

## **The development of non-public education forms and the changes in Polish education management after 1989**

The dissertation "The development of non-public education forms and the changes in Polish education management after 1989" describes the creation, development, and functioning of non-public schools in the light of the humanistic changes in education management that became legal after 1989. These changes, which included decentralisation, autonomy, and socialisation, were aimed at allowing not only headmasters but also teachers, pupils, and parents as the major education stakeholders to participate in the administration and management of schools. The changes were supposed to be a vehicle to humanise the management of schooling institutions. Before the political system change, the propagators of these alterations were among others the citizens themselves, who created a low-level movement around the idea of non-public schooling. The phenomenon of non-public schools as a new form of education in the democratic Poland was symptomatic of the activity of civil society.

In the light of aforementioned decentralisation, autonomy, and socialisation, the author has attempted to answer the following question: did non-public education institutions show any indications of humanistic management. The choice of only one method to study such a multifarious and interdisciplinary phenomenon as the development of non-public schooling institutions could not be justified. The pluralistic paradigm has been accepted as the method to research the subject matter. A qualitative and quantitative field studies in non-public schools have been conducted.

For better understanding of the direction of the changes in Polish education after 1989 and for a broader view on the phenomenon in question, the thesis makes references to historical aspects of the changes. In order to emphasise the significance and need of considering the management of education facilities in humanistic terms, the paper presents the macro-trends recognised worldwide that are visible in the management of education. The dominant value re-appearing throughout them is economy.

*Aleksandra Berkowicz*