

The summary of the doctoral dissertation “Schooling and Education Policy as a Part of the Historical Policy of the State (1989-2014). Dynamics of Changes in the Content of the Polish People's Republic” written by Joanna Kalużna at the Faculty of Political Science and Journalism (Adam Mickiewicz University in Poznań). The doctoral advisor of the dissertation was professor Andrzej Stelmach.

In the doctoral dissertation assumed thesis concerns the existence of the relationship between the changes in the field of public education referred to the Polish People's Republic and the exchanging of political elites in 1989-2014.

The content of education and schooling was defined as a result of the political interests and over the years it became a part of a detailed policy of the state – historical policy. Activities conducted within public education system were considered schooling activities. Changes of an organizational nature (number of hours of teaching the “history” subject and an introduction to the canon of school subjects “history and society” lessons) as well as core curriculum, school textbooks, and secondary school leaving examinations forms for both subjects: “history” and “history and society” were analyzed particularly. Moreover, activities conducted by the Institute of National Remembrance (Instytut Pamięci Narodowej – IPN) were also considered educational activities. In the dissertation the circumstances of IPN foundation, functioning and political disputes connected with this institution were described in detail. Additionally the content of IPNs publications and training courses dedicated to schoolchildren and teachers of “history” and “history and society” were cataloged and analyzed.

The fundamental questions of the dissertation were: What kind of memory of the Polish People's Republic has been created in the years 1989-2014 as a result of activities undertaken in schooling and education policy?; What sort of image of the Polish People's Republic does the visual memory create?; What events which took place in the Polish People's Republic are subject of oblivion?; What is the nature of collective memory’s canon of the Polish People's Republic which creates a non-academic public education?

The research methods used in the dissertation were empirical – thus the deductive-formal reasoning was frequently used, and were confirmed by the results of independent observation. Additionally the science literature was meticulously analyzed and in order to definitions used

by particular researchers, another ones – required in accordance to the subject of dissertation – were created. Based on the institutional-law method, the field of research focused on the particular acts, orders, decrees and sentences published between 1989-2014 and referred to the Polish school education. The content of school textbooks, secondary school leaving examinations forms for both subjects: “history” and “history and society” and educational activities conducted by the Institute of National Remembrance were analyzed by paying special attention to the language (discursive, nominal and allegorical) which was used to create the image of the past. Finally, to get to conclusion the comparative-historical analysis was conducted – common characteristics and differences were extracted and explanatory variables identified (by using “most similar” approach). Also the input-output method became indispensable – all the fields which were analyzed can be characterized within a high degree of mutual relations, and their impact is both: internal, and external. As particularly important elements of the system were recognized the Ministry of Education and the Institute of National Remembrance, with full awareness of the political and social impact.

The dissertation was divided into five chapters. In the first chapter not only an overview of theoretical stands particular researchers concerns historical policy (memory studies), but also the origins of the research on this social phenomenon are presented. In the second chapter there is described the evolution and current state of the legal basis of the education system in Poland. The most extensive part of the chapter consist of an analysis of the content of core curriculum in the subjects “history” and “history and society” in 1989-2014. The main content of the third chapter is the elaboration about secondary school leaving examinations forms in accordance to the presentation in them the history of Polish People’s Republic. The fourth chapter – which is the most comprehensive work – included the analysis school textbooks for teaching “history” and “history and society”. The last chapter of the dissertation contains the characteristics of the educational activities of the Institute of National in terms of recent Polish history. Completion of the work includes not only the answers to the research questions setting up in the introduction, but also numerous references to specific issues contained in the sections mentioned above and verification of the hypothesis. Finally, there is presented an estimate impact of the educational system on social system (intergenerational relations) and political and economic system (acceptation for political ideas and values, consent or disagreement for particular policies, the current economic model).