

SUMMARY OF THE DOCTORAL DISSERTATION

Dissertation topic: Determinants of political debate on the directions of education development in Poland after 1989.

The subject of research in this work are the determinants of political debate on the directions of education development in Poland after 1989. In other words, it is about presenting and approximating the conditions for the implementation of educational policy in the Third Polish Republic through subsequent political powers coming to power as a result of parliamentary elections. These governments (just like groups in other democratic states) focus on specific ideological assumptions, formulate programs and want to adapt their daily activities to them. The main options that crystallized in Poland after 1989 include: liberal / neo-liberal, social democratic, conservative, national Catholic and Christian Democratic (more specifically - it is about assumptions relating to Catholic Social Sciences). Representatives of these groups, including successive heads of the Ministry of National Education, promoted and introduced appropriate reforms of the discussed social reality.

In the simplest sense - the main goal of the problem is to provide an answer to the question of what the Polish politicians were guiding, introducing changes in education, having experienced the educational policy of the PRL period? This is an extremely important question, because educational policy along with other detailed policies also holds a prominent place in the state. It is as important as, for example, the sphere connected with the economy or the security of the state, both in the internal and external dimension.

An essential thesis for the considerations undertaken in the work is the basic thesis of the dissertation. It concerns the influence of election programs and campaigns of subsequent political parties, and hence - ideologies with which these parties identify themselves and introduce through their groupings of reforms and so-called bottom-up activities to the shape and everyday functioning of the Polish educational system. The thesis is as follows: the evolution of the quality of the Polish educational system from the very beginning of the systemic transformation in Poland has been the subject of a political dispute. Its shape and course were influenced both by ideological and program issues, as well as by ad hoc political interests implemented during everyday political rivalry. The media, social movements as well as teachers and parents of pupils have had a significant influence on the shape of political debate in this area. The so-called bottom-up influence of these entities is visible both in the pre-election period (speech about parliamentary elections) and, first of all, at the time when successive governments introduce radical changes in education. This situation often leads to disputes that trigger a continuing debate about the vision of the functioning of this aspect of social reality. These disputes and the nature of the debate ultimately affect the permanently evolutionary character of the Polish education system, thus contributing to the fact that virtually from the time of the Round Table and the elections of 4 June 1989 until today it is in a state of constant reform, which affects damage to all the communities associated with it and the state".

The background motivating the author to undertake the study of the subject of this dissertation is precisely this debate on the optimal functioning of Polish education, which is

between three types of forces: top-down (authority) responsible for creating the concept of change and their implementation and bottom-up (environments related to the education system) and media. And these are the components of the research area.

The above subject and the context of the research covers the theoretical characteristics of individual doctrines, ie: neoliberalism, social democracy, conservatism and Catholic Social Sciences with particular emphasis on different views (subject to ideological and program disputes) representatives of individual options on educational policy issues (Chapter I Disputes ideological-program). Then an analysis of the functioning of these ideologies in the programs of political parties of the Third Polish Republic, both those from the neoliberal camp, such as the Liberal Democratic Congress or the Civic Platform, as well as those belonging to the left, such as SLD, conservative options, e.g. PiS, nationally, was made. Catholic, e.g. LPR, or Christian Democratic, for example, AWS and ZChN [Solidarity and Christian Reunification Action] in order to show the relationship between the content of doctrines and these programs, in other words, the aim was to show how the content of these ideologies translated on the content of these programs (Chapter II Functioning of political doctrines and educational ideologies in the political programs of the Third Polish Republic). The electoral campaigns of the abovementioned parties, elaborated for the next parliamentary elections in 1989-2011, were analyzed. The purpose of the doctrine was and is to present election promises to citizens in the field of reforms in educational policy, which were intended to be introduced by individual political groups after winning the parliamentary majority due to elections (Chapter III The role of electoral campaigns of Polish parliamentary groups in creating the desired model of educational policy). The research area did not omit a detailed review and analysis of the role of the media [above all the press], social movements [such as the Polish Teachers' Union, the National Section of Education and Upbringing NSZZ "Solidarity" and the Social Educational Society], teachers and parents of students [including the initiative] Save the children], because these entities exerted a definite and at the same time a priority impact on the shape of Polish education. (Chapter IV The role of media, social movements, teachers and parents of students in the social debate creating the right model of Polish education). Finally, a detailed analysis was made of successive reforms of education, which individual ruling teams implemented as a result of the ideology of party campaigns and their programs, politicians, media, social movements and parents, and undoubtedly factors related to, inter alia, adaptation of the discussed area to the requirements of the European Union, the increasingly globalizing and unpredictable economy based on knowledge and entrepreneurship, and thus the modern labor market (Chapter V Real changes in education, as a result of the influence of electoral campaigns of parties, politicians, the media, social movements and parents).

The most characteristic research methods used in the analysis of the issues discussed in this dissertation were: source research (program and campaign documents), press analysis (social movements and parents), institutional and legal analysis and decision analysis - axiological decision-making (education reforms introduced by successive government teams).

When starting from the beginning of the review of the dissertation, it should be pointed out that in the first theoretical chapter the literature focusing on the issues of the

highest priority doctrines mentioned above was analyzed. The aim was to show the essence of ideological and program disputes. It was mainly about showing the vision of the desired functioning of education, sometimes science and higher education. Their genesis and history together with the main representatives and their views on the proper functioning of economic and social reality were described in order to get a comprehensive picture of them.

In the following two chapters, source-oriented research was used on a large scale. They concerned the review of documents and materials of the political movement (party) of the above-mentioned ideological options as a source of political science research. The analysis was strictly campaign-oriented materials (leaflets, brochures, sometimes the press) and specific program documents.

In the fourth part of the dissertation, the aim of the performance was the role of the media. Therefore, an analysis was carried out of press articles from newspapers with an ideological color suitable for the above doctrines. On the other hand, efforts were made to highlight the importance of social movements based on selected articles published in selected journals.

The last fifth chapter uses two research methods: institutional and legal analysis and axiological decision analysis. The first of them was used for detailed analysis of educational legal acts, constituting a significant proof of the implementation of subsequent reforms in the discussed area, ie the Constitution of the Republic of Poland of April 2, 1997, the Act on the Education System of 1991 and numerous amendments to it, as well as regulations, decrees, ordinances, etc. The second in turn was used to analyze the so-called complexities of the decision-making process of politicians. The idea was to provide an answer to the question of what the politicians were guiding, introducing specific changes in the educational reality of the Third Republic of Poland?

The analysis carried out in this dissertation confirms the main thesis put forward at the beginning.