATALIA MORGULEC-ADAMOWICZ, ASSISTANT PROFESSOR, UNIVERSITY OF PHYSICAL EDUCATION IN WARSAW

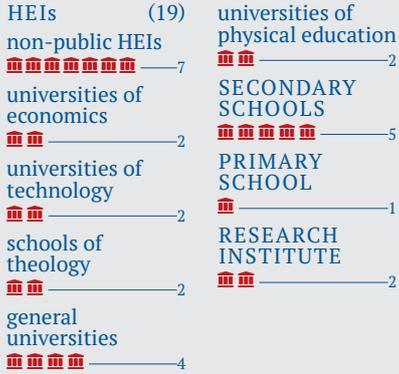
The participation of diverse educational institutions, numerous student exchanges, international student placements, seminars, conferences and workshops, the participation of experts and the experience acquired in the process of carrying out international projects make it possible to predict a further positive impact of *Inter-Institutional Cooperation* on education effectiveness in the institutions that took part in the programme and within their socio-economic environment.

Placements at the partner school contributed to the development of skills, both vocational and social, which should improve our former students' opportunities in the demanding labour market.

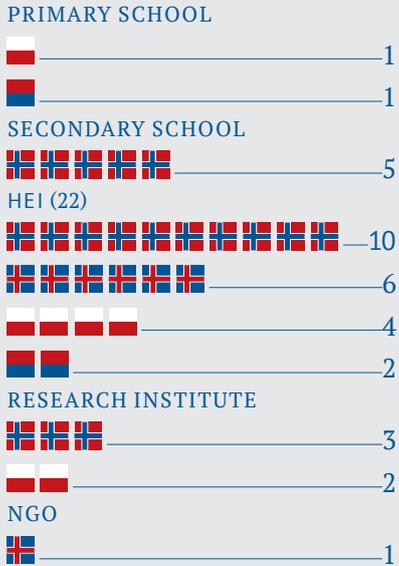
MICHAŁ SZYPERSKI, NO. 1 SCHOOL COMPOUND IN SWARZĘDZ

The projects featured in this publication are a good example of the **potential displayed by educational institutions** in Poland and in Donor States. They also show how this potential can be used in international projects that respond to actual needs, and to enjoy the outcomes achieved together and **inspire others**.

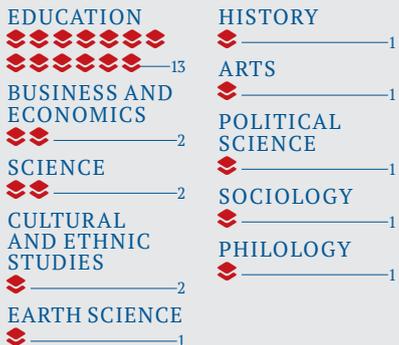
1. INSTITUTIONS FROM POLAND ACTING AS PROJECT COORDINATORS



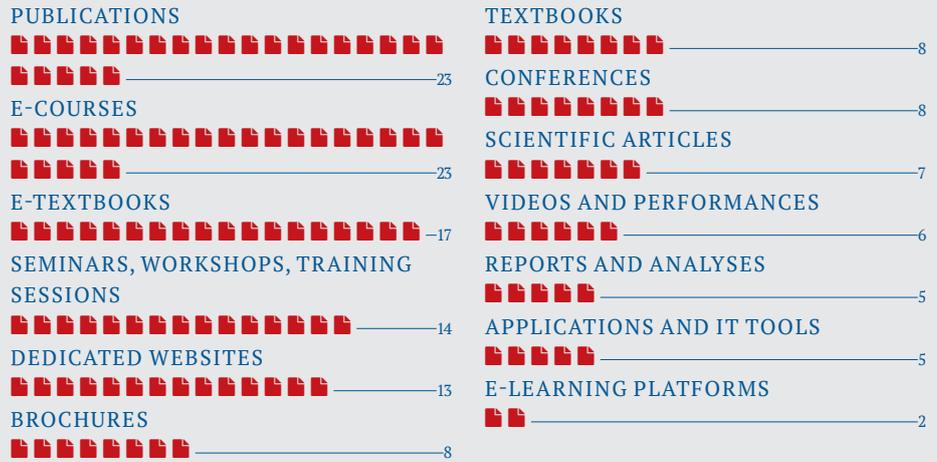
2. PARTNERS CARRYING OUT INTER-INSTITUTIONAL COOPERATION PROJECTS



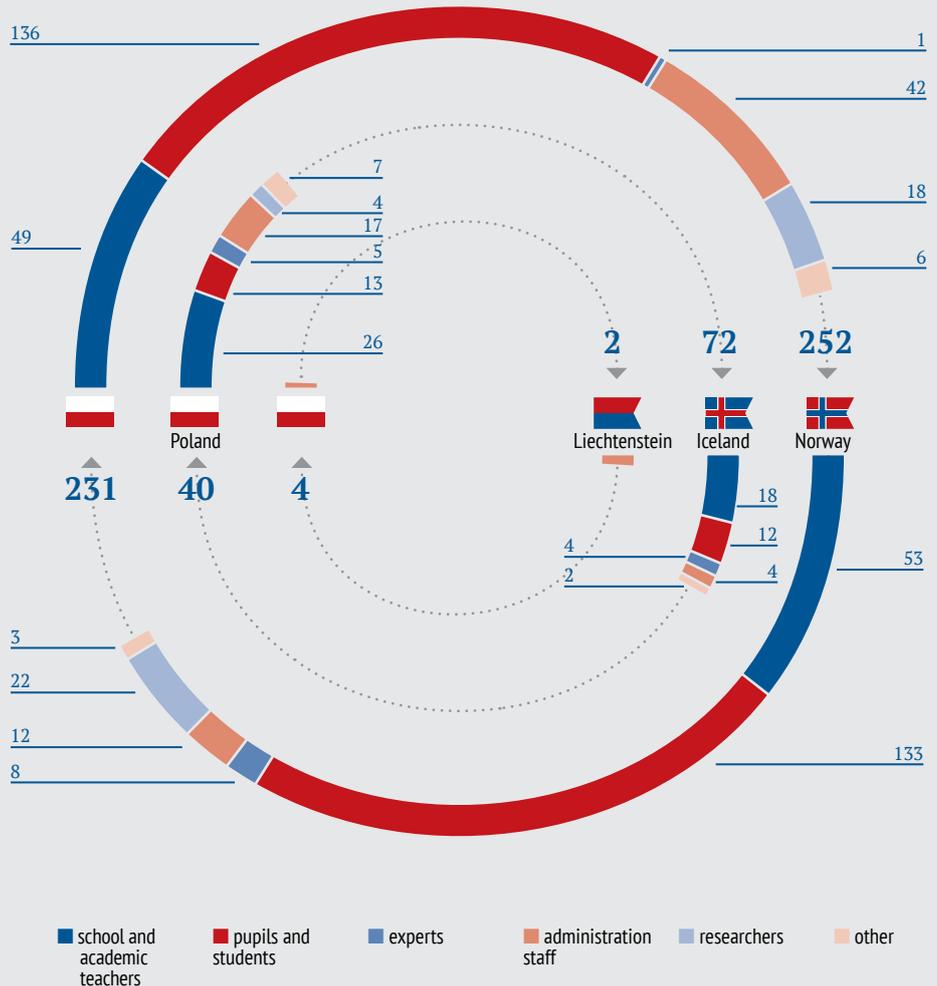
3. COOPERATION TOPICS



4. SELECTED PROJECT OUTCOMES AND THEIR NUMBERS



5. OUTGOING MOBILITIES / INCOMING MOBILITIES



INTER-INSTITUTIONAL COOPERATION BETWEEN SCHOOLS

It is impossible to overestimate the inspiring role of contact with international partners, good practice exchanges and innovation transfers. It also seems equally important, especially for students, to provide them with opportunities to meet peers representing different cultures, to become more open and to test their command of English in practice.



SCHOOL IS THE TEACHER OF LIFE

Project promoter:
No. 13 General Upper-
Secondary School
in Kraków

Partner:
Atlanten General Upper-
Secondary School, Norway

Duration:
1 December 2013
– 30 November 2015

Total project budget:
PLN 416 029.97

STF funding:
PLN 374 426.63

Project coordinator:
Małgorzata Kulesza

FSS/2013/IIIC/W/0002

“The project was a response to the changes observed in the education system; social and cultural changes”, says Małgorzata Kulesza, project coordinator. She also adds: “We wanted to show that school is a place which provides conditions for **teacher and student development**, which motivates staff to **improve teaching methods** and which teaches self-reliance and cooperation, in addition to preparing the ground for understanding the modern world. Here I mean **cooperation that inspires action** and makes it possible to interact with others, exchange experience and thus verify our existing work methods whilst opening us up to new and different experiences.”

The activities included the implementation of several mini projects. Two of them were addressed to teachers only and the remaining ones to both students and teachers.

“We worked in parallel on specific issues in our own countries with regard to the specifics of our schools and cultural and social

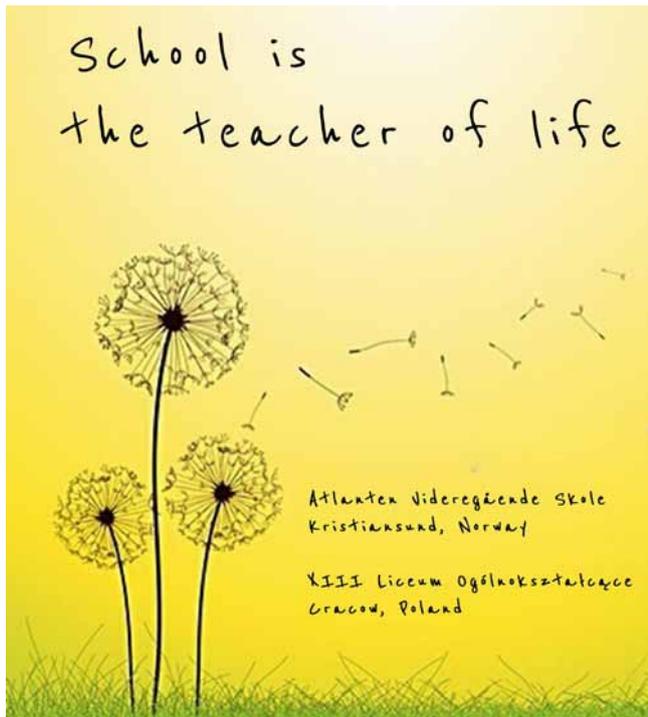
conditions”, says Małgorzata Kulesza. When they met, Polish and Norwegian project participants compared the effects of their work and drew conclusions together.

The mini project *High standard of education – opportunities for young people* included the organisation of a Polish-Norwegian conference in Kraków. In *How good is our school?* the participants examined the development of students’ key competences. The mini project *We are learning how to think globally – water as a common treasure* made the participants aware of how important it was to think about the problems of the modern world, of the correlations existing within it and of how systemic measures or the lack of thereof affected

ATLANTEN GENERAL UPPER SECONDARY SCHOOL is a public general upper secondary school founded in 1967. It has 520 students (aged 16-19) and 65 teachers. The school offers four different learning tracks: general, sports, entrepreneurship and music, dance and theatre. The school has extensive experience in carrying out European projects and international cooperation.

I saw that people were capable of working miracles when motivated by a splendid vision and goal.

MAŁGORZATA KULESZA, PROJECT COORDINATOR



everyday life. Another challenge was presented by the project *Our myths and your myths possess their own history*, in which the participants worked together to create a play called *To the myth and back* based on Nordic and Slavic myths. This was a huge undertaking that required complex conceptual work and long preparation before the results could be transferred to the stage.

The activities undertaken within the project were a means to achieve its major objective, which was to understand that learning has tremendous value, that we learn “not for school but for life” and that school is “a teacher of life”. Project partners used their experience resulting from many years of international cooperation. This included their teaching, organisational and management skills, as well as their expertise in various fields and knowledge of teaching methods.

ADDED VALUE

The teachers will use the knowledge and experience gained in the course of cooperation in their educational work, whilst the



THE MOST IMPORTANT OUTCOMES AND IMPACT

- project increased teacher and student activity; greater openness to new methods of teaching and shaping young people's attitudes
- students established contact with their Norwegian peers and learned to cooperate
- a Polish-Norwegian play entitled *To the myth and back*
- a conference: *High standard of education – opportunities for young people* attended by Polish and Norwegian teachers

students will learn more consciously and with the conviction that they will be able to use the new skills in the future. The Polish-Norwegian partnership helped to broaden the perception of a school as an institution, enriched the participants' knowledge about the identity of the two nations and provided inspiration for further activities. The concept of school as “a teacher of life” will be further implemented and elaborated, whereas the outcomes achieved under the partnership will contribute to improving the quality of teaching and learning.



MAŁGORZATA KULESZA is a chemistry teacher at No. 13 General Upper-Secondary School in Kraków, where she was deputy principal between 2007 and 2015. She has been involved in international projects since 2003 and has authored, co-authored and coordinated projects that have won or been distinguished in the EDUinspirations competitions in 2012, 2014 and 2015.



FASHION FOR HEALTH

ABOUT THE PROJECT

The objective of the project was to **foster active attitudes among children towards health and safety** (their own and other people's), to teach them a healthy lifestyle and to **develop their overall fitness** as an important health factor. The entire school community was involved in various activities (workshops, lectures, competitions and excursions), which focused on, for example, safety, healthy food, physical activity and recreation. The activities involved **innovative teaching methods** that are more effective than traditional ones. They included a presentation of emergency medical services, and presentations created by students from both schools on safety precautions when playing and on road safety, in addition to relaxation exercises for the nervous system and sense organs.

Apart from making it easier to achieve project objectives, the partnership-based implementation method also helped integrate the work of both teams.

KRYSTYNA BOCHENEK, PROJECT COORDINATOR

THE MOST IMPORTANT OUTCOMES AND IMPACT

- shaping proactive attitudes towards health in children
- experience of exchange with international partners
- introduction of innovative teaching methods used in Icelandic schools, for example WebQest¹ and scrapbooking²
- improved teacher competences and transfer of good practice

¹ A learner inquiry-oriented lesson format in which the Internet is the primary source of information

² The art of manually creating and decorating albums containing, for example, photographs and family memorabilia

BRÚARSKÓLI is a primary school in Reykjavik operating under the general school system, and also a special needs school providing education to autistic children and to immigrants. The school places great emphasis on supporting pupils by offering different learning methods adapted to individual needs.

As a result of carrying out the project, children are able to follow the principles of a healthy lifestyle, know what to eat to be healthy and understand that it is necessary to move in order to keep their bodies fit. The project has also expanded the school's education offer and enriched its teaching aids.

“Owing to the integration of partner schools, we have been able to observe methods of working with children and ways to implement the programme objectives”, says Krystyna Bochenek, project coordinator. She also adds: “We decided to introduce similar solutions in both schools and continue to promote a healthy lifestyle among pupils.”

ADDED VALUE

The effective provision of health education is an opportunity to improve the quality of life for current and former pupils, who will subsequently care not only for their own and other peoples' health, but also for the environment. It is, therefore, worthwhile for schools to carry out activities concerning health education in cooperation with other countries using their best experiences. The partner schools maintain regular e-mail contact and there are plans to implement further projects to promote healthy lifestyles.



KRYSTYNA BOCHENEK is a qualified teacher with 37 years of professional experience. She works at No. 28 Primary School in Rybnik. In her spare time, she is a member of Stowarzyszenie Aktywnych Kobiet “Mrowisko” (Anthill Association of Active Women).

Project promoter:

No. 28 Primary School
in Rybnik

Partner:

Brúarskóli Primary School,
Iceland

Duration:

3 March 2014
– 3 February 2016

Total project budget:

PLN 93 156.03

STF funding:

PLN 83 840.43

Project coordinator:

Krystyna Bochenek

FSS/2013/IIC/W/0003



MOBILITY OF POLISH AND NORWEGIAN TECHNICAL SECONDARY SCHOOL STUDENTS – EXCHANGE OF EDUCATIONAL AND CULTURAL EXPERIENCES

“The most important goals of the project included becoming familiar with vocational education provided by the Sande Upper Secondary School, taking part in joint activities and **exchanging experiences** between teachers from Poland and Norway. No.

1 School Complex in Swarzędz has been involved in European projects for many years. This project, however, was quite unique, being the first one to be carried out in cooperation with a Norwegian educational institution under the STF”, says Michał Szyperski, project coordinator. He also emphasizes its versatility: “Beyond purely substantive elements, it also included **integration activities** for students of the partner schools, including **joint language classes and sporting activities**. The greatest advantage of our cooperation with the Sande School was international internships (student mobilities). Placements at the partner school contributed to the **development of skills**,

both vocational and social, which should improve our former students’ opportunities in the demanding labour market.”

The teachers who took part in the mobilities expanded their professional horizons with new experiences gained while staying at the partner institution. This was reflected in the *Set of Good Educational Practices*, which they created as part of the *Teaching Methods for Technical Vocational Subjects*. Furthermore, the observation of learning activities at the Norwegian school encouraged the teachers from Swarzędz to increase their use of teamwork during practical classes.

Project promoter:
School Complex No. 1 in Swarzędz

Partner:
Sande Public Upper Secondary School, Norway

Duration:
4 May 2014
– 30 April 2016

Total project budget:
PLN 351 793.66

STF funding:
PLN 316 614.29

Project coordinator:
Michał Szyperski

FSS/2013/IIC/W/0049

THE MOST IMPORTANT OUTCOMES AND IMPACT

- experience of exchange in the field of vocational education
- more attractive educational offer in both schools
- making Polish students aware of the need to learn foreign languages and of the importance of lifelong learning process
- establishing direct contact between Polish and Norwegian students
- improvement of teacher competences and transfer of good practice
- project enhanced opportunities for Polish students in the labour market

SANDE PUBLIC HIGH SCHOOL is a public upper secondary school in Sande, Vestfold County, some 50 kilometres south of Oslo. The school currently has 500 students who follow seven different learning tracks. The school employs 70 teachers.

The project resulted in the purchase of a renewable energy system for No. 1 School Complex in Swarzędz. This comprises a set of photovoltaic panels, an inverter and a widescreen display located on the front wall of the school. The display is used not only to provide information, but also as a teaching aid for students following the renewable energy systems and devices learning track.

ADDED VALUE

Apart from the development of students’ vocational skills, the project also enhanced their soft skills, including the **ability to work in a group**, empathy and the ability to overcome stress. It was also important to establish direct contact between students of both schools and to make Polish students aware of the need to learn foreign languages. Thanks to the extensive cultural programme which accompanied each of the mobilities, students and teachers became familiar with some Norwegian traditions and history, noting with surprise many features that the countries have in common.

Scandinavians are extremely friendly, kind and open to new initiatives.

MICHAŁ SZYPERSKI, PROJECT COORDINATOR

The experience gained during the project has been taken into account in the designing of the Vocational Education Centre at No. 1 School Complex in Swarzędz, the construction of which started in 2016. Both partner schools have reported an increased interest in their educational offers, as more new students have been admitted for their mechanics and mechatronics learning tracks.



MICHAŁ SZYPERSKI is a teacher of English at No. 1 School Complex in Swarzędz. He is interested in the history of World War II.



VIKINGS AND SLAVS: THE PAST, PRESENT AND FUTURE

The project was an opportunity for students from Norway and Poland to **become familiar with and compare the history of the two countries** and the everyday lives of their contemporary residents. “We conducted a study on the life of our ancestors and took part in activities in several archaeological parks: Landa Park, Biskupin, Ostrów Lednicki and Jomsborg (Wolin)”, says Joanna Stefańska,

If it wasn't for the project, the students of No. 18 Lower Secondary School in Wrocław wouldn't know that the horns on Viking helmets were a pop culture cliché that has no substantiation in history.

JOANNA STEFAŃSKA, PROJECT COORDINATOR

project coordinator. “We learned more about how Vikings and Slavs travelled”, she continues, “and during workshops at the Norwegian school we made costumes, pottery and weapon replicas. At an assembly in Tingvatn, we found out how disputes were resolved in the Viking Age. In Poland, we built model ships and created a play based on Viking legends. We got to know one another better by working and playing together, and during meals which we prepared ourselves. The results of our studies were compiled in student presentations. The staging of the play is available via the YouTube channel and a summary of the project is provided in a photo-book.”

MAJOR OUTCOMES AND IMPACTS

- students acquired teamwork skills, expanded their knowledge of history, improved their command of English and overcame the language barrier in their contacts with peers from Norway
- during workshops, students made friends with their peers from Norway and learned to use various tools, including saws, drills, planes and sewing machines
- teachers, inspired by the practice of the Norwegian school, use teamwork and flipped classroom methods more often
- the Polish school is involved in new international cooperation projects

AA UNGDOMSSKOLE is a lower secondary school located in Lyngdal, on the southern coast of Norway. The school is attended by 350 students aged 13-16 and employs 50 staff members.

The main objective of the project was to **promote teacher and student mobility**, whilst good financial management made it possible to go quite far beyond the planned targets. Another goal was to **develop language competences**: the students improved their communication and writing skills in English. In addition, they widened their historical knowledge of the Viking Age in Polish territories and in Scandinavia. During practical classes at school, they learned to use different tools, including saws, drills, planes and sewing machines.

ADDED VALUE

The Vikings and Slavs project has inspired the wider use of **the flipped classroom model**, where students prepare for classes individually based on various resources and guidance from their teachers, share the information they have found with their peers and consolidate the acquired knowledge during practical activities and also outside the classroom. Activities of this type were carried out, for example, as part of the *School in the City* project.

The experience gained during the project was used in the designing of a new one: *Eat, run and get to know Visegrad countries*, for which the school has received a grant from the International Visegrad Fund.



JOANNA STEFAŃSKA is a qualified teacher of English at No. 18 Lower Secondary School in Wrocław. Since 2008, she has also been a teaching methodology advisor at the In-service Teacher Training Centre in Wrocław. She has designed and coordinated numerous international school projects.

Project promoter:
No. 18 Lower Secondary School in Wrocław

Partner:
AA Ungdomsskole, Lyngdal, Norway

Duration:
2 January 2014 – 31 December 2015

Total project budget:
PLN 246 217.20

STF funding:
PLN 217 803.02

Project coordinator:
Joanna Stefańska

Project website:
<http://new-twinspace.etwinning.net/web/p102748>

FSS/2013/IC/W/0012



Photo Øyvind Heen - visitnorway.com

FROM BLACKBOARD TO TABLET. A JOURNEY WITH A DATA TABLET ACROSS UNESCO HERITAGE SITES IN NORWAY AND POLAND

The project was designed to transform learning at school into an inspiring experience. It included **seminars on the use of ICT¹** in the learning process, seminars on UNESCO designated World Heritage Sites, and an **art and photography competition** concerning these sites for students of both schools. Another important activity comprised student and teacher mobilities. The young people from Norway visited Krosno and their Polish peers paid a return visit to them in Straume. Each of the schools organised national days: a Polish Day in Norway and a Norwegian Day in Poland. Teachers from the partner schools took part in **three working visits**. The teachers and school management had an opportunity to **enhance their professional skills**, to compare the work methods in both schools and to discover the differences and similarities between the Polish and Norwegian education systems. Another effect of the cooperation is a guide entitled: *On the Trail of UNESCO World Heritage Sites in Poland and Norway*.

By working with their peers from the partner country, the students learned to be tolerant and to accept people from different cultures. They also developed their national identity and interacted with one another, which has prepared them for living in modern Europe.

ROBERT GUZIK, PROJECT COORDINATOR

“During the project, we had the opportunity to observe the work of the Norwegian school, and to meet with teachers and students”, says project coordinator Robert Guzik. He adds: “We became familiar with various solutions that increase the efficiency of educating students, including the operations of an organic farm and its role in education through work, as well as the therapeutic role of horticultural² therapy and classes with elements of dog-assisted therapy.³”

1 Information and Communication Technology

2 Gardening therapy: an informal therapeutic method using physical work in a garden as part of occupational therapy and resocialisation

3 Animal-assisted therapy involving specially-trained dogs

Our subjects of interest included: teaching, in particular the application of new technologies in the classroom; the difficulties and benefits resulting from this; the school premises and equipment; trends in school and teacher development; and the advantages of international cooperation.”

The project enriched the school’s educational offer and promoted modern teaching and learning methods. It has brought about positive changes in the school’s work organisation and has made it possible to depart from the school routine. The activities engaged and integrated the entire school community, and created a positive image of the school as a modern institution, which promotes inclusion.

ADDED VALUE

The project made it possible to explore best practices and to transfer innovative solutions. Teachers had the opportunity to enhance their professional skills and to acquire substantive educational knowledge. They gained experience in using innovative work methods, especially ICT. The cooperation with the Norwegian school project gave the participants an unprecedented chance to overcome language and cultural barriers, and to practice their language skills. This provided much better outcomes than the results of traditional teaching in the classroom.



ROBERT GUZIK is head of the Municipal School Complex with Integrated Classes in Krosno. His interests include educational law and sports.

MAJOR OUTCOMES AND IMPACTS

- teachers had an opportunity to become familiar with the partner school’s work methods and to use their best practices
- students and teachers considerably expanded their knowledge and skills regarding ICT in learning and teaching
- students and teachers tested their command of English in practice
- the project has inspired new activities in the field of partnerships

FJELL LOWER SECONDARY SCHOOL is one of the two schools of this level in Fjell Municipality. Opened in 1969, it was one of the first schools in Norway with an educational programme focusing on practical skills. It leases a small farm, which gives students better motivation to learn these skills. The educational programme includes a subject called naturbruk which concerns gardening, and hundehold which teaches students to care for dogs.

Project promoter:
Municipal School Complex
with Integrated Classes
in Krosno

Partner:
Fjell Lower Secondary
School, Straume, Norway

Duration:
1 April 2014
– 31 March 2015

Total project budget:
PLN 422 011.38

STF funding:
PLN 376 026.98

Project coordinator:
Robert Guzik

FSS/2013/IIC/W/0039

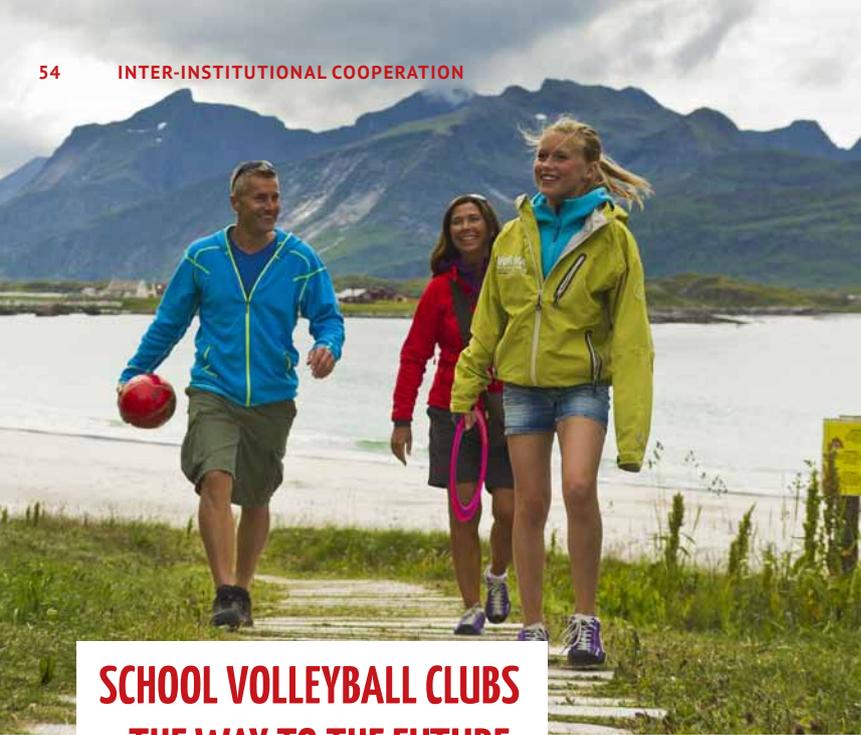


Photo CH – visionway.com (092011-99#0108)

SCHOOL VOLLEYBALL CLUBS – THE WAY TO THE FUTURE

The project objective was to develop an **innovative volleyball training programme** based on sports kinesiology and psychophysical aspects. The programme was the result of joint training sessions and workshops during three student exchanges. Project participants had the opportunity to develop their sports skills during volleyball training sessions with Polish and Norwegian coaches. They also acquired **knowledge in the field of physiotherapy, nutrition and sports psychology**. This knowledge and their improved volleyball skills made the students more aware of safety and efficiency in sports.

Project promoter:

No. 5 School Complex
in Szczecin

Partner:

Hafstad Upper Secondary
School, Førde, Norway

Duration:

4 March 2014
– 29 February 2016

Total project budget:

PLN 418 039.97

STF funding:

PLN 376 235.97

Project coordinators:

Kinga Maciaszczyk,
Teresa Kutałowska

FSS/2013/IIC/W/0041

ures and are a leader in international cooperation in the local education community.”

HAFSTAD UPPER SECONDARY SCHOOL offers general and vocational education. The school's impressive main building accommodates approximately 480 students and 65 staff members. Hafstad School was founded in 1993, but its beginnings date back to 1917. The school collaborates with Førde Volleyball Club, which runs volleyball groups for different age groups, regarded as some of the best volleyball groups in Norway.

MAJOR OUTCOMES AND IMPACTS



- students and teachers acquired valuable new skills concerning volleyball training and psychophysical aspects of this sport
- Polish and Norwegian students worked together, which also gave them an opportunity to practice their communication skills and to enhance their openness towards other cultures
- project participants had the opportunity to see the best volleyball players in the world in action during the 2014 Volleyball World Championship
- an innovative and comprehensive volleyball training programme was prepared with elements of sport kinesiology and psychophysical support, which can be used for players at all levels

ADDED VALUE

Meeting their peers from Norway strengthened the Polish participants' attitude of openness towards other cultures and peoples. This was also an opportunity to improve their communication skills. Young people learned about the history and traditions of the partner countries, in addition to enjoying some of their most beautiful landscapes. Project participants had the unique chance to sit in the audience during the 2014 Volleyball World Championship in Gdańsk, and during a Polish-Norwegian sports camp they were visited by Michał Kubiak, captain of the Polish national volleyball team, the winner of the 2014 championship.

Working together during training sessions and workshops further strengthened the bonds between the participants, to the extent that tears appeared on their faces as they said goodbye at the airport.

KINGA MACIASZCZYK, PROJECT ADMINISTRATION COORDINATOR

The experience gained in the project reinforced the school's image as a reliable and responsible partner. Future plans include further cooperation with the school from Norway in addition to finding new project partners in EEA countries.



TERESA KUTAŁOWSKA, project content coordinator, is an English and Russian philologist. Since 1998, she has been a teacher at No. 5 School Complex in Szczecin.



KINGA MACIASZCZYK, project administration coordinator, is a Polish philologist and psychologist. She works at No. 5 School Complex in Szczecin. She has designed various innovative teaching aids and creative teaching methods.

INTER-INSTITUTIONAL COOPERATION OF HIGHER EDUCATION INSTITUTIONS

Joint projects are above all a perfect opportunity to make use of the partner's best experiences and transfer solutions, which have already proven to work in practice. This kind of cooperation benefits everybody and it usually marks the beginning of future joint activities.



Photo: fotolia (93398357)

EDUCATIONAL AND SOCIOCULTURAL COMPETENCES OF CONTEMPORARY TEACHERS – EDUCATIONAL COURSE AND PORTAL

Dynamic changes resulting from the development of new media and the transformation of traditional socializing environments, for instance families and schools, have produced a sense of chaos and helplessness for many teachers and pedagogues working with young people.

“Schools nowadays focus their activities mainly on teaching, while the broader sphere of socialization and education remains a difficult challenge”, says Jacek Pyżalski, PhD, project coordinator. “Nonetheless,” he continues, “teaching and educating are two sides of the same coin, and in the long term, any problems in one area will translate into failure in the other.”

The aim of the project was to **develop a modern academic course and a multimedia portal** (featuring educational videos, presentations, worksheets etc.), and to publish three **monographs** (in Polish and English) to provide a consistent knowledge resource on contemporary educational problems (e.g. exclusion

from a group, new addictions, eating disorders) and teachers’ educational competences.

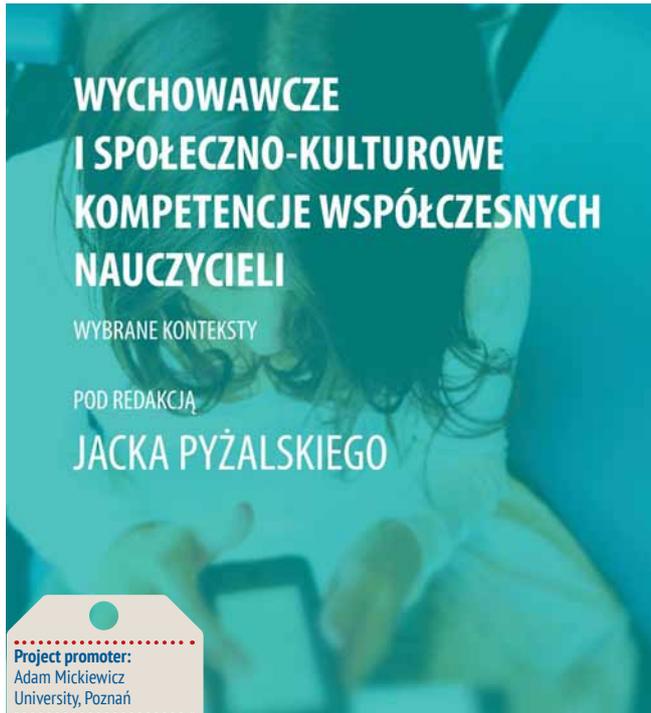
The project provided an opportunity to construct an educational course on the basis of not only Polish national diagnoses conducted by researchers from the Faculty of Educational Studies, Adam Mickiewicz University (AMU), but also based on the Icelandic experience. This is especially helpful because, according to OECD⁴ studies, the education system in Iceland shows a good response to contemporary social and educational challenges, which results in one of the lowest educational inequality levels (caused by gender or learning difficulties) in Europe. The materials developed within the project are addressed to the following groups: teacher trainers (both initial and in-service

4 Organisation for Economic Cooperation and Development

POLISH SCHOOL IN REYKJAVIK was founded in 2008. It is operated by the Association of Friends of the Polish School in Reykjavik, a non-profit organisation. Currently, the school has 200 students aged 5- 18. They attend classes for the newly established group of five-year-olds, grades 0 to 6 (primary school) and grades 1 to 3 (lower secondary school).

It was surprising that, despite cultural differences, we are faced with similar problems in schools.

ASSOCIATE PROFESSOR JACEK PYŻALSKI, PROJECT COORDINATOR



Project promoter:
Adam Mickiewicz
University, Poznań

Partner:
Polish School in Reykjavik,
Iceland

Duration:
20 January 2014
– 16 January 2016

Total project budget:
PLN 416 952.68

STF funding:
PLN 375 257.37

Project coordinator:
Jacek Pyżalski, PhD

Project website:
<http://kompetencjonauczyciela.pl/publikacje/>

FSS/2013/IIC/W/0004

teacher training), teachers, educators and researchers in the field of education and cultural change. With the cooperation of the Icelandic partner, an educational portal has been created offering videos, papers and presentations: <http://kompetencjonauczyciela.pl/publikacje/>. The portal also contains links to full versions of relevant books. Both the portal and its publications are available free of charge.

A significant achievement was the huge commitment of relevant professionals who followed the project on social media. This helped disseminate the materials on a much larger scale than initially planned.

The educational materials produced under the project are currently used in educational courses provided by the Faculty of Educational Studies, AMU. They will be fully used following



MAJOR OUTCOMES AND IMPACTS

- modern multimedia materials for lecturers, trainers, teachers and educators
- launch of a new portal: <http://kompetencjonauczyciela.pl/publikacje/> offering open access to numerous helpful publications
- AMU graduates of educational studies are better prepared to deal with the most difficult educational challenges, including bullying, exclusion from a group or cyberbullying

the completion of the project. The project partners intend to continue their cooperation with a focus on bullying prevention methodology.



JACEK PYŻALSKI, PHD, ASSOCIATE PROFESSOR, works at the Special Education Needs Unit at the Faculty of Educational Studies, AMU, Poznań. He has taken part in and coordinated over 60 national and international research projects. His research interests include cyber aggression, new media, communication at school, health promotion and cyberbullying among young people.



SCHEDULE. SIGNIFICANCE OF COMPETITIONS IN HIGHER EDUCATION

The project SCHEDULE sought to verify the effectiveness of competitions organised in higher education. It was meant to focus on topics linked to research conducted by the Faculty of Geographical Sciences at the University of Łódź, which focuses on business tourism. As regards its contents, the project included a student-oriented education pathway and another involving academic research. Owing to this concept, the implementation of the project managed to attract academic teachers, researchers and students.

We did not expect academic staff involved in the implementation of the SCHEDULE project to open up so much to further international cooperation.

TOMASZ NAPIERAŁA, PHD, PROJECT COORDINATOR

“The 24HOURS competition that was run in Łódź in cooperation with the Poland Convention Bureau, Novotel Łódź Centrum Hotel, the Regional Tourism Organisation of the Łódź province and the Włóczykije Tourism Geographers’ Student Club operating at the University of Łódź was the most publicised activity of the project”,

THE MOST IMPORTANT OUTCOMES AND IMPACT



- it was the first big international project for all those involved in it – it was a valuable experience that will facilitate taking up more such challenges
- the project motivated the staff of the Faculty of Geographical Sciences at the University of Łódź to extend the offer of subjects provided in foreign languages
- experience gained in the course of the project helped introduce subjects provided as project-based learning
- Lillehammer University College’s very effective and highly-rated cooperation with the University of Łódź provided an incentive to develop further cooperation in research

LILLEHAMMER UNIVERSITY COLLEGE (LUC) is a public higher education institution established in 1971. It specialises in social sciences and media science. It has about 5,000 students and 380 academic staff. The HEI has a beautiful campus near the city of Lillehammer.

says Tomasz Napierała, PhD. “The participating teams prepared a draft strategy for the development of business tourism in Łódź.”

A study visit to Lillehammer with the participation of the winners of the 24HOURS competition was a supplementary activity. The project outcomes were presented in Naples at an international conference entitled *The Tourism Intelligence Forum (t-Forum)*.

The project SCHEDULE was intended to support and stimulate mobility not only among students of the University of Łódź, but also among students of all other HEIs interested in participation in 24HOURS as an integral part of the project. As a result, the positive outcomes of mobility were multiplied and they benefited not only outstanding students of some Polish HEIs but also those of the partner college. Now back in their home HEIs, cities and country, Lillehammer University College students participating in the project are the best ambassadors of the University of Łódź, Łódź itself and Poland. The fact that LUC researchers’ interest in scientific cooperation with employees of the University of Łódź has grown so significantly is a direct outcome of the project SCHEDULE.



TOMASZ NAPIERAŁA, PHD, works at the Faculty of Geographical Sciences at the University of Łódź. He is a geographer and economist by education and his research interests focus on spatial aspects in hotel industry competition, with particular emphasis on prices throughout the industry. He has extensive research experience in evaluating financial and strategic policies operated by local governments.

Project promoter:	University of Łódź
Partner:	Lillehammer University College
Duration:	14 April 2014 – 22 May 2015
Total project budget:	PLN 221 205.87
STF funding:	PLN 199 085.28
Project coordinator:	Tomasz Napierała, PhD
Project website:	http://schedule.edu.pl/FSS/2013/IIC/W/0008
FSS/2013/IIC/W/0008	

INTERUNI – SUPPORT FOR INTERNATIONALISATION. STRENGTHENING THE RELATIONSHIP BETWEEN THE HEI, CANDIDATES, STUDENTS, GRADUATES AND EMPLOYEES BY USING NEW MEDIA

The project was a response to the current situation on the education market, where it is necessary to adapt HEI communication channels to young recipients who regard modern technologies as the basis for functioning in society.

If an opportunity to participate in a similar project arose, we would have no hesitation in getting involved.

MAGDALENA SKOWRON, PROJECT COORDINATOR

Support for the process of internationalisation and the strengthening of the relationship between members of the academic community by using new media was the main objective of the project. The most important project outcomes are: an international scientific conference entitled *New Media in Higher Education – opportunities and threats* and the publication *New Media in the Higher Education Market*, the “Foreign Ambassadors” platform, mobile applications, the responsive website of the HEI and adapting it to the needs of the disabled.

InterUni

THE MOST IMPORTANT OUTCOMES AND IMPACT

- transfer of innovative solutions and best practices in the field of internationalisation and new technologies applied by the University of Liechtenstein and the Norwegian University of Science and Technology in Trondheim
- development of mobile applications and the responsive website of the HEI service, which is adapted to the needs of the disabled
- making use of new technologies had a positive impact on the HEI's image and helped strengthen the relationship with the whole academic community. Employees' knowledge and skills gained during the project contributed to attracting a higher number of domestic and foreign students
- cooperation with the HEIs from Liechtenstein and Norway will be continued and developed
- organisation of the international scientific conference *New Media in Higher Education – opportunities and threats* and the publication of *New Media in Higher Education Market*
- development of the “Foreign Ambassadors” platform

THE NORWEGIAN UNIVERSITY OF SCIENCE AND TECHNOLOGY IN TRONDHEIM (NTNU) was established in 1996 as a result of merging six universities. “Knowledge for a better world” is its motto. It employs about 6,700 persons, of whom over 4,000 are research workers. It educates 39,000 students including 3,000 international students.

THE UNIVERSITY OF LIECHTENSTEIN, established in 1961, operating as a public foundation, is a highly-rated HEI focusing on education adapted to the needs of society and business. It has about 800 students.

“The University of Liechtenstein and the Norwegian University of Science and Technology in Trondheim participated in the project”, says Magdalena Skowron, project coordinator. “The participation of these prestigious partner HEIs allowed us to explore examples of good practices and to transfer innovative solutions. Both of these HEIs have extensive experience in internationalisation and new media application, which turned out to be very helpful when developing a set of IT and promotional tools. The diversity of our outcomes facilitated the strengthening of the relationship between the HEI, candidates, students, graduates and employees.

CONTINUATION

In the case of the partner HEIs from Norway and Liechtenstein, the project triggered the development of future international joint activities. The idea of preparing a joint session for the 2017 EAIE conference, during which the project outcomes will be presented and disseminated, may serve as an example of that. There are plans for a study visit to the University of Liechtenstein. This visit will focus on the strengthening of the existing relationship, the summing up and dissemination of previous activities and on the development of new ideas serving the continuation of this cooperation.



MAGDALENA SKOWRON works at the University of Economics in Katowice. She deals with the international promotion of the HEI. Her main interests include the establishment and building of relationships with foreign students and social media communication.

Project promoter:	University of Economics in Katowice
Partners:	University of Liechtenstein, Norwegian University of Science and Technology in Trondheim
Duration:	24 March 2014 – 24 March 2016
Total project budget:	PLN 417 580.14
STF funding:	PLN 375 822.13
Project coordinator:	Magdalena Skowron
FSS/2013/IIC/W/0009	



ADAPTED PHYSICAL ACTIVITY – THEORY AND PRACTICE

The project was meant mainly to **increase the social inclusion of wheelchair users** in Poland and Iceland by educating future physiotherapists and PE teachers. To achieve this objective, three **workshops** were organised for 42 students from Poland and Iceland to acquaint them with the theoretical and practical principles of adapted physical activity for those with special needs. Other project outcomes included a project conference entitled *Adapted physical activity in rehabilitation and education* and a project website visited by almost 9,000 users. **The preparation (adaptation and translation)** of tools to assess wheelchair users' physical activity (among other things the international Physical Activity Questionnaire for Wheelchair Users – IPAQ – WU) was an important outcome of the project.

PROJECT ACTIVITIES

“Adapted physical activity is an academic discipline developing in Europe and aimed at **the improvement of the life quality and independence** of people with special needs”, says Natalia Morgulec-Adamowicz, PhD, project coordinator. “The number of wheelchair users belonging to the group of people with special

needs is high and constantly growing. Due to their specific muscle and joints strains, lots of wheelchair users experience acute and chronic injuries or conditions limiting their employment opportunities and participation in social life. Physical activity and sport are an effective form of support for people with congenital and acquired disabilities.”

CONTINUATION

There are plans for the continuation of research conducted together with the School of Education at the University of Iceland and focusing on the assessment of wheelchair users' physical activity, and for joint scientific publications relating to

Project promoter:
University of Physical
Education in Warsaw

Partner:
University of Iceland,
School of Education

Duration:
1 February 2014
– 31 December 2015

Total project budget:
PLN 418 040.00

STF funding:
PLN 376 235.99

Project coordinator:
Natalia Morgulec-
Adamowicz, PhD

Project website:
<http://apafss.eu/>

FSS/2013/IC/W/0020

THE UNIVERSITY OF ICELAND is a state higher education institution established in 1911 in Reykjavik. Its 11 faculties educate about 16,000 students. The University and its related research units employ about 2,500 people, including about 1,000 researchers. The HEI conducts research focusing on a number of social and natural sciences.

Thanks to the participation in the project, our staff learned project management taking account of cultural differences and the partner's specific legal, organisational and administrative regulations.

NATALIA MORGULEC-ADAMOWICZ, PHD, PROJECT COORDINATOR

this domain. As part of the Erasmus+ programme, student and staff mobilities will be continued. The University of Physical Education in Warsaw would like to attract new partners and continue research into wheelchair users' physical activity, especially of those with spinal cord injuries.



NATALIA MORGULEC-ADAMOWICZ, PHD, works at the Chair of the Theory and Methodology of Movement Education at the Faculty of Rehabilitation, Józef Piłsudski University of Physical Education in Warsaw. Her main research interests include: adapted physical activity, disabled sports (rugby for wheelchair users), physiology of exertion in spinal cord injury sufferers, physical activity of people with special needs.



THE MOST IMPORTANT OUTCOMES AND IMPACT

- establishment of real and prospective cooperation with the University of Iceland
- enabling the Faculty of Rehabilitation at the University of Physical Education in Warsaw a better implementation of its mission statement – a practical combination of education, science and research dissemination
- students and academic as well as administrative staff had an opportunity to work as partners within a team – everyone was surprised at how integrated activities improved the effectiveness and atmosphere of task implementation
- students of Physiotherapy and Physical Education participated in training as a result of which they acquired knowledge and skills allowing them to involve disabled people in different areas of physical activity
- adaptation of the extended Polish, English and Icelandic versions of the *International Physical Activity Questionnaire* (IPAQ) to the requirements of research into wheelchair users' needs (IPAQ – WU)



INNO-CONNECTION: THE DEVELOPMENT OF POLISH-ICELANDIC PARTNERSHIP IN THE AREA OF ACADEMIC EXCELLENCE WITH THE HELP OF INFORMATION AND COMMUNICATION TECHNOLOGIES

Thanks to the project, the Bielsko-Biała School of Finance and Law implemented blended-learning solutions, which improved **the quality of education** and made it more attractive to students. The preparation of multimedia courses, also in English, allowed the HEI **to open up more** to foreign students. The project also involved **the promotion of good practices** related to science and education, experience exchange and **knowledge transfer** between the partners. ICT solutions facilitating videoconferences with the partner, which have also been used after the completion of the project, were really helpful in the process of introducing new teaching technologies.

Project promoter:

Bielsko-Biała School of Finance and Law

Partner:

Bifröst University, Iceland

Duration:

12 May 2014
– 10 January 2016

Total project budget:

PLN 434 330.92

STF funding:

PLN 390 897.82

Project coordinator:

Jacek Binda, PhD, Eng.

FSS/2013/IIC/W/0031

“Not only did the project allow us to introduce new IT solutions supporting the teaching process at the School of Finances and Law, but – which is just as important – it also initiated lasting cooperation at institutional, personal and scientific levels”, says Jacek Binda, PhD, project coordinator.

As a result of the project, the architecture of an e-learning/blended-learning platform was designed, an open source platform was adapted to the needs of the Polish HEI, and model courses were prepared to be launched on the platform.

Academic staff and students benefited from publications containing guidance and the target groups of the project were trained in using the platform. The creation of the project website containing a thematic forum for the partners, where they could exchange knowledge and good practices linked to their common interests was absolutely essential. Numerous videoconferences were held with the partner during the project and students participated in some of them. The organisation of New Technologies Open Days at the School of Finance and Law served the purpose of the dissemination of e-learning solutions.

CONTINUATION

The Bielsko-Biała School of Finance and Law intends to develop its existing cooperation with the University of Bifröst by making use of an examination centre established by the two HEIs and

THE MOST IMPORTANT OUTCOMES AND IMPACT

- the Polish HEI implemented blended-learning and e-learning solutions, which raised the standard of education
- thanks to new multimedia courses provided in English, the HEI is now more attractive to foreign students and its modern videoconferencing equipment is in constant use
- transfer of good practices and innovative solutions from a highly-rated Icelandic HEI to the Polish institution
- the first joint project resulted in plans for more partner initiatives
- a new computer lab was created in Bielsko-Biała – the Bifröst University examination centre, where Erasmus+ Icelandic students will be able to bridge curriculum gaps in a more effective way
- conclusion of a long-term cooperation agreement

BIFRÖST UNIVERSITY is a private higher education institution established in 1918 using Ruskin College in Oxford as a model. It specialises in educating business, political and social leaders. It has three departments: Department of Business, Department of Law and the Department of Social Sciences and educates about 600 students.

The project allowed us to have a broader view of the process of education and the role of modern technologies in Iceland.

JACEK BINDA, ASSOCIATE PROFESSOR, PROJECT COORDINATOR

implementing projects relating to ICT supporting the teaching process. By making use of the videoconferencing equipment that was acquired as part of the project, the HEI wishes to maintain contact with the Icelandic partner and use its assistance when developing the blended-learning system. This communication channel will also be used to exchange information and prepare more projects including student and staff exchange, and for the future joint development of the continuing education offer based on e-learning.



JACEK BINDA, PHD, ENG., ASSOCIATE PROFESSOR is the Vice-Rector of the Bielsko-Biała School of Finance and Law. His research interests include: economics and e-economics, IT in economics, and e-banking.



FOCUS ON SUSTAINABLE DEVELOPMENT

The project intended to **develop a teaching module** focusing on sustainable development. Sólheimar – an eco-village with long experience in this field – was our Icelandic partner involved in the development of the module. Sustainable development was treated in an inclusive way and included exact sciences such as architecture and land management, as well as humanities such as management and sociology. The project involved educating lecturers who – having acquired new knowledge – worked on the concept of the module for students of various cycles of degree programmes. The added value of the project consists in its international dimension, the practical character of information coming from the partner and the adaptation of the module to the expectations of the labour market.

We were greatly impressed by the mission statement of the partner institution, which says that business ends where other people's welfare starts.

BARBARA ZDROJEWSKA, PROJECT COORDINATOR

The project implementation involved training and workshops for academic staff. Experts and the Icelandic partner participated in the teaching process. On the basis of their freshly acquired

THE MOST IMPORTANT OUTCOMES AND IMPACT

- acquisition of practical knowledge, participation in expert-led training
- establishing direct contact between lecturers and the Icelandic institution likely to result in stronger cooperation in selected scientific domains in the future
- practical dissemination of the idea of sustainable development among students and lecturers
- development of a teaching module focusing on sustainable development

knowledge and Icelandic models, lecturers developed a teaching model for the students of first- and second-cycle degree programmes. The module provides the basis for training and courses offered by the HEI. The project is an inspiration to carry on the modernisation of the HEI – among other things there are plans for the introduction of a waste sorting system.



BARBARA ZDROJEWSKA is the chancellor of the University College of Enterprise and Administration in Lublin and has been the head of the Centre for the Development of Competences since 2010. Under her management, the HEI implements international projects as part of such programmes as Erasmus+ and the Scholarship and Training Fund.

Project promoter:
University College of Enterprise and Administration in Lublin

Partner:
Sólheimar, Iceland

Duration:
1 May 2014
– 30 April 2016

Total project budget:
PLN 167 907,53

STF funding:
PLN 151 111,78

Project coordinator:
Barbara Zdrojewska

FSS/2013/IIIC/W/0032



EYE ON OUTGOING STUDENTS

Three universities forming a partner group implemented a joint project as part of the Leonardo da Vinci programme. This experience shows that international competences and communication between nations, religions and cultures require the hardest work and present the biggest challenge.

Therefore, the most important objective of the project “Eye on outgoing students” consisted of its participants’ intercultural education. It was implemented within two groups: the first one was composed of employees of career and international cooperation offices, and the other one of the partner HEIs’ outgoing students.

The project involved training and workshops for people conducting preparatory classes for students intending to carry out mobilities abroad. The partners learned from one another, implemented scenarios and developed new proposed exercises for students as well as participating in workshops with students. This education was provided in an international environment

and each HEI contributed its own experiences in improving the quality of student mobility. The Norwegian partner prepared a workshop for students. The observation of the workshop was a particularly interesting part of the programme.

“The workshop method really helped us share our experiences, get to know the participants and test our skills in practice”, says Barbara Zdrojewska, project coordinator.

Project promoter:
University College
of Enterprise and
Administration in Lublin

Partners:
University of Liechtenstein,
Diakonhjemmet University
College, Reykjavik
University

Duration:
1 June 2014
– 31 May 2016

Total project budget:
PLN 311 028.80

STF funding:
PLN 279 893.18

Project coordinator:
Barbara Zdrojewska

FSS/2013/IIC/W/0045



We were pleasantly surprised by the fact that students in the partner countries have similar problems linked to mobility and that workshops serve them as a form of opening up and breaking down their own barriers.

BARBARA ZDROJEWSKA, PROJECT COORDINATOR

As a result of the project, the HEI gained trained staff ready to conduct workshops preparing students for mobilities. The workshop scenarios that were developed during the project will be used during classes for students in the partner institutions. The project outcomes have had a positive influence on the quality of current mobilities. The added value consists in the project participants’ personal development and in discovering their potential for being a trainer or coach.



BARBARA ZDROJEWSKA is the chancellor of the University College of Enterprise and Administration in Lublin and has been the head of the Centre for the Development of Competences since 2010. Under her management, the HEI implements international projects under such programmes as Erasmus+ and the Scholarship and Training Fund.

THE MOST IMPORTANT OUTCOMES AND IMPACT

- academic staff acquired practical skills necessary for preparing students for mobility
- students are better prepared for mobilities
- acquisition of intercultural competences
- opportunity to use partner experience
- discovery of new opportunities for development, for example coaching competences
- improvement of the attractiveness of the HEI’s offer

THE UNIVERSITY OF LIECHTENSTEIN was established in 1961 as an initiative of business communities and the state under the name of “Abendtechnikum Vaduz”. In June 2008, the government of the Principality of Liechtenstein authorised a doctoral programme offer at the Hochschule Liechtenstein. Since 2010, the HEI has been allowed to use a name including the word “university”. It has three faculties offering first- and second-cycle programmes in Architecture, Banking and Finance Management.

THE DIAKONHJEMMET UNIVERSITY COLLEGE is a private, Lutheran educational institution operating in Oslo. Its tradition dates back to 1890. The HEI focuses on health care, social services and diakonia.

THE UNIVERSITY OF ICELAND (REYKJAVIK UNIVERSITY) is a state higher education institution established in 1911. At the moment, its 11 faculties educate about 16,000 students. The University and its related research centres employ nearly 2,500 persons, including about 1,000 research workers. The University conducts research focusing on a number of social and natural sciences.

COMPUTER ASSISTED LEARNING OF LOGISTICS OF MANAGEMENT (CALM)

The project CALM managed to **disseminate knowledge** of logistics and production management. The University of Łódź extended its teaching offer by creating six **modern teaching modules**, which will be used within a new field of study already planned.

We managed to establish even more contacts with employees of the HEIs and companies than we had planned before the project.

REMIGIUSZ KOZŁOWSKI, PHD, ENG., PROJECT COORDINATOR

Being able to observe and **exchange experiences** linked to the teaching process conducted by the Norwegian HEI and transferring methods proven to work in practice to the University of Łódź was just as important. The outcomes of the project were presented at an international conference organised to disseminate project outcomes.

The project resulted in the preparation of teaching modules focusing on key issues related to logistics and production management. These modules were developed using modern tools for the development of multimedia applications containing elements of e-learning, which makes the system accessible not only to laptop or

desktop users but also to those who work with mobile devices, such as smartphones or tablets.

Students' own work was focused on selected and specific problem areas, which is why they can learn anywhere using any mobile device. Not only do lecturers have access to modern online teaching tools, but they also create them.



REMIGIUSZ KOZŁOWSKI, PHD, ENG., is a lecturer at the Faculty of Management of the University of Łódź. He specialises in issues relating to logistics infrastructure as well as to the management of new technologies and production.

THE MOST IMPORTANT OUTCOMES AND IMPACT

- familiarisation with the culture and functioning of Norwegian companies and HEIs
- development of six modern teaching modules, which will be used in the study programme of a new degree programme
- effective solutions transferred from the Norwegian HEI to be included in the teaching of the University of Łódź

THE NORWEGIAN UNIVERSITY OF SCIENCE AND TECHNOLOGY IN TRONDHEIM

was established in 1996 as a result of merging six universities. "Knowledge for a better world" is its motto. It employs about 6,700 persons, of whom over 4,000 are research workers. It provides education to 39,000 students including 3,000 international students.

Project promoter:
University of Łódź, Faculty of Management

Partner:
Norwegian University of Science and Technology in Trondheim (NTNU)

Duration:
1 March 2014
– 29 February 2016

Total project budget:
PLN 464 024.36

STF funding:
PLN 417 621.92

Project coordinator:
Remigiusz Kozłowski,
PhD, Eng.

FSS/2013/IIC/W/0034

ACTIVE IN LANGUAGES – INTERACTIVE IN TEACHING. MODERN ICT-BASED METHODS OF TEACHING LANGUAGES

The project served the purpose of the exchange of experiences and good Polish-Norwegian practices relating to language teaching. Based on the best **Scandinavian models**, the Philological School of Higher Education, which is a typical languages-oriented HEI, created **120 innovative e-learning courses** using **modern solutions and ICT tools**. Making use of the experience and expertise of Norwegian practitioners, lecturers of the Philological School of Higher Education selected by way of a competition developed interactive online courses for students of English, German, Spanish and Italian Philology to teach them practical language skills. In the academic year 2014/15, all the materials were made available to students of the Philological School of Higher Education and to those who will study there in the future.

“The cooperation of our HEI with the Sogn og Fjordane University College (HiSF) started as early as in 2007 when a bilateral agreement under the Erasmus programme was concluded”, says Anna Zasłona, project coordinator. “A lecturer at HiSF, John Seriot, played the significant role of the instigator and driving force for our long cooperation. For years, he showed great kindness to our Erasmus grant holders and was authentically involved in providing care to them.

Project promoter:
Philological School of
Higher Education in
Wrocław

Partner:
Sogn og Fjordane
University College

Duration:
1 February 2014
– 31 January 2016

Total project budget:
PLN 465 439.14

STF funding:
PLN 417 095.23

Project coordinator:
Anna Zasłona

Project website:
[http://www.wsf.edu.pl/
upload/module/wysiwyg/
Wydawnictwo%20WSF/
Active in Languages.pdf](http://www.wsf.edu.pl/upload/module/wysiwyg/Wydawnictwo%20WSF/Active%20in%20Languages.pdf)

FSS/2013/IIC/W/0033



THE MOST IMPORTANT OUTCOMES AND IMPACT

- development, in cooperation with the Norwegian partner, of 120 innovative, interactive e-learning courses for students of four philological programmes
- making studying more attractive to future students, incentive to create further e-learning courses
- establishment of the international group ‘Little Wrocław Family’, which will cooperate during future international projects

SOGN OG FJORDANE UNIVERSITY COLLEGE (HiSF), which was established in 1994, is a medium-sized higher education institution in Western Norway, spectacularly situated near glaciers. It has about 4,000 students including many international students. The HEI employs 330 staff members.

He also visited our HEI, offering lectures and informational meetings to Polish students. I think that we owe to him the success of three projects already implemented in cooperation with HiSF.”

Apart from being bound by common academic interests, we really liked the other team members. The international group ‘Little Wrocław Family’ remains in permanent touch and is open to cooperation during future projects.

ANNA ZASŁONA, PROJECT COORDINATOR

The e-learning courses that were developed in consultation with the Norwegian partners apply to CEFR⁵'s six reference levels of foreign language proficiency: A1, A2, B1, B2, C1, C2, and to five skills: reading and listening comprehension, writing, speaking and grammar in use. The courses were developed using the full technical potential of the Moodle e-learning platform operated by the Philological School of Higher Education. The forms are diverse and the online tasks are interactive, which greatly improves the effectiveness of language education; therefore the e-courses enjoy immense popularity among students of the Philological School of Higher Education.

The innovative e-courses developed during the project will be updated and improved. The concept of interactive e-courses resulting from the project is an inspiration to other lecturers at the Philological School of Higher Education in the process of developing new materials. The model of modern ICT-based language teaching was disseminated at a conference and in a publication summing up the outcomes of the project and may serve as an example to follow by educational institutions in Poland and abroad.



ANNA ZASŁONA graduated in English Studies and has 18 years of teaching experience. Since 2009, she has been the head of the International Cooperation and EU Projects Department at the Philological School of Higher Education in Wrocław. She also coordinates the Erasmus+ programme at the HEI.

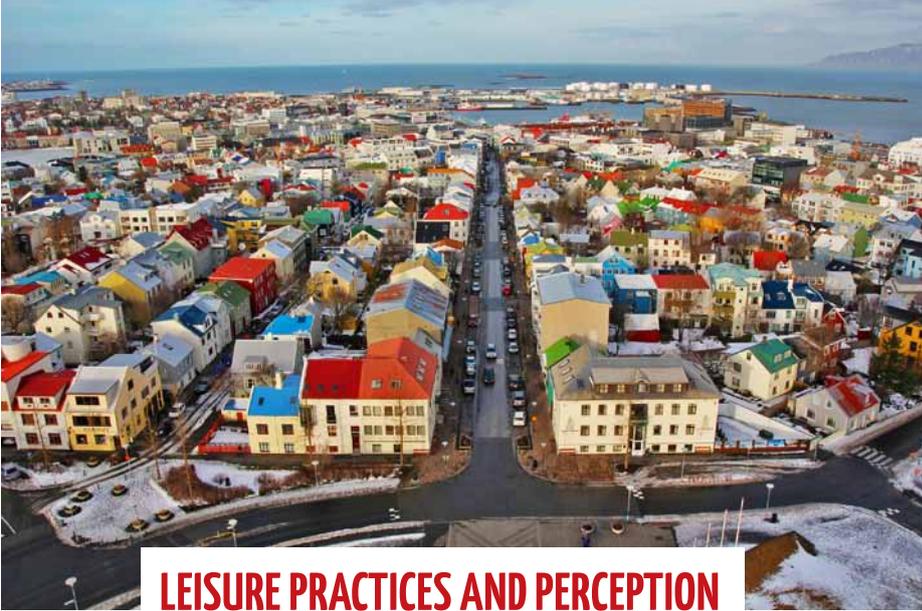


Photo Ditleir Jansen (CCBY-NC 2.0)

LEISURE PRACTICES AND PERCEPTION OF NATURE. POLISH TOURISTS AND MIGRANTS IN ICELAND

The project was based on cooperation between anthropologists, sociologists, social geographers from the University of Gdańsk and the University of Iceland. The fact that Polish migrants were a significant presence in Iceland was the starting point and a catalyst for beginning cooperation. However, the project was not about describing that community. It sought to ask questions concerning **the relationship between mobility, leisure and nature**, especially between migration and tourism.

“It turned out that those questions went beyond Polish-Icelandic relations and migration sociology; that they referred to the general **importance of mobility in social relations** and to situating people in time and space”, says Agata Bachórz, project coordinator. “During the cyclical meetings of the Polish and Norwegian teams we managed to steer the discussion on important issues relatively new to modern anthropology and sociology. Our short visits to the University of Iceland allowed us to have a look at its vibrant

everyday life, organisational culture and partner relationships between various participants in that HEI’s academic life.”

THE UNIVERSITY OF ICELAND is a state higher education institution established in 1911 in Reykjavik. Its 11 faculties educate about 16,000 students. The University and its related research units employ about 2,500 people, including about 1,000 researchers. The HEI conducts research focusing on a number of social and natural sciences.

Project promoter:
University of Gdańsk (UG)

Partner:
University of Iceland
(Reykjavik University)

Duration:
1 May 2014
– 30 April 2016

Total project budget:
PLN 465 805.24

STF funding:
PLN 418 022.44

Project coordinator:
Agata Bachórz, PhD

Project website:
<http://mobility-leisure.edu.pl/>

FSS/2013/IIC/W/0025

THE MOST IMPORTANT OUTCOMES AND IMPACT

- the project was an important experience for academic teachers involved in its implementation
- the project resulted in the publication *Mobility to the edges of Europe. The case of Iceland and Poland*
- employees developed their skills relating to project management and cooperation within international teams
- opening up to other ways of thinking and new scientific disciplines
- improvement of workshop-related and academic skills in English

Four seminars and workshops were the most important project outcomes – two such meetings were held at each university. However, they were not a purpose in themselves. They were a means to prepare a multidimensional and original academic book. The international conference *Intersections of tourism and migration* held in Gdańsk in April 2016 was the crowning event. The partners prepared an innovative book entitled *Mobility to the edges of Europe. The case of Iceland and Poland*.

I particularly value this opportunity for development through contact with other scientists, observing their working methods, discussion, workshops, content-related hints and being able to test my ideas against other views.

AGATA BACHÓRZ, PHD, PROJECT COORDINATOR

As a result of exchanging experiences for two years, it was possible to develop a real platform for cooperation between employees, doctoral students and students from the two partner institutions.

Thanks to the well-planned distribution of the publication and free access to it offered by digital platforms, the publication has reached, and is still reaching, sociologists and anthropologists not only in Poland and Iceland. Due to our original approach to the issues discussed in the book, it will be used for academic teaching purposes in Poland and other countries.



AGATA BACHÓRZ, PHD, is an Assistant Professor at the Department of Social Anthropology operating within the Institute of Philosophy, Sociology and Journalism at the University of Gdańsk. Her research interests focus on mobility and travelling from the perspective of sociology, on lifestyle issues and the culture of everyday life, but above all – on the social aspects of eating.

OTHER PROJECTS IMPLEMENTED AS PART OF THE INTER-INSTITUTIONAL COOPERATION MEASURE

International network supporting research and knowledge transfer as a platform for cooperation between Polish and Norwegian universities

Project promoter: Kraków University of Economics
FSS/2013/IIC/W/0013

Partners: University of Bergen, Stowarzyszenie Edukacja dla Przedsiębiorczości, Wrocław University of Science and Technology, University of Economics in Katowice, Kozminski University in Warsaw, National Contact Point for Research Programmes of the European Union

Duration: 1 April 2014 – 31 May 2015

Total project budget: PLN 418 040.00

STF funding: PLN 376 236.00

Distance learning in the scope of management in construction

Project promoter: Warsaw University of Technology
FSS/2013/IIC/W/0015

Partners: University of Iceland (Reykjavík University), Norwegian University of Science and Technology

Duration: 1 April 2014 – 31 March 2016

Total project budget: PLN 458 915.96

STF funding: PLN 413 010.98

Project website: <http://fss.il.pw.edu.pl/>

E-based education – (r)evolution in teaching and learning

Project promoter: WSB University in Poznań
FSS/2013/IIC/W/0016

Partner: University of Akureyri, Iceland

Duration: 1 March 2014 – 31 August 2015

Total project budget: PLN 463 652.34

STF funding: PLN 417 283.34

Reconstruction and monitoring of environmental changes – tools for planning sustainable development of lake ecosystems

Project promoter: Institute of Geography and Spatial Organisation, Polish Academy of Sciences
FSS/2013/IIC/W/0022

Partner: Norwegian Institute for Nature Research (NINA)

Duration: 1 March 2014 – 29 February 2016

Total project budget: PLN 234 248.30

STF funding: PLN 210 813.46

Problem-Based Learning in the scope of the application of information technology in environmental protection

Project promoter: Łódź University of Technology
FSS/2013/IIC/W/0028

Partner: Telemark University College, Norway

Duration: 1 May 2014 – 31 March 2016

Total project budget: PLN 264 702.93

STF funding: PLN 237 948.37

Mapping the Polish and Norwegian perspective on regional integration in Eastern Europe

Project promoter: Collegium Civitas
FSS/2013/IIC/W/0037

Partners: Norwegian Institute of International Affairs, Polish Institute of International Affairs

Duration: 1 February 2014 – 31 January 2015

Total project budget: PLN 211 845.87

STF funding: PLN 189 999.10

Social inclusion, diversity and citizenship

Project promoter: Collegium Civitas
FSS/2013/IIC/W/0038

Partner: Norwegian University of Science and Technology (NTNU) Social Research

Duration: 3 March 2014 – 20 November 2014

Total project budget: PLN 99 970.08

STF funding: PLN 88 787.52

Challenges of education in the Internet era: supporting leaders of ICT use at schools

Project promoter: University of Social Sciences and Humanities
FSS/2013/IIC/W/0043

Partner: Norwegian University of Science and Technology (NTNU) Norwegian Centre for Mathematics Education

Duration: 10 February 2014 – 31 October 2015

Total project budget: PLN 418 039.60

STF funding: PLN 376 235.60

DEVELOPMENT OF POLISH HIGHER EDUCATION INSTITUTIONS – GENERAL DESCRIPTION OF THE MEASURE

Higher education and science are changing dynamically, not only in Poland but across the globe. Increased mobility, **internationalisation** and **cooperation with business** are only some of the challenges faced by higher education institutions in Poland. In addition to the 'Europe 2020' strategy, national plans are being developed, in particular the planned 2.0 law. The activities conducted by the Fund have fully met the diagnosed needs of the higher education sector in Poland. Among other things, grants have been awarded for the development of study programmes and the **development of institutional capacities** of Polish HEIs, including in particular:

- the development of study programmes in English (as the language of instruction);
- the development of joint first-, second- and third-cycle programmes leading to a double diploma;
- the development of new innovative study programmes meeting the current needs and challenges faced at the national and European level;
- the development of new courses, modules, specialisation tracks and study programmes;
- the development of two-cycle study programmes based on learning outcomes and using ECTS as a system for credit transfer and learning achievement accumulation;
- the development of quality culture and internal quality assurance systems;
- the development of study programmes in cooperation with the private sector.

Projects implemented as part of the *Development of Polish Higher Education Institutions* measure have contributed to the development of the education offer and improvements to the organisational capacities of HEIs in Poland. **New study programmes** in English



THE NUMBER OF PROJECTS AND GRANT AMOUNT PER VOIVODESHIP

have been offered, **innovative teaching methods** have been implemented and cooperation with the private sector has been enhanced within the framework of existing specialisation tracks, all of which has contributed to boosting graduate employability. **Specialist laboratories** have been provided with new equipment and the technical infrastructure of HEIs has been **modernised**, which has resulted in opening them up to Europe and the world.

Among other things, the activities conducted by higher education institutions as part of individual projects included:

- international mobilities of the partners;
- development of study programmes;
- organisation of meetings, seminars and workshops;
- creation of a needs analysis;
- development of policy and strategy;
- development of teaching tools, methods and materials.

All the above elements could have been combined in the implementation of a single project. From among the Polish HEIs which applied for funding under the *Development of Polish Higher Education Institutions* measure, **46** public and **11** non-public HEIs acted as project coordinators.

Forming a partnership (i.e. a project group composed of at least one HEI from Poland and one from Norway) was obligatory for

CALL FOR PROPOSALS

APRIL 2013
allocation € 2 866 666.50



MARCH 2014
- allocation: € 5 049 182.00
(‘Environment and climate change’ priority sector)

139



124

NUMBER OF SUBMITTED APPLICATIONS

PLN 71 001 341.58



PLN 43 389 212.03

REQUESTED AMOUNT

19



38

NUMBER OF IMPLEMENTED PROJECTS

PLN 11 951 697.73



PLN 21 094 976.70

GRANT AMOUNT

projects aimed at the development of joint study programmes. For other types of projects, forming a partnership was optional, which meant that it was possible to implement a unilateral project (i.e. a project implemented by Polish HEIs only). The projects could last from one to nearly two years. In the case of an additional call for proposals announced in 2014, which gave priority to projects focusing on *environment and climate change*, project duration was set at 18 months maximum.

Projects implemented as part of the *Development of Polish Higher Education Institutions* measure could be awarded funding ranging from € 20,000 to 250,000. The grant amount could not exceed 90% of the total project costs, so applicants were obliged to acquire funding for the remaining 10% from sources other than STF.

Competition among HEIs applying for grants was very strong. The success ratio amounted to 14% in the 2013 call and 31% in the 2014 call, which was 22.5% on average. This means that just under every fourth application submitted to the Scholarship and Training Fund could obtain funding.

As part of the two calls for proposals, 57 projects obtained funding, and 56 were successfully completed. Most projects were implemented in large academic hubs, such as Warsaw and Kraków. This partly results from the fact that it was mainly large HEIs, where individuals presented project proposals units independently from one another, which applied for funding. The other reason is that large academic hubs have greater experience in applying for international project funding. Quite often a HEI's unit dedicated to grant acquisition played a significant role in the success of a given project. However, it is pleasing that HEIs situated in smaller academic centres, such as Bydgoszcz, Toruń, Lublin, Gdańsk, Olsztyn, Rzeszów and Białystok – which together implemented 15 projects (amounting to 27% of all projects) – have also been successful.

Most projects were unilateral ventures by Polish HEIs. In the 2013 call for proposals, 14 projects, and in the 2014 call, 34 projects were implemented without a foreign partner (48 projects in total). **Nine partnerships** implemented by Polish HEIs in cooperation with a partner from Norway used the opportunity for the transfer of good practices and innovative solutions from foreign partners. The size disproportion between the Polish and Norwegian sectors of higher education may be the explanation for the relatively small number of partnerships implemented: more than 440 HEIs operate in Poland⁶ and 77 in Norway⁷.

Projects implemented by HEIs as part of *Development of Polish Higher Education Institutions* have directly contributed to strengthening their teaching potential and to adapting the system of education to the needs of the economy and the socio-economic environment. What is more, lasting links have been established between the science and business sector. Last but not least, new specialisation tracks have been launched in English, which has made the education offer more attractive and boosted the competitiveness of Polish higher education in Europe.

⁶ Data based on the 2013 report on higher education in Poland published by the Ministry of Science and Higher Education. Available at: www.nauka.gov.pl

⁷ Data available at: <http://www.eurodesk.pl/eurostudia/norwegia>

MODERNISATION OF EDUCATION

Original fields of study and specialisation tracks, tutoring, study programmes in English, using innovative web platforms, simulation companies and even decision-making games. Many valuable projects have been implemented under the Development of Polish Higher Education Institutions measure, providing for the modernisation of the education offer in our HEIs thanks to using best practices from other countries.



PROJECT CYBERMAN

– REAL MANAGEMENT IN VIRTUAL REALITY

CYBERMAN was an innovative educational project with a major focus on the development and popularisation of knowledge and skills related to using the Internet, cyberspace and contemporary phenomena such as virtual reality in the economy, business and society.

The main objective accomplished was educating a group of students from all over the world (fourteen countries) in the use of new web-based technologies in business. The students acquired not only valuable knowledge, but also important practical skills. The international character of the group made it possible to develop truly global social competences through teamwork, joint preparation and presentation of projects, and so on.

The core of the project was the development of a Master's degree programme in Management offered in English and a specialisation track in Management in the Virtual Environment. The study programme was addressed to students from all over the world and was designed to educate a modern e-business manager: a person who is creative and resourceful and who is capable in relation to the Internet, networking, innovation, start-ups and virtual reality.

During the study programme, the students enjoyed close contact with business practice by taking part in numerous practical workshops (e.g. Google Analytics, Facebook Ads and Google Adwords), company visits (e.g. Dell, CD Projekt and Orange), meetings with representatives of unconventional enterprises (e.g. Trusense), as well as seminars and conferences (e.g. *Digital Marketing Day*).

Furthermore, the project significantly contributed to the professional development of Kozminski University researchers. The opening of the CYBERMAN Research Centre made it possible to create innovative research projects, to integrate many researchers from Poland and abroad and to produce two highly interesting publications.

Project promoter:
Kozminski University

Duration:
3 March 2014
– 31 May 2016

Total project budget:
PLN 1 160 105.94

STF funding:
PLN 1 044 095.35

Project coordinator:
Grzegorz Mazurek, PhD

Project website:
<http://alk.nazwa.pl/Emanagement.kozminski.edu.pl/>

FSS/2013/HEI/W/0090



The activities of the research centre involved some students from the Management in Virtual Environment programme and internationally renowned researchers (in particular Prof. Andreas Kaplan of ESCP Europe). Moreover, the Kozminski University faculty could widen their teaching competences by taking part in additional workshops, for example on how to use gamification methods.

The Kozminski University resources were enhanced with numerous stimulating and valuable books, software and research devices (e.g. eye trackers), in addition to appliances and tools to support teaching processes (e.g. the student platform, portable projectors and analytical and statistical tools). Some of the researchers had the opportunity to take part in major international events in the digital sector, for example the *Internet Marketing Association Conference* in the USA or the *European Marketing Academy Conference* in Oslo.

It is extremely valuable that the project made it possible to develop and strengthen cooperation with institutions such as the University of Reykjavik or the BI Norwegian Business School from Oslo, which resulted in new ideas and joint teaching and research plans.



GRZEGORZ MAZUREK, PHD, is Vice-Rector for International Cooperation at Kozminski University. He specialises in the impact of modern technologies on marketing and organisation management, in particular in virtualisation, innovation in marketing (e-marketing), new economy and e-business.

THE MOST IMPORTANT OUTCOMES AND IMPACT

- **new Master's degree programme in English** in the field of management and a specialisation track in Management in the Virtual Environment
- **close contact** with business practice for students of the programme
- **education** in an international group: the development of global competences
- **new CYBERMAN Research Centre** at Kozminski University
- **participation** of Kozminski University researchers in **prestigious international events** in the digital sector
- **enhanced Kozminski University resources** with literature, software and devices to support modern teaching
- **new or strengthened cooperation with foreign partners:** the University of Reykjavik and the BI Norwegian Business School, Oslo

TOURISM INDUSTRY SIMULATION – AN INNOVATIVE PRACTICE-ORIENTED TEACHING METHOD FOR THE NEW SPECIALISATION “TOURISM AND HOSPITALITY ECONOMICS WITH ENGLISH AS A FOREIGN LANGUAGE”

Symtur is a modern practice firm where students of the State Higher Vocational School in Tarnów can learn by working in conditions resembling those in a real tourism enterprise.

All the operations, cases and documents at Symtur are as authentic as possible, whilst only money (services) and customers are imaginary. “A practice firm is one of the most effective teaching methods and makes it possible to acquire not only knowledge, but also practical skills and soft competences when studying”, says Anna Gądek, PhD, project coordinator.

The project was created in response to the Tarnów subregion’s demand for a study programme focusing on the tourism and hospitality sector. The programme was required to concentrate on an intensive development of skills sought in the labour market, to be conducted in close cooperation with the tourism sector and to provide for improved language competences, allowing for communication in English for special purposes (English for Tourism). With funding from Norway Grants, it was possible to implement this plan by launching a new specialisation track: Tourism and Hospitality Economics with English as a Foreign Language, including a programme of study and course syllabuses.

The State Higher Vocational School in Tarnów (PWSZ) has established a unique facility at the national level laboratory where an appealing and modern interior recreates typical components of a tourism company and provides a setting for students to assume the role of staff member or employer, and thus to step beyond the conventional process of studying. The interior design was assisted by faculty members of the PWSZ Institute of Arts, whilst the Symtur logo was selected from among competition entries submitted by students of the Institute. A typical lecture hall has been replaced with a state-of-the-art laboratory featuring separate departments: reception, HR, finance and accounting, marketing, sales and management. Every student who took part in the project had to become familiar with the specifics of each department. Under the project, office administration software was also purchased to make students familiar with running a tourism agency.

Furthermore, the project included ESP (English for Tourism) classes and lectures in English. These provided the students with

THE LILLEHAMMER UNIVERSITY COLLEGE (LUC) is a Norwegian public higher education institution. It was established in 1971 as Oppland College and adopted its present name in 1994. The HEI is located in the former radio and television centre built for the 1994 Winter Olympic Games. It has approximately 5,000 students and 380 faculty and administration staff members.

MO AND JØLSTER SECONDARY SCHOOL offers a variety of educational pathways for young people aged between 16 and 19. These include Design and Textiles, Design and Crafts, Media and Communication, Art and Design, Agriculture, Fishing, and Forestry. The school has long-standing experience in managing international projects.

THE MOST IMPORTANT OUTCOMES AND IMPACT

- **launching a new specialisation track:** Tourism and Hospitality Economics with English as a Foreign Language
- using a practice firm as an **innovative learning method**
- **increased language competences** among students
- **higher level** of soft competences among students boosting their employability on the labour market
- **greater interest in projects** among PWSZ faculty members (new applications from other departments)
- **establishing cooperation with Norwegian partners:** Lillehammer University College (LUC) and Mo and Jølster Secondary School

ample opportunities to practice customer communications, correspondence writing and creating documents using professional applications. As a result, they easily and effectively acquired the language skills and competences sought in the labour market.

The project also provided for other activities, which reinforced its key objectives. Consequently, PWSZ established cooperation with Norwegian partners: the Lillehammer University College (LUC), one of the best universities in Norway, and Mo and Jølster Secondary School, which provides strictly practical learning.



ANNA GĄDEK, PHD, is an Assistant Professor at the State Higher Vocational School in Tarnów. Her research interests include higher education law, innovative teaching methods and history.



Project promoter: State Higher Vocational School in Tarnów
Partners: Mo and Jølster Secondary School, Norway; Lillehammer University College, Norway
Duration: 7 February 2014 – 31 May 2016
Total project budget: PLN 1 022 005.61
STF funding: PLN 919 805.05
Project coordinator: Anna Gądek, PhD
Project website: http://symtur.pwsz.tarnow.pl/
FSS/2013/HEI/W/0016

INTERNATIONAL MASTER'S DEGREE IN MULTIMEDIA – TECHNOLOGY, DESIGN, MANAGEMENT

The project team involved engineers as well as artists and managers. It has resulted in a Master's degree study programme in English and innovative interactive textbooks.

The project team comprised specialists in widely understood multimedia who focus on this field from the perspective of traditional academic disciplines. The team members hailed from the Warsaw University of Technology (WUT), the Academy of Fine Arts in Warsaw, the Fryderyk Chopin University of Music in central Warsaw and also from their socio-economic environments. "We knew that comprehensive multimedia education was already provided by the Norwegian University of Science and Technology in Trondheim", says Krystian Ignasiak, project coordinator, and adds: "Therefore, we undertook the design of a Master's degree course in English using the Norwegian experience and the synergy of people from various academic backgrounds."

The project created a cooperation opportunity for three professional groups: engineers, artists and managers. It also made it possible for them to determine a common multimedia vocabulary. Of great importance was also the chance to become familiar with teaching methods used in Norway.

A major innovation was the development of a platform for the creation of interactive multimedia textbooks. Another was the fine-tuning of principles for an education method whereby the teaching process is guided by the need to deliver specific project tasks. The actual

Project promoter:
Warsaw University of Technology

Duration:
1 March 2014
– 29 February 2016

Total project budget:
PLN 1 160 834.38

STF funding:
PLN 1 044 201.21

Project coordinator:
Krystian Ignasiak, PhD

Project website:
<http://imdm.ire.pw.edu.pl/>

FSS/2013/HEI/W/0120

THE MOST IMPORTANT OUTCOMES AND IMPACT

- **development of a new Master's degree course** in English: Multimedia – Technology, Design, Management
- **integration of project participants** representing technical and artistic higher education institutions, engineers, artists and managers
- **launching a new platform** for creating interactive, multimedia textbooks
- **cooperation** with NTNU, which was a first-time international experience for the artistic HEIs supporting WUT in the project, and is likely to be continued
- **extensive presentation** of project results in several locations in Poland: Multimedia Road Show



teaching materials are also quite innovative, providing an illustration to solving typical multimedia problems.

The project featured numerous events, including a kick-off meeting and the project team's study visit to Norway, followed by the first international scientific conference. Multimedia Road Show seminars were also organised in various locations in Poland and the project concluded with an education conference promoting its results.

The project reinforced the prior cooperation between WUT and the Norwegian University of Science and Technology in Trondheim (NTNU), and it is currently continuing at individual and institutional level.



KRYSTIAN IGNASIAK, PHD, is an Assistant Professor at the Department of Television, Institute of Radioelectronics and Multimedia Technology, Warsaw University of Technology. His research activities focus on computer science, distributed multimedia systems and Internet technology.



Project promoter:
University of Łódź, Institute
of Neurobiology

Duration:
1 March 2014
– 31 May 2016

Total project budget:
PLN 624 798.40

STF funding:
PLN 562 318.56

Project coordinator:
Prof. Jan Konopacki

FSS/2013/HEI/W/0088

IMPLEMENTATION OF AN INNOVATIVE ANIMAL PHYSIOLOGY COURSE FOR BIOLOGY STUDENTS USING HIGHLY ADVANCED COMPUTER SOFTWARE

How can the process of learning animal physiology by students be modernised? The solution is to purchase a technologically advanced system for teaching this course.

“The idea of the project was to introduce highly advanced software to the teaching of animal physiology, without using animals”, says Prof. Jan Konopacki, project coordinator. “The implemented syllabus and experimentation programme made it possible to use numerous simulations that recreate the physiological processes occurring in living animal organisms”, he continues.

Under the project, four sets of course materials for students were designed, including one in English. The animal physiology syllabus was implemented for biology, psychology and international students. The project concept was also successfully promoted during an international conference. Of equal importance is also the fact that, as a result of the project, it is no longer necessary to use living animals, without compromising the quality of teaching.

THE MOST IMPORTANT OUTCOMES AND IMPACT

- **implementation of advanced software** for the teaching of animal physiology without using animals
- **four new sets of course materials** (including one in English)
- **project promotion** during an international conference
- **higher quality** of teaching animal physiology at the University of Łódź

“Without the support of STF, the process of teaching animal physiology at the University of Łódź, Institute of Neurobiology would be inferior in terms of quality. The project has improved the University’s competitiveness in attracting students. Taking part in the project was an interesting experience”, Prof. Konopacki reiterates.



PROF. JAN KONOPACKI is the Head of the Institute of Neurobiology at the Faculty of Biology and Environmental Protection at the University of Łódź and the coordinator of the Faculty’s Erasmus programme. His research focuses on the neurobiology of oscillation activity in the brain.





THE MOST IMPORTANT OUTCOMES AND IMPACT

- **improved teaching method** for electrical drives
- **enhanced** interactive teaching materials
- **learning environment** that resembles future workplace conditions
- **learning materials** in English
- **project promotion** at SUT and at scientific conferences, which is likely to produce new education modernisation projects

INCREASING THE ATTRACTIVENESS OF ELECTRICAL DRIVES TEACHING BY LAUNCHING AN E-LEARNING PLATFORM AND THE EXTENSION OF THE LABORATORY BASE

Industry is experiencing a growing demand for specialists in electrical drives who are familiar with the latest developments. The project carried out by the Silesian University of Technology provides a response to this challenge.

Modern technological advancement demands from technical universities not only the provision of their students with fundamental knowledge, but also the application of this knowledge to practical solutions currently used. The project proposed the improvement of teaching methods and making learning materials more attractive. The latter have been published on the project website. Traditional lectures based on slides discussed by the lecturer have been replaced with interactive content. Instead of static data presentations, some of the illustrations allow students to change testing conditions, parameter values, and so on. This

in turn allows them to seek responses to various questions independently, for example “Which particular drive will respond to a load change?”

In a traditional teaching approach, students would first master relevant theoretical knowledge and then move on to practical activities. The new method includes an intermediate stage, where all the exercises have been posted on a website and take the form of computer models featuring parameters that correspond to these, in workstations. Consequently, the project website acts as a small e-learning platform dedicated to electrical drives.

Moreover, the practical component has also become more attractive owing to new learning sets in the electrical drives laboratory. Some of these are based on strictly industrial solutions, which allow students to experience the actual conditions they will encounter at their future workplaces. Access to the models from the project website allows them to conduct simulation exercises individually, before the practical component or after it, to consolidate their new skills. Another advantage for the Silesian University of Technology (SUT) is a set of learning materials in English. It is used in classes with international students, whilst Polish students can also benefit from access to specialist English vocabulary. “It should be noted that the materials on the website are available to all, not just SUT students”, says Grzegorz Jarek, project coordinator.

During the course of the project, the results of its activities were presented at several scientific conferences devoted to the teaching of engineering sciences, where they were very well-received. After a presentation of the project for the Faculty of Electrical Engineering, a proposal was made to expand the scope of the published learning materials to other courses taught by the Department of Power Electronics, Electrical Drives and Robotics. The teaching method developed under the project provides students with a range of tools to individually enhance their knowledge, and can be effectively used in the teaching of other subjects.



GRZEGORZ JAREK, PHD, ENG. is an Assistant Professor at the Department of Power Electronics, Electrical Drives and Robotics of the Silesian University of Technology in Gliwice. His research focuses on modern drive system control methods.

Project promoter:
Silesian University of
Technology

Duration:
5 March 2014
– 31 May 2016

Total project budget:
PLN 196 395.19

STF funding:
PLN 176 755.67

Project coordinator:
Grzegorz Jarek, PhD, Eng.

Project website:
<http://kener.elekt.polsl.pl/epedlab/>

FSS/2013/HEI/W/0102

RESEARCH AND EXPERTISE IN SOCIETY

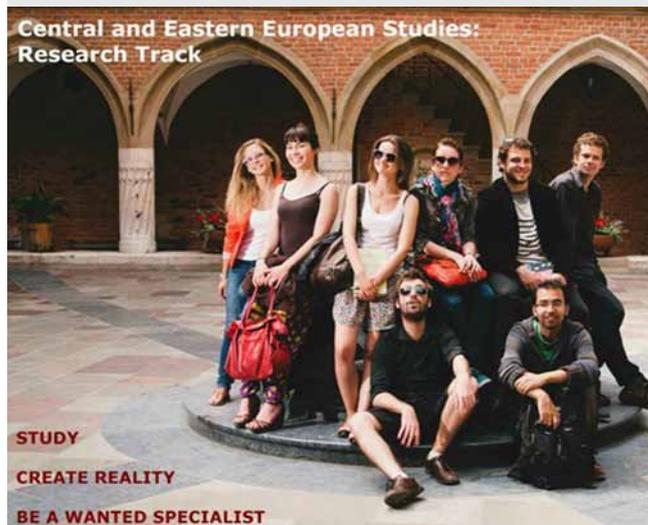
The project combined the academic resources of the Jagiellonian University in Kraków and the University of Oslo with the expertise offered by non-governmental organisations and public and private institutions.

The project responded to young people's growing expectations of higher education institutions to offer not only the highest quality of academic knowledge, but also opportunities to test this knowledge in practice in the public and private sectors and to use it to further their research careers.

A new specialisation track was opened under the project: Central and Eastern European Studies: Research Track. It develops critical thinking and teaches students to interpret and analyse social, political and economic phenomena in Central and Eastern Europe. It also focuses on students' research skills, offering theoretical and practical classes taught by experts of national and international renown. One of the options offered by the specialisation track is internship programmes in Kraków, Warsaw and Brussels. Many students have taken the opportunity offered by these programmes to expand their knowledge and professional skills, and to acquire their first work experience that will yield results in the future. Another learning path offered under this specialisation track prepares students for conducting research projects and using their results in real socio-economic contexts. The project also focused on the organisation of a summer and a winter school, which provided opportunities for discussions on democracy in Europe, the development of a knowledge society and the role of Europe in the global political and economic situation. The interest in both schools was far higher than anticipated, confirming the organisers' belief that this form of conveying knowledge and skills is highly effective.

The project also contributed to strengthening cooperation between the Centre for European Studies of the Jagiellonian University and the ARENA Centre for European Studies, University of Oslo. The two years of project execution included numerous mobilities, meetings, discussions and joint classes. The competences of the project team members from the Jagiellonian University were enhanced during a training course organised by the partner institution. What is more, the collaboration between the universities went far beyond staff exchanges, and was based on sharing project tasks and accountability for their performance.

ARENA – CENTRE FOR EUROPEAN STUDIES is an interdisciplinary research centre at the University of Oslo. Projects implemented by ARENA cover areas such as the institutional and organisational development of the EU, constitutionalism, democracy and legitimacy, foreign policies and security and social policies.



THE MOST IMPORTANT OUTCOMES AND IMPACT

- **launching a new specialisation track:** Central and Eastern European Studies: Research Track
- **domestic and international internships** for students
- **numerous mobilities** for persons involved in the project
- **intensive project promotion**, in new media in particular
- **strengthened cooperation** between the Centre for European Studies of the Jagiellonian University and the ARENA Centre for European Studies, University of Oslo (who shared responsibility for the project)

The project made it possible to implement a wide-reaching promotional strategy. The activities aimed at increasing the visibility of the project included campaigns in new media, photographic and video coverage, education fairs and press advertising, to name a few. Finally, the experience acquired through the project was reviewed in the book *Expertisation and Democracy in Europe*.



MARTA WARAT, PHD, is an Assistant Professor at the Institute of Sociology of the Jagiellonian University. Her main research interests

include citizenship, democracy and sociocultural gender identity.

Project promoter:
The Jagiellonian University

Partner:
ARENA – Centre for European Studies,
University of Oslo, Norway

Duration:
17 February 2014
– 31 May 2016

Total project budget:
PLN 629 271.43

STF funding:
PLN 491 318.23

Project coordinator:
Marta Warat, PhD

Project website:
<http://www.ces.uj.edu.pl/about-ces/curriculum-development>

FSS/2013/HEI/W/0024

COMPUTER AIDED ENGINEERING – A COURSE FOR THE FUTURE

The Master's degree study programme in Computer Aided Engineering offered in English at the University of Science and Technology in Bydgoszcz (UTP) has attracted both Polish and international students from countries like Spain, Ukraine, Turkey and Zimbabwe.

The project activities comprised an element of the strategy for the internationalisation of UTP. The main objective was accompanied by numerous additional activities, including language training for the faculty and training in the use of the latest software. The project also focused on the improvement of the teaching infrastructure at the Faculty of Mechanical Engineering through the purchase of servers, modern hardware and software, and specialist literature in English. Meetings were held with employers and with prospective students to determine the needs of both groups. Based on these needs, the study programme was modified to be more consistent with the expectations of all the stakeholders. The students also attended a PowerMILL software training course, following which they received valuable certificates.

An important element of the project was an international seminar on teaching methods and techniques for the Computer Aided Engineering (CAE) field of study at various European higher education institutions. It was attended by members of international educational institutions and CAE students at UTP. "The coming together of different nationalities, and thus different



THE MOST IMPORTANT OUTCOMES AND IMPACT

- **launching a new Master's degree** study programme in English: Computer Aided Engineering
- **admission** of Polish and international students
- **establishing contact with employers** to design an education programme that meets the needs of the labour market
- **improved language competences** among the faculty members thanks to English training provided by a native speaker
- **educating graduates** sought by the labour market

views and experiences, was very interesting and inspiring", says Dariusz Skibicki, project coordinator, and adds: "The students were not just passive participants of the seminar. Each of them delivered their own presentation describing, for example, the education system in their home country. This was both interesting and surprising, because we learned that Zimbabwe, for example, which is so far away from Poland, has an education system that is much closer to ours than that of our neighbours in Ukraine."

The greatest advantage for students was finding work right after graduation. Nearly all of them, in Poland and in other countries alike, were employed in the CAE field within three months of obtaining their degree. The graduates of this field of study displayed not only substantive knowledge, but also a very good command of English, which was highly appreciated by employers.

Project promoter:
University of Science and Technology in Bydgoszcz (UTP)

Duration:
2 March 2014
– 31 May 2016

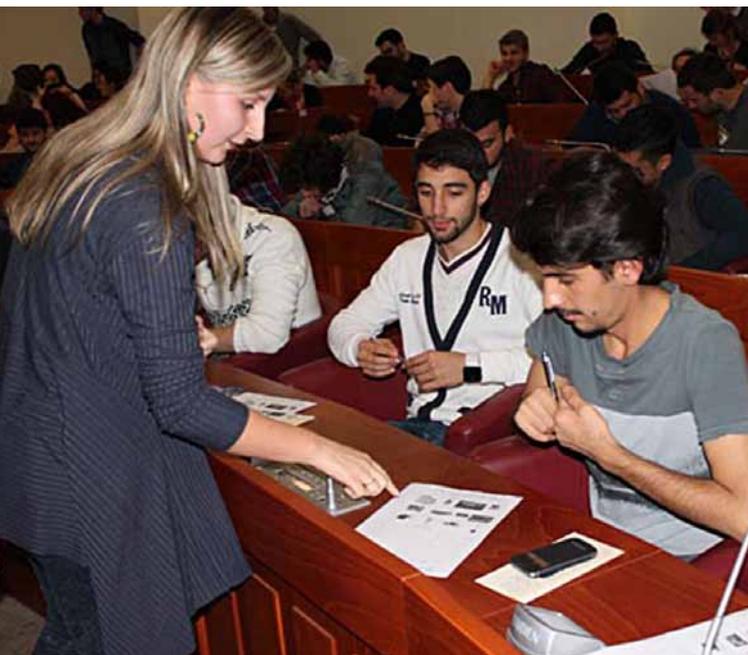
Total project budget:
PLN 813 807.76

STF funding:
PLN 732 426.98

Project coordinator:
Dariusz Skibicki, PhD

Project website:
www.cae.utp.edu.pl

FSS/2013/HEI/W/0009



DARIUSZ SKIBICKI, PHD, is a member of the Faculty of Mechanical Engineering of the University of Science and Technology in Bydgoszcz. His main research interests include material and structure fatigue and calculation methods in machine design.

IMPLEMENTATION OF INNOVATIVE PROGRAMMES AND FORMS OF TELEMEDICINE EDUCATION AT THE UNIVERSITY OF TECHNOLOGY AND LIFE SCIENCES IN BYDGOSZCZ

Telemedicine stands for appropriate appliances, appropriate software and, above all, properly educated staff able to facilitate communication between patients and doctors and create medical databases thanks to those appliances and software.

The development of telemedicine is causing a rapid increase in the demand for specialists in this field. The scope of technology application in medicine is expanding (examination, diagnostics, treatment methods, rehabilitation) and the need to access examination results by various treatment centres is becoming more and more frequent. Teliagnostics and teleresults with the participation of teams of doctors in a number of domestic and international centres all improve the chances of effective treatment.

Hence the need to start educating engineers who are specialists in the construction and operation of telemedicine devices. Therefore, as part of the second-cycle Biomedical Engineering programme, the University of Technology and Life Sciences started activities aimed at the launch of a Telemedicine specialisation track, based on innovative Norwegian programmes and forms of education. That was the first ever project of that kind in Poland, which meant an increase in the HEI's scientific potential that paved the way for

a telemedicine centre and for the development of education in this field.

As part of the project, three three-day-long scientific seminars were organised: *Current telemedicine and its development perspectives in Poland and in the world*, which attracted 100 participants a day on average. The invited speakers were eminent specialists from Norway, Spain, USA and Poland. Six academic books on telemedicine were published and students of the specialisation track carried out a mobility to the Institute of Medical Technology and Equipment in Zabrze and to the Silvermedia company in Kraków.

“If not for the project, it would not have been possible to launch this very specialised education offer and – consequently – to



THE MOST IMPORTANT OUTCOMES AND IMPACT

- **extension of the University's education offer** by preparing and launching Telemedicine specialisation track as part of the Master's degree programme in Biomedical Engineering
- graduation of 25 Masters of **Science in Telemedicine**
- involvement of Bio-Info-Tech companies in the development and implementation of education as part of the second-cycle Biomedical Engineering programme
- development and introduction of a **module-based education system**, distance learning classes and tutoring, as well as the publication of six textbooks
- development of guidelines for tutors, which focus on the ways of determining student **educational pathways**
- development of cooperation with telemedicine companies

market high class specialists in the construction and operation of telemedicine equipment”, says Prof. Tomasz Topoliński.

Cooperation with the University of Tromsø, established as part of the project, and especially with Prof. Gunnar Hartvigsen – one of the most eminent specialists in telemedicine – is a chance for further academic cooperation to be undertaken by the staff of the University of Technology and Life Sciences and for the improvement of education provided to future telemedicine students.



PROF. TOMASZ TOPOLIŃSKI has worked at the Faculty of Mechanical Engineering of the University of Technology and Life Sciences in Bydgoszcz since 1979. He is the main initiator and organiser of Biomedical Engineering – a modern interdisciplinary field of study at the University.

Project promoter:
University of Technology
and Life Sciences in
Bydgoszcz

Duration:
2 July 2014
– 30 April 2016

Total project budget:
PLN 640 396.47

STF funding:
PLN 576 355.92

Project coordinator:
Prof. Tomasz Topoliński

Project website:
<http://inzynierabiomedyczna.edu.pl>

FSS/2013/HEI/W/0111

GAMIFICATION HELPS EDUCATE MANAGERS

“A web application for management students has proven to be an extremely effective tool for shaping their skills”, says Marcin Błażejowski, PhD, of the WBS University in Toruń.

- Why would a student of a serious field of study – namely management – need a web decision-making game? Aren't lectures, classes and textbooks enough?

- The development of a decision-making game and introducing it to a study programme is related to the increasingly popular trend of using gamification and games in education. Learning through simulation games is one of the most effective forms of knowledge acquisition. Not only do students explore an issue or problem in this way, but they are also strongly motivated to participate in the classes.

- Does the game teach anything more than traditional methods of education do? Why was your HEI of the opinion that such tools were needed?

- The idea for this project was a response to the problem of poor practical soft skills relating to managerial competences possessed by first-cycle students just about to graduate in Management. We also deemed it necessary to create interdisciplinary subjects using new technologies and shaping the skills needed for the practical application of theoretical knowledge gained at the university. The decision-making game, taking the form of a web application encompassing company management issues (human resources management, marketing, sales, finance management) and training students' soft and managerial skills is the main outcome of the project.

- Preparing that kind of a game must be much more complex than writing a course book...

- The game was developed by a team of didacticians from the WBS University in Toruń. They prepared its principles, functionalities and scenarios and a programming company created the web application, taking account of the scenarios. Then the game was tested by a pilot group and when all necessary modifications were applied, the game was made available to third-year students of the first-cycle Management programme. We held two information seminars for students and lecturers of WBS

Universities and a conference summing up the project and we also published a book. Moreover, we managed to prepare an English language version of the game as part of the project, despite having no such intention at the beginning. This change was made during the implementation. The preparation of the English language



Photo K. Pacholak

version allowed us to include the game more fully in the education offer, for example to educate Erasmus students.

- What was the reaction of the most important participants of the project, I mean your students?

- Their response to this new form of classes was surprising. At the beginning they were quite wary of the game, but with the passage of time they started getting more involved. At the end of our classes they simply expressed the willingness to continue when the game was over!

- Gamification brought variety to studying...

- The HEI has a new didactic tool motivating students who are equipped with competences required by employers. Students are better prepared for entering the labour market.

PROJECT TRAINING OF MANAGERIAL SKILLS – DECISION-MAKING GAME AS A METHOD FOR DEVELOPING FUTURE MANAGER'S SKILLS

Project promoter:
WSB University in Toruń

Duration:
7 February 2014
– 31 May 2016

Total project budget:
PLN 790 346.42

STF funding:
PLN 711 311.78

Project coordinator:
Marcin Błażejowski, PhD

FSS/2013/HEI/W/0119



MARCIN BŁAŻEJOWSKI, PHD, is a lecturer at the WBS University in Toruń working at the Chair of Quantitative Methods and the coordinator of the project. His main research interests include: Bayesian inference, growth modelling, dynamic econometrics, congruent modelling, threshold models, programming, gretl⁸.

8 Acronym used as the name of an open source software package used mainly in econometrics

PERSONALISED TUTORING

Comfortable conditions for studying, close to those offered by the British education system – is a Polish HEI able to provide that kind of education model to its students? Beata Karpińska-Musiał, PhD, of the University of Gdańsk says it is.

- Developing relations in academic tutoring provided within a university is one of your research interests. The project allowed you to implement the principles of tutoring on a scale that was unheard-of in Poland. But how did it look like in practice?

- The principles and methods of objective achievement in the IQ⁹ project went much beyond standard practices of quality enhancement in higher education institutions. The project consisted of providing a total of 120 hours of personalised academic tutoring expert training to a group of 29 academic teachers. Then we had two semesters of individual tutoring hours offered to 222 students of the University of Gdańsk.

- The project required more time and effort from your academic staff.

- The innovativeness of the project consists of the fact that a feeling of great responsibility for tutoring processes was instilled in the participants. The processes, ranging from 7 to 14 meetings with a single student, resulted in the initiation, observation and creation of new academic education pathways and in student personal development. Our teachers worked hard, having to reconcile their tutoring with a full teaching load. Sometimes it required immense flexibility and patience to reconcile those duties.

- What did your students gain?

- A chance to obtain the undivided, kind and more content-based attention of their tutors within the scope of the topics they are passionate about, but which are not necessarily included in the study programme of a particular field of study. Our students were in the process of embarking on a truly intellectual adventure, after which they asked me whether or not the individual tutoring offer would be continued.

- That is the best proof that the project was really necessary.

- Its implementation involved more than just consistent development of students' knowledge and competences in comfortable conditions close to the ones offered by



the British education system. The fact that academic staff learned from one another or from students, engaged in authentic dialogue, and felt profound satisfaction with building a unique culture of academic teamwork, where students were partners and not only recipients of traditionally transmitted knowledge proved to be the most valuable experiences gained from the project.

- Students of the University of Gdańsk were not the only ones to derive benefits from this project.

- I am sure that the project was an inspiration to extend our educational offer for students. I think I am justified in saying that it has become a flagship in academic educational experiments not only in this country, but also abroad, notwithstanding the fact that for the time being it is only a pilot experiment. There is a growing interest in its outcomes among other Polish universities (Adam Mickiewicz University, University of Silesia and University of Wrocław) as well as even those HEIs that are already providing tutoring as part of Interdisciplinary Individual Humanities Programmes (University of Warsaw). A session of the University Accreditation Committee at the University of Gdańsk in June 2016 was a high-profile event contributing to the dissemination of project outcomes. I was able to talk there about the project and its objectives, implementation, outcomes and research conducted in the process, showing the added value of that kind of education. International interest in the project has been growing thanks to presenting it at international conferences, for example in Barcelona in 2014 and in Venice in 2016.



BEATA KARPIŃSKA-MUSIAŁ, PHD, is employed as an Assistant Professor at the Institute of English and American Studies of the University of Gdańsk. Her research interests focus on intercultural issues in linguistic education, development of glottodidactic competences in future teachers of languages, issues of intercultural and personalistic pedagogy, adult education and the development of relations in academic tutoring provided within the institution of a university. In 2015 she was nominated for the EDUinspiator prize in the Higher Education category.

PROJECT IDEAL
QUALITY IN GOOD
QUANTITY – PROJECT
OF INTERDISCIPLINARY
SUPPORT FOR A FOREIGN
LANGUAGE STUDENT
WITH THE METHOD OF
ACADEMIC TUTORING
AT THE UNIVERSITY OF
GDAŃSK (IQ)

Project promoter:
University of Gdańsk

Duration:
1 March 2014
– 31 May 2016

Total project budget:
PLN 345 407.88

STF funding:
PLN 310 867.09

Project coordinator:
Beata Karpińska-Musiał,
PhD

Project webpage:
www.projektqi.ug.edu.pl

FSS/2013/HEI/W/0075

9 Abbreviation from *Ideal Quality in Good Quantity* invented by the project promoter



A NEW EDUCATION PATHWAY IN INTERNAL SECURITY

Robert Netczuk, PhD, of the University of Silesia talks about modern education meeting the needs of internal security institutions.

Who was your project addressed to?

The project, entitled “A new quality in education – Internal Security”, was developed for upper secondary school leavers wishing to be employed in police forces and for active police officers, as well as for entrepreneurs and employees offering internal security management services. The project mainly sought to create a new education pathway as part of which students would be able to profile their process of education, thus bringing it in line with job-related needs arising in individual internal security management areas. The education offer was developed to meet the needs of police forces (Police, Border Guard, Prison Service, Internal Security Agency, Central Anti-corruption Bureau), nature protection services (National Hunting Guard, National Fishing Guard, Forest Service), street wardens, inspection bodies (National Trading Standards Inspectorate, National Sanitary Inspectorate, Chief Labour Inspectorate), transport police (Road Transport Inspectorate, Railroad Guards, Airport Security Guard) and employers providing police security services at international airports, railway stations, shopping centres, sport facilities and public services and facilities.

Your project participants also gained instructor qualifications which are in high demand on the market.

Yes, as part of the project we organised three long-term instructor courses (survival, self-defence and shooting sports instructors), three long-term vocational courses (detective, qualified security guard, sign language), three specialist training courses in counterterrorism (sabotage workshops, managing in crisis situations,

prevention of terrorist bombing), four specialist training courses in the protection of people and property (monitoring of movement of people, protective measures relating to the protection of people and property, large surface facilities security services, methods and measures of airport security) and three training courses in first aid. We also organised four scientific conferences, of which two were intended for students. Two post-conference monographs and four handbooks are also the results of the project. We managed to organise three study visits: to the Land Forces Military Academy in Wrocław, the Border Guard Specialist Training Centre in Lubań and to the Military Gendarmerie Training Centre in Mińsk Mazowiecki.

What influence did the implementation of the project have on the education offer of the Faculty of Law and Administration at the University of Silesia?

First of all, the project contributed to the launch of an “Internal Security” specialisation track as part of second-cycle programmes. This is a specialisation track whose profile meets social demand and is in line with the current political and economic situation. We disseminated the need for supporting teaching activities offered as part of the study programme by introducing an additional education offer, which is developing practical skills related to legal protection. This will make the study offer much more attractive and graduates’ employability will improve. The additional education offer was developed in consultation with representatives of legal protection and internal security bodies. In this way, employers can influence the way in which students are educated and students are able to serve their placements in institutions where they will be able to look for a job in the future. The participation in the project motivated students to set up their Internal Security Scientific Club. Due to a high rating given to the project by its participants we are now planning to develop new specialisation tracks and research activities.



ROBERT NETCZUK, PhD, works as an Assistant Professor at the Chair of Procedural Criminal Law at the Faculty of Law and Administration, University of Silesia in Katowice.

PROJECT A NEW QUALITY IN EDUCATION – INTERNAL SECURITY

Project promoter:
University of Silesia

Duration:
2 March 2014
– 31 May 2016

Total project budget:
PLN 633 058.88

STF funding:
PLN 569 752.99

Project coordinator:
Robert Netczuk, PhD

FSS/2013/HEI/W/0049

WELCOME TO MUW¹⁰!

Magdalena Łazarewicz, PhD, of the Medical University of Warsaw explains how to provide effective support to international students.

International students' first weeks in a HEI determine whether they will stay there, give up studying or move to another university. Your project focuses on early integration of foreign students with local and academic communities and offers them support when they are facing challenges linked to studying in a foreign country.

That was the first ever project of that kind implemented in a Polish HEI. The target group consisted of international students at MUW and academic and administration staff working with them. The project allowed us to conduct an analysis of needs and good practices relating to psychological and social support offered by the world's best HEIs, and to develop a comprehensive support programme: from the moment of being admitted by the HEI through to assistance for new arrivals to professional support in problematic situations in the course of studying.

PROJECT CULTURAL ADAPTATION, INTEGRATION, PSYCHOLOGICAL AND SOCIAL SUPPORT FOR INTERNATIONAL STUDENTS - SUPP

Project promoter:
Medical University of Warsaw

Duration:
1 January 2015
– 31 May 2016

Total project budget:
PLN 1 042 677.00

STF funding:
PLN 938 409.00

Project coordinator:
Magdalena Łazarewicz, PhD

Project website:
www.welcome.wum.edu.pl

FSS/2014/HEI/W/0111

Foreigners studying at MUW benefited from the project; that is obvious. But not only them.

The project also raised academic staff's competences needed to understand intercultural differences and provide support to foreign students. It also contributed to the development of intercultural and international integration of the Medical University of Warsaw's academic community.

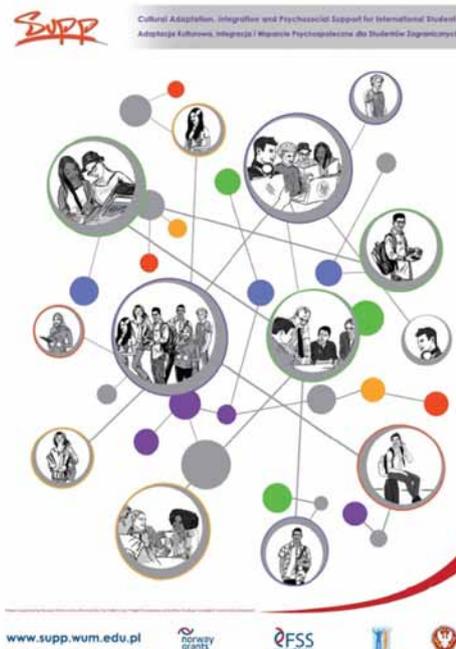
You applied good practices developed by a Norwegian HEI.

During the project, we carried out two study visits to Trondheim, which allowed our students and MUW employees to explore a very interesting programme, namely the Adaptation Days organised by NTNU. We also organised four workshops in Poland where – together with Norwegian

experts – we worked on the outcomes of the project: reports, survey questionnaires, e-learning materials and an Adaptation Days programme for MUW. We also managed to hold some integration-focused events for students, for example a quiz night and a picnic with outdoor games.

Did those activities produce the desired outcomes?

The project raised the level of MUW students' integration: they got to know one another much better and they opened up to



students representing other cultures. Their level of involvement in integration, adaptation and support activities also went up. Being able to carry out study visits to Norway (participation in NTNU's Adaptation Days) was a great inspiration – and in the case of a few people a completely new experience, a true eye-opener.



MAGDALENA ŁAZAREWICZ, PHD, is an assistant at the Medical Psychology Institute at the Medical University of Warsaw and coordinates the work of the Psychological Guidance Centre for English Division Students. She is the author of publications discussing interpersonal communication between health care workers and terminal patients, the stress experienced by Alzheimer patients' family carers and cardiology patients' quality of life.

LINGUISTS ATTRACTIVE ON THE LABOUR MARKET

Magdalena Opala of the Philological School of Higher Education in Wrocław coordinated a project whose main objective was the development and implementation of original practical training programmes meeting the needs of today's labour market.

It seems that philological programmes do not require modernisation and that linguists – especially well-educated ones – are perceived as attractive enough on the labour market. So, why did you decide to implement that kind of project?

The main objective of the project consisted of strengthening the development potential of the HEI through extending its education offer, closer cooperation with employers and graduates, and taking advantage of modern teaching infrastructure and e-infrastructure. As a result of the project, students are able to follow practical profile first- and second-cycle programmes, choosing modules developed by practitioners in consultation with representatives of employers and the social and economic environment. They can participate in practical workshop activities held in modern

interpreting suites or use an innovative portal called PracaDlaFilologa.pl which is a communication platform between students, graduates and employers.

The experience of the Norwegian partner was used in the process of developing the study programme.

Yes, owing to Norwegian funding, students of the Philological School of Higher Education can choose Bachelor's or Master's degree courses whose study programmes have been prepared in line with employers' guidelines and instructions and based on the Norwegian partner's – Høgskulen Sogn og Fjordane (HiSF) – best practices. The project contributed to improving knowledge and to familiarisation with both HEIs' education offers, and in a broader sense with their functioning in those countries' academic realities. This has an immense influence on international cooperation, not only from the perspective of cooperation between the two HEIs, but also collaboration with other scientific

and teaching units in Norway. The experience we gained in the course of the project implemented as part of the Scholarship and Training Fund as well as extensive knowledge about Norway, its society, culture and everyday life form a good base on which to

HØGSKULEN I SOGN OG FJORDANE (HiSF) is a modern higher education institution in Norway established in 1994 and providing education to about 3,800 students. It employs about 300 people. HiSF provides first- and second-cycle programmes at the following faculties: Health, Engineering and Technology, Education and Sport, and Social Sciences. HiSF conducts international research projects focusing on the organisation of education, student and staff mobility.

develop cooperation with higher education institutions in that country. The Philological School of Higher Education is bound to endeavour to establish new and interesting inter-institutional and individual relations to prepare new education and science projects as part of Norway, EU or Erasmus+ funds.

The HEI gained new language learning suites serving students. Are there any visible results of using them when providing instruction?

Two years after we launched our new interpreting suites and started regular classes conducted by practising interpreters, we can now see a growing student interest in this topic and form of education. I am sure that the launch of the language learning suites contributed to graduates' growing employability on the labour market and improved the HEI's competitiveness in the Polish education space.

Has the portal PracaDlaFilologa.pl proven useful in practice?

I am sure it has. In the opinion of employers, students and graduates, the launch of a portal which is a tool linking students and the labour market is a new feature in the activity of the Graduate Career Bureau operating in our HEI, and of the HEI itself. Besides, all activities and elements introduced as part of the project will be consistently developed and improved to offer high quality education to students and graduates.

Therefore, a linguist attractive on the labour market is one who has been educated in line with the needs and requirements of potential employers?

Relations with employers established and maintained during our 20-month cooperation are a big achievement. They point towards the need for contact between these communities to create a relevant, innovative and practical education offer, as a result of which graduates will become valuable employees and will have no problem finding their place on the labour market. I am sure that such contacts will be developed within various aspects of the HEI's activity and that it will be an essential element of its development strategy.

PROJECT LANGUAGE SPECIALISTS ATTRACTIVE ON THE LABOUR MARKET. PREPARING AND IMPLEMENTING PRACTICAL PROFILE STUDY PROGRAMMES AT THE FACULTY OF MODERN LANGUAGES AND LITERATURE

Project promoter:
Philological School of Higher Education in Wrocław

Partner institution:
Høgskulen i Sogn og Fjordane

Duration:
1 March 2014
– 31 October 2015

Total project budget:
PLN 617 361.48

STF funding:
PLN 555 625.32

Project coordinator:
Magdalena Opala

FSS/2013/HEI/W/0137



MAGDALENA OPALA, project coordinator, graduated in English Studies and works at the Philological School of Higher Education in Wrocław.

OTHER PROJECTS IMPLEMENTED AS PART OF THE DEVELOPMENT OF POLISH HIGHER EDUCATION INSTITUTIONS MEASURE

Geographic information technologies for spatial planning: innovative study programme meeting market demand

Project: FSS/2013/HEI/W/0020

Project promoter: The Jagiellonian University

Duration: 15 February 2014 – 31 May 2016

Total project budget: PLN 731 875.17

STF funding: PLN 658 687.65

Project website: <http://www.geo.uj.edu.pl/~egeo/>

Education for research development and innovations

Project: FSS/2013/HEI/W/0050

Project promoter: Kraków University of Economics

Partners:

'Education for Entrepreneurship' Association

Institute of Fundamental Technological Research, Polish Academy of Sciences

Polish National Contact Point for Research Programmes of the EU University of Szczecin

University of Economics in Katowice

Łódź University of Technology

Czestochowa University of Technology

University of Stavanger

Duration: 1 April 2014 – 31 March 2016

Total project budget: PLN 995 064.79

STF funding: PLN 895 558.31

Project website: <http://project0050.kim.hostklub.pl/?p=8>

Enhancing the quality of law student education thanks to the introduction of a practical module

Project: FSS/2013/HEI/W/0083

Project promoter: Cardinal Stefan Wyszyński University in Warsaw

Duration: 1 August 2014 – 31 October 2016

Total project budget: PLN 264 888.72

STF funding: PLN 238 399.85

Project website: <http://wpia.uksw.edu.pl/node/5348>

Innovative second-cycle computer science programmes in Polish and English

Project: FSS/2013/HEI/W/0094

Project promoter: Warsaw University of Technology

Duration: 5 May 2014 – 31 March 2016

Total project budget: PLN 459 754.86

STF funding: PLN 413 770.46

The implementation of innovative programmes and forms of education in telemedicine engineering at the University of Technology and Life Sciences

Project: FSS/2013/HEI/W/0111

Project promoter: University of Science and Technology in Bydgoszcz

Duration: 7 February 2014 – 30 April 2016

Total project budget: PLN 640 395.47

STF funding: PLN 576 355.92

Project website: <http://inzynieriabiomedyczna.edu.pl>

Game and Virtual Space Design – Master's Degree Programme

Project: FSS/2013/HEI/W/0121

Project promoter: University of Silesia in Katowice

Duration: 1 March 2014 – 31 May 2016

Total project budget: PLN 541 934.51

STF funding: PLN 487 739.81

Project website: <http://www.game.us.edu.pl/>

GRIFFIN Project

Project: FSS/2013/HEI/W/0136

Project promoter: Tischner European University in Kraków

Partner: Buskerud University College, Norway

Duration: 1 March 2014 – 29 February 2016

Total project budget: PLN 963 481.86

STF funding: PLN 867 132.00

Information technology for sustainable development – a new e-learning programme in PJIT

Project: FSS/2013/HEI/W/0138

Project promoter: Polish-Japanese Academy of Information Technology

Duration: 1 April 2014 – 30 April 2016

Total project budget: PLN 772 861.67

STF funding: PLN 695 575.50

Project website: <https://izr.pja.edu.pl/>

PRIORITY SECTOR: ENVIRONMENT AND CLIMATE CHANGE

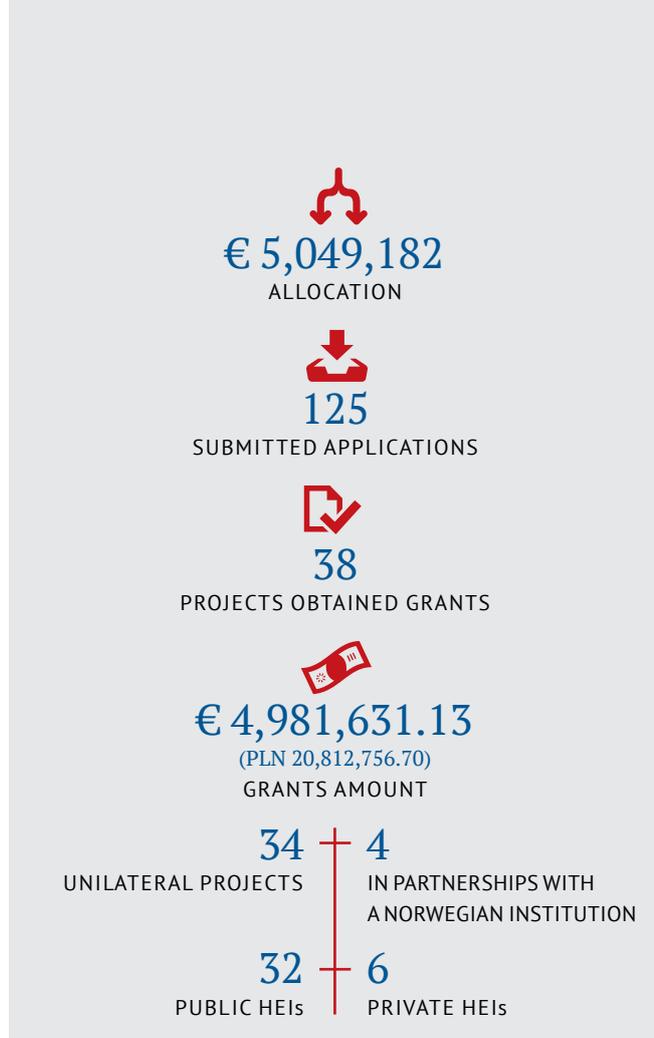
Climate change, the continuous deterioration of the natural environment and the increasingly intensive exploitation of our limited natural resources are forcing societies to seek more effective pathways to sustainability, and consequently, better methods of caring for our natural environment. These matters underpin an argument which motivates the modern world to implement innovation in the field of environment protection. For entrepreneurs, eco-innovation has become an essential success factor.

The issues are the focus of European environmental policies and constitute one of the priority programme areas of the EEA Grants and Norway Grants. Norway is considered a perfect example of a country where society's environmental awareness is at its highest, whilst its approaches to the natural environment and sensitivity to its issues are imitable. On the other hand, the findings of reports and studies on the environmental awareness of Polish people point to the necessity of significant changes, both on an individual and macro social scale. The challenges in this field are thus placed before the education sector, whose role in raising awareness and influencing attitudes towards the ecosystem cannot be overestimated. To assist the academic milieu in the implementation of this objective, the Scholarship and Training Fund finances projects under the *Development of Polish Higher Education Institutions* measure, which focus on the *Environment and Climate Change* priority.

The second **call for proposals in 2014** was possible due to the increased allocation of € 5,049,182 to the Scholarship and Training Fund intended for supporting interdisciplinary uni- and multilateral projects which aim to design study programmes and develop the institutional capacity of Polish HEIs. Thanks to the money from the Norway Financial Mechanism, initially intended to fund the *Carbon Capture and Storage* programme, it was decided that in this call for proposals priority would be given to projects concerning the **environment and climate change**.

The catalogue of activities regarded as referring to the priority area included:

- Higher awareness and enhanced knowledge base concerning the environment and climate change among HEI students, graduates and staff;
- Better compliance with EU environmental legislation, including increased information exchange between Norway and Poland on environmental impact, status and trends, and on the adaptation of legal regulations to EU legislation;
- Higher awareness of and better education in environmental monitoring and integrated planning and control, including better efficiency and quality of environmental monitoring through improved environmental data quality;
- Higher social awareness of and better education in biodiversity and ecosystem services, including higher awareness of and education in the linkage between biodiversity and climate change or the economic valuation of ecosystems;
- Higher awareness of and better education in climate change and renewable energy sources, with reference to, for example, energy efficiency, capacity to assess vulnerability to climate change, adaptation to climate change, industrial pollution reduction and polar research connected to climate change; development of adaptive management skills with reference to climate change;
- Wider knowledge of and stronger international cooperation on climate change mitigation options, including more frequent use of the so-called "green", environmentally-friendly technologies or carbon capture and storage (CCS) technologies;
- Higher awareness of and better education in hazardous substances, including prevention of adverse environmental effects caused by chemicals and hazardous waste;
- Higher awareness of and better education in integrated marine and inland water resources management;



- Integration of business models concerned with environmental issues and climate change into study programmes and courses; wider green, environmentally-friendly job creation and entrepreneurship; labour market analyses regarding job supply and demand in the environmental products and services sector;
- Higher qualifications among HEI graduates and employees of companies and public institutions in the field of environmental and climate issues as an important economic growth factor.

Following eligibility and quality assessment, 82 projects were included on the ranking list, out of **125 submitted applications** (amounting to € 16,855,095). Due to the money available to the operator for the selection round, the final list of projects approved for funding featured **38 projects**. Most of these referred directly to environment and climate change. Partnerships between Polish and Norwegian institutions were not mandatory; nonetheless, many Polish HEIs used the Norwegian experience and models in their projects and worked with experts and researchers from renowned Norwegian HEIs and research centres.

On 18 November 2015, the Foundation for the Development of the Education System held the **Green universities international conference** dedicated to environment and climate change in projects implemented under the *Development of Polish Higher*

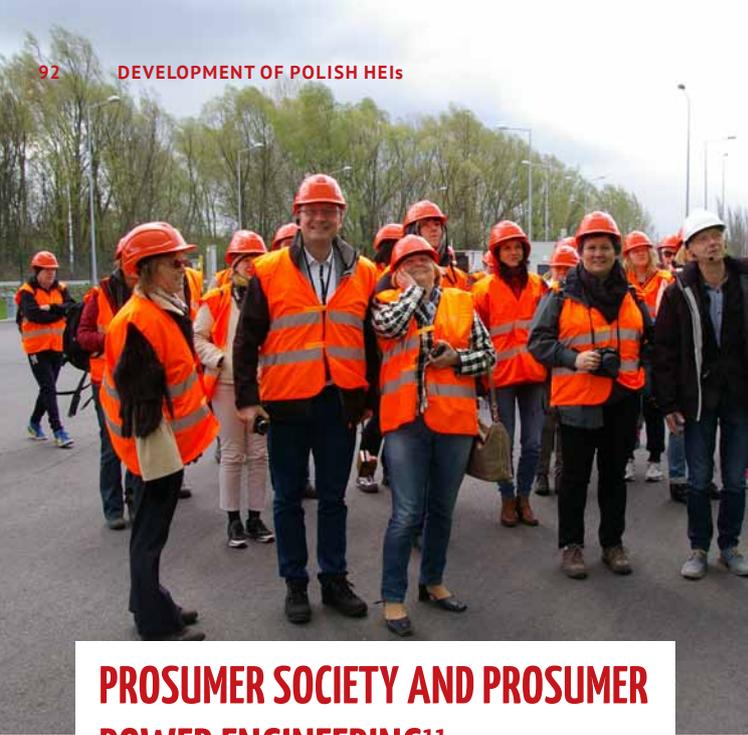
Education Institutions measure. The goal of the conference was to share experiences regarding the role HEIs play in shaping environmental awareness by strengthening the competences of students, graduates and faculty members in the field of environmental protection and climate change. The conference showed how environmental awareness impacts on the development of HEIs by directly reinforcing their educational potential, raising the quality of their teaching and adapting it to the needs of the economy and the labour market. At the time, most of the featured projects were at their halfway point; hence it was possible to present their initial results and to constructively discuss the planned effects.

The conference, organised under the auspices of the Royal Norwegian Embassy in Poland, was primarily addressed to the Polish higher education sector. It was attended by Polish and international experts, as well as representatives of the Donor States, ministries, project promoters and other countries involved in educational and environment protection projects funded by EEA and Norway Grants. The conference attracted great interest and was attended not only by the Scholarship and Training Fund project promoters, but also by other members of the public.

Due to their indisputable role in the process of raising environmental awareness and shaping social attitudes, HEIs are an important link in the relationship between humans and the environment. The need for innovative research and development, changes in HEIs, synergies between the world of research, business and the socio-economic environment, and finally, the duty to educate informed, competent and sensitive graduates, has given an impulse to the design of education activities and the implementation of specific projects regarding the environment.

LEARN AND COOPERATE WITH LEADERS

Projects implemented as part of the “green priority” related to various aspects of environmentally-friendly living – from cultural ethnology to educating specialists in renewable energy sources. The activities presented below have brought tangible and long-lasting benefits both to our higher education institutions and to the environment.



PROSUMER SOCIETY AND PROSUMER POWER ENGINEERING¹¹

“Prosumer society and prosumer power engineering” is a project well ahead of the current state of awareness of social attitudes and market needs in relation to accessing and using available energy sources.

“The extinction of dinosaurs is nothing compared to the changes to which we are currently exposing the Earth’s biosphere”, says Edyta Sierka, PhD. That is why the project combines three aspects: social, natural and technical, to prepare learners for the implementation of the concept of distributed power generation.

Project promoter:
University of Silesia
in Katowice

Polish Partner:
Silesian University of
Technology

Duration:
1 January 2015
– 31 May 2016

Total project budget:
PLN 384 664.00

STF funding:
PLN 346 197.60

Project coordinator:
Edyta Sierka, PhD

FSS/2014/HEI/W/0119

The innovativeness of project activities included the study programme: a comprehensive approach to educating specialists in the field of prosumer use of renewable and non-renewable energy sources, the evaluation of resources and the technical feasibility of obtaining energy. Innovative methods of education were also used, such as the establishment of the Mobile Teaching Centre. Support was offered with the development of human capital who would display responsibility towards the effects of changes to the natural environment.

This is important, because today prosumer culture, defined as eco-friendly social innovation, is in its initial stages and this new kind of thinking requires promotion.

¹¹ Shaping a new energy consumption culture based on users’ (society) respect for energy, especially for energy produced from non-renewable fuels (regarded as zero-carbon or low-carbon fuels). Shaping energy-conscious attitudes in society, introduction to the fundamentals of renewable energy sources technology and a market that promotes the abandoning of power systems involving big power units in favour of dispersed energy, where individuals not only consume energy but also generate it.

THE MOST IMPORTANT OUTCOMES AND IMPACT

- **creation of an innovative education offer:** a comprehensive approach to the education of specialists in the prosumer use of renewable and non-renewable energy sources
- **publication of the interdisciplinary monograph** *Prosumer society and prosumer power engineering. Difficulties in the implementation of innovative development paths of renewable energy sources* and posting it online
- **extensive promotion of prosumer power engineering** (seminars, debates, press conference)
- **disseminating the project topic among a large group of people** (students, academic staff, administration staff, business people)
- **change to project participants’ awareness** resulting in the application of prosumer solutions in everyday life

The development of an innovative education offer, providing an opportunity to educate graduates competent in prosumer power engineering, opportunities to use renewable energy sources and the awareness of threats to the environment and climate were the most important outcomes of the project.

The project made it possible to organise thematic seminars, debates and a press briefing with the participation of climate change experts, local and regional state administration officers, and representatives of companies. But that is not all. Breaking down the barriers in learners’ thinking concerning taking prosumer activities into the field of power engineering, instead of waiting for systemic solutions, were just as important.

Science also benefited, thanks to the publication of an interdisciplinary monograph entitled *Prosumer society and prosumer power engineering. Difficulties in the implementation of the innovative development paths of renewable energy sources*. It will be available online to be shared by all persons concerned. The learners acquired knowledge and skills allowing them to continue or take up work for regional administration units, companies and schools, where they will be able to implement prosumer solutions as part of their job.



EDYTA SIERKA, PHD was awarded the title of Assistant Professor at the Technical University of Ostrava in 2015. Her main research interests include the human-induced transformation of natural environment elements, especially water ecosystems. She is an expert in the environmental impact assessment (EIA) of projects.

INTEGRATED EDUCATION IN RENEWABLE ENERGY ENGINEERING AT THE UNIVERSITY OF TECHNOLOGY AND LIFE SCIENCES IN BYDGOSZCZ

For several years, the University of Technology and Life Sciences in Bydgoszcz has focused on the establishment of a research and teaching centre dedicated to renewable energy sources. The development of the University in this field was possible thanks to becoming acquainted with the most advanced solutions in the domain of renewable energy, where Norway is one of the global leaders.

This opportunity was offered by the Norwegian partner – the Tel-Tek Institute – whose participation in the project expanded its operations to Poland and initiated cooperation with Polish companies.

This project met the demand for qualified specialists evident on the Polish renewable energy market. It involved the implementation of innovative changes to the Bachelor in Renewable Energy Engineering degree programme and the development of Poland's first ever postgraduate programme dedicated to heat pumps and thermal energy storage.

“The integrative outcome of the project is its particularly valuable aspect”, says Adam Mroziński, PhD, Eng. “In order to

TEL-TEK is a Norwegian national research institute with focus on energy efficient processes and low emission. The institute is a project contractor and conducts projects for and in collaboration with industry and public enterprises. Through research and didactics, development, technology transfer and advisory services, Tel-Tek contributes to strengthening the development of a competitive industry, and encourages new businesses thus improving their competitiveness. Tel-Tek employs about 40 people, including 25 people with higher education, doctors and doctoral students.



THE MOST IMPORTANT OUTCOMES AND IMPACT

- **implementation of innovative changes** to the Bachelor in Renewable Energy Engineering degree programme
- **development of a postgraduate programme** dedicated to heat pumps and thermal energy storage
- **integrative outcome of the project:** cooperation of a number of circles to raise the standards of renewable energy education
- **cooperation with upper secondary schools** – the emergence of a new profession: renewable energy installations and systems technician
- **establishing close cooperation** with the Norwegian Tel Tek Institute and the University College of Southeast Norway, plans for student and staff exchanges

raise the standards of renewable energy education, we managed to make various circles cooperate, ranging from academic teachers, through local government representatives, renewable energy industry companies and associations, to renewable energy industry students (postgraduate students) and company staff. The integration of these activities was extended to include cooperation with upper secondary schools educating students wishing to become renewable energy installations and systems technicians, which is a new profession in Poland.

Scientific benefits brought about by the project were mostly linked to our direct contact with the Norwegian research unit. As part of the project, experts – employees of the Mechanical Engineering Faculty at the University of Technology and Life Sciences in Bydgoszcz – carried out a study visit to the Tel-Tek Institute and the University College of Southeast Norway. Their discussions, as with those held during the Norwegians' visit to Poland, revealed common research interests and opportunities for student/doctoral student exchanges.

“Our team gained valuable experience during the implementation of this European project”, says Adam Mroziński. “For most of us, it was the first contact with a research and teaching institution in Norway. The opportunity to explore the culture and specificity of the partner country was an important personal benefit. All of that surely motivates people involved in the project to further cooperation with institutions from EEA countries.”



ADAM MROZIŃSKI, PHD, ENG., is the Head of the Institute of Technical Systems and Environmental Protection and the Director of the Interdisciplinary Renewable Energy Centre at the University of Technology and Life Sciences in Bydgoszcz.

His research focuses on issues of energy consumption in selected industrial processes.

Project promoter: Jan and Jędrzej Śniadecki University of Technology and Life Sciences in Bydgoszcz
Partner: Tel-Tek Institute, Norway
Duration: 5 January 2015 – 31 May 2016
Total project budget: PLN 1 041 040.00
STF funding: PLN 936 936.00
Project coordinator: Adam Mroziński, PhD, Eng.
Project website: http://www.studiaoz.utp.edu.pl/
FSS/2014/HEI/W/0078

CULTURAL ECOLOGY – SPECIALISATION TRACK AS PART OF ETHNOLOGY PROGRAMME, SECOND-CYCLE STUDIES

The Cultural Ecology specialisation track prepares graduates for the transfer of good practices in this domain to various sectors.

Apart from culture, the natural environment is the basic pillar of human life. When meeting their needs, people have always used natural resources. However, nowadays the exploitation of these resources has reached unprecedented dimensions. It has resulted in the following challenges: devastated landscapes, destroyed ecosystems, polluted air, water containing toxins and e-waste. Therefore, the Institute of Ethnology and Cultural Anthropology at the University of Silesia in Cieszyn has developed a new specialisation track: Cultural Ecology. The very location of the programme is its strong point. The City of Cieszyn, to a smaller extent, and the Cieszyn Silesia region to a greater extent are a borderland combining Polish, Czech and Slovak cultures. “This offers an unparalleled opportunity in terms of observing the dynamics of transformation and dependencies between people and the environment”, says Magdalena Szalbot, PhD. “This is also an area permitting research into phenomena in the region of the Silesian Beskid Mountains and in the post-industrial spaces of Upper Silesia. On the one hand, these ecosystems are based on the harmonious coexistence of people and the natural environment, i.e. on pastoralism in mountain areas. On the other hand, however, this is a region whose natural environment has been significantly destroyed by industrial activities and, as a result, now requires revitalisation and environmentally-friendly development of its ecosystem.

This specialisation track seeks to explore human impact on the natural environment and its consequences, including extremely important cultural consequences. In this case, theory directly intermingles with practice. Great emphasis has been placed on contact with institutions focusing on improvement of the quality of the environment or on using its potential. Students gain

THE MOST IMPORTANT OUTCOMES AND IMPACT

- **development of a new specialisation track** – Cultural Ecology
- **establishing contact** with institutions focusing on the improvement of the quality of the natural environment or on the use of its potential
- **raising awareness of ecology** among the main target group of the project, i.e. students of the University of Silesia, and among all those who came across the project
- **re-opening the discussion** on the role of the humanities in awareness-raising and improving education on environmental aspects



knowledge and practical skills relating to cultural ecology, which are directly transferable into professional competences.

The project resulted in the development of a study programme and documentation for the Cultural Ecology specialisation track offered as part of the second-cycle Ethnology programme, a bilingual project website, teaching materials in the form of 10 e-learning courses, and in the launch of a study course for the first group of students. It also involved the preparation of attractive materials promoting the specialisation track and the development of a number of programmes involving training, two off-site workshops, and some lectures delivered to students by visiting experts. A collective scientific monograph and a conference summing up the project were the culmination.

The project raised awareness among its main participants, i.e. Ethnology students at the University of Silesia, but also among all those who came across the information that a new specialisation would be launched in the academic year 2015/2016. Cultural Ecology provided as part of the second-cycle Ethnology programme makes the education offer of the University of Silesia more interesting and allows the HEI to prepare graduates for the transfer of good practices in this domain to various sectors.

“From the academic perspective, the project re-opened the discussion on the role of the humanities in awareness-raising and improving education on environmental aspects, thanks to the launch of the Cultural Ecology specialisation track, publication of the monograph and the organisation of a nationwide conference”, says Magdalena Szalbot. “At personal and professional levels, it involved a lot of unforgettable meetings, new contacts, discovering and sharing passions, and discussions resulting in ideas for new activities aimed at the sustainable development and protection of natural and cultural heritage”.



MAGDALENA SZALBOT, PHD, is an Assistant Professor at the Institute of Modern Culture Theory and Research at the University of Silesia in Katowice. Her main research interests include issues of ludicity, anthropology of cities, ethnicity, migration, pop culture, borderlands and multiculturalism.

Project promoter:
University of Silesia in Katowice

Duration:
1 January 2015
– 31 May 2016

Total project budget:
PLN 376 010.00

STF funding:
PLN 338 408.90

Project coordinator:
Magdalena Szalbot, PhD

FSS/2014/HEI/N/0075



ENVIRONMENTAL EDUCATION FOR SUSTAINABLE DEVELOPMENT IN TEACHER EDUCATION

The persistently low level of Poles' ecology awareness points towards the need to launch education programmes for teachers who will transfer environmental knowledge from the level of universities to schools and local communities.

“Due to the specificity of pedagogical universities, where the law does not provide for natural science programmes, the project focuses on the development of a syllabus for the course “Natural Science Outdoor Laboratories” offered as part of the Early Years of Schooling Pedagogy specialisation track”, says Józefa Bałachowicz, PhD. Thanks to the project implemented in partnership with the University of Agder, the University developed a new methodology for teaching Environmental Education. Basing on the method of outdoor education¹², the University prepared a programme of nature-related outdoor activities, five didactic publications forming an introduction to outdoor education and education

UNIVERSITY OF AGDER (UIA) is situated in Kristiansand. It has about 10,000 students and is one of the youngest universities in Norway. Apart from research, the University is involved in student and staff exchanges with 180 partner institutions. The University offers 10 doctoral, 31 Master's degree and 43 Bachelor's degree programmes, as well as teacher training programmes. The HEI is committed to the strengthening of its position as a national and international research and teaching centre focussing on sustainable development, environment and climate.

THE MOST IMPORTANT OUTCOMES AND IMPACT

- **development of a new methodology** for the Environmental Education course
- **preparation of a programme** of nature-related outdoor activities based on the outdoor education method
- **preparation** of five didactic publications
- **raising student awareness** of ecology
- **enabling** teachers from a primary school and two pre-schools to undergo **training in Norway**

for sustainable development, as well as teaching materials for students and academic teachers related to sustainable development. The project also brought benefits to a primary school and two pre-schools whose teachers went to Norway in June 2016 to participate in training relating to teaching based on the outdoor education method. This training prepared its participants for the implementation of an outdoor activities programme with children (started in September 2016).

Thanks to the project, Józefa Bałachowicz managed to raise pedagogical university students', graduates' and employees' awareness of the environment and climate change, as well as to provide more learning facilities. A new methodology was developed for an Environmental Education course at the university.

“If not for the project, we would not have been able to initiate changes to the way of educating students of teacher training programmes using the outdoor education method, nor would we have been able to disseminate the idea of education for sustainable development on such a large scale – publications, training, conference”, says Józefa Bałachowicz.

The project resulted in the creation of a new specialisation track – Early School Years Sustainable Education involving Ecological Education, offered as part of second-cycle full-time programmes.



JÓZEFA BAŁACHOWICZ, PHD, ASSOCIATE PROFESSOR, is the Head of the Early Childhood Education Unit at the Maria Grzegorzewska University and the President of the Elementary Education Section in the Committee of Pedagogical Sciences at the Polish Academy of Sciences. Her main interests include pedagogy, early school years pedagogy, corrective and pre-school pedagogy and pedeutology.

Project promoter: Maria Grzegorzewska University
Partner: University of Agder, Norway
Duration: 1 January 2015 – 31 May 2016
Total budget project: PLN 601 436.00
STF funding: PLN 541 292.40
Project coordinator: Józefa Bałachowicz, PhD
Project website: http://www.aps.edu.pl
FSS/2014/HEI/W/0017

¹² Outdoor education is the organised process of learning through experiencing and experimenting. Activities aim at cognition (gaining knowledge and skills during outdoor activities). Nature is a means, background and a reason for learning.



BUILDING AN ECO-FRIENDLY EUROPE – IN ENGLISH

“The development of a study programme for the Master’s degree programme in Civil Engineering, offered in English, provided impetus for enhancing academic staff’s competences in many domains”, says Ewa Błazik-Borowa, PhD, Eng. at the Lublin University of Technology.

- Programmes offered in English are indispensable for the internationalisation of the university. A quality programme and well-prepared staff are instrumental in the process.

- Our project meets the two requirements. It also offered an opportunity to introduce new courses and elements of soft competences into such courses as Consultation and Social Dialogue in Transport Infrastructure Engineering, Equal Opportunities Policy in Practice, European Legislation, Entry onto the Labour Market and Eco-friendly Civil Engineering Project Management.

- The project also required a better command of English from all its participants.

- That is why English classes were provided to 60 research workers, members of academic staff and supporting staff who will hold their classes in English or use this language as support. We prepared information material presenting the new study offer in English and a final publication. We also launched a bilingual English/Polish website, which is meant to serve as an information platform for candidates and students. Future students will have access to a set of teaching/learning materials (course books and presentations).

- In the course of preparing your teaching materials the issue of copyright arose.

- On the one hand, our faculty members wanted to present their work in other scientific publications in the future, and on the

other hand they realised that they needed materials from other scientists. This is what didactics is all about – it means that knowledge transferred by teachers is the result of many other people’s achievements and their subsequent discoveries. Therefore we organised a meeting between our employees and a lawyer, during which they discussed such issues as copyright in science and methods of using other authors’ work for scientific purposes and in teaching, as well as the rules for sharing team work effects. The meeting raised our faculty employees’ awareness of other people’s rights and of possessing rights to their own pieces of work.

- The development of a study programme offered in English is, of course, the main outcome of the project, but as can be seen you also managed to achieve some other objectives.

- Entrusting our employees with this task mobilised them to work in a more intensive way. If they had had no opportunity to prepare teaching materials as part of the project they would probably have failed to review any literature, record their knowledge, develop their contact network or create new monographs. The project has already been an opportunity for many faculty members to carry out specific tasks and enhance their skills.



EWA BŁAZIK-BOROWA PHD, ENG., was the Dean of the Faculty of Civil Engineering and Architecture at the Lublin University of Technology (2012-2016). She is a member of the Committee of Civil Engineering at the Polish Academy of Sciences. She deals mostly with issues of structural analysis of scaffolding.

BUILDING ECOLOGICAL EUROPE – MASTER’S DEGREE CIVIL ENGINEERING PROGRAMMES OFFERED IN ENGLISH

Project promoter:

Faculty of Civil Engineering and Architecture, the Lublin University of Technology

Duration:

5 January 2015
– 31 May 2016

Total project budget:

PLN 1 045 298.00

STF funding:

PLN 940 758.00

Project coordinator:

Ewa Błazik-Borowa, PhD, Eng.

Project website

<http://budeco.pollub.pl/en/>

FSS/2014/HEI/W/0034

SECOND-CYCLE ECO-FOOD AND NUTRITION PROGRAMME

Specialists possessing knowledge in many fields relating to health and environmental protection are much sought after on the labour market. Hence the idea of the future development and launch of an innovative and interdisciplinary second-cycle Eco-Food and Nutrition programme.

“The second-cycle Eco-Food and Nutrition programme is an innovative project at the national level”, says Prof. Tadeusz Tuszyński. Its study programme was inspired by the best practices from Norway, but also included Polish experiences.

Wishing to make sure that the new programme would meet the expectations of the labour market looking for specialists integrating various domains related to health and environmental protection, the College organised a discussion panel with potential employers (entrepreneurs), during which they shared their experiences in recruiting employees and specified what they required from candidates. The entrepreneurs’ guidance was subsequently used in the process of developing the study programme.

Thanks to inviting experienced staff from several institutions to be members of the project team, the implementation of the project allowed for the strengthening of cooperation with partners from Norway, i.e. with the Norwegian University of Science and Technology (NTNU) and a local university hospital, as well as with

other cooperating institutions such as the Agricultural University and the University of Physical Education.

The resulting study programme includes an Ecology module, encompassing subjects related to the environment and climate change. There are plans for extending the study programme by the introduction of such courses as Ecology of Soil, Water and Air; Organic Crops (food and fodder); Organic Stock Farming; Climate Influence on Nature (crops and breeding animals) and on Humans.

In the opinion of the Health Promotion College in Kraków, during the development of a new study programme for a new degree syllabus, employing academic staff and preparing teaching materials are the most important outcomes of the project. The preparation of course books for 11 subjects enriched the library resources with items not available on the market so far. The Health Promotion College in Kraków will transfer the knowledge and experience gained during the project to students of the second-cycle Eco-food and Nutrition programme and to students of other HEIs providing medical science education.



PROF. TADEUSZ TUSZYŃSKI is the Rector of the Health Promotion College in Kraków. His research interests focus on industrial microbiology, fermentation processes, technology of alcoholic and non-alcoholic beverages, as well as yeasts. His scientific achievements so far encompass a total of 250 publications.

Project promoter:
Health Promotion College
in Kraków

Duration:
2 January 2015
– 31 May 2016

Total project budget:
PLN 1 080 639.00

STF funding:
PLN 972 575.00

Project coordinator:
Prof. Tadeusz Tuszyński

Project website:
<http://ecofood.kwspz.pl/>

FSS/2014/HEI/W/0106

THE MOST IMPORTANT OUTCOMES AND IMPACT

- **development of an innovative** and interdisciplinary study programme for the second-cycle course in Eco-Food and Nutrition
- **strengthening cooperation with the Norwegian partners:** the Norwegian University of Science and Technology (NTNU) and a university hospital
- **preparation of 11 course bookcloser cooperation with entrepreneurs** – learning about their requirements from candidates for jobs



Photo A. Bacchórz



MOBILE APPLICATION DEVELOPMENT IN ENVIRONMENTAL MONITORING – A NEW MASTER'S DEGREE PROGRAMME SPECIALISATION TRACK IN ENGLISH

Research conducted prior to the project showed that there was a big demand on the labour market – especially on the local one – for IT specialists and programmers possessing knowledge of environment monitoring and protection technology.

The project, coordinated by Małgorzata Plechawska-Wójcik, PhD, Eng., focused on the development of a specialisation track provided in English and combining knowledge of IT and environmental protection. Prior to the project, there was no specialisation track of that kind in Poland, and the fact that the University, students, industry and other organisations linked to the sector (including the Provincial Environmental Protection Inspectorate) took a keen interest in the matter served as confirmation of the need for launching the specialisation track.

Apart from the development of teaching materials covering IT and environmental protection, such tasks as the purchase of equipment for students and staff were successfully carried out. This equipment, almost from the very beginning, was fully used

THE MOST IMPORTANT OUTCOMES AND IMPACT

- **development of a new Master's degree specialisation track** provided in English
- **purchase of specialist equipment** for students and staff
- **preparation** of teaching materials, launch of an e-learning platform and a specialist portal
- **establishment of contact** with partners in Norway and Poland

for the purposes of research and Master's theses, in which the students were keen on exploring IT issues in environmental monitoring and protection. The project resulted in the establishment of a number of new and interesting contacts in Poland and abroad, especially in Norway.

The project involved the preparation of a study plan and programmes, as well as teaching materials (lectures, laboratory materials, e-learning materials, handbooks). An e-learning platform and a knowledge exchange portal were launched where articles and interesting facts published by scientific circles linked to the industrial sector are posted. During a study visit to Norway, contact was established with the Porsgrunn City Council and with the authorities and employees of Telemark University College. In Poland, close cooperation was established with the Provincial Environmental Protection Inspectorate.

The project resulted in the improvement of academic staff competences and the increase of student awareness of environmental risks. The Lublin University of Technology launched not only a new specialisation, provided in English, but it also found new partners for future activities.



MAŁGORZATA PLECHAWSKA-WÓJCIK, PHD, ENG., is employed in the Institute of Computer Science at the Lublin University of Technology. Her main research interests focus on bioinformatics systems, medical diagnostics support systems, knowledge management systems, software engineering and databases.



Project promoter:
Lublin University
of Technology

Duration:
1 January 2015
– 31 May 2016

Total project budget:
PLN 943 770.00

STF funding:
PLN 848 770.00

Project coordinator:
Małgorzata Plechawska-
Wójcik, PhD, Eng.

Project website:
<http://madem.cs.pollub.pl>

FSS/2014/HEI/W/0076

AN ECO-CITY. EDUCATION FOR SUSTAINABLE, SMART AND PARTICIPATORY URBAN DEVELOPMENT

In the modern world, cities are the hubs of social and economic life, and nowadays they face a number of demographic, environmental and economic challenges. Effective management, echoing the idea of sustainable development and integrating social, environmental, economic and technical issues, plays a key role in the development of cities.

The Eco-City project addresses these challenges. Its main objective was to improve knowledge and competences linked to sustainable management of cities, bridging the gap in the University's education offer.

A number of educational activities were undertaken as part of the project: discussions, workshops, courses improving professional competences, a scientific and teaching conference and study visits conducted by various groups (academic teachers, students, upper secondary school students). An innovative study programme entitled Sustainable Cities Economics was developed for the purposes of the first-cycle programme. The study programme is practice-oriented and interdisciplinary. It combines economic, social, environmental and technical issues. It presents a unique education offer at the national level, which accommodates ideas specific to integrated and sustainable development and meets the expectations specified in the National Urban Policy. The development of the study programme was preceded by the analysis of labour market needs, and work on the concept was carried out in close cooperation with students, practitioners, and with Norwegian specialists in didactics. Two study visits took place (to Oslo and Bergen), which resulted in the establishment of cooperation with academic and local government circles and in consultations on the draft concept of the study programme. The programme involved modern teaching aids (academic handbooks, e-learning platform and classes using specialist software GIS).

Project promoter:
University of Łódź

Duration:
1 January 2015
– 31 May 2016

Total project budget:
PLN 500 096.00

STF funding:
PLN 450 086.00

Project coordinator:
Aleksandra Nowakowska,
PhD

Project website:
<http://www.region.uni.lodz.pl/ekomiasto/>

FSS/2014/HEI/W/0081

THE MOST IMPORTANT OUTCOMES AND IMPACT

- **development of an innovative** and module-based study programme for the first-cycle practical profile degree programme entitled Sustainable Cities Economics
- **improvement of the teaching infrastructure** of the Faculty of Economics and Sociology (multimedia equipment and specialist software)
- **improvement of knowledge and professional competences** of the academic staff
- **raising awareness of sustainable development among students, graduates and the academic community**
- **establishment of contact** with partners from Norway: representatives of the academic community and local government of Oslo and Bergen



ALEKSANDRA NOWAKOWSKA, PHD ASSOCIATE PROFESSOR, is an employee of the Chair of Regional Economy and Environment at the Faculty of Economics and Sociology of the University of Łódź. Her research interests focus on issues of the development of cities and regions (development strategies, territorial marketing, revitalisation, innovative processes and smart regional specialisations).

INNOVATION MANAGEMENT – MASTER'S DEGREE PROGRAMME IN ENGLISH, SUPPORTED BY MODERN INFORMATION TECHNOLOGIES

Current business models implemented by a number of corporations are leading straight to an environmental disaster – says Naomi Klein in her book entitled *This changes everything. Capitalism vs climate*. Therefore it is essential that future managers are told about the gravity of this issue and taught innovativeness sensitive to the environment.

The main objective of the project consisted in the development and launch of a new specialisation track within the Master's degree programme entitled Innovation Management and provided as part of the Management course at the Faculty of Management of the Poznań University of Economics and Business. Awareness of the fact that the Polish economy is not sufficiently innovative, lack within the University's education offer relating to the creation and management of innovation, poor degree programme internationalisation, and the need to raise awareness of and sensitivity to ecological issues among future managers and lecturers, shaping their knowledge and attitudes, served as inspirations for the project.

It was essential that instruction provided as part of this specialisation track was given by lecturers aware of environmental problems, who would pass this sensitivity onto their students, and that the programme was implemented in a modern way,



i.e. through learning by doing and allowing students to become familiar with the modern equipment used in the process of innovation management. Therefore two laboratories were set up: ShopLab – focusing on research into consumer behaviour in real shops, and ConsumerLab – dealing with consumer behaviour in online shops.

The new offer was addressed to first-cycle programme graduates from Poland and abroad. It proved attractive enough to recruit 49 people, both Poles and foreigners from Germany, Russia, Ukraine, Peru, Turkey, Egypt, India, Bangladesh, China and Nepal.

Project promoter:
Poznań University
of Economics and Business

Duration:
1 January 2015
– 31 May 2016

Total project budget:
PLN 1 040 684.00

STF funding:
PLN 936 615.60

Project coordinator:
Barbara Borusiak, PhD

Project website:
[http://
innovationmanagement.
ue.poznan.pl/](http://innovationmanagement.ue.poznan.pl/)

FSS/2014/HEI/W/0095



THE MOST IMPORTANT OUTCOMES AND IMPACT

- **development** of the Innovation Management degree programme specialisation track, composed of 34 syllabuses and 34 sets of teaching materials
- **development of the specialisation track** that has proven interesting on the education market and attracted students from abroad – Norway, USA, Mexico, Chile
- **mobilities** abroad (to Norway, Croatia and Slovakia) and within the country
- **improvement of the project team's competences** relating to environmental aspects of innovation management, structural modelling, consumer behaviour research tools
- **establishment of new and strengthening of existing contacts** with researchers from other countries, which has resulted in new joint projects, research and publications



BARBARA BORUSIAK, PHD, is an Associate Professor at the Poznań University of Economics and Business. She conducts research focusing on the commercial sector, in particular: retail, product, process- and organisation-related innovation in the sector, commercial company operation strategies, their business models, retail internationalisation, merchandising and customer behaviour.



IT REALLY PAYS OFF TO CARE FOR THE ENVIRONMENT!

Cezary Kochalski, PhD, of the Poznań University of Economics and Business, talks about the dissemination of green controlling knowledge in academic and business circles.

- Theoretically, all of us are already aware that economic activities must respect the environment, but in practice there are problems with that.

- According to the Polish Agency for Enterprise Development, only 45% of Polish companies take account of environmental issues when making key business decisions, although these aspects are more and more frequently regulated by law and are significant for stakeholders and company owners. Environmental and social issues serving as a basis for sustainable development are more and more closely connected with finance. This challenge can be addressed by the implementation of an integrated management system in organisations, to combine sustainable development aspects with financial controlling. And it was the guiding idea for our project.

- **What were its main elements?**

- We extended the educational offer of the Poznań University of Economics and Business by introducing a **postgraduate programme** entitled **Green Controlling and Finance** and organising open lectures with the participation of 594 people, courses (46 participants) and workshops (42 participants).

- **The first graduates have already completed the postgraduate programme launched as part of the project.**

Yes, 30 Green Controlling and Finance students have successfully completed the programme by presenting a postgraduate thesis. The contents of their theses, linked to the theme of the programme, prove the assimilation of knowledge of the issues

discussed, which shows that their authors must have improved their knowledge and skills. The questionnaire evaluating the postgraduate programme contained the question "Can the contents presented prove useful in practice?" to which an overwhelming majority of respondents said yes.

- **How are these outcomes rated by course and workshop participants?**

- Answers given in the questionnaire evaluating courses and workshops point towards the practical advantages of knowledge transfer. The courses prepared their participants for the implementation of green controlling solutions in companies.

- **How did this benefit the university?**

- The project allowed us to launch the first ever green controlling programme in Poland based on original handbooks written in cooperation with practitioners, which set new trends in education at the Poznań University of Economics and Business. The admission procedure for the subsequent delivery has already started, which is why the Poznań University of Economics and Business is emerging as a leader in sustainable management education. But that is not all: we have strengthened cooperation between business and science, which is instrumental for inter-institutional cooperation and which opens up perspectives for joint research and education in the future.

GREEN CONTROLLING AND FINANCE – AN INNOVATIVE POSTGRADUATE PROGRAMME

Project promoter:
Poznań University of Economics and Business

Duration:
1 January 2015
– 31 May 2016

Total project budget:
PLN 815 980.00

STF funding:
PLN 734 382.00

Project coordinator:
Cezary Kochalski, PhD

Project website:
www.gcf.ue.poznan.pl

FSS/2014/HEI/W/0102



CEZARY KOCHALSKI, PHD, is an Associate Professor at the Poznań University of Economics and Business. Since 2009, he has headed the Chair of Controlling, Financial Analysis and Valuation.



THE MOST IMPORTANT OUTCOMES AND IMPACT

- **modernisation of the Environmental Protection programme** and changing its profile from a general academic to a practical one
- **infrastructure improvement/acquisition of new competences** by staff and their increased openness to academic cooperation and project implementation
- **organisation of two conferences** resulting, among other things, in a publication containing 25 original scientific papers

HEDMARK UNIVERSITY COLLEGE – is a multicampus institution situated in the district of Hedmark in Norway, 120 km north of Oslo. The current number of students is 7,700 which makes it the twelfth biggest institution of public higher education and research in Norway.

IMPLEMENTATION OF RENEWABLE ENERGY AND WASTE MANAGEMENT AND PROTECTION AND MANAGEMENT OF NATURAL RESOURCES SPECIALISATION TRACKS

The establishment of a renewable energy sources laboratory, weather station, solar power system, modernisation of the Environment Monitoring Laboratory, acquisition of field equipment, books and software, an intensive English language course and a field course in the biology of mammals are only a few outcomes of the project.

The main objective of the project was the introduction of two new specialisation tracks as part of the Environmental Protection degree programme. One of them is Renewable Energy Sources and Waste Management and the other is Protection and Management of Natural Resources. Moreover, the project sought to transform the general academic profile of the programme into a practical one. The infrastructure of the HEI was significantly improved and its staff underwent Moodle training, which resulted in the introduction of distance learning elements into the teaching practice.

The fact that the Environment Protection programme was thoroughly modernised is the greatest benefit. Apart from the above study programmes and the improvement of the infrastructure, this modernisation also gave rise to student and staff involvement in international cooperation, and the conclusion that this

kind of effective modernisation could be achieved only through externally-funded projects. The establishment of cooperation with the Norwegian partner was a very valuable aspect, which should bear fruit in the future.

Although the project is now completed, it has potential long-term effects: modern study programmes geared towards hands-on learning, new or better-equipped laboratories, new books and software for the library, and staff open to scientific cooperation and project implementation.



PROF. JAN KOZŁOWSKI is an active member of the Polish Academy of Learning and a corresponding member of the Polish Academy of Sciences. He works at the Jagiellonian University and at the State Higher Vocational School in Tarnów. His interests focus on issues at the intersection of ecology and evolutionary biology. Most of his scientific achievements involve life history evolution. He is also interested in environmental protection, especially in renewable energy sources.



Project promoter:
State Higher Vocational School in Tarnów

Partner institution:
Hedmark University College – Faculty of Applied Ecology and Agricultural Sciences, Norway

Duration:
1 January 2015 – 31 May 2016

Total project budget:
PLN 952 187.00

STF funding:
PLN 856 687.00

Project coordinator:
Prof. Jan Kozłowski

Project website:
<http://norzos.pwzstar.edu.pl>

FSS/2014/HEI/W/0023

SUSTMAN – ENTREPRENEURSHIP, SUSTAINABLE DEVELOPMENT AND MANUFACTURING FOR STUDENTS OF PWSZ KONIN

The preparation of local students for sustainable development-based entrepreneurial activity on the European labour market, breaking down language barriers, and the improvement of the effectiveness of education were the most important objectives of this project, implemented by the State University of Applied Sciences in Konin.

The institution organised courses – in Polish and English – in Eco-entrepreneurship; Soft Skills and Communication; and Sustainable Development and Sustainable Manufacturing and Services. It also organised study visits and workshops in Poland and Norway. Two conferences were held: one at the beginning and the other one at the end of the project, accompanied by two publications: a handbook for students and a guide to the

best practices of the project. Teaching staff members took part in an English language course and students in a course on ICT applications in business. A student competition for the best business plan generated very interesting results. The winning ideas involved renewable energy (wind and biomass), and catering based on whole and natural food. The business plan competition truly released student creativity!

The establishment of contact with the Norwegian partner, exploring the Norwegian approach to the use of renewable energy sources and solutions already applied which were aimed at manufacturing in accordance with sustainable

development were an important scientific benefit of the project. The teachers who participated in the project were able to observe the development of young people's interest in sustainable development, which became even more significant to them thanks to the courses. The added value of the project was very interesting and involved the integration of students of various programmes, ranging from Management through to Internal Security, Mechanical Engineering to Humanities, not to mention Modern Languages. That allowed these young people to learn cooperation with others who had different skills and experiences. The project was a platform for boosting female participation, since over half of those involved in the project were women. Stimulating active female and male participation

Project promoter:
State University of Applied Sciences in Konin

Duration:
1 January 2015
– 31 May 2016

Total project budget:
PLN 703 973.00

STF funding:
PLN 633 575.70

Project coordinator:
Artur Zimny, PhD

Project website:
<http://www.sustman.pwsz.konin.edu.pl>

FSS/2014/HEI/W/0048



THE MOST IMPORTANT OUTCOMES AND IMPACT

- **boosting student participation** and assistance in their preparation for the European labour market
- **breaking down language barriers** through participation in English classes
- **boosting the participation of women**, who accounted for over 50% of project participants
- **transformation** of the way of delivering classes by teachers participating in the project, modernisation of education

in activities, and the creativity released in the process of writing business plans and their presentation promoted gender equality.

The project resulted in transforming the way in which teachers held their classes. Previous methods of teaching were replaced by new ones aimed at boosting students' active participation and providing inspiration for new initiatives and challenges. At the level of the institution, the project changed the study plans for some fields of study by introducing or increasing the number of hours of classes in entrepreneurship, communication and soft skills.



ARTUR ZIMNY, PHD, is the Deputy Rector for Education at the State University of Applied Sciences in Konin and author of over 90 publications discussing local and regional development, financial management of local governments in Poland and in the European Union, and issues and challenges faced by higher vocational education.

DEVELOPMENT OF AN OPERATING MODEL FOR THE INTER-FACULTY SCHOOL OF ENTREPRENEURSHIP AT THE UNIVERSITY OF WARMIA AND MAZURY IN OLSZTYN

The operating model of the Inter-faculty School of Entrepreneurship can be summarized in three words: **PEOPLE – SPACE – IDEA**. This school will educate innovation leaders.

An attractive and professional education offer, preparing students and doctoral students of the University of Warmia and Mazury for conducting business activity (using elements of coaching, attitude training, etc.) was the main objective of the project. “That was our first opportunity to show young people a new approach to academic entrepreneurship, and specialists involved in the development of the model understood that giving young people space and showing them how to set up socially responsible businesses were the most important things in the process of creating young and innovative companies”, says Eliza Popławska-Jodko.

The main objective of the Inter-faculty School of Entrepreneurship is providing additional education to creative and enterprising students who are innovation and entrepreneurship leaders, regardless of their field of study and specialisation track. Above all, the task of the school will involve teaching and supporting socially responsible businesses, while instilling environmentally-friendly attitudes in those young and enterprising people who will hopefully contribute to the development of the Warmia and Mazury region. The School will guide students to professional success by combining studying, workshops and work on business projects with economic activity. What will they learn? How to become an entrepreneur and observe the principles of sustainable business; how to conduct a creative search for and implement innovations; how to manage environmental projects; how to manage resources

and eco-innovations effectively, and how to market eco-brands effectively. They will also learn about the legal aspects of business operations. Classes will be provided in the form of workshops in small project groups. The majority of the projects will be transformed into companies in the course of or on completion of education. Classes where students will learn to run a virtual company using a simulation game specially developed for the needs of the School will be particularly interesting. When meeting the master of the game, students will have to make certain decisions, which will be indispensable to progress in the game. The effectiveness of their operations and

Project promoter:
University of Warmia and Mazury in Olsztyn

Duration:
1 January 2015
– 31 May 2016

Total project budget:
PLN 996 380,00

STF funding:
PLN 896 742,00

Project coordinator:
Eliza Popławska-Jodko

Project website:
<http://msp.uwm.edu.pl>

FSS/2014/HEI/W/0118



THE MOST IMPORTANT OUTCOMES AND IMPACT

- **involvement** of creative and enterprising students of the University of Warmia and Mazury in additional education
- **becoming familiar with best practices** relating to academic entrepreneurship at NTNU in Trondheim, Norway
- **shaping environmentally-friendly attitudes** in young people
- **development of an innovative simulation game** called Eco-Company, which supports the preparation of students for establishing their own businesses
- **classes delivered** by business people successful on the market

decisions will be reflected in such elements as the company account balance, profit, possible loss, resources, and possibly bankruptcy. At the beginning, all the companies will have the same parameters, but they will function in different market scenarios. Ultimately, the game will depend on the master and participants themselves. Individual counselling and mentoring focusing on selected topics and targeting future business people will be another important added value of the project. Classes will be conducted by practitioners – entrepreneurs who run their own dynamic companies and succeed in the market. It is planned that each School year will involve 30 students who will then be given comprehensive support in running their own businesses.



ELIZA POPŁAWSKA-JODKO is the Head of the European Project Office at the University of Warmia and Mazury. She is the initiator and implementer of an innovative model of disabled people's employment as part of the project Individual Employment Paths, which was the 2012 winner of the ESF Ambassador competition and in 2013 was awarded the first prize in *RegioStarsAwards*, a prestigious competition organised by the European Commission.

TEACHING A HEALTHY LIFESTYLE

“Health education provided to children, young people and adults by adequately-prepared staff will help improve the quality of their lives”, says Elżbieta Olszewska, PhD, of the University of Physical Education in Warsaw.

- Polish children’s and young people’s health – not to mention that of adults – gives rise to considerable concerns from doctors. Inadequate nutrition is one of the causes of health problems. How can knowledge of the issue be transferred in an effective way?

- At this time of change in the modern world, and especially in our immediate environment, providing teachers with opportunities to acquire the latest research-based knowledge of the influence of the environment on human life seems extremely vital. Knowledge, competences and applying healthy nutrition rules in practice have good influence on people’s health and quality of life. They help us to prevent diseases, especially those whose etiology is linked to the environment, i.e. civilisation diseases. Activities undertaken by specially-trained people whose aim is to raise children’s, young persons’ and adults’ environmental awareness and to extend their knowledge about a healthy lifestyle will improve knowledge of those issues. It will also be possible to use prevention and health care expenditure in a more effective way.

- **The main objective of your project consisted in developing people’s professional competences, mainly those of teachers who transfer knowledge about the influence of good nutrition and our changing environment on people’s health.**

- Yes, during the project we developed innovative learning outcomes, postgraduate study programmes and workshops. The



DEVELOPMENT OF PROFESSIONAL COMPETENCES IN PEOPLE RESPONSIBLE FOR HEALTH EDUCATION IN THE CONTEXT OF ENVIRONMENTAL CHANGES

Project promoter:
Józef Piłsudski University
of Physical Education in
Warsaw

Duration:
1 January 2015
– 31 May 2016

Total project budget:
PLN 457 440.00

STF funding:
PLN 393 696.00

Project coordinator:
Elżbieta Olszewska, PhD

FSS/2014/HEI/W/0086

postgraduate programme, entitled Nutrition and Dietary Management in Sports, now has 30 graduates. Workshops organised for teachers of various subjects entitled Children’s and Young People’s Diet and The Environment and Human Health attracted 48 participants.

- **The participants learned a lot about the advantages of organic food.**

- Owing to the project, we established cooperation with the EKOŁAN Association of Food Producers and organic food manufacturers who participated in educational activities addressed to postgraduate students and workshop participants. This direct interaction of food producers and prospective consumers during the activities and study visits contributed to shaping the organic food market. Therefore the creation of a group of informed consumers, who are healthy lifestyle promoters and whose choices will increase the demand for organic food, is one of the outcomes of the project.



ELŻBIETA OLSZEWSKA, PHD, is a researcher and academic staff member attached to the Institute of Physical Education and Corrective Exercises Theory at the Józef Piłsudski University of Physical Education in Warsaw. Her research interests focus on issues of children’s and young people’s somatic and motoric development and on shaping their posture at various ontogenesis stages.



LANGUAGE SPECIALISTS FOR THE ENVIRONMENT

Proficiency in a foreign language is one of the tools most sought after by employers. Being able to use specialist jargon in foreign languages is valued even more, as it is a key to participation in international projects implemented within certain industries and professional circles.

As a specialised higher education institution offering language training, the Philological School of Higher Education defined the main outcome of the project as developing the School's potential, by expanding its education offer with environmental protection issues and application of modern education methods and by raising students' and staff's awareness of environmental protection issues.

Language specialists for the environment is an international interdisciplinary project implemented in 2015-2016 by the Philological School of Higher Education in Wrocław, in partnership with the Faculty of Engineering and Technology at the Sogn og Fjordane University College (HiSF). Why would exact science representatives cooperate with language professionals? This is the question that was put by the partner's representative at the beginning of our cooperation in response to our proposed project activities. The subsequent results of the project were

the best answer. From the very beginning, in addition to the conscious and consistent work on the image of the School as a modern and socially responsible HEI, the project addressed the need to equip future language professionals with specialist and modern tools which would make them stand out in today's labour market. The outcomes of the project were achieved thanks to the complementary combination of the partner's technical knowledge, professional teaching supervision conducted by the School, and the application of modern ICT tools, those supporting distance learning and teaching in particular.

The most important project outcomes include over 30 state-of-the-art specialist language training syllabuses incorporating

Project promoter:
Philological School
of Higher Education
in Wrocław

Partner:
Sogn og Fjordane
University College,
Norwegia

Duration:
5 January 2015
– 31 May 2016

Total project budget:
PLN 1 159 600.00

STF funding:
PLN 1 043 640.00

Project coordinators:
Magdalena Nowak, Anna
Pol, PhD

FSS/2014/HEI/W/0056

HØGSKULEN I SOGN OG FJORDANE (HiSF) is a modern higher education institution in Norway established in 1994 and providing education to about 3,800 students. It employs about 300 people. HiSF provides first- and second-cycle programmes at the following faculties: Health, Engineering and Technology, Education and Sport, and Social Sciences. HiSF conducts international research projects focusing on the organisation of education, student and staff mobility.



THE MOST IMPORTANT OUTCOMES AND IMPACT

- **equipping** future language professionals with specialist and modern tools, making them stand out on today's labour market
- **strengthening of partnership cooperation** between the School and Sogn og Fjordane University College
- **development of over 30 state-of-the-art specialist language training syllabuses** for specialist language courses incorporating environmental content and 30 e-learning eco-courses
- **development of an environmentally-friendly strategy** for the School
- **know-how provided** by the Norwegian partner relating to shaping the social responsibility of higher education institutions within the scope of environmentally-friendly policies

environmental content, 30 e-learning eco-courses helping develop students' language and IT competences, as well as over 1,000 teaching hours of new subjects that were launched as part of the project, in which nearly 300 students participated in the academic year 2015/2016.

The joint implementation of the project contributed to the strengthening of the partnership between the two HEIs, better awareness of their education offers and teaching infrastructure, exchanging experiences, and joint development of good practices concerning education processes at the two HEIs.



MAGDALENA NOWAK is the project coordinator responsible for its organisational aspects and a specialist working at the Department of International Cooperation and EU Projects of the Philological School of Higher Education in Wrocław. She graduated from the University of Wrocław and for a number of years has been teaching Polish as a foreign language. She is interested in issues of interpersonal communication, including communication and its effectiveness in intercultural environments.



ANNA POL, PHD, is the project coordinator responsible for the didactic aspects of the project. She is an Assistant Professor at the Philological School of Higher Education in Wrocław, an experienced lecturer in methodology, and a teacher conducting practical German courses. She is the author of a number of publications on foreign language teaching and e-learning and blended-learning courses.

ARCHITECTURE FOR THE SOCIETY OF KNOWLEDGE (ASK) – A THIRD-CYCLE PROGRAMME OFFERED IN ENGLISH AT THE FACULTY OF ARCHITECTURE, WARSAW UNIVERSITY OF TECHNOLOGY

Owing to the widespread digitalisation of the environment, architecture has been equipped with new technical measures and expanded its scope of activity. Students of the Faculty of Architecture at the Warsaw University of Technology are now able to develop competences allowing them to participate in these changes.

The idea of developing a doctoral programme focusing on Architecture for the Knowledge Society was a consequence of experience gained in the process of remodelling Master's degree programmes.

The provision of the doctoral programme will allow graduates holding a Master's degree to develop their academic passions. As computer-assisted architecture arouses interest worldwide, so the candidates for the programme will be found in Poland and abroad. Materials related to the study programme will be in English, so they will be easily available and relevant in the international context.

The study programme created is in line with the functioning of the Warsaw University of Technology; however it has a strongly individual character. "We are trying to ensure the strong orientation of and clear information on our research profile", says Jan Słyk, PhD. "Thanks to the funding we received from the STF programme we managed not only to develop the study programme and teaching materials, but also to rebuild our space and improve the technical infrastructure. The new unit will be adjacent to the existing laboratory used by Master's degree programme students of Architecture for the Knowledge Society, so that both programmes will be able to make use of common resources."

The themes of research conducted as part of the Architecture for the Knowledge Society doctoral programme will mainly focus on simulation, optimisation and work with digital models applied to architecture. Thanks to experiments in the digital environment, architecture will be given the chance to foresee the consequences of future spatial development. Raising awareness of this issue will help avoid errors destroying the natural environment.



JAN SŁYK, PHD, (ARCH) is an Assistant Professor at the Warsaw University of Technology. He is an architect with achievements in design, and experience in the construction of residential dwellings and public facilities as well as in urban planning.

Project promoter: Faculty of Architecture at the Warsaw University of Technology
Duration: 1 January 2015 – 31 May 2016
Total project budget: PLN 969 596.00
STF funding: PLN 872 636.40
Project coordinator: Jan Słyk, PhD (Arch)
Project website: http://phd.asknow.eu/
FSS/2014/HEI/W/0007



Photo K. Pacholick

THE MOST IMPORTANT OUTCOMES AND IMPACT

- **development of the idea** and doctoral study programme focusing on Architecture for the Knowledge Society and its external evaluation by consultants during study visits to Norwegian HEIs and as part of opinion surveys
- the project is an element of a **wider modernisation concept**, which involves internationalisation and opening up to new technologies at the Faculty of Architecture, Warsaw University of Technology
- project team members **gained new competences** as part of their work on project tasks
- **study visits resulted in valuable contacts** within the academic community and with practising architects and opened up new perspectives for establishing cooperation at the institutional level

ECO-SOLVING

The robustness of student education quality improvement requires the development of a model of cooperation between a HEI and institutions from the private, public and non-governmental sectors. The project, entitled eCo-solving, was an important step in that direction.

The main objective of the project was to develop an effective model for the HEI's cooperation with external stakeholders, in line with new trends in higher education, promoting student preparation for future jobs. The activities were based on graduation work

by students of the University of Warsaw to solve some existing problems diagnosed by external stakeholders, relating to sustainable development, environmental protection and climate change. The graduation work was the result of cooperation with companies, public institutions or non-governmental organisations. Candidates for Bachelor's and Master's degrees participating in the project were offered an opportunity to cooperate with external institutions while dealing with a specific problem to be solved under the guidance of their supervisors.

The project was implemented by the University of Warsaw in partnership with Fundacja Pracownia Badań i Innowacji Społecznych "Stocznia". At the University of Warsaw, the team of the Faculty of Geography and Regional Studies, supported by the Inter-Faculty Studies in Environmental Protection and the Social Challenges Unit was responsible for project implementation.

Project promoter:
University of Warsaw

Partner:
Fundacja Pracownia Badań i Innowacji Społecznych "Stocznia" (Laboratory of Research and Social Innovations "Shipyard")

Duration:
1 January 2015
– 31 May 2016

Total project budget:
PLN 681 601.00

STF funding:
PLN 607 368.00

Project coordinator:
Małgorzata Roge-
Wiśniewska, PhD

Project website:
<http://www.delab.uw.edu.pl/pl/ecosolving/>

FSS/2014/HEI/W/0127



THE MOST IMPORTANT OUTCOMES AND IMPACT

- **individual and institutional development** of all people involved in cooperation during the preparation of practical graduation work: students, supervisors, representatives of companies and institutions
- **facilitating mutual communication** by the launch of a new communication channel, pracademia.eu portal, and making it available to all persons concerned
- **improvement of student skills linked to the needs of the labour market** and increasing students' chances on the labour market
- **establishment and development** of ongoing contact between graduation work supervisors and stakeholders

Wszystkich studentów, którzy marzą o pracy dyplomowej tworzonej we współpracy z **biznesem, instytucją publiczną** lub **organizacją pozarządową** zapraszamy na nowy, praktyczny, warsztatowy kurs ogólnouniwersytecki dla studentów UW.

PRACADEMIA

KIEDY **WIEDZA**
SPOTYKA **PRAKTYKĘ**

ZAJĘCIA „PRACADEMIA - KIEDY WIEDZA SPOTYKA PRAKTYKĘ” BĘDĄ PROWADZONE PRZEZ WYSOKIEJ KLASY EKSPERTÓW I PRAKTYKÓW, REPREZENTUJĄCYCH M.IN. PRZEDSIĘBIORSTWA, ORGANIZACJE POZARZĄDOWE, AKCELERATORY BIZNESU ORAZ PRZEZ COACHÓW BIZNESU

Kurs ogólnouniwersytecki w wymiarze **45 godzin** będzie odbywał się w semestrze zimowym roku akademickiego 2015/16 w **piątki** w godz. **15:00-17:15** na Wydziale Geografii i Studiów Regionalnych na Krakowskim Przedmieściu 30.

NA KURSIE NAUCZYSZ SIĘ M.IN.:

- ▶ PODEJMOWANIA I PROWADZENIA WSPÓLPRACY Z BIZNESEM, INSTYTUCJĄ PUBLICZNĄ, ORGANIZACJĄ POZARZĄDOWĄ
- ▶ TWORZENIA OFERTY BADAWCZEJ ODPOWIADAJĄCEJ OCZEKIWIANIOM INSTYTUCJI ZEWNĘTRZNYCH
- ▶ ZASAD EFEKTYWNEJ KOMUNIKACJI INTERPERSONALNEJ I NEGOCJACJI
- ▶ ZASAD ZARZĄDZANIA PROJEKTEM
- ▶ PRZYKOTOWYWANIA UŻYTECZNEGO I ATRAKCYJNEGO RAPORTU Z BADAŃ
- ▶ ZASAD JASNEGO, LOGICZNEGO I PRECYZYJNEGO SPOSOBU PREZENTACJI SWOICH BADAŃ DLA BIZNESU I INNYCH INSTYTUCJI

ZAPISY NA USOS

Work done as part of this project was provided with additional support: special activities called “Pracademia (*Workademy*) – where knowledge meets practice”, meant to develop students’ project-related and entrepreneurial competences, the “Pracademia” portal www.pracademia.eu, allowing institutions to post their problematic issues and find students wishing to tackle them, supervision guidance for graduation work supervisors, and a final conference and workshops for academic teachers, students and doctoral students. The development of the main elements of the project was preceded by EcoLabs workshops, where students, graduation work supervisors and representatives of institutions shared their knowledge and observations regarding cooperation related to the graduation work.

The implementation of the project strengthened the trend of the gradual reorientation of education to make it more practical and more adjusted to the needs and expectations of the institutional environment of the HEI. A model example for future leaders and facilitators of those changes was created.



MAŁGORZATA ROGE-WIŚNIEWSKA, PHD, is the head specialist at the Warsaw University Centre for Technology Transfer.

RAISING SOCIAL SCIENCES STUDENTS' AWARENESS OF THE ENVIRONMENT AND CLIMATE CHANGE

Innovative topics taught as part of Social Sciences programmes provided at the University of Gdańsk have contributed to challenging the stereotype that the environment and climate are not within the scope of Social Science interests.

The project, entitled Raising Social Sciences students' awareness of the environment and climate change, was intended to introduce Science-Technology-Society-related issues to teaching and research as part of Social Sciences at the University of Gdańsk. The most important objective of the project consisted of raising Social Sciences students' awareness of the environment and climate change. For this purpose, an idea was developed to introduce new courses and handbooks to Social Sciences study programmes. Some activities that went beyond traditional educational pathways included involving students and local government representatives

as well as academic teachers and researchers from Norway in the development of course content; a study visit to the Universities of Oslo and Trondheim; participation in a congress and international conferences; the development of an open course; and involving science representatives and non-governmental organisations in cooperation.

The project expanded the study programme to include issues of climate change and their consequences for power engineering, and

disseminated these issues among Social Sciences students. This was done at conferences: the first one addressed to students, and the second to researchers. Other project outcomes included scientific publications, courses, and popular science lectures delivered as part of the Baltic Festival of Science and the "Akademia" Fair. Staff involved in the project established cooperation with scientists from Norway (University of Oslo and NTNU in Trondheim).

"We treated the project as the beginning of long-term cooperation with Norwegian researchers", says Sylwia Mrozowska, PhD. "The study visit to the Norwegian University of Science and Technology that we are going to carry out will be the first step on the way. We hope to be able to develop a Polish-Norwegian doctoral programme in the future."



SYLWIA MROZOWSKA, PHD, Assistant Professor in the Institute of Political Science at the Faculty of Social Sciences, University of Gdańsk. Her research interests focus on: strategy, lobbying, and EU energy policy.

Project promoter:
University of Gdańsk

Duration:
1 January 2015
– 31 May 2016

Total project budget:
PLN 228 289.00

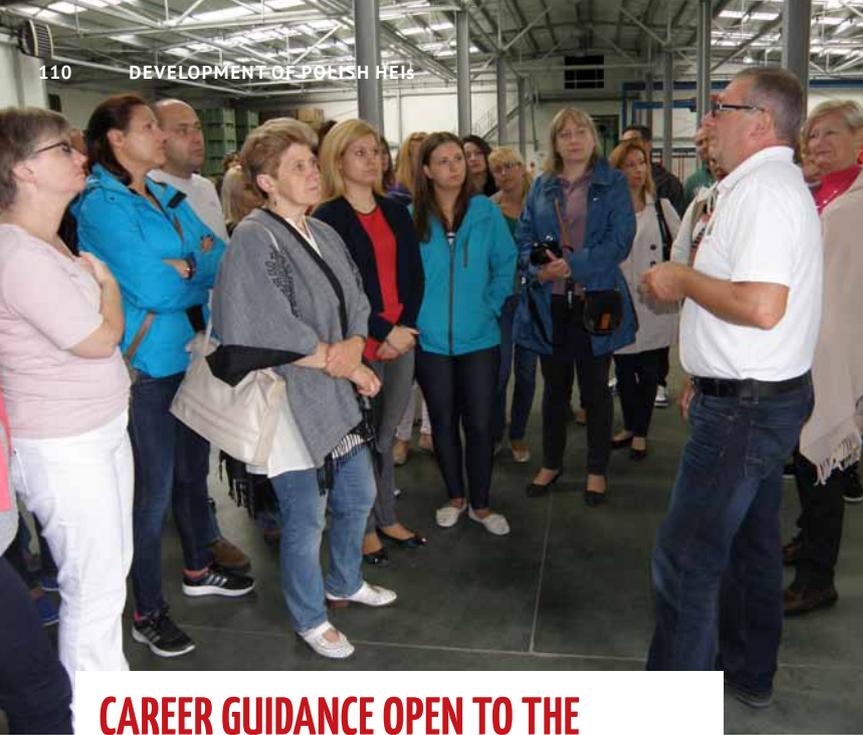
STF funding:
PLN 205 458.00

Project coordinator:
Sylwia Mrozowska, PhD

FSS/2014/HEI/W/0099

THE MOST IMPORTANT OUTCOMES AND IMPACT

- **introduction of innovative topics** to Social Sciences study programmes
- **involving** science representatives, academic teachers and researchers from Norway, representatives of non-governmental organisations and local authorities **in cooperation**
- **initiating long-term cooperation** with researchers from Norway
- **organisation of two conferences** (one addressed to students and the other to researchers)
- **dissemination of the topic** during the Baltic Festival of Science and the "Akademia" Fair



THE MOST IMPORTANT OUTCOMES AND IMPACT

- **development of an innovative postgraduate programme** for career counsellors
- **enhanced knowledge** of career counsellors who have completed the programme with issues related to shaping environmental awareness in society and applying it in career guidance practice
- **development of a set of materials** for career counsellors who have completed the programme and for biology and ecology teachers, specialists in labour pedagogy, entrepreneurs and career counsellors interested in environmental issues
- **organising a conference** and workshop summarising the first term of the postgraduate programme

CAREER GUIDANCE OPEN TO THE SHAPING OF SOCIETY'S ENVIRONMENTAL AWARENESS

Developing career counsellors' environmental awareness and preparing them for promoting positive attitudes among students was the main objective of the project implemented by Barbara Baraniak, PhD of Cardinal Stefan Wyszyński University. The outcome of the project is a concept for an innovative postgraduate programme.

The concept presented for a postgraduate programme responds to the need for career guidance modelling, including the definition of the career guidance profession, which should not evade environmental problems, but should emphasise them and promote environment-friendly jobs. The threats caused by industry and workplaces, including some in the services sector, make it necessary for everyone to be aware of the importance of protecting the natural environment.

Project promoter:
Cardinal Stefan Wyszyński
University

Duration:
1 January 2015
– 31 May 2016

Total project budget:
PLN 452 856.00

STF funding:
PLN 407 570.00

Project coordinator:
Barbara Baraniak, PhD

FSS/2014/HEI/W/0032

So far, environmental issues have not been a subject of interest for career guidance theory or for career counsellors themselves. The latter have not been aware that their counselling, being an educational activity, should not evade environmental problems or threats to the natural environment caused by human labour. These problems constitute the contents of a postgraduate programme which is a component of the project entitled Career guidance open to the shaping of society's environmental awareness.

The project has shown a new dimension to career guidance, which should be further developed to sensitise career counsellors to environmental issues. The project has also proven that career guidance is an interdisciplinary theory of labour pedagogy, which should also expand its scope with environmental content.

The project did not involve cooperation with institutions from EEA countries. Nonetheless, following a seminar which concluded the project, cooperation was established with institutions from Norway and Iceland.



BARBARA BARANIAK, PHD, is a Professor at the Faculty of Education of the Cardinal Stefan Wyszyński University. Her research interests focus on labour pedagogy and its key concepts, including labour, profession and qualifications.



OTHER PROJECTS IMPLEMENTED AS PART OF THE 'ENVIRONMENT AND CLIMATE CHANGE' PRIORITY:

EcoHotel – a decision-making game for students

Project: FSS/2014/HEI/W/0131

Project promoter: University of Information Technology and Management in Rzeszów

Duration: 1 January 2015 – 31 May 2016

Total project budget: PLN 839 800.00

STF funding: PLN 679 320.00

Development of new interdisciplinary study programmes focusing on Environmental Protection Economics (in Polish and English) at the University of Łódź

Project: FSS/2014/HEI/W/0124

Project promoter: University of Łódź

Duration: 1 January 2015 – 31 May 2016

Total project budget: PLN 592 315.00

STF funding: PLN 533 083.00

CCS Education Centre

Project: FSS/2014/HEI/W/0122

Project promoter: Częstochowa University of Technology

Duration: 1 January 2015 – 31 May 2016

Total project budget: PLN 478 099.00

STF funding: PLN 386 393.40

Product & Process Management. Environmental Focus – an Engineer's degree programme provided in English

Project: FSS/2014/HEI/W/0120

Project promoter: Poznań University of Economics and Business

Duration: 1 January 2015 – 31 May 2016

Total project budget: PLN 790 553.00

STF funding: PLN 711 497.70

Sustainable development and sustainable society – the development and implementation of an innovative study programme focusing on modern methods of measurement, evaluation and prediction of quality of life

Project: FSS/2014/HEI/W/0115

Project promoter: University of Łódź

Partner institutions:

Atlas Ltd.

Spatial Planning Office of the Province of Łódź

Organika SA Chemical Plant

Centre for Sustainable Development

Duration: 1 January 2015 – 31 May 2016

Total project budget: PLN 380 500.00

STF funding: PLN 342 450.00

Geographic Information Systems (GIS) – integration of environmental and climate aspects as an important factor in economic development and quality of life – an innovative Master's degree programme

Project: FSS/2014/HEI/W/0114

Project promoter: University of Łódź

Duration: 1 January 2015 – 31 May 2016

Total project budget: PLN 630 706.00

STF funding: PLN 567 306.00

Linguistics for environmentally responsible business – a Master's degree programme

Project: FSS/2014/HEI/W/0110

Project promoter: University of Łódź

Partner institution: University of Nordland, Norway

Duration: 1 January 2015 – 31 May 2016

Total project budget: PLN 389 518.00

STF funding: PLN 350 566.20

Training to improve student and graduate competences: environment monitoring using modern analytical techniques and chemometrics

Project: FSS/2014/HEI/W/0108

Project promoter: University of Łódź

Duration: 1 January 2015 – 31 May 2016

Total project budget: PLN 382 034.00

STF funding: PLN 343 730.60

Project website: <http://www.pzs.uni.lodz.pl/chemonit>

Tischner European University goes green

Project: FSS/2014/HEI/W/0096

Project promoter: Tischner European University in Kraków

Partner institution: Fundacja Partnerstwo dla Środowiska (Foundation Partnership for the Environment)

Duration: 1 January 2015 – 31 May 2016

Total project budget: PLN 671 640.00

STF funding: PLN 604 476.00

Application of new methods and tools to the radiological protection education of students of the Medical University of Białystok

Project: FSS/2014/HEI/W/0088

Project promoter: Medical University of Białystok

Duration: 1 February 2015 – 31 May 2016

Total project budget: PLN 219 710.00

STF funding: PLN 197 739.00

Project website: <http://www.rad.umb.edu.pl/>

Preparation, launch and promotion of the interdisciplinary study programme entitled Trend Setting and Analysis

Project: FSS/2014/HEI/W/0072

Project promoter: University of Warmia and Mazury in Olsztyn

Duration: 1 January 2015 – 29 February 2016

Total project budget: PLN 188 958.00

STF funding: PLN 170 062.00

Project website: <http://www.uwm.edu.pl/trendy>

Eco-journalism – a new quality in media education**Project:** FSS/2014/HEI/W/0059**Project promoter:** Maria Curie-Skłodowska University**Duration:** 1 January 2015 – 31 May 2016**Total project budget:** PLN 377 258.00**STF funding:** PLN 339 532.20**Sustainable development in energy-efficient civic engineering using renewable energy sources****Project:** FSS/2014/HEI/W/0058**Project promoter:** University of Science and Technology in Bydgoszcz**Duration:** 1 January 2015 – 31 May 2016**Total project budget:** PLN 664 900.00**STF funding:** PLN 598 410.00**Laser-based prevention of environmental pollution with chemicals used in cultural heritage conservation****Project:** FSS/2014/HEI/W/0053**Project promoter:** College of Arts, Crafts and Management**Duration:** 1 January 2015 – 31 May 2016**Total project budget:** PLN 97 105.00**STF funding:** PLN 87 394.50**Project website:** <http://www.laserswraiz.pl/projekt>**Postgraduate programme in Legal Instruments for Environmental Protection****Project:** FSS/2014/HEI/W/0033**Project promoter:** Maria Curie-Skłodowska University**Partner institutions:**

Lublin Chamber of Agriculture

Regional Chamber of Commerce in Lublin

Duration: 1 January 2015 – 31 May 2016**Total project budget:** PLN 232 309.00**STF funding:** PLN 209 078.00**Modern education on environmental risks prevention****Project:** FSS/2014/HEI/W/0027**Project promoter:** University of Silesia in Katowice**Duration:** 1 January 2015 – 31 May 2016**Total project budget:** PLN 377 671.00**STF funding:** PLN 339 903.00**“Water under pressure” – a practical course in the assessment of pressure exerted on surface water by urban engineering facilities****Project:** FSS/2014/HEI/W/0004**Project promoter:** Warsaw University of Technology**Duration:** 1 January 2015 – 31 May 2016**Total project budget:** PLN 500 000.00**STF funding:** PLN 450 000.00

ADDING AND MULTIPLYING VALUES

Each project has clearly defined main and specific objectives – that is obvious. Their implementation in line with the principles is no mean achievement, because such tasks are usually ambitious. However, it is quite frequently – almost always – possible to obtain additional results – not planned – but nevertheless, very valuable.

Project coordinators know what they want to achieve. Sometimes, during their first projects, they do not quite know how to approach the problem. In such situations they are often helped by the team spirit – a feeling of unity resulting from working together and the necessity to overcome obstacles and their own limitations.

“In our case, the added value of the project consisted in cooperation within the project team. It was built on trust, reliability, hard-working and creativity and led to academic friendships between its members”, says Beata Karpińska-Musiał of the University of Gdańsk. “The teachers got to know one another and became familiar with what they did. They were joined by the experience of collective improvement and of strengthening their confidence in students”.

“The necessity to supervise both less important and key activities always changes the coordinator’s perspective just a bit”, says Magdalena Szalbot of the University of Silesia. “However,

what remains and what all people involved in the project have in common, are the moments when we realised that we were doing and experiencing something extremely important, something enhancing our ecological sensitivity and responsibility”.

“The opportunity to participate in the project, not to mention being its coordinator, is always a valuable experience which contributes so much to the improvement of one’s working methods and personal development”, says Magdalena Nowak of the Philological School of Higher Education in Wrocław. “From the very beginning, the coordinator is the ambassador of the project. In the case of projects requiring their participants to think outside the box, be open to ambitious and more difficult solutions – and the project “Philologists for the environment” was one of them – this fact is particularly important. But fruitful cooperation with the participants, mutual respect and involvement brought us satisfaction and valuable results”.

“The team spirit is a very important added value. We have learnt a lot about ourselves: we know that together we can achieve many things and derive satisfaction from it”, says Barbara Borusiak, PhD, of the Poznań University of Economics and Business.

Cooperation with institutions situated in countries not widely known and visited by Poles is always a challenge and chance to confront the stereotypes of Norwegians and Icelanders.

“The warm welcome that our partners from a Norwegian school gave to our students was a very pleasant surprise”, says Michał Szyperski of the School Complex in Swarzędz. “Contrary to the stereotype of “reticent Scandinavians with a cold personality”, Sande School teachers and students turned out to be extremely friendly, kind and open to new activities”.

“We have fond memories of the warm welcome and hospitality, which was offered to us by staff of the Norwegian HEIs and companies, which we had the pleasure to visit”, says Remigiusz Kozłowski, PhD, of the University of Łódź.



Photo from FMO archive



Photo K. Pacholuk

“The project allowed us to see what kind of people Norwegians were. I am mightily impressed by their professionalism in the organisation of tasks performed by them”, says Adam Mroziński, PhD, Eng, of the University of Technology and Life Sciences in Bydgoszcz.

“Thanks to our students’ mobilities to Norway and the visits of Norwegian experts to Konin, our students were exposed to a modern style of cooperation with their Norwegian lecturers, which was a kind of partnership based on more direct relations”, says Artur Zimny from the State University of Applied Sciences in Konin. “In our subregion, young people coming predominantly from small towns and villages were able to explore not only the culture of Norway as a country, but also its organisational culture – team work based on a partner relationship also with superiors, a different education system as well as a practical approach to ecological solutions and lifestyle.

“There is a widespread belief that Norwegians have quite a cold personality and keep others at arm’s length”, says Magdalena Łazarewicz of the Warsaw University of Medicine. “I have no idea where people got this stereotype. During our project we had the pleasure to cooperate with a number of people working at NTNU. They were one of the most open and warm-hearted people I have ever met. Are they the exceptions that prove the rule? I very much doubt it”.

Interacting with foreign partners, the need to communicate with them, as well as working together on projects are an opportunity to overcome one’s limitations.

“Our students were really anxious when preparing for their mobilities and meeting their peers. They would say: “Will we be able to make ourselves understood?”, “Won’t we seem too provincial?” or “Are we able to put our knowledge on an equal footing with theirs?”, says Anna Gądek, PhD of the State Higher Vocational School in Tarnów. “However, when the ice was broken and they all got to know one another, it turned out that our students did not differ from the standards presented by the Norwegian partner,

what’s more, they excelled at the professionalism of their presentations, papers and work discipline. That kind of confrontation is extremely important and positive in the process of overcoming young people’s inhibitions, especially in the case of students coming from small towns or villages and not studying in large academic centres.

“Cooperation with the Norwegian school offered our project participants a unique chance and opportunity to break down their language and cultural barriers and to speak a foreign language”, says Robert Guzik of the Municipal School Complex with Integrated Classes in Krosno. “It brought incomparably better outcomes that standard teaching at school”.

Many project participants were offered an opportunity to discover a completely different world.

“Our participants were amazed at the Icelandic roads leading to the partner’s headquarters and lunar landscapes seen on the way, beautiful nature, sustainable approach to the coexistence of people and nature and to human relations”, says Barbara Zdrojewska of the University College of Enterprise and Administration in Lublin. “Icelandic water is tasty and may be drunk straight from the tap, there are also fresh fish and unusual species of plants and flowers”.

“It is not only the white nights of Norway that make an impact on you, but also computerisation visible in HEIs and hospitals or even on Norwegian roads”, says Professor Tadeusz Tuszyński of the Health Promotion College in Cracow. “The fact that Norwegians take great care of each plant and air protection is another nice surprise (...) Green roofs covered in grass, even on bus shelters, are truly spectacular. Norway is a country that is particularly sensitive to ecology, which is evident everywhere.”

“It is with a great deal of interest and curiosity that I explored the culture of Iceland. Apparently, in this country Poles are the biggest ethnic minority”, says Natalia Morgulec-Adamowicz of the University of Physical Education in Warsaw. “We were really



happy to involve Polish and Icelandic students in workshops, where – before our very eyes – those young people came up with various career-related ideas”.

During the visits, their participants felt sometimes relieved as they realised that they had similar problems as others.

“We were pleasantly surprised by the fact that students in the partner countries had similar problems linked to mobility and that workshops served them as a form of opening up and breaking down their own barriers”, says Barbara Zdrojewska of the University College of Enterprise and Administration in Lublin.

“It was surprising that, despite cultural differences, we are faced with similar problems at schools”, says Jacek Pyżalski of Adam Mickiewicz University in Poznań.

Working together, overcoming obstacles and learning from one another – that is what contributes to making durable friendships.

“Coming to Wrocław as part of their placement was an interesting experience for Norwegian students, also from cultural perspective”, says Anna Zasłona of the Philological School of Higher Education in Wrocław. “Meetings at lower and upper secondary schools and participation in classes were the things they liked best. In this way they were able to compare the model of their

school with the Polish one. They were really happy to participate in meetings and trips with their Polish peers – new friendships were made”.

“The partner’s and project promoter’s deep involvement, good communication and the unity of purpose, joint implementation of project activities and active ways of spending free time laid the foundations for durable and friendly relationships within the project team”, says Magdalena Opala of the Philological School of Higher Education in Wrocław. “Owing to these relationships, those who participated in the project took a liking not only to the other members of the team but also to other staff members of both HEIs.”

“Friendships made by Polish and Norwegian teachers are particularly valuable”, says Małgorzata Kulesza of No. 13 Upper Secondary School in Cracow. “They will influence our further work. Acting together, involving a large group of teachers in new initiatives, making use of our experience and professionalism as well as finding joint solutions were the things that mattered.”

In numerous cases a successful project gives:

an impulse to take further action, which will be

– braver – because supported with experience and awareness of one’s own limitations.

“The project motivated all staff of our Chair to lodge applications under future calls for proposals”, says Cezary Kochalski, PhD of the Poznań University of Economics and Business.

“From the global perspective, the project was a perfect opportunity for international cooperation as well as for sharing knowledge and experience. At local level – it offered new opportunities for the development of the Institute of European Studies and its students”, say Marta Warat and Aleksandra Wiecha of the Jagiellonian University. “Such opportunities are always worth taking”.

encouragement to others

“Two young teachers, to whom that was the first ever project, studied its organisation and funding process and in the new school year they will continue a Visegrad Fund project”, says Joanna Stefańska of No. 18 Lower Secondary School in Wrocław.

and even inspiration for actions, which seemed unrealistic a short while ago:

“**Experience gained during** field research inspired me to make an application under the international INTERACT programme enabling researchers to conduct research in stations situated on the arctic circle, also in Svalbard”, says Karina Wiczorek, PhD of the University of Silesia.

And finally:

“The project was a great adventure as well as immense commitment and responsibility but it gave us tremendous satisfaction, personal development opportunities and ideas for the future”, said Grzegorz Mazurek, PhD of the Koźmiński University.

That says it all.



ACKNOWLEDGEMENTS

Another stage of the implementation of the EEA and Norway grants in Poland is drawing to a close. We wish to thank all those who have been with us, cooperated with us as well as supported us for the past four years.

Our special thanks go to the Donor States – no transfer of the latest knowledge and experiences would have been possible without their support and no durable relationships would have been established between institutions, HEIs, schools and individuals.

We thank our partner institutions – SIU from Norway, RAANIS from Iceland and AIBA from Liechtenstein – for promoting cooperation with Polish educational institutions in partner countries and for their support and commitment to the initiatives of the Fund.

We would also like to show our gratitude to the Embassy of the Kingdom of Norway in Poland for their openness and cooperation. We wish to express our thanks to our National Focal Point – the Ministry of Economic Development – for their everyday cooperation and support in the implementation of the Fund.

We would like to extend our sincerest thanks to our Project Promoters – project coordinators and individual participants. If not for your involvement in the activities, the Fund would not have become what it is now. We are confident that your academic contacts and friendships established owing to your projects will contribute to your successful personal and professional life.

We are extremely grateful to the Management and support teams at the Foundation for the Development of the Education System – our home institution – for working with us, which was often not visible to the outside world, but immensely valuable in our everyday reality.

All those institutions and especially their representatives have contributed to the success of the Scholarship and Training Fund. It is to them that we owe our feeling of a job well-done, while waiting for a new challenge – another edition of the Scholarship and Training Fund within the 2014-2021 Financial Perspective.

THE SCHOLARSHIP AND TRAINING FUND TEAM

www.frse.org.pl | www.fss.org.pl

