The Historical Background of the Foundation of the Higher Education Systems in Poland and Turkey

Summary

This article analyses the importance and the role of higher education for nations, and particularly the historical background of establishing the higher education system in Poland and Turkey. The author attempts to summarise the relationship between the general condition of education and socio-economic situation in Poland and Turkey.

The influence of historical, cultural and political factors on the process of reforming in education and the functioning of the first institutions of higher education is observed.

Key words: higher education, education reform, Europeanisation, westernisation, universities, madrasas, darulfunun.

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Introduction

In the context of global integration, to strengthen cooperation between the countries, international cooperation became more important and the experience in higher education and scientific institutions of international educational fields is actively used.

Today, because of the similarity of changes in education, which have already happened in Poland and Turkey, experience of reorganizing the higher education system of the neighboring countries of Poland and Turkey may also be useful for Ukraine.

It should be noted that the relevance of investigated theme is also due to the theoretical and practical importance Polish and Turkish experience in the field of higher education reforms in the XIX-XX c. Modern tendencies in higher education in neighboring countries are, upgrading the system of higher education.

The purpose of this paper is a comparative analysis of the process of establishment of the state system of higher education in Turkey and Poland for the purpose of projections to changes in the education system in Ukraine. The subject of this study is a comparative analysis of the pedagogical development of higher education in Poland and Turkey.

Therefore following objectives are defined:
1. The importance of higher educational systems for nations.
2. The similarities of foundation educational institutions in Poland and Turkey.
3. Historical development of educational institutions in Turkey.
The Importance of Higher Educational Systems for Nations

In the late of twentieth century, most of the developing countries directly involved in the quality founding an effective educational system, especially higher education, reorganizing of the system of continuous quality education connected with the preparation, retraining professional development of personnel potential for social production and management.

It has allowed to use (to implement into life) the true value of education because of its ability to actively influence on the restructuring of production and the labor market situation. Finally, to the social consciousness comes the understanding that a civilized, social, legal state has decent future only when it has educated citizens, able to actively and creatively prepare the foundation for the rise of the national economy, science, technology, culture for the strategic survival in severe competition. The overview of scientific publications shows that, firstly, the further democratization of society is possible through the implementation of “the idea of the university” - the spirit of creativity, activity and self-government. University (from Latin) - is the highest educational and scientific institution, which trains specialists in many fields of knowledge and carries out the research work (A. Aleksyuk, V. Andreyev, A. Hluzman, N. Dem’yansenko, A. Maksymenko, V. Manko, V. Ohnev’yuk, O. Peterson, N. Terentyeva, V. Shynkaruk).

Secondly, higher education hasn’t got any boundary, that’s why there is a specific requirement of standardization, modernization, integration and transformation, development of patterns, management, national qualifications’ frameworks (K. Astahova, Y. Bolyubash, E. Brazhnyk, A. Vasylyuk, N. Kichuk, A. Maksymenko, H. Pobirchenko, Zh. Talanova).

Within the process of European integration, which covers more and more areas of life, including higher education and literature, Turkey clearly defined course of integration in the educational and scientific community in Europe (Aizenshtein 1973) in the modernization of educational activities in the context of European requirements for the practical joining the Bologna process.

The Bologna Process

At the core of the Bologna process, as a development strategy, is the belief which most European countries and academic organizations agree with -in the era of globalization our society should aspire to maximum compatibility in the higher education systems.

In 2005, in Bergen (Norway) ministers responsible for the field of higher education in the participating countries of the Bologna Process, met for the interim analysis results of working and for determining objectives and priorities of these activities by 2010 and adopted the
Communiqué of the Conference of European Ministers Responsible for Higher Education
“The European Higher Education Area – Achieving the goals”.

It is noted, that the key place in the Bologna process is given to higher education institutions, their skilled personnel and students. Their role in the implementation of the Bologna Process is becoming more important, and because the necessary legislative transformation has largely been completed, the work on the creation of the European Higher Education should be speeded up. It should be understood, that time is needed for optimization the impact of structural change on curricula and for ensuring the provision and acquisition of knowledge based on innovation.

The Conference noted the magnitude of the introduction of two-tier degree system, despite the fact that in most countries the system had already covered more than half of the students. However, there are still some obstacles which access these cycles. To improve the situation of employment of graduates with bachelor qualifications, including in appropriate positions in government bodies, more active cooperation between the government, universities and the social partners is needed.

Researchers, describing the current state of higher education in the world and Turkey, defining the most important trends of its development, agree that the training specialist at any level is a social phenomenon and socio-pedagogical process that has prolonged nature and which can be observed for several years. A timely diagnosis of the quality of its training and preventing omission in this complex process can warn the high school from inferior preparation of graduates for professional careers.

Reformational movement necessities in the social life stimulate the emergence of certain conclusions about the importance of innovative processes in the training and retraining of specialists at various levels. And of course, the leading role in its preparation is owned by high school. This fact is attested in the local and foreign scientists’ researches and works (V. Andruschenko, N. Dem’yandenko, I. Zyazyun, V. Kremen, V. Luhovyy, N. Nychkalo, V. Okon, O. Suhomlynska, M. Yarmachenko etc.), that the educational reform is considered as a factor that purposefully and systematically optimizes the process of preparation of specialists of a new era and at the same time it gives it a great help in self-education and self-improvement, which in turn becomes a prerequisite in achieving the target to complete fulfillment of human nature.

Today the scientific heritage of development and formation of higher education is the object to study both for Ukrainian and foreign scientists. The main trends of establishment and development of higher education in Ukraine, Poland and Turkey are considered in the studies of K.Astahovoy, V. Kremnya, S. Kwiatkowska, N. Khychuk, K.Krashevsky, G. Kedrovich, U. Kozeletsky, A. Mushinsky, K. Pavlovsky, O. Suhomlinsky, Z. Talanova and others. But despite the broadening and growth of research efforts aimed at understanding the features of the development of higher education abroad, some questions are still remained unexplored.
The Similarities of Foundation Educational Institutions in Poland and Turkey

In the context of global integration and strengthening of cooperation, learning and using the experience of international higher education between countries became an important issue.

Historical Development of Educational Institutions in Poland

It should be noted that the beginning of Polish statehood is closely related to the development of Europe (Kasyanova 2005, pp. 207-213). Therefore, the establishment of the school system can be considered one of the first consequences of the Christianization of Poland, as far as till the end of the tenth century schools were established by the Roman Catholic Church. The development of education in Poland continued by the establishment of a University in Krakow in 1364. Cracow University became widely known and recognized during the Renaissance, as a center of culture and education throughout Europe.

Since the ancient times, education in Poland and Turkey has been associated with religion. Organization and management of the Polish educational system was established in the XVIII century. On the one hand, until the end of the XVIII century it was formed and developed under the influence of the church, on the other hand – the state. National Education Commission was the public administration of the education system (Komisja Edukacji Narodowej 1773-1793).

During the division of Poland, the three higher education institutions – Academy in Krakow, Vilnius and Lviv were in different political and financial situations, because of the uprising in 1831, due to loss of educational autonomy, universities in Warsaw and Vilnius were closed.

In turn, the Jagiellonian University (Krakow) and Lviv University, having little autonomy, became the national culture and identity centers (Korsak 1998, pp 3-6).

After gaining its’ independence in 1919, there were more than twenty higher educational institutions functioning in Poland, having their own status of autonomy and self-government.

The History of Education Reforms in the Ottoman Empire

At the same time one of the most powerful states in the East, the Ottoman Empire historically developed as an empire, which is located on the Asian and African, and European continents. Originally it was closely linked to Europe not only geographically, but also politically, as well as economically, through intergovernmental agreements, and trade and economic contracts.
The process of formation and development of higher education in Turkey started at the end of the XII century and gradually covered almost all spheres of public life. Not long after that, the desire of protection from the threat of military expansion of European Powers led to the realization of the inevitability of modernization based on European experience (Petrosian 1990). Borrowing European advances in military affairs, culture and education would permit to Ottoman State to achieve the military and maintain the territorial integrity of the state.

The history of education reforms in the Ottoman Empire attracts the attention of the researchers. Today they created more than ten scores monographs and dissertations, written about 100 articles and abstracts, which expressed opinions on the process of modernization of education in the Ottoman state.

Historiographical and historical sources make the source base of researching. Thematically explored historiographical sources can be divided into several groups.

The first group represented by the general characteristics of scientific works of the history of the Ottoman Empire. It includes monographs, dissertations, theses and abstracts of scientific dissertations and articles. These works have a high potential of information and can generally help to identify the level of research problems, assess the state of theoretical, methodological, organizational bases and sources of research on the history of the Ottoman Empire. A.A. Alimova, D.Y. Yeremyeyeva, M.S. Meyera, A.D. Novicheva, Y.A. Petrosyana, I.L. Fadeeva and other historians took part in these researches.

The second group includes the problematic works like individual monographs, articles dedicated to educational reforms in the Ottoman Empire. Historiographical sources of this group help to find out the differences in the scientists’ positions, the system of their views and on that basis to trace the dynamics of historiographical process. This group represented by monographs and articles written by scientists like A.A. Alimov, M.T. Bodzholyana, N.A. Doolin, A.D. Zheltyakova, N.G. Kireyev, A.F. Miller, J.A. Petrosyan, F.SH. Shabanov and others.

The third group includes researches devoted to the history of education in the provinces of the Ottoman Empire. This group includes works of different scientists such as: H.L. Arsha, V.P. Hrachova, D.R. Zhantieva, A.D. Novicheva, S.V. Olyunina. These monographs and articles firstly reviewed the process of educational reforms in the provinces of the Ottoman Empire, which later became independent states.

The fourth group consists of materials from scientific conferences, “round tables”, seminars, reports from their works which reflect the discussion about the problems of formation and development of the educational system in the Ottoman Empire.

Multiplicity of investigation required the recourse to historical sources, which helps to generate a scientific idea of under study problem and assess the researchers’ findings from the complex research in history of the Ottoman Empire.
In the research preparing the Constitution of Ottoman Empire 1876 was used, which represented itself as an important political document of country’s history in the era of modern times. It was announced on Dec. 23, 1876 and existed for two years, then it ceased to operate, but it was not officially cancelled. This legislation defined the functions of the state at this stage of life, the most important institutions of governance, their composition, authority leaders and key officials.

The second group of sources consists of regulations of higher authorities. This group includes Hatti (1839 and 1856) which marked the beginning of the first and second periods of Tanzimat. The documents show that the government measures were taken towards modernizing education and society of the Ottoman Empire.

The next group of sources includes works of statesmen and public figures. These include: memorandum Grand Vizier Aali Pasha of Shaban 1284 (30 November 1867), made during his emergency mission to the island of Crete, political testament written by Aali Pasha and political testament written by Fouad Pasha. These documents reveal plans of Tanzimat reformers in the second period.

Assembly materials, which helped to provide the international position of the Ottoman Empire, are also very interesting. The documents of political parties and organizations had a great importance in the researching of social and political views of the “New Ottomans”, and also in considering the work of first Parliament of the Ottoman Empire. During the preparing of dissertation were used travelers’ notes to provide the international and economic situation in the state during the Ottoman reforms and to observe their transformation efficiency.

Backgrounds of Higher Education Reforming was considered by O.I. Senkovskyi, V.D. Smirnov, V.A. Teplovyi. Scientists considered that the main reasons of the Empire declining were sultans’ inaction, the transition of power into the hands of the court, spreading separatist governors of provinces, strengthening the ideas of national independence of Christian nations that were part of the Empire.

A.F. Miller identified Timar system expansions, the fall of the Ottoman army’s combat capability, the emergence of the Eastern Question as the reasons which led the Ottoman sultans to initiate the reforms. He considered that the signs of the decline of the Empire were military defeat, janissary uprisings, pashas’ and feudal lords’ arbitrariness, corruption and depravity in the government apparatus.

Continuing A.F. Miller’s view, A.D. Novychev, S.F. Oreshkova, Y.A. Petrosyan, M.S. Meyer, V. M. Zaporozhets noted that the crisis in the Ottoman Empire encompassed social, economic and cultural life of the state. And the collapse of Timar (military fief) system directly influenced on the reduction of the Ottoman army and fighting capacity, growth of separatism of big feudal lords, the growth of political and economic dependence on European countries (A.D. Novychev). Y.A. Petrosyan, V.M. Zaporozhets emphasized that social and educational
reforms became possible by changing traditional notions of Ottoman statesmen about the relationship between East and West, their familiarity with economic for centuries, political and cultural life of Western Europe.

During the “Nizam-I Cedid” reforms’ researching scientists interested in the role of Sultan Selim III in the transformation of the education system. The main social support of new reforms was representatives of the new Ottoman bureaucracy. The reforms in education, awareness and increasing contact with officials from Western Europe have contributed to its occurrence (Kleinman 1984).

The influence of the ideas of the French Revolution on the Selim’s III reforms is especially important. Researchers believed that Selim’s III reforms were not the “imported product”, but occurred on the “Ottoman soil” and were caused by the needs of the Ottoman Empire.

Some strengthening of the state has been reached after reforming happened in a relatively short time on the European model, Turkish historians have pointed out that during this period “the Ottoman state needed the military with a European education” that actually called for and the “new order” (Desyatov 1998, p. 18).

But the main value of the reform was to attract the Ottoman Turks to extensive contact with the European culture and science, to getting the Turkish Youth of European education. At the same time the military reform could not promote economic and socio-cultural development of the empire. It should be noted that the ideas of social reform prepared the ground for its further transformations, and the period of Westernization (modernization) or in other words, a period of long-term reforms aimed at Europeanization Ottoman-Turkish society in Ottoman history began.

Constitutional period (1908-1918) appears as an important period which the intellectuals produce ideas and come to the point of westernization stage of the Ottoman state (Demirel, Turan 2009, pp. 8-12).

The most common reaction to Westernization was resistance, and later, during the understanding that the west is a better thing, the reaction was to use Western attempt to go through this but to go own pace, sometimes this way was in isolation or authoritarian conditions. That’s why; the most striking example of resistance to westernization was just the Ottoman Empire. Being a Eurasian country because of its geopolitical location, Turkey was controlling the West impact on social and political life, trying to get out through the slow evolution on a par with Western countries. Modernization of Turkey is different even in the early stages, because it was carried out under the control of the Ottoman Empire, where the first parliament had appeared in 1876-1888 years, there were laws established by the Sultan and inseparable from Islam.

The bourgeois-nationalist party “Unity and Progress”, party of Young Turks, was founded in 1889, which began to fight against absolutism and Turkey’s dependence on the West. After the revolution of the Young Turks in 1908, processes of modernization just strength-
ened. And with the rise to power of Kemal Ataturk, the founder of kemalism, Turkish Republic appears.

The ideology of Ataturk’s modernization included republicanism, nationalism, secularism, statism and revolutionism.

It should be noted that secularization remained the most dramatic part of the modernization. On the one hand, it was necessary to separate Islam from the state, to take under state control politics and education. On the other hand, to take all the innovations it was necessary to change attitudes of the population formed by Islam for centuries.

Turkish nationalism (milliyetçilik) – is the one of the cornerstones of the official ideology of the Turkish Republic, recorded in its basic law. Nationalism has taken a very important place in ideology of the national liberation movement of Turkish people in 1918-1923. Young Turks and their party “Unity and Progress” (“İttihad ve terakki”) cultivated three directions in the ideology: ottomanism, islamism and nationalism (türkülük or türkçülük).

Government policy, which was based on the consolidation of the centralized Ottoman Empire, the core of which would be the Turks would have to bring people together around the national ideals. This policy was to strengthen weakened empire, which at the beginning of XX century lost almost all its non-Muslim territories. Empire, within narrow limits, should have been restored from tyurkism – Turkish nationalism, Muslim ethnic groups turkization, which was remaining in its composition.

### Historical Development of Educational Institutions in Turkey

Significant changes were made in the education system, as the education is an important factor of social reform. Therefore, educational institutions were rapidly spread.

Moreover, foreign schools were open as Austrian, French, English, German and Italian. We can assume that it is through such educational institutions achievement, European education was distributed among the Turkish society.

After the declaration of the Tanzimât reform, a systemic reorganization of secondary and higher education was carried out. Particular attention was paid to the development of training programs for vocational training of students, without an exception of all the educational institutions of the Ottoman Empire.

In the public document “Regulation of Public Education” (Maarif-i Umumiye Nizamnamesi), characterized by the main types of educational institutions, among them – elementary schools or the first type (subyan schools), primary schools or the second type (rushidiye schools), high schools (idadi schools) College, palace school or high schools, darulfununun (Sultani (lycees) schools, Darulfunun). During the Ottoman era, the notion of “Darulfunun” was used instead of the word “university”.

In the period period of Ottoman Empire, the foundation of Darülfünun, was planned to take place in 1846 by Muvaffakat Maarif Meclisi. However, could only be realized in 1863 because of a fire in the building in 1865. So it could not continue its function for long. After that, it was refounded with another name of “Darülfünun-u Osmani” and with later it was renamed Darülfünun-u Şahane (Korkut H., 1984) Finally, the university called Darülfünun-u Osmani was named Darülfünun of İstanbul with the, soon after the foundation of the Turkish Republic.

An interesting thing for us is the process of establishing periods of higher education in Turkey. S.M. Usmanova in his dissertation “Trends of Higher Pedagogic Education in the Turkish Republic” highlights several stages of formation and development of higher education in Turkey, including the first (1863-1922), which is marked by the opening in 1863 of the first Istanbul University, called “Darulfunun” (House of Sciences), renamed in 1900 in “Darulfunun-i Osmani” (Ottoman house Sciences), which trained specialists in medicine, law, literature, science and theology. The second stage involves the proclamation of the Turkish Republic in 1922. In 1924 abolished the Ministry of Religious Affairs and waqfs (clergy), and the clergy were deprived of a direct impact on education. The third stage of formation and development of higher education in the Turkish Republic (since 80-ies. XX century t’ll today) began with the reform of higher education aimed at unification under its Law № 2547 (1981) “Associations of educational institutions”. According to this law, higher education in Turkey was reorganized and became a centralized management structure.

If Western bourgeois Orientalists and historians, which were researching Turkey (Gibbon, Giza, Markwart, Denis, Diehl, Kramer, Iorga etc.) explained the internal development of the Ottoman state, mainly by various external influences and borrowings of certain features of internal organization of Turks from conquered or adjacent peoples, the modern Turkish historians, on the contrary, deny a possibility of influence of indigenous people on social structure and culture of Turkey.

Darülfünun of İstanbul, which was the first higher education institution of the Turkish Republic, had only three faculties: medicine, law, literature, science and theology. This institution, which assumed a legal structure, was ruled with an added budget.

**Conclusion**

The period of XIX-XX century the world’s culture, education and science are featured with their integration, dynamism and the rapid development of innovative technologies, which in turn, identified the main social institution, universities, as the educational leading institutions of sources and information, experience and cultural wealth of a country and the world.
Therefore, those countries that have recognized the priority of the development of higher education could go to building an innovative economy that will provide them with competitive position in the world markets.

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Historyczne tło tworzenia systemów szkolnictwa wyższego w Polsce i Turcji

Streszczenie

W artykule dokonano analizy znaczenia i roli szkolnictwa wyższego dla narodów, w szczególności zaś historycznego tła tworzenia systemu szkolnictwa wyższego w Polsce i Turcji. Autor podjął próbę zrekapitulowania relacji między ogólną kondycją szkolnictwa a sytuacją społeczno-gospodarczą w Polsce i Turcji. Omówiono wpływ czynników historycznych, kulturowych i politycznych na proces reformowania szkolnictwa i funkcjonowania pierwszych placówek szkolnictwa wyższego.

Słowa kluczowe: szkolnictwo wyższe, reforma edukacji, europeizacja, okydentalizacja, uniwersytety, medresy, darulfunum.

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