

Institutional and societal change that occurred in Poland after year 1989 had tremendous impact on many aspects of social life. One of the most significant consequences of these changes is related to decline in number of births and proliferation of 2+1 model of family. This research aims at explanation of this demographic trend with use of social class theory proposed by French sociologist Pierre Bourdieu. His theory predicts that each of three social classes (popular, middle and higher) could be characterised by different lifestyle, amount of social and cultural capital, and different set of norms and values. Taking into account Bourdieu's approach to explanation of social dynamics, project aims at exploration how these inter-class differences could translate into individual decisions concerning childbearing, childrearing and family formation. One of the main hypotheses in the project assumes that that class differences related to childbearing and childrearing in the context of societal change of 1989 has led to remarkable reduction in fertility of, mainly, middle class. This is due to pursue of middle class for upward social mobility which could be achieved by reduction in number of children and increase in material investments in order to ensure "better future".

Another important aspect of the project is related to use of social class as a factor that marks differences between Poles in their attitudes to childbearing and childrearing as well as norms transmitted to younger generations. This aspect seems to be of crucial importance taking into account, so-called, educational expansion that is universal strive for upward educational mobility which is present in Polish society after year 1989. As reported by OECD among Poles born 1948-1957 around 13% had higher level of education. This same figure for individuals born between 1978 and 1987 yields 41%. However, increasing level of homogeneity with respect to the level of education does not necessarily have to be related to actual lack of differences in individual approach to childbearing and childrearing.

Therefore we argue that use of educational attainment as an explanatory factor might be of declining significance. Thus, social class approach might be meaningful approach to explanation of differences in "reproductive strategies". This term denotes individual decisions concerning number of children, timing of pregnancies, childrearing models, meaning of education and individual approach to parenting.

Due to use of sociological theory for explanation of demographic issues, research is of interdisciplinary nature. Analytical part of the project uses quantitative data from two surveys. First one entitled "Families, generations and gender" allows for detailed analysis of demographic processes and individual level decision-making process with respect to main components of reproductive patterns. In this part, social class will be mainly used as an explanatory variable in statistical models. Second data source comes from survey entitled "Determinants of education in the context of individual decision-making process". This dataset allows for grasping the relations between process of education and changes in the social class attainment, which seems to be crucial with respect to observed differences in family formation process and childbearing.