

General Societal Situation and Changes

We are experiencing the effects of the economic and socio-political changes taking place in the former socialist countries of Europe. In the new military, economic and social reality, reforms were undertaken to bring our country up to the standards of Western Europe. As a result of the substantial political, economical and social transformations which took place in our political elite in 1989, a decision was taken to include Poland in the European Community as early as 1991. The Community is not only the most important market for Polish goods, but also the main source of investment capital, modern technologies and know-how. Membership of the European Community implies not only intensification of trade and economic ties, but also the beginning of adjustment of the Polish economy, legal regulations and many other areas of life to the rules and regulations in force in the analogous areas in the Community.

The idea of joining the European Community, based on traditional economical and trade ties, was easily accepted by the society, especially in the area of social politics. Our cultural and ethnic roots are linked. The Polish nation wishes to play an active role in civilisation and the cultural development of mankind, rediscovering its national identity. Of course,

1 The editor put together the present text by merging two author's reports respectfully.

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we do not want to conduct an aggressive arms race policy, as is the case with some of the former Yugoslav states, where inflated religious and ethnic conflicts reinforced by arms dealers have led to the unleashing of the evil forces of war.

We have come through the dismal period of Stalinism and the euphoric moments of declarations and attempts to reform the socialist system which, in fact, could not be reformed. We are struggling (with mixed consistency) with the remains of totalitarianism and the arrogance of the authoritarian government. Feeling the pathos of great change, we often reject all that which we can be proud of, although the reason for our pride occurred in a previous era. However, some of us had sufficient common sense, the ability to compensate and the willingness for voluntary service to be able to take advantage of these features and utilise them in a good cause and for higher values. I am thinking here of the uncompromising leaders of associations and political parties, labour unions, and women's and youth organisations, who brought to life lofty ideals, while at the same time jeopardising their reputation in the eyes of the higher authorities. These social workers were active in the social sector of the previous era and are also active in today's new structures.

To the frustrated Polish society, the implementation of market reforms and the creation of a new social order based on private ownership, competition, deregulation and guaranteed civil rights and democratic participation have become most important. At the same time, we are implementing economic and political reforms, striving to transform the previous socialist system into a more desirable parliamentary democracy emphasising the following features of this form of government: democracy, pluralism and liberalism. Political aims are supplemented by economic aims, because these are conditions for success. The new economy is to be open to the world, autonomous, not conditioned by politics, and should take into account competition between many entities, which replace monopolies, and which are regulated by market laws and the principles of rational functionality. In the area of reform of the political system, the perspective that we should rely on, which has been proven

correct - West European models - have become dominant. We should implement the democratic, liberal, market model in a rapid, rigid, shock manner - even at the cost of social discontent.

In sociological theories, law and ownership reforms and democracy condition one another, very often adopting a catastrophic dimension. Reality causes problems stemming from inflation and unemployment. In an unbalanced situation between government policy and social aspirations, conflicts of interest, frustration and rejection of recommended models occur. Theorists, as well as common citizens, question to what extent the reforms introduced lead to development. In addition to the clarity of prospects, the possibility of social allocation becomes important.

Witnessing the social transformations taking place in Poland, one must notice their transitional features. This period may be characterised by a specific dynamism and a specific logic leading to transformation. According to the sociological laws, two reforms are underway simultaneously: constitutional and economic. The institutional framework for the mechanisms of allocation and redistribution has been created, but at the same time political conflicts break out which block reforms. Strikes effectively paralyse reforms.

Initially, experts interpreted changes taking place in Poland using the standard model of »transition to democracy« and macrosystem studies indicating the importance of 1989, when free elections to the Sejm and Senate took place, and when the cabinet of Tadeusz Mazowiecki was established. The immediate future has shown that it is difficult to separate the old, decaying system from the new system postulated by an impatient society. Both constructive and spontaneous processes conditioned by social attitudes and expectations coincide in the transformation process, and may become the vehicle of dynamic change.

Newer research based on qualitative methods stress the permanent variability of social processes, their differentiation of strength and local conditioning. Society undergoes a »transformation« and can not be represented by strictly defined models. Polish transformations feature asynchronicities, where changes in administration do not necessarily correspond to changes

in the economy and especially changes in social consciousness. A tragic aspect, with its basic notion of conflict, openness and jumps, is also a characteristic feature of these transformations.

In a sociological analysis, we deal with interpretations of change as a process with a dynamic sequence of transformations of society from systemic identity to organisational diversity. In social movements, we also see the beginnings of an institutional network of interest groups, both community and regional, a process of »civil maturation« and new features of social consciousness. On its path to self-organisation, society experiences numerous detours stemming not only from the chaos of the post-communist period, as was previously thought, but from the arrangement of new differentiations in the social structure of our country and also from the pressure of external conditions. Our basic conflict is considered to be the discrepancy between the changes imposed in a technocratic fashion and changes exhorted democratically.

Evaluation of political changes depends to a large extent on the improvement or deterioration of material conditions. The attitudes of Polish society in the period of transformation are ambivalent. Research has shown that people perceive the positive as well as the negative aspects of the changes taking place. They also see the good and the bad sides of the strengthening of government institutions. Decommunisation has much weaker support today. Data shows that the most significant changes in Polish public opinion towards state intervention and the free market took place in the years when solidarity was establishing itself and were the result of a psychological revolution, whereas since 1991, changes have been minimal. By way of contrast, negative attitudes toward unemployment, the free market and the methods of introducing privatisation were strongly marked.

In spite of differences in evaluation, recent achievements in the transformation of the Polish economy are not in question. In 1993, 50% of the workforce was employed in the private sector. However, budget revenues turned out to be insufficient and lower than expected. This is caused by the so-called »grey sector« of unrecorded incomes. The main barrier to privatisation is social resistance. The programme of change, initially

accepted enthusiastically, is today heavily criticised. Difficulties during the transitional period shattered the hopes for dynamic development of the country and improvement of the quality of life. Irrational opinions are expressed. The gap between the government and society is widening. Research into the value system of Poles shows that the most accepted values are: equality and social protection, not civil freedoms. The government elite is perceived as an alienated political force. The privatisation dogma implemented desperately is seen through the prism of social costs. The social and economic preferences of Poles seem to sociologists to be closer to the concept of the protectionist state.

The association of Poland with the European Union creates possibilities to solve urgent social problems. Cooperation is expected in these matters, covering employment, working conditions, legal regulations, education and training, which are important to the transformation of the field of adult education, social insurance, protection against accidents and occupational illness, work hygiene, the right to organise unions and collective bargaining between employers and employees. Since 1982, programmes for equal opportunities for women have been created, taking into account the struggle against wage and employment discrimination against women. In 1991, a third five-year programme devoted to equal opportunities for women was launched. However, there is a long way from the introduction of a programme to its implementation. Polish women are discriminated against in many ways, deprived of work and limited in their human dignity by laws and regulations.

Cooperation in education is defined in agreements between Poland and European Union countries. Much attention has been paid to this area. The activity was, however, begun as late as 1970, when the European University in Florence was created. An information system in education, language programmes, student and academic exchanges, staff and teacher training, youth training (PETRA), adult training (FORCE) and other more strictly defined cooperation in spreading knowledge were initiated. The most visible results of this cooperation are to be seen in the capital of the country; however not much has been done in the provinces, which are poor in educational

facilities, staff and trained educators. At the moment in Poland, no form of education in the area of training adult educators is planned. Most desirable for educational work is a good organiser and not a trained specialist.

The Situation of Adult Education

Administration, Organisational Structure, Legislation and Financing of Adult Education

In the latest formulations, adult education in Poland is interpreted very widely, both as teaching and spreading culture. Increasingly, it is considered a social activity of an individual or spontaneous character, aimed at the intellectual, ideological and aesthetic development of adults. Adult education tends towards raising the level of social groups and individuals as far as culture and the socially established value system is concerned.

By dint of the postcommunist direction of changes in Poland, one can observe in the field of adult education a broad organisational liberalisation and transfer of initiative from government to municipal institutions, political and religious movements, socio-cultural centres and individuals. The characteristic feature of these changes is the tendency for transformations corresponding with current and future environmental and social, in the broadest sense of the word, needs. This means that these are the needs for a pluralistic democracy, a market economy and decentralisation of institutions and discretionary means. In line with the gradual raising of the educational level of our society, all supplementary educational functions are declining and systematic non-systematic technical education is becoming increasingly important. The importance of the media in the sphere of adult education is also growing.

In publications in the last few years, the systematic and indoctrinating character of Polish practical solutions in adult education from the socialist era are strongly criticised. Similar attitudes are characteristic of other

post-communist countries. The most criticised aspects are the limitations and ideological features of the former monocentric system.

Józef Pólturzycki, for example, writes: »After the war in Poland, not only were people's universities liquidated, but the Institute of Adult Education (Instytut Oświaty Dorosłych), which survived the war as an underground institution, was dissolved. Wolna Wszechnica Polska was closed, educational associations were dissolved, educational journals which flourished right after the war were liquidated, and consulting institutions were closed. In this unfortunate shaping of the new educational system, educational renegades from circles of teachers, librarians and even research workers took part.«

In the dark period of Stalinism, this indeed took place. However, are teachers and cultural workers - who for low wages struggled against illiteracy and propagated books, journals, knowledge, theatre, music, sports - to be blamed? Education and culture were accessible to all and were very cheap, unlike today, when culture for the elite is consequently popularised, which leads to limited mass culture. Representatives of our elite explain on television (Deputy Minister of Education for example) that education is not for all and schools should be supported by fees from students. At a time when education and knowledge condition personal and social development, restricting access to them by creating further barriers effectively degrades the despised masses and shapes a narrow elite of decision makers for the new system. What then is the situation with this so-called entering into Europe and social transformation in the democratic spirit?

Until 1989, the educational department of the government used to coordinate all activities involving adult education. Central planning and the unification of programmes were compelling. In the new period, the sphere of adult education is created by such factors as: demand for educational services and a free market in qualifications, government education policy in the face of unemployment, employment, the need for changes to the structure of production, the development of the social and private sector of adult education and also research work on adult

education dependent on the agreement of professional researchers in the area of andragogic paradigms. We can also observe the reorientation of traditional educational policy towards the needs of either local or international markets. However, the sphere of marketing and banking is dominant in all areas of education. Some of the trends can be seen from the dates. All the matters concerning adult education practice are regulated by Polish law under the »Act of 7 Sept. 1991 on the system of education« and the »Act of 28 Feb. 1992, on amendments to the Act on the system of education«. Many ideas are included in »instructions«, »dispositions and decisions« of the Ministry of Education. The Ministry plays a superior role, though different organs giving advice and opinions and taking decisions exist at the government level.

Legal regulations published by the Ministry of National Education in 1992 and 1993 in the form of several tens of decrees, specify the scope, content, form and methods of organising activities in schools for adults and external exams in adult education institutions. As in the period 1945-1989, today these regulations are basic to the structure of adult education institutions. In addition to the newly created organisations, there are those resurrected from before the war. These schools are of different types and levels, general and vocational, intramural, extra-mural and external. A recently introduced innovation is the non-public school created by individuals, where fees are paid by students. All public institutions are free of charge, are run by the state administration and supply formal certificates. The national budget finances them. Non-public institutions do not have such power and are only supported by the state to a small extent.

Given the real state of affairs in the field of socially established forms of educational and cultural work in Poland, one can find among organisational forms:

- Learning
- Cultural participation
- Recreation

These different domains are organised in institutions under the auspices of the government, municipality and social organisations. Educational and cultural functions are being carried out with the help of the equipment and personnel of trade unions, socio-cultural societies and educational associations, schools, clubs, community centres and churches.

Included among extra-school institutions are the highly popular continuous training centres, despite the fact that in some provinces (e.g. the Bialystok Province), they are non-existent. In 1992, the first National Centre for Extra-mural Education (Ogólnopolskie Centrum Edukacji Niestacjonarnej) based in Warsaw was established. The Ministry of National Education has direct supervision over the Centre. Its main aim is to coordinate, organise and popularise continuous education through a system of distance learning. The centre may establish branches all over the country. Extra-school institutions may be administered by social organisations, that is by educational associations, cooperatives, foundations, companies and individuals. The local school superintendent's office in particular provinces issues licences for establishing and running courses. The local school superintendent's office registration enables the acquisition of formal certificates. The main drawback of this voluntary arrangement is the fact that participants have to pay fees.

Polish law more generally than before 1989 regulates the organisation of the school year, the setting of exams, the formulation of guideline teaching plans, and the fees and status of established institutions. Collected information concerning the possibilities of teaching, instructing and educating by different promoters are available in information leaflets issued by the Ministry of Education. These leaflets are valid for the next few years. However, every year, all the changes in the whole educational network, changes in teaching and in the addresses of agencies are included in the leaflets. There is no legal act on adult education, even though it has been prepared for introduction.

In the state educational policy, adult education is not strongly supported. This year, the Department of Continuing Education, part of the Ministry of National Education, was liquidated. Treated as a relic of communism

(an attitude expressed by a number of people in the Senate), this area of adult education was handed over to citizens and can now develop into a variety of forms according to the talents of the managers and depending on the affluence of course participants, who pay out of their own pockets. In our country, the most effective institutions are those providing education financed by European and non-European educational associations supported by the European Union. Thanks to the support from American, British, German and other Western European representatives, a dynamic educational initiative movement may develop. The Catholic Church also plays an important role in adult education, spreading the extent of evangelisation in all communities, including higher educational institutions. In contrast, the Protestant Churches (Baptists in particular) undertake educational work with disadvantaged groups.

The Minister of Education coordinates and implements the educational policy of the country, supervises the activity of custodians and acts in conjunction with other organs and organisational units. The Educational People's Council can exist alongside the Ministry of Education, which as a public body is intended to provide opinions and proposals in the field of education. Schools and public institutions operate under the protection of ministries, government administration bodies or local administration of municipal councils as budget units. Schools and non-public institutions can be established either by corporate bodies or individuals after registration at the school superintendent's offices. The government may cover the costs of such institutions from the budget up to 50% of current expenses. The proportion of current budget expenses going on staff development institutions have shown the following trend: 1980 - 0.7, 1985 - 0.1, 1989 - 0.1 1990 - 0.0 (*in percent*)³.

While schools can rely on scarce government funds, commercialisation dominates in the field of non-school activities. Only those forms with

3 Rozwój oświaty dorosłych w Polsce w latach 1990-1991, Raport MEN, Warszawa 1992, p.47-51.

good income can develop. Some payments have been introduced for participation in some activities organised in the socio-cultural sector. The number of institutions of traditional socio-cultural work has also declined. In local areas, only those which are either ideologically based or are run by parish church remain. The church has intensified its didactic and protective influence in the numerous new structures.

In the transformation of Polish society, adult education could become an essential parameter of change in the areas of consciousness, management, structure of the economy and general humanistic dimensions, if central policy considered not only the problems of financing the education of disadvantaged groups (unemployed, women, disabled, old people), but also training of qualified staff who would be able to cope with the hardships of improving qualifications and increasing the knowledge and culture of the whole society. Staff should be trained in higher education institutions and by adult education associations. The latter, at present, deal more with youth than adult education within the narrow scope of vocational training.

In place of the liquidated department of the Ministry of National Education - a department which played the ideological rather than practical role of supervising institutions of adult education - the Department of Teacher Training and Continuous Education was created. It is believed, however, that this change will further weaken central authority over adult education. All the more so because legal regulations do not provide for special training in areas of pedagogical disciplines, not to mention specialistic andragogic preparation and training. Until now, educators were trained in numerous higher educational institutions and at universities. In these studies, the programme, among other subjects, also included andragogy: the theory of adult education was covered. Today, this narrow specialisation is combined with other pedagogical sciences, and in effect its position is threatened.

At the Ministry of National Education, however, inspired by The Mershon Centre at Ohio State University, an interesting project »Civic Education in a Democratic Society« was launched. The project aims to

popularise among young Poles the democratic system of values and civil attitudes, and the shaping of practical competence leading to active participation in the new free market environment. In connection with this project, centres of civic and economic education are being created. Teachers and associations are responsible for the establishment of these centres. Civic education also concerns lecturers and adults. The project is undergoing academic consultation.

The State of Research on Adult Education

Science conditions economic and civilisational development and raises the country's prestige in the modern world. Science plays an important role in the process of social and economic transformations. Research may reinforce social and economic activity in our development. Shaping the principles of scientific activity is based on creating legal regulations, organising work in a given area and conducting an appropriate personnel policy. In all four of these areas scientific research of adult education practically does not exist. On the other hand, this area of activity is developing dynamically and cannot now be restrained by government restrictions.

The ministries and government bodies perform their functions as patrons, financially supporting the autonomous work of education societies and foundations. The Education Societies Council is the representative of those societies. The leading roles in research work are taken by agencies of the Polish Academy of Science and universities, institutes existing outside the PAS structure, and other study centres assisting research work, such as: museums, libraries and scientific publishers. Scientific societies play a peculiar role with the Polish Academy of Skills and the Warsaw Scientific Society, which has a long tradition and was reactivated after the turning point. The Committee for Research Work is one of the new decision-making and financial institutions. It is the agency which awards funds for research work. The Ministry of Education is the agency which issues opinion on requests for financial help for personal and statutory research, while the CRS approves or rejects them according to research criteria. The members of essential and subject

groups and sections are chosen by democratic elections within the research circles of the country. Full-time workers perform only executive functions, like the council of experts formed by the government agencies. These groups are not only scientist corporations but also groups which conduct research work. Trade unions and some political parties have an impact on the country's educational policy. Decisions affecting education are taken in the Polish parliament, where there are proper committees and groups in the field of science, culture and education. Many advisory bodies are operating, such as the Council of Science for the President of Poland.

Despite these unquestionable changes for the better, Polish science is weakly funded by existing sources. In the last reports prepared by experts from the World Bank (1992), the European Union (1993) and the OECD (1995), further reforms in science are suggested. The transition into »academic education« or »innovative education« is implied. Among the opinions, the importance of the creation of the CRS and the implementation of structural changes are emphasised, yet the enlargement of the budget for education to at least 1% of GNP and the separation of science and education from each other in parliamentary structures are proposed. One report also advises building institutions for the development of service functions of science, supporting connections among institutions in science and filling the generation gap. The system of higher education is thought to require adaptation to the needs of a democratic society and a market economy⁴.

The educational policy being implemented at present plays an important part in the organisation of research work in the sphere of adult education. On the one hand, the connections with Europe export our apprehension of its value, while on the other hand the priorities for industry and medicine reduce the expected development of this research work. Nevertheless, it can be carried out at universities as individual research work, which can receive funding from the CRS. The policy of grants and rivalry

4 Malewski M., *Badania nad oświatą dorosłych w obliczu metodologicznego przełomu*, »Edukacja Dorosłych«, Warszawa-Toruń 1994, nr 3, p.7.

builds up recommended priorities. Young research workers obtain the necessary funds through open competition in the CRS and other foundations. However, the distribution of funds is terrible in the field of research on adult education, given educational surveys. In comparison with the Faculty of Natural Sciences, the Faculty of Education and Arts is visibly underdeveloped.

The National Research Committee is the most important institution implementing Polish research policy. Its programme emphasis is on »applied« research programmes, although »basic« research programmes are also highly valued. Those research programmes closely related to the economy which may facilitate the implementation of new technologies are privileged. Humanistic research is last in line.

Numerous individual or group surveys have been carried out at almost every university and the departmental Institute of Applied Technology. Their subject focuses mainly on technical education, but some research work has also been undertaken on out-of-school adult education. This last form has been very rare so far because of some difficulties with the excess of forms and the lack of statistical data (Tab. 1).

TABLE 1: Current trends of research on the education of adults at Polish universities

	Department at the university	Main themes	Manner of realisation of research
1.00	The chair of Andragogy at the Department of Pedagogy at Warsaw University Head: Prof. Lucjan Turos The number of persons: 6	Theory, conception of andragogy Society, social development in rural environment Culture, quality of life Characteristics of participants , adults as learners Vocational education Formal education in school	Individual monographs research Financial support from the university budget
2.00	The Department of Education of Adults at the Jagiellonian University in Krakow Head: Prof. Tadeusz Aleksander The number of persons: 9	Culture, quality of life in rural environment Vocational education Subculture of young adults Modernisation, new forms/methods of vocational education of adults outside schools	Individual monographs research Financial support from university budget and "grant" from CSR (Committee of Scientific Research = state)
3.00	The Department of Adult Education at the University of Łódź Head: Prof. Olga Czerniawska	Theory, conception of education Education of the elderly Comparative education in Europe	Individual and team research for diagnosis exploration Financial support from the university budget Cooperation with University of Hannover international bodies
4.00	The Department of Adult Education at the Adam Mickiewicz University in Poznan Head: Prof. Józef Skrzypczak The number of persons: 11	Theory, conception of andragogy Civic education, AE and democracy System, policy AE and circumstances Popular education in the period of transition Labour market, employment and vocational education Older Adults Open University AE organisation AE as a process	Individual and team research for diagnosis exploration Monographs International cooperation (Germany, USA)

	Department at the university	Main themes	Manner of realisation of research
5.00	The Department of Andragogy at the Marie Curie-Skłodowska University in Lublin Head: Prof. Jan Bogusz The number of persons: 13	System, policy of AE in the period of transition Culture, quality of life Human resource development Young adults and culture	Individual and team research for diagnosis exploration international cooperation with eastern European Countries Financial support from the university budget and international funds
6.00	The Institute of Pedagogy at the University of Wrocław Head: Prof. Mieczyslaw Malewski	Theory, conception and methodology of andragogy Characteristics of participants, adults as students System, policy AE Formal and non-formal education	Individual and team research for diagnosis Cooperation with the University of Hannover International funds Support from university budget
7.00	The Department for SocioCultureAnimation at the Silesian University Branch in Cieszyn Head: Prof. Antoni Gładysz	Civil education AE and democracy	Team research diagnosis exploration Finance: 50% social partners 50% state
8.00	The Institute of Pedagogy at Gdansk University Head: Prof. Jan Zebrowski	Civil education, AE and democracy Education of the elderly	Individual and team research for diagnosis exploration Cooperation with Linkoping University
9.00	Workshop-Counselling-Centre of Adult Education at the University of Warsaw Branch Białystok Head: Dr Izabela RatmanLiwerska	Andragogy and educational functions of voluntary associations Personal and social development Civic education, AE and democracy Strategies for education of disadvantaged groups Education of the elderly in "Older Adults Open University" System, policy of AE in the period of transition	Individual research for diagnosis exploration and monographs Financial support from the university budget Cooperation with Linkoping University and other international bodies

Source: *Own research by questionnaire - June 1995.*

We can also see research priorities by looking at tables from the questionnaire SASREA-CEEC (see p. 321-323)

TABLE 2: Priority themes by financial support (A) ⁵

THEMES		State	Social partners	International funds	Other sources
1	Theory, conception	x			
2	System, policy	x			
3	Society, social development, economic growth		x		
4	Culture, quality of life			x	
5	Labour market, employment	x			
6	Human resource development		x		
7	Formal (school) education	x			
8	General (non-formal, popular) education			x	
9	Vocational education		x		
10	Needs for AE			x	
11	Accessibility of AE			x	
12	AE organisations, providers			3	
13	Modernisation, new forms/methods	x			
14	Characteristics of participants, adults as learners				x
15	Target groups				x
16	Civic education, AE and democracy			2	
17	Young adults				
18	Education of the elderly			1	
19	Comparative education				x
20	History of AE				x

5 Numbers rank the priorities, x means the priority is taken into consideration.

TABLE 3: Priority themes generally (B) ⁶

THEMES		State	Political bodies	Social needs	Resear- chers	Providing institutions	Internatio- nal bodies
1	Theory, conception	x			x		
2	System, policy		1				
3	Society, social development, economic growth			x			
4	Culture, quality of life					x	
5	Labour market, employment					x	
6	Human resource development			x			
7	Formal (school) education	x					
8	General (non-formal, popular) education						x
9	Vocational education					x	
10	Needs for AE						x
11	Accessibility of AE						2
12	AE organisations, providers						x
13	Modernisation, new forms/methods	x					
14	Characteristics of participants, adults as learners				x		
15	Target groups						x
16	Civic education, AE and democracy		x				
17	Young adults	x					
18	Education of the elderly						3
19	Comparative education				x		
20	History of AE				x		

6 Numbers rank the priorities, x means the priority is taken into consideration.

TABLE 4: Priority themes by period (turning point is 1989) (C) ⁷

THEMES		State		Researchers		Providers		Other source	
		past	present	past	present	past	present	past	present
1	Theory, conception			x	x				
2	System, policy	x			x				
3	Society, social development, economic growth	x					1		
4	Culture, quality of life	x							x
5	Labour market, employment	x					x		
6	Human resource development	x	2						
7	Formal (school) education	x	x						
8	General (non-formal, popular) education	x							x
9	Vocational education	x					x		
10	Needs for AE	x							x
11	Accessibility of AE	x							x
12	AE organisations, providers	x			x				
13	Modernisation, new forms/methods			x	x				
14	Characteristics of participants, adults as learners			x	x				
15	Target groups	x							x
16	Civic education, AE and democracy		x	x					
17	Young adults	x							x
18	Education of the elderly	x							3
19	Comparative education			x					
20	History of AE			x					

7 Numbers rank the priorities, x means the priority is taken into consideration.

Determining costs in science, in our difficult transitional situation, has to consist of a compromise between needs and possibilities. Ministers supervising research and scientific institutions modify their activity according to guidelines, principles and priorities. Expenditure on science will gradually grow but is not yet sufficient. In 1992, national budget expenditure on science amounted to 7.56 billion zlotych and non-budget funding to 3 billion zlotych. In 1993, expenditure on science amounted to 0.66% of Gross National Product, a figure which is expected to reach 1.00% in 1994.

Science will undergo transformations, although no significant changes are expected in higher education. Very important in research activity will be: the ability for self-financing and the high level of conducted research, as well as cooperation with foreign centres. Achieving the aims of science policy requires correlation with education. The economy cannot exist without a long-term policy of education and staff training, and therefore the connection with education as such and with adult education in particular is obvious.

Other expected developments are: the development of information infrastructure, licence protection, foreign cooperation, the popularisation of science. The level of education of society, differentiation of levels in higher education and vocational training, adjustment of instruction to the needs of the transforming economy and the imperatives of western Europe - are necessary in Poland. Overcoming the barriers between individual departments of the Ministry, interdisciplinary instruction, widening postgraduate and doctoral programs and overcoming barriers within the state administration and economy will be indispensable. Research investment in Poland, as compared to other countries, is very low, although higher than in the 1980s. Therefore, support for our research programmes by other, more affluent countries is necessary.

In everyday practice, the area of education is very loosely connected with science. Among the most favoured specialisations are obviously those representing technical and economic studies rather than the humanities. Despite the fact that decision-makers are aware that permanent educa-

tion has to be taken into consideration as an important element of economic development, implementing it in practice is not satisfactory. Also, in the catalogue of science branches of the Wydziaiy Departamentu Badań KBN, andragogy is not listed, although it is connected with pedagogy (listed) and has an autonomous place in the humanistic sciences. One of the reasons for this may be the fact that the theory of adult education is interdisciplinary in nature.

The lack of andragogy in the Polish information system is a considerable barrier to establishing careers in this area. This is striking, because we have many serious publications in this area (to mention the work of Helena Radlińska, Aleksander Kamiński, Florian Znaniecki, Kazimierz Kornilowicz, Elżbieta Zawadzka, Kazimierz Wojciechowski, Lucjan Tuross, Olga Czerniawska, Mieczysław Malewski and many more). In dissertations submitted for qualification as an assistant professor, for example, topics connected with andragogy are not considered and are often shifted to the fields of pedagogy or sociology. This creates a situation where specialists of one area evaluate dissertations of other areas. Sometimes, a paradoxical situation arises, where an adult education thesis is reviewed by, for example, a medical sociologist and the chairperson of the commission is a parasitologist. In the past, the review process was conducted in the CKK and often lasted a number of years, effectively blocking the career of young scientists. The reviews were kept secret.

The fact that there are no research institutions or larger departments of adult education at higher institutions, the fact that no action is undertaken to strengthen educational associations in such a way as to help them to operate effectively in their sectors, the lack of programmes shaping the basic infrastructure in this area, and the deliberate weakening of the publishing movement, all provide evidence of the limited scope of the practical and theoretical implementation of adult education. In three years, not one journal devoted to adult education has been published. In 1993, two issues of *Edukacja Dorosłych* (Adult Education), the journal of Polish associations (TWP, SOP, ZZDZ, MCEM) were published. This quarterly covers general and vocational training issues of adults, and

education policy in this area; research; and popularisation. It also covers problems in adult education abroad. Similar in character is another quarterly of the same name representing the university circles of Toruń, Warsaw, Wrocław, Łódź published under the auspices of the Akademickie Towarzystwo Andragogiczne and financed by Niemiecki Związek Uniwersytetów Ludowych. Several issues of *Pedagogika Pracy* published in the 1990s by Miedzyresortowe Centrum Naukowe Eksploatacji Majatku Trwalego in Radom completes the list of educational activity in this area.

Periodical publications in general reveal the most current problems, as they may appear more often than books and may cover a broader range of issues. Besides the scientific publication of the Silesian University, two quarterlies are issued under the same title: »Adult Education« - earlier and more suited to this title was the publication of educational associations inheriting the tradition of Polish adult education, such as: Association of Polish Adult Educators, Society of the Popularisation of Culture and Science, Union of Job Training Schools and the once prosperous Centre for Applied Technologies in Radom. These associations, regardless of circumstances, keep approving the development of forms and methods of adult education, changing the essence and propagating the best ways to realise pedagogical ideals.

However, the custom of using the same title for different quarterlies covering the same problems undoubtedly andragogical - can be confusing. »Adult Education«, published by the newly established Academic Andragogical Society, somehow, in contrast to the pragmatic character of »Adult Education«, tries to show that the problems of theoretical research and wider theoretical reflection are insoluble, and so its utility is out of the question. But do »academics« not try to shut themselves up in »an ivory tower«, which, at the beginning of the massive changes in Poland, was postulated in discussions of the Polish Academy of Sciences on the role of learned workers, bored with the political role of science, where every ignorance and public service should be removed. If it is not a motivation, then perhaps an emphasis in the title that it covers andragogy as theory would be more advisable. Actually, it is a term used

even in America. Anyway, the problems of the two quarterlies are very rich and reflect almost all current issues of adult education: general and job-related education, national and social, traditional forms of education and culture and descriptions of learning technology. We find here some explanations of law and politics, organising educational processes at all levels and scientific interpretation of educational phenomena in a systematic approach. A place is found for national and international affairs, as well as for propagating Polish and foreign literature in the field of andragogy. In such publications, echoes of great discussions and dilemmas are presented. And finally, they deal with the question of professionalisation of academic andragogical education. One of the most recent problems is undoubtedly Europeanisation, which constitutes the political creed of decision makers.

Andragogical references are becoming richer and richer. New books are published frequently and at the appropriate editorial level, which was once a rarity. We have the new series called »The Library of Adult Education«, the first volume of which was published in 1994. In this series, one can find materials from international scientific conferences in which Polish andragogists always take part. Openness to the whole world is clear and the awareness of our andragogical identity grows. In spite of the difficult economic situation and the diffusion of staff, certain development trends in the field of education should be noticed. Unfortunately, few universities can be proud of their andragogical circles. In general, universities and colleges in Poland have few possibilities to create a lobby of specialists in adult education. This is not only because Poland like other European countries does not treat adult education as a form of national social policy, but also because we lack the most important national documents which would mark the high status of adult education. Not only are the diffuse andragogical circles weak, but national policy in the field of science is not very successful. As before, educators, as poor relations, cannot find their place in the structure of the Polish Academy of Sciences, but are instead merely associated with the Academy. They can only support themselves in the Committee of Pedagogical Sciences, and the Central Commission for Academic Titles effectively

eliminates future career academics in the traditionally recognised pedagogy and especially in its subdisciplines.

The greatest drawback of this system, also present today, is the dependency of reviews on the ideological features of the thesis. In the past, the promotion of the thesis depended, to a great extent, on supporting socialism, whereas today, it depends on rejecting it. There are cases where the same reviewer evaluated the thesis of the same person ambivalently, depending on the historical circumstances. Very often under the banner of decommunisation, personal wars are fought.

Therefore, if there is no system for educating andragogy specialists, the other branches of pedagogy are also threatened, and the promotion of young scientists is hindered. One can expect that, for a long period of time, the development of andragogy will be restrained. The replacement of specialists of this branch by sociologists or psychologists does not guarantee the maintenance of the methodological level of this branch. Despite all the adversity, the Polish andragogy community wishes to develop. Perhaps the newly established Academic Andragogic Association (Akademickie Towarzystwo Andragogiczne), supported by colleagues from abroad, will launch a struggle for enhanced scientific and professional status of people engaged in analysis of the educational process of adults.

After the Second World War, we went through three political stages in which members of the Polish community of adult educators could publish their papers. Today, when official censorship no longer exists, new works in the area of adult education are being created by underrated andragogy enthusiasts. Numerous books dealing with theoretical aspects of andragogy have been published. These concentrate mainly on the role of adult education in the social sector. Academic textbooks on the other hand sum up the achievements of Polish educators. Although they are often traditional in form, the knowledge contained is well presented. No lexicons or encyclopaedias devoted to the topic of andragogy have been published.

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