

Marcin Skinder, PhD  
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### Summary of professional accomplishments

1. Name and surname: Marcin Skinder

2. Academic titles, degrees and diplomas. Give the name of the institution, place, and year of conferment and the title of the doctoral dissertation

- Master's degree in Political Sciences awarded by the Kazimierz Wielki Academy in Bydgoszcz (30 June 2001); MA thesis entitled "The conflict in Northern Ireland (based on: Rzeczpospolita daily 1995-2000)", supervisor: Prof. dr hab. Adam Koseski.
- Doctor of Philosophy in the Humanities in the field of Political Studies, conferred on 30 June 2007 upon resolution of the Council of the Faculty of Political Studies of the Pułtusk Academy of Humanities (Akademia Humanistyczna im Aleksandra Gieysztora). The doctoral dissertation is entitled *Transformation of Higher Education in Poland in 1990-2005 on the Example of the Kujawsko-Pomorskie Voivodeship*; supervisor: prof. dr hab. Adam Koseski.

3. Information on employment in academic institutions

- 2001-2002 – senior clerk at the University of Agriculture and Technology in Bydgoszcz
- 2002 – until present – associate profesor (*adiunkt*) at the Institute of Law, Administration and Management at the Kazimierz Wielki University in Bydgoszcz

Employment outside a higher education institution

- none

4. Indicate achievement pursuant to Article 16 Section 2 of the Act of 14 March 2003 Law on Academic Degrees and Title and Degrees and Title in the Arts (Journal of Laws No 65, item 595, as amended)

a) Title of the academic achievement

Marcin Skinder, *Harmonisation of national higher education systems in European countries (1990-2011)*, Wydawnictwo Uniwersytetu Kazimierza Wielkiego, Bydgoszcz 2015, ISBN 978-83-8018-056-7.

b) Describe the academic objective of the above publication and results achieved and specify their prospective use

The monograph presents determinants and the main trends aiming at the harmonization of national systems of higher education in Europe in the years 1990-2011.

*Marcin Skinder*

In the world of today, dominated by processes of cultural diffusion and rapid changes in many areas of social life, research communities and circles face an extremely difficult and responsible task of explaining whether and to what extent globalization and integration processes can result in sustainable development, security and improvement in living conditions. Newly emerging and constantly growing needs on the one hand, and - on the other - the possibility of accelerating the global economy's growth, development of civilization and culture on all continents necessitate undertaking measures to intensify the development of science and education in societies. The awareness of these tasks has been in existence for a long time, and today it is becoming increasingly common among scholars and researchers. Nevertheless, it was necessary to incorporate the world of politics and power into the process of transformations; the world of politics and power is the centre for taking decisions that determine directions, forms and pace of the development of individual societies or international groups. These bodies directly affect the implementation of appropriate measures from social resources allocated for building the knowledge-based society and the socio-economic system that optimally capitalizes on knowledge, competence and skills of citizens.

The objective of deliberations in this publication are aspirations towards harmonizing structures, rules of operation and functioning of national systems of research and education. This process, involving not only the consolidation but also harmonization of systems, appears to be a factor that can contribute significantly to the new dynamics of scientific, technical, economic, and cultural progress.

The monograph aims to demonstrate the determinants and to reconstruct the main directions and the nature of measures and efforts whose objective is to create in Europe a relatively uniform system of higher education and research institutions that would be based on the idea of synergy, and also the awareness that science and education are a special kind of common good shared by all nations, regardless of their current and historically determined specificity. The actions taken were not accompanied by the conviction of the need for the unification of academic and research systems of individual countries, and adopted solutions were to be applied to enhance conscious cooperation of scholars and researchers, teachers and students. This is a vital reservation as, for instance, critics of the Bologna Process sometimes willingly formulate a claim that the Process was to construct a consolidated higher education system that is shared by the countries participating in it. Yet the desire to create the European Higher Education Area does not mean the desire to build a European system consolidating, in a certain entirety, higher education institutions in European and non-European countries that have become participants of the process.

The object of research, the results of which are presented in the dissertation, is the issue of harmonization of higher education, without unification tendencies that are – out of necessity – centralizing and concentrating. The term "harmonization" used herein is understood as a category describing regularly occurring socio-political, legal and



organizational processes, and even from the realm of the so-called soft institutionalization that are aimed at multilateral cooperation of European universities and academic circles. What is also important here are practical goals such as the recognition of education, qualifications, diplomas or credits for periods of study undertaken in different countries, and this is becoming increasingly frequent.

The analysis of processes of this kind of "harmonization" also includes showing their determinants, functions, methods of implementation, objectives, course, and finally confronting the assumptions and the results achieved in the effects implemented. Within Political Studies it is generally assumed that the objective of politics is the activity of the society and different organizational structures that seem to focus on the phenomenon of power, exercising it, and striving to achieve the desired objectives. A deeper analysis of power relations and general procedures related to the organization of collective life and its management proves that politics is an activity that has many aspects, is not homogenous, and major political decisions can be made not only in state or local government public power centers, but also at the level of e.g., educational organizations and professional groups, business interests groups or groups that voice the needs and interests of local communities. The internationalization of contemporary social relations leads to taking actions by various actors in the international arena, which over time tend to take the form of a long lasting relationship showing very often a natural tendency towards soft institutionalization. It is clear that the power of non-state structures of political empowerment is always a derivative of the power of the state, although in the era of globalization and continental integration even national sovereignty cannot be reduced to its understanding as of the first half of the twentieth century. The Bologna movement has not been and is not a coordinated desire of its participants to create a supranational structure, which sometimes seems to be ignored by its critics.

The theoretical and cognitive objective of this monograph is to analyze the transformation processes of national higher education systems of participants of the Bologna Process and attempts started in the late 1970s. to harmonize the structures of these systems, the rules of their operation (mild convergence), and shaping their mutual compatibility that allows e.g., the recognition of studies undertaken in different countries, recognition of equivalence of diplomas, qualifications and competences of graduates. Measures to harmonize higher education have been and still are a response to the processes taking place in higher education in Europe. These processes have explicit realistic references to globalization, especially to the phenomena and processes occurring in the area presenting the level and opportunities for strengthening integration trends in Europe. In this respect, higher education and the academia can play the role of active participants in the ongoing changes and redefinitions.

The practical and implementation-oriented objective identifies good practices enabling the harmonization of effects in Europe to be more dynamic, with special focus on the implications for Poland. The starting point of deliberations presented was a reflection



that in Europe the harmonization activities undertaken by higher education institutions are insufficient, which may delay this harmonization and may, to some extent, affect the dynamics of integration and globalization processes. Hence the conclusion that all European countries should take appropriate corrective measures, taking into account the real status quo and possibilities to improve the socio-educational processes.

The main research problem posed herein pertains to the process of harmonization of higher education as perceived in the context of integration and globalization processes in selected European countries. The issue of actions undertaken in different environments and by different institutions, aiming to establish closer contacts, cooperation, and in the future harmonization of systems of higher education in European countries has not been so far thoroughly analyzed and observed both in the Polish and in European research literature. The deliberations in this monograph were an attempt to answer specific research questions: 1) What are the problems and determinants of higher education in the context of integration and globalization processes?; 2) What are the problems and determinants for harmonization of national systems of higher education in Europe?; 3) In which planes can higher education be harmonized and what effects it brings ?; 4) What are the problems and recommended measures for harmonization processes for effective construction of the European area of higher education?; 5) What is the place of the Bologna Process, *Atomium Culture* and other platforms of multilateral cooperation and socio-educational processes in harmonizing national higher education systems?; 6) What is the scope of activities and what barriers exist to the institutional and legal infrastructure to harmonize higher education in Europe?; 7) What is the nature, direction, advancement and prospects for the already initiated reforms as well as those envisaged in (some) European countries and what effects they bring for the harmonization process?; 8) What are the prospects of further changes in higher education based on the harmonization, globalization and integration processes operating in Europe?

This monograph used the information presented in publications devoted to specific problems of harmonization of higher education, mainly in reports of institutions involved in the study of higher education (the European Commission, Council of Europe, UNESCO-CEPES, the EUA, ESU, EURASHE, ENQA, Education International and BUSINESSEUROPE, OECD, Eurydice), including domestic academic and research centres. The basis for the research performed was a fundamental assumption of research methodology that scientific knowledge is objective, verifiable, and should be expressed in adequate language, and adequately selected methods contribute to achieving the best research outcomes. Therefore, primarily the system method was applied which is an important theoretical and methodological orientation in political science. The analysis of legal sources and analysis of numerous various documents of national bodies and higher education institutions as well as documents generated in the course of the integration and harmonization activities was the basis for the description and explanation of the phenomena and processes studied.



This monograph consists of four chapters that are preceded by the *Introduction* and end with *Final Comments*.

The first chapter presents the widest context in which an analysis of measures to harmonize national systems of higher education was carried out. A reference was made to theories of scientific knowledge and research of Karl Popper which help to demonstrate real mechanisms of knowledge as a corrective instrument for educational and social problems as well as the concept of neo-liberal and social-democratic thought which may constitute an intellectual and doctrinal foundation of efforts aiming at the harmonization of higher education in Europe, and making those undertakings attractive also for non-European countries. The analysis of these activities leads to indicate primarily the relationships between governments and businesses as well as between organizations, institutions and a civic society. It also presents the assumptions of the social teaching of the Catholic Church and representatives of its doctrine on education and learning.

The second chapter presents the impact of globalization and integration on higher education. Under conditions of globalization and integration, the natural trend in reforming higher education was to make attempts to consolidate it to a certain extent, standardize and harmonize. However, globalization processes may threaten cultural identity and the sense of belonging, as it was observed relatively early. The resultant conclusion leads to a claim that education at the higher level should be helpful in overcoming such adverse effects. During the analysis, references are made to the instruments of globalization that could be, following the intentions of some politicians, the remedy for eliminating the differences in educational infrastructure and levels of education resulting from substantial discrepancies in economy and its effectiveness. Opportunities and so-far efforts were specified that were aimed at keeping up with developed countries by backward market economies as well as system solutions and strategies conducive to such economic compensation. In the context of the European integration processes the strategic tasks of higher education in every country in Europe were demonstrated that result from convergent priority objectives of European education systems including the employability of graduates, joint degrees, equal access to education, mobility and co-payments for studies. The chapter also discusses positive effects for higher education stemming from European integration: the improvement of the educational attainment level in societies, the ability to quickly compensate for lagging behind, the right to education in the EU member states in line with non-discrimination principles, the opportunity to participate in the EU education programmes, improving the quality of education, recognition of higher education diplomas, increasing opportunities for the employment of graduates, the possibility of using modern research infrastructure of other countries, better access to financing research and development as well as the access to cutting-edge technology and research infrastructure of other countries.

The third chapter offers an analysis of issues concerning institutional and legal

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infrastructure of harmonization processes of higher education in Europe, in particular relating to projects of the Bologna Process, the Copenhagen process and *Atomium Culture*. The priority objectives of intergovernmental and supranational projects is the transformation of higher education in Europe and other regions of the world in order to create common solutions conducive to the best possible quality of education through the following: the development of mobility, international comparability and quality, reduction of differences occurring in European systems of vocational education and training as well as intensification of the transfer of knowledge and the dissemination of research results. It is worth noting that an important step of harmonization is transmission and propagation of results via mass media. In this chapter the activities of national, international and supranational institutions working to harmonize European higher education were also discussed. The most important element of the reorganization of the system are adequately structured legal frameworks and adequately prepared institutions, both national and supranational, whose performance may affect the effectiveness of the harmonization of the whole system of higher education. National institutions are represented by ministries responsible for higher education, universities, and other types of higher education institutions and organizations active in the academic environment of individual countries. Institutions and organizations participate in the harmonization processes that perform institutional supervision over the quality of education, including accrediting bodies or entities supporting the recognition of periods of study and equivalence of documents on education, on granting degrees and obtaining titles as well as entities undertaking conclusive decisions on the recognition of education and international exchanges that develop draft agreements on titles, degrees and diplomas. Among the supranational institutions at the continental level, a special role in transforming higher education systems is performed by the European Commission of the EU, Organisation for Economic Cooperation and Development (OECD), the European University Association, EUA and a network of European accreditation (the European Network for Quality Assurance ENQA). The European Commission represents common interests of the Union and presents proposals for new regulations to the European Parliament and the Council of the European Union; it also ensures adequate compliance with the EU law by member states. The OECD publishes reports on the state of higher education and proposes reforms, then monitors their implementation. The Council of the European University Association integrates entities from different education systems and favours harmonization. The ENQA activities are related to reforming and coordinating projects for quality assurance.

The fourth chapter is devoted to discussing measures to harmonize higher education and the results achieved in selected European countries. In five subchapters, the effects of the transformation of higher education in countries of Western Europe, Eastern Europe, Southern Europe and Northern Europe as well as the post-Soviet countries were presented. The countries selected were those in which institutions responsible for higher education published and made available standardized reference materials (adopted by



the institutions involved in data collection from this sector). In the case of Western Europe these were the states that initiated the Bologna Process: Italy, France, the United Kingdom, Germany, Austria, Belgium, the Netherlands, Ireland and Luxembourg. Among Eastern European countries, actions undertaken in Estonia, the Czech Republic, Lithuania, Latvia, Poland, Slovakia, Hungary, Bulgaria and Romania were outlined.

The chapter also presents the characteristics and problems of reforming higher education in Belarus, Moldova, Russia, Slovenia and Ukraine, whose ministers did not fully join harmonization, and the progress of this process is insufficient or it has not brought the expected results yet. The study also included countries from the Iberian Peninsula, the Apennine Peninsula and Balkan Peninsula such as Albania, Bosnia and Herzegovina, Bulgaria, Croatia, Cyprus, Greece, Montenegro, Kosovo, Macedonia, Romania, Serbia and Turkey as well as the smallest southern European countries, i.e., Andorra, Malta, San Marino and Vatican City. Harmonization efforts and results achieved in Denmark, Finland and Sweden, and countries of the EFTA i.e., Iceland, Liechtenstein, Norway and Switzerland were specified. Comparative studies also included countries which, although they do not belong to the European Union and do not have a tradition of cooperation with Western Europe, transfer the data to the databases of the Bologna Process working groups; these countries are Kazakhstan, Azerbaijan, Georgia and Armenia.

The last part of the work are *Final Comments*. I tried to include conclusions resulting from the analysis of the key directions and trends of activities related to the process of harmonization of higher education in Europe in the years 1990-2011 and their effects.

I am convinced that the harmonization of higher education systems operating in Europe, is an important factor perpetuating and deepening the European integration process, understood as the path leading towards the creation of political, economic, civilizational and cultural order in Europe and strengthening the diversity of detailed solutions resulting from the specificity of individual societies. Higher education circles and environments operating within it for centuries have been manifesting and corroborating the capabilities and deep humanistic sense of the *in pluribus unum* idea. This diversity, used to build a secure world, is an inexhaustible source of ideas for sustainable development and friendly cooperation of societies of different cultures, which is a fundamental condition for the progress of civilization.

##### **5. Other academic and research achievements**

My research interests area is dominated by the issue of origins and implementation of the Bologna Process, reforms and harmonization of higher education in selected countries. As a political scientist I also dealt with the policies of African countries in the context of retirement insurance of the elderly and the scope of social policies. In addition, I dealt with security and such issues as disability, housing, health and social pathologies. The subject of my research – as resulting from my scope of duties as an academic teacher - is human resources management, social communication and negotiation techniques.

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Using the skills acquired while working on my doctoral dissertation on the Bologna Process, I analyzed its assumptions, process, organization and implementation. I presented it as an example of the European integration (harmonization) in the field of higher education organization and science, which was initiated by the Bologna Declaration of 19 June 1999; its central idea was to create a common European Higher Education Area. With regard to the Bologna Process I formulated a series of proposals relating to the effects of European, national and local phenomena (including higher education institutions of the Kujawsko-Pomorskie Voivodeship where I was gathering my research material). I indicated the harmonization stage of higher education and the goal for its initiators. I also translated the major conclusions of the Conference in Leuven / Louvain-la-Neuve. I proved the absence of full integration of all higher education institutions participating in the Bologna process. While most German and English institutions can be a model to follow in the harmonization process, other countries do not undertake too intensive pro-Bologna process efforts. I specified the most likely scenarios for the development of harmonization of European higher education and formulas for the implementation of the Bologna Process in the Polish higher education, which resulted mainly from the gradual implementation of degrees in education and the ECTS system, promotion of mobility and quality in education. I emphasized that in Poland some higher education institutions have difficulties with adequate implementation of ECTS and despite widespread obligation to apply this system they have still maintained traditional semester evaluation crediting procedures of individual courses and have not undertaken sufficient efforts aiming at credits' accumulation. The application of this rule would result in making studies more flexible because students could freely choose courses they are genuinely interested in or which seem to be most useful for professional work.

The above issues were thoroughly analyzed in the publication which was a revised and enhanced version of the doctoral dissertation: M. Skinder, *The Bologna process. The socio-educational project in the years 1999-2010*, Wydawnictwo Edukacyjne Wers, Bydgoszcz 2010 ISSN 978-83-927157-3-3 (pp. 146).

I indicated higher education institutions in the Kujawsko-Pomorskie Voivodeship that had undertaken a wide range of activities related to the institutional implementation of the Bologna Process. I positively appreciated the activities of these institutions of higher education in formal and organizational terms., whereas the subject-related areas required adopting a wider oriented range of activities. I proved that each of those higher education institutions that were the object of my research has had plenty numerous opportunities to promote the Bologna Process. These include the activities of the Careers Services operating in all the surveyed entities. For example, they could disseminate information on mobility related to the ECTS system. Other administrative units should use Open Days and Days of Science for this purpose. They offer a chance of meeting scholars and researchers of



international renown who could provide information about the benefits of international cooperation. I proved that the so far observed activities of some higher education institutions in the Voivodeship are insufficient. Students do not observe any promotion publicity in the media (both on the radio and on TV) which are currently the most effective advertising channel of communication. This might significantly affect the level of knowledge pertaining to the Bologna process among students and other members of the academia. These results can also be generalized and used as reference for the majority of higher education institutions.

These issues were presented in the following paper: M. Skinder, *The implementation of the Bologna Process in state and private higher education institutions in the Kujawsko-Pomorskie Voivodeship*, *Nauka i Szkolnictwo Wyższe* 2/30/2007, Uniwersytet Warszawski, ISSN 1231-02-98 (pp. 75-85).

I analysed activities of state and private higher education institutions of the Kujawsko-Pomorskie Voivodeship in terms of measures undertaken to remove barriers to equal access for students with disabilities and living in remote rural areas to higher education in view of implementing the provisions of the Bologna Process on accessibility, equality of opportunities, wide access to studies and social support for students. I positively evaluated actions carried out by universities (both in the state and the private sector) including welfare support, material and teaching assistance and supporting disadvantaged and disabled students in the learning process. I underlined that most higher education institutions offer their students a package of social welfare, research, sports, food and housing grants. Those institutions also support the social dimension of the Bologna Process, including the individualization of the course of study and changes in infrastructure. I pointed out issues that could increase the availability of studies for students that is related primarily to direct promotional campaigns carried out by higher education institutions as well as marketing activities in smaller towns. I signalled the necessity to initiate activities that would attract less privileged groups of the society to the idea of investing in themselves and pursuing higher education. I explicitly indicated that the academic community in both sectors should establish teams investigating problems of the development and transformation of higher education. A good practice would be to expand the patronage of higher education institutions to cover educational institutions in small towns.

The above issues were covered in the following publication: M. Skinder, *The Bologna process and social exclusion. Removing barriers to access to higher education on the example of higher education institutions in the Kujawsko-Pomorskie Voivodeship*, [in] Krystyna Marzec-Holka, Anna Rutkowska, Magdalena Joachimowska (eds.), *Social Work and Social Policy. Areas of cooperation towards social exclusion*, Wydawnictwo Uniwersytetu Kazimierza Wielkiego, Bydgoszcz 2008, ISBN 978-83-7096-665-2 (pp. 110-122).

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In the course of my research I analyzed the implementation of assumptions of the Bologna Process at the Nicolaus Copernicus University in Toruń as regards the quality of education, degrees of studies, promotion of mobility, the introduction of a system of credits, recognition of diplomas, degrees and titles. These problems were discussed in the context of harmonization of higher education. I positively assessed all actions undertaken by the University, especially those related to the promotion and implementation of cooperation with industry. Nevertheless, I demonstrated the possibility of their expansion by integrating students into the process of reforming the university. For this purpose, it is essential to provide students with the necessary knowledge on the Bologna Process, which - as shown by the results of research that I conducted - was not sufficient. This state of affairs is most likely applicable to most Polish higher education institutions. I presented proposals for improvement measures, including seminars, meetings and conferences focusing on the Bologna process (e.g., during the Days of Science, with experts in the Bologna process). Higher education institutions should, however, be given bigger financial resources from the Ministry of Science and Higher Education. It is also necessary to modify the existing legal regulations. These modifications should pertain to deficiencies in alternative forms of education, mobility and cooperation between higher education institutions and students. If the proposed change is not made, then no full harmonization of higher education is possible.

These issues are discussed in: E. Krause, M. Skinder, *Implementation of the Bologna process in the perspective of pan-European harmonization of higher education on the example of the Nicolaus Copernicus University*, Roczniki Naukowe WSB No 7, Wydawnictwo Wyższej Szkoły Bankowej, Toruń 2009, ISSN 1643-8175 (pp. 379- 395).

I analyzed changes in higher education in the supra-European dimension resulting from the most recent reforms in the academic environment of countries participating in the Bologna Process. I presented the activities of the European Ministers of Higher Education in implementing the Bologna reforms enabling students and graduates to move freely within the EHEA, including the recognition of their qualifications and periods of studies, ensuring high quality of education, and increasing opportunities for graduates in the labour market. I specified the stages of the harmonization process and presented prospective activities for the years to come. I made references to the implementation of the assumptions of the Bologna Process in formulated conclusions concerning higher education in European countries. I emphasized that most current problems of education are included in the Bologna reforms, which results in the development of legal and organizational issues. The ministers of higher education must, however, be more responsive to economic needs (unemployment), social needs (marginalization of youth) and demographic needs (new patterns of migration, extremism). The elimination of these problems can be enhanced by increased mobility of the academic environment and rapid technological developments that



results from innovative ideas of graduates. I underlined that the current harmonization activities lack activating students as full members of the academic community; moreover, contacts with other concerned parties as to curriculum development and quality assurance are established to an insufficient extent. It would be worth involving representatives of employers to develop degree programmes and also to teach classes, which would improve the employability of graduates by providing them with necessary competences and skills to enter the labour market.

The above issues were discussed in M. Skinder, *The Bologna process and its future development prospects as a concept of systemic harmonization and creation of essential legal order in higher education*, [in:] E. Kotecka, J. Łuczak (eds.), *Contemporary challenges of public law*, Łódź 2015 ISBN 978-83-940641-1-2 (pp. 27-40).

Universities fulfill an important role in finding new solutions that determine the cultural development of the society. In accordance with the provisions of the Magna Charta of European Universities, universities should strive for being seen as institutions disseminating culture. The fundamental task of a university is to seek the truth, transfer it and educate with respect for it. The realization of these goals depends primarily on freedom and autonomy of research. Only then will the community of scholars and students have a chance to foster patterns and models of scholars developed over the years, and to multiply the spiritual and material culture. However, I stressed that today in the context of the challenges of globalization, European integration and transformation certain doubts exist as to the feasibility of the performance of the culture-generating function by universities. I emphasized, however, that universities are institutions that gather and transfer cultural artefacts to the next generations through – operating within their structures – museums and libraries, historical artefacts, traditional academic costumes and songs such *Gaudeamus igitur*. Another form is to organize and enable students to participate in academic life and celebrations related to university traditions (e.g., the inauguration of the academic year, university celebrations, Juwenalia [days of student culture]) as well as the transfer of cultural heritage through academic discourse during classes. Universities also carry out research for culture and arrange meetings with people of culture, scientific and cultural festivals, concerts, exhibitions, conferences and symposia. They also create their own teams, choirs and theatre groups. I draw a conclusion that students and scholars should create an academic community fostering traditions, customs, values and culture, since in the modern world based on commercialization, pragmatism and instrumentalisation from all fields of life it is the university that should be the mainstay of national and humanist values.

These issues were discussed in the following paper: W. Szymborski, M. Skinder, *The culture-generating role of the university*, [w:] L. Nowakowska, Z. Zgoda (eds.), *A modern man*

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- *his religion and culture*, Wydawnictwo Uczelniane Uniwersytetu Technologiczno-Przyrodniczego, Bydgoszcz 2010, ISBN 978-83-61314-85-1 (pp. 139-159).

I analyzed the results of international research on the quality of research consulting, commercialization and productivity of research, multitasking and digital technologies in business higher education. I emphasized that higher education focused on vocational training in business management determines the preparation of persons responsible for managing the European and global economy. On the basis of conclusions from the studies and research mentioned, I specified problems related to insufficient implementation of activities in this sector of education. I positively assessed the quality of consulting and a potential need to extend this pro-student activity by increasing the number of meetings with advisors and consultants in the form of individual consultations. In the field of research commercialization, an insufficient number of publications demonstrating research procedures is not conducive to the emergence of best practices for researchers. With regard to multitasking, a good practice in universities would be to attempt to restrict the use of digital technology, at least during lectures, because it results in less active acquisition of knowledge by students. Executive managers of both European and Polish enterprises and training companies are very interested in using modern technologies in education. However, research findings about the real impact of technology on the required educational goals are published too rarely. In the light of significant changes in business and technology, the academia has not yet approached the redefinition of conceptual networks pertaining to educational, economic and social terms embedded in the realia of the past decades. The implementation and expansion of these activities in Polish higher education institutions with business programmes would have a positive influence on the education level of their graduates and preparation of executive management.

The above issues were analysed in the following paper: M. Skinder, *Selected international analyses of the quality of research consulting, commercialization of research, multitasking and digital technologies in business higher education*, [in:] M. Skinder (ed.), *Political and legal problems in international science and higher education*, Wydawnictwo Mass, Bydgoszcz 2013, ISBN 978-83-930796-3-6 (pp. 17-26).

I analyzed the activities of the European Student Union (ESU), the largest institution gathering students from Europe that aims to consider the needs and expectations of students in the processes of harmonization of higher education. National student self-governments can create an extended and coordinated self-government at the European level, provided its functioning is legally valid. Legal references in terms of student participation in the harmonization process were included in the Bologna Declaration (19 June 1999), the Convention of Salamanca (7-10 June 1994) and reports of Ministers of



Higher Education (1999-2013). The ESU is actively involved in reforming higher education. It cooperates with all the key decision-making bodies (Committees of the European Union, the Council of Europe, UNESCO). Nevertheless, I claimed that in the opinion of the ESU there are still issues that need further solutions. I emphasized the need for relevant and accurate implementation of ECTS in each country; reforms should take into account the learning outcomes as a basis for the correct allocation of ECTS credits. Institutions and national governments should undertake to fulfill the policy objectives set out in the Bologna Process, including the removal of obstacles to mobility, and making study stays abroad easier. It is necessary to adequately coordinate and regulate the system of grants and loans. More attention should be paid to architectural barriers, quantitative and qualitative shortcomings in student housing and inadequate social support. Bigger investments are needed for financing public higher education; policy strategies of all countries of the EHEA should ensure to allocate 2% of GDP on higher education. Additional funding can be also acquired from the private sector. I indicated that in the field of lifelong learning it is necessary to adapt one's majors to changes on the labour market and working via e-mail and e.g., having teaching qualifications. It would be worthy to create a database through which non-functional elements can be eliminated. The authorities should commit themselves to ensure access, full participation and completion of education for socially excluded communities, the disabled and persons with low-income. What is also needed is a full understanding among all the signatory countries of the EHEA that they must combine past achievements in the years 1999-2010 with learning outcomes and transparent qualification frameworks to enable students a better and, above all, a conscious choice of their studies. The implementation works on the qualification framework should also involve students.

The above issues were discussed in the following publication: M. Skinder, *Harmonizing higher education and the European Student Union as an example of functional self-government activity*, [w:] Z. Bukowski and S. Kamosiński (eds.), *The past and present of local government in Central Europe*, Wydawnictwo Uniwersytetu Kazimierza Wielkiego, Bydgoszcz 2013, ISBN 978-83-7096-938-7 (pp. 122-142).

I analyzed barriers to international mobility of students in the context of household problems related to the issue of housing. The problems concerns primarily the inventory of flats as well as their standards (e.g., no running hot water) and the lack of comprehensive solutions by the authorities. Flats, especially in large cities, are expensive, and the loan servicing is expensive, which increases the overall debt. Extensive financial burden, especially for households living on unearned sources, single-parent families and families with many children, are the costs including fixed costs such as the rent and charges for gas and electricity. I indicated that the government's housing policy should take into account supporting the population in obtaining housing possibilities, e.g., in the form of long-term lending-friendly systems and saving for these purposes. In terms of the state

interventionism, priorities should be enabled for the development of housing for rent and efficient subsidizing rental fees for persons in need. I stressed that financial problems related to housing also apply to students starting their degree programmes. Students, according to the provisions of the Bologna Process, are increasingly taking benefit from mobility processes. Owing to the opportunity to participate in student exchange programmes, students want to study in the best academic centres in Europe, or even in the world. The housing policy of the state should therefore take into account the mobility of students who report barriers as to living and accommodation in many countries around the world. These are most commonly associated with costs (financial means offered by the LLP coordinators are often not sufficient to cover the costs of living).

The above issues were discussed in the following paper: M. Skinder, *Problems of households and mobile students and the issue of housing in the international context*, [in:] Z. Bukowski (ed.), *Property management*, Wydawnictwo Wolters Kluwer, Warszawa 2013, ISSN 978-83-264-4176-9 (pp. 21-47).

I analyzed the policy and the Polish higher education system operating in a specific social, legal, organizational and demographic environment. I also indicated mobility determinants of teaching and research staff in national and international academic centres. I propounded to prepare a better offer of extensive scholarships, not only of social and research character, but also sports and cultural ones which would broaden the access to study for persons with lower income. I added that as to the rules underlying financing science and higher education it would be possible to introduce effective incentives for companies and enterprises to capitalize on the activity of researchers and scholars. It would be essential to reduce the number of legislative and executive regulations and changes in the structure of the Ministry of Science and Higher Education as they cause confusion in determining competence. In terms of staff mobility a national strategy can be elaborated to facilitate foreign stays of scholars that would be constantly monitored and developed. Entities within the higher education policy may introduce rules to curb the negative phenomenon of *brain drain*, i.e., the outflow of top experts to other countries, by providing higher salaries and better working standards. A negative situation of *brain waste* should be also resolved, in which persons after internships cannot fully use the potential, competence and qualifications obtained. A mobility determinant could complement the existing legal standards, especially those concerning academic degrees and professional titles, and recognizing the stay abroad as a necessary element of the development.

These issues were discussed in the following paper: M. Skinder, *The Polish higher education policy and mobility of researchers in the legal, organizational, financial and statistical context*, [in:] S. Kamosiński, T. Kuczur, J. Laskowska (eds.), *Legal and economic*



*foundations of security*, Wydawnictwo Uniwersytetu Kazimierza Wielkiego, Bydgoszcz 2015, ISBN 978-83-7096-996-7 (pp. 309-331).

In terms of social policy, publications on the theory of social policy, local government entities operating to solve social issues, the concept of flexicurity as a formula of employment flexibility and security in the labour market can be distinguished (see list of publications).

In addition, I also dealt with security and such issues as disability, housing, discrimination, health, and social pathologies. They emerged in connection with my teaching responsibilities (cf. the list of publications). I was also the editor of the book about absurdities in the Polish law which addressed legal shortcomings in higher education in the context of the implementation of the European Higher Education Area (cf. the list of publications). I was also the editor of the book on problems of the labour market, public benefit institutions, higher education and the protection of employees' rights and property rights of citizens. My other research interests include human resources management, social communication and negotiation techniques (cf. the list of publications).