

# INTRODUCTION

## THE EUROPEAN UNION STRATEGY “EUROPE 2020”<sup>1</sup>

The contemporary problems of university management in Europe are the consequence of the following factors:

- Problems resulting from conflicts, the requirements imposed by economic development of the integrating Europe together with the conservative, quasi feudal, rigid system of Western European universities as well as the inefficiency of the badly mismanaged communist universities comprising the Warsaw Pact member countries – all of them accumulating from the end of World War II;
- The increase in the number of the European Union members by the accession of new countries from Central and Western Europe, of communist background, and with a completely different form of higher education management;
- Recession, financial crisis and the growing economic crisis in Europe and the rest of the world.

In the last years, says José Manuel Barroso – the President of the European Commission – “millions of people lost their jobs, the increasing debt will be repaid over the years and our social inclusion was put to the test. [...] The crisis was a warning signal which reminded us that if we do not change anything, we will be destined to the gradual loss of importance and we will end up in the second league of the new world order. The time has come for this realization; the time for decisive, ambitious action for Europe”<sup>2</sup>.

The first paragraph of the summary of the European Commission Communiqué – “Europe 2020”, dated 3 March 2010, entitled “Strategy for smart sustainable and inclusive growth” reads: “Europe is awaiting the time of change. The crisis has annihilated the results of many years of economic and social development and it uncovered the structural weaknesses of the European economy. At the same time, the world is changing very fast, and long-lasting problems such as globalization, the growing demand for the diminishing resources and the ageing of our societies are

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<sup>2</sup> Preface to the European Commission Communiqué – “EUROPE 2020”, entitled: “Strategy for smart, sustainable and inclusive growth”, KOM(2010) 2020, p. 2, final version, Brussels, 3 March 2010, [http://ec.europa.eu/europe2020/index\\_pl.htm](http://ec.europa.eu/europe2020/index_pl.htm).

becoming more and more urgent. Europe must take care of its future”<sup>3</sup>. Universities are part of this Europe; they must make their own effort to overcome the accumulated current problems and take care of their own development. European higher education (including every single university), following the example of the European Union, should work out and implement into life an effective and clear strategy for uncompromising action until the year 2020 as soon as possible.

“EUROPE 2010” strategy, which was adopted in 2010, defined three strictly connected flagship innovations as regards the development which should be<sup>4</sup>:

- smart (economic development based on knowledge and innovation),
- sustainable (developing an economy which is more resource efficient, more environmentally-friendly and more competitive),
- encouraging social inclusion (fostering a high-employment economy and developing social and territorial cohesion).

The strategy of overcoming the effects and signs of recession, economic, social and labour crisis and ensuring continuous development worked out by universities should also contain three action initiatives – they have to be smart, sustainable and they should encourage the social inclusion.

The European Commission has designated seven flagship initiatives to implement “EUROPE 2010” strategy. Their implementation involves both the European Union and its member countries. The above mentioned initiatives received the following headings<sup>5</sup>:

- “Innovation Union”,
- “Youth on the move”,
- “An agenda for new skills and jobs”,
- “ Digital agenda for Europe”,
- “Resource efficient Europe”,
- “An industrial policy for the globalization era”,
- “European platform against poverty”.

All of these initiatives are important for the development of higher education and its position in fighting the recession and all kinds of crises however, the first three ones are of ultimate importance for universities.

The intelligent development is attained thanks to the increasing role of knowledge and innovation acting as the driving force of the present and future development. According to the European Commission, intelligent development requires “the rise in the quality of education, the improvement of research results, supporting the transfer of knowledge and innovation within the EU, using Information and Communications technology to the full; it also expects that the implemented ideas turn into new products and services which will lead to further growth, creating new workplaces as well as solving social problems in Europe and the rest of the world”<sup>6</sup>.

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<sup>3</sup> Summary of the European Commission Communique – „EUROPE 2020”, entitled: “Strategy for smart, sustainable and inclusive growth”, *op.cit.*, p. 5.

<sup>4</sup> *Ibid.*, p. 5.

<sup>5</sup> *Ibid.*, p. 6.

<sup>6</sup> *Ibid.*, p. 13.

There is no doubt that in intelligent development science and higher education are playing the essential role. That is why the following factors are of such importance for the development of the European Union countries and for progress in the integration within this group:

- The continuous rise in the quality of education;
- The development and dramatic improvement of scientific research results;
- The transfer of knowledge and innovation within the framework of the European Union, whose size in real terms will depend on the level of the attained mobility among the staff and students in Europe and the rest of the world;
- The possibility to make practical use of the attained qualifications and the results of scientific research to improve productivity and GDP, to create new workplaces and to solve social problems of Europe and the world.

The actions undertaken within the priority framework – under the heading smart development – are to release the innovative potential, to improve educational results as well as the quality and the results of educational institutions at the regional, national and EU level.

The implementation of these activities should be undertaken by universities, thus highlighting their role and position. The tasks that universities want to take over in this respect should be written down in the university development “Europe 2020” strategy. The implementation of these tasks by universities which are present in this area may be greatly facilitated by the completion of the European Higher Education Area.

Another significant undertaking for universities is the implementation of the leading project entitled: “Youth on the move”. The aim of this EU project is “the improvement of the results and broadening the appeal of the European higher education on the international arena and the improvement of the quality of education and training at all levels in the EU, combining perfection with the idea of justice through enhancing the mobility of students and trainees and the improvement of the situation of young people on the labour market”<sup>7</sup>. Universities should raise interest in this leading project and take active part in its implementation as it is in their own interest. Among others, the following actions have been enlisted as significant in this respect<sup>8</sup>:

- integration and streamlining of the European programmes in the scope of mobility, cooperation between universities and in the sphere of research (such as Erasmus, Erasmus Mundus, Tempus, Marie Curie) and their integration with national programmes and resources;
- the recovery of modernization programmes for higher education (in the scope of education, management and financing);
- the promotion of the idea of entrepreneurship by making use of mobility programmes for young specialists;
- ensuring the appropriate level of investment into the systems of education, training and continuous improvement of the quality of education and the im-

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<sup>7</sup> *Ibid.*, p. 15.

<sup>8</sup> *Ibid.*

provement of the results of this process (educational effects in real terms verified in practice) at the national level of member countries.

The third leading project very important for higher education in the implementation of “EUROPE 2020” strategy in the European Union and in European universities is “An agenda for new skills and jobs.” The central aim of this project is to “create conditions for the modernization of labour markets in answer to the growing unemployment rate and to ensure the stability of our social models. It means strengthening the status of citizens making it possible for them to acquire new skills so that the present and future employees could get adjusted to new conditions and be prepared for the change of career path if necessary to reduce unemployment and raise productivity”<sup>9</sup>. Students in all member countries of the European Union are interested in fast and full implementation of this programme. Universities have an important role to play in the implementation of this leading programme as they are responsible for enabling students to gain new skills so that the present and future employees could get adjusted to the new conditions and be prepared for the change of their career so as to reduce unemployment and raise productivity. What kind of skills are taken into consideration? How to ensure students the acquisition of these skills? What should be done in the European Union and in each member country to make universities interested in the adjustment of their curricula to the demands of the labour markets and the expectations of students? These questions should be answered by university senates and faculty councils in Europe as well as in the rest of the world.

At the same time, we have to remember that ensuring the acquisition of the competences indispensable for the continuation of education and for the labour market in the course of general education, vocational education and higher education, along with their recognition, requires the implementation of the National Qualifications Framework in compliance with the European Qualifications Framework in European universities as well as the creation of partnership between the representatives of the world of education and training, the representatives of the labour market, and foremost, the social partners responsible for recognizing the needs in the sphere of education and training<sup>10</sup>.

The implementation of the tasks determined by the “EUROPE 2020” strategy, adopted by the European Commission should take place in European universities, which in turn should work out on this basis their own internal university strategy for development, “EUROPE 2020”. To carry out these strategies, universities must work out clearly defined tasks, they have to secure the necessary funds for their implementation and to lay down clear criteria and standards to measure progress in the implementation of the adopted development strategy until 2020. At the same time, **the preparation and implementation of this strategy requires strong, pro quality management, making use of the available tools and methods in order to carry out this strategy more effectively and on time**<sup>11</sup>.

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<sup>9</sup> *Ibid.*, p. 21.

<sup>10</sup> *Ibid.*, p. 22.

<sup>11</sup> *Ibid.*, p. 30.

The European Council resumed charge over the implementation of the chosen targets of “EUROPE 2020” strategy in a document published on 4 March 2011 entitled: “The conclusion of the Council on the role of education and training in the implementation of “EUROPE 2020” strategy. In the document the Council stresses the key role of education and training in the implementation of this strategy. Education and training should equip the citizens in skills and competences necessary for the European economy and for the European society in order to remain competitive and innovative and to promote social integration and social inclusion. According to the Council, vocational education and training is of utmost importance, as it provides adequate and good quality skills and competences<sup>12</sup>.

The European Council pointed out in the conclusion that it is necessary to:

- encourage universities to raise the quality and adequacy of their educational offer which will motivate higher numbers of citizens to take up university studies;
- promote the mobility among young people;
- encourage to learn more through hands-on experience and to gain experience in the sphere of entrepreneurship, self-employment as well as to encourage taking up employment and studies abroad;
- invest effectively into the improvement of the quality, modernization and reform in education and training, because in the long run it will lead to general well being in Europe;
- modernize the school curriculum and substantially improve the quality of management in European universities;
- remember that to make university education attractive and effective, heavy investment is needed to increase the quality of education and raise the level of the quality of management;
- promote innovation and effective use of financial means and search for their new, more diverse sources;
- encourage universities to cooperate more closely with the outside world – through partnerships with companies and research centers;
- carry out appropriate reforms – wisely directed and based on action – which should lead to the implementation of the aims of “EUROPE 2020” strategy.

### **The implementation of the research project**

The problems connected with the development of science and education, the quality of university education and management have often served as the subject of interest and decisions of various official bodies; firstly the European Economic Community, then the European Union<sup>13</sup>. These issues have become the focus of interest and research

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<sup>12</sup> The Conclusion of the Council on the role of education and training in the implementation of the “EUROPE 2020” strategy, Official Journal of the European Union, 2011/C 70/01, Brussels, 4 March 2011, p. C70/1.

<sup>13</sup> T. Wawak, *The Quality of University Management*, Kraków: Wydawnictwo Uniwersytetu Jagiellońskiego, 2012, pp. 243–354.

of the author of “Introduction”, and they can be presented in separate stages of the ongoing research in the historical perspective. Altogether we can distinguish 6 individual stages of the development of research into the quality of university management:

- **Stage I – the identification of the problems** connected with the quality of university management and the effects of education in Poland against the background of integrating Europe; embracing individual research between 2000–2006.
- **Stage II – the preparation and implementation of the research project** carried out by a team under the guidance of the author of “Introduction” entitled: “Management in higher education”, financed from the reserve for own research of the Faculty of Management and Social Communication between 2007–2009; research work was finalized with a report and numerous presentations delivered at conferences and publications.
- **Stage III – working out own financial means** by the Department of Applied Economics (under the guidance of the author of “Introduction”), indispensable to finance the planned research, from the surplus obtained from the Jagiellonian University grant for the years 2008–2010.
- **Stage IV – preparation and implementation of the research project**, by a team under the guidance of the author of “Introduction” entitled: “Pro quality restructuring of higher education management” between 2010–2012 in Poland, the Ukraine, Russia and Algeria and to a limited extent in the USA and Germany.
- **Stage IVa – preparation and implementation of research topic No. 1**, by the team under the guidance of the author of “Introduction” entitled: “Challenges of the quality management in higher education”, carried out under the guidance of the author of “Introduction” by a team of twenty-five composed of academic teachers, scientific and technical staff as well as students. The outcome of this cooperation was a monograph; a collected work entitled: “Challenges of the quality management in higher education” published by Wydawnictwo Uniwersytetu Jagiellońskiego in 2011.
- **Stage IVb – preparation and implementation of research topic No. 2**, carried out by the author of “Introduction”, entitled: “The quality of management in higher education”, ending up with a monograph by the author of “Introduction”, published by Wydawnictwo Uniwersytetu Jagiellońskiego in 2012.
- **Stage IVc – preparation and implementation of the international research topic No. 3**, carried out by a team under the guidance of the author of “Introduction” entitled: “The contemporary problems of management in higher education”. The research work was carried out between 2010–2012 in Poland, the Ukraine, Russia, Algeria and to a limited extent in the USA and Germany. The outcome of the said research is the present collaborative monograph *Current Problems of University Management*. The publication is to be financed by the Faculty of Management and Social Communication.
- **Stage V – organization of an international conference** in June 2012 under the guidance of the author of “Introduction” entitled: “Pro quality struc-

**ting of university management**”, whose aim was to sum up the implementation of stage IV of the research programme. The conference was subsidized by the Institute of Economics and Management.

- **Stage VI** – preparation and the launch of an international Polish-Ukrainian research project **“EUROUNIVER 2014”**: **“The problems of the implementation of the Bologna Process decisions and the recommendations of the European Union in regard to pro quality orientated restructuring of university management and the improvement of the quality of education”**.

The attainment of stage II, III and IV of the research project was possible thanks to help and sympathetic response on the part of **the late Vice-Chancellor, Professor Michal du Vall**, the university Financial Officer, Dr M. Hulicka, Professor Jacek Ostaszewski, the Dean, and the invaluable contribution of the twenty-five members of the research team from Poland and abroad, including the co-authors of the present collaborative monograph, as well as Wiesław Bracha, Edyta Grzyb, Katarzyna Leśkiewicz and the students participating in the research work.

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