

Conclusion

Education reform is a process that can be considered from many perspectives. It is an element of each of the five scapes of contemporary culture distinguished by Arjun Appadurai (1990), namely: ethnic, media, technical, financial and ideological. It is a means and a center of shaping and developing each of these scapes and the factor of their integration. The education reform changing the school under the influence of the changing world – also changes the world. This statement suggests the answer to the question posed at the beginning: *cui bono?* It can be as follows: reform is for everyone's wellbeing. Under one condition: it takes into account the interest of all entities, both individual and collective, stakeholders and beneficiaries. This in turn requires a broad discussion and seeking a consensus on such important matters as the structure of the education system, education goals and the core curriculum. In this discussion, the voice of professionals, researchers and practitioners of education, is important. The answer to the question – in whose interest the reform is being carried out – should be sought before attempting to introduce changes. On the basis of convincing arguments, there is a chance to understand their essence and take an attitude towards them. In my opinion, the source of these arguments can only be the results of scientific research, reports on the state of education and the discovery of science, and not a populist response to resentments or political interests.

A special role is played by research conducted by independent research teams, by associations and organizations that are not subject to state funding. These conditions are met by autonomous scientific societies, including pedagogical societies. In my opinion, such societies, which associate voluntary participants, bear a large responsibility for critical response to initiatives (or lack of) of educational changes, so important on the local and global scales. The results of independent educational research conducted by scientific societies have a chance to become an interdisciplinary basis for bold and rational changes in education. The undoubted advantage of research conducted by independent scientific societies over those that are conducted by institutional research teams is their freedom at every stage of the research procedure: from choosing the subject of the research through chosen theory of description, interpretation and explanation to dissemination and dissemination of research results that can be a source of intervention in formally decreed changes. The experiences of members of scientific societies, both in the country and abroad, are interesting and helpful in this respect.

These harms, as results of *in vivo* experiments, on the living body of education and its subjects, are irreversible.

These words are not political manifesto. This is an appeal for independent, critical research, which can help to see “black swans” in processes of education reforms.

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