

Joanna RUSZEL¹

ERASMUS PROGRAMME – FUNCTIONAL ANALYSIS AND EVOLUTION OF THE PROGRAMME FROM 1987 TILL 2016

The article presents an outline of the historical background of the establishment of the European Union Programme for higher education functioning in Europe from 1987 originally as an independent programme of European Community Action Scheme for the Mobility of University Student (1987–1994) “called Erasmus” (the first part of programme). Then we will become familiar with its evaluation in the following years when it became one of the eight components of the “Socrates”, including two parts: “Socrates I” (1995–1999) and “Socrates II” (2000–2006) and then composition as one of its sectoral programme the scope of an even broader programme of Lifelong Learning in year 2007-2013 and in the fourth phase in 2014-2020 adopt the name Erasmus. Also the article aims to outline the main ideas of the assumptions and objectives of the programme principles of students trips to study, internships and trips of didactic and training employees. In addition the article mentions the figure of the patron of programme – Erasmus from Rotterdam, presents his opinions, ideas, short biography, achievements and why the programme was given his name. Presents the role of National Agency and tasks of university and faculty coordinators. Attempts to evaluate the programme not only for higher Education but also for the beneficiaries: students and employees. Presents the scope of activities in the programme and its development in the following years, as well as the importance of developing a Erasmus Policy Statement (EPS); defining strategies for European cooperation within programme. This EPS is a mandatory element of the application for the university in order to receive Erasmus Charter for Higher Education – ECHE for High Education. To estimate influence implementation the European Credit Transfer and Accumulation System for increase number of mobility. Consider assessment of the impact on increasing mobility thanks to the introduction European Credit Transfer and Accumulation System. Presents also the overall evaluation of the programme and the opinions of its participants, indicating the benefits of the beneficiaries of the programme and its impact for the integration of Europe.

Keywords: Erasmus, Socrates I, Socrates II, Lifelong Learning Programme, Erasmus+, educational mobility, Erasmus Charter for Higher Education (ECHE), European Credit Transfer and Accumulation System (ECTS), National Agency Erasmus Programme.

¹ Joanna Ruszel, MSc, Rzeszow University of Technology, Department of International Cooperation, Powstańców Warszawy 12, 35-959 Rzeszów, phone: 48 17 743 21 49, e-mail: jruszel@prz.edu.pl.

Mgr Joanna Ruszel, Politechnika Rzeszowska, Dział współpracy międzynarodowej, Al. Powstańców Warszawy 12, 35-959 Rzeszów, tel. 17 743-21-49, e-mail: e-mail: jruszel@prz.edu.pl.

1. THE IDEA OF UNITING EUROPE AND IT IMPACT ON CREATION A MOBILITY PROGRAM

The great influence for creating Erasmus Programme was idea to join European countries within one union and also created it new structures. It is so important and amazing that „Idea to union Europe by create above nations integrated structures appeared after fall Rome's Empire. It's realisation undertaken European leaders as Carol Great, Otton II and Napoleon, however these trials ended failures. After the Second World War intensity trends to union Europe”².

These trends contributed for creation European Economic Community on 16 April 1948 and also European Consult on 5th May 1949. Mostly because these organisations on 7th February 1992 at Maastricht signed act establish European Union.

When the common structures there were realisation jointed programmes became more real. However idea mobility young people appeared significantly later, only from seventies years. „We found early systematic cooperation on educational field in 1976, when the ministries of education elaborated first community plan, which included base of common politics at discussed field. However it appeared as not bind resolution, its significant was determined six trends of activity. Among them were as: education children of migrated employees, closer relations between educational systems in Europe, easier access to documents and statistics concern education, develop high education, teach foreign languages, the same educational chances. Subject of interest became also school education”³.

However must elapsed almost decade when created first organisation, which supported this idea. „At the end of eighties year XX century created first European initiatives to enhanced students to study or do placement on abroad. For short time Community Action Programme for Education and Training for Technology (COMETT) supported international student's mobility, employees from companies and universities. Next Erasmus Programme was a synonym of mobility at high education”⁴.

Before the uprising Erasmus programme EU directed in year 1981–1986 pilot students mobility programme. Head of UE conducted conversation to create join mobility programme and „Besides some dislike from the side a few great countries, which created in this time Community and which realized own programmes mobility, mostly essential aspects future programme were agreed and planed that proposal was accepted on Ministry Consult European Community in 28 November 1986”⁵. However did not sign agreement on this time because of differences of height budget. However idea that “Citizens of Europe should have possibility to learn and train in each part of Europe (for example where is higher quality or lower prices) [...]”⁶, was still alive and in 1987 appeared so important and mobility programme was created.

² Broszura edukacyjna *Baza wiedzy o UE*, cz. I, *geneza integracji europejskiej –przyczyny i historia*, s. 1, http://www.rpo2007-2013.lodzkie.pl/wps/wcm/connect/9c4e2c00452010f9b38fbfc541bfafd3/broszura_educacyjna_baza_wiedzy_o_ue.pdf?MOD=AJPERES, (access: 3.12.2018 r.).

³ M. Majorek, J. Wojniak, *Dwadzieścia lat „Erasmusa” – doświadczenia, perspektywy, wyzwania*, Kraków 2011, s. 136.

⁴ M. Mendel, A. Atlas, *Mobilność sposobem zdobywania i rozwijania kompetencji – od juniora do seniora*, Warszawa 2012, s. 18–19.

⁵ E. Kolanowska, *10 lat Erasmusa w Polsce 1998–2008*, Warszawa 2008, s. 9.

⁶ M. Mendel, A. Atlas, *Mobilność sposobem zdobywania...*, s. 16.

2. EDUCATIONAL MOBILITY – STUDENTS AND EMPLOYEES EXCHANGE PROGRAMME

In the context mobility appears new term “educational mobility”, what it means explain “Green Book” (Green Book- promotion educational mobility young people): „Educational mobility as claims European Consult is abroad trip, which main goal is to receive new skills, teach foreign language and develop inter cultural skills. Mobility contributes to overcome stands isolation and xenophobia, to strengthen European identity and citizenship and also allow to knowledge flow. It range embraces mainly young people 16–35 years old, who are in educational situations, mean learning, to do placements, volunteer in frame EU but not only”⁷. It is that mobility is not only study but also practices. „Mobility joins theory and practice international cooperation directed for achieve clearly defined goals should base element of international strategy each institution”⁸.

3. THE GENESIS OF AN INDEPENDENT MOBILITY PROGRAMME CREATED BY THE BODIES OF THE EUROPEAN UNION

New programme was called Erasmus, due to the fact that Erazm from Rotterdam was a to patron of programme, because he exerted a great influence for his contemporary renaissance thinkers and also for humanist's ideas and human respect and his dignity. Erazm from Rotterdam (in Latin: Erasmus Desiderius Rotterodamus, properly Gerhard Gerhards), was born 28th October 1467 in Rotterdam. Us consider scholars „The most great human of north renaissance was Erazm (1467–1519), who developed studying Greek and Latin literature, including Holy Book and letters Fathers of Church and contributed to develop for humanistic culture”⁹. Freedom choice by human was for him obvious for each people in the opposite to Martin Luter, who was follower theory that the salvation and condemnation are decided from high by God. „It limit human soul involved him to controversy with some humanists for example Erazm from Rotterdam, for whom self-define by human is base of humanist's culture”¹⁰. He was prominent humanist, philosopher, writer, theologian and pedagogue. „He criticized scholastic [...]”¹¹ and also contemporary to him educational system as too severe and unkind for pupils, but also interpreted why and how should be conduct proper process of teaching. In treaty “About education children” he wrote „Can we talk of the surroundings are looked after with children, when four years old boys send to school, where govern unknown, improper teacher [...]”¹². He claimed that learning process should be pleasant for pupil, should be fun, he tried to change curricula and treatment on friendly way students. According to own experiences (ill-considered attendance to monastery) to warns young people before to fast make his decisions concern life ways till their lean to know their interests. He cancelled his life as monk during first opportunity, it

⁷ *Ibidem*, s. 26.

⁸ *Ibidem*, s. 34.

⁹ Ch. Deluis, M. Gatzemeier, D. Sertan, Ka. Wunscher, *Historia filozofii od starożytności do czasów współczesnych*, Kohn 2001, s. 28.

¹⁰ *Historia Literatury*, t. 1, *Biografie sławnych ludzi*, red. A.S. Artin, Bochnia–Kraków, s. 160.

¹¹ J. Romein, *Twórcy kultury holenderskiej*, przekład J. Hummel, Warszawa 1973, s. 31.

¹² Wybór pism *Erazm z Rotterdamu*, przeł. M. Cytowska, E. Jędrkiewicz, M. Mejo, Wrocław 1992, s. 8.

was at the beginning of ninety year, when the bishop from Cambria, who was waiting for call from Rome – humanists dream haven – proposed him become secretary”¹³. He condemned wars, he was sure that they are contradiction with all morality. „He was ruthless opponent wars, he loved evangelic, perfect brother's love”¹⁴. According to custom from contemporary him time he used Latin in his works, letters. „He has written clear, beautiful Latin with humour and irony. He was considered a representative of Christian humanism”¹⁵. „Recommended by Erazm restore balance between separately elements [...] language culture rely to reduction great dialectics and implement [...] poetry [...]”¹⁶. He travelled a lot, spent most life at abroad, mainly at Germany. He died in 1536 in Baylea.

Appreciating his achievements in educational field the creators of educational programme of mobility students and staff called this programme the same name. „Erazm from Rotterdam, called prince of humanists. Main goal of creators this initiative was risen quality and attractive education in Europe, by building international partnership between universities and also by intensiveness mobility students and staff”¹⁷. However not only name of philosopher caused that programme called Erasmus but the origin of name has more wider importance, because „acronym can see as **EuR**ocean **C**ommunity **A**ction **S**cheme for the **M**obility of **U**niversity **S**tudent, according to sound of the first decision established this programme”¹⁸.

So multiply conversations, initiatives and pilot project gave results and „EU Programme for high school education, which function from 1987 – original as independent European Action Scheme for the Mobility of University Studies (1987–1994)”¹⁹, created on 15 June 1987. Poland jointed the program in 1998, the Rzeszow University of Technology was one of the first 46 universities in Poland that jointed this programme in 1998/99.

4. EVOLUTION OF THE PROGRAMME: SOCRATES I, SOCRATES II, LIFELONG LEARNING PROGRAMME AND ERASMUS+

In the following years independent programme was jointed to wider programme. „Next stage of programme was following years (1995–1999 and 2000–2006). During 1995–1999 component Erasmus function within EU programme called “Socrates I”, and in 2000–2006 within “Socrates II” ”²⁰. Name was accepted for name the great Greek philosopher –

¹³ F. Copleston, *Historia Filozofii*, t. 3, Warszawa 2001, s. 227.

¹⁴ Z. Szmydtowa, *O Erazmie i Reju*, Warszawa, 1972, s. 88.

¹⁵ B. Andrzejewski, *Historia filozofii niemieckiej II*, „Symbolae Europaeae. Studia Humanistyczne Politechniki Koszalińskiej”, nr 2, Wydawnictwo Uczelniane Politechniki Koszalińskiej, Koszalin 2008, s. 9.

¹⁶ J. Domański, *Erazm i filozofia: studium o koncepcji filozofii Erazma z Rotterdamu*, Warszawa 2001, s. 159.

¹⁷ M. Majorek, J. Wojniak, *Dwadzieścia lat „Erasmusa” – doświadczenia...*, s. 135.

¹⁸ Decyzja Rady nr 87/327/EEC z 15 czerwca 1987 roku przyjmująca Europejski Program Działań na rzecz Mobilności Studentów (ERASMUS), Dz. Urz. WE L 166 z 25 czerwca 1987 roku.

¹⁹ M. Członkowska-Naumiuk, B. Skibińska, *Programy wspierające międzynarodową współpracę szkół wyższych*, Warszawa, s. 3.

²⁰ Decyzja nr 819/95/WE Parlamentu Europejskiego i Rady z 14 marca 1995 r. ustanawiająca wspólnotowy program „Socrates”; Decyzja nr 253/2000/WE Parlamentu Europejskiego i Rady z 24 stycznia 2000 r. ustanawiająca II etap Wspólnotowego Programu Socrates.

Socrates. Programme Socrates included programmes, which concentrated at particular educational levels:

- Elementary and secondary education (Comenius),
- high schools (Erasmus),
- adult education (Grundtvig).

and over sectoral actions:

- promotion learning foreign languages (Lingua),
- using information-communication technology at education (E- Learning/Minerva),
- exchange information and experiences concerned educational politics and educational systems (Eurydice, Arion and Naric),
- cooperation between academic units;
- activity connected to recognition period study abroad, certificates and publications showed tested models academics cooperation

Main goal this united several programmes was better management funds and possibility to join activities.

Students and Staff Mobility were possible in the frame prepared by university contracts called Universities Contracts (agreements signed with European Commission on base send and accepted application). Preparation of the application required the adoption of the organizational structure and documentation connected with realization activity within Erasmus programme, conclusion of the contracts with partners universities concern students and Staff mobility, prepared documents described university internationalization strategy and confirmation of respect Erasmus rules. Several years later Poland became EU member. It was so important process but it will not finish. As wrote Josef M. Fiszer suggests polish government that: „important element of polish strategy should be further country modernisation and limit civilisation's barriers, which separate our country from main west European countries. To realisation polish politics government should make easier European cooperation and limit impedes this cooperation as: to more ambitions leaders, historical barriers, ecological menaces, national stereotypes or mutual distrust”²¹.

Every seven years the programme changes, which are not only visible in the name but also in terms of activities and this third stage 2007–2013, Erasmus was also part of even wider programme called Lifelong Learning Programme (LLP). “[...] 2. Main goal of programme LLP is contribute by lifelong learning to develop Community as community base on knowledge, characterize permanent economical develop, numerous and better work places and bigger social conjunction close to support proper safety natural environment for future generations. Particularly programme has goal to assume mobility, cooperation between educational systems and training within Community, as they become world standard of quality.”²² Erasmus goal was support building European Area High Education in EU. Besides earlier included programmes to Socrates in this time included also trend to teaching and training - Programme Leonardo da Vinci and concentrated on European integration problems – Jean Monnet.

²¹ J.M. Fiszer, *Polska w Unii Europejskiej : sukcesy i porażki pierwszej dekady (2004–2014)*, „Myśl Ekonomiczna i Polityczna”, nr 3 (46), 2014.

²² Decyzja nr 1720/2006/We Parlamentu Europejskiego i Rady z dnia 15 listopada 2006 r. ustanawiająca program działań w zakresie uczenia się przez całe życie Lifelong Learning Programme – LLP).

Main goal of programme:

- increase quality and number of mobility and enlargement cooperation between universities and companies,
- creation and exchange innovation educational practices,
- developing innovation materials, serves and didactic practices based on informational-communication technologies for lifelong learning.

In sum Lifelong Learning Programme emphasized for lifelong learning conception by all life, the opening universities for needs job market and increase quality function high education. Erasmus in this time implemented new forms mobility: for students placements in foreign companies or organisations and language courses European Intensity Language Courses (EILC), and for staff trainings. Academic year 2013/2014 was year preceded fourth stage of programme for years 2014–2020. In education and teaching is most substantial that education will not only theoretical but also includes how much possible practical elements therefore for example report prepared by European Commission in 2016 among other things included guidelines and grades programme for individual countries among other things for Poland: „Significance of the vocational training are limited till now despite latest initiatives [...]”²³ Erasmus programme establishes more funds for realisation mobility students for practices.

„In announcement Commission entitled “Budget from perspective “Europe 2020” on 29 June 2011 to call to admission one action programme in education field, teaching, training, youth and sport, cover international high school educational aspects [...] to assure better effectiveness, stronger strategic trends and synergy [...]”²⁴. Calling was real and this programme arise, called it Erasmus+.

1. Młodzież w działaniu.
2. Jean Monnet.
3. Edulink.
4. Alfa.
5. Tempus.
6. Erasmus Mundus.
7. Lifelong Learning Programme.
8. Programmes of cooperation with industrialised countries in the field of higher education.
9. Sport.

Concern students it was essential that all students must take part in language course OLS (it substituted earlier action EILC: „OLS – Online Linguistic Support (only partner countries). Tools assessment language competencies and improvement language knowledge for beneficiaries long lasting (study/practices) at Erasmus+ programme [...]”²⁵.

Important dates for programme:

- 1987 – 1994 – vocation Erasmus Programme, first stage.
- 1995 – 1999 – Socrates I, second stage of programme, first part.

²³ *Monitor kształcenia i szkolenia – Polska*, Luksemburg 2016, s. 6.

²⁴ Rozporządzenie Parlamentu Europejskiego i Rady (UE) nr 1288/2013 z dnia 11 grudnia 2013 r. ustanawiające „Erasmus+”: unijny program na rzecz kształcenia, szkolenia, młodzieży i sportu oraz uchylające decyzje nr 1719/2006/WE, 1720/2006/WE i 1298/2008/WE.

²⁵ Dzień Informacyjny Programu Erasmus+ „Oferta programu Erasmus+ dla studentów”, Poznań, 18 marca 2016, s. 22.

(1998 Poland and also Rzeszow University of technology to joined to programme).

2000 – 2006 – Socrates II, second stage programme, second part.

2007 – 2013 – Lifelong Learning Programme, third stage programme.

2014 – 2020 – Erasmus+, fourth stage programme.

In order to programme function properly must be estimate structure and apparatus, which to watch over proper realisation tasks. Determined that two apparatus: European Commission and Executive Agency play this role the best way. European Commission is care for strategical matters and controls realisation programmes, defines priorities, leads informatics –promotional activities, approves results selection centralised project and it is responsible for evaluation programme. Earlier by several years Commission’s work were assisted by private organisation for example Technical Assistance Office (TAO). In 2005 Commission was created own Education, Audio-visual and Culture Executive Agency (EACEA), which took over role private subcontractors and managed considerable part activity. Executive Agency according to its name must cares of correct execute roles, consequently it apart supports Commission in information-promotion activity must ensures full “technical service” centralised Erasmus projects, it means multilateral projects, thematic networks and projects realised within Accompanying Measures. It full service cover among their things announce projects contest, take and selection application for funds for projects, sign agreements with coordinators selected projects and also monitoring realised projects.

Analogously European Commission, which is responsible for realisation of the programmes on the European level, ministry of education or separate ministry responsible for education and higher education in this country takes responsibility on the country level. However educational authorities indicate correct institution, which will be act as national executive agency on each programme. These ministries all time exercise general supervision for EU programmes and also over national agencies. These agencies were created in all countries, which take part in programme. In some countries one agency is responsible for all programme, but sometime in several countries exist a few agencies deal individual programmes realised within this programme. In Poland exists Foundation for the Development of the Education System, which is responsible for several programmes, select part of Foundation is National Agency, which is responsible for Erasmus programme.

5. THE ROLE OF NATIONAL AGENCIES

Main goal each agency are informational, promotional actions at own country. Management of funds expanded with evolution of programme and decentralization next Erasmus activities. In 1995–1999 (Socrates I/Erasmus) agencies managed only grants for students. In 2000-2006 (Socrates II/Erasmus) agencies received extra responsibility for funds for Staff Mobility and organisation both motilities, it was possible to use funds for implementation ECTS. In third stage 2007–2013 (“Lifelong Learning” – Erasmus), agencies apart earlier agreements, took over responsibility for EILC and Intensive Courses.

In turn Institutional Coordinator with under him Department for International Relations or the another organisation at university, which is responsible for broadly understood programme service is responsible for realisation programme at each University (concludes an agreements, does application, reports, documents, promotion). Departmental coordinators are responsible for all Erasmus activity on each part on University and coordinate role

at faculties. Detailed list duties all coordinators depends of solution accepted at each countries.

6. ERASMUS POLICY STATEMENT AND ERASMUS CHARTER FOR HIGHER EDUCATION AS NECESSARY DOCUMENTS RELATED TO PARTICIPATION IN THE PROGRAMME

An important document conditioning the acceptance of participation in Erasmus Programme is “Erasmus Policy Statement (EPS)”, (earlier the name sounded “European Policy Statement” and the abbreviation EPS was the same), defining a strategy for European cooperation within programme related to compliance with program rules. Declaration is obvious element to receive Erasmus Charter for Higher Education – ECHE, being the European Union’s accreditation for universities participating in the program confirming the quality of educational services offered as part of the programme.

Erasmus in numbers

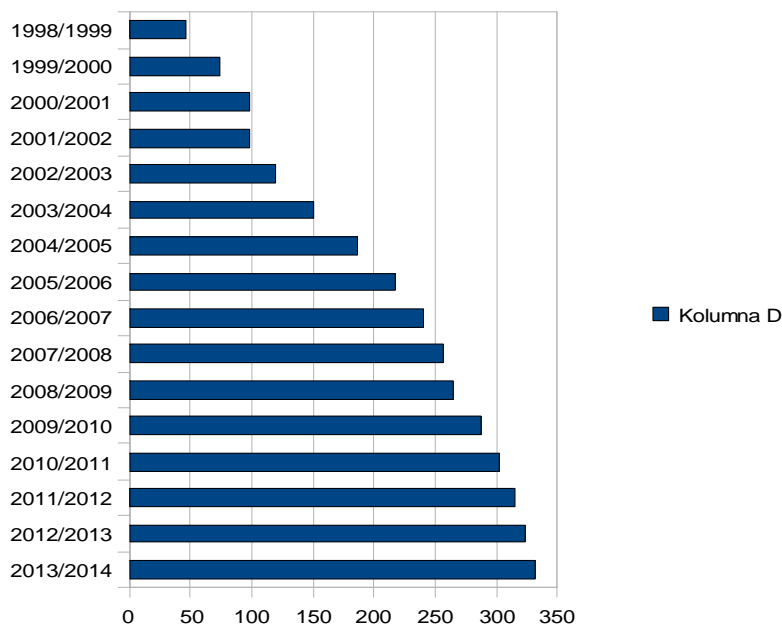


Chart 1. Number of Polish universities, which received EPS 1988–2014

Own study.

There has been a systematic increase in the number of Polish universities which received the ECHE enabling participation in the program (of a comparable period, it was almost a ten-fold increase in the number from 46 to 331). Undertaking activities under the programme brings many benefits to the university, first of all in developing the implementation of the strategy of internationalization, hence an increasing number of

universities-members of the programme. The experience of the program enrich not only individuals but also the university to which the programme participants bring the knowledge gained, the openness to new innovative ideas and tolerance, which were by the founders of this programme wanted to gained.

Incubators of the programme also took into account that not everyone could benefit from the programme due to financial reasons (the assumptions of the programme do not take into account the coverage of the full cost of stay, they only eliminate the differences in living), but thanks programme Erasmus and PO WER it became possible and students can receive from Erasmus receive loan for study, but must fulfil conditions such as:

- finish first level of study(Engineer, bachelor);
- were accepted at Master study at university at the other partner countries, which received ECHE (study must trend to achieve diploma);
- live at one partner country.

Loan will be devoted for accommodation and also for cost learning in each 33 countries, which take part in programme.

In turn PO WER programme from 2014 „[...] allows granting additional, financial support for the disabled and those in a difficult situation, accepted to study within Erasmus+ programme. [...] Support with funds PO WER programme includes trips to all participating countries. Students, who apply for trip within PO WER programme are subjects to the general rules of recruitment within Erasmus programme. Stipend is paid by polish zloty for account indicated by beneficiary”²⁶.

The introduction of the system and its impact on the increase in the number of mobility.

Apart a lot of advantages, which give study period abroad within programme then students want that this period will count in all study at home University. „It’s necessary to consider recognition effects learning, [...] achieved apart European higher education system and indicate professional consultancy and help in range plan carrier path learn by all life [...]”²⁷ Essential role played implementation ECTS due to which educational effects achieved abroad can be recognize. „Abbreviation ECTS means European Credit Transfer and Accumulation System. It is system gather and transfer achievements express at passes points, which are obvious at most countries, who take part in Bologna Process. ECTS points describe how work expense student must do if he wants to achieve teaching effects, defined to each subject, module or curricula.”²⁸ Implementation ECTS make easier universities pass students recognition results achievement during study abroad.

We can ask if worth to implemented Erasmus Programme and its stages, it can estimate it to do next question: what Erasmus gave Europe, universities and beneficiaries (students, staff).

²⁶ <https://www.cwm.pw.edu.pl/Programy-edukacyjne/Erasmus/Wyjazdy-studentow-na-studia/Program-POWER-dodatkowe-wsparcie-dla-studentow-niepelnospprawnych-i-pobierajacych-stypendium-socjalne> (access: 23.08.2018 r.).

²⁷ J. Górniak (red.), *Program rozwoju szkolnictwa wyższego i nauki na lata 2015–2030*, Warszawa 2015, s. 58.

²⁸ E. Kraskowska, P. Rzodkiewicz, *Studuj po europejsku. Poradnik dla kandydatów na studia i studentów*, Warszawa 2011, s. 12.

7. STATEMENTS OF BENEFICIARIES OF THE PROGRAMME RELATED TO ITS ASSESSMENT

How tell students, their contribution in programme is not only possibility to achieve knowledge, improvement language understanding, but also “life school” skills to work in team in different environmental, learn to know the other countries, culture and habits. “Episode of live, which you never forgot, [...]”²⁹ “In my childhood dreams at first place always were trips, when I learned about possibility to study abroad within at Erasmus programme at my university I invited to take part in programme. After long thoughts, many pros and cons, with still great uncertainty my choice fell on Norway and with a clear conscience I must admit that Norway is more beautiful than at pictures. [...] My six-month practice at ContiTechRubberIndustrialKft in Szeged turned into my first job [...]”³⁰.

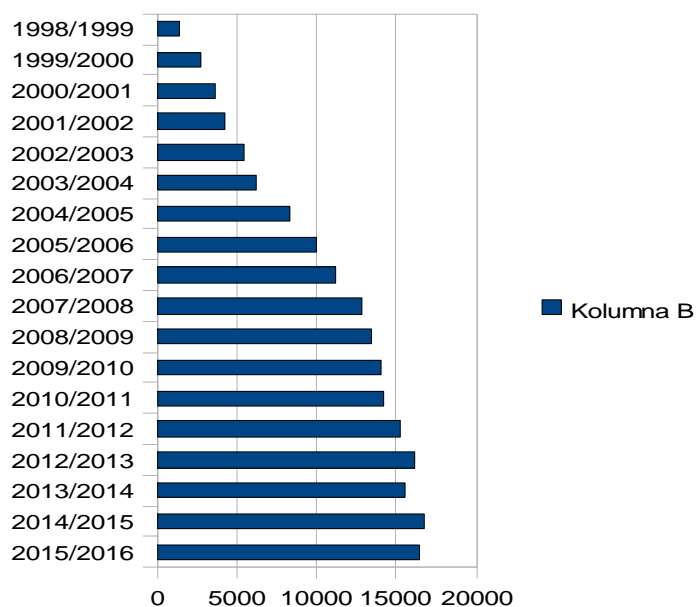


Chart 2. Number of Polish student, who took part in exchange programme 1998–2016 Own study.

Similarly, the number of students grew year by year and from the number of 1426 people it rose to the level of 15517 students in the last year on presented chart, so we recorded a 100-fold increase in the number of annual student’s trips. As stated in the Erasmus programme it is one of the most successful programmes of the European Union and gives

²⁹ *Erasmus co to dla mnie znaczy, 20-lecie programu Erasmus w Polsce, Uczenie się przez całe życie*, Warszawa 2007, s. 65.

³⁰ J. Ruszel, M. Stanisław, K. Zams, *Program Erasmus w Politechnice Rzeszowskiej w latach 1998–2014, podsumowanie działań*, Dział Międzynarodowej Współpracy Dydaktycznej i Naukowej PRZ, Rzeszów 2014.

many benefits to its participant as evidenced by the constantly growing number of outgoing students. The total number of outgoing students from Poland in this period is more than 150000 young people, but when we include such or a large number of many EU countries, the case already concerns millions of young people. Growing rapidly, the number of outgoing students also proves that the programme not only gives huge benefits related to gained knowledge, but also with learn to know living in another country, as well as that the programme functions properly, if requires a small changes, but the main, basic idea is correct.

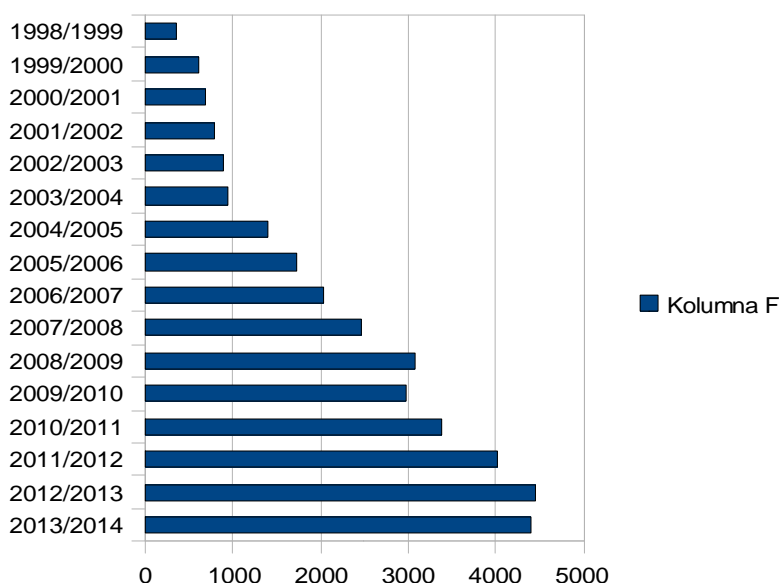


Chart 3. Number of Polish employees, who took part in exchange programme 1998–2014 to give lecture at partners universities

Own study.

Employees are equally positive about participation in the programme add value to the scientifically and research aspects of the trips. One of participants shared his experiences with participation in programme. „I had to deal with trips within Erasmus programme several times. [...] Firstly I took in programme during my study in 1998. Together with the first group of students, being in the third year, I went to Belgium for a semester exchange. [...]. This facilitated and significantly accelerated the development of EUROAVII Rzeszów. Once again I went to Turkey in 2009, to the university of Anadolu University. [...] I was positively surprised by the very good equipment of the university in Eskisehir. I was particularly impressed with the tower simulators. Not to be missed was the great hospitality and Turkish openness. The third trip took place in 2011. It was a trip to Brno, at the Faculty of Information Technology. In this department, apart from typical information technology, there are also studies in the field of avionics. [...]. The most valuable from a professional point of view was my last trip in 2014 to the Technical University of Munich. According to

the rankings, this is one of the best technical European universities. With the Institute of Dynamics of Air Systems [...], I already had previous contact. After staying as part of the Erasmus program, I also had an academic internship there. During my stay I got acquainted in detail with the adaptive control that I currently use in my professional work. [...]. In conclusion, undoubtedly, trips within the Erasmus program are very valuable. Personally, they gave me a lot of benefits, both professionally and personally. All that remains is to encourage everyone who has the opportunity to make the most of it"³¹.

The university authorities, which participate in the exchange programme also notice the great value of participating in the programme, especially in the field of university internationalization.

Also more than a 10-fold increase number 359 academic staff in the first year to 4388 in last year in the chart presented the number of annual employees departures in order to give a lecture shows and beyond any doubt that this form of activity is popular among the teaching staff, enabling the beneficiaries not only to give lecture but also to establish important scientific contacts, getting to know the didactic base of the academic partner university influencing the participant's scientific development.

Here are some data collected that illustrate the scale and extent of the program's impact.

1. In 1987, Erasmus began with the twelve countries, which formed the European Community, and within twenty years its territory crossed the borders of the Community and covered 33 countries.
2. From the mid-1990s to the present day, the Union has expanded threefold, but the scope of the Erasmus program has expanded faster than the Union itself.
3. In the academic year 2001/02, the total number of Erasmus students from all countries was only slightly smaller than the number of students studying at all Polish universities.
4. In 2002, he left a millionth student, and in 2009 two million.
5. The most numerous exchange projects are represented in such areas as business and management, foreign languages and philology, as well as technical sciences and social sciences.
6. The countries that sent the most students to study and practice are Spain, France, Germany, Italy and Poland.
7. In the years 2014–2020, the program will benefit 4 million people, 2 million students, 800 thousand employees.
8. "The first year of implementation of the Erasmus + program shows that this program – with a wider range and better adapted to the objectives of education, training, youth and sport - meets expectations. Over 1 million people participated in 18,000 projects financed from the Erasmus + program, which in its first year of operation had a budget of over EUR 2 billion. More flexible cross-sectoral cooperation allows for the testing of innovative practices in education, training, youth and sport in Europe, which means that there are more opportunities to try out innovative practices, contributing to their reform and modernization"³².

³¹ *Ibidem*.

³² Komisja Europejska – komunikat prasowy: „*Erasmus+: więcej możliwości, aby lepiej wspierać przyszłe pokolenia Europy*” Bruksela, 26 stycznia 2016.

8. GENERAL EVALUATION OF THE PROGRAMME AND ITS IMPACT ON MODERN EUROPE

The program has evolved over 31 years, in the seven-year cycle of changes, the name of the program has changed and the scope of its activity has increased, more and more countries and universities participated in the program, subsequent stages took into account other aspects and groups of beneficiaries. The aim of each change was to make the best use of the program, take into account the use of modern technologies, broaden the program, exchange experience and good practices, reward innovative activities by announcing contests such as EDUInspiracje, EDUInspirator, preparation of publications. The program presented in numbers is not thousands, but millions of EUR, millions of participants, thanks to which the influence of former beneficiaries of the program in Europe is not insignificant, it was precisely the “Erasmus” that shapes the image of modern Europe. Social aspects of student exchange are also of great value, as participation in the program is not only about acquiring knowledge but practical learning of life, getting rid of stereotypes, prejudices, creating a European, open society, but respecting cultural, religious and linguistic differences. Getting to know other countries, teaching systems, openness to innovations allows for the comprehensive development of modern society.

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LEGAL ACTS

1. Rozporządzenie Parlamentu Europejskiego i Rady (UE) nr 1288/2013 z dnia 11 grudnia 2013 roku ustanawiające „Erasmus+”: unijny program na rzecz kształcenia, szkolenia, młodzieży i sportu oraz uchylające decyzje nr 1719/2006/WE, 1720/2006/WE i 1298/2008/WE.
2. Decyzja nr 819/95/WE Parlamentu Europejskiego i Rady z 14 marca 1995 r. ustanawiająca wspólnotowy program „Socrates”.
3. Decyzja nr 253/2000/WE Parlamentu Europejskiego i Rady z 24 stycznia 2000 roku ustanawiająca II etap Wspólnotowego Programu Socrates.
4. Decyzja Rady nr 87/327/EEC z 15 czerwca 1987 roku przyjmująca Europejski Program Działań na rzecz Mobilności Studentów (ERASMUS), Dz. Urz. WE L 166 z 25 czerwca 1987 roku.
5. Decyzja nr 1720/2006/WE Parlamentu Europejskiego i Rady z dnia 15 listopada 2006 r. ustanawiająca program działań w zakresie uczenia się przez całe życie Lifelong Learning Programme – LLP).

PROGRAM ERASMUS – ANALIZA FUNKCJONOWANIA I EWOLUCJA PROGRAMU OD 1987 ROKU DO 2016 ROKU

Artykuł przedstawia rys historyczny i tło powstania programu Unii Europejskiej dla szkolnictwa wyższego, funkcjonującego w Europie od 1987 r., pierwotnie jako samodzielny Program Działań Wspólnoty Europejskiej na rzecz Wymiany Studentów (1987–1994), nazwanego „Erasmus”, (pierwszy etap programu). Następnie zapoznamy się z jego ewaluacją w kolejnych latach, kiedy to stał się jednym z ośmiu głównych komponentów programu Socrates (1995–2006), w tym jako – „Socrates I (1995–1999) i Socrates II (2000–2006)” – (Socrates/Erasmus), a następnie wszedł w skład jako jeden z jego programów sektorowych w zakres jeszcze szerszego programu „Uczenie się przez całe życie” (Lifelong Learning Programme/Erasmus) w latach 2007–2013, by w czwartej fazie w latach 2014–2020 przyjąć nazwę Erasmus+. Ponadto Artykuł ma na celu przybliżyć główne idee, założenia i cele programu, zasady wyjazdów studentów (na studia, staże i praktyki) i wyjazdy pracowników (dydaktyczne i szkoleniowe). Dodatkowo artykuł wspomina o sylwetce patrona programu,

przedstawia jego opinie, idee, krótką biografię i oraz dlaczego programowi nadano jego imię. Przedstawia rolę agencji narodowej oraz zadania koordynatorów uczelnianych i wydziałowych. Podejmuje próbę oceny programu nie tylko dla europejskiego szkolnictwa wyższego, ale również dla beneficjentów programu: studentów i pracowników. Przedstawia zakres działań w programie i jego rozwój w kolejnych latach, a także znaczenie opracowania Dokumentu Polityki Europejskiej, określającej strategię współpracy europejskiej w ramach programu. Deklaracja ta jest obowiązkowym elementem wniosku o przyznanie Karty Uczelni Erasmusa dla Szkolnictwa Wyższego (*Erasmus Charter for Higher Education – ECHE*). Ocenę wpływu na zwiększenie mobilności dzięki wprowadzeniu Europejskiego Systemu Transferu i Akumulacji Punktów. Przedstawia także ogólną ocenę programu oraz opinie jego uczestników, wskazując na korzyści beneficjentów programu oraz jego wpływu na integrację europejską.

Słowa kluczowe: Erasmus, Socrates I, Socrates II, Uczenie się przez całe życie, Erasmus+, mobilność edukacyjna, Dokument Polityki Europejskiej (EPS) i Europejska Karta Uczelni Erasmusa (ECHE), Europejski System Transferu i Akumulacji Punktów (ECTS) Agencja Narodowa Programu Erasmus.

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