



# Sharing knowledge and exchanging experiences

**Report from the meeting of Beneficiaries of Measure IV – *Inter-Institutional Cooperation* and Measure V – *Development of Polish Higher Education Institutions***

27-28 May 2010

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## International cooperation – gaining knowledge, building competences



The Scholarship and Training Fund is financed mainly by Norway from the funds of the Norwegian and European Economic Area Financial Mechanisms. The main goal of Financial Mechanisms is to reduce economic and social disparities in the European Economic Area, as well as strengthen bilateral relations between beneficiary states and donor countries: Iceland, Liechtenstein and Norway.

Thanks to Scholarship and Training Fund, numerous Polish education institutions have initiated cooperation at various levels, ranging from primary schools to higher education institutions and science and research institutes, with educational institutions in Norway, Iceland and Liechtenstein.

International cooperation of schools, universities, science and research institutes and other organisations and institutions operating in the education sector is of paramount importance to sustainable social and economic development. Internationalisation of education allows to adapt national educational programmes so that they meet future pro-

fessional needs of individual citizens. Cooperation of students, education sector staff, institutions and authorities across state borders constitutes a major source of inspiration. Internationalisation of education also stands for an opportunity to improve language skills, to learn and better understand other cultures.

Such international cooperation is of common interest, since jointly implemented projects contribute to gaining new knowledge and building competences by all participants.

The experiences shared by project partners form a valuable source of inspiration. Their stories speak of innovativeness, commitment and dedication on both sides. I hope the established contacts will contribute to long-term cooperation between educational institutions in Norway and Poland.

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

# Sharing knowledge and exchanging experiences – two years of implementing institutional projects under the Scholarship and Training Fund

October 2010 marked two years since Polish institutions active in the education sector commenced the implementation of institutional projects under the Scholarship and Training Fund.

From the very beginning, work with the use of interdisciplinary project method, close cooperation with foreign partners from Norway, Iceland and Liechtenstein, working out of original projects' end results, a large target group, expansion of cooperation by new institutions and organisations and broadening of teaching offer have been the main elements and strengths of projects carried out under the Scholarship and Training Fund.

The main goal of the May evaluation meeting was to share experiences gained during project implementation and present the abundance of knowledge on interesting initiatives taken in the education sector, which prove the enormous potential to be realised. It has been also an attempt to present the supporting role the Scholarship and Training Fund plays by

co-financing valuable projects, which improve the quality of education in Poland.

We have offered you a new meeting convention – different from periodic meetings dedicated to current project management – a combination of interesting project presentations (perhaps 'good practices' already), lectures and workshops, which first of all has been an opportunity to share experiences.

The meeting was attended by people involved in the implementation of projects in the area of two key STF activities: Institutional Cooperation and the Development of Polish Higher Education Institutions.

Further summary activities will include the publication of a series of thematic brochures, in which beneficiaries will not only be able to present projects results, but also voice opinions on selected issues related to education, especially its economic and social dimension.



The meeting was attended by people involved in the implementation of projects in the area of two key STF activities: Institutional Cooperation and the Development of Polish Higher Education Institutions.



**Katarzyna Aleksandrowicz**  
*Programme Coordinator*  
*Scholarship and Training Fund*

**Sylvia Iżyniec**  
*Chief Expert*  
*Scholarship and Training Fund*  
*Measure IV - Inter-Institutional Cooperation*

# Description of institutional projects under the Scholarship and Training Fund

## Measure IV - Inter-Institutional Cooperation

Inter-Institutional Cooperation under STF encompasses bilateral and multilateral projects aimed at developing and reinforcing cooperation between educational institutions in Poland and in donor countries through the organisation of mutual ventures, staging research or analyses of specific issues.

### ACTIVITIES TAKEN AS PART OF INDIVIDUAL PROJECTS LEAD TO:

- organising seminars, workshops, and conferences focused on issues important for primary schools, secondary schools, universities, vocational and adult education, supporting the creation of the European Space for Higher Education, European Higher Education Area and European Research Area;
- studies and analyses related to tertiary, vocational and adult education in Poland and/or furthering cooperation between Poland and donor countries in the field of education and research, including staging relevant research and preparing expert's reports;
- publications devoted to education in Poland and/or development of cooperation between Poland and donor countries in the field of education and research;
- developing and implementing intensive courses for groups of international students from cooperating countries (Poland and donor countries);
- developing new teaching tools and methods focusing in particular on information and communication technologies, including e-learning and problem-based teaching;

- Comenius-based school projects (joint taking of actions of common interest, including exchange of students and teachers).

### APPLICANTS

The following institutions can apply for co-financing under Measure IV – Inter-Institutional Cooperation:

- schools;
- HEIs;
- science and research institutes;
- other organisations and institutions active in the field of education (at all levels: primary, secondary, lower tertiary, tertiary, vocational, adult education).

### PROJECT DURATION

Maximum project duration is up to two years.

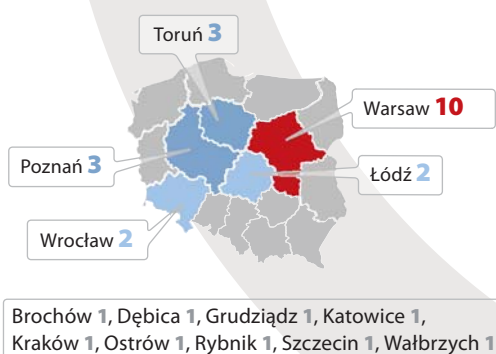
### FINANCING REGULATIONS

Inter-Institutional Cooperation projects could obtain co-financing ranging from EUR 5,000 to EUR 100,000. The co-financing amount granted may not exceed 90% of the entire project cost, the remaining minimum amount of 10% should be ensured by the applicant from sources other than the STF.

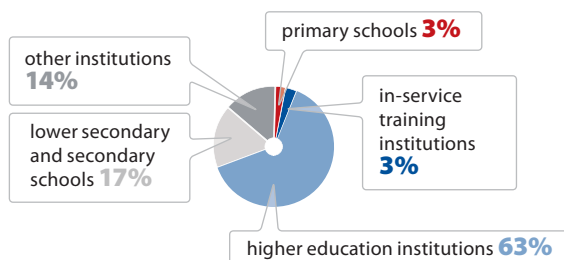
# Implemented projects – Measure IV

Call for proposal	Number of online applications	Proposed amount	Number of implemented projects	Grant amount
I May – June 2008	18	PLN 5 302 484,01	9	PLN 2 197 367,00
II October – November 2008	29	PLN 7 149 421,00	7	PLN 1 571 142,00
III February – March 2009	22	PLN 6 114 254,00	13	PLN 3 353 257,00
<b>Total</b>	<b>69</b>	<b>PLN 18 566 159,01</b>	<b>29</b>	<b>PLN 7 121 766,00</b>

## Number of – projects implemented in individual cities

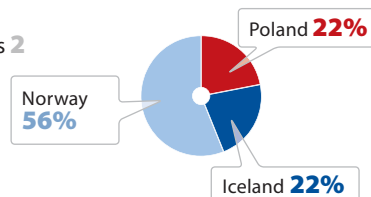


## Institution types



## Project partners

Partner country	Number of partners
Iceland	10
Norway	26
Poland	10
<b>Total</b>	<b>46</b>



## Project subjects

- development of new teaching tools and methods 8
- studies and analyses 7
- school projects 5
- seminar, workshop and conference organisation 4
- development of study majors 3
- publications 2

## Project partners – institution types

- higher education institutions 25
- lower secondary and secondary schools 6
- other institutions 6
- research institutes 5
- in-service training institutions 2
- vocational schools 2
- Total 46**

## Measure V – Development of Polish Higher Education Institutions

Measure V – Development of Polish Higher Education Institutions – provides the possibility of co-financing projects aimed at developing of the teaching offer, enhancing of the organisational efficiency of Polish HEIs, improvement in the quality of education at Polish universities and the development of curricula in foreign languages (mainly English) offered by Polish universities.

### ACTIVITIES TAKEN AS PART OF INDIVIDUAL PROJECTS SHOULD LEAD TO: 1. CURRICULUM REFORM, through:

- developing curricula in English as the language of instruction;
- developing joint curricula (aimed at obtaining Bachelor's, Master's and doctoral degree) leading to a mutual diploma;
- developing new, innovative curricula meeting new requirements and challenges at the national or European level;
- establishing new courses or introducing considerable changes in the existing courses, modules, specialisations and studies curricula;
- creating two-tier curricula based on learning outcomes, with the use of ECTS system embracing the transfer and accumulation of student's achievements;
- developing curricula in cooperation with the private sector.

### 2. INSTITUTIONAL REFORM (MANAGEMENT AND FINANCING) through:

- development of the Culture of Quality, including the establishment of internal quality assurance system;
- strategic partnerships;
- establishing professional centres for foreign

students;

- cooperation between HEIs and business sector (improving cooperation on student placements);
- funds' acquisition structures.

### APPLICANTS

Polish higher education institutions can apply for co-financing under STF Measure V – Development of Polish Higher Education Institutions.

Partnership (at least one Polish university and one university from a donor country) was indispensable only in the case of projects aimed at the development of joint curricula. It was optional for other types of projects, i.e. it was possible to implement a unilateral project with the participation of Polish higher education institutions only.

### PROJECT DURATION

Project duration varied from one to three years.

### FINANCING REGULATIONS

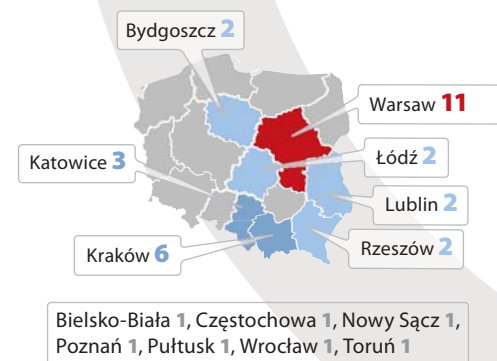
Under Measure V – Development of Polish Higher Education Institutions, it was possible to obtain co-financing ranging from EUR 20,000 to EUR 250,000. The maximum grant amount was 90% of total project costs, applicants had to acquire the remaining 10% of funds from sources other than STF.



# Implemented projects – Measure V

Call for proposal	Number of online applications	Proposed amount	Number of implemented projects	Grant amount
I May – June 2008	48	PLN 27 200 429,00	10	PLN 3 924 832,00
II October – November 2008	76	PLN 37 474 274,00	10	PLN 5 001 727,00
III February – March 2009	90	PLN 50 560 471,00	16	PLN 5 995 766,00
<b>Total</b>	<b>214</b>	<b>PLN 115 235 174,00</b>	<b>36</b>	<b>PLN 14 922 325,00</b>

## Number of projects implemented in individual cities



## Project partners

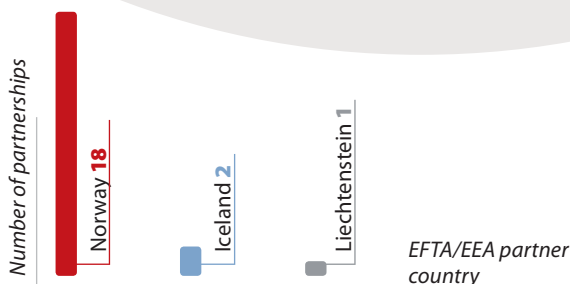
unilateral projects **19**  
partnerships **17**

### Project consortium composition

Polish beneficiary + 1 partner institution from EFTA/EEA country – **12** projects  
Polish beneficiary + 2 partner institutions from EFTA/EEA country – **3** projects  
Polish beneficiary + 3 partner institutions from EFTA/EEA country – **1** project

## Project types

- developing new courses or introducing significant changes to existing courses, modules, specialisations and studies curricula **11**  
developing curricula in English as the language of instruction **11**
- providing institutional support to higher education institutions **8**  
*(including internal quality assurance systems, strategic partnerships, cooperation between HEIs and business sector, professional centres for foreign students)*
- developing new, innovative curricula meeting new requirements and challenges on the national or European level **5**
- developing new methods for teaching foreign languages **1**



The deadline for applying for co-financing under the first phase of the programme (2004-2009) was 31 March 2009. Information on the new phase of EEA Financial Mechanism and the Norwegian Financial Mechanism (referred to as the Norway Grants) planned for the years 2009-2014 is available on [www.eeagrants.org](http://www.eeagrants.org).

# Meeting agenda

## Thursday, 27 May 2010

until 14.00 – Arrival of participants

- 12.00 Lunch
- 13.15 Official welcome of participants
- 13.30 Summary of STF activities, statistics concerning *Calls for proposals*
- 14.00 **Project – a product you need to sell – a lecture with elements of creativity training**  
*Speaker: Szymon Milonas*
- 15.15 **Workshop 1. – Integration**  
*Trainer: Krystyna Marcinkowska*
- 16.00 Presentations of interesting projects carried out under Measure IV - Inter-Institutional Cooperation and Measure V – Development of Polish Higher Education Institutions – Part 1
- 17.30 **Workshop 2. – Moderated discussion and group work: sharing project implementation experiences**  
*Trainer: Krystyna Marcinkowska*

- 18.30 **Presentation of interesting projects carried out under Measure IV – Inter-Institutional Cooperation and Measure V – Development of Polish Higher Education Institutions – Part 2.**
- 19.30 Summary of the first day of the meeting
- 20.30 Official dinner in Karczma Górska with surprises, featuring the RAALYA band

## Friday, 28 May 2010

- 09.00 **Workshop 3. – Moderated discussion and group work: What changes has the project brought – forecasted and unexpected ones**  
*Trainer: Krystyna Marcinkowska*
- 10.30 **Is Everything worth evaluating?**  
*Speaker: Jarosław Chojecki, Polish Evaluation Society*
- 11.45 **Workshop 4. - Group work: Richer in experience - what should be changed in the project?**  
*Trainer: Krystyna Marcinkowska*
- 13.00 Discussion and evaluation of the meeting



## Trainers and speakers



### Szymon Milonas

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

### Krystyna Marcinkowska

President of the Youth Development and Integration Association STRIM, she has held the position since its foundation (currently in the third term.) She has been an initiator of establishing the association. She has worked with and for youth for several years. She has been an organiser of many conferences and numerous educational meetings concerning youth. She has participated in and organised many international youth exchange programmes with almost all European and other countries abroad. For many years, she has been the head of Regional Centre for the YOUTH programme in Kraków, and subsequently the Youth in Action Programme. She is a certified trainer and inspector of the programme. For many years, she has been actively involved in work with youth as part of informal education, and has particular fondness for evaluation in youth programmes.



### Jarosław Chojecki

Jarosław Chojecki is a member of the Polish Evaluation Society, an evaluator conducting research into education sector.

# Participants

- **Agnieszka Abel-Ślawska**, Medical University, Łódź
- **Izabella Bednarczyk**, Warsaw University, Warsaw
- **Adam Bernard**, Warsaw University of Technology, Warsaw
- **Sylwia Boryka**, Jagiellonian University, Institute of European Studies, Kraków
- **Małgorzata Budyta-Budzyńska**, Collegium Civitas, Warsaw
- **Ewa Czarnik**, Jagiellonian University – Collegium Medicum, Kraków
- **Anna Dłużewska**, Warsaw Family Alliance for High Education, Warsaw
- **Maciej Dłużewski**, Warsaw University, Warsaw
- **Katarzyna Dołomisiewicz**, Warsaw University of Technology, Warsaw
- **Marcin Gołębiowski**, Academy of Special Education, Warsaw
- **Sławomir Jachimczak**, Wyższa Szkoła Pedagogiczna, Łódź
- **Dominika Janik-Hornik**, Karol Adamiecki University of Economics, Katowice
- **Małgorzata Jaroszevska**, J. and J. Śniadecki University of Technology and Life Sciences, Bydgoszcz
- **Balbina Kaczor**, No. 18 Armii Krajowej Lower Secondary School, Wrocław
- **Magdalena Kapela**, J. and J. Śniadecki University of Technology and Life Sciences, Bydgoszcz
- **Aleksandra Korzeniewska-Eksterowicz**, Medical University, Łódź
- **Joanna Kowalczyk**, Collegium Civitas, Warsaw
- **Barbara Kozakiewicz**, Academy of Special Education, Warsaw
- **Rajmund Kożuszek**, Warsaw University of Technology, Warsaw
- **Tomasz Krawczyk**, Warsaw University, Warsaw
- **Anna Krupowicz**, No. 18 Armii Krajowej Lower Secondary School Wrocław
- **Ewa Krzaklewska**, Jagiellonian University, Kraków
- **Katarzyna Kuziak**, Kujawy and Pomorze University in Bydgoszcz, Bydgoszcz
- **Robert Malmur**, Częstochowa University of Technology, Częstochowa
- **Katarzyna Malmur**, Częstochowa University of Technology, Częstochowa
- **Małgorzata Marcjan**, Jagiellonian University – Collegium Medicum, Kraków
- **Anna Muniak**, Polish-Japanese Institute of Information Technology, Warsaw
- **Rafał Muniak**, Polish-Japanese Institute of Information Technology, Warsaw
- **Aleksander Nicał**, Warsaw University of Technology, Warsaw
- **Aneta Nowak**, AGH University of Science and Technology, Kraków
- **Katarzyna Olesińska**, Academy of Fine Arts, Warsaw
- **Michał Opiłowski**, Academy of Fine Arts, Warsaw
- **Rafał Polak**, University of Information Technology and Management, Rzeszów
- **Anna Ratajewska**, Wyższa Szkoła Pedagogiczna, Łódź
- **Monika Rusztecka**, National Fund for Environmental Protection, UNEP/GRID Environment Information Centre, Warsaw
- **Mariola Stachnik**, Public Lower Secondary School, Ostrów
- **Joanna Stefańska**, Home Army Lower Secondary School No. 18, Wrocław
- **Piotr Świeżak**, Warsaw University of Technology, Warsaw
- **Maria Trąmpczyńska**, Polish-Japanese Institute of Information Technology, Warsaw
- **Anna Uryga**, Jagiellonian University – Collegium Medicum, Kraków
- **Maria Wielgus**, Public Lower Secondary School, Ostrów
- **Katarzyna Winkowska-Nowak**, Warsaw School of Social Sciences and Humanities, Warsaw
- **Elżbieta Wołoszyńska**, National Fund for Environmental Protection, UNEP/GRID Environment Information Centre, Warsaw
- **Michał Zasada**, Warsaw School of Life Sciences, Warsaw

# Descriptions of presentations and workshops

You will find below descriptions of presentations and workshops staged during the May meeting. Notes on selected presentations are followed by ex-post evaluation and observations by participants. Each element of the programme has been rated on scale from 1 to 5.

## Project – a product you need to sell - presentation with elements of creativity training

**Speaker:** Szymon Milonas

The lecture was intended to show that it is possible to achieve repeated success in establishment of international cooperation and finding institutional partners with the use of business product sales experience.

The speaker himself has been selling consulting projects to business partners for 10 years, due to which the lecture was accompanied by discussions and exercises.

The persuasive nature of the presentation was emphasised by the structure based on providing answers to the following questions:

- **WHO** establishes cooperation (emphasis on the use of personal advantages of participants, creating relationships prior to the presentation of the proposal, and the ability to present it in an attractive way – this was the time for an exercise how to make brief and interesting presentations of work);
- **WITH WHOM** do you establish cooperation (i.e. presentation of ways to get better acquainted with business partners his needs and elements important for establishing cooperation);
- **AROUND WHAT** do we establish cooperation (i.e. what distinguishes our project, how do we present it in order to make the partner see benefits for himself.)

Practical examples were analysed on the basis of the previous statement concerning the presentation of the project in the context of its benefits to the other party. This way of thinking requires not only the skill of efficient project description, but also full aware-

ness of elements that would bring measurable profits for the other party.

The question of knowing the other party and relationship building not only on the basis of the planned partnership was frequently repeated. It was emphasised by lecture's participants, and systematised with a five-stage model of filtration questions:

- who knows what we are doing? (1st filter);
- who out of these people is interested in it? (2nd filter);
- who out of interested people may benefit from it? (3rd filter);
- who out of prospective beneficiaries may decide to start cooperation? (4th filter);
- who out of our partners may recommend us to others? (5th filter).

The speaker attempted to make participants aware of the speed with which the potential partner group shrinks, if you do not inform about your work possibly the largest group of potential partners, do not attend professionally-themed conferences, and do not publish articles in professional periodicals. He also emphasised the importance of retaining the relationships following the completion of the project and the broad informational scope of its progress.

**Evaluation and observations of participants of the training session entitled: Project – a product you need to sell. (average score – 4.41)**

**Participants' comments:**

- interesting presentation, I have used such methods subconsciously, I will now deliberately improve my actions;
- interesting examples, observations, very practical;
- the lecturer presented many significant aspects of project implementation, many of which are often forgotten, very professional!;
- interesting methods of acquiring target group for our work.



Workshop 1.

# Integration

Trainer: Krystyna Marcinkowska

## EXERCISE DESCRIPTION

### ROUND

**Goal:** *learning participants' names and associating people with their projects.*

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

### MAP OF POLAND

**Goal:** *remembering the names of participants, getting to know one another, integration.*

All participants receive paper figures (male or female), write their names on them, and one by one approach the map and stick their figure on the place they are attached to. At the same time, they once again tell their names and describe their favourite pastimes and interests.

### MY PROJECT

**Goal:** *getting participants acquainted with other projects.*

The participants receive halves of flipchart cards and other artistic materials and have 10 minutes to prepare a poster presenting their STF project. The poster must contain information such as full name of the participant, the name of the institution they represent and of the partner institution abroad (if applicable), the title of the project, where it was implemented, the name of the location (in Poland and abroad), project type (Measure IV or V), project duration, and the main events. Next, all participants hang their posters on the wall and have time to read presented information.

### INTERVIEW

**Goal:** *getting to know one another better (in pairs).*

The group is divided into pairs of people who previously have not met. For 10 minutes, participants talk in pairs in order to get acquainted. Everyone draws a 'portrait' of the partner on a pre-prepared card (drawing an image of the partner in the middle of the card, writing the name and location of origin at the top and their life's motto at the bottom), and writes information about the partner. All "portraits" are hung on the wall, near the previously-mounted information on the projects.

**Trainer's comments:** the goal of the workshop was achieved. Although the group was large, many of participants started to remember peers' names and associated people with their institutions. A large part of the group was eager to make contact. Thanks to project descriptions created, the participants were able to learn about the topics of other projects, while the portraits forged closer acquaintances with at least a few people whom they had not met before.

### Evaluation and observations of participants of integration workshop (average score- 4.81 – highest score of all workshop)

#### Participants' comments:

- great idea, I will use certain elements in my training sessions;
- it has allowed for establishing rapport with a large group of complete strangers;
- the workshop has broken the ice, and I think that everyone has had a lot of fun 😊.

# Project title

Improvement of the quality and attractiveness of educational programs by expanding the offer of courses and increasing the efficiency of teaching methods and the infrastructural potential of the Faculty of Environmental Protection

**Project number:** FSS/2009/II/D5/W/0038

**Institution – project coordinator:** Faculty of Engineering and Environmental Protection, Częstochowa University of Technology

**Partner institution:** Norwegian Institute for Air Research (NILU) – research centre, Norway

**Project duration:** 24 months – from 1.07.2009 to 30.06.2011

**STF grant amount (PLN):** 714 382.00

## DESCRIPTION OF PROJECT COORDINATOR

Faculty of Engineering and Environmental Protection at Częstochowa University of Technology offers such majors as environmental engineering, environmental protection and power engineering as well as doctoral studies in the field of environmental engineering. Educational offer of the faculty is adapted to current and projected requirements of the domestic and European Union labour market. Students' achievements are presented in form of ECTS points, which allows for staging parts of the studies in academic centres abroad.

Professional, highly-qualified personnel, modern teaching facilities, specialist laboratories and unique research equipment, carefully prepared curricula

and state of the art teaching methods guarantee top quality studies.

## PROJECT OUTLINE

The attractiveness of majors and their scope of specialties, along with teaching methods and providing with the best learning conditions, play a pivotal role in ensuring competitiveness and innovativeness of Polish universities. The analysis of experience gained so far has shown that the weak points of faculty's educational offer are: students' low concentration levels during classes caused by the need to concentrate on taking notes and redrawing diagrams instead of on presented knowledge; insufficient effectiveness of teaching; teaching offer not attractive enough and unadjusted to labour market needs, students'



As part of the project, cooperation with Norwegian Institute for Air Research has been established. Such cooperation is of great importance to the Faculty of Engineering and Environmental Protection, since it allows for sharing experiences, continuing cooperation and taking new initiatives on a broad scale.



poor knowledge of specialist vocabulary in English; lack of skills in writing and presenting scientific texts in English among doctoral students and young researchers.

This is why the main goal of the project was improving infrastructure and educational offer, as well as the quality of teaching at the faculty. These goals will be achieved thanks to:

- purchase of self-service printing facilities for students;
- launching toxicology and environment monitoring specialisations;
- introduction of lectures in English in every specialisation;
- launching specialist science communication courses for doctoral students in English as the language of instruction;
- staging in-service training courses for research and academic staff.

### DISSEMINATION METHOD

The following activities have been taken to promote the project: launching project's website, production of banners and roll-ups promoting the faculty and the source of project financing, and marking lecture halls. Moreover, press articles have been published and a conference has been staged.

### INNOVATION AND USEFULNESS

Launching of toxicology specialisation is intended to educate experts with a comprehensive knowledge on water, air and soil treatment who can apply and interpret modern analytical methods used in the field.

The self-service printing centre is a technological innovation, which allows 24-hour access to the system and payment for printing, copying and scanning services used.

### PROJECT WEBSITE

[www.is.pcz.czest.pl/projektffs](http://www.is.pcz.czest.pl/projektffs)

### CONTACT PERSON

**prof. dr hab. Wojciech Nowak**

Dean of the Faculty of Engineering and Environmental Protection  
Faculty of Engineering and Environmental Protection  
Częstochowa University of Technology

**Katarzyna Malmur**

Administration Specialist  
Project Management Unit at the Faculty of Engineering and Environmental Protection  
Częstochowa University of Technology







# Project title

## Bridges

**Project number:** FSS/2008/V/D4/W/0001

**Institution – project coordinator:** No. 18 Armii Krajowej Lower Secondary School in Wrocław

**Partner institution:** AA Ungdomsskole, Lyngdal, Norway

**Project duration:** 24 months – from 1.10.2008 to 30.09.2010

**STF grant amount (PLN):** 106 648.00

### DESCRIPTION OF PROJECT COORDINATOR

No. 18 Lower Secondary school is a large district school situated in one of the largest housing estates in western Wrocław. School's location in a housing estate dating back to 1970's is related with accumulation of social problems typical for such communities (unemployment, subcultures, crime, addiction). As a result, many of school's students are at risk of being marginalised for social and economic reasons. In this situation, besides education, school also focuses on welfare work. In recent years, teachers at the school have observed that the number of students with learning difficulties grows which calls for consistent adaptation of teaching programmes and searching for new methods of activating and motivating students. This is why the school has launched international cooperation programmes.

### PROJECT OUTLINE

The aim of the project is to promote mobility and engaging students with learning difficulties, including these from communities at risk of marginalisation due to economic reasons.

The project forms a part of the school's long-term development plan aimed at improving the quality of school's work and education. The school's priorities include inciting active creativity of students and creating a motivation system. Teachers influence the mentality of young people, discover their talents and orient them to success, as higher self-esteem of students and perspective of a trip to Norway are closely related with improvement in general learning outcomes.

In May 2009, the school hosted 16 Norwegian teenagers and 2 teachers for 8 days. Their visit included art field trips entitled the Bridges of Wrocław. The summary and exhibition of works formed an integral part of school's tenth anniversary celebrations. The event was accompanied by various integration

activities - games and plays, joint singing, outdoor activities and sightseeing which means building small bridges of friendship between the two communities.

When preparing for the meetings, students at both schools learnt various arts techniques, technical drawing reading, contemplated the theme of the bridge in literature and learnt the history of bridges in their regions.

### ACHIEVED RESULTS AND PROJECT'S IMPACT ON PARTICIPATING INSTITUTIONS – TARGET GROUPS AND LOCAL COMMUNITY

Tangible project results include multimedia presentations on bridges of Wrocław and Lower Silesia, bridge-themed history albums, a cycling route featuring bridges and other historic sights of Wrocław. However, the most important one is a virtual bridge picture and model gallery. Other significant results included integration of students from three different grades of the school who worked on the project, motivating weaker students to intensive and systematic work, and creation of a peer support model within the group. In an international aspect



– the tightening of cooperation with the school in Lyngdal (another venture is planned), and the establishment of great rapports among students, which were reinforced by staying with families. The involvement and organisational support of parents from both countries is also important. Besides, both groups visited an interesting country, Polish students were in awe of Norwegian nature, the Norwegians of the Wrocław monuments. Everyone was surprised by the practical attitude of the Norwegian coordinator to the end result of the project, i.e. bridge models. After the exhibition was closed and the students took pictures to document the results of work, each team had to disassemble their bridge, and all recovered materials (wooden elements, screws, nuts, bolts, etc.) were packed for future use.

#### DISSEMINATION METHOD

In order to disseminate project results, the school has organised exhibits, Open School Days, and information campaigns in district primary schools. Promotional activities are also carried on via website of Lyngdal school. Last, but not least, an article has been published in local press in Norway.

#### PROJECT WEBSITE

<https://sites.google.com/site/g18andaa/>

#### CONTACT PERSON

**Joanna Stefańska**

Teacher – Project coordinator

No. 18 Armii Krajowej Lower Secondary School in Wrocław



## Project title

**Interdisciplinary postgraduate course: Gender Studies**

**Project number:** STF/2009/II/D5/W/0029

**Institution – project coordinator:** Jagiellonian University, Institute of Sociology, Department of Population Studies

**Partner Institution:** Centre for Gender Research, Oslo University, Norway

**Project duration:** 24 months – from 1.07.2009 to 30.06.2011

**STF grant amount (PLN):** 126 550.00

#### DESCRIPTION OF PROJECT COORDINATOR

The Jagiellonian University in Kraków is an university with tradition, yet open to development of new fields of knowledge. It was at the Institute of Sociology that in 2003 gender studies were introduced at the Department of Population Studies. Research conducted by the Department focuses on demographic issues and gender determinants from social and cultural point of view. The location (Kraków), prestige of the Jagiellonian University, and the teaching staff are main elements affecting the choice of studies by the students.

#### PROJECT OUTLINE

The main project goals included expanding knowledge and awareness of social and cultural issue of gender and gender mainstreaming, as well as sensitising participants to gender issues in workplaces – at schools, public institutions, and non-governmental organisations. In the opinion of project organisers, gender awareness is crucial for school teachers, as they influence youth socialisation. Employees of public institutions (administration, police, welfare centres) and non-governmental organisations directly affect the implementation of equal rights policies. Due to major tasks they



have to perform, they form target group of gender studies.

In 2009, using knowledge and experience of project partner, Oslo University Centre for Gender Research, and as a result of consultations with research workers and practitioners, an innovative, interdisciplinary curriculum was developed. The enrolment process was concluded in January 2010, and 40 students were admitted to the studies.

The first semester of the studies is already over. The programme has been highly rated by students who would recommend the studies to anyone: administration, school, educational institutions and enterprise staff.

The work on the curriculum has provoked reflection on how to teach gender studies, so that students can use the acquired knowledge in professional work. As proven by the evaluation conducted at the end of the first semester, students have already started to use the accumulated knowledge and skills in their professional work.

### DISSEMINATION METHOD

Information on the project is available on its website, which features the curriculum along with individual course syllabi and literature. The project (especially the enrolment for the studies) was promoted by various channels – press advertisements, mailing, invitations sent by post, flyers and posters, as well contacts of the Institute of Sociology. In addition, information on the project has been posted on web portals devoted to gender issues (i.e. [www.feminoteka.pl](http://www.feminoteka.pl), [www.pkfem.pl](http://www.pkfem.pl)) as well as other websites

potentially addressed to target group of the project, e.g. Teacher In-Service Training Centres and [www.ngo.pl](http://www.ngo.pl) website. The project will be concluded with a publication presenting the diploma theses of the students, which will promote project results on a wide scale.

### INNOVATION AND USEFULNESS OF THE PROJECT

Various gender status indicators monitored by UNDP clearly show that there is demand for people with the knowledge and skills indispensable for implementing equality policies and projects aimed to build discrimination-free society. A project combining theory and practice, like this one, is expected to spur positive changes in organisations, public institutions and schools thanks to project implementation by students of gender studies. Knowledge accumulated by them will influence operations of the institutions, since our students are managerial staff at their respective institutions. In addition, launching a new major thanks to STF funding has paved the way to institutionalisation at the Jagiellonian University, and the academic year of 2010/2011 will see another edition of the studies and studies organisers welcome new students!

### PROJECT WEBSITE

[www.socjologia.uj.edu.pl/gender](http://www.socjologia.uj.edu.pl/gender)

### CONTACT PERSON

**Ewelina Ciaputa**

**Ewa Krzaklewska**

Jagiellonian University

Gender Studies

Postgraduate Course



**Studia Podyplomowe**  
Społeczno - Kulturowa  
Tożsamość Płci



# Project title

## Pol-Nord Bridge

**Numer projektu:** FSS/2009/II/D4/W/0008

**Instytucja – koordynator projektu:** Politechnika Warszawska

**Instytucja partnerska:** The Norwegian University of Science and Technology (NTNU), Trondheim, Norwegia

**Okres realizacji projektu:** 21 miesięcy – od 1.07.2009 do 31.03.2011

**Wysokość dofinansowania FSS (PLN):** 405 722,00

### DESCRIPTION OF PROJECT COORDINATOR

Warsaw University of Technology has operated under its present name since 1915; however it has continued the heritage of the Preparatory School for the Institute of Technology, which was founded in 1826. The university provides education in 28 fields of study and 153 specialisation tracks to generations of future engineers and continues to expand. Intellectual property management programme will be available as of academic year 2010/2011.

The current number of students exceeds 31 000, while that of personnel 5 000.

The university carries out nearly 600 research projects, 70 of which are in cooperation with European Union entities.

### PROJECT OUTLINE

Polish economy takes one of the last places in the ratings of the number of implemented science and research projects and patents, and entrepreneurial traditions are scanty. There is an urgent need to educate personnel capable of modernising enterprises by boosting their innovativeness and entrepreneurship.

The Pol-Nord Bridge project of the Warsaw University of Technology (WUT) was launched in order to promote entrepreneurship among students and doctoral students at WUT and NTNU Trondheim and to disseminate good practices in intellectual property management.

The project is based on the cooperation of the following student groups: Norwegian (of the School of Entrepreneurship and Start NTNU) and Polish (active in IP Management and IP-Hub projects), almost 60 people in total who communicate via the Internet (Wiki, Skype, distance education techniques) and meet during two-week workshops staged in Poland and Norway.

Work under the project was carried out by 7 Polish-Norwegian teams. Each of them was responsible for the identification and selection of available offers (QuickLook and INDepth techniques), selected one innovation or invention, and has developed a strategy and model for its commercialisation, which will be presented to practitioners; investors and entrepreneurs.

Experience and good practices gathered during the work will be implemented in the didactic process of the WUT Entrepreneurship Development Centre, which will significantly improve the quality of education.

An additional result will be the foundation of a Polish interdisciplinary, inter-university Students' Entrepre-





neurship Society, which will be based on the model of Norwegian students' organisations and form a natural partner to them in continuing exchange as part of the Bologna Process.

Students and doctoral students have gained unique knowledge on the process of implementing innovations and inventions, including appraisal of market value of innovations and inventions (intellectual property), creation of a business plan, feasibility study, commercialisation and business model strategies, methods for professional business presentation (specifically the 'Elevator Speech' and 'Short Pitch'), evaluation of possibilities to commercialise the invention and its market potential, and putting the new product on the market by searching for stakeholders.

The participants have established professional and personal contacts, since several representatives of investment funds have shown interest in the innovations/inventions developed as part of the project. They have also had an opportunity to travel the world, and combine business with pleasure.

Level of students' interest and the diversity of represented majors were surprisingly high. Proposals have been made by doctoral students and employees of units dealing with technology transfer and intellectual property. Another surprise has been an enormous interest on the part of investors from outside Poland and Norway, especially the Silicon Valley. As it has turned out, the search for innovative solutions with economic potential for a given time and

place is not an easy task, but many inventions await investors following independent attempts at cracking the market.

Inventions made within the project have been promoted in scientific circles and among investors and entrepreneurs, and the students have learnt about possibilities and 'from idea to business' mode of operation, i.e. how to achieve implementation success in commercialisation of inventions.

### DISSEMINATION METHOD

The project has been promoted with the use of posters distributed at universities, via its website, activities within the IP Hub project, in numerous media publications (including the Polish Press Agency's Science in Poland service, PARP innovation portal, The Warsaw Science Voice, Career Journal, TV Business channel and on the websites of Warsaw Stock Exchange, Warsaw University of Technology, the Technology Partners Foundation and the Ministry of Science and Higher Education).

### PROJECT WEBSITE

<http://www.pol-nord.eu>

### CONTACT PERSON

**Bogusław Węgliński**

Project coordinator  
Chairman of IP Management Poland  
Warsaw University of Technology  
Technology Transfer and Entrepreneurship  
Development Centre

## Workshop 2

# Moderated discussion and group work: exchange of experiences from implemented projects

Trainer: Krystyna Marcinkowska

## EXERCISE DESCRIPTION

### CHALLENGE/ PROBLEM, SOLUTION AND PREVEN- TION

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

The group is divided into 6 sub-groups. Each sub-group receives a flipchart divided into 3 columns with the following headings: area to be changed (challenge, problem) – in the centre; how I could have prevented it – to the left; how I have solved the problem – to the right. Each group fills the central column of its flipchart, passes it to the next group clockwise, fills in the left column, passes the flipchart clockwise once again, and fills in the right column. The final stage is for everyone to read the flipcharts, thus summarising the group work.

**Trainer's comments:** the goal of the workshop was achieved, the participants were willing to exchange their experiences. Many of the 'challenges' were repeated in individual groups, however, the suggested solutions varied. This exchange of experiences was extremely valuable, and many people emphasised the importance of noticing that others encountered similar problems when implementing the projects.

### Evaluation and observations of workshop 2.

#### - Participants

(average score - 4.77)

#### Participants' comments:

- very interesting workshop and work in diverse groups;
- very good, helps to adopt a reflexive approach to problems, which is more successful than traditional one;
- it has made aware how many problems arising during project implementation can be avoided and how many problems we share;
- it has presented methods for solving problems.





# Project title

## History and culture of Polish and Norwegian nation

**Project number:** FSS/2009/II/D4/W/0010

**Institution – project coordinator:** Public Lower Secondary School in Ostrów

**Partner institution:** Grong Barne – OG UNGDOMS SKOLE, Grong, Norway

**Project duration:** 16 months – from 1.09.2009 to 31.12.2010

**STF grant amount (PLN):** 200 320.00

### DESCRIPTION OF PROJECT COORDINATOR

The lower secondary school is located in the heart of a rural commune. In school year 2008/09, 164 students from 4 localities attended classes. The analysis of demands has shown high level of students' interest in culture of other countries, especially Norway. This results from a two year cooperation between the school in Ostrów and its partner school in Grong. Students at Polish school eagerly participate in various arts and crafts contests, achieving considerable success in the region and the voivodeship. They willingly take part in extracurricular activities: theatre, arts and music clubs.

### PROJECT OUTLINE

The demand for the project has arisen from analyses of surveys conducted among Polish students and teachers on the knowledge of culture, history and customs in the region. The survey has shown that youth display scarce knowledge of traditions and customs and are not in the habit of cultivating them. Thus it is highly probable that these traditions will disappear. The project assumes activities aimed at becoming acquainted with and cultivating traditions, culture and history of Polish and Norwegian nations. The project includes the following seminars: learning traditions of the Grong community, sightseeing in historical locations and cultural facilities and presentations of regional customs and traditions. The visit of Norwegians to Poland will feature conferences, a trip to the heritage park in Kolbuszowa and presentations of folk ceremonies. The project will be crowned with the preparation, edition and publication of a promotional album on the project, scripts and other didactic materials. The project is implemented by youth and teachers from the two schools (approx. 300 people).

The new core curriculum to be introduced obliges schools to introduce classes on the subject of regionalism. Project partners hope that its innovative methods will improve the quality of the didactic and education process at both schools and in other schools in the communes of Grong and Ostrów.

### PROJECT WEBSITE

<http://gmostrow1.y0.pl/>

### CONTACT PERSON

**Maria Wielgus**

School principal

Public Lower Secondary School in Ostrów





# Project title

## Adapting teaching offer and methodology to latest trends in Information Technology

**Project number:** FSS/2009/II/D5/W/0032/U/0007

**Institution – project coordinator:** Institute of Computer Science, Warsaw University of Technology

**Project duration:** 16 months – from 1.07.2009 to 31.10.2010

**STF grant amount (PLN):** 324 656.00

### DESCRIPTION OF PROJECT COORDINATOR

Institute of Computer Science is one of six institutes within the Faculty of Electronics and Computer Sciences of the Warsaw University of Technology. It is one of Poland's oldest institutions active in research and teaching of computer science (in present form since 1975). Currently, Institute of Computer Science employs a staff of 56, including 40 academic teachers.

### TASKS OF THE INSTITUTE:

- staging scientific research in selected areas of computer sciences;
- computer science teaching;
- other forms of advanced computer science learning (supporting doctoral students, offering post-graduate courses, etc.);
- commissioned research and development projects.

### PROJECT OUTLINE

The fast development of computer science in recent years has made universities to consistently update their curricula – especially at advanced level. The main goal of the project is to revise teaching offer of the Institute and make sure it encompasses the latest development and application trends of computer sciences. The project will result in the improvement in the quality of computer science teaching. Being familiar with the latest trends concerning the bases of computer systems and their application would boost labour market competitiveness of Institute's graduates.

Preparation of new lectures, which on one hand discuss the newly emerging paradigms of computer sciences, and on the other are devoted to systems development methods and to selected 'hot' application areas will form the basis for updating the teaching offer.

The modification of existing lectures' curricula to ensure that they encompass the latest developments and make students familiar with practical, market-tested solutions constitutes an important element of the project.

Offering laboratory classes, during which virtualisation technique is used is an important task in terms of the organisation of the Institute's laboratories and their use by students. It is the first step on the way to providing the students with access to laboratory resources from any location.

Besides significant expansion and updating of Institute's teaching offer, it is important to establish a high standard of didactic materials. This standard is planned to be accepted throughout the Institute, thus increasing the comfort of conducting classes for the lecturers and – most importantly – the students.

The implementation of virtualisation techniques into laboratory practices removes many obstacles (concerning laboratory resources and organisation) to practical application of knowledge gained during lectures.

### DISSEMINATION METHOD

The main location to present project results is the Institute's Studia server, which, besides providing didactic materials, also allows to conduct surveys of students attending classes, which allows for the evaluation of project's results in comparison to entire didactic activity of the Institute.

### CONTACT PERSON

**Rajmund Kożuszek**

Deputy Director for Academic Affairs, Institute of Computer Science  
Warsaw University of Technology





# Project title

## Educational challenges in the Internet era. Creation of a long-lasting network of leaders in the ICT application at schools

**Project number:** FSS/2008/V/D4/W/0010

**Institution – project coordinator:** Warsaw School of Social Sciences and Humanities

**Partner institution:** The Norwegian University of Science and Technology (NTNU), Trondheim, Norway

**Project duration:** 10 months – from 1.10.2008 to 31.07.2009

**STF grant amount (PLN):** 278 263.00

### DESCRIPTION OF PROJECT COORDINATOR

Warsaw School of Social Sciences and Humanities (SWPS) was founded in 1996. At present, it has more than 10 thousand students attending the Faculty of Psychology, Faculty of Humanities and Social Sciences and Faculty of Languages and Literatures in Warsaw, as well as Sopot and Wrocław campus. Students are offered a choice of 10 study areas.

SWPS has been the first and only Polish social sciences establishment to have achieved the highest education quality award of the State Accreditation Committee. The university has been authorised to award doctoral degrees in psychology and cultural studies and post-PhD degrees in psychology.

One of the university's institutes - SPIK (Institute for Social Psychology of Internet and Communication) – by definition is an interdisciplinary institution – as it combines social psychology, computer science and arts. Its areas of interest also include social projects aimed at promoting information society. SPIK's previous projects have included ICT (Information and Communication Technology) competence building by teachers.

### PROJECT OUTLINE

Research and practices show that despite self-evident benefits of applying information and communication technology in individual subject teaching, the process of its implementation at schools is slow and complicated. Poland falls behind not only due to technological deficiencies, but also competence shortages. Teachers lack skills of translating their knowledge of ICT tools into their teaching practice. The aim of this project was to fill the gap in teaching IT competences by preparing programmes and materials and creating a data base of good practic-

es. It has also aimed at boosting the competences of teachers concerning ICT and Internet use in the teaching of individual subjects, mainly mathematics, physics, biology, foreign languages, geography and history. An innovative aspect of the project has been practical transfer of competences to use IT tools and Internet resources so that using them becomes natural, and not providing theoretical knowledge about these tools.

As part of the project, materials supporting innovative use of IT competences in individual subject and interdisciplinary teaching have been prepared and disseminated. Teachers' competences in using ICT and the Internet in the teaching process have been improved. Virtual community of ICT experts and these specialising in project methods applied in education has been built and expanded. What is





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Educational challenges in the Internet era...

more, they have established cooperation with partners from Norway.

A book entitled *Szkoła w dobie Internetu* (School in the Internet Era) edited by A. Nowak, K. Winkowska-Nowak and L. Rycielska, Warsaw: PWN, 2009 has been published as part of the project. Moreover, an Internet data base of education projects (good practices), which use ICT in individual subject and interdisciplinary teaching has been launched.

The partner from Norway is a group of experienced practitioners who use ICT tools in the teaching of mathematics, problem-based and distance teaching. These competences have been used in the project. The partner also forms the Norwegian Geogebry Institute and uses Polish experiences in competence teaching and introducing innovative teaching methods as social change. It also focuses on methods of cooperation between teachers of various subjects.

### INNOVATION AND USEFULNESS OF THE PROJECT

ICT competences have been taught with the use of project method, which is innovative for the Polish system of education. Teachers have worked with students with the use of the project method, and at the same time have created their author projects. This process forms an elements of learning community - groups of teachers who collectively work on gaining knowledge and communicating via the Internet. The project aims at modernising schools, and not just improving skills of individual teachers.

### PROJECT WEBSITE

<http://www.spik.swps.edu.pl/~grantfss>

### CONTACT PERSON

Dr Katarzyna Winkowska-Nowak  
Institute for Social Psychology of Internet and Communication  
Warsaw School of Social Sciences and Humanities



## Project title

### Future for arts – arts for the future

**Project number:** FSS/2009/II/D5/W/0040

**Institution – project coordinator:** University of Information Technology and Management in Rzeszów

**Partner institution:** The Norwegian University of Science and Technology – Midgard Media Lab, Trondheim, Norway

**Project duration:** 21 months – from 1.10.2009 to 30.06.2011

**STF grant amount (PLN):** 816 671.00

### DESCRIPTION OF PROJECT COORDINATOR

University of Information Technology and Management (UITM) in Rzeszów, was founded in 1996 by the Association of Entrepreneurship Promotion in Rzeszów, which has supported the region's economic development for the last 16 years through education, counselling, information and research, as well as cooperation with renowned domestic and international business organisations. UITM is a co-founder of the Zamość University of Management and Ad-

ministration, and was the main founder of Tischner European University in Kraków in March 2005. UITM offers education in 10 study areas to nearly 10 thousand students.

### PROJECT OUTLINE

The project aims to develop didactic offer of the university by improving its quality of education. The undertaken activities will allow for providing top quality education in the field of digital arts.



The goal of the project is to be achieved through such operating activities as:

- diagnosing labour market demand for digital arts specialists and the demand of small and medium-sized enterprises for services encompassing state of the art graphic techniques;
- modernisation of the university's teaching facilities, foundation of the Centre for Digital Arts and Technology;
- launching virtual space design as a new field of study at UITM;
- establishment of permanent cooperation between the university and small and medium-sized enterprises.

The project has succeeded in conducting a large-scale research into SME market, and its results have formed the basis for a publication entitled *Narzędzia współczesnej reklamy. Stosowanie i zapotrzebowanie* (Modern Advertising Tools. Application and Demand).

Ventures undertaken so far have been consulted with the partner from Norway - the NTNU Midgard Media Lab Institute in Trondheim. Representatives of project's leader have attended meetings in the partner's seat. In June 2010, representatives of the partner (Prof. Andrew Perkis and Jordi Puig) delivered lectures and workshops for UITM students. The project has also included work on curricula and course content for the virtual space design major (courses: 2D and 3D animation, graphic designing, 3D designing and modelling, illustration, sound illustration, space illustration, press and advertisement photography).

The project has been well-accepted in the regional community, and cooperation with the Norwegian partner has opened the possibility for consulting one of the best European centres, which carries out digital arts and virtual space projects. In this respect, the cooperation with NTNU is invaluable. In addition, numerous personal contacts have been established, which will certainly translate into new projects.

The venture allowed to identify and react to actual market demand. The result in the form of expanding UITM teaching offer will positively influence the university's regional reputation, while the modernisation of the equipment base will for offering classes in various fields of study and specialisation tracks at the highest level.

The project is promoted by consistent presentation of its principles and stages of realisation on its website, as well as in press advertisements. The study results are also presented at domestic scientific conferences, and a second publication entitled *Komunikowanie wizualne. Konteksty* (Visual Communication. Contexts) is in progress.

### PROJECT WEBSITE

<http://sztukacyfrowa.ws.sz.rzeszow.pl>

### CONTACT PERSON

**Dr. Rafał Polak**

Project coordinator

University of Information Technology and Management in Rzeszów



## Descriptions of projects implemented by other participants of the meeting



### Project title

**University-business cooperation: a feasibility study**

**Project number:** FSS/2008/V/D5/W/0034

**Institution – project coordinator:** Karol Adamiecki University of Economics in Katowice

**Partner institution:** Norwegian University of Science and Technology, Norway; Harstad University College, Norway

**Project duration:** 15 months – from 1.10.2008 to 31.12.2010

**STF grant amount (PLN):** 231 552.00

### PROJECT OUTLINE

The project promotes university-business dialogue and partnership, improves channels of information and knowledge transmission and spurs new initiatives in order to intensify cooperation with enterprises.

The project's tangible result will be a model of the university's cooperation with business community, which will be applicable to Polish conditions. Furthermore, the project group intends to concentrate on identifying the procedures necessary to create and initiate curricula in cooperation with enterprises. The effect of this will be a pilot curriculum at the Faculty of Finance and Insurance, which will combine academic and practical knowledge and become driving force for the creation of such projects in the future, also at other faculties. This new specialisation will be included in the offer for academic year 2010/11. This is a very important step towards adapting education programmes to changing market demands,

especially in the context of greater involvement of practitioners in the preparation and implementation of curricula.

Business representatives employed at majority of Polish universities are there to prepare curricula and teach post-graduate course classes, but this does not fully satisfy the needs of HE institutions.

Employing practitioners is not favoured by the present system and institutional barriers. This is why the project aims to eliminate such obstacles and promote the development of new curricula.

The creation of the model for university's cooperation with business community is also innovative in the European context, since it can be applied in the processes of implementing the recommendations of the Bologna Declaration by other universities.

Two Norwegian institutes, which have successfully cooperated with enterprises for many years and have been willing to share their experiences, provide support in identifying opportunities and potential threats, and show tested development paths, have acted as project partners.

### PROJECT WEBSITE

[www.ubico.interrel.pl](http://www.ubico.interrel.pl)

[www.ubico.interrel.pl/en](http://www.ubico.interrel.pl/en)

### CONTACT PERSON

**Dominika Janik-Hornik**

Deputy Director of International Cooperation and Programme Office

University of Economics in Katowice





# Project title

## Modernising structure of the Faculty of Industrial Design

**Project number:** FSS/2008/V/D5/W/0042

**Institution – project coordinator:** The Academy of Fine Arts in Warsaw

**Project duration:** 32 months – from 1.10.2008 to 30.09.2011

**STF grant amount (PLN):** 739 820.00

### PROJECT OUTLINE

The project aims to modernise the didactic structure of the Faculty of Industrial Design at the Academy of Fine Arts in Warsaw. The planned changes include merging 2D and 3D design courses into one design course, modernising the teaching of theoretical classes by the Department of History and Theory of Design, and new teaching programmes for packaging design and multimedia laboratory. The second part of the project is devoted to the introduction of a new specialisation track - fashion design, including courses in Polish and English. In academic year 2010/11, 12 students commenced studies in the new specialisation. The tasks completed so far are to improve the quality of the faculty's teaching offer. They boost the prestige of the faculty as an educational facility, which trains highly-qualified design specialists. They also translate into the quality of education

and skills of the graduates, and improve their chances for finding employment.

The new specialisation will facilitate education in all aspects of modern design – graphic designing (2D), designing spatial forms, products and packaging (3D), designing virtual transmission modes (multimedia), and designing clothes.

The new specialisation has been very successful, both with prospective students and entrepreneurs in the fashion market. The open doors hosted over 200 people, and 50 candidates have sat the exam (despite short preparation time).

### CONTACT PERSON

**Michał Opiłowski**

The Academy of Fine Arts in Warsaw



# Project title

## Becoming human

**Project number:** FSS/2008/X/D4/W/0018

**Institution – project coordinator:** No. 2 Król Jan III Sobieski General Secondary School in Grudziądz

**Partner institution:** Fjölbrautaskólinn við Ármúla (secondary school), Iceland

**Project duration:** 24 months – from 1.03.2009 to 28.02.2011

**STF grant amount (PLN):** 260 576.00

### PROJECT OUTLINE

The main reasons for the preparation and implementation of the philosophical dialogue method in school classes include low awareness of the need to respect human rights among youth, the presence of national minority communities in Iceland and their assimilation difficulties, as well as the possibility to use ready-made models of social dialogue from Iceland. It will be used to raise the

awareness of the need to respect others, having self-respect and improving self-esteem and confidence. The partners of the project are two general secondary schools, one from Poland and one from Iceland. Tangible results will include the publication and promotion of the philosophical dialogue method among teachers, students and parents via the Internet, in professional periodicals, during meetings staged at partner schools and other



## continued

### Becoming human

educational institutions interested in the subject. The philosophical dialogue method will be also implemented in the didactic and educational programme of the school. The achieved results and publications will contribute to improved quality of teaching and tightening the cooperation between

partners, as well as the exchange of experiences by school staff.

Philosophy is not a mandatory school subject in the core curriculum, so it is an innovative topic and project activities (i.e. the philosophical dialogue method) aim to incite critical and creative thinking in youth. The material currently in production by the teachers of the project can be used during regular classes (including weekly class meetings with the tutor) in order to make students aware of the essence of human rights and the need to respect them. The publication will include articles on the philosophical dialogue method and examples of lesson scenarios.



#### PROJECT WEBSITE

[www.io2grudziadz.pl](http://www.io2grudziadz.pl) (Projekt Norweski)

<http://www2.fa.is/~jona/humanity/homepage.htm>

#### CONTACT PERSON

**Jolanta Kamińska**

No. 2 General Secondary School in Grudziądz



## Project title

**Become a competent teacher of information skills – a professional development project for medical librarians. Joint project between medical librarians in Poland and Norway**

**Project number:** FSS/2008/X/D4/W/0021

**Institution – project coordinator:** Jagiellonian University – Collegium Medicum

**Partner institution:** Norwegian Library Association – Section of Medicine and Health, Norway

**Project duration:** 9 months – from 2.03.2010 to 31.12.2010

**STF grant amount (PLN):** 327 228.00

#### PROJECT OUTLINE

The project aims to improve the content-related and educational qualifications of librarians-teachers and adapt them to the realities of disseminating medical information in the 21st Century. This will be achieved through the publication of a textbook, which will include content-related and educational

issues significant to teaching librarians. Raising and adapting the qualifications of librarians will enable them to better prepare students for using medical information resources and handling problems related to the evaluation of their quality. This is an important task, since the users find it more and more difficult to effectively use innumerable sources of



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Zostań profesjonalnym nauczycielem...

information, distinguish reliable and unreliable information and filter it according to demands. They require the help of professional teachers in this scope.

The project is implemented by librarians working at 5 Norwegian libraries (associated in the Norwegian Library Association), the UJ-CM Medical Library, and employees of Department of Research Information at IZP UJ-CM.

The project will help to identify and compare educational needs of librarians, present the differences and trends in Norway and Poland, prepare a uniform course programme accompanied by educational materials, prepare two groups of librarians in Poland and Norway for educational tasks, as well as standardise the qualifications of medical librarians in both countries.

The content and aids developed under the project will be applicable not only in education of librarians, but also other user groups, while the in-service training course will improve the quality of education.

The cooperation between project partners should lead to future cooperation between Norwegian and Polish medical libraries, while the cooperation with the Norwegian Library Association may become a stimulus to organise a Polish community of librarians aimed at development of medical research information in our country.

### PROJECT WEBSITE

<http://www.bm.cm-uj.krakow.pl/MedLibTrain.aspx>  
<http://medlibtrain.blogspot.com/>

### CONTACT PERSON

**Marcin Stasiak**

Medical Library, Jagiellonian University



## Project title

### Reducing bullying – strengthening diversity (ROBUSD)

**Project number:** FSS/2008/X/D4/W/0025

**Institution – project coordinator:** University of Pedagogy in Łódź

**Partner institution:** The Centre for Behavioural Research, Stavanger University, Norway

**Project duration:** 24 months – from 1.03.2009 to 28.02.2011

**STF grant amount (PLN):** 247 422.00

### PROJECT OUTLINE

The ROBUSD project answers the demand for counteracting the problem of peer violence (including cyber-violence) in the context of the life of youth with special educational needs (e.g. people with ADHD, intellectual disability, with hearing impairment and learning difficulties). Due to their individual and social consequences, such cases pose a significant problem for education and public health. The main goal of the project is the creation of an innovative programme and the design and production of a modern package of electronic educational materials concerning unfavourable events, as well

as countermeasures. The package will include a series of video presentations (by Polish and Norwegian experts), self-education materials in e-book form, lesson scenarios for academic teachers and a collection of knowledge tests. The materials will be produced in close cooperation between the University of Pedagogy in Łódź and the Stavanger University Centre for Behavioural Research in Norway. Such cooperation will allow the transfer of expert knowledge resulting from long-term research and practical programmes to prevent peer violence in schools implemented by the Norwegian university. The expert knowledge will be supplemented with



## continued

Reducing bullying – strengthening diversity (ROBUSD)

research and practical experience of the University of Pedagogy in Łódź pertaining to special educational needs in the context of group exclusion. The results of the project – the curriculum and teaching materials – will be prepared in two languages, English and Polish, and distributed through an e-learning platform, in the form of CDs and DVDs. This will not only allow broad dissemination of the results among its recipients in Poland and Norway, as well as the rest of Europe, but also using them by universities and other institutions educating teachers and trainers who focus on peer violence.

The final products of the project will be multimedia education materials, which will be professionally translated, reviewed and evaluated by their users.

### PROJECT WEBSITE

[http://www.robustproject.wsp.lodz.pl/pl\\_info-projekt.htm](http://www.robustproject.wsp.lodz.pl/pl_info-projekt.htm)

### CONTACT PERSON

**dr Jacek Pyżalski**

Deputy Rector for International Cooperation  
University of Pedagogy in Łódź



## Project title

### Distance learning in construction management

**Project number:** FSS/2008/X/D5/W/0005

**Institution – project coordinator:** Warsaw University of Technology, Faculty of Civil Engineering

**Partner institution:** SINTEF Building and Infrastructure, Norway, The Norwegian University of Science and Technology (NTNU), Department of Civil and Transport, Engineering, Norway, Polish-British Construction Partnership (PBCP) – the research centre at the Warsaw University of Technology, Poland

**Project duration:** 24 months – from 1.06.2009 to 31.05.2011

**STF grant amount (PLN):** 630 510.00

### PROJECT OUTLINE

The project provides for the development of innovative distant learning courses in economics and financial management in construction and in construction management. The demand for education in the two areas has been confirmed by numerous research works and contacts with Polish and European construction companies. The operating goal of the project is to improve the attractiveness of education at the Warsaw University of Technology and raise the qualifications of personnel managing investment projects in construction financed with European Union funds. Specific goal of the project is the creation of an Internet platform for teaching construction management in Polish and English, which would include a data base of teaching materials and

procedures. The project partners (Warsaw University of Technology, Trondheim University, SINTEF and PBCP) will ensure participation of SMEs operating in the construction sector in order to adapt the course content and teaching methods to their demands. The final recipients of the project will be mostly employees of small and medium-sized European construction companies implementing projects financed by EU, and students (the products of the project will be used in the teaching at the Warsaw University of Technology).

### CONTACT PERSON

**Aleksander Nicał**

Faculty of Civil Engineering,  
Warsaw University of Technology





# Project title

## Internationalisation at home

**Project number:** FSS/2008/X/D5/W/0006

**Institution – project coordinator:** University of Technology and Life Sciences (UTP) in Bydgoszcz

**Partner institution:** The Norwegian University of Life Sciences, Norway

**Project duration:** 24 months – from 1.03.2009 to 28.02.2011

**STF grant amount (PLN):** 211 948.00

### PROJECT OUTLINE

The project entitled Internationalisation at home aims to boosting international mobility of students and improving organisational structure of the University of Technology and Life Sciences (UTP) in Bydgoszcz. The main premise behind initiated activities is boosting the number of students coming to study at UTP and, at the same time, preparing Polish students to study at universities abroad, especially the universities in donor countries. This is why, the Centre for International Studies (CIS) has been established, which has been provided with spacious, fully equipped office space in the building of the Regional Innovation Centre in the main campus of the university.

The most important task of the project is providing comprehensive services to foreigners and integrating them with Polish students. The development of procedures for foreign students studies at UTP will contribute to efficient operation of the university. The implementation of procedures regulating the studies of Polish students in English will boost the number of students attending classes in English.

The expected effect is an increased number of in-bound and outbound mobilities of students, which in turn will contribute to the internationalisation of UTP and ensure a high quality education at the university. CIS has already influenced the university's internationalisation – the number of foreign students willing to study at the University next academic year has doubled as compared to the previous year.

Project implementation in cooperation with the Norwegian university has allowed for the transfer of good practices and becoming acquainted with higher education systems in partner countries.

### PROJECT WEBSITE

<http://www.cis.utp.edu.pl/>

### CONTACT PERSON

**Małgorzata Gawinecka**

Head of International Relations Office  
University of Technology and Life Sciences (UTP) in Bydgoszcz



# Project title

## Europeanisation and governance in Central and Eastern Europe

**Project number:** FSS/2008/X/D5/W/0020

**Institution – project coordinator:** Centre for European Studies, Jagiellonian University

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

**Project duration:** 27 months – from 1.03.2009 to 30.06.2011

**STF grant amount (PLN):** 407 970.00

### PROJECT OUTLINE

The project aims to improve the educational potential of the Centre for European Studies by creating a

new MA studies specialisation - Europeanization and Governance in Central and Eastern Europe taught in English. The project includes the development of new



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Europeanisation and governance in Central and Eastern Europe

curricula introduced in cooperation with partners in academic year 2009/2010. Work on the publication of auxiliary teaching materials for the new specialisation tracks is in progress, and a conference intended as a forum for exchange of latest research and theoretical contemplations on Europeanization processes in Central and Eastern Europe is being organised.

The project addresses several key issues, such as:

- systematising knowledge on Europeanization and democratisation processes in Central and Eastern Europe;
- integration of distinct areas: scientific research and education and didactics research;
- strengthening education potential and development of programmes taught in English at the Jagiellonian University;
- expanding existing cooperation between the partners.

The creation of the new specialisation curriculum on the basis of expert knowledge and experi-

ence will provide students with access to the latest knowledge on the region. The participation of leading theoreticians and researchers guarantees high quality of materials and teaching under the project, which will allow to expand the cooperation between the Centre for European Studies and ARENA with education and simultaneous work on preparing new research and education projects (e.g. doctoral studies). It will also create an opportunity to transfer knowledge in the field of arrangements, management and implementation of the research projects.

### PROJECT WEBSITE

<http://www.ces.uj.edu.pl/european/newspecialisation.htm>

### CONTACT PERSON

**dr Katarzyna Zielińska**

International Project Coordinator

Centre for European Studies, Jagiellonian University



## Project title

**International mechatronics curriculum as an answer to flagging interest in engineering studies in Poland and Europe**

**Project number:** FSS/2008/X/D5/W/0045

**Institution – project coordinator:** AGH University of Science and Technology in Kraków

**Partner institution:** University of Stavanger, Norway, Polish-British Construction Partnership – research centre at the Warsaw University of Technology, Poland

**Project duration:** 24 months – from 1.06.2009 to 31.05.2011

**STF grant amount (PLN):** 760 818.00

### PROJECT OUTLINE

The project aims to create a new mechatronics curriculum as part of engineering studies in order to stimulate interest in the studies in Poland and Norway by making the curriculum more attractive and introducing international student exchanges, as well as improving the qualifications of the teaching staff at both universities in the scope of new teaching methods. The project assumes the

creation of the new profiled major in mechatronics, based on activities increasing students' independence when designing mechatronic constructions and an expanded offer for cooperation with entrepreneurs, which will be integrated into the curriculum. The proposed project is an answer to institutional, economic and social challenges. As far as practical skills were concerned, the former AGH mechatronics curriculum emphasised the



implementation of research projects, and not laboratory classes. Although the importance of mechatronics has grown in recent years (evidenced by setting the major as a priority in the Infrastructure and Environment Operational Programme), it remains outside the rankings of the most popular majors, which is also the case with other engineering studies.

In 2005, higher education institutions in Poland had almost 380 thousand graduates. Those who majored in fields such as mathematics, statistics, physics and chemistry comprised less than 10% of the total, and only about 5% earned an engineering degree (source: Central Statistical Office). The project has included an analysis of teaching standards and educational policies pertaining to engineering studies in Poland and Norway, including these binding at AGH and UiS. The project

activities lead to the development of curriculum framework for mechatronics teaching and the production of questionnaires for entrepreneurs in order to identify skills employees should possess and for students to identify their expectations related to engineering studies. Moreover, a mechatronics laboratory, which allows to apply new teaching methods that result in boosting students' independence has been established under the project.

### PROJECT WEBSITE

<http://www.projekty.krim.agh.edu.pl/index.php?pid=2&lev=0&group=6&task=2>

### CONTACT PERSON

**dr hab. inż. Wojciech Lisowski**

Department of Robotics and Mechatronics,  
University of Science and Technology



## Project title

### Polish education dynamic development assistance (POL-EDDA)

**Project number:** FSS/2008/X/D5/W/0010

**Institution – project coordinator:** Jagiellonian University (UJ) in Kraków

**Partner institution:** the University of Iceland in Reykjavik (HI), Iceland, Warsaw University of Life Sciences (SGGW), Poland

**Project duration:** 32 months – from 1.03.2009 to 28.10.2011  
STF grant amount (PLN): 829 302.00

### PROJECT OUTLINE

The project aims at assisting in the development of Polish universities (co-financing of strategic operations at UJ and SGGW) and developing long-lasting cooperation between Poland and Iceland in the field of higher education and science. The project also provides for the foundation of NIC (Nordic Information Centre) at UJ. It also promotes the tightening of cooperation between UJ and SGGW. The two universities are very different, but complementary in the area of didactics and research. The entities directly responsible for the promotion and dissemination of results will be the Jagiellonian University Higher

Education Research Centre (generic results concerning the quality of education and university management) and NIC (materials concerning education in Iceland and the possibilities of cooperation between Poland and Iceland).

The materials have been collected and the implementation of education quality assurance systems has commenced at UJ and SGGW. In academic year 2010/2011 thematic publications have been issued. Key words for the project are 'integration' and 'synergy'. They are implemented on many levels through cementing of contacts between various UJ and



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Polish education dynamic development assistance (POL-EDDA)

SGGW entities thanks to their representatives being active on the project, establishing direct inter-university contacts in many fields, as well as establishing contacts between Poland and Iceland (not limited to partner institutions of POL-EDDA).

Besides UJ and SGGW, project beneficiaries will include academic community in Poland at large (through structures including CRASP and Bologna Expert Team). Dissemination of project's results in Iceland (HI, in cooperation with NIC) and other countries of Northern Europe is just as important. At the European level, the promoters of the project will include UNICA and EAIE.

### CONTACT PERSON

**dr hab Marek Frankowicz**

Jagiellonian University

**dr hab Michał Zasada**

Warsaw University of Life Sciences



## Project title

### Studies in Social Information Technology

**Project number:** FSS/2008/X/D5/W/0057

**Institution – project coordinator:** Polish-Japanese Institute of Information Technology (PJIIT)

**Partner institution:** Bergen University, Norway

**Project duration:** 18 months – from 1.03.2009 to 30.10.2011

**STF grant amount (PLN):** 506 826.00

### PROJECT OUTLINE

The companies which cooperate with Polish-Japanese Institute of Information Technology (PJIIT) express interest in employees who can in a creative way solve complicated problems at the point of contact between the man, society and information systems, as well as design and conduct social studies and prepare forecasts with the use of a wide range of IT tools. The growing influence of IT technologies on the society helps to forecast dynamic development of such companies, there-

fore the demand for graduates of social information technology. The project aims at designing and launching a course of study in social information technology in cooperation with experts of the Bergen University and companies. The new course of study will be addressed to holders of bachelor's degrees in social studies: sociology, economics, psychology, marketing and similar. In effect, labour market's needs will be met by graduates with a profound knowledge of social studies and high IT competences. They will be employed in elec-



tronic media sector, market research companies, and electronic marketing agencies, as well as in companies focused on IT, design and social software applications (Web 2.0).

The project is carried out in partnership between PJIIT and the INFOMEDIA Institute of Bergen University. The development of a curriculum featuring innovative content and teaching methods on the basis of experiences gathered by the Norwegian partner, and the organisation of joint workshops and lectures will contribute to transfer of good practices in education and improvement in the quality of education and mobility of academic teachers.

The result of the project is broadening education offer of PJIIT by a new specialisation track in social information technology. These studies fill a large gap in the education market.

The success of students in learning IT subjects is surprising. Some of them were able to acquire a very high level of knowledge and skills in a very short time, e.g. after one semester of studying programming, a graduate of linguistics has won prestigious Google Summer of Code competition.

### PROJECT WEBSITE

[www.socinfo.pl](http://www.socinfo.pl)

[www.pjwstk.edu.pl/?kat=242](http://www.pjwstk.edu.pl/?kat=242)

### CONTACT PERSON

**dr Adam Wierzbicki**

Deputy Dean of the Faculty  
of Information Technology  
Polish-Japanese Institute  
of Information Technology



## Project title

**New challenges in tourism education – dysfunctions in areas culturally diversified and in natural valuable areas, tourism activity of tourists with disabilities**

**Project number:** FSS/2009/II/D4/W/0004

**Institution – project coordinator:** Warsaw Family Alliance for High Education in Warsaw

**Partner institution:** the University of Akureyri, The Icelandic Tourism Research Centre (ITRC), Iceland

**Project duration:** 24 months – from 1.07.2009 to 30.06.2011

**STF grant amount (PLN):** 234 270.00

### PROJECT OUTLINE

Based on analyses of tourism traffic and its dynamic development in Poland over the past several years conclusion arises that the main problems of this sector of economy include tourism dysfunctions in social, cultural and the natural sphere. Another significant problem is limited access to tourism of the persons with disabilities. This is due to the lack of elementary knowledge of the problem on the part of tourism sector staff, which results in lack of information addressed to tourists.

The main goal of the project is counteracting tourism dysfunctions generated by Polish tourists, and supporting the development of tourist services for the persons with disabilities. This goal is to be achieved by preparing and implementing new curricula in tourism and recreation study fields, as well as the publication of an academic textbook entitled *Nowe wyzwania w edukacji turystycznej* (New challenges of tourism education), which contains information on tourism dysfunctions in areas culturally diversified and in natural valuable areas,



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New challenges in tourism education  
– dysfunctions in areas culturally...

and the share of the persons with disabilities in tourist traffic.

The project has also included the publishing of three guides: *Turystyka osób niepełnosprawnych* (Tourism of persons with disabilities), *Turystyka w obszarach odmiennych kulturowo* (Tourism in areas culturally diversified) and *Turystyka w obszarach przyrodniczo cennych* (Tourism in natural valuable areas).

Project partnership is composed of SWPR employees with considerable scientific output and international experience in the scope of social and cultural dysfunctions of tourism and tourism of people with disabilities and ITRC staff with considerable academic achievements and hands on experience within dys-

functions in natural valuable areas. The forecasted project result is higher awareness of tourism dysfunction mechanisms (including methods of limiting them) and tourism of people with disabilities. The project activities will result in higher quality of education offered by SWPR thanks to the introduction of new curriculum content.

### PROJECT WEBSITE

[www.swpr.edu.pl](http://www.swpr.edu.pl) – projects tab

### CONTACT PERSON

**dr hab. Anna Dłużewska**

Dean of the Faculty of Tourism and Recreation  
Warsaw Family Alliance for High Education in  
Warsaw



## Project title

**Integration or assimilation? Strategies for becoming a member of a small community – a case of Polish immigrants in Iceland**

**Project number:** FSS/2009/II/D4/W/0005

**Institution – project coordinator:** Collegium Civitas (CC)

**Partner institution:** Research Centre on International Migration and Ethnic Relationships, University of Iceland (RCIMER), Iceland

**Project duration:** 17 months – from 1.09.2009 to 31.01.2011

**STF grant amount (PLN):** 259 965.00

### PROJECT OUTLINE

The Poles are the largest national minority in Iceland. The project is intended as a 'sociological photograph' of Polish immigrants in Iceland (a community just being created), a country which – much like Poland – has no multicultural experience. It is about probing the 'entry' level of the Polish community into the community of Iceland and identifying adaptation strategies of Polish immigrants in four dimensions: economic (labour market), social (social bonds), cultural (language and culture competences) and personal (sense of community, loyalty, identity transformations). The main goal of the project is to establish cooperation between CC and RCIMER, which will lead to innovative joint research

into emigration and multiculturalism. The Project assumes completion of the following tasks - the enrolment and selection of students - members of a research team – the organisation of seminars and workshops to prepare for the research camp, the outline of a concept and the conducting a joint field survey and data analysis, the preparation of a publication presenting the results, and the organisation of a conference. The project is carried out by employees of Faculties of Sociology at CC and RCIMER, which have long-term experience of research into minorities and migrations, which guarantees high quality of the venture. Furthermore, the entire research process will involve students from both institutions. The project will conclude with a joint



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Integration or assimilation?  
Strategies for becoming a member...

research concept and a publication presenting its results. The cooperation between the partners will also spur exchange of experiences in the scope social research, which will improve the quality of teaching methodology at both institutions, as well as the expansion of research methods.

### CONTACT PERSON

**Małgorzata Budyta-Budzyńska**

Vice Rector for Student Affairs,  
Collegium Civitas



## Project title

### EduGIS Academy

**Project number:** FSS/2009/II/D4/W/0019

**Institution - project coordinator:** the UNEP/GRID Environment Information Centre in Warsaw – Unit of the National Fund for Environmental Protection

**Partner institution:** Gjovik University College, Norway, Masovian Local-Government In-Service Teacher Training Centre (MSCDN), Poland

**Project duration:** 20 months – from 1.10.2009 to 30.05.2011

**STF grant amount (PLN):** 365 818.00

### PROJECT OUTLINE

The EduGIS Academy project is intended to strengthen cooperation with Gjovik University (GU) on the dissemination of information and communication technologies (ICT) and mainly geoinformation technology (GIS) in the teaching of natural sciences at secondary schools (3rd and 4th stage of education). The project meets the needs of teach-

ers identified during the evaluation of ICT workshops staged by project coordinator in the years 2005-2008 and responds to the need for continued cooperation with GU on GIS education. The goal of the project will be reached through activities of the EduGIS working group composed of MSCDN methodology advisors, experts and the Norwegian team; training of the EduGIS Group methodologists on applying GIS in teaching and staging joint field activities with school youth (cooperation with the GLOBE programme). It will also include the publication entitled *Gis w szkole* (GIS at school) with guidelines for geography and biology teaching at both levels, scenarios for educational activities and projects, as well as GIS data in Polish and English for teachers in Poland and Norway. EduGIS portal for teachers (e-learning) and students of the Polish and Norwegian schools will be launched to present education projects with the use of GIS. The EduGIS team will also stage workshops for teachers from Poland to provide them with knowledge on the use





of GIS at schools and to collect opinions on suggested forms of activities with the use of GIS tools.

The venture will be crowned with an international conference, which will present the results of the work. The project will reinforce the skills of teachers in the field of applying information technologies and lead to improved cooperation with schools from Norway, mainly through the EduGIS portal. It also integrates long-term activities of the Environment Information Centre aimed at promotion of the use of information technology in teaching.

### PROJECT WEBSITE

[www.edugis.pl](http://www.edugis.pl)

### CONTACT PERSON

**Elżbieta Wołoszyńska**

UNEP/GRID Environment Information Centre in Warsaw



## Project title

**Undergraduate and postgraduate course curricula in Paediatric Palliative Care (PPC)**

**Project number:** FSS/2009/II/D5/W/0048

**Institution – project coordinator:** Medical University of Łódź

**Project duration:** 27 months – from 2.08.2009 to 31.10.2011

**STF grant amount (PLN):** 534 020.00

### PROJECT OUTLINE

Paediatric palliative care (PPC) is a new paediatrics specialisation track, different from the adult palliative care. Due to the incidental nature of children's deaths and the lack of relevant education, students, physicians and nurses are not prepared to care for terminally-ill children. PPC does not form an element of curricula at Polish medical universities, of post graduate courses for paediatricians and nurses, and is not featured in paediatrics textbooks. The demand for education in this field was confirmed by the large number of applicants for the first PPC workshop or-

ganised by Home Hospice for the Children of Łódź Region, which formed the basis for Poland's first PPC laboratory as a part of a medical university structure.

The project aims to implement a pilot undergraduate and postgraduate course curriculum in paediatric palliative care, which would be the first of its kind in Poland. The specific goals of the project include the organisation of the education process in a form allowing the growth of practical knowledge and skills by at least 40% in 70% of





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Undergraduate and postgraduate course curricula in Paediatric Palliative Care (PPC)

participants, educating students in a form, which will motivate at least 3% of them to academic and professional work in the field of PPC, instilling in at least 50% of students positive attitude towards PPC, and ensuring official certification of obtained qualifications. The main result of the project will be undergraduate and postgraduate course curriculum, which will include theoretical (seminars for students, postgraduate courses) and practical part (optional classes for students, practical training forming a part of postgraduate studies). The project will feature a textbook for students and the first book for professionals with a comprehensive presentation of PPC, and a Poland-wide conference. The project will introduce new content into medical student education module, in which have not been included in the teaching of paediatrics at medical universities. The postgraduate

course module greatly enhances the university's teaching offer, meeting the demand for education in this field. The project has included obligatory and optional classes for 207 6th year students of the Faculty of Medicine, as well as a course in perinatology (attended by 20 physicians from various parts of Poland).

### PROJECT WEBSITE

[www.pediatrics.umed.pl](http://www.pediatrics.umed.pl)

### CONTACT PERSON

**dr n. med. Aleksandra  
Korzeniewska-Eksterowicz**

Paediatric Palliative Care Laboratory  
at the Paediatrics, Oncology,  
Haematology and Diabetology Teaching Hospital  
Medical University of Łódź



## Project title

**Psychosocial support for persons marginalised in community**

**Project number:** FSS/2009/II/D5/W/0062

**Institution – project coordinator:** Academy of Special Education (ASE)

**Partner institution:** Akershus University College (HIAK), Norway

**Project duration:** 24 months – from 1.07.2009 to 30.06.2011

**STF grant amount (PLN):** 323 098.00

### PROJECT OUTLINE

The main goal of the project is to introduce Psychosocial Support for Persons Marginalised in Community as a specialisation forming part of Social Work field of study at ASE. The development of didactic offer was an answer to the demand for preparing the graduates for working with clients who for various reasons require expert approaches (e.g. the elders, people with mental disorders or physical impairment), and are not residents of institutions which offer 24-hour care.

The project began in July 2009. Since then it has included the training of Polish teachers in Norway and cascade training in ASE. The goal of

these activities was the preparation of contents and methodology for a course of study comprising 300 hours of classes. The specialisation, for which 40 students enrolled, was launched in October 2010, and will last throughout the academic year, i.e. until June 2011. Over this time, the students will complete 9 out of 10 courses. The final course – Social Project – will conclude during the 3rd year of studies and will be a summary of the previous education. The completion of the entire course of study will be noted in the diploma supplement. During their studies, students will receive textbooks for all courses, and articles by Norwegian lecturers. Courses offered within the specialisation track have prepared with the use of



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Psychosocial support for persons marginalised in community

experiences gained by the Norwegian university. The project will not only improve the quality of education at ASE, but also cement cooperation with HIAK.

### PROJECT WEBSITE

<http://fss.aps.edu.pl/>

### CONTACT PERSON

**Marcin Gołębiewski**

Marta Mikołajczyk

Academy of Special Education



## Project title

### E-learning language courses

**Project number:** FSS/2009/II/D5/W/0063

**Institution – project coordinator:** the University of Warsaw Centre for Open and Multimedia Education (COME)

**Project duration:** 22 months – from 1.09.2009 to 30.06.2011

**STF grant amount (PLN):** 460 150.00

### PROJECT OUTLINE

The long-standing experience of the University of Warsaw's Centre for Open and Multimedia Education in e-teaching of various subjects (including English) was the decisive factor in the attempt to use modern forms of transmitting knowledge in foreign language teaching (one in the highest demand by students) and expand English course offer with subsequent levels of proficiency.

The main operational goal of the project is the expansion of the e-teaching offer of Warsaw University (as part of University Foreign Language Teaching System ) with another foreign language (German) and expansion of English e-learning classes with a subsequent proficiency level and specialist e-course. The main goal of the project results from linguistic policy of the Warsaw University, which strives to provide the highest possible number of students with the possibility of raising their skills in any language (out of 50 on offer), and to improve the quality of foreign lan-

guage teaching. The main goal is to be achieved through specific goals, such as:

- creating e-learning German courses in the form of coherent Internet teaching materials at four target levels A2-B2 (according to Common European Framework for Languages);
- creating another English e-learning course (general English: target level C1, according to Common European Framework for Languages) parallel to e-learning courses at target levels A2-B2 offered to students of Warsaw University since 2007;
- creating specialist English e-course (Business English: Effective Business Communication);
- development of teaching methods for e-learning courses above with the use of University of Warsaw COME model;
- training e-learning teachers;
- staging pilot e-learning courses in 2010/11 winter semester.

E-language courses are offered on the Warsaw University COME language platform (Moodle).



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### E-learning language courses

#### PROJECT WEBSITE

For demonstration of e-learning courses developed under the project, please visit:

<http://jezyki.come.uw.edu.pl/>

#### CONTACT PERSON

**dr Izabella Bednarczyk**

Centre for Open and Multimedia Education  
Warsaw University



## Project title

**Internationalisation and improving education quality culture as a source of institutional reform**

**Project number:** FSS/2009/II/D5/W/0058

**Institution – project coordinator:** Kujawy and Pomorze University in Bydgoszcz

**Partner institution:** the University of Stavanger, Norway

**Project duration:** 19 months – from 1.07.2009 to 31.01.2011

**STF grant amount (PLN):** 277 206.00

#### PROJECT OUTLINE

The main goal of the project is restructuring the university, which in the future will allow more efficient and effective work of university-wide units. The work conducted so far has included the foundation of a central unit - Centre for International Students – responsible for effective and efficient service of foreign students. The tasks of the Centre include providing assistance in formal matters and in adapting to new environment. These processes are aided by activities organised by the Centre, which include the speaking club integration workshop, intercultural workshops and Polish lessons. A library offering books on Poland, the Kujawy and Pomorze region, Bydgoszcz, and textbooks for learning Polish operates at the Centre. The project is also addressed at university teachers and administration staff – and contributes to better knowledge of English. A valuable part of the project is the development of curricula for courses of-

ferred in English as the language of instruction. The creation of a modular curriculum will contribute to the growing number of students arriving for short and long-term visits. As of June 2010, a few dozen foreign students have benefited from implemented short-term curriculum. The next semester will see the implementation of a long-term curriculum, which will be available for students from all over the world.

#### PROJECT WEBSITE

<http://centrum.kpsw.eu>

#### CONTACT PERSON

**Natalia Dyczkowska-Każuro**

**Katarzyna Kuziak**

International Centre for Science and Education,  
Kujawy and Pomorze University in Bydgoszcz

## Workshop 3.

# Moderated discussion and group work: What changes has the project brought about – planned and surprising ones

Trainer: Krystyna Marcinkowska

## EXERCISE DESCRIPTION

### WHAT CHANGES HAS THE PROJECT BROUGHT ABOUT?

**Goal:** *Becoming aware of areas and specific changes resulting from project implementation.*

Participants work in 5 small groups collecting information on benefits resulting from the implemented/completed project.

On flipcharts, they list their answers, grouped into the following subjects - HAS THE PROJECT EFFECTED CHANGES:

- for you, personally;
- for your home institution;
- for partners (foreign and/or within the institution's community);
- for prospective final beneficiaries.

The answers of the participants are listed on a flipchart and divided as:

1. planned ones;
2. added value.

## WORKSHOP RESULTS

When asked about the analysis of personal benefits resulting from the implementation of STF project, participants mainly emphasised the possibility to exchange experiences thanks to making new, valuable contacts, and even friends.

On one hand, they have had an opportunity to deepen and systemise knowledge in their own field; and on the other – they have confirmed their competences, found courage and self-confidence in establishing cooperation as part of new projects. To many of them, contacts with partners abroad have been refreshing and inspiring. An opportunity to discover new cultures and countries (especially the Scandinavia) has also been significant.

The most frequently-listed benefits for home institutions resulting directly from STF projects included:

- broadening educational offer of the university/ institution thanks to launching new curricula majors, specialisations, and teaching modules, which has resulted in a growing number of students. It has also been a step on the way to internationalisation of the institution;
- establishing new partnerships, including valuable cooperation with business sector;
- boosting prestige of the institution;
- raising qualifications of employees, which has translated to improved work quality.

The partner's benefits most frequently listed by participants included:

- gaining new contacts allowing the transfer of good practices;
- exchange of experiences and didactic materials;
- overcoming stereotypes and prejudices, learning about Poland's culture and history.

All groups have agreed that STF projects have brought benefits to their participants and home institutions. For majority of people, project implementation has been an element of professional and/or research work, while the established contacts inspire them to take up new challenges. Besides raising individual competences of participants (e.g. improving knowledge of methodological tools, foreign language skills, broadening knowledge of latest technologies, improving group work and problem solving skills), the projects have spurred positive changes at their home institutions. The significant aspect of cultural cognition should also be emphasised, as it greatly contributes to overcoming stereotypes and preventing xenophobia.

**Trainer's comments:** participants have been involved in preparing the materials for this course. Each group has stressed the importance of becoming aware of personal achievements resulting from the project. They have also stated it was important to make home institutions and partner organisations aware of project's benefits. It has been emphasised that partner institutions did not expect to achieve such interesting results and measurable profits from the project.

**Evaluation and observations by participants workshop entitled: What changes has the project brought about? (average score- 4.66)**

**Participants' comments:**

- very useful workshop, made me aware of personal benefits and these for partner institutions, and how it happened;
- it will certainly facilitate the search for new partners;
- the experiences of others can be used in new projects.

## Is everything worth evaluating? – presentation

**Speaker: Jarosław Chojecki**

Being an evaluator conducting research, which includes broadly understood area of education, I have often heard an opinion that I arrive in a given institution or organisation in order to stage an inspection, monitoring or audit, said Jarosław Chojecki.

It's true that people with no prior experience in the above mentioned activity may find it difficult to distinguish and understand their goals and functions. It is important for the quality of work and its results that employers and contractors, as well as project participants and beneficiaries are aware of fundamental differences between evaluation and other

activities. However, practice and field experiences show that there are many problems, which cause significant misunderstandings at the implementation stage. The situation is additionally complicated by the fact that these activities are interrelated and may overlap, and their boundaries are often fuzzy.

Therefore the goals, criteria, as well as the role of evaluator are often misunderstood, along with methods and techniques used to collect information. What is of particular significance, the force and importance of recommendations behind this type of activity are also misinterpreted.



From among analysed types of activities, evaluation is distinguished by the fact that it mainly focuses on learning and development. Nonetheless, it is often associated with different than planned intentions and its role and significance is still (although less and less) underrated.

Understanding evaluation and its tasks is hindered by the lack of a generally accepted definition. Thankfully, there are well-developed evaluation typologies, which can successfully organise the way of thinking about it. Among these is typology suggested by Guba and Lincoln who have distinguished four generations (stages of development) of education evaluation.

The first generation of evaluation is characterised by particular attention to measurement, which came into existence with the learning of collecting systemised data from researched units. Various tests and surveys were used for this purpose. First, specific variables were identified, and next they were measured with dedicated research tools. The evaluator was expected to define the variables and develop research tools.

The second generation (description) came into being with the expansion of the evaluated research area. It presented the evaluation methods not only for units, but also larger entities, primarily programmes. This approach included the identification

of specific tasks and evaluation of their compliance with the assumed results.

The grade is the name of the third generation of evaluation, as it is a model directed towards decision-making and presenting experienced effects or judgements. It focuses on such elements as variables, tasks and goals, and decisions which organised the evaluation research. The most significant research activities were focused on them. A precondition for this type of evaluation was paying attention to judgement of both internal and external properties of the subject.

The first three generations of evaluation were exceedingly dependant on the formal, quantitative measurement, forcing an approach based on the statement that what cannot be measured is not real. This was presented primarily in the cult of 'hard data', which should (could) not be questioned. Unveiling the 'truth' about researched issues eliminates the possibility of thinking about them in a different way. Acceptance of this approach frees the evaluator from moral responsibility, since it is impossible to be held liable for objectively presented facts. Thus in this paradigm the evaluator was only a 'messenger' carrying a message from 'reality'. His role ended with submitting his report.

However, the role of the fourth generation of evaluation is different. It is mostly a process which involves

three aspects: social, political and cultural one. Furthermore, it is a collective process, which links evaluators and the units subject to evaluation, whose goals are defined together with stakeholders, and which involves its recipients. Thanks to this, our information comes from various sources, which allow mutual verification of collected data. This approach to evaluation also holds very significant practical aspects, which include the involvement of its recipients in the entire process who are consistently updated on data collection; this greatly reduces the possibility of their negative reaction to and potential rejection of the report. The fourth generation of evaluation also includes educational elements for both the unit subject to evaluation and the evaluator.

What is interesting, evaluation practice encompasses all four generations, and often combines their various elements, using their strong and weak points. However, the approach introduced with the fourth evaluation generation; the process that involves stakeholders, remains a must.

Regardless of applied definition of evaluation, it must be reliable. A key element of good evaluation is following a procedure, sometimes referred to as the 'backbone of evaluation'. It is based on initiating activities with planning and designing, key elements of evaluation. However, beginner evaluators too often omit this stage. The collection and analysis of information and drawing of the report are possible only after preparing the research. The final, but very important element of the backbone is distributing the information. Even the best evaluation report is worth nothing when it's deep down in a drawer.

Last but not least, I would like to draw your attention to several pointers, which will help to say if evaluation is reliable, said J. Chojecki. First of all, compliance; the achieved results must be compliant with the subject. Secondly, accuracy, which is expressed by recipients' ability to interpret the results properly and make a correct decision. Thirdly, the level of acceptance by recipients, demonstrated by maximisation of the chances of accepting the evaluation results and implementing the recommendations. Fourthly, effectiveness, which ensures that the level of costs is worth its future results.

When making or receiving evaluation, we should remember that regardless of our definition of evaluation and precision in establishment of its limits, the most important issue is for it to be a process leading to learning and development.

### Evaluation and observations by participants of the presentation entitled *Is everything worth evaluating?*

(average grade – 3.83)

#### Participants' comments:

- it has allowed to systemise knowledge on evaluation;
- a little too fast, more time for conversation and discussion would be required;
- subject very interesting, but the presentation slightly chaotic;
- jumping from one topic to another;
- could use more practical guidelines for the use in projects.





**Workshop 4.**

## Group work: Richer in experience – what would be worth changing in the project?

Trainer: Krystyna Marcinkowska

### EXERCISE

### DESCRIPTION

#### WHAT WOULD YOU CHANGE IN FUTURE PROJECTS, WHAT SHOULD BE IMPROVED

*Goal: making a list of rules for project implementation divided into what is good, what should be improved and what should be changed in future projects.*

The group is divided into smaller subgroups – each participant selects one of the 5 topics listed below:

1. Cooperation of the project group (or with a foreign partner)
2. Project evaluation
3. Project promotion
4. Project results
5. Finances

**Trainer's comments:** due to the fact that each participant selected the topic individually, the work has turned out more effective. The most frequently repeated postulate was that the Fund should continue its operations and further provide development possibilities to individuals and institutions. It was emphasised that the projects contribute to cementing international contacts, improved cooperation, and provide opportunities for bilateral success.

**Evaluation and observations by participants of workshop entitled: Richer in experience - what would be worth changing in the project?**  
(average score– 4.69)

#### Participants' comments:

- sometimes one to one discussions are the most interesting, more time for direct contacts and exchange of thoughts after presentations of the projects would be welcome;
- I will use this at a partner meeting of the Comenius project;
- the atmosphere was very conducive for integration and exchange of experiences.



# Meeting summary

When asked to enumerate three valuable experiences from the May meeting, the participants listed the following:

- possibility to hear interesting and inspiring project presentations, which show a wide spectrum of issues and different types of cooperation within just two institutional measures offered by STF;
- opportunity to exchange experiences, identify common problems and talk about effective solutions, using the knowledge of more experienced colleagues;
- establishment of new contacts, possibility to meet people active in various sectors of education (representatives of higher education, schools, research institutes).

All participants stressed the importance of the nice atmosphere, group integration and willingness to cooperate. When travelling to the meeting, some people assumed that they would surely not look for a project concept or a cooperation possibility. As it turned out, this was the erroneous assumption.... Meeting interesting people who passionately talked about innovative projects had to result in new cooperation ideas. 😊



“When travelling to the meeting, some people assumed that they would surely not look for a project concept or a cooperation possibility. As it turned out, this was the erroneous assumption ...



# Acknowledgements

On behalf of the entire STF team, we would like to thank you once again for an inspirational meeting and for your active participation.

It is nice to meet a group of people who thanks to original ideas and work are involved in innovative projects, people who have passion and energy, and who can infect others with enthusiasm. It has been a unique opportunity for you and for us to observe the great diversity and broad span of institutional projects implemented within STF. We are very glad that the proposed new form of meetings, combined with workshops and presentations, have been welcome by you.

Can we after more than two years of implementing STF projects talk about success? For the employees of the Fund Office, this is to a certain extent a question of the sense of our work and activities taken. Numerous contacts with you, beneficiaries of the programme: by phone, during monitoring visits or during analyses of reports, show various benefits which you derive from the implementation of STF



projects, both in terms of personal competences and at the institutional level.

We hope that impressions from our meeting entitled Sharing knowledge and exchanging experiences will be a source of inspiration and contribute to establishing even more effective international cooperation, which will turn into top quality projects.



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## Projects presented in the publication

- *Improvement of the quality and attractiveness of educational programs by expanding the offer of courses and increasing the efficiency of teaching methods and the infrastructural potential of the Faculty of Environmental Protection and Engineering, Częstochowa University of Technology, Częstochowa (page 13)*
- *Bridges, No. 18 Armii Krajowej Lower Secondary School, Wrocław (page 15)*
- *Interdisciplinary postgraduate course: Gender Studies, Jagiellonian University, Kraków (page 16)*
- *Pol-Nord bridge, Warsaw University of Technology, Warsaw (page 18)*
- *History and culture of Polish and Norwegian nation, Public Lower Secondary School, Ostrów (page 21)*
- *Adapting teaching offer and methodology to latest trends in Information Technology, Warsaw University of Technology, Warsaw (page 22)*
- *Educational challenges in the Internet era; creation of a long-lasting network of leaders in the ICT application at schools, Warsaw School of Social Sciences and Humanities, Warsaw (page 24)*
- *Future for arts – arts for the future, University of Information Technology and Management, Rzeszów (page 24)*
- *University-business cooperation: a feasibility study, Karol Adamiecki University of Economics, Katowice (page 26)*
- *Modernising structure of the Faculty of Industrial Design, Academy of Fine Arts, Warsaw (page 27)*
- *Becoming human, No. 2 Król Jan III Sobieski General Secondary School, Grudziądz (page 27)*
- *Become a competent teacher of information skills – a professional development project for medical librarians. Joint project between medical librarians in Poland and Norway, Jagiellonian University, Kraków (page 28)*
- *Reducing bullying – strengthening diversity (RO-BUSD), University of Pedagogy, Łódź (page 29)*
- *Distance learning in construction management, Warsaw University of Technology, Warsaw (page 30)*
- *Internationalisation at home, University of Technology and Life Sciences, Bydgoszcz (page 31)*
- *Europeanization and governance in Central and Eastern Europe, Jagiellonian University, Kraków (page 31)*
- *International mechatronics curriculum as an answer to flagging interest in engineering studies in Poland and Europe, AGH University of Science and Technology, Kraków (page 32)*
- *Polish education dynamic development assistance (POL-EDDA), Jagiellonian University, Kraków (page 33)*
- *Studies in Social Information Technology, Polish-Japanese Institute of Information*
- *New challenges in tourism education – dysfunctions in areas culturally diversified and in natural valuable areas, tourism activity of tourists with disabilities, Szkoła Wyższa Przymierza Rodzin, Warsaw (page 35)*
- *Integration or assimilation? Strategies for becoming a member of a small community a case of Polish immigrants in Iceland, Collegium Civitas, Warsaw (page 36)*
- *EduGIS academy, UNEP/GRID Environment Information Centre, Warsaw (page 37)*
- *Undergraduate and postgraduate course curricula in Paediatric Palliative Care, Medical University, Łódź (page 38)*
- *Psychosocial support for persons marginalised in community, Academy of Special Education, Warsaw (page 39)*
- *E-learning language courses, University of Warsaw, Warsaw (page 40)*
- *Internationalisation and improving education quality culture as a source of institutional reform, Kujawy and Pomorze University, Bydgoszcz (page 41)*

