

The approved educational studies have made instrumental changes to the Polish Education Curriculum

Summary

The approved studies supported and sponsored by the private sector was backed by the Polish Government and implemented in the current Polish Tertiary Education Curriculum between 2008 and 2015. The programme introduced new solutions that aimed to redefine, adjust and influence the current curriculum in the following specific courses: Mathematics, Natural Science/Biology, Technology Science.

The research part of my dissertation was aimed at reviewing and observing of the changes to the current tertiary curriculum with particular reference to the way the students were taught and lectured amongst all the universities that participated in the above governmental study.

The main objective aim of my dissertation was firstly to identify, analyse, and define these changes in the current curriculum that might have occurred amongst the universities that participated in the new adjusted government study . The focus was directed at how the above university departments were organised and how subjects were taught. I also evaluated how courses were taught and governed, controlled and dictated. There was evidence that there was a strong influence of future private enterprises. This would suggest that the private sector could influence future employment for potential graduates.

The following dissertation consists of four chapters:

The first chapter is entitled: *Education, How has it changed in the world nowadays?*

I introduce the necessary terminology that is commonly used to describe together with and define education from a theoretical and practical point of view. Cultural, political and economical factors are also taken into consideration as education is multidimensional. Additionally, I draw the conclusion that the term education is influenced by human and social capitalism. It is being emphasized that both globalization and the European Union expansion affected the Polish education system together with that of other European curricula.

I reiterate the importance of legal guidelines of education as set out by the European Union and ratified by the Polish government be implemented. This was also approved by the Lisbon Treaty and The Europe 2020 Strategy together with other legal documents that resulted from Bologna Process.

The current modern Polish Education Strategy was influenced mainly by the political transformation that began in 1980's and in particular under two Government Bills: Tertiary Education Bill of 12th September 1990 and Education Bill of 7th September 1991. Thus, the second chapter of this dissertation is entitled: *Tertiary Education in Poland after 1989*. I study and show how the political transformation influences education.

Historical influences have controlled and governed tertiary education. I believe there is a strong influence and impact on the current tertiary education curriculum. Various current EU regulations have influenced and impacted upon our education together with the overlying labour market.

The third chapter titled: *The Concept of the Appointed studies*. I state why those particular studies were initiated by a Polish government policy that aimed at reshuffling the reorganisation of the graduates and their potential careers. The following programme was aimed and structured to influence students to choose mathematical, natural science and technology courses, and also how it started based on Human Capital Operational programme. I include the organisational financial influence to enhance the course. Furthermore, initial expectations and final results were reviewed. A detailed analysis of the way students that started their course were taught was reviewed. All colleges that took part in this study were divided into two groups, the first was systemic pilot study and the second was the study that had participated in the governmental programme. Paralleling this, separate colleges that taught students on similar course that were not chosen to participate with this governmental study, were also reviewed.

The fourth chapter is titled: *The Analysis of the Implementation of The approved Government educational study*. I review and analyse the research results that took place in selected regions and colleges throughout Poland that took part in this Government study. My main aim of this research was to interpret and process these results with particular reference to how courses were organised with outside influences. The main aim of this research was to show the how the approved studies were implemented by the Polish Government throughout selected amongst Polish Colleges. It is also suggested how sustainable these solutions are in the future when the similar Government studies are carried out.

In *Summary*, I suggest further recommendations for similar initiatives to be introduced in the future. The full list of recommendations are based not only on the research that was previously carried out, but also on the numerous published literature relating to this. It presents the overall view of the education at all levels ranging from primary education to tertiary higher education. It also aims at educating young students in how that college choices can be influenced by outside sources and effect their future professional careers.