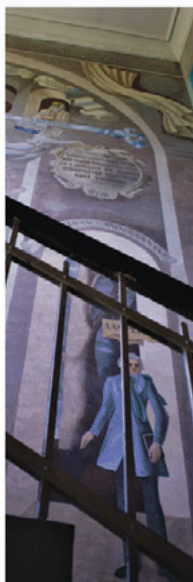


# the faces of erasmus+

PROGRAMME SUMMARY 2014-2020

VOLUME II



the faces  
of erasmus+



PROGRAMME SUMMARY 2014-2020

VOLUME II

THE FACES OF ERASMUS+. Programme summary 2014–2020. Volume II

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Introduction	5
--------------	---

## Erasmus+ & PO WER

Higher Education	8
School Education	18
Vocational Education and Training	26
Adult Education	34
Youth	42
Operational Programme Knowledge Education Development	50

## Accompanying programmes

European Solidarity Corps	58
eTwinning	62
Erasmus+ Sport	66

## Supportive initiatives

Eurodesk	70
SALTO EECA	72
EPALE	74
Europass	76
ECVET	78
Eurydice	80
Youth Wiki	82

## Honours and awards

EDUinspiracje	86
EDUinspirator	88
EDUinspiracje – Media	90
Selfie+	92
European Language Label	94
WorldSkills	96



Foundation for the Development of the Education System



European Funds  
Knowledge Education Development



Republic of Poland



European Union  
European Social Fund



European Language Label



eTwinning



Eurydice



SALTO  
EASTERN EUROPE & CAUCASUS



Youth Wiki



eurodesk  
Poland



europass  
EDU inspiracje  
inspirator



Selfie+



EUROPEAN SOLIDARITY CORPS  
THE POWER OF TOGETHER.



POWER



ecvet  
European Credit system for Vocational Education and Training



EPALE



world skills  
Poland



## Dear Readers,

The Erasmus programme has supported Polish higher education system for several decades. Since 2014, its successor, Erasmus+ has assisted the development of school and vocational education, adult learning and youth. The programme creates opportunities for educational institutions to modernise their working methods and internationalise their co-operation. Erasmus+ supports educators looking for ideas for engaging classes and willing to motivate their students to achieve ambitious goals. It inspires learners of all ages to acquire competences indispensable in private and professional life.

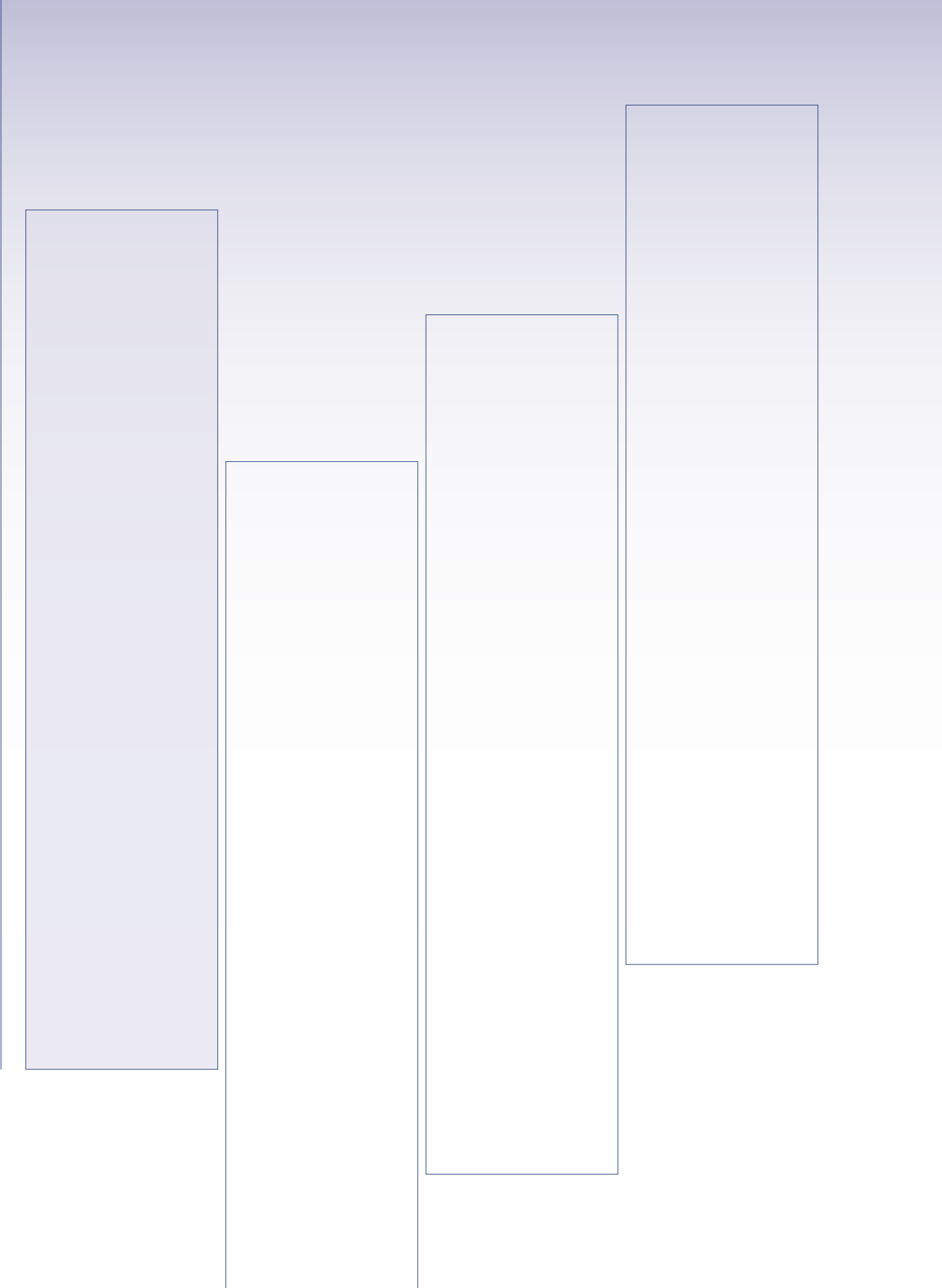
In 2020, the first Erasmus+ implementation period came to an end: the last calls were announced and the funds for the planned projects were transferred. These initiatives and educational mobilities organised as part of them will continue in the years to come. Yet, based on the beneficiaries' declarations, we know how the situation will unfold, and we can now present the first outcomes of the largest educational programme in Poland.

The first volume of *The faces of Erasmus+* was devoted to programme direct beneficiaries. Volume 2 focusses on numbers, as this is the best way to present the full scale of Erasmus+ impact on the education and lifelong learning in Poland. It also presents the results of the past seven years in the form of outputs that have been produced by project co-ordinators and participants.

During this period, Polish National Agency has supported more than 10,200 projects and provided funding at the total amount exceeding EUR 940 million. Additional EUR 52 million was earmarked for school exchange partnerships established by Polish schools and co-ordinated by schools in other European countries. How these funds were spent largely depended on the institutions acting as project leaders. Most often they were the initiators of innovative international projects. They independently selected their partners and were responsible for the implementation of activities planned in the project.

In 2014–2020, Polish project leaders benefitting from Erasmus+ organised nearly 384,000 learning mobilities. As many as 87.7% of them were outgoing mobilities for studies, placements, training, job shadowing and other activities. Programme beneficiaries from Poland established 21,600 partnerships. Co-operation under projects was conducted not only with partners in Europe, but also those operating in the countries of the Caucasus and the Middle East. The contacts established and experience gained over the past seven years will make the implementation of projects in the 2021–2027 period easier. They will also serve as an encouragement for those who still consider taking up the challenge.

**Paweł Poszytek, PhD**  
**general director**  
**Foundation for the Development of the Education System**



# Erasmus+ & POWER



HIGHER

EDUCATION

## SECTOR AT A GLANCE

# Catch us on the move

Looking from the financial perspective, this was the largest sector of the programme. Almost half of the seven-year Erasmus+ budget in Poland was allocated to projects carried out mainly by universities and other higher education institutions. The sector provided funding for student mobilities for studies and placements at higher education institutions and companies abroad. The programme offer was used by students of all cycles of higher education programmes and recent graduates. The assistance was also provided to Polish higher education staff taking up mobilities abroad to broaden their knowledge and exchange experiences.

We observed a record number of mobilities in the sector. Most of them were physical mobilities, but mixed and virtual mobilities have also gained in popularity. In 2015, the programme opened the doors to universities operating almost all over the world. As a result, exchanges between 120 countries as part of projects funded by the National Agency were offered.

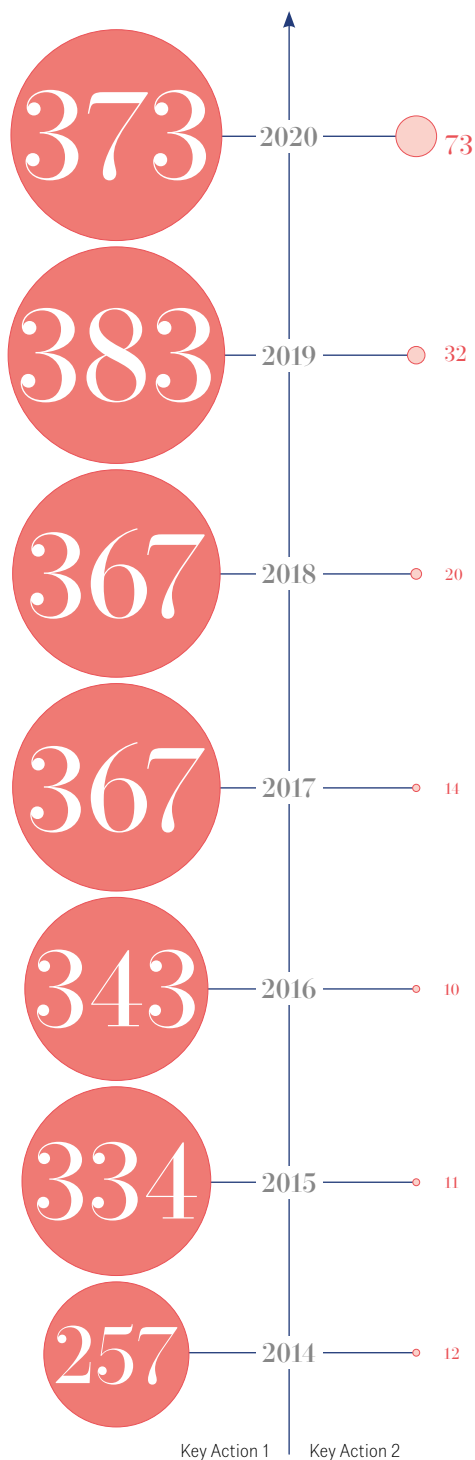
The success of the past seven years of Erasmus+ is likely to be repeated in the second implementation period of the programme scheduled for 2021–2027. Cross-border partnerships aimed at strengthening co-operation in professional development and at creating closer links between higher education and the labour market, research, sustainable development, social and individual development will gain in importance.

A total of **2,596** projects were co-financed under Key Actions 1 and 2 in the sector with a record amount of EUR **437,304,643** allocated for them!

Beneficiaries of awarded projects participated in **160,917** mobilities to take up studies, training or attend courses and visits organised in **120** countries



Number of projects funded in sector by key action

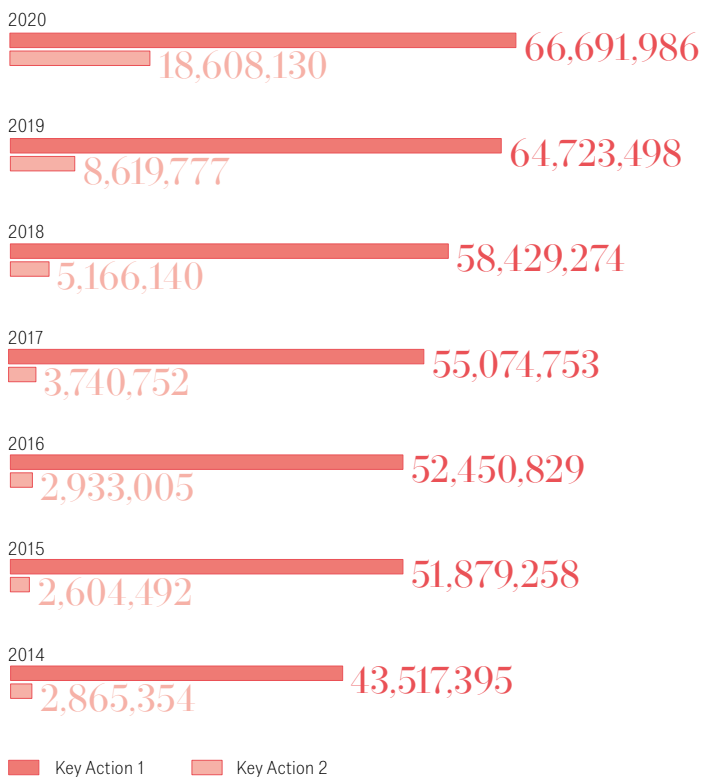


N = 2,596. Projects co-ordinated by Polish institutions and co-funded by the National Agency.  
Source: Erasmus+ Dashboard as of 18 July 2021.

## SUPPORTED INITIATIVES

In addition to mobilities for studies and placements, the Higher Education sector supported international, multilateral projects aimed at improving the quality of education and the efficiency of institutions' operations. This way, higher education institutions achieved their internationalisation objectives set out in their mission statements or strategies. The main theme of these projects was usually the implementation and dissemination of innovative teaching methods, and the effect was the modernisation of curricula and their better adjustment to the needs of society and economy. Thanks to Erasmus+ funds, Polish higher education institutions have initiated over 170 strategic partnerships.

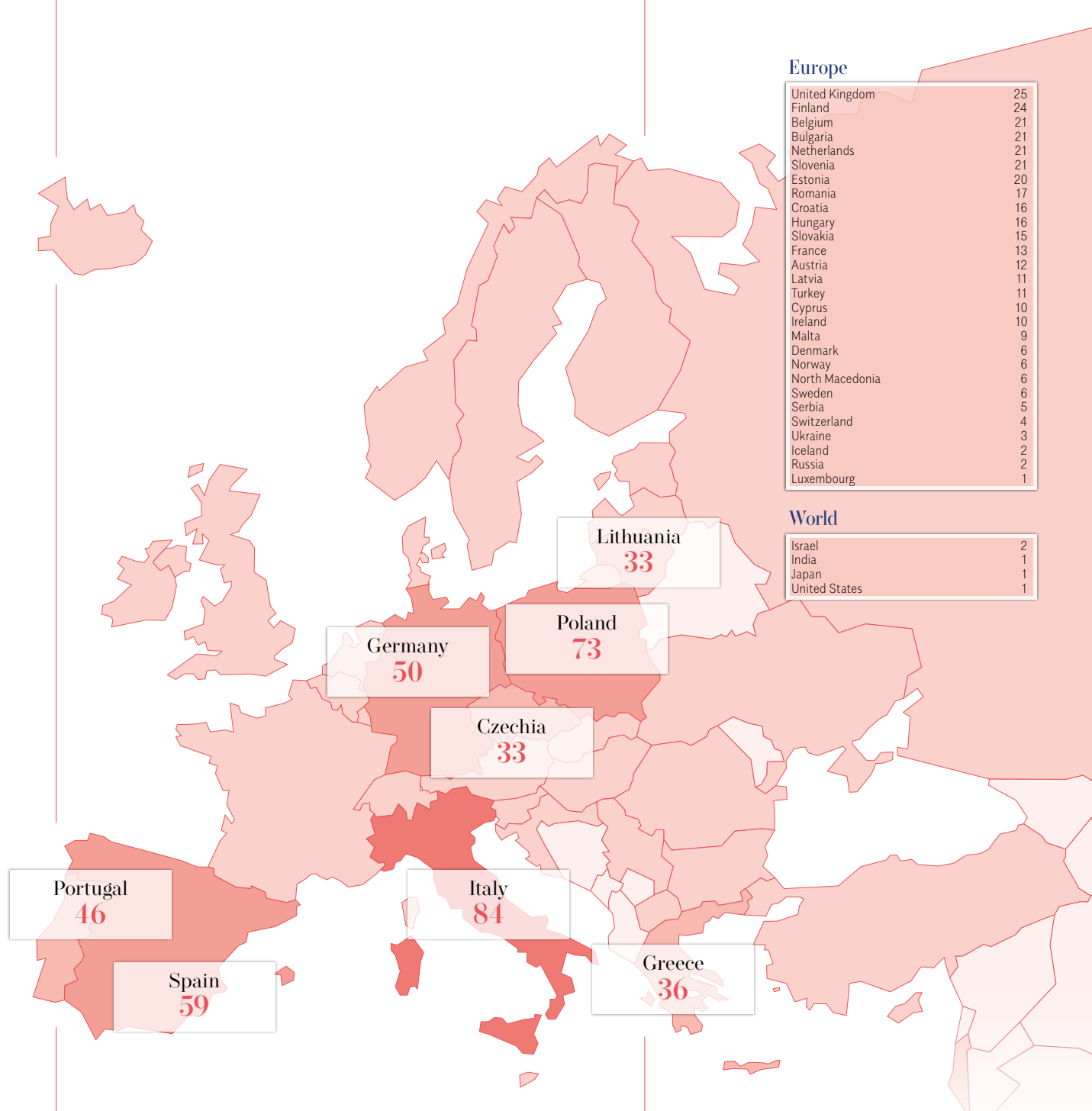
### Co-financing awarded to Higher Education projects by key action and by year



Amounts in euros: total grant amounts awarded by Polish National Agency.  
Source: Erasmus+ Dashboard as of 18 July 2021.

» *The growing openness of the academic community is a result of international exchanges. The impact of diverse forms of internationalisation on the quality and attractiveness of education is more widely recognised, and educational and teaching tasks are becoming more effective*

Number of partnerships established in individual countries by Polish project co-ordinating bodies in Higher Education sector

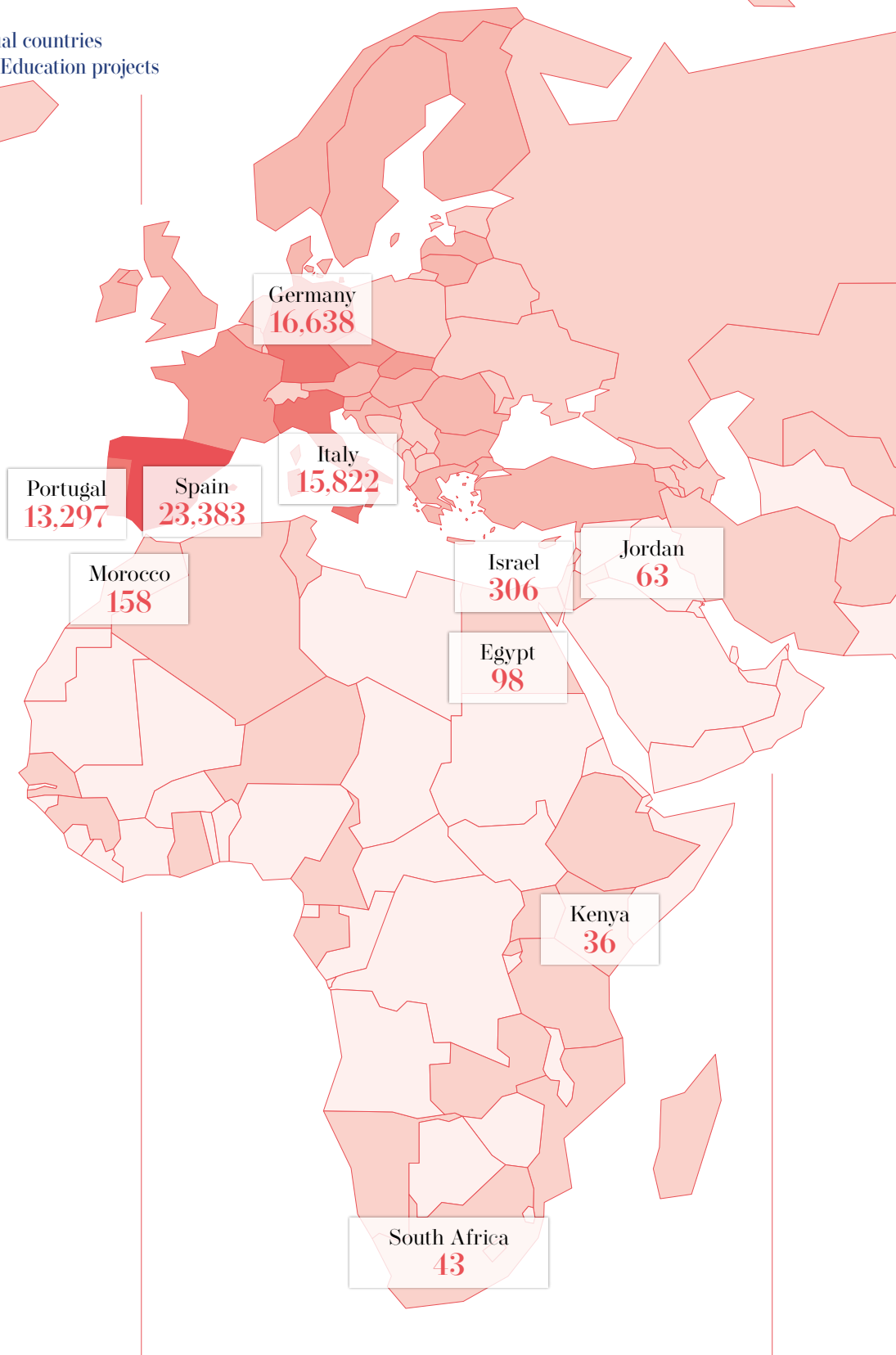


N = 753. Data for Key Action 2.  
Source: Erasmus+ Dashboard as of 18 July 2021.

Number of mobilities to individual countries  
by Polish participants in Higher Education projects

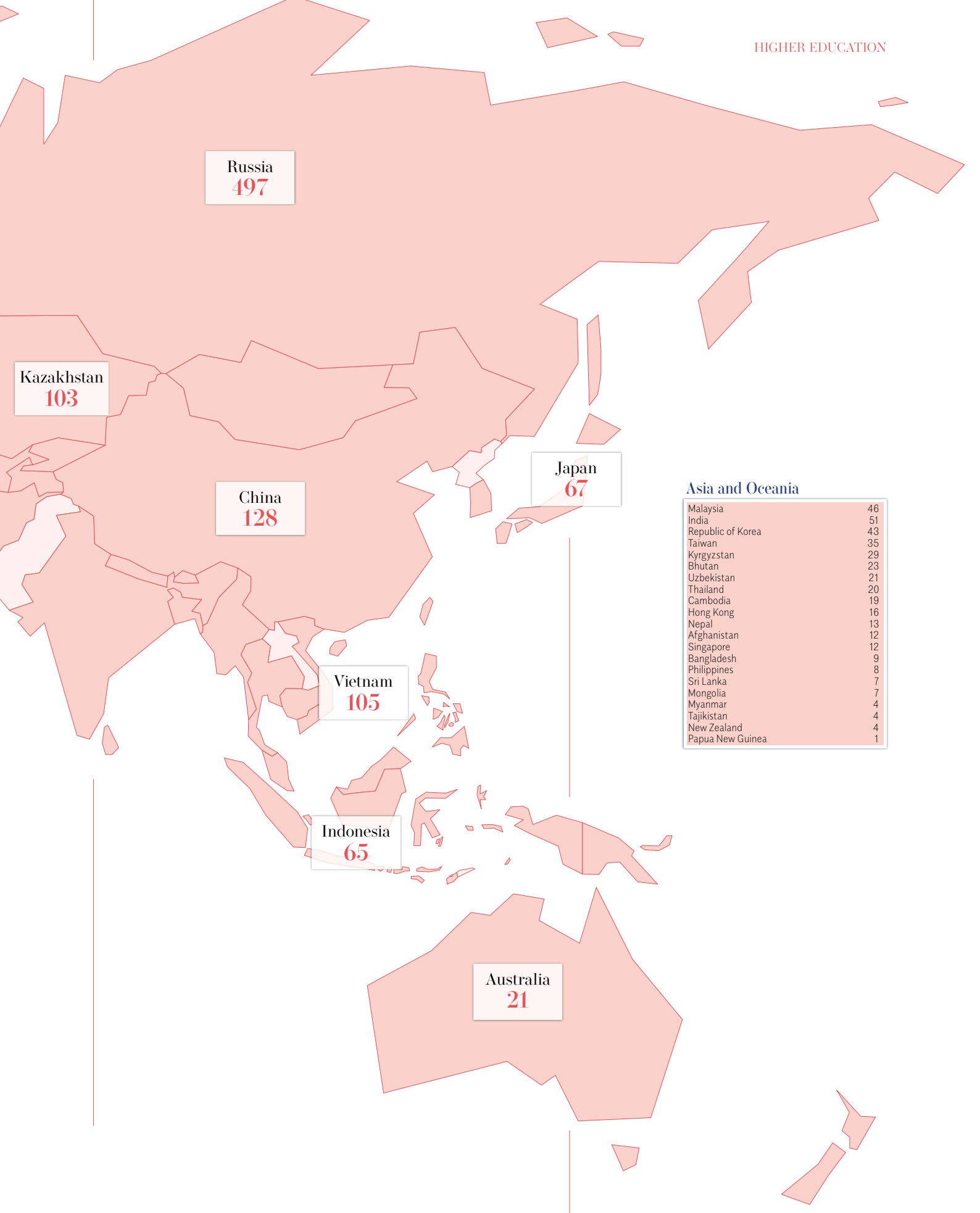
Europe and Caucasus

Czechia	9,379
France	8,722
Slovakia	6,720
United Kingdom	5,182
Greece	4,924
Turkey	3,496
Croatia	3,205
Hungary	3,026
Netherlands	2,936
Belgium	2,856
Lithuania	2,816
Austria	2,751
Bulgaria	2,011
Romania	1,997
Finland	1,831
Slovenia	1,827
Norway	1,713
Sweden	1,583
Latvia	1,378
Denmark	1,300
Cyprus	1,205
Malta	1,187
Ireland	1,055
Estonia	723
Ukraine	517
Serbia	504
Iceland	384
North Macedonia	267
Luxembourg	248
Poland	220
Georgia	212
Bosnia and Herzegovina	149
Albania	130
Belarus	112
Montenegro	96
Kosovo	90
Armenia	43
Azerbaijan	41
Liechtenstein	28
Iran	26
Moldova	27
Switzerland	7



Africa and the Middle East

Lebanon	34
Tunisia	34
Algeria	33
Cameroon	20
Uganda	13
Senegal	12
Ethiopia	10
Zambia	10
Gabon	6
Niger	3
Palestine	3
Ghana	2
Guinea	2
Lesotho	2
Madagascar	2
Mozambique	2
Namibia	1
Rwanda	1
Tanzania	1



Russia  
497

Kazakhstan  
103

China  
128

Japan  
67

Vietnam  
105

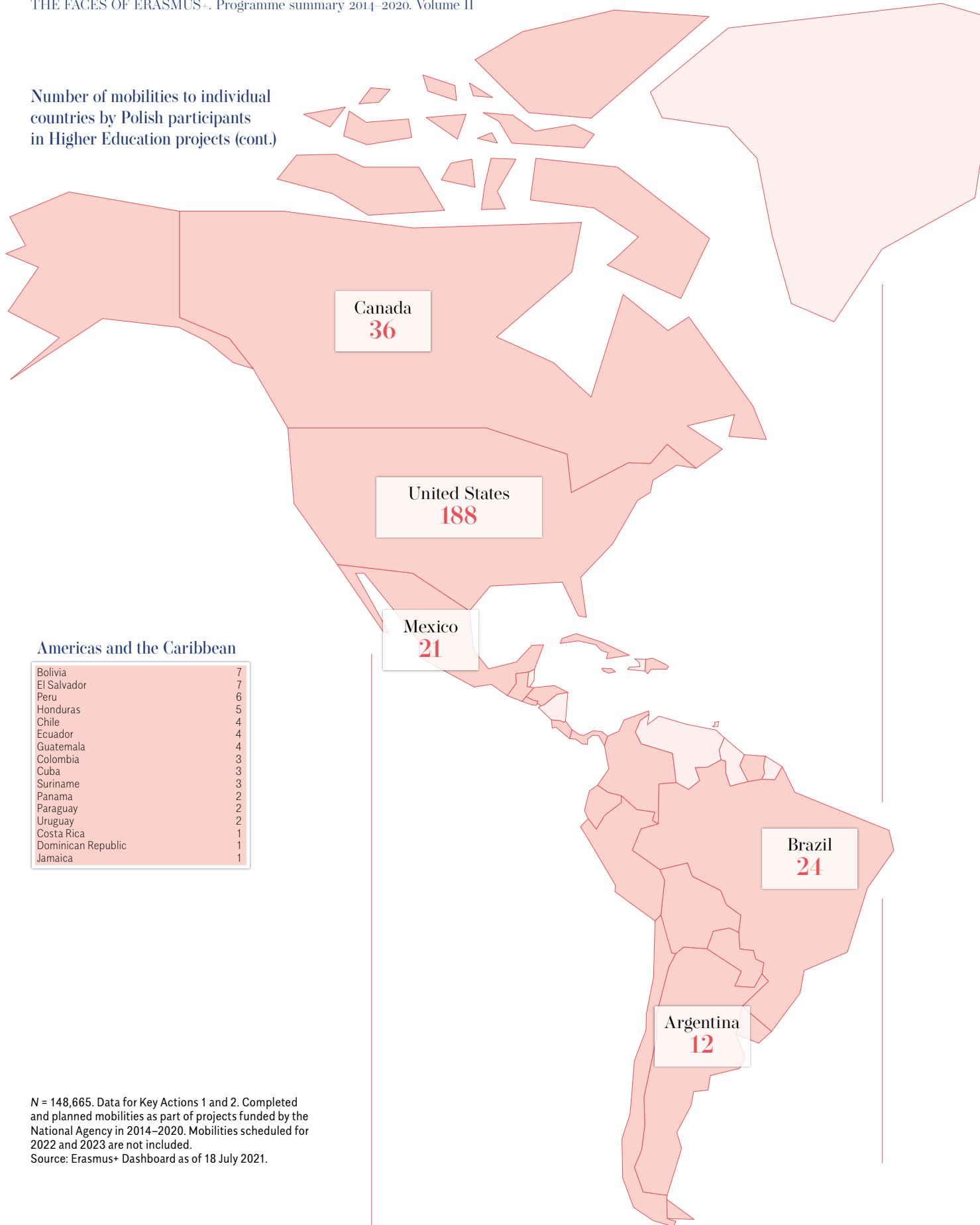
Indonesia  
65

Australia  
21

### Asia and Oceania

Malaysia	46
India	51
Republic of Korea	43
Taiwan	35
Kyrgyzstan	29
Bhutan	23
Uzbekistan	21
Thailand	20
Cambodia	19
Hong Kong	16
Nepal	13
Afghanistan	12
Singapore	12
Bangladesh	9
Philippines	8
Sri Lanka	7
Mongolia	7
Myanmar	4
Tajikistan	4
New Zealand	4
Papua New Guinea	1

Number of mobilities to individual countries by Polish participants in Higher Education projects (cont.)



Americas and the Caribbean

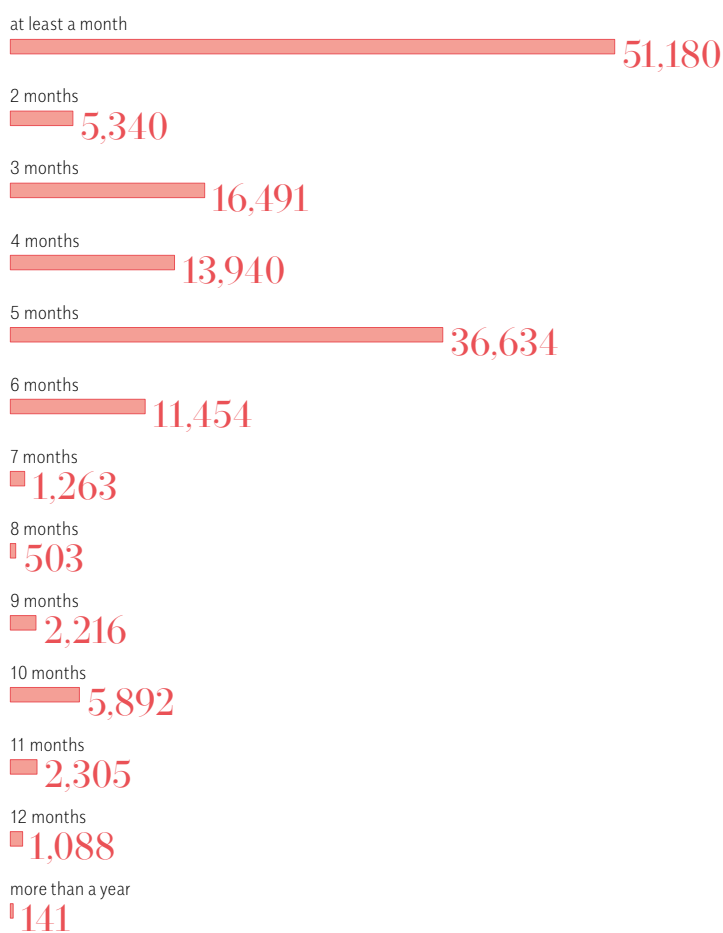
Bolivia	7
El Salvador	7
Peru	6
Honduras	5
Chile	4
Ecuador	4
Guatemala	4
Colombia	3
Cuba	3
Suriname	3
Panama	2
Paraguay	2
Uruguay	2
Costa Rica	1
Dominican Republic	1
Jamaica	1

N = 148,665. Data for Key Actions 1 and 2. Completed and planned mobilities as part of projects funded by the National Agency in 2014–2020. Mobilities scheduled for 2022 and 2023 are not included.  
Source: Erasmus+ Dashboard as of 18 July 2021.

## BENEFICIARIES' MOBILITY

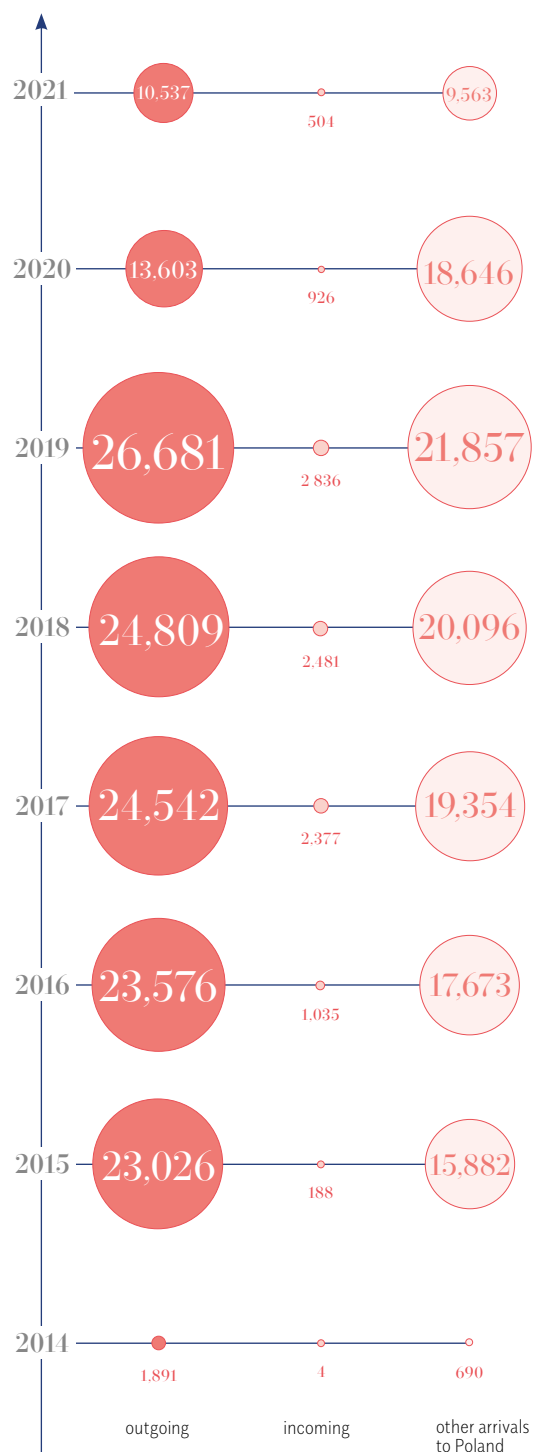
Mobilities for studies were the most popular among beneficiaries (over 66,600). Also a considerable number of students used the opportunity to serve placements abroad (over 30,700). Polish beneficiaries most often chose the mobilities for studies and placements in Spain, Germany, Italy and Portugal, but new destinations, e.g. Jamaica, Namibia, Papua New Guinea, Rwanda and Tanzania, also appeared. Since the launch of Erasmus+ in Poland, on average almost 13,000 Polish students and 7,000 university staff members per year have used the opportunity to study or teach abroad. Top mobility destinations that students opted for were Spain, Germany and Portugal, and university staff members mainly chose Slovakia, Lithuania and Romania. It is worth noting that almost 124,000 Erasmus+ beneficiaries came to Poland as part of Erasmus+ Higher Education offer in their countries.

## Mobility duration of higher education institution students and staff to partner and programme countries



N = 148,665. Data for Key Action 1. Outgoing mobilities of Polish beneficiaries as part of projects co-ordinated from Poland. Mobilities scheduled for 2022 and 2023 are not included. Source: Erasmus+ Dashboard as of 18 July 2021.

## Mobility in figures



Outgoing and incoming mobilities in Poland as part of the projects funded by the National Agency (N = 159,014) and mobilities to Poland co-financed by other agencies (N = 123,761). Mobilities in 2021 funded under calls for proposals completed in 2020. Source: Erasmus+ Dashboard as of 18 July 2021, Mobility Tool as of 1 June 2021.



Over the past seven years, the largest number of projects – **21** – were implemented by: the Jagiellonian University, University of Opole, Lodz University of Technology and Warsaw University of Life Sciences

University of Warsaw organised **9,891** exchanges, and was the mobility leader. Among technical universities, Wrocław University of Science and Technology was the front runner with **3,112** mobilities. Almost one in ten of its students and staff members were involved in educational exchange!

Moreover, **8,755** people with special needs or at risk of social exclusion from all over Poland participated in exchange

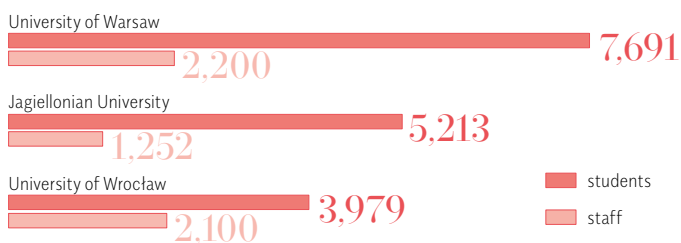
**17,731 km** – this is the distance between Warsaw and Wellington in New Zealand and the most remote mobility undertook by a Polish beneficiary

## CO-ORDINATORS OVERVIEW

Unlike in other Erasmus+ sectors, in Higher Education mostly institutions bringing together many prospective beneficiaries, applied for funding. Therefore, the number of entities acting as project co-ordinators was much smaller in the sector. Yet, each year a growing interest in the programme offer has been observed. Not only the largest universities, but also those located in smaller academic centres, applied for funding. Students and staff of more than 300 academia were given an opportunity to develop their skills.

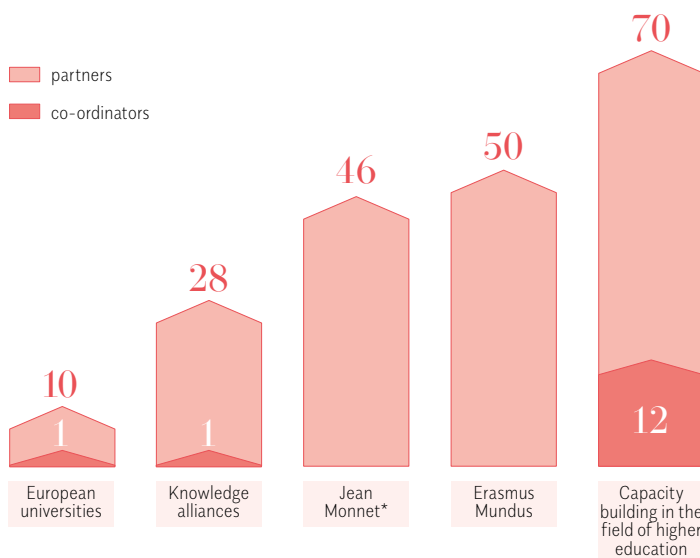
Polish co-ordinators were also active in centralised actions. They have successfully participated in international activities supporting high quality study programmes and modernisation of higher education institutions. Over the seven years they have carried out 218 projects, including 14 in the capacity as project co-ordinators. The largest number of projects were implemented under the action Capacity building in the field of higher education in partner countries.

### Number of outgoing mobilities from largest universities in Poland



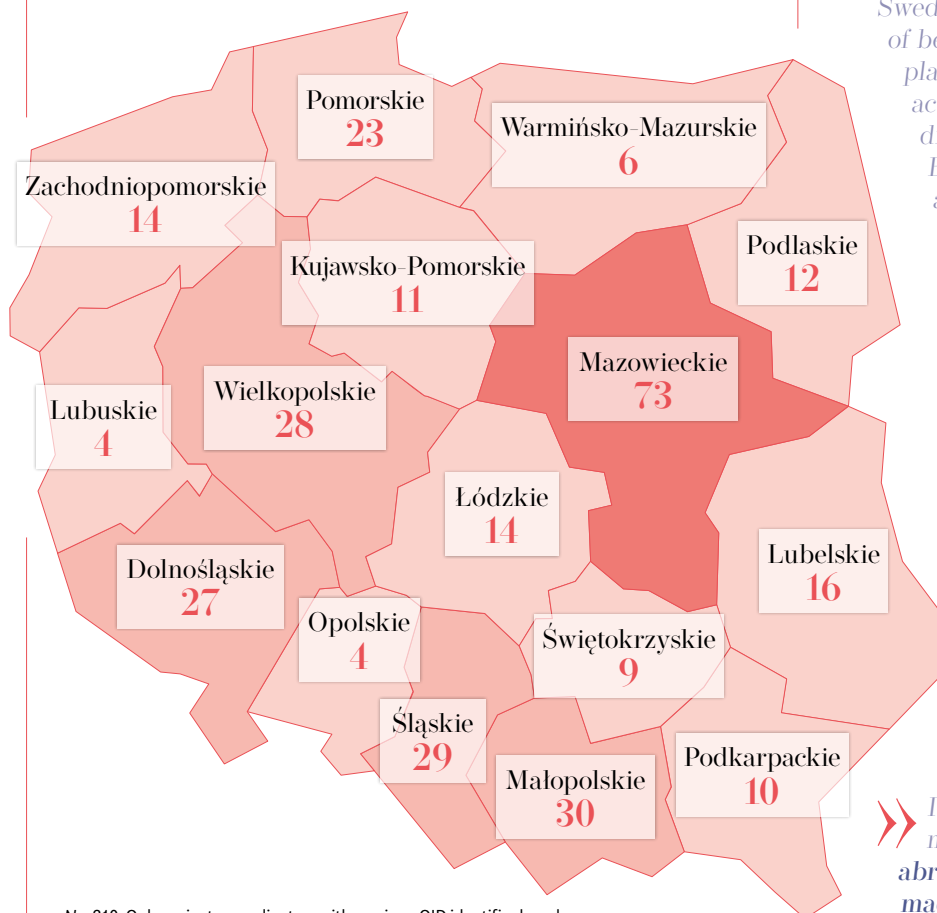
Source: Erasmus+ Dashboard as of 18 July 2021.

### Number of projects with Polish co-ordinator or partner by centralised action



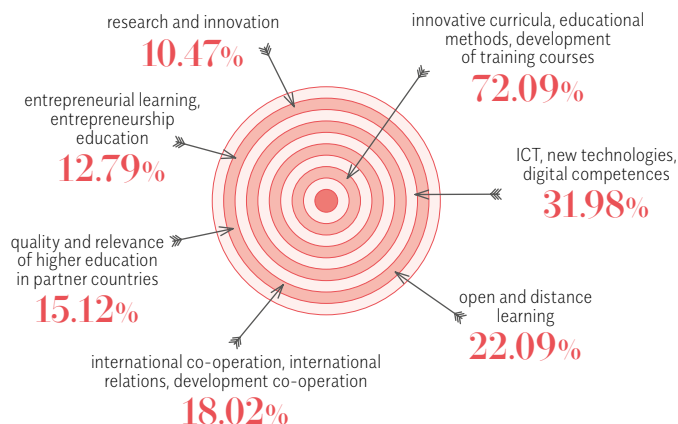
\* Jean Monnet projects are most often carried out by a single entity. Source: Bureau for Higher Education, FRSE.

Number of institutions implementing projects in the Higher Education sector by voivodeship



N = 310. Only project co-ordinators with a unique OID identifier have been considered. Source: Erasmus+ Dashboard as of 18 July 2021.

Most common themes of projects implemented under Key Action 2



Co-ordinators could indicate more than one project objective. The topics indicated in at least 10% of projects are presented here. Source: Erasmus+ Dashboard as of 18 July 2021.

» I cannot imagine not taking part in international mobilities. Sweden, where I had the pleasure of being hosted, is a great place for discussions among academics from completely different cultures. By participating in seminars and being a speaker in one of them, **I became convinced that my research and ideas are worth disseminating**, and that they arouse interest and appreciation. I made new contacts which resulted in a joint research paper and participation in a conference together with a researcher from the Umeå University. What more could I ask for?

participant in staff mobility for training between programme countries in 2018

» I would highly recommend mobility for placements. **Working abroad developed my skills and made me realise what field I would like to work in when the time comes.** The whole team at the company was like family to me and I have fond memories of my time in the office. This job has taught me to be more courageous and open-minded

participant in student mobility for traineeship between programme countries in 2017

» During the training on digitisation, I acquired extremely valuable knowledge, skills and experience in applying new technologies in the work of an archivist. **I will use all of it in my teaching and research work**

participant in staff mobility for training between programme countries in 2017

SCHOOL

EDUCATION

## SECTOR AT A GLANCE

# Transnational inspirations

Of all Erasmus+ sectors, School Education provided support to the largest number of beneficiaries. Among eligible applicants were mainly early childhood education and care providers and primary schools. Interest in the sector's offer grew year on year by an average of 15%, and only outstanding quality of project application secured the award of grant. The programme's offer was so popular that it was possible to allocate the sector's entire planned budget to successful projects.

Kindergartens, primary schools as well as secondary schools with general, technical or vocational profiles, as well as special purpose school and education centres and other educational providers were eager to make use of the sector's offer. These institutions sent their staff members abroad to attend courses and training, participate in job shadowing or teach in a partner school. Students, on the other hand, mainly took part in mobilities organised as part of school exchange partnerships.

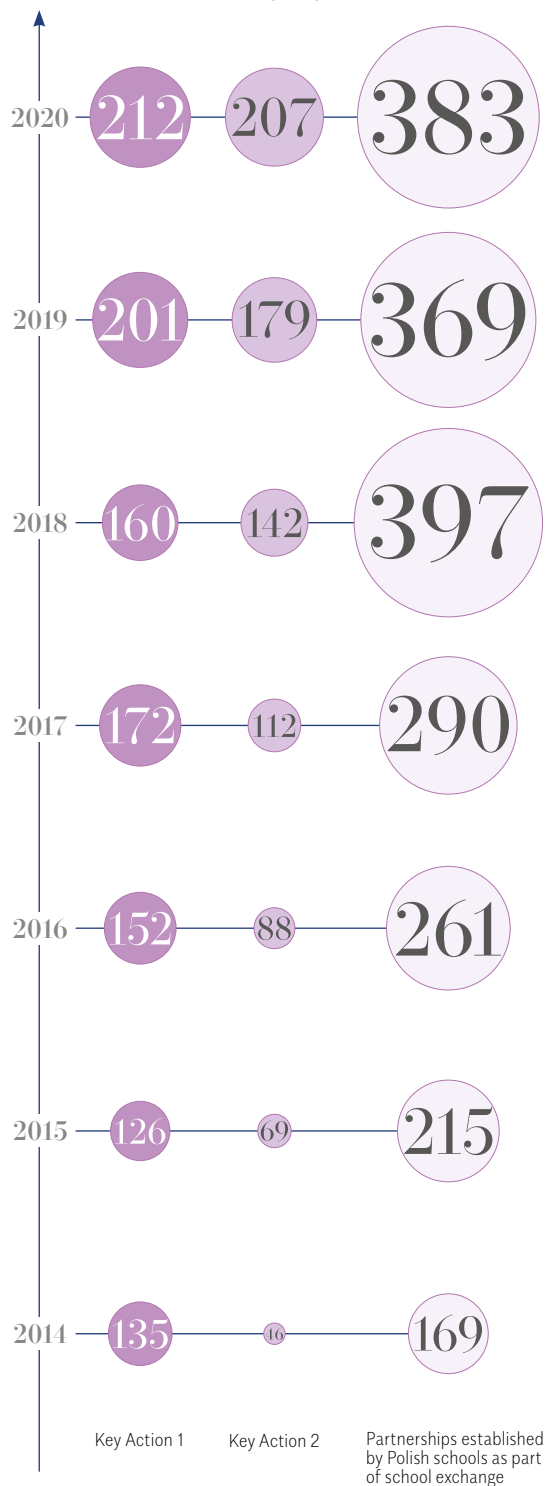
The projects have contributed to the acquisition of unique experiences and competences by school students and staff. On their return, teachers shared new ideas for learning, teaching and management and introduced them to school practice. The capital accumulated through co-operation with other European institutions will stay in schools for a long time.

Under the calls for proposals announced in 2014–2020 in the sector, **2,001** projects co-ordinated by Polish institutions received a total of EUR **149,935,864** for making their ideas a reality

As part of projects supported by the National Agency in Poland, pupils and teachers planned or carried out **45,775** mobilities to **31** countries



Number of projects funded in sector by key action

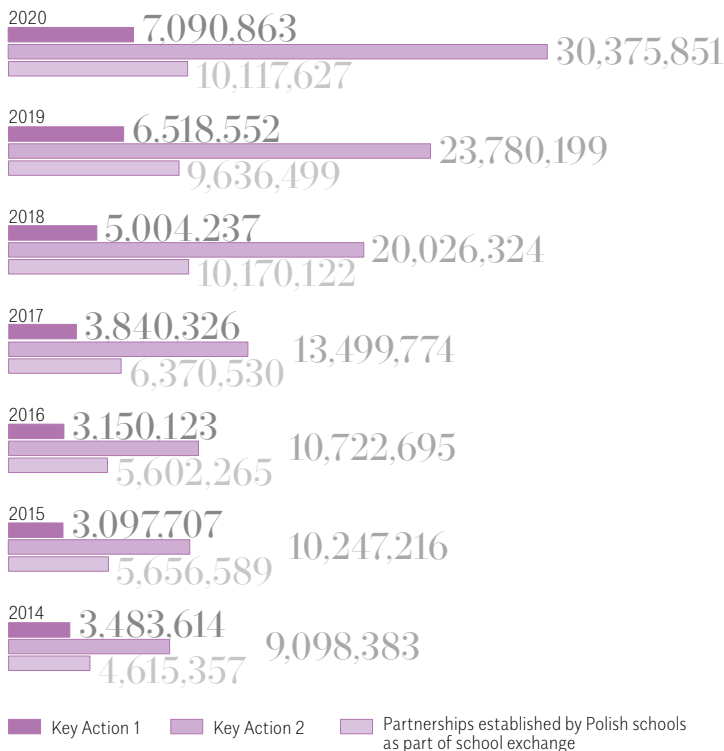


N = 4,085. Projects co-ordinated in Poland (KA 1 and 2) and co-funded by the National Agency as part of school exchange partnerships. Source: Erasmus+ Dashboard as of 18 July 2021.

## SUPPORTED INITIATIVES

The competition for funds in the school education sector was stronger than in other Erasmus+ sectors. In the calls held between 2014 and 2020, 2,001 projects co-ordinated by Polish institutions received funding. Most, however, were international school exchange partnerships, in which Polish schools acted as partners. An additional EUR 52 million was allocated to 2,084 projects co-ordinated by schools in other European countries. Throughout the period, teacher mobility projects enjoyed unflagging interest. Polish beneficiaries managed to initiate 1,158 projects of this type, and their total funding exceeded EUR 32 million.

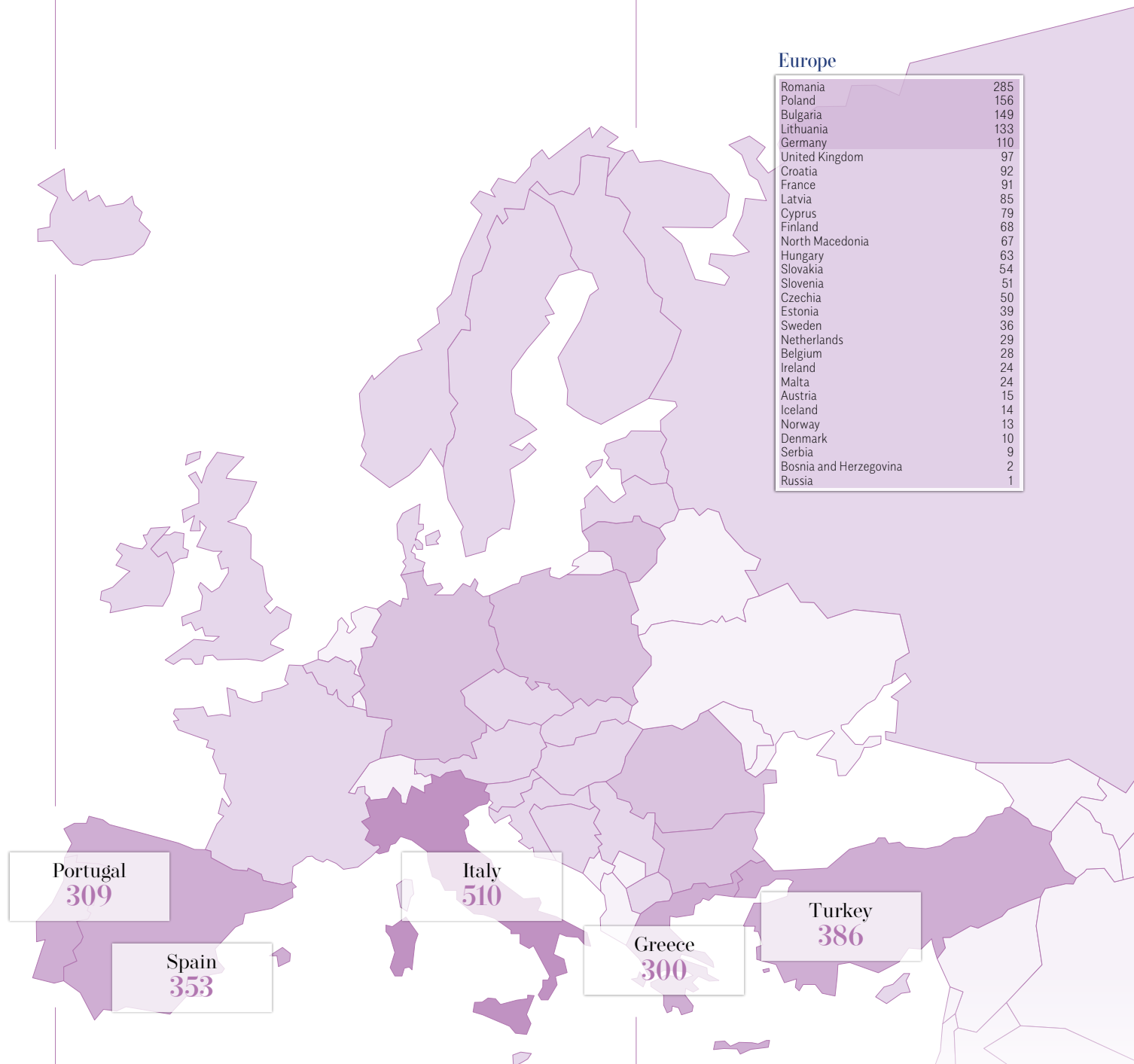
Co-financing awarded to School Education projects by key action and by year



Amounts in euros: total grant amounts awarded by Polish National Agency. Source: Erasmus+ Dashboard as of 18 July 2021, EPlusLink as of 26 August 2021.

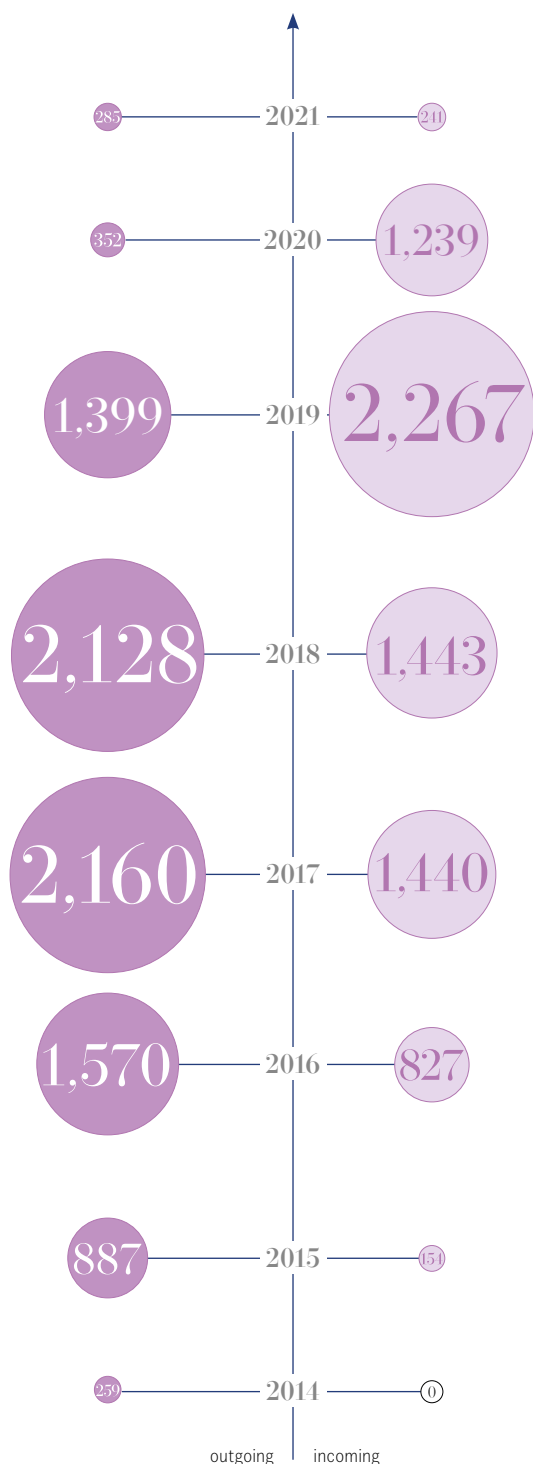
» *Experience gained abroad have transformed teachers into mentors and authorities for their students. International mobilities served as an excellent opportunity to observe innovative methods of working with children and youth, and to learn about ways of motivating them. Many of these methods have been successfully transferred to home schools*

Number of partnerships established in individual countries  
by Polish project co-ordinating bodies in School Education sector



N = 3,732. Data for Key Action 1, 2 and school exchange partnerships co-ordinated by Polish schools. Source: Erasmus+ Dashboard as of 18 July 2021.

### Mobility in figures

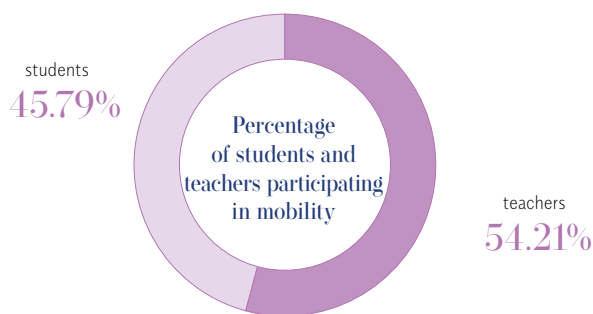


N = 16,651. Outgoing and incoming mobilities in Poland as part of the projects funded by the National Agency. Mobilities in 2021 funded under calls for proposals completed in 2020. Mobilities scheduled for 2022 are not included. Source: Erasmus+ Dashboard as of 18 July 2021.

### BENEFICIARIES' MOBILITY

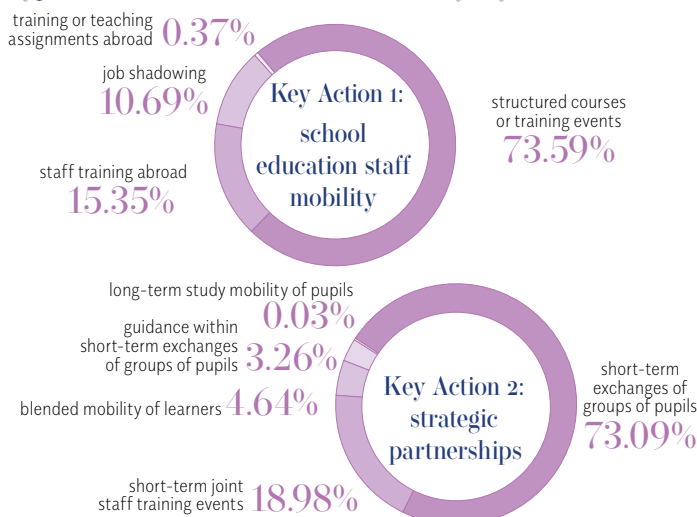
School exchange partnerships implemented under Key Action 2, played an important role in the number of mobilities organised by Polish project co-ordinators. As part of these projects, 31,353 mobilities were conducted and planned, of which 7,536 were outgoing mobilities from Poland. The popularity of school exchange partnerships has translated into the number of beneficiaries from abroad visiting Poland. As part of strategic partnerships under Key Action 2 and school education staff mobility projects (Key Action 1) a total of 14,422 mobilities were planned, including 11,848 from Poland. Year on year, the number of mobilities increased, but their length decreased.

Beneficiaries using Erasmus+ opportunities in the School Education were most likely to undergo training in the south of Europe, although certain patterns could be observed across Key Actions in the sector. Top destination countries for teacher mobilities (Key Action 1) were: United Kingdom, Malta and Spain, while mobilities staged as part of school exchange partnerships co-ordinated by Polish institutions were mainly carried out in Italy, Spain, Romania and Portugal.



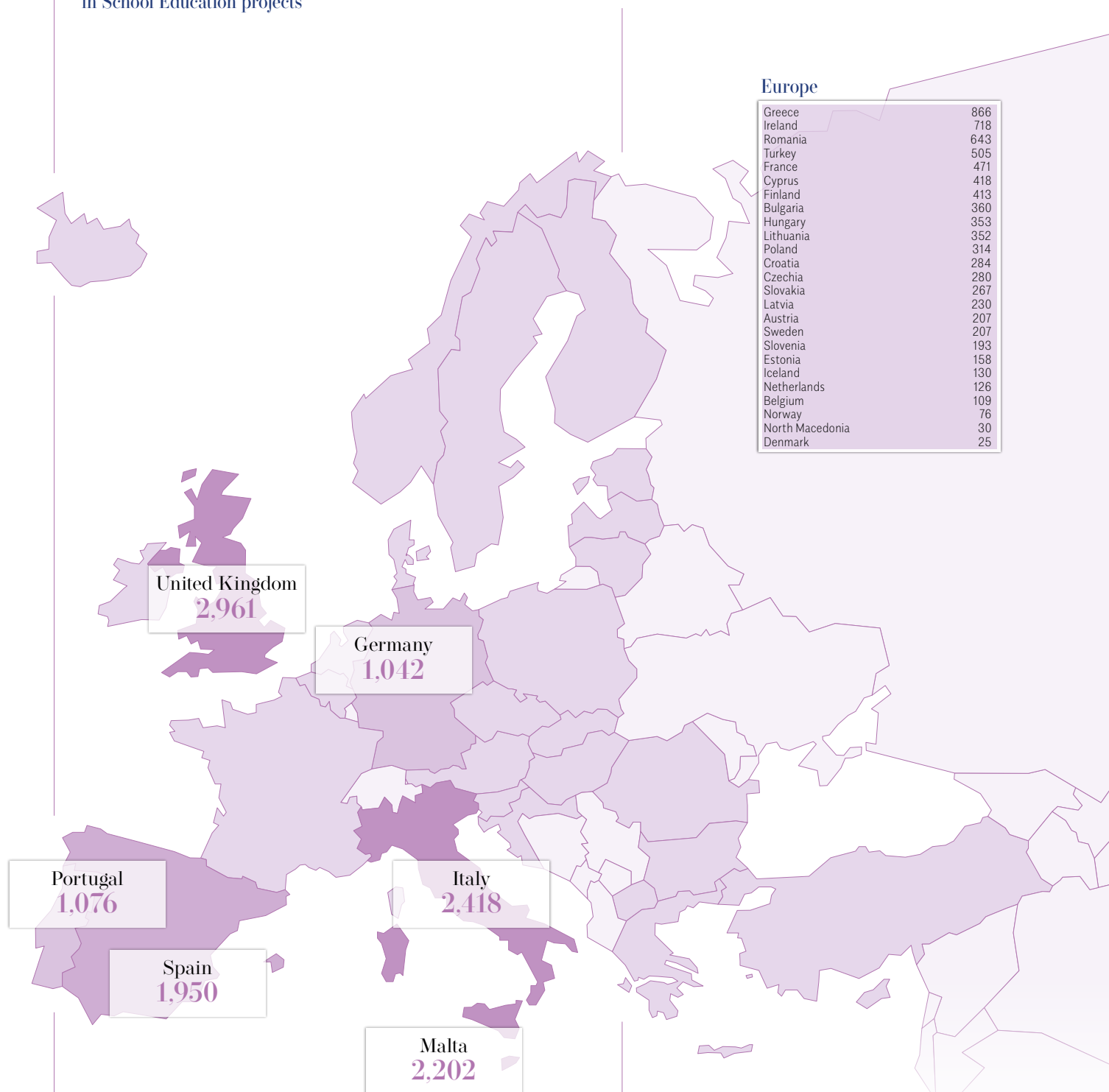
Outgoing mobilities of Polish beneficiaries as part of projects co-ordinated from Poland. Source: Erasmus+ Dashboard as of 18 July 2021.

### Types of school education staff mobilities by key action



N = 19,384. Data for Key Actions 1, 2 and school exchange partnerships co-ordinated by Polish schools. Source: Erasmus+ Dashboard as of 18 July 2021.

## Number of mobilities to individual countries by Polish participants in School Education projects



N = 19,384. Data for Key Actions 1, 2 and school exchange partnerships co-ordinated by Polish schools. Completed and planned mobilities as part of projects funded by the National Agency in 2014–2020. Mobilities scheduled for 2022 are not included.  
Source: Erasmus+ Dashboard as of 18 July 2021.



Among teachers, the most popular were structured courses or training events. Over the seven years, **7,771** such outgoing mobilities from Poland were organised

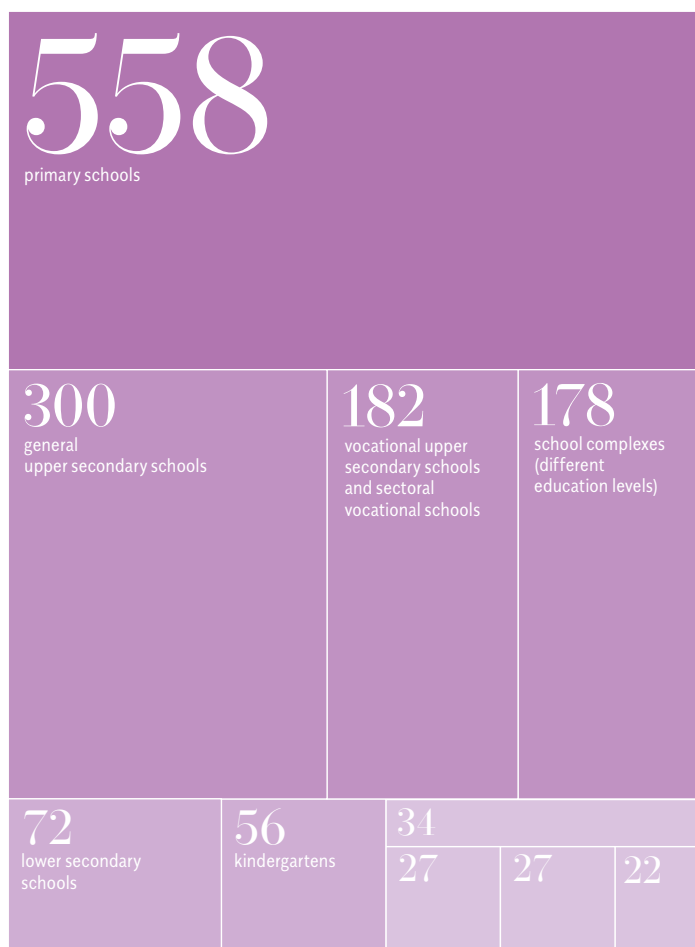
The largest number of pupils sent No. 28 Primary School with Inclusive Education Divisions in Lublin. **167** of its pupils participated in school exchange partnerships. The municipality of Proszowice in Małopolskie voivodeship organised the largest number of school staff mobilities: **92** teachers working in the municipality participated in strategic partnership projects

In the 2014–2020 period, the largest number of school staff mobility projects was co-ordinated by The United Europe Primary School in Zalesie Górne and Warsaw’s No. 192 Happy Brush Kindergarten. Each of those institutions carried out **5** projects

## CO-ORDINATORS OVERVIEW

The majority of 1,456 school education project co-ordinators operated in the Śląskie, Mazowieckie and Małopolskie voivodeships, which are the most urbanised regions. Among them, the most numerous groups were primary, secondary, and vocational schools. The objectives of projects they carried out varied depending on the sector’s offering. School staff mobilities (Key Action 1) most often focussed on the improvement of teachers’ language competences (indicated in 25.8% of projects). Strategic partnerships (Key Action 2) served the implementation of innovative teaching programmes and methods (22.8%). School exchange partnerships were mainly carried out to improve digital competences and knowledge of information and communication technologies (12.39%).

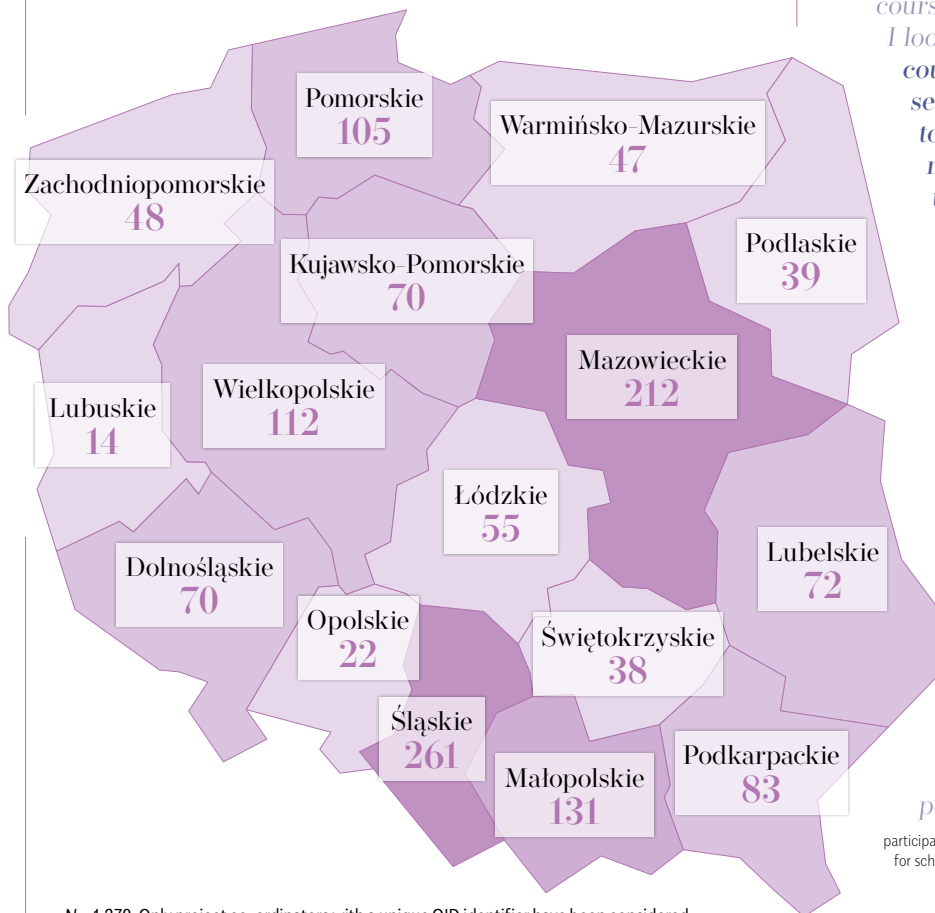
### Profiles of co-ordinating institutions and organisations



34 – others  
27 – foundations, associations, civic organisations  
27 – higher education institutions (incl. vocational education and training) and research centres  
22 – special purpose school and education centres

N = 1,456. Data based on the profiles of institutions co-ordinating projects co-financed by the National Agency. Source: Erasmus+ Dashboard as of 18 July 2021.

Number of institutions and organisations implementing projects in the School Education sector per voivodeship



» Participating in such an intensive English language course has changed the way I look at the world. I have the courage to recognise and seek out opportunities, to do things I would not have dared to do before, which in turn leads to further personal development. I have acquired specific skills that are relevant to my work and the subject I teach

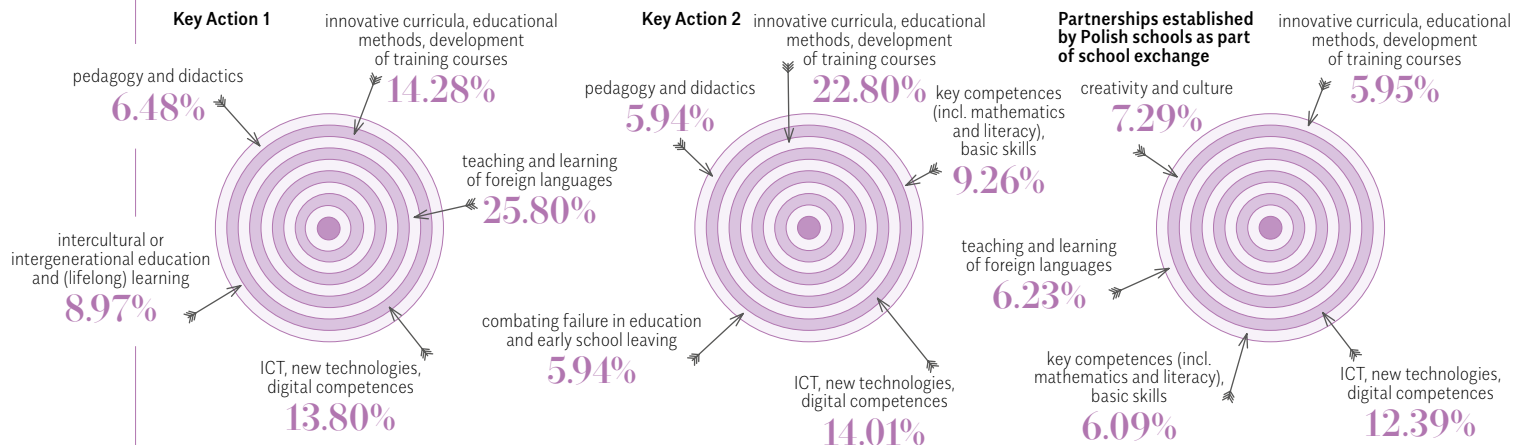
participant in structured course for school education staff in 2017

» Participation in the course improved my methodological competences and changed my approach to problematic pupils into a much more positive one

participant in structured course for school education staff in 2017

N = 1,379. Only project co-ordinators with a unique OID identifier have been considered. Missing data were omitted. Source: Erasmus+ Dashboard as of 18 July 2021.

Most common themes of projects implemented under each key action



Co-ordinators could indicate more than one project objective. The five most frequently chosen topics are presented here. Source: Erasmus+ Dashboard as of 18 July 2021.

# VOCATIONAL EDUCATION AND TRAINING

## SECTOR AT A GLANCE

# Spreading wings before flight

Not everyone realises that the level of education and the practical training of the students of vocational schools translates into every aspect of everyday life. The output of projects implemented in this sector has contributed to an increase in the quality of education at individual level – through learning mobilities, and at systemic level – through the implementation of innovative solutions in vocational education and training.

Activities in this programme sector were supported by other initiatives carried out in the National Agency, which helped to increase the sustainability of project activities or facilitated the start of an attractive career path. Beneficiaries who were planning mobilities for their students or teaching staff, with each call for proposals, were more and more eager to use solutions promoting the transparency and recognition of occupational qualifications, described in ECVET, and the acquired learning outcomes were certified with Europass documents. Young professionals have become increasingly confident in the WorldSkills and EuroSkills competitions.

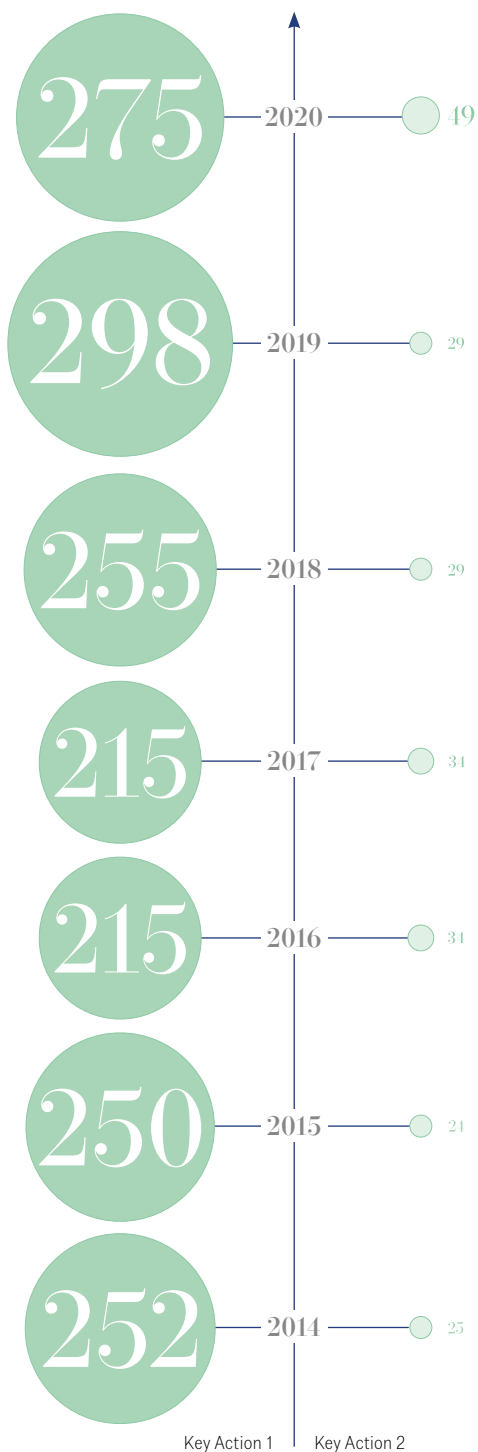
The sector's offer guaranteed an improvement in the image and increased prestige of vocational education in Poland. It has also provided a unique opportunity to develop talents, passion and creativity. The skills acquired during internships and apprenticeships in enterprises abroad have become an important investment in future personnel, leaders, entrepreneurs, and the economy.

Under the funding granted by the National Agency, **1,984** projects were supported for a total amount of EUR **222,218,948**

Over the seven-year period, a total of **68,432** mobilities between **32** countries were planned and organised



Number of projects funded in sector by key action

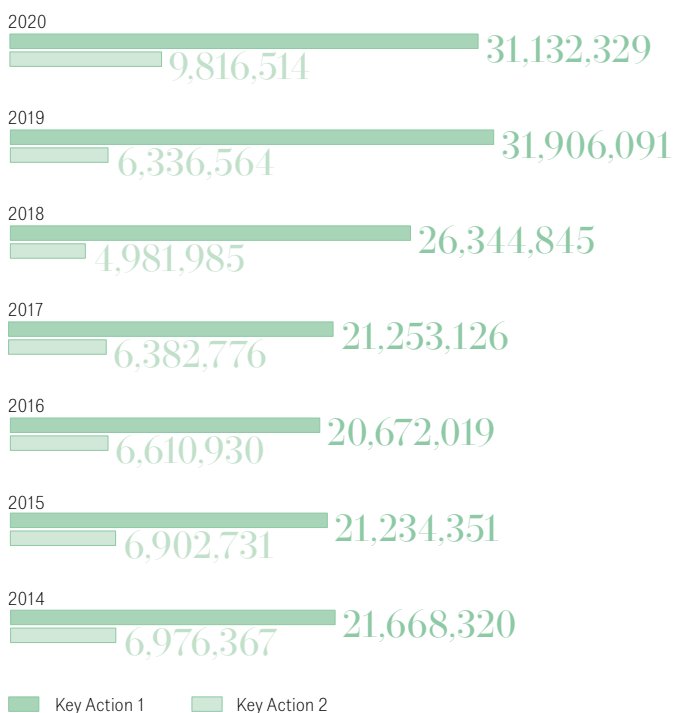


N = 1,984. Projects co-ordinated by Polish institutions and co-funded by the National Agency.  
Source: Erasmus+ Dashboard as of 6 September 2021.

## SUPPORTED INITIATIVES

The key to success has been treating the participation in Erasmus+ as a necessary element of the institution's development strategy, which allows for educating youth throughout the entire course of their study in such a way that they are always prepared to embark on a traineeship and to enter the labour market. One part of such education is comprised of pedagogical innovations introduced into everyday practice thanks to participation in projects and training. The added value for the co-ordinators of nearly 2,000 projects implemented in Poland is the network of priceless contacts established within the framework of 3,512 partnerships with institutions and enterprises from European countries.

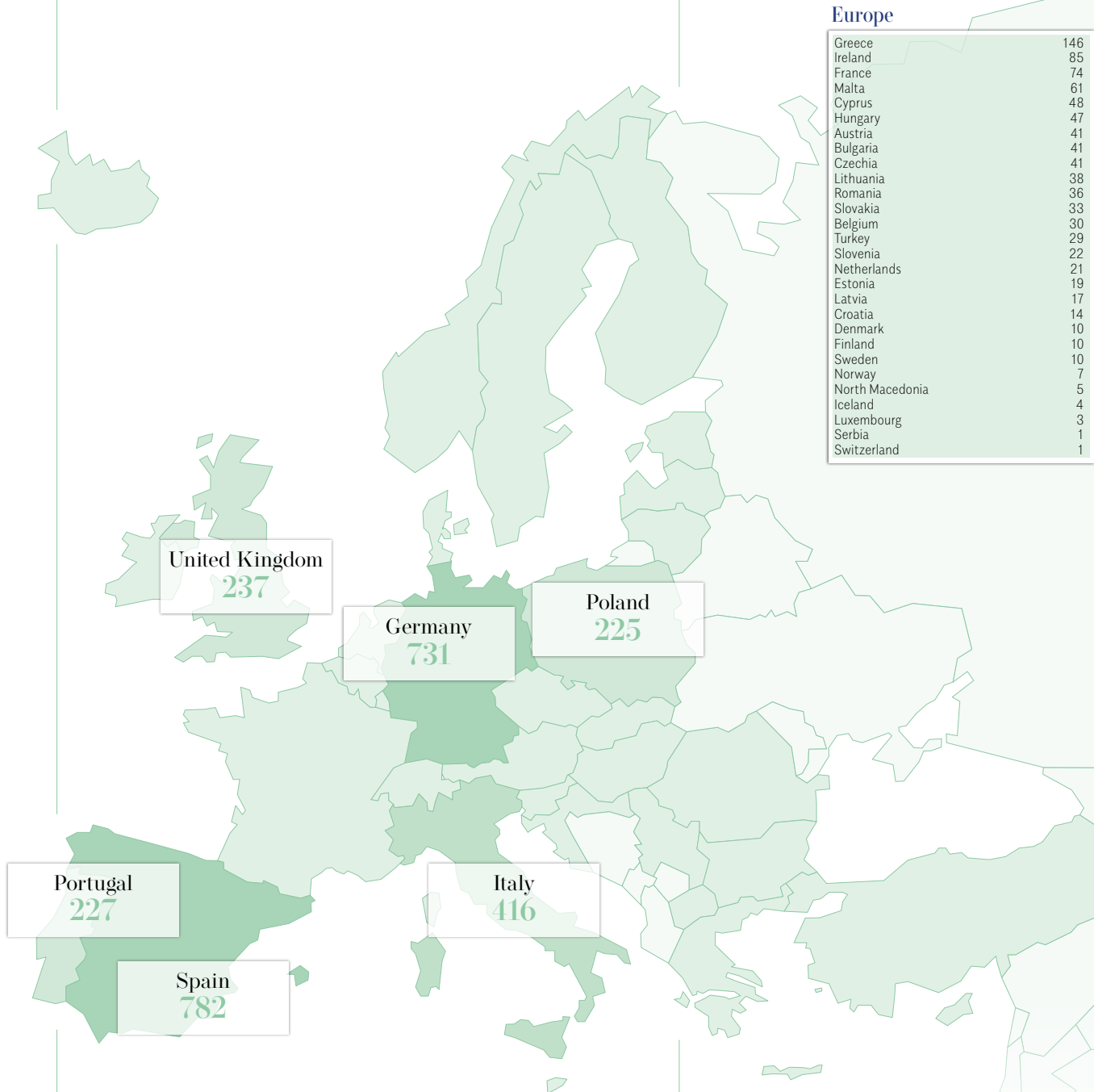
### Co-financing awarded to Vocational Education and Training projects by key action and by year



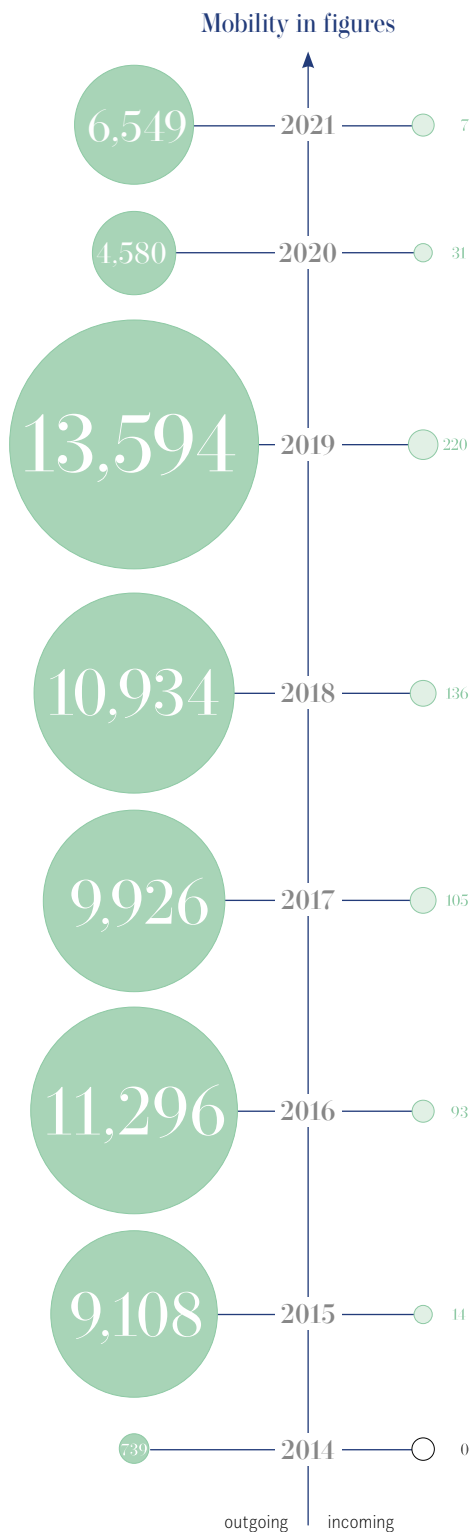
Amounts in euros: total grant amounts awarded by Polish National Agency.  
Source: Erasmus+ Dashboard as of 6 September 2021.

» Participants in Erasmus+ projects from vocational schools have a **different outlook on the world**. They have gained self-confidence and the belief that they can cope with any situation. They have learnt new ways of organising work, communicated in a foreign language, and made valuable contacts. These young people know the current trends in their profession and understand what skills future employers are looking for

Number of partnerships established in individual countries  
by Polish project co-ordinating bodies in Vocational Education  
and Training sector



N = 3,512. Data for Key Actions 1 and 2.  
Source: Erasmus+ Dashboard as of 6 September 2021.

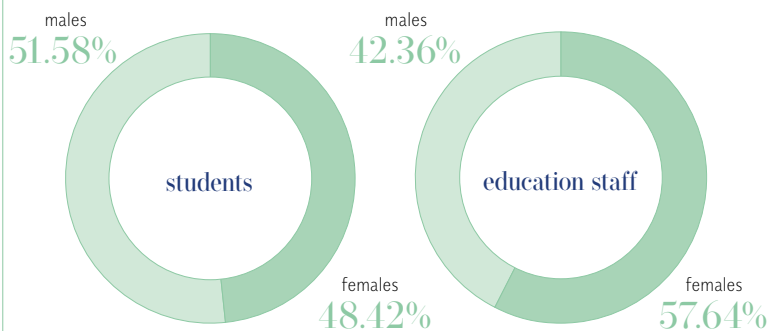


N = 67,332. Outgoing and incoming mobilities in Poland as part of the projects funded by the National Agency. Mobilities in 2021 funded under calls for proposals completed in 2020. Source: Erasmus+ Dashboard as of 19 July 2021.

## BENEFICIARIES' MOBILITY

Nowadays, schools participating in the programme are not just a place where one comes to attend the classes. In total, 63,300 students have gained unique experience alongside masters in their fields, in cutting-edge companies, innovative production facilities or highly mechanised farming businesses. They have taken their first steps in their professional careers abroad – in traineeships and work placements organised as part of Erasmus+. There were plenty of opportunities for more than 400 students with special needs and almost 5,500 students with limited educational opportunities. Over 3,300 teachers and school staff were also convinced of the effectiveness of this professional development path.

### Percentage of students and teachers participating in mobility by sex



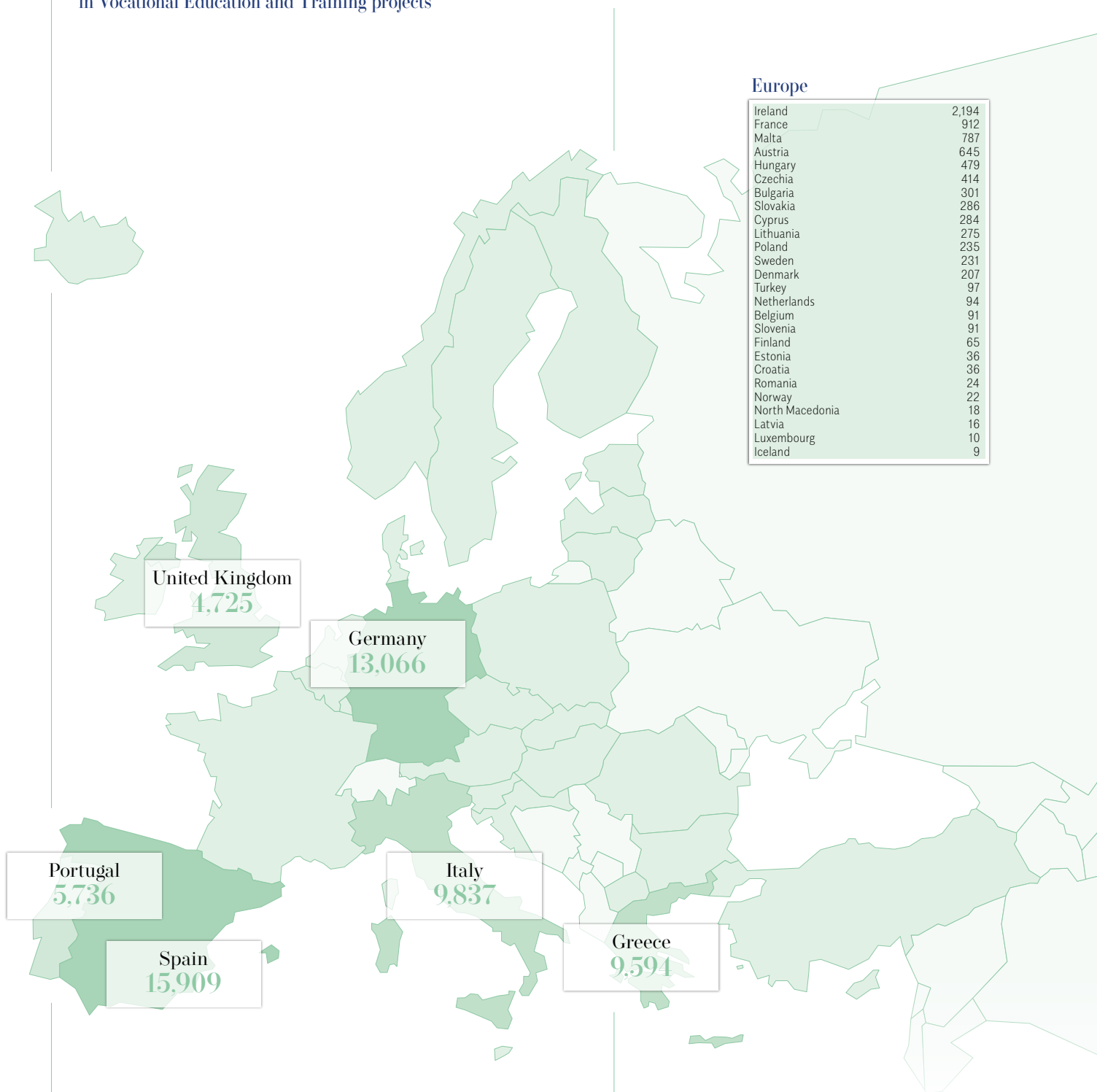
Outgoing mobilities of Polish beneficiaries. Source: Erasmus+ Dashboard as of 19 July 2021.

### Education and training profiles of Polish students taking part in work placements co-financed by the sector\*



\* Illustration provides information for 14 out of 128 profiles. The font size reflects the popularity of a given profile. Source: Erasmus+ Dashboard as of 19 July 2021.

Number of mobilities to individual countries by Polish participants in Vocational Education and Training projects



N = 66,726. Data for Key Actions 1 and 2. Completed and planned mobilities as part of projects funded by the National Agency in 2014–2020. Source: Erasmus+ Dashboard as of 19 July 2021.



Polish organisations have signed **3,512** partnership agreements with organisations from **34** countries for the implementation of projects co-financed by the Erasmus+ National Agency in Poland

Under Key Action 1, the most popular mobilities have been traineeships in companies abroad. Over the past seven years, students used this opportunity **30,301** times, while beneficiaries of Key Action 2 participated in short-term joint staff training events as many as **783** times

Participants in mobilities most often studied or trained in German town of Schkeuditz in Saxony. Traineeships and work placements were completed there by **4,275** students from Poland. That is almost  $\frac{1}{4}$  of the total population of this town!

## CO-ORDINATORS OVERVIEW

In the sector, the variety of bodies co-ordinating projects was really rich: there were 1,105 organisations per 1,984 funded projects. The programme thus benefitted a very wide range of beneficiaries eligible to apply for funding. Those who met the standards of organising high quality student mobility and effective internationalisation of vocational education and training were awarded the VET Mobility Charter. It enables to apply for further projects within Key Action 1 under simplified rules. By the end of 2020, 27 institutions had obtained it. In total, they have implemented 70 additional projects, which have so far benefitted 2,695 students and teachers from all over Poland.

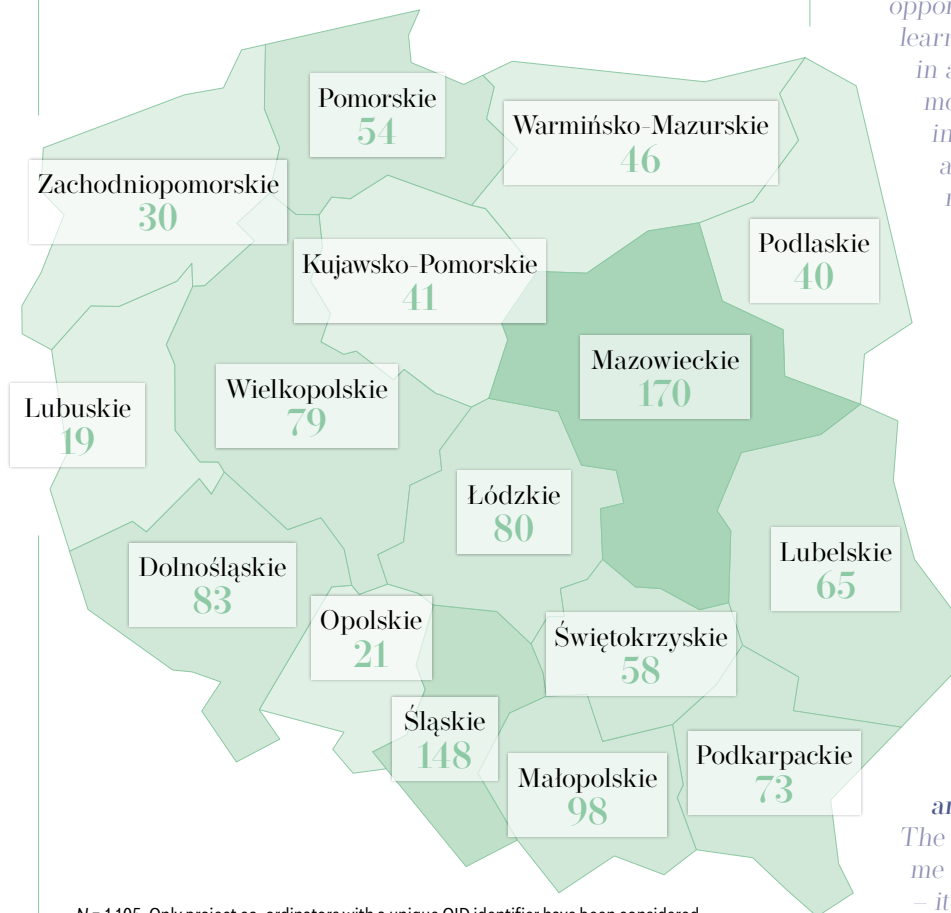
### Profiles of co-ordinating institutions and organisations



19 – adult education providers  
11 – accreditation, qualifications or certification bodies  
8 – chambers of commerce, trade unions, trade associations

N = 1,088. Data based on project co-ordinators' declarations. Missing responses were omitted. Source: Erasmus+ Dashboard as of 19 July 2021.

Number of institutions and organisations implementing projects in the Vocational Education and Training sector per voivodeship



N = 1,105. Only project co-ordinators with a unique OID identifier have been considered. Source: Erasmus+ Dashboard as of 19 July 2021.

» I would say this to anyone: Go, take advantage of a training opportunity in Germany. You will learn about innovative solutions in agriculture, you will operate modern machines, you will sit in a tractor that can self-drive after you have programmed its route. You will experience an amazing adventure, improve your professional and language skills, and see how the world outside of Poland functions. You will meet new people and open yourself to a different mentality

participant in short-term exchanges of groups of students in 2020 r.

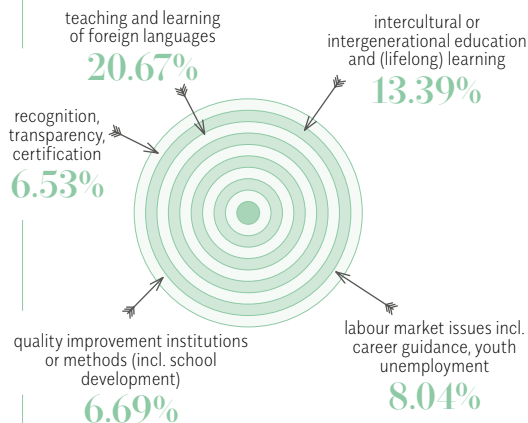
» It is a great experience that helps you take your first steps into adulthood. I learnt how to cope with difficult situations, manage my money and work with people who speak another language.

The programme has also given me new prospects for the future – it has opened the door to the possibility of working abroad

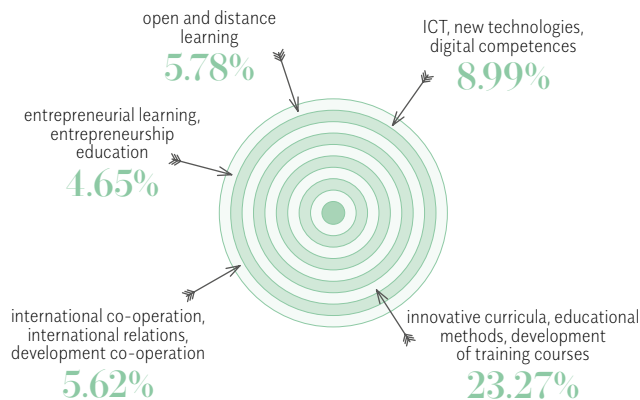
participant in short-term exchanges of groups of students in 2020

Most common themes of projects implemented under each key action

Key Action 1



Key Action 2



Co-ordinators could indicate more than one project objective. The five most frequently chosen topics are presented here. Source: Erasmus+ Dashboard as of 19 July 2021.

ADULT

EDUCATION

## SECTOR AT A GLANCE

# Discovering at any age

As compared to other European countries, a large disproportion between the involvement of young people in learning and the use of educational offer in adulthood is observed in Poland. Young Poles are eager to learn in their spare time, and for years Poland has been one of European front runners in this respect. Yet, as people get older, the acquisition of new competences is given less priority and usually takes place in the workplace. Until a few years ago, learning opportunities for adults were limited to corporate training or post-graduate study programmes. However, this offer has been gradually expanded thanks to the activities of Erasmus+ Adult Education beneficiaries.

If it were not for the projects carried out in this sector, there would not be so many organisations actively supporting local communities and the activities taken by senior citizens or disadvantaged groups. It would be more difficult to develop networks of organisations supporting non-formal adult education, including folk and third age universities and other cultural institutions, and there would be fewer opportunities for those who need to improve their basic skills or key competences in adulthood.

The activities of institutions and organisations that have benefitted from funding in this sector of the programme focussed both on improving non-vocational skills of adults from different target groups and on developing competences of staff working with them. The educators have translated experience gained abroad into innovations and put attractive skills at the fingertips of adult learners.

Adult Education in Poland saw

**562** original projects supported

by the Erasmus+ programme with

EUR **48,092,863**

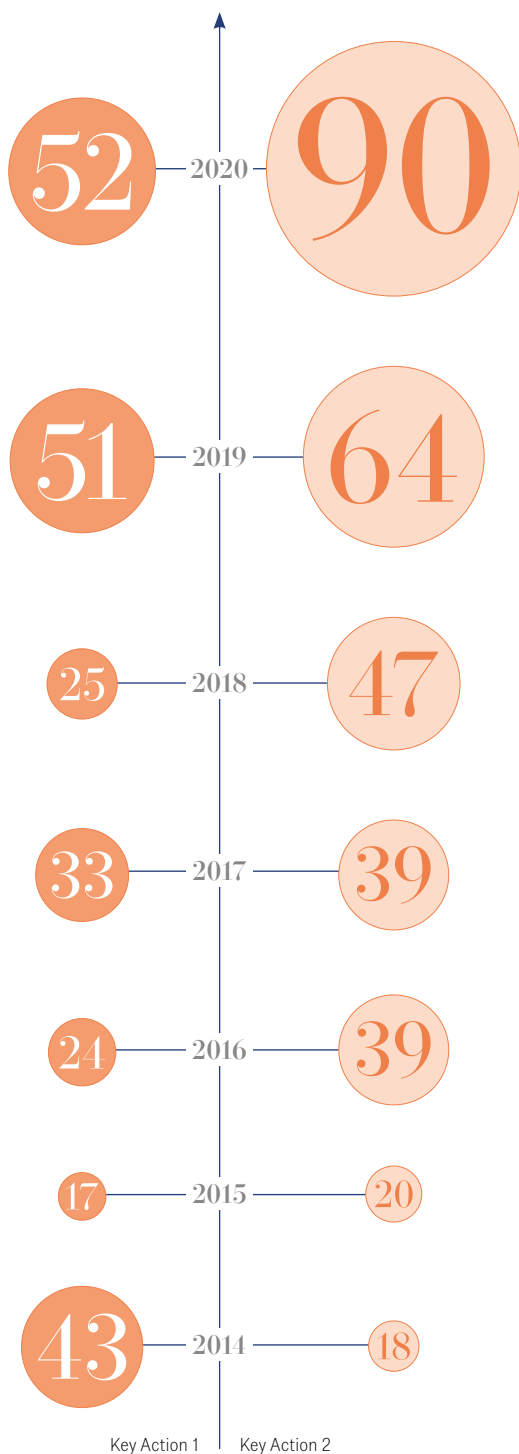
Project participants took part in **5,589**

mobilities for courses, training or job

shadowing organised in **35** countries



Number of projects funded in sector by key action

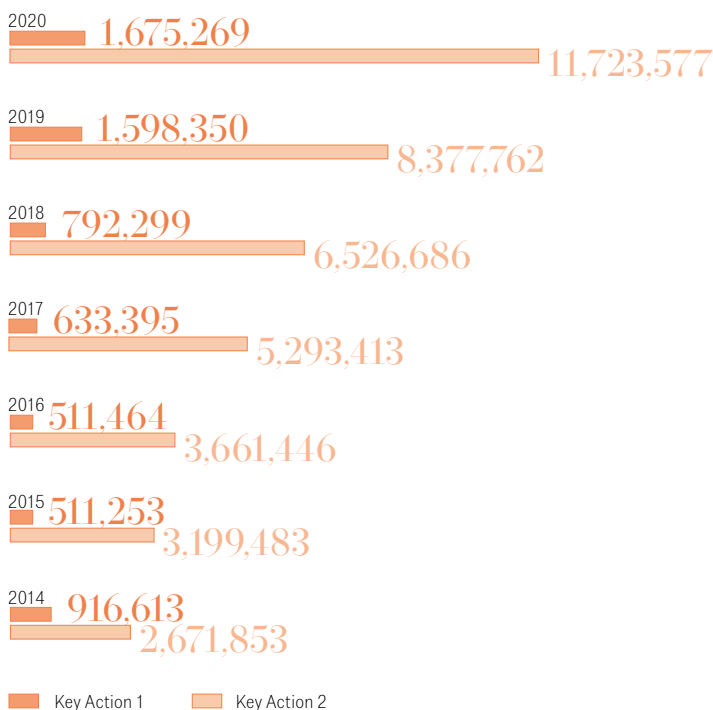


N = 562. Projects co-ordinated by Polish institutions and co-funded by the National Agency.  
Source: Erasmus+ Dashboard as of 6 September 2021.

## SUPPORTED INITIATIVES

Between 2014 and 2020, a similar number of projects were carried out in the two key actions of the sector. Most of the funds were assigned for establishing partnerships for innovation or exchange of good practices (Key Action 2). The organisation of staff mobility (Key Action 1) was facilitated by a relatively simple format of the projects, which effectively encouraged organisations with less experience to apply for funds. Polish beneficiaries mainly chose organisations from Italy and Spain as partners, but they were also willing to co-operate with other institutions in Poland.

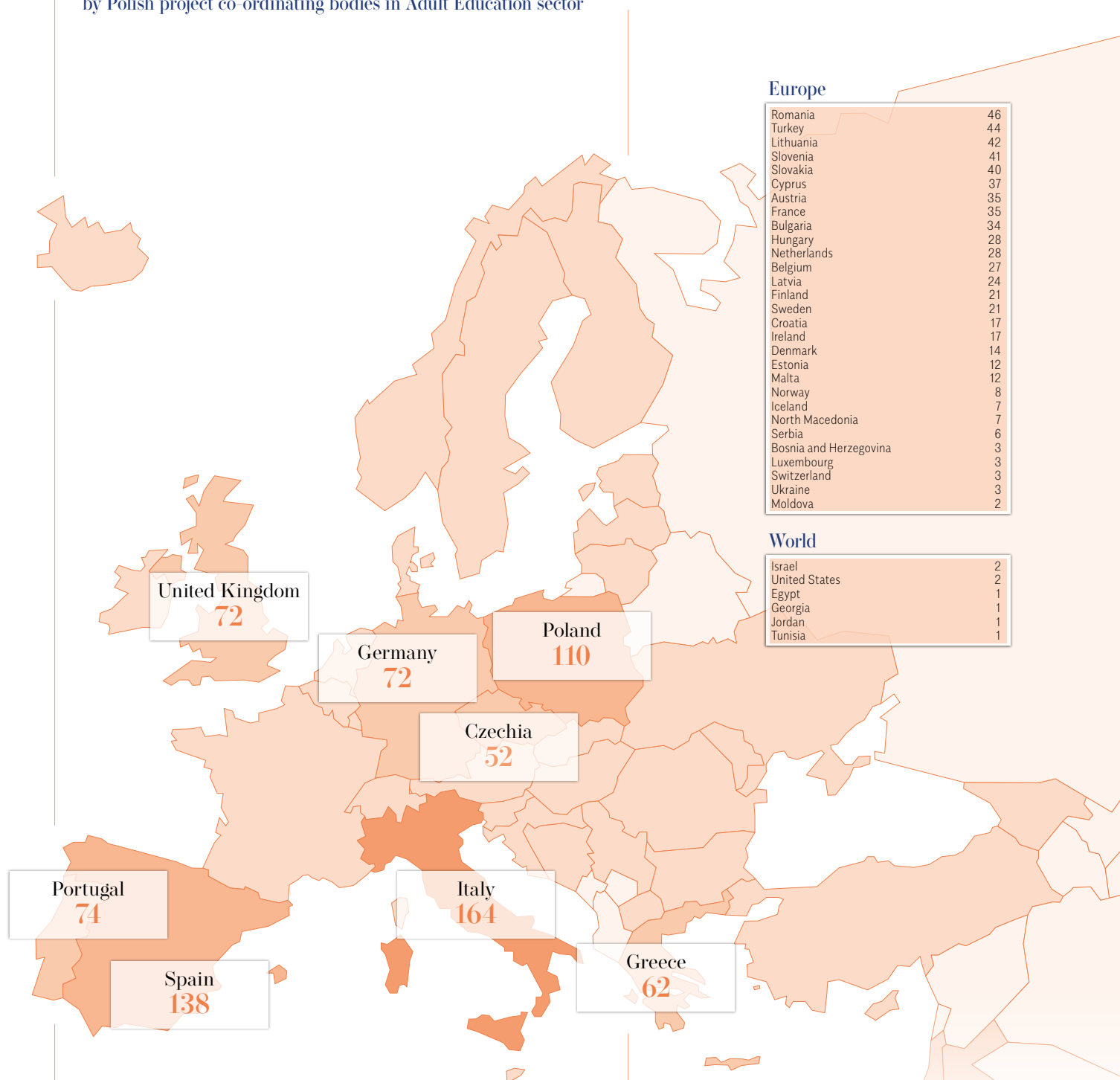
### Co-financing awarded to Adult Education projects by key action and by year



Amounts in euros: total grant amounts awarded by Polish National Agency.  
Source: Erasmus+ Dashboard as of 6 September 2021.

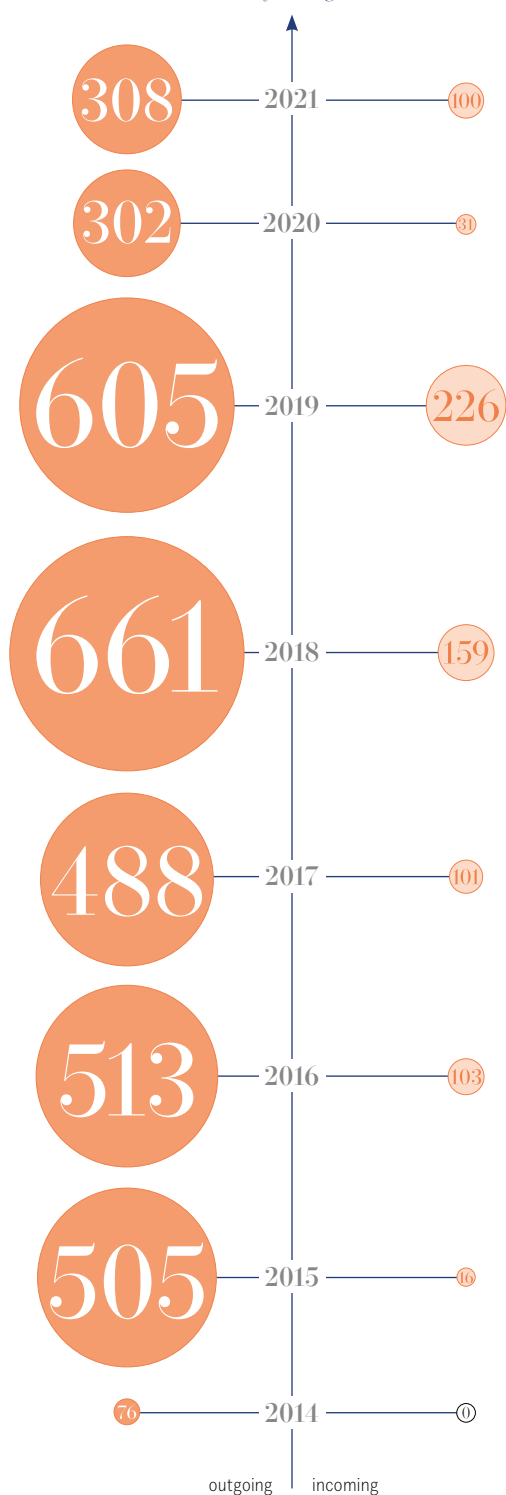
» A major objective of the sector was to **support the development of key competences in adults, especially those with fewer educational opportunities.** By the end of 2020, social inclusion, equal opportunities, developing basic competences and facilitating access to education for disadvantaged people, people with disabilities and special needs were included in almost every second project that was awarded funding

Number of partnerships established in individual countries  
by Polish project co-ordinating bodies in Adult Education sector



N = 1,369. Data for Key Actions 1 and 2.  
Source: Erasmus+ Dashboard as of 6 September 2021.

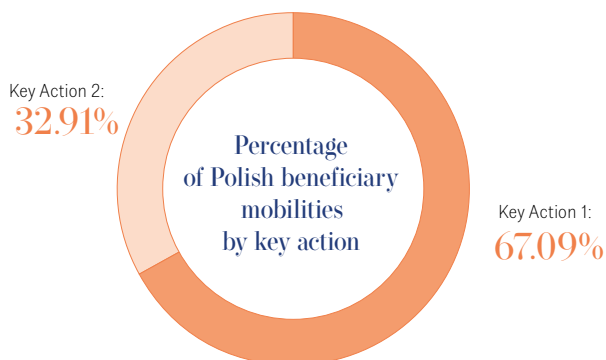
### Mobility in figures



N = 4,194. Outgoing and incoming mobilities in Poland as part of the projects funded by the National Agency. Mobilities in 2021 funded under calls for proposals completed in 2020. Source: Erasmus+ Dashboard as of 16 July 2021.

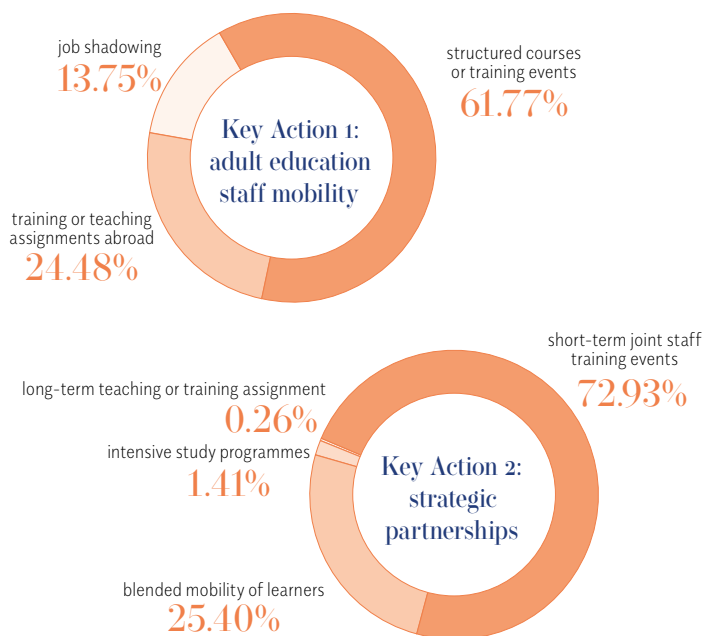
### BENEFICIARIES' MOBILITY

The structure of Adult Education sector was similar to that of School Education. In both, Key Action 1 mobilities were targeted at staff, while in Key Action 2 learners could participate, too. Despite differences in the level of funding for staff mobility and partnership projects, far more educators participated in mobilities. Compared to other sectors, job shadowing was more popular among mobility participants (13.75%), although it did not affect the strong standing of the most popular mobilities for structured courses or training abroad (61.77%). Top destinations were Italy, Spain and the United Kingdom.



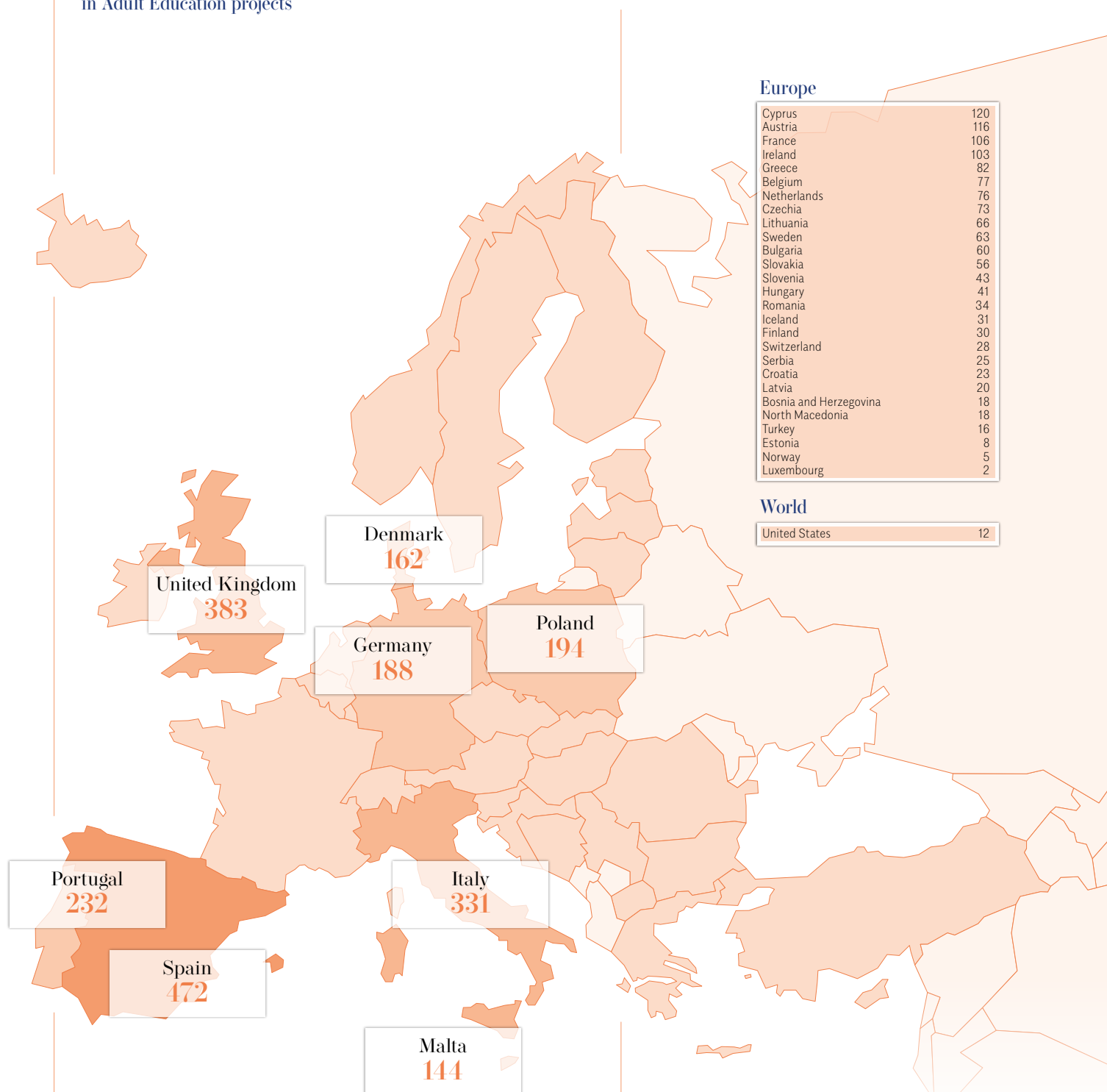
Source: Erasmus+ Dashboard as of 16 July 2021.

### Types of adult education staff mobilities by key action



N = 3,458. Outgoing mobilities of Polish beneficiaries as part of projects co-ordinated from Poland. Source: Erasmus+ Dashboard as of 16 July 2021.

## Number of mobilities to individual countries by Polish participants in Adult Education projects



N = 3,458. Data for Key Actions 1 and 2. Completed and planned mobilities as part of projects funded by the National Agency in 2014–2020. Source: Erasmus+ Dashboard as of 16 July 2021.



All projects in the Adult Education took **383,881** days to complete. In total, they stand for more than **1051** years! An average project lasted **1** year, **10** months and **18** days

**329** organisations from all over Poland benefitted from the sector’s offer. The largest number of projects (**11**) was carried out by Polesie Arts Centre in Łódź (5 under Key Action 1 and 6 under Key Action 2) and **9** by the Family Centre Foundation from Bytom (3 and 6 respectively)

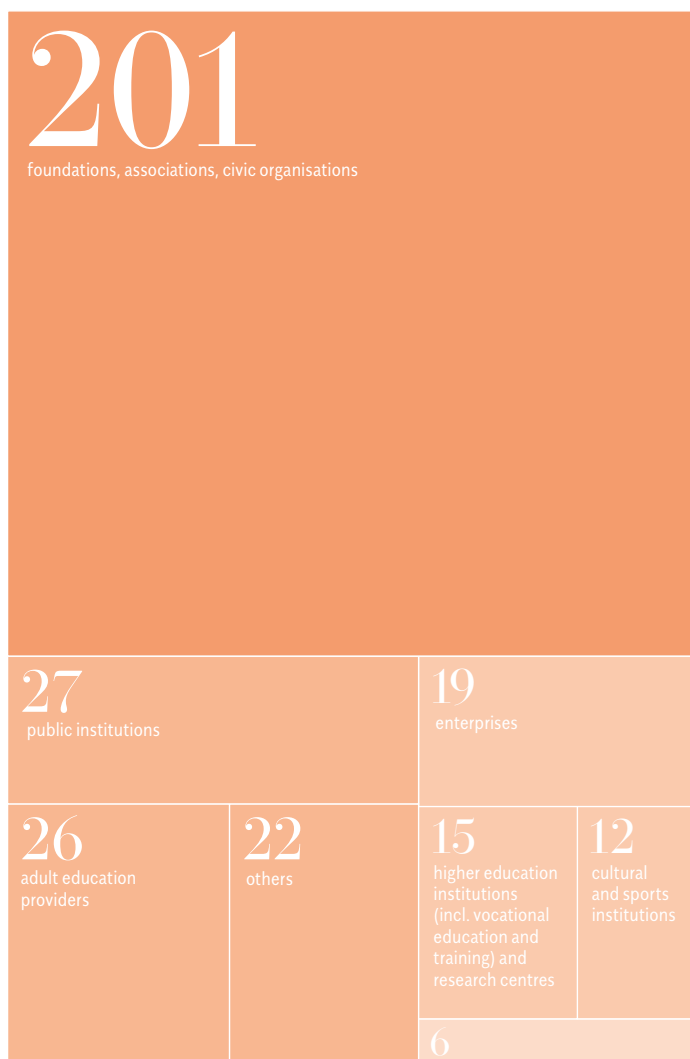
So far, the most distant mobility destination for project participants in the sector has been the Spanish island of Tenerife. They travelled **4,232** kilometres from Białystok to Puerto de la Cruz to take part in courses and training!

**12** people with special needs participated in mobilities organised in this sector in Poland

## CO-ORDINATORS OVERVIEW

The challenge of implementing Adult Education projects was taken up by 329 organisations from across the country. Their activity profile was quite diverse. Mainly NGOs acted as project co-ordinators. A vast number of beneficiaries came from Mazowieckie and Małopolskie voivodeships, but a relatively high activity of the organisations based in Lubelskie voivodeship is worth noting. A broad age range of project participants and diverse topics that project co-ordinators addressed in their projects testify to the fact that adult education has diverse facets.

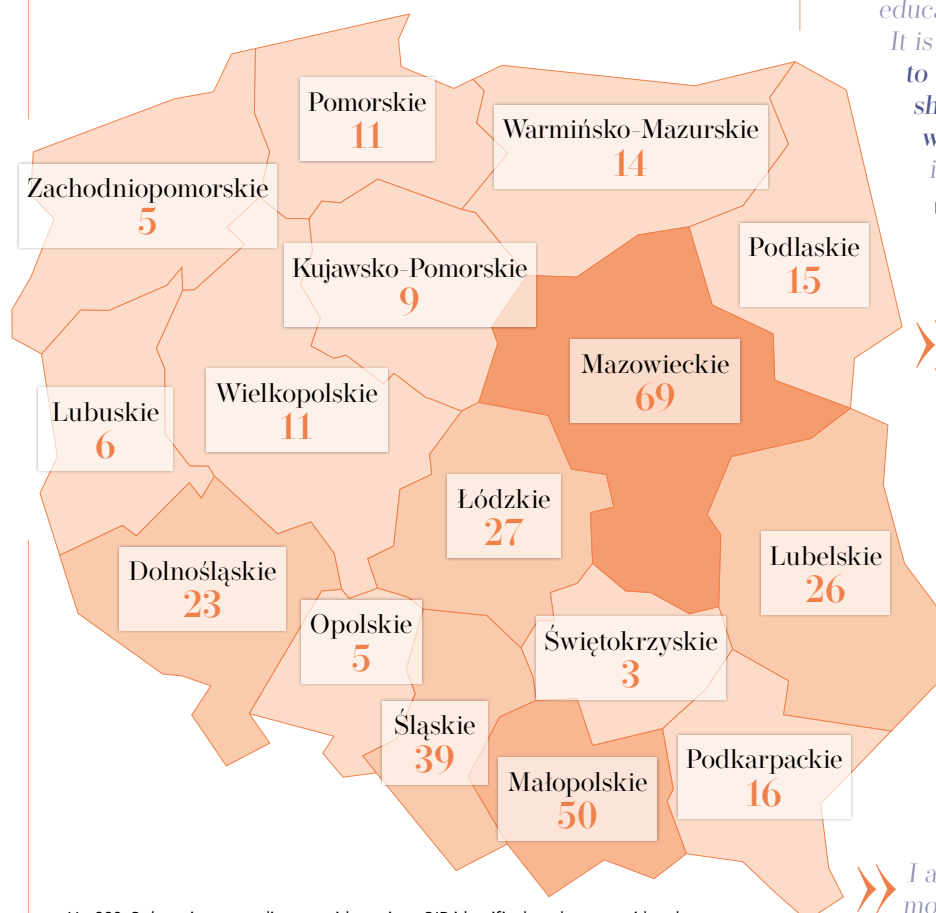
### Profiles of co-ordinating institutions and organisations



6 – vocational education and training providers

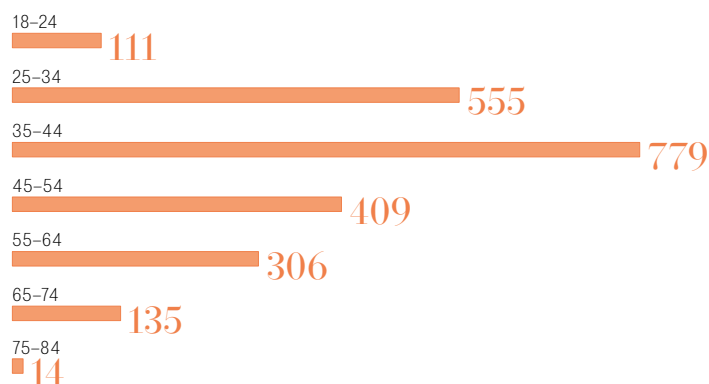
N = 328. Data based on project co-ordinators' declarations. Missing responses were omitted. Source: Erasmus+ Dashboard as of 6 September 2021.

### Number of institutions and organisations implementing projects in the Adult Education sector per voivodeship



N = 329. Only project co-ordinators with a unique OID identifier have been considered.  
Source: Erasmus+ Dashboard as of 16 July 2021.

### Declared age of participants in projects co-ordinated by Polish organisations



N = 2,309. Missing and incorrect responses were omitted.  
Source: Erasmus+ Dashboard as of 16 July 2021.

» It is an interesting experience – to see how others tackle educational problems.  
It is also a **great opportunity** to exchange views and show other people what we are doing in this realm

participant in structured course for adult education staff in 2015

» Such mobilities grant us the opportunity to improve social skills, make us more sensitive to the needs of others, teach us to be mindful and give us space to be creative.

Every day one gets the **opportunity** to become a more beautiful version of oneself

participant in structured course for adult education staff in 2018

» I am very happy with the mobility because I have improved my language skills, which will make it easier for me to perform my tasks in the workplace. It is an **amazing experience** for anyone who wants to develop themselves at a European or even global level

participant in structured course for adult education staff in 2016

» The opportunity to discuss face to face the development plans of sending and host organisations was very valuable. As a result, **we have tentatively planned two joint cross-border projects**

participant in job shadowing in 2016

YOUTH

## SECTOR AT A GLANCE

# Co-operation without barriers

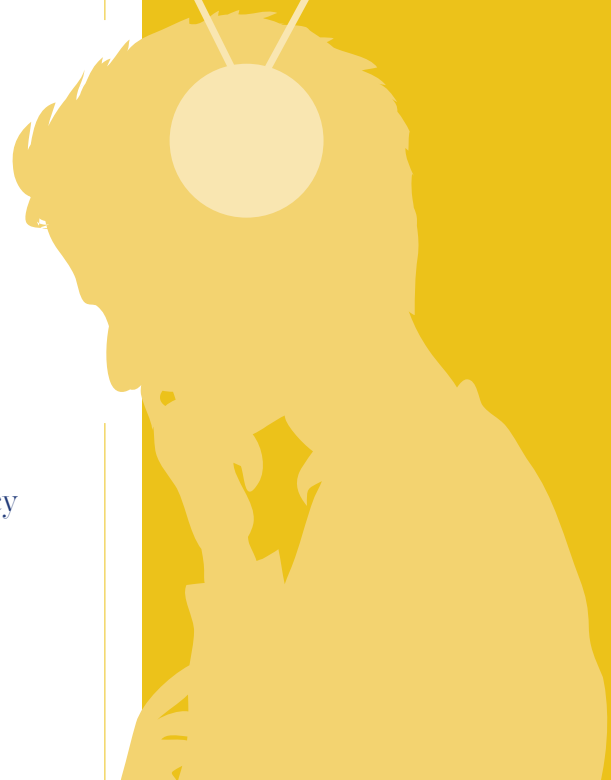
The first seven years of Erasmus+ in Poland have shown the activeness and commitment of beneficiaries in this sector. It was the Youth which implemented the largest number of projects, even though the sector's budget was not among the highest. The number of mobilities of young Poles and their carers was also impressive. To implement the projects' objectives, they moved around approx. 100,000 times. But what attracts the most attention in the statistics is the number of new partnerships. Over the seven years, the institutions and organisations supported by the National Agency have worked with a total of 12,240 partners, with close to four national or foreign partners per project.

It was also the only sector of the programme which created space for young beneficiaries to implement their own ideas. As part of Key Action 2, young people, jointly with peers from other countries, were able to conceive and lead projects for the benefit of local communities. Under Key Action 3, they took an active part in meetings, debates, consultations and workshops on the policies and activities of the EU institutions concerning young people.

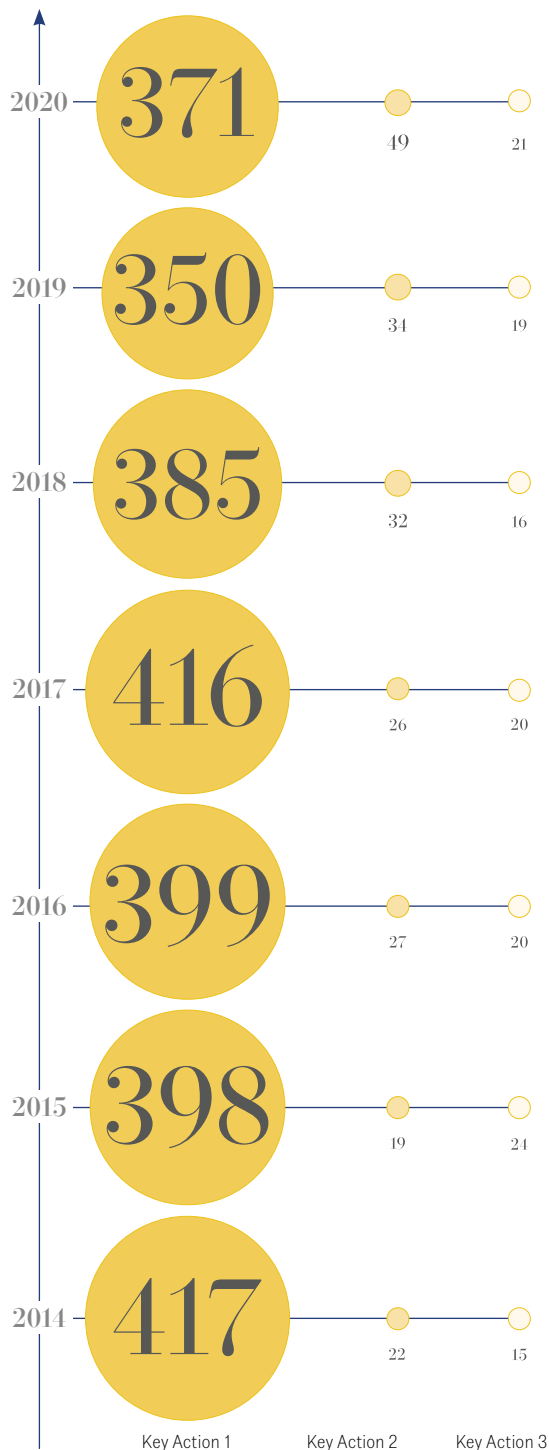
Everything that has been achieved in the past seven years will be further developed by young people supported by the next edition of Erasmus+ in Poland.

Across all three key actions of the sector, **3,080** projects were implemented with a total value of EUR **86,140,658**

During the seven-year period, participants in projects supported by the National Agency have planned as many as **103,265** mobilities between **52** countries



Number of projects funded in sector by key action

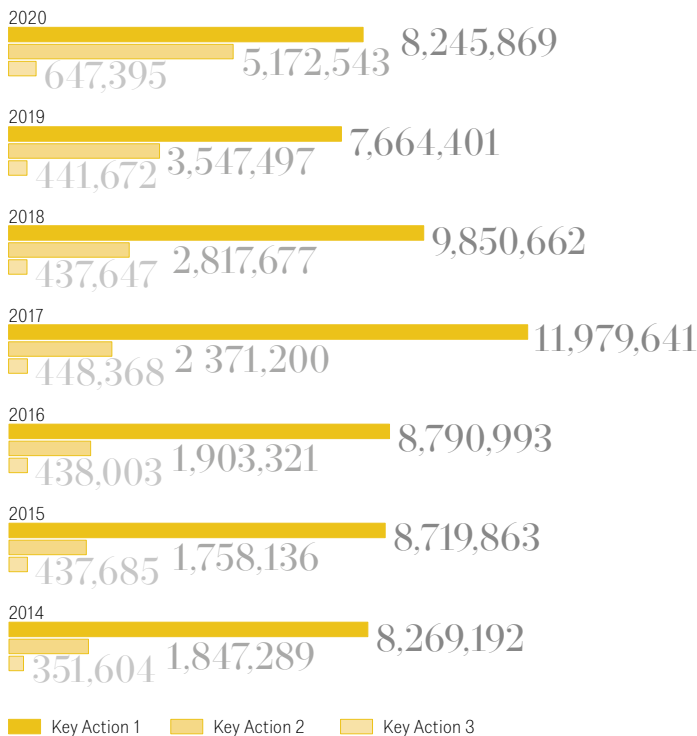


N = 3,080. Projects co-ordinated by Polish institutions and co-funded by the National Agency.  
Source: Erasmus+ Dashboard as of 18 July 2021.

SUPPORTED INITIATIVES

In subsequent years, the number of projects funded under each of the three key actions in the sector remained stable. This situation remained unaffected even though changes occurred in 2018, when some of the tasks carried out under Erasmus+ Youth were transferred to a new programme – the European Solidarity Corps. Throughout the period, the most popular were exchanges of youth and youth workers (88.83% of implemented projects). More than 73% of the sector's total budget was allocated to these projects. Compared to other Erasmus+ sectors, Youth stood out as having the strongest competition for funding: only every third application received a grant. Funding was most challenging to obtain under Key Action 2, where only 17% of submitted applications were approved.

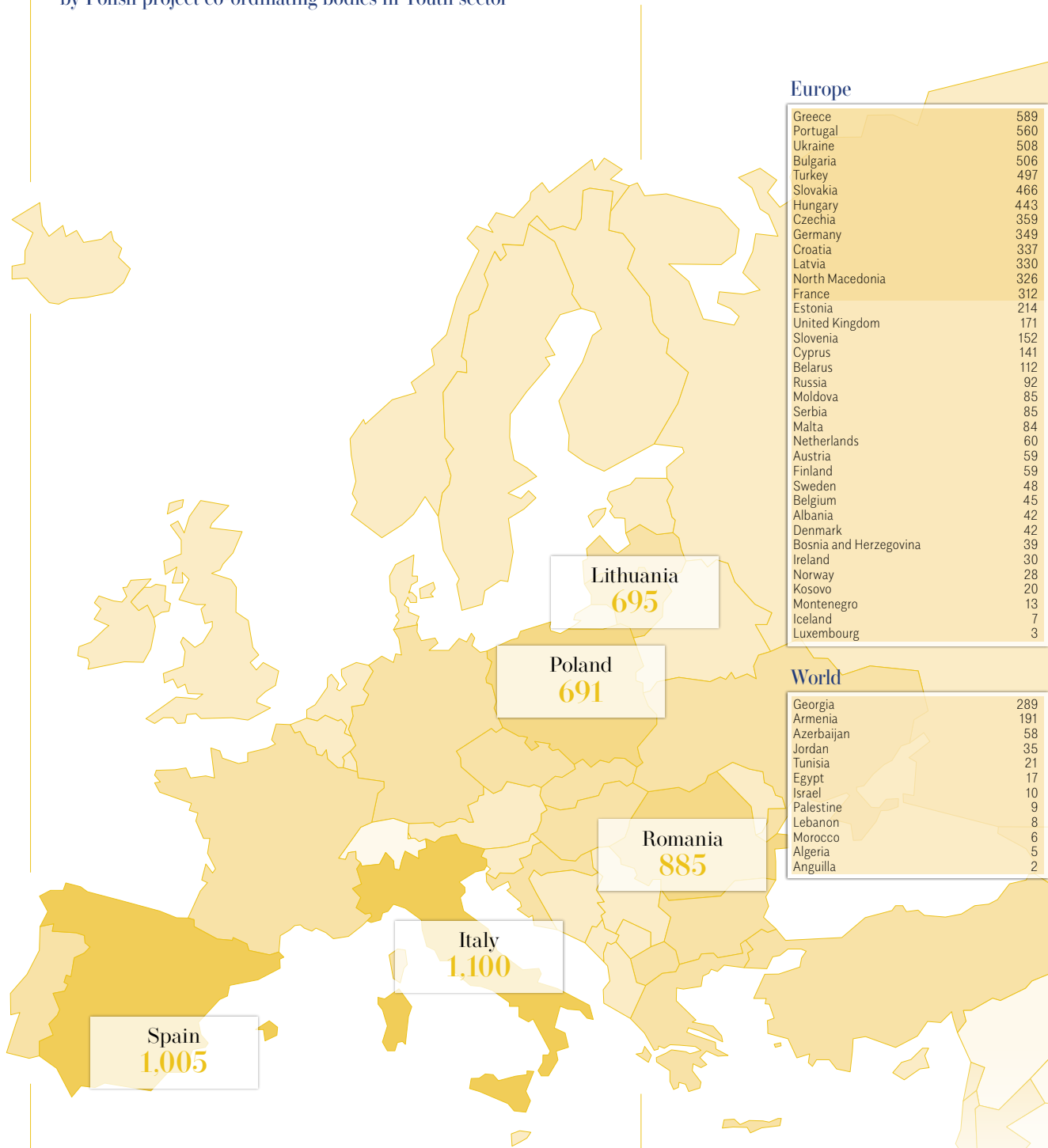
Co-financing awarded to Youth projects by key action and by year



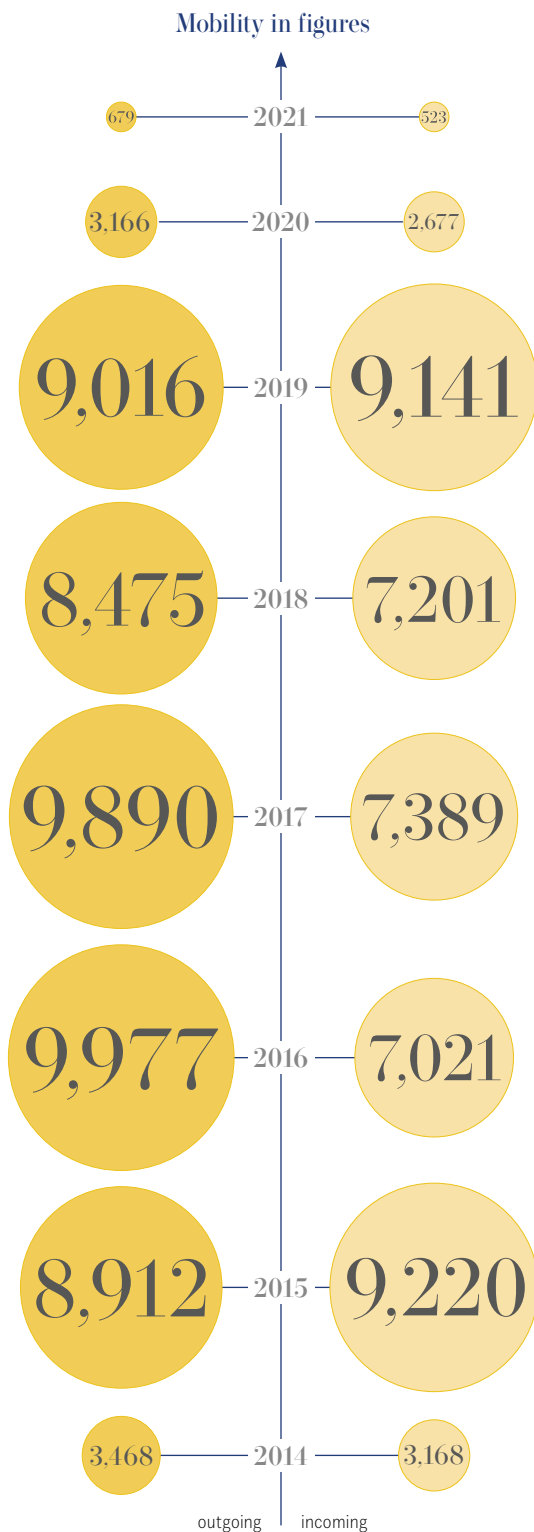
Amounts in euros: total grant amounts awarded by Polish National Agency.  
Source: Erasmus+ Dashboard as of 18 July 2021.

» Young people with special needs were keen to take advantage of the opportunities granted by various projects. Some of them do not have many opportunities to get involved due to the lack of initiatives in their immediate environment. **The possibility to interact with a different European culture offered significantly more educational benefits than learning from textbooks**

Number of partnerships established in individual countries by Polish project co-ordinating bodies in Youth sector



N = 12,240. Data for Key Actions 1, 2 and 3.  
Source: Erasmus+ Dashboard as of 18 July 2021.

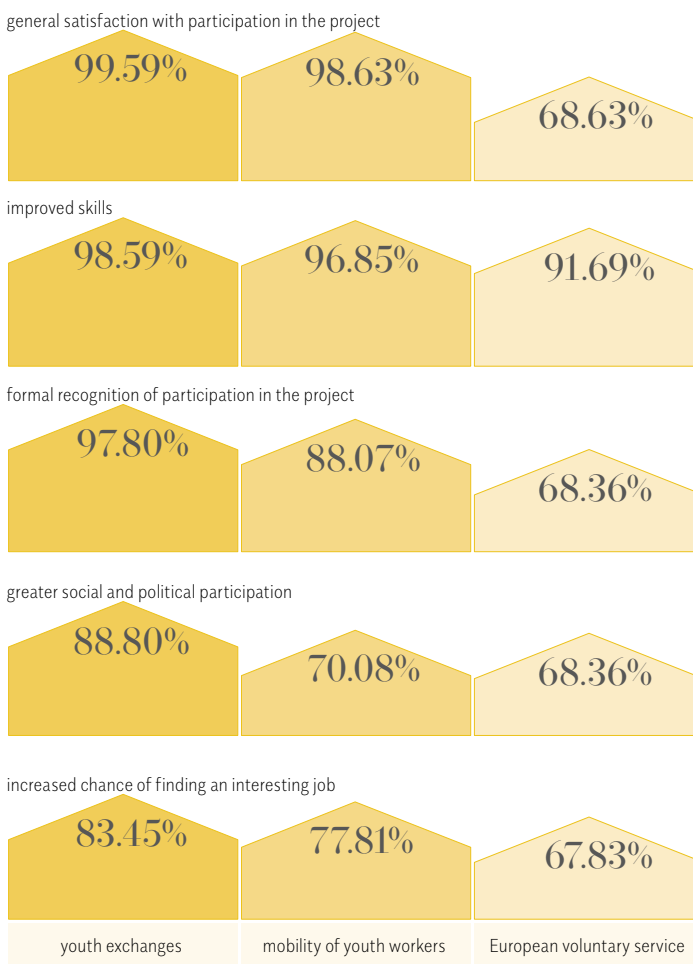


N = 99,923. Outgoing and incoming mobilities in Poland as part of the projects funded by the National Agency. Mobilities in 2021 funded under calls for proposals completed in 2020. Source: Erasmus+ Dashboard as of 18 July 2021.

## BENEFICIARIES' MOBILITY

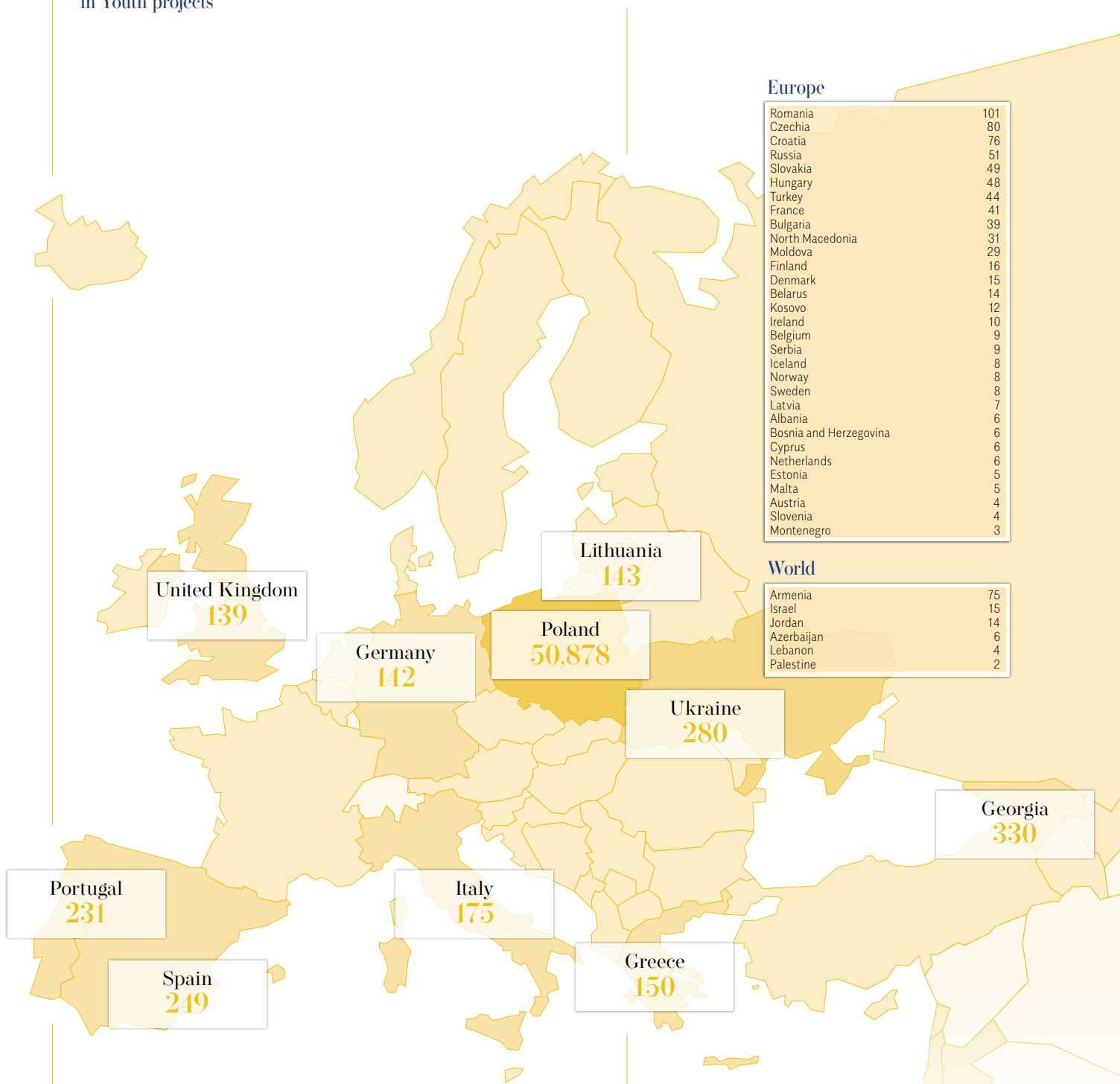
Youth mobility turned out to be exceptional in several respects. The percentage of outgoing mobilities from Poland was only slightly higher than that of incoming mobilities to Poland (53% and 47% respectively). Each year, the number of outgoing and incoming mobilities remained at a similar level: in total, almost 100,000 exchanges were organised or planned! Domestic mobilities accounted for more than half of this figure. Popular destinations abroad were Georgia, Ukraine, countries in Eastern Europe, the Caucasus and the Middle East, which were much more frequently selected as destinations compared to other Erasmus+ sectors. Upon their return, both young people and staff working with them very positively evaluated the effects of the mobility under Key Action 1.

### Reported benefits of participation in mobility under Key Action 1



The graph shows the percentage of answers corresponding to a given statement, split into the activities of Key Action 1.  $N_{\text{participants in youth exchanges}} = 2,411$ ;  $N_{\text{participants in EVS}} = 373$  (both groups: excluding staff);  $N_{\text{participants in mobility of youth workers}} = 1,902$  (excluding young people). Responses provided by Polish participants in projects organised by institutions based in Poland. Source: Erasmus+ Dashboard as of 18 July 2021.

Number of mobilities to individual countries by Polish participants in Youth projects



N = 53,583. Data for Key Actions 1, 2 and 3. Completed and planned mobilities as part of projects funded by the National Agency in 2014–2020. Source: Erasmus+ Dashboard as of 18 July 2021.



In the sector, a significant group of participants in the mobility were persons in need of additional support. **1,458** people with special needs (**808** of which were from Poland) and **26,294** individuals, among them people at risk of exclusion (**12,253** of whom were from Poland), benefitted from this opportunity!

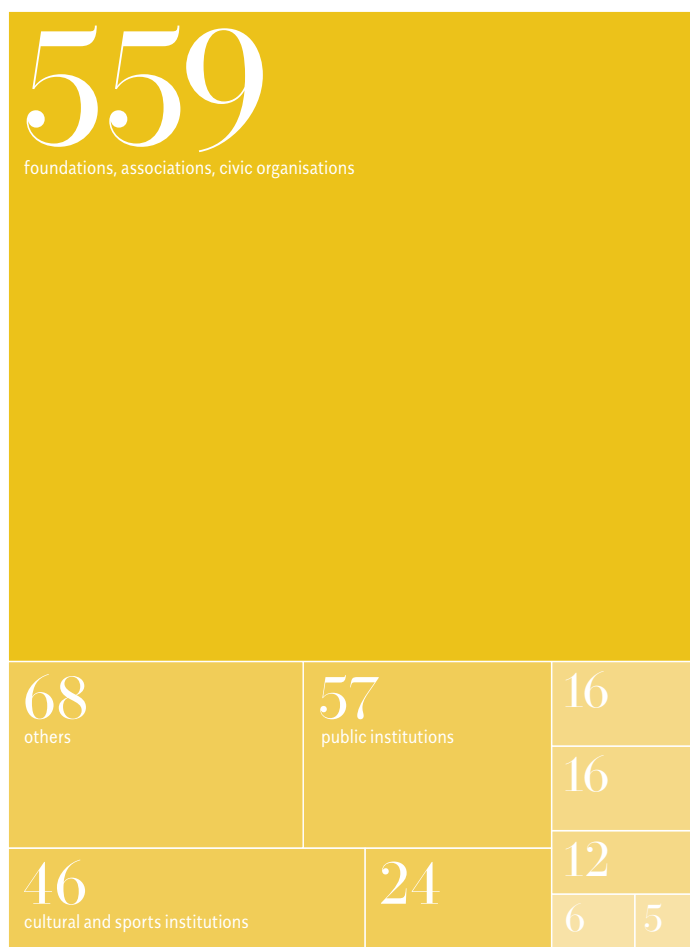
Under the co-financed projects, Poland was visited by young people and their carers from **51** countries. Meanwhile, Poles went abroad for courses, voluntary service or for other purposes to **47** countries

The largest number of projects – as many as **47** – was implemented by the Bona Fides Association from Katowice, which over the seven-year period has been organising youth exchanges and voluntary service

## CO-ORDINATORS OVERVIEW

Similarly to the Adult Education sector, the majority of bodies implementing youth projects were NGOs. Noteworthy is the relatively small number of co-ordinators compared to the number of co-financed projects. On average, there were 3.74 projects per one organisation. This means that over the seven-year period the sector had a stable group of beneficiaries, for whom the offer addressed to youth is an important element of their statutory activity. Institutions and organisations from Mazowieckie and Małopolskie voivodeships were the most active. Organisations from northern parts of Poland were less eager to implement Erasmus+ projects. Among the topics undertaken, more often than in other sectors, there were those aimed at shaping civic attitudes and social inclusion.

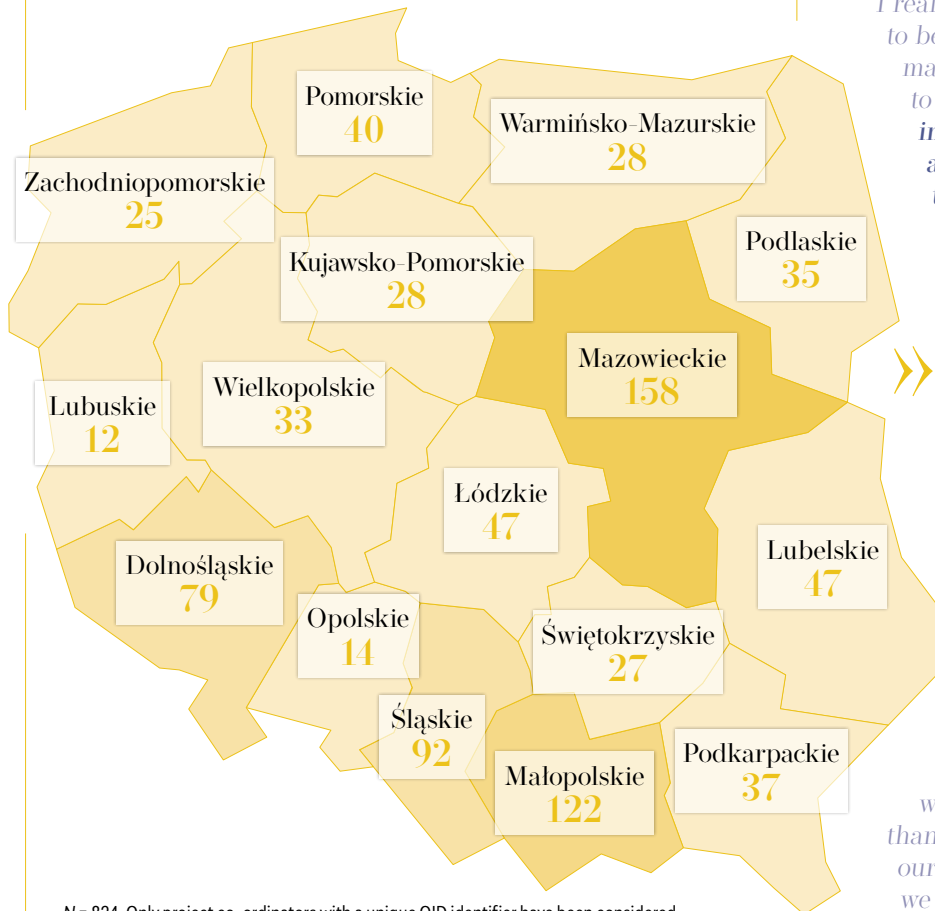
### Profiles of co-ordinating institutions and organisations



24 – general education providers  
 16 – organisations dedicated to youth  
 16 – higher education institutions (incl. vocational education and training) and research centres  
 12 – vocational education and training providers  
 6 – enterprises  
 5 – adult education providers

N = 809. Data based on project co-ordinators' declarations. Missing responses were omitted. Source: Erasmus+ Dashboard as of 18 July 2021.

Number of organisations implementing projects in the Youth sector per voivodeship



» Being in an international group helped me to open up. I realised that I did not have to be a perfectionist or completely master a foreign language to speak it. It was much more important to communicate and break down barriers that hold us back

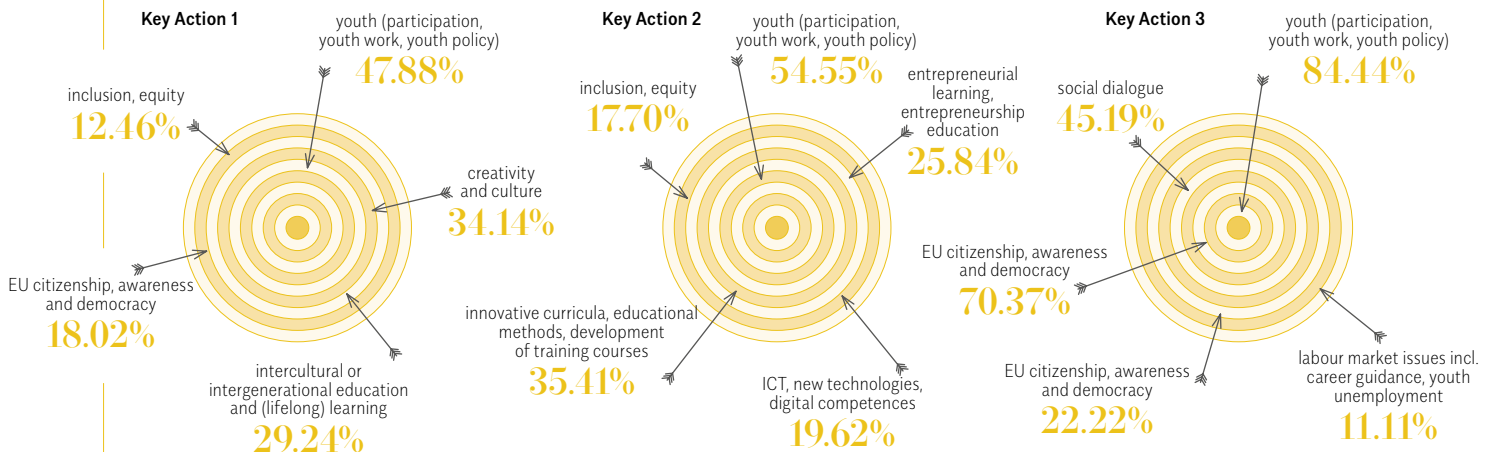
participant in mobility of youth workers between programme countries in 2016

» It was our first time meeting and learning together with colleagues of other nationalities. It made us feel very empowered and motivated to work on bettering ourselves, to learn languages, to visit other countries, to get to know different cultures. We also verified some views about ourselves that were not always positive. New methods were used during the project, thanks to which we decided for ourselves what and how much we learnt. What is nice is that we did something for others, too

participant in youth exchanges between programme countries in 2017

N = 824. Only project co-ordinators with a unique OID identifier have been considered. Source: Erasmus+ Dashboard as of 18 July 2021.

Most common themes of projects implemented under each key action



Co-ordinators could indicate more than one project objective. The five most frequently chosen topics are presented here. Source: Erasmus+ Dashboard as of 18 July 2021.

PO WER

## PROGRAMME AT A GLANCE

# Relish a progress

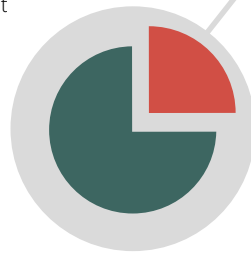
**D**eveloping in-house projects, supporting initiatives in four educational sectors and thousands of satisfied mobility participants – a lot was happening during the seven-year period in the Operational Programme Knowledge Education Development (Polish: Program Operacyjny Wiedza Edukacja Rozwój – PO WER). In retrospect, 2016 stands out in the statistics. It was the year when all projects on the reserve list of the Erasmus+ in the School Education and Vocational Education and Training sectors were given the chance to be implemented under PO WER. As a result, more than 755 institutions enabled over 30,945 students and teachers to go abroad!

Each year the programme was enriched with new opportunities, target groups and professional challenges. The original projects: “Transnational student mobility” and “Chance – new opportunities for adults”, were a creative professional challenge for the staff of the PO WER team, giving them the opportunity to broaden their knowledge and skills while developing project guidelines and tools for documenting project activities. Soon, the recommendations developed as a part of project “Chance...” will be presented to the national government and could be used to develop national strategies for improving basic skills of adults.

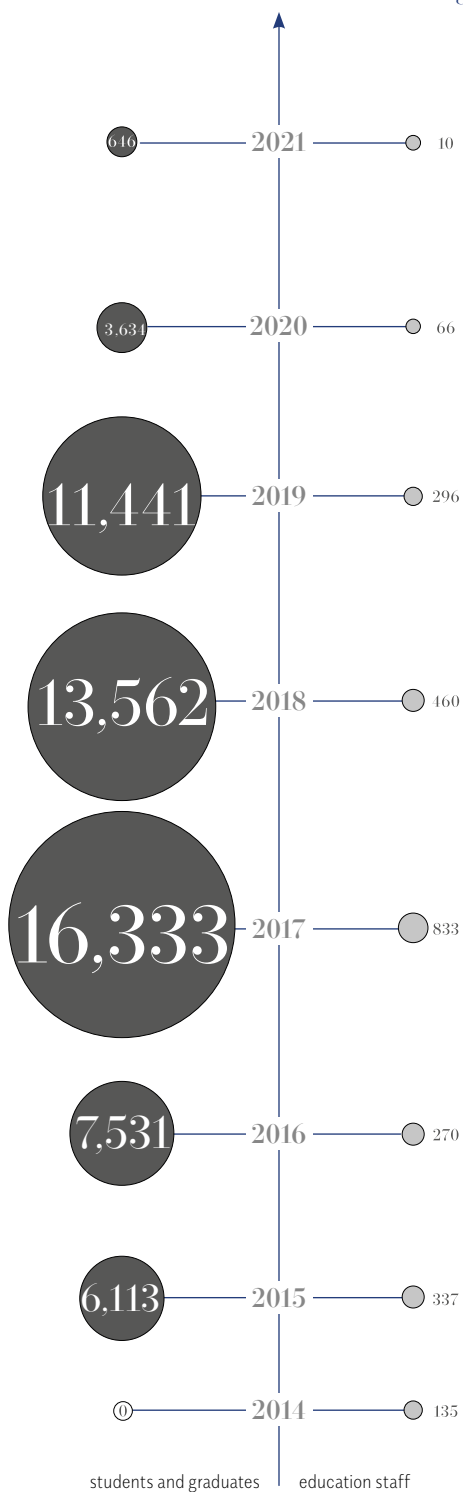
Projects are more than just schedules, budgets and reports. At their hearts are the people who over seven years prepared project proposals, obtained funding, went abroad to study or train, and participated in in-service training. Their contribution to the success of the programme is clearly visible on next pages.

Over the seven-years, the PO WER team organised **145** meetings, workshops or training sessions for both current and prospective project beneficiaries. Those events were attended by a total of **11,599** people

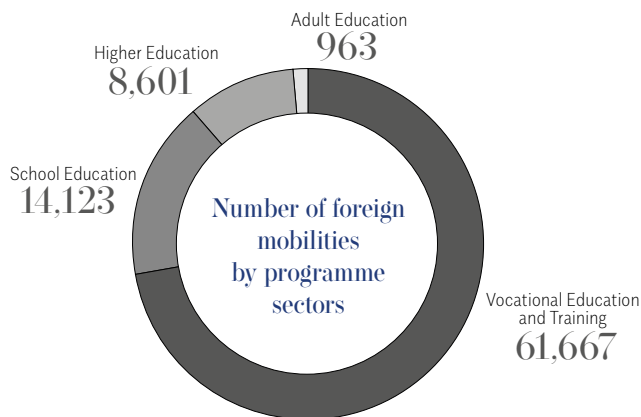
Participants of projects undertook **85,354** mobility trips. Almost all of them were studying or training in Europe



### Mobility overview in the most popular sector of Vocational Education and Training



N = 61,667. Outgoing mobilities. Mobilities in 2021 funded under calls for proposals completed in 2020. Source: SL2014 system as of 31 December 2020.



N = 85,354. Data for the period 2014–2021. Source: Mobility Tool as of 30 June 2021.

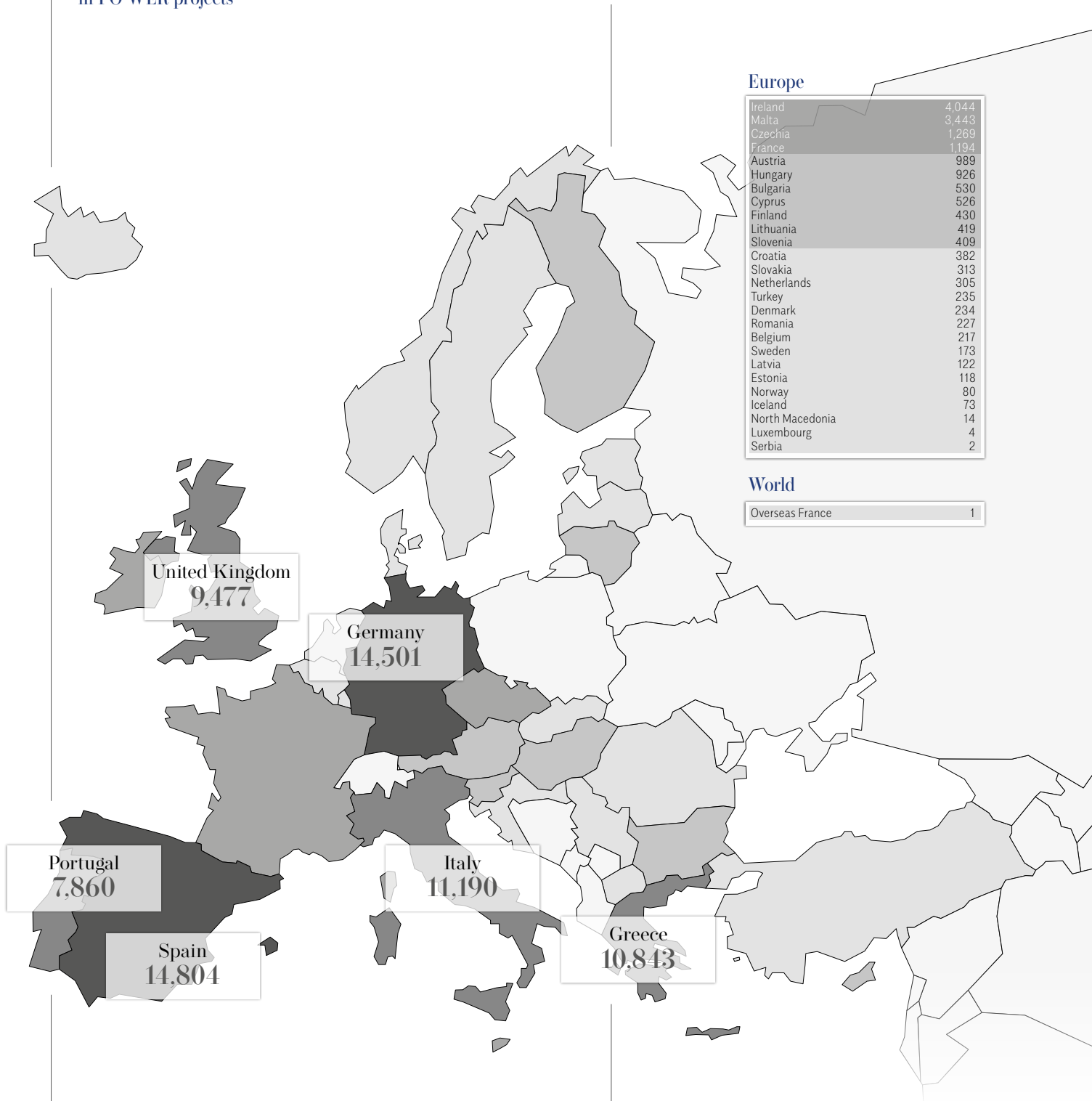
» In past years, the PO WER team established new contacts. Within the framework of its original projects, it developed co-operation with the Educational Research Institute in Poland and the National Agency of the Erasmus+ in Romania. Joint activities have strengthened the synergies between the European Social Fund and Erasmus+ and enabled the exchange of experiences. They have also led to **new ideas for developing European educational programmes**

#### Most frequently reoccurring first names of mobility participants\*



\* Summary illustration of the three most popular male and female beneficiary names in each sector of the programme. Source: Mobility Tool as of 30 June 2021.

Number of mobilities to individual countries by Polish participants in POWER projects



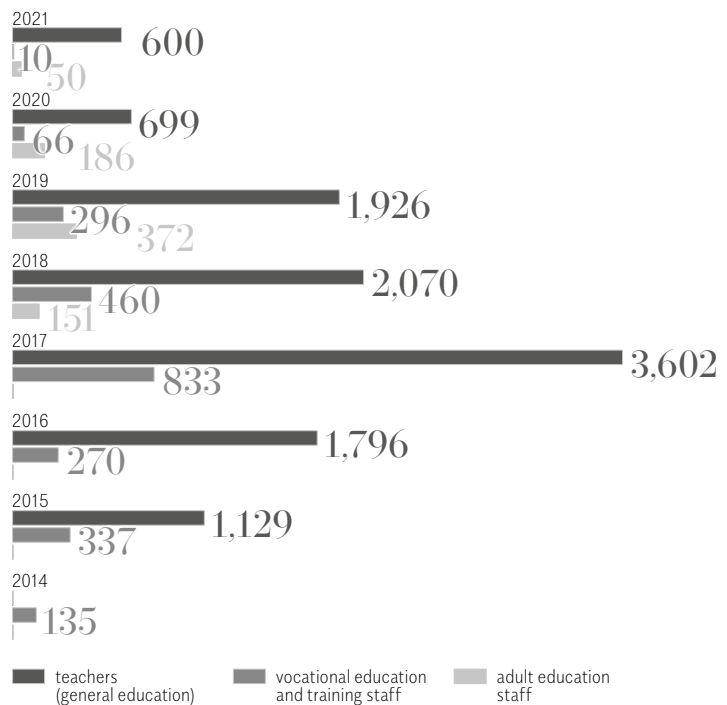
N = 85,354. Data for all sectors during the 2014–2021 period.  
Source: Mobility Tool and FRSE tool as of 30 June 2021.

The fear of travelling abroad independently was overcome by **422** students with special educational needs. What is more, **26** of them did it more than once!

**95%** of students and graduates from vocational schools said that a traineeship abroad had improved their chances of finding a new or better job!

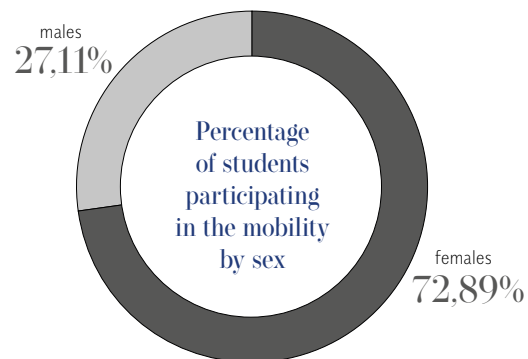
Within the framework of PO WER's own project "Chance – new opportunities for adults", **31** models of support for people with low basic skills are being tested. All of them identified digital skills as an area requiring strengthening. Increasing the level of understanding and creating information (indicated in **19** models) and mathematical reasoning (indicated in **15** models) were also frequent objectives of the projects

Number of mobilities of school teachers and adult education staff in the years 2014–2021\*



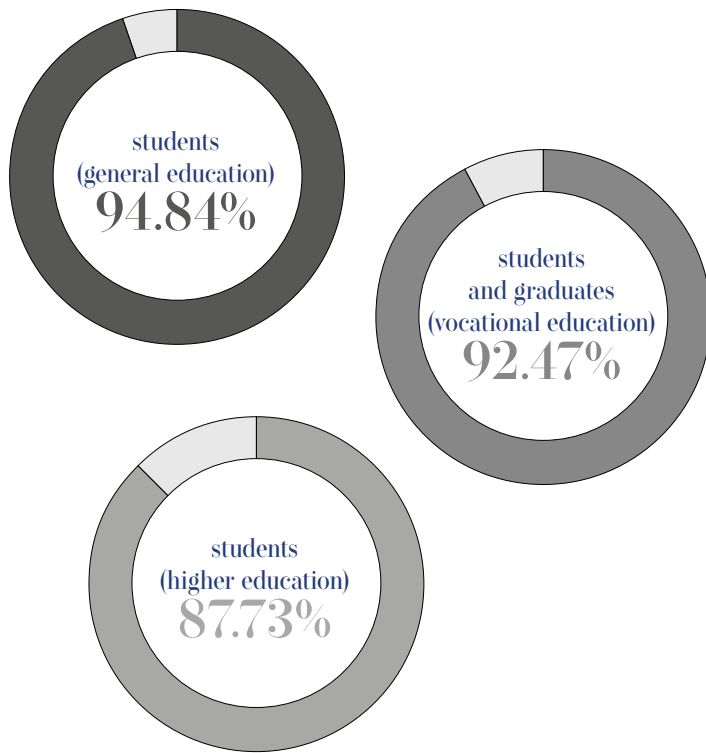
\* Adult education staff have been taking part in mobilities since 2018. Mobilities carried out in 2021 were funded under the calls for proposals completed in 2020. Source: SL2014 system as of 31 December 2020.

» From 2017, the co-ordinators of initiatives carried out within PO WER could participate in POWERGEDDON – a training event that did not focus on rules, guidelines or requirements related to the project implementation, but on **the development of the people who drive the project activities**



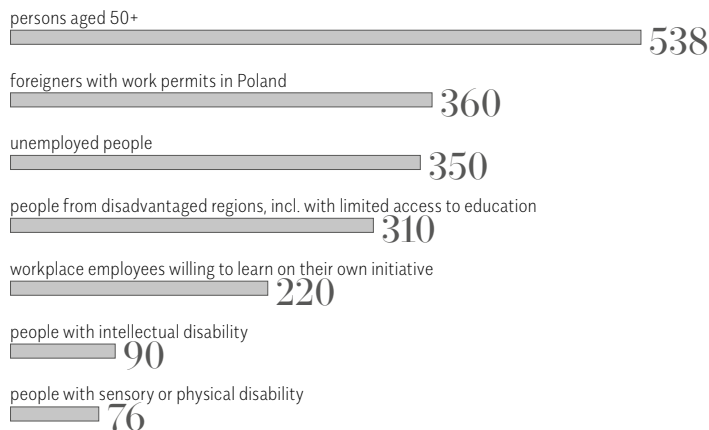
N = 8,601. Source: Mobility Tool as of 30 June 2021.

Percentage of students who declared that they improved their qualifications thanks to participation in PO WER projects



N = 64,326. Source: SL2014 system as of 30 June 2021.

Size of groups covered by testing models of support for adults with low basic skills under the PO WER project “Chance – new opportunities for adults”



Data based on the indicators set out in the application forms of the grant recipients.

» This is not a slogan – it is human interactions that connect us most. During the course, I met people from other countries, and our interactions made me realise that **we become closer and friendlier when we have a chance to get to know each other in person**

participant in staff mobility in Adult Education in 2020

» Mobility is an excellent opportunity to **improve the competences of teachers, especially those from small, rural, and often forgotten schools.** It is a chance not only for them, but above all for the children and young people, as well as a chance for the development of schools and their staff

participant in staff mobility in School Education sector in 2015

» During the traineeship I learnt new techniques for men’s and women’s haircutting, colouring, and lightening, which **translated into professionalism in teaching, familiarising students with these techniques and sharing knowledge and skills with my colleagues in the hairdressing industry**

participant in staff mobility in Vocational Education and Training sector in 2018

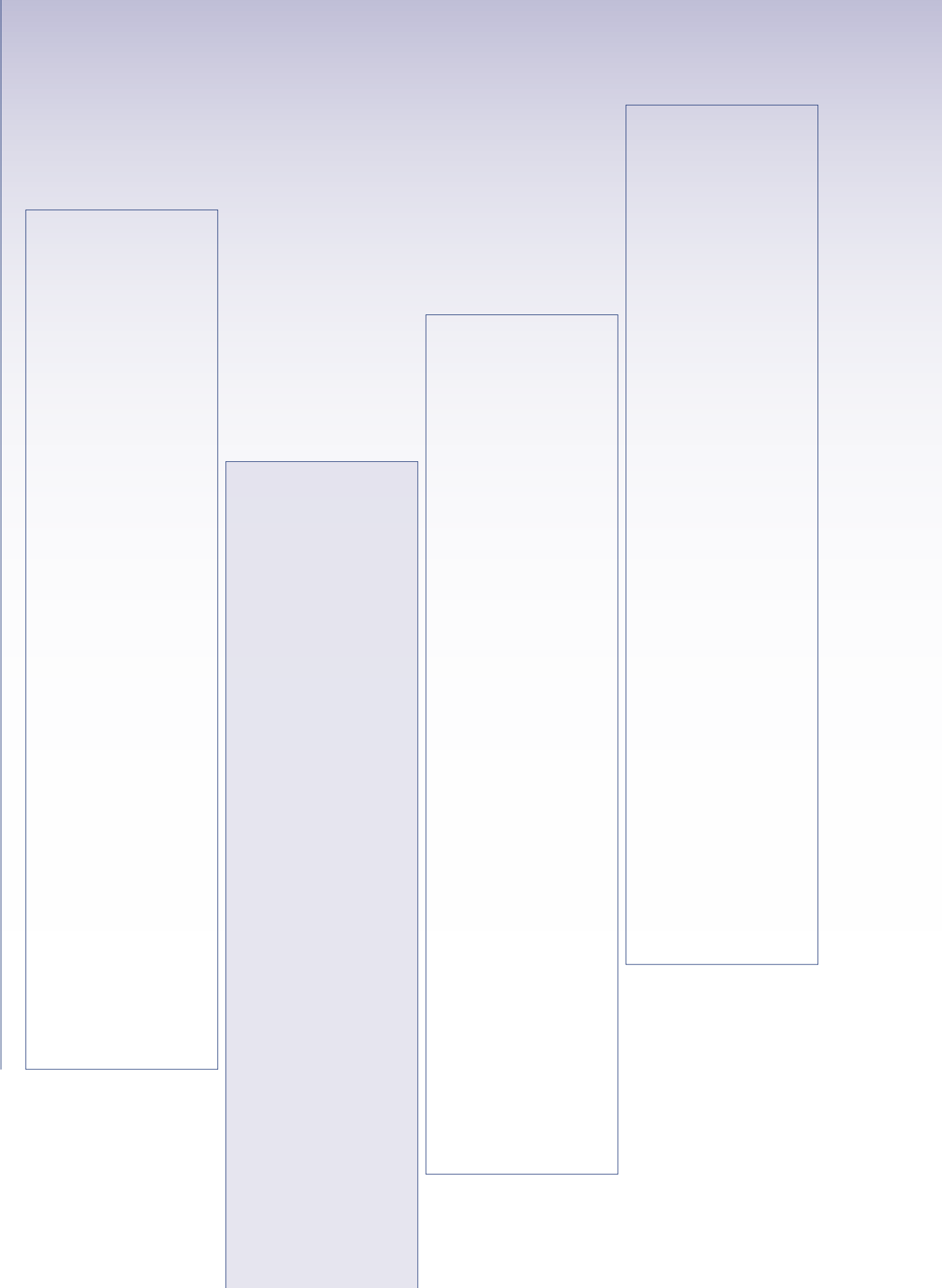
» I am very satisfied with the mobility. The project equalises opportunities and **without the funding I would not have been able to benefit from it**

participant in student mobility in Vocational Education and Training sector in 2020

» **Job shadowing was a wonderful educational and cultural experience.** The opportunity to see a different education system was priceless, and on top of that, it improved my language skills. All positives!

participant in staff mobility in Vocational Education and Training sector in 2020





accompanying  
programmes

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By 2027, more than 270,000 young Europeans and residents from other regions will take part in European Solidarity Corps (ESC) projects. This is an ambitious target for the lesser-known brother of the Erasmus+ programme. **In Poland, the tradition of implementing youth volunteering projects has been developed as early as 1998, and since 2018 it has been operating under the ESC label.** The programme has taken them under its wing and ensured their independence, and today they constitute the main component of this initiative. The second pillar are solidarity projects – independent activities undertaken by youth in local communities throughout Poland. What unites participants in all projects is the desire to engage in actions and events that have social significance. From 2022, young Europeans will also be able to get involved in humanitarian aid work



Agnieszka Bielska  
European Solidarity Corps  
Unit, FRSE



## ESC TEAM'S PERSPECTIVE

# Better with each year

### Interesting observation

When is a proper time to start a volunteering project? When you need to say “stop” and give yourself time to think about what studies to choose, when you need a break from tedious work, or when you simply want to take a year off from what you usually do. The desire to get involved in the social activities of a given organisation is also an important factor.

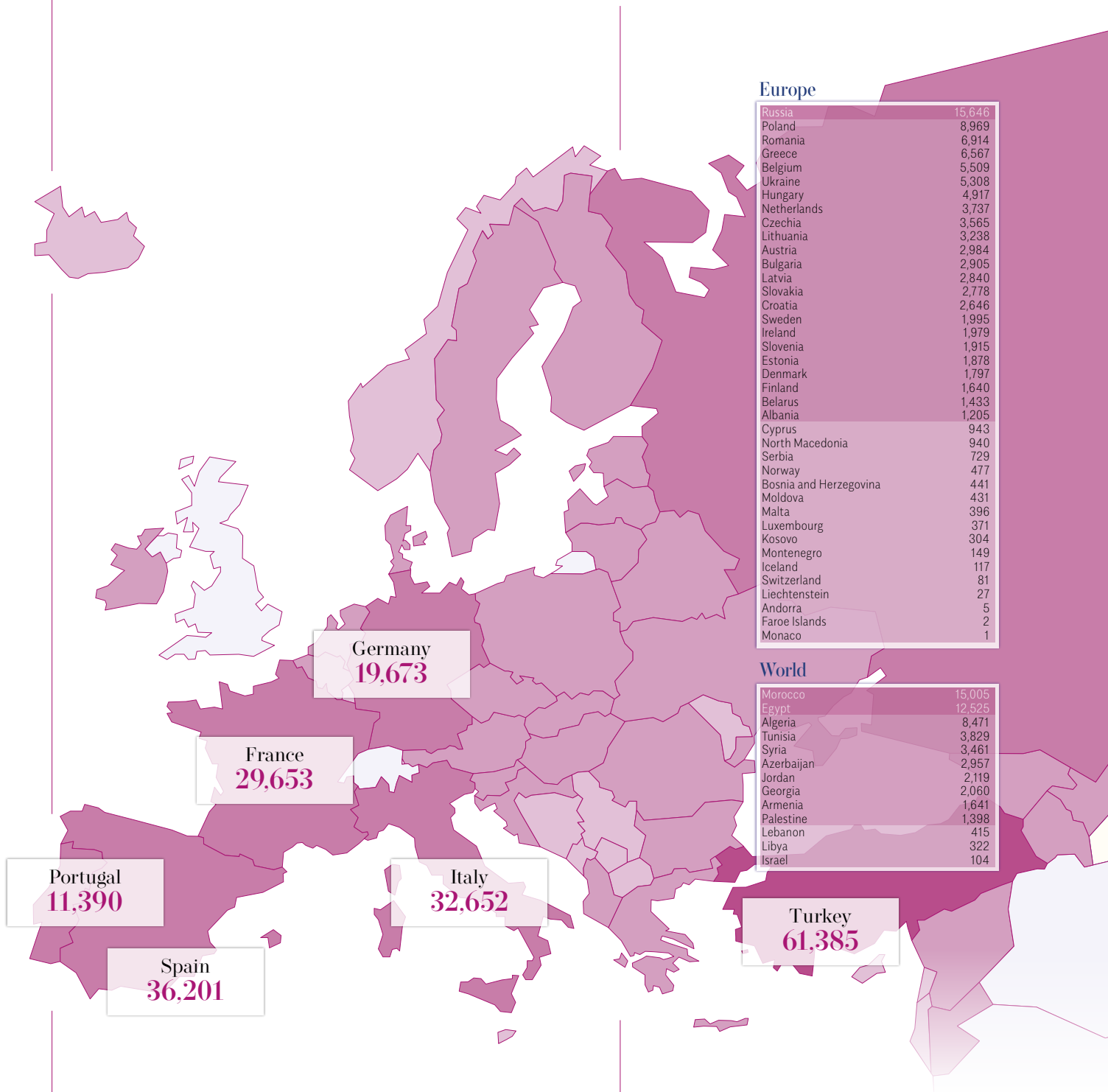
### Highly recommended

Registering on the ESC portal. This tool connects people who want to go abroad for volunteering with the organisations which carry out such projects. In almost four years, more than 350,000 people from 163 countries and 908 organisations have registered on the portal, and these numbers are steadily increasing. The largest number of organisations using the portal to find volunteers are located in Germany, Spain, Poland and Italy.

### Greatest challenge

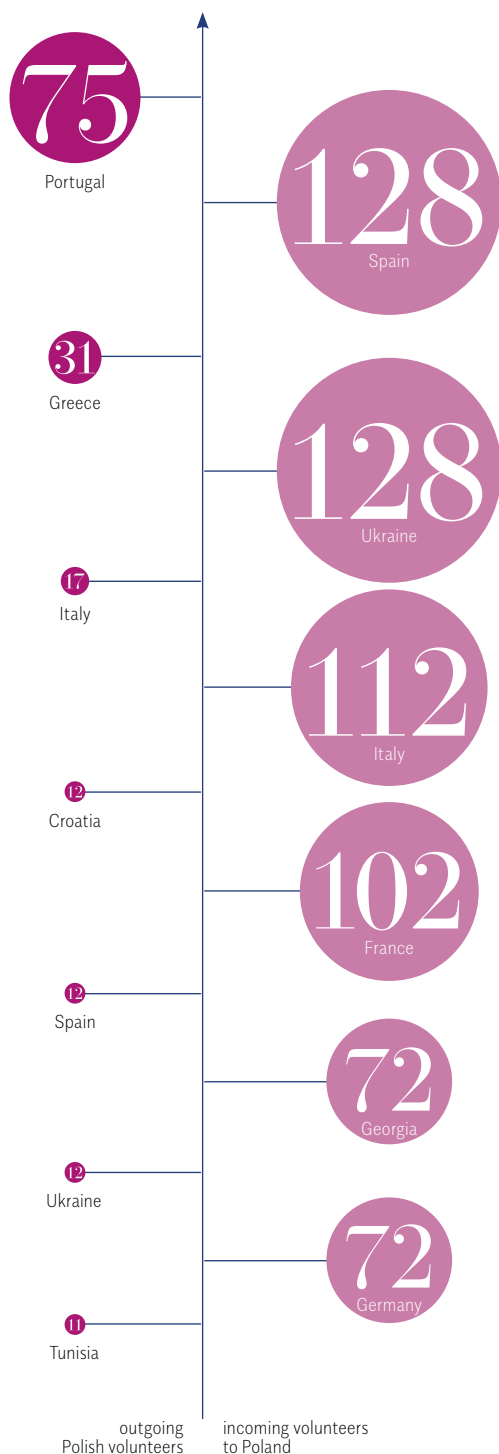
A major challenge in the coming years will be to convince young men to take part in the ESC's offer. Young women already actively make use of the programme's opportunities: in Europe 60% and in Poland over 72% of all those registered on the ESC portal are women. They participate in mobility more frequently and their trips last on average 20 days longer. Female volunteers usually leave for volunteering projects at the age of 22 and male volunteers, on average, leave three years earlier. We want to convince volunteers that it is worth helping not only by giving likes, because real help is needed everywhere.

Number of users registered at the ESC portal per country\*



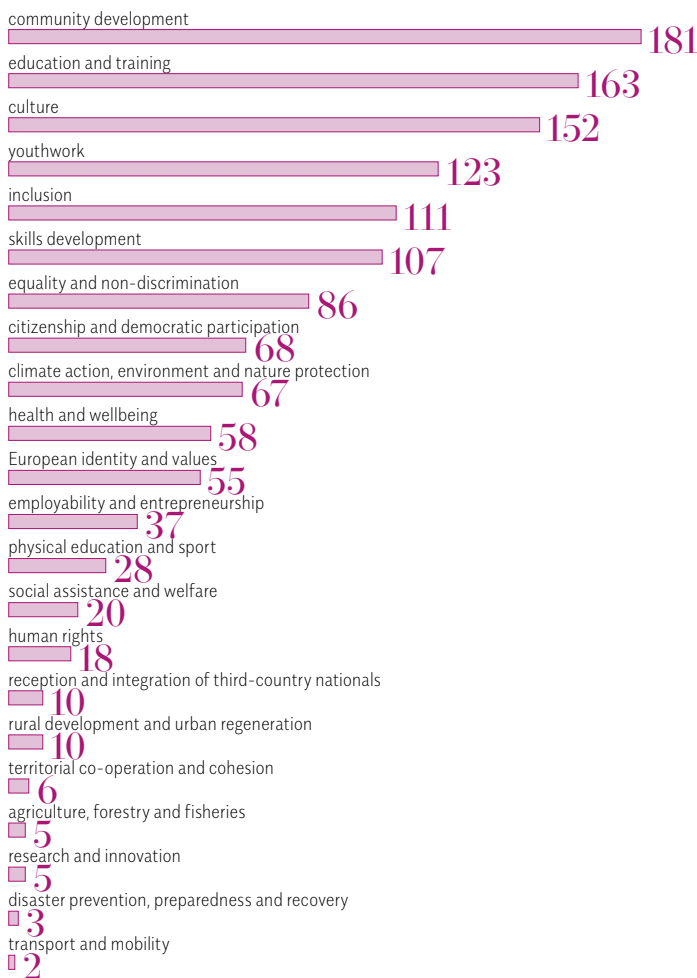
\* The map shows the number of individuals registered in countries to which ESC volunteers can travel. Source: ESC Dashboard as of 1 July 2021.

### The most popular destinations for the transnational mobility of ESC volunteers



Data refers to mobility that took place within the framework of projects funded in 2018–2020 by the ESC National Agency in Poland. Source: ESC Dashboard as of 1 July 2021.

### Topics undertaken in ESC projects between 2018 and 2020

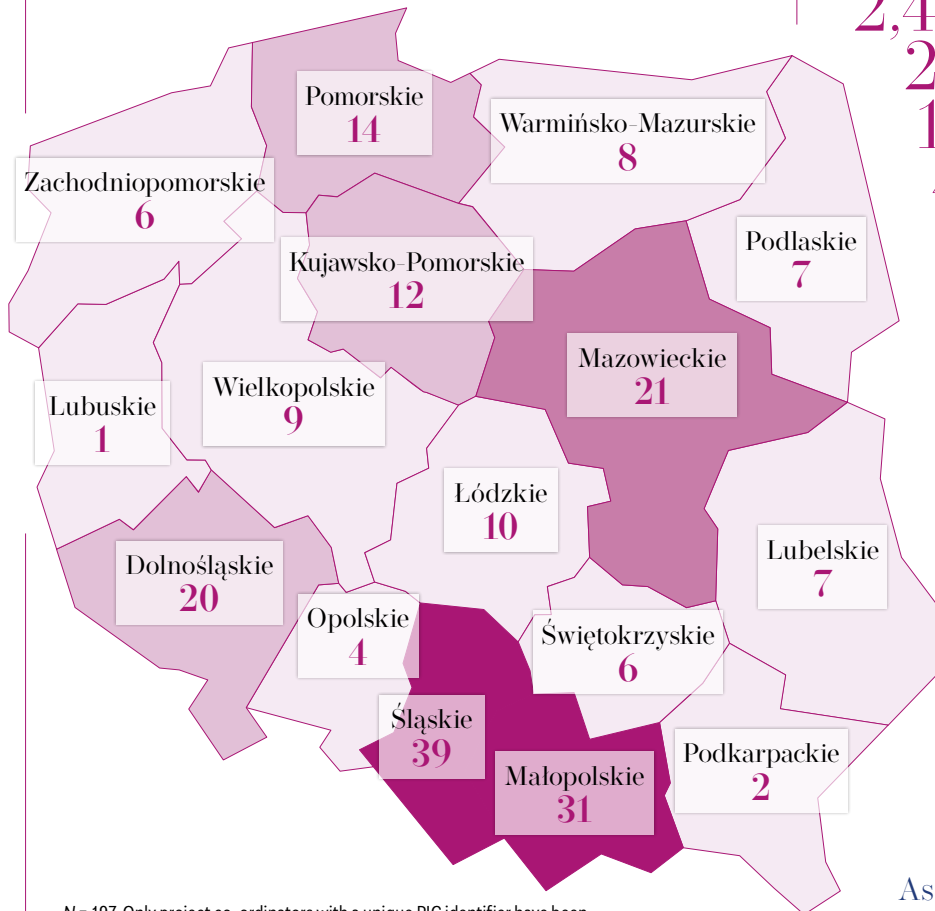


Organizations could indicate more than one project goal. Source: ESC Dashboard as of 1 July 2021.

» **Poles most often choose Portugal, Italy, Spain, Greece and Croatia for their projects. The majority of volunteers come to Poland from Spain, France, Italy, Germany, Georgia and Ukraine**

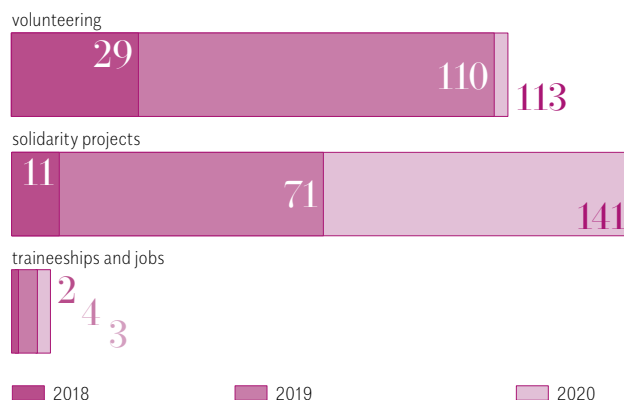
» **Volunteering projects can also be undertaken outside the European Union. Participants in this programme have travelled to places as far afield as the Caribbean islands of Aruba and Curaçao**

Distribution of organisations implementing European Solidarity Corps projects in Poland per voivodeship



N = 197. Only project co-ordinators with a unique PIC identifier have been considered. Source: ESC Dashboard as of 1 July 2021.

Number and type of projects funded by the ESC National Agency in subsequent years



N = 484. Source: ESC Dashboard as of 1 July 2021.

Polish organisations hosted

**2,473** volunteers from

**25** countries, while

**1,610** people from

**47** countries took part

in projects supported by the ESC National Agency

**190** – that is how many people went on voluntary

work organised by the

Katowice-based

Foundation for the

Development of

Entrepreneurial Society

As many as **20** voluntary projects were implemented

by the Bona Fides Association

from Katowice. In the case

of solidarity projects, the

most active was the IMPAKT

Association from Kielce, which

received funds for **6** initiatives

ESC volunteers have already worked

**2,769,032** days, which

amounts to over **7,500** years!



The eTwinning platform has been running since 2005. It is therefore the big brother of Erasmus+ and supports its beneficiaries with a wealth of experience. In recent years, it has mainly been **complementing Erasmus+ projects by adding an element of digital collaboration**. It has provided access to tools for remote communication and exchange of materials, and the public part of the platform has become an ideal forum for the dissemination of project results. Beneficiaries of Erasmus+ have appreciated eTwinning's teacher training offer. Each year, it was used by an average of 13,000 Polish teachers. In this way, one of the programme's objectives – the development of digital competences that enable effective co-operation within international partnerships – was successfully implemented



Paweł Czaplinski  
eTwinning National Support  
Service, FRSE



#### eTWINNING TEAM'S PERSPECTIVE

## On the European stage

### Breakthrough moment

eTwinning on a national level – since 2014, the participants can carry out projects without the involvement of a foreign partner. This is an excellent way to reach and include a whole new group of teachers who did not previously participate in the programme due to a language barrier.

### Recurring memory

There are plenty of them. Above all, the faces of teachers met years ago during training, when they were taking their first hesitant steps in the programme. It is very satisfying to see them now working on their umpteenth eTwinning project.

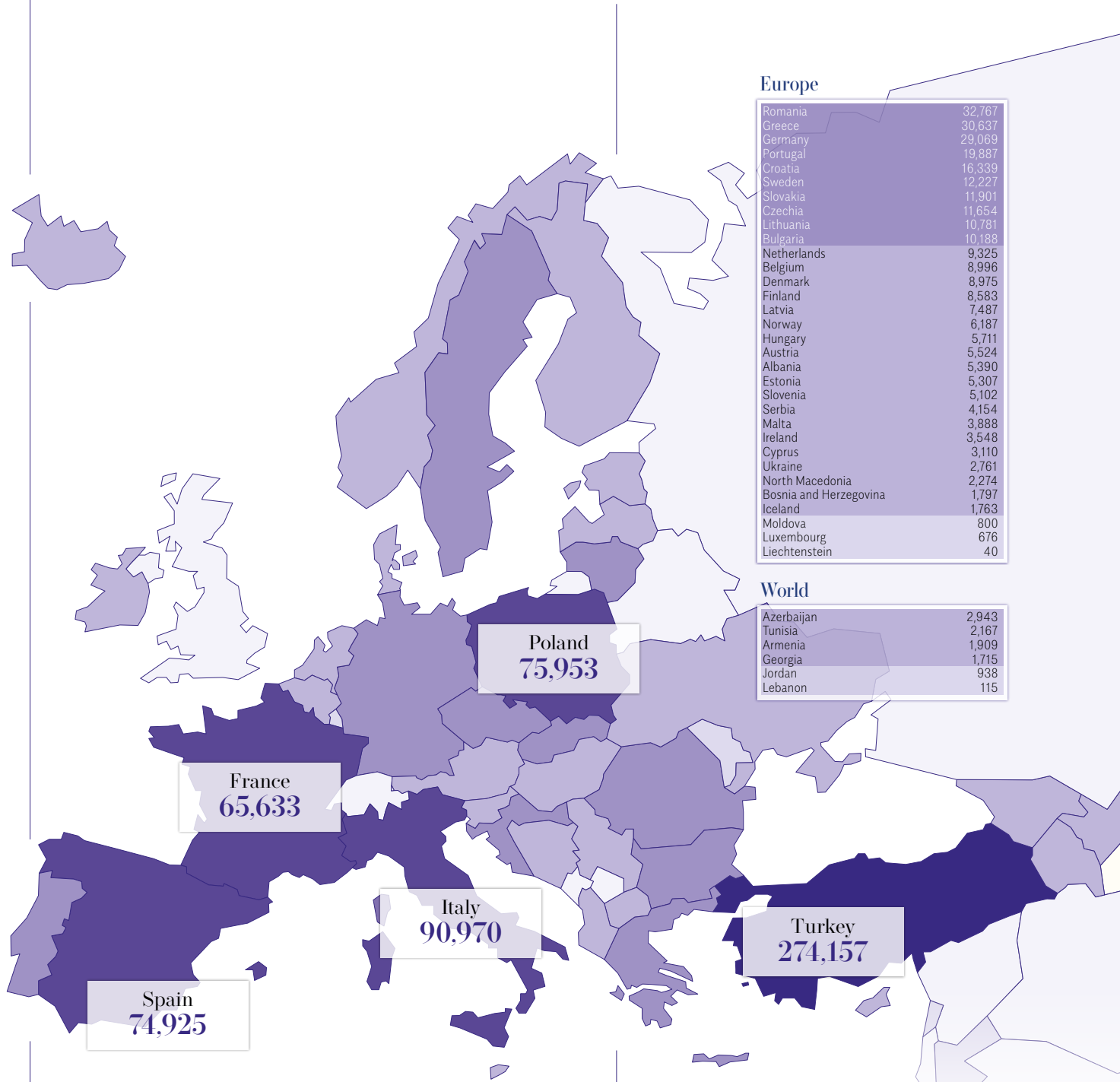
### Greatest challenge

It is the constant fight against the stereotype that international programmes are only for those well-versed in a foreign language. Years of practice have shown that eTwinning is the perfect tool for any teacher who wants to open their classroom to collaboration and modern teaching methods.

### Best experience

Demonstrating that eTwinning opens doors to international collaboration and other educational programmes, such as Erasmus+. It is not uncommon for teachers to want to try something new, but it seems complicated, and they do not know how to start. An eTwinning experience makes it familiar, allows to take your first steps, find and check out a partner school and, most importantly, reduces the risk of failure. One can try again at any time.

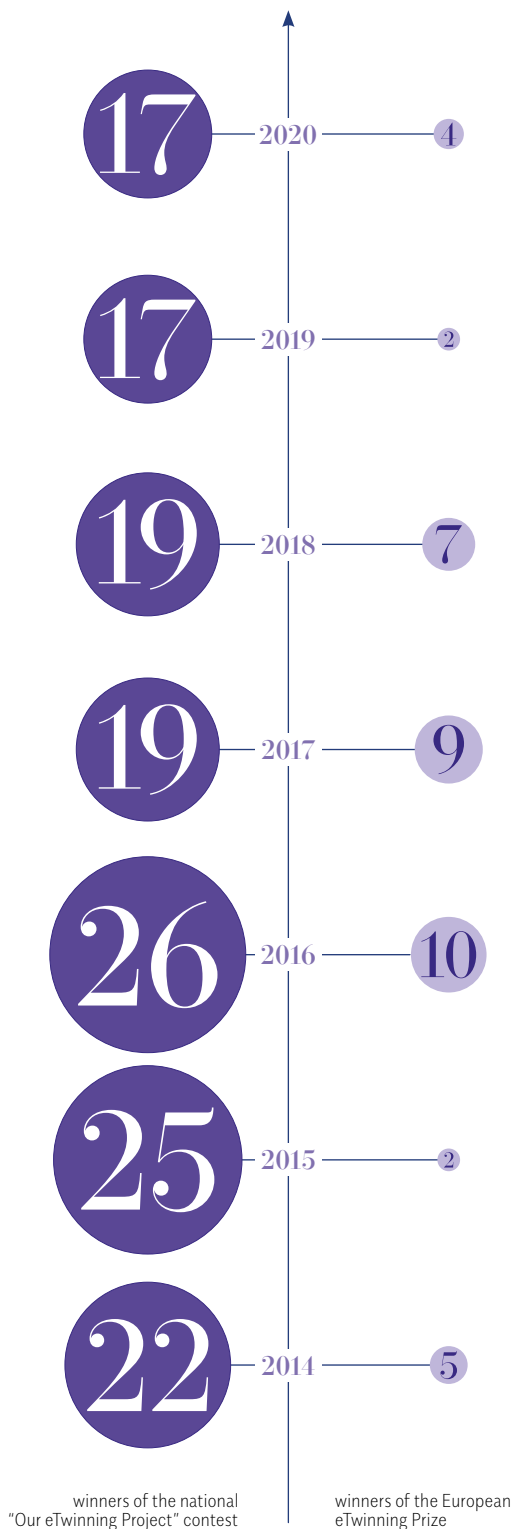
Number of teachers registered at eTwinning platform per country



N = 878,273. Source: eTwinning National Support Service as of 26 February 2021.

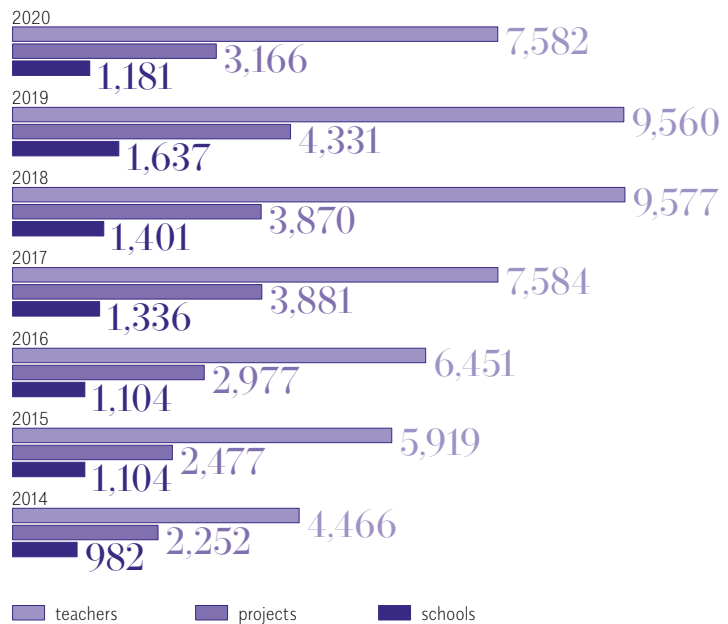


### Winning projects from Poland



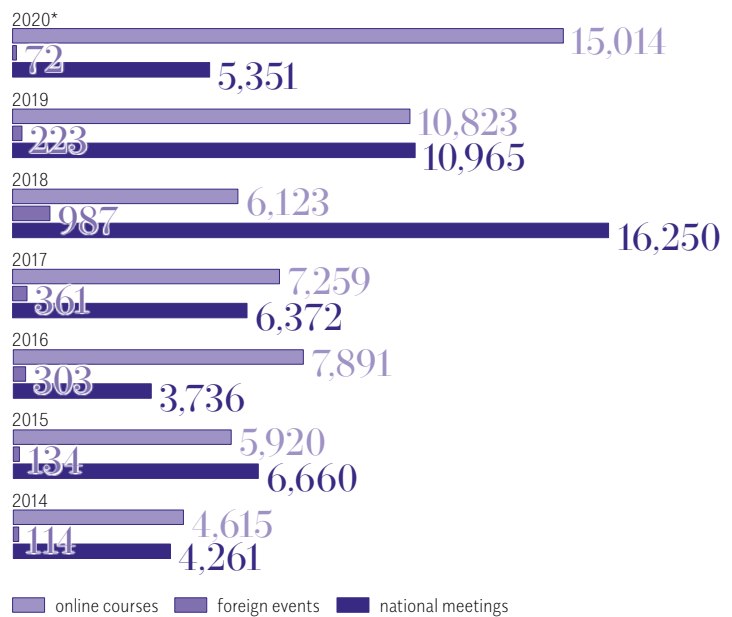
Source: eTwinning National Support Service.

### Number of teachers, projects and schools registered at the eTwinning platform by year



Source: eTwinning National Support Service.

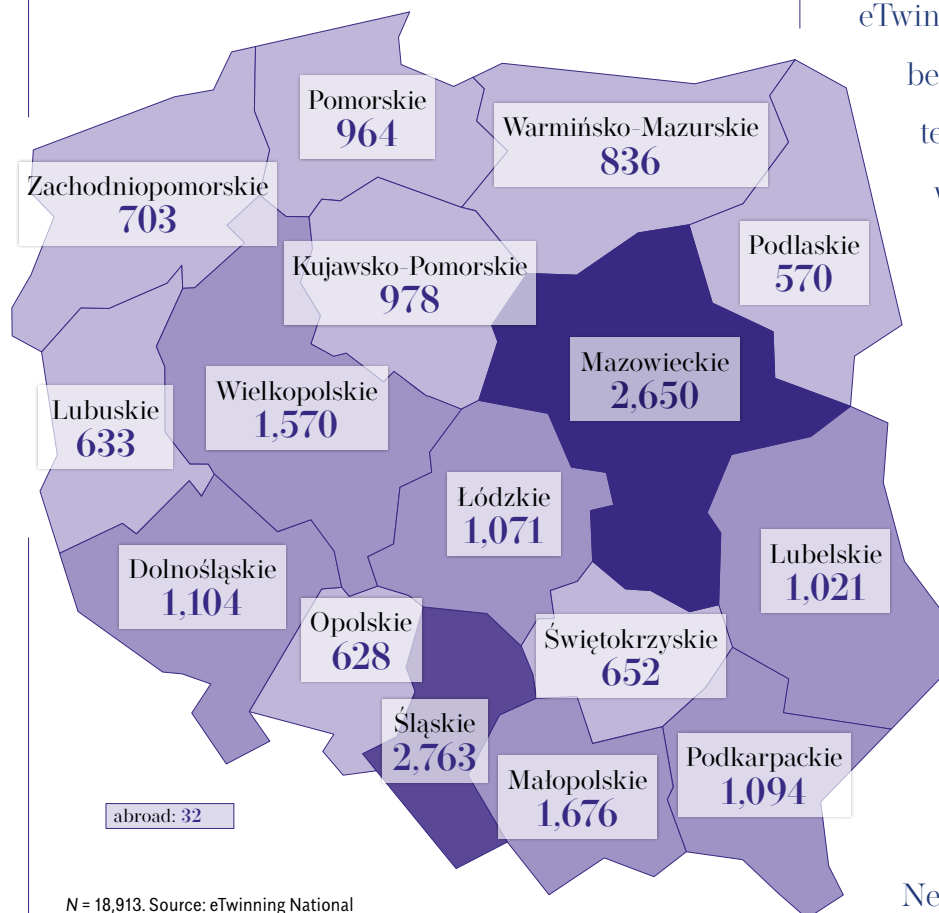
### Number of Polish teachers who have participated in various forms of professional development organised in Poland and abroad by the eTwinning community



\* Most of the events organised in 2020 took place remotely.

Source: eTwinning National Support Service.

Number of schools registered at the Polish version of the eTwinning platform by voivodeship



N = 18,913. Source: eTwinning National Support Service as of 26 February 2021.

» **The eTwinning budget is cyclically growing and this translates into increasingly better results.** Looking at the numbers and statistics, 2018–2019 was the best year by far, with a record number of teachers joining the programme as well as the highest number of new eTwinning projects registered

» Separately, eTwinning and Erasmus+ offer many opportunities, but only their **synergy unlocks the potential behind physical mobility and virtual collaboration.** The programme makes it easy to combine global educational trends with national teaching priorities. eTwinning projects also give room for the implementation of the countless ideas which can come to the minds of teachers and their pupils

In the past seven years, National eTwinning Quality Labels have been awarded to Polish teachers **2,823** times, while European ones – **1,442** times

At the end of 2020, more than **75,000** Polish teachers were registered on eTwinning portal. Poland ranks third in terms of the largest number of platform users!

Nearly every tenth project on platform is implemented with the participation of a Polish teacher. The total number of such initiatives exceeds **35,000**

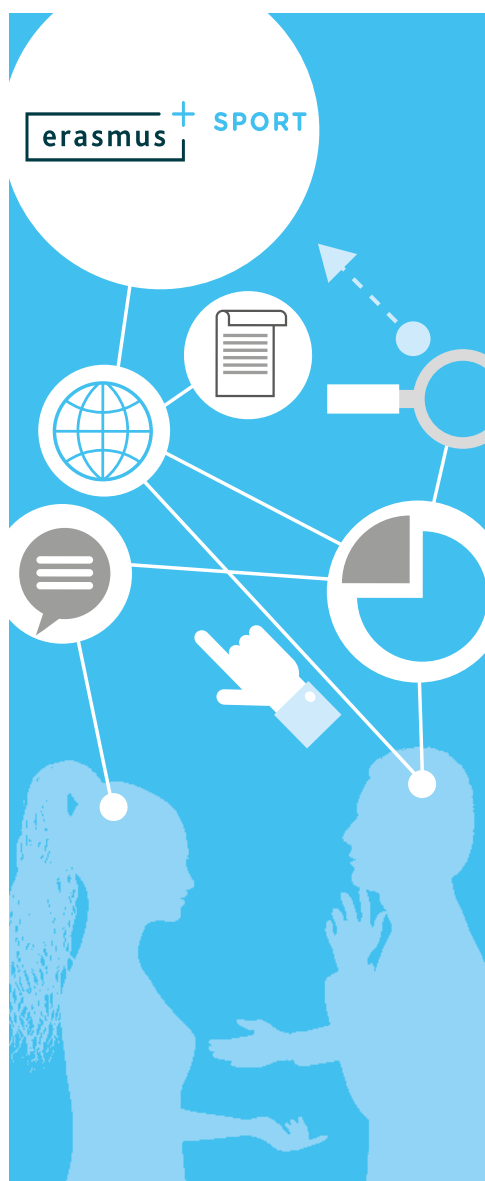
In Poland, almost **19,000** schools are using eTwinning, and the number is constantly growing! In terms of registered institutions, only Turkey and France are ahead of Poland



Recreation, combined with education, volunteering, integration and professional development, has been and will continue to be present in Erasmus+ projects. During the first implementation period, initiatives focussed on physical activity have been given high priority, and Sport – one of the smallest centralised actions – has quickly become one of its most recognisable elements. Over the seven years of this programme, **the development of recreation in Poland has been supported by events organised under the Erasmus+ flag.** We have seen with our own eyes how the number of enthusiasts of physical activity and healthy sporting competitions has been growing year by year. In addition, participants in the Erasmus+ International Run can support charity initiatives accompanying the event



Tadeusz Wojciechowski  
Erasmus+ Sport Unit, FRSE



## ERASMUS+ SPORT TEAM'S PERSPECTIVE

### A break from rest

#### Overcome barriers

Principally, those stemming from a lack of interest. The website, a dedicated e-mail address, consultations for potential beneficiaries and an annual Erasmus+ Sport conference with the participation of European Sport Week ambassadors and prominent athletes provided up-to-date information, caught attention and raised the interest of circles involved in the popularisation of sports in Poland.

#### Useful tip

Competitions, championships and other sporting events, including international ones, provide an excellent opportunity to find potential partners and initiate ideas for Erasmus+ projects in the field of sport. Use the contacts established by your local authority – it can also help you find partners abroad.

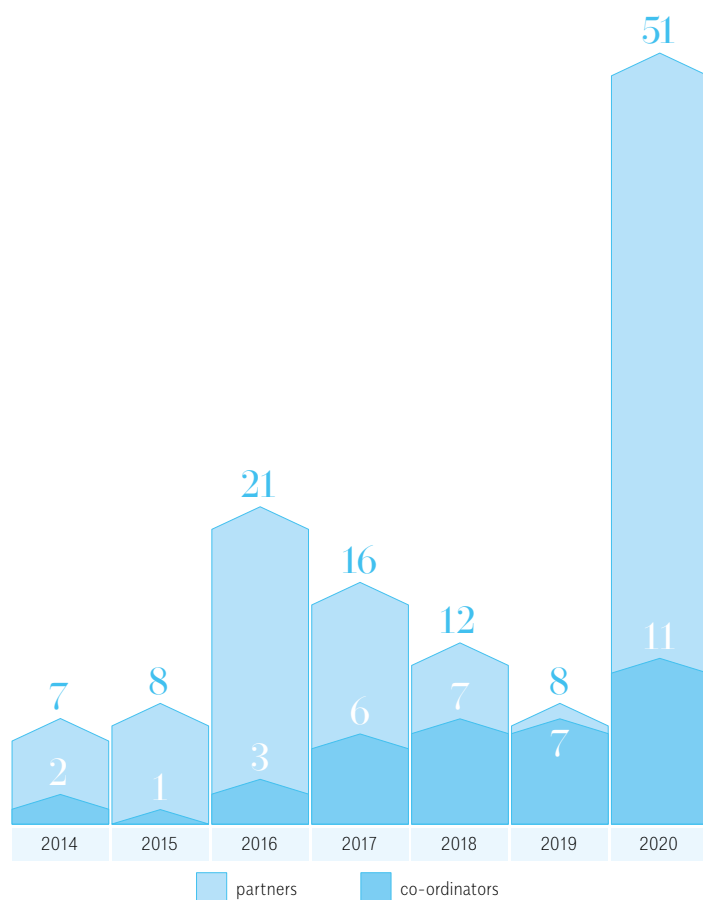
#### Greatest success

Undoubtedly, the fact that it has been possible to attract various recipient groups to the Erasmus+ Sport offer. Co-operation established by sports associations under the nationwide programme entitled Sports Management Academy has yielded positive results. Several projects submitted by these organisations have received funding. Some of them even have a Polish co-ordinator.

#### Main conclusion

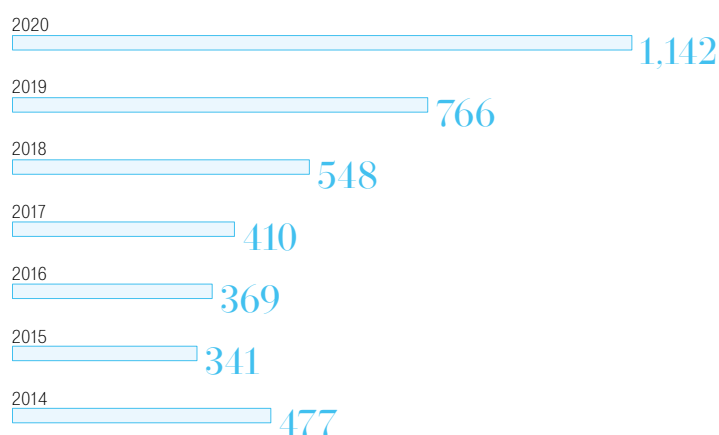
Apply, apply, and apply again. Sport for all in Poland is a great challenge, with enormous potential and presents a real opportunity, which must be grasped by taking part in the Erasmus+ programme. Every project is important!

### Number of Erasmus+ Sport projects with Polish co-ordinator or partner by call for proposals



Source: Erasmus+ Sport Unit.

### Number of grant applications submitted to Erasmus+ Sport across Europe in each year



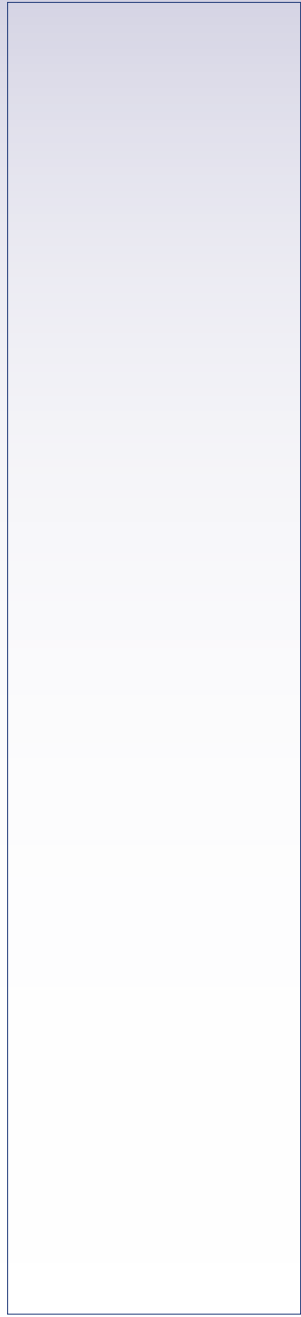
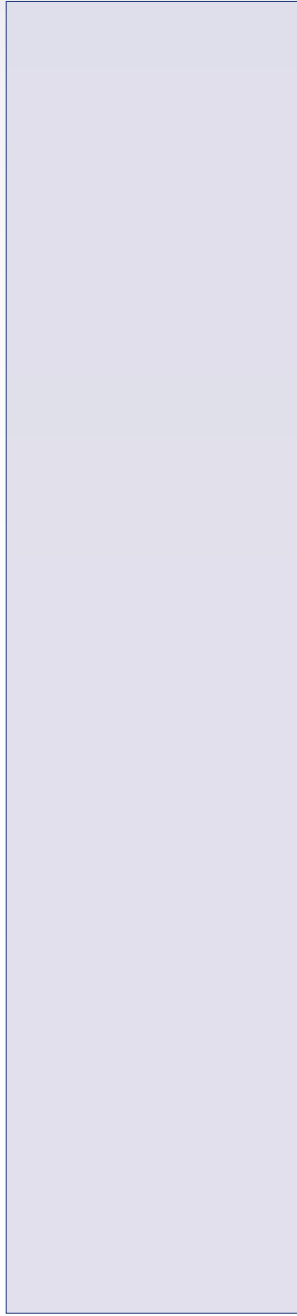
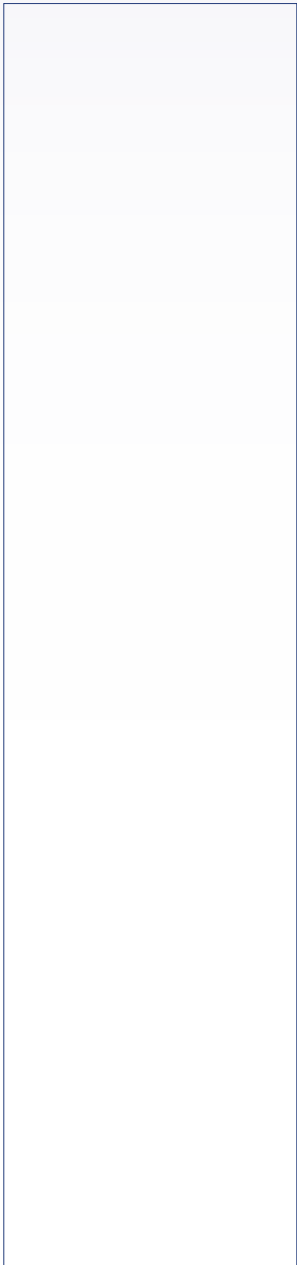
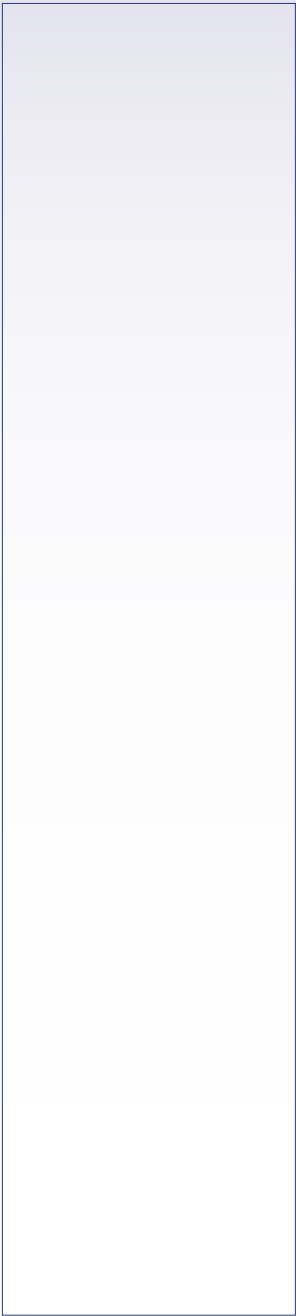
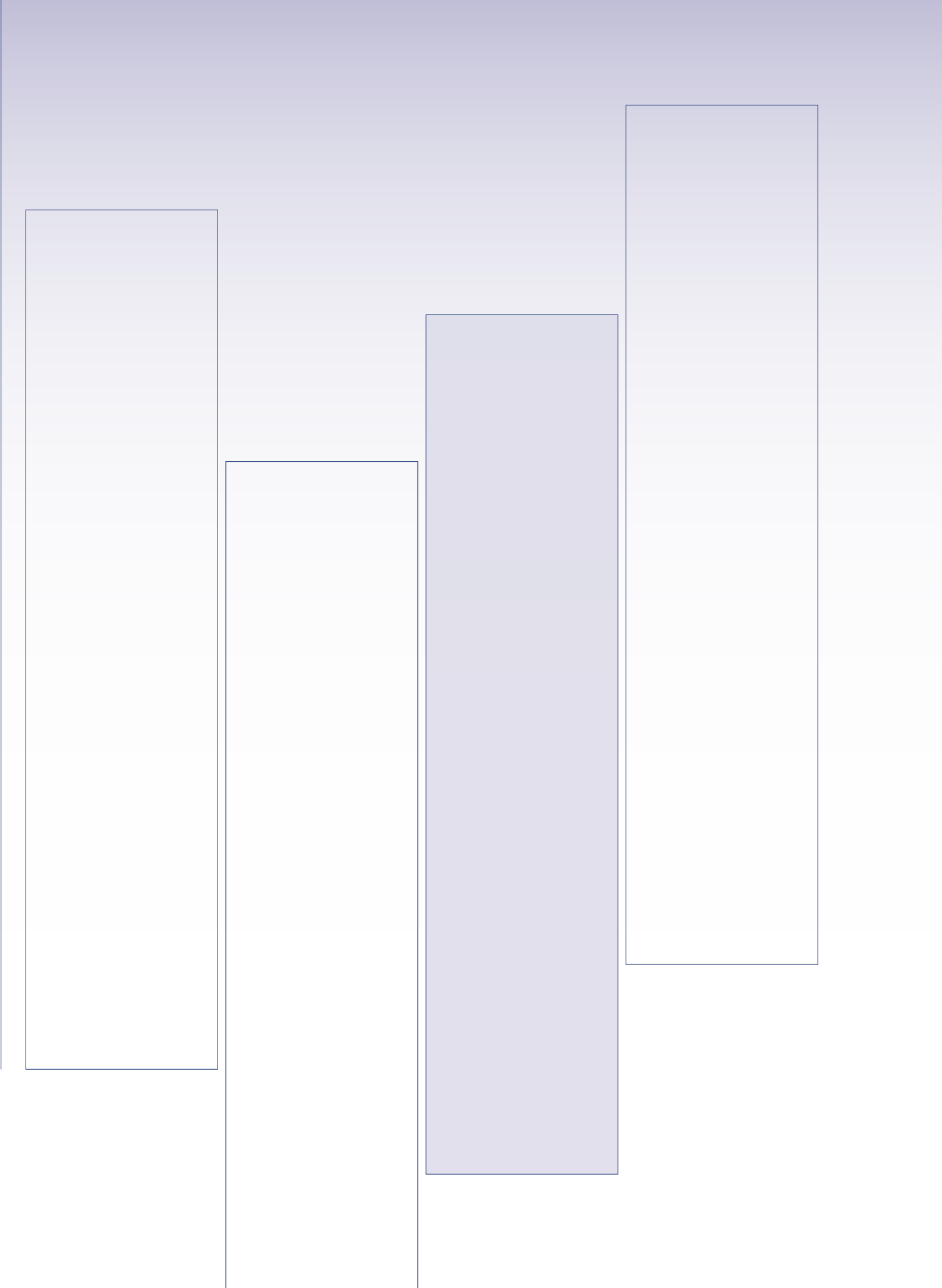
Source: Erasmus+ Sport Unit.

The total Erasmus+ Sport budget allocated to Polish institutions for the implementation of sports projects amounted to EUR **5,225,127**

In the seven-year period, the action has received **4,053** applications from all over Europe, of which **1,143** have received funding

Organisations from Poland featured in more than **350** partnership projects. In total, they participated in **123** initiatives

As part of the BeActive campaign, which has been organised across Poland since 2015, a total of **640,000** people – pre-schoolers, schoolchildren, students, families, seniors and people with special needs – took part in more than **3,300** sporting events, competitions, festivals, runs, marches, rallies or active school breaks



supportive  
initiatives

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How has Eurodesk Poland supported Erasmus+ in recent years? In many ways. First, by organising training on the programme for new regional consultants who shared this knowledge with participants during meetings, presentations, training courses, seminars, conferences and youth activities. On the other hand, **Eurodesk publications always showcase Erasmus+ activities: youth exchanges, school co-operation and volunteering.** The programme's offerings was mentioned in almost every Euroclass. Thanks to this, information about Erasmus+ reached the inhabitants of the smallest towns and rural areas



Wawrzyniec Pater  
Eurodesk National Centre,  
FRSE



## EURODESK TEAM'S PERSPECTIVE

# Successful continuation

### Recurring memory

In 2003, when Eurodesk was launched in Poland, people who knew anything about it could be counted on one hand. Today, the network reaches more than a million recipients each year and is known to the majority of youth organisations across Poland. It also serves as a role model for other Eurodesk national centres.

### Breakthrough moment

Decision to include Eurodesk in Erasmus+. This has allowed the network to continue operations, which was not at all certain. It had performed so well that when planning the next implementation period of the programme for 2021–2027, no one doubted if Eurodesk should be part of it.

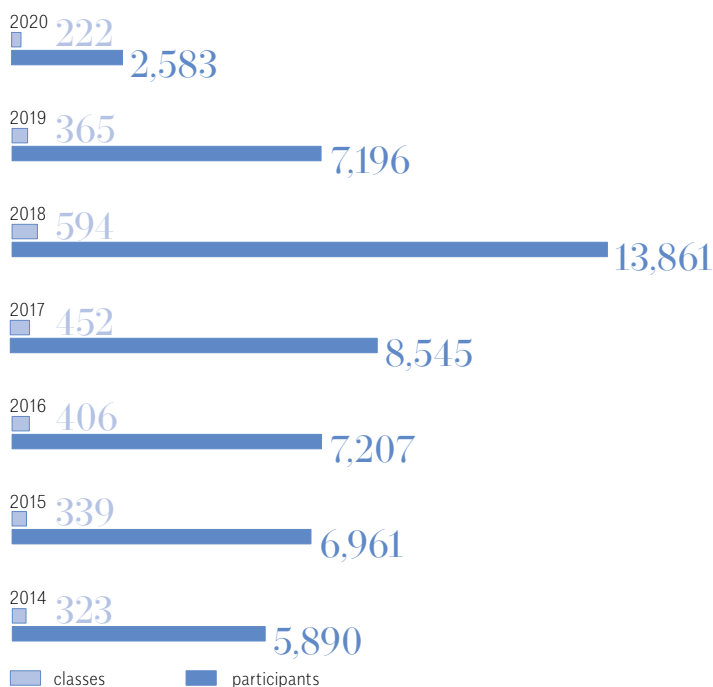
### Highly recommended

First of all, Euroclasses – held face-to-face and online – which form the offer addressed to schools. Secondly, the Eurodesk website offers the largest database of grants assigned for international co-operation, youth and educational activities, i.e. for youth organisations and institutions operating in Poland. Thirdly, the “Take part” section on the same portal. There one will find offers of mobilities for international projects, voluntary work, training and other opportunities for gaining experience in Poland and abroad, which can be used by young people.

### Best experience

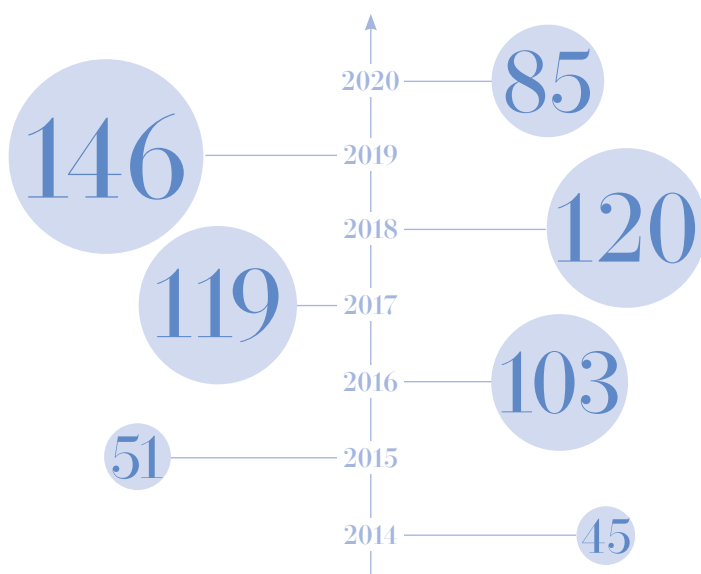
Eurodesk is about working with fantastic people – youth workers, teachers and students. They differ, but they have one thing in common – they believe it is worth promoting activity, mobility and involvement. It is them who give the network its strength, and the success of Eurodesk is largely due to them.

### Number of classes and workshops conducted by Eurodesk Poland in individual years followed by the number of their participants



Source: own reports and reports of organisations belonging to Eurodesk Poland Network as of 31 December 2020.

### Number of events organised each year under the “Time to move” campaign, encouraging young people to be mobile and participate in programmes that support mobility



N = 669. Source: own reports and reports of organisations belonging to Eurodesk Poland Network, timetomove.eurodesk.eu as of 31 December 2020.

Over the past seven years, the Eurodesk website has had **2,282,249** unique visitors. This is the most popular website hosted by the Foundation for the Development of the Education System!

National, regional and local Eurodesk consultants provided more than **30,000** answers to young people's questions. The majority of them concerned European mobility and grant programmes

Eurodesk Poland staff, youth correspondents and consultants from **50** organisations forming the network have published **1,470** articles on the European Youth Portal

By the end of 2020, **7** publications were issued in more than **100,000** copies. All of them are available free of charge at: [www.eurodesk.pl/publikacje](http://www.eurodesk.pl/publikacje)

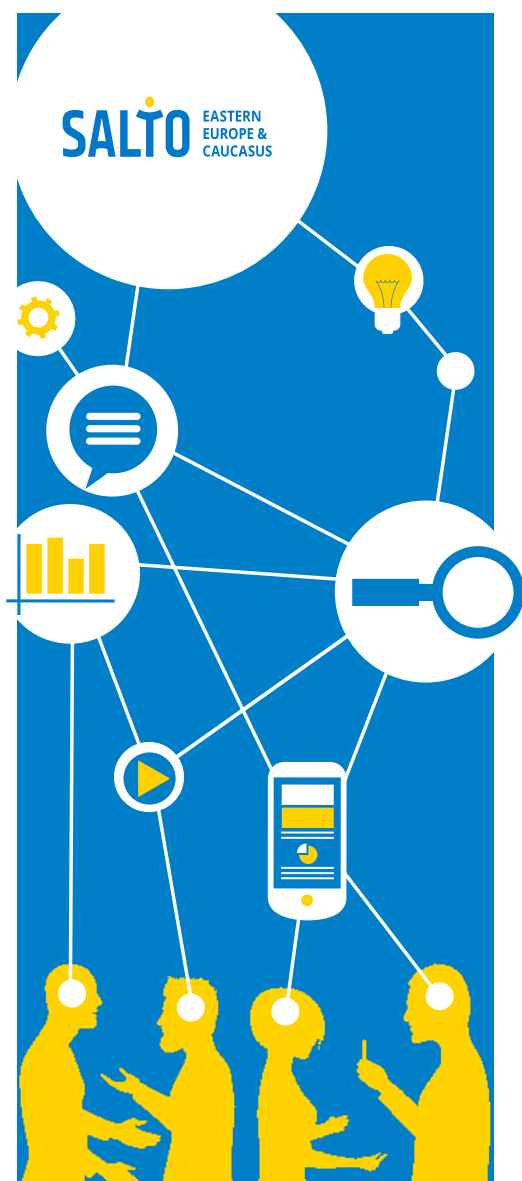




In 2014, youth co-operation with neighbouring partner countries ceased to be a separate activity and became a part of Erasmus+. The experience gained earlier could be used under new conditions, and the **SALTO EECA Resource Centre became a key institution supporting the development of international youth co-operation with the European Union's eastern neighbours**. In recent years, the Centre's activities have focussed on developing a dialogue, which in practice has translated into the organisation of five international events aimed at young people and youth workers. In parallel, SALTO EECA has supported the promotion of youth volunteering through a network of Erasmus+ and European Solidarity Corps information centres established in each of the seven countries of the region



Andriy Pavlovych  
SALTO EECA Resource  
Centre, FRSE



## SALTO EECA TEAM'S PERSPECTIVE

### A chance for a fresh start

#### Breakthrough moment

The launch of the new EU4Youth programme by the European Commission for beneficiaries from the Eastern Partnership countries and Russia. For the period 2018–2020, it was implemented within the Youth sector of the Erasmus+ programme. For the first time, a funding mechanism for projects developing the potential of young people was launched at central level.

#### Greatest success

What brings the most delight is the growing offer of online courses and the increasing number of users registered on the HOP online learning platform. The SALTO EECA Resource Centre created it in 2017, when remote youth work was just beginning to develop and spread. By the end of 2020, this form of communication had proven its worth!

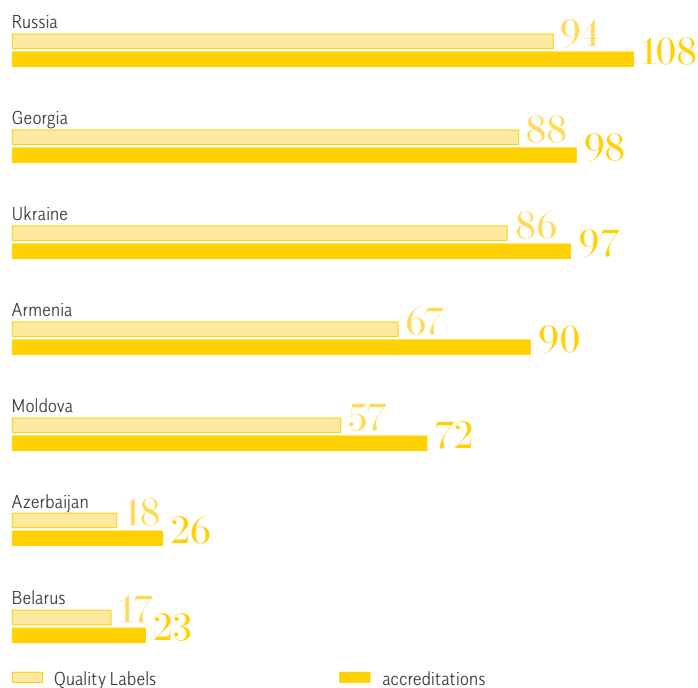
#### Biggest challenge

A falling number of youth projects implemented together with organisations from Eastern Partnership countries and Russia. The decrease has various reasons – ranging from the geopolitical situation in the region, through to changes related to the launch of new youth programmes. Reduced mobility because of the pandemic has also been a factor.

#### Interesting observation

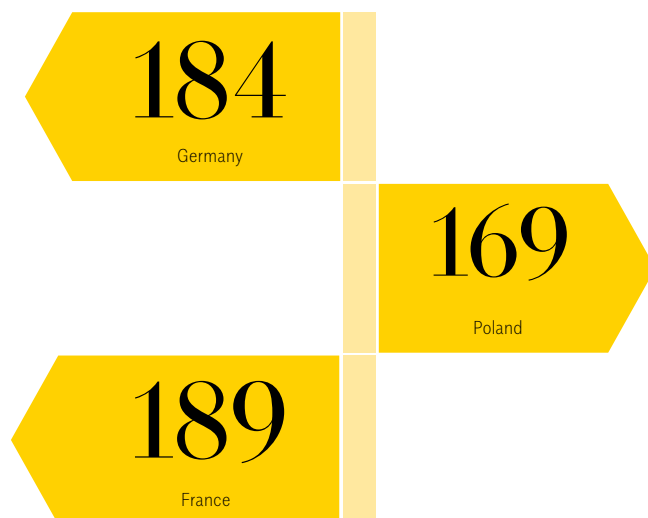
There is an increasingly noticeable generational shift occurring in youth organisations. Among the co-ordinators there are more people who grew up in times of rapid development of the internet and social media. This has a huge impact on the directions of the development of co-operation.

Total number of accreditations and Quality Labels awarded to organisations operating in each Eastern Partnership country between 2014 and 2020



Source: SALTO EECA Resource Centre.

Total number of volunteers from three European Union countries most involved in projects supported by the SALTO EECA



Source: SALTO EECA Resource Centre.

Over three years, approximately **3,500** users have registered on the HOP online learning platform. There they can watch **31** courses dedicated to various aspects of voluntary service

The e-resources of SALTO EECA Resource Centre contain **2,198** materials for supporting volunteers and their coaches in their daily activities

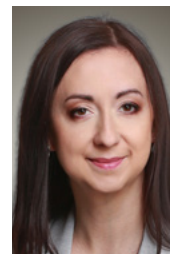
**530** trainers, including **30** from Poland, already share their experience in the implementation of international voluntary service

The Otlas search engine has collected data on **13,464** European organisations and **8,415** Erasmus+ and European Solidarity Corps volunteering projects

On the SALTO YouTube channel is loaded with **201** videos on **13** topics



The Electronic Platform for Adult Learning in Europe (EPALE) has supported the promotion of initiatives linked to Erasmus+, especially those aimed at the educators of adult learners. **Beneficiaries wishing to share the results of their projects with a wide range of people involved in adult education have recognised and harnessed the opportunities offered by EPALE.** Over the last six years, the platform has received nearly 350 contributions, mainly blog articles. Thanks to them, the library of resources has also been enriched. In addition, the EPALE National Support Service organised several on-site and online meetings for beneficiaries. Participants learnt, among other things, how a webinar can be used to disseminate results, as well as how to conduct evaluation of educational projects



Justyna Bednarz  
EPALE National Support  
Service, FRSE



## EPALE TEAM'S PERSPECTIVE

# An impressive finish

### Fruitful year

Undoubtedly, 2020. Educators of adult learners visited the platform in search of information and guidance on online education, new technologies in teaching and supporting distance learners. EPALE's rich resources have contributed to a very dynamic growth in its popularity.

### Greatest challenge

Organising a five-day conference for EPALE users in an online format for the first time. The 5<sup>th</sup> Adult Education Forum was a huge success. It was attended by over 1,100 people involved in adult education.

### Lucky number

16 – this is how many ambassadors represent the platform each year. Among them there is no shortage of outstanding personalities specialising in different areas of adult education. They assist the EPALE National Support Service on a daily basis, utilising their knowledge and expertise to help develop the platform.

### Highly recommended

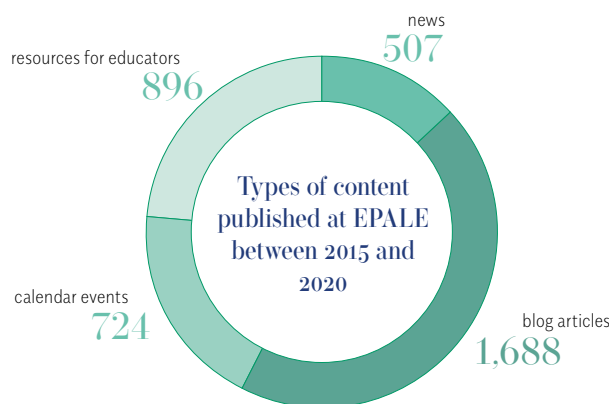
A partner finder for transnational projects and a calendar of events on EPALE, which advertises courses and training for adult educators across Europe. Both tools have a Polish language version and can be used free of charge. The search engine can be found at: [epale.ec.europa.eu/pl/partner-search](https://epale.ec.europa.eu/pl/partner-search), and one can access the calendar via the link: [epale.ec.europa.eu/pl/calendar](https://epale.ec.europa.eu/pl/calendar).

### Number of registered EPALE users in participating countries



Events organised by the EPALE National Support Service have enjoyed continued success.

Over the last six years, **11** thematic seminars with over **500** participants were held all over Poland, **26** webinars with over **2,000** participants were conducted, as well as **5** editions of the Adult Education Forum with a total of **2,130** participants. Materials and recordings of selected speeches can be downloaded from the platform free of charge



Source: EPALE National Support Service as of 31 December 2020.

N = 72,655. Source: EPALE Key Figures and trend report, 4<sup>th</sup> quarter of 2020. Brussels: European Commission.



The years 2014–2020 were a time of very dynamic change. Europass supported the career development of very diverse groups and sectors in the labour market. The offer was explored by Erasmus+ beneficiaries participating in events organised in conjunction with other initiatives held in the National Agency. **Participants in mobility under Key Action 1 in all sectors of the programme were able to gain unique experiences abroad and, upon their return, apply for validation of the competences acquired.** From 2019, they have been able to do so electronically, and from 2020 they can additionally collect all acquired skills in an electronic Europass Portfolio. The digital revolution is producing its first fruits and will certainly be continued in the upcoming seven years of Erasmus+ in Poland



Konrad Romaniuk  
National Europass Centre,  
FRSE



## EUROPASS TEAM'S PERSPECTIVE

### Potential for the future

#### Best year

As far as the number of Europass Mobility documents issued in Poland goes, the best year by far was 2018, when 59,290 documents were issued to 33,338 individuals. Among them, there were participants of mobilities organised under Erasmus+ (12,850 persons) and the Operational Programme Knowledge Education Development (20,266 persons).

#### Lucky number

There are a few such figures, and they are all expressed in millions: 190 million – that is the number of page views recorded on all language versions of the Europass portal over the past seven years. At the end of 2005, when the initiative was taking off, the site was visited one million times annually. Today, the same number of visits is recorded in a single month!

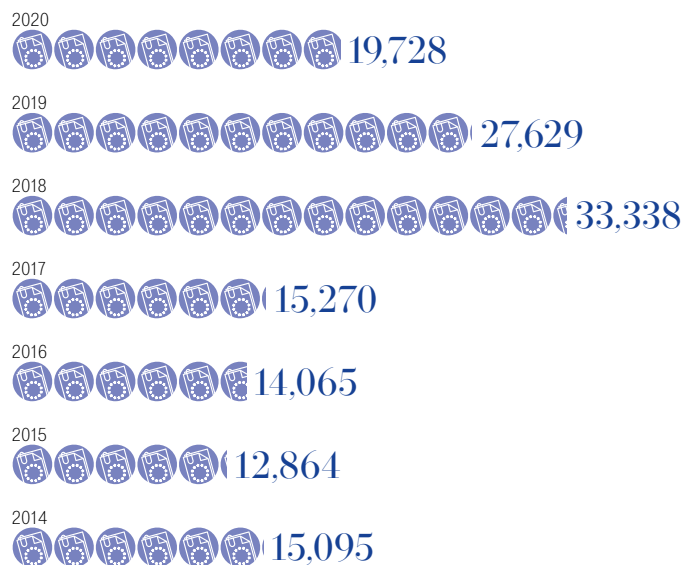
#### Interesting observation

The implementation of two major changes: the Europass Mobility OnLine system (EMOL) for issuing Europass Mobility documents and the digital Europass Portfolio have proved one thing: Polish users of the Europass services are very quick to switch to new technologies and are eager to use them, but at the same time, they do not find it easy to part with tried-and-tested solutions.

#### Best experience

Organising events – between 70 and 120 were held each year, altogether with several hundred thousand participants in total. Everyone had the opportunity to find out about Europass services and publications on the initiative and to speak to staff from the Polish Europass Centre.

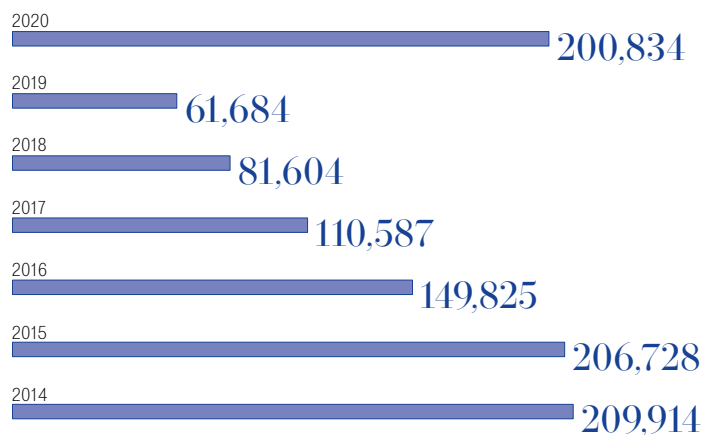
### Number of Europass Mobility documents issued by Polish Europass Centre in respective years\*



\*From 2020, the document can also be obtained after completing virtual mobility.  
N = 137,989. Source: OnLine FRSE system, EMOL as of 31 December 2020.

» *The new Europass digital portfolio fully meets the needs of modern citizens who want to present their skills to others in a mindful and structured way. It brings together proven solutions, which previously existed separately in the Europass documents, and at the same time allows people to plan their future career without leaving their home*

### Number of page views of the Polish Europass website between 2014 and 2020



N = 2,011,176. Source: Google Analytics between 1 January 2014 and 31 December 2020.

Between 2014 and 2020,  
close to **1.5 mln**  
Europass profiles were  
set up across Europe

The [www.europass.org.pl](http://www.europass.org.pl)  
website has recorded over  
**1 mln** page views

In the same period, individual  
Europass Mobility documents were  
issued as many as **137,989**  
times. Most were awarded in hard  
copy, although the number  
of certificates issued electronically  
is steadily increasing

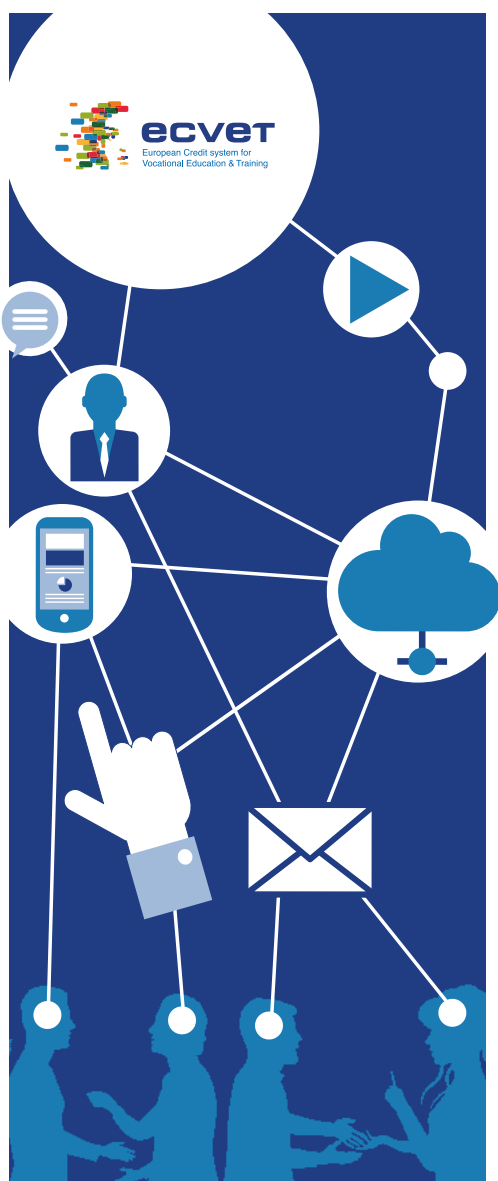
At every step of the way, the staff  
of the Polish Europass Centre  
have supported regular users  
of the initiative and encouraged  
new ones to take advantage  
of the opportunities it offers.  
During the **482** events  
organised over seven years with  
the participation of Europass,  
they met and spoke with  
**335,298** participants



In 2020, Polish Team of ECVET Experts completed its work. The team was active from 2012 and became an integral part of Erasmus+ in 2014. However, the achievements it made throughout that time will stay. **The ECVET principles remain valid and anyone willing to apply the European Credit System for Vocational Education and Training in their projects**, particularly these in the field of vocational education and training or higher education, will be able to use without any restrictions the resources available at the ECVET website



Izabela Laskowska  
Bureau for Vocational  
Education and Training  
and Sport, FRSE



## ECVET TEAM'S PERSPECTIVE

### Principles carved in stone

#### Worth recommending

ECVET Toolkit – this is a tool developed for beneficiaries willing to see the examples of how ECVET principles are applied in projects, especially in mobility for studies and placements. One can find there sample documents and applied solutions, answers to questions and useful information, both for those with basic knowledge of the system and for more advanced users of the system. The website provided in English language can be accessed at: [www.ecvet-toolkit.eu](http://www.ecvet-toolkit.eu).

#### Greatest success

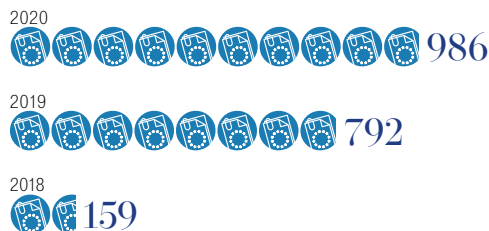
Growing popularity of ECVET in Erasmus+ projects. The number of reports on applying ECVET principles has increased year by year. Recently, they were included in almost every second project submitted in the Vocational Education and Training sector, and the majority of initiatives that received funding included elements of the system.

#### Role models

The fact that ECVET works and that it is worth using has been proven by beneficiaries themselves. They share their expertise online ([bit.ly/2VDGRuL](http://bit.ly/2VDGRuL)) in order to make it easier for others to pursue initiatives that facilitate the accumulation and transfer of educational credits. The Expert Team's website also features the results of analysis of project documents based on European Credit System for Vocational Education and Training. They show examples of how it can be used in projects and prove that its principles can be put into practice in many ways.



### Number of Europass Mobility documents in which ECVET principles have been included\*

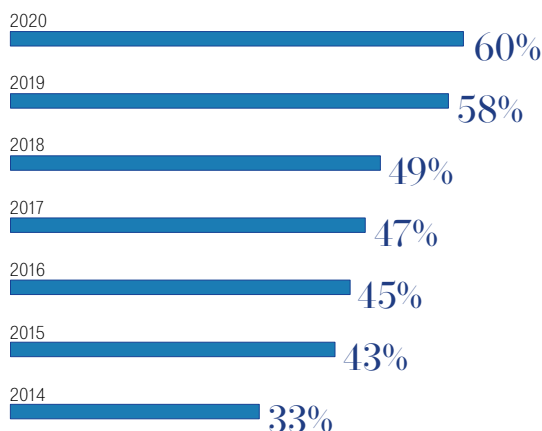


\* A register of documents featuring ECVET principles has been maintained since second quarter of 2018. N = 2,117. Source: EMOL and Finera systems.

» *In co-operation with ECVET Experts, a very valuable body of work of a universal character has been produced. Training materials, articles and handbooks can be successfully used by new groups of beneficiaries, e.g. in the context of designing placement and apprenticeship programmes, as well as making agreements on expected learning outcomes between sending and host institutions*

» *In the upcoming period of Erasmus+ implementation beneficiaries will not be left without support. The work of the ECVET team will be continued by a National Team of Experts for Vocational Education and Training EVET, whose task will be to provide advice on practical application of tools supporting learning mobility and recognition of competences and qualifications*

### Percentage of applications submitted in Erasmus+ Vocational Education and Training sector featuring a declaration on the use of ECVET principles



Source: EPlusLink as of 31 December 2020.

Since 2012, the team has been supported by **20** experts. Most of them have worked at universities (**9**), in-service teacher training institutions (**4**), research institutes or pedagogical supervision bodies (**3** experts in each). Some experts have worked for ECVET team for a short time, others were active until the very end of its operations

The initiative's online resources include more than **50** studies prepared between 2014 and 2020. They are: articles and materials for Erasmus+ beneficiaries, brochures and reports – **15%** of them are available in English

Over the past seven years, **19** workshops and **1** webinar have been dedicated to ECVET principles, benefitting nearly **800** people. Information about the system was disseminated among the participants of over **100** meetings and conferences organised in Poland and abroad





For readers, Eurydice stands mainly for reports and other publications, but **for the staff of the Polish Eurydice Unit the network means people**. Academics who collect and compile data are regularly invited to co-operation, and staff working at ministries support the network in interpreting current legislation. The Eurydice network is composed of 40 national units operating across Europe and a Eurydice team working at the European Commission's Executive Agency. They all stay in contact, meeting several times a year to jointly prepare the scope and methods of data collection for planned publications



Magdalena Górowska-Fells  
Polish Eurydice Unit, FRSE



## EURYDICE TEAM'S PERSPECTIVE

### Age of stability

#### Biggest success

More than 40 years of continuous operation of the Eurydice network in Europe, including 25 years in Poland.

#### Breakthrough moment

In 2014, after years of outreach activities, the Eurydice network was embedded in the Key Action 3 of the Erasmus+ programme. Since then, the reports have increasingly focussed on topics related to European co-operation in the field of education.

#### Greatest challenge

The social media hype has made Polish Eurydice Unit take advantage of new communication channels. The increased online presence has had the effect of gradually moving away from printed materials and attracting new audiences.

#### Recurring memories

Conferences, seminars, events organised by Erasmus+ and other initiatives. The Unit staff could showcase at them the most interesting results from Eurydice reports and shared their knowledge about the system of education in Poland.

#### Highly recommended

Each year, Polish Eurydice Unit prepares the most comprehensive description of Polish education system that is available online. It is about 550 pages long and published in Polish and English languages. Descriptions of other 38 education systems in the network countries are available at Eurydice website. All of them have been prepared in an easy to compare format.

Eurydice publications issued between 2014 and 2020



N = 101. Source: eurydice.org.pl as of 31 December 2020.

» *Direct contact with readers of the reports and users of the Eurydice website, both individually and in wider groups, brings a lot of satisfaction*

Officials, researchers and students dealing with European systems of education asked team members questions on topics of their interest at any time. On average, Eurydice unit provided around **100** phone and e-mail consultations each year

Over the past seven years, Polish Eurydice Unit has also provided answers to over **200** questions posed, i.a. by the staff of Polish institutions in the Q&A internet service. With these audiences in mind the Unit has also developed **5** original thematic reports

The Eurydice Facebook profile, founded in 2015, is gradually uniting a group of regular followers. About **50** posts appeared on Eurydice FB wall every year on reports from the debates, infographics with up-to-date data and invitations to read publications



*At what age does a person become an adult? Is the voting age set to 18 years old throughout Europe? In which countries one can vote online and how does this translate into electoral turnout? Why is it that in Spain nearly one in five young people drops out of school, whereas in Poland this problem affects only 5% of students? Which European Union countries are implementing strategies for youth and with what results? These and many other questions are answered by the online encyclopaedia Youth Wiki. Its aim is to **present the current state of youth policy in Europe and the most important reforms impacting on the lives of young people***



Mateusz Jeżowski  
Youth Wiki National  
Correspondent, FRSE

## YOUTH WIKI TEAM'S PERSPECTIVE

### What the data hide

#### Breakthrough moment

28 January 2018 – the date of launch the Youth Wiki platform. On that day, information collected in the participating countries over a two-year period went online.

#### Greatest challenge

Keeping up with rapidly changing regulations and updating research and statistical data. These elements that are most important to users of the platform and require rigorous diligence when updating.

#### Interesting observation

There is not a fit for all youth policy. Each country faces different problems, but some of them are common, such as issues concerning the mental health of young people, social inclusion or political participation.

#### Important experience

Youth Wiki is first and foremost a source of knowledge, but it is also sometimes used to establish contact. Researchers and students tapping into the platform's resources are happy to be consulted or to ask for additional sources of data.

#### Main conclusion

Presenting international data in a uniform and structured way creates a reference point for comparing and forms a more complete picture of youth policies implemented in each country.



Countries participating in the Youth Wiki project\*

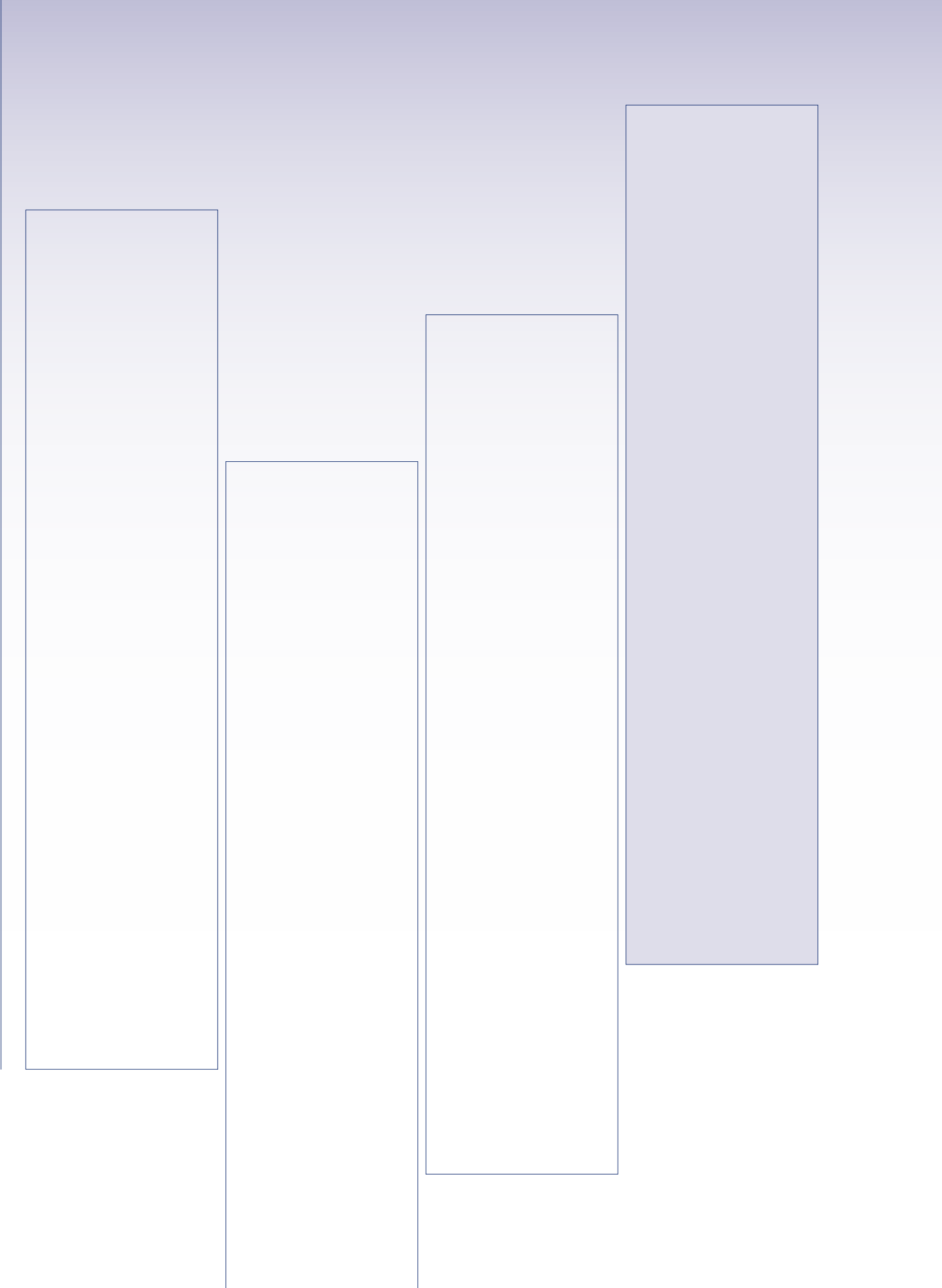
Since 2017, the Youth Wiki initiative has been joined by **33** European countries

The platform's resources include over **100** pages devoted to youth in Poland, including cumulative statistical summaries, research results and analyses of legal acts

In 2019, **2** publications on youth policies in Poland were also created



\* Data for Belgium is collected separately for the three communities: French, Flemish and German-speaking. For the United Kingdom, data is collected separately for England, Northern Ireland, Scotland and Wales, as of 31 December 2020.



# honours & awards





These are not just ordinary competitions, but a long-standing tradition and a pillar of the National Agency. Recent years have brought many changes. New categories corresponding to new programmes managed and initiated by the Foundation have been added to EDUinspiracje – a contest for the best educational projects and EDUinspirator – honouring creative personalities in the world of education. What is more, a third competition has been launched: EDUinspiracje – Media is addressed to journalists covering topics related to EU educational programmes. All three **contest are about giving recognition to as many creative people and inspiring projects as possible and using their outputs to show others how to change their reality.** Effects? A total of 1,128 entries were received for the three competitions, 376 of them were selected as finalists and awards were granted to 140 of them!



Bartosz Stawiarz  
Dissemination Unit, FRSE



## EDUinspiracje TEAM'S PERSPECTIVE

# The best are among us

### Interesting observation

Competitions organised under the EDUinspiracje label identify the best projects, the most inspiring educators and the most interesting journalistic content devoted to EU educational programmes carried out in Poland. But this is only a bite of reality. Over several decades, the programmes co-ordinated by the Foundation have allowed hundreds of thousands of people of all ages, abilities and needs to spread their wings. The programmes continuously unlock the potential of successive generations of students and educators, permanently inscribing themselves in Polish education system.

### Lucky number

10 – a number of contest editions that have been organised by Polish National Agency of Erasmus+ until the end of 2020.

### Useful tip

No one should hesitate to enter the EDUinspirator contest. Anyone who does something worthwhile in their institution or community deserves attention and recognition!

### Main conclusion

Each edition of EDUinspiracje is not only about accepting and evaluating entries, announcing nominations and selecting the winners during the gala. All awarded projects and individuals become role models for those who take their first steps in educational programmes. It is for them that conferences are organised and publications published to describe the secrets of success of the best initiatives. It is well worth using them.

Number of projects nominated in 2014–2020 by contest category\*

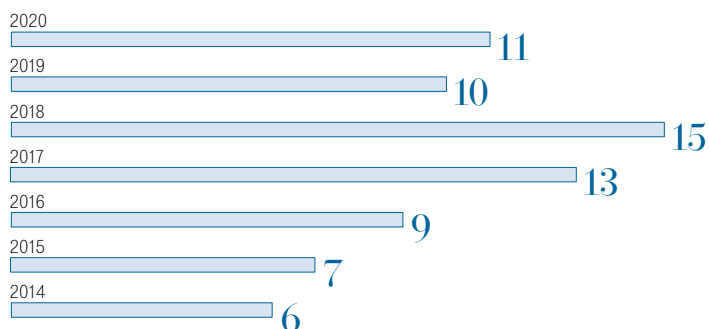


\* The categories with a shorter standing or announced occasionally included: 60<sup>th</sup> anniversary of European Social Fund, 5th anniversary of implementing projects funded by ESF as part of PO KL and PO WER programmes (12 awards); Scholarship and Training Fund (11); European Solidarity Corps; 20 years of European Voluntary Service; 25 years of the Foundation for the Development of the Education System; Co-operation between Poland and Norway, Iceland and Liechtenstein (5 projects were awarded in each category); 30 years of the Erasmus programme (1 award).

Combined categories for the same beneficiary groups: \*\* Non-formal youth education and Youth; \*\*\* Polish-Lithuanian Youth Exchange Fund and Polish-Lithuanian friendship; \*\*\*\* PO WER School Education and PO WER Vocational Education.

N = 326. Source: Finera system.

Number of projects awarded in each EDUinspiracje edition



N = 70. Source: Finera system.

In the EDUinspiracje contest, **323** projects were entered, out of which **71** best initiatives were selected as finalists in **19** permanent and occasional categories announced over the past seven years

The organisations most frequently entered for the competition include: Academy of Subjective Youth Support from Police and the Europe4Youth Association from Kraków. Both have been entered for the competition **4** times as co-ordinators of projects supporting young people

The following institutions have been awarded **2** in EDUinspiracje: the University of Warsaw for projects carried out in the Higher Education sector; the Anna Wazówna Lower Secondary School from Golub-Dobrzyń for projects in the School Education category, and the Europe4Youth Association for initiatives in the Youth sector

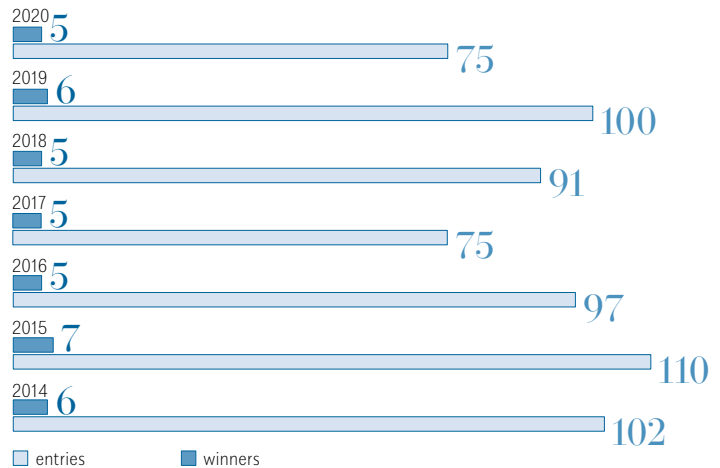


Number of all EDUinspirator title nominations by voivodeship

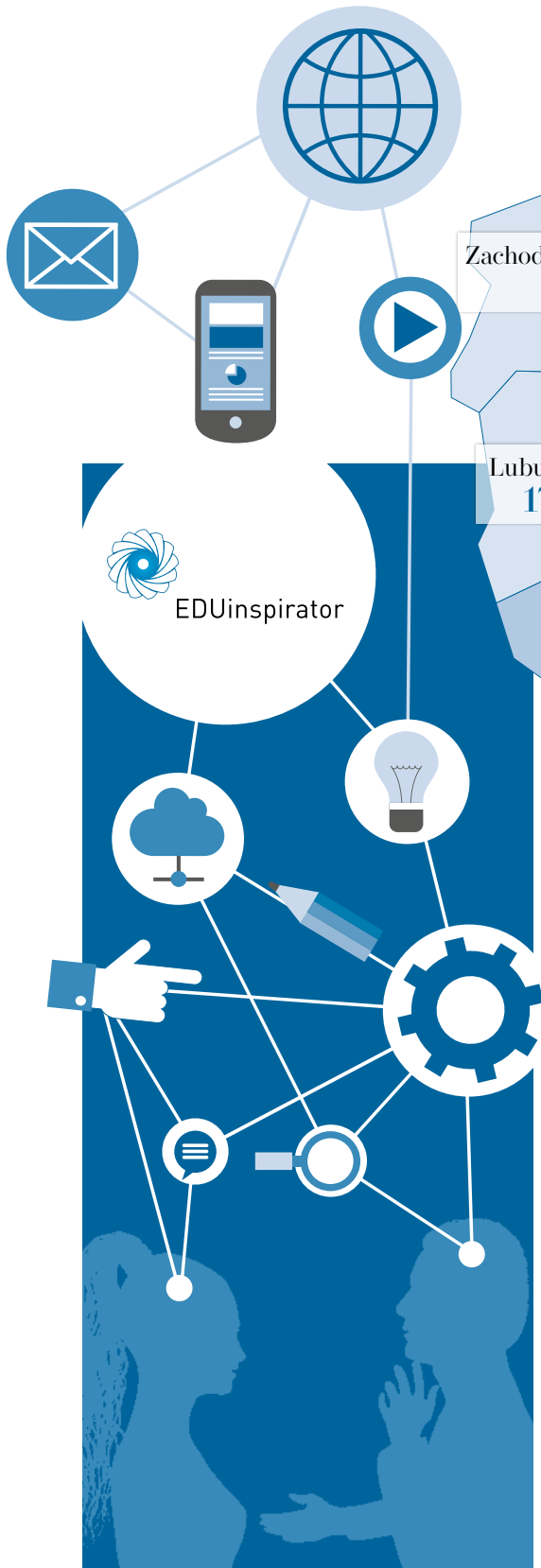


N = 648. Source: Finera system.

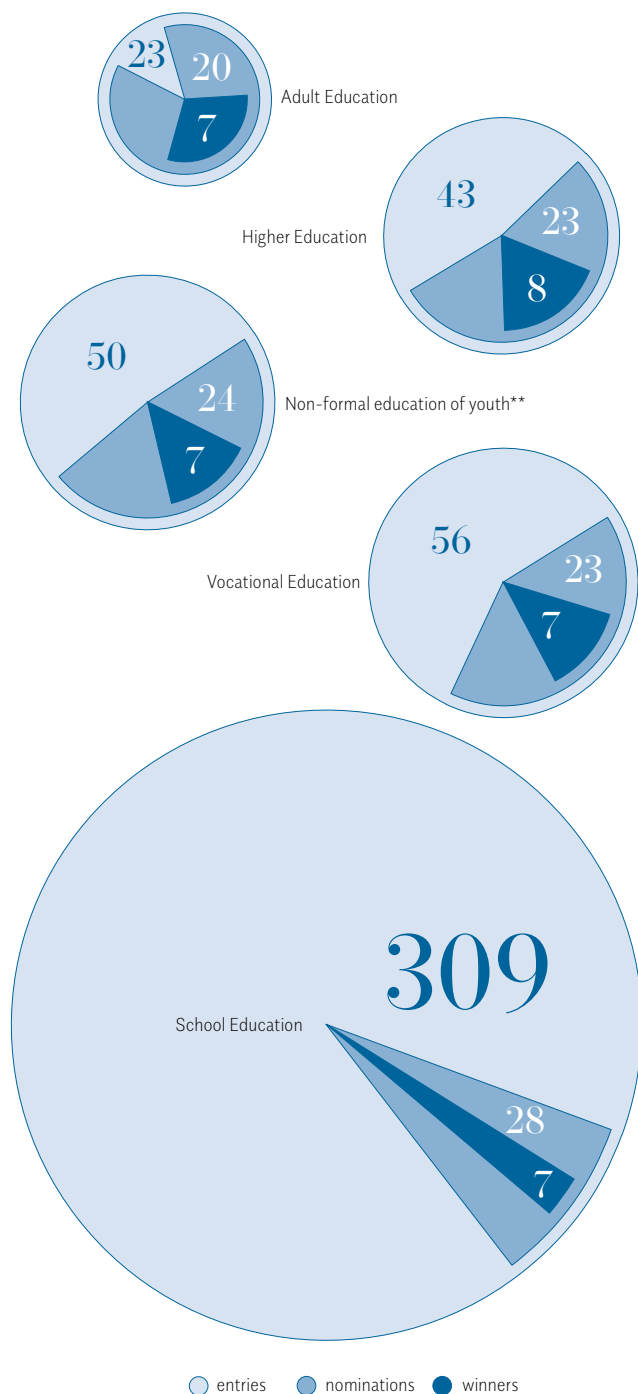
Number of entries and EDUinspirator title winners in each contest edition



Source: Finera system.



Number of entries, nominations and EDUinspirator title winners in the most popular categories\*



\* Individuals awarded in these categories carried out projects under Erasmus+ and its predecessor, the Lifelong Learning Programme. The 6 unnamed categories included a total of 6 entries, 6 nominations and 3 winners.

\*\* The combined categories of Non-formal youth education under Erasmus+ and "Youth in Action".

Source: Finera system.

Over the past seven years, the competition has received **650** entries, out of which **124** finalists and **39** winners were selected in **12** thematic categories

The Lubelskie voivodeship is the front runner! The most awarded beneficiaries were: Andrzej Cywiński of the Non-Public Primary School with a Pre-School Group in Radawczyk Drugi (**5** entries, **3** nominations and the title of EDUinspirator 2018 in the Non-Formal Youth Education category), Lidia Pokrzycka of the Maria Curie-Skłodowska University (**5** entries, **2** nominations and the title of EDUinspirator 2019 in the Higher Education sector) and Barbara Ostrowska of the Ignacy Jan Paderewski Private General Secondary School in Lublin (**4** entries and the title of EDUinspirator 2019 in the School Education category)



## Winners of EDUinspiracje – Media contest between 2015 and 2020

**Martyna Aftyka:** *Nazwałam ten tablet tabletytem [I named this tablet "tabletyt"]* (TVN, 2016)

**Krzysztof Andrulonis:** *Na EVS spełniaj marzenia [Make your dreams come true at EVS]* (Europejski Portal Młodzieżowy, 2016)

**Justyna Bartoń:** *Wyjazdy i praktyki zagraniczne na farmacji [Trips and internships abroad at pharmaceutical studies]* ("Gdzie po Lek" portal, 2020)

**Luiza Beblot:** *Wolontariat Europejski świętuje dwudziestolecie [European Voluntary Service is celebrating its 20<sup>th</sup> anniversary]* (Polskie Radio 24, 2016)

**"Bogoria" journal editorial office:** *Jestem lutnikiem. Tworzę instrumenty [I am a luthier. I compose instruments]* ("Bogoria", 2020)

**Czesława Borowik:** *Szczęście pedagoga [The pedagogue's happiness]* (Polskie Radio Lublin, 2017)

**Marta Gajda:** *Chcemy tam wrócić [We want to return there]* ("Tygodnik Poniedział", 2017)

**Christian Gasperi:** *Erasmus w Salerno [Erasmus in Salerno]* ("ItaliAMO", 2020)

**Łukasz Grzeszczak:** *Erasmus to najlepszy z projektów UE. Jak zmienił polskich student? [Erasmus is the best of the EU projects. How has the Polish student changed?]* (Holistic.News, 2019)

**Agnieszka Grądzka-Wadych, Jarosław Wadych:** *Chory piekarz, ciasto w dzieży, miłość córki i smaczne katarzynki – wszystko wokół toruńskiego piernika [A sick baker, a cake in a bowl, a daughter's love and tasty gingerbread from Toruń]* ("Nowości. Dziennik Toruński", 2018)

**Gabriela Jelonek:** *Pocztówka z Portugalii 2 [Postcard from Portugal 2]* (Radio Meteor, 2017)

**Maciej Kałach:** *Łódzianin odkrył nowy obszar w mózgu. Wcześniej wyjechał na Erasmusa [A resident of Łódź discovered a new area in the brain. Earlier, he left for Erasmus]* ("Dziennik Łódzki", 2018)

**Katarzyna Kornet:** *Studenti w świat wzięci [Students around the world]* (Polskie Radio Czwórka, 2015)

**Aneta Kunowska:** *Erasmusowcy [Erasmus students]; Studia po estońsku i włosku [Studies in Estonian and Italian languages]; W południowych i północnych klimatach [In southern and northern climates]* ("Cogito", 2015) and series of articles on the Erasmus+ (Kulturantki.pl, 2016)

**Szymon Majchrzak:** *Makaron na uszy [Pull the wool over eyes]; Wykalkulowany Erasmus [Calculated Erasmus]; and Generacja E jak Erasmus [Generation E for Erasmus]* (Radio Afera, awarded in 2018, 2019 and 2020)

**Wojciech Mikołuszko:** *Para z parą [Power couple]* ("Polityka", 2019)

**Kazimierz Netka:** *Młodzi pomorzanie ruszyli w świat. Młodzież świata dostrzegła Pomorzanie [Young Pomeranians went out into the world. The youth of the world noticed Pomerania]* (Aktualności Turystyczne, 2015) and *II LO w Gdańsku zaprasza swych rówieśników do wystawienia sztuki teatralnej [II General Secondary School in Gdańsk invites its peers to stage a theater play]* (Pulsarowy.pl, 2019)

**Tomasz Orzda:** *Nie ujdzie Ci to płazem! Randka z przyrodą, czyli o ochronie różnorodności biologicznej Amphibia według uczniów szkoły podstawowej [You won't get away with it! A date with nature, or about the Amphibia protection of biodiversity according to primary school students]* ("Biologia w Szkole", 2018)

**Tomasz Paziewski:** *Europass* (Radio Kampus, 2015)

**Polskie Radio Czwórka editorial office:** a series of short programmes on Erasmus+ (Polskie Radio Czwórka, 2017)

**Marcin Strzelecki:** *Pokazuj mi świat, Tato! [Show me the world, Dad!]* (WiFilms Marcin Strzelecki, 2019)

**Bernadetta Szczypta:** *Nie zwracają na nich uwagi [They ignore them]* (Polskie Radio Rzeszów, 2015)

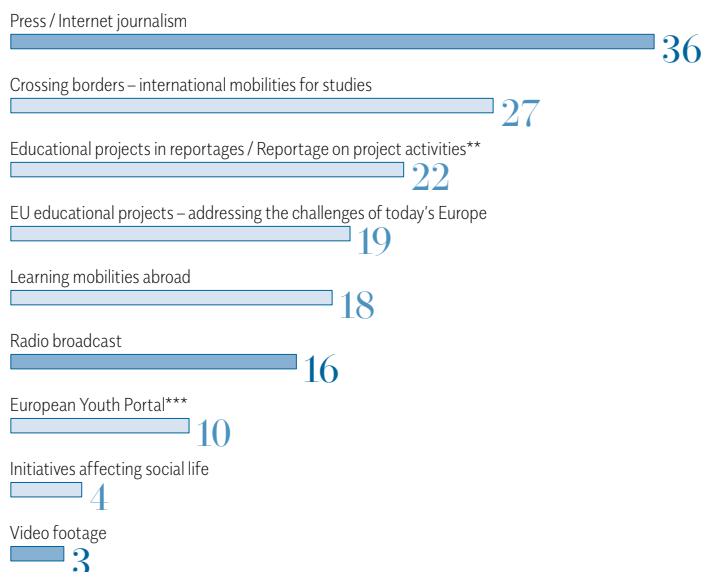
**Justyna Tylczyńska-Seliga:** *Fundusze UE na popularyzację polskiej literatury [EU funds for the popularisation of Polish literature]* (Polskie Radio Czwórka, 2016)

**TVN 24 BiS editorial office:** *Pokaż nam świat [Show us the world]* (TVN24 BiS, 2015)

**Piotr Wójcik:** *Study buddies. To dzięki nim studentom z zagranicy łatwiej jest się odnaleźć w polskich realiach [Study buddies make it easier for foreign students to find themselves in the Polish reality]* (Radio eM Kielce, 2019)

**Michał Zawada, Gracjan Respondek:** *Młody obywatel znad Dniepru i Warty [A young citizen from the Dnieper and Warta rivers]* (Radio RMF MAXXX Częstochowa, 2020)

### Number of entries submitted in each contest category between 2015 and 2020\*

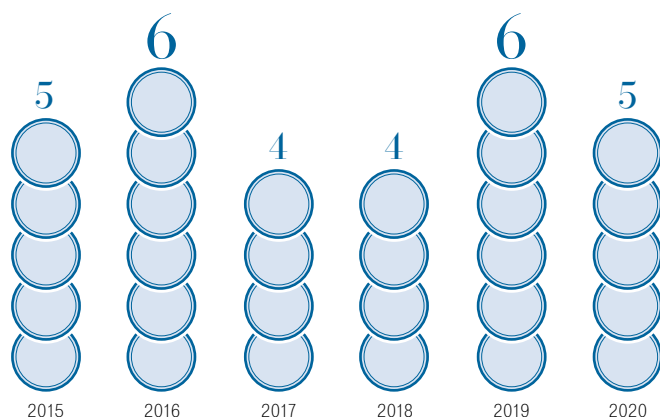


\* The darker shade indicates categories launched between 2018 and 2020, and lighter shade indicates categories launched in 2015–2017. \*\* Combined categories whose names have slightly changed over the years. \*\*\* Special category in 2016.

N = 155. Source: Finera system.

» *The awarded content was published in 13 national and 13 local media. Educational programmes were most frequently covered by 8 newspapers and magazines and 7 web portals. Slightly less numerous were radio broadcasts (8 radio stations) and video footage (3 stations)*

### Number of awards presented to journalists from all over Poland per contest edition



N = 30. Source: Finera system.

Over the past seven years of the Erasmus+ programme, the EDUinspiracje – Media awards were won by **3** editorial teams and **25** journalists

At the same time, **155** entries were made for the EDUinspiracje – Media contest, and awards and special mentions were presented as many as **30** times!

The winning content was published by **26** editorial teams. **3** awarded radio broadcasts devoted to the educational programmes and initiatives were aired by the nationwide Radio Czwórka station and student Radio Afera operating at the Poznań University of Technology

The main audiences for the **3** magazines, **3** radio stations and **1** web portal in which the awarded content was published are pupils, students and young people



The six editions of the Selfie+ photo contest have shown that **creating a space for the free exchange of experiences, combined with good fun, was a hit**. Each year, new beneficiaries joined the Selfie+ community. Users treated the possibility to post photos and videos from their projects on the platform as an opportunity to capture inspiring moments and share them with wider audience. While competing for the award, they motivated themselves and others to take advantage of the offer of the educational programmes. By the end of 2020, as many as 1,132 entries had appeared on the Selfie+ platform, and prizes were awarded to the authors of 149 of the most interesting photos across 10 thematic categories. Good ideas are worth promoting, so this competition will certainly be continued in the coming years



Bartosz Stawiarz  
Dissemination Unit, FRSE



## SELFIE+ TEAM'S PERSPECTIVE

### Moments stored in memory

#### Breakthrough year

2017 – since then, not only beneficiaries from the Erasmus+ School Education sector could apply for awards, but also those benefitting from projects implemented under the other Erasmus+ sectors, as well as PO WER, the Polish-Lithuanian Youth Exchange Fund and the Polish-Ukrainian Council for Youth Exchange.

#### Unforgettable time

The ceremonies concluding each edition of the contest. Each time they evoked positive emotions and the palpable joy of the winners.

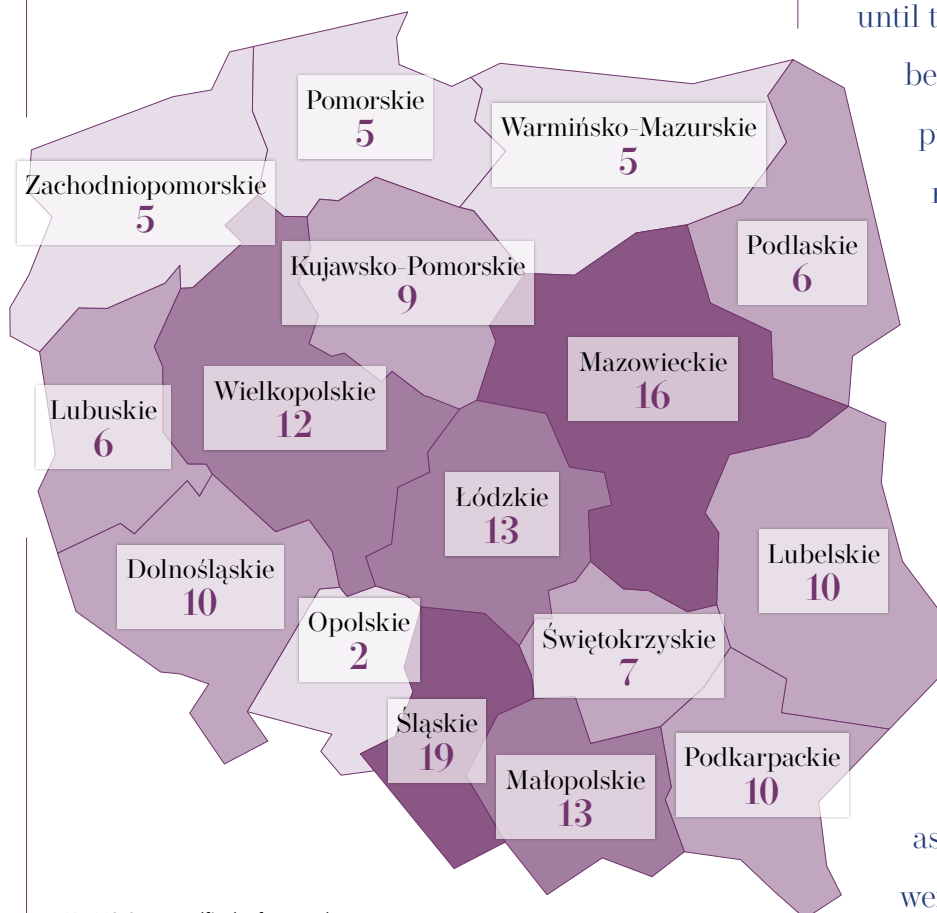
#### Masters of the shot

The greatest number of awards in the Selfie+ went to the Poleski Art Centre from Łódź. As many as three awards have been sent there for photos taken as part of the projects “We learn to serve others – a socially engaged theatre community” and “We dust off the community centre”, which were implemented in 2017–2019 in the Adult Education sector. The same number of awards went to the South-Western Forum of Local Government “Pogranicze” from Lubań, operating in the Erasmus+ Youth sector and the Polish-Lithuanian Youth Exchange Fund. Each entry of this organisation to the edition resulted in winning the first prize in the category “Your project in one shot”.

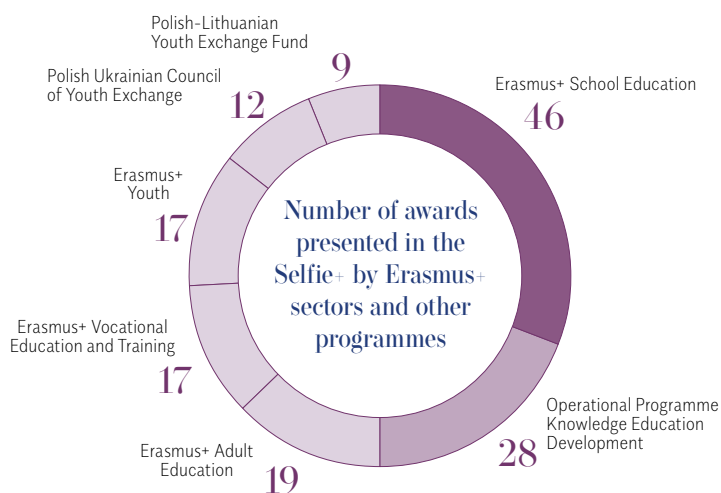
#### Main conclusion

Awards motivate people to take action and initiate new projects. It is worth sharing experiences and creatively showcasing one's successes.

### Number of awards presented in the Selfie+ photo contest by voivodeship



N = 148. Source: selfieplus.frse.org.pl



N = 148. Source: selfieplus.frse.org.pl

Since the launch of the contest until the end of 2020, there have been **2,580** posts published by **1,268** registered beneficiaries on the Selfie+ platform

Over the last six years, **1,132** entries were submitted to the competition, with the highest number – **267** – in 2017. The best year for the winners was 2019, when as many as **39** awards were given!

During all editions of Selfie+, **148** photos were given a distinction. Awards went to **127** institutions scattered all over Poland

**65** – that is how many winners received awards in the most popular category “Your project in one shot”



Between 2014 and 2020, the jury of the European Language Label awarded various projects with a very diverse range of subjects and scope – both those implemented as part of Erasmus+ and those unrelated to the programme. While the majority of projects were based on English, as it is the most popular language, other European languages such as German, French, Czech, Turkish, Croatian, Latin and Finnish also featured in the projects. **Teachers have been taking more and more steps to ensure that language learning is diverse, interesting and rewarding, that it contributes to students' lives, and that it teaches teamwork (oftentimes with international team members), the ability to plan activities, achieving goals, and objective assessment of one's own work.**



Elzbieta Grymuza  
European Language Label  
Poland, FRSE



## ELL TEAM'S PERSPECTIVE

### Taste of discovering

#### Greatest success

In 2019, the Polish edition of the European Language Label was the best in Europe in terms of the number of submissions. The competition attracted 51 high-quality projects.

#### Lucky number

13 – this is the number of submitted projects which focussed on developing knowledge of Polish as a foreign language, with one of them based on Polish Sign Language. All of this was to help us understand each other better – on the streets, in the shops, at school, at the workplace or in international research teams.

#### Biggest challenge

Organising the European Day of Languages in 2020 for the first time in a remote form. The recordings took place in a state-of-the-art studio using 3D technology.

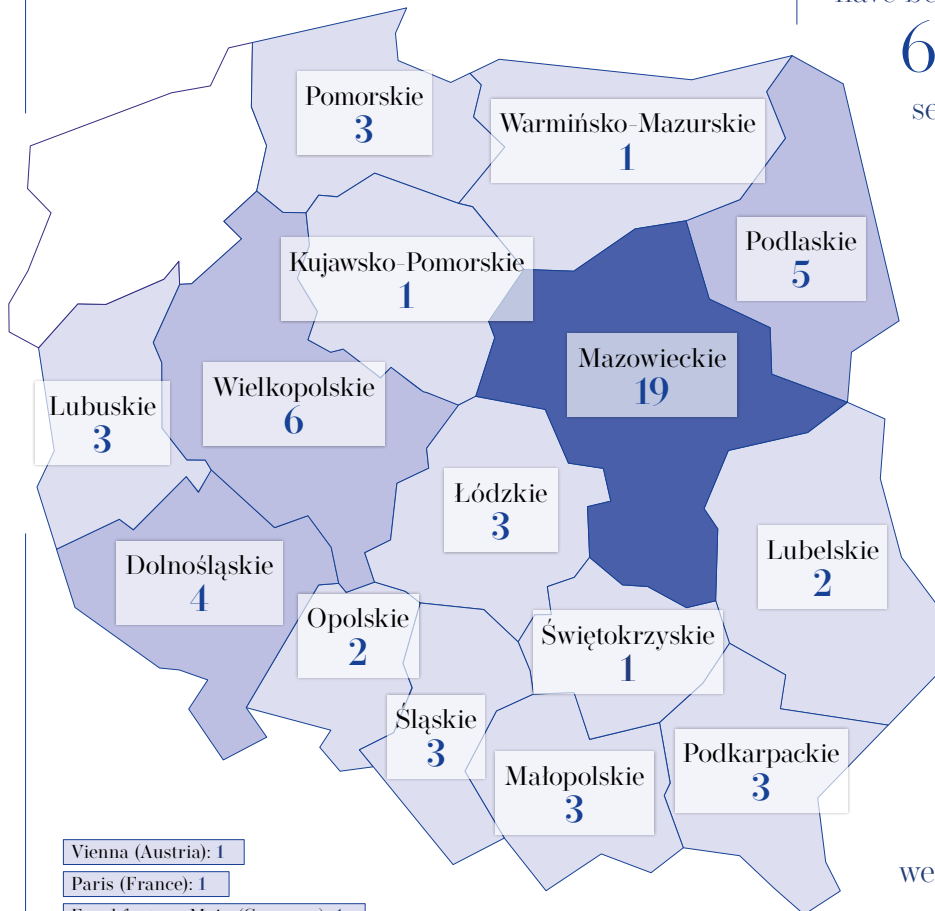
#### Interesting observation

Under the guidance of project co-ordinators, Polish pupils are taking on ever bolder challenges. One example is the young people from No. 2 Primary School with Bilingual Departments in Łuków, who combine learning foreign languages with experiments and research assignments carried out in the field of natural sciences.

#### Notable projects

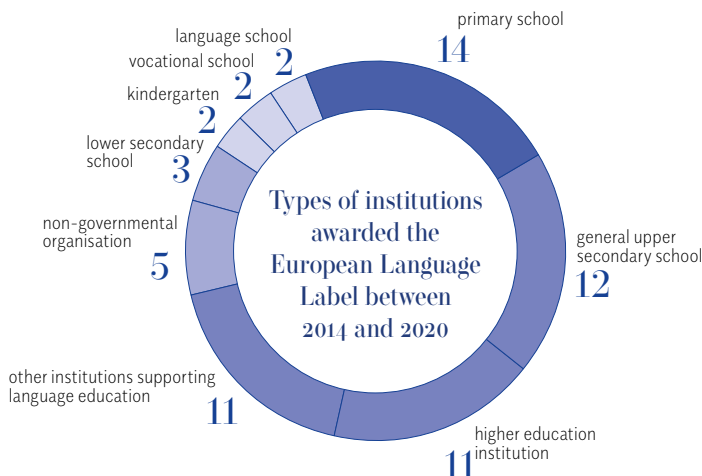
The “Be a buddy, not a bully” project implemented in the John Paul II Primary School in Zabór was recognised as a European good practice. The “Warsaw for intermediate learners” project carried out by the Museum of Warsaw was also among the best projects in Europe.

Number of projects awarded the European Language Label by voivodeship



- Vienna (Austria): 1
- Paris (France): 1
- Frankfurt am Main (Germany): 1

N = 59. Source: ELL Poland.



N = 62. Source: ell.org.pl

European Language Label winners have been notified of the award

**62** times in the last seven years

The team European Language Label co-organised several Mobile Education Centre tours and met with around **700** educators and students from all over Poland

At the heart of the winning projects were **15** European languages – among them were the most popular, as well as the local ones:



N = 101. The font size reflects the popularity of the language used in the projects. The institutions were allowed to indicate several languages in their entry. Source: ell.org.pl





WorldSkills is a huge international machine, consisting of 60 official skills categories, 85 participating countries and an average of 1,200 competitors taking part in each contest. In recent years, Polish competitors have taken full advantage of this initiative, and schools and higher education institutions supporting this endeavour have met foreign partners with whom they now build strategic partnerships or implement mobility programmes under Erasmus+. Meanwhile, the WorldSkills Poland team has established co-operation with institutional and commercial partners to jointly create **Skills Poland – a nationwide contest for vocational school students, which is the equivalent of competitions organised at European and world level.** Thanks to this, Poland will soon be able to apply to become a host of future EuroSkills or WorldSkills edition



Paulina Machera  
WorldSkills Poland, FRSE



## WORLD SKILLS TEAM'S PERSPECTIVE

### Ready, set, go!

#### **Greatest success**

The silver medal in culinary arts won at the WorldSkills Kazan in 2019.

#### **Recurring memory**

Tears of a Polish competitor after completion of all tasks and the applauding audience from all over the world.

#### **Interesting observation**

Against a backdrop of rivalry to become the world's best competitor, lasting friendships are formed, global sponsors find dedicated employees, and schools and research centres find their project partners.

#### **Important experience**

Every phone call or e-mail from a company or institution expressing their joy that Poland has finally joined WorldSkills and their pledge to support the preparation of competitors.

#### **Useful tip**

Young people who are passionate about their chosen career path should try their hand at qualifying for competitions organised by WorldSkills. This is a unique opportunity to acquire new skills, exchange experiences and meet new people full of passion and enthusiasm.

#### **Main conclusion**

WorldSkills is a global brand and being part of this initiative is synonymous with confirmation of the highest competences. Each new country strives to ensure the best possible recognition of the competitions to give talented young people a unique opportunity to gain unique experiences and a better start to their professional careers.

Competitions categories represented by Polish young professionals participating in WorldSkills and EuroSkills between 2018 and 2021

joinery **building information** CNC turning  
 electrical installations **modelling** cabinetmaking  
 automobile technology **culinary arts**  
 metal roofing  
**floristry** welding wall and floor tiling  
 CNC milling **mechatronics**  
 hotel reception  
**mobile robotics** plastering and drywall systems  
 bricklaying **fashion technology**  
 carpentry  
 heavy vehicle technology **hairstyling** graphic design

N = 35. The font size reflects the number of Polish competitors in a given category in all three editions of the competition. Source: worldskills.org registration system.

Composition of the Polish teams at the WorldSkills and EuroSkills competitions



Source: worldskills.org registration system.

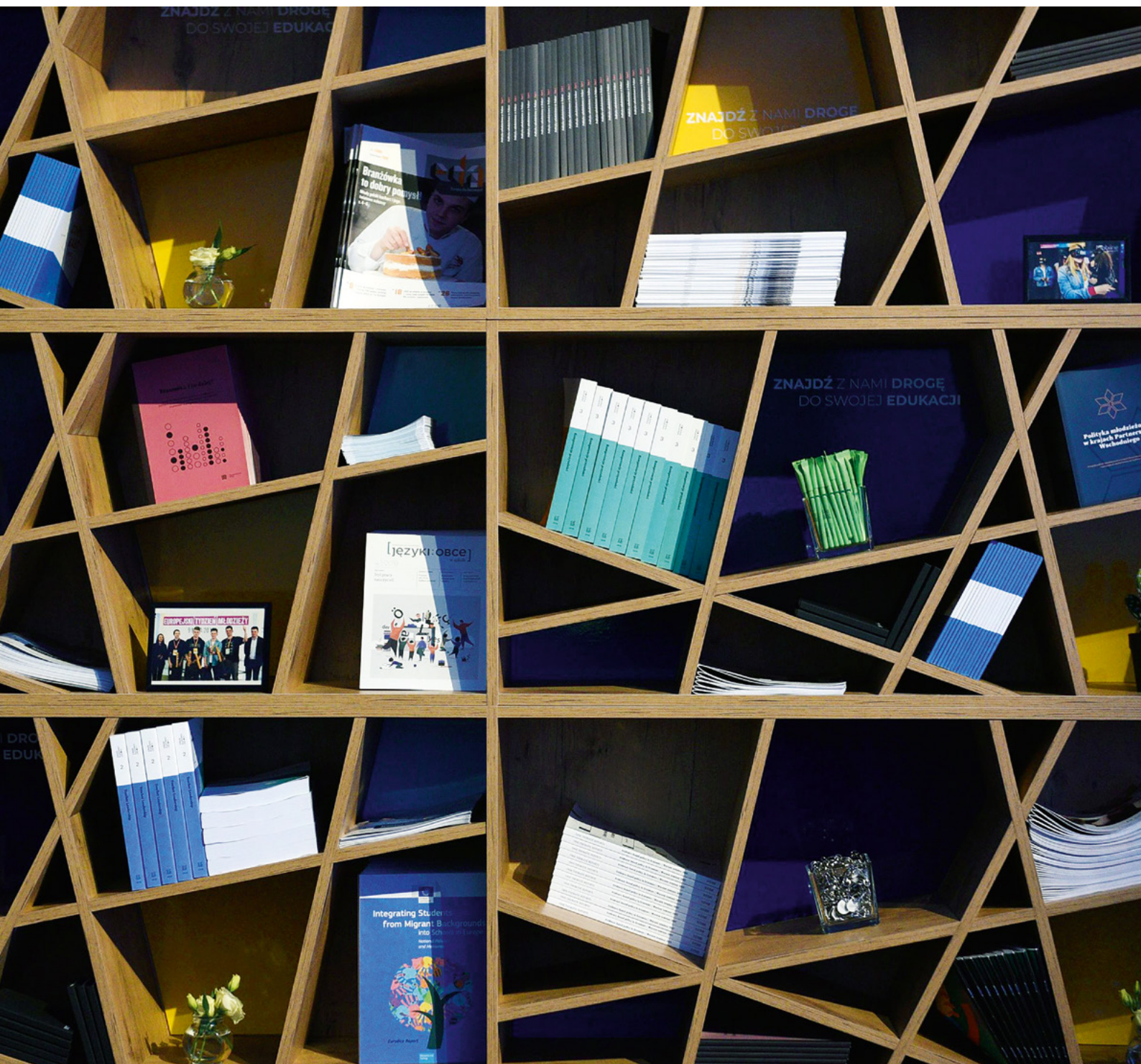
Since 2018, a total of **29** young professionals have represented Poland at the WorldSkills and EuroSkills, competing in **21** categories. They study and work in localities spread across **10** voivodeships



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