



# GEOGRAPHY AND ENTREPRENEURSHIP EDUCATION AS A KEY TO UNDERSTANDING THE SURROUNDING REALITY.

Wioletta Kilar

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# Presentation schedule

1. Background
2. Purpose of the study
3. Short about education in Poland
4. Geographical education vs. reality
5. Entrepreneurship education
6. Conclusions and recommendations for the future

## BACKGROUND

### WHY EDUCATION MATTERS?

- As is well known, **in addition to the traditional factors** of economic development, **knowledge** (the concept of a knowledge-based economy) **is a key determinant of progress and socio-economic development of regions**, also constituting one of the most important production factors (Piróg 2013: after Kabaj, 2001; Kukliński, 2001; Chojnicki, Czyż, 2003; Borowiec, 2008; Zioło, 2008).
- In such a perspective, **knowledge becomes the basic capital and education becomes the most effective way to accumulate this capital.**

# BACKGROUND

## GEOGRAPHICAL EDUCATION

- Geographical education occupies a **very important position in the knowledge system.**
- One can encounter the opinion that “an important area of social life in which the application of geography is still an indisputable fact is education...” (Wilczynski, 2011b, p. 199).
- Additionally, given that we live in a rapidly changing world. (...) **Geography knowledge and skills are more than ever needed to understand the modern world”** (van der Schee 2012: 11).

## BACKGROUND

### ENTREPRENEURSHIP EDUCATION (1)

- **Entrepreneurship education**, although much shorter in practice in education at various stages, also already has a permanent position in the education system in many countries around the world.
- In some countries, it is seen as a school subject in which students learn how to start and run their own business. In other countries, the training programme is much broader.

# BACKGROUND

## ENTREPRENEURSHIP EDUCATION

- However, as pointed out by the author of the report entitled: “Entrepreneurship in education – what, why, when, how”, Martin Lackéus (2012:3-4),

“This is at the core of entrepreneurship and is also a competence that all citizens increasingly need to have in today’s society, regardless of career choice.”

# THE PURPOSE

- I would like to briefly answer the following question:

**how do geographical and entrepreneurship education contribute to the understanding and functioning in today's reality and to the students' finding their way in the present and adult life.**

- In my research I will mainly refer to examples from Poland, but also from other countries.

# Organisation of Education

- In each country, **education is organised along slightly different lines.**
  - In some countries, **the organisation of education takes place at national level,**
  - in others at **regional level.**
- However, **focusing today only on geographical education and entrepreneurship education,** these are school subjects which are taught from an early age.
- In research, each of these school subjects **draws on the findings of many different scientific sub-disciplines.**
- In Poland, **the education system is central in its nature.** Therefore, the same principles, teaching content and the way it is delivered apply in schools across the country.



# The Education System in Poland

**SYSTEM IS CENTRALISED** (the same principles, teaching content and the way it is delivered apply throughout the country)

## **STRUCTURE OF THE EDUCATION SYSTEM:**

A primary school level - eight years of education (children and adolescents aged 7-15)

### **A secondary school:**

- a 4-year general secondary school,
- a 5-year secondary technical school,
- a 3-year **vocational school** (level 1) or a 2-year vocational school (level 2, for graduates of a level 1 vocational school).

# EDUCATION IN POLAND

## GEOGRAPHICAL EDUCATION

- Geographical education starts in the Polish education system from
  - the first years of compulsory schooling, first **in integrated education**,
  - then takes place during **nature lessons** and,
  - with time, also **during geography lessons**.
- It includes both **educational content related to the processes of functioning**
  - of the **natural part of geographical**,
  - **socio-economic**,
  - but also **cultural space** (Zioło 1972).

# EDUCATION IN POLAND

## ENTREPRENEURSHIP EDUCATION

- **Elements of economic education** were introduced into the **education system by the core curriculum**, as compulsory content from the first year of primary school.
- However, the next stage was the introduction of **a compulsory school subject** in secondary school: **basics of entrepreneurship**.
- In education at university level, the subject is popularly included in study programmes in a variety of courses of study.

# EDUCATION IN POLAND

## ENTREPRENEURSHIP EDUCATION

- at secondary school level,
- twenty-two years of experience in entrepreneurship education at secondary school level
- the national core curriculum,
- four major educational reforms in Poland, which also concerned entrepreneurship education - a year ago “business and management” to replace the basics of entrepreneurship.

# EDUCATION IN POLAND

## ENTREPRENEURSHIP EDUCATION

- In general **entrepreneurship education in the core curriculum**, and now also in business and management, so **in the most important document on which curricula, textbooks, materials, study programmes** etc. are based, we do not find explicit provisions for sustainability and there is also no training strategy in this area.
- In education at university level, the subject is popularly included in study programmes in a variety of courses of study.

## WHAT CONTENT ALLOWS US TO BETTER UNDERSTAND THE REALITY AROUND US?

- So **we can ask** ourselves what content, appearing in compulsory education at different stages of education, allows us to better understand the reality around us?
- As can be seen from the research and analyses carried out, particularly of the **core curriculum, which is the most important document** in which the legislator indicates the scope of content and educational methods imposed top-down, in the two school subjects in question, **it appears that both school subjects are designed to explain the processes shaping the young person's environment.**

## EXAMPLE: ESD

- A good example of education adapted to the changing world and the needs of today's pupils and students is the content related to ESD (Education for Sustainable Development).
- **This content has appeared in the curriculum of both subjects, but from a different perspective.**

## SUMMARY AND CONCLUSIONS

### WHAT NEEDS TO BE DONE TO MAKE GEOGRAPHY AND ENTREPRENEURSHIP EDUCATION EFFECTIVE?

- **The content of education should be adapted to changing external and internal conditions.**
- It is important to **monitor the core curriculum** on an ongoing basis in order **to integrate the results of current scientific research into education.**
- Since education in these two subjects takes place at **different stages of education, it is necessary to adapt the methods and tools of education to the age of the students.** On the other hand, taking into account the development of civilisation, also **the techniques should be adapted to the capabilities of the instructor and the students** (it is not only with traditional methods that we achieve educational results today, teaching by example).



## SUMMARY AND CONCLUSIONS

### WHAT NEEDS TO BE DONE TO MAKE GEOGRAPHY AND ENTREPRENEURSHIP EDUCATION EFFECTIVE?

- **Knowing what competences are nowadays defined** as key in a student's present and adult life, it is important to develop them, **especially the ability to observe the environment, to think critically, and to make selections.**
- **Geographical and entrepreneurial education provide a background for functioning in a changing environment** and prepare - in terms of both knowledge and skills - to function in a rapidly changing world, but also to learn more about it.
- We should aim to build a future 3 according to Young and Muller's (2010) theory, remembering that both **knowledge and skills are necessary for conscious functioning**

# SUMMARY AND CONCLUSIONS

**we should aim for a balance - is needed between theoretical knowledge and practice**  
(skills training) – striving for FUTURE 3

Following Young and Muller's (2010) **concept (model) of the “three scenarios of the future,”**

- Future 1 is characterised by conservative teaching models focusing on traditional subjects and knowledge;
  - Future 2 is “forward-looking” with a rhetoric primarily concerned with skills, including learning skills;
  - **Future 3 is a knowledge-based curriculum focused on promoting epistemic (cognitive) access to powerful knowledge for all students.**
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- **Powerful knowledge** is knowledge that provides students with the intellectual capacity to analyse, explain, predict, evaluate and think about the world beyond their personal experiences, helping students to understand and navigate the world in which they live.

## SUMMARY AND CONCLUSIONS

WHAT NEEDS TO BE DONE TO MAKE GEOGRAPHY AND  
ENTREPRENEURSHIP EDUCATION EFFECTIVE?

- In conclusion, **we can say that we cannot stop the environment from changing.**
- This is true, but we can – we should! **prepare young people for rapid and unpredictable changes in the environment, and for adapting to situations as they arise.**

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- Thank you for your attention!
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