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# MAIN KEYNOTE



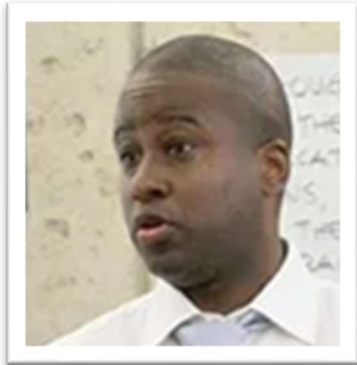
Prof. Claire Cameron  
UCL Institute of Education  
Thomas Coram Research Unit  
London, UK  
<http://www.sppa-uk.org/>

Claire Cameron is Professor of Social Pedagogy at UCL Social Research Institute, University College London, where she has been researching issues of care, social pedagogy, gender, the children's workforce, looked after children and early childhood education and care since the early 1990s. She is also Deputy Director of the Thomas Coram Research Unit, a specialist social science research unit at UCL. Claire has been a leading figure in the promotion of social pedagogy in the UK since the early 2000s. She currently co-edits the UCL Press' International Journal of Social Pedagogy.

## **Capable Communities Supporting Children: What social pedagogy can offer**

Children's wellbeing is in decline in the UK. This presentation discusses what a social pedagogical perspective can bring to address this, through the concept of capable communities. Drawing on the UN Convention of the Rights of the Child to define 'children' and Bronfenbrenner's ecological systems theory to define 'communities', I will use research-based examples to illustrate how social pedagogy can reframe 'supporting children'.

**List of Keynote Addresses in order of occurrence**  
***(Janusz Korczak Lecture Theatre C – building C floor 1)***



Prof. Darrick Smith  
Co-Director, Transformative School Leadership Program  
Department of Leadership Studies  
Organization and Leadership  
University of San Francisco, USA

**Constructing safe environments in an unsafe world**

The presenter will address issues of school violence, school discipline, and school culture development for practitioners and researchers engaged in the functioning of schools. Focusing largely on tactics of intervention and culture change, ideas regarding professional development, curricular enhancement, and consistent recording and reporting of incidents will be stressed. Also, concepts of student to staff relationships and concentration on the establishment of ethical norms of practice and community relations will be centered as critical discussion points for the construction of trauma-safe school environments and inclusive practices targeting students from conflict or high violence localities.



Dr Tore Bernt Sorenson  
Postdoctoral Fellow  
Taube Centre for Advanced Studies in the Social Sciences  
Faculty of International and Political Studies  
Jagiellonian University Kraków

### **Stuck between practice and policy: Reflections on cultural diversity, learning and teaching**

A series of vignettes reflecting on the dynamics between practice and policy, the gap between intentions and systemic possibilities for change, the ambiguities of teachers' professional autonomy, the distorted meanings of inclusion, and the potentials in taking children's background seriously. The presentation is fuelled by personal experiences from action research and professional development of teachers as well as the teaching of students with migrant background in Denmark and England.



**Prof. Rudi Roose**  
Faculty of Psychology and Educational Sciences > Department of Social Work and Social Pedagogy, Ghent University (UGent) Belgium

### **Children's rights discourse in critical perspective**

The ratification on the UN Convention on the rights of the child is often seen as a hallmark in the development of respect for children. Although this is undoubtedly true, it's also crucial to discuss the different manners children's rights can be interpreted and used in practice, and to realise that some readings might have detrimental instead of beneficial effects

for children. In this lecture, we discuss a technical versus social political reading of children's rights and its challenges for social pedagogical practices.



**Prof. Mahesh TS**

Head of Department of Dravyaguna,  
Prasanna Ayurveda Medical College,  
Belthangady, Dakshina Kannada District, Karnataka State, India

**Schodasha Samskara (16 rites or process) of life as per ayurveda for a successful life**

Every object whether living or non-living in the universe undergoes a series of changes right from its creation till it gets completely destroyed. These changes are a continuous one which we consider as evolution. The evolution is always a continuous one which is dependent on newer experiences that emerge with the changes in internal and external environment. These experiences are fine-tuned by the help of certain processes or procedures which are known as Samskaras or Processes. These Samskara or processes provide impressions that get habituated and the refining of the object is resulted giving it a value addition. The processes or Samskaras of a non-living object will make it more precious and value-added while the same on a living being will make it more civilized and have a greater personality. Ayurveda being a holistic science has devised these processes of human personality through the processes named as Shodasha Samskara. These are 16 in number and hence the name. It is these that develop the personality which results in the improvement of life quality. The present paper will give a detailed account of these 16 processes or Shodasha Samskara and its relevance towards a successful Social life.

Keywords: Social coexistence, Ayurveda, Social life, Alternative Medicine, Samskara.



**Prof. Assoc. Višnja Rajić**  
Department of Education  
Faculty of Teacher Education  
University of Zagreb, Croatia

### **Best friends forever: Friendship of adolescents in the time of COVID-19 pandemic**

Friendship is a universal social relationship and has a key role in human happiness. The meaning of this relationship is very important at the time of adolescence. During the outbreak of COVID-19 pandemic societies responded in different ways to prevent the pandemic, even by closing of schools. A survey was conducted on a sample of 1100 adolescents in the Republic of Croatia with the aim to determine whether the state of friendship relations had changed since the schools closed. More than 50% of students stated that their best friend is from their school, or class. Even more (66.5%), stated that they miss their school and class friends. Despite all, students stated (42%) that they managed to spend all their free time with their best friends.

Keywords: adolescents, best friend, COVID-19, friendship

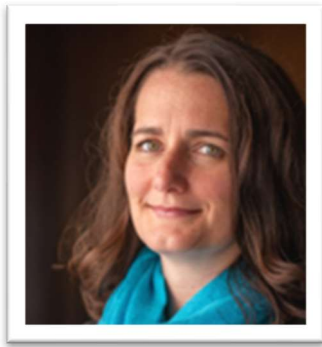


**Prof. PhDr. Ivo Jirásek**

Ústav školní pedagogiky, Univerzita Tomase Bati ve Zline  
Czech Republic

**Spiritual literacy: the hidden discourse in the atheist Czech Republic**

The Czech Republic is one of the most atheistic countries in the world. The level of religiosity among young people is only around 9%, which is a radically different situation compared to its closest neighbours, which in other respects share similar cultural values and social and political orientations. The question that this situation raises is thus necessarily: does a low level of religiosity *eo ipso* imply a low level of spiritual education? Are children living in an atheistic country condemned to a merely superficial life devoid of high ideals and spiritual experiences? I am sure that this need not be the case. I base my answer on the concept of "spiritual literacy", namely the cultivation of child development in four dimensions: 1. relationship to self = skills of self-reflection and mindfulness, concentration on the "here and now", asking questions about the meaning of life; 2. relationship to other people = emphasis on pro-social orientation and altruism, i.e. the meaning and practice of social self-transcendence in the form of a friendly and loving attitude; 3. Relationship to nature = promotion of environmental sensitivity and kinship with the natural world; 4. Relationship to the totality of reality and to transcendence = cultivation of the capacity for wonder and amazement, experience of transcendence, deep connection, harmony or fusion - in the form of extraordinary states of consciousness, transformative experiences, etc. These aspects of experience have long been developed within traditional religions and in diverse spiritual traditions. In a secular society, defined by a pragmatic understanding of education in terms of employability, such discourse does not enter the curriculum directly. Certain sub-themes can be seen as part of educational psychology, social pedagogy and environmental education. However, in the form of a hidden curriculum, these aspects can undoubtedly be developed successfully in cross-curricular themes and links, in the traditions and spirit of the school, in the school ethos and climate, in the symbolism built up and in informal activities.



**Prof. Kathleen Manion**  
Royal Roads University,  
Canada (3<sup>rd</sup> June 16.00 online)

Kathleen Manion, BA, MA, LLM, PhD, is a Professor at Royal Roads University and an Associate at the International Institute of Child Rights and Development. With nearly thirty years experience in research, social and community services and academia, Kathleen's academic and practice interests focus on systems that support children to thrive. Using various qualitative and quantitative research methodologies and community engagement processes, Kathleen has worked on projects tackling issues related to child protection, child rights, homelessness, climate justice, early childhood development, service innovation, trafficking, violence against children and within families, youth justice, and child migration in North and South America, Europe, Asia, Africa, and the Pacific.

### **Child Rights as a Catalyst for Social Education**

For over thirty years the United Nations Convention on the Rights of the Child has dominated childhood discourses. Although it is a legal commitment made by states to their citizens, the Convention has morphed into a more profound social commitment, consolidating child advocates across sectors. Within education, child rights have been narrowly conceived, yet it can offer a powerful and meaningful foundation for pedagogy when responsibilities are carefully positioned to balance rights. By challenging critiques of child rights and utilizing various pedagogical tools, child rights education can offer an emancipatory and participatory approach to advance social education.



## DAY 1 – 2<sup>nd</sup> of June 2022

### DAY 1 – PLENNARY SESSION

9.30 Opening Ceremony – Welcome Note from Prof. Anna Odrowaz-Coates, Vice-Rector for Development

10.00-10.20 Prof. Darrick Smith,

**Does trauma safe, trauma conscious schooling**

10.30-10.50 Dr Tore Bernt Sorenson

**Stuck between practice and policy: Reflections on cultural diversity, learning and teaching**

COFFEE BREAK 10.50-11.00

11.00-11.20 Prof. Rudi Roose

**Children's rights discourse in critical perspective**

11.30-11.50 Prof. Mahesh TS

**Schodasha Samskara (16 rites or process) of life as per ayurveda for a successful life**

**12.00- 12.20** Prof. Višnja Rajić, University of Zagreb, Faculty of Teacher Education, Croatia

**BFF Best friends forever: Friendship of adolescents in the time of COVID-19 pandemic**

**Lunch break 12.30-13.30** – Poster session displayed during lunch break 13.30-14.00

possibility to ask questions to the authors

## Active – Posters

**"Child labour and violation of children's rights: the case of itinerant trade in Bujumbura"**, Donatien NDIKURIYO, UNESCO Janusz Korczak Prize Winner from Burundi

### Implementing inclusive practices in education

Dominika Sergiej, Academy of Fine Arts in Warsaw, dominika.sergiej@gmail.com, M.A.

Nowadays, in the global changing world due to: wars, famine, social injustice people migrate from country to country. We - educators are obliged to implement inclusive practices in our practices in order to prepare our children to be: open, inclusive societies. As an educator, primary school teacher and a student of Academy of Fine Art want to present this process in a visual form of a sketch noting.

**Other posters on 'Mapping the barriers, challenges and best practice for wellbeing of teachers and students during and post-pandemic' by:**

- Yaris Vereecken Ugent, Belgium
  - Lore Pappaert Ugent, Belgium
  - Galey Deslypere Ugent, Belgium
  - Janne Verheecke Ugent, Belgium
  - Kato Defloo Ugent, Belgium
  - Charlotte De Prest Ugent, Belgium
  - Kato Casier Ugent, Belgium
  - Anke De Borre Ugent, Belgium
  - Vanessa Speleers Ugent, Belgium
- 
- Dominika Nowik, APS
  - Sylwia Zaroślak, APS
  - Maja Hnat, APS
  - Paulina Salska, APS
  - Barbara Bednarczyk, APS
  - Weronika Bielecka, APS
  - Adrianna Ferenc, APS
  - Wiktoria Boryca, APS
  - Karolina Matera, APS
  - Maria Czubak, APS
  - Martyna Brańska, APS
  - Zuzanna Porębowicz, APS
  - Sebastian Gósz, APS
  - Paulina Surgiel, APS
  - Oliwia Woźnica, APS
  - Ewa Bargieł, APS
  - Marta Długoszewska, APS
  - Angelika Terlecka, APS
  - Patrycja Wszyńska, APS
  - Szymon Barczyński, APS
  - Aleksandra Sanecka, APS
  - Magdalena Mikulska, APS
  - Anna Westfal, APS

- Mihaela Marić, University of Zagreb, Croatia
- Klara Češković, University of Zagreb, Croatia
- Marijana Bagarić, University of Zagreb, Croatia
- Matea Milak, University of Zagreb, Croatia
- Monika Božurić, University of Zagreb, Croatia
- Marica Rusan, University of Zagreb, Croatia
- Josipa Sokač, University of Zagreb, Croatia
- Katja Heraković, University of Zagreb, Croatia
- Lucija Šogorić, University of Zagreb, Croatia
- Marta Jagečić, University of Zagreb, Croatia
- Tibichi Denisa, University of Oradea, Romania
- Calinescu Andrei, University of Oradea, Romania
- Cuciula Ana, University of Oradea, Romania
- Voit Cristina, University of Oradea, Romania
- Popa Madalina, University of Oradea, Romania
- Veres Maria Georgiana, University of Oradea, Romania
- Borz Larisa, University of Oradea, Romania
- Bradeanu Daria, University of Oradea, Romania
- Kiss Janos, University of Oradea, Romania
- Sângeorzan Cristina, University of Oradea, Romania

## PARARELL SESSIONS

14.00-15.00 COFFEE BREAK 14.45-15.00

### **Session 1 – Senators’ Hall Building C - floor 2**

*Session leader – Prof. Adrijana Višnjić-Jevtić*

**Prof. Adrijana Višnjić-Jevtić**

University of Zagreb, Croatia

#### **Rethinking Children’s Rights in the Antrophocene**

We live in times of great global changes, where climate and environmental change, pandemics, prolonged conflict, and mass migration change and challenge the existing childhoods. Today’s children face new threats to their rights, but they also have new opportunities to realize their rights. Early childhood education settings serve as institutions that can reduce initial educational disparities amongst the children and contribute to realization of their rights. The lecture discusses the concept of "best interest of the child" from the different perspectives and pedagogical practices and re-questioning actual participation of the child in the society.

**Basia Vucic**

UCL, UK

#### **Child Soldiers and Terrorist Teachers. The Hidden History of Social Pedagogy in Poland**

Engagement with the recent past often represents this decade as experiencing a crisis of democracy and human rights. As the pandemic and war in Ukraine exacerbate this tendency, some scour historical precedents for examples of action and policy, a trend underscored by the growing interest in “applied history”. This study will appeal to an interdisciplinary audience interested in modern European history, especially the Polish context of revolutionary and cooperative movements. Contrary to cosmopolitan theories and nationalism, Polish patriotism aligned with communitarian ideals where moral reasoning must be ‘situated, embedded and embodied’, attached to a specific social and political context. Revealing such perspectives is helpful to contemporary socio-political struggles searching for new forms of radical organisation, especially under extreme conditions of conflict or crisis. Situating Polish actors within this historical and cultural context, reveals their revolutionary strategies in their struggle for human rights aimed at wresting power from the ruling elite, often closely tied to violence.

Illuminating events during World War I challenges the dominant image of the innocent child or maternal victim. This research sheds light upon overlapping spheres of action by non-state actors who built their work around women's and children's contributions for broader socio-political change. The context of ideas concerning mutual aid and democracy from below places Polish pedagogy into a neglected political context, where a matrix of Imperial power overlaid every sphere of life. In response, socio-political actors formulated how children's lives intertwined with the collective struggle for freedom, especially during conflict and crisis. Even for micro-level institutional reform, this model built grassroots capacity for leadership, democracy, and economic development amongst traumatised and oppressed people. Social pedagogy in the historical Polish context took the form of societal education and community development to collectively raise society, address human rights, and improve the governance of institutions.

**Ciprian Simut & Dr Renata Pop**  
University of Oradea, Romania

### **Pedagogy of oppression and the ideologically engaged discourses as an impact on children's oppression and exclusion**

The paper will explore the ability of politically charged pedagogy to negatively affect children's oppression and exclusion, by analyzing the views of the Social Gospel Movement and the pedagogical perspectives of Paulo Freire and Henry Giroux

**Aleksandra Cregler**  
University of Texas at Tyler, US  
acregler@uttyler.edu

### **Developing Literacy for Social Change**

The presentation will focus on the benefits of developing literacy for social change, while reflecting on the "Our Voices for a Better City" project – a collaboration between the University of Texas at Tyler, All Saints Episcopal School in Tyler, and the City of Tyler. Education has been historically criticized of having an undue focus on theory with very little connection to the real-world problems and challenges. This partnership in developing innovative pedagogies, took an opportunity to change these dynamics and affirmed a philosophy of learning as knowledge creation. The newly emerged sociology is mission-oriented and devoted to the practical amelioration of social problems. With Our Voices for a Better City, young students had an opportunity to do what they study. They learned that the personal needs of one individual are not very different from the collective needs of others in similar situations. This confirmed in practice why sociology treats individuals as people in

community with each other. This presentation will amplify the need for young people to be engaged in practical lessons about community, empathy and design thinking.

**Claudia Chovgrani**

Maria Grzegorzewska University  
chovgrani@gmail.com

**Different but the same - the impact of the implementation of the international project from the POWER program on increasing intercultural competences in preschool children**

Intercultural education plays an important role in the work of kindergarten. Societies are becoming more and more multicultural. We meet with mixed marriages, provide help to refugees, which is associated with a confrontation with another religion, language or system of values. Thanks to international exchanges in schools, universities, taking up jobs and internships in other countries, the migration process becomes faster. A growing problem has been and is the issue of the relationship between cultures that mutually evolved through borrowings or clashed. This process is visible in our country. As teachers, we have often faced helplessness in the face of the integration of children of other nationalities and the choice of education methods. In my speech, I would like to present the implementation of the international program and impact on the development of intercultural competences in children.

**Laurențiu Dragoș Mândrea**

University of Oradea - Teacher Training Department  
laur\_mandrea@yahoo.com

**The role of social pedagogy in the prevention of delinquency**

A multidisciplinary strategy is required to address delinquency as a psychosocial phenomena (legal, medical, psychological, social). The educational, pedagogical paradigm must be included in this multifaceted approach. Hämäläinen (2003, p. 71), who takes a historical perspective to the concept of social pedagogy, indicates that education can impact the social. This is the starting point for this paper. The paper discusses the function of social pedagogy in delinquency prevention. It explains how social pedagogy might help society stop, but more importantly, prevent criminality.

**Kristina Cergol**

## **Therapy dogs and EFL picture books: enhancing early foreign language reading and positive emotional response in children**

The project *Reading to dogs in the English language* was carried out at the Faculty of Teacher Education in Zagreb in 2022. The aim of the project was twofold. Its first aim was to investigate the development of English as a foreign language (EFL) reading fluency in 9-year-old children. Its second aim was to investigate the development of the affective component in terms of child-dog interaction. In this presentation we shall portray the results of the project, focusing in particular on its second aim and the potential influence of a therapy dog on developing children's resilience in the current global socially depriving circumstances.

## **SESSION NO 2**

*Session leader Prof. Anna Perkowska-Klejman - Senators' Hall Building A - floor 1*

**Dr Julien-Ferencz Kiss**

**Romanian teachers' perspective on the social vulnerability of the students from disadvantaged backgrounds**

**Ana Žnidarec Čučković**

University of Zagreb, Croatia

**Competence discourse as a values-based approach to children's right to the education setting**

Education reduces poverty, decreases social inequalities, empowers women, and helps everyone reach their full potential. It also brings significant economic returns for a country and allows societies to achieve lasting peace and sustainable development. Education is key to achieving all other human rights. A values-based approach provides children with competence for the initiative and innovative approaches, providing empowerment within the philosophy of being a practical and transformative tool for development. So, are we doing the right things or are we doing things right and how do we know that, and are we prepared to do the right things right?

**Lucija Šogorić**

**Eveline Meylemans**

PhD-candidate at Ghent University  
BE, department of Social Work and Social Pedagogy

**(Re)producing discourses on children as citizens: a European versus a child-driven approach**

Over the last decades, the question of young people's status as European democratic citizens became subject of debate and a topic of research in many countries (Biesta et al., 2009; Dewey, 1991; Johnson & Morris, 2010; Naval et al., 2002; Sigalas & De Coster, 2017). The discussion the on active citizenship of children entails a broader debate on the position of children in society today. Indeed, research shows that images of childhood are always linked to dominant economic, political and cultural contexts (Cunningham, 2006; Jenks, 2013). Historically societies have not always thought of children in terms of citizens nor stressed the importance of children's participation to public or political life. The emphasis on the 'active', 'participating' child-as-citizen illustrates a relatively new way of perceiving children and childhood (Alanen, 2002; Hammersley, 2017; Hemrica, 2004; Kjørholt, 2004; Prout, 2016; Vandebroeck & Bouverne - De Bie, 2006). In order to fully grasp these actual developments, this study scrutinizes the origins and elaboration of children's citizenship on a European policy level from a social-pedagogical perspective. Through a thematical-rhetorical analysis of European policy documents, we first (1) engage in political-pedagogical discussions on the meaning of citizenship for children and young people, relating to the ongoing discussions on children's (participation) rights. Subsequently, (2) the study suggests a child-driven approach in researching children's citizenship in an effort to move beyond the tradition of constructing childhood from an adult-centred perspective, thereby initiating new possibilities to approach childhood studies and to challenge the dominant understandings and beliefs of children (Eckhoff, 2019; Thomas, 2017).



## **SESION NO 3**

*Session leader Dr Magda Lejzerowicz – Janusz Korczak Theatre Hall C 1 floor*

**Valentin Cosmin Blândul**

Oradea

### ***Stereotypes and prejudices in approaching people with disabilities***

In our daily lives, we are influenced by many stereotypes and prejudices that change the way we relate to those around us. For example, we are tempted to judge a person by ethnicity, the way he looks, how he dresses, the presence or absence of a disability, etc. The biggest risk we are exposed to by accepting these stereotypes is to marginalize or discriminate against a particular person or group, just because they are different from us. Stereotypes are the effect of simplistic thinking, which involves formulating the same response to different stimuli. They have a strong socio-cultural character and can be passed down over several generations. Therefore, in our presentation, we are planning to analyze some stereotypes that can negative influence the life of peoples with different disabilities.

**Ivana Golik Homolak**

University of Zagreb, Croatia

### **Parental perception of play in the time of pandemic**

Changes in children's play are occurring under the influence of their development and socio-material conditions in their immediate environment. Putting social and material success first is pushing children towards academic attainment, leaving little place for play. Parents control children's play by securing or denying experiences, places, materials and time for play. Perceptions of play are the basis for parent's support or foil of their children's play both at home and in ECE.

Perceptions of play is known to depend on parental education, employment status, sex, characteristics of the child, surroundings and family status. In situation of pandemics we found that perception seemed somewhat changed.

**Sander Van Thomme**

PhD-candidate at Ghent University

BE, department of Social Work and Social Pedagogy

## **The Pedagogy of the Child-Friendly City**

The Child-Friendly Cities Initiative has been introduced by UNICEF in 1996 to act on the resolution passed during the second United Nations Conference on Human Settlements to make cities livable places for all. It is seen as a system of local governance committed to improving the lives of children within their jurisdiction by realizing their rights as articulated in the UN Convention on the Rights of the Child. To achieve this goal, a framework has been developed by UNICEF and support has been given to municipalities by UNICEF itself. Ever since, the Child-Friendly Cities Initiative has been growing world-wide and research on the topic has followed suite. The existing literature, however, has some major shortages. First, it is mainly focused on what a child-friendly city is and how it should be implemented itself. Second, a lot of attention is put on the well-being, development and safety of children. The child-friendly city then acts as a means to achieve this goal. Third, research emphasizes the physical environment and changes to that environment in the context of urban development projects. Finally, the co-citizenship of children and young people has been mostly addressed in terms of participation in said urban development projects. As such, research has been mostly descriptive and objectifying, looking for what is the best way to achieve a child-friendly city. The fundamental social-pedagogical question what a child-friendly city is for and how it shapes the position of children in the urban society remains underdeveloped. In Flanders, some researchers have been working on a social pedagogical perspective on child-friendly cities. From such a perspective, child-friendly cities are in essence involved in the strengthening of the citizenship of children and young people in relation to other civilians and in the creation of sustainable, livable and attractive cities with a maximum of opportunities for all, not only children and young people. Then, the child-friendly city appears as a pedagogical practice focused on educating children and young people for and through their co-citizenship in the city and the way in which municipalities function as a forum for community development which creates opportunities for all civilians to think about the city as a democratic project. However, this perspective remains rather conceptual and empiric evidence is needed to advance the debate. Therefore, this research will focus on the pedagogy of the Child-Friendly Cities Initiative, using the Flemish Child-Friendly City Initiatives as the field of research. In Flanders, UNICEF's framework has been translated to the Flemish context after a period of trials in 2012 and 2013, and a label to recognize municipalities has been developed. The first labels have been awarded in 2014 and ever since, the amount of recognized municipalities has been growing, whilst little is known about the pedagogy underlying the practices. Research

questions underpinning the research are: (1) What is the pedagogy behind the Flemish Child-Friendly City Initiative? (2) How do the Flemish Child-Friendly City Initiatives educate children and young people through and for their co-citizenship? (3) How do the Flemish Child-Friendly City Initiatives maximize the opportunities for all civilians? To explore this questions, the Child-Friendly City Initiatives are seen as a pedagogical practices that always entail a certain pedagogy, even though they may not always be aware of it themselves. Research will be conducted on different levels of this practice: The municipalities themselves, the civil society organizations working with children and young people and children and young people themselves.

### **WORKSHOPS to choose from**

15.30-17.00

Senators' Hall Building C - floor 2

Senators' Hall Building A - floor 1

Janusz Korczak Theatre Hall C – floor 1

*Room will be communicated on the day pending number of participants*

### **END of DAY 1**

**Gala Dinner (By personal invitation only) 18.30-20.30 (different venue)**

International Conference

# DISCOURSES OF CHILDHOOD AND SOCIAL EDUCATION

## PROGRAM

### 2-3 of June 2022

@ Maria Grzegorzewska University in Warsaw, Poland



Co-financed by Ministry of Education and Science "Excellent Science" DNK/SP/513983/2021

## DAY 2 – 3<sup>rd</sup> of June 2022

9.30-13.00 Plenary Sessions – Janusz Korczak Lecture Theatre C floor 2

9.30-9.50 Keynote Prof. Ivo Jirásek (Cz)

10.00-10.20 Prof. Agnieszka Naumiuk (UW)

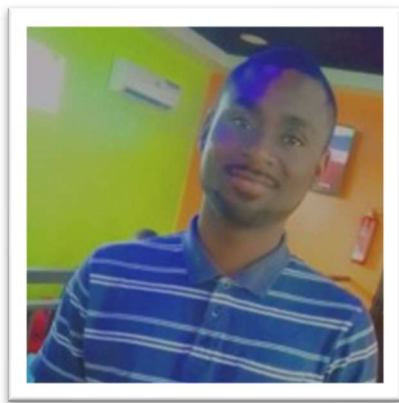


**Agnieszka Naumiuk**  
University of Warsaw  
agnieszka.naumiuk@uw.edu.pl

### **Discovering hidden human reality through active listening: Based on example of Jane Addams and her story about the Devil's Child**

The aim of the presentation is to show different layers of social conflicts and misunderstandings as well as consequences to active listening and mutual communication, while fighting for the rights of people at risk of marginalisation. In particular this is the case of helping children when they require representation, as they cannot speak for themselves. Jane

Addams (1860-1935) wrote a story of her own transformation from a radical activist protecting mother and child from nosy people wanting to see the devil's child that was born in Hull House, Chicago, to understanding their motives and discovering that they are not narrow minded people. It just requires time and effort to listen to them, understand their “language” especially when they are immigrants, so you can discover that they themselves need support or want to talk about their present or past problems. The conflict situation became the starting point for talking about the problems of motherhood and on experiences of raising difficult children. The presentation will show how much this experience from the past is needed in our times, including empathetic understanding of the sides of the conflict over children, when these children become hostages of the emotions of adults.



**Stephen Ogheneruro Okpadah**  
Theatre and Performance Studies  
University of Warwick, UK  
Centre for Socially Engaged Theatre  
University of Regina, Canada

### **The Implication of Children as Participants in Terrorism: Uche Aguh’s Sambisa (2016) as a Paradigm**

In this study, I will examine child participation in terrorism and its effect on the social and psychological wellbeing of the child. Using the Boko Haram terrorist group in Nigeria, I will argue that children, especially the girl child plays a major role in the advancement of terrorism in Nigeria. I will use content analysis method to interrogate the film, Sambisa (2016) and capture the challenges the child encounters in the face of terrorism in Nigeria. I will argue in this study, that the cinema of child participation in Boko Haram insurgency give room for the artistic representation of the resistance of the child to suppression and marginalization in the face of armed insurgency in Nigeria.

COFFEE BREAK 11.20-11.30

## Hybrid Session

11.30 Celebrating 10 years of International Journal of Social Pedagogy (UCL)

*Session Leader Dr Gabriel Eichsteller, ThemPra Social Pedagogy CIC, Ireland*

### Historic Reflection

Panel conversation dedicated to directions of development of social pedagogy in different national contexts:

- Dr Milena Öbrink Hobzová (Univerzita Palackého v Olomouci, Czech Republic)
- Laura Corbella Molina (Autonomous University of Barcelona, Spain)
- Dr Lotte Harbo (VIA University College, Denmark)
- Prof Juha Hämäläinen (University of Eastern Finland)
- Dr Adrian Schoone (Auckland University of Technology, New Zealand)
- Kara O'Neil (Social Pedagogy Association, US / Leuphana University, Germany)
- Prof. Dr. phil. habil. Stefan Köngeter (Ostschweizer Fachhochschule, Switzerland)
- Prof. Anna Odrowaz-Coates (Maria Grzegorzewska University, Poland)

### **Lunch break 13.00-14.00**

14.00-14.30 Prof. Claire Cameron, UCL, UK

**Capable Communities Supporting Children: What social pedagogy can offer**

## Sessions online

Video session 01

14.35 Edukacja w pieczy zastępczej

**dr hab. Hanna Żuraw**

Instytut Pedagogiki Wydziału Nauk Społecznych UPH w Siedlcach

[h.zuraw@onet.eu](mailto:h.zuraw@onet.eu)

Active - Present video

### **Edukacja w pieczy zastępczej**

Jednym z istotnych zadań pieczy zastępczej jest przygotowanie dzieci i młodzieży do samodzielnej i ubogaconej egzystencji. Niniejsze opracowanie ukazuje jej zadania w tym zakresie a także rozmaite tabu i przemilczenia pomijane w oficjalnych regulacjach nie uwzględniających specyfiki rozwoju dzieci ze specjalnymi potrzebami edukacyjnymi.

## Session 1 online

14.35 online session 02

### **Dr Ewa Lewandowska**

Maria Grzegorzewska University

ewalew@aps.edu.pl

### **Child participation in research situations**

### **Joanna Pawłowska**

Maria Grzegorzewska University

jpsd16@aps.edu.pl

### **Narratives of women about their name choices**

Name and surname are an important foundation of every individual's personal identity and changing any of them can be stressful. Meanwhile, in many countries, including Poland, despite the lack of legal coercion, there is still a patriarchal tradition and social expectation that a woman will take her husband's surname after marriage. However, in official statistical data, a slow but significant emancipatory change can be observed, consisting of an increase in the number of women who choose to retain their maiden name. The presentation will show the narratives of these women.

### **Karuna Samuel Finch**

University of Warsaw (India)

k.finch@uw.edu.pl

### **Education in emergencies and teacher well-being: A case from an aided school in India**

This case study examines the contemporary Indian setting for Education in Emergencies, demonstrates the current state of teachers' well-being, and emphasises the necessity for appropriate continuous professional development courses and other assistance. The case study's major objective was to ascertain the nature and source of the stress experienced by teachers when applying EiE as a response to natural emergencies. It involves conducting in-depth exploratory interviews with two teachers, one at the primary level and one at the secondary level, in a government-aided school. The interviews found that policies lacked a thorough description of teachers' roles during crisis circumstances, failed to offer adequate professional development, and neglected to examine ground-level implementation challenges. These deficiencies have had a detrimental effect on teachers' emotional well-being since they feel exhausted, undertrained, and ineffective.

**Helena Kozinska**

Independent Researcher, Syria  
helenakozinska88@gmail.com

### **Syrian refugee women as community leaders and role models for social change**

The Syrian crisis results in detaining and disappearing women. Not the Syrian government detain, and force disappeared women but also few armed factions do the same. The difficulty of independent human rights observers has been considered as the major obstacle to document violations against Syrian women. Thus, it is difficult to confirm the collected information from various humanitarian organizations. However, Euro-Mediterranean Rights and the independent international commission of inquiry documented that Syrian women detainees were used for bargaining swaps or used as hostages to push their wanted relatives to hand themselves (EuroMed Rights, 2015; Alodaat & Boukhary, 2016.p25) . Most of the Syrian women who flee to Europe illegally through a long and complicated trip or through applying to study, work and then apply for asylum. All Syrian women who left Syria were seeking a safe and good place for better future, instead of living in the war. This presentation will provide information on what is the best education for Syrian women (both in their homeland and Europe) to prepare them for leadership positions and create a more open society. Equal rights are provided for both men and women as the main road that leads the refugees and immigrants from women to contribute to the social change that will protect their dignities and preserve the social and economic cohesion of the host country. Giving the Female her right can also turn refugees from being a social, political and economic burden to being an investment in promoting sustainable development in the host country and in their homelands when they return with the Education level they acquire and be great agents of change. The social structure of European societies helps female refugees achieve their goals and discover their potential without the imposition of male influence or dominance. The new culture that women can learn in asylum can prepare them to internalize it in their own societies when they return to their home countries, where peace will hopefully reign once again.

### **14.55-15.55 Workshop**

**Cecilia Maria Zsogon**

University of Buenos Aires, Argentina  
Visiting Professor @ Maria Grzegorzewska University

### **Children's Rights and Intercultural Communication**

### **16.00 Closing Keynote Address**

Prof. Kathleen Manion



**END of Conference – 16.30**

## **Distributed papers**

**Assel Suleimen**

Abay Kazakh National Pedagogical University Kazakhstan  
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### **Scientific and theoretical foundations of studying the problem of developing methodological competencies of future defectologists in the course of pedagogical practice**

Today, there are innovations in the formation and development of special and key tasks of students in university education. Pedagogical practice plays a special role in ensuring the uniqueness of theoretical and practical knowledge in the training of future defectologists. Pedagogical practice is one of the resources of methodological development of future defectologists. In the course of pedagogical practice, prerequisites for the development of abilities necessary for solving pedagogical problems are created in the shanyrak educational environment. The level of development of methodological competencies is determined by the consciousness of its activity. The article considers the scientific and theoretical foundations of the problem of developing methodological competencies of future defectologists in the course of pedagogical practice. The content nature, opportunities and ways of developing methodological competencies of student defectologists are presented.

Казахский Национальный педагогический университет им.Абая

**Saule Bulabayeva**

Abay Kazakh National Pedagogical University Kazakhstan  
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### **Topical issues of inclusive education in the Republic of Kazakhstan: development of inclusive culture of general education schoolteachers**

The State program for the development of education of the Republic of Kazakhstan for 2011-2019 defines new conceptual approaches to the education of children with special educational needs, the introduction into practice of the ideas of integrated education and upbringing of children with developmental disabilities together with normally developing peers. Ensuring equal access of children to various programs of education and training, equal access of children with SEN to education is one of the priority tasks of Kazakhstan's education. Development an inclusive educational culture in the school is one of the most important conditions for the successful inclusion of children with SEN. The term inclusive readiness of a secondary school teacher as the first step in the formation of an inclusive culture of secondary school teachers. a theoretical structural-level analysis is carried out on the basis of scientific

and theoretical analysis of General and special psychological and pedagogical literature on the subject of the study, and approaches to defining the concept of inclusive culture are outlined.

**Saltanat Seitimbetova**

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**Actual issues of teaching children with hearing impairments in the Republic of Kazakhstan: features of the development of vocabulary in English lessons**

That the system of work on the enrichment and refinement of vocabulary and the formation of the grammatical structure of speech is included in the works of scientists dealing with the problems of education and training of children with hearing impairment.

**Adilbek Baigaliyev**

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**The Kazakh national pedagogical university named Abay**

**Nurbyek Razukhan**

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**How developing Inclusive Education policy in Mongolia**

**Bayan Saidayeva**

Abay Kazakh National Pedagogical University Kazakhstan  
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**Nursaule Molbayeva**

Abay Kazakh National Pedagogical University Kazakhstan  
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Assessment of educational achievements of students with special educational needs  
This article analyzes the system of evaluation of educational achievements of children with special educational needs in foreign countries and in Kazakhstan. The purpose of the study is to comprehend and summarize the current trends in the world theory and practice of assessing the educational results of students with special educational needs on the basis of the analysis of scientific publications, to identify problems and contradictions as a potential basis for the emergence of risks in evaluation practices, to identify current research areas to improve the assessment of educational achievements of children with special educational needs.

**Nursaule Molbayeva**

Abay Kazakh National Pedagogical University Kazakhstan  
nursaule.kanatovna@mail.ru

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This article analyzes the system of evaluation of educational achievements of children with special educational needs in foreign countries and in Kazakhstan. The purpose of the study is to comprehend and summarize the current trends in the world theory and practice of assessing the educational results of students with special educational needs on the basis of the analysis of scientific publications, to identify problems and contradictions as a potential basis for the emergence of risks in evaluation practices, to identify current research areas to improve the assessment of educational achievements of children with special educational needs.

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**Princewill Chukwuma ABAKPORO  
& Stanley Timehin Ohenhen**

Bowen University  
Iwo, Osun State, Nigeria  
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### **How do we Frame Childhood Discourses on the ‘Forced to Ripen’ Nigerian Child?**

The United Nations Convention on the Rights of the Child (UNCRC) is a laudable effort to tie adults and the state to their responsibilities to/for the child as the future of any society but in a terrorized state like Nigeria, how do we frame discourses on the child? The Nigerian child amidst failing structures of an ideal nation is forced to ripen; the speed of their cognitive, instinctive and survivalist tendencies have been accelerated beyond their age; they are children in age but behaviorally adults hence the need to rethink childhood discourse in Nigeria. This study is a postnormal and cognitive-behavioral diagnosis and prognosis of the effective application of UNCRC in Nigeria. The UNCRC will make fulfilling impact in a climate of socio-political and economic stability and where children behaviors are predictable.

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# **Presentations in sessions WORKSHOPS**

## **PRE CONFERENCE PhD WORKSHOP**

**Tore Bernt Sorensen**

Postdoctoral Fellow

Taube Centre for Advanced Studies in the Social Sciences

Faculty of International and Political Studies

Jagiellonian University Kraków

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**Wednesday 1 June, 13.00-14.30 – Senator’s Hall**

### **PhD workshop on Discourse Analysis**

This workshop introduces different approaches to analysing documents and other types of empirical material, for instance speeches and interviews. The emphasis is on critical discourse analysis as a qualitative methodology, but quantitative approaches to textual content analysis will also be briefly addressed, as well as the synergies in combining methods. The analytical examples presented for this workshop are related to education policy.

Participants are asked to bring a (policy) document that they would like to analyse. The workshop will serve as an opportunity to discuss the approaches and get started with the analysis.

## **DAY 1 – 2<sup>nd</sup> of June**

### **15.00-16.30 Choose from**

- Prof. Mahesh TS - workshop on 'Healthy living as per Ayurveda'
- Katarzyna Kruś-Kubaszewska – workshop on ‘ETR, how to prepare easy to read texts for social inclusion’
- Katarzyna Podstawka - workshop on ‘Feldenkreis method’

## **DAY 2 – 3<sup>rd</sup> of June**

**14.55-15.55 Workshop online – Cecilia Maria Zsogon – ‘Children’s Rights and Intercultural Communication’**



Cecilia Maria Zsogon

## **Additional attractions – art exhibitions**

We cordially invite you to visit art exhibition dedicated to pandemic isolation and post pandemic experiences of two blood related artists: “**No time for explanation**”. Artists: Barbara, Janina Sochal & Aga Sochal.

We cordially invite you to visit the Children’s Rights Interactive Exhibition “**Can you hear me?**” located in the Hall of building C at the main Janusz Korczak Lecture Theatre.