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Higher non-state education in Poland after 1990

Abstract

The article is a wide study of the higher non-state education in Poland after 1990 and it consists many of unknown information for the academic workers in the state schools. After legal basis for establishing non-state higher schools their development in the nineties is analysed. Particular attention has been paid to the description of individual cases of the two schools: the School of Business-National Louis University in Nowy Sącz and the School of Business in Tarnów. The history, sociological analysis of students and the current state of both schools have been presented. The activity of the environment of non-state higher schools and their rankings have been shown. In the conclusions the perspectives of development of non-state higher school sector are described.

Key words: *higher non-state education, ranking of non-state higher schools, sociological analysis of students, environment of non-state higher schools, development of non-state higher schools sector*

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1. The legal basis for establishing non-state higher schools

The development of non-state higher schools in Poland in the nineties has become one of the most essential elements of Polish political transformations after 1989. Establishing non-state higher schools has become possible owing to liberal regulations of the Act of Higher Education amended in 1990. The Act allowed a relatively easy procedure of creating non-state higher schools. Both individuals and associations, foundations and even enterprises (companies) could be the founders of a school. The task of determining precise financial, personnel and curriculum conditions was delegated to the Chief Council of Higher Education and the Ministry of National Education. In 1990 the Act introduced a new kind of studies: a three-year-long licentiate (bachelor) studies, and it became an accepted principle that a newly founded school was entitled to offer only vocational studies ending with a licentiate degree (the equivalent of Bachelor's degree). The Ministry gave its consent routinely for a trial period of five years. In case of the founder granted a positive decision of the Chief Council of Higher Education of the Ministry of Education, a new school was registered in the non-state higher school's register, which was equivalent to obtaining the right to provide licentiate studies by a given school and to grant its graduates a state vocational title of licentiate. The initiators of the amendment supporting the then under-secretary-of-state, prof. Janusz Grzelak and the Members of Parliament (including the author, then the Senator of the RP) now unanimously claim that by introducing the regulations that enabled the foundation of non-state higher schools nobody expected such an outburst of initiatives and the creation

of 150 schools within 8 years, educating nearly 300 000 students in 1999. A similar legal solution was introduced by the Act of 26 June 1997 concerning higher vocational schools. A positive consequence of introducing this Act is creating an accreditation committee that has extensive powers, although the committee's decision is not obligatory for the minister. The Act concerning higher vocational schools introduced also two regulations concerning the curriculum of extra-mural studies (the necessity to hold classes in the amount of 80% of the minimal number of teaching hours, which is 2 200 hours) and a compulsory 15-week training period, which up to now has not been put into effect by either state or non-state Polish schools.

2. The development of non-state higher schools in Poland in the nineties

The early nineties in Poland were marked by an alarmingly low number of students slightly exceeding 400 000, and within eight years the number of students rose more than three times and reached 1 300 000, almost 25% of which is the number of students in non-state schools.

In accordance with the Polish law a non-state higher school is a non-profit organization, exempt from the duty of paying income tax, and one that should re-invest its profits in its own development. The Act allows a great freedom of choice of internal organization of a school. The organization, the powers of the school's bodies, the rights of employees and students are determined by the statutes of a given school granted by the founder and next approved by the Ministry of National Education. According to the Act concerning higher education the founder of a school is not the owner of the school; he becomes the benefactor of the school and may retain some of the decisive powers, which must be included in the binding statutes, such as the right to amend the statutes, appoint the rector and other persons managing the school, approving the budget, etc. The MNE had a general supervision of the activity of the school. Practically the MNE's supervision is limited to annual control of the personnel employed and the control of the school's activity at the time of prolonging the granted licence or applying for a permission to start MA programmes by the school.

Throughout the nineties non-state schools were deprived of any financial support by the state budget. An exception to this was the support from the

organs of the local government, e.g. the authorities of Pultusk supported financially the Higher School of Humanities, or participation of Tychy City in establishing the Higher School of Management and Social Studies, or support offered by business circles, e.g. the purchase of a building for WSB-NLU in Nowy Sącz by the National Economic Chamber. Non-state schools developed mainly on the basis of tuition fees paid by the students. In the beginning period of school's activity they mainly offered extra-mural studies, and only after obtaining financial resources for investment they gradually introduced intra-mural studies.

Fig. 1 shows the number of non-state schools in the nineties, and Fig. 2 presents the increase of the number of their students.

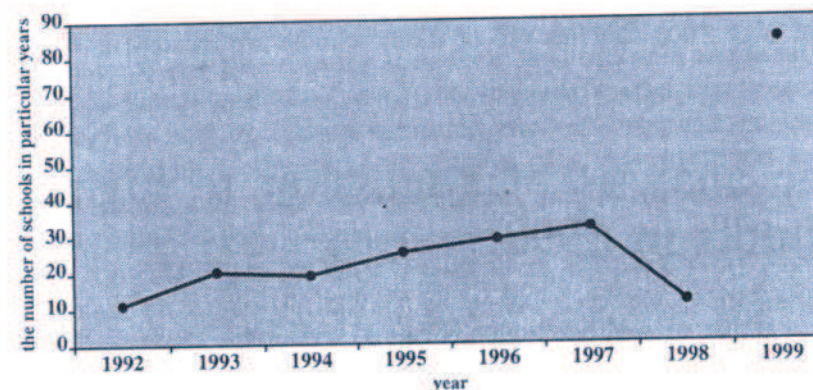


Fig. 1. The number of non-state schools in the nineties

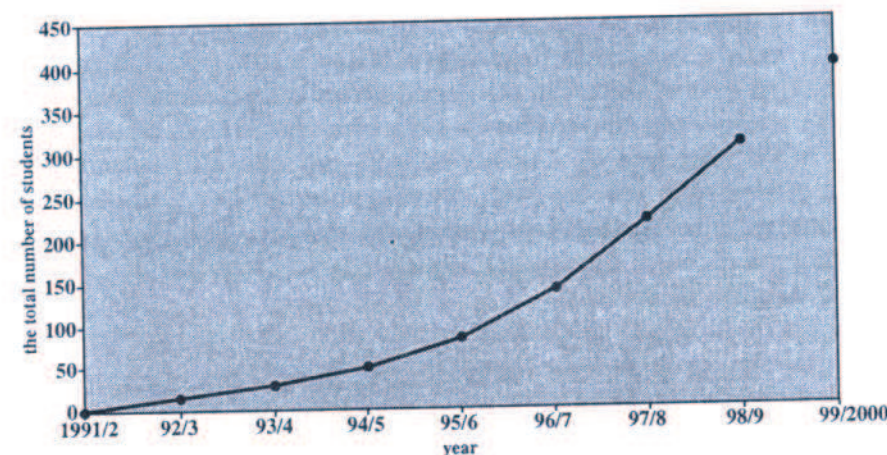


Fig. 2. The increase of the number of non-state schools' students

Currently the situation of non-state school is still far from stabilisation. In March 1999 there were 84 applications for establishing non-state higher schools awaiting the opinions and registration decisions of the Ministry of National Education, the Accreditation Committee and the Chief Council of Higher Education. Every month to the Ministry of National Education affluence a few applications. Under these circumstances it is difficult to evaluate the target participation of the non-state school sector on the educational market.

The years 1996—1998 can be defined as the second stage in the development of non-state higher schools: starting MA programmes in the most developed schools in terms of finance and personnel. At the turn of 1998/99 the total of 26 non-state higher schools were granted the right to introduce master studies, which amounts to the total of 42 MA programmes, mainly in Economic and Humanities subject areas. In 1998 there were 28 schools each of which had over 2000 students (10 of those schools are located in Warsaw).

3. The analysis of admission to higher schools in 1998

The quantitative description of non-state higher schools is hindered by the fact that many schools, especially those founded in the last three years, have not reached stabilisation. Some of them have only students of the first year or first and second year. That is why the analysis that reflects the reality most accurately is the analysis of the number of students admitted to the first year of studies in the period before the academic year 1998/99. All Polish schools and universities in 1998 admitted 381 598 students according to MNE (the data of 1.10.98), 123 698 out of which constituted the students of non-state schools (with the exception of The Catholic University of Lublin, The Academy of Catholic Theology, The Papal Academy of Theology and other theological schools), which accounts for 32.5% of the total number of students.

The distribution of admissions to the first year of intramural and extra-mural studies in non-state schools was in 1998 as follows:

- intramural studies: 28,15, that is 22.7% of the total,
- extra-mural studies: 95,88, that is 77.3% of the total.

Table 1 shows the distribution of the number of students admitted to the first year of studies in 1998.

Table 1. Intramural Studies

Admissions within the range of	0—100 people	101—200	201—300	301—400	401—500	501—600	601—800	801—1000	1001—2000	>2001
Number of schools	36	42	21	13	7	5	0	3	0	1

Extramural Studies

Admission within the range of	0—300 people	301—600	601—900	900—1200	1201—1500	1501—1800	1801—2000	2001—2500	2501—3000	>3001
Number of schools	48	33	23	14	7	4	4	1	1	3

The presented figures clearly show that the majority of schools is at the initial stage of development (about 80), i.e. they did not achieve the level of admissions guaranteeing long-term financial and personnel stability. In 1998 50 schools admitted over 200 students to the first year of intramural studies, and 57 schools admitted over 600 students to extra-mural studies. According to the author repetition of such recruitment in the next two years guarantees achieving a long-term financial balance and obtaining financial resources for development solely on the basis of the tuition fees paid by students at the reasonable amount of the fee (that is over 4 000 zł/year in case of intramural studies and 2 500 zł a year for extra-mural studies). Among the schools that have a low number of admissions to the first year there are several exclusive schools of art, which are governed by different principles.

In total, in 1998 29 schools admitted more than 300 students to the first year of intramural studies, and 20 schools admitted over 1 200 students to the first year of extra-mural and evening studies. The biggest number of students is admitted to extra-mural studies by teacher training and humanities schools; all three schools that admitted more than 3 000 people are such schools, including the record holder, a school in Koszalin, which admitted over 5 600 people. However, the greatest number of students in the non-state school sector study in business and economic schools, and it can be claimed that studying in these fields has been dominated by non-state schools. In the academic year of 1997/98 the students of business and economic schools accounted for 68% of the total number of students in this kind of schools (56% of which were students of intramural studies). The index numbers of students of the first year were 83% and 76% respectively. Thus the students of non-state schools and universities constitute a group of 25% of the total number of students in Poland. However, the situation is reverse in the group of students of business and economic schools:

it is the state university students that account for 25% of the total number of students.

The domination of economic and humanistic schools among the non-state schools is understandable; it is caused by fashion and an authentic need for managerial staff (still there are no unemployed among the graduates of higher schools in the country) and the necessity of broadening their education by teachers, especially in the Central and North Poland, but it also results from economic reasons, since educating in the fields of business and humanities is relatively cheap, and creating the financial and resource basis of a school is practically limited to providing a suitable number of classes and lecture halls. More and more non-state schools broaden their educational offer to include administration and computer studies.

The domination of extra-mural studies (3/4 of the total number of students) in non-state schools results from the rules of the education market. Such studies are much cheaper and allow taking up an income-related job. The majority of students of non-state schools, irrespectively of their place of residence, come from relatively poor families, often families in which it is the first child who starts/takes up higher education. Those young people usually finish weaker, or even really weak, secondary schools in small towns or villages and stand little or no chance to be admitted to state universities to free of charge intramural studies. The majority of students apply to be admitted to non-state higher schools after the time of exams and admissions to state schools, and only in the most prestigious non-state schools students of so-called "first choice" prevail. The curriculum of extra-mural studies and the standard of education in almost all higher schools (both state and non-state) departs from the curricula and the standard of education of intramural studies, which is a commonly known fact. There is little wonder, then, that 3/4 of candidates for non-state higher schools choose extra-mural studies. A frequently raised objection is that extra-mural studies dominate in non-state higher schools. However, it is not the schools that determine such proportions, it is the reality of the Polish educational market and the standard of living of the majority of Polish families. In the years of 1998—1999 rectors of many of the non-state higher schools have observed a steady increase in the number of candidates to intramural studies and they connect this phenomenon with slow but steady improvement of the standard of living of Poles. In 1998 there were already 14 non-state higher schools that admitted more students to intramural than to extra-mural studies.

Summing up, it can be stated that non-state schools, with few exceptions, are attended by the youth less prepared for studying, finishing weaker

or weak secondary schools, coming from families who had no tradition of investing in education, young people mainly from families of worker or farmer background in comparison to state schools and universities.

The paradox lies in the fact that it was only establishing non-state higher schools that created the chance for the youth from economically weak families to acquire higher education, and the percentage of students coming from families of worker and farmer background is much higher in non-state schools than in state universities and academies.

4. Description of individual cases

The situation in non-state higher schools is not reflected by common simplifications, mainly due to the fact that almost all non-state schools are still at the first stage of intensive financial, personnel and curriculum development. Among 150 non-state schools there are obviously some weak schools, offering low standard of education, having weak curricula. However, apart from those in a short time there appeared a dozen schools that achieved a European standard of education and high standard of finances and resources.

Below there is a brief profile of several distinguishing, according to the author, non-state schools. The list is not inclusive as it is limited to those schools that the author of the paper knows and has visited personally. The profile of the two business schools created and managed by the author of the work is presented in a separate chapter so that the rules of non-state schools' functioning can be presented in greater detail.

4.1. The Leon Koźmiński School of Entrepreneurship and Management in Warsaw (SEM)

The only Polish non-state higher school that was granted the right to confer the doctor's degree in the field of management sciences. The founders

of this school are a group of professors of University of Warsaw supporting prof. Andrzej Koźmiński (the rector of the school), who established a limited liability company named International Management School. The school started its activity in 1993. In the academic year of 1997/98 there were 4 187 students studying in it, and in 1998 the school admitted 1 100 people, including 345 students to intramural studies. SEM provides licentiate programmes of studies in "Management and Marketing" and "Finance and Banking" and master's programmes of studies in "Management and Marketing". The school also offers a great variety of post-graduate studies including MBA programmes. The school employs 175 lecturers, 89 of whom are full-time employees (including 37 professors and doctors habilitated). The school has excellent facilities; in the school's own building (the grounds and buildings of a declining enterprise) with the area of 8 000 m² there are theatre lecture halls, computer laboratories, classrooms, a library, and good social facilities. The school has its own library possessing 40 000 books. SEM is engaged in an intensive scientific and publishing activity. The amount of the financial resources spent on research activity in the academic year of 1997/98 was PLN 464 000. The school organizes a nationwide discussion panel "Critical Theory of Management", and publishes a periodical "Master of Business Administration". The school gained accreditation from the Manager Education Association "Forum" for its intramural licentiate studies curriculum. SEM is the only Polish higher school which started the process of accreditation from the European association EQUAL and from American AACSB. SEM has a leading position in the rankings of Polish higher schools, namely in 1998 it won jointly with WSB-NLU first place among the non-state higher schools, third place in the category of "Where to study business?" and first place (jointly with the Warsaw School of Economics) in the category of "Where to study finance and banking?"

4.2. The School of Humanities in Pułtusk (SH)

SH was established in 1994, and its founder was the Academic Scientific and Educational Society grouping about 40 Warsaw scholars. The main originator, organizer and rector of the school is asst. prof. Andrzej Bartnicki. SH is one of the biggest non-state higher schools in Poland. In 1997/98 there were 9 132 students studying in the school, 1 330 of whom

attended intramural studies. In 1998 SH admitted 4 347 students, including 846 to intramural studies. The school is engaged in extensive educational activity offering licentiate programmes altogether in six subject areas, and master's programmes in four subject areas. In 1997/98 there were 487 lecturers employed in the school, including 210 professors and doctors habilitated (70 of which were full-time employees). In 1999 SH finished building an extensive school building with the area of 5 900 m², in which there are lecture halls (among others halls for 500 people), computer and language laboratories (138 computers available for students). SH is the first non-state higher school in Poland which has its own hall of residence for about 200 students. The school is engaged in extensive research activity (mainly in the field of humanities) and publishing activity (in 1997/98) 41 books were published. The school has its own library with 70 000 books.

4.3. The School of Commerce and Law in Warsaw (SCL)

The SCL was established in 1993 and its founder is Ryszard Łazarski M.A., earlier the headmaster of a well-known in Warsaw post-secondary school for secretaries, a participant of the Warsaw Uprising. In 1997/98 there were 7 302 students, including 3 905 students in intramural studies, participating in licentiate and masters programmes in the fields of economy and law (the only non-state school offering education programmes in this field). In 1998 the school admitted 3 157 candidates, including 2 256 students of intramural studies (the greatest number out of all the non-state schools). The SCL employs 150 lecturers, including 84 professors and doctors habilitated. The school has made a great investment building a complex of school buildings with the area of 16 710 m² in the centre of Warsaw out of their own funds. Finishing the first stage of the building process and the possessed facilities (among others over 100 computers available for students) has resulted in the substantial increase of the number of students admitted to intramural studies.

4.4. The Polish Open University in Warsaw

One of the first non-state schools created in Poland (no. 3 in the Ministry of Education register), founded and managed by asst. prof. Jerzy Kaliński. In 1997/98 the POU had 3805 students. In 1998 the university admitted 682 students, 375 of which were admitted to intramural studies. The school is the first in Poland to introduce the method of open learning and distance learning in cooperation with an English University — Thames Valley University in London. The school has very good facilities (among others 130 computers for students).

4.5. The School of Finance and Management in Białystok

The school founded by East-European Economic Institute has been managed by the rector asst. prof. Józef Szablowski. In 1997/98 there were 3670 students, and in 1998 there were 1901 students admitted, including 557 participants of intramural studies. The school offers licentiate and masters programmes in the field of "Management and Marketing", licentiate studies in the field "Finance and Banking" and in the fields of computer studies, econometrics and regional economics. In 1998 the school completed an investment from its own financial resources, which was constructing a large building with the area of 3700 m² and with excellent equipment and facilities.

4.6. The School of Banking in Poznań

The biggest non-state business school in Poland. In 1997/98 there were 6827 students, and in 1998 the school admitted 1118 new students, including 465 in intramural programmes. The founder of the HSB is the Bank Education Society, joint stock company, and the manager and rector of the school is asst. prof. Władysław Balicki. The school specializes in educating personnel for banking and insurance sector, provides a variety of

post-graduate studies, training sessions and seminars. It has its own library (45 000 books, 125 subscribed magazines) and is engaged in extensive publishing activity (in 1997/98 it published 167 books printed up to of 480 000 copies!). The School employs 289 lecturers, 32 of whom have a scientific degree of a professor or doctor habilitated.

4.7. The School of Foreign Languages and Economics in Częstochowa

The school was founded by the Polish section of St. Francis de La Salle Society (a so-called teaching monastery). The manager and rector of the school is Rev. Father Andrzej Kryński. The school offers licentiate programmes (administration, economics, management and marketing) and masters studies (economics). In 1997/98 there were 2005 students, including 250 in post-graduate studies. In 1998 the school admitted 535 students, including 328 in intramural studies. The school employs 130 teachers, including 69 professors and doctors habilitated. The school is engaged in intensive international activity, publishes its own scientific fascicles, which is a private anthology of professional articles; in 1997/98 it published 20 books. The school is currently funding a large investment (constructing a building with the area of 10 000 m²). The school owns three halls of residence. The school won the ranking of business schools organized by the monthly *Home and Market* in 1998.

4.8. The J. Tyszkiewicz School of Business and Computer Science in Bielsko-Biała

The school is not big; in 1997/98 there were 511 students and in 1998 the school admitted 240 students (including 132 to intramural studies), which confirms its focus on selective education. The school came into being as a fusion of two registered schools established by the Foundation: The Bielsko Market Economy College and Józef Tyszkiewicz. The rector of the school is Ewa Madoń, MA. The school offers licentiate programmes in the field: "Management and Marketing" and "Computer Science". The school has

excellent computer equipment and specialist facilities that enable educating media specialists (journalists, radio, TV and film producers). The school has applied to open a new department "Organization of film and TV productions". The school gained accreditation from the Manager Education Association "Forum" for its "Management and Marketing" programme of studies.

4.9. The "Schola Posnaniensis" School of Applied Arts in Poznań

One of a few non-state schools of art, founded by artists, prof. Urszula Plewka-Schmidt (the rector of the school) and Włodzimierz Schmidt. The school offers licentiate and masters programmes in the field of painting and industrial design. The school has its own building with the area of 2000 m², specially designed and built to meet the needs of the school. There are 411 students in the school, the teaching staff consists of 60 people, 12 of whom have a professor's title. The specialization of the school is designing and making artistic fabrics, including large Gobelin tapestries (among others the school made 18 big Gobelin tapestries to decorate the Pope's Room in Jasna Góra, Częstochowa), designing clothes, stained glass windows and costumes.

4.10. The Upper-Silesian School of Commerce in Katowice

The biggest non-state higher school in Silesia. It was founded in 1994 by UHP "Economicus" limited liability company, its present manager and rector is Ewa Piaskowska, PhD. The school offers licentiate and masters programmes in the field of "Management and Marketing". The school has the highest position out of all non-state schools in the rankings of schools offering hotel management and tourism programmes. In 1997/98 there were 4011 students studying in the school, in 1998 the school admitted 1336 new students, 505 of whom participated in the intramural studies. The school employs 173 lecturers, including 27 professors and doctors habilitated.

5. The development of schools located in small and medium-sized towns following the example of WSB-NLU in Nowy Sącz and Tarnów

In 1998 out of 137 schools registered 39 were established in small and medium-sized towns which, until 1990, did not have any higher schools. Currently there is a growing interest in creating new higher schools in such towns. The school was set up in so-called remote provinces, where the number of people with higher education is usually low, and it is quickly becoming not only an easily available place of studying for not-well-off young people (according to the Ministry of Education the cost of studies in WSB-NLU in Nowy Sącz is lower than the cost of supporting a student in Kraków, a statement made by minister J. Zdrada for the *Gazeta Wyborcza* of 29 March 1999). The school is also an important centre of regional development and a big company, employing over 200 people, and it is one of the bigger institutions in Nowy Sącz, excluding the local administration. A school extending the intramural studies especially contributes to the development of the town; it is estimated that 1000 intramural students enable the residents of the town and the local companies to earn minimum 10 million zlotys. In order to illustrate the way of functioning of non-state schools in non-academic towns, a brief history and the current state of both business schools in Nowy Sącz and Tarnów, managed by the author, is presented.

5.1. The history of the two schools

In 1991 a specially created Foundation: the Sądecko-Podhalańskie Education Centre established a two-year post-secondary business school. The originator of creating the school was the then Senator of RP, Krzysztof Pawłowski, and the initiative was of political nature, as its aim was to create a centre educating personnel for the new free-market economy. In 1992 the Foundation signed a contract with a private American university, National-Louis University, to create a higher school on the basis of the

post-secondary school in accordance with the Polish law, educating students according to NLU curriculum and with the acceptance of so-called credit marks by NLU. In 1991 only 64 students were admitted to the school, and in 1992 there were 90 students. For the first three years the school provided only intramural studies, which until now have been a predominant form of studies in Nowy Sącz. The initial capital of the Foundation in 1991 amounted to \$2000; the school came into being thanks to a specific target subsidy in the amount of 700 million zlotys (the equivalent of \$63 200) of the Agency of Technological Advance and Practical Application in a state of liquidation then, and being granted the location in the Stadnicki Palace in Nawojowa (the area of 1 000 m²). The initial annual tuition fee was USD 1 200 per year and it rose gradually to USD 1 665 per year in intramural studies. A decisive investment for the school's development was the purchase of a six-floor building (with the area of 2 200 m²) by the National Economic Chamber in 1993, and later in 1995 the purchase made by the school of buildings and land of a declining building engineering company with the area of 3.8 hectare (the amount of 112 billion old zlotys, which is equivalent to USD 460 900, and which was fully paid back till December 1998).

WSB-NLU in 1991—95 due to a small number of students and expensive programme of intramural studies (over 2 800 hours of classes conducted in small groups) was a loss-making institution. It survived that period thanks to sponsors and being engaged in training and educating activity organized for big companies.

In 1996 the school became a self-financing institution covering its expenses from tuition fees (over 75% of the budget), and since that year about 2 million zlotys has been invested annually. In 1997 WSB-NLU was the first higher school to apply for accreditation of its programme of studies from the Manager Education Association "Forum". In 1998 the school received the right to confer master's degree in the field of "Management and Marketing". Since 1995 WSB-NLU has been in the first place of the ratings of non-state higher schools organized by *Wprost*; it has also been highly rated achieving first or second place in other rankings (*Cash, Home and Market*). In 1998 it was rated first by *Wprost* in the category of "Where to study business?" being ahead of the state Warsaw School of Commerce. The students of the school are also successful, for example in a nationwide competition organized by the Entrepreneurship Education Foundation from Łódź students' representatives won second place in 1997 and in 1998 (in 1997 they only lost to the Academy of Economics from Kraków, in 1998 they came second jointly with Toruń University; there was no first place).

WSB in Tarnów was established in 1996. The school was created as a result of the offer of the local authorities of the Tarnów area, who appreciated the big promotional and developmental role of WSB-NLU for Nowy Sącz, and they wanted to repeat the success of Nowy Sącz. The branch of WSB-NLU was offered six buildings with the area of 1.5 hectare of land, which was previously part of administrative and apprenticeship sections of the military arms plant in Tarnów. After a year of efforts to convince the Ministry of Education to allow establishing a two-campus higher school (Tarnów is only 70 km away from Nowy Sącz) the author decided to set up an independent school. The founder and the rector is Krzysztof Pawłowski, and a significant role in WSB is played by two deputies: prorector, dr hab. Adam Nalepka responsible for academic matters, and the General Managing Director, Mieczysław Bień (until 1994 the mayor of Tarnów). The Tarnów school's development is different from the one in Nowy Sącz. The school started its activity by offering both intramural and extra-mural studies, with the predominant number of extra-mural students. The school finances its activity from the very beginning from the tuition fees, lower than in Nowy Sącz (the equivalent of USD 1 170 per year for intramural studies and PLN 2 500 for extra-mural studies). Similarly to the school in Nowy Sącz it has signed a unique in Poland contract with an American University (City University) concerning the recognition of the programme of studies, and from 1999/2000 in its new building it offers the fourth year of studies enabling its graduates to be granted an American diploma and a bachelor's degree. Since 1997 in WSB in Tarnów there has been an Institute of Public Administration grouping scientists and politicians engaged in the process of political reforms of the country. The developmental strategy of the Tarnów school plans a gradual transformation of the school into a public administration school.

The two schools cooperate closely and implement a series of projects, conferences, and have a similar although not the same programme of studies. In both schools teaching foreign languages is an important element of education (in WSB-NLU 990 hours, and in WSB-Tarnów 740 hours during the course of studies); both schools have signed contracts with American universities, thanks to which the graduates of the schools can obtain a bachelor's degree after an additional year of studying. They differ in their position on the educational market (WSB-NLU is a nationwide school, and WSB in Tarnów a local school) together with the way of creating the resource base developing their facilities (in Nowy Sącz long-term substantial investment, almost from scratch, in Tarnów only adaptation of quite well-preserved buildings). The features in common are apart from the same person holding the position of a rector, a specific treatment of a student as a client, a recipient of an educational service, and consistent implementation of long-term strategy of development.

5.2. Sociological analysis of students in both schools

Since 1996 WSB-NLU has conducted annual profound research into students starting intramural studies, and in 1998 students of the first year of extra-mural studies were analysed. The school in Nowy Sącz is in the process of stabilizing the number of students admitted to the first year of intramural studies which ranges from 400 to 480 annually, which is the number of students the school has facilities for. Admission to the first year of intramural studies is preceded by an entrance exam, and the principal criterion qualifying to intramural studies is good command of English (at the level of a secondary school leaver with a good four-year programme of teaching English). Candidates who do not know English at all or not as well as the required level are admitted to an additional year of studying, so-called preparatory year, during which they mainly study English (720 hours a year). During the exams about 10% of the weakest candidates are not accepted.

Table 2 shows the results of research about students of intramural studies during the 1996–1998 years. The results are based on the questionnaires filled in by the candidates and filed in the dean's office. The analysed samples were similar in numbers — about 200 students of the preparatory year and 250–300 students admitted directly to the first year. WSB-NLU admits to a great extent (which is not typical for non-state schools) students of so-called "first choice", that is taking entrance exams at the turn of June and July, which is a usual time of entrance exams in state schools. Every year at this time the school admits almost 3/4 of its students, the rest 100–120 students (that is 1/4 of the total) take exams in September and these are the people who were not admitted by state universities. More than 90% of the total number of intramural students start their studies in WSB-NLU directly after their final GCSE exams in secondary schools.

Conclusions from the presented data:

a) WSB-NLU can already be regarded as a nationwide school, as the number of students from the Nowy Sącz region is gradually decreasing and now amounts to less than twenty percent in the first year of studies and twenty five percent in the preparatory year. About 50–55% come from the remaining eight districts of southern Poland, about 30% from the rest of Poland, and about 3% come from abroad.

Table 2. Sociological studies of students admitted to intramural studies in WSB-NLU (in %)

	Admissions in 1996		Admissions in 1997		Admissions in 1998	
	three-year course of studies	preparatory year	three-year course of studies	preparatory year	three-year course of studies	preparatory year
1	2	3	4	5	6	7
Structure of residence						
big cities	39.6	30.4	33.0	18.0	30.2	15.7
medium-sized towns	30.6	30.0	34.0	33.0	28.7	31.4
small towns	20.4	18.0	27.0	34.0	29.1	32.5
villages	9.4	20.6	6.0	15.0	12.0	20.4
Place of residence following the former administrative division of the country into 49 districts						
1. Nowy Sącz District	20.0	32.0	13.0	25.0	16.5	25.5
2. Katowice District	20.5	5.5	14.5	6.0	3.0	7.5
3. Tarnów District	8.0	14.0	4.5	9.0	5.5	4.5
4. Bielsko-Biała District	5.0	3.0	9.0	6.0	8.5	9.5
5. Krosno District	7.0	7.0	6.5	30.0	7.0	4.5
6. Kielce District	3.0	3.0	4.0	5.0	4.0	4.5
7. Częstochowa District	2.5	2.0	1.5	2.5	4.5	3.0
8. Rzeszów District	2.0	3.5	4.0	4.5	4.0	3.0
9. Lublin District	2.0	3.5	4.0	4.5	4.0	3.0
10. Cracow and Warsaw District	4.0	0.0	5.5	5.0	3.5	2.0
11. Others	25.0	22.5	34.5	31.0	30.5	32.0
Social background of the parents						
intelligentsia	77.0	62.0	81.1	64.4	61.8	40.7
workers	21.0	31.0	17.8	30.3	37.5	56.4
farmers	2.0	7.0	1.0	5.3	0.7	2.9
Father's education						
1. higher	45.7	34.7	49.2	31.5	58.0	37.0
2. secondary	39.6	41.4	38.7	48.7	31.0	38.0

Cont. Tab. 2

1	2	3	4	5	6	7
3. vocational	14.3	19.2	9.4	18.7	10.0	22.0
4. primary	0.4	4.7	2.6	1.1	1.0	3.0
Secondary schools finished						
1. comprehensive schools	80.0	56.0	70.0	63.0	79.5	62.0
2. American high schools	8.0	0.0	17.0	0.0	10.5	0.0
3. secondary economic schools	4.0	19.0	5.0	15.0	5.0	19.0
4. others (secondary technical schools)	8.0	25.0	8.0	32.0	5.0	19.0

b) There is a significant sociological difference between the students of the preparatory year and the students of the first year. Young people admitted to the preparatory year more often come from villages or small towns and worker families, more frequently they finish secondary economic schools or secondary technical schools, and also more often their parents are less educated. Thanks to creating the preparatory year in the school, WSB-NLU, without lowering the standard of the education, became a school which equals the opportunities; the opportunities of acquiring prestigious education have been offered to young people who finish weak secondary schools or come from uneducated families living in villages and small towns.

c) A significant characteristic of this kind of school is the participation and interest of young people coming from worker families (in 1998 they accounted for 56% of the students in the preparatory year) which means an important positive change of a model of upbringing and educating and an attempt at breaking social barriers by those families.

d) The prevailing group of students in the school are students who finished comprehensive schools; another characteristic feature is the participation of students who finished high schools in the USA.

It can be generally concluded that the school is a place where young people from three different social backgrounds meet: young people from big cities and highly educated families, frequently families of VIPs, young people from families of new private businessmen (about 1/3), and young people from small towns or villages, whose parents are frequently employed in state companies (also about 1/3).

The sociological structure of students of extra-mural studies in WSB-NLU is totally different. The research was first conducted in 1998 on a group of 360 people. A substantial majority (ab. 85%) of students come from the local environment of the district (72% Nowy Sącz District and 15% Krosno

District, where in 1996—98 there was a consultation site for about 60 students a year). Out of 562 students from the former Nowy Sącz District studying in the school in 1998/99 in extra-mural studies in WSB-NLU as many as 289 live in Nowy Sącz (almost 1/4 of the total number of students), 94 in six towns (mainly Gorlice, Stary Sącz and Krynica), while the rest live in villages of the whole district. The distribution of age of extra-mural students is interesting; Table 3 shows data concerning students admitted in 1998 to extra-mural studies.

Table 3. The structure of age of students admitted to WSB-NLU to the first year of extra-mural studies in 1998

Born in	Ratio %
1979	22.5
1978	16.2
1977	13.6
1976	8.7
1975	6.1
1974	4.7
1971—73	9.4
1970 and earlier	13.8

As can be seen from the presented data, over 1/3 of the total number of students are students who take up extra-mural studies directly after finishing secondary schools (comprehensive and five-year technical schools). The decisions of choosing extra-mural programmes are influenced by: lower cost (tuition fee amounts to 60% of the fee for intramural programme) and the possibility of taking up a job (full-time and odd jobs). Another 33% accounts for young people finishing secondary schools in the previous four years, and only 13.8% are people starting studying at the age of 30 and over. The structure of age of students of intramural studies in Tarnów is similar. WSB in Tarnów is a typical local school, almost 90% of students come from the Tarnów district (also in intramural studies).

5.3. The current state of both schools

In the end of 1998 there were about 2800 students in WSB-NLU, out of whom 1390 in licentiate intramural studies, 966 in extra-mural studies,

191 in the first year of supplementary masters programme (intramural and extra-mural), 90 in MBA programme, and 130 in one-year post graduate programme. 1 150 people graduated from licentiate studies, 350 completed the post-graduate programme.

In WSB in Tarnów there were 1 047 students, including 232 in intramural studies, 740 in extra-mural studies and 75 in post-graduate programme. The first group of students has been graduated from the school in 1999. Both schools have excellent facilities, above the average standard in Polish higher schools. WSB-NLU has two theatre halls with full modern equipment, which can seat 220 and 180 people, two rooms which can seat 120 people, three rooms for 60 people and 40 classrooms in four buildings owned by the school. WSB-NLU has a traditional library with a collection of 40 000 books, two reading rooms for students, a collection of magazines consisting of 100 titles, and a collection of electronic library which possesses over 900 American magazines on CD-ROM which are currently supplemented (the collection can be estimated to be the equivalent of over 150 000 traditional titles). Moreover, 220 computers were installed in a network in WSB-NLU (including 110 with Pentium II 266 processor, in five laboratories). The school also has a modern television studio. Annual investment in the school's development during the 1996–1998 years amounted to the average of PLN 2 million per year. The school is not indebted.

Table 4. Implemented budget of WSB-NLU in the academic year of 1997/98

I. Income	In thousands of USD	%
— tuition fee paid by the students	2 822 1	75.0
— income from training activity (including post-graduate programmes)	183 5	4.8
— outside grants for particular projects	199 1	5.3
— short-term loans	222 5	5.9
— other income	336 0	8.9
Total Income	3 763 2	100
II. Expenditure	In thousands of USD	%
— the cost of the teaching process	1 868 2	49.6
— investment and purchase	594 7	15.8
— costs of administration	359 1	9.3
— fixed costs (the maintenance of buildings, electricity, etc.)	421 4	11.2
— scholarships, social fund, student government	146 3	3.9
— credit repayment	260 0	6.9
— others (including scientific and conference activity)	113 5	3.3
Total Expenditure	3 763 2	100

WSB in Tarnów is the owner of 6 buildings of the total area of 6 000 m² on the grounds of 1.5 ha. The school has three lecture halls (that can seat 300, 250 and 150 people) and 40 classrooms. WSB in Tarnów finances its activity from the tuition fees, and the remaining repayment of the property bought from the Treasury is spread over the period of 1999–2003 and amounts to PLN 50 000 per year, which does not threaten the budget stability.

Table 4 presents a typical structure of WSB-NLU budget in 1997/98 (implemented budget) converted to US dollars.

As can be concluded from the presented data only 20% of the total expenditure of the school in Nowy Sącz covers the costs of administration and the fixed costs, while 16% of the budget of WSB-NLU is invested.

Table 5. Budget of WSB in Tarnów in 1998/99

I. Income	In thousands of USD	%
— tuition fee paid by the students	789 000	88.2
— income from training activity (including post-graduate programmes)	28 000	3.1
— short-term loans	51 300	5.7
— other income	26 300	3.0
Total Income	894 800	100
II. Expenditure	In thousands of USD	%
— the cost of the teaching process	319 200	35.7
— investment and purchase	253 500	28.3
— costs of administration	52 500	5.9
— fixed costs (the maintenance of buildings, electricity, etc.)	107 800	12.0
— scholarships, social fund, student government	76 400	8.5
— credit repayment	71 800	8.0
— others (including scientific and conference activity)	13 600	1.6
Total Expenditure	894 800	100

The structure of income and expenditure in WSB in Tarnów resembles a typical one for non-state schools in which there is a substantial number of extra-mural students and young schools, which spend less on the teaching process and administration but significantly more is spent on investment.

6. The activity of the environment of non-state higher schools

Non-state higher schools at the beginning of the nineties were established in a totally unorganized way. The originators of the first twenty schools learnt about the other schools only during registering their schools in MNE. These initiatives came into being in a spontaneous way; they were often the result of ambitions and ideas that had been impossible to implement for many years, and also the reaction of the most enterprising representatives of the academic circles to the situation in the higher education sector at the turn of the eighties and nineties. The almost instant success of those schools and rapid increase of interest in the studies among young people caused attempts at repeating the success of the pioneers and the process has lasted up to now. Non-state schools compete against one another for prestige, students and teaching staff. This causes a natural reciprocal reserve of particular non-state schools towards one another. Attempts at integrating the circles of environment were undertaken in various ways by two people: prof. dr hab. Stefan Kwiatkowski, who took an initiative of creating in 1993 a Polish accreditation association (the Manager Education Association "Forum") and Mirosław Zdanowski (PhD), the rector of the second created Polish non-state school, The School of Insurance and Banking, who organized in 1994 the Conference of Rectors and Founders of Non-state Schools. The first years of activity of the two organizations did not bring any special results. It was only the financial and organizational strengthening of the oldest schools linked to the more and more intense activity of the state schools and universities, which felt endangered by the expansion of non-state schools, and preparations first for adopting and then passing the Act of Higher Vocational Schools (introducing solutions not beneficial for non-state schools), and current preparations for the new law of higher education, that caused in most schools an increase of interest in cooperation, especially defending those legal solutions that enable the development of non-state higher education. As early as in November 1997 there were 68 higher schools that took part in a report-election meeting of the Conference of Rectors of Non-state Schools. An additional increase of joint activity took place in 1998 after the distinctly unfavourable for the non-state schools sector statement made by the Minister of National Education, prof. Mirosław Handke.

The Conference of Rectors of Non-state Schools (Polish abbreviation: KRUN) is the most representative organization of the environment. The

conference is not an association, and in its activity it follows the tradition of rectors' conferences taking place in Poland and in Europe. Instantly after obtaining his appointment each rector becomes automatically a member of KRUN. KRUN does not collect any membership fees and it does not have any secretary office. The organizational service is provided by the school of a successive Chairman of the Conference. In 1998 and 1999 two annual conferences of KRUN were organized in Białystok and Szczyrk by the School of Finance and Banking in Białystok and the School of Computer Science and Management in Bielsko-Biała. KRUN conferences combine an annual meeting of rectors with a scientific conference on a chosen subject matter. At present it is estimated that about 100 non-state schools are involved in various ways in the activity of KRUN.

The Association of Rectors and Founders of Non-state Schools (SRIZUN) came into being in 1997 and was registered on the basis of the Law on Associations; it has its own statutes and membership fees. In 1999 the association was joined by the Association of Founders of Non-state Schools formed in 1997 (organized by Makary Stasiak (PhD), the Chancellor of the School of Humanities and Economics in Łódź) with the rights of a section. The Association of Rectors and Founders of Non-state Schools admits every year the new members. The most famous effect of the Association at the beginning of the activity is publishing in the *Rzeczpospolita* (23.03.99) a controversial civic project of a new Law on higher education and starting the campaign of collecting 100 000 signatures of people supporting the project.

The Manager Education Association "Forum" came into being in 1994 and started its activity of accreditation of business teaching programmes in the field of "Management and Marketing" and MBA (Master of Business Administration) programmes. It is an Association of 47 natural persons and 23 institutions, supporting members. It is significant that the first voluntary accreditation association came into being thanks to the commitment of a group of people from non-state business schools, and it was the circles of the environment acting under competitive circumstances that were first to recognize the problem of the evaluation of the quality of teaching curricula.

The following schools are accredited by the MEA "Forum" for their licentiate programmes curricula in March 1999:

- The J. Tyszkiewicz School of Business and Computer Science in Bielsko Biała,
- The Business School National-Louis University in Nowy Sącz (WSB-NLU),
- The L. Koźmiński School of Entrepreneurship and Management in Warsaw,
- The School of Management and Banking in Kraków.

The accreditation for their MBA programmes was gained by:

- The Gdańsk Foundation of Manager Education,
- The Business School of Lublin,
- The International School of Management in Warsaw,
- The Wielkopolska School of Business in Poznań.

The MEA "Forum" has currently devised standards of accreditation for curricula of masters programmes. Unfortunately state economic universities still distance themselves from the idea of voluntary accreditation.

The MEA "Forum" is a member of EQUAL (European Quality Link) and it signed an agreement on the procedure of recognition of the Polish accreditation by Central Europe Association of Accreditation CEEMAN.

7. Rankings of non-state higher schools

A great number of almost simultaneously created schools, a great variety of curricula, the lack of state system of evaluating the quality together with strict quality standards determined by the only acting at present accreditation association, caused a social need of evaluation for the quality non-state schools, especially by the candidates for studies and their families. The needs are met to a greater or smaller degree by the Polish press, which annually prepares ranking lists, especially of business schools.

The best-known rating of Polish higher schools is the one published since 1994 at the end of May by the weekly *Wprost*. According to consistent opinions of the questioned candidates for studies this ranking plays an important role in their final choices of a school. *Wprost* is the only magazine to prepare ranking lists of state schools as well. The originators of the rating state that they followed the example of a famous ranking of the US News and World Report, but until 1999 they have not revealed their precise qualitative or quantitative criteria.

Business schools also show interest in the ranking of business schools published by *Home and Market*, which gives precise criteria. In 1999 another rating was started by *Businessmen Magazine*. Obviously, the press increases their circulation in this way (*Wprost* states that the issue with the ranking is the best selling issue of the magazine in the year), but rankings play also a beneficial role by introducing a public and external attempt at quality evaluation.

The ranking lists of *Wprost* for all higher schools and universities, that is those comparing the educational offer of both state and non-state schools

called "Where to study business?", have become especially popular, although they are questioned by some state schools. The results of that ranking from 1998 together with the results of rankings from 1998 of business schools published in *Wprost* and *Home and Market* are quoted below.

The list of the best non-state schools of business in 1998 according to *Wprost*

1. The Business School-National-Louis University in Nowy Sącz — 91 points
2. The L. Koźmiński School of Entrepreneurship and Management in Warsaw — 91 points
3. The School of Management — The Polish Open University in Warsaw — 87 points
4. The J. Tyszkiewicz School of Business and Computer Science in Bielsko-Biała — 85.5 points
5. The School of Insurance and Banking in Warsaw — 85.5 points
6. The School of Foreign Languages and Economics in Częstochowa — 84 points
7. The School of Banking in Poznań — 84 points
8. The Upper Silesian School of Commerce in Katowice — 82 points
9. The West Pomerania School of Business in Szczecin — 81.5 points
10. The Paweł Włodkowic School in Płock — 81 points

The list of the best non-state schools (non-business) in 1998 according to *Wprost*

1. The School of Humanities in Pułtusk — 90 points
2. The School of Exact Sciences in Warsaw — 89 points
3. The Polish-Japanese School of Computer Technology in Warsaw — 87.5 points
4. The Teacher Education School of the Society for the Popularization of Knowledge in Warsaw — 87.5 points
5. The European Academy of Arts in Warsaw — 87.5 points
6. The School of Communication and Mass Media in Warsaw — 85 points
7. The School of Humanities and Economics in Łódź — 84 points
8. The School of Applied Art in Poznań — 84 points
9. The Private School of Environmental Protection in Radom — 82.5 points
10. The Bałtycka School of Humanities in Koszalin — 82 points

The list of the best business schools in 1998 according to *Home and Market*

1. The School of Foreign Languages and Economics in Częstochowa
2. The Business School-National-Louis University in Nowy Sącz
3. The School of Banking in Poznań
4. The Private School of Business and Administration in Warsaw
5. The West Pomerania School of Business in Szczecin

6. The School of Marketing and Business in Łódź
7. The School of Management and Marketing in Warsaw
8. The L. Koźmiński School of Entrepreneurship and Management in Warsaw — 91 points
9. The School of Marketing and Management in Leszno
10. The J. Tyszkiewicz School of Business and Computer Science in Bielsko-Biała

The list of the best schools in the category of "Where to study business management?" (*Wprost* 1998)

1. The Business School-National-Louis University in Nowy Sącz — 9 points
2. The Central School of Commerce (Warsaw School of Economics) in Warsaw — 8.5 points
3. The L. Koźmiński School of Entrepreneurship and Management in Warsaw — 8 points
4. Warsaw University — 8 points
5. The School of Management — The Polish Open University in Warsaw — 8 points
6. The J. Tyszkiewicz School of Business and Computer Science in Bielsko-Biała — 7 points
7. The Mikołaj Kopernik University in Toruń — 7 points
8. The Academy of Economics in Cracow — 6.5 points
9. The Academy of Economics in Poznań — 6.5 points
10. The Academy of Mining and Metallurgy in Cracow — 6 points

The list of the best schools in the category of "Where to study finance and banking?" (*Wprost* 1998)

1. The Central School of Commerce (Warsaw School of Economics) in Warsaw — 8.5 points
2. The L. Koźmiński School of Entrepreneurship and Management in Warsaw — 8.5 points
3. The Academy of Economics in Poznań — 8 points
4. The School of Banking in Poznań — 8 points
5. The School of Insurance and Banking in Warsaw — 8 points
6. The Academy of Economics in Cracow — 7.5 points
7. The Academy of Economics in Katowice — 7.5 points
8. The Academy of Economics in Wrocław — 7.5 points
9. The University of Gdańsk — 7 points
10. The University of Łódź — 7 points

As can be seen from the comparison of the ranking lists published by *Wprost* and *Home and Market*, the lists differ but the differences are rela-

tively small and basically, six schools emerge as of distinctly higher reputation than others. One should remember that the situation of non-state schools is not stabilized and among the newly opened or recently created schools there may be potential future leaders. It is still a distant future to witness a typical of a capitalistic economy evaluation of business schools through the average amount of the first salary offered to school's graduates (and the dynamics of its increase after five years), but a new tradition has been started and schools must get used to public evaluation of their programmes and the conditions of studying. According to the author the popularity of rankings makes more and more non-state schools, weak at the beginning, raise the quality of their educational offer.

8. The perspectives of development of non-state higher schools sector

The condition of non-state higher education sector in the future will be influenced by many factors, the following, being the most important ones:

- the influence of demographic changes in Poland,
- uncertainty of legal solutions,
- inequality of opportunities in comparison to state sector resulting from excluding non-state schools from being partially financed by the budget (e.g. the costs of teaching process),
- effectiveness of attracting and (or) educating their own academic staff.

Moreover, the admission of Poland to the European Union can turn out an essential factor, together with a currently taking place computer science world revolution, which may result in significant changes in the methods of education in the world.

Another extremely essential factor of the development of the higher education sector in Poland is the demographic changes taking place, that is a rapid decrease in the population of the nineteen-year-olds from the 693 thousand in 2002 to 528 thousand in 2009 and to 460 thousand in the years 2013–2016. Until recently demographers predicted that after 2015 the population will grow to over 500 thousand as an echo of the population boom in 1998. However, the facts, that is the number of children born in 1998, prove that there will be a further decrease of population to 400 thousand people.

Under these circumstances even assuming a high scholarization rate at the level of 50%, it can be presumed that a target model of higher education in Poland should be planned for 200 thousand people admitted to higher schools annually. However, the fact is that Polish schools admitted 381 thousand students in 1998; one should also remember that gradually the past reserve is running out, that is a group of people who after finishing secondary schools did not take up higher education and at present due to the situation on the labour market make decisions to do so. Only in 1998 higher schools admitted 165 thousand students to intramural studies. Conclusions that can be drawn from demographic analyses are unambiguous: starting from 2005 higher education will face fierce competition to attract candidates for their studies. Taking into account a great financial safety of state higher schools and universities resulting from regular support received from the state budget, one can take it for granted that if present legal regulations are maintained, that is intramural studies are free of charge, the main decrease in the number of students after 2005 can take place in the extra-mural studies, especially in the non-state higher education sector. One can also confidently assume that a great number of non-state schools (especially those established in big academic cities) has been created for a specific period of time, that is to "consume" the present social need for higher studies, and that those schools, which do not invest in any facilities, will be liquidated after using up the market reserves. This may concern about 50—80 non-state higher schools.

The situation is different in the case of about 30 leading non-state schools, which are in the process of creating permanent resource base and a group of new schools being created now in small and medium-sized towns, and also schools created with a long-term plan of development. These schools will fiercely compete against one another, but also against state universities, to attract candidates by their high quality educational offer and excellent conditions of studying. This should generally lead to improving the standard of educational offers and lowering (or at least not raising) the amount of the tuition fee.

What affects the non-state sector of higher education is the uncertainty about the target legal solutions planned by the new law concerning higher education. What is of special importance to this sector is unambiguous statutory formulation of the rules of establishment, fusion and liquidation of higher schools, the powers of the founder, as well as precise statutory formulation of the rules of the supervision of state administration.

Non-state schools definitely expect that the legislator, concerned with effective use of the public finances assigned for education, will allocate financial resources designed directly for the realization of the teaching process and will introduce a principle similar to a so-called "education voucher",

that is the resources will follow the student, irrespectively of the kind of school which they will choose.

Another essential problem the way and effectiveness of solving of which will influence the future of the non-state sector of higher education is creating their own scientific and educational personnel.

Until now a substantial majority of lecturers working in non-state schools from doctor to professor have been employed in state universities as their first place of employment, some work in the institutes of the Polish Academy of Sciences or departmental institutes. Some people, especially those employed in so-called first permanent posts, are retired independent scientific and research employees. It can be assumed that at least 3/4 of the teaching staff is connected with state schools, and considering low salaries and low pay in the state sector there is nothing wrong that a given person is employed in one state and one non-state school. The basic problem of non-state schools now, especially those created as long-term institutions, is attracting permanent teaching personnel connected with a given school as their main place of employment. This can be done in two ways: as schools gain stability (financial stability and prestige) some people make decisions to leave state schools and work only for the new schools (though these are still infrequent cases), or the most talented young employees start doing scientific research and make preparations for writing their doctoral dissertations and take the dissertation defence (for example out of 32 assistants employed in WSB-NLU 14 are much advanced in the preparations of their PhD dissertations). According to the author of the text this process might and should be supported by the Ministry of National Education through specific purpose grants for non-state schools assigned for the development of their own scientific personnel.

One can assume that non-state schools (at least the best of them) due to the lack of inflexible (and time-consuming) procedures of decision-making will adapt in a better way to the changing external conditions, and will adopt new techniques and solutions more quickly, and react to changes in the educational market better. It is, however, difficult to determine the size of the future non-state school sector (especially due to the lack of knowledge at present of final solutions adopted by the new law on higher education). It can be assumed, however, that at least 30 of the schools will not only survive the coming changes but also can become future leaders determining new educational standards and competing also within the educational market of the European Union.