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Monograph Review
Stanislaw Juszczuk (ed.),
European Education (and Training) Systems,
Wydawnictwo Adam Marszałek, Toruń 2014, 337 p.,
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Economic, social and technological changes force the education system to keep up. The intensity of the ongoing reforms in education and, what comes with it, a number of important modifications need a reflection, scientific discussion and research analysis. The monograph presented in the following brief review, certainly fills a distinct niche in scientific papers about the above issue.

In 2014, a book *European Education (and Training) System*, edited by Prof. Stanisław Juszczuk from the University of Silesia in Katowice, was released by the publishing house Wydawnictwo Adam Marszałek in Toruń. The book consists of twelve chapters developed by the representatives of research institutes from numerous European countries. In the first chapter, Jana Trníková describes in detail the Austrian education system, concluding her deliberations with substantial remarks regarding lifelong learning and self-education, which play a key role in the field of andragogy. The issue of education in Finland described by Anna Odrowąż-Coates is presented further in the publication. The author touches upon the subject of an egalitarian model focused on an individual in teaching. A noteworthy feature is the emphasis on the aspects of special education as well as the key factors of educational success. In the third chapter, Harald Nilsen presents the education system in Norway in an interesting way. In the article, accurately presented data on the Norwegian education as well as the characteristics of selected universities draw the readers' attention. Later in the publication, Piotr Szybek focuses on the Swedish education system as well as explains the competences gained by students during the various courses they take. Lejf Moos describes the education system

in Denmark with an emphasis on the concise history of compulsory education. Chapter six, written by Mare Teichmann, Urve Läänemets, Tiia Rüttnann and Reet Neudorf, presents in an interesting way the characteristics of the education system in Estonia, taking into account the conditions of teacher training in Estonian universities. Annette M. Stroß and Martina Möller show the German education system and discuss the trends and areas for the development of education. The organisation of the educational process in Italy is described by Piero Crispani and Catia Meschini, who take up a discussion about the historical overview of the Italian education system after World War II. The ninth chapter, by Josef Malach and Zuzanna Sikorová, provides a comprehensive presentation of higher education in the Czech Republic, with a focus on the richness of the cultural and educational traditions there. In the tenth chapter, the editor of the publication, Stanisław Juszcyk, makes a detailed characteristic of the Polish education system, with an emphasis on the requirements related to teacher training. The author stresses the consistent and gradual modifications made in the Polish system of education. The reader is introduced to the issue of the Slovak education by Beata Kosova and Štefan Porubský, who present the historical and current overview of education. The book is completed by a concise review of the Romanian education system with an emphasis on the post-1989 university education by Monica-Violeta Achim and Corduta Mare.

In my opinion, the publication is an extremely valuable achievement in education, creating an unquestionable pillar in discussions and comparative studies. It also fills a gap in terms of updated studies characterizing the education systems in the European countries, and constitutes an important title in the library of every educator, pedagogy student and teacher interested in comparative education. Undoubtedly, the book edited by Professor Stanisław Juszcyk provokes reflections on the legitimacy and quality of educational solutions adopted in different countries and at the same time gives an incentive for deliberations and scientific discussions on possible modifications in the systems. A thorough analysis and presentation of education systems in selected countries of Western, Central and Eastern Europe carried out in the monograph, makes the book a valuable multi-disciplinary source of knowledge and a scientific inspiration. It should be emphasized that the individual chapters were developed by specialists from different countries, with different experience in education. Moreover, an important advantage of the book is the authors' reference to the concept of lifelong learning, including the emphasis on the idea of self-education. The authors present the conditions of and opportunities for undertaking higher education, as well as postgraduate education in selected countries, which undoubtedly contributes to

the recognition of the publication as innovative. This international, comparative monograph makes the reader reflect on the differences among the education systems in the various countries and creates a platform for discussion about the directions the systems develop in terms of educational policy.