POLISH MINISCHOOLS. MICROHISTORIES
OF DEMOCRACY AND PORTRAITS OF
PARENTAL INVOLVEMENT

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In the light of my interest in place-based education, I am intending to investigate the school ontology, where the school is understood as 'a phenomenon-in-place'. I assume that such phenomena are subject to numerous narratives that can be hermeneutically interpreted. More specifically, the topic of my research is mini-schools that – in accordance to the state policy – “should not exist” due to economic reasons, but have been rescued and still exist as a specific organizational and legislative case owing to the efforts of local communities in rural areas of Poland.

A crucial role in this process is played by parents who act present themselves as defending democracy. The conflicting and multi-layered character of this phenomenon is expressed in multiple and often conflicting narratives (including my own narrative of the researcher and interpreter). Therefore I may say that – basing on Clifford Geertz’s thick description – I present a microhistory of democracy in its parental and local dimensions.

Keywords:
Parental involvement, mini-schools, democracy, Polish transition.

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5 http://www.fio.org.pl (16.11.2010)