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ОСНОВНІ ТЕНДЕНЦІЇ РЕФОРМУВАННЯ СТРУКТУРИ ОСВІТНЬОЇ СИСТЕМИ У ПОЛЬЩІ: ДОСВІД ДЛЯ УКРАЇНИ

Анотація. Стаття присвячена дослідженню особливостей процесу реформування структури освітньої системи у Польщі, що становить значний інтерес для України в умовах інтеграції національної освітньої галузі в Європейський дослідницький простір. Звернення до досвіду реалізації освітніх реформ у Польщі є цінним для України з огляду на те, що чисельність українських студентів, які навчаються у Польщі, є найбільшою серед всіх іноземних здобувачів вищої освіти і з кожним роком має тенденцію до зростання. Проаналізовано основні етапи процесу освітнього реформування у Польщі. Охарактеризовано структуру управління освітньої системи Польщі на центральному рівні. Окреслено сучасний стан освітньої галузі Польщі на основі Міжнародного стандарту класифікації освіти. Здійснено аналіз спільних напрямів реалізації освітньої політики в Україні та Польщі, надано рекомендації для успішного проведення освітніх перетворень в Україні. Обґрунтовано доцільність імплементації реформ в освітній галузі України зважаючи на позитивний досвід освітніх трансформацій у Польщі.

Ключові слова: реформи освітньої галузі, освітня політика, структура освітньої системи у Польщі, реформування освіти в Україні, Європейський дослідницький простір.

Рис. 4. Табл. 2. Літ. 23.

JEL classification: I20, I21.

The 21st century is defined by enhancing global transformations and international competition, digitalization of society, internationalization of education, intensive scientific and technological development that are the driving forces of the national economy of each country. In this context, the driving force of the successful development of the society's socio-economic structure is the intellectual potential, that impacts the effective implementation

of state policy, and consequently the welfare of the whole country and its strong position in the system of international relations. For this reason, the modernization of the education system structure is a prerequisite for the development of human capital, as well as the implementation of advanced technologies and innovations.

Since the Ukrainian Revolution of Dignity in 2014, the process of structural reforms has been initiated in Ukraine

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that encompassed all priority areas of governance, among which the education reform being the centerpiece. Therefore, the priority directions of the Ukrainian education sector modernization were determined, as follows: reforming of secondary, vocational-technical and higher education systems, as well as the creation of a new system of management and financing of science [1]. On September 29, 2019, the Verkhovna Rada of Ukraine approved a new Action Programme of the Cabinet of Ministers of Ukraine [2], which defines the Government's three priority goals for the next five years, namely: human capital development, economic development and achieving efficient government. In particular, the education sector reform envisages further implementation of the key reform of the Ministry of Education and Science of Ukraine – general secondary education reforming («New Ukrainian School»

(NUS) reform) [3], as well as improving the quality of national education system across all levels and developing research and development system (see Figure 1).

The successful implementation of reforms in Ukraine, in particular, educational transformations, is a significant factor in accelerating Ukraine's integration into the European and world community, as a consequence, the country's position in the international community would be strengthened. The results of international surveys show that Ukraine's position in the international ratings is significantly lower compared to the European countries. For instance, Ukraine ranks 85th among 141 countries in the world according to the Global Competitiveness Index 2019, while neighboring countries' ranking is much higher: Poland occupied 37th place, Slovakia – 42nd, Hungary – 47th, Romania – 51st [4]. The important fact

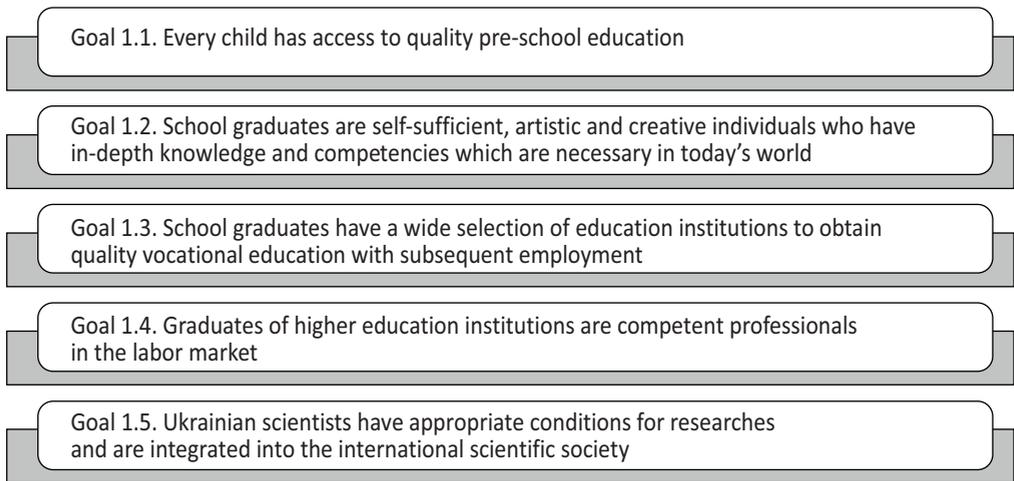


Figure 1. **Priority performance goals of the Ministry of Education and Science of Ukraine for 2019–2023**

Compiled by the authors based on the Action Programme of the Cabinet of Ministers of Ukraine, 2019.

is that Ukraine achieved the best result in the block «skills», ranking 44th. It should also be noted that compared to the last year, Ukraine has lost two positions, as in 2018 Ukraine was 83rd among 140 countries of the world. The research data correlate with the results of the Human Development Index 2018 study, where Ukraine ranked 88th while neighboring European countries have a fairly high result: Slovakia ranked 25th, Poland – 33rd, Hungary – 45th, Romania – 52nd. It is relevant to note that 189 countries took part in the study, and the main three indicators of the Human Development Index are life expectancy, literacy rate and standard of living [5].

The results of the studies clearly indicate that the European vector of Ukraine's development and the EU experience of transformation processes is especially valuable for Ukraine, in particular, in the context of reforming the education system. The Strategic Framework for European Co-operation in Education and Training (ET 2020) states that education and training play a key role in addressing many socio-economic, demographic, environmental and technological issues. That is why effective investment in human capital through education and training systems is an important component of the European strategy for sustainable development for EU countries. Within this framework, the following four key strategic goals were determined: make the concept of lifelong learning and mobility a reality; improve the quality and efficiency of education and training as well as preparation of human capital; promote equity, social cohesion, and active citizenship; enhance creativity and innovation,

including entrepreneurship, at all levels of education and training [6].

In view of this, a large number of national and foreign scientific papers discuss the education system reforming in the EU countries. Among the researchers who investigated the best practices of education reforms in Poland are: Vasyliuk A.V, Zahorodnia A.A., Ivashko A.O., Hrynevych L.M., Lewowicki T., Gnitecki J., Mieszalski S. and others, who have made a significant contribution to the study of educational transformations. Given the high level of competitiveness and prestige of obtaining education in Poland, which is undoubtedly the result of an effective education policy, this paper presents an analysis of the main trends in reforming the structure of the Polish education system in order to find out common directions for the education system reforming both in Poland and Ukraine, and on the basis of which to give recommendations for successful implementation of education reforms in Ukraine.

It is important to emphasize that Poland is a leader among other countries as a destination for Ukrainian students academic mobility. According to the study of the Polish Institute of Public Relations (Instytut Spraw Publicznych) the number of Ukrainian students in Poland is growing annually. Thus, as of the 2012/13 academic year, 9747 Ukrainian students studied in Poland, meanwhile in the 2016/17 academic year – their number reached 35584 (see Figure 2) [7]. The statistics for the 2015/16 academic year demonstrate that the number of Ukrainian students totaled the largest share among all foreign students in Poland (see Table 1) [8].

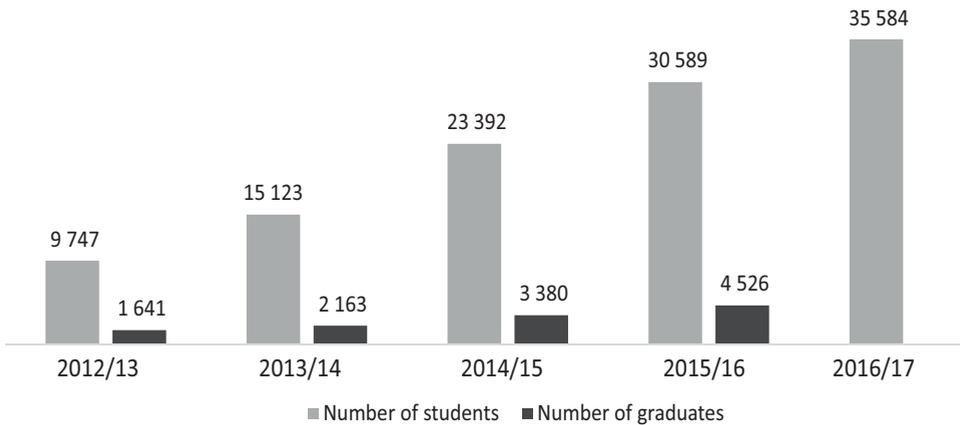


Figure 2. **The number of Ukrainian students and graduates obtaining higher education in Poland**

Source: Z roku na rok przybywa Ukraińców na polskich uczelniach – nowy raport ISP. Instytut Spraw Publicznych. URL: <https://publicystyka.ngo.pl/z-roku-na-rok-przybywa-ukraincow-na-polskich-uczelniach-nowy-raport-isp>.

Table 1
The number of foreign students in Poland in the 2015/16 academic year

No	Country	Number of students
1	Ukraine	35 584
2	Belarus	5 119
3	India	2 138
4	Spain	1 607
5	Norway	1 531
6	Turkey	1 471
7	Sweden	1 242
8	Germany	1 173
9	Czech Republic	1 061
10	Russia	1 055

Compiled by the author based on Waldemar Siwiński. Raport «Studenci zagraniczni w Polsce 2016». URL: http://www.studyinpoland.pl/konsorcjum/index.php?option=com_content&view=article&id=14515:raport-studenci-zagraniczi-w-polsce-2017&catid=258:145-newsletter-2017&Itemid=100284.

Ukraine and Poland are similar in the fact that both countries belonged to the post-socialist area, and consequently they share the socialist system of public education, and its methodology is an integral part of their education policy and their people’s worldview. The reform of Poland’s education system began in the 1990s following the change

of political regime and was carried out in parallel with the implementation of local government reform and decentralization of authority [9].

In 1990, the reform initiated changes in the system of pre-school education and initially it concerned pre-school management system, and since 1993 – the institutions of primary education,

as they were transferred to the new local self-governing authorities – local communities (gmina). Thus, in 1996, the self-governing communities governed all pre-school and primary education institutions. By 1999, the decentralization of education management had been completed in upper-elementary schools (self-governing large cities), gymnasiums (self-governing communities), higher-level schools starting from gymnasiums (self-governing districts), and regional education institutions (self-governing provinces) [10].

Prior to 1999, decentralization of educational management was completed in upper-elementary schools (self-governing of large cities), high schools (self-governing communities), higher-level schools from high schools (self-governing districts), regional educational establishments (self-governing provinces).

Such transformations created changes in approaches towards the financing of education, which contributed to the education institutions' autonomy and transformation of the management system. Thus, in 1996 a two-stage system of financing kindergartens and primary schools was introduced. As part of the general educational subvention, a part of the educational subvention, which was transmitted to the local governments, was also created.

In 2004, Poland became the EU member state. Such changes in Poland opened up new opportunities in many areas. Also, new challenges arose, particularly in the field of education, as it was necessary to harmonize the structure of Polish education with the EU education standards. First and

foremost, there was a need to reform the education management structure and the system of education financing, as well as to harmonize curricula implementing modern European training programs and new education standards [11].

The reform of the education sector caused organizational changes in the education policy of Poland. Given this, on May 5, 2006, the structure of public administration was transformed: the Ministry of National Education of Poland and the Ministry of Science and Higher Education of Poland were established from the Ministry of Education and Science of Poland.

The Ministry of Science and Higher Education, which directly cooperates with the Council of Science, deals with issues of higher education and allocation of state budget funds for scientific research. It is worth noting that the Council of Science was established to replace the Scientific Research Council, which was abolished in 2005. Among the main activities of the Ministry of Science and Higher Education is developing universities, research institutes and scientific institutes of the Polish Academy of Sciences, as well as the academic community; promoting the innovative development of science and its relationship with the economy and the labor market; implementing European programs and using EU funds [12].

It should be noted that in 1999 Poland signed the Bologna Declaration, which initiated the process of harmonizing Poland's higher education with the standards and principles of the European Higher Education Area (EHEA) and integration into the world scientific community. In this

context, improving the quality of higher education becomes a priority for the education sector; in particular, the implementation of the European Credit Transfer and Accumulation System (ECTS). At the same time, this created new opportunities for Poland, for instance, participation in international projects and exchange programs for students and professors, employment opportunities in the European labor market, etc. Among the priority tasks facing Poland were [13]:

- adoption of a system of conventional and comparable degrees, also through the implementation of the Diploma Supplement, in order to promote European citizens' employability and the international competitiveness of the EHEA;

- adoption of a system essentially based on two main cycles, undergraduate and postgraduate. Access to the second cycle will require the successful completion of first-cycle studies, lasting a minimum of three years. The degree awarded after the first cycle will also be relevant to the European labor market as an appropriate level of qualification. The second cycle should lead to the master and/or doctorate degree as in many European countries;

- establishment of a credit system – such as in the ECTS system (an appropriate means of promoting the most widespread student mobility). Credits could also be obtained in non-higher education contexts, including lifelong learning, provided they are recognized by the relevant institutions;

- promotion of academic mobility by overcoming obstacles to the effective exercise of the right of free movement.

A major step for Poland was the adoption of a new Law «On Higher

Education and Science» (Prawo o szkolnictwie wyższym i nauce) – so-called «Constitution for Science», which came into force on October 1, 2018. The fundamental prerequisites for changes in the legal field of higher education in Poland were the inconsistency of the structure of higher education system with social and economic challenges, limited financial autonomy of the universities, unsatisfactory quality of higher education, lack of relevance of research outcomes, medium standards of quality of the research necessary for obtaining scientific degrees and titles. It should be noted that this Law was developed by the Ministry of Science and Higher Education on the initiative and in cooperation with the academic community of Poland. The Law on Higher Education and Science [14] provides for:

- the development of the intellectual potential of Polish science – students, post-graduate students and young scientists;

- an increase in the salaries of researchers and the creation of new opportunities for a successful teaching career;

- the introduction of an effective model for assessing the quality of higher education institutions and financial support for Polish scientific journals;

- maintaining the traditions of academic freedom;

- ensuring the sustainable development of science – supporting science and higher education in all regions of Poland;

- founding the Scientific Skills Council (Rada Doskonałości Naukowej) for the purpose of improving the standards of research etc.

The main competences of the Ministry of National Education of

Poland include: solving issues related to pre-school, general, special and vocational education; creation of curricula, textbooks and educational resources; recruitment of teachers and encouraging their promotion at work; implementation of youth-related policy; organization of the school year, etc. [15]. At the same time, the Polish Ministry of National Education is responsible for implementing the reform of secondary education the «Good School» (Dobra Szkoła) [16]. As a result of the adoption of the Law «On Education» (Ustawa Prawo Oświatowe z 14 grudnia 2016 r.) of December 14, 2016 [17], the process of a large-scale reform of secondary education in Poland began. The «Good School» reform started on September 1, 2017, and the process of its implementation will be gradual, expected to be completed by the end of the 2022/23 academic year.

Figure 3 shows the structure of Poland's education system during the 2018/19 academic year according to the standards of the International Standard Classification of Education (hereinafter – ISCED) [18, 19]. It is important that the implementation of educational transformations in Poland is still in progress, so the figure demonstrates the current state of the reform implementation, taking into account both «transitional» education institutions, and new ones.

Figure 3 demonstrates that pre-school education (ISCED 0) in Poland consists of the following two types:

- Level I – institutions for children aged 0–3: creche (żłobek)/ and kids clubs (klub dziecięcy). Attending creches is not obligatory, as they are not a part of the Polish education system and are supervised by the Ministry

of Family, Labor and Social Policy of Poland. Also, these institutions are not free of charge;

- Level II – institutions for children aged 3–6: a nursery school (przedszkole), a pre-school class in a primary school (oddział przedszkolny w szkole podstawowej), a pre-school unit (zespół wychowania przedszkolnego) and a pre-school center (punkt przedszkolny). Pre-school institutions are within the scope of the Ministry of National Education of Poland and are free of charge, and education is optional for 3-, 4- and 5-year-old children, but obligatory for 6-year-olds.

As part of secondary education reforming, the 6-year primary school has been replaced by an 8-year primary school with compulsory pre-school education (1 year). The educational process in the 8-year primary school is divided into two stages:

- Grades 1–3 – early school education, which provides an integrated form of learning (ISCED 1);

- Grades 4–8 – teaching by subject (ISCED 2).

At the end of Grade 8 pupils should take a compulsory external examination, according to the results of which they will continue their study in secondary schools.

Figure 3 also shows that the 2019/20 academic year is the last year of gymnasiums' functioning (ISCED 2), as since September 2017 the gymnasiums have been gradually eliminated, as students completing Grade 6 of the primary school continued their study in Grade 7 of an 8-year primary school. Since September 2018, only those students who were already in their final year in gymnasiums have continued their studies there.

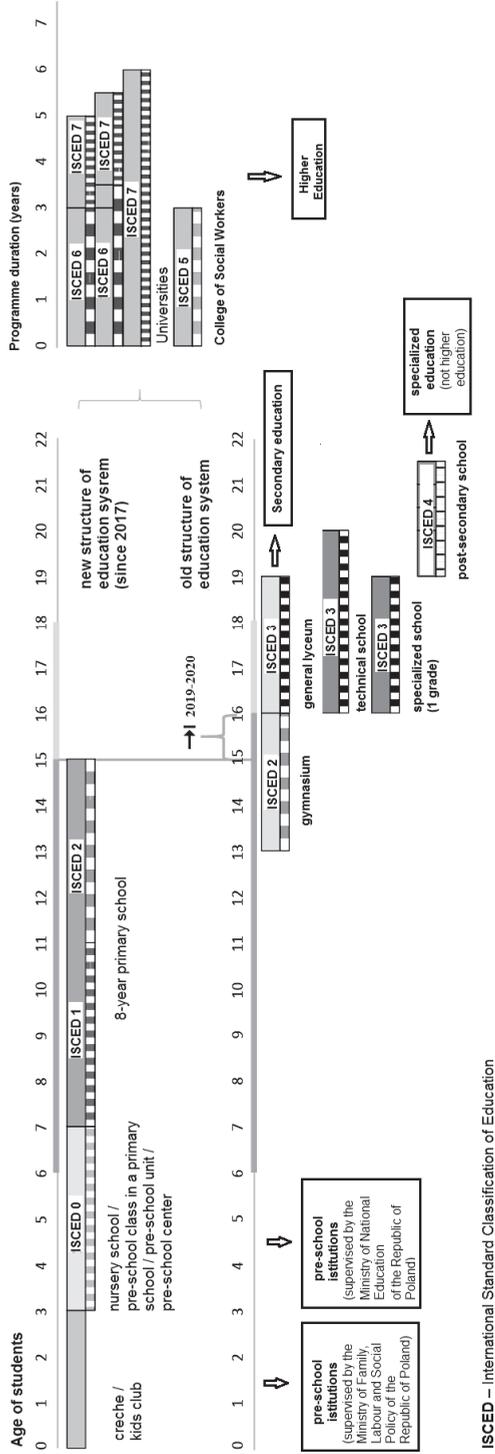


Figure 3. Structure of the National Education System in Poland during the 2018/19 academic year

Source: Eurydice 2018/19. Key features of the Education System. Poland Overview. URL: https://eacea.ec.europa.eu/national-policies/eurydice/content/poland_en.

Starting from the 2019/20 academic year Polish students have the opportunity to acquire general secondary education in new types of education institutions, namely:

- 4-year general secondary school (liceum ogólnokształcące) (ISCED 3);
- secondary vocational education in 5-year technical secondary school (technikum);
- 3-year sectoral vocational school (szkoła branżowa I stopnia) (ISCED 4);
- 2-year sectoral vocational school (szkoła branżowa II stopnia) (ISCED 4).

Higher education in Poland is represented by the following types of higher education institutions such as university-type (uczelnia akademicka) and non-university-type (uczelnia zawodowa). In these institutions there are first-, second-cycle programmes and long-cycle Master’s degree programmes available for the students. In turn, university-type institutions can also offer third-cycle programmes (doctoral studies).

Financing education is an integral component of successful reforming in Poland. According to the international

study on monitoring the quality of education, that is conducting by the Organization for Economic Co-operation and Development (hereinafter – OECD), the dynamics of education expenditures in Poland during 2012–2015, considering all educational levels, are presented in Figure 4 [20]. As can be seen from this figure, every year the expenditure on the Polish education system increases significantly, in particular, the costs of financing higher education are the largest.

In this regard, it is relevant to note that since 2000, Poland has been actively participating in the Programme for International Student Assessment (PISA), conducted under the auspices of the OECD. The objective of the study is to evaluate education systems in different countries of the world and it is conducted every three years. In 2015, Poland took part in the PISA survey for the sixth time [21]. The results of the PISA 2015 survey show a high level of success of 15-year-old Polish students. For instance, the students’ performance in science was rated at 501 points, compared to an average

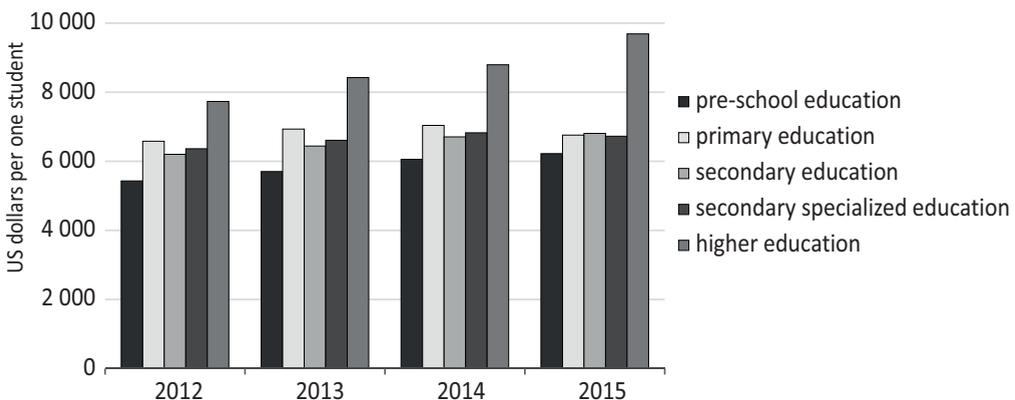


Figure 4. The dynamics of education expenditures in Poland during 2012–2015

Compiled by the authors based on OECD (2019), Education spending (indicator). DOI: 10.1787/ca274bac-en. URL: <https://data.oecd.org/eduresource/education-spending.htm>.

score of 493 among OECD countries, mathematics – 504 points, compared to an average score of 490 among OECD countries, reading – 506 points, compared to an average score of 493 among OECD countries [22]. Thus, the educational achievements of Polish students indicate a high quality level of the secondary education system, which is an important component of the education policy of Poland [23].

In the light of the above mentioned information, there are substantial grounds to claim that the process of education reforming in Ukraine and Poland has common features, namely, the compliance with the following principles of education policy such as:

- providing lifelong learning;
- guaranteeing quality and affordable educational services, in particular in rural areas;
- modernization of the system of management and financing of education and science;
- creating an accessible educational environment for children with special educational needs and disabilities (inclusive education);
- development of a plan of measures to counteract bullying in children's environment;
- improvement of the pedagogical education system;
- implementation of the Institute of Ombudsman educational services;
- creation of appropriate conditions for the development of teachers' skills and salary increase;
- updating of education institutions facilities;
- technology and innovation support;
- digitalization of the educational process.

Table 2 contains more detailed information on some common directions of education reforming both in Poland and in Ukraine.

Considering the fact that the education policy of Ukraine and Poland shares many of the features, however, the structure of Ukraine's education system, being at the next stage of education sector reforming, should be harmonized with the standards of the EU education policy in the short term. Given this, the authors recommend using the best practices of systemic educational transformations in Poland to achieve successful reforming of Ukraine's education sector.

For this reason it is advisable to follow such principles: decentralization of public education administration; providing financial and academic autonomy for education institutions; successful implementation of secondary education reform; increasing the level of prestige of vocational (vocational-technical) education; reforming higher education by improving the quality of specialist training that meets current requirements of the labor market; creating appropriate conditions for academic mobility of students, professors and researchers; strengthening the collaboration of researchers and professors through participation in joint international projects and publication of articles in academic journals indexed in Scopus or Web of Science, etc.

Being an integral part of the state policy, Ukraine's education sector requires the implementation of structural reforms in accordance with the demands of contemporary life and labor market needs. Poland's experience shows the effective and successful realization of transformation processes,

Table 2

Some common directions of education reforming in Poland and Ukraine

№	Activity directions	Poland	Ukraine
1	Strengthening the legal and regulatory framework of the structure of the education system	<ul style="list-style-type: none"> The Act of Poland of 14th December 2016 on «Law on School Education» (Ustawa Prawo Oświatowe z 14 grudnia 2016 r.) The Act of Poland of 20th July 2018 on «Law on Higher Education and Science» (Ustawa z dnia 20 lipca 2018 r. – Prawo o szkolnictwie wyższym i nauce) 	<ul style="list-style-type: none"> The Law of Ukraine «On Scientific and Technical Activity» of 26th November 2015 No. 848–VIII The Law of Ukraine «On Education» of 5th September 2017 No. 2145–VIII
2	Implementing education reform for secondary education	«Good School» (<i>Dobra Szkoła</i>) reform. Period of implementation: 2017–2025	«New Ukrainian School» (NUS) reform. Period of implementation: 2016–2028
3	Participating in the Programme for International Student Assessment (PISA)	PISA 2000, PISA 2003, PISA 2006, PISA 2009, PISA 2012, PISA 2015, PISA 2018	PISA 2018
4	Signing of the Bologna Declaration and integration to the European Higher Education Area	June 19, 1999	May 19, 2005
5	Access to EU financial instruments		
5.1	<i>The EU Framework Programme for Research and Innovation Horizon 2020. Period of implementation: 2014–2020</i>	<i>Poland joined as an EU member state in 2014</i>	<i>Ukraine became an associate member in 2015</i>
5.2	<i>Erasmus+ programme. Period of implementation: 2014–2020</i>	<i>Poland became a Partner country in 2014</i>	<i>Ukraine became a Programme country in 2014</i>

Compiled by the authors based on research results.

in particular reforming the educational system, which facilitated Poland’s incorporation into the European Research Area and thus strengthened social and economic position on the international scene. This article substantiates that Ukraine has chosen

the right course of education reforming, however, the success of education reforms requires incorporating the principles and standards of EU education policy, including the Polish practices of improving the national education system.

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KEY TRENDS IN REFORMING THE STRUCTURE OF THE EDUCATION SYSTEM IN POLAND: BEST PRACTICES FOR UKRAINE

Abstract. *The paper describes the features of the process of reforming the structure of the education system in Poland, which could be used in Ukraine in terms of domestic education sector integration into the European Research Area. It was found that the practice of reforming the Polish education sector is valuable for Ukraine, considering that the number of Ukrainian students and graduates obtaining education in Poland is the largest among all foreign students and tends to increase every year. In this regard, the main stages of the process of education reforming in Poland are analyzed. The management system of the Polish education system at the central level is characterized. This article shows the current state of the structure of the educational system in Poland, according to the levels of the International Standard Classification of Education. The analysis of common directions of education policy realization both in Ukraine and in Poland is carried out. Based on it the recommendations for successful implementation of educational reforms in Ukraine are proposed. Considering the positive practice of education transformation in Poland, the feasibility of implementing reforms in the Ukrainian education sector is substantiated.*

Keywords: *reforms of education sector, education policy, structure of the education system in Poland, European Research Area.*

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