Summary

This dissertation presents theories on regional identity and the role of extracurricular regional education in its development. Theoretical part was devoted to a discussion of the concept of region and regionalism as the basis for the development of regional identity. This was followed by a description and comparison of the concepts of regional identity by, among others, M. S. Szczepański, P. Starosta, J. Wodz, W. Świątkiewicz and J. Nikitorowicz. This part also presents model approaches to regional education as an orientation of general education, return to the sources, acquisition of competence, structural system and circles of knowledge.

The characterization of extracurricular education forms was also conducted, with regard to informal, non-formal and parallel education, referring to legal acts and other sources. The last point of theoretical part concerns the presentation of the regional identity of the Masurian residents throughout history, paying special attention to those elements and factors that shaped the regional identity of the Masurian population.

Practical part was carried out in accordance with qualitative methodology and the constructivist and interpretive paradigm, thanks to which the subjective perception of the region and its cultural richness was shown in the context of the subjects' participation in regional educational initiatives conducted by extracurricular institutions, as well as from the perspective of their regional identity. The use of this paradigm allows to seek explanations and means of constructing reality, which is an intersubjective product of social actors. With regard to methodological assumptions, in order to learn about it, reference was made to the "subjective experiences, opinions, beliefs and values of their creators.[1]" This part of the dissertation presents an overview of its theoretical outline based on the concepts and theories of A. I. Brzezińska, L. Wygotski, H. R. Schaffer, J. Nikitorowicz oraz M. Suświłło.

The research was conducted using interpretive ethnography, which allows to draw conclusions based on interviews and observations of people in places where they feel comfortable. The research process included both extracurricular education providers and participants in their activities. Adoption of such an approach allowed finding and understanding the ways of perceiving the role of extracurricular regional education in the process of regional identity development from two perspectives – as its implementers and recipients.

The following methods of collecting empirical data, which are characteristic of ethnography, were used in the implementation of research project: ethnographic interviews and

[1] B. Sławecki, *The importance of paradigms in qualitative research,* [in:] *Qualitative Research. Approaches and theories*, Vol. 1, D. Jemielniak (ed.), Warsaw 2012, p. 81.

participant observation during regional educational initiatives. Interviews were conducted with representatives of extracurricular entities implementing regional education, as well as with random individuals participating in selected educational initiatives. The selection of extracurricular institutions was not random, but was targeted, intentional and dictated by the principle of theoretical saturation, which is "confirmation of successful verification of the research result already at the sampling level.[2]" For the research process, extracurricular institutions, organizations, associations and individuals conducting educational activities in the area of extracurricular regional education in Masuria were contacted. The selection of participants in educational initiatives was random, thus the respondents' statements represented the different points of view that emerged when they answered the questions asked.

The last part of this paper presents an analysis of collected research material. It consists of two subchapters and eight paragraphs. The first subchapter characterized the surveyed entities from the perspective of their implementation of extracurricular regional education, its forms and content, educational initiatives and activities they undertake, and the cooperation they establish in the implementation of regional education. The next subchapter concerned the presentation of regional identity of the surveyed subjects in the context of their participation in extracurricular regional education. This part describes, on the basis of empirical material obtained, the respondents' ways of perceiving the region and its cultural heritage, their sense of belonging and identification with Masuria, their evaluation of the usefulness of extracurricular regional education, and how the interviewees, as residents of the region, participate in educational activities in the field of extracurricular regional education.

Analysis of the results obtained from the study, showed that one of the most important roles and functions of extracurricular regional education is the development of regional identity among regional residents. It is through the didactic, educational, activating and integrating functions that cultural institutions and other entities within implemented educational activities can influence the regional identity development of regional residents at any age.

[2] S. Pasikowski, *Limits of theoretical saturation, "*Rocznik Lubuski", Vol. 41, 2015, p. 33.