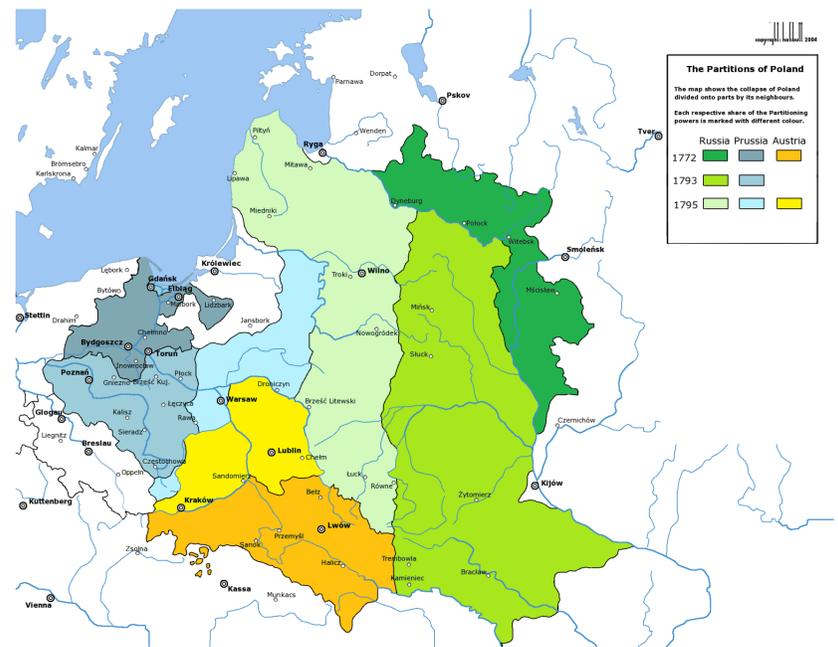


## Abstract

It can be stated that differences in attitudes towards education cannot be fully explained by socio-economic inequalities or direct inputs such as teachers or class size. The persistence of historical institutions is also an important issue. The aim of this presentation is to explain regional differences in attitudes towards education in reference to events that took place in nineteenth-century Polish territories. Consideration are based on quantitative and qualitative research. The results suggest that the period of partition had longer term effects on educational attitudes. In some regions education is seen as a key for gaining general knowledge, yet in other parts of the country it is seen as a tool for improving practical and technical skills.



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## Background

Path dependency of contemporary institutions:

- Longue durée (Fernand Braudel, 1980)
- Historical institutionalism (Douglass C. North, 1990)

Explaining different phenomena by the way of historical arguments:

- Social capital (Robert Putnam, 1993)
- Political choices and partitions (Jerzy Bartkowski, 2003)
- Social norms and partitions (Pawel Bukowski, 2015)

## History

The second half of 18th century: the Polish-Lithuanian Commonwealth divided between the Russian Empire, the Kingdom of Prussia and Habsburg Austria.

Differences in:

- economic development,
- general policy (ex. policy towards Polish language and culture),
- educational systems (ex. compulsory schooling, schooling network).

## Methods

- Quantitative techniques: computer assisted personal interviews (CAPI) within the parents of the students from secondary schools, representative sample, October 2017
- Qualitative techniques: in-depth interviews (IDI) with local experts, study-visits in three cities, June 2017
- Limitation: former Prussian, Austrian and Russian Partition

## Results

An analysis shows that there is a clear difference in the educational attitudes between regions which were under different regimes in the 19th and early 20th century.

- Former Prussian partition: promoting practical and technical skills as in 19th century an emphasis was put on vocational education and training; reluctance towards formal education
- Former Austrian partition: emphasis on general knowledge as in 19th century educational system was based on humanities; positive social attitudes towards education resulting from more tolerant and liberal rule (Pawel Bukowski, 2015)
- Former Russian partition: promoting STEM subjects; higher motivation to study resulting from relatively slower economic development (Louis Chauvel, 1999)

