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Dorota Podgórska-Jachnik
University of Łódź
https://orcid.org/0000-0001-9272-8960

SELECTED INDICATORS OF THE PUBLIC SERVICES MONITORING SYSTEM (SMUP) IN PLANNING EDUCATION DEVELOPMENT POLICY AT LOCAL AND SUPRA-LOCAL LEVELS*

Introduction: Development of local education systems requires strategic planning based on a good diagnosis and monitoring of changes. More and more local governments are developing their own strategic documents. Selection of educational indicators and access to data sources are some of the problems.
Research Aim: The aim of the research was to diagnose the local education system for purposes of its development policy. The aim of the article is to present experiences related to the use of indicators from the Public Services Monitoring System (SMUP) for this purpose.
Method: Desk research analysis of public statistics, and reflexive practice.
Results: Based on the indicators, a picture of Łódź education and its changes was obtained. The SMUP system allowed for comparing local and external data and tracking of trends over a selected period. Working with the indicators was helpful in formulating goals and directions for the *Education Development Policy of the City of Łódź 2030+*.
Conclusions: Easily accessible and reliable SMUP indicators are a useful tool for local education development strategies. To facilitate and harmonize the work of local governments, the Ministry of Education (MEN) should establish which indicators from public statistics should be fed into the SMUP in the future. This will increase its usefulness.

Keywords: education policy, public statistics, indicators, monitoring

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INTRODUCTION

Poland's membership in the European Union was connected with the launch of the so-called development policy in our country in 2006 (MFiPR, 2022.04.14). Its basis is strategic management, which means defining long-term goals, development directions, and methods of operation of an enterprise in the context of allocating its resources (Chandler, as cited in: Nasierowski, 2018, p. 13). This also applies to carrying out educational policy.

Strategic management is based on quantitative data (indicators) and includes an organizational cycle: strategic planning – strategic implementation – strategic supervision (Romanowska, 2017). It is a complex and always heuristic process. It depends on specificity and regional resources. In the case of priorities and main directions for implementing state educational policy, it is only at the local level that they take the form of actions permitted by specific conditions of a given environment.

Strategic planning at the level of municipalities (gmina) and districts (powiat) is becoming widespread in Poland, although it is only from January 1st, 2026 that the possibility of creating local strategies would become an obligation. The Grant Thornton report from 2020 shows that despite this, as many as 82% of Polish local municipal governments had a development strategy, but a sixth were guided in their actions by ad-hoc analyses and diagnoses. A vast majority (76%) of local governments that developed a strategy confirm its real and significant impact on the region's development and improving the quality of life of the local community (Murawska & Kowalczyk, 2020).

Regarding education, in 2010, according to research by Sobotka (2011, 2012), 70.4% of local municipal governments had strategic documents with a long-term policy and 22.5% had a separate education development strategy. According to Toft (2011), approximately 5% of local governments had them and they were not uniform documents. The researcher analysed 32 such strategies and emphasized their *not-so-high quality*: 21 of them contained a diagnostic-analytical part – the rest did not; only 12 had a SWOT analysis, and 8 met professional standards (Toft, 2011, pp. 7-8).

Sobotka (2011) criticizes local educational strategies for their generality, superficial diagnoses, lack of funding sources, and internal inconsistency. The author claims that the analysed diagnoses are more inventory-like than analytical – a lot of data, but few indicators and conclusions. The diagnosis is a collection of general information about education, where data is presented but not analysed – conclusions are not drawn from numerous tables filled with numbers. Data is also not compared over time, making it impossible to examine trends or analyse the situation over recent years. Local governments do not use indicators (Sobotka, 2011, p. 24). Since then, more and presumably better-developed educational strategies have been created, although there is a lack of current research analogous to that by Toft and Sobotka.

RESEARCH PROBLEM AND AIM

Development or selection of useful indicators and data sources for developing education strategies are key problems in strategic management for educational purposes, and secondarily the research problem undertaken in this article. Selection is always the decision of individuals preparing the diagnosis, but support in the form of suggested indicators and their thematic lists constitutes a research task, taking into account the explanatory capacity of the indicators on the one hand and access to data that could be used on the other. Existing data (available public statistics or internal data of institutions, such as budget reports, subsidy data, organizational charts) are of great importance here. This ensures greater reliability and ease in obtaining information without costly and not always repeatable purposive research. One of the first and still few scientific studies in Poland with a proposal for educational indicators, authored by Herczyński (2010, 2012), links them to the *Information on the implementation of educational tasks* – a document that the executive body of a local government submits annually to its legislative body. However, there is no uniform, binding template for such a report, which hinders comparative analyses.

Education Information System (SIO) is one of the most important data sources on Polish education. Its function is to obtain data necessary for conducting state education policy at the national, regional, and local levels, including supporting education management (Journal of Laws 2011 No. 139 item 814, as amended). Public access to this data is assumed, but in practice, it is not so simple: education law regulates SIO access rules, including authorization system and data access levels (Journal of Laws 2019 item 1663). Searching for data from the system is also not technically simple. This constitutes a barrier to its use, similar to the rather complicated data search in the Local Data Bank of the Central Statistical Office (GUS; BDL GUS; https://bdl.stat.gov.pl/bdl/start). Inclusion of selected lists on the government's Open Data portal (https://dane.gov.pl/pl/dataset), Thematic Knowledge Bases of the GUS (https://short-url.org/1hLWf), or the Statistical Vademecum of the Local Government Officer of the GUS (https://svs.stat.gov.pl/7/89/531) provide some facilitation. A valuable supplement to them and a place for presenting data at the disposal of the GUS is the Public Services Monitoring System (SMUP), created in 2017-2023.

SMUP is an online portal (https://smup.gov.pl), created for local governments and institutions interested in management based on systematically collected statistical data. It aggregates data from many dispersed sources of public statistics, offering simple, intuitive access to data, organized in the form of indicators for ten areas of public services (including education and local social policy). Data is available at the level of voivodeships, districts, and municipalities. Currently, the system is operated by the GUS with expert support from the Association of Polish Cities and the Association of Polish Districts. SMUP is fed with data from SIO (GUS,

2023), but already presented in the form of indicators. According to GUS, the data published in SMUP is the most comprehensive set of educational information in public statistics available online and free of charge (GUS, 2025.08.14).

In the *education* public service, SMUP distinguishes 8 areas: preschool education, primary schools, general secondary schools (LO), technical secondary schools, stage I sectoral vocational schools, schools for adults, special education, and support from psychological and pedagogical counselling centres. For each area, indicators (from 10 to 30) were designed and grouped into four categories: quantity, quality, accessibility, and financial efficiency. The number of indicators may change as the system expands. Their large number (currently 164) does not allow for a detailed presentation of the entire set here, but the names of the indicators selected for analysis are shown in Tables 1-4 below.

After learning about the what SMUP offers, the author decided to test application of the indicators available there in the work on the strategic document *Education Development Policy of the City of Łódź 2030+*. She participated in this work as an external expert. She also prepared the *Diagnosis of the state and development trends of Łódź education* – the basis for the local sectoral policy, using, among others, the SMUP data. The aim of the article is to present experiences related to the use of selected SMUP indicators for the needs of this diagnosis.

MATERIALS AND METHODS

Desk research analysis was the method used in the diagnosis of the local education system. It included the use of SMUP and was supplemented by surveys on the development needs of education in the city of Łódź. On the level of meta-analysis of the actions taken (i.e., verifying the usefulness and limitations of SMUP and its indicators), the method of reflexive practice was used, with analysis of the author's own experiences and discussions with individuals co-creating the strategy. It was assumed that both the example of working with SMUP indicators and the experiences related to their use could be useful for other researchers and local government employees. A full diagnosis included:

1. characteristics of the population of children and youth with a demographic forecast until 2050;
2. information about the city as a governing and subsidizing body, with an analysis of the condition of the managed units of the education system;
3. results of a survey on the development needs of Łódź education among teachers (N = 300) and adult residents of Łódź (N = 736);
4. description of the management and financing of Łódź education;
5. SWOT analysis.

The diagnosis used the following as sources: Information on the implementation of educational tasks, GUS data, Central Examination Commission data, and others. Data from SMUP was considered supplementary, which was motivated by the desire to test the system's capabilities and a cautious approach to innovation. The diagnosis was carried out on a sample of all 308 units of the Łódź education system run by the city, including schools and kindergartens, which were attended by 85,054 children and youth in the 2022/2023 school year. SMUP indicators were used to show changes in Łódź education between 2014 and 2022. In total, the diagnosis verified usefulness of 52 available SMUP indicators (excluding financial ones and those concerning exam results – other sources were used here) from the categories of quantity, quality, and accessibility. In the article, the analysis covered 27 of them: primary schools (7), general secondary schools (8), technical secondary schools (6), and vocational schools (6). Due to text volume limit, only gross enrolment ratios were omitted (results > 100 distorted by attendance of students from Ukraine did not contribute anything to the analysis), as were data from preschools and special schools.

DATA ANALYSIS

Data was retrieved directly from SMUP. However, in 2022, the system was still under construction, hence difficulties in functionality and some differences in retrieved data. The diagnosis included data from 2014, 2016, 2018, 2020, and 2022 from the district data level. In the article, for simplification, it was limited to the years 2014, 2018, and 2022 (see Table 1 below). Example summaries for 4 types of schools (primary, general secondary, technical secondary, vocational) are shown.

In the diagnosis for the strategic document, the result of the district of Łódź was compared against the national minimum and maximum, and in the article, this was extended further to include the median (important when some districts lack a given service). Furthermore, SMUP offers two more interesting opportunities for indicator analysis:

- comparison with neighbouring units (not used in the diagnosis);
- comparison using the Association of Polish Cities method within a comparative group of 25 territorial units with a similar income level (not used in the diagnosis, but introduced in the article to show SMUP's analytical capabilities as a Rank 25).

Although modelled on the diagnostic document, presented summaries are an original compilation for the purposes of the article.

RESULTS

Retrieved indicators are included in 4 tabular summaries: for primary schools, general secondary schools, technical secondary schools, and stage I sectoral vocational schools, for three selected years. Lack of data in the table cells means the phenomenon is absent (e.g., lack of integration classes, with specialization in general secondary schools, or lack of vocational schools in some districts). Table 1 below contains a summary of selected SMUP indicators, illustrating education in Łódź primary schools and its changes over time.

Table 1.
Education in Łódź primary schools (SP) for children and youth in 2014-2022 in light of selected SMUP indicators

Indicator	Indicator value for the city of Łódź 2014-2022			Comparative background of the indicator in 2022			
	2014	2018	2022	National min.	Median	National max.	Rank 25
QUANTITY							
Pupils of SP per 1,000 population	49	67	74	70	81	102	23/25
QUALITY							
Average class size in SP	20	19	19	15	19	21	11/25 ^
Average number of pupils per teacher's full-time position in SP	9	8	8	6	8	9	13/25 ^
Average number of pupils per psychological and pedagogical support specialist's full-time position in SP	258	231	163	98	149	244	10/25 ^
Percentage of certified teachers in SP	42.5%	45.9%	48%	39%	64.1%	74.9%	25/25
ACCESSIBILITY							
Percentage of PS pupils in integrated classes	3.6%	3.9%	4.2%	1.7%	6.2%	15.8%	19/25
Percentage of SP pupils in specialized classes*	1%	4.3%	5.7%	3%	6.2%	21.5%	13/25

* excluding integration and special
^ reverse interpretation: further position – better result

Most of the indicators presented in the table remain at a comparable level during the analysed period, intermediate between the national minimum and maximum. Noticeable changes include primarily:

- A large increase in the number of SP pupils per 1,000 population: it increased by nearly half since 2014 (from 49 to 74), although this is still a low result; one below the median (81) – close to the national minimum (70). This is also one of the lowest results in the compared districts (rank 23/25);
- average number of SP pupils per full-time psychological and pedagogical support specialist dropped by nearly 37% (from 258 to 163). This is significantly less than in the most overburdened cities (max. 244) and an average result compared to comparable counties. This is significantly less than in the most burdened cities (max. 244) and an average result compared to comparable districts (rank 10/25);
- increase in the percentage of SP pupils in integrated classes from 3.6% to 4.2%. This is still significantly less than the highest rate in the country (15.5%) and the city's further position in the group of comparable districts (rank 19/25), but the result is getting close to the national median (6.2%);
- a threefold increase in the percentage of SP pupils in specialized classes (extended educational offer, mainly languages or sports). Despite the increase from 1.8% to 5.7%, this is still less than the national maximum (21.56%), but the increase is visible; it is a middle position among similar districts and a result comparable to the national median;
- a small but systematic increase in the percentage of certified teachers in SP: from 42.5% to 48%. The result of 5.7% is significantly lower than the national maximum (74.9%), although it is close to the median of 6.2%. The city ranked last among similar districts (rank 25/25).

Table 2.
Education in Łódź general secondary school (LO) for youth in 2014-2022 in light of selected SMUP indicators

Indicator	Indicator value for the city of Łódź in 2014-2022			Comparative background of the indicator in 2022			
	2014	2018	2022	National min.	Median	National max.	Rank 25
QUANTITY							
Students of LO per 1,000 population	17	17	28	9	32	68	17/25
Percentage of first-year post-primary school students in LO	46.3%	53.2%	59.1%	28.9%	45.3%	80.6%	2/25
QUALITY							
Average class size in LO	25.9	25.6	25.3	20.9	26.8	31.9	23/25 ^
Average number of students per teacher's full-time position in LO	10	10	10	8	10	13	18/25 ^

Average number of students per psychological and pedagogical support specialist's full-time position in LO	383	334	262	172	257	410	14/25 ^
Percentage of certified teachers in LO	53%	58.9%	56.6%	50.9%	75.3%	88.3%	25/25
ACCESSIBILITY							
Percentage of LO students in integrated classes	0.3%	0.3%	1.4%	-	1.4%	11.9%	15/25
Percentage of LO students in specialized classes*	0.3%	0.3%	13.1%	-	10.2%	30.5%	10/25

* excluding integration and special
^ reverse interpretation: further position – better result

Most SMUP indicators for LO education show volatility between 2014 and 2022, but Łódź's results are between the national minimum and maximum. Comparisons with similar districts do not provide a consistent picture. The most significant changes include:

- a significant increase in the number of LO students per 1,000 population (from 17 to 28), as well as an increase in the percentage of LO students among first-year post-primary school students (46.3% to 59.1%). This is a higher rate than the national median, but the city ranks 17th out of 25 comparable districts;
- a decreasing average number of LO students per full-time psychological and pedagogical support specialist (from 383 to 262). This is a favourable result, compared to the national maximum (410), and close to the median (257), although there are cities with even lower rates (minimum 172);
- a significant, but still low compared to the national maximum (11.9%), increase in the percentage of LO students in integrated classes: from 0.3% to 1.4%. However, this result gives an average position (rank 15/25) among similar districts;
- a significant increase in the percentage of LO students in specialized classes (mainly language and sports), which testifies positively to the educational offer for gifted students. The increase from 0.3% to 13.2% brings Łódź closer to the national maximum (30.5%) and gives it a high ranking among similar districts, although there are also districts in Poland without such offers;
- percentage of certified teachers in Łódź LO schools, which varies over time and is lower than in other districts (56.6%; this is a result below the median of 70.3%), is slightly higher than the national minimum (50.9%); the lowest position in the group of comparable districts (rank 25/25);
- average class size (25) and the number of students per teacher (10) are high results compared to other, similar districts (ranks 23/25 and 17/25 – with the reverse interpretation of quality) and stable in the analysed period.

Table 3 below reveals the state and changes in education in Łódź technical secondary schools.

Table 3.
Education in Łódź technical secondary school (Tech.) in 2014-2022 in light of selected SMUP indicators

Indicator	Indicator value for the city of Łódź in 2014-2022			Comparative background of the indicator in 2022			
	2014	2018	2022	National min.	Median	National max.	Rank 25
QUANTITY							
Students of Tech. per 1,000 population	10	10	15	4	30	70	25/25
Percentage of first-year post-primary school students in Tech.	36%	30%	32%	18%	41%	60%	24/25
QUALITY							
Average class size in Tech.	24	22	21	18	25	29	24/25 ^
Average number of students per teacher's full-time position in Tech.	9	9	9	7	9	11	20/25 ^
Average number of students per psychological and pedagogical support specialist's full-time position in Tech.	503	373	268	151	293	540	20/25 ^
Percentage of certified teachers in Tech.	48.2%	56.1%	54.2%	49.5%	69.5%	90.2%	25/25

^ reverse interpretation: further position – better result

Apart from one stable indicator for technical secondary schools (the average number of nine students per full-time teacher), values of the other indicators fluctuate. In particular, the following can be seen:

- a significant increase in the number of technical secondary school students per 1,000 population (from 10 to 15), but the percentage of technical school students among youth in the first year of post-primary schools decreased (from 36% to 32%). The result in Łódź is closer to the national minimum (18%), lower than the median (41%), and significantly lower than the maximum (60%); the position in the group of similar districts is also low (rank 24/25);
- increasingly smaller classes: the average is 21 students – close to the national minimum of 18 with 29 as the maximum; classes are among the smallest in the group of comparable districts (rank 24/25);

- average number of students per specialist support teacher is decreasing significantly (from 503 to 268, almost by half). This is a good result – half the highest in the country (540), and one of the lowest among compared districts (rank 23/25);
- percentage of certified teachers in technical schools increases slightly: from 48.2% to 54.2%, but the result is much lower than the median (69.5%) and close to the national minimum (50.9%).

The final Table 4 below shows education in stage I sectoral vocational schools.

Table 4.
Education in Łódź I sectoral vocational schools (Voc/I) in 2014-2022 in light of selected SMUP indicators

Indicator	Indicator value for the city of Łódź in 2014-2022			Comparative background of the indicator in 2022			
	2014	2018	2022	National min.	Median	National max.	Rank 25
QUANTITY							
Students of Voc/I per 1,000 population	2	2	3	-	6	15	25/25
Percentage of first-year post-primary school students in Voc/I	9.1%	7.2%	9.1%	-	14%	32%	21/25
QUALITY							
Average class size in Voc/I	-	18.3	18.1	-	20.4	34.2	22/25 ^
Average number of students per teacher's full-time position in Voc/I	7	5	7	-	9	21	20/25 ^
Average number of students per psychological and pedagogical support specialist's full-time position in Voc/I	150	117	136	-	196	1074	23/25 ^
Percentage of certified teachers in Voc/I	39.9%	53.3%	52.2%	-	65.3%	86.6%	18/25

^ reverse interpretation: further position – better result

The table reveals a complex picture of education in vocational schools – not only in Łódź. It is clear that there are districts in the country where there are no vocational schools (blank cells in the table); there are others, where the average class size is very large (34.2 students). The highest national average number of students per full-time teacher specializing in psychological and pedagogical support (1,074 students) significantly exceeds the indicators in other types of schools. In Łódź vocational schools, the latter two indicators are at a satisfactory level (18.1

and 136, respectively, which is less than the medians of 34.2 and 196). Łódź's indicators highlight:

- a negligible number of stage I sectoral vocational school students per 1,000 population (only 2-3 people!); this result is below the median (6), giving the lowest position among similar districts (rank 25/25);
- only 9.1% of students from these schools among first-year students in post-primary schools for young people, which is also low compared to the median and the results in the comparative group of districts;
- small class sizes – only 7 students per full-time teacher, although classes in such schools are rather small (median 9, maximum 21);
- a small number of students per full-time psychological and pedagogical support specialist (196), contrasting particularly with the highest result in the country (over 1,074 students); the position indicator in the comparative group confirms good quality of the reverse hierarchy result (rank 23/25);
- percentage of certified teachers in vocational schools is increasing (currently 52.2%, not long ago, in 2014 it was 39.9%), although the result is lower than the median (63.3%), far from the national maximum (86.6%) and leaves the city in a rather distant 18th position in the comparative group of 25 districts).

DISCUSSION

The aim of the research was to diagnose the situation of the local education system for the purposes of strategic planning of its development policy, but from the perspective of this article, conclusions drawn from the use of SMUP indicators for this purpose were more important. SMUP indicators allow for constructing a fairly insightful picture of the condition of analysed school types, although it is only a fraction of the data collected during diagnostic work. What does this data show about education in Łódź? First of all, it shows an increase in the number of students per 1,000 population in all school types – except for technical schools. In the case of SP (the largest increase), it is still mainly a matter of demographics while in post-primary schools – it is a matter of student choice. The increase in the scale of educational needs in SP is significant, but still lower compared to the rest of the country. Unfortunately, Łódź as a city has the fastest rate of depopulating in the country, a fact also reflected in educational statistics.

Statistics regarding psychological and pedagogical support are very favourable across all school types. Although the support system for children/students is currently undergoing transformation (Gajdzica et al., 2024; MEN, 2025.07.09; Nowosad & Śliwerski, 2025; Podgórska-Jachnik, 2025), the quality of psychological and

pedagogical support in schools is also improving due to the decreasing burden on specialists resulting from the falling number of students. The indicators for all school types in Łódź mean higher availability of this support compared to the country and similar districts.

The quality of education measured by other indicators (including those inversely proportional to class size and the number of pupils per teacher) also shows good conditions created by Łódź education). In technical and vocational schools, these figures are, unfortunately, a result of low interest in vocational education. While the percentage of 1st-year, post-primary school youth in LO is growing, interest in technical secondary schools is simultaneously falling. In the case of vocational schools, one can speak of stagnation, with constantly low interest in this form of education. This is a nationwide problem that the vocational education reform is trying to solve (MEN, 2023.07.04), but changes are happening slowly. At the same time, our analysis of vocational school indicators (Tables 3 and 4 above) also reveals another aspect of education perceived through indicators: what is beneficial from the perspective of education quality (e.g., class size) may be financially inefficient and may indicate underutilization of school resources (especially vocational schools). This requires verification using financial efficiency indicators.

In the collected summaries, the low and lower-than-national percentages of certified teachers in all presented school types are puzzling (although it is still always over half of the staff). On the one hand, this can be interpreted as lower education quality, but very high rates in this area can also indicate an aging teacher population and a lack of inflow of new, young staff or teachers, who are indeed leaving the profession. This is, however, not just a Polish problem (see e.g., European Commission/EACEA/Eurydice, 2021). Nationally, this is a special problem for vocational education. In this case, a lower share of certified teachers may also be a positive sign of the inflow of young teachers into Łódź schools. At the same time, it is evident how unreliable interpreting indicators without additional contextual analysis can be.

Similarly, it is difficult to interpret the indicators regarding the percentage of students in integrated classes without broader context (they apply to all students in these classes; and unfortunately, SMUP presents these results only for SP and LO), while supplementary data on students with special education needs in special schools (this is not a similar indicator) is provided without breakdown by school type. This is a significant inconvenience from the perspective of tracking the implementation of inclusive education.

Indicators Tables 1 and 2 above show a negligible increase in the number of students in integrated classes and significantly lower indicator values than national averages. However, this does not adequately reflect the possibility to select three special education paths, which are equally valid options within the inclusive education system. The method of supporting students – regardless of parental choice

– often depends largely on local resources. Therefore, differences between districts in strategies adopted for meeting student needs cannot be assessed (Jachimczak & Podgórska-Jachnik, 2023), although emphasizing the rights of individuals with disabilities to inclusive education elevates it to the rank of first choice. In practice, every good choice that meets actual needs of children should be supported, rather than focusing solely on increasing inclusiveness indicators. Choosing each of the possible paths can be an equally valuable option. Current SMUP resources still show significant gaps and inconsistencies in this area.

Interpretation of student participation rates in specialized classes (e.g., sports or language classes) is somewhat different. While Łódź's results are high, this indicates that the city offers programs for gifted students with profiled interests. However, local differences also depend to a large extent on a certain geography of strong sports centres or other local resources. It is therefore difficult to compare districts with each other here. The Łódź indicators are far from the highest in the country, but a positive upward trend in the offer for these pupils is visible.

Analysis of educational data using SMUP indicators seems to be a useful solution. However, emergence of this system does not undermine previous achievements in this field. Herczyński's indicators (2012) remain an inspiring starting point for educational diagnoses – some of them (it is a pity that not all of them) can be found in SMUP. Besides, development of the education system, all changes and innovations, new problems and tasks (e.g., implementing inclusive education), require continuous supplementation with new useful indicators (Gajdzica et al., 2021; Jachimczak & Podgórska-Jachnik, 2023; Knopik et al., 2021). SMUP is both an offer and a challenge for future researchers and practitioners. Such data and indicators should be introduced into the system that will be most useful for local governments.

The presented example summaries are just a proposal. The tables could be more extensive if, for example, SMUP indicators concerning external exam results were used (they are available in the system) or if resources of numerous and interesting financial indicators were analysed. In the case of the diagnosis carried out, other sources from the Education Department were already available. It is worth to consider expanding the use of SMUP in future due to greater opportunities for comparisons with neighbouring districts or districts with similar incomes. Critically analysing the SMUP (Szarfenberg, 2023), these sets cannot be treated as closed models, but as certain constantly developing, user-selectable catalogues of indicators.

CONCLUSIONS

Conclusions from the diagnosis concerning education in Łódź, resulting from the entire collected diagnostic material, are included in the *Education Development*

Policy of the City of Łódź 2030+, adopted by the city. Here are the most important conclusions from working with SMUP indicators:

- SMUP indicators proved to be a useful supplement to the diagnosis of the situation and development trends of Łódź education for strategic purposes. Ability to analyse data in reference groups is important;
- positioning of local governments should not be treated as a form of ranking, but as signals to deepen knowledge about the observed differences;
- navigating the clear SMUP interface is intuitive and simple. Ability to download and upload partial results and generate aggregate reports is a great help;
- analysis of indicators over time may be limited: some data has been collected since 2013, but some appear later (e.g., exam results from 2019). Some available data ended in 2022 for example, while other did in 2025;
- explanatory power of the indicators varies – by expanding the system, it must be adapted to the needs of stakeholders. It is necessary to report such needs, including compiling a list of recommended educational indicators at the MEN level.

Advantages of SMUP are considerable. We have gained a valuable ICT tool that will allow us to better analyse educational problems and manage educational development. However, it is necessary to proliferate knowledge about SMUP, but also to negotiate introduction of valuable educational indicators into it by the MEN. This will increase its usefulness and facilitate strategic management for local government units.

LIMITATIONS

Presented analyses based on Łódź indicators are not the basis for a full diagnosis. Hence they do not serve to assess the condition of the education system in the city of Łódź. They are given solely as examples of working with the indicators.

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WYBRANE WSKAŹNIKI SYSTEMU MONITOROWANIA USŁUG PUBLICZNYCH (SMUP) W PLANOWANIU POLITYKI ROZWOJU EDUKACJI NA POZIOMIE LOKALNYM I PONADLOKALNYM

Wprowadzenie: Rozwój lokalnej edukacji wymaga planowania strategicznego opartego na dobrej diagnozie i monitorowaniu zmian. Coraz więcej samorządów opracowuje własne dokumenty strategiczne. Jednym z problemów jest dobór wskaźników edukacyjnych i dostęp do źródeł danych.
Cel badań: Celem badań była diagnoza lokalnego systemu edukacji dla potrzeb polityki jej rozwoju. Celem artykułu jest ukazanie doświadczeń z wykorzystania do tego celu wskaźników Systemu Monitorowania Usług Publicznych (SMUP).
Metoda badań: Analiza desk research statystyk publicznych i refleksyjna praktyka.
Wyniki: Na podstawie wskaźników uzyskano obraz łódzkiej oświaty i jej zmian. System SMUP pozwolił porównać dane lokalne i zewnętrzne, śledzić trendy w wybranym okresie. Praca na wskaźnikach była pomocna w formułowaniu celów i kierunków *Polityki rozwoju edukacji miasta Łodzi 2030+*.
Wnioski: Łatwo dostępne i rzetelne wskaźniki SMUP są użytecznym narzędziem dla celów lokalnych strategii rozwoju edukacji. Aby ułatwić i uspójnić prace samorządów, resort edukacji powinien ustalić, jakie wskaźniki ze statystyk publicznych powinny w przyszłości zasilić SMUP. Zwiększy to jego użyteczność.

Słowa kluczowe: polityka oświatowa, statystyki publiczne, wskaźniki, monitoring