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**INNOVATIONS IN GEOGRAPHICAL EDUCATION IN POLAND –  
CULTURAL AND INTERCULTURAL EDUCATION (IN THE LIGHT OF  
NATIONAL CURRICULUM, NEEDS AND CHALLENGES  
OF THE CONTEMPORARY WORLD)**

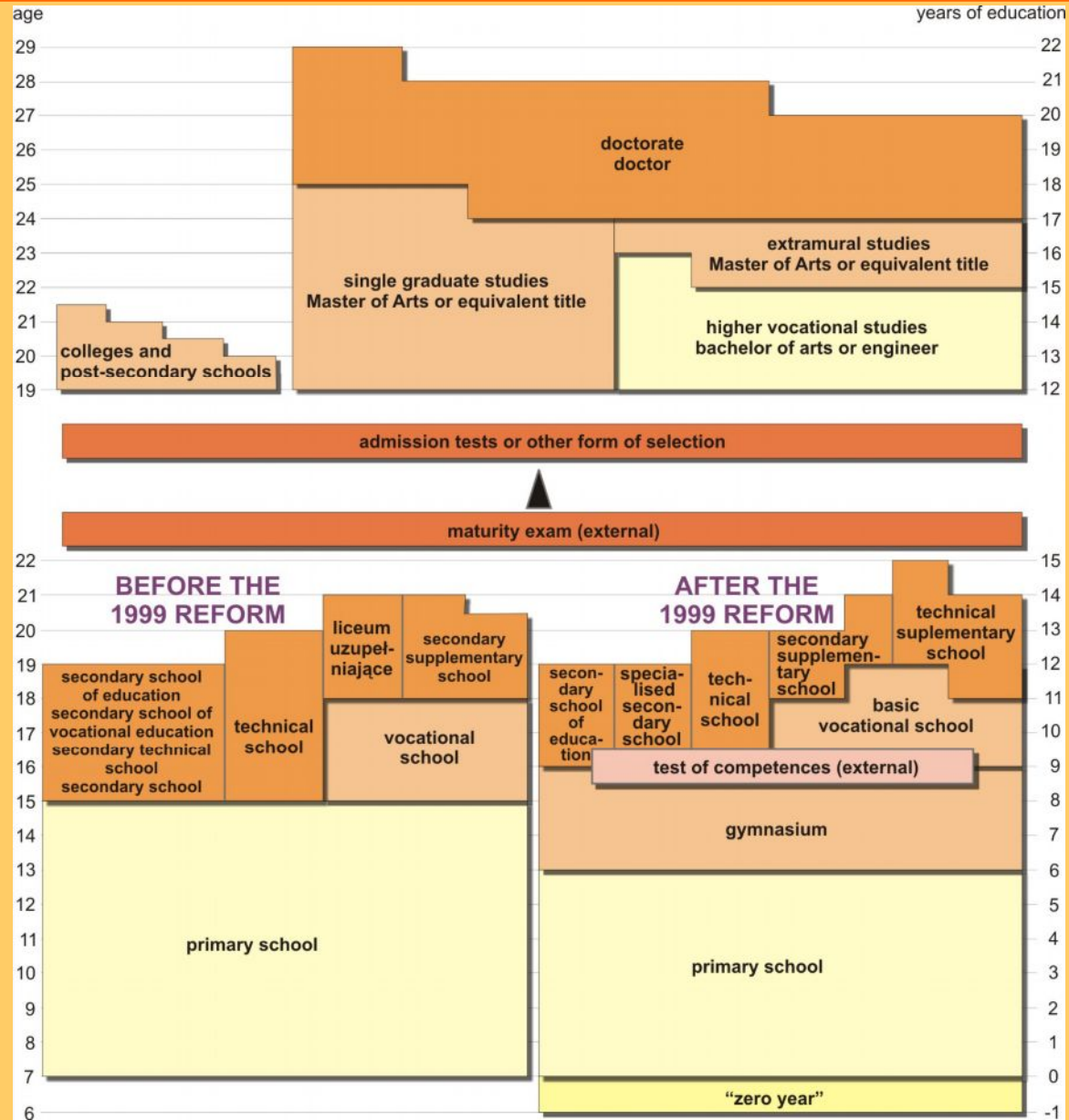
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## **SPHERES OF INNOVATIONS**

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- Innovations in the structure and concept of Polish system of education;**
- Innovations in the National Curriculum;**
- Innovations in Polish geographical education.**

# INNOVATIONS IN THE STRUCTURE



## **INNOVATIONS IN THE STRUCTURE AND CONCEPT**

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- 1. The obligatory period of education has been extended (zero class, compulsory education until 18);**
- 2. Extension of a post-gymnasium educational offer ;**
- 3. Exterior tests after gymnasium divided into 2 areas: humanities and mathematics combined with natural studies (geography);**
- 4. Exterior national maturity exam (2 levels: basic and advanced).**

## INNOVATIONNS IN THE NATIONAL CURRICULUM

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1. **More flexible the National Curriculum by comprising general educational aims, tasks to be realized by school;**
2. **The National Curriculum gives content for specific thematic blocks and description of pupils' achievements, which can be interpreted and implemented according to the ideas of the authors of programmes, handbooks and teachers;**

# **INNOVATIONNS IN THE NATIONAL CURRICULUM – GEOGRAPHY (gymnasium)**

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- 1. The Earth as a part of the Universe;**
- 2. The Earth as a habitat, its history and contemporary image;**
- 3. Interaction Earth-man;**
- 4. Management of the natural resources of the Earth;**
- 5. Contemporary economic, social and political changes on the continents and in selected countries;**
- 6. Sources of conflicts and attempts to solve them (on selected examples);**
- 7. Natural, human, economic and cultural potential of Poland;**
- 8. Poland in comparison with Europe and the world;**
- 9. Integration problems in the world, in Europe and in Poland;**
- 10. Examples of landscape protection in the world and in Poland.**

## **INNOVATIONNS IN THE NATIONAL CURRICULUM – GEOGRAPHY (secondary school)**

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- 1. The basics of using various sources of geographic information;**
- 2. Functioning of the Earth's natural system- the geosphere (phenomena, processes, interdependencies, natural disasters), environmental variability in time and space, ecological balance and natural disasters;**
- 3. Functioning and spatial relations and interdependencies in the man-nature-economy system; management types in nature and their consequences, case study: spheres, continents, countries;**
- 4. Causes and effects of the non-uniform distribution of people on the Earth;**
- 5. Demographic problems of societies. Contemporary migration of people (mobility); processes of transferring the settlement system (big cities, suburbia, village depopulation);**
- 6. The world in the phase of social, economic and political transformations, modernization, restructuring, globalization; the poor and the rich of the contemporary world;**
- 7. Armed conflicts and other socio-economic threats; processes of going from isolation to integration, cooperation between societies, the processes of integration and disintegration in Europe;**
- 8. Euroregions and partner cities as an example of international cooperation at the level of regions and municipalities;**
- 9. Conditions and natural, socio-economic and cultural consequences of development of tourism and recreation.**

# INNOVATIONNS IN THE NATIONAL CURRICULUM

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1. More flexible the National Curriculum by comprising general educational aims, tasks to be realized by school;
2. The National Curriculum gives content for specific thematic blocks and description of pupils' achievements, which can be interpreted and implemented according to the ideas of the authors of programmes, handbooks and teachers;
3. **Teachers can choose educational programmes and handbooks;**
4. **Introduction of new forms of didactic and educational work – interdisciplinary educational paths (a procedure which facilitate integration of knowledge and skills acquired during various lessons with visible educational inclination).**

## **CULTURAL AND INTERCULTURAL EDUCATION IN POLISH GEOGRAPHICAL EDUCATION**

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**May 2004 – accession of Poland to the EU and intensified processes of globalisation and transformation increased mobility of Poles;  
Migration movements and globalization are conducive to revealing multiculturalism on macro and micro scale;**

# CULTURAL AND INTERCULTURAL EDUCATION IN POLISH GEOGRAPHICAL EDUCATION

## Regional education – cultural heritage in the region

### Primary school:

1. The closest surroundings of the family home, neighbourhood and school.
2. General geographic and cultural characteristics of the region and its basic onomastics; main regional symbols.
3. The language of the region, local dialect and terminology.
4. Elements of history and their connection with history and the tradition of one's own family.
5. Local and regional traditions, celebrations, customs.
6. Local legends, proverbs, music, architecture, art, traditional craft, folk art and folklore.
7. Profiles of people meritorious to the local society, region and country.

### Gymnasium:

1. Localization and spatial diversification of the elements of the geographical environment of the region.
2. Importance of the region and its connections with other regions of Poland.
3. Characteristics and origins of regional society.
4. Elements of history of the region and its most important representatives.
5. Language of the region, local dialect and regional onomastics, traditions, customs, music.
6. Main natural and architectural monuments in the region.
7. History and tradition of one's own family in comparison with the history and tradition of the region.

### Secondary school - Lyceum:

1. History of the region in comparison with the history of Poland and Europe.
2. Natural, social, economic, cultural specificity of the region in relation with other regions of Poland and Europe.
3. The past of the region, its cultural heritage as the basis for understanding the presence of the region.
4. Prospects and chances for local development in national and international cooperation.
5. Promotion of the region in the country and abroad.

# **CULTURAL AND INTERCULTURAL EDUCATION IN POLISH GEOGRAPHICAL EDUCATION**

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**Implementation of cultural and regional education as fundament for intercultural education:**

- **avoid being arbitrary by getting to know the cultures of various groups without judging them and treating them in as a stereotype**
- **underline connection between the elements of regional and national culture and the elements of European and worldwide cultures;**
- **be able to go outside the framework of one's own group, which helps to build conscious identification and increases understanding of the other groups.**

# SUMMARY

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**1. In the age of globalization, integration and transformation, both in Poland and other countries of the world, cultural, regional and intercultural education, realised as a planned and deliberate educational and didactic process, seems to be indispensable.**

**2. All steps should be taken in order to ensure that implementation of the concept of this education will create an atmosphere of cultural pluralism at school, so that it would be transmitted to pupils' homes, neighbourhoods and finally to whole societies.**

**3. Watching with fear and often directly experiencing the results of lack of respect for the other in today's world, both on the micro and macro scale, let's us make use of the great potential of geography at all stages of education to create the desired beliefs and attitudes.**