

EMPLOYING MENTAL MAPPING IN STUDYING CROSS-BORDER TOGETHERNESS – EXAMPLES FROM CZECH-POLISH BORDERLANDS

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NATIONAL RESEARCH, DEVELOPMENT
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BACKGROUND & MOTIVATION

- ČESKÝ TĚŠÍN/CIESZYN: HIGHLY INTEGRATED CROSS-BORDER REGION
- YOUTH SPATIAL PRACTICES REMAIN UNDER-RESEARCHED
- MENTAL MAPPING USED TO VISUALIZE AND ANALYZE BORDER PERCEPTIONS



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THEORETICAL FRAMEWORK

- MENTAL MAPS: SPATIALLY ORGANIZED PREFERENCES (GOULD & WHITE, 1974)
- CBI: FUNCTIONAL, IDEATIONAL, INSTITUTIONAL ASPECTS (DURAND & DECOVILLE, 2020)
- DIVIDED TOWNS AND LEFEBVRE'S SPATIAL TRIAD (PERCEIVED, CONCEIVED, LIVED)



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RESEARCH DESIGN

THREE GRAMMAR SCHOOLS: CZ (CZECH MAJORITY), CZ (POLISH MINORITY), PL (POLISH)

67 STUDENTS AGED 15–18

TWO MAPPING EXERCISES: OPEN (FEEL-GOOD PLACES), GUIDED (10 CRITERIA)



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SPATIAL PRACTICES: SUMMARY

- BILINGUAL STUDENTS: CROSS-BORDER ACTIVITIES COMMON (FAMILY, SHOPPING, LEISURE)
- CZECH/POLISH MAJORITY STUDENTS: MAINLY DOMESTIC SPATIAL BEHAVIOR
- FRIENDSHIP NETWORKS MOSTLY MONO-NATIONAL



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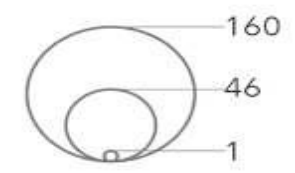
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Map of spatial practices of students from the Polish minority grammar school on the Czech side of the border

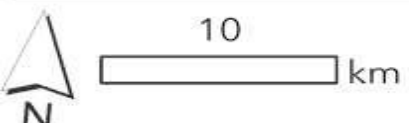


Number	Name of the city
1	Bystřice
2	Hrádek
3	Horní Lomná
4	Dolní Lomná
5	Mosty u Jablunkova
6	Návsí
7	Jablunkov
8	Ropice

Number of answers



-  Mentioned municipalities
-  State border
-  Municipal boundaries
-  School location



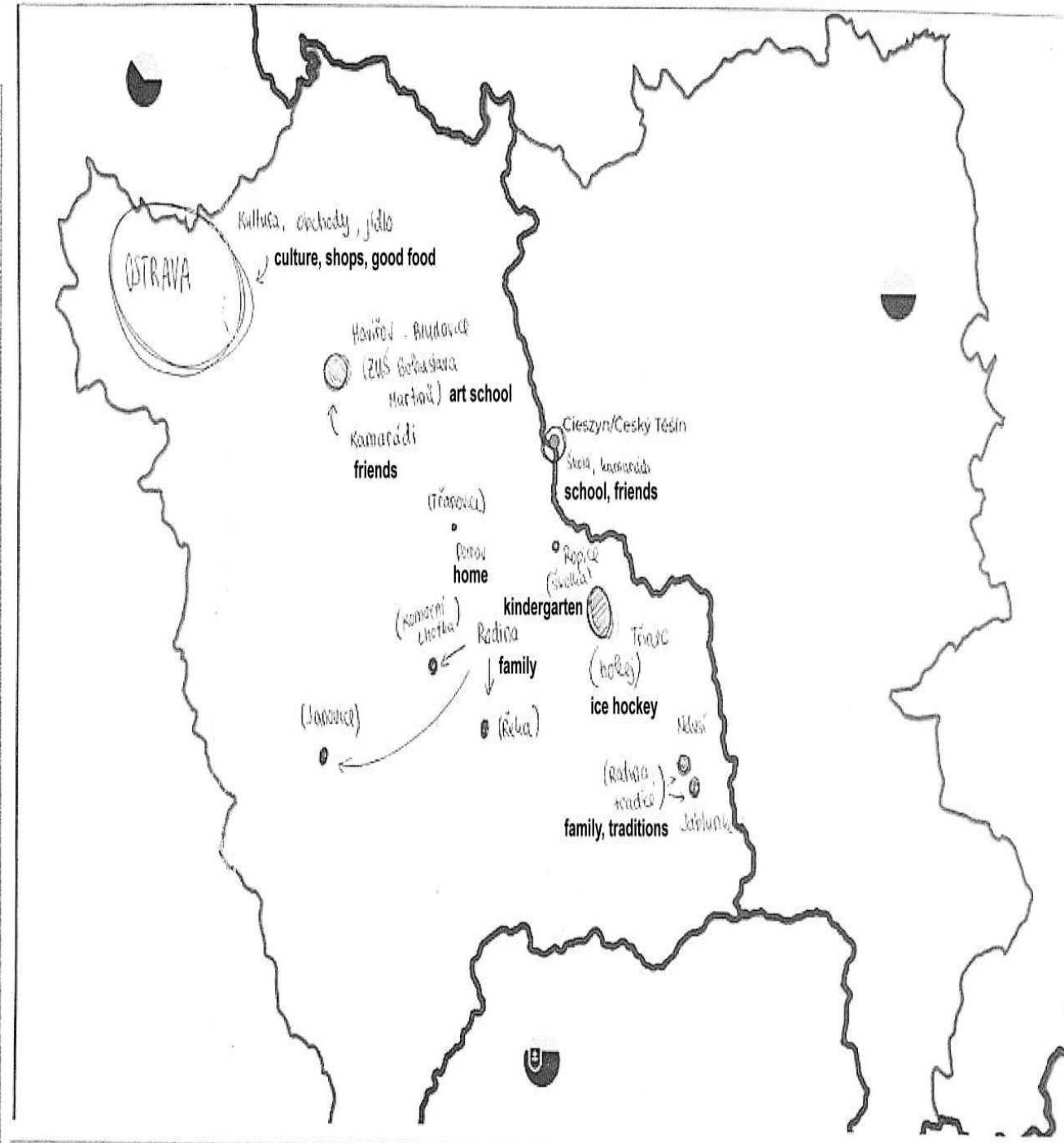
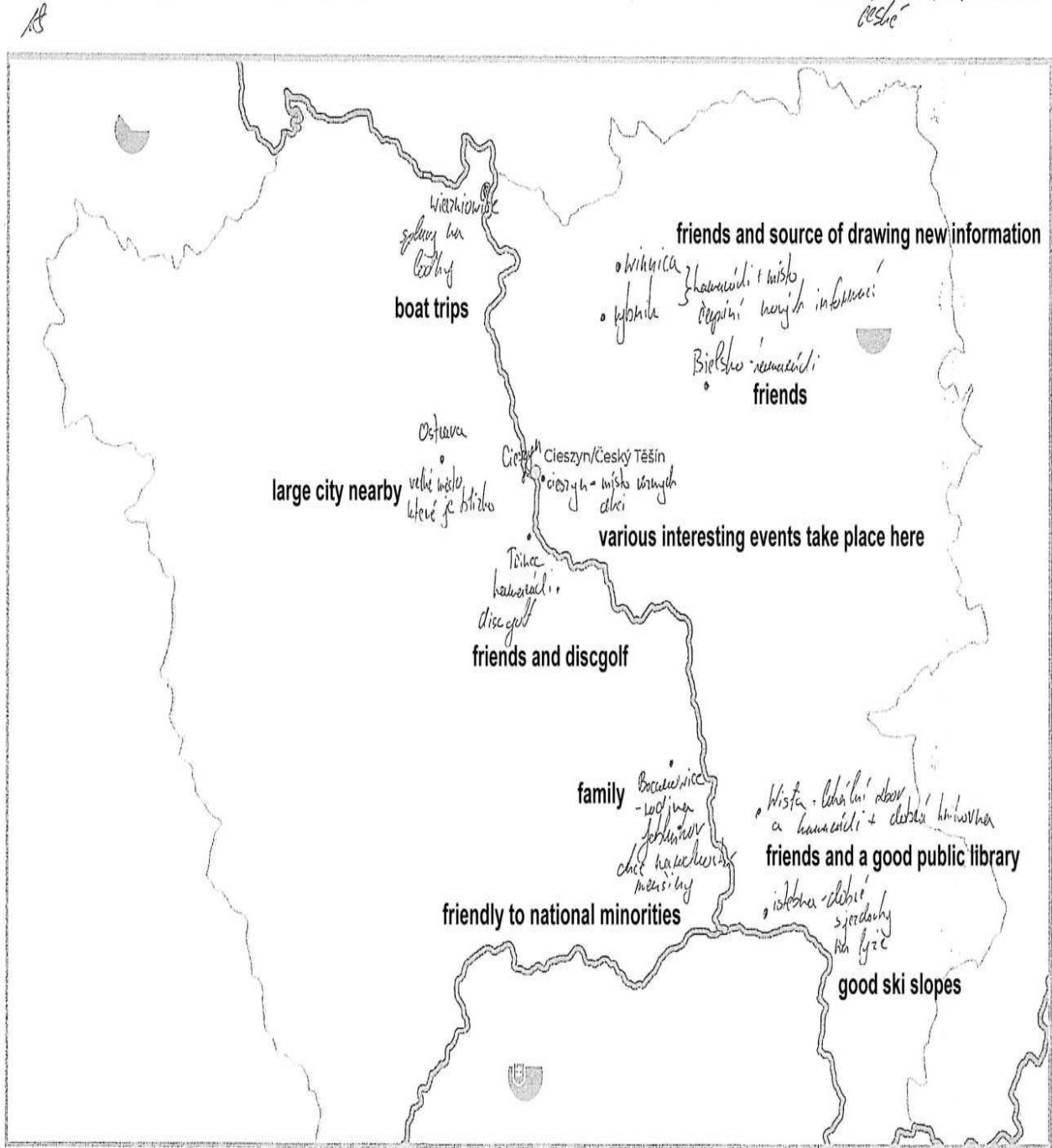
KEY FINDINGS

- POLISH MINORITY: LIVED CROSS-BORDER REGION
- MAJORITY STUDENTS: MENTAL BORDER PERSISTS
- FUTURE ASPIRATIONS LIE OUTSIDE THE REGION



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IMPLICATIONS

- NEED FOR YOUTH-TARGETED CBC INITIATIVES
- MENTAL MAPS REVEAL INVISIBLE BARRIERS
- JOINT EDUCATIONAL AND CULTURAL PROJECTS RECOMMENDED



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CONCLUSION

- MENTAL DISTANCE > PHYSICAL PROXIMITY
- ONLY BILINGUAL ENVIRONMENTS PROMOTE INTEGRATION
- MENTAL MAPPING: A USEFUL QUALITATIVE RESEARCH METHOD



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THANK YOU

HYNEK AND ARTUR



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