

TRAINING MATERIALS FOR TRAINERS AND TEACHERS

Get to know about Poland – Training Materials for Trainers and Teachers

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Dear All,

It is our great pleasure to introduce the publication *Get to Know about Poland – Training Materials for Trainers and Teachers*.

This guide has been prepared for teachers and trainers working with non-Poles as well as for those who wish to broaden their knowledge of Poland. The publication contains ten thematic scenarios that deliver information concerning culture, social life, economy and politics in contemporary Poland via the use of non-formal educational methods. The scenarios are enriched with a range of educational materials to make the planned activities as interesting and attractive as possible. Additionally, this guide contains some theoretical chapters devoted to general information about Poland, the promotion of Polish culture abroad and non-formal education methods. At the end of the book, you will find outlines of the workshops in Russian. We hope that thanks to this addition, our guide will reach a wider Russian-language audience. The guide is also complemented by ten short films and animations about Poland which are available on the YouTube channel of the Institute for Eastern Initiatives and on the project website www.aboutpoland.iwi.org.pl.

The publication has been prepared by a group of experienced trainers and lecturers within the project *Get to Know About Poland* run by the Institute for Eastern Initiatives. Thanks to funds from the Ministry of Foreign Affairs of the Republic of Poland, in July 2015 twenty representatives from the countries of Central and Eastern Europe and the Caucasus came to Krakow to extend their knowledge of Poland during thematic workshops and a variety of different meetings. The workshop scenarios included in this guide have been developed and tested by trainers. We hope that this publication will serve as an inspiration and provide substantive support during courses devoted to Poland.

On behalf of those who collaborated in the production of this guide and ourselves, we wish you an enjoyable and successful educational journey.

Agnieszka Słomian and Marcin Zybala
Content-related Editors

Danuta Gałyga – PhD in humanities, professor at the Institute of Russian and East European Studies of the Jagiellonian University (UJ) in Krakow. In the years 1990–2004, she worked as a lecturer at the Polish Diaspora Institute of UJ, where she specialised in teaching communication to groups of beginners. In 2004–2008, she was a member of the Audit Committee of Stowarzyszenie Bristol (the Bristol Association of Polish and Foreign Teachers of Polish Culture and Language). She deals with strategies for teaching and learning foreign languages, and she researches effective ways of teaching Slavic languages – Polish, Russian, and Czech. She is interested in modern technologies used for teaching foreign languages.

Marzena Ples – doctoral student at the Institute of Sociology of the Jagiellonian University, assistant lecturer at the Institute of Russian and East European Studies of UJ, coach and coordinator of youth projects. Currently, she conducts classes in the following fields: cultural studies with a specialisation in Russian studies, Eurasian studies, and sociology. She cooperates with the Institute for Eastern Initiatives and the Youth Development and Integration Association STRIM. She conducted international trainings, e.g. in Armenia, Austria, Estonia, Finland, Georgia, Kazakhstan, Moldova, Poland, Russia, Tajikistan, and the United Kingdom.

Agnieszka Słomian – doctoral student at the Institute of Russian and East European Studies of the Jagiellonian University, coach and educator, coordinator of research and educational projects. Founder and President of the Institute for Eastern Initiatives. She also cooperates with the association Wschodnia Perspektywa (Eastern Perspective) and the Kosciuszko Institute in Krakow. She has experience in conducting trainings, making educational films, and preparing teaching materials for foreigners. For several years she has cooperated mainly with Polish diaspora organisations from Kazakhstan, and NGOs from the countries of the Eastern Partnership, Central and Eastern Europe.

Tomasz Mazurek – screenwriter, producer of documentary and project films, creator of board games and workshop activities, coach in the field of video editing, e-learning educator. Vice President of the Foundation for the Development of the Education of the Deaf “Między Uszami”. In his work, he uses methods of informal education, writing skills, and film techniques. He creates and coordinates educational projects for the deaf. He produces promotional and project films for non-governmental organisations. He makes his own documentaries on educational, social and historical themes.

Marcin Zybała – doctoral student at the Institute of History of the Jagiellonian University, coach in the field of Polish history and culture, coordinator of research projects. Vice President of the Institute for Eastern Initiatives. Currently, he conducts classes in the field of history with a specialisation in teaching. He has experience in running workshops on Poland for the Polish diaspora in Ukraine and Kazakhstan. For several years he has cooperated with Krakow non-governmental organisations, for example in the area of advertising and PR for various projects both nationally (Szlachetna Paczka/Noble Box) and internationally (Get to know about Poland).



Chapter I

TEACHING KNOWLEDGE ABOUT POLAND

Danuta Gałyga



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1. Knowledge about Poland as an element of intercultural competence



Transferring knowledge about a given country means teaching about that country's reality, its history and its present, as well as the cultural identity of its citizens. Such an encounter with a country's history and tradition is meant to help people break down barriers, erase prejudice and stereotypes, and to discover what the new culture has in common with their own. This means an active confrontation with a foreign culture.

Since the mid-1980s, when foreign language education took an intercultural turn, more and more attention has been paid to teaching foreigners about Poland; since the mid-1990s, it has been considered a separate academic area. At first, knowledge about Poland was taught cognitively, by giving dry facts, dates, author and artist biographies, etc. Under the influence of communicative language teaching, such dry facts were replaced by tips on behaving and reacting in a given culture in a given situation. The goal was to help students understand everyday cultural phenomena.

The expansion of the European Union, with Poland soon becoming part of it, brought the intercultural approach¹ promoted by the Council of Europe to the fore in teaching knowledge about Poland. The intercultural approach is aimed at achieving so-called intercultural competence, meaning the ability to communicate between different cultures, nationalities and communities, resulting in an easier understanding of not only foreign cultures, but also one's own. When it comes to conveying intercultural competence while teaching about Poland, it is mostly concerned with preparing students to "coexist" with the Poles armed with the knowledge that, indeed, their behaviours are a result of their being Polish.

2. Knowledge about Poland: teaching programs



Although many attempts have been made to define the "minimal amount of knowledge about Poland", the question still remains open, and all decisions up to this point remain approximate. What follows is an account of the most interesting attempts to create a "universe" of knowledge about Poland and Polish culture.

In the early 2000s, in the Jagellonian University's Polish Diaspora Institute, Professor Władysław Miodunka taught seminars entitled *Language and culture in the teaching of Polish as a foreign language*. They were attended by specialists from centres throughout the country teaching Polish language and culture to foreigners. The academics had a chance to discuss the role of culture, reality and knowledge about Poland in the teaching of Polish as a foreign language. Their talks were summarised in the book *Culture in Teaching Polish as a Foreign Language*². One of the authors, W. Miodunka, referring to the Common European Framework of Reference for Languages³, stressed the importance of knowledge about the society and culture of a given language community. He proposed an outline for a teaching program in sociocultural competence.

1 This approach was supposed to help students adapt to a multilingual and multicultural reality, and to alert them that otherness is culturally conditioned, thus improving the elimination of preexisting prejudices and stereotypes.

2 *Kultura w nauczaniu języka polskiego jako obcego. Stan obecny – programy nauczania-pomoce dydaktyczne*, Miodunka Władysław (ed.), Universitas, Krakow 2004.

3 *Europejski system opisu kształcenia językowego: uczenie się, nauczanie, ocenianie*, Council of Europe: Daniel Coste et al.; translated by Martyniuk Waldemar; Komorowska Hanna (academic ed.), Wydawnictwa Centralnego Ośrodka Doskonalenia Nauczycieli, Warsaw 2003.

Przemysław E. Gębal from Warsaw presented a program for teaching the Polish reality⁴ to foreigners, a proposition for teachers of Polish as a foreign language both working in Poland and representing Polish culture abroad. The program specifies a place and a role for regional studies in Polish as a foreign language. The author advises the integration of regional studies with the teaching of language. Mirosław Jelonkiewicz, also from Warsaw, raised the issue of teaching knowledge about Poland⁵ by presenting the existing teaching materials. He also talked about the modernisation of the didactic process of teaching foreigners about Poland by switching to audiovisual means and to multimedia. Finally, he proposed including foreign-language didactic materials for teaching knowledge about Poland. Grażyna Zarzycka from the University of Łódź presented her concept of a *Small Lexicon of Polish Culture for Foreigners*⁶, the main purpose of which is to provide elementary knowledge of different aspects of Polish culture both to foreigners learning Polish and to Poles living abroad. Another interesting proposition came from the University of Wrocław, represented by Urszula Dobesz and her colleagues, who created a culture class program called *Around Poland in 30 hours*⁷. The program intends to direct foreigners towards issues important in terms of knowledge about Poland and to satisfy their curiosity about Poland and the Poles, and to help them to pass a certified exam in Polish language and culture in the future. Finally, the researches from Lublin prepared knowledge about Poland textbooks for foreigners. The issues contained in the first part of the *Closer to Poland*⁸ series are a starting point for further consideration. The books mostly offer general information about Poland and the Poles, Polish national symbols and language, and there is also a chapter on the greatest achievements in Polish science. The second part of the series presents three fields of Polish art, namely painting, music and film.

Those are only some of many program propositions, as the criteria on material choice still depends on each individual teacher and student group. As they start to work out a teaching program, each teacher is faced with choices concerning the material, that is what and how they should teach their foreign students about Polish civilisational achievements.

The primary aim of every program within a knowledge about Poland class or workshop should be to raise students' awareness of the existence of meanings different from those they know from their own languages, cultures, histories or traditions. Because of that, every new teaching program should be designed for the students to not only learn about the country's history and culture, but also its current political and social reality. Such a program should concentrate on chosen issues and both historical and current images to encourage students' curiosity and interest in Poland's cultural heritage. While teaching about the relationships between the past, the present and the future, the teacher should offer different ways of assessing historical events, to allow their students to look at Poland realistically and to counter-check any stereotypical convictions they may have.

4 Gębal Przemysław E., *Program nauczania cudzoziemców realiów polskich*, [in:] *Kultura w nauczaniu języka polskiego jako obcego. Stan obecny – programy nauczania-pomoce dydaktyczne*, Miodunka Władysław (ed.), Universitas, Krakow 2004, p.129-147.

5 Jelonkiewicz Mirosław, *Wiedza o Polsce jako element nauczania cudzoziemców języka polskiego. Przegląd wybranych materiałów dydaktycznych i pomocniczych*, [in:] *Kultura w nauczaniu języka polskiego jako obcego. Stan obecny – programy nauczania-pomoce dydaktyczne*, Miodunka Władysław (ed.), Universitas, Krakow 2004, p. 37-52.

6 Zarzycka Grażyna, *Mały leksykon kultury polskiej dla cudzoziemców. Opis koncepcji*, [in:] *Kultura w nauczaniu języka polskiego jako obcego. Stan obecny – programy nauczania-pomoce dydaktyczne*, Miodunka Władysław (ed.), Universitas, Krakow 2004, p. 151-160.

7 Dobesz Urszula, *W 30 godzin dookoła Polski: program zajęć kulturowych w Szkole Języka Polskiego i Kultury dla Cudzoziemców Uniwersytetu Wrocławskiego*, [in:] *Wrocławska dyskusja o języku polskim jako obcym: materiały z międzynarodowej konferencji Stowarzyszenia „Bristol”*, Dąbrowska Anna (ed.), WTN, Wrocław 2004, p. 505-508.

8 Butcher Anna, Guziuk-Świca Barbara, Laskowska-Manko Alina, *Bliżej Polski: wiedza o Polsce i jej kulturze. P. 1*, Wydawnictwo UMCS, Lublin, 2003, and Butcher Anna, Guziuk-Świca Barbara, *Bliżej Polski: wiedza o Polsce i jej kulturze. P. 2, Podręcznik do nauki języka polskiego jako obcego: poziom zaawansowany (C1, C2)*, Wydawnictwo UMCS, Lublin 2013.

Therefore, every program should include key elements such as: Polish history, geography, geopolitics, religious traditions and observances. A presentation of art is also essential, followed by information on material culture, basic values and national symbols. Including Polish history in the program will acquaint the students with the Polish nation's lasting values and traditions, and will allow them to place facts and historical events in the correct place in space and time. Learning about Poland's geography can help the student's orientation while in the country and to recognise its different natural riches. By showing the living conditions in Poland, we enable discussions about present-day Poland and its social problems. Finally, by showing Poland and its citizens' input into the European and world culture, we contribute to the students' acceptance of cultural diversity and tolerance, and to accepting Polish culture as well.

An important thing to consider while teaching about Poland is to enable foreigners who were not raised in Poland to understand the Poles, Polish history and culture, since the past is obviously unattainable in a direct way. Similarly, they often cannot directly visit and experience modern Poland's monuments, memorial sites and nature. When teaching knowledge about Poland, one should then turn to indirect means such as illustration, art, maps, outlines, graphs, models, movies etc., to help the students create a proper image of a given object or event.

As can be seen, teachers should not only pay attention to the content presented in class, but also to proper didactic methods, that is to say choosing appropriate material and ways of teaching, accompanied by encouraging the students towards creative work. Thus, it seems indispensable to use different types of sources and contributing to more efficient interaction with the Polish past and present. Methods of activation and simulations, that is the active participation of students in real situations, will help them to better acquaint themselves with the Polish mentality and behaviour in certain situations, allowing them to immerse themselves in Polish history and culture. Another tool to use is to discuss while encouraging student participation and to lecture while answering questions. This method also includes completing tasks using different visual and audiovisual materials. Another good choice is a description accompanied by demonstration.

The final question is this: should the actual teacher be Polish? The answer seems easy: not necessarily, as non-Polish teachers, thanks to combining knowledge about Poland and their own country, are best suited to know their compatriots' expectations and will be perfectly able to reach a student that is mindful and positively inclined towards Poland, its history and culture.

3. Using new media in teaching

Because of the rapid rise in new technologies, an appropriate choice of modern materials and methods of teaching knowledge about Poland must be made in order to encourage foreigners to learn about Polish history, culture, achievements or place in international affairs.

Several interesting new technological propositions have been recently created in order to respond to students' expectations. One of those is a free educational application called *Poland inspires!* intended for Polish children permanently living abroad. Its main aim is to get the young users interested in their national heritage via mini games about the achievements of nine famous Poles. What is important, the application is available for free, for mobile phones, tablets and iPads, via the largest digital distribution platforms such as Google Play and App Store⁹.

⁹ *Polska inspiruje!*, <https://play.google.com/store/apps/details?id=pl.rodziceprzyszlosci.polskainspiruje>, <http://rodziceprzyszlosci.pl/polskainspiruje/>

Another equally interesting modern teaching source is the open online textbook for the Polish diaspora called *Activate Poland!*¹⁰. According to the authors, the whole material is free, available to anyone interested, regardless of at what school they attend. The book can be also used in informal educational, home schooling, further language self-education and further study about Polish literature, history and geography. The textbook is composed by more than a thousand “atoms”. What is important, it can be used for different age groups and students at different levels of language proficiency. This is facilitated by a special online platform. The textbook is created in such a way that the teacher can choose their own favourite materials suitable for a specific group, thus composing their own individual textbook, available for download and printing. Within the same project, there is also an online portal called *Polish School!*¹¹, offering materials such as a guidebook for cultural activity organisers, teachers and parents at Polish schools abroad.

Another interesting way of making knowledge about Poland more appealing may be the Polish-made travel/documentary television show entitled *There's no place like Poland* (2012), first aired on TVP1¹², with subsequent reruns on TVP Polonia, TVP Historia and TVP ABC. The show's creators cooperated with the Polish Tourist Organisation in presenting interesting Polish regions and towns, their monuments and nature, as well as regional cooking.

A very original class can be taught using Tomasz Bagiński's 2010 animated short film called *The Animated History of Poland*¹³, showing chosen events from the country's history in an engaging way. The film was commissioned by the Polish Agency for Enterprise Development and completed under the academic guidance of a prominent historian, Professor Henryk Samsonowicz. It is worth adding that the movie advertised Poland at the 2010 World Expo in Shanghai and was awarded an Animago for Best Visualisation that same year.

A very popular recent trend are short films about Poland made by foreigners. One of them is a 5-minute road trip movie by an American, Matty Brown, entitled *BiPoland*¹⁴. Interestingly, his movie begins and ends in Auschwitz, as the author considers the place to be the world's most frequent association with Poland. As an anti-stereotype piece, *BiPoland* is a good source to use while teaching knowledge about Poland.

Another interesting example is *Poland is beautiful*¹⁵, a short movie produced by Agencja Reklamowa Bogaczewicz from Rzeszów, showing popular and scenic Polish landscapes filmed by a modern drone. The places shown include Lake Solina and the Wetlina Range in the Bieszczady Mountains, Słowiński National Park, the Old Town in Gdansk, the Białka Tatrzńska village, the Wisłok river gorge in Rymanów, the reservoir in Krasnobród, and the town of Rzeszów.

Other pieces worth mentioning are the short movies¹⁶ created within the *Get to know about Poland* project. The movies, co-financed by the Ministry of Foreign Affairs, promote knowledge about Poland by showing its history, contemporary culture, current economical, political and social issues, the Polish diaspora, and Poland's involvement in international affairs. The movies are available in English and Russian.

10 *Włącz Polskę*, <http://wlaczpolske.pl/>

11 *Polska Szkoła*, <http://www.polska-szkola.pl/>

12 *Nie ma jak Polska*, <http://www.niemajakpolska.tvp.pl>

13 *The Animated History of Poland*, <https://www.youtube.com/watch?v=stEuQamTLXw>

14 *BiPoland*, <https://vimeo.com/60002414>

15 *Poland is beautiful*, https://www.youtube.com/watch?v=Qbu_FRg8vuU

16 *Get to know about Poland*, https://www.youtube.com/watch?v=oyPPG2ZNg_c&list=PLswt3u5P0z5MHqZX-r_tmx-sIK5Fe9oS

The website of the Ministry of Foreign Affairs also features slides promoting Poland¹⁷ and a short movie¹⁸ called *Polish Diplomacy with the Polonia and for the Polonia*, showing different actions and projects within the Polish Diaspora.

4. Good examples



Teaching knowledge about Poland to foreigners is closely connected to teaching Polish as a foreign language. The Ministry of National Education, the Ministry of Science and Higher Education, and the Ministry of Foreign Affairs send Polish language and Polish culture teachers to work abroad every year. In most cases, the teachers are members of the BRISTOL Association of Polish and Foreign Teachers of Polish Culture and Polish as a Foreign Language¹⁹, which plays an important role in the promotion of the Polish language and Polish culture in Poland and abroad. The Association organises yearly conferences, allowing professionals to share their thoughts about language teaching and cultural education, discuss current problems, and present new materials and didactic methods.

*The Centre for the Development of Polish Education Abroad (ORPEG)*²⁰ is an institution assisting the teaching of Polish language, history, geography, culture and other classes taught in Polish to the Polish diaspora. Every year, the ORPEG sends teachers abroad to work with the Polish diaspora, mainly in the East, into historical places of exile (Russia, Armenia, Georgia, Kazakhstan) or areas with larger Polish populations (Latvia, Ukraine, Belarus, etc). The centre also appoints teachers to schools by Polish diplomatic posts. What is important, the ORPEG's website offers educational and didactic materials, sample teaching programs, tests, and class presentations. The ORPEG's "Polish Schools" base lists more than 400 schools from almost 50 countries²¹, listed alphabetically.

Foreign universities are prestigious places to learn Polish, offering Slavic and/or Polish Studies and courses of Polish. The language teachers are chosen via a competition run by the Ministry of Science and Higher Education and sent to universities according to the given centre's requirements²². The highest number of language teachers, paid by and delegated by the Polish Ministry, were only recently employed in such countries²³ like Russia (18 centres), Ukraine (13), France (9), Italy (7), Bulgaria and the UK (4 each), the Czech Republic, Moldavia, Romania, Slovakia and Hungary (3 each). As some countries, such as the US, do not have an agreement on academic and cultural cooperation with Poland, American colleges do not accept teachers delegated by the Polish Ministry. Polish language teachers are sent to the US by Polish universities within inter-university agreements. Some of the academics teaching Polish language, literature and culture received scholarships from the Kosciuszko Foundation. The number of Polish schools in the US is notable²⁴ (more than 150) and consistently rising. Most of the students and teachers have their roots in the post-1990 immigration wave (for economical reasons after the success of the Solidarity movement).

17 Polska dyplomacja z Polonią i dla Polonii, http://issuu.com/msz.gov.pl/docs/polska_dyplomacja_z_poloni___i_dla_/27?e=0/11466947

18 Polska dyplomacja z Polonią i dla Polonii, https://www.youtube.com/watch?v=RJI2zB_C-tc

19 Stowarzyszenie „Bristol”, <http://www.bristol.us.edu.pl/>

20 Ośrodek Rozwoju Polskiej Edukacji za Granicą, <http://www.orpeg.pl/>

21 Based on: *Wyzwania polskiej polityki językowej za granicą: kontekst, cele, środki i grupy odbiorcze*, Dąbrowska Anna, Miodunka Władysław, Pawłowski Adam (eds.), Ministry of Foreign Affairs – The Department of Public and Cultural Diplomacy, Warsaw 2012.

22 Polish language teachers are only sent to countries which have the right agreement with the Polish government.

23 Based on: *ibidem*, p.33.

24 Based on: *ibidem*, p. 28-29.

Polish teachers sent abroad²⁵ are not only supposed to teach Polish as a foreign language, but also to spread knowledge about Polish literature, history, culture, and art. Some of them share their interesting and/or extreme experience on the Association's pages. Below are some of these teachers.

Ms. Barbara Sabartha²⁶ teaches Polish in Germany, at the University of Bayreuth. She organises a Polish Christmas party with her students to bring Poland and Polish tradition closer. She has also managed to organise trips to Poland, to visit Krakow and Bayreuth's partner University of Poznań. Bayreuth's students take part in almost all of the events organised by the German-Polish Society, improving their knowledge about Polish history and culture, and becoming a "bridge" between Poland and Germany.

Ms. Jagna Malejka²⁷, who taught Polish in Japan, has tried to provide her students with as many Polish attractions as possible and teach them more about the country. Every two weeks, she would show them Polish movies subtitled in English, as students from other fields were also interested. She helped her students edit a Polish Studies newspaper called *Cześć [Hello]*, where they would publish texts related to Poland or Japan. She also organised a Polish Christmas party, frequented by almost all of the Polish language students, bringing Polish dishes they made themselves.

Ms. Katarzyna Siwczyk²⁸ had her teaching adventure in Mongolia. She taught at the National University of Mongolia, where the Polish language is taught from scratch. The first is therefore composed of pure language classes to enable the students to later understand subjects such as Polish culture, history, literature, economy and geography, business language, legal language, etc. In recent years, the University has organised Polish days, declamatory contests, demonstrations and the chance to sample Polish cuisine. In 2011, the students created a short movie to introduce the Mongolians to Polish tradition and culture. The movie features music performances, a play written by the students, and scenes of the most important moments in a Polish home. The event culminated in a knowledge about Poland contest open to all students of Slavic Studies.

Ms. Agata Rudzińska²⁹ taught in Kazakhstan. According to her, Kazakh students were eager to take part in any events connected to Polish culture and tradition. In November 2012, they saw the latest Polish movies thanks to a Polish movie festival in Almaty. There were celebrations of St. Andrew's day and Mardi Gras. The students learned Polish songs and national dances, and were eager to take part in Polish poetry declamatory competitions held by the Polish diaspora organisations in Almaty.

The Polish-German workshops on verbal and cultural communication³⁰ organised in August of 2014 in Cieszyn by the Faculty of International Polish Studies and the School of Polish Language and Culture of the University of Silesia are also worth mentioning. The workshops were co-financed by the Foundation for Polish-German Cooperation. During their stay in Poland, fourteen German students took part in language and culture classes. Thanks to being in contact with the other participants, they were able to learn not only about Polish culture, but others too. An important class was that on different problems in Polish contemporary culture, as well as Polish-German relations, concentrating on the so-called "difficult issues". The students discussed

25 For a list of centres teaching Polish culture and Polish as a foreign language, see: <http://www.bristol.us.edu.pl/polska.php>, <http://www.bristol.us.edu.pl/swiat.php>, http://www.bristol.us.edu.pl/szkoly_polskie.php

26 Based on: http://www.bristol.us.edu.pl/wykladowcy_na_swiecie.php?a=41

27 Based on: http://www.bristol.us.edu.pl/wykladowcy_na_swiecie.php?a=2

28 Based on: http://www.bristol.us.edu.pl/wykladowcy_na_swiecie.php?a=5

29 Based on: http://www.bristol.us.edu.pl/wykladowcy_na_swiecie.php?a=6

30 Based on: http://www.bristol.us.edu.pl/dobre_praktyki_promocji_jezyka.php

taboos in Polish and German culture and related political correctness. The German students were also able to take part in tandem classes with Polish students of Polish Studies and Culture Studies who had been taking German.

There are numerous other good examples, too numerous to fit in this chapter³¹. Polish Studies in Olomouc and Slavic Studies in Opole are among the especially notable and active centres. Within the cross-border cooperation project “Czech Republic – Republic of Poland 2007-2013”, Polish Studies at the Palacký University in Olomouc prepared their own project called “Czech-Polish cultural and didactic partnership”. The participants discussed the possibilities of intercultural dialogue between the Czechs and the Poles. The project included such events as Czech Days in Opole and Polish Days in Olomouc. The project was run under the aegis of the Ministry of Regional Development of the Czech Republic.

Finally, in April of 2014, the Ablai Khan University in Almaty organised a Polish-Kazakh-German seminar within the project called “Stereotypes? No way!”. The project included different lectures and seminars on stereotypes. During one of the meetings, the participants could see the results of the previous project, “Poland in the eyes of Kazakhs, Kazakhstan in the eyes of Poles”, carried out by the School of Polish Language and Culture at the University of Silesia, Poland, the Kazakh Ablai Khan University of International Relations and World Languages in Almaty, Kazakhstan, and the Chemnitz University of Technology, Germany.

³¹ See more at: http://www.bristol.us.edu.pl/dobre_praktyki_promocji_jezyka.php

4. The proposed literature and films

Websites:

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- "Polish School" educational portal (PL): <http://www.polska-szkola.pl/>
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- *Get to know about Poland* YouTube Playlist
(EN, RU): https://www.youtube.com/watch?v=oyPPG2ZNg_c&list=PLswt3u5P0z5MHqZX-_r_tmx-sIK5Fe9oS
- *Poland is beautiful*: https://www.youtube.com/watch?v=Qbu_FRg8vuU
- *The Animated History of Poland*: <https://www.youtube.com/watch?v=stEuQamTLXw>
- *Nie ma jak Polska* (PL): <http://www.tvp.pl/wiedza/przyroda/nie-ma-jak-polska>



Chapter II

PROMOTING POLISH CULTURE IN THE COUNTRIES OF CENTRAL AND EASTERN EUROPE AND THE CAUCASUS

Marcin Zybała



Get to know about Poland – Training Materials for Trainers and Teachers

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Cover photo: Retrospective exhibition of Olga Boznańska / Ministry of Foreign Affairs of the Republic of Poland / Source: Flickr.com

1. Ministry of Foreign Affairs and Ministry of Culture and National Heritage



A scheme for promoting Polish culture abroad was established after 1989 based primarily on the actions undertaken by the Ministry of Foreign Affairs (Ministerstwo Spraw Zagranicznych, MSZ) and the Ministry of Culture and National Heritage (Ministerstwo Kultury i Dziedzictwa Narodowego, MKiDN). Promoting Poland through culture, especially in recent years, has become an important element influencing the image of our country abroad. Currently, actions undertaken to promote Poland not only include supporting national cultural initiatives taken by Polish communities and promoting the Polish language abroad, but are also an element of creating public diplomacy and developing a national brand. Both public diplomacy, which is the creation of favourable opinions and attitudes towards a given country on the international arena, and national branding, understood as creating a coherent image of the country abroad, use the promotion of culture. Changes in Polish diplomacy, which occurred mainly after Poland's accession to the European Union in 2004, increased the possibilities of cooperation between cultural institutions in the country and abroad, and at the same time enhanced the need for the conscious creation of Poland's image, especially among our neighbours and in countries which have political, economic or cultural relationships with our country.

This chapter is an attempt to characterise Poland's institutional scheme of promoting its culture abroad. In addition to the analysis of the activities undertaken by the centres of power and culture, this chapter will include a brief overview of the key events and initiatives promoting Polish culture which took place in the past five years in selected countries in Central and Eastern Europe and the Caucasus.

As stated in the introduction, the institution primarily responsible for promoting Poland abroad is the Ministry of Foreign Affairs, and particularly the Department of Public and Cultural Diplomacy. Public diplomacy, *including informative activities which aim at shaping external public opinion favourable to Poland (...), strengthening the prestige of our country on the international arena (...) and enhancing its position as a valuable political, economic, scientific, social and cultural partner*, creates and initiates actions aimed at building a positive image of Poland¹. In the *Polish Foreign Policy Priorities for 2012-2016*, objectives and activities related to promoting Polish culture were defined for the diplomatic corps and cultural institutions operating in the country and abroad. The most important tasks include, for example, several challenges related to creating cultural policy such as *developing slogans and a campaign promoting Poland abroad, the single communication policy, maintaining consistency of promotional activities, creating an effective system (economy, culture, education, tourism, etc.) of Poland's promotion abroad and introducing the rules of its coordination, for example through strengthening interdepartmental cooperation in this regard*². The Ministry of Foreign Affairs attempts to achieve these goals through an annual competition entitled *Cooperation in the Field of Public Diplomacy*. The competition announced by the MSZ aims to boost the image of Poland among the international community, for example through the formation of its positive image and recognition of the *Polska* brand. The competition is open to non-governmental organisations and various cultural institutions that wish to be involved in public diplomacy. It is worth noting that in 2014 a document containing the rules for communicating the *Polska* brand³ was developed, which includes guidelines for the creation and use of the *Polska* brand to promote

1 Ministry of Foreign Affairs of the Republic of Poland: https://www.msz.gov.pl/polityka_zagraniczna/dyplomacja_publiczna/

2 Polish Foreign Policy Priorities for 2012-2016, <http://www.msz.gov.pl/resource/aa1c4aec-a52f-45a7-96e5-06658e73bb4e:JCR>

3 Rules for Communicating the Polska Brand, <https://www.msz.gov.pl/resource/c65db42c-a89f-44df-a5d2-dc56d3813ec8:JCR>

Polish projects on the international arena. The activities undertaken by the MSZ aim to raise the recognition of Poland in the world and increase access to Polish culture, thus building an understanding of and support for the Polish *raison d'État* and policies of the Polish authorities. For this purpose, the interdepartmental cooperation between the Ministry of Foreign Affairs and the Ministry of Culture and National Heritage would appear to be advantageous.

The Ministry of Culture and National Heritage conducts its tasks related to promoting Polish culture abroad through the specialised Department of International Relations whose main job is to coordinate international cultural cooperation between Poland and other countries as well as international organisations (in particular the United Nations, the European Union and the Council of Europe). The Department initiates international activities, for example through institutional and financial support for initiatives and projects promoting Polish culture abroad, as well as through initiating and implementing bilateral and multilateral agreements in the field of cultural cooperation. One of the main tools used by the MKiDN to implement this policy is 'The Minister's Promise Grant Programme', which aims to create a positive image of Poland abroad and a permanent dissemination of awareness of the artistic and intellectual achievements of Poland and the Poles. Various projects on a European and intercontinental scale were completed within this programme. The list of projects funded under the programme is available on the website of the Ministry.

2. International Cultural Centre and Adam Mickiewicz Institute



In order to promote Polish culture abroad, the MKiDN cooperates with two cultural institutions operating in the country which aim to promote Polish cultural heritage in the world. The institution which was the first to support national initiatives for the promotion of Polish culture abroad was established in 1991 – the International Cultural Centre (Międzynarodowe Centrum Kultury, MCK) in Krakow. This is a state research, educational, publishing and exhibition institution, which accomplishes a mission of public diplomacy through international dialogue in culture. A cultural area of particular importance for the MCK since its establishment has been Central Europe. One of the main activities carried out by the MCK is the 'Thesaurus Poloniae', a scholarship programme addressed to foreign scientists conducting research on the culture, history and multicultural heritage of the Republic of Poland and Central Europe⁴. Thanks to the cooperation within the Visegrad Group, an annual specialised summer course 'Management of UNESCO World Heritage Cultural Sites in Visegrad Countries' is organised by the MCK, and every two years it is the host of the international 'Heritage Forum of Central Europe' conference, which is an arena for sharing experiences on cultural changes in the region⁵. A similar role is played by the scientific journal *Herito* issued by the MCK, which is largely devoted to culture in Central Europe. MCK is also a vibrant academic and publishing institution. Publications issued by the MCK constitute a valuable source of information on the state of research of Central European culture.

Since 2000, the activities of the International Cultural Centre have been supported and complemented by the Adam Mickiewicz Institute in Warsaw (Instytut Adama Mickiewicza, IAM) – it is an institution which comprises specialised departments cooperating with the MKiDN which coordinates 10 major projects. All IAM activities are aimed at developing cultural cooperation between Poland and other countries. The Institute accomplishes its strategic objectives – namely to increase the value of the *Polska* brand, raise the efficiency and effectiveness

4 Thesaurus Poloniae: <http://mck.krakow.pl/thesaurus-poloniae>

5 Management of UNESCO World Heritage Cultural Sites in Visegrad Countries: <http://mck.krakow.pl/management-of-unesco-world-heritage-cultural-sites-in-visegrad-countries>.

of communicating the *Polska* brand in terms of culture and maintain the position of the fifth largest player in the European cultural exchanges – for example via international cultural projects addressed to the majority of European countries, as well as the Americas and Asia. One of the main programmes promoting Polish culture is *Polish Culture Worldwide*, allowing artists to apply for funding for their international projects. Every year, reports are issued by the IAM with information on the most important activities undertaken by Polish artists promoting their creative activity worldwide⁶.

3. Polish Institutes and teaching Polish abroad



Polish Institutes play a significant role in promoting Polish culture abroad. Acting in many countries, the various Polish Institutes actively disseminate knowledge about Poland through the implementation and support of cultural events. The most important tasks executed by the institutes include not only promoting Polish culture, but also analysing areas of cooperation in the cultural field between Poland and other countries. As many as 13 of 23 Institutes operate in Central and Eastern Europe with their headquarters in Leipzig, Dusseldorf, Berlin, Prague, Bratislava, Kiev, Minsk, Vilnius, St Petersburg, Moscow, Budapest, Bucharest and Sofia⁷.

A system of teaching Polish as a foreign language is of particular importance in terms of promoting Polish culture abroad. Activities aimed at promoting knowledge of Polish are taken primarily by the Ministry of Science and Higher Education (MNiSW) and the Centre for the Development of Polish Education Abroad (Ośrodek Rozwoju Polskiej Edukacji za Granicą, ORPEG)⁸. Every year, Polish courses are organised in many countries not only for the Polish Diaspora and Poles living abroad, but also for anyone interested in learning Polish. It is worth noting that the task of the ORPEG include assigning teachers to work in educational institutions abroad. In this way the institution promotes the learning of Polish outside Poland.

4. Cultural events aimed at promoting Polish cultural heritage



The changes taking place in building a coherent strategy for promoting Polish culture abroad have created the possibility for a series of promotional activities to be undertaken in Central and Eastern Europe and the Caucasus. Over the past years throughout the world, especially in the immediate vicinity of Poland, in Central and Eastern Europe as well as in the Caucasus, a number of cultural events aimed at promoting Polish cultural heritage have taken place. Among these could be mentioned the so-called 'years of Polish artists', which means that each year is devoted to a different figure. Hence, Polish culture can be identified with particular artists. One of the most intense in terms of the number of cultural events was the year 2011 – called Miłosz Year. There were, for example, scientific conferences and poetry readings in three homelands of Czesław Miłosz: Lithuania, Poland and the United States⁹. Events describing the achievements of Miłosz also took place in Russia, Romania, Ukraine and Hungary. In 2011 alone, 50 new translations of the works of the Polish Nobel Prize winner were published, including translations into the languages of Central and Eastern Europe countries.

⁶ All reports are available on the IAM website: <http://iam.pl/pl/o-instytucie/raporty/raport12-13>

⁷ The List of Polish Institutes is available at: <http://www.instytutpolski.org/>

⁸ The activities of the Ministry of Science and Higher Education: <http://www.nauka.gov.pl/jezyk-polski-zagranica/lektoraty-jezyka-polskiego-za-granica.html> and ORPEG: <http://www.orpeg.pl/>

⁹ Miłosz Year 2011: <http://culture.pl/pl/wydarzenie/2011-rokiem-czeslaw-milosza>

One of the most interesting initiatives of the Adam Mickiewicz Institute was to establish, in 2011, a band called I, CULTURE Orchestra¹⁰ made up of young musicians from Poland and Eastern Partnership countries, that is Armenia, Azerbaijan, Belarus, Georgia, Moldova and Ukraine. The aim of the project is to build a dialogue between the countries of Eastern Europe and the Caucasus through musical activities. Since its establishment, I, CULTURE Orchestra has played 29 concerts, for example in the UK, Germany, Belgium, Spain, France, Sweden, Iceland, Denmark, Lithuania, Armenia, Azerbaijan, Belarus, Georgia, Moldova and Ukraine.

The year 2011 saw the greatest promotion of Polish theatre in Russia. During one of the most prestigious theatrical events, that is Golden Mask Festival in Moscow, 26 events were held connected with Polish theatre (among other performances and meetings with authors). Two years later, the Adam Mickiewicz Institute organised the DA!DA!DA! Festival, where eleven Russian performances¹¹ were held in Poland at the same time.

In 2012 a series of international events promoting the work of Bruno Schulz took place. The Festival of Bruno Schulz in Drohobych in Ukraine was of considerable importance during which young Ukrainian writers debated the impact of Schulz on Ukrainian contemporary literature¹². This was accompanied by celebrations of Schulz Year during the Book Fair in Lviv.

In 2012, Polish culture was promoted not only in Ukraine but also in Germany. During Klopsztanga, a festival of contemporary Polish culture in twenty German cities, seventy Polish cultural events took place¹³. The festival was an independent cultural event which met with great interest. The name referred to Silesian culture, which is a fusion of Polish and German culture (in the Silesian dialect 'klopsztang' means 'beater' and is associated with a meeting place for neighbours).

In 2013 there was an annual event entitled *The Rise of Eastern Culture* linking the Polish culture and the cultures of the countries of the Eastern Partnership¹⁴. Three Polish cities: Rzeszow, Lublin and Białystok started cooperation in dance, music, photography, theatre and literature with organisations and groups operating in the Eastern Partnership countries. The project, which has been in operation since 2011 under the name European Stadium of Culture (up until 2013 without Białystok), aims to support local initiatives of cultural institutions and artists, an exchange of artistic projects between cities, as well as joint ventures carried out by artists from the Eastern Partnership countries. In 2014 alone, during the *Rise of Eastern Culture*, 200 cultural events were attended by 1,000 artists from 32 countries.

An initiative which will soon open up new prospects for promoting Polish culture in western Ukraine, is already underway – the Centre of Polish Culture and European Dialogue in Lviv, a place which is to become a modern multimedia centre of culture, science, promotion of the Polish language and national traditions. Intensified efforts to set up a permanent institution since 2012, and the culmination of often arduous negotiations between representatives of the Polish minority with the city authorities culminated in the start of the project in 2013. In November 2015, the construction was officially inaugurated and the opening of the Centre of Polish Culture and European Dialogue is planned for the 11th November 2017.

10 I, CULTURE Orchestra: <http://www.orchestra.culture.pl>

11 DA!DA!DA! Festival: <http://culture.pl/pl/wydarzenie/rosjanie-w-warszawie-dadada>

12 Bruno Schulz Festival in Drohobych: <http://www.brunoschulzfestival.org/>

13 Operacja: Klopsztanga. Polska ofensywa w Niemczech [in:] "Dziennik Zachodni", <http://www.dziennikzachodni.pl/artykul/546721,operacja-klopsztanga-polska-ofensywa-w-niemczech,id,t.html>

14 The Rise of Eastern Culture: <http://wschodkultury.eu>

A Report on the Promotion of Poland Through Culture¹⁵ issued by the Ministry of Culture in 2008 includes recommendations for shaping Poland's promotional policy abroad. Among the most significant recommendations which were implemented by 2015 include the need for a comprehensive mechanism for communicating the *Polska* brand via the adoption and implementation of the aforementioned *Rules for Communicating the Polska Brand* as well as the need to support individual culture-shaping entities via a system of grants, enabling both individual and institutionalised cultural activity. The challenges still facing the state institutions that promote Polish culture abroad include, for example, the need to develop a coherent image campaign and establish effective interdepartmental cooperation. Public assessment of the actions undertaken by the Polish state and cultural institutions remains ambiguous. On the one hand, the importance of recent documents, which help to boost the promotion of Poland via culture, is emphasised. Experts and commentators emphasise the value of measures such as developing rules for communicating the *Polska* brand abroad and combining activities in the sphere of culture and tourism. The weaknesses still include: the problem of insufficient funds for the implementation of projects relating to promoting Polish culture and the lack of innovation in creating Polish cultural solutions or financial constraints on the promotion and export of Polish achievements within the culture¹⁶.

¹⁵ Reports on the state of culture in 2008, [http://www.kongreskultury.pl/library/File/RaportPromocja/promocja\[1\].kult_raport_w.pelna.pdf](http://www.kongreskultury.pl/library/File/RaportPromocja/promocja[1].kult_raport_w.pelna.pdf)

¹⁶ The diagnosis of promoting Polish culture abroad is available on the Culture Congress website: <http://www.kongreskultury.pl/title,pid,590,oid,1236.html>

5. The proposed literature and films

Websites:

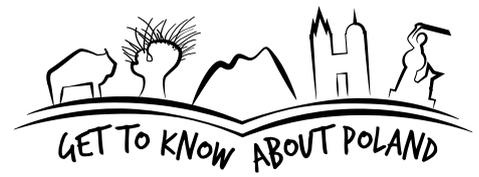
- The quarterly Herito (PL, EN): <http://www.herito.pl/>
- Adam Mickiewicz Institute (PL, EN): <http://iam.pl/pl>
- Ministry of Culture and National Heritage (PL, EN): <http://www.mkidn.gov.pl/>
- Ministry of Foreign Affairs (PL, EN): <https://www.msz.gov.pl>
- International Cultural Centre (PL, EN): <http://mck.krakow.pl/>
- A list of Polish Institutions abroad (PL, EN): <http://culture.pl/pl/artykul/instituty-polskie>
- Portal culture.pl (PL, EN, RU): <http://culture.pl/pl>
- I, CULTURE Orchestra (PL, EN, RU): <http://www.orchestra.culture.pl>

Books:

- *A survey to determine the image that Poland should promote abroad*, Laboratory for Social Research, Warsaw 2013: <https://www.msz.gov.pl/resource/972c041f-58a2-4119-bc2a-a54a1d896f63:JCR>
- Florek Magdalena, Jankowska Marta, *Eye on Poland. Promocja i wizerunek Polski w oczach międzynarodowych ekspertów marketingu miejsc*, European Place Marketing Institute, Warsaw 2012: <http://bestplaceinstytut.org/www/wp-content/uploads/2012/02/Eye-on-Poland-raport-w-pol.-wersji.pdf>
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- Maćkowska Renata, *Kształtowanie wizerunku Polski w krajach Unii Europejskiej*, Colloquium Wydziału Nauk Humanistycznych i Społecznych, II/2012: <http://colloquium.elsite.eu/images/numery/VI/RM.pdf>
- *Promocja Polski. Narzędzie wspierania konkurencyjności?*, red. Alojzy Nowak, Krzysztof Opolski, Jarosław Górski, Wydawnictwo Naukowe Wydziału Zarządzania Uniwersytetu Warszawskiego, Warszawa 2010.
- *Promocja języka i kultury polskiej na świecie*, red. Jan Mazur, Pub. UMCS, Lublin 1998.
- *Report on the activities of the Ministry of Culture and National Heritage in years 2008-2015*, Ministry of Culture and National Heritage, Warsaw 2015: http://www.mkidn.gov.pl/media/_img/raport/Raport_MKiDN_MINISTERSTWO.pdf
- *Rules for Communicating the Polska Brand*, Ministry of Foreign Affairs, Warsaw 2013: <https://www.msz.gov.pl/resource/f188d84a-2c10-4ebb-8055-d88eb669c70a:JCR>

Films:

- *Advert of Poland* (EN): <https://www.youtube.com/watch?v=eOyASS2Ecvc>
- *Poland is beautiful*: https://www.youtube.com/watch?v=Qbu_FRg8vuU
- *Poland seen from the air*: <https://www.youtube.com/watch?v=Ms25ntlIVUw>
- *Polish seen from eagle eyes. 10 years in European Union* (PL):
<https://www.youtube.com/watch?v=37tGTpOg0hk>.
- *Poland – an amazing and beautiful dream* (EN): <https://www.youtube.com/watch?v=qMNMeJ-qG7U>
- *Poland – Feel invited* (EN): <https://www.youtube.com/watch?v=jXPeofkW-Pw>



Chapter III

CONDUCTING THE TRAINING SESSIONS AND WORKSHOPS

Agnieszka Słomian



Get to know about Poland – Training Materials for Trainers and Teachers

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1. Learning process

The teaching process should not rely solely on the teacher or trainer communicating the knowledge – the willingness of a student to assimilate the knowledge as well as his or her abilities are of crucial importance here. Tendencies in the learning process largely depend on information channels. In terms of habits and predispositions, several groups can be distinguished: auditory learners who prefer verbal messages, for example, lectures and discussions, visual learners who prefer visual messages, for example, presentations and illustrations, and kinaesthetic learners who learn most effectively through activities in which they are actively involved. It is worth mentioning the so-called “Cone of Learning” (or Dale’s Cone) according to which we remember things mostly via experience, observation and design. Dale’s Cone determines the amount of information that we are able to memorise relative to the involvement of various senses and processes:

- 10% of what we read (reading),
- 20% of what we hear (listening),
- 30% of what we see (watching illustrations),
- 50% of what we see and hear (watching films, exhibits, live demonstrations),
- 70% of what we say and write (giving lectures, participating in discussions),
- 90% of what we say and do (role-playing, preparing and participating in experiments, designing and carrying out experiments by oneself).

Due to the various ways in which students acquire knowledge, the trainer or teacher should choose the methods and forms of work in such a way as to best support the learners. In addition, while planning activities they should pay attention to the following aspects: goals and methods, available teaching aids, characteristics of the group (number, age, knowledge and skills of the participants), duration of the course and independent factors (place – space for courses, equipment, time of the day).

Any activities aimed at broadening knowledge and developing practical skills, while at the same time not taking place within a formally established education system, are included in the so-called non-formal education category which, by using active methods, such as group work, games and simulations, or interactive activities, is closely associated with the personal and emotional experience of the participants, both physically and mentally. The teacher-student relationship is much less formal and focuses on bilateral activities. The learning process is tailored to the student’s needs and is much more flexible than in formal education, and the applied methods and forms of work are considered to be those which can activate the learners. Below are some examples of activating teaching methods and techniques.



2. Activating teaching methods and techniques

Pair Work

Pair work is a good choice if: the group is large, the participants do not know one another well, the leaders stand out and want to speak, or your aim is to involve every participant in the discussion. When the participants work in pairs, they have more time for the presentation and discussion of the issue, and they can speak more freely. After several minutes of debate, each pair should share with others the information about the course of their conversation and the conclusions.

Group Work

Group work helps to develop team work by drawing on the group members' knowledge, talents and skills; it allows everyone to take part in the exercise. During group work, the participants can improve: *communication skills*, including expressing themselves and listening to others; *cooperation skills*, such as aiming at a common goal; *decision-making skills*, including finding solutions.

Association Chart

An association chart is used for defining concepts by means of various associations, or for finding creative solutions to problems by making a list of possibilities. Participants can work in two groups – each group writes down their associations or answers to given questions, then the groups swap their sheets and complement the association charts with new ideas. In the end, the participants discuss their associations and ideas together.

Mind Map

A mind map pools the experiences and knowledge of the participants, who present a problem or issue in a visual form, which helps to order and group pieces of information, and find the connections between them. The teacher writes down a key word, problem or question in the centre of the sheet. The participants prepare their own associations on the given concept, and express them as sentences, words, drawings or symbols; then, they put them in order, create groups of ideas, and write them down on the main sheet. They look for patterns and correlations between the concepts, and present them by drawing colourful lines, pictures or symbols.

Metaplan

A metaplan teaches argumentation, as well as the presentation and defence of one's own point of view; it helps to develop the skills of analysing, assessing facts, and drawing conclusions. The participants discuss a given topic, while creating a poster as a visual summary of their conversation. The poster should contain visual elements, such as circles, rectangles, clouds, in which the following aspects are written down: Topic; *How is it?* – a description of the actual state of affairs, *How should it be?* – a description of an ideal state of affairs; *Why is it not how it should be?* – reasons for the discrepancies between the actual and ideal states; Conclusions – they should serve as a trigger for further actions.

Decision Tree

A decision tree enables a thorough analysis of a problem that has more than two solutions; it helps to make choices and decisions in difficult and ambiguous situations. Participants adopt aims and values to guide them through a decision process; they then analyse a given problem, note down the advantages and disadvantages of different solutions, and then assess whether a particular solution would have a positive or negative outcome. It is worth taking advantage of the visual structure of a tree, where the root is a situation that requires some kind of response; the lower boughs are possible solutions, while the branches above them are the results of the solutions proposed and the treetop holds the aims and values.

Brainstorming

Brainstorming facilitates the introduction of a new subject, solving a specific problem, or finding answers to a given question. It uses the participants' creativity via a quick and spontaneous production of various ideas. All words, solutions and associations, no matter how crazy, are written on a board – it is important to refrain from assessment or judgement. Participants inspired by each other can create a lot more ideas than they could when working on their own. Then, the ideas should be grouped and analysed, and the ones which would lead to solving the given problem should be developed. ***Writing on the wall*** is a form of "individual" brainstorming – first, participants write down their ideas and associations individually on post-it notes, then stick them to a wall, compare and discuss them.

Expert Puzzle

An expert puzzle is an information gap activity that actively engages the participants in the learning process. They need to remember a certain amount of information that is dividable into coherent parts (puzzle pieces). Each participant should learn all the information, using the knowledge of others. The participants work in so-called expert groups – each of them receives an issue which should be understood and remembered, and then explains it to the members of another group. Then the teams swap places, and the participants convey what they have just learned to others.

Learning Stations

This strategy teaches how to use acquired knowledge in practice, as well as seeking and ordering information from many sources. The participants become familiar with different issues by visiting learning stations where they find didactic materials and tasks to be performed. In the end, the participants present models, texts or solutions, and they tell the others what was important for them at a given station.

Pyramid Discussion (Snowball)

A pyramid discussion develops the abilities to agree on a common position, negotiate and formulate thoughts. The participants describe a given issue or solve a problem individually, then in pairs, then in groups of four, eight, etc. It is important to develop a common position both in small subgroups, and eventually as a whole group.

Panel Discussion

A panel discussion requires the participants to make substantial preparations beforehand. This entails a division into two groups – the speakers (experts who present a given issue, and then lead a joint discussion) and the audience (people who ask questions and complement the discussion with comments). The speakers' discussion is moderated by the teacher who finally summarises the substantive content of the discussion, the participants' justification skills, and the arguments presented by them.

For and Against Debate

A for and against debate provides an opportunity to analyse problems from various points of view. Participants are obliged to respond to a given issue, then develop their arguments and present them as a debate. The teacher writes arguments and counterarguments on a board or a flipchart which are then discussed and conclusions drawn.

Oxford Debate

An Oxford debate enables a complex analysis of given issues. Two teams, supporters and opponents of an idea, take part in a debate on a previously agreed topic. Each team assigns people responsible for the presentation and justification of arguments and counterarguments, and for summarising their standpoint. The audience can ask questions, and at the end of the debate they support a particular group.

Six Thinking Hats

The Six Thinking Hats technique is a creative way of solving problems by indicating six different perspectives from which the problem can be viewed. Simple argumentation and the defence of one's position develops into a constructive discussion, during which a certain position concerning the issue is adopted. The hats are of various colours symbolising different perspectives from which the problem or situation is viewed: *white* – objectivity, neutrality, data, facts; *black* – difficulties, mistakes, flaws, pessimism; *red* – emotions, subjective impressions, intuition; *green* – ideas, solutions, opportunities; *blue* – conclusions, rules, priorities, plan; *yellow* – optimism, benefits, dreams, positive attitude. While putting on different hats, you change your way of thinking.

Carpet of Ideas

The carpet of ideas allows a shift from an analysis of the reasons for a given problem or phenomenon to individual actions undertaken to solve the problem. It makes the participants aware that in many situations they can do or change something, instead of complaining. The analysis begins with working in small groups: *problem recognition* – why is it so? and *looking for solutions* – what can be done to change it? Then the participants work individually: *action individualisation* – what actions will I take to solve the problem? and *evaluation of ideas* – what will I try to do and what am I going to do to solve the problem? All thoughts, associations and answers to the aforementioned questions are written down on small pieces of paper, and then combined on big sheets which form the carpet.

Priority Pyramid

The priority pyramid consists of an evaluation and creation of a hierarchy for a given subject or problem. Participants work in groups and develop answers to a question posed, then they place the best proposals at the top, less important ones in the middle, and the least valuable at the bottom of a pyramid. The groups describe, explain and compare their choices concerning the given topic.

Fishbone diagram

The fishbone diagram aims to identify factors contributing to the emergence of a problem. The teacher draws a simplified fish skeleton on the board or a big sheet of paper, and places the problem to be analysed in its skull. During the course of brainstorming, the participants point out basic reasons which they believe influence the actual problem (the teacher adds them to the drawing along the “big fishbones”). Then they work in groups developing and justifying reasons which influence the main factors (the teacher adds them to the drawing along the “small fishbones”). Then a general discussion takes place and the most appropriate detailed arguments are chosen.

Source Text Analysis

Source text analysis helps to learn important issues while searching independently for information in a text. The teacher should define the aim of reading and pose questions concerning the text. The participants should first read the text to understand its basic ideas, and then read it again to find the information that provides answers to the questions. An interesting version of the exercise is a person's **biography analysis**. The participants read the biography, then gather necessary information about the person, find answers to the questions, and do a creative role-play to present the person.

Case Study

A case study consists in studying a specific case or event through a critical analysis of data which makes it easier to understand all the factors similar to the one being analysed. Case studies are short stories about people or events, which illustrate a given problem. A case analysis contains: *diagnosis of the situation* – What has happened? What were the reasons for it? What problems have emerged in relation to the event?; *looking for solutions* – How can the problem be solved? What criteria should be adopted to make the best possible decision?; *discussion on the solutions* – argumentation and discussion on the presented solutions to the problem; *transfer to real-life situations* – How is the described case similar to real situations? Which conclusions from the analysis can be useful in real situations?

SWOT Analysis

- A SWOT analysis consists in ordering information on a given case or situation according to 4 categories:
- S – Strengths – benefits, assets, positive aspects,
- W – Weaknesses – flaws, negative aspects,
- O – Opportunities – everything that can bring a beneficial change, favourable situations which can be used to achieve the goal,
- T – Threats – everything that brings the danger of an unfavourable change, factors which hinder the achievement of the expected result.

Participants should find relations between these categories and answer the following questions:

- Will a given strength enable us to use a given opportunity?
- Will a given strength enable us to counteract a given threat?
- Does a given weakness limit the use of a given opportunity?
- Does a given weakness intensify the risk of a given threat?

The SWOT analysis enables the identification of factors which can help (strengths, opportunities) or prevent (weaknesses, threats) the achievement of the expected result. You should consider how to use strengths and opportunities in order to minimise weaknesses or threats.

Lecture

A lecture consists in conveying systematised knowledge in a passive way, so it is worth complementing it with real-life examples, rhetorical questions, bilateral argumentation or visual aids, such as multimedia presentations, photo shows or slides.

Talk

A talk is a dialogue between the teacher and participants, during which questions are asked and answers are obtained. Subsequent questions should result from the answers obtained, and thus stimulate the analysis and synthesis of one's knowledge as well as drawing conclusions. The talk can include: **initial conversation** – introduction of new material, **systematising conversation** – ordering knowledge and information, **imprinting conversation** – revision of the information learned, and **checking conversation** – testing the information learned.

Drama

Drama develops creativity and aids the remembering of information through experience. This method can take different forms, e.g. **improvisation** – participants know only the initial situation, whereas the further course of events and the ending are their creation; **pantomime** – presentation of a given situation using body language; **live painting** – participants present an event stopped at a certain moment; **sculpture** – presentation of characters using one's body; **museum** – participants present an exhibition on a given topic.

Role Play

Role play involves arranging a situation in which the participants play roles assigned to them. This enables the understanding of a particular issue through personal experience. The participants become actors (they play roles based on the instructions they receive, improvising to a large extent) or observers (they pay attention to different aspects of the situations presented by the actors). In the end, the exercise should be discussed with the actors (how they felt about playing their roles, what was easy and what was difficult for them) and observers (what they paid attention to, what kind of behaviours they noticed). It is important that the participants stop playing their roles and avoid stereotyping others during the discussion.

Simulation Play

A simulation play presents an opportunity to improve knowledge on the mechanisms of social, economic and political reality by reflecting an event or process, independent solving of problems, and verification of common beliefs. The teacher should prepare materials containing a description of a given situation, roles to be played, tasks for observers, and rules for the simulation. The most important part is the summary of the play – the participants analyse in detail what has happened and what processes occurred during the given event, on the basis of other people's behaviour and their own experiences during the simulation.

Forum Theatre

A forum theatre involves not only the actors, but also the spectators in the action, which allows everyone to reflect deeply on a given issue – a socially engaged theatre practice. At first, a protagonist who has a particular problem is introduced. The spectators-actors become involved in the further course of the performance by partially taking over the protagonist's role. They have the opportunity to add subsequent elements or introduce changes through "interventions"; they try alternative solutions to the problems which present everyday challenges.

3. The proposed literature and films

Websites:

- Erasmus+ Programme (PL, EN): http://ec.europa.eu/programmes/erasmus-plus/index_en.htm
- Youthpass (PL, EN): <https://www.youthpass.eu>

Books:

- Fennes Helmut, Otten Hendrik, *Quality in non-formal education and training in the field of European youth work*, Council of Europe, Strasbourg 2008:
<https://www.salto-youth.net/downloads/4-17-1615/TrainingQualityandCompetenceStudy.pdf>
- *Manual for facilitators in non-formal education* (ed.) Sabine Klocker, Council of Europe, Strasbourg 2009:
https://www.coe.int/t/dg4/youth/Source/Resources/Publications/2009_Manual_for_facilitators_en.pdf
- Gilliom Melanie, *Practical Methods for the Social Studies*, Wadsworth Publishing Company Inc., Belmont 1977.
- *Motivating teaching and learning methods*, Eekhoutcentrum Kortrijk, Belgium 2012:
<http://www.tlqproject.eu/en/pdf/TLQ-BOOK-3-MTLM.pdf>
- *Poradnik edukatora*, (ed.) Marzenna Owczarz, Wydawnictwo CODN, Warszawa 2005.
- *Poznajmy się lepiej z EFS. Pokonkursowe scenariusze zajęć o Europejskim Funduszu Społecznym*, (ed.) Irena Gutowska, Centrum Projektów Europejskich – Krajowy Ośrodek EFS, Warszawa 2013.
- Rau K., Ziętkiewicz E., *Jak aktywizować uczniów. Burza mózgów i inne techniki w edukacji*, Oficyna Wydawnicza G&P, Poznań 2000.
- *The impact of Non Formal Education on young people and society* (ed. Maria Nomikou), AEGEE-Europe:
http://www.aegee.org/wp-content/uploads/publications/NFE_book.pdf
- *Training guide and training techniques*, UNESCO Asia and Pacific Regional Bureau for Education, Bangkok 2004: <http://unesdoc.unesco.org/images/0013/001356/135603e.pdf>

Films:

- *Different types of Learners* (EN): https://www.youtube.com/watch?v=3_bQUSFzLI4
- *Formal and Informal Learning* (EN): <https://www.youtube.com/watch?v=8PKIvEMsFZM>
- *Study Skills: Learning Techniques & Methods* (EN): https://www.youtube.com/watch?v=_WYfhOv3V-Y



Chapter IV

GENERAL INFORMATION ABOUT POLAND

Marzena Ples



Get to know about Poland – Training Materials for Trainers and Teachers

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Cover photo: Babia Góra National Park / Mariusz Cieszewski / Source: Ministry of Foreign Affairs of the Republic of Poland – Flickr.com

1. WORKSHOP SCENARIO



AIMS

- The participants are provided with or reminded of basic information on Poland.
- Existing stereotypes about Poland are discussed and the terms *stereotype*, *prejudice*, *discrimination* are defined.
- The participants are acquainted with Polish culture and traditions.
- Skills of creative thinking are developed.



DURATION: 180 minutes.



PARTICIPANTS: 20 people.



TEACHING METHODS

- Demonstration methods – film.
- Expository methods – talk.
- Problem-focused methods – didactic discussion.



TEACHING MATERIALS, AIDS AND WORK

- Computer and projector to display video and text.
- Board or flipchart to write down associations.
- Slips of paper with inscriptions to divide into groups (20 slips, 5 from each of the following categories: mermaid, dragon, eagle and bison).
- Flipchart with a drawn scoreboard divided into 4 groups: dragons, mermaids, eagles, and bison.
- Secret phrases to play charades, preferably in the form of a Power Point presentation with additional pictures or photos.

I. WORKSHOP SCENARIO

Plan of the workshop**1. INTRODUCTION**

The workshop begins with a brainstorm on what the participants know about Poland. Each person is asked to share his/her associations with Poland in the following fields: geography, economy, politics, society, culture, traditions, and history. It should be emphasised that according to the rules each person has the right to speak and at this time it is forbidden to make any comments or interrupt. Associations which have been previously grouped should be written on the flipcharts and discussed together with the participants, based on their knowledge. Gathering information from the groups, according to the knowledge of particular persons, is the starting point to talk about Poland. The purpose of this introduction is to form a general diagnosis of the participants' state of knowledge. On this basis, it will be easier to modify the subsequent workshops. The task also aims at complementing and organising the participants' information and associations about Poland and the Poles.

An educational film *Get to know about Poland: General Information* and documentary *Poland? Yes!* (*Auxiliary material no. 1*) should be presented and then discussed together, both the information contained therein and the visual material. The participants are asked to decide which facts from the two films should be written on the flipchart alongside their previous associations. The sheets with this information on Poland are hung in a prominent place in the room.

**2. EXPLAINING AND CONDUCTING THE FIRST EXERCISE**

The slips of paper with the inscriptions: mermaid, dragon, eagle, and bison are distributed to the participants (*Auxiliary material no. 2*). They are asked to read the content of their own slip only after all the slips have been distributed and the game rules explained. The participants are informed that their task will be to find people representing the same category, yet it is forbidden to speak or make any sounds – only gestures are allowed. In this way four teams: mermaids, dragons, eagles, and bison are formed by the participants. Make sure that the participants know the meanings of these words and their importance in Polish culture. They are told that the task to find members of the same team was only a warm-up before the real game of charades.

The game rules should be discussed in detail – they can even be written on the board or on the flipchart (*Auxiliary material no. 3*). It should be explained that charades is a word guessing game. In each round, the one member from each team stands with his/ her back to the projector and must guess the word displayed on the screen. (*Auxiliary material no. 4*). In the meantime the other team members, facing the projector, have 2 minutes to act out the secret phrase using only gestures. The team whose representative was the first to guess the secret phrase, gets one point. The winner is the team with the most points written on the board or flipchart. It is important that the contestants be changed after two (or possibly) three secret phrases – in such a way each team member will have the chance to be the actor and the guesser.

After each round, a given issue is discussed with the participants – it should be remembered that the most important element of the task is not the guessing of the secret phrase per se but rather the cultural insight gained from each word. The phrases may be freely modified depending on the knowledge and age of the group. Additionally, photos related to a given topic may be displayed. In this chapter, examples of words along with commentary are presented (*Educational material no. 1*).

I. WORKSHOP SCENARIO



3. EXPLAINING AND CONDUCTING THE SECOND EXERCISE

The participants are asked if they know any stereotypes about the Poles – they should be written on the flipchart or on the board. Next the possible origins of these stereotypes are discussed.

A video on Polish stereotypes is now presented (*Auxiliary material no. 5*). After that, the participants are asked about what they think of the film and the stereotypes contained therein are discussed. A closer look should be taken at which stereotypes written previously on the flipchart were repeated in the film and why. The participants are asked if the information contained in the film surprised them or whether they believed it. There will follow a discussion on whether these stereotypes are positive or negative and how true they are. The participants should refer to their own experiences. They are asked if it is easy to change stereotypes.

The purpose of the exercise is to develop a common definition of a stereotype and its characteristics. The participants work in groups of four and then discuss together a definition which they have developed. It is important that the definition contain the following elements: 1) stereotype as preconceived notions, simplification, categorisation; 2) assigning people to particular groups with certain ascribed features; 3) not prone to changes, socially shared; 4) may be positive or negative. The participants are asked to think together about the possible consequences of basing our opinions and judgements on stereotypes and if someone can possibly have any influence on them. In the summary it should be emphasised that people cannot live without stereotypes. It is important, however, to be aware of their existence.

The participants are asked what prejudices are and how they differ from stereotypes. It is discussed how stereotypes affect prejudices. It is important to ensure that the participants understand that prejudices contain an emotional component, and that these are attitudes towards social category. Some examples should be given here. Afterwards, the term *discrimination* is introduced, with regard to behaviour resulting from the possession of certain prejudices. It should be checked whether the participants understand the difference between stereotypes, prejudices and discrimination.

A poster of the “Polish plumber” of 2005 should be introduced (*Auxiliary material no. 5*). The participants are asked what they see and how this poster may fit with the topic of stereotypes. A discussion is held on the background of this campaign just after Poland’s accession to the European Union when a “Polish plumber” appeared as a bogeyman against the cheap labour force from Poland in Western countries, especially in France. The participants are asked if they notice here any stereotypes, prejudices or discrimination. They are informed that the poster was the idea of the Polish Tourist Organisation (POT) to encourage tourists to come to Poland, based on the stereotype of the Polish plumber, and that the campaign was one of the most successful in the POT’s history. Afterwards, the participants are asked if they like the idea.



4. SUMMARY AND DISCUSSION

The participants are asked what they learnt during the workshop on Poland and the Poles, what information surprised them most and what issues they would like to touch upon during the next workshops (this information can be used while preparing the subsequent classes). The participants are asked how they liked their work in groups during the two exercises, what helped and what hindered them in performing the tasks.

I. WORKSHOP SCENARIO



5. THE TIME FRAME OF THE WORKSHOP

Introduction to the topic and the presentation of the films: 40 minutes.

Conducting the first exercise: 60 minutes, including:

- Explaining the task and dividing into groups: 10 minutes.
- Showing and discussing secret phrases: 50 minutes (around 2 minutes to present and guess each phrase, around 3 minutes to comment on the phrase).

Conducting the second exercise: 65 minutes, including:

- Writing stereotypes about Poland: 15 minutes.
- Presenting the film and discussing it: 20 minutes.
- Defining what are stereotypes, prejudices and discrimination: 20 minutes.
- Discussing the poster: 10 minutes.

Discussion and summary of the workshop: 15 minutes.

2. AUXILIARY MATERIALS

Auxiliary material no.1



Educational films

The films are available on You Tube at:

- *Get to know about Poland: General Information* (EN):
<https://www.youtube.com/watch?v=GTtGkwc3fml> (RU): <https://www.youtube.com/watch?v=VZIGelZKumA>
- *Polska? Tak!* (EN):
<https://www.youtube.com/watch?v=nM-p8PGn3CI&list=PLbacxjg4nkHfff2pnRtVvPmP6L3b1QMzi&index=11>

Auxiliary material no. 2

The slips of paper with the inscriptions



- 4 slips with graphic: mermaid, dragon, eagle, bison.
(Attachment no.1, to print on A4)



Auxiliary material no. 3



The Rules of Charades

1. Each group selects a person who will guess a secret phrase in a given round standing with his or her back to the projector (in order not to see the words which are displayed). After two rounds the team members swap places and there will be a new person guessing the phrase.
2. The other team members face the screen, standing opposite the guesser.
3. The person hosting the game reveals a secret phrase on the screen and at the same time participants of all teams start to act out the phrase using gestures.
4. The team whose representative will be the first to guess the phrase, receives a point. The winner is the team which obtains the most points.
5. The maximum time to show the phrase is 2 minutes. After each round, a specific issue is discussed.
6. All the secret phrases are related to Poland and contain a maximum of 4 words.
7. The actors neither can speak nor make any sounds; they can show neither numbers nor letters. They can only indicate on their fingers the number of words in a phrase and which word in the order they are now showing.

2. AUXILIARY MATERIALS

Auxiliary material no. 4



Examples of secret phrases that can be used in the game

Population – 38 million
7 Neighbours
Sea Eye
Vistula River
Top Apple Exporter
Crowned White Eagle
Chicago – Second Polish city
International Chopin Piano Competition
Catholicism – Dominant Religion
Solidarity Movement
Ski Jumping, Volleyball and Football
Never Won Eurovision
Hosted Euro2012 with Ukraine
Hot Summers, Cold Winters
Shoemaker Dragonkiller
Mermaid with Shield and Sword
Dumplings with Mushrooms
Schindler's List
All Saints' Day
Earth Goes Round the Sun
Name Day
Home for Bison
Salt Mine
Greatest Science-fiction Writer
First Woman with Noble Prize
Young Marriages
Pizza with Ketchup
Home Alone – Christmas Tradition
Smoked Cheese
Gentlemen Kiss Ladies' Hands
Potatoes with Everything
World's Tallest Statue of Jesus

2. AUXILIARY MATERIALS

Auxiliary material no. 5



Stereotypes on Poland

- The film *12 Misleading stereotypes about Polish People* (ENG):
<https://www.youtube.com/watch?v=2Rah8WxTRac>
- A poster of the Polish plumber http://serwer1441659.home.pl/kampaniespoleczne.pl/images/zdjecia/th_470/8e/zdjecie_20080522170448_620.jpg

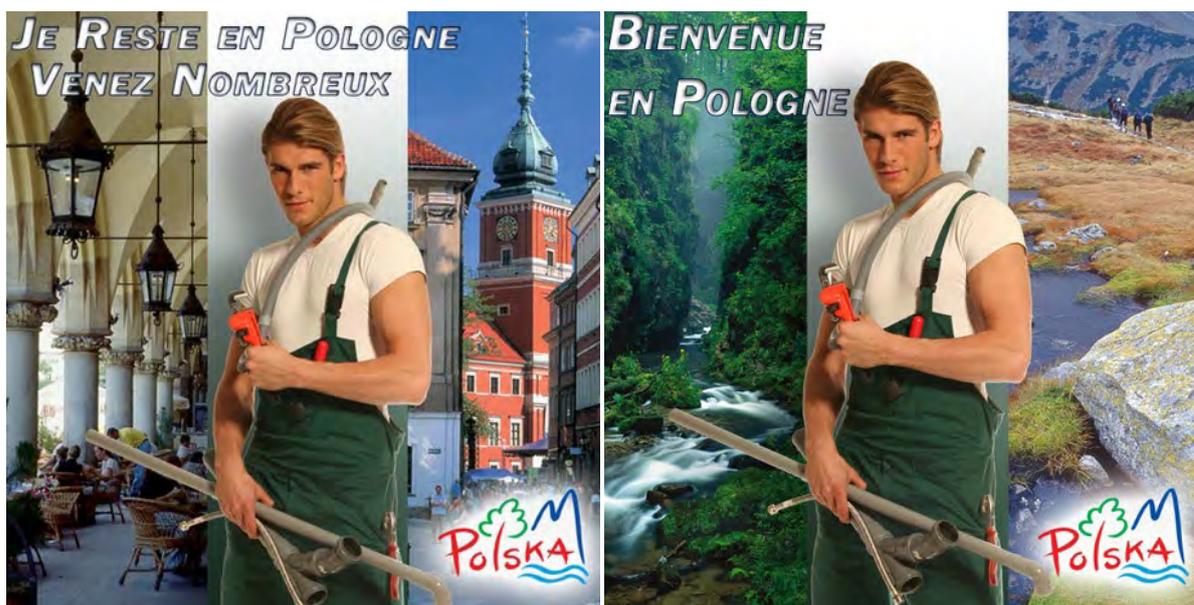


Photo: Posters of the Polish plumber / Source: http://www.kampaniespoleczne.pl/kampanie,200,postrach_francji_znakomita_wizytowka_polski

3. EDUCATIONAL MATERIALS

Educational material no.1



Examples of secret phrases with a short commentary

Population – 38 million

According to the Central Statistical Office (GUS) there were 38 496 000 people living in Poland in 2013, yet over the past years this number has gradually been in decline. The data may be overstated as people registered in Poland yet living abroad are included in the statistics.

7 Neighbours

The neighbouring countries of Poland are: the Russian Federation, Lithuania, Belarus and Ukraine to the east, Czech and Slovakia to the south, and Germany to the west. Poland is situated between the Baltic Sea in the north and the Carpathian Mountains and Sudetes in the south.

Sea Eye

Sea Eye (Morskie Oko) is the largest and the most picturesque lake in the Polish Tatras. It is frequently visited by tourists due to its green water and the hostel located near here which is a great starting point for high mountain trips.

Vistula River

The Vistula is the longest river in Poland. It is over a thousand kilometres long (precisely 1047 km). It flows through many important cities and towns in Poland, for example through Krakow, Sandomierz, Kazimierz Dolny, Puławy, Warsaw, and Gdańsk.

Top Apple Exporter

In 2012/2013 Poland was ahead of China and became the largest exporter of apples, selling 1.2 billion tons. However, due to an embargo imposed by Russia in 2014, the export of this product has slightly decreased. Poland is still in the world's top and the plans to sell apples to new countries (e.g. Vietnam) and the increase in sales to other countries (e. g. Belarus) make forecasts very optimistic.

Crowned White Eagle

The White Eagle is the National Emblem of the Republic of Poland. This symbol is linked with many legends and stories – the oldest date back to the times of Polans and the legendary founder of their settlement – Lech.

Chicago – Second Polish city

Chicago is inhabited by more than one million Americans of Polish origin, a quarter of whom speak Polish every day. It is estimated that around 10 million people of Polish origin live in the entire United States. The first Poles started arriving in America in the 17th century, although the biggest wave of migration occurred at the beginning of the 20th century.

3. EDUCATIONAL MATERIALS

International Chopin Piano Competition

The International Chopin Piano Competition is one of the most prestigious competitions in the world. It is held every 5 years. 2015 marked its 17th birthday. The contestants perform only the works of the great Polish composer Fryderyk Chopin.

Catholicism – Dominant Religion

According to the Central Statistical Office of 2012, 87% of people living in Poland are Roman Catholics. These people are mainly baptised during a Latin rite. However, over the last 30 years the number of people attending Sunday Mass has gradually declined.

Solidarity Movement

This trade union which was formed in 1980 to defend the rights of workers significantly contributed to the subsequent transformation of the Polish political system. The co-founder and the first leader of “Solidarity” – Lech Wałęsa in 1983 was awarded the Nobel Peace Prize, and in the years 1990-1995 served as President of Poland.

Ski Jumping, Volleyball and Football

Poles like watching sports competitions. The following three disciplines in recent years have gained in popularity due to the successes of Polish sportsmen. Adam Małysz and Kamil Stoch became world icons of ski jumping and an inspiration for many Poles. In 2014, Poland won the title of World Champions in volleyball. Poles also follow the brilliant career of Polish footballer Robert Lewandowski who currently plays for Bayern Munich.



Photo: Corpus Christi in Łowicz / Mariusz Cieszewski / Source: Ministry of Foreign Affairs of the Republic of Poland - Flickr.com

3. EDUCATIONAL MATERIALS

Never Won Eurovision

Edyta Górniak was very close to winning the Eurovision Song Contest in 1994 as she came second. The song was performed in Polish and was the nation's debut appearance in this contest. Maybe there is a chance to win in 2016 in Sweden?

Hosted Euro2012 with Ukraine

In 2012 Poland, together with Ukraine, organised the UEFA European Championship. In Poland, the matches were held in Warsaw, Wrocław, Poznań and Gdańsk. Euro 2012 was a great Polish organisational success. Regrettably, this success did not translate into sport results and our team did not qualify from their group.

Hot Summers, Cold Winters

Poland is known for hot summer and severe winters. In the summer the average air temperature ranges between 16.5°C and 20°C and in the winter between -6°C and 0°C. However, in the summer, especially in central Poland it often exceeds +30°C and in the winter is less than -10°C. In Poland there are all four seasons.

Shoemaker Dragonkiller

Shoemaker Dragonkiller (Szewczyk Dratewka) is a hero who, as a Krakow legend has it, defeated an evil dragon by proffering him a sulphur-filled sheep. When the dragon devoured it, he was so thirsty that he had to drink water from the Vistula till he... burst.

Mermaid with Shield and Sword

The mermaid – half-woman, half-fish – since 1596 has been the symbol of Warsaw, the capital of Poland. The legend has it that she was a sister of the mermaid of Copenhagen. She was imprisoned by a greedy fisherman and freed by the son of the captor whom she promised to defend. This explains the sword and a shield held by the mermaid.

Dumplings with Mushrooms

Dumplings (Pierogi) is one of the favourite dishes of Poles. There are many types of pierogi. Often pierogi with mushrooms are served with cabbage. The most popular ones are the so-called Ruthenian pierogi stuffed with mashed potato, cottage cheese and onion.

Schindler's List

This film directed by Steven Spielberg, awarded seven Oscars, was made in Krakow. It tells the fact-based story of a German entrepreneur Oskar Schindler who during the World War II saved the lives of 1,000 Jews. Presently, one of the most frequently visited museums is Oskar Schindler's Enamel Factory, which was rented by the hero of the film.

All Saints' Day

All Saints' Day is celebrated in Poland on the 1st November. On this day, Poles light candles to warm the souls of the dead and bring flowers to the graves of their loved ones. It is a public holiday. The 2nd November is All Souls' Day when those who passed away are remembered and prayed for. Often on this day concerts, exhibitions and performances are organised.

3. EDUCATIONAL MATERIALS

Earth Goes Round the Sun

Nicolas Copernicus, a Polish astronomer and author of the work *On the Revolutions of the Celestial Spheres* proved that the Earth revolves around the Sun. Due to this discovery the so-called Copernican Revolution took place. The scholar was born in Toruń, a city famous for its delicious gingerbread produced by the company named in his honour.

Name Day

In Poland, name days are often lavishly celebrated, especially among the older generation who celebrate this day more enthusiastically than a birthday. Each day has a name assigned to it (often the names of Saints or the Blessed) and people with this name celebrate his or her day.

Home for Bison

In 2013 Poland was home to 1377 bison. Nearly a half of them could be seen in the Białowieża Forest in the north-eastern part of Poland. The image of this animal is found on the label of one of the worlds' most recognisable Polish export products – Żubrówka vodka.



Photo: Winter in Poland, Pilsko Mountain / Mariusz Cieszewski / Source: Ministry of Foreign Affairs of the Republic of Poland - Flickr.com

3. EDUCATIONAL MATERIALS

Salt Mine

The 700-year-old Wieliczka Salt Mine is the longest-standing Polish company. The Mine is visited by over a million tourists annually. This is one of the most valuable Polish world-class monuments. It was inscribed on the UNESCO List of World Cultural and Natural Heritage as one of the first of twelve places.

Greatest Science-fiction Writer

Stanisław Lem is the most famous Polish science-fiction writer. He was a doctor, futurologist and philosopher. His works such as *Solaris*, *Tales of Pirx the Pilot* or *The Man from Mars* became an inspiration for many artists of the contemporary world.

First Woman with Noble Prize

Maria Skłodowska-Curie, a Polish physicist and chemist was the first woman in history to win the Nobel Prize. What is interesting, she won the Prize twice. She discovered two elements: polonium and radium. Polonium was named in honour of Poland which at that time (the year 1898) was under occupation.

Young Marriages

According to statistical data, Poles are the youngest newlyweds in the European Union. On average, they marry for the first time at the age of 29. To compare, the Swedes marry at an average age of 36.

Pizza with Ketchup

Poles like eating pizza with ketchup and it is often served in restaurants in such a form, which is always criticised by the Italians. In Poland it is believed that the more components on a pizza the better. The Italians, however, say that the maximum permitted number of components on a pizza is 5.

Home Alone – Christmas Tradition

Christmas without Kevin is no Christmas – as the old Polish maxim goes. Over Christmas, the Poles love to watch Christmas films together with their family and *Home Alone* is their favourite. Polish productions (e. g. *Letters to Santa*) try to catch up with Kevin in terms of holiday viewership rankings – as yet without success.

Smoked Cheese

Smoked Cheese (Oscypek) is a traditional Polish sheep's milk cheese from the mountain regions, especially Podhale. Oscypek is a Polish regional product, protected by EU law. In Slovakia a similar cheese Oštiepok is produced, which despite its many similarities and a history shared with Oscypek, is considered to be a separate regional product.

Gentlemen Kiss Ladies' Hands

Traditionally in Poland a man greets a woman by kissing her hand. This custom is popular especially among the older generation. Young people prefer kissing on the cheek or hugging. Men greet each other by shaking their hands.

3. EDUCATIONAL MATERIALS

Potatoes with Everything

The Poles love potatoes of every kind (fried, boiled, baked, in the form of potato dumplings) and eat them quite often. However, not everyone knows that they only became popular in Poland in the 17th century. Potato pancakes are one of Poland's traditional dishes.

World's Tallest Statue of Jesus

The tallest Statue of Jesus Christ in the world is not in Brazil but actually in Świebodzin in Western Poland. The Figure of Christ the King was completed in 2010. The total height of the Monument is 36 meters.

Development of texts: Marzena Ples



Photo: Shepherd's Trail – Oscypek, smoked cheese, Pieniny Mountains, southern Poland / Mariusz Cieszewski / Source: Ministry of Foreign Affairs of the Republic of Poland - Flickr.com

4. THE PROPOSED LITERATURE AND FILMS

Websites:

- #Polska – Official Promotional Website (PL, EN): <http://www.polska.pl/en/>
- Polish National Tourist Office (PL, EN, RU): <http://www.poland.travel/en/>

Books:

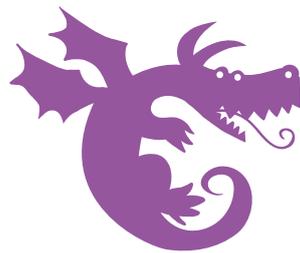
- *Facts about Poland: Everything you wanted to know about Poland but were afraid to ask*, Polish Information and Foreign Investment Agency, Warsaw 2014: http://www.paiz.gov.pl/files/?id_plik=24519
- *This is Poland*, Central Statistical Office of Poland, Warsaw 2011: [http://stat.gov.pl/cps/rde/xbcr/gus/as_this_is_poland\(1\).pdf](http://stat.gov.pl/cps/rde/xbcr/gus/as_this_is_poland(1).pdf)
- *About Polska – an insider guide for outsiders*, The Ministry of Foreign Affairs of the Republic of Poland, Warsaw 2012: <http://www.brukselaue.msz.gov.pl/resource/e672b972-4339-49ed-959c-c9e2a0fa3437>

Films:

- *Get to know about Poland: General Information*
(EN): <https://www.youtube.com/watch?v=GTtGkwc3fml>
(RU): <https://www.youtube.com/watch?v=VZIGelZKumA>
- *Poland – come and find your story* (EN): https://www.youtube.com/watch?v=w1egt_zl73g
- *Polska? Tak!* (EN): <https://www.youtube.com/watch?v=nM-p8PGn3CI&list=PLbacxjg4nkHfff2pnRtVvPmP6L3b1QMzi&index=11>
- *Polska – where the unbelievable happens* (EN): <https://www.youtube.com/watch?v=2APgLhXK3UA&feature=youtu.be>
- *Poland is beautiful*: https://www.youtube.com/watch?v=Qbu_FRg8vuU
- *Польша – приезжай и найди свою историю* (RU): <https://www.youtube.com/watch?v=LeovB8LSCaU&index=6&list=PLD1FF00C63925A36E>
- *Colors of Poland* (EN): <https://www.youtube.com/watch?v=0fEhBSXDnmc>



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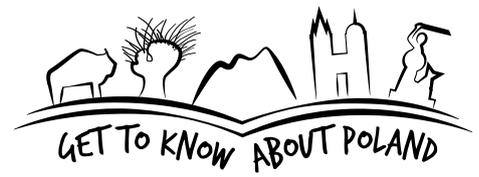
DRAGON



EAGLE



BISON



Chapter V

REGIONS AND CITIES OF POLAND

Agnieszka Słomian



Get to know about Poland – Training Materials for Trainers and Teachers

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The publication expresses the views of the authors only and cannot be identified with the official position of the Ministry of Foreign Affairs of the Republic of Poland.

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Cover photo: Old City of Zamość / Mariusz Cieszewski / Ministry of Foreign Affairs of the Republic of Poland / Source: Flickr.com

I. WORKSHOP SCENARIO



AIMS

- To acquaint the participants with the administrative division of Poland and its main cities.
- To provide information about the natural and cultural diversity of Polish regions and cities.
- To help the participants develop the ability to present information, make decisions and conduct negotiations.



DURATION: 180 minutes.



PARTICIPANTS: 20 people.



TEACHING METHODS

- Demonstration methods – film.
- Expository methods – talk.
- Practical methods – simulation.
- Practical methods – productive exercises.



TEACHING MATERIALS, AIDS AND WORK

- Computer and projector to display video.
- Large-format geographical map of Poland, other maps of Poland.
- Large-format contour map of Poland printed on a thick paper.
- Sticky notes and pens/markers to write associations.
- Stationery supplies to prepare a tourist programme: large flipchart cards, coloured papers of different sizes, coloured blotting paper, glue, scissors, markers, paints etc.
- Small maps of Poland showing the regional divisions and voivodeships, printed for each participant.
- Additionally, Internet connection and a computer to search for information on the cities and regions.
- Additionally, for diversification, printed photographs, books and maps concerning a given region can be placed at various positions around the room.

I. WORKSHOP SCENARIO

Plan of the workshop**1. INTRODUCTION**

The participants are asked, in the form of a casual conversation, how many times in their life they have visited Poland, where they have been and about their memories connected with their stay in the country.

They are then invited to look at the geographical map of Poland and the political map divided into 16 voivodships and 5 regions (the maps may be displayed on a large screen or printed and distributed to each participant).

They should approach the outline map of Poland (*Auxiliary material no.1*), to write their associations with different cities and regions on sticky notes, and then to attach them to the map in the appropriate place.

The educational film *Get to know about Poland: Regions and cities* (*Auxiliary material no. 2*) is shown along with a few spots promoting particular voivodships (from the section *The Proposed Literature and Films*). These movies are discussed together: the information contained therein as well as the visual material. The participants are invited to add the information which they remember from the films to the outline map on sticky notes.

**2. EXPLAINING AND CONDUCTING AN EXERCISE**

The participants are informed that during the workshop they will be employed in travel agencies representing 6 Polish regions. The participants are divided into 5 groups of 4 people. (*Auxiliary material no. 3*). Their task will be to develop a tourist programme for their region for "demanding" visitors. To develop the programme, the participants may use stationery materials, educational texts (*Educational material no. 1, 2, 3, 4, 5, 6*), internet resources and printed photos. They have 55 minutes to develop the programme and prepare posters and information leaflets.

In the next stage of the task, two people from each group will play the role of demanding tourists wishing to purchase a trip to Poland. In clockwise fashion, they will visit the other travel agencies, ask about the monuments, tourist attractions, cities and nature. The other two people from the group who remained at the travel agency will attempt to sell their programme.

After two rounds, the tourists swap with the travel agents so that each participant plays the role of a tourist twice and that of a travel agent twice. Each round during which the tourists meet with the travel agents takes about 12 minutes (5 minutes for the travel agent to present their programme, 5 minutes for the tourists to ask questions, 2 minutes for reading the poster/information leaflet).

**3. SUMMARY AND DISCUSSION**

The participants are asked in which role they felt the best – in the role of a demanding tourist or a travel agent, what posed the greatest difficulty during the task, as well as what method of communicating the information was the most interesting for them. Finally, sticky notes are distributed once more among the participants who are then invited to add any new information about Polish regions and cities they learnt about during the exercise and attach to the contour map.

I. WORKSHOP SCENARIO



4. THE TIME FRAME OF THE WORKSHOP

Introduction to the topic and the presentation of films: 35 minutes.

Explaining the exercise and dividing into groups: 5 minutes.

Conducting the task: 115 minutes, including:

- Time for developing the programme and preparing posters and information leaflets and changing positions: 55 minutes.
- Time for the tourists to meet the travel agents: 15 minutes x 4 rounds = 60 minutes.

Discussing the exercise and summarising the workshop: 25 minutes.

2. AUXILIARY MATERIALS

Auxiliary material no. 1 The maps of Poland



The outline map. Attachment no.1 to print on A0
The map of Regions. Attachment no. 2 to print on A4
The map of Voivodeships. Attachment no. 3 to print on A4



Auxiliary material no. 2



Educational film

The films are available on You Tube at:

- *Get to know about Poland: Regions and Cities*
(EN): <https://www.youtube.com/watch?v=gZ23nEBcGfs>
(RU): <https://www.youtube.com/watch?v=Zxfb8EcDkyA>



Auxiliary material no. 3 Group division

GROUP NO. 1

- **Eastern Region** including Podlaskie, Lubelskie (Lublin), Podkarpackie (Subcarpathian), Świętokrzyskie voivodeships.

GROUP NO. 2

- **North-Western Region** including Zachodniopomorskie (West Pomeranian), Wielkopolskie (Greater Poland), Lubuskie (Lubusz) voivodeships.

GROUP NO. 3

- **Northern Region** including Pomorskie (Pomeranian), Warmińsko-Mazurskie (Warmian-Masurian), Kujawsko-Pomorskie (Kuyavian-Pomeranian) voivodeships.

GROUP NO. 4

- **Central Region** including Mazowieckie (Mazovian), Łódzkie (Łódź) voivodeships.
Southern Region including Małopolskie (Lesser Poland) voivodeship.

GROUP NO. 5

- **South-Western Region** including Dolnośląskie (Lower Silesian), Opolskie (Opole) voivodeships.
Southern Region including Śląskie (Silesian) voivodeship.

3. EDUCATIONAL MATERIALS

Educational material no. 1 Eastern Region



The Świętokrzyskie Region

Kielce is its capital, the cradle of Polish hip-hop and the only Polish town that has a monument to Miles Davis over 2 metres high. There are 4 geological sites within the area of the town. In the Jurassic Park in Bałtów village, there are examples of almost 40 dinosaurs. The oldest mountains in Europe – the Pepper Mountains near the town of Sandomierz, caves full of marvels from the Kras era, dinosaur prints and the fossils of unique shell fish. This little voivodship has the ruins of the biggest castle Krzyżtopór in Ujazd, the most beautiful cave Raj (Paradise) and one of the oldest oak trees in the country – Bartek in Zagnańsk. The Świętokrzyskie Mountains are famous for slopes covered with crumbling rocks – Gołoborze – fir forests and witches' Sabbaths. Krzemionki Opatowskie hosts one of the oldest European mines dating back 5 thousand years.

Based on: <http://www.poland.travel/en/regions/the-swietokrzyskie-voivodship-a-geological-and-art-lovers-paradise>



Photo: Raj (Paradise) Cave / Phot. Mariusz Cieszewski / Source: Ministry of Foreign Affairs of the Republic of Poland - Flickr.com

3. EDUCATIONAL MATERIALS



The Lubelskie (Lublin) Region

Lublin is the largest town in Eastern Poland. This vibrant academic centre and historical settlement contains one of the largest European treasures in the St Trinitary Chapel in the castle, a Gothic vault embellished with unique Byzantine-Rus frescos. The Lubelskie voivodship is the birthplace of some of the greatest Jewish writers: Izrael Jozua and Isaac Bashevis Singer. It was also affected by the Holocaust and today the German concentration camps in Majdanek and Sobibór have been turned into museums. The town of Zamość is a perfect example of a Renaissance town designed on the model of Padova. Kazimierz Dolny on the Wisła river and the palace in Kozłówka town are one of the most beautiful aristocratic residences in Poland. Shirley Watts, wife of The Rolling Stones drummer, is one of the regular clients of the Arab stud farms in Janów Podlaski. The most important natural areas are: the Poleski National Park and the Roztoczański National Park.

Based on: <http://www.poland.travel/en/regions/the-lubelskie-voivodship-the-bug-river-trail>



Photo: Castle in Lublin and Holy Trinity Chapel / Phot. Mariusz Cieszewski / Source: Ministry of Foreign Affairs of the Republic of Poland - Flickr.com

3. EDUCATIONAL MATERIALS



The Podlaskie Region

Białystok is the largest town in the region and its capital. Of great importance is the Białowieska Forest, the last natural lowland forest in Europe. Polish Catholics, the Orthodox Church of Belarusian origins and the descendants of the Tatars live together in villages lost in the Knyszynski Forest. The most important Polish Orthodox sanctuary – the St Grabarka Mountain is covered with a forest of crosses. The Suwalskie Lake District, with the deepest lake in this lowland part of Europe – Hancza Lake, cobalt blue and surrounded by rock formations – bottoms out 108 metres below the surface. Here you will find the wild Augustowski Forest embracing the Wigry Lake and the historical Augustowski Canal opened in 1839, joining the Biebrza and Niemno rivers. There are 14 locks on its Polish side, with 9 of them from the 19th century in working condition. There is also the Narew River – one of only two braided rivers in the world.

Based on: <http://www.poland.travel/en/regions/the-podlaskie-voivodship-eastwards-for-the-brave-and-resolute>

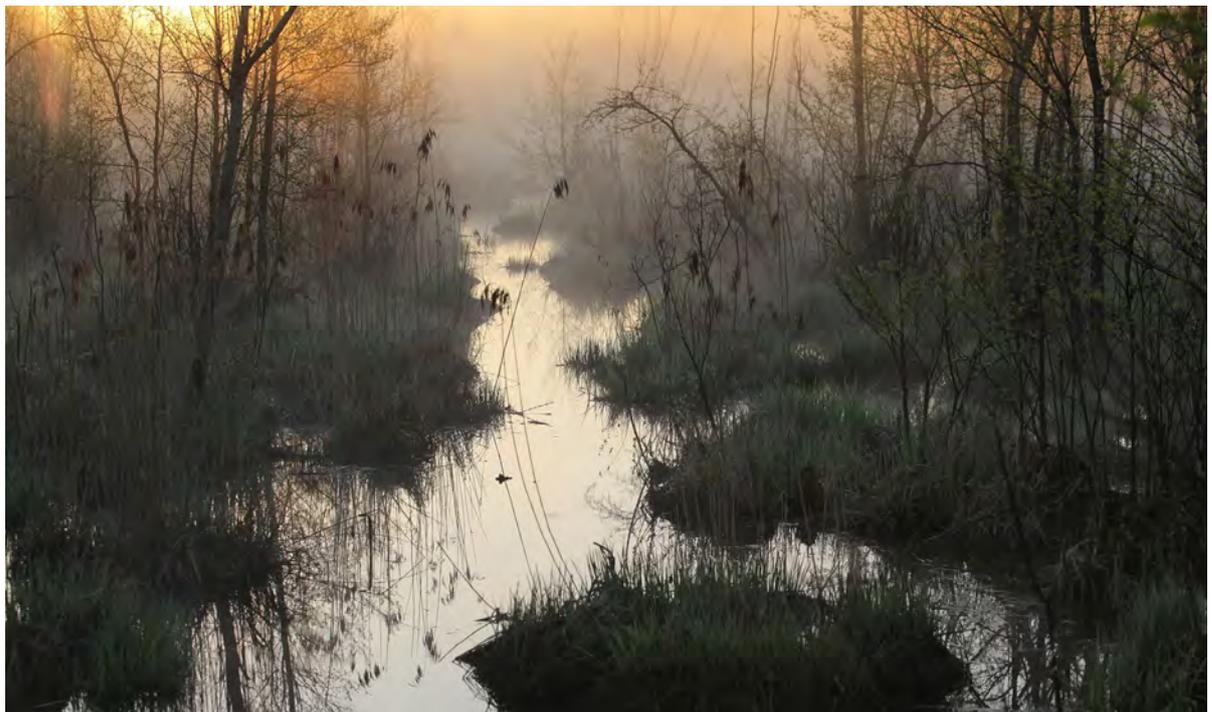


Photo: Spring time in Biebrza National Park / Mariusz Cieszewski / Source: Ministry of Foreign Affairs of the Republic of Poland - Flickr.com

3. EDUCATIONAL MATERIALS



The Podkarpackie (Subcarpathian) Region

The major town of this voivodeship is its capital Rzeszów. There are other large towns including: Przemyśl, Stalowa Wola, Tarnobrzeg, Krosno, Jarosław, Sanok and Jasło. There is a unique Hitler bunker in Stępino, the biggest and the most striking collection of kerosene lamps in Europe in Krosno, an early medieval monumental fortified settlement in Trznica. The Renaissance Leszczyński Palace in Baranów Sandomierski, Lubomirski castle and Potocki palace in Łańcut are examples of interesting secular monuments. Forests cover about 35% of the Podkarpackie area. The Bieszczadzki National Park is placed on the world list of UNESCO biosphere reserves. It is a part of the Polish – Slovakian – Ukrainian biosphere reserve of the Eastern Carpathian Mountains, the only nature reserve in the world that is based on an agreement between three countries. In the geographical regions of Bieszczady, Beskid Niski and the Sandomierska Valley there are over 40 ski lifts for all skiing enthusiasts. The canoe trail along the San river to Przemyśl is one of the best known in Polish canoeing.

Based on: <https://regiony.poland.gov.pl/podkarpackie/Podkarpackie>



Photo: The castle in Baranów Sandomierski / Mariusz Cieszewski / Source: Ministry of Foreign Affairs of the Republic of Poland - Flickr.com

3. EDUCATIONAL MATERIALS

Educational material no. 2 North-Western Region



The Wielkopolskie (Greater Poland) Region

Poznań city is the capital of Wielkopolska. This region is where the first ruler of the Piast dynasty became the leader of several united Slavic tribes and was baptised a Christian by a German bishop. Over 1000 years ago Poland was born here. Many of the historic sites on the Piast Trail date back to the 10th and 11th centuries, the time of the formation of the Polish state. The rich past of the region has also left some more contemporary traces: the impressive magnate's palaces, today luxurious hotels in Rydzyna, Kórnik, Gołuchów, Antonin or Kobylniki surrounded by parks. Every year circles appear in the wheat fields near the small town of Wylatów. They have been examined over the years by UFO supporters and researchers into the paranormal. The latest finding in 2006 turned out to be the largest meteor in Central Europe weighing 164 kilos, found in the Morasko nature reserve.

Based on: <http://www.poland.travel/en/regions/wielkopolska-region-the-cradle-of-poland>



Photo: 16th-century merchant houses on Poznań's Old Market Square / Source: Wikimedia Commons

3. EDUCATIONAL MATERIALS



The Zachodniopomorskie (West Pomerania) Region

The Voivodship is divided naturally into two regions – the Baltic coast and the Zachodniopomorskie lake district. Szczecin, the capital of the region was the seat of the Gryfit dynasty for over 500 years. They ruled the Baltic coast from Rugia Island to Lębork in the east. An interesting place to visit is one of the largest cemeteries in Europe. Wolin Island is the biggest attraction of the coast – with the Wolin National Park. There are seven bisons on Wolin island, all in a nature reserve hidden in the pine forest. One of the most beautiful kayaking routes passes through the Drawiński National Park – rafting on the Drawa River flowing north to the south. There are ferries to Sweden and Denmark from Świnoujście, and tourists can take a boat trip on the Baltic from Polish to German resorts.

Based on: <http://www.poland.travel/en/regions/the-zachodniopomorskie-voivodship-cliffs-and-bison>



Photo: Polish beach / Mariusz Cieszewski / Source: Ministry of Foreign Affairs of the Republic of Poland - Flickr.com

3. EDUCATIONAL MATERIALS



The Lubuskie (Lubusz) Region

Gorzów Wielkopolski lies in the northern part of the voivodship and is known for its 13th century St Mary's Cathedral, the Garden Castle Museum and dendrological garden. The Drawa National Park includes the valley of the Drawa and its tributary – the Płociczna – together with 13 lakes. In Kostrzyn city, the rivers Warta and Odra meet. The major tourist attraction is to be found in the Międzyrzecz Fortified Region, i.e. the underground system of fortifications in the close vicinity of the town. Some of its hallways house the largest bat reserve in Europe. The Mouth of the Warta National Park is one of the major breeding grounds of water birds and one of the largest bird reserves in Europe. The city of Zielona Góra is renowned for its vineyards that have grown here since the 13th century. Occupying both banks of the River Nysa, Łużycka in the vicinity of Łęknica, the Mużakowski National Park is prime example of the 19th century European art of gardening.

Based on: <http://www.poland.travel/en/regions/the-lubuskie-region>

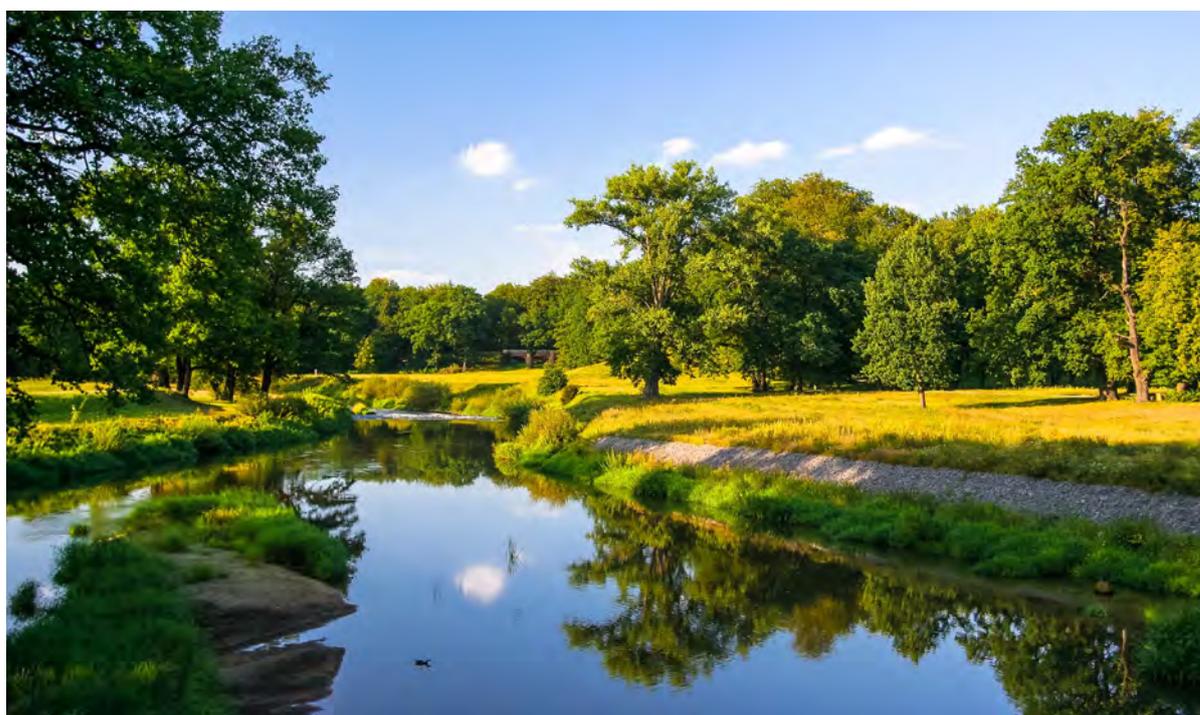


Photo: Mużakowski National Park / Mariusz Cieszewski / Source: Ministry of Foreign Affairs of the Republic of Poland - Flickr.com

3. EDUCATIONAL MATERIALS

Educational material no. 3 Northern Region



The Pomorskie (Pomeranian) Region

Any adventure in the Pomorskie Voivodship along the Baltic coast usually starts in the Tri-City, an unusual urban conglomeration of three towns: Gdansk, Gdynia and Sopot. Gdansk is bourgeois and solid while Gdynia is youthful and full of investment zeal, and Sopot is relaxed and liberal. Sopot boasts the longest pier in Europe – 516 metres of white painted wooden jetty jutting out into the Baltic sea like a wooden wedge. Long and narrow, lashed by the wind, formed from sand, the Hel Peninsula is one of the best windsurfing locations in Europe. It is a natural barrier separating the Puck Bay from the waters of the Baltic sea. The western part of the coast is famous for the dunes in the Slowinski National Park. Blasted and moulded by the wind, they are tall and bracing. Inland, Kaszuby 'Switzerland' is so called for the beauty of its undulating landscape – this is a land of lakes and woods. The Kaszubian people living here speak their own language and cherish their traditions.

Based on: <http://www.poland.travel/en/regions/the-pomorskie-voivodship-baltics-amber>



Photo: Slowinski National Park / Mariusz Cieszewski / Source: Ministry of Foreign Affairs of the Republic of Poland - Flickr.com

3. EDUCATIONAL MATERIALS



The Kujawsko-Pomorskie (Kuyavian-Pomeranian) Region

The form of this Voivodship recalls the shape of Poland. Nowhere else in Poland will you find such a great number of Romanesque churches and Gothic castles. This Voivodship is unique, because of the two towns which govern the region: Secession Bydgoszcz and Gothic Torun. Torun is the birthplace of Nicolaus Copernicus, the bishop, soldier and astronomer, who revolutionised thought about our Solar System. You can also buy there the famous ginger-honey biscuits. The most fragile part of the Tucholskie Forest is under the protection of a National Park. The oldest Polish nature reserve can be found here along with its 400-year-old yews. Underneath the region lies a huge brine lake. This is used by some popular health resorts, with Ciechocinek being the most important. The local graduation towers (tężnie) are the largest constructions of their kind in Europe, made of wicker and used for evaporating salt from the water pumped up from the underground lake.

Based on: <http://www.poland.travel/en/regions/the-kujawsko-pomorskie-voivodship-gingerbread-and-brine>



Photo: Toruń / Source: Pixabay

3. EDUCATIONAL MATERIALS



The Warmińsko-Mazurskie (Warmian-Masurian) Region

This Voivodship consists of the historical lands Warmia and Mazuria and it neighbours the Kaliningrad District of the Russian Federation. Its capital is Olsztyn, where the astronomer Nicolaus Copernicus once lived. The lakes in region are a refuge for birds (white eagles, cormorants, black storks) and the wilderness of the Piska and Borecka Forests are inhabited by bison, foxes, martens and muskrats. Each sunset over any of the 1000 lakes in the Mazury is a true wonder of nature. The rotary bridge in Giżycko is unique throughout the whole of Europe. Dating back to the end of the 19th century it consists of a side-drawn span. Even though it weighs 100 tonnes it takes only one person to move it. The German bunkers built during WW II can be seen in Mamerki near Węgorzewo. Wilczy Szaniec in Gierłże – with Adolf Hitler’s headquarters, the Wolf’s Lair, being the most well-known. This is where the unsuccessful assassination attempt on Hitler took place.

Based on: <http://www.poland.travel/en/regions/the-warmińsko-mazurskie-voivodship-three-colours>



Photo: Old town in Elbląg / Mariusz Cieszewski / Source: Ministry of Foreign Affairs of the Republic of Poland - Flicr.com

3. EDUCATIONAL MATERIALS

Educational material no. 4 Central Region



The Łódzkie (Łódź) Region

The most interesting ethnographic areas of the Łódź Province include the Łowicz, Opoczno, and Sieradz regions, which draw attention with their colourful traditional costumes and rich folk art. One of the most beautiful Polish churches is the Collegiate Church in Tum. The Cistercian Abbey in Sulejów is a monument unique in Europe. Some of the natural “treasures” of the Łódź Province are the Blue Springs Sanctuary in Tomaszów Mazowiecki, the Bison Breeding Centre in Smardzewice, the Arboretum and Rock Garden in Rogów, the Korzeń peat bog, and bird breeding grounds in the backwater area of the Jeziorsko Reservoir. The dominant centre of cultural life is Łódź. There are numerous theatres, art galleries and salons, the Grand Theatre and the Arthur Rubinstein Philharmonic. Łódź is also famous for its extensive and varied cinematographic culture (HOLLYŁÓDŹ). Graduates of the State Film, Television and Theatre School include Andrzej Wajda, Roman Polański or Krzysztof Zanussi.

Based on: <https://regiony.poland.gov.pl/lodzkie/Lodz>



Photo: Light Move Festiwal, Łódź / Mariusz Cieszewski / Source: Ministry of Foreign Affairs of the Republic of Poland - Flickr.com

3. EDUCATIONAL MATERIALS



The Mazowieckie (Mazovian) Region

The largest Voivodship in Poland – the capital of Mazowsze is Warsaw. The Kampinoski Forest extends only a few kilometres from the outskirts of Warsaw. This forest is one of only two national parks in the world neighbouring a metropolis. The Kurpiowski Forest is inhabited by original forest-dwellers – the Kurpiowie. It is worth visiting the region and tasting the honey produced there. The major Polish river – the Wisla – maintains its wild character as it traverses the region, and over 150 bird species inhabit the numerous old river beds, marshy forests and sandy islands. The artificial Zegrzynski Bay, created as a result of the dam built on the Narew and Bug rivers, attracts many water sports enthusiasts. The charming, though rather sleepy towns such as Plock, Pultusk, Konstancin or Szydłowiec match this idyllic landscape perfectly. It is particularly worth visiting Zelazowa Wola, where Fryderyk Chopin, the composer, was born.

Based on: <http://www.poland.travel/en/regions/the-mazowieckie-voivodship-the-biggest-region-of-poland>



Photo: Warsaw / Source: Pixabay

3. EDUCATIONAL MATERIALS

Educational material no. 5 Southern Region



The Małopolskie (Lesser Poland) Region

Kraków, the capital of the Voivodship is the former capital of Poland and the seat of its former kings. Visitors are enchanted by Wawel – the royal castle – and the Cathedral. The former Jewish quarter, Kazimierz recalls the charm of Montmatre in Paris. Grey apartment blocks in the communist-built Nowa Huta have an atmosphere taken straight from Orwell's 1984. The Małopolska region is also home to the Polish Pope, John Paul II. Wadowice, his hometown, is visited by thousands of pilgrims who queue in the confectioneries to buy puff pastry with cream cakes – the favourite of the Pope. The natural landscape of Małopolska is highly diversified, including the Tatra Mountains – the only Alpine mountains in the south of Poland. Further to the east, the gentle Beskidy hills are covered with forests, while the rocky terrain of the Dunajec River in the limestone Pieniny offers excellent rafting opportunities. The limestone crags, canyons and caves are the main attractions of the Krakowsko-Częstochowska Highlands.

Based on: <http://www.poland.travel/en/regions/the-malopolskie-voivodship-not-only-puff-pastries-with-cream>



Photo: Ojców National Park / Mariusz Cieszewski / Source: Ministry of Foreign Affairs of the Republic of Poland - Flickr.com

3. EDUCATIONAL MATERIALS



The Śląskie (Silesian) Region

The Silesian Voivodship is located in the southern part of Poland bordering Slovakia and the Czech Republic. In Silesia there are unique monuments pertaining to its industrial past: underground boat trips along the passages of the Historical Mine of Silver, Lead and Zinc Ores and the Black Trout Adit in Tarnowskie Góry, the "Queen Luisa" Monumental Coal Mine in Zabrze as well as the Brewing Museum in Tychy. The mountain ranges of Beskid Śląski and Beskid Żywiecki as well as the areas of Jura Krakowsko-Częstochowska are ideal places to enjoy active tourism. In Częstochowa, in the Pauline Fathers' Monastery on Jasna Góra, there is a miraculous painting of the "Black Madonna". The border character of the region is reinforced by more than a dozen defensive castles, located along the "Eagles' Nests Trail". The most picturesque of them are the remains of the castle in Ogródzieniec near Zawiercie as well as the castles in Olsztyn, Bobolice and Mirów.

Based on: <https://regiony.poland.gov.pl/slaskie/Silesian>



Photo: Brewing Museum in Tychy / Mariusz Cieszewski / Source: Ministry of Foreign Affairs of the Republic of Poland - Flickr.com

3. EDUCATIONAL MATERIALS

Educational material no. 6
South-Western Region*The Dolnośląskie (Lower Silesian) Region*

Lower Silesia has seen many changes in rulers up to 1945: it has come under the authority of the Czechs, Poles, Habsburgs and Germans. The rich and turbulent history of the region is visible in the emblem of its capital: Wrocław. The Silesian eagle is situated next to the Czech lion and St John the Baptist with the Evangelist. The post-Cistercian monastery complexes (Lubiąż, Trzebnica, and Krzeszów) neighbour the Protestant Churches of Peace in Jawor and Świdnica. Built without the use of nails, they are the largest wood and clay constructions in Europe. The Sudety range is rich in mineral waters and semi-precious stones and is an important treasure of the Voivodship. The beautifully reconstructed old towns of Wrocław, Świdnica, Kłodzko or Jelenia Góra are vibrant with life, and the city of Wrocław itself has become a citizen of the world. The Lower Silesian Opera is known for the spectacular productions of the works of Wagner performed in the modernist Centennial Hall, designed by Max Berg.

Based on: <http://www.poland.travel/en/regions/the-dolnoslaskie-voivodship-a-land-of-treasure>



Photo: Medieval missal. Library of the University of Wrocław / Mariusz Cieszewski / Source: Ministry of Foreign Affairs of the Republic of Poland - Flickr.com

3. EDUCATIONAL MATERIALS



The Opolskie (Opole) Region

From the south-eastern side the region is enclosed by the Sudetes foothills. On the south-eastern side there is the Valley of Racibórz while in the central part lies the Chełmski hump. The largest forest complexes are the Niemodlińskie, Stobrawskie, Lublinieckie and Raciborskie Forests, where various species of animals and birds live. The tourist programme here features many monuments, proving that this region has a rich and diverse past. The following are noteworthy: the Cysterski Trail, Medieval Trail of Brzeg Polichromies and Wooden Sacred construction Trail. Architectural structures like Moszna Castle, the ruins of an XIX century palace in Kopice, Silesian Piast Castle in Brzeg as well as late Baroque castle in Kamień Śląski are frequently visited by tourists. The Opole Province also hosts a paleontological excavation in Krasiejów, where one of the first dinosaurs in the world – *Silesaurus Opolensis* – was found.

Based on: <https://regiony.poland.gov.pl/opolskie/Opole>



Photo: Moszna Castle / Source: Pixabay

4. THE PROPOSED LITERATURE AND FILMS

Websites:

- Poland's Official Travel Website (PL,EN): <http://www.poland.travel/en/regions/>
- Poland's Official Regional Information Website (PL, EN): <https://regiony.poland.gov.pl/>
- Dolnośląskie: <http://www.dolnyslask.info.pl>
- Kujawsko-Pomorskie: <http://www.visitkujawsko-pomorskie.pl>
- Lubelskie: <http://www.lublintravel.pl/>
- Lubuskie: <http://lubuskie.travel.pl>
- Łódzkie: <http://lodzkie.travel>
- Małopolskie: <http://www.visitmalopolska.pl>
- Mazowieckie: <http://mazowsze.travel>
- Opolskie: <http://www.visitopolskie.pl>
- Podkarpackie: <http://www.podkarpackie.travel.pl>
- Podlaskie: <http://www.podlaskieit.pl>
- Pomorskie: <http://pomorskie.travel>
- Śląskie: <http://www.slaskie.travel>
- Świętokrzyskie: <http://swietokrzyskie.travel>
- Warmińsko-Mazurskie: <https://warmia.mazury.travel>
- Wielkopolskie: <http://www.wielkopolska.travel>
- Zachodniopomorskie: <http://www.zachodniopomorskie.pl>

Books:

- *Kujawsko-Pomorskie Region: Cities and culture*
<http://www.visitkujawsko-pomorskie.pl/upload/Cities-culture-travel-central-poland.pdf>
- *Lubuskie Tourist Products*
http://lotur.eu/UploadFiles/423/1129/1391425104-Produkty_turystyczne_2013_GB.pdf
- *Main Tourist Attractions in the City and Region of Łódź*
<http://pdf.polska.travel/doc.php?lang=en&doc=lodzkie>
- *Mazovia in brief*: http://mazovia.travel/images/files/katalog/BLOK_Mazowsze_w_pigulce_EN.pdf
- *Podlaskie Province's Greatest Tourist Hits*: <http://pdf.polska.travel/doc.php?lang=en&doc=podlaskie>
- *Poland Major Tourist Attractions*: http://pdf.polska.travel/docs/en/hit/Hity_en.pdf
- *Publications about Małopolska*: <http://www.visitmalopolska.pl/Strony/wydawnictwa-936.aspx>
- *Regions of Poland*, Central Statistical Office, Warsaw 2014:
http://stat.gov.pl/download/gfx/portalinformacyjny/pl/defaultaktualnosci/5499/6/8/1/regiony_polski_2014.pdf
- *Swietokrzyskie – The Place of Power*: <http://pdf.polska.travel/doc.php?lang=en&doc=swietokrzyskie>
- *The hits of Lower Silesia*: <http://pdf.polska.travel/docs/en/dolnoslaskie/hity%20angielski.pdf>

4. THE PROPOSED LITERATURE AND FILMS

- *Tourist attractions of the Lubelskie Region:*
http://www.lubelskie.pl/img/userfiles/files/PDF/turystyka/Atrakcje_turystyczne_EN.pdf
- *Travel Guide to the Opole Voivodship:*
http://www.visitopolskie.pl/store/uploads/Opolskie%20przewodniki%20Cz,%20Pol,%20Eng,%20De/male-OPOLSKIE_2014_ENG_21-11-2014_KRZYWE_DRUK_OK.pdf
- *Warmia and Mazury Tourist Attractions:* <http://warmia.mazury.travel/get/file/87>
- *West Pomerania:* http://katalog-en.wzp.pl/ebook/content/katalog_pz_en_2014.pdf
- *Wielkopolska the most interesting tourist attractions:*
<http://pdf.polska.travel/doc.php?lang=en&doc=wielkopolskie>

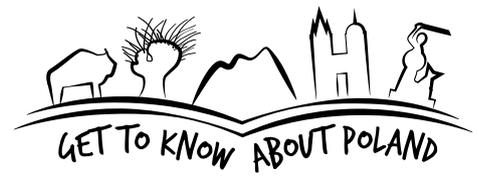
Films:

- *Get to know about Poland: Regions and Cities*
(EN): <https://www.youtube.com/watch?v=gZ23nEBcGfs>
(RU): <https://www.youtube.com/watch?v=Zxfb8EcDkyA>
- *Kraków YouTube:* https://www.youtube.com/channel/UCSWJ_TokDQ7maIW97CgX2kA
- *Warszawa YouTube:* <https://www.youtube.com/user/warszawapl>
- *Dolnośląskie YouTube:* <https://www.youtube.com/channel/UCwPf5PYaqJSYIMerHq7kCPQ>
- *Kujawsko-Pomorskie YouTube:* https://www.youtube.com/channel/UCOjz8VQnFuaiotZBfwjd_yw
- *Lubelskie YouTube:* <https://www.youtube.com/channel/UC0tjElaJINPL2CIXd4ebCWw>
- *Lubuskie YouTube:* https://www.youtube.com/channel/UC1-l3RX_DKPtjcYGCB_p2rw
- *Łódzkie YouTube:* https://www.youtube.com/user/lodzkieregion?ob=0&feature=results_main
- *Małopolskie Vimeo:* <https://vimeo.com/malopolska>
- *Mazowieckie YouTube:* <https://www.youtube.com/user/filmymrot>
- *Opolskie YouTube:* https://www.youtube.com/channel/UCqNBVeXGe_RQI2Wa7HPMZxw
- *Podkarpackie YouTube:* <https://www.youtube.com/user/podkarpackarot>
- *Podlaskie YouTube:* <https://www.youtube.com/user/podlaskie1>
- *Pomorskie YouTube:* <https://www.youtube.com/user/PomorskieTravel>
- *Śląskie YouTube:* <https://www.youtube.com/user/UMWŚlA>
- *Świętokrzyskie YouTube:* <https://www.youtube.com/user/roswietokrzyskie/videos>
- *Wielkopolskie YouTube:* <https://www.youtube.com/user/WielkopolskaTravel>









Chapter VI

POLISH SOCIETY

Marzena Ples





Get to know about Poland – Training Materials for Trainers and Teachers

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Cover photo: Afternoon by Vistula / Mariusz Cieszewski / Ministry of Foreign Affairs of the Republic of Poland / Source: Flickr.com

1. WORKSHOP SCENARIO



AIMS

- To acquaint the participants with basic information on Polish society, including demographic structure, ethnic and religious composition as well as the Poles' economic and labour-market status.
- To develop the ability to analyse and search for information using statistics and informational graphics.
- To develop the ability to search for, select, organise and group information.



DURATION: 180 minutes.



PARTICIPANTS: 20 people.



TEACHING METHODS

- Demonstration methods – film.
- Expository methods – talk.
- Problem-focused methods – didactic discussion.
- Practical methods – guiding text method.



TEACHING MATERIALS, AIDS AND WORK

- Computer and projector to display video.
- Flipcharts or paper tablecloths.
- 5 tables with 4 chairs at each of them, a flipchart or a paper tablecloth, crayons, markers, and pens.
- Elements to create a café-style atmosphere, for example, drinks, candles on the tables, soft background music.

I. WORKSHOP SCENARIO

Plan of the workshop



1. INTRODUCTION

The participants are asked what they know about Polish society and their sources of information. A brief discussion is now initiated. It should be stated that during the workshop, five main aspects concerning Polish society will be discussed: demography, ethnic composition, education and the labour market, religion as well as the Poles against the backdrop of other EU Member States.



2. EXPLAINING AND CONDUCTING AN EXERCISE

The participants are informed that they will use a modified World Cafe Method, which is used to exchange information and broaden previously acquired knowledge. In the room, there are 5 tables with the topics for discussion (*Auxiliary material no. 2*). On each table, there is a large-format paper or a paper tablecloth to write down or on which to draw conclusions. On each table, the participants will have at their disposal: basic information about Polish society (*Educational material no. 1*), statistics and informational graphics (*Educational material no. 2*), general information on each of the topics (*Educational material no. 3 – 7*), some instructions with questions for the discussion (*Auxiliary material no. 3*) and the rules for changing the tables (*Auxiliary material no. 4*). In addition to the educational materials provided in this chapter, it is suggested that the statistics or information graphics be prepared for each of the topics, based on current materials from the Polish Central Statistical Office (Główny Urząd Statystyczny, GUS), regularly published on its website.

One of the 5 topics concerning Polish society (5 separate tables) will be discussed by the participants during 9 rounds. The participants should be divided into 10 pairs and given names using the letters of the Polish alphabet (from A to J) by the person leading the discussion. In each round, the pairs will alternately play the role of table hosts and guests. The discussion should be moderated by the hosts who will discuss the questions, distribute the educational materials, present the work results, ask for comments and encourage further discussion. It is very important that the participants be acquainted with the rules for changing the tables (*Auxiliary material no. 4*) – during the exercise every thematic table should be visited by each pair, and the role of the table host should be played five times. All the materials which were used by the participants should be left on the table while changing positions. During the exercise, the groups should be monitored and, if necessary, provided with additional explanations, and the duration of each round should be strictly controlled.

Each round lasts 8 minutes, and after the end of the round 9, the participants sitting at a given table have an additional 10 minutes to prepare their presentation, which will summarise the results of their work on a given issue. Then each group discusses its topic during a 5-minute presentation. After each speech, it is good to have some time for comments, discussion, and questions.

I. WORKSHOP SCENARIO



3. SUMMARY AND DISCUSSION

The most important elements of each presentation should be discussed. The participants are asked how they liked their pair-work involving so many changes of roles and topics. In groups, there should be a discussion on what information about Polish society was the most surprising. Then the similarities and differences between the Poles and the countries where the workshop participants come from should be analysed. The educational film *Get to know about Poland: Polish Society (Auxiliary material no. 1)* is presented as a summary of the workshop. The movie is discussed together – the information contained therein as well as the visual material.



4. THE TIME FRAME OF THE WORKSHOP

Introduction to the topic: 20 minutes.

Explaining the exercise and dividing into groups: 15 minutes.

Conducting the exercise: 120 minutes, including:

- Time for work in table-groups: 75 minutes (8 minutes for 1 round).
- Time to swapping tables: 1-1,5 minutes.
- Time for preparation of presentation: 10 minutes.
- Presentations: 35 minutes (7 minutes per group).

Discussing the exercise and summarising the workshop: 25 minutes.

2. AUXILIARY MATERIALS

Auxiliary material no. 1 Educational film



The film is available on You Tube at:

- *Get to know about Poland: Polish Society*
(EN): <https://www.youtube.com/watch?v=Ak12bWF1i5c>
(RU): <https://www.youtube.com/watch?v=AK0tvJCMdcA>



Auxiliary material no. 2 Topics on the tables

Demographics of Poland

Ethnic composition of Polish society

Education and labour market in Poland

Religiousness of the Poles

Poles against the backdrop of other EU Member States



Auxiliary material no. 3 Instruction on how to complete the task

The discussion in groups will concern the five aspects of Polish society based on basic information about Polish society, statistics and informational graphics as well as general information on each of the topics. Each table is devoted to a different topic and should be visited by the pairs named from A to J in accordance with the rules (*Auxiliary material no. 4*). The discussion is moderated by the table hosts who discuss the questions, distribute the educational materials, present the work results, ask for comments and encourage further discussion. Each round lasts 8 minutes, and after the end of round 9 the participants will have additional 10 minutes to prepare their presentation on one of the five topics. Then each topic should be discussed during a maximum 5-minute speech. Answers to the following questions should be considered:

- What are the main characteristics of Polish society related to a given topic? How did they change?
- Is the presented information surprising? Why?
- What are the main problems related to this topic?
- What are the greatest challenges facing Polish society?
- What in your opinion are the reasons for this state of affairs?
- Do you see any similarities between the situation in Poland and in your country?

3. EDUCATIONAL MATERIALS

Auxiliary material no. 4



Rules for changing the tables

	R1	R2	R3	R4	R5	R6	R7	R8	R9
Demographics of Poland	A - B	A - D	I - D	I - F	G - F	G - H	E - H	E - J	C - J
Ethnic composition of Polish society	C - D	C - F	A - F	A - H	I - H	I - J	G - J	G - B	E - B
Education and labour market in Poland	E - F	E - H	C - H	C - J	A - J	A - B	I - B	I - D	G - D
Religiousness of the Poles	G - H	G - J	E - J	E - B	C - B	C - D	A - D	A - F	I - F
Poles against the backdrop of other EU Member States	I - J	I - B	G - B	G - D	E - D	E - F	C - F	C - H	A - H

* Table hosts – in bold

3. EDUCATIONAL MATERIALS

Educational material no. 1



Basic information about Polish society

Population growth rate: -0.11% (2014 est.)

Birth rate: 9.77 births /1,000 population (2014 est.)

Death rate: 10.37 deaths /1,000 population (2014 est.)

Net migration rate: -0.47 migrant(s) /1,000 population (2014 est.)



Age structure (2014 est.)

- 0-14 years: 14.6% (male 2,876,264 / female 2,716,569)
- 15-24 years: 11.9% (male 2,333,627 / female 2,235,228)
- 25-54 years: 43.8% (male 8,459,153 / female 8,355,491)
- 55-64 years: 14.7% (male 2,658,106 / female 2,973,933)
- 65 years and over: 15% (male 2,224,569 / female 3,513,339)



Dependency ratios (2014 est.)

- total dependency ratio: 42.6%
- youth dependency ratio: 21.4%
- elderly dependency ratio: 21.2%
- potential support ratio: 4.7%



Median age (2014 est.)

- total: 39.5 years
- male: 37.9 years
- female: 41.3 years



Life expectancy at birth (2014 est.)

- total population: 76.65 years
- male: 72.74 years
- female: 80.8 years



Ethnic groups (2011 est.)

- Polish 96.9%
- Silesian 1.1%
- German 0.2%
- Ukrainian 0.1%
- other and unspecified 1.7%
- note: represents ethnicity declared first

3. EDUCATIONAL MATERIALS



Religions (2012 est.)

- Catholic 87.2% (includes Roman Catholic 86.9% and Greek Catholic, Armenian Catholic, and Byzantine-Slavic Catholic)
- Orthodox 1.3% (almost all are Polish Autocephalous Orthodox),
- Protestant 0.4% (mainly Augsburg Evangelical and Pentacostal),
- other 0.4% (includes Jehovah's Witnesses, Buddhist, Hare Krishna, Gaudiya Vaishnavism, Muslim, Jewish, Mormon),
- unspecified 10.8%

Source: http://www.indexmundi.com/poland/demographics_profile.html



Photo: Polish fans on Volleyball Men's World Championship, Poland 2014. Opening match Poland vs Serbia. / Mariusz Cieszewski / Source: Ministry of Foreign Affairs of the Republic of Poland - Flickr.com

3. EDUCATIONAL MATERIALS

Educational material no. 2



Statistics and information graphics

The following sources are recommended in preparing general materials:

- Current statistics, graphs, charts, and information graphics on Polish society in English can be found on the official website of the Central Statistical Office (GUS): <http://stat.gov.pl/en/>
- A particularly useful educational source are the GUS information graphics: <http://stat.gov.pl/en/infographics-and-widgets/infographics/#>
- A rich source on economic indicators is published by the GUS at: <http://stat.gov.pl/en/infographics-and-widgets/economic-indicators/>
- Detailed information grouped thematically, including Statistical Yearbooks, can be found at: <http://stat.gov.pl/en/topics/>

The following sources are recommended for preparing materials for each topic:

- Demographics of Poland – *Statistical Bulletin No 10/2015 GUS*:
http://stat.gov.pl/download/gfx/portalinformacyjny/en/defaultaktualnosci/3314/4/45/1/statistical_bulletin_no_10_2015.pdf
- Ethnic composition of Polish society – *Concise Statistical Yearbook of Poland 2015*:
<http://stat.gov.pl/download/gfx/portalinformacyjny/en/defaultaktualnosci/3328/1/16/1/concise.pdf>
- Education and labour market in Poland – *The system of Education in Poland*:
http://eurydice.org.pl/wp-content/uploads/2014/10/THE-SYSTEM_2014_www.pdf
- Religiousness of the Poles – *Concise Statistical Yearbook of Poland 2015*:
<http://stat.gov.pl/download/gfx/portalinformacyjny/en/defaultaktualnosci/3328/1/16/1/concise.pdf>
- Poles against the backdrop of other EU Member States – *People in the EU: who are we and how do we live?:*
http://stat.gov.pl/download/gfx/portalinformacyjny/en/defaultaktualnosci/3/16/1/1/people_in_the_eu.pdf

3. EDUCATIONAL MATERIALS



Educational material no. 3 Demographics of Poland

There were substantial demographic changes in Poland in the twentieth century. The Second World War caused a heavy loss of life, but the decline in the population was also affected by the change of borders. The first demographic boom occurred after the war, and the next one in the early 80s. After the Second World War, Poland recorded a significant increase in the population from 23.6 million to over 38 million people. On 31st October 2014, the population in Poland was estimated at 38 479 000 people.

Currently, in terms of population Poland is ranked 33rd in the world. In the European Union, however, it is sixth. The population density per square kilometre is 123 people. 59.4% of the population lives in cities, 40.6% in rural areas.

By 2012, the retirement age for women was 60 years and for men 65. From 2013 there has been a gradual raising of the retirement age to 67 years of age for both sexes. The current government is working on lowering the retirement age. The population is divided according to pre-working age (0-17 years of age), working age (18-59 for women, 18-65 for men) and post-working age (60 and more for women, 65 and more for men). In 2014, the pre-working age population constituted 18%, working age 63%, and post-working age 19%. In 2013, Poland for the first time recorded a negative natural growth rate, which was – 17,000 people.

The median (middle value of) age of women entering into their first marriage has been gradually increasing, although it is still one of the lowest in the EU. In 2014, it was 26 years. Therefore, the probability of giving birth to an only child is still rising. Women's fertility in 2014 was 1.29, which means 129 children per 100 mothers of childbearing age. These data show that the birth rate is not sufficiently high to replace the previous generation. At the same time there is an increase in the percentage of children born outside marriage – in 2010, this constituted 21% of the total number of live births. These data highlight the gradual ageing of Polish society. Fewer and fewer couples decide to have children. Researchers point to reasons related to the pursuit of a better position in the social hierarchy along with a career as well as the improved education of young people, the weakening of the welfare state and the lack of an effective family policy. The current demographic situation in Poland is characterised by a decline in the birth rate and, at the same time, a lengthening life expectancy. On average, men in Poland live 73.8 years and women 81.6 years. Consequently, a significant population decline and an ageing population seems to be inevitable.

Another important factor affecting the demographics is migration. It is estimated that after Poland's accession to the European Union about 2 million people left the country, the vast majority being of working age. These changes have had economic, political and social consequences.

Development of texts – Marzena Ples, based on: <http://stat.gov.pl>

3. EDUCATIONAL MATERIALS

Educational material no. 4



Ethnic composition of Polish society

Before the Second World War, ethnic minorities constituted 1/3 of the population. Currently, Poland is the most homogenous country in the European Union. The 2011 National Census of Population show that 99.8% of people registered in Poland have Polish citizenship, and 97% declared themselves to be of Polish nationality.

Currently, the representatives of nine national minorities (Belarusians, Czechs, Lithuanians, Germans, Armenians, Russians, Slovaks, Ukrainians, and Jews) as well as four ethnic minorities (Karaites, Lemkos, Roma and Tatars) live in Poland and are officially recognised by the Polish State and listed in the Act on National and Ethnic Minorities and Regional Language of 6th January 2005. A national minority, within the meaning of the Act, is defined as a group of Polish citizens who meet the following criteria:

- 1) the group is smaller than the rest of the population of the Republic of Poland;
- 2) they significantly differ from the remaining citizens in their language, culture or tradition;
- 3) they strive to preserve their language, culture or tradition;
- 4) they are aware of their own historical national community, and are oriented towards its expression and protection;
- 5) their ancestors inhabited the present territory of the Republic of Poland for at least 100 years;
- 6) they identify themselves with the nation having its own state.

Act on National and Ethnic Minorities and Regional Language,

<http://mniejszosci.narodowe.mac.gov.pl/download/86/16013/ustawoMNIeijezreg-tekstujednolicony-9VII14.pdf>

An ethnic minority is a group of citizens that meet the above criteria apart from identifying themselves with a nation having its own state. Ethnic minorities do not have their own state.

Groups recognised as national and ethnic minorities are entitled to various rights to help them sustain their cultural identity. The Kashubians are also mentioned in the Act, but they are not defined as a “minority”, but a “group using their regional language”. In Poland, there are also some groups that do not seek to obtain the status of ethnic minorities – these are Podhalan Highlanders, Kurpie, and Mazurs. The Silesians, even though they are the largest minority group in Poland (in the 2011 National Census of Population as many as 809 000 people declared Silesian identity, including 423 000 people with Polish identity) do not have the status of ethnic minority.

In addition to the national and ethnic minorities, in Poland there is an ever increasing migrant population. The most numerous groups are now migrants from countries of the former Soviet Union, mainly from Ukraine, Russia, Armenia, and Belarus. From 2014 the number of Ukrainians living in Poland has significantly increased, but there is no precise data as to their number. A relatively large group are the Vietnamese with an estimated 40 000 living in Poland.

There is a significant refugee influx into Poland, although the procedures for legal residency are complicated and lengthy. In 2011, 6901 applications for refugee status were submitted. Only 157 of them were approved. Refugees mainly from the Russian Federation (Chechnya), Georgia, Armenia, and Ukraine seek shelter in Poland. Due to the new EU regulations, Poland is preparing itself for an influx of refugees from Syria.

Development of texts – Marzena Ples, based on:

<http://stat.gov.pl>, <http://mniejszosci.narodowe.mac.gov.pl>, <http://www.unhcr.org/cgi-bin/texis/vtx/home>

3. EDUCATIONAL MATERIALS

Educational material no. 5



Education and labour market in Poland

Compulsory schooling in Poland applies to children and adolescents aged six to sixteen years, plus two years further education to the age of eighteen. The former covers the final year of preschool education, primary school (six years) and lower secondary school (three years). After graduating from the lower secondary school and passing the exam, a student may continue his or her educational path in a number of different types of high schools, the most popular of which are general high schools (three years). In order to study at university, the final exam (known in Poland as the “Matura”) should be passed.

In grades 1-3 of primary school, a descriptive assessment is used. From the fourth grade in the Polish school there is a six-level scale, where 1 – is unsatisfactory, 2 - low pass, 3 - satisfactory, 4 - good, 5 - very good, 6 - excellent. However in the universities there is a four-level scale from 2 (unsatisfactory) to 5 (very good).

The 2011 National Census of Population shows that 16.8% of Poles hold a graduate degree (among the total population aged 13 years and more). In comparison with 2002, this indicator increased by 6.9%.

In the 2011/2012 academic year, there were 485.2 thousand higher education graduates, 67.3% of whom completed state schools. In 2012, the level of literacy among young people in Poland was 100%, and 99.75% among adults.

The registered unemployment rate in October 2015 stood at 9.6%. The average monthly salary in the enterprise sector in October 2015 was PLN 4110.77 and increased in comparison with 2014, when it amounted to PLN 3980.24.

The average number of hours worked per week in Poland is 40.7. The EU average is 37.2 hours. In 2014, 16 million people were employed in Poland. According to the Central Statistical Office, in the country in the second quarter of 2015 there were 937 unemployed per 1000 workers (aged 15 years of age or more), and the activity rate was 55.8%.

Development of texts – Marzena Ples, based on: <http://stat.gov.pl>, <http://rynekpracy.org/> and “The System of Education in Poland”: http://eurydice.org.pl/wp-content/uploads/2014/10/THE-SYSTEM_2014_www.pdf

3. EDUCATIONAL MATERIALS



Educational material no. 6 Religiousness of the Poles

Poland is one of the most religiously homogeneous EU countries. In the 2011 National Census of Population, 91.27% of all people answered the question about religion, 97.36% of whom (87.58% of the total population) declared their belonging to the Roman Catholic Church. The second largest is the Orthodox Church (0.44% of those answering the question), while the third were the Jehovah's Witnesses (0.39% of those answering the question).

According to the Gallup Organisation, Poland is one of the most religious countries in Europe. The 2004 survey results indicate that 63% of Poles attend church at least once a week. In the EU, only the Maltese (75%) attend Holy Mass more frequently. However, the progressive influence of secularisation from the West has recently been observed.

The basic unit of the Roman Catholic Church is a diocese, which is divided into parishes. The Roman Catholic Church has legal personality, which was regulated by the Act of 1989. In 1993, a concordat between the Holy See and Poland was signed.

The Constitution of the Republic of Poland defines the relationships between the Churches and other religious organisations and the State. It states that *Churches and other religious organisations shall have equal rights and the public authorities shall be impartial in matters of religious, philosophical or ideological beliefs, ensuring freedom of their expression in public life* (Art. 25 of the Constitution of the Republic of Poland).

Jasna Góra in Częstochowa is one of the most prominent places of Marian devotion and also a pilgrimage centre for visitors from abroad. The painting of Our Lady of Częstochowa can be found there. The city hosted the World Youth Day in 1991. In July 2016, the World Youth Day will take place in Poland for the second time. This time the hosts will be Krakow and Wieliczka. The Organising Committee estimates that around 2.5 million pilgrims may come to Poland. The initiator of these Catholic youth meetings was the Polish Pope, John Paul II, who at the inauguration of his pontificate said to young people: "You are the future of the world, you are the hope of the Church. You are my hope."

The Polish Pope, John Paul II, who came from Wadowice near Krakow, was one of the most influential figures of the twentieth century. He contributed to the political and social transformations in the 80s and 90s not only on the Old Continent. During his 27-year pontificate he visited 129 countries. He has a special place both in history and in Polish culture.

Development of texts – Marzena Ples, based on: <http://stat.gov.pl>, <http://www.gallup.com/home.aspx>

3. EDUCATIONAL MATERIALS

Educational material no. 7



Poles against the backdrop of other EU Member States

On 1st May 2004, Poland joined the European Union, which currently covers more than 4 million km². It is composed of 28 countries. The population in 2013 exceeded 507 million people. According to Eurostat, in 2012 Poland was ranked 32nd in the world and 6th in the EU in terms of population (after Germany, France, the United Kingdom, Italy, and Spain). Poland with its 312 683 km² of land occupies the 69th place in the world in terms of area and 6th in the European Union (after France, Spain, Sweden, Germany, and Finland).

In 2009, Poland was the only EU country with a growing GDP. Despite the economic crisis, the country managed to maintain a steadily increasing GDP. In the fourth quarter of 2014 it increased by 3.1%. In 2013, the nominal GDP amounted to \$ 519.4 billion, which gave Poland the 22nd position in the ranking of world economies. Employment costs in Poland are one of the lowest in the European Union. Therefore, the country is now the biggest outsourcing hub in Europe. Also, the cost of living is much lower than Western European countries.

In 2014, the fertility rate in Poland stood at 1.29, while the EU average was 1.55. Of the whole EU, Poland has the lowest average age of a man's first marriage — 29 years of age. In the EU, the average life expectancy for men is 77.8 years of age and for women 83.3. In Poland, these rates are lower: 73 years for men and 81.2 for women.

Statistics show that Poles are better educated compared with representatives of other EU countries. The percentage of people between 30 and 34 years of age with higher education in the same age group in the EU is 37.9%, while in Poland it is 42.1%.

The employment rate in the EU for people aged 15 to 64 is 64.8% and 69.2% in the age group from 20 to 64 years of age. In Poland, it is 61.7% and 66.5% respectively. The employment structure in Poland is a bit different from the average in the EU. There are more people working in agriculture, industry and construction than in the whole EU, whereas there are fewer people working in the service sector. A detailed summary is given below:

Employment structure	European Union (%)	Poland (%)
Agriculture, forestry, hunting, fishery	5	11,5
Industry and construction	21,9	30,2
Services	73,2	58,3

Based on International Statistics Yearbook 2015, GUS

Development of texts – Marzena Ples, based on: <http://stat.gov.pl>,
http://ec.europa.eu/eurostat/statistics-explained/index.php/Population_structure_and_ageing and *People in the EU: who we are and how do we live?*
http://stat.gov.pl/download/gfx/portalinformacyjny/en/defaultaktualnosci/3/16/1/1/people_in_the_eu.pdf

4. THE PROPOSED LITERATURE AND FILMS

Websites:

- Central Statistical Office of Poland (PL, EN): <http://stat.gov.pl/>
- Eurostat (EN): <http://ec.europa.eu/eurostat>
- Eurydice – Poland (PL, EN):
<https://webgate.ec.europa.eu/fpfs/mwikis/eurydice/index.php/Poland:Overview>
- Poland Demographics Profile (EN): http://www.indexmundi.com/poland/demographics_profile.html
- Stay Poland (PL, EN, RU): <http://www.staypoland.com/>
- Young Europeans (EN): http://ec.europa.eu/eurostat/cache/infographs/youth/index_en.html

Books:

- *Concise Statistical Yearbook of Poland 2015*, Central Statistical Office, Warsaw 2015:
<http://stat.gov.pl/download/gfx/portalinformacyjny/en/defaultaktualnosci/3328/1/16/1/concise.pdf>
- *Demographic Transition and an Aging Society: Implications for Local Labour Markets in Poland*, Organization for Economic Co-operation and Development, Warsaw 2013:
http://www.oecd.org/cfe/leed/Demographic_poland_report.pdf
- *International Statistics Yearbook*, Central Statistical Office, Warsaw 2015:
http://stat.gov.pl/download/gfx/portalinformacyjny/en/defaultaktualnosci/3328/11/3/1/rocznik_statystyki_miedzynarodowej_2015.pdf
- Kotowska Irena, Józwiak Janina, Matysiak Anna, Baranowska Anna, *Poland: Fertility decline as a response to profound societal and labour market changes? Demographic Research: Volume 19, Article 22*, Germany 2008: <http://www.demographic-research.org/volumes/vol19/22/19-22.pdf>
- *People in the EU – who are we and how do we live?* Mariana Kotzeva (ed.), Eurostat Statistical Book, Luxembourg 2015:
http://stat.gov.pl/download/gfx/portalinformacyjny/en/defaultaktualnosci/3/16/1/1/people_in_the_eu.pdf
- *The Demographic Yearbook of Poland 2015*, Central Statistical Office, Warsaw 2015:
http://stat.gov.pl/download/gfx/portalinformacyjny/en/defaultaktualnosci/3328/3/9/1/demographic_yearbook_of_poland_2015.pdf
- *This is Poland*, Central Statistical Office of Poland, Warsaw 2011:
[http://stat.gov.pl/cps/rde/xbcr/gus/as_this_is_poland\(1\).pdf](http://stat.gov.pl/cps/rde/xbcr/gus/as_this_is_poland(1).pdf)
- *The system of Education in Poland*, Anna Smoczyńska (ed.), Eurydice-FRSE, Warsaw 2014:
http://eurydice.org.pl/wp-content/uploads/2014/10/THE-SYSTEM_2014_www.pdf
- *Third Report Submitted by Poland Pursuant to Article 25, Paragraph 2 of the Framework Convention for the Protection of National Minorities*, Council of Europe, Warsaw 2012:
https://www.coe.int/t/dghl/monitoring/minorities/3_fcnmdocs/PDF_3rd_SR_Poland_en.pdf
- *Wyznania Religijne. Stowarzyszenia narodowościowe i etniczne w Polsce 2006-2008*, Grzegorz Gudaszewski, Mariusz Chmielewski (ed.), Główny Urząd Statystyczny, Warsaw 2010:
http://stat.gov.pl/cps/rde/xbcr/gus/oz_wyzn_rel_stow_nar_i_etn_w_pol_2006-2008.pdf

4. THE PROPOSED LITERATURE AND FILMS

Films:

- *Come to study in Poland!* (EN): <https://www.youtube.com/watch?v=kqxSHztEB6Q>
- *Get to know about Poland: Polish Society* (EN):
<https://www.youtube.com/watch?v=Ak12bWF1i5c> (RU): <https://www.youtube.com/watch?v=AK0tvJCMdcA>
- *Something Begins, Something Ends? Polish Society in the World* YouTube Playlist (PL):
https://www.youtube.com/playlist?list=PLMGk2F5yNQspeeNE5f7nJGFenIWQvzhJ_
- *Top 10 Awesome Facts About Poland* (EN): <https://www.youtube.com/watch?v=W4g0o3sPVBM>



Chapter VII

POLISH COMMUNITY AROUND THE WORLD

Agnieszka Słomian



Get to know about Poland – Training Materials for Trainers and Teachers

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Cover photo: Folk costume / Source: DoLasu | art studio, Anna Prusiewicz

1. WORKSHOP SCENARIO



AIMS

- To acquaint the participants with famous Polish figures, the history of emigration, places of residence and the current situation of the Polish diaspora worldwide.
- To define the causes of human migration worldwide and compare the contemporary situation of diasporas of different nationalities.
- To develop artistic skills and creative ways of communicating knowledge.



DURATION: 180 minutes.



PARTICIPANTS: 20 people.



TEACHING METHODS

- Demonstration methods – film.
- Activation methods – staging.
- Problem-focused methods – didactic discussion.
- Practical methods – guiding text.



TEACHING MATERIALS, AIDS AND WORK

- Computer and projector to display video.
- Board or flipchart to write down associations.
- 4 Printed: large-format contour world map, A4 sheets for thematic categories and A5 sheets for the biographies of eight chosen Poles.
- Flipchart paper, white A4 papers and sticky notes, glue, scissors, crayons, markers.
- For diversification, printed photographs, symbols and maps may be hung around the room.

1. WORKSHOP SCENARIO

Plan of the workshop



1. INTRODUCTION

The sheets containing the thematic categories defining famous Poles (*Auxiliary material no. 1*) are hung around the room in various places. The participants receive sticky notes on which they write the names and surnames of Poles from different historical periods. Afterwards, they assign them to a given thematic category and attach them to the appropriate sheet. The written names and surnames of the figures corresponding to each thematic category are clearly read aloud. The participants are invited to brainstorm associations concerning particular figures and their contributions to the international community. An attempt should then be made to assign each figure to the appropriate historical period.

In the form of a lecture, presentation or talk the information on the Polish Diaspora in the world and the "Pole's Card" document (*Educational material no. 1, 2*) is presented. The educational film *Get to know about Poland: Polish Community around the World* (*Auxiliary material no. 2*) is shown. The movie is discussed together – the information contained therein as well as the visual material.

The participants are invited to draw white and red flags of Poland on the printed large-format contour world map (*Auxiliary material no. 3*), based on their knowledge and the information provided in the film. Flags with the letter "H" (history) should be put in the places historically inhabited by the Poles (e.g. before they were deported or emigrated). However, the flags with the letter "P" (present day) should be placed in the countries where there are currently large concentrations of Poles (e.g. the descendants of Poles, economic emigrants). The participants are invited to draw the flags of their countries on the map, in places where their diasporas resided. The mosaic of these flags is discussed in the context of the contemporary situation regarding their fellow citizens.



2. EXPLAINING AND CONDUCTING AN EXERCISE

It should be explained that during the workshop a theatrical method shall be used, that is an improvisation involving the body in space. The first task will be a warm-up preparing the participants for the real one, during which they will become familiar with the biographies of eight famous Poles.

The participants stand in a circle while the trainer gives a keyword, for example 'hospital'. Person A stands in the centre of the circle in any position, followed by Person B and C one after the other who stand alongside "adding" a new element and creating a stationary image (sculpture). It is important for the participants to pay attention to the way they move while entering and leaving the circle – it should not be an "everyday" movement. When everybody is already standing in the stationary "image", the trainer invites them to add sound, words and movement to the sculpture, to bring the scene to life. The other participants applaud and the actors return to their seats. The trainer gives the subsequent keywords and new people enter the centre of the circle. When 3-4 keywords have been given, the trainer gives the names and surnames of the famous Poles who had been mentioned by the participants at the beginning of the workshop. Now their task is to present the figures in the manner of the previous exercise. After a few rounds, the task is discussed together - how the participants felt as actors, what gave them the greatest pleasure, and what presented the greatest difficulty.

1. WORKSHOP SCENARIO

Afterwards, the participants are divided into 4 groups of 5 people. Each group randomly selects the biographies of two famous Poles who lived outside the country (*Educational material no. 3 – 10*). The participants are asked whether they are familiar with these figures and what associations come to their mind. The task of the group is to present, in the form of a 3-minute presentation, each of these figures creatively, for example freeze frame, pantomime, sound, body improvisation in space, and interpret the information selected by the group. The participants have 40 minutes to prepare the presentation.



3. SUMMARY AND DISCUSSION

The participants are asked how they would evaluate their work in groups, whether they are satisfied with the end result, and which information arising from the task surprised them the most.

The participants are asked to think in groups of two, four and six (snowball sampling) what historical, social, political or economic factors influence human migration and the creation of diasporas throughout the world. Afterwards, the opinions are written on four flip-charts and discussed.



4. THE TIME FRAME OF THE WORKSHOP

Introduction to the topic and presentation of the film: 45 minutes.

Conducting the exercise: 90 minutes, including:

- Time to explain the introductory and real task: 5 minutes.
- Time to perform the introductory task: 20 minutes.
- Time to work in groups: 40 minutes.
- Time to present the figures: 8 figures x 3 minutes (about 25 minutes).

Discussing the exercise and summarising the workshop: 45 minutes.

2. AUXILIARY MATERIALS

Auxiliary material no. 1 Thematic categories



Painting, Film, Music, Literature, Sport, Politics, Society, Science, Military

Auxiliary material no. 2 Educational film



The film is available on You Tube at:

- *Get to know about Poland: Polish Community around the World*
(EN): https://www.youtube.com/watch?v=oyPPG2ZNg_c
(RU): <https://www.youtube.com/watch?v=5uGsLY1QhvU>

Auxiliary material no. 3 Political Map of the World



- Political Map of the World
(Attachment no.1, to print on A4)



Design: Political Map of the World (august 2013) / CIA - The World Factbook / Source: Wikipedia,
https://commons.wikimedia.org/wiki/File:Political_Map_of_the_World_%28august_2013%29.png?uselang=pl

2. AUXILIARY MATERIALS

Educational material no. 1



The Polish diaspora

The Polish diaspora refers to people of Polish descent who live outside Poland. In Poland, the word “Polonia” – which simply means “Poland” in several languages – is commonly used. According to reliable estimates, 15-20 million people of Polish ancestry live outside Poland (the current population of the country is slightly over 38 million). The reasons for this massive displacement of several generations of Poles vary: they include border shifts, forced resettlement, and political or economic emigration. Major communities of Poles or people of Polish origin can be found in the United States, Germany, Ukraine, Russia, Kazakhstan, Belarus, Lithuania, France, the United Kingdom, Sweden, and Ireland as well as Brazil, Canada, Australia and Argentina. Poles also reside in many other countries on every continent. A large proportion of Polish citizens who migrated – mostly to the United States – in the early 20th century were Polish Jews. Today, they and their families form a considerable part of the Jewish diaspora. Until 1939, Poland was home to the world’s largest Jewish population, but over three million Polish Jews were killed in the Holocaust by Nazi Germany. Over the period of the last two decades, with the Republic of Poland enjoying its regained freedom and sovereignty, the Polish Ministry of Foreign Affairs, the Senate and many other institutions have made great efforts to help displaced Polish citizens around the world.

Based on: http://www.msz.gov.pl/en/foreign_policy/polish_diaspora/



Photo: The 2008 Pulaski Day Parade in New York City, for the annual Polish-American celebration / Salon Nowojorski / Source: Wikipedia

3. EDUCATIONAL MATERIALS

Educational material no. 2

**Card of the Pole**

The Card of the Pole is a document stating allegiance to the Polish nation. The holder of the Card of the Pole may: obtain a long-term visa allowing multiple entry into Poland, take up legal employment without having to obtain a work permit, run a business in Poland on the same conditions as Polish citizens, benefit from the Polish education system free of charge, have access to Polish emergency medical services on the same conditions as Polish citizens, visit state-operated museums in Poland free of charge, be among the first to apply for financial support from the central or local budget devoted to supporting Polish citizens abroad. The Card of the Pole does not entitle the holder to obtain Polish citizenship or the legal right to reside in the territory of the Republic of Poland or to cross the Polish border without a valid visa.

Based on: http://www.msz.gov.pl/en/foreign_policy/polish_diaspora/card_of_the_pole/



Photo: The Card of the Pole (obverse) / Council of Ministers of the Republic of Poland / Source: Wikipedia

3. EDUCATIONAL MATERIALS

Educational material no. 3

**Kazimierz Pułaski (1745 – 1779)**

At an early age he joined in the fight to save Polish independence. He was an active member of the Bar Confederation – the uprising of part of the Polish nobility (szlachta) against Russian domination. At the age of 24 he became one of the leaders of the uprising. He fought with Russian troops in the eastern and southern parts of Poland. In one of his pugnacious expeditions he even attempted to kidnap the Polish king, Stanisław August Poniatowski. After the fall of the uprising, he had to flee from Poland as he could not count on refuge in any European country. He emigrated to North America, where he joined the army of George Washington and participated in the American Revolutionary War. At the Battle of Brandywine, through his bravery he saved the life of George Washington, who appointed him a general of the American Cavalry Brigade, which defeated the British at the Battle of Charleston in 1779. He died from his wounds during the siege of Savannah in 1779. Kazimierz Pułaski is considered the founder of the American Cavalry. In New York every first Sunday of October “Pułaski Parade”, the greatest parade in the USA, is held.

Development of text: Agnieszka Słomian, Tomasz Mazurek



Photo: Kazimierz Pułaski / Source: Wikipedia

3. EDUCATIONAL MATERIALS

Educational material no. 4

**Ignacy Domeyko (1802 – 1889)**

From a very young age he showed a keen interest in the sciences – mathematics, chemistry, geology, and mineralogy. In the years 1816-1822, he studied at the Imperial University of Vilnius, and in those days he joined the Society of Philomath – a secret society of students, where he met, for example, Adam Mickiewicz – the greatest Polish poet. In 1831 Domeyko joined the November Uprising alongside the Polish troops which fought in Lithuania. After the uprising, he went into exile, first to Prussia and Saxony and later to France. In 1837 he graduated from L'École des Mines. Shortly thereafter, he was appointed lecturer of chemistry and mineralogy in Coquimbo, in northern Chile, while at the same time conducting research on earthquakes and volcanic eruptions. He discovered the huge mineral deposits that have become the backbone of the Chilean economy. Since 1867, for 16 years he held the position of rector at the Universidad de Chile. At the end of his life he travelled to Europe. During his visit to Krakow in 1887, he received a Doctor Honoris Causa degree from the Jagiellonian University. His return trip to Chile strained his health and he died in Santiago de Chile in 1889.

Development of text: Agnieszka Słomian, Tomasz Mazurek



Photo: Ignacy Domeyko / Source: Wikipedia

3. EDUCATIONAL MATERIALS

Educational material no. 5



Ernest Malinowski (1818 – 1899)

His father and older brother took part in the November Uprising, after whose fall the whole family was forced to emigrate. He studied in Paris at technical schools, and in 1838 started to work in the French Corps of Engineers of Roads and Bridges. In 1848 the Spring of Nations broke out in Europe. Ernest stopped working and wanted to join the uprising in Krakow, but before he arrived, the uprising had already collapsed. He returned to France and soon signed a contract to work in Peru as a government engineer, supervising the construction of roads and railways. He took an active part in combat during Peru's war with Spain in 1866, for which he received honorary citizenship of Peru. He was the chief engineer on the construction of the railway line through the Andes, connecting the coast with the interior of the country. More than 60 tunnels and over 40 bridges were built, some sections at an altitude of 5,000 meters. He was a founding member of the society known as the Club and Sociedad Nacional de Lima Geográfica. Apart from Polish, his mother tongue, he was fluent in Russian, English, French and Spanish. He never married; he lived in a luxury apartment in a hotel in Lima, where he died of a heart attack in 1899.

Development of text: Agnieszka Słomian, Tomasz Mazurek



Photo: Ernest Malinowski / Source: Wikipedia

3. EDUCATIONAL MATERIALS

Educational material no. 6



Bronisław Grąbczewski (1855 – 1926)

His father took part in the January Uprising for which he was exiled to Siberia, and Bronisław, along with his mother, was evicted from the family estate in Lithuania and settled in Warsaw. He started his studies at the Institute of Mining in St. Petersburg, and in 1876 he began his military service in Turkestan. During various military campaigns and expeditions, he prepared detailed topographical maps, environmental and ethnological observations. He examined, for example, Central Tien Shan, Karakoram, Tibet, part of the Hindu Kush, tributaries of rivers the Syr Dary, and the Indus. He received medals from the Russian Geographical Society for his activities, and was appointed to important military and administrative functions in Tsarist Russia. He was the chief of the Osh Region in Kyrgyzstan, the governor of Astrakhan, field hetman of Astrakhan Cossack and administrator of the East China railway in Harbin. He was a Catholic, had liberal political views and was a Pole, and these were the obstacles to the advancement of his political and military career. During the revolution in Russia, he took a strong line against the Bolsheviks. He went to the Far East, and returned in 1920 to an independent Poland. In his twilight years he cooperated with the National Institute of Meteorology and Polish Geographical Society. He died in Warsaw in 1926.

Development of text: Agnieszka Słomian, Tomasz Mazurek

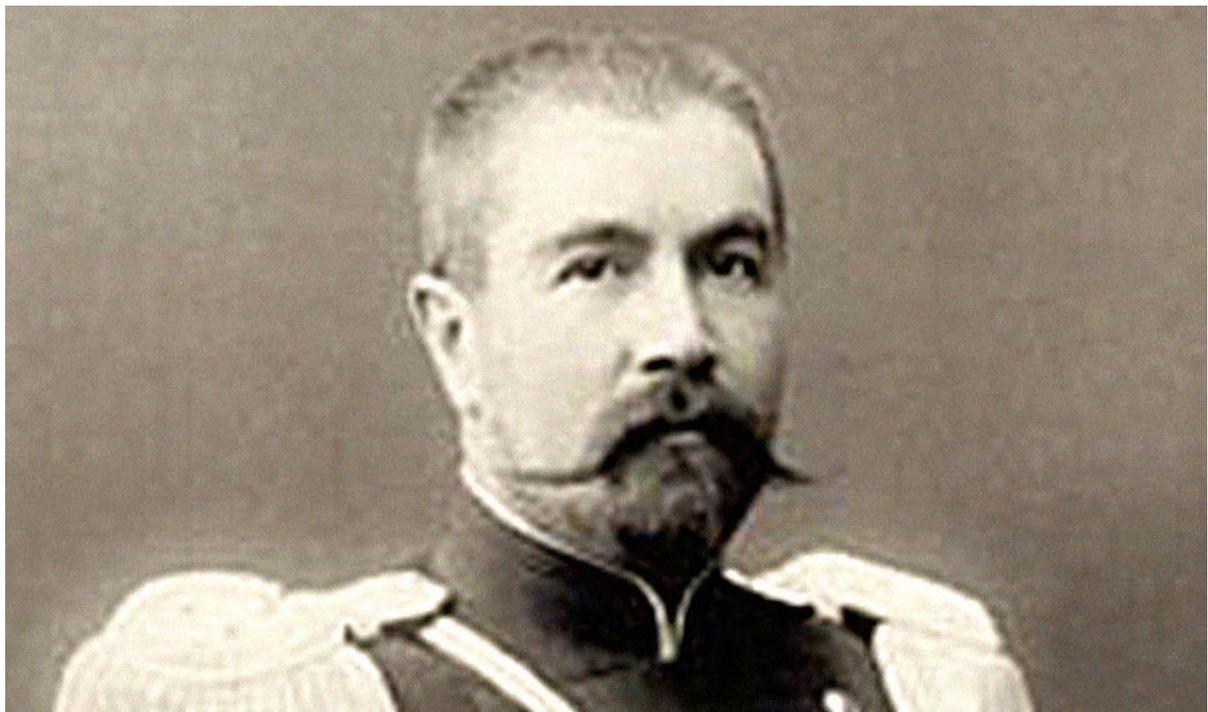


Photo: Bronisław Grąbczewski / Source: Wikipedia

3. EDUCATIONAL MATERIALS

Educational material no. 7

**Bronisław Piłsudski (1866 – 1918)**

He was a brother of Józef Piłsudski who, after World War I, won independence for Poland and became the head of the reborn country. Since 1886 Bronisław studied at the Faculty of Law in St. Petersburg, where he became involved in the revolutionary organisation known as “Will of the People” (Wola Ludu) preparing an attempt on life of Tsar Alexander III. After discovering the conspiracy, the tsarist authorities sentenced Bronisław to 15 years’ hard labour and exile to Sakhalin island. After 10 years, the sentence of exile was changed into a warrant to settle in the Far East without the right to leave. The Russian Academy of Sciences offered that he could carry out research on the culture of the Ainu, the Gilaks, the Oroks and the Manguns living on Sakhalin. During his subsequent years on Sakhalin and Hokkaido, he gathered invaluable ethnographic materials, using the latest techniques at that time. He took photos, made films and even... recorded sounds – on special wax rollers used for phonography and invented by Edison. After the outbreak of the Russo-Japanese War he went to Japan, where he established the Japanese-Polish Society. Then he returned to Poland, and lived in Cracow and Zakopane. During World War I he stayed in Switzerland, after which he moved to Paris, where in 1918 he drowned in the Seine.

Development of text: Agnieszka Słomian, Tomasz Mazurek

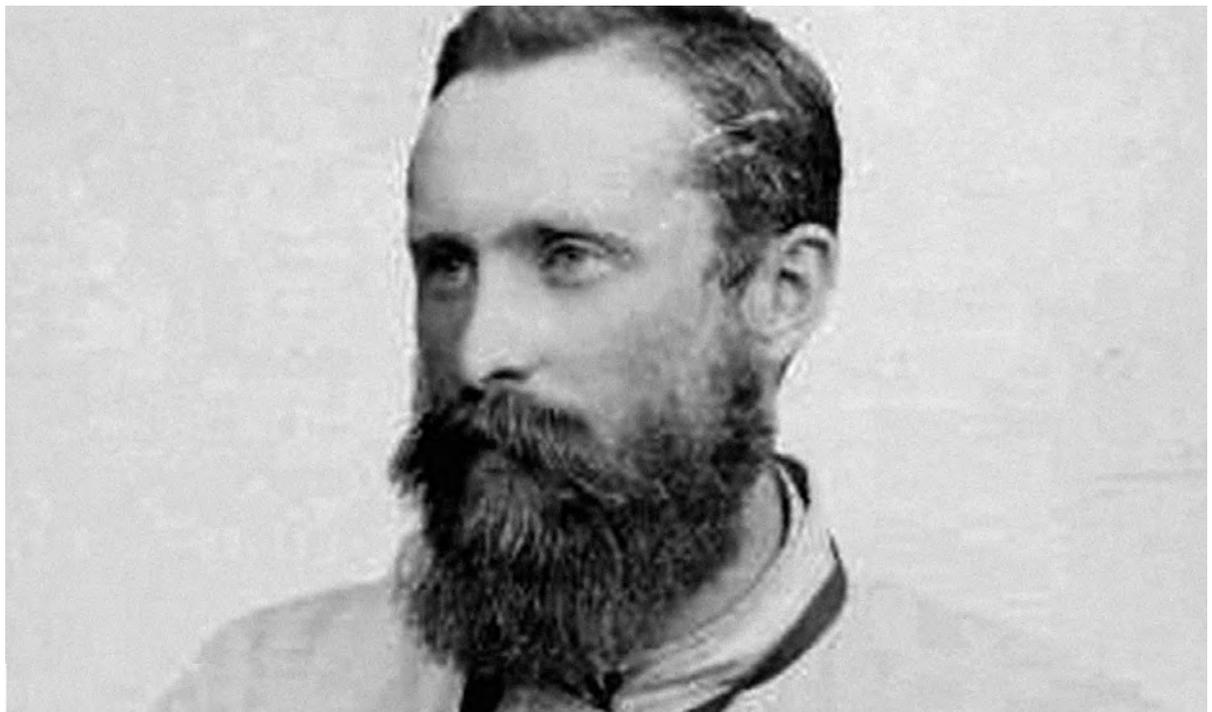


Photo: Bronisław Piłsudski / Source: Wikipedia

3. EDUCATIONAL MATERIALS

Educational material no. 8

**Jan Nowak Jeziorański (1914 – 2005)**

Since 1940, he was a member of the underground movement and ran missions for the Home Army. He was a messenger, crossing through occupied territory to the zone of the Western allies. He was the last messenger who came to Warsaw before the outbreak of the Warsaw Uprising. During the uprising, he married his wife, Jadwiga, who also fought in the ranks of the Home Army – and because of the incessant shelling, the wedding ceremony lasted only seven minutes. The day before the capitulation of the uprising, he escaped to London with hundreds of photographs and documents of the underground state. After the war he stayed in the West. Initially, he worked in the Polish section of the BBC, dealing with Nazi crimes in occupied Poland. Since 1951, he chaired the Polish Radio Free Europe, providing uncensored information on events in the world. Listening to Radio Free Europe was forbidden in Poland. In 1976 he emigrated to the United States, where he worked in the Polish American Congress, actively lobbying for the admission of Poland to NATO. After 45 years in exile, he visited Poland for the first time in 1989 at the invitation of Lech Wałęsa. Then he regularly visited the country, and returned permanently in 2002. He died in 2005.

Development of text: Agnieszka Słomian, Tomasz Mazurek



Photo: Jan Nowak Jeziorański / Source: Wikipedia

3. EDUCATIONAL MATERIALS

Educational material no. 9

**Zbigniew Brzeziński (born 1928)**

He spent his early childhood with his parents at a diplomatic office in Leipzig, where through the eyes of a child he saw fascism taking shape in Germany. After his return from Leipzig and a few years' stay in Poland, in 1938 the Brzeziński family moved to a diplomatic office in Canada, where they stayed out the Second World War. He graduated in Montreal, and in 1953 he received a Ph.D. in political sciences at Harvard. He was involved in political activities in the USA. During the years 1977-1981 he was a National Security Advisor in the cabinet of president Jimmy Carter. He postulated political and material support for the Polish "Solidarity" movement which was forming in 1980. It is believed that at this point in time his strong stance prevented the Soviet invasion of Poland. In the 90s he actively lobbied in US political circles for the admission of Poland to NATO. He is a supporter of the installation of missile defence systems in Poland and strengthening the alliance with the USA. In 1981 he received the American Medal of Freedom, while in 1995 the Polish president awarded him the Order of the White Eagle – the highest Polish state honour.

Development of text: Agnieszka Słomian, Tomasz Mazurek



Photo: Zbigniew Brzeziński / Source: Wikipedia

3. EDUCATIONAL MATERIALS

Educational material no. 10

**Jacek Kaczmarski (1957 – 2004)**

His musical opus was considered to be politically and socially marked. His song Walls (Mury) of 1979 was declared the anthem of the nascent “Solidarity” movement, and he himself was branded “the bard of Solidarity”. When martial law was introduced in Poland in December 1981, he was on tour in France. He did not return to Poland. Instead, he performed in the West wherever he could, while also supporting the underground activities of Solidarity as well as organising charity events. Since 1984, he worked for Radio Free Europe, where he had his own programme. His subsequent albums of songs, which he created while in exile, were not only works aimed at bringing comfort in difficult times, but they were also an insightful historical and sociological analysis of Polish society. After regaining independence in 1989, Kaczmarski regularly came to Poland, gave concerts, recorded new albums, but he never returned permanently. In 1995, he settled in Australia. In 2002, he was diagnosed with cancer of the larynx. Jacek Kaczmarski returned to his homeland to spend the final months of his life there. He died in a hospital in Gdansk in 2004.

Development of text: Agnieszka Słomian, Tomasz Mazurek



Photo: Jacek Kaczmarski / Source: Wikipedia

4. THE PROPOSED LITERATURE AND FILMS

Websites:

- List of Polish radio stations worldwide (PL): <http://www.polonia.org/radia.htm>
- Radio Polonia worldwide (PL): <http://www.poloniaintheworld.pl/>
- Polonia worldwide (PL): <http://www.polonia.org/>
- The Polish diaspora in Polish MFA website (EN):
http://www.msz.gov.pl/en/foreign_policy/polish_diaspora/

Books:

- *Atlas of Polish Presence Abroad, Ministry of Foreign Affairs – Department of Polonia and Poles Abroad, Warsaw 2014:*
http://www.msz.gov.pl/pl/p/msz_pl/polityka_zagraniczna/polonia/atlas_polskiej_obecnosci_w_swiecie/
- *The Official Report on the Situation of Polonia and Poles Abroad (2009), Ministry of Foreign Affairs – Department of Polonia and Poles Abroad, Warsaw 2009:*
<https://www.msz.gov.pl/resource/90f1454c-8ac1-439a-9e5f-ac2ca6a0f013>
- *The Official Report on the Situation of Polonia and Poles Abroad (2012), Ministry of Foreign Affairs – Department of Polonia and Poles Abroad, Warsaw 2013:*
<https://www.msz.gov.pl/resource/b8b3993a-2df7-408b-a4c4-20b7ef465d34:JCR>

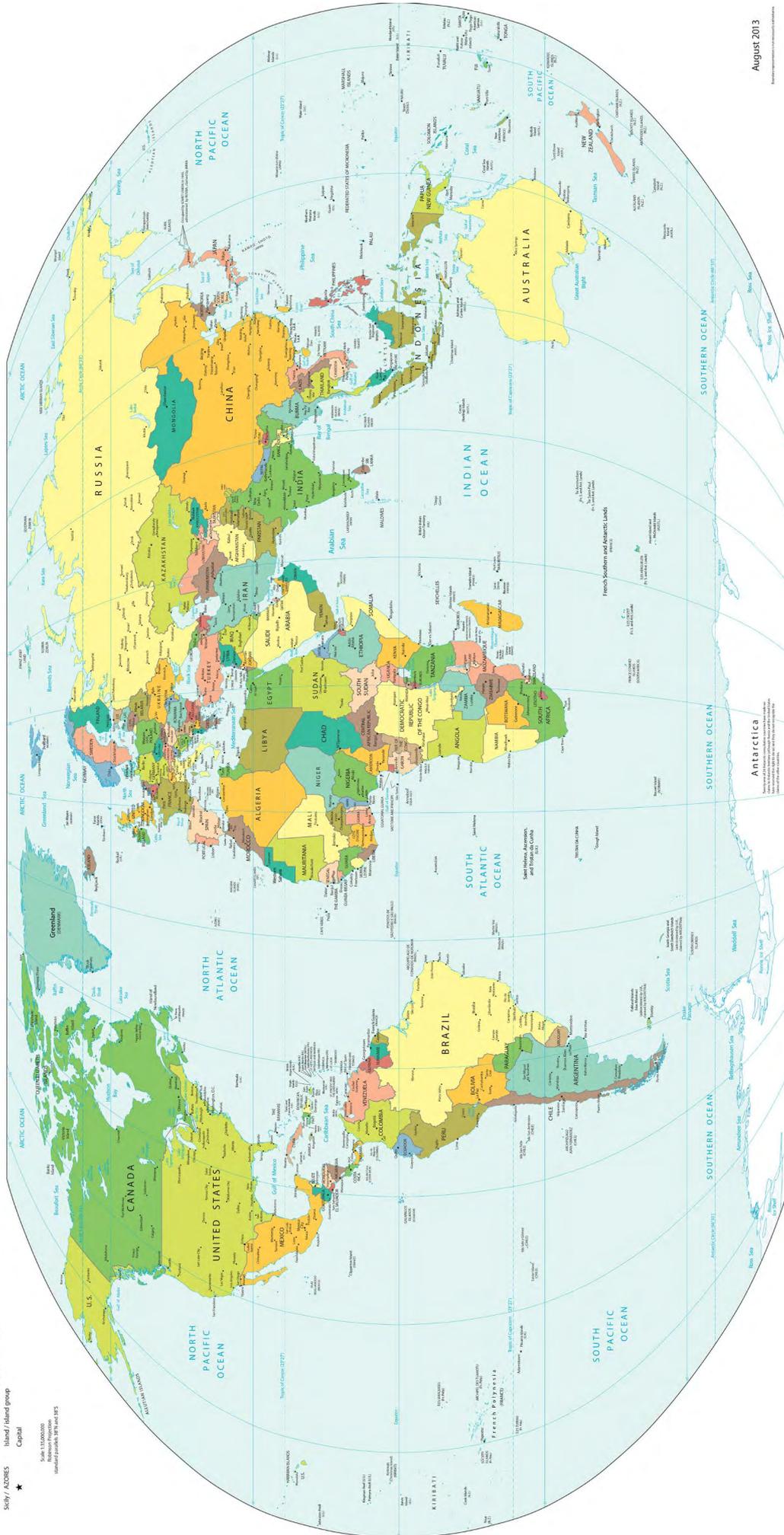
Films:

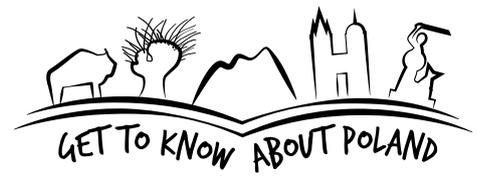
- *Get to know about Poland: Polish Community around the World*
(EN): https://www.youtube.com/watch?v=oyPPG2ZNg_c
(RU): <https://www.youtube.com/watch?v=5uGsLY1QhvU>
- *Polish Diplomacy with the Polish Diaspora and for the Polish Diaspora* (PL):
https://www.youtube.com/watch?v=RJI2zB_C-tc
- *Polish Diaspora and Poles Abroad Day 2015* (PL):
<https://www.youtube.com/playlist?list=PLbacxjg4nkHe-CXcAAZ2F6cncFpkdHIAR>
- #Polonia on Youtube: https://www.youtube.com/channel/UCUU_Yc5St-NfY0ZslvC09Aw/featured

Political Map of the World, August 2013

- AUSTRALIA
- Bermuda
- Sully / AZORES
- ★
- Independent state
- Dependency or area of special sovereignty
- Island / Island group
- Capital

Scale: 1:10,000,000
Standard parallels 30°N and 30°S





Chapter VIII

POLISH MODERN CULTURE

Agnieszka Słomian, Tomasz Mazurek



Get to know about Poland – Training Materials for Trainers and Teachers

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Cover photo: Museum of Contemporary Art in Krakow/ Mariusz Cieszewski / Ministry of Foreign Affairs of the Republic of Poland / Source: Flickr.com

1. WORKSHOP SCENARIO



AIMS

- To acquaint the participants with elements of Polish contemporary culture: film, music, literature, theatre, painting, and festivals.
- To discuss the role of museums in creating and presenting culture.
- To develop skills of creative thinking and spatial planning.



DURATION: 180 minutes.



PARTICIPANTS: 20 people.



TEACHING METHODS

- Demonstration methods – film.
- Practical methods – productive exercises.
- Expository methods – talk.
- Expository methods – presentation.



TEACHING MATERIALS, AIDS AND WORK

- Computer and projector to display video.
- Stationery to prepare a museum room: large flipchart sheets, slips of paper of different colours and sizes, coloured blotting paper, glue, scissors, markers, paints, cardboard, string, etc.
- For each group: an instruction on how to complete the task, educational materials, printed photos and graphics.
- 6 separate rooms equipped with tables and chairs, where thematic museum rooms will be designed (if there is no such possibility, 6 areas may be separated with a string in one workshop room).
- Additionally, a printer and Internet connection as well as a computer to search for information – the participants may use their own equipment (mobile phones, tablets, or computers) during the workshop.

1. WORKSHOP SCENARIO

Plan of the workshop



1. INTRODUCTION

The participants are asked to define culture, identify and then characterise the different types (e.g. high, national, audiovisual), after which they are asked what contemporary culture means to them. How the role of museums has changed over the centuries should be discussed (e.g. formerly it was a place for protecting and displaying works of art, whereas today it is a place of history and culture). The participants may be asked to point to the largest and most state-of-the-art museums in the world. Afterwards, they are acquainted with selected Polish museum websites (from the section *The Proposed Literature and Films*).

Large pieces of papers with the following words in the middle: film, music, literature, theatre, painting, festivals should be hung in various places around the room. The participants are asked to add or draw all associations and information concerning these categories that come to their minds. A discussion should be initiated and afterwards the film *Get to know about Poland: Modern Culture (Auxiliary material no. 1)* should be presented.



2. EXPLAINING AND CONDUCTING AN EXERCISE

The task of the participants will be to design a state-of-the-art museum in Europe, where 6 rooms will be devoted to contemporary Polish culture according to the 6 thematic categories (*Auxiliary material no. 2*). The participants work in groups – each group will be responsible for one room, and its task will be to organise the space in such a way that it would be interesting for different age groups, to create an original and unusual museum installation, to place props and their descriptions, to come up with an advertising slogan for a given room and how to promote it in the media. The participants receive instructions on how to complete the task (*Auxiliary material no. 3*), texts, pictures and multimedia (*Educational materials no. 1–6*), chairs, tables, strings, cardboard, paper, crayons, markers, paints, etc. at their disposal (all depending on the conditions and the creativity of the leader). They have 60 minutes to complete the task.

After completing the task, the museum will be officially opened and the tourists who seek more information about Polish culture will be guided around. Each group will have 10 minutes to present its thematic room and the strategies for its promotion. During the presentation, Internet resources (e.g. fragments of films, music videos, documentaries, graphics, and music) may be used by the groups.

1. WORKSHOP SCENARIO



3. SUMMARY AND DISCUSSION

The participants are asked how they liked working in their groups under time pressure, having the opportunity to create their own vision of the museum room, what made their task easier and what obstacles they encountered. The last 15-20 minutes of the workshop should be devoted to supplementing the participants' knowledge about contemporary culture, for example by showing web portals, presenting music that they like, or fragments of music videos.



4. THE TIME FRAME OF THE WORKSHOP

Introduction to the topic and the presentation of films: 35 minutes.

Conducting the exercise: 120 minutes, including:

- Time for creating the museum room: 60 minutes.
- Time for presenting the museum rooms: 60 minutes.

Discussing the exercise and summarising the workshop: 25 minutes.

2. AUXILIARY MATERIALS

Auxiliary material no. 1

**Educational film**

The film is available on You Tube at:

- *Get to know about Poland: Modern Culture*
(EN): <https://www.youtube.com/watch?v=KivKCwM1a-0>
(RU): <https://www.youtube.com/watch?v=j61GWdjgzgQ>

Auxiliary material no. 2

Thematic categories

1) Film	4) Theatre
2) Music	5) Painting
3) Literature	6) Festivals

Auxiliary material no. 3

**Instruction on how to complete the task**

The task of all the participants will be to design the most state-of-the-art museum in Europe, where 6 rooms will be devoted to contemporary Polish culture according to the following thematic categories: film, music, literature, theatre, visual arts, others.

Each group will be responsible for one room – they should consider how to organise the space so that it will be interesting for different age groups (e.g. teenagers, adults and seniors), what information should be contained therein and how it should be presented.

Then the project should be carried out. Original, unusual and multimedia museum installations should be developed, using different furniture (e.g. tables and chairs), objects (e.g. cardboard boxes, mobile phones and tablets) and stationery (e.g. string, pieces of paper, blotting paper). Props should also be created along with their descriptions – the educational materials, printed photos, posters and graphics which were prepared for each group may be used. They may also refer to Internet resources (e.g. portals dedicated to Polish culture, social media) and computer equipment may be used. Additionally, the room should be named and the advertising slogan should be devised along with some idea of how to promote it in the media. Be creative!

The task should be completed within 60 minutes. Afterwards, the museum will be officially opened and the tourists who are thirsty for knowledge about Polish culture will be guided around the rooms. Each group will have 10 minutes to present their thematic room, so it should be decided how the results of the participants' work will be presented and the speakers should be chosen from among each group.

3. EDUCATIONAL MATERIALS

Educational material no. 1



Film

The film *Pruska Kultura* from 1908 is considered to be the first Polish feature film. The Polish film industry expanded after Poland had regained independence and unified the three partitioned areas in 1918. In Poland of the 1920s and 1930s the themes popular with filmmakers were mainly patriotism and love, although comedy productions also appeared at that time. After the war, the film industry was rebuilt, but rigid rules of social-realism were imposed on the film industry. A turning point in postwar Polish cinema was the emergence of the so-called Polish Film School that helped to come to terms artistically with the painful problems of the Second World War. In the Polish cinema of the 1960s and 1970s, numerous film adaptations of literary works were immensely popular. Opposition to the restrictions imposed by the authorities led to the creation of a separate artistic trend, which has been called the Cinema of Moral Anxiety. In the 1980s, Polish cinematography turned towards commercial cinema. After the collapse of the communist system in Poland and after the political transformation, there was a crisis in the film industry, with Polish cinematography gradually adapting to the capitalist reality. The many commercial productions also included some outstanding works on history, tolerance and the problems of contemporary Poland.

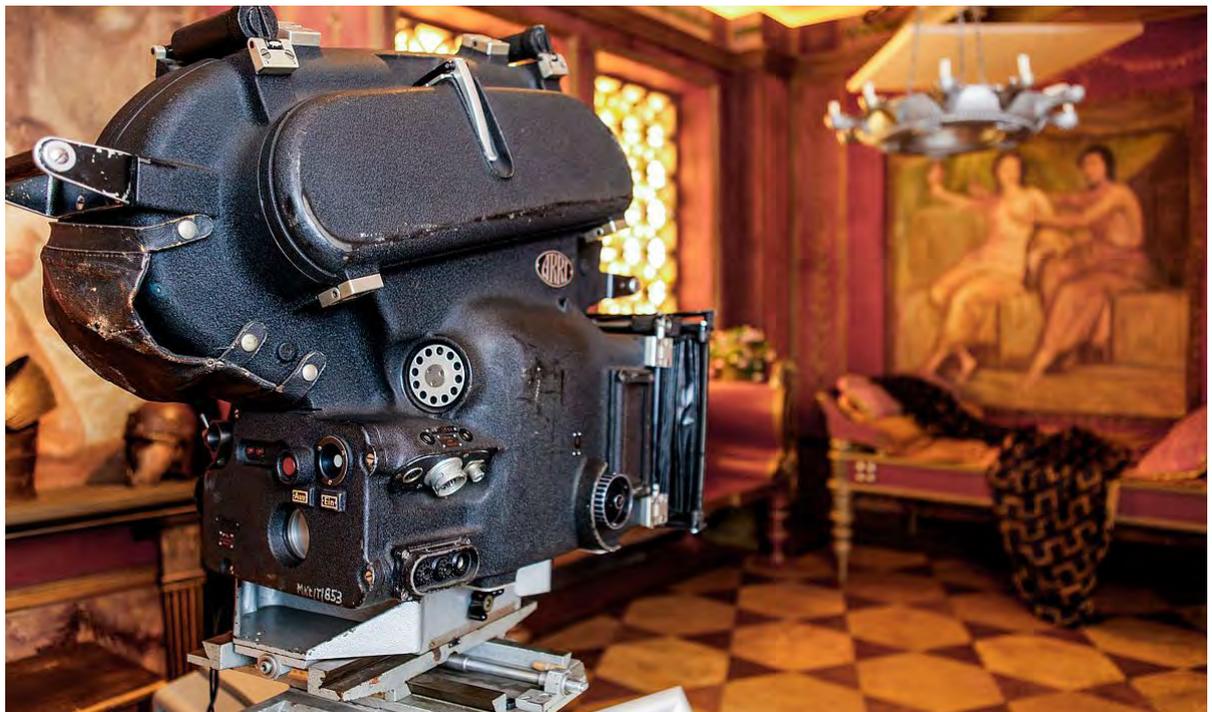


Photo: The Film Museum in Lodz / Mariusz Cieszewski / Source: Ministry of Foreign Affairs of the Republic of Poland - Flickr.com

3. EDUCATIONAL MATERIALS

Andrzej Wajda (born in 1926) – a Polish film and theatre director. The creator of the so-called Polish Film School. He co-founded the Cinema of Moral Anxiety within which films on social issues, denouncing the pathologies of the communist system in Poland were made. Wajda has received many awards for his contributions to the development of cinematography – for example, he won the 2000 Academy (Oscar) Lifetime Achievement Award. His films include: *Ashes and Diamonds* (1958), *The Promised Land* (1974), *Man of Marble* (1976), *Man of Iron* (1981), *Katyń* (2007).

More at: <http://culture.pl/en/artist/andrzej-wajda>

Krzysztof Zanussi (born in 1939) – he is considered one of the greatest directors of Polish cinema. The director deals with moral and psychological issues, revealing the inner drama of his characters. Krzysztof Zanussi is also a theatre director, sometimes a screenwriter, an artistic director, and a producer. His films include: *The Illumination* (1972), *Camouflage* (1976), *At Full Gallop* (1995), *Life as a Fatal Sexually Transmitted Disease* (2000), *Foreign Body* (2014).

More at: <http://culture.pl/en/artist/krzysztof-zanussi>

Krzysztof Kieślowski (1941-1996) – a Polish film director and screenwriter. He began his career as a director specialising in documentaries, and later he became involved in the production of feature films. Sometimes, he was engaged in theatrical activity. His early feature films, identified with the Cinema of Moral Anxiety, constituted paradocumentary films that showed the reality of contemporary Poland. Then he turned towards metaphysical themes, making psychological films on moral and existential issues. He was repeatedly awarded – for example, he won the European Film Award “Felix” and the Golden Lion in Venice. His films include: *A Short Film About Killing* (1987), *A Short Film About Love* (1988), the film series *The Decalogue* (1988), *The Double Life of Véronique* (1991), the *Three Colours* trilogy (1993-1994).

More at: <http://culture.pl/en/artist/krzysztof-kieslowski>



Photo: *Ashes and diamonds* by Andrzej Wajda / Source: eastendimages – Flickr.com

3. EDUCATIONAL MATERIALS

Agnieszka Holland (born in 1948) – a Polish film and theatre director of Jewish origin. In the years 1972-1981 she was a member of Zespół Filmowy "X". She was involved in theatre directing. Agnieszka Holland translated many works from Czech (for example, she translated *The Unbearable Lightness of Being* by M. Kundera into the Polish language). She collaborated with famous Polish directors such as Zanussi, Wajda and Kieślowski. Her films have been repeatedly nominated for an Oscar. Her works include: *Angry Harvest* (1985), *Europa Europa* (1990), *The Secret Garden* (1993), *Washington Square* (1997), *Janosik*, *True Story* (2009), *In Darkness* (2011) and the TV series *House of Cards* (2013), and *Burning Bush* (2013).

More at: <http://culture.pl/en/artist/agnieszka-holland>

Paweł Pawlikowski (born in 1957) – a Polish-British director and screenwriter, the author of *Ida*, the first Polish film to win an Academy Award for Best Foreign Language Film in 2015. As a director, he started his work from making documentaries, for example, *From Moscow to Pietushki* with Benny Yerofeyev (1990) *Tripping with Zhirinovskiy* (1995). He made his first feature film *Last Resort* (2000) at the age of 43, for which he won the BAFTA Award for "the most promising filmmaker". His films include: *The Stringer* (1998), *My Summer of Love* (2005), *The Woman in the Fifth* (2011), *Ida* (2013).

More at: <http://culture.pl/en/artist/pawel-pawlikowski>

Development of texts: Agnieszka Słomian, Tomasz Mazurek



Photo: Agnieszka Holland / Mariusz Cieszewski / Source: Ministry of Foreign Affairs of the Republic of Poland - Flickr.com

3. EDUCATIONAL MATERIALS

Educational material no. 2



Music

Polish music of the 20th century may boast many outstanding artists of various musical genres, from classical to contemporary jazz and pop. In the early 20th century, Polish classical music developed dynamically, following the latest global trends and creatively adapting them. This was connected, for example, with the opening of the Warsaw Philharmonic in 1901, which was a big success during the period of Partition of Poland and a chance for the development for Polish composers and musicians. From the 1920s to the 1940s, Polish tangos and songs marked not only the era of the Second Polish Republic, but also the grim years of war. The postwar period and communist control over cultural life, including music, on the one hand resulted in new social-realistic strands in Polish music, and on the other hand in creative attempts to “smuggle” western trends into musical life. Apart from festivals being a propaganda mouthpiece of the authorities, such as the Soldiers’ Song Festival in Kołobrzeg or Soviet Song Festival in Zielona Góra, there were also music festivals in Opole and Sopot, which introduced western trends to the Polish pop culture, and promoted many outstanding stage performers. In the 90s, Polish music experienced a dynamic growth, reflecting democratic changes in the country.



Photo: Krzysztof Penderecki with Johny Greenwood on European Culture Congress / M. Oliva Soto / Source: Narodowy Instytut Audiowizualny – Flickr.com

3. EDUCATIONAL MATERIALS

Karol Szymanowski (1882-1937) – a Polish composer, pianist, educator and writer. He belonged to the group of composers of the modernist movement known as Young Poland. Next to Frederic Chopin, he is considered one of the greatest Polish composers and creators of classical music. On the occasion of the 125th anniversary of his birth and the 70th anniversary of his death, the Sejm of the Republic of Poland declared 2007 to be the year of Karol Szymanowski. His works include: *The Love Songs of Hafiz*, *Three Paganini Caprices*, an opera *King Roger*, and a ballet *Harnasie*.

More at: <http://culture.pl/en/artist/karol-szymanowski>

Władysław Szpilman, pseudonym Al Legro (1911-2000) – a Polish composer, pianist and arranger of Jewish origin. On 23rd September 1939 he played a recital of works by Chopin in one final live broadcast. A moment later, German bombs fell on the Warsaw power station and Polskie Radio fell silent. In 1942, he lost his entire family while he himself, thanks to the help of a Jewish policeman, avoided deportation to the Treblinka death camp. On the basis of his book, Roman Polański directed the film *The Pianist* in 2002. His works include: *Old-Time Waltz*, *The Negro Song*, *Ballet Scene*, *Minor Piano Pieces*.

More at: <http://culture.pl/en/artist/wladyslaw-szpilman>

Krzysztof Eugeniusz Penderecki (born in 1933) – a contemporary Polish composer, conductor and a music tutor, a representative of the so-called Polish School of Composers. A Professor at the Academy of Music in Krakow. The author of the book *Labyrinth of Time. Five Addressees for the End of the Millennium*. His best-known works include the operas *The Devils of Loudun*, *Paradise Lost*, *Ubu Rex*, a symphony *Seven Gates of Jerusalem* and music for these films: *The Exorcist* directed by William Friedkin, and *The Shining* directed by Stanley Kubrick.

More at: <http://culture.pl/en/artist/krzysztof-penderecki>



Photo: Władysław Szpilman / Source: music2020 – Flickr.com, <https://www.flickr.com/photos/music2020>

3. EDUCATIONAL MATERIALS

Agnieszka Osiecka (1936-1997) – a Polish poet, novelist, theatre and television director, journalist, author of lyrics for more than two thousand songs, author of sketches and stage performances. She was a member of the Polish Writers' Association. For 7 years she ran Radio Song Studio in the Polskie Radio, which broadcast more than 500 songs and helped to promote stars of the Polish music scene. In the years 1994-1996 she collaborated with the Atelier Theatre in Sopot. Her works include: *Okularnicy*, *Nim Wstanie Dzień*, *Zielono Mi*, *Małgośka*, *Diabeł i Raj*, *Nie Spoczniemy*, *Polska Madonna*, *Niech Żyje Bal*, *Białe Zeszyty*, *Grajmy Panu*.

More at: <http://culture.pl/en/artist/agnieszka-osiecka>

Ewa Demarczyk (born in 1941) – a Polish folk singer, in the years 1962-1972 she cooperated with the Krakow cabaret "Piwnica pod Baranami". She is regarded as one of the most talented and charismatic personalities of the Polish music scene. She is highly appreciated for her expression, incredible stage personality, and outstanding vocal abilities. She was a guest on such prestigious stages as Olympia in Paris and Carnegie Hall in New York. She won first prizes at the most prestigious Polish and international music festivals, for example, in Opole and Sopot as well as at the festival Mondial du Theatre in Nancy. Her works include: *Karuzela z madonnami*, *Czarne anioły*, *Grande Valse Brillante*, *Tomaszów*.

More at: <http://culture.pl/en/artist/ewa-demarczyk>

Tomasz Stańko (born in 1942) – a Polish jazz trumpeter, composer, one of the world's most important representatives of free jazz. In the 1960s, Stańko became a pillar of Krzysztof Komeda's quintet, with whom he recorded a masterpiece of European jazz, the album "Astigmatic". He has recorded about forty albums and composed music for dozens of films, including *Pożegnanie z Marią*, *Damage*, *Eraser*. His records include: *Music from The Taj Mahal*, *Balladyna*, *Wolność w Sierpniu*, *Dark Eyes*, *Wisława*.

More at: <http://culture.pl/en/artist/tomasz-stanko>

Development of texts: Agnieszka Słomian, Tomasz Mazurek



Photo: Tomasz Stańko / Tomek Broszkiewicz / Source: Wikipedia

3. EDUCATIONAL MATERIALS



Educational material no. 3

Literature

In the 20th century, 4 Polish artists won the Nobel Prize in Literature. Two of them were writers of historical novels and the novels of manners (Henryk Sienkiewicz, Władysław Reymont), and two were poets (Czesław Miłosz, Wisława Szymborska). These trends left their mark on Polish literature of the 20th century. Historical literature and social engagement were requirements of the times when, at the beginning of the century, the Polish nation did not have its own statehood. This does not mean, however, that other trends were absent in literary works. After Poland had regained independence, new currents such as symbolism, formalism or poetic prose appeared in literature. After the Second World War, Polish science fiction, features, and journals gained worldwide recognition. At the end of the 20th century, the literature of manners, fantasy, and crime fiction gained considerable popularity in Poland.

Władysław Reymont (1867-1925) – a Polish prose writer and novelist, one of the main representatives of realism with elements of naturalism in Young Poland fiction. A small part of his legacy includes his poems. Nobel Laureate in Literature for the four-volume epic *Chłopi*. His works include: *Komediantka*, *the Promised Land*, *Rok 1794*.

More at: <http://culture.pl/en/artist/wladyslaw-stanislaw-reymont>

Stanisław Wyspiański (1869-1907) – a Polish playwright, poet, painter, graphic designer, architect, furniture designer. As a writer he was affiliated with symbolic drama. He created his works in times of the Young Poland. He was one of the founders of the Society of Polish Artists “Sztuka”. Sometimes he is referred to as the fourth Polish bard. His works have lived to see film adaptations and some of them include: *Warszawianka*, *Klątwa*, *Wesele*, *Wyzwolenie*, *Noc Listopadowa*.

More at: <http://culture.pl/en/artist/stanislaw-wyspianski>

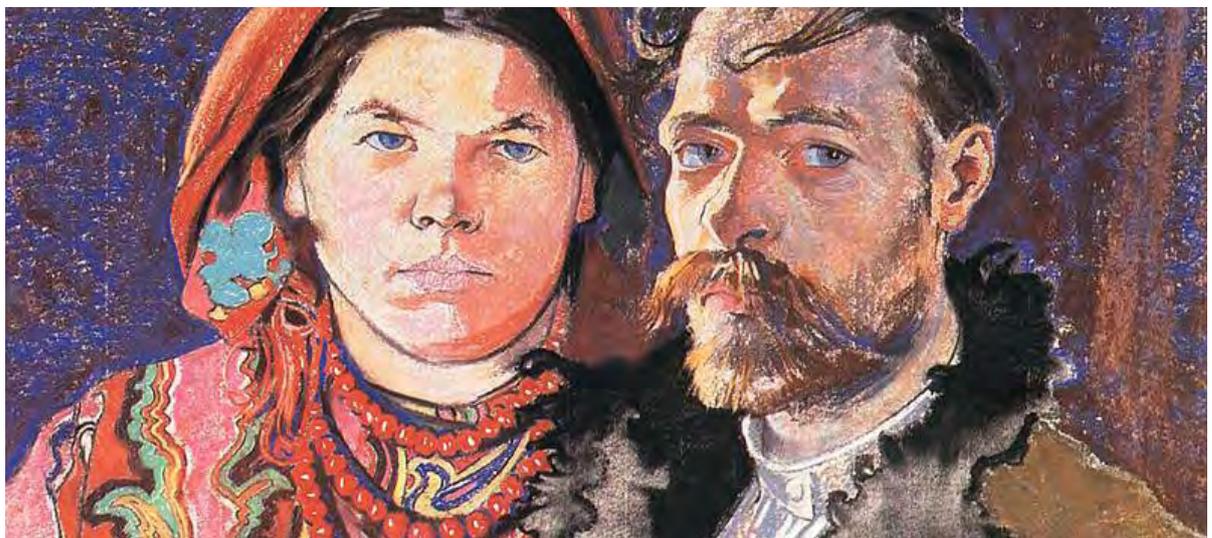


Photo: Stanisław Wyspiański, *Self-portrait with wife* / Source: Wikimedia Commons

3. EDUCATIONAL MATERIALS

Stanisław Lem (1921-2006) – a Polish science fiction writer, philosopher and futurologist, a trained physician. Lem's works contain references to the state of the contemporary society, scientific and philosophical reflections concerning his own person, as well as criticism of the socialist system. No other Polish writer has been translated as much as Lem — he had a great impact on the world's science fiction literature. The first Polish scientific satellite was named after him. Lem's works include: *Solaris*, *Return from the Stars*, *Eden*, *Tales of Pirx the Pilot*, *Fables for Robots*, *Fiasco*, *Hospital of the Transfiguration*.

More at: <http://culture.pl/en/artist/stanislaw-lem>

Wisława Szymborska (1923-2012) – a Polish poet, essayist, literary critic, translator, columnist. A member of the Polish Academy of Learning, the founder of the Polish Writers' Association, she was awarded the Order of the White Eagle. In 1996 she was awarded the Nobel Prize in Literature. Since 2001, she was an honorary member of the American Academy of Arts and Letters. Her collections of poems include: *Dlatego Żyjemy*, *Pytania Zadawane Sobie*, *Wołanie do Yeti*, *Sól*, *Sto Pociągów*, *Wszelki Wypadek*, *Wielka Liczba*, *Ludzie na Moście*, *Koniec i Początek*.

More at: <http://culture.pl/en/artist/wislawa-szymborska>

Andrzej Sapkowski (born in 1948) – a Polish fantasy writer, a trained economist. The author of *The Witcher*. Based on the Witcher series, a very popular RPG computer game was created and Andrzej Sapkowski acted as a consultant. His works include: short story collections with the Witcher: *The Last Wish*, *Sword of Destiny*, the Witcher Saga: *Blood of Elves*, *Time of Contempt*, *Baptism of Fire*, *The Swallow's Tower*, *Lady of The Lake*, the Hussite Trilogy: *Narrenturm*, *Warriors of God*, *Lux Perpetua*.

More at: <http://culture.pl/en/artist/andrzej-sapkowski>

Development of texts: Agnieszka Słomian, Tomasz Mazurek

3. EDUCATIONAL MATERIALS



Photo: Wisława Szymborska / Source: Wikimedia Commons

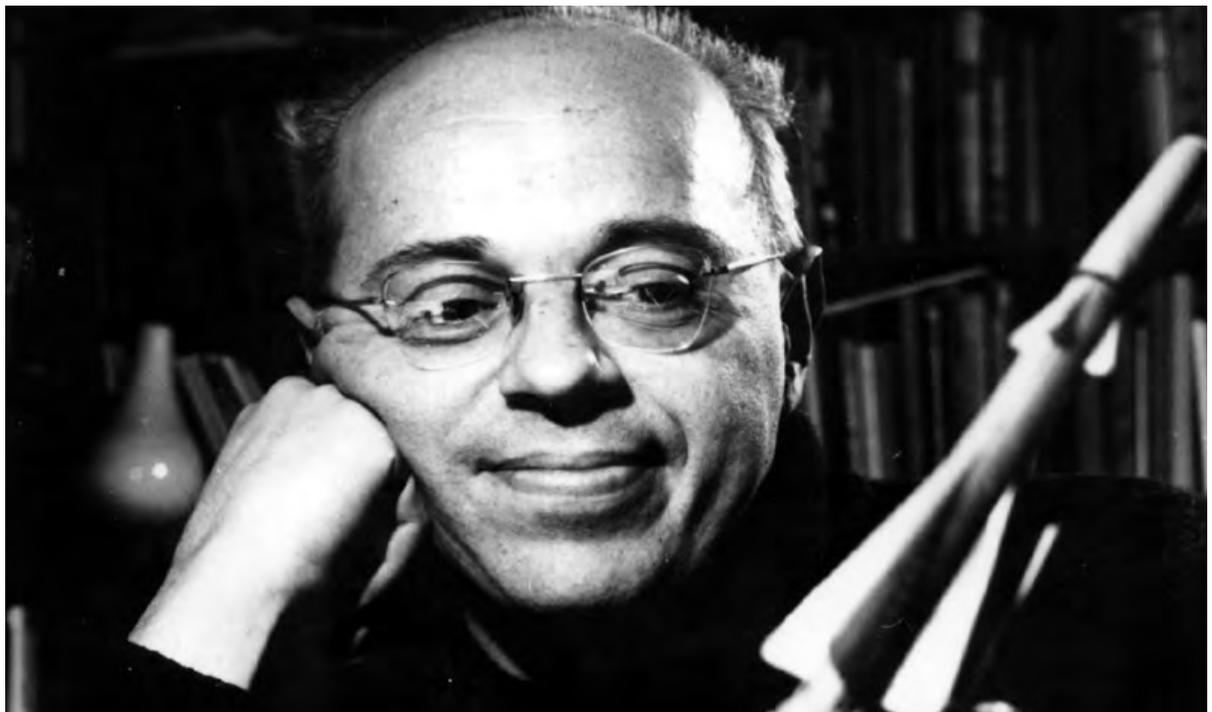


Photo: Stanisław Lem / Source: Wikimedia Commons

3. EDUCATIONAL MATERIALS

Educational material no. 4



Theatre

In the early 20th century, censorship was frequently imposed on Polish theatre by various invaders. The greatest political freedom reigned in Galicia, where performances inspired by national issues were put on, often linked to the symbolism of Young Poland – an artistic movement pervading all spheres of Polish art at the turn of the 19th and 20th century. After Poland's regaining of independence, theatres in Poland experienced a spontaneous development, presenting mainly a patriotic and classical repertoire. During the Second World War, the theatres were closed or tightly controlled by the occupying authorities – German and Soviet. In the first decade after the war, Polish theatre was a tool used by the communist authorities for building a new model of society. Classical repertoire and social-realist plays were the most popular. However, since the 1960s, Polish theatre has begun to experiment and provoke. The desire to get out from under the rigid government control and censorship resulted in interesting productions, both in terms of repertoire and new theatrical forms. After the fall of communism, Polish theatre had to adapt to commercial realities, but emerged from this trial victoriously. Currently, Polish theatres present a very interesting and varied repertoire, attracting large audiences. Additionally, street theatre presentations and festivals held in many Polish cities are gaining immense popularity.



Photo: Cricoteka, the Centre for the Documentation of the Art of Tadeusz Kantor / Mariusz Cieszewski / Source: Ministry of Foreign Affairs of the Republic of Poland - Flickr.com

3. EDUCATIONAL MATERIALS

Jerzy Grotowski (1933-1999) – a Polish theatre director and theatre theorist, educator and a developer of acting technique. One of the greatest theatre reformers of the 20th century. The creator of experimental theatres, such as Theatre of Productions, Paratheatre, Theatre of Sources, Objective Drama, Ritual Plays. His theatrical performances include: *Dziady*, *Apocalypsis Cum Figuris*, *Księżę Niezłomny*, *Akropolis*.

More at: <http://culture.pl/en/artist/jerzy-grotowski>

Tadeusz Kantor (1915-1990) – a Polish film director, painter, stage designer, graphic designer, author of artistic manifestos, animator of cultural life, the founder of the theatre Cricot 2 in Krakow. He went down in history as the creator of Polish happening. During the war he was involved in the underground experimental theatre. His theatrical performances include: *The Dead Class*, *Wielopole*, *Rembrandt's Anatomy Lesson*, *I Shall Never Return*.

More at: <http://culture.pl/en/artist/tadeusz-kantor>

Jan Klata (born in 1973) – a theatre director, playwright. One of the most famous Polish theatre artists in recent years. He put on more than 30 performances on the stages of renowned Polish and foreign theatres. During his performances he very often alludes to contemporary social and political situation in Poland and in the world. The symbolism and form of his performances are often controversial, but at the same time critics agree that he is one of the most prominent Polish theatre artists. His theatrical performances include: *Rewizor*, *H. wg Hamleta*, *Transfer!*, *Trylogia*, *Do Damaszku*, *Termopile Polskie*.

More at: <http://culture.pl/en/artist/jan-klata>

Centre for Theatre Practices "Gardzienice" – a theatre group founded in 1977 on the initiative of Włodzimierz Staniewski. The group gained international fame and is considered an experimental anthropological theatre. The Centre conducts regular teaching activity at home and abroad. In 1997, the association established the Academy for Theatre Practices, which carries out numerous projects: research, arts, music, and culture-building. Their theatrical performances include: *Gusła*, *Spektakl Wieczorny*, *Żywot Protopopa Awwakuma*, *CarminaBurana*, *Metamorfozy*, *Elektra*, *Oratorium Pytyjskie*.

More at: <http://gardzienice.org/en/home.html>

Polish cabarets – the first Polish cabaret Zielony Balonik came into being in Krakow in 1905 in the famous "Jama Michalika". In subsequent years, cabarets such as Wagabunda, Piwnica Pod Baranami, Zielona Gęś, TEY or Kabaret Starszych Panów were set up. Due to censorship, they often applied understatement and pastiche. Cabarets created after 1990, often use political satire, parody and vulgarisms. Today, the most popular cabaret groups include: Kabaret Moralnego Niepokoju, Ani MruMru, Łowcy.B, Grupa MoCarta or Limo.

More at: <http://polskie-kabarety.pl>

Development of texts: Agnieszka Słomian, Tomasz Mazurek

3. EDUCATIONAL MATERIALS

Educational material no. 5



Painting

In the early 20th century, Polish painting was strongly influenced by Impressionism and Art Nouveau, which were distinguishable in the Young Poland period. During the First World War, a historical and patriotic current was visible in Polish painting, which was already completely anachronistic compared with contemporary art movements in the West. In the interwar period (1918-1939) in a free Poland, painting, liberated from patriotic and historical themes, gradually took on an international character, referring to Cubism, Abstractionism, Futurism, Expressionism. The post-war years, especially 1949-1956, reflected the period of social-realism imposed by the Communist Party, which revealed a number of official works showing great buildings, labour leaders and the leaders of Marxism-Leninism. In the 1960s, painting again turned to Western European painting patterns. Contemporary Polish painting presents various artistic activities (e.g. installations, photographic and computer techniques, video art), and still remains at a high level, somewhere between the imitation of foreign models, mostly American, and local Polish references.

Jacek Malczewski (1854-1929) – a Polish painter, one of the main representatives of the symbolism of the late 19th and early 20th century. Malczewski drew artistic inspiration mainly from Polish art, tradition and folklore, adding to them originally interpreted mythological and biblical motifs. His works include: *Autoportret w Białym Stroju*, *Bachantka*, *Melancholia*, *Śmierć*, *Thanatos*, *Wigilia na Syberii*, *Zatruta Studnia*.

More at: <http://culture.pl/en/artist/jacek-malczewski>



Photo: Retrospective exhibition of Olga Boznańska / Source: Ministry of Foreign Affairs of the Republic of Poland – Flickr.com

3. EDUCATIONAL MATERIALS

Olga Boznańska (1865-1940) – a Polish painter, portraitist, a representative of modernism. A member of the Munich School, Society of Polish Artists “Sztuka” and Société Nationale des Beaux-Arts. The play of tones and semitones that give her paintings a specific vagueness and mystery dominated her works. She focused on the psychological portrait that reflects the inner truth of the character portrayed. Her works include: *Self-Portrait with Japanese Umbrella*, *Girl with Chrysanthemums*, *Florists*, *Portrait of Painter Paweł Nauen*, *Still Life with a Vase*.

More at: <http://culture.pl/en/artist/olga-boznanska>

Józef Mehoffer (1869-1946) – a Polish painter, graphic designer, designer of stained glass and utility equipment. He designed, for example, the beautiful stained glass *Vita somnium breve*, Latin for *Life is a short dream*, which is exposed in the Gallery of Polish Art of the 20th century in the Main Building of the National Museum in Krakow. His works include: *Self-Portrait*, *Strange Garden*, *Portrait of The Artist's Wife*, *Meduza*, *Red Umbrella*.

More at: <http://culture.pl/en/artist/jozef-mehoffer>

Stanisław Witkiewicz, pseudonym “Witkacy” (1885-1939) – a Polish writer, painter, philosopher, playwright and photographer. A representative of the “Formists”, the creator of the Theory of Pure Form, which determined his later artistic and theatre work. On 18th September 1939, hearing that the Soviet Army had invaded Poland, Witkacy committed suicide. His works include: *Portrait of Michael Choromański*, *Portrait of Julian Tuwim*, *Portrait of Stefania Tuwimowa*, *Portrait of Nena Stachurska*.

More at: <http://culture.pl/en/artist/stanislaw-witkiewicz>

Jerzy Nowosielski (1923-2011) – a Polish painter, illustrator, scenographer, philosopher and Orthodox theologian. He is considered one of the greatest contemporary painters of icons. He created icons mainly in metaphysical compositions and landscapes; flat painted forms were outlined with contours. He is the author of some monumental wall decorations in churches. His works include: *The Last Supper*, *the Way of the Cross in the church in Warszawa-Wesoła*, *Black Semi-Nude*, *Plaża Wewnętrzna*, *Girls on the Ship*.

More at: <http://culture.pl/en/artist/jerzy-nowosielski>

Development of texts: Agnieszka Słomian, Tomasz Mazurek

3. EDUCATIONAL MATERIALS



Photo: Stanisław Witkiewicz, *Green eye* / Source: Piotr Wojcicki – Flicr.com

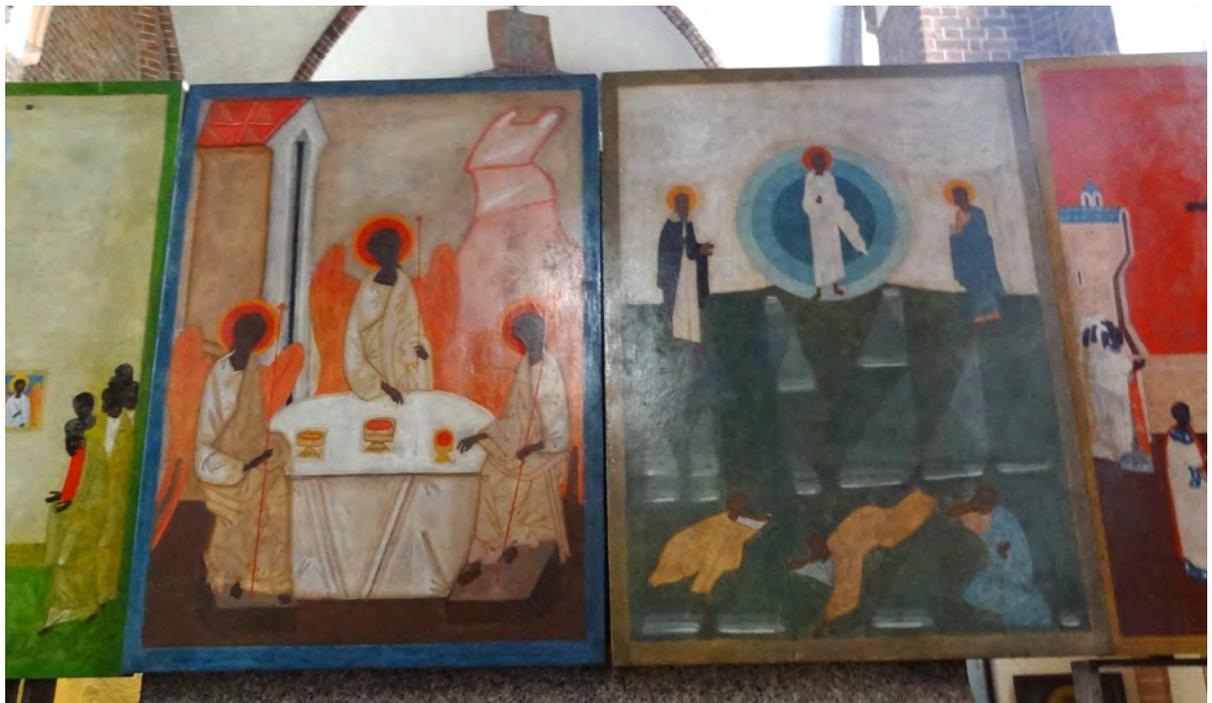


Photo: Jerzy Nowosielski, *Icons* / Jim Forest / Source: Flicr.com

3. EDUCATIONAL MATERIALS

Educational material no. 6



Festivals

Artistic output, which is difficult to classify, existed in Polish Art in the 20th century. Until the outbreak of the Second World War, the interweaving areas of different kinds of art can be observed mainly in architecture and its related elements. After the war, artists who presented more or less abstract artistic installations began to acquire fame and popularity. In the last two decades of the 20th century, cultural events outside of the impressive museums and galleries, such as happenings, painting murals, festivals, street theatres, and outdoor events enjoyed growing popularity.

Murals Festivals in Poland – in the summer, there are art festivals organised in public spaces. The most famous street art festivals include: Monumental Art in Gdańsk, Street Art Doping in Warsaw, Outer Spaces in Poznań, or the Traffic Design in Gdynia. An interesting example of a street art mural is *Mural Silva Rerum* showing the history of Krakow from the earliest times to the present day, painted in May 2007 to celebrate the 750th anniversary of granting city rights to Krakow. It is probably the world's largest historical mural (5 m high and 90 m long).

More at: https://pl.wikipedia.org/wiki/Mural_Silva_Rerum



Photo: Mural in Gdansk / Mariusz Cieszewski / Source: Source: Wikimedia Commons

3. EDUCATIONAL MATERIALS

National Festival of Polish Songs in Opole – a Polish music festival has been organised in Opole every year since 1963. During the festival there is a review of the achievements of the passing season, presentation of new works, stage debuts competition, as well as an overview of cabarets. It is the most important festival of Polish songs – here, most of the best-known bands and entertainers, including Maryla Rodowicz, Czesław Niemen, Krzysztof Krawczyk, Skaldowie, Czerwone Gitary, Bajm, Justyna Steczkowska, IRA, Zbigniew Wodecki, Mieczysław Szczęśniak started their career.

More at: https://en.wikipedia.org/wiki/National_Festival_of_Polish_Song_in_Opole

Fotofestiwal: International Festival of Photography in Łódź – this festival was founded in 2001 as one of the first photographic events in Poland. Its primary aim is to create a space for the presentation of different forms of photography and a forum for discussion on art and society. The Fotofestiwal always starts in May and every year attracts over 20,000 visitors from all over the world. The audience, artists, curators and tutors meet during the workshops, portfolio review, lectures, discussions and evening slide shows.

More at: <http://www.fotofestiwal.com>

Slot Art Festival – is one of the biggest festivals of alternative culture in Poland, which is organised in the buildings of Baroque post-cisterian monastery in Lubiąż in Lower Silesia. For five days workshops, concerts, events, film screenings and lectures take place. Every year, a large number of young people from different parts of the world, mainly from Poland, the Netherlands, the USA, Germany, Great Britain, Denmark, Czech Republic and Ukraine come to the event. The festival is strongly inspired by Christian ethics.

More at: <http://slot.art.pl>

Woodstock Festival – a music festival organised by the Foundation of the Great Orchestra of Christmas Charity. It is entirely free for spectators. The Festival attracts many foreigners, mostly from Germany, and groups from around the world are invited. This event is an expression of gratitude to volunteers and their work during the Great Orchestra of Christmas Charity when throughout one day they collect money for a good cause (e.g. the purchase of medical equipment, hearing tests etc.).

More at: <http://woodstockfestival.pl/>

Development of texts: Agnieszka Słomian, Tomasz Mazurek

3. EDUCATIONAL MATERIALS



Photo: Festiwal in Opole / Source: <http://festiwalopole.com>



Photo: Woodstock Festival / Ralf Lotys / Source: Wikimedia Commons

4. THE PROPOSED LITERATURE AND FILMS

Websites:

- Copernicus Science Center (PL, EN): <http://www.kopernik.org.pl/>
- Culture.pl (PL, EN, RU): <http://culture.pl/>
- Fryderyk Chopin Museum (PL, EN): <http://chopin.museum/>
- Krakow Rynek Underground (PL, EN): <http://www.podziemiarynku.com/>
- Ministry of Culture and National Heritage (PL, EN): <http://www.mkidn.gov.pl/>
- Museum of Contemporary Art in Krakow – MOCAK (PL, EN): <https://www.mocak.pl/>
- Museum of Modern Art in Warsaw (PL, EN): <http://artmuseum.pl/>
- Museum of the History of Polish Jews – POLIN (PL, EN): <http://www.polin.pl/>
- National Museum (PL, EN): <http://www.mnw.art.pl>
- National World War II Museum (PL, EN): <http://www.nationalww2museum.org/>
- Platforma Kultury (PL): <http://www.platformakultury.pl/>
- Polish Film Institute (PL, EN): <https://www.pisf.pl/>
- Polish Music Information Centre (PL, EN): <http://www.polmic.pl>
- Polish Army Museum (PL, EN): <http://www.muzeumwp.pl/>
- Warsaw Uprising Museum (PL, EN): <http://www.1944.pl/>

Books:

- Allen Greg, *Poland – Culture Smart!: The Essential Guide to Customs & Culture*, Bravo Limited, London 2015.
- Bartelik Marek, *Early Polish Modern Art: Unity in Multiplicity*, Manchester University Press, Manchester 2005.
- Haltof Marek, *Polish National Cinema*, Berghahn Books, Oxford 2002.
- *Polish Culture and Heritage: A Study Guide for Teachers and Students*, Orchard Lake Center for Polish Studies and Culture, Michigan 2008.
- Phillips Ursula, *Polish Literature in Transformation*, LIT Verlag Münster, 2013.
- Whittaker Andrew, *Speak the Culture: Poland*, Thorogood Publishing, London, 2012.
- You can download: *Polish: Documentaries 2006-2015* and *New Polish Films 2006-2015* from Polish Film Institute webpage: <http://en.pisf.pl/about-polish-film-institute/download>

Films:

- Adam Mickiewicz Institute You Tube Channel: <https://www.youtube.com/user/InstytutAM>
- National Cultural Centre You Tube Channel: <https://www.youtube.com/user/NCKultury/featured>
- International Cultural Centre You Tube Channel: <https://www.youtube.com/user/MCKkrk>
- Polish Film Institute You Tube Channel: <https://www.youtube.com/user/PolishFilmInstitute>

Chapter IX

THE MOST IMPORTANT MOMENTS IN THE HISTORY OF POLAND

Agnieszka Słomian



Get to know about Poland – Training Materials for Trainers and Teachers

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Cover photo: The Battle of Grunwald – 1410 / Jan Matejko / Source: Wikimedia Commons

1. WORKSHOP SCENARIO

**AIMS**

- To learn about the most important dates, events and figures of Polish history.
- To describe the influence of the most important events and the activity of Polish historical figures on the functioning of contemporary Poland and Central Europe.
- To interest non-Poles in the history of Poland – the past and the contemporary.



DURATION: 180 minutes.



PARTICIPANTS: 20 people.

**TEACHING METHODS**

- Expository methods – talk.
- Demonstration methods – film.
- Practical methods – guiding text method.

**TEACHING MATERIALS, AIDS AND WORK**

- Computer and projector to display video.
- Board or flipchart to write down associations.
- 4 stations in different parts of the room which are marked: Chapter 1. Chronicles: 10th-15th century, Chapter 2. Chronicles: 16th-18th century, Chapter 3. Chronicles: years 1795-1939, Chapter 4. Chronicles: years 1939-2012.
- At each station: 1 flipchart or card sheets, colourful A4 sheets and sticky notes, glue, scissors, crayons, markers and envelopes with educational texts and instructions for each group.
- Additionally, for diversification, printed photos, drawings, symbols and maps relating to a given period may be placed at each station.
- Across the room, a string with 12 pegs to hang the results of the project.

1. WORKSHOP SCENARIO

Plan of the workshop



1. INTRODUCTION

The participants are asked which events they associate with Polish history. The associations are written down on the board or flipchart in the form of a mind map (*Auxiliary material no. 1*). The educational film *Get to know about Poland: The Most Important Moments in History* (*Auxiliary material no. 2*) is shown. The movie is discussed together – the information contained therein as well as the visual material. The group verifies if the information provided in the film corresponds to the mind map – if so, this is indicated with a coloured marker or highlighter. The participants are asked which of the events mentioned in the film should be put on the mind map and to add them. The participants are informed that during the workshop they will learn about the history of Poland and will create their own “Chronicles of Poland” consisting of 4 chapters.



2. EXPLAINING AND CONDUCTING AN EXERCISE

The participants are divided into 4 groups of 5 people: a box with crumpled pieces of paper in 4 different colours (yellow, red, green, blue) is placed in the middle of the room. The participants randomly select the colourful pieces of paper and are invited to get together into groups according to the colours. Each group receives an envelope containing instructions of the tasks to be performed at each station (*Auxiliary material no. 3*).

An explanation is given that in different parts of the room there are 4 stations where the groups will create chapters for the “Chronicles of Poland”. Each station corresponds to one period of Polish history (*Auxiliary material no. 4*). After reaching the station, the group opens the envelope marked with colour of the group. The envelope contains an educational text related to a given period (*Educational material no. 1, 2, 3, 4*) and one of the tasks (*Auxiliary material no. 5*). At each station, a given group should perform a different type of task (events, figures, culture and monuments, economy and science). The groups approach the stations according to chronological order. The group attaches a performed task to the flipchart in a given place. The flipchart paper constitutes a chapter of the Chronicles. Each time when the participants develop a given chapter of the Chronicle, the historical information contained therein should be summarised.

Comprehension of the instructions should be checked and each group monitored as they perform the relevant type of the task at a given station. After 10 and then 20 minutes, each group is informed individually that they have 15 and then 5 minutes remaining to complete the task. Each group is offered help in completing the tasks should they so require. After 24 minutes, everyone is informed that they have one minute left and they should attach the completed task to the flipchart.



3. SUMMARY AND DISCUSSION

The participants are invited to hang the chapters of the “Chronicles of Poland” (the completed flipcharts) on the string suspended across the room with the help of the pegs, to “read” the Chronicles at the end of the workshop and to familiarise themselves with the content of each “page”. Then, the groups are asked how they liked the work, what posed the greatest difficulties and which events in the history of Poland were the most interesting for them. Finally, Tomasz Bagiński’s film entitled *The Animated History of Poland* (*Auxiliary material no. 2*) is shown.

I. WORKSHOP SCENARIO



5. THE TIME FRAME OF THE WORKSHOP

Introduction to the topic and the presentation of the film: 20 minutes.

Explaining the exercise and dividing into groups: 5 minutes.

Conducting the exercise: 140 minutes, including:

- Time to prepare 1 chapter of the Chronicles: 25 minutes.
- Time to discuss 1 chapter of the Chronicles: 8-10 minutes.
- Time to swap stations: 1,5-2 minutes.

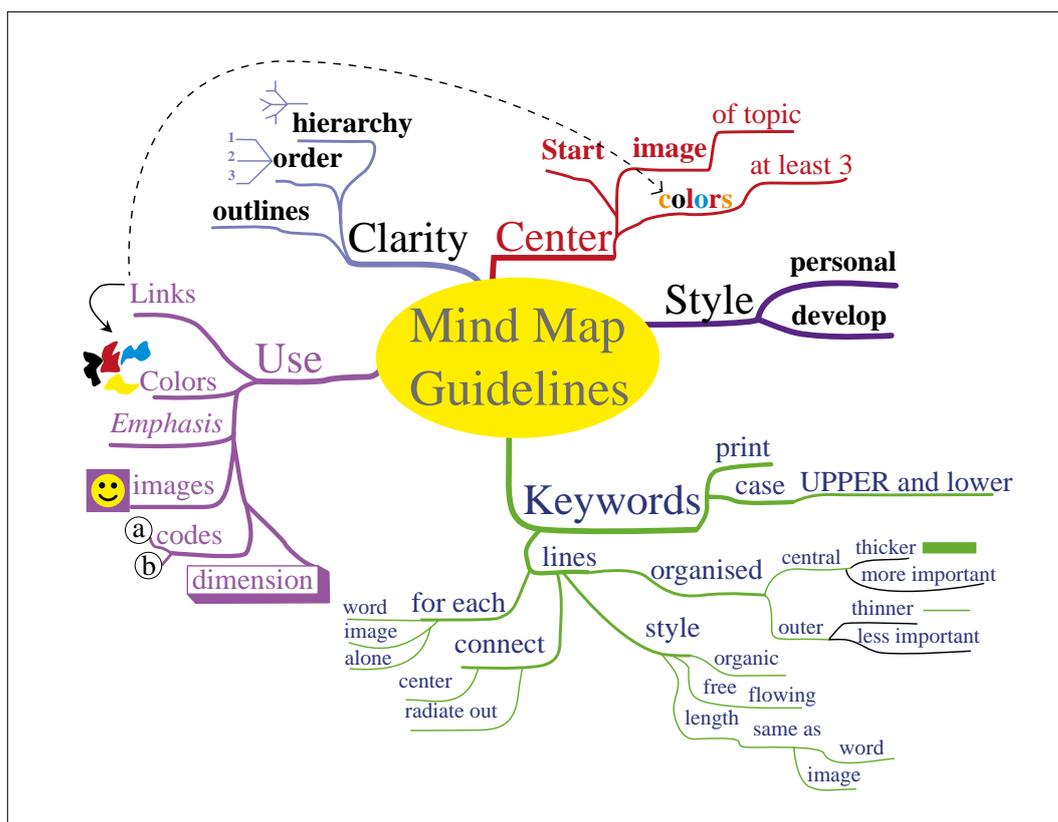
Discussing the exercise and summarising the workshop: 15 minutes.

2. AUXILIARY MATERIALS

Auxiliary material no. 1



A mind map



Author of design: Nicoguaro / Source: Wikipedia,

https://en.wikipedia.org/wiki/Mind_map#/media/File:MindMapGuidelines.svg

Auxiliary material no. 2

Educational films



The films are available on You Tube at:

- *Get to know about Poland: The Most Important Moments in History* (EN): <https://www.youtube.com/watch?v=ku-kl2vgSRE>
(RU): <https://www.youtube.com/watch?v=SzOYFYZE4NI>
- *The Animated History of Poland*: <https://www.youtube.com/watch?v=stEuQamTLXw>

2. AUXILIARY MATERIALS



Auxiliary material no. 3

The type of a task to be performed at each station**Yellow group:**

- Chapter 1. Chronicles: 10th-15th century » events
- Chapter 2. Chronicles: 16th-18th century » figures
- Chapter 3. Chronicles: years 1795-1939 » culture and monuments
- Chapter 4. Chronicles: years 1939-2012 » economy and science

Red group:

- Chapter 1. Chronicles: 10th-15th century » figures
- Chapter 2. Chronicles: 16th-18th century » events
- Chapter 3. Chronicles: years 1795-1939 » economy and science
- Chapter 4. Chronicles: years 1939-2012 » culture and monuments

Green group:

- Chapter 1. Chronicles: 10th-15th century » economy and science
- Chapter 2. Chronicles: 16th-18th century » culture and monuments
- Chapter 3. Chronicles: years 1795-1939 » figures
- Chapter 4. Chronicles: years 1939-2012 » events

Blue group:

- Chapter 1. Chronicles: 10th-15th century » culture and monuments
- Chapter 2. Chronicles: 16th-18th century » economy and science
- Chapter 3. Chronicles: years 1795-1939 » events
- Chapter 4. Chronicles: years 1939-2012 » figures

Auxiliary material no. 4

**Name of the stations**

Chapter 1.	Chronicles: 10th-15th century
Chapter 2.	Chronicles: 16th-18th century
Chapter 3.	Chronicles: years 1795-1939
Chapter 4.	Chronicles: years 1939-2012

2. AUXILIARY MATERIALS



Auxiliary material no. 5

Tasks for the groups

EVENTS:

Read the educational text. Write in chronological order the most important dates and events of the discussed period. You may also illustrate them graphically. Think about and write why these events played an important role in the history of Poland. After completing the task, attach the paper/papers to the large flipchart which will become one chapter of the Chronicles.

FIGURES:

Read the educational text. Write chronologically the most important figures of the discussed period along with a brief summary of their personas. You may also illustrate them graphically. Think about and write why a given figure played an important role in the history of Poland and what the Poles owe to him. After completing the task, attach the paper/papers to the large flipchart which will become one chapter of the Chronicles.

CULTURE AND MONUMENTS:

Read the educational text. Note down any information concerning the culture and monuments of a given period. You may also illustrate it graphically. Think about and write what role literature, architecture, music, etc. played in contemporary Poland. After completing the task, attach the paper/papers to the large flipchart which will become one chapter of the Chronicles.

ECONOMY AND SCIENCE:

Read the educational text. Note down any information concerning the broadly defined economy and science of a given period. You may also illustrate it graphically. Think about and write how the development of the economy influenced the subsequent geopolitical situation of the Polish state. After completing the task, attach the paper/papers to the large flipchart which will become one chapter of the Chronicles.

3. EDUCATIONAL MATERIALS

Educational material no.1



Chapter 1. Chronicles: 10th-15th century

The Slavs inhabited the lands of present-day Poland since the 5th century AD. In the 10th century the Polan tribe, from which the name of the country derives, managed to establish strong state structures. The christianisation of Poland took place in 966 during the reign of Prince Mieszko I from the Piast dynasty and was held in Gniezno, the first capital of Poland. In later centuries a cathedral with the famous "Gniezno Doors" which depicted the life of Saint Adalbert of Prague – the first Polish saint – was founded there.

The son of Mieszko I, Bolesław I Chrobry, was crowned in 1025 the first king of Poland. According to the legend, during his military expeditions he used a sword that got chipped while conquering Kiev, hence the name of the sword "Jagged Sword" ("Szczerbiec"). In reality though the "Jagged Sword" was made at the turn of the 12th and 13th century and was the coronation sword of the kings of Poland.

From the 12th century, Poland went through a period of feudal fragmentation - as a result of the will of King Bolesław Wrymouth ("Krzywousty"), the country was split into provinces ruled by his sons and then by their descendants. In the course of time the provinces were turned into principalities which were ruled as independent states. They were, however, quite weak. In the 13th century, the Tatar invasion devastated the lands of southern Poland. The combined forces of Polish, Czech and German princes fought them – these troops were defeated at the Battle of Legnica in 1241. The invasion of the Tatars is associated with the legend of the trumpeter from the Tower of St. Mary's Church ("Mariacki") in Cracow who, when he saw enemies approaching the city, sounded the alarm and was shot by a Tatar arrow. That is why the current trumpet call played from the tower of St. Mary's Church has a characteristic unfinished melody.

The reunification of the country was conducted by King Władysław Elbow-high ("Łokietek") at the beginning of the 14th century. He was short in stature – that is why people called him "Elbow". He managed to unite a strip of land from Gdansk Pomerania to Małopolska Voivodeship and Wielkopolska Voivodeship. Cracow became the capital of the newly united kingdom. A new, ferocious Polish enemy grew in East Prussia – the Teutonic Order with its capital in Malbork – the Teutonic Knights constructed a huge castle there which is one of the largest medieval castles in Europe.

The son of Władysław Elbow-high, Casimir, was named the Great as he strengthened and modernised the Kingdom of Poland. During his reign, new castles and towns were founded. He developed and secured trade routes to Hungary, Russia and Silesia. In 1364 Casimir the Great founded a university in Cracow, the first in Poland and the second in this part of Europe, later called the Jagiellonian University. A famous Polish proverb says that when Casimir the Great ascended, Poland was wooden and when he left us, it was made of stone ("Został Polskę drewnianą a zostawił murowaną"). The times of Casimir the Great reign coincided with intense development of the economy. Cities situated near trade routes started to acquire wealth and in villages estates were formed which were owned by the king, the clergy and monasteries as well as the knighthood, which in Poland was great in number.

3. EDUCATIONAL MATERIALS

In 1386 Władysław Jagiełło, the Grand Duke of Lithuania, became the king of Poland. He began a new dynasty on the Polish throne – the Jagiellonian dynasty and the union of two states: Poland and Lithuania, which had a common enemy – the Teutonic Order. In 1410 at the Battle of Grunwald, Władysław Jagiełło at the head of the Polish-Lithuanian army defeated the army of the Order. It was one of the greatest battles of medieval Europe. Before the battle, the Polish knighthood sang the religious hymn “Bogurodzica”, which is the oldest known hymn recorded in the Polish language. One of the most famous Polish painters, Jan Matejko, immortalised the Battle of Grunwald in his 19th century monumental painting.

Development of texts: Agnieszka Słomian, Tomasz Mazurek

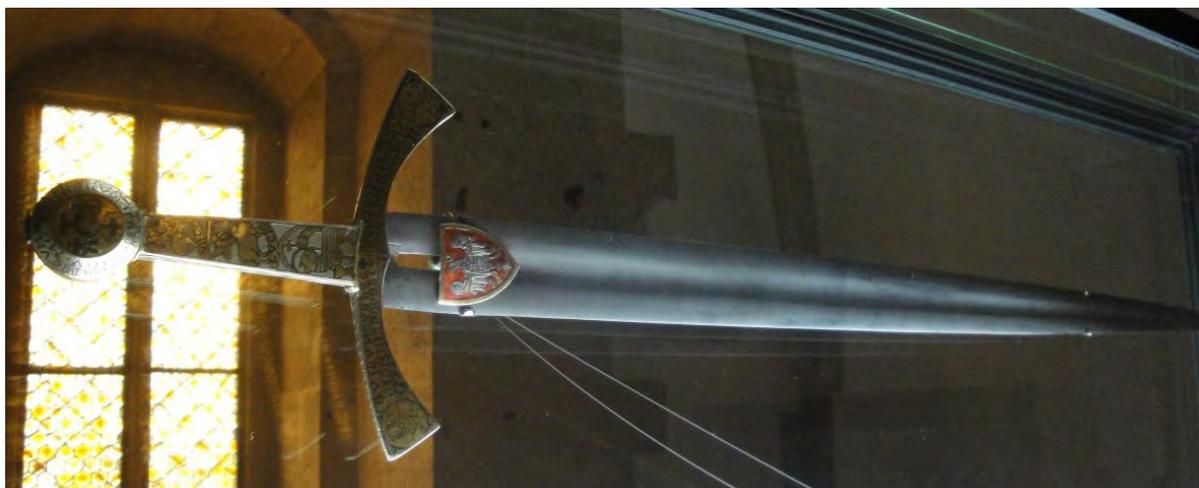


Photo: The "Jagged Sword" (Polish coronation sword) as displayed in the Wawel Castle / metal.beast / Source: Flickr.com



Photo: Saint Adalbert of Prague / Source: Wikimedia Commons

Chapter IX THE MOST IMPORTANT MOMENTS IN THE HISTORY OF POLAND



Map: Poland and Lithuania Jagiello's reign / Poznaniak / Source: Wikimedia Commons



Photo: The Battle of Grunwald – 1410 / Jan Matejko / Source: Wikimedia Commons

3. EDUCATIONAL MATERIALS

Educational material no. 2



Chapter 2. Chronicles: 16th-18th century

The 16th century is called the Golden Age in the history of Poland. Poland was then rich and strong. The ideas of the Renaissance had penetrated into scientific and cultural life and there was religious tolerance. In 1569 Poland and Lithuania entered into a union and became practically one country. The union was called the Union of Lublin since the treaty was signed in Lublin. The state which was formed as a result of the union was named the Polish-Lithuanian Commonwealth.

At the end of the 16th century, King Sigismund III Vasa relocated the Polish capital from Cracow to Warsaw. In his honour, in front of the Royal Castle in Warsaw a column was built on which stands the monument of King Sigismund III.

In the 16th and 17th centuries, a highly original culture called Sarmatism developed among the Polish nobility ("szlachta"). It was a mixture of European Baroque and Oriental influences from the Ottoman Empire (contemporary Turkey).

Throughout the 17th century, the Commonwealth waged war with Russia, Sweden and Turkey. In 1648 in today's Ukraine, Cossack uprisings broke out, led by Bohdan Khmelnytsky – the rebellious Hetman of the Ukrainian Cossacks. The Uprising was extremely bloody, and in its wake the entire east of Ukraine up to the Dnieper River was incorporated into Russia.

In 1655 the Sweden army invaded Poland and occupied almost its entire territory. Only a few strongholds held out, including the Jasna Góra Monastery in Częstochowa – nowadays the national sanctuary of the Poles. The invasion, later called the Deluge, was repelled, yet it devastated the country.

In 1683 king John III Sobieski came to the rescue of Vienna when it was besieged by the Turks. During the Battle of Vienna a charge from the Polish armoured cavalry – the hussars – broke the ranks of the Turkish forces and decided the victory.

In the 16th and 17th centuries, Poland was called the bread basket of Europe ("spichlerz Europy"). Through the port of Gdansk great amounts of grain, wood, leather, and fabric were exported to Western Europe. This was possible thanks to the developing folwarks – great farms belonging to the nobility. Unfortunately, this was at the expense of the peasants whose rights were limited, while increasing the socage – the number of weekdays the peasant had to work for his master.

In the 18th century, Poland, weakened by wars and the degradation of its political system, no longer had the strength to face increasingly powerful neighbours – Austria, Prussia and Russia. In the middle of the 18th century there were three partitions of Poland conducted by these countries. Groups of reformists attempted to heal the crumbling state. On 3 May 1791, members of the Great Sejm passed a constitution which was the first such legal act in Europe and the second in the world – after the United States Constitution. The constitution was supported by Stanisław August Poniatowski. Regrettably, a year later the king joined the ranks of opponents of the constitution who, with the help of Russian armies, took control of the country. The last partition of Poland took place in 1795 – Stanisław August Poniatowski, the last king of Poland abdicated and Poland was erased from the map of Europe.

Development of texts: Agnieszka Słomian, Tomasz Mazurek



Photo: Polish forces in Częstochowa / Anonimus plate / Source: Wikimedia Commons



Photo: Portrait of King Sigismund III Vasa / Source: Wikimedia Commons



Photo: Portrait of Sarmatian / Stanisław Antoni Szczuka / Source: Wikimedia Commons



Educational material no. 3

Chapter 3. Chronicles: years 1795-1939

In the 19th century, the Poles repeatedly struggled to regain independence. The Napoleonic Wars brought the first chance. The Duchy of Warsaw existed in the years 1807-1815, created by Napoleon – it was a substitute for a Polish state. Commander-in-chief of Duchy of Warsaw was prince Józef Poniąkowski – the nephew of Stanisław August Poniąkowski, the last king of Poland. Unfortunately, after the fall of Napoleon, the territory of the Duchy was occupied by Russia.

The greatest national uprisings always broke out in the territories of the Russian Partition. In 1830 regular Polish troops took part in the November Uprising. They rebelled against their commander – the Russian governor. The Generals of the Uprising and the national government resided in the Presidential Palace (“Pałac Namiestnikowski”) which had previously been occupied by the representatives of the Russian authorities. The January Uprising broke out in 1863, and was purely partisan. The two uprisings were suppressed by Russian troops.

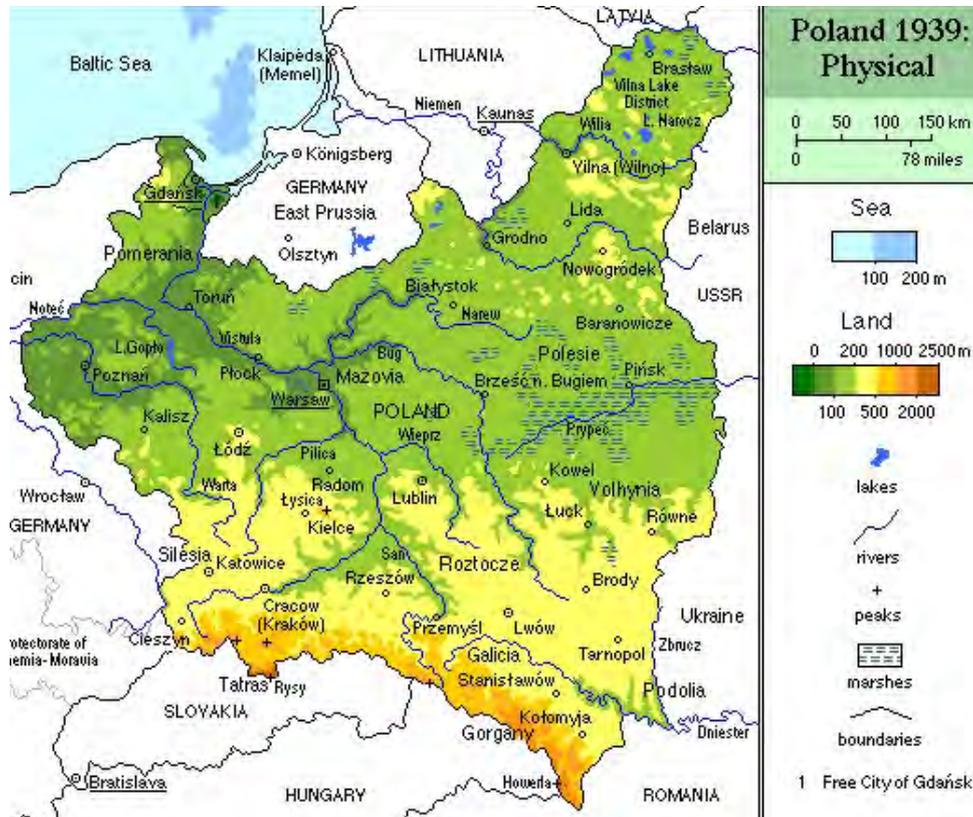
Under occupation, the Poles did not forget their identity and history. Jan Matejko, the most famous Polish painter, created many patriotic paintings in the 19th century. Henryk Sienkiewicz, Nobel Prize Winner, wrote historical novels which raised the morale of the nation.

Under occupation, certain branches of industry and trade developed in the Polish lands. Warsaw became an important centre of trade on the western borders of the Russian Empire. In Łódź a textile industry developed on a massive scale. In the 1840s, a railway connection from Warsaw to the border of Austrian Partition was built which was called the Warsaw-Vienna Railway.

The outbreak of World War I brought the Poles hope for independence. On 11 November 1918 Józef Piłsudski, commander-in-chief of the reborn Polish army, proclaimed the independence of Poland – called the Second Polish Republic. In August 1920 at the Battle of Warsaw the Polish armed forces defeated the Bolshevik army. This victory saved Polish independence and, presumably, stopped the march of the communist revolution towards Western Europe.

For twenty years, this independent Poland arduously build its statehood. One of the symbols of the II Republic was the port in Gdynia – built to open a sea route since the port in the Free City of Danzig was inaccessible for Poland. The symbol of free Poland was the Central Industrial District which was to ensure Poland a safe economic and military position in Central Europe.

Development of texts: Agnieszka Słomian, Tomasz Mazurek



Map: Poland1939 physical / Mariusz Paździora / Source: Wikimedia Commons



Photo: Gdynia / Source: Wikimedia Commons



Photo: Governor's Palace in Warsaw / Fryderyk Dietrich / Source: Wikimedia Commons



Photo: Prince Józef Poniatowski - Lithography / Source: Wikimedia Commons

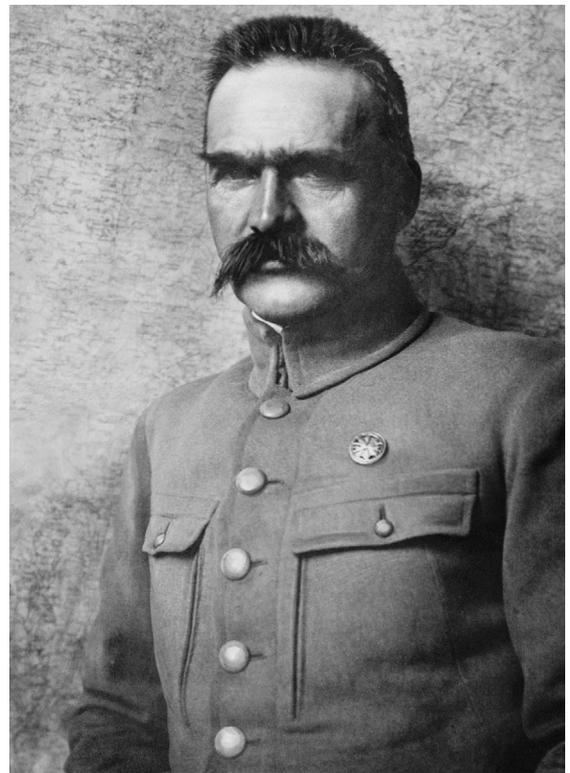


Photo: Józef Piłsudski / Source: Wikimedia Commons

3. EDUCATIONAL MATERIALS

Educational material no. 4



Chapter 4. Chronicles: years 1939-2012

At the end of the 1930s, both Hitler and Stalin believed that Poland should again disappear from the map of Europe, and the secret Molotov-Ribbentrop pact sealed its fate. On 1 September 1939 Nazi Germany invaded Poland. On 17 September the Red Army entered Poland. Poland was plunged into the darkness of bloody occupation. On the occupied territories, the Nazis established concentration camps, where the mass extermination of Jews and other nationalities, among others, Polish and Roma, took place. The largest camp was Auschwitz-Birkenau. The Soviets, however, deported tens of thousands of Poles, mainly to Siberia and Kazakhstan.

The Poles continued their struggle – an underground movement in their own country and bearing arms on all fronts of World War II. In 1944, the Warsaw Uprising broke out in the occupied capital, which proved to be fatal – more than 200 thousand inhabitants of Warsaw died, and the city was completely destroyed, although it demonstrated the determination and bravery of the young Poles. After the Yalta Conference in 1945 Poland was reborn, but stripped down, shifted geographically to the west and dependent on the Soviet Union.

A period of communist rule took place. The whole nation rebuilt the ruined Warsaw, and at that time the Palace of Culture was built – an example of sociorealistic architecture. In 1978, Polish Cardinal Karol Wojtyła was elected pope and took the name of John Paul II. In 1980, the “Solidarity” (“Solidarność”) was founded – the democratic opposition led by Lech Wałęsa, which led to the Round Table talks in 1989 and ended in a peaceful transformation of the political system. In communist times, the authorities emphasised the development of heavy industry which, after 1989, had to be expensively modernised, but thanks to this Poland today is considered a highly industrialised country.

Thanks to various political, economic and social reforms only 10 years later, Poland became a member of NATO and in 2004 was admitted to the European Union where it now plays an important role.

On 10 April 2010 the greatest tragedy in the history of contemporary Poland took place – when the Polish government plane crashed in Smolensk, the presidential couple died tragically together along with representatives of the parliament, ministries, the armed forces, clergy, community organisations and others.

In 2011, Poland led the Council of the European Union, and in 2012, along with Ukraine, organised the European Football Championship. National Stadium built for this occasion in Warsaw is a symbol of transformation and Poland’s success in the last 25 years.

Development of texts: Agnieszka Słomian, Tomasz Mazurek



Photo: Auschwitz / Source: Pixabay



Photo: Mass with the Pope John Paul III, 12 June 1987 in Gdańsk / Sławomir Fiebig / Source: ECS



Photo: Palace of Culture and Science in Warsaw / Source: Pixabay



(1)



(3)



(2)



(4)

Graphic: symbol of Fighting Poland (1), Solidarity (2) / Source: Wikimedia Commons

Graphic: symbol of Communism (3), Polish United Workers' Party (4) / Source: Wikimedia Commons

4. THE PROPOSED LITERATURE AND FILMS

Websites:

- Historical Museum of Kraków (PL, EN): <http://www.mhk.pl/>
- Historical portal "Polish history", (PL, EN): <http://www.polishhistory.pl/>
- Historical Portal "Dzieje.pl" (PL): <http://dzieje.pl/>
- Institute of National Remembrance (PL): <http://ipn.gov.pl/>
- Museum of Polish History (PL, EN): <http://muzhp.pl>
- Museum of World War II (PL, EN): <http://www.muzeum1939.pl/>
- Museum of the History of Polish Jews (PL, EN): <http://www.polin.pl/>
- National Heritage Board of Poland (PL, EN): <http://www.nid.pl/>
- Oral History Archive (PL): <http://www.audiohistoria.pl/web/>
- Portal "Curiosities of the history" (PL): <http://ciekawostkihistoryczne.pl/>
- Scientific Archive Portal (PL): <http://www.archiwa.net/>
- The Karta Center Foundation (PL): <http://www.karta.org.pl/>
- Warsaw Uprising Museum (PL, EN): <http://www.1944.pl/>

Books:

- Biskupski Mieczysław B., *The History of Poland*, Greenwood Publishing Group, Westport 2000.
- Davies Norman, *God's Playground A History of Poland*, Oxford University Press, Oxford 2005.
- Kloczowski Jerzy, *A History of Polish Christianity*, Cambridge University Press, Cambridge 2000.
- Lerski Jerzy J., *Historical Dictionary of Poland: 966-1945*, Greenwood Publishing Group, Westport 1996.

Films:

- *Get to know about Poland: The Most Important Moments in History*
(EN): <https://www.youtube.com/watch?v=kU-KL2vgSRE>
(RU): <https://www.youtube.com/watch?v=SzOYFYZE4NI>
- *History of Poland 1635 – 2009*, <https://www.youtube.com/watch?v=vQ8T4oWxe1g>
- *Legenda Polskie. Film SMOK. Allegro* (PL): https://www.youtube.com/watch?v=1J_Y12RqeLM
- Museum of the History of Polish Jews YouTube channel
(PL, EN): <https://www.youtube.com/user/mhzp2013>
- Norman Davies YouTube channel (PL, EN): <https://www.youtube.com/user/DaviesNorman>
- Polish History Museum TV YouTube channel (PL, EN): <https://www.youtube.com/user/MuzHPtv>
- *The Animated History of Poland*: <https://www.youtube.com/watch?v=stEuQamTLXw>



Chapter X

THE POLITICAL TRANSFORMATION OF 1989

Agnieszka Słomian, Tomasz Mazurek



Get to know about Poland – Training Materials for Trainers and Teachers

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Cover photo: Original table displayed in Presidential Palace in Warsaw / Source: Wikimedia commons

I. WORKSHOP SCENARIO



AIMS

- To acquaint the participants with the example of peaceful political transformation which in Poland began in 1989.
- To teach political and social negotiations, develop team-working skills and decision-making abilities.



DURATION: 180 minutes.



PARTICIPANTS: 20 people.



TEACHING METHODS

- Demonstration methods – film.
- Expository methods – talk.
- Problem-focused methods – educational game.



TEACHING MATERIALS, AIDS AND WORK

- Computer and projector to display video.
- Elements of the game: board, negotiation cards, 2 dice.
- Educational materials printed for each participant.
- For variety, printed photographs and symbols concerning Polish political transformation may be hung in the room.

1. WORKSHOP SCENARIO

Plan of the workshop**1. INTRODUCTION**

The participants are informed that during the workshop they will play a game called "Round Table", which is a simulation of the negotiation process between the ruling party and the opposition during the Round Table Talks in Poland in 1989. The ruling party – Polish United Workers' Party (Polska Zjednoczona Partia Robotnicza, PZPR) and the opposition – "Solidarity" ("Solidarność") have to sit down and negotiate at the Round Table and divide power.

The workshop begins with the showing of an educational film entitled *Get to Know about Poland: The Political Transformation of 1989* and *Poland – 25 Years of Freedom (Auxiliary material no. 1)*. These movies are discussed together: the information contained therein as well as the visual material.

The participants have 5 minutes to think in pairs how the turn of 80s and 90s looked in various countries around the world, about the characteristics of political transformation and whether the changes after the collapse of the Soviet Union took place peacefully. These issues are to be summarised together.

Distribute among the participants educational materials (*Educational material no. 1, 2, 3, 4, 5, 6*) concerning the main issues of the game and invite them to read. You may also develop a multimedia presentation or instructional lecture.

**2. EXPLAINING AND CONDUCTING AN EXERCISE**

The participants are informed that the aim of the game is to negotiate at the Round Table a national agreement that will lead to a peaceful transformation towards the establishment of democracy. The aim of each group is to play the game so as to obtain the largest percentage of power, but at the same time prevent "Conflict in the country", as this could lead to civil war. The participants are presented with the game materials (*Auxiliary material no. 2*) and cards to the participants (*Auxiliary material no. 3*).

The participants are divided into 2 groups – PZPR consisting of 8 people and "Solidarity" of 12 people. Each group has its own pool for "Negotiation". There are "Obligatory" cards (which symbolise some historical political conditions that existed during the Round Table Talks in 1989) and "Optional" cards (which symbolise different elements of the state structures). These cards are an expression of the political will and ambition of each group, and sometimes adopt the role of currency and become legal tender. Each group would be well advised to become acquainted with the cards.

The groups roll the dice to decide who starts the game. Each group chooses which card they will put on the table. During the game, the groups put their "Negotiation" cards on the relevant fields of the Round Table, beginning with "Start" and moving up – the PZPR puts their cards on the left side and "Solidarity" on the right. Each group is only allowed to play 1 "Negotiation" card per turn. The cards are played in turns. Before playing the card, the group should think about their strategy – which departments are more important, which cards should be placed first (obligatory or optional). Having played the card, the group should briefly explain why the selected card is relevant to the division of power.

As the game progresses, the number of cards played on the Round Table increases. After crossing the first Danger Threshold, the negotiations between the ruling party and the opposition become more risky as 50% of the power has already been divided. During the second half of the game, each group will aim to gain as much control and as many departments as possible, which could result in a rash response from the opposing side.

I. WORKSHOP SCENARIO

Each “Negotiation” card played above the first Danger Threshold is accompanied by one roll of a six-sided dice. When a group crosses the second Danger Threshold, there should be two rolls of a dice. If any dice lands on 1, there is a “Conflict in the country” – social unrest caused by dissatisfaction over the progress of negotiations and the division of power. A “Conflict in the country” card is then placed on the table and neither group can add any cards until a truce between the parties has been reached. To boost the dynamics of the game, an additional number on the dice may be designated to result in a “Conflict in the country” (e.g. by rolling either a 1 or a 2).

A “Conflict in the country” can only be resolved by playing a “Truce” card. In order to eliminate a “Conflict in the country” one of the groups must decide to use its card. The groups then negotiate regarding who will use a “Truce” card first. When one of the groups uses the card, it is entitled to one of the “Optional” cards that the opposing group has already played on the Round Table. Which card the group who sacrificed its “Truce” card will ask for and what the opposing group will give in turn will be the subject of negotiations between the groups. The groups should consider their strategy for using their “Truce” card as it may help to acquire or lose a valuable card.

When both groups have already played their “Truce” cards to prevent the conflict, and a “Conflict in the country” reappears (dice shows 1 spot) on the Round Table, there is a “Last chance draw” between the two groups (in any manner). The group that wins, recovers the “Truce” card once again from the moderator and may use it according to the procedure described above. The “Last chance draw” can take place only once during the entire game, and the moderator, while returning the “Truce” card, should impose on the groups the requirement for additional negotiations for cards or set other terms and conditions.

If both groups have taken advantage of all the possibilities for using a “Truce” card and a “Conflict in the country” reappears on the board, the game ends and both groups lose. The game also ends when all fields of the Round Table are filled – then the whole nation wins their victory.



3. SUMMARY AND DISCUSSION

When the game finishes, the participants are asked to hold a group discussion about their progress, taking into consideration whether their tactics were effective, whether or not they were able to gain control over selected ministries or departments, the level of cooperation within the group, the difficulties they encountered, and the feelings experienced by the participants during the simulation of the talks. The participants are invited to share their opinions.



4. THE TIME FRAME OF THE WORKSHOP

Introduction to the topic and the presentation of films: 35 minutes.

Explaining the exercise and dividing into groups: 45 minutes.

Conducting the exercise: 70 minutes, including:

- Time for a trial game: 20 minutes.
- Time for the real game: 50 minutes.

Discussion and summary of the workshop: 30 minutes.

2. AUXILIARY MATERIALS

Auxiliary material no. 1

Educational films



The films are available on You Tube at:

- *Get to know about Poland: The Political Transformation of 1989*
(EN): <https://www.youtube.com/watch?v=w3cYa9nLiXk>
(RU): https://www.youtube.com/watch?v=_EyPI8OmyQU
- *Poland – 25 years of freedom*
(PL, EN): https://www.youtube.com/watch?v=W-LPE_PYoH8

Auxiliary material no. 2

Game elements



THE BOARD – a circle divided into 20 equal parts, symbolising the Round Table at which the PZPR and “Solidarity” groups negotiate. Each part represents 5% of power and the entire circle (20 parts) symbolises absolute power (100%). This is the power which is divided between the two groups during the game. There are red marks on the board – Danger Threshold I and Danger Threshold II - and upon crossing them a six-sided dice should be rolled.



NEGOTIATION CARDS (30 cards for each group) – the cards are the size of 1 segment of the circle (1/20), that is each card symbolises 5% of power. Negotiation cards are divided into:

- **“Obligatory” cards** (5 cards for each group), each group receives them before starting the game and must place all the cards on the Round Table during the game, no matter at which point. “Obligatory” cards differ between the two groups. In one group some of the cards have numbers (e.g. “Our Prime Minister 1”, “Our Prime Minister 2”), therefore they should be played in subsequent turns according to the numerical order in the same field of the Round Table. It is the only exception when in one field more than one card can be placed. While playing subsequent numbers of the same “Obligatory” card, a given group needs to “stop” in one field, while the other group can grab further parts of the Round Table. Sooner or later, both groups will have to play “Obligatory” cards and the main point will be when to do so. If any group has not played all of their “Obligatory” cards, the game ends in defeat for both groups.
- **“Optional” cards** (25 cards for each group), they can but do not have to be placed on the table during the game – it depends on a given group’s strategy and the game play. They are the same for each group and differ only in colour and symbol. When one of the groups places a given card on the table, the other one cannot use this card. “Optional” cards will be the main element of the negotiations.
- **“Truce” cards** (3 cards) – the cards which eliminate “Conflict in the country”. Each group receives 1 “Truce” card at the beginning of the game. The card can be used only once. Additionally, the game moderator has 1 “Truce” card and can use the card when there is a threat of a “Conflict in the country”. In this case the moderator should impose conditions on the groups or demand a negotiation of cards.

2. AUXILIARY MATERIALS

- The **“Conflict in the country” card** (1 card) – the card which at some point may be placed on the board when one of the groups rolls a number 1 on the dice. This means that there are some riots taking place in the country and the groups should negotiate the balance of forces. The card can be removed only by using a **“Truce” card**.

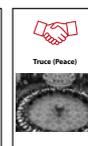
Auxiliary material no. 3 The cards and board to print



- Obligatory 5 cards for **“Solidarity”**
(Attachment no.1, to print on A4)
- Optional 25 cards for **“Solidarity”**
(Attachment no. 2, 3, 4, to print on A4)
- Obligatory 5 cards for **“PZPR”**
(Attachment no. 5, to print on A4)
- Optional 25 cards for **“PZPR”**
(Attachment no. 6, 7, 8 to print on A4)
- 3 **“Truce”** cards and 1 **“Conflict in the country”** card
(Attachment no. 9, to print on A4)



- 1 Board
(Attachment no. 10, to print on A1)



3. EDUCATIONAL MATERIALS

Educational material no. 1

The Polish Round Table Talks



The Polish Round Table Talks took place in Warsaw, from 6 February to 5 April 1989. The government initiated the discussion with the banned trade union “Solidarity” and other opposition groups in an attempt to defuse the growing social unrest, and involved the “Solidarity” opposition and the coalition government. The talks were held in the Council of Ministers Office, co-chaired by “Solidarity” leader Lech Wałęsa and Minister of Internal Affairs Czesław Kiszczak. The Polish communists, led by General Jaruzelski, hoped to co-opt prominent opposition leaders into the ruling group without making major changes to the political power structure. In reality, the talks radically altered the shape of the Polish government and society. The sessions were divided into three main working groups: 1) the political reform workgroup, 2) the union pluralism and party pluralism workgroup, 3) the economy and social issues workgroup. An agreement (“Round Table Agreement”) was signed on 4 April 1989. The most important demands were: 1) the legalisation of independent trade unions, 2) the introduction of a President’s office, who would be elected to a 6-year term by The National Assembly, 3) the formation of a Senate. As a result, real political power was vested in a newly created bicameral legislature and in a president who would be the chief executive. “Solidarity” became a legitimate and legal political party. Free elections for 35% of the seats in the Sejm and an entirely free election for the Senate was assured.

Based on: https://en.wikipedia.org/wiki/Polish_Round_Table_Agreement



Photo: Original table displayed in Presidential Palace in Warsaw / Source: Wikimedia commons

3. EDUCATIONAL MATERIALS

Educational material no. 2

The Polish legislative election of 1989



The Polish legislative election of 1989 was the tenth election to the Sejm, and the first election for the recreated Senate of Poland. The first round took place on 4 June, with a second round on 18 June. All the seats in the newly recreated Senate of Poland were to be elected democratically, as were 161 seats (35% of the total) in the Sejm. The remaining 65% of the seats were reserved for the Polish United Workers' Party (Polska Zjednoczona Partia Robotnicza, PZPR) and its satellite parties. The election brought a landslide victory for "Solidarity": 99% of all the seats in the Senate and all of the possible seats in the Sejm. Altogether, out of the 161 seats available, "Solidarity" took 160. While "Solidarity" managed to secure the 35% of seats available to it, the remaining 65% was divided between the PZPR and its satellite parties.

Based on: https://en.wikipedia.org/wiki/Polish_legislative_election,_1989



Photo: "I choose Solidarity" / Phot. Leonard Szmaglik / European Solidarity Centre archive / Source: www.tekapomorska.pl
 Poster: "High Noon, June 4, 1989" / Solidarity Citizens' Committee election poster by Tomasz Sarnecki / Source: Wikimedia commons

3. EDUCATIONAL MATERIALS

Educational material no. 3 Polish United Workers' Party (PZPR)



The Polish United Workers' Party (Polska Zjednoczona Partia Robotnicza, PZPR) was established in December 1948. In January 1990, the XI Congress was held, which was supposed to recreate the party. Finally, the PZPR dissolved, and some of its members decided to establish two new social-democratic parties. Until 1989, the PZPR held dictatorial powers and controlled an unwieldy bureaucracy, the military, the secret police, and the economy. On paper, the party was organised on the basis of democratic centralism, which assumed a democratic appointment of authorities, decision-making process and management of its activity. However, in reality the key roles were played by the Central Committee, its Political Bureau and Secretariat, which were subject to the strict control of the authorities of the Soviet Union.

Based on: https://en.wikipedia.org/wiki/Polish_United_Workers'_Party



Photo: X Congress of Polish United Workers' Party in 1986 / RIA Novosti archive / Source: Wikimedia commons

3. EDUCATIONAL MATERIALS

Educational material no. 4 The Independent Self-governing Trade Union “Solidarity”



“Solidarity” was founded in 1980 at the Gdansk Shipyards under the leadership of Lech Wałęsa. It was the first trade union in a Warsaw Pact country that was not controlled by the communist party. In the 1980s, “Solidarity” was a broad anti-bureaucratic social movement, using civil resistance as a method to advance the causes of workers’ rights and social change. The Union had a regional structure, comprising 38 regions and two districts. At its peak, the Union had over 10 million members, and became the largest union in the world in terms of membership. The government attempted to destroy the union by imposing martial law in Poland, which lasted from December 1981 to July 1983 and was followed by several years of political repression, although in the end it was forced to negotiate with “Solidarity”. When martial law came into effect under General Wojciech Jaruzelski, the 38 regional delegates were arrested and jailed. After a one-year prison term the high-ranking members of the union were offered one way trips to any country accepting them. By the end of August 1989 a “Solidarity”-led coalition government was formed and in December Tadeusz Mazowiecki was elected Prime Minister. Since 1989 “Solidarity” has become a more traditional trade union, and had relatively little impact on the Polish political scene in the early 1990s.

Based on: https://en.wikipedia.org/wiki/Solidarity_%28Polish_trade_union%29



Photo: Joy after “Solidarity” registration in court – Lech Wałęsa with flowers / Jan Morek/Forum / Source: www.solidarnosc.gov.pl

3. EDUCATIONAL MATERIALS

Educational material no. 5 **Your President, Our Prime Minister**



"Your President, our Prime Minister" – the title of leading article by Adam Michnik published in the "Gazeta Wyborcza" newspaper on 3 July 1989, calling for "an alliance of the democratic opposition with the reformist wing of the ruling camp", while at the same time calling for a division of power in Poland: the consent of the "Solidarity" opposition for a president from the Polish United Workers' Party (Wojciech Jaruzelski) in return for consent for a Prime Minister from "Solidarity". This proposal caused controversy among the democratic opposition and the ruling camp as the postulated system changed the agreements of the Round Table, giving more power to the opposition. On the other hand, it forced the ruling party to take immediate responsibility for the disastrous economic situation of the state. On 17 August 1989 Lech Wałęsa presented three candidates for Prime Minister: Tadeusz Mazowiecki, Bronisław Geremek and Jacek Kuroń, and the coalition partners chose the former. On 24 August, the Contract Sejm appointed Mazowiecki as Prime Minister, and thus the call by the "Gazeta Wyborcza" was realised within a month and a half.

Based on: https://pl.wikipedia.org/wiki/Wasz_prezydent,_nasz_premier



Photo: Tadeusz Mazowiecki in Sejm / Krzysztof Białoskórski / Source: www.sejm.gov.pl

3. EDUCATIONAL MATERIALS

Educational material no. 6 Economic transformation



The Wilczek Act (Ustawa Wilczka) – the colloquial term for the Act of December 1988 on economic activity developed within a project run by the Minister for Industry, Mieczysław Wilczek and Prime Minister Mieczysław Rakowski, and passed by the Polish People's Republic (Polska Rzeczpospolita Ludowa, PRL) Sejm of the ninth term. The Act came into force from 1 January 1989 to 31 December 2000 and regulated economic activity in a liberal manner, enabling every citizen to start up and run a business on equal terms, which gave rise to a host of small entrepreneurs.

The Balcerowicz Plan (Plan Balcerowicza), also termed “Shock Therapy”, was a method for the rapid transition from a communist economy, based on state ownership and central planning, to a capitalist market economy. Named after its author, the Polish minister and economist Leszek Balcerowicz, the plan was adopted in Poland in 1989. There was a temporary drop in output and growth observed by 1992.

Based on: https://en.wikipedia.org/wiki/Balcerowicz_Plan; https://pl.wikipedia.org/wiki/Ustawa_Wilczka



Photo: Street trade in the early 90s. / Jacek Awakumowski / European Solidarity Centre archive / Source: www.tekapomorska.pl

4. THE PROPOSED LITERATURE AND FILMS

Websites:

- European Solidarity Centre (PL, EN): www.ecs.gda.pl
- The Institute of National Remembrance (PL, EN): <http://ipn.gov.pl/>
- 10 – 15 – 25. Polish transformation from suspense to success (PL): <http://mttp.pl/25/>

Books:

- Chodakiewicz Marek J., Radzilowski John, Tolczyk Dariusz, *Poland's Transformation: A Work in Progress. Studies in Honor of Kenneth W. Thompson*, Transaction Publishers, London 2006.
- Dobroczyński Michał, Gołębiowski Janusz W., *Discussions on Polish transformation*, Warsaw School of Economics, Warsaw 1997.
- Kozłowski Tomasz, Olaszek Jan, *Solidarność: History of the „Solidarity” 1980-1989*, The Institute of National Remembrance, Warsaw 2010.
- Marat Andrzej, *Solidarność: Twenty Years of History*, Polska Agencja Informacyjna, Warsaw 2000.
- Perdue William D., *Modernization Crisis: The Transformation of Poland*, Greenwood Publishing Group, Westport 1995.
- Wiatr Jerzy J., *Political Sociology and Democratic Transformation in Poland*, Scholar Publisher, 1996.
- Winiecki Jan, *Five Years After June: The Polish Transformation 1989-1994*, Centre for Research into Communist Economies, London 1996.
- 10 – 15 – 25. Polish transformation from suspense to success, Centre for International Relations/ THINKTANK http://napedzamyprzyszosc.pl/files/publikacje/2014/Book_TRANSFORMACJA_10-15-25_FINAL.pdf

Films:

- *Get to know about Poland: The Political Transformation of 1989*
(EN): <https://www.youtube.com/watch?v=w3cYa9nLiXk>
(RU): https://www.youtube.com/watch?v=_EyPI8OmyQU
- *Poland – 25 years of freedom* (PL, EN): https://www.youtube.com/watch?v=W-LPE_PYoH8
- *The Polish Transformation* (PL, EN): <https://www.youtube.com/watch?v=8FI2OYrf8i4>
- *Let Poland be Poland* (PL, EN):
<https://www.youtube.com/watch?v=T5avzxLrBUY&list=PLJFDAXWRg5yZFtVuk8N6nvd9oEa9EBQNp>
- *1989 – The Turning Point* (EN): <https://www.youtube.com/watch?v=Gw8AXGz4no8>
- *Martial law. Why?* (PL): <https://www.youtube.com/watch?v=wBkm0hGPcUc>
- *A Road to Solidarity – Polish Political Transformation*
(PL): <https://www.youtube.com/watch?v=xnxsgN09XJg>
- *Recordings from the National Audiovisual Institute*
(PL, EN): <http://archiwum.nina.gov.pl/en/katalog?Filter.CategoryCodenames=okragly-stol>

SOLIDARNOŚĆ

Freedom of press



OBLIGATORY CARD

SOLIDARNOŚĆ

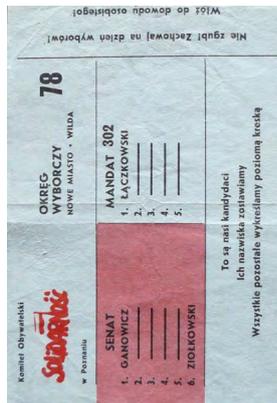
Our Prime Minister 1



OBLIGATORY CARD

SOLIDARNOŚĆ

**Free Elections
(Senat 1)**



OBLIGATORY CARD

SOLIDARNOŚĆ

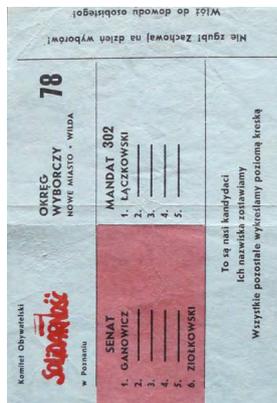
Our Prime Minister 2



OBLIGATORY CARD

SOLIDARNOŚĆ

**Free Elections
(Senat 2)**



OBLIGATORY CARD

SOLIDARNOŚĆ

Control over Social Reforms



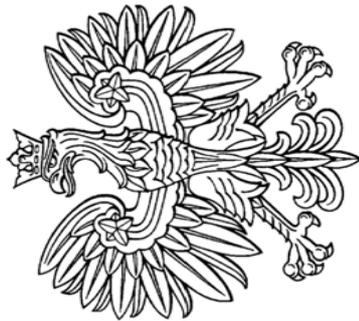
SOLIDARNOŚĆ

Control over the Vetting of Politicians



SOLIDARNOŚĆ

Control over the Ministry of Economy



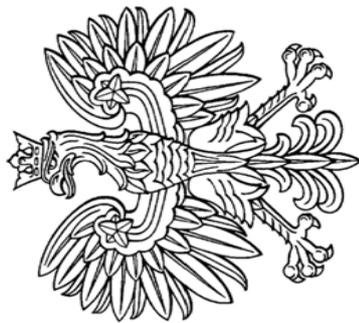
SOLIDARNOŚĆ

Control over Administrative Reforms



SOLIDARNOŚĆ

Control over the Constitutional Court



SOLIDARNOŚĆ

Control over the Negotiation of the Border Treaty with Germany



SOLIDARNOŚĆ

Control over the Ministry of Privatization Process



SOLIDARNOŚĆ

Control over Public Radio



SOLIDARNOŚĆ

**Control over the Negotiation
on the Withdrawal of Soviet
Troops from Poland**



SOLIDARNOŚĆ

**Control over the Negotiation
on the Reduction
of Polish Foreign Dept**



SOLIDARNOŚĆ

**Control of the Ministry
of National Defence**



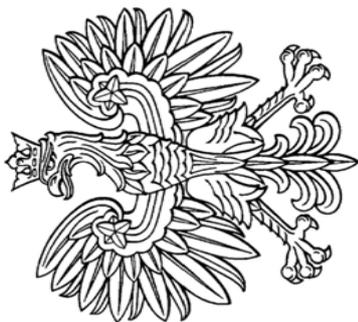
SOLIDARNOŚĆ

**Control over the Ministry
of Justice**



SOLIDARNOŚĆ

**Control of the Ministry
of International Affairs**



SOLIDARNOŚĆ

**Control over the Ministry
of National Education**



SOLIDARNOŚĆ

**Control of the Ministry
of Foreign Affairs**



SOLIDARNOŚĆ

**Control over the Ministry
of Finance**



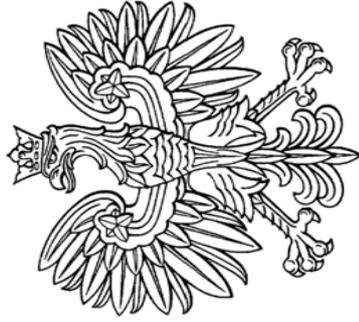
SOLIDARNOSĆ

**Office for the Protection
of Human Rights**



SOLIDARNOSĆ

**Control over the Committee
of Catholic Church Property**



SOLIDARNOSĆ

**Control over the Ministry
of Agriculture**



SOLIDARNOSĆ

**Control over the Vetting
of Public Officials**



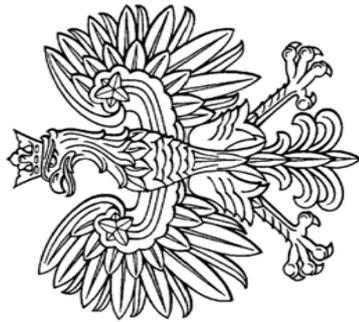
SOLIDARNOSĆ

**Control over Economic
Reforms**



SOLIDARNOSĆ

**Control over Judicial
Reforms**



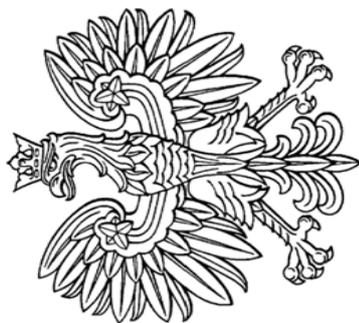
SOLIDARNOSĆ

**Control over Health
System Reform**



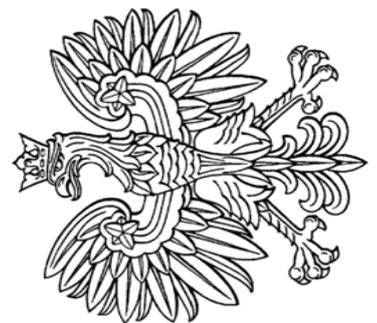
SOLIDARNOSĆ

**Control over Public
Television**



SOLIDARNOSĆ

**Control over the Electoral
Law Reform**



 <p>Partially Free Elections (Sejm) 1</p>  <p>OBLIGATORY CARD</p>	 <p>Partially Free Elections (Sejm) 2</p>  <p>OBLIGATORY CARD</p>	 <p>Partially Free Elections (Sejm) 3</p>  <p>OBLIGATORY CARD</p>
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 <p>Our President 1</p>  <p>OBLIGATORY CARD</p>	 <p>Our President 2</p>  <p>OBLIGATORY CARD</p>
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Control over Social Reforms



Control over the Ministry of Economy



Control over the Constitutional Court



Control over the Ministry of Privatization Process



Control over the Vetting of Politicians



Control over Administrative Reforms



Control over the Negotiation of the Border Treaty with Germany



Control over Public Radio





**Control over the Negotiation
on the Withdrawal of Soviet
Troops from Poland**



**Control over the Negotiation
on the Reduction
of Polish Foreign Dept**



**Control of the Ministry
of National Defency**



**Control over the Ministry
of Justice**



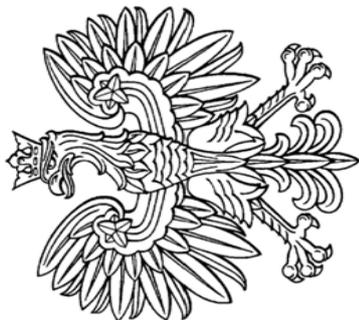
**Control of the Ministry
of International Affairs**



**Control over the Ministry
of National Education**



**Control of the Ministry
of Foreign Affairs**



**Control over the Ministry
of Finance**





**Office for the Protection
of Human Rights**



**Control over the Committee
of Catholic Church Property**



**Control over the Ministry
of Agriculture**



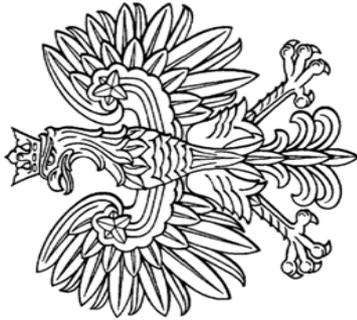
**Control over the Vetting
of Public Officials**



**Control over Economic
Reforms**



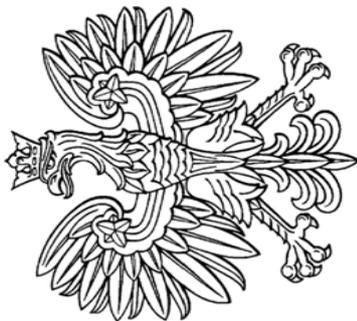
**Control over Judicial
Reforms**



**Control over Health
System Reform**



**Control over Public
Television**

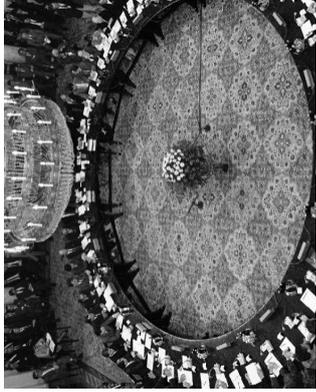


**Control over the Electoral
Law Reform**

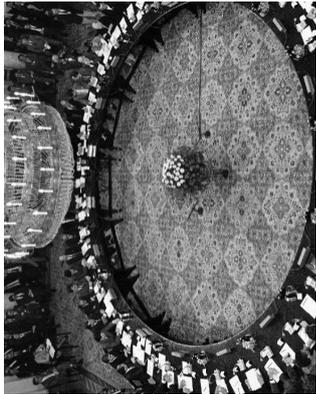




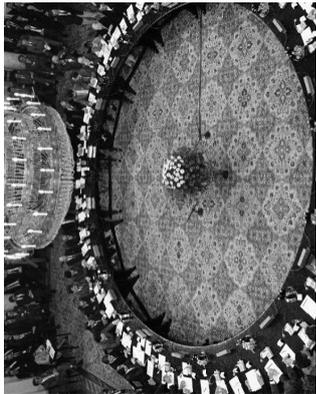
Truce (Peace)



Truce (Peace)



Truce (Peace)



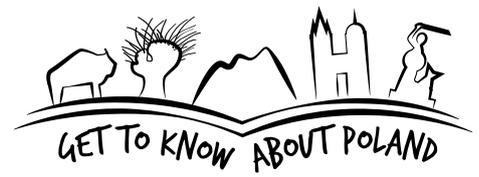
Conflict in the Country





PZPR

SOLIDARNOSĆ



Chapter XI

POLAND AS ECONOMIC PARTNER

Marzena Ples



Get to know about Poland – Training Materials for Trainers and Teachers

Authors: Danuta Gałyga, Tomasz Mazurek, Marzena Ples, Agnieszka Słomian, Marcin Zybała

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Kraków 2015

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The publication expresses the views of the authors only and cannot be identified with the official position of the Ministry of Foreign Affairs of the Republic of Poland.

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Cover photo: Fotolia.com

1. WORKSHOP SCENARIO



AIMS

- To acquaint the participants with basic information on the Polish economy and investment opportunities in Poland.
- To develop advertising strategies for promoting established Polish export brands abroad.
- To develop skills of creative and analytical thinking.



DURATION: 180 minutes.



PARTICIPANTS: 20 people.



TEACHING METHODS

- Demonstration methods – film.
- Expository methods – talk.
- Practical methods – guiding text method.
- Practical methods – productive exercises.



TEACHING MATERIALS, AIDS AND WORK

- Computer and projector to display video.
- Board or flipchart to write down associations.
- Two A4 sheets of different colours with the word “YES” and “NO” written on them.
- A string or a tape.
- For each group: an instruction on how to complete the task and a text entitled *Macroeconomic Analysis of the Polish Economy*, a picture and a short product description, 7 sets of banknotes and coins.

I. WORKSHOP SCENARIO

Plan of the workshop**1. INTRODUCTION**

The participants are informed that the main purpose of the workshop is to broaden their knowledge of the Polish economy as well as to develop creative thinking and the art of persuasion. The participants are asked what they know about the Polish economy, for example GDP, export and import, Polish companies operating globally etc. The information obtained should be written on the flipchart or on the board in the form of a mind map. The main points are commented on.

**2. EXPLAINING AND CONDUCTING THE FIRST EXERCISE**

A4-sized "YES" and "NO" sheets of paper are placed at opposite ends of the workshop room. In the middle of the place, a string or a tape is stretched to clearly separate the "YES" and "NO" areas. The participants are asked to stand up. They are told that they will hear different statements about the Polish economy (*Auxiliary material no. 1*), and their task will be to move to the "YES" side if they believe that the information that will be read out is true or move to the "NO" side if they do not agree with it. After each sentence, the participants are asked to move to the appropriate side, a few people will be requested to justify their choice. The correct answer is given with a brief explanation (*Educational material no. 1*). The participants should be informed that in the exercise there are no right or wrong comments – they may be surprised at some of the statements; however, this method gives them room for discussion, which is an essential part of this exercise. Therefore, if the participants need more time to analyse the issue, they should be allowed to do so. They ought to be encouraged to make comparisons with other countries. 3 to 5 minutes are allocated for each question. The exercise allows for flexibility in terms of timing – not all the questions need to be asked. If the answer to any question happened to be mentioned in the introductory part of the workshop when the participants shared their knowledge about the economy, it can be either abandoned or elaborated. The suggested maximum number of questions is 10. After completing the exercise, the participants are asked which facts about Poland surprised them the most and why.

The educational film *Get to know about Poland: Poland as Economic Partner* (*Auxiliary material no. 2*) is presented as a summary of the first part of the workshop. The movie is discussed together – the information contained therein as well as the visual material.

**3. EXPLAINING AND CONDUCTING THE SECOND EXERCISE**

In the second part of the workshop, the participants will work in groups to develop advertisements for established Polish products, already sold and recognised globally. Afterwards, they are asked to think of the advantages of investing in Poland and their task will be to convince "foreign investors" (played by other participants) to invest money in their product. The advertisements are displayed during an investors' meeting; therefore, each group should present its product in its best light.

Descriptions of five established Polish products are prepared in advance and pictures of them printed. One item may be a food product (for example, Prince Polo wafers, Żubrówka vodka, Oscypek cheese, Mokate coffee), automotive (for example, Solaris buses, Melex vehicles, Pesa trains), entertainment (for example, games Dead Island or The Witcher, music projects Vader or Behemoth), fashion (for example, Kazar or Gino

I. WORKSHOP SCENARIO

Rossi shoes, Reserved or Cropp Town clothes), cosmetics (for example, Inglot, Dr Irena Eris, Eveline Cosmetics, Ziaja) or from the furniture industry (for example, Black Red White, VOX, Nowy Styl Group). Additionally, money should be prepared (printed and cut out) for each group to invest in selected products (*Auxiliary material no. 4*). It is their decision how they will invest: whether these will be group or individual decisions, or whether they will invest money in the chosen brand, or in different products involved in the competition.

The participants are divided into 5 groups of 4 people in the following way: on slips of paper the names of products are drawn and written. Afterwards, the participants are asked to select randomly a slip of paper and to find their groups by using gestures and sounds (not words). There should be the same number of slips in each category as the number of people in a given group. Each of the group is given: an instruction on how to complete the task (*Auxiliary material no. 3*), a text *Macroeconomic Analysis of the Polish Economy* (*Educational material no. 2*), a picture and a short product description which will be advertised, as well as money (*Auxiliary material no. 4*). The groups will have 45 minutes to complete the task.

On expiry of the allotted time, each group is asked to present their advertisement and promotional strategy as well as reasons why it is worth investing in Polish products. After each advertisement, the investors (other participants) may ask questions to the speakers and comment on the proposed solutions. When all the products have been presented, there is time to allocate funds to the presented brands. The product which receives the largest sum of money wins the title of Flagship Polish Export Product, and the group who advertised it can enjoy the satisfaction of a task well done.



4. SUMMARY AND DISCUSSION

In discussing the task, the participants are asked about how they worked under the pressure of time, how they divided their tasks, what difficulties they encountered in teamwork, as well as how they assess their own performance and that of the other participants. Finally, the films *Ten Years Later – How the EU membership has changed Poland*, *Share in our success* or *The Animated Guide to Polish Success* (*Auxiliary material no. 2*) and, the *Macroeconomic Analysis of the Polish Economy* based on the text (*Educational material no. 2*) are shown, after which a brief discussion is held on the advantages of investing in Poland.



5. THE TIME FRAME OF THE WORKSHOP

Introduction to the topic: 10 minutes.

Conducting the first exercise: 40 minutes.

Conducting the second exercise: 100 minutes, including:

- Explaining the task and dividing into groups: 5 minutes.
- Developing advertisements and promotional strategy: 45 minutes.
- Presenting work results: 5 groups x 8 minutes.
- Investing money and announcing the results: 10 minutes.

Discussion and summary of the workshop: 30 minutes.

2. AUXILIARY MATERIALS

Auxiliary material no. 1



True and false statements on the Polish economy

1. In August 2015 the unemployment rate was 15.8%.
2. In 2014 the average monthly gross remuneration in the private sector was around EUR 1000.
3. In 2009 Poland was the only EU country to experience a growth in GDP.
4. After 2004 when Poland joined the European Union, more than 3 000 000 economic migrants left the country.
5. In Poland there is the greatest number of people employed on so-called 'junk contracts' (contract of mandate or contracts of specific work) in the entire EU.
6. Poland is the world leader in the export of mushrooms, yachts and furniture.
7. In 2014 Poland exported more products than it imported.
8. Poland is the world largest exporter of apples.
9. Krakow is in the top ten of the best world's outsourcing destinations.
10. Currently, in Poland EUR 1 is worth around PLN 5.10.

Auxiliary material no. 2

Educational films



The films are available on You Tube at:

- *Get to know about Poland: Poland as Economic Partner*
(EN): https://www.youtube.com/watch?v=BUySbqR_Y7o
(RU): https://www.youtube.com/watch?v=7mUEYDN_dCg
- *Share in our success. Invest in Poland* (EN):
http://www3.paiz.gov.pl/multimedia/FILM_Share_in_our_success.Invest_in_Poland.VOB
- *Ten Years Later – How The EU Membership Has Changed Poland* (EN):
<https://www.youtube.com/watch?v=NDpziN7FUM4>
- *The Animated Guide to Polish Success* (EN):
<https://www.youtube.com/watch?v=JC4xh1bO7ww>

2. AUXILIARY MATERIALS



Auxiliary material no. 3

Instruction on how to complete the task

The task comprises three parts: 1) preparing an advertisement and product promotional strategy as well as outlining the advantages of investing in Poland, 2) presenting the work results during the investors' meeting, 3) investing money in products and selecting the best one.

In the first part, you will play the roles of given brand marketing specialists. Your product is already known outside Poland and you are really proud of it, although you want to increase revenue from abroad as well as brand recognition. Prepare an advertisement and a strategy to promote your product on foreign markets in order to attract new investors. At the same time, promote Poland. During the discussion, think in groups why this product is successful on foreign markets and what should be done to make it even more popular. Afterwards, using the additional material *Macroeconomic Analysis of the Polish Economy* develop the positive sides of investing in Polish products.

In the form of a presentation, present your work results at the investors' meeting. Be creative! You have 45 minutes to prepare your talk and 4 minutes to deliver it. Another 4 minutes for questions from potential investors – prepare justifications for why it is worth investing in your product in particular.

In the third part of the task you will become investors. Having seen all the advertisements, you will decide in which product or products your group wants to invest. During the presentations given by the other groups, you are encouraged to make notes and then ask questions to the groups. You will have 7 investment units (Polish banknotes and coins) at your disposal. IMPORTANT! You cannot assign investment units to your own brand. The product which receives the largest amount of funds from all the groups, wins the title of Flagship Polish Export Product.

3. EDUCATIONAL MATERIALS

Auxiliary material no. 4



Polish banknotes and coins

Coins: 1 zł, 2 zł, 5 zł, banknotes: 10 zł, 20 zł, 50 zł, 100 zł, 200 zł / Source: <http://www.nbp.pl>



3. EDUCATIONAL MATERIALS

Educational material no. 1

Information on the Polish economy

1. In August 2015 the unemployment rate was 15.8%.



FALSE. The unemployment rate was then 9.9%. In 2007 Poland, together with Slovakia, had the highest unemployment rate in the European Union. Since January 2013, the unemployment rate in Poland has been gradually falling. As compared to the year 2003 when it exceeded 20%, it fell by more than half. Only in 1991 was the unemployment rate lower than in August 2015. In the years 2007-2014 due to the economic crisis, the unemployment rate rose throughout the entire EU. Only in Poland, Germany and Malta was there a fall in unemployment.

2. In 2014 the average monthly gross remuneration in the private sector was around EUR 1000.



TRUE. In January 2014 it amounted to PLN 3805, and in December it rose to PLN 4379, which, depending on the exchange rate, is around EUR 1000. In the European Union, earnings are extremely diverse. In 2013 in Bulgaria the average monthly earnings amounted to EUR 409, while in Luxembourg that figure stands at EUR 4663. Despite the fact that the earnings of Poles are relatively low when compared to other EU countries, the costs of living in Poland are also much lower.

3. In 2009 Poland as the only EU country to experience a growth in GDP.



TRUE. Despite the economic crisis, Poland managed to maintain a steadily growing GDP. In the fourth quarter of 2014 it increased by 3.1%. In 2013 nominal GDP amounted to USD 519.4 billion, which gave Poland the 22nd position in the World GDP Ranking.

4. After 2004 when Poland joined the European Union, more than 3 000 000 economic migrants left the country.



FALSE. It is estimated that after Poland's accession to the EU nearly 2 000 000 people left the country. It is impossible to obtain accurate data due to different understandings of migration, diverse ways of recording migration flows in different countries as well as the openness of EU borders, seasonality or temporality of migration. In 2007 the number of Polish citizens living temporarily abroad reached its highest value and was estimated at 2 270 000. People temporarily living abroad are recognised as those who de-registered themselves from a permanent residence in Poland. The question arises as to how many people changed their place of permanent residence. According to the data from 2011, the greatest number of Poles left for Great Britain (approx. 625 000), Germany (approx. 470 000) and Ireland (120 000).

5. In Poland there is the greatest number of people employed on so-called 'junk contracts' (contract of mandate or contracts of specific work) in the entire EU.



TRUE. Poland struggles with the problem of so-called 'junk contracts' which are characterised by temporality and the lack of benefits which a full-time employee would receive (e.g. lack of holiday leave, health leave, flexitime, often lower earnings). In 2013, 27% of Poles were employed on the basis of contract of mandate or contracts of specific work. The average in the EU was at that time 15%.

3. EDUCATIONAL MATERIALS**6. Poland is the world leader in the export of mushrooms, yachts and furniture.**

TRUE. Poland is the largest producer of mushrooms in Europe and the largest exporter in the world – 35% of imported mushrooms come from Poland. Nearly 100 000 tons per annum are exported from Poland. Galeon, Delphis and Balt-Yacht are the world famous Polish producers of exclusive yachts, which is the second largest (after USA) manufacturer of boats of up to 10 meters long. It is mostly the Germans, the French and the British who buy Polish furniture made by brands such as Black Red White, Wójcik, Nowy Styl and Vox. In 2014 the value of exported furniture amounted to PLN 33.8 billion.

7. In 2014 Poland exported more products than it imported.

FALSE. In 2013 the value of exported goods from Poland amounted to EUR 163.1 billion, whereas the value of imported goods amounted to EUR 165.6 billion. Both import and export increased. In 2014 Poland exported mainly to EU countries (77.1%), including Germany (26.1%), Great Britain (6.4%) and the Czech Republic (6.3%). Poland imported mainly from Germany (22%), China (10.5%) and Russia (10.5%). Import from EU countries constituted a total of 58.6 %.

8. Poland is the world largest exporter of apples.

FALSE. According to the Ministry of Agriculture in 2013 Poland was ahead of China and won the title of the world largest exporter of apples. In 2015, 1205 tons of apples were sent to foreign markets. However, the introduction of an embargo on Polish apples by the Russian Federation caused a significant decrease in their export – by as much as 23% and the loss of global leadership. The Russian Federation was the main importer of Polish apples (more than 50% was sent to Russia). In contrast, the import of apples increased in Belarus and Kazakhstan. Currently, new markets are being sought out and Polish apples will soon be sent to Vietnam.

9. Krakow is in the top ten of the best world's outsourcing destinations.

TRUE. In "2015 Tholons Top 100 Outsourcing Destinations" Ranking, Krakow was ranked 9th best outsourcing destination in the world. It was the only European city in the top ten. Currently, nearly 100 companies operate in Krakow, which provide outsourcing services for 94 countries in 36 languages. Amongst them there are world famous brands such as: IBM, Lufthansa, Philip Morris, Sabre Holdings, Luxoft, HCL, StateStreet, Shell, Hitachi, Cerco, Ericpol, Ernst & Young, or HSBC.

10. Currently, in Poland EUR 1 is worth around PLN 5.10.

Most likely FALSE. The current exchange rate of EUR may be consulted at the Polish National Bank website <http://www.nbp.pl/home.aspx?f=/kursy/kursya.html>. Usually it is around PLN 4.00.

Development of texts – Marzena Ples, based on:

<http://stat.gov.pl>,

<http://paiz.gov.pl>,

<http://mg.gov.pl>,

<http://minrol.gov.pl>,

<http://msp.gov.pl>,

<http://forbes.pl>

Educational material no. 2

Macroeconomic Analysis of the Polish Economy



Basic information

Poland, with a population of over 38.4 million inhabitants, is the largest member of the European Union among all the countries of Central and Eastern Europe. In terms of the number of inhabitants, Poland is the 35th largest country in the world and the 6th largest in the EU. In terms of gross domestic product (GDP), Poland is the 9th biggest economy in the EU and the 25th biggest economy in the world.



Gross domestic product

In terms of economic growth in 2014, Poland ranked #5 in the EU, after Luxembourg, Ireland, Hungary and Malta. Over the recent years, observers have grown accustomed to the Polish economy's relatively good performance against the backdrop of the region of Central and Eastern Europe as well as the entire European Union. It was particularly visible in 2009, when Polish GDP, according to Eurostat data, grew 1.6%, making Poland the only EU country with a positive economic growth and earning the country the title of "green island". It was also in 2010 and 2011 that Polish economy stood out among European peers: the Polish GDP growth of 3.9% in 2010 was the third highest in the EU, while the 4.5% economic growth in 2011 ranked Poland fourth among the 27 member states. Growing faster than its counterparts, Poland is catching up, in terms of wealth, with Western EU countries. Poland's GDP per capita in 1995 was 43% of the average of EU countries, in 2000 it was 48%, and in 2014 – already 68%.



Inflow of European Union funds

Since Poland's accession to the European Union in 2004 the country has come a long way. A strong support in this process has and continues to be provided by the inflow of structural funds granted in the framework of the EU's cohesion policy. In the EU's 2007-2013 framework authorities and beneficiaries signed 106,439 contracts for the total sum of PLN 408,5 bln qualified expenses, including co-funding on the part of the EU amounting to PLN 288.0 bln. The inflow of EU funds to Poland increased in the years 2014-2020, as the EU budget for the period, approved by the Europarliament in mid-November 2013 set the funds allocation for Poland at EUR 105.8 bln. Consequently, Poland will be the biggest EU funds beneficiary among all the member states – not the biggest beneficiary of the Cohesion funds alone, as it has been the case so far, but of all funds.



Foreign direct investments inflow

The inflow of foreign direct investments (FDI) to Poland amounted y/y to USD 6.2 bln. The Polish government agency forecast 2014 FDI to slightly exceed the 2013 threshold. Poland has so far stood out in terms of foreign direct investments (FDI) among its CEE peers. The foreign direct investments inflow to Poland between 2006 and 2011 totalled some USD 94.9 bln and was the highest in the region (compared to the Czech Republic – some USD 36.8 bln, or Hungary – some USD 26.1 bln in the same period).

4. THE PROPOSED LITERATURE AND FILMS



Foreign trade – in 2014 exports grew faster than imports

The geographical structure of Poland's foreign trade slightly shifted in 2014: the share of developed countries (including the EU member states) decreased y/y, while the share of developing countries as well as Central Eastern European countries increased, GUS reported. The shift might be seen as a sign that in the face of the economic slowdown in the Western European countries, Polish companies are searching for trade partners on other, more prospective markets. Germany retained its position as Poland's leading trade partner. Poland's western neighbour absorbed 27% of Polish exports and accounted for 22.8% of imports to Poland.

Source:

<https://www.msp.gov.pl/en/polish-economy/macroeconomic-analysis/6888,Macroeconomic-Analysis-of-Polish-Economy.html>

4. THE PROPOSED LITERATURE AND FILMS

Websites:

- Central Statistical Office of Poland (PL, EN): <http://stat.gov.pl/>
- Ministry of Agriculture and rural Development (PL, EN): <http://www.minrol.gov.pl/>
- <http://www.mr.gov.pl/>
- Ministry of Treasury (PL, EN): <https://www.msp.gov.pl/>
- Polish Information and Foreign Investment Agency (PL, EN, RU): <http://www.paiz.gov.pl/>
- Polish Agency for Enterprise development (PL, EN): <http://www.parp.gov.pl/>

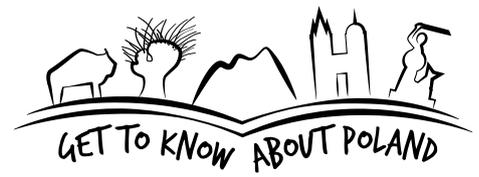
Books:

- *A golden opportunities*, The Economist – Special Report, London 2014:
http://www.economist.com/sites/default/files/20140628_poland.pdf
- Bogdan Wojciech, Boniecki Daniel, Labaye Eric, Marciniak Tomasz, Nowacki Marcin, *Poland 2025: Europe's new growth engine*, McKinsey&Company, 2015:
http://www.mckinsey.com/~media/mckinsey/dotcom/insights/economic%20studies/how%20poland%20can%20become%20a%20european%20growth%20engine/poland%202025_full_report.ashx
- *Commission staff working document: Country Report Poland 2015*, European Commission, Brussels 2015:
http://ec.europa.eu/europe2020/pdf/csr2015/cr2015_poland_en.pdf
- Gradzewicz Michał, Growiec Jakub, Kolasa Marcin, Postek Łukasz, Strzelecki Paweł, *Poland's exceptional performance during the world economic crisis: New growth accounting evidence*, NBP Working Paper No. 186, Warsaw 2014: https://www.nbp.pl/publikacje/materialy_i_studia/186_en.pdf
- *Investing in Poland 2015*, Polish Information and Foreign Investment Agency, Morten Lindholm, Warsaw 2015: http://www.paiz.gov.pl/files/?id_plik=23794
- *Investor's Guide - Poland. How to do Business*, Polish Information and Foreign Investment Agency, Warsaw 2014: http://www.paiz.gov.pl/files/?id_plik=24139
- *OECD Economic Surveys: Poland. Overview*, Economic and Development Review Committee of the OECD, 2014: http://www.oecd.org/eco/surveys/Overview_Poland_2014.pdf
- Lehmann Hartmut, *The Polish Growth Miracle: Outcome of Persistent Reform Efforts*, IZA, Germany 2012:
<http://ftp.iza.org/pp40.pdf>

4. THE PROPOSED LITERATURE AND FILMS

Films:

- *Get to know about Poland: Poland as Economic Partner*
(EN): https://www.youtube.com/watch?v=BUySbqR_Y7o
(RU): https://www.youtube.com/watch?v=7mUEYDN_dCg
- *Invest in Poland* (EN): http://www3.paiz.gov.pl/kampania/Filmy2008/480x320_CNN.html
- *Poland – Land of Opportunities*
(EN): http://www3.paiz.gov.pl/multimedia/Poland-Land_of_opportunities_flash2010/Poland_of_Opportunities_flash_2010_eng.exe
(RU): http://www3.paiz.gov.pl/multimedia/Poland-Land_of_opportunities_flash2010/Poland_of_Opportunities_flash_2010_rus.exe
- *Poland – Land of People* (EN): <https://www.youtube.com/watch?v=tFA9L-vQ64w>
- *Share in our success. Invest in Poland*
(EN): http://www3.paiz.gov.pl/multimedia/FILM_Share_in_our_success.Invest_in_Poland.VOB
- *Ten Years Later – How The EU Membership Has Changed Poland*
(EN): <https://www.youtube.com/watch?v=NDpziN7FUM4>
- *The Animated Guide to Polish Success* (EN): <https://www.youtube.com/watch?v=JC4xh1bO7ww>



Chapter XII

POLAND IN INTERNATIONAL STRUCTURES

Agnieszka Słomian



Get to know about Poland – Training Materials for Trainers and Teachers

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Cover photo: Fotolia.com

I. WORKSHOP SCENARIO



AIMS

- To acquaint participants with the history and activity of some selected international structures to which Poland belongs.
- To rouse the participants' interest in Poland's road towards its membership in international organisations, along with the challenges faced and achievements attained.
- To develop skills related to public speaking: concise argumentation, discussion as well as communication and receiving positive feedback.



DURATION: 180 minutes.



PARTICIPANTS: 20 people.



TEACHING METHODS

- Demonstration methods – film.
- Practical methods – guiding text method.
- Problem-focused methods – didactic discussion.
- Computer Assisted Learning – with the use of a computer.



TEACHING MATERIALS, AIDS AND WORK

- Computer and projector to display video.
- Internet connection and a computer to search for information on organisations.
- A table where the speakers will sit and chairs for the audience.
- At each of the positions: 1 card containing the name of the organisation and its symbol, envelopes containing educational texts and the role characteristics.
- A print-out of the speakers' evaluation form for each participant.
- A stopwatch which will buzz when the allotted time expires.
- For variety, printed photographs, drawings, symbols and maps concerning a given international structure may be placed at the positions.

I. WORKSHOP SCENARIO

Plan of the workshop



1. INTRODUCTION

The participants are informed that the five main – but not the only international structures – to which Poland belongs include the UN, NATO, the Council of Europe, the European Union and the Visegrad Group and that they will be discussed during the workshop. The participants are asked to which international structures the states represented by them belong and what they know about their country's integration processes. The educational film *Get to know about Poland: Poland in international structures (Auxiliary material no. 1)* is shown. The movie is discussed as a group: the information contained therein as well as the visual material.

At the end, the participants are informed that Poland also belongs to many other international organisations, such as: the Organisation for Economic Cooperation and Development (OECD), the Community of Democracies, the Organisation for Security and Cooperation in Europe (OSCE), the International Organisation of La Francophonie (MOF), Central European Initiative (CEI), Asia–Europe Foundation (ASEF), Task Force for International Cooperation on Holocaust Education, Remembrance and Research.



2. EXPLAINING AND CONDUCTING AN EXERCISE

Explain to the participants that they will take part in a discussion on the international structures to which Poland belongs. They will be divided into 5 groups of 4 people. Each group will represent and present one of the organisations (*Auxiliary material no. 2*). Roles will be assigned to members of a given group (*Auxiliary material no. 3*) and accordingly they will talk about their institution. Additionally, they will receive educational texts which may form the basis for their speeches (*Educational material no. 1, 2, 3, 4, 5*). They may use the Internet as well to find additional information on sites recommended by the trainer.

5 positions with chairs are prepared and marked with the symbols of the international organisations to be discussed (*Auxiliary material no. 6*). The participants randomly select pieces of paper on which the symbols are printed, after which they sit in their designated places. They will work in these groups during the workshop. Each group receives educational texts divided into roles (*Educational material no. 1, 2, 3, 4, 5*). The participants distribute, as they wish, the roles between themselves, and then they have 30 minutes to read the text, obtain additional information from the Internet and prepare their speeches.

Afterwards, 4 rounds of discussion are held, during which – in the appropriate order – the historians, informants, analysts and lobbyists of a given international structure present and talk about the material (*Auxiliary material no. 4*). Each person will have 2 minutes to discuss their organisation in accordance with their assigned role (providing as much factual information as possible) and 1 minute to propose questions for discussion, to refer to or comment on each others' speeches. Meanwhile, other workshop participants will play the role of presidents from other planets who must decide which organisation to join. The evaluation form, on which they will assess the speakers on a scale from 0 to 3 points, will facilitate their choice (*Auxiliary material no. 5*). The substantive content and presentation method are both taken into account during the evaluation.

It is essential to ensure that the instructions have been understood and that each person within their group works on the right task. A 5 and then 10 minute warning should be given to each group before the time-limit for completing the task is exhausted. While approaching the groups, help in performing the task should be offered where necessary.

I. WORKSHOP SCENARIO



3. SUMMARY AND DISCUSSION

The participants are invited to prepare in their groups a debate focusing on how the substantive content was delivered, how well it was presented and the involvement of the participants. It is essential that the feedback is positive and constructive. Meanwhile, the votes cast during the debate are counted and the results announced. The groups are asked how much they enjoyed the work, what posed the greatest difficulty for them, and what information gleaned during the debate was the most interesting for them.

Finally, the participants are invited to evaluate how these organisations function in the contemporary world in the following aspects: war and peace, economy, youth mobility, finance, society, politics and politicians as well as regional development.



4. THE TIME FRAME OF THE WORKSHOP

Introduction to the topic and the presentation of film: 30 minutes.

Explaining the exercise and dividing into groups: 5 minutes.

Preparation of the speeches: 35 minutes.

Conducting the exercise: 70 minutes, including:

- Time for one round of a debate: 3 minutes x 5 people = 15 minutes.
- Time for one speech per person: 2 minutes for substantive issues + 1 minute to comment on each others' speeches.

Time for filling in the evaluation form concerning the speeches of other participants: 4 rounds x 2,5 minutes.

Discussing the exercise and summarising the workshop: 40 minutes.

2. AUXILIARY MATERIALS

Auxiliary material no.1 Educational films



The films are available on You Tube at:

- *Get to know about Poland: Poland: Poland in international structures*
(EN): <https://www.youtube.com/watch?v=2U7t4WiW4xg>
(RU): https://www.youtube.com/watch?v=5_83I8EwNug

Auxiliary material no. 2 Names of organisations

UN

- The United Nations (UN)

COE

- The Council of Europe (COE)

NATO

- The North Atlantic Treaty Organisation (NATO)

EU

- The European Union (EU)

V4

- The Visegrad Group (V4)

Auxiliary material no. 3 The roles



- Historians – provide general information on a given organisation, its origin, aims and tasks as well as member states.



- Informants – discuss the Polish road towards joining a given international structure and its importance.



- Analysts – discuss the role of Poland in a given organisation and analyse the developmental opportunities generated thanks to membership.



- Lobbyists – emphasise the positive aspects of the membership of a given organisation and convince the audience to join.

2. AUXILIARY MATERIALS

Auxiliary material no. 4 The order of speeches during the debate

- Round 1 – Historians: EU -> COE -> UN -> NATO -> V4
- Round 2 – Informants: UN -> V4 -> NATO -> COE -> EU
- Round 3 – Analysts: NATO -> UN -> EU -> V4 -> COE
- Round 4 – Lobbyists: V4 -> NATO -> COE -> EU -> UN

Auxiliary material no. 5 Evaluation form



Historians – Grade scale: 0-1-2-3

	Substantive content	Method of presentation
EU		
COE		
UN		
NATO		
V4		



Informants – Grade scale: 0-1-2-3

	Substantive content	Method of presentation
UN		
V4		
NATO		
COE		
EU		

2. AUXILIARY MATERIALS



Analysts – Grade scale: 0-1-2-3

	Substantive content	Method of presentation
NATO		
UN		
EU		
V4		
COE		



Lobbyists – Grade scale: 0-1-2-3

	Substantive content	Method of presentation
V4		
NATO		
COE		
EU		
UN		

Auxiliary material no. 5 Symbols of international organisations



The European Union



The United Nations



The North Atlantic Treaty Organisation

COUNCIL OF EUROPE



CONSEIL DE L'EUROPE



3. EDUCATIONAL MATERIALS

Educational material no.1

**The European Union (EU)****Historians**

In 1951, under the Treaty of Paris inspired by the French Minister of Foreign Affairs, Robert Schuman, the European Coal and Steel Community was founded, whose aim was to create a common pool of coal and steel production involving Belgium, the Netherlands and Luxembourg, that is the Benelux countries along with France, Italy and West Germany. This was the nucleus of economic and political cooperation in Western Europe. The area of cooperation was soon expanded to include energy, raw materials, transportation and agriculture. The 1957 treaty of Rome led to the foundation of the European Economic Community (EEC) and European Atomic Energy Community. Over time, the EEC expanded to include new members – Great Britain, Denmark and Ireland (1973), Greece (1981), Spain and Portugal (1986). Within the EEC area, customs barriers were removed, common legal and technical standards and the common agricultural policy were introduced. Under the Maastricht Treaty of 1 November 1993, the EEC was transformed into the European Union. In 1995, Austria, Sweden and Finland joined. On 1 May 2004, Estonia, Latvia, Lithuania, Poland, Czech Republic, Slovakia, Hungary, Slovenia, Malta and Cyprus joined the EU. In 2007 Bulgaria and Romania, and in 2013 Croatia followed suit. Currently, the EU has 28 Member States. The main EU institutions are: the European Commission, the Council of the European Union, European Parliament, Court of Justice and the European Council.

**Informants**

Poland's aim since 1989 has been integration with the Western economic and political system. The European Union did not close the door on countries from Eastern Europe, but it expected the fulfilment of certain conditions on the road to integration. In 1994, Poland began to strive for EU membership. Since 1998, there were negotiations between the Polish negotiation team and the EU Commissioner for Enlargement, aimed at developing an Accession Treaty acceptable for both sides. In 2003 the Council of European Union and the European Parliament approved the Accession Treaty. Finally, on 1 May 2004 Poland was admitted to the European Union. On this day other countries from Southern, Central and Eastern Europe were also admitted to the EU. This was the biggest enlargement in the history of the European Union. The adaptation process undertaken by legal and state institutions for integration with the European Union was long, arduous and involved many sacrifices. Polish accession to European Union involved changes in politics, the political system and economics.

**Analysts**

After accession to the European Union, Poland received a large amount of subsidies for agriculture, infrastructure and social programmes. These means were necessary to overcome the developmental gap in comparison with the countries of Western Europe. At the same time, thanks to these funds, the domestic economy was revived, investments increased and unemployment started to gradually decline. Poland brought a lot of energy and potential to the EU common market as the sixth largest country in the European Union. High quality Polish products started to appear on Western markets. At first these were basic products such as food, although now more and more Polish specialty and technological products enjoy a solid reputation. The Polish economy has flourished within the Union, especially during the time of the economic crisis of 2008. In political and diplomatic terms, Poland has become one of the most important players in the EU. In fact, the former Polish prime minister, Donald Tusk, has been appointed Chairman of the European Council – one of the two most important positions in the EU.

3. EDUCATIONAL MATERIALS



Lobbyists

A state joining the European Union can count on an injection of subsidies that will improve the functioning of the country, both at an infrastructure level and in terms of the competence of managerial staff and officials. The Union actively supports the development of a civil society; the strengthening of the position of non-governmental organisations also contributes to boosting innovation and promoting tolerance and ecology. The EU has the world's largest common market, where trade, manufacture and exchange of services are conducted without customs restrictions, with an integrated legal system and consumer protection. The open labour market gives not only the possibility to travel legally in search of better-paid work, but also enables the development of professional, linguistic, and intercultural skills.

Development of texts: Agnieszka Słomian, Tomasz Mazurek



Photo: European Union flags / Source: Fotolia

3. EDUCATIONAL MATERIALS

Educational material no. 2

**The Council of Europe (COE)****Historians**

After the Second World War, many politicians expressed the view that a forum of political cooperation in Europe had to be created in order to prevent future conflict on the continent. Winston Churchill, among others, was in favour of this view. A great advocate of integration was the Polish politician Joseph Retinger, who is still referred to as the father of Polish European integration. On his initiative, in 1946 a congress was held in the Hague, where the representatives of pro-European organisations adopted a declaration in favour of greater political integration in Europe. The governments of Western European countries started multilateral consultations, and finally the Council of Europe was established on 5 May 1949 with the signing of the Treaty of London by 10 countries (Belgium, Denmark, France, the Netherlands, Ireland, Luxembourg, Norway, Sweden, Great Britain and Italy). The aim of the Council of Europe was to deepen the unity between its members, the protection of human rights, minority rights and European cultural heritage, promoting democracy and tolerance. Currently, the Council of Europe has 47 countries, and its headquarters is in Strasbourg. The only European country which is not a member of the organisation is Belarus. The most important bodies of the Council of Europe include: the Committee of Ministers, the Parliamentary Assembly, the Congress of Local and Regional Authorities of Europe, the Secretary General and the Commissioner for Human Rights.

**Informants**

Only after the changes in 1989 could Poland fulfil all the standards of democracy, human rights and the rule of law that were necessary to join the Council of Europe, which positively welcomed the political transformation in 1989 and opened up to the states of Central and Eastern Europe. In 1988, Pope John Paul II visited the Council of Europe. Although the Poles were the first in the Eastern Bloc to work out a compromise with the communist authorities and carry out a peaceful transition, the first elections to admit a democratic opposition were only partially free. Therefore, Poland could only join the Council in autumn 1991 when completely free elections to the Sejm were held. The formal adoption of Poland to the Council of Europe took place on 26 November 1991. Confirmation of this decision was reflected in the resolutions of the Sejm and Senate of the Republic of Poland.

**Analysts**

Since their accession to the Council of Europe, Poland has been actively involved in the activities of the Council, promoting and supporting its objectives. For Poland, the most important element of the state system which sets a good example for other countries is respect for the rule of law, the democratic system and human rights. From November 2004 until May 2005 Poland chaired the Committee of Ministers of the Council of Europe, which ended during the Third Summit of the Council of Europe in Warsaw. Poland is a party to the *Convention for the Protection of Human Rights and Fundamental Liberties* and more than 85 other Council of Europe Conventions. Since 2011, the Office of the Council of Europe has been located in Warsaw, within the OSCE and the Community of Democracies. The Council of Europe is often confused with the European Council and the Council of the European Union, which are institutions of the European Union. The Council of Europe is an organisation which geographically covers the whole of Europe, including countries outside the European Union.

3. EDUCATIONAL MATERIALS



Lobbyists

The Council of Europe promotes democracy and the rule of law and supports its members in achieving the highest democratic standards. Joining the Council of Europe opens the door to the European family of democratic nations, increases political and diplomatic opportunities, allows the chance to present their ideas and opinions as well as problems in a pan-European forum. In addition to European countries that are members of the Council of Europe, Israel, Japan, Canada, Mexico and the United States as well as the Holy See – the Vatican – have observer status.

Development of texts: Agnieszka Słomian, Tomasz Mazurek



Photo: The Palace of Europe in Strasbourg / Source: Wikimedia commons

3. EDUCATIONAL MATERIALS

Educational material no. 3

**The United Nations (UN)****Historians**

The United Nations was founded in 1945, after the end of World War II. During a conference in San Francisco on 25 June 1945, fifty countries signed the founding act – the United Nations Charter. Officially, the UN started functioning on 24 October, that is from the moment when the charter of the conference was ratified by the USA, the USSR, China, France and the United Kingdom. Since 1948, the 24th of October is celebrated as United Nations Day. The UN has its headquarters in New York, but the organisation also has branches in Geneva, the Hague, Nairobi and Vienna. The UN's goals mainly include: the maintenance of international peace and security; developing friendly relations among nations; agreeing on the actions of nations in the name of common goals. The UN structure includes: the General Assembly – made up of representatives of all member states; the Security Council – consisting of 5 permanent members (Russia, China, USA, UK, France) and 10 non-permanent members elected for two years; the Economic and Social Council; the Trusteeship Council overseeing trust territories until they become independent; the International Court of Justice and the Secretariat. Currently, 193 countries belong to the UN.

**Informants**

Poland is a country which, during World War II, fought on the side of the anti-Hitler coalition and suffered huge losses. Despite this, during the UN founding conference in 1945, the Polish delegation was absent as Western politicians feared to invite to the conference the representatives of the Polish Government in London, which was not recognised by the Soviet Union. As a result, Poland was included in the group of founding members of the United Nations, but the United Nations Charter was signed and ratified only in October 1945 by the new Polish government accepted by the Soviet Union. Until the end of the 1980s Polish foreign policy depended on the influence of the USSR, as was reflected in their activities and voting during the UN forum. After 1989, Poland began to conduct an independent policy within the UN, putting forth a series of legal and social initiatives, strengthening the importance of the region of Central Europe and postulating a reform of the Security Council. Currently, Poland has a permanent representation in the UN headquarters in New York, Geneva, Nairobi, Vienna, Paris and Rome.

**Analysts**

From the very beginning, Poland has been active in the UN forum. During the 1950s and 60s, Poland initiated attempts to limit the arms race in Central Europe. This was the aim of the "Rapacki Plan", established in the UN in 1957, which proposed the creation of a nuclear-free zone in Central Europe. The Gomułka Plan, submitted in 1964, postulated a freezing of the Conventional Armed Forces in this part of Europe. In 1959, Poland submitted a proposal entitled *The Declaration of the Rights of Child*, as well as *The Convention on the Rights of the Child* in 1990. In 1968, on the Polish initiative the *Convention on the Non-Applicability of Statutory Limitations to War Crimes and Crimes Against Humanity* and in 1996 the *Convention against Transnational Organised Crime* were adopted. Poland also took part in UN peacekeeping military missions. Its soldiers and observers were present, among others, during conflicts in Korea, Vietnam, Syria, Haiti, the Sinai Peninsula, or in the former Yugoslavia. In 1991, Polish soldiers took part in the Desert Storm Operation against Iraq under the lead of the UN. Currently Poland is trying to receive a rotation place in the UN Security Council. Polish politicians and diplomats have, for quite some time, emphasised the need to reform the Security Council and its functioning.

3. EDUCATIONAL MATERIALS



Lobbyists

The United Nations was created in response to the nightmare of World War II and for 70 years has been involved in peacekeeping and stability missions to help avoid global conflicts. The balance system between large and small states which developed in the UN protects the weaker entities and solves disputes through diplomatic means. The UN checks if Human Rights and the Rights of Children and Women are being observed and monitors the health of human populations and environmental protection. As a member of the UN one can be sure that in case of, for example, serious natural disaster, specialised UN agencies will come to the rescue of those in need.

Development of texts: Agnieszka Słomian, Tomasz Mazurek



Photo: United Nations General Assembly hall in New York City / Source: Wikimedia commons

3. EDUCATIONAL MATERIALS

Educational material no. 4

**The North Atlantic Treaty Organization (NATO)****Historians**

The North Atlantic Treaty Organisation was founded in 1949 as an alliance of the democratic states of Western Europe, Canada and the USA. NATO was to counterbalance the Soviet Union and its dependent socialist countries of Eastern Europe. The legal basis for NATO is the North Atlantic Treaty consisting of 14 articles. Article no. 5 is of great importance as it states that any attack on one or several members of the alliance is treated as an attack on the entire NATO. The main goal of the Alliance is to ensure, by political and military means, the liberty and security of all Member States. NATO has a complex structure and its main elements include: the North Atlantic Council, the Defence Planning Committee, the Nuclear Planning Group, the Military Committee, Senior Civil Emergency Planning Committee. In 1949, NATO included 10 countries: USA, Canada, Iceland, Norway, United Kingdom, France, Belgium, Netherlands, Luxembourg, Denmark, Portugal, Italy. Currently, NATO includes 28 states and is the largest military alliance in the world.

**Informants**

It took Poland 10 years to join NATO as a result of hard work, reforms and the will of the majority of the society. After the collapse of the Soviet Union and the dissolution of the Warsaw Pact, the Polish authorities took the strategic and geopolitical decision to join the North Atlantic Alliance – this was supported by all parties present on the political scene. In 1994, Poland was invited by NATO to join the “Partnership for Peace” programme. As a result, the Polish army took note of the procedures and functioning of NATO forces via joint exercises. In 1996, US President Bill Clinton announced that new members could join NATO at the 50th anniversary of the Alliance. A year later, at the NATO summit in Madrid, the decision to start accession talks with Poland, Hungary and the Czech Republic was taken. On 17 February 1999, the Polish parliament ratified the North Atlantic Treaty and on the 12 March 1999 Poland, along with the Czech Republic and Hungary, officially became a member of NATO. Currently, Polish military units - in particular, GROM and Formosa - are well-known and appreciated within NATO.

**Analysts**

Following the terrorist attacks in the USA on 11 September 2001, for the first time in NATO's history a reference to Article 5 of the North Atlantic Treaty was made. This sparked military operations in Afghanistan. Polish involvement in Afghanistan was extensive and long-lasting; the Polish contingent in 2012 amounted to 2,500 troops. Shortly afterwards, in 2003, Poland took part in the Iraqi Freedom Operation, which overthrew the dictator of Iraq, Saddam Hussein. Within the framework of the stabilisation mission, a contingent of more than 2,000 Polish soldiers was stationed there. As part of their NATO duties, Poland participates in operations such as: Baltic Air Policing – a mission to protect the airspace of Lithuania, Latvia and Estonia; Kosovo Force – keeping peace in Kosovo and ensuring conditions for the safe return of refugees; Ocean Shield – an anti-piracy operation off the Somali coast. Because of the Ukrainian-Russian conflict over the last two years Poland has been actively working to strengthen NATO's eastern border. This has involved an increase in defence expenditure and the purchase of modern weaponry. The Polish Army currently has 48 F-16 fighter aircrafts at its disposal along with modern weaponry and more than 800 tanks, including 250 modern Leopard 2 tanks.

3. EDUCATIONAL MATERIALS



Lobbyists

The North Atlantic Alliance is the largest military organisation in the world. The values on which NATO is based are the foundation of Western civilisation. Respect for democracy, human rights, the rule of law and the resolution of disputes through peaceful means is the duty of each member of the Alliance. Accession to NATO guarantee military security, supports the development of democratic institutions and a civil society. Joint manoeuvres, exercises and military missions affect the professionalisation of the army and boost its level of integration into the NATO system. Alliance members have access to modern technologies, the opportunity to purchase modern military equipment at preferential prices and expand the defence industry based on the purchased technology. Research teams are involved in advanced research projects carried out by the multinational teams of the Member States.

Development of texts: Agnieszka Słomian, Tomasz Mazurek



Photo: NATO flag raising at a military exercise at Drawsko Pomorskie in Poland / Source: Wikimedia commons

3. EDUCATIONAL MATERIALS

Educational material no. 5

The Visegrad Group (V4)



Historians

The Visegrad Group is an informal association of four Central European countries – Poland, Czech, Slovakia and Hungary. The Group's objective is to develop cooperation among members at an economic, political and cultural level. The group was formed in February 1991 when Polish President (Lech Wałęsa), President of Czechoslovakia (Václav Havel) and Prime Minister of Hungary (József Antall) met in Visegrad, a town in Hungary. Before the break-up of Czechoslovakia into two independent states the name Visegrad Triangle was used. In 1992, the Central European Free Trade Agreement was concluded within the group between Poland and the Czech Republic, Slovakia and Hungary. Currently, the Visegrad Group is referred to by its abbreviation – V4. The only institution belonging to the group is the International Visegrad Fund which finances cultural and educational projects. Presidents of the member states meet once a year to discuss current issues in the region and propose new initiatives. V4 Presidency is rotary, annual and lasts from the 1st of July to the 30th of June the following year.



Informants

Visegrad, a town in Hungary, is a symbolic place. Over the centuries, the leaders of countries in this region have met there regularly. One of the most important were the meetings of the kings of Poland, the Czech Republic and Hungary in Visegrad in 1335 and 1338. In the early 1990s, after the collapse of the Soviet Union and the dissolution of the Warsaw Pact, the then Polish authorities' aim was a renewal of economic relations, which had collapsed after 1989, as well as closer cooperation in terms of security, as at that time none of the Visegrad Group countries belonged to any military alliance. After 1992, the Visegrad cooperation was frozen for several years. This was due to the consequences of the disintegration of Czechoslovakia into two independent states and the priority of integration with the European Union. It was not until 15 May 1999, during a meeting in Bratislava, that a symbolic reactivation of the Visegrad Group took place. Since then, cooperation within the V4 has become more intense.



Analysts

The purpose of creating the group was to intensify cooperation in terms of building democratic state structures and a free market economy, and in the longer run, to integrate with the European Union. After the reactivation of V4 in 1999 relations have become much more intense. The International Visegrad Fund was established with its headquarters in Bratislava and this is the main reason why V4 has become a platform where not only politicians meet, but also government institutions, non-governmental organisations and the general public. The main tasks of the Fund include the construction of a common identity of the V4 nations, developing social contacts and promoting cultural, scientific, educational, tourist and artistic cooperation. The Fund offers grant programs and scholarships. V4 is also open to cooperation with countries of the Eastern Partnership.

3. EDUCATIONAL MATERIALS



Lobbyists

The Visegrad Group may seem to be an inconspicuous initiative when compared with other large institutions such as the EU or NATO. Yet in the early 90s it gave Poland, Hungary and Czechoslovakia (later the Czech Republic and Slovakia) an increased sense of security, mutual support and acknowledgment of the common objectives and priorities in their pursuit of integration with NATO and the EU. Currently, when all V4 countries are already in both institutions, the Visegrad Group has new tasks on its agenda. Integration at the level of local governments, non-governmental organisation, education, culture, youth exchanges and tourism is of high importance. V4 is an informal group, not bound by agreements or treaties with the EU or NATO, so cooperation with the Group is relatively simplified.

Development of texts: Agnieszka Słomian, Tomasz Mazurek



Photo: The first meeting of the Visegrád Group in February 1991: József Antall, Václav Havel and Lech Wałęsa / Péter Antall / Source: Wikimedia commons

4. THE PROPOSED LITERATURE AND FILMS

Websites:

- Official EU website: <http://europa.eu/>
- Official COE website: <http://www.coe.int>
- Official NATO website: <http://www.nato.int/>
- Official UN website: <http://www.un.org/>
- Official V4 website: <http://www.visegradgroup.eu/>

Books:

- Bukalska Patrycja, Bocian Mariusz, *New Visegrad Group in the new European Union – possibilities and opportunities for development*, Ośrodek Studiów Wschodnich, 2003.
- Kaminska Joanna, *Poland and EU Enlargement: Foreign Policy in Transformation*, Palgrave Macmillan, 2014.
- Kicker Renate, *The Council of Europe: Pioneer and Guarantor for Human Rights and Democracy*, Council of Europe, 2010.
- Markowski Jerzy, Paszkowski Krzysztof, *Poland in the peacekeeping operations: the United Nations peacekeeping operations*, Press and Information Bureau of the Ministry of National Defence, 1995.
- Simon Jeffrey, *Poland and NATO: a study in civil-military relations*, Rowman & Littlefield, 2003.
- Szczerbiak Aleks, *Poland Within the European Union: New Awkward Partner Or New Heart of Europe?*, Routledge, 2012.
- Trzeciak Sergiusz, *Poland's EU Accession*, Routledge, 2011.
- Wassenberg Birte, *History of the Council of Europe*, Council of Europe, 2013.
- Zhuplev Anatoly, *Geo-Regional Competitiveness in Central and Eastern Europe, the Baltic Countries, and Russia*, IGI Global, 2014.

Films:

- *Get to know about Poland: Poland in international structures:*
(EN): <https://www.youtube.com/watch?v=2U7t4WiW4xg>
(RU): https://www.youtube.com/watch?v=5_83l8EwNug
- *10 years of Poland in the EU* (PL, EN):
https://www.youtube.com/watch?v=1jd1AZE_6JE&list=PLbacxjg4nkHfff2pnRtVvPmP6L3b1QMzi&index=9
- *15 years of Poland in NATO* (PL): https://www.youtube.com/watch?v=-LX1f_45lca
- Council of Europe YouTube channel: <https://www.youtube.com/user/CouncilofEurope>
- North Atlantic Treaty Organisation YouTube channel: <https://www.youtube.com/user/NATOCOMMUNITY>
- European Parliament YouTube channel: <https://www.youtube.com/user/EuropeanParliament>
- European Commission YouTube channel: <https://www.youtube.com/user/eutube>
- United Nations YouTube channel: <https://www.youtube.com/user/unitednations>
- The Visegrad Group YouTube channel: <https://www.youtube.com/channel/UCjmlvvOFAXHdTJaLTD4-HTA>



Chapter XIII

POLAND AND THE EASTERN PARTNERSHIP

Marzena Ples



Get to know about Poland – Training Materials for Trainers and Teachers

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Cover photo: Eastern Partnership Meeting in Sopot 2014 / Ministry of Foreign Affairs of the Republic of Poland / Source: Flickr.com

1. WORKSHOP SCENARIO



AIMS

- To acquaint the participants with basic information on the purposes of establishing the Eastern Partnership, its history and operation.
- To present the Polish role in the creation and development of the Eastern Partnership.
- To inform the participants of the strengths and weaknesses in the functioning of the Eastern Partnership as well as its opportunities and threats.
- To develop the participants' analytical skills through the practical use of a 'SWOT Analysis' technique.



DURATION: 180 minutes.



PARTICIPANTS: 20 people.



TEACHING METHODS

- Demonstration methods – film.
- Practical methods – guiding text method.
- Problem-focused methods – didactic discussion.
- Practical methods – productive exercises.



TEACHING MATERIALS, AIDS AND WORK

- Computer and projector to display video.
- Board or flipchart to write down associations.
- 4 stations where groups of 5 people will work.
- Each of the stations is equipped with: 1 handout containing a problem to be analysed via a 'SWOT analysis', 2 instructions, SWOT matrices to write conclusions, envelopes containing educational texts.

I. WORKSHOP SCENARIO

Plan of the workshop**1. INTRODUCTION**

The participants are asked what they know of the Eastern Partnership initiative: the objectives and reasons for its establishment, what actions have been taken and what countries are involved in this initiative. The main information about the Eastern Partnership is written on the flipchart or on the board. The participants are asked to briefly comment on the Eastern Partnership in their countries. The educational film *Get to know about Poland: Poland and the Eastern Partnership (Auxiliary material no. 1)* is shown. The movie is discussed as a group: the information contained therein as well as the visual material. In the form of a presentation, lecture, or a talk the participants are acquainted with basic information on the four main thematic platforms of the Eastern Partnership: 1) Democracy, good governance and stability, 2) Economic integration and convergence with EU policies, 3) Energy Security, 4) People-to-people contacts (*Educational material no. 3 – 6*). The participants are informed that they will be provided with detailed descriptions of the platforms during the exercise.

The Polish initiative in the formation of the Eastern Partnership is highlighted. The Polish contribution to the development of the programme is introduced. A few selected ideas introduced during the Polish presidency are discussed (*Educational material no. 2*).

**2. EXPLAINING AND CONDUCTING AN EXERCISE**

An explanation is given that the purpose of the exercise will be to make a SWOT analysis of selected Eastern Partnership issues for the partner countries, with a particular emphasis on Poland. On the flipchart, the elements of a SWOT analysis are presented: strengths and weaknesses as well as opportunities and threats (*Auxiliary material no. 2*).

It should be pointed out that the SWOT analysis is for organising information and strategic planning. The participants are allowed to discuss particular elements of the SWOT analysis. Therefore, their input should be complemented and commented on. If necessary, an explanation can be given that strengths and weaknesses constitute internal factors, dependent on the subject, whereas opportunities and threats are external factors, independent of the subject. The acronym SWOT is deciphered as a group effort with a brief additional comment:

- S – Strengths – advantages, merits, positive sides,
- W – Weaknesses – disadvantages, negative sides,
- O – Opportunities – everything that entails the possibility of a favourable change,
- T – Threats – everything that entails the risk of a negative change.

The participants are then informed that they will be divided into 4 groups of 5 people, in which they will do a SWOT analysis of a given topic, and afterwards they are asked to suggest recommendations for politicians. The topics will concern four main thematic platforms of the Eastern Partnership (*Auxiliary material no. 2*). Each group will be provided with the following materials: SWOT matrices (*Auxiliary material no. 3*), instructions on how to complete the exercise (*Auxiliary material no. 4*), general information on the Eastern Partnership (*Educational material no. 1*), information about the Polish role in the creation and development of the Eastern Partnership (*Educational material no. 2*) and material for a particular Thematic Platform (*Educational material no. 3, 4, 5 or 6*). The groups will have 60 minutes to read the materials, work together to prepare a SWOT analysis and make one or more recommendations.

I. WORKSHOP SCENARIO



3. SUMMARY AND DISCUSSION

Each group is asked to present their analysis and conclusions as well as recommendations for politicians. After each presentation, the other participants are asked to comment. The presenters are asked about which elements of the SWOT analysis caused them the greatest difficulties and in what way, if at all, the exercise was interesting. Finally, the participants are asked about the future of the Eastern Partnership.



4. THE TIME FRAME OF THE WORKSHOP

Introduction to the topic and the presentation of film: 35 minutes.

Explaining the exercise and the SWOT Analysis as well as dividing into groups: 25 minutes.

Preparing a SWOT analysis and recommendations: 60 minutes.

Presenting the results: 40 minutes (each group has 10 minutes).

Discussing the exercise and summarising the workshop: 20 minutes.

2. AUXILIARY MATERIALS

Auxiliary material no. 1 Educational film



The film is available on You Tube at:

- *Get to know about Poland: Poland and the Eastern Partnership*
(EN): <https://www.youtube.com/watch?v=HPqwBpzcbOo>
(RU): https://www.youtube.com/watch?v=H_q8_Tao0Pg

Auxiliary material no. 2 Topics of the SWOT analysis



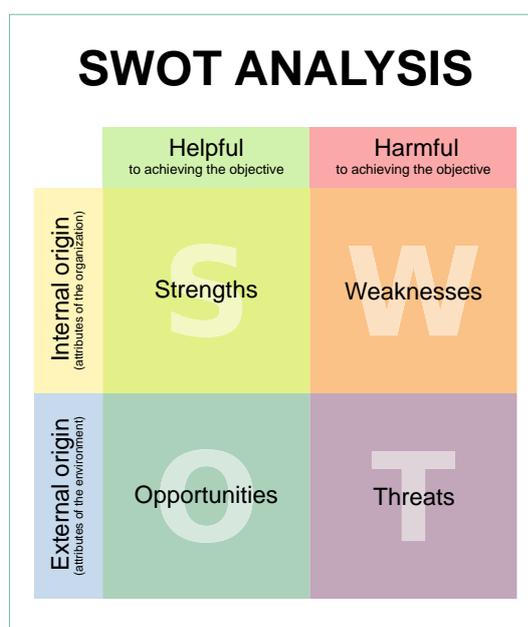
The Eastern Partnership Multilateral Platforms:

- Platform 1 – Democracy, good governance and stability
- Platform 2 – Economic integration and convergence with EU policies
- Platform 3 – Energy Security
- Platform 4 – People-to-people contacts

Auxiliary material no. 3 SWOT matrixes



- 4 cards SWOT matrixes
(Attachment no.1, to print on A4)



Author of design: Xhienne / Source: Wikipedia,
https://commons.wikimedia.org/wiki/File:SWOT_en.svg

2. AUXILIARY MATERIALS



Auxiliary material no. 4

Instructions on how to complete the task

Time to complete the task: 60 minutes.

Read the educational materials concerning the Eastern Partnership and one of the four thematic platforms. In groups, by means of the SWOT tool and matrix, analyse the chosen issues presented by a given platform. Remember that:

- S – Strengths – means the strengths, advantages of the analysed platform, merits, positive sides,
- W – Weaknesses – means the weaknesses, disadvantages of the analysed platform, negative sides,
- O – Opportunities – means opportunities, everything that entails the possibility of a favourable change due to the platform,
- T – Threats – means threats, everything that entails the risk of an unfavourable change for a given platform.

Answer the following questions:

- Will the indicated strength allow us to seize a given opportunity?
- Will the indicated strength allow us to reduce a given threat?
- Does the indicated weakness restrict the possibility to seize a given opportunity?
- Does the indicated weakness increase the risk associated with a given threat?

Suggest recommendations for politicians from the European Union states and countries involved in the Eastern Partnership initiative.

After 60 minutes you will be asked to discuss the results of your work. Give a brief presentation of your platform and demonstrate your SWOT analysis. You will have 7 minutes for the presentation and 3 minutes to answer the participants' questions.

3. EDUCATIONAL MATERIALS

Educational material no. 1

**General information about the Eastern Partnership**

The Eastern Partnership (EaP) is a joint initiative of the European Union and its Eastern European partners: Armenia, Azerbaijan, Belarus, Georgia, the Republic of Moldova and Ukraine. Launched in 2009 at the EU Prague Summit, it brings our Eastern European partners closer to the EU.

Multilateral cooperation

Multilateral cooperation in the Eastern Partnership takes place across a wide array of issues, ranging from democracy, good governance and stability to economic issues, energy security and contacts between people. This work is guided by thematic platforms, supported by various expert panels, flagship initiatives and projects. Within the framework of the multilateral track, high profile initiatives (flagship initiatives) serve the countries' interests at the same time as our own:

- Integrated Border Management – improved border management: focusing on improving security, reducing smuggling and human trafficking and facilitating the mobility of people across non-EU borders;
- Small and Medium Sized Enterprises – support to small and medium business: supporting the needs of SMEs to promote growth and employment;
- Energy – support to reforms in the energy sector: focusing on improving the integration of the electricity net and encouraging sustainable energy as a way to address the security of energy suppliers;
- Environmental Governance and Climate Change Prevention – support to environment governance: promoting environmental protection and climate change adaptation by strengthening environmental governance in the partner countries;
- Prevention, Preparedness and Response to natural and man-made Disasters – disaster response: developing and reinforcing the capacity of partner countries in disaster prevention and preparedness at local, national and regional levels.

Financial cooperation

The European Neighbourhood Instrument (ENI) is the main source of funding for the implementation of the European Neighbourhood Policy and the Eastern Partnership in the period 2014-2020. Overall, EUR 3.2 billion has been made available to the EaP countries since the launch of the Partnership up to now: nearly EUR 2.5 billion from the ENPI in 2010-2013 and EUR 730 million from the ENI in 2014. In 2014, major budgetary support was mobilised to help stabilise Ukraine's economy. The EU was also able to plan new investments in Georgia and the Republic of Moldova in order to help small businesses grow and prepare for the market opportunities of the Deep and Comprehensive Free Trade Areas with the EU.

3. EDUCATIONAL MATERIALS

Involvement of broader society

The Eastern Partnership involves not only governments but also broader society. The Eastern Partnership Civil Society Forum ensures that the views of civil society are taken into account, whilst the Conference of Local and Regional Authorities for the Eastern Partnership brings the valuable perspective of local and regional authorities closest to the citizens. The EURONEST Parliamentary Assembly provides a platform for parliamentary debate in support of the Eastern Partnership. The Eastern Partnership Business Forum harnesses the opinion of business leaders at all levels in order to develop commercial links and to ensure that economic and trade opportunities are fully utilised.

Source: http://eeas.europa.eu/eastern/about/index_en.htm



Design: flags of Eastern Partnership members, Eastern Partnership logo

3. EDUCATIONAL MATERIALS

Educational material no. 2

**Poland and the Eastern Partnership**

Poland was deeply involved first in the preparation, and then in the implementation of the Eastern Partnership:

- Presentation of the project of Eastern Partnership by Polish Foreign Minister Radosław Sikorski and Swedish Foreign Minister Carl Bildt at a meeting of the heads of the EU diplomacy (May 2008).
- Organization of an international seminar on the Eastern Partnership in Madrid together with Spain's Presidency of the EU (January 2010). Many new ideas for additional support for the modernisation of the European Union's Eastern neighbours were put forward at the time.
- Establishment of the Group of Friends of the Eastern Partnership (now known as the Information and Coordination Group), which was agreed in May 2010 in Sopot, at an informal meeting of Foreign Ministers of the European Union and the Eastern Partnership countries convened at the initiative and invitation of the Minister of Foreign Affairs of the Republic of Poland Radosław Sikorski.
- The Polish government allocates a large share of foreign aid funds to the implementation of Eastern Partnership goals; in 2010-2011, almost 100 different projects were implemented in the partner countries.
- The Eastern Partnership was a key priority of the Polish Presidency of the Council of the European Union in the second half of 2011. Poland has been consistent in its willingness to strengthen the Eastern dimension of neighbourhood policy, e.g. through deepening sector-specific cooperation and including partner countries under EU cooperation programmes and agencies.
- The 2nd Eastern Partnership Summit (Warsaw on 29-30 September 2011) was attended by the heads of state or government of the 27 EU Member States and of 5 partner countries, as well as the highest representatives of European institutions. Belarus opted out of the summit. A Joint Declaration ('Warsaw Declaration') was adopted during the summit.
- First Eastern Partnership Business Forum (Sopot, 28th-30th of September 2011).
- The 3rd Civil Society Forum in Poznań (28th-30th of November, 2011) which also hosted the Conference of the Regional and Local Authorities for the Eastern Partnership.
- The EuroNest Eastern Partnership Parliamentary Assembly held its first formal meeting during the Polish Presidency.
- The Polish Presidency organized a series of meetings for ministers, senior officials and experts: a conference of economy, transport and agriculture ministers; a debate involving ministers of higher education, a conference for the heads of customs services and a meeting of statistical office directors, expert meetings devoted to migration, combating drug crimes, human trafficking and corruption, as well as energy, security, education, culture, tariffs and industrial property.

Source: *Eastern Partnership*, (ed.) Marcin Dzierżanowski, Ministry of Foreign Affairs of the Republic of Poland – Department of Public and Cultural Diplomacy, pp. 42-45, http://eastern-partnership.pl/pw_en/index.php

3. EDUCATIONAL MATERIALS

Polish Foreign Policy Priorities 2012-2016 underline:

- Making the Eastern Partnership offer more attractive and enhancing the impact of this programme on the transformation processes in Eastern European and South Caucasus countries, by liberalising or lifting visa regimes, among others; support for the process of building an area of democracy and stability east of Poland and the development of cultural exchange.
- Development of a strategic partnership with Ukraine: support for the process of adoption of the association agreement with the EU and negotiations on liberalisation of the EU-Ukraine visa regime and implementation of domestic reforms.
- Over 60 percent of Polish development aid funds for Eastern Partnership countries will be allocated to projects implemented in Eastern Partnership countries after 2013. Polish aid will mainly be focused on carrying out activities that support democratisation and transformation in individual countries.

Source: *Polish Foreign Policy Priorities 2012-2016*, Ministry of Foreign Affairs of the Republic of Poland, Warsaw 2012 pp. 21-22, <http://www.msz.gov.pl/resource/d31571cf-d24f-4479-af09-c9a46cc85cf6:JCR>



Photo: Eastern Partnership Meeting in Sopot 2015 / Eastern Partnership Meeting in Sopot 14m

3. EDUCATIONAL MATERIALS

Educational material no. 3

**Platform 1. Democracy, good governance and stability**

Eastern Partnership (EaP) promotes democratic principles, good governance and stability by improving key sectors of governance in areas such as public administration, civil service, judiciary, management of state borders, fight against corruption, elections, Asylum & Migration, Common Security and Defence Policy, Civil protection, police cooperation or cybercrime. Eastern Partnership Platform on Democracy, Good Governance and Stability works to inspire and encourage appropriate reforms by learning from others or by means of concrete and targeted pilot projects.

- In strengthening the **Civil service**, the EU is working together with the Organisation for Economic Cooperation and Development, which is providing an expert counsel to the partners on new legislation, and with the EU member states that are assisting with lessons learned from their national perspectives. In the fight against corruption, the European Commission with the Council of Europe advise the partner countries in areas such as asset declarations, irregular financing of political parties or electoral campaigns or protection of whistle-blowers. As regards the Justice reform, activities focus on improving the independence, efficiency and professionalism of the judicial systems through targeted training of lawyers and judges.
- In the area of **Civil protection**, partner countries are gradually getting closer to being associated with the EU Civil protection mechanism. In addition, the six partner countries can make use of a state of the art man-made and natural disasters' Electronic Risk Atlas helping them to increase prevention and quick response.
- **Border Management** initiative trains hundreds of officials from the partner countries in skills linked to safer and more efficient border controls as regards persons and goods. The EU Agency Frontex has been instrumental in this regard. It managed to deliver important small infrastructure to border guards and customs officers in order to make the joint border operation and coordinated patrolling possible.
- **Police programme** strengthens cooperation between EU member states' and EaP police authorities and among eastern partners themselves in fighting serious transnational and cross border crime, such as trafficking in human beings, drug trafficking, economic crime, counterfeit goods, terrorism or cybercrime.
- In the area of **Common Security and Defence policy** the EU supports the interested partner countries in their efforts to participate in EU led missions and operations. The EU also shares experience with them on engagement in international crisis management and peacekeeping activities as well as on overall security sector reform.

Source: http://eeas.europa.eu/eastern/platforms/index_en.htm

Additionally, you can use *Core objectives and work programme 2014-2017*:

http://eeas.europa.eu/eastern/platforms/docs/work_programme_2014_2017_platform1_en.pdf

3. EDUCATIONAL MATERIALS

Educational material no. 4



Platform 2. Economic integration and convergence with EU policies

Eastern Partnership promotes the smart, sustainable and inclusive development of a free market economy in the partner countries. This area is of crucial importance for Georgia, Moldova and Ukraine, partners having signed Association Agreements including Deep and Comprehensive Free Trade Areas (AA/DCFTAs), but economic cooperation with the EU and the streamlining of sectoral policies is just as important for Armenia, Azerbaijan and Belarus. Cooperation in the areas of trade, business environment, a modern, social and environmentally friendly economy provides for growth and employment.

- On **Transport**, cooperation aims at strengthening transport connections between the EU and partner countries. It assists partner countries in preparing and implementing priority infrastructure projects on the Eastern Partnership transport network, exchange best practice on innovative infrastructure financing, efficient traffic management systems and increased transport safety and security.
- **Small and Medium-sized Enterprises (SME)** are key for a sustainable economic development and the cooperation in this area aims at applying EU best practices. It includes such issues as women entrepreneurship, regulatory impact assessment, business infrastructure, access to finance and innovation, promotion of green technologies and eco-innovation. EU finances a number of projects in support to SMEs in the region. EaP Business Forum engages the business community, strengthens business to business contacts and cooperation between SMEs in EU Member States and partner countries. Partner countries are increasingly participating in the Programme for the Competitiveness of Enterprises and SMEs (COSME).
- Cooperation in **Environment and Climate Change** facilitates exchanges on best practices on environmental impact assessments, waste reduction and recycling, air pollution, biodiversity and water management. Dialogue on climate change policies enables closer cooperation with EU Member States in global climate negotiations. Cooperation helps to modernise and simplify the collection, exchange and use of data for designing and implementing environmental policy. It supports partner countries shifting to a greener economy.
- In the area of **Trade** and related regulatory cooperation, cooperation focuses on quality infrastructure, technical regulations and standards, sanitary and phytosanitary (SPS) measures and customs. Discussions of SPS and the exchange of experience between Food Safety Agencies from EU Member States and partner countries' Food Safety Agencies, Customs Trade Facilitation Training for Young Customs Managers, Commercial Attaché Training focused on export promotion and foreign direct investment (FDI) are just a few examples of specific project activities.
- Cooperation on **Agriculture and Rural Development** is using the experience accumulated in the EU Member States to support the development and the implementation of modern, viable, sustainable long-term agricultural and rural development strategies. It addresses issues such as fragmented land holdings, building a rural development policy, increase the professionalism and training in rural communities, developing the phytosanitary-veterinary food safety system and gradual update of technology and appropriate infrastructure.

3. EDUCATIONAL MATERIALS

- **Statistics** has become a new area of cooperation since 2015. It aims to strengthen the capacity of the Eastern European partner countries to provide relevant and timely statistical information as a basis for good governance and sound decision making, better monitoring the effectiveness of implemented policies.
- On Information Society and Media, the Network of Electronic Communication Regulators has been strengthened and a study is under way on the Harmonisation of the **Digital Markets**, including issues such as sharing of infrastructure for electronic communications networks, e-Signature and e-Government.

Source: http://eas.europa.eu/eastern/platforms/index_en.htm

Additionally, you can use *Core objectives and work programme 2014-2017*:

http://eas.europa.eu/eastern/platforms/docs/work_programme_2014_2017_platform2_en.pdf



Photo: 1st EU – Eastern Partnership FORUM, Tbilisi 23.03.2012 / Anna Woźniak / Source: Flickr.com

3. EDUCATIONAL MATERIALS



Educational material no. 5 Platform 3. Energy Security

Cooperation on Energy Security addresses the diversification of electricity, gas and oil interconnections, as well as energy efficiency and renewable energy.

- Development of electricity, gas and oil **interconnections** contributes to the integration of European energy markets. Integrated energy markets allow for an increased competitiveness, diversification of energy supply sources and transit routes, and lead to an enhancement of the overall energy security of supply. In addition, they facilitate the integration of variable renewable energy sources into the energy system.
- **Energy efficiency and renewable energy**, if exploited to their full potential, contribute significantly to energy security by decreasing dependency on imported fossil fuels. They also help converting energy intensive economies into low-carbon economies. At the same time, integrating large electric generation capacities powered by variable renewable sources in the energy system requires an adaptation of the generation, the transmission and the distribution systems.
- Establishment and strengthening a regulatory framework in **nuclear safety** contributes to safe use of nuclear energy in partner countries where nuclear energy is part of their energy mix. The EU and Partner Countries have a common interest for a high level of nuclear safety. Concerned partner countries do participate in nuclear safety stress tests and the EU updates on the latest developments and legal initiatives in the area of nuclear safety and radioactive waste management.

Source: http://eeas.europa.eu/eastern/platforms/index_en.htm

Additionally, you can use *Core objectives and work programme 2014-2017*:

http://eeas.europa.eu/eastern/platforms/docs/work_programme_2014_2017_platform3_en.pdf

3. EDUCATIONAL MATERIALS

Educational material no. 6



Platform 4. People-to-people contacts

More interaction between EU citizens and those of partner countries is significant for bringing partner countries closer to the EU. The work in this area focuses in particular on students, teachers, researchers, young people, artists and cultural professionals. The key objectives of Platform 4 are to increase participation of EaP countries in EU international cooperation programmes, strengthen the capacity to implement reforms and increase cooperation and exchange good practice between EU and partners' education and training authorities, higher education and research institutions, youth and cultural organisations.

- The work of the Platform 4 complements the agreements and actions on bilateral level (e.g. Association Agreements and Agendas) and number of EU international cooperation programmes in the areas of **education and youth** (Erasmus+), **culture and media** (Creative Europe) and **research and innovation** (Horizon 2020 and Marie Skłodowska-Curie). Information campaigns are organised to raise awareness on the cooperation programmes and the opportunities offered to the EaP countries.
- As of 2014 a wide range of activities in the fields of education, training, youth and sport are available through Erasmus+ providing learning mobility, opportunities to build partnerships and deliver system reforms. The e-Twinning programme for schools and support from the European Training Foundation are available in the field of vocational education and training. It has become a custom for young people from the Eastern Partnership region to meet at the **Youth Forum**. On 9-11 February the 2nd Eastern Partnership Youth Forum took place in Riga, Latvia and discussions were focused how to reduce youth unemployment by boosting cross-sectorial cooperation at a local, national and international level.
- Culture and audiovisual sector has been facilitated within the **Eastern Partnership Culture Programme** I and II. Participation in Creative Europe programme and Study facility fosters cooperation of artists and culture professionals and promote the policy development in partner countries.
- In the field of **research and innovation**, the participation of EaP researchers and research organisations has increased. The Panel on Research and Innovation was established to facilitate the coordination between EU and partner countries' policies and programmes (e.g. Horizon 2020, Marie Skłodowska-Curie actions) to share information and best practices. An official launch event of the Horizon 2020 for the EaP countries was organised on 17 March 2014 in Chisinau where six EaP countries presented their national research and innovation strategies and priorities.
- Work on **information and communication technologies** focuses on mapping EaP stakeholders, identifying research potential and priorities in the eastern European region, organising training and assistance and improving the policy dialogue between the EU and Eastern Partnership countries on information and communication technologies.

3. EDUCATIONAL MATERIALS

- The development of the **EPIC initiative** for a regional cooperation on e-infrastructures in the field of research and education networking is ongoing. The interconnection between the EaP NReNs (National Research and Education Networks) and with GEANT would establish virtual scientific communities between the EU and EaP countries for strengthening scientific cooperation.

Source: http://eeas.europa.eu/eastern/platforms/index_en.htm

Additionally, you can use *Core objectives and work programme 2014-2017*:

http://eeas.europa.eu/eastern/platforms/docs/work_programme_2014_2017_platform4_en.pdf



Photo: Eastern Partnership Conference 2003 / Ministry of Foreign Affairs of the Republic of Poland / Source: Flickr.com

4. THE PROPOSED LITERATURE AND FILMS

Websites:

- European External Action Service (EN): <http://eeas.europa.eu/eastern/>
- Official website of Ministry of Foreign Affairs Republic of Poland (PL, EN): http://www.msz.gov.pl/en/ministry_of_foreign_affairs
- Portal on Eastern Partnership (PL, EN, RU): <http://eastbook.eu/>
- EuroNest Parliamentary Assembly (EN): <http://www.euronest.europarl.europa.eu/euronest/>

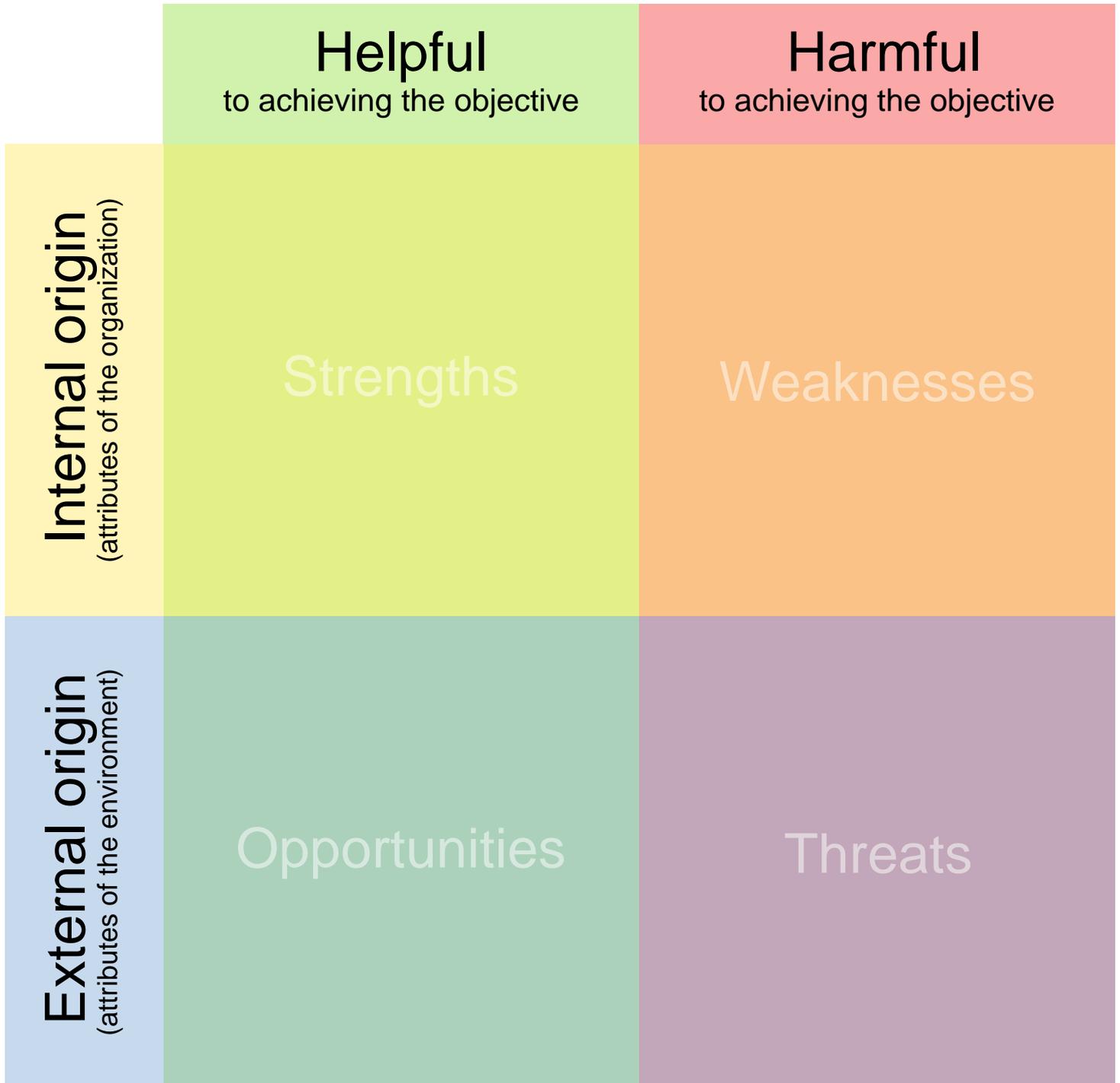
Books:

- *Asserting the EU's Mission in the Neighbourhood: Ten Recommendations for an Effective Eastern Partnership*, (ed.) Kerry Longhurst, Barbara Wojna, The Polish Institute of International Affairs, Warsaw 2011: https://www.pism.pl/files/?id_plik=8420
- *Eastern Partnership: a strategy for 2011 and Beyond*, (ed.) Jarosław Cwiek-Karopowicz, Barbara Wojna, The Polish Institute of International Affairs, Warsaw 2011: https://www.pism.pl/files/?id_plik=3102
- *Forging a new European Ostpolitik: an assessment of the Eastern Partnership*, (ed.) Kerry Longhurst, Collegium Civitas Press, Warsaw 2009: http://www.civitas.edu.pl/pub/CfSS/Studia_i_Analizy_tom_9.pdf
- Korosteleva Elena, Natorski Michal, Simão Licina, *The eastern dimension of the European neighbourhood policy: practices, instruments and social structures*, East European Politics, t. 29, nr 3:257–272, 2013: <https://kar.kent.ac.uk/37650/>
- Menkiszak Marek, *Russia vs. the European Union: a "strategic partnership" crisis*, Centre for Eastern Studies, Warszawa 2006: http://aei.pitt.edu/58058/1/prace_22_1.pdf
- Lavenex Sandra, *A Governance Perspective on the European Neighbourhood Policy: Integration Beyond Conditionality?*, Journal of European Public Policy 15 (6): 938–955, 2009: <http://www.tandfonline.com/doi/abs/10.1080/13501760802196879>
- *Learning from past experiences: ways to improve EU aid on reforms in the Eastern Partnership*, (ed.) Elżbieta Kaca, The Polish Institute of International Affairs, Warsaw 2014: http://www.pism.pl/files/?id_plik=17080
- *The Eastern Partnership: new perspectives for a New Europe*, (ed.) Orkhan Ali, Lyubov Artemenko, Johannes Langer, Centre for International Initiatives, Krakow 2010: http://www.academia.edu/1151766/The_Eastern_Partnership_New_Perspectives_for_a_New_Europe
- *The Eastern Partnership in the Black Sea Region: towards a new synergy*, (ed.) Adam Balcer, demosEuropa – Centre for European Strategy, Warsaw 2011: http://www.demosservices.home.pl/www/files/demos_rr_styczen2011_uk_v12_www_.pdf

4. THE PROPOSED LITERATURE AND FILMS

Films:

- EuroparlTV: <http://www.europarl.europa.eu/en/home.aspx>
- European External Action Service: <https://www.youtube.com/user/EUExternalAction>
- EU Security and Defence YouTube channel: <https://www.youtube.com/user/EUSecurityandDefence>
- *Get to know about Poland: Poland and the Eastern Partnership*
(EN): <https://www.youtube.com/watch?v=HPqWBpzcB0o>
(RU): https://www.youtube.com/watch?v=H_q8_Tao0Pg
- *The Eastern Partnership Conference* YouTube Playlist (PL, EN, RU):
<https://www.youtube.com/watch?v=CczKHMYgLRw&list=PLswt3u5P0z5Ph0Nhf3tGP8hCz1Y9N8BuZ>
- *The Eastern Partnership* (EN): <https://www.youtube.com/watch?v=pdURyC3loZo>





СЦЕНАРИИ ТВОРЧЕСКИХ ЛАБОРАТОРИЙ
НА РУССКОМ ЯЗЫКЕ



Get to know about Poland – Методические материалы для тренеров и учителей

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Краков 2015

Сценарии креативных лабораторий являются частью методического учебника *Get to know about Poland – Методические материалы для тренеров и учителей*, который был создан в рамках проекта Института Восточных Инициатив.

Проект создан при финансовой поддержке Министерства иностранных дел Польши в рамках конкурса «Сотрудничество в области публичной дипломатии 2015».

Публикация представляет точку зрения авторов и не отождествляет взглядов Министерства иностранных дел Польши.

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ОБЩАЯ ИНФОРМАЦИЯ О ПОЛЬШЕ

Мажена Плес



1. Введение

Проведите брейнсторминг на тему того, что участники знают о Польше. Попросите, чтобы каждый участник группы поделился своими ассоциациями о Польше на такие темы как например, география, экономика, политика, общество, культура, традиции, история. Подчеркните, что согласно правилам брейнсторминга, все могут высказываться и нельзя никому перебивать и комментировать. Сгруппированные ассоциации запишите на флипчартах и вместе с участниками обсудите их, опираясь на их знания. Собрание информации о Польше, базируясь на знаниях отдельных участников, является основой для дискуссии о Польше. Цель этой задачи – общая диагностика знаний участников о Польше. На их основе проще будет модифицировать следующие лаборатории. Целью упражнения является также упорядочить и дополнить знания и ассоциации участников о Польше и поляках.

Продемонстрируйте учебный фильм *Get to know about Poland: Общая информация*, а также документальный фильм *Polska? Tak! (Вспомогательный материал № 1)*. Совместно обсудите этот фильм: его содержание и визуальный материал. Попросите, чтобы участники решили, какую информацию из фильма они хотели бы добавить до их первоначальных ассоциаций, записанных на флипчартах. Повесьте карточки с информацией о Польше в заметных местах зала.

2. Выяснение и проведение занятий (упражнений) – часть 1

Раздайте участникам карточки с надписями: сирена (русалка), дракон, орёл и зубр (*Вспомогательный материал № 2*). Попросите, чтобы они ознакомились с содержанием карточек только тогда, когда все карточки будут розданы и объясните правила игры. Сообщите, что задачей участников будет поиск других участников, у которых на карточке та же самая категория, причем нельзя говорить и издавать каких либо звуков, можно пользоваться только жестами. Таким образом участники создадут четыре команды: сирены (русалки), драконы, орлы и зубры. Уточните, что участники знают смысл этих слов и их значения в польской культуре. Скажите им, что поиск представителей тех самых категорий было только разминкой перед настоящим каламбуром.

Подробно обсудите правила игры – можете записать их на таблице или флипчарте (*Вспомогательный материал № 3*). Объясните, что каламбур это игра в угадывание слов. В каждом раунде, спиной к проектору, становятся представители групп (по 1 человеку), которые одновременно будут угадывать указанное на экране слово (*Вспомогательный материал № 4*). В этот момент, остальные участники из их группы, стоя лицом к проектору, в течение 2 минут будут показывать слова только при помощи жестов. Команда, представитель которой первый угадает слово, получает балл. Выигрывает та команда, у которой наибольшее количество баллов записанных на таблице или флипчарте. Важно, чтобы после 2 или 3 слов представители группы менялись. Таким способом у каждого участника группы будет возможность угадывать и представлять слова.

После каждого раунда обсудите слова вместе с участниками – помните, что самым главным элементом игры является не угадывание слов, а краеведческий и культурный комментарий до каждого слова. Слова можно модифицировать в зависимости от знаний и возраста участников. Дополнительно, можно продемонстрировать на экране фотографии, связанные с данной темой. В этом разделе, в качестве примера, представляем слова вместе с комментариями (*Учебный материал № 1*).

3. Выяснение и проведение занятий (упражнений) – часть 2

Спросите участников, какие стереотипы о поляках они знают – выпишите их на флипчарте или доске. Совместно определите, откуда берется такая информация.

Продемонстрируйте фильм о польских стереотипах (*Вспомогательный материал № 5*). После просмотра спросите участников, что они думают о фильме, и проведите дискуссию на тему стереотипов указанных в фильме. Вместе обратите внимание, какие стереотипы, из ранее выписанных на доске или флипчарте, совпадают с указанными в фильме. Определите почему так. Спросите участников, была ли для них удивительной информация, содержащаяся в фильме? Поверили ли они в нее? Обсудите, являются ли указанные стереотипы положительными или отрицательными, а также, насколько они правдивы. Позвольте участникам отнестись к своему опыту. Спросите – легко ли поменять стереотипы?

Целью этой части упражнения является создание общей дефиниции стереотипа и его характеристик. Сначала участники работают в группах из четырёх человек, затем разобранное понятие совместно обсуждается. Обратите внимание, чтобы дефиниция содержала следующие элементы: 1) стереотип как ментальная схема, упрощение, категоризация; 2) соотношение человека с данной группой, к которой приписывается определённые черты; 3) тяжело поддается изменению, общество его разделяет; 4) может быть положительный или отрицательный. Вместе обсудите, к каким последствиям может привести основание своих мнений и суждений на стереотипах, а также имеет ли человек возможность влиять на стереотипы. В итогах этой части подчеркните, что люди не могут жить без стереотипов, однако главное, чтобы осознавать их существование.

Спросите участников, что такое предупреждения и чем они отличаются от стереотипов. Поговорите на тему – влияние стереотипов на предупреждения. Уточните, понимают ли участники, что предупреждения содержат эмоциональный компонент, что они являются позицией в отношении к общественной категории. Попробуйте привести примеры. Затем, введите понятие дискриминация, учтите поведение являющееся результатом предупреждений. Проверьте, понимают ли участники в чём отличие между стереотипами, предупреждениями и дискриминацией.

ОБЩАЯ ИНФОРМАЦИЯ О ПОЛЬШЕ

Продемонстрируйте группе плакат польского водопроводчика из 2005 года (*Вспомогательный материал № 5*). Спросите, что они знают на эту тему и как данный плакат базируется на стереотипах. Расскажите о контексте создания кампаний сразу же после приёма Польши в Европейский союз, когда то «польский водопроводчик» являлся пугалом перед дешевой рабочей силой из Польши в западных странах, особенно во Франции. Спросите участников, замечают ли они в этой ситуации стереотипы, предупреждения и дискриминацию. Сообщите, что плакат был идеей Польской организации туризма (ПОТ), чтобы поощрить туристов до приезда в Польшу, базируясь на стереотипе польского водопроводчика, а также, что эта общественная кампания была одной из самых успешных в истории ПОТа. Спросите, понравилась ли эта идея участникам.

4. Подведение итогов и их обсуждение

Спросите участников, чего нового они узнали во время лаборатории о Польше и поляках, какая информация оказалась для них самой удивительной, а также, какие темы хотели бы углубить во время следующих лабораторий (можете использовать эту информацию при планировке следующей лаборатории). Спросите также, как им работалось в группах во время упражнений, что им помогало, а что мешало при выполнении задач.

5. Временная схема (формат) творческой лаборатории

Введение в тему и просмотр фильма: 40 минут.

Проведение первого занятия: 60 минут, в том:

- Время на объяснение заданий и разделение на группы: 10 минут.
- Время на показ и угадывание слов: 50 минут (около 2 минут на показ и угадывание слов, около 3 минут на объяснение и комментарий).

Проведение второго занятия: 65 минут, в том:

- Время на выписывание стереотипов о Польше: 15 минут.
- Время демонстрации учебного фильма и его обсуждение: 20 минут.
- Время на дефиницию стереотипов, предупреждений и дискриминации: 20 минут.
- Время на обсуждение плаката: 10 минут.

Обсуждение заданий и подведение итогов лаборатории: 15 минут.



РЕГИОНЫ И ГОРОДА В ПОЛЬШЕ

Агнешка Сломян



1. Введение

Спросите у участников лаборатории в форме свободной беседы, сколько раз в своей жизни они были в Польше, в каких городах им довелось побывать, а также какие в связи с этим у них остались воспоминания.

Попросите, чтобы они посмотрели на физическую карту Польши и карту с поделом на 16 областей и 6 регионов (карты можно показать на большом экране с помощью проектора или раздать в распечатанном виде каждому участнику).

Затем попросите, чтобы на приклеивающихся карточках участники записали ассоциации, вызванные разными польскими городами и регионами, после чего приклеили эти карточки к контурной карте (*Вспомогательный материал № 1*) у соответствующего ассоциациям места.

Покажите учебный фильм *Get to know about Poland: Регионы и города* (*Вспомогательный материал № 2*), а также несколько спотов представляющих отдельные области (из секции *Рекомендуемая литература и фильмы*). Совместно с участниками лаборатории обсудите фильмы: содержащуюся в них информацию, а также визуальный материал. Попросите, чтобы участники при помощи приклеивающихся карточек отметили на контурной карте почерпнутые из фильма сведения.

2. Выяснение и проведение занятий (упражнений)

Проинформируйте участников, что во время творческой лаборатории они будут задействованы в качестве работников туристических бюро, представляющих 6 регионов Польши. Разделите участников на 5 групп по 4 человека в каждой (*Вспомогательный материал № 3*). Их задачей будет разработать туристическую оферту своего региона для «требовательных» туристов. Для ее разработки участники могут использовать бумажные материалы, учебные тексты (*Учебные материалы № 1, 2, 3, 4, 5, 6*), интернет и распечатанные фотографии. Время на подготовку оферты и создание информативных плакатов и брошюр – 55 минут.

В следующей части задания два человека из каждой группы играют роль требовательных туристов, желающих купить тур в Польшу. Они будут попеременно посещать (согласно направлению движения часовых стрелок) туристические бюро, задавая вопросы об исторических памятниках, туристических достопримечательностях, городах и природе интересующего их тура. Также два человека из каждой группы, представляющие турбюро, должны будут продать свою оферту.

После двух раундов участники игры меняются ролями – туристы с работниками турбюро так, чтобы каждый участник игры как минимум дважды вошел в роль туриста и дважды в роль продавца туристических услуг. Каждый раунд встречи туристов с работниками турбюро длится ок. 12 минут (5 минут на презентацию туристической оферты, 5 минут на вопросы туристов, 2 минуты на ознакомление с плакатом или брошюрой).

3. Подведение итогов и их обсуждение

Спросите у участников, в какой роли они лучше всего себя чувствовали – требовательного туриста либо работника туристического бюро, что составило им наибольшую трудность в реализации этого задания, а также какой способ передачи информации о Польше был для них самым интересным. В конце снова раздайте им приклеивающиеся карточки и попросите, чтобы дописали и наклеили на контурную карту новые сведения о польских регионах и городах, полученные во время реализации этого задания.

4. Временная схема (формат) творческой лаборатории

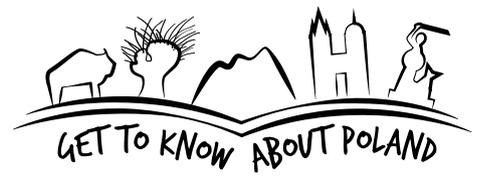
Введение в тему и презентация фильма: 35 минут.

Объяснение задания и разделение на группы: 5 минут.

Проведение занятия: 115 минут, в том:

- Время на разработку оферты и создание информационных плакатов и брошюр: 55 минут.
- Время на раунд встречи туристов с работниками бюро а также перемену ролей: 15 минут на 4 раунда = 60 минут.

Обсуждение задания и подведение итогов творческой лаборатории: 25 минут.



ПОЛЬСКОЕ ОБЩЕСТВО

Мажена Плес





1. Введение

Спросите участников, что они знают о польском обществе и из каких источников они получили эту информацию. Проведите дебат на эту тему. Скажите, что во время лаборатории вы обсудите 5 главных аспектов польского общества: демография, этнический состав, образование и рынок труда, религия, а также поляки на фоне других народов ЕС.

2. Выяснение и проведение занятий (упражнений)

Скажите участникам, что они будут работать на основе модифицированного метода World Cafe, который служит для обмена информацией, а также для расширения прежних знаний. В зале расставлено 5 столов с темами для дебаты (*Вспомогательный материал № 2*). На каждом столе находится лист бумаги большого формата или бумажная скатерть, на которой участники смогут записывать свои выводы, а также рисовать. На каждом столе, в распоряжении участников будет: основная информация о польском обществе (*Учебный материал № 1*), статистические разработки и инфографики (*Учебный материал № 2*), общая информация касающаяся каждой темы (*Учебный материал № 3 – 7*), инструкция вместе с вопросами для обсуждения (*Вспомогательный материал № 3*), а также правила смены столов (*Вспомогательный материал № 4*). Кроме учебных материалов, которые находятся в данном разделе, советуем подготовить разработки или инфографики для каждой темы, базируясь на материалах польского Центрального статистического управления, который регулярно публикует их на своем веб-сайте.

В течение 9 раундов участники будут обсуждать одну из 5 тем, касающихся польского общества (5 отдельных столов). Ведущий должен разделить участников на 10 пар и присвоить им названия букв польского алфавита (от А до J). В каждом раунде пары попеременно будут исполнять роль, так называемых, хозяев стола и гостей. Хозяева стола ведут дискуссию: обсуждают вопросы, разделяют учебные материалы, представляют результаты работы, просят прокомментировать, а также поощряют дискуссию. Очень важно, ознакомить участников с правилами смены столов (*Вспомогательный материал № 4*) – во время упражнения каждая пара должна посетить каждый из 5 тематических столов и пятикратно войти в роль хозяев. Участники, меняющие место, оставляют все использованные материалы на столе, который покидают. Во время упражнения наблюдайте за группами, в случае необходимости, объясняйте и контролируйте продолжительность раундов.

Каждый раунд длится 8 минут, причем после окончания 9 раунда, участники, сидящие за данным столом, получают дополнительно 10 минут на подготовку презентации, которая является итогами работы всех участников по данной теме. Затем, каждая группа обсуждает свою тему, на презентацию получают максимально 5 минут. После каждой презентации оставьте немного времени на комментарии, дискуссию и вопросы.



3. Подведение итогов и их обсуждение

Обсудите главные элементы каждой презентации. Спросите участников, как им работалось в парах при частых изменениях ролей и тем. Обсудите в группе, какая информация о польском обществе оказалась самой удивительной. Проанализируйте подобию и различия между поляками, и обществами стран, из которых происходят участники лаборатории. Для подведения итогов, продемонстрируйте учебный фильм *Get to know about Poland: Польское общество (Вспомогательный материал № 1)*. Совместно обсудите этот фильм: его содержание и визуальный материал.

4. Временная схема (формат) творческой лаборатории

Введение в тему: 20 минут.

Объяснение заданий и разделение на группы: 15 минут.

Проведение занятия: 120 минут, в том:

- Время на работу за тематическими столами: 75 минут (8 минут один раунд).
- Время на смену столов: 1-1,5 минуты.
- Время на подготовку презентации: 10 минут.
- Презентации: 35 минут (7 мин для одной группы).

Обсуждение задания и просмотр фильма: 25 минут.



Агнешка Сломян



1. Введение

В разных местах зала развесьте карточки с тематическими категориями определяющими известных поляков (*Вспомогательный материал № 1*). Участники получают приклеивающиеся карточки, на которых записывают имена и фамилии поляков относящихся к разным историческим эпохам. После этого соотносят их к конкретной тематической категории и приклеивают к соответствующей карте. Читайте поочередно, громко и выразительно записанные имена и фамилии этих личностей в каждой тематической категории. Используйте метод «мозгового штурма» для обсуждения ваших ассоциаций на тему известных персон и их заслуг для международного сообщества. Постарайтесь соотнести каждого из них к соответствующему историческому периоду.

Представьте информацию в форме доклада, презентации либо беседы на тему Польской диаспоры в мире и документа «Карта поляка» (*Учебный материал № 1, 2*). Продемонстрируйте учебный фильм *Get to know about Poland: Польская диаспора в мире* (*Вспомогательный материал № 2*). Совместно обсудите фильм: содержание, а также его визуальный материал.

Попросите участников, чтобы на основе информации зачерпнутой из фильма и на базе своих знаний, нарисовали бело-красный флаг Польши на контурной карте мира большого формата (*Вспомогательный материал № 3*). Флажки с буквой «И» (история) должны быть размещены в местах, где проживание поляков было обусловлено исторически (н.пр. в те места они были депортированы либо эмигрировали). Флажки с буквой «С» (современность) нанеси на страны, где в настоящее время находятся многочисленные польские диаспоры (н.пр. места компактного проживания поляков, с которыми связана трудовая эмиграция). Предложите участникам, чтобы нарисовали на карте мира также флаги своих стран и такие же в местах компактного проживания их национальной диаспоры. Обсудите возникшую на карте мозаику флажков в контексте нынешней ситуации их соотечественников.

2. Выяснение и проведение занятий (упражнений)

Объясните, что во время творческой лаборатории участники будут использовать театральный метод импровизации телом в пространстве. Первое задание будет вступительным разогревом, которое подготовит участников к главному заданию, сутью которого будет ознакомление с биографиями восьми известных поляков.

Участники становятся в круг, тренер называет кодовое слово, н.пр. больница. Участник А становится в круг и занимает произвольную позу, следующие участники – Б и В по очереди пристраиваются к этой позе «достраивая» ее новыми элементами, создавая тем самым неподвижный образ (фигуру). При этом важно обратить внимание на способ движения во время процесса входа и выхода из круга, который не должен быть «обыденным». Когда все уже стоят в неподвижной «фигуре», тренер просит придать ей звук, слово и движение, что приводит к оживлению сцены. После чего остальные участники хлопают в ладони, а актеры возвращаются на свои места. Тренер называет следующие кодовые слова и на середину круга выходят новые участники. После 3-4 кодовых слов, тренер начинает называть имена и фамилии известных поляков, которых участники уже называли в самом начале. Теперь их задачей является представить этих людей, подобно предыдущему вступительному упражнению. После

нескольких раундов необходимо совместно обсудить задание – как участники чувствовали себя в роли актеров, что доставило им наибольшее удовольствие, а что составило самую большую трудность.

После этого поделите участников на 4 группы по 5 человек в каждой. Каждая группа выбирает биографии двух известных поляков, которые проживали вне границ своей страны (*Учебный материал № 3 – 10*). Спросите участников, известны ли им эти люди и какие ассоциации в связи с ними у них возникают. Задачей групп является творчески представить в форме 3-х минутной презентации каждого из этих людей, н.пр. используя стоп-кадр, пантомиму, озвучивание, метод импровизации телом в пространстве, а также читая (рассказывая) выбранную группой информацию по теме. Для подготовки к презентации участникам дается 40 минут.

3. Подведение итогов и их обсуждение

Расспросите участников, как им работалось в группах, довольны ли конечным эффектом работы, а также какие сведения, появившиеся во время реализации задания, их больше всего удивили.

Попросите участников, чтобы в группах из двух, четырех и шести человек (метод снежного кома) обсудили, какие исторические, социальные, политические либо экономические предпосылки приводят к миграции людей в мире, а также какие из них влияют на возникновение диаспор в мире? Запишите ответы на доске.

4. Временная схема (формат) творческой лаборатории

Введение в тему и презентация фильма: 45 минут.

Проведение задания: 90 минут, в том:

- Время на объяснение проведения вводного и главного упражнения: 5 минут.
- Время на проведение вводного упражнения: 20 минут.
- Время на работу в группах: 40 минут.
- Время на представление известных людей: 8 человек по 3 минуты на каждого (всего ок. 25 минут).

Обсуждение задания и подведение итогов лаборатории: 45 минут.



СОВРЕМЕННАЯ ПОЛЬСКАЯ КУЛЬТУРА

Агнешка Сломьян, Томаш Мазурэк



1. Введение

Спросите участников о дефиниции культуры. Попросите об определении и характеристике разных видов культуры (например, высокая, народная, аудиовизуальная), затем спросите, чем для них является современная культура. Обсудите, как менялась роль музеев на протяжении веков (например, раньше – место хранения и экспонирования памятников искусства, в настоящее время – место встреч с историей и культурой). Предложите, чтобы участники указали самые большие и самые современные музеи в мире. Покажите участникам веб-сайты польских музеев (из секции *Рекомендуемая литература и фильмы*).

В разных местах зала повесьте большие листы бумаги со следующими надписями посередине: фильм, музыка, литература, театр, живопись, фестивали. Попросите участников, чтобы они, базирываясь на своих знаниях, дописали или дорисовали любые ассоциации и информацию, касающиеся данных категорий. Обсудите их, затем продемонстрируйте фильм *Get to know about Poland: Современная культура* (*Вспомогательный материал № 1*). Совместно обсудите фильм: его содержание и визуальный материал.

2. Выяснение и проведение занятий (упражнений)

Задачей участников будет проектирование самого современного музея в Европе, в котором будет 6 залов, посвященных современной польской культуре, согласно 6 тематическим категориям (*Вспомогательный материал № 2*). Участники работают в группах – каждая группа будет ответственна за один зал, а ее задачей будет: обустроить пространство так, чтобы было интересно разным возрастным группам, создать оригинальные и нестандартные музейные установки, разместить реквизиты и описать их, придумать лозунг, рекламирующий данный зал, а также способ его промоушн в СМИ. В распоряжении участников будет: инструкция выполнения задачи (*Вспомогательный материал № 3*), тексты, фотографии (*Учебный материал № 1 – 6*), фломастеры, краски итд. (зависит от условий и креативности ведущего). Время на выполнение задачи состоит 60 минут.

После выполнения задачи, следует официальное открытие музея, а также проведение по залам туристов, которые хотят получить знания о польской культуре. У каждой группы будет 10 минут для презентации своего тематического зала, а также стратегии его промоушн. Во время презентации, группы могут использовать Интернет как источник (например, фрагменты фильмов, клипов, репортажи, графику и музыку).

3. Подведение итогов и их обсуждение

Спросите участников, как им работалось в группах в сжатых сроках, имея возможность создать свою картину музейного зала, что им помогало, а что мешало выполнить задачу. Последние 15-20 минут лаборатории посвятите дополнению знаний участников на тему современной культуры, базируясь на их нуждах и интересах – показывая веб-сайты, демонстрируя музыку, которая их увлекает или фрагменты музыкальных клипов.

4. Временная схема (формат) творческой лаборатории

Введение в тему и просмотр фильма: 35 минут.

Проведение занятия: 120 минут, в том:

- Время на создание музейного зала: 60 минут.
- Время на презентацию музейных залов: 60 минут.

Обсуждение задания и подведение итогов лаборатории: 25 минут.



ЗНАЧИТЕЛЬНЫЕ МОМЕНТЫ ИСТОРИИ ПОЛЬШИ

Агнешка Сломян



1. Введение

Спросите у участников, с какими событиями они ассоциируют историю Польши. Ответы запишите на таблице или флипчарте в форме ментальной карты (*Вспомогательный материал № 1*). Воспроизведите учебный фильм *Get to know about Poland: Значительные моменты истории Польши* (*Вспомогательный материал № 2*). Совместно обсудите этот фильм: его содержание и визуальный материал. Совместно проверьте отображены ли на ментальной карте затронутые в фильме факты – если да, выделите их цветным маркером либо подчеркните. Узнайте у участников, какие из событий, упомянутых в фильме, должны быть отображены на ментальной карте и допишите их. Объясните участникам, что во время этой творческой лаборатории они познакомятся с историей Польши, а затем будут создавать свою хронику Польши состоящую из 4 разделов.

2. Выяснение и проведение занятий (упражнений)

Поделите участников на 4 группы по 5 человек в каждой: поставьте на середине зала коробочку, в которой будут лежать помятые карточки 4 разных цветов (желтый, красный, зеленый, голубой). По правилам жеребьевки участники выбирают цветные карточки, а потом вы просите их, чтобы они объединились в группы согласно выбранным цветам карточек. Каждая из групп получает конверт с напечатанной схемой выполнения задач в конкретном месте (*Вспомогательный материал № 3*).

Объясните участникам, что в разных участках зала находится 4 пункта, в каждом из которых группы будут создавать определенные разделы Хроники Польши. Каждый из пунктов соответствует одному периоду истории Польши (*Вспомогательный материал № 4*). По прибытию на свой пункт участники открывают конверт обозначенный цветом своей группы. В конверте находится учебный текст, относящийся к определенному периоду истории Польши (*Учебный материал № 1, 2, 3, 4*) и одно из заданий (*Вспомогательный материал № 5*). В каждом пункте каждая группа должна выполнить разный тип задания (события, личности, культура и исторические памятники, экономика и наука). Группы подходят к своим пунктам в хронологическом порядке. Каждое завершённое задание группа прикрепляет к флипчарту в обозначенном месте. Карта флипчарта это определенный раздел Хроники. Каждый раз после создания участниками лаборатории конкретного раздела Хроники, подытожьте появившиеся в ней исторические факты.

Удостоверьтесь, что инструкция понятна и что каждая группа делает соответствующий тип задания у нужного пункта. По истечению 10, а после и 20 минут, подойдите к каждой группе и проинформируйте ее участников, что им осталось еще 15 минут (а затем 5 минут) до завершения решения задания. Во время подхода к группе, уточните не нуждаются ли ее участники в помощи по решению задания. На 24 минуте решения задания огласите всем участникам, что у них осталась всего 1 минута и они должны начать прикреплять свои решения к флипчарту.

3. Подведение итогов и их обсуждение

Попросите участников, чтобы подвесили разделы Хроники Польши (заполненные флипчарты) на веревочке, повешенной поперек зала используя квадратные скобки, а по окончании лаборатории «прочитали» Хронику, знакомясь с содержанием каждой страницы. Затем спросите группы, как им работалось, какие были самые большие трудности в решении задания, а также какие события из истории Польши оказались для них самыми интересными. В завершение лаборатории продемонстрируйте фильм Томаша Багинского *The Animated History of Poland* (*Вспомогательный материал № 2*).

4. Временная схема (формат) творческой лаборатории

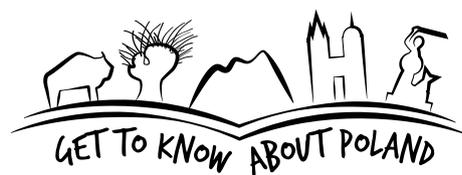
Введение в тему и презентация фильма: 20 минут.

Объяснение задания и разделение на группы: 5 минут.

Проведение занятия: 140 минут, в том:

- Время на разработку 1 раздела Хроники: 25 минут.
- Время на обсуждение 1 раздела Хроники: 8-10 минут.
- Время на смену поста: 1,5-2 минуты.

Обсуждение заданий и подведение итогов лаборатории: 15 минут.



ПОЛИТИЧЕСКАЯ ТРАНСФОРМАЦИЯ 1989

Агнешка Сломьян, Томаш Мазурэк



1. Введение

Проинформируйте участников, что во время лаборатории они сыграют в игру «Круглый стол», являющуюся симуляцией процесса переговоров между правящей партией и оппозицией во время Круглого стола в Польше в 1989 году. Правящая партия – Польская объединенная рабочая партия («ПОРП») и оппозиция – «Солидарность» должны сесть за стол переговоров у Круглого стола и поделить власть.

Начните лабораторию от показа учебного фильма *Get to know about Poland: Политическая трансформация 1989*, а также *Poland – 25 years of freedom (Вспомогательный материал № 1)*. Совместно обсудите эти фильмы: содержащуюся в них информацию и сам визуальный материал.

Попросите участников игры, чтобы в течении 5 минут обдумали в парах, каким образом в разных государствах в мире выглядел перелом 80-тых и 90-тых годов, чем характеризовалась трансформация системы правления власти, и произошли ли политические перемены после распада СССР мирным путем. Подытожьте ваши совместные размышления.

Раздайте участникам учебные материалы (*Учебные материалы № 1, 2, 3, 4, 5, 6*), которые введут их в основные понятия игры и попросите, чтобы они с ними тщательно ознакомились. Вы также можете создать вспомогательную мультимедийную презентацию либо вступительный доклад.

2. Выяснение и проведение занятий (упражнений)

Объясните участникам игры, что ее целью является достижение общего согласия, достигнутого за Круглым столом переговоров, которое впоследствии должно привести к мирной перестройке системы власти и введению демократического строя. Целью каждой из групп – вести игру так, чтобы получить наибольший процент власти, но в то же время не допустить «Конфликта в стране», потому что конфликт может привести страну к гражданской войне. Ознакомьте участников игры с реквизитами игры (*Вспомогательный материал № 2*) а также с картами оценок (*Вспомогательный материал № 3*).

Участники делятся на 2 группы – «ПОРП» с составом в 8 человек и «Солидарность» – в 12 человек. Каждая группа получает свой резерв карт «Переговоров». Резерв состоит как из «обязательных» карт (они символизируют сложившиеся исторически политические условия, которые существовали во время Круглого стола в 1989 году) так и из карт «опционных» – вариантных (символизируют разные элементы структуры государства). Последние являются свидетельством воли и политических амбиций каждой из соперничающих групп, а иногда становятся просто разменной монетой. Полезно, чтобы группы участников игры хорошо ознакомились с этими картами.

Группы на основе жеребьевки выбирают очередность начала игры. Каждая из них сама решает, какую из карт надлежит выложить. Карты «Переговоров» выкладываются во время игры на поля Круглого стола, начиная от пункта «Старт» и перемещаются вверх – «ПОРП» размещает карты с левой стороны, «Солидарность» с правой. В свою очередь каждая из групп может выложить только 1 карту «Переговоров» на стол. Процесс выкладывания карт происходит поочередно. Перед тем как выложить карту, группа должна продумать стратегию своей политики – т.е. какие ведомства в стране являются

для нее приоритетными, а значит, какие карты выкладывать в первую очередь (обязательные или опционные). После использования карты, группа должна коротко объяснить, почему выбранная карта является для нее важной с перспективы стратегии разделения власти.

В процессе розыгрыша количество выложенных карт на Круглом столе увеличивается. После прохождения первого порога безопасности, переговоры правящей партии и оппозиции становятся более рискованными, поскольку поделено уже 50% власти. Во второй части розыгрыша, каждая из групп будет желать завладеть наибольшим процентом контроля и ведомств, что грозит нервозностью реакции другой стороны.

После каждой выложенной переговорной карты, уже имея за собой пройденный первый порог безопасности, надлежит один раз бросить шестигранную игровую кость, а после прохождения группой второго порога безопасности, вновь бросить ее дважды. Если на кости выпадет цифра 1, то снова наступает «Конфликт в стране» и ни одна из групп не может выкладывать свои карты до момента заключения перемирия между сторонами конфликта. Для того, чтобы увеличить динамику игры, можно назначить дополнительную цифру жребия для обозначения «Конфликта в стране» (н.пр. цифру 1 и 2).

«Конфликт в стране» можно предотвратить только сыграв картой «Перемирия». Для того, чтобы устранить «Конфликт в стране» одна из групп должна решиться на жертвование для этого своей картой. Группы договариваются между собой, которая из них использует карту «Перемирия» первой. Взамен за использование этой карты группе полагается одна из выложенных уже на Круглом столе «опционных» карт противника. То, какую карту пожелает себе группа, пожертвовавшая своей картой «Перемирия» и от чего захочет отказаться группа противника, станет предметом совместных переговоров между группами. Поэтому группы должны продумать тактику использования своей карты «Перемирия», так как она может привести к потере либо приобретению весьма значимой другой карты.

В ситуации, когда обе группы уже выложили свои карты «Перемирия» с целью предотвращения конфликта, а на Круглом столе опять возникает «Конфликт в стране» (игровая кость показывает цифру 1), обе группы совершают «жеребьевку последнего шанса» (любым способом). Группа, которая выиграет, получит от модератора еще раз карту «Переговоров» и сможет использовать ее согласно выше описанной процедуре. Процедура «жеребьевки последнего шанса» может произойти только один раз на протяжении всей игры, а модератор, отдавая свою карту «Перемирия», должен потребовать от игроков проведения дополнительных переговоров на тему обмена картами между группами или поставить им другие условия.

Если обе группы использовали все возможности применения карты «Переговоров», а на планшете опять возник «Конфликт в стране», игра заканчивается и обе группы проигрывают. Также игра заканчивается и в том случае, если оказываются заполненными все поля Круглого стола – тогда победу одерживает весь народ.

3. Подведение итогов и их обсуждение

После завершения игры попросите ее участников, чтобы они обсудили ее ход в своих группах концентрируясь над тем, оправдала ли себя избранная игроками тактика поведения в игре и удалось ли им завладеть властью над выбранными министерствами или ведомствами, и каким образом осуществлялось сотрудничество в группе, какие возникали трудности, а также какие эмоции сопутствовали участникам игры во время их прений. Затем попросите, чтобы участники обеих групп поделились между собой своими соображениями.

4. Временная схема (формат) творческой лаборатории

Введение в тему и проекция фильмов: 35 минут.

Объяснение правил игры и разделение на группы: 45 минут.

Проведение розыгрыша: 70 минут, в том:

- Время на проведение пробного розыгрыша: 20 минут.
- Время на проведение самого розыгрыша: 50 минут.

Обсуждение процесса и подведение итогов: 30 минут.



ПОЛЬША В РОЛИ ДЕЛОВОГО ПАРТНЁРА

Мажена Плес



1. Введение

Сообщите участникам, что главной целью нашей лаборатории будет расширение их знаний на тему польской экономики, а также развитие креативного мышления и умения убеждать. Спросите участников, что они знают о польской экономике, например, ВВП, экспорте, импорте, польских фирмах действующих на мировых рынках и т.д. Собранную информацию запишите на флипчарте или в таблице в форме умственной карты. Прокомментируйте главные сюжеты.

2. Выяснение и проведение занятий (упражнений) – часть 1

Разместите бумагу формата А4 с надписями «ДА» и «НЕТ» на противоположных концах тренингового зала. Посередине зала протяните верёвку или ленту, чтобы очевидно разделить зону «ДА» от зоны «НЕТ». Попросите участников, чтобы встали. Скажите, что будете читать разные предложения, касающиеся польской экономики (*Вспомогательный материал № 1*), а их задачей будет пройти на сторону «ДА», если думают, что прочитанное предложение правдивое, или на сторону «НЕТ» если не соглашаются с данным предложением. После каждого прочитанного предложения, когда участники станут по одной из сторон, попросите несколько участников об объяснении своего выбора. Представьте правильный ответ с коротким комментарием (*Учебный материал № 1*). Помните, предупредить участников, что в упражнении нет хороших и плохих ответов – некоторые предложения могут их удивить, форма упражнения дает пространство для дебаты, которая является важным элементом данного задания. Если у участников возникнет нужда более глубокого анализа проблемы – позвольте им это сделать. Побуждайте участников сравнивать другие страны. На каждый вопрос назначьте от 3 до 5 минут. Во время упражнения можно легко контролировать время – не обязательно задавать все вопросы. Если ответ на заранее подготовленный вопрос появился во вводной части лаборатории, когда участники делились своими знаниями на тему экономики, можно от него отказаться или наоборот – расширить тему. Максимальное рекомендованное количество вопросов – 10. После проведения данного упражнения, спросите участников, какие факты о Польше были самыми удивительными для них и почему.

В подведении итогов первой части лаборатории, продемонстрируйте учебный фильм *Get to know about Poland: Польша в роли делового партнёра* (*Вспомогательный материал № 2*). Совместно обсудите этот фильм: его содержание и визуальный материал.

3. Выяснение и проведение занятий (упражнений) – часть 2

Во второй части лаборатории участники будут разрабатывать в группах рекламы известных польских продуктов, уже продаваемых и узнаваемых на зарубежных рынках. Затем, определяют какие плюсы инвестирования в Польшу, их задачей будет также убедить «зарубежных инвесторов» (в роль которых войдут остальные участники) во вложении денег в их продукт. Рекламы будут представлены на съезде инвесторов и каждая группа должна представить свой продукт из самой лучшей стороны.

Перед лабораторией подготовьте описания пяти известных польских продуктов, распечатайте их фотографии. Продукты можете выбрать из продовольственных товаров (например, вафля Prince Polo, водка Зубровка, сыр Осцыпек, кофе Мокате), автомобильных (например, автобус Соларис, средство движения Мелекс, поезда Песа), развлекательных (например, игры Dead Island и The Witcher, музыкальные проекты Vader, Behemoth), швейных (например, обувь Kazar и Gino Rossi, одежда Reserved и Стрп Town), косметических (например, Inglot, Dr Irena Eris, Eveline Cosmetics, Ziaja), или мебельных (например, Black Red White, VOX, Группа Nowy Styl). А также, для каждой группы подготовьте (распечатайте и порежьте) деньги, которые участники будут вкладывать в избранные продукты (*Вспомогательный материал № 4*). То, каким образом они будут их вкладывать, зависит от них: будут ли это групповые решения или индивидуальные, а также вложат ли они деньги в данный бренд, или разделят их на разные марки, принимающие участие в конкурсе.

Разделите участников на 5 групп по 4 человека следующим образом: на небольших листах бумаги нарисуйте или напишите названия продуктов. Затем попросите участников, чтобы они вытянули жребий, и при помощи жестов и звуков (без слов) нашли свои группы. Листов бумаги с той же самой категорией должно быть столько, сколько людей в данной группе. Каждой из групп вручите: инструкцию выполнения задачи (*Вспомогательный материал № 3*), текст *Macroeconomic Analysis of Polish Economy* (*Учебный материал № 2*), фотографию и короткое описание продукта, который они будут рекламировать, а также деньги (*Вспомогательный материал № 4*). У групп 45 минут на выполнение задачи.

После окончания указанного времени, попросите каждую из групп о представлении своей рекламы и стратегии промоушин, а также аргументов, почему стоит вкладывать деньги в польские марки. После каждой рекламы инвесторы (остальные участники) могут задавать вопросы дающим презентацию, а также комментировать предлагаемые решения. После презентаций всех продуктов, есть время на вложения финансовых средств в избранные бренды. Продукт, который получит самое большое количество денег, получает звание Флагового польского продукта на экспорт, а группа, которая его рекламировала – удовлетворение от хорошо сделанной работы.

4. Подведение итогов и их обсуждение

Во время обсуждения упражнения, спросите участников как им работалось в группах в сжатых сроках, каким образом разделили между собой задачи, с какими проблемами столкнулись во время групповой работы, а также как оценивают свои презентации и презентации других участников. В конце, продемонстрируйте учебный фильм *Ten Years Later – How the EU membership has changed Poland, Share in our success* или *The Animated Guide to Polish Success (Вспомогательный материал № 2)*, а также проведите краткую дебатную тему плюсов инвестирования в Польше, базируясь на тексте *Macroeconomic Analysis of Polish Economy (Учебный материал № 2)*.

5. Временная схема (формат) творческой лаборатории

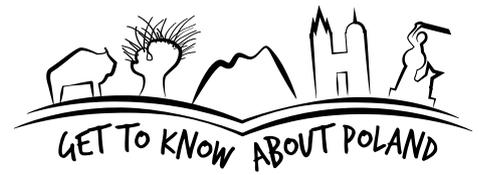
Введение в тему: 10 минут.

Проведение первого упражнения: 40 минут.

Проведение второго упражнения: 100 минут, в том:

- Время на объяснение упражнения и разделение на группы: 5 минут.
- Время на разработку реклам и стратегии промоушин: 45 минут.
- Время на презентацию результатов работы: 5 групп x 8 минут.
- Время на инвестирование денег и объявление результатов: 10 минут.

Обсуждение задания и подведение итогов лаборатории: 30 минут.



ПОЛЬША В МЕЖДУНАРОДНЫХ СТРУКТУРАХ

Агнешка Сломан



1. Введение

Скажите участникам, что пять главных, но не единственных международных структур, в состав которых входит Польша – это ООН, НАТО, Совет Европы, Европейский союз, а также Вышеградская группа, и что они будут представлены во время творческой лаборатории. Спросите, к каким международным структурам принадлежат страны происхождения участников лаборатории и что участники знают про интеграционные процессы в их странах. Пр продемонстрируйте учебный фильм *Get to know about Poland: Польша в международных структурах (Вспомогательный материал № 1)*. Обсудите фильм вместе: содержащиеся в нем инновации, а также визуальный материал.

В конце проинформируйте участников, что Польша состоит во многих других международных организациях: Организации экономического сотрудничества и развития (ОЭСР), Демократического сообщества, Организации безопасности и сотрудничества в Европе (ОБСЕ), Международной организации Франкофонии (МОФ), Центрально-Европейской Инициативе (ЦЕИ), Фонде Азия – Европа (ФАЕ), Международной рабочей группе сотрудничества в области образования и исследований над геноцидом.

2. Выяснение и проведение занятий (упражнений)

Объясните, что участники примут участие в дискуссии на тему международных структур, к которым принадлежит Польша. Они будут поделены на 5 групп по 4 человека в каждой. Каждая группа будет представлять и продвигать одну из организаций (*Вспомогательный материал № 2*). Участники данной группы будут наделены ролями (*Вспомогательный материал № 3*), согласно которым расскажут о своей организации, а так же получат учебные тексты, на основе которых разработают свое выступление (*Учебный материал № 1, 2, 3, 4, 5*). Они смогут также воспользоваться интернетом в целях поиска дополнительной информации на рекомендованных тренером сайтах.

Создайте в классе 5 мест с креслами, обозначенных символами представляемых международных организаций (*Вспомогательный материал № 6*). Участники на основе жеребьевки будут вытягивать карточку, на которой окажутся напечатанные символы, а потом присядут в соответствующем месте. В группах созданных таким образом они будут работать во время творческой лаборатории. Каждая из групп получит обучающие тексты, поделенные на роли (*Учебные материалы № 1, 2, 3, 4, 5*). Участники самостоятельно разделяют между собою роли, а потом получают 30 минут для ознакомления с текстом, поиск дополнительных информации в интернете и подготовку своего выступления.

Затем состоятся 4 дискуссионных раунда, во время которых представлять и дискутировать будут в надлежащей очередности: историки, информаторы, аналитики и лоббисты конкретной международной структуры (*Вспомогательный материал № 4*). У каждого участника будут 2 минуты на представление своей организации, согласно наделенной ему роли (представление как можно более полной существенной информации) и 1 минута на указание вопросов для дискуссии, ответы и комментарии к выступлению других выступающих. В это же время другие участники лаборатории должны войти в роль президентов государств с других планет и решить к какой организации присоединиться. Принять решение им поможет карта оценок, на которой будут оцениваться докладчики по шкале от 0 до 3 пунктов (*Вспомогательный материал № 5*). Оцениваться будет как содержание, так и форма доклада.

Удостоверьтесь, что инструкция понятна и что каждый участник решает нужный тип задания в формате своей группы. По истечению 5, а впоследствии 10 минут, подойдите к каждой из групп и напомните ее участникам, что им осталось еще 10 минут (а позже 5 минут) до окончания решения задания.

3. Подведение итогов и их обсуждение

Попросите участников лаборатории, чтобы в своих группах обсудили прения сторон под углом существенности ее содержания, способа презентации этого содержания, а также участия в ней докладчиков. Напомните, чтобы участники прений не забывали в процессе споров взаимно обмениваться позитивной и конструктивной информацией. Одновременно подсчитайте отданные во время прений голоса и огласите результаты. Затем расспросите группы, как им работалось, что далось им труднее всего и какие из полученных во время дебаты информации являются для них самыми интересными.

В конце расспросите участников, как они оценивают функционирование обсуждаемых структур в современном мире в следующих аспектах: война и мир, экономика, мобильность молодежи, финансы, общество, политика и политики, развитие регионов.

4. Временная схема (формат) творческой лаборатории

Введение в тему и просмотр фильма: 30 минут.

Объяснение заданий и разделение на группы: 5 минут.

Подготовка выступлений: 35 минут.

Проведение дебаты: 70 минут, в этом:

- Время на проведение 1 раунда дебаты: 3 минуты на 1 человека, на 5 человек – 15 минут.
- Время на выступление 1 человека: 2 минуты для существенных вопросов + 1 минута на комментарий к другим выступлениям.
- Время на заполнение карты оценок выступления другими участниками: 4 раунда по 2,5 минуты на каждый.

Обсуждение дебаты в группах и подведение итогов лаборатории: 40 минут.



ПОЛЬША И ВОСТОЧНОЕ ПАРТНЕРСТВО

Мажена Плес



1. Введение

Спросите участников, что знают о программе Восточное партнёрство: какие были цели и причины его создания, какие действия были выполнены, а также какие страны входят в его состав. Запишите главную информацию о Восточном партнёрстве на таблице или флипчарте. Попросите участников о кратком комментарии по поводу знаний о Восточном партнёрстве в их странах. Пр продемонстрируйте учебный фильм *Get to know about Poland: Польша и Восточное партнёрство (Вспомогательный материал № 1)*. Совместно обсудите этот фильм: его содержание и визуальный материал. При помощи презентации, лекции или беседы ознакомьте участников с базовой информацией на тему четырёх главных тематических платформ Восточного партнёрства: 1) платформа по демократии, хорошему управлению и стабильности; 2) платформа по экономической интеграции и конвергенции с политиками ЕС; 3) платформа по энергетической безопасности; 4) платформа по межчеловеческим отношениям (*Учебный материал № 3 – б*). Сообщите, что подробные описания платформ, участники получают во время упражнения.

Подчеркните польскую инициативу во время создания Восточного партнёрства. Расскажите о вкладе Польши в развитие программы. Обсудите несколько, выбранных вами идей, введенных во время польской президенции (*Учебный материал № 2*).

2. Выяснение и проведение занятий (упражнений)

Объясните, что целью упражнения будет SWOT-анализ избранных вопросов Восточного партнёрства для партнёрских стран, особенно для Польши. Пр продемонстрируйте на флипчарте элементы SWOT-анализа: сильные и слабые стороны, а также возможности и угрозы (*Вспомогательный материал № 2*).

Объясните, что SWOT-анализ полезен для упорядочивания информации и стратегического планирования. Позвольте участникам выяснить отдельные элементы SWOT-анализа, затем дополняйте и комментируйте их высказывания. Уточните, что группа понимает элементы SWOT-анализа. При необходимости, объясните, что сильные и слабые стороны это внутренние факторы, которые зависят от субъекта, а возможности и угрозы это внешние факторы, независимые от субъекта. Расшифруйте участникам сокращение SWOT, добавляя короткий комментарий.

- S – Strengths – сильные стороны, преимущества, позитивные аспекты;
- W – Weaknesses – слабые стороны, недостатки, отрицательные аспекты;
- O – Opportunities – возможности, факторы, дающие дополнительные возможности по достижению цели, все, что может привести к выгодным изменениям;
- T – Threats – угрозы, факторы которые могут осложнить достижение цели, угроза невыгодных изменений.

Затем сообщите, что участники будут разделены на 4 группы по 5 человек каждая, в которых будут проводить SWOT-анализ на заданную тему, а также предложат рекомендации для политиков. Темы будут касаться четырёх главных, тематических платформ Восточного партнёрства (*Вспомогательный материал № 2*). Каждая группа получит следующие материалы: SWOT диаграмму (*Вспомогательный материал № 3*), инструкцию выполнения задания (*Вспомогательный материал № 4*), общую

информацию о Восточном партнёрстве (*Учебный материал № 1*), информацию о роли Польши в процессе создания и развития Восточного партнёрства (*Учебный материал № 2*), а также материал, касающийся данной тематической платформы (*Учебный материал № 3, 4, 5 или 6*). На ознакомление с материалами, подготовку SWOT-анализа и предложение рекомендации у групп будет 60 минут.

3. Подведение итогов и их обсуждение

Попросите каждую группу представить свой анализ и выводы по нему, а также рекомендации для политиков. После каждой презентации попросите остальных участников оставить комментарий. Спросите ведущую презентацию, какие элементы SWOT-анализа были для них проблематичны и почему, а также какие упражнения являлись интересными. В конце спросите участников о будущем Восточного партнёрства.

4. Временная схема (формат) творческой лаборатории

Введение в тему и просмотр фильма: 35 минут.

Объяснение занятия, объяснение что такое SWOT-анализ и разделение на группы: 25 минут.

Подготовка SWOT-анализа и рекомендации: 60 минут.

Презентация результатов: 40 минут (каждая группа по 10 минут).

Обсуждение результатов, дополнительные вопросы и комментарии, подведение итогов лаборатории: 20 минут.