



The Maria Grzegorzewska  
University  
1922–2022

# CONFERENCE PROGRAMME

International Scientific Conference

*Education and the challenges of the multicultural world*

Warsaw, 21-22 January 2021

The Conference is co-financed in the programme  
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# **FIRST DAY**

## **21 JANUARY 2021**

### **10.00–18.00**

#### **10.00 - OPENING**

Presentation of distinguished guests and sponsors - Vice-Rector for Development – Prof. Anna Odrowąż-Coates

Welcome Rector of the Maria Grzegorzewska University – *Prof. Barbara Marcinkowska*

#### **Opening Speech**

Commissioner for Human Rights Republic of Poland – *Prof. Adam Bodnar*

The Committee on Pedagogical Sciences of the Polish Academy of Sciences – *Prof. Agnieszka Cybal-Michalska*

European Educational Research Association – *Prof. Joanna Madalińska-Michalak*

#### **11.00-12.25 - PLENNARY SESSION**

Chair of the session: *Anna Odrowąż-Coates*

#### **LIVE KEYNOTE 01**

*Bernadette Brereton*, President of ESA RN10, Dundalk Institute of Technology (Ireland), **LIVE KEYNOTE PRESENTATION 01**

11.00-11.45

**Education and Multiculturalism in an On-going Period of Turbulence: how a Sociology of Education approach can and should make a positive impact**



In the last decade or so, the world has had a period of great social turbulence; the economic crisis (beginning in 2008), followed by the European migrant crisis through the last decade, to the on-going COVID-19 global pandemic in 2020. In reviewing this period, it is natural to focus on the negatives and consider that society is facing unprecedented challenges which are having a massive negative impact, on all levels and aspects of society and, in turn, education. Education plays a crucial role in conserving, producing, transmitting and validating knowledge. We will consider possible ways that, in a period of such turbulence, a ‘Sociology of Education’ approach has the capacity to make a positive impact in addressing these challenges. We consider academic and real world instances where multidisciplinary collaboration and a shared approach bring positive outcomes, such as engaged and empowered learners, enriched scholarship, innovative and informed research, educated and engaged citizens; stronger democratic values and civic responsibility.

### **11.45-13.00 - VIDEO KEYNOTE SESSION**

**Chair of the session: *Barbara Pasamonik***

***Agnieszka Cybal-Michalska, Adam Mickiewicz University (Poland), OPENING OF KEYNOTE VIDEO SESSION***

**The world of boundaryless careers - about the need for a subjects proactivity**

***Jim McKinley, University of London (United Kingdom), KEYNOTE PRESENTATION – VIDEO***

**Forces of English: Facing the demands of researching, publishing, and teaching in English in non-Anglophone higher education**

The role of the academic has experienced a seismic shift in recent decades as higher education has become increasingly marketized in our competitive global economy. Globalisation has led to the dominance of English as the academic lingua franca, forcing academics in non-Anglophone contexts to conduct research, publish that research, and teach, in English. In this brief talk I will critique current understanding of the concept of Englishization as it concerns the forces of English in global higher education. I will also raise the inevitable injustices, as well as the possible opportunities, concerning these linguistic demands on academics, and suggest directions for future research to address them.

***Viviane Resende, University of Brasília (Brazil), KEYNOTE PRESENTATION – VIDEO***

**Resistance spaces in higher education - trying to hear the silence**

Much has been discussed in recent years about the coloniality of knowledge, epistemic inequality and the resulting epistemicides. Latin American scholars occupy a subaltern space in international academic production and practice, and this is well known. This subaltern space, however, carries a paradoxical aspect when looking at local contexts. Given the enormous inequalities of our time, and amplified in colonial backgrounds, occupying a



university chair allows us to access symbolic power as part of the institution that has long held a monopoly on the legitimate production of knowledge. As Latin American scholars, we are in this paradoxical space, the space of subordination in international academic production, the space of arrogance in the production of local knowledge. We are often white, and often from middle classes or elite background. We reproduce then the logic of race and class of colonial power. This is the paradox of our position: subordinate and privileged. In this paper, I intend to discuss this paradoxical space based on the epistemological debate around the coloniality of knowledge taking the higher education field as my focus.

***Darrick Smith, University of San Francisco (USA), KEYNOTE PRESENTATION - VIDEO***

**Success, Suffering and Community Violence: A Retrospective Reflection on Life with Trauma**

The United States has long been challenged with relatively high rates of homicide and violence. From 1983-1994, the city of Oakland, California (pop. <400,000) averaged over 137 homicides per year ranking the city in the top 10 of all metropolitan areas in the U.S. for Homicide during that time. An overwhelming majority of those homicides were people of color under age of 25 years old. This project seeks to explore the impact of community violence and trauma on the personal lives, academic careers, and professional trajectories of study participants through retrospective reflection guided by ethnographic interviews.

***Stéphanie Cassilde, President of ISA RC25, Ronin Institute (USA), KEYNOTE PRESENTATION – VIDEO***

**Being responsible? Looking for milestones toward knowledge production and circulation in a multicultural and multilinguistic world**

Herman Hesse's *The Glass Bead Game* (1943), notably its end, reminds us one responsibility attached to the building of a scholarship: contributing with kindness and in good faith. While such objectives can belong to our education as a researcher, the socialization during the Ph.D. and toward the research job market and publication incentives may give other motives, well underlined among the profession (criteria for job market selection, the “publish (in English) or perish” motto, etc.). How to navigate within the diversity of representations toward being a researcher? Or: which researcher do I choose to be(come)? Which educator and/or role model am I supporting? Also, research findings belong to what can be potential taught. The question may be: as a researcher, does the way I am producing and disseminating research support education? All the more in a multicultural and multilinguistic world? The presentation will focus on sharing some milestones and a way to search for them toward knowledge production and circulation.

**13.00– 13.15 - BREAK**

**13.15-14.00 - PLENNARY SESSION**



**Chair of the Session:** *Anna Odrowąż-Coates*

***Keiji Fujiyoshi, Otemon Gakuin University (Japan), LIVE KEYNOTE 02***

**A role of higher education in a society: who should pay for it?**

The annual tuition fee of the national universities was 36,000 JPY (about 120 USD) in 1975 and 540,000 JPY (about 4,500 USD) in 2005 (it remains the same). It was widely accepted that expenses for children education should be paid by their parents during this period. It was regarded as a "luxurious" kind of service for which only those who can afford to pay. It was a time when Japanese economy was emerging and graduating universities or colleges was seen as a "passport" for better life with better income. In this sense, higher education has only a utilitarian significance to Japanese people. I would like to present a brief history of higher education in Japan in this perspective as an example to be compared with your countries.

## **14.00-15.45 - PARARELL SESSIONS IN 2 GROUPS**

### **SESSION 1**

***Chair of the Session: Lidia Zabłocka-Żytka***

***Jeff Kuo, Federation of World Peace and Love (USA), PRESENTATION***

**Education and Cross-Cultural Understanding in a Multicultural World**

We live in a time of unprecedented mobility, not only physical, and we come into contact daily with people whose cultural background is different from our own. According to different perceptions of globalization, some evidence that such interaction is the root cause of misunderstandings and conflicts, others hope it can lead to mutual understanding and inspiration. How can education promote cross-cultural understanding and minimize conflicts? Based on his experience with FOWPAL, the author reflects on how NGOs may teach how to approach other cultures with an open mind and promote an attitude of learning from different worldviews.

***Justyna Pilarska, University of Wroclaw Poland PRESENTATION***

**The specificity of intercultural educational research of the city**

This presentation concerns the issue of researching urban space with regards to its educational and cross-cultural properties. Reaching out to some emic, indigenous traditions of qualitative research methods and principles, the author presents her own field experiences of designing and accomplishing qualitative research projects in a multicultural setting (of Sarajevo). The research reflections throw light on some transdisciplinary and cross-boundary approach to local, idiographic inspections of urban space and its educational values.



***Katarzyna Lisowska, Krakow Monthly (Poland) PRESENTATION***

**Self-learning - dialogue with multiculturalism in intercultural pedagogy**

Education today creates many opportunities and threats (eg exclusion). The boundaries of the world have opened. Moving people has become a natural process in many regions, especially in Europe. Cultures are mixed up. The school faced special challenges. Multicultural education has become a necessity. We are still determining the needs in this regard. It turns out that a student in a new school from a different culture needs a lot of support. In my speech I will talk about this issue from the perspective of a school educator, a practitioner.

***Natalia Jeżewska, University of Silesia (Poland), PRESENTATION***

**Intercultural education - methods and solutions in working with children in Kindergarten**

The key concept in organizing intercultural education classes is transferring knowledge about other cultures, parts of the world, religions, teaching tolerance and understanding, shaping a moral and ethical attitude in children towards otherness. An excellent solution for working with children are readings on intercultural education and their creative illustration translated into the language of theater and art - which I would like to say in my speech.

***Ewa Żmijewska, Pedagogical University of KEN, Poland PRESENTATION***

**Knowledge of early childhood education teachers about interculturalism**

The presentation contains results of own research. Teachers of early school education had the following tasks: to create their own thought maps around the term "multiculturalism", to give a definition of the terms "other" and "foreign" and to adjust the definitions to the given terms. The analysis of the collected material gives the basis for conclusions and guidelines concerning both the preparation of teachers of classes I-III and the practice of integrated education.

***Paweł Garbuzik, Jan Kochanowski University (Poland), PRESENTATION***

**Content of intercultural education in a Polish middle school**

***Dorota Hrycak, PASSH London (United Kingdom), PRESENTATION***

**Multicultural literature is a window to discovering and understanding the world**

The thesis in this article is that the inclusion of multicultural children's and youth literature at primary and secondary school level is essential to help students develop their own identity, tolerance and understanding of the world. "Multicultural literature is extremely valuable to teachers and librarians as it helps prepare students to live in a chaotic, diverse world, highlighting the similarities and differences between people around the world" (Esteves, 2018) For years, educators and researchers have emphasized the importance of incorporating





multicultural books into school libraries and curricula. While there is a significant body of research on the subject, many schools still lack these necessary resources and teachers are still struggling to include them in their classrooms. The aims of this paper are a) to gain insight into the perception of multicultural literature by teachers from English schools and Polish community schools, and b) their ability to include it in the teaching process. Qualitative research was carried out in the form of interviews and observations, and quantitative research through an online survey, which encouraged participants to reflect on the choice of books to work with students in multicultural classes. The conducted analysis and considerations lead to the creation of a list of proposed books to be used at different age levels and to propose the use of storytelling as a bridge between cultures.

***Klaudia Mucha-Iwaniczko, Jagiellonian University (Poland), PRESENTATION***

**The role of literature in multicultural groups. Recommendations**

Multicultural classroom in contemporary school is becoming as common. In recent years more and more children with migration experience create multilingual community in Polish schools. Due to this phenomenon, it is necessary to innovate school system. Adapt the methodology of work on individual subjects in order to help students adapting to the new cultural environment. Moreover, teachers should be able to equip students with intercultural competences. This will enable the groups to creation friendly and openness society. The aim of the speech is to present the role of literature in teaching multicultural groups. During the lecture, I will present valuable children's literature, which can be successfully used in the education and improvement of intercultural competences.

***Jakub Malinowski, The Academy of War Art (Poland), PRESENTATION***

**Cultural competences in education of the XXI century**

**SESSION 2**

**Chair of the session: *Tatiana Kanasz***

***Karuna Samuel Finch, International American School of Warsaw (Poland) & Joanna Madalińska-Michalak, Uniwersytet Warszawski (Poland), PRESENTATION***

**Technology and Teaching in the Time of Covid-19: Virtual Lab**

The time of COVID-19 pandemic has brought about an unprecedented challenges in education. The closure of schools and universities, and on-line education has emerged in order to lessen the effects of the pandemic on education. Both teachers and pupils have had to adapt to on-line education without the necessary time for such an adaptation and the required skills and adequate online resources for all. Remote teaching and learning, direct our attention to the ways teachers use technologies for their work with the students. The presented study is



devoted to the use of Virtual Labs (VLs) during chemistry classes. VLs are available as freeware, but VLs are only programmed to run in English. This limitation in language can cause accessibility issues in a multicultural school classroom, which has students at different levels of language capabilities. In addition to this, a VLs also cannot complement the experience of a hands-on experiment. Many school curriculums, across the globe, have a list of proposed experiments to cover in grades nine and tenth. While there have been ample conversations about presenting students with datasets to analyse or run virtual laboratory simulators, none of these conversations undertakes the obstacle of how we can indulge students to experience hands-on science activities in a multicultural learning space. This paper discusses the needs and implications of executing home-based labs with the help of a practical chemistry kit put together for situations when the school lab is inaccessible to the students.

**Ledia Kashahu (Xhelilaj), Aleksandër Moisiu University of Durrës (Albania),  
*PRESENTATION***

**Social family background: Exposure to technology and its use by preschool children**

Today one cannot understand the communication, interaction of people, and their professional development without the use of smartphones, iPads, laptops, etc. New parents are facing personal challenges in using technology. At the same time, they are confused about parenting in the digital age, while children are in their infancy for the development of digital competence. The purpose of this qualitative research is to shed light on how parents of different social backgrounds use technology for themselves and in what ways their children are exposed to technology and given the opportunity to use it themselves. The study sample was 69 Albanian parents, who had children aged 5-6 years. Data were collected through semi-structured interviews, which were processed based on thematic analysis as well as labelling and coding techniques. It was noted that the duration of use of Media Technology by children and the purpose of use vary depending on the age, educational level of parents, their professions, how parents themselves use technology, but also the number of children in the family. The findings of this study guide targeted interventions for media technology education for parents, but at the same time can be used by the policymakers and pedagogical staff to find new strategies to be able to use the paradigm of media pedagogy more effectively, in order to improve the experience and the outcomes of digital learning for preschool children.

**Paulina Peret-Drążewska, Adam Mickiewicz University (Poland), *PRESENTATION***

**To be young in contemporary socio-cultural reality. Socio-pedagogical reflections**

The main aim of the presentation is to undertake socio-pedagogical reflections on the functioning of youth in the present day through the primacy of the characteristics of the developmental stage of adolescence and the specificity of contemporary socio-cultural reality. These two factors will provide the basis for analyzes of the condition of contemporary youth.



*Lucyna Myszka-Strychalska, Adam Mickiewicz University (Poland), PRESENTATION*

**Employability of an individual in the "boundaryless career" world - educational challenges**

The progressive flexibility and uncertainty of permanent employment as well as the complexity of career paths in the modern labor market make the ability to acquire, maintain and change employment by a person in the long term becomes crucial. In a situation where a professional career is perceived as an individual's "property", it is worth examining the factors determining employability in the individual and social dimensions. Any activities of the entity aimed at investing in shaping its professional future have measurable value for increasing its competitiveness on the labor market (including international), which is not without significance for building career capital. The aim of the speech is to present the assumptions of the contemporary concept of employability and its significance for the career of an individual analyzed in the context of the concept of "boundaryless career" by M.B. Arthur, K. Inkson, J.K. Pringle and the challenges of education in a multicultural world.

*Jessica Bjerregard, Dreyer University of Minho (Portugal), PRESENTATION*

**Study case on Filial Piety and the Children's Right of Participation in contemporary urban China**

The paper reflects on partial data collected for the PhD research on the Chinese tradition of Filial Piety (Xiào – which traditionally places the younger generations in a position of respect and submission to their elders) and its relationship with the current understanding on the Rights of the Child in contemporary China. Placing its main focus on the Rights of Participation, the research aims to investigate with urban Chinese families how they acknowledge Xiào, and to what degree it influences the children's possibilities of expressing wishes and desires, having their opinions taken into account in matters concerning their lives. The research, designed as a case study takes place in an international school in urban south China, adopting a qualitative approach. The study initially designed into two stages (interviews with adults and focus groups with children) involves adults as significant figures in children's life. Not denying children's capabilities of providing relevant data about their experiences the research is built into Sociology of Childhood theoretical framework.

*Joanna Nawrotkiewicz, University of Warsaw (Poland) PRESENTATION*

**Patriotic education of China - aims and characteristics**

Identity, memory and heritage are intrinsically linked to existing political ideas at the time. They are most influenced by "those who have the greatest power". In the context of the People's Republic of China, it is not difficult to identify such an entity. It is the Communist Party of China. Since the proclamation of the nation-state in 1949, the CCP has skillfully used memory and oblivion. Since the 1980s, and especially since 1991, when the official patriotic education campaign was implemented, the past has been used to create a narrative convenient for politicians. The type of patriotism that all state institutions decide to pass on - whether it be open, mature, critical, or closed, uncritical, romantic patriotism - is not without significance for analysis. The latter will prefer to cultivate the memory of selected events,



leaving aside those inconvenient for the official narrative; it will present one vision of history and will not encourage a different interpretation. It is this attitude that characterizes Chinese patriotic education. The patriotic education campaign, launched in 1991, is considered to be one of the most extensive attempts at ideological re-education of Chinese society; the program focuses on loyalty to the regime and aims at reconstructing the political views of citizens. This campaign was primarily a response to the reality faced by the CCP. In addition to internal problems, events outside the PRC, such as the collapse of Communist rule in Europe in 1989 and the collapse of the Union of Soviet Socialist Republics in 1991, were a clear signal that a form of power based on Marxist ideology was slowly coming to an end. It is easy to see that the patriotic education campaign is therefore the result of a strong need for indoctrination by the younger generation - a need that stems from the lessons of history drawn by the CCP. Its role cannot be overlooked especially now that China is focusing on strengthening a unified state identity that rejects the possibility of identification with its own ethnic or national minority. Patriotic education is only patriotic in the name - because it is much closer to nationalism. The presentation will present the patriotic education campaign launched in 1991 and the circumstances in which it was introduced. Apart from its specificity, it will also characterize its pragmatic role in legitimizing the power of the Communist Party of China. However, the presentation will focus primarily on her current role in creating a unified identity that does not allow for any difference from the Han Chinese group

***Massimo Introvigne, Center for Studies on New Religions (Italy), PRESENTATION***

**Alternative Education, Spirituality, and Repression: The Case of Tai Ji Men in Taiwan**

Tai Ji Men is a Taiwan-based menpai (similar to a "school") of martial arts, Qigong, and self-cultivation rooted in esoteric Taoism. It offers a comprehensive project of education: physical, psychological, and spiritual. The project has been successful in Taiwan and internationally. However, such projects in times of political retrenchment run the risk of being repressed by the power that be as an undesirable alternative to what the government offers. This happened to Tai Ji Men in Taiwan in 1996, starting the longest court case in the nation's history, one not totally resolved to this very day. The paper explores the clash between two different projects of education, coming respectively from the state and from a fiercely independent segment of the civil society.

***Maja Zielińska, The Maria Grzegorzewska University (Poland), PRESENTATION***

**Supporting Foreign Students with Special Educational Needs in Polish Schools**

The intensification of migration processes has made foreign students an integral part of the school community of many educational institutions in Poland. Despite the prevalence of the above phenomenon, modern schools still face new challenges. On the one hand, their task is to provide this group of students with support in terms of integration and adaptation, and on the other hand, to use multi-faceted educational, psychological and pedagogical support. The subject of the presentation is a reflection on the issues related to the process of supporting a foreign student with special educational needs in Polish schools. The aim of the presentation is to discuss school difficulties encountered most often by foreign students and to present the basic issues related to the diagnosis and psychological and pedagogical help of the above-



mentioned students. In addition, the aim of the presentation is to list the recommendations for the project of educational activities, including holistic support for a foreign student based on a case study.

***Jacek Kulbaka, The Maria Grzegorzewska University (Poland) PRESENTATION***

**Science and (totalitarian) ideas towards disability in the I half XX century**

Disability (concept), directions of the evolution of special education in Europe in the light of educational theory and practice (types of special schools, legislation, methodology, distinguished persons, international cooperation), eugenics, Nazism, fascism and communism in the face of disability.

***Dominika Kuna, University of Warsaw (Poland), PRESENTATION***

**A child and a culturally diverse environment. The dimension of its legal protection in the light of international challenges**

Legal changes follow all the historical, economic and intellectual changes. Recognition of a child as a separate entity is often emphasized by the main documents, which today constitute the legal basis for the protection of children's rights. Only a child brought up in a family has a chance for full and harmonious development, because it is his natural environment. Currently, the child has been recognized not only as a subject understood in the context of philosophical considerations, but also as an entity that is the source of legal personality, which is undoubtedly the achievement of our times. Raised in a culturally diverse society, it becomes a part of this multidimensionality of the world. In contemporary discourse, especially international, nobody questions the fact that a child is a person in a formal aspect, an integral substance, an individual and self-existent being who, from the beginning of his birth, has dignity, subjectivity and legal personality. The child is recognized as capable of love and freedom, which is revealed in the process of his physical and spiritual development. The culturally diverse environment is undoubtedly the result of the progressive global socialization aimed at creating a state - the world. It is a process that is not complete. As are the rights of the child, which still need to be pursued, as their rights and protection are derived from biological and social needs, and therefore still constantly changing factors in a global perspective. The aim of the paper is to present the issues of children's rights, which are often compared to the rights of adults. Problems related to children's rights can be interpreted as a manifestation of a more general problem related to the category of human rights. It is rare for human rights to be understood in the same way. It is particularly evident in situations of increasing tension, cultural and social changes, as well as economic and economic changes. Therefore, using examples from world history, primarily that part of it related to the history of childhood, the formation of a democratic society and the implementation of modern educational policy in different countries of the world, I would like to point out the differences in the perception of a child, family, individual. An example may be the Chinese standards of education, which differ significantly from those existing in Europe, and which constitute not only the basis of the child's rights and rights, but also the proper functioning of societies. only for children, but also for their parents, whose rights are often overlooked and difficult to grasp in the perspective of children's rights. The problem with creating a compatible system of legal



protection of the family appears above all on the international level, because this is where one should look for the tools responsible for the proper development of a diverse environment. In addition, migrations and mixing of different societies also raise a problem at the level of equal access to education, respect for the right to education, freedom of religion and opinion, often discrediting the importance of dialogue, so important since ancient times in the process of building citizenship. An analysis of the Convention on the Rights of the Child reveals that children's rights are a special type of human rights and are based on similar structural features - including the principle of equality and the principle of state aid. Legal documents that constitute the foundation for the protection of the youngest are often based on the ideas of providing the resources that children need for optimal growth, protection and participation in society, but they are not always properly implemented. Therefore, it is so important to note the need to change the axiology of children's education, based on the ideas of justice, respect, dignity, and mutual friendship and peace, as the progress of democracy and the development of humanism will depend on it. These postulates should be heard particularly clearly in a culturally diverse society. Works in the field of philosophy, history, anthropology and pedagogy as well as psychology were used to prepare the paper. Polish and international legal regulations were also analyzed.

***Susan Wang-Selfridge, Music Studio (USA), PRESENTATION***

#### **Pursuing Higher - Purpose Education in a Globalized Society**

Education should patiently preserve and pass down to future generations what is valuable in traditions and cultures, forming the building blocks for next civilizations. The world is culturally diverse, yet bonds can be created through cultural exchanges, and found a global peaceful coexistence. Of course, the transmission of a variety of cultures can be inhibited or promoted by governments, yet civil society has an autonomous and important role. The author discusses examples from her personal experience in teaching music in a variety of cultural and socio-economic settings, and the impact of governmental policies on artistic teaching.

**15.45-16.00 - BREAK**

#### **16.00-17.00 – WORKSHOPS**

***Workshop 1: Children and youth resources - how to strengthen them in the virtual world?***

**Coach: Marta Chojnacka**

***Workshop 2: Aplikacje internetowe wykorzystywane w środowisku naukowym i biznesowym***

**Coach: Bartłomiej Malinowski**



**17.00-17.30 – PLENARY SESSION**

**Chair of the session: Anna Odrowąż-Coates**

***Kathleen Manion Royal Roads University Canada – LIVE KEYNOTE 03 (17.00-17.30)***

**2021 - Children's Rights, Education, and an Opportunity to Pivot**

2020 was a challenging year. As individuals, it impacted our physical, mental, social, and economic health; as nations, it taxed our solidarity, businesses, economies, health care, and education systems. The full toll of this year is not yet fully known. However, intersecting global events have provided an opportunity to pivot in 2021 and explore ways to tackle our political, environmental, health, inequality, and economic issues. As a researcher and practitioner devoted to children's rights, participation, and wellbeing, I see some unique opportunities to leverage a rights-based lens to reform formal and informal education systems to open participation, dialogue, diversity, and innovation. By drawing on our collective intellectual, relational, political, financial, or material resources we can discuss ways to work towards an equitable and habitable planet. In doing so, we can support and mentor children and young people to navigate ways to tackle the systemic and endemic issues they will be handed, one step at a time. By reforming the education system, we can build in more agility and resilience to tackle global disruptions, but also build more digital literacy, participatory, and inclusive spaces for children, young people, and their educators. Ultimately, this supports children and young people's confidence and competence to innovate. Too many children face exclusion, violence, and discrimination in schools on top of the larger societal issues they witness. Setting up spaces where children can share their feelings about these issues, as well as their ideas, perspectives and realities is a great first step in building resilience and participation. Moving beyond this, we can support frameworks to help them co-create solutions to specific issues, further building their skills and redressing specific issues. This keynote paper posits some broad questions, but it also draws on some specific examples to consider based on findings from children and young people themselves involved in research projects from multiple countries exploring experiences of violence in schools, in advocating for climate action, in redressing processes of colonization and racism, and in building process to safeguard children.

**17.30 - CLOSE THE DAY – invite for tomorrow (22.01), remind programme for tomorrow and sponsors and participants**



# **SECOND DAY**

## **22 JANUARY 2021**

### **10.00 – 17.30**

#### **10.00 – 12.00 - PLENNARY SESSION**

**Chair of session: *Maria Cecilia Zsögön***

***Linda P.-L. Chen, Dalhousie University (Canada), PRESENTATION***

#### **Overcoming Educational Challenges in a Multicultural World**

The author shares her experience of working in a multidisciplinary and multicultural team that studies rare genetic diseases and their psychological and social consequences. The experience in itself demonstrated how sharing a common goal and a collective desire to achieve the same goal makes it possible to overcome the normal differences that arise in a multicultural environment. This lesson can be applied to educational challenges in a multicultural world. Overcoming them is not always supported by the governments, as it involves finding a common language for humanity, but is possible based on a conscience-centered education.

***Yi-Ling Lo, National Tsing Hua University (Taiwan) PRESENTATION***

#### **COVID-19, Health, and Global Education**

The experience of the pandemic spreads not only sickness and death, but also fear and anxiety. The paper explores the implications of infectious diseases on global political, social, and economic stability, and on education. Indeed, education can play a key role in creating an environment where we do not succumb to fear and even boost our immune systems.





Nutritional education has an especially important role, as diet affects the control of gut microbial populations, and indirectly affects the physiological functions of the host human being. A broader education focusing on calm and happiness may also affect macro trends in populations suffering for the stress of epidemics.

**Aneta Rogalska-Marasińska, University of Lodz (Poland), KEYNOTE PRESENTATION**

**Accelerating Sustainability. Student Teacher Education as a Fundamental Step Towards Global Change**

The paper aims to present arguments on profound and diverse student-teacher education concentrated on sustainable development – its goals and issues, and various methodological approaches. Today it becomes globally accepted that the theoretical phase of declarations and recommendations about the idea of sustainable development must turn into the application stage. The significance of practical implementation is clear, but the process of realization is still in its beginnings. Examples of even best practices are not enough to fulfil the expectations of worldwide and multicultural education for sustainability. To make it of a global range, accurately constructive and fruitful, a new way of student-teacher education is needed. Only commonly educated, pre-service teachers would successfully respond to the challenge to educate their students in the spirit of sustainability expectations. In front of increasing unsustainable activities and life routines, the process of student teacher's education for sustainability has to accelerate and become utterly prevailing. Thus the paper will present the author's suggestions what should be changed, in student teacher's process of learning to become prepared to cope with SD challenges and creatively respond to SDGs' objectives. Such guiding principles allocate new roles, activities, and expectations to academics, and suggest new organizational solutions at the university level. Keywords: ESD, student-teacher education, changes in study content, new organizational order of studying, the role of academics in student-teacher ESD – new possibilities and obligations

**Maria Cecilia Zsögön, The University of Buenos Aires (Argentina), PRESENTATION**

**Challenges for multicultural education in a postcolonial scenario: experiences from Latin America**

What is multiculturalism? How is it approached at educational institutions in Latin America? How can education contribute to recognize and guarantee the rights of indigenous peoples and other minorities? Can educational institutions contribute to the survival of their cultures and languages? How does this knowledge coexist with the hegemonic, eurocentric perspective? Can education lead to the emancipation of the oppressed? Or does it, in fact, lead to their assimilation in the dominant culture? What does it take to go from multiculturalism to interculturalism? We will reflect on the possible answers to these questions in the frame of a long-postponed debate that implies the recognition of Latin America societies as plural and diverse. It also implies the need to account for historically excluded, marginalized and exploited groups, relegated to subordinate positions in relation to dominant-hegemonic perspectives. Even though the colonial bias persists in formal education and in every other aspects of social life, some educational initiatives are playing a fundamental role in the acknowledgement of the identity, heritage and background of historically marginalized



cultures, in what could be the beginning of a long path towards intercultural dialogue, respect and recognition.

***Daria Hejwosz-Gromkowska, Adam Mickiewicz University (Poland), PRESENTATION***

**The end of multiculturalism (?) – the case of England**

In the English political discourse the end of multiculturalism has been announced many times, as an idea of social bonding. The aim of the presentation is to analyse the discourse of public debate on multiculturalism in England as well as the implications for citizenship education. In the presented speech I would like to focus on the foundations of citizenship education in the context of social cohesion and Britishness. Secondly, I would like to sketch the policy toward citizenship education and multiculturalism under the Tories policy and to analyse the idea of Big Society. Moreover I would like to find the answer to the question whether there is an end of multicultural policy or this phenomena has been transformed. Finally, I also would like to answer to the question how the multicultural policy has been shaping the citizenship education in England.

***Nitza Davidovitch & Ruth Dorot, Ariel University (Israel), PRESENTATION***

**The contribution of monuments to educating about Holocaust remembrance and commemoration in Israel**

This study focuses on the role and contribution of monuments to educating about Holocaust remembrance and commemoration in Israel. Holocaust monuments are located throughout Israel, from north to south, and over the years memorial centers have been added, which contain additional monuments commemorating the story of the specific place and/or personal stories. Many of the latter have original displays from the period of the Holocaust and, according to definitions that will be presented below, these too can be defined as “monuments” and their place as a commemorative site. Commemoration of the Holocaust is an important value in the education of the young generation, as a lesson and as a call to always remember that which happened. The educational system has a very significant role in providing instruction on the memory of the Holocaust and it must teach this complex topic using interesting visual means such as monuments, which have a meaningful role in the story of the Holocaust, similar to journals, letters, films, and drawings.

***Chinyere Lilian Okam, University of Calabar (Nigeria), PRESENTATION***

**On children: a study of storytelling, affective education and child’s respect**

In this study, three stories from the storytelling sessions by a Nigerian raconteur- Aunty Shine-shine was used to explore how children participated in the various sessions of storytelling. Though the sessions took place in the virtual space via zoom, but that are not part of the focus, though little mention be made of it. The paper locates the study within the humanism of Janusz Korczak raising questions on the impact it will make on the children through their participation. It uses observational and conversational method to interpret the capability ground of the children’s participation. Through a diffusion of this principle, it



makes case of how older children relate to other children during storytelling sessions and question if the social system of seniority set by adults as caregivers has been imbibed by the older children. The study looks at certain elements of storytelling especially dialogue, comparing the themes with the age and responsive engagement of the children. This is with a holistic understanding of the social world and stories as signposts of affective education. The study found the issues of rights were misappropriated; thus, it concludes that a study and application of Janusz Korczak's pedagogical thought which the study placed as a philosophy of humanism could resolve the issue of child's right to respect when applied.

***Chang Liu, University College London (United Kingdom), PRESENTATION***

**In the status of struggling: Chinese parents' attitude towards children's right to play**

This study aims to explore parents' attitude towards children's right to play in preschool settings in Shanghai, China. Children's right to play is frequently considered as a unique human right exclusive to children. Alongside its benefits for child development, children's right to play is increasingly emphasized in major policy documents concerning Chinese early childhood education (ECE). However, how Chinese parents, as critical custodians of children, understand and realise their children's right to play remains unclear. Framed by a poststructuralist theoretical framework, this study seeks to address this gap and provide insights into the variety of discourses that shape Chinese parents' understandings and interpretations. A mixed-method approach was adopted with an explanatory sequential design, by combining online surveying with semi-structured interviews. 880 parents responded to the questionnaire, among whom 11 were interviewed. The findings suggest that self-contradictory understanding of children's right to play exist among Chinese parents. The contradictions are a result of dominant global and local discourses (i.e. the UNCRC and Confucianism) that co-shape Chinese parents' interpretations of right and play. Being self-aware of those tensions, the parents in this study seem to lack agency in resolving the conflicts and practising children's right to play to the 'standards' of UNCRC. This study argues for the need to scrutinise the hegemonic position of the UNCRC from an agonistic approach, whereby children's right should be understood within contexts. It also points parents' lack of agency in the process of realising children's right and calls for parental empowerment in accordance. This study offers a unique angle to bridge the translation of article 31 with parents' attitude towards it in Chinese society.

***Kinga Lendzion, Cardinal Stefan Wyszyński University (Poland), PRESENTATION***

**Attitudes of Malagasy students towards school education (on the example of own research)**

In Madagascar a large percentage of children do not attend school, and those who begin their education often give it up before completing the elementary level. There are many reasons that cause this situation. In addition to the poverty, one of them is the unwillingness of parents to the school education of their children. Nevertheless, more and more often parents, including from rural areas, tend to perceive the advantages of school education. Tribal education and ancestral knowledge of Malagasy traditions passed on within a family is no longer sufficient for young people to live a decent life in a contemporary community. Also,



the students treat learning at school as a way to a successful future. This article presents the results of the field research conducted twice in the malagasy schools in Miandrivazo, Madagascar (2016, 2018). The researcher applied an eclectic model of studies, making use of both quantitative research (survey questionnaires) and qualitative research (focus interviews). The analysis of answers shows the students have a positive attitude towards education. Their answers centered around three main ideas: at school you can acquire necessary knowledge, thanks to education our lives will be better and we will be different from uneducated people. keywords: attitudes towards education, educational system, family environment, Madagascar, student.

## **12.00-12.30 VIDEO SESSION**

**Chair of session: *Ewa Dąbrowa***

***Yelizaveta Isakova, Donbas State Engineering Academy (Ukraine), VIDEO***

### **Socio-cultural aspects of mother tongue language education in multinational Singapore**

The author analyzes the socio-cultural aspects of mother tongue language education in multicultural Singapore at the present stage. The goals and objectives of learning mother tongue languages in Singaporean bilingual education system are highlighted. The work also reveals advantages and disadvantages of the bilingual system of education which regulates the use of English as the only language of educational process, as well as the study of one of the proposed mother tongue languages (Chinese, Tamil or Malay) as a special lesson. The reasons for the language shift, dominance of the English language and reduction in the use of mother tongue languages in Singaporean society are discussed. The measures and initiatives taken by the government of Singapore for strengthening the role of mother tongue languages in the country's education system and forming competent and dynamic bilinguals are described.

***Kotun Kyril, National Academy of Educational Sciences of Ukraine (Ukraine), VIDEO***

### **Lifelong Professional Development of Teachers in Nordic countries**

The theme outlines main features of teachers professional development in Norway, Sweden, Denmark and Finland. Legislative support of adult education as the basis of professional development of working teachers is considered.

***Nataliia Paziura & Nellia Nychkalo, National Academy of Educational Sciences of Ukraine (Ukraine), KEYNOTE VIDEO PRESENTATION***

### **Professional activity at multinational aviation companies: impact of socio-cultural factors**

The report is about peculiarities of professional activity of aviation personnel working for multinational aviation companies and socio cultural factors influencing their work. It is stressed that socio and cross cultural issues may be the reason for misunderstanding in professional and everyday communication. Special attention is paid to professional radio



communication between an air traffic controller and pilot, which is very important for promotion of flight safety. The authors underline the importance of social factors influencing the choice of certain lexical units and functional styles in radio communication.

## **12.30-14.15 - PARARELL SESSIONS IN 3 GROUPS (PRESENTATIONS)**

### **SESSION 1 (VIDEO PRESENTATIONS)**

**Chair of session: *Justyna Pilarska***

***Natalia Miler-Ogórkiewicz, Nicolaus Copernicus University (Poland), VIDEO***

#### **Architectural education and achieving goals for Sustainable Development**

The dynamics of the modern world requires constant flexibility and adaptability. Everyday rush demands immediate decisions that can have further impact than the present moment. Thus, there is a growing need for common awareness of the importance of current actions and their consequences for the future in all fields of life. This idea is implemented by the Sustainable Development program. In parallel, a conception of architectural (spatial) education is being developed, concerning not only a narrow group of professionals, but also the entire society. It shapes apart from aesthetic attitudes and technical skills, also civic attitudes and responsibility for the environment. The aim of the presentation is to review selected architectural education programs, indicate the goals of the education and define their compliance with the goals of the Sustainable Development Agenda. The review took into account both architectural study programs at universities and cultural institutions' initiatives directed to a wide audience. Based on the analysis of architectural programs, their goals and learning outcomes, the author points out goals and actions that are mutual with the Sustainable Development Agenda. The architectural education influences not only the shape of the space. The acquired knowledge and its practical application have an impact on the society, environment and economy. These are the three fields that the Sustainable Development Agenda is focused on. The author highlights benefits of introducing the architectural education into the school core curriculum, as elements of other school subjects or a separate subject.

***Ewa Lewandowska, The Maria Grzegorzewska University (Poland), VIDEO***

„Children are tomorrow” as Janusz Korczak wrote and he gave voice to children on pages of “Mały Przegląd” (eng. The Little Review). They kept writing about important thing, they were sharing their views, asked questions. Children in Poland make nearly same percentage of society as people above 65th years of age. But what make their situation different from elder generation if their financial and legal dependence on elder. But is it reason enough for adults to not to listen to “voice of tomorrow”? Grandparents are the past, parents present, children our future. How can we build our sustainable future without asking or listening an opinion of those who are the closest to the future, who are the future? The aim of this presentation is to show how by drawing from experience of Janusz Korczak we can amplify audibility of



children voices in the adult society. To show how they see the world, what they know about it and think and to hear out what they would like to tell to adults. Research method was a free and open interview (Kvale, 2010), a method that allows access to the opinions of children in a for them natural way.

***Yaroslav Pylynskyi, National Academy of Educational Sciences of Ukraine (Ukraine), VIDEO***

### **The short overview of the beginnings of the concept of multiculturalism and its consequences for education today**

The concept of multiculturalism at a new stage of the development of humanity has emerged in the post WWII Canada. It was a deliberate manifestation of its citizens, who belonged to different national groups but shared the common vision of future democratic and prosperous Canada as an indivisible common state, where they wanted their children to live.

The success of Canadian transformation from the British colony into the multicultural republic tempted some other countries to follow this rather successful example. The USA, and the newborn European Union, had begun to apply multiculturalism as a part of their domestic policy very soon after. In the USA it was included in the Great Society program of transformations. In the EU it became a part of the political and educational policy applied in all member states. To some extent it was considered as glue able to keep together diverse cultural and political entities – national member states, ethnic and sectarian groups etc. – and applied mostly through education and other cultural means.

After decades of application of the policy of multiculturalism in the USA and EU countries it is the right time to appraise the success and shortcomings of this policy and possibility to try it in such former communist states like Ukraine, which are on the return way to the democratic world.

***Dagmara Kostrzewska, The Maria Grzegorzewska University (Poland), VIDEO***

### **Cultural codes of motherhood**

The aim of the speech is to show that for centuries motherhood has played an important role not only in family life, but also in the whole community. The phenomenon of motherhood as well as its cultural code has evolved and undergone numerous transformations and stages. Motherhood, once considered to be virtually the duty of every woman, today is a matter of choice and something that is not obvious. Despite numerous transformations of the phenomenon, its universal value is, however, the role of the mother – the birth giver, the giver of life, the embodiment of kindness and love for her own children. The speech constitutes an attempt to analyse the transformations of the cultural code of motherhood and to discuss the possible permanence of its elements.

***Oleksandra Bozhok, National Aviation University (Ukraine), VIDEO***

### **Bilingual Education of Primary School Pupils in Inter-Cultural Interaction**

The development of communication competence among primary school pupils is of particular importance as leading factor in inter-cultural interaction. With the new wave of migration all over the world and the intensification of linguistic integration, a number of problems have



arisen with regard to the formation and functioning of bilingualism. The relevance of studying this problem is also due to the reorientation of domestic general education towards a competency-based approach that is in line with world educational trends. Modern pedagogy deals with different ways and technologies to develop both communicative and foreign competences of pupils in primary school, and the problem of developing bilingual communication competence in the educational process is not given due attention. Moreover, the application of the dialogue of cultures in the educational process has to be adequately addressed in pedagogical theory and practice.

***Nataliia Avsheniuk, Ivan Ziaziun Institute of Pedagogical and Adult Education of NAES of Ukraine (Ukraine), VIDEO***

### **Professional Identity of Quality Teacher for Multicultural Education**

The report is devoted to the comparative analysis of teachers' professional standards in Ukraine and other countries in order to reveal the essence and role of multicultural competence as a significant component of quality teacher professional identity.

***Nadiya Tymkiv, Ivano-Frankivsk National Technical University of Oil and Gas (Ukraine), VIDEO***

### **Interdisciplinary Approach in Professional Training for Future Petroleum Engineers.**

The paper deals with the training specialists in the field of petroleum engineering ready to work in interdisciplinary teams and projects. Interdisciplinary approach including globally conditioned interdisciplinarity has been discussed in the context of engineering education since the beginning of the 21st century. This approach contains a number of basic components, namely: structure, process, language, identity, and technologies. Efficiency of interdisciplinary training depends on the general dynamics of a team. The international community has not disputed on the significance of interdisciplinary approach for engineers, but the key issue remains – how to apply theory for practice in both curricula development and learning process itself. Interdisciplinarity in the petroleum education is considered as a basis for critically new competitive engineering solutions. The indicators proving the presence of interdisciplinary management system at university are outlined. Based on the elaborated principles of interdisciplinary activities a set of required tools and elements to manage interdisciplinary training of petroleum engineers is presented.

***Kristina Ramskyte, St John's University (USA), VIDEO***

### **The Hidden Center in Domestic Violence Shelter Fields of Power**

A Structural Analysis of Primary Source Agents Situated Within the 'Domestic Violence Shelter' Field through the Lens of Bourdieu's Center-Periphery Axis.

Domestic violence shelter research is a particular and significant branch of domestic violence research. This paper is an exploratory study that will attempt to use Bourdieu's 'Field of Power' theory to contextualize and place the expressed and hidden centers of power within the domestic violence shelter system, as a function of direct feedback from agents within that system.



## **SESSION 2 (PRESENTATIONS)**

**Chair of session: *Krystyna Bleszyńska***

***Krystyna Bleszyńska, PEDAGOGIUM Higher School of Social Sciences (Poland), PRESENTATION***

### **Meanders of race and ethnicity in civil society**

The presentation exams the crossroads of ethnicity, race and civic education in a diverse society. Special attention is paid to the role of ethnic socialization, bilingual teaching and intercultural education in the building of social capital and social cohesion. Referring to the "racialization of America", La Raza movement, basic of ethnic education and "education for foreigners" there will be discussed the selected problems resulting from the lack of balance between the "civic" and "ethnic" once.

***Hendrick Lam, Association of World Citizens, an NGO with ECOSOC (USA), PRESENTATION***

### **Multicultural Education: Challenges and Opportunities**

Globalization and the Internet have created a multicultural world. The paper explores whether "multiculturalism" may be considered a "new culture," and how multiculturalism is considered differently in the United States, China, and Europe. Based on the personal experience of the author as an officer in an ECOSOC-accredited NGO, the paper suggests that an educational approach to multiculturalism should look for the essence of the various cultures, and put them in conversation. Two important concepts in this respect are harmonization and conscience. Harmonization is the path to the solution of disputes, and conscience is the key to achieve a harmonized world.

***Anna Mlynarczuk-Sokolowska, University of Bialystok (Poland), PRESENTATION***

### **Completing the baggage of new (difficult) experiences (?). Students with refugee backgrounds in the process of remote education**

The aim of the presentation is to explore the main problems and challenges related to the education and integration processes of students with refugee backgrounds during the lockdown period. The presentation will consist of two complementary parts. The first one will show the main issues related to the formal education of forced migrants in Poland. The second one will analyse the problems of this group's participation in remote education during the lockdown period (taking into account the available data and the research carried out by the author of the presentation). The context of the considerations in the second part of the lecture are the research results on the specificity of remote education in Poland in general. The analyses which will be presented prove i.a. that the period of a remote education in the case of students with refugee backgrounds was the source of many difficult experiences as well as exclusion from schooling and peer integration. Remote education was associated by this group of students with a high level of stress and a sense of loneliness, fear of not getting





promoted to the next grade, fear of losing linguistic competence to communicate in Polish, etc.

***Martin Kaleja, University of Presov (Slovakia), PRESENTATION***

**Critical Points to Some Selected Issues of Czech School Education System and the Context of School Inclusion and Romani Pupils**

In this, contribution, we are presenting for consideration our reflections, the nature of which, as we acknowledge, maybe influenced by the author's subjectivity, and how he sees, understands and evaluates the matter at hand. The text deals with some selected aspects of Czech school education system, and its relation to a few questions, such as mainstreaming schooling, school inclusion and Romani pupils coming from Czechia, who are becoming a very often topic for discussion among not many subjects. School education system actors, European commissioners and Czech politicians and of course, other representatives engaged in the school policy system in the Czech Republic belong to all of them. This aspect of our concept has aided and continues to aid us (all of us, who are professionally engaged in this topic) with investigating, verifying, experiencing, living through and perceiving what the concepts actually are in the name of which we have designed all of these efforts.

***Lidia Zabłocka-Żytka, The Maria Grzegorzewska University (Poland), PRESENTATION***

**The psychological needs and difficulties at school setting of Ukrainian labor immigrants' children**

The immigration needs adaptation. It is a process for the whole family as well as for children. There are many factors which can have a great influence on the acculturative process and education e.g. the age of the child, the economic situation, available support. The psychological well being and mental health is also very important factor for the adaptation to the new circumstances. The psychological needs and potential difficulties among children will be discussed in the presentation. It will be considered from theoretical as well as practical point of view.

***Robert Boroch, University of Warsaw (Poland), PRESENTATION***

**Culturally Responsive Teaching in the acquisition of a foreign language**

The philosophy of learning and teaching examines the relevance of understanding phenomena in terms of their description and analysis. In this sense, two approaches clash academic realism and academic anti-realism. The dispute in question concerns a fundamental issue: namely, what is the cognitive goal of it? The philosophy of learning and teaching also falls within the scope of these considerations. In this case, it is possible to speak of this philosophy as a multidimensional set of formal and informal practices related to the processes of distribution and acquisition of knowledge and skills and their consolidation in the form of, e.g. habits. The philosophy of learning and teaching should be considered within a particular cultural context — the management of knowledge and the psychology of learning and teaching — each of which has two dimensions: normative and descriptive. The normative is a formal dimension, legitimised, e.g. by the teacher's authority. In this sense, the propaedeutics



of this dimension can be deduced by observing teaching methods. The descriptive dimension refers to the actual learning and teaching practices used by the learner and teacher, respectively. In the present article, these considerations have been subjected to the analysis of problems such as motivation, expectation, and habit in the process of acquiring knowledge and skills, with an indication of the specific socio-cultural conditions determining the 'educational behaviour' of students. Observational material gathered during the project refers to language acquisition in terms of Culturally Responsive Teaching.

***Eliana Danilavichutie, National Academy of Pedagogical Sciences of Ukraine (Ukraine), PRESENTATION***

**Contemporary trends in designing the educational space for people with speech, language and communication needs in Ukraine**

Studies of the current education provision for learners with speech, language and communication needs in Ukraine are based on systemic approach to identifying speech/language disorders and ways to overcome them based on multiple interrelated components and elements interacting with each other and with the external environment. These studies help determine the main ways how learners with various speech/language development disorders demonstrate their needs for special educational services; compile a list of settings that offer such services; and explore specific strategies for providing appropriate support depending on the type of the speech/language disorder. Understanding of the hierarchy of needs enables to determine a clear sequence of causes for limitations that impede effective learning. In turn, this guides a choice of appropriate teaching strategies and spares unnecessary steps when designing the educational space.

***Iwona Nowakowska, The Maria Grzegorzewska University (Poland), PRESENTATION***

**Learning respect and tolerance through volunteering: theoretical and empirical considerations**

Volunteering is a form of behavior directed at benefitting other people or working for important matters, typically performed without remuneration. Although its motivations may vary from prosocial to oriented at career development or self-enhancement, the potential volunteering has to form respectful attitudes toward others is noticeable. Volunteerism is present wherever socially important actions take place, and a wide variety of noble causes are supported by volunteers. There are fields and themes of volunteering which can particularly support people in the forming attitudes or respect and tolerance toward otherness in its broadest sense. For instance, some volunteers are working with people from the minority and vulnerable groups (e.g., people with disabilities, illnesses, refugees, immigrants, people from in homelessness crisis, people from sexual minorities), or people from different age groups (e.g., children or elderly people). According to the contact hypothesis by Allport, contact with people representing groups of "others", especially sustained as it is for volunteering, can facilitate forming positive attitudes toward the members of the group of "others". More generally, it can promote the formation of communities based on trust, peace and mutual support. These theoretical considerations will be complimented by a presentation of results of in-depth interviews with volunteers working with the elderly people (N = 9) conducted in the interpretative phenomenological analysis methodology. The interpretation of the interviews



shed light on the way how volunteers make meaning of their activity and how it shapes their worldview and relationships with other people, especially with regard to values such as respect and tolerance. Both theoretical and empirical considerations will serve as a starting point for discussion about the meaning of volunteering in education for forming future communities based on empathy and mutual understanding.

***Subrata Ganguly, University of Warsaw (Poland/India) & Joanna Madalińska-Michalak, University of Warsaw (Warsaw), PRESENTATION***

**Sami Women towards leadership in Sustainability**

This paper focuses on the status of Sami women nowadays and the different aspects that influence on their lives and work. The presented research has three important confrontation over the status of Sami women, of which, the first is the historical aspect including the tensions between myth and realities of Sami women in the context of transformation of Sami society; the second aspect of the research covers the social and political dimensions like a crucial interface of man-made social and political brutality and exploitations against Sami Women on one hand, and the degree of counter-effectiveness of governmental policy intervention on the other; and thirdly, the research responds to the issues of raising the voice of women against all primitive social and political odds, which will simultaneously clarify the fact of the emerging power of Sami women, their vigor, ethos, political struggles and their fight against the planned deprivation and gender inequality; while at the final fourth stage of analysis, the research emphasizes to hold a thought-provoking discussion on the objective and content of Sustainable Development Goals (SDGs)-5 towards achievement of Gender equality and the matter of empowering all Sami women and girls. This entire four staged discussions concludes the process of transformation of Sami women escalating from the status of powerlessness to empowerment, from the deprived isolation to stronger participation in social actions, from the culture of remoteness to vigor of expansion, and from the demeaning status of unrecognised contributor to social leader.

***Emilia Kepka, University of Natural Sciences and Humanities (Poland), PRESENTATION***

**Education for security and cultural security**

Cultural security (as well as military, political, ecological, medical and economic security) is one of the types of security of subjective character. In the 21st century, thanks to the technological development and globalisation, societies mix. A number of new challenges appear. Mass migration, mixing cultures or religions are only some of them. It is important to turn these challenges into chances, not into threats. To achieve it, appropriate education of the society from the earliest stage of life is essential. As an Education about safety teacher I notice the need to research the issues connected with cultural security. In my presentation I am going to discuss matters of cultural security and present my own propositions on this subject.

***Dorota Domalewska, The Academy of War Art (Poland), PRESENTATION***

**On safe space in education: A Polish-Vietnamese comparative study**



Safe space describes a classroom climate that feels secure, supportive, and risk-free so that students can honestly express their individuality and opinions without fear of being the target of violence harassment, or hate speech. In this paper, we examine the relationship between the school environment, individual characteristics and family in shaping students' perceptions of safe learning environment. The Safe Learning Environment Survey was designed and distributed to a convenience sample of 360 undergraduate students at universities in Poland and Vietnam. Results reveal that neither sex nor family context affect students' feeling of safety at school. However, there is a high association with nationality in feeling safe at school. Polish and Vietnamese students differ in their opinions why safe space should be enhanced as well as what the teacher and peers' roles are in shaping safe atmospheres. These findings have significant implications for multicultural classes: understanding the factors that enhance school safety will help to form the collaborative and inclusive environment where students' performance improves.

### **SESSION 3**

**Chair of the session: *Edyta Zawadzka***

***Beata Pietkiewicz-Pareek, University of Wroclaw (Poland), PRESENTATION***

#### **Socio-economic impact of covid-19 pandemic in education sector in India**

The COVID-19 pandemic has forced schools to close down and prompt to remote learning methods. The aim of the article is to enlighten various online platforms adopted by educational institutions during the pandemic COVID-19 in multicultural society of India, based on the documents, articles, reports as well as on telephone interviews with Indian teachers from March 2020 to December 2020.

***Weronika Molińska, The Maria Grzegorzewska University (Poland), PRESENTATION***

#### **Differences in self-regulation of stress among students starting and finishing studies. Comparison of students of Polish and Spanish universities**

Studying is associated with an increase in the level of perceived stress. The higher education system and fears related to difficulties in finding a job in the future profession may undoubtedly be the reason for this intensification. The tension caused by long-term stress may impede normal human functioning. For this reason, each person employs different coping strategies in these situations. The selection of these methods and the possibilities for self-regulation vary considerably between people. For this reason, the subject of this research work is to trace the differences in the sense of self-effectiveness, the level of self-regulatory competences and the selection of coping strategies among students starting and graduating from universities in Poland and Spain. The study assumed 10 hypotheses concerning the direction of the described variables and the relationship between the way of coping with stress (the strategies used) with the level of self-regulation and the self-efficacy of students depending on the year of study and nationality. The study was conducted (before the beginning of the examination session) in classrooms at the universities of Valencia and Warsaw. The study used English adaptations of the General Self-Efficacy Scale, COPE



Inventory and Self Regulation Formative Questionnaire tests. All of them were collected together in one pool and sent to participants in the form of an online survey. 470 people (men and women) participated in the study, divided into 4 groups: 1st-year students of Polish universities, 5th-year students of Polish universities, 1st-year students of Spanish universities and 5th-year students of Spanish universities. The results of the study make it possible to compare the phenomena and confirm the correctness of the ten hypotheses. In order to check them, the parametric T-Student test for independent samples and the three-way analysis of variance in the intergroup scheme (2x2x2) with the Bonferroni correction was performed. As a result of comparative research, a statistical analysis was performed which confirmed that the sense of self-efficacy and self-regulation as well as the choice of strategy. Coping with stress has to do with gender, age and nationality. Moreover, ways of coping with stress are related to the level of self-regulation and self-efficacy. Thanks to this analysis, the following conclusion could be drawn: the higher the self-efficacy, the more frequent the selection of beneficial coping strategies, and the higher the level of self-regulation, the more frequent the selection of adaptive strategies and the less frequent the selection of non-adaptive coping strategies. Moreover, the remaining confirmed hypotheses showed that the sense of self-efficacy is higher in the group of men than in the group of women. On the other hand, the self-regulatory skills of stress are higher among women than men, and the level of self-regulatory skills is higher among Spanish students than students of Polish universities. Moreover, students of Spanish universities more often chose adaptive strategies of coping with stress, while those studying in Poland more often use non-adaptive strategies. Women are also more likely than men to choose favourable methods of stress regulation. After discussing the results, it was proposed to continue further research in several variants. Firstly, taking into account a different research group, to check whether these relationships apply only to university students or also to the elderly and children. It would also be worth checking what the results would look like in people living under constant stress, but related to a different context, e.g. related to difficult, overloading work, or to extend the research to a control group - randomly selected people who will not declare long-term stress. It would also be valuable to introduce additional research methods that will help find an answer to the question why there are intercultural differences in the ways of coping with stress and whether these differences will appear among people from the same typological class of countries, e.g. by comparing Poles to Hungarians, and the Spaniards to the French. key words: Stress regulation, year of study, Spaniards and Poles, differences in self-regulation of stress, studies in Poland and Spain, self-regulation, self-efficacy.

***Tatiana Kanasz The Maria Grzegorzewska University(Poland), PRESENTATION***

### **Teaching sociological subjects in English to university students: a case study of the Polish university**

Nowadays, the role of English in teaching sociology has been increasing significantly, as far as English is a language medium of science worldwide. Polish universities also follows this global trend. Students are offered not only general English courses but also the specialised facultative courses in English. Taking into account the last one, a reflexive qualitative research has been carried out at the Institute of Philosophy and Sociology, the Maria Grzegorzewska University in Warsaw. The objective of four face-to-face expert interviews with the academic teachers was exploring teaching methods and techniques, as well as



difficulties in the process of teaching sociology with the use of English as a foreign language. The expert interview was designed starting from the teaching background, followed by teaching reflections on their didactic practice and ending with the academic teachers' thoughts on the role of English in sociology. The following issues were considered: 1) methods and techniques of incorporating English in teaching sociology to Polish students; 2) strategies of motivating students to use English in sociology; 3) the perception of difficulties; 4) reflections on empowering students.

The research results in the field of the sociological facultative English-based courses revealed the dominance of some ways of using the language over the others. All experts acknowledged that they aimed to develop sociological English via communicative and task-based approaches. They engage students in reading sociological texts and critically discussing them. Some of the academic teachers referred also to watching and listening to native speakers as important ways to activate students during their classes. Moreover, the experts took into account students specific interests and encouraged them to prepare a presentation or write a short essay. Some experts used also collaborative methods when students were involved in group projects and group presentations. In general, the experts developed interesting and important topics of social life and research to strengthen the students' intrinsic motivation. It was noticed that the presence of foreign students becomes a reasonable factor of improving English-based communication among Polish and foreign students in a classroom. The experts pointed out that there were various linguistic, psychological and institutional barriers in teaching sociological subjects in English for Polish university students. In fact, they tried to overcome those obstacles whenever it was possible.

***Lidia Ewa Mirecka, Primary School No. 5 K.K. Baczyński in Piaseczno (Poland), PRESENTATION***

**Family roots and the school environment at the suburbs of Warsaw - cultural negotiation, assimilation or aculturation?**

The presentation displays the results of the research conducted in order to obtain an accurate and thorough take on the society of Piaseczno, which remains a dynamic and high powered suburbia of Warsaw. Between 2000 and 2010 about 2 thousands of new residents yearly have started to inhabit this area. Such a rapid pace of development had a meaningful impact on the local community, which with time changed into much more diverse in terms of economic, social and cultural aspects. It influenced the work and actions taken in the school, too, as preventive efforts have been mostly focused on topics connected with everything pertaining to matter of tolerance and building attitudes of being open and respectful of other cultures and traditions. The research has also managed to provide an answer to frequent questions about the motivation behind the decisions to come and settle down in Piaseczno as well as the impact of social and communal conditions on the degree of inhabitant's attachment to the place/city itself. As a native-born resident of Piaseczno and w teacher working in primary school in here, I had been given the chance to observe firsthand all of these changes taking place over the years. They concerned both the local school community, where every year we have more and more students of foreign origin, and the city itself, with according to the survey was w hometown for only 19% of the respondents.

***Kamil Jaros, The Maria Grzegorzewska University (Poland), PRESENTATION***



### **The "Culturally This & That" - Educational and Cultural Project**

The "Culturally This & That" (oryg. Kulturowo To i Owo) is a name of project was created in 2018. It was an educational and cultural event carried out by the Cultural Center in Warsaw district "Włochy" and financed by the Warsaw Cultural Education Program. The musicians invited to collaborate are people from all over the world (Spain, France, Italy, USA). Despite the language barrier, the cooperation showed that art and music are a bridge to understanding, tolerance and extremely didactic cooperation - also intergenerational. Students of the Cultural Center worked with professional musicians to prepare a concert. The vocalist, Nick Sinckler, and the dancer Santiago Bello, conducted artistic workshops, which aimed not only at learning singing and dancing, but also strongly opposing ethnic or racial violence, and the result of this cooperation was a concert combining the strength of young art adepts with experienced professional musicians. The main goal of the project was to strengthen attitudes favoring mutual international and cultural respect.

### ***Claudia Chovgrani, The Maria Grzegorzewska University (Poland), PRESENTATION***

#### **International EU projects - an opportunity to expand intercultural competences in education.**

Multiculturalism raises many questions and doubts. In the ongoing discussions, the issues of the axiological justification of the multicultural ideal and the possibility of its implementation are discussed. Intercultural education is the answer to the existence of multicultural environments and continuous migrations. During the speech, I will present considerations on the implementation of intercultural education in the context of EU projects: the Knowledge Education Development Operational Program (PO WER) "International mobility of school education staff" and the Erasmus + program "Strategic partnerships of schools" implemented in preschool and early school institutions. I will discuss the goals of the projects, tasks and the role of teachers in this process.

### ***Agnieszka Długosz, University of Rzeszow (Poland), PRESENTATION***

#### **Students' learning during the pandemic**

The COVID-19 epidemic threat has resulted in the restriction activities of many institutions, including schools and universities. In this situation, teachers and students were forced to develop solutions enabling remote education, which was not always easy. The new solutions required appropriate computer equipment, telecommunications infrastructure and digital competences. The aim of the speech is to present the views of students on their learning during the COVID-19 pandemic.

### ***Joanna Pawłowska, The Maria Grzegorzewska University (Poland), PRESENTATION***

#### **How the Polish press reports online learning during pandemic 2019?**



The current epidemiological situation has forced the implementation of changes in many areas of life around the whole world, including Poland. One of these changes is the modification of the education system, consisting in the abandonment of traditional, class-room lessons in favor of remote learning, using information technology and the Internet. This change, like any other change, can have both positive and negative consequences.

It is interesting how this phenomenon is perceived by the press, which as one of the important elements of the media - the Fourth Estate, may not only reflect the social moods, but also influence the formation of public opinion. Does it perceive online education as a negative or a positive solution? What is the main subject of the considerations of press articles dealing with this phenomenon, what issues are given special attention in them? Who are the authors of these publications - is there a numerical advantage of any gender among the authors of the articles? Are they experts or do they refer to the opinion of authorities in the discussed area? Who do they mainly address their statements to? To answer research questions, a series of online articles on online learning were analyzed from several different well-known opinion-making journals and journal websites. In this study, framed by critical pedagogy and constructivist approach, the research method was critical discourse analysis.

### **14.15-14.30 - BREAK**

### **14.30-16.00 - PARARELL SESSIONS IN 2 GROUPS (POSTERS AND PHOTOS PRESENTATIONS)**

#### **SECTION 1**

**Chair of session:** *Lidia Zabłocka-Żytka*

*Tomasz Jędrzejewski Invited Photo exhibition*

**Learning during intercontinental travels**

*Sribas Goswami, Serampore College (India), POSTER*

**Need for paradigm shift in Education system in 21st century**

This paper is the part of a larger research project that examines the need for values-based education in this era. This brief note discusses this through the core values of Upanishad (ancient script). Experts state that the school curriculum of the 21st century does not support the teaching of moral values. Many commentators neglect to recognize the impact of wider societal influences outside of school on children, however. These include changing family dynamics and the rapid changes introduced by technology, both positive and negative. We now live in a globally connected world. We also now live in a material world that values material comforts, commercialization, and success, in education as well as other sectors. Hence, students' progress and success in school are frequently measured by their examination scores and 'wins' rather than demonstrations of moral ethics and values. Promoting and





prioritizing competition and success on a daily basis can degrade the values, respect, and morals of individual students and, by extension, of wider society. The evident lack of human values, combined with the misuse of technology, can contribute to undermining the morals and values of society. Thus, abuse and disrespect, carelessness and self-interest become increasingly common phenomena. In contrast, Upanishad stands on values-based education and Upanishad's teaching advocate peace and harmony in human society. Therefore, incorporating the core human values exemplified in Upanishad into the school curriculum aims to first, promote values-based education and, second better equip future generations to live a moral and ethical life. Keywords: values-based education, core value of Upanishad, school curriculum, paradigm shift. I was offered a fee waver as the Board Member. I plan to post a poster to you.

***Joanna Milena Pogonowska, The Maria Grzegorzewska University (Poland), POSTER***

**Intercultural competences on the labor market**

The poster presents the issues of intercultural competences in the labor market. Intercultural competences can be understood as the ability to understand, effective communication and effective contacts with people of other cultures in order to undertake joint activities in the contemporary intercultural work environment (Sztompka, 1994). Competences understood in this way enable people to be flexible in the multicultural labor market. Continuous, dynamic changes in the contemporary European labor market resulted in changes in the perception of the importance of intercultural competences by employers and employees (Korczyński, 2016). B. Mazur (2012) writes that they are measurable, also over time they change. Therefore, the competency potential must be constantly developed, built, expanded and updated.

***Adrianna Ferenc, Damian Wojciechowski, Dominika Nowik & Zuzanna Tuszyńska, The Maria Grzegorzewska University (Poland), POSTER***

**Mapping of political activation of adolescents in Poland**

For this presentation we analysed the visual materials accessible online in Polish mass media and social media from the last 6 months. We purposely selected examples that demonstrate categories that were revealed during the analysis of the collected photographs. We present these categories and the postulates that are connected with these categories. Our methodology is visual ethnography and we remain within the qualitative framework for our analysis. We aimed to map the agenda of Polish youth activism

***Zuzanna Daniela Porębowicz, The Maria Grzegorzewska University (Poland), POSTER***

**"Freedom - what does it mean to me?" Were Women's Strike protests in Poland influencing children's understanding of freedom**

In October and November of 2020, hundreds of thousands of people marched in Poland, to protest a high-court ruling that imposed a near-total ban on abortion. Those were the biggest demonstrations since the fall of communism. The protests over the abortion ban, that started on Oct.22, soon changed into an expression of anger at a right-wing government and its policy. The subject of freedom, not only in terms of abortion, was discussed nationwide. As a



teacher in Domowy Ośrodek Montessori DOM, I was able to observe children at school, during the time of the protests, and listen to their conversations. Few days later – the second lockdown started. I was curious what did those children associate with freedom in that moment – few months into the global pandemic, in lockdown, during political and social unrest. I used focus group interview as a method. The group – 12 children ages 6-17. The results aren't conclusive. The protests may have influenced some of the answers, but we can't know that for sure. The answers: “you can choose”, “you're making decisions for yourself”, “you can express your views”, “freedom of speech”, “no discrimination”, “freedom is being listened to” may be associated with the protests. One of the students that accompanied her parents during the demonstrations, associated freedom with “running in the forest”. Though some of the children were participating in the protests, no one mentioned the demonstrations during the interview.

***Marta Grzeško-Nyczka, State Higher Vocational School (Poland), POSTER***

### **Education Sector for Sustainable Development**

We plan to create a sectoral and European standard to help training centres develop and support their activities in line with CSR principles. Currently, organizations in the training sector work primarily on quality. The next step is to integrate all CSR issues into the organization's management system, to measure the impacts of the activities on the economy, the territory, the environment, social aspects, human rights and to report of their progress.

The multicultural project is carried by a consortium of 8 European countries members associated with a dozen of other partners. The consortium is created by: France (FormEthic), Bulgaria (Ruse), Italy (Euphoria), Sweden (PROIFALL), Greece (EPIMORPHOTIKIS and DIAS VET), Latvia (MANTEFIELS), and Poland (Fundacja Arena i Świat). We aim at developing a social responsible educational system as we are aware that many practices in training centres have negative impacts on the entire society. Our objective is to contribute to “sustainable investment, performance and efficiency” by promoting CSR in the European educational field. We have already analysed the difficulties European training centres encounter and we have used the findings to create tools which will enhance their efficiency and sustainability. These tools will measure the quality of training, the CSR performance, and the impact of pedagogical, social and environmental innovations. We have just finalized work on intellectual output. Soon many training centres will test the online courses, the repository and all other associated tools to give feedback that will lead to improvements. The final output of this project will lead to support educational sector in order to be more sustainable.

***Jaroslav Rutkowski, University of Gdańsk (Poland), PHOTOS PRESENTATION***

### **Educational challenges in a city damaged by war**

The experiences of the war in the territory of the former Yugoslavia have left their traces in the history of many cities in this region of Europe. Especially the inhabitants of the multicultural Bosnia and Herzegovina, including Srebrenica and Sarajeva, experienced the fate of a city crippled by war. Being open to those pulsating experiences of the inhabitants that touch the places of events helps to build a map of individual experiences related to being



in a special place - a city during the war. This punctum tract reveals an important dimension of the localization experience (A. Kunce). The experiences that filled the biographies of the inhabitants of the war-crippled city continue to fuel the common fate of Srebrenica and Sarajevo. These cities, affected by the suffering of their inhabitants and marked by the stigma of war, at the same time made an effort to rebuild their socio-cultural resources. This effort to rebuild the community is also an effort to undertake educational challenges in a city wounded by war. With this in mind, the conditions for living in peace are shaped. This life gains vitality under the conditions of educational activities. In the context of post-war experiences, educational activities of non-governmental organizations, museums, cultural centers and memorials give the city the expression of a learning community. They allow to shape the conditions for a better life of its inhabitants, living in conditions of peace.

***Joanna Kruk-Majewska, The Maria Grzegorzewska University (Poland), POSTER***

**Transforming our world for better. The part of Dr. Ewa Lewandowska project "Children know".**

According the 2030 Agenda for Sustainable Development in which is a plan of action for people, planet and prosperity. The 17 Sustainable Development Goals and 169 targets which were announcing demonstrate the scale and ambition are integrated and indivisible and balance the three dimensions of sustainable development: the economic, social and environmental. Therefore we wondered at children's thoughts about resolving world's problems.

## **SECTION 2 (POSTERS AND PHOTOS PRESENTATIONS)**

**Chair of session: *Tatiana Kanasz***

***Olga Lasocka-Belc, The Maria Grzegorzewska University (Poland), POSTER***

**Do you know there are more of us?**

Education about tolerance towards national and ethnic minorities. Education that should be provided at a high level in every country but is being neglected.

***Alicja Lisiecka, Maria Curie-Skłodowska University (Poland), POSTER***

**Zombie as a metaphor of fear of the Other. A popular culture perspective**

***Małgorzata Wojciechowska, The Maria Grzegorzewska University (Poland), POSTER***

**Multiculturalism in preschool education**

Multiculturalism is the subject of many considerations in the social, cultural and even educational area. There is no single definition of this term, but it can be assumed that it



concerns the coexistence of many cultures in one society. A person experiences it from an early age, and therefore it should be one of the important elements of preschool education.

***Justyna Woźniak & Beata Mydlowska, Social and Medical University (Poland), POSTER***

**Hate speech in multicultural society**

Hate speech is a serious problem in multicultural society. Hate speech is an abusive or threatening speech or writing that expresses prejudice against a particular group, especially on the basis of race, religion or sexual orientation. There were many research which showed a drastic increase of hate speech. A positive attitude to minorities based on mutual respect is a fundamental point in multicultural life-long learning. The main issues of the poster are: 1. A definition of the hate speech. 2. Stereotypes and discrimination. 3. Hate speech research and results. 4. Education against hate speech.

***Krystyna Popowska, Independent Researcher (Poland), POSTER***

**The right to political participation of people with intellectual disabilities**

***Agata Kacperska, The Maria Grzegorzewska University (Poland), POSTER***

**People with intellectual disabilities in a multicultural social space - difficulties, experience and attitude.**

My research aims to examine the experiences of people with intellectual disabilities, which are the results of living in a multicultural society. In recent years, people with intellectual disabilities have been incorporated increasingly into social life. It is a source of both positive and negative experiences. As of now, researchers have focused very little on the effect of living in a multicultural society on people with intellectual disabilities. The study included seven adults with intellectual disabilities who shared their feelings about functioning in such a society. They were free to answer questions related to difficulties, experiences along with their approach to said subjects.

***Karolina Kołodziejczak, Jagiellonian University (Poland), PHOTOS PRESENTATION***

**Inclusive education in the illuso space. A proposal to research the school field**

This article describes planned research on the practice of inclusive education in Poland in the context of Pierre Bourdieu's (2009) concept of society, in which field is one of the basic concepts. In using this term, the author intends to describe the social space of the school, the social space's organization, and the state of the school's social position; as well as to answer the question: What is the reality of inclusive education, as analyzed using the illuso category? It is necessary to analyze the state of the implementation of the assumptions made by inclusive education in primary schools, and to find out the opinions of teachers working with students covered by this type of education. In P. Bourdieu's (2009) concept of society, the field is the source of what is social, it shapes it in those who are within its area of influence. This "attitude" is called illuso (Knasiecka-Falbierska 2013, p. 188). Illuso is a state of



engrossment in a game that the participant is unaware of. This is the result of direct recognition of the field's requirements. Everyday educational life in the context of P. Bourdieu's concept falls within the field of activities of the Ministry of National Education. The teacher takes part in a game whose rules are set by the Ministry of National Education. In the context of the proposed research within the scope of the field, apart from teachers, there are also the parents of the children covered by inclusive education.

***Martyna & Sylwia Natalia Zaroślak, The Maria Grzegorzewska University (Poland), POSTER***

### **Cyberbullying as a consequence of social prejudices**

The problem of peer violence in cyberspace is developing with the widespread availability of the Internet. When, apart from access to content, there was the possibility of creating them - posting photos, texts or comments - a tool of violence for potential perpetrators also appeared. Due to the developmental discrepancy between the not fully developed ability to inhibit impulses and quite mature emotional impulsiveness, not fully developed ability to control behavior and the lack of criticism young people are primarily exposed to the experience of cyberbullying (Dubis, 2016). Nowadays, traditional peer aggression occurs in parallel with the use of online violence (Ledzion-Markowska, 2018).

***Maria Czubak, The Maria Grzegorzewska University (Poland), POSTER***

### **Scouting as a way to gender equality**

Our world aspires to gender equality. One of the Sustainable Development Goals is empowering all girls and women. The World Association of Girl Guides and Girl Scouts decided to join these efforts. The WAGGGS cooperated with Dove and prepared an educational program "Free being me". The Polish Scouting and Guiding Association is a member of the WAGGGS so Polish scouts also took part in the program. The poster is about the effects of the program in the groups of the children in the age from 6 to 10 years old from Poland and why everybody should know about this project.

***Magdalena Ostrokólska, Ideesport.ch (Switzerland), PHOTOS PRESENTATION***

**Spoleczno-kulturowy kontekst edukacji, rozwój intelektualny przez kształtowanie myślenia przestrzennego**

## **16.00-17.00 WORKSHOPS**

***Workshop 1: Online applications used in education and business***

**Coach: Bartłomiej Malinowski**



**Workshop 2: Zasoby dzieci i młodzieży – jak je wzmacniać w świecie wirtualnym?**  
**Coach: Marta Chojnacka**

**17.00-17.30 – CLOSING CEREMONY, information about publications**

**Prof. Barbara Pasamonik/Prof. Jarosław Rola**

*Some changes in the programme of conference are possible.*